



Educating the Next Generation

Incorporating Human Rights Education in the Public School System

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Edited by Liam Mahony



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Dear Friend,

Welcome to the New Tactics in Human Rights Tactical Notebook Series! In each notebook a human rights practitioner describes a tactical innovation that was successful in advancing human rights. The authors are part of the broad and diverse human rights movement, including educators, librarians, health care workers, law enforcement personnel and women's rights advocates. They have developed tactics that not only have contributed to human rights in their home countries but also can be adapted for use in other countries and other situations as well to address a variety of issues.

Each notebook contains detailed information on *how* the author and his or her organization achieved what they did. We want to inspire human rights practitioners to think *tactically* to reflect on the tactics they choose in order to implement their larger strategies and to broaden the realm of tactics considered to effectively advance human rights.

In this notebook, we learn about utilizing political opportunities to partner with government and turn an ambitious vision into reality. The Albanian Center for Human Rights (ACHR) successfully collaborated with the Albanian Ministry of Education to bring human rights education into *all* public schools in the country. They took advantage of the post-communist transition period, negotiating with the new democratic government officials to launch a long-term process in which they would prepare Albanian citizens to participate fully in a democracy. They focused on the next generation – the children – and on ensuring they learned about human rights. Coming out of a political context in which all policies were decided and enacted on a national level, they were able to create a vision to affect the entire education system and have a nationwide impact. They sustained momentum by bringing in international support and educational experts and by effectively cooperating with the government's Institute for Pedagogical Research (IPR). Because of their efforts and this cooperation human rights education was incorporated into the public school system and several teacher training programs.

The entire Tactical Notebook Series is available online at www.newtactics.org. Additional notebooks will continue to be added over time. On our web site you will also find other tools, including a searchable database of tactics, a discussion forum for human rights practitioners, and information about our regional workshops and international symposium. To subscribe to the New Tactics e-newsletter, please send an e-mail to newtactics@cvt.org.

The New Tactics in Human Rights Project is an international initiative led by a diverse group of organizations and practitioners from around the world. The project is coordinated by the Center for Victims of Torture (CVT) and grew out of our experience as a creator of new tactics and as a treatment center that also advocates for the protection of human rights from a unique position – one of healing and reclaiming civic leadership.

We hope that you will find these notebooks informational and thought-provoking.

Sincerely,

A handwritten signature in cursive script that reads "Kate Kelsch".

Kate Kelsch
New Tactics Project Manager

Kozara Kati and Robert Gjedia

Kozara Kati has worked with the Albanian Center for Human Rights (ACHR) since 1992 and is currently its director. She was trained as an educator and taught foreign languages before fleeing into political exile in 1975. After her return to Albania in 1990 she again worked as a teacher, but quickly moved into an activist role with ACHR. She has since participated in numerous international fora, trainings and conferences. Kozara is chairwoman of the National Table for Democracy and Human Rights for the European Stability Pact, and a member of the Steering Committee of the Balkan Human Rights Network.

Robert Gjedia is a researcher and teacher trainer for primary education in the Institute for Pedagogical Research in Tirana, Albania. He was trained as a primary school teacher at the University of Shkodra in northern Albania and in 1988 participated in the Head Start program for primary education in Washington, D.C. He holds a master's degree in education from Western Carolina University. Mr. Gjedia has collaborated with ACHR since 1994, and is coauthor of human rights eEducation (HRE) activities and materials published by ACHR for children age six to 15. He is also coauthor of HRE curricula for students and teachers in the five pedagogical universities in Albania.

Albanian Center for Human Rights (ACHR)

Aid Norway Albania (ANA) was registered in the Tirana District Court in March 1992 as a Norwegian and Albanian NGO. In 1995 the ANA was re-registered as the Albanian Human Rights Documentation Center (AHRDC) and in 1997 was renamed and re-registered as the Albanian Center for Human Rights (ACHR).

ACHR works toward the emancipation and democratization of civil society in Albania. Its mission is to develop a stable civil society on sound principles of democracy and human rights and to build awareness of human rights standards through human rights education; documentation, information and publications; lobbying and advocacy; and local and international networking.

ACHR pursued the tactics and strategies presented in this notebook in cooperation with educational institutions around the country. We hope that you will find our experience incorporating human rights education into the Albanian education system useful in your own work.

The Institute of Pedagogical Research (IPR)

The Institute of Pedagogical Research, founded in 1969 in Tirana, Albania, is part of the Ministry of Education & Science. It is responsible for the compilation of national curricula for primary and secondary schools in Albania and for in-service teacher training for all subjects and levels of pre-university education.

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Editor's Preface

In this installment of our tactical notebook series, Kozara Kati and Robert Gjedia describe how, over a ten-year period, a human rights education program was integrated into the entire public education system in Albania, from elementary schools to the universities that train teachers. It is an inspiring example of what can be achieved if one thinks big, takes advantage of a political transition and builds a collaborative alliance with the government.

The Albanian Center for Human Rights (ACHR) wants to transform Albania into a *real* democracy, where people understand their rights and truly participate in their government's decision making. To do this they must overcome decades of indoctrination and institutional inertia. They have chosen to focus on the future – on the children who are the entire next generation of Albania – by changing the education system to reflect human rights values. To do this they have needed to build a close collaboration with the government and with the entire pedagogical community. Together, ACHR and the government's Institute for

Pedagogical Research have implemented a series of tactics to achieve this goal. They built up strong international contacts, both for financial support and educational expertise; organized mass trainings of teachers; developed a formidable collection of new Albanian curriculum materials for teaching human rights; set up 42 pilot schools and human rights education centers throughout the country; and implemented a new university curriculum for the training of future teachers.

Many human rights organizations resist the idea of working with the government, as they fear being manipulated and co-opted. ACHR's experience shows that, at least with some governments, this resistance may come at a cost of making a significant impact on society. Because ACHR saw what it could gain by collaborating with the government, they were able to change the entire public school system. Their story may encourage others to set similarly ambitious goals.

– Liam Mahony, series editor

Human Rights Education in the Public Schools

The Experience of the Albanian Center for Human Rights: Introduction

After 45 years of an oppressive and isolationist communist dictatorship, in 1991 Albania faced a new world of democratic possibilities, with mountains of inherited political, economic and social problems and an institutional infrastructure ill-prepared to face them. Education was a particular challenge. To make the most of their new democracy, Albanians needed an educational system that prepared its citizens for critical thinking and encouraged political participation. Instead, it had the remains of a dogmatic and rigid communist educational system and curricula, which could not adequately teach students their rights and duties in this new society.

The Albanian Center for Human Rights (ACHR) developed an ambitious plan to integrate human rights education into the official curricula of all public schools in the country. In this tactical notebook we describe how ACHR took advantage of the unique political moment provided by the post-communist transition, negotiated collaboration with the Albanian Ministry of Education and its Institute for Pedagogical Research (IPR), and implemented the plan. By the end of the decade, we had developed special curricula material in many subjects for all age groups, trained thousands of teachers to use the materials, set up 42 pilot schools throughout the country, and initiated a curriculum in the teachers colleges to integrate the teaching of human rights into their preparation.

Background

Like all Eastern European countries in the early 1990s, our country was moving towards pluralism. The process was very painful. The communist regime of Enver Hoxha had been a closed-door dictatorship for 45 years, and had inflicted deep, almost incurable wounds. Over 6,000 people had been executed without trial. Three hundred thousand had

been tortured physically and psychologically, and sent to communist prisons. Albania even resembled a giant bunker, with 700,000 defensive concrete structures built to keep people under the psychological threat of a foreign enemy who might attack at any time. The regime encouraged and promoted dogmatic thinking in both the government and the general population – everything was black and white, with no value placed on nuanced or objective reasoning. Dissenting or alternative views were invisible and the educational system was structured to replicate this situation in each new generation.

With the support of the Norwegian Helsinki Committee, ACHR was set up in March 1992, shortly after the fall of the communist regime. ACHR was established around the fundamental principle that new generations should be raised to understand and enjoy their rights, and should be provided with the mechanisms and skills for living in a society that is open to ideas, to a market economy and to pluralism.

From the beginning, ACHR focused its work on the education system, considering itself responsible for supporting the development of a modern and democratic civil society, and preparing its strategies and tactics to achieve this through the integration of human rights into the public education system. We committed ourselves to making teachers and pupils aware of human rights, helping them learn to create a democratic environment in schools, providing them with information about international human rights institutions and instruments, preparing human rights trainers and training teachers in the strategies and tactics of human rights education and conflict resolution.

In its first decade ACHR implemented a variety of tactics, including public seminars in human rights, numerous publications, lobbying in parliament, a human rights documentation library and police education on human rights. Our biggest achievement by far, however, has been the human rights education project in the public school system. We describe here the several phases of this project:

- Conceiving the plan and forming an alliance with the Ministry of Education.
- Preparing pedagogical trainers and curricular materials; training teachers.
- Setting up the first pilot school.
- Expanding the project nationally to include pilot schools in every district.
- Developing university programs to prepare school teachers for human rights education.

Launching the plan in 1993 the Norwegian and Dutch Helsinki committees invited ACHR, along with the Ministry of Education and Science (MoES) and the Institute of Pedagogical Research (IPR), to participate in a project aimed at changing the methodology of the educational system. IPR is a specialized state institution under MoES, responsible for in-service training of teachers in Albania and for compiling curricula for pre-university education. MoES was at first apathetic to the initiative, but IPR was very interested. ACHR was of course very enthusiastic, but lacked experience.

Since IPR had decision-making authority over curricular materials and teacher training, it was able to start working immediately with ACHR on these parts of the plan, and the two organizations quickly developed a good working relationship. Some IPR experts were already interested in these new methodologies, and some had attended training programs in Europe and the United States. This helped build the partnership.

The more ambitious parts of the project – the pilot schools, for instance – required collaboration with MoES leadership. So, while work proceeded on trainings and materials, ACHR met several times with the minister and other high-ranking staff, employing the best lobbying abilities they could muster. In 1995 MoES finally signed a formal agreement, permitting ACHR to implement human rights education (HRE) projects in the public schools. The agreement was renewed in subsequent years (Appendix 1 contains the translated text of the 1998 agreement with MoES), and agreements were also signed with the

Institute of Pedagogical Studies and with district education departments. These formal agreements built credibility for the program, and encouraged cooperation at all levels of the educational system. MoES began to play a more active role in recommending that various educational departments include HRE in the schools, and a collaborative team of representatives from ACHR, IPR and MoES propelled the entire process from then on.

The agreement demonstrated an understanding that the political system could not be changed without simultaneous change in all other societal systems – economic, cultural and social. As part of the difficult transition from the communist regime, our government wanted to promote democracy within the education system. The Albanian Parliament had ratified the Convention on the Rights of the Child in 1993 and integration of HRE in public schools was the first step toward implementing the convention. The HRE agreement specified that pilot schools be created in every district in Albania through a collaborative process involving ACHR, IPR and various branches of the education system itself.

It was a unique historical moment and ACHR had many advantages in beginning its work: partners in the HRE project were able to build a solid long-term partnership, the project benefited from the support of highly qualified and efficient international experts and ACHR garnered a high level of public support, both generally and within the education system.

Despite these advantages, however, the task was daunting. The joint organizing team had long debates on how to promote this new field of education among the 40,000 teachers in Albania. Some on the team felt that HRE could be a separate subject in the curriculum, while others were convinced that this would be ineffective because the school system was saturated with Marxist-Leninist ideology in all subjects and at all levels. There was also concern that a separate course might overlap with existing courses on civic education. In the end, the IPR experts decided on a cross-curriculum education in human rights, to be integrated into all subjects.

The implementation of HRE could never have begun without the generous support of our international collaborators: the Helsinki committees that were the initial impetus for the work, the Norwegian Group of Women

and the Swedish group who trained the first trainers in Albania. The Norwegian and Dutch governments provided funding for the entire HRE process.

Pilot Projects: Trainings, Curricular Materials and the Pilot School

To implement the HRE program we first needed a core group of Albanian HRE teacher-trainers. We prepared 20, selected from IPR's pedagogical experts with critical support from international trainers.¹ These 20 became the "seed trainers" for all subsequent trainings and later for the pilot schools. This formation of a corps of HRE trainers was a crucial early step, as nothing like this had existed before in Albania. We then carried out four large training sessions in each of the four largest districts in the country, involving a total of over 600 teachers. At the same time ACHR completed a national needs assessment, in cooperation with the same experts.

In a survey conducted three months after the first trainings, we discovered that many teachers had immediately brought the new techniques to their classrooms.² This was a substantial achievement for us as the existing educational system was completely dictatorial, while HRE methods are more participative and encourage interaction. Teachers are urged to move beyond the "lecture" methodology, and to be conscious

¹ In addition to a number of Albanian experts from IPR, we are grateful to individual international trainers Felicia Tibbitts, Nancy Flowers, Håkan Wall, Helge Bachman, Rognhild Lager and Anne Halvorsen.

² It is not the focus of this notebook to detail the human rights teaching methodologies we use, but rather to emphasize the organizational process of implementing the program. Information on the pedagogical methods can be found in some of the sources in appendices 2 and 3.

of the different roles they can play in the classroom.³

We next began preparing materials tailored for Albanian classrooms. We drew from HRE materials produced in other countries – translating, amending and adding to them to fit the Albanian cultural situation. A student activity book translated from Swedish, for example, demonstrated the most important elements of the Convention on the Rights of the Child while another text included the Universal Declaration of Human Rights and additional material on the Albanian situation.

In 1995 we saw some of the first concrete fruits of the agreement with the Ministry. Together with the trainers and teachers from our first trainings, our experts produced a set of pupil activity books for every level from first to eighth grade. Although we had technical support from other European educational experts, this was very much an Albanian effort, tailored for Albanian schools. The ministry then used government funds to print 570,000 copies of these booklets and distribute them throughout the country's schools. We are currently revising a second edition.

By this time we had developed strong skills in training and had produced a number of teachers' manuals and pupils' booklets. We were ready for what we saw as a critical step in transforming the Albanian school system: the creation of a model or pilot school. The

³ The program outlines a series of potential teaching roles, each with strengths and weaknesses; these include *demonstrator, defender, expert, authoritarian, counselor, instructor, manipulator, confronter, moderator and facilitator*. The idea is to combine the best of the old and the new and to encourage creativity and flexibility in both teachers and students, keeping the classroom alive and dynamic.

pilot process is fairly standard in the development of new educational programs, so it was well understood by pedagogical experts, the ministry and donors.

This first school, established in Tirana, was to become the testing ground for all our future materials, a model to be replicated throughout Tirana and then the entire country. It contained documentation centers and pupils' resource centers and sought to model the environment and democratic climate we wanted to create in all schools. We used the pilot school first to train the teachers within the school itself and later to train four to five teachers invited from each of Tirana's 47 schools, expanding our influence to the entire system.

We saw over time that the differences between our pilot school and the traditional schools were quite noticeable:

- The curriculum was enriched with cross-curricular activities linked to HRE and democracy.

- The school was open for collaboration between teachers, pupils and parents.
- Parents preferred this school for their children.
- Pupils demonstrated stronger capacities in conflict resolution.
- Pupils demonstrated high achievements in the learning process.
- Pupils recognized and accepted their duties and responsibilities in the school, at home and in the community.

We also convinced MoES to recommend that all schools initiate HRE. This not only helped us receive increased cooperation from district school systems, but meant that MoES would begin delivering materials to the schools, allowing teachers to begin HRE even before ACHR was able to interact with them directly.

DEVELOPING THE PILOT SCHOOLS

Each year we used the following steps to launch the pilot school process in the six regions chosen for that year:

- Step One: In cooperation with the education department, we selected the pilot schools for the year. These schools were chosen based on their central location within the district, the interest of the school and staff in being an HRE pilot school and the appropriateness of the environment and infrastructure for use as a training center.
- Step Two: With one primary teacher, one secondary teacher and one vice director or headmaster from each pilot school selected for that year, we conducted a one-week teacher training in Tirana.
- Step Three: These trained teachers in turn carried out a two-day teacher training in the pilot school, assisted by ACHR and IPR experts, for all the school's teachers
- Step Four: The pilot school then organized a series of two-day teacher-training sessions for small groups of teachers from all other district schools. This eventually resulted in all teachers being trained – usually about 300-400 in a district.

We now have specialized HRE seminars for teachers in all specializations of compulsory education. These seminars are developed in cooperation with the pilot schools, the education departments and IPR; ACHR is

sometimes able to cover expenses for materials and trainers.

IPR and ACHR specialists focus not only on preparing teachers, but on gauging their knowledge, attitudes, and understanding of

HRE concepts. Teachers are evaluated in areas such as human rights and its history; international conventions, national legislation and human rights institutions; the integration

of human rights into curricula; methodologies of HRE; and human rights activities in and out of the classroom.

Integration With Other Public Activities and Discussions

As we were expanding, building momentum and setting up these pilot schools, we were also conducting public activities and discussions on HRE, while working to strengthen our alliances and support networks, involve more people, sustain those already interested and refine our thinking. In 2001, while we were establishing six pilot schools, we were also conducting the following events:

- April 2-5, 2001: Three-day seminar on “Pilot schools – training centers of human rights education in the districts”; 69 participants (headmasters and representatives of education directorates from Permet, Peqin, Gramsh, Puke, Delvine and Lac).
- April 7, 2001: Round-table discussion on “Integration of human rights education in the official curricula;” 30 participants.
- May 5-June 8, 2001: Training of teachers in six new pilot schools: Permet, Peqin, Gramsh, Puke, Delvine and Lac; more than 264 participants trained.
- Round table on capacity building and development of human rights education. Representatives from NGOs working in HRE discussed different experiences and ways of cooperation.
- June 11, 2001: National symposium: “Visions of political parties for reform in the education system.”
- September 29-30, 2001: Two-day training seminar with educators working in kindergartens.
- November 16-17, 2001: Two-day seminar on “Setting up a democratic climate in school,” with headmasters, education directors and teachers. A plan of action was designed.
- November 24-26, 2001: Three-day seminar with parents and community members on “The Impact of the Human Rights Education Project on relationships among parents, students and teachers.”
- December 10, 2001 (International Human Rights Day): A second national conference on the implementation of the HRE project. Deans of pedagogical universities, headmasters from pilot schools and trained teachers participated in this conference.
- December 12, 2001: Round-table discussion with elementary school teachers and students from pedagogical universities on problems of democratic decision-making processes in schools.
- December 15-16, 2001: Seminar with teachers from elementary schools in Tirana on “Integration of Human Rights Education in different school subjects.”

Results of Human Rights Education

<u>Results</u>	1993 - 1999	1999	2000	2001	2002 (Jan-Oct)	TOTAL
Pilot schools	19	6	6	6	6	43
Teachers	3500	800	711	880	638	6529
Trainers	400	34	26	40	38	538
Specialists	-	-	20	30	30	80
In Kosovo	-	-	60	475	20	555

In 1997 the Norwegian Human Rights House Foundation carried out an external evaluation of the HRE process. Through this and other monitoring, we noted the following benefits of our project:

- Children better understood their rights and responsibilities.
- Teacher-pupil cooperation created a climate of trust and optimism in class. The children felt comfortable and were willing to take part in activities.
- The activities enhanced the teachers' professional capacities, and the HRE interactive methodology helped them improve their teaching in other subjects. (Many HRE methods, techniques and strategies suggested to the teachers had been unknown to them before.)
- Interactions with the pupils' parents took on a different character. There was warm communication among teachers, parents and children.
- Pilot schools changed their learning facilities, which now sparkled with culture. The children felt free and fully enjoyed the right to be educated. Children felt freer to talk, were more open and openly expressed their views.

- In every school the libraries now contained very good HRE books.
- Numerous seminars on alternative learning methods were organized for teachers. Group work, open discussions and products prepared and presented by participants are now central to the training. This benefits teachers and trainers as well as children.

An eight-year-old was offered something to eat that he did not like. "I don't like it. I will not eat it." The angry father replied, "If you don't eat it, you will be beaten." The boy responded, "Father, the teacher tells us that the Convention on the Rights of the Child does not allow anyone to beat their children." The next day the angry father went to meet with the teacher.

Despite these gains, major challenges were still evident. Some of the ready-made materials were not effective at motivating teachers or children. Some were monotonous or offered nothing new. More importantly, beyond generic materials, the teachers needed help in addressing real human and children's rights issues present in their own communities and schools. These problems varied from one school to the next. Illiteracy

in one area, blood feuds⁴ in another, difficulties due to migration, etc. The HRE approach needed to be adapted to help with such real and pressing local needs. We had made real progress in extending the program nationally, but we wanted to raise the work to a higher level, to provide Albanian teachers with professional skills for dealing with children's rights at school. We have learned since that our trainings have helped teachers to identify specific topics for discussion and brainstorming activities both with children and parents. For instance in Malsia e Madhe (a district in northern Albania) activities dealing with cases of blood feuds were organized with both children and parents. In three districts in the South Albania we organized activities concerning minority rights (involving Roma, Greek and Macedonian minorities), including intercultural activities bringing children together to learn together.

teaching in all grades from one to eight.

Recently, ACHR has taken polls of Albanian teachers to measure how effectively the program's materials are being integrated into the classroom.

- 68% percent of the teachers in the pilot schools had participated in ACHR trainings and the majority evaluated them as very efficient.
- 73% of those asked said they used the HRE teacher activity books in class.
- 42% said they had developed HRE activities in their classes.
- 51% expressed confidence in their skill level in organizing HRE activities in class. In addition, HRE is now included in one chapter of the standard subjects of civic education, involving one week or ten hours of

⁴ In northern Albania, a blood feud occurs when a person is killed and it is considered obligatory that the victim's family kill a member of the killer's family. This can create a cycle of killing spanning generations. The communist regime had eliminated this practice, insisting on maintaining a monopoly on killing, but the practice has reappeared since the fall of communism.

University Teacher Training

Primary School Teachers

During each of these six years of intensive work launching the pilot schools, the universities graduated 1,500 new teachers. As we were training current teachers, new ones with no HRE background were arriving in the schools. In order to sustain the HRE process, we recognized that new teachers needed to learn HRE skills before they graduated. To determine how best to implement HRE at the teachers' schools, we met with human rights specialists, teachers' school deans, pedagogues, students and foreign specialists in HRE. We also studied how other European countries had dealt with human rights in their educational systems. We decided to propose that the universities include a pilot program on HRE in their curricula and formed a group of HRE specialists, trained six years earlier, to collaborate with the universities on a pilot project.

To begin the project we first identified the Albanian universities that prepared teachers. These universities certify general teachers for primary school and specialized teachers for every subject in secondary school. Because they are autonomous from the Education Ministry, each university is free to build its own curricula.

Helped by a tradition of good relationships between the universities and the NGO community, we then established contacts with the five primary teachers' schools whose deans were interested in and supportive of the pilot project. In each school the dean selected 20 students in their senior year of teacher preparation, along with five pedagogues (professors of education). We asked each participant to complete a questionnaire assessing their knowledge of human rights documents and institutions, and we used the information we compiled to begin the pilot process.

This HRE training program would last one school term. It was made up of eight 120-minute teaching modules presenting the human rights knowledge we considered

essential for a primary school teacher (see appendix 4 for details). To ensure that the program was implemented in a rigorous manner, we held two types of introductory seminars:

- Seminars with the five groups of students preparing them for the nature and content of HRE. Many practical and participatory activities were included in the seminars, which were welcomed by the students and pedagogues. To contrast traditional teaching stereotypes with the new methods of HRE, we considered it crucial to introduce these techniques at the beginning of the pilot process.
- A densely packed three-day seminar with the pedagogues training them to teach the modules. In cooperation with IPS, ACHR then awarded certificates to each of the participants.

All students were provided with relevant textbooks and at each university an HRE Resource Center was established, which contained computers, photocopying machines, HRE libraries and other material necessary for the pilot process all provided by ACHR.

Using as our guide existing standards for monitoring the progress of teachers-in-training, we developed a process to evaluate how well the modules were being implemented.⁵ A questionnaire was completed by a pedagogue or member of the project's central group who monitored the pilot modules on site. Because the pedagogues only lectured at first, their initial interaction with the students was not optimal; it improved, however, as they attended additional trainings.

The teachers' schools established valuable relationships with HRE pilot schools in their

⁵ These international standards were developed by a core team of university experts, the National Center for Evaluation, ACHR experts, an international evaluator from Norway and, recently, an evaluator from the Netherlands.

cities, allowing students in the project to begin employing their HRE training in primary schools.

At the end of the term we tried different ways of evaluating the students. We gave multiple-choice tests. We had them write papers on the field of HRE. We held debates. We asked them to create visual images of the rights of the child.

We then produced a report on the pilot process and organized a national symposium on HRE at pedagogical universities, in which all Albanian teachers' universities participated. In a very professional debate involving deans as well as teachers we discussed the achievements and problems of the two-year process, and ultimately the university participants themselves proposed making HRE a compulsory subject in the official university curriculum. In addition, representatives of the schools that train secondary teachers expressed their interest in including HRE in the curricula of students studying to be teachers of languages and literature; mathematics and physics; history and geography; and biology and chemistry.

That was a significant achievement, in terms both of professionalism and of obtaining funds from donors who were enthusiastic about supporting the project. In just three years, we had succeeded in convincing all the universities that prepare primary school teachers to implement a mandatory HRE program. The universities have now fully embraced the program and cover expenses such as textbooks and other supplies.

Results of Human Rights Education in Pedagogical Universities

Trained	2000	2001	2002*	Total
Students	100	100	60	260
Pedagogues	25	25	15	65
Specialists	10	10	15	35
Resource Centers	5	-	-	5

*Numbers reflect January through October 2002.

Steps Involved in Implementing University Curriculum Pilot Process:

- Approached the deans of the universities that train teachers.
- Selected 20 students and five pedagogues at each university for the pilot process.
- Students and pedagogues completed a needs-assessment questionnaire.
- Experts and pedagogues designed the pilot course (including the eight teaching modules) based on this questionnaire and on discussions with experts, teachers and students, also taking into account experiences in other countries.
- Held seminars with the five groups of students to introduce the techniques.
- Held a three-day seminar with the 25 pedagogues, training them to teach the modules.
- Began the pilot course (one four-month term); had teachers and students experiment with the eight modules at each school.
- Evaluated the pilot process using a questionnaire and other methods.
- Held a national symposium with representatives of each university.
- Wrote a final report on the pilot process.
- Universities agreed to implement the curriculum.
- Experts amended the curriculum based on lessons from the pilot process.

University HRE Training of Specialized Secondary School Teachers

The next challenge was to introduce HRE into the curriculum of those schools that prepare secondary school teachers of Albanian language and literature, mathematics, physics, biology, chemistry, history and geography. Since these schools are adjacent to those that prepare primary school teachers, the new project could utilize the HRE Resource Centers that had already been established.

In cooperation with the five universities, ACHR established another pilot process this one involving mixed groups of 20 students: five from languages and literature, five from mathematics and physics, five from history and geography and five from biology and chemistry. ACHR again used surveys to establish the HRE knowledge of both the

students and the pedagogues; we then organized preliminary seminars with the groups, and conducted training sessions for the pedagogues.

For students of this level the HRE curriculum needed substantial change, and practical activities had to be modified for the older secondary school students. The most delicate and professional task of the project was the preparation of booklets for the different subject areas. After considerable discussion and teamwork, HRE educational specialists⁶

⁶ It was a truly international collaboration. Participants included Felicia Tibbitts (USA), Nancy Flowers (USA), Hakan Wall (Sweden), Helge Brochman (Norway), Ana Halvorsen (Norway), Petrit Muka (IPR Albania), Astrit Dautaj (IPR Albania), Marjana Sinani (PRI Albania), Violeta Xhanari (teacher), Idajete Asimja (teacher), Robert Gjedia (IPR Albania), Rezana Vrapit (IPR Albania), Albana Lama (IPR Albania), Fatbardha Gjini (University), Vehbi Hoti (University), and others.

created the following curricular material, the first of its kind in HRE anywhere in the world:

- “Language, Literature and Human Rights”
- “Math, Physics and Human Rights”
- “History, Geography and Human Rights”
- “Biology, Chemistry and Human Rights”
- “Civil Education, Foreign Languages and Human Rights”

When this pilot process was complete, all five universities again agreed to implement the new curriculum. As of March 2003, HRE is now a compulsory subject in two of the universities and an optional subject in the

other three. ACHR considers this project complete and very successful. The universities themselves will now sustain these programs, and newly graduated teachers will arrive at their first day of teaching with a background in human rights education.

Overall, these education programs have cost ACHR over US\$2 million in the course of a decade. The entire collaborative process, of course, also involves funds from IPR and the Ministry. By 2002, ACHR employed 17 full-time and 20 part-time workers on the project.

Our work has begun to expand beyond Albania. Albanian experts are now running HRE training programs in Prizren (Kosovo) and Prilep (Macedonia) and ACHR is planning a regional conference to present the Albanian HRE model to participants from both state and nongovernmental organizations in the Balkan region.

Learning From Our Experience

It is our hope that people in other countries and situations can learn from our HRE experience. Educational systems in all nations could benefit from a more conscious integration of human rights concepts into their curricula and from helping teachers learn how to bring the culture of human rights into the classroom.

The democratic transition after the fall of the communist regime in Albania certainly gave us a strong advantage; it is difficult to imagine implementing HRE on a national level without the support we received from the government and, particularly, MoES. There are many governments, however, that nominally embrace the notions of human rights in their diplomacy, their foreign policy and their constitutions, yet have not institutionalized human rights education in their schools. These states could be pressured to implement explicit HRE programs in order

to be sure that citizens are being taught their rights and obligations in a democratic society. To achieve this goal, we suggest the following steps:

Build a collaborative relationship with the government: You will first need to form contacts and create alliances within the government and its education ministry. This process will differ from one state to another, depending on the political situation, the government’s approach to human rights and the bureaucracy’s level of sophistication and progressive thinking. Even without the advantage of a promising political moment, you may be able to slowly pressure and lobby the government to support your initiative.

We found that having the cooperation of the government’s own pedagogical experts was critical: IPR was *part* of the government but had a very keen interest in curriculum development as well as direct decision-making authority over curricular materials. Thus ACHR and IPR were able to advance quite far in the process even before the ministry signed a formal agreement.

You will want to seek out those government agencies which are most closely connected to your objective that will benefit from the initiative. Other possibilities for building this governmental alliance include:

- Building alliances with prominent individuals who can work with the ministries or agencies.
- Using the support of international organizations, other governments, or NGOs to strengthen your claims and help persuade the government to collaborate in your efforts.
- Calling attention to international agreements your government has already signed (such as the Convention on the Rights of the Child) to convince them of their responsibilities.
- Building grassroots pressure upward from the schools and teachers' associations.
- Presenting your mission as one of assisting the government in providing the best education possible for your country's children.

In some situations you may find that you can push for the integration of human rights education in schools at the provincial or regional level, rather than at the national level. Identify the institutions that control the curriculum, whatever government level they may belong to, and build collaborative relationships there.

Seek out international support: ACHR has found that there is a wealth of expertise and support in the international community for human rights education. There are also international agencies and organizations willing to provide financial support, which can give you not only the economic resources necessary to implement a large project, but a high level of international credibility for your plan. A government may be more responsive to a proposal that it perceives to have broad international political, technical and financial support.

Use pilot projects: At each stage of this process we learned a great deal from using

the disciplined methodology of pilot projects. These projects can demonstrate the strengths and weaknesses of a proposed educational methodology, and the lessons you learn will enable you to design a much more effective process for wider implementation. Further to your advantage, the pedagogical community is already familiar with pilot projects, and as smaller and safer investments they are easier for school administrators and government officials to accept. They can promote such a project to their institutions as a necessary and promising experiment, but can later save face by backing away from a full implementation if it seems to pose political risks. A pilot project can thus gain you entrance to these institutions and provide momentum even before the full-scale implementation of your strategy. If the pilot goes well, these administrators will be in a strong position inside the education system to argue for broader implementation of the overall plan.

Nurture alliances and cooperation at all levels: The importance of empowering and building alliances with administrators cannot be underestimated. We made special efforts to invite headmasters, for instance, to our HRE trainings and involve them in the planning of the pilot schools. If you face strong resistance from the government bureaucracy, you may find it helpful to invite government functionaries to your trainings. If these HRE trainings successfully create a participatory and lively environment for learning, they will also have a positive effect on the bureaucrats who attend. This is a good way of nurturing alliances within the administrative bodies whose support you need.

Build on existing national expertise: Though our educational system had been deeply damaged by political dogma, a corps of professional teachers and experts in pedagogy and curriculum development remained. It was essential that we take advantage of their skills and expertise, and involve them in our work. We were not trying to bring in a foreign methodology and force it on the Albanian Ministry and teachers, saying, "Your methods are all wrong, so do it this way." On the contrary, our approach to the educational professionals was collaborative: "Let's take advantage together

of the opportunity this political transition gives us and develop an educational system that will move Albania into a better future.” This collaborative approach – with the

government, the Ministry, the educational administrators and the teachers – was crucial to our success.

Conclusion

The political situation in your country may not seem to hold great promise for equivalent attempts to change the public education system. But we encourage you to look for opportunities and to use the models we have developed as inspiration. Perhaps you can present our experiences to authorities in your educational system to prove the viability of a broad and ambitious national HRE initiative. If you are already involved in HRE work in your country, we hope some of our tools and methods will in some small way help you advance your important work. We will only create a truly democratic society if our educational systems can become saturated not with political dogma but with the culture of human rights.

Appendix 1: Text of Agreement Signed With the Ministry of Education and Science

REPUBLIC OF ALBANIA

ALBANIAN CENTER FOR HUMAN RIGHTS

MINISTRY OF EDUCATION AND SCIENCE

ELEMENTARY EDUCATION DIRECTORY

Nr 4704 Prot.

COOPERATION AGREEMENT

Signed between the Ministry of Education and Science (called herein MASH) and the Albanian Center for Human Rights (called herein QSHDNJ), on the continuation of the joint project:

“Human Rights Education at School”

For the implementation of this project of pilot schools in the field of human rights education, QSHDNJ undertakes:

- To implement the project qualitatively during all the planned stages.
- To cooperate with MASH and the Education Departments in districts for the selection of pilot schools.
- In cooperation with the Education Departments in districts and the leaders of the schools that are to be selected as mentioned above, to select the staff that is going to work for the project, on the jointly decided criteria.
- To publish auxiliary materials for teachers and pupils.
- To provide curricular material for the class that is going to be known as the human rights class.
- To cooperate with the pilot school staff for the implementation of all the stages of the project.
- To remunerate financially the specialists for the training of the educators.
- To perform the generalization and evaluation of the project results and present it to MASH in order to include them in the schooling system, after the latter has done its own evaluation.

For the implementation of this project of pilot schools in the field of human rights education, MASH, in cooperation with Education Departments in districts, undertakes:

- To allow QSHDNJ to work in the whole pre-educational and educational systems in the country for the education of human rights, relying on international and regional instruments and on the domestic legislation, and to advise all the Education Departments in the country about this.

- To establish appropriate conditions for the implementation of the project, putting at its disposal specialists from MASH, ISP, and Education Departments.
- To cooperate with QSHDNJ for the selection of pilot schools.
- To perform an evaluation of the whole activity of pilot schools, in accordance with its goals and expected results, as designed in the project, as well as of the generalizations presented by QSHDNJ.

For an appropriate implementation of the agreement, attached to it is the status of pilot schools in the field of human rights education and the project for their establishment.

As per the legislation in power, the pilot schools are in direct subordination to MASH and Education Departments.

In cases of flaws in the qualitative implementation of the project, the parties are entitled to present their objections and to demand from each other to take the necessary measures for the elimination of those flaws. In cases of grave disagreements, they can agree to change the terms of the project or to terminate it.

The legislation in power in the Republic of Albania is applied to what is not explicitly written in this agreement.

For the Ministry of Education and Science

Eduart O S M A N i

Elementary Education Director

For the Albanian Center for Human Rights

Kozara K A T i

Executive Director

Tiranë, on 28.09.1998

This agreement comes into power immediately.

Appendix 2: ACHR Human Rights Education Publications

To provide a sense of the scale of the curriculum development described in this notebook, we list here many of the materials we compiled and published between 1993 and 2000 for teachers, school staff, and headmasters of pilot schools in Albania and Kosova.

- Teachers' book *The Human Rights Education*, prepared by Albanian and foreign experts (20,000 copies)
- Books on pupils' activities (1st-8th grade), prepared by Albanian experts and published by the Ministry of Education and Science (570,000 copies)
- Teachers' book *Human Rights*, prepared by Albanian experts (7,000 copies)
- *First Steps*, translated from English (15,000 copies)
- Teachers' book *Human Rights Education*, summarized edition, prepared by Albanian and foreign experts (20,000 copies)
- *My Rights* (for children five to eight years old), printed by UNICEF (20,000 copies)
- *My Rights* (for children nine to 12 years old), printed by UNICEF (20,000 copies)
- *My Rights* (for children 13 to 18 years old), printed by UNICEF (20,000 copies)
- *Democracy and the Republic*, secondary school teachers' book
- *Civil Society*, secondary school teachers' book
- *The United Nations on Human Rights Protection* (translation), secondary school teachers' book
- *Freedom of Ideas, Expression, and Religion*, secondary school teachers' book
- *First National Conference on Human Rights* (brochure)
- *Situation of Education in Albania* (activities of the political parties)
- Preparation of modules for three training levels:
 - a. Education with Human Rights – a constant challenge for democracy
 - b. Integration of human rights in the official curricula
 - c. Democratic society and schools

During 2001 the Education Department at ACHR published:

- *Human Rights in the School* – manual for teachers; publication of UNESCO, adopted by the Education Department (ACHR)

- *My rights for ...* - manual for teachers compiled by the officers of the Education Department and by external contractors for the Institute of Pedagogic Studies and the Ministry of Education and Science.
- Video with different aspects from the activity of a pilot school
- Continuous information on the activity of ACHR in the relevant page at the newspaper *Teacher* (MoES)
- Tests for the evaluation of knowledge and abilities in the field of human rights
- *First steps: manual for beginning human rights education* (2,000 copies). This manual contains basic activities for teachers and others who work with youngsters and who wish to relate human rights to their educational practices
- Leaflet "*Human rights education activities of ACHR*"
- Leaflet "*A world that should change*"

Appendix 3: Recommended English-Language Sources on Human Rights Education

This notebook has not attempted to describe the many available resources and methodologies in human rights education, as that would require a much more space. We do recommend you seek out such resources and provide this short list of places to start.

1. "First Steps" published by Amnesty International
2. "Teaching and Learning Human Rights in the School" published by UNESCO
3. "Methodologies of Human Rights Education" by Robert Kohl
4. "Monitoring of HRE" published by the Council of Europe, 2002

More information on human rights education can also be found on the following web sites:

Human Rights Education Associates: www.hrea.org. HREA is an international NGO that trains activists and professionals in human rights education through many different avenues. Their website has online forums, databases and discussion boards where people can access information on human rights. It also offers distance education courses for advocates, organizations, professionals and educators and describes how different countries have implemented human rights education.

Human Rights Resource Center: www.hrusa.org. This organization, part of the University of Minnesota Human Rights Center and Library, provides human rights education and human rights workshops. The web site also provides resources and access to the Global Human Rights Education Listserv.

Human Rights Internet: www.hri.ca. Helpful to those interested teaching human rights, this site details five components of effective human rights education (HRE). There are numerous links to other HRE information, and the site contains an educational database that allows visitors to search for anything related to human rights education, from courses to textbooks.

Council of Europe: www.coe.fr. The Council of Europe is an intergovernmental organization that legislates conventions and agreements on all major issues, except defense, facing European society. Its stated aims are to help solve the continent's social problems and to promote pluralistic democracy, human rights, the rule of law, and Europe's cultural identity and diversity. In terms of human rights education, the Council of Europe helps teachers to incorporate human rights issues into their daily curriculum, teaching networking techniques, methodologies and ideologies.

Appendix 4: Modules for the Human Rights Education Course for Primary School Teachers in the University

Based on the results of a needs assessment, feedback from deans, teachers and students, and assistance from international experts, we designed a course for primary school teachers, divided into the eight 120-minute teaching modules:

- Module 1: Human rights concepts and history
- Module 2: Classifications of human rights
- Module 3: Universal Declaration of human rights
- Module 4: The Convention on the Rights of the Child
- Module 5: Human rights Protection Mechanisms
- Module 6: HRE as a cross-curricular element of educating primary and secondary school pupils
- Module 7: HRE Methodology at school
- Module 8: Practical activities for pupils and students

In 2001 ACHR published a college textbook for students/teachers and pedagogues, entitled "Human Rights." This textbook, in addition to being a complimentary tool to the University teaching modules, is designed to be of general educational benefit in other settings as well.

Module format

The modules were built in two parts:

I. Theory (60 minutes): comprehensively elaborates ideas, concepts and numerous views on the topic.

II. Practice (60 minutes): divided into two special activities:

Activities for adults (30 minutes), which includes case studies, group work, interactive activities, in which, through practice, students learn about the topic. The pedagogue prepares written or photocopied material, additional literature, etc.

Activities for pupils (30 minutes), in which the pedagogue takes on the role of the teacher, while the students act as pupils.

Notes

Notes

**For a full list of publications available in the Tactical Notebook Series,
go to www.newtactics.org.**

Online you will also find a searchable database of tactics and
forums for discussion with other human rights practitioners.