



INSTITUT ZA NAUČNA ISTRAŽIVANJA I RAZVOJ
INSTITUTI PËR HULUMTIME SHKENCORE DHE ZHVILLIM
INSTITUTE OF SCIENTIFIC RESEARCH AND DEVELOPMENT
ULCINJ - ULQIN



ISSJM (Ulcinj, Online) ISSN 2661-2666

DOI prefix: [10.33807/monte.7-2](https://doi.org/10.33807/monte.7-2)

International Scientific Journal Monte (ISJM)



Volume 3, Issue (No.) 2 (2020): December

Newsroom Board

Prof. Dr. Diana Shehu (Albania)
Prof. Dr. Akhter Alam (India)
Prof. Dr. Sonja Vitanova (North Macedonia)
Prof. Dr. Tibor Petres (Hungary)
Prof. Dr. Michael Minch (USA)

Editors in Chief

Prof. Dr. Elez Osmanovic – Faculty of Economics, University of Shkodra “Luigj Gurakuqi”, Albania

Prof. Dr. Alba Dumi – Dean of Tirana Business University (TBU), University of Tirana, Albania

Publishing house

[Institute for Scientific Research and Development, Ulcinj, Montenegro](#)–Montenegro

Scientific Board :

- Prof. Dr. Konstantin Pochivalov, (Russia)
- Prof. Dr. Nevenka Žarkić-Joksimović, (Serbia)
- Prof. Dr. Slađana Benković FON (Serbia)
- Prof. Dr. Dragoljub Jankovic (Montenegro)
- Prof. Dr. Anatoly Avdenko (Ukraina)
- Prof. Dr. Valentin Nedeff (Romania)
- Prof. Dr. Constantin Bungau (Romania)
- Prof. Dr. Vladimir P. Sergienko (Belorus)
- Prof. Dr. Predrag Dašić (USA)
- Prof. Dr. Hidajet Shehu (Albania)
- Prof. Dr. Laszlo Karpati (Hungary)
- Prof. Dr. Akhter Alham (India)
- Prof. Dr. Brilanda Bushati (Albania)
- Prof. Dr. Seadin Xhaferi (Macedonia)
- Prof. Dr. Astrit Mehmeti (USA)
- Prof. Dr. Kerstin Bree Carlson (Danska)
- Prof. Dr. Robert Dimitrejski (Macedonia)
- Prof. Dr. Michael Minch (USA)
- Prof. Dr. Muharem Karamujić (Bosnia and Herzegovina)
- Prof. Dr. Arben Malaj (Albania)
- Prof. Asc. Dr. Blerta Dragusha (Albania)
- Prof. Dr. Niké Wentholt (Netherland)
- Prof. Dr. Drita Kruja (Albania)
- Prof. Dr. Laszlo Karpati (Hungary)
- Prof. Dr. Miodrag Brzaković (Serbia)
- Prof. Asc. Dr. Darko Lacmanović (MNE)
- Prof. Dr. Salvator Bushati (Albania)
- Prof. Dr. Sofronija Miladinoski (Macedonia)
- Prof. Dr. Daniel Dobrev, (Bulgaria)
- Prof. Dr. Sampurna Mehta (India)
- Prof. Dr. Heinrich Meister (Switzerland)
- Prof. Dr. Jusuf Mustafai (Macedonia)
- Prof. Dr. Radovan Stojanović (MNE)
- Prof. Dr. Biljana Ciglovska (Macedonia)
- Prof. Dr. Artan Nimani (Kosovo)

Table of Contents

BUILDING A MORE EQUITABLE SOCIETY, THROUGH INCLUSIVE EDUCATION AND THE SUCESSFULL TEACHER WORK.....	5
• DORINA QIRJAKO GJIKOKA	
DEVELOPMENT TEACHING PROCESS AND THE INDICATORS OF HIGH PERFORMANCE IN CLASS EDUCATION.....	14
• ELONA RITVAN KORDHA	
DE-MYTHOLOGISATION: THE PATH TOWARDS THE HISTORICAL TRUTH IN ALBANIAN DRAMA AND LITERATURE.....	24
• ERENESTINA GJERGJI HALILI	
• ELJON DOÇE	
THE TEACHER QUALITY AND THE EDUCATIONAL SYSTEM PERFORMANCE, THE PROGRESS IN TEACHING IN MUSICAL CLASSES.....	29
• ILDA JOSIF LULE	
THE CONTRIBUTION OF QUALITY EARLY CHILDHOOD EDUCATION AND ITS IMPACTS ON THE BEGINNING OF FUNDAMENTAL EDUCATION.....	36
• LINDITA LILI SOLLAKU (DERVISHI)	

BUILDING A MORE EQUITABLE SOCIETY, THROUGH INCLUSIVE EDUCATION AND THE SUCCESSFUL TEACHER WORK

DORINA QIRJAKO GJIKOKA

“Department of English Languages, Albania
Teacher of English Language, Vlora Albania

Abstract

If the right to education for all is to become a reality, all learners must have access to quality education that meets basic learning needs and enriches lives. The UNESCO Convention against Discrimination in Education (1960) and other international human rights treaties prohibit any exclusion from or limitation to educational opportunities on the basis of socially ascribed or perceived differences, such as gender, sexuality, ethnicity, language, religion, nationality, economic condition and/or ability.

Education should not be simply about making schools available for those who are already able to access them. Instead, it is about being proactive in identifying the barriers and obstacles learners encounter in attempting to access equal opportunities for quality education, as well as in removing those barriers and obstacles that lead to marginalization and exclusion. Education systems should be made inclusive and equitable; that is, every child and young person should have access to education that is welcoming and responsive to his or her characteristics and needs (UNESCO, 2012)

Monitoring student progress with learning trackers (observation logs, observation forms, conferring logs, etc.) provides the teacher with data, e.g., the degree to which the student has mastered a learning target, who needs retouching, who needs additional challenges, what the next learning target should be, how students should be grouped for small-group instruction, and who needs to be observed more closely for a possible learning intervention. The existing research does indicate, however, that well-designed classroom testing programs bear a positive relationship to later student achievement.

Key words: Albanian reforms, teacher working plan, Take Time to Reflect, Albanian language, Education directories, Practice, exams, working class, Teacher training, School documentation, Children, Class, School program, Performance, Educational teacher roles.

JEL Classification System: N1, N3, SI, S2, S3, N0, N1, N2, N3, O1, O2, O3

General Information and the scope of research of this research paper:

Evaluate experience and Teaching analysis:

Analysis across the three policy domains clearly demonstrates that social and educational inclusion is a systemic issue worthy of greater attention in Albania. The analysis showed that Albania has made progress towards achieving universal primary school enrolment and increased access to all levels of education. However, the Government should pay particular attention when it comes to the enrolment rates of national minorities as well as children with disabilities. *Source: Collen 2017*

Despite previous efforts to integrate children with disabilities and special needs into mainstream education in Albania, the development of inclusive education as described in this EPR is still only partially realized. Several of the policy issues and recommendations elaborated in each of the domains have illuminated areas where greater steps towards equity and inclusion can be taken. *Beneficial effects are noted when tests are: Administered regularly and frequently an integral part of the instructional approach (i.e., well-aligned with the material being taught) Collected, scored, recorded and returned to students promptly so that they can correct errors of understanding before these become ingrained.*

Definitions of Formative Assessments & Monitoring Student Progress Formative Assessment the intentional and systematic process used by teachers and students during instruction that provides immediate feedback to adjust on-going teaching and learning in order to improve students' achievement of the intended instructional outcomes. Monitoring Student Progress

Source: DFA Monitoring Student Progress 2017

Literature Review and Hypothesis

The Government of Albania provides leadership and investment, to emphasize in the curriculum that social inclusion and social cohesion are major aims for the society. The Government should also ensure the universal nature of public education that extends equally to all regions, localities and social classes. In order to ensure full inclusion, there is a need for a more rigorous and complete compilation of data on student enrolment and/ or achievement. In addition, there is a need for education and training in inclusive pedagogies to be added to the initial teacher education (ITE) programmers. *Source: DFA Monitoring Student Progress 2017*

Meaningful information can come with purposely designed and systematically used learning trackers which are then used to make decisions about student placement and instructional pacing. "Effective teachers see things. They file those things away. They accumulate evidence of proficiency. They know their students. No other assessor of student achievement has the opportunity to see students like this over time.

Those who study assessment and evaluation techniques are quick to point out that the role of standardized testing has received considerably more research attention than have classroom testing and other classroom-level assessment methods.

1. When educators speak of classroom monitoring, they generally refer to the following teacher behaviors:
2. Questioning students during classroom discussions to check their understanding of the material being taught
3. Circulating around the classroom during seatwork and engaging in one-to-one contacts with students about their work Assigning, collecting, and correcting homework; recording completion and grades
4. Conducting periodic reviews with students to confirm their grasp of learning material and identify gaps in their knowledge and understanding Administering and correcting tests; recording scores
5. Reviewing student performance data collected and recorded and using these data to make needed adjustments in instruction
6. Defined this way, monitoring obviously includes many kinds of activities, but it is important to note that the present analysis does not address issues relating to school wide or district-level monitoring of student learning.
7. It is not concerned, except incidentally, with monitoring students' behavior.
8. And it provides only cursory information on such matters as teacher training in monitoring and assessment practices or the processes teachers follow in putting monitoring information to use.
9. Instead, the focus here is classroom-level monitoring of student learning progress and what research says about the relationships between such monitoring and the student out-comes of achievement, attitudes and social behavior.

Introduction

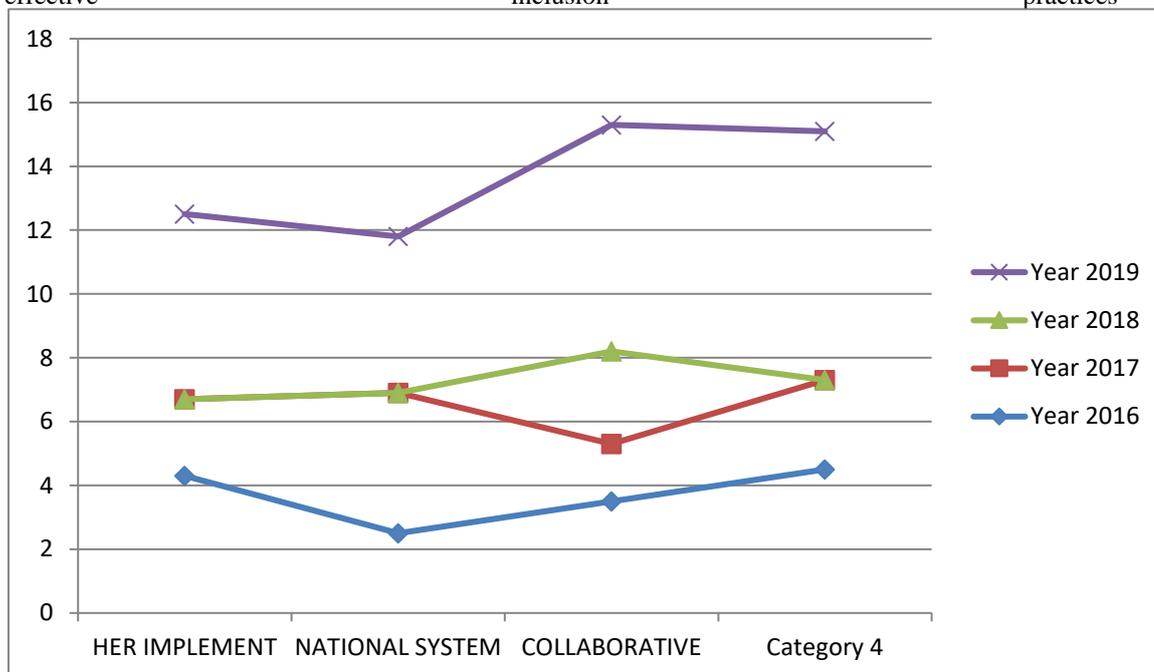
Measure Progress with Documentation in class

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. The term "learning probe" refers to a variety of ways that teachers can ask for brief student responses to lesson content so as to determine their understanding of what is being taught.

Questions to the class, quizzes, and other means of calling upon students to demonstrate their understanding are methods used by teachers to find out if their instruction is "working" or if it needs to be adjusted in some way. *Source: DFA Monitoring Student Progress 2017*

Does the use of learning probes have a beneficial effect on student achievement?

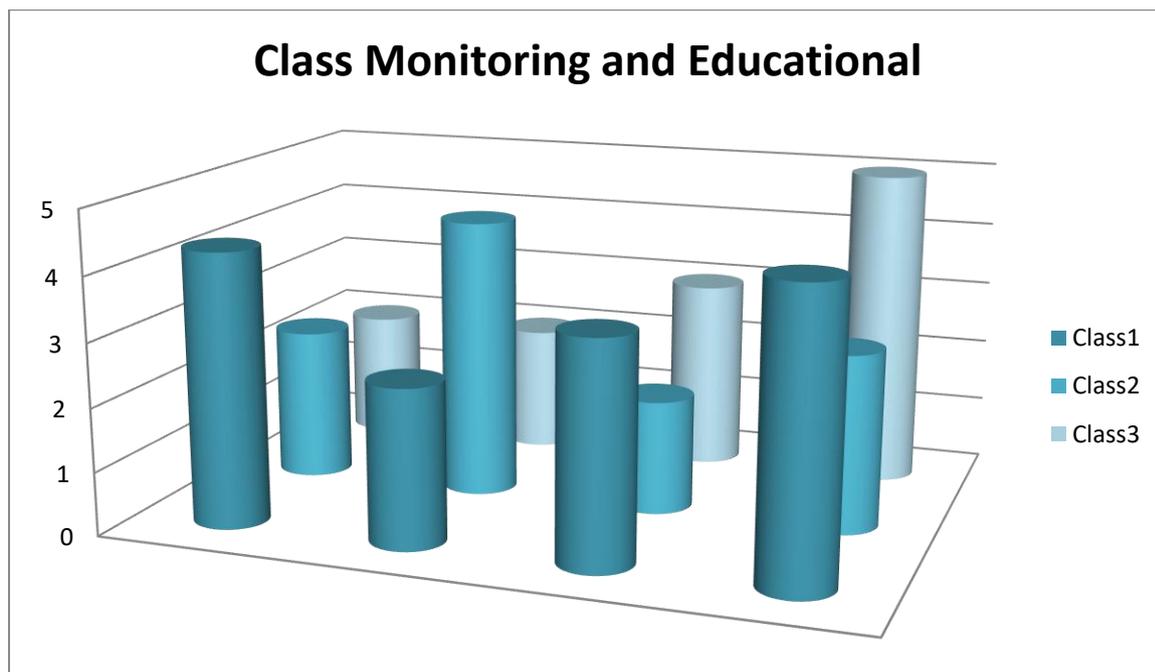
1. Implement the Higher Education Reform, with a particular focus on the education of candidate teachers, and develop a national system to monitor the ongoing development of pre- and in-service teachers' ICT skills.
2. As part of, or in addition to, the training underway for the new curriculum, engage 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



Source: The curriculum documents should reflect the intentions of the reform, be appropriate to students and useful to teachers. The research indicates that this approach can indeed produce achievement benefits. Particularly effective techniques include: Keeping questions at an appropriate level of difficulty; that is, at a level where most students can experience a high degree of success in answering

1. Investment in infrastructure and innovation are crucial drivers of economic growth and development. School infrastructure includes suitable spaces to learn for all students.
2. This is one of the most basic elements necessary to ensure access to education.
3. Facilities may be inadequate in many ways, including being over-crowded or dangerous or lacking in adequate learning facilities.
4. In addition, access to the Internet has become crucial to ensure equal access to information and knowledge, as well as to foster innovation and entrepreneurship.

Using information on student's levels of understanding to increase the pace of instruction whenever appropriate (There is a strong positive relationship between content covered and student achievement. Monitoring can alert teachers to situations where they can profitably pick up the instructional pace and thus cover more material.)



In addition to the development of Albania's physical infrastructure, the need to strengthen educational institutions through the development of the capacities of teachers and school leaders represents another crosscutting dimension that was evident throughout the EPR.

1. In each of the three policy domains, stakeholders highlighted the ways in which educational reforms and improvements hinged upon the development of improved infrastructure alongside new teaching and leadership competencies.
2. In the medium term, improve coordination of teacher preparation in universities, practical training, professional development and performance evaluation, including through harmonization of legislation.
3. You will use this document to see how much progress the student made from your last meeting. It's also a great resource to use at parent-teacher conferences, as well as it provides detailed information about the solutions and strategies that the student is, or will be using.

How to Approach the Conference in your class

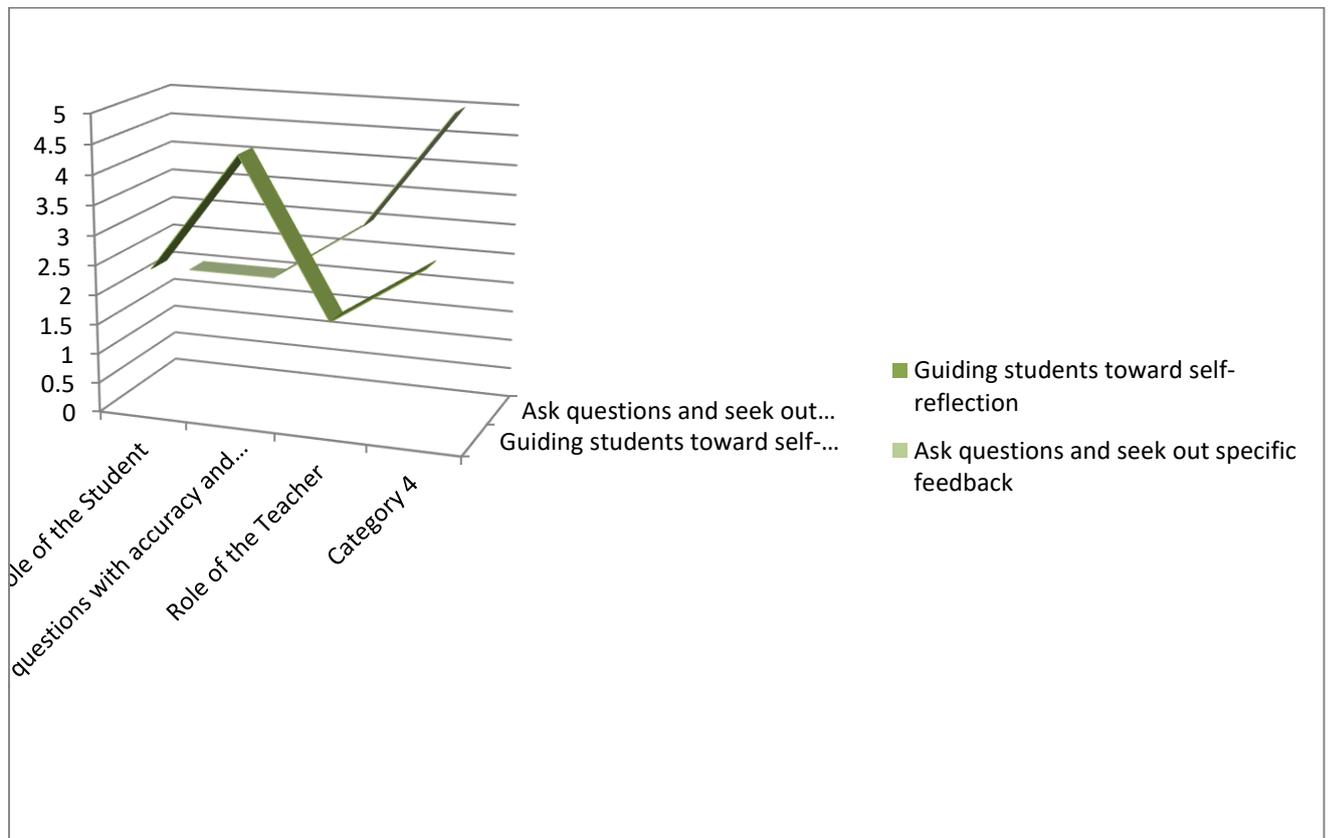
Albania is committed to the global goals of sustainable development, gender equality, and education as a human right and a public good for all. However, social transformation is not a short-term Endeavour; it will require sustained effort in the medium and long-term towards 2030 and beyond. Through effective engagement with local stakeholders and strategic development partnerships Albania will be well prepared to ensure inclusive and equitable quality education and lifelong learning, with wider benefits for society as a whole.

Here are a few tips on how you can approach the student-teacher conference in your class.

- a) Plan it at a time when the other students are busy working in stations or small groups. This way you can take one table at a time to conference with.
- b) The students at the "Conference" table that are waiting to meet with you can work on questions or concerns to bring to the meeting, or other busy work.
- c) Make sure that you conference with the students in a place where you are far away from the other students, but close enough that you can keep an eye on everything.

- d) Ideally, the best place would be at your desk or the reading table.
 - e) This saves time for me. Every conference is essentially a chance for ongoing formative assessment. As a result, I spend less time grading (especially leaving feedback on student work).
 - f) It allows me to thrive as an introverted teacher. I need this time one-on-one with students because the large crowd can feel exhausting.
 - g) Here are a few tips on how to hold a student-teacher conference in your classroom. Long gone are the days when only teachers had a say in their students' education.
 - h) Today's teachers are finding that when you give students the opportunity to have a say in their education, they are more likely to be motivated and engaged to learn.
 - i) Encourage your students to come to the meetings with questions and concerns that they may have. Ask them to write down a few notes to bring with them and give them the opportunity to share what they have to say
- Let students know ahead of time that you will be having student-teacher conferences with them. This gives them enough time to get prepared for it.

Conferences are a great way to get to know your students on a more personal level. The students will feel like they really know you, which will help increase their trust with you. Every chance that you get to meet with your students is an opportunity for assessment. This way you will have less time assessing at the end of the marking period, as well as a lot of notes to help you out when grading.



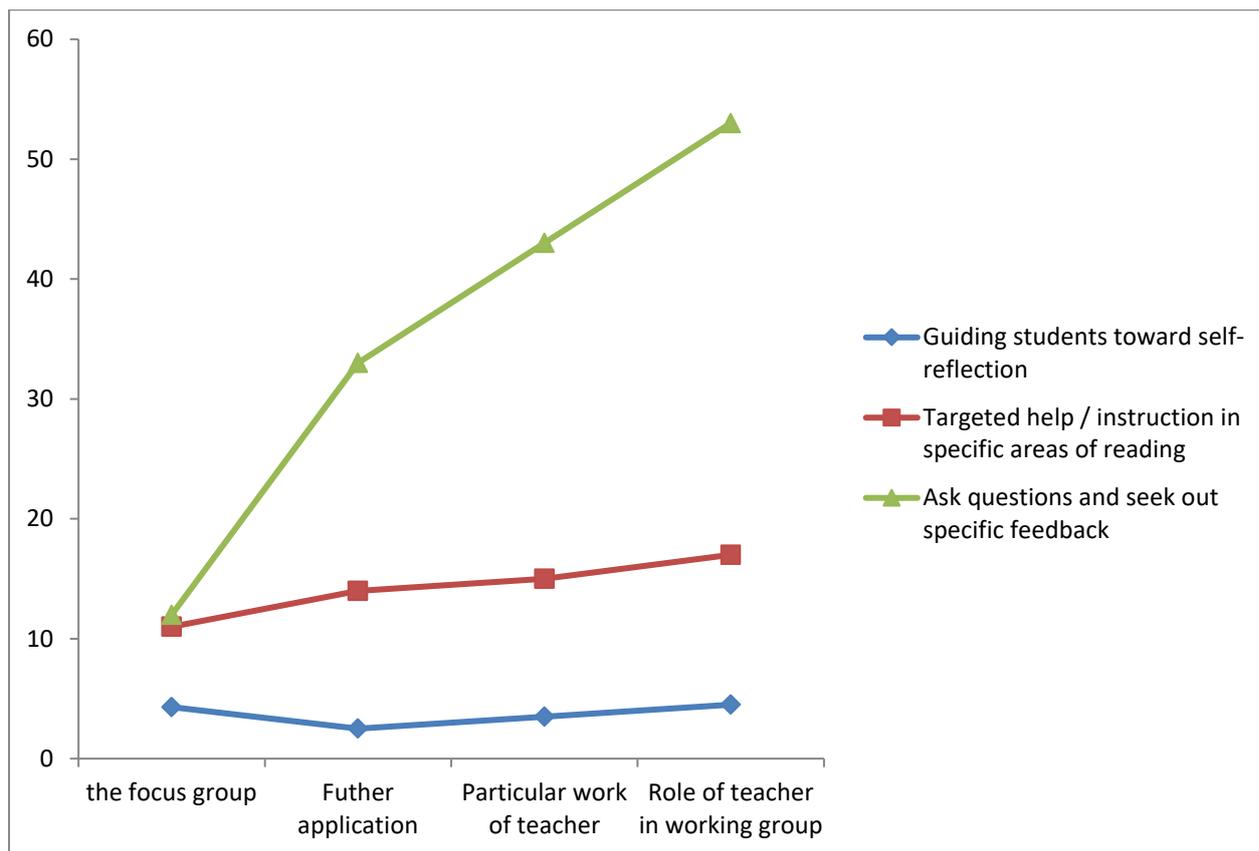
Hypothesis and the aim of this research paper

The Republic of Albania stated that the UN-System in Albania could provide the following forms of support: know-how with respect to the methodological aspects of monitoring and evaluation; support in identifying gaps in terms of capacities; aid in the consolidation of capacities regarding the establishment of a monitoring system for the SDGs; and support with national processes to reach consensus on the targets. The Government of Albania also called for support in reaching ‘a common understanding of linkages between the SDG outcome document and national strategic documents’ as well as in aiding a ‘dialogue on data requirements and statistical capacity needed for proposed SDG indicators.

- a) Integrate student assessment components in the teacher training programmers, 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
- b) Have systematic procedures for supervising and encouraging students while they work. Initiate more interactions with students during seatwork periods, rather than waiting for students to ask for help
- c) 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.
- d) Discuss with publishers the importance and possibility of increasing contextualization to Albania in textbooks, especially in math’s and science
- e) Have more substantive interactions with students during seatwork monitoring, stay task-oriented, and work through problems with students
- f) Give extra time and attention to students they believe need extra help
- g) Stress careful and consistent checking of assignments and require that these be turned in.

Benefits for Students

- a) 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.
- b) The student has a hand in identifying what he/she needs to work on
- c) Students practice self-evaluation and self-reflection techniques
- d) Because a student has a hand in it, he/she is more apt to care about the work towards the goal
- e) It is not just something the teacher assigned.
- f) Able to assess students in terms of motivation, attitude toward reading, ability to select and engage with texts, use of reading strategies, oral fluency, and narrative and expository text comprehension.
- g) Do not invite the student in an ominous or formidable manner.



Conclusion

Strengthening capacities for monitoring and evaluation of educational reforms

One of the main purposes of monitoring and evaluation (M&E) in education is to ensure that equitable and quality education is being provided to all of the population and at all levels. Quality education is a multi-dimensional concept that takes into account the quality aspects on input (human, material, and financial), process (teaching-learning and effective management practices), and outputs and outcomes (the learning outcomes and quality of results) (UNESCO-IIEP, 2007). The better infrastructure as well as improve the coverage of education services in all geographical areas to help address the education needs of the rural populations and disadvantaged groups. Targeted support to higher education institutions would help to address critical needs in human resource development and strengthen institutional governance across the education system, including higher education particularly as it pertains to the education of future teachers and education professionals.

The use of homework assignments bears a significant and positive relationship to achievement when the homework is carefully monitored, as well as serving the function of increasing students' learning time. To address these key policy issues, the Government of Albania will need to pay significant attention to strengthening the monitoring and evaluation of the implementation of educational reforms.

This demands that key indicators be defined, that a monitoring and evaluation framework be developed, that responsibilities are clearly assigned, and most importantly, that action is taken on the findings of monitoring and evaluation exercises.

An effective M&E system can help not only governments, development partners and donors, but all those concerned with education and its quality and coverage. Homework confers the most beneficial results when assignments are:

- a) Closely tied to the subject matter currently being studied in the classroom

- b) Given frequently as a means of extending student practice time with new material Appropriate to the ability and maturity levels of students
- c) Clearly understood by students and parents Monitored by parents; i.e., when parents are aware of what needs to be done and encourage homework completion Quickly checked and returned to students
- d) Graded and commented on the research also indicates that homework which meets these criteria is positively related to student attitudes.
- e) Students may say they don't like homework, but research shows that those who are assigned regular homework have more positive attitudes toward school, toward the particular subject areas in which homework is assigned, and toward homework itself, than students who have little or no homework.

References

- UNESCO and the Council of Europe Report. (2014). Inclusion from the start: Guidelines on inclusive early childhood care and education for Roma children. Paris: UNESCO. <http://unesdoc.unesco.org/images/0022/002275/227503e.pdf> (Accessed 11 September 2016)
- UNESCO-IIEP, (2016) <http://www.iiep.unesco.org/en/our-expertise/monitoring-and-evaluation>
- Teacher pay for performance: Experimental evidence from the Project on Incentives in Teaching.
- Santiago, P. and Benavides, F. (2009). Teacher Evaluation: A Conceptual Framework and examples of Country Practices. Paris, OECD Publishing. <http://www.oecd.org/edu/school/44568106.pdf> (Accessed 22 October 2015.)
- Nashville, TN: National Center on Performance Incentives, Vanderbilt University
- Vadahi, F. and Bilali, H. E. (2015). Approach of Albanian Non-Public Education with the European One. European Scientific Journal, Vol. 11, No. 28, pp. 335-345. <http://ejournal.org/index.php/esj/article/viewFile/6394/6145> (Accessed 29 February 2016.)
- National Association of State Boards of Education (NASBE) (n.d). Study Group on Teacher Preparation, Retention, Evaluation, and Compensation (2011). Gearing Up: Creating a Systemic
- World Bank. (2013). What Matters Most for Teacher Policies: A Framework Paper.

DEVELOPMENT TEACHING PROCESS AND THE INDICATORS OF HIGH PERFORMANCE IN CLASS EDUCATION

ELONA RITVAN KORDHA

“Department of Teaching and English Language”
Vlora Albania, Branch of Vlora

ABSTRACT

Indeed, any strategy for change must contend with the diverse factors affecting the education system, the interactions of its parts, and the intricate interdependencies within it and with its environment. As we consider these problems, we become increasingly cognizant of the various possibilities of using concepts and methods of the study of complex systems for providing direction and strategies to facilitate the introduction of viable and successful changes. A key insight from complex systems is that simple solutions are not likely to be effective in cases such as the education system, and that providing a balance or coexistence of what seem to be opposites may provide the greatest opportunities for successful courses of action. In the following we consider. Integrating the commonly polarized goals of education; i.e., the goal that focuses on transmitting knowledge with the goal that emphasizes the development of the individual student. Adapting teaching to different student characteristics by using diverse methods of teaching.

1. Adaptation to the ability levels, patterns of different abilities, learning styles, personality characteristics, and cultural backgrounds.
2. Integrating the curriculum by developing inter-disciplinary curriculum units that enable students to acquire knowledge from different disciplines through a unifying theme while having the opportunity to contribute in different and special ways to the objectives of the integrated units.
3. Education is a process by which human beings and societies reach their fullest potential. Education is critical for promoting sustainable development and improving the capacity of people to address environment and development issues. It is also critical for achieving environmental and ethical awareness, values, and skills consistent with sustainable development and effective public participation in decision-making.
4. Policy-makers concerned with children’s access and participation in education would find this indicator. When investigating or reporting on learning standards, it is important to know how they were developed, what knowledge and skills they describe, and how they are actually used in schools.

To consider ways and means by which the international community can deal more effectively with environmental concerns, in the light of the other recommendations in its paper research. To help to define shared perceptions of long-term environmental issues and of the appropriate efforts needed to deal successfully with the problems of protecting and enhancing the environment, and a long-term agenda for action during the coming decades. The need to protect and enhance the human environment within a common framework and principles led to the Development (UNCED), more commonly known.

Key words: *Class Education, educators and subject-area specialists, public-commentary periods, development, reforms.*

JEL Classification System: **SI, S2, S3, N0, N1, N2, N3, O1, O2, O3**

GENERAL INFORMATION AND PURPOSE OF THIS PAPER RESEARCH:

What is the relationship between: Education and Class Performance in Education?

The approaches to teaching can be categorized according to major educational goals that affect teaching strategies. On one hand the goal of education is viewed as the transmission of knowledge by the teachers to the students. On the other hand, the goal of education is viewed as facilitating students' autonomous learning and self-expression. The former approach which converges toward the teaching of specified subject matter may be termed 'convergent' teaching and the latter approach which stresses open ended self-directed learning may be termed 'divergent' teaching. The convergent approach is highly structured and teacher-centered; the students are passive recipients of knowledge transmitted to them and learning achievements are measured by standardized tests. The divergent approach is flexible, student-centered, where the students are active participants in the learning process and learning achievements are assessed by a variety of evaluation tools such as self-evaluation in parallel to teacher evaluation; documentation portfolios; and special projects (*see also Niche Selection (link to be added soon)*).

In the highly complex education system, there may be various combinations of the different approaches to teaching and probably no 'pure' convergent or divergent teaching. Still, the tendency in the education system of today is toward the convergent approach. In fact, among the current suggestions for implementing educational reforms to deal with the considerable problems of the education system, there has been a strong emphasis on setting convergent goals, an aspect of which is the use of across-the-board standardized testing. Testing has been commonly viewed as a prudent way to determine the success or failure of the teaching and learning process. There has been a relatively limited use of other means of evaluation which are more complicated and more demanding in terms of application and interpretation.

The relationship between environmental education, education for sustainable development and development education is complex, and the three often display more similarities than differences. All three are essentially concerned with behavioral change through education and the promotion of values, attitudes and understanding. A core value promoted by the three sectors is respect: respect for you, respect for others, respect for the world we live in and respect for the planet. However, a closer examination of each sector suggests that each has a primary aim or focus that sets it apart from the others.

Sustainable development is not a new concept. It means living in harmony with the nature in full recognition of the needs of all other species. It is not just "the survival of the fittest", we must help even the weakest of the species to survive because each species has a role to play that is ultimately beneficial to the earth and all its human population. Our forefathers preached us the need to coexist with the environment in a balanced manner. The needs of the people in different parts of the world may be different, but our dependence on the Nature is similar. The most important thing to remember is that we have only one earth and if we destroy it by our actions, our children will not have a place to live. "Sustainable development is development that meets the needs of the present without compromising the ability of future generations to meet their own needs." Brundtland, G (1987) *Source: Our Common Future: The World Commission on Environment and Development, Oxford: Oxford University Press*

Any development activity can be sustainable, if it is "a dynamic process which enables all people to realize their potential and to improve their quality of life, in ways which simultaneously protect and enhance the Earth's life support systems". *Source: (Forum for the Future, Annual Report 2000)*.

In short, if we care for the comfort of the present generation only and do not think of the needs of the future generations, and we damage the environment by various development activities, these activities will be termed as unsustainable. In taking every action, small or big, the possible damages to the environment must be given full consideration and the action must not leave behind a degraded environment. Technically, sustainable development is defined as a path of development in which no permanent and irreparable damage is done to the environment and the resources are kept intact for the future generations. The earth has everything for each generation, but it depends on the proper use.

The present generation can survive very well on the resources available, but they must also leave behind enough resources for the future generations. It is necessary that a sustainable development path do not have any negative factor that is responsible for causing adverse impacts on the environment.

A sustainable development programmed is friendly to the ecosystem in all respects and has the capacity to absorb abrupt changes of the present and the future. Sustainable development has also a strong element of socio-political development. Thus, sustainable development programmed must have equal concern for all sections of the society with a balanced economic development and environmental protection.

The programmed should have a long-term view of future consequences of any action taken today. In short, sustainable development has become the cornerstone of development planning today and has also become a principal tool of negotiation in international aid packages to the countries.

The sustainable development can be broadly classified into three different kinds, viz., environmental sustainability (no permanent damage to the environment), economic sustainability (economy remains stable with equitable sharing of resources) and sociopolitical sustainability (maintaining social harmony and political stability). Alongside the Gross Enrolment Ratio or GER (defined later in “Linkages to Other Indicators”), particularly useful. A sharp discrepancy between the GER and the NER indicates that enrolled children enter late to the first grade or do not progress regularly through the grades and that the system’s internal efficiency could be improved. Appropriate policies and measures could then be adopted to address problems of grade repetition and drop-out as well as bottlenecks with regard to retention in school.

Enrolment Rates in class

As educators seek ways to meet the demands put upon the education system in today’s world of rapid changes and ever-increasing complexity, it may be helpful to recognize that there is a need for both convergent and divergent approaches to teaching and learning. *Source: Lemin 2018*. Educators who stress the importance of the acquisition of specific knowledge as a useful way to prepare the students for productive future functioning, must come to realize that even for the purpose of this goal alone, a divergent approach is needed today. With the great proliferation of knowledge and rapid changes in most fields as well as the appearance of many new fields, it is critical to develop students’ capacity for self-directed learning and self-growth. *Source: Lemin 2018*

On the other hand, those who emphasize the importance of autonomous growth and creative self-expression must realize that the students need academic skills (such as reading, writing, calculating, etc.) as prerequisites for productive self-expression. Since the creative process involves new ways of using existing knowledge, it is important to provide opportunities for students to acquire such knowledge (which can be acquired by convergent teaching). *Source: Lemin 2018*. Hence, convergent and divergent teaching strategies are both needed and the challenging question is how to find the balance between them within the complexity of the process of teaching and learning. *Source: Lemin 2018*

It is likely that the two approaches may increasingly become not mutually exclusive but interrelated and interdependent. Past 20 years have seen an accelerated process of globalization that has impacted countries around the world. However, not all have benefited equally and many have benefited little or not at all from this process. A global economy based on current patterns of consumption and production is placing heavy stresses on many ecosystems and climate change threatens to undo and even reverse progress made toward meeting the *Millennium Development Goals*.

Therefore, the challenge is to sustain the process of poverty reduction and development while also avoiding greater damage to the environment and adapting to the damage that has already been done. As the international community prepares to tackle these challenges and looks beyond it to agreement on a set of Sustainable Development Goals, education is an untapped sector. This policy brief outlines the ways education is critical to realizing the goals of sustainable development through five priorities that should be incorporated into the discussions if the conference is to set an achievable strategy for sustainable development:

- a) *Support quality early childhood development and learning opportunities for girls and boys;*
- b) *Ensure that basic literacy and numeracy are learned in school;*
- c) *Enable young people to make the transition to and complete relevant post-primary education;*
- d) *Equip young people with relevant skills for 21st century lives and livelihoods;*
- e) *Make learning spaces safe, climate compatible and sustainable.*

Education Indicators and the Measurement Methods:

In general, adaptation to individual differences under convergent teaching tends to be limited. The students are all expected to strive toward one goal of learning specified required knowledge; some may attain it and others may fall by the wayside or be given some remediation with limited results. *Source: Lemin 2018*. Nevertheless, there are various possibilities of effective adaptation to individual differences under convergent teaching. In addition to

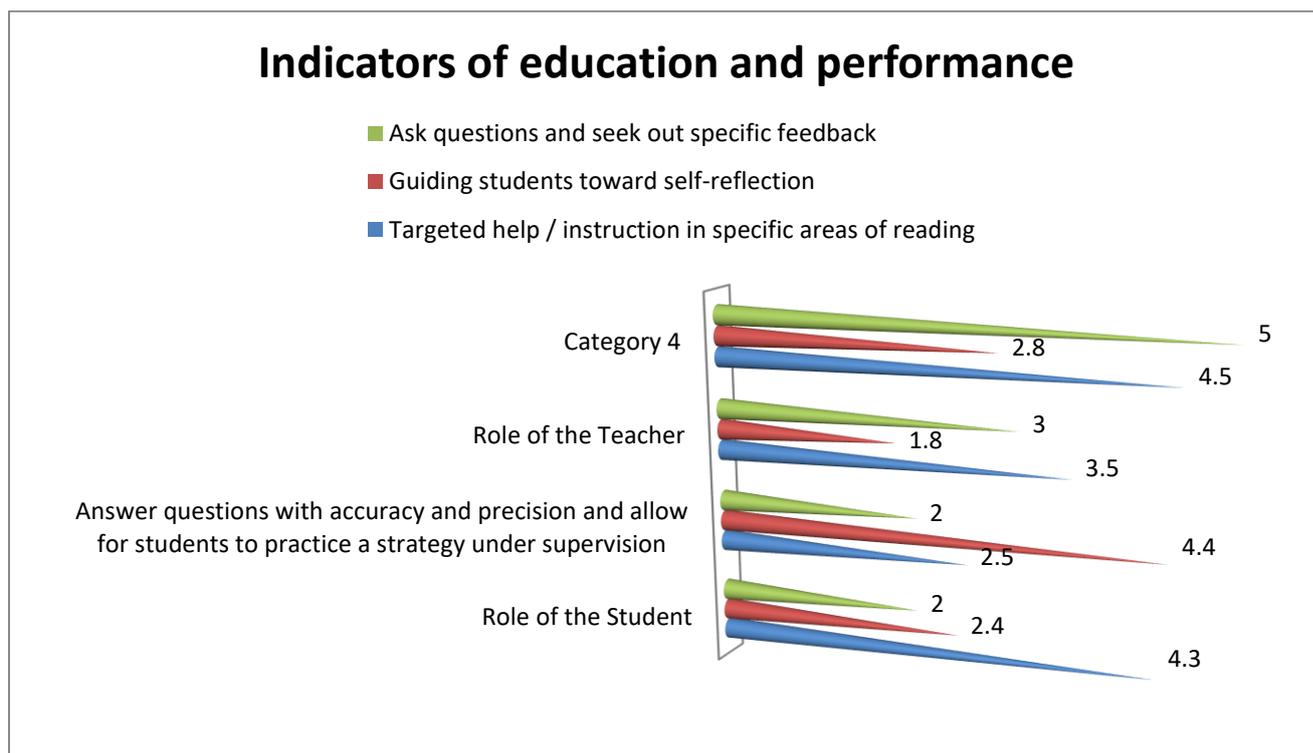
adaptation in the rate of learning, where each student can be allowed to work at his/her own pace, there are many possibilities of adaptation through the use of diverse methods of teaching. *Source: Systems Perspectives on Education and the Education System, New England Complex Systems Institute (2002)*

Even when all the students are taught the same material, teachers can use different methods, different techniques or different media, to cater to individual differences in abilities and personality characteristics. Such a ‘multi-convergent’ approach can be more effective in giving the students opportunities to use their aptitudes and inclinations for learning and attaining higher achievements. As the students experience success and consequently a sense of competence, their motivation is enhanced to pursue further learning. Such an approach has a better potential for success than the common reality of students with learning difficulties, who often struggle through remediation with a sense of inadequacy and discouraging experiences of failure.

Adaptation to individual differences under divergent teaching may be expected to be productive because of its emphasis on student autonomous, active, self-reliant learning. Yet, there are students who may not function well under divergent conditions because of their strong need for guidance, direction, and structure. Divergent teaching can cater to such needs by individual guidance, along with ongoing assessment and subsequent modifications. This is a ‘guided-divergent’ approach which is more structured and less flexible than the open divergent teaching but less narrow and limiting than convergent teaching.

Determine the population of official school age by reference to the theoretical starting age and duration of ISCED97 Level 1 (primary education) as reported by the country. Divide the number of pupils enrolled in primary education who are of the official school age by the population for the same age-group and multiply the result by 100. This method requires information on the structure of education (i.e. theoretical entrance age and duration of ISCED97 Level 1), enrolment by single years of age and population of the age-group corresponding to the given level of education. *Source: Systems Perspectives on Education and the Education System, New England Complex Systems Institute (2002)*

1. The education standard and indicator information is also important to secure funding from donors and potential donor countries and organizations.
2. If, for example, all of the countries in region A are reporting over 100 per cent enrolment and/or 100 per cent of qualified teachers, it would appear as if these countries are doing very well as regards access to and quality of education.



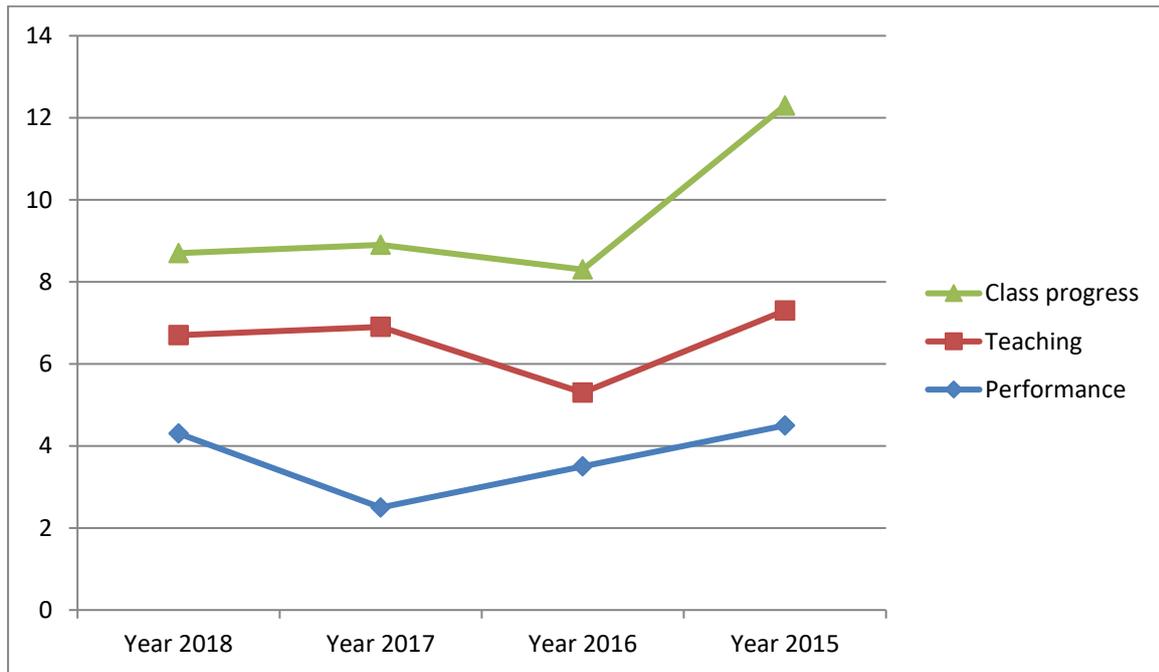
Standards and Indicators and Other Key Terms 1: The data collected can also be used to seek out new and strengthen existing partnerships. If UNHCR notices for example that there is a very low percentage of 15–24-year-olds enrolled in training programmed, then UNHCR and relevant partners can use this information to address this gap and strengthen non formal education activities.

LITERATURE REVIEW AND HYPOTHESES

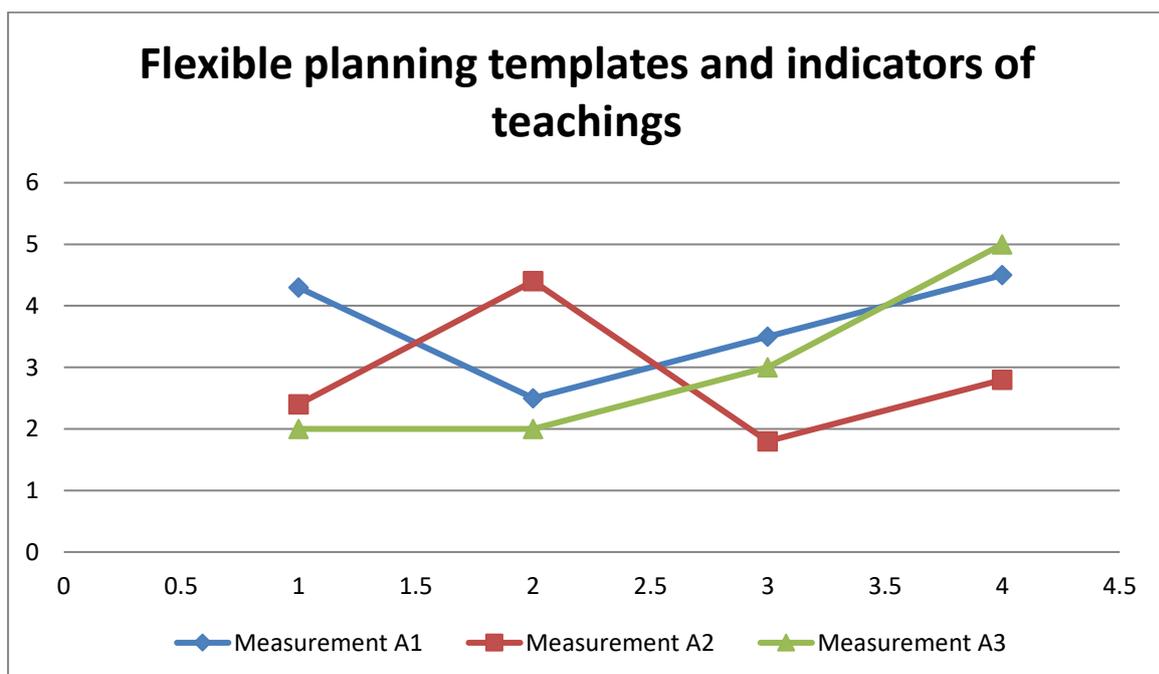
What is sustainable development?

In addition to the preparation of teachers to more differentiated teaching, there could be more divergent use of teaching resources. Worthwhile teaching can be done with advantageous results by persons other than the traditional classroom teachers. For example, valuable teaching can be done by peers of different ages and abilities. Also, parents, grandparents, and relatives could participate in and contribute productively to the teaching process. Furthermore, teaching can be enhanced by volunteers, retirees, people with various areas of expertise from the worlds of science, business, engineering, medicine, public service, entertainment, and others. Also, high-tech resources such as multimedia technology, computer programs, telecommunication, the Internet, audio-visual techniques, and others can provide beneficial options. Student learning can be greatly enriched further by traveling - near and far; interaction with people of different cultures; different geographical areas; different occupations, different ways of life; different outlooks. Undoubtedly, many possibilities exist that are not often implemented even though they could make the teaching and learning process more effective and more beneficial by providing a variety of experiences and alternative strategies for adaptation to students' characteristics. *Source: Systems Perspectives on Education and the Education System, New England Complex Systems Institute (2002)*

The concept of sustainable development emerged as a response to a growing concern about human society's impact on the natural environment. The concept of sustainable development was defined in 1987 by the Brundtland Commission (formally the World Commission on Environment and Development) as 'development that meets the needs of the present without compromising the ability of future generations to meet their own needs' (Brundtland, 1987).



This definition acknowledges that while development may be necessary to meet human needs and improve the quality of life, it must happen without depleting the capacity of the natural environment to meet present and future needs. The sustainable development movement has grown and campaigned on the basis that sustainability protects both the interests of future generations and the earth's capacity to regenerate. At first it emphasized the environment in development policies but, since 2002, has evolved to encompass social justice and the fight against poverty as key principles of sustainable development. *Source: Systems Perspectives on Education and the Education System, New England Complex Systems Institute (2002)*



In this graph: Percentages and rates are particularly useful in calculating indicators, as opposed to absolute values, which are the numbers that have not been divided by a total and are not part of a fraction. To calculate the percentage of female teachers you divide the numerator, the total number of female teachers by the denominator, the total number of teachers.

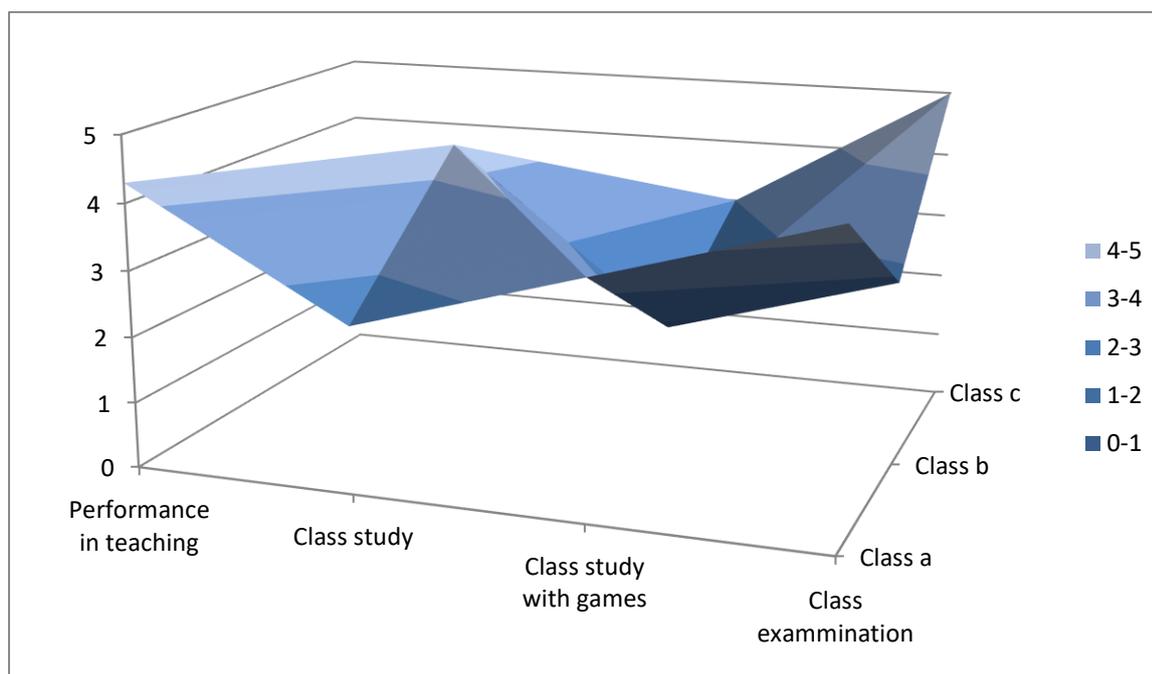
HYPOTHESES AND THE AIM OF THIS PAPER RESEARCH

What role does education play in sustainable development?

Ability levels and patterns of different abilities

Presently, the practice in some schools is to adapt teaching to different ability levels by forming classes or groups of students of similar levels (usually based on achievement tests or psychological tests) taught by teachers who tend to treat the students as if they were in homogeneous groups. Obviously, once a group of two students is formed, it cannot be considered homogeneous. Even if the two have an identical IQ, for instance, the profile of different abilities can be quite dissimilar and many other personality characteristics add to the dissimilarity of the students' attributes that affect their learning. *Source: Systems Perspectives on Education and the Education System, New England Complex Systems Institute (2002)*

The over-simplification of today's ways of adaptation to students' differences in abilities and other characteristics has resulted in many difficulties in the academic performance of many students. In some cases this has led to phenomena such as, "learning disabilities", "conduct problems", "attitude problems", "anxiety and school phobias". The complexity of this issue is apparent as one considers results of research studies or surveys measuring students' performance under conditions aimed at "slow" versus "fast" learners.



COMMUNICATION IN YOUR CLASS

The diversity of patterns of mental abilities is well recognized today, yet little has been done to develop adequate conditions aimed at adapting teaching to this diversity. It is possible to design instructional strategies and learning materials that provide options and flexibility for matching students' particular patterns of abilities. Thus, teaching strategies can be differentially facilitating various ability patterns. The interaction between specific aptitudes and specific teaching styles can be important in considering the various options of implementing changes in the teaching and learning

process. Also, matching teachers' styles with students' ability patterns can have significant effects on students' attitudes, motivation, and achievements.

- a) *To be embedded in the curriculum in an interdisciplinary and holistic manner, allowing for a whole-institution approach to policy making.*
- b) *Share the values and principles that underpin sustainable development.*
- c) *Promote critical thinking, problem solving and action, all of which develop confidence in addressing the challenges to sustainable development.*
- d) *Employ a variety of educational methods, such as literature, art, drama and debate to illustrate the processes.*
- e) *Allow learners to participate in decision-making on the design and content of educational programmed.*
- f) *Address local as well as global issues, and avoid jargon-ridden language and terms.*
- g) *Look to the future, ensuring that the content has a long-term perspective and uses medium and long-term planning.*

The teacher is prepared and knowledgeable of the content and effectively maintains students' on-task behavior; The teacher keeps current on instructional knowledge and seeks and explores changes in teaching behaviors that will improve student performance. Governments can define national programmers, collaborate with local level governments and develop incentives to ensure that school leaders participate.

CONCLUSIONS

Learning styles and preferences affect the way students approach any task and the way they function under different conditions and different learning environments. Learning styles such as reflectivity/impulsivity, field-dependence/field-independence, and mental self-government, as well as preferences for interactive visual or auditory presentations, or other ways of representing information have effects on students' academic performance (See Kagan's work on impulsive and reflective cognitive styles, Witkin's work on field dependent style, Sternberg's work on mental self-government styles, and the work on computer simulations preferences). Some educators have begun to acknowledge the importance of adapting teaching strategies to student's different learning styles, but no earnest efforts have been devoted to this promising endeavor. The adaptation of teaching to learning styles may include not only more appropriately differentiated teaching strategies but also may add to the dependability of the evaluation measures of what students have learned. Thus, the effectiveness of teaching and the pertinence of the assessment of learning achievements can be enhanced by teachers' adaptation of instructional strategies to students learning styles.

The questionnaire was circulated to a wide range of groups in the formal and non-formal education sectors, including subject associations, subject support services, teachers' unions, education centers, Vocational Education Committees (VECs) and youth organizations. Target groups also included non-governmental organizations (NGOs) working in the environmental, development, human rights, community and voluntary sectors, and businesses associations including the Small Firms Association, the Small and Medium Enterprise association, the Business and Employers Confederation (IBEC) and others.

According to UNECE, projects and initiatives are considered good practice if they are closely related to ESD, generate ideas and contribute to policy development. They must have some of the following outcomes and characteristics:

- a) Focus on educational and learning dimensions of sustainable development;
- b) Innovative development of new and creative solutions to common problems;
- c) Make a difference and have a tangible impact on those concerned;
- d) Have a sustainable effect;
- e) Have the potential for replication;
- f) Support evaluation in terms of innovation, success and sustainability.

The basic idea is to make sure that students are learning age-appropriate material (knowledge and skills that are neither too advanced nor too rudimentary), and that teachers are sequencing learning effectively or avoiding the inadvertent repetition of material that was taught in earlier to my address critical thinking, logical reasoning, and problem solving; oral and written communication; perseverance and work ethic; digital technology and media; or multicultural literacy. Traditionally the higher education system in Albania has comprised the university sector, the technological sector and the colleges of education, all of which are autonomous and self-governing, although substantially funded by the state. In recent years, a number of independent private colleges have appeared and grown although there has been limited progress in some third level institutions in addressing the issue of a whole school approach to ESD. On the other hand, many third level institutions have introduced courses in sustainable development: The Masters of Science in Albania.

REFERENCES

The Education for All (EFA) Global Monitoring Reports (GMR), UNESCO (n.d). The Millennium Development Goals Report 2006, United Nations.

The Human Development Reports, UNDP (1998). The World Development Indicators Reports, the World Bank. World Education Report (UNESCO).

Harris (2007). International Standard Classification of Education 1997, UNESCO (b) Internet site: <http://www.uis.unesco.org> (UNESCO Institute for Statistics) Schools need principals who strive to ensure the quality of instruction in their schools.

Shen & Hsieh, (1999). Principals who focus on school improvement have more effective schools.

Marzano et al., (2005). Principals of high-achieving schools communicate to all stakeholders that learning is the school's most important mission (Cotton, 2003)

Day, J. (1946). Revised Edition 1972. Title of British edition: Big Business. London: Heinemann, 1946.

De-mythologization- the path towards the historical truth in Albanian Drama and Literature

Erenestina Gjergji Halili¹

Eljon Doçe²

¹Department of Literature

¹University of Tirana, Rr. e Elbasanit, Tirana, Albania

¹Email: erestinahalili@gmail.com

²Department of Literature

²University of Tirana, Rr. e Elbasanit, Tirana, Albania

²Email: eljondoce@gmail.com

ABSTRACT

This paper takes into consideration the issue how much the mythical matter is transformed into dramatic literature matter in Albanian drama and literature. We will only talk about this aspect into our analysis regarding various dramas that have selected.

The purpose of this paper is to emphasize a very specific and identifiable aspect, where the drama naturally tends towards the myth.

The method used is the textual analysis of the mythological archetypes in Albanian drama and literature. Albanian and non-Albanian mythology in the modern Albanian drama, with the rituals and beliefs that it has used, with different figures that it has collected from the popular mentality, from the psychology on how highly most of the psychological phenomena are considered and evaluated, has served not only to increase the level of emotions of the works, not just the power of suggestion or surprise.

The results of our analysis shows that while maintaining individual experiences, we can try to embody the myth, to wear his uncomfortable clothes enabling thus the perception in the light of contemporary experience, the relativity of our problems, their relationship with “roots” and the relativity of “roots” itself. As a conclusion we can state that only in relation to this broad and complex significance as defined by the literal meaning and its under tones, the dramatic situation and the progress of action, from the symbols and the actions of the characters, the reader can turn to himself, to his time to reflect on these two together.

Key words: mythology, drama, Albania, Kosovo, folklore, heritage.

INTRODUCTION

Although the today's society is dominated by the deep and continuous processes of knowledge of the existence of the world, the sophistication of the relations between the thinking and acting becomes increasingly larger. This sophistication comes from the numerous irrational processes, from a huge number of inside and outside phenomena (which often put him on inferiority, fear, uncertainty, experience thrilling, mystery). Thus, the mythological structures are used by the playwrights as provoking emotional elements, as opportunities to create situations and conditions of pursuing moody sensory nature fantasy harassment, capture of attention in surprise, causing fear, empathy, delirium, increased level of hypnosis, illusion, magic, effects (these always taken from the esthetic perception). Overcoming of what is reasonable rational, harmonious, clearness, logic through irrational, instinctive, mental disturbance, unfounded, chaotic, is realized in many modern dramas precisely through the mythological process, which involves the understating of the subject, is then extends to the way the events are presented, to achieve then the structure of the characters thinking and then the ways in which the message is transmitted to the perceiver/reader. As is known, myths (from Ancient Greek “mythos”- words, speech, conversation, story, teaching, legend etc.) have been and remain on human stories about the people's activities during pre-civilization times that are intertwined with the presence of various gods in accordance with different times and various places, where miraculous happenings are intertwined, in many occasions, with the human heroic feats. While the term “mythology” comes from union of the old Greek word “mythos” and “logos” (doctrine, words), which is used at least in three meaning: 1) as a science or theory that examines the myths 2) as a set of myths of people 3) as a specific spiritual creativity that processes myths. Within the structure of a myth coexist

and interact simultaneously faith and religion, knowledge and history, synthesis and philosophy, art and esthetics. Myth is the truth and lies at the same time, knowledge and ignorance, reality and illusion.

As genuine spiritual structure of different peoples, in different times and space, myths appear as recognized stages of social development in two basic meanings: a) as transcended realities that existed as well as religion, faith and b) as made up realities, where fantasy, fiction, and creation turns them into phenomenon, which have strong impacts on the processing of human social conscience.

In his books "Mythology, folklore, literature" and "Metatheoretical Esthetics. Classics or Neo-classic?" Alfred Uci explains that the mythological creativity by its diffusive and mutual nature considers subject and object as benign equal without distinguishing one from the other, hence the marked sign. Meanwhile, the myth has as its own feature the internal enlightenment and hypnotic character. Death and life, the alive or the dead are placed in the same reality. This means that the myth does not give the figures as symbols, metaphors, signs, but as something real, something that coexists and interacts with people, thus as tangible reality in which the phrase appears inseparable from what it expresses. Of course, the drama that has become the subject of myths characters or subjects or mythical figure is not equivalent to the myth in terms of experiencing and cohabitation between the creature and the dead, between the real and the phantasmagoric. The problem here is to present the issue how much the mythical matter is transformed into dramatic literature matter. We will only talk about this aspect into our analysis regarding various dramas that have been chosen. It should also be emphasized a very specific and identifiable aspect, where the drama naturally tends towards the myth: the mythological thinking mainly operates with concrete sensory impressions. The early man used to consider the creatures of his imagination and beliefs as weird creatures, with mysterious power that hustle and bustle with him by expressing different types of feelings, extraterrestrial and superpower powers, sudden impact, which cannot be perceived by senses and underdeveloped minds. Even the characters in the Albanian dramas of mythical subjects are in the role of early human mythical man. But, an essential thing changes: the recipient. Today's reader can never be identified with the action of the mythical character, or with the ways the early recipient perceived (perception with strong religious elements). Rather, he distances himself from the logical action of the reason and the scientific knowledge.

It is known that mythological thought, as a rule, is accompanied by emotional and affective experiences. This is because the heroic feats and tragic fatalities that are told in myths are extraordinary, filled with horror, fear, surprise, intense events and extreme situations that overwhelm the consciousness of the person who perceives it. Being located on the Balkan Peninsula, with no less active connections and communications with countries of the Mediterranean region, certainly to many Albanians rites, myths, beliefs, in some elements share affinities with rituals, myths, Thracian-Ilyrian beliefs, with Greek beliefs a bit away, which is an evidence of a fellowship of their appearance.

Kosovo Albanian playwrights have used the mythological material in favor of attractive dramatic subjects, in order to create characters with great expressive force. This path that has been followed has been in favor of the creating such psychological conditions that show deep emotions, in favor of decoding from which from the early semantics of the myth is moved to the universal ideological-philosophical parallels that bear the essence of the myth itself. Such an approach, as assumed, increases significantly the impact on the reader, which is part of understanding and feeling of this mythological subject, either from their own personal experiences, whether from community experiences, ethnic, and national.

From the most obvious approaches in the field of use of mythological matter of Albanian modern and postmodern drama in Kosovo, religious ethnology is widely used by some writers as B. Musliu, R. Qosja, T. Dervishi, M. Kraja.

From mythology to drama

- 1) From the ancient primitive mythology of different people from various pre-civilized periods, mainly the Neolithic period, and that are then absorbed and circulated in different countries and people with wide impact on social consciousness of different historical periods, religion, philosophy, morals, art etc.
- 2) From the classical Greek and Roman mythology, with no less elements of reproduction of the earliest myths and the presence of new myths.
- 3) From the monotheistic religions mythology, mainly from the Bible and the Qur'an, but also from books and their "holies", where stories about creation, God, prophets, etc., where there is a genuine form of myth, strongly mixed with beliefs, theological doctrines, rites, etc.
- 4) From the mythological arsenal of our times, even those resources, which, for its structure, have affinities with the way the myths are established and operate.

What relates to the Kosovo Albanian drama and our argument is that the myth in various dramatic Works by the Albanian authors, is always placed in a balance of revaluation process of recognition and knowledge.

In his book "The Birth of Greek tragedy", publishing house "Eugen, Tirana, 1001, the distinguished philosopher Friedrich Nietzsche, considered as the basic structure of Greek tragedy to essential origins: the Dionysian origin and the Apollonian origin. Myth as the source of subjects emerges as a cause and consequence of action of heroes, gods and others. Its structure was syncretism: reality and religion.

Friedrich Nietzsche noted that Gods, as part of the implementation of religion, had several functions: a) the punishment of offenders. b) granting of the right, c) salvation from disaster, death, and disease of kings, princes and heroes. Sacral sentences of Gods are represented directly from them in the form of prayers and worships, as messianic message, as a philosophy of life, as a moral stand and legal right, as they are shown as charitable figures in the stage action exercising the right to award or take privileges or benefits (beneficent). Recognition of the Gods and giving by them of the didaskalic part to the tragic characters was done at the end of the tragedy, when they, came down to the stage by a crane which was placed in front of heroes. This solution was called Deus ex machine-God from the machine. This direct testimony the religious of the act of reception by the general public, which he took as the "truth" (through illusion and hypnotic effect). This also explains why the ancient Greek collectively participate in major festivities of Dionysius where tragedies were played, because the show was at the same time an artistic aesthetic act and a religious act. Even catharsis was two-sided, aesthetic and religious, as a spectator and as a believer; an artist's source or a given information and argument in order to explain the historical processes of civilization periods early or late.

Myths of Albanian modern playwrights, but also "realistic", traditional, are considered by different angles: as part of religion, as part of the early polytheistic mythology, as esoteric phenomenon, as it is transfigured in the Albanian folklore. As compared with optics pluralistic in his assessment studies today, according to Alfred Uçi, different scholars "equate myth with religion, others equate it with philosophy, while others tie the essence of the myths with a quite irrational and illogical origin, and others perceive it as the foundation of any underlying mental structure, logic, science and of any intellectual reason". But, the research we have done to the Albanian drama in Kosovo, rarely if ever, turns out to be a myth conceived as syncretic structure, which implies the presence and the interoperable coexistence of religion and philosophy, the morality of art, scientific knowledge of esoteric phenomena etc. However, it is taken only in the values of creating a new artistic aesthetic reality, with genuinely literary functions, and used sometimes as a metaphor and as an element with synthesis and universal force, sometimes as emotional situation, sometimes as allegory, once as a ritual, effect and many times as a concrete literary figure. As we take in consideration, dramas such as "Coast of grief", "A reprise of freedom", "The man with Zymrydi eyes", "Public dinner" of Teki Dervishi, "Rrakullima" and "The source of Rooster Inn" of Beqir Musliu, "Gof" Anton Pashku, "Beselam, why sacrifice", "Gala", "Living Sfinga" of Rexhep Qosja, "Paper moon" Mehmet Kraja, "Hijesina" of Islam Nabi, "Me and God" and Ekrem Kryeziu etc., the aesthetic and critical analysis distinguish the use of myths and mythological material on various traits, despite the fact that the authors have used the diffusive and operational character between the subject and the object, what is believed and what is not believed. On the other hand, they have conceived its functions always in the artistic and illusionist conventions, therefore decomposing the direct mythical reality and taking it as true but not as implication, drift, so as an artistic expression possibility. By utilizing the awesome power that the overall sensory mythological content in these dramas gives, the authors provide opportunities for imaginative recreations and phantasmagoric realities, by creating strange humans or unreal environments, which cause emotional affective reactions. In turn, these emotions significantly increase the degree of affective experiencing of dramatic work by the reader.

Meanwhile, this mythological subject is taken by these authors in their contents. Here we would like to mention their natural attempt to create fictional realities, illusory, non-existent, to create another reality: the reality "dreamer". Within this reality the above mentioned playwrights have insisted also on creating expected or anxious situations in detecting suppressed desires or aspirations that are expected to occur (to a character or a group of personages). Of course, these are conceived as an essential part of modern or postmodern typology of dramas in order to expand the hypnotic effect to the reader, as increased artistic expressiveness. For example, although the tetralogy of the The witch of Rooster Inn of Beqir Musliu, a virtual and factious reality is created, why not a dreamer reality, in contrary, the content of the saga of Halil Garria is seen in the firm holiness characteristic of the myth, specifically in the case of related saga of the oath and given word. Nine of witchcraft trials and hearings conducted by the spiritual sourer from the Rooster Hani discover even better the inside of this mythological tetralogy, which was taken as the subject of a criminal case. "What are you doing my lord? - he says. -All things, as it seems, start with me and from me...Here I want to awake ballads... From them I have to suck a charm that always seems to be cold..Black...Oh my Lord, help me to draw at least the Halil Garria face and then let's start to hollow out the plague in my face..." By camouflaging the author's own voice through the voice of the The witch of Rooster Inn, Beqir Musliu explains indirectly the purpose or, expressed in a more direct way, the access to

material that is the subject of mythological drama: “The anger of the artistic body also reaches the highest point- explains he in the didaskalic part of the drama- thus two scenes are faced into two categories of the meaning of myth and legend of Halil Garria from its inception to its modernization of the vizual and transformation in terms of the requirements of this theatres’ game which, obviously, is the The witch of Rooster Inn. Mythology is closely related to the rite and ritual. In his work “Tales of identity”, the theorist and the representative of the critic mythical-symbolist literature Northop Fray argues the presence of archetypes in the works of different authors in different periods that provides recycling invariant unlikely literary character of a class or way for the perception of dramatic situations. Since the rite, according to him, is as sequence of temporary acts with a certain sense, contrary, is exactly the myth that transforms into a archetypal rite of huamn behavior and attitude towards this or that object with which it comes into interactive relationships. Myth comes sometimes as an original way of telling the dramatic work, mainly in the structuring of the subject, while the rite and the archetype help in exposing he significance of this story. Hence, beyond the concrete analysis of the plays, we come to the view that favorite characters in modern Albanian drama of Kosovo authors, there are heroes of the Albanian cultural anthropology calendar that often come out of the early tales and legends, the ‘epic of the heroes’, without excluding, of course, ther human figures that constitute the biblical and curanic myths.

Albanian and non-Albanian mythology in the modern Albanian drama, with the rituals and beliefs that it has used, with different figures that it has collected from the popular mentality, from the psychology on how highly most of the psychological phenomena are considered and evaluated, has served not only to increase the level of emotions af the works, not just the power of sugestion or surprise, but also an original and contemporary way of presenting the relationship between the individual and the grup of people, between the common conscience and sublimed reason, between the reality and the illusion, dream and the non-dream, between the utopia and the truth.

If we refer to the argument in the drama “Paper moon” of Mehmet Kraja, these balances are good and clearly stated. The drama did not point out directly to a myth, nor is based on any story, legend or ritual ethnological concrete from the Albanian tradition. It is a myth originating from the biblical scripture of Old Testament and it confront the God and the Devil into the human genesis, the episode of Eden with Adam, Eve and the serpent-devil, as it can be taken as a pattern of human settlement archetypal between God and Satan: which should choose and the temptation whom to avoid. So the drama has a character called Mephitis (Mephistopheles, otherwise the Devil Satan) and another character called Maestro (generally means man, especially the Kosovo-man). A pillar placed between man and where he will be gripped, is a reminiscent of Jesus Kalvary, a biblical metaphor of crucifixion.

And so, the drama is developed as a challange of Mephitis to the Human, where the latter wins over the violence used on him, and even joke with the powerfull, make fun of invading Mephitis as invader and violator of the Kosovo Man. Against here, of course, we do not have a direct form of biblical myth of the genesis or retelling of old Albanian and European legends or stories, which the man and the devil are found, Mephitis (remember, the legend of Doctor Faustus, from which Goethe got inspired and created his masterpiece “Faust”). Quite the opposite the biblical myth and ancient European legend is presented only as a form of schematised, as a literary paradigm, as a strand. It is reconsidered and re-lifted by a scheme and a strand in a new way of appearance being turned into something completely different as regards the subject and original literary structure, where the characters not only are metaphors, but are also symbolized.

Despite their archetypal nature is preserved, they are adapted and reorganized matching an “another” reality, the conflict: Serbs conquering Kosovo. At “The Moon”, the playwright also exceeds the meaning of its known mythological significance of her. Although in the mythology it is identified as “daughter” of the Earth, as the “girlfriend” of the Sun and many other definitons, among which stands out its extraordinary beauty, the pale light, the lord and captivating power it has, contrary in the drama it that gets a more symbolic value and is placed in contradictory functions with its mythological origins. So, it is no longer a moon of “beautiful”, “stunning”, “poetic”, “lyrical”, “miraculous” power etc., but an ugly, nasty, hideous, lying, even tragic moon. Why? Because for now its meaning is inverted, is transformed. Turn into a pure simbol, moon now appears as “made of paper”, meaning being artificial. Further, it means the promising Europe, but often indiferent, that looks from far away the tragedy of the pople of Kosovo and the Serb genocide. Beautiful words for Freedom, Rights of People, and criticism towards Nationalistic Violence that sometimes articulated with witty and ironic tones, attribute contrasting qualities to the mythological simbol of the moon, and turn it into a simbol of indifferences and unfulfilled promises. Thus, the case takes another function and the mythical brand, meaningfulness. In such cases, the reader distinguishes especially in drama “the secondary images, which brings cohesion historical values to the present day, through a conceptual and emotional depth.

Regarding the catharses and provocative effect of the myth to contemporary readers, prominent director of the twentieth centry, Jerzy Grotowski (1969) in his famous book “For a poor theatre”, explains: “In the first place, it would be a good thing to counterview the myth and not identify with”.

In other words, while maintaining individual experiences, we can try to embody the myth, to wear his uncomfortable clothes enabling thus the perception in the light of contemporary experience, the relativity of our problems, their relationship with “roots” and the relativity of “roots” itself. If the situation is brutal, if we lose ourselves naked, exposing and touching the most intimate psychic layers, the masks of everyday life itself cracks and falls.

Secondly, even though we have lost “the mutual sky” of trust and unbreakable barriers that surround us, we are left with perceptual ability of the human organism. Only myth, embodied in the tangible reality of the actor, in his living organism, can function as taboo. Rape of a living, exposure led to an excess cruelty, restores us to concrete mythical situation in a common experience of human truths.

Only in relation to this broad and complex significance as defined by the literal meaning and its under tones, the dramatic situation and the progress of action, from the symbols and the actions of the characters, the reader can turn to himself, to his time to reflect on these two together. In this way the symbol is seen as myth and metaphor as any other ethno-culture and universal substratum. According to the researcher Mark Tirta, "the unitary character of the ethnic Albanian mythology faces directions. It is experienced in places of objects of cults of nature, the cult of family life and the tribe". Is widespread, for example, the cult of the serpent (remember the drama of A.Shkreli “Snake house” where mythical figure of the snake is a sign of prosperity and protection of the guest house, but on the other hand, thanks to the semantic transformations that the writer makes, it is immediately returned to a human-snake metaphor, that stings and poisons the lives of honest and ethical man). In some cult the drama of the mother is, or the cult of the breasts of women. A number of rituals are used by playwrights as a show of the Albanian identification with the nature, social organization, that of the tribal community, expressed through the name of inherited beliefs, the cult of the dead and death in general, in celebration of agricultural and livestock, the cult of the peaks (drama “Gof” A.Pashku, with the pinnacle of the Haut Mountains, that symbolizes the upper part, immaculate, and the noble identity of the Fatherland, the Nation, awareness).

In other dramas, additional rites, ritual as the scarecrow for a rain to save crops, or fire rituals, ritual of foot around the house when the verge is violated, or the dragon mythology, dragons, fairy tales, holy shepherd, verge mother, the time, motherhood, hob, rites and crafts, etc., cult numbers are brought. The wealth of rites, myths and beliefs, even if time “mythological” is locked, appears as a fragment socio-physiological and anthropological, which still lives and transmitted from generation to generation.

Conclusions

Beliefs, rituals, either in its archaic forms or remodeled forms, are part of the family functioning, which should be referred to the birth rites, beliefs and myths about fate, happiness and disasters, pictures, and superstitions, reminiscent associated with death and the body of the dead, the interaction between the life-death-after death. Dissemination of the Albanian mythology with figures such as the dragon, witch, time, the mother of verge, and others related to the soil fertility, abundance of crops, farming, vineyards, orchards, livestock, removal of disasters and evil forces, are also prevalent and popular devotions such as those on the Day of Summer, Day of Vangelizmoit, or Novruz Day or Our Lady Day, St.George, St. John’s starch etc. All these and more are indicative of real and mythical ethno-folkloric among Albanians. Their rudimentary forms can be found in the way they are respected even today not only in the rural communities, but also in civil, customary and common structures that can be found in their roots deep into the centuries. Of course, this entire clause of myths, rituals, beliefs, tales, legends etc. Has turned itself into a source of subjects, human relationships, artistic images, and likely has enough artistic chances and expressiveness in many of the modern Albanian dramas in Kosovo.

References

- Uçi, A. (2008) Classics or Neoclassic? Metateorike esthetics of art, the Albanian Academy of Sciences, Vol. II, Tirana, 2008.
- Uçi, A. (2008). Mythology, folklore, literature, Naimi, Tirana.
- Musliu, B. (1989). The source of Rooster Inn, Renaissance, Pristina.
- Grotowski, J. (1969). For a poor theatre, Simon and Shuster, New York..
- Frye N. (1990). Anatomy of criticism, Pristina.
- Çapaliku S. (2003). Modern aesthetic, GVG Ombra, Tirana.
- “For a poor theatre”, Metropolitan theatre, AAB Rinvest, Tirana, 2010

THE TEACHER QUALITY AND THE EDUCATIONAL SYSTEM PERFORMANCE, THE PROGRESS IN TECHING IN MUSICALCLASSES

ILDA JOSIF LULE

University Tirana , Albania“Department of Education.

Abstract

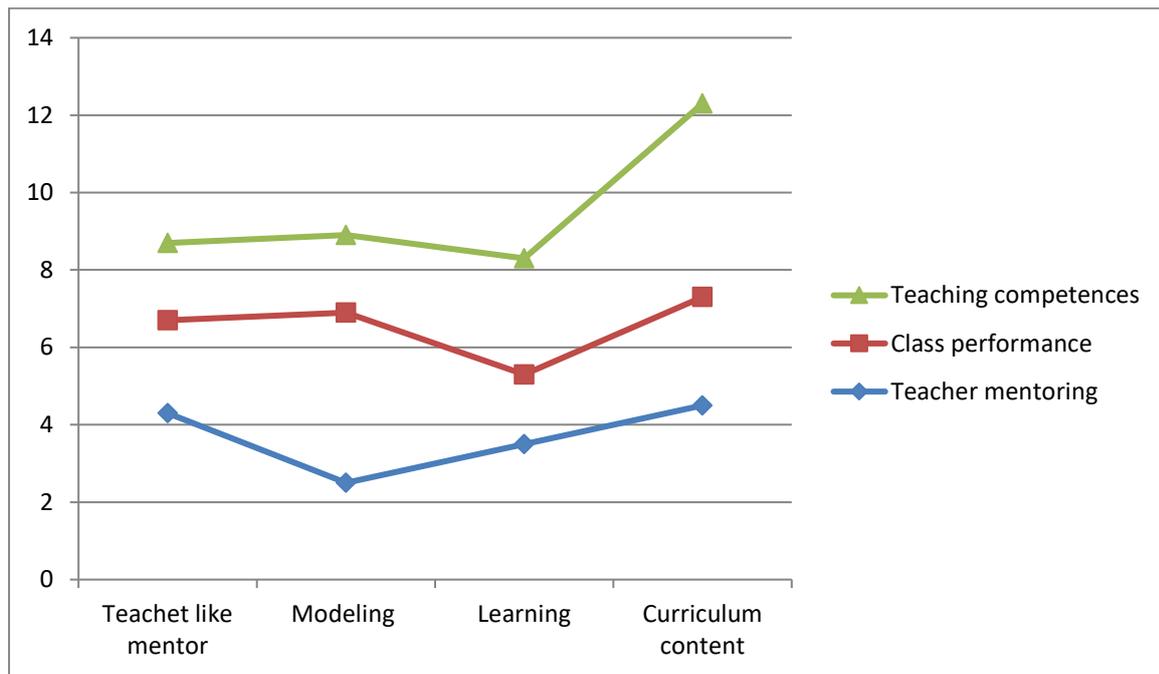
Key to the success of any mentoring program, is the competence of the mentor who must possess the expertise, commitment, and time to provide assistance to novice teachers. Teachers within a school at the immediate environment of potential present an obvious starting place in identifying mentor teachers. There is no fixed rule about which traits or circumstances are most critical in a given mentoring situation (Gray and Gray, 1985). Freedman (1993) reports that the most frequently mentioned characteristic of effective mentors is a willingness to nurture another person. Therefore, individuals recruited as mentors should be people-oriented, open-minded, flexible, empathetic, and collaborative. Mentors should be enrolled in an ongoing mentoring training program. Training in communication and active listening techniques, relationship skills, effective teaching, models of supervision and coaching, conflict resolution, and problem solving are often included in training opportunities for mentors (Head, Reiman and Thies-Sprinthall, 1992).

The teacher evaluation systems need to be considered not only in terms of evaluation instruments or procedures, but also in terms of the policy systems in which they operate and the school-based conditions that are needed to stimulate continuous learning and improvement. These conditions include: a) teacher participation in developing the system and supporting the ongoing decision-making processes; b) recognition and encouragement of collegial contributions to overall school, success and clear criteria for accomplishment that all eligible teachers can achieve, rather than a quota system that pits teachers against each other.

JEL Classification Security System: N0, N1, N2, N3, O1, O2, O3.

General information and purpose of this research paper

Many initiatives to measure and improve teaching effectiveness have emerged as pressures for improved student achievement have intensified. Such initiatives will have the greatest payoff if they stimulate practices known to support student learning and are embedded in systems that also develop greater teaching competence. Such systems will be based on professional teaching standards and the teaching of well-defined curriculum content. *Source: (Thies-Sprinthall, 1992). Source: Sten 2018*



Source: (Thies-Sprinthall, 1992). Source: Sten 2018

The Role of Teacher Mentoring in Educational Reform

Mentoring is the process of serving as a mentor, someone who facilitates and assists another's development. The process includes modeling because the mentor must be able to model the messages and suggestions being taught to the beginning teacher (Gay, 1995). Also, as indicated, the mentor must be able to serve as a model of the teacher's role in education. The mentoring process includes coaching as an instructional technique used in endeavors such as sports or apprenticeship at the work place. In addition, it includes "cognitive coaching," a term gaining wider familiarity in education. Source: (Thies-Sprinthall, 1992). Source: Sten 2018

To be effective, the mentor must be able to demonstrate a range of cognitive coaching competencies, such as posing carefully constructed questions to stimulate reflection, paraphrasing, probing, using wait-time, and collecting and using data to improve teaching and learning. Mentoring, like coaching, is a collaborative process (Gay, 1995). However, as a function—a special duty required of a person—mentoring has considerably more dimensions than coaching or modeling. Therefore, it is more complex and demanding (Head, Reiman and Thies-Sprinthall, 1992). Source: Sten 2018

They will make intense use of coaching and offer extensive opportunities for teachers to help their colleagues and their schools improve. Policies that create increasingly valid measures of teaching effectiveness—and that create innovative systems for recognizing, developing and utilizing expert teachers—can ultimately help to create a more effective teaching profession.

Criteria for an Effective Teacher Evaluation System

H1. Evaluations should include multi-faceted evidence of teacher practice, student learning, and professional contributions that are considered in an integrated fashion, in relation to one another and to the teaching context. Any assessments used to make judgments about students' progress should be appropriate for the specific curriculum and students the teacher teaches.

Evaluators should be knowledgeable about instruction and well trained in the evaluation system, including the process of how to give productive feedback and how to support ongoing learning for teachers.

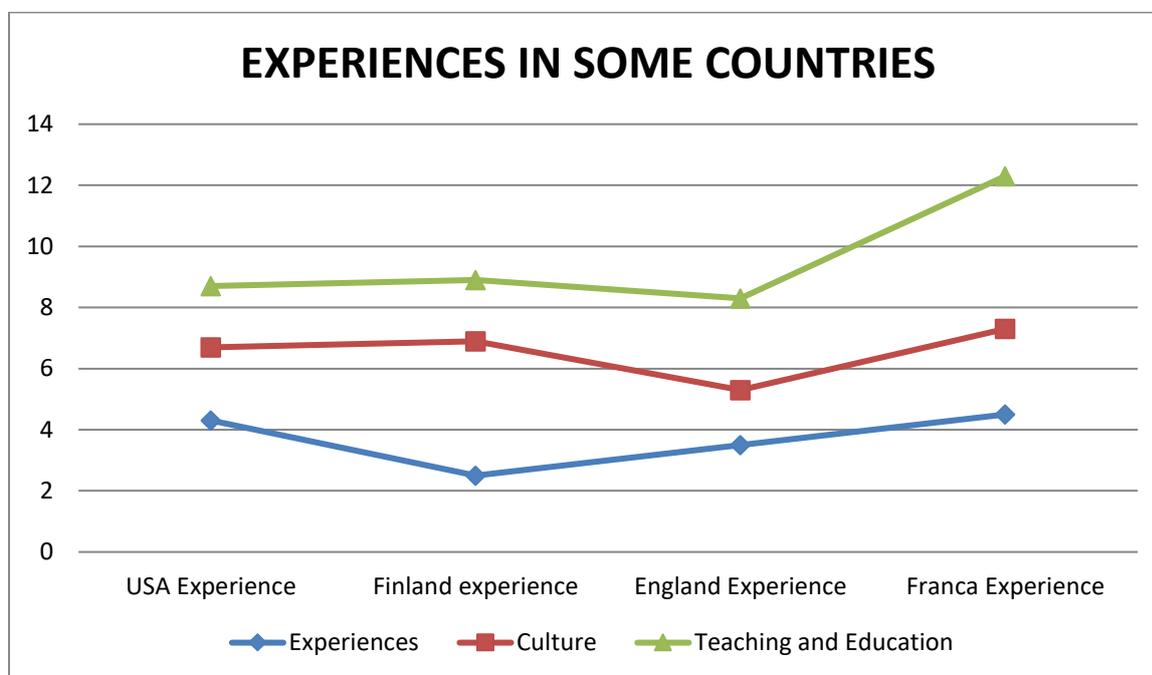
Introduction

Teacher evaluation processes concentrate on the core activity of teaching, typically covering areas such as planning and preparation, the classroom environment and instruction itself. But they also cover the remaining responsibilities of teachers such as their contribution to school development, links to the surrounding community and professional development activities.

These factors influence the design of approaches to teacher evaluation in terms of the needs for new policy initiatives, the factors that constrain policy opportunities, and the factors that influence policy implementation, impact and costs.

This has been the primary strategy for improvement in Finland, for example, where ongoing evaluation and inquiry into practice are stimulated within and across classrooms, across schools partnered within regions, and within the system as a whole.

Also key to developing such a system is the creation of networks that allow teachers, leaders, schools, and districts to learn from one another. Schools were also given a practitioner-generated list of strategies that had produced improvements in other schools.



Source: Reiman and Thies-Sprinthall (1992)

Hypothesis

Mentoring for Human Development Staff development is crucial in creating successful mentoring relationships, and plays a pivotal role in mentoring programs (Janas, 1996). Although mentoring has served as a developer of human potential since Odysseus entrusted the education and care of his son to his friend Mentor more than 3,000 years ago, much of what is called mentoring is not real mentoring (Little, 1990).

Mentoring extends beyond induction and guidance. In order to unleash the power of mentoring as a means of professional development, educators must understand the complexity of mentoring and implement the process with due attention to this complexity. Head, Reiman and Thies-Sprinthall (1992) believe that mentoring "can make a difference for teachers, but it needs to be real mentoring complete with its complexity in process and function. Source: Reiman and Thies-Sprinthall (1992)

These high-quality opportunities are typically focused on the:

1. Learning and teaching of specific curriculum content,
2. Organized around real problems of practice,
3. Connected to teachers' work with children,
4. Linked to analysis of teaching and student learning,
5. Intensive, sustained, and continuous over time,
6. Supported by coaching, modeling,
7. Observation, and feedback,
8. Connected to teachers' collaborative work in professional learning communities, •
9. Integrated into school and classroom planning around curriculum, instruction, and assessment.

They may include collective opportunities to analyze observations or videos of teaching and/or samples of student work, study groups, action research projects, peer observations, and collaborative planning and evaluation in grade-level or departmental teams.

Source: (Missouri, New Mexico, New York, Ohio and Washington).

Professional learning opportunities and skills

- Career and reward/incentive structures for teachers and school leaders
- Teacher education and certification policies
- Roles and views of stakeholder groups
- Examples of school-level factors are: Socio-economic context of schools Management, leadership and distribution of responsibilities within school Professional activities of teachers and other school personnel
- Teaching and learning arrangements
- Community and family involvement
 - Learning conditions, support structures
 - In this paper will further analyze the five main areas of the conceptual framework.

These are central in the development of a comprehensive teacher evaluation model:

1. Implementation
2. The best systems create time for teachers to work and learn together during the school day, as is common in high-achieving nations in Europe and Asia, where teachers typically have 15-25 hours a week to plan and work together.

The purpose of this study

Mentoring remains a viable policy option in education. However, for purposeful mentoring to occur, a prerequisite is the acceptance of its complexity in carrying out the mentoring function. This implies careful planning. Teachers are valuable resources in education, and high-quality performance in teaching is an essential ingredient of educational improvement or reform. To assist beginning teachers, it is necessary to support their performance in the classroom from the very beginning of their teaching careers. Support in the form of well-designed mentoring programs can be pivotal in inducting new teachers into the profession and keeping them in education.

The stakes are high. Quality teaching is essential if the mission of education is to be fulfilled. Mentoring can play a critical role in continually improving the professional knowledge and skills that teachers need to instruct and prepare students for the next century. However, to be effective, mentoring programs must be developed that take into account the complexity, process and function of the programs.

Conclusions and Recommendations

Finally, a comprehensive system should address a variety of purposes: licensing, hiring, and granting tenure; support for supervision and professional learning; identification of teachers who need additional assistance and—in some cases—a change of career; and recognition of expert teachers who can contribute to the learning of their peers, both informally and as mentors, coaches, and teacher leaders. Some policymakers are also interested in tying compensation to judgments about teacher effectiveness, either by differentiating wages or by linking such

Other students who are mobile may have spent only a short time in a given teacher's classroom. Both of these are sources of considerable error. Year-to-year instability in teacher rankings is also very high.

Many experts suggest that there should be at least 50 students (who have been with the teacher for a large majority of the year in each case) and at least 3 years of data to use in estimating a value-added score. Even with these considerations, it is important to recognize that multiple years of data may mask the year-to-year instability of scores, but do not eliminate the causes of such instability, which may often include the composition of classes that teachers teach.

References

- Ganser, Tom (1996). Preparing Mentors of Beginning Teachers: An Overview for Staff Developers. *Journal of Staff Development*, v17 n4, 8-11.
- Gay, Geneva (November 1995). Modeling and mentoring in urban education. *Education and Urban Society*, v28 n1, 103-118.
- Gray, W. and Gray, M. (1985). Synthesis of research mentoring beginning teachers. *Educational Leadership*, v43, 37-43
Elementary School Journal, 94(4), 421-439. 9
- Sato, M., Wei, R. C., & Darling-Hammond, L. (2008). Improving teachers' assessment practices through professional development: The case of National Board Certification. *American Educational Research Journal*, 45, 669-700; Tracz, S.M., Sienty, S. & Mata, S. (1994, February). The self-reflection of teachers compiling portfolios for National Certification: Work in progress. Paper presented at the Annual Meeting of the American Association of Colleges for Teacher Education, Chicago, IL; Tracz, S. M., Sienty, S., Todorov, K., Snyder, J., Takashima, B., Pensabene, R., Olsen, B., Pauls, L., Accomplished California Teachers. (2010). A quality teacher in every classroom: Creating a teacher evaluation system that works for California. Stanford, CA: National Board Resource Center, Stanford University. 2 For a summary of studies, see Darling-Hammond, L., & Bransford, J. (2005). Teacher preparation research: Current knowledge, gaps, and recommendations. Seattle: Center for the Study of Teaching and Policy, University of Washington. 3 Clotfelter, C., Ladd, H., and Vigdor, J. (2007). How and why do teacher credentials matter for student achievement? (NBER Working Paper 12828). Cambridge, MA: National Bureau of Economic Research; Goldhaber, D., & Brewer, D. (2000). Does teacher certification matter? High school teacher certification status and student achievement. *Educational evaluation and policy analysis*, 22(2), 129-145. 4 This process is documented in the film, *The Mitchell 20*, Randy Murray (Executive Producer) and Andrew James Benson (Producer). United States: Randy Murray Productions. <http://www.mitchell20.com/> 11 Berry, B. (2009). Keeping the promise: Recruiting, retaining, and growing effective teachers for highneeds schools. Raleigh, NC: Center for Teaching Quality. Dean, S. & Darling-Hammond, L. (forthcoming). Using National Board Certification to Improve Schools. Stanford, CA: National Board Resource Center and the Stanford Center for Opportunity Policy in Education. Skinner, K. J. (2010). *Reinventing evaluation: Connecting professional practice with student learning*. Boston, MA: Massachusetts Teachers Association. Cambridge, MA: National Bureau of Economic Research; Martins, P. (2009). Individual teacher incentives, student achievement and grade inflation (Discussion Paper No. 4051).

London, UK: Queen Mary, University of London, CEG-IST and IZA; Springer, M. G., Ballou, D., Hamilton, L., Le, V., Lockwood, J. R., McCaffrey, D. F., Pepper, M., and Stecher, B. M. (2010).

Teacher pay for performance: Experimental evidence from the Project on Incentives in Teaching. Nashville, TN: National Center on Performance Incentives, Vanderbilt University

National Association of State Boards of Education (NASBE) Study Group on Teacher Preparation, Retention, Evaluation, and Compensation (2011).

Gearing Up: Creating a Systemic Approach to Teacher Effectiveness. Arlington,

VA; Author. 5 Newton, S. P. (2010). Predictive validity of the performance assessment for California teachers. Stanford, CA: Stanford Center for Opportunity Policy in Education. Retrieved from <http://scale.stanford.edu/>;

THE CONTRIBUTION OF QUALITY EARLY CHILDHOOD EDUCATION AND ITS IMPACTS ON THE BEGINNING OF FUNDAMENTAL EDUCATION

Lindita Lili Sollaku (Dervishi)

“Department of Teaching and Education, Albania

Teacher and Educational Expert of Albanian Language, Albania

ABSTRACT

After Communism ended in Albania, old propaganda was removed from all the schools. In the transition to democracy radical changes have been made in education. More interest has been shifted to mathematics, sciences and the humanities. For the first time there is discussion of civil society, human rights, citizenship and laws, etc. Some schools have begun to use computers, whereas others do not have the material available for laboratory classes. Since 1991, the universities have seemed to obtain more academic freedom opening new faculties and renewing the content and structures of the courses. Source: Collin 2011

Generally speaking, more schooling means higher lifetime incomes. These outcomes emerge over the long term. It is not people's income while in school that is affected, nor their income in their first job, but their income over the course of their working life. Thus, any noticeable effects of the current quality of schooling on the distribution of skills and income will become apparent some years in the future, when those now in school become a significant part of the labor force. Source: Adlenn2001 The opportunity to attend quality Educational reform is a right of the child and represents a benefit that cannot be measured only in terms of future results, but mainly from the experiences that it affords the child at that stage of his/her life. From the point of view of public policies, especially in a country like Albania, in which the education indexes reveal the persistence of important deficits in the basic schooling of the population, the debate about the impact of Educational reform, on further schooling gains meaning, and comprises a range of issues that deserve to be better understood within the Albania context.

The specialized literature records a large body of studies that have attempted to assess the impact on the continuity of schooling. The major part of it tried to measure the results of attending pre-school education programs, and a smaller share also included the daycare centers in their evaluations. Source: Albanian Report 2015

This technical note outlines the rationale, methodology for preparation and suggested content of a proposed handbook on education indicator calculation and use by state and national level institutions, to planning and monitoring of progress towards achievement of Educational goals.

This note is developed in response to the growing recognition of inconsistencies in the definitions of many education system key performance indicators, and in response to the need for strengthened monitoring mechanisms for centrally funded schemes. It is proposed that the government establish a technical committee to consider the content of this note and carry forward the necessary work to drafting the guidebook.

Key words: *Performance indicators, Monitoring mechanisms, Educators and subject-area specialists, public-commentary periods, development, reforms.*

JEL Classification System: SI, S2, S3, N0, N1, N2, N3, O1, O2, O3

GENERAL INFORMATION AND PURPOSE OF THIS PAPER RESEARCH:

Introduction of paper research: This type of education is merely offered at pre-university education level. According to the Law on pre-university education in home conditions (home education) shall be provided in exceptional cases including blood feud, illnesses or other circumstances that obstacle, the children from attending school. Home education can be provided for the entire forms of initial education or for some of them. Schools nonetheless have a special place, not only because education and 'skill creation' are among their prime explicit objectives, but also because they are the factor most directly affected by public policies. It is well established that the distribution of personal incomes in society is strongly related to the amount of education people have had.

Teachers educating the pupils for the first class of basic schools shall in principle complete higher education first cycle programmers. Furthermore, given that teaching is a regulated profession they have to pass the state exams in order to be entitled to exercise their professions. This type of teachers is also engaged in home educations.

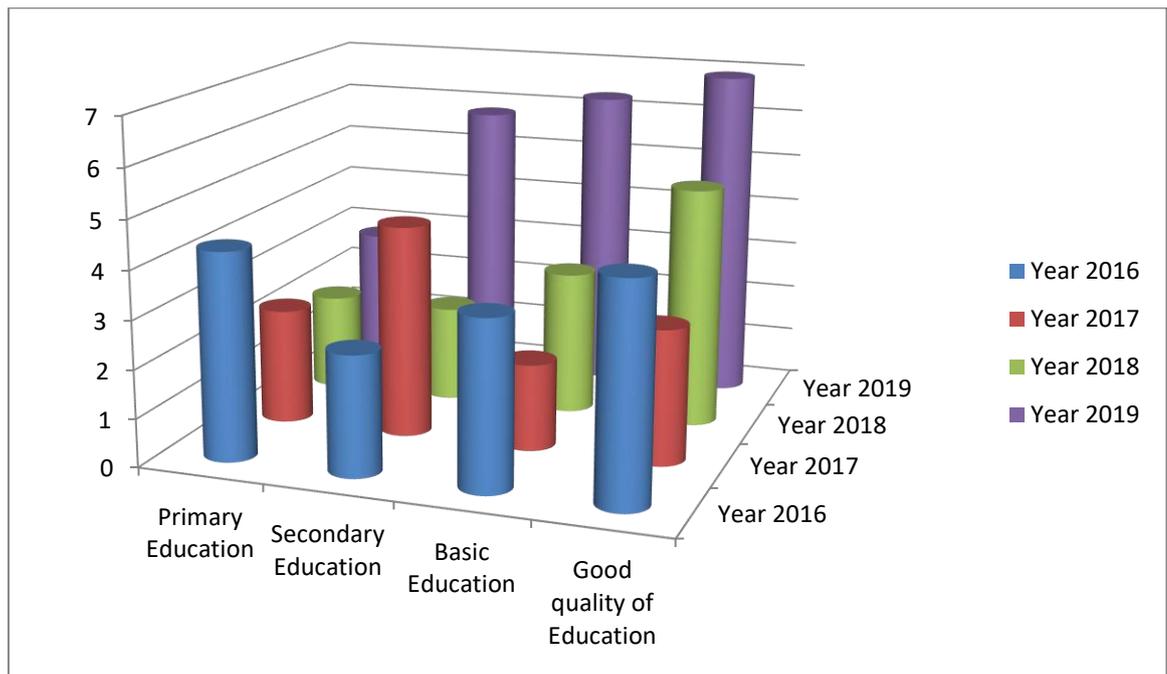
Students taking compulsory education at home undergo the same exams as students in primary education and follow similar assessment forms. In order to complete nine years obligatory education, they should complete the respective final exams. Part of the returns to school quality comes through continuation in school.

Obviously, students who do better in school, as evidenced by either examination grades or scores on standardized achievement tests, tend to go further in school or university. By the same token, the net costs of improvements in school quality, if reflected in increased attainment by learners, are less than they appear – perhaps substantially so – because of the resulting reductions in rates of repetition and dropout. Thus, higher student achievement keeps students in school longer, which leads, among other things, to higher completion rates at all levels of schooling. Accordingly, in countries where schools are dysfunctional and grade repetition is high, some improvements in quality may be largely self-financing; by reducing the average time completers spend in school. *Source: ANEL Report 2016*

Comparisons across states provide policymakers with the opportunity to compare different aspects of a country's education system and identify potential strategies to enhance system efficiency and eventually improve systems outputs and student achievement in Vlora region. Standardized in Vlora, region indicators across states can provide some of the information needed to allow states that are struggling in certain key aspects to learn from other states that may have established stronger systems for dealing with such issues.

Within the Framework of Action, the six goals are:

- a) Expanding and improving comprehensive early childhood care and education, especially for the most vulnerable and disadvantaged children.
- b) Ensuring that by 2015 all children, particularly girls, children in difficult circumstances and those belonging to ethnic minorities, have access to and complete free and compulsory primary education of good quality.
- c) Ensuring that the learning needs of all young people and adults are met through equitable access to appropriate learning and life skills programs.
- d) Achieving a 50 per cent improvement in levels of adult literacy by 2015, especially for women, and equitable access to basic and continuing education for all adults
- e) Eliminating gender disparities in primary and secondary education by 2005, and achieving gender equality in education by 2015, with a focus on ensuring girls' full and equal access to and achievement in basic education of good quality.
- f) Improving all aspects of the quality of education and ensuring excellence of all so that recognized and measurable learning outcomes are achieved by all, especially in literacy, numeracy and essential life skills.

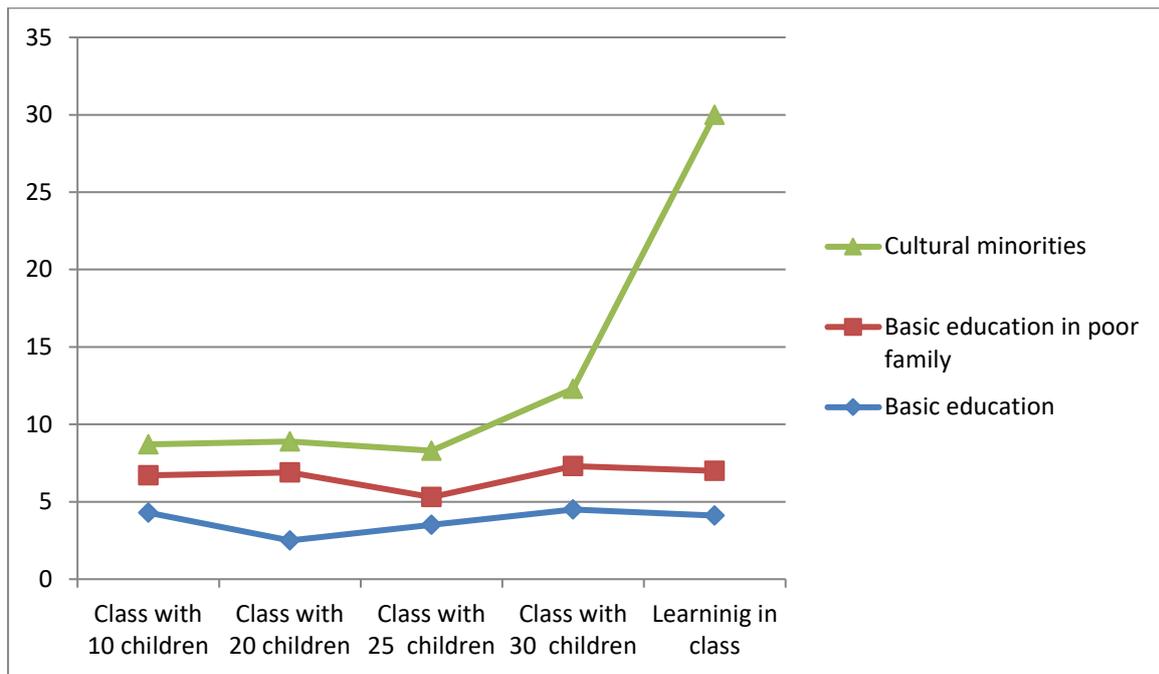


The impact of quality on behavioral change

It seems, then, that there is good evidence to suggest that the quality of education – as measured by test scores – has an influence upon the speed with which societies can become richer and the extent to which individuals can improve their own productivity and incomes. We also know that years of education and acquisition of cognitive skills – particularly the core skills of literacy and numeracy – have economic and social pay-offs as regards income enhancement, improved productivity in both rural non-farm and urban environments and strengthened efficacy of household behavior and family life (Jolliffe, 1998; Rosenzweig, 1995)

The six goals are about ensuring all persons have full access and opportunity to participate in basic education of good quality, so they can acquire the literacy and life skills they need for a decent living and learning throughout life. *Source: Ridving 2001*

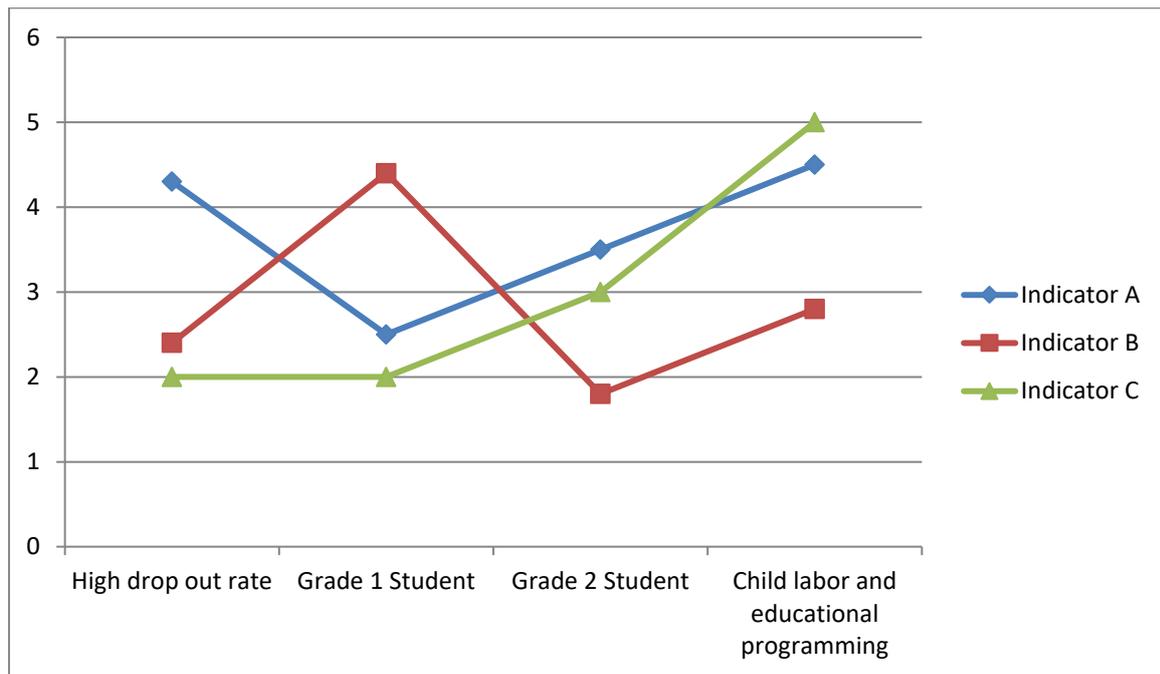
Difficulties in international comparison of education quality have hampered attempts to incorporate measures of the quality of schooling in empirical analyses. In recent years, however, the existence of international achievement tests, administered in a consistent way to a growing group of countries, has begun to make such comparison possible. *Source: Adelmarn 2009.*



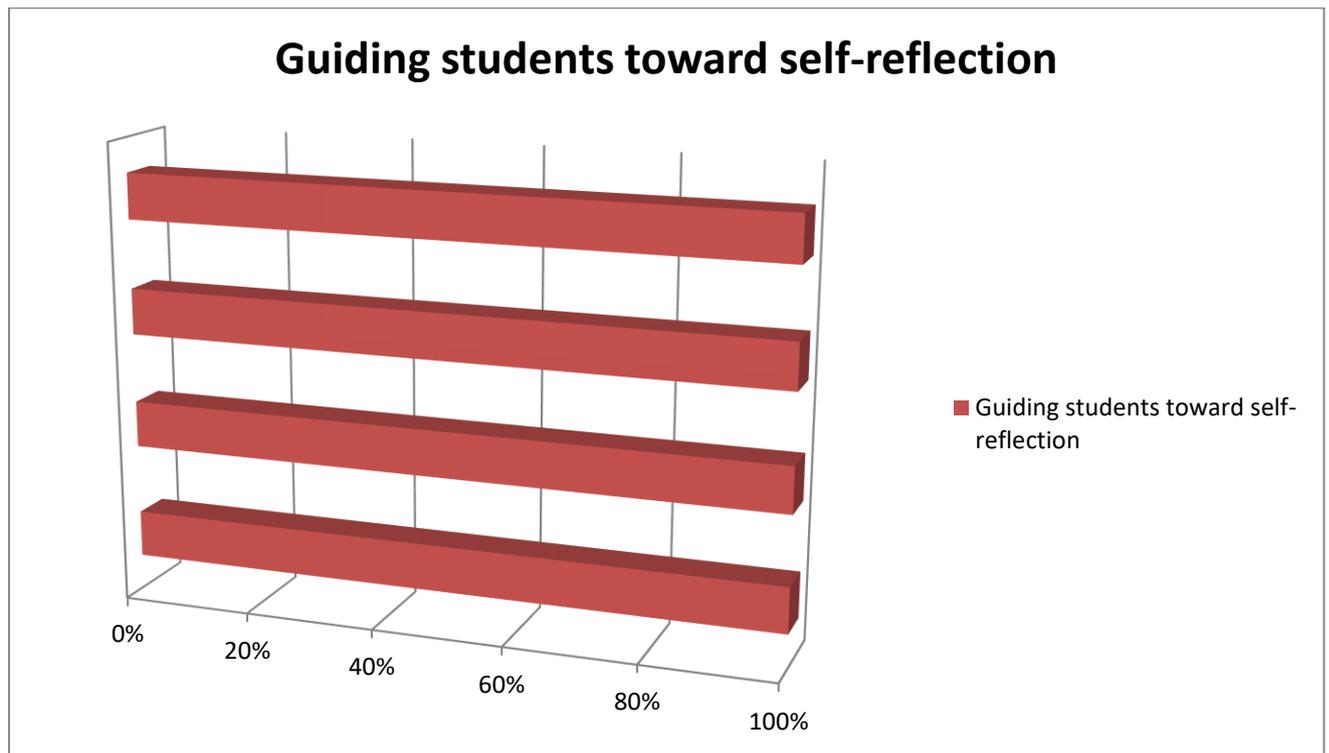
This graph show: Module A3, mainly covers those EFA indicators that are of particular relevance to school managers and education officers in districts and local areas, and indicators that can be used at provincial and central levels. The main purpose is to help all of them to effectively monitor EFA and manage education at all levels of the education administration, by making maximum use of the data and information available in the school records and school census questionnaire as described in Modules A1 and A2.

Such use will also contribute to informing key education stakeholders in the local areas and strengthening informed decision-making and accountability. An additional challenge is that you are required to generate data on certain age groups which, depending on your operation, can be difficult to obtain (i.e., 15-24 year olds).

The operational purpose of calculating the percentage of qualified or trained teachers is to assess the quality of education being provided to the students. Knowing the percentage of qualified teachers is particularly important in order to assess whether or not displaced children and adolescents are receiving quality education.



1. Education systems that are more effective in establishing cognitive skills to an advanced level and distributing them broadly through the population will bring stronger social and economic benefits than less effective systems.
2. This implies that the subject structure of the curriculum is important, in that school systems that do not impart literacy and numeracy would not be associated with these benefits – and those that do so more effectively (i.e., those that are of higher quality) are associated with larger benefits
3. Comparisons across countries and over time
4. Tests of cognitive achievement are incomplete proxies for the quality of education.
5. They tell nothing about values, capacities or other no cognitive skills that are important aims of education.
6. Moreover, if the extent of value added by schooling, even in the cognitive domain, is to be known, such tests need to be supplemented by measures of the background characteristics that learners bring to formal education.
7. The aforementioned studies differ in the extent to which their methodologies allow for these dimensions.
8. They also differ as to whether comparisons over time, and across countries, can be made.



This graph shows: The instrument employed in the research to measure the quality of pre-school classes is based on a curriculum proposal that values child initiative, offering a multiplicity of situations for experimenting, learning, and expression in Educational daily life, without neglecting the importance of the various types of knowledge in this stage of the development of the child.

1. A school that fails to offer conditions for make-believe games, for art and movement activities, for the development of curiosity and of the child's ability to explore – which includes working with several areas of knowledge, and does not associate caring to education, is not well evaluated in this observation scale.
2. Now, what the impact assessment revealed was that the type of curriculum guidance associated to better performance at an exam focused on the learning of reading and writing at the start of education is precisely the model valued in the assessment instrument adopted.

LITERATURE REVIEW AND HYPOTHESES

The solution of Educational reforms and Monitoring mechanisms

Inclusive education depends on the full and effective participation, attendance and achievement of all students, especially those who, for different reasons, are excluded or are at risk of being marginalized. Some studies have attempted to investigate the mediations existing in the relations between curriculum models and type of work developed by the teachers with their pupils, and the cognitive and socio-emotional development of the children in their subsequent school life.

1. UNICEF works closely with the Ministry of Education in Albania, civil society, local authorities and families to help improve access to and quality of education, making the system more equitable and effective.
2. By responding to the needs of low performers and profiling children who are at-risk of being left behind, we support the implementation of a mechanism for preventing school drop-outs. *Source: UNICEF/UN041351/G. Pirozzi*

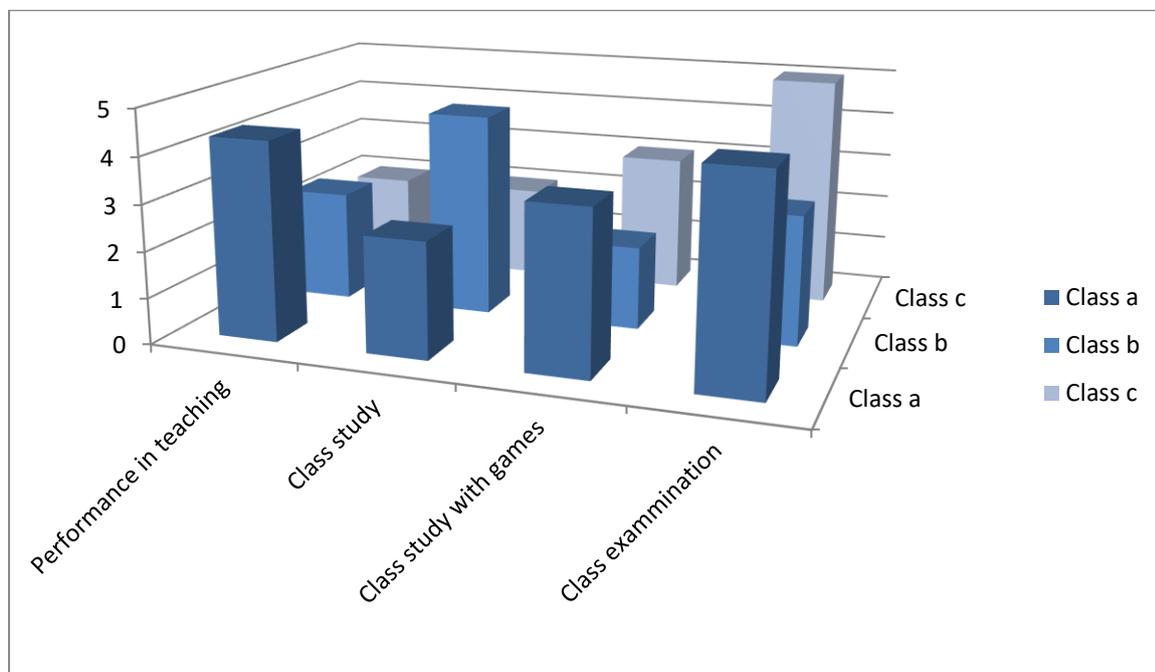
By bringing together different sectors — central and local government, civil society, etc., we play a convening role in building a robust system for identifying and integrating out-of-school children through education

management information system (EMIS) up gradation among other ways. We provide qualified technical expertise in finance, quality and equitable systems of education for a more effective education system.

HYPOTHESES AND THE AIM OF THIS PAPER RESEARCH

The operational purpose of calculating the percentage of female teachers is to assess gender equality among teachers. It is possible to compare learning achievement scores among the countries within each study, but not among the studies themselves. Some aspects of the school environments appear to have improved over the period. A significantly higher proportion of pupils in Albania and Kosovo had their own seats and a desk or table on which to write.

The age and experience of teachers were higher in Albania, and a greater proportion of them were female (not the case in the other countries). The percentages of pupils having their own textbooks (i.e., not having to share) were virtually unchanged, however, as were the schools' physical resources. Having a sufficient number of female teachers is essential in retaining female students and securing a safe learning environment. To calculate the percentage of female teachers you divide the numerator, the total number of female teachers by the denominator, the total number of teachers. This is partly because they examine different age or education groups: for example, focuses on 15-year-olds while the others concentrate on primary school pupils.



COMMUNICATION AND EDUCATION INDICATORS IN YOUR CLASS

- In addition to highlighting the issues around measurement of key education indicators for Education, the current note aims to: Consolidate all education indicators used by national and state governments as well as international agencies such as UNESCO; - identify gaps in measurement techniques.
- Applicability of indicators for planning purposes and proposes necessary changes- develop technical guidelines for a selection of indicators used at all school education levels.
- The drafting of an indicator handbook is extremely timely due to the various implications of operating using weak performance indicators.
- One of the key risks is the failure to correctly measure outcomes which in turn increases the risk of misinformed decision-making.
- It is hoped that the current note will feed into the development of a handbook that will in turn support planning and monitoring of school education.
- The teacher is prepared and knowledgeable of the content and effectively maintains students' on-task behavior;

CONCLUSIONS

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

Elementary education is compulsory from grades 1 to 9, but most students continue at least until a secondary education. Students must pass the graduation exams at the end of the 9th grade and also at the end of the 12th grade in order to continue their education.

The academic year is divided into two semesters. Based on an understanding of the particular challenges and needs in measuring progress towards education goals, a brief review of Albania related indicators is carried out (see table below) prior to the development of the technical guideline for their measurement.

The scope of this review is limited to assessing the relevance of selected indicators for planning purposes and to identifying issues with associated measurement techniques currently used. In the absence of any established national measurement guidelines, the review assumes that definitions used by national institutions are those currently used by planners at the national and state levels. Principals of high-achieving schools communicate to all stakeholders that learning is the school's most important mission (Cotton, 2003; Marzano et al., 2005) The selection of indicators for the current technical note, from this extensive list of indicators, was based on their relevance for planning purposes. 10. In all, three levels of indicators are defined which broadly correspond to the results chain:

- a) Key performance indicators, which correspond to the goals and objectives of support programmer for the state governments. These indicators are further categorized into four groups: access, equity, efficiency and learning
- b) Quality indicators, which correspond to service delivery outputs – and are derived from results framework documents and state annual work plans but are also related to the school effectiveness model
- c) Systems indicators, which are limited to public financial management and policy and strategy.
- d) The basic idea is to make sure that students are learning age-appropriate material (knowledge and skills that are neither too advanced nor too rudimentary), and that teachers are sequencing learning effectively or avoiding the inadvertent repetition of material that was taught in earlier grades. For a more detailed discussion, see learning progression.

REFERENCES

- BARNETT, W. S (n.d). Long-term effects on cognitive development and school success.
- BOOCOK, S. S. (n.d). Early care and education for children in poverty. Program and long-term results. Nova Iorque: State University of New York Press, 1998, p. 11-44.
- BOOCOCK, S. S.; LARNER, M. (n.d). Long term outcomes in other nations. In: BARNETT, W. S.
- CLARK, M. M. (1988). Children under five: Education research and evidence. Londres: Gordon and Breach Science Publishers.
- Harris (2007). Schools need principals who strive to ensure the quality of instruction in their schools.
- Leithwood, Riehl (2003). Principals of high-achieving schools expect teachers and students to meet the schools' goals.
- Cotton (2003). Principals of high-achieving schools are confident that their schools can meet their goals.
- Shen & Hsieh (1999). Principals who focus on school improvement have more effective schools.
- Cotton (2003). Principals of high-achieving schools communicate to all stakeholders that learning is the school's most important mission.
- Emmett, Boris, and Jeuck, John C. (1950). *Catalogues and Counters; A History of Sears, Roebuck & Co.* Chicago: University of Chicago.
- Predictive validity of the performance assessment for California teachers. Stanford, CA: Stanford Center for Opportunity Policy in Education. Retrieved from <http://scale.stanford.edu/>;
- Wilson. M., & Hallum, P. J. (2006). Using student achievement test scores as evidence of external validity for indicators of teacher quality:
- Connecticut's Beginning Educator Support and Training program. Berkeley, CA: University of California at Berkeley