

Administrative organization of the Ministry of Education in the years 1925-1939 in Albania

Lorena Gjini

Abstract

Regarding the institutional organization of the ministerial department, the highest authority is the Ministry of Education and the Minister. The country's education, national education, fine arts and antiquities are under their direction and supervision.

Minister of Education:

- a) Heads the entire education administration and is responsible for all technical, administrative and financial operations
- b) Proposes to the Ministerial Council the appointments, dismissals, promotions of employees and educational staff
- c) Directs the authorities subordinate to him by means of circulars and necessary explanations and orders.
- d) Orders the implementation of all decisions issued by the Consultative and Administrative Councils of the Ministry
- e) It has the task of implementing the new systems and programs more adapted to the lessons and education of the people
- f) Chairs the Consultative and Administrative Council of the Ministry, himself or leaves the Deputy Secretary General.¹

Keywords: Administrative organization, Ministry of Education, 1925-1939, Albania.

Introduction

Bodies of Education administrative service are: Central Administration and the Regional Administration. Central Administration consists of: Secretary General; Technical Section; Administrative section; Schools section; Physical education section; Directorate of the National Library and Museum. The staff of the above-mentioned bodies is formed by: the Secretary General; one head Technical Section and three secretaries; an administrative section chief, an accountant, an assistant accountant, two secretaries and a storekeeper; an Organizer or Director, a translation secretary; an Organizer or Director, a translation secretary; a Director and a secretary.²

The Ministry of Education as the highest authority enjoys all the rights and exercises all the obligations over the bodies and personnel of the central and regional administration and over all the schools. It chairs the Administrative Council of the Center, composed of: the Secretary General, the heads of the Sections, having the quality of secretary of the Technical Section.³

In case of absence of the Minister, the Technical Council composed of the Secretary

¹ *Ligjët e arsimit 1933*, f 19-20.

² *AQSH F.195 D.1 v.1930 f.2*.

³ *Ibid.*

General, the Heads of Sections, chaired by the Secretary General. During the school holidays, the members of this Council can be added for a certain period of time with active teachers. In addition to the protocol and archivist, the central administration has as many *copyists* and servants as needed and that will appear in the budget. ⁴

The Secretary General is in charge, to supervise and regulate all the actions of the offices of the Ministry and the behavior of the employees, to draft the necessary projects and regulations, to regulate the correspondence, to study all the needs of the national education and to make all the reports appropriate to the minister, who may allow him to write acts he deems reasonable. While the *task of the technical section are*: to deal with the technical issues of all schools taking care of the implementation of reforms, programs and regulations of primary, secondary, state or private schools. To maintain regular registrations, appointments or removals of teachers and other officials related to the ministry of education and correspondence belonging to these institutions. Arrange biographies of all teachers and statistics of all schools. The duties of the secretaries of this section shall be shared by the Chief by agreement with the Secretary General. ⁵

The administrative section has the following tasks: to regulate the allocation of credits and the implementation of the ministry's budget, to keep records of the biographies of internal and external fellows as well as the various actions pertaining to them, to regulate the warehouse and to maintain the inventory of ministry of education. The duties of the officers of this Section shall be regulated by the nature of each duty by the Chief by agreement with the Secretary-General. ⁶

The organizer or director of vocational schools and the physical education section may also be foreigners and be employed in the state service on a regular basis. *The tasks of the Section of Vocational Schools are*: to take care of the regulation of these schools, as well as the operation of their factories and studios and the necessary internal equipment and tools. The tasks of the physical education section are: to take care of the physical education of students of all schools, through special chief instructors found in each prefecture and sub-prefecture.

The Directorate of the Library of the National Museum is : to take care of the preservation of the library and museum plan, to enrich them with books and ethnographic, natural, and fine arts elements and to observe archeological excavations when necessary. ⁷

The administrative councils of the center are: to decide on disciplinary measures for teachers, on the appointment and dismissal of teachers and employees based on relative laws, to compile and study the education budget, to review the decisions of school councils and acts of appeals and punishments of teachers. To study the reforms that may be needed for the education administration, for the allocation of internal and external scholarships. ⁸

The tasks of the Technical Council are: to prepare the laws, regulations and programs of the schools. To examine and give its judgment on the various manuscripts to be prepared by the authors. The draft translates textbooks for each degree. To give my opinion on every issue related to education, organization of institutions and school

⁴ *Ibid*, p.3.

⁵ *AQSH* F.195 D.1 v.1930 f.3.

⁶ *Ibid* p. 4.

reforms.⁹

The instructions and laws and criteria for the appointment of employees of the Ministry of Education are followed. Thus the Secretary General, should have completed regular University studies along with pedagogical studies and had served more than 8 years in Gymnasium or Normal or had completed a Western Normal and worked as an inspector, Director of a high school or as head of the Technical Section. In the absence of a person with the required qualifications a person who had graduated from a normal or state gymnasium but had a good knowledge of a foreign language (English, French, Italian or German) as well as had served for 10 years as an inspector, principal or professor in a high school, but those who have been in service as head of a section were also accepted.¹⁰

The Head of the Technical Section should have completed university studies, with pedagogical studies, and been a Professor or Director of a high school. In the absence of a person with these skills, one was selected who had completed a foreign normal, but had served as a primary, secondary school teacher, or been a school principal and education inspector. The Head of the Administrative Section was required to have completed a high school, in the absence of such a person a high school is selected. If they did not own any, they would hire a man with at least 10 years of experience working in various jobs in the government. In case there is a lack of people with these skills, then the ministry can act as needed.¹¹

Members of the Technical Council, the Director of the Library and Museum must: Have completed University studies in Philosophy, Pedagogy, Literature or Science and have served at least 3 years in government offices. To fully master the Albanian language and at least one foreign language. In the absence of persons with the above qualities and skills, he must have graduated from a foreign school with 6 years of service in the technique of primary education as a director or district inspector, with full knowledge of the Albanian language and a foreign language. Heads of other sections must have completed special studies according to their branch. The staff of the secretariat must have completed special studies according to their branch, while the staff of the secretariat and other employees of the ministry must have completed a full or part-time gymnasium, but with sufficient practice as a civil servant.¹²

District Administration and Inspection of schools: The control and inspection of kindergartens, primary schools and primary dormitories of the state as well as of all private institutes of this category is entrusted to the Inspectors of Primary Education. Inspectors will not have a separate office, but will be wandering within the educational area designated by the ministry. It can have its place in the center of the Prefecture or Sub-Prefecture that includes the educational area. They deal only with the technical issues of the lessons by giving instructions to the teachers, and scans related to the school administration, only in the reports submitted to the Minister can they express opinions on the administration. Reports are submitted directly to the Ministry of Education¹³

⁹ *Ibid*, p.5.

¹⁰ *Ibid*.

¹¹ *AQSH* F.195 D.1 v.1930 f.5.

¹² *Ibid*, p. 6.

¹³ *Ligjët e arsimit 1933*, p.28.

The number of inspectors is determined by the number of primary institutes, given that for each area there should be 80 schools for inspection. Their number, tasks and competencies as well as the division of inspection areas are determined by a special regulation. Primary education inspectors are appointed:

1. The graduates who have completed special pedagogical studies at the University or a pedagogical high school and have a service of at least 6 years.
2. The graduates who have served at least 8 years in the branch of teaching in primary schools.
3. In case of need, those who have completed high school and who have a service in primary education for at least 10 years and who have provided sufficient proficiency can also be appointed.¹⁴

It is understood that the task of an education inspector is not just to check whether teachers go to work regularly. He is his supervisor and adviser; is a strict judge but also fair; wise and prudent learner leader; is a critic of flaws but also a corrector of them; he inspects the teacher in the lessons, notes the shortcomings I can find in the teaching method and points them out to the teachers and teaches them how to fix them. Holds pedagogical and methodological conferences, conducts model lessons where he implements new methods. Organizes educational congresses in his district and in these meetings tries to develop to teachers the new discoveries that have been made in the field of pedagogy, psychology and education. They may have had problems with curriculum development, textbooks, or school buildings. The inspector should not be limited only to the mechanical and formal inspection of schools, to reporting on the promotion or demotion of teachers in the district where he covers. Of course, these findings are not only the fault of the inspectors, but also the fault of the system that is in force today.¹⁵ The duties of inspectors today are divided into administrative and technical duties. The former were removed from the inspectors and assigned to the School Directorates with the title "Correspondence Directorate"; technical tasks are left to the inspector. According to this division, the inspector has neither an office nor a secretary, but only a protocol which he can use in the places where he is given the opportunity. It is also worth noting that the number of inspectors is small, one inspector under his control has about 80 schools. What inspection can be done with this number of schools, where some of them are in areas that are difficult to reach, especially in the winter season.¹⁶

Among the most mentioned inspectors of the time is Jani Minga (1872-1947). He was born in Shënpjetër (Fier). He completed primary school in Berat, high school in the Qestorat Normal and the University of Philology in Athens. He gave a direct contribution to the opening of the first Albanian schools in the prefecture of Vlora. He was among the delegates of Vlora in the Assembly of the Declaration of Independence and active political activist during the First World War.¹⁷

After 1920, teacher, school director and education inspector, Minga was one of the most distinguished workers of the Albanian school. Especially important is his activity, in the years 1925-1933, for the recovery and protection of the Albanian school. He

¹⁴ *Ibid*, p. 29-30.

¹⁵ *Besa*, nr. 636, 24 gusht 1933, p.1.

¹⁶ *Ibid*.¹⁶

¹⁷ *Historia e arsimit dhe mendimit pedagogjik shqiptar*, vëll. I, Tiranë: ISP.shtyp. "Nënë Tereza" 2003, p 432.

was the author of several textbooks. By 1933, when he retired, he stood out for his patriotism and the amount of hard work he had done with professional competence.¹⁸ In the midst of the all-encompassing limited mindsets of the time and the great and multifaceted difficulties, Minga managed to do something to improve the situation. However, as he himself testified, “the condition of the private Greek-speaking schools, from a national point of view, with the exception of a few very few, “ was deplorable. Therefore, he asked the Ministry of Education to close the private schools of the Greek minority and transfer them to the direction of the Albanian state.¹⁹

In a report addressed to the Ministry of Education regarding the inspection of some Greek schools in the Gjirokastra region, he wrote:

*Although the educational and national condition of state and private Greek-speaking schools is good, we have a duty to give it a healthier and more vibrant reinforcement as it should be and it is in line with our state. In order to give the Greek-speaking schools the required face, measures must be taken: 1. Skilled and patriotic Albanian teachers must be appointed. 2. Greek-speaking teachers who are locals should also be relocated as much as possible. But in order to close all Greek private schools, we need to open state schools. We know that it costs money, but to heal an open wound for years against a state that will live for centuries is nothing and should not be taken into account for the high and sacred purpose.*²⁰

He was also a staunch defender of the image of the teacher and his role in society. Thus, when Ahmet Zogu came to power, he made several moves to fire teachers, who according to him had been Noli's supporters. From the request made to the inspectors for reporting on this phenomenon, 126 teachers were fired, where 24 in Gjirokastra, 23 in Elbasan, 20 in Korca, 17 in Durres, 13 in Berat, 12 in Shkodra 6 in Vlora, 6 in the prefecture of Kosovo and one in Tirana. Gjirokastra's inspector Jani Minga and Durrës district inspector Zef Fekeqi reacted against this policy, expressing their reservations about the new educational staff in an attempt to prevent teachers from being fired for political reasons, instead of these measures were proposed administrative measures for those who had taken part in the June movements.²¹

On Student Inspectors

In order to control and inspect Albanian students attending studies in schools and universities abroad, inspection offices will be set up with one inspector each. These offices will be located where more than 50 state scholarship students are located. Scholarship inspectors have the following duties: a) To control State scholarship students as well as those who are with the means of their families. Control regular behavior and attendance at the studies they attend.

b) To prepare every three months a general report on the condition of all scholarship and private students that occurred in their district and submit it to the Ministry of Education.

c) To regularly request information from the offices of schools and institutes where students study and report to the ministry.

d) At the end of the school year to present a general report together with the school

¹⁸ *Ibid*, f. 433.

¹⁹ *Ibid*.

²⁰ AQSH D.3 F. 195 v 1932 p.60.

²¹ Fatmira Musaj, *Republika Shqiptare 1925-1928*, Akademia e Studimeve Albanologjike, Tiranw, 2018, p 649-650.

documents of each student and show their opinion on all students, showing the passing and not passing the exams and the progress and carelessness shown throughout the school year. Student inspectors have the power to take disciplinary action against fellow students who are not in line with the lessons or who do not show a well-liked behavior, these measures are set by special regulations. Student inspectors must have the qualities shown above the high school inspector.²²

In fact, this inspection sector was very important, Ahmet Zogu himself stated: *Your task is difficult but you should not spare any sacrifice to perform it. Students are the hope of the homeland and the nation, which depends on your character;* during the appointment of the new inspectors, Ndue Paluca was appointed for the students of Austria, Lutfi Zavalani for those of France and Gasper Mikeli for those of Italy.²³

The district administration is formed by inspectors of primary education, principals of primary and secondary schools, primary dormitories and the school council. In addition to the details presented in the special regulation, primary education inspectors take care of the administrative and didactic regulation of primary schools and boarding schools, control and inspect state and private institutions and correspond directly with the Ministry of Education. An inspector will be appointed in each prefecture, who will have an assistant secretary from the education career.²⁴

The most important body in the Ministry of Education that has the duty to take care of the implementation of compulsory primary education are the school councils of each district. When the councils do not take care of imposing the fines foreseen in the organic education laws, which must be paid by the parents or guardians of the children who do not attend school, they will be obliged to pay them themselves.²⁵ School boards are headquartered in the Prefecture, Sub-Prefecture or village center and are formed by: the Prefect, Deputy Prefect or Mayor of Village, the Mayor (if any), the District Inspector, the Principal or the Teacher or the teacher of the local school and two other members of the community, to be parents of students elected by the administrative council and that of the municipality, or village council. The role of secretary is held by one of the school staff.²⁶

The duties of the school council are to take care of the implementation of the school obligation and the regular attendance of the school. Be interested in any needs of school buildings such as furniture and the school library. To find the right places for the school kindergarten and for the physical activity of the students. To take care of the education assets of the Municipality that belong to education (buildings, land,), to be interested for the poor students to have the right teaching equipment and tools. Also strive for regular medical inspection at the school. To give an opinion on the opening or closing of a school or the transfer of a school center, as well as in case of an epidemic. The income of the school councils is related to school assets, except for the kindergarten, five percent of the budget of the Municipalities and the income collected from the fines according to the law on education.²⁷

²² *Ligjët e Arsimit 1933*, p 42.

²³ *Shekulli i ri*, Durrës. Nr. 81, f. 4,2 tetor 1928.

²⁴ AQSH F.195 D.1 v.1930 p. 7.

²⁵ *Ligjët e Arsimit 1933*, p 42.

²⁶ AQSH F.195 D.1 v.1930 p. 8.

²⁷ *Ibid.*

Administrative correspondence was carried out by the school directorates of the Prefectures, Sub-prefectures and Boarding School Directors directly with the Minister of Education. All the schools of the Prefecture and Sub-Prefecture district are connected with the school directorates of the centers and every circular order is communicated to them through their mediator.²⁸

References

Musaj, Fatmira, *Republika Shqiptare 1925-1928*, Akademia e Studimeve Albanologjike, Instituti i Historiw, Tiranw, 2018.

Historia e Arsimit dhe mendimit pedagogjik Shqipëtar, vëll. I, Tiranë: ISP. shtyp "Nënë Tereza", 2003

Ligjët e arsimit Tiranë 1933, Teknike.

Arkivi Qendror Shtetwrur i Republikës së Shqipërisë (AQSH)

Dosja 1, F. 195, viti 1930.

Dosja 3, F. 195, viti 1932.

Nwespapers, magazines

"Besa", Tiranë, nr.1065. 1935.

"Shekull i Ri", Durrës, 1928.

²⁸ *Ligjët e Arsimit 1933*, p 28.