

Aesthetics in Institutional Art

Etleva Xhabija

“Prenk Jakova” School of Arts, Shkodër, Albania

The lack of a ballet school in the city of Shkodra, and in the entire northern area, as well as the request of many parents that the state public school have a ballet-dance art sector, gave me the impetus to develop and present this ambitious project and at the same time realistic. Taking into consideration the author's experience and dedication, the author has time to work voluntarily in a project aimed at perfecting and increasing the quality of teaching and bringing it closer to contemporary standards, both in the music sector and in that of visual arts. As you know, Shkodra inherits the musical values of great colossus such as Česk Zadeja, Tonin Harapi, Pjetër Gaci, Gjon Kapedani, etc. and in that of figurative arts, it is protected by the art and culture of Indromeno, Lulan, Danish Jukni, etc. The “Prenk Jakova” Artistic High School, being the only art school in the Northern Area of Albania, which includes the District of Shkodra, The Great Highlands Puke, Lezha, through this project, which the author has been working on for years and with great effort the author managed to finish it, within a very short time it can reach contemporary European standards and the students who will qualify in this school will be ready to compete at all levels of contemporary schools. Within this project, the introduction of the art of classical dance, ballet, is also foreseen, with the expansion of which we enable the school “Prenk Jakova” to never have exhaustion in the registrations of the first cycles, in which our school has always had deficiencies. Allow the author to express her conviction that the ancient city of Shkodra deserves this project in aid of Albanian art and culture. Extending it to the primary cycles, the introduction of classical ballet dance gives the only art school for the northern area, a longevity and a flow of enrollments and a flow of students in primary schools.

Key words: classical ballet, artistic curriculum, modern object class, reestablishment

Introduction

The analysis of education policy started in 2015 in the Republic of Albania, with the aim of supporting the country's vision for educational reform and its national, regional and international aspirations. Albania's stable relationship with UNESCO, as a key international partner for development, constitutes an ideal case for technical cooperation for APA. Drawing on UNESCO's expertise, the Education Policy Analysis (EPA) report provides an evidence-based analysis of the harmonization of ongoing national reform efforts and Albania's commitment to achieving the Sustainable Development Goals (SDGs) / SDG, especially in the field of education. Aiming for equal, comprehensive and quality education, as well as supporting lifelong learning opportunities for all, Albania is paving the way for long-term reforms towards EU integration and will align with SDG4-Education 2030.

Key policy areas APA provides a broad perspective and deep analysis of three key policy areas in this sector: a) curriculum reform and development; b) information and communication technology (ICT) in education; c)

Etleva Xhabija, “Prenk Jakova” School of Arts, Shkodër, Albania.

Correspondence concerning this article should be addressed to Etleva Xhabija, “Prenk Jakova” School of Arts, Shkodër, Albania.

policies for teachers and school management. These three areas were identified by the Albanian government and UNESCO as areas in which strategic reforms would give the maximum impact towards the achievement of policy goals that include harmonization with European standards of curricula with basic competencies and with the international program for education. Consistent with other APAs, this document seeks to identify policy issues, conduct in-depth analysis, and provide evidence-based recommendations in each policy area. These recommendations are intended to be a contribution to the dialogue on education policies to support the country in achieving its broader goals, including the Development Strategy in Pre-University Education 2014-2020 (SZHAPU) and beyond. Based on the facts and analysis made in three main policy areas, APA identifies four issues that are intertwined with each other, which are of strategic importance for the medium and long-term development of the education system in Albania. These common issues, which are valid both in each field separately and in all three together (curriculum reform, ICT in education and policies for teachers and school leaders), are (A) communication and transparency; (B) impartiality and analysis of education policy Issues and recommendations—Albania: inclusion; (C) institutions and infrastructure; (D) monitoring and evaluation. In addition to strengthening reform in these three key issues, addressing common issues will create greater alignment of Albania's political goals for EU integration and SDG4-Education 2030.

The recommendations for educational policy, and in general for Art schools in our country, made by APA, constitute a basis through which potential areas for future cooperation between the Albanian government, interested parties in the country, the region and the world as well as partners are identified. growing, including UNESCO, that are active in the field of education.

Our country is focused on the development and direction of its educational policies and practices in accordance with international programs, in particular the European Union's Education Benchmarks for 2020 (European Union Education Standards for 2020) and SDG4-Education 2030 (Development Goals Sustainable-Education 2030).

Educational policies have also been made for school leaders, they must have clear visions for the schools they lead, such as art schools, new artistic curricula with European standards, and dealing with the level of the region where Albania is a part.

From the educational policy makers, the 2030 program includes a package of 17 goals, which are implemented in all those countries where a mobilization of efforts is needed to complete all reforms related to poverty, the fight against inequality and injustice, the treatment of climate change, ensuring that no one is left behind. Global Agenda for Education (SDG4-Education 2030). Due to its focus on three key policy areas, namely curriculum reform, ICT in education and policies for teachers and school leaders, APA is more closely related to the pursuit of goals of SDG4.

In 2015, a series of educational missions were carried out in our country, which include: study mission, fact-finding mission, technical coordination mission, meeting with UNESCO experts in various fields, such as that of Art.

We have the Agreement of the Austrian Minister of Culture; Elizabeth Geher, who signed an agreement with the Ministry of Education in 2005 for the three art schools in Albania, the schools that had a successful cultural history, among them the "Prenek Jakova" School was selected, which gain National status.

These missions, the agreement gives an overview of education in Albania, including the structure of the education system, the relevant legislation and informs about the quality and impartiality in education. The three national priority areas in education are:

- a) reform and development of different curricula, and artistic ones;
- b) TIK-ICT in education;
- c) policies for teachers and school leaders.

In each area, the main policy issues are addressed in the light of the existing facts, and a series of recommendations for action are drawn up.

Since the end of the communist regime in Albania, the education system has undergone many changes designed to modernize the curricula, to develop the capacities in the system, to expand access to compulsory education, as well as to adapt the objectives of the national policy to the framework European and international.

But the artistic curricula must be developed with capable and talented people, since the arts schools in general must be led by people with vision, humanism, far-sightedness with school perspectives.

The confrontation with the art schools in the region is a confrontation with the reality today in the direction of education.

History of School and Identification of Main Issues/Problems

Initially the elementary cycle was formed in 1961-1968, and later in 1971 the professional art of high school (pedagogy), was established as the Artistic Lyceum of Shkodra "Prenk Jakova".

The branches of art that are practiced today are as followed:

- Violin-piano-cello-bass-flute sector (wind) Oboe -Clarinet
- Bassoon-flute. Brass Sector -Trombone-Tromp-Corno -Bastub
- The sector of Harmonicas, which includes instruments with keyboards Accordion-Chordophones-Guitar sector
- Sectors of Figurative Arts Painting-sculpture-Textile-design

Even though, the only school of art, for the northern area, has many issues and problems corresponding to the educational system in Albania, related to the lack of spaces and infrastructure, that does not meet and/or correspond to the curricula of MAS. As a result, teachers are forced to only provide theoretical lessons.

Main Problems

- Lack of Library; Gym; Doctor's room; Psychologist's room; student's government environment.
- Lack of Cabinets with teaching classes in various subjects such as: social sciences, where maps according to new editions are missing, those of History-Geography, the lack of a cabinet of English, language with Francophone curricula, German, Albanian language-literature cabinets, Mathematics, Physics-Tech cabinet, Chemistry-Biology cabinet, Philosophy, Art History, lack of publications, Aesthetic Art, etc. All these cabinets lack digital materials, education without barriers, technology, digital,
- Lack of video-projectors installed, to facilitate learning and replacing the blackboard, not with chalk, as it is not only harmful for breathing, and allergic for bronchi, but also not effective for all subjects.
- Instruments that have major deficiencies in relation to teaching are for example: main piano-pianoforte, violin, flute instruments, etc.
- There is a lack of an environment that suits the elementary age levels, for subjects and learning to become more attractive.
- Lack of spaces (floors), classes are too small, for example there are two instruments in a piano classroom.

Project Specification

This project is expected to have the support of several foundations (public and private entities): IPA II— with the cooperation between Montenegro and Shkoder for the investment agreement, UNESCO; The Ministry of Education and Sports (MAS) regarding the new curricula; Inclusive schools, (schools that integrate children with disabilities (CA) and the Roma minority); School that includes general and vocational secondary education, Shkoder municipality.

In the framework of the evaluation of methods of improvement in teaching, the active participation of parents is to be evaluated, with questionnaires for their self-assessed competences in dealing with questions. The technique and pedagogy in teaching will be adapted to every educational topic, both for science and arts, and will find space for the implementation of inclusive learning environments.

These Investors should also comment on their attitudes and previous experience of digital inclusion and work in teacher training. Also, we conducted in-depth interviews with selected students, where they have been affirmed in national and international competitions.

Of further interest was the extent to which the interviewees could reflect on their learning gains, what role theory and practice play for them, where their ideas pointed to a digital Mediterranean model. The qualitative-empirical evaluation has not yet been completed, but it is already becoming clear:

Data from two semesters show that participants remained fairly reliable.

These are mostly students who already have a positive attitude towards inclusion and digital media education. With differences between school types and also specific gender differences, measures have improved competence assessments for technical and didactic use of media performed, as well as reading skills related to diagnosis and promotion. It becomes clear that special education students have a more differentiated understanding of inclusiveness, but do not value their skills in using digital media in the context of inclusion higher than other students.

As their physical abilities, hinder and are limited, in the interpretation of the instrument profile, piano, violin, ballet, etc. That's why we asked the questionnaires to the parents, that a non-bullying, but limited survey be done, with another treatment.

Therefore, the Ministry of Education, as the most important for the improvement of artistic curricula and inclusive education, should take into account these limited rules that art schools have. Or create special classes for special education students, and have the right to exercise their professions. We can never forget the training of teachers, for didactic methods, such as digital media, where the student can easily adapt to the preparation, during the lesson.

In the middle, you need to be trained how to easily use these teaching methods, their technique, sound, color, where the student can easily understand. Educational companies in Albania must train teachers in the use of digital teaching technologies.

Project Purpose

The **main goal** of this project is to build and/or expand the spaces of the northern art school of Shkodra, by improving and leveling up the quality of teaching, thus increasing the student's number, especially those of the elementary education/cycle.

- The re-establishment of The Art School for the Northern area of Shkodra, Albania for;
- Lower secondary education: including grades 6-9 (age group 12-17), to building a hall for choreographic education purposes: Designed space and accommodation, for barrier-free learning of Classical ballet;

- Acoustic comfort: Improvement of the acoustic conditions in which, its users can operate with maximum efficiency in every class, as well as, the ballet, and concerts hall of the school;
- The construction of a Calceto—The building of the physical spaces in the school, dedicated to the support of educational activities and/or the Physical Education field;
- The building of floors for social sciences subjects, and classical instruments too added;
- The buying of a pianoforte—(Calculating a pianoforte 2/4 or semi-chord (half) length 157 cm) to be used in classrooms, where the teacher can successfully develop the lessons by helping the student in the piano duo, and where we have an increased demand for pedagogy, in the piano environment and in the accompaniment of different instruments, etc. While pianofortes one quarter code with a length of 140 cm (currently) are today, they can be used in solfeggio-theoretical classes Harmony-Building work);
- Space designed and equipped for the learning of all students' subjects and sectors to create facilitate communication and increase quality learning;

Project Term Description

Since this is a draft project, and the author is looking for financial support and investments, they have not yet determined a certain period for the implementation of this initiative, although they are aware that the investment period is the period of the month of June, because they do not hinder the continuation of education, that is, if not during this school period. Soon they will find the right cooperation, such as the City Hall, and support from public and/or private investors.

However, the implementation of this project is planned to start during the holidays, so there are no interruptions or delays caused during the school year period. Referring to the lower and secondary education that includes the art school, the suitable periods are 1/6/2024 and the reconstruction will be until 20/9/2024. Then, the concert and ballet hall are not inside the school premises, but outside it. The reconstruction is not an obstacle during the school year, both for the concert and ballet hall, as well as for as well as for the construction of Football field.

Budget: Evaluation of Construction Works

All information could be checked in Table 1.

Table 1

Budget: Evaluation of Construction Works

Current School Building 4-storey	Classes of subjects public 4-floors	Profiled Classes- Piano-Violin-Firzamonin-Brass, Oboe, Clarinet Current 3-storey	Current Concert Hall 1st floor	Surface/heights 3-Buildings	Reconstruction of Existing Buildings	Total Search Value for Investment
2-storey addition	Surf/construction/1-floor is = 490 M ²	1/floor Surf/construction Is = 214.70 M ²	Surf/construction = 576 M ²	Social studies classes	Construction, windows, doors, tiling, Parquet, heating system.	Total Investment Research It is = 96,000,000 Euros
	2-storey addition	Additional floor e 2		Profiled classes	Is = 15% the cost construction	
	2-floor = 980 M ²	Is = 429.40 M ²			Is = 176.000 000 Euro	

Table 1 to be continued

2-storey addition				Concert Hall	We have facilities after school	Included together with fund, Socks for teaching physical education.
				Surf/Total of 3-storey elevations is	Canteen Not functional	
				=198.40 M ² X 36 500 Lek/M ²	Construction of a Sock.	Worked: Etleva Xhabija Engineer: Viktor Sheldija
				The Cost = 72.467 10 Euro	Environment for the subject of Physical Education.	

Conclusion

When students choose their respective profiles, instrument and painting, ballet, piano, etc., they will face a competition which already brings with them predetermined attitudes towards professional understanding no less than their school experience, which may result to be very stable over time, they will have results, and they can manifest in a sense their profession through practical learning.

The teachers are reinforcing in practice, which help to deepen self-efficacy in the areas of inclusion and action of digital media, and in other subjects, therefore investment in technology is basic knowledge which is based on theory and allows to reflect critically on experiences and requirements and thereby transfer. those in one's teaching behavior. This basic knowledge applies to the generations that will follow the art school. And the investment and technology, also required from the teachers as part of their professional knowledge, as specialist knowledge and as "philosophical, theoretical and historical educational knowledge"—in our vision remains a necessary prerequisite for sustainable practice.

Pre-university education in Albania has the task of examining and learning new theories about the importance of teacher training. The changes these theories imply for school practice are diverse and range from selective changes in textbook chapters to new basic learning and work materials and new mediating strategies.

In terms of inclusion and mediatization, the interdisciplinary study model of Didactics brings to students and teachers, education in comprehensive teaching (Albania). From didactic planning, students were able to carry out their learning experiments in the school where they are prepared, as well as in types of different schools and then reflect, together with the teacher, student teacher together with the subject team.

The differentiation and use of digital media were carried out following the recommendations of "Universal Design for Learning" in the paintings is a great achievement for this art school. Technology was not only understood as a technical aid, but also as a learning object. The TPACK model also serves to plan and train new aspects of competence in training.

UNESCO's Global Education Monitoring Report 2020 will focus on inclusion and, among other things, "investigate how to improve collaboration between teachers with special and mainstream needs, and between teachers and support staff, to ensure comprehensive practice" (UNESCO, 2018, p. 6). It will also be essential to understand how different training practices affect the degree of readiness and to what extent the Universal Design for Learning concept applies. Of special interest here, the author would like this art school for the Northern area, Albania, as one of the countries in the process of transformation from a segregated school system to a comprehensive school system, stands in comparison to the countries, at a comparable stage. Further research

should be carried out with an international consortium with other partners in the world to have comparative factorial analyses.

References

- Law no. 69 (dated 21/06/2012). On the pre-university education system in the Republic of Albania. Basic education: Grades 1 to 9 (age group 6-17 years).
- VKM no. 555 (dated 22.8.2012). On granting a license for the opening of a private educational institution, pre-university, 9-year school "International School of Albania" choreography (Albanian International School).
- New curriculum for general education.
- Various standard projects for the construction of schools in Albania and Other instructions prepared in advance by the consultant. "Pre-university education" includes educational levels coded 0, 1, 2 and 3, according to the "Classification International Standard of Education", adopted by the General Conference of UNESCO, in its 29th session, in November 1997: Article 2 point 8/13/22/ Complementary activities are the activities that are planned by the educational institution and have for the purpose of enriching the learning and life experiences of student.
- Article 7/point 1/Pre-university education is secular.
- Article: 40/Collection and use of financial funds in public educational institutions.
- a-Public educational institutions, in compliance with their policies, benefit from financial funds or material support from donors or sponsors, according to the criteria and procedures of determined by the minister, in cooperation with the Minister of Finance. Donations and sponsorships that serve to improve the quality of the educational service.
- b-Public educational institutions are allowed to provide income from services for third parties, in Address: "Durres Street" no. 23, AL 1001, Tirana website: www.arsimi.gov.al accordance with the field of activity of the institutions. Funds provided by third party services are used according to the legal and by-laws in force.
- Meeting and gathering with parents: Parent-student cooperation has brought the demand for the opening of the ballet school.
- Albania has signed a number of international and European agreements and recommendations, which directly or indirectly, have influenced the country's education sector, and all together have created a framework of national norms for educational reform in the country. Important agreements and contracts include the Bologna Declaration (signed in 2003).
- EU Candidate Status (granted in 2014); Convention on the Rights of Persons with Disabilities (ratified in 2013); which provide a nationwide normative framework for educational reforms in Albania.
- In the country, the government of Albania adopted a number of key legal instruments that have directly or indirectly affected the education sector.
- Some of the most recent laws include (chronologically)5:
- Law no. 78. On the State Matura exam as a mandatory test indicating the completion of secondary school and as a prerequisite for entering higher education, approved in 2006;
- Law no. 9741. On higher education, approved in 2007 and later amended;
- Law no. 9970. On Gender Equality in Society, approved in 2008;
- Law no. 69/2012. On the pre-university education system in the Republic of Albania, approved in 2012;
- The Law on Higher Education and Scientific Research in Higher Education Institutions in the Republic of Albania, approved in 2015.
- The comprehensive legal instrument among those mentioned above remains the law no. 69/2012. Other legal decrees that deserve to be mentioned are laws no. 7952, no. 8872, no. 9741 and no. 9970.
- The first presents a number of key rules related to the areas of student assessment and decrees for registrations, standards and teacher training for school leaders; Agreement 4/10/2018/ between MASR /ADDF/ASCAP/ Schools and Principals. And as such accelerated the recent law, no. 69/2012. Second, law no. 8872, explains the constituent, organizational and management principles. Third, law no. 9741, reformulates the mission, as well as the objectives of higher education.
- In 2014, law no. 9741 served as the legal basis for the cancellation of the licenses of some institutions of higher education considered to be in violation of the respective legal provisions.
- In conclusion, the law no. 9970 is a law aimed at eliminating gender discrimination in education