"Reporting on Education for Human Rights, Peace, Democracy, International Understanding and Tolerance"

I. GUIDANCE

1. Introduction

This questionnaire is intended to assist Member States in the preparation of reports on the national implementation of the *Recommendation concerning Education for International Understanding, Co-operation and Peace and Education relating to Human Rights and Fundamental Freedoms*. Specific reference is made to the implementation of the World Programme on Human Rights Education (WPHRE, ongoing since 2005).

Adopted by UNESCO's General Conference in 1974, the Recommendation provides normative framework for promoting education for peace and human rights by detailing guiding principles and formulating a global approach. The Recommendation provides for action in various sectors of education. It underlines the need for understanding and respect for all peoples, their cultures, civilizations, values and ways of life. It underlines the responsibility of Member States for providing human rights and fundamental freedoms, and the need for national policy and planning, and the development for particular aspects of learning, training and action. It is highly significant in that it stresses the importance of the fundamental principles of quality education for all, notably the principle of equality of educational opportunity, access to education, and solidarity. The Recommendation contains provisions for revision of textbooks and other educational material as well as for struggle against illiteracy. The Recommendation highlights the need to broaden functions of universities, and carries provision of technical and vocational education and teacher training, and involves the community in education.

This Recommendation reflects the main elements of the WPHRE being executed by UNESCO and OHCHR. On 10 December 2004, the General Assembly of the United Nations proclaimed the WPHRE (2005-ongoing) to advance the implementation of human rights education programmes in all sectors. Building on the achievements of the United Nations Decade for Human Rights Education (1995-2004), the World Programme seeks to promote a common understanding of the basic principles and methodologies of human rights education, provide a concrete framework for action, and strengthen partnerships and cooperation from the international to the grass roots level. It is structured around an ongoing series of phases, the first of which covers the period 2005-2009 and focused on the primary and secondary school systems.[1] The on-going second phase covering the period of 2010-2014 has new focuses: teacher education, higher education, law enforcement offices and military. The scope on the primary and secondary levels is maintained also during the second phase. The Plans of Action for the first and second phases propose an effective strategy and practical suggestions for nationally implementing human rights education.

2. Background to the Fifth Consultation

Reporting obligations

- All Member States, given political commitment to and moral force of the Recommendation and the Reporting Obligations under the Recommendation, should report on legislative

[1] In 2010, the *Final evaluation of the implementation of the first phase of the World Programme for Human Rights Education* (ref: A/65/322) was submitted to the sixty-fifth session of the General Assembly of the United Nations in response to Human Rights Council resolution 12/4, in which the Council requested the United Nations Inter-Agency Coordinating Committee on Human Rights Education in the School System (UNIACC), of which UNESCO was member, to submit to the General Assembly a final evaluation report, based on national evaluation reports, on the implementation of the first phase of the World Programme for Human Rights Education. The report finds that the 76 Member States which provided national evaluation reports are taking some measures to integrate human rights education in their school systems. The final report is available at: http://daccess-dds-ny.un.org/doc/UNDOC/GEN/N10/493/11/PDF/N1049311.pdf?OpenElement.

measures that have been taken pursuant to the Recommendation and the ways in which national education policies and programmes correspond to its provisions. Information supplied by Member States should demonstrate how laws and practices comply with the commitments under the Recommendation, describing legal norms as well as the factual situation.

- In accordance with **Article VIII of UNESCO's Constitution** *"Each Member State shall submit to the Organization, at such times and in such manner as shall be determined by the General Conference, reports on the laws, regulations and statistics relating to its educational, scientific and cultural institutions and activities, and on the action taken upon the recommendations and conventions referred to in Article IV, paragraph 4."*

- Article17 of the Rules of Procedure concerning recommendations to Member States and international conventions covered by the terms of Article IV, paragraph 4, of the Constitution.

- Specific multi-stage procedure for the monitoring of the implementation of UNESCO conventions and recommendations for which no specific institutional mechanism is provided.

II. QUESTIONNAIRE

The questionnaire below to be completed by Governments contains questions that should be addressed in Member States' national reports. Please mark the specific answers with corresponding numbers of the questions. In addition to the questionnaire, supplementary information may also by provide as additional attachments to your report.[2]

1. Information about the respondent

- Date: **31 October 2012**
- Institution responsible for completing this questionnaire: **Ministry of Education and Science**
- Responsible department: **Department for Policies and International Programmes**
- Contact person:
- Mailing address:
- Telephone number:
- E-mail address:
- Webpage: **www.mash.gov.al**

2. Components of education for peace and human rights

A. Specific information on the legislative, judicial and administrative measures taken by the State at the national level

1. Please describe the specific legal framework governing the protection of the rights guaranteed by the Recommendation in the specific country. It should indicate whether the rights set forth in the Recommendation are protected by the constitution, by a basic legislative text or by any other text, and whether the Recommendation has been incorporated into national legislation. The report should make reference to the legal, administrative or other competent authorities and the scope of their competence in relation to the rights guaranteed by the Recommendation.

[2] This may include but is not limited to relevant information reported to the Office of the United Nations High Commissioner for Human Rights (e.g. national inputs for the progress report on the implementation of the World Programme for Human Rights Education in 2012, as mandated by Human Rights Council resolution 15/11, as well as relevant responses to the Council of Europe (e.g. Review of the Implementation of the Council of Europe Charter on Education for Democratic Citizenship and Human Rights Education (Recommendation CM/Rec(2010)7) in 2012).

Answer:

- Article 57 of the Constitution – Protection of the right to education

- Article 5 of the Law for the Pre-education system law – Guarantee of the right to education of Albanian citizens, foreign citizens, citizens without nationality, without considerations based on sex, race, colour, ethny, language, sexual orientation, political or religious beliefs, economic or social conditions, age, place of residence, disability or other reasons determined on national legislation.

- Article 2 of the law for the Higher Education – Offer possibilities to follow higher education during all life.

- Article 1 of the law on professional education and forming – Guarantee of the right to follow professional education and forming during all life.

B. Methods introduced to draw the attention of various authorities in the country to the Recommendation and to counter possible obstacles

The report should contain an assessment of the effectiveness of the methods introduced to engage various authorities in the country and the methods that have overcome barriers. It should highlight the difficulties encountered in implementing the key provisions of the Recommendation.

2. Please describe the measures taken to raise awareness of the basic principles of the Recommendation. The report should specify the activities undertaken or supported by the national level for promoting the Recommendation and fostering debates on critical issues related to the rights enshrined in the Instrument.

Answer: N/A

3. Please describe briefly the main issues that need to be resolved in order to implement the key provisions of the Recommendation in the country.

Answer: N/A

C. Process of the development and implementation of national policies

Reference: The Recommendation 1974 encourages Member States to develop and apply national policies (§7), this is also the main objective of the WPHRE.

4. Is education for peace and human rights incorporated in national plans and strategies including those listed below where they exist?

- National plans for Education for All (EFA)
- National policy frameworks as part of the Decade on Education for Sustainable Development (2005-2014)
- National sectorial plans for basic education, higher education, etc.
- National human rights plans
- National poverty reduction strategies and other development plans
- Other types of documents (please specify)

If yes to any of the above, please specify and indicate also a timetable for implementation if there is any.

Answer:

- National Strategy for pre-university education, 2009-2014;
- National Children's Strategy 2011-2015 and Action Plan;
- National strategy on gender equality and gender-based violence reduction of domestic violence, 2011-2015, and the action plan for its implementation;
- National action plan to reduce to zero school dropout, 2009-2013;
- National Strategy "For the improvement of the living conditions of the Roma Community" and action plan for Roma decade 2010-2015;
- National Strategy for Persons with Disabilities;
- Strategy "Reintegration of returned emigrants 2010-2015";
- National Anti-Trafficking Strategy 2011-2013.

5. Has a specific committee or a special entity been established to develop and implement national policies related to education for peace and human rights?

- Yes
- No

If yes, please describe which specific entity has been put in place, what mandates and functions are attributed to the entity, and what institutions and individuals are the members of the entity.

Answer: No

6. Which groups are targeted in the national policies? Please choose one or more categories below.

- Preschool, early childhood
- Primary school
- Secondary school
- Higher education
- Technical and Vocational Education and Training
- Education for justice and security professionals
- Teachers
- Educational community
- Ministry of education staff and users of their services
- Civil society, non-formal education
- Public employees in general
- Media
- Other (please describe)

7. To what extent have the plans and strategies for education for peace and human rights been integrated into the following formal education components? Please describe the examples of actions undertaken for each component if applicable.

(a) Curriculum (e.g. obligatory or optional, subject-based or cross-curricular)

- Is education for peace and human rights obligatory or optional?
- Is it subject-based or cross-curricular?
- In which subjects is it integrated? (e.g. civic education, history, science, mathematics, languages …) and at what grade levels is it taught?

Answer:

- Education for peace and human rights is **obligatory**.
- Education for peace and human rights is mainly a **subject based** education and cross curricular based education as well.
- It is part of the **official curricula of citizenship education for grade 1-11** and it is part of cross curricula program for all subjects.

(b) Training of teachers and other educational personnel (e.g. pre-service and in-service training) (Reference: §33-37)

- Is education for peace and human rights included in:
  - pre-service teacher training
  - in-service teacher training
  - head teacher training
- Is the participation voluntary or mandatory?

Answer:

Education for peace and human rights included in different forms and aspects in:

- pre-service teacher training
- in-service teacher training
- head teacher training

(c) Teaching and learning process and tools (e.g. textbooks and other materials, teaching methodologies that are learner-centred, encourage participation, etc.) (Reference: Recommendation 1974, §10-19, §38-40)

Answer:

Education, mainly for human rights, is part of school textbooks for compulsory education (1-9) and high education (grade 10-11). This means that the teaching and learning process about and for Human rights education is **obligatory** and it is **a learner-centred** process.

(d) **The learning environment** (i.e. psychosocial environment and organizational climate of classrooms, schools and other learning spaces promoting values and principles such as peace, human rights, democracy, tolerance, non-violence and respect)

Answer:

School principals and teachers are trained for peace and human rights education in the last 15 years.

In the majority of cases, MoES and its institutions has been responsible for this training.

Organization like UNESCO, UNICEF and NGO's etc., played a great role in this process.

8. Which institution is responsible for the implementation, and with which partners does it cooperate (e.g. teacher training institutions, national curriculum development institutions, etc.)?

- Coordination: MoES, Institute for Development of Education
- Curriculum: Institute for Development of Education (which is the last version of former institutes: Institute of Curriculum and Training, Institute of Curriculum and Standards and Institute of Pedagogical Research.
- Teacher training: MoES
- Teaching materials: Institute for Development of Education
- Learning environment: School and community

9. Is a specific budget allocated to the implementation of the policies?

- **Yes**
- No

If yes, please specify the percentage of State budget.

The percentage of State budget is 8-10%.

10. Does a systemic mechanism of monitoring the implementation of the policies exist?

- Yes
- No

If yes, please specify the members/institutions being part of this mechanism.

It is the mechanism that monitors the performance of students in all subjects, since human rights education is part of the official curricula.

D. Contents of the national implementation of education for peace and human rights

11. Please describe briefly the themes, questions and topics related to the 1974 Recommendation that are integrated into the education of your country (e.g. the information on the existing frameworks and mechanisms on democracy and human rights; topics related to the learner's everyday life such as violence in schools and HIV and AIDS; moral and ethical values such as a culture of peace, justice, rights and responsibilities).

Answer:

- What are the Human Rights
- Moral and philosophic values underpinning Human Rights
- International Covenants of Human Rights
- Human Rights limitation
- Interdependency of Human Rights
- Human Rights in conflict
- Human Rights in Albanian Constitution

12. Please give a few examples of actions/practices undertaken in the following strands. Please focus on major initiatives that are considered successful and innovative.

(a) Celebration of diversity (e.g. intercultural education, intercultural and interfaith dialogue)

Answer:

Intercultural education, intercultural and interfaith dialogue are concepts which are widely dealt in special subjects and in cross curricular activities which take place in all pre-university instructions during the school year.

From the 2011-2012 school year and on the Ministry of Education and Science has developed a national plan of activities entitled “Knowing Europe” according which all schools in the pre-university system have developed school and regional plans to celebrate:

- 27 January - Holocaust Remembrance
- 28 January - Data Protection
- 8 March - International Women's Day
- 8 April - International Roma Day
- 3 May - World Press Freedom Day
- 9 May – Europe Day
- 17 May - International Day against Homophobia
- 14 June - World Blood Donor Day
- 26 June - International Day in support of victims of torture
- 18 September - European Heritage Days
- 26 September - European Day of Languages
- 10 October - Against Death Penalty
- 16 October - World Food Day
- 17 October - Against Poverty
- 22 October - European Day for Organ Donation
- 25 October - Civil Justice
- 20 November - Universal Children's Day
- 25 November - Against Domestic Violence
- 10 December - Human Rights

(b) Bilingual and multilingual education

Answer:

The policy of Ministry of Education and Science is offering as many foreign European and regional languages, in consideration of the guidelines of the Council of Europe on multilingualism and multiple cultures.

The Albanian education system offers foreign language teaching starting with 3rd grade pupils in public elementary education and 1st grade in private elementary education until university. The system offers the bases for choosing the first foreign language at the elementary and second foreign language at upper secondary. The students finish the pre-university system mainly with two modern foreign languages.

Minority languages are developed based on the European charter for minority and regional languages.

Bilingual education is introduced in the education system in the last decade. Schools provide education in two languages on the basis of bilateral Agreements. The education system offers three types of bilingual schools: Italian- Albanian, French – Albanian and German-Albanian.

The education system offers also private foreign schools where the language of schooling is in their proper language.

(c) Promotion of the gender-sensitive education systems

Answer:

Promoting Gender sensitive issues in pre university education institutions is achieved through the implementation of the "Action plan of the national strategy for gender equality and reducing gender-based violence, 2011-2015".

The language of all school and strategic documents, as well as the language of the curricula of all subjects are drawn in respect to gender equality
The principle of respect for gender equality is a standard that is respected during the evaluation and selection of the wining text book
Gender sensitive issues are treated by specific subjects as well as in extracurricular and cross curricular activities

MoES and IDE have developed special guidelines for teachers, and organize training activities, for the treatment of gender sensitive issues in the classroom, school and out-of-school activities.

(d) Prevention of racism, discrimination and violence

Answer:

Related to measures to promote and guarantee non-discrimination on the basis of sexual orientation and gender identity is the *Draft Plan of Measures for non-discrimination on the basis of sexual orientation and gender identity*. The draft Plan of Measures was sent to all involved institutions to carry out the budgeting of the activities included in this Plan. The draft Action Plan was distributed also to the donors in the Sectorial Working Group meeting.
Regarding *HIV/AIDS and LGTB health care*, prevention of HIV/AIDS among MSM (Men

Having Sex with Men) etc. Gender equality and Roma inclusion

Data collected and processed in cooperation with UNICEF indicate that 1,005 Roma children out of 5,000 are not enrolled in schools. 560 Roma children were enrolled in pre-school education during the school year 2011-2012, compared to 516 in 2010-2011.

Instruction No 34 of 8.12.2004 "On implementation of 'Second Chance' project on schooling of children who dropped out of school or are isolated due to blood-feud", is implemented since 2004. During the academic year 2011-2012, 878 children benefited from Second Chance project in total, with 438 of them being Roma or Egyptian.

Building on the summer camp experience, a pilot project is planned to provide one free meal a day to school pupils, prioritising schools attended by Roma and Egyptian children. To this purpose, an agreement shall be signed between UNICEF and Ministry of Education and Science laying down the assistance modalities, number of children to benefit from the scheme, etc. For the moment, the pilot project is foreseen to include Kukësi, Durrësi, Berati, Korça and Gjirokastra regions and municipality of Tirana. Based on the Decision of Council of Ministers No 42 of 18.1.2012 "On the approval of the pilot project on measures to encourage learning, attendance and performance of Roma and Egyptian pupils of 9-year school 'Naim Frashëri', Korça, for the academic year 2011 – 2012", 335 stipends/ food allowances were provided to Roma and Egyptian pupils. The project was initiated as a test bed for future projects dedicated to improve their attendance. The project is planned to be expanded during the academic year 2012 – 2013 providing stipends/ food allowances to 670 pupils in total, divided between two schools with a considerable number of Roma and Egyptian pupils.

(e) Civic engagement of youth

Answer:

The Reform of Secondary Education which took place in 2009, followed by the new curricula of secondary education introduced a specific field of knowledge and attitudes titled "Education for career and Ability for life". Civic engagement of youth is dealt in special topics in the field.

A novelty in the reform of secondary education is the introduction Community service as obligatory. This is a community service which is fulfilled in concrete activities realised by students out of school time table, without remuneration in service of:

- Vulnerable people (the elderly, the sick, drug addicts, the poor, the unemployed, the children.)

- Community (protection of the environment from pollution, the organization of social and community activities, etc.)

Students are obliged to develop a given amount of hours in community service in a year.

13. Please describe some examples of activities and/or partnership associated with the following particular institutions and levels.

(a) UNESCO Associated Schools (ASPs) (Reference: §23)

Answer: N/A

(b) Non-formal education (Reference: §30-31)

Answer: N/A

(c) Higher education institutions

Answer :

Higher Education School « Luarasi University » and « European University of Tirana » offer master degrees in « Human rights development ».

(d) Interactions between schools, local governments, universities, civil society and the wider community

Answer:

Example: In year 2002, Albania was part of the Council of Europe project « Twinning of Sites of Citizenship', and Albanian school twinned with other schools in the Balkan region.

(e) International cooperation (Reference: §43-45): (e.g. exchange programmes for education professionals and students, research projects, symposium and workshops, cooperation with civil society organizations, universities, school networks, etc.).

Answer:

1. EACEA – Tempus Project -517319:Developing Human Rights, Education at the Heart of Higher Education – University of Tirana, European University of Tirana and Higher Education School « Marin Barleti »

2. Higher Education School « Beder » hosted the conference on human rights « Human Rights in 21th century »

University of Tirana and other higher education institutions were part of the project.

EURALIUS (Consolidation of the Albanian Justice System") is organizing a students' competition on human rights issues in Albania. http://www.euralius.eu/sq/konkursi-i-te-drejtave-te-njeriut.

14. What kind of research has been carried out on education for peace and human rights? What impact do the research findings have on the policy formulation and education practices? Which partners (e.g. UNESCO Chairs, universities, research institutions, teacher-training institutions, adult education training centres, and NGOs) are involved? (Reference: §41-42)

Answer:

Albania is part of the CoE network of national coordinators for Education for Citizenship Education (EDC) and Human Rights Education (HRE). This network functions as a research environment since it offer the possibility for each country to get familiar with the status of EDC and HRE in all European countries.

15. By which means is the impact of education for peace and human rights on learners evaluated?

Answer: By means that all the curricula of other subject is evaluated (since it is part of the civic education curricula).

III. CHALLENGES AND GENERAL COMMENTS

16. According to the experiences of your country in the area of education for peace and human rights, please describe major lessons learned, difficulties and obstacles met, as well as any suggestions for further development and improvement in this area, at the national, regional and international levels.

Answer:

1. A curriculum for teaching and learning about and for Human rights and peace education is indispensable.

2. Human rights education should be part of the formal curricula

3. The pedagogy of Human Rights education is a key factor for teaching and learning about and for Human rights and peace education.

4. Teacher training is another important factor for the quality of teaching and learning about and for Human rights and peace education.

The information will be analysed by the Secretariat in charge of the preparation of an analytical report which will be submitted to the 192nd session of the Executive Board in 2013. It may also be used for informing other activities of UNESCO in the area of education for peace and human rights.