



## Albanian Higher Education Reform: An Institutional Document Analysis

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### Abstract

*This qualitative research synthesis paper employs an institutional document analysis methodology in place, time and context to crystallize and discover text meaning of the recent higher education reform in Albania. Feedback theory systems, educational institutions theory, institutional change theory, student integration model theory and rational choice theory are the integrated lenses in interpreting and conveying various contingencies and other contextual factors related to Albanian higher education reform. The synthesis found merit in addressing past and present climate in higher education, increased enrollment rates without infrastructure, abuse of educational system, lack of educational institutional autonomy, need to develop higher education institutions with different statuses, low purchasing power of Albanian students and lack of collaborative opportunities which were previously reported to constitute a need for a governmental reform.*

Keywords: Albanian higher education, higher education reforms, institutional text analysis, qualitative research

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### Introduction

It was not until 1960s that the term ‘qualitative research’ began to be widely used as a distinct form of research to deviate from quantitative research studies that were the main dominant forms of research (Hammersley, 2012). Since then, integration of qualitative research strategy has been gaining an ever-increasing attention across disciplines (Pathak et al., 2013). The emergence of qualitative research is much attributed to the need to give participants a voice in studies (Gibson et al, 2004) and to understand people’s experiences, behaviours, attitudes, beliefs and interaction with the environment (Pathak et al., 2013). Diffusion of experiences and beliefs into extracted meanings can, however, be quite complex. Kvale (1996) points out the imperative management of research conduct, which directs the researcher to select some type of analysis method before collecting data to lead the researcher into a closing and unproductive direction.

The definition of ‘qualitative research’ is not consummated enough and academia has offered many directions that qualitative inquiry may take form in attempting to dissect knowledge serving to specific study purposes. According to Bryman (2008), in data collection and analysis, ‘qualitative inquiry’ (research) is a strategy that emphasizes words rather than quantification. Often this is achieved by investigating a small number of naturally occurring instances that are object to study and stem from firm insistence for an in-depth examination of every instance so word complexity may be properly documented (Hammersley, 2012). Hence, given the complexity and the difference of words and meanings associated with what each participant conveys, we as researchers must bear in mind, as Patton (2002) suggests, the first and foremost responsibility is to do justice to each individual instance. Differently from Bryman (2008), Sandelowski (2004) believes that qualitative research is an umbrella term that aims to discover, investigate and produce knowledge in the social world through understanding, experiences and the interpretation of the human beings. On a third account and more broadly than the two previous authors, Hammersley (2012) defines ‘qualitative research’ as a form of inquiry with adopting tendencies of flexible and data-driven design by using relatively unstructured data to emphasize the role of subjectivity and to study and analyze a small number of occurring cases verbally rather than statistically. Simply stated, qualitative research is a field of inquiry that stands on its own right (Denzin & Lincoln, 2011). Regardless the direction all three authors take on explaining ‘qualitative research,’ in essence, they all provide an academically-accepted description of what ‘qualitative research’ consists of. Their different knowledge capacities for ‘qualitative research is not a reflection of failure intending to explain what ‘qualitative research’ is but rather a crucial reveal of information informing that the distinctive features of ‘qualitative research’ are far from direct and straightforward. Hence, the compilation of a list that includes *all* attributes that identify qualitative inquiry *exclusive to it* is with almost certainly a futile effort’ (Hammersley, 2012).

Nonetheless, attempts to bring worthiness to qualitative research have long been introduced by theorists and frequently exercised by scholars and practitioner researchers. These attempts have been mainly in forms of strategies that combined characteristics that when used together referred to as qualitative research. One concerning strategic approach, that is relevant to the synthesis of this institutional document analysis, which is also the main focus of this paper to further employ a qualitative research instrument, is further explored and argued as following.

### **Institutional Document Analyses**

Governments, private institutions, non-profit agencies and philanthropic organizations all produce massive amounts of reports and documents. Of course, like any other type of document, they are subject to study. These written documents are most ubiquitous in modern institutions such as hospitals, schools, nursing homes, policy and military departments, courts and social welfare agencies (Patton, 2002). Miller (1997) has studied extensively and discussed widely the challenges of institutional texts. More specifically, he argues that sense making is developed through texts, which help us construct, sustain, contest and change the sense of social reality. Additionally, legitimate external groups, including parents, students, teachers and other stakeholders who hold a keen interest in higher education reform, expect documented accountability to understand

and guide the institution's rationale responses to regulate and govern higher education institutions (Kerkham & Nixon, 2014; Ewell, 1987). Hence, a revelation of institutional document expected activities and educational outcomes that build a legacy to further educate generations to come is individually requested and socially demanded. First step to demystify an institutional text is considering the general issue associated with the text itself. The overall text issue in this educational reform calls for multiple changes in the Albanian higher education area. However, what legitimate external groups are most concerned with is to reveal the meaning and intentions behind the document. Therefore, in order to discover the text meaning what is meant to be conveyed, various qualitative methods and theoretical perspectives are utilized to discover the intent of text meaning. Smith (1984) analyses institutional texts in space and time. Furthermore, texts are crystalized when they are treated as firm representations of objective realities. Hence, we crystallize institutions texts by glossing over all respective contingencies associated with contextual factors when text was produced and its use in actual institutional settings (Miller, 1997). Thus, in order to fully demystify institutional texts, qualitative researchers must locate them within institutional settings in which they were constructed to be interpreted and used for. Quick glimpses of institutional studies suggest that institutional document analysis is widely accepted by critical theorists. Its use, however, is not exclusive to critical theory. Regardless of its usability, whether in a critical theoretical perspective or in a neo-liberal discourse of standardization, this type of analysis is another prominent strategy for qualitative researchers to use in attempts to disseminate information and knowledge.

### **Final Remarks on Qualitative Research**

Qualitative research distinguishes from other human research sciences both conceptually and methodologically (LeCompte & Preissle, 1994). Qualitative research is a loosely defined concept/methodology and it is grounded on descriptive experiences, participants' meanings and field observations. The task of the social scientist is to gather, document and make sense of these different aspects. Distinctive features discern qualitative research from all other forms of research. Scholars have long argued that most distinct feature of qualitative research is the systematic collection, recording and analysis of data (Hammersley, 2012). Some prominent features that distinguish qualitative research have already been discussed. But they are not all and by all means it would require a much longer and extensive list of components to be discussed as distinct features attributed to qualitative research. Among what has already been discussed, researcher will find and utilize transcription analyses, triangulation, thick description, dramaturgical analysis, metaphors and analogies, analytic induction and deduction, theory-based analysis, comparisons, causes, relationships, consequences, Matrix processes (including coding and outcomes), logical analysis, saturation, specific types of typologies and many other approaches spread throughout qualitative literature as distinct elements of qualitative research, and useful tools in dissemination and production of knowledge.

On a final note, qualitative research does not only generate new evocative concepts worthy of further experience research (Gibson et al., 2004) but it also enhances user involvement and helps view data more accurately and extensively (Pathak et al., 2013) by achieving an understanding of and drawing upon our own experiences and

capacities for learning (Hammersley, 2012). Therefore, this type of methodology is used to deconstruct the document and to further make sense of its intended consequences.

### **Conceptual Synthesis**

Ideally, in synthesizing qualitative research I would be looking for a set of distinguishing features that is shared across all qualitative research and *not* found in any kind of other research (Hammersley, 2012) but even within qualitative research different methods encompass (Sumathipala, Siribaddana, & Silva, 2003) features that are distinct across qualitative studies. There are different methods and instruments to synthesize institutional documents; however, this institutional document analysis, I reason, requires a special analytic approach (Patton, 2002) that is best described by Miller's (1997) institutional settings analysis whereas the document contingencies are synthesized in place, time and context on which they are built upon.

The institutional document analysed here is the official publication of the Albanian Ministry of Education created by and with the support of the office of the Albanian Prime Minister and it is the complete final report for higher and scientific educational reforms in Albania (Gjonca, et al., 2014). This document stemmed as a result of a lengthy cooperation between governmental agencies and stakeholders in coordinating new educational reforms in higher education. The institutional document had employed qualitative and quantitative approaches to its final assembly. However, my concern lies on crystallizing the document in time and space (Smith, 1984), approach the audience with a realist tale to express the datum as naturally and objective as possible (Van Maanen, 2011) and explain the various contingencies and other contextual factors (Miller, 1997) that pertain to this institutional document, all of which elements are found in qualitative research. Moreover, institutional documents are best understood when document crystallization occurs when their meanings is put in the context of institutional settings. That is the understanding of the environment in which the report was constructed and built upon. Hence, the intent of this analysis highlights contingencies and context associated with the document (Miller, 1997), and its impact in the future. Understanding the context of the results delineated in the document helps fuel future policies due to the contextual understanding of its shortcomings.

Henceforth, my complete datum synthesis will consist on employing an institutional settings analysis as suggested by Miller (1997) with the application of manifold theories of knowledge such as feedback theory systems (Notterman & Drewry, 1993), educational institutions theory (Meyer et al., 1975), institutional change theory (Bush, 1987), student integration model theory (Tinto, 1993), and rational choice theory (*see* Olson, 2003). Although throughout the synthesis I extensively use theoretical models to make sense of policies and the suggested reforms changes, I keep in mind the criticisms well-documented by Radaelli, Dente and Dossi (2012) that sense-making found through theoretical arguments in neo-institutionalized institutions (which is the principal philosophy of this suggestive reform) is hindered by pitfalls and tend to drop countries in pre-defined boxes. However, my concern here is not to synthesize the philosophical foundation upon which reform changes were suggested but rather identify the theoretical perspective upon which policy change suggestions were constructed to best represent institutions of learning as well as the participating change actors following a directive method.

## Contextualization

One way to understand institutional settings is by acknowledging its actors or document compilers. The three-phase report has virtually included all actors in educational settings including higher education educators, administrative staff, students and other stakeholders. Inclusive diversity of higher educational institutions plays a large role within compiling an institutional document (Radaelli, Dente, & Dossi, 2012) and it is perceived as an invaluable contribution to public policy changes.

Feedback theory has found application in building consensus among institutional actors. Feedback theory has yet to be defined among academics for its large use of jargon but its understanding is achieved when it is independently explained in one of its systems analysis (Notterman & Drewry, 1993) and its status of systems analysis is uncontested. Therefore, open-loop feedback systems (Notterman & Drewry, 1993) explain the methodological compilation employed by institutional actors. According to institutional actors:

*The first phase was the creation of “Green Paper” (First Draft) to be discussed with other interest groups and Albanian higher education and scientific factors [factors refer to subjects involved in the process]. The second phase included the discussion of the First Draft with groups of interest and Albanian higher education factors for feedback.*

The document preparation has virtually consumed the opinions of all available actors. The open-loop feedback system suggests that feedback is provided after a response has occurred (Notterman & Drewry, 1993). This institutional document sought feedback *after* the compilation of the first draft and *applied* feedback theory upon completion of the first draft, and thus building an acceptable agreement among institutional actors and stakeholders for the intended purpose of the document. Despite its intentionality towards schooling and knowledge for the learners, there are few contextualized philosophical contexts that institutional actors that acted upon which are to be elaborated further later in this paper.

Contextualizing approaches suggested by Emerson (1991) and Emerson and Paley (1995) were employed to analyze the local knowledge of institutional actors in retrospective and prospective horizons. In the retrospective aspect, institutional actors have prior knowledge about where, why and how the case has progressed to its present point (Emerson & Paley, 1995). Institutional actors acting on behalf of the commission responsible for the report stem from a variety of specialized field areas in different public and private universities. These specializing areas range from economics, arts and political sciences to architecture, medicine and technical education areas. Thus, the representation of institutional actors on the report is trustworthy and the report is deemed credible. Furthermore, the diversity among institutional actors supports the contextualized understanding of why and how the issue has progressed to present. Simply stated, institutional actors' background knowledge sheds light in illuminating numerous contingencies associated with the contextual understanding of why and how a need for reform changes is in need. This contextual understanding has come in a specifically designated section explaining the current situation of the Albanian higher education system. During transitional socio-political years (change from communism to

democracy), the higher education in Albania was heavily impacted and overall massified (Gjonca, et al., 2014). One particular merit attributed to the massification of the Albanian education system is attributed to the increase of number of students attending higher education. Records show that:

*In year 1990, Albania enrolled only 14,000 students with a limited number of capacities. By year 2000, massification gave birth to private universities. The critical changes occurred in year 2005, when accepting capacities were widened for students by increasing the enrollment rate from 52,000 in that year to around 165,000 by 2013.*

The increased social value on education that Albanians have placed since access to higher education was widened massively led to the exponential increase in enrollment rates. These changes were driven mostly by the Bologna Process, which was adopted to restructure, and self-regulate the Albanian education system. Theoretically sound, but practically unsuccessful. Additionally, institutional change theory (Bush, 1987) provides valuable clues to the increased enrollment rates in higher education. According to this theory, social value criterion is what drives change in social-perceived issues. Since Albanians place significant values on education, the need to acquire university degrees has inherently driven people to pursue higher education. Massification, however, led to some dramatic negative changes that contributed negatively to the quality of higher education.

The increase of student enrollment was led with no institutional or governmental changes. Thus, inability to implement changes that would proportionally support increasing enrollment rates affected higher education in ways that now require substantive reform change at national level. These changes have also been investigated and confirmed earlier by other independent foreign agencies including World Bank, United Nations and UNESCO (cited in Gjonca et al., 2014). Hence, inability to respond appropriately to an increasing number of student enrollments in Albanian higher education institutions has demanded essential reform changes at the national level and explains how these changes have come to be issues to be presently solved.

The prospective aspect of contextualizing institutional settings is concerned with the assessment of future consequences stemming from current courses of actions (Miller, 1997). That is, the construction of future decisions and the interpretation of future texts are bounded by the contingencies of the past, the present and the future. The past is easier to recognize because:

*The Albanian market is very small and as such, genuine competitiveness cannot be applied nor ensured. Regulating institutional mechanisms holding different statuses are very complicated (as the past 15 years have shown in Albania) and the opportunity to abuse educational system is existent.*

The past (15 years) have shown abuses in educational system (Gjonca, et al., 2014). These abuses have with certainty led to a flawed present educational system requiring

change. One of these abuses has been lack of constitutional support for autonomous governance by universities. In their educational institutional theory, Meyer and colleagues (1975) have found autonomy to be one of the top educational values. This theory has stated that the transmission of certain values leads to succeeding generations. The Albanian legal educational acts have, however, failed to guarantee institutional independent governance. The failure to guarantee institutional autonomy might as well under educational institutions theory (Meyer et al., 1975) evoke a massive assault to the future of new generations and seriously challenge legal liabilities for governmental institutions by human legal rights groups. International legal best practices have suggested that:

*Government interference in higher education and full constitutional autonomy of educational institutions must change. This autonomy will not be fully achieved if there are no status changes by the public educational institutions whither this autonomy is guaranteed by law.*

Bush (1987) has argued that these status changes must come in the form of institutional value structure. That is, the values that institutions hold initiate change. One of these values that Albanian higher education institutions hold is autonomous governance by the state authority. The autonomous governance guaranteed by law is a preferred method of governance. Litke (1975) argues that the limitation of one's autonomy is a serious infringement and assault that ought to be illegal and certainly immoral. The change of status will ensure independence from the government and it will resolve the present problem by passing constitutional amendments that restrict the role of government in educational institutions. However, the issue lies deeper. A change of status does not resolve the issue permanently since another existing issue reveals a more complicating problem in terms of organizational effectiveness that comes along with autonomous governance. More specifically the change of status may ensure independence from the government but lack of financial contributions and nonexistence of other financial aid opportunities for students seriously undermines and questions the long-term effectiveness of educational institutions. Thus, Albania, like other European countries including the United Kingdom should:

*Allow the creation or the functioning of educational institutions with other statuses from what it has previously been mentioned. This is because of the availability of choices [offered by educational institutions] and the expansion of the educational market for education and scientific research.*

The assumptions made by institutional actors are prevalent. Its prevalence is also related to the lack of financial resource that educational institutions may encounter if full independent governance was fully achieved. The lack of subsidized resources would in turn make it almost impossible for students to attend higher education studies. In social systems, Rokeach (1975) argues social institutions (higher education institutions are qualified as social institutions in Rokeach, 1975) are intrinsically “interrelated and

interdependent (p. 118).” They reflect the primary economic, political, legal and scientific activity in the larger community (Olson, 2003). Hence, total separation of educational institutions from the government may be theoretically improbable. Unless educational institutions find other ways to cover its most basic costs associated with teaching and research work, the disregard of governmental resources will hinder the opportunity for students to pursue higher education. Some of these costs must come from students. Students’ costs are however a problem in Albania because:

*The Albanian families buying power cannot afford a strong non-public system that guarantees fair competition [among educational institutions].*

In this situation, if educational institutions cannot compete competitively, an institutional shutdown is inevitable. On the other hand, higher education institutions are unable to increase their associated costs with teaching and research work because of the inability of students to pay for educational services. Thus, lack of resources will affect students inadvertently. This effect is best understood by Tinto’s (1993) student integration model theory. Although the model lays out connections between academic and social systems, and student retention, the model shows a negative influence on students’ participation in higher education when their financial needs are unmet (Tinto, 2004). Moreover, this argument has also been supported by Hossler and colleagues (2009) who argue that not only governmental financial support has a positive effect on student graduation rates in higher education but also evidence suggesting that financial aid attracts students that “possess unobservable characteristics (p. 418)” and thus are more likely to succeed. A commitment to offer financial support for students who are in need of resources but wish to pursue studies in higher education will prove beneficial to the larger society. In sum, the present context introduced by institutional authors in this is document is a three-fold issue. First issue refers to the need that educational institutions require independent governance and the government must guarantee such governance and grant authority to institutions constitutionally by amending existing or new laws. Second issue is the dilemma that the change of status will impact how universities choose to teach and offer degrees, thus affecting the choices of what is being offered to students and the impact among an expansive demand for education studies and scientific research work. Third issue is that the total separation from the government including access to financial resources will fail some educational institutions that are unable to cover, or increase, basic costs for teaching and research work among a high demand for higher education studies due to low buying power in the country. Inexorably, a balance that draws conclusions from the past and takes into account the present the impact in the future is much needed. The latter is however much clearer to contextualize. Since Albania adopted the Bologna Process, it has long sought to align, and arguably harmonize, its educational system to other western European countries. The contextualization of institutional authors’ stance is related to improvement of education quality with efficacy and self-governance. The future assessment seeks to synchronize collaboration between Albanian institutions with other European institutions by:



*Offering teaching opportunities not only in Albanian but also, at least, in English to allow new program openings for researchers from other developed countries to create real opportunities for institutional collaboration.*

The collaboration between Albanian universities and its counter partners will inevitably require more financial resources to bring the programs to life. These programs will not only face the challenges that Albania will encounter but they will also sort governmental support to: *Lower the* bureaucratic barriers in higher education to increase the efficiency and efficacy of institution's mission completions. Bureaucracy in higher education has always been central to educational discourse that has been considered as literate and bureaucratic with its own demands (Olson, 2003). The problem, however, is that large bureaucratic educational institutions might fail to meet educational theory agenda. That is, institutional intentional analysis in bureaucratic educational institutions is incompatible with the intentional explanations for understanding pedagogical issues in teaching and learning, understanding and reasoning in educational theory (Olson, 2003). A theoretical explanation to this discrepancy is the rational choice theory, which assumes the intentionality of institutional actors collectively (Olson, 2003) and statistically in terms of causal laws (Thagard, 2002). That is, bureaucratic institutions carry more or less over the subjectivity of individuals involved (Olson, 2003). Hence, other mattering actors, students, for which the pedagogy strives to instill knowledge and skill, are disregarded. Bureaucracy entails serious limitations to the learner (Olson, 2003). Therefore, a limitation to bureaucracy would follow a platform creation for greater participation among scholars and Albanian higher education institutions that: *Attracts quality students and research activities with regional interests to impact the regional higher education market.*

The future of Albanian higher education system is one that is expected to increase the quality of education system by lowering bureaucratic barriers in higher education arena and attracting new students and other academic and scientific activities with regional impact. The contextualized time of the strategy is expected to be employed and show its first signs in near- and long-term future. Political changes in the Albanian constitution, administrative changes in institutional governance and societal changes in student participant are expected to enhance and help direct the Albanian higher education to a better state. The most emphasized philosophic pillar of higher education as a public service must dominate among Albanians (Gjonca, et al., 2014) to lead the country to a brighter and more educated society.

### **Concluding Remarks**

Thus far, in this piece I have attempted to contextually synthesize the new governmental reform in Albanian higher education. For this purpose, I have employed an institutional document synthesis approach from Miller (1997) to contextualize the organizational text stemming from government officials by using a realist voice to take the reader as much as possible to text's objectivity (Van Manen, 2011). This form of contextualization has located the institutional text within institutional settings in which it was constructed, interpreted and expected to be employed. Moreover, I have utilized Emerson (1991) and Emerson and Paley (1995) contextual tools to analyze the datum in

institutional settings. These tools include analyzation of retrospective and prospective aspects.

In the retrospective aspect, I have concluded that past and the present have been the moving factors that has led to the current reform changes. Some of the moving factors discussed included the increase of student enrollment rates without the proper infrastructure, the past and the current abuse of educational system, lack of educational institutions' autonomy and decision-making, the need to develop higher education institutions holding different statuses such as public, private, for-profit and nonprofit, low purchasing power of Albanian families affecting higher education affordability, lack of collaborative opportunities among Albanian and non-Albanian higher education institutions especially European higher education institutions and lastly, existing bureaucratic barriers.

The prospect aspect of implementation of a new reform in higher education discusses the future potential to attract quality students, raise the quality standards for higher education in Albania and become a regional leader of higher education. Additionally, throughout my synthesis, I have weaved in theory of knowledge that conceptually explain the past and present state of higher education in Albania. In short, one way to understand authority and its purposive intents is to understand the intended purpose. As Miller (1997) suggested, “desmistifying institutional texts is one way of demystifying institutional authority (p. 91).”

## **Discussion**

Qualitative research has often been criticized by its critics for its lack of rigor (Sumathipala et al., 2003), but nonetheless, its role of methods in generating ideas rather than proving or disproving hypothesis is utterly uncontested (Gibson et al., 2004). In fact, a trustworthy inquiry is one that best represents participants' experiences and is carried out fairly and ethically (Sumathipala et al., 2003). Needless to say, I have utilized a qualitative approach to data synthesis pertaining in this document analysis. According to Pathak et al. (2013), there exist three broad categories in qualitative research: interview studies, observational studies and document/textual analysis of written documents. While most of textual studies are generally deemed appropriate for historical research (Hall, 1908; Marwick, 1964), Miller (1997) and Patton (2002) have provided a broader use approach of document analysis to other textual records. Hence, my data synthesis portrayed in this text was dissected using a qualitative approach by utilizing Miller's (1997) methods of analysis within the document/textual analysis category set forth by Pathak and colleagues (2013).

In my first part of the paper, I laid out few element and aspects of qualitative research. During this process, I consulted available literature and other peer-reviewed writings. During my element-seeking research, I focused on finding literature that had built consensus among academics in regards to qualitative research and to the methods that I have used to synthesize my data. Literature that I found was relatively in agreement within the academic community and I was able to find many elements that I have earlier elaborated upon. I must stress, however, that there is a misunderstanding in qualitative terminology. More specifically, I have come across literature that would express tools of examining qualitative research as aspects of qualitative research, and vice versa. Hence, in my first part of the paper, I found it more useful to my understanding to employ a

terminology that would enable to understand qualitative research first and then the distinct features within it. For this purpose, I reviewed thoroughly qualitative research to understand exactly what it entails and how it best does so and then, I sought a “key element” within qualitative research that would be inclusive of approaches and qualitative inquiry as well as the tools to examine qualitative inquiry.

On my second part of the paper, I used a realist approach (Van Manen, 2011) to convey the document as objectively as possible. Throughout my synthesis, I have applied and attempted to make sense of the data by applying theoretical worldviews that give meanings to data based on Miller’s (1997) approach. Since my datum was an original suggestion for education reform changes in Albania, the theoretical perspectives that I had chosen were not randomly selected, nor were they suggested by a colleague or friend but they rather emerged after some extensive reading on theoretical understanding of reform changes in education (*e.g.* Ormrod, 1990; Notterman & Drewry, 1993; Olson, 2003).

Even though the data was *the* complete report that has stemmed from collective field analysis from institutional actors, I still believe that there is a need to clarify the development process not only to the report but rather to the system. Such clarification would enhance audience’s understanding of the past and how the issues have progressed to present. I do believe this may be a good route for a researcher to further inquire and possibly investigate further. Needless to say, this may as well be a great opportunity for Albania to further extend and enhance its education area that had so long remained in the status quo. I am hopeful that this paper urges other scholars and researcher to delve further in the field of inquiry to elevate the reforms’ effects even higher for what is intended for the future of Albania.

This paper is certainly a call for other researchers to conduct studies that focus on other contextual factors and perspectives of this document. Given that qualitative research consists of interview studies, observational studies and document/textual analysis, researchers can focus on replicating this document analysis study by conducting interviews or documenting observational data in its implementation. Interview studies would require the participation of stakeholders who had a direct partake in the document compilation. In addition, they would shed light in the consensus building among stakeholders who hold different interests. It may be beneficial to understand to the underlying consensus among stakeholders, as it will reveal how each party is able and willing to unite for common interests.

Observational studies would document to great lengths how and to what extent is the new educational reform producing the desired results. In addition, it would document how the mutually-agreed interests were met and with what costs. Alternatively, other viable studies would build upon this analysis by examining each resulting element of this study in its entirety. More precisely, researchers could focus on examining how and to what extent each finding has practically met the interest of specific stakeholder. This sort of examination would ensure that indeed what was intended is practically occurring. Albeit the suggestions, the creativity of researchers in designing studies is endless. Hence, this call extends to studies that contribute new knowledge and better educational results in policymaking levels.

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