

## **Leaving Albania: A Major Education Challenge**

Alba Kreka Osman<sup>1</sup>, Denisa Titili<sup>2</sup>, Lorena Margo Zeqo<sup>3</sup>, Arjan Kamburi<sup>4</sup>

### **Abstract**

*In recent years, Albania has seen a significant outflow of young people to European Union countries and other destinations. This propensity might be attributed to many factors, including high unemployment rates, limited employment opportunities, and a desire for better living circumstances and educational opportunities. Concerning the last point, universities and colleges lack financing and resources, resulting in a deterioration in the quality of education given. Therefore, there is a brain drain problem in which outstanding Albanian students and teachers seek better prospects abroad, resulting in a loss of intellectual capital for the country.*

*This study is based on statistical data, reports, and surveys that examine the causes promoting Albanian youth emigration and the impact of these migratory patterns on the higher education system. The method used combines qualitative and quantitative analysis grounded in earlier research and a large sample of Albanians who are either graduating or planning to study abroad. Young people's assessments of "push factors" for studying abroad or leaving their native country have been collected.*

**Keywords:** Migration, youth, education, society.

### **Introduction**

Migration is the process by which people move within or beyond national borders. Migrants opt to shift their place of residence due to policies, and they seek possibilities to invest their human capital. Migration has been and continues to be global and regional, directly impacting immigrants' lives. Intercultural interaction creates and changes societies. However, in the age of globalization, migratory movements have grown more widespread. Approximately 3.6% of the world's population, about 281 million people, do not live in their country of origin. (United Nations Human Rights, 2022) World Bank report of 2018 found that more than 143 million people may soon become "climate migrants", leaving their homes because of floods, droughts and water shortages. Regardless of the reasons, migration is likely to continue if there are people and if there are places to go. (Blakemore, 2019)

Albania has a long history of migration, but the largest exodus occurred following the fall of the communist state. Albanian migration has unique characteristics: it is intensive (a much higher emigration rate than any other country in the Eastern European Countries); it is economical - a type of "survival migration" because it is driven by economic reasons; it is irregular, with many immigrants having irregularities in documentation; and it is dynamic and rapidly evolving, especially in terms of new destinations and migration

---

<sup>1</sup> Full-time lecturer at Fan S. Noli University, Korce, Albania

<sup>2</sup> Full-time lecturer at Fan S. Noli University, Korce, Albania

<sup>3</sup> Full-time lecturer at the Department of Mathematics and Physics, Fan S. Noli University, Korce, Albania

<sup>4</sup> Full-time lecturer at Fan S. Noli University, Korce, Albania

routes. (Mema, Aliaj, & Matoshi, 2019) Aside from the universal characteristics of migration, one of Albania's most pressing issues is the mass exodus of young people seeking better living conditions and study opportunities abroad. This issue, sometimes known as "brain drain," has been more prevalent in Albania than in other nations in the area. The primary reasons for this emigration are the desire for a higher-quality education, greater career opportunities, and generally improved living conditions. This tendency has an enormous impact on the country's future growth and ability to keep competent and educated workers. All of this has occurred because Albania's higher education system has faced considerable problems, notably in adjusting to the requirements of a quickly changing global context. The country's higher education system has undergone three major changes, intending to modernize courses, increase scientific research, and improve students' attitudes about university life. Despite these efforts, legislation has struggled to fully reform the university system to achieve these goals effectively. The aims of studying the state of higher education in Albania include:

- Understanding the current challenges: This involves pinpointing the most pressing challenges that higher education in Albania faces. The most common ones include gaps in legislation, curriculum upgrading efforts and the effects of brain drain.
- Assessing changes: It is important to assess how effective these changes were to determine areas where they need further improvement or not.
- Investigating solutions: Therefore, this study proposes ways in which higher education can be enhanced for quality purposes within its borders as well as ensuring that more of its skilled people are kept at home as the international labour market is catered for.
- Advising policymaking: This will in turn provide suggestions that are practical and implementable to policymakers in respect to future decisions. It should also contribute to a more robust and competitive higher education system in Albania.

## Literature Review

Migration is a complex phenomenon that has been thoroughly researched. Several research studies have looked at the elements influencing migration decisions. The "push-pull" model of migration suggests that people move because of "push" reasons in their home country, such as a lack of work and economic possibilities, and "pull" factors in their destination country, such as greater job prospects. An earlier study on Albania has shown that Albanian migration is predominantly motivated by economic factors such as high unemployment and poor pay (Mema, Aliaj, & Matoshi, 2019). Other studies and surveys undertaken recently by government agencies such as the Interior Ministry, INSTAT, and private institutions have highlighted Albanian migration's irregular and dynamic nature. For instance, the Monitoring Report, conducted by G. Tabaku, presents some significant results on the emigration of young Albanians for study. (Tabaku, 2023) The number of students enrolling in Albanian universities has been decreasing year after year. For comparison, the number of candidates for the academic year 2023 has decreased by 6.6% from the previous year. Specifically, there were 19,612 candidates in 2023, compared to almost 21,000 in 2022. Another study was conducted by The Center for Economic and Social Studies (Gëdeshi & King, 2018) in 2020. Accordingly, 79% of Albanian students in 2020 intended to leave the country, up from 65% in 2018. Furthermore, 95% of students who studied abroad expressed a desire not to return. The number of emigrants, immigrants, and migration by variable and year has increased significantly in the previous two years, according to the data obtained from the Albanian Institute of Statistics. (INSTAT, 2022). This issue is not specific to Albania; other countries in the CEE region, both members and non-members of the European Union, have faced similar emigration concerns. (Eurostat, 2023) Many physicians and other

medical professionals have expressed a desire to leave the region's countries, in addition to students and researchers. Education and healthcare aren't the only industries suffering from brain drain. Engineers, information-technology professionals, and people with vocational training are also leaving the region in large numbers. These issues are detailed in a research report of A. Vracic (2018), "The way back: brain drain and prosperity in the Western Balkans" (Vracic 2018), Ionescu (2015), "Emigration from Eastern Europe with a focus on brain drain", (Ionescu) K. A. Parker et al (2022), "Reflections on the Emigration Aspirations of Young, Educated People in Small Balkan Countries: A Qualitative Analysis of Reasons to Leave or Stay in North Macedonia". (Parker K.A., 2002)

Overall, the research confirms the multidimensional elements that influence migration decisions, as well as the relevance of push-pull dynamics unique to the Albanian environment, particularly for students. This research seeks to investigate the effect of the education system in influencing Albanian youth migration.

### **Research question**

Through this study, we need to understand the primary reasons behind migration, examine if migration is solely for educational purposes or if there are other reasons, investigating the role of career education in Albanian schools, exploring factors leading to emigration related to problems in Albanian higher education, assessing Albanian youth's perceptions of domestic and foreign universities, and identifying the correlation between migration for study versus economic/social reasons. In essence, while educational pursuits may indeed be a significant factor in migration from Albania, it is essential to recognize that migration is a complex phenomenon shaped by a combination of economic, political, social, and personal factors. Understanding these multifaceted drivers is crucial for policymakers, stakeholders, and researchers looking to address migration challenges and develop comprehensive strategies to harness the potential benefits of migration while mitigating its adverse impacts on Albania and its people. This research has taken into consideration the educational journey of young Albanians from pre-university, university and post-university education. Therefore, several questions were referred to the role of the state, the role of educational institutions, the role of family and society in general and their impact on the decision-making of Albanian youth. Data analysis has led to important conclusions of this research.

### **Methodology**

Migration is the process of changing one's permanent abode. This study focuses on young people in Albania, and we're looking for the causes that drive them to move. We mostly used descriptive research to gather data and achieve the study's goals. Data were acquired via an online questionnaire generated in Google Forms and widely circulated among Albanian youth. The study's sample population includes high school graduates, students, and undergraduates. We gathered and evaluated data from 664 respondents who completed questionnaires. The questionnaire is structured into two major sections: The first part includes various demographic questions, while the second has more detailed questions about migration causes. These issues have focused on migratory demands because of Albanian youth's desire to study abroad and the circumstances in Albanian colleges. The second section's questions were developed using a five-point Likert scale ranging from 1 to 5, with 1 strongly disagreeing and 5 strongly agreeing. The Likert scale was used to measure the participants' agreement or disagreement with statements related to these migration causes. We also used SPSS to carry out the study, which is IBM's statistical program for data management, advanced analytics, multivariate analysis, business intelligence, and criminal investigation. (IBM, n.d.)

## Historical framework of higher education in Albania

Higher education challenges in Albania are intimately tied to the overall success of the education system. Problems arise throughout the high school graduation process and the recruiting of students to universities. Each graduating pupil's points are determined following the Law of 2015 on Higher Education Institutions. (Ministry of Education, U Albania, 2019) Following this process, individuals must select a study program based on the merit-preference system. The Ministry of Education and the Albanian Academic Network collaborated on this computation. Such a technique separates the student from the university since it emphasizes graduation as a prerequisite for entering university rather than as an end-of-high-school procedure. (Gëdeshi & King, 2018) . Frequent changes in admission criteria do not help graduates match the rhythm of their studies to these criteria. (Ministry of Education, ASCAL, 2015) At the same time, setting the average criterion has had an impact on the majority of study programs that have long-graduated teachers of chemistry, biology, history, sociology, mathematics, language, literature, and other subjects. (Ministry of Education, U Albania, 2020) The Ministry of Education and Sport has decided for the academic year 2022–2023. Despite the goal of decreasing the average grade in teaching programs, the number of students enrolling has remained constant. The average floor grade defined by the Council of the Ministry conditions the target group of students with a lower average to study outside Albania since such a requirement is not implemented in other countries. (Ministry of Education, U Albania, 2020) Furthermore, when used without a plan, the average criteria might influence the teaching-learning ratio or behaviour toward a true assessment of knowledge in pre-university education. At the same time, scholarships are awarded to students with an average of more than 9, yet young people's desire for teaching programs is still low. (Gëdeshi & King, 2018)

If a student completes a bachelor's degree program in history, geography, chemistry, math, biology, literature, and so on, he cannot become a teacher since this title is gained after completing the second cycle of professional master's studies in teaching. This type of higher education reform penalizes universities and puts many teaching programs at risk of closure. Another difficulty that the Albanian government has faced in recent years is how to treat the role of private universities. Another issue in Albanian higher education in recent years has been the influence of private universities. Albania has 13 public higher education institutions and 26 private HEIs. These institutions offer around 32,700 study opportunities over 653 programs. The number of students studying in these programs is about 123,800, marking a decrease in the last 5 years. (Çlirim Duro, 2023) Six years following the implementation of the higher education reform (Law 80/2015) (Ministry of Education, ASCAL, 2015) public universities and the Ministry of Education and Sport have proved deficiencies and problems in carrying out the law's requirements. The Ministry of Education blocked the third cycle of study (PhDs) in public universities for 8 years. In 2015, many researchers were refused the chance to enter PhD programs because of a lack of bylaws. During this period, private institutions were the only ones allowed to supply PhD degrees in Albania. Another challenge of the Albanian government in recent years is the approach to the role of private universities. Six years after the approval of the reform in higher education (Law 80/2015), public universities and the Ministry of Education and Sport have shown deficiencies and problems in fulfilling the duties that the law prescribes After being put on hold for eight years by the Ministry of Education, the third cycle of study (PhDs) in public institutions resumed in 2022. In 2015, many researchers were not given the chance to enter PhD programs because of a lack of bylaws. During this period, private institutions were the only ones allowed to supply PhD degrees in Albania.

## Discussion

We began our analysis by consulting INSTAT statistics data as well as the National Strategy for Migration and Operational Plan 2019-2022 to see if there is a relationship between "push factors" and migration. Based on their family income, it appears that young Albanians wish to leave their country for a better life somewhere else. Albanians emphasize economic, social, and political concerns over others, such as unemployment, poverty, and low salaries (See Figure 1). Limited or inadequate services (education and health) have served as "push factors" for people pursuing education, specialization, and employment opportunities in EU countries. Following, Albanian migrants are divided into four categories: labour migrants, family members of migrants, or people migrating to join their families abroad, students, and asylum seekers and refugees. (Mema, Aliaj, & Matoshi, 2019)

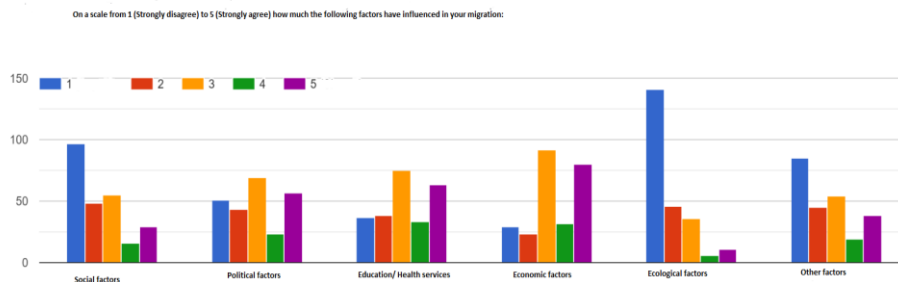


Figure 1. Pushing factors for migration

Albania had 8,860 asylum seekers for 2021, which placed it second after Ukraine for that period. (EUROSTAT, 2022) The high number of asylum seekers in Albania for 2021 highlights the challenges and complexities of migration in the country. While it is important to understand the challenges and complexities of migration in Albania, this study specifically focuses on the factors that push students to migrate, rather than the causes of forced migration and seeking refuge in EU countries. Studying students' factors in migration is important as it sheds light on a lesser-discussed aspect of migration patterns. While the reasons for refugee migration are often driven by political unrest, conflict, or persecution, the motivations for students to migrate probably are rooted in educational opportunities, career prospects, or personal aspirations. Albanian students leave home for the same reasons as students from other Balkan countries such as Bulgaria, Romania, and the Slovak Republic. They have decided to study abroad, mainly in Western Europe and North America, due to a better education and more job opportunities in their field of study. (Ionescu, 2018) The same situation is reflected in North Macedonia as well. (Zulfiu Alili, 2022)

These factors can offer valuable insights into the dynamics of migration and inform policies and initiatives aimed at supporting and easing the educational journeys of students.

We used Cronbach's Alpha to assess the questionnaire's reliability. The findings are presented in the table below:

Table 1. Reliability Statistics

Reliability Statistics	
Cronbach's Alpha	N of Items
.810	6

The Cronbach Alpha rating indicates an elevated degree of reliability.

Economic, political, and restricted education and healthcare services in Albania are among the primary causes of migration. According to the disclosed family income, there appears to be a justifiable need to immigrate, since nearly 20% of respondents had an income of more than €1500/ family income. (See Table 2).

Table 2. The respondents' family income

	Frequency	Percent	Cumulative Percent
300 - 350 \$	89	13.4	13.4
360 - 600 \$	134	20.2	33.6
610 - 900 \$	163	24.5	58.1
910 - 1500 \$	147	22.1	80.3
Over 1500 \$	131	19.7	100.0
Total	664	100.0	

When questioned about their current and future goals, only 8.9% want to stay/study in Albania, as seen in the table below:

Table 3. Respondents' current or future

	Frequency	Percent	Cumulative Percent
To emigrate	234	35.2	35.2
To be employed/ self-employed in Albania	129	19.4	54.7
To stay and study in Albania	59	8.9	63.6
To study abroad	62	9.3	72.9
To be employed abroad	73	11.0	83.9
Other	107	16.1	100.0
Total	664	100.0	

The trend of studying abroad should be seen in the orientation and instruction given to the young people during their pre-university years. According to the results of the questionnaire, Career and Education Counseling, which is part of the school curriculum, does not function efficiently in Albanian educational institutions. Referring to their educational choices throughout high school or university studies, students were guided by their parents, less by teachers, and even less by career counselling offices, as seen in Figure 2. (From 1(Strongly disagree) to 5 (Strongly agree)):

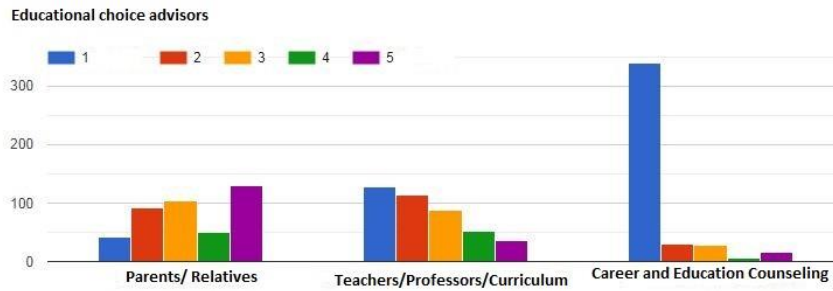


Figure 1. Responses for Educational Choice Advisors

Regarding young Albanians' study preferences, while 63% prefer public universities to private ones, they are concerned about the services they expect or currently receive from public universities. (See Figure 3). Responses for comparing public and private universities.

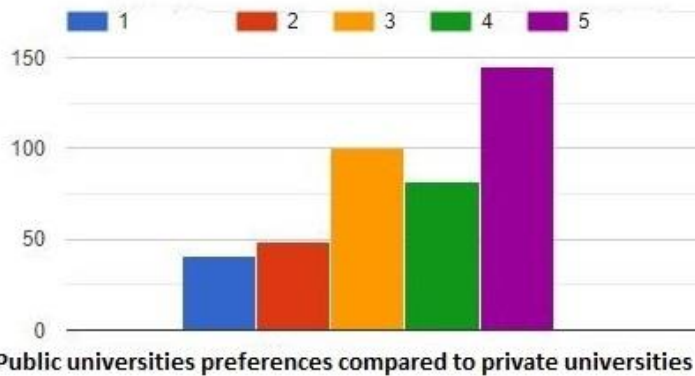


Figure 2. Private vs. public universities

On a scale of 1 to 5, most respondents admit that public universities do not provide the necessary infrastructure, the professionalism expected from academic staff, conditions for scientific research, incompatibility between study programs and the labor market, low access to different mobility, and little communicative relationship between lecturer and students. (See Figure 4).

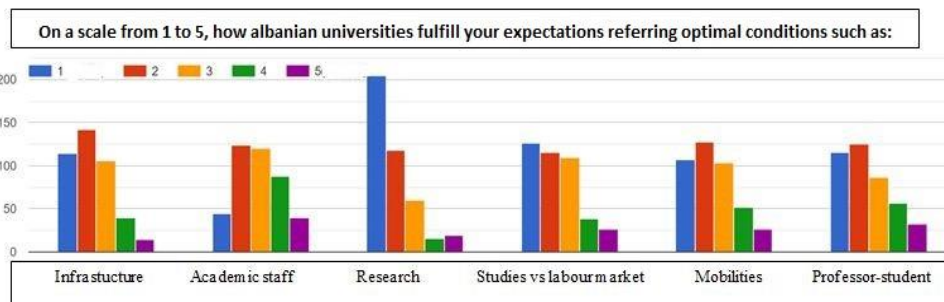


Figure 3. Responses to how Albanian universities meet expectations refer to the conditions mentioned.

As shown in Figure 5, regardless of their dissatisfaction, respondents choose and recommend Albanian universities to others.

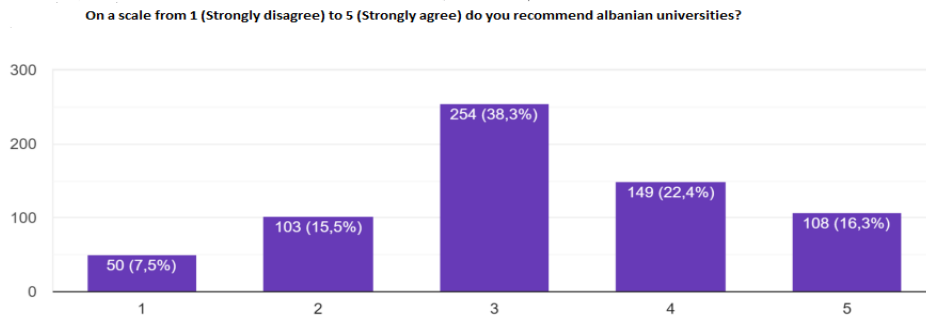


Figure 4. Responses indicating whether or not Albanian universities are recommended.

We used statistical tests to investigate the relationship between "recommendations of Albanian universities" and "plans for the future." As a result, Albanian students prefer to study and/or work in other countries rather than in Albania (See Table 4).

Table 4. Chi-square test for Albanian university recommendations and future.

Chi-Square Tests

	Value	Df	Asymp. Sig. (2-sided)
Pearson Chi-Square	52.158	24	.001
Likelihood Ratio	53.946	24	.000
N of Valid Cases	664		

We found a significant connection between the variables "Albanian Universities Recommendations" and "Plans for the Future", because of the significance value  $0.01 < 0.05$ .

The Albanian Academic Network's final data show that IT and Medicine are the most popular study disciplines. In addition to IT and Medicine, young Albanians prefer to study economics, engineering, education, humanities, sports etc. (See Figure 6).

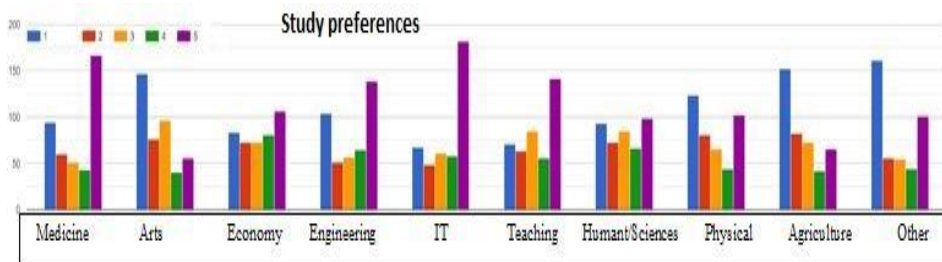


Figure 5. The study respondents' preferences (1-strongly disagree to 5-strongly agree)

Referring to the reasons for studying abroad, young Albanians say that the national universities do not reach the standards of international universities. In many cases, their decision to study abroad is influenced by the positive experiences of family members/friends who have already emigrated, but most importantly, by the chances for job advancement and higher specialization. (See Figure 7).



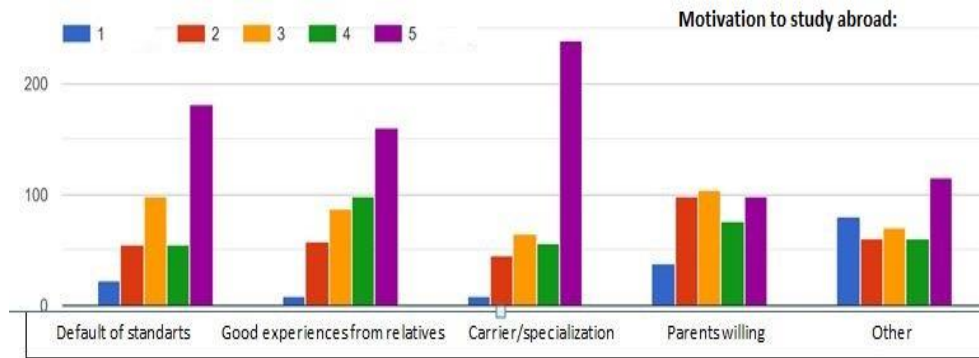


Figure 6. Respondent's Motivation to Study Abroad

Other "pushing factors" to migration for study purposes include a lack of employment in the country, a lack of perspective and hope in Albania, and favoritism in our country.

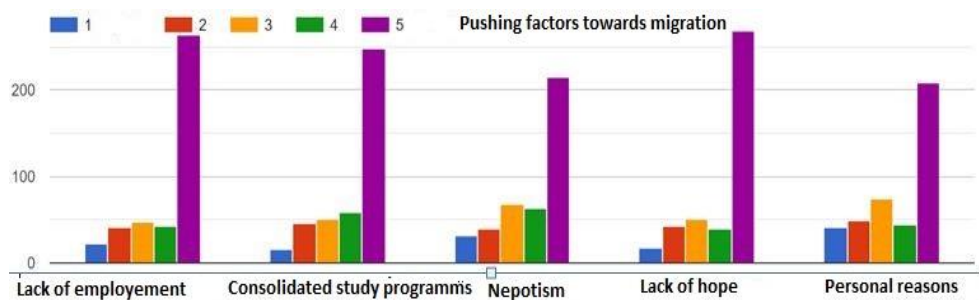


Figure 7. Pushing factors to migration

The most popular study abroad destinations are the United States/Canada, Germany, the United Kingdom (apart from Italy) and the Nordic countries. Such a decision is also influenced by the resources available in these nations, both in terms of starting a university and the likelihood of finding work during or after study. The conclusions of this study correspond with the recent Monitoring Report entitled "Albanian Universities Metamorphosis". (Tabaku, Shtator 2023) So, 39.8% of 2022-2023 graduates announced their intention to study abroad while filling out the A1 form (MSH, Matura Shtetore, 2023) (which is completed by graduates who wish to study in Albania). As previously said, (see Figure 7), students have study choices that reflect their willingness to study abroad. According to the Monitoring Report, "Nursing" has met 99.1% of the national quotas for public universities. Such data shows the applicants' willingness to use this topic of study as a "passport" to leave. Meanwhile, in comparison to 2022, the number of applications for the "Medicine" study program has reduced to 67.9% with the adoption of the law, which requires young physicians to work in Albania for at least 5 years after graduation. (Tabaku, Shtator 2023)

All the figures presented in this study show the harsh reality of Albanian society in terms of the educational process. To prevent "brain drain," the right actors should act at once. To address the country's immigration issue, a well-planned and comprehensive approach is needed. The Albanian government must stem this migrant hemorrhage, which will have an impact on the Albanian population's demographics in the future years. According to the Institute of Statistics, the number of working-age persons (20-29 years old) would be 33% lower in 2031, affecting the ageing of the workforce. Furthermore, due to current migratory trends, Albania will be depopulated during the next 70 years.

## Conclusion

After reviewing the study's main premise, we conducted a statistical analysis to evaluate the validity and reliability of the research questions and findings. This study showed that Albanian youth, among other "push" factors (economic and social), are more likely to emigrate for study because they are dissatisfied with their country's educational system. They believe Albanian University falls short of international university norms in terms of facilities, research, and teaching. Furthermore, the decision to study abroad is linked to increased prospects for specialization, professional advancement, job placement connected to their studies, and so on. Despite their beliefs and feelings, these appear to be the primary elements influencing the migration process. The study also emphasizes the state's limited role in improving overall conditions in Albanian universities, particularly career consulting offices, the conditions set by the Ministry of Education and Sports for university admission, the low budget distributed to education, and so on. These factors contribute to the lack of investments and low university standards in comparison to European countries by setting up a link between Albanian youth's future and their dissatisfaction with the Albanian education system.

## Recommendations

Here are some ways in which the Albanian government and universities could improve the overall situation in Albanian higher education and reduce the number of young people forced to emigrate for study:

**More investments in university infrastructure and research:** more funds to improve university buildings, research capacity, and overall student experience to world standards. Modern infrastructure and technology would help to attract excellent students and researchers, promote innovation, and lay the groundwork for a knowledge-based economy.

**Reform Admission Policies and Career Guidance:** reform admission policies to make it simpler for students to start university. For example, students should be free to study anything they want without being limited by the merit-preference system or cumulative grade point average (GPA). Furthermore, the graduation process should not be prioritized over securing university admission. Many overseas universities admit students without a GPA as an admission requirement. Additionally, improving career guidance services can help students make informed decisions about their academic and career paths, ultimately encouraging them to stay in Albania for their studies.

**Engage with Students and Address Concerns:** Engage with students and answer their problems. Students should be actively involved in decision-making processes to adjust the educational system to their requirements. Implement strategic revisions based on student feedback to ensure that the curriculum is relevant and up to date. The curriculum's outgoing goals must be often reviewed to ensure they align with current industry trends, technological advancements, and social demands. The program should prepare students for future professions and address relevant issues. Course material should be updated based on student feedback and stakeholder input, using real-world case studies and multidisciplinary perspectives to enhance relevance and engagement.

**Collaboration with European Institutions:** developing partnerships for student exchange programs and exposure to global best practices. Investing in research and development facilities such as laboratories and technology centers would enable Albanian researchers to conduct innovative studies, fostering a strong research culture and promoting innovation in various fields.

We believe that none of the following recommendations will be implemented until the government increases its educational expenditure. According to data, education consumes

3.1% of GDP in 2020, 3.6% of GDP in 2022, and 3.2% of GDP in 2023, while government expenditure in the EU and surrounding countries is between 4.5% and 8%. Furthermore, policymakers should adopt proactive policies that ease economic pressure on the region, increase market access for citizens, and promote circular migration, Albania's governments have limited means to prevent the emigration of highly skilled people, but it can ease the return of those who have left by introducing smart economic schemes and other incentives. To take advantage of migration's enormous potential benefits (in economic, social, and human capital), Albanian leaders first need to change their narrative on the issue.

By implementing these recommendations, Albania can create a dynamic and competitive higher education environment that meets the needs of its students and contributes to the country's overall growth and development.

## References

- Blakemore, E. (2019, February 28). National Geographic. Retrieved August 2022, from <https://www.nationalgeographic.com/culture/article/migration>
- Çlirim Duro, D. X. (2023). Higher Education Study Programs Orientation on the Applications of Artificial Intelligence . . Migration Letters, 20(S8), 377–383. Retrieved from <https://doi.org/10.59670/ml.v20iS8.4615>
- EUROSTAT. (2022). Annual Report on Migration and Asylum seeker. EUROSTAT. Retrieved September 2022, 12, from <https://ec.europa.eu/eurostat/documents/7870049/14760013/KS-01-22-123-EN-N.pdf/283e6304-acb8-cde1-a09c-6f7a55e7241a?t=1655230090489>.
- Eurostat. (2023). Migration and asylum in Europe – 2023 interactive publication,. Retrieved from Migration and asylum in Europe – 2023 interactive publication - Interactive publications - Eurostat (europa.eu)
- Gëdeshi, I., & King, R. (2018). Tendencat e reja të migrimit potencial nga Shqipëria. Tiranë: Friedrich Ebert Stiftung.
- IBM. (n.d.). IBM SPSS Statistics. Retrieved November 13, 2022, from <https://www.ibm.com/products/spss-statistics>.
- INSTAT. (2022). Institute of Statistic of Republic of Albania. Retrieved December 20, 2022, from <http://www.instat.gov.al/en/>
- Ionescu, L. (2018). Emigration from Eastern Europe with a focus on Brain Drain. Journal of Social and Economic Statistics, 4, (2), 54-74. Retrieved from EconPapers: Citations to EMIGRATION FROM EASTERN EUROPE WITH A FOCUS ON BRAIN DRAIN (repec.org)
- Mema, D., Aliaj, S., & Matoshi, A. (2019). PËRTEJ KUFIJVE, Raport Hulumtues Analitik mbi Migracionin, Rasti i Shqipërisë. Tiranë: GEER.
- Ministry of Education, S. a. (2015). ASCAL. Retrieved September 4, 2022, from [https://www.ascal.al/media/documents/legjislacioni/Law%20no.%2080\\_2015.pdf#:~:text=LA W%2080%2F2015%20ON%20HIGHER%20EDUCATION%20AND%20SCIENTIFIC%20RESEARCH,good%20and%20public%20responsibility%20and%20has%20the%20mission%3A](https://www.ascal.al/media/documents/legjislacioni/Law%20no.%2080_2015.pdf#:~:text=LA W%2080%2F2015%20ON%20HIGHER%20EDUCATION%20AND%20SCIENTIFIC%20RESEARCH,good%20and%20public%20responsibility%20and%20has%20the%20mission%3A)
- Ministry of Education, S. a. (2018, Prill). U Albania. Retrieved July 2022, from University Application Portal: <https://ualbania.al/theme/files/VKM%20nr.%20216,%20date%2020.4.2018.pdf>
- Ministry of Education, S. a. (2019, May). U Albania. Retrieved July 1, 2022, from University Application Portal: <https://ualbania.al/theme/files/Udhzimi-nr.-10-date-15.05.2019-Pranimet-ne-IAL.pdf>
- Ministry of Education, S. a. (2020, June 6). U Albania. Retrieved July 2022, from University Application Portal: [https://ualbania.al/theme/files/vendim-2020-06-03-436\\_perditesuar.pdf](https://ualbania.al/theme/files/vendim-2020-06-03-436_perditesuar.pdf)

- MSH. (2023, Tetor). Matura Shtetere. Retrieved from <https://maturashtetere.com/tag/formulari-a1z/>.
- MSH. (2023, Tetor). Matura Shtetere 2023. Retrieved from <https://maturashtetere.com/tag/formulari-a1z/>
- Parker K.A., H. E.-S.-S. (2002). ). Reflections on the Emigration Aspirations of Young, Educated People in Small Balkan Countries: A Qualitative Analysis of Reasons to Leave or Stay in North Macedonia. *Central and Eastern European Migration Review* 11(1): 65-84. doi:doi:10.54667/ceemr.2022.
- Tabaku, G. (Shtator 2023). *Metamorfoza e Universiteteve Shqiptare*. Tirane: Qendresa Qytetare;NED.
- United Nations Human Rights. (2022). United Nations Human Rights. Retrieved September 2022, from OHCHR and Migration: <https://www.ohchr.org/en/migration>
- Vracic, A. (2018). The way back: brain drain and prosperity in the Western Balkans,. *European Council on Foreign Relations*. Retrieved from <https://www.jstor.org/stable/resrep21635>
- Zulfiu Alili, M. K. (2022). Potential Migration of Educated Youth from North Macedonia: Can Brain Drain be Averted? *Migration Letters*, 19(1), 67–81. Retrieved from <https://doi.org/10.59670/ml.v19i1.2093>