
Albanian Universities mission on “the system” of long-life education

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Abstract

The article focuses on long life education and on the role of universities along this process in the conditions of Albania. Contemporary society is especially characterized by the terms such as: change, uncertainty, knowledge, information, globalization, etc. We are also touched by these terms in the educational system; we have to be aware of the fact that the education itself ages faster and faster. The sense should be so as the educated person could be employed without any problem, so as his/her competence would comply with topical needs of labors market. Nevertheless, this task is not easy, and I think that learning is becoming a long-life task. If universities want to comply with their mission - to prepare people for their lives, – they have to not only develop their field in such a way so as it corresponds with the requirements of contemporary world, but also they must expand their care from students to the sphere of graduates as well. The early 21-th century looks as troubling time for universities because the demands of society on one side and the rise of new learning technologies on the other side, which are developing rapidly. Human nature and the imperatives of “the learning society” imply the survival of university, along with its frustrating capacity to absorb threats and to adapt to change and not “throw out the cathedral with the ivory tower”.

Key words: long-life education, role of university, continuing education, etc.

Introduction

The term “Long-Life Education” usually implies a kind of system which gives a person the opportunity for individual development in the highest levels of his potential. Such a system does include all the educational opportunities accomplished by the individual during his whole lifetime in close connection to his interests, duties and necessities.

In the Education Memorandum, during the entire existence of the European Union (2000) ¹ there are to be highlighted two important and equivalent aims which are: the promotion of active citizenship and employment. “The European Union shall set an example to the world by showing that it is quite possible the dynamic economic achievement and at the same time the strengthening of the social cohesion. Learning throughout the entire lifetime and especially the complimentary education is a very effective action line as for the development of citizenship, social cohesion and employment.”

This idea is widely supported in the Mutual Declaration of the European Ministers of Education compiled in Bologna on June 19th, 1999: “The space of European High Education” which highlights that “The Europe of Lore is presently known as an irreplaceable factor for the social-human development and as a complimentary part for the consolidation and enrichment of the European citizenship, capable of furnishing its citizens with the necessary competences in facing the new millennium challenges and making them aware towards the mutual values and their belonging in the mutual social-cultural space.”

During the phase of this study’s conceptualization there were therefore determined a group of issues in respect of the role of the Albanian university and its preparedness in front of this challenge, the continuous education or tertiary as a part of the paradigm: long-life education.

¹ Dimensions of Adult Learning, fq.154 -155

- Is it necessary the “long-life education” in Albania?
- Can the universities and high schools play a primary role during this process in Albania?
- Can there be difficulties in the implementation of “continuous education” in the Albanian reality?

This issue requires the analyses of the affluent refractory factors which make the process, thus, difficult. We point here to the psychological, traditional, academic, administrative, legal, factors, etc.

- The last group of issues has to do with the categories of “continuous education” and the most suitable structural forms for its accomplishment.

A structural questionnaire which aimed at the evidence of the perceptions and mentalities of the university academic staff, made possible the selection of the sample. In our case the population included in the study constituted the strata of teaching staff at the universities the number of which was at an approximate nearly 2000 subjects. At the mere framework of our study, this stratum is considered as homogeneous despite of the age differences, gender, academic qualifications, experience, role in leadership, and so forth. The conception of this terrain poll took under close consideration the procurement of an information (mainly quantitative), defined and structured in accordance to the degrees of the ordinal, interval and Likert measurement, degrees which thus make possible a statistical analyses of data

For this reason, we thought to make up a simple occasional sample numbering 100 subjects (professors) dispersed in nearly all the Public Universities in Albania.

In the same occasional way it was defined the following diffusion:

Korca University	25 subjects,	
Gjirokastra University	25 subjects,	
Elbasani University	20 subjects,	
Shkodra University	15 subjects,	
Tirana University (Faculty of Economy and Faculty of Nature Sciences)		15 subjects.

This poll was performed during the months of December 2007 – January 2008.

The necessity of long-life education in Albania

Our European identity is not only geographical, but our mutual attempts and interests in the achievement and preservation of standards and peculiarities of this continent in its culture and development are very sensitive in the last decades

A great deal of authors and researchers do think that long-life education is a system which shall co-travel parallel to the global developments of the society.

Its necessity as an evidence of these global developments is assessed as a manner of making much stronger the individuals and the sole society in the forthcoming challenges which are uncertain due to the vigor of technological changes.

Positively, our country derives from a major political and social change and it is actually still to be found on the long way of great reforms in the economy sectors. The transition and the drastic changes unliked by the Albanians, the centralized economy towards a trade economy did therefore bring tumults in the labor market.

A lot of graduates in the state administrative sectors converted to unemployed persons because their diploma and education no longer provided them with a new labor place. This category pertains today to the middle age which after a decade and a half is still to be found work-active and able to participate in an active way into the social activities. The ascertainment of the situation still is not replaced by training and problem resolution. During the first years of the big changes the state institutions could not orientate these individuals toward the proper labor market because the market was in constant motion and chaos. Even today, there exist no orientated policies from the responsible sectors and institutions as for the education and steering of the population towards the labor market. There are no policies tending to solve this problem, giving opportunities and spaces for re-education, training and qualification in order for the people to be able to possess abilities and facilities in facing the change and their economic and financial uncertainties.

If we get to refer to the education system, it is to be found in a continuous reformation and this requires novel competences and abilities from its teachers, leaders and managers.

“Unlike a lot of countries of the EC, where the teachers of the elementary education teach all of the subjects and the ones of the high education teach more than one teaching subject, the teachers in Albania are trained to be orientated more towards the process and less towards the subject rationalization. Taking into consideration that one of the objectives of the reform is the development of the capacity and of the education system and the attempt to bring it near to the one of the EC countries, teaching in Albania shall be considered as a public service. The effectiveness and efficiency may outgrow even through the input of the interdisciplinary competences for the teachers of the elementary education and the input up to two teaching disciplines for the high school teachers.”¹

These required capabilities and competences will be possessed by the teachers in offering them the opportunities of knowledge reconfirmation or of the intake of new knowhow by means of complementary education.

Within the context, if we are to refer to the nowadays working market and the requirement that it generates, seemingly, for the age group that we are taking under consideration (middle age), there exist no priorities for employment. This happens mainly for lack of abilities especially in technology but even due to the preference of the employers towards young group-ages, which, thus, requires a long-term investment.

A question might be: Shall we invest in this group-age taking into consideration such a risk? I think that the government and the responsible institutions shall consider the long-life education as a new education system. The start of this new system shall begin as soon as possible. The service shall be offered to this category so that for the forthcoming generations this long-life learning is going to be not only present but also natural and vital.

Chris Duke claims that: “Our global cultures have had a transformation ... this transformation is our vigorous race by means of informing revolution, towards a society which is based on knowhow and lore.”² So, the technological changes and notably the electronic innovations which do therefore progress with unforeseen pace, are the ones which require a continuous acquisition and adoption process from the side of the individuals. This factor shall be evaluated too, when the digital informing, the electronic knowhow and its utilization in Albania have quite visible deficiencies. The mobility of the individuals in other countries of the region requires that they possess abilities, capabilities and skills related to the technology and its utilization.

Another factor is even the preoccupation and requirement of the bodies of the European Union and Albanian Government.

The Process of Bologna, in all of its documents brings under attention the concept “Europe of Lore” in engaging all of the education governments and institutions in the accomplishment of this competitive idea, by means of finding novel paths and innovations.

The following quote is detached from the Declaration of Sorbonne dating on May 25th 1998: “We are moving towards a period of big changes in the education and work condition campus with a multitude of courses for professional carriers, where the continuous education and qualification comprises a clear obligation”.

In the report of the Conference of the Responsible Ministers for the High Education, Berlin 2003, it is therefore accentuated: “There shall be estimated the important contribution of the high education in converting the long-life education into a reality”.

The Albanian Ministry of Education, in the Law for the High Education and in the Master-Plan Project for the High Education, assesses the continuous education as a challenge in front of the High Education institutions and as an influencing factor towards the regional integration.

“Albania is in need of a well-educated population for a more capable working force, aiming at the construction of a future society based on knowledge. For these reasons, the government has decided that education will be the chief priority for the forthcoming decade.

The main objectives for the High Education are the following three:

Assisting the society’s development and raising the standards of democracy and civilization.

Assisting the country’s economic development in preparing a more qualified working force and in giving a helping hand to the regional development.

Accomplishing the young people’s aspirations for better opportunities for the ones that may profit from them.”³

¹ Strategjia Kombëtare e Zhvillimit të Arsimit Parauniversitar 2004-2015

² International Handbook of Lifelong Education, Volume II, p. 504 -505

³ Projekt-Mastër Plani për Arsimin e Lartë, Chapter: Objektivat për sistemin e arsimit të lartë

A very significant fact is the actual and on-going influence of the global economy. Operating and heading the local societies and communities in the course of the global economy poses a challenge towards the educational institutions. They own the right potential which may insure a quite equilibrated development of long-life learning as a system which may thus be influent to this globalization.

Another important factor which determines and conditions the continuous education of our society is the nature of knowhow which is on constant change and even the context of knowledge and education. The nature of knowledge, the research processes, the science utility and contribution are always under a continuous investigation.

Popper¹ in his theory on "the third world of knowledge", claims that "...knowledge and cognitions do not stand in the libraries and do not pertain only to the school institutions but they are to be found to the public places where the people develop and generate answers to the questions and thus, give solutions to the problematic situations." This character of knowledge according to Popper may appear in front of the individuals in the most possible optimal manner throughout the universities as mere specialized and flexible centers.

We do think that part from this analyses concerning the existing conditions of today's societies constitutes even the prolongation of the living years on one side and the growth of the age of population as a consequence of birth rate diminution. This apparent demographic change in our country clarifies the requirement and the opportunities of the third age for a continuous education as a consequence of their working capacity. This role is to be performed by the side of the university parallel to the education that it accomplishes for the young people.

Faure² argues that the only way people could safely face the change of time is their involvement in the activities of that process named "permanent education". Each citizen is converted into a permanent subject of learning and acquiring knowledge during his entire lifetime and this is very apparent and undeniable starting from the simple biological fact, we learn the same way as we breathe, continuously, during the entire life span without even thinking how are we doing that.

Can the Albanian Universities play an important and primary role in the case of continuous education? How shall this mission be considered by the universities?

What does society represent and how can it be understood? Society, in a general context, is the communion of human and social life components among which are ranked: the economic, social and cultural environment. While the university environment is under the consistence of the society, Duke,³ clarifies his observation that:

The university of the years 2000 compared to the one of the 70s is more inclined to be anchored in the local region, in the region's context and culture, as a way to adopt the overwhelming rhythm of globalization. In a on-growing and unstable environment with its components such as economy, culture, employment and knowledge nature, the duty of the university falls in the entire society (if they want to survive). They shall turn to learning bodies and to open systems within their regional existence. The university, at the same time, shall be in a kind of way apart from the society, in order to be an important part of it and it shall be therefore considered as a peculiar place, as a kind of cathedral whereby the people may be inspired and reflect.

Nowadays there are identified three major university challenges:

How shall they respond to the "clients' choices";

How shall they comply and fulfill the necessities of the ones who, actually, are not being served yet;

Which direction shall the government give to the tertiary education and how shall it consider the university role within this system.

What kind of relationships do therefore exist between the university and the society?

These kind of relations have to do with the university mission, with the duties that they possess towards the society which argues the role of the universities.

Firstly: The universities provide the individuals with the high education. Fundamentally, this is the education sanction in conformity to the place of the university in the education pyramid, in general.

¹ International Handbook of Lifelong Education, Volum I, p. 20

² International Handbook of Lifelong Learning, Volum I, p. xvii

³ International Handbook of Lifelong Education; Volume II, C. Duke, p. 505

Secondly: The university gives its contribution to the economic development of the society in getting specialists prepared and in furnishing them with novel knowledge. This has to do with the functioning of the scientific research.

Thirdly: The universities give their contribution in the social and cultural life. This, in fact, is the social and cultural function. The evolution of the requirement for university education determines the necessity for complimentary education.

The same author issues an alert towards the policymakers and heads of universities: "Don't throw out the cathedral with the ivory tower!"¹ Ivory tower is a metaphor which serves to understand the division between university and society. Cathedral is a metaphor which declares the on-going and, meanwhile, new identity of the university in the multiple and post-modern society. The university allows to itself alternatives and perspectives as a constituent part of the world development, a suitable community for the individual and social reflection without refusing the influences of the economic and political system.

Is the adduction of these ideas supported in the twenty first century? How can the universities be placed in the new, changing and bilateral role as centers of High Education and as centers of the tertiary or continuous education? Are our universities distinct from the other centers which train the adult education? Is our university a special centre which serves to accomplish the transition from school to the adults' life so as to expand the continuous education market in converting it to a cathedral of knowledge?

The role of the university in the continuous education is proposed and expressed in the beginning of the 90s from the OECD, by the term "learning universities" and besides the seemingly long decade as for the accomplishment of this project, a great deal of literatures and authors do accentuate that, under this direction there is a diminutive almost-zero "talk" from the side of university history. This kind of university suggests a change, a paradigm shifting addressed by the new discussion between two ideas. The university invasion in this span, for some does corrupt its soul and is eluded for a fallacy of the ivory tower. Under a more optimistic framework, it is therefore proposed that the universities may and are adopted, they go "with the wind" and they are partially changing in a fractioned manner of a vindictory reaction. For the university to play this role, i.e. the continuous education of the adults for the contribution to the social transforming, this is not a new idea, but, the headship and identity issues are more acute in the nowadays developments more than during the last decade. The university, as a significant social institution and even as a "proprietor of this campus" in the twenty first century is being presented with a lot of challenges. Duke² takes under consideration five issues which are closely connected to one-another. (1) Entrepreneurship or initiative, (2) Organization and process leading, (3) Collaboration, (4) Knowledge' transitional nature and its demonstration, (5) The geographical and geopolitical position of the university.

Being an entrepreneur or impresario of novelty does hereto present the essential model of just adaptation with the expectancies and requirements which stand ahead of the university. The crisis in "humanism" is the exposed border of crisis in universities. This implies the imminence which is thought to have undergone the reserved nature for the specialists' elite, together with the new stream, which requires the involvement and influence on the behavior and performance of a lot of communities.

The organization and process' headship poses a new challenge to the university in the process of continuous education. The strategic plans in the application of this process does preoccupy much more the university managers and the assistant staff who shall report the financial audit account in the right manner in close accordance to the highest standards, to the aims, objectives and to the results in digits. In this manner, the entire process is transformed into a low managerial sense, meanwhile the challenge of the university in its entirety is to organize and headship the process by a hybrid management which requires mobilization and engagement and even an applied intelligence of the ones which are to be involved in the organization as an institution and body more than being a mere organization schetch and management system.

A very fundamental factor in the success of the modern university is the capacity to constitute strategic alliances with other unities which transcends even the cathedral borders. The University of the Twenty first century must be an active part of the community unless they can play the heading role, but the experiences still indicate that some universities will still remain "ivory towers".

The nature of knowledge in the local and global plan presents the actual discussion that the nature of knowledge is the one which illustrates the necessity for university span, its sensibility and collaboration throughout all of the levels. According to Duke, all of the modern university constituent parts and levels are therefore influencing the "environment".

¹ International Handbook of Lifelong Education; Volume II, C.Duke, p. 514

² International Handbook of Lifelong Education; Volume II, C. Duke, p.515-522

The interest and idea as for the regional university is flourishing in the sense that the university is part of a regional economy. The region is a vital part which will help the university to understand its destination of the last years.

In the Master-Plan Project for the High Education¹, it is thus given the actual situation of the Albanian university "Regional Universities which do not have a powerful role in the local development and which are not actively encouraged in giving local economic assistance for example, by means of covering the local services."

Duke highlights² that the university is not an ideal community, but that in any case it shall present an entirety of values and become source of a critical comment of the society strata, values, behaviours and conduct and even of the training and retraining of the human resources in the composition and application of the knowledge and lore in the most specialized alleged sense for this institution.

Almost for the great part of the people, the university shall remain a place, a community and an experience. The human nature and the necessity of the knowledge society involve the university' survival, together with the irritation and capacity to absorb the risk and change expediency by not changing dramatically.

Some imperatival means in the process implementation.

In order to make possible the implementation of the complimentary education within the roles of the university it is thus needed the genesis of some conditions when such a request exists.

These conditions have to do with the academic political will which shall undertake the complimentary education and from the other side the available means.

The intellectual means, staff to be engaged.

This for the sole fact that the requirement for this kind of education does not always correspond to the available academic competences. At the same manner, the professional perfection does not only require the theoretical aspect but even the practical and actual one. A lot of gathered experiences from researchers hold forth about adults who return to the auditoriums in order to supplementary replenish their carrier and where they run up against the same academicians they are delighted with the borders of their speciality.³ This brings quite about a lack of integrated programs and non-accomplishment of the "clients" request who want to possess inter-disciplinary capacities and deftness.

In compliance to the andragogy science' principles it shall be accepted that we can discern the best and safest learning of the adults when the students are totally involved in the control, headship and monitoring of their learning process in the most suitable and rightful manners with their model, in compliance to the cognitive characteristics and operations in the possession of the new concepts, information and capacities.

This type of learning is very successful when it addresses to the problems which relate to the individuals, when there happen to be clashes of interests, concerns and curiosity whether they are more personal or part of this community.

Material means.

By mentioning these kind of means we understand: equipped coffee room environments adapted for courses, restaurants, hotels, etc, and even equipments such as: recto graphs, retro projectors, video projectors, etc. For the special lessons there are necessitated laboratory equipments, demonstration cabinets, etc. When these means do not therefore suffice or when they do not exist, attempts shall be made in order to correlate to private bodies by means of collaboration contracts and agreements.

These institutions shall find forms and opportunities, on the grounds that they teach the adults how to be curious and how to initiate the research, how to be imaginative and creative, how to be self-monitoring, self-critics, self-evaluators and reformative and to give them the utilization opportunities of various tracks towards the achievement of these aims and undoubtedly a great help might be given even by the technological information and modern technology. But, before

¹ Projekt Master plani për Arsimin e Lartë, kapitulli: Konteksti dhe Situata aktuale, kuadri institucional; Pika 7,9.

² International Handbook of Lifelong Education; Volume II, C. Duke, p. 525-526

³ International Handbook of Lifelong Education; Volume II, Ruth Dunkin, Alan Lindsay; Universities as Centers for Lifelong Learning, Opportunities and Threats at the Institutional Level, p. 540

demonstrating to the community members how to use the recent learning technologies it is necessary that the staffs of the education institutions make known to them the advantages offered and ensured by this kind of technology.

Financial means.

By financial means we understand: The necessary quantity and their origin of progeniture. So, it is indispensable the place where these kind of financial means are going to be looked for:

- From national or regional public finances;

In the master-plan project for the High Education¹ there shall be a prime fund in order to assist the regional universities as for preparing the conditions for the applied scientific research, for developing locally offered services on commercial grounds. The prime funds shall be distributed on the basis of a plan prepared by the university with defined costs.

- From the national private sector, so from the economic, business environment and from the sole interested “clients”.

If we are to refer to the numerals in China², where from the continuous education courses the number of registrants in the year 1997 from the Institute of the Continuous Education in Pekin, near the University of Pekin reached the number 24000, and here 7000, they are students who voluntarily pay to support themselves in order to acquire further education. Makono analyses that the employers and the employees have begun to understand that learning, knowledge and capacity refreshing by means of continuous education is very effective for work “hunting” and its publicity. So, these entrepreneurs want and have learned to find the possible spaces for ameliorating and improving their life.

- From foreign private resources which rarely might be interested;

The diffused information over the programs and courses pace, communications with financial centers which have as work objective the support of such entrepreneurship may affect the financial incomes as for the assistance of this process.

Legal dispositions.

The Albanian Law on High Education, Article 2, Item b, High Education Mission, clearly expresses that the universities shall:

- b) offer opportunities in order to benefit from high education during the entire life span;

Study programs of continuous education

Pursuant to the different study programs, the institutions of high education offer programs of continuous education studies as a form of long-life learning...

Under the framework of continuous education studies, the institutions of high education organize other different forms of informal instruction such as: courses, summer schools and other similarly activities.

3. The programs structure, in accordance to the items 1 and 2 of this article, their duration and their credits are determined in an independent way from each institution of high education.

4. In the long run of the programs for the continuous education studies, the institutions of high education issue the respective certificates.

This legal support, allows and favors the long-life education in our universities and it opens the path to the compilation and proposal of the legal dispositions and acts which fulfill this framework and even changes in the statutes and internal rules of the universities. We do think that these dispositions may foresee quite the following:

- the right for complimentary recompense as for this service;
- the financing of the education partially by the interested employee and partially by the side of the state when it aims an assistance for complimentary education or employee’s reconversion.
- the opportunities of professional assessment and benefit;

¹ Projekt Master plani për Arsimin e Lartë, Chapter, Misionet e diferencuara të universiteteve.

² International Handbook of Lifelong Learning, Volume I, Trends in and Objectives of Adult Higher Education in China, Atsushi Makino, p. 300

The availability of the candidates during the accomplishment time of this type of education.

This is related to the organization and finding the most suitable time so that the candidates have the opportunity to follow the courses, the practice and all the other learning activities which their complimentary education is in need of. So, the universities shall have a slogan of their own, not only existing as mere learning institutions but moreover being flexible institutions for a flexible society.

Study results

The terrain canvass gave the opportunity of withdrawing some results and served to the study grounding and conclusions.

There is to be found an 100%-positive-reply by all of the probed subjects to the question: "Do you think that the University shall increase its contribution to the service of the society?"

Each one of the subjects is highly conscious that the university shall increase its contribution to the service of society. The pedagogic staffs regard their position and the institutions where they work as a sponsor of the changes and they regard their contribution as being in service to the society and as a development necessity.

If the university contribution has to outgrow what is the thing that you will discern and evaluate as being the most necessary?

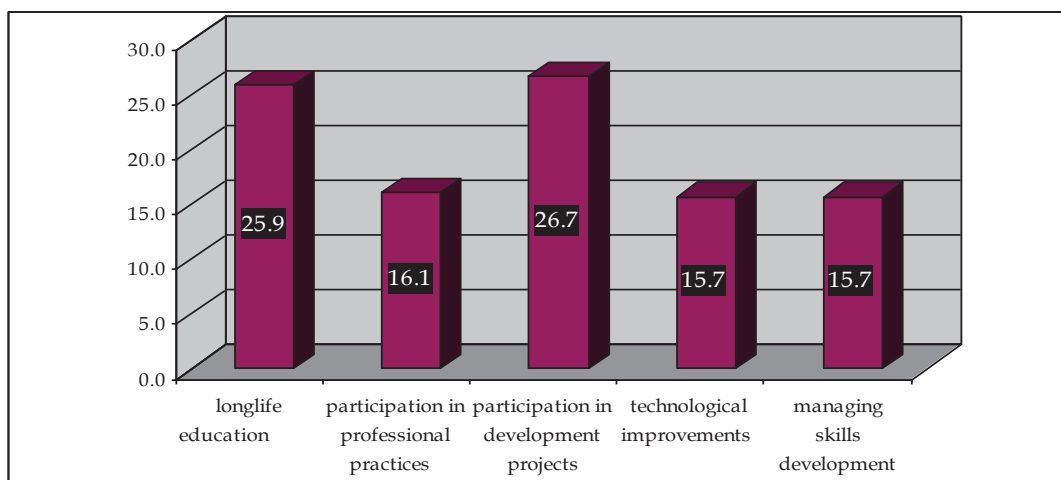


Fig.1.1

26.7% of the respondents do think that university shall contribute much more to the society in increasing the individuals' participation in the society by development projects. In this way they shall educate themselves by being more active in progressive developments of the community.

25.9% do think that university shall undertake the long-life education as a way to serve the needs of the community, in professional and scientific qualifications, to the response of the global changes.

16,1% of the interviewed pedagogues express that the participation in the professional practices serves for the qualification, in giving knowledge and it is a way to possess abilities and competences.

15.7% do think that universities shall improve and progress their teaching technology and further on.

15,7% of the respondents do think that the development of managing capabilities requires not only a kind of empiricism which is gained throughout time by their new experience, but even more durable experience confrontation and theoretical arguments in order to be much more successful.

95% of the interviewed persons do think that the society is expressing its requirements, and the help that it thus requires by the university, in facing the challenges of time and change.

But, in fact, 5% of them avow that our society has not required from the institutions and from the university special services or changes because it is incapable of being orientated and infirm to “start all over again” throughout the continuous education, in the improvement of its livelihood. The actual companies and businesses are farsighted and the on growing income pragmatism does not allow them to be visionary as for the future of their business.

96% of the interviewed subjects do think that long-life education is a present request and novelty of the society and the universities which shall discern as necessary:

39,1% of the interviewed professors see the thirst for perfection and professional qualification as the most prerequisite request of the individuals in our society.

While, 37,8% of them think that the request is being addressed for professional shift into a response of the labor market.

12,8% see as a requirement the necessity to be equipped with a new diploma,

10,3% think that the individuals are requiring to intake knowledge in order to satisfy themselves and in order to outgrow their cultural level.

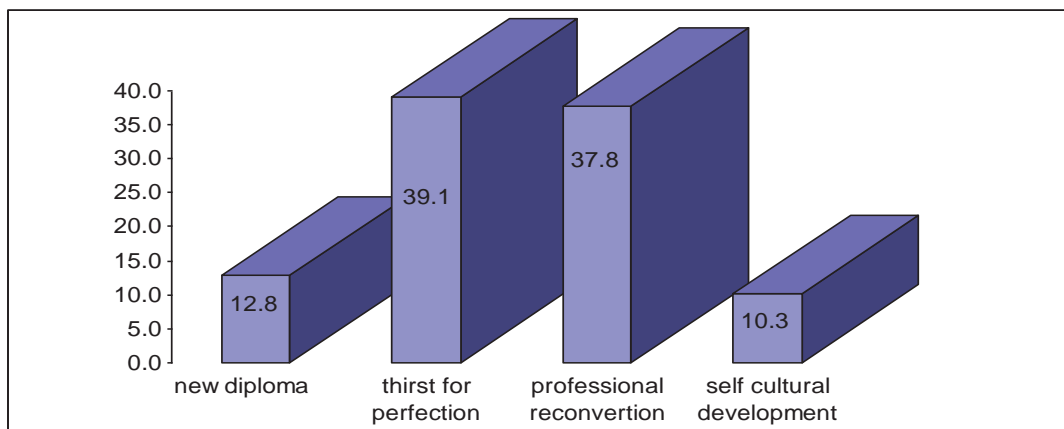


Fig.1.2

The digits might be interpreted by believing that the development challenge and the necessity for its confrontation is the request that presently knocks mostly before the “cathedral” walls, so, a professional qualification and even a professional reversion which are the most necessary requirements of the society.

75% of the interviewed subjects do think that the collective form is one of the organization forms of the long-life education:

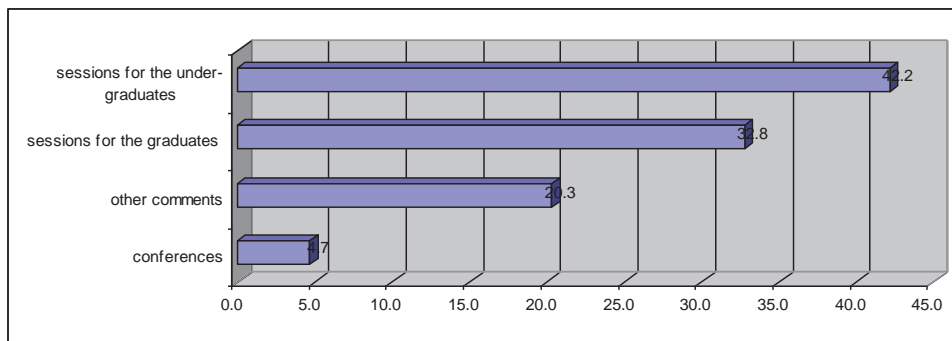


Fig.1.3

42,2% of the subjects assess as the most possible form the sessions as for the scientific and technological education of the undergraduate students;

32,8% do think that there shall be organized sessions for the assistance of the professional capability of the undergraduates;

20,3% see conferences as the most possible forms as for the organization of this process;

4,7% of the interviewed pedagogues give self opinions and comments regarding other organization forms such as short-term courses or even trainings may they be on weekly or even daily basis.

This answers' diffusion signifies that the most preferred forms for the continuous education still remain the following: sessions for the graduate students, sessions for the undergraduates and conferences.

Another form of long-life education organization is the individual form.

80% of the interviewed do think that this is quite a possible form.

The preservation of an equilibrium and the assessment of two forms in the same values shows that, in the long-life education the organization forms might be much more flexible and in connection to the request character and necessity from the individuals, it may be collective or even individual.

For the 80% of the interviewed individuals which see the individual form of the organization as possible, there are given some options of this form of organization.

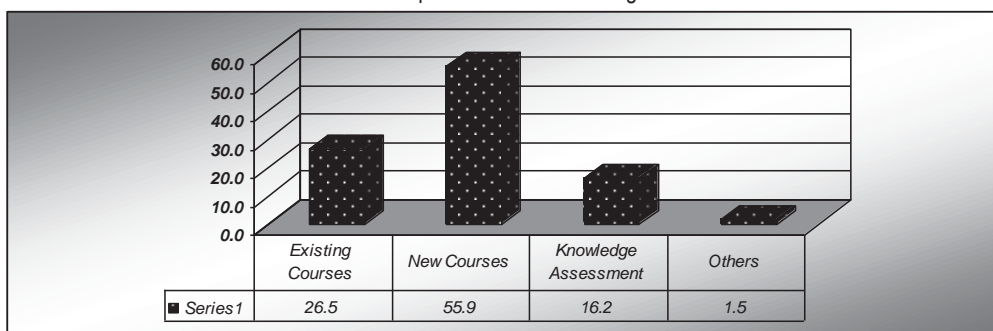


Fig.1.4

55,9% of these subjects do think that the participation of the interested subjects in the new courses is the most possible manner which fulfills their requests. We have to highlight the fact that the labor market requires even changes in the existing courses, new branches which respond to the evident and future changes of the market.

26,5% think that the participation of the interested persons in the existing courses of our faculties is a possible option to the solution of their request.

16,2% think that there shall be organized such forms which accomplish the knowledge assessment of individuals and this shall be accompanied by respective documents which serve as certificates for their competences.

1,5% of the interviewed individuals express that the central institutions such as the Ministry of Education shall orientate and give instructions for other organization forms.

For the 96% of the respondents which behold barriers, the consecution is the following:

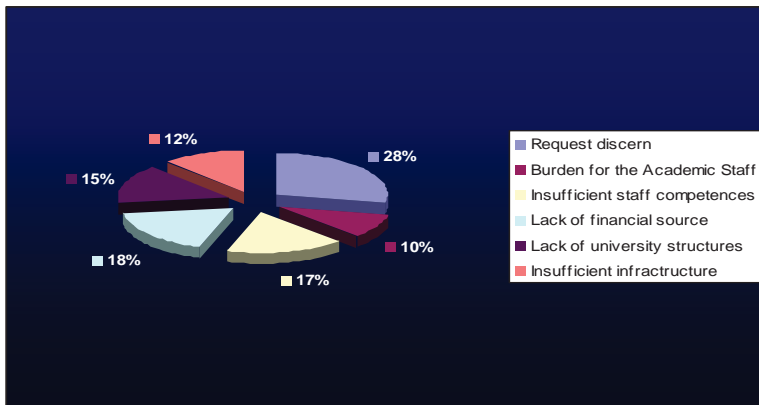


Fig.1.5

28% of the interviewed individuals assess that the request gathering, if such a thing exists, is very hard to be accomplished by the university.

18% of the subjects see that major obstacles are the financial resources which shall cover this process. These financial resources are going to be: the budget, the interested businesses, the individuals or the foreign resources.

17% think that the staff competences are insufficient in front of the requirements for long-life education. The required competences as for the successful accomplishment of the process require from the side of the docents inter-disciplinary skills, integrated programs, new didactic paradigms based on the andragogy science.

15% think as an obstacle the lack of university structures, which will undertake the entire organization of this complex process.

12% regard as an obstacle the insufficient infrastructure of our universities, which in the present conditions, suffers from a lack of environments or even technology which might adopt to the flexibility as required by this process and its "clients".

10% think that for the academic staff this shall be a supplementary burden which shall make impossible the management of the long-life education.

100% of the subjects do think that the university shall create supplementary environments. It is obvious that the respondents regard as important their promptness and the promptness of the institution in general. In the long-life process application there are required new capacities and skills, spaces and opportunities which allow its welfare.

47% of the subjects evaluate that the positive will of the university is one of the conditions which determines the success of the process accomplishment.

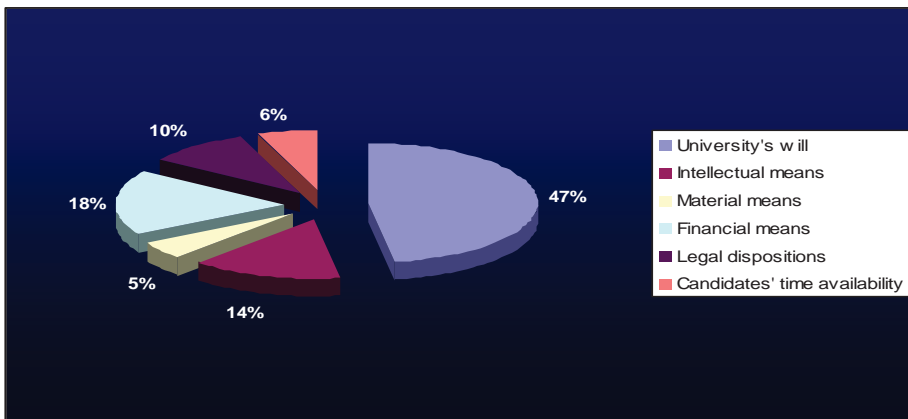


Fig.1.6

14% of the interviewed persons think that the intellectual means, hereupon, new competences and not specialty ones, but even knowledge over the adults' pedagogy are conditions which shall precede and march together parallel to the education during the entire lifetime.

10% think that the legal dispositions are the ones which shall precede this entrepreneurship and which shall open opportunities for its accomplishment by the universities.

6% do think that the candidates' availability during the time of process accomplishment shall be framed in connection to their (candidates) responsibilities and to the professor's staff.

5% assesses the material equipments as a condition which shall change in order to assist to the process application, such as laboratories, audio and video assisting equipments which help directly to the adults learning. They want to experiment themselves, to be more active and to be sufficiently influenced by the technological means.

99% of the interviewed professors express that there shall be established the Long-life Education Centers near the Universities, in evaluating quite positively this 21st century challenge of the university, as a right undertaking and quite closely connected to the mere existence of this institution, as a vital learning body.

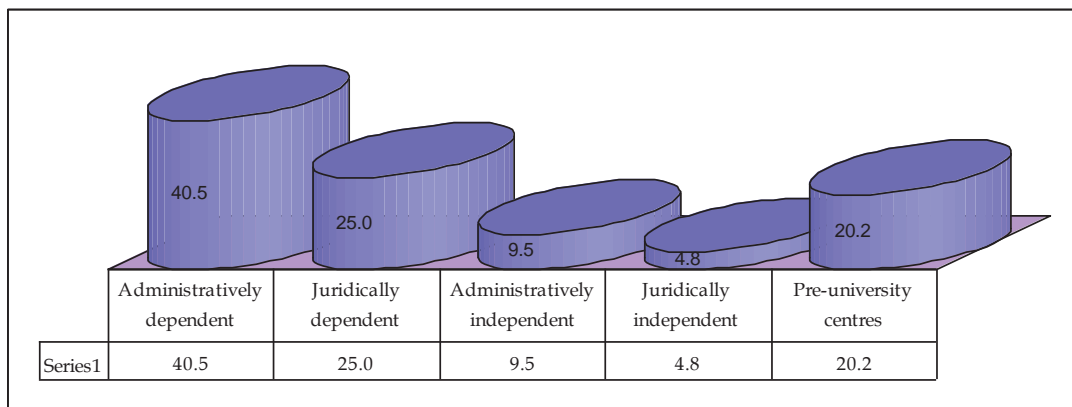


Fig.1.7

The data's thought from the surveyed resulted that 40,5% of the subjects regard these centers as administratively dependent from the university, 25% think that these centers shall only be juridical dependent from the university and 20,2% regard them as pre-university centers.

Conclusions:

Based on the quantitative and statistical analyses it does thereby result that the issue of “continuous education and long-life education” is a necessary phenomenon and is a phenomenon laid down at quite the right time as a constituent part of the present society’s educational system in Albania. The opinion polls of the academic staff do hereby confirm that.

Projects’ compilation which shall initiate the application of the continuous education process.

Defining the objectives which shall orientate and head this educational process.

Specific program compilation in order to ensure much more “flexibility”.

The compilation of such contemporary and integrated curricula which shall fulfill the “clients” expectancy.

The blossom of new structural units such as continuous education or the branch of adult education.

The awareness of the academic staffs and assistant and administrative staff for this important enterprise, not only as a service towards the society but also as a survival for the 21st century University.

Further qualification at the intake and possession of new competences as for the treatment of adult education in close compliance to their peculiarities.

The equipment of the university with material equipments and the exploitation of the technology as an indispensable mean at the service towards the adult students.

The establishment of centers which may stay within the university jurisdiction and administration.

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