

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

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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: Adlenn2001The 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.

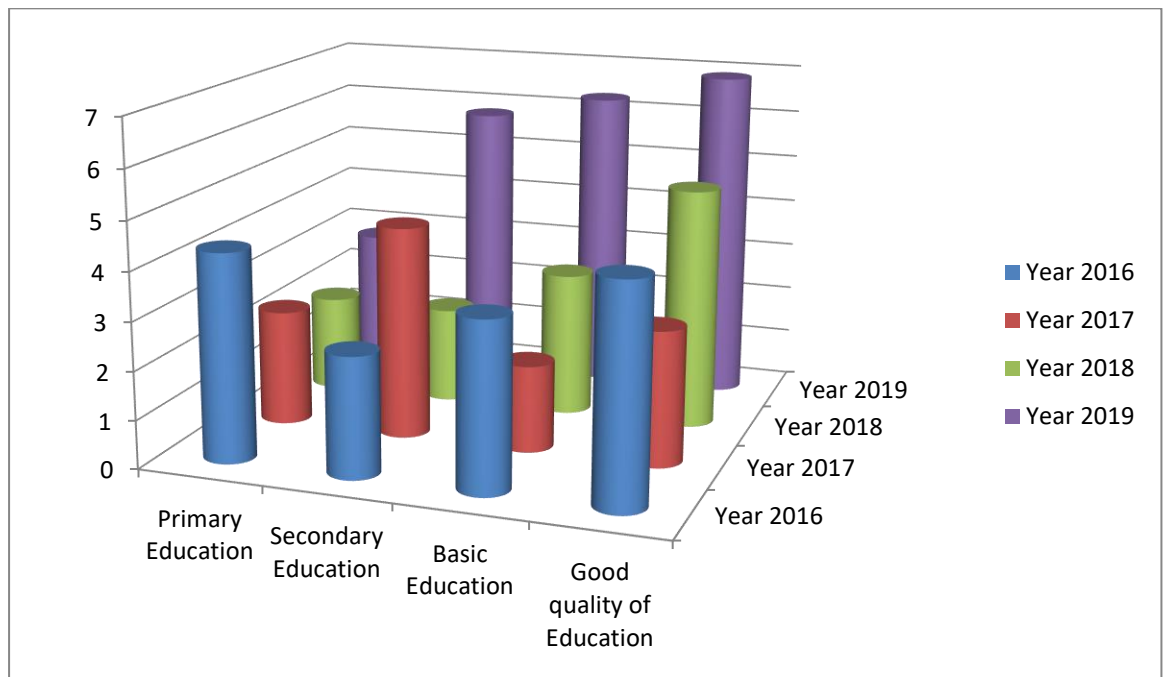
Students taking compulsory education at home undergo the same exams as students in primary education and follow similar assessment forms. In order to complete nine years obligatory education, they should complete the respective final exams. Part of the returns to school quality comes through continuation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

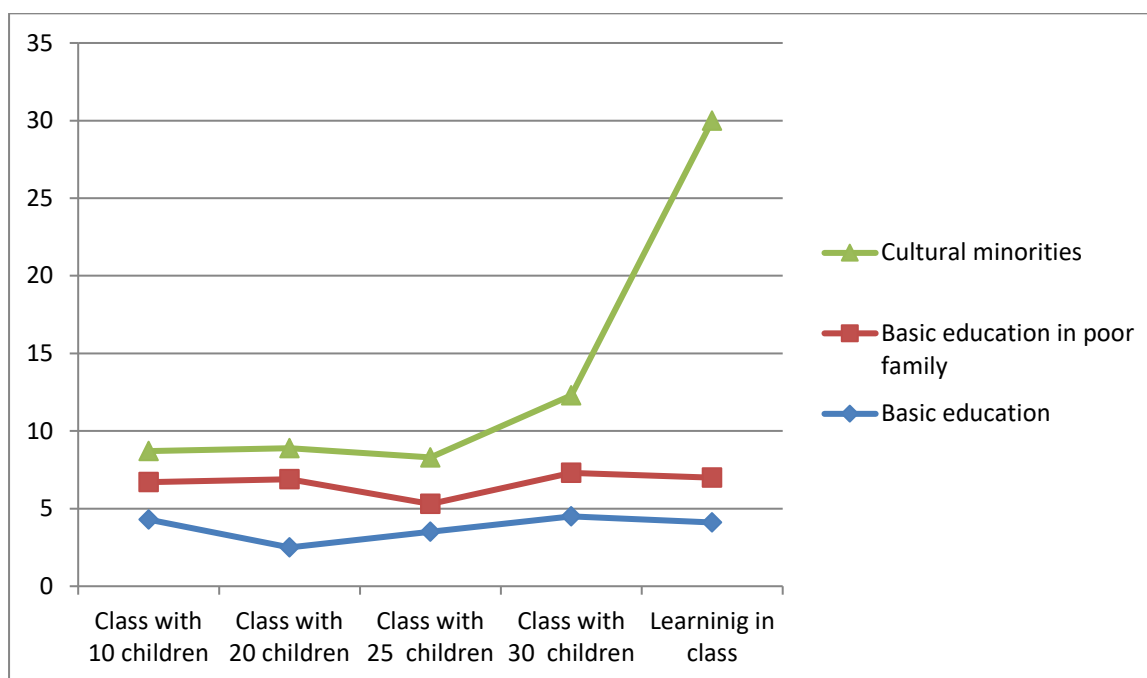


The impact of quality on behavioral change

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*

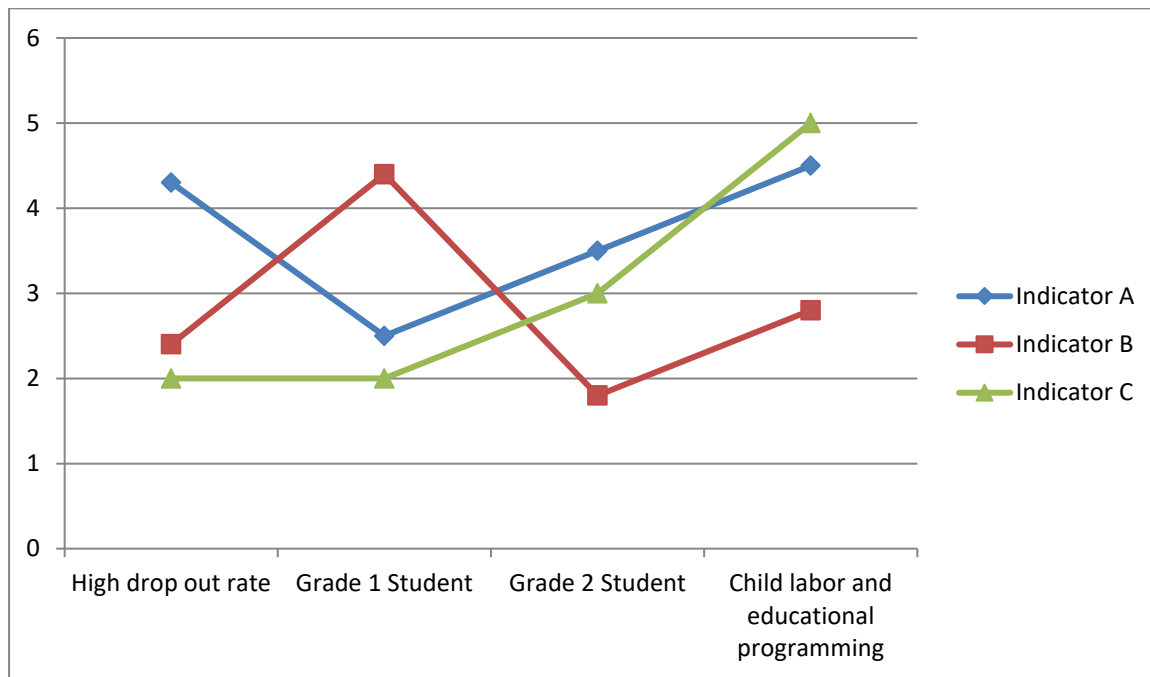
Difficulties in international comparison of education quality have hampered attempts to incorporate measures of the quality of schooling in empirical analyses. In recent years, however, the existence of international achievement tests, administered in a consistent way to a growing group of countries,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



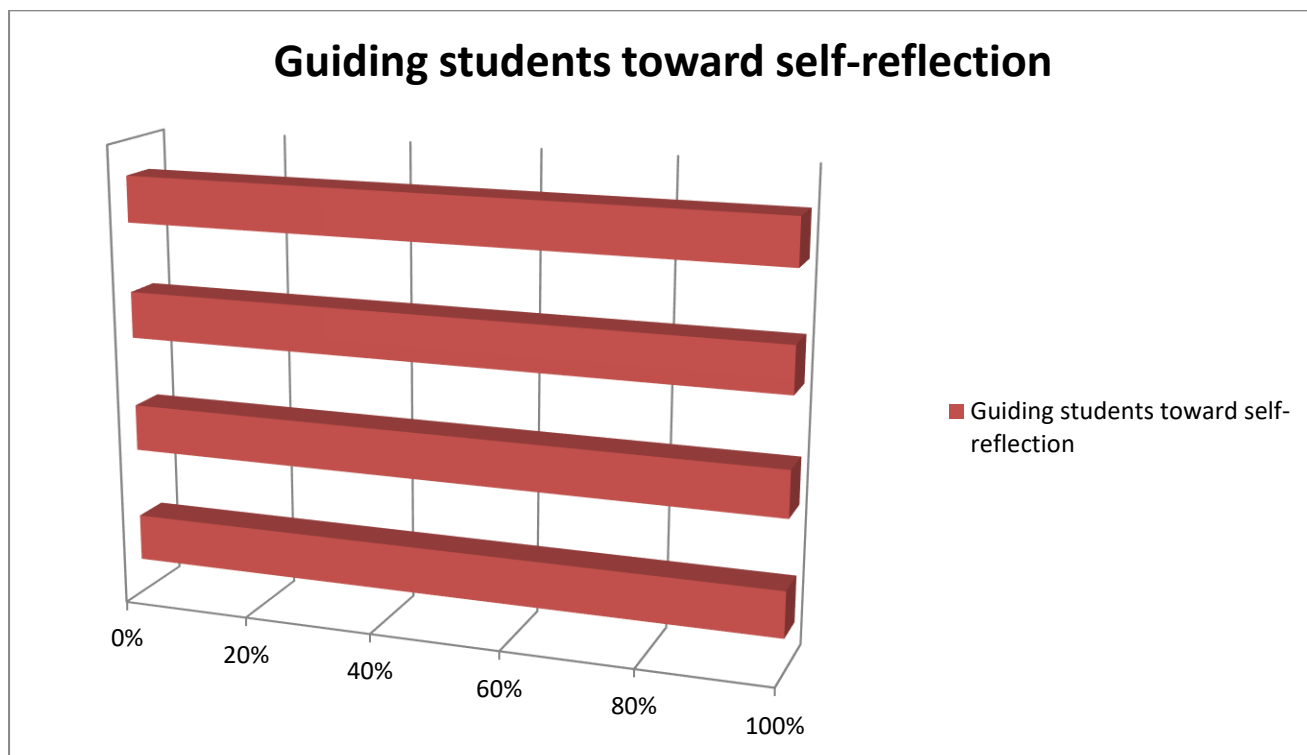
This graph show: Module A3, mainly covers those EFA indicators that are of particular relevance to school managers and education officers in districts and local areas, and indicators that can be used at provincial and central levels. The main purpose is to help all of them to effectively monitor EFA 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*

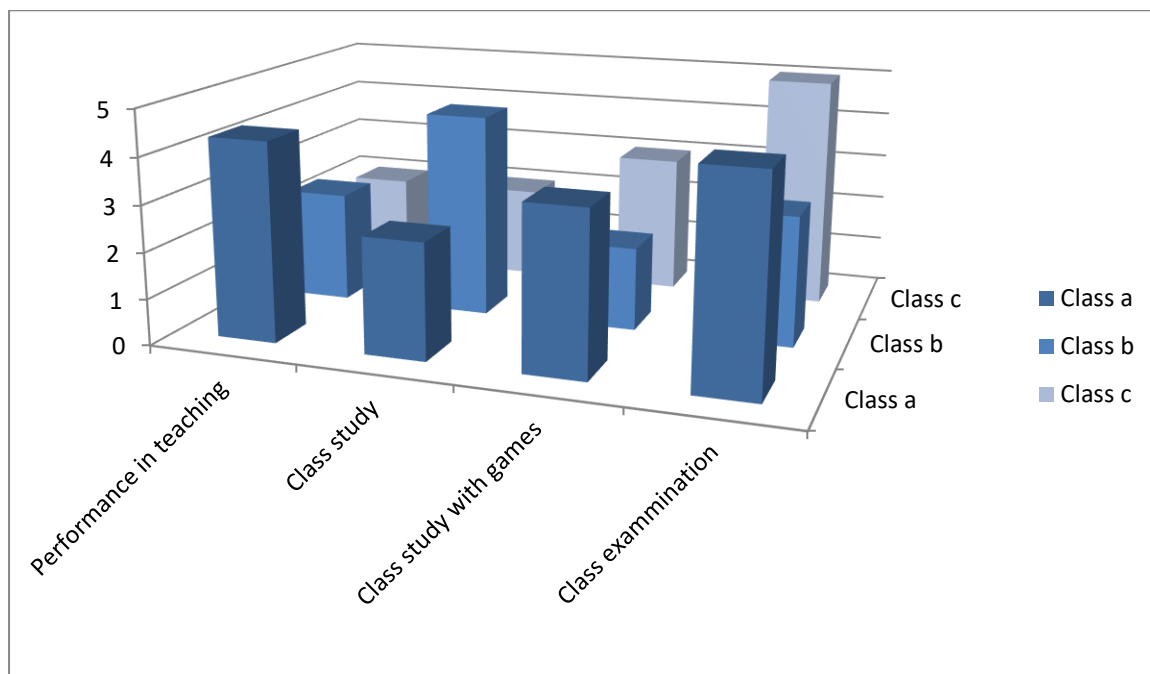
By bringing together different sectors — central and local government, civil society, etc., we play a convening role in building a robust system for identifying and integrating out-of-school children through education

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.

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