



Evente & Konferenca /

Përgatitja e moduleve për legjislacionin dhe të drejtat në programet e mësuesisë dhe të shkencave të edukimit

RRETH PROJEKTIT

I dashur vizitor

Faleminderit që po vizitoni faqen e projektit tonë!

Titulli i projektit

“Përgatitja e moduleve për legjislacionin dhe të drejtat në programet e mësuesisë dhe të shkencave të edukimit: një kontribut për të ndërtuar sisteme edukimi të bazuara në të drejtat në vendet në tranzicion”

Tipi i projektit: Erasmus+ Mundus Zhvillim i kurrikulës

Data e fillimit: 15-10-2016

Data e mbylljes: 15-10-2019

Koordinator:

Vrije Universiteit Brussel (VUB)

Koordinator i projektit:

Prof. Gracienne LAUWERS

<http://edulaweu.eu/>

Konteksti i projektit

Projekti presupozon se bashkëpunimi mes edukatorëve dhe juristëve mund të nxisin mësimdhënien, të nxënit, udhëheqjen efektive të shkollës si dhe risitë arsimore. Pyetja kryesore e projektit që lidhet me multidisiplinaritetin dhe ndërdisiplinaritetin është se sa mirë bashkëpunimi ndërmjet edukatorëve dhe juristëve mund ta përmirësojë arsimin. Cilat janë tendencat në fushën e legjislacionit dhe të arsimit që e bëjnë gjithnjë e më të nevojshëm një bashkëpunim të efektshëm? Në shoqëritë demokratike, vendimet që ndikojnë në sjelljen e njeriut janë forca kryesore e cila përcakton orientimin e institucioneve arsimore nga dita në ditë. Shumë vendime gjyqësore për çështje të paraqitura nga studentë individualisht ose anëtarë të stafit kanë patur lidhje me kufizimin e lirisë së veprimit për çështjet kryesore të arsimit dhe të udhëheqjes së shkollës. Prandaj, një bashkëpunim efektiv mes edukatorëve dhe juristëve do të ndikonte në mënyrë të ndjeshme çështje të tilla, si qeverisja e shkollës, reforma shkollore, barazia e mundësive arsimore, drejtimi i shkollës, dhe shpërndarja e burimeve të pakta. Në shoqëritë demokratike, paraqitet një nevojë në rritje për një bashkëpunim të tillë. Në kontrast me këtë dukuri dhe nevojat, ka një mungesë të mjetëve mësimore për legjislacionin dhe të drejtat në arsim në dispozicion të profesionistëve në arsim. Për shkak të bashkëpunimit të kufizuar dhe mjetëve në dispozicion për të nxënit, shumë edukatorë/bordet e shkollave dhe juristë nuk janë të angazhuar në bashkëpunim të vazhdueshëm. Së fundi, një bashkëpunim i tillë ndërdisiplinor do të përmirësonte jo vetëm ndërveprimet juristë-edukatorë, por mund edhe të reduktonte proceset gjyqësore për çështjet arsimore, si dhe do të mundësonte përdorimin e legjislacionit për të mbështetur dhe për të çuar përpara objektivat e politikës arsimore.

Qëllimet

- Të mbështeten vendet partnere për të përditësuar kurrikulat e tyre;
- Të përgatiten më mirë stafi dhe studentët e vendeve partnere për një proces qeverisjeje të shkollës dhe një proces mësimdhënieje të bazuar në të drejtat dhe për t'iu përgjigjur të drejtave pro-aktive në shoqëritë në tranzicion.

Objektivat

- Të përmirësohet përgatitja e mësuesve për të zhvilluar një treg pune dhe shoqëri të bazuar në të drejtat ;
- Të përmirësohet niveli i kompetencave dhe aftësive të kultivuara nga Institucionet e Arsimit të Lartë duke zhvilluar module të reja on-line dhe programe të reja të përgatitjes së mësuesve.

Objektiva specifike






- Të rihartohen kurset dhe programet e përgatitjes së mësuesve dhe të shkencave të edukimit duke përfshirë module që të transferojnë njohuri themelore të legjislacionit arsimor për studentët e mësuesisë dhe të shkencave të edukimit me ose pa një arsimim të mëparshëm ligjor;
- Të zhvillohen mjetet për të nxënit dhe mësimdhënien për legjislacionin arsimor dhe të drejtat në arsim;
- Të krijohen burime të hapura arsimore dhe një sistem online të testimit;
- Të rritet bashkëpunimi efektiv ndërmjet edukatorëve dhe juristëve të specializuar në fusha të ndryshme të së drejtës;
- Të mbështeten partnerët me metodologjitë dhe qasjet pedagogjike përfshirë përshkrimin e rezultateve të të nxënit për secilin nga modulet;
- Të zhvillohet një qasje inovative për përgatitjen e mësuesve dhe rolin e ligjit në fushën e arsimit;
- Të përmirësohet niveli profesional i stafit;
- Të lidhet arsimimi i mësuesve me standardet ndërkombëtare.

INSTITUCIONET PJESËMARRËSE NË PROJEKT

1. Free University of Brussels
2. Vytauto Didžiojo Universitetas
3. University of Bialystok
4. European Association for Education Law and Policy
5. University of Tirana
6. Aleksander Moisiu University of Durres
7. Belarusian State Pedagogical University named after Maxim Tank
8. Francisk Skorina Gomel State University
9. Moscow City University
10. Kutafin Moscow State Law University
11. Mari State University
12. Northern (Arctic) Federal University named after M.V.Lomonosov

13. 13. National research university Higher school of economics

EKIPI I UNIVERSITETIT "ALEKSANDËR MOISIU", DURRËS

Emri	Roli në projekt	Foto
Prof. Asoc. Dr. Ervin Karamuço	Drejtuës institucional I projektit, ekspert ligjor	
Prof. Dr. Kseanela Sotirofski	Eksperte e edukimit	
Prof. Dr. Lekë Sokoli	Ekspert i edukimit	
Prof. Dr. Julaina Latifaj	Eksperte ligjore	
Dr. Rozeta Biçaku-Çekrezi	Eksperte edukimi	
Dr. Shqipe Haxhihseni	Eksperte edukimi	

PUBLIKIME

LEGAL STATUS OF TEACHERS IN EUROPE: CASE OF ALBANIA

Questionnaire 1:

Which qualifications (diplomas) are required for each respective category?

Which subjects are taught in the study program for teacher education? Which practical expertise is taught?

Are there any other requirements to be fulfilled (nationality, residence, ...)

1. 1. How do the required qualifications of teachers differ? Do they differ along with the education levels?

As teachers play a vital role in the improvement of the quality of education, the Albanian Government has taken the reform on teaching profession. In the last decade (2005-2015), the Parliament and Government of Albania have approved a number of laws and bylaw documents that have impacted the development of education in general and teaching profession in particular by supporting changes in Albanian education system and improving the educational opportunities of students and teacher's status.

In 2010, the Albanian government included teaching profession in the list of the regulated professions. Given the importance of credentials to profession, requirements for new teachers have been an important issue in school reform.

Teaching profession development in Albania includes three steps:

- a) *Initial teacher education* (pre-service teacher education) in the universities. Initial teacher education refers to the education and preparation student teachers receive before employment.
- b) *Induction* that is intended for those who have already completed basic pre-employment education and preparation. Policy governing entry into preparation for teaching has taken into the consideration the need to provide society with an adequate supply of teachers who possess the necessary qualities and who have the required professional knowledge and skills. This program is conceived as a "bridge" from student of teaching to teacher of students. During the induction, teacher candidates have to complete one school year teaching practice, to pass the state exam and to get teaching license.
- c) *In-service training and continues professional development* are processes that occur during the career.

Entry into professions requires credentials.

The Law No.69/2012 "On pre-university education system in Republic of Albania", article 57, and the Law No. 80/2015 "On Higher Education and Research in the Institutions of the Higher Education in the Republic of Albania", article 83 prescribe the required qualifications as following.

1. "The teacher that will serve in the educational institutions should possess the following diploma in the field of education or an equivalent diploma to it:

- a) The teacher of pre-school education should possess the diploma of the first cycle of university studies, Bachelor in preschool education;
- b) The teacher of the elementary education should possess the second cycle diploma of the university studies, Professional Master in elementary education;
- c) The teachers of the lower and upper secondary education should possess:
second cycle diploma of the university studies, Master in a specific subject of teaching.

2. The teacher of the vocational education, teaching professional subjects, the teacher of the oriented education and the special education teacher should possess the second cycle diploma Master in the field of education.

The universities offer the following study program in the field of teaching.

1. Study programs in teaching in the preschool education and the elementary education are organized in two cycles:

- a.) program of the first cycle Bachelor in preschool education and Bachelor in elementary education;
 - b.) program of the second cycle "Professional Master in elementary education".
2. Programs of the second cycle "Master in a specific teaching field" (120 credits).
 3. Programs of the second cycle in the field of teacher education must allocate 25% of credits to general psychological and pedagogical formation.
 4. Curricula of the teacher education programs of the second cycle of the same field should be similar at least 80%.

1. 2. All teachers' are university-trained teachers at all levels? Or are teachers trained in specific teacher-training centres?

All teachers of the all education levels are university-trained.

1. 3. Are teacher-training centres integrated in universities or are teacher-training centres post-secondary non-university institutions?

There are not teacher-training centres within universities or non-university institutions for the pre-service teacher education.

Departments as the basic structures of the universities are responsible units for the teacher education programs.

Teacher-training centres, institutions or agencies in Albania offer in-service training and continuous professional development of teachers. They can be integrated in universities or non-university institutions. Based on Article 58 of the Law 69/2012 "On pre-university education system in Republic of Albania", the professional development of teachers can be organized as internal professional development, training sessions, professional networks, advise, short-term and long-term courses.

1. 4. Does the diploma awarded by teacher-training centres equal a master or a bachelor's degree?

Teacher training centres in Albania issue the certificates for in-service training that are not equal to the university diplomas.

Based on the Law 80/2015 on Higher education system in Republic of Albania, and on Law No. 10 247/2010 on Albanian Qualification Framework, only accredited institutions of higher education, opened with the decision of Council of Ministers (Article 6, point 14) have the right to award Bachelor and Master diplomas.

1. 5. Describe the courses in these teacher-training centres?

Teacher-training centres for in-service teacher training offer short courses and they differ from centre to centre. Due to the fact that the training are based on the demand-offer system and only serve for ongoing professional development of teachers, not initial training, the content and the skills offered by agencies depend from the demands collected by the designated state institutions, and from the capacities of the agencies to design and develop training courses. In-service courses must be accredited by the Ministry of Education and Sports. Actually the process is pending.

1. 6. Do the courses in these teacher-training include thorough pedagogical training?

Yes, based on the experience of four years ago, in-service courses offered by the training centres included pedagogical training.

1. 7. Do the courses in these teacher-training include thorough didactic training?

Yes. The courses in the teacher-training included didactic training.

1. 8. Is there a large amount of practical work that is involved in the courses in the teacher-training programs?

In general, there is little practical work involved in the courses taught in the teacher education programs. Courses are mainly taught in theoretical perspectives; however there is a tendency to enrich those with few examples from practice, with some illustrative videos or with discussion of case studies.

1. 9. Is classroom management taught in teacher training?

Yes, classroom management is taught in each teacher education programme either as a course in itself (for about 15 weeks) or as a module included in another course (for about 7 weeks). Classroom management and Management of inclusive classroom are two courses that can be found in the teacher education curricula in Albania.

1. 10. Is there a course on getting pupils' attention and increasing the pupils in a class who are thinking? How is it done, e.g. "cold call" and "turn and talk" techniques where pupils have to explain their thoughts quickly to a peer?

In all teacher education programs there are some courses or topics related to getting pupils' attention and increasing the critical, independent thinking, cooperation learning and reflection of pupils.

University of Durrës offers these courses: "Critical thinking", "Philosophy of Education", "Democratic education", and "Methodology of Teaching". Each of these courses integrates the theoretical and practical component. Each student has to analyse the case studies from the school life, to prepare a course project on a topic linked to methodology of teaching and learning and to present it in the class. The professor requires the proper techniques for the course project.

University of Tirana offers these courses: "Teaching and learning", "Didactics of social sciences subjects", "Teaching methodologies", "Characteristics of students with special needs", "Education for democracy", "Special workshop on civil participation" that prepare the future teachers to develop intellectual and cognitive skills of pupils.

1. 11. Is developing instruction skills through collaboration taught in teacher training? Is there expertise taught on how to instil a collective ethos of teachers? Does it include teaching alongside another teacher, observing another or give feedback or does the teacher training prepare rather teachers for a “closed-door teaching profession”?

Developing instruction skills through collaboration is one of the teaching methods used and prescribed in all the syllabuses of the teacher training courses in Albania. Methodology of teaching, analyses of case studies, observation practice and teaching practice are some subjects and activities that support to build the professional skills, to instil a collective ethos of teachers, to give feedback, to reflect on teaching and profession.

1. 12. How is the practical work (practical teaching) within the teacher-training programs organized?

Practical work is an element of the courses of teacher education programs and a component of the curriculum of teacher education.

University of Durres

In the Bachelor programmes the practice has 12 credits – 300 hours (3cr for 4 semesters).

In the Master programs the practice has 10 credits – 250 hours (5cr for 2 semesters).

The practical work load is divided in two academic semesters. The practical work is organized in primary or secondary schools (depends on the teacher training program). Each student has a coordinator professor from the university and one mentor from the school. In the first semester students are involved in an “observation practice”. They go to the school and learn how to teach from experience of the mentor teacher. At the end of the semester they have to prepare a portfolio of each lesson they have observed. In the second semester student are involve in an “active practice”, the students teach under the observation of the mentor teacher and the coordinator professor. At the end of this teaching practice, the student has to present the portfolio with all the lesson plans that has used during the teaching practice in the school.

University of Tirana

Component of the practical work within teacher education programs at Master level is organized as following:

1. Professional Master in Special and Social Pedagogy: 8 credits – 200 hours.
2. Master of Sciences in Teaching Social Sciences: 10 credits – 250 hours.
3. Master of Sciences in Educational Policy and Leadership: 12 credits – 300 hours.

In general, students have to be involved in practice one or two days per week during an academic semester. Students are equipped with Guidance for Practical Work and they have to develop and hand over a portfolio for their practical work at the end of the semester. Based on this portfolio they also are assessed and get a grade for their practical work. A university professor is responsible for overseeing the practical work of about 15-20 students.

Teaching practice in Albania is composed of two kinds of activities: passive observations and active practice. In the framework of the passive observations, students are asked to attend five classes per week in a school. In the framework of the active practice, student teachers are asked to teach five hours per week. Universities sign agreements with the schools for the purposes of the teaching practice. The responsible departments appoint a lecturer as a supervisor for 15-20 students. In most cases, there is no person/tutor appointed by the school/educational setting to guide students while they are practicing in that institution. Students remain mainly observers (which could be OK at the beginning) and only in few cases become active participants in the school/educational setting. The evaluation of students is based on the evaluation made by the supervisor, mentor and on the quality of the teaching practice report and portfolio.

There does not seem to exist systematic structures and planned and formalized methods of ensuring a connection between the practice and theory in teacher education programs. Usually, the two are disconnected. Educational courses are taught separately with no formal connection to ensuring the student experiences in schools are reflected upon, discussed, shared and presented to the rest of the class.

1. 13. Is the teaching of education law and the legal framework of education taught in teacher training programs?

University of Durres

The teaching of education law and the legal framework of education is taught in the Master programs on teacher education and educational sciences. There are offered two courses: “Education legislation” and “Human rights education”.

University of Tirana

All three master study programs on teacher education and educational sciences offered by the Faculty of Social Sciences include subjects that target the legal framework and education law. Specifically these subjects are as follows:

1. Professional Master in Special and Social Pedagogy: Inclusive education: theory, legislation and practice.
2. Master of Sciences in Teaching Social Sciences: Education policy and law.
3. Master of Sciences in Educational Policy and Leadership: The legal dimension of education.

All three master study programs have offered a detailed study of the legal framework of education in Albania and the dynamics of its functioning in education.

1. 14. Do the courses in the teacher-training programs include the teaching of a philosophical or ideological vision on education?

University of Durres

The University of Durres offers compulsory courses like: "Philosophy of education", "Education in a social dimension", "Sociology of religion", "Democratic citizenship education".

University of Tirana

The curricula of the Masters programs in education include courses teaching the philosophical and ideological vision on education as following:

1. Professional Master in Special and Social Pedagogy offers "Inclusive education: theory, legislation and practice".
2. Master of Sciences in Teaching Social Sciences offers "Education policy and law", "Education for democracy", "Philosophical explanation and discourse", "History, nature, cognition".
3. Master of Sciences in Educational Policy and Leadership offers "Theories of education", "Educational policy".

1. 15. Are schools working with auxiliary teachers? Do they have teaching diploma? If not, do they have a higher education diploma?

We do have auxiliary teachers only for pupils with special needs. According to the Law No.69/2012 "On pre-university education system in Republic of Albania", and Normative Dispositions of Pre-University Education special schools and ordinary schools that have pupils with special needs could employ auxiliary teachers. Auxiliary teachers must have a Bachelor degree in teaching, psychology, logopedia etc., and a Master diploma in Special Pedagogy. According to the Normative Dispositions of Pre-University Education auxiliary teachers can be employed to help pupils with learning difficulties in the grades I-III, but this is not applicable. According to the law, the schools have the responsibility to find funds to pay auxiliary teachers which makes difficult the employment of the auxiliary teachers.

1. 16. Do specialist subject teachers need to complete their university degree with a postgraduate diploma in education? Or with a traineeship in a school or the equivalent?

Specialist subject teachers have to complete the university degree with a Master diploma in education. They cannot complete the degree with a traineeship or equivalent.

1. 17. How is the setting up of teacher-training centres regulated?

The teacher education programs are offered by the universities. The establishment and function of the universities and the opening of the study programs are regulated by the Law No. 80/2015 "On Higher Education and Research in the Institutions of the Higher Education in the Republic of Albania", chapter III, IV, VII.

The establishment of the in-service teacher training centres are regulated by the Law No.69/2012 "On pre-university education system in Republic of Albania", article 58 that states: "The training sessions shall be held according to the "demand – offer" system, based on the requests from the educational institutions and offers from training agencies, which may be public or private. The training programs shall be accredited by the Ministry".

The Law No. 80/2015 "On Higher Education and Research in the Institutions of the Higher Education in the Republic of Albania", article 81 that states that Institutions of the Higher Education can offer programs of the continues education as the form of lifelong learning. The modalities of these programs can be approved by the IHE or in cooperation with the Ministry of education for the regulated teaching profession.

1. 18. Does the law allow to set up 'school-centred' initial teacher-training centres?

No, it is not foreseen by the law.

1. 19. Does the law allow the possibility of attending a part-time teacher-training course?

No, according to the Law No. 80/2015 "On Higher Education and Research in the Institutions of the Higher Education in the Republic of Albania", article 69, point 2, "Study programs that give the right to a regulated profession are offered only as the full time studies".

1. 20. Which level of government (federal, regional, local) is the authority responsible and can set the requirements for the teaching profession?

Only the Ministry of Education and Sport is the authority responsible and can set the requirements for the teaching profession.

1. 21. To what extent do diploma's in teacher education differ from one region to another in the same country? Does it imply that it is impossible for a teacher trained in one region to teach in another region?

There is no significant difference in the curricula of the teacher education and consequently diplomas in teacher education do not differ significantly from one region to another. Furthermore, the law requires that the curricula of the teacher education programs of the second cycle of the same field should be similar at least 80%. So, all diplomas issued by all universities in the country are accepted as one of the requirements to enter to the teaching profession.

1. 22. What is the most important requirement to be eligible for a teacher's post (e.g. the qualification)? Are there some other prerequisites applicable (nationality requirement, language requirement, medical fitness, fulfilment of military obligations, enjoyment of political and civil rights and proof of good conduct, ...). Are teachers supposed to reside in the place where they teach?

The most important requirement to be eligible for a teacher's post in Albania are following:

- a) The university diploma
- b) Teaching license
- c) Medical certificate
- d) Proof of good conduct
- e) Juridical status certificate

The teachers are not supposed to reside in the place where they teach.

1. 23. Can the right to teach (or to be a civil servant) be denied by court order?

2. According to the Criminal Code of the Republic of Albania, in addition to the main sentence, the Court can
3. also give additional punishments for a definite or indefinite term. One of these punishments is deprivation of
4. the right to exercise the profession in which teaching is also included. This additional punishment is for those
5. offenses in which the teacher has seriously abused with the profession and his/her image, too

According to the Criminal Code of the Republic of Albania, in addition to the main sentence, the Court can also give additional punishments for a definite or indefinite term. One of these punishments is deprivation of the right to exercise the profession in which teaching is also included. This additional punishment is for those offenses in which the teacher has seriously abused with the profession and his/her image, too.

1. 24. Are teachers required to take language tests? How is the thorough language knowledge to be proved?

A foreign language test is required to get the diploma Master of Sciences. So, in this framework the student teachers that attend programs Master of Sciences are obliged to pass the international test of one of the languages: English, French, German, Italian, and Spanish. The language knowledge is proved by internationally recognized tests and providers, approved by the Ministry of Education and Sport.

1. 25. How does the system manage professional development of teachers? Do teachers receive precise instruction together with specific, regular feedback under the mentorship of a lead teacher, and systems for assessing it?

Teacher professional development and qualification of teachers in pre-university education in Albania are the processes organized by the Ministry of Education and Sport. The Law No.69/2012 "On pre-university education system in Republic of Albania", regulates this processes.

Article 58 Continuous professional training

1. The educational institution shall plan the professional development of teachers in accordance with their needs and in compliance with the central, local educational policies and those of the institution.
2. The forms of professional development are: internal professional development, training sessions, professional networks, advice, short-term and long-term courses.
3. The teachers and directors shall be trained at least 3 (three) days per year.
4. The training sessions shall be held according to the "demand – offer" system, based on the requests from the educational institutions and offers from training agencies, which may be public or private. The training programs shall be accredited by the Ministry.
5. The local educational units shall organise the continuous professional development of teachers in cooperation with training agencies with accredited training programs, selected in open competition, in line with the procedures provided for in the instruction of the Minister.
6. The financial resources for the training sessions shall be from the individual contribution of the educational employee, state budget, projects of local and foreign non-profit-making organisations, foundations, institutions, and other legal sources.

Article 59 Qualification of Teachers

1. Qualification categories for teachers are three:

- a) "Qualified teacher";
- b) "Specialised teacher";
- c) "Master teacher";

2. Granting of the category to the teachers shall be based on the experience, training and on successfully passing the final examination of the respective qualification category. The criteria and procedures of qualification of teachers shall be set out by instruction of the Minister.

3. Every qualification category shall be accompanied with a supplement amount to the salary, the extent of which shall be determined upon the decision of the Council of Ministers.

1. 26. Are there trainings for mentors of future teachers?

Some years ago the Ministry of Education had accredited a program on mentors training offered by the independent organization, Centre for Democratic Education, but during four last years the Ministry of Education and Sport has interrupted the approved activity of the training agencies as was thinking to replace the previous system of in-service training with the new one.

1. 27. Is there a special career track for mentors of future teachers?

There are some by laws on establishment of the mentorship system in the framework of the teaching as the regulated profession that can be used as the foundations of career track for mentors of future teachers. But, actually we cannot speak on a real career track for mentors.

VEPRIMTARI

Shkurt-Mars 2016

Ekipi ndërdisiplinar i Universitetit të Durrësit ka organizuar disa takime në 26 shkurt, 10 mars dhe 24 mars 2017 mars në kuadrin e projektit ndërkombëtar "Përgatitja e moduleve për legjislacionin dhe të drejtat në programet e mësuesisë dhe të shkencave të edukimit: një kontribut për të ndërtuar sisteme edukimi të bazuara në të drejtat në vendet në tranzicion"

Prof. Dr. Kseanela Sotirofski, Prof. Dr. Lekë Sokoli, Dr. Rozeta Biçaku, Dr. Shqipe Haxhiyseni and Prof. Asoc. Dr. Ervin Karamuço morën pjesë në takimin e parë.

Në dy takimet e tjera të organizuara në mars ekspertët e moduleve ndanë idetë për tabelën e përmbajtjes së moduleve, për strukturën e moduleve, për dokumentet ligjore ndërkombëtare dhe vendore dhe dokumentet e politikave që mund të përdoren për modulet.



MODULET

Në kuadrin e projektit do të përgatiten 14 module.

Universiteti "Aleksandër Moisiu" i Durrësit do të përgatisë Modulin 3 dhe 4.

Module 1: Legislating the quality triangle in education

Module 2: Regulation on the professional education EQF level 5 and its implementation

Module 3: Law on EU, federal, regional, municipal competences in education

Module 4: Law on the status of teachers, employment law relating to teachers

Module 5: Disciplinary procedures in schools and the duty of care, negligence and the duty of care and liability law

Module 6: Constitutional right to education, religious rights in education, religious freedom in education and litigation

Module 7: Legal framework on pedagogical and academic and school autonomy

Module 8: Non-discrimination and equality of pupils in education, law on inclusive education and pupils with special needs

Module 9: Comparative review of administration and governance of schools at central and/or regional level

Module 10: Law on teacher training and professional development of teachers

Module 11: Comparative review of law on school management in Europe

Module 12: Comparative review of law regulating school systems in Europe

Module 13: Privacy, transparency/ safety and violence in education, data protection, privacy, access to information

Module 14: Judicial review of teaching and assessment disputes; adjudication by the ECJ on recognition of qualifications and free movement of students and staff

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