

EDUCATIONAL PACKAGE



THE PURPOSE OF THE EDUCATIONAL PACKAGE

The educational package aims to raise awareness about the Child Protection Act and critical thinking, on topics concerning lower secondary school students and other involved parties such as parents or teachers. The educational package will include a presentation on the Rights and Protection of the child as well as the importance of critical thinking in children's rights education.

CONTENTS OF THE EDUCATIONAL PACKAGE

The educational package contains general and specific data related to information on how and when human rights were established; general structure of human rights; establishment/division of children's rights as a special category; the need for special rights for children.

Special focus will be given to displaying children's rights in practice, and showing their applicability as well, starting with the four principles of the International Convention on the Rights of the Child, with special emphasis on the principle of child participation, as the package will focus on providing ideas on how to take initiative to promote and protect their rights.

Special emphasis will be placed on the discussion of disrespect of children's rights or violations of rights that often lead to violence and other possible consequences. A critical view of dealing with problems / phenomena of violence in schools, corporal punishment, drug abuse, digital abuse, radicalism and extremism, etc.



THE HISTORY OF HUMAN RIGHTS

Most people see the development of human rights legislation as one of the greatest achievements of the twentieth century. But the regulation of human relations begins with the early history of mankind. Human rights and freedoms were regulated on the basis of tribal codes, religious norms and local laws set by thinkers and leaders of the time.

Inequalities among people were very pronounced; societies were divided into social groups of people who enjoyed every right, and people that did not enjoy any rights.

In modern times to the present day, we have developed a wide range of human rights of wide reach and global applicability.

The basic principles of human rights are:

THE RIGHT TO LIFE AND LIBERTY

EQUALITY

FREEDOM

4 GENERAL PRINCIPLES OF THE CONVENTION ON THE RIGHTS OF THE CHILD

The rights of the child in the Convention on the Rights of the Child reflect four basic principles:

- 1 Non-discrimination (Article 2):** All rights apply to all children without distinction. States Parties shall take all appropriate measures to ensure that the child is protected against all forms of discrimination
- 2 Best interests of the child (Article 3):** The crucial factor in all actions related to children should be their best interest. In every situation, the best interests of the children take precedence over the interests of the adults involved (eg parents, teachers, guardians). However, the question of how to set the best interests of the child is still difficult to determine and remains an open question for discussion.
- 3 The right to life, survival and development (Article 6):** The right to life of the child is undeniable and it is the obligation of the state to ensure to the maximum extent possible the survival and development of the child. This also implies that the state cannot sentence children the death penalty or manifestly end their life in any other circumstances.
- 4 The child's opinion (Article 12):** The child has the right to express an opinion and to have their opinion taken into account on any matter affecting them.



CORE HUMAN RIGHTS INSTRUMENTS AND COVENANTS¹

Universal Declaration of Human Rights;
International Convention on the Rights of the Child;

Recognition of innate dignity and recognition of equal and inalienable rights for all members of the human family is the foundation of freedom, justice and peace in the world.

Introduction, Universal Declaration of Human Rights

Human rights are enjoyed by all persons equally, universally and eternally.

Human rights are universal: These rights always remain the same for all human beings everywhere in the world. You do not obtain these rights because you are a citizen of a country, you get them because you are part of the human race. This means that children, same as adults, enjoy human rights.

Human rights are inalienable: people's rights can never be taken away, except when they cease to exist as a human being

Human rights are indivisible: all human rights have equal status, no right is "Less important" or "unnecessary".

Human rights are interdependent or Interrelated: Human rights together form a complementary framework. For example, the opportunity of children / young people to participate in decision-making on issues that are directly related to them, the right to express oneself, to socialize with others, to be educated, and even to make decisions about things necessary in life.

The Convention for children's rights, also known as the Convention on the Rights of the Child, defines a child as any human being under the age of 18 and it confirms the applicability of human rights to children. It contains 54 articles on the rights of the child that can be divided into three general categories, often known as the "three P's" 1:

1 of the United Nations General Convention on Human Rights, https://www.ohchr.org/en/udhr/documents/udhr_translations/eng.pdf The Convention on the Rights of the Child, also known as the Convention on the Rights of the Child, defines a child as any human being under the age of 18 and confirms that the child fully enjoys human rights. It contains 54 articles on the rights of the child that can be divided into three general categories, often known as the "three P's" 1:

Protection: guarantees the safety of the child and also covers abuse, neglect and exploitation.

Provision: the special needs of children, such as: education and health care are covered.

Participation: recognizes the developing abilities of the child to make decisions and participate in society, as the child approaches adulthood.

Human rights are interdependent or Interrelated: Human rights together form a complementary framework. For example, the opportunity of children / young people to participate in decision-making on issues that are directly related to them, the right to express oneself, to socialize with others, to be educated, and even to make decisions about things necessary in life.

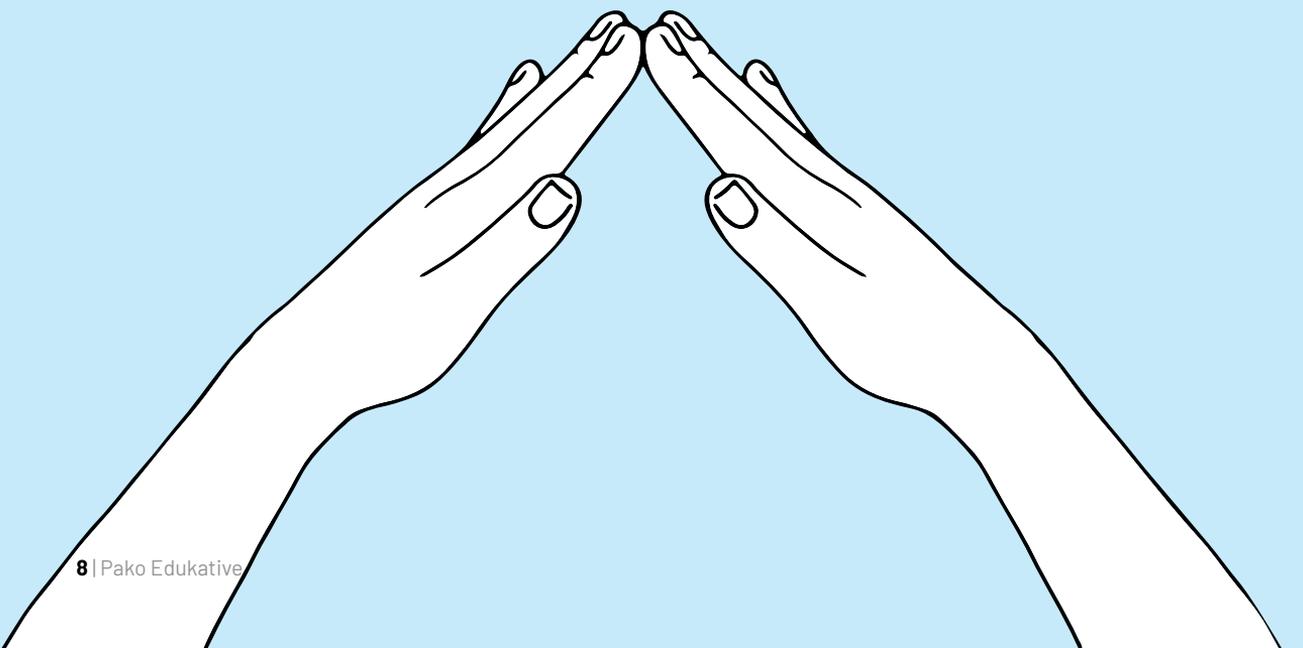


WHICH LEGISLATION PROTECTS CHILDREN AND THEIR RIGHTS IN KOSOVO?

In July 2020, the Law on Child Protection entered into force, the aim of which is to protect children from all forms of physical and mental violence, abuse, exploitation, neglect or any other form that endangers the life, safety, health, education, upbringing and development of the child.

You can find this law on the website of the Official Gazette of the Republic of Kosovo at the following link:

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



QUESTIONS AND ANSWERS TO ENCOURAGE CRITICAL THINKING

1. What is school violence?
2. How can we defend ourselves from school violence?
3. Should we bully schoolmates?
4. What is corporal punishment?
5. Does corporal punishment affect us / children badly?
6. Is corporal punishment prohibited by law in Kosovo?
7. Why are some teachers still unable to resist the use of corporal punishment?
8. Do some people think that corporal punishment is part of our education and culture? Should this approach change in Kosovo?
9. What are narcotics?
10. Why should we show interest in negative and self-destructive behaviours?
11. Is drug use presented as something trendy when we listen to / perform music? Do children or people look trendy if they use them?
12. What should we do if we use narcotics?
13. What are radicalism and extremism?
14. What is child abuse and why does it happen?
15. How can a family, friend, girlfriend, teacher, or district in which a child lives recognize some of the signs that the child is being abused?
16. Do we know what digital abuse is?
17. How to prevent digital abuse?
18. Should we seek help for the violence that we or someone we know is experiencing, and where should we do so?



WHAT IS SCHOOL VIOLENCE?

Violence in schools is a phenomenon that manifests itself in various forms and all children are at risk of being affected by certain forms of violence at certain times.

The World Health Organization (WHO) defines violence as: the intentional use of physical force or power, threatened or actual, against oneself, another person, or against a group or community, that either results in or has a high likelihood of resulting in injury, death, psychological harm, maldevelopment, or deprivation.²

Violence in schools takes many forms, from physical , mental and sexual violence to neglect.

Physical violence - Intentional use of physical force used with the potential to cause harm, injury, disability or death.

Sexual violence - any non consensual sexual act or attempt to obtain a sexual act by violence or coercion

Psychological violence (also known as emotional or mental abuse) - involves verbal and non-verbal communication used with the intent to mentally or emotionally harm another person or to exercise control over another person.

Neglect - a type of abuse that occurs when someone who is responsible for caring for an individual who is unable to care for them does not fulfill their responsibilities.

All these types of violence, which we mentioned above, have been proven to be present in schools through various researches³. This is why we cannot talk about violence in schools as a special category of violence, but rather as an environment in which all these types of violence are present. That is why it is important to recognize and distinguish these types of violence in order to be aware that we are neither the cause nor the victim of these behaviors.

2 VOLUME 1 - Prevention of Violence in Schools and Society - Supporting Materials for Primary School Civic Education Teachers in Kosovo, page 22

3 Basic document for the report Prishtina, for safety in schools 2015-2018, page 5.

Violence against children takes many forms and is influenced by various factors, the personal characteristics of the victim and the perpetrator, and the cultural and physical environment in which it occurs. However, it should be borne in mind that much of the violence in schools remains unreported for a number of reasons. One of the reasons is fear: many children are afraid to report cases of physical or mental violence against them or do not even have adequate information on how and where they can report cases of abuse or violence.

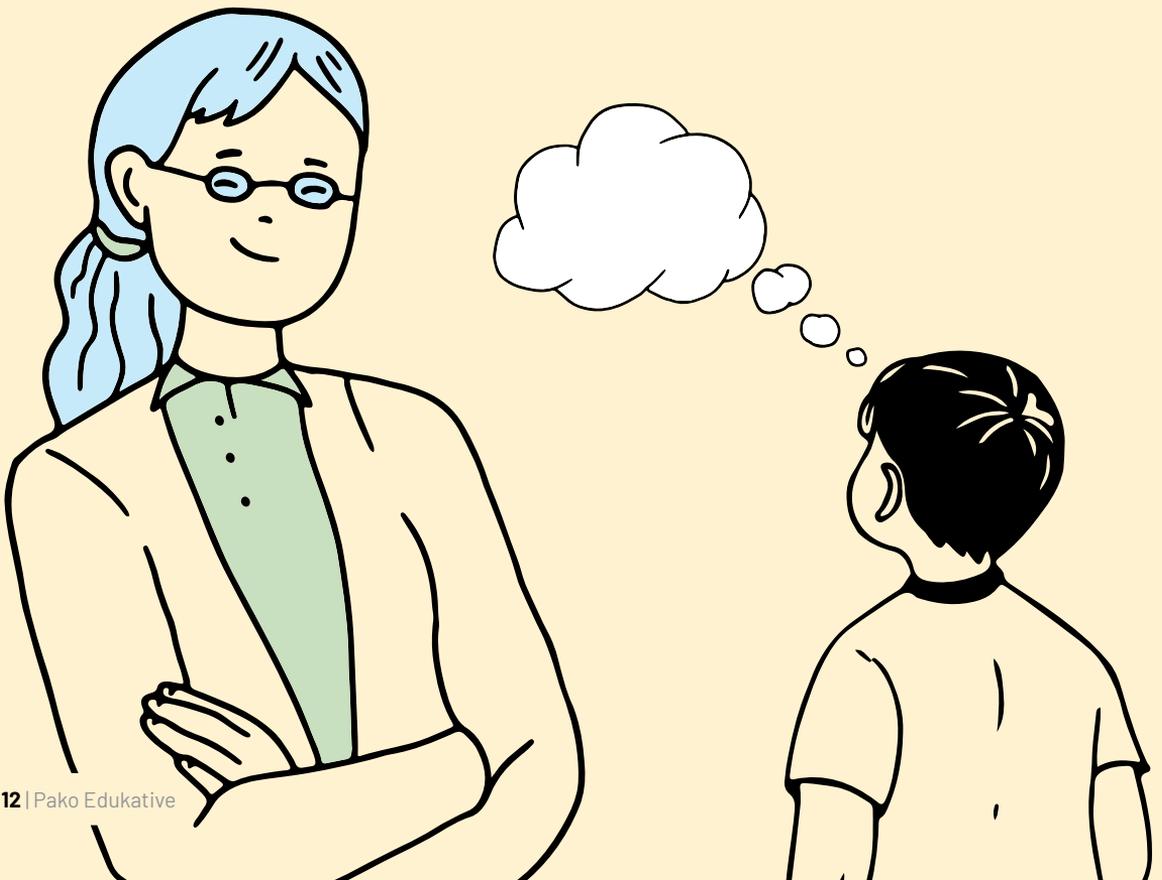
The sources or factors that cause violence can be individual, as well as family and social, with the latter mainly related to the consequences of war, socio-economic inequality, urbanization and overpopulation, rapid economic and technological development, gun ownership, etc.



HOW CAN WE DEFEND OURSELVES AGAINST VIOLENCE IN SCHOOLS?

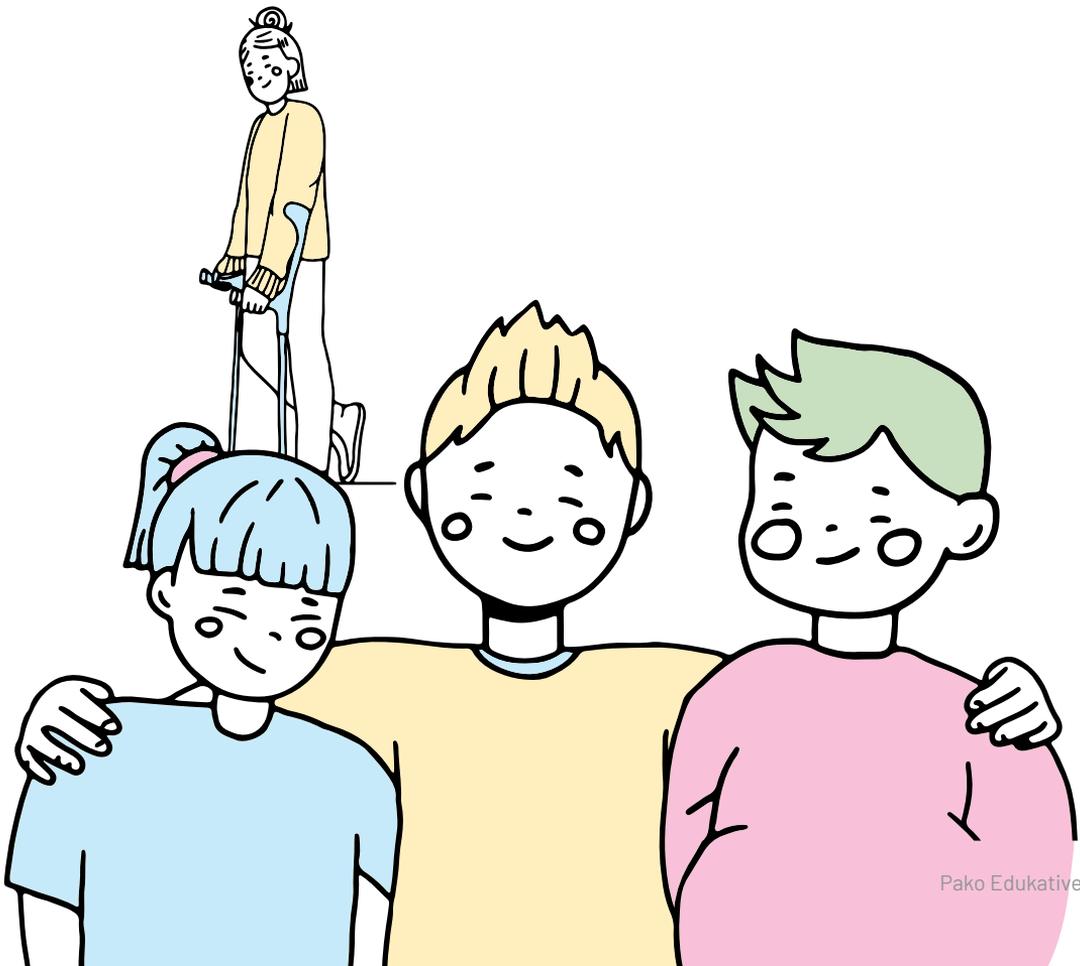
You can defend yourself at school if you:

- Talk to your class teacher or any other teacher you are comfortable talking to, because adults will understand your case and help you solve the problem more easily and improve the situation.
- Ask for help from the school pedagogue regarding your concerns.
- Contact the school psychologist if your school has one.
- Obtain knowledge about your rights as a child / young person.
- Communicate properly and sympathize with others.
- Try to avoid conflicts by not spreading rumors.
- Reflect on yourself and your actions.



SHOULD WE BULLY OUR FRIENDS AT SCHOOL?

The world is made whole and becomes more beautiful due to the diversity of people with different or unique characteristics. That is why we should accept schoolmates as they are with their differences, regardless of the fact that we are not the same. If we as children / youth want to live in peace and harmony, we must have understanding for others and not judge them on the basis of gender, ethnicity, religion or their abilities. If we fail to respect each other's differences, then negative traits will be present in our society such as: harassment, ridicule, use of derogatory nicknames, psychological manipulation, physical violence or social distancing; behaviors that have negative consequences for the target of the harassment and even for the bully themselves. Some of the negative outcomes of bullying are: poor school performance, emotional changes, anxiety, inferiority complex, and even various traumas that can significantly affect the healthy formation of a developing individual.



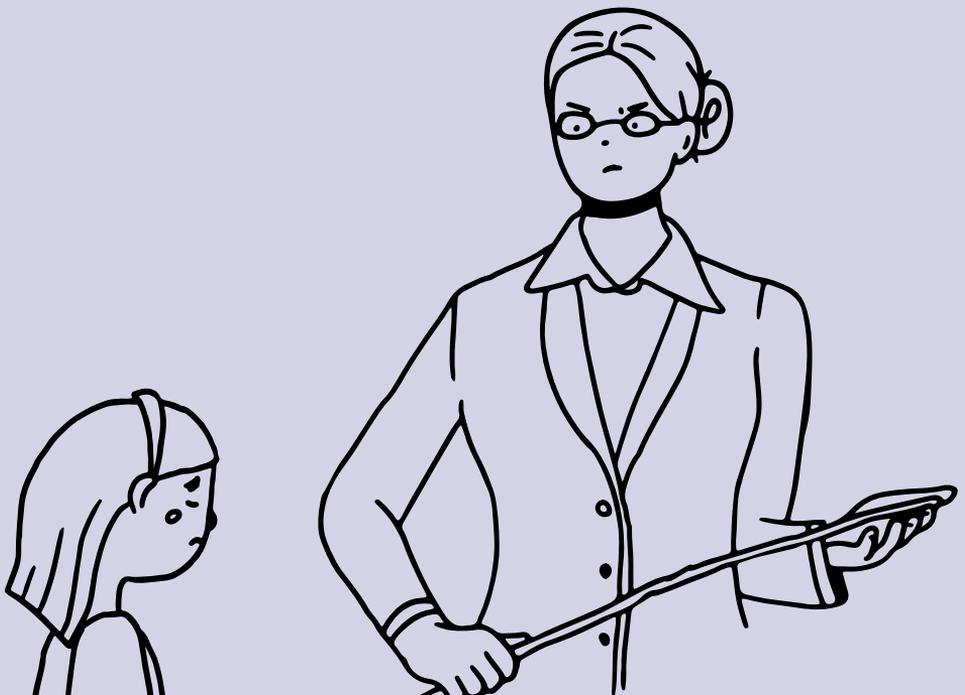
WHAT IS CORPORAL PUNISHMENT?

“Corporal punishment” means punishing someone by using physical force in a way that causes them to be injured or mistreated. Any punishment that uses force is corporal punishment, no matter how “light” it may be. For example, if a child accidentally breaks a glass, draws on the walls of the room, jumps off a sofa or chair at home, and the parent hits him in the arm or other parts of the body to punish him, that is corporal punishment.

Corporal punishment often takes the form of slapping children. However, it can have other forms (for example: kicking, pinching hands, pulling ears, pulling hair, throwing a slipper at a child, burning hands or any other part of the body, etc.). In schools on the other hand if the child does not know the answer when asked, and as a response the teacher strikes him on the hands with a stick, forces him to stand on one leg for a long time, places the student on the first or last desk- that is corporal punishment.

There are other forms of punishment that are not corporal, but that are equally cruel - for example, deliberately intimidating children by telling them that we will send them to dark places away from home if they do not obey their parents or embarrass / humiliate them in front of other family members or friends. This type of punishment can be just as cruel and humiliating to children. Corporal punishment of children can be carried out in various places - including home, school or other places where child care is provided.

Therefore, all types of punishment are unjustified and their use should not be tolerated.



DOES CORPORAL PUNISHMENT AFFECT US / CHILDREN NEGATIVELY?

Yes, corporal punishment has a detrimental effect on children! Often adults do not realize that corporal punishment is accompanied by emotional and physical pain. They assume that a slap is not necessarily a bad thing but in reality they are clueless on the effects and consequences a slap, hit or a pinch can have on a child.

Children experience being hit from a parent or teacher or anyone else with intense emotional pain, and are left feeling weak, powerless and humiliated. Also from a physical point of view, the pain during a stroke can slow down the process of growth and development of their body.



IS CORPORAL PUNISHMENT PROHIBITED BY LAW IN KOSOVO?

Yes, Law no. 06 / I-084 on the protection of children states that physical punishment and disciplinary measures that undermine and weaken the child's human dignity, including forms of physical and mental violence, as well as behaviors that degrade, disgrace and put the child into a difficult situation are prohibited in any environment at home and families, educational institutions, care institutions, law enforcement and justice systems, working environments and community⁴

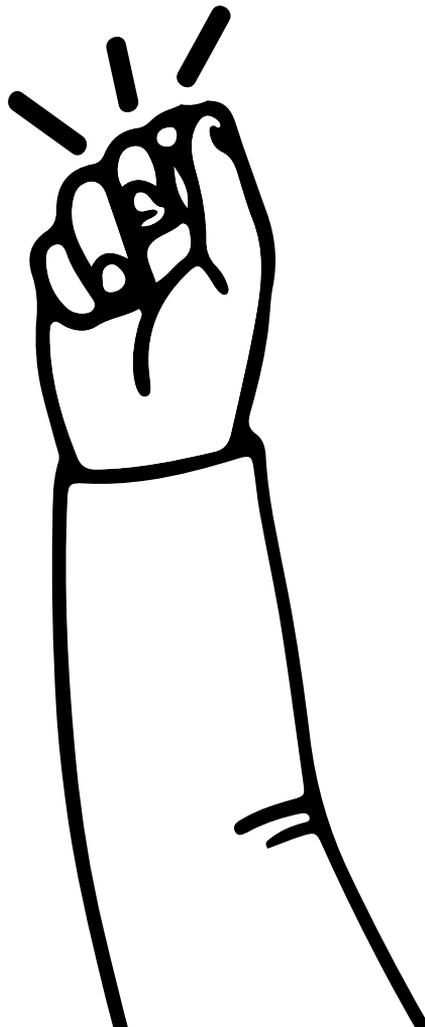


⁴ Article 38, Prohibition of Corporal Punishment, Law on Child Protection, 2019, <https://gzk.rks-gov.net/ActDocumentDetail.aspx?ActID=20844>

WHY ARE SOME TEACHERS STILL UNABLE TO RESIST THE USE OF CORPORAL PUNISHMENT?

It is difficult for many educators to hold back on the use of corporal punishment when they truly believe that corporal punishment will benefit the children by making them more disciplined and obedient to the educator's demands.

Often the use of corporal punishment by teachers comes from numerous reasons such as the teachers' impatience to solve problems calmly, the teachers' pent-up anger towards the children, the teachers' ignorance and unfamiliarity with other non violent forms of education, the teachers' personal experiences as children, etc.



DO PEOPLE THINK THAT CORPORAL PUNISHMENT IS PART OF OUR UPBRINGING AND CULTURE? SHOULD THIS APPROACH BE CHANGED IN KOSOVO?

Many people in Kosovo think and agree that corporal punishment should be allowed, simply because it was part of their family upbringing and culture. However, with the development of society and the recognition of human rights, education and discipline should not be confused with corporal punishment or violence.

The family as the core of the society must treat its members with respect and love, inside and outside. The family must preserve tradition and culture, but never violate the basic right of their child to grow in a peaceful and happy environment.

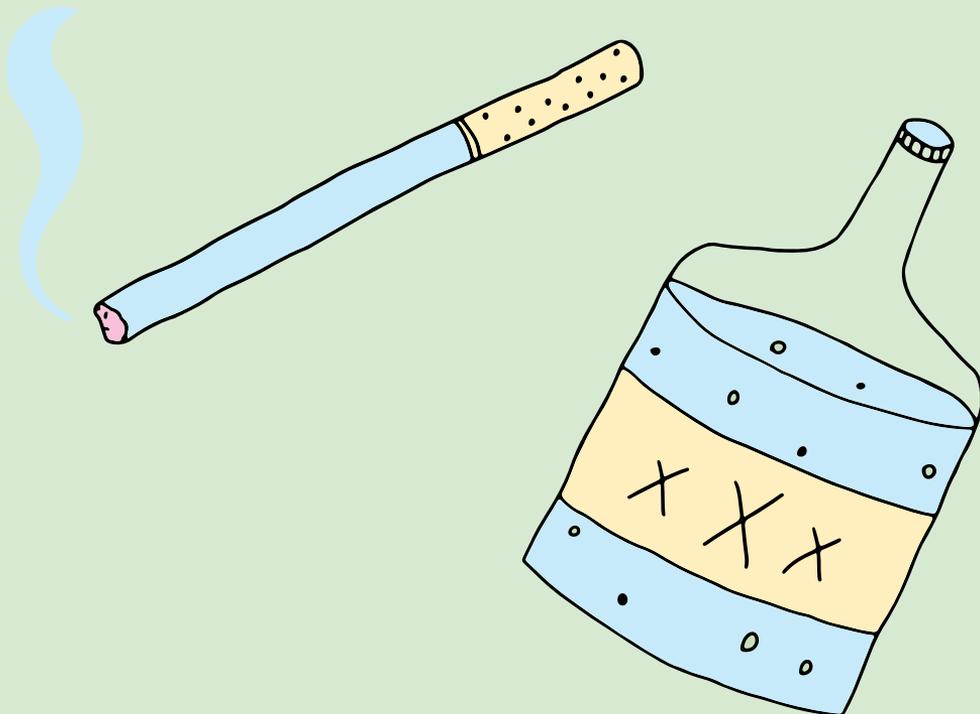
Therefore, respecting the basic rights of every family member is a first a human then a legal obligation.



WHAT ARE NARCOTICS?

Drugs are psychoactive substances that alter the natural functioning of our biological system and affect the brain causing various effects. Many substances can serve as drugs, including painkillers, alcohol, nicotine, caffeine, antibiotics, clinical drugs, and illicit psychoactive drugs. Drug use can cause health problems in the human body. The nature and extent of the damage depend on the type of drug, the method of use and the consumption frequency.

Some types of drugs can damage the lungs, e.g. smoking tobacco can cause cancer, damage to the bronchi of the lungs, other infections, while alcohol can seriously damage the liver. Liver damage reduces the body's overall immunity and increases the chances of other diseases. From the standpoint of mental health and brain function, drug use disrupts the work of neurotransmitters. Neurotransmitters are brain chemicals that enable the transfer of information between our brain and body. If a person uses drugs, he allows his brain to "learn" that drugs are the main source of happiness, and then becomes addicted to drugs and does not feel pleasure from any other source.



However, treatments help people overcome their addictions . There are different types of addiction treatments: psychotherapy and medication therapy The effects of the treatment are the greatest when these two types of treatment are combined. Treatment helps clients learn how to resist stimulants that encourage people to use drugs and regain control of their lives.

Substance and narcotics abuse is a major social and health problem around the world, because the consequences arising from the direct and indirect effects of this phenomenon are extremely damaging to the user, to their family and to society as a whole, consequently possessing a threat to national security.

For reasons of principle, students are often not motivated to discuss topics related to the use of substances. Some believe that simply a discussion or mentioning of these substances, even in class, can motivate people to start using them. Others may suggest that it is not important for students to know about these substances because they will not use them anyway.



WHY SHOULD WE SHOW INTEREST IN NEGATIVE AND SELF-DESTRUCTIVE BEHAVIOURS?

Many children / young people are curious to use narcotics just to feel the satisfaction they would experience when they finally do so. However, the reality is that even the smallest dose taken or tested increases the tolerance and the more the body accepts intoxicants, the more addictive it becomes. The effects of drugs are disturbed behavior, unstable emotional state, damage to internal organs such as the lungs from the use of marijuana, kidneys from cocaine, heroin and others.

For that reason, the negative phenomena that encourage us to destroy ourselves, our future and our society, should not have a place in the imagination of a person with common sense.



IS DRUG USE PRESENTED AS SOMETHING TRENDY WHEN WE LISTEN TO / PERFORM MUSIC? DO CHILDREN OR PEOPLE LOOK TRENDY IF THEY USE THEM?

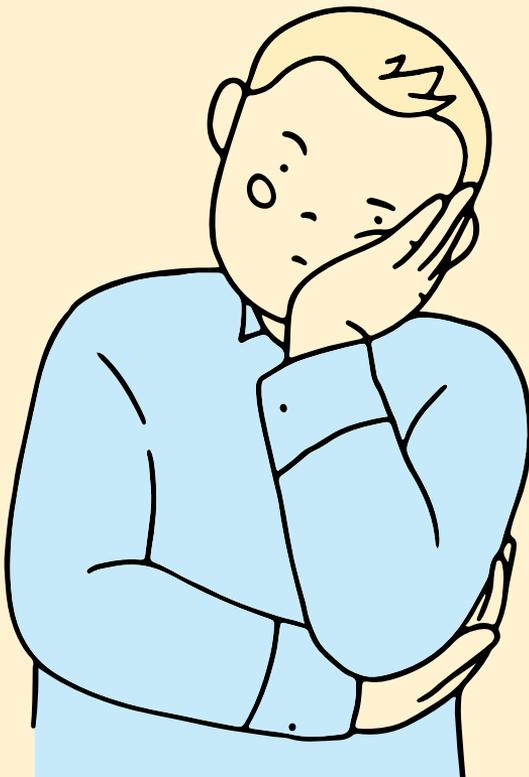
When we listen to / perform music, drug use can be represented as something trendy, but it does not make us trendy or cool from the point of view of the society in which we live. To be trendy in the 21st century according to social opinion, implies; when a person is educated, brought up, knows how to communicate clearly with others, is sociable, creative, solves logical problems, plays sports, knows how to cook healthy food, has digital skills, etc.



WHAT SHOULD WE DO IF WE USE NARCOTICS?

What to do if you are in a situation where you have used narcotics:

- Talk to family or close and trusted friends.
- Be calm, do not let negative thoughts and feelings overwhelm you because of this incident.
- Consider once again the situation that led you to the consumption of drugs.
- Make a recovery plan as soon as possible
- Seek help from trusted people. If you can't solve the problem on your own, others can effectively help you.



WHAT ARE RADICALISM AND EXTREMISM?

Radicalism implies a growing psycho-social interest towards socio-political ideologies. Radicalism and extremism have become a general global challenge for society, due to the prevalence, dynamics and trends that these phenomena have had in recent years, as well as due to the extremely dangerous consequences for human life and safety. Their causes are very different. They are associated with uncontrolled globalization, protracted humanitarian crises, chaotic social changes, the collapse of value systems, wars, mass war crimes⁵

⁶

General factors influencing the radicalization of young people are:

- identity crisis;
- personal crisis;
- personal circumstances;
- unfulfilled aspirations, and crime.



⁵ Albanian Helsinki Committee, "Violent extremism the greatest challenge of our time" - HANDBOOK FOR CIVIL SOCIETY ORGANIZATIONS: http://www.ahc.org.al/ep-content/uploads/2018/06/Manual_Ekstremism-1.pdf

WHAT IS CHILD ABUSE AND WHY DOES IT HAPPEN

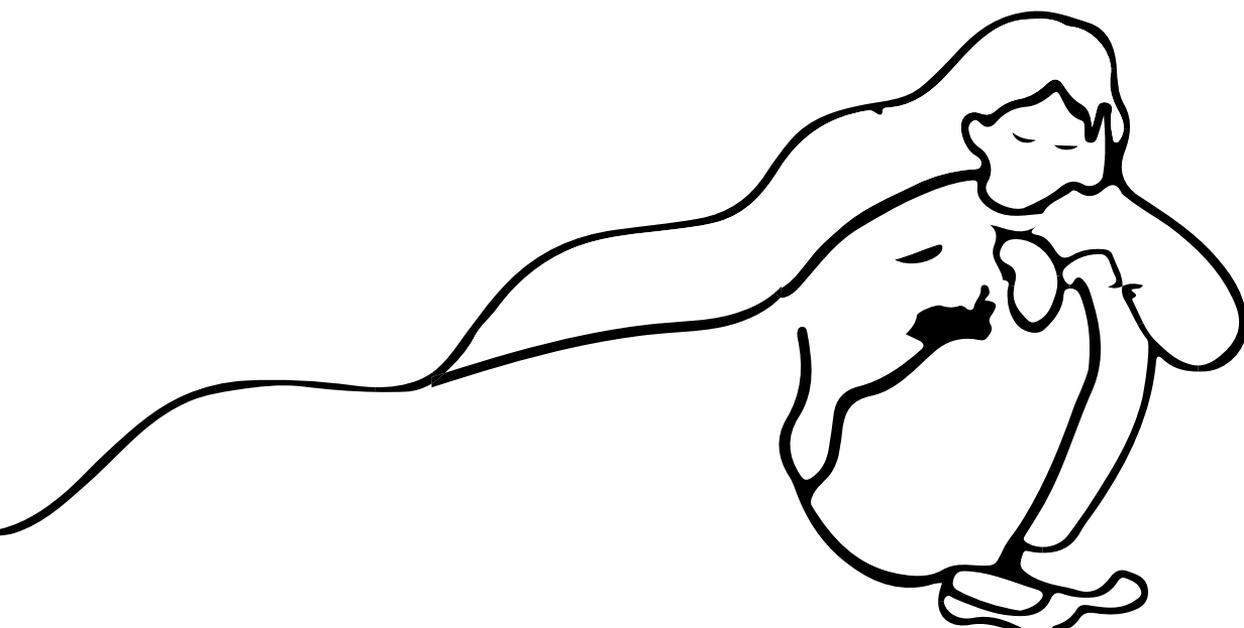
Child abuse⁷ is considered to be any form of abuse or neglect that results in harm or injury to a child, which cannot be explained through common sense. Child abuse includes: physical, emotional and sexual abuse, as well as neglect.

Some of the factors that influence the behavior that leads to abuse may be:

Individual factors - the type of knowledge they possess, their views, thoughts about violence and incompetence, communication disorders, drug and alcohol use, being a witness or victim of interpersonal violence;

Family factors - lack of love and parental support; experiences with domestic violence; corporal punishment and child abuse; parents, brothers, sisters involved in criminal behavior;

Social factors - socio-economic inequality, urbanism and overcrowding; rapid economic development, accompanied by high youth unemployment; media effects; social norms that support violent behavior; carrying weapons; post-conflict situation.



7 Haxhiymeri. E., Kulluri. E., Hazizaj. A., 2005. "Child Abuse in the Family", CRCA, IRCCRA.

HOW CAN A FAMILY, FRIEND, GIRLFRIEND, TEACHER, OR DISTRICT IN WHICH A CHILD LIVES RECOGNIZE SOME OF THE SIGNS THAT THE CHILD IS BEING ABUSED?

Some of the indicators of physical abuse are⁸: broken bones, fractures; bruises; scratching, tearing; traces of burns; traces of bruises in the form of tools or fingers on the skin; bleeding or unexplained illness; physical deformations; loss of consciousness.

9

Some of the possible signs of a child's behavior as a result of physical violence are:

- desperate, withdrawn or depressed mood
- restless sleep, restlessness;
- aggressive behavior;
- fear of adult individuals or adults in general;
- Fear of the parent / guardian returning home or the child returning home and fear of someone contacting their parent / guardian or family member;
- lack of trust in adults or low self-esteem;
- very passive attitude and constant nagging;
- drug and alcohol use;
- constantly running away or leaving the house, etc.

⁸ "Work Protocol for Child Protection Employees", 2010. Ministry of Labor, Terre des Hommes, UNICEF.

Signs of sexual abuse

The most specific signs and symptoms of sexual abuse are rectal or genital pain, rectal or genital bleeding, the presence of sexually transmitted diseases in children before puberty, as well as premature sexual behavior, especially if it reoccurs.

The following is a summary of the behavioral symptoms that a sexually abused child may have. It is important to note that not all of the items below are indicators of sexual abuse.

Some of the possible signs of a child's behavior as a result of sexual abuse are:

- The child is either hyperactive or withdrawn, no inbetween;
- Low self-esteem;
- Only superficial relations with friends;
- Exhibits a general feeling of guilt or shame;
- Body dysmorphia expressed through drawings;
- Demonstrates regressive behavior; seems to almost have a phobia from adults; deterioration / decline in school performance;
- Eating disorders;
- Showing provocative sexual behavior;
- Running away from home;

Indicators of psychological / emotional abuse:

- retardation in physical, mental and emotional development;
- constant state of anxiety;
- difficulty speaking or expressing opinions;
- low self-esteem;
- emotional response that is not in par with the ongoing painful situation;
- extreme aggression or passivity;
- abuse of narcotic substances and alcohol;
- constant running away or leaving the house;
- lack of desire to perform various activities;

9 Shehu. E., Gramo. A., 2008. "Gender-Based Violence. Handbook for Health Workers", National Association of Social Workers.

Possible signs of a neglected child are:

- The child's clothing is not suitable for the season or weather (this could have caused other symptoms such as colds, coughs, pneumonia, sunburn, frostbite, etc.);
- Lack of personal hygiene of the child (long and dirty nails, bad body odour, uncombed and unwashed hair, parasites on the head and body);
- Improperly taken care of or left to the supervision of an incapable person;
- There are health issues that indicate that he was not treated with medications or by a doctor;
- The child is malnourished (with low body weight and underdeveloped, has difficulty swallowing food, is always tired and exhausted, the body has lost its childish characteristics, etc.);
- Non punctual school attendance or no attendance at all.



DO WE KNOW WHAT DIGITAL ABUSE IS?

The rapid development of information technology in recent years, also associated with the increased level of risk that arises as a result of children's insecure access to the Internet, has highlighted in many parts of the world the importance of measures to be taken intended to protect children while using and browsing the Internet. As technology develops rapidly and offers more opportunities for research, the time children spend in front of technological devices is growing, as is its impact on children and minors.

Often on games websites, social networks, YouTube or other Internet websites where children spend a lot of time, they are exposed to violence and threats from other children, displaying materials with inappropriate content, misuse of personal data, attacks by various viruses, etc. That is why children should be careful, because unsafe use of the Internet can have negative consequences for them.

Cyberbullying is an English terminology used when people use the internet to threaten, harass or humiliate someone by sending malicious messages, shocking pictures and videos to strangers. Cyberbullying is the intentional and repeated use of electronic means (such as the Internet or a mobile phone) by children and minors to harass, threaten, assault, humiliate or use any other form of violence against another child or minor.

There are various forms of digital abuse, but these are the most common:

- Sending threatening or harassing emails (eg abusive, racist or other prejudicial messages);
- Sending or publishing gossip to friends or directly to the victim;
- Posts on social networks - e.g. someone's secrets (e.g. Facebook or Twitter);
- Insulting children by giving nicknames via messages, chatting, posting on social networks, etc.;
- Sending or posting photos of other people without their permission (usually unpleasant or intimate / personal photos) online;
- Creating certain profiles or websites on the Internet, targeting a certain individual or group of children in terms of ridicule or insult.
- Children are often abused online motivated by anger, revenge or frustration. Sometimes they tease others for fun or because they are bored and have too much free time.

HOW TO PREVENT DIGITAL ABUSE?

Steps you can take to prevent digital abuse:

- Don't respond to bullies or people you don't know,
- Don't read their messages,
- Block these people and do not communicate with them;
- Immediate reporting of harassment;
- Never take revenge on those who disturb you;
- Do not reveal passwords to anyone except parents;
- If you are a victim of violence, it is important to tell your parents or another adult you trust;
- Collect and save evidence of online harassment;
- Try to identify the person who is harassing you!



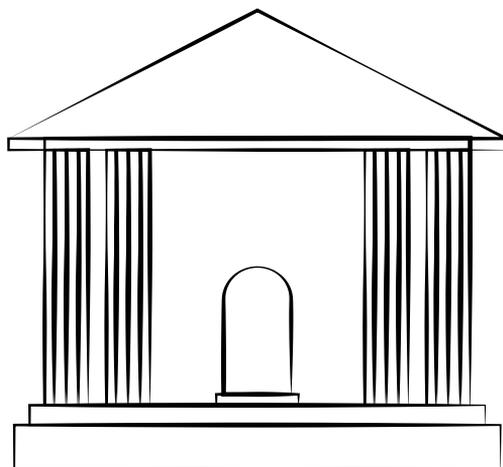
SHOULD WE SEEK HELP FOR THE VIOLENCE THAT WE OR SOMEONE WE KNOW IS EXPERIENCING, AND WHERE SHOULD WE DO SO

Yes, talk to the people you trust the most. Parents can protect and guide you. Feel free to talk to your parents, tell them what you are dealing with in your life, what is happening in your social circle and what scares you.

You can also turn to your grandparents and siblings for help. You can also help your friend in case you notice that they have been abused. In a school environment, you can also turn to teachers, they will know how to act.

Also, the institutions responsible for responding to and reporting violence are:

- Ministry of Education, Science and technology,
- Municipal Directorate of Education,
- Educational institutions
- Ministry of Labor and Social Welfare,
- Municipalities - centers for social work
- Kosovo Police
- Ministry of Justice (Correctional Service and Prison Inspectorate)
- Ministry of Health - Family Health Institutions
- Society and community - the place where we live
- Public or private media.



This publication was realized within the PROtectChild project, funded by the Swedish Government.

The responsibility for the content lies with the developer.

The Swedish government does not necessarily share the views and expressed interpretations.