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MINISTRIA E ARSIMIT, SHKENCËS, TEKNOLOGJISË DHE INOVACIONIT
MINISTRY OF EDUCATION, SCIENCE, TECHNOLOGY AND INNOVATION
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Thematic modules on child protection

(School context)



Prishtina, 2023

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Introduction

This package of modules includes basic information on topics related to the Law on Child Protection and the role of the school in treating them. The topics of prevention of violence, school dropouts, internet dangers, discrimination, gender-based violence, trafficking, early marriages, hazardous work, etc., are of interest to be addressed through quality education, because prevention and response to them creates opportunities and favours in achievement of children's results, as required by the curricula at different educational levels. Learning outcomes are the main goal of educational institutions, but the prevention of these dangerous and challenging elements is an essential institutional responsibility and obligation to ensure the protection of children and their full development in physical, intellectual, social and emotional terms.

When children are endangered or attacked by these types of issues, it is impossible for them to have the proper attention in the educational process. Influenced by various circumstances that hinder their development, they can change their behaviour, attitudes and, in most or even all cases, a drop in learning outcomes is evident, but often also involvement in negative phenomena, antisocial behaviour, expressions of aggression or emotional detachment, isolation from society, non-cooperation with peers and teachers etc.

The modules provided within this package, as you can see, are in line with educational curricula and legislation in force. Specifically, they all relate to the Law on Child Protection and the obligations of educational institutions under this and other laws which you can see in the links found at the end of each module. Thus, the package provides support for our schools' staff, to be within the role they have according to the national policies addressing these topics.

The package contains 12 thematic modules, preceded by a chapter on the connection with our educational curricula, and concludes with the possibility of addressing them through training, including school-based.

The twelve thematic modules are as follows:

- Module 1. Prevention and Referral of Violence in Schools
- Module 2. School Dropout Prevention and Response
- Module 3. Protecting Children on the Internet
- Module 4. Prevention of Discrimination in Schools
- Module 5. Promotion of Gender Equality
- Module 6. Prevention of Hate Speech
- Module 7. Prevention of Domestic Violence
- Module 8. Prevention of Child Trafficking
- Module 9. Prevention of Sexual Harassment
- Module 10. Youth Initiative Program - Y Youth
- Module 11. Prevention of Early Marriages
- Module 12. Prevention of Child Labour

In addition to the main elements on the role of schools in addressing these topics and responding to the circumstances related to them, other sources of materials that can be used depending on teachers' choice and creativity are provided at the end of each module. The supporting materials, in addition to informing and guiding the work of the school staff, are also encouraging and motivating for even better-quality work that teachers can do, thanks to the flexibility they have in choosing the topics and the methodology of carrying out learning and teaching activities.

Since the ministry staff constantly creates new materials and validates materials of partner organizations, this package will be constantly supplemented and enriched.

Kindly!

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Curricular opportunities

Topics related to the prevention and treatment of violence in schools; school dropout prevention and response; protection on the internet; prevention of domestic violence; prevention of discrimination; promotion of gender equality; prevention of hate speech; prevention of trafficking; prevention of sexual harassment; awareness of young people, and especially boys, not to use violence in relation to females; prevention of early marriages and prevention of child labour, are topics that occupy a special place in the curriculum documents of Pre-University Education of Kosovo.

The prevention of violence is promoted through the development of positive behaviours that students and people in general display in families, schools, workplaces, streets and different places, in relation to themselves, others and the environment.

Curricular documents also enable students to recognize violence as a concept in academic terms, what is meant by it, what are the causes and how can they avoid, how to treat, prevent and report violence. Then, who are the persons and institutions that address it and what behaviours should be manifested in different life situations? Curriculum documents allow sufficient space for such topics to be addressed during regular classroom learning through cross-curricular issues/topics and elective learning, as well as during free extra-curricular activities.

Cross-curricular approach

The topics presented in the package can be addressed by all subjects of all curricular areas, with their learning contents and from different perspectives, as follows:

Through subjects of curricular area *Languages and Communication*, students can be provided with literary and non-literary texts that describe the past, present and future, and give them space to analyse the contents in the context of time, place, culture, institutions, behaviours, etc.

Through subjects of curricular area *Arts*, students can be trained to communicate with others, show emotions, messages, information about various life issues and situations through music and figurative arts.

Through subjects of curricular area *Maths*, students can be trained to analyze and find solutions to various social issues using numerical data and statistical information. These issues may include gender-related topics, dropout rates, human trafficking, and general violence caused by human factors. Additionally, students can use data to address positive aspects in response to these issues

Through subjects of curricular area *Natural Sciences*, students can acquire knowledge and develop skills how to take care of their body, for self-behaviour and treatment by and for others, for chemical substances, for different physical actions and their consequences, etc.

Through subjects of curricular area *Life and Work*, students can be trained to understand the importance of work for individual and collective well-being, then to deal with the pros and cons of technology, in particular information technology, about the risks, its correct use, how to behave in various life situations, etc.

Through curricular area *Physical Education, Sports and Health*, students can be trained to lead healthy and safe lives by addressing various topics and engaging in physical activities. In particular, these activities enable them to learn how to protect themselves and practice self-defense in cases of danger caused by human factors.

As regards the subject of the curricular area *Society and the Environment*, a large space is given to such topics, in terms of content. In Primary Education they are addressed through the subject *Society and the Environment*, in Lower Secondary Education through the subjects *Civic Education, History and Geography*, and in Higher Secondary Education, in addition to the subjects mentioned above, they are also addressed through *Psychology, Sociology and Philosophy*. The topic of violence is addressed within all the concepts of this area, such as: Individual, groups and social relations; Social and natural processes; Norms, rights and responsibilities; Decision making and institutions; Environment, resources and sustainable development. They can be addressed in the context of behaviours, convictions, attitudes, individual and collective emotions, cultures, norms, legislation, time and place, etc. See: <https://masht.rks-gov.net/category/arsimi-parauniversitar/>.

It is the teacher's duty to identify the learning outcomes of the subject, which he/she will aim to achieve with the students, and on their basis to determine the contents - units, tools and learning materials, which are suitable to students' age. (You can find most of them in the module package and not only.)

The elective learning and extracurricular activities approach

In addition to regular subjects, such topics can also be covered through elective subjects. Teachers can take the materials provided in this package ready-made and/or adapt them to the needs and interests of students, parents and the community. To use these materials for elective learning, one must go through the procedures provided by the Administrative Instruction for elective learning. See: <https://masht.rks-gov.net/udhezim-administrativ-mashti-nr-11-2023-per-kurrikulen-me-zgjedhje-ne-arsimin-parauniversitar/>.

Extracurricular activities can be carried out by marking certain dates, doing various awareness campaigns and projects, mediating and collaborative activities inside and outside the school. Cooperation can also take place between the community and responsible institutions.

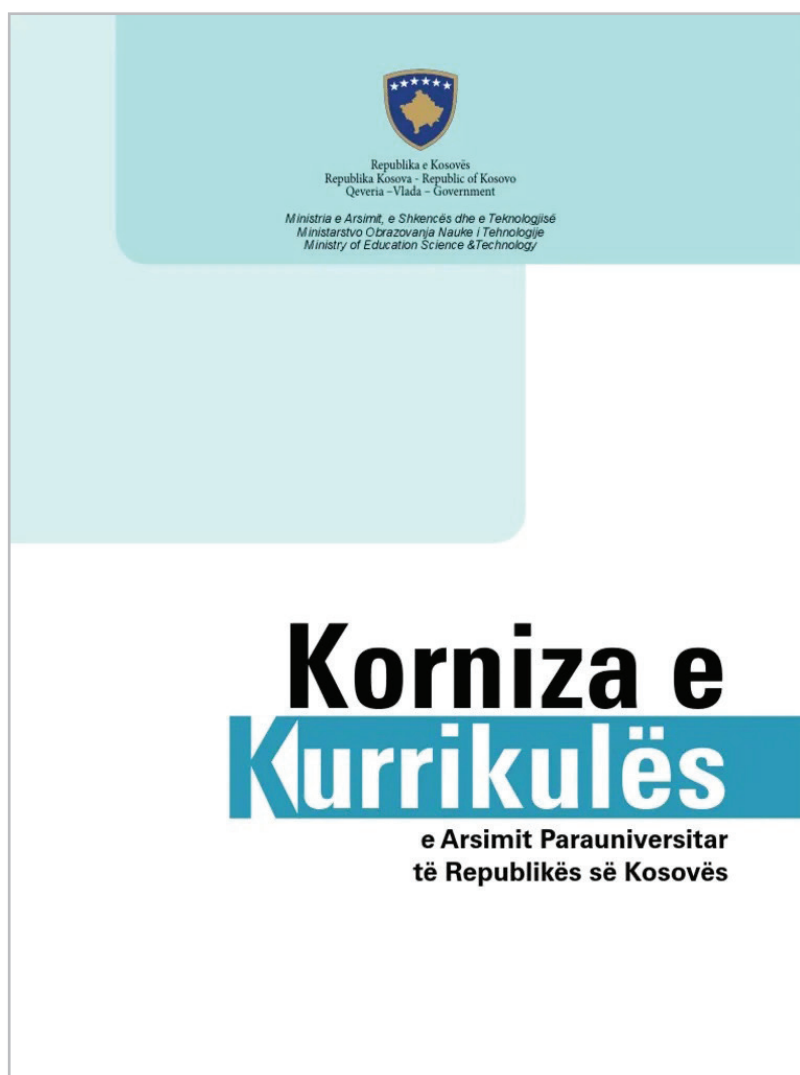
See: <https://masht.rks-gov.net/ua-nr-02-2016-dt-12-01-2016-aktivitetet-jashteshkolllore-25-faqe>.

Methodological approach

In addition to the substantive addressing of the topics mentioned in this package of modules, it is suggested that a positive atmosphere be created in the classroom during the development of the learning process. Democratic teaching methodologies shall be used, where students can freely express their opinions and can listen to the opinions of others. It is also suggested to work with students in the direction of developing knowledge and skills to independently judge behaviour, different issues and phenomena, use arguments, and be able to make appropriate decisions in different life cases and situations.

The active participation of students in voluntary work at school and outside, on such topics, will increase their empathy and responsibility as citizens to help people overcome the various challenges they face and to understand that individual commitment brings common good.

The materials provided in the package can be used by teachers as supplementary or main materials, depending on their judgment of their appropriateness for the purpose of the learning topic and, in particular, the desired outcomes of the subject and competencies to be achieved. They can be used in whole or in part, including work methods, photos, videos, stories, tasks, statistics, links, etc.



1 MODULE

**PREVENTION AND REFERRAL
OF VIOLENCE IN SCHOOL**

Why this module?

Violence in schools is of great concern and has a significant negative impact on students, staff and the overall educational and learning environment. It is imperative that school staff take steps to prevent violence and refer students who may be at risk of engaging in violent behaviour to the appropriate authorities. This module provides guidance on the prevention and referral of violence in schools.

Prevention as the main pillar of the education sector

As the prevention of violence is essential within the role of school staff, we encourage you to follow the valuable instructions as follows:

- Develop a school-wide culture of respect and inclusion.
- Hold sensitization activities against violence and conflict behaviour, in addition to regular learning activities according to the curriculum.
- Create a positive learning environment that promotes respect, kindness and inclusion.
- Encourage children/students to accept differences and address any discrimination or bullying immediately.
- Encourage positive behaviour. Praising children/students for good behaviour and using a system of rewards and incentives for positive actions can influence good habits and motivate healthy behaviours among peers and in other relationships.
- Provide support and counselling services to students who may have mental health issues or other challenges that may lead to violent behaviour. Encourage them to ask for help when they need it.
- Be aware of what students are posting on social media platforms and address any posts that promote violence or hate speech! Inform students that they are responsible for what they post on social media and that this may have consequences at school and beyond.

Referral and reporting

Referral and reporting of violence are legal obligations and necessities. In order to address cases that need attention, one must first recognize the issue and understand the necessary action steps. See the following instructions:

- Recognize the warning signs.
- Be aware of warning signs that a child/student may be at risk of engaging in violent behaviour, such as a sudden change in behaviour or mood, social isolation, or threats of violence.
- Take all threats seriously. Any threat of violence should be taken seriously and appropriate actions taken. Report immediately any threat within the school, which, if necessary, reports further to other services, according to the legislation in force, specifically according to the *Protocol for the prevention and referral of violence in the Institutions of Pre-University Education*.
- Follow the protocol reporting hierarchy. Schools should implement a protocol for reporting and referring students who may be at risk of engaging in violent behaviour to ensure that children/students receive appropriate support and intervention.

- If a student is at risk of engaging in violent behaviour, it is important to involve their parents or guardians in the referral process. Keep them informed of the situation and work with them to develop a plan to address the issue.

Conclusion

Prevention and referral of violence in schools requires a coordinated effort by school staff, students, parents, and community members. By creating a positive learning environment; encouraging positive behaviour; providing support and advisory services; monitoring social media; recognizing the warning signs; taking all threats seriously; implementing the protocol and involving parents and guardians, you can create a safe and friendly environment for all children/students.

Links:

1. LAW NO. 06/L-084 ON CHILD PROTECTION

<https://gzk.rks-gov.net/ActDetail.aspx?ActID=20844>

2. REGULATION GRK – NO.21/2013 FOR PROTOCOL FOR THE PREVENTION AND REFERENCE OF VIOLENCE IN INSTITUTIONS OF PRE-UNIVERSITY EDUCATION

<https://masht.rks-gov.net/rregullore-qrk-nr-21-2013-per-protokollin-per-parandalimin-dhe-referimin-e-dhunes-ne-institucionet-e-arsimit-para-universitar/>

3. GUIDELINES FOR THE IMPLEMENTATION OF REGULATION NO. 21/2013

<https://masht.rks-gov.net/udhezes-per-zbatimin-e-rregullores-nr-21-2013/>

4. DIDACTIC MANUAL FOR PREVENTION OF VIOLENCE

<https://masht.rks-gov.net/manual-didaktik-perparandalimin-e-dhunes/>

5. HANDBOOK FOR PREVENTION OF NEGATIVE PHENOMENA IN HIGHER SECONDARY SCHOOLS

<https://masht.rks-gov.net/doracak-per-parandalimin-e-dukurive-negative-ne-shkolla-te-mesme-te-larta/>

6. HANDBOOK FOR TEACHERS WITH ACTIVITIES ON CHILD RIGHTS

<https://masht.rks-gov.net/doracak-per-mesimdhenes-me-aktivitete-mbi-te-drejtat-e-femijeve/>



MODULE

**SCHOOL DROPOUT
PREVENTION AND RESPONSE**

Why this module?

Dropping out of school is a serious concern that affects not only the individual, but also the community and society as a whole. It negatively affects the individual's life chances, employment prospects and general well-being. As school personnel, you have an important role to play in preventing and responding to dropout. This guidance module aims to provide you with information, strategies and tools to effectively prevent and respond to school dropout.

Dropping out of school is the phenomenon of students leaving before the end of schooling. It can occur at any stage of schooling, from primary to secondary education. The reasons for dropping out of school are complex and multiple and can be categorized into individual, family, school, social and community factors. Some of the common reasons for dropping out of school are poverty, family issues, academic difficulties, orientation towards the wrong educational profile, lack of motivation and insufficient support.

School dropout prevention

School dropout prevention requires a collaborative and comprehensive approach involving the school, family and community. As school staff, you can play a crucial role in preventing school dropout by having the Prevention and Response Team towards Abandonment and Non-registration (PRTAN) operational and together implement national education policies. Below you have the main instructions in bullet points, while in the relevant links you have the current, detailed policies and instruments.

Early identification and intervention are essential, so follow the instructions below:

- Identify children/students who are at risk of dropping out school early and intervene in appropriate ways to support them.
- Create a safe, supportive and inclusive school environment that fosters student engagement, motivation and learning.
- Develop teaching methodologies that is relevant, meaningful and engaging, meeting the needs and interests of diverse students.
- Provide personalized learning opportunities that meet the needs, interests and individual learning styles of children/students.
- Build strong and positive relationships with children/students, families and the wider community and provide social-emotional support to help children/students overcome challenges.

Despite preventive measures, some students may drop out of school. As school staff, you can respond to school dropout timely and effectively by implementing the following strategies:

Early intervention:

- Identify students at risk of dropping out according to the policies established by MESTI (see links how the system works) by taking measures to motivate them to stay in school and develop to their full potential.
 - Identify students who have dropped out of school and intervene early to get them back into education.
 - Report accurately to EMIS¹.
 - Provide individualized support to help children/students overcome the barriers that led to them to dropping out, such as academic support, counselling and family support.
 - Provide alternative education options, such as online learning, vocational training or adult education programs, to help children/students complete their education.
 - Develop re-engagement strategies, such as outreach, mentoring and peer support programmes, to help children/students return to education.

Conclusion

Preventing and responding to school dropout is a shared responsibility that requires a collaborative and comprehensive approach. As school staff, you have an important role to play in preventing and responding to school dropout. By implementing the strategies outlined in this guidance module, you can help ensure that all children/students have the opportunity to complete their education and reach their full potential.

Below are links to current dropout prevention and response policies:

1. ADMINISTRATIVE INSTRUCTION (MEST) No. 08-2018 ON THE ESTABLISHMENT AND STRENGTHENING THE TEAMS FOR PREVENTION AND RESPONSE

<https://masht.rks-gov.net/udhezimi-adinistrativ-masht-nr-08-2018-per-themelimin-dhe-fuqizimin-e-ekipeve-parandalimdhe-kbmnapu/>

2. HUMAN RIGHTS AND GENDER EQUALITY

<https://masht.rks-gov.net/category/te-drejtat-e-njeriut/>



¹ Education Management Information System, [EMIS Login \(rks-gov.net\)](https://masht.rks-gov.net/)

MODULE

**PROTECTING CHILDREN
ON THE INTERNET**

Why this module?

Internet has become an integral part of our lives but also dangers for children come out of it. School staff has the responsibility to educate children on how to be safe on the internet and protect them from potential dangers. This module is designed to provide guidance to school staff to ensure children's safety when using the internet.

Protecting children on the internet through education and training

Educational staff must exercise their role in educating children/students to use the internet in a useful way (for the purposes of learning, information, communication and entertainment within safety rules) and responsibly, without abusing themselves and others. To this end, find some of the main instructions, as follows:

- The first step is to create a safe environment for children to learn and interact on the internet. Schools should have internet filters and firewalls to prevent children from accessing inappropriate content or websites. Additionally, make sure children use age-appropriate apps and social media sites.
- Teach children about safety on the internet. It is essential to educate children about how to be safe on the internet. School staff should teach children to avoid sharing personal information such as their full name, address, telephone number and email address. Children should also be taught not to share personal photos or videos without the permission of their parents or guardians.
- Encourage children to be responsible on the internet. School staff should teach children the importance of respecting the privacy and intellectual property of others. Children should also be taught to report any suspicious behaviour or content to a trusted adult, be it a parent, teacher, brother, sister etc.).
- It is imperative to monitor children's activity on the internet to guarantee their safety. School staff should monitor what children are doing on the internet during school hours, who they are interacting with and what information they are sharing.
- Create a plan to prevent cyberbullying and other online violence. Online, cyber-bullying is a growing concern among children. Schools must have an online, cyberbullying prevention plan. School staff should teach children to recognize cyberbullying and how to report it to an adult (school staff, parent, legal guardian, etc.). Additionally, the school must have policies to address incidents of cyberbullying.
- Involve parents and guardians because they play a crucial role in protecting their children on the internet. School staff should provide resources to help them monitor their children's activity on the internet.

Conclusion

Protecting children on the internet is a shared responsibility. Creating a safe environment; educating children about safety on the internet; encouraging responsible behaviour on the internet; monitoring their activity on the internet; creating a cyberbullying prevention plan and involving parents and guardians, school staff can help keep children safe on the internet.

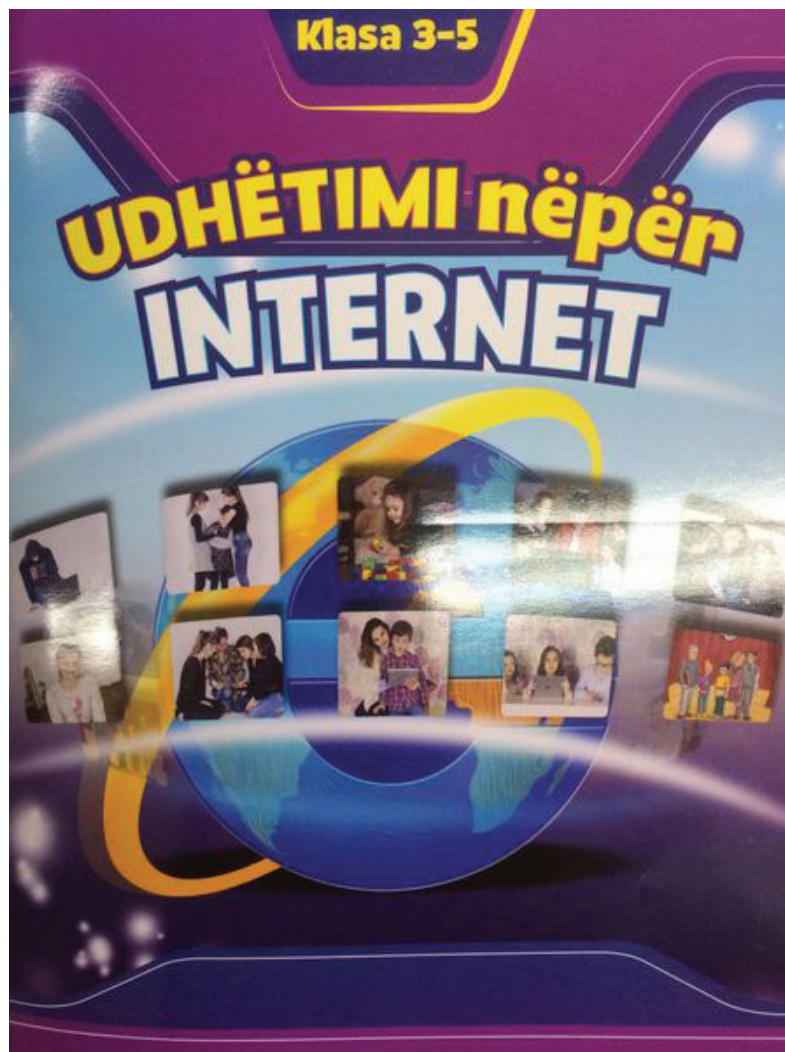
Important links:

1. A.I. 01/2019 ON CHILDREN ONLINE PROTECTION

<https://masht.rks-gov.net/ua-nr-01-2019-per-mbrojtjen-e-femijeve-nxeneseve-ne-internet-ne-institucionet-e-apu/>

2. PACKAGE OF GUIDES "JOURNEY THROUGH THE INTERNET" (TWO GUIDES FOR STUDENTS, ONE FOR TEACHERS AND ONE FOR PARENTS)

- <https://masht.rks-gov.net/udhetimi-neper-internet-udhezues-per-nxenes-femije-te-klasave-3-5-te-arsimit-fillor/>
- <https://masht.rks-gov.net/udhetimi-neper-internet-udhezues-per-femije-nxenes-2/>
- <https://masht.rks-gov.net/udhetimi-neper-internet-udhezues-per-mesimdhenes-2/>
- <https://masht.rks-gov.net/udhetimi-neper-internet-udhezues-per-prinder/>



MODULE

**PREVENTION OF
DISCRIMINATION IN SCHOOLS**

Why this module?

Discrimination is an issue present in schools and everywhere in society, which can have an impact on the academic and social success of students. First of all, it should be understood that discrimination is prohibited by international instruments and domestic laws. As teachers and school staff, you are responsible for creating a safe and inclusive environment where all children/students can learn and grow without any discrimination. This module shows the school's role in preventing discrimination in schools and provides practical instructions that school staff can implement.

Discrimination in the school context

Discrimination in the school context is the different or unequal treatment of students, considering them less important, less competent, or unfairly affected by ethnic origin, gender, race, religion, sexual orientation, social status, special abilities or any other personal characteristics.

Discrimination can occur in a variety of ways at school, including:

- Different treatment of students based on ethnic origin, race, religion, sexual orientation, or any other personal characteristic;
- Failing to provide equal educational opportunities for all students;
- Banning any student from participating in school activities due to any personal characteristic;
- Underestimating a student's skills or competencies compared to others based on any personal characteristics;
- Harming the majority in favor of certain students or groups, or vice versa.

These discriminatory actions can have serious consequences for students and can prevent them from achieving success in academic life and then in professional life. Schools and academic staff must work together to create a fair and equal environment for all students, regardless of personal characteristics.

Prevention of discrimination

The role of the school in preventing discrimination should be seen in several directions, such as:

- Creation of an inclusive environment;
- Education of children/students about diversity and inclusion;
- Reaction to incidents of discrimination.

The prevention of discrimination in schools is an important challenge and requires a continuous commitment from all actors of education. Some of the alternatives that can help prevent discrimination in schools are:

- Creation of a good school environment where everyone feels equal. In a good school environment, where students feel accepted and respected by peers and teachers, discrimination is less likely to occur.
- Direct policies and practices can be created to stop discrimination and address such cases fairly and effectively. This means the school's internal rules or even concrete measures within the school's development plan.

- Effective implementation of curricula that are inclusive and non-discriminatory. A curriculum implemented with a methodology that gives space to everyone equally can help prevent discrimination in schools, helping students to understand and value diversity in a positive way.
- Strengthening of the cooperation of parents and the community can help prevent discrimination in schools, helping to raise awareness among all actors within educational institutions.
- Training and development of school staff can help raise their awareness of discrimination issues and build the skills to handle these issues effectively.

Conclusion

Discrimination in schools is a serious issue that can have long-term effects on students and the school community. By understanding the different forms of discrimination, the legal framework around discrimination in schools and practical strategies to prevent discrimination, positive changes can be made in the lives of our students. In general, the prevention of discrimination in schools requires a continuous commitment from all actors of education and a joint engagement to create a **sensitive and inclusive environment for all**.

Link:

1. LAW NO. 05/L -021 ON THE PROTECTION FROM DISCRIMINATION

<https://gzk.rks-gov.net/ActDocumentDetail.aspx?ActID=10924>

MODULE

PROMOTION OF GENDER
EQUALITY

Why this module?

Since gender equality is among the basic principles of human rights, it is surely an integral part of educational policies. It means the equal opportunities of boys and girls, men and women in exercising their human rights, and therefore the role of the school in promoting gender equality is very crucial.

The role of the school in promoting gender equality

School is the place where children and young people get knowledge, but also the place where they get a model of behaviour and acquire values, thoughts and attitudes about life and society. Being a place of education and of shaping the values and attitudes, the school should be an environment where all students are equal and where there is no discrimination on the grounds of gender, sexual orientation, skin colour, religion, or any other difference.

Some of the main elements that school staff should consider in promoting gender equality are as follows:

- Creating a safe and equal environment for boys and girls;
- Addressing the topics of gender equality through the curriculum and additional activities;
- Using books and teaching materials that show diversity and respect all students, regardless of their gender and/or sex;
- Promoting the role of women in society, in building the state, institutions, different areas of life;
- Preventing gender stereotypes, showing the equal opportunities and roles of boys and girls in the family and society;
- Promoting students' skills and talents, without gender discrimination;
- Cooperating with parents, the community, experts of the area in the promotion of gender equality;
- Encouraging boys and girls for mutual respect and for promoting the values of democratic civilization;
- Avoiding gender-based violence, abuse and harassment etc.

Conclusion

It is important that the educational, management and supporting staff is proactive in promoting social values, where gender equality is felt and respected in each segment. The educational institution should be the place where everyone feels good, valued and is given the opportunity of equal development. Through the education system where equality is the foundation of civilizational values, we will continue to have healthy families and a developed society.

Links:

1. LAW No. 05/L -020 ON GENDER EQUALITY

<https://gzk.rks-gov.net/ActDetail.aspx?ActID=10923>

2. KOSOVO PROGRAM FOR GENDER EQUALITY 2020-2024

<https://abgj.rks-gov.net/publikimet/107/programi-kosoves-per-barazi-gjinore>

<https://abgj.rks-gov.net/publikimet/105/publikimet-abgj>

MODULE

**PREVENTION
OF HATE SPEECH**

Why this module?

This module is also related to the other modules, because it contributes to the creation of a humane, friendly and safe school environment.

Prevention of hate speech

The school staff has a role in preventing hate speech, through quality education and promotion of the values of democratic civilization. See below some valuable suggestions and instructions:

- **Diversity and Inclusion Training**, where schools provide diversity and inclusion training to children/students and staff to promote awareness and understanding of diverse cultures, races and religions. This may include seminars and other forms of training that teach empathy, respect and understanding;
- Anti-bullying programs that schools can implement regularly, by explaining the consequences of bullying and discrimination. These programs can educate children/students about the harmful effects of hate speech and provide means to intervene and report potential incidents;
- Peer education, where schools can train children/students' leaders to become advocates for tolerance and respect. These children/students can be taught to recognize hate speech and how to intervene in a safe and effective way;
- Dialogue and discussion, where schools can create safe spaces for students to have open and honest discussions about hate speech and its impact. This can include facilitated discussions, debates and other forms of dialogue that allow children/students to express their views and learn from others.
- Social media education, where children/students are educated in schools about the responsible use of social media and how to combat online hate speech. This may include lessons on digital citizenship, privacy and security, and strategies for responding to online hate speech;
- Community partnerships, where school staff can collaborate with local organizations and community leaders to promote tolerance and respect. This can include outreach programs, community service, and other forms of collaboration that promote a culture of inclusion and acceptance.

Conclusion

Overall, prevention of hate speech in schools requires a multidimensional approach that includes education, dialogue and community involvement. By implementing these suggestions and not only, schools can create a safe and inclusive environment that fosters respect and understanding for all students.

MODULE

**PREVENTION OF DOMESTIC
VIOLENCE**

Why this module?

Domestic violence affects millions of people around the world, including children and young people. As a school staff member, you have a unique opportunity to help prevent domestic violence by identifying warning signs and providing support to those who need it. This guidance module is designed to provide you with the knowledge and tools needed to recognize and prevent domestic violence from children/students and cases identified in schools.

The role of the school towards this social issue

First, it is necessary to know what domestic violence is, what are different types of domestic violence, who is affected by it and what are the consequences of domestic violence (see the details in the links below).

The role of school staff against domestic violence is prevention, referral and reporting.

Prevention

The prevention of domestic violence is achieved through the quality education of new generations, where human and civilized values are cultivated, leading to the development of successful individuals and responsible citizens within a peaceful and democratic society. The importance of education and awareness programs in the prevention of domestic violence is quite significant, and therefore examples and models of education and awareness-raising programs should be available for children/students, parents and staff.

Referral and reporting

To exercise their role in referral and reporting, school staff must understand the identifying signs of violence, such as:

Physical signs: bruises, cuts and other injuries.

Emotional signs: depression, anxiety and low self-esteem.

Behavioural signs: isolation, emotional detachment and aggression.

Once the signs of domestic violence among students are identified, the school authorities should report the case to the relevant authorities as a suspected case. The competent authorities are the ones who qualify or not the case as a case of domestic violence. The confidentiality of the case(s) must be considered throughout the process.

Providing support to victims of domestic violence

School staff should treat victims of violence with care and provide them psycho-social support in cooperation with school support staff and profiled organizations. Understanding the emotional and physical impact of domestic violence on student victims and creating a safe and supportive environment for them are necessary for their well-being and development in the school context.

Conclusion

School staff has an important role in preventing domestic violence. By understanding the warning signs of domestic violence; identifying and reporting cases; providing victim support and implementing education and awareness-raising programs, you can positively impact the lives of your students and their families.

Links:

1. THE COUNCIL OF EUROPE CONVENTION ON PREVENTING AND COMBATING VIOLENCE AGAINST WOMEN AND DOMESTIC VIOLENCE

<https://rm.coe.int/168046246b>

2. LAW NO. 2004/32, FAMILY LAW OF KOSOVO

<https://md.rks-gov.net/desk/inc/media/1A14F1C9-FBBA-4B4F-AAF4-08BD94F39EC5.pdf>

3. LAW NO. 06/L-077 AMENDING AND SUPPLEMENTING THE FAMILY LAW OF KOSOVO NO. 2004/32

<https://gzk.rks-gov.net/ActDocumentDetail.aspx?ActID=18420>

4. STANDARD OPERATING PROCEDURES FOR THE PROTECTION FROM DOMESTIC VIOLENCE IN KOSOVO

<https://readgur.com/doc/114429/procedurat-standarde-t%C3%AB-veprimit-p%C3%ABr-mbrojtje-nga-dhuna-n...>

5. INFORMATION DASHBOARD FOR SCHOOL STAFF ABOUT THE IMPLEMENTATION OF THE COUNCIL OF EUROPE CONVENTION ON PREVENTING AND COMBATING VIOLENCE AGAINST WOMEN AND DOMESTIC VIOLENCE

<https://masht.rks-gov.net/informatori-per-staf-shkollor-rreth-zbatimitte-konventes-se-keshillit-te-evropes-perparandalimin-dhe-luften-kunder-dhunesndaj-grave-dhe-dhunes-ne-familje/>

MODULE

**PREVENTION OF CHILD
TRAFFICKING**

Why this module?

Child trafficking is a serious problem that affects millions of children around the world. It is a form of modern slavery that involves the use of children for labour, sexual purposes or other types of exploitation. School staff plays a critical role in preventing child trafficking, as they are often in a unique position to identify and report potential cases of trafficking. This guidance module is designed to provide school staff with the knowledge they need to prevent child trafficking in their communities.

The role of the school in prevention

The school plays an important role in preventing human trafficking, especially the trafficking of children and young people. Below are some ways that school staff can help through institutional actions such as;

- Curricular, cross-curricular and extra-curricular activities in addressing the topic against human trafficking;
- Educational and sensitizing programs for students regarding the risk of human trafficking and how to protect themselves from this phenomenon. These programs may include practical advice, such as: “Don’t talk to strangers on the Internet!” and “Report any suspicious incident to teachers or school staff!”;
- Collaborating with parents and the community to raise awareness about the dangers of human trafficking and how to protect children from scams and lures by unknown and dangerous individuals. This may include organizing seminars and meetings for parents to increase their awareness of this issue and more;
- Identifying and documenting whether a student shows any signs or predispositions of trafficking is crucial. If there is a grounded suspicion, school staff should proceed with reporting and making referrals according to applicable legislation. This may include reporting to the police and providing psychological and social support to the student in need;
- Building positive and healthy relationships between students and school staff can help reveal more information about potential human trafficking incidents and foster trust and credibility between students and school staff.

Conclusion

Overall, schools can play an important role in preventing human trafficking by helping educate and sensitize students and the community about this phenomenon, taking immediate action in suspected cases, and building positive relationships between students and school staff.

For further information and guidance see the following links.

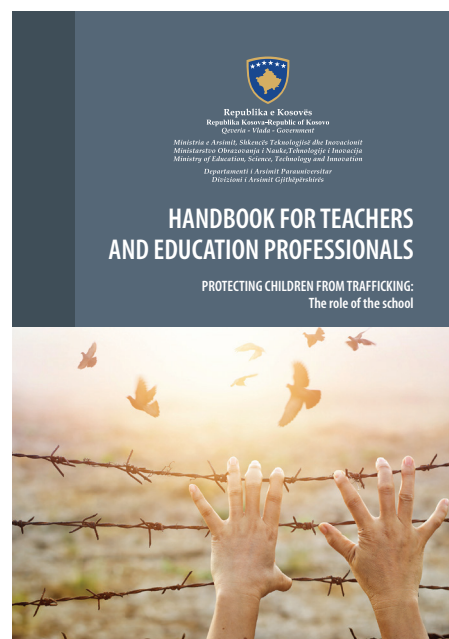
Links:

1. LAW NO. 04/L-218 ON PREVENTING AND COMBATING TRAFFICKING IN HUMAN BEINGS AND PROTECTING VICTIMS OF TRAFFICKING

<https://gzk.rks-gov.net/ActDetail.aspx?ActID=8875>

<https://womensnetwork.org/sq/publikimet/>

<https://masht.rks-gov.net/category/te-drejtat-e-njeriut/>





MODULE

**PREVENTION OF SEXUAL
HARASSMENT**

Why this module?

The prevention of sexual harassment is a very important task for all the staff of the educational institutions, because children must be protected and grow up and develop in a healthy and safe environment, away from any circumstances that harm them. This module provides tips and suggestions that management staff, educational staff, support staff and other staff can consider for day-to-day work.

The role and opportunities of the school in preventing sexual harassment

There is a range of actions and activities that educational personnel can carry out through the curriculum and additional activities, follow up the suggestions:

- School staff should hold educational sessions for students about appropriate behaviour towards each other and about the culture of respect and tolerance. Also, school staff should be educated about this topic and enable open and sensitive discussions with students;
- Work diligently on the efficient addressing of sexuality education topics, because proper education avoids abuses and involvement in harmful actions;
- There should be clear policies about appropriate behaviour and rules of conduct in relationships between students and staff. These policies should include and strongly condemn any type of illegal behaviour;
- School staff must create a safe environment for all students and must take measures to minimize the possibility of displaying illegal behaviour, such as sexual harassment;
- School staff must be trained and made aware of the dangers of sexual harassment and must be able to recognize the signs of harassment and intervene directly and sensitively if these signs appear;
- It should undertake measures to protect victims of sexual harassment and should have a clear policy and clear rules on this matter. The school should also provide emotional and psychological assistance, support to the victims and raising awareness against victim blaming;
- A culture of respect and tolerance towards each other should be promoted within the school;
- If cases of harassment are identified, they must be reported according to the legislation in force. Failure to report is a criminal offence.

Conclusion

Preventing sexual harassment in schools requires a proactive approach that includes educating staff and students, creating a culture of respect and inclusion, and developing and implementing policies and procedures that protect all members of the school community. By undertaking these steps, we can create safe and welcoming learning environments where all children/students can develop healthfully.

MESTI, the Coordinator of Health Promoting Schools together with the curriculum staff and in collaboration with UNFPA have drawn up the package of guidelines for sexual education, which serves teachers of all educational levels in pre-university education to address this topic with a curricular, cross-curricular and extra-curricular approach, hence please see the materials in the following links:

Links:

1. TEACHER'S HANDBOOK FOR SEXUALITY EDUCATION, GRADES 1-5:

<https://masht.rks-gov.net/lansohen-doracaket-per-mesimdhenes-per-edukimin-gjitheperfshires-seksual/>

2. TEACHER'S HANDBOOK: SEXUALITY EDUCATION AND REPRODUCTIVE HEALTH (MY BODY, FEELINGS, AND FAMILY, GRADES 1-5)

<https://masht.rks-gov.net/wp-content/uploads/2022/11/doracaku-niveli-1-5.pdf>

3. TEACHER'S HANDBOOK: SEXUALITY EDUCATION AND REPRODUCTIVE HEALTH (PUBERTY, LOVE AND RELATIONSHIPS, GRADES 6-9)

<https://masht.rks-gov.net/wp-content/uploads/2022/11/doracaku-6-9.pdf>

4. TEACHER'S HANDBOOK: SEXUALITY EDUCATION AND REPRODUCTIVE HEALTH (HEALTHY AND SAFE, GRADES 10-12)

<https://masht.rks-gov.net/wp-content/uploads/2022/11/booklet-10-12.pdf>

Other resources:

5. HANDBOOK FOR COMPREHENSIVE SEXUALITY EDUCATION FOR PEERS - TRANSLATION FROM MACEDONIAN TO ALBANIAN LANGUAGE:

<https://hera.org.mk/wp-content/uploads/2022/06/SSO-albanska-verzija-7.6.22.pdf>

10 MODULE

**YOUTH INITIATIVE
PROGRAM - Y**

Why this module?

This module is a product of the YMI program regional program that was implemented by *Care International* Balkans in high schools in Kosovo and other countries in the region, with the aim of preventing violence in high schools in Kosovo, promoting healthy lifestyles, gender equality, preventing drug abuse, alcohol and other negative behaviours. As such, the module is informative and orienting for school staff, while the complete and detailed content of the program is in the link provided in the last page. The program has received positive evaluations for its beneficial impact on young people in the schools where it was implemented. Therefore, we offer it here with the possibility of implementation by all schools.

The program is intended to be used by teachers, professional staff, health workers and/or other experts, educators, trainers or volunteers who work with or wish to work with young people.

The program provides the following use of alternatives and impact opportunities:

- To develop new, modern techniques and strategies for teaching and learning, facilitating the acquisition of knowledge and the development of students' competencies as outlined in the Curricular Framework for Pre-University Education in Kosovo.
- To utilize diverse and effective activities, which help and influence high school students in the process of improving gender equality, reducing violence, and addressing the harms of drug abuse and sexually transmitted infections;
- To foster a culture based on human rights, free from violence, and promoting healthy development among young people and the community as a whole, both in the classroom and beyond;
- To encourage young people aged 14-18 to adopt attitudes and behaviors that support more equal gender norms, healthy living, and discourage violent behavior against the community, girls, and peers;
- To promote positive life skills and gender equality norms for a healthy transition of students from adolescence to adulthood.

The holistic approach on which the Y Youth Program and the defined interactive methodology is based, which is integrated in all activities of the Program, contributes to the achievement of the comprehensive goal through strengthening of the knowledge of students (cognitive development), acceptance of new and empowering life skills (development of behaviours) and change/acceptance of values and attitudes (affective/emotional development).

The program consists of two sections and four thematic parts:

SECTION 1 – TRANSFORMATIVE PROGRAM Y with the following content:

- Introduction
- Foreword
- History of the Young Men’s Initiative Program
- Educational basis
- Why focus on gender norms?
- From Young Men as Obstacle to Young Men as Allies
- About the manual
- Using the manual
- Video compilation: “Once upon a boy” and “Once upon a girl”
- Modalities of classes/implementation of seminars
- Expected results and learning outcomes

SECTION 2 continues further with four major themes, as follows:

1. *Identity development; Identity, sensation and feeling and Gender and gender norms;*
2. *Violence is in sight; From violence to peaceful coexistence, from violence to respect in intimate relationships, self-control and emotional management and psycho-active substances;*
3. *Sexuality and protection of sexual and reproductive rights; Healthy sexuality, teenage pregnancy and reproductive and sexual health rights, pregnancy: yes or no, sexually transmitted infections and HIV/AIDS;*
4. *21st Century Parents: Fatherhood and Motherhood, and Being the Change You Aim For.*

Conclusion

This program addresses essential topics within the school context for students aged 14 and above, but also with groups of young people in other awareness-raising activities that field professionals can carry out in youth centres or within various volunteer organizations.

Concepts, values, attitudes, results, methodological guidelines, illustrations, resources and other details can be found in the complete manual of this program, in the following link:

<https://youngmeninitiative.net/wp-content/uploads/2022/11/Y-TOOLKIT-ENG-WEB-1-PROGRAM-Y.pdf>

11 MODULE

**PREVENTION OF EARLY
MARRIAGES**

Why this module?

The school has an important role in the prevention of early marriages by providing education and the necessary information to raise students' awareness of the consequences of early marriage on children's health and development. This module gives an idea on how schools can help prevent early marriages.

The role of the school in preventing early marriages

School staff should offer programs and activities to increase students' awareness of healthy and toxic relationships. This may include topics such as: "the difference between love and control", the influence that culture and social norms on interpersonal relationships", and "how to protect from domestic-partners violence and coercion into early marriage. Here are some ideas for school staff work:

- Teachers can help increase and develop students' awareness by offering different activities for personal and professional development;
- Children should be educated about the consequences of early marriages in their lives, including physical, health, intellectual, social, and emotional aspects.
- Focusing on the education and training of girls and women is a necessity. When girls and women are educated, they are more likely to understand the importance of a healthy marriage;
- Through quality teaching, education can be provided to students about sexuality and reproductive health. This type of education can help prevent early pregnancies and sexually transmitted diseases by allowing students to make informed decisions about their relationships;
- Signs that someone could soon be (or is already) a victim of forced marriage;
- Cases must be recorded and reported according to the legislation in force.

Consequences of early marriage

Early marriage refers to a marriage that takes place before the age of 18 and has serious consequences for the physical, emotional and psychological well-being of young people. Child brides are more likely to experience domestic violence, have limited access to education and employment opportunities, and have poor reproductive health outcomes.

Early marriage should be of concern to school staff for several reasons: First, it affects the academic performance of children/students who are considering early marriage. Second, it can lead to dropout and increased absenteeism. Third, it is a violation of human rights and goes against the principles of gender equality and the empowerment of girls and women.

Identifying the signs of early marriage and how to intervene

School staff should be alert for signs of early marriage, which include:

- Frequent absences from school;
- Sudden changes in behaviour, such as emotional detachment or depressed behaviour;
- Discovering plans to get married.

If a school staff member suspects that a student may be at risk of early marriage, he/she should:

- Report concerns to the school principal and further to the family and the Centre for Social Work;
- Provide the child/student with information about the risks and consequences of early marriage;
- Guide the child/student to relevant support services, such as social counselling, legal counselling or other social services;
- Initiate support for the child/student who may be at risk of early marriage.

Conclusion

Early marriage is a violation of human rights and has serious consequences for the well-being and development of young people. As educational staff, you have the responsibility to ensure that your children/students are aware of the risks associated with early marriage and are equipped with the knowledge and skills to make informed decisions about their future. By identifying the signs of early marriage and providing resources and support, we can help prevent early marriage and promote the well-being of our children/students.

12 MODULE

**PREVENTION
OF CHILD LABOR**

Why this module?

Child labour is a serious problem affecting millions of children worldwide. It is important that schools take an active role in preventing child labour, both in their communities and globally. This module provides guidance for school staff to prevent hazardous and prohibited child labour.

The role of the school in preventing child labour

The prevention of children's involvement in hazardous or compulsory labour is achieved through the effective treatment of this topic within educational curricula. Additionally, it involves preventing and responding to school dropout, as children engaged in labour are, and should be, considered a high-risk category for dropout. Below you can see the possible measures or actions for implementation in the context of schools:

- School staff can raise awareness of child labour and its negative impact on children's health, education and overall development. They can organize seminars and other educational programs to educate children/students and parents about the consequences/dangers of child labour;
- Schools must create safe and inclusive learning environments that are free of any form of abuse, exploitation or discrimination. Children/students who feel safe and supported are less likely to drop out of school and engage in child labour;
- Education is one of the most effective ways to prevent child labour. Schools should strive to provide access to quality education for all students, regardless of their economic or social background;
- School staff should be trained to identify at-risk students who may be vulnerable to child labour. This includes children/students who come from poor families, have limited access to education or live in areas with high rates of child labour;
- The school staff must know the hazardous forms of work and prohibited work for children, so as to show the children the consequences of involvement in those works, regardless of their social status (We consider the consequences in physical, intellectual, social and emotional development, including the legal consequences for their parents);
- School staff can collaborate with the community to address the root causes of child labour. This includes committing to policies and programs that promote children's rights and creating economic opportunities that help families avoid the need to rely on their children's labour;
- School staff must be vigilant and report any suspected cases of child labour to the appropriate authorities. This can help prevent child exploitation and ensure they get the support and services they need.

Conclusion

By following these instructions, school staff can play a crucial role in preventing child labour and ensuring that children have the opportunity to learn and grow in safe and supportive environments.

MESTI, in partnership with the International Labour Organization, office in Kosovo, has ensured the use of materials validated by UNESCO and has developed materials for schools, so that child labour is handled carefully and based on international and national policies; therefore, see the following links.

Links:

1. YOUTH AT WORK (DISCUSSION ON SAFETY)

<https://masht.rks-gov.net/rinia-ne-pune/>

2. SCREAM - SUPPORTING CHILDREN'S RIGHTS THROUGH EDUCATION, THE ARTS AND THE MEDIA - DIDACTIC PACKAGE

https://www.ilo.org/ipec/Informationresources/WCMS_IPEC_PUB_5807/lang--en/index.htm

3. SUPPORTING CHILDREN'S RIGHTS THROUGH EDUCATION, THE ARTS AND THE MEDIA - LABOUR MARKET

<https://masht.rks-gov.net/mbrojtja-e-te-drejtave-te-femijeve-nepermjet-edukimit-artit-dhe-medias-tregu-i-punes/>

4. SUPPORTING CHILDREN'S RIGHTS THROUGH EDUCATION, THE ARTS AND THE MEDIA - COMMUNITY INTEGRATION

<https://masht.rks-gov.net/mbrojtja-e-te-drejtave-te-femijeve-nepermjet-edukimit-artit-dhe-medias-integrimi-i-komunitetit/>

5. SUPPORTING CHILDREN'S RIGHTS THROUGH EDUCATION, THE ARTS AND THE MEDIA – DRAMA

<https://masht.rks-gov.net/mbrojtja-e-te-drejtave-te-femijeve-nepermjet-edukimit-artit-dhe-medias-dramatizimi/>

6. SUPPORTING CHILDREN'S RIGHTS THROUGH EDUCATION, THE ARTS AND THE MEDIA - MEANS OF COMMUNICATION, PRESS

<https://masht.rks-gov.net/mbrojtja-e-te-drejtave-te-femijeve-nepermjet-edukimit-artit-dhe-medias-mjetet-e-komunikimit-shtypi/>

7. SUPPORTING CHILDREN'S RIGHTS THROUGH EDUCATION, THE ARTS AND THE MEDIA - MEDIA, RADIO AND TELEVISION

<https://masht.rks-gov.net/mbrojtja-e-te-drejtave-te-femijeve-nepermjet-edukimit-artit-dhe-medias-ndal-punes-se-femijeve-mjetet-e-komunikimit-radioja-dhe-televizioni/>

8. SUPPORTING CHILDREN'S RIGHTS THROUGH EDUCATION, THE ARTS AND THE MEDIA - STOP CHILD LABOR – DEBATE

<https://masht.rks-gov.net/mbrojtja-e-te-drejtave-te-femijeve-nepermjet-edukimit-artit-dhe-medias-ndal-punes-se-femijeve-debati/>

9. SUPPORTING CHILDREN'S RIGHTS THROUGH EDUCATION, THE ARTS AND THE MEDIA - STOP CHILD LABOR - CREATIVE WRITING

<https://masht.rks-gov.net/mbrojtja-e-te-drejtave-te-femijeve-nepermjet-edukimit-artit-dhe-medias-ndal-punes-se-femijeve-shkrimi-krijues/>

10. SUPPORTING CHILDREN'S RIGHTS THROUGH EDUCATION, THE ARTS AND THE MEDIA - STOP CHILD LABOR - ARTISTIC COMPETITION

<https://masht.rks-gov.net/mbrojtja-e-te-drejtave-te-femijeve-nepermjet-edukimit-artit-dhe-medias-ndal-punes-se-femijeve-konkursi-artistik/>

11. SUPPORTING CHILDREN'S RIGHTS THROUGH EDUCATION, THE ARTS AND THE MEDIA - STOP CHILD LABOR - ROLE PLAY

<https://masht.rks-gov.net/mbrojtja-e-te-drejtave-te-femijeve-nepermjet-edukimit-artit-dhe-medias-ndal-punes-se-femijeve-loja-me-role/>

12. SUPPORTING CHILDREN'S RIGHTS THROUGH EDUCATION, THE ARTS AND THE MEDIA - STOP CHILD LABOR – FIGURE

<https://masht.rks-gov.net/mbrojtja-e-te-drejtave-te-femijeve-nepermjet-edukimit-artit-dhe-medias-ndal-punes-se-femijeve-figura/>

13. INTERVIEWS AND SURVEYS

<https://masht.rks-gov.net/intervista-dhe-sondazhe/>

14. SUPPORTING CHILDREN'S RIGHTS THROUGH EDUCATION, THE ARTS AND THE MEDIA - STOP CHILD LABOR – COLLAGE

<https://masht.rks-gov.net/mbrojtja-e-te-drejtave-te-femijeve-nepermjet-edukimit-artit-dhe-medias-ndal-punes-se-femijeve-kolazh/>

15. RESEARCH AND INFORMATION

<https://masht.rks-gov.net/kerkimi-dhe-informacioni/>

16. MODULE DEVELOPMENT GUIDELINE

<https://masht.rks-gov.net/udhezues-per-zhvillimin-e-moduleve/>

17. SUPPORTING CHILDREN'S RIGHTS THROUGH EDUCATION, THE ARTS AND THE MEDIA

<https://masht.rks-gov.net/mbrojtja-e-te-drejtave-te-femijeve-nepermjet-edukimit-artit-dhe-medias/>

The use of modules in building the capacities of teachers and other entities of educational institutions

All the modules of this package and not only can also be used in the framework of training for teachers, according to the forms defined by the legislation in force, therefore, for training alternatives and implementation procedures, see below the summarized information and the links that show legislation and policies defined by MESTI.

For the Program Y and the MESTI module package, there should be training for all entities of educational institutions: heads, teachers, quality coordinators, pedagogues, psychologists, parents, students. This comprehensive training approach is necessary, because the treatment of topics that fall within the framework of child protection requires the contribution of everyone within our institutions.

Thus, as in the training program development phase, the necessary entities should be foreseen and the impact and integrated approach of actions for the benefit of the child's well-being and development within the full potential should be specified.

Teacher professional development and licensing

Continuous professional development is a process that applies to all teachers in the world, in different forms, depending on the perspective of countries or regions.

Continuous professional development of teachers and licensing remain a priority of the Ministry of Education, Science, Technology and Innovation alongside the countries in the region and in Europe, based on Article 5 of Law No. 04/L-032 on Pre-University Education in the Republic of Kosovo. See further the main provisions related to the advancement of teachers:

Article 33 Law No. 04/L-032 on Pre-University Education in the Republic of Kosovo, which regulates the licensing of teachers:

- 1.** Teacher licensing, development of framework and standards for professional development and performance evaluation is a responsibility of the Ministry, acting on the advice and recommendations of SLCT.
- 2.** The licensing of teachers specifies the requirements for teachers to enter and remain in the profession, as well as criteria and requirements for teachers to be promoted in the system.
- 3.** The Ministry shall determine through by laws, as advised by SLCT:
 - 3.3.** requirements for teacher professional development and performance associated with licensing requirements;
 - 3.4.** standards and procedures for accreditation of teacher professional development;
 - 3.5.** standards on teacher professional practice.

From the Law No. 04/L-032 on Pre-university Education originate sub-legal acts and the Education Strategy 2022-2026, related to the Education Strategy Plan 2017-2021. The Education Strategy 2022-2026 has foreseen the priorities of professional development according to priority areas, but other training sessions are not prohibited, which contribute to the continuous improvement of the professional development of teachers throughout their

careers. In the action plan of the Education Strategy, the specific objective 2.8. *Full implementation of the teacher licensing system and increase of opportunities for teachers' professional development and advancement based on teaching standards in 2.8.5, 2.8.6, 2.8.8, 2.8.9* as well as other parts that support the professional development of teachers, before service and in service.

Some administrative instructions have been issued based on the law, such as:

- Administrative Instruction – for the State Council on Teacher Licensing, which sets and oversees teacher professional development and licensing policies.
- Administrative Instruction – 05/2017 the licensing system and professional development of teachers in career, Article 3. The system of licensing and teachers' development in career, which foresees the professional development of teachers before the service in the introductory phase and in service.
- Administrative Instruction – 06/2017 on criteria and procedures of the programs approval for teacher professional development and educational workers. This administrative instruction defines the application procedures for local and international NGOs for their programs for professional development in their careers. A training must have at least 6 hours in its program. One day has 6 hours of training then it depends on the number of days or hours, because the training can be delivered for 3 hours a day and then the number of hours is accumulated in the total of a program for professional development.
- Administrative Instruction – 119/2020 on school-based teachers' professional development, which foresees professional development from the identification of school-based needs, and training can also be delivered by school staff and not only by local and international NGOs. Requests for professional development of teachers according to needs are developed according to procedures within the school, then addressed to the relevant directorate of education for approval and financial support.

The professional development of teachers should support and help teachers in the implementation of the new curriculum of Kosovo, revised in 2016, with new teaching methodologies, appropriate techniques with subject programs and extracurricular activities, bringing creative teaching and learning to students.

The professional development of teachers should be linked to state policies of pre-university education such as school curricula, reference policies for teacher competencies and empirical knowledge about teacher learning and effective and quality teaching.

The professional development of teachers should be based on the Strategic Framework on the Professional Development of Teachers, which serves as a reference point for the standards of the teaching profession or the competence profile of teachers at different career stages according to the licensing system.

The professional development of teachers should be based on demand and not supply. The orientation of teachers' professional development supply is related to teachers' needs and demands, which are determined through needs assessment and other consultative and planning forms at the school, municipality and central level.

The professional development of teachers implemented in Kosovo includes the provision of programs by external providers and the provision of school-based professional development (SBPD), through a school-based approach.

The professional development of teachers is provided by public organizations with a mission on teacher development, non-governmental organizations with a mission on education, intergovernmental organizations and various education projects in partnership with donors and development partners.

Forms of teachers' school-based professional development

The teachers' school-based professional development takes place in various forms, including:

- Programs/Training at the school level according to the program, from the list of programs approved by MESTI, selected and contracted by the school or municipality for more than one school;
- Workshops and seminars organized by the school itself;
- Peer counselling and mentoring;
- Action research by groups of teachers.

All teacher professional development programs must go through the procedures of applying with MESTI, be evaluated by the commissions of State Council on Teacher Licensing, be approved or rejected. All trainings are monitored by MESTI, the Training Office and the Municipal Education Directorate. Attached are the links to the documents mentioned above.

All trainings, being divided into priority and supplementary, serve teachers for continuous career advancement and promotion according to performance appraisal and legal acts in force.

Links:

http://www.mashtgov.net/advCms/documents/03_Ligji_per_arsimin_Parauniversitar_anglisht.pdf

<https://masht.rks-gov.net/uploads/2017/02/20161006-kesp-2017-2021-1.pdf>

1. EDUCATION STRATEGY 2022-2026

<https://masht.rks-gov.net/strategjia-e-arsimit2022-2026/>

2. EDUCATION STRATEGY 2022-2026, ACTION PLAN

<https://masht.rks-gov.net/strategjia-e-arsimit-2022-2026plani-i-veprimit/>

<https://masht.rks-gov.net/uploads/2017/03/korniza-kurrikulare-finale.pdf>

3. AI NO. 5/2017 ON THE LICENSING SYSTEM AND PROFESSIONAL DEVELOPMENT OF TEACHERS IN CAREER [HTTPS://MASHT.RKS-GOV.NET/UA-ME-NR-5-2017-SYSTEMIMI-I-LICENCIMIT-DHE-ZHVILLIMIT-TE-MESIMDHENESVE-NE-KARRIERE/](https://masht.rks-gov.net/ua-me-nr-5-2017-sistemimi-i-licencimit-dhe-zhvillimit-te-mesimdhenesve-ne-karriere/)

4. ADMINISTRATIVE INSTRUCTION OF MESTI NO. 13 /2023 FOR THE STATE COUNCIL ON TEACHER LICENSING

<https://masht.rks-gov.net/udhezim-administrativ-mashti-nr-13-2023-per-keshillin-shteteror-per-licencimin-e-mesimdhenesve/>

5. ADMINISTRATIVE INSTRUCTION NO. 12 /2023 ON THE APPROVAL CRITERIA AND PROCEDURES OF PROGRAMS FOR THE PROFESSIONAL DEVELOPMENT OF TEACHERS AND EDUCATIONAL WORKERS

<https://masht.rks-gov.net/udhezim-administrativ-nr-12-2023-per-kriteret-dhe-procedurat-e-aprovimit-te-programeve-per-zhvillimin-profesional-te-mesimdhenesve-dhe-punonjesve-arsimore/>

6. ADMINISTRATIVE INSTRUCTION MESTI NO. 16/ 2023 ON TEACHERS' PROFESSIONAL DEVELOPMENT

<https://masht.rks-gov.net/udhezim-administrativ-mashti-nr-16-2023-per-zhvillimin-profesional-te-mesimdhenesve/>

Conclusion

In the format as provided, these modules are a good basis for informing and orienting teachers and other staff of our schools to work and exercise their role in preventing negative phenomena that harm and prevent children from properly developing and from being properly educated. By working in these areas according to the role of the educational sector, the increase in commitment and fulfilment of the institutional obligation to protect the child from various forms of violence, abuse and misuse is achieved. Child protection is the responsibility of each institution, including the educational institution, and therefore the package of these modules is a help and support for the educational framework, in the best interests of our children.

By educating children as well as by ensuring their protection from elements that hinder their full development, our institutions create the possibility of sustainable and healthy development of our children, families and society.

