This profile was commissioned by the Education for All Global Monitoring Report as background information to assist in drafting the 2007 Report. It has not been edited by the team. Information included in the series of profiles has been compiled by the IBE. In several cases data have been revised and/or expanded thanks to the helpful support of Ministries of Education and UNICEF offices worldwide. The views and opinions expressed in the present document are not necessarily those of the EFA Global Monitoring Report or UNESCO. The profile can be cited as follows: “Country Profile commissioned for the EFA Global Monitoring Report 2007, Strong foundations: early childhood care and education”. For further information, please contact: efareport@unesco.org
ALBANIA

Early Childhood Education and Care (ECCE) programs

A. GENERAL INFORMATION, STATISTICS AND INDICATORS

Starting age of compulsory education (if applicable):

According to the UNESCO Institute for Statistics (UIS) the compulsory education age range is 6-13 years.

1. ISCED 0 PROGRAMS (USUALLY, PRE-PRIMARY EDUCATION)

(ISCED = International Standard Classification of Education)

1.1. National definition of ISCED 0 programs:

Pre-primary education (kindergarten)

1.2. Normative age group(s) covered by ISCED 0 programs:

3-5 years of age

1.3. ISCED 0 programs: statistics and indicators (Source: UNESCO Institute for Statistics)

1.3.1. Enrolment:

<table>
<thead>
<tr>
<th></th>
<th>Percentage</th>
<th>Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gross enrolment ratio</td>
<td>48.8</td>
<td>2002/03</td>
</tr>
<tr>
<td>Net enrolment ratio</td>
<td>48.8</td>
<td>2002/03</td>
</tr>
<tr>
<td>Percentage of children entering primary education with previous preschool experience</td>
<td>Not available</td>
<td></td>
</tr>
</tbody>
</table>

Note: For 2004/05, it is estimated that 66.2% of children enter primary education with at least one year of preschool experience.
1.3.2. Enrolment ratio by age group, 2002/03 (percentage, also including the first years of primary education when applicable):

<table>
<thead>
<tr>
<th>Less than 3 years of age</th>
<th>Age 3</th>
<th>Age 4</th>
<th>Age 5</th>
<th>Age 6</th>
<th>Age 7</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>0.0</td>
<td>30.7</td>
<td>46.4</td>
<td>63.4</td>
<td>0.0</td>
</tr>
<tr>
<td></td>
<td>0.0(*)</td>
<td>0.0(*)</td>
<td>0.0(*)</td>
<td>88.9(**)</td>
<td>97.3(**)</td>
</tr>
</tbody>
</table>

UIS estimation. (*) Enrolled in primary education. (**) Primary education enrolment ratio.

1.3.3. Teachers 2002/03:

<table>
<thead>
<tr>
<th>Total number of teachers</th>
<th>Of whom female (%)</th>
<th>Percentage of trained teachers (all)</th>
<th>Percentage of trained teachers (males)</th>
<th>Percentage of trained teachers (females)</th>
</tr>
</thead>
<tbody>
<tr>
<td>3,857</td>
<td>100</td>
<td>…</td>
<td>–</td>
<td>…</td>
</tr>
</tbody>
</table>

Note: In 2004/05, the total number of teachers is estimated at 3,716, of whom: 1,084 with University degree and 2,632 with completed high school education specialized in pedagogy. (…) Not available.

1.3.4. Funding:

<table>
<thead>
<tr>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Public current expenditure per pupil as percentage of the Gross National Product per capita</td>
</tr>
</tbody>
</table>

Note: The cost per child per year amounts to US$138 and the percentage of the total MoE budget allocated to preschool education is 4.6%.

1.3.5. Main source(s) of financing: Not available

2. OTHER ECCE PROGRAMS

(Generally preceding ISCED 0 programs)

2.1. National definition of other ECCE programs:

Not available
2.2. Normative age group(s) covered by other ECCE programs:

Not available

2.3. Estimate number of children covered by other ECCE programs:

Not available

B. BACKGROUND INFORMATION CONCERNING ECCE PROGRAMS (INCLUDING ISCED 0)

3.1. Legislation concerning ECCE:

Not available

3.2. Official body/bodies in charge of supervision or coordination:

A Task Force for ECD made up of representatives from seven ministries.

3.3. Other entities involved in the provision (e.g. municipalities, local governments) and main types of providers (e.g. public, private, mixed, community-based, etc.):

Not available

3.4. Type of personnel involved:

Not available

3.5. Type of staff training (requirements):

Pre-school teachers must complete four-form pedagogical secondary schools or be graduates from faculties of education in order to teach in pre-school establishments. Recently, some faculties have established three-year training programme for pre-school teachers.

3.6. Recent national policies and reforms:

Not available
3.7. Efforts targeted at vulnerable or disadvantaged children:

- ECD centres “Gardens of mothers and children” implemented in north of the country and informal settlements around Tirana, the capital.
- The municipality of Tirana is starting a reform aiming at gradually proving free services for crèche and kindergarten to all vulnerable children.
- Save the children network of health centres for provision of better parenting.

3.8. Special projects/programmes aiming at expanding or improving ECCE:

See above

3.9. Information concerning the curriculum (if applicable) or the contents of ECCE programs

In 1993, the Ministry of Education and Science adopted a draft programme for preschool education concerning children aged 3-5. This draft programme has been defined as an overall framework offering pre-school teachers a common orientation for their individual creative work on the basis of real conditions and requirements where they live and work. The programme should be implemented through integration of different fields of educational activities via games and the creation of activity centres. In the main cities of Albania there are pilot pre-schools applying new methods and advanced didactic elements of educational models. These activities are monitored by local educational authorities and the staff of pilot pre-schools.

The MoE is planning to develop the new preschool curriculum based on the preschool standards approved in 2003.

3.9.1. Objectives and aims:

The educational activity of the kindergarten is understood as an addition to the family and as a preparation for the elementary school. Pre-school education aims at:

- The education and formation of the free and conscious individual, participating in social life.
- The acquisition of the communicative, expressive, logical and operational ability and competences. The development of psychomotor, cognitive, emotional, social and moral abilities.
- The respect of the equality of chances for all children.

3.9.2. Learning areas and teaching-learning methods:

Not available
3.9.3. Average number of hours per week and average amount of weeks per year:

Pre-school establishments usually offer 240 teaching “hours” (lessons) per year.

3.10. Any other relevant and pertinent information

*Not available*
4.1. Parenting programmes are usually addressed to parents and families of children less than 6 years of age. Please provide information about any parenting programmes in your country according to the table below:

<table>
<thead>
<tr>
<th>Type of programme</th>
<th>Yes or No (note for each programme)</th>
<th>Please estimate the number of beneficiaries (if possible)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Parenting education through early learning centres and child care centres</td>
<td>Yes</td>
<td>1,300 enrolled in daily basis, 4,800 families have access to ECD services</td>
</tr>
<tr>
<td>As component of health and nutrition programmes, such as information about child development included in health and nutrition visits</td>
<td>Yes</td>
<td></td>
</tr>
<tr>
<td>Parent groups that meet to discuss issues of their young children, including health, nutritional status, and development</td>
<td>Yes</td>
<td></td>
</tr>
<tr>
<td>As component of adolescent, livelihood or literacy programmes</td>
<td>No</td>
<td></td>
</tr>
<tr>
<td>Media broadcast, such as <em>Sesame Street</em>, with media for and with children</td>
<td>No</td>
<td></td>
</tr>
<tr>
<td>Other (please specify)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Are any of these programmes targeted specifically toward the vulnerable, poor, disadvantaged or excluded? If so, which ones? (Please provide/attach any additional and relevant information if available).

The Gardens of Mothers and Children are low-cost community-based centres that serve children from birth to 6 years along with family and community members. Organized by local communities and Christian Children’s Fund in spaces donated by families or local government, the centres offer social and educational services. They operate daily from 8.00 am noon, providing children with pre-school education and
the opportunity to play learn to interact with their peers. At the same time mothers and
other women in the community participate in training and discussions on child health
and development, nutrition, play and children’s rights. The Gardens of Mothers and
Children are situated primarily in remote and poor rural areas in the north and
northeast of Albania, where about 15 percent of the population is children under age 6.
Yet these areas have little in the way of preschool or health services. Currently 30
centres are operating in the districts of Kukes, Has, Tropoje and Diber.

Opened in 2004, the centres are benefiting up to 1,800 children. Around 760
fathers take part in activities and training aimed at encouraging active fathering and
participation in the community. More than 2,000 mothers and other young women
receive training on child health and development and the importance of play and
interaction.

An administrative mother owns and manages each of the centres and organizes
the activities. She is assisted by volunteer mothers who are trained in preschool
education. Fathers’ Boards guide the centre and advocate with local government.

Christian Children’s Fund Albania implements the centres with support from
UNICEF and central and local government. Communities also support the centres
with in-kind and financial support.

4.2. Is there a national-level system for monitoring children’s development or
school readiness prior to entering primary school?

The MoE has recently approved the standards of achievement for children of 3, 4, and
5 years of age. The implementation and monitoring remain a challenge.

4.3. Is there a policy on early childhood (ECCE, ECD, etc.) that has been
accepted? If not, is there one under development?

No

[Information revised and additional data provided by UNICEF, December 2005.]