

THE COMMUNITY'S SUPPORTING ROLE ON THE ALBANIAN ORPHANS' SCHOOL PERFORMANCE

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Abstract

This study was focused on the role of the Albanian community toward the orphans' school performance. Limited findings in this field were the reason for conducting this study to shed more light on the situation of institutionalized children' academic performance at school. The aim of this study was to address the academic performance of the institutionalized children (IC) and the lack of the provision of mentoring programs and policies in Albania. The development of such programs was not adequate without the involvement of the community members to voluntarily contribute their efforts and time to these children's education. Poverty is one of the main reasons for the placement of children in institutional care in Albania, and the state does little to help them escape poverty. The state's failure to adequately protect their rights, and in particular to give young people leaving social care the support they need to make the transition to independent life has consequences that are all too predictable. This work consists of three sections. The first part includes the legal and theoretical framework of the situation in Albania. The second part offers perspectives from the practical overview of orphans' education. Finally, the third part includes conclusions, recommendations and implications for future research.

Keywords: *Institutionalized children, community, school performance, mentoring programs*