

## Through Challenges from the Theoretical Conception of the Bologna Process in Higher Educational System in its Practical Realization, in the Albanian Public Universities

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**Abstract** *This study has surveyed Albanian high education and examined the relationship in practice of Bologna system conceptions. The structural model showed in higher education, and master degree is not yet showing a functional suitability for higher education that aims involvement in the application of this system and the goals that it has. This applied process has identified interactive difficulties income through structural model to be implemented as practical dimension until now. Graphics were analyzed using structural modeling of some universities: Albanian, Pristina and Bologna, with branches related to humanities or social sciences, where literature is its integral part.*

**Keywords:** *Achievement; Albanian language and literature; Bologna system; concept; challenge; function; implementation; level; reforms; relation; separated branch; theory and practice.*

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### 1. Introduction

Is it raised as a problem to be solved the higher education reforms, according to Bologna system with the consequences of this continuity? It has been done a lot of work in the application of the new system of education, but we cannot leave apart the difficulties of the application in the concrete terrain. What way should we follow now, especially in leading those specific branches which have in their programs subjects from linguistics and literature in a common bachelor curricula, at a time when almost all the public universities have fulfilled the remodeling phrases from 4 to 3 plus 2 (scientific master) or plus 1 or 1/ 2 (professional master). Could it be better to examine the bachelor system critically for the sake of its functionality not only as a structure?

Frequently, find the alternatives in order that this new educational system in the public Albanian universities to be efficient and functional in practice is an obligation. The raised problematic tried to offer focus with the possibilities of examining this system, especially the faculties of social subjects, branches of the Albanian Language- Literature (Bachelor system & Master, which are their outgrowth). There is a consideration staining the relationships between the theoretic concept of Bologna system and the useful results brought by reforms in the higher education in the Albanian public Universities.

Previous research has suggested that today's map of the implementation of the new educational system exists as such despite the way it is applied (Blazič Marjan, Volume 1, € CNSI (2008), Slovenia, Contemporary Didactics between theory and practice, *Pedagogy and The Knowledge Society*; Nuredini Vaxhid, Volume 2, € CNSI (2008) Priorities and difficulties in implementation of the European credit transfer system ( ECTS), *Pedagogy and The Knowledge Society*, Kumnova Mazlrom and Baliu Begzad, Volume 1, € CNSI (2008), University of Prishtina, Faculty of Education, Kosovo, Lifelong learning – A challenge for Kosova, *Pedagogy and The Knowledge Society*,

For example, if we want to walk further in the solution of the problem let us be urges by the expressed thoughts by Marjan Blazič (2008), in his article: *One fundamental question that is difficult to answer is how to connect practice with theory and theory with practice so that both would have an advantage from such a relationship as well as for both of them to develop quickly and organically* (Blazič, 2008, p. 25).

The focus of this research is to find the alternatives, in order that this new educational system in the public Albanian universities to be efficient and functional in practice. The raised problematic tried to offer our focus with the possibilities of examining this system. This examination will be carried out mainly in the faculties of social subjects, especially in the branches of the Albanian Language- Literature (Bachelor system & Master which are their outgrowth) by considering the relationship between the theoretic concept of the Bachelor system and the useful results brought by reforms in the higher education in the Albanian public Universities.

## 2. Method

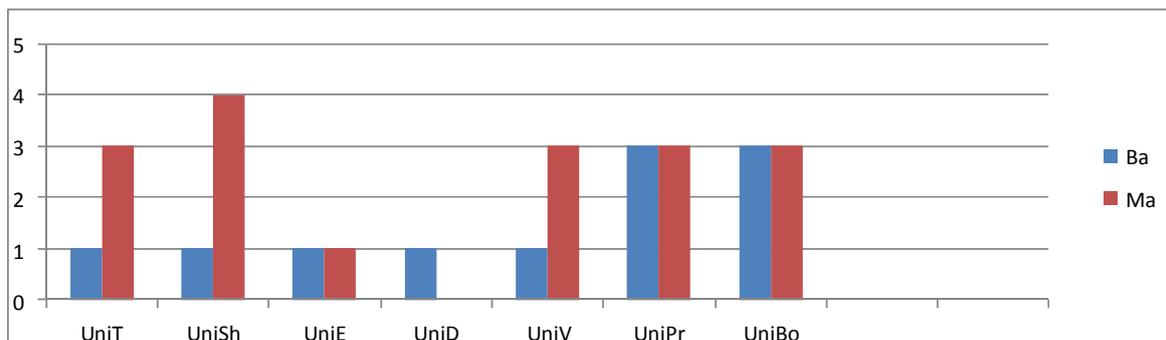
### 2.1 Participants

UniT (University of Tirane)	1 Bachelor (Ba)	3 Master (Ma)
UniSH (University of Shkoder)	1 Bachelor (Ba)	4 Master (Ma)
UniE (University of Elbasan)	2 Bachelor (Ba)	2 Master (Ma)
UniD (University of Durrës)	1 Bachelor (Ba)	- Master (Ma)
UniV (University of Vlorë)	1 Bachelor (Ba)	3 Master (Ma)
UniP (University of Prishtinë)	3 Bachelor (Ba)	3 Master (Ma)
UniBo (University of Bologna)	3 Bachelor (Ba)	3 Master (Ma)

A schematic review of the number (BA) Bachelors and (MA) masters in 2012 in the Albanian public universities, (taking into consideration that this process, therefore, such as structuring, has began the first efforts in the beginning of the first decade, of this millennium) especially the Albanian Language- Literature branch, and the models in the University of Pristina or Bologna, in the specific branches that are connected to literature and linguistics.

University	Faculty	Bachelor (Ba)	(years)	Master Degree (Ma)	(years)
UniT	History-Philology;	Albanian Language-Literature;	I, II, III;	Albanian Language- Literature; (Teachers for secondary schools)	I 1/2;
				Literary Studies	I, II;
				Cultural heritage	I, II;
UniSh	Social Sciences	Albanian Language-Literature;	I, II, III;	Linguistic	I, II;
				Ethno culture and Albanian Literature;	I,II
				Albanian Language- Literature (Teachers for secondary schools)	I 1/2
				Albanian Language- Literature; (teaching- preschool)	I
UniE	Human science;	Albanian Language-Literature;	I, II, III;	In editing (professional master);	I
			I, II, III;		
		Albanian & French Language-		Science in linguistics	I, II;
UniD	Faculty of Education	Albanian Language-Literature; English	I, II, III;	-	
UniV	Human Science	Albanian Language-Literature;	I, II, III;	Albanian Language- Literature; (teaching)	I, II;
				Editing & Archivistic	I, II;

UniP	Philology	Albanian Literature	I, II, III, IV	Studies of Cultural Inheritance	I, II;
		Albanian Language	I, II, III, IV	Albanian Language	I, II;
		General and Comparative Literature	I, II, III	Albanian Literature	I, II
				Comparative Literature	I, II;
UniBo	Literature-Philosophy	Classical Literature	I, II, III;	Philology, Literature, and the classical tradition	I, II;
		Modern Literature	I, II, III;	Italian Studies,	I, II;
		European Literary Cultures	I, II, III;	European Literary Cultures & Linguistics	I, II



Here acquainted with the results of its integration in the university structures, especially in the faculty of social sciences or (in some public universities that in Albanian are called or included in the assignment of the faculty of human sciences).

The way that we will follow to clarify the reasoning toward the solution of the problem that is raised will be based by taking as an object of comparison to be examined, the concrete faculties of the social sciences, or human sciences such as that of Elbasan, or otherwise called the Faculty of History Philology in the University of Tirana, the Faculty of education in the University of Durres, the Faculty of Human Science in Vlorë, faculties which in their structure include among the other departments such as the ones of history, geography and journalism, the department of literature or Albanian language as well.

There is an exception for the University of Elbasan, which in this branch includes trinity Albanian language-literature- journalism curricular, and the type of bachelor diploma which is given is Bachelor in Albanian language and literature.

In addition, we will make as our participant the University of Pristina as well, again the Faculty is called the Faculty

of Philology, where for the sake of our purpose and of our problematic, we will examine in details the specificity of the division of the structure that this university makes to the bachelor level and consequently the objects of the human and linguistic, (Albanian language and Literature) as a way of perception and application of the new educational system resulting in the number and the type of the bachelor diplomas as well, which come out of it in this aspect.

Since Italy is one of the first countries where the university system was adopted according to the new system in the process of Bologna (in some universities has begun in 1998 / 1999, and in some other universities in 1999/2000).

Finally, to be correct, in comparison to the achievement of our purpose, we take into consideration the University of Bologna itself, at the same human sciences and linguistics.

Concerning this, first of all, in structuring the bachelors (especially in leading the Albanian Language- Literature) and later focusing on how the things have come up to now, the passing from a considerable number of subjects that structured the old four year system, in the efforts to reduce and exclude the conception of this new system, as from the number of years which would pass in three years (bachelor system) and the number of the subjects that are included or excluded, or modified for the sake of being adopted with this system, in one of the public universities, especially that of Shkodra. As to be more sensible we will focus as well in the number of the subjects how they are put together or re-modified through the "strict" modules, for the sake of a simple structural scheme, in the branch of Albanian Language-Literature, University of Shkodra.

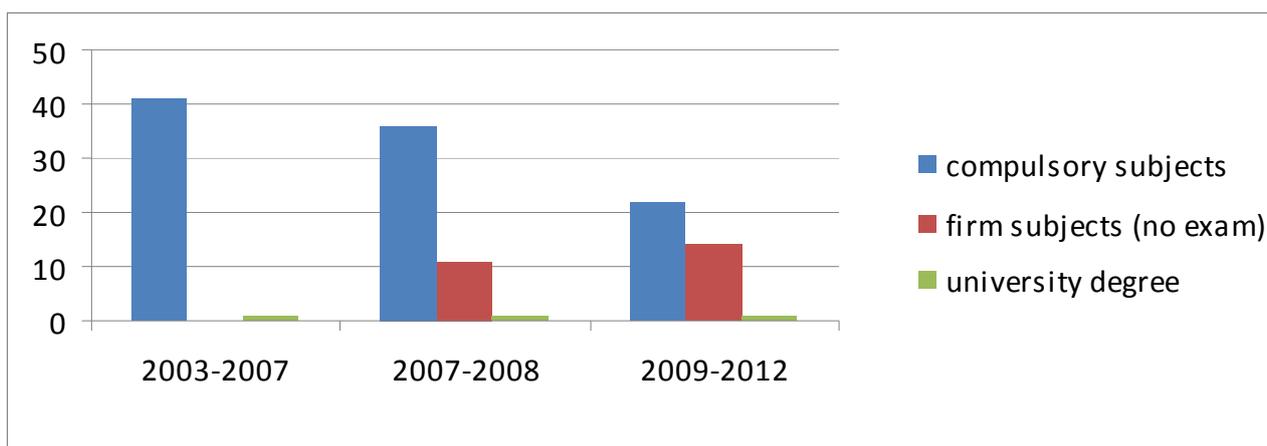
### 3. Results

Let's see the graphic, according to the years and the quantity of the subjects existing as a common branch Albanian Language- Literature, University of Shkodra, and let's try to understand it based on the applied methodology and the graphic the efforts to be integrated with the reforms of the new educational system.

University of Shkodra; the Faculty of the Social Science; Albanian Language- Literature; consequently to understand and to judge on the paths of this process, by recognizing the subject load in which this process has proceeded until nowadays:

2003-2007: 41 compulsory subjects with points of credits & Diploma

1. 2007-2008 : 36 compulsory subjects with points of credits & 11 subjects- signature (no exam) & Diploma;
2. 2009-2012 : 22 compulsory subjects (most of them for the sake of the reforms, in structure, are constructed as an "obligatory" attachment of ex - subjects in two modules, which will accomplish in the end an exam) & 14 optional subjects, with points of credit (no exam); where the student chooses based on the corresponding years, on the whole to purge 7 of them ) & Diploma;



### 4. Discussion

The application of a new system of education itself is the system of Bologna, supposes or to say it differently offers a dialogical way of communication among the cultures and the educational level and the common efforts as well to unify the mobility and the inter-cultural of the knowledge and the structures through the educational system.

It has to do with a cute attention towards the public higher education and its curricula, on the respect of the reforms of Bologna system, having bachelor directions better oriented and with open perspectives of choice and possibilities for

the future generations of the students but also with a higher didactic and professional level of the teaching staff itself and the development of their academic competences and the aims towards the whole pure values that come out by formation and accumulation and the given knowledge according to the most contemporary standards, aiming at not only formative objectives but also competence.

If the application of this new educational university system proposes to be at the same time even a model system, from different geographical spheres, where the exchanges between the levels ECT and the received knowledge to be a developed reflection, where this system and experience is applied, should we consider it finished or written towards the fulfilment of putting it in practise, going further to the phrase of creating a new tradition?

With a lot of carefulness in his structural vision, consequently, which supposes higher specific curricular claims and academic and employment level, is the model of the University of Pristina, which has chosen to offer three bachelor diplomas, Albanian language, Albanian literature, or general or comparative literature; moreover we can compare it to the model of University of Bologna. The models of perception of the subjects in curricula such as, cheaper "in the percentage that they occupy at each other, or why not and "the complete independence by creating separate curricula of bachelor, as we saw in the examples of the universities beyond the territories of the Albanian public universities, it would make possible not only the best possible approach towards a new system of education and its well-known, for more mobility, more academic responsibility level, perhaps creating such a bachelor, such as philology, or different bachelor of literature, consequently an employment of the academic staff, more possibilities, in today's market for the student absorption and specializations in formation (as for the academic and student staff )

The university reforms, undertaken after 1999 with the Cart of Bologna, are not a strict application of the academic phenomena, but being a social reform at the same time in the higher level together with the effect that it transmits in itself as a novelty in the whole society, it is necessary to know how to self manage in the most efficient and maximal ways the role of the intellectual forces, by certainly including here the intellectual rise of the institutions and the put into motion of the economical sphere in general, by harmonizing the university system of the education in a broader context than itself.

It can be referred to the perceived models from the University of Pristina, by creating according to the model of European system that offers the cart of Bologna, some types of bachelor degree, in Albanian language, in Albanian literature, and why not of the general literature, or foreign and comparative literature; but, again, as productive and positive for the today's university market could be the modelling of an interdisciplinary bachelor, with all- inclusive subjects such as civilization and European literature, philological studies, general linguistic, by taking into consideration the University of Bologna, or more; in this way the wide range of the extension of the subjects from the Albanian literature and not only, but also from all the other subjects that belong the literacy formation, from the foreign literature, theoretical literature, literary critic and so on, by considering the linguistic subjects as well, it would not be necessary to shrinking in oneself and only with themselves at one bachelor, Albanian language - literature, in all the public universities, and consequently by shrinking the circle of the students which could have had much wanted attractions of choice towards this formation and this trend, in order to be more in contact with the contemporary developments.

## 5. Conclusions

1. The use of the endless possibilities that the Process of Bologna offers in restructuring the Program degree, in the three year cycle, specifically for the branches of the Albanian language & literature in the public universities, being firstly considered as separated.
2. The creation and use of the most functional spheres for the subjects of the Albanian language and literature in the university education.
3. The increasing of the efficiency of this level, through the expansion of the possibilities, which the human sciences (especially in the branches of Albanian language and literature) can offer in the public universities in Albania by using the relationships or interactions with bachelor as well as the academic staff or university curricula beyond the region and especially with Albanological and with a new modern vision intermingled with sensible reports and attractive directions.
4. The increase of mobility and positive possibilities for a more real and efficient academic freedom for the academic staff in the right spheres within the concept of the positive change aiming at a quality level.
5. The expansion of the possibilities of the student of this geographical area for greater and unconditional opportunity in strict and overloaded programs which can be expanded in more attractive and wanted subjects by them.

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