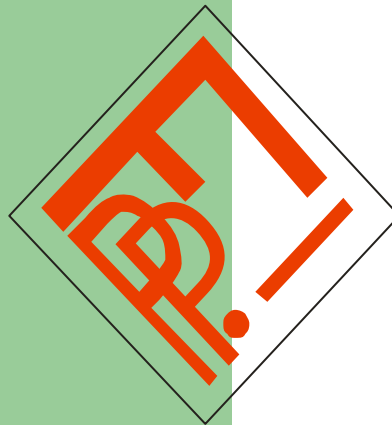


If you think that EDUCATION is expensive

**Let us try IGNORANCE**



ROA



IFPP



**MJAFT!**

# Human development

Human Development Index is composed of three basic components of human development:

i.life expectancy,

**ii.education level** and

iii.living standards.

# PROBLEM

## Education figures

- In 1989 average schooling years was **11,6 years**, but up to 2000 it fell to **8,5 years**, that means a loss of three years in average in one decade!!!
- The level of enrolment has fallen for pre-school and high school levels . There is a sharp decrease in enrolment level, respectively **37 per cent** and **36 per cent** (compared to 1990 level).
- In suburbs there is a low attendance of school, and it is accepted that access and education quality is low in these areas.

Source NSSED pg.34

# Why people drop out from schools???

School drop out reasons are different for different levels of education.

- In **preschool** level it is because of public institutions closure.
- In the obligatory education level, decrease in the number of enrolled students is mainly because of two factors:
  - 35 per cent of students drop out the school for economic reasons,
  - While nearly 20 per cent of them drop out the school because of low quality of education

*Source* **NSSSED pg.34**

## Other problems

- Number of high schools has been decreased by **55 per cent**,
- Their closure effected especially on poor families and reduced their level of education.
- Growth of urban population, large number of unqualified teachers especially in suburbs, are some other factors that have effected the reduction of high school attendance.

*Source NSSED pg.34*

## Other problems

- **12-per cent** of population over **15 years old** can not read and write, so it is classified as **“illiterate”**.
- There exist differences in the illiteracy level in urban areas (7 per cent) and in rural ones (19 per cent).
- **83,5 % of poverty** is on individuals **without education (4,1%)** or **with primary education (79,4%)** (*source INSTAT*)

Source NSSED pg.34

# Continued . . .

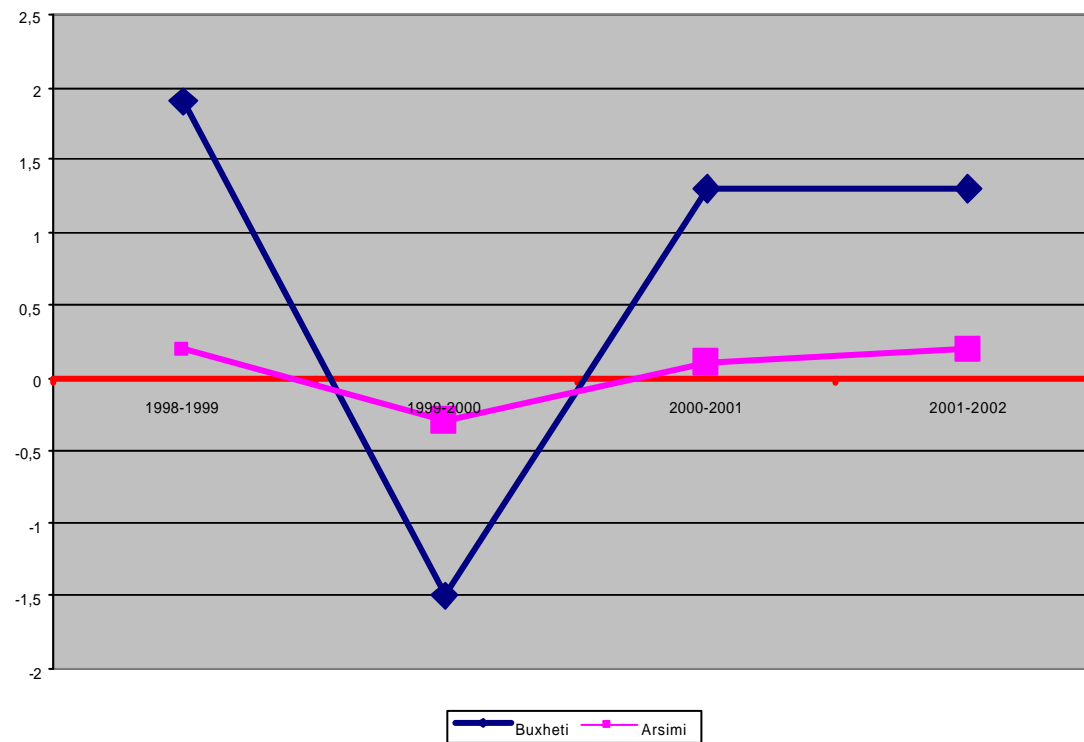
- Public education service suffers from quality problems, related to deficiencies in;
  - **instructional tools,**
  - **progressive increase in the number of unqualified teachers,**
  - **serious deficiencies in the re-qualification of teachers, old or ingrained methods of teaching ,**
  - **problems of contents, etc.**
- Education quality is lower in rural areas and suburbs.

## Reasons

- During last ten years public financing for education has remained at about **10 per cent** of budget expenditures, but their percentage toward GDP, has continuously fallen.
- This indicator has fallen from **3,8 per cent** in 1995, to **2,8 per cent** in 2002, remaining much lower than the level of the same indicator in the Eastern Europe countries.

*Source* NSSED pg.48 and MTEF 2004-2006 pg. 38

# Education Budget Trends compared to Budget Trends





# **COMMITMENTS OF ALBANIAN STATE**

related to education

# Millennium Development Goals Albanian Response

**“or what YOU have promised”**

- ***Target 3:*** Ensure that, by 2015, children everywhere, boys and girls alike, will be able to complete a full course of primary schooling.

Source: **The Albanian Response to the Millennium Development Goals**

# Millennium Development Goals Albanian Response

**“or what YOU have promised”**

Increase in net enrolment ratio in the primary education

- From 90 percent in 2000 to 94 percent in 2004 and to 100 percent in 2015, divided by groups of population and areas.

Net enrolment ratio to the high school is intended to increase

- From about 40 percent in 2000 to about 50 percent in 2004.

Average schooling years is intended to increase

- From 8.5 years in 2000 to 10 years in 2004.

*Source NSSED pg.104*

## UN's Recommendation on Millennium Development Goals

- Targeted spending in education sector should increase at all levels and across all regions. In this regard, **increasing the share of budget expenditures for education as reflected by percent of overall GDP** should be considered as one of several priority measures to be taken by the government.

# PRIORITIES OF NATIONAL STRATEGY OF SOCIO-ECONOMIC DEVELOPMENT (NSSED)

**“or what YOU have promised”**

Priority sectors of public measures will be :

- **Education and health**
- Infrastructure
- Governance reforms
- Economic growth
- Social support
- Macroeconomic sustainability

*Source NSSED pg.12-13*

# Goals and Objectives from NSSED

**“or what YOU have promised”**

The existence and the acuteness of the problems that education system is experiencing, make the intensification of reforms in this sector necessary. The main intentions of deepening the reformation process, at the same time objectives of education strategy, are:

- **Increased population's participation in education**, concentrating on the poor people and rural areas;
- **Service quality improvement** and education system restructure and adaptation to the changes and needs of the market

Specific objectives of education sector in the frame growth and poverty reduction strategy, are:

- i. **Increased participation in primary school** mainly concentrating to the poor people and rural areas and the growth of participation to the high school, especially the professional ones
- ii. **Improved teaching quality**
- iii. **Widened professional education** and a better adaptation to the needs of the market
- iv. **Increased management effectiveness and financial efficiency** of education system

*Source NSSED pg.75*

## Strategy turned to funds

“or what YOU have promised”

again from NSSED

- The most acute problems of poverty in rural areas of the country and relatively low quality of living services, as well as health services and **education** especially in these areas, **require more resources to be addressed** to the solution of these problems, which means less resources for the solution of other development problems.

## **Strategic Priorities in MTEF**

**“or what YOU have promised in June 2003”**

*The strategic priorities for public expenditure under 2004-06 MTEF remain largely unchanged and reflect the policy and programme proposals identified in NSSD.*

*These are:*

- *To **increase the share of GDP** allocated to health and **education** which is **very low by international standards** and is reflected **in poor quality of public services in these sectors**;*

# Comparison to the other countries of the World

## Education share in budget as percentage to GDP

●	In the 1 <sup>st</sup> place	<u>Moldova me</u>	10.3%
●	In the 24 <sup>th</sup> place	<u>Congo, Democratic Republic of the</u>	5.9%
●	In the 39 <sup>th</sup> place	<u>Macedonia, The Former Yugoslav Republic of</u>	4.9%
●	In the 92 <sup>nd</sup> place	<u>Sri Lanka</u>	2.9%
●	<b>In the 93<sup>rd</sup> place</b>	<b><u>Albania</u></b>	<b>2.8%</b>
●	In the 94 <sup>th</sup> place	<u>Benin</u>	2.7%
●	In the 95 <sup>th</sup> place	<u>Ethiopia</u>	2.7%
●	In the 96 <sup>th</sup> place	<u>Antigua and Barbuda</u>	2.6%
●	In the 97 <sup>th</sup> place	<u>Mozambique</u>	2.6%
●	In the 98 <sup>th</sup> place	<u>Nicaragua</u>	2.6%
●	In the 99 <sup>th</sup> place	<u>Bhutan</u>	2.4%
●	In the 100 <sup>th</sup> place.	<u>Uganda</u>	2.4%
●	<b>Average</b>	<b>_____</b>	<b>4.75 %</b>

Source: *United Nations World Statistics Pocketbook and Statistical Yearbook*

## Strategic priorities of MTEF

“or what YOU have promised in June 2003”

The strategic priorities guiding the allocation of public expenditure resources under NSSED are:

- Increasing resources both in **real terms** and **as a share of GDP** allocated to health and **education**;

# Linking the MTEF and NSSED

- Budget program and resource ceilings for 2004 are based on priority measures identified under the NSSED.
- Linking and settling of the correct ratios among NSSED, MTBP 2004-06 and draft Budget 2004 is considered as a principal goal.

# Linking the MTEF and NSSED

- MTEF provides required mechanisms, through which, main **prior objectives** identified in National Strategy of Socio-Economic Development (NSSED) are integrated in budgetary process.

## ***Strategic prioritization***

- *Strategic prioritization of public expenditure has begun to be achieved through the MTBP process. The NSSED has highlighted, for example, the strategic requirement for a relative reorientation of resources towards the health and education sectors to address the relatively low levels of spending in these sectors.*

*Source MTEF 2004 – 2006 pg.13*

# PRIORITIES of NSSED

Priority sectors of public measures will be :

- **Education and health**
- Infrastructure
- Governance reforms
- Economic growth
- Social support
- Macroeconomic sustainability

*Source NSSED pg.12-13 and MTEF 2004 – 2006 pg.11*



**While ! ? !**

# Promise of NSSED

- *Human development:*

*Education.* Expenditures on education as percentage of GDP will increase from 3.4 per cent in 2001 to **3.7 per cent of GDP in 2004.**

## Promise of MTEF

- Expenditures on education are expected to increase from **3.0% of GDP in 2004** to **3.1% of GDP in 2006**.

## Comparison with other countries of the World

With this level of growth by 0,1% in 3 years, Albania can achieve the actual level of:

- Macedonia in 57 years
- Congo in 87 years
- Moldova in 219 years

MJAFT! did not include in calculation the eventual growth of the levels of these countries.

## 2004 Budget

- Expenditures on education are expected to be **3.1% of GDP**

## What do we ask for?

- Real **recognition** of your promises by increasing the share of education in the Budget 2004 from 3.1% to 3.7% of GDP.