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Human Rights and Democracy Education in Schools in Albania (2006-2008)

Promoting Quality Education for All: Human Rights and Democracy Education in Albania (2006-2008)



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- A follow-up to the first phase project: "Intercultural and Human Rights Education in Albania (2001-2003)"
- Extra-budgetary funding provided by the Ministry of Foreign Affairs of Italy
- Technical assistance provided by UNESCO
- Creating mechanisms to involve all stakeholders (Ministry of Education, educational directorates, trainers, principals, teachers)
- Framed within the UN World Programme for Human Rights Education (WPHRE)



Synergy among key actors:



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- Ministry of Education and Science (MOES)
- National Centre for Teacher Training and Qualification
- Local educational directorates
- School principals, trainers and teachers
- UNESCO



Main Target Groups



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- Teachers of the primary, elementary and high schools (covering the pre-university level: 6 – 18 years)
- National educational establishments including the Ministry of Education and Science (MOES), the National Institute of Curriculum and Training and the Local Educational Directorates.

Achievements of the first phase:



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- Situation analysis of human rights education in Albania
- Development of curriculum for in-service teacher training on HRE
- Production and distribution of nationally-developed HRE training materials
- Establishment of nationwide network of 60 HRE teacher trainers
- Creation of strong awareness on HRE
- Establishment of climate of trust among partners (national institutions, teachers)

Objectives of the second phase (2006-2008):



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1. To introduce the component of HRE in the **school curriculum**;
2. To implement the strategy for the implementation of the **national in-service training** developed in the first phase; to **train elementary and high school teachers** using training materials from the first phase;
3. To pilot selected schools on the **promotion of a democratic climate**;
4. To distribute **materials on HRE** among schools;
5. To help build **communication and information-sharing** among various actors.

Component 1 - Production and distribution of materials



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- The materials produced seek to provide concrete help to teachers, and their preparations are initiated on the bases of the analyses of teachers' needs.
(practical)

- These materials contain innovative and interdisciplinary aspects (lawyers, teachers and civil servants work together, as in the case of the Albanian Commentary on the UDHR, or teachers propose their examples into the manuals and obtain authorship to the inputs which are selected for the final product).
(innovative and interdisciplinary)

The **process** is also used to motivate teachers to plan activities in HRE.

Production and distribution of materials (2)



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- "*Human Rights and Democracy in Action*" for primary school teachers (2800copies): distributed and used in around 1800 primary schools of the 37 districts of the country;
- "*Human Rights and Democracy in Action*" for the elementary school teachers (3000copies): distributed to around 1500 elementary schools in the 37 districts;
- "*Commentary of the UDHR*", for high school teachers (1000copies): distributed to around 350 schools in the 37 districts.
- "*The HRE & D effective schools' findings*" published and distributed to all the education establishments in Albania.

Component 2 - Teacher Trainings



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- National training of the local teacher trainers
- Local training sessions
- ✓ The selection of trainers is carefully made in co-operation with local administration by using the defined criteria.
- ✓ A mechanism was set up for human rights and democracy education including national and local networks for training through a “**cascade system**”. In this mechanism, a group of specialists from **MOES, University of Tirana and the Institute of Pedagogical Studies as well as representatives of NGOs** were carrying out training seminars at the national level for local trainers who in turn were training teachers, inspectors and school heads in their school districts. A total of 180 local trainers were trained nationally and they conducted seminars in 37 districts and altogether 3400 teachers, school heads and inspectors were trained (by July 2008).
- ✓ In the same way, around 80 local HRE teacher trainers were trained to conduct local trainings over June 2008, on the use of the newly designed teachers' materials. 1600 teachers of primary, elementary and secondary schools will benefit from these trainings in 37 districts of Albania.
- ✓ Trainings are evaluated by the participants, follow-up actions monitored and reporting of activities undertaken. Reporting forms were professionally made with relevant content as well as the questionnaires used in the situation analyses of the Effective School Model.

Component 3 - Effective Schools



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- While the national and local trainings address the urgent national need for HRS training by establishing a top-down approach to this issue, the school effectiveness component provides a complimentary, bottom-up approach to HRE and Democracy in Schools.
- “Effective Schools” or whole-school approaches for the promotion of human rights and a democratic climate have been piloted with the intention to spread them to all educational establishments. Representatives from the National Institute of Curriculum Development, educational directors at the district level, schools and teachers are all engaged in this effort.

Concluding remarks



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- The project was considered topical and timely in the Albanian society, and it support education and curricula reforms.
- The strategies of action of the project were adapted to the Albanian reality and social situation and the project is using mainly human resources available in Albania.
- The different components of the project are dealing with human rights in a holistic way thus going beyond their knowledge aspect, in particular in case of the pilot project on the "Effective Schools" which addresses the teaching process and the school as a whole including the cooperation with parents.
- The project is contributing to the capacity building on issues of human rights and democracy education not only of local trainers and teachers but also of staff within the official structures (MOES, national curriculum and training institute, Evaluation Agency, educational directorates) thus contributing to the sustainability and multiply effects of the project.
- The project contributed to the sensitization of the general public the issues of human rights and democracy by using mass media of communication.
- The project led to the creation of networks that continue to function beyond the formal life of the project.

A “good practice” framed within the first phase of the World Programme



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- Holistic approach to the integration of HR and democracy education in the school system (touching on the sectors of curriculum development, in-service teacher training, and whole school development)
- Multiplier effect of top-down “cascade” method
- Enhancement of overall democratic climate
- Ownership among teachers and school principals

