

# EDUCATION MANAGEMENT AND FINANCIAL AUTONOMY OF HIGHER EDUCATION INSTITUTIONS

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**Abstract**—This article provides an overview of education management and financial autonomy of higher education institutions. The management of material and financial resources is one of the most delicate processes in management and when we talk about economic development. Much more serious this problem becomes in the education system. Lack of diversity of information sources of financing problems of higher education institutions has been a limiting factor in relation to the effective use.

The research process has been an important part of collating and sorting phase of bibliographic items in view of the writing of this article.

Narrative method is an indispensable tool in clarifying the principles of financial autonomy.

Reflecting the different ways, the instruments of financial autonomy in the world, but the main focus is Albania, has interpreted and judged in relation to performance, the importance of different elements of university orientation towards teaching or scientific research.

Through the use of correlation is analyzed the relationship between these variables:

1. Grants from the government and the level of financial autonomy of higher education institutions,
2. Higher education institutions and massive grants from the government,
3. Grants from the government and higher education as a public good (or private good).

**Key Words**— Higher Education, Grants, Autonomy, Government, Students, Institutional mechanism, Public funding.

## 1. Introduction

This paper provides an overview of education management in higher university autonomy in Albanian education and the autonomy of higher institutions is one of the most controversial problems of every government.

Governments provide various levels of public funding for higher education institutions.

The incentives faced by institutions will vary to the extent that the government and students will use different criteria when making decisions about the costs, and as a result it is possible for institutions to change their behaviour.

Another reason to look more on the origin and final destination is the distribution of funding. Directed by taxpayer funding for students can be differentiated on the basis of student funds, and if the funding comes directly from taxpayers to institutions cannot be done easily in the same way differentiation between Higher Education institutions.

## 2. Financial autonomy of higher education institutions.

The management of material and financial resources is one of the most delicate processes in management and when we talk about economic development. Much more serious this problem becomes in the education system. In this sector, and multilateral funding is

coming from

- State budget
- Local government budget
- Various donor projects
- Project funded by the World Bank.

Given this wide range of stakeholders and institutions contributing to the financing of education, it is viewed with much attention the way these funds management. The best way is to administer the financing but also other material resources. This administration requires good preparation but also the management instruments entail a rationalization of resources and materials and funding directed these amounts. Given that from the beginning there are some discrepancies concerning the financing, distribution and management of these resources. As such, we can mention that: procurement practice so far, it was found that in most cases the direct investor is not the owner, administrator or beneficiary of the investment was realized in some cases there was a practice where financial procurement done by the Ministry of Education and Science, while the object of surrender local government had not taken part in the way that was invested and the effectiveness of this investment;

1. Ministry of Education and Science
2. Municipality Hall
3. Academic institution (nursery / garden / school)

Perhaps the direct funding and direct administration would be more effective.

Fund for the construction of a school example the municipality or municipalities delegated by the Ministry of Education and Science, to the local authority or a foreign donor that are in the role of the investor.

Procurement can be done by the local authority or the donor and the recipient directly to the school community is to be built or rehabilitated.

Supervision of the investment was in the hands of local government or organization that has taken over the investment.

### 3. Autonomy of Higher Education Institutions and Funding

The origin of the word "autonomy" comes from two Greek words; "self" and "law"<sup>1</sup> In general, autonomy refers to a quality, a state, a local authority, an organization or an institution (Barrow & Milburn). Higher Education Institutions and their autonomy originate from different economic systems, legal requirements and political developments which belong to different phases (Glanz 2003).

This means that higher education institutions and structures contain specific elements of their distinctive stories that reflect their autonomy and that cannot be fully understood without a deep knowledge of their past wider. There are also different interpretations of autonomy.

Academic freedom and autonomy in Europe have their origins in the guild that formed academic and professional privileges. Traditionally, the autonomy of an institution of higher education in Europe is associated with academic freedom. One of the core values of higher education and in particular a core value of academic freedom academic communities and this is highly appreciated by academic. Freedom as it is formulated in the Lima Declaration "on Academic Freedom and Autonomy of Institutions of Education High<sup>2</sup>".

Education is also one of the areas that not only leads the society, but also strongly influenced by her and social change. The facts that education systems are in permanent change, serves to better adapt to changing society and to move with the pace of time. It serves the existence of a society. The Albanian Constitution, the rights to 'educated appear as a right-task. Constitution conditions the high school attendance criteria of abilities and Higher Education conceives closely associated with autonomy. In all modern democratic experiences, university autonomy remains the most important autonomy. By analyzing this prediction Constitution university autonomy, we highlight two key elements:

### 4. The concept of funding

<sup>1</sup> (Barrow & Milburn 1990) page 30

<sup>2</sup> (Academic freedom refers to individual academic freedom to study, teach, research and publish without undergoing or without causing undue interference. , Tight , 1988)

Financial issues are studied mainly as part of institutional autonomy. In this type of approach the focus is on the power to exercise autonomy regarding financial matters. Therefore, it is important to consider what is meant by the autonomy and freedom is confused. Financial autonomy is one of the concepts mentioned in the field of Higher Education. This concept is used especially when dealing interests simultaneously: and financial issues.

Financing system and education first of all means:

- Sources of financing (types and their structure),
- Secondary stakeholders and financing system.

Financial autonomy and autonomy combines financial matters in general. However, all financial matters together with autonomy cannot be expressed in a comprehensive manner. Financial autonomy issues are related to issues of finance or money. It can be said that financial issues are connected with resources, costs, resource allocation and financial management. Financial issues are understood and are located on the area of institutional autonomy.<sup>3</sup>

In the European Union countries has been observed that three-quarters of them have grown more and more income from the state budget. Tuition fees are relatively low, with the exception of study fees for master's programs.

### 4.1 Funding of universities

UNESCO (1995)<sup>4</sup> has identified four major developments affecting higher education systems around the world over the past twenty-five years past.

These are:

- (I) quantitative expansion;
- (II) Institutional diversification;
- (III) More immediate financial constraints;
- (IV) Enhanced internationalization.

These developments are interrelated: for example, quantitative expansion has led inevitably to financial constraints. Moreover, the quarter related to the issue of policy options in higher education funding.

Quantitative expansion means that higher education is important for a wide spectrum of society, and thus it is necessary, especially with regard to social aspects of higher education funding and student finance costs.

Diversification has had financial implications. Optimal financial arrangements for different programs vary teaching and research, and that such discrepancy means that there are differences varied between institutions.

Diversification is an ongoing process, but it means that financial mechanisms must be flexible enough to adjust these changes otherwise; the financial bureaucracy can hinder change and development.

Financial constraints related to the ability and willingness of the traditional sources of funding from the government. This situa-

<sup>3</sup> (Blaug, M 'introduction to Economics of Education' ,London : 3, Penguin, 1970)

<sup>4</sup> (Paris : UNESCO)

tion has resulted in systems that can accommodate additional sources of financing as well as a more efficient use of existing resources and financial incentive mechanisms to provide such efficiency.

Internationalization is of particular importance in the European context, particularly within the European Union's development, programs to encourage student mobility, or Europe-wide research programs and enhanced rights of access to higher education for the citizens of states various European Union member.

UNESCO also lists some of the challenges for Higher Education. It is clear that any financial arrangement should be evaluated in light of these challenges include:

In the financial context, we can mention the collapse of central planning that was part of this process. Higher Education systems in planned economies were themselves the subject of more detailed financial control from the centre and one of the biggest challenges is that they develop appropriate financial mechanisms and skills needed to operate.

Polarization refers to the growth of global inequality, national and regional. This phenomenon may have some consequences, especially when taken into consideration together with the context of globalization. Especially important may be to increase the mobility of employees Higher Education in the context of very wide differences of income, taxpayers in poor countries pay for professional education staff who emigrates in rich countries, and thus affect the transfer of resources that leads further regression in polarization<sup>5</sup>.

## 4.2 The importance of public funding

The trend towards a greater contribution of private funds in the financing of higher education is based on the belief that the market is the place in which economic production becomes more efficient and effective. However, the market is not a perfect representation of Higher Education cannot just rely on higher education funding<sup>6</sup>.

For this reason, higher education is financed in large measure of public funds in all countries. On the other hand, uncertainty in the Higher Education market explains public intervention for reasons of efficiency. Without public support, the students will need to borrow money to finance their studies and optimal requirements of the economy will fall down. In short, public funding of higher education continues today because markets cannot provide socially optimal quantity and quality of education due to lack of achievement of externalities.

Reasons based on equity are derived from the principle that higher education should be accessible to people with capacity, regardless of their economic resources, the increase fairness in society. Since it would be impossible to achieve this goal through market mechanisms, the state should implement policies to equalize opportunities of access to higher education. There are two basic mechanisms for achieving this objective.

1. Reduce tuition fees under the real cost of education in public institutions.
2. Programs for grants and / or loans to help people with modest socio-economic opportunities.

The first policy (lower rates) subsidizes all who attend higher education institutions, regardless of their economic background, and moreover the second is centered on people in need.

In terms of efficiency, Higher Education generates external benefits that are not seen in the form of higher profits or additional non-property benefits from a person who has graduated from a higher education institution. Among these benefits, it may become apparent ability of individuals with higher education to increase the productivity of those with whom they work, which means that they increase their productivity as collaborators helping them to adapt to technological change. When society as a whole receives benefits from higher education, some of the costs should be covered by public funds.

In search of different financial mechanisms for Higher Education, each will be assessed against the criteria of efficiency and equity as stated above. These criteria are related to the issues raised by the UNESCO (1995). This assessment will connect financially with other aspects of higher education policies on returning to a discussion of the fundamental sources of finance that limit all possible funding mechanisms.

Resources required for Higher Education should be financed through contributions from the following combinations: (Johnstone, B)<sup>7</sup>

- (A) The taxpayer
- (B) Students
- (C) Parents
- (D) Higher education institutions.

For each record of the total resources, it appears that a reduction in the contribution of each source must be accompanied by an equal increase in the total contribution of others. With a precise calculation, the total cost of resources to correspond with the opportunity costs of education, therefore, insurance costs and expenses institutions predetermined income students. In practice, discussions about student finance are generally limited to providing sufficient resources to meet a very basic measure of living and tuition fees, which can derive the income foregone, and to that extent, any analysis based on Current cash expenditures will underestimate the extent to which students pay for their education.

In this context, the distinction between financial institutions and the students (in terms of student financing costs) is somewhat arbitrary, although inevitably it is usually when discussing policy issues. The incentives faced by institutions will vary to the extent that the government and students will use different criteria when making decisions about the costs, and as a result it is possible for institutions to change their behaviour.

Another reason to look more on the origin and final destination is the distribution of funding. Directed by taxpayer funding for stu-

<sup>5</sup> (Michael, 2005)

<sup>6</sup> (Becker, G.S 'Human capital'. 1964 Ne York: Columbia university Press., 1964)

<sup>7</sup> Johnstone, B ' International Comparisons of students financial support ', in M. Woodhall, ed ,Financial support for students; Grants, Loans, or Graduate Tax, London, 1989.

dents (for living expenses and tuition) can be differentiated on the basis of student funds, and if the funding comes directly from taxpayers to institutions cannot be done easily in the same way differentiation between institutions Higher Education. From the above results in a very important conclusion: Higher Education funding is not simply a matter that relates to the fact they are paid the ultimate source of funds, but also a matter of mechanisms, of which gather these resources, so that income. These mechanisms are important in several aspects, as well as the total amount of funds available.

In recent years, the information collected by the Organization for Economic Cooperation and Development (OECD<sup>8</sup>) countries is available presented in two ways:

The first is the "initial funds" basis, which includes:

(I) direct costs transfers for students,

(II) The total costs that are deemed private (students plus parents), minus any transfers received from the government.

The second is based on "final funds" and includes all charges that carry families if the latter are financed from their own resources or through the receipt of transfers (grants) from the government.

## 5. Institutional Mechanisms

The final sources of funding for higher education, rules and mechanisms that are used for the allocation of resources by governments to institutions are probably the single most important policy for those concerned with overall political responsibility for the operation of Higher Education. The reason for this importance is that such rules or mechanisms may affect the overall level of resources available to institutions, as well as the efficiency with which these resources are used. It is impossible to give a final classification of financial mechanisms. Mechanisms found in practice can be of different types, but each has features that are the result of the unique experience of the history of a particular country. Financial mechanisms have several dimensions to it which can be classified. The following discussion lists four such dimensions: institutional finance students etc.

If institutions set fees related to the costs, students could be given grants to cover all or part of their taxes. This policy can be supplemented by funding research on a competitive basis or can combine this type of financing with institutional direct element covering major infrastructure costs. Institutional autonomy from the state can be increased, but the institutions will be in a lower level of autonomy to their students.

Funding through the students, in terms of capital, it has its advantages possible. Grants for fees can relate to family income, and a horizontal equity element can be provided given similar grants for similar courses, to avoid additional hidden subsidies of inefficient high-cost institutions.

Characteristics of the financing of universities in Albania

Definitions objective of Higher Education are not easy but it is widely accepted that higher education fulfils four major functions:

1. Development of new knowledge (the research function).
2. Training of competent staff (teaching function).

<sup>8</sup> OECD 1996

3. Provision of services to the society.

4. The ethical function, which implies social criticism.

Higher Education concepts can be interpreted separately as a public good in the long run. It is clear that higher education has a significant amount of public good characteristics and it is possible that it be treated as a public good. If higher education is built as public good<sup>9</sup> and political initiatives taken under this view, the market failures, such as detrimental effects on the rate of technological development, cultural harmonization and repeal (denial of access) can be avoided selective. Increased involvement Higher education aspects in trade agreements is a trend that must be carefully monitored, in order to protect the elements of higher education will not be provided adequately and appropriate by the market.

Consideration of Higher Education as a public good is a valuable way to persuade such a key provider of social benefits. This concept would allow the Global Higher Education to be held in a free and supportive environment to ensure new research, to teach the younger generation (and old) to think critically and to continue to provide good social and cultural.

Rationality in human capital investment is based on three arguments:

1. The new generation should be given the right of that accumulated knowledge of previous generations;
2. The new generation needs to learn how to use existing knowledge to develop new products, to spread processes, new production methods and social services;
3. People should be encouraged to develop ideas, products, processes and completely new methods through creative approaches.<sup>10</sup>

Human capital theory provides a basis to justify extraordinary expenses for education as well as developed countries to developing ones. Many economists argue that the character and pace of economic and social development of a country is determined by the human resources of the state and not by human capital and its material resources. Human resources are the foundation of the nation's wealth<sup>11</sup>. Capital and natural resources are passive factors of production, human beings are active agencies which collect capital, exploit natural resources, build social organization, economic and political and caring for national development. The following analyses regarding higher education as a public good will rely on some of the main functions of the higher education. Today's economists suggest that the most important factor of production is the human resource.

Higher Education aims to train more qualified personnel. In Higher Education teacher it is not simply a transmitter of knowledge, but rather a supervisor. Consequently establish a closer relationship between student and professor. It is generally accepted that higher education could stimulate economic activity,

<sup>9</sup> (Introduction to Economics " , Pegi , Tirana , 2007)

<sup>10</sup> " (Budget Preparation and Expenditure Controls in Education " (2003 ) , Ibadan Awemak Industrial Printers .)

<sup>11</sup> (Psacharopoulos, G. Woodhall, M. "Education for Devepolment: An Analysis of I nvestment Choise" (1997), New York Oxford University Press.)

improve communication skills, increase tolerance etc. Thus it is impossible to exclude an individual from these benefits. Because these benefits are transferred between individuals interacting in social settings, it can be said that this is not good rival.

Production, codification and circulation of research and knowledge;

1. The contribution of higher education to advanced learning and social science;
2. Contributions to the arts universities;

Advanced social values such as tolerance of cosmopolitan education; allocation of fair and equitable social opportunities. It is believed that educated people are better consumers, more efficient and better use their free time. There are a large number of family and personal non-monetary benefits of education. These include a job search behaviour more efficiently, decrease mortality, better personal health, better health of other family members, best practice care for children etc.

Treated separately, the concepts of higher education in the long term can be regarded as public goods. If developed policies will pay more attention to academic quality assurance of all forms of higher education whether public or private, the public interest will be served even better. Public interest is best served by policies which ensure that all higher education institutions to provide human capital for society in the most efficient and fair as possible. In recent years the higher education system is being expanded and developed and at the same time, many universities are involved in a tight race for prestige.

Any policy to ensure that universities are human capital efficient manufacturer has its advantages and disadvantages, but the most effective policies recognize that self-regulation of universities remains the best way to ensure academic standards.

The relationship between higher education and the public good is quite complex. Thus, viewed from a university can be said to serve as a public good, not when they contribute to "economic development" in an abstract and general terms, but when they help in increasing the wealth and well-being of all individuals together and more specifically when they ensure that individuals with higher education do not benefit the "expense" of individuals without higher education. If universities affect wage growth, wealth and welfare of their students while leaving behind all others, then they cannot be considered public goods. The contribution of education to economic growth occurs through two mechanisms (Hill, David D).

Firstly, education contributes to the creation of new knowledge. More educated individual's means more scientists, analysts, technicians and inventors who work to increase the stock of human knowledge through the development of new processes and technologies.

Secondly, education affects economic growth through the diffusion and transmission of knowledge. Universities provide the level of education necessary to understand, acquire and transmit new information<sup>12</sup>. The idea of human capital is that individuals

acquire skills and knowledge to enhance their value in the labour market. Education facilitates the acquisition of skills, competencies and new knowledge that increase productivity. This makes productivity growth to increase reserves of resources to create new technologies, new businesses and wealth. All these result in the development of economic growth. Consideration of Higher Education as a public good would allow global Higher Education held in a free and supportive environment to ensure new research, to teach the new generation and old to think critically and to continue to provide social and cultural good. Financial and material resource management is critical, especially in the education sector with multilateral funding sources. Some of the notable sources of funds for learning institutions such as universities include the state budget, local government, World Bank, and other donors. Due to many stakeholders having an interest in the use of funds in the education sector, it is imperative to manage such financial resources carefully. That is; sound management practices involve the rationalization of resource and material funding.

## 6. Conclusions

This report gives an overview of education management and financial independence of higher learning institutions. The evaluation of historical information concerning education management, suitability of funding methods for tertiary institutions like Albania revealed problems. Financing schemes, usage of the funds in teaching or research, and industry involvement in fund use emerged as the primary sources of problems in managing finance and material resources in Albania institutions. Notable sources of data were official websites of stakeholders, documentaries, and international publications.

Data analysis involved evaluating various variables that influence funding of higher education institutions. The first relationship was between grants from government and financial autonomy of universities. The second co-relation is between higher education and level of financial autonomy of higher learning institutions. The last relationship is between grants from government and higher education as a public good.

Although Article 57 of the constitution offers an avenue for the autonomy of the university, the provision is not taking effect because the Ministry of Education has the control. Therefore, there is a need for university autonomy frameworks such as self-organization and management to allow them to decide on the bureaucracies of their financial aspects. Higher learning institutions in Albania majorly receive insufficient funding from the state; therefore, there is the need for other support stakeholders. Despite laws existing to regulate financial management, people involved still continue to violate rules and overlook the financial autonomy of universities in Albania. Therefore, stakeholders should respect the financial autonomy of higher institutions to enable them make sound financial strategies. At times, it feels quite bureaucratic if university leaders have to pass through various channels to make a financial decision.

Financial autonomy of universities is a superior system of higher education management. Public resources made available by the

<sup>12</sup> Hill, David D. "The public good, the Public Interest, and Public Higher Education" (2005), Paper preparing for the Conference Recapturing the "Public" in Public Higher Education. The Graduate center City University of New York

government for the Higher Education sector do not match the needs of this sector.

Individual differences between national systems of higher education institutions in the European Union will come being reduced as a result of reconciliation dictated by common membership. For this reason they are found roughly between funding systems of these universities.

The issue of allocation of public funding model determines higher education funding. From the description of the individual systems national legal requirements it has become clear that the university subsidy mechanisms reflect university governance models selected themselves. Both notions taken together, governance and funding structures reflect this mood of public powers in a certain place that serves as a reference.

Grants from the government and higher education as a public good (or private good) are variables that have a positive correlation, the higher the life financing of higher education institutions, through government grants more strengthened the concept of Education High as a public good.

Autonomy (not just financial) Albanian university is, without doubt, a very fair request, to be protected and realized in practice. But more important than this autonomy is the quality of programs, curricula and teaching process in our universities, not to mention the necessity of Albanian universities to become genuine centre of scientific research. The experience of American universities and that of several other countries, as long as they are useful for the conditions and possibilities of our country, can be studied and better taken into account by the Albanian government and our universities, to launch a radical transformation Higher Education system and policies that encourage undergraduate contemporary standards and the most qualified scientific research.

Higher education institutions in Albania are mainly financed from the state budget, resources were not sufficient to support a qualitative and quantitative improvement of their own. The capacity of the buildings, equipment, libraries and the quality of service offered by them is not regional standards and certainly not at international level.

From a theoretical point of view I can say that significant steps have been taken, which are illustrated in the form of laws and amendments, but the reality is otherwise. Often the tendency concludes various decision-making bodies, central or local, that violates or do not respect the financial autonomy of universities. In these conditions, the unification of positive attitudes that support the strengthening of financial schemes that offer convenience, flexibility and implementation of various projects will reduce blocking practices for higher education institutions.

Tuition fees paid by students are another important source of income for higher education institutions, but the structuring of different levels of fees was not rational. Also, there has been less transparency in the use of these revenues. Mechanism to help students with low incomes was not well and therefore has not always supported those who actually have had this need.

## 7. Recommendations

The autonomy should guarantee space and impetus to universities themselves, in order to develop their strategies and structures. Particularly, it has more space to have discretion in determining internal governance structures, budget, financial and policy priorities of human resource development as well as profiles of their academic communities in terms of the selection of staff and students and educational programs and research.

Reforms should be carried out in organizational and financial terms. Construction of a new funding scheme is an important initiative that requires the attention of all to change the situation, to change the system of financing education and greater compatibility state allocated resources, the new reality and needs.

Government of Albania and universities should collaborate in the design of all frameworks legal requirements so that financial autonomy to function, as well as to recommend a suitable model of autonomy for public universities, which will enable them to respond opportunities and challenges of a more competitive college landscape and achieve global excellence.

Public Status of Higher Education Institutions should be reformed and with the model of financing of higher education in Albania. To achieve this objective must be passed in the model of financial autonomy that allows a variable system of tuition fees. The state cannot continue to fund the same shape Albanian students, regardless: the needs of society-oriented studies, qualitative student support, students from marginalized groups, etc. But on the other hand, the state cannot be reduced only by the student oriented. Our universities should aim to become self-financing organization that stimulates quality of service (modern teaching, research and effective training and improved infrastructure framework).

Higher education institutions in Albania should take all necessary legislative initiatives for improving their financing schemes. Making the decision of internal organs to determine tuition and various administrative fees is a first step towards the safe and functioning of financial autonomy. It is recommended owned universities return of all current assets, which will facilitate access to credit to finance various projects.

New scheme of distribution of state budget funds for Higher Education should clarify that the state finances:

1. Student;
2. Human resources and scientific teaching;
3. University teaching and research infrastructure;
4. Scientific Research.

It is recommended that before the financial system in higher education to move toward a new budgeting becomes a factual analysis of the autonomy of universities and their focus on governance. Building a new financial scheme is a very complex operation, which must be built with much care professional education specialists and finance. This scheme should be articulated in a much broader spectrum, which requires concentration, dedication and clarification to be made in time. Without this scheme, the law "On Higher Education" will not effectively fulfil the purpose for which it was approved.

Must be modified forms of distribution of public funds, putting up a big row strategies. The criteria of quality and competitive-

ness in applying for public funds seem to be the best form in terms Higher Education located in Albania<sup>13</sup> and beyond.

Transparency in the use of funds should closely accompany this process, which needs high-level capacities leadership and management, which should be well-prepared and responsible for these changes.

Lending studies considered as a form of financing higher education. Plan recommended the student loan repayment based on the borrower's income. Given that individuals receive different levels of income crediting scheme must be flexible to favour all social categories.

Borrowers, who are concerned about their ongoing income, should be advised how to proceed with payment.

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<sup>13</sup> (Education in Albania CEU, Tirana 2006 )

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