

Progress Report
Reform of Teacher Education and Training
ALBANIA

Field	Proposal	State of play of implementation 2016	State of play 2017	State of play 2018
ICT	<p>National programme for e-learning and school-management.</p> <p>Implement projects for digitizing school records</p>	<p>120 intelligent classes implemented in 60 schools at national level. 360 teachers were trained on the use of this system and 12,000 teachers trained on the digital content.</p> <p>The monitoring of the digitization process is conducted at three levels: school level, regional education unit level and by the MES structures.</p> <p>The process of implementation of the EMIS system, dedicated to the administration of pre-university education data, is under way. So far, 2600 administrators have been trained.</p> <p>The e-learning system is completed and the training of teachers regarding the use of functionalities of this system for all levels is ongoing. 400 teachers of different curricula should be trained by July 2016.</p> <p>In the framework of e-Twinning, 1800 teachers participated in awareness-raising campaigns and 240 teachers have been trained.</p>	<p>The implementation of EMIS system in pre-university education schools has been completed. 2000 teachers have been trained.</p> <p>The implementation of the e-learning system has been completed and 4000 teachers in different curricula have been trained.</p> <p>E – Twinning project continued to be implemented. In this framework teachers participated in awareness-raising campaigns and trainings in all offices and educational directorates. 2448 teachers and 912 schools are members of this platform.</p>	<p>E – Twinning project continued to be implemented. In this framework, teachers participated in awareness-raising campaigns and training in all offices and educational directorates.</p> <p>Recent data from the project: 1390 registered teachers, 294 participating schools, 1568 pupils enrolled as part of the Twin Space; 3331 teachers use the eTwinning platform; 971 projects implemented at national and international level during 2017; 135 projects valued with certificate of quality in national and international level (during 2017, 18 face to face national training activities at local level (eTwinning seminar); approximately 440 teachers participating in these training activities (80 in eTwinning seminar); 38 teachers participating in international training and online seasons.</p> <p>Currently, the digital platform "School me" is being piloted in 30 schools of basic education. The platform is considered to be an investment in the functioning of the</p>

		1599 teachers and 800 schools are registered.		reformed curriculum and enables the interaction of teachers, pupils and parents who use the new curriculum. The platform is useful in all Albanian-speaking areas for the cultural and linguistic development of children and young people. The platform expands the traditional concept of the printed book as the main source of learning, with the use of other alternative resources in favor of student achievement. For each class, the respective content complies with the official curriculum. Subjects of primary and lower secondary education are taught in Albanian by registered teachers that are accompanied by videos, films, images, documents, maps etc.
Initial teacher education (ITE)	Implementing curricula based on competences	<p>During the school year 2015-2016, new curricula based on competences have been implemented in first and sixth classes.</p> <p>The curricular reform is being extended to secondary education. The teaching plan of secondary education is completed and the teaching plan of socio-cultural education is still being drafted.</p> <p>Based on the new national</p>	<p>During the school year 2016-2017, new curricula based on competences have been implemented in second and seventh level classes nationwide and has been piloted at 26 third and eighth classes in 13 REDs/EOs. Pre-university education reform system during 2016-2017 focused on increasing quality of education based on the new curricula orientating students' formation towards competences and lifelong learning.</p>	<p>During the school year 2017-2018 the implementation of the new curriculum was in process. In compulsory education, new curricula based on competences has been implemented in III and VIII classes nationwide and the curriculum of IV and IX classes has been piloted at 26 schools in 13 Regional Education Directories and Education Offices. In upper secondary education, new curricula have been implemented in XI class nationwide.</p>

		<p>curricula defined in the higher education law, in cooperation with IED will be provided the learning outcomes and the competences that teachers need to have before graduation.</p>	<p>During March-April 2017, MES organized the selection process of new school texts to be used in classes III, VIII and XI based on the new curricula. Moreover, work is under way to collect teachers' opinions on the new texts used and piloted in classes II, VII and X. Following steps will be editor's review and certification.</p> <p>The curricular reform is being extended to secondary and upper secondary education and IED has compiled the respective guideline. About 4000 teachers and school principals (secondary and upper secondary education) have been trained to implement this curriculum guideline. New curricula has been implemented in the 10th class.</p> <p>Based on the new national curricula defined in the higher education law, IED has provided two documents to define the learning outcomes and the competences teachers should have during their continuous professional development.</p>	<p>During March-May 2018, MESY organized the selection process of new school text books based on the new curricula to be used in classes IV, IX and XII. Moreover, work is under way to collect teachers' opinions on the new texts and piloted classes III, VIII and XI during school year 2017-2018.</p> <p>The curricular reform is being extended to secondary education in 4th and 9th grade and the Institute of Educational Development (IED) has compiled the respective guideline; about 1346 school principals, 1038 professional network leaders and 8000 teachers have been trained to implement this curriculum guideline. The curricular reform is being extended to upper secondary education in 11th grade and the IED has drafted the respective guideline; about 3800 school principals and teachers have been trained to implement this curriculum guideline.</p> <p>In June 2018, the 4th and 9th class pilot will finish. The 9th grade ends with the national exams which will be based on new orientation programs for each subject (Albanian language, mathematics</p>
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				and foreign language) compared with the students who studied with the old curriculum. About 110 teachers have been trained from IED for these programs.
	Developing university curricula with emphasis on innovative teaching methods	<p>Bylaws are being prepared to define new curricula in teacher education: 80% of curricula in all teacher education faculties will have the same content (including ICT literacy and increased periods of practice).</p> <p>Designing of legal framework concerning teacher education curriculum will be carried out in close cooperation with IED.</p> <p>MES, as the competent authority for the teaching profession, will cooperate with the universities to offer continuous professional developments of actual teachers.</p> <p>A 'minor' teaching specialization in second cycle studies is to be introduced.</p>	<p>Curricula of teacher education faculties and departments have also undergone a reform, with the development of clear guidelines relating to the core curriculum and reduced number of subjects. They are now more focused on pedagogical and methodological aspects, key skills, ICT, the English language, research and teaching practices in schools. In addition, the process of the compilation of the teacher education curriculum has also taken the labour market into consideration and it reflects the actual needs of the profession of teachers.</p> <p>Universities (i.e. faculty councils and academic senates) are responsible for teacher education curricula.</p> <p>The working group responsible to compile bylaws concerning academic standards has convened and discussed initial ideas.</p>	<p>The process to improve the curriculum of initial teacher training is ongoing. To unify curriculum of teacher education, 16 workgroups have been set up and are functioning, including 164 experts from MESY, IED and universities all over the country.</p> <p>In autumn 2018, the MESY group with university representatives will approve the revised and drafted curriculum for teachers.</p>

	Assessing needs and design teaching standards in line with school curricula	<p>Needs have been assessed through paper-based and computer-based tests.</p> <p>17613 teachers and directors of high and secondary schools participated in this test.</p> <p>Results have been published by MES.</p>	<p>The profile of future teachers, their competences, curricula and mission, are described in the university documents submitted to the Agency for Accreditation and the Ministry when applying for permission to offer teacher education programmes.</p> <p>The standards for teacher education and competences have been designed by IDE but are still in the process of approval by the Minister of Education and Sports. They include two kinds of standards: general standards and subject content standards. They define, among other areas, teachers' scientific competences, teaching and learning competences, competences for teaching and learning for pupils with difficulties, teachers' ethics and conduct, and collaboration with the community.</p>	<p>The implementation of the ERASMUS+ EU Project "Developing teacher competences for a comprehensive VET system in Albania" (TEAVET) started in Spring 2018.</p> <p>The faculties of education within this project are developing 16 training modules according to the needs of teachers.</p> <p>The modules will be accredited by MESY and they will be developed for all teachers in pre-university education.</p>
Community building	Turning schools into community centers	<p>Within the program "School as Community Centre SCC", MES and IED conducted trainings aimed at establishing the capacities of RED/EO and school coordinators.</p> <p>A training package has been prepared for the planning and development of activities involving</p>	<p>Actually 225 schools are members of this community compared to 66 in the 2013. In January 2017, MoES realized the monitoring of the viability of the School as Community Center initiative and the national report on schools' performance was drafted. MoES, in cooperation with UNICEF, carried out an external</p>	<p>An internal SCC evaluation has been conducted. Regional educational directorates and educational offices have carried out this assessment. MESY has a report of this assessment done locally which has identified issues and challenges regarding SCC.</p> <p>At the beginning of 2018 the</p>

		<p>the community.</p> <p>"School as community center - a friendly school for all" is an initiative aiming to improve the quality of work and life in school by turning it into a school-family-community partnership beyond school hours. This initiative has been supported by institutions and organizations such as the Council of Europe, UNICEF, Peace Corps, World Vision, Albanian-American Development Fund, Save the Children, British Council etc.</p>	<p>assessment of the progress of the "School as a Community Center" initiative.</p> <p>Aiming at improving the self-evaluation of the SCC, MoES and UNICEF have established a portal for SCC. SCC schools in 5 REDs are benefiting both in implementing ideas and projects, as well as upgrading schools infrastructure through IADSA funds.</p>	<p>number of schools increased.</p> <p>There are currently 270 schools as a community center.</p> <p>The regional education directorates and educational offices have requested to increase the number of schools</p> <p>In total 138 coordinators of SCC have been trained. 50 coordinators of SCC are from new schools selected to be SCC schools, and 88 coordinators and teachers (involved for over 3 years in this initiative) are from existing schools. Training is focused on promoting parent and community participation in school decision making.</p> <p>Different partners such as UNICEF, SC, WV etc. have continued to support the realization of school activities and the training of teachers, pupils and parents.</p>
		<p>The "Strategy of Pre-University Education Development for 2014-2020" has been approved.</p>	<p>The reorganisation of the State Inspectorate of Education is planned.</p> <p>The National Exams Agency has been reorganized into the Centre of Educational Services.</p>	<p>The reorganisation of the State Inspectorate of Education in accordance to the territorial reform is still under discussion. Referring to the implementation of the "Strategy of Pre-University Education Development for 2014-2020", the State Inspectorate of</p>

Pre-University Education			<p>Reorganization of REDs/Eos in accordance with territorial reform.</p> <p>Preparation for participation of Albanian students in PISA 2018 has also started. In this regard schools are selected, the questionnaires are adapted, texts and manuals are translated. The database for sample students who will participate in the piloting phase is being currently prepared. For the first time PISA test will take place as computer based assessment. During April 2017 the pilot phase of PISA 2018 took place in 32 schools (17 REDs/Eos) with participation of 2,147 students.</p> <p>Aiming at institutional strengthening the National Council for Pre-University Education has been established, as a collegial council of experts to advise the Minister of Education and Sports.</p>	<p>Education is in the process of preparing the legal basis for the extension of the State Inspectorate of Education in two levels: at the central level and at the regional level.</p> <p>The reorganization of REDs/Eos is still under process.</p> <p>PISA 2018 assessment took place from 20 April - 6 May 2018. The process was computer based and was carried out successfully. PISA 2018 test was done in 336 schools, and 6337 students participated. The process of evaluation is ongoing.</p>
	"Teachers for Albania"	<p>"Teachers for Albania" portal has been created for the transparent recruitment of teachers. Applicants from all over Albania can apply to take part in the selection test.</p>	<p>During the school year 2016-2017, roughly 4000 teachers have registered and applied through the online platform "Teachers for Albania" which has been created aiming at visible recruitment of teachers. IED has organized for the third year in row the test for all these candidate teachers and sent</p>	<p>During the academic year 2017-2018, the platform "Teacher for Albania" was upgraded, including online applications not only for testing but also for recruitment and employment. https://mesuespershqiperine.al/</p> <p>During the school year 2017-2018,</p>

Enhance transparency			<p>the results to REDs in order to proceed with the recruitments. This platform is a transparent online system by means of which each applicant teacher is ranked according to his/her test results and personal file and the recruitment is based on his/her ranking in each Regional Education Directorate (RED).</p>	<p>about 5000 teachers were registered and applied through the online platform "Teachers for Albania". About 5000 teachers have participated in the computer based test.</p> <p>Candidate testing was carried out online for the first time. The Educational Services Centre provided online testing. Test questions for each profile were organized by IED for the fourth year in row. The process was monitored by the experts of the MESY. The recruitment procedure of the candidates is according to an online platform recently raised.</p>
Examination and selection process		<p>In compliance with the new law on HE, admissions in HEIs will be undertaken by the institutions.</p> <p>The State Matura 2016 will be considered for the first time as an exam concluding the full cycle of pre-university studies.</p> <p>For the first time this year, the exam of English will comply with standardized and internationally-recognized tests.</p> <p>Applications for student who want to study in public and private institutions will be unified.</p>		<p>In order to improve the academic quality of candidates / graduates who intend to apply for teachers study programs, the Council of Ministers, with its decision no. 216, dated 20.4.2018, has decided that: Applicants who apply for admission to teachers study programs in the academic year 2018-2019 should have a general average grade 7.</p> <p>Higher education institutions, which offer study programs in the field of education, are 13 in total, out of which 7 are public and 6 are private. The total number of study</p>

		Students will have the possibility to apply in 10 alternatives, and they will be selected based on the university's criteria.		programs in the field of Education offered by the 13 HEI's is 105.
Pupils with special needs		<p>MES has designed specific working platforms for the establishment of psycho-social service in local education units.</p> <p>University curricula include lectures on special education in all teaching faculties.</p> <p>Supporting branches regarding children with limited abilities are created at the Faculty of Medicine of the University of Tirana.</p>	<p>During school year 2016-2017 the number of assistant teacher for children with limited abilities at basic education amounted to 310 teachers.</p> <p>Within the framework of the fight against trafficking of human being during the period 15 February-15 March 2017 trainings on the use of the Curricular Module for prevention of human being trafficking were held with teachers in the regions of Shkodër, Tiranë, Vlorë and Korçë. This module was drafted with the support of IOM and in cooperation with the National Coordinator for Anti-trafficking. These trainings were attended by 195 teachers dealing with subjects Citizenship, Education for the Society, History and Geography which in turn were certified for the attended trainings.</p> <p>MES in cooperation with the Psycho-social Center "Vatra" during the period February-April 2017, trained 60 psychologists and social workers of RED of Fier, Vlorë, Berat and Gjirokastër on the risk of trafficking and exploitation of human beings.</p> <p>During the period February-March</p>	<p>Pursuant to the Order No. 150, dated 03.04.2018 for an amendment to the existing Order No.344 dated 19.08.2013, "On the Establishment and Functioning of the Psycho-Social Service in the Educational System", the schools will be provided with a psychologist AND a social worker for 1800-2300 students, while the schools with over 700 students will be provided with a psychologist OR a social worker. This reduction of the number of students per psychologist and social worker will increase the number of these specialists in the education system, in order to provide higher quality service.</p> <p>The education of children with disabilities is guaranteed by law and is implemented in schools and specialized institutions. The main principle of education is to integrate children with disabilities in schools.</p> <p>Albania is gradually setting up a system to integrate children with disabilities in schools, introducing assistant teachers for the first time.</p>

			<p>2017 forms have been filled in with data for Roma and Egyptians on ROMALB portal. For the school year 2016-2017 3444 Roma pupils and 5 833 Egyptian ones are provided with free of charge school texts. Meanwhile, free transportation is provided in kindergartens and schools for Roma and Egyptian pupils whose distance from home to school is more than two km.</p>	<p>For the academic year 2017 – 2018, 585 assistant teachers were employed in the pre-university education system, compared to 310 assistant in the previous year. The child/assistant teacher ratio this year was reduced to 5.8 children/teachers versus 10.5 children/assistant teacher compared to the first year.</p> <p>Training accredited by the Ministry of Education, Sports and Youth (Training Accreditation Commission), which is currently being developed by various agencies, including Higher Education Institutions, include 36 Modules for about working with disabled children in their training programs. This year 355 teachers have been trained by 35 accredited agencies.</p>
Continuous professional development (CPD)	Further incentives for CPD beyond the formal requirement and certificate of attendance	Qualification process of teachers in pre-university education now includes the titles of qualified teacher, specialist teacher and master teacher.	<p>The main central bodies responsible for CPD of teachers are the Unit of Human Resources at the Ministry and IDE. The Ministry is responsible for supervision and organisation of CPD, while IDE plans and compiles the standards and modules for teacher training. IDE is also in charge of the induction period for trainee teachers.</p> <p>At local/regional level, TT is</p>	<p>The main central bodies responsible for CPD of teachers are the Unit of Human Resources at the MESY and IDE. The Ministry is responsible for supervision and organisation of CPD, while IDE plans and compiles the standards and modules for teacher training (TT). IDE is also in charge of the induction period for trainee teachers.</p>

			<p>organised and managed by the Education Offices, according to the annual plan of training and qualification activities. Training is also organised by schools in line with schools' annual plan of activities in the domain of professional development according to subject departments. Qualification process of teachers in pre-university education now includes the titles of qualified teacher, specialist teacher and master teacher. During the 2016-17 about 3200 teachers have participate in the qualification process.</p>	<p>At a local/regional level, TT is organised and managed by the Education Offices, according to the annual plan of training and qualification activities. Training is also organised by schools in line with schools' annual plan of activities in the domain of professional development according to subject departments.</p> <p>About 23000 teachers and school principals have been trained from IED during the 2017 – 2018 school year for different topics: curricula, methodology of teaching and learning, student's portfolio, organizing the teacher's professional's networks, etc. The qualification process of teachers in pre-university education now includes the titles of qualified teacher, specialist teacher and master teacher. During the 2017-18 period, about 3000 teachers participated in the qualification process.</p>
	Introducing alternative modes of delivering CPD training to ensure its quality and efficiency	To deliver teacher training for the new curricula, the professional teachers' networks for each profile are functioning. REDs monitor their work and functioning, support them with materials, counselling.	Based on the administrative instruction for the procedures on the continuous professional development of the teachers (01/17) the professional teachers' networks for each profile are functioning. REDs monitor their work and functioning and support	Based on the Administrative Instruction for the Continuous Professional Development Procedures of Teachers (January 2017), professional teachers' networks are functioning for each profile. Regional education directorates (RED) are monitoring

			<p>them with materials and counselling.</p>	<p>their work and functioning by supporting them with training, materials, counselling, etc.</p> <p>About 100 RED-s experts and 1038 leaders of teachers' professional networks have been trained by the IED, in some topics like: organizing class planning more effectively, implementing new curricula, assessing pupils, etc.).</p>
	<p>Decentralizing CPD in order to better respond to regional, local, and school level needs</p>	<p>The new CPD scheme is on the process. A new national structure responsible for organizing and monitoring the teacher CPD process is being prepared. The new qualification scheme for school directors is preparing. The national program for leadership CPD is prepared from specialist in MAS and IED.</p>	<p>Based on the administrative instruction for the procedures on the continuous professional development of the teachers (January 2017) the CPD scheme for the teachers is on the process. The Commission for accrediting the training programme /modules has started the application process. About 50 training agencies has applied to accredit their training programme /modules. About 10 education faculties of different universities (public/non-public) have applied, too. During the 2016 -2017 the new qualification scheme for school directors has been developed. 213 school directors has been trained for 6 months and has ben certificated.</p>	<p>During 2017, the Commission for accreditation of training programs / modules has accredited 419 module offers from various training agencies, including universities. 58 training agencies have applied to the new portal "Teacher Training" https://trajnime.arsimi.gov.al/ to accredit their training program/ modules. About 14 faculties of education of various (public / non-public) universities have also applied.</p> <p>There were 51 training agencies accredited, including 14 universities with a total of 419 modules. Teachers who want to be part of this training should apply to this portal. At the same time, all accredited training agencies should publish the training</p>

				<p>calendar. This portal provides transparency for the teacher training process by the agencies and informs the Ministry of the time and place of the training. MESY has established a training monitoring task force developed by training agencies and including trained trainers.</p> <p>During 2018, around 1,700 teachers were trained and about 5,000 teachers were trained by the agencies.</p> <p>Next year, the new qualification and certification scheme for school directors will be implemented.</p>
Legislation and policy	<p>Providing incentives for universities to restrict enrolments in education faculties</p> <p>Applying entrance criteria to raise quality of students applying to become teacher</p>	<p>The new scheme for entrance criteria in education faculties is still to be confirmed.</p>	<p>DCM no. 346, date 19.04.2017, "On setting up the criterion of the average grade intended for the admission of candidates to the first cycle study programmes and to the integrated study programmes of second cycle in the HEIs for the academic year 2017-2018" was approved. For all candidates who have completed upper secondary education, the minimum average grade for admission to first cycle study programs, in the institutions of higher education, for the academic year 2017-2018 is 6 (six). Grading average for admission to higher education institutions is calculated as the</p>	<p>All candidates who have completed upper secondary education and wish to undertake higher education at the Faculty of Education for the academic year 2018-2019 should have a minimum average grade of 7 and excellent students chosen to teacher study programmes will be offered scholarships.</p>

			<p>arithmetic average of the following indicators:</p> <p>A) The arithmetic average of the final annual grade grades for all years of upper secondary education;</p> <p>B) The simple arithmetic average of the grades of Matura / State Matura exams.</p> <p>The working group responsible to compile bylaws concerning academic standards has convened and discussed initial ideas on unifying admission criteria to education faculties nationwide.</p>	
	<p>Development of partnerships to encourage cooperation between universities and other training providers with schools and other actors</p>	<p>The new scheme for accrediting the training programme/module is still to be confirmed.</p>	<p>In-service teacher training is provided by public or private organisations training agencies with accredited training programmes, selected through open competition. Training is also carried out by non-governmental service providers. The role of universities in the field of in-service teacher training provision is limited in contrast to ITE, which is their dominant activity.</p>	<p>Universities are being promoted as key providers in the professional development of teachers. MESY has accredited around 167 training modules provided by teacher education universities all over the country. These accredited modules can be voluntarily followed by all teachers in pre-university education.</p> <p>The implementation of the ERASMUS+ EU Project “Developing teacher competences for a comprehensive VET system in Albania” (TEAVET) has been started.</p> <p>Teacher Training Centers will be established in 8 Albanian</p>

				Universities in 8 different regions of the country.
	<p>Development of a mentoring system to support new teachers</p> <p>Introduction of incentive schemes for teachers, based on their performance and other initiatives directed at increasing the prestige of the teaching profession</p>	<p>The new CPD scheme will include the mentoring system for supporting new teachers</p> <p>Incentives based on the teacher performance.</p>	<p>The Law on Pre-university Education specifies that in order to teach in primary and secondary schools teachers must obtain a second cycle diploma of university studies. In addition, as provided in the Law on the Regulated Professions (with subordinate legal acts and amendments), a person who wishes to become a teacher must also fulfil criteria for practising a regulated profession and thus to perform professional practice and to take the state examination. Therefore, primary and secondary school teachers have the right to teach upon successful completion of professional internship during their induction period and passing the state exam.</p> <p>Teachers can also obtain qualifications in the course of their career. Based on their work experience and training (documented in professional portfolio) and successful passing of the examination for the respective qualification category, primary and secondary school teachers are eligible for three levels of qualification after 5, 10 and 20 years of teaching. They can be promoted to:</p>	<p>The MESY has initiated amendments to the pre-university education law regarding the employment of qualified and licensed young teachers, based on profiles and credits they receive in university.</p> <p>To assess the professional performance of teachers every year, a personal test and portfolio is conducted to motivate them by the additional salary.</p>

			<p>'Qualified teachers' after at least 5 years of experience; 'Specialised teachers' after at least 10 years of practice (but min. 5 years after becoming 'qualified teachers'); 'Master teachers' after at least 20 years of experience (but minimum 10 years after becoming 'specialised teachers'). Promotion is connected to pay increases (determined by the decision of the Council of Ministers) to help differentiate teacher salaries by professional merit. The criteria and procedures of qualification of teachers shall be set out by instruction of the Minister. Teacher qualifications are managed and monitored by IDE and REDs/EOs.</p>	
Transfer to local governance units		<p>Teaching personnel of pre-school education and non-teaching personnel in pre-university education are transferred under the responsibility of the local governance units.</p> <p>MES has transferred to the local government units the payment fund for 7101 personnel and the respective fund for teachers of pre-university education and non-teaching workers of pre-university</p>	<p>Regarding the area of pre-university education, interventions were made to the law on pre-university education that aimed respectively curricula improvements, interventions in text selection procedure and inclusion of parents in the procedure for appointment/dismissal of teachers and school directors;</p> <p>AL education system is centrally managed by the Ministry of</p>	<p>The Ministry of Education, Sport and Youth has drafted a plan to ensure high quality through the education service offices in each municipality in order to establish an inspection and monitoring system at each school and for each teacher.</p> <p>We will provide educational service offices even in municipalities with minorities. Employees in these offices will</p>

		education institutions.	<p>Education and Sports. Besides MES there are other bodies involved in the management of specific types of education. For pre-university education (including early childhood) and VET these bodies include besides MES also Ministry of Social Welfare and Youth and the AKAF;</p> <p>The infrastructure for early education and child care and for pre-university education is property of local governance units, while MES is responsible for the curricula, programmes and teachers development programmes accreditation and development.</p>	assist in the implementation of new curricula and textbooks, and the professional development of teachers according to identified needs.
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