Education information systems and transition to an open society
Lessons from the Albanian experience

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Main points

I. **Lessons from Albania**

II. **E-learning and e-government**

III. **Policy-making for change**

I. Lessons from Albania

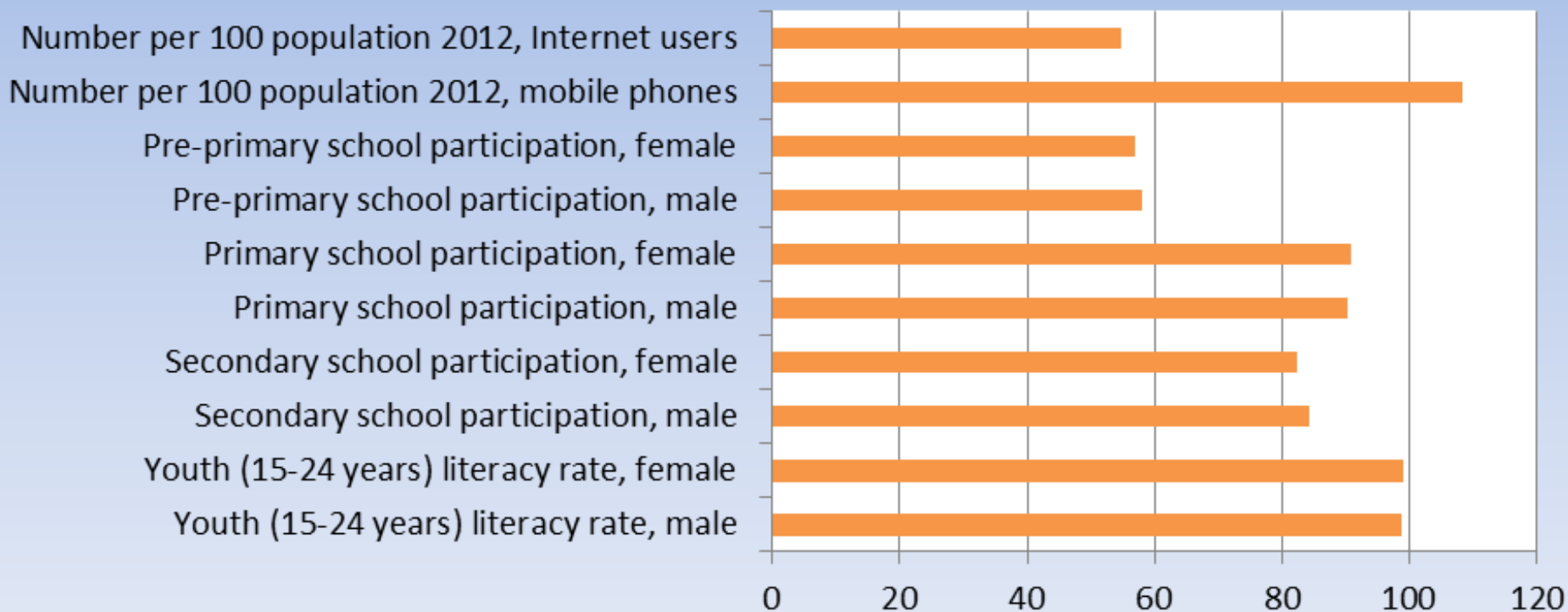# Albania

GDP: $12.90 billion 2013,   Population, total: 2.774 million 2013
Source: World Bank

Education data in Albania (%) , 2008-2012 (Source: UNICEF)

Category	Value
Number per 100 population 2012, Internet users	~55
Number per 100 population 2012, mobile phones	~108
Pre-primary school participation, female	~57
Pre-primary school participation, male	~58
Primary school participation, female	~91
Primary school participation, male	~90
Secondary school participation, female	~82
Secondary school participation, male	~84
Youth (15-24 years) literacy rate, female	~99
Youth (15-24 years) literacy rate, male	~99

I.1. Pilot Education Management Information System 2005-2010

Problem: Lack of accurate, unified information on different categories of students among MoES, REDs, municipalities, communes and schools.

Solution: A central system of collection, processing, analysis and dissemination of statistical information for developing strategies and policies.

Pilot: Started in schools of Korça and Kukësi regions

- *1st phase (2005-2006):* Establishing electronic communication of information between the school and the RED.

- *2nd phase (2006-2007):* local capacity building.

- *3rd hase (2008-2010):* was to recommend to MoES a model for scaling it up at national scale.
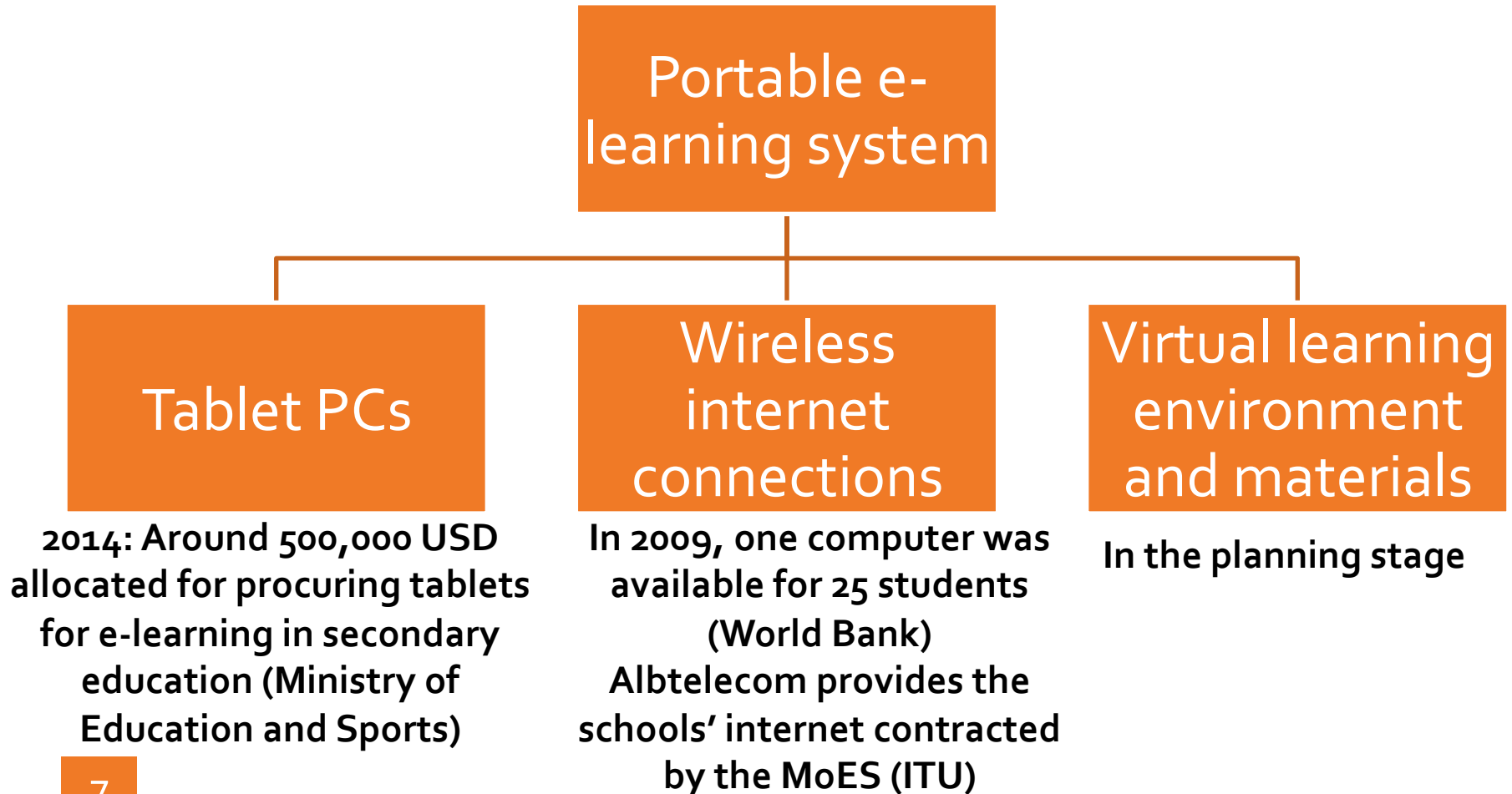
Source and project donor: UNICEF

Manages the State Exams (2 compulsory and 2-3 electives) for entry in public universities. Its electronic information system is used for:

- Managing State Exam results and communication with local and regional education directorates. (Form A1 for students)

- Processing of students applications for universities (Form A2)

- Matching of applications to universities based on the Merit-Preference principle

- Dissemination of final results for university admissions, made available to students on the official website www.akp.gov.al

- Record-keeping and archiving

during 2010 and 2011, the budget expenditure on ICTs in education was estimated at between 3.4 and 3.8% of GDP.

Portable e-learning system

Tablet PCs

2014: Around 500,000 USD allocated for procuring tablets for e-learning in secondary education (Ministry of Education and Sports)

Wireless internet connections

**In 2009, one computer was available for 25 students (World Bank)
Albtelecom provides the schools' internet contracted by the MoES (ITU)**
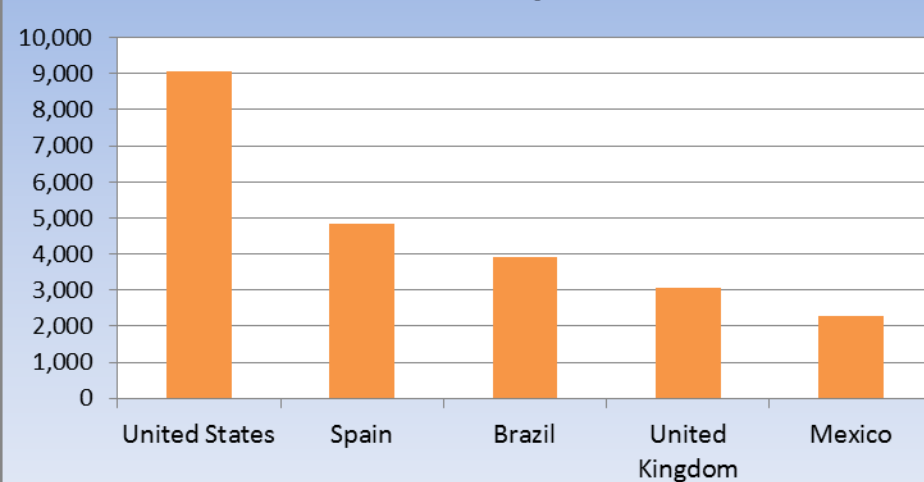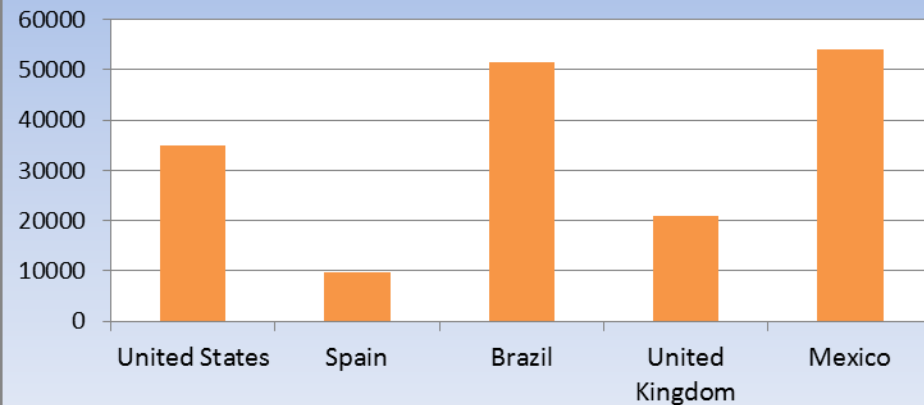
Virtual learning environment and materials

In the planning stage

II. E-learning and e-government

Virtual learning environments in higher education
Moodle country comparison

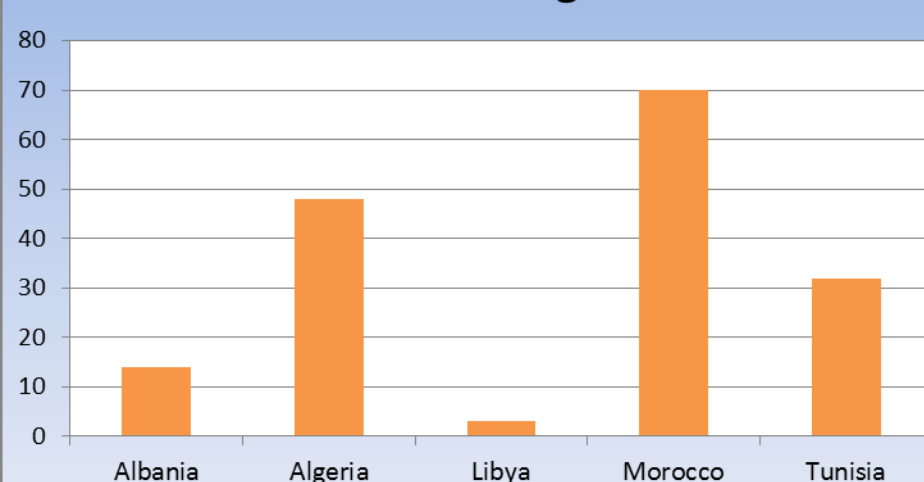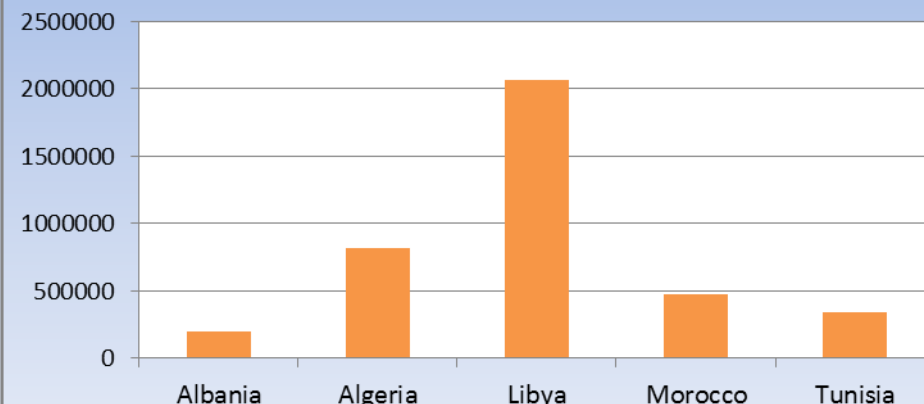Source: https://moodle.org/stats/ as of 1 Dec 2014
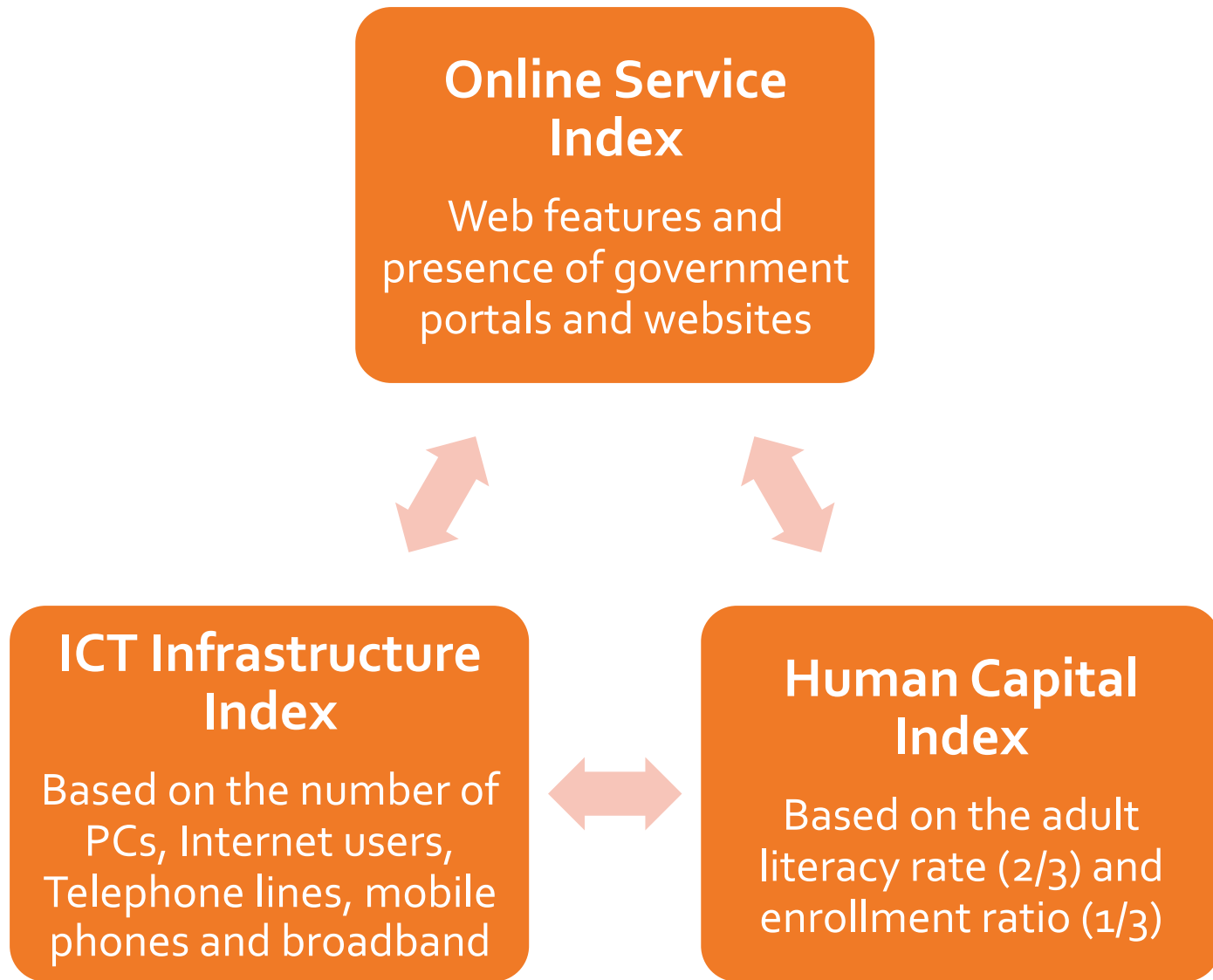
Lack of vital e-learning components such as computers, electricity and skills, but also non-participative student due to a tradition of didactic methods

Comparison of number of research papers addressing different challenges for e-learning		
Research focus	**Developed countries**	**Developing countries**
Course	17	23
Individual	26	6
Technology	7	16
Context	2	21

(Andersson & Grönlund, 2009)

The Global E-Government Development Index

Online Service Index

Web features and presence of government portals and websites

ICT Infrastructure Index

Based on the number of PCs, Internet users, Telephone lines, mobile phones and broadband

Human Capital Index
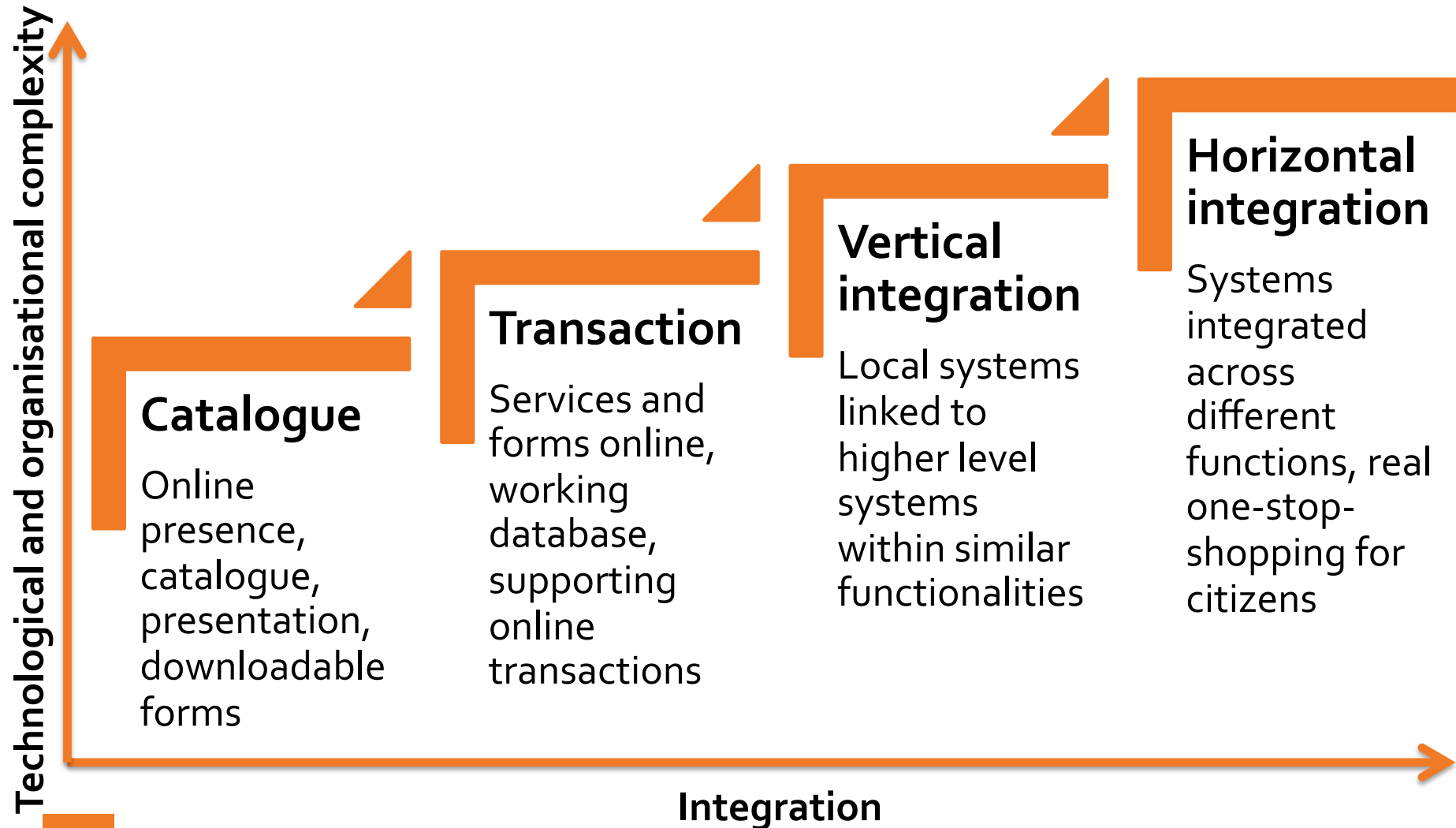
Based on the adult literacy rate (2/3) and enrollment ratio (1/3)

Lessons from e-government index comparisons
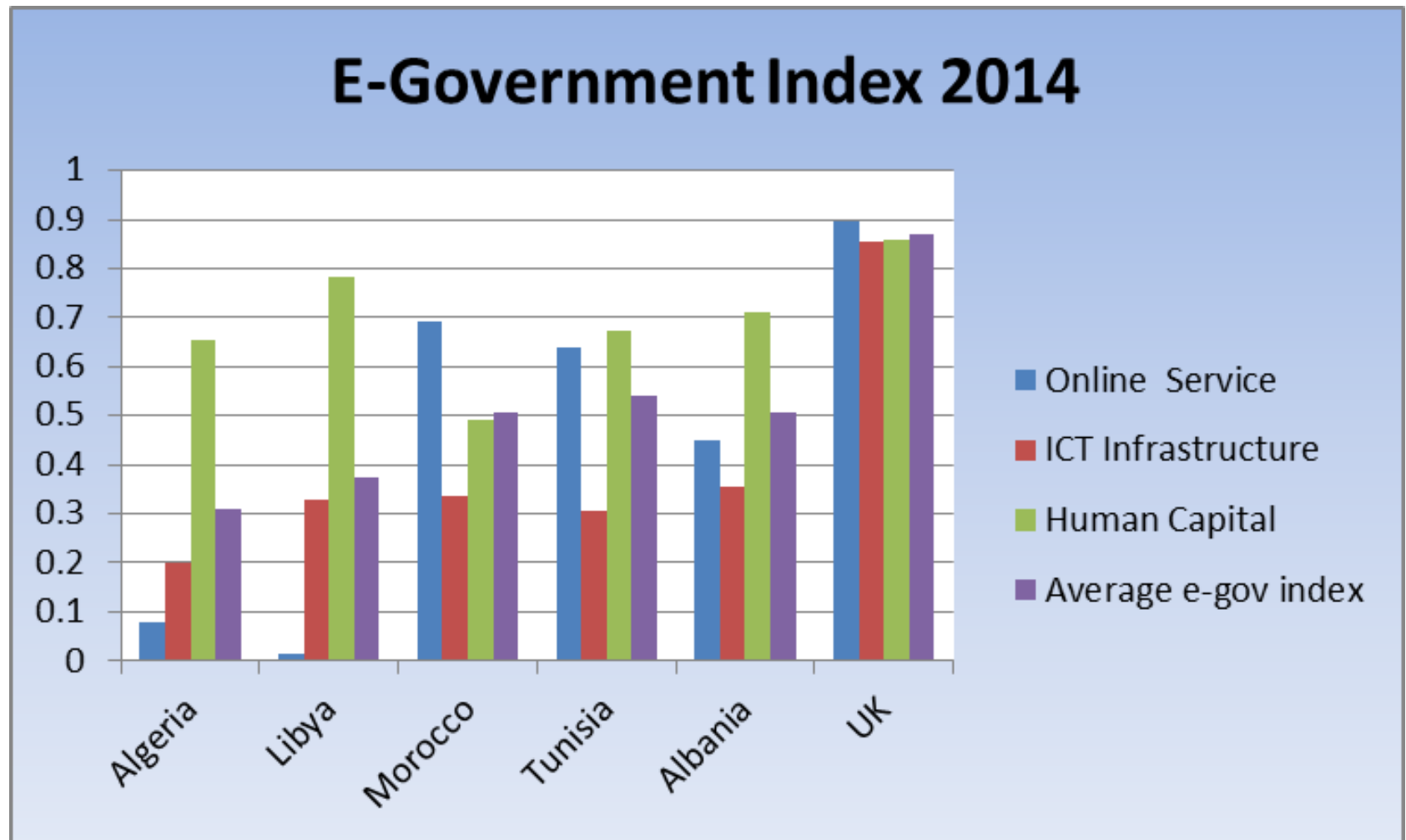
III. Policy-making for change

Stages of e-government development

Technological and organisational complexity (vertical axis)

Integration (horizontal axis)

Catalogue

Online presence, catalogue, presentation, downloadable forms

Transaction

Services and forms online, working database, supporting online transactions

Vertical integration

Local systems linked to higher level systems within similar functionalities

Horizontal integration

Systems integrated across different functions, real one-stop-shopping for citizens

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Source: Layne & Lee 2001

Concluding remarks
E-learning reforms for an open society

1. The socio-economic environment: Encouraging lifelong learning and merit-based appointment of teachers and public servants. *(LOCAL REFORMS)*

2. Human capital: Continuous trainings and use of collective knowledge through open education resources, massive open online courses (MOOCs) and collaborative learning in online social media. *(LOCAL AND INTERNATIONAL)*

3. ICT infrastructure: Central education management information systems and one-stop service provision. *(INTERNATIONAL BEST PRACTICES AND SUPPORT)*

Thank you!