



Viti i XVI-të i Botimit, Nr.2

Dhjetor 2024

TRANSFORMIMI I ARSIMIT: SFIDAT DHE ZGJIDHJET NË BALLKANIN PERËNDIMOR

Dhurata Lamçja*

**Departamenti i Edukimit dhe Anglishtes, Fakulteti i Shkencave Shoqërore, Albanian University*

Përmbledhje

Kërkohet arsim më i mirë dhe kompetenca për të rritur produktivitetin, për të krijuar punësim, për të promovuar përfshirjen qytetare dhe për ta bërë Ballkanin Perëndimor një zonë të dëshirueshme për të jetuar, punuar dhe investuar. Rajoni i Ballkanit Perëndimor po kalon transformime të rëndësishme në peizazhin e tij arsimor, i shënuar nga një mori sfidash dhe mundësish. Ky studim synon të shqyrtojë sfidat me të cilat përballet sistemi arsimor në Ballkanin Perëndimor dhe të propozojë zgjidhje të qëndrueshme për transformim. Studimi përdor një rishikim gjithëpërfshirës të literaturës për të identifikuar sfidat mbizotëruese si infrastruktura joadekuate, kurrikulat e vjetruara dhe pabarazitë në aksesin e një arsimit cilësor. Ai gjithashtu eksploron zgjidhje inovative përmes një analize të nis-mave rajonale dhe praktikave më të mira. Gjetjet zbulojnë sfidat që pengojnë përparimin arsimor në Ballkanin Perëndimor, krahas zgjidhjeve premtuese. Iniciativat e fokusuara në modernizimin e infrastrukturës, rishikimin e kurrikulave dhe nxitjen e përfshirjes dalin si strategji kryesore për reforma. Studimi nënvizon rëndësinë e adresimit të sfidave arsimore në Ballkanin Perëndimor, jo vetëm për zhvillimin socio-ekonomik të rajonit, por edhe për nxitjen e stabilitetit dhe integritetit rajonal. Zgjidhjet e propozuara theksojnë potencialin për ndryshime transformuese, duke theksuar rëndësinë e përpjekjeve bashkëpunuese dhe investimeve të qëndrueshme në arsim. Si përfundim, adresimi i sfidave të shumëanshme të arsimit në Ballkanin Perëndimor përmes zgjidhjeve bashkëpunuese dhe inovative mban çelësin për zhbllokimin e potencialit të tij të plotë për rritjen dhe stabilitetin socio-ekonomik rajonal.

Fjalë çelës: *Ballkani Perëndimor, transformim arsimor, sfida, zgjidhje, bashkëpunim*

TRANSFORMING EDUCATION: CHALLENGES AND SOLUTIONS IN WESTERN BALKAN

Abstract

Better education and more applicable competences are required to increase productivity, create employment, promote civic involvement, and make the Western Balkans a desirable area to live, work, and invest. The Western Balkans region is undergoing significant transformations in its educational

landscape, marked by a myriad of challenges and opportunities. This study aims to examine the challenges faced by the education system in the Western Balkans and propose viable solutions for transformation. The study utilizes a comprehensive literature review to identify prevalent challenges such as inadequate infrastructure, outdated curricula, and disparities in access to quality education. It also explores innovative solutions through an analysis of regional initiatives and best practices. Findings reveal the persistence of challenges impeding educational progress in the Western Balkans, alongside promising solutions gaining traction. Initiatives focused on modernizing infrastructure, revising curricula, and fostering inclusivity emerge as key strategies for reform. The study underscores the significance of addressing educational challenges in the Western Balkans, not only for the region's socio-economic development but also for fostering regional stability and integration. The proposed solutions highlight the potential for transformative change, emphasizing the importance of collaborative efforts and sustained investment in education. In conclusion, addressing the multifaceted challenges of education in the Western Balkans through collaborative and innovative solutions holds the key to unlocking its full potential for socio-economic regional growth and development stability.

Keywords: *Western Balkans, educational transformation, challenges, solutions, collaborative*

Introduction

In recent decades, higher education systems worldwide have encountered significant institutional challenges, compelled to adapt to changing circumstances and varying state policies regarding economic growth, employment, environmental concerns, and migration. Consequently, universities have resorted to diverse strategies, such as program diversification and marketing, to sustain themselves. In Europe, the Bologna Process has played a crucial role in standardizing higher education programs and aligning them with workforce demands (Terry, 2008). However, the execution of these changes has been uneven across Western Balkan countries and former Yugoslav states, where political and economic challenges persist, hindering their progress. As a result, indicators suggest that higher education systems in Serbia, Montenegro, Kosovo, Macedonia, Bosnia and Herzegovina, and Montenegro lag behind their Western European counterparts. While Slovenia and Croatia, now EU members, share similar challenges due to their past as part of a single federal state, the magnitude of these challenges differs, particularly concerning quality assurance mechanisms, graduates' transition to employment, skill mismatches, brain drain, and job insecurity. Unfortunately, evidence-based approaches and policies to address these issues and support future higher education development are scarce (Pavlin & Sušan, 2020).

As the study unfolds, promising solutions emerge, guided by the principles of inclusivity, innovation, and collaboration. Initiatives focused on modernizing infrastructure, revising curricula, and fostering diversity gain traction, paving the path for more dynamic and responsive education landscape. Regional collaboration and partnerships play a key role, transcending borders to foster knowledge exchange, resource mobilization, and the sharing of best practices. In the tapestry of the Western Balkans, the narrative of educational transformation weaves threads of hope and resilience, shaping the destiny of generations to come. It is fueled by the collective aspirations of communities, educators, policymakers, and learners alike a narrative that celebrates diversity, embraces innovation, and embodies the spirit of progress. As the journey continues, the story of educational transformation in the Western Balkans operates as a testament to the indomitable human spirit and the power of education to catalyze positive change. It is a story of challenges met with resilience, of obstacles overcome through collaboration, and of dreams realized through unwavering determination. In the heart of the Western Balkans, the narrative of educational transformation is far from finished it is a story still being written, with each chapter unfolding new possibilities and forging pathways towards a brighter tomorrow.

The aim of this study is to examine the challenges faced by the education system in the Western Balkans and propose viable solutions for transformation. Its significance lies in addressing persistent obstacles to education, fostering socio-economic development, and promoting regional stability and integration.

2. Literature Review

2.1. Challenges in the Education System in Western Balkans

Western Balkans, where the echoes of history mingle with the aspirations of the present, the education system grapples with a myriad of challenges, presenting a complex narrative of resilience and transformation. Amidst the rugged landscapes and diverse cultures, inadequate infrastructure emerges as a persistent obstacle to educational progress. Schools throughout the region often struggle with dilapidated buildings, overcrowded classrooms, and insufficient resources, hindering the learning experience for students (Gu, 2022; Nugent & Rhinard, 2019).

Moreover, the curricula in the Western Balkans face criticism for their outdated nature and lack of in accordance with needs of a rapidly evolving society. Research conducted by the European Training Foundation (ETF) highlights the disconnect between educational content and labor market demands, raising concerns about the ability of graduates to meet the challenges of the modern workforce (Nascimbeni, 2020; World Bank, 2018). Compounding these challenges are disparities in access to education, particularly for marginalized communities. Despite efforts to improve inclusivity, children from Roma and other minority groups, in addition to those with disabilities, continue to face barriers in enrollment and retention (UNICEF, 2021; World Bank, 2019). Yet, amidst these obstacles, there is a spirit of resilience and determination. Across the Western Balkans, educators, policymakers, and communities are working tirelessly to overcome these challenges and forge a brighter future for the region's youth. From grassroots initiatives aimed at improving school infrastructure to comprehensive curriculum reforms, there is a palpable sense of momentum towards positive change.

In the Western Balkans, the majority of college or university students are enrolled in public universities. Despite relatively high tertiary enrollment rates, which hover around 50 percent of the typical college-going age group, completion rates for degrees are notably low. Estimates indicate graduation rates below 40 percent for students within a decade of enrollment in countries such as Croatia, FYR Macedonia, and Albania. These educational outcomes, combined with structural challenges and elevated unemployment levels, pose significant hurdles for Western Balkan nations (Jusufi & Ajdarpasic, 2020). Many countries in the Western Balkans confronted significant challenges during the post-war transition period following the dissolution of communist Yugoslavia in the early 1990s. These challenges stemmed from political and systemic deficiencies, including inefficient bureaucratic apparatuses, limited governmental accountability, and widespread corruption, which exerted continual influence over the region's academic sectors, predominantly governed by their particular national administrations (Hayden, 2012). Moreover, the educational structures in these nations have been subject to consecutive and frequently contradictory policies emerging from shifts in political power, wherein conservative administrations frequently sought to amend preceding liberal legislation, and inversely. Consequently, this socio-political milieu and associated practices have contributed to a state of stagnation concerning the development of enduring national strategic objectives within these countries.

Colleges in the region remain heavily reliant on financial support from national governments, which wield significant influence over the allocating funding to educational institutes. Government directives dictate various aspects of university operations, including student enrollment quotas and remuneration for faculty and administrators. Consequently, there is growing advocacy within the local

university community for reforms aimed at enhancing institutional autonomy, reducing direct state oversight, enhancing educational quality, fostering raising research output and improving university leadership and administration (Jelavich & Jelavich, 2012). Another notable structural challenge pertains to the absence of institutional or national-level mechanisms to mitigate tuition fees and ensure equitable access for students from disadvantaged backgrounds. While certain several nations in the area provide free tuition for segment of their student population, and some institutions provide limited financial aid or national scholarships, these provisions fall short of covering the full spectrum of educational fees, textbooks, and living costs are all expenses. Efforts are underway in some nations to address this issue and establish stronger system of student assistance, with initiatives such as the ongoing project by the Institute for Developing Education in Croatia aimed at developing comprehensive solutions (Arandarenko, 2020).

The growth of private higher education institutions in the Balkans can be attributed to the region's unique political context, characterized by the shift from socialism to market economies and a surge in student interest. Countries dealing with the aftermath of violent wars, particularly those emerging from the breakdown of former Yugoslavia, lacked the capacity to formulate comprehensive higher education policies, resulting in the emergence of numerous private institutions, often driven by profit motives (Zgaga, 2017).

Private institutions in the region typically serve as a secondary option for students unable to secure admission to public universities. In instances where regulatory frameworks are ambiguous, these institutions often adopt the title of "university" despite offering primarily vocational or two-year degree programs. However, the growth of private companies has not substantially diversified the higher learning landscape, with the majority of courses focusing on lucrative fields such as commerce, information technology, and tourism. Resource constraints are a common challenge for Western Balkan Private Institutions, leading to heavy reliance academics from the public universities who engage in part-time or contractual roles. This practice, known as "moonlighting," has adverse effects on the quality of education at both public and private institutions. Calls for stricter regulations and increased clarity in private university studies persist across several nations in the area (Sultana, 2022).

Furthermore, while the European Union (EU) promotes investment in knowledge-based economies, accessing EU funding for Western Balkan institutions continue to face challenges in terms of research and development. Insufficient funds and infrastructure hamper their ability to compete for EU funds effectively. The current distribution mechanisms perpetuate disparities in funding allocation across Europe, potentially exacerbating existing disparities in academic efficiency and efficacy. In light of these challenges, policymakers in the region must tailor policies to address specific geopolitical and economic situations, allocating resources accordingly (Jusufović & Ajdarpasić, 2020). While EU countries with greater financial capacity serve as models, it is essential to recognize that organizational and structural difficulties faced by post-transition countries, particularly in the Western Balkans, are unprecedented. Failure to consider these nuances may exacerbate existing issues within the tertiary education sector, underscoring the importance of contextually informed policy approaches. Top of Form

2.2. Digital Transformation of Education in the Western Balkans

Prior to the onset of the COVID-19 pandemic, digital learning experiences in the Balkans were diverse and predominantly small-scale. For instance, data from PISA 2018 revealed varying degrees of availability of effective online learning support platforms across different education systems in the region, with Montenegro reporting the highest percentage of principals having access. Disparities also existed in terms of access to devices, connectivity, and teacher proficiency in delivering digital learning. However, countries with prior investments in digital learning, such as North Macedonia and Montenegro, were better equipped to respond swiftly to the crisis by leveraging existing platforms and policies (Travar et al., 2021).

During the pandemic, learn remotely in the Balkans was facilitated through synchronous methods like video conferencing tools and asynchronous approaches such as printed materials and digital platforms like Viber, Youtube, and Facebook. Efforts were made by education policymakers to scale up centralized solutions for remote learning at national or sub-national levels. Despite the recognition of digital learning's potential to enhance education in the region, there are still persistent equity and capacity gaps hindering the transition from emergency remote learning to sustainable digital learning practices. These include unequal access to technology among students, substandard content developed hastily during the pandemic, and gaps in teachers' digital skills and support (Petrevska Nechkoska & Mojsovska Salamovska, 2017). Moving forward, it's imperative to provide additional support for the implementation of digital learning at the classroom level. Merely providing technology is insufficient to improve educational outcomes; it's equally crucial to ensure access to quality digital content and to support teachers and school administrators in effectively utilizing digital tools. Teacher preparedness and ongoing monitoring of student, parent, and teacher engagement with digital learning solutions are vital for successful implementation. Addressing these challenges urgently is necessary to enable teachers to deliver engaging and personalized learning experiences tailored to students' needs and learning styles (Butler, Maraj & Qarkaxhija, 2020).

Before the COVID-19 outbreak, online teaching had been steadily growing, with organizations, startups, and educational systems investing significantly in digital technologies and tools for web-based learning (Watermeyer et al., 2021; Elia et al., 2009). Various virtual educational platforms, including popular MOOC platforms like Coursera, eDX, Udemy, and Udacity, had been established and widely used, along with tools, including simulators, interactive whiteboards, projectors, and 3D printers (Vinoogradova et al., 2019). Research has highlighted the advantages of online learning, such as enhanced understanding, collaborative learning environments, time and cost savings, flexibility, and environmental sustainability (Sorva et al., 2013). However, despite these benefits, there has been limited adoption of digital tools among educators and students (Bond et al., 2018; Amhag et al., 2019).

The move to online instruction presents significant challenges in content delivery, collaboration, interaction, and skill development (Secundo et al., 2020). Students face challenges in online collaboration, engagement, and interaction, exacerbated by the digital divide among pupils and teachers (Wolverton, 2018). Various studies have identified factors that affect the success of distance education, including team dynamics, familiarity, and instructor support. The COVID-19 crisis accelerated the adoption learning online, with teachers and students compelled to embrace online learning and teaching despite varying levels of readiness (Lederman, 2020). Scholars have analyzed factors influencing student engagement, transformational challenges, necessary skills for online teaching, and issues faced by educational institutions during this shift (Alabbasi, 2022; Pandey et al., 2022; Khemani et al., 2023)

However, most studies focus on developed countries, neglecting the challenges faced by developing countries in transitioning to digital learning. Developing countries encounter additional hurdles such as limited access to technology, internet connectivity, and reliable infrastructure, along with socio-economic barriers (Adedoyin & Soykan, 2020). These challenges hinder the efficient use of online teaching and learning in developing country contexts. Digital literacy poses a significant challenge for the population in the WB, as highlighted in the 2021 Digital Agenda Observatory report, which indicates a notable gap in digital skills compared to the EU. Despite the increasing demand for digital skills, a large majority of individuals surveyed in the Balkan Barometer 2022 haven't received adequate training to enhance their proficiency, ranging from 80% to 98% across different economies in the region. This situation can be attributed to two main factors: firstly, the relatively lower level of education in WB countries compared to EU member states, and secondly, structural issues within the education system itself. The varying education policies across the WB contribute to these disparities, emphasizing the importance of recognizing the pivotal role of a well-educated populace in a country's advancement. Consequently, there's a pressing need to implement comprehensive measures to

promote digital literacy, not only within educational institutions but also within workplaces. Ensuring inclusivity in digital literacy efforts is crucial to prevent the concentration of benefits and subsequent exclusion, especially as digital skills tend to be more prevalent in urban areas compared to rural regions (Zuzaku & Abazi, 2022).

3. Method

The report used a comprehensive literature analysis to investigate the difficulties affecting the Western Balkans' education system and provide realistic transformation alternatives. This strategy entailed examining a wide range of academic materials, papers, and research about schooling in the region. The research attempted to uncover common difficulties such as poor infrastructure, obsolete curriculum, and discrepancies in access to excellent education by combining data from several sources. In addition, the research investigated creative solutions by examining regional efforts and best practices. Through reviewing current research and efforts, the study aimed to provide insights into the persisting barriers to educational advancement in the WB, as well as to identify feasible reform measures. The study's methodology aims to contribute to the regional conversation on educational change while also emphasizing the relevance of tackling these difficulties for socioeconomic growth and regional stability.

4. Results

The study revealed a multitude of challenges impeding the progress of the education system in the Western Balkans. These challenges encompassed various aspects, including infrastructure deficiencies, outdated curricula, and disparities in access to quality education.

Firstly, inadequate infrastructure emerged as a significant obstacle across the region. Many schools struggled with dilapidated buildings, overcrowded classrooms, and limited resources, hindering the learning experience for students. The lack of proper infrastructure posed a considerable barrier to delivering quality education effectively. Additionally, criticism was directed towards the outdated nature of curricula in the Western Balkans. Research highlighted a misalignment between educational content and the evolving needs of society, particularly concerning labor market demands. This discrepancy raised concerns about graduates' readiness to meet the challenges of the modern workforce, further exacerbating the region's educational shortcomings.

Furthermore, disparities in access to education persisted, particularly affecting marginalized communities such as Roma children, other minority groups, and those with disabilities. Despite efforts to enhance inclusivity, barriers in enrollment and retention persisted, underscoring the need for more targeted interventions to address these disparities effectively. In the realm of higher education, the study highlighted concerning trends, including low completion rates for degrees and structural challenges contributing to elevated unemployment levels. The aftermath of armed conflicts and political transitions in the region further compounded these challenges, leading to a state of stagnation in establishing enduring national strategic objectives within higher education systems.

Moreover, the growth of private higher education institutions, driven by profit motives, added complexity to the educational landscape. While private institutions provided alternative pathways for students, concerns were raised about their contribution to diversifying the higher education sector and ensuring educational quality. In light of the COVID-19 epidemic, the study also examined the digital revolution of the education sector in the Western Balkans. While efforts were made to facilitate remote learning through various digital platforms, persistent equity and capacity gaps hindered the transition

to sustainable digital learning practices. Unequal access to technology among students, substandard content hastily developed during the pandemic, and gaps in teachers' digital skills and support were identified as key challenges.

Despite these challenges, the study also uncovered promising solutions and initiatives aimed at addressing them. Efforts focused on modernizing infrastructure, revising curricula, fostering diversity, and enhancing institutional autonomy in higher education. Regional collaboration and partnerships were identified as crucial drivers of progress, emphasizing the importance of collaborative efforts in fostering educational transformation in the Western Balkans. Overall, the study's findings underscored the pressing need to address the multifaceted challenges facing the education system in the Western Balkans.

5. Conclusions and Recommendations

In conclusion, the study sheds light on major problems facing the education system in the Western Balkans, ranging from inadequate facilities and outdated curricula to disparities in access to quality education. These challenges have profound consequences for the region's socio-economic development, hindering its capacity to foster innovation, competitiveness, and social cohesion.

However, amidst these obstacles, there is a palpable sense of resilience and determination among educators, policymakers, and communities to conquer these barriers and forge a brighter future for the region's youth.

Moreover, the study underscores the importance of adopting a holistic approach to address the complex challenges facing the education system. Initiatives aimed at modernizing infrastructure, revising curricula to align with the needs of the modern workforce, and fostering inclusivity are essential for driving meaningful change.

Additionally, efforts to enhance institutional autonomy in higher education and promote regional cooperation and partnerships are crucial for accelerating progress and fostering innovation in the education sector.

Based on the findings of the study, the following recommendations are proposed to facilitate the transformation of the education system in the Western Balkans:

- Governments and relevant stakeholders should prioritize investment in improving school infrastructure, including renovating dilapidated buildings, reducing overcrowding in classrooms, and providing access to essential resources such as textbooks and technology.
- Educational authorities should undertake comprehensive curricular reforms to ensure alignment with the needs of the modern workforce and society. This includes integrating relevant skills such as digital literacy, critical thinking, and problem-solving into curricula to enhance students' employability and adaptability.
- Regional cooperation and partnerships should be encouraged to facilitate knowledge exchange, resource mobilization, and the sharing of best practices in education. This includes establishing collaborative initiatives to address common challenges and promote innovation in teaching and learning.
- Governments and educational institutes should prioritize investment in digital infrastructure and capacity-building to ease the move to digital learning. This includes providing training and assistance for teachers to effectively utilize digital tools and develop high-quality digital content.

References

1. Adedoyin, O. B., & Soykan, E. (2023). Covid-19 pandemic and online learning: the challenges and opportunities. *Interactive learning environments*, 31(2), 863-875.
2. Alabbasi, D. (2022, April). Factors influencing student engagement in virtual classrooms and their impact on satisfaction. In *Society for Information Technology & Teacher Education International Conference* (pp. 142-151). Association for the Advancement of Computing in Education (AACE).
3. Amhag, L., Hellström, L., & Stigmar, M. (2019). Teacher educators' use of digital tools and needs for digital competence in higher education. *Journal of Digital Learning in Teacher Education*, 35(4), 203-220.
4. Arandarenko, M. (2020). Performance of Western Balkan economies regarding the European Pillar of Social Rights.
5. Bond, M., Marín, V. I., Dolch, C., Bedenlier, S., & Zawacki-Richter, O. (2018). Digital transformation in German higher education: student and teacher perceptions and usage of digital media. *International journal of educational technology in higher education*, 15(1), 1-20.
6. Butler, W., Maraj, A., & Qarkaxhija, J. (2020). Online learning challenges and opportunities in Higher Education Institutions (HEIs) in developing countries. *Thesis*, 9(2), 281-299.
7. Elia, G., Secundo, G., & Taurino, C. (2009). The web learning system of 'Virtual eBMS': a tool supporting unstructured and just-in-time learning. *International Journal of Networking and Virtual Organisations*, 6(2), 140-160.
8. Gu, X. (2022). 'Save the children!': Governing left-behind children through family in China's Great Migration. *Current sociology*, 70(4), 513-538.
9. Hayden, R. (2012). From Yugoslavia to the Western Balkans: Studies of a European Disunion, 1991-2011. In *From Yugoslavia to the Western Balkans*. Brill.
10. Jelavich, C., & Jelavich, B. (2012). *The establishment of the Balkan national states, 1804-1920*. University of Washington Press.
11. Jusufi, G., & Ajdarpasic, S. (2020). The impact of EU programmes on financing higher education institutions in Western Balkans—evidence from Kosovo. *LeXonomica*, 12(1), 107-128.
12. Khemani, B., Sabhani, J., & Goplani, M. (2022, July). Use of a Precious Commodity—'Time' for Building Skills by Teachers for Online Teaching During Pandemic by Using Decision Tree and SVM Algorithm of Machine Learning. In *Proceedings of Third International Conference on Computing, Communications, and Cyber-Security: IC4S 2021* (pp. 551-565). Singapore: Springer Nature Singapore.
13. Lederman, D. (2020). Will shift to remote teaching be boon or bane for online learning. *Inside Higher Ed*, 18, 1-27.
14. Nascimbeni, F. (2020). Teachers and teacher professional development for new learning (POL-TIEDA WP20) European Training Foundation.
15. Nugent, N., & Rhinard, M. (2019). The 'political' roles of the European Commission. *Journal of European Integration*, 41(2), 203-220.
16. Pandey, D., Ogunmola, G. A., Enbeyle, W., Abdullahi, M., Pandey, B. K., & Pramanik, S. (2021). COVID-19: A framework for effective delivering of online classes during lockdown. *Human Arenas*, 1-15.
17. Pavlin, S., & Sušanj, Z. (2020). Challenges in developing the academic profession in the Western Balkans. *European journal of education*, 55(4), 573-586.
18. Petrevska Nechkoska, R., & Mojsovska Salamovska, S. (2017, October). Context-appropriate implementation of blended learning in higher education in Western Balkans. In *DIEM: Dubrovnik International Economic Meeting* (Vol. 3, No. 1, pp. 506-518). Sveučilište u Dubrovniku.
19. Sorva, J., Karavirta, V., & Malmi, L. (2013). A review of generic program visualization systems for introductory programming education. *ACM Transactions on Computing Education*

- (TOCE), 13(4), 1-64.
20. Sultana, R. G. (2022). Review of national career development support systems in the Western Balkans.
 21. Terry, L. S. (2008). The bologna process and its impact in Europe: it's so much more than degree changes. *Vand. J. Transnat'l L.*, 41, 107.
 22. Travar, M., Dugonjić, I., Avramović, Z. Ž., Bajić, G., & Ristić, S. (2021). Digital Transformation of the Education Sector in the Western Balkans. In *The 1st International Conference on Maritime Education and Development: ICMED* (pp. 183-190). Springer International Publishing.
 23. Unicef. (2021). *The state of the global education crisis: a path to recovery: a joint UNESCO, UNICEF and WORLD BANK report*. Paris: UNESCO, cop. 2021.
 24. Vinogradova, M., Konstantinov, V., Prasolov, V., Lukyanova, A., & Grebenkina, I. (2019). Level entrepreneurship-role in the digital economy, tendencies of improvement of the information support system. *Journal of Entrepreneurship Education*, 22(5), 1-12.
 25. Watermeyer, R., Crick, T., Knight, C., & Goodall, J. (2021). COVID-19 and digital disruption in UK universities: Afflictions and affordances of emergency online migration. *Higher education*, 81, 623-641.
 26. World Bank. (2018). *World development report 2019: The changing nature of work*. The World Bank.
 27. World Bank. (2019). *Global financial development report 2019/2020: Bank regulation and supervision a decade after the global financial crisis*. The World Bank.
 28. Zgaga, P. (2017). Bologna in the Western Balkans: Reconsideration on higher education reforms in the region. *Nastava i vaspitanje*, 66(1), 7-21.
 29. Zuzaku, A., & Abazi, B. (2022). Digital transformation in the western balkans as an opportunity for managing innovation in small and medium businesses-Challenges and opportunities. *IFAC-PapersOnLine*, 55(39), 60-65.