

GENDER INDICATORS IN EDUCATION IN ALBANIA

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Abstract

Description and analysis of the situation of education in Albanian by gender approach through secondary analysis of statistical data in the education sector, constitutes the main purpose of this paper, reflecting the gendered reality of education, based on the harmonized indicators of gender equality and status Albania women in education, namely "Key indicators for the promotion of the right of women and girls to a quality education." Part of this reflection and analysis are also findings from analysis, evaluation reports and studies in this field. In various aspects related to education data show significant differences between girls and boys. Differences in education are evident at all levels, in preschool, compulsory, high school, vocational and high education. On an annual basis, the education sector produces a variety of statistics on education and all key indicators are divided by sex and age. In some areas, the data are even more divided on the basis of residence in the village or city. Existing data show significant differences between girls and boys, in different aspects related to education. Educational data need to be processed further on the basis of other indicators of identity, such as: place of residence, ethnicity, disability and socio-economic environment. This is particularly relevant for gender monitoring of access to education for girls and boys from the vulnerable groups. To understand the reasons of the current trends and to prepare appropriate responses required policies, the data must be confirmed and supported in qualitative studies. There is a need to collect and analyse more indicators, as well as supporting studies in the areas of net enrollment, learning literacy, dropout, etc.

Keywords: *education, access, gender statistics, gender indicators, gender differences, gender approach, educational attainment*