

# SWIM and Horizon 2020 Support Mechanism

Working for a Sustainable Mediterranean, Caring for our Future

## Frame for Education for Sustainable Development

EDEN center

ALBANIA

1<sup>st</sup> Meeting of the Mediterranean ESD Committee /  
Regional Training on Education for Sustainable Development (ESD)  
Nicosia, Cyprus, 22-24 November 2017



This Project is funded by the European Union





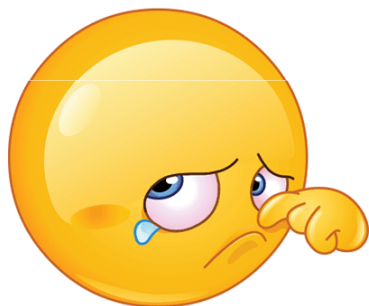
*Is there a National Strategy in place or a Plan for the introduction & promotion of ESD in the formal education sector in your country?*

✓NO



*Is it in progress?*

✓NO



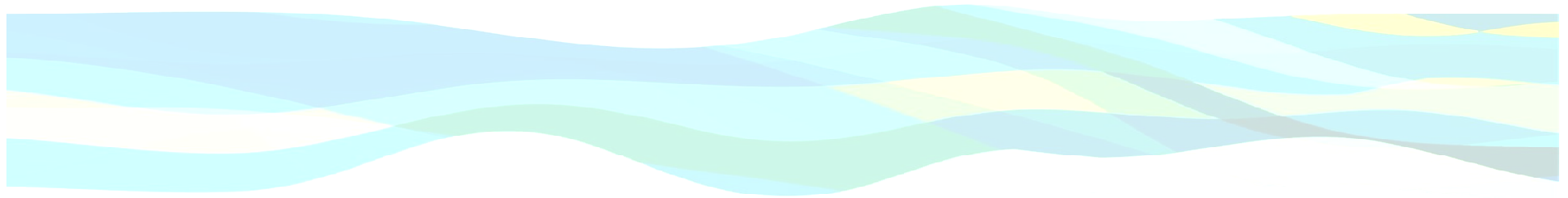
*Are any elements of the Med. Strategy and its Action Plan introduced in any pre-existing policies?*

✓NO



*Is it in progress?*

✓NO



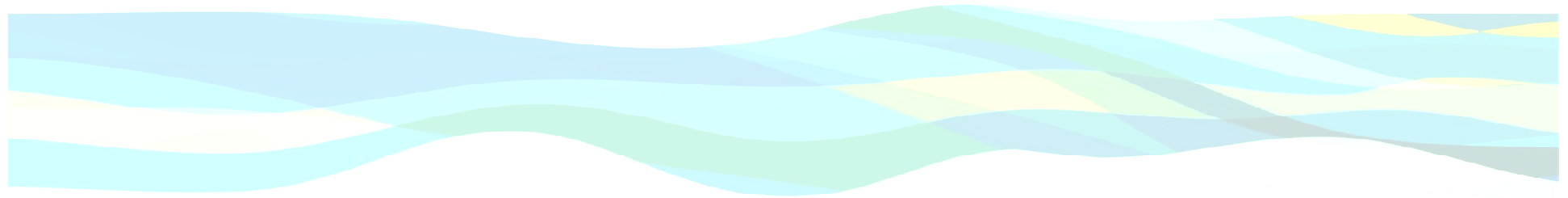
## 1<sup>st</sup> PART

# ESD IN THE **FORMAL** EDUCATION SYSTEM

# MAIN POLICIES AND OFFICIAL DOCUMENTS

1. ALBANIAN CONSTITUTION
2. NATIONAL DEVELOPMENT AND INTEGRATION STRATEGY (2014 - 2020)
3. LAW No. 69/2012 “FOR THE PRE-UNIVERSITY EDUCATION SYSTEM IN THE REPUBLIC OF ALBANIA”
4. NATIONAL STRATEGY ON PRE-UNIVERSITY EDUCATION (2014-2020)
5. PRE-UNIVERSITY EDUCATION CURRICULA
6. PROGRAMS OF SCHOOL SUBJECTS
7. SELECTED TEKST BOOKS
8. THE GUIDELINES OF MINISTRY OF EDUCATION FOR PRE-UNIVERSITY

**NATIONAL POLITICAL INITIATIVES WHICH ENFORCE THE IDEA OF EE....**



**2<sup>nd</sup> PART**

**AN ESD EXAMPLE**

**FROM THE NON-FORMAL**

**EDUCATION SYSTEM**

# Essential contribution from Civil Society Sector

It started **20 years** ago and main outputs provided:

- **Green Package** (2004 – now, REC, Ministry of Education, Ministry of Environment)
- **Environmental Education Activities focusing on Children** (2013, UNICEF, EDEN, INCA, EkoMovement, Ministry of Education)
- **Publications:**
  - People and Environment (1995, SOROS)
  - Knowledge on Environment (1999 – 2000, National Experts)
  - The Environment in my City (2004 REC, Tirana Municipality)
  - We and the Nature (2004, MKI)
  - Let`s touch the Nature (2005, EDEN)
- **Universities (2008 - 2009)**

# Where are they integrated in the Educational System?

## Environmental Education Goals:

- Cross Curricula in the bases of subjects
- Cross Curricula in the bases of actions
- Cross Curricula in the bases of schools



# Environmental Education in Pre-University Education (assessment)

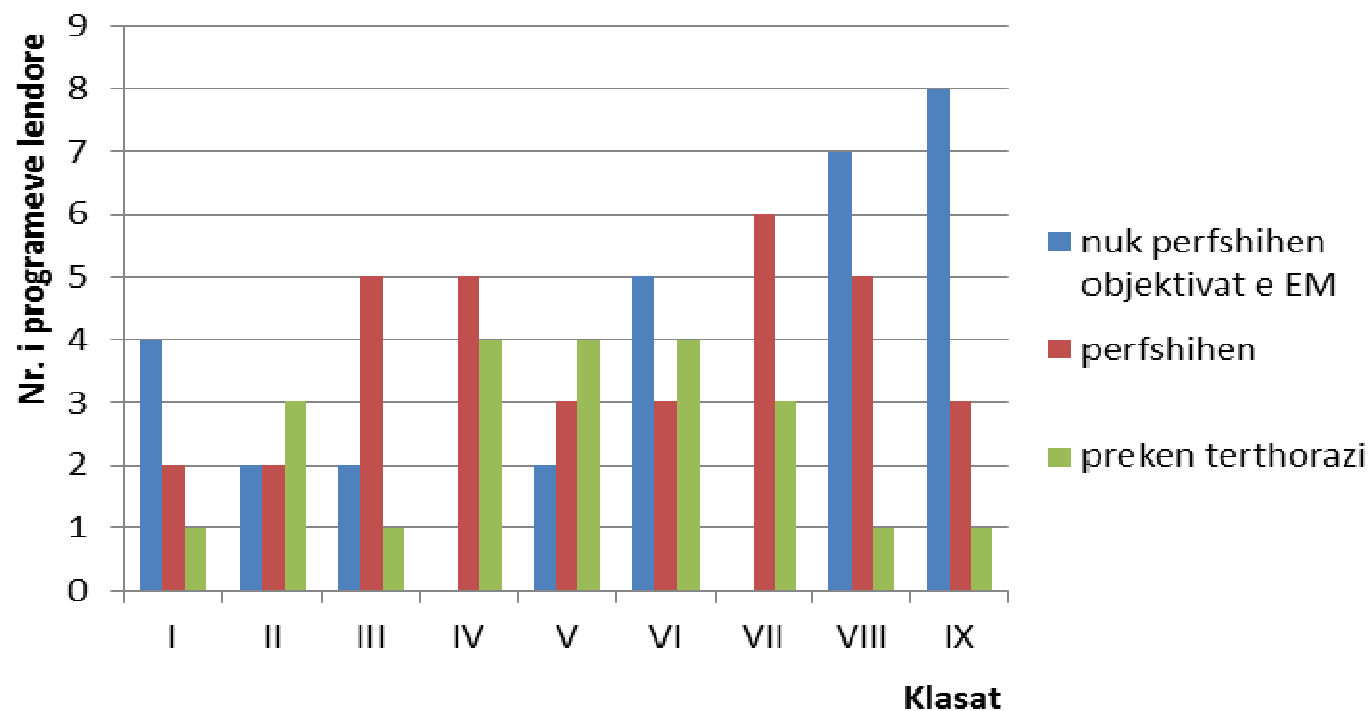
Mostra e vlerësimit statistikor									Totali
Rrethi	Shkollat	Fshat /Qytet	Drejtor /N.drejtor	Mësues	Nx. Kl. 5	Prindër Kl. 5	Nx. Kl. 9	Prindër Klasa 9	
<b>TIRANË</b>	1. Edit Durham 2. Sabahudin Gabrani 3. Pjeter Budi 4. J. De Rada	Qytet	7	54	122	106	113	113	<b>515</b>
<b>FIER (Patos)</b>	1. Pinellopi Pirro 2. Koli Dimo	Qytet Fshat	4	21	54	53	59	59	<b>250</b>
<b>BERAT(Poliçan)</b>	1. Zihni Toska 2. Fushë-Peshtan	Qytet Fshat	3	10	57	57	64	64	<b>255</b>
<b>MAT (Klos,Burrel)</b>	1. 31 Korriku 2. Haxhi Lata	Qytet Fshat	2	21	48	46	59	50	<b>226</b>
<b>ELBASAN</b>	1. Sule Harri 2. Ali Agjahu 3. Europa	Qytet Qytet Fshat	6	30	100	96	98	94	<b>424</b>
<b>LIBRAZHD (Përrenjas)</b>	1. Vilson Blloshmi 2. Rrajcë	Qytet Fshat	4	20	25	25	25	25	<b>124</b>
<b>PEQIN</b>	1. Adem Bedalli 2. Pajovë	Qytet Fshat	2	10	25	21	27	26	<b>111</b>
<b>BULQIZE</b>	1. Shefqet Tançi 2. Asllan Keta	Qytet Fshat	4	31	46	43	52	46	<b>222</b>
<b>SKRAPAR (Corovodë)</b>	1. Kahreman Ylli 2. Riza Shahini	Qytet Fshat	4	12	37	33	40	40	<b>166</b>
<b>KUCOVE (Gegë)</b>	1. Dalip Bakiu 2. 18 Tetori	Fshat Qytet	4	22	47	46	45	43	<b>207</b>
<b>Totali</b>			<b>40</b>	<b>231</b>	<b>561</b>	<b>526</b>	<b>582</b>	<b>560</b>	<b>2500</b>

10 REGIONS

23 SHCOOLS (9+14)

2500 INDIVIDUALS  
(PUPILS, SCHOOL  
DIRECTORS AND  
TEACHERS)



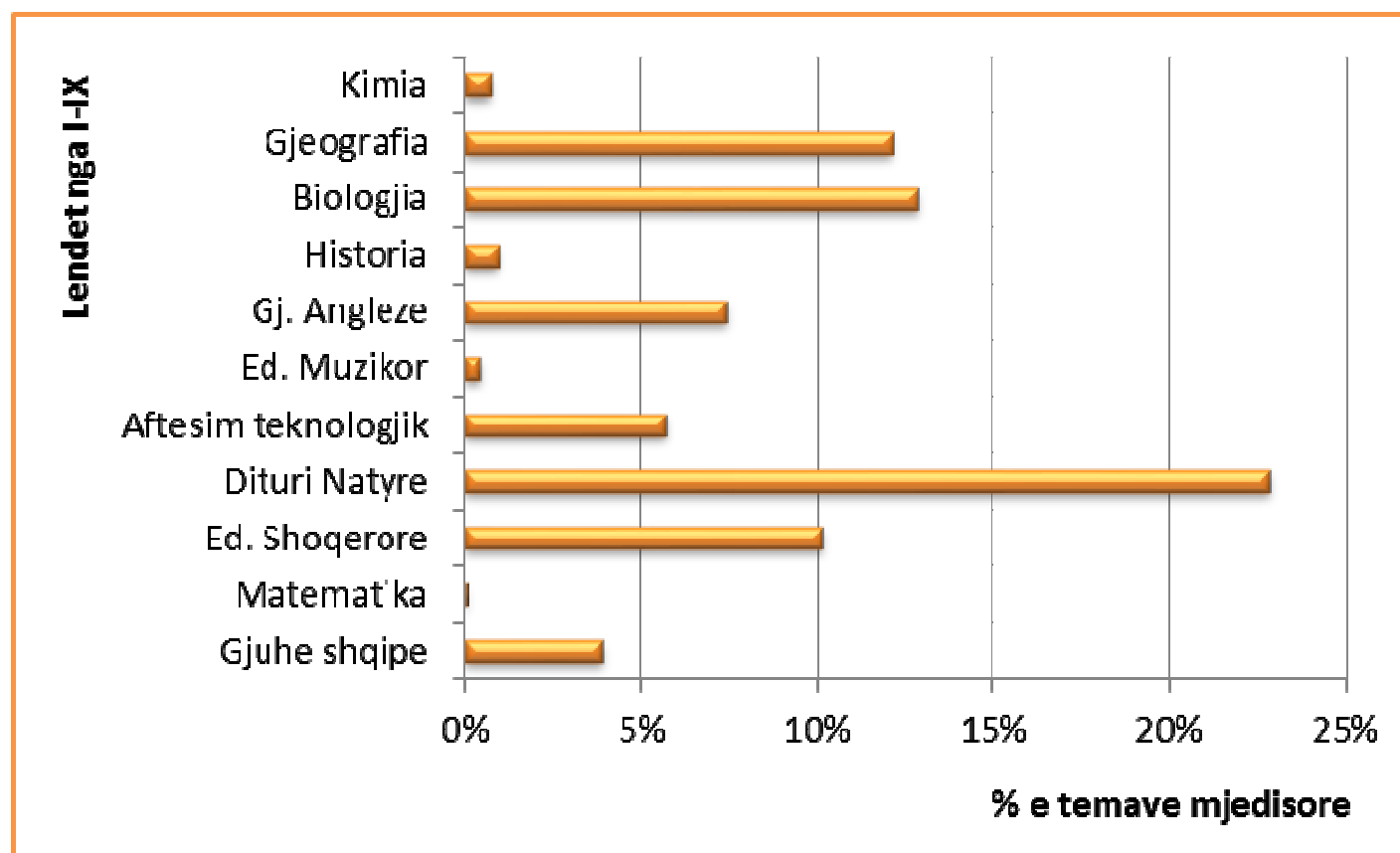


**76%** of the program curricula include directly or not elements of EE

86 scholar texts only **13%** treat full environmental topics

5810 classes in total in the educational system, **only 5%** (276 classes) are environmental classes

The most treated environmental topic is: Environmental State of Art

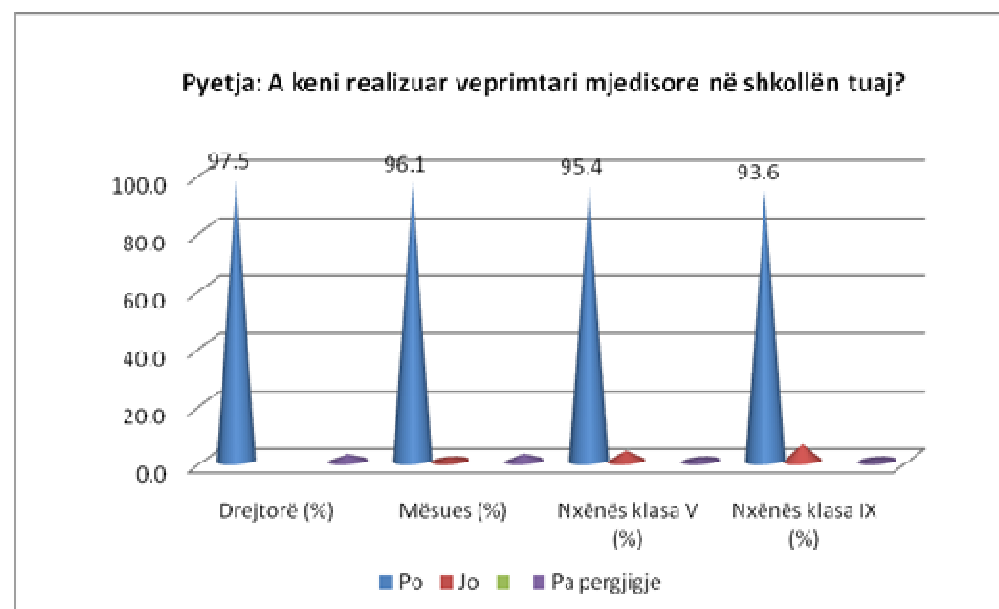


- All interested about environmental matters
- TV and Internet main sources of information, for pupils **the school books**
- 100% of teachers and directors consider **EE in school curricula very important**, but more than half of them suffer lack of trainings and other capacity building options in that matter
- Obstacles in undertaking EE in schools according to teachers:

*Lack of resources*

*Tight educational program*

*EE is a low political priority*



- The National Strategy for the Pre-University Education paves the way for development of education for sustainable development **which should be updated to align with Mediterranean Strategy for ESD.**
- In order to evolve the actual educational system into education for sustainable development, it requires political commitment, human and financial resources, and strong inter-institutional cooperation and partnership with NGOs
- Traditional teaching vs. teaching methodology and approach for ESD are a strong challenge
- Capacity Building of teachers in EDS must be a precondition for the implementation of any educational policy
- Community Education on SD is considered important for sustainable results, and it should be included into the school programs
- We need to push and support regional policies towards ESD as added values



Education for Sustainable  
Development, Source book.  
UNESCO, 2012

Education for Sustainable  
Development Lens: A Policy and  
Practice Review Tool. UNESCO  
2010

UN Decade of Education for  
Sustainable Development]  
[www.unesco.org/education/desd/](http://www.unesco.org/education/desd/)

Teaching and Learning for a  
Sustainable Future  
<http://www.unesco.org/education/tlsf/>



# “EDEN” Environmental Education Centre



**Qendra Mjedisore**  
për Zhvillim  
Edukim dhe Rrjetëzim



## Reflections from this meeting

