

Linguistic Rights in Albania (2005)

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1. Background

The Importance of Language in Nation-Building in Albania

Linguistic rights in Albania have a long history. This history began with the fight to recognize and use Albanian as an official language during the period of the formation of the Albanian state and it continues today with the treatment of the issues of the linguistic rights of the national and linguistic minorities. The development of the national language and the advancement of linguistic rights have occurred contemporaneously and have always been part of the major national agenda of the Albanian State.

The official language in the Republic of Albania is Albanian². Albanian is also the official language of Kosovo, FYR of Macedonia, Serbia and Montenegro. Albanian is currently spoken by over six million people in the Republic of Albania, in Kosovo, by the Albanians of FYR of Macedonia, Serbia and Montenegro (Preshevë, Bujanovc. Medvegjë, Krajë, Ulqin, Tivar) as well as in the territory of Çamëri and in some old settlements in Greece³. Albanian is also spoken in the linguistic isles of the Albanian settlements in Italy, Bulgaria, Turkey, Rumania, Egypt and Ukraine. In addition, the Albanian language is spoken by Albanians who have migrated to various parts of the world prior to Second World War and over the last decade, in the USA, France, Germany, United Kingdom, Norway, Switzerland, Denmark, Australia, Argentina, and so on. The Albanian language is being taught and studied in several universities and Albanological centres in the world such as in Paris, Rome, Naples, Cosenza, Palermo, Petersburg, Peking, Munchen, Bucharest, Thessalonica, Sophia, and so on.

The Albanian Language belongs to the family of Indo-European Languages, alongside with Indian, Armenian, Iranian, Germanic, Balto-Slavic, Celtic, Hellenic and Italic languages. It constitutes a separate branch in this family of languages and is not originally associated to any of the modern Indo-European languages. The origin of the Albanian language is one of the most debatable issues in the linguistic field. Two main theories have circulated in the linguistic literature with regard to the Albanian language; its origin from the Illyrian language and the one from the Thracian language. The Illyrian theory has had a broader historical and linguistic support. It took shape in the 18th century among the historians of the time and it has been further elaborated and supported by linguists. According to research⁴, Albanians are autochthonous descendants of the ancient Illyrian population, who were not Romanized and, therefore, the Albanian language is the continuation of Illyrian language.

In the Middle Ages, the population of the territories inhabited by Illyrian tribes was called Albanoi and their territory was called Albanon, which is the source of 'Arbër', 'Arbënes' or 'Arbëresh' (words used to refer to the people of Albanon by the Albanians) and 'Arbëri', 'Arbani,' 'Albania' (words used to refer to the territory) dhe 'Albanian' (the word used to refer to the language spoken by residents of that territory). By the end of the 17th century, the Albanians themselves began referring to their language as "shqip" (pronounced shchip).

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² Albanian Constitution, 1998, Art. 14.1

³ Name, (1985), *Fjalori Enciklopedik Shqiptar*, publisher, Tirane, 353.

⁴ Thunmann, H.E. (1774), *Untersuchungen über die Geschichte der Östlichen europäischen Völker*, publisher, Leipzig; Hahn von, J.H. (1854), *Albanesische Studie*, publisher, place; Çabej, E. (1939) *Për gjenezën e literaturës shqipe*, publisher, place; Çabej, E (1966) *Kontributi i shqipes në lidhjen gjuhësore ballkanike*, publisher, place; Çabej, E (1972), *Problemi i formimit të gjuhës shqipe*, publisher, place.

The process of the formation of Albanian, as a national language, has gone through two major periods: the pre-nation and the nation period. The former extends over the 16th, 17th, 18th as well as the beginning of the 19th century, while the latter began in the second half of the 19th century and is still going on. During the pre-nation period, Albanian developed under the foreign occupation of the country. During the Slav and Ottoman rule, Albanians were generally denied the right to use Albanian. The Ottoman Empire implemented repressive policies against the development of the Albanian language. Writing in Albanian was prohibited by law. As a rule, the Albanian students in Albania received their instruction in Turkish or Greek. Moreover, there were a few religious Italian schools, where the language of instruction was Italian. The efforts to open Albanian schools by the Albanian patriots were often nipped in the bud.

Meanwhile, many Albanians continued to write in their native language in secrecy using the Latin alphabet, the Greek alphabet, the Cyrillic alphabet as well as the Ottoman Turkish version of the Arabic alphabet. The choice of the alphabet was an expression of the different political and religious orientations. The most significant factor uniting the Albanians, the spoken language, lacked a standard alphabet and even a literary standard form. It was for this reason that the linguistic rights and the development of the Albanian language became an important part of the agenda of the movement for national liberation during the Albanian National Renaissance in the second part of the 19th century and the beginning of the 20th century. The campaign for the recognition of Albanian as an official language was part of the struggle for the recognition of the Albanian identity. During this period, an important event in the history of the Albanian language is the Manastiri Congress, which, after discussing the versions of the Albanian alphabet submitted to it, decided on the general use of the Latin alphabet.

The establishment of the independent Albanian state in 1912, created a new situation which facilitated the development of national education. The Vlorë Government (1912) proclaimed Albanian as the official language of the country.

The Albanian language has two dialects, the northern dialect or "Gheg" and the southern dialect or "Tosk." These dialects are used by two major ethnic subgroups, "Ghegs" that live in the north of the country and "Tosks" that live in the south of the country. There are no great differences between Albanian dialects and people can understand each other without difficulty. In the beginning, the Albanian language was written in two main literary variants, formed on the bases of the two dialects, although in 1920, the concept of the unified national literary language was accepted. The work on the unification of the national literary language continued after the Second World War and in 1972, the National Congress on the Orthography of the Albanian language was held in Tirana. It adopted a resolution on the unified literary (standard) language. The unified national literary language (standard language) is mostly based on the literary variant of the "Tosk" dialect of the south, especially with regard to the phonetic system, but it also encompasses elements from the literary variant of the "Gheg" dialect of the north.

Formal Recognition of the Various Languages and Their Status in Albania

Besides Albanian, other languages are also used for informal daily communication within the territory of the Republic of Albania. The three national minorities, Greek, Macedonian and Montenegrin use their respective languages (Greek, Macedonian and Serbo-Croatian) and so do the two linguistic minorities of Roma and Aromanians. In addition, temporary foreign residents or those that have received asylum use their native languages (Chinese, English, etc.). People with hearing impairments use the newly created Albanian Sign Language and the blind use Braille as their written version of Albanian.

Additionally, many Albanians speak foreign languages (English, French, Italian, Greek, Russian, German, and so on). All students in Albania study at least one foreign language as part of the school curriculum, starting at the primary school (generally third grade) and up to the university level. Some private kindergartens and elementary schools start the teaching of a foreign language even earlier. In

the secondary and higher education students may learn two or more foreign languages. During the communist regime, the foreign languages taught in Albanian schools were Russian, English, French, German and Latin (the last one at university level only). At university level, German, Serbo-Croatian, Romanian, Turkish, Greek and Spanish were taught for a short time. Since the fall of communism, there has been an obvious change in the preferences of Albanians regarding foreign languages, and other European languages. Currently, in the primary schools, students learn one or more of the following: English, French, Italian, Russian, Greek and Turkish. In the secondary school they may choose to learn between English, French, Italian, Russian, German, Spanish, Greek and Turkish. English, French, Italian, Russian, German, Greek, Macedonian, Turkish, Bulgarian, Serbo-Croatian, and Latin are taught at the university (undergraduate) level. The foreign language curricula offer the students also insights into the history, literature, society and culture of the respective countries.

An Overview of Current Debates

The current language-related debates cover the following issues:

- a. There is a widespread difference of opinions on the use of the “Tosk” dialect as the basis of the modern normative literary Albanian. The supporters of “Gheg” have presented many arguments in favour of using “Gheg” as the basis of the normative literary language.
- b. Some members of the Roma and Vlach/ Aromanian minorities would like to be considered national rather than linguistic minorities. In addition, Egyptians (gypsies) have not been yet recognized as either a national or linguistic minority, and some members of this group, which faces poverty and marginalization, would like to be recognized as a national minority. They have asked for the creation of opportunities for their children to take classes in their mother tongue.
- c. People with hearing impairments have asked for more opportunities for the use of sign language on TV and blind people have asked for increased possibilities of Braille prints.
- d. Many Albanian children, whose families return from temporary emigration, are immersed in Albanian public schools with very little knowledge of Albanian and with no language instruction support. This creates problems in their education. Parents have asked from the Ministry of Education and the Regional Departments of Education to provide this support.

2. Language rights in compulsory education

General Legal Principles

The Albanian state first recognized linguistic rights upon its admission to the League of Nations in 1920. In October 1921, Albania made a declaration in which it pledged its commitment to respect the rights of the minorities in compliance with the peace treaties **Reference**. Currently, the linguistic right, as an important human right in the Republic of Albania, has been legislated in these main documents:

- The Constitution of the Republic of Albania approved by the Popular Assembly on 21.10.1998 and decreed by the President of the Republic on 28.11. 1998.⁵
- Law No. 7952, for “Pre-university Education System” approved on 21.06.1995 and changed on 30.07.1998 by the Law No 8387, “For Some Amendments and Changes in the Law No. 7952 on Pre-university Educational System”.⁶
- Law No. 88 72, for “Vocational Education and Training in the Republic of Albania”, approved on 29.03.2002.

⁵ See: <http://www.parlament.al/english/dis-kus/dis-kus.html#PART>

⁶ See: <http://www.mash.gov.al/struktura/Larte.html>

- Law No 8461, for “Higher Education in the Republic of Albania” approved on 25.02.1999 and changed on 28.07.2003 with the Law No. 9120, “Some Amendments and Changes in the Law No. 8461, date 25.02.1999 Higher Education in the Republic of Albania”.⁷
- Provisions of the Acts for the Pre-university Education approved by the Ministry of Education and Science in 2002.⁸

The Republic of Albania has ratified the following international documents that contain rules on education right, on linguistic right, and on the rights of minorities:

- International Covenant on Economic, Social and Cultural Rights;
- Convention against Discrimination in Education;
- Convention on the Rights of the Child;
- European Convention on Human Rights;
- Convention for the Protection of Human Rights and Fundamental Freedoms;
- Statute of the Council of Europe;
- Framework Convention for the Protection of National Minorities⁹.

All of these documents are directly applicable in the domestic legal order and they have been invoked in the domestic courts. The Constitution of the Republic of Albania gives a special status to the international instruments Albania is party to. According to the Constitution, every ratified act becomes part of the domestic law and is implemented directly with the exception of the acts that are not self-implemented and require the approval of special legislation. The Constitution recognizes that the conventions have a dependant status but super juridical power. The status of the international conventions constitutes another warranty that secures their implementation even in regard to linguistic rights.

The Albanian Constitution contains articles which directly or indirectly sanction rules and regulations that guarantee, protect and assist the exercise of the linguistic rights. The principles that are at the foundation of the legislation that guarantees linguistic rights are non-discrimination, equality, and promotion of conditions that favour the protection of language, freedom of the use of the language, education in the mother tongue and freedom of the creation of the educational institutions in the mother tongue.

The Constitution of Albania proclaims that the rights and freedoms of the individual, national identity, coexistence and mutual understanding of the Albanians with the minorities are part of the foundations of the state. According to the Constitution, Albanian citizens, foreigners and people without a citizenship living in the territory of the Republic of Albania are entitled to the same fundamental freedoms and rights as well as obligations.¹⁰ This document guarantees that no one may be unjustly discriminated against for reasons such as language.¹¹ The Constitution also grants equal rights in front of the law to all the national minorities. Persons who belong to national minorities have the right to exercise in full equality before the law their human rights and freedoms. They have the right to freely express, preserve and develop their ethnic, cultural, religious and linguistic identity, to study and to be taught in their mother tongue, as well as unite in organizations and societies for the protection of their interests and identity¹². Whereas Article 28 of the Constitution provides the guarantee that everyone whose liberty has been taken away has the right to be notified immediately, in a language that he/she understands, of the reasons for this measure, as well as the accusation made against him/her.

⁷ See: <http://www.mash.gov.al/struktura/Larte.html>

⁸ See: <http://www.mash.gov.al/kurikulat/kurikulat.htm>

⁹ The Council of Europe Framework Convention for the Protection of National Minorities was signed by the Republic of Albania on 29 June 1995. It was ratified by the Assembly of the Republic of Albania with the Law 8496, dated 03 June 1999 and, after the instruments of ratification were deposited on 28 September 2000, it came into effect on 01 January 2000.

¹⁰ Albanian Constitution, 1998, Art. 16

¹¹ Albanian Constitution, 1998, Art. 18

¹² Albanian Constitution, 1998, Art. 20

Domestic Legislation on the Linguistic Rights in Education of the Minorities

Giving priority to the political orientation of the protection of human rights and fundamental freedoms of the individual, including linguistic rights and the protection of the rights of minorities, the Albanian parliament and government have prepared a juridical packet which provides support for action. The need for rapid, qualitative change for the recognition and protection of all educational rights as well as the demand to meet the accepted international standards has dictated the improvement of the Albanian legislation in regard to linguistic rights.

Three laws approved by the Albanian Parliament that regulate pre-college, college and vocational education, followed by a series of amendments and improvements, constitutes the bases of educational legislation in Albania. The issue of the linguistic rights is part of this legislation. In addition, linguistic rights have been the subject of special bylaws (like Decisions of the Council of Ministers or Guidelines by the Ministry of Education and Science¹³).

All laws that regulate the pre-university educational system secure equal rights for all and guarantee the right of the individuals belonging to national minorities “to have the opportunity for instruction in their mother tongue, and study their history and culture in the curriculum. The state also creates all conditions for the minorities to learn Albanian, and study the Albanian history and culture”¹⁴. The curricula as well as the proportion of the use of the mother tongue, in regards to the official language in instruction, are determined by special acts of the Ministry of Education and Science. Education for members of minorities is conducted in special educational units and institutions. Their opening as well as their functioning is regulated by the procedures determined by the Council of Ministers.

The following are the fundamental criteria that regulate education in the mother tongue for national minorities: *First, education in the mother tongue is non-obligatory.* The decision does not foresee or guarantee the mandatory bilingual education. However, it defines as a general criterion a minimum number of 20 students necessary to start a class in the mother tongue. *Second, opening a bilingual class or school depends on the will of the community of the minorities and it is initiated as a response to its request.* The request is written by the students’ parents or wards and it is addressed to the respective Regional Education Department. The request must include the students’ enrollment list. Upon verification of the list and the satisfaction of all regulations of the request, the Director of the Regional Education Department submits the latter to the Prefect, attaching his opinion [reference?](#).

Although the acts of the Council of Ministers charge the Ministry of Education and Science with the responsibility of overseeing the education of bilingual students and the curricula of their educational units, the bylaws do not clarify the procedures for starting or terminating these educational units. Including the institution, or the Prefect in the decision-making, and charging it with the coordination of the local and central government only complicates matters unnecessarily. The local government should be given the right to make the decision in regards to opening bilingual educational units, based on Law No 8652, date 31.7.2000 “On the Organization and Functioning of Local Governance”.

We are of the opinion that the legal framework that guarantees the education of the minorities in their mother tongue requires improvements and additional legislation. For example, Decision No. 502, of 5.8.1996, which is an addendum to the Decision of the Council of Ministers. No. 396, of 22.8.1994 “On the Elementary Education in the Mother Tongue of the Students of Minorities” defines the exclusionary practice of opening bilingual education in Greek only in the cities of Sarandë, Delvinë e Gjirokastër. An act that regulates the opening of all bilingual schools nationally, irrespective of the languages involved, would be more functional.

¹³ See official documents, archive of the Council of Ministers, archive of Ministry of Education and Science.

¹⁴ Ligji (1995), “Për sistemin e arsimit parauniversitar”, neni 10/2. ?? neni= art.??

Domestic Legislation on the Linguistic Rights in the Education of Foreigners.

As an implementation Act of the Constitution of Albania, the Law “On the Integration and Family Reunification of Individuals Who Have Been Granted Asylum in the Republic of Albania” regulates all the procedures that guarantee the right to education of foreigners that have acquired asylum or have applied for it. In addition to recognizing the right to education of this population, this law guarantees its implementation through positive actions of the Albanian state. The Refugee Office organizes courses for Albanian, Civic Education and vocational education. It also covers the expenses of college education for the foreigners that have been admitted to public universities and have met all the respective requirements.

Special Categories

Ethnic Minorities

Historical tradition in Albania has followed the way of recognising, as national minorities, those minorities which have their own motherlands with which they have common characteristics such as the spiritual constitution, the language, culture, customs and traditions, religious belief, etc. Such conditions are met by the Greek, Macedonian and Montenegrin national minorities.

Albania has a population of 3.135.000, with a density of 109.1 persons per square kilometre¹⁵. From the ethnic point of view, 98% of the population is Albanian and 2 percent consist of national minorities. According to the census of 1989, the total number of the minority population was 64.816. The number of the Greek population was 58.758 inhabitants, the Macedonian population was 4.878 inhabitants, whereas statistical data on the size of Montenegrin minority were not specifically and accurately defined.

There is reason to believe that during the nineties of the last century the number of people belonging to the ethnic minorities in Albania has decreased due to migratory movements. For example, according to a survey of the Albanian Helsinki Committee that was conducted in 2000, the number of the Montenegrin population was 2000 people, of whom only 600 people lived in Albania. However, the publication of a new demographic atlas, greatly disputed by the scholars of the field, claims that the actual number of the minority population is higher than the official one¹⁶.

The Greek and Macedonian minorities have their schools. The students study in their mother tongue in these schools with the curricula approved by the Ministry of Education and Science. The proportions between the subjects in the lower cycle of elementary school (grades 1-4) is 90 percent in the mother tongue and 10 percent in the Albanian language whereas in the higher cycle (grades 5-9) 60 percent in the national minority native language and 40 percent in the Albanian language. The students also study the History of the Greek and Macedonian People, respectively. The textbooks for the subject are published in Greek and FYR of Macedonia.

In Albania there are no private schools for minorities. There is only one non-public school named “Arsakeio”, opened in 1998 in Tirana, which is attended by students of the Greek minority and Albanian students interested in learning Greek.

Linguistic Minorities

¹⁵ INSTAT, 2005, see: <http://www.instat.gov.al> The last census was realized in 2001. This census did not include the declaration of nationality and religion.

¹⁶ The cause of the debate is the different data on minority population published by the same authors in the interval of two years (below 2 % in the school textbook and 8% in the atlas).

The Roma and Aromanians are recognised and respected as linguistic minorities. There is no official data on Roma population, they have never been registered as a separate population. According to a report of a survey published by the Albanian Helsinki Committee in September 2000, it is estimated that about 30,000 Roma live in Albania. The data for the number of the Aromanian minority in Albania appeared for the first time in the 1950 census. In this census, the Aromanian population counted 2381 inhabitants. While in the 1955 census, the number of the Aromanian population was put at 4249. In the later censuses no data was produced regarding the number of the Aromanians in Albania¹⁷. The Roma and the Aromanians maintain their mother tongue as a means of communication in their social environment, but they rarely write it. There are no special schools where the Roma and Aromanian children can learn in their mother tongue.

People with Special Needs

Sign Language as the main oral form of communication for hearing-impaired people and Braille as the main form of written communication for blind people have been recognized the status of minority languages in recent international documents¹⁸ and the granting of opportunities for instruction in these languages for students of respective populations has been considered a human rights issue¹⁹.

According to the most recent statistics²⁰ there are 8929 blind people of all ages in Albania (0.29% of the population of the country). There are no accurate statistics on the number of people with differing degrees of hearing impairments. However, extrapolated statistics from international organizations estimate the number to be 286,712 individuals (8% of the population of the country)²¹. A pilot study of people who receive disability benefit in Tirana regional office gave a much lower statistic. According to the report, the number of people with recognized hearing impairment was 100 times lower than that of the blind people (respectively 27 and 2703)²².

Special education for students with hearing impairments was first introduced in 1965, with the opening of a special school in Tirana. Until recently, students were taught the lip-reading technique and efforts to develop an Albanian sign language were discouraged. However, with support from international experts, Albanian Sign Language has been created and it has been included in the curriculum of the Institute for Students with Visual Impairments. In the school year 2004-2005, this 9-year institute was attended by 139 students (34% females *reference?*). It will be difficult, however, for graduating students to continue to use the sign language as a language of instruction in the high school and university as there are no support services for the integration of students with special needs in any of the Regional Education Departments or in any of the universities in the country. The Mid-Term National Strategy of People with Disabilities (2005)²³ has not provided any measures to be taken in this regard, although it encourages the use of sign language in the visual media and support with interpreters during communication with employees of public administration.

Blind students study for 9-years at the Institute for the Blind Students in Tirana which opened as a school in 1965. The institute is attended annually by 66-75 students (there were 69 students in the school year 2004-2005, 31% of whom were females²⁴). Braille is the main form of written code used in instruction and all the schools books are prepared in Braille for the students of the Institute. However, because of the inadequacy of printing resources in Braille, the students who continue to high school and university are not supported. They use recorded tapes as their main form of instruction.

¹⁷ The census in 2001.

¹⁸ UNESCO (2003), *Education in a Multilingual World, UNESCO Education Position Paper*, UNESCO, Paris, France.

¹⁹ UNESCO (2003), *Overcoming Exclusion Through Inclusive Approaches in Education, A Challenge and a Vision-Conceptual Paper*, UNESCO, Paris.

²⁰ National Disability Monitor (2005), *Disability in Albania, Annual Report 2005*, Dokita, Tirana.

²¹ See <http://www.wrongdiagnosis.com/h/hearing/stats-country.htm>. Statistics by Country for Hearing Impairment.

²² National Disability Monitor (2005), *Disability in Albania, Annual Report 2005*, Dokita, Tirana.

²³ Republic of Albania (2005), National Strategy on People with Disabilities, Approved with the Decision of the Council of Ministers No 08 date 07 January 2005. **Publisher, place**

²⁴ National Disability Monitor (2005), *Disability in Albania, Annual Report 2005*, Dokita, Tirana.

The Mid-Term National Strategy of People with Disabilities has a special provision in the increase of printing resources for Braille.

The solution for the education of students with hearing and visual impairments through special education boarding school has created two issues in regards to the human rights of these students. First, many parents choose not to send their young children away from home. Consequently, some of the latter may not receive any education at all because many schools are unwelcoming of students who communicate differently as special support for them does not exist. Others, especially students with hearing impairments, experience many difficulties as they struggle to learn through the written medium only. Females seem to be affected more than males as they are underrepresented in both institutions. Secondly, all students attending the special institutions are educated in segregated social and educational environments, which is a violation of their human right for inclusive education.

In conclusion, although the newly created Albanian Sign Language, and Braille are recognized as means of communication for the education of students with hearing and visual impairments respectively, more needs to be done to ensure that they achieve the status of minority languages. Additionally, the inclusive educational needs of the students with these special needs require more attention by the Ministry of Education and Science and Regional Education.

3. Conclusion

The Republic of Albania has demonstrated positive policies for linguistic rights and conscious efforts have been made to ensure coexistence, tolerance, collaboration and understanding among people of diverse linguistic backgrounds. The democratic changes have brought new dimensions to the linguistic rights of Albanians and the members of the minorities living in the country. This has been reflected in the adherence of Albania to international bodies and the ratification of international documents as well as in the creation of special institutional capacities to meet the obligations which the Albanian state and its government have undertaken in regards to minority rights in general and minority educational rights in particular.

However more needs to be done. There is a need for the updated statistical data on the minority population in Albania. Special populations like the Roma and the Aromanians need to be granted the right to learn in their mother tongue through public schools, and the Egyptians need to be recognized as linguistic minority. Additionally, the students with visual and hearing impairments need the necessary educational communicative support to enjoy their human right for inclusive education and the linguistic right for a broader use of their respective systems of communication to be created.

APPENDIX

The Curriculum for the Minority Students Grades 1-9 for the school year 2005-2006

Nr.	Subject	Grades								
		I	II	III	IV	V	VI	VII	VIII	IX
1	Mother Tongue (Greek/Macedonian)	8/7	6	5	4	4	4	4	4	3
2	Albanian Language and Reading	0/2	5	5	5	5	4	4	4	4
3	Foreign Language	-	-	-	-	-	2	2	2	2
4	Math	5	5	5	4	4	4	4	4	4
5	Knowledge on Nature	-	-	2	2	2	-	-	-	-
6	Physics	-	-	-	-	-	1	1	1	2
7	Chemistry	-	-	-	-	-	-	1	1	2
8	Biology and Health Education	-	-	-	-	-	2	2	2	2
9	History*	-	-	-	1	1	2	2	2	2
10	Geography*	-	-	-	1	1	2	2	2	2
11	Native History (Greek/ Macedonian)	-	-	-	-	-	-	-	-	1
12	Native Geography (Greek/ Macedonian)	-	-	-	-	-	-	-	1	-
13	Civic Education *	1	1	1	1	1	1	1	1	1
14	Art Education	1	1	1	1	1	1	1	1	-
15	Music Education*	1	1	1	1	1	2	2	2	2
16	Technological Skills	1	1	1	1	1	1	1	-	-
17	Physical Education	2	2	2	2	2	2	2	2	2
18	Extracurricular Activities and Electives	1	1	1	1	1	1	1	1	1
Total (hours per week)		20/21	23	24	24	24	29	30	30	30

1. The weekly hours expressed as 8/7 and 0/2, the first number belongs to the first semester, while the second number to the second semester.
2. Elementary education graduation exams:
 Albanian Language (written and oral)
 Native language (written and oral)
 Mathematics (written)
3. Bold font indicates the use of mother tongue
4. Some of the subjects with an asterisk may also be conducted in Albanian.
5. This curriculum will be first implemented in the school year 2005-2006 for the first and sixth grade.