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MANUAL ON THE SUMMARY OF BEST PRACTICES FOR PEACEFUL CONFLICT RESOLUTION BETWEEN PEERS AT SCHOOLS

Prishtina, May 2019



KEC

Qendra për Arsimit dhe Kosovës
Kosova Education Center



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Preface

The Kosovo Education Center (KEC) and forumZFD – program in Kosovo have collaborated to develop the Protocol for the Prevention of Violence in Pre-University Education Institutions. This protocol intends to effectively determine all necessary steps to deal with the topic of violence at school. The same Protocol was later approved as a regulation by the Government of Kosovo – Regulation GRK No. 21/2013.

KEC and forumZFD have also developed a mediation program that has been used to commence implementation of the Protocol at schools. Following the first steps in implementing the Protocol at 30 schools in Kosovo in the framework of the project «Support for justice for children» – Phase III (2013-2016) financed by UNICEF, EU and forumZFD; both organizations, KEC and ForumZFD decided to collaborate in implementing this project and through the EU funding and in collaboration with 10 local NGOs have implemented the project “**Promoting and Protecting Children’s Rights**”.

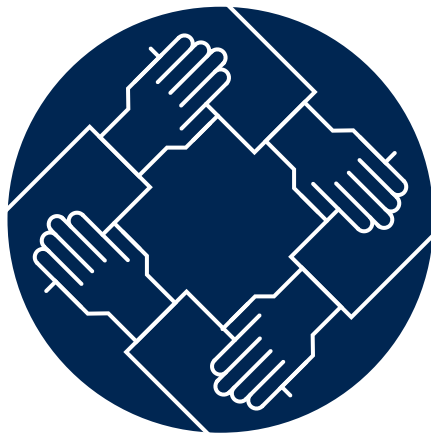
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*Ardita Kabashi
& Vjollca Islami Hajrullahu
Project Managers*

“Promoting and Protecting Children’s Rights”



PART I

1. Strengthening of in-school mechanisms for peaceful conflict resolution – peer mediation as a mechanism to ensure protection and safety at school

Although Kosovo is considered a safe place to live and act, where the law and order are observed, unfortunately, as in many other democratic countries, in Kosovo too there are occurrences in which people have various viewpoints and not always agree or resolve their differences in a rightfully civilized way using dialogue. Even amongst children, in particular of school age, there are situations of disagreement, objections that result in conflict, which engender various problems among peers, their families and the entire society.

Building a democratic society is challenging for every state. Naturally, educating members to respect other members of the society, about tolerance and non-discrimination starts at home.

The school and socialization activities between peers and teachers play key roles in the process of democratic education of the individual and the society. Apart from lesson units and the school curriculum that is carried out through various subjects in the learning process there are a series of other activities that schools undertake to promote the democratic values and achieve their ideas and action in a consensual manner by respecting the opinion and needs of everyone.

Protecting and ensuring the wellbeing of children is everyone's responsibility: family, school, institutions and the community and having in mind the role and responsibilities of everyone in this process, protecting and ensuring the safety of students should be a priority for every education institution and at the core of all school processes and activities. Education institutions are obligated to provide mechanisms that protect students from any violence, social exclusion or insecurity that would harm the wellbeing of students.

This obligates the schools to continuously work towards ensuring and strengthening mechanisms that raise awareness and undertake efficient actions to address and react towards any form of violence and to handle them properly and peacefully.

To ensure safe and friendly environment for everyone at school and to respond to situations that may lead to conflict at school, the Ministry of Education, Science and Technology – MEST has drafted some regulations and administrative instructions to prevent and refer violence. Their implementation has been supported by several didactic manuals that altogether with the numerous training programs offered for teachers and students aim to prevent minimize and manage occurrences of violence at schools and in the society in general.

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Below you may find references to the regulations, instructions and manuals that can be found in the annex of this material and web links.

- Regulation of the Government of the Republic of Kosovo (QRK) - no. 21/2013 on the Protocol for the Prevention and Referral of Violence in the Pre-University Education Institutions.
- Guidelines to Implement the Regulation QRK - no. 21/2013 on the Protocol for the Prevention and Referral of Violence in the Pre-University Education Institutions.
- Manual for the Prevention of Negative Phenomena at Higher Middle Schools.
- Manual for Peer Mediation Teams.
Didactic Manual for Prevention of Violence

Based on the guidelines on the Protocol for the Prevention and Referral of Violence in the Pre-University Education Institutions, the institutions in charge should carry out the requirements from the protocol dealing with the prevention and reaction to violent actions in the pre-university education institutions, as categorized in the Protocol on safety networks:

- **Internal Safety Network:** Pre-school education – (director of the institution, parents’ council) and schools (school principal, parents’ council, school’s council and students’ council);
- **External Protection Network:** Ministry of Science, Education and Technology (Regional Education Inspection Sections), Kosovo Parents’ Council, Students’ Council at national level), Municipal Education Directorate - (Students’ Council and Parents’ Council at a national level, respective official on child’s rights), Directorate for Education and Social Welfare - (Center for Social Welfare, Family Medicine Centres, Ministry of Justice - (Kosovo Probation Service, Kosovo Correctional Service, Kosovo Police and other auxiliary mechanisms - (media, Institute of the Ombudsman, non-governmental organizations working on children’s rights and school violence issues).

These two protection networks are obligated to undertake measures and actions to prevent any situation that leads to the violation of children's rights or the harming of student welfare.

Likewise, the manuals and guidelines offer many resources that may be incorporated as part of the planned programs promoting anti-violence attitudes and behaviour and favour peaceful conflict resolution that enable schools to create non-violent environments, a positive and constructive climate with regards to conflicts.

Among others, the manual recommend undertaking initiatives by students and peer mediation is considered to be a method that contributes to peaceful conflict resolution and enables students to develop better communication skills, active listening, critical thinking, self-appreciation, positive attitudes towards conflicts and respect for different thoughts and opinions by talking, discussing and facing conflicts

2. The process of supporting schools in establishing in school mechanisms that promote peaceful conflict resolution

The process of beginning the project implementation; steps undertaken to ensure the commitment of schools in implementing planned activities.

Every time schools have demonstrated readiness to undertake steps in preventing any type of conflict within or outside the school when students are involved. Naturally, apart from their primary duty to provide conditions for teaching and to develop the intellectual, physical and socialization capacities of students, the schools should also support initiatives towards building a democratic environment of tolerance and non-discrimination. One of the projects that has generated a lot of interest among a considerable number of schools is the project '**Promotion and protection of child's rights**' that is implemented by KEC and forumZFD financed by the EU.

During the implementation of this project at many schools across Kosovo we noticed the need for unlimited support on the part of municipal authorities, and in particular of the municipal education directorates that identified the schools to be involved in the project and helped with the implementation of activities by assisting schools with their commitment and support through organizational and didactic materials.

In particular, this corresponds with the global goals of the United Nations Organization – UN, in conjunction with the 17 Objectives for Sustainable Development, which consist in a platform that aims the transformation of the entire mankind and our planet towards a sustainable road of development within 2030. In particular we would highlight: objective 4 for quality education; objective 5 for gender equality; objective 10 for reducing inequalities; objective 16 for peace, justice and sustainable institutions.



Therefore, we initially recommend that the initiative of such projects begins with public presentations in coordination with the municipal officials, so that the smooth implementation of the project receives institutional acknowledgement and some type of legitimacy. Also, the time and space dedicated to activities should be documented and considered as part of the process and school ac-

tion plan. It is worth mentioning that the project needs material support (albeit minimal) however, the municipality and budget planning of the municipal education directorates should allocate money to support various projects and initiatives for schools, for the promotion and protection of children's rights, the diversity and building a democratic society.



Following the approval and adoption at the municipal level, the next step should be the meeting with the school management to present the project and its benefits for the students, teachers, parents, the community as well as the duration and modalities of the activities.

It is of particular importance that the project presentation stimulates the interest among the school management and acquires full support for the project implementation. Otherwise, the project shall come across difficulties in implementation as it requires an overall mobilization of the school to help directly or indirectly with the achievement of project objectives.

3. Integration of the annual plans of action with vases of violence and the mediation plan between peers in the school development plan

Based on the Regulation QRK-No. 21/2013 to prevent and react towards cases of violence, it is suggested that every education institution draw an annual action plan of in-school prevention of violence and the plan of peer mediation activities should be part of this plan.

It must be emphasized that each school in Kosovo is obligated to draw the School Development Plan determining the development objectives for the school. While designing the Development Plan, the schools should pay special attention to the aspect of protection and safety at school that should be planned starting with an analysis of the situation, identification of factors that may lead to unsafe and unprotected situations for students and others and to envisage definition of concrete and effective objective to prevent, address and react in various situations. This good planning can enable and coordinate better the objectives and goals of projects to realize various activities that correspond with the objectives and actions planned in the development plan.

In cases where the school did not plan any objectives related respectively to the protection and safety, the culture area and school environment,



this should be discussed with the management to review and plan detailed objectives and activities to be undertaken by the school and also in collaboration with other partners.

Apart from this, a detailed action plan for the dynamics and timeline of the project implementation, the operationalization of the mediation teams, roles, responsibilities and deadlines must be drawn.

4. Informing and activating in-school parties and strengthening school mechanisms

Upon obtaining the municipal approval and support to commence projects at select school, and the initial meetings with the managing staff of schools integrated in the project, it is recommended that the next steps are: initial debates with the students and teachers of the school regarding the project and the issue of school bullying and other activities related to the project and are of informing and awareness-raising character for the students, such as: forms of communication, healthy relations, importance of negotiations, mediation, diversity and democratic values integrated at the school, etc; activities of several days to be implemented in the first weeks of the project implementation.

Apart from school management, students too should gradually come to learn about the mediation project. Initially, a series of preparatory and informative activities should take place to debate and understand better the mediation concepts, and the approach to peaceful conflict resolution.

Undoubtedly, the inclusion of the school's leading council would be advisable, including parents and other interest groups in the community. For this reason, some information and advisory sessions can be organized on the content and goals of the project, and on the needs and benefits from the mediation activities between peers. In order to

avoid any overlap or doubling of activities the mediation project should be connected to and coordinated with other activities in this area, within and outside of the school, such as coordination with school teams to prevent and react towards drop outs and non-enrolment in obligatory education - EPRMB.

The application of this information and knowledge will enable the creation of a supporting culture at school, where all, in particular students, feel safe, protect one-another, know where to address their concerns when facing violation of their rights, and also to encourage the commitment of the school, parents and community in relation to protecting students.



5. Identification and analysis of the situation in schools regarding the protection and safety at schools

Before each activity or project that starts, we should first get to know the facts, the circumstances and the weight of the problems that said project shall deal with. It is also necessary to know the degree of knowledge that students have of the issue the project deals with (in this case the conflicts, the nature of conflicts and the approach to mediation in conflict resolution).

In order to measure and acquire advance knowledge that determine the progress of the project implementation some instruments as questionnaires and survey can be developed to be conducted at schools and with the participation of students themselves in drafting, administering and elaborating the processed questionnaires. Normally, this can be done with the support of teachers or any volunteer parents that have knowledge and skills in social sciences.

Issues that we can analyse via the questionnaires and surveys may be on overall aspects of safety at school and the perception of students on the factors that worry them, or they think risk their safety. More specifically, they can analyse the bullying problem (i.e. questionnaires on forms and factors of bullying); the aspects of violence at school; threats and other forms that harm the safety of students at school.




The generated data will contribute to better adaptation of project interventions based on school needs as well as to raise the awareness level for these phenomena, at the same time interest in identifying, preventing and treating these negative phenomena in schools and among students

6. Selection of students to be part of the mediation teams

The mediation process requires that students themselves undertake steps to identify cases where individuals or groups of students are in some type of conflict and resolve those independently through minimum monitoring by the teachers and school management. As mentioned above it is of particular importance that schools are involved in this project voluntarily and commit to fully support the implementation of the project. In this context it is also decisive and indisputable that students to be involved in mediation groups are also involved independently and voluntarily without anyone's imposition. Such

approach to the inclusion of students will influence their integrity in the mediation process, on their impartiality, credibility and efficiently.

In order to achieve this precondition in selecting the students, we may suggest suitable and objective forms of student selection. Due to the complexity of actions in the media process it is recommended that students of higher grades than five be involved in the process (V-IX), so they are selected from all grades. Likewise, there should be a diversity of students in the gender, ethnicity aspects (if there are students of different ethnicities), of their socio-economic status, family status and academic achievement at school (so, not only exemplary students or 'privileged' ones). It is important to include not only the distinguished students but also students who are not so active, are more timid, who have different life situations, etc. Also, another important segment of the project are the support groups, i.e. students who will not be directly involved in the mediation process but will support this process by participating in informing other students about this activity through campaigns designed for the schools, by identifying the cases and referring them to the mediation groups. The support groups may be established in the separate parallel grades of larger schools, especially in rural areas.



The establishment of mediation teams must be formalized. The roles and responsibilities of created teams must be defined. The time and manner of coordination meetings must be decided, and an action plan must be drafted.

7. Preparing and raising the capacities of students, teachers and other actors on the mediation methodology and peaceful conflict resolution

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8. Appointment and certification of students who are part of the mediation team

At the end of the training it is important that students are certified for the training through a

formal certification ceremony and to define their role at school, taking care that their integrity is not impaired and the time they dedicate to this activity does not interfere with the learning process and other obligatory educational activities.



Likewise, the composition of the mediation team should be made known to all school members, it can be made into a poster that presents who the team members are and their function.



9. Creating spaces/classrooms inside the school for mediation activities and peaceful conflict resolution

Based on the education process, students cannot manage to learn about and understand their rights in environments where these are not respected or promoted; likewise, they cannot manage to develop communication, negotiation, reflection skills when these are not promoted. These are some of the reasons that schools are recommended to provide closed, safe and attractive spaces inside the school where students can communicate freely about their concerns, to support one-another and to learn new experiences.

To enable the effective work of mediation teams, it is important that the school (and this should be discussed at the beginning of the project with the school management) provides space/one classroom for the mediation team to work, meet and coordinate their activities and to conduct mediation sessions. It is suggested that the space is suitable,

easily accessible, identifiable, equipped with tools and materials that promote peaceful conflict resolution, is well maintained and that confidentiality is ensured while conducting activities.

The most important support a school can give in this aspect is to enable the understanding of child rights, to acknowledge conflict situation, manage bullying, conflicts and to provide counselling among peers in this environment.

The space/classroom for the mediation process is a space that should continuously cultivate in students' values, attitudes and knowledge on appreciating diversity, acceptance and respect for all. The creation of such space and their use with the purpose of bringing students together to discuss about various aspects they are preoccupied with makes them aware of the democratic values, the human potential and equal opportunities that help each student to develop tolerance, appreciation for the experiences of each individual.





Children who are educated in one such environment shall be able to resolve problems and take decisions effectively."

(Dickson)

The creation of space/classroom for mediation may result in challenges related to its management having in mind that it involves directly and indirectly many educational factors such as students, teachers, school managers, family and the community. Since all these factors have indisputable importance, all should get acquainted with the goal and process of work in this space/classroom and with the various

forms needed to manage it in order to provide protection, confidentiality and productivity for its activity. This type of discussion would make it easier to face any challenges that may come up and is assessed as a place that is necessary and friendly for all.



10. Designing and conducting student-led awareness raising campaigns at school

In the framework of the annual action plan on violence cases and the media plan, initiatives to realize information, awareness raising and advocacy campaigns for the interested parties should be defined, and they can be designed and conducted by the students.

The awareness raising activities and the advocacy initiatives led by the students are a good opportunity to promote sound values and behaviours, to identify appropriate and peaceful forms for resolving conflict situation and to promote democratic values and sound relations in the classroom, at school, in the street, in the family and society.

Apart from others, counselling session between students and teachers on various topics can be conducted in the framework of these activities, which

enable students to get ready and develop good advocacy skills to design campaigns and effective advocacy initiatives that are school and community based.

Some of the topics to be dealt with and conducted in these counselling sessions may be:

- Effective communication in conflict situations;
- Connecting rights and responsibilities in the daily life,
- Developing ideas on how to promote child rights,
- Discussing about gender stereotypes and gender equality,
- Promoting inclusion, tolerance and non-discrimination,
- Formulating advocacy messages, etc.

To realize such initiatives, it is suggested that schools offer opportunities and support all students without exception to get involved in activities that strengthen their role in raising the voices on issues that concern them, to demonstrate the power of peer advocacy, to address their concerns to the key mechanism, to raise the awareness of students on how to resolve disagreement between them through formal and non-formal peer mediation;

These advocacy initiatives may produce many promotional materials that can be posted and distributed around the schools, communities and the media with the purpose of sensitizing the society and to promoting child rights.

Some of the promotional materials may be leaflets, brochures, posters, plaques, messaging by video and others.

11. Inclusion and involvement of parents and the community to contribute to school activities

The school and the family are two interrelated systems and the mutual collaboration results in many benefits for the children, teachers and the society. However, the role and function of the school is to help the families accomplish its responsibilities and contribute to the development and children, and also to encourage parents to be involved in school activities that enrich and advance the quality of the teaching process and other aspects of it.

A true partnership between the school and parents is achieved when the involvement of parents is diverse, inclusive and represents all students without exception and highlights the needs of students, and when concrete actions are taken to change the climate and environment at school to the best interest of students and of all its members.

There exist various arguments and research indicating that children have more success if there is a true partnership between parents and the school. The inclusion of parents and their relationship with the school is very important and may influence on the improvement of learning results of students, on encouraging collaboration between students, on

the socialization between students and parents, on accepting diversity, strengthening relations, encouraging sound attitudes and actions, offering opportunities to learn and exchange experiences from various perspectives that parents may bring to the school.

If students go through difficulties at school, it is very important that good communication is established with the parents and other key persons in order to contribute to overcoming and managing situations that are challenging for them. This results in establishing good relations between students, parents and the school.

Parents can be informed to participate in these activities through formal meetings or consulting sessions on the importance and role of their involvement for the school activities, and in particular of their contribution to ensuring supportive and safe environments for the children.

Parents should be informed of all changes happening at school and in the lives of their children, and for this, they need support to develop new collaboration and communication skills, and to develop the participation of families in these activities.

In particular, the school can engage professional parents coming from social welfare, health care, education, by organizing talks and debate session to add more information for the students and other school members on the effects and consequenc-

“If students go through difficulties at school, it is very important that good communication is established with the parents and other key persons in order to contribute to overcoming and managing situations that are challenging for them.”

es of violence. Also, parents may volunteer for awareness raising events and activities, counseling sessions, creating promotional materials etc.

Likewise, the school should deal with and address the concerns of the students, the bullying, issues pertaining to violence inside and around school, having in mind all student-student, teacher-student and vice-a-versa, teacher-teacher, teacher-parent and vice-a-versa, management-teachers and vice-a-versa relations during the meetings with the parents, the managing board of the school, the students' council and other bodies the school comprises of, including members of the community around the school.

12. Ensuring the sustainability of the mechanisms put in place at schools

The initial mediation activities do not request large funds and are mainly conducted on volunteer basis and based on the conditions of the school; however, there may be opportunities that funds are raised for specific activities that influence on enriching and advancing the school defence mechanisms. A small fund may be established for this purpose and can be transparently managed by the school itself.

13. The necessary resources to conduct mediation activities and creating a culture for peaceful conflict resolution at school

Various activities require ensuring various resources for the success of the project. Apart from materials, tools and basic work equipment, many of the necessary resources are needed for the functioning of the mechanisms that influence on developing and preserving the culture of the school.

To develop attractive and effective activities in the area of child protection and efficient functioning of the mediation team, it is necessary to acquire electronic devices, protected access to the Internet, enriching the awareness raising space/classroom with the respective literature such as brochures, manuals, video messages and technical support by teachers who are information technology savvy to design and produce various

materials that contribute to enriching and advancing mechanisms and best practices at school.

Likewise, the promotional materials may be used as information resources for parents and teachers in terms of protecting and promoting the rights of children, which may be: links, blogs, information booklets, model lessons, practical activities and other materials, including cartoons, educational videos with electronic games for children.

14. Promotion of peaceful conflict resolution – alternative activities – extra-curricular activities to sensitize and engage students at school

Disagreements, quarrels and conflicts are a natural and unavoidable part of life in general, and also of the school processes. Often, a conflict situation among students may be a result of different opinions, attitudes and unfair actions towards individuals or groups, which may lead to quarrels and conflicts between them manifested in various forms.

However, such situations may be handled through constructive approach that may determine the peaceful conflict resolution. Of course, that teachers, parents and others may work with students to develop in them skills and methods of dealing with and resolving conflicts in a peaceful manner.

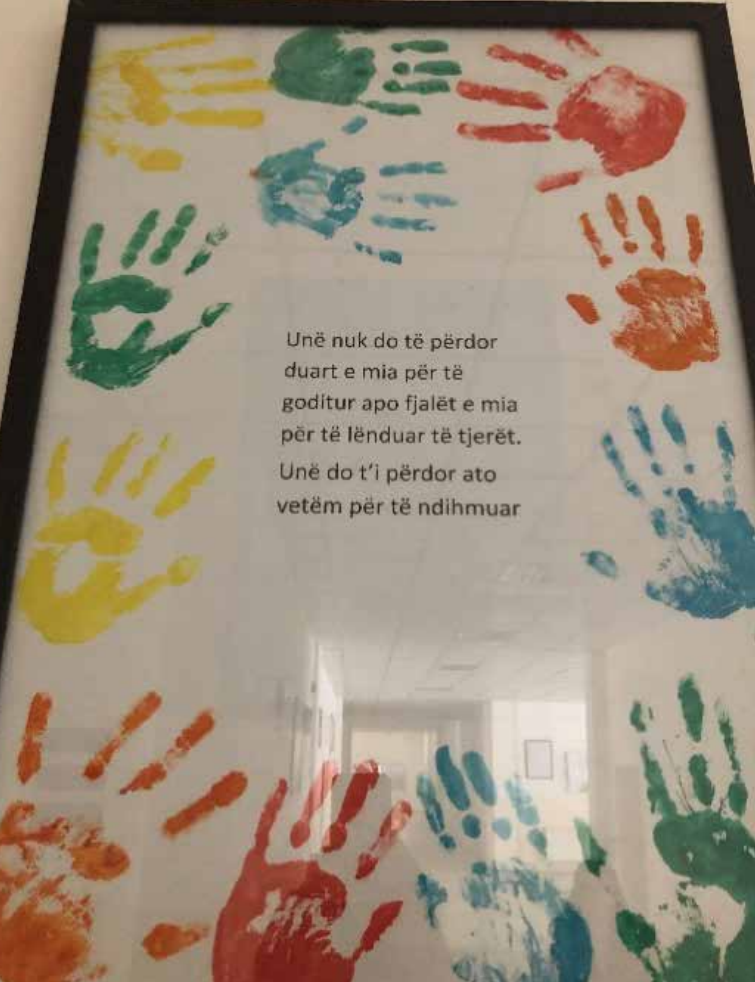
The conduct of educational and social activities that deal with conflicts involving also all school members in reflecting and discussing about such situations contributes to the creation of preconditions to accept conflicts as an opportunity to learn and develop interpersonal and social skills. Dealing with and discussing about conflicts in a constructive way increases among students the feeling of responsibility, security and accountability.

Extra-curricular activities should be considered an important part of social inclusion and engagement of all students without exception to be beneficiaries and active participants in these activities.

Extra-curricular activities led by mediator students and supporters may be conducted using various working methodologies, such as: lectures, debates, artistic activities with anti-violence topics; using imaginary cases (simulation of fictitious cases); role play, dramatization, social games, races, theatre plays, artwork exhibitions, and others. Also, various awareness raising activities may be conducted in collaboration with NGOs.



PART II



ACTIVITIES UNDERTAKEN BY SCHOOLS TO PROMOTE PEACEFUL CONFLICT RESOLUTION – PEER MEDIATION

The activities conducted in schools as good practices were further developed into theatre plays as part of the awareness raising campaigns, with other creative methods for training and activities promoting communication, diversity and mutual help. For example, the activity “Imagine One Day”, the activity of students divided into two groups: one well behaving the other not; a debate following such activity, etc.

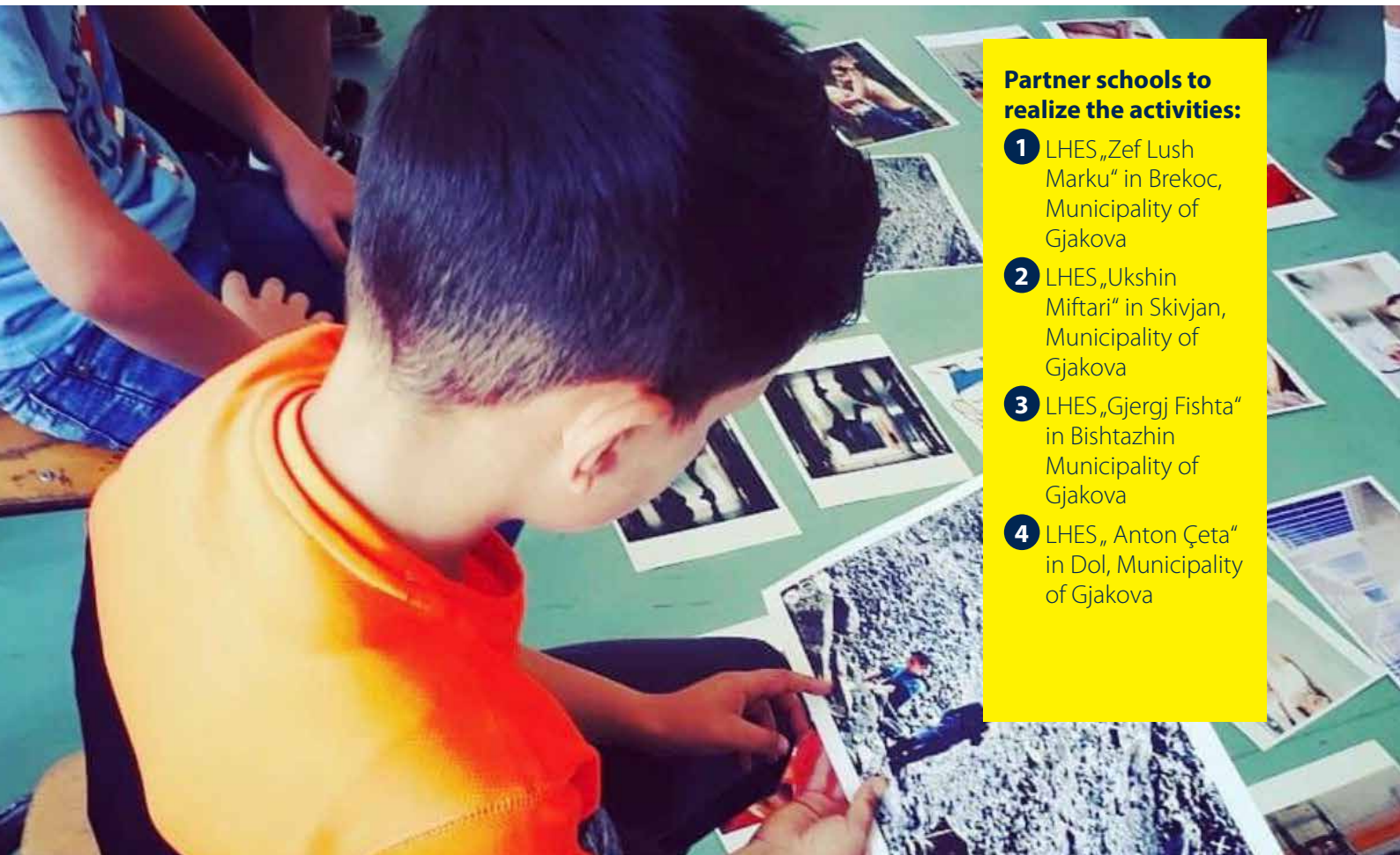
Further below are some examples of various activities and initiatives conducted in various schools that have promoted and dealt with children’s rights and aspects of manifested violence and their peaceful management through different forms and methods.

- Promotion of the approach of peaceful conflict resolution through art, role play, dramas and debates
- Realization of art exhibitions on the topic „Violence at school, consequences and how to resolve conflict “
- Realization of literary class activities with the same topic: „Violence at school, consequences and how to resolve conflict “
- Drafting of posters, brochures, leaflets, debates and other forms of student information and mediation (drafted by the students, with minimal support by the teachers)
- Designing the logo for mediation groups, identification through the selected colours, T-Shirts, hats and other identifying signs for mediators.

GOOD PRACTICES REALIZED IN SCHOOLS AND SUPPORTED BY THE NGOs

1. NGO- EDUCATION COMES FIRST

The organization Education Comes First has been established with the purpose of offering contemporary and creative programs in the area of education, to support and advance children and teenagers. It operates in the Municipality of Gjakova.



Partner schools to realize the activities:

- 1 LHES „Zef Lush Marku“ in Brekoc, Municipality of Gjakova
- 2 LHES „Ukshin Miftari“ in Skivjan, Municipality of Gjakova
- 3 LHES „Gjergj Fishta“ in Bishtazhin Municipality of Gjakova
- 4 LHES „Anton Çeta“ in Dol, Municipality of Gjakova

Conducted activities:

- Creating a blog on children's rights;
- Call for application for students: "Essays and videos on children's rights"
- Promoting the blog to other schools;
- Promoting the blog to media/social networks; "A World Without Conflict" for students of grades I- IV, learning with photos;
- "It is my right to live without violence" for students of grades V- IX, creation of photos presenting their rights to live free and in peace;
- Selection of photos and their presentation on International Day of Child Rights;
- Organization of the press conference on the International Day of Child Rights;
- Dissemination of promotional materials on the rights, responsibilities and protection of children;
- Organization of a round table.

RESULTS FROM THE REALIZED ACTIVITIES:

Students had fun and expressed interest to be involved, each one participating in the activities. Debates and discussions were encouraged so they could learn about child rights, and through these activities, creative thinking and imagination were stimulated.



The activities were conducted at schools, where children were shown photos of other children from different countries in the world illustrating their rights and developing the imagination of children to live in a world in peace and without violence. Through games, children explored photos, finding the pairs thus enabling them to learn about their rights and discuss.

2. AGENCY FOR SOCIAL EDUCATIONAL SERVICES NGO “SHPRESA E JETËS”

The Agency for Social and Educational Services NGO “Shpresa e Jetës” is a not-for-profit organization that helps the reconstruction of post-war civil society. Its mission is to promote human dignity through development and cooperation with particular focus on the social and education areas and the promotion and protection of children’s rights. Its head office is in Prishtina and it operates across Kosovo.

Partner schools to realize the activities:

- 1 LHES “Dom Mikel Tarabulluzi” Stubëll, Municipality of Viti
- 2 LHES “Ahmet Rrustemi” Bec, Municipality of Gjakova
- 3 LHES “Avni Rrustemi” Zallq, Municipality of Istog
- 4 LHES “Rilindja” Trestenik, Municipality of Peja



Conducted activities:

- Questionnaires to measure knowledge on bullying in partner schools
- Meetings with teachers of four selected schools of the project - joint workshop;
- Meetings with peer students, exploring various topics;
- Meetings with parents and teachers, confronting them with bullies among their children
- Round table with the representatives of the Municipal Education Directorates where the project was implemented and the principals of the selected schools for the project; presentation of the research report on both phases on the effects of the program „For a friendly school“ with four elementary schools in Kosovo

RESULTS OF THE ACTIVITIES:

Although at the start of filling questionnaires most of the students stated they were not involved in any form of bullying, further questions revealed that the majority of students had been bullied at least once at school in the last months.



After the program, students reported lower levels of victimization as a result of bullying at school (from 70.89% to 51.85%). Also, a considerable number of students have reported that their problems were resolved following attendance in the program (from 78.81% to 83.93% at school and from 64.08% to 75.61%).



After the intervention with program activities, students showed commitment to resolve the bullying problems first of all using their own resources through peaceful ways. In cases of failure, students expressed the need to report problems to their teachers and other respective authorities. (Before attending the program,

most students emphasized reporting to their teachers as the primary way of resolving their problems.)



At both stages of the research, students deemed it necessary to have a school psychologist. Most students stated they would consult in person with the school psychologist.

- After the program, students got better at dealing with violence at school (from 5.45 to 6.32, from 1-10) and on Internet (from 5.92 to 6.96, from 1-10)
- After the implementation of the program in entirety and the delivery of the mediation clubs, some schools undertook initiatives to activate the mediation clubs in order to become more effective, ordered T-Shirts for the mediators so they can be identified at school – this being a very good initiative, and posted several sayings on the rights of children at their corners etc..

3. The Center for Drama and Creative Activities for Children and Youth „Qeshu – Smile“, in Prishtina

The Center for Drama and Creative Activities for Children and Youth „Qeshu – Smile“, in Prishtina is an NGO that is in operation since 2000. The main activities of „Qeshu – Smile“ are educational, psycho-social and cultural. The main method of implementing the „Qeshu – Smile“ projects is the interactive one.



Partner schools that realized the activities:

- 1 LHES „Afrim Gashi“ – Hajvali, Prishtina
- 2 LHES „Shkëndija“ – Hajvali, Prishtina
- 3 LHES „Zejnel Salihu“ – Bardh i Madh, Fushë Kosovë
- 4 LHES „Laura Scotti“ – Graboc i Poshtëm, Fushë Kosovë

Conducted activities:

- A survey was conducted with schools to take into account the interest and wishes of the children about movie themes, we conducted a survey with children in order to have a more objective picture. The questionnaire for the survey was formulated by the group of direct participant students, where they defined the rights that according to them are the most attacked. This action was carried out in all four schools. With the questionnaire formulated in this way we conducted the survey from which we extracted four topics that according to the results were the most attacked and based on these topics we wrote the scenarios and then developed the movies.
- Training for stopmotion animation. Stopmotion is a creative technique for developing animated movies. The reason for using this method to make the movies and through that promote the rights of the child is that with this method the children are directly involved in the making of the movies throughout all stages. Stopmotion is a technique that helps those who learn to treat and express their ideas in the future through this creative method, not only of treating the child's rights but also of other issues that they care about.
- Debates based on animated movies - encouraging debate through movies is a spontaneous method of involving participants in the sincerest debate. As it is commonly known, classical methods of organizing debates have in most cases become stereotyped and do not yield real results on an issue and also lack sincerity in the responses. Often the participants are reluctant to express themselves, but even when they do so, they are within the frames of expression. The method we have used has helped the movie-driven participants become an active part of the debate, which has resulted to be much more sincere because they became truly part of the debate and also this method does not allow constructed questions so that they would know the answers in advance. Promoting child rights through this method has become very effective.
- The project "Colours" was directly based on the promotion of children's rights and this creative method of filmmaking enabled students to build communication skills to be used in mediation cases.
- While conducting the activity, groups of children were created and trained for each discipline:
 - Script group,
 - Scenography group,
 - Character development group,
 - Voice doublers groups,
 - Storyboard development group,
 - Animation development group, etc.

What united these groups was the common purpose of making a movie through which they would address the particular topic of the child's rights.

During these activities, interaction was promoted to find the most effective forms of implementation and in terms of developing verbal communication skills that we believe will help them also in the future in the process of mediation and resolution of issues. Communication was developed between the target groups during the training process, e.g. the character development group with the group of voice doublers or those who were developing the script.

RESULTS OF THE ACTIVITIES:

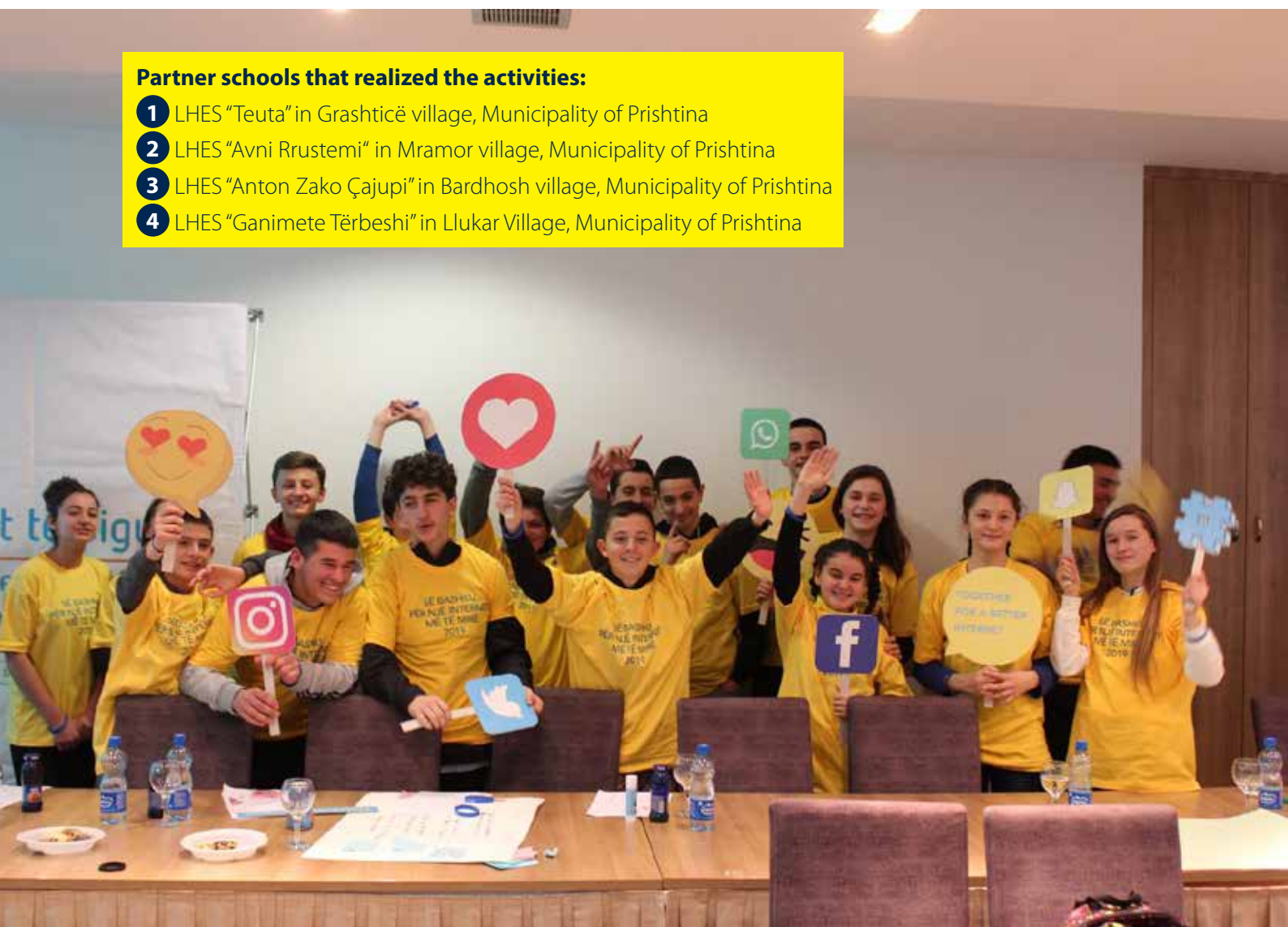
-  Students learned to develop an animated movie and through that movie to deal with topics they care about.
-  Training on using this method in the future too not just for dealing with children's rights but also on other topics.
-  They developed four animated movies.
-  A creative, spontaneous method and highly effective to develop mediation skills

4. Center for Advanced Studies FIT

Qendra për Studime të Avancuara FIT (Center for Advanced Studies FIT) is established in Prishtina. The primary objectives of Center FIT identified at the beginning of its operation in the Kosovo society are: to contribute to the education area in order to raise awareness on the most important political, social and economic developments in the country and to improve the social situation of the groups it works with during the implementation of projects.

Partner schools that realized the activities:

- 1 LHES "Teuta" in Grashicë village, Municipality of Prishtina
- 2 LHES "Avni Rrustemi" in Mramor village, Municipality of Prishtina
- 3 LHES "Anton Zako Çajupi" in Bardhosh village, Municipality of Prishtina
- 4 LHES "Ganimete Tërbeshi" in Llukar Village, Municipality of Prishtina



Conducted activities:

- Awareness raising campaign that aimed to raise the awareness on the protection of children's rights.
- Drafting of the school action plan for peer mediation and peaceful conflict resolution.
- Establishment of Mediation Clubs within each partner school.
- Creation of a space within school dedicated to peer mediation.
- Continuous monitoring and evaluation of the Mediation Clubs.
- School lectures on violence using the Internet.
- Lectures on "Volunteerism and its benefits"

RESULTS OF THE ACTIVITIES:



FIT Center has established four (4) Mediation Clubs within each partner school. Students who are part of the Mediation Clubs participated in the training session held in April 2018 where they were trained how to become successful mediators. After the establishment of the Mediation Clubs, the trainer students have trained other students at their schools to disseminate their knowledge and to expand the clubs with new members. The Mediation Clubs were open to students who wanted to be part of the clubs. FIT Center has continuously helped the mediation clubs and monitored and evaluated their work on mediation of conflicts at schools on monthly basis.



Drafted the school action plan for peer mediation and peaceful conflict resolution. This plan was drafted by the working group

comprising of an expert engaged by FIT Center, school principals and two (2) teachers and five (5) students at each school.



The beneficiary schools created spaces within their premises to be used for peer mediation. The MOUs that FIT Center signed with partner schools envisaged that schools contain within their premises a space to be used for peer mediation. FIT Center designed, printed and distributed large format posters bearing the symbol of the giraffe as it is considered to be the animal with the biggest heart that views situations from a broader aspect than others, these being features that students who are part of mediation should possess.

5. NGO “MUNDËSIA” – MITROVICA

NGO “Mundësia” is based on an equal approach and inclusive development so that all citizens can exercise their rights and responsibilities as full and active members of a democratic and multi-ethnic society. The mission of the organization is to contribute to the development of the society through the strengthening of the most disadvantaged groups so they can fully exercise their rights and responsibilities and can work effectively towards the improvement of their social-economic position.

Partner schools that realized the activity:

- 1 LHES “Jusuf Rexha” Koshtovë, Municipality of Mitrovica
- 2 LHES “Mehë Uka” –Bajgorë village, Municipality of Mitrovica
- 3 LHES “Shaban Idrizi” –Zhabar village, Municipality of Mitrovica
- 4 LHES “Harun Beka” –Gushavc village, Municipality of Mitrovica



Realized activities:

- O-Organization of interactive performances “Stop and Act Show” on 3-month basis using new practices of conflict resolution among peers and the community at the targeted schools.
- Support to appoint three individuals from school staff at each school to advocate for the Rights of Children and report violence.
- Organization of the essay contest at 4 project schools with the topic of Protection of Children’s Rights.
- Support to appoint the “Credible Person” at each project school to report violence.
- Organization of quarterly meetings with the teachers to see the change of the behaviour and attitude of children/students regarding peaceful conflict resolution.
- Printing and dissemination of promotional materials of the project to project schools.
- Organization of a public event on the occasion of the project launch and the signing of the Memoranda of Understanding between the project and 4 target schools and with the Directorate of Education to implement activities.
- Organization of a workshop for the project schools in drafting school action plans for peer mediation, protection of children and peaceful conflict resolution.
- Organization of 2 debates/round tables for effective coordination and cooperation between the local actors (Directorate of Education in Mitrovica, Kosovo Police, Center for Social Affairs, Community Safety Teams, Media and NGOs dealing with safety and children issues) and project schools with regards to the rights of children and the issue of protection of children.
- Organization of a public event to publish the findings, results and recommendations of the project.

RESULTS OF THE ACTIVITIES:



Organization of interactive performances “Stop and Act Show” on quarterly basis using the new practices of conflict resolution between peers at the target schools. This activity was organized in cooperation with a group of amateur actors, youth from Mitrovica, who prepared and showed first a short show on the topic of peer violence, violence of

teachers against students and the topic of conflict resolution between peers using mediation. This method proved to be very efficient in terms of encouraging students to speak freely and to be engaged in an open and constructive debate and to find the way how to resolve the problem presented by the show in an interactive manner.

The students and school staff said this way of presenting “problems” using theatre and the involvement of the public/students and their interaction on how to resolve the problem was something new and attractive for the students and welcomed by them. Some of the school students showed an interest to continue with this type of activity themselves, i.e. using interactive plays to elaborate other topics at their school. Also, the peer mediation training and opening of mediation corner indicated a great interest not only by the school projects, but other schools too, such as the five high schools of Mitrovica. NGO Mundësia organized a training session on peer media-

tion for students of high schools and we have received requests to create the mediation corners at these schools, so we are searching for the support of potential donors.

6. INSTITUTE FOR DEVELOPMENT AND INTEGRATION - IZHI

The Mission of IZHI is to contribute through research and development projects in non-formal education in the advancement, integration and development of the society. The goal of the Institute is to integrate marginalized groups, the vulnerable groups of the society which need this. Also, another goal of the organization is integration and economic development through various research that influence on raising the awareness of citizens, advocacy and awareness raising of institutions, to protect and cultivate cultural heritage, to advance the position of youth in the decision making processes, employment, promotion of social justice and contribution to the integration processes of Kosovo in the European structures through the cultural values, promotion and support of women in decision making and her economic empowerment.



Partner schools that implements the activities:

- 1 LHES "Ali Kelmendi" in Barileva, Municipality of Prishtina.
- 2 LHES "Miladin Mitic", in Lapnasellë village, Municipality of Graçanica,
- 3 LHES "Nënë Tereza" in Vranidoll village, Municipality of Prishtina, with two separate classes in
- 4 LHES "Nexhmi Mustafa" in Besi village, the Municipality of Prishtina, with two separate classes in villages Prugoc and Rimanishtë.

The realized activities:

- Information meetings with the parties involved in the project (Municipal Directorate for Education, school principals, teaching staff and parents' councils)
- Preparation of research with psychologists and experts of education and the design of questionnaires for the survey. Meetings with school principals and coordination about activities.
- Research in four schools regarding the use of technology by children from grade one to nine.
- Processing of data and research analysis by the psychologists.
- Organization of 4 workshops at 4 schools or with the staff and principals of the schools, with psychologists, experts of education and technology experts to discuss the findings and research.
- Organization of a round table to publish the report findings.
- Preparation and distribution of information brochures with advice from the psychologists.

RESULTS OF THE ACTIVITIES:



The school teams were mobilized for the planned activities and the adequate venues to conduct mediation sessions were assigned. Teachers and parents were involved in the four-day training sessions organized by KEC.



The school staff and parents were certified in two specific areas on the modules on children's rights and peer mediation. Also, mediation teams were created in partner schools. Some 390 students were surveyed and included in the research, or 27% of the total of students at these schools. We

managed to obtain advice and suggestions during the workshops organized at 4 partner schools, recommendations and suggestions were made during these workshops on the effects and consequences of the inappropriate use of Internet and technological equipment. Two documents were produced – (70 copies) the report with its findings and (2000 copies) brochures. Parents and youth were informed and advised on the use of technological equipment through activities and information in the brochures.

7. NGO CHILDPROOF/CIPOF

NGP ChildrProof/CIPOF is a non-governmental/not for profit organization that deals with the management of the kindergarten “MARGHERITA KIDS” in Zllakuqan. CIPOF is mostly focused on the area of education.

Partner schools that implemented the activity:






- 1 LHES “Atë Shtifen Gjeqovi” Zllakuqan, Municipality of Klina
- 2 LHES “Azem Bejta” Grabanicë, Municipality of Klina
- 3 LHES “Dëshmoret e Qëndresës” Gllarevë, Municipality of Klina
- 4 LHES “Esat Mekuli” Cerovikë, Municipality of Klina



The activities that were implemented:

- Meetings to establish working groups, draft the action plan for the peaceful conflict resolution.
- Engagement of a facilitator to offer technical assistance in drafting the action plan.
- Organization of 4 focus groups to identify the problems to be involved in the action plan.
- Organization of a workshop with representatives of institutions, NGOs, schools to draft the action plan.
- Launching of the municipal level action plan.
- Organization of round tables for the establishment of mediation groups for the peaceful conflict resolution.
- Organization of training session to raise the capacities of the mediation mechanisms.
- Organization of information sessions/debates at school to promote the mediation groups.
- Production of a sensibilization video for peaceful conflict resolution at school.
- Production of brochures on preventing violence at schools, the creation of friendly and non-violent environment and peaceful conflict resolution.
- Promotion of project activities through media coverage in online portals, local radio and TV stations.
- Organization of a concluding conference for the campaign and the project, at the municipal level.

RESULTS OF THE ACTIVITIES:

-  Meetings to establish working groups, drafting of the action plan for peaceful conflict resolution.
-  Engagement of a facilitator to provide technical assistance in drafting the action plan.
-  Organization of 4 focus groups to identify the problems to be included in the action plan.
-  Organization of a workshop with the representatives of institutions, NGOs and schools to draft the action plan.
-  Launching of an action plan at the municipal level.

8. NGO "CENTER FOR DEPOLITIZATION OF THE KOSOVO SOCIETY CDKD" - KAMENICA

Partner schools that realized the activity:

- 1 LHES "Desanka Maksimović", with separate classes in Ajnovc, Bosc, Berivojc, Municipality of Kamenica
- 2 LHES "Brastvo" with separate classes in Strezovc, Carevc and Boljevc, Municipality of Kamenica
- 3 LHES „Veljko Dugošević“, in Ranillug with separate classes in Korminjan and Domorovc.
- 4 LHES "Trajko Perić", Ropotovë e madhe with separate classes in Rajanovc, Pančelo-Tomance and Drenovc, Municipality Ranillug.



The main activities of this project were:

- Activity 1. Identification of the current situation at schools with regards to managing policies for the protection of children's rights. Interviews were conducted with all school principals, the teachers in charge of classes and teachers. Also, a survey was conducted with the students in collaboration with the teachers where the required data on the students were collected through an analysis of the questionnaire and based on its content. Taking into consideration both methods used, a real overview of the situation at schools regarding the issue of children's rights was established.
- Activity 2. Realization of discussion for a at schools, training sessions and seminars on the children's rights; this activity was implemented as per the study plan for all four schools and included a panel discussion with the teachers and support staff where some of the topics to be elaborated were presented, and also served to remind everyone of the legal obligations to observe children's rights. These panel discussions reached the conclusion to realize some specific activities at several levels and direction in order to raise awareness on children's rights through a variety of activities for children and teachers, which would lead to a new phase of the activity and would raise the awareness of the overall community at school and beyond.
- Activity 3. Realization of creative workshops on students' rights through figurative art exhibitions, showing of short movies and literature classes.
A series of sub-activities are planned in the framework of these activities that aim a general influence on several areas to raise the awareness and strengthen the community at large. Thus, activities were conducted jointly with the teachers in order to implement creative workshops in various subjects. Other workshops were held, such as in the literature, visual and film aspects, with the sole topic of protection of children's rights. These activities included a large number of classes from each school and offered several types of awards as an encouragement for a larger involvement in all three areas of the realized activities. Also, we included a regional TV station to broadcast activities in order to ensure greater coverage and broader effect on other schools and communities which are not included.
- Activity 4. Technical and advisory support to schools for establishing permanent operational mechanisms to protect children's rights. As part of these activities, at the last stage of the project and together will all actors at school and outside, and with the inclusion of parents and the academic council, technical and advisory assistance was offered in preparing the documents, the protocols and other mechanisms to improve significantly the work for the protection of children's rights in all schools. Out technical support consisted in drafting the Code of Conduct that will be presented to all classes, to the teachers in charge of the classes and to the students. Information

panels and complaint boxes were put in place. The advisory role shall consist in developing protocols and teams against violence in compliance with the conventions and the laws on the protection of children's rights.

RESULTS OF THE ACTIVITIES:



Result 1. Details and facts from the school, following the research on the topic of observation of children's rights. This was the result of the research we conducted using two methods: through interviews with students, school management, teachers and parents and questionnaires with the above-mentioned stakeholders at all four schools. In this way we collected information on the situation of schools in the aspect of rights and the mechanisms for the protection of children and their promotion.



Result 2- In the framework of this activity we noted the results below: - We raised the capacities of teachers at partner schools with regards to the protection and promotion of children's rights; the school management was encouraged to be engaged in expanding knowledge and their responsibilities in promoting and protecting children. Likewise, a joint work plan was drafted along with the dynamics in conducting workshops and student competitions through various activities around the topic of promotion and protection of children's rights.



Result 3. Through workshops with students on the promotion and protection of children's rights we have strengthened significantly the awareness of the communities of students at school; we have developed the capacities and knowledge of the majority of students regarding the responsibilities and respect for their right by all actors at school (peers, teachers, academic staff and the community) – the competitive spirit was encouraged among students of higher grades of the elementary schools and the best assignments received rewards as an encouragement for active participation and better understanding of the topics in the area of children's rights.



Results 4. While conducting the activities technical assistance was offered to all target school by creating at all school's information tables that will be used only to present the works on children's rights and boxes for the complaints and suggestions from students were placed at all schools. The schools were advised to continuously put in place mechanisms and protocols and to establish teams to monitor the observance and promotion of children's rights, the team for prevention of violence and discrimination between peers.

9. NGO „FEMINAE“ PRIZREN

Partner schools that implemented this activity:

- 1 LHES „Ekrem Rexha – Drini“ Ljubizhdë, Municipality of Prizren
- 2 LHES „Meto Bajraktari“ Reçanë, Municipality of Prizren
- 3 LHES „ Planjane“ Planjane, Municipality of Prizren
- 4 LHES „Anadolu“, Mamushë, Municipality of Prizren



The main activities of this project were:

- Open debates with the parents
- Organization of group meetings with parents and the establishment of the Children's Forum
- Children's initial visits to institutions
- Preparation and organization of open studios on radio and TV stations
- Offering additional advice to children
- Inclusion of children and visits to various multi-ethnic schools
- Training students on mediation
- Organization of interethnic activities of children in four schools:
- Children and tolerance – a future without violence
- Apart from these all-day activities some presentations took place in four schools with the topics “Internet”, “Good manners”, “Inter-ethnic tolerance”

THE RESULTS OF THE ACTIVITIES:



During the all-day activity with the topic “Good manners”, which the participants evaluated as the most attractive as it sparked debates and sharing of examples from the daily life, children and other participants debated on their daily life at school. We also concluded with some rules that need to be written in school corridors to sensitize other students too. the participants evaluated this as the most education activity.



We would highlight this activity because the participating children were free to share their experiences with one another although it was the first time for all of them to feel free and share their stories, even more personal ones, and at the same time this engendered a very positive/friendly atmosphere among them.



During the mutual school visits the participating students expressed an interest and asked questions about these rules and advice on child rights that were given by the students themselves for students of other schools.

10. NGO “PROGRAM ON CIVIL RIGHTS” (CRP/K)

The Program on Civil Rights (CRP/K), Prishtina, is an organization providing free legal assistance and counselling for returnees, asylum seekers, displaced persons in Kosovo, persons at risk of statelessness and to persons who are considered to be vulnerable in realization of their civil rights.

Partner schools that implemented the activities:

- 1 LHES “JETA E RE”, GREME, MUNICIPALITY OF FERIZAJ
- 2 LHES “BESIM REXHEPI”, KOMOGLAVË, MUNICIPALITY OF FERIZAJ
- 3 LHES “24 Dhjetori”, TERN, MUNICIPALITY OF FERIZAJ
- 4 LHES “KONSTANTIN KRISTOFORRIDHI”, NERODIME, MUNICIPALITY OF FERIZAJ



Activities

- One of the first activities was the training on Human Rights and Peer Mediation implemented by KEC and forumZFD and the project staff for teachers, parents and students from four selected schools by the project. Two teachers, two parents, two students and the school principal attended the two-day training on child rights and awareness raising among peers. The part of the training on HUMAN RIGHTS is based on the theoretical knowledge from the Convention on Child Rights, while the methods and techniques of mediation were delivered at a practical level based on the alternative methods of conflict resolution taken from similar legal documents.
- The study visits to get acquainted with the mediation process between peers at the Republic of Albania and the Republic of North Macedonia was organized for project school principals. The principals of respective schools had the opportunity to learn in practice how mediation works in countries where the mechanism of mediation is already functional and about its importance in resolving problems among peers using in-school resources.
- Regular meetings with teachers, parents, students and principals of the four involved schools to design the action plan. Mixed meetings were organized with the goal of including all groups and due to the important function, that mediation and peaceful conflict resolution at school level plans, and to obtain consent of all involved groups.

THE RESULTS OF THE ACTIVITIES: :



The mixed meetings with teachers, parents, students and school principals have greatly contributed to the common definition of the key points of the Action Plan and to the common entitlement to the mediation process to be followed upon and conducted in the respective schools.



The study visits were beneficial for the participants, as they acquired from the practice of the two countries, they visited the examples they are already practicing.



The training was conducted based on interaction to serve as a guide for the steps that the involved schools must follow to establish the Mediation Mechanism and the mediation procedures.



PART III

Activities that were realized have further strengthened the role of the NGOs and the beneficiary schools of the project.

The following activities were realized in the framework of the project:

An online platform for raising the awareness on child rights and measures to protect them has been put in place.

The platform intended to provide updated information on the project and has been populated with information material that is friendly for the readers/teachers, parents, children and the general public, including leaflets, brochures, videos and other materials.

This area continued to be one of the key points of the project and was enriched with additional publications by the beneficiary NGOs (www.childrights-ks.org)

Also, the action plan for the project's visibility was drafted, and a closed group was created on the project's Facebook page in order to encourage debate and conflict resolution in the beneficiary schools with the goal of protecting children.

Development of information materials for children, parents, teachers and the general public.

A series of various materials was developed to communicate with the children, teachers, parents and the general public on the topic of child rights and protection of children that may be adapted to various contexts in the country.

Organization of the media competition for the best article on child rights.

At the end of 2017 and 2018 the media competition activity took place for the best article on child rights. This activity was organized in collaboration with KOMF – Coalition of NGOs for Child Protection and following the decision of the Commission on the process of selection and awards, the award ceremony was organized.

Selection of 10 local NGOs to work in 40 schools in rural areas.

The project issued a call for local NGOs to assist the school community and to implement measures for the efficient protection of child rights with a focus on peer mediation and peaceful conflict resolution.

The target group consisted of 40 elementary school in non-urban areas serving communities with limited access to basic services such as education and health, with poor public infrastructure, lacking sport and cultural environment spaces, limited working conditions and similar. Each applicant requested partnership with at least 4 non-urban elementary schools within its area of operations to implement a project idea related to the protection of child rights through peer mediation and peaceful conflict resolution.

Initial meetings

A total of ten initial meetings were conducted, one per NGO/school. These meetings served to sensitize the entire community on the project and its importance.

Meetings of the Steering Committee

Apart from representatives of KEC and forumZFD, MEST is also involved in the Project's Steering Committee (PSC). A total of 7 meetings were organized during the project's lifetime. The purpose of these meetings was to provide accurate information on project activities by the beneficiaries of the PPCR project.

Organization of training sessions on Child Rights and Mediation for the beneficiary NGOs, students, parents and teachers

The six-day training program started with elaboration of fundamental concepts on human rights and mediation based on the principles of the Convention on Child Rights. Further, general aspects of human rights were elaborated, and specific aspects, such as discrimination, bullying and violence against children, and the identification of parties and ways to avoid and address such cases.

The training followed the methodology of active learning with activities based on the cycle of learning by doing. Considering that participants were engaged in offering the training program with school teams, more focus was placed on the fundamental elements of the trainer skills and advice and ideas about participants were shared. A total of 30 people was invited (3 from each beneficiary NGO) of whom 29 were certified: 23 women and 6 men.

Further, another 40 days of training with students, teachers and parents were organized, with the following participation: 159 teachers (58 men and 95 women); 16 parents (9 men and 7 women) and 96 students (24 boys and 72 girls).

The training for beneficiary schools were conducted in ten different locations because each of the beneficiary NGOs was obligated to assist with the

organization of the training programs for their beneficiary schools. Therefore, with the assistance of the NGOs we organized training session divided into two different modules. The first module of two days dealt with “Child Rights”, while the second module of two-days dealt with “School Mediation”.

Study visits

In the framework of the project “Promoting and Protecting Children’s Rights” a study visit was organized with representatives of NGOs that beneficiaries of the PPCR project and directors-teachers of project beneficiary schools. How mediation influences at school with regards to conflict resolution can be better understood by schools that have conducted the school mediation. While mediation at schools is relatively new in Kosovo there are not so many schools that can demonstrate the effect of mediation. However, in Macedonia and Albania there are such schools and therefore, we organized a study visit there in order for the group to learn various ways of mediation.

In Macedonia, the forumZFD office in Skopje has established and institutionalized the school mediation for more than nine years. Schools in both countries have accumulated very good experience and best practices in school mediation, and the Kosovo NGOs and schools benefited from that. In Macedonia, the Ministry of Education and Science has acknowledged the importance of school mediation and has established a department specifically dealing with this

issue. Therefore, Albania and Macedonia were examples of best practices in relation to peace education and school mediation.

The first visit was organized with the following NGOs: FEMINAE, CDKD, CIPOF, CRPK and IZHI working with schools of the municipalities: Prishtinë, Prizren, Kamenicë, Klinë and Ferizaj. The second visit was organized with the NGOs: MUNDËSIA, QESHU-SMILE, ECF, SHPRESA E JETËS and FIT that work with the schools of the municipalities: Prishtinë, Mitrovicë, Gjakovë, Pejë and Viti.

The host institutions of these study visits were:

- NGO “Fëmijët janë e ardhmja”, Tirana (3 representatives)
- Elementary school “Qamil Guranjaku”, Elbasan (11 representatives)
- Elementary school “Vëllezërit Milladinov”, Struga (4 representatives)
- Elementary school “Europa”, Elbasan (4 representatives)
- Ministry of Education, Skopje (4 representatives)
- High school “Niko Nestor”, Struga (6 representatives)

Following the study visits with both groups a joint meeting was organized in order to exchange experiences as the groups visited different institutions.

NGO support to realizing the projects

In order to provide continuous support to the NGOs in realizing their projects, the project organized regular bi-monthly meetings where each NGO discussed about their activities. Also, monitoring of beneficiary schools are an inseparable part of the work, which facilitates collaboration between schools and NGOs. With the NGO support a total of 40 mediation corners have been set up in the beneficiary schools and as a result of training and establishment of these corners, the schools, namely the mediator students have succeeded in mediating 110 different cases thus helping their peers and creating a friendly environment.

Plans for the future

The activities that were realized and are being realized in 2019 will further strengthen the role of the NGOs and of the project beneficiary schools.

Since the publication of best practices was done, this will serve as a good stimulus for the schools in Kosovo. It is expected that best practices from schools shall influence on the attitudes of people and advance the measures for the protection of children in school environment and further in the society.

The project will be completed with the organization of the Regional Conference on Child Rights expected to take place in September 2019, where the project results shall be presented to the relevant stakeholders and the public opinion by presenting the materials and methods developed in the framework of the project.



PART IV

Useful documents, materials and Internet resources for mediation activities and promotion of peaceful conflict resolution:

1. Regulation of the Government of the Republic of Kosovo (QRK) - no. 21/2013 on the Protocol for the Prevention and Referral of Violence in Pre-University Education Institutions. http://www.childrightskos.org/site/assets/files/1450/education_comes_first_newspaper.pdf
2. Guidelines for the application of the Regulation QRK- no. 21/2013 on the Protocol for the Prevention and Referral of Violence in Pre-University Education Institutions. <http://www.childrights-ks.org/site/assets/files/1430/broshura-1.pdf>
3. Manual for the Prevention of Negative Phenomena at Higher Middle Schools, MASHT, Prishtinë 2014 https://www.childrights-ks.org/site/assets/files/1432/broshura_ecf-2.pdf
4. Manual for Peer Mediation Teams, MASHT, Prishtinë 2014 https://www.childrights-ks.org/site/assets/files/1426/cipof_pdf_manual01-10_2018.pdf
5. Didactic Manual for Prevention of Violence, published by Save the Children in Kosovo, Prishtinë 2014 <https://www.childrights-ks.org/site/assets/files/1425/broshura-izhi.pdf>

Internet resources:

<https://www.childrights-ks.org>

<https://tedrejtatefemijeve.wordpress.com>

https://www.childrights-ks.org/site/assets/files/1412/doracak_per_parandalimin_e_dukurive_negative_per_shkolla_te_mesme_te_larta.pdf

<https://www.childrights-ks.org/sq/publikime/>

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