

**MINISTRY OF EDUCATION AND SCIENCE OF ALBANIA
INSTITUTE OF PEDAGOGICAL STUDIES
UNICEF
INTERNATIONAL INSTITUTE FOR GLOBAL EDUCATION,
UNIVERSITY OF TORONTO**

GLOBAL EDUCATION PROJECT

EVALUATION REPORT FOR SECOND PHASE

AUTHOR:

CAROLYNE ASHTON

CONTRIBUTORS:

STAVRI LLAMBIRI

ASTRIT DAUTAJ

AURORA BUSHATI

TIRANA, ALBANIA

NOVEMBER 2000

Table of Contents	Page
Executive Summary.....	4
Methodology.....	7
1. Section One: Global Education in the Albanian Education System	9
1.1. Status of the Educational System in Albania.....	10
1.2. Global Education: A Description.....	12
1.2.1 Rationale.....	12
1.2.2 Philosophy of Global Education.....	12
1.2.3 Priorities for Phase One.....	13
1.2.4 Priorities for Phase Two.....	14
1.2.5 Phase One Project Outcomes	14
2. Section Two: Planning and Implementation of Phases One and Two.....	16
2.1 Participants and Partners in the Project.....	17
2.2 Planning and Implementation.....	17
2.3 The Role of the Core Team.....	20
2.4 Curriculum Development Process – Activity Modules.....	20
2.5 Training of Teachers.....	21
2.6 Implementation.....	21
2.7 Evaluation.....	22
3. Section Three: Findings.....	24
3.1 Summary of Main Findings in Phase Two.....	25
3.1.1 Pupils.....	25
3.1.2 Teachers.....	25
3.1.3 Teacher Training.....	26
3.1.4 Resources.....	26
3.1.5 Systems Change.....	26
3.2 Description of the Main Findings in Phase Two Evaluation.....	28
3.2.1 Pupils.....	28
3.2.2 Teachers.....	30
3.2.3 Teacher Training: Past, Present, and Future.....	34
3.2.4 Principals Provide Support.....	35
3.2.5 Global Education and the Curriculum Reform Initiative.....	36
3.2.6 School and Community Relations Improve.....	36
3.2.7 Parent Involvement Grows.....	37
3.2.8 Resources Needed.....	38
3.2.9 Evaluator’s Notes on Classroom Observation.....	38
3.2.10 Core Team.....	39
3.2.11 The Role of the Ministry of Education and the IPS.....	44
3.2.12 UNICEF’s Role.....	46
3.2.13 Budget Analysis.....	47
3.2.14 Conclusion.....	48

3.3 Recommendations.....	49
3.3.1 Curriculum Development.....	49
3.3.2 Training.....	49
3.3.3 Resource Development.....	50
3.3.4 Public Education.....	50
3.3.5 Evaluation.....	51
3.3.6 Capacity Building.....	51
3.3.7 Systems Change.....	52

Appendices:

A. Budget	53
B. Protocols for Assessment During Phase Two Completed by Participants During Implementation – February-May 2000.....	57
C. Protocols for Semi-Structured Interviews Administered During Evaluation Report Development, November 2000.....	68
D. Core Team Members and Participating Schools.....	74
E. List of Global Education Curriculum Activities.....	77
F. Matrices of Activities and Global Education Dimensions.....	82
G. Subject Activity Examples.....	91

Executive Summary

This report presents an evaluation of the Global Education Project being implemented in the Albanian education system as a component of an overall effort in education reform. The project began in 1997 and a preparatory period and two phases were completed as of June 2000. UNICEF's office in Tirana, Albania provided financial and administrative support for this project and funded the evaluation. The Albanian Ministry of Education, Institute for Pedagogical Studies (IPS), and the International Institute for Global Education (IIGE), University of Toronto were partners with UNICEF in this project.

The evaluation included a review and assessment of an internal evaluation conducted on Phase One of the project as well as assessment of Phase Two. The methodology for the research was primarily qualitative analysis. An external evaluator conducted the evaluation with support from the partners in the project.

The purpose of the Global Education curriculum is to combine a group process teaching methodology with a philosophy of education that involves the pupil in his/her own learning and promotes a systemic view of learning. In Albania, the project has been implemented by developing "activities" that can be conducted during one class period. These activities are designed to meet the objectives of the curricula in math, knowledge of nature, Albanian language, civic education, and history/geography. The activities not only address a specific subject's objectives, e.g., parts of speech in language, but also provide pupils with the opportunity to engage in dialogue about broader topics such as the environment or health through exercises that allow them to practice the application of their learning in the "real" world. Through Phase Two, the project was implemented in eight educational districts in 10 schools. Eighty-eight teachers were trained and 5,100 pupils took part in Global Education activities.

The findings show that after three years the project is having a positive impact on the participating pupils and other stakeholders. The findings are summarized in Section Three. Highlights include:

Pupils

1. There was evidence of qualitative change in areas such as class participation, improved problem solving skills, increased tolerance for difference, improved self-esteem, and anecdotal evidence of improved academic performance.
2. Academically weaker pupils increased their class participation and their learning of subject objectives.
3. Pupils were participating in school and community improvement activities and reported that relationships with other family members were improving.

Teachers

1. Teachers expressed a high degree of satisfaction and comfort with the group process methods of teaching. They described their role as that of a facilitator and co-learner and not as a lecturer simply imparting information.
2. Teachers found the Global Education Project more time consuming than the more traditional model of the past, but all reported that this method is much more effective in keeping pupils engaged in the learning process.

3. A Core Team developed activities, and teachers implemented them as developed. Some teachers were comfortable with tailoring the activities but further integration is needed for teachers to build the capacity for developing their own activities.
4. The training was considered very effective in laying the groundwork for the success of this project. All stakeholders expressed the desire for more advanced training and a training of trainers model to be implemented.
5. Resources for the activities were somewhat adequate and teachers, pupils and students were resourceful in finding them, however, all expressed the need for more technological and reference resources to ensure continued improvement of the project.

Systems Change

1. The Principals, Education District Directors, the Ministry of Education and the Institute for Pedagogical Studies all strongly supported the implementation of the project. Principals and District Directors were promoting in-service training within their regions, and the IPS provides time for their staff on the Core Team to develop the activities and provide support to teachers who were implementing the project.
2. The project appeared to strengthen the curriculum reform effort in the Albanian education system.
3. School and community relations appeared to improve as a result of the project.
4. UNICEF was seen as essential to the present state of achievement of the project.

Section 3.3 of the report contains a set of recommendations from the evaluator that are based upon the findings. These recommendations are to be reviewed and discussed by the stakeholders who have decision-making responsibility for the continuation of the Global Education Project. Some of the more important recommendations include:

Curriculum Development

1. Improve further the Core Team' capacity to develop high caliber activities.
2. The effects of this project on overall curriculum reform should be studied and integrated where possible.

Training

1. Improve the quality of implementation of Global Education and increase the capacity of Albanian teachers to train their colleagues while maintaining the integrity of the training design provided by the IIGE by offering advanced training and a training of trainers.

Resource Development

1. Improve reference materials and technological support, including the provision of computers and photocopiers to the current Global Education schools and for use by the Core Team at the IPS. They feel this method is much more effective in keeping pupils engaged in the learning process.

Public Education

1. Several efforts are recommended to increase the visibility and nation-wide support for implementation of this project, including public relations materials, videos, and a national conference.

Evaluation

1. Review and revise all evaluation instruments and processes to provide for a more thorough and reliable ongoing assessment of this project. Integrate evaluation as a planning tool throughout the project.

Capacity Building

1. In order to increase capacity to model the program in Albania, the Core Team and selected others should visit the Global Education program in Toronto early in 2001.
2. Integrate Global Education as a part of pre-service teacher training at the teaching universities.

Systems Change

1. In early 2001, begin developing a strategic plan that will ultimately lead to the Albanian education system taking full ownership of this project over the next several years. Increase stakeholder involvement at all levels, with an ultimate goal being the evolution of the "Global Education School," not limited to the Global Education curriculum, but changing the norms of the Albanian education system. This shift is compatible with the proposed education reform.

Review of the budget showed that, to date, the project was highly cost effective, costing approximately \$16 per pupil through Phase Two. There will be a budget increase for Phase Three if the recommendations for supply of computers and other equipment and materials for the present 14 schools and the IPS are followed. However, the cost per student will continue to be on the low end of curriculum costs at \$33 per pupil as compared to an average cost of \$253 per pupil for comparable curricula. As the number of schools, teachers, and pupils participating in this project continue to expand, these initial, likely one-time costs will ultimately be absorbed in the expansion. This expenditure should make a significant contribution to the capacity to expand and to the quality of the project.

Overall, the Global Education Project as implemented in the Albanian education system was found to be very effective and was found to be accomplishing the outcomes set forth in the curriculum. As with any project which involves long-term change in attitudes and behaviors, it will be a few more years before the depth of change can be measured. An improved assessment process will allow for validation continued change or lack thereof. At this point, all indicators point to the continued success of the project if some level of UNICEF support continues for a few more years and the capacity of Albanians to take over and absorb the project into their education system continues to grow.

Methodology

This report was prepared for UNICEF and its partners in the Global Education project in Albania. The report was compiled by an evaluation team consisting of an external evaluator assisted by two members of the Global Education Core Team from the Institute of Pedagogical Studies, Stavri Llambiri and Astrit Dautaj, and Aurora Bushati, UNICEF's program manager for the Global Education Project. The report incorporates the findings and recommendations from the Phase One internal evaluation conducted by the members of the Core Team from the Albanian Ministry of Education's Institute for Pedagogical Studies. The evaluation for Phase Two was designed to assess the accuracy of the Phase One report and review and integrate the report's findings into the Phase Two report. The findings in the evaluation of Phase Two confirm the findings in the Phase One report and build on that document. This Phase Two report also includes a budget analysis (Section 3.2.13 and Appendix A.) The interview protocols conducted by the external evaluator covered the period 1997 through May 2000.

During the course of Phase Two, the Core Team was responsible for administering a set of questionnaires and interviews to teachers, pupils, principals and district inspectors. They were also responsible along with teachers' peers for completing observation forms during actual implementation of Global Education sessions. The Global Education teachers completed journals that described their feelings and observations before and after conducting Global Education activities. This data was collected at the IPS and ready for review by the external evaluator at the end of Phase Two. (See Appendix B) The data available for analysis included:

1. Teacher Interviews (oral) Before and After Field Tests of the new activities added in Phase Two. (7 pre and 4 post interviews were available for analysis.)
2. Teacher Questionnaires (written) Before and After the Field Test period for new activities. (7 pre and post questionnaires were available for analysis.)
3. Teacher Feedback Sheets completed after implementation of each Global Education Activity. (544 feedback sheets were available for analysis – 52 were reviewed.)
4. Pupil Feedback Sheets were completed by approximately five pupils who participated in each activity. (2199 feedback sheets were available for analysis – 219 were reviewed.)
5. Checklist for Observing a Lesson completed by Core Team members and teaching peers during a Global Education activity. (555 were available for analysis – 55 were reviewed.)
6. There were also 47 "journals" collected that included teachers' reflections on the practice of Global Education in their classrooms.

All forms were completed in Albanian. The external evaluator was non-Albanian speaking, and had the services of a translator. The four pre and post forms were analyzed completely. It was decided that due to the time frame allotted for completion of the evaluation report and the amount of time it would take to translate all documents ten percent of the teacher feedback sheets, pupil feedback sheets and observations forms would be translated and analyzed. The evaluation team felt this percentage would give a fair assessment of the data. The translator was also trained by the evaluator in how to analyze the data.

Further, the external evaluator, with assistance from Mr. Llambiri and Mr. Dautaj, developed a set of semi-structured interview questions for pupils, non-Global Education teachers, Global Education teachers, principals, educational district inspectors, and most of the Core Team members. (See Appendix C) The interviews were conducted at four schools visited by the external evaluator. Three of these visits also included observation of a Global Education class and a non-Global Education class (two of each in Albanian Language and one of each in mathematics. Mr. Llambiri, Mr. Dautaj, and Ms. Bushati arranged these visits. The schools were chosen based upon proximity to Tirana. The schools included: Dora D'Istria school and Ramazah Jarani school in Tirana, Xhafer Kongoli school in Elbasan, and Kushtrimi i Lirise school in Durres. Unstructured interviews were also conducted with the Director for Primary Education at the Albanian Ministry of Education, the Director of the Institute for Pedagogical Studies, and staff of the University Aleksander Xhuvani in Elbasan.

The Albanian evaluation team members provided assistance in developing matrices that diagramed activities, numbers of schools, pupils, and teachers involved in the project, budget review and analysis, and review of the report for accuracy. They, along with UNICEF staff, made available to the external evaluator English versions of all written documentation on the project including reports to the International Institute for Global Education in Toronto, Canada, internal reporting and summarizing documents, and all financial data on the project.

The data reviewed for this report is mainly qualitative, thus a narrative analysis method was used. The narrative analysis looked for themes and common threads among the various sources of data to develop this report. The evaluator was able to convert some of the data to quantitative format for reporting. Some descriptive materials were repeated from the Introduction of the Phase One report such as Section One, which includes the description of the Albanian education system and the basic description of the Global Education philosophy and methodology. The planning and implementation section of the Phase One report is synopsised in Section Two of this report. Appropriate materials and data from the Phase One period were added to this Phase Two report.

SECTION ONE:

GLOBAL EDUCATION IN THE ALBANIAN EDUCATION SYSTEM

1.1. THE STATUS OF THE EDUCATIONAL SYSTEM IN ALBANIA

The vigorous and qualitative cultural, political, social and economic transformations of the last ten years set new, multi-faceted tasks for the Albanian people and the Albanian school. Many steps were taken to resolve numerous problems in education and make schools capable of responding to varied changes and the needs of individuals, groups and society as a whole at present and in the long term.

Over the past few years, efforts were made to lay down guidelines for a new educational reform aimed addressing and improving the quality of the whole Albanian educational system. In general lines, the reform tends to focus on three related aspects:

Legislative-administrative field: In the legislative-administrative field the objective is to put in place a legal framework for the establishment and development of the democratic school. It consists in decentralization and in the enhancement of local initiative, the strengthening of links of the school with community, the increased level of participation of all school partners, that is, teachers, pupils, parents and community in decision-making and in the activity of the school.

Curricula: In the arena of curricula the objective is to enact reform of the content of the pre-university educational system. The content of all school subjects will go through a process of revision, and improvement, while new curricula will be prepared. This will make the school and the whole educational system more responsive to the actual short-term and long-term needs of the society. According to the new vision for democratic change in school, the decentralization of control of curriculum content and delivery should be intensified and the role of local authorities and schools should be enhanced, so that they are in a position to adjust the educational process to better meet the concrete conditions and needs of districts and schools.

Improvement of the quality of human resources: In view of the central role of human resources in general, and the teachers in particular, in applying the new curricula and in democratizing the learning/teaching process, capacity building is among the absolute priorities of the reform.

The chaotic economic, political and social situation has hampered, or at least unfavorably influenced the process of agreeing upon a strategy for renovation of curricula and teaching methods. The changes that were made in the arena of curricula or in regard to teacher training were partial, and sporadic; they were not an outcome of clear strategic objectives at a national, local and school level.

Numerous efforts have been made at all levels of education to bring about positive changes, but in practice these efforts have not affected the whole system. There has been a lack of a systemic analysis of the whole Albanian educational system. During the recent years, the educational policy has not been able to design and produce qualitative changes.

Some pupils and their families seem to have lost motivation for schooling. They find it difficult to discern the links between schooling and the future life of children. As well, current curricula

pay little, if any, attention to the future of the pupils and of the society. The future is not given appropriate attention in the activities of the teachers and pupils in the classrooms and school.

Many teachers, especially in rural areas of the country, lack adequate education, or have only partial training and are thus often unable to realize the objectives of curricula, cross-curricular and extra-curricular dimensions of schooling. The system of training teachers has not functioned well. Teacher training has been so far dictated by objectives determined by separate projects; training has not been organized on the basis of strategic and long-term programs. The aim of training courses has been to fill particular gaps in preparation of a limited number of teachers. Despite their significance, these courses have not had any impact on the systematic preparation of teachers, which would have helped teachers to expand their worldview and achieve a better integration of school subjects.

Many schools, especially in rural areas, lack necessary equipment. They also have a large number of pupils in their classes (sometimes 40-45 pupils) due to the internal migration of the population. The schools and local authorities have been unable to cope with this wave of migration.

In reality, program undertakings in the fields of curricula, teaching and learning methods have not succeeded in creating an educational system in service of an increasingly interdependent and fast-changing society and world.

Despite the aforementioned shortcomings and difficulties at all levels of the educational system, there has been no lack of will and effort to bring about qualitative and lasting change.

The Global Education Project, initiated and financed by UNICEF and strongly supported by the Ministry of Education and Science (MASH) and the Institute of Pedagogical Studies (IPS), has come at the right moment for Albania. The objectives of this project fully reflect current and future needs of the Albanian educational system. They help to conceive and design a curriculum in service of an increasingly global world, and to revise the training system of human resources, mainly teachers, so that they are capable of applying this curriculum in a creative way. This will ensure fulfillment of both local and global needs of a global citizen in a global society.

1.2. GLOBAL EDUCATION: A DESCRIPTION

1.2.1 Rationale

In October 1997, UNICEF in Albania decided to implement Global Education in Albania as a means of introducing qualitative and effective changes in Albanian 8-grade education. A group of Albanian experts began to implement the project, in cooperation with consultants from the International Institute for Global Education of the Ontario Institute for Studies in Education of the University of Toronto, Canada, Prof. David Selby and Graham Pike, who were also professional leaders of the project.

The Global Education project is justified, above all, by the need for a reformation of Albanian education, so that the educational system is capable of anticipating and meeting the demands of the country, in the context of a world in which changes and interdependence are growing at an unimaginable pace.

Readiness to accept and implement the project was reinforced by the fact that Global Education models in the fields of curricula and learning and teaching methods have proved to be very successful in some countries of the Middle East and North Africa (Lebanon, Jordan, Syria and Palestine).

1.2.2 Philosophy of Global Education

The Project is based on the four-dimensional model of Global Education developed by the International Institute for Global Education. These dimensions are the following:

1. **The spatial dimension** focuses on *the growing interdependence* of the world in which we live, a world in which the *frequency, profoundness, scale and number of* phenomena and human activities, which affect, influence, or are affected by global dependence, are increasing at a considerable pace (divisions or boundaries are losing their previous significance). This dimension obliges schools to give pupils knowledge, skills and attitudes that are necessary for their effective participation in this new interdependent world.
2. **The temporal dimension.** This dimension perceives *the past, present and future* in the dynamics of a comprehensive and dialectical integration. Consequently, the interpretation of the past is connected with, is a consequence of, and is conditioned by concerns and priorities of the present as well as by prospects for the future. Likewise, people's prospects for their future and the future itself are influenced by concerns and interpretations of the present (and the past) as well as by decisions and actions they undertake today. According to the temporal dimension, Global Education aims to give the future the place it deserves in the process of education – a place it presently lacks – and to prepare and encourage pupils to be effective actors in a rapidly changing world.
3. The third dimension is the **issues dimension**, which embraces the following goals:

- a. Firstly, it aims to familiarize pupils with *the main current global issues* related to *development, environment, peace, and human rights*.
 - b. Secondly, it aims to familiarize pupils with the existence of differing perspectives, opinions, views and arguments in relation to these issues.
 - c. Thirdly, global issues should not be seen simply in the context of a merely linear connection but as themselves interconnected in multiple ways.
This dimension requires that pupils should become acquainted with and they reflect on aforementioned issues and problems as related to them and their locality.
4. **The inner dimension** is the fourth dimension of Global Education. This dimension seeks to extend globalization of dependence to individual human beings, their needs, desires, rights, obligations, concerns, and their inner landscape. *It explores humans in their physical, spiritual, material, intellectual, and cultural complexity, in which their external and internal worlds are seen and assessed as parts of a whole.*

This dimension requires teachers to bear in mind that the social attitudes, values, and aims of education can only be fully achieved if educational processes and the school climate are adequate for the promotion and development of aspects such as self-awareness, self-assessment, group membership, trust, cooperation, and attitudes which show proper regard and respect for the views, sentiments and outlooks of others.

Based on this model, and in the long run, the Global Education project in Albania aims to be active in the following aspects:

1. In regard to the *conception and creation of a global curriculum* , develop the capability of reflecting on the world in its dynamic globalization.
2. In regard to the *capacity of teachers*, develop their capability to learn and teach others through an interactive and participatory learning process which itself mirrors in microcosm an ever-developing and ever-changing world.

1.2.3. Priorities for Phase One

In view of the present situation in Albania, the *training of teachers* was made one of the priorities of Global Education. Any effort to effect changes in school curricula (whatever their quality) would fail if there were no capable teachers to apply these curricula in the classrooms.

Based on this priority, the project met the following objectives during Phase One:

1. Developed three modules for teaching and learning methods under the Global Education philosophy for grades 5 and 6 which served as comprehensive alternative programs for teachers, who were given the possibility to choose and use them according to the needs arising out of the concrete conditions in their classrooms;
2. In general, teachers were trained in interactive teaching and learning methods and, in particular, to apply the teaching and learning modules, prepared in the context of the project;

3. Piloted, evaluated and improved the developed modules;
4. Trained groups of teachers, who later worked on adjustment and large-scale implementation of the Global Education modules and associated interactive methodology by teachers of schools and municipalities involved in the project;
5. Published supportive material for teachers and published findings and results.

1.2.4 Priorities for Phase Two

Phase Two continued the process of widening and deepening the extension of Global Education into the education system. The intended priorities included:

1. Reduction of technical barriers to implementation;
2. Development of a Global Education Teachers Manual in the Albanian Language;
3. Continued training of teachers to expand the number of Global Education teachers;
4. Continued expansion of the number of schools practicing Global Education;
5. Inclusion of principals and other non-teachers in the Global Education training events;
6. Continued development and pilot testing of activities and improved quality of activities;
7. The addition of activities for History/Geography and Knowledge of Nature; and
8. Implementation expanded to the 7th grade.

1.2.5. Phase One Project Outcomes

As mentioned above, the implementation of the Global Education project in Albania began in 1997.

The following objectives and outcomes of the project in the first phase were met:

1. Established Albanian Core Team;
2. Identified subjects in which philosophy and methodology of Global Education were piloted (Albanian language, mathematics, civic education - grades 5 and 6) and pilot schools in the cities of Tirana, Durres, Elbasan and Shkoder;
3. Trained selected teachers in the concepts and methodology of Global Education;
4. Identified activities for selected topics in each subject;
5. Tested activities in schools involved in the project, accompanied by interviews, observations and questionnaires administered by the Core Team and teachers;
6. Increased variety of teaching and learning methods in schools, mainly using methods based on cooperation;
7. Teaching better met the individual needs of the pupils;
8. Improved level of knowledge assimilation and realization of skills and attitudinal goals;
9. Strengthened and deepened tendency for subject integration (topics such as environment, future, health, democracy, civility etc. will take a systematic place in the curriculum);
10. Increased professional level of teachers so that they are more capable of evaluating fully and accurately pupils' potential;
11. Developed more positive relationships between teachers and pupils;
12. Analyzed results of testing and prepared final evaluations report.

These objectives were all attained to some degree by the end of Phase One through close collaboration between consultants from the International Institute for Global Education, Albanian Central Team, MASH, IPS and educational departments of municipalities involved in the project.

In Phase One modules were designed based on existing curricula and textbooks and were restricted to the subjects of Albanian language, civic education, mathematics; the teachers were given permission to carry out the activities in their classrooms. The planned activities, after being tested and processed, were to be included in future training manuals for teachers. In Phase Two modules were designed for history/geography and knowledge of nature and activities were added for the 7th grade. These modules were also field tested and revised based upon feedback from teachers.

SECTION TWO:

PLANNING AND IMPLEMENTATION OF PHASES ONE AND TWO

2.1. PARTICIPANTS AND PARTNERS IN THE PROJECT

2.1.1 UNICEF (Albania)

The Education Program of the UNICEF office in Tirana, Albania, continued as the main supporter of the project. UNICEF provided financial support, connections, an external evaluator, and coordination with the International Institute for Global Education.

2.1.2 International Institute for Global Education (IIGE), University of Toronto

David Selby and Graham Pike, then Co-Directors of the International Institute for Global Education of OISE/UT, offered consultancy support in the design and implementation of all the activities of the project and training of teachers and principals.

2.1.3 Ministry of Education and Science

The Ministry of Education and Science continued to provide active support for the realization of all aspects of the project.

2.1.4 Institute of Pedagogical Studies

The Institute of Pedagogical Studies, which acts under the auspices of the Ministry of Education and Science, is in charge of scientific research on curriculum development, teacher training, compilation of relevant pedagogical material, and evaluation of processes in the educational system. The specialists of this institute have continued to guide the work for activity planning, teacher training (in cooperation with the consultants from IIGE), supervision of the pilot process, engagement of teachers in writing new activities, and preparation of reports.

2.1.5 Core Team

This team is composed of four specialists from the Institute of Pedagogical Studies and five teachers (two for each subject included in the project). Three of the team are men and six women (Appendix D)

2.1.6 New Teachers Added

In Phase Two, the number of teachers trained to provide Global Education was increased from 28 to 88. Principals also participated in the training.

2.2 PLANNING AND IMPLEMENTATION

The phases of the project are as follows:

Preparatory phase: October 1997 – July 1998

Piloting phase: September 1998 – July 1999

Phase Two: August 1999 – June 2000

The Core Team, composed of IPS specialists and experienced teachers, in cooperation with consultants from the International Institute for Global Education in Toronto, Canada, carried out a variety of activities that are described in detail in the Phase One Report. The following is a synopsis of the Preparatory and Pilot Phase, which comprise Phase One.

2.2.1. Preparatory Stage

After a decision that the introduction of the Global Education Project would be of value to the Albanian education system, the subjects of mathematics, civic education and Albanian language were selected for the pilot project in six schools in four municipalities of Albania. Twenty-two (22) teachers were trained to pilot the project. The IIGE consultants provided members of Core Team with books, articles and other academic material to read and reflect upon.

Activities relevant to Global Education for grades 5 & 6 in the selected subjects were developed. The topical content of activities was chosen in accordance with the subject matter that would be taught in the school during the period of the intended field testing (May 1998). The role of the Core Team in developing the activities was clarified and activity development proceeded. IIGE consultants reviewed and gave detailed feedback on the three subjects, and the Core Team made necessary adjustments.

In April 1998, the modules were completed and a training seminar was held for the pilot stage teachers. Instruments were developed by the IIGE consultants to assess the implementation of the project and the Core Team collected this data from teachers, pupils, and school directors through interviews, observations, and questionnaires.

2.2.2. Piloting Stage - September 1998 – July 1999

In October 1998, a seminar was held to assess findings on the preparatory stage. Prof. Et'hem Ruka, Minister of Education and Science, IPS representatives, guests from universities' teacher departments, members of the Core Team and teachers involved in the project, attended the seminar. Minister Ruka expressed his appreciation for the project and offered his powerful support for its continuity. Improvements were suggested for a greater emphasis on two of the Global Education dimensions: issues and inner dimensions

Mr. Bujar Basha, IPS Director and Mr. Eduard Osmani, Director of the 8th Grade Department in the MASH expressed their very positive assessment of the project, stressing the need for institutional cooperation for implementation of the project as well as the need for comprehensive evaluation of the pilot project (including separate assessments by the core team, IPS and MASH)

The consultant and Core Team approved the content and extension of the project during the 1999-2000 Phase Two period including the objectives laid down in the initial draft proposal, according to which the project would continue in grades 5, 6, and 7 and would be extended to the subjects of history/geography and knowledge of nature. Pilot activities for grades 5 and 6 were designed. Two seminars were held with teachers to discuss the quality and suitability of the pilot activities. The project was implemented and assessed in six selected schools.

2.2.3. Phase Two

October, 1999 – Two trainings were conducted for a total of 70 teachers. One two-day training for new Global Education teachers and one four-day training which focused two days on Global Education and two days on a separate Environmental Education Project.

February 2000 – Training held for approximately 126 participants including teachers and principals.

March 2000 – A field trip was made to the Global Education school in Kavaje (28.3) by Core Team member S. Llambiri

April 2000 – Field trips were made by Core Team members to Global Education schools in the following cities:

1. Kavaje (18.4) by F. Zenelaj and M. Gjokutaj
2. Elbasan (21.4) by F. Zenelaj and S. Llambiri
3. Lezhe (25.4) by F. Zenelaj, M. Gjokutaj, S. Llambiri, and F. Myteberi

May 2000 - Field trips were made to schools in the following cities:

1. Korce (10.5) by F. Zenelaj, M. Gjokutaj, F. Myteberi
2. Elbasan (12.5) by F. Zenelaj, M. Gjokutaj, F. Myteberi
3. Shkoder 16.5) by F. Myteberi
4. Vlore (17.5) by F. Zenelaj, M. Gjokutaj, S. Llambiri
5. Kavaje (26.5.00) by A. Bushati (UNICEF), and A. Dautaj, M. Gjokutaj, and S. Llambiri
6. Durres (26.5) by A. Bushati, A. Dautaj, M. Gjokutaj, F. Zenelaj and S. Llambiri

June 2000 – One thousand (1,000) leaflets and 1000 posters (750 in Albanian and 250 in English) were published to be distributed at the beginning of Phase Three.

A field trip was made to the Global Education school in Lezha (6.6) by A. Bushati and S. Llambiri.

2.2.4. Expansion Rate from Preparatory Phase through Phase Four:

TABLE 1: EXPANSION OF GLOBAL EDUCATION PROJECT, 1997-2000

Year	1997	1998	1999	2000
Districts	4	4	8	12
Schools	6	6	10	4
Teachers	24	28	88	126
Pupils	630	1250	5100	8090
Activities	23	73	123	In progress

2.3 THE ROLE OF THE CORE TEAM

During Phase Two, the Core Team, composed of specialists from different fields of education and of local experienced teachers continued to provide the following support:

1. to identify opportunities within the curriculum for building in a Global Education dimension;
2. to identify the content of teaching material that would be used to help teachers and pupils;
3. to provide IIGE specialists with information about the Albanian experience and reality;
4. to offer help in preparation of the first Global Education activities and in their final revision;
5. to contribute to and cooperate together in teacher training.
6. to contribute to the process of piloting and evaluation of the activities;
7. to interpret data of the piloting process and to elaborate relevant conclusions;
8. to provide consultation to the external evaluator in preparing and writing the end-of-phase report.

2.4 PROCESS OF DEVELOPMENT OF CURRICULA – MODULES OF ACTIVITIES

The process of development of pilot activity modules has continued using the same developmental process as in Phase One. As agreed from the outset of the project, the integration of concepts and models of Global Education continued to be based on the Albanian context but expanded from grade 5 and 6 to include grade 7 as well as expanded to history/geography and knowledge of nature. New activities were field-tested and feedback was incorporated prior to full dissemination.

The number of activities is shown in Table 2 below. The additions during Phase Two are shown in bold typeface.

Table 2: Global Education Activities as Divided by Subject and Grade

Subject	Grade 5	Grade 6	Grade 7	Total/subject
Mathematics	14	2	19	16 + 19 = 35
Albanian language	24	18	13	42 + 13 = 55
Civic education	11	4 + 3	3	15 + 6 = 21
Knowledge of Science			9	9
History/Geography	7			7
TOTAL ACTIVITIES	28 + 7 = 35	26 + 3 = 29	44	127

The new activities followed the pattern of development of the previous activities. Care was taken to marry curricular topics with suitable themes for Global Education, such as human rights, environmental health, and the future in the activities planned. These topics would be

implemented within 35 to 45-minute classes. A list of activities prepared for each subject and grade and sample activities can be found in Appendix E.

The continuous consultancy of Canadian specialists and the experience gained during the preparatory phase helped to improve the activities, making them more suitable for attainment of Global Education objectives. Compared with Phase One, the activities of Phase Two were more focused and directed toward global themes and issues. In interviews and on questionnaires, teachers commented on the compatibility of the revised and new activities with the curriculum. Feedback from the Canadian team suggested that the Core Team still needs to work on developing the thoroughness of the activity sections on “objectives,” “resources needed,” and “learning potential.” In Appendix F matrices are presented which show the distribution of the activities across the Global Education dimensions. These matrices were developed for the Phase Two evaluation and should serve to help the Core Team identify gaps in the activities as they apply to the dimension factors.

2.5 TRAINING OF TEACHERS

The teachers selected to take part in Phase Two were trained in seminars held in October 1999 and February 2000. In these two seminars, moderated by the Canadian consultants, the teachers were acquainted with Global Education theory and practice and with examples of activities. Later seminars were partly or completely moderated by members of the Core Team. The objective of the later seminars was to increase teachers’ familiarity with activity modules and with instruments for their assessment.

Core Team and peer observation along with teacher feedback in this phase showed that, despite the evident progress of teachers in class communication and organization of group work, there were other aspects of implementation that still needed improvement. Some of the teachers still had difficulty in playing their role as moderator in interactive and cooperative learning and in taking full advantage of the possibilities offered by the activity. Teachers still needed training to assess activities and to be able to use activities in a creative way. They also needed further training in making the group process overt so pupils grasp more fully the tools they are now using in problem solving.

2.6 IMPLEMENTATION

Implementation of Phase Two took place in ten schools in eight districts with a total of 5,100 pupils participating. (A list of schools is given in Appendix D).

All teachers involved were provided with established activities and new activities that would be field- tested in each selected subject. The teachers field-tested the new activities and adjusted them to the class condition. The number of established activities or new activities implemented by each teacher varied according to the subject. The number of tested activities was higher in the case of teachers of mathematics and Albanian language and lower in the case of civic education. This happened due to the high number of classes in the programs of mathematics and language (four to five periods a week) compared to the number of civic education classes (one period a week). Thus, a teacher of mathematics or language implemented five to ten activities, whereas a

civic education teacher implemented only two to five activities. Implementation continues to be undertaken in classrooms with an average of 30-35 pupils; in a few cases there were 40-45 pupils.

In order to assess the effectiveness of activities during Phase Two and to evaluate the level of realization of the project's objectives, the teachers and pupils were asked to fill in prepared forms and questionnaires and to give their opinions in interviews conducted by the Core Team, whose task was also to supervise closely the whole process of testing and implementing the project both through interviews with teachers and pupils and through periodic observation in the classrooms. (See Findings, Section 3.0)

2.7 EVALUATION

A triangulation strategy was used to collect data and to increase the level of its relevance and reliability. On the basis of this strategy, data was taken from different sources at regular time intervals during the entire pilot phase. They were analyzed on the basis of a parallel reference to all sources. In Table 3 below, "pilot teacher" refers to those who tested new activities and gave feedback on those activities alone. The instruments used for data collection were as follows:

Table 3: Evaluation Instrument Administration

No.	Data (information) collection means	Information (data) source	Information (data) collector	Time when information (data) was collected
1	Interview before test	Pilot teacher	Core team	Before test
2	Interview during test	Pilot teacher	Core team	During test
3	Interview after test	Pilot teacher	Core team	After test
4	Diary	Pilot teacher	Pilot teacher	During test
5	Feedback of the lesson	Pilot teacher	Pilot teacher	After every class
6	Feedback of the lesson	Pupil	Pupil	After every class
7	Lesson observations	Pilot teacher	Core team	At random
8	Questionnaires before test	Pupil	Pilot teacher	Before test
9	Questionnaires after test	Pupil	Pilot teacher	After test
10	Group interviews	Pupil	Pilot teacher	After test
11	Group interviews	Pilot teacher	Core team	After test
12	Summary and interpretation	Core team	Consultants, Core Team, UNICEF	After test
12	Focus Group	Core Team	David Selby, IIGE	post Phase One
13	Focus Group	Core Team	David Selby, IIGE	post Phase Two
14	Final Interviews	Teachers, Principals	Ex. Evaluator, Core Team, UNICEF	November 2000
15	Focus Groups	Students	Ex. Evaluator, Core Team, UNICEF	November 2000

The data collection process was not as thorough for the Phase One Report because of the teachers' apparent inability to respond with depth to the questions posed. This was also true of the pupils' responses. There was improvement in Phase Two, however, it is the opinion of the external evaluator that the assessment forms need to be revised to offer questions which will more directly elicit a descriptive or quantitative response regarding the experience for teachers and pupils and the learning attained by pupils. Despite the limitations, the consistency of the data received from all sources enabled the formation of solid qualitative conclusions on results and their impact on schools, teachers and pupils involved in Phase Two of the project.

SECTION THREE:
FINDINGS

3.1 SUMMARY OF MAIN FINDINGS IN PHASE TWO

3.1.1. Pupils

1. Pupils were actively engaged in the GE curriculum and there is evidence of qualitative changes in their classroom experience. These include:
 - a. Greater class participation
 - b. Freedom to engage in dialogue and opinion exchange
 - c. Improved problem solving skills
 - d. Improved capacity for relationship building
 - e. Increased tolerance for difference
 - f. Increased enthusiasm for learning
 - g. Improved self-esteem
 - h. Increased participation in their own learning process.
2. In particular, academically weaker pupils were showing evidence of strengthening their academic and social skills.
3. Pupils were actively engaging in projects that reflected their growing understanding of their connection to the world around them and their personal responsibility in it.
4. Pupils were using the language of personal empowerment, e.g., I can..., we can make a better future by...
5. Pupils were integrating a value for constructive collaboration, but it was unclear how well they understood the relationship to democratic principals or if they could describe the actual process and problem solving tools they were using.
6. Pupils and parents were demonstrating an increase in respectful behavior and capacity for constructive communication.

3.1.2. Teachers

1. Teachers greatly increased their comfort level in implementing Global Education showing that a good basic training and practice are the key.
2. Teachers were highly motivated regarding their participation in the project where there are a growing number of non-Global Education teachers who were asking for the training.
3. Teachers found the Global Education method more taxing and time consuming than the old way of teaching, but they liked it and believed it was a qualitative change for their pupils and themselves as professionals and citizens.
4. Teachers engaged students and parents in the identification and collaboration of General Education resources.
5. Teachers liked the group process methods common to this project. However, it was unclear whether they had mastered certain aspects of the Global Education Project. These include:
 - a. The ability to know when to select group work from among other teaching and learning methods they might also use. There is a question as to balance among methods.
 - b. The ability to integrate the learnings from group process to the philosophy of Global Education. Observers noted that teachers rarely use a “stop-action” or debrief period to help pupils identify the connection to process tools and democratic or collaborative practice and philosophy.
 - c. The teachers’ comfort level with integrating the activities into their personal practice to a degree that they were willing to experiment and modify is still in question.

- d. Teachers appeared to be willing to make moderate changes in activities prepared for them, but few had taken on the task of developing their own activities.
- 6. Teacher/principal relationships were strengthened and communication is more open.

3.1.3. Teacher Training

- 1. The training provided by IIGE was still considered excellent and considered to be the fundamental underpinning of the practical success of this project.
- 2. Teachers expressed a strong desire for more advanced and more frequent training.
- 3. Observers believed the training should address the issues in 3.1.1 above.
- 4. There was a strong interest in the development of a Training of Trainers model for further disseminating the Global Education model.
- 5. There was a strong interest at all levels for inclusion of Global Education in the university pre-service training of teachers.

3.1.4. Resources

- 1. Some teachers (and pupils) were expending their own funds in the provision of resources for Global Education activities due to a lack of equipment such as computers, Internet access and photocopy machines.
- 2. UNICEF resources were invaluable in bringing this project to the current strong state of implementation and potential expansion.
- 3. There was a definite lack of access to certain types of resources, e.g., current set of reference materials such as encyclopedias and complete libraries, computers and Internet access, photocopying machines, and TV/VCR set ups.

3.1.5 Systems Change

- 1. It was not possible to ascertain quantitatively the changes in pupil knowledge and practice since there is no uniform grading process in practice at this time.
- 2. Pupils were the driving force for the expansion of Global Education in the schools.
- 3. Principals strongly supported the implementation of Global Education in their schools as evidenced by all of them having participated in the training and provided flexibility and resources for their Global Education teachers. They were also supporting the training of non-Global Education teachers and the spread of practice in the non-Global Education classrooms.
- 4. By providing a framework and an example of new practices and philosophies, Global Education was making a contribution to the present curriculum reform effort in Albania.
- 5. The use of a test period for new activities strengthened the effectiveness of the activities. However, there was still a need for more work on completeness of the activities' descriptions in regards to the "objectives," "resources needed," and "potential" sections of the activities.
- 6. The Core Team and some teachers were ready to exchange and share their experience with other countries considering implementing Global Education.
- 7. The Ministry of Education and the Institute for Pedagogical Studies continued to provide solid moral support for this project. The ISP continued to allow time for its staff to work on the development and implementation of the project. Both agencies expressed a commitment

to follow-up on planning for the ultimate ownership of this project by and its integration through the Albanian education system.

8. There was anecdotal evidence that Global Education led to improved school and community relations, though the projects still need to be deepened and broadened beyond their present form.

3.2. DESCRIPTION OF THE MAIN FINDINGS OF PHASE TWO EVALUATION

3.2.1. Pupils

The following is a report on the findings related to students in the Global Education Project. These findings are based upon an analysis of 219 randomly selected questionnaires out of 2199 completed by a random sample of pupils for all Global Education activities conducted during Phase Two and upon the interviews conducted in November 2000 by the external evaluator.

The Pupil Feedback form offered five questions for response by pupils (See Appendix B). Four of the questions were open-ended and called for a qualitative response. The fifth question asked pupils to rank how much they liked the lesson on a scale of 1 (did not like at all) to 4 (liked very much). The average response of the students was 3.74 on the four-point scale. The responses to the qualitative questions were highly compatible with the responses given by pupils, teachers and principals during the November interviews providing strong indication that the Global Education Project is achieving the intended outcomes. A summary of the content of the interviews and focus groups follows.

Pupils Views on Global Education Classes: The pupils were very appreciative of the difference in teaching styles from the rigid academic style they experienced in all classes prior to the introduction of Global Education. They stated that they were now more expressive, less afraid of the teachers, and learned more from each other in the group-work model than they did as individuals in the former model. They expressed excitement and enthusiasm about the learning process. They believed they were better organized. They noted that in the non-Global Education classes they mostly repeated what the teacher said, but in the Global Education classes they were expected to develop and offer their opinions on a subject. They stated that they processed and integrated information more. They shared the experience enthusiastically with their peers and family outside of the Global Education classes. All of the pupils said they would like to have Global Education in all of their classes.

Pupil Learning: The pupils gave examples of how they learned more about their own country through the Global Education classes. More importantly, they said they learned about the differences and similarities between themselves and others and as a result believed that they became more tolerant and better listeners. They were able to use the Kosovo refugee experience as a part of their global learning agenda by inviting the refugee children to school in order to learn about the refugee experience and by sharing their material goods with them. Most pupils stated that through the Global Education classes they learned about children's and human rights for all people and about the rule of law that protects those rights. They conducted some activities on the relationship of the past, present, and future that they believe helped them understand the role of individual responsibility in shaping their world.

Some of the projects completed by the pupils on these activities were shared with the evaluation team during school visits and were found to provide evidence that validated the students' assessments of their learning. One series was centered on an historic well in the city of Durres.

The pupils drew pictures of what the well and its surroundings looked like as their grandparents and parents remembered it before the devastation of '91 and '97. The second set of pictures was the well and its surroundings today, as the pupils know it, covered with trash, overgrowth, and dirt. The third set of pictures was individual representations of what the well and its surrounding area could look like in the future, if people cared enough to work on it and revive it as a town artifact. The students testified that this exercise confirmed that they have it in their power to bring the future into being. One student said, *"If we can change the classroom, then we can change our future."*

Pupils' Views on Academically Weak Pupils: The pupils stated that the pupils who were academically weaker or shyer were now integrated into class activities. From the pupils' perspective the result was that the weaker pupils appear to be learning more and they are far more interactive. They gained self-esteem and were more outspoken. One of these pupils was reported as saying, *"I am something too. I am somebody too."* Some pupils pointed out that prior to the Global Education classes the "good" pupils and the weak pupils congregated in separate groups. In class the good pupils often did not give the weaker pupils any opportunity to participate. The Global Education experience changed this both inside and outside of the classroom. One pupil noted that the Global Education experience showed them that the weak point of one is reflected in the whole, and this encouraged all of them to work harder. Another pupil said, *"While working in groups we work for each other, whereas in the traditional way it's more individual and perhaps more selfish."*

Pupils' Gain in Perspective: All pupils interviewed believe that they have a *personal* responsibility to the environment, to bringing about peace, and to their neighborhoods and family. They attributed this change to participation in Global Education classes. Global Education helped them understand that every individual has roles and responsibilities in their society. One pupil noted that the Global Education classes helped them rid themselves of the *"traditional Albanian pessimism"* about the future. She stated that this view is, *"the most hindering thing in our lives."* *"It will not help us move forward. If we lose the pessimism we can help Albania move forward."* All pupils used the language of personal empowerment, e.g., I can change, we can change our lives. As a result of Global Education, they saw and experienced more democratic process and they wanted more. They believed that they not only learned what was right behavior, but in a constructive way they were able to see what they were doing wrong and how they could change it. As one pupil put it, *"If we are good pupils and study hard, this will not only affect our lives but our country as well. We will be able to create a better future for our country."*

Pupils and Families: The pupils described more collaborative relationships within their families and in conversation with their parents. They noted that they were attempting to expand the influence they have in class to their families and neighbors. Most believed that their families changed toward them as they, the pupils, exhibited more responsibility-taking behavior. Most of them believed that Global Education had become a part of their everyday life. Some pupils noted that lessons on cleaning the environment were transferred to behavior at home.

Pupils on Collaboration: Pupils believed that they could come to better solutions by using collaboration because they are able to get all opinions out in the open for consideration. At each

school there was at least one pupil who quoted the “old Albanian saying, *‘Unity makes strength.’*” Collaboration is their future they believe. It will positively affect their work relationships, their family relationships, and the future of their country. A pupil stated, “*We have heard that Albania is behind because of internal political divisions. Perhaps if children learn collaboration in school they will practice it later.*” In the same vein, a principal gave an example of the effects of collaboration where a teacher set up a “competition” using a Global Education model where everyone won something. He noted that pupils used to sometimes leave traditional competitive activities in tears when they had worked hard and lost, but not anymore.

Principals and Teachers on Pupils: Principals and teachers perceived that their pupils gained the following as a result of participating in the Global Education Project:

1. Pupils were friendlier as evidenced by the building of better and strong relationships with each other,
2. Pupils learned and were practicing more collaborative behaviors with each other as evidenced in their successful practice of group process,
3. Pupils learned about the different people and places in their country, contributing to a growing knowledge of and tolerance for difference as exhibited by their increased patience with each other in dialogue,
4. Pupils exhibited an increased self-esteem and displayed more personality (personal presence) in and out of the classroom,
5. Pupils expressed opinions freely and openly, and
6. Pupils were learning logical and critical thinking and exhibited the capacity to assess each other’s arguments and points with and without facilitation from the teacher.

In all cases, teachers and principals noted that pupils provided the pressure on teachers and principals to expand the Global Education Project. They believed that the program was especially helpful to academically weak pupils as evidenced by their increased participation in classroom activities and by their newfound ability to contribute to class learning. It was noted that pupils loved the variety of ways in which they were allowed to express their learning, e.g., writing, drawing, oral report, poetry, etc. Even though teachers and principals talked about the time consuming nature of finding the resources for some activities, they praised the pupils and their parents for their assistance in locating the necessary resources. There was anecdotal evidence that teachers, pupils, and parents found the search for resources a rewarding and enriching experience. Teachers noted that many pupils did not like the noise of group work at first, but now they are relatively used to it. Teachers and principals stated that pupils in Global Education classes increased their grades, but this is only anecdotal evidence since the Albanian system for grading does not follow a set of uniform standards applied equally to all pupils.

3.2.2. Teachers

A small number of teachers filled out Forms C and D before and after field- testing activities. After completing each activity, all teachers completed Form G, the Teacher Feedback Sheet (see Appendix B). The responses on these forms were consistent with those given by teachers and principals in the November interviews. Teachers believed strongly that the activities served the aims of the curriculum. Prior to implementation the teachers shared concerns about class

management, insufficient class time to conduct the activities, and pupil participation. Their expectations prior to conducting activities included job improvement, greater class participation and efficacy in teaching. After implementation, teachers felt class management improved; they were pleasantly surprised by the pupils' level of participation, and their confidence in the pupils were increased. Teachers offered high praise for the conduct of the training seminars and felt they gained new skills from their participation. Based on the results of the Teacher Feedback Sheet, the teachers all believed there was enough time to conduct the lessons, that they were able to achieve the lesson objectives, and they were able to follow the steps of the activities easily.

Teacher Motivation: The teacher selection process was a combination of teachers volunteering and principals selecting those they believed would be interested. This resulted in a highly motivated cadre of Global Education teachers. Teachers participated with Core Team members in developing and revising many activities, though they were still using activities mostly developed by the Core Team. The teachers interviewed often had some type of group work training and some were using group process in the classroom prior to taking the Global Education training.

Teacher Gains from the Project: One principal noted, "Teachers are no longer slaves to the text books." At one school., the teachers have "pen friends" in sister schools in Italy, Greece and Sweden which has broadened their horizons on teaching. Those who went on a recent visit to Sweden with their pupils learned about new projects to implement with their own students. Teachers liked the greater participation of their pupils, and saw themselves as co-learners and co-workers with the pupils. Teachers did not openly criticize individual pupils; rather they elicited from the whole class correct answers to questions or problems allowing the pupil with an incorrect answer to learn from everyone else without embarrassment. This was consistent with the evaluator's classroom observation. Teachers especially appreciated that academically weaker pupils were now participating at a much higher level in the classroom and learning more. They also noted that the pupils developed a broader range of friendships and moved out of cliques of "good" pupils versus "bad."

Teachers believed they were now more equipped through Global Education training to do their jobs, and one was quoted as saying, "*Oh, my God, how did we ever teach in the old academic way?!*" Principals expressed great appreciation for the deep commitment of the teachers to better quality learning for the pupils. They noted this was especially meaningful given the low rate of teacher pay. When asked about teacher resistance all principals said they experienced none among their teachers, only a little fear at the beginning about practicing something new. At the beginning, some teachers felt overwhelmed by the new tasks, but appeared from the feedback forms and reports of interviewed teachers and principals to be past that feeling. It is important to note, though, that most did comment on the extra work required of the Global Education teacher in locating resources outside of the textbooks for the activities. One principal reported her teachers as saying things like, "*The preparation is tiring. I get tired, but I feel happy doing this work.*" This principal noted that, "*A Global Education teacher now works more at home and less in the classroom.*"

Teachers, including the non-Global Education teachers, liked the aspect of group work that allowed more pupils to participate and speak up. The teachers liked the balance of practical skill

development and knowledge increase that the Global Education Project combines. Global Education allowed subjects to be broader. For example, a grammar and reading lesson included geography, ethnography, anthropology, folklore, etc. Teachers found they were using a different, more open type of class management as a result of Global Education and were now quite comfortable with it.

Global Education brought about democratization of the education process. All teachers interviewed liked the integration initiative occurring in the Albanian education system, and they believed the Global Education Project was highly compatible with this initiative and with other training they received, e.g., Soros' Critical Thinking, other group work and conflict resolution. One teacher said she believes that the implementation of Global Education "*is a qualitative change in the way we teach.*"

The teachers in the test phase, and the Global Education and non-Global Education teachers in the interviews were asked what they thought the qualities of a teacher were. They all gave similar answers and all saw the teacher as a type of moderator or facilitator rather than the old model of teacher as lecturer and conveyor of information. Most mentioned that teachers should learn from their pupils as well as pupils learning from them evidence that teachers are beginning to see themselves as life-long learners, one of the objectives of Global Education. The teachers believed that the role of the school was to create more committed and global citizens, especially through Civic Education courses. "*Pupils with a solid knowledge base and good civic education make the teacher's job easier,*" said one teacher.

Evidence of the changes in the type of teaching methods used were clear from calculations made by observers on the amount of time teachers now spend on different processes of interaction. Chart 1 below offers a graphic depiction of the breakdown of student and teacher "up front" time in the classroom.

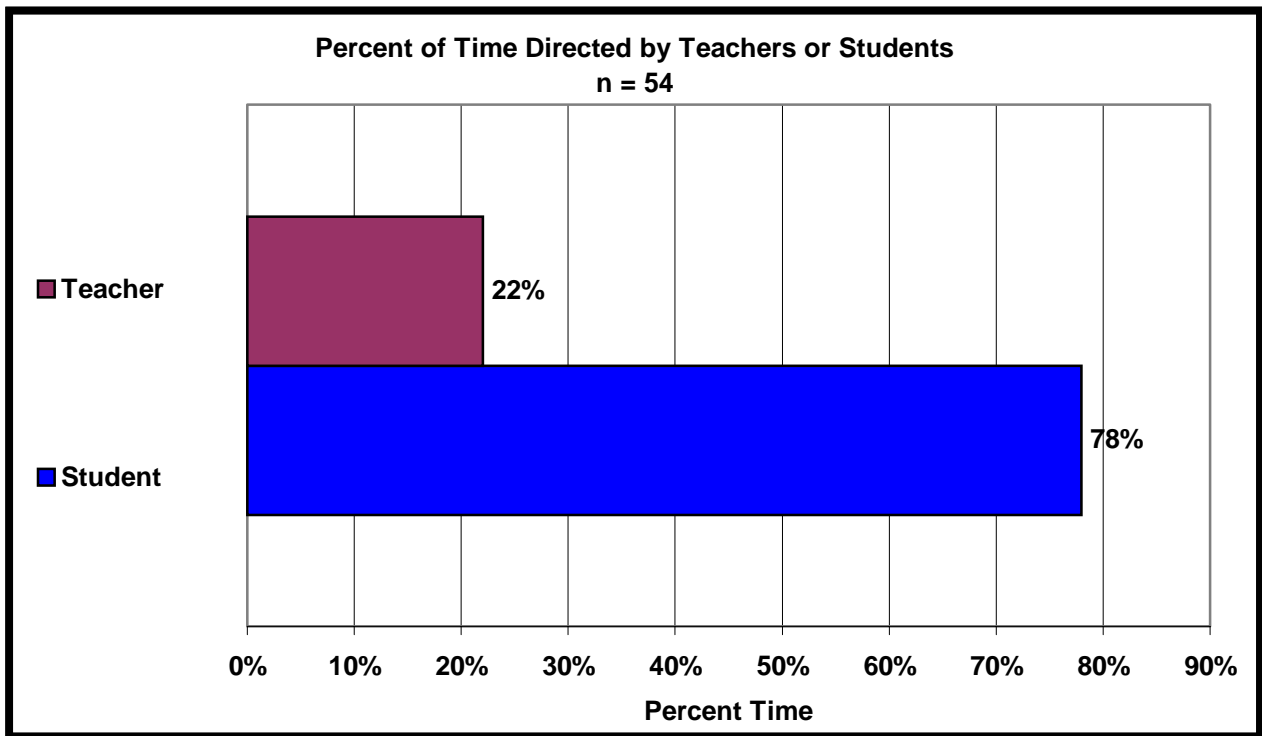
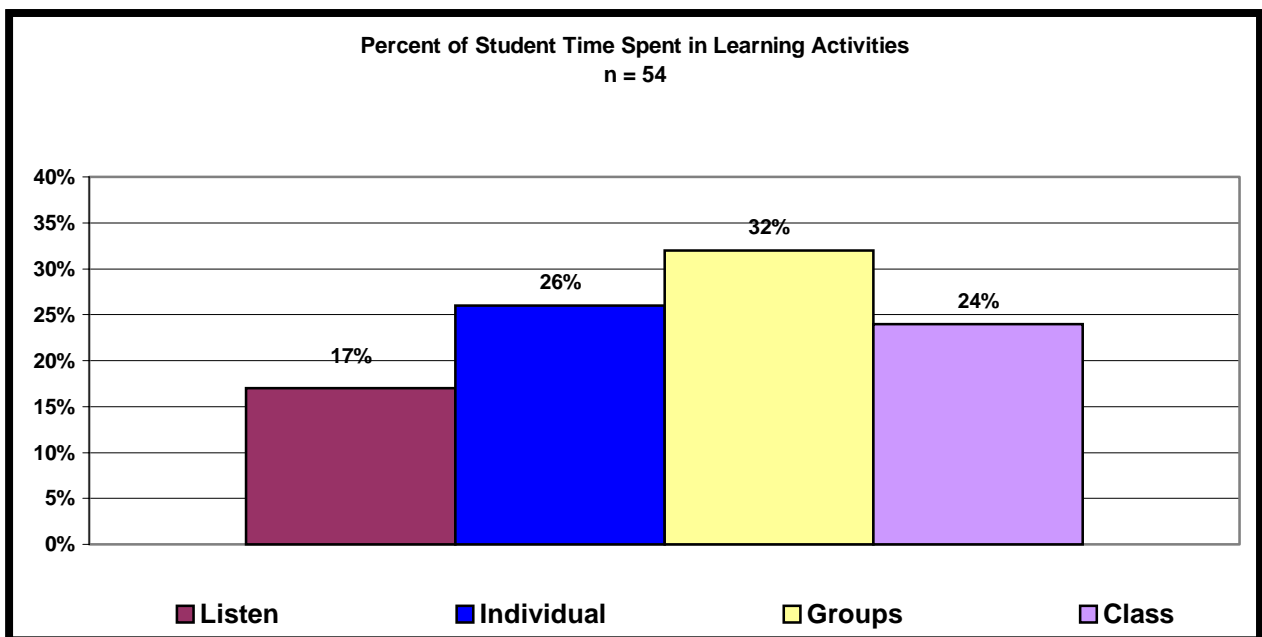


Chart 2 below, shows the increased time that students now spend in group work and full class activity (57%) versus the amount of time spent in individual activities such as listening and working at one’s own desk (43%). The figures in both charts are based upon subjective perceptions of observers, but would appear to validate the perception teachers and students about the changes they are experiencing in practice.



The Contribution of the Project to Teachers Lives: Personal contributions to the teachers' lives included better, more open relationships with their own children. One teacher noted that besides the contribution the Global Education Project made to her professional life in school, she was also working with her neighbors using some Global Education strategies, and she was interested in starting some type of human rights education association.

Pupils' View of Teachers: The pupils noted a difference between the Global Education teachers and the non-Global Education teachers. While all pupils appeared to respect all their teachers, and they felt that all were well informed, they preferred being in the Global Education classes because the teachers encouraged more active class participation while the others were still more like "leaders" and concentrated more on grades. The Global Education pupils perceived that the teachers respected their rights as pupils and citizens. The Global Education teachers made school fun and the children loved coming to class, while at the same time they noted that these teachers were more organized and the classes were well managed. The Global Education teachers were seen as sincere and treated them as "friends." In Albanian schools this "friend" relationship between teacher and pupil appears to be strongly related to the teachers' treatment of the pupils as peers in learning and their openness and encouragement toward children expressing their opinions versus the rigid separation between pupil and teacher experienced in the more inflexible traditional model. It was observed that in the classroom, the pupils have the utmost respect for the teacher's authority. Some pupils noted that some of the non-Global Education teachers were attempting to use Global Education activities and methods in their classes and the pupils appreciated this.

The Perspective of the Non-Global Education Teachers: Non-Global Education teachers are informed about Global Education and often come to the principals to ask permission to implement Global Education activities in their classrooms. Often those who were not selected for the first and second phases asked, "*Why not?*" and wanted to know when they will be trained. Most teachers were asking for the training. One principal said, "*My teachers have an appetite for this.*" The three non-Global Education teachers interviewed were quite familiar with the project. They heard about it from their principals, colleagues and the pupils. All three were attempting to implement some components of Global Education or group work in their classrooms even though not yet trained. All four of the schools increased the number of Global Education teachers beyond those officially trained. Global Education teachers were voluntarily expanding their practice into other classes and grades besides those classes as assigned to the project originally. They were voluntarily training their colleagues.

All teachers and principals urged strongly that the program be expanded, as is planned, to grades one through four, and to continue the move toward expanding the program into whole schools.

3.2.3. Teacher Training: Past, Present, and Future

Formal Global Education Training: Teachers were very impressed with the Global Education training seminars. They noted that the seminar leaders were very well prepared. They all commented on the balance between practical application and the theoretical underpinnings of the project. The process of having teachers role play as pupils was considered a very valuable learning tool for most. All schools used the teachers trained three and four years ago to provide

training and mentoring to newer teachers. One of the veteran Global Education teachers noted, *“The training was the basis of teacher success.”*

Informal Global Education Training: Principals and teachers were arranging trainings for non-Global Education teachers in Global Education schools, and Inspectors were working with these same principals and teachers to provide training and mentoring to teachers in other schools. These “training” events were using videos, modeling, role-play, and observation. This raises the issue of fidelity to the original intent of the seminar training. That is, is this ad hoc training activity replicating the original training faithfully? One principal has been through the training and is a member of the Core Team so feels very qualified to train in Global Education.

Other Trainings: Of those interviewed, almost all received Soros’ Critical Thinking training and/or other group process training. They found all training that they had along these lines quite compatible with Global Education. One teacher was involved in a distance-learning program, which included group work with local peers. Another took training with the Albanian Human Rights Association.

In-service Training Needs: The teachers wanted more activities and training in how to use them. They believed training should be conducted more frequently to continue to reinforce skills and introduce new ones. One to two times per month was the general recommendation. Teachers, principals and Core Team members all recommended a certification component. The teachers would like a training manual to take home from the training that would include the activities and a description of the processes they learned. Due to the increase in Global Education teachers informally training new teachers hoc, most thought it was time to develop a Training of Trainers to ensure fidelity to the original intent of the training and to build local capacity in expanding and infusing Global Education. Some suggested a system of peer review and feedback offered in the spirit of improving each other’s work.

Pre-service Training Needs: It became evident during interviews that a much needed step in expanding and sustaining the momentum of the Global Education Project in the Albanian education system will be the training of student teachers at the universities. The evaluation team visited the University Aleksander Xhuvani in Elbasan and met with a group of six university faculty and leaders. There is a Global Education school in Elbasan, and the university staff was somewhat familiar with the project. The group noted that this university was already working on revising curricula and teacher training methods to accommodate the integration initiative in the Albanian system. They strongly supported this move, and they expressed a strong interest in becoming partners with UNICEF and the Institute for Pedagogical Studies in expanding the scope of the Global Education Project. The group decided to schedule meetings on possible next steps in early 2001.

3.2.4. Principals Provide Support

The teachers interviewed, both Global Education and non-Global Education, believed that their principals were highly supportive of implementation of the project. Teachers believed constant practice is the key to comfort and proper implementation of Global Education and the principals were providing ample opportunity to do so. One principal set up a mini-pedagogical council

with both Global Education and Non-Global Education teachers to look at curriculum development.

One principal noted that the benefits to his teachers and pupils accrue to him also and make him better at his job and as a citizen. It was a positive project for all principals, and changed the flow of communication and the relationship between principals and teachers. An “open door” policy (to the principal’s office) existed in each school. For one principal, it increased tolerance in relations with teachers. Some of the principals teach Global Education, and all of them went to the training seminars. Participation opened up their relationships with their own children. Principals were encouraging and supporting the use of Global Education in non-Global Education classes by non-Global Education teachers even without a formal expansion, and into the first through fourth grades though these grades are not due to be included in the program until Phase III. One principal noted that the project personally broadened his horizons now that he has to read more to prepare for teaching Global Education classes.

As mentioned earlier, one school arranged for “sister” schools in Greece, Italy & Sweden. Students, a few teachers and the principal from this school recently completed a trip to the sister school in Sweden. In some cases principals said they offered alternative classrooms or an option to combine two classes to enhance the Global Education classes. One principal provided a “secret” room where pupils could go to vote for a Global Education project on voting. All schools preserved the pupil projects. In one case, the principal preserved all pupil projects and teachers’ activity descriptions neatly in notebooks that are kept in his office. The local Educational Directorate inspector borrows them from time to time to introduce other teachers in the district to Global Education, and the principal is very adamant about getting them back in good condition! One principal has a Global Education training planned for math teachers in his whole educational district for late November 2000 and another event for teachers of another subject in March 2001.

3.2.5. Global Education and the Curriculum Reform Initiative

Several of those interviewed commented that the current curriculum does not leave room for much flexibility. Some of those interviewed noted that there was a contradiction or incompatibility between the present required curriculum as it was designed and implemented and the implementation of Global Education and other similar projects. It was recognized that the Ministry needs to change this from the top, and most were aware that this reform was underway, but would take a few more years. The lack of flexibility in textbooks and the lack of alternative texts also made it more difficult than it should be to infuse the Global Education activities in the classroom. In spite of these observations, everyone said that the teachers were able to work around the curriculum in creative ways that allowed them to conduct Global Education activities while still meeting the objectives of the current official curriculum.

3.2.6. School and Community Relations Improve

At one school, pupils painted murals on wall to replace graffiti. This school organized a schoolyard clean up which they maintain on a regular basis. Parents helped by refurbishing a fountain at the school entrance and taking care of the walls around the school. The principal

reported that vandalism has stopped. Parents supported the building of greenhouse and furnished plants. The pupils started a newsletter and then helped parents start one of their own. The pupils sold their newsletter and used the proceeds to buy water pipes now installed to water the greenhouse. Similar activities were conducted at the other schools also. One principal notes that she would like to do a more concerted effort of reaching out to the community to educate them about the project. In this school, though, parents came to help refurbish the school in the summer. She took some Global Education pupils and parents on an excursion to Dajti Mountain for a lesson in environment and geography, and for recreation. Teachers reported their pupils were actively engaged in projects in the community, such as clean-up days, litter awareness, cleaning their school grounds. Two of the schools had "Ecology" clubs that resulted from their Global Education experience. These clubs worked to clean the school grounds, plant trees, and provide plants for all classrooms and halls to brighten up the school buildings. A teacher told a story about a Global Education pupil who got out after a severe rainfall and began cleaning the mud off of the sidewalk in front of her home. Her mother wanted her to come in so as not to catch a cold, but the pupil said, *"If I don't do it than others won't do it!"* She continued on with her work, and in time others came out and shoveled their own mud.

Such efforts showed evidence of students' grasp of the Global Education objective that participants will begin to understand their connection to their quality of life and begin to act upon that connection in constructive ways. As one of the pupils interviewed on this topic said, *"Environmental conditions are a reflection of a people's culture."* However, as the Global Education philosophy deepens in the Albanian education system, the true test will be the involvement of pupils in ongoing community and school service activities. Such activities might include reforming student government, working on community projects to develop the resources and policies from community leaders to support continual clean-up of neighborhoods, or working on projects that bring older citizens and youth together for a common interest.

3.2.7. Parent Involvement Grows

Parents were now seen as actively more interested in their children's learning. They were supporting the program because they genuinely wanted to help their children learn. They were making more demands of their children and the schools. Parents helped a great deal in collecting and donating resources for the classes, including lending TV/VCR equipment, paying for posters, etc. The principals reported that more parents whose children were not in Global Education classes were now asking about it. Teachers noted that the parents could see the changes in their children and were coming in to see what's going on. One parent who did not believe his child had very good social or learning skills said, *"When my child came and asked me for nuts and beans, I did not think he would be using them for anything."* But then the principal invited him to participate in his child's class, and the parent said, *"My child gave good answers in science class. My child is something!"* Another parent said, *"What have you done to this child? She now comes home and instead of sitting down to eat right away, she starts going around the house looking for resources for class!"* Such comments from parents were consistent with the reports of students that their relationships with their parents were becoming more respectful and more egalitarian as a result of their Global Education experience.

One weakness in the evaluation design for Phase Two is that no parents were interviewed, except for a few teachers and principals who happened to have children in the Global Education schools. This should be remedied for the next evaluation. This appears to be a rich resource for determining the difference Global Education may be creating outside of the classroom.

3.2.8 Resources Needed

It is important to note that the students, teachers, and principals in the pilot schools were implementing the Global Education Project with enthusiasm. Teachers went to great lengths to find the resources necessary to conduct the activities, and they engaged students and parents in this process as a part of student learning and community support. However, there were some basic and essential items that all Global Education schools should ultimately have on hand. These items include: Computers with Internet access, overhead projector, TV/VCR set up, a discretionary fund for items such as posters and art work unavailable in the classroom. At present, children and teachers spend their own money to correspond with email pen friends and on coming up with the resources for projects. Classroom size and furniture in all observed cases were inadequate and inappropriate for group work. There were too many children in the classes. Besides the resource access that comes with the Internet, teachers and principals wanted more print resources for teachers, e.g., encyclopedias, etc. As one principal noted, *“A new project cannot be implemented on an old basis.”*

It would be useful for teachers and the Core Team to have the opportunity to visit other countries using similar models and to have representatives of such models come to Albania for an exchange of experiences that could improve the content and practice of this project.

Teachers received a very small remuneration for participating in this project, but their participation takes extra time, especially for those who are training other teachers. Ultimately, training in Global Education and becoming a trainer of Global Education teachers should become part of the “package” of teaching skills that are included in decisions on the teacher pay scale.

3.2.9. Evaluator’s Notes on Classroom Observations

The observation of the classroom conducted by the external evaluator confirmed the perceptions of teachers, pupils, principals, and the Core Team. Even though there was moderately high noise level in the Global Education classroom, classroom discipline appeared to be excellent. The teachers were very aware of what the groups of pupils were doing and wherever possible involved more than one person from each group. The pupils did not appear to be bothered by the noise and made a conscious effort to be somewhat respectful of the effect of noise on the other groups.

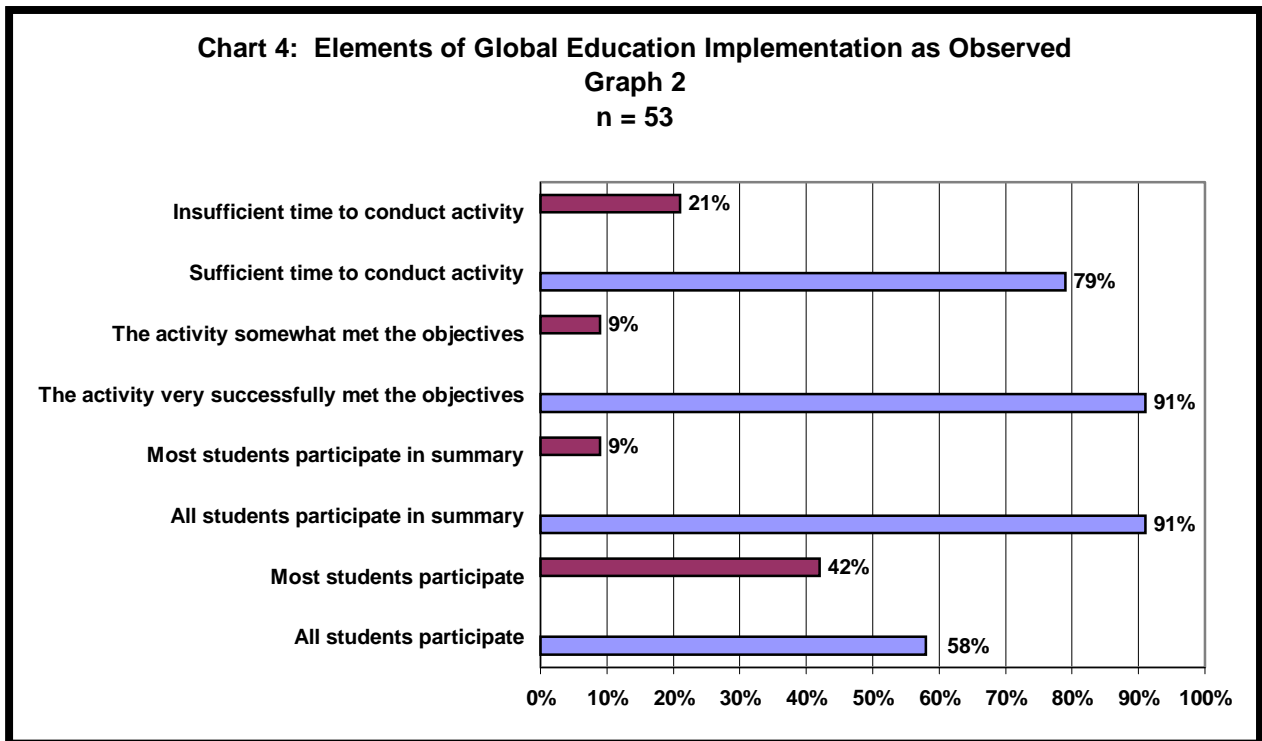
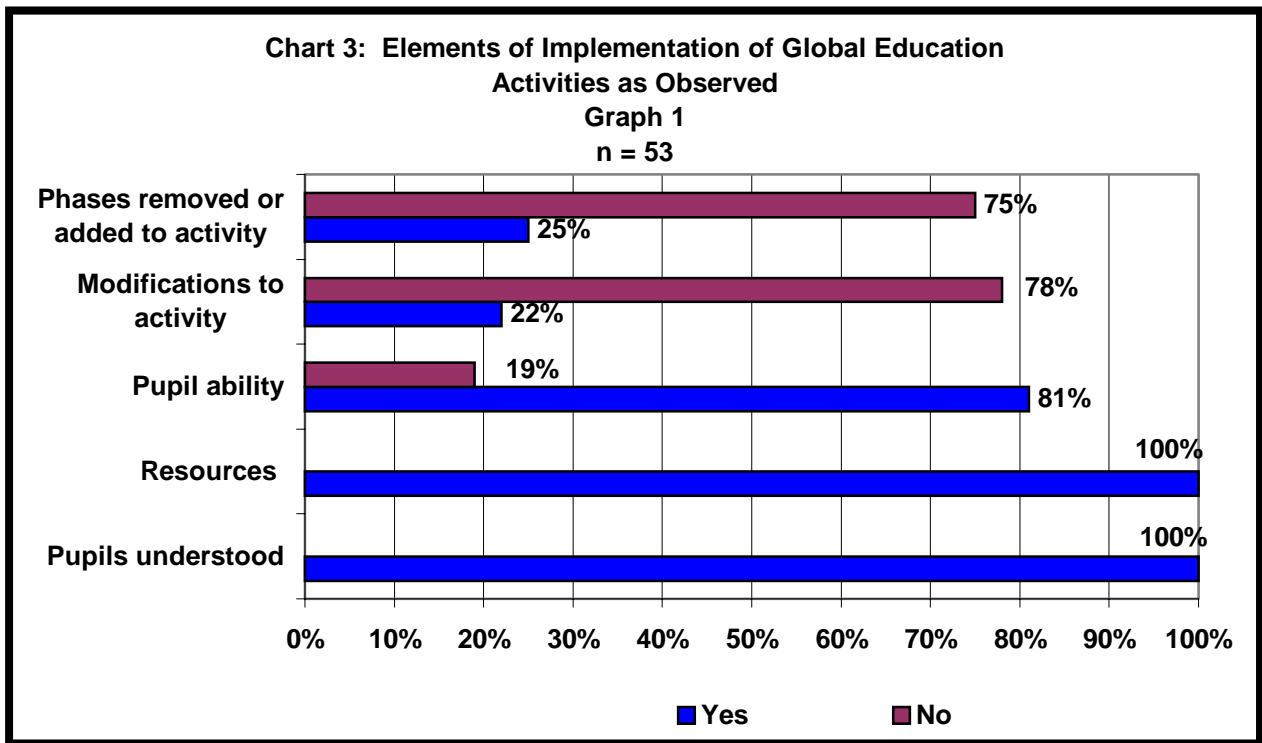
The non-Global Education classes were much quieter. The pupils in the Global Education classes were very active in their groups. They were also very enthusiastic about answering questions when asked, but those in the non-Global Education classes appeared to be equally energetic in their attempts to answer class questions. The non-Global Education teachers attempted to involve as many pupils as possible, but it was as individuals versus the group model

used in the Global Education classrooms. There was no apparent difference in the respect and encouragement offered by the non-Global Education teachers and the Global Education teachers.

The physical conditions for learning in all classrooms were cramped and antiquated, however, it was far more noticeable in the Global Education classrooms as it was very difficult for the pupils to physically work in groups. The desks and tables were not conducive to this type of process so children were on top of each other and, in some cases, all group members were unable to be included in the circle. The rooms were so small in most cases that it was very difficult for the pupils to display the results of their work for other groups and the teacher to see. The absence of computers in the classroom was notable. At the end of each of the classes, the American evaluator offered an opportunity for the pupils to ask her questions of any nature. One big difference the evaluation team noticed was that in the Global Education classes there were more pupils with questions than there was time to answer them, and the questions were well thought out, often related to the activity the class had just completed. In the non-Global Education classes, the pupils were shy, few raised their hands, and they appeared to have a difficult time thinking of what to ask.

3.2.10. Core Team

The Core Team conducted observations of many of the Global Education teachers during the course of Phase Two implementation. Charts 3 and 4 below provide a representation of their findings as reported on Form E: Checklist for Observing a Lesson (See Appendix B)



Core Team Identifies Obstacles and Opportunities: The Core Team members were also interviewed individually. The first question had four elements about which the team was asked to identify obstacles and barriers or facilitators for the four elements. The following is a synthesis of their responses.

Curriculum Development: The core team believed that past expertise in writing text books facilitated their ability to write the activities needed for the Global Education Project. They saw this project as a qualitative change in curriculum development in the Albanian education system and as contributing to the curriculum reform initiative. One member pointed out that, “*This project gives teachers another profile to use. Now he/she is a class manager and not a ping-pong or table tennis player who gives problems and asks questions. It has led to an increase in pupil participation and has led to more pupil involvement in teaching themselves.*” Obstacles to developing activities included a lack of reference materials to use as models for developing the activities (the only book available was Global Teacher/Global Learner), lack of access to the Internet, and lack of actual statistical data on Albania. The Core Team believed that the present activities were good, but still need quality improvement. They will continue to work closely with IIGE on activity development.

Core Team members used the various test periods to gather feedback from the teachers and the pupils on how the activities went. They used this feedback to revise where necessary. The IPS Core Team members engaged teachers from each subject in the development of activities. While acknowledging that the present curriculum structure was very rigid and made it somewhat difficult for teachers to implement the Global Education activities, all Core Team members believed that it was possible to work around the present curriculum. The teachers interviewed, both Global Education and non-Global Education also commented on this difficulty, but all found creative ways to work around it for the time being. One early problem was an overly ambitious development of the activities that made them difficult to complete in the class time allotted and difficult to locate all the necessary resources. After testing, the activities were scaled back to be more reasonable. Core Team members all felt that the training they received from and their contact with IIGE were quite helpful in clarifying misunderstandings and especially in grasping the point that Global Education is not only a methodology, but also a world view or philosophy. A few Core Team members believed that it is still difficult for teachers to grasp this in the early stages of training and implementation.

Teacher Training: Teacher training was considered highly effective for the first and second stages. Core Team members believed, as did the teachers, that the training provided an excellent balance between theory and practice. The teachers were trained in-group process tools and the activities were developed and provided to them so that they simply implemented them in the classroom. The Core Team members believed that at the level of training that was provided, most teachers did well with implementation, and some did exceptionally well and were very creative. However, Core Team members believed that it was time for reassessing what the training was designed to accomplish.

First, they believed that most teachers, while able to implement group process, were not as skilled at stopping the action and asking the pupils to identify what strategies in group process were facilitating their learning. The Core Team was of the opinion that some teachers believed

that if they were doing group work in the class, they were doing Global Education. The Core Team believed that an equal part of the learning in the Global Education Project along with the knowledge gain regarding dimensions and the skills in practicing group work was the skill of being able to identify the group work tools that are being applied.

Second, they would like teachers to have integrated Global Education philosophy and practice to a degree that they can readily construct their own activities for their subjects, reducing the dependency on the Core Team for providing all activities. This ability addresses another potential weakness some Core Team members noted, that teachers are doing the activities, but they are not always making the overt connections to the Global Education dimensions for the pupils' reflection. One Core Team member noted that the teachers understood the philosophy, but were not always relating it overtly to reality in the classroom. This member believed that the more the teachers steeped in the traditional teaching methods integrated and took Global Education to heart in their practice, the more they would be able to work within the old curriculum, and the more they would contribute to curriculum change.

Third, in agreement with the interviewed teachers, the Core Team strongly believed that ongoing in-service training needs to be taking place at least once a month, if not twice. This in-service could include regional or national seminars and conferences and smaller events within Global Education schools and educational districts perhaps organized by subject matter or by skill development. Core Team members would like to see advanced teachers used to train other teachers, but this raises an issue of fidelity to the original intent of the training. At the moment there is no Training of Trainers model for this project.

Fourth, teachers needed to be able to discern when group work is the appropriate teaching method and when individual work is appropriate.

Fifth, those trained in Global Education philosophy and implementation should be receiving certification for their work, especially since they are volunteers and do not receive any significant remuneration for the extra work required. This will be particularly important for teacher trainers if a training of trainers model is instituted.

Implementation with Pupils: All Core Team members believed that the pupils are the main resource for this project. They noted the enthusiasm of the pupils for this “new” type of learning, and the gains in self-esteem, critical thinking, and free expression of opinion, especially for academically weaker pupils. One member said, *“I’ve noticed great changes among the (academically) weak pupils who, in this system of teaching, are no longer weak, and you can see the difference in their attitude and preparation. Their eyes sparkle!”* The Core Team noted that the pupils are driving the expansion of Global Education to non-Global Education classes by the pressure they put on the system to give them more of this model and philosophy. The pupils were tired of the old method of teaching and responded well to this project. As one student said in interviews, *“Adaptation to this new project was difficult in the beginning, but now we are used to it. The project did what it set out to do.”*

Core Team members paid close attention to the pupil feedback from their various subject areas. They noted that the most common complaint was the noise Global Education generated in the

classroom when the group process activities were conducted. Other than that, the Core Team heard no serious complaints from the pupils. This is consistent with the review of pupil feedback forms by the evaluator. One member commented that in the beginning some teachers were writing in their journals that they held very low expectations of how the pupils would perform in this new model, but the pupils far exceeded such expectations, and afterwards teachers acknowledged this with surprise.

Core Team members expressed a concern about pupils similar to that they had about teachers. They were unsure exactly how much connection the pupils were making between their excitement about and appreciation of group work and the philosophical understanding of the Global Education activities. Core Team members believed this connection could be improved by addressing the training needs noted in their comments on teacher training. They want to see evidence that the pupils actually understand the relationship of group work and democratic practice. For example, it was suggested that the pupils should develop “ground rules” for how they will work with each other in their groups. Developing rules such as how they will take turns in reporting, how they will work on disagreements, etc. would be a valuable opportunity for the pupils to apply what they are learning to their day-to-day lives. Another indicator that the pupils understand the philosophy as well as the practice would be a broader application of the Global Education learning in community activities, or transferring the processes and values learned to their work in student government organizations.

Resources Available and Those Needed: Core Team members emphatically agreed that pupils and teachers are the greatest resource to this project. Many teachers have had other training offered in Albania, e.g., Soros’ Critical Thinking model, which has contributed to their ability to implement Global Education. Heads of some educational directorates and all principals participated in the training leading to their support for implementation. The training, funded by UNICEF and provided by IIGE, is considered one of the best resources.

Core Team members praised the commitment of the teachers and their willingness to do the extra work even though it has little effect on their income. The pupils’ enthusiasm for the project was seen as a driving force in making it successful. UNICEF provided resources in the form of “paper and pen” supplies for individual pupils. Other than that, teachers and pupils have been responsible for finding the resources needed for the activities. Core Team members expressed two views of this need. All recognized that this puts an extra burden on teachers including, on occasion, the cost of the materials coming out of their personal income. This was sometimes true for the pupils also. However, the Core Team and teachers commented that the pupils rallied to this task, and it was seen as an activity that contributed to their learning and their development of family relationships. After her pupils brought artifacts from their family history for one activity, a Shkoder teacher was quoted as saying, “*It is an archeological museum!*” One Core Member believed that the specific resources for individual activities should not be provided from outside for exactly this reason.

To support the research required by the pupils and teachers, all Core Team members agreed with teachers and pupils that there were other resources that should be provided. These resources included the development of a library of reference materials for the Core Team at IPS and for Global Education teachers in their schools, computers that provide access to the Internet for the

Core Team members and at the schools; TV/VCR set ups, and photocopier machines. At present, without these types of resources the reference resources and other paper resources are either paid for personally by the teachers, or they must hand write enough copies for each student, as was the case in a math class observed by the evaluator, or they end up using scrap paper to produce documents. Assistance in rehabilitating and refurbishing classrooms to accommodate a group process-teaching model was also considered very important to continued success.

Potential Contributions the Core Team Might Make to Global Education Expansion: The Core Team was asked what they might provide other countries if asked for assistance in initiating a Global Education Project. They believed they could share lessons learned in order to help another system avoid any early mistakes. In countries that are facing similar types of curriculum transformation, they believed they could be especially helpful in sharing their experience on how to blend Global Education into the revision period. They felt that they could help new learners of this model strengthen the understanding of the relationship between Global Education methods and philosophy, and an understanding of the relationship of the methods and philosophy to creating the global citizen.

The Core Team would like to become able to provide the Global Education training at the pre-service and in-service levels. Some Core Team members found their experiences of visiting schools in other countries, even though not all Global Education schools, to be a great contribution to their ability to formulate the activities needed and provide technical assistance to the Albanian teachers on classroom management strategies. It is strongly recommended that the Core Team and some contingent of Albanian Global Education teachers visit the IIGE in Toronto in 2001 to view first hand the development and practice of this project and to engage in a dialogue with the initiators of the project as to how to improve delivery here in Albania.

The data gathered for the Phase Two evaluation substantiates the view that the Core Team's dedication and existing capabilities have been a central factor in the success of the Global Education Project. The members of the team studied carefully to learn how to effectively develop the activities for each curriculum subject. They learned the coaching skills necessary to support the teachers and principals who are implementing the project in the classroom, and they willingly engaged in an open process of feedback and assessment in order to not only improve the quality in the field, but their own quality of implementation as well. The Core Team should be encouraged and supported by UNICEF, the Ministry of Education, and the IPS in their efforts to continue to build their capacity for designing and implementing this project.

3.2.11. The Role of the Ministry of Education and the Institute for Pedagogical Studies

Core Team members believed that the Ministry of Education and the Institute for Pedagogical Studies provided excellent support. This was in alignment with what most of the teachers said in the interviews. They noted that the Ministry had been involved in the selection of some schools, some administrators had attended the Global Education training, and the Ministry had spoken publicly of its support for the project. The only area of concern or need expressed by all was the need to continue working towards curriculum revision with an ultimate goal of achieving a balance in the curriculum requirements between academic knowledge and practical skills for application of the knowledge. This concern focused especially on allowing teachers to consider

alternative methods for imparting knowledge, and on providing alternative texts and reference materials from which teachers might choose. Another suggestion made by teachers and the Core Team was that Global Education teachers should receive some type of certification from the Ministry recognizing their skill in this area. Finally, it was also recommended that the schools where Global Education is in use be designated as “model” schools where these alternatives are practiced as part of transformation of the curriculum and teaching methods.

In an interview, the Ministry Director of Primary Education noted that the Global Education project is completely consistent with the Ministry’s four mid-term objectives for 2000 for improving the Albanian education system. These objectives are:

1. Normalization of the education system, which includes improvement of infrastructure and resources needed for a quality education.
2. Increase in the efficacy of education by bringing about a correlation between investment and results.
3. Continuous quality improvement in human resources in the education system.
4. Integration of the Albanian system into the European/Atlantic system and beyond.

The Director believes that Global Education fits with these objectives because it

1. Contributes to the evolving initiative to broaden the curriculum.
2. Fits into the integration initiative by supporting a move away from the mechanistic to the systemic.
3. Supports the philosophy of recognizing the human rights of the child.
4. Improves teacher skills.
5. Encourages the child’s academic, personal, and spiritual growth.

Training is much needed in all aspects of education in Albania, and the Global Education training is seen as one means of filling this need by providing a broad-based philosophical and skill development model. This is a balance the Albanian education system is seeking as it moves away from a curriculum that was heavily theory based, but light on practical skills for application. The Director supported moving the Global Education model into the universities for pre-service training. He believed that Global Education supports the development of better Albanian citizens through its application to civil behavior, ethics, etc.

He pointed out that the challenge for the Ministry was the lack of funds, but they would like to develop as many partnerships as they can to assist them in addressing this issue. The Director of the IPS, who also stressed the need for partnerships to support Albania’s educational change effort, shared this concern. The IPS director believed that the funding situation for education in Albania was beginning to change, and the IPS will be receiving more funding. They hope to develop a national center for educational reform and Global Education falls under that umbrella. It is intended that Global Education will be expanded to all schools with teachers as the main actors. The Institute still needs partners at present to help provide some resources, e.g., computers and training expertise. He cautioned that it is important to keep the Global Education activities available to distant rural schools that might not have access to electronic capabilities for

some time yet. The IPS will definitely support the infusion of Global Education into the pre-service training of teachers at the university level.

The IPS Director has asked the Core Team and teachers to become a part of a collaborative team to advise on how to expand ownership of Global Education and other integration efforts in the education system. The evaluator suggested that parents and students might also be included. The IPS Director expressed a strong desire to see Albanian teachers trained to be trainers of Global Education teachers here and elsewhere in the world. Certification for Global Education teachers was discussed and the IPS Director offered a model that might acknowledge different levels of skill from one who has simply participated in the training to one who is a qualified trainer for the project.

While the possibility of the Ministry of Education supporting the infusion of Global Education throughout the education system in the near term (one or two years) is seen as slim at the time of this report, the Ministry and IPS, with other partners, should be moving in the direction of complete support of this project within the next four to five years. This will entail engaging more partners and, most importantly, educating legislators to the need for such projects and showing their effectiveness in order to develop the political will and institutional capacity necessary to bring about the much needed and sought after educational reform that is currently underway.

3.2.12. UNICEF's Role

UNICEF provided vital resources to this project. During Phase Two especially, much needed leadership was provided. First, the financial support for training and for the development of the activities and services of the Core Team members provided a solid base from which the project grew. The planning and coordination expertise provided especially in Phase Two led to firmly developed partnerships between UNICEF and the other stakeholders. During the year 2000, the UNICEF Global Education Project Manager worked to better organize and consolidate the reports and memoranda on the project. Especially important was the effort to develop a clear picture of the budget and the beginning of a plan for financial tracking with the partners that will facilitate the ability for all partners to have access to a cost/benefit analysis of the project on a timely basis.

The Project Manager, in collaboration with IPS and the Global Education schools is developing plans for streamlining management and distribution and implementation processes for Phase Three. These include:

1. Developing a more "user-friendly" budget process;
2. Obtaining agreement of partners for a timely account of expenditures and requests for funds,
3. Packaged distribution of supplies to the schools;
4. Distribution of a first draft of a teacher's manual;
5. Purchase and distribution of a computer and photocopier for the current 14 Global Education schools and for the Core Team offices at the IPS;
6. Continued monitoring of the quality of implementation of the project; and
7. Developing, with the stakeholders, a more effective evaluation strategy.

In support of project management and expansion, the Project Manger is proposing the following:

1. Development of materials to promote the Global Education Project, e.g., brochures, videos, etc.;
2. Further development of collaboration with partners such as the University at Elbasan;
3. Continued involvement of Ministry and IPS officials in ongoing coordination and decision making meetings;
4. Shortly after the beginning of 2001, the development of a five- or ten-year plan by all partners on the ultimate transfer and sustainability of the Global Education Project to the Ministry of Education;
5. Continued support of teacher training, including stakeholders to broaden the base of support for the project;
6. Support for a national conference on this project after the production of the Phase Three evaluation report; and
7. Implementation of a training of trainers workshop.

There are two important factors that UNICEF must recognize in relation to the ongoing nature of this project. It is the type of project that will require some form of outside financial support for a moderate period of time due to the current fragility of the Albanian education system. This project cannot be looked at as a “quick fix.” One of the central premises of the Global Education curriculum requires both a broad and a deep penetration in the education system. As this report indicates, there is already a return for UNICEF and all of the partners on the investment made thus far. As the ultimate beneficiary of this change effort, the pupils affected are already showing strong evidence of obtaining the changes and meeting the objectives sought by this project. There is a momentum now in the Albanian education system that needs some continued “hand holding” for a reasonably longer time. There is already a momentum building towards the teachers, pupils, and parents pushing for this change from the system that would require complete infusion of the Global Education Project throughout the system. Ultimately, it will be very cost effective for UNICEF to continue as a partner and facilitator of this project until Albanians can reach a critical mass in the Albanian education system that supports total ownership of the project. This support should include providing assistance in training materials translated into Albanian, supporting further trainings of teachers including a Training of Trainer model can be implemented here, providing an initial input of computers and photocopiers in the present schools through Phase Three, continued evaluation and monitoring, and helping the Albanian partners find other NGOs, non-profits, and profit making organizations to support continued sustainability and ultimate diffusion of this innovative project.

3.2.13.Budget Analysis

The budget for this project beginning in 1997 is attached as Appendix A. Two sets of figures were used for this analysis. The figures below for costs per pupil were calculated from the beginning of the project through Phase Two and excluded the budget figures in red in the Year 2000 column. The red figures represent proposed expenditures for Phase Three. The costs per pupil calculations through Phase Three include the figures in red. From the preparatory phase in 1997 through Phase Two in June 2000, the costs of the project were mainly applied to building

personnel capacity to develop an initial cadre of teachers to implement the curriculum. There was a significant increase in the cost of training in Phase Two (99-00) as the participants were expanded to include principals and other stakeholders for the purpose of building support for the project across the Albanian education system. The cost per pupil from the Preparatory Phase through Phase Two was approximately \$16. The cost per pupil will increase in Phase Three to approximately \$33 per pupil due to the one-time cost of providing computers and photocopiers for the present 14 participating schools, the draft “teacher’s manual,” and the addition of materials such as pens, paper and other supplies for each school.

When comparing these per pupil costs to that of similar curricula, for example, those for substance abuse prevention, conflict resolution, and/or violence prevention,¹ the cost per student for the Global Education project is clearly at the low end of the cost spectrum which ranges from \$10 to \$1600 per pupil depending on the curriculum selected and averages approximately \$235 per pupil. The increased cost for adding other than teachers to the training should contribute to the further expansion of the project and to an ever increasing promotion of the contributions this project has made to the Albanian education system as described above.

3.2.14. CONCLUSION

The following recommendations are made based upon the findings reported above and include a statement that indicates successful achievement of the recommendation should it be followed. These recommendations should be considered by the stakeholders and acted upon as they see fit and as resources allow. The Global Education Project is showing evidence of attaining the outcomes set forth in the curriculum and set forth by the Ministry of Education in its efforts to transform the Albanian educational system. The children of Albania are already being deeply influenced by this project and this influence should continue to expand. This project is well worth continuing as long as the same level of achievement is met, and, at this writing, there is no reason to believe that these objectives will not continue to be met. Support for the project is strong and the motivation of all stakeholders is high to continue to broaden and deepen the effort with quality.

¹ *Making the Grade: A Guide to School Drug Prevention Programs and Safe Schools, Safe Students: A Guide to Violence Prevention Strategies*, Drug Strategies, a nonprofit research institute, Washington DC, 1999

3.3. RECOMMENDATIONS

3.3.1 Curriculum Development

1. The Core Team should continue to use the Global Education curriculum development as one model for contributing to the reform of the present curriculum. Evidence of progress will be a shift from revision of curriculum further toward total reform.
2. The Core Team should continue to support teachers in
 - a. First, implementing pre-prepared activities,
 - b. Second, reaching a level of practice with those activities where the teacher can make changes and understand the rationale for the changes,
 - c. Third, training teachers in writing their own activities;
 - d. Fourth, becoming “Global Education teachers,” not simply teachers of activities in certain class periods, but practitioners who integrate the philosophy and methodology throughout their teaching practice.
3. By the end of Phase Three, assessment instruments and newly developed activities will show that teachers have learned to revise activities in appropriate ways and some are successfully developing their own and integrating them into other classes.
4. The Core Team should continue to improve their capacity to develop activities and to assist teachers in doing so. This development should include not only more fully crafted activities as recommended in David Selby’s September 2000 memo, but also a movement towards a natural integration of Global Education philosophy and methodology in all classes and subjects. By the end of Phase Three, evaluation will show a further infusion of Global Education practices in an ever-increasing number of classes and added Issue Dimensions such as diversity and social justice.

3.3.2 Training

1. UNICEF and the Albanian partners, working with the IIGE, should sponsor a Training of Trainers workshop for teachers who are interested in training other teachers and school officials in the Global Education model. IIGE should provide a trainers manual to be reproduced in the Albanian language. This manual should be available to each participant. There should be a teacher certification recognizing this skill. By the end of Phase Three there should be a cadre of two to three Global Education teachers from each district who are trained as trainers and implementing the training.
2. An “advanced” training should be provided to teachers who have been practicing Global Education for some period. This training should include:
 - The development of a deeper understanding of all components of Global Education;
 - Sessions on teaching and learning style diversity; and
 - Further development of teacher capacity to identify process tools used and their purpose and to develop these skills in the pupils, e.g., brainstorming, consensus building, etc. and their application in everyday life.

3. By the end of Phase Three, the partners should hold at least one advanced training for some combination of the teachers from the present school districts practicing Global Education.
4. Video tape and digitally photograph the Global Education classes. Collect the video tapes presently available made by individual teachers and edit them for use in training. This can also be used as part of a public relations effort. The tape will be put into use during Phase Three.

3.3.3 Resource Development

1. The Albanian partners should work closely with IIGE on the possibility of having IIGE Bachelors of Education pupils come to Albania on internships to work on the expansion of Global Education and to provide technical assistance. The partners might also want to look into the possibility of a distance- learning model. Dialogue about this should begin shortly after the start of 2001. These are potential, cost-effective ways to enhance training in Albania.
2. The issue of resource identification, development and provision must be addressed. In order to facilitate the continued expansion of this project, the current 14 schools participating in this project and the Core Team should receive a computer connected to the Internet, an adequate sized photocopy machine, and TV/VCR equipment. It is recommended that UNICEF provide the computers and photocopiers for this initial round, and that through partnership development another source be found for other equipment such as TV/VCRs. UNICEF should continue to provide the paper resources through at least one more year working with a partnership to identify other sources for these materials in the future. By the beginning of implementation of Phase Three Global Education classes at the end of February 2001, at least the computers and photocopiers will be in place and in use for the Global Education project. UNICEF should make clear any limits to the use of this equipment and work with the partners to find similar contributions from other sources as the project expands.
3. UNICEF should take a lead role in working with the present partners to identify other partners who will strengthen this project. New partners should include other non-governmental organizations (NGOs), foundations and other non-profits who have an interest in promoting educational reform, and other groups who have a vested interest in the welfare of Albanian children and in education reform. By the beginning of Phase Four implementation (spring 2002), at least two new partners will be added to this project.

3.3.4. Public Education

1. IIGE, the Core Team, and practicing Global Education teachers should publish articles on the Albanian experience thus far. By the end of Phase III, there will be one to two published documents on the Albanian Global Education experience.

2. After the Phase Three evaluation report is completed, the stakeholders should sponsor a national conference on Global Education. This conference should include “tracks” for all stakeholders including legislators, students and parents.
3. Develop public relations materials to educate legislators, community organization, other educational reform partners, parents, etc. about Global Education and it’s outcomes with those who have been involved. By the end of Phase Three there will be a simple, attractive report that will inform potential partners, schools, decision makers, etc. about the Global Education Project.

3.3.5. Evaluation

1. Revise all assessment instruments for this project in order to collect more measurable data on the changes taking place. These instruments should contain a balance of quantitative and qualitative data and use methods that identify behavior change at all levels of the education system, but especially among teachers and pupils. Parent data should be added at least to each year-end report. New assessment instruments will be in place for the implementation phase of Phase Three (by the end of February).
2. Expand the use of assessment instruments to non-Global Education pupils and teachers for comparison purposes. New assessment instruments will be in place for the implementation phase of Phase Three (by the end of February).
3. Work with appropriate parties to establish criteria for assessing the knowledge gained through group work versus that more easily measured in individual gain. Involve IIGE in this recommendation. By February 2001, this will become a part of the new assessment instruments.
4. Establish a process for the systematic gathering and management of data. That is, after developing and implementing new forms as recommended above, the data should be regularly collated either by hand or, preferably in a computer program for ease of analysis during a year and at the end of a year. The partners should include discussion of how to implement this recommendation in their planning meeting at the beginning of 2001. A process should be in place by the beginning of Phase Three classroom implementation.

3.3.6. Capacity Building

1. Develop more programs at the school and educational directorate level for students to become involved in their community beyond the school walls. Move beyond “clean-up days” to ongoing projects of service learning. By the end of Phase Three, assessment and observation will show that students are engaged in ongoing community services at the local level.
2. As soon as possible in 2001, the Core Team, UNICEF Global Education project manager, and perhaps a few teachers and a principal should go to Toronto to become acquainted with the resources and practice of Global Education at its inception point. Such a visit will

enhance the Albanian understanding of the project and refresh the partners for a new look at the project as expansion begins.

3. A meeting should be held shortly after the first of the year between UNICEF, IPS, the Core Team, and the university at Elbasan to begin the dialogue on partnering with the university on infusing Global Education methods and philosophy into Albanian pre-service teacher training. By the beginning of Phase Four implementation (Spring, 2002), evidence will show that the university is, in fact, infusing some elements of Global Education into their work with new teachers.

3.3.7. Systemic Change

1. A long-term goal should be the evolution of the “Global Education School.” That is, all Albanian schools would have wholly integrated the practice of Global Education beyond the classroom, to include school planning and administration. The activities already occurring with pupils outside of the classroom as a result of the Global Education Project thus far are the embryo of such a change and should be deepened and broadened to change school and system norms. By the end of Phase Three a strategy for reaching this goal will be included in the five to ten-year plan.
2. Develop stakeholder involvement in decision-making regarding the spread of Global Education at all levels – to include parents, pupils, teachers, principals, education directorates, Core Team, UNICEF, and the Ministry, and legislators. This should take the form of stakeholder groups in the schools’ local community, groups at the level of educational directorate, IPS, Ministry officials and legislators, and other possible combinations. These groups should be focusing on expansion and local support of Global Education throughout the Albanian education system and the development of opportunities for pupils to practice their learning from Global Education at the community and state level. The focus of expansion should be to both widen application of the Global Education curriculum and to deepen the practice of Global Education with the pupils. By the end of Phase Three there will be some type of local advisory collaborative committees working on Global Education activities in each of the schools. These committees will include parents and students as members.
3. Engage other organizations that are promoting educational change in Albania to develop a systemic approach to educational reform.
4. A meeting should be held among all partners shortly after the beginning of 2001 to develop a five to ten-year plan for the ultimate ownership of the Global Education Project by the Albanian education system. Such a plan should include prioritized long term goals with mid and short-term objectives, action steps and a budget. The budget should reflect a broad spectrum of support and a gradual transition to financing that comes largely from Albanian investment in education. Such a plan should be in place by the end of May 2001.

APPENDIX A
BUDGET DATA

Global Education Budget (1997-2000)

No.	DESCRIPTION	1997	1998	1999	2000
1	SEMINARS				
	Daily allowances	1356 ⁽¹⁾	3 583	3 634	15 380
	Albanian specialists	--	--	164	579
	Services ⁽²⁾	366	1 217	809	762
	Stationary	64	351	410	678
	Rent of premises / coffee breaks	3 008	2 666	2 603	2 615
	Foreign experts	4 272	8 187	8 709	6 472
	Total (1)	9 066	16 004	16 329	26 486
2	FIELD TESTS				
	Specialists	-	1 268	2 245	2 730 +10 333
	Teachers	-	1 540	1 968	5 317
	Translation of activities	1 000	165	1400	1 395
	Stationary	--	1 522	--	9 877
	Total (2)	1 000	4 495	5 613	29 652
3	SUPPLY				
	Didactic materials (14 schools)				12,567
	Recreational & didactic materials				119 140
	Computers, photocopies (14 schools + IPS)				58 352
	Shelves				5 410
	Total (3)				195 469
4	PUBLISHING	-	-	-	
	Posters & leaflets				9 349
	Teacher Manual				4 721
	GE Report Phase I				1 592
	Evaluation				
	Total (4)				15 662
5	EXTERNAL EVALUATION				14 615
6	20 GE BOOKS				626
	Grand-Total (1)+(2)+(3)+(4)+(5)+(6)	10 066	30 565	21 942	282,510

⁽¹⁾ The data are expressed in US \$.

⁽²⁾ In "services" are included the oral translation in seminars, translations of the materials for the seminars, secretary and photocopies.

DATA & EXPENSES FOR THE SEMINARS

Description	1997	1998	1999	2000
Total number of days	3	7	4	6
Total number of participants	22	120	107	198
Total expenses (1)	9 066	16 004	16 329	26 238

EXPENSES FOR THE FIELD-TEST PERIOD

Description	1997	1998	1999	2000
Number of schools	4	4	10	14
Number of pupils	630	1 250	5 100	8 090
Number of activities	23	23	73	123
Total expenses (2)	1 000	4 495	5 613	29 652

DETAILED EXPENSES FOR THE SEMINARS (without the external expert)**1997**

Description	October
<i>Number of days</i>	3
<i>Number of participants</i>	22
DSA	1356
Albanian specialists	--
Services	366
Stationary	64
Rent of premises / coffee breaks	3 008
Total	4 794

1998

Description	February	April	September	October	Total
Number of days	<i>2</i>	<i>2</i>	<i>1</i>	<i>2</i>	7
<i>Number of participants</i>	<i>37</i>	<i>29</i>	<i>24</i>	<i>30</i>	119
DSA	973	658	669	1 283	3 583
Albanian specialists	--	--	--	--	--
Services	255	363	73	526	1 217
Stationary	40	32	139	140	351
Rent of premises / coffee breaks	704	762	70	1130	2 666
Total	1972	1 815	951	3 079	7 817

1999

Description	February	September	October	Total
Number of days	<i>1</i>	<i>1</i>	<i>2</i>	<i>4</i>
<i>Number of participants</i>	<i>28</i>	<i>30</i>	<i>49</i>	<i>107</i>
DSA	524	504	2606	3 634
Albanian specialists	73	30	61	164
Services	--	431	378	809
Stationary	109	149	152	410
Rent of premises / coffee breaks	129	500	1974	2 603
Total expenses	835	1614	5 171	7 620

2000

Description	February	September	Total
Number of days	<i>3</i>	<i>3</i>	<i>6</i>
<i>Number of participants</i>	<i>70</i>	<i>131</i>	<i>201</i>
DSA	5 230	10 150	15 380
Albanian specialists	309	270	579
Services	207	555	762
Stationary	184	494	678
Rent of premises / coffee breaks	1 500	1 115	2 615
Total	7 430	12 584	20 014

APPENDIX B

**PROTOCOLS FOR ASSESSMENT DURING PHASE TWO
COMPLETED BY PARTICIPANTS DURING IMPLEMENTATION
FEBRUARY-MAY 2000**

**PROTOCOLS FOR ASSESSMENT DURING PHASE TWO
COMPLETED BY PARTICIPANTS DURING IMPLEMENTATION
FEBRUARY-MAY 2000**

FORM	TITLE
(A) & (B)	Teacher Interviews (oral) Before and After Field Tests of the new activities added in Phase Two
(C) & (D)	Teacher Questionnaires (written) Before and After the Activities Field Test period
(E)	Checklist for Observing a lesson completed by Core Team members and teaching peers during a Global Education activity
(F)	Feedback Sheets of the Pupils completed by approximately five Pupils who participated in the activity
(G)	Teacher Feedback Sheets completed after implementation of each Global Education Activity
(H)	Journals collected that included teachers' reflections on the practice of Global Education in their classrooms.

FORM→ COURSE↓	# of (A)	# of (B)	# of (C)	# of (D)	# of (E)	# of (F)	# of (G)	# of (H)
Civic Education	1/1*		9/1	9/1	70/7	537/53	79/7	10
Mathematics	1/1	2/2	21/2	23/2	140/14	675/67	141/14	15
Albanian Language	2/2	1/1	19/2	19/2	255/25	465/46	228/22	9
History/ Geography	3/3	1/1	7/1	11/1	50/5	283/28	54/5	13
Science			8/1	8/1	40/4	239/23	42/4	
Totals collected/ Analyzed	7/ 7	4/ 4	64/ 7	70/ 7	555/ 55	2199/ 219	544/ 42	47/ ??

* Number collected/number analyzed

(A) UNICEF PROJECT FOR GLOBAL EDUCATION: FRAMEWORK FOR TEACHER INTERVIEW BEFORE THE FIELD TEST

The ten following questions are “guidelines” to encourage responses by teachers about critical points of assessment. Each of them should be followed by an additional open-ended question or certain additions in order to make their responses even more clear (for instance, “what do you mean when you say that...?”, “Give me one or two examples about what you are saying”, “Can you explain more this problem?”).

1. In your opinion, which should be the most important qualities of the teacher?
2. What are your impressions, retrospectively, about the two seminars in which you took part?
3. Are you pleased with the way the tests of experimental classes were prepared?
4. In your opinion, to what extent do activities serve the aims of the curriculum?
5. Since you took part in the activities, what are your expectations and concerns about their application in the classroom?
6. Can you specify an activity that worries you and give reasons for your concern?
7. Can you specify an activity, which you think could be especially successful?
8. In what aspects do you think your class will be different during the experimental period?
9. How do you think will the pupils respond to the activities?
10. What is your understanding of global education?

(B) UNICEF PROJECT FOR GLOBAL EDUCATION: FRAMEWORK FOR TEACHER INTERVIEW AFTER THE FIELD TEST

This time, the following 13 “guiding” questions should be asked and followed by additional and encouraging open-end questions.

1. What is your general evaluation of the tests?
2. Did you face obstacles during tests, which were difficult to overcome?
3. What aspects of the tests, in your opinion, were the most successful?
4. What aspects of the tests, in your opinion, were the least successful?
5. Have your views changed during activities conducted in the experimental period?
6. Has the response of pupils changed during activities conducted in the experimental period?
7. Have the experimental classes persuaded you to reflect on your management of class and your teaching method?
8. Have you explained the experimental lessons to your colleagues? Was this done in a formal or informal context? What has been the result?
9. If you would be asked to describe the test experience in four words, what would those words be?
10. If you were to repeat the experimental classes, what changes would you make?
11. During your first interview, you identified your expectations of the experimental lesson as... and your concerns as...To what extent have your expectations been fulfilled and your concerns been justified?
12. What do you think are the most important qualities a teacher should have?

**(C) UNICEF PROJECT FOR GLOBAL EDUCATION:
TEACHER QUESTIONNAIRE BEFORE THE FIELD TEST**

1. NAME
2. MENTION THE FIVE MOST IMPORTANT QUALITIES THAT YOU THINK A TEACHER SHOULD HAVE?
3. WRITE THREE COMMENTS GIVING YOUR IMPRESSIONS ABOUT THE INTRODUCTORY SEMINARS IN WHICH YOU TOOK PART.
4. TO WHAT EXTENT DO YOU THINK YOU ARE PREPARED FOR THE TESTS. MARK THE RELEVANT NUMBER:

5	4	3	2	1
Very well prepared	Well prepared	Sufficiently prepared	Not sufficiently prepared	badly prepared

5. WHAT ARE YOUR **EXPECTATIONS** AND **CONCERNS** ABOUT THE TESTS? GIVE THREE COMMENTS FOR EACH EXPECTATION OR CONCERN.

EXPECTATIONS :

CONCERNS:

6. HOW DO YOU THINK THE PUPILS WILL GENERALLY RESPOND TO THE TESTS? MARK THE RELEVANT NUMBER:

1	2	3	4	5
very positively	positively	mixed answer	negatively	very negatively

7. WHAT DO YOU THINK ARE THE OBJECTIVES OF GLOBAL EDUCATION?

**(D) UNICEF PROJECT FOR GLOBAL EDUCATION:
TACHER QUESTIONNAIRE AFTER THE FIELD TESTS**

1. NAME

2. HOW SUCCESSFUL DO YOU THINK THE TESTS HAVE BEEN IN GENERAL? MARK THE RELEVANT NUMBER AND EXPLAIN YOUR ANSWER

5	4	3	2	1
very successful	successful	mixed success	not very successful	very unsuccessful

EXPLANATION:

3. WRITE FOUR WORDS TO SUM UP THE EXPERIENCE FROM THE TESTS

4. WHAT ACTIVITIES WERE THE MOST SUCCESSFUL AND WHICH WERE THE LEAST SUCCESSFUL? IDENTIFY TWO FOR EACH AND EXPLAIN WHY.

MOST SUCCESSFUL: 1.
2.

LEAST SUCCESSFUL: 1.
2.

5. HAVE THERE BEEN OBSTACLES IN THE CLASSROOM OR THE SCHOOL, WHICH HAVE MADE APPLICATION OF THE TESTS DIFFICULT? IF YES, PLEASE EXPLAIN.

6. HOW DID YOUR PUPILS GENERALLY RESPOND TO THE TESTS? MARK THE RELEVANT NUMBER.

1	2	3	4	5
very positively	positively	mixed answer	negatively	very negatively

7. HOW SUCCESSFULLY, IN YOUR OPINION, DID THE ACTIVITIES REACH THE OBJECTIVES OF THE CURRICULUM? MARK THE RELEVANT NUMBER AND EXPLAIN YOUR ANSWER.

5	4	3	2	1
very successful	successful	mixed success	not very successful	very unsuccessful

EXPLANATION:

8. IF YOU WERE TO REPEAT THE EXPERIMENTAL LESSONS, WOULD YOU MAKE CHANGES IN THEM? IF YES, PLEASE EXPLAIN.
9. MENTION FIVE MOST IMPORTANT QUALITIES THAT YOU THINK A TEACHER SHOULD HAVE?
10. WHAT DO YOU THINK ARE THE OBJECTIVES OF GLOBAL EDUCATION?

**(E) UNICEF PROJECT FOR GLOBAL EDUCATION:
CHECKLIST FOR OBSERVING A LESSON**

NAME OF THE TEACHER:

NAME OF THE ACTIVITY:

URBAN SCHOOL

RURAL SCHOOL

STATE SCHOOL

PRIVATE SCHOOL

MIXED CLASS

CLASS WITH MALES

CLASS WITH FEMALES

	NOTES
*Explanation of the activity - Has all/most of the pupils understood the procedure well? - Have the necessary explanations been given?	
*Resources - Are the necessary resources (including space in the classroom) available and are they adequate?	
*The abilities of the pupils - Have the pupils sufficient knowledge, abilities and the right attitude to accomplish the activity successfully?	
*Participation of the students - Are all/ most/some/few students actively involved in each part of the activity?	
*Interest/motivation of the pupils - Are all/most/some/few pupils interested in the activity or motivated by the activity?	
*Changes in the activity - Have there been modifications made in the activity? Have phases been removed or have additional phases been added?	
*Summary description of the activity - To what extent does the teacher sum up the experience gained by the pupils from the activity and to what extent does he expand it? - Are all/most/some/few pupils involved in the summary description of the activity?	
*Objectives of the curriculum - How successfully does the activity achieve the objectives of the curriculum for this lesson?	
*Time	

- Is the time insufficient/sufficient to carry out all stages of the activity (including summary description)?	
<p>*Direction teacher/pupil (summary)</p> <p>- What percentage of the lesson has been directed by the teacher? What percentage has been directed by the pupils?</p> <p>- What percentage of the lesson has been used by the pupils to:</p> <ul style="list-style-type: none"> - listen to the teacher - to work on individual assignments - to work in small groups - to take part in discussions of the whole class - others (please specify) 	
*Other observations	

**1. UNICEF PROJECT FOR GLOBAL EDUCATION
FEEDBACK SHEET OF THE PUPILS**

1. IF YOU LIKED ANYTHING IN THE LESSON, WHAT WAS IT?
2. IF YOU DISLIKED ANYTHING IN THE LESSON, WHAT WAS IT?
3. IF YOU WERE SURPRISED BY ANYTHING IN THE LESSON, WHAT WAS IT?
4. IF YOU LEARNED ANYTHING FROM THE LESSON, WHAT WAS IT?
5. IF THE LESSON WERE TO BE TAUGHT AGAIN, WOULD YOU LIKE IT TO BE DIFFERENT? IF YES, IN WHAT ASPECTS?
6. EVALUATE THE LESSON ACCORDING TO A SCALE OF NUMBERS FROM 1 TO 4.

I liked the lesson
very much

1

I liked the lesson

2

I did not like the
lesson

3

I did not like the
lesson at all

4

**(G) UNICEF PROJECT FOR GLOBAL EDUCATION:
FEEDBACK SHEET OF THE TEACHER**

1. ACTIVITY NO:

2. NUMBER OF MINUTES FOR DURATION OF THE ACTIVITY, INCLUDING DISCUSSIONS: _____ MINUTES.

1. IN YOUR OPINION, WAS THE ACTIVITY APPROPRIATE TO ACHIEVE THE OBJECTIVES OF THE TOPIC OF THE CURRICULUM? (EXPLAIN YOUR ANSWER)
2. HOW WAS THE ACTIVITY RECEIVED BY THE PUPILS (DESCRIBE HOW THEY RESPONDED TO DIFFERENT PARTS OF THE ACTIVITY, IF THIS IS NECESSARY)
3. IN YOUR OPINION, WERE THE OBJECTIVES, DESCRIBED IN THE POTENTIAL, ACHIEVED?
4. WERE THERE OTHER ACHIEVEMENTS, APART FROM THOSE DESCRIBED IN THE POTENTIAL? IF YES, PLEASE GIVE DETAILS.
5. WAS THE DESCRIPTION OF THE ACTIVITY CLEAR AS GIVEN IN THE PROCEDURE?

YES

NO

IF NO, HOW WOULD YOU CHANGE IT?

6. DID YOU FOLLOW THE STEPS DESCRIBED IN THE PROCEDURE AND IN THE SUGGESTED SEQUENCE?

YES

NO

IF NO, WHAT DID YOU NOT FOLLOW/CHANGE/ADD? (GIVE DETAILS)

7. IF YOU WERE TO REPEAT THE ACTIVITY, WOULD YOU CHANGE IT AND IN WHAT ASPECTS?

APPENDIX C

**PROTOCOLS FOR SEMI-STRUCTURED INTERVIEWS
ADMINISTERED DURING EVALUATION REPORT DEVELOPMENT
NOVEMBER 2000**

PRINCIPALS AND INSPECTORS
Interviewed four principals and one inspector

1. Why did you choose to have your school/district participate in the Global Education Project?
2. Do you believe this project has made a contribution to the lives of your Pupils? If yes, in what way? If not, why not?
3. Do you believe this project has made a contribution to the lives of your teachers? If yes, in what way? If not, why not?
4. Have you experienced any benefits from this project?
5. What support have you provided to this project?
6. How would you recommend expanding the project?
7. What other reasons might there be for the changes we have talked about? Other trainings, etc.?
8. Do you believe that this school's participation in this project has or will make a contribution to school and community relations?

GLOBAL EDUCATION TEACHERS
Interviewed three GLOBAL EDUCATION teachers

1. How long have you been a teacher?
2. Why did you choose to be involved in this project?
3. When were you trained in Global Education? How soon after that did you begin to practice?
4. Have you had any other training similar to this? If yes, do you find it supports the Global Education training or is completely separate from it?
5. How comfortable and confident are you with practicing GLOBAL EDUCATION in the classroom? If not comfortable/confident, why not?
6. How has the inclusion of Global Education effected your classroom management? Give examples. How do you feel about this movement towards integration?
7. Are you able to integrate the GLOBAL EDUCATION methods into classroom activities? If yes, give examples. If not, why not?
8. How are you applying the topics in your classroom? Have you found the activities and topics to be compatible with required subject matter? If yes, explain. If not, why not?
9. Have you had any support from the Core Team to strengthen your use of GLOBAL EDUCATION methods? From your principal?
10. What type of support would you like to have to make it easier for you to implement GLOBAL EDUCATION?
11. If you were introducing new teachers to these principals and practices, what would you want them to know?
12. Have you received any parent support since this project began?
13. Do you believe this project will make a contribution to the lives of your Pupils? If yes, how? If not, why not?
14. Do you believe this project will make a contribution to your life as a teacher or as a citizen? If yes, how? If not, why not?

NON-GLOBAL EDUCATION TEACHERS
Interviewed three non-GLOBAL EDUCATION teachers

1. How long have you been a teacher?
2. What do you know about the Global Education Project? How did you hear?
3. Based on what you know, do you want to bring Global Education activities and methods into your classroom?
4. How do you feel about the movement toward more integration in the classroom?
5. What is your experience with applying integration?
6. Have you had any training in interactive methods like those used in the Global Education Project?
7. Are you practicing it in the classroom?
8. What worries or concerns do you have with using these methods in your classroom?
9. What type of supports would make it easier for you to practice these methods?
10. What do you believe are the most important qualities of a teacher?
11. What do you believe the children need from the schools and the teachers to become better Albanian citizens?

PUPILS**Conducted focus groups at four schools with a total of 30 Pupils**

1. Tell me one thing you like about your teachers?
2. Do you notice a difference between your Global Education Teachers and the non-GLOBAL EDUCATION teachers?
3. Have you noticed a difference in your classes since your teachers began using the Global Education Project? If so, what is the difference?
4. Can you give me an example of something you have learned about people or places elsewhere in Albania or in the world as a result of your Global Education activities?
5. Have you learned anything about the past, present, and future that you think is important to your life today?
6. Now that you have participated in GLOBAL EDUCATION activities, do you do anything differently in class or with your parents or friends?
7. Do you believe that you have a role in maintaining the environment or bringing peace to your community or the world? If yes, in what way?

CORE TEAM MEMBERS
Interviewed 5 members

1. What have been the obstacles/barriers and facilitators to:
 - a. Curriculum development
 - b. Teacher training
 - c. Implementation with pupils
 - d. Resources available and resources needed
2. Have you had the opportunity to view the Global Education Project or similar programs in any other countries?
3. If Albania were asked to assist another country in implementing a GLOBAL EDUCATION program, what type of assistance could Albania offer?
4. What can the Ministry of Education do to support the implementation and expansion of Global Education?

APPENDIX D
CORE TEAM MEMBERS
AND PARTICIPATING SCHOOLS

SCHOOLS PARTICIPATING IN THE PROJECT

Phase One: 1997-1999

<u>SCHOOL NAME</u>	<u>CITY</u>
Dora D'Istria	Tirana
Ramazan Jarani	Tirana
Sabaudin Gabrani	Tirana
Kushtrim i Lirisë	Durrës
Xhaferr Kongoli	Elbasan
Branko Kadia	Shkodër

Phase Two: 1999-2000

<u>SCHOOL NAME</u>	<u>CITY</u>
Rilindja	Kavaja
Lissus	Lezha
Naum Veqilharxhi	Korça
28 Nëntori	Vlora

Phase Three: 2000 – 2001

<u>SCHOOL NAME</u>	<u>CITY</u>
School No. 3, Laç	Kurbin
School No. 1, Fushë Krujë	Kruja
Skënder Libohova school	Lushnja
Konispol school	Saranda

APPENDIX E
LIST OF ACTIVITIES

LIST OF ACTIVITIES

MATHEMATICS

Fifth grade

Who is smaller than me?
 In the market (A cocktail)
 We are equally superficial
 Number approximation
 Which is the most beautiful figure?
 Addition and subtraction of lengths
 Boom!
 A strange table
 Decimal number
 Who is most able to calculate lengths by naked eye?
 Who are the tallest?
 The most beautiful!
 Box without lid
 Two by two with equal sum

Sixth grade

The more ways, the better
 What new things did I learn in this chapter?

Seventh grade

A card game with fractions
Be careful! When does it expire?
Find, if you can, the figure I have drawn
What number do I have in mind?
We shall continue school
Game of cards with decimal numbers
One after another
Two by two with equal product
Which one would I buy?
Let us form together 4 squares!
Electric power...How many problems!
Math around us
This is a good deal!
Find out, if you can, the figure I am thinking about
World population
The right to live
Children's rights
Multiplication of negative numbers
Let's enlarge quickly beautiful figures

ALBANIAN LANGUAGE

Fifth grade

1. Synonyms and antonyms
2. Idiomatic phrases
3. We invite, wish, thank
4. Encouraging sentence
5. Composed sentence
6. Yesterday, today, tomorrow
7. Use of dictionaries
8. Four seasons
9. Food
10. Picnic day
11. We ask and answer
12. Usefulness of forests for the planet
13. We tell events that have happened to us
14. Animal feed
15. The sentence with defining subordinate parts
16. Interrogatory sentences
17. Order of words in the sentence
18. Primary and figurative meaning of words
19. Other forms of verb
20. We prepare simple stories
21. Autumn
22. Three anecdotes
23. Little beggar

Sixth grade

1. We tell, report, describe
2. Clauses of place and time
3. We should avoid conflicts
4. Report, article, interview
5. Interrogatory pronouns
6. Clauses of cause
7. We speak of fashion
8. We speak and describe comic situations
9. We explain causes of misunderstandings
10. A little honey
11. An evening in Lure
12. On the roads of Asia
13. Guitar player
14. Nightingale
15. Hi, fairy
16. Little man who...
17. Crow and fox
18. Autumn reproaches

19. there are different ways to express yourself

20. Little beggar

Seventh Grade

1. *Dictionaries*
2. *Jokes and sketches*
3. *Conjunctions*
4. *Prepositions*
5. *Let's write poetry*
6. *Metaphors*
7. *Exercises on noun features*
8. *Little genius*
9. *Ancient city*
10. *The miser*
11. *Smell of highlands, smell of mountains*
12. *The stream and the ocean*
13. *And spring came...*

CIVIC EDUCATION

Fifth grade

1. Albanian educational system
2. Which is the best class for you
3. Use of textbook
4. How to read a painting
5. Creativity
6. Respect
7. Civics at school
8. Community
9. Types of community
10. Citizens serve community
11. Voluntary groups

Sixth grade

12. Human rights and freedoms in documents
13. Rights and obligations
14. Children's rights
15. Minority groups
16. *AIDS*
17. *How the laws can help us*
18. *Me too*

Seventh grade

19. *Public opinion and propaganda*
20. *Distinguishing the facts from opinion*
21. *How to read an article*

HISTORY & GEOGRAPHY**Geography**

1. *Formation of continents*
2. *The seaport*
3. *The relief of the continents*

History

4. *Lords and serfs*
5. *Cities*
6. *Development of culture*
7. *Capital cities*

KNOWLEDGE OF SCIENCE

1. *Living things eat and are eaten by others*
2. *Plants themselves choose the place where they grow*
3. *Animals choose where they live*
4. *Find the living thing and where it lives*
5. *Living-things reproduction*
6. *Seed germination*
7. *How can we raise electrical power?*
8. *Pollination with flowering plants*
9. *Seeds travel*

APPENDIX F
MATRICES OF ACTIVITIES
AND GLOBAL EDUCATION DIMENSIONS

MATHEMATICS – FIFTH GRADE

<i>Dimension/Activities</i>	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19
Spatial Dimension	✓	✓																	
Temporal Dimension	✓								✓										
Issue Dimension																			
-Health education		✓					✓											✓	
-Environment																			
-Peace and conflicts																			
-Rights and responsibilities																			
Inner Dimension	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Approach																			
-Pair work	✓		✓					✓								✓			
-Small group work		✓	✓	✓	✓	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
-Role plays		✓				✓													
-Simulation		✓																	
-Individual work	✓	✓	✓	✓		✓	✓		✓	✓		✓	✓		✓	✓	✓	✓	

MATHEMATICS – SIXTH AND SEVENTH GRADES

<i>Dimension/Activities</i>	20	21	22	23	24	25	26	27	28	29	30	31
Spatial Dimension		✓		✓	✓			✓	✓			
Temporal Dimension				✓	✓			✓	✓			
Issue Dimension												
-Health education										✓		
-Environment					✓				✓			
-Peace and conflicts					✓			✓				
-Rights and responsibilities					✓				✓	✓		
Inner Dimension	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Approach												
-Pair work												
-Small group work		✓	✓	✓	✓		✓	✓		✓	✓	✓
-Role plays			✓		✓							
-Simulation												
-Individual work		✓	✓	✓	✓		✓	✓		✓	✓	✓

CIVIC EDUCATION

<i>Dimension/Activities</i>	1	2	3	4	5	6	7	8	9	10	11	12	13	14
Spatial Dimension	✓	✓	✓	✓	✓	✓	✓	✓			✓	✓	✓	
Temporal Dimension	✓	✓		✓	✓	✓	✓	✓			✓	✓		✓
Issue Dimension				✓						✓				
-Health education														
-Environment					✓			✓	✓	✓		✓		✓
-Peace and conflicts					✓	✓			✓			✓		
-Rights and responsibilities		✓	✓		✓	✓				✓		✓		
Inner Dimension	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Approach														
-Pair work														
-Small group work	✓	✓	✓	✓	✓		✓	✓	✓	✓		✓		✓
-Role plays														
-Simulation														
-Individual work	✓	✓	✓	✓		✓	✓	✓	✓			✓		✓

KNOWLEDGE OF NATURE

<i>Dimension/Activities</i>	1	2	3	4	5	6	7	8	9
Spatial Dimension	✓	✓	✓	✓	✓		✓	✓	✓
Temporal Dimension	✓	✓	✓	✓	✓	✓	✓	✓	✓
Issue Dimension									
-Health education				✓	✓	✓		✓	
-Environment	✓	✓	✓	✓	✓	✓	✓	✓	✓
-Peace and conflicts				✓					
-Rights and responsibilities		✓	✓						
Inner Dimension	✓	✓	✓	✓	✓	✓	✓	✓	✓
Approach									
-Pair work				✓				✓	
-Small group work		✓	✓	✓	✓	✓	✓	✓	✓
-Role plays	✓								✓
-Simulation		✓	✓		✓	✓	✓		✓
-Individual work		✓	✓		✓	✓	✓		✓

HISTORY/GEOGRAPHY

<i>Dimension/Activities</i>	1	2	3	4	5	6	7
Spatial Dimension	✓	✓	✓	✓	✓	✓	✓
Temporal Dimension	✓			✓	✓	✓	✓
Issue Dimension							
-Health education							
-Environment		✓					
-Peace and conflicts							
-Rights and responsibilities	✓			✓			
Inner Dimension	✓	✓	✓		✓	✓	✓
Approach							
-Pair work							
-Small group work	✓	✓	✓	✓	✓	✓	✓
-Role plays					✓		
-Simulation						✓	
-Individual work	✓	✓		✓	✓	✓	✓

APPENDIX G
ACTIVITY EXAMPLES

Activity	1
Subject	Mathematics
Grade	8
Topic	My genealogical tree
Duration	100 minutes

Objectives

Students are enabled to:

- Reinforce the comprehension of power and apply it in real, non-routine situations.
- Understand the relation between the past of their family and their present as an aspect of the effect of the past on the present and future.
- Strengthen the affectionate relations in the family through a better acquaintance of their history.

Resources

- One A4 sheet for each student.
- One Sheet 3 for each group of 4-5 students. (You'll find this sheet attached to the activity).

Procedure

Step 1 (15 minutes)

A student hands out an A4 sheet to every student.

The teacher draws a small box at the bottom of the table and says: "I'm writing my name here". The students draw the box at the bottom of their sheets and everyone writes his/her name. (They will work across A4 sheet.)

Then the teacher draws two other small boxes on her/his own box as shown on Sheet 3 and says: "Here are my parents' names. S/He writes her/his mother's name on one box and her/his father's on the other one. The students imitate her/him.

The teacher adds another fork on her/his father's box and says: "My father has his own parents, too" and draws the two corresponding boxes. "We might proceed further this way. This is called "the genealogical tree", concludes s/he.

The teacher instructs that each student "further grow their tree" and write the names of their family as far as they can. Each group is given a Sheet 3 as a model.

Step 2 (10 minutes)

The class is divided into groups of 4-5 students.

Students of each group show each other their work and correct any probable mistakes.

The teacher draws the numerical axis on the blackboard as on Sheet 3. The students do the same on their sheets.

The teacher writes the words "me" and my "parents" as shown on Sheet 3 and the students write these on their sheets.

After this, the teacher asks the students which words should be written higher on the axis. (The answer is “grandfather” and “great-grandfather”.) The students write these two words alongside the numerical axis.

The teacher urges the students to invent the word, which must follow “great-grandfather”.

(The word “great-grandfather” must show the fourth generation in case we consider “me” as the first one. In this case, the following words must show the fifth generation, the sixth one etc.)

Step 3 (15 minutes)

The teacher asks the class: “How many grand fathers does each of us have? How many great-grandfathers? What about great-great-grandfathers?” he draws the following chart on the blackboard and asks the groups to fill it in up to the sixth generation.

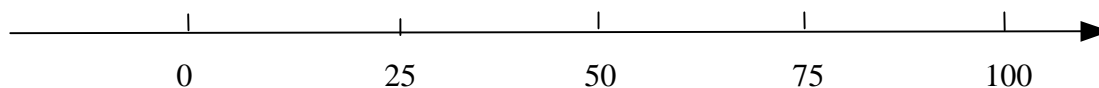
Number of generations	1	2	3	4	5	6	...	n
Number of persons per generation	1	2	4				...	$y =$

After the group work is verified, they proceed with finding out the formula ($y=2^{n-1}$).

Step 4 (10 minutes)

“ Now-the teacher continues -, we are going to approximately find out when our forefathers lived.” The teacher raises the discussion about the average interval between the birth of the parents and the children’s birth. (This interval might be taken as 25 years.)

Then the students must fill in the numerical axis on their sheets as follows:



Step 5 (10 minutes)

The teacher asks the groups to describe two peculiarities of the period when their grandfathers, great-grandfather and their forefathers were born. (They might mention historical peculiarities as e.g. My great-grandfather was born when Albania was under the Turkish rule”, but others as well e.g. “At that period they traveled by horses, there were neither trains nor cars”)

Step 6

The teacher invites the students to fill in “ their” genealogical tree together with their parents and grandparents. He also invites them to briefly write something about their family history e.g. about a great-grandfather (where and when he was born, any event about him and some characteristics of that period of time).”

Step 7 (20 minutes)

Some pupils read their writings to the class.

Potential (20 minutes)

This activity combines knowledge from math, history and geography. Cognitive learning interweaves with affectionate learning.

It encourages positive interpersonal relation among students as well as among generations within a family.

The discussion might be enlivened with questions like” What did you feel when you learnt about family events which you didn’t know? What impressed you most while filling in your genealogical tree? What would you further like to know about the history of your family?

Has there any event, which happened to your ancestors, affected your life?

This discussion might be done within the group.

Stavri Llambiri, IPS.

Activity 2
Subject: Albanian Language
Topic: Albanian Language and its dialects
Grade 8
Duration: 45 minutes

Objectives

The students are enabled to:

- Know the extension of the Albanian Language, its dialects and variant forms of its dialects.
- Increase the students' national awareness of the lexical wealth and variety of the Albanian Language.
- Make comparisons and evaluations about the use of the Albanian Language in various areas of life.
- Contribute to the enrichment of the Albanian Language with words taken from the pearls of our dialects.

Resources

- The Albanian Language Dictionary
- Lists of words collected by the students from their Gegë or Toskë regions, Kosovo, Arberia, Çamëria etc.
- Colored threads (5 colors)
- Worksheets and cards to write various words and phrases in the dialects of Albanian.

Procedure

Step 1

The teacher asks the students to roleplay using the spoken language of their region (their city or village). By these roleplays the teacher aims at reproducing the spoken Albanian in various dialect speaking forms. The teacher should be attentive to include most part of the spoken variant forms of Albanian (northern highland, Kosovo, Çamëria, Arberesh, Southern Albania, Shkodra, Tirana etc.). A student writes the representing terms of the spoken language on the blackboard as follows:

North	South	Kosovo	Tirana	Çameria

Step 2

The class is divided into groups of 5-6 students. The teacher asks them to make a vocabulary with no more than 10 representative words of a spoken form of a dialect. Each group makes this and encloses it in an envelope. The groups exchange the envelopes. They open them, discuss about the meaning of the words offered in that vocabulary and explain them to the others. Then they might ask the group who prepared it about the meaning of these words.

Step 3

The pupils, arranged in small circles, which form a large circle when put together, play the game of the identical words. (Each group has a thread of a particular color). The teacher holds up the label of a certain word and the groups join their threads if that word is used in their spoken variation. (This game aims at pointing out the common trunk of the various dialects and their connection as a whole.). The students might also be asked to make sentences with the given words.

Step 4

The teacher orientates the students to write an essay with the representative words of a dialect (the above mentioned vocabulary). They can give their essays whatever title they like but the writing must correspond to one of the dialects. The teacher also asks them to use those words in their figurative meanings, if possible.

Step 5

The students read their essays in the two variant forms: in dialectal and standard Albanian and give evaluations about both forms

Potential

Considering the fact that the demographic distribution of the population in Albania has greatly changed recently and there is a larger integration among various regions of Albania, the students in schools transmit various forms of the spoken dialects of Albanian and their variations. Making good use of this natural phenomenon for teaching effects, the problem of the dialects of Albanian might be dealt with again to distinguish their similarities as well as their differences, which convey linguistic wealth and national intelligence.

Variation

- The students display their works on the classroom walls.
- The students are asked to make up a vocabulary of figurative words representative of different dialect forms of Albanian. They have to write their explanations besides these words.
- The students are asked to find out in their readings words belonging to certain dialects and explain their figurative meaning.

Mimoza Gjokutaj, IPS.

Activity	3
Subject	Civic Education
Grade	8
Topic	Order
Duration	45 minutes

Resources: —

Objectives:

At the end of the activity the pupils should be able to:

- Define the concept: customer, supplier, order.
- Describe the elements of an order.
- Explain the importance of each element of the order.
- Describe the relation customer- supplier as a complex one.
- Fill in an order form.
- Make decisions as customers and suppliers in concrete situations of relations between them.

Procedure

Step 1 (10 minutes)

The teacher asks the students to identify the raw materials or semi-manufactured ones needed to manufacture a product, e.g. trousers, shoes or another product s/he finds more suitable for the community the school is located in. The teacher might even choose a product dealt with before during other classes.

S/He writes the name of the product on the blackboard and lists the raw materials or the ready-made ones identified by the students.

Then, s/he requires that the students sort out the materials according to the way they are provided. The students might sort out e.g.:

In the case of trousers:

- cotton
- cloth
- thread
- buttons
- dye

in the case of shoes:

- raw leather
- processed leather
- sole
- inner part of the shoe
- thread
- glue

The teacher asks the students to add the enterprise, which provides these materials, next to them.
E.g.

- Cotton is provided by the agricultural enterprise.
- Cloth is provided by the textile combine etc.

Step two (10 minutes)

The teacher explains to the students that the enterprise has to be supplied with raw materials by other enterprises so as to manufacture the product (trousers, shoes). For this reason, the enterprise has to order other enterprises to supply it with these materials. S/He explains that the enterprise, which orders the raw or ready-made materials needed for production is called **customer** whereas the enterprise, which supplies them, is called **supplier**. The teacher also explains to the students the way an order form is filled in and the necessary conditions to accept it. Besides this, the teacher explains to the students some of the cases when various enterprises do not accept the orders of certain customers.

Step three (15-20 minutes) Role-play

Then the teacher divides the class into 5 groups as follows:

- **Group 1** is the enterprise selling the product (trousers or shoes or something else)
- **Group 2** is the enterprise producing them.
- **Group 3** and **Group 4** are enterprises furnishing the producing enterprise. - -
Group2 (**customer**)
- **Group 5** is the enterprise furnishing the enterprises 3 and 4 (**customers**).

Then s/he asks the group (helps them, too), that after having set connections with other groups, in which cases they occur to be once customers and then suppliers, **to fill in the order-forms for the demanded or supplied materials** according to the following connections:

1. Group 1 (**customer**) – Group 2 (**supplier**)
2. Group 2 (**customer**) – Group 3 and 4 (**supplier**)
3. Group 3 and 4 (**customer**) – Group 5 (**supplier**)

- The teacher suggests that Group 2 as a customer shouldn't order from Group 3.
- Group2 must give reasons why they don't want further collaboration with Group3
- In the same way, **Group 1**, must present their remarks about Group 2 regarding irregularities in supply etc.

After being prepared, the groups, represented by one student are asked to act a roleplay based on the above-suggested script.

Step 4 (5 minutes)

At this step, the teacher asks the students to reflect on the importance of the fact that the one who calls her/himself a customer should at the same time think as a supplier. This means that s/he must think not only about her/his rights towards the supplier but also about her/his duties towards another customer. This will help her/him be more correct in the process of production and relations with others, because the fulfillment of the individual interests depends on (although this is not evident for some) the fulfillment of the duties by all.

Potential

This activity might be used to clarify the students about as follows:

- The connection customer- supplier is not a one-sided one, but a mutual connection
- The concrete connection customer-supplier is not and cannot be understood only within the relations established between the two sides of the connection but only as a link of a long chain of **cause and effect connections** in which they change roles, or as particle of a complex and global connection consisting of a great number of factors acting as conditioned and conditioning and changing in time and space.
- The teacher might make good use of the relations coming about during the roleplay and point out the above mentioned idea to enhance the students' viewpoint not only in the case of concrete customer-supplier relations but further on.
- S/He might ask the students to give examples when they think they have reached wrong conclusions due to limited considering and ignoring the numerous factors, which affect a phenomenon.
- The teacher might also exploit this fact in another direction: to make the students aware that everyday life, like production, is raised on the basis of respecting not only the rights but also the duties and responsibilities towards others.

Astrit Dautaj, IPS

Activity	4
Subject	Knowledge on science
Grade	5
Topic	10 things I appreciate doing instead of smoking
Duration	15 minutes

Objectives: At the end of this activity the pupil should be able to:

- Understand the importance of being involved in activities to avoid taking up vices.
- Use consensus while communicating with each other.
- Be involved in action projects to make the community conscientious about the damage of smoking to health.

Resources: Paper and pencils

Procedure

Step 1 (5 minutes)

The students are instructed to draw a line down the sheet dividing it into two halves. Ask them to write on the left side of the sheet 10 things they would like to do instead of smoking. Stimulate them to think as creatively as they can. Some might find it difficult to think of 10 things. Suggest some of them, which you think people enjoy doing e.g. playing with a ball, listening to music, drawing, watching a film, chatting with a friend, reading a book, walking etc.

Step 2 (5 minutes)

After having compiled the list, the students are asked to divide the right side of the sheet into 5 columns and write the following symbols on the top of each column:

Column 1 (M)

Column 2 (R)

Column 3 (I)

Column 4 (5)

Column 5 (!) (Exclamation mark)

In the first column (M) they should write things, which require money to be accomplished.

In the second column (R) they should include things, which might spell probable risk. This risk might be personal, social, or mental.

In the third column (I) they write what they consider individual or personal i.e. as original people.

In the fourth column (5) they write things they will not have on their list during the 5 coming years.

In the fifth column (!) they write their favorite activities already on the list.

Step 3 (5 minutes)

Divide the class into pairs and ask each student to speak about his list for 2-3 minutes. Ask them to compare their likes with each other and the various symbols they have used for them.

Potential

This activity requires that the students first work individually, but the teacher has to clarify beforehand the aim of this activity, about the preferences each student might express. The discussion might then focus on pair work and the column they prefer.

Variation

If you think step 2 represents difficulties to be accomplished by your students, you can deal only with step 1 and 3 for ten minutes (asking them only to discuss about the lists of things they would like to do, not dividing it into 5 columns.)

Fatmira Zenelaj, IPS.

Activity	5
Subject	Literature
Grade	8
Topic	Buy me those bullets, mum!
Duration	55 minutes

Objectives: The students are enabled to:

- Read using techniques of expressive reading, find out the message and comment on it.
- Express their attitudes towards the questions of peace and towards the question of armament as a social problem and especially as a problem concerning children.
- Make sensationalized posters about the risk and consequences of arms.

Resources: 5 flipcharts, worksheets prepared by the teacher for two activities, glue.

Procedure

Step 1 (5 minutes)

The teacher speaks to the students about the author of the poem and then reads it. The students ask about the words they don't understand and the teacher or other students explain their meanings.

Step 2 (10 minutes)

After having read the poem silently, the students are asked to find out the keyword of every verse and fill in the worksheets.

Worksheet Nr.1

Verse	Key Word

Step 3 (15 minutes)

The class is divided into 5 groups. The teacher gives each group a flipchart and asks them to collaborate and write 5 sentences expressing their opinions on what would happen if the children had guns in their hands and played with them. Then this flipchart is displayed on the wall to be read by all.

Worksheet Nr.2

What would happen if...
1
2
3
4
5

Step 4 (25 minutes)

The class is divided into 5 new groups consisting of 6 students. Each group will prepare a poster with drawings and the corresponding caption related to the disastrous consequences of arms for a people and a country. The posters are displayed in the classroom and are seen by all the students.

Potential

This activity enables the free comment on the verses and teaches the students to have right attitudes towards destructive wars and pay attention to arm games.

Variation

The posters might be displayed on the school walls and left there for several days to have their effect on the children. A special day might be organized when parents and community members are invited to visit the exhibition of their children's works.

Bukurie Rexha (GEP, Core Team member).

Activity	6
Subject	Geography
Grade	8
Topic	The Albanian Alps
Duration	45 minutes

Resources: Map of Albania for the whole class, map of Albania for every student, one poster for every group, glue, scissors.

Objectives: At the end of this activity, the pupils are enabled to:

- Define the geographical position and some of the main shapes of the relief of Alps on the physical map of Albania.
- Point out the touristy values of this region.
- Speak about the features of the population and their spread on this area.

Procedure

Step 1 (35 minutes)

After dividing the class into groups (possibly in 5 groups), the teacher introduces the task each group has. (We suggest that the teachers use various ways while dividing the class into groups so that the groups don't consist of the same people in every activity).

The task of each group is as follows:

Suppose you work in a travel agency and have to prepare a leaflet (advertisement) about the Alps of Albania. While writing the text you should bear in mind to attract as many tourists to visit this area as possible through your text. You are free to structure your text as you like it, but you have to write about:

- Location of the Albanian's Alps;
- Relief (predominant shapes) mentioning some mountains or valleys;
- Climate;
- Some main rivers;
- Animals and vegetation;
- Beauties the relief offers;
- Inhabitants of this area;
- Some main centers;
- State of the environmental pollution;
- Future of this region.

The task will be accomplished consulting the physical and administrative maps of Albania you have in front of you.

are going to write so as to facilitate the understanding of the task.

After having had enough time to accomplish the task, a group representative introduces the group work, which is presented on the posters they display on the classroom walls. At the end of the presentation, the teacher makes a debriefing adding the information not elicited by the students.

Step 2 (10 minutes)

Then there is a discussion about issues like:

- Does this region have enough resources for the development of tourism?
- What does this region offer in the future?
- Do you know tourist regions in the world similar to our Alps in terms of physical-geographical conditions?
- If any of you has visited this region, what impressions did you have?

Potential

Being a group work, this activity encourages students to work together and makes everybody respect and evaluate their classmate's opinion. Getting into the position of an advertiser, it makes them positively evaluate their country pointing out its best features. At the same time there is an increase of self-esteem because they have to find many physical and geographical data on their own.

Variation

The task for each group might be prepared on strips of paper and handed out to each group to make it clearer.

Note: The activity might be used in other topics as well related to other physical and geographical regions of Albania.

Albana Markja, IPS.
