

HUMAN RIGHTS IN ALBANIA, CREATING A CULTURE THROUGH EDUCATION

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Abstract

The Republic of Albania is a parliamentary democracy. Its Constitution contains an extensive catalogue of fundamental rights and freedoms, which are to be guaranteed by the State. In view of the country's European perspective, human rights and protection of minorities play a central role in EU-Albania relations. Although Albania has an adequate legal framework to ensure the respect of human rights, existing legislation and policies are implemented unevenly due to shortcomings in law enforcement and widespread corruption, as well as to the lack of political will. Other human rights problems included enforced disappearances, unlawful killings, torture, domestic violence and discrimination against women, child abuse, and discrimination on the basis of sexual orientation and gender identity.

The present study focuses on the importance of creating a human rights culture through education in order to tackle these problems in Albania. The study argues that human rights can be protected and promoted effectively only if an understanding of, and commitment to, those rights are a part of everyday life for all members of the community. Improving people's understanding of what human rights are, how they are protected appears to be vital to developing a human rights culture. The international community has increasingly expressed consensus on the fundamental contribution of human rights education to the realization of human rights. Improving human rights education in the Albanian context will contribute to the long-term prevention of human rights abuses and violent conflicts, promotion of equality and sustainable development and the enhancement of participation in decision-making processes within a democratic system.

Keywords: human rights, culture, education, Albania

1. INTRODUCTION

Human rights are one of the most discussed issues today in the world. They constitute a concept of paramount value for the mankind in the 21st century. Human rights are rights inherent to all human beings, whatever their nationality, place of residence, sex, national or ethnic origin, color, religion, language, or any other status. Every human being is equally entitled to his human rights without discrimination. These rights are all interrelated, interdependent and indivisible. Human rights are the common values of humankind. They entail both rights and obligations. States

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assume obligations and duties under international law to respect, to protect and to fulfill human rights. Yet success in the protection of human rights depends largely on the public awareness on human rights. The concept of human rights must be absorbed by everybody's mind, which in turn depends on education on human rights.

Education on human rights which, in addition to informing people on the dimensions of these rights, aims at changing the attitudes and behaviors in the society, preventing violations, and constitutes one of the main instruments employed to transform the society, making the democratic culture into a way of life, fostering "free, active and participating citizens".

Thus, protection and implementation of the human rights depends on education of people who will be able to protect and implement them as much as, or even more than just enacting good laws or applying sanction mechanisms. Human rights can be protected and promoted effectively only if an understanding of, and commitment to, those rights are a part of everyday life for all members of the community and for government, the private sector and non-government organizations. Improving people's understanding of what human rights are, how they are protected and what they mean in terms of individual and collective responsibilities appears to be vital to developing a human rights culture.

Albania has an adequate legal framework to ensure the respect of human rights. However, existing legislation and policies are implemented unevenly due to shortcomings in law enforcement and persisting corruption, as well as to the lack of sufficient human and financial resources of central and local government structures. Although not the result of intentional state policy, human rights violations occur. This is particularly the case in fields like prevention of torture and detention conditions, extrajudicial killings, gender equality and domestic violence, fight against discrimination, human trafficking, child protection, disability and social inclusion, and living conditions of the Roma minority.

While there seems to be general support for the notion of human rights in Albania, a thriving culture of human rights is lacking. There is limited understanding and awareness of human rights amongst both young people and the broader community, existing human rights protection mechanisms are rarely accessed and human rights do not form a large part of the Albanian political discourse except in particular issue areas.

This study will shed light upon the situation of human rights education in Albania, observe, investigate and most importantly evaluate human rights education measures and activities with a close focus on human rights norm dissemination, implementation, awareness raise and establishment of a national community culture. Therefore, having identified gaps and weakness, we offer recommendations for a more efficient reforming of education measures and training programs, resulting, ultimately in the creation of a natural embodied culture of human rights in the daily life of Albanian communities, The methods we conduct these research are through text analysis of documents, reports, institutional legal norms, and compare-contrast point per point

the outcomes of the relevant policies and measures to the daily standardization, cultivation and practice of human rights.

2. INTERNATIONAL FRAMEWORK ON HUMAN RIGHTS EDUCATION

Conventions and other instruments relating to human rights that have adopted by various international organizations such as United Nations, Council of Europe and the Organization for Security and Cooperation in Europe (OSCE), place a high importance to the right to education as human right as well as to education on human rights.

A range of international human rights instruments contain provisions relating to education associated with human rights. Today the most influential document used to determine what qualifies as human rights and how to implement these ideas and rights into everyday life is the *Universal Declaration of Human Rights*, adopted by the General Assembly in 1948. To this day the 30 article compilation is seen as “a common standard of achievement for all peoples and all nations”. The Preamble of the Declaration states that every individual and every organ of society, shall strive by teaching and education to promote respect for these rights and freedoms and by progressive measures, national and international, to secure their universal and effective recognition and observance, both among the peoples of Member States themselves and among the peoples of territories under their jurisdiction. Article 29 of the Convention on the Rights of the Child requires states to ensure that children are enabled to develop a respect for their own cultural identity, language and values and for the culture, language and values of others (Murphy, Ruane, 2003).

Human Rights Education was reaffirmed and became an official central concern internationally after the World Conference on Human Rights in 1993. This conference brought the issue of educating formally to the top of many countries’ priority lists and was brought to the attention of the United Nations followed by the approval of the Vienna Declaration and Programme of Action. As the most recent highpoint of these international efforts, two years later the United Nations approved the *Decade for Human Rights Education*, which reformed the aims of application once again. Since the development of the UN Decade, the incorporation of human rights education into formal school curricula has been developed and diversified with the assistance of nongovernmental organizations, intergovernmental organizations, and individuals dedicated to spreading the topic through formal education.

In order to achieve this goal of respect for human rights through education, the human right to education should also be characterized as a right to education in human rights. As a consequence,

countries must take the relevant steps, such as creating teaching materials and integrating them in all curricula required to reach that goal¹.

The “universal culture of human rights” is circumscribed by the following goals:

- (a) strengthening respect for human rights and fundamental freedoms;
- (b) the full development of the human personality and a sense of dignity;
- (c) the promotion of understanding, tolerance, gender equality and friendship among all nations, indigenous peoples and racial, national, ethnic, religious and linguistic groups;
- (d) the enabling of all persons to participate effectively in a free society; and
- (e) the furtherance of the activities of the United Nations for the maintenance of peace.

As a first step toward the attainment of these objectives at the national level the United Nations has called on the member states to establish national committees in order to develop and implement their programs. Education rights are further postulated in Article 13 of the International Covenant on Economic, Social and Cultural Rights, in Article 10 of the Convention on the rights of the Child². All these articles point to the central role of the education in realizing human rights. Education enables human beings to develop personality and self-respect and to participate actively in social life. Based on these definitions and goals of education, the Social Committee of the United Nations sets forth a nation’s obligation to provide education that serves the full development of human personality as a prerequisite for effective protection of human rights through education.

Furthermore, several other treaty bodies have constantly emphasized the significant interdependence between human rights culture and education as a medium to achieve this cultural norm. For instance, in regard to Article 2 of the Social Covenant and the State parties obligations to implement economic, social and cultural rights set forth therein, the Social Committee has declared that educational measures are a fundamental component on the path to accomplishing these rights. In addition, it is interesting that the Social Committee, with regard to legitimacy and justifiability of the provisions, strongly recommends that these rights be part of legal education and training³.

However, despite the UN very broad definition and provisions on human rights, an NGO entitled Human Rights Education Associates (HREA), depicted as the most remarkable international actor in this context, makes a more specific definition of human rights education as activities

¹ Mustapha Mehedi “*The realization of the right to education, including education in human rights*” E/CN.4/Sub.2/1998/10, June 3, 1998

² UN Doc. Res 2200 A (XXI), December 1996

³ See: Committee on Economic, Social and Cultural Rights, paragraph 11 of General Comment No.9 – UN .Doc 12/1999/23

organized with the explicit purpose of forwarding understanding and action related to human rights framework, as contained in the Universal Declaration of Human Rights”⁴

This more narrow-targeted definition has ever since formed the foundation for continuous observations, investigations and evaluations of education activities with a close focus on human rights norm dissemination, implementation, awareness raise and establishment of a national community culture.

Lastly, the importance of human rights education as a method of guarantying implementation and establishment of national culture has been endorsed by the General Assembly of the United Nations in 1998 calling upon all states:

*“...urges all Governments to contribute further to the implementation of the Plan of Action , in particular by establishing, in accordance with national conditions, broadly representative national committees for human rights education responsible for the development of a comprehensive, effective and sustainable national plans of action for human rights education and information, taking into consideration the guidelines for national plans of action for human rights education developed by the Office of the United Nations High Commissioner for Human Rights”*⁵

In pursue of the international treaty framework related to human rights education eminence, we present in the coming part the legal and institutional framework of Albania.

3. LEGAL PROVISIONS ON HUMAN RIGHTS PROMOTION IN ALBANIA

Albania is part of the efforts to promote human rights education undertaken by international organizations of which it is a member. In the national legal system the basis of the human rights education is the Constitution, which contains an extensive catalogue of civil, political, economic, cultural and social rights and fundamental freedoms, which are to be guaranteed by the State. Moreover, Albania has ratified or accessed almost all of the international conventions on human rights in the framework of the UN, International Labour Organization, UNESCO, European Union, and European Council⁶.

⁴ Human Rights Education Associates , Resource Book 2000, P2 – www.hrea.com

⁵ Paragraph 3 of the “United NATIONS Decade for Human Rights Education 1995-2004 and public information in the field of human rights “ , General Assembly Resolution 53/153 (09 December 1998)

⁶ Universal Declaration of Human Rights; International Covenant on Civil and Political Rights; First Optional Protocol to the International Covenant on Civil and Political Rights; Second Optional Protocol to the International Covenant on Civil and Political Rights aiming at the abolition of death penalty; International Covenant on the Economic, Social and Cultural Rights; International Convention on the Elimination of all Forms of Racial Discrimination; International Convention on the Elimination of all Forms of Discrimination Against Women -

In the Republic of Albania the international law enjoys a privileged position in relation to the domestic law. Article 5 of the Constitution has defined the obligation of the Albanian state to enforce the international law. Following this, article 122 of the Constitution has defined that every international agreement ratified by the Parliament becomes part of the domestic law after being published in the Official Gazette. It is enforced directly except the cases when it is not self enforced and its application requires the passing of a law. The international agreement ratified by law is superior over the domestic laws that are not compatible with it. Also the released norms from the international organisations are superior, in cases of conflict over the laws of a country, when in the agreement ratified by the Republic of Albania for the participation in that organisation, is explicitly provided the direct enforcement of the norms extracted from it.

The Constitution covers the basic principles of the protection of human rights and fundamental freedoms. In its Preamble, is stated that *“Albanian people...with the determination to construct the rule of law, democratic and social, to guarantee the freedoms and human rights, with the spirit of tolerance and religious co-existence, with the commitment for the protection of dignity and human personality and for the prosperity of all the nation, with the deep conviction that justice, peace, harmony and cooperation between nations are among the highest values of humanity”*.

In the article 3 of the Constitution it is provided that *“The independence of the state and its territorial integrity, human dignity, the rights and its freedom, social justice, constitutional order, pluralism, national identity and the national heritage, religious co-existence and the coexistence and understanding of the Albanian people with the minorities are the base of this state which has the duty to respect and protect them”*. Nearly ¼ of the articles cover the problems on human rights and institutions which have the direct function of protecting the human rights.

Women and children enjoy a special protection. The compulsory education and the general secondary education in the public schools is free. In the service of protecting human rights, from

CEDAW; Optional Protocol of the Convention on the Elimination of all the Forms of Discrimination against women; Convention on the Children Rights; Optional Protocol of the Convention on the Rights of a Child on the Sale of Children, Children Prostitution and Child Pornography; Optional Protocol of the Convention “ On the Rights of the Child” “ On the Involvement of Children in Armed Conflict” ; Convention on the Protection of the Rights of all Migrant Workers and Members of their Families; International Convention on the Protection of all Persons from Enforcement Disappearance; Geneva Conventions; Roma Statute on the International Criminal Court; United Nations Conventions on the Rights of Persons with Disabilities. Also the state of Albania is a party in the European Convention “On the Protection of Human Rights and Fundamental Freedoms”; Protocols 1, 2, 3,4, 5, 6, 7, 8, 11, 12, 13, 14 of this Convention; the Framework Convention “For the Protection of National Minorities”; “European Social Charter” European Convention for the Prevention of Torture and Inhuman or Degrading Treatment or Punishment, and other Conventions of the European Council.

the Albanian Parliament, Council of Ministers or other public institutions, are approved a corpus of normative acts, which aim the guarantee and the protection of human rights⁷.

Several institutions have direct function in ensuring protection of human rights, such as the Ombudsman whom has the right to make recommendations and to propose measures whenever it notices violations of human rights and freedoms from the public administration. The State Committee of Minorities, the Inter-ministerial Committee on Roma Affairs, the Committee of War against Human Beings Trafficking, the National Task Force against Trafficking, the National Council of Gender Equality, the National Council on Disabilities Affairs and National Agency for the Protection of Children Rights

4. INVESTIGATING EFFORTS ON RAISING AWARENESS ABOUT HUMAN RIGHTS

The measures taken from the state authorities and agencies, the juridical subjects and non-profit organisations in promoting the human rights and fundamental freedoms at national level mainly consist in: seminars, trainings, translation of convention, publications, advertisements, awareness campaigns, etc. Statistics of Public Administration Department near the Ministry of Interior declare that during the period of years 2003–2010 are trained for issues on the human rights and fundamental freedoms, in all 1105 public administration employees. The issues covered in these trainings/seminars focused on: i) gender affiliation; ii) respect of the minorities rights; iii) gender

⁷Some of these acts are: Penal Code (1995- amended); Criminal Procedure Code (1995- amended); Civil Code (1994- amended); Civil Procedure Code (1995- amended); Labour Code (1995- amended); Administrative Procedure Code (1999); Family Law (2003), Electoral Code (2008); Law “ On the Statute of the persons with disabilities”(1994); Law on the Undergraduate Educational System (1995); Law “On the Status of Orphan” (1996); Law “ On the Status of Blind People” 1996; Law “On the Right of Gathering” (1996); Law for the Press (1997); Law “On the Radio and Television Public and Private” (1998); Law on the Rights and Treatment of Sentenced to Imprisonment (1998- amended); Law on the Execution of Criminal Decisions (1998), amended with the law no.10024, dated 27.11.2008; Law “On the Asylum in the Republic of Albania” (1998-amended); Law “On the Ombudsman” (1999- amended); Law on the Political Parties (2000); Law “On the Function of Judicial Police” (2000-amended); Law “On the Organization and Functioning of Prosecution in the Republic of Albania” (2001-amended); Law “On the Organisation and Functioning of the Ministry of Justice” (2001- amended); Law “On the Education and Professional Education in the Republic of Albania” (2002); Law “On the Profession of the Lawyer” (2003- amended); Law “On the Protection of the Witnesses and Collaborators of Justice Collaborators” (2009)⁷; Law “On the Economic Assistance and Social Services”(2005), (amended); Law “On the Measures against the Violence in the Family”(2006); Law “On the State Police”(2007), Law “On the Adoption Procedures and the Albanian Adoption Committee”(2010)⁷; Law “On the Functioning of Judicial Power (2008); Law “ On the Service of the Private Bailiff”(2008); Law “On the Service of Internal Control in the Ministry of Interior”(2008); Law “On the Protection of Personal Data” (2008); Law “For the Foreigners” (2008); Law “ For the Prison Police” (2008); Law “On Legal Assistance” (2008); Law “ For the Prevention and Control of HIV/AIDS-“ (2008); Law “ On Gender Equality in Society” (2008); Law “On the Public Health” (2009), Law “For the Civil Registry Office” (2009); Law “For the Protection of Discrimination” (2010); Law “On the Rights of Child ”(2010); Law no.10295, dated 1.7.2010 “On Forgiveness”; Law no.10385, dated 24.2.2011 “On the Mediation in the Solution of Disputes” (which has abolished law no. 9090, dated 26.6.2003); Law no. 10428, dated 2.6.2011 “On the Private International Law”.

politics and EU; iv) social politics and EU; v) implementation of law for foreigners; vi) migration and EU directives; vii) offering of service of re integration for emigrants; viii) offering the service for the persons with disabilities etc⁸.

The participants in these trainings are representatives of public administration institutions at central and local level. For the period 2005 – 2010, from the trainings on the human rights have benefited 1403 police employee⁹. The main topics of these trainings were: i) The protection of human rights; ii) The protection of child rights; and iii) Violence in family.

State Police General Directorate in cooperation with other institutions and different non-profit organisations have initiated and held meetings at technical level, which have concluded with signing of agreements of cooperation or even the drafting of action-plans with main direction the protection of human rights and fundamental freedoms in general, and women and children in particular. In framework of the promotion of human rights and fundamental freedoms, structures of state police at central and local level, have organized in collaboration with media a number of programs or awareness chronicles.

Another form of promotion is even the treatment of core documents of human rights in school curricula. In function of this educational strategy, the Department for Police Training in Police State General Directorate, has included in school curricula of Police School documents such as: Universal Declaration on Human Rights; National Convention on Economic, Social and Cultural Rights; National Convention on Civil and Political Rights; European Conventions on Human Rights, Convention on Prevention of Torture and Inhuman and Degrading Treatments, etc. The topics treated in the educational program that this department hold focus on matters that are related to: enforcement of law; code of conduct and police ethics; the principles of policing in democracy; respect of human rights; and persons that are deprived from freedom during the State Police activity such as the persons under custody, or those detained in the police areas; diversity awareness; treatment of disputes and the solution of conflicts; policing in community and the prevention of crimes, violence in family, etc.

A very positive practice in the framework of human rights and freedoms is followed even by the Ministry of Labour Social Affairs and Equal Opportunities. Besides the trainings led by employees of its administration, a good job is done with the drafting of brochures (accompanied with explaining foreword) in Albanian language of the most important international conventions.

A special place in these programs is occupied by the rubrics related to the national and linguistic minorities of the country, closely conveying the activities on history, culture, folk and traditions of national Greek, Macedonian, Montenegrin minorities and linguistic minorities of Vlach and

⁸ United Nations International Human Rights Instruments “Common Core document forming part of the reports of States parties Albania 28 March 2012

⁹ Ibid.

Roma. In its terrestrial programs, Albanian Radio and Television has dedicated a special importance to the promotion of human rights and freedoms in Albania, their accompanying problems, by stressing the search of solutions for achieving higher standards. In this framework, an important part has played even the treatment of characteristics of the communities of national minorities in Albania, their actual social positions problems, the relations of communications with them, and the search of ways, possibilities and more effective alternatives for their integration in society.

5. NON CONSOLIDATION OF HUMAN RIGHTS CULTURE

The awareness of citizens regarding domestic laws and the European Convention on Human Rights (ECHR) remains low. Nevertheless, the ECHR is considered to be the most important and secure legal instrument to guarantee human rights protection and reinstatement of violated rights. Up to now, the European Court has delivered 33 judgments where Albania has been declared guilty of violation of the European Convention and related protocols. Most cases were related to property and fair trial standards¹⁰.

Although Albania has a legal framework for the promotion and protection of human rights, there is a barrier with weak implementation of the laws and inadequate functioning of the human rights protection mechanisms. Discrimination against members of minority groups like Roma and Egyptians and vulnerable communities is widespread. Roma and Egyptians face serious social and economic difficulties. The National Strategy for the Improvement of the Living Conditions of the Roma Community was adopted in 2003, but the implementation remains weak.¹¹ In March 2009, an inter-ministerial working group for the implementation of the strategy was established. In October 2009, the government adopted the Roma Decade Action Plan, specifying goals towards improvement of the situation for the Roma community in the country. There are no complete and reliable statistics on the number of the Roma in the country and, despite disapproval from nationalist groups, the Albanian government introduced questions about ethnic identity into the national census of 2011. Roma and Egyptians continue to face serious social and economic difficulties, with higher unemployment rates than the rest of the population and extremely difficult living conditions.

5.1 HUMAN RIGHTS PROMOTION VIA EDUCATION

“Where, after all, do universal human rights begin? In small places, close to home - so close and so small that they cannot be seen on any maps of the world. Yet they are the world of the individual person; the neighborhood he lives in; the school or college he attends; the factory, farm, or office where he works. Such are the places where every man, woman, and child seeks equal justice, equal opportunity, equal dignity without discrimination. Unless these rights have

¹⁰ Civil Rights Defenders (2012) Country reports, *Human rights in Albania*

¹¹ Ibid.

meaning there, they have little meaning anywhere. Without concerted citizen action to uphold them close to home, we shall look in vain for progress in the larger world.” Eleanor Roosevelt

The Albanian government has declared that the education system aims simultaneously to achieve and guarantee the promotion and protection of human rights as well as their education. The basic legal framework is designed to abolish any discrimination, based on race, ethnicity and religion. The Albanian Ministry of Education has enacted different bylaws to guide its subordinate institutions in defining and realizing educational policies to support the education of marginalized groups of children (*Roma, Egyptian, disabled and isolated children*) and to provide special training for teachers working with students of these layers. However, unfortunately, this theoretical strategy has not been fully implemented. Indeed, the minority groups have been offered education for free but they have been enrolled to the same massive classes not to separate classes with teachers tailored to their needs. So that said, teachers of these ethnic minorities like the Roma and Egyptians do not have any special training or expertise with regard to these students' culture. Moreover, as long as these students attend the same general over massive public schools there is no guarantee of equal teaching service provided to them.

Moreover, the National Strategy for Development and Integration which contains the essential normative acts for the protection of human rights, has facilitated the registration of Roma children in schools, in connection with the necessary documentation for their enrolment in educational institutions. Particular attention is paid to education agendas for the Roma community, through the planning of specific quotas for their enrolment in higher education institutions. In this context, Albania has shown special care for the continuous education of national minorities, while considering their right to education in their native language, as one of the basic elements of their national identity¹².

Unfortunately, although appealing this theoretical provision might seem, there are no testimonials that this is truly carried out in practice. There is no Language Department with a narrow profile on ethnic identity preservation of Roma or Egyptian community. Hence, given the fact that there is no legible sub department at any university in Albania to equip and prepare prospective experts on any ethnic minority cultures like the Rome and Egyptian , the written provisions of the ministry of education will never be able to concretely promote this education right in the ethnic language and culture. In order for this provision to be effective in the future, a department on language and culture should be initiated by the Ministry of Education. Once, perspective teachers graduate from these academic programs, then, we can proclaim that the national strategy on promotion of human rights for vulnerable and minority groups is working practically.

¹² Pursuant to the Law on University Education, Article 10, the national minorities school-children (Greek, and Macedonian) do follow the school programs/curricula's (*history and culture*) in their own language.

As far as the category of children which represent a vulnerable group with certain and special needs is concerned, the right to education is not only being seen as a priority and guaranteed, but even offered free of charge. Also, vocational training is provided for students with disabilities. Specialized centers have been organized in order to provide courses, where young people with physical disabilities have been involved in training and after have found an employment in professional activities which are appropriate for them. In addition, the right to education was offered to all citizens who are kept as detainees in prison /detention based on the Memorandum of Cooperation between the Ministry of Education and Ministry of Justice signed on 5th December 2008. The Education of foreign citizens' children in our country is guaranteed by Article 11, section 11.2 of the Law 7952 dated June 21, 1995. "Pre-university Education System", amended by Law Nr.8387, dated July 30, 1998, which stipulates: "The right of foreigners to be admitted to the public educational institutions of the Republic of Albania is determined by normative acts of the Education Ministry".

The right to education is known as a universal right and the possibility of the equal access to education and training. This is in the focus of education development agendas, which were made in accordance with international educational trends and developments as well as considering national, socio-economic and demographic features of Albania. However, despite the fact that the Constitution of the Republic of Albania and all the national legislation which regulates the issue of education and training, provide for the right application of the principle of equality in a legal, ethnic, racial and religious context, there are visually measured indicators which prove the mal-functioning of this principle. As residents of Albania, we witness daily the dramatic accelerating number of street children mostly begging or working along street like washing cars. Strikingly, they belong predominantly to ethnic groups like Roma and/or Egyptian community in Albania. Apart from being exploited for labor earnings by their families, a great number of them fall victims of trafficking to neighboring countries or further Western Europe. Also, some of these children become pray and victims of illegal organs transplantations.

Hence, this entire dark picture reveals the very low level of implementation of these national strategy measures. Furthermore, it needs a lot of efforts to be done with absorption of these children, convincing their families on the importance of school attendance, at least the compulsory nine schooling years. Otherwise, we cannot talk about success on promotion of human rights, like the right to education in itself, as long as these vulnerable target groups are left outside the system itself which guarantees human rights norm. Consequently, in order to respect and implement in reality the principle of equality, programs are needed first to insure the vulnerable groups 'participation in the educational system as a basic backbone to human rights indoctrination and cultivation.

Moreover, based on local reporting and international surveys the situation of quality education in remote northeastern areas is very disapproving and obscure. Unfortunately, due to geographical obstacles in these mountainous rural zones, deteriorating climatic conditions in winter, and

security dilemma for distant collective schools assigned for several villages do not encourage the school attendance. In addition, these remote areas are facing drastic demographic changes due to massive migration to the capital city; there is a remaining sparse density of population thus schools have been made redundant. Therefore, the schools once at the doorstep of the village have been closed altering the system towards having one collective school encompassing several remote villages of rare density of population.

Related to successful implementation of the National Strategy of Development and Equality in Education, here we are confronted with an obvious discrepancy of the theoretical norm which takes for granted on principle the fulfillment and concrete realization of the strategy at a uniform national scale. From the above analysis it is mostly convincing that these children living in remote northeastern region of Albania, not only they are not exposed to human rights education, but, instead, they are deprived even of one their basic human rights – the right to be educated equally as their peers at other urban or favorable rural areas, In other words, these minors from age 6-15 due to non availability of the educational service , will lack the contemporary sufficient knowledge on core issues related with legal tools to defend their rights, the relevant national and international bodies and institutions to turn to for protection and assistance. As a consequence, these minors lacking the information on core human rights will ultimately fall victims of domestic violence, child labor exploitation , juvenile crime, prey of national and international criminal network like child trafficking for sexual exploitation , for organs transplantation etc.

As a conclusion, while investigating and analyzing issues related to a national platform providing human rights education, the next step to be considered seriously is the monitoring and measurement of these theoretical directives into real ground. Taking for granted that the theoretical standards are implemented at the same quality scale at the national level is a pure speculation and irresponsibility. The painful chronicle of the remote highland areas all over Albania testimony that not only human rights education and its promotion does not exist, but, even worse more dramatically these vulnerable groups of minors of compulsory education age, ethnic minorities altogether has been denied and deprived access to any educational services at all.

Human rights and the issue of fundamental freedoms of the individual are being taught in the pre-university education within the framework of the Civic Education classes, which is part of the basic school programs in the high school as well as in higher education. The Human Rights promotion and their implementing is also a kind of approach which has been reflected in the teaching and training methodology. The Civic Education classes are being taught from the first to the ninth grade. In lower secondary education, human Rights issues are part of the Civic Education classes and in concrete terms, the 10th and 11th grades. They are also part of the school core curricula's as regards the basic education levels as well the high school level.

The main purpose of the subject is to help them understand the rights and responsibilities of individuals in a democratic society in the context of the overall progress of democracy in the country. Understanding the volume of their rights and responsibilities enables the preparation of citizens, to participate actively in the political, economic, social and cultural life of the country.

The subject of Civic Education is organized into four main aspects which match with the dimensions of Human Rights: the political, economic, social and cultural aspect.

In thematic terms, the topic "The individual and society", addresses the rights and obligations, and this constitutes one of the main topics of the subject. This program runs from the first grade to the ninth one. In upper secondary education, the subject of Civic Education/Civic Citizen, students mainly learn the legal aspects of Human Rights, in the context of their international level, European level as well as their meaning in the national framework.

The development of certain skills namely the aspect of critical thinking, creative one and the ability to solve problems are methods which help the school-children to learn better the importance of human rights promotion and protection. In this vein, some specific skills such as the ability to cooperate, the communication's skills, the ability to resolve conflicts, as well as to negotiate and debate, are being seen as essential to help the children to better understand and respect Human Rights.

5.2 HUMAN RIGHTS IN THE HIGHER EDUCATION CURRICULA 'S

The Curricula of the public higher education are always designed based, in the National Strategy for Development and Integration and the legal framework which contains the essential normative acts for the protection of Human Rights. In this vein, the respective data of the last year are being seen as a clear indication of the promotion of democratic standards through the better understanding and education of the protection and respect for the human rights of every citizen.

This academic year, 2011-2012, is worth mentioning the first cycle of programs for studies "Bachelor" (full time) and part as: "Children and Family issues", "Administration of Social Affairs." "Civic Education" or the "Administration and Social Work", programs which help prepare students for a better future in their professional life. These programs are focused on services for citizens, or they address the different social problematic, but in their essence they all are linked with the topic of the protection and promotion of Human Rights.

6. CONCLUSIONS

Eversince, the Conference on Human Rights in 1993, Human Rights Education became an authorised concern at the international scale. This conference highlighted and placed the issue of formal education to the top of many countries' priority lists. Soon afterwards in 1995 the United Nations launched the reform known as the *Decade for Human Rights Education* . This global

awareness enterprise called for incorporation of human rights education into formal school curricula being assisted by nongovernmental organizations, intergovernmental organizations, and individuals through dissemination of human rights issues via formal education. Our study explored and described the legal framework, the institutional interdependence operating under the umbrella of an international legal framework. In brief, the tools and mechanisms provided by the Constitution of Albania, the Ombudsman as a constitutional institution for the Protection of Human Rights and the Office of National Coordinator for the War against Human Trafficking aim all at the supervision and coordination of government and nongovernment actions at the regional level and individual one. Nonetheless, the most fundamental form of human rights promotion remains schooling education,

Our research examined and commented the theoretical framework and measures taken by the Ministry of Education through the enactment of many bylaws designed to abolish any discrimination based on race, ethnicity and religion. In particular, there have been approved laws which guide the subordinate institutions in defining and realizing educational policies to support the education of marginalized groups of children like the Egyptian and Roma Community. Accordingly, there are tailored programs to train teachers dealing with these ethnic groups.

However, the real picture of street children begging all over the streets of Tirana and Durrës proves the low implementation scale of this 'benign' educational instrument. The age dimension of the targeted children is between 10-15 years old. They belong to special ethnic groups like: Roma community, mixed races, gypsy and a limited number to white people. According to children's claims this phenomenon happens due to very low economic state of their families¹³.

This painful phenomenon reflects the inconsiderable frequency of school attendance by these vulnerable groups, thus demonstrating the non-functioning of the educational framework.

Consequently, these most fragile groups have been deprived of the access to information on their human rights, freedoms, equality of chances. In addition, not being informed on the national institutions and international bodies that promote and protect their basic rights to life, education, freedom of speech and many others, exposes these minors to grave risks for their lives. Undisputedly, these street begging children, having abandoned school have already become a prey of juvenile international criminal network, child trafficking for sexual exploitation or worse being slaughtered for illegal organ transplantations.

Therefore, the Ministry of Education should take into consideration and admit that the National Development Strategy for ethnic minorities has not been successful so far. Instead, the ministry in coordination with other actors like civil society should come up with an Ad Hoc Action Plan

¹³ State of the World's Street Children-Violence" www.streetchildren.org.uk Retrieved 2008-02-05)

to have a higher enrollment of Roma and Egyptian community children attending the compulsory 9 year public education. This action plan should be tailored to the lifestyle, family features of these communities, to the economic needs and drawback which lead to school abundance minors job exploitation. Some economic assistance conjoint with the more raising awareness programs will, hopefully, increase chances of inclusion into school activities of these targeted groups. Therefore, only by making as its main goal the overall comprehensive integration of all minority groups could be maintained afterwards a promotion of their human right through education, once education in itself has been guaranteed as a first right,

Unfortunately, other convincing evidence of the discrepancies related to human rights promotion through education is again the non-availability of primary and elementary schools in the remote northeastern region of Albania. Taking stock from the analysis in the body of this research, due to scarce population because of demographic movement towards the capital city, -Tirana- several primary schools have had to shut down. Rightly, the ministry could not afford to maintain schools with very limited number of students even at the bottom level of 5 students in total. These remote villages were obliged to bring their children to a central regional elementary school, hence, the children have to commute every morning in scorching summer or freezing winter. Moreover, they have to guarantee transport by themselves which imposes further economic constraints for most of these remaining families in remote areas live at the minimum substantial living standards.

What the government should do is to convey special economic programs, to subsidize the transportation cost from the remote villages to the central regional collective school. In addition, giving the resisting conservative values of these traditional highlanders on issues relate to the code of honor, security measures should be considered seriously when dealing with the daily commuting of these minors for educational purposes. Finally, only by persisting in the massive enrollment in schools programs of all targeted community, the theoretical curricula will be successfully carried out in practice. Only by ensuring the implementation of the national framework simultaneously in compliance with the international treaties, will indeed be created a human rights culture through education.

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