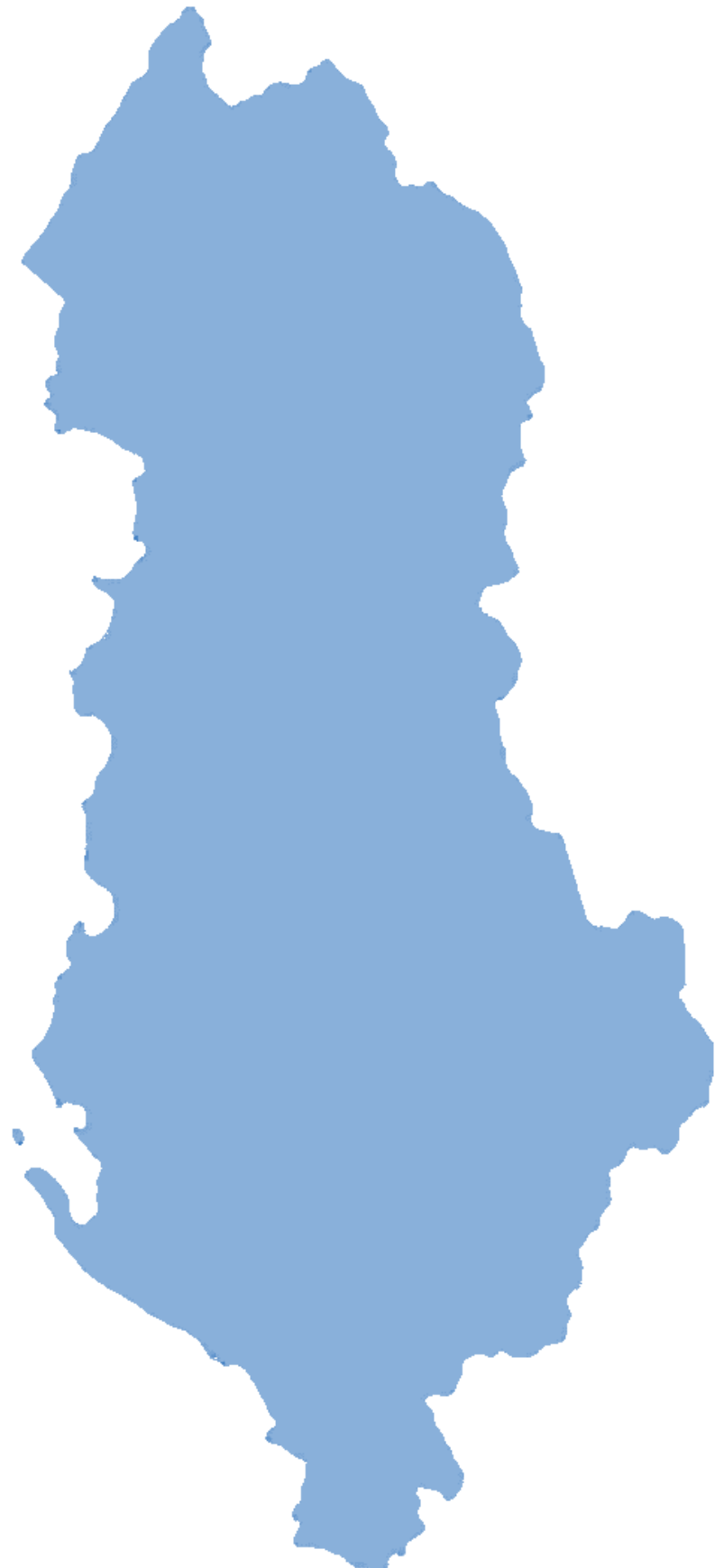**UNESCO**

United Nations
Educational, Scientific and
Cultural Organization

**Regional Bureau
for Science and Culture
in Europe**

Situation Analysis of Education in Albania:

Toward SDG4-Education 2030

**Education
2030**

The Global Education 2030 Agenda

UNESCO, as the United Nations' specialized
agency for education, is entrusted to lead and
coordinate the Education 2030 Agenda, which is
part of a global movement to eradicate poverty
through 17 Sustainable Development Goals by
2030. Education, essential to achieve all of these
goals, has its own dedicated Goal 4, which aims to
*"ensure inclusive and equitable quality education
and promote lifelong learning opportunities for all."*
The Education 2030 Framework for Action provides
guidance for the implementation of this ambitious
goal and commitments.

SITUATION ANALYSIS OF EDUCATION IN ALBANIA: TOWARD SDG4 – EDUCATION 2030

JULY 2018

Abbreviations	
CPD	Continuing Professional Development
ENP	European Neighbourhood Policy
EU	European Union
GEM	Global Education Monitoring
GPA	Grade Point Average
GPI	Gender Parity Index
ICT	Information and Communication Technology
IED/IZHA	Institute of Educational Development/Instituti i Zhvillimit te Arsimit
MAPS	Mainstreaming, Acceleration and Policy Support
MES	Ministry of Education and Sport
OECD	Organisation for Economic Co-operation and Development
PISA	Programme for International Student Assessment
PSE	Pre-School Education
PUED	Pre-University Education Development
SDG	Sustainable Development Goals
UIS	UNESCO Institute of Statistics
UN	United Nations
UNDP	United Nations Development Programme
UNESCO	United Nations Educational, Scientific and Cultural Organization
UNICEF	United Nations Children's Fund
VET	Vocational Education and Training
WB	World Bank

List of Tables

Contents

1. Introduction

Throughout the past 4 years there has been a multi-lateral effort to review and improve the education system in the Republic of Albania (Republika e Shqipërisë), henceforth referred to as 'Albania'. Since 2000, Albania has achieved significant progress with almost universal enrolment in primary and lower secondary education[1]. However, the Gender Parity Index (GPI) for access to primary and secondary education dropped from 1.0 in 2015 to 0.96 in 2017 resulting in a fall from 57th to 81st in the education gender parity ranking[2]. In addition, issues still exist regarding vulnerable groups in society (including Roma, Balkans, Egyptians, street children, children with disabilities, and the poor) who regularly struggle to access education.

The new government of Albania was formed in July 2017 and has recently expressed the following priority areas in education that they will target during the 2017-2021 mandate[3], including:
- Ensuring the quality of reforms and inclusiveness, through an increase in the pre-school education attendance rates and enrolment rates; reduced number of shared classes; and specific curricula for the disadvantaged groups. One of the main goals is to ensure that by 2021 every Roma and Egyptian child will enrol in school and complete compulsory education.
- Improving the results in national and international rankings (such as PISA and TIMSS)
- Implementing new standards-based curricula comparable with the EU countries; drafting specific texts for national minorities; digitalize the pre-university education curriculum
- Strengthening ICT in education, through the establishment of a widely usable infrastructure and through the enhancement of teachers' pedagogic skills in using ICT
- Reforming research and its funding system, prioritizing university research poles.

These goals are largely reflected in the Economic Reform Programme (ERP) which will run from 2018-2020, particularly with regard to the development, implementation and training of teachers regarding the new curriculum. Although the ERP represents a positive step toward development, it is necessary to recognise the need for not only economic but also sustainable development.

The ERP was reinforced in December 2017, when the Parliament passed a resolution on the commitment to meet the Sustainable Development Goals (SDG), committing to a future of reform and progress. Particular attention was given in debates to the commitment to meet SDG 4 on Education: 'to ensure inclusive and equitable quality education and promote life-long learning opportunities for all'. With support from the UN Country Team, including UNESCO, Albania has begun to review progress so far in educational reform. Technical assistance from UNESCO was provided in 2017 toward the completion of an Education Policy Review in Albania. The government of Albania has also prepared the Voluntary National Review (VNR), a report on progress which was presented at the UN High Level Political Forum in New York in July 2018. In addition to this, Albania has had a Mainstreaming, Acceleration and Policy Support (MAPS) mission to review progress toward the achievement of the SDGs.

As the current PUED strategy (2014-2021) has passed the mid-point of the policy cycle, the government may now wish to review the implementation of the strategy and develop a new strategy for the next cycle. This process presents an excellent opportunity to align the new education strategy with the international agenda for education, specifically SDG4. At the same time, Albania is a

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[1] UN. 2016. *Programme for Sustainable Development for Albania 2017-2021*
[2] World Economic Forum.2017. *Gender Index Albania.*
[3] REPUBLIKËS SË SHQIPËRISË. 2017. *PROGRAMI QEVERISËS 2017-2021*. Available at: https://kryeministria.al/files/PROGRAMI.pdf Accessed: (22/01/18)

candidate for EU accession, presenting both an opportunity for Albania to develop and a direction toward which they can aim. In July 2017, a Development Integration Partners meeting confirmed that there was no contradiction between the pursuit of EU accession talks and the commitment of the government to fulfilling their responsibilities under the 2030 Agenda.

The *acquis communautaire*—the common body of European legal principles that are to be transposed into national legislation prior to accession—contains multiple chapters of policy-specific issues. Its principals are in alignment with the sustainable development goals, including SDG-4 on education. According to the April 2018 Progress Report on the *acquis communautaire* in Albania, chapter 26 on education and culture requires specific attention to the implementation of the PUEDS and higher education reform; a focus on increasing participation in pre-school and lifelong learning; the improvement of teacher training; and expanding VET funding regarding teaching, infrastructure, policy implementation, and access for vulnerable populations such as rural women, people with disabilities, and Roma and Egyptian minorities. For such aims, SDG targets 4.2.2, 4.3.3, and 4.c.1 are particularly relevant in Albania.

This paper aims to assist Albania with its commitment to the Voluntary National Review, the MAPS mission, and potential future education strategy development and serve as a briefing document for future international cooperation in the field of education.

2. Structure

This paper is divided into four chapters: three priority policy areas that were identified by the MES and the IED and, following this, the crosscutting recommendations made in the Education Policy Review:

- Curriculum Development and Reform;
- Information and Communication Technology in Education;
- Teacher and School Leadership Policies
- Cross-cutting Recommendations

The three priority policy domains that will be focused on were selected by the MES in the beginning phases of the Education Policy Review in 2015. Structuring the analysis in this way allows for continuity between documents as the reform process progresses and creates a strong basis for institutional memory.

Each chapter is divided into the following sections: The first phase of analysis provides a contextual overview of each area of the education system in Albania. The second phase looks at the progress made in this specific area of education under the existing PUED strategy by outlining both national and international standards surrounding education-specific indicators (the SDG indicators[4]). The next stage addresses the proposed next steps which have been foreseen by the Government of Albania. Then the analysis focuses on highlighting the progress made toward the achievement of these goals. The final phase of analysis is dedicated to the provision of a forward looking vision for education in Albania, highlighting specific policies which could be implemented to provide the greatest benefit to the system, and to outline the road ahead.

In a concluding section the paper summarises the progress made and the progress still to be made and looks to outline potential synergies between achieving progress toward to SDG4 and the objective of EU accession.

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[4] UN. 2017. *Global indicator framework for the Sustainable Development Goals and targets of the 2030 Agenda for Sustainable Development.* Available at: https://unstats.un.org/sdgs/indicators/Global%20Indicator%20Framework_A.RES.71.313%20Annex.pdf

3. Methodology

The paper takes the form of a situation analysis, seeking to provide a clear understanding of the current strategy and looking at the progress which has been made since 2014 before providing a forward looking vision based on the priorities of the new Government of Albania and the recommendations which were outlined in the 2017 Education Policy Review. The Government of Albania has announced its programme for the 2017-2021 mandate and the priorities for education have been outlined above. The paper collates existing literature, of which there is a diverse pool, to provide a solid point of reference for future development.

The priorities include the aforementioned three policy domains which were the basis of the Education Policy Review: Curriculum Development and Reform; Information and Communication Technology in Education; Teacher and School Leadership Policies. These priorities have been referred to throughout previous literature, listed below. Although these references have been made in previous work, there is no guarantee that they will form the basis of the new strategy. The new strategy could make use of the following four documents, which have been used to provide the evidence for this paper:

- **The 2014-2020 Strategy for Pre-University Education (PUE) Development**. This highlighted issues in the 2013 situation and outlined a strategic vision through which Albania could improve its education system and indicators with which to measure progress.
- **The 2014-2020 National Strategy for Development and Integration (NSDI).** This provides a national vision for the progress of Albania and used Government policies and actions to indicate how they planned to enact the vision. As such it shaped the philosophy taken toward educational development during this period.
- **The 2017 Education Policy Review (Education Policy Review)** was prepared with UNESCO's technical support; it is the latest analysis of the education system in Albania as a whole and provides domain specific and cross-cutting recommendations as to the continued reform of the education system. All policy issues, recommendations and priorities are presented in Annex 1.
- **The 2018-2020 Economic Reform Programme (ERP)** represents an outline of the foreseen projects the Government wishes to undertake in the specified time period. This document provides a broad overview for a programme of reform, and specific interventions in the area of education.

These sources provide an overview of the current situation in Albania with regard to education, highlight the priority areas for reform, and measure, where possible, the progress against the targets which were outlined in the PUED strategy in 2013. The paper may serve as a background document for the development of a new education strategy for Albania, which is aligned with both the Sustainable Development Goals and European Union Accession Criteria. The paper concludes by highlighting synergies between these high-level goals and the aim of providing quality education opportunities to all in Albania.

4. Contextual Overview

In the period from 2000-2015, Albania made significant progress in relation to the Millennium Development Goals (MDGs) toward the levels of basic education enrolment but struggled to achieve similar results in the other two MDG indicators: Improving education quality to approach OECD country levels; and increasing the basic spending for education to the level of new EU member states[5]. The shortcomings highlighted in the MDG progress report were then adapted to become part of a new national strategy.

4.1 Current National Strategy

This chapter explores current policy documents which have influenced the education system. It briefly explains the influence they have had in different areas. In 2017 the government also began an initiative which will change the structure of the general secondary education programme in Albania. The initiative, which has received high levels of support from teachers in Albania[6], will see the number of subjects taught reduced to 3 within a day which contains 6 class periods. The benefit of this structure appears to be the focus on quality of education rather than pure volume and ensuring that students are able to cover the appropriate amount of content.

4.1.1 PUED Strategy

In 2013, the MES produced the PUED strategy for 2014-2020. The strategy outlined a broad vision of reforming and regenerating the system. Historically, education reform in Albania has been aimed at modernizing the curriculum and aligning the national policy with regional and global goals. The strategy for 2014-2020 aimed to continue with the progress made toward inclusion and poverty reduction whilst targeting improvements in the national curriculum; greater professional capacity development for teachers and for leadership skills; and the establishing of a strong ICT infrastructure throughout schools. The strategy provided a snapshot of the education system as of 2013, highlighted perceived inadequacies and established specific indicators through which to measure progress toward these national goals. There were numerous difficulties regarding these indicators as they have not all been maintained throughout relevant policy documents. Thus, there is a lack of information regarding the progress toward a number of these indicators.

4.1.2 The Economic Reform Programme

The Economic Reform Programme in Albania for 2018-2020 provided a brief and largely quantitative analysis of the education system including participation rates in different education subsectors, though there remains limited disaggregation of this information. The total budgetary impact for the education reforms is expected to be EUR 23.4 million in 2018 whilst the impact for 2019 is as yet unknown.

In the 2016-2017 academic year, a new curriculum was introduced for 2nd and 7th grade classes, and there was a piloting of a new curriculum for the 3rd, 8th and 10th grade. In 2017 funding of vocational training increased by 35%, whilst attendance of Vocational Education Training (VET) increased by 19.8% with a 1% increase in those attending full-time, according to Albania's statistics agency INSTAT's Labour Force Survey, Q2 2016. The report suggests that the employment rate for people

[5] UN. 2015. *MILLENNIUM DEVELOPMENT GOALS IN ALBANIA 2000 – 2015.* Available at
https://www.un.org.al/sites/default/files/MDG%20ALBANIA%202000%20-%202015%20REPORT%20%281%29.pdf
[6] Albanian Telegraphic Agency. 2018. *"3 subjects in 6 classes", Nikolla: 70% of teachers have endorsed recent initiative. Available at:*
https://en.ata.gov.al/index.php/2018/01/31/3-subjects-in-6-classes-nikolla-70-of-teachers-have-endorsed-the-initiative/

with vocational secondary education is 64.6% and for people with general secondary education is 52% which may represent a lack of skill-matching in secondary education to the needs of the economy.

4.2 The Education Policy Review

In 2015, at the request of the Government of Albania, UNESCO began the Education Policy Review, which was subsequently published in 2017. The Education Policy Review report attests to the commitment of the Government toward increasing equity and inclusion in PUE in Albania before moving toward an evidence based analysis of the three priority areas designated by the Government of Albania. In this fashion, the Education Policy Review looked to highlight progress that had been made as well as areas of weakness which need to be addressed in a future education strategy. The Education Policy Review represents an in-depth analysis into the priority areas which had been identified by the MES and IED. The result was a series of sector-specific and cross-cutting policy issues and recommendations for improvements in the system.

4.3 Alignment of current strategy with SDG4

Albania has committed to the 2030 Agenda for Sustainable Development, and may wish to monitor the alignment of its national policy with this agenda to ensure that the country makes sufficient progress by 2030. To do this effectively Albania must look at where it started from in 2015; to this end a baseline report has been produced.

Figure 1 shows the current situation regarding alignment between national policy and the SDG4 indicators, which will be listed both where they are specifically referenced in each chapter and fully in Annex 7, and the national policy, based on the data provided in the SDG baseline report 2017[7]. Using a scoring system of 0-2 where 2 indicates that national policy is fully aligned with the SDG4 indicators, 1 represents a partial alignment, and 0 represents no alignment. The full data shown in Figures 1-3 was collected in the SDG Baseline report[8] and is presented in full in Annex 6.

In 2015, for Targets 4.1, 4.2, and 4.3 there already exists total alignment between the national policy and the SDG-4 indicators. Whilst this is positive, there remains significant areas for improvement, particularly under target 4.7. The most recent developments in these areas are highlighted throughout this paper.

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[7]UN. 2018. *Albania: Report on the harmonization of sustainable development goals with existing sectoral policies.* Available at: https://www.un.org.al/sites/default/files/Albania%20Report%20on%20the%20Harmonization.pdf

[8] This report is prepared by Ilir Ciko, national expert, in close cooperation with the Development Policies and Good Governance, Department of Development and Good Governance, Council of Ministers; the United Nations Agencies in Albania, INSTAT and all the Ministries and other national institutions participating in the implementation of the Agenda 2030 in Albania

Figure 1 SDG Baseline Report: Alignment of National Policy with SDG4 Indicators

Alignment
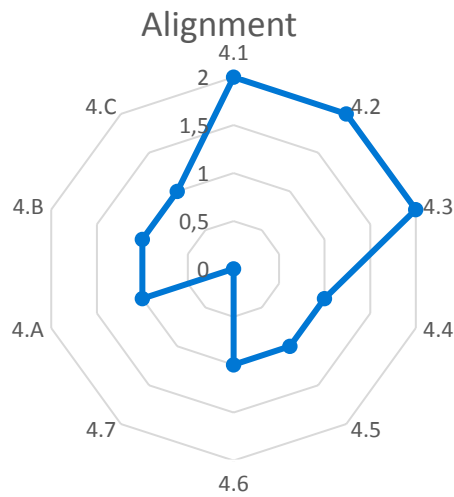
Figures 2 and 3 below highlight difficulty with the monitoring of the achievement of all SDGs, particularly SDG4. Figure 2 shows the number of indicators available for SDG-4. The availability of indicators is very low with only 30.6% of all indicators being readily available for the baseline report and only 2 of the SDG-4 indicators being readily available (Figure.3).

Figure 2 Availability of SDG-4 Specific Indicators

Availability of Indicators (SDG-4 Specific)
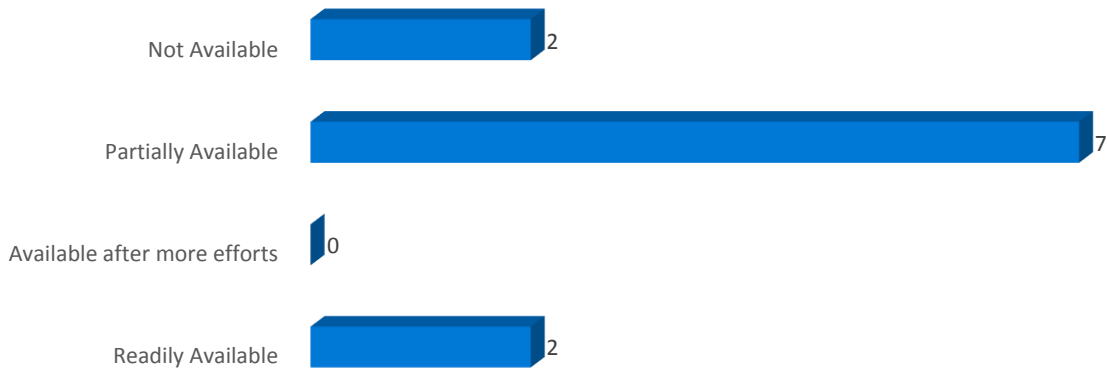
Figure 2 shows the availability of indicators with specific reference to SDG-4. It highlights that over 50% of the indicators are only partially available. This is most likely due to the lack of disaggregated data. The figure for 'Available after more efforts' is 0 in Figure 2 and very low in Figure 3, which may suggest that where data is unavailable, there is no additional means to find information and indicates the need for developing capacities at INSTAT, the national statistics agency for Albania. Figure 3 highlights that the lack of indicator availability is not education specific but represents a need for significant development in the capacity of INSTAT to collect the relevant information in fields related to all the SDGs.

Figure 3 Availability of All SDG Indicators

Availability of Indicators (All SDG)

Category	Value
Not Applicable	15
Not Available	99
Partially Available	33
Available after more efforts	22
Readily Available	76
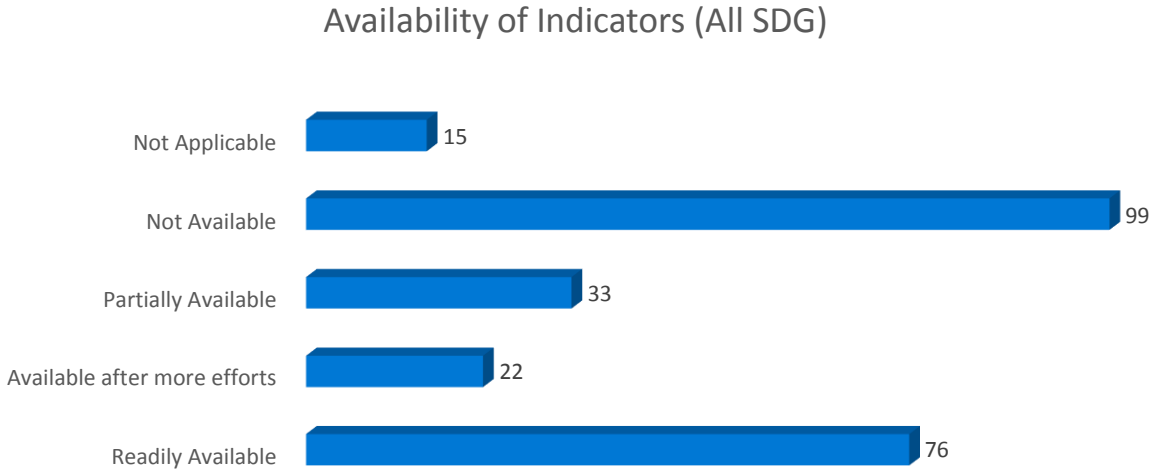
The improvement of the ICT infrastructure including the provision of computers and the inclusion of ICT in the national curriculum are featured in the PUED strategy, the Education Policy Review and the Digital Agenda for Albania. Although there has been advancement toward including ICT in the national curriculum[9], the Education Policy Review highlighted a number of gaps in the data about ICT facilities available in the education system which limits the understanding of the extent to which it has been implemented. It should be noted that this data represents the situation of 2015, and that as of 2017 this has still not been improved.

According to the Education Policy Review, there has not been sufficient progress in the areas of teacher development: Teachers have limited possibility to access relevant training, such as in ICT, through their CPD, and the current attempts to improve this throughout PUE are regarded as 'fragmented'.

Further to these goals, the strategy set out to improve the CPD system after identifying significant issues in the quality of teaching. Through this investment, Albania sought to ensure that schools provide students with a higher quality of pre-university education whilst creating a more sustainable system which is able to cope with the ideological commitment of the MES to the constant reformation and development of the education system.

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[9] According to the Education Policy Review, the UNESCO review team were informed that beginning in 2017 Internet Safety would be included in teacher training.

4.4 Financial Commitment to Achieving SDG-4

Though there has been political commitment to the achievement of the SDG 4 in Albania, it should be noted that there has not been sufficient financial support to this end. This notion will be explored in depth through a financial analysis of the 2017 and 2018 Government Budgets[10], in the context of historical trends prior to the adoption of the 2030 Agenda.

Figure 4 Public expenditure on education measured against GDP
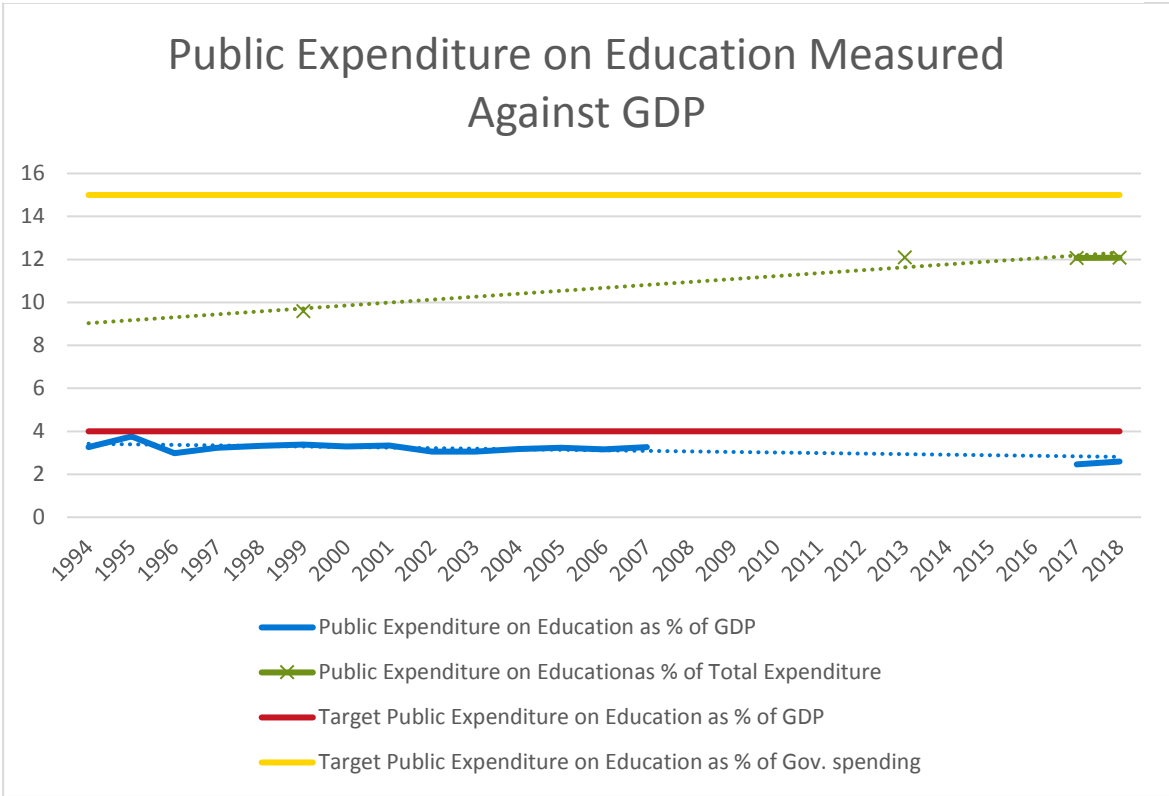
It is first important to develop a context through which to analyse the financial commitment. It should be noted that where data was unavailable predictions were made based on the most recent available data. These predictions are noted in the footnotes. The first point of note is the stability of public expenditure on education: Over the period 1994-2013 most of the data sits between 3-3.5% of GDP[11]. This is below the internationally agreed target of having the public expenditure on education represent between 4-6% of GDP[12], and the public expenditure on education as a percentage of the total public expenditure rises from 9.6% in 1999 to 12.07% in 2017 and will rise again, marginally, to 12.08% in 2018 which is still short of the target of 15-20%. Though there has been an improvement, Figure 4 indicates the percentage of public expenditure on education relative to two different international benchmarks, and clearly shows that there is still some way to go before these targets are met with regard to the financing of education. In addition, economic growth throughout the period 1994-2017 was high, apart from the year 1997. Although there has been sustained growth in

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[10] Where data was missing regarding the Public expenditure on education as % of GDP and Public expenditure on education as % of Total Gov. Spending; a trend line has been used to predict what would have been the likely figure for the year.

[11] GDP for 2018 was calculated using 2017 GDP and assuming consistent growth.

[12] World Education Forum. 2016. *Incheon Declaration and Framework for Action for the implementation of Sustainable Development Goal 4: Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all*. Available at: http://uis.unesco.org/sites/default/files/documents/education-2030-incheon-framework-for-action-implementation-of-sdg4-2016-en_2.pdf

Albania and the budget has increased in actual value, the value relative to GDP has remained below international targets, which is something that could be addressed to provide impetus to the development of the education system in Albania. Furthermore, increase in educational spending can be attributed mostly to increased spending on primary and pre-primary programs, which account for 76% of the increased allocation, whereas only 22% of the increased spending was toward secondary general education[13].

Data on spending on SDG4 related to education is slightly higher, with the total 2017 spending amounting to approximately 35,800 Albanian lek or 12.58% of public expenditure, although the category SDG4 is a bit broader than strictly educational spending[14]. Within this SDG4 category, spending on basic education, including primary, increased slightly between 2015 and 2017, as did general educational spending and spending on planning, management and administration (See Annex 2).

An important contextual element to be explained is the regional context. Is the Government of Albania spending the same as neighbouring countries? Whilst there is limited regional data available, a comparison can be made between public expenditure on education as a % of GDP. (See Figure 6). The data shows that Albania is consistently one of the lowest regional investors in education. Albania is committed, politically, toward long term development and life-long learning, and increasing investment in education to the same or higher levels than that of their neighbours may be one way of helping toward achieving these goals.

Figure 5 Regional Comparison of Public Expenditure on Education as % of GDP

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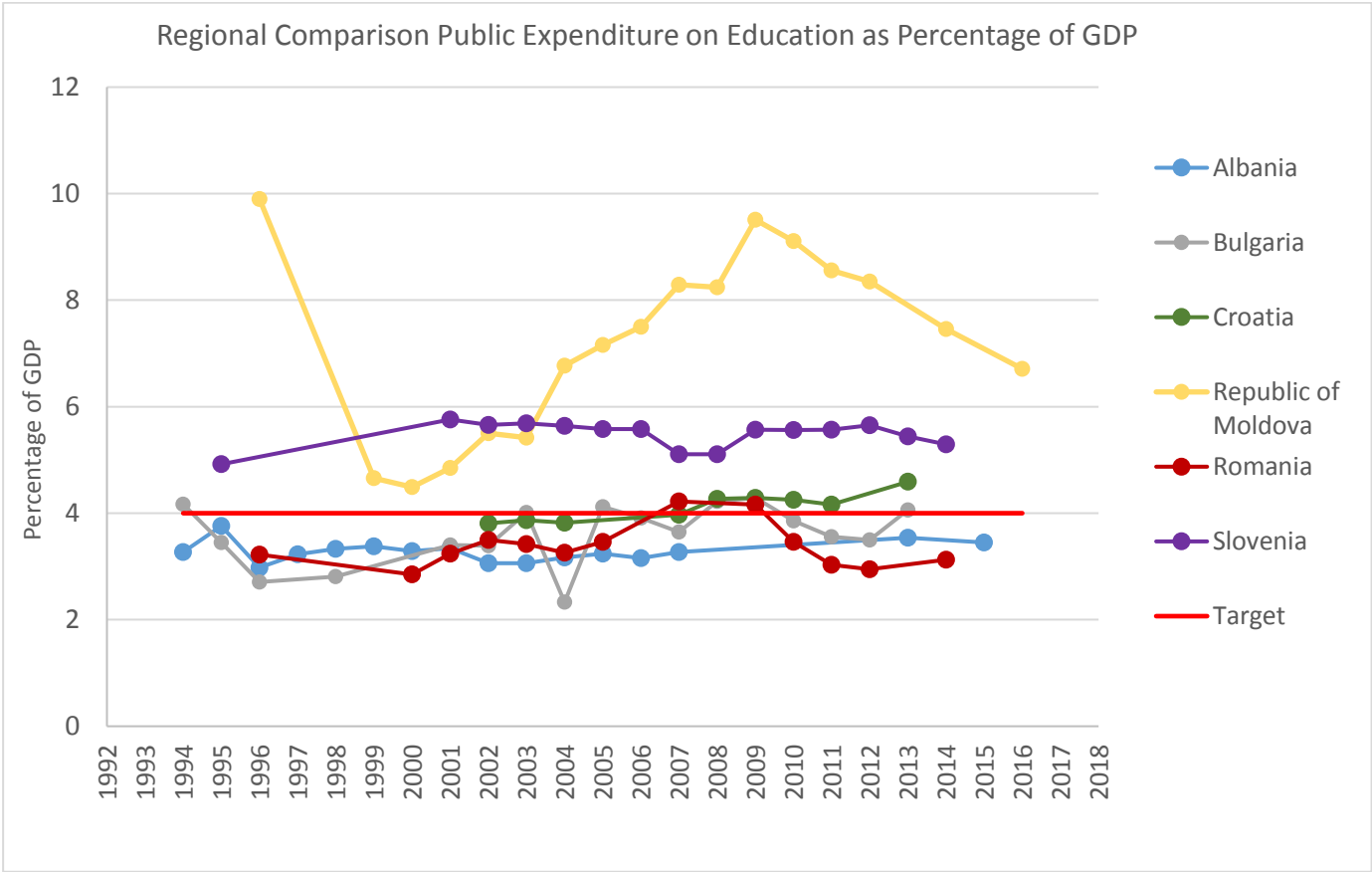
[13] Braho, A., and Ymeri, S. (2018). *Budget Analysis of SDG Related Spending in Albania: 2015-2017.* UN.
[14] Ibid.

Having established the context of education spending, Albania both has the capacity to increase public expenditure on education as the economy continues to grow, in order to meet international targets, and occupies a position where it is necessary to make such an investment in order to compete in a regional context. The analysis will now move on to a comparison of the 2017 and 2018 budgets to try to further understand where investment is necessary, though this is not sufficient evidence to determine which subsectors should receive more investment.

Figure 6 Regional Comparison of Public Expenditure on Education as % of Public Expenditure
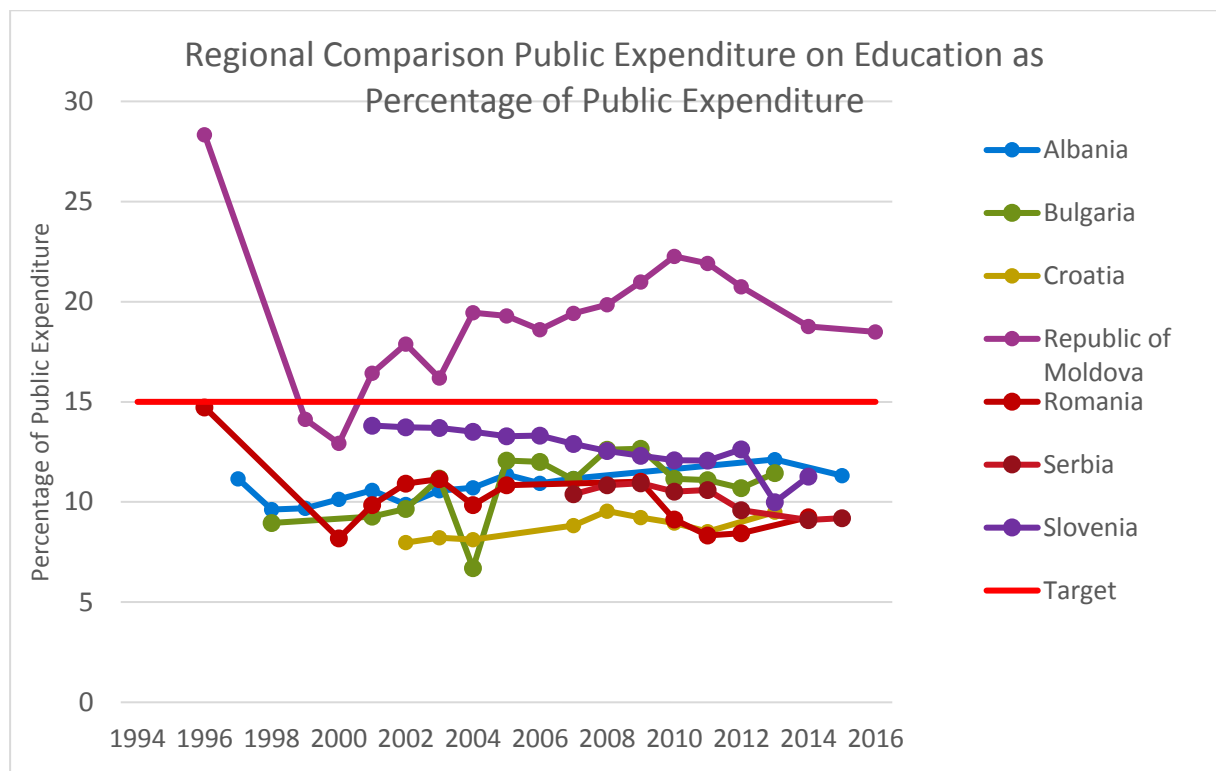
Figure 7 Public Expenditure on Education Breakdown: 2017-2018 Comparison
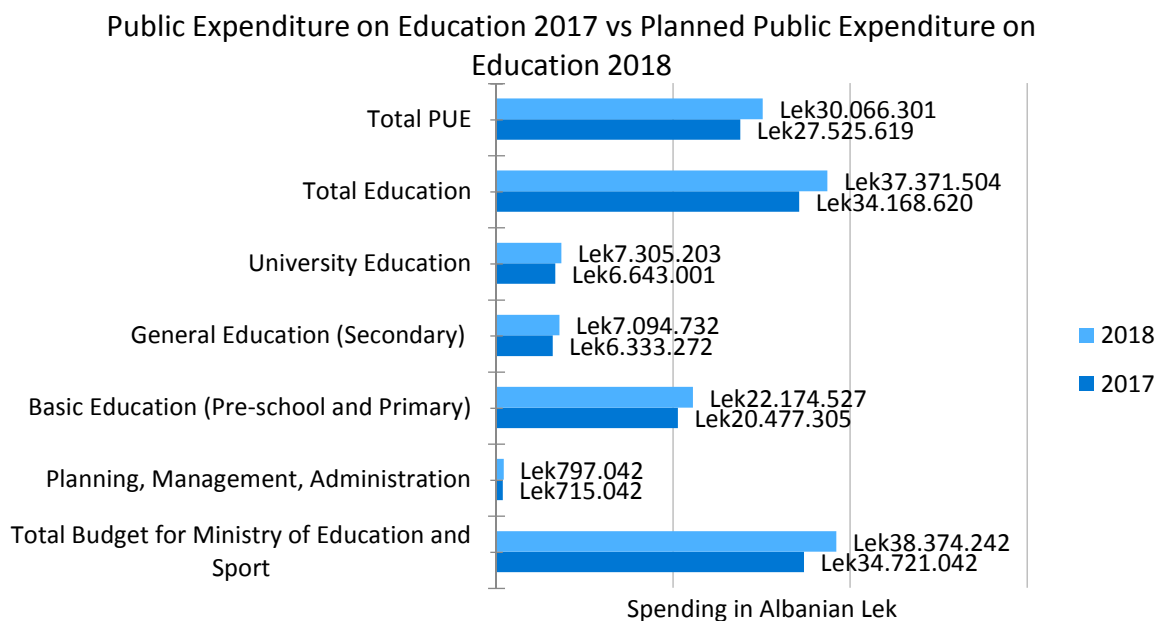
Figure 7 shows the breakdown of public expenditure on education in 2017 into different subsectors, and compares it with the planned public expenditure for education in 2018. The majority of the public expenditure on education is spent on the category 'basic education', which in the budget includes pre-school and primary level education.

Pre-University Education, which includes the Planning Management and Administration expenditure, as well as expenditure on Pre-school and Primary Education and 'general' (Secondary) Education, makes up over 80% of the budget, a figure which can be seen to change marginally between 2017 and 2018 in figures 8 and 9. Figure 7 also highlights the difference between the level of funding for 'basic education' and 'general secondary education', with the latter receiving less than 1/3 of the funding that basic education receives

The 'Total public expenditure on education' figure represents the summary of the expenditure for the Ministry of Education and Sport, removing any funds allocated for sport. The statistics regarding the percentage change in the budget in comparison to the previous year highlight another gap in the financial investment in education (See Figure 10). Whilst sectoral spending increased from 2017 to 2018 by a range of 8%-12% the overall spending on education changed minimally. PUE decreased in comparison to total public expenditure on education by 0.11%, one cause of which might be an increase in the tertiary education sector. Figure 10 highlights much more clearly, however, that although government expenditure increased by 9.27%, education spending only represented 0.01% of that increase.

As expressed in the *2018 Mainstreaming, Acceleration, and Policy Support (MAPS)* Report prepared by UNESCO, public education expenditure is modest and is accompanied by educational outcomes in Albania that compare unfavourably with other European countries. Despite the insufficient budget for Albania's MES and educational spending, the MES is committed to prioritizing basic and general, secondary education. If not only access but also quality are to be improved, however, Albania's government must consider allocating a larger budget to the MES so that spending at all levels of education may increase and support not only quality pre-university education but also lifelong learning. Budgetary priorities could include: inclusive access, particularly for vulnerable populations; improving the use of ICT in education; strengthening national data collection and monitoring and evaluation capabilities to ensure quality of education and for monitoring progress toward meeting the targets of SDG-4; and prioritizing teacher training in implementing recent curricular reforms, promoting inclusion, and using ICT for learning. It could also be advantageous to increase the budget for planning and administration because the implementation of reform will require an effective administration to generate feasibility studies and impact assessments. Undertaking these tasks will require a financial investment but will also improve the effectiveness of the policies, their implementation and monitoring.

Figure 8 PUE Funding as % of Public expenditure on education

Pre-University and Higher Education Funding as % of Total Public Expenditure on Education, 2018

- PUE
- Higher Education

20%

80%
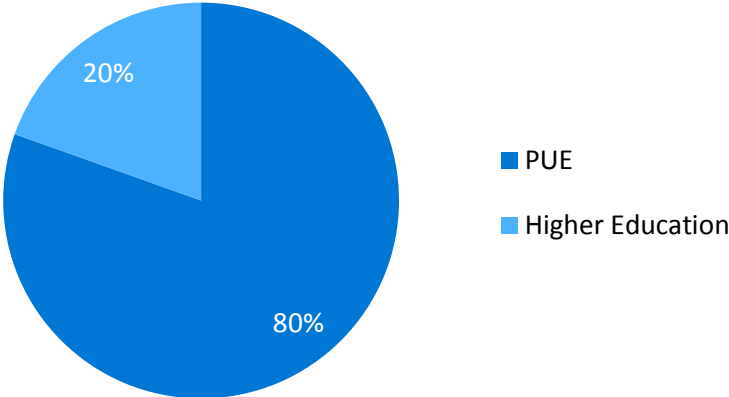
Figure 9 PUE Funding as % of Public expenditure on education

Pre-University and Higher Education Funding as % of Total Public Expenditure on Education, 2017

- PUE
- Higher Education

19%

81%
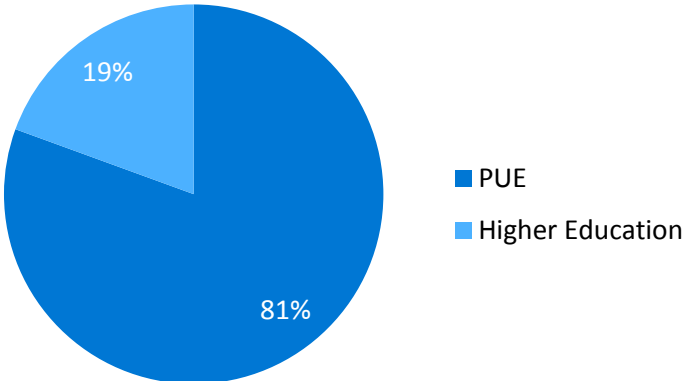
Figure 10 Percent Change in Public expenditure on education

% Change in Education Expenditure 2017-2018
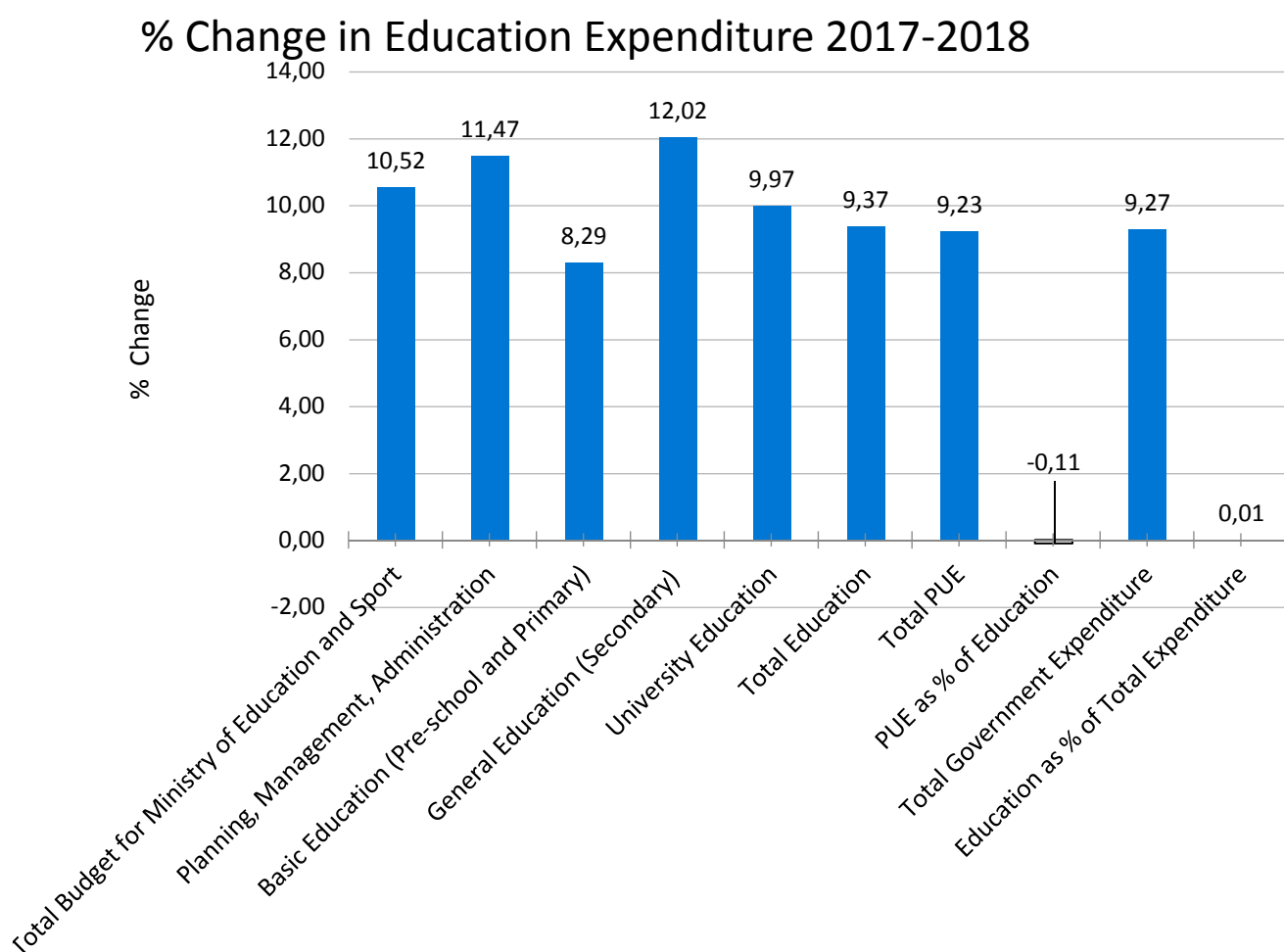
4.5 Conclusion

This chapter has provided a general understanding of the literature in this area, and the national strategy documents give us an insight into the steps that have been taken whilst the Education Policy Review provides a more comprehensive review of the situation as a whole.

The data presented throughout figures 4-10 can be used to justify the call for greater investment in education and the objectives of SDG-4 could be used as a reference point for the new structure of allocations. It should be noted that there will be great difficulty in achieving significant and systematic improvements in the education system without a financial commitment to support it. Now, to develop this paper, these documents will be used as a lens through which to view sector specific issues.

5. Curriculum Development and Reform

Albania was in the process of reforming its pre-university education curriculum throughout the Education Policy Review which ran from 2015-2017, during which it aimed to align itself with the modular, competency-based curricula which is the norm amongst EU member states. Curriculum reform in Albania could help to give access to vulnerable groups by providing for those from diverse linguistic or ethnic backgrounds within curriculum reforms. This is an investment in social cohesion,

something which has not only been a previous commitment of the Government of Albania but will also form an important part of the EU accession dialogue.

Albania has already conducted projects with regard to improving the understanding of different religions, which directly references SDG target 4.7. Through this project, UNESCO supported the Government to develop a programme regarding the "Promotion of intercultural and interreligious understanding through education in Albania", introduced during the 2017 / 2018 academic year. A Teacher Training programme was developed, together with the Institute of Educational Development, and piloted in 10 schools, five primary and five secondary schools, of five regions: Tirana, Durres, Berat, Pogradec and Vlora.

5.1 Progress achieved through PUED Strategy

Albania's results in the 2015 OECD Programme for International Student Assessment were below the OECD average: the mean scores for OECD participants were 493 in science and reading, and 490 in mathematics[15]. Albania's results, however, showed improvement from 2012, the extent of which can be viewed in the following table:

Table 1 2012 and 2015 Albania PISA Results

	2012 Results	2015 Results
Literacy	385	405
Mathematics	377	413
Science	391	427

There is still significant progress to be made before the scores reach regional and OECD averages; similarly, the OECD report shows significant room for improvement compared with EU member states[16].

By mid-2017, there had still been a limited implementation of new curricula set forth by the government to improve educational quality. The development of learning standards for children aged 3-6 years and a framework for the pre-school curriculum based on child development are positive steps toward quality education, although the MES identifies the need for teacher training on implementation. The ERP highlighted the implementation of new curricula in 2nd and 7th grade classes, and the pilot phase of new curricula in 3rd, 8th and 10th grade classes. A competence based system is being piloted at the secondary level of education and is expected to be implemented by 2019. There is little evidence in the Education Policy Review of improvements in the assessments of student learning, although Albania will participate in TIMSS 2019. The activities outlined in the following section are foreseen in the budget for economic reform and represent continued progress toward the achievement of these goals.

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[15] OECD. 2016. *PISA 2015: Results in Focus*. Available at: https://www.oecd.org/pisa/pisa-2015-results-in-focus.pdf
[16] OECD. 2015. *PISA 2015 'Compare Your Country'*. Available at http://www.compareyourcountry.org/pisa/country/ALB?lg=en

5.2 Foreseen Interventions from the Economic Reform Programme

Table 2 below explains interventions and their costs foreseen by the Economic Reform Program, which focuses on drafting and piloting the new curricula.

Table 2 Economic Reform Programme 2018- 2020

Year	Intervention	Cost
2018	Drafting the new curricula in pre university education for high school level and for the remaining of pre-university education system based on competences. Following what was predicted in the strategy for pre-university development 2015-2020 and the curricular reform, curricula based on competences will be drafted at the high school level and for the rest of the pre-university education system.	2410EUR
2019	Piloting the new curricula. The new curricula will be piloted initially in some schools. A list for the schools where the curricula will be implemented is being drafted.	120 600EUR

5.3 Progress toward alignment

Curriculum development and reform is a constant process of evaluation, to ensure inclusive and quality learning is being provided throughout the system. This is important to confirm that the right skills are being taught for students to function within the economy and their progression throughout the education system to higher education or to vocational education training. The following are the relevant indicators for SDG 4, targets 4.3, 4.6 and 4.7.

Table 3 Sustainable Development Goal 4 Indicator(s) for Targets 4.3, 4.6 and 4.7

Goal	Indicator
SDG 4.3: By 2030, ensure equal access for all women and men to affordable and quality technical, vocational and tertiary education, including university	4.3.1 Participation rate of youth and adults in formal and non-formal education and training in the previous 12 months, by sex
SDG4.6: By 2030, ensure that all youth and a substantial proportion of adults, both men and women, achieve literacy and numeracy	4.6.1 Proportion of population in a given age group achieving at least a fixed level of proficiency in functional (a) literacy and (b) numeracy skills, by sex
SDG 4.7 By 2030, ensure that all learners acquire the knowledge and skills needed to promote sustainable development, including, among others, through education for sustainable development and sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and non-violence, global citizenship and appreciation of cultural diversity and of culture's contribution to sustainable development	4.7.1 Extent to which (i) global citizenship education and (ii) education for sustainable development, including gender equality and human rights, are mainstreamed at all levels in (a) national education policies; (b) curricula; (c) teacher education; and (d) student assessment

Developing vocational education and training (VET) in Albania has been noted throughout the Education Policy Review as an area for development and the ERP with regard to planned projects. It should be understood that there needs to be increased dialogue between Government entities and private enterprise to develop a greater understanding of the skills required in enterprises. This would be part of the commitment to the development of lifelong learning opportunities in Albania by providing alternative means to continuing education. Through this process, Albania would be able to increase the participation rate of students and decrease the drop-out rate by creating a more inclusive education system and benefit from the improved skill-matching between the education

system and the economy. According to the Education Policy Review, creating a stronger curriculum within the existing modular framework and focusing on developing these skills should be priorities.

UNESCO has previously stated its availability to help with the development of a new democratic citizenship module, and the training of teachers in its implementation in the curriculum. This is an area which would be important in terms of the accession of Albania to the European Union (EU) as the promotion of these values will contribute to social cohesion and is likely to benefit the discussions surrounding EU accession. It is one area in which synergy exists between the desire for curriculum reform, the EU member acquis and the SDG indicators. From the measures outlined above, Albania is moving toward alignment with the SDGs, but this process must continue to develop in the education strategy that follows from 2020-2025.

5.4 Recommendations from the Education Policy Review

Table 4 Education Policy Review Recommendations in Domain 1: Curriculum Development and Reform

Policy Issue 1.1	Recommendations
The curriculum documents should reflect the intentions of the reform, be appropriate to students and useful to teachers.	1.1.1 Review all curriculum documents (curriculum framework, core curriculum, programs, assessment documents, etc.) with a view to ensure their inner coherence, so they all clearly state the intentions, commitments and goals of the curriculum reform, and how it will work for both compulsory and secondary education
	1.1.2 Provide teachers with documents that serve as guides, with concrete examples of what successful performances might be as illustrations, but not as rigid prescriptions. Emphasis should be placed on communication and thinking skills and on the possibility that there may be more than one appropriate or successful approach to a problem or task.
Policy Issue 1.2	**Recommendations**
The implementation process for a major curriculum reform is critical to the success of the reform.	1.2.1 Continue to implement a comprehensive public communications programme to explain to all teachers, principals, parents, employers, teacher training institutions, tertiary education institutions and the general public the nature of and reasons for the curriculum reform, in order to facilitate the implementation process
	1.2.2 Through collaboration between MES and IED, develop a structure for sustainable dialogue about the curriculum reform at two levels: with representatives of the SIE, REDs, principals, teachers (including teacher unions) and administrators regarding the on-going implementation and professional learning activities; and with the education representatives and representatives of parents, faculties of education, tertiary education and employers to review the progress and success of the reform, and the success of students under the new curriculum as well.
	1.2.3 In the short term, incorporate into the implementation an additional professional learning component for teachers that includes opportunities for teachers to engage in: collaborative lesson planning, observation of others' classrooms, reflection on the lessons and observations with colleagues, and extended work on assessment for as well as of learning.
	1.2.4 Integrate student assessment components in the teacher training programmes, considering performance standards as well. Specifically, include in professional learning activities instruction in the use of data from formal and informal assessment for and of learning for purposes of instructional planning.
	1.2.5Through collaboration between MES and IED, conduct ongoing reviews of whether new textbooks are adequate for the purposes intended and provide additional information to schools regarding technology requirements related to the new curriculum. Discuss with publishers the importance and possibility of increasing contextualization to Albania in textbooks, especially in science and mathematics texts.
	1.2.6 Through collaboration between MES, IED, and teachers, prepare a guide to help educators identify what factors to consider in the selection of textbooks; for example, factors such as the previous experience of students, availability of other resources (including ICT), and students' language levels could be considered.
	1.2.7 Through collaboration between MES and IED, explore the possibility of building digital resource repositories for teachers of all grades and subjects, taking account of successful examples from other jurisdictions.

Policy Issue 1.3	Recommendations
Inclusion is a key function of the curriculum in which the curriculum design helps to ensure that appropriate learning experiences are available to all students including those who have different abilities and challenges (physical, behavioural, and cognitive), those from linguistic and ethnic minorities and those who may not previously have attended school.	1.3.1 In the short to medium term, expand teacher training and professional development to support the implementation of the new curriculum, adapting it to inclusiveness while teaching (differentiated instruction) as well as to classroom management (strategies for managing those who have behavioural issues or students who have difficulty participating).
	1.3.2 As part of, or in addition to, the training underway for the new curriculum, engage in a process of collaborative inquiry at the school level that assists teachers and principals in developing a repertoire of high level pedagogical and assessment skills required for the implementation of both the curriculum and effective inclusion practices.
	1.3.3 Invite international experts from countries with well-established inclusion practices to assist Albania in the design process for such collaborative inquiry, to help educators and policy-makers in developing new practices and to aid in identifying systemic obstacles to effective inclusion.
Policy Issue 1.4	Recommendations
The implementation of the curriculum, and the collection of student achievement data, should be guided by effective monitoring and evaluation procedures.	1.4.1 Through collaboration between the IED and ANE, ensure that the Matura examinations and any other nationally mandated assessments reflect the reformed curriculum.
	1.4.2 Broaden the set of indicators used by MES, IED, and REDs to assess progress to include qualitative and outcome-based measures.
	1.4.3 Systematically develop short surveys for teachers, principals, and regional education directors to be administered annually with the intention of identifying successful practices, unexpected issues, obstacles and successes with implementation.
	1.4.4 Collect annual feedback from students in the lower and upper secondary grades who are using the new curriculum
	1.4.5. Determine key milestones for the development and implementation of a robust student information management system, to be used as indicators of progress.

5.5 Conclusion

Although Albania has begun to implement curriculum reform, more time is necessary to determine its impact on student performance and achievement. In the recommendations outlined above, what we can see is a comprehensive restructuring of the curriculum to include the monitoring and evaluation of progress more regularly, providing a consistently up-to-date curriculum and aiming to ensure educational quality. Such curricular reform is accompanied by a need for monitoring implementation as well as teacher training on how to implement the new curriculum in the classroom.

6. Information and Communication Technology in Education

The importance of developing the ICT infrastructure is well understood and referenced throughout the PUED strategy. It is a target for the Government of Albania across all policy areas, reflected in the Digital Agenda for Albania [17]. The PUE strategy highlighted goals in improving the access of students

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to ICT equipment, decreasing the student-to-computer ratio and introducing more relevant technology such as tablets to the ICT curriculum. ICT was also recognized as important with regard to curriculum development, and the national PUE strategy highlighted the need for the development of an ICT curriculum and the development of teachers' skills regarding the implementation of the new curriculum. However, no indicators were created to monitor the progress in this area. The 2018-2020 ERP does not provide for any interventions in the area of ICT in an educational context. It reflects the comprehensive nature of the Digital Agenda with specific reference given to the improvement of public administration regarding finance management and the establishing of a digital economy. The Education Policy Review highlighted weaknesses in the capacities of teachers with regard to using ICT and weakness in the infrastructure (networks) as well as the limit to access ICT outside of specific laboratories. There is limited knowledge and understanding amongst staff of the technologies available, there is difficulty in understanding what is available to staff because whilst the technology exists, it is not functional. The stakeholders that were interviewed through the Education Policy Review cited insufficient ICT equipment as the main barrier to developing these skills.

The Digital Agenda set out a plan for national broadband development and the creation of e-Government resources. According to the 2016 EU Neighbourhood Policy Report the penetration of fixed broadband internet is only 9%, with mobile broadband reaching 46% as of 2015. It was noted during the Education Policy Review that the internet connection services in schools are not part of the public service but are run by private companies. Progress was also made in 2015 with the Tablet Pilot Project which created 120 new interactive classrooms in 60 secondary schools.

6.1 Progress achieved through PUED Strategy

The Pre-University Education Strategy outlined the following indicators and targets for progress made toward the development of ICT infrastructure in Albania:

Table 5 Progress Indicators as Outlined in the 2014-2020 PUED Strategy

Description of Indicators	Situation 2013	Target 2017	Current	Target 2020
INCLUSIVE QUALITY LEARNING				
Number of libraries having internet	ND	40%		100%
Number of computers per education level	11331 computers; 1199 laptops	12500 computers; 1600 laptops; 12000 tablets	11661 Computers; 6984 Laptops and Tablets[18]	14000 computers; 2500 laptops; 24000 tablets
Number of schools having webpage	50	500	88[19]	150
Ratio student-computers at school level	36.6 student/ computer	16.3 student / computer	25 student/computer [20]	10.8 student/ computer

[18]UNESCO. 2015. *ICT in Education, Albania* Available at :
http://ru.iite.unesco.org/files/news/639224/ENG_Albania_MoE_Bajame_Allmeta.pdf
[19]UNESCO. 2015. *ICT in Education, Albania* http://ru.iite.unesco.org/files/news/639224/ENG_Albania_MoE_Bajame_Allmeta.pdf
[20]Ibid.

Speed of internet at schools	2 Mb/s	4-12 Mb/s	4.896Mb/s[21]	8-16 Mb/s
Number of schools benefiting internet service	1800	1800		1800
Number of online education portal users	0	1800		20000
Number of teachers trained in digital content	2500	6000	4000[22]	20000
Number of pupils having tablets	0	10000		20000
Number of schools having ICT laboratories	714	850		1200
Number of teams per institution		100%		100%
Number of associations per region		80%		100%

6.2 Progress toward alignment

This is a clear target for improvement at all policy levels and an area which is vitally important to the future development of Albania. ICT skills is an area which will be strengthened by the ongoing work toward the development of the national curriculum and will improve the skillset of those going into employment. With regard to the attainment of the SDG 4, target 4.4, indicator 4.4.1, outlined in Table 6, is relevant:

Table 6 Sustainable Development Goal 4 Indicator(s)

Goal	Indicator
SDG 4.4: By 2030, substantially increase the number of youth and adults who have relevant skills, including technical and vocational skills, for employment, decent jobs and entrepreneurship.	4.4.1 Proportion of youth and adults with information and communications technology (ICT) skills, by type of skill

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[21] Average Bandwidth in Tirana. Available at: http://www.bandwidthplace.com/location/albania/
[22] European Commission. 2016. *Progress Report Reform of Teacher Education and Training ALBANIA.* Available at:
https://ec.europa.eu/education/sites/education/files/wbalkans-2017/wbalkans-2017/teacher-training-report-albania_en.pdf

When developing a new education strategy, priority should be given to developing ICT infrastructure in the education system and training educators in how best to use these technologies. Developing the infrastructure represents an investment in the ICT provision, new computers, faster internet download speeds and reducing the number of students per computer. All of this will allow for students to have more frequent and productive interaction with ICT. The technology exists to provide tutorials and interactive lessons for students which will help to bridge the knowledge gap in Albania and helping to fully implement ICT in the school curriculum. Cooperation with technology companies is an avenue which has been identified for future work in developing ICT infrastructure in the Education Policy Review and the Digital Agenda and merits further consideration. Technology companies will be looking to access the educational markets to develop branding and could be used to fulfil the requirements in terms of the provision of ICT equipment in schools. The improvement of the ICT curriculum should include education on the safe use of ICT which will provide for young children's safety which is threatened by the access to a vast array of information.

Attention should also be given to training educators in the ICT competencies, ensuring that the right skills are being developed amongst students and will also be worked on under the goal of teacher and leadership capacity development, and should be included in the annual 3-days of teacher training programmes as well as the initial teacher training education at university.

Furthermore, ICT can play a critical role in data collection and M&E capacity development, as hardware, software, and applications can be used as tools for collecting data, uploading it to a common database, monitoring progress, and disseminating results to policy makers and stakeholders. This can improve the availability and accessibility of data, its national and local use, and accountability.

The ENP report suggests that continued development in the digitalization of Albania is necessary, they propose continue work regarding the digital broadcasting switchover, the national broadband plan and the institutionalization of the digitalization process.

6.3 Policy Recommendations from the Education Policy Review

Table 7 Education Policy Review Recommendations on Domain 2: ICT and education.

Policy Issue 2.1	Recommendations
The lack of a stable, responsive and widely available infrastructure and digital learning resources hinders the use of ICT in schools.	2.1.1 Address the need for a stable, responsive and widely available ICT infrastructure by setting clear, medium-long term goals to expand devices and Internet access; these should be backed by the funds that are necessary to cover devices, connectivity and maintenance.
	2.1.2 Increase the investment in ICT infrastructure and connectivity to remote areas
	2.1.3 Increase the investment in digital learning resources
	2.1.4 Ameliorate and maintain the pre-university information management system and the Electronic Higher Education Database.
	2.1.5 Increase the investment in the human resources necessary to utilize these tools and systems, and capitalize on the training provided to teachers by the ICT academy.
Policy Issue 2.2	**Recommendations**
Teachers need stronger basic pedagogical ICT skills.	2.2.1 Implement the Higher Education Reform, with a particular focus on the education of candidate teachers, and develop a national system to monitor the ongoing development of pre- and in-service teachers' ICT skills.
	2.2.2 Collaborate with international donors in order to design and implement continuing professional development initiatives aimed at training in-service teachers, and ICT teachers in particular, in the use of ICT for educational purposes
	2.2.3 Encourage collaboration among teachers and school leaders with different levels of expertise in the use of ICT for teaching and learning purposes
Policy Issue 2.3	**Recommendations**
Improving online safety for children	2.3.1 Through collaboration across education institutions, raise awareness of problematic online situations among children, adolescents, young adults, and their families

Policy Issue 2.4	Recommendations
and youth should be a greater priority.	
Albania would benefit from a central evaluation system and national guidelines on the use of ICT in education.	2.4.1 Develop a central system for the periodical (annual or biannual) collection and publication of statistics that comprise data on infrastructure, equipment, training, teaching resources, assessment resources and the use of ICT.
	2.4.2 Develop a platform for implementing ICT in education and national guidelines on the use of ICT in education.
	2.4.3 Build on the important efforts made thus far to improve access, equity and quality in education by addressing the remaining ICT challenges that must be overcome in order for students to develop the digital competencies necessary to succeed in a digital world
	2.4.4 Develop and include in the future Digital Agenda of Albania clear milestones stated for every year with regard to the development of digital learning materials, competence development, and infrastructure improvement so that progress can be measured annually or biannually.

6.4 Conclusion

Chapter 6 outlines many questions to be answered; data regarding the ICT infrastructure is limited, and this obstructs the progress and efficiency of the MES in developing the education system. Improving the ICT infrastructure in education will not only improve learning, but it will also improve the skills of those entering the workforce and of teachers. It will contribute to the information society, increasing the understanding and participation in the democratic system, and it will contribute to the achieving of objectives under the Digital Albania Agenda.

7. Teacher and School Leadership Policies

The policy area of professional capacity development is one which has formed a significant proportion of policy in the PUE strategy. It plays a vital role in the ERP, and the Education Policy Review highlights the importance of this area in underpinning the developments in other key areas of the education system. The strategy cited improvements in wages, and capacity development as being the focal point for investment, however there has been continued underinvestment and underachievement in the training of new teachers and the professional development programme was not meeting the requirements of the law on which it was established. Working conditions were considered to potentially have a negative effect on teaching standards, and the inadequate support system for intern teachers and mentors is hindering the progress of an important pathway for teacher development.

Attracting high-quality candidates to the teaching profession has been highlighted as an area needing improvement; the constant development of the education system places new pressures on teachers to provide inclusive classrooms and develop high-level skills, preparing students for participation in the workforce and also the participation in a democratic knowledge society. In order to cope with these high requirements, attracting high-quality teacher candidates must remain a priority.

7.1 Progress achieved through PUED Strategy

Strategic indicators in this area are divided into two sub-sections: the development of Leadership Capacity; and the development of Professional Capacity for Teachers. This paper first looks at the indicators regarding the development of leadership capacity:

Table 8 Progress Indicators as Outlined in the 2014-2020 PUED Strategy

Description of Indicators	Situation 2013	Target 2017	2018	Target 2020
Governance Leadership and Resource Management Capacity				
Functioning of EMIS at central level	Not functional	Functional		Functional
Functioning of EMIS at medium level	Not functional	Functional		Functional
Functioning of EMIS at the level of Educational Institutions	Not functional	Functional		Functional
Use of HMIS for schools national network	Not functional	50%		100%
EIs that use performance standards in assessment	0%	50%		100%
Teacher average wage	62.2	63.3		66.4
Public expenditure on education as % of GDP	2.36%	2.11%	2.46%[23]	1.99%
Public expenditure on education as % of public expenditures	7.82%	7.3%	12.08%[24]	6.89%
Pre-university public expenditure on education as % of GDP	2.36%	2.73%	1.98%[25]	2.96%
PUE budget as share of public expenditures	11.28%	17.05%	9.72%[26]	17.13%
Spending per student (in 000 ALL)	661.2	872.9	43.244.634 [27]	999.4
Spending per disability student (in 000 ALL)				

The Education Policy Review cited the need to develop the principal's role within the education system. There were conflicting reports surrounding the desirability for teachers of becoming a principal with limited financial benefits not reflecting the increased responsibility that is bestowed upon principals. Further to this limited financial benefit, there has been reference to the notion that historically the appointment of principals is done on political or ideological grounds.

In 2016 the project '*For the professional development and qualifications of education institutions in pre-university education system*' was established, funded by international donors which provided training for 213 school principals from three different cities across Albania[28]. There are no foreseen interventions under the 2018-2020 ERP with this funding being directed toward professional development of teachers.

The following are indicators of progress toward the professional capacity development of teachers:

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[23] Government of Albania Budget 2018.
[24] Ibid.
[25] Government of Albania Budget 2018.
[26] *Ibid.*
[27] Student Population predicted assuming the gross enrolment rate of 2014, and using the population data regarding those aged 0-19 available at http://data.un.org/Data.aspx?d=POP&f=tableCode%3a22
[28] MES, 2016. *Urdhër Nr. 418, datë 11.08.2016 për miratimin e rregullores për zhvillimin profesional dhe kualifikimin e drejtuesve të institucioneve arsimore në sistemin arsimor parauniversitar [Order 418, dated 11.08.2016, on approval of regulation for professional development and qualification of heads of educational institutions in the pre-university education system]*. (in Albanian.)

Table 9 Progress Indicators as Outlined in the 2014-2020 PUED Strategy [29]

Description of Indicators	Situation 2013	Target 2017	Latest Available Data	Target 2020
Professional Training and Development				
Financing of PD (Professional Development) of 34630 teachers in EI (Educational institutions) of PUE (Pre-university Education), out of which 2548 are school principals	50.000.000	55.000.000	107.000.00[30]	60.000.000
Financing scheme of PD of all teachers at least 3 days of training a year	10%	50%	Not Achieved[31]	100%
Capacity building of PD administration and management in EDI (Education Development Institute)	3	7		10
Capacity building of PD administration and development regarding the organisation of professional networks, etc., in RED/EO (Regional Education Directorate/Education Office)	0	3		5
Number of accredited training programs/modules of PD	739	80%		50 each year
Number of trainings integrated in the database each year	10%	80%		100%
Monitored trainings	5%	80%		100%
Functioning of trainings calendar	0%			100%
Certified trainers	250	500		1000
Teachers trained in a year regarding the new PUE curriculum implementation	10%	50%	4000	100%
New teachers licensed	600	800		1000
Teachers certified within a year in PD programs	10%	50%		100%
Teachers employed	90%	93%		97%
Certified mentors (in total 2000 mentors)	10%	50%		100%
Management (headmasters + vice-headmasters) certified in leading educational institutions (in total 3000)	0%	50%		100%

[29] The colour coded assessment of the progress relates as follows: Green= Achieved; Amber= Unclear; Red=Not achieved
[30] Based on the 2018-2020 Economic Reform Programmes Outlined Curriculum Teacher Training Project (See Table 10)
[31] UNESCO. 2017. *Education Policy Review: Issues and Recommendations* ■ Albania. *Paris.*

Curriculum of initial teachers training according to PUE curriculum, a curriculum based on the key competences of lifelong learning	60%	80%		100%

7.2 Foreseen Interventions from the Economic Reform Programme

It is difficult to assess the movement toward these indicators as some of them have been renamed and reformulated throughout different policy documents that have followed this strategy. The inclusion of a new professional development training plan for teachers is a promising start and the ERP foresees the following interventions over the coming years which will help to move Albania toward achieving these goals.

Table 10 Proposed Interventions in the Economic Reform Programme

Year	Intervention	Cost
2018	Teacher Training on the Updated Curricula	800 000 EUR
2019	Teachers training for the new curricula. This measure predicts for implementation of the new curricula nationwide for the above-mentioned levels	900 000 EUR

Capacity development for teachers is an area which has received substantial attention over the last strategy, as can be seen in the PUE strategy and the 2018-2020 ERP, but the Education Policy Review highlights that work in this area still needs to be done. The training programmes which are being conducted have taken a more generalised approach to the training, with the programme leaders not necessarily having recent experience of schools throughout the region, and they do not fulfil the specific requirements of teachers in Albania.

7.3 Progress toward alignment

The Education Policy Review found that teachers were bearing the cost of annual three-day training programmes and there has been evidence to suggest that the participation rates in the continuing professional development programme have not been high enough[32] [33]. The foreseen interventions in the ERP should correct this issue and return the burden of cost to the state. It is important to look at SDG 4, target 4.c, the indicator relevant to teacher and school leadership policies to see toward which direction policy should be aiming:

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[32] Dhimitri, J., Duri, V. and Dollma, M. 2014. *Continuing education a necessity in the professional development of teachers (Case study geography teacher profile in Fier City, Albania).* Journal of Educational and Social Research, Vol. 4, No. 1, pp. 365-369.
[33] World Bank. 2014. *Improving Quality and Strengthening Governance in Albania's Education System.* Available at: http://www.worldbank.org/en/results/2014/04/10/improving-quality-strengtheninggovernance-in-albania-education-system

Table 11 Sustainable Development Goal 4 Indicator(s)

Goal	Indicator
SDG 4.c: By 2030, substantially increase the supply of qualified teachers, including through international cooperation for teacher training in developing countries, especially least developed countries and small island developing States	4.c.1 Proportion of teachers in (a) pre-primary; (b) primary; (c) lower secondary; and (d) upper secondary education who have received at least the minimum organized teacher training (e.g. pedagogical training) pre-service or in-service required for teaching at the relevant level in a given country

Leadership capacity training has been proven to be effective in ensuring that school principals utilise leadership skills within their professional activity[34] and so it is a skill which should not be undervalued in the professional development curriculum of teachers and principals. Effective management and leadership skills will assist principals to develop a culture of excellence, to increase the efficiency of resource utilisation, and to promote development in other areas of the education system.

Given the limited growth of the population in Albania[35] it is possible to infer that significant growth in the number of teachers is not a priority action as the number of students entering the education system is unlikely to rise significantly. With this being said, there needs to be an analysis of the demographics of the teaching profession, if there is about to be a significant amount of attrition or retirement then this would alter the approach. Further, looking at the data surrounding target 4.c, there is little or no information about the teacher retention levels, and so there may be a constant need to retrain teachers. Therefore, whilst on the available information one could assume that funding should be directed largely toward improving the quality of those teachers already in the system, it should also be noted that there is a lack of important data which could influence the direction of this policy.

The accreditation programme for CPD teacher training modules is a process which should come under review during the next strategy; given the analysis that there is little local understanding of the difficulties facing the education system, it might benefit both the programme developers and the teachers to require the tutors to visit the area to provide an accurate analysis of the needs of teachers and schools in different regions within Albania.

Developing teaching capacity revolves around producing an effective curriculum for initial teacher training, as well as ensuring that all teachers attend the 3-days of training per year to update their practices. It also requires an investment into the conditions of employment in the education sector, though this is not necessarily a raise in salary. According to a report from the OECD, for countries with a GDP per capita of less than $20,000 it is more effective to invest in providing better instructional materials, training, improving existing buildings and creating new classroom capacity[36].

Further to this, a central system for the assessment of education performance could be developed. This could involve a project to obtain both student and institutional feedback to monitor quality and development needs. A system for teachers continuing professional development will help to monitor the attendance of the mandatory annual training programmes and highlight areas for improvement at the teacher, institution, and system level.

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[34] OECD. 2016. *School Leadership for Learning: Insights from TALIS 2013,* TALIS, OECD Publishing, Paris.
[35] UNESCO. 2017. *Global Education Monitoring Report. Accountability in education: Meeting Our Commitments* Available at http://gem-report-2017.unesco.org/wp-content/uploads/2017/10/2017-GEM-Report-Statistical-Tables.pdf
[36] OECD. 2014. *Education at a Glance 2014: OECD Indicators*. OECD Publishing, Paris.

7.4 Recommendations from the Education Policy Review

Table 12 Education Policy Review Policy Issues and Recommendations in Domain 3: Teacher Development and School Leadership

Policy Issue 3.1	Recommendations
There is a need to raise the status and increase the attractiveness of the teaching profession, while making strategic financial investments to improve the education system as a whole.	3.1.1 In the short to medium term, invest in efforts to raise the status of the teaching profession by attracting high-quality applicants to ITE programmes and raising the bar for entry into these programmes.
	3.1.2 In the short term, conduct a review to determine whether alternative financial investments would be a more efficient and effective use of resources than an across-the-board salary increase for teachers
Policy Issue 3.2	**Recommendations**
Working and employment conditions may be having a negative effect on teaching and learning.	3.2.1 In the short term and on a continuous basis, Albania would benefit from a strong consultative partnership between the government, teachers, and teacher unions, one in which all parties work together to address challenges associated with teachers' working and employment conditions, and develop a comprehensive description of teaching and non-teaching tasks
	3.2.2 In the short to medium term, Albania's education system would benefit from investments in infrastructure, including investments to reduce overcrowding in public schools in urban areas and attention to the issue of the collective (multi-grade) classes.
Policy Issue 3.3	**Recommendations**
Initial teacher preparation should support Albania's education reform efforts and prepare teachers for the realities of classrooms and schools.	3.3.1 In the short term, strengthen teacher preparation by enhancing the practicum and elements key to Albania's education reform.
	3.3.2 In the medium to long term, consider introducing more flexible routes into the teaching profession to address teacher shortages.
	3.3.3 In the medium term, improve coordination of teacher preparation in universities, practical training, professional development and performance evaluation, including through harmonization of legislation.
Policy Issue 3.4	**Recommendations**
The teaching internship programme needs to better support both interns and mentors	3.4.1 In the short term, further address mentors' workload challenges and consider how they could be better prepared, supported, and recognized for their role.
	3.4.2 In the short to medium term, conduct an evaluation of the internship programme to determine its effectiveness and identify necessary improvements.
	3.4.3 In the medium to long term, ITE programmes at the Bachelors level should include a well-designed practicum component, and the conditions of service applicable to interns could be reviewed.
Policy Issue 3.5	**Recommendations**
The state exam for teacher certification should provide a reliable assessment of readiness to enter the profession.	3.5.1 It will be important for Albania to ensure that the state exam for teacher certification is properly piloted and that the test instrument is psychometrically assessed.
	3.5.2 Albania could improve ITE and the state exam to better reflect the revised pre-university curriculum.
Policy Issue 3.6	**Recommendations**
Changes are needed to make teacher hiring and deployment procedures more efficient, effective and equitable.	3.6.1 In the short term, ensure that the Teachers for Albania test is methodologically robust, and in the future, consider augmenting it with other assessment methods.
	3.6.2 In the short to medium term, provide more support and information to parents who are involved in hiring and decision-making processes.
	3.6.3 In the medium term, Albania could involve schools more closely in decision making to ensure a good fit between the teacher and school. Principals could have more input on staffing decisions, consistent with their role in school leadership
	3.6.4 Albania's education system would benefit from efforts to recruit qualified teachers to harder-to-staff schools and regions.
Policy Issue 3.7	**Recommendations**
A coherent strategy for continuing professional	3.7.1 In the short term, proceed with plans to provide more support for school-based learning and professional networks to support teachers' CPD

development aligned with the country's education reform priorities is needed.	3.7.2. In the medium to long term, Albania could establish a well-resourced national structure for teacher education and professional learning to develop and implement a CPD strategy to support Albania's education reform.
Policy Issue 3.8	**Recommendations**
Albania needs an effective process to assess teachers' performance, promote improvement, and recognize good teaching.	3.8.1 In the short term, the development of a system-wide, growth oriented performance appraisal system based on teacher standards would support improvements to teaching quality.
	3.8.2 In the medium to long term, Albania could use the teacher performance appraisal process as one factor to reward good teaching with career progression and diverse career opportunities including leadership
Policy Issue 3.9	**Recommendations**
The school principal's leadership role needs to be strengthened and supported.	3.9.1 In the short to medium term, create a well-resourced structure or central body dedicated to school leadership across Albania that could create and implement programmes to develop the professional capacities of school leaders.

7.5 Conclusion

Chapter 7 forms a large part of the analysis of the previous education strategy; combining teacher development and school leadership policies means that efficiencies can be created in the policies to develop this area. In particular, little focus has been given to the development of the resource community for school leaders, and this could be better addressed in future strategies to improve the efficiency of public expenditure in education. Better monitoring in this area would help ensure that there are sufficient teachers entering the workforce to match the demands of the population. It would also create the means to guarantee that all teachers have received annual training programmes to contribute to their continual professional development. The policy recommendations outlined above can contribute to the development of a comprehensive system of management and professional development for both teachers and leaders.

8. Cross-cutting recommendations

In addition to the specific recommendations in each priority policy area, the Education Policy Review and the 2018 *Mainstreaming, Acceleration, and Policy Support (MAPS)* Report also provided a series of cross-cutting recommendations. These recommendations were system-wide enhancements which could be made to aid the improvements in each individual area. The recommendations suggest that the Government take overall leadership of the improvement of the system and the monitoring of its progress. Committing to improving the central infrastructure will provide a systematic approach to development and sustain a well-informed strategy for working toward the sustainable development goals.

Annex 3 shows the relevant gaps in data with regard to the indicators in the areas of interest for Albania. The data shown was taken from the 2017 Global Education Monitoring Report and shows a significant amount of missing data, which makes the tracking of progress toward SDG-4 difficult. The national education strategy outlined in 2014 and the Education Policy Review highlighted numerous data gaps, which inhibit progress toward protecting and upholding human rights and achieving the SDGs. Lack of data is a major obstacle to the progress as it impedes the creation of policy that targets specific areas of the education system which require improvement. Strengthening national data collection capacity via training and the use of ICT for data collection, would support the Albanian government in its efforts to implement a system of continuous monitoring, evaluation, and reform, which they sought in the 2014 strategy.

The following are the policy recommendations from the Education Policy Review, which correspond to each of the cross-cutting recommendations. For a full list of recommendations made by the Education Policy Review see Annex 1.

8.1 Improving information-sharing, communication, and transparency

The Education Policy Review highlighted shortcomings in the areas of communication and coordination: There is an absence of inter-agency consultation, which results in multiple agencies repeating work and leaving gaps in implementation. There has been some consolidation of national agencies. Nevertheless the review advocates for an expansion of transparency and cooperation with stakeholders, which could in turn improve legitimacy of policies and improve the exercise of democratic principles in the country. By developing the form of reporting, monitoring and evaluation, as outlined through the policy recommendations above lessons can be learned about the regional differences, and this will mean that policy can be specifically designed to target individual indicators in each region. Similarly, it will allow for more general lessons about the state of education to be learned and shared within the education community.

Table 13 Education Policy Review Policy Issues and Recommendations

Policy Issue 1.2	Recommendations
The implementation process for a major curriculum reform is critical to the success of the reform.	1.2.1 Continue to implement a comprehensive public communications programme to explain to all teachers, principals, parents, employers, teacher training institutions, tertiary education institutions and the general public the nature of and reasons for the curriculum reform, in order to facilitate the implementation process
	1.2.2 Through collaboration between MES and IED, develop a structure for sustainable dialogue about the curriculum reform at two levels: with representatives of the SIE, REDs, principals, teachers (including teacher unions) and administrators regarding the on-going implementation and professional learning activities; and with the education representatives and representatives of parents, faculties of education, tertiary education and employers to review the progress and success of the reform, and the success of students under the new curriculum as well.

	1.2.3 In the short term, incorporate into the implementation an additional professional learning component for teachers that includes opportunities for teachers to engage in: collaborative lesson planning, observation of others' classrooms, reflection on the lessons and observations with colleagues, and extended work on assessment for as well as of learning.
	1.2.4 Integrate student assessment components in the teacher training programmes, considering performance standards as well. Specifically, include in professional learning activities instruction in the use of data from formal and informal assessment for and of learning for purposes of instructional planning.
	1.2.5 Through collaboration between MES and IED, conduct ongoing reviews of whether new textbooks are adequate for the purposes intended and provide additional information to schools regarding technology requirements related to the new curriculum. Discuss with publishers the importance and possibility of increasing contextualization to Albania in textbooks, especially in science and mathematics texts.
	1.2.6 Through collaboration between MES, IED, and teachers, prepare a guide to help educators identify what factors to consider in the selection of textbooks; for example, factors such as the previous experience of students, availability of other resources (including ICT), and students' language levels could be considered.
	1.2.7 Through collaboration between MES and IED, explore the possibility of building digital resource repositories for teachers of all grades and subjects, taking account of successful examples from other jurisdictions.
Policy Issue 2.4	**Recommendations**
Albania would benefit from a central evaluation system and national guidelines on the use of ICT in education.	2.4.1 Develop a central system for the periodical (annual or biannual) collection and publication of statistics that comprise data on infrastructure, equipment, training, teaching resources, assessment resources and the use of ICT.
	2.4.2 Develop a platform for implementing ICT in education and national guidelines on the use of ICT in education.
	2.4.3 Build on the important efforts made thus far to improve access, equity and quality in education by addressing the remaining ICT challenges that must be overcome in order for students to develop the digital competencies necessary to succeed in a digital world
	2.4.4 Develop and include in the future Digital Agenda of Albania clear milestones stated for every year with regard to the development of digital learning materials, competence development, and infrastructure improvement so that progress can be measured annually or biannually.
Policy Issue 3.2	**Recommendations**
Working and employment conditions may be having a negative effect on teaching and learning.	3.2.1 In the short term and on a continuous basis, Albania would benefit from a strong consultative partnership between the government, teachers, and teacher unions, one in which all parties work together to address challenges associated with teachers' working and employment conditions, and develop a comprehensive description of teaching and non-teaching tasks
	3.2.2 In the short to medium term, Albania's education system would benefit from investments in infrastructure, including investments to reduce overcrowding in public schools in urban areas and attention to the issue of the collective (multi-grade) classes.

8.2 Building a more equitable society through inclusive education

Using education to develop an equitable society should focus on promoting the right to education for all and ensuring that the quality of education meets basic requirements and enriches the lives of citizens. The education policy review clearly highlighted that the issue of inclusion is a systemic problem; inclusive education has not gone far enough and needs to better address the needs of marginalized and excluded groups. This is further supported in the 2018 MAPS report which calls for alignment between Albania's strategic framework and the SDGs regarding the theme of "Leave No One Behind" from the Joint UN program in Albania that focuses on inclusive access to public services and empowering vulnerable populations. Social inclusion must be a priority for the country. With a long history of social exclusion of those with disabilities, Roma, and Egyptians, as well as gender inequality, this focus will promote harmonisation among Albania's strategic framework, its goals for accession to the EU, and the SDGs The inclusion of minority communities has been a particular area

for concern, but more recently the issue of gender parity in access to education has resurfaced as a concern in the country. The dearth of disaggregated data regarding the participation of minority communities both in the education system and other public services hinders goals of social inclusion. Thus the government's strategy must also include a focus on disaggregated data.

Furthermore, the Voluntary National Review by the Albanian government and the 2018 MAPS report highlight the role of education in the protection of human rights and as a human right itself. These documents also refer to education's role in human and social capital development. For these reasons, investment in not only inclusive but also lifelong learning is advocated along with recognizing the value of learning in formal, non-formal, and informal settings to promote linkages and cooperation among the development of subsectors, such as under SDG targets 4.3 and 4.4.

Table 14 Education Policy Review Policy Issues and Recommendations

Policy Issue 1.3	Recommendations
Inclusion is a key function of the curriculum in which the curriculum design helps to ensure that appropriate learning experiences are available to all students including those who have different abilities and challenges (physical, behavioural, and cognitive), those from linguistic and ethnic minorities and those who may not previously have attended school.	1.3.1 In the short to medium term, expand teacher training and professional development to support the implementation of the new curriculum, adapting it to inclusiveness while teaching (differentiated instruction) as well as to classroom management (strategies for managing those who have behavioural issues or students who have difficulty participating).
	1.3.2 As part of, or in addition to, the training underway for the new curriculum, engage in a process of collaborative inquiry at the school level that assists teachers and principals in developing a repertoire of high level pedagogical and assessment skills required for the implementation of both the curriculum and effective inclusion practices.
	1.3.3 Invite international experts from countries with well-established inclusion practices to assist Albania in the design process for such collaborative inquiry, to help educators and policy-makers in developing new practices and to aid in identifying systemic obstacles to effective inclusion.
Policy Issue 2.4	Recommendations
Albania would benefit from a central evaluation system and national guidelines on the use of ICT in education.	2.4.1 Develop a central system for the periodical (annual or biannual) collection and publication of statistics that comprise data on infrastructure, equipment, training, teaching resources, assessment resources and the use of ICT.
	2.4.2 Develop a platform for implementing ICT in education and national guidelines on the use of ICT in education.
	2.4.3 Build on the important efforts made thus far to improve access, equity and quality in education by addressing the remaining ICT challenges that must be overcome in order for students to develop the digital competencies necessary to succeed in a digital world
	2.4.4 Develop and include in the future Digital Agenda of Albania clear milestones stated for every year with regard to the development of digital learning materials, competence development, and infrastructure improvement so that progress can be measured annually or biannually.
Policy Issue 3.2	Recommendations
Working and employment conditions may be having a negative effect on teaching and learning.	3.2.1 In the short term and on a continuous basis, Albania would benefit from a strong consultative partnership between the government, teachers, and teacher unions, one in which all parties work together to address challenges associated with teachers' working and employment conditions, and develop a comprehensive description of teaching and non-teaching tasks
	3.2.2 In the short to medium term, Albania's education system would benefit from investments in infrastructure, including investments to reduce overcrowding in public schools in urban areas and attention to the issue of the collective (multi-grade) classes.

8.3 Promoting strong institutions and school infrastructure

Infrastructure and innovation are known to be beneficial for economic growth. They highlight the benefits that investing in education would bring to other areas of economic and social development and progress toward meeting the SDG's. School infrastructure refers to learning spaces, a fundamental area for improvement, with many buildings not meeting standards to provide an effective or developmentally appropriate learning environment. Improving the infrastructure through which Albania's formal education system operates is vital to supporting development of and through education. Proper infrastructure provides a learning environment that not only meets learners' basic needs but also promotes inclusion. This requires a commitment in terms of planning for infrastructural improvement in both rural and urban areas and the financing to support it.

Table 15 Education Policy Review Policy Issues and Recommendations

Policy Issue 1.3	Recommendations
Inclusion is a key function of the curriculum in which the curriculum design helps to ensure that appropriate learning experiences are available to all students including those who have different abilities and challenges (physical, behavioural, and cognitive), those from linguistic and ethnic minorities and those who may not previously have attended school.	1.3.1 In the short to medium term, expand teacher training and professional development to support the implementation of the new curriculum, adapting it to inclusiveness while teaching (differentiated instruction) as well as to classroom management (strategies for managing those who have behavioural issues or students who have difficulty participating).
	1.3.2 As part of, or in addition to, the training underway for the new curriculum, engage in a process of collaborative inquiry at the school level that assists teachers and principals in developing a repertoire of high level pedagogical and assessment skills required for the implementation of both the curriculum and effective inclusion practices.
	1.3.3 Invite international experts from countries with well-established inclusion practices to assist Albania in the design process for such collaborative inquiry, to help educators and policy-makers in developing new practices and to aid in identifying systemic obstacles to effective inclusion.
Policy Issue 2.1	Recommendations
The lack of a stable, responsive and widely available infrastructure and digital learning resources hinders the use of ICT in schools.	2.1.1 Address the need for a stable, responsive and widely available ICT infrastructure by setting clear, medium-long term goals to expand devices and Internet access; these should be backed by the funds that are necessary to cover devices, connectivity and maintenance.
	2.1.2 Increase the investment in ICT infrastructure and connectivity to remote areas
	2.1.3 Increase the investment in digital learning resources
	2.1.4. Ameliorate and maintain the pre-university information management system and the Electronic Higher Education Database.
	2.1.5 Increase the investment in the human resources necessary to utilize these tools and systems, and capitalize on the training provided to teachers by the ICT academy.
Policy Issue 2.2	Recommendations
Teachers need stronger basic pedagogical ICT skills**.**	2.2.1 Implement the Higher Education Reform, with a particular focus on the education of candidate teachers, and develop a national system to monitor the ongoing development of pre- and in-service teachers' ICT skills.
	2.2.2 Collaborate with international donors in order to design and implement continuing professional development initiatives aimed at training in-service teachers, and ICT teachers in particular, in the use of ICT for educational purposes
	2.2.3 Encourage collaboration among teachers and school leaders with different levels of expertise in the use of ICT for teaching and learning purposes
Policy Issue 3.3	Recommendations
Initial teacher preparation should support Albania's education reform efforts and prepare teachers for the realities of classrooms and schools.	3.3.1 In the short term, strengthen teacher preparation by enhancing the practicum and elements key to Albania's education reform.
	3.3.2 In the medium to long term, consider introducing more flexible routes into the teaching profession to address teacher shortages.
	3.3.3 In the medium term, improve coordination of teacher preparation in universities, practical training, professional development and performance evaluation, including through harmonization of legislation.

Policy Issue 3.5	Recommendations
The state exam for teacher certification should provide a reliable assessment of readiness to enter the profession.	3.5.1 It will be important for Albania to ensure that the state exam for teacher certification is properly piloted and that the test instrument is psychometrically assessed.
	3.5.2 Albania could improve ITE and the state exam to better reflect the revised pre-university curriculum.

8.4 Strengthening capacities for monitoring and evaluation of educational reforms.

Monitoring and evaluation of education data provides the relevant agencies with data to track the access to and quality of education within the country. In many ways, this may also represent progress toward other SDGs, such as SDG5 on gender equality. Without sufficient infrastructure and coordination between departments, there will be no means to provide an effective monitoring and evaluation of the equitable nature of the education system. The strengthening of capacities in the area of monitoring and evaluation will enable future development to be based on facts, the philosophy which should be adopted regarding development, as it will allow for continuous appraisal of policy and highlight areas for improvement. This will be important not only in the area of education but also in all 17 SDG's, as it will reduce difficulties in producing progress reports.

Thus, as reinforced by the 2018 MAPS report, capacity development regarding data collection needs to be prioritized to enhance the country's ability to monitor and evaluate its own progress toward national goals and in light of the SDGs. This could include developing a student information management system for studying the linkages between education, training, and employment; qualitative and outcome-based data for evaluating quality and informing policies; and the use of ICT for data collection, for uploading data to a common database, and disseminating data to not only policy makers but also stakeholders. The lack of disaggregated data also impedes tracking progress and thus data disaggregation must also be a priority.

Table 16 Education Policy Review Policy Issues and Recommendations

Policy Issue 1.4	Recommendations
The implementation of the curriculum, and the collection of student achievement data, should be guided by effective monitoring and evaluation procedures.	1.4.1 Through collaboration between the IED and ANE, ensure that the Matura examinations and any other nationally mandated assessments reflect the reformed curriculum.
	1.4.2 Broaden the set of indicators used by MES, IED, and REDs to assess progress to include qualitative and outcome-based measures.
	1.4.3 Systematically develop short surveys for teachers, principals, and regional education directors to be administered annually with the intention of identifying successful practices, unexpected issues, obstacles and successes with implementation.
	1.4.4 Collect annual feedback from students in the lower and upper secondary grades who are using the new curriculum
	1.4.5. Determine key milestones for the development and implementation of a robust student information management system, to be used as indicators of progress.
Policy Issue 2.4	Recommendations
Albania would benefit from a central evaluation system and national guidelines on	2.4.1 Develop a central system for the periodical (annual or biannual) collection and publication of statistics that comprise data on infrastructure, equipment, training, teaching resources, assessment resources and the use of ICT.
	2.4.2 Develop a platform for implementing ICT in education and national guidelines on the use of ICT in education.
	2.4.3 Build on the important efforts made thus far to improve access, equity and quality in education by addressing the remaining ICT challenges that must be overcome in order for students to develop the digital competencies necessary to succeed in a digital world

the use of ICT in education.	2.4.4 Develop and include in the future Digital Agenda of Albania clear milestones stated for every year with regard to the development of digital learning materials, competence development, and infrastructure improvement so that progress can be measured annually or biannually.
Policy Issue 3.4	**Recommendations**
The teaching internship programme needs to better support both interns and mentors	3.4.1 In the short term, further address mentors' workload challenges and consider how they could be better prepared, supported, and recognized for their role.
	3.4.2 In the short to medium term, conduct an evaluation of the internship programme to determine its effectiveness and identify necessary improvements.
	3.4.3 In the medium to long term, ITE programmes at the Bachelors level should include a well-designed practicum component, and the conditions of service applicable to interns could be reviewed.
Policy Issue 3.8	**Recommendations**
Albania needs an effective process to assess teachers' performance, promote improvement, and recognize good teaching.	3.8.1 In the short term, the development of a system-wide, growth oriented performance appraisal system based on teacher standards would support improvements to teaching quality.
	3.8.2 In the medium to long term, Albania could use the teacher performance appraisal process as one factor to reward good teaching with career progression and diverse career opportunities including leadership

8.5 Conclusion

It is important to that these cross-cutting recommendations have implications for the overall strategy that will be adopted to approach the alignment of the education system with national development goals and plans for EU integration.

9. Conclusion

Throughout this paper, the most recent and relevant literature has been consulted to provide a snapshot of the education system in Albania. Whilst each chapter has its own conclusions to be drawn, the overall situation is one of partial progress. It is clear to see that efforts have been made to improve the education system, but these have often been sporadic and conducted at a sub-system level.

The financial analysis of the education system in Albania suggests that there could be improvements to be made in order for the government to meet their targets. Education expenditure is not meeting the minimum target set by UNESCO at 15% of total government expenditure[37]; thus, this could be an area where the government can reaffirm its commitment to developing education.

Curriculum development is a constant process and one which should continue to be informed by educational outcomes. Consequently, investment in the monitoring and evaluation capabilities of INSTAT will support not only progress toward SDGs but also the improvement of the curriculum. Furthermore, efforts need to be made to increase coherence between curricular reforms and classroom practices. Importantly, schools will benefit from increased teacher training in implementation of the new curriculum.

As curricular reforms aim to improve educational outcomes, a focus on social inclusion is of equal importance for ensuring that all students receive a quality education. This requires a commitment to a holistic approach to social inclusion in line with the theme of "Leave No One Behind" in Albania. Attention to Albania's historically marginalized populations, namely individuals with disabilities, Roma, and Egyptians, as well as to gender equality will help to prioritize the goal of inclusion. This can be supported not only through policies that aim to increase access to and participation in education for these groups but also by prioritizing the disaggregation of data to monitor progress in this area.

This Situation Analysis, the Education Policy Review, the MAPS Report, and the Voluntary National Review collectively emphasize the role of VET in improving national and economic development. Importantly, a focus on improving VET provisions can ensure alignment between training and skills required for work in Albania's current labour market. Related to this area are a focus on gender equality and rural development, as these are concerns not only in the general education system but also in VET.

It would appear that the ICT infrastructure has been one of the weakest areas of development throughout the last strategy. Despite understanding the necessity for improvement, there remains a significant amount of work to do in ensuring access for all students to computers for learning purposes and in ensuring that they develop appropriate skills in technology that will enhance national economic development. Improving ICT infrastructure will also play a pivotal role in improving the country's monitoring and evaluation capacity, to which a student information management system could contribute. Similarly, ICT through hardware, software, and applications can enhance Albania's ability to collect and analyse data, monitor and evaluate progress in the educational system, and disseminate results more easily to stakeholders at all levels for the sake of ownership and accountability.

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[37] World Education Forum. 2016. *Incheon Declaration and Framework for Action for the implementation of Sustainable Development Goal 4: Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all*. Available at: http://uis.unesco.org/sites/default/files/documents/education-2030-incheon-framework-for-action-implementation-of-sdg4-2016-en_2.pdf

Developing the professional capacities of those working within the education system will help Albania to achieve long term progress toward both national and international objectives. Whilst the situation has improved regarding professional development, efforts appear to have been quite narrowly focused and unequally distributed among teachers and school leaders. In particular, the development of leadership capacity in Albania could benefit from more focus in the next strategy.

The cross-cutting recommendations provide recommendations which cultivate an approach to the development of the education system. Using all four of these recommendations will require initial investment but will reduce the difficulties in future improvements and the evaluation of this process.

The Government of Albania has indicated that it is committed to reform and working with international organisations in order to promote the social and economic development of the country. UNESCO's cooperation with the Government of Albania is facilitated by the Office of the UN Resident Coordinator and through the following agencies and actors:

- UN Country Team members, particularly the agencies in which UNESCO cooperates in the framework of Joint Programming;
- Ministry of Culture;
- Ministry of Education and Sports;
- Ministry of Environment
- University of Tirana;
- Institute of Cultural Monuments;
- National History Museum;
- Institute for Education Development;
- Ministry of Interior (Department of Civil Protection).

Albania is hoping to begin negotiations with the EU regarding the start of accession talks, and the reforms should support a stable transition to EU membership. There are 35 different chapters of the EU acquis (Annex 5), and in July 2017 it was accepted in Albania that there is no conflict between the implementation of the SDGs and the EU acquis. Chapter 26 of the EU acquis states that although the area of education is a competence of the member state, there must be a protection of cultural diversity and the implementation of the infrastructure to support the administrative and financial framework to ensure the efficiency and efficacy of education, training and youth community programmes. For SDG4 there is particular synergy in the area of legal rights (Chapters 23-24) as the development of an inclusive education system should protect the rights of minorities and vulnerable groups. Chapter 18 regarding the statistical infrastructure of the country has been mentioned frequently throughout this paper. The development of competencies within the national statistics institute (INSTAT) will form an important part of the accession process and will inform future activities within EU and international development frameworks.

Where the EU acquis refers the responsibility of Education to the member state, it develops the opportunity for UNESCO to work within the framework of the UNCT and in collaboration with other UN agencies to further develop the education system. The UN-Albania Programme of Cooperation for Sustainable Development is a framework to guide the work of the Government of Albania and the UN Country Team (UNCT)[38] that was developed in 2016. It works to build on the 'Deliver as One' approach and foster cooperation with partner institutions in order to achieve progress toward national objectives, SDG indicators, and other international commitments. The UNCT foresees a significant amount of work in the sector of education regarding the development of an inclusive

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[38] The UN Country Team (UNCT) refers to the totality of UN operations in Albania by resident and non-resident agencies, funds and programmes

system which provides a quality education, reduces school drop-out and increases the efficiency of the education system.

UNESCO offers its continued assistance to Albania it its efforts toward the achievement of SDG 4 and the development of a new national education strategy. The foreseen cooperation in this area has begun with the MAPS process in March 2018 and the Voluntary National Review of 2018. UNESCO will continue with the cooperation and assistance in the area of teacher training with regard to the development of a democratic citizenship module and its implementation in the curriculum. The previous work between UNESCO and the Government of Albania in the Education Policy Review, should be used to inform the alignment of the new education strategy with SDG4. UNESCO has provided, and will continue to provide, assistance to Albania in capacity building efforts toward SDG4, and where necessary it could assist by providing advice on applications for funding, for example to the Instrument for Pre-Accession (IPA). The need to strengthen data collection and analysis is an area in which UNESCO would like to offer its support, including for the VNR and the MAPS process.

Further to this, if requested to do so, UNESCO could assist Albania to develop digital resources for teachers, which will include the provision of materials and the training of teachers with the materials. UNESCO should also contribute to the development of a leadership skill resource centre for school principals and an evaluation system which assesses not only student performance but student feedback.

The evidence which is presented and analysed throughout this paper aims to provide clarity regarding the situation of education in Albania. Whilst there has been progress toward achieving some goals there remains a lot of work to be done regarding the alignment of national policy with both national and international objectives.

10. Annexes

10.1 Annex 1 Education Policy Review: Policy Recommendations

Policy Issue 1.1	Recommendations
The curriculum documents should reflect the intentions of the reform, be appropriate to students and useful to teachers.	1.1.1 Review all curriculum documents (curriculum framework, core curriculum, programs, assessment documents, etc.) with a view to ensure their inner coherence, so they all clearly state the intentions, commitments and goals of the curriculum reform, and how it will work for both compulsory and secondary education
	1.1.2 Provide teachers with documents that serve as guides, with concrete examples of what successful performances might be as illustrations, but not as rigid prescriptions. Emphasis should be placed on communication and thinking skills and on the possibility that there may be more than one appropriate or successful approach to a problem or task.

Policy Issue 1.2	Recommendations
The implementation process for a major curriculum reform is critical to the success of the reform.	1.2.1 Continue to implement a comprehensive public communications programme to explain to all teachers, principals, parents, employers, teacher training institutions, tertiary education institutions and the general public the nature of and reasons for the curriculum reform, in order to facilitate the implementation process
	1.2.2 Through collaboration between MES and IED, develop a structure for sustainable dialogue about the curriculum reform at two levels: with representatives of the SIE, REDs, principals, teachers (including teacher unions) and administrators regarding the on-going implementation and professional learning activities; and with the education representatives and representatives of parents, faculties of education, tertiary education and employers to review the progress and success of the reform, and the success of students under the new curriculum as well.
	1.2.3 In the short term, incorporate into the implementation an additional professional learning component for teachers that includes opportunities for teachers to engage in: collaborative lesson planning, observation of others' classrooms, reflection on the lessons and observations with colleagues, and extended work on assessment for as well as of learning.
	1.2.4 Integrate student assessment components in the teacher training programmes, considering performance standards as well. Specifically, include in professional learning activities instruction in the use of data from formal and informal assessment for and of learning for purposes of instructional planning.
	1.2.5 Through collaboration between MES and IED, conduct ongoing reviews of whether new textbooks are adequate for the purposes intended and provide additional information to schools regarding technology requirements related to the new curriculum. Discuss with publishers the importance and possibility of increasing contextualization to Albania in textbooks, especially in science and mathematics texts.
	1.2.6 Through collaboration between MES, IED, and teachers, prepare a guide to help educators identify what factors to consider in the selection of textbooks; for example, factors such as the previous experience of students, availability of other resources (including ICT), and students' language levels could be considered.
	1.2.7 Through collaboration between MES and IED, explore the possibility of building digital resource repositories for teachers of all grades and subjects, taking account of successful examples from other jurisdictions.

Policy Issue 1.3	Recommendations
Inclusion is a key function of the curriculum in which the curriculum design helps to ensure that appropriate learning experiences are available to all students including those who have different abilities and challenges (physical, behavioural, and cognitive), those from linguistic and ethnic minorities and those who may not previously have attended school.	1.3.1 In the short to medium term, expand teacher training and professional development to support the implementation of the new curriculum, adapting it to inclusiveness while teaching (differentiated instruction) as well as to classroom management (strategies for managing those who have behavioural issues or students who have difficulty participating).
	1.3.2 As part of, or in addition to, the training underway for the new curriculum, engage in a process of collaborative inquiry at the school level that assists teachers and principals in developing a repertoire of high level pedagogical and assessment skills required for the implementation of both the curriculum and effective inclusion practices.
	1.3.3 Invite international experts from countries with well-established inclusion practices to assist Albania in the design process for such collaborative inquiry, to help educators and policy-makers in developing new practices and to aid in identifying systemic obstacles to effective inclusion.

Policy Issue 1.4	Recommendations
The implementation of the curriculum, and the collection of student achievement data, should be guided by effective monitoring and evaluation procedures.	1.4.1 Through collaboration between the IED and ANE, ensure that the Matura examinations and any other nationally mandated assessments reflect the reformed curriculum.
	1.4.2 Broaden the set of indicators used by MES, IED, and REDs to assess progress to include qualitative and outcome-based measures.
	1.4.3 Systematically develop short surveys for teachers, principals, and regional education directors to be administered annually with the intention of identifying successful practices, unexpected issues, obstacles and successes with implementation.
	1.4.4 Collect annual feedback from students in the lower and upper secondary grades who are using the new curriculum
	1.4.5. Determine key milestones for the development and implementation of a robust student information management system, to be used as indicators of progress.

Policy Issue 2.1	Recommendations
The lack of a stable, responsive and widely available infrastructure and digital learning resources hinders the use of ICT in schools.	2.1.1 Address the need for a stable, responsive and widely available ICT infrastructure by setting clear, medium-long term goals to expand devices and Internet access; these should be backed by the funds that are necessary to cover devices, connectivity and maintenance.
	2.1.2 Increase the investment in ICT infrastructure and connectivity to remote areas
	2.1.3 Increase the investment in digital learning resources
	2.1.4. Ameliorate and maintain the pre-university information management system and the Electronic Higher Education Database.
	2.1.5 Increase the investment in the human resources necessary to utilize these tools and systems, and capitalize on the training provided to teachers by the ICT academy.

Policy Issue 2.2	Recommendations
Teachers need stronger basic pedagogical ICT skills.	2.2.1 Implement the Higher Education Reform, with a particular focus on the education of candidate teachers, and develop a national system to monitor the ongoing development of pre- and in-service teachers' ICT skills.
	2.2.2 Collaborate with international donors in order to design and implement continuing professional development initiatives aimed at training in-service teachers, and ICT teachers in particular, in the use of ICT for educational purposes
	2.2.3 Encourage collaboration among teachers and school leaders with different levels of expertise in the use of ICT for teaching and learning purposes

Policy Issue 2.3	Recommendations
Improving online safety for children and youth should be a greater priority.	2.3.1 Through collaboration across education institutions, raise awareness of problematic online situations among children, adolescents, young adults, and their families

Policy Issue 2.4	Recommendations
Albania would benefit from a central evaluation system and national guidelines on the use of ICT in education.	2.4.1 Develop a central system for the periodical (annual or biannual) collection and publication of statistics that comprise data on infrastructure, equipment, training, teaching resources, assessment resources and the use of ICT.
	2.4.2 Develop a platform for implementing ICT in education and national guidelines on the use of ICT in education.
	2.4.3Build on the important efforts made thus far to improve access, equity and quality in education by addressing the remaining ICT challenges that must be overcome in order for students to develop the digital competencies necessary to succeed in a digital world
	2.4.4 Develop and include in the future Digital Agenda of Albania clear milestones stated for every year with regard to the development of digital learning materials, competence development, and infrastructure improvement so that progress can be measured annually or biannually.

Policy Issue 3.1	Recommendations
There is a need to raise the status and increase the attractiveness of the teaching profession, while making strategic financial investments to improve the education system as a whole.	3.1.1 In the short to medium term, invest in efforts to raise the status of the teaching profession by attracting high-quality applicants to ITE programmes and raising the bar for entry into these programmes.

	3.1.2 In the short term, conduct a review to determine whether alternative financial investments would be a more efficient and effective use of resources than an across-the-board salary increase for teachers
Policy Issue 3.2	**Recommendations**
Working and employment conditions may be having a negative effect on teaching and learning.	3.2.1 In the short term and on a continuous basis, Albania would benefit from a strong consultative partnership between the government, teachers, and teacher unions, one in which all parties work together to address challenges associated with teachers' working and employment conditions, and develop a comprehensive description of teaching and non-teaching tasks
	3.2.2 In the short to medium term, Albania's education system would benefit from investments in infrastructure, including investments to reduce overcrowding in public schools in urban areas and attention to the issue of the collective (multi-grade) classes.
Policy Issue 3.3	**Recommendations**
Initial teacher preparation should support Albania's education reform efforts and prepare teachers for the realities of classrooms and schools.	3.3.1 In the short term, strengthen teacher preparation by enhancing the practicum and elements key to Albania's education reform.
	3.3.2 In the medium to long term, consider introducing more flexible routes into the teaching profession to address teacher shortages.
	3.3.3 In the medium term, improve coordination of teacher preparation in universities, practical training, professional development and performance evaluation, including through harmonization of legislation.
Policy Issue 3.4	**Recommendations**
The teaching internship programme needs to better support both interns and mentors	3.4.1 In the short term, further address mentors' workload challenges and consider how they could be better prepared, supported, and recognized for their role.
	3.4.2 In the short to medium term, conduct an evaluation of the internship programme to determine its effectiveness and identify necessary improvements.
	3.4.3 In the medium to long term, ITE programmes at the Bachelors level should include a well-designed practicum component, and the conditions of service applicable to interns could be reviewed.
Policy Issue 3.5	**Recommendations**
The state exam for teacher certification should provide a reliable assessment of readiness to enter the profession.	3.5.1 It will be important for Albania to ensure that the state exam for teacher certification is properly piloted and that the test instrument is psychometrically assessed.
	3.5.2 Albania could improve ITE and the state exam to better reflect the revised pre-university curriculum.
Policy Issue 3.6	**Recommendations**
Changes are needed to make teacher hiring and deployment procedures more efficient, effective and equitable.	3.6.1 In the short term, ensure that the Teachers for Albania test is methodologically robust, and in the future, consider augmenting it with other assessment methods.
	3.6.2 In the short to medium term, provide more support and information to parents who are involved in hiring and decision-making processes.
	3.6.3 In the medium term, Albania could involve schools more closely in decision making to ensure a good fit between the teacher and school. Principals could have more input on staffing decisions, consistent with their role in school leadership
	3.6.4 Albania's education system would benefit from efforts to recruit qualified teachers to harder-to-staff schools and regions.
Policy Issue 3.7	**Recommendations**
A coherent strategy for continuing professional development aligned with the country's education reform priorities is needed.	3.7.1 In the short term, proceed with plans to provide more support for school-based learning and professional networks to support teachers' CPD
	3.7.2. In the medium to long term, Albania could establish a well-resourced national structure for teacher education and professional learning to develop and implement a CPD strategy to support Albania's education reform.
Policy Issue 3.8	**Recommendations**
Albania needs an effective process to assess teachers' performance, promote improvement, and recognize good teaching.	3.8.1 In the short term, the development of a system-wide, growth oriented performance appraisal system based on teacher standards would support improvements to teaching quality.
	3.8.2 In the medium to long term, Albania could use the teacher performance appraisal process as one factor to reward good teaching with career progression and diverse career opportunities including leadership
Policy Issue 3.9	**Recommendations**
The school principal's leadership role needs to be strengthened and supported.	3.9.1 In the short to medium term, create a well-resourced structure or central body dedicated to school leadership across Albania that could create and implement programmes to develop the professional capacities of school leaders.

10.2 Annex 2 SDG4 Spending Trends in Albania (values in Albanian lek)[39]

	2015 value	% of public expenditure	2016 value	% of public expenditure	2017 value	% of public expenditure
SDG4	**33.719,25**	**12,88%**	**34.429,39**	**12,60%**	**35.809,80**	**12,58%**
Basic Education (Including Primary)	25.987,66	9,93%	26.036,82	0,27%	27.179,15	0,23%
Educational (general)	7.055,34	2,69%	7.644,37	9,53%	7.968,49	9,55%
Planning, Management and Administration	676,26	0,26%	748,20	2,80%	662,16	2,80%
SDG4, SDG11	**1.531,30**	**0,58%**	**1.623,90**	**0,59%**	**1.813,77**	**0,64%**
Art and Culture	725,71	0,28%	917,97	0,05%	1.134,24	0,05%
Planning, Management and Administration	165,90	0,06%	124,82	0,21%	155,85	0,18%
Cultural Heritage, Museums, Libraries	639,69	0,24%	581,11	0,34%	523,69	0,40%

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[39] Braho, A., and Ymeri, S. (2018). *Budget Analysis of SDG Related Spending in Albania: 2015-2017.* UN.

10.3 Annex 3 GEM Report-2017/18 Missing Data.

Table 17 Demography and Poverty

GDP and Poverty					LEGAL GUARANTEE OF COMPULSORY AND FREE EDUCATION				
Demography		GDP Per Capita		Population living on less than PPP US$1.90 a day (%)	PRE-PRIMARY EDUCATION		PRIMARY AND SECONDARY EDUCATION		
Total population (000)	Average annual growth rate (%)	Current US$	Current PPP US$		Compulsory education (age group)	Free education (years)	Compulsory education (age group)	Free education (years)	
								Primary	Secondary
2017	2017	2015	2015	2004-2014	-	-	6 - 16	-	-
2,911	0.3	3,945	11,249	1.1					

Table 18 Target 4.1

SDG 4, Target 4.1 – Universal access, participation, completion and learning primary education		Value
Percentage of pupils at end of primary education achieving at least a minimum proficiency level (%)6 in:	Math	-
	Reading	-
Percentage of pupils in early primary education grades (2 or 3) achieving at least a minimum proficiency level (%)6 in:	Math	-
	Reading	-
Existence of nationally representative learning assessment	At the end of primary education	Yes
	In early grades (2 or 3) of primary education	Yes
Primary education completion rate	Total	-
Gross intake rate (GIR) to last grade (%)	Female	105
	Male	108
	Total	106
Out-of-school children	% Female	-
	Total (000)	7
Primary adjusted net enrolment ratio (ANER) (%)	Female	-
	Male	-
	Total	96
Gross enrolment ratio (GER) in primary education (%)	Female	112
	Male	116
	Total	114
Total enrolment in primary education	% Female	47
	Total (000)	188
Percentage of pupils over-age for grade (%)		2.5

Table 19 Target 4.1

SDG 4, Target 4.1 – Universal access, participation, completion and learning secondary education																					
Effective transition from primary	Percentage of students over-age for grade in lower secondary education (%)		Total enrolment in secondary education			Gross enrolment ratio (GER) (%) in total secondary education			Lower secondary total net enrolment ratio (NERT) (%)			Lower secondary out-of-school adolescents		Upper secondary total net enrolment ratio (NERT) (%)			Upper secondary out-of-school youth		Gross intake rate (GIR) to last grade of lower secondary education (%)		
2014	2015																				
Total	Male	Female	Total	Total	% F	Total	Male	Female	Total	Male	Female	Total	% F	Total	Male	Female	Total	% F	Total	Male	Female
99	99	99	4	315	47	96	99	93	99	100	98	2	89	80	81	79	31	51	97	97	97

Table 20 Target 4.2

Target 4.2 – Universal access to early childhood development, care and pre-primary education									
Total enrolment in pre-primary education	Gross enrolment ratio (GER) in pre-primary education and early childhood educational development (%)			Adjusted net enrolment ratio (ANER) one year before the official primary school entry age (%)			Percentage of children aged 36 to 59 months experiencing positive and stimulating home learning environments (%)	Percentage of children under 5 living in households with three or more children's	Percentage of children aged 36 to 59 months who are developmentally on track in health, learning and psychosocial well-being (%)
2015							2010-2015		
Total (000)	% F	Total	Male	Female	Total	Male	Female	Total	Total	Total
82	48	-	-	-	93	94	92	-	-	-

Table 21 Target 4.3

SDG 4, Target 4.3 – Universal access to technical, vocational and tertiary education																	
Share of technical and vocational education in total enrolment (%) by level						Percentage of youth (15 to 24) enrolled in secondary technical and vocational education (%)			Transition from upper secondary to tertiary education (ISCED levels 5, 6 and 7 combined) (%)			Gross intake rate (GIR) to first tertiary programmes (ISCED levels 5 to 7) (%)			Total number of students enrolled in tertiary education		Gross enrolment ratio (GER) in tertiary education (%)		
Total secondary education			Post-secondary non-tertiary education																
2015			2015			2015			2015			2015			2015		2015		
Total	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total (000)	% F	Total	Male	Female
9	13	4	100	100	100	5	7	2	99	96	102	63	55	72	161	57	58	49	68

Table 22 Target 4.4

SDG 4, Target 4.4 – Youth and adult skills for employment, decent jobs and entrepreneurship														
Percentage of adults (15 and over) (%) with ICT skills to:1			Percentage of adults (25 and over) (%) who have attained at least:											
Connect or install new devices	Copy or move a file or folder	Create electronic presentations with presentation software	Primary education (ISCED level 1 to 8)			Lower secondary education (ISCED level 2 to 8)			Upper secondary education (ISCED level 3 to 8)			Short-cycle tertiary education (ISCED level 5 to 8)		
2015			2010-2015											
Total	Total	Total	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female
-	-	-	96	97	94	87	89	85	45	46	44	13	13	12

Table 23 Target 4.5

SDG 4, Target 4.5 – Gender – Eliminating gender disparity in education														
	Gender parity in gross enrolment ratio (GER) in				Gender disparity in completion rate in:		Gender disparity in percentage of students with minimum level of proficiency (End of Primary Education)		Gender disparity in percentage of students with minimum level of proficiency (End of Secondary Education)			Gender disparity in youth and adult literacy rate		Gender disparity in percentage of adults (16 and over) achieving at least a fixed level of proficiency in:
Pre-primary	Primary	Secondary	Tertiary	Primary	Lower Secondary	Upper Secondary	Reading	Mathematics	Reading	Mathematics	Youth (15–24)	Adult (25 and over)	Literacy skills	Numeracy skills
Gender Parity Index F/M														
2015				2010-2015					2010-2016				2012–2015	
-	0.97	0.94	1.40	-	-	-	-	-	1.68	1.09	1.00	0.98	-	-

Table 24 Target 4.5

Target 4.5 – Gender – Achieving gender equality in education														
Female presence in teaching staff				Inclusion of gender equality issues in national curriculum frameworks	Percentage of schools with basic sanitation facilities or toilets (%)		Percentage of students aged 13 to 15 experiencing school-related gender-based violence by type of violence (%)				Gender discrimination and unequal social norms			Child domestic work
Pre-primary	Primary	Total secondary	Tertiary											
2015				2005-2015	2014		2005-2015				2010-2015	2017		2010-2015
%F	%F	%F	%F		Total	Of which single sex	Bullying		Physical Violence		Percentage of the population aged 15 to 19 who are currently married	Age-specific fertility rate (births per 1,000 women aged 15 to 19)		Percentage of adolescents aged 12 to 14 involved in household chores during the previous week
							Total %	GPI	Total %	GPI		Female		For 28 hours and more
100	84	65	52	-	30	-	-	-	-	-	-	7	23	-	-

Table 25 Target 4.5 *Data for this table in the Global Education Monitoring Report was not available

SDG 4, Target 4.5 – Equity – Eliminating disparities in school completion and learning outcomes														
Primary completion rate and disparity by location and wealth				Lower secondary completion rate and disparity by location and wealth				Upper secondary completion rate and disparity by location and wealth				Reference surveys and years	Wealth parity index in percentage of pupils at end of primary education achieving minimum Location Wealth proficiency level in:	
Location Parity Index	Wealth Parity Index	Poorest Males	Poorest Females	Location Parity Index	Wealth Parity Index	Poorest Males	Poorest Females	Location Parity Index	Wealth Parity Index	Poorest Males	Poorest Females		Reading	Mathematics
2010-2015				2010-2015				2010-2015					Reading	Mathematics
-	-	-	-	-	-	-	-	-	-	-	-	-	-	-

Table 26 Target 4.6

SDG 4, Target 4.6 – Youth and adult literacy and numeracy									
Youth literacy rate (%)	Number of youth illiterates		Adult literacy rate (%)	Number of adult illiterates		Literacy skills		Numeracy skills	
2010-2016	2010-2016		2010-2016	2010-2016		2012-2015		2012-2015	
						Youth (16 to 24)	Adults (16 and over)	Youth (16 to 24)	Adults (16 and over)
Total	Total (000)	% F	Total	Total (000)	% F	Total	Total	Total	Total
99	4	59	97	64	70	-	-	-	-

Table 27 Target 4.7

Target 4.7 – Education for sustainable development and global citizenship										
Gender	Human	Sustainabl	Global citizenship	Percentage of schools providing life skills-based HIV/ AIDS education	Scientific literacy			HIV/AIDS and sexuality education		
2005-2015				2009-2010	2015			2015		
					Total	Male	Female	Total	Male	Female
-	-	-	-	-	58	51	65	-	-	-

Table 28 Target 4.a and 4.b

SDG 4, Means of implementation 4.a and 4.b – Education facilities, learning environments, internationally mobile tertiary students and scholarships												
Water, sanitation and hygiene in schools				Information, communication and technology			Internationally mobile students (inbound)		Internationally mobile students (outbound)		SCHOLARSHIPS	
Percentage of schools (%) with:												
2014				2015			2015		2015		2015	
Basic drinking water	Basic sanitation or toilets	Of which: single sex toilets	Basic handwashing facilities	Electricity	Internet used for pedagogical purposes	Computers used for pedagogical purposes	Number enrolled in tertiary education (000)	Inbound mobility rate (%)	Number enrolled in tertiary education (000)	Outbound mobility ratio (%)	Volume of official development assistance flows on education for scholarships (000) US$	Volume of official development assistance flows on education for scholarships and Water, sanitation and hygiene in schools imputed student costs (000) US$ Volume of official development assistance
51	30	-	-	-	-	-	3	1.7	24	15.2	4	19

Table 29 Target 4.c

Means of implementation 4.c – Teaching staff, teacher qualifications and training in pre-primary, primary and secondary education													
Pre-Primary Education										Primary Education			
Number of classroom teachers	Qualified classroom teachers (%)			Trained classroom teachers (%)			Pupil/ teacher ratio	Pupil/qualified teacher ratio	Pupil/trained teacher ratio	Number of classroom teachers	Qualified classroom teachers (%)			Trained classroom teachers (%)
2015			2015			2015	2015	2015	2015	2015			2015	2015
Total (000)	Total	Male	Female	Total	Male	Female				Total (000)	Total	Male	Female	Total
4	76	-	76	-	-	-	18	24	-	10	75	59	79	-

Table 30 Target 4.c *Data for this table in the Global Education Monitoring Report was not available

SDG 4, Means of implementation 4.c – Teacher motivation and instructional time in pre-primary, primary and secondary education											
Percentage of non-permanent teachers (%)			Teacher attrition rate (%)			Teacher salary			Number of intended instructional hours per year		
Pre-primary education	Primary education	Secondary education	Pre-primary education	Primary education	Secondary education	Pre-primary education	Primary education	Secondary education	Primary	Lower Secondary	Upper Secondary
2015			2015			2015			2015		
Total	Total	Total	Total	Total	Total	Total	Total	Total	Total	Total	Total
-	-	-	-	-	-	-	-	-	-	-	-

10.4 Annex 4 Parliament Resolution on the Sustainable Development Goals

PARLIAMENT OF ALBANIA
PROJECT RESOLUTION ON THE SUSTAINABLE DEVELOPMENT GOALS

In September 2015, the UN General Assembly adopted the *2030 Agenda for Sustainable Development.* This historic agreement – built on the successes of the Millennium Development Goals -- established for the first time a *universal* action framework to eradicate poverty and reduce inequality by promoting inclusive, sustainable development, grounded in respect for human rights. The 17 Sustainable Development Goals laid out in the Agenda describe in detail the collective ambition of 193 Member States of the United Nations to "free the human race from the tyranny of poverty and heal and secure our planet". All countries and stakeholders have pledged in the Agenda that no one will be left behind.

We, the members of Parliament of Albania, gathered together in this plenary session:

EMBRACE the 2030 Agenda and SDGs adopted by the member states of the United Nations on 25 September 2015, in particular Goal 16 which asks member states to promoting inclusive and peaceful governance including through ensuring that parliaments are representative, participatory, inclusive and accountable institutions.

RECOGNISE that parliamentarians have a critical role to play in promoting, implementing and monitoring the 2030 Agenda and SDGs through our law-making, budget, oversight and representative functions.

ENDORSE the importance of the three dimensions of sustainable development – economic, social and environmental - and the need to address them comprehensively, in close connection with measures to improve the institutional fabric and capacities at both national and international levels.

UNDERSCORE that peace and security, democracy and the rule of law, the elimination of all forms of discrimination, the empowerment of women, the engagement of young generations and, last but not least, good governance are essential requirements for an irreversible evolution toward sustainable development.

COMMIT to partnering closely with government bodies, independent authorities, civil society, academia and private sector to support inclusive, transparent and accountable implementation of the 2030 Agenda and SDGs.

COMMIT to fulfil the promise of the 2030 Agenda to "leave no one behind" particularly with regard to vulnerable groups.

ACKNOWLEDGE the potential for our development partners to work with parliamentarians and other national stakeholders to achieve the 2030 Agenda and SDGs; and,

HIGHLIGHT the synergies and mutual reinforcement between the pursuit of Agenda2030 in Albania and the achievement of full integration into the European Union.

DO HEREBY RESOLVE THAT WE SHALL:

1. Reflect upon existing parliamentary oversight mechanisms to ensure that parliamentarians have the tools to guide and monitor the achievement of SDGs, including:

(i)   Review existing regulation to ensure that parliamentary commissions include SDGs in their working agenda;

(ii)   Provide guidance to the Government (Inter-Ministerial Committee) on SDGs to advance the SDG agenda both at national and local level, including through organization of hearings with permanent Parliamentary Commissions and/or their subordinate commissions;

(iii)   Strengthening the capacities for Parliamentary Commissions to undertake effective SDGs oversight, including by ensuring that committee members have sufficient qualified staff and resources to undertake and implement participatory and transparent committee oversight processes;

(iv)   Supporting the development and utilization of tools to enable parliamentarians to undertake more effective oversight of proposed laws, budgets, programmes and policies to assess their contribution to SDGs implementation.

2. Work jointly with the Government, all partners and interest groups to review the existing legislative framework to identify opportunities to advance implementation of the SDGs, especially by enacting or amending laws to promote gender equality, social inclusion and protect environment;

3. Review existing parliamentary budget mechanisms in order to ensure that:
    (i)   Budget appropriations and expenditures are analysed to ensure an effective contribution to SDG implementation;

    (ii)   Budget analysis includes both domestic and external resources enabling parliamentarians to promote development effectiveness and efficiency;

4. Provide support to sub-national governing bodies to implement and monitor the SDGs recognising that they are most closely positioned to the citizens and often have responsibility for critical SDGs-related issues;

5. Collaborate closely with the National Statistics Office (INSTAT) to encourage the production of disaggregated data and enable parliamentarians to better access and understand data related to SDG implementation and monitoring, including in order to better assess the geographic and demographic impact of SDGs activities;

6. Foster cooperation with independent accountability institutions (such as National Human Rights Institutions- People's Advocate, Commissioner on Anti-Discrimination, anti-corruption bodies and Supreme Audit Institutions), as well as with the media, development partners and civil society organizations (CSOs) in order to enable parliamentarians to develop partnerships that will further their efforts to promote, implement and monitor SDGs implementation;

7. Support the development of processes and tools to strengthen parliamentary inclusiveness, access to information, accountability and transparency to encourage increased civil society, academia and public engagement, particularly by vulnerable and marginalized groups, in the development and amendment of legislation and oversight of its implementation and of national policies on SDGs;

8. Organize periodical awareness-raising activities on the 2030Agenda for parliamentarians and parliamentary staff in order to ensure they are kept updated on regional and international as well as domestic activities and processes related to the achievement of the Sustainable Development Goals.

10.5 Annex 5 EU Acquis Chapters

Chapter 1- Free movement of goods
The principle of the free movement of goods implies that products must be traded freely from one part of the Union to another. In a number of sectors this general principle is complemented by a harmonised regulatory framework, following the "old approach" (imposing precise product specifications) or the "new approach" (imposing general product requirements). The harmonised European product legislation, which needs to be transposed, represents the largest part of the acquis under this chapter. In addition, sufficient administrative capacity is essential to notify restrictions on trade and to apply horizontal and procedural measures in areas such as standardisation, conformity assessment, accreditation, metrology and market surveillance.

Chapter 2: Freedom of movement for workers
The acquis under this chapter provides that EU citizens of one Member State have the right to work in another Member State. EU migrant workers must be treated in the same way as national workers in relation to working conditions, social and tax advantages. This acquis also includes a mechanism to coordinate national social security provisions for insured persons and their family members moving to another Member State.

Chapter 3: Right of establishment and freedom to provide services
Member States must ensure that the right of establishment of EU national and legal persons in any Member State and the freedom to provide cross-border services is not hampered by national legislation, subject to the exceptions set out in the Treaty. The acquis also harmonises the rules concerning regulated professions to ensure the mutual recognition of qualifications and diplomas between Member States; for certain regulated professions a common minimum training curriculum must be followed in order to have the qualification automatically recognised in an EU Member State. As regards postal services, the acquis also aims at opening up the postal services sector to competition in a gradual and controlled way, within a regulatory framework which assures a universal service.

Chapter 4: Free movement of capital
Member States must remove, with some exceptions, all restrictions on movement of capital both within the EU and between Member States and third countries. The acquis also includes rules concerning cross-border payments and the execution of transfer orders concerning securities. The directive on the fight against money laundering and terrorist financing requires banks and other economic operators, particularly when dealing in high-value items and with large cash transactions, to identify customers and report certain transactions. A key requirement to combat financial crime is the creation of effective administrative and enforcement capacity, including co-operation between supervisory, law enforcement and prosecutorial authorities.

Chapter 5: Public procurement
The acquis on public procurement includes general principles of transparency, equal treatment, free competition and non-discrimination. In addition, specific EU rules apply to the coordination of the award of public contracts for works, services and supplies, for traditional contracting entities and for special sectors. The acquis also specifies rules on review procedures and the availability of remedies. Specialised implementing bodies are required.

Chapter 6: Company law
The company law acquis includes rules on the formation, registration, merger and division of companies. In the area of financial reporting, the acquis specifies rules for the presentation of annual and consolidated accounts, including simplified rules for small- and medium-sized enterprises. The application of International Accounting Standards is mandatory for some public interest entities. In

addition, the acquis specifies rules for the approval, professional integrity and independence of statutory audits.

Chapter 7: Intellectual property law
The acquis on intellectual property rights specifies harmonised rules for the legal protection of copyright and related rights. Specific provisions apply to the protection of databases, computer programs, semiconductor topographies, satellite broadcasting and cable retransmission. In the field of industrial property rights, the acquis sets out harmonised rules for the legal protection of trademarks and designs. Other specific provisions apply for biotechnological inventions, pharmaceuticals and plant protection products. The acquis also establishes a Community trademark and Community design. Finally, the acquis contains harmonised rules for the enforcement of both copyright and related rights as well as industrial property rights. Adequate implementing mechanisms are required, in particular effective enforcement capacity.

Chapter 8: Competition policy
The competition acquis covers both anti-trust and state aid control policies. It includes rules and procedures to fight anti-competitive behaviour by companies (restrictive agreements between undertakings and abuse of dominant position), to scrutinise mergers between undertakings, and to prevent governments from granting state aid which distorts competition in the internal market. Generally, the competition rules are directly applicable in the whole Union, and Member States must co-operate fully with the Commission in enforcing them.

Chapter 9: Financial services
The acquis in the field of financial services includes rules for the authorisation, operation and supervision of financial institutions in the areas of banking, insurance, supplementary pensions, investment services and securities markets. Financial institutions can operate across the EU in accordance with the 'home country control' principle either by establishing branches or by providing services on a cross-border basis.

Chapter 10: Information society and media
The acquis includes specific rules on electronic communications, on information society services, in particular electronic commerce and conditional access services, and on audio-visual services. In the field of electronic communications, the acquis aims to eliminate obstacles to the effective operation of the internal market in telecommunications services and networks, to promote competition and to safeguard consumer interests in the sector, including universal availability of modern services. As regards audio-visual policy, the acquis requires the legislative alignment with the Television without Frontiers Directive, which creates the conditions for the free movement of television broadcasts within the EU. The acquis aims to the establishment of a transparent, predictable and effective regulatory framework for public and private broadcasting in line with European standards. The acquis also requires the capacity to participate in the community programmes Media Plus and Media Training.

Chapter 11: Agriculture and rural development
The agriculture chapter covers a large number of binding rules, many of which are directly applicable. The proper application of these rules and their effective enforcement and control by an efficient public administration are essential for the functioning of the common agricultural policy (CAP). Running the CAP requires the setting up of management and quality systems such as a paying agency and the integrated administration and control system (IACS), and the capacity to implement rural development measures. Member States must be able to apply the EU legislation on direct farm support schemes and to implement the common market organisations for various agricultural products.

Chapter 12: Food safety, veterinary and phytosanitary policy
This chapter covers detailed rules in the area of food safety. The general foodstuffs policy sets hygiene rules for foodstuff production. Furthermore, the acquis provides detailed rules in the veterinary field, which are essential for safeguarding animal health, animal welfare and safety of food of animal origin in the internal market. In the phytosanitary field, EU rules cover issues such as quality of seed, plant protection material, harmful organisms and animal nutrition.

Chapter 13: Fisheries
The acquis on fisheries consists of regulations, which do not require transposition into national legislation. However, it requires the introduction of measures to prepare the administration and the operators for participation in the common fisheries policy, which covers market policy, resource and fleet management, inspection and control, structural actions and state aid control. In some cases, existing fisheries agreements and conventions with third countries or international organisations need to be adapted.

Chapter 14: Transport policy
EU transport legislation aims at improving the functioning of the internal market by promoting safe, efficient and environmentally sound and user friendly transport services. The transport acquis covers the sectors of road transport, railways, inland waterways, combined transport, aviation, and maritime transport. It relates to technical and safety standards, security, social standards, state aid control and market liberalisation in the context of the internal transport market.

Chapter 15: Energy
EU energy policy objectives include the improvement of competitiveness, security of energy supplies and the protection of the environment. The energy acquis consists of rules and policies, notably regarding competition and state aids (including in the coal sector), the internal energy market (opening up of the electricity and gas markets, promotion of renewable energy sources), energy efficiency, nuclear energy and nuclear safety and radiation protection.

Chapter 16: Taxation
The acquis on taxation covers extensively the area of indirect taxation, namely value-added tax (VAT) and excise duties. It lays down the scope, definitions and principles of VAT. Excise duties on tobacco products, alcoholic beverages and energy products are also subject to EU legislation. As concerns direct taxation, the acquis covers some aspects of taxing income from savings of individuals and of corporate taxes. Furthermore, Member States are committed to complying with the principles of the Code of Conduct for Business Taxation, aimed at the elimination of harmful tax measures. Administrative co-operation and mutual assistance between Member States is aimed at ensuring a smooth functioning of the internal market as concerns taxation and provides tools to prevent intra-Community tax evasion and tax avoidance. Member States must ensure that the necessary implementing and enforcement capacities, including links to the relevant EU computerised taxation systems, are in place.

Chapter 17: Economic and monetary policy
The acquis in the area of economic and monetary policy contains specific rules requiring the independence of central banks in Member States, prohibiting direct financing of the public sector by the central banks and prohibiting privileged access of the public sector to financial institutions. Member States are expected to co-ordinate their economic policies and are subject to the Stability and Growth Pact on fiscal surveillance. New Member States are also committed to complying with the criteria laid down in the Treaty in order to be able to adopt the euro in due course after accession. Until then, they will participate in the Economic and Monetary Union as a Member State with a derogation from the use of the euro and shall treat their exchange rates as a matter of common concern.

Chapter 18: Statistics

The acquis in the field of statistics requires the existence of a statistical infrastructure based on principles such as impartiality, reliability, transparency, confidentiality of individual data and dissemination of official statistics. National statistical institutes act as reference and anchor points for the methodology, production and dissemination of statistical information. The acquis covers methodology, classifications and procedures for data collection in various areas such as macro-economic and price statistics, demographic and social statistics, regional statistics, and statistics on business, transport, external trade, agriculture, environment, and science and technology. No transposition into national legislation is needed as the majority of the acquis takes the form of regulations.

Chapter 19: Social policy and employment

The acquis in the social field includes minimum standards in the areas of labour law, equality, health and safety at work and anti-discrimination. The Member States participate in social dialogue at European level and in EU policy processes in the areas of employment policy, social inclusion and social protection. The European Social Fund is the main financial tool through which the EU supports the implementation of its employment strategy and contributes to social inclusion efforts (implementation rules are covered under Chapter 22, which deals with all structural instruments).

Chapter 20: Enterprise and industrial policy

EU industrial policy seeks to promote industrial strategies enhancing competitiveness by speeding up adjustment to structural change, encouraging an environment favourable to business creation and growth throughout the EU as well as domestic and foreign investments. It also aims to improve the overall business environment in which small and medium sized enterprises (SMEs) operate. It involves privatisation and restructuring (see also Chapter 8 – Competition policy). EU industrial policy mainly consists of policy principles and industrial policy communications. EU consultation forums and Community programmes, as well as communications, recommendations and exchanges of best practices relating to SMEs aim to improve the formulation and coordination of enterprise policy across the internal market on the basis of a common definition of SMEs. The implementation of enterprise and industrial policy requires adequate administrative capacity at the national, regional and local level.

Chapter 21: Trans-European networks

This chapter covers the Trans-European Networks policy in the areas of transport, telecommunications and energy infrastructures, including the Community guidelines on the development of the Trans-European Networks and the support measures for the development of projects of common interest. The establishment and development of Trans-European Networks and the promotion of proper interconnection and interoperability of national networks aim to take full advantage of the internal market and to contribute to economic growth and the creation of employment in the European Union.

Chapter 22: Regional policy and coordination of structural instruments

The acquis under this chapter consists mostly of framework and implementing regulations, which do not require transposition into national legislation. They define the rules for drawing up, approving and implementing Structural Funds and Cohesion Fund programmes reflecting each country's territorial organisation. These programmes are negotiated and agreed with the Commission, but implementation is the responsibility of the Member States. Member States must respect EU legislation in general, for example in the areas of public procurement, competition and environment, when selecting and implementing projects. Member States must have an institutional framework in place and adequate administrative capacity to ensure programming, implementation, monitoring

and evaluation in a sound and cost-effective manner from the point of view of management and financial control.

Chapter 23: Judiciary and fundamental rights
EU policies in the area of judiciary and fundamental rights aim to maintain and further develop the Union as an area of freedom, security and justice. The establishment of an independent and efficient judiciary is of paramount importance. Impartiality, integrity and a high standard of adjudication by the courts are essential for safeguarding the rule of law. This requires a firm commitment to eliminating external influences over the judiciary and to devoting adequate financial resources and training. Legal guarantees for fair trial procedures must be in place. Equally, Member States must fight corruption effectively, as it represents a threat to the stability of democratic institutions and the rule of law. A solid legal framework and reliable institutions are required to underpin a coherent policy of prevention and deterrence of corruption. Member States must ensure respect for fundamental rights and EU citizens' rights, as guaranteed by the acquis and by the Fundamental Rights Charter.

Chapter 24: Justice, freedom and security
EU policies aim to maintain and further develop the Union as an area of freedom, security and justice. On issues such as border control, visas, external migration, asylum, police cooperation, the fight against organised crime and against terrorism, cooperation in the field of drugs, customs cooperation and judicial cooperation in criminal and civil matters, Member States need to be properly equipped to adequately implement the growing framework of common rules. Above all, this requires a strong and well-integrated administrative capacity within the law enforcement agencies and other relevant bodies, which must attain the necessary standards. A professional, reliable and efficient police organisation is of paramount importance. The most detailed part of the EU's policies on justice, freedom and security is the Schengen acquis, which entails the lifting of internal border controls in the EU. However, for the new Member States substantial parts of the Schengen acquis are implemented following a separate Council Decision to be taken after accession.

Chapter 25: Science and research
The acquis in the field of science and research does not require transposition of EU rules into the national legal order. Implementation capacity relates to the existence of the necessary conditions for effective participation in the EU's Framework Programmes. In order to ensure the full and successful association with the Framework Programmes, Member States need to ensure the necessary implementing capacities in the field of research and technological development including adequate staffing.

Chapter 26: Education and culture
The areas of education, training, youth and culture are primarily the competence of the Member States. A cooperation framework on education and training policies aims to converge national policies and the attainment of shared objectives through an open method of coordination, which led to the "Education and Training 2010" program, which integrates all actions in the fields of education and training at European level. As regards cultural diversity, Member States need to uphold the principles enshrined in Article 151 of the EC Treaty and ensure that their international commitments allow for preserving and promoting cultural diversity. Member States need to have the legal, administrative and financial framework and necessary implementing capacity in place to ensure sound financial management of the education, training and youth Community programmes (currently Leonardo da Vinci, Socrates, Youth).

Chapter 27: Environment
EU environment policy aims to promote sustainable development and protect the environment for present and future generations. It is based on preventive action, the polluter pays principle, fighting environmental damage at source, shared responsibility and the integration of environmental protection into other EU policies. The acquis comprises over 200 major legal acts covering horizontal legislation, water and air quality, waste management, nature protection, industrial pollution control and risk management, chemicals and genetically modified organisms (GMOs), noise and forestry. Compliance with the acquis requires significant investment. A strong and well-equipped administration at national and local level is imperative for the application and enforcement of the environment acquis.

Chapter 28: Consumer and health protection
The consumer protection acquis covers the safety of consumer goods as well as the protection of the economic interests of consumers in a number of specific sectors. Member States need to transpose the acquis into national law and to put in place independent administrative structures and enforcement powers which allow for effective market surveillance and enforcement of the acquis. Appropriate judicial and out-of-court dispute resolution mechanisms as well as consumer information and education and a role for consumer organisations should be ensured as well. In addition, this chapter covers specific binding rules in the area of public health.

Chapter 29: Customs union
The customs union acquis consists almost exclusively of legislation which is directly binding on the Member States. It includes the EU Customs Code and its implementing provisions, the combined nomenclature, common customs tariff and provisions on tariff classification, customs duty relief, duty suspensions and certain tariff quotas, and other provisions such as those on customs control of counterfeit and pirated goods, drugs precursors, export of cultural goods as well as on mutual administrative assistance in customs matters and transit. Member States must ensure that the necessary implementing and enforcement capacities, including links to the relevant EU computerised customs systems, are in place. The customs services must also ensure adequate capacities to implement and enforce special rules laid down in related areas of the acquis such as external trade.

Chapter 30: External relations
The acquis in this field consists mainly of directly binding EU legislation which does not require transposition into national law. This EU legislation results from the EU's multilateral and bilateral commercial commitments, as well as from a number of autonomous preferential trade measures. In the area of humanitarian aid and development policy, Member States need to comply with EU legislation and international commitments and ensure the capacity to participate in the EU's development and humanitarian policies. Applicant countries are required to progressively align its policies toward third countries and its positions within international organisations with the policies and positions adopted by the Union and its Member States.

Chapter 31: Foreign, security and defence policy
The common foreign and security policy (CFSP) and the European security and defence policy (ESDP) are based on legal acts, including legally binding international agreements, and on political documents. The acquis consists of political declarations, actions and agreements. Member States must be able to conduct political dialogue in the framework of CFSP, to align with EU statements, to take part in EU actions and to apply agreed sanctions and restrictive measures. Applicant countries are required to progressively align with EU statements, and to apply sanctions and restrictive measures when and where required.

Chapter 32: Financial control
The acquis under this chapter relates to the adoption internationally recognised frameworks and standards, as well as EU good practice, on **public internal financial control (PIFC)**, based upon the principle of decentralised managerial accountability. PIFC should apply across the entire public sector, and include the internal control of financial management of both national and EU funds. In particular, the acquis requires the existence of effective and transparent management systems, including accountability arrangements for the achievement of objectives; a functionally independent internal audit; and relevant organisational structures, including central co-ordination of PIFC development across the public sector. This chapter also requires an institutionally, operationally and financially independent **external audit** institution that implements its audit mandate in line with the standards of the International Organisation of Supreme Audit Institutions (INTOSAI) and reports to the parliament on the use of public sector resources. In addition, this chapter also covers the **protection of the EU's financial interests** against fraud in the management of EU funds and the **protection of the euro against counterfeiting**.

Chapter 33: Financial and budgetary provisions
This chapter covers the rules concerning the financial resources necessary for the funding of the EU budget ('own resources'). These resources are made up mainly from contributions from Member States based on traditional own resources from customs and agricultural duties and sugar levies; a resource based on value-added tax; and a resource based on the level of gross national income. Member States must have appropriate administrative capacity to adequately co-ordinate and ensure the correct calculation, collection, payment and control of own resources. The acquis in this area is directly binding and does not require transposition into national law.

Chapter 34: Institutions
This chapter covers the institutional and procedural rules of the EU. When a country joins the EU, adaptations need to be made to these rules to ensure this country's equal representation in EU institutions (European Parliament, Council, Commission, Court of Justice) and other bodies and the good functioning of decision-making procedures (such as voting rights, official languages and other procedural rules) as well as elections to the European Parliament. EU rules in this chapter do not affect the internal organisation of a Member State, but acceding countries need to ensure that they are able to participate fully in EU decision-making by setting up the necessary bodies and mechanisms at home and by electing or appointing well-prepared representatives to the EU institutions. After concluding the accession negotiations, specific rules for the interim period until accession ensure a smooth integration of the country into EU structures: an information and consultation procedure is put in place and, once the Accession Treaty is signed, the acceding country is granted active observer status in the European Parliament and Council as well as in Commission committees.

Chapter 35: Other issues
This chapter includes miscellaneous issues which come up during the negotiations but which are not covered under any other negotiating chapter. No such issues have been identified for the moment. Chapter 35 is dealt with at the end of the negotiating process.

10.6 Annex 6 Alignment of SDG4 Targets with the national policy, and availability of the SDG4 Global Indicators in Albania, by targets[40]

SDG4 Targets	Target Alignment in Albania's policy				Indicators	Availability of Global Indicator in Albania				
	Aligned	Partially Aligned	Not Aligned	Not Applicable		Readily Available	Available with efforts	Partially Available	Not Available	Not applicable
4.1 By 2030, ensure that all girls and boys complete free, equitable and quality primary and secondary education leading to relevant and effective learning outcomes	X				4.1.1 Proportion of children and young people: (a) in grades 2/3; (b) at the end of primary; and (c) at the end of lower secondary achieving at least a minimum proficiency level in (i) reading and (ii) mathematics, by sex			X		
4.2 By 2030, ensure that all girls and boys have access to quality early childhood development, care and pre-primary education so that they are ready for primary education	X				4.2.1 Proportion of children under 5 years of age who are developmentally on track in health, learning and psychosocial well-being, by sex			X		
					4.2.2 Participation rate in organized learning (one year before the official primary entry age), by sex				X	
4.3 By 2030, ensure equal access for all women and men to affordable and quality technical, vocational and tertiary education, including university	X				4.3.1 Participation rate of youth and adults in formal and non-formal education and training in the previous 12 months, by sex			X		
4.4 By 2030, substantially increase the number of youth and adults who have relevant skills, including technical and vocational skills, for employment, decent jobs and entrepreneurship		X			4.4.1 Proportion of youth and adults with information and communications technology (ICT) skills, by type of skill			X		
4.5 By 2030, eliminate gender disparities in education and ensure equal access to all levels of		X			4.5.1 Parity indices (female/male, rural/urban, bottom/top wealth quintile and others such as disability status, indigenous peoples and conflict-affected, as data become available) for all			X		

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[40] SDG Baseline Report.

SDG4 Targets	Target Alignment in Albania's policy				Indicators	Availability of Global Indicator in Albania				
	Aligned	*Partially Aligned*	*Not Aligned*	*Not Applicable*		*Readily Available*	*Available with efforts*	*Partially Available*	*Not Available*	*Not applicable*
education and vocational training for the vulnerable, including persons with disabilities, indigenous peoples and children in vulnerable situations					education indicators on this list that can be disaggregated					
4.6 By 2030, ensure that all youth and a substantial proportion of adults, both men and women, achieve literacy and numeracy	X				4.6.1 Proportion of population in a given age group achieving at least a fixed level of proficiency in functional (a) literacy and (b) numeracy skills, by sex			X		
4.7 By 2030, ensure that all learners acquire the knowledge and skills needed to promote sustainable development, including, among others, through education for sustainable development and sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and non-violence, global citizenship and appreciation of cultural diversity and of culture's contribution to sustainable development			X		4.7.1 Extent to which (i) global citizenship education and (ii) education for sustainable development, including gender equality and human rights, are mainstreamed at all levels in: (a) national education policies; (b) curricula; (c) teacher education; and (d) student assessment				X	
4.a Build and upgrade education facilities that are child, disability and gender sensitive and provide safe, non-violent, inclusive and effective learning environments for all		X			4.a.1 Proportion of schools with access to: (a) electricity; (b) the Internet for pedagogical purposes; (c) computers for pedagogical purposes; (d) adapted infrastructure and materials for students with disabilities; (e) basic drinking water; (f) single-sex basic sanitation facilities; and (g) basic			X		

SDG4 Targets	Target Alignment in Albania's policy				Indicators	Availability of Global Indicator in Albania				
	Aligned	*Partially Aligned*	*Not Aligned*	*Not Applicable*		*Readily Available*	*Available with efforts*	*Partially Available*	*Not Available*	*Not applicable*
					handwashing facilities (as per the WASH indicator definitions)					
4.b By 2020, substantially expand globally the number of scholarships available to developing countries, in particular least developed countries, small island developing States and African countries, for enrolment in higher education, including vocational training and information and communications technology, technical, engineering and scientific programmes, in developed countries and other developing countries		X			4.b.1 Volume of official development assistance flows for scholarships by sector and type of study	X				
4.c By 2030, substantially increase the supply of qualified teachers, including through international cooperation for teacher training in developing countries, especially least developed countries and small island developing States		X			4.c.1 Proportion of teachers in: (a) pre-primary; (b) primary; (c) lower secondary; and (d) upper secondary education who have received at least the minimum organized teacher training (e.g. pedagogical training) pre-service or in-service required for teaching at the relevant level in a given country	X				

10.7 Annex 7 SDG 4 Indicators

Goal 4. Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all

4.1 By 2030, ensure that all girls and boys complete free, equitable and quality primary and secondary education leading to relevant and effective learning outcomes

4.1.1 Proportion of children and young people: (a) in grades 2/3; (b) at the end of primary; and (c) at the end of lower secondary achieving at least a minimum proficiency level in (i) reading and (ii) mathematics, by sex

4.2 By 2030, ensure that all girls and boys have access to quality early childhood development, care and pre-primary education so that they are ready for primary education

4.2.1 Proportion of children under 5 years of age who are developmentally on track in health, learning and psychosocial well-being, by sex

4.2.2 Participation rate in organized learning (one year before the official primary entry age), by sex

4.3 By 2030, ensure equal access for all women and men to affordable and quality technical, vocational and tertiary education, including university

4.3.1 Participation rate of youth and adults in formal and non-formal education and training in the previous 12 months, by sex

4.4 By 2030, substantially increase the number of youth and adults who have relevant skills, including technical and vocational skills, for employment, decent jobs and entrepreneurship

4.4.1 Proportion of youth and adults with information and communications technology (ICT) skills, by type of skill Report of the Inter-Agency and Expert Group on Sustainable Development Goal Indicators (E/CN.3/2016/2/Rev.1) 7/25 Goals and targets (from the 2030 Agenda) Indicators

4.5 By 2030, eliminate gender disparities in education and ensure equal access to all levels of education and vocational training for the vulnerable, including persons with disabilities, indigenous peoples and children in vulnerable situations

4.5.1 Parity indices (female/male, rural/urban, bottom/top wealth quintile and others such as disability status, indigenous peoples and conflict affected, as data become available) for all education indicators on this list that can be disaggregated

4.6 By 2030, ensure that all youth and a substantial proportion of adults, both men and women, achieve literacy and numeracy

4.6.1 Percentage of population in a given age group achieving at least a fixed level of proficiency in functional (a) literacy and (b) numeracy skills, by sex

4.7 By 2030, ensure that all learners acquire the knowledge and skills needed to promote sustainable development, including, among others, through education for sustainable development and sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and non-violence, global citizenship and appreciation of cultural diversity and of culture's contribution to sustainable development

4.7.1 Extent to which (i) global citizenship education and (ii) education for sustainable development, including gender equality and human rights, are mainstreamed at all levels in: (a) national education policies, (b) curricula, (c) teacher education and (d) student assessment

4.a Build and upgrade education facilities that are child, disability and gender sensitive and provide safe, non-violent, inclusive and effective learning environments for all

4.a.1 Proportion of schools with access to: (a) electricity; (b) the Internet for pedagogical purposes; (c) computers for pedagogical purposes; (d) adapted infrastructure and materials for students with disabilities; (e) basic drinking water; (f) single sex basic sanitation facilities; and (g) basic handwashing facilities (as per the WASH indicator definitions)

4.b By 2020, substantially expand globally the number of scholarships available to developing countries, in particular least developed countries, small island developing States and African countries, for enrolment in higher education, including vocational training and information and communications technology, technical, engineering and scientific programmes, in developed countries and other developing countries

4. b.1 Volume of official development assistance flows for scholarships by sector and type of study

4.c By 2030, substantially increase the supply of qualified teachers, including through international cooperation for teacher training in developing countries, especially least developed countries and small island developing States

4.c.1 Proportion of teachers in: (a) pre-primary; (b) primary; (c) lower secondary; and (d) upper secondary education who have received at least the minimum organized teacher training (e.g. pedagogical training) pre-service or in-service required for teaching at the relevant level in a given country