

## **Educational phenomena in Albania in the years of communist dictatorship and the reformation efforts after nineties**

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### **Abstract**

The collapse of communist dictatorship and entering of Albania in the way of democratization would show a strong impact also in an important field for the society, such as the education. Albanian transition was not simply a social process, bur in first place it was connected to the reconstruction of democracy and education and in these respects it is the foundation of this reconstruction: "An education that should be rebuilt, a new generation which should be oriented towards the future, a society that must be developed."

The problem of democratization and reform of education has emerged in the Albanian society with all its strength and complexity after 1990. Reforming of the educational system in Albania, tackling an issue of fundamental changes in form and content (curricula, school documentation, internal organization of school life), new developments at all levels of the education system (hidden drop-outs, problems of vocational education, expansion of general secondary education), decentralization and management of pre-university and higher education, and the teacher's role in the Albanian post-communist society.

## **Introduction**

The progress of Central and Southern European countries toward freedom and adaptation with the capitalist system is a difficult process. It is causing considerable upheavals, growing tensions, and it may lead to fragmentation (a turning back to extreme nationalism, growing of intolerance, hate and violence toward minorities).

Communism in Albania questioned every aspect of life and basic freedom, such as physical integration, human dignity (of the person himself and of the others), freedom of thought etc. After the 90s, the Albanian society is trying to create a social order in order to be able accept the controversy, as we are of the opinion that accepting the difference is a source of progress. Feeling, accepting and appreciating the differences, everyone has more opportunities for the own development. This is an advantage for everyone. Thus, accepting the contrary and the tending to harmony provide a favour and support to the dialogue and understanding. In this way, notions such as “*acceptable choice*” or “*dynamic balance*” between personal interest and collective progress are acquired.

### **I. Inheritance of the past**

The collapse of communist dictatorship and entering of Albania in the way of democratization would show a strong impact also in an important field for the society, such as the education. The essential difficulty in Albanian is the way of organizing and functioning that the educational system inherited by the communist regime.

In general, it is about highly centralized mechanisms with the Ministry of Education being in possession of comprehensive rights and exercising them without any real participation of local authorities, teachers and students. These instances defined the school regulation, the conditions of admission in the various links of the educational system of the time, the profile of formation and the content of education, the relative rules of evaluation in the exams. Also the

publication of school texts and delivery of various pedagogical materials was made under the control of the Ministry of Education.

Within this rigorous framework, a strong ideological pressure was exerting compromising not only the freedom of thought, but also denaturalizing the vision of political and social world. School texts, above all those of history, civics and economy imposed the theses of Marxism-Leninism, distorting the notions of democracy, justice, revolution, progress, and refusing the validity of these concepts outside of the socialist camp.

This kind of sectarianism made impossible the agreements on the content of education. The best example is the fact that students learned only Russian as foreign language during the obligatory education period. Learning of Western languages would be useful, but it was impossible.

On the other hand, the Communist government was not reluctant to approve a very cursory utilitarianism. Vocational education was conceived in such a way as to respond exclusively to the needs of large state enterprises. In the general education more space was left to science, leaving aside the subjects estimated as less “profitable”, and especially the ones developing the critical spirit, which necessarily had to be avoided.

Arbitrariness was in complete possession of the educational policy and of the procedure of guidance to students. The existence of 8-years of primary and secondary education caused most students to have the same educational course until the age of 14-16 years. After this age, youngsters could be directed to high schools providing mainstream or vocational education, which, as evidenced by the statistics of the time, were of the same admission capacity.

At first the instructions were that in high schools providing mainstream education should enter only politically safe elements; generally political criteria should prevail over academic ones. However, in the late 80s these practices were no more to be followed on over the years.

However, this way of divisions provoked a fierce competition to enter mainstream education, which was considered a safe passage gate to the University. Ideally, students completing vocational education allegedly received a

degree equivalent to that of general education and thus could continue with their university studies, but in practice this posed risks. In reality, the right to education and equality to the type of education was nothing more than a fallacy.

In the context of strengthening the "ideological axis" and further deepening of the "school revolutionarization", changes were made that led to the strengthening of tendency of ideological and political character, as well as to the emphasizing of content and of its connection to scientific and productive reality of the country. These changes were reflected particularly in the new textbooks, designed by Albanian authors, based on certain ideological, political, scientific, didactic and methodical criteria. The subjects, in response to the demand of raising the content's scientific level, were overloaded with a surplus of theoretical, academic and technical knowledge of a high level, unaffordable by the masses of students.<sup>9</sup>

Among the most important developments of the Albanian school for the period 1945-1990 are considered: the rapid eradication of illiteracy until a certain age, creating a lay, comprehensive, and unified education with some democratic features, free of charge for all citizens, although based on the socialist understanding, norms and criteria of the time; rapid expanding, especially in the case of basic education; passage to compulsory education with at first 7 and then 8 years; providing of higher education for the first time in Albania etc.<sup>10</sup>

Thus, relying on the data of the development of university education, in 1990, 56% of 3-5 years old children attended the preschool education, 96-98% of pupils attended the 8-years compulsory basic education, and about 70% of students having completed the 8<sup>th</sup> grade attended the high school education.<sup>11</sup> Compared to some countries in the region, such as the former Yugoslav republics, the indicators of Albania for the year 1990 were higher except in the case of attending the higher education.

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<sup>9</sup> Bejtja, Pajtim; Reçi, Ruzhdi; Mustafai, Alqi, *Vështrim mbi arsimin profesional në Shqipëri*, Tiranë, 1997, p. 7-8.

<sup>10</sup> Gaçe, Pëllumb, *Revista Pedagogjike*, Nr. 4, 1997.

<sup>11</sup> *Statistical Yearbook of P.S.R. of Albania* 1990, Tiranë, 1990, p. 147-166.

As regards developments in the content of the educational system in the dictatorial Albania, it must be stated that they were closely linked to ideological criteria, so necessary for the communist state to perpetuate personal power, with the individual human values completely negligible. Education was focused only on acquiring knowledge by forcing the teacher to impose rote learning to his students. Unable to elaborate ideas, teachers and students were hidden behind a passivity which avoided risk and removed the perspective of a variety of choices. Above all, the communist state behaved in an oppressive and defending approach, supporting this way of acting.

All teaching-educational activities and methods in use served to the formation of “*a citizen appropriate to totalitarian systems*”. Education became an end in itself for the preparation of qualified people or simply of “labour forces”. Proclaimed as a universal human right that would provide to everyone the opportunity to develop his skills and individuality, in fact, it gradually led to a socialization of collective type. Keeping of the country under maximal control suppressed and asphyxiated the free thought. The Albanian school cultivated the submission to APL ideology and policy.<sup>12</sup>

## **II. The importance of democratization and reform in education**

Albania was the last country getting liberated of the long one-party communist rule,<sup>13</sup> and given also some special features of Communism in Albania, such as the absolute denial of free speech, press and movement, as well as the ideological indoctrination in an almost incomparable level with the former countries of Central and Eastern Europe, the Albanian transition from totalitarianism to democracy, particularly the development of education by the standards of advanced countries, was more difficult than in other countries.<sup>14</sup>

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<sup>12</sup> Kambo, Enriketa, *Arsimi në Shqipëri*, Tiranë, 2005, p. 258.

<sup>13</sup> Duka, Valentina, *Historia e Shqipërisë 1912-2000*, p. 354.

<sup>14</sup> *Shkolla është e jona*, Tiranë, “Maluka” 2004, p. 9.

By studying the dynamics of educational developments in Eastern Europe, a group of authors in the brochure *Educational Reform in the Countries of Central and Eastern Europe*, would state that “Eastern educational systems have functioned generally well, but for what purpose?”<sup>15</sup> What was individual “produced” by them? What was the educational level representing the majority of the population?

The answers we can give to the above questions are related to the “relative” meaning of the functioning of these educational systems. They functioned well as long as they were in accordance with and pursuant to the leading line of the single party in power, which needed the formation of suitable people for a uniform society to perpetuate its power. This conclusion is valid even for the Albanian society of the early 1990's. The collapse of political and social system would mean also a collapse in the features and functioning of the education system, which in the new reality would have to educate citizens with a new formation.

In this context, the importance of democratization and reform of education came to the fore for the new governments in Albania. Denied individual freedoms had to be recognized and the indoctrination had to come to an end. The time had come to assess what expands and balances the field of knowledge, while respecting the plurality of interpretations that can be made to such knowledge. Authoritarian procedures of orientation toward one or another of education had to be abandoned, while assessing the ability of students by not allowing excessive competition opportunities to formalize the choice. Education had to abandon utilitarian concepts and equip the students with the ability of evolution and adaptation, which they would need in their future.

For this purpose, a functional and more democratic system had to be ensured. Public sector monopoly had to be abrogated. Decentralization processes had to be undertaken by activating more local bodies. Teachers had to be given the opportunity to participate in defining the new educational content.

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<sup>15</sup> Dede. A., Gaçe. P., Myteberi. F., Gurabardhi Z., “Reformat arsimore në vendet e Europës Qendrore dhe Lindore”, *Revista Pedagogjike*, Nr. 2, Tiranë, 1995, p. 19

Parents and students had to take part in both social and economic life of the institutions. The directors of institutions had to be equipped with a charter to suit these new requirements.

The problem of democratization and reform of education has emerged in the Albanian society with all its strength and complexity after 1990. Reforming of the educational system in Albania, tackling an issue of fundamental changes in form and content (curricula, school documentation, internal organization of school life), new developments at all levels of the education system (hidden drop-outs, problems of vocational education, expansion of general secondary education), decentralization and management of pre-university and higher education, and the teacher's role in the Albanian post-communist society.

In fact, these changes have affected some areas of science and knowledge with the following as the most prominent ones: jurisprudence (through changes in the legal framework), pedagogy (changing forms and content of school education), psychology (the formation of a new worldview for the education in general, as a global trend), sociology (new social aspects faced by the Albanian society after the 90s), etc.

In reviewing, treating and supporting the theories related directly or indirectly with the science of history, it is viewed and presented *that education system in Albania has among all other institutions of the society real opportunities to influence the formation of citizens who can live and work productivity in a complex society with a growing dynamism.*<sup>16</sup>

### **III. Reform and strategy**

After 1990, education, as an important part of the country's social life, faced numerous difficulties, shortly after the opening of Albania to the world. In the education of almost all levels at the end of 1990 we can talk about a high attendance, which is remarkable especially at university. The contingent of pupils

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<sup>16</sup> Fullaun, Michael, *Forcat e ndryshimit në Arsim*, Tiranë, 2003, p. 15.

and students in 1990 was 906,000 students in total. If expressed as a percentage figure, it totalled 73% of the population in the age group of 3-22 years.<sup>17</sup>

During the political transition in the years 1990-1992, the education system inherited a number of amortized school buildings. In Albania, a part of the schools were built years earlier based on projects of low constructional standard. In the rural areas, the situation was especially hard. There were schools arranged in hangars, in culture centres, in cantonments, or in abandoned industrial objects.<sup>18</sup> In this way, the inherited educational buildings, the furniture and didactic equipments didn't meet the requests for a normal development of the teaching process.

Beside this, the beginning of transition was accompanied by phenomena that previously were never noticed, either during dictatorship, whether in earlier periods of the Albanian history: the violent reaction against everything considered part of the communist past, including also the school. Many of the educational objects of all levels of pre-university education were burned and robbed, deepening thus even further the crisis that had caught the education as a consequence of the economic and political crisis in the country. It is sufficient to mention the fact that were burned or damaged about 1500 school buildings, among which 55% of the primary education and 30% of the pre-university education. Especially in villages they were so hardly damaged, that the educational process was compromised.<sup>19</sup>

A part of educational institutions were forcibly occupied by the incomers immigrating soon after the beginning of free movement, as well as by the homeless people, getting thus alienated into dwelling objects.<sup>20</sup> Moreover the change of systems and the opposition's victory by an overwhelming majority on March 22, 1992, that would mark the end of a period of 50 years of Communist government in the country,<sup>21</sup> inevitably required changes in school curricula,

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<sup>17</sup> *Ibid.*

<sup>18</sup> *Ibid*, p. 13.

<sup>19</sup> Lulja, Edmond, *Koferenca e Donatorëve*, Tiranë, më 18 dhjetor 1996

<sup>20</sup> Olsen, N. (2000) *Albania, Oxfam Country Profile*, Oxfam, England.

<sup>21</sup> Duka, Valentina, *Histori e Shqipërisë 1912-2000*, SHBLU, p. 340.



especially in social matters, to set them free from Marxist-Leninist indoctrination. Part of these changes would be even teachers, who by that time were seen as conduits of the ideological line of the ruling party and were completely cut off and isolated from contemporary developments in pedagogy, psychology and global curricula.

In these circumstances, reform and modernization of the Albanian education constituted a necessity. On the basis of a careful analysis of the documentation of this period, it can be concluded that there are three clear stages of education reform in Albania:

*The first stage* included the years 1992-1996, with the legislative framework of education designed to clearly refer to the right of people to get education and protection of children and youth. There was a positive influence of a series of conventions ratified by the Albanian state in this period. Thus can be mentioned the signing of the Universal Declaration of Human Rights (1948), Convention “*On Combating Discrimination in the Field of Education*”, and the Convention “*On the Elimination of All Forms of Racial Discrimination (1981)*”.<sup>22</sup> Since the very first beginnings during the 1992-1995 period, based on the continuous assistance of international organizations, a good work was carried out with the priority of sanctioning new laws in the field of education.<sup>23</sup>

A positive consequence of these efforts was the adoption of the Law on University Education in the Republic of Albania no. 7952, dated 21.06.1995. This law came in support of the 1992 Constitution that with the Constitutional Acts implemented in the period 1992-95 expressed the right of all citizens to education.<sup>24</sup>

*The second stage* comes after some difficult events in Albania, such as those of 1997. Especially since 2000, attempts were made to leave behind the emergency phase of transition in education.

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<sup>22</sup> *Revista Pedagogjike*, 1-2, Tiranë, 2000.

<sup>23</sup> *Shkolla është e jona*, Tiranë, “Maluka” 2004, p. 10.

<sup>24</sup> Lulja, Edmond. *Mendime për Reformën në Arsim*, Tiranë: “Filara”, 2009, p. 38.

To this period belongs the first adoption of the National Pre-University Education Strategy 2004-2015, approved on the Decision of the Council of Ministers of the Republic of Albania (DCM), no. 538, dated 12.08.2004. For its compilation were engaged a wide group of Albanian and foreign experts in the field of education.<sup>25</sup>

*The third stage* includes the years 2005 until nowadays. The transformations in the education system in the past 5 years can be considered as a designing of the European future of Albanian education. After 2005, more than ever, specialists in the field of education faced the need to make decisions that would fundamentally affect the future of education.

Decentralization of Education, based in Strategies for Education 2004-2015 and 2009-2013, covers three main areas: administrative decentralization, financial decentralization and decentralization teaching. Viewed in this context, the developmental steps taken within the project "*Quality and Equity in Education*" (CBA) constitute a significant step in the development and performance of pre-university education system. The Project "*Excellence and Equity in Education*", envisioned to be implemented in the period 2006-2010, adopted by the Albanian Government with the Decision no. 234 dated 26.04.2006, and prepared with the technical assistance and financial support of the World Bank, constitutes a major objective in reforming the educational service in the country.

The CBA program, which is widely implemented, is financially supported by the state budget (30 million USD) and World Bank loans, including the European Investment Bank and the Development Bank of the Council of Europe (45 million USD), i.e. 75 million USD in total.

Other strategic documents, on which is based the education reform in the last 5 years, are the following:

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<sup>25</sup> Strategjia e Arsimit Parauniversitar të 2004-2015.

A. UN Programme “*Millennium Development Goals*”, aimed at achieving the millennium goals adopted at the international level, and following it the program “*Education for All*”, EFA/FTI etc.

B. National Strategy for Development and Integration 2007-2013, which defines the clear vision of the middle-termed and long-termed national development.

C. The Stabilization-Association Agreement and the National Plan for the Implementation of the Stabilisation-Association Agreement, aiming at the European integration of Albania.

After a brief description of the major development stages the university education has followed in its path of reform from the beginning of transition until nowadays, we would like to emphasize that the reflection on the contributions and legacy should be placed in its historical long-termed context.

An educational reform can not be understood and implemented without an educational policy. The first problem faced during the implementation of new educational reform in Eastern Europe countries and Albania in particular was the gap in the field of legislation.<sup>26</sup> Certain laws for pre-university and university education have been considered a “reform” while in fact they represented only the first step in the legal field to implement real reform. In Albania there is no general legal act relating to education, but every level of education is regulated by specific laws.<sup>27</sup>

The pre-university system after the 90s is run by: The Albanian Constitution (passed in 1998), Law Nr. 7952, dated 21.06.1995 “On University Education System”, Law no. 8872, dated 29.03.2002 “On Education and Vocational Training in Albania”, Government Decisions possessing the force of parliament laws over a specified period and Orders of the Minister of Education.

The law sanctioned: the equal right of citizens of the Republic of Albania to education at all levels of pre-university education, regardless of social status, nationality, language, sex, religion, race, political beliefs, health status and

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<sup>26</sup> *Ibid.*, p. 30.

<sup>27</sup> Memushi, Luan, *Reformimi i shkollës, proces dhe strategji*, Tiranë, 2003, p. 196.

economic level (Section 3), the right of national minorities to education in their mother tongue for learning their national history and culture (Article 10); the right of children aged 3-6 years for public school education (Articles 17-19); public, compulsory, uniform and general education throughout the territory of the Republic, (8 years in total, with two 4-year cycles, namely primary and high) (Articles 20, 22), the obligation of parents to send their children aged 1-16 years to participate in compulsory education (Article 24), and penalty of minor administrative fine for parents whose children drop out compulsory education without any reason (Article 59); banning employment of children at compulsory school age and, otherwise, punishment of public or private employers for administrative infractions with a fine (Article 60); the right of citizens to education in public secondary schools, general and professional education after the compulsory one (Articles 26-28 and 33-37), the right to education of students in courses with subject choice in secondary the general public education (Article 31); the right of children with special needs to special and free public education, as well as state's obligation to provide gradually the necessary conditions for this aim (article 40); the right of children defined as exceptional cases, for forced education at their families in private ways (article 49); the right of public teaching stuffs to qualification framework (Article 14.41); the right of the country's citizens as well as of the foreigners to pursue private secular and religious education (Articles 43-48) and to transfer from private to public schools (Article 45); the right of citizens to pursue additional education facilities (Article 50), forcing the state to guarantee the right to security of life and activities of teachers and students and of the educational institutions, as well as the inviolability of their territories (article 66); purpose and mission of Albanian pre-university education: to spiritual emancipation, material progress and social development of the individual (Article 2), to development of intellectual, creative, practical and physical abilities and personality of students in public compulsory education

(Article 21),<sup>28</sup> to fully and harmonious personality development of students in public secondary education (Article 26).<sup>29</sup>

The Law “*For the Pre-University Education System*” would undergo some amendments in 1998, with the Law No. 8387, dated 30.7.1998. Already in the Section 4 and further is to be remarked the new name of the Ministry of Education, to be called from here onwards the Ministry of Education and Science. During the years 1992-1997 it was renamed as the Ministry of Education, Youth and Sports, while from 1998 until to date Ministry of Education and Science.<sup>30</sup> This law served for a long time as the legal basis for the development of vocational education. For a period of 10 years, Albania didn't have a specific strategy for the AFP.<sup>31</sup> During the visit of the OECD team, in the Parliament of Albania was cast for discussion a proposal to set up a tripartite National Council of AFP.<sup>32</sup> Due to the complexity of the law and new elections of June 2001, the law was approved only in March 2002.<sup>33</sup> In (2003) were adopted the National Council of AFP and the Strategy of Employment and Vocational Training.

The AFP Law was revised in 2007 by the Twinning Project, especially the articles on KKAFP and AKAFP. However, we must state that it is not yet taken any decision on their amendments.<sup>34</sup>

The process of replacing the model used for nearly 40 years obviously ran into some difficulties: *firstly*, it took at least 6 years to fully enable the transition from the old system to the new one; *secondly*, when crossing the cycles from lower secondary education to upper secondary education, at the end of the school year 2007 - 2008, in the high school grades were removed the ninth classes, bringing overall problems in school activities, such as the number of

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<sup>28</sup> *Ligji për Arsimin Parauniversitar në Republikën e Shqipërisë*, Nr.7952, datë 21.06.1995.

<sup>29</sup> *Ibid.*

<sup>30</sup> *Ligji për Arsimin Parauniversitar në Republikën e Shqipërisë*, Nr. 7952, datë 21.06.19, ndryshuar me Ligjin Nr. 8387, datë 30.7.1998, Neni 4.

<sup>31</sup> Francesco Panzica, *Tregu i Punës në Shqipëri dhe Vlerësimi i Sektorit AFP. ETF: 2000*, p. 44.

<sup>32</sup> MES Archive.

<sup>33</sup> Ligji Nr. 8872, datë 29.03.2002, “*Për Arsimin dhe Formimin Profesional në Republikën e Shqipërisë*”.

<sup>34</sup> Raport për Delegacionin e Komisionit Europian, “*Mbështetja për Reformën në Arsimin dhe Formimin Profesional*”, Tiranë, Qershor 2008.

classes, number of teachers etc.<sup>35</sup>; *thirdly*, the existing curricula of compulsory education had to be replaced with new plans. For their compilation, specialists of education in MES and in the Institute of Pedagogical Studies took and analyzed the curricula of some other countries with the same structure. They were presented for discussion to education specialists from all districts of Albania.<sup>36</sup>

Changes in school documentation consisting of curricula, programs and textbooks as well as instructions to help the school and education specialists for their effective implementation would pave the way to the reforming of education system after the fall of the dictatorship in 1990's. Lesson plans, programs, and consequently the relevant texts have undergone during the last 20 years significant changes of the social-political and economic character.

In the first decade were recompiled most curricula, being enriched with new concepts and lines aimed at strengthening interdisciplinary ties (for example, grouping of technical subjects in the subject technology, extending of the subject knowledge of nature until the fifth grade) etc.<sup>37</sup> Reconceived were also the textbooks for all cycles of pre-university and university education, both in form and content.

Given that curricula and teaching process represent the basis of an education system, system upgrades begin exactly with the review of curricula and modernizing the educational process. The concept of curriculum is taken from the professional terminology of developed countries and serves as a substitute for the traditional concept of the previous "*plan and teaching program*". Since 1993, pre-university curriculum and the teaching-learning process have been and remain subject to continuing improvements.

The content of the curriculum is wide. They include determining of the content, goals and objectives of general education, for different cycles or levels, particular subjects, methods and tools to be used during the learning process and the disposition of assessment (tests, exams) etc. Consequently, when we

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<sup>35</sup> Analiza vjetore DAR, Tiranë, 2008

<sup>36</sup> Rrapo, Sotir; Spahiu, Yllka, "Përparësi të draftplanit të arsimit të detyruar 9 vjeçar", *Revista Pedagogjike*, Nr. 3, 2004, p. 27.

<sup>37</sup> *Revista Pedagogjike*, Nr. 1-2, p. 45.

talk about curriculum reform in Albania, and elsewhere in other former communist countries of the Central and Eastern Europe, we mean by this reform of all elements in their entirety, included in the process of education.

During the transition period, also Higher Education, which was represented by a number of high schools (Universities), underwent the reformation. Higher Education Reform was accompanied, generally, by the transformation of high schools to universities. Changes were made in their profiles of formation and the terms of study were extended. But the most important ones are the fundamental changes made in the curricula and teaching plans in order to adapt them to new requirements and to facilitate the equivalence of diplomas of Albanian universities in other countries, mainly Western European and American ones, by which the experience was received.

Although currently in professional higher education in Albania is represented by universities (Polytechnic University of Tirana, Tirana Agricultural University, Agricultural University of Korça), the Law no. 7810, dated 06.04.1994, "*On Higher Education in the Republic of Albania*", states the following: "Higher education is carried out in university colleges and in non-university colleges", while "non-university colleges are teaching institutions, where scientific activity has an implemental character and the main task of realization of vocational education." (Chapter I, Article 4) In this definition, although not mentioned by name, is implied the so-called "post-secondary education". Thus, the legal way for the establishment and development of vocational post-secondary education is open, although it does not exist. It is to be noted that both the above-mentioned new laws have made our education system more flexible, responding thus more appropriately to the economy needs, as well as to the requirements, wishes and opportunities of different individuals.

By law is also determined the existence of post-graduate education, creating thus the full spectrum of higher education with all its relevant categories.

## Conclusion

Recalling once again the historical context in which education took place in these twenty years, as an era of great upheavals and transformations in all former communist countries, certainly the new orientation on the political scene would determine the educational policy, and not simply as individualistic policy of a small country, but as a comprehensive and integrated policy in the same line with European standards and beyond.

Albanian transition was not simply a social process, but in first place it was connected to the reconstruction of democracy and education and in these respects it is the foundation of this reconstruction: "An education that should be rebuilt, a new generation which should be oriented towards the future, a society that must be developed."

Based on the methodology followed during dealing with this thesis, for the analytical study of educational reforms and developments we are trying to come to some conclusions on the question that naturally arises: What was their impact in social life?

*Firstly*, the general trend has been the accepting of education throughout the whole life and the affirmation of "the knowledge society". *Secondly*, contemporary developments in education highlighted the trend of delegating the responsibility of improving the school's work at the school itself. *Thirdly*, the developments of the education system created equal opportunities within it and in relation to other educational systems having similar standards as a result of globalization policies. *Fourthly*, the expected improvements in the education system will be the fruit of all these efforts made during 20 years, which will be reflected in a new generation that in addition to the national identity will unveil also a European identity.