

CURRICULUM REFORM AND THE QUALITY OF EDUCATION IN THE ARCHITECTURE SCHOOLS IN ALBANIA

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Abstract

Over the last decade, one of the most notable changes in Albanian universities has been the rapid progress made towards institutional diversification, the development of more focused institutional missions and profiles and the rapid development of private universities. While the Bologna process has inspired innovative reforms in a number of public and private universities met with considerable in-principal support, on a wider scale implementation of the reforms is hampered by insufficient resources, conceptual ambiguity and conservative resistance. In the goals of the new curriculum are still not reflected all the requests of the market economy and the sustainable development of the country. This paper provides an overview of Albanian government attempts to promote a revised of Architecture and Urbanism Schools curriculum reflecting a more holistic approach to education under the banner of quality education, and positions the policies in the Albanian historical, educational, social and economic context. This paper examines: the curriculum reform and the quality of education in the Architecture's Schools in Albania; the market for five year Master's of Science in Architecture and Master's of Science in Urbanities and the third level Doctorate programme and; how the process of students acceptance in the architecture schools could be more inclusive and more accessible to all groups of students.

Keywords: Education, curricula upgrade, architecture school

