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QUALITY OF EDUCATION, DIGNITY, AND LOCAL DEVELOPMENT - PEJA CASE

Abstract:

Economic development in general, is linked primarily with the use and valorization of existing local natural resources and human. Using of comparative advantage offered by local resources with the aim of generating employment and income for the local and national economy is closely related to education. Educated population will not only lead to the growth of national income but in multiplicative way will lead to increased employment, economic development and growth.

Countries have applied different systems and reforms in education. However, as a result of various economic, political and also historical factors, these reforms have not always given the desired results.

The purpose of this paper is that, through a concrete case, to investigate the impact of the quality of the existing primary and secondary system of education in quality of life and human dignity, primarily through the ability to create human resources able to find job and together with it to generate economic growth and development. Basic hypothesis are related to the assumptions that; the success of the students is dependent with the family and its approach to education and work; the success of reform in education is closely linked with financial resources as well as with created culture for and to education of implementers but also other stakeholders; and, that the basis of the driving motive for learning, is closely linked with the economic situation and in particular the level of employment.

Through primary sources, data are collected from selected samples as a source of information for this research, which are students aged 11-19 years, 25-50 years age parents, teachers, officials and managers of educational institutions, as are; preschool, primary, low secondary and higher secondary schools. Through secondary resources, are explained the theoretical concepts that deals with the quality of education. Documents and strategies of education, papers works and research in this field are analyzed; laws and regulations as well as the managing and teaching structure. The methodology used for data processing will be in the function of achieving results which will enable us professional and scientific recommendations.

Keywords:

Quality of education, education system, educational process, educational institutions, development, local economic development.

JEL Classification: I25

SUSTAINABLE ECONOMIC DEVELOPMENT THROUGH LOCAL DEVELOPMENT

With the emergence of large companies which as a result of economic interest, can transfer capital of their businesses from one place to another, especially with the emergence of global economic fluctuations, the importance of local development based primarily on the use of local resources is becoming increasingly important. In this regard there are many studies that prove that sustainable development is primarily based on an evaluation and rational use of local resources. As has defined Blakely (2010), "Local economic development is achieved when a community's standard of living can be preserved and increased through a process of human and physical development that is based on principles of equity and sustainability." As he conclude, economic development that establishes a minimum standard of living for all and increases the standard over time, not just job creation, but job creation that provides living wages, "a rising standard of living associated with consumption of better goods and services, and quality of housing, as well as increasing the number of households receiving paid health care, and being able to save for retirement, and being able to provide vocational or collegiate education for their children"¹.

The global economic and financial crisis has given greater importance this dimension of sustainable development. Evaluation of the local resources and their rational and balanced use is the basis of sustainable development, which in reality is nothing other than "...development that meets the needs of the present without compromising the ability of future generations to meet their own needs...(it is) not a fixed state of harmony, but rather a process of change in which the exploitation of resources, the direction of investments, the orientation technological development and institutional change are made consistent with the future as well as present needs"²

To understand sustainable development we must distinguish between economic growth and economic development. Although the conventional economy has equated growth with economic development, implicitly assuming that growth will bring improvement in quality of life and standard of living. However, many now question this assumption, fact that can be proved by the indicators that community groups choose for evaluating quality of life and sustainability (Daphne T. Greenwood, and Richard P.F. Holt, 2010).

However, sustainable development is closely linked to the quality of life and social welfare. In this regard, one of the main indicators of economic growth is Gross Domestic Product (GDP). However, sustainable economic growth is not the same as GDP growth, though ... "When

¹Blakely, J Edward. and Leigh, Green N. (2010) Planning Local Economic Development, Theory and Practice, SAGE, p.75.

²United Nations, (1987) Report of the World Commission on Environment and Development. Our Common Future, http://conspect.nl/pdf/Our_Common_Future-Brundtland_Report_1987.pdf, p. 43

confronted with measuring quality of life, many economists and policymakers use a proxy income ..., Even though they know it is an imperfect substitute, income is an accessible and familiar measure."³ Faced with this, developed countries have applied different indicators of economic growth and rising welfare in addition to the use of income. Several of these indicators have been characterized as 'quality of life' and others as 'sustainability or community indicators'. A big part of the quality of life and sustainability indicators deals with non - income factors such as long-term investments in children and youth, the 'economic equity or fairness, affordability of housing, health insurance, reducing of poverty rate, as environmental indicators that are linked with land use, quality of water and air. (Greenwood , T. Daphne. and Holt, P.F. Richard. 2010)

For this reason also we can conclude that investment in education is an investment for equal opportunities for development, investment for dignified life as well as for general welfare. Investing in education in reality has to do with investment in economic development. Otherwise short-term investments such as state support through various economic policies such as subsidies and their support can have immediate effects, but their long-term effects are unknown. Investing in the generations that will be carrying the education, in reality is an investment in sustainable development.

However the economic development of a country is not isolated, it is dependent and operates in regional and global context. In this regard, attitude towards education should be that which that takes into account the human factor and requests toward him on the local, regional but also global level. As conclude Greenwood , T. Daphne. and Holt, P.F. Richard. (2010), in the formulation of development policies we need to think and act locally but also globally, in particular to address issues when dealing with quality of life and sustainability, even as he finds, although most of the public discussion environmental and sustainability issues are more focused on national or global issues, but sustainability practices can gain wider bias when the results are related to local and not global or national level.

One of the local development strategies is to maintain existing businesses and attract new ones. Obviously the benefits of attracting foreign businesses are different, but primarily are dealing with bringing of new technology and knowledge. Benefits for the locality will be greater if the foreign business will buy raw materials, other recourses and will employ local people. Otherwise, the benefits will be minimal for locality, not to say that they also may be negative especially if we are dealing with manufacturing businesses that use existing resources and then close the business to transfer it to another country. Also the employment effects would be very small, if the business requires employee profiles that locality cannot provide. A small and undeveloped country should not pretend to attract large foreign direct investments from abroad, because of undeveloped market as well as undeveloped physical and socially infrastructure, which does not provide conditions for efficiency that requires modern competition. Therefore, the undeveloped countries must find ways for development through

³Greenwood , T. Daphne. and Holt, P.F. Richard. (2010), Local Economic Development in the 21st Century – Quality of Life and sustainability, M.E. Sharpe, Inc. p. 34/5.

rational use of local resources, in the first place by creating educated workforce able to apply practical knowledge and new technology mainly in small and medium local as well as international businesses.

For undeveloped countries the increasing level of education is closely linked to the need to increase domestic production of goods and services which will substitute imports on the one hand as well as that will have effects on export growth, which would create needed revenue to improve the negative trade balance. Education will also affect the growth of the country's competitiveness in relation to regional and international competition.

Numerous studies have found that sustainable development of education has significant impact on the reducing the differences between social groups, increase opportunities for increasing of income of the family to have a dignified life, and in this way will increase the opportunities of the poorest groups for a better life, that means also for more education of the future generations, which implies a more dignified life and welfare which should be the objective of sustainable economic development.

SUSTAINABLE DEVELOPMENT THROUGH EDUCATION

The role of education of human capital in economic development, and in particular to ensure the welfare of citizens is essential. Experiences of developed countries have shown that education has multi-dimensional effects not only for economic development, but also in the family education, which in return leads to a higher education, that has direct effects on the productivity of work, revenue growth, and increasing of the general welfare. "During the twentieth century, education, skills, and the acquisition of knowledge have become crucial determinants of a person's and a nation's productivity. One can even call the twentieth century the "Age of Human Capital" in the sense that the primary determinant of a country's standard of living is how well it succeeds in developing and utilizing the skills and knowledge, and furthering the health and educating the majority of its population."⁴

Researches have shown that sustainable economic development is closely linked to the education of the population, or as it is known as human capital. Investing in education is in reality investing in development, production, income generation, but also in the quality of life and human dignity. Although in short term it is difficult to measure the effect of education in development, namely the creation of income, however, it is undisputed that quality of education has powerful effects on individual earnings, on the distribution of income, and on economic growth and the best indicator of the quality of education is reflected in economic impact through economic outcomes respectively. In this way it is proved that educated individuals create more value and in this regard the income, and acquired skills are closely related to the quality of education which again is ultimately dependent on the income, and what most importantly economic growth is closely linked with the skills of employees. In this aspect quality of work may be the result of many factors, knowledge achieved in school and

⁴ Ozturk, I. (2001) The role of education in economic development: a theoretical perspective, *Journal of Rural Development and Administration*, Volume XXXIII, No. 1, Winter, pp. 39-47, p.2.

family, and society in general.⁵ So, people skills are not always associated only with formal schooling, but at the same time are related to the level of economic, social and cultural development of the population in general. An educated population with high skills has also higher working output. Informal education, which stems from the family and society are the determining factor for success in education, in income generation as well as the overall production.

In general, there is an impression that schools to be successful must be equipped with physical and financial resources. However, not always such a statement has stood as accurate, the fact that the change in the quality of education in the first place should be changed attitude of family toward school, as well as the general social environment. In this regard, the crucial role educators play themselves, those who intermediate in the transferring of knowledge. There is no dilemma that available resources are insufficient if in their use is not professionally prepared human capital, also morally ready to perform the task that has been entrusted. So, to achieve better results in the quality of education it is needed structural changes in the institutions for education, as well as a general reform in attitudes towards education as a process, but also as a value. In this regard it is worth mentioning conclusions that “Research has delved deeply into the impact of adding resources within the current institutional structure (of both developed and developing countries). The overall finding is that simple resource policies – reducing class sizes, increasing teacher salaries, spending more on schools, and so forth – have little consistent impact on student performance when the overall institutional structure is not changed.”⁶

However, providing some resources also can have effects in raising the quality of education, such as providing free textbooks for the poor, but this is not always the case. Likewise, the creation of opportunities to involve in the education system, groups which for various reasons were not able to be part of the education system, could result in a higher results of theoretical knowledge as well as the practical skills, but in reality that is not the case for the whole system. Also, inside the same school, may happen to have enthusiastic teachers, whose results are enviable, or certain schools which have better results than others, which in reality has mainly to do with the quality of human capital in the task of the teacher or as school manager, but these are insufficient to make successful the quality of whole system of education. Likewise, classes or certain schools can derive students by their real evaluation performance, so real formal assessment may be worse than the other classes and schools that due to unrealistic estimates or unprofessional evaluation will have better formal results, which enables registration for further education, what cannot be reached by those who are realistically assessed, but their grades are lower. This is very disturbing issue because it completely disrupts the quality criteria, and the structure of education in general, and the value

⁵Hanushek, Eric A. & Wößmann, Ludger. (2007) ,The Role of Education Quality in Economic Growth,WPS4122, World Bank Policy Research Working Paper 4122 p. 76

⁶Hanushek, Eric A. & Wößmann, Ludger. (2007) ,The Role of Education Quality in Economic Growth,WPS4122, World Bank Policy Research Working Paper 4122 p. 7

of commitment of teaching staff. This means that increasing the quality of education is very closely linked with increasing the quality of teachers themselves, the increase of the quality of work but also their professional, ethical and technical skills.

Increasing of salaries for teachers can effect in increasing of quality of education. But, the other problem exist in that how to increase real success of pupils. Is there a system of accountability for the success or not success of schools, so what are the responsibilities of students for eventual failure? In this regard, a special problem is related to the measurement of the real success, the fact that the formal assessment in schools often, especially in undeveloped countries, has proved to be unrealistic, and organizing national test as in Kosovo case, in reality has created more disorder in the real evaluation system than it has been a true gauge of student success achieved in primary and secondary education.

The issue of policy design and curriculum is of essential importance. In this regard, education of women is one of the best methods for educating of the society, being that, through its education will be educated the family and whole society as well. Investing in women's education is probably the most productive investment that a developing country can make. "Educating girls and women is probably the single most effective investment a developing country can make, whether or not women work outside the home. It creates a multitude of positive remunerations for families including better family health and nutrition, improved birth spacing, lower infant and child mortality, and enhanced educational attainment of children."⁷ But the benefits are manifold, so that education also has effects on productivity in the industry, but also in other sectors such as agriculture, in particular in the ability to use the methods, processes and new technologies in business processes, as Ozoturk finds, that the higher is the education level of the labor force the higher will be the overall productivity of capital, because in this way it influence the overall productivity. To understand the importance of human capital in the overall economic and social development, he said that we should start from the family because the family is the foundation of education and values that will bear the children and future generations. Better educated parents try to invest more in their children's education, such as investing more in family health in general.

Various researches indicate the effect of early education on economic development, in particular its impact on children's behavior towards society, their capacity to contribute to the growth of productivity, posing a significant basis for long-term economic development. In addition, high quality care to children allows parents to engage primarily in work and thus increase labor productivity. Also other important social effects arise as a result of early childhood education. Society benefits from early education programs are much larger than those dealing with economic growth, therefore, besides being likely to promote economic growth, early education programs contribute to creating equal opportunities for life, reducing difference between children of families with low incomes and those with high incomes , which

⁷Ozturk, I. (2001) The role of education in economic development: a theoretical perspective, *Journal of Rural Development and Administration*, Volume XXXIII, No. 1, Winter, pp. 39-47, p. 2.

ultimately will return with greater opportunities for better outcomes in the economy. “The universal provision of high quality early childhood education programs will not solve all of society’s economic and social problems, and these programs, in making their positive contributions, are only one element in generating social progress. But early childhood education can be a very important element, making significant contributions to economic development as well as to general social well-being.”⁸

Likewise the author Timothy J. Bartik (2008) finds that early education programs for children would increase the present value of existing economic gains (in a state Economy) for two times or more than the cost of the program, but the effects of the economic development programs of early childhood education are similar in magnitude to the effects of the economy drive through subsidizing businesses. National benefits from the effects of early education programs are larger, nearly one-third than those for the state due to the effects of program beneficiaries who move abroad. The benefits of early education programs are at least three times greater than the national benefits of business subsidies. In the long term these programs have the greatest effect on the creation of jobs for citizens, than how subsidies affect businesses. In reality the benefits of economic development are delayed compared to subsidize the economy. However faster short term effects can be achieved by early education programs for children who include investment component in enabling mothers to work, for example, job training, can do more in creating work in short-term programs of early childhood education. ”Achieving the large potential economic development benefits of early childhood programs requires that these programs, when fully implemented, retain their high quality. Full-scale programs may be more likely to be high quality if these programs are continuously monitored to evaluate their effects and improve their designs. Such real world evaluations will also improve our research knowledge.”⁹

Various authors have developed different models of research to evaluate the effects of early education programs in economic growth and general welfare, which ultimately will result in the economic development. But the effects¹⁰ are more favorably than other forms of promotion of economic growth such as subsidies businesses, while the cost of programs is significantly lower than the net benefits. However, “because most of these benefits are long term while the costs of mounting the programs are immediate, the political system tends to be biased against making such investments. But any business that operated in this way would likely fail to

⁸MacEwan, Arthur. (2013) Early childhood educations an essential component of economic development, Political Economy Research Institute, University of Massachusetts, Amherst, p.26-27.

⁹Bartik, Timothy J. (2008) The Economic Development Effects of Early Childhood Programs, Revised draft, p. 66.

¹⁰Stevens, Philip. and Weale, Martin. (2003) Education and Economic Growth, National Institute of Economic and Social Research, 2, Dean Trench Street, London SW1P 3HE p. 25

succeed. A similarly dim prospect may be in store for a country that fails to take advantage of such solid investment opportunities.”¹¹

A research in Sub-Saharan Africa has concluded that the increasing of higher education may be important for technology catch-up and increasing of production. The author concludes that education can improve technological catch-up and thus assist in maximizing to achieve potential economic growth considering the current constraints. This of course will lead to reduction of differences of knowledge and will help in reducing poverty in the region. Higher education will not affect development if other factors play a negative role in the existing situation. Special role here plays macroeconomic management, good governance, openness to trade and cooperation with developed countries. “Higher education creates the potential, but governments and private actors must seize the opportunities.”¹² The overall conclusion is that education “...does seem to be a factor accounting for inefficiency, or a failure to use the available technology to the best advantage but, at the same time, only open economies can benefit from the effects of education in reducing efficiency. That seems to be true even if education is also assumed to influence the position of the frontier.”¹³

MATERIALS AND METHODS

Study area selection

In order for faster development of Republic of Kosovo as one of the youngest countries in the world, without dilemma it has the need to use all its human and natural potential for a faster sustainable development, which will be accompanied by an increase in the rate of employment and of the standard of living and welfare of its citizens. Taking in account that the unemployment rate in Kosovo is 30.9 % and the per capita income is only € 2,721.00⁴ (2013), then it follows that development policies should valorize all resources to increase production based on import substitution with local products, respectively with export growth, as well as the growth of enhanced competitiveness.

Increasing the quality of education is just one of the ways to create the possibility of rational use of local resources and in this respect the human resources. In Kosovo, although the number of students who complete tertiary studies or those who finish primary and secondary studies is great, however it cannot be said for the quality of education that they get and their preparing to find jobs respectively to create work for others. This occurs as a result of many factors. Although advances have been made in the construction of basic school infrastructure,

¹¹Dickens, William T. Sawhill, Isabel. and Tebbs J. (2006) *The Effects of Investing in Early Education on Economic Growth*, The Brookings Institution, p. 12.

¹²Bloom, D. Canning, D. and Chan, K. (2006) *Harvard University, Higher Education and Economic Development in Africa*, Human Development Sector, Africa Region, p. 30.

¹³Stevens, Philip. and Weale, Martin. (2003) *Education and Economic Growth*, National Institute of Economic and Social Research, 2, Dean Trench Street, London SW1P 3HE p. 25.

¹⁴ http://ask.rks-gov.net/publikimet/cat_view/13-llogarite-kombetare

it is not sufficient to establish knowledge and skills required by the modern economy, so, the unemployment is too high and the level of GDP is far from production possibility frontier.

In this regard, the growth of labor supply with a high quality education, what is required by modern competitive businesses would increase opportunities for rational use of local resources in a sustainable manner, and to enhance local economic development as well as for providing the general welfare.

Although Kosovo is ranked as an undeveloped country, it has significant natural potential for sustainable development, and in this regard a particular role can play increasing of the quality of education, which will enhance using of these resources as well as will increase level of production and employment and in multiple ways will increase local welfare of all society.

In this paper we are determined to investigate the role of education on development especially in sustain development through one case study of one region of Kosovo called Peja region.

Peja has 96.450 inhabitants and includes the villages and the town itself. The average age of population is approximately the same as in country level that means 65.3% of population is under the age between 15-64 years. So, it has a unique resource for development which is relatively young population who is at working age and job generation. Statistics show that population is relatively well educated, where 48.9% of working population above the 25 year age have finished secondary school (36.4%), colleges (3.7%) or university (8.8%). This shows that in reality in the formal aspect we are dealing with a relatively well- educated population, but what are their skills for real work is one question based on which we can draw conclusions about the quality of education and its role in sustainable economic development.

Methods and data

In order to gather data about the quality of education, particularly the role of education in local economy development especially in sustainable economic development this research is based primarily on data collection from local residents, parents, students, education institutions as well as local government representatives and tourists. Questionnaires mainly deal with research of the current state of education in particular level of quality of education, its role in the overall development, improvement of social welfare, level of employment as well as the ability of new generation to find job and to create job, and have an dignity life and family.

Method of data collection was through structured and semi- structured questionnaires, also with open responses and staggered responses as well as questions with multiple answers (codes), using quantitative methods, qualitative and mixed in research. Sample selection is done through random champions when getting opinion local citizens, students, and parents, but this was not the case for management of educations institutions and representatives of local governments when champion were intentionally selected.

Questionnaires have been allocated to each social group in order to generate data about the perception that show the role of education in preparing of students for real needs of economy, level of education in the school, role of family in increasing of the quality of education, quality of education management, government policies for education, and so on.

Obviously the focus of research has been in reaching its conclusions regarding the direct and indirect multiple impact of education in creating the equal opportunities for employment, job creation, and sustainable family development as well as welfare development and dignity life. Data processing is mainly done through statistical analysis, and figures are used, such as graphs and tables to reflect the results.

FINDING AND DISCUSIONS

The purpose of the study was to examine the role of education in economic development of Kosovo, with particular emphasis on sustainable local economic development, as well as the role that all stakeholders (such as students, parents, citizens, teachers, managers of educational institutions as well as representatives of local and central government.) in the development of education and economic development. Research primarily has been focused on:

- Correlation of quality of education and local economic development,
- Factors of low quality of education
- The importance of early education in achieving of results in education and development
- The role of parents in raising the quality of education
- The role of the community in economic policy development and education.

FACTORS THAT AFFECT THE QUALITY OF EDUCATION

In order to achieve an overview of the actual situation and the quality of education, and in order to obtain answers that give the perception of all stakeholders for the quality of education, are designed six different questionnaires that were distributed different social strata focused on collecting data regarding:

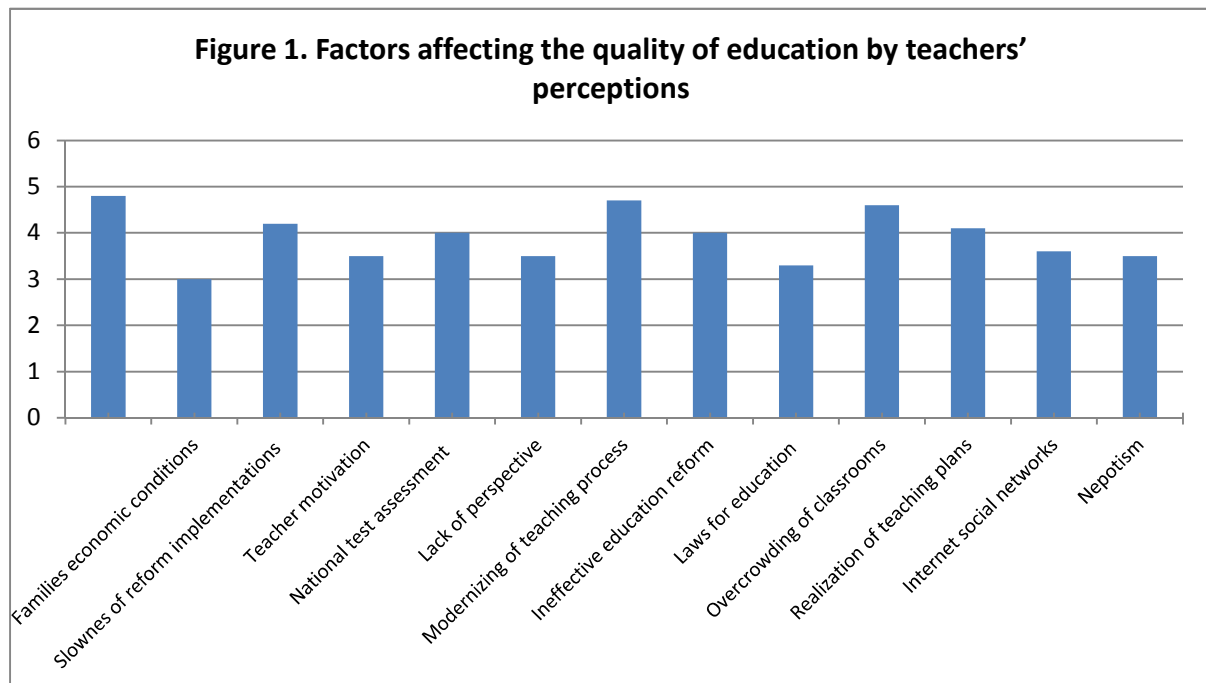
- Factors affecting the quality of education by teachers perceptions (the lower secondary school classes 6-9);
- Factors affecting the quality of education by teachers perceptions (primary schools-classes 1-5);
- Factors affecting the quality of education as perceived by pupils;
- Factors affecting the quality of education as perceived by school principals;
- Factors affecting the quality of education as perceived by parents, and
- The perception of dependency of the quality of education, local economic development, and dignity of citizens.

Our work has been divided into two parts. Initially are collected data about the opinions on the factors that have contributed to the low quality of education. Then through other surveys are collected data from residents and business entities about the current state of education and its impact on economic development, their interest and role in drafting local economic policies including education as well as the role of local and central state institution on the development general.

Ranking of factors that have main impact on the quality of system of education had been from 1 to 5. Even though results received by the different social groups have similarities they are very important data for policy makers on the fields of education development.

a. Factors affecting the quality of education by teachers' perceptions -lower secondary school

According to the results of interviews and questionnaires developed, results that there are a host of factors that have led to unsatisfactory results in the quality of education. Among the key factors are as follows: lack of interest from families of students (reports unsatisfactory parent-teacher-students collaboration); unfavorable economic and social conditions of students families; slowness in implementing reforms (work in groups not effective for all students, only some of them are active, while others follow them); lack of motivation of teachers (low wages, unruly students, etc.); lack of commitment and correct evaluation of some teachers (imposed by circumstances); the national assessment test of knowledge is only formal not real, has announced earlier that which is content (for vocational schools is not adequate), not well managed, it is not correct assessment; de- motivation as result of lack of real criteria for assessment of student knowledge when competing for a job and lack of perspective; lack of funds to modernize teaching process; many teachers assert reforms as ineffective; laws for education are not well designed (1-9 classes are mandatory, teachers have no right to be repeat grade if pupils do not learn); in some schools, overcrowding of classrooms; plan programs designed in most cases cannot be fully realized (should be designed more professionally); misuse of appropriate information technology equipment and mobile phones in particular excessive use of social networks on the internet; etc., (Figure 1)



b. Factors affecting the quality of education by teachers' perceptions -primary schools-classes

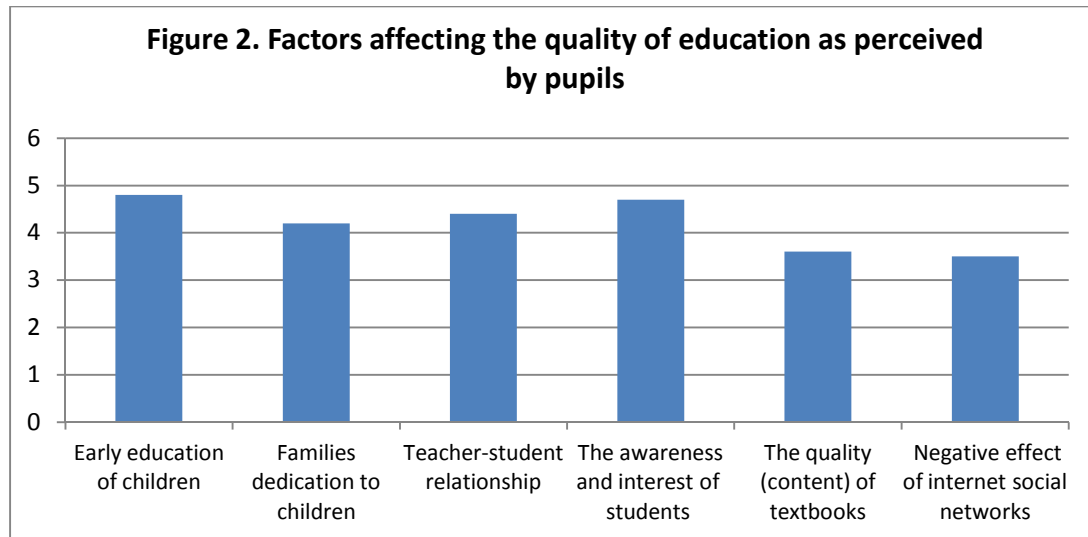
Teacher perceptions of research on the factors affecting the quality of teaching in primary schools can be summarized in a few common characteristics.

Lack of awareness and of the conditions that all children to be sent to childhood in the nursery, or the inability to be offered to children care and education from early age. The results of research have demonstrated that children who have been in the nursery or in other forms of early education are socialized, have good expression and behaviors, and is noted that achieve better results at school. It is noted that parents work not enough with children. Also they consider that lacks of attractiveness of teaching, especially at elementary students. This is imposed by the conditions which place the class (the school poor infrastructure).

The survey of more than 42 teachers on the effectiveness of reform of education, 71.43 % have given different answers but not in favor of efficiency of education reform (have had various complaints and mainly thought that the reforms are inefficient), about 4.76 % had no clear answer, while 23.81 % stated that they like these reforms and think that if applied properly by teachers are effective, attractive and successful. Likewise the question " Do you think that the family is committed enough to their children in order that to show better results", 88.10 % thought that the family does not engage sufficiently, in particular poor families almost, while 11.90 % answered that the family are very committed to the best quality education for their children

c) Factors affecting the quality of education as perceived by pupils

The research has considered useful to have in consideration the perceptions of those who have to with the quality of education, and who in reality are the product of quality of education today, but that will have direct and indirect impact in GDP and income generated for their families, but also for the welfare and their dignity in the future, that are students. Research has found that the results obtained by students are related to several factors such as early education of children, families dedication to children, teacher-student relationship, the awareness and interest of students to learn, the quality (content) of textbooks, seriousness of students and incorrect ways of using information technology in particular of different social networks (Figure 2).



Research results have shown that the number of respondents aged 11-19 years who have received formal early education being part of a kindergarten, continues to be small. So 39.09 % of the respondents answered that they were part of a formal early education, while 60.91 % responded negatively. This is particularly pronounced in rural areas where almost most families do not have the opportunity to offer their children an opportunity. From surveys with teachers are received positive feedbacks on the importance of early education of children. Of the total number of students who have been part of early education (in kindergarten), 83.72 % of them have excellent success and 16.28% have moderate success.

For achieving pupils in learning a particular role has family attitude towards education and its commitment to their children. When asked how parents can help at home about lessons, 61.54 % of children who have been part of an early education (in the nursery), responded that they are helped by parents very much and all of these students have excellent success, while 30.77 % said that at home parents help them a little and in reality these students success is weaker, and 7.69 % answered that at home parents do not help you at all. Research has shown that in all cases where families are committed to their children do not lack good outcome of children. This also shows that students who have not been involved in some form of early childhood education (nursery) have more need for family care in order to achieve better results in school. Teachers cite lack of interest in the family as one of the causes of student underachievement.

A significant problem in learning and knowledge are the content of textbooks and their quality. For example, in the question "do you have difficulty in understanding of the content of the textbooks that you use", 61.90% of pupils in primary and lower secondary education have answered that they don't have difficulty, 19.5% have responded that they had difficulty, while 19.5% answered that it would be best to change the existing books with books by any other author.

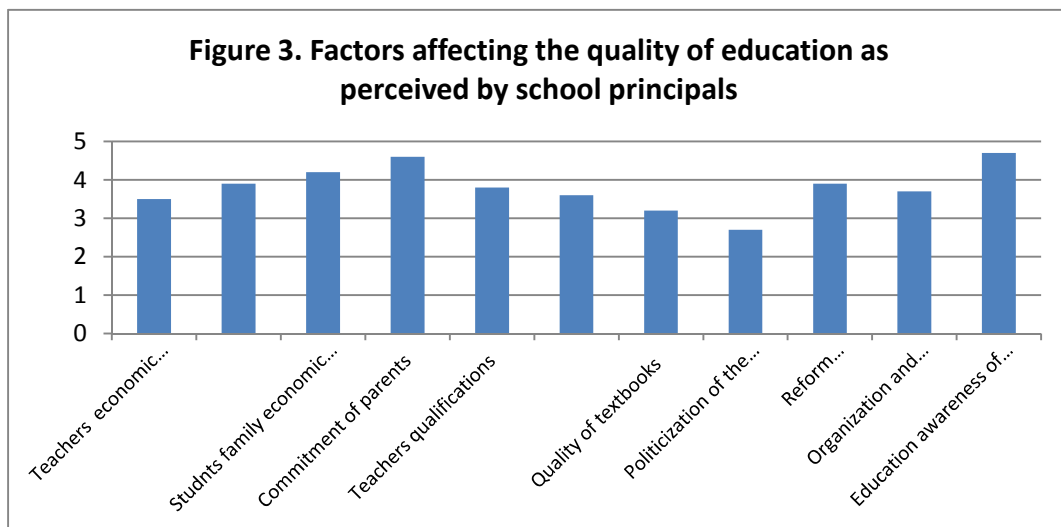
Professional preparation of teachers is an important factor for achieving the desired knowledge by students. In the question 'whether students have problem in understanding the lessons taught by teachers' and 38.10 % of students in primary and lower secondary responded that they have trouble understanding of the teacher , while 61.90 % have responded that they don't have problems to understand issues addressed by the teacher.

For achievement of success in teaching and promotion of quality of teaching, pupils' interest and engagement is very important, so the survey results shows that 70.91 % of students surveyed stated that learning is priority, and learn with self desire, while 29.9 % stated that they learn to have good grades and are driven by family. However, 66.18 % of students in upper secondary, have responded that they use the Internet more for entertainment and communication in social networks than for learning, while 33.82 % said that they do not use the internet for anything else except for learning because it take so much time. Most of the students surveyed indicated that teach 1-3 hours per day.

The decline of student interest in learning is also linked to economic factors, in particular the high level of unemployment, so that the majority of teachers surveyed cite this as a demotivating factor for success in school, and most of the youth hope that after the age of 18 to go abroad in search of a better life. For example, 55.56% of the teachers in upper secondary education stated that they observed decrease student interest in learning as a result of many factors that are associated with the quality of the pertinent school, teachers, interest of families, as well as economic factors such as unemployment and the economic situation of families in general.

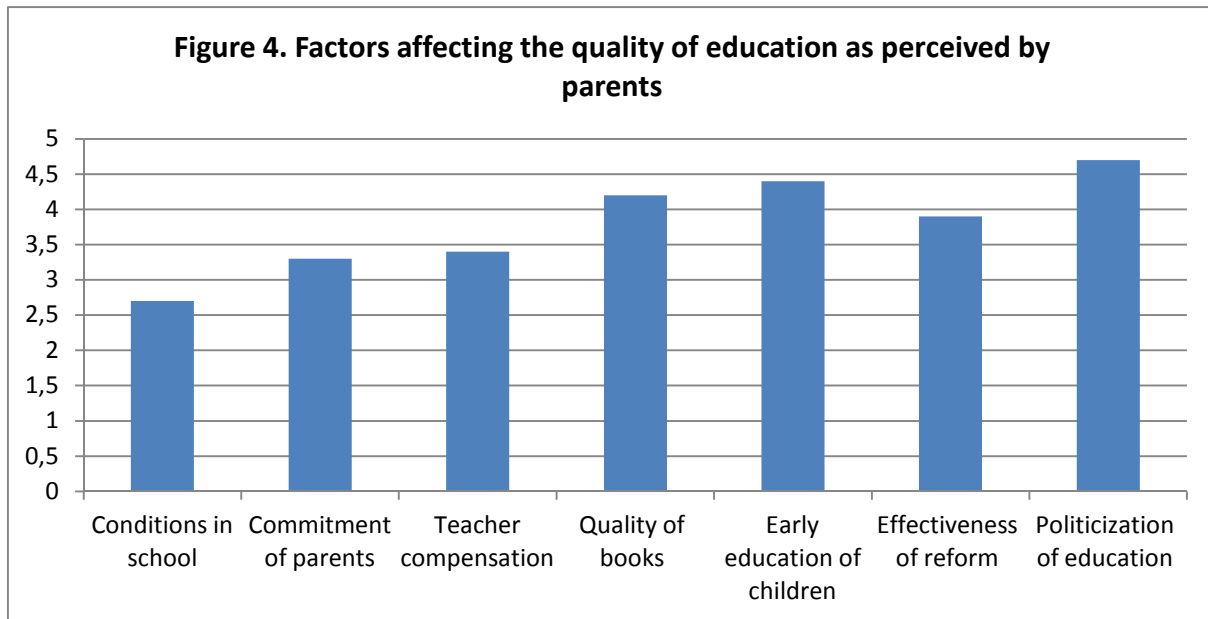
d) Factors affecting the quality of education as perceived by school principals

The results we obtained from interviews with school principals indicate that the quality of education mainly is affected by factors as are low salaries for teachers and their economic situation; financial motivation (to some) affects commitment teacher not to be at the right level; the economic situation of students and family problems; lack of commitments of parents (unsatisfactory reports in relation: parent -student teacher); lack of qualifications to some teachers (not in large numbers); lack of investment - consequently poor infrastructure in schools; quality of textbooks unsatisfactory; politicization of the education system; goal of reforms launched in the learning process are not completed successfully; lack of proper organization and fairness in national tests; Awareness of family about the role and the importance of education - in rural areas, etc., ((Figure 3)



e) Factors affecting the quality of education as perceived by parents

There are different factors that are perceived by parent that affects the quality of education. The results obtained from interviews with parents indicate that the quality of education mainly is affected by following factors as are conditions in school, commitment of parents, compensation, quality of books, family financial inability to send children intuitions for early education especially in rural areas, effectiveness of education reform, the politicization of the education system and the lack of jobs for young people who finish school, etc., (Figure 4).



On the question, of how much time you devote for children, 14.63% of respondents of businesses declared either have no children or have grown, and 19.51% stated that they dedicate a lot of time, 34.15% stated that they dedicate average time, 29.27% said that they don't have enough time to dedicate for children and 2.44% stated that they don't have time to dedicate for them.

In the same question that has been done random citizens, 46.15% stated that they devote a lot of time, 23.8% stated that they devote time on average, 13.5% said they don't have enough time, 25.64% said they still do not have children, and there was no case that stated that they have no time to be devoted for children. From this we can conclude that people who are engaged in business have less time devoted to their children, compared with citizens who work, but who find more time for their children. While people who do not work at all, devote much more time for children, but quality of education of these children is affected by other factors (which are above-mentioned, factors that affect the quality of education by the perception of parents).

f) Factors affecting the quality of education as perceived by state local officials

From interviews with state officials for local education there are received such response that evaluate the state of education in the municipality as satisfying, but not at the desired level. Factors affecting the quality of education according to them are economic situation,

infrastructure in schools (lacking the financial means to invest in the education sector), lack of adequate academic preparation of teachers, family commitment to the children, etc.

According to them, quality of education is low as a result of not functioning teaching triangle between parents-children-teacher. For this reason it is necessary coordination between these actors. In order to raise the quality of education, academic staff preparation is required, improving infrastructure in schools, de-politicization educational institutions, penalty of managers for no good performance, organizing trainings for all academic staff and selection of staff with full professional preparation .

Local development policies should consider these facts when drafting economic development strategies considering that sustainable development of education will bring sustainable economic development.

g) The perception of dependency of the quality of education, local economic development, and dignity of citizens

Quality of education has a direct impact on local economic development, namely in revenue growth, creating equal opportunities for the community, as well as their welfare and dignity. For this purpose have been collected data concerning the perceptions of citizens and businesses focused on: source of income of residents; the average income; the possibility of meeting the personal needs; regularly performing the obligations to the state; local community development strategies and participation in this process; sectors which are perceived to have opportunities for sustainable economic development; the quality of education and the ranking of factors that affect the quality of education; the role of education in quality of life and dignity of citizens; the role of local state institutions; in which manner businesses finance they activity; the dominant types of business activities in the locality; the number of employees they have; their capacity to generate income, good salary for employee and enough income for their families to have dignified life.

Results show that quality education is key factor to the prosperity and dignity life. And this prosperity did not enjoy many families in the local community. That the economic situation is not satisfactory, workers are not satisfied with the income they receive as compensation of the work they do. With that income they cannot fulfill all monthly obligations.

Business entities that are managed by women are less profitable (generating less income) and provide fewer jobs. All women surveyed, having own business, stated that they have not enough time devoted to children and therefore send them to institutions for education (kindergarten) or pay a nanny to care for their children. Mostly of women do not have much time and did not see fit to participate in various public debates dealing with design plans and development strategies that are considering being more formal. While, business entities that are led by men's generate higher incomes and more jobs. Men are more participants in activities for development strategies, mainly through public debates and political activities.

Representatives of business entities are not at all satisfied with the preparation and commitment of young people for work. There are complaints by managers who speak for the not competency of young people. For this, they blame the education system, where success is evaluated by the number of those enrolled and finished and not real skills acquired. This is

also result of the nepotism in case of employment as a result of the low level of development and a low culture of market economy. This of course has its influence in the lives of citizens and their welfare especially in their personal dignity which is reflected in the low rate of economic growth in general.

From the data collected we can conclude that the development of the local economy relies mainly on small and medium enterprises (99 %), which have small capacity which do not require special technical skills as well as professional technology, but rather require general knowledge. Most of the businesses are family businesses and they employ from 1-10 employees. While enterprises exercising professional activities are characterized by the employment of qualified staff and whose incomes are slightly higher and are regular taxpayers. However, they are not satisfied with the support they receive from state institutions, because, in question are they satisfied with the state support for doing the business, respondents answered that very few enjoy the facilities and this mainly deal with business registration procedures while they not receiving any other support (78%). Higher taxes and local fee, the informal economy and the high cost of financing are among the biggest problems faced by business entities (76%).

Unemployment is very high, not fair treatment and equal youth in the labor market, regardless of professional preparation, has its indirect reflections on the degree of involvement of young people in education and quality of education (82%). Most of the respondents belonging to the older generation have stated that the reform of the education system applied is not efficient (48%). Furthermore, they have stated that education according to the system before the reform has been more efficient and higher quality compared to the applicable today (48%). Among the causes of such a state they cite the politicization of the education system (37%), centralized management of educational institutions and the lack of autonomy of schools (19%), etc. Also, they point out that the lack of motivation for teachers dedicated to you learning process has affected the quality of education is low. General infrastructure in educational institutions is inconsistent with contemporary standards of schools, and lack of staff preparation for laboratory use and means for concretization

All respondents know the importance of education in economic growth, welfare and dignity of life of citizens. As well as the role and importance of family commitment to raising the quality of education, but they declare the inability to devote adequate time to their children because of other obligations, that most children did not enjoy care family deserved respectively by parents.

Aiming to receive the opinion of the citizens about the preparedness of the youth who come into the labor market and thereby to find correlation between the quality of education and its impact in employment and sustainable economic development, the results show that they are much less prepared when they emerge in the labor market. 52.5% answered that young people are moderately prepared when they go into the labor market; 33.75% answered that young people are less prepared when they go into the labor market.

It should be noted that the development of rural economy is mainly based on agriculture and fruit production respectively in the use of forest wood production, featuring the classic use of

forests. Mainly production from these sectors is intended for home consumption and retail to ensure regular monthly income family. While, the main sectors on which respondents think that they should develop strategies to support sustainable economic development are, the manufacturing industry, food industry, tourism and agricultural . In the question which is the main activities for family incomes, 64.10 % said from job salary, 20.51 % declared that they do not have regular income, and 7.70 % state that they receive social assistance. The data shown are approximate the same as those obtained at the national level where the official statistics indicate about 31 % unemployment. Perceptions of respondents are that employment is mainly realized under the influence of nepotism where 90 % of respondents stated that this is true; even there are cases when the employment is done even if there is no adequate professional preparation (97.5 %).

According to the respondents the main reasons why there is no sustainable local economic development are that: the lack of coordination between citizens (community) and representatives of local and central government institutions to design plans and development strategies; weak planning, design and implementation of development policies; lack of strategy support for rural economic development; poor management of public investment (delays in realizing investments, misuse of funds, etc.); poor management of natural resources (uncontrolled deforestation, urbanization of arable land, misuse of water resources etc.).

CONCLUSION

Rational and planned resource use is a prerequisite for sustainable economic growth. Human capital is one of the main factors of the production process; therefore investing in education is investment for sustainable future growth. Although the returns of benefits of investment in education are slower than the costs which are current, they will be sustainable with multiple effects and not just for locality, when a sustainable education system is set.

Sustainable economic policies should primarily rely on human factor. Economic policy makers besides rational and efficient use of existing natural and capital recourses they should consider the rational and efficient use of the human resource, but at the same time it imply its development in relation to the requirements that planned economic development sets.

Sustainable economic policy must take into account perceptions of the local community, businesses, as well as representatives of state institutions. Sustainable economic development through sustainable development of education in reality means economic development who takes into account the current needs but also those of future generations, through the construction of a sustainable system of values that creates conditions for equal opportunity for every citizen for education and promotion.

In order to faster development of quality of education, besides physical infrastructure, it is needed building of managing capacities, teaching staff, as well as education and raising of awareness of the family in all levels of society. Attracting foreign direct investment in order to promote local economic development is closely linked with the level of education of the workforce. Foreign direct investment will bring benefits for country only if the workforce that requires job is able to recognize the technology processes which bring potential investor.

Results of the research proves the hypothesis of this paper that the success of the reform in education is associated with the family and its approach to education and the employment; and the success of the reform of education is closely linked with financial resources as well as creating a culture of education and for education by implementers and other stakeholders; and, the basic incentive motivation for learning is closely linked with the economic situation and in particular with the level of unemployment.

Commitment and dedication of students, parents and teachers, is a prerequisite for increasing the quality of education. Modern economy primarily requires people to appropriate training and specific skills that require different sectors of economy and society in general. For this purpose assessment in schools should be realistic and create mechanisms and measurable indicators to measure the quality of education.

Drafting of development strategies including that of education should be done in cooperation with the local community and all other stakeholders, by creating in same time, criteria of evaluation. For this reason policymakers must create real and measurable mechanisms for measuring the quality of achievement. The criteria for evaluation through the numbers of those who have registered certain level of education and the number of those that have completed, or the ratio of the number of students who have been registered and time period of completion of certain level of education, will gave good indicators, but does not indicate which quality is achieved. The successful implementation reform requires that all stakeholders in the education process must recognize requirements of the reform, and implementers should be professionally prepared to implement in practice.

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