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TEACHING PEACE AND BUILDING RESILIENCE

CURRICULA MANUALS

LOWER SECONDARY EDUCATION



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CURRICULA MANUALS

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LOWER SECONDARY

Key Aims

Teaching Peace and Building Resilience Explained

Curriculum Documents: Cross-Cutting Curriculum

Curriculum Documents: Curriculum Framework

Curriculum Documents: Core Curricula

Curriculum Documents: Course Syllabi

Structure of Modules

Checklist for Lesson Planning

Curriculum Guide



INTRODUCTION: TEACHING PEACE AND BUILDING RESILIENCE CURRICULA MANUALS

This document aims to provide tools and examples for teachers to incorporate the topics of peace and resilience as part of the crosscutting curriculum required in Kosovo's Curriculum Framework and Core Curricula (referred to collectively as "curriculum documents"). Teachers will be presented with practical tools to directly link existing materials and resources on pertinent topics to the Core Curricula, to support development of key learning outcomes for areas (LOA) and learning outcomes for competencies (LOC).

Organizations have collaborated with the Ministry of Education, Science and Technology in creating this document by contributing materials they developed to address a wide variety of topics that are also included in the cross-cutting curriculum. Further details regarding the goals of this manual are provided and the concepts of peace and resilience are clarified, followed by an overview of Kosovo's curriculum documents, and finally, the structure of the modules is discussed.



The modules provided herein offer examples of how teachers can use materials and resources that are readily available to support their role in nurturing students to achieve the targets set forth in the Core Curricula. The examples used are not exhaustive or prescriptive, instead, they are intended to demonstrate how information and activities already provided in a range of manuals and resources can be linked to the outcomes and goals of Kosovo's curriculum documents.

This curricula manual will help ensure that teachers have the necessary tools to:

- _ foster student's skills, values, and knowledge to:
- support a culture of peace and build student resilience,
- so that students, schools, families, and communities are more safe, secure, and better able to respond to challenges as they arise.

Promoting a culture of non-violence and enhancing individual student's resilience will be addressed through cross-cutting themes which may have overlapping and related components including: education for democratic citizenship, education for peace, globalization and interdependence, media education, education for sustainable development. In contrast to a deficit-model, the Teaching Peace & Building Resilience curricula manuals focus on building student's assets to foster resilience, democratic values, equality, and peace while promoting a participatory and student-centered approach in harmony with the Curriculum Framework. This positive approach is supported by wellestablished research in an array of fields which have long sought to prevent students from engaging in risky behavior, such as psychology, social work, and health care. When implemented by teachers in the classroom, the contents of the cross-cutting curriculum on Teaching Peace and Building Resilience can help to provide students with the skills and knowledge to constructively analyze messages they receive and to effectively address conflict. This can contribute to the prevention of social exclusion, bullying, drug and alcohol use, xenophobia, radicalization, and many other negative phenomena.

While positive topics are the focus of these materials, teachers should familiarize themselves with how to address challenging or difficult issues

¹ For instance, see Zimmerman, Marc A. "Resiliency theory: a strengths-based approach to research and practice for adolescent health" Health education & behavior: the official publication of the Society for Public Health Education vol. 40,4 (2013): 381-3.

as part of an inclusive discussion with students. Students face a range of contemporary challenges and are likely to have questions regarding such issues, and teachers and school administrators have an important and unique role in fostering student's development. Individual context and professional judgement will dictate how best to address these topics with your students. Mention or discussion of "negative"

topics should not be avoided, but it should not be the chief focus as this can be counterproductive and encourage students who seek attention or seek a different self-identity to be drawn to such negative and risk-taking behaviors.

Suggested resources are included for teachers to investigate these areas further.

TEACHING PEACE & BUILDING RESILIENCE EXPLAINED

Peace and resilience are essential components that serve as a common goal underlying all cross-cutting topics. While it may seem that peace and resilience may be addressed solely through the cross-cutting theme of peace education, a culture of peace requires a set of values, attitudes, and

behaviors that must be addressed across all cross-cutting themes set forth in the curriculum documents. To clarify these concepts, the links between a culture of peace (and risks facing students) and resilience will be explored by addressing the following:



As the term "peace" has a broad meaning that covers a wide range of perspectives, this manual will simply refer to the United Nations Declaration and Program of Action on a Culture of Peace²

("UN Declaration") to provide the framework for fostering a culture of peace. As further detailed in the Program of Action, peace can be defined not only as the absence of conflict, but also requires:



² Ministry of Education, Science & Technology, "Curriculum of Kosovo, Core Curriculum of the Lower Secondary Education in Kosovo," 2016 August and "Curriculum of Kosovo, Core Curriculum of the Upper Secondary Education in Kosovo," 2016 August.

The UN Declaration sets forth the "values, attitudes, traditions and modes of behavior and ways of life that comprise a culture of peace, including²:

a

Respect for life, ending of violence and promotion and practice of non-violence through education, dialogue and cooperation;

b

Full respect for the principles of sovereignty, territorial integrity and political independence of States and non-intervention in matters which are essentially within the domestic jurisdiction of any State, in accordance with the Charter of the United Nations and international law;

C

Full respect for and promotion of all human rights and fundamental freedoms;

d

Commitment to peaceful settlement of conflicts;

е

Efforts to meet the developmental and environmental needs of present and future

f

Respect for and promotion of the right to development;

g

Respect for and promotion of equal rights and opportunities for women and men

h

Respect for and promotion of the right of everyone to freedom of expression, opinion and information;

Adherence to the principles of freedom, justice, democracy, tolerance, solidarity, cooperation, pluralism, cultural diversity, dialogue and understanding at all levels of society and among nations; and fostered by an enabling national and international environment conducive to peace.

Including the above-mentioned concepts as part of classroom learning and discussion will help to strengthen the student competencies required in the Curriculum Framework. Such competencies both channel and foster student's agency, leadership abilities, and self-confidence, and thereby contributes to student's resilience. Resilience can be defined simply as the ability to recover quickly to difficulties and challenges. Resilient individuals possess the capacity to recover and adapt to disasters, conflict, and are better able to "bounce back" from life's

challenges. Schools have a key opportunity to strengthen student's resilience, because resilience can be formed through learning experiences and opportunities. On a practical level, students will be empowered to make healthy decisions regarding risky behaviors and will possess life skills required to effectively communicate and to successfully resolve conflicts.

Peace and resilience are mutually reinforcing concepts. A culture of peace builds resilience, similarly, building resilience contributes to a

³ Id. Article I

culture of peace because individuals are less likely to engage in violence to address grievances, individuals are empowered to make safe and healthy choices, and resilient students contribute to community resilience through playing a key role in promoting safety and social cohesion. A culture of peace helps to ensure

resilience by providing holistic education, providing support through inclusive networks and institutions, and also provides individuals with opportunities for civic engagement. To teach what is required to engender a culture of peace and build resilience, the Kosovo crosscutting curriculum sets forth the necessary themes.



CROSS-CUTTING CURRICULUM

Cross-cutting curriculum subjects consist of significant, current issues that have been identified in national and international educational policy that should be integrated across all curriculum areas and subjects. The following descriptions are excerpts from the Curriculum Framework⁴.

Education for democratic citizenship

I refer to recognition and respect for human rights including children's rights, gender issues, cultural issues and intercultural, LGBT, prevention and fight trafficking, corruption and other issues related to undermine the integrity of the individual in society, and rule of law.

³ Ministry of Education, Science & Technology, "Curriculum of Kosovo, Core Curriculum of the Lower Secondary Education in Kosovo," 2016 August and "Curriculum of Kosovo, Core Curriculum of the Upper Secondary Education in Kosovo," 2016 August.

Education for peace

I refer to the meaning of diversity social values in society. Content for tolerance education for peace, harmony and coexistence of ethnic, religious, cultural background, race, etc., and living in harmony with the natural environment; the fight against terrorism, humanitarian law, human dignity, the prohibition of violence, conflict prevention and resolution and other issues of interest to contribute to peace and education for democratic citizenship.

Globalization and interdependence

I refer to the transformation of national economies in the global economy - world interactions, combining skills and opportunities to create things in common, combining the efforts of others to achieve greater success, to cooperate and develop civilizations, etc. The theme of globalization and interdependence include contents related to environmental issues, economic issues, education, health, European integration processes, international agreements, international political issues and agendas, information systems and technology networks, etc.

Media education

It refers to the use of media for providing new information and rights, the creation and use of information, communication through traditional media and digital critique of media, language of media and its impact on society, people's expectations from the media and the use of fair and secure them etc. The issue of media education includes content related to traditional and digital media, television, radio, film, newspapers, magazines, internet, pictures, commercials and video games, media ethics, etc.

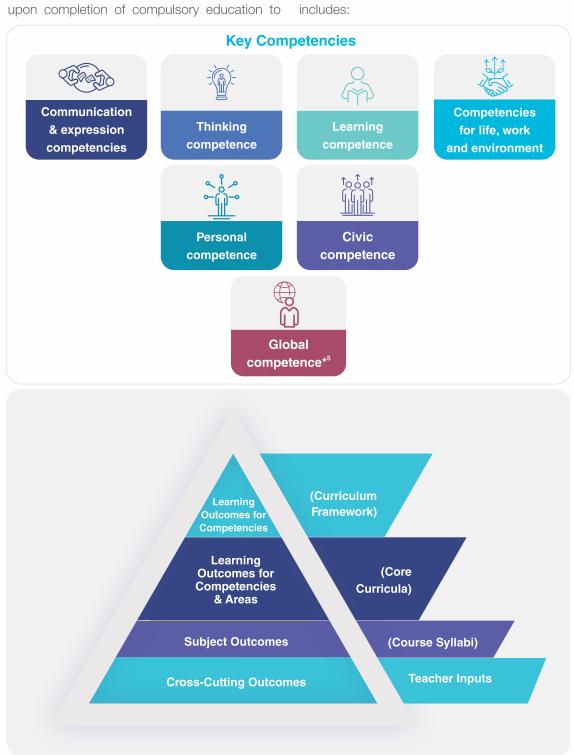
Education for sustainable development

I refer to topics of general importance which affect the awareness of young people / students for a proactive approach to environmental issues and phenomena, locally and globally. These include issues such as the impact of human activity on the quality of the environment, global warming, biodiversity, renewable energy etc. Issues of sustainable development issues of realization of the right to live in a healthy environment and social welfare based on international conventions. Besides realization of the right to a healthy environment is associated with the philosophy of using environmental resources as the next-generation legacy.

HLON HLON Note: these issues/topics are closely interrelated and mutually supportive. They differ in focus and scope rather than in goal and practice.

-CURRICULUM DOCUMENTS: CURRICULUM FRAMEWORK

The Curriculum Framework contains 6 key competencies that students must demonstrate upon completion of compulsory education to show that they have acquired the knowledge and skills essential for full participation in society. This includes:



⁵ In 2018, the OECD modified Programme for International Student Assessment (PISA) testing to include a global competency which OECD describes as the capacity to, "understand and appreciate the perspectives and world views of others, to engage in open, appropriate and effective interactions with people from different cultures, and to act for collective well-being and sustainable development."

Kosovo Education System uses a 4-layered approach to connect specific topics to Subject Outcomes (supported by Cross-Cutting Outcomes) which are derived from the Core Curricula Learning Outcomes for Areas (LOA).

LOA in turn is based on requirements necessary for the achievement of the 6 overarching main competencies (Learning Outcomes for Competencies/LOC).

CURRICULUM DOCUMENTS: CORE CURRICULA

Based on the Curriculum Framework, the Core Curricula cover three levels: (preprimary/primary, lower secondary, and higher secondary education). Each Core Curricula document contains Learning Outcomes for Areas, including specific knowledge, attitudes,

values and skills that teachers must support through the teaching of their particular subject. This curricula manual contains materials which link to the Core Curricula for Level 2 There is a separate manual for Level 3.

Level 2

Secondary Education, Key Stages 3&4: Grades VI, VII, VIII and IX (ages: 11-14)

Level 3

Secondary Education, Key Stages 5&6: Gymnasium grades X, XI, XII (includes gymnasium for (ages: 15-17/18)

There are 7 curriculum areas in Pre-University education:

- LANGUAGE AND COMMUNICATION
- ARTS
- MATHEMATICS
- NATURAL SCIENCES
- SOCIETY AND THE ENVIRONMENT
- PHYSICAL EDUCATION, SPORTS AND HEALTH
- LIFE AND WORK

CURRICULUM DOCUMENTS: COURSE SYLLABI

Course Syllabi directly support the Core Curricula and the Curriculum Framework. For each of the 7 areas of study, there are multiple subjects. Teachers must develop a course syllabus for each class subject. The syllabus must include subject outcomes to directly

support the development of LOA in the Core Curricula documents, which in turn support LOC set forth in the Curriculum Framework. Cross-cutting outcomes support the achievement of, and should interlink with, Subject Outcomes.

STRUCTURE OF MODULES

Modules are grouped by cross-cutting theme, such as peace education, and contain sample lessons based on the main peace and resilience topic area addressed, such as diversity and inclusion (see Curriculum Guide). Prior to teaching the lesson, consider what prerequisite knowledge or background information is necessary for students to have acquired before proceeding.

Teachers must include Cross-Cutting Outcomes as part of Subject Outcomes. These can be adapted from existing materials and manuals simply by adapting the language of the goals and aims which typically already exist in those materials.

Each lesson contains a reference where additional lessons and information can be found. Teachers should use existing resources in addition to traditional textbooks as part their lesson plans. While sample resources and suggestions are provided, a wealth of materials are available online and can also be requested directly from organizations.

Each module contains a Curriculum Links table:

- The table provides examples of how a given set of materials and topics may be incorporated as part of the cross-cutting curriculum across multiple curriculum areas. For example, diversity and inclusion could be addressed in the areas of: language and communications, society and environment, and mathematics.
- Some lessons also include links to particular subjects within a broader subject area to illustrate how teachers can further develop connections to a given subject.
- LOA and LOC should be identified to link each activity in the materials directly to the Core Curricula.

Note: all LOA and LOC in the lessons are taken directly from the Core Curricula documents. The numbering, while it may appear out of sequence in the lessons included here, directly reference the numbering according to the Core Curricula. Further, the LOA and LOC wording is taken directly from the Core Curricula to facilitate ease of use of this manual.

Activities are suggested within each lesson. Some activities are taken directly from the lesson material, but teachers should modify, adapt, and add new activities relevant to the lesson content. This way, a wide variety of guidelines, recommendations, and other resources can be incorporated as part of any lesson plan.

VOTE

Note that subject areas may cite additional resource(s) within the lesson to build upon the background information and/or activities provided in the primary resource material.

The table of "Curriculum Links," demonstrates how to link existing sample materials directly to the Core Curriculum documents. Teachers must determine the Key Stage and adapt activities accordingly.

Curriculum Links

Every material can be linked to more than one area. Each module provides 2-3 examples of how the material could support different subject areas. These are only examples and do not provide every area with which the materials could be linked. Some lessons also include links to particular subjects.

LOC are contained in the curriculum documents. Be sure to use the correct Key Stage.

Curriculum Areas & Key Stage

Activities

Learning Outcomes for Areas

Learning Outcomes for Competencies

Activities are already described in the material, it is for the teacher to determine which activities are relevant to the subject area content.

Teachers must determine the Key Stage and adapt activities accordingly.

One lesson material can be adapted to multiple/different Key Stages.

Do students have the requisite knowledge for the lesson?



In creating lesson plans in coordination with other teachers in your school, be sure that students have the requisite knowledge prior to covering more complex topics. For instance, prior to discussing diversity and inclusion, students should be familiar with human rights definitions and conventions.

Have the professional departments coordinated with regard to the crosscutting curriculum

The cross-cutting curriculum is integrated across subject areas and lessons. Therefore, there is no prescribed timetable for implementing the cross-cutting themes. However, teachers should work in the professional departments together with curriculum documents teams to ensure that all relevant themes are well addressed as required by the Curriculum documents.

Have teachers worked together during planning to link the suggested materials with each grade and subject?

Two types of models are included in the manual: one includes links to subject areas, while the other model provides links to specific subjects. Teachers will work together during planning to select the subjects that link best with a given lesson.

CROSS - CUTTING ISSUES

The following table provides the suggested curriculum for Teaching Peace & Building Resilience as part of the cross-cutting curriculum. While the sample lesson plans included in this manual cover many of aspects of

each cross-cutting theme, additional materials and resources are suggested under "Organizations & Additional Resources" on page 75 - 79 which can expand upon and further strengthen the following topics:

Cross-Cutting Themes	Peace and Resilience-Building Topics
Globalization and Interdependence	Global citizenship World cultures and their contributions Poverty Health and wellbeing
Education for Democratic Citizenship	Gender (historical, cultural, socioeconomic) Participation Democratic leadership Good governance, accountability, transparency Advocacy and civic engagement International rights and conventions Human rights: civil, social, economic, political, cultural Rights violations Discrimination by sex, religion, ethnicity, economic status Redress of grievances (global, local, school-level)
Education for Peace	Diversity and Identity Tolerance Radicalization and violent extremism Managing emotions Problem solving Active listening Understanding different opinions Reconciliation Prevention of violence Acceptance and inclusion Mediation Decision making (drugs & alcohol, other risky behavior) Self-assessment Stress management Team work Peer pressure Sincere communication Role of students in peace building Bullying
Media Education	Advertising and its impact Information and library skills Ethical use of information Role of media in learning, intercultural dialogue, democratic societies Information storage and systems of organization Counter messaging Data collection and presentation Reputation and cyber bullying Social media safety
Education for Sustainable Development	Introduction to sustainable development Education for sustainable development goals Disaster risk reduction Community development

Globalization and Interdependence // **Green Clubs**

Education for Democratic Citizenship // **Human Rights**

Education for Peace

// Mediation // Acceptance & Inclusion

Media Education

// Social Media Safety

Education for Sustainable Development // **Disaster Risk Reduction**



GLOBALIZATION AND INTERDEPENDENCE: **GREEN CLUBS**

Peace and Resilience Building Topics

- Health and wellbeing
- Global citizenship
- Poverty

Cross-Cutting Outcomes

- Identifies areas for joint intervention.
- ◆ Analyzes environment situation at school location.
- Provides alternatives for solving different situations when human rights and wellbeing are violated.



Curriculum Links

	0 0	IUIII LIIIKS	
Curriculum Areas & Key Stage	Activities	Learning Outcomes for Areas	Learning Outcomes for Competencies
Natural Sciences, Key Stage 4	Students can explore their roles, attitudes and views regarding the preservation of the environment, teachers can adapt the lesson by incorporating scientific experiments.	1. Knowledge, Understanding and Development of Skills through the Learning Process: 2. Structuring scientific opinion about concepts, models, theories and laws for the construction of matter, processes and phenomena in nature (physical processes and phenomena, chemical, biological Earth and the universe). 1. Research Skills in Science - Assesses the risk before starting practical work environment and tools that are used. - Presents the findings of research / experiment are justified by sufficient evidence.	Responsible citizen - Identifies causes and effects of damaging the environment, in school or community, takes a stand towards them and proposes concrete actions to combat them. Effective communicator - Explains clearly and accurately, verbally or in writing, the meaning of new terms (words, concepts), using adequate and accurate language and vocabulary.

Society and Environment, Key Stage 3

Students analyze the situation around their school to prepare an action plan.

4. It gives ideas and proposals and decisions consciously and responsibly

- 4.1 Assesses the impact of individual decisions, the institutional group at different times and places, create personal attitudes and use them in his daily life.
- 4.2 It shows care, respect and responsibility for decision-making rights in activities where it is involved (in the school, community and wider).
- 5. Contributes to the preservation and protection of the environment and development sustainable.
- 5.1 Group initiates concrete activities aimed at raising awareness of the community for the preservation and development of environment.

2. Creative and Critical **Thinker**

3. Drafts the working plan to implement a work/task by setting key stages according to learning area (literary, scientific, and artistic).

4. Productive Contributor

- 2. Carries out an individual project or in cooperation with group members, in order to carry out an environmental or social activity that is important for the school or the community.
- 3. Discusses in the group of contemporaries on the importance of protection of environment, consequences for human life that will be caused by damaging the environment and suggests measures that have to be taken in order to avoid them.

Mathematics, Key Stage 3

and analyze environmental importance of citizen activism.

or research can tailor the lesson to your subject.

Students discuss 4. Links to mathematics

- 1. It makes connections between mathematical issues and the concepts and procedures.
- 2. It integrates mathematical knowledge and skills Additional resources obtained from situations or occurrences other supplement Green contexts (everyday life, Club activities to subjects, sports, etc.).
 - 3. Integrates / connecting different mathematical

3. Successful Learner

- 2. Uses the data in order to demonstrate comprehension of numerical and graphic concepts, symbols, formula in natural and social sciences, mathematics or arts by explaining them through using different forms of expression.
- 5. Interrelates the given topic he/she is learning with previous knowledge and

concepts in order to solve various problems.

experience by presenting it in different ways of expression (columns, tables, graphic) in logical order.

7. Asks himself/herself (why, what, how, when?) and organizes his/her thoughts in writing about the given topic or problem and assesses oneself progress until he/she finds appropriate solution for a certain problem.

* These are some of the examples linking these materials to the curriculum



The aim of Green Clubs is to provide learners with knowledge, skills and understanding through practical experiences regarding their environment, interaction with and problems encountered, as well as develop the skills required for observation, experimentation, research and registration in order to have a justification for protection of the environment.

Green Clubs provide the following opportunities:

- Provide learners with the possibility to understand the feeling of advancing the environment at the school through the alignment with the curriculum, teaching and learning and school-community partnership.
- Provide learners with the possibility to learn about their surrounding and participate in school and community projects.
- Raise the awareness of learners on the environment and develop social and life skills.
- Provide learners with the possibility to engage in various environment-related projects.
- Provide students with the possibility to use their ideas to act and contribute to change in their school.



Description of activities -

Instructions for classroom implementation

The purpose of the activity is to inform school children regarding the role and mandate of Green Clubs. This will be carried out by talking about the

experience of "Hilmi Rakovica" school in Prishtinë/Priština and "Selman Riza" school in Fushë Kosovë/Kosovo Polje.

Learners of the Green Club in the primary school "Hilmi Rakovica" in Pristina promote a recycling system

Presentation of a school practice:

Green Clubs are one of the new methods to activate learners in learning and engage them in practical activities which include problem-solving competences, creativity and entrepreneurial thinking, communication and ICT skills, and encourage them to use modern learning technology.

USAID BEP program has supported Green Club project through teacher training, distribution of plastic bottle printers and metal baskets to enable them to collect and process used plastic bottles and sell them afterwards to recycling companies.

To promote the placement and operation of the recycling system, Green Club learners of the primary school "Hilmi Rakovica" in Prishtinë/Priština organized an educational and artistic program which included:

- Art exhibition with items and designs made of recycled paper, and posters with environment themes;
- Video-films created by learners themselves on environment issues;
- Demonstration of recycling systems for paper and plastic bottles implemented by the Green Club and which are sold to a recycling company;
- Short drama play with different roles regarding environment played by learners themselves.

The drama played by these young actors left a great impression, and its message was "to live

and care about the environment is not impossible, but it requires changes in the way of thinking, collective behavior and daily individual practices. Small changes can make big differences".

Municipality of Fushë Kosova / Kosovo Polje supports a Green Club in the primary and lower secondary school "Selman Riza"

The Green Club learners in "Selman Riza" primary school are developing this common approach through active involvement of the community in school activities. Part of this cooperation is the support provided by the Municipality to the Green Club of "Selman Riza" school consisting of six baskets for recycling, and according to them, this assistance will enable schools to have a role in the recycling process.

On this occasion, Green Club learners had prepared a program for the guests and learners of the school. Through their activities, the learners called for the establishment of Green Clubs in other schools and for organizing joint environmental programs. These joint activities can also help in developing a sense of community by strengthening skills, the spirit of teamwork and dedication to society as a whole.

All, including schools and communities, contribute to achieve better results in developing positive attitudes towards the environment, its protection and preservation. Parents and the community can support school environment goals by modeling behavior at home supporting environment projects in schools.

Learners' tasks

Following the presentations of best practices of schools, learners divided into groups draw up an action plan for the school and the activities to be undertaken in the school.

The teacher will also moderate the discussion on global effects regarding the non-preservation of the environment by highlighting examples at the global level.

Additional Resources

KEC, "Green Clubs - Practical instructions for schools." May, 2015.



LESSON MODULE EDUCATION FOR DEMOCRATIC CITIZENSHIP: **HUMAN RIGHTS**

Peace and Resilience Building Topics

- ◆ Advocacy and civic engagement
- ◆ Human rights: civil, social, economic, political, cultural
- Rights violations
- Discrimination by sex, religion, ethnicity, economic status
- ◆ Redress of grievances (global, local, school-level)

Cross-Cutting Outcomes

- Analyzes life situations related to unequal treatment in society.
- Identifies the stakeholders having a common interest related to a specific issue/problem.
- ◆ Provides alternatives to solve different life situations, where human rights are violated.



KEC, "Education on human rights with children (training manual)," January 2010

Curriculum Links

Curriculum Areas	Activities	Learning Outcomes	Learning Outcomes
& Key Stage		for Areas	for Competencies
Languages and communication, Key Stage 4	During the lesson, students discuss the differences in education needs of children (complex social situations).	Listening and speaking 1. Consults with peers and adults on unfamiliar topics and complex social situations. 2. Debates, analyzes and argues for different topics. Reading - Understand and analyze various literary and non- literary topics. It enriches vocabulary. Read and identify structural features of the text, such as heroin, person, idea, detail, image, narration, description.	I. Effective communicator 6. Analyses the content and meaning of new notions (concepts), while using adequate, suitable and correct vocabulary and makes them part of educational file. VI. Responsible citizen 1. Practices civic rights and obligations in concrete situations of daily life, be it in the classroom, school or elsewhere (such as during discussions, showing respect for another person's opinion, etc.). 6. Identifies prejudices or bad phenomena in class, school or community, adopts a stance against them by suggesting concrete actions for their fight.

Society and environment, Key Stage 3

Students discuss and analyze obstacles in education and whether their school and government have met their human rights related obligations to the children's right for education.

3. Reviews critically, examines and implements social norms and rules be common in diversity 3.2 He understands and appreciates the diversity of cultures, traditions, communities and shows tolerance

and respect for them.

- 4. It gives ideas and proposals and decisions consciously and responsibly 4.1 Assesses the
- impact of individual decisions, the institutional group at different times and places, create personal attitudes and use them in his daily life.
- 4.2 It shows care, respect and responsibility for decision-making rights in activities where it is involved (in the school, community and wider).

VI. Responsible citizen

- 5. In different ways of expression, explains the necessity to respect and implement rules and laws and to have healthy relations in different social communities or groups of interest.
- 6. Shows high self-esteem in taking decisions on actions he/she undertakes, without damaging interests of others, which contribute to increasing the quality of the activity of the social group or the community.
- 7. Identifies prejudices that might exist in school and in the surrounding area and suggests concrete actions to fight them.

Life and Work, Key Stage 3

Students can explore their roles. attitudes and views regarding the inequality in their school and in the society.

- 1. Exercise of practical work at home, at school and in the community
- 3. Develops practical activities through project work in school, home and other outdoor environments
- 7. Preparation for professional life and career
- 1. Show attitudes in different situations decision giving the

IV. Productive Contributor

- 2. Carries out an individual project or in cooperation with group members, in order to carry out an environmental or social activity that is important for the school or the community.
- 6. Assists in planning and realizing voluntary or humanitarian activities in school and community and then expresses his/her

justification on the decisions taken.

experiences, feelings in writing and through other forms of expression.

7. Interacts actively with contemporaries and others (regardless to their social, ethnic, etc. status) to carry out a joint activity (the project/activity on classroom/school basis or out of it).

Background

The aim of this activity is to promote children's actions in the area of human rights. More concretely, children will be presented two situations related to the inclusion of children in school. The first situation covers the access of children with special needs to educational processes, while the second situation deals with

the issue of violence among peers in school and social differences.

Both situations provide abundant material for children to develop their analytical and comparative skills, and also help them to become relevant actors in solving the problems which occur in our schools.

Description of activities - Instructions for classroom implementation

- Inform children that there are two issues in which they need to be involved in as human rights activists. Tell them they are going to work in smaller groups. Groups are created based on the birthday of the participants. Provide two groups with the first case study written on a paper, while the two other groups will be given the second case study. Give children sufficient time to read their case studies.
- Ask children in their groups:
 - To discuss the situation and comment on it from the perspective of human rights,
 - To identify all stakeholders involved and interested in the issue,
 - To map the stakeholders and present their field of power,
 - To show their position as a human rights organization.

^{*} These are some of the examples linking these materials to the curriculum

- Ask from two groups which deal with the first case to present their work through their representative. Encourage discussion among children by raising the following questions:
 - Has the situation been interpreted similarly in the same way by both groups? If not, why?
 - Have you had any difficulties during your work? If yes, what kind of difficulties?
 - Have all the stakeholders been mapped? If no, which ones have been left out?
 - Is the position of groups the right one?

Repeat the same procedure with the two groups dealing with the second case.

- Ask the children to work on drafting a strategy in groups, and highlight possible actions which could lead to a fair resolution of the issue. In order to facilitate their work, ask children to answer the following questions:
 - What can we do?
 - How can we do it?
 - Who is going to be the focus of our action?
 - Who can help us in this action?
 - Are there any obstacles in this process?
- Ask the two groups dealing with the second case to present their plans. Encourage discussion among children by raising the following questions:
 - Are the courses of action of the two groups similar or approximate? Where do they differ?
 - Have they managed to identify properly potential allies and opponents?
 - How about risks, have they been foreseen? Are there any other risks which could put in question the undertaking?

Repeat the same procedure with the two groups dealing with the first case.

Summary

Wrap up the activity explaining to children that action in the area of human rights is also known as advocacy. Advocacy is also used in other areas, and, first of all, it means active support to an idea or cause, by committing to and providing arguments for that particular idea or cause. Advocacy is mainly directed towards decision-

makers to persuade them to take decisions which would safeguard the interest of the parties we advocate for. In terms of human rights, advocacy aims at respecting human rights and the interests of groups whose rights are at risk.



Case 1 - CHILDREN WITH DISABILITIES

A non-governmental organization has investigated cases of children with disabilities and has come up with a report. The report shows that three school-aged children in your neighborhood are not attending school due to the fact that they are children with disabilities. School administration and local education authorities cannot provide schooling to these children due to financial difficulties and infrastructure deficits. NGO activists have talked to the parents of children with disabilities. Parents are of the opinion that their children, due to the condition they are in, are not in the position to attend school and socialize with other children. This issue has touched you a lot and you have decided to act.

Case 2 - VIOLENCE AMONG PEERS

Your school has been known to have nourished respect and tolerance at school. Proof of this is also an acknowledgment letter issued to the school by the Ministry of Education three years ago.

Two years ago, the government decided to dislocate the village Plis, which is located near your village, because a power plant has been planned to be built. A part of the population of the village Plis has been accommodated in a neighborhood near your school and their children continued education in your school. Since then, the school has been working in two shifts. The school community was against the "newcomers" and the situation created following their arrival, but nobody had asked the school community for their input.

This school year there have been frequent cases of violence among learners. Several groups of learners have been identified as rivalry groups. The majority of the school children feel insecure at school and this has had an impact on the overall school performance. Cases of harassment and bullying have been reported to the school committee on children's rights, and you have decided to take action to stop this phenomenon in school.

Additional Resources

KEC, "Education on human rights with children." Prishtinë/Priština



Peace and Resilience Topics

- ◆ Prevention of violence
- Problem solving
- Active listening
- Understanding different opinions
- Reconciliation

Cross-Cutting Outcomes

- Distinguishes facts from opinions.
- Creates/presents arguments by using different sources.
- Contributes to group work in a constructive way.
- ◆ Respects others' opinions.



forumZFD & KEC, "Training Materials on School Mediation", Pristina, 2019.



Key Resource

The complete manual on **School Mediation** can be found in Albanian, English, and Serbian:

ENG: http://www.dwp-balkan.org/cms_dwp/userfiles/file/TRAINING%20MATERIALS_eng.pdf ALB: http://www.dwp-balkan.org/cms_dwp/userfiles/file/TRAINING%20MATERIALS_alb.pdf SRB: http://www.dwp-balkan.org/cms_dwp/userfiles/file/TRAINING%20MATERIALS_bhs.pdf

Curriculum Links

Curriculum Areas & Key Stage	Activities	Learning Outcomes for Areas	Learning Outcomes for Competencies
Society and Environment, (history, civic education) Key Stage 3	Students evaluate statements to assess whether they are facts or opinions.	It gives ideas and proposals and decisions consciously and responsibly 4.1 Assesses the impact of individual decisions, the institutional group at different times and places, create personal attitudes and use them in his daily life	Effective communicator 1.8 Expresses correctly opinion or request, either verbally or in writing, in a non-native tongue or in a foreign language, in relation to certain assumed situations, if needed (service, assistance, information, orientation, etc.), by interacting in a group or in the classroom.

4.2 Demonstrates care, respect and responsibility for right decision-making in activities he/she is involved in (in the school, community and beyond).

Effectively use information and communication technology and other modern technologies 6.1 Selects and uses various types of digital resources dealing with social relations and environmental and natural phenomena.

Creative and critical thinker

2.5 Selects and demonstrates different steps/strategies to solve a problem (mathematical, linguistic, scientific, artistic or social) by proving the reaching of a conclusion, respectively the same result.

Successful learner

3.7 Asks himself/herself (why, what, how, when?) and organizes his/her thoughts in writing about the given topic or problem and assesses oneself progress until he/she finds appropriate solution for a certain problem.

Society and environment, (history, civic education) Key Stage 4

Students research facts and opinions from a particular time period or event to further explore current or historic events.

Recognizes the role of the individual, the structure of social groups, ways participation and involvement in them

1.2 Distinguishes facts from opinions, real figures from mythical and legendary ones, when interpreting different situations of relationships between individuals or social groups (in time and space).

Sound individual

5.5 Analyses causes of a conflict or emotional reaction student-student and suggests alternatives for a fair and consequences free solution by sharing experiences, ideas and feelings with group mem-

5.6 Distinguishes attributes of good behavior from contemptuous ones towards others during group work or in emotional situations and suggests measures to prevent/ overcome them

5.9 Reacts against antisocial behavior of his/her contemporaries by identifying causes of its occurrence and possible consequences on individual's sound and

It explores social phenomena and processes, historical, natural and environmental resources are highlights interconnections, interdependence and mutual interactions.

2.1 Compares social events, historical political, economic and cultural phenomena (phenomena) natural environment, explains their causes and consequences and the impact that they have on people's lives.

Reviews critically, examines and implements social norms and rules be common in diversity 3.1 Uses critically different sources to explore and compare differences and similarities ethnic, cultural, social and religious in different countries and periods.

welfare due to negative phenomena and habits (for example, smoking, consumption of alcohol or drugs) etc.

Languages and communication, (Mother tongue, English language, second foreign language) Key Stage 3

Students research and Takes, compares and own examples of subjective and objective statements.

Listening and Speaking

present their summarizes the thoughts of others (through questions and answers) about the topics of the material heard, viewed or presented and reflects on them.

> Participate in social conversations with

Effective communicator

3.2 Listens actively questions and comments made by others regarding the presented topic on a certain area, coming out with questions, comments, clarifications and proposals.

3.4 Expresses his/her opinion on a certain topic or artistic presentation, verbally or in writing, as well peers and adults on familiar topics by asking and answering questions.

Debates and argues for different topics

as in other forms of communication.

3.6 Explains clearly and accurately, verbally or in writing, the meaning of new terms (words, concepts) by using adequate and correct language and vocabulary.



Hand out entitled "Observation or Evaluation"

Background

School mediation is the practice of mediation between peers within the school context (for this reason, it can also be referred to as "peer mediation"). The goal of school mediation is to non-violently and sustainably resolve conflicts. It is a voluntary process, with defined steps and practices, that guide an impartial third party, the mediator, in his or her conduct. In the school context, students and teachers can act as mediators to resolve conflicts among students, but also between themselves and teachers, principals and parents. Moreover, beyond being a technical process, mediation also promotes a positive spirit based on its core values. As a result, the effect of mediation is often further reaching than merely the resolution of conflicts. Within the school context, it is regularly reported that a school's atmosphere changes positively once mediation is introduced towards a more cooperative and optimistic spirit, empowering students, teachers and parents to feel responsibility for the school as a whole.

Besides guiding the introduction of mediation within the school context, the Manual on School

Mediation can be relevant to address issues related to conflict and conflict transformation and introduce alternative dispute resolution methods during regular school classes, linking them to the framework curricula. The provided content can be split across different lessons, facing specific topics in each lesson (such as, for example understanding different kinds of communication, understanding mediation values, distinguishing facts from opinions, etc.)

More specifically, through the activities proposed below, students learn how to distinguish facts from opinions, and therefore objective observation from subjective evaluation. In this way, students understand that there are always different perspectives on one single fact: even in case of disagreement, all of them need to be considered and respected as personal opinions or interpretations of what happens (or happened). Moreover, by working together in groups, students strengthen their communication, team-work and problem-solving skills.

Observation or Evaluation?

Decide which of the statements below are "Facts" and which ones are "Opinions, and why.

- "John was angry with me yesterday for no reason."
- "Yesterday evening Nancy bit her fingernails while watching television."
- "Sam didn't ask for my opinion during the meeting."
- "My father is a good man."
- "Janice works too much."
- "Henry is aggressive."
- "Pam was first in line every day this week."
- "My son often doesn't brush his teeth."
- "Luke told me I didn't look good in yellow."
- "My aunt complains when I talk with her."

Instructions:

The teacher divides the students in small groups (possibly 3 to 5 members) and distributes one copy of the Handout "Observation or Evaluation" to each group. By working together, students evaluate the given statements to assess whether they are facts or opinions. After 15-20 minutes of group work, the teacher brings the discussion back to the whole class: for each sentence, groups share their answers, and the teacher gives feedback.

A "fact" relates to an objective "observation," without "evaluation." In case the sentence includes the personal "opinion" of the speaker or another actor (either explicitly or implicitly), then it expresses an "evaluation."

Once the difference between "facts" and "opinions" (and therefore between "observation" and "evaluation") is clear for students, the teacher identifies one current or historic event and asks students to research facts and opinions about it.

As for Step 1, it is recommended to create small groups of students, and provide the printed material related to the chosen topic/event (newspapers articles, textbooks) to each of them. Alternatively, students can use internet sources to find additional material.

Students research and present their own examples of subjective and objective statements regarding an event happening in their school or class.

Examples: a discussion/disagreement regarding the destination of the school trip; a conflict between two students during a group work assignment; a conflict between a boy and a girl regarding her participation in a football game during physical education classes; a discussion between a teacher and a student regarding the student's delay after the break.

Through this, students understand the relevance of distinguishing facts from opinions in concrete daily-life situations.

TEP 1

FP 2

STEP 3



Peace and Resilience Topics

- Problem solving
- Active listening
- Understanding different opinions
- Team work
- Sincere communication
- Role of students in peace building

Cross-Cutting Outcomes

- Identifies and analyzes real world examples of stereotypes, discrimination, acceptance and inclusion.
- Expresses and discusses these concepts in a variety of environments with both peers and adults.
- Explains the importance of cooperating with others to perform joint activities.
- Demonstrates the importance of taking individual responsibility to contribute to all levels of society.



Play International, Playdagogy kit "Tackling stereotypes and discrimination, nurturing acceptance and inclusion."

Curriculum Links

Curriculum Areas	Activities	Learning Outcomes	Learning Outcomes
& Key Stage		for Areas	for Competencies
Languages and communication, (Mother tongue language, English language, Second foreign language) Key Stage 3	Students perform physical activities to simulate social situations and concretely discuss concepts and terminology related to diversity.	Listening and speaking Takes, compares and summarizes the thoughts of others (through questions and answers) about the topics of the material heard, viewed or presented and reflects on them. Debates and argues for different topics. Reading It enriches vocabulary.	Effective communicator 1.2 Listens actively questions and comments made by others regarding the presented topic on a certain area, coming out with questions, comments, clarifications and proposals. 1.4 Expresses his/her opinion on a certain topic or artistic presentation, verbally or in writing, as well as in other forms of communication. 1.6 Explains clearly and accurately, verbally or in writing, the meaning of new

			terms (words, concepts) by using adequate and correct language and vocabulary.
Physical education, sports, and health, Key Stage 3	Students are divided into teams and perform physical activities as an entry point for learning about how their behaviors can have a positive impact on dispelling prejudice and stereotypes.	Complete physical, mental, emotional and social welfare 1.1 Explains and analyzes the concrete actions for the preservation of physical, mental, emotional or social him / herself and others (family, colleagues and community members) in different situations Comprehensive and harmonious development of the body through physical activity 2.1 Demonstrates skills in the exercise techniques in sports disciplines (athletic, gymnastics, combat sports, etc.) Reinforcing individual and collective psychological skills with motor and involve combinations of various forms of movement. 2.2 Listen, it describes the basic rules of various sports collective and demonstrates versatility while performing technical elements in collective sports	Productive contributor 4.7 Interacts actively with contemporaries and others (regardless to their social, ethnic, etc. status) to carry out a joint activity (the project/activity on classroom/school basis or out of it). Sound individual 5.4 Takes care of physical and mental health during physical and sports activities of recreation and competitive character, but also by respecting others during the competition or the game. 5.6 Assesses causes of a possible conflict situation between peers or between group members and suggests alternatives to prevent danger and provide the best solution for them by sharing experiences and ideas on group cohesion.

Life and Work, (Technology and IT) Key Stage 4

Students participate in physical activities that help to build communication cooperation skills.

Exercise of practical work at home, at school and in the community

1.2 Plans, organizes and takes part in practical activities. individual and group.

Promoting safe conditions for life and work

6.1 Identifies and prevents various risks that may occur in the workplace.

Social development, economic and environmental.

9.1 Develops activities on issues of social justice, ethics and welfare, linking with social factors, economic and ecological.

Effective communicator

1.5 Presents to others a project on a given topic, which he/she prepared on his/her own or in cooperation with the group by using modes of verbal, electronic communication and practical action.

Creative and critical thinker

2.1 Presents in a verbally or written form, in a graphic manner or with symbols, special arguments to reinforce his/her opinion or stance about a problem from certain areas.

Successful learner

3.7 Uses effectively different techniques during learning of the topic, by separating information he/she understands from those that are new, unknown as well as information that still remain unclear to him/her.

HOUSE OF STEREOTYPES Relay

Objective Children discover existing 15-30 players stereotypes. 8-14 years old Key messages A stereotype is using labels 10x25 meters to describe others. It can be positive or negative. 45 minutes Stereotyping is wrong because we can't 30 cones generalize people into categories based on traits or 3 set of bibs characters. Every person is unique. We all have Balls or stereotypes about people we other objects don't know and we can all be the object of stereotypes. Annex to be printed

Game without theme



Aim of Game

• To be the team to collect the most number of objects the fastest before the end of the game.

Instructions:

- ◆ Divide children into 4 teams. Each team has their own section of the field. In the middle of the field is a huge house with lots of items (balls, jerseys, cones etc).
- At the sound of the whistle, a player from each team has to run and take an object and bring it back to their zone.
- The game ends once the house is emptied of all its objects. Each team must then count the number of objects they've gathered. The team with the most items in the house wins.

Rules

- Players can collect only one object at each time.
- The players need to tag next player's hand and repeat the cycle.
- If the player don't respect the rule of one team member at time, the whole team loses one object back to the house in the middle.

Variations

To complex the game, you can set up cones around the house and each zone. Then each player must zigzag between the cones to reach an object.

Game with theme

20



Rules and Instructions:

Use the new vocabulary to describe the game.

The game with a theme will be in two phases.

Teacher first asks the players if they know what a stereotype is? (A stereotype is a simplistic idea about the personality of behavior of a determined group. Through the next games we will discover different stereotypes.)

Phase 1. Bring the team zones closer to the house.

Each team symbolizes a group: 1) People with disabilities 2) Poor people 3) European people 4) Countryside people. These groups are marked with a paper attached to a cone to help players remember them (Annex1). In the house there are now mixed stereotypes about these different groups (Annex 2).

The players task is to run to the house, collect one stereotype, come back to the team and decide together which group it fits the best. The player brings the card into that group zone and runs back to tag next team member to go. The teacher will be supervising the game next to the house and will help if there is a need.

When the house is empty, the teams will gather together for few minutes and choose 3 stereotypes that are according to them, related to their group. Before going to the next phase there will be small debate: from each team 3 team members present which stereotypes they selected and why. The children can also add stereotypes they have in mind but that were not included in their cards.

Phase 2. Each team symbolizes Kosovo community: 1) Romans 2) Serbians 3) Albanians 4) Bosniaks. These groups are marked with a paper attached to a cone to help players remember them (Annex 3). In the house there are now mixed stereotypes (Annex 4) about these different groups.

The players task is to run to the house, collect one stereotype, come back to the team and decide together which community zone it fits best. The player brings the card into that group zone and runs back to tag next team member to go. The teacher will be supervising the game next to the house and will help if there is a need.

When the house is empty, the teams will gather together for few minutes and select 3 stereotypes that are according to them, related to their group. Before going to the next phase there will be a small debate: from each team 3 different team members present which stereotypes they selected and why. The children can also add stereotypes they have in mind but that were not included in their cards.

Discussion

Questions

Did you enjoy the games?

In real life do we label these groups of people the same way? Why? Have you been labeled based on your community? How did that make you feel?

What is a stereotype? What are stereotypes based on? Are stereotypes always negative?

Is it bad to stereotype? What could be the consequences of stereotyping?

Key Points



In real life we all label people and we can all be object of labels. We do this because for us it makes understanding a complex world easier. However we make assumptions about groups we don't even really know. In Kosovo, we often label people because of their belonging to a different community and this could hinder us from getting in contact with them.

A stereotype is using labels to describe others. Often these labels can be based on characteristics like clothing, looks, the way a person talks or the group he or she belongs to. We might judge the whole group based on one person or previous experience. Stereotypes can be also positive or neutral. In the game we had positive stereotypes like "all European people are rich" and "all Serbian people are tall".

Stereotyping is not only hurtful, it is also wrong. Constantly putting someone down because of characteristics or group he/she belongs will not encourage the person to succeed. We can't generalize people into categories based on traits or characters. Every person is unique. Stereotyping can lead to discrimination which is similar to bullying.

They don't like to do sports	Nobody loves them	They all are rich	They work in the fields
They always need help	They like to be dirty	They live in beautiful places	They never leave their village
They are good people	Everyone avoids them	They work hard	They don't go to school
They suffer	They don't have any education	They think they are better people	They are strong
They can't do everything	They took bad decisions in life	They respect the rules	They wear terrible clothes
They are innocent	They do not work	They are better in sports	They speak only dialect
People with Disabilities Annex 2:"House of stereotypes"	Poor people	European people	Countryside people For the Game 1, phase 1

Poor people

Countryside people

People with disabilities

European people

They don't speak Albanian	They ask for charity	They are violent people	They like to listen Dua Lipa songs
They are friends with Serbian people	They don't go to school	All of them hate Albanians	They are the best in football
They are not smart	They don't want work	They are very good at basketball	All of them hate Serbians
They have good food	They never respect the rules	They don't want to play with Albanian	They have big families
They are all Muslims	They work as street cleaners	They are tall people	They are friendly
They only support a football team from Bosnia	They play music very well	They are dangerous	The men make the decisions
Bosnian People Annex 4:"House of stereotypes"	Roma people	Serbian people	Albanian people For the Game 1, phase 1

Albanian

Serbian

Bosniak

Roma



PLAY International is a French NGO founded in 1999 that has been present in Kosovo since the end of the war. Registered in the country since 2002, the NGO is particularly active with young boys and girls from different communities and contributes to creating and strengthening a more inclusive society. Using cooperative and educational sport activities, PLAY International Kosovo focuses on empowering children and youngsters from different communities and backgrounds to make them actors of a social change. Through our programs, youth gains self-confidence, develop life-skills as well as participating in fighting stereotypes, discrimination and exclusion.

Playdagogy is an innovative methodology of active education, specific to PLAY International. It uses sport as an educational tool but also as catalyst for sensorial, cognitive and emotional experimentation. This dynamic assists children and youth to reflect and share during the discussion on social or environmental issues.

Each Playdagogy session lasts about 45-60 minutes and is divided into three steps:

- **1. GAME WITHOUTTHEME:** a typical session is based on physical activities (handball, basketball, etc.) or traditional wellknown games (cat and mouse, tag, etc.). Children play and enjoy themselves by practicing the physical activity,
- **2. GAME WITH THEME:** vocabulary and symbols are introduced into the game to familiarize children with the addressed topic. This creates links between the game and the daily life,
- **3. DEBATE:** at the end of a session, a discussion is led to give children the opportunity to reflect and express themselves about the awareness-raising theme. The key messages are conveyed and discussed.

— — Further Reading & Additional Resources

The Playdagogy kit: 'Tackling stereotypes and discrimination, nurturing acceptance and inclusion' comprises of 2 cycles of 3 games each. The first cycle focuses on exploring some negative concepts related to diversity (stereotypes, discrimination and exclusion). The second cycle focuses on the positive aspects of diversity and on the evolution from acceptance to

inclusion. For more details about the games, please refer to the table below.

A handbook explaining the methodology in detail and providing some practical advice is also available for teachers to facilitate the implementation of the sessions. Get in touch with PLAY International to request the other games of the kit and the handbook.

CYCLE	NAME	TOPIC	OBJECTIVE	KEY MESSAGES
1	House of Stereotypes	Discover Your Sterotypes	To understand that stereotypes are always bad, and that is not possible to identify one group under one definition.	 A stereotype is using labels to describe others. It can be positive or negative. Stereotyping is wrong because we cannot generalize people into categories based on traits or characters. Every person is unique. We all have stereotypes about people we don't know, and we can all be object of stereotypes.
1	Under Discrimination	Under Discrimination	To understand that discrimination is a consequence of stereotypes and leads to exclusion.	 Stereotyping people will affect our behavior towards them. Discrimination means treating people unfairly because of their characteristics like gender or ethnicity. Negative discrimination can lead to social exclusion from a group and it can be very hurtful for the person experiencing it.
1	Kosovo Chain	Communities and Stereotypes	Understand the different stereotypes we might have about Kosovo communities and fight against present discrimination.	 Kosovo is a diverse society with many different communities. There are stereotypes about each community living in Kosovo and all of them suffer from discrimination. We can fight against stereotypes by getting to know each other: we should not be afraid of others just because they look, talk or act differently from us. We should not exclude people based on their differences, because this is discrimination.

111				
CYCLE	NAME	TOPIC	OBJECTIVE	KEY MESSAGES
2	Questions and Surprises	Overcome your stereotypes	To understand it is possible to overcome stereotypes only by knowing ourselves.	 If we want to fight discrimination, we need to recognize and understand our own stereotypes. To understand our stereotypes we
				need to know where they come from.
				• To overcome our stereotypes we need to know ourselves, our own feelings and opinions, and be ready to question them.
2	Diversity is Richness	Diversity is Richness	To understand that exchanging with others is mutually enriching.	• We are all different as individuals: therefore, we need to accept and respect differences.
				• We can overcome stereotypes by meeting, exchanging, being open and curious about others, playing together.
				• By meeting, we can learn from others and others can learn from us: diversity is enriching.
2	All Included	ed From To understand that including someone to Inclusion means doing together, having the same opportunities and		• Being accepted/accepting others is not enough: being integrated means doing together, having the same opportunities, feeling equal.
			feeling equal.	• "Living and doing together" can be challenging everywhere in the world.
				• Each of us is important to build an inclusive society.



Peace and Resilience Topics

- Advertising and its impact
- Information and library skills
- Ethical use of information
- Role of media in learning, intercultural dialogue, democratic societies
- Data collection and presentation
- Social media: reputation and cyber bullying

Cross-Cutting Outcomes

- Analyzes and compares resources from social networks (Instagram, snapchat etc.) on different topics.
- Identifies persons/parties/groups of interest and with whom he/she wishes to communicate.
- Implements safety methods in snapchat and Instagram, such as blocking other people, hashtag, etc.



Save the Children & FIT. "Social networks: detailed guide for parents, guardians and teachers".



Key Resources

https://kosovo.savethechildren.net/sites/kosovo.savethechildren.net/files/library/Udhezuesiper-femije_FIT%20%281%29.pdf

Curriculum Links

Curriculum Areas & Key Stage	Activities	Learning Outcomes for Areas	Learning Outcomes for Competencies
Languages and communication, Key Stage 3	Teachers facilitate analysis of the positive and negative role of social media through individual and group work, quizzes, role play, etc.	Listening and speaking Takes, compares and summarizes the thoughts of others (through questions and answers) about the topics of the material heard, viewed or presented and reflects on them. Debates and argues for different topics	Effective communicator 1.3 Draws the key message he/she has read or heard from a source, such as: a book, newspaper, maga- zine, Internet, radio, TV, etc., it comments about it and uses it as a reference during the drafting of a project/written task.

		Writing Uses different materials to exchange messages through advertising, advertisements, announcements and makes their presentation in the media.	1.7 Uses software programs for correct long distance communication through certain communication forms, be it for his/her needs or as a school task. Creative and critical thinker 2.1 Lays out arguments that are in favor or against a stance or an opinion on a certain topic/problem set during debate or published in the media.
Languages and communication, Key Stage 4	Discusses the definition of "Digital violence" with his/her classmates.	Listening and speaking Consults with peers and adults on unfamiliar topics and complex social situations. Debates, analyzes and argues for different topics. Writing Writes on certain topics.	Effective communicator 1.1 Conveys correctly collected data on a concrete topic, in a textual, numerical, verbal, electronic form or any other manner of expression. 1.5 Presents to others a project on a given topic, which he/she prepared on his/her own or in cooperation with the group by using modes of verbal, electronic communication and practical action. 1.8 Initiates social conversations with peers and adults on topics of educational/social interest by asking questions about the topic and answering and picking out the main information.

Society and Environment, Key Stage 4

Discusses his/her personal experiences /challenges on using social networks and the ways of preserving privacy.

Recognizes the role of the individual, the structure of social groups, ways participation and involvement in them

1.1 Recognizes groups and social institutions. their structure and organization, and links with temporal and spatial context.

Effectively use information and communication technology and other modern technologies

6.1 Selects and uses various types of digital resources dealing with social relations and environmental and natural phenomena.

6.2 Use age-appropriate technology to present his ideas to others.

Productive contributor

4.5 Uses computer programs to prepare necessary materials (such as graphical ones, necessary illustrations, designing of invitations, leaflets, announcements or other publications) for classroom and school needs.

Sound individual

5.6 Assesses causes of a possible conflict situation between peers or between group members and suggests alternatives to prevent danger and provide the best solution for them by sharing experiences and ideas on group cohesion.

Responsible citizen

6.4 Expresses understanding towards persons that suffered violation of any of their rights, by providing illustration of examples from the daily life from the media, historical data, and characters of novels he/she read or from movies he/she saw in order to prevent them from being repeated again.

- Instagram

What is Instagram

Instagram is a very popular social network used especially for photo and video sharing. Distribution of phototgraphs and videos is very attractive for children as it allows picture adjustment through various filters.

Videos can be from 3 to 12 seconds. Instagram rules state "You must be at least 13 years old to use Instagram".

Instagram Profile

The following features are included in the Instagram main profile page:

- Profile pictures anyone can click and open your profile picture and save it in his/her devices:
- Name and last name anyone can find your Facebook based on your name and last name;
- Anyone can send you messages even people not in your Facebook can send you messages.

Privacy Options

Instagram profiles can be either private or public. If an Instagram profile is private, then:

- Only followers can see your posts, likes and comments
- Only followers can like, comment or share your posts
- No one can follow you without your consent

In order to make your profile private, select the button on the upper right corner and then select the option "Private account", slide the button to the right.

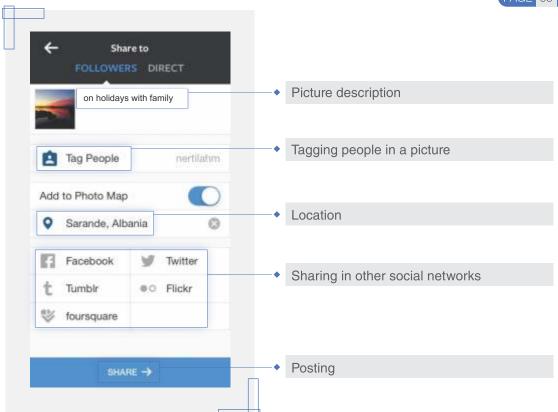
If an Instagram profile is public, then:

- Any Instagram user, regardless whether he/she is your follower or not, can view your posts.
- Any user can comment, like or share your posts.
- Any user may follow you on your Instagram without your consent.



- · Number of posts you have made
- Followers
- People you are following
- Name and last name
- Biography
- Your posts including likes and comments
- Pictures you have been tagged in
- Posting new pictures









Instagram allows setting or applying picture filters to enable picture enhancement. These filters are very attractive for children.

Posting on Instagram

Only photos or videos can be posted in Instagram. The steps of posting a photo are:

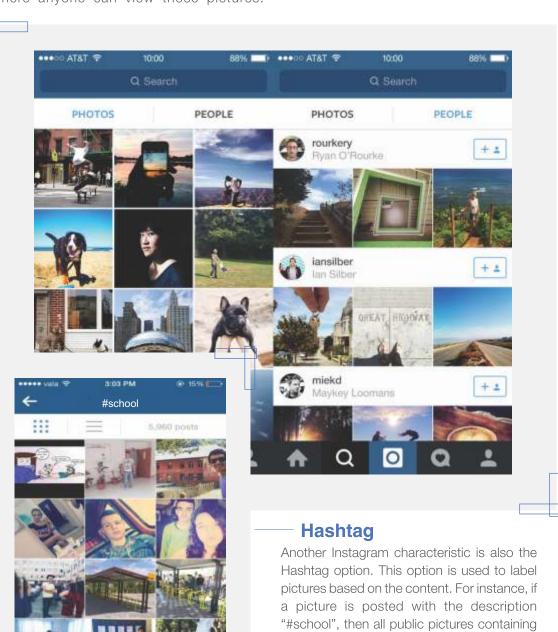
- Select photos/videos from your mobile phone
- Apply Instagram filters
- Write a decription of the photo
- Tag people in the photo
- Connect with social networks:
 Instagram posts can also be posted on Facebook, Twitter, Tumbir, Flicker, Foursquare, etc.
- Post your photo and then your followers can comment, like, or share it.

Once a picture is posted, followers have the possibility to like, comment, or share that post.

Exploring Pictures

Another Instagram characteristic is the Exploring page which contains different pictures of people with a public profile. A picture that receives likes and comments enters into the Exploring page, where anyone can view those pictures.

Moreover, the "People" option shows possibilities to follow other people on Instagram, and these options are only for people whose profile is public.



Another Instagram characteristic is also the Hashtag option. This option is used to label pictures based on the content. For instance, if a picture is posted with the description "#school", then all public pictures containing the description #school will appear on the Instagram Exploring page. Also, if the location is also posted in the pictures, then all the posts made at the same location will be posted on the Exploring page.

Instagram Security Methods

- Children most always keep their profile private to prevent every person from having access to their profile.
- In case you want to report an improper posting, you can do this anonymously through the following steps:

Reporting a Picture

Step one: On the picture, click the button with three dots on the right side.

Step two: Click on "Report

inappropriate"

Step three: Click on the reason why you are reporting this post:

- Don't like this photo
- This photo is spam or a scam
- This photo puts people at risk
- This photo shouldn't be on Instagram









Blocking Instagram Users

If you wish to block a certain person from having access to your profile, click on the button with three dots on the right side. "Block users" and: "Yes, I am sure". Once you have blocked someone, that person can no longer have access to your profile, but he/she can see comments or likes you have made to a common friend on Instagram.

- Children and Instagram

The best protection for children on Instagram is increasing awareness and making the account private. Making the account private, children will have the possibility to decide who can have access to their posts. In case the profile is open (public), photos can be viewed by anyone and will appear on "Photo Exploring" where your children's posts are public, anyone interested in posts about #schools will be able to view photos under this hashtag. The emerging risk is high accesibility and promotion of Instagram profiles if they are public.

To make sure that your child is safe on Instagram, discuss privacy rules, such as:

- They must think of a secure password, which would be difficult for others to know;
- They must have a private profile in order to

- prevent their photos to be viewed by anyone in Instagram regardless of whether they are followers or not;
- Together with your child, decide which photo might be more appropriate profile photo, given that this photo can be viewed by anyone even when their profile is private.
- Always advise your children not to accept followers they do not know.
- If your child is under 13 years old and has a
 personal account in Instagram, then you
 should show him/her how to close Instagram,
 informing them at the same time about
 Instagram rules.
- For more advice, information and Instagram rules, you can click on the webpage: https://help.instagram.com/299484113584 685



Snapchat

The social network "Snapchat" became very popular in a very short time, especially among young people. Snapchat is an application that can be installed for free and used to share photos, videos, drawings, and chat with friends.

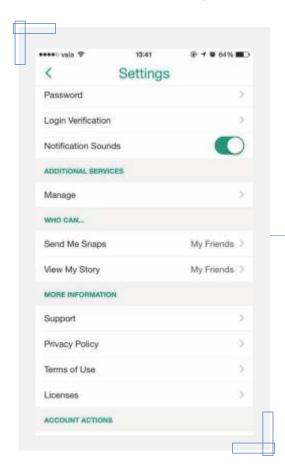
A Snapchat feature is that all shared photos and videos disappear within 10 seconds, thus enabling users to communicate without long-term consequences.



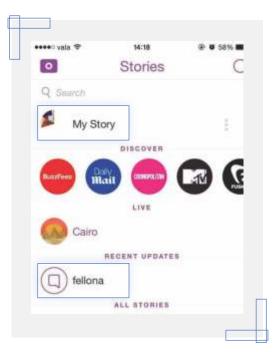
You can let your picture be seen for 1-10seconds.

Posting on Snapchat

Young people use the application to send their friends photos telling them where they are, what they're doing, etc. Photos can be sent to certain friends. However, there is also the option of posting the photo on 'Story', allowing all Snapchat friends to view such a photo. These photos stay there for 24 hours and then dissapear.

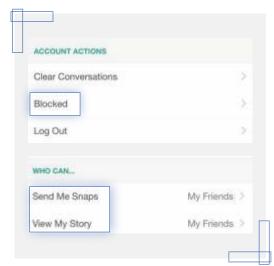


- If in any case you feel harassed by a person, you can block him/her by not allowing him to find you on Snapchat.
- Only your friends can send you photos or videos.
- Only your friends can view what you have posted.



Privacy Options

In Snapchat parameters, you can make photos and videos you post private, so that only your friends can view them. Also, in the option on who can send you photos, you can allow only your friends to write and send you photos and videos.





Snapchat Risks

Althought Snapchat is the first application that does not save photos, videos and converstions on the phone, it can still pose risks. When you send a photo which can be there for maximum 10 seconds, the person you sent it to has the possibility of saving that photo by making a screenshot.

Another risk is installation of applications such as "SnapSave".



Snapkidz

Like other social networks, Snapchat alows use of the application by people over 13 years old. If younger than this age, then Snapchat directs them to Snapkidz, a safer version for children. In Snapkidz, children can make photos, videos and draw; all these are stored only on their devices. On this platform, people cannot make friends or send photos to anyone. Snapkidz allows children to play with their photos only on their own devices.

EDUCATION FOR SUSTAINABLE DEVELOPMENT:

DISASTER RISK REDUCTION

Peace and Resilience Topics

◆ Sustainable Development Goals (see Goal 11: Make cities and human settlements inclusive, safe, resilient and sustainable).

Cross-Cutting Outcomes

- Identifies risks which could threaten the school and the environment where s/he lives.
- Identifies and implements ways of avoiding risks, and is knowledgeable regarding steps to take in planning evacuation in the case of natural or human-made disasters/hazards.
- Demonstrates skills in reading sketches, maps, signs and orientation symbols in cooperation with others during emergency scenarios.



Manual for teachers Workbook for learners For age groups: 6-15 Ahmed, Kamal.

"Comprehensive Reduction of Disaster Risk and School Safety -Manual for Teachers" Save the Children & Ministry of Education, Science and Technology. 2015. Pristina, Kosovo.



Key Resources

Documents can be found in Albanian here:

https://kosovo.savethechildren.net/sites/kosovo.savethechildren.net/files/library/Zvog%C3%ABlimi%2 0Gjith%C3%ABp%C3%ABrfshir%C3%ABs%20i%20Rrezikut%20nga%20Fatkeq%C3%ABsit%C3% AB%20dhe%20Siguria%20n%C3%AB%20Shkolla 2.pdf

https://kosovo.savethechildren.net/sites/kosovo.savethechildren.net/files/library/Lib%C3%ABr %20Pune%20%28Workbook%29%20-%2009 3.pdf

Curriculum Links

Curriculum Areas & Key Stage	Activities	Learning Outcomes for Areas	Learning Outcomes for Competencies
Society and Environment, Key Stage 3	Students map out their school and are familiarized with reading maps so that they are oriented to the inside of their school building	It gives ideas and proposals and decisions consciously and 4.1 Assesses the impact of individual decisions, the institutional group at different times and places, create personal attitudes and use them in his daily life.	Effective communicator 1.4 Expresses his/her opinion on a certain topic or artistic presentation, verbally or in writing, as well as in other forms of communication.

	and its surroundings.	4.2 It shows care, respect and responsibility for decision-making rights in activities where it is involved (in the school, community and wider). Contributes to the preservation and protection of the environmentand development sustainable 5.2 Evaluates and acts according to the basic principles of sustainable development.	Creative and critical thinker 2.4 Solves a problem (mathematical, geometric, linguistic, social, scientific, etc.) provided as text or as text and numbers, experimental and justifies the selection of respective procedures. 2.6 Interprets rules of the development of a natural or social process, by illustrating it with concrete examples such as: illustration, a sketch or in writing.
Society and Environment, Key Stage 4	Students can research and identify environmental risk factors in their local community and identify what they can do in case of an emergency.	Contributes to the preservation and protection of the environment and development sustainable 5.1 Presents examples of how, as an individual and as a member of a group, can contribute to sustainable development (conservation of resources, recycling materials) in accordance with conservation and biodiversity. Effectively use information and communication technology and other modern technologies 6.1 Categorizes and uses different types of media sources to analyze social and historical events as well as geographical and	Productive contributor 4.3 Analyses consequences that the damage of environment brings to the human life and biodiversity, expresses, in writing or in any other way of expression, his/he opinion and stance on this issue, but also organizes any activity for environment protection. 4.4 Uses computer programs for data processing and presentation of necessary drawings/diagrams for preparation of individual materials or/and different school publications.

well as geographical and environmental

phenomena.

Sound individual 6.2 Use technology to various presentations 5.7 Explains to contempodealing with social raries, through different issues, historical, natural ways and means of and environmental. communication, the importance of identification of competent persons and services, one by one, which are necessary for support in situations that are considered to be potentially dangerous for physical and mental health. Natural Sciences, Teachers lead Research skills in Effective communicator students in science 1.6 Explains clearly and Key Stage 4 exploring 1.1 It offers hypotheses accurately, verbally or in phenomena based on a number of writing, the meaning of new such as observations and data terms (words, concepts) by earthquakes, available. using adequate and correct floods, and language and vocabulary. landslides. Matter, properties and transformations Creative and critical thinker 2.1 Differentiates and 2.3 Drafts the working plan to Additional classifies subjects implement a work/task by resources or according to composition, setting key stages according research can structure, physical supplement to learning area (literary, properties and chemical scientific, and artistic). disaster risk transformations and their reduction use in everyday life. 2.4 Solves a problem planning to (mathematical, geometric, tailor the The living world linguistic, social, scientific, lesson to your 2.2 Describes and explains etc.) provided as text or as subject. the growth and survival of text and numbers. living beings depending on experimental and justifies the environmental conditions, selection of respective ecosystem sustainability, procedures. construction and function of the main systems of human bodies, structures and processes involved in the growth and reproduction of plants, animals and man.

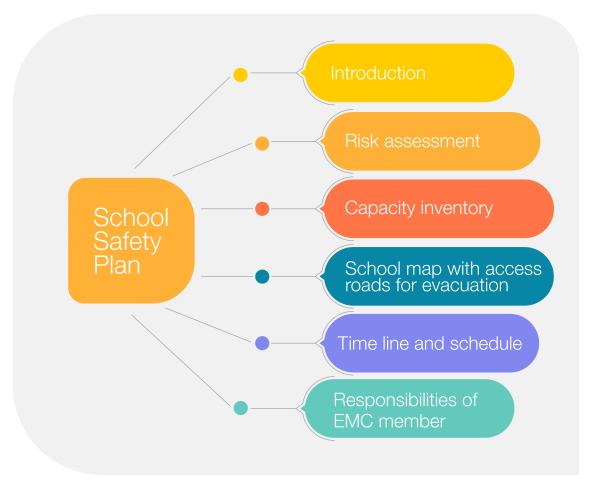
Planning & Comprehensive Preparation

Developing a Safety at School Plan



- Before continuing further on, you can write in the corner of your notebook what might be the possible steps of planning and comprehensive preparation in case of an emergency in your school.
- You can also write down the number of required steps to build your emergency response school plan or, let's say, plan for safety at school.
- We will then compare your ideas with the real components of a Safety Plan.

After that, let's have a look at a standard safety at school plan. Remember that we can also name it "Emergency Response Plan" or "School Disaster Management Plan".



Thus, a typical school safety plan has six key elements.

Blerina, do you think the teacher has listed the same elements?

BLERINA

ALBAN

Yes Alban, I think so.

What if they are completely different from the ones listed in the manual?

BLERINA

ALBAN

No problem in that case either.

What do you mean?

BLERINA

If the teacher listed some other elements that are not mentioned here, he/she can share them with theri colleagues of the Emergency Management Committee and discuss about those components. If the Committee agrees to include those components in the School Safety Plan, then there is no problem.

ALBAN

What??? So you are saying that the plan components are varying?

BLERINA

ALBAN

Yes, completely. They depend entirely on the school needs.

Wow! Thank you Blerina for explaining this to me.

BLERINA

With pleasure.

THINK ALOUD

- Until now you have thought about the School Development Annual Plan
 If you are now involved in development of School Development Annual Plan,
 then this is good news.
- Because the entire challenge is inclusion of Disaster Risk Reduction in the School Development Plan.
- It may happen that colleagues from your school or municipality are skeptical of what you think but remember that they do not know what you know now.
- Therefore, keep informing them about the reason why it is important having a School Safety Plan and why it is important for it to become part of the School Development Annual Plan.
- Remember that it may be difficult, but if you remain focused and committed you can turn the impossible possible.
- Your efforts will rewarded when you have saved lives.

- Proper Behaviour

Proper Behaviour in Case of Potential Risks

Earthquake

- ◆ Keep your students calm.
- ◆ If you are on the top floor, get under a desk, hold the desk foot and remain there until the earthquake has ended.
- If you are on the top floor and no desk is nearby, then cover your head with some thick object and stay in a safe place of the classroom, e.g. near a beam (teacher should inform students in advance about the safer areas in the classroom).
- If you are on the first floor of the house or school, then you must leave the building quickly covering your head with a book or a school bag and move into an open and safe area.
- During the earthquake, keep away from windows, external doors, and far from any objects that can crumble and hurt you.
- You can be evacuated from the building one by one, with no panicking or pushing each other, covering your head with a book or a school bag and helping others.
- In the event during the earthquake you are outdoors with your students, you must not allow students to approach the school or run towards the house to get their preferred toy or anything else. The building may collapse and hurt him/her.

Fire

Actions to be taken in case of a fire incident

- ◆ There is fire in the school or the house. If you want to grab and use the fire extinguisher, do so by directing it towards the source of the fire.
- If you are not able to put out the fire, dial 112 immediately and tell them your address so that the firemen can respond quickly and extinguish the fire.
- ◆ The towel near the oven caught fire. Immediately turn off the oven and make sure there are no flames, and then pour water on the burning towel.
- Fire broke out and the house is full of smoke. You must leave the house immediately and close all the doors.
- Fire broke out, the house is full of smoke and you need to get away of that smoke. First cover your nose and mouth with a cloth and then leave.
- Fire broke out, the house is full of smoke and you need to get away from that smoke. Since near the floor the temperature is lower and there is more oxygen, you need to leave crawling or rolling over after you have covered your mouth. Remember to close the doors.
- When leaving from a fire in a classroom or school, you must be attentive for each and every student and make sure they have left the building together with you.
- In case your clothes caught fire too, you must take them off quickly, if you can, and throw them in a safe place and then try to put out the fire. You must never run if your clothes are burning because the wind will only intensify the fire even more.

Floods

Actions to be taken in case of flooding

- In case the area has been flooded, do not let any student leave the building.
- In case of flooding, take every student to the school top floor and, if possible, to the roof.
- ◆ Do not allow any student to attempt walking through the flooded area or to drive on flooded roads.
- In case water penetrates inside your building, go immediately to the roof.
- Do not send away children unaccompanied. Phone their parents to come and pick up their children.
- Turn off the main power source if the water level inside the building is increasing.
- If you are in contact with flood water, wash your hands with soap and disinfected water and, if possible, shower with clean water.

COMPREHENSIVE REDUCTION OF DISASTER RISK AND SCHOOL SAFETY

Part II (Grades 4, 5 &6)



Alban, have you seen the potential risks in the previous part?

Yes, Blerina. I've seen them and now I wonder what we should do.



Don't worry Alban. We will see how to be safe now.



Match the jigsaw with your friend



Jigsaw 1: Earthquake



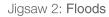
Cut the shape in every part and challenge your friend to put it together and find the message.





KEY MESSAGE:

In case of an earthquake, evacuate from the building in a file and into an open and safe area, such as courtyard or playground.







KEY MESSAGE:

In case of floods, do not go into the water, instead, move to the top floor of the building.

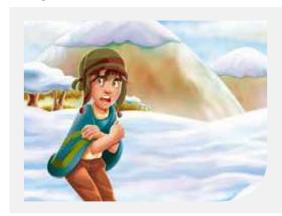
Jigsaw 3: Fire



KEY MESSAGE:

In case of a fire breaks out in the building, kneel down and crawl out of the room in order to evacuate from the building towards an open area.







KEY MESSAGE:

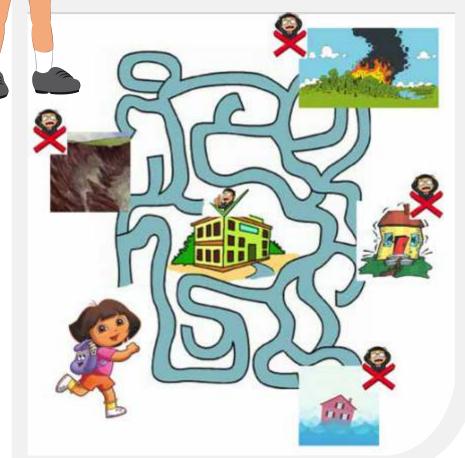
When there is heavy snowfall, it is better to stay indoors, or if you must go out, wear warm clothes.



Well then, how many messages could your friend identify?

Are you ready for the next activity? Escort Dora to a safe area, while all potential risks are present.







Do you know if your school has identified the map and evacuation roads?

Let's make a map of the school and locate roads that can be used for evacuation in case of an emergency.





To do school mapping, do the following steps:

STEPS TO FOLLOW:

- Forming groups of 4 to 5 friends.
- Sketch every floor including exit ways.
- Clear identification of access roads.
- Identify a safe area inside the school.
- Identify the location of fire extinguishers in every floor.
- Exchange your plan with that of other groups.
- Finalize a joint plan.
- Approval of the plan by Director's office.
- Post the sketch on the notice board.

Find these words

So, how did the sketching activity go? Let's see if you can find these words.



Avalanche Capacity Disaster Draught Earthquake Extreme

Flood Risk Flood Land slide Mitigation Readiness Risk

Earthquake Vulnerability

	Υ	В	Т	-	U	V	Е	Н	Р	K	U	Р	Q	D	S	L	Т	Α	В
	G	В	0	S	Т	U	Α	R	Т	Н	Q	U	Α	K	Α	U	R	K	D
	S	-1	K	В	1	L	R	G	Н	S	С	T	N	N	N	T	U	S	L
	L	Q	Е	Q	R	N	Т	М	G	D	D	1	D	V	0	Υ	В	Р	D
_	В	R	Н	Е	W	Е	Н	Т	L	Н	D	S	Q	Т	ı	Z	F	Υ	V
_	L	Z	0	K	R	R	Q	Υ	J	Р	L	Н	Н	R	Т	L	F	Н	V
	R	С	Υ	Т	Е	Α	U	Е	Т	Т	0	G	Е	U	Α	Х	0	L	J
_	K	I	G	Α	М	В	Α	L	D	Ι	U	Т	В	U	G	Н	G	Р	Е
_	G	K	М	F	S	1	K	Е	С	Α	С	Α	Е	Х	ı	K	Р	D	X
_	Υ	G	S	D	Н	L	Е	W	R	0	Е	Α	Υ	N	Т	K	0	- 1	Т
	W	J	В	1	K	1	Q	D	Х	В	Х	Z	Р	М	I	Q	G	S	R
	K	G	Q	J	R	Т	С	W	Z	Α	0	V	K	Α	M	I	В	Α	Е
_	Р	G	С	Z	С	Υ	М	Т	Р	0	М	Т	K	С	С	F	Α	S	M
_	Х	Т	С	V	Α	Z	Α	В	I	L	I	Т	Υ	Е	R	Z	I	Т	Е
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	W	I	S	V	ı	R	S	Е	N	ı	D	А	Е	R	V	L	Р	R	S
	L	V	Е	Α	Q	В	D	М	J	S	Е	Z	Т	Т	J	U	U	L	С
_	G	S	Z	Е	Н	С	N	Α	L	Α	V	Α	F	W	Е	U	R	0	J
	F	L	0	0	D	Υ	Т	J	Е	Х	Т	Α	J	Υ	I	G	Υ	Н	S

Are you and your school prepared?



Find out how prepared is your school to face potential risks?
Use the following checklist:

My school has already identified the emergency exits.
School map including emergency exits is displayed within the school.
The map shows critical information, such as location, access roads and fire extinguishers.
My school organizes drills on a yearly basis to prepare the students.
There is a safe area inside the school building.
My school has an Emergency Management Committee. This Committee is responsible for emergency evacuation.



Several organizations participated in this process by contributing and developing materials, while others participated as observers to further promote coordination and cooperation. Here, a list is provided of all organizations in alphabetical order, as well as additional materials or programs recommended in support of Teaching Peace and Building Resilience efforts:



Advocacy Training Resource Center

Profile: "ATRC hosts a library with publications on social, political, and economic issues related to Kosovo and the Balkans. It organizes public debates and legislative briefings on pressing issues in Kosovo. It also provides training for all Kosovo NGOs."

Website:

www.advocacy-center.org

Contact:

+383 38 244 810 info@advocacy-center.org



British Council

Profile: "The British Council is the UK's international organization for cultural relations and educational opportunities. We create friendly knowledge and understanding between the people of the UK and other countries."

Materials: The British Council supports a wide range of social and education programs including promotion of active citizenship and supporting student development of digital, problem solving and critical thinking skills. Free webinars for English teachers are also available online.

Website:

https://kosovo.britishcouncil.org

Contact:

+383 38 243 292



Cities of Peace

Profile: "Cities of Peace exists to continue, capture and echo the outcry of many: to stop war, conflict and violence against humanity, against nations, against cities." **Materials:**Cities of Peace has created an art-based curriculum for peace education.

Website:

www.citiesofpeace.org

Contact:

+1 631 329 0530 info@efiaf.org

Democracy Plus

Profile: "Our organization's principal goal is to support democratic values and practices in the scope of good governance, rule of law, elections and political parties, social issues, and human rights."

Materials: An online toolkit for parents, teachers, and community members about prevention of radicalization leading to violent extremism is forthcoming.

Website:

www.dplus-ks.org

Contact:

+383 38 749 288 info@dplus-ks.org

The Deutsche Gesellschaft für Internationale Zusammenarbeit (GIZ) GmbH

Profile: "As a service provider in the field of international cooperation for sustainable development and international education work, we are dedicated to shaping a future worth living around the world."

Website:

giz-kosovo-buero@giz.de

Contact:

+383 38 233 002 100 +383 38 233 002 172

— forumZFD

Profile: "forumZFD is an International Non-Governmental Organization (INGO), established in Germany in 1996. We are working in the field of conflict transformation in Europe, the Middle East and South East Asia. As a part of the Western Balkans program and supported by the German Federal Ministry for Economic Cooperation and Development (BMZ), forumZFD Kosovo's work focuses on the topics of dealing with the past (DWP) as well as peace education (PE)."

Website:

www.forumzfd.de/en/western-balkans

Contact:

+383 38 749065 kosovo@forumZFD.de

Humanitarian Law Center Kosovo

Profile: "To support the implementation of a holistic, inclusive and victim-centered transitional justice (TJ) framework in Kosovo in order to restore the dignity of victims and contribute peace building and state building in Kosovo."

Materials: HLCK, "Manual on Transitional Justice- Concepts, Mechanisms and Challenges." Pristina, Dec. 2015. Available online.

Website:

www.hlc-kosovo.org

Contact:

+383 38 243 488 +383 44 944 755 office@hlc-kosovo.org

Kosovo Advocacy Development Center

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Profile: "Improving lives by informing, involving and empowering public voice in health and environmental policies and decision-making processes." With regard to education, KADC focuses on public health, sports in schools, and peace education.

Website:

www.kadc-ks.org

Contact:

+383 44 188 366 +383 44 207 215

Kosovo Center for Security Studies

Profile: "KCSS is dedicated to security sector development and reform in Kosovo and Western Balkans. It proactively promotes principle of good governance, integrity and resilience."

Materials: Several reports and publications are available on the website, including: Perteshi, Skender. "Journalists' Guide- Violent Extremism: Definition and Terminology," Kosovo Center for Security Studies, supported by the US Embassy in Prishtina. 23 May 2018.

Perteshi, Skender. "Beyond the triggers: new threats of violent extremism in Kosovo" Kosovo Center for Security Studies, supported by Embassy of the Kingdom of the Netherlands. 16 October 2018.

Website:

www.qkss.org

Contact:

+383 38 221 420 info@qkss.org

Kosovo Education Center

Profile: "KEC is mainly focused in training of school staff in relation to the new teaching methodologies and leadership. Additionally, KEC is active in other areas that support the advancement of the quality of education in Kosovo."

Materials: KEC has a wide variety of materials available on their website including reports and assessments as well as guides and manuals for teachers, parents, and students on topics such as internet safety, human rights, and social justice.

Website:

Contact

kec-ks.org

+383 38 244 257 +383 38 258 203 office@kec-ks.org - Oxfam

Profile: "Oxfam is a global voice on poverty & inequality, women's rights, humanitarian issues and climate change."

Materials: "Oxfam Education offers a huge range of ideas, resources and support for developing global learning in the classroom and the whole school." Resources can be found at their website, below.

Website:

www.oxfam.org.uk/educationv

Contact:

education@oxfam.org.uk

– Peace Corps

Profile: "Volunteers in Kosovo work with their communities on education and community economic development projects. During their service in Kosovo, Volunteers learn to speak local languages, including Albanian and Serbian.

Website:

www.peacecorps.gov/kosovo

Contact:

+ 383 38 712 770 kosovo@peacecorps.gov

- Play International

Profile: "PLAY International intervenes since 2002 in Kosovo in order to promote interethnic reconciliation and youth social inclusion, in particular the most vulnerable ones (rural areas, minorities, etc.). Social-sport activities proposed by PLAY International are designed to include all groups in society no matter the ethnic origin, gender or individual aptitudes."

Website:

www.pl4y.international/en/impact/in_the_field/kosovo.html

Contact:

+383 44 946 091 Andrew Piner, Head of Mission: cdm@pl4y.international

United Nations Development Programme

Profile: "On the ground in Kosovo since 1999, the United Nations Development Programme has earned a reputation as an independent and experienced partner in the collective effort to build and strengthen Kosovo institutions and achieve sustainable development."

Materials: "Prevention of Violent Extremism Teacher's Manual," May 2018. Ministry of Education, Science and Technology Kosovo. Supported by the Embassy of Italy in Kosovo.

Website:

www.ks.undp.org

Contact:

+383 38 249 066 registry.ks@undp.org





Profile: "UNICEF in Kosovo aims to ensure that all children, irrespective of their socio-economic or ethnic background, have access to quality and friendly services and opportunities to help them survive, develop, enrich their potential and become active and responsible citizens of their communities."

Website:

www.unicef.org/kosovoprogramme

Contact:

+383 38 249 230 +383 38 249 231 +383 38 249 232 prishtina@unicef.org



U.S. Agency for International Development

Profile: "On behalf of the American people, we promote and demonstrate democratic values abroad, and advance a free, peaceful, and prosperous world. In support of America's foreign policy, the U.S. Agency for International Development leads the U.S. Government's international development and disaster assistance through partnerships and investments that save lives, reduce poverty, strengthen democratic governance, and help people emerge from humanitarian crises and progress beyond assistance."

Website:

www.usaid.gov/kosovo

Contact:

www.usaid.gov/contact-us

TEACHING PEACE AND BUILDING RESILIENCE

CURRICULA MANUALS

Translation

LBG Communications

Design

Milky Way Creative



Republika e Kosovës Republika Kosova-Republic of Kosovo Qeveria e Kosovës-Vlada Kosova-Government of Kosova

Ministria e Arsimit, Shkencës dhe Teknologjisë Ministarstvo Obrazovanja Nauke i Tehnologjie Ministry of Education, Science and Technology

TEACHING PEACE AND BUILDING RESILIENCE CURRICULA MANUALS

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