

A Mapping of Educational Initiatives for Intercultural Dialogue, Peacebuilding and Reconciliation among Young People in the Western Balkans 6

Albania, Bosnia and Herzegovina, Kosovo¹, Montenegro, North Macedonia, Serbia

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This mapping remains a living document. Project information and recommendations may be revised based on input from Country Offices at any point throughout the PBF programme cycle. For questions or comments, please contact the project coordinator (mbushati@unicef.org)

¹ All references to Kosovo in this document should be understood in the context of United Nations Security Council resolution 1244 (1999).

Table of Contents

INTRODUCTION	4
CONTEXT AND BACKGROUND.....	4
<i>Building Capacity and Momentum to Support Reconciliation in the Western Balkans.....</i>	<i>5</i>
<i>Purpose and Objectives of the Mapping</i>	<i>7</i>
<i>Methodology of the Study.....</i>	<i>8</i>
Data Collection and Analysis Methods	8
Good Practice Criteria	8
Limitations & Challenges	9
Scope of the Mapping	10
MAPPING SECTION 1: MULTI-THEMATIC REGIONAL AND CROSS-BORDER INITIATIVES	10
<i>RYCO Projects</i>	<i>10</i>
<i>DIALOGUE FOR THE FUTURE</i>	<i>16</i>
<i>UPSHIFT</i>	<i>20</i>
<i>GENERATION UNLIMITED.....</i>	<i>26</i>
<i>U-REPORT</i>	<i>27</i>
<i>DIVIDED PAST – JOINT FUTURE</i>	<i>29</i>
MAPPING SECTION 2: THEMATIC INITIATIVES.....	31
<i>Intercultural dialogue.....</i>	<i>31</i>
<i>Dealing with the past</i>	<i>34</i>
<i>Countering & preventing violent extremism</i>	<i>37</i>
<i>Peacebuilding</i>	<i>39</i>
<i>Social innovation / youth social enterprise</i>	<i>41</i>
MAPPING SECTION 3: KEY ACTORS & INITIATIVES BY COUNTRY	42
<i>Albania</i>	<i>42</i>
<i>Bosnia and Herzegovina</i>	<i>52</i>
<i>Kosovo</i>	<i>63</i>
<i>Montenegro.....</i>	<i>68</i>
<i>North Macedonia</i>	<i>75</i>
<i>Serbia.....</i>	<i>82</i>
MAPPING SECTION 4: KEY COMPETENCY FRAMEWORKS	91
<i>Peacebuilding Competency Framework (2016)</i>	<i>91</i>
<i>CORE Life Skills Competence Framework (2017)</i>	<i>92</i>
<i>Competences for Democratic Culture (2018)</i>	<i>93</i>

MAPPING SECTION 5: KEY CONCEPTUAL FRAMEWORKS	94
<i>Joinet-Orentlicher Principles for Dealing with the Past (1997/2005)</i>	<i>94</i>
<i>4R's of Sustainable Peacebuilding in Education (2015).....</i>	<i>96</i>
<i>Contact theory and intergroup relations (1954 / 1979)</i>	<i>98</i>
MAJOR CHARACTERISTICS AND PERCEIVED PERFORMANCE	100
<i>RYCO-Supported Initiatives</i>	<i>101</i>
<i>UNICEF-Supported Initiatives</i>	<i>102</i>
RECOMMENDATIONS FOR FUTURE PROGRAMMING IN THE WESTERN BALKANS	103
<i>Key Needs and Recommendations</i>	<i>103</i>
<i>Further Recommendations</i>	<i>106</i>
ACKNOWLEDGEMENTS	108
ANNEXES	108
<i>Annex 1: Key Terms and Definitions</i>	<i>109</i>
<i>Annex 2: Organisation of the Mapping Exercise</i>	<i>114</i>
<i>Annex 3: Key Informant Interview Framework</i>	<i>116</i>
<i>Annex 4: Annotated Bibliography of Key Sources and Reference Documents.....</i>	<i>118</i>
<i>Annex 5: Consultancy Terms of Reference</i>	<i>130</i>

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INTRODUCTION

This mapping has been prepared as a contribution to the United Nations Peacebuilding Fund (PBF) project “Supporting the Western Balkans’ collective leadership on reconciliation: building capacity and momentum for the Regional Youth Cooperation Office (RYCO)”.

Output 1 of this project aims to strengthen the capacities of schools to access and use RYCOs resources to undertake intercultural dialogue in the Western Balkans 6 (WB6). This is to be achieved by enhancing regional cooperation among youth institutions (mainly schools) and to increase the introduction and use of topics on intercultural learning such as peace building and conflict resolution.

Towards this end, the present document maps best practices from across the region of educational initiatives that work with peacebuilding transformative pedagogies. The analysis employs a gender-sensitive lens and identifies best experiences on how peacebuilding is mainstreamed and enrooted across curricula and teaching processes.

CONTEXT AND BACKGROUND

Ethnic nationalism was a key factor in many of the tragedies of the 1990s Balkan wars, and a tool that is still frequently used by Balkan politicians to strengthen their power. While it seems that all Balkan countries have showed considerable commitment towards democratic and EU-oriented reforms, tensions between ethnic groups and nationalist rhetoric among political elites nevertheless remains a feature of the region.²

In Bosnia and Herzegovina and Kosovo³, ethnic divisions have been institutionalized through a system of power-sharing between ethnic groups. Serbia does not recognize Kosovo, with its majority population of ethnic Albanians, as an independent state. Ethno-political violence periodically resurfaces, notably in the northern parts of Kosovo and in North Macedonia. In recent years, nationalist rhetoric has become increasingly prominent in political debate. In some cases, it has focused on internal divisions between ethnic groups, while in others ethno-politics has shaped foreign policy priorities and regional relations.⁴

Reconciliation in Western Balkans has stalled and is being superseded by mounting ethnic divisions and polarization in the region⁵, pointing specifically to denial of the past inflammatory discourse and ethnic segregation in education. Assuming that the (re)establishment of economic and social ties would suffice for the (re)building of relationships between formerly conflicted parties in the post-Yugoslav space is mistaken. With the recent history of massive and widespread human rights violations, only proper transitional justice mechanisms coupled with peace and dialogue can substantially contribute to progress in reconciliation.

In the same post-conflict period, a whole new generation has risen to adulthood. Either born during the conflict or since, young women and men under 30 continue to experience the legacies of conflict. Compared to their predecessors, this generation has no memory of a time before the wars, and either experienced it as infants or grew up listening to its accounts – while living in post-conflict segregation along ethnic lines. On the one hand, through the inter-generational transfer of traumas, constructed nationalistic narratives, and with no memory of a time of peaceful coexistence, this generation is more hardened in its identity lines and views of the ‘other’, making any prospect for social cohesion and sustainable peace even harder to attain.⁶ On the other hand, this

2 Nordman, 2016. <https://ifsh.de/file-CORE/documents/yearbook/english/15/Nordman-en.pdf>

3 This designation is without prejudice to positions on status and is in line with UNSC 1244 and the ICJ Opinion on the Kosovo Declaration of Independence.

4 Nordman, 2016.

5 Western Balkans, the Council of Europe Commissioner for Human Rights, Nils Muižnieks

6 Fischer, M. ; Petrovic-Ziemer, L. (2013) Dealing with the Past in Western Balkans Berghof Foundation.

generation has greater opportunity and perhaps inclination to move beyond identity politics and interact across ethno-religious identity groups freely, both in online and offline spaces.

To be sure, it is crucial to *strengthen young people's political literacy and agency*, sustain their alternative repertoires of civic engagement and *create opportunities for dialogue* between young people and decision-makers. It is therefore necessary that young people are given a forum for social exchange beyond divisive rhetoric and polarization: in the context of face-to-face meetings, conversations, and joint projects. *Youth must be offered adequate real and virtual spaces, so that they can discuss their past, their present problems and identify their common future priorities in the Balkans* – across ethnic, communal and social lines and across generations, with those who are creating current policies. A key aspect of this process is reconciliation between groups, increased trust, and decreased acceptance of negative stereotypes. Twenty-five years after the Balkan wars of the 1990's, it is time to address lingering issues of prejudice and mistrust both for the countries' own peaceful and sustainable development as well as for EU integration. The role of young people in this process is critical. Exposure across group lines, improved education related to social cohesion, cooperation on historical and cultural exchange and increased volunteerism within the region can all help. Moreover, supporting the capacities and skills of existing youth actors to engage in reconciliation efforts is of the essence.

BUILDING CAPACITY AND MOMENTUM TO SUPPORT RECONCILIATION IN THE WESTERN BALKANS

The purpose of the present PBF project is to support RYCO **to enhance mutual trust and reconciliation across the Western Balkans (WB6) region by building RYCO's capacity and aiding its ability to engage hard-to-reach youth, high school students and teachers**. The project will also catalyse new and untapped cadres of young citizens to engage in advocacy, peacebuilding and sustaining peace across national, ethnic, socio-economic and cultural divides and create platforms for youth to communicate with their peers and policymakers on their priorities for the region.

This advocacy and confidence-building will take place through capacity-building and peacebuilding trainings of young civic actors, youth-led conflict analysis and regionally comparable evidence on youth perceptions and priorities for sustaining peace, security and social cohesion. Contributing to young people's engagement with decision-makers, the project will enhance their trust toward institutions, all the while creating evidence that will serve as a baseline for future programmatic and advocacy engagement for RYCO, its beneficiaries, other peacebuilding efforts (e.g. DFF) and the broader development community operating in the Western Balkans. The project will help identify priorities and target groups for future engagement and build the capacity and involvement of youth actors to lead in this, and will mobilize youth from diverse backgrounds, including those who are rarely brought into policy and civic processes.

The Regional Youth Cooperation Office (RYCO)

The establishment of the Regional Youth Cooperation Office (RYCO) in 2017, by all six contracting parties⁷ in the region, comes at a critical moment when countries are aiming to accelerate their EU Integration processes. One of the main EU Enlargement requirements is Regional Dialogue and Reconciliation. RYCO has emerged from the Berlin Process, a political dialogue supported by several EU Member States and the WB6. RYCO is endorsed by governments, CSOs and youth representatives (who also sit on its Governing Board) in WB6 and promotes diversity and democratic values, fostering reconciliation and remembrance and intercultural mobility. Focused on capacity building, this IRF aims to support the UN to step in quickly to respond to the political momentum of RYCO's creation and maximize the chances for success of this regionally owned initiative.

⁷Contracting Party is a term used in RYCOs terminology, referring to WB6

Currently, there is clear momentum and support from the international community to recognize young people's active and integral role in peacebuilding, as asserted in UNSCR 2250 on Youth, Peace and Security (2015): 'affirming the important role youth can play in the prevention and resolution of conflicts and as a key aspect of the sustainability, inclusiveness and success of peacekeeping and peacebuilding efforts.'⁸ This has been further reaffirmed in the UNSCR 2419 (2018),⁹ which calls for increasing the ways to engage young people in national efforts to build and sustain peace, particularly urging appropriate regional and sub-regional bodies to facilitate their constructive engagement. It is therefore very timely to work on **mainstreaming the Youth, Peace and Security agenda** (YPS) across peacebuilding and reconciliation efforts in the Western Balkans, and across various initiatives led by UN agencies, partners such as RYCO and civil society.

A 2018 European Commission meta-study¹⁰ on youth learning mobility scoped its contribution to citizenship education, civic participation and intercultural dialogue and learning, European citizenship, peace building and conflict transformation at community level, highlighting a range of positive impacts on participants and communities alike. In particular, it was found that "the impact of learning mobility on the community level is stronger and more positive in the case of communities that have not had many prior interactions with (outsiders)"; that "there is evidence that learning mobility contributes to more active and cohesive societies by including young people with fewer opportunities". Indeed, "As different as the forms of youth exchange may be, they are all based on one and the same elementary aspect: contact with people from other cultures, countries and/or languages. This contact across existing boundaries, in whatever form it may take place, has the potential to contribute to a more open and tolerant society, because it can lead to remarkable attitudinal changes" (Brunner 2016: 15).

In favour of youth mobility and exchange, many youth organizations in the region are working successfully together. However, many of these organizations lack the sufficient resources, skills, capacities and opportunities to *consistently* work across borders and create *long-lasting* networks. Furthermore, the access of youth organizations and emerging young civic actors to national and sub-national *decision-makers* is limited, making it hard to translate their everyday experiences on the ground into responsive *policymaking*. The lack of *intergenerational dialogue* between youth civil society and the older decision-making generation perpetuates young people's disengagement in political processes. Opportunities for the two parties to meet and seriously discuss the recommendations and visions of young women and men, from all walks of life, are very much needed.

Yet, the region has yet to benefit from sufficient alignment of like-minded institutional partners in change. Throughout the Western Balkans a myriad of organizations, initiatives and projects offer rich opportunities for agencies with similar values that seek to collaborate, add value, build linkages and prosper together, including interventions that are explicitly targeted at youth reconciliation, for example the Dialogue for the Future¹¹ project, led by the BiH UNCT, and the Kosovo PBF-funded project "Empowering Youth for Peaceful, Prosperous and Sustainable Future in Kosovo". However, with some notable exceptions, the record of inter-organization collaboration is inadequate. Opportunities for complementary programming are being missed. Limited funding is not being optimized because many organizations remain entrenched in a closed programming loop. Meanwhile their funders rarely require them to cooperate across borders, further compounding their stand-alone approach. An increased alignment of capacities and complementary approaches across sectors will be essential if the region is to leverage all the potential benefits of funding, technical assistance and political support.

8 UNSCR 2250 (2015).

9 UNSCR 2419 (2018).

¹⁰ <https://pjp-eu.coe.int/documents/1017981/9484127/The-value-of-LM.pdf/c3c7cd96-9f81-3f26-4917-e7ff5f9d2640>

¹¹ http://ba.one.un.org/content/unct/bosnia_and_herzegovina/en/home/what-we-do/joint-projects/dialogue-for-the-future-2.html

RYCO's Strategic Plan (2019-2021)

In response to the above challenges, RYCO's Strategic Plan (2019-2021)¹² prioritizes the development of regional youth cooperation, mobility and exchange programmes, with the aim of achieving:

- Increased quality of regional youth cooperation, increased **youth mobility** and increased and diversified opportunities for active youth participation.
- New opportunities provided for young people to engage in **intercultural learning and dialogue** with peers from the wide-ranging diversity of communities living in their places of residence and around the region.
- Young people and those working with them engaged in methodologically sound processes to address their differences concerning the region's past and to challenge inherited narratives.
- Increased level of awareness by young people of the opportunities offered by **European integration** and **intra-regional cooperation**.

RYCO is supported in its work by UNICEF, UNPFA and UNDP. Based on experiences so far, present priorities for RYCO include the need to develop specialised capacity building approaches for schools and project implementing partners, both in terms of general project management competences and group process facilitation competences, as well as thematic facilitation competences, especially related to topics of Dealing with the Past (DwP).

PURPOSE AND OBJECTIVES OF THE MAPPING

The present mapping aims to support RYCO's mandate by mapping best practices of working with transformative, intercultural and peacebuilding pedagogies across the Western Balkans 6.

Specifically, the mapping exercise aimed to identify:

- a) Best practices in peace building transformative pedagogies used in countries across the region;
- b) Best experiences of how peacebuilding is mainstreamed and enrooted across the curricula and teaching processes; and
- c) The role of gender and gender empowerment of girls in peacebuilding processes of the countries in the region.

Based on the mapping and resulting consultations with UNICEF and RYCO staff in the Western Balkans, a methodology that incorporates best practices will subsequently be prepared for teachers of secondary schools, to support them in their work of integrating intercultural dialogue, peacebuilding, constructive remembrance and reconciliation into teaching and learning activities with adolescents and youth.

The findings are presented in the form of a learning document. Project descriptions highlight, where possible, reflections on both strengths and challenges of youth education projects as a basis for supporting ongoing reflection, consultation and planning of future initiatives.

¹² <https://www.rycowb.org/?p=5160>

METHODOLOGY OF THE STUDY

Data Collection and Analysis Methods

Four data collection methods were combined for this mapping:

1. **Review of existing research and literature:** A review of research and practice in the fields of education for intercultural dialogue, peacebuilding and reconciliation in the Western Balkans helped defined key concepts and provide insights into existing knowledge and standards.
2. **Key informant interviews:** While the mapping TOR envisaged only 6 interviews, the consultant needed to reach out to more individuals to find the necessary information. Following recommendations, 40 key informants from across the WB6 were ultimately solicited for interviews. Of these, 20 key informants accepted. Skype interviews of 45 min to 2 hours were held with each. An interview guide was created for this purpose (see Appendix 2). Follow-up questions were addressed by email. Further consultations were conducted in person and by email with another 11 key informants (see full list Appendix 1). Thus, in total, 31 key informants contributed to this mapping.
3. **Document analysis:** Based on the interviews, additional programme documents, project documents, methodological materials and research reports that were not publicly available online were gathered and analysed for the mapping.
4. **Internet searches:** To complete the mapping, internet searches of government institutions, international agencies and local organisations that work with youth policies and programmes across the WB6 were conducted with the aim of identifying additional policies, priorities, methodologies, materials and reports in the field of social cohesion, intercultural dialogue, peacebuilding and reconciliation.

In total, approximately 120 documents were reviewed. Of these, 75 documents have been compiled in an annotated bibliography of reference materials, educational guidelines, curriculum and training manuals, toolkits, project documents, research reports and other resources (see Appendix 5).

The data gathered has been summarized and analysed qualitatively with a focus on mapping key actors and initiatives in the region and enabling knowledge-exchange and collaboration. The defining features of good practices that can benefit future UNICEF and RYCO programming are described and recommendations for effective project design and implementation are offered.

Good Practice Criteria

For the purposes of this mapping, “good practices” are defined in terms of how initiatives provided:

- a) **Theory of Change coherence:** presenting a clear, contextually relevant and achievable ToC that accurately captures the necessary steps for implementing and evaluating a transformative educational process;
- b) **Inclusive participation:** especially of youth without previous access to training opportunities, of youth from diverse cultural and/or ethnic backgrounds and regions, of youth at-risk, of young women, and of teachers from a range of subject areas;
- c) **Topical relevance:** how explicit the issues of intercommunity relationship strengthening and problem-solving (intercultural dialogue, peacebuilding, reconciliation, youth empowerment for social change, etc.) are made in the project;
- d) **Participatory, transformative methodology:** strategically employing methods that maximize participant engagement, encourage co-creation of insight and learning, collaborative design of solutions that are contextually relevant;
- e) **Materials:** well-designed implementation guidance and training materials for trainers and young people that support contextually relevant skills development;

- f) **Skills development:** especially skills that have been identified in-context as needed for strengthening intercultural communication, peacebuilding and active citizenship, including critical thinking, collaborative problem-solving, project management and advocacy;
- g) **Community impact:** evidence of engagement with the wider community during and/or after the intervention;
- h) **Evaluation strategy:** Existence of an evaluation strategy that looks coherently and critically project outcomes and impacts, including issues of inclusion and sustainability;
- i) **Reported attitudinal changes:** if already evaluated, evidence of positive attitudinal changes (such as prejudice reduction, increased tolerance of diversity, openness, empathy, optimism, creativity, perseverance, etc.)
- j) **Sustainability:** strategizing for and securing policy and practice agreements and resources that will ensure the continuation of the initiative and enhance its positive impacts.

Limitations & Challenges

The present mapping exercise faced certain challenges based on limitations related to timing, definitions and data accessibility.

Timing: Every effort was made to access relevant information and resources through interviews with key informants in UNICEF COs, RYCO, and to the extent possible partner organisations and other agencies active in the field of youth education, peacebuilding and mobility. However, the timing of the mapping exercise in late June / early July made it difficult to reach some of the key informants and thus to acquire necessary information about certain initiatives. Some key informants were unavailable because of Country Office retreats and annual leave. Others were unable to share updates as projects were in the midst of wrapping up the academic year and had not yet prepared reports or assessments. For a more complete mapping, it would be necessary to allocate an additional couple of weeks, preferably at the start of an academic term.

Definitions: The mapping exercise faced the challenge of tracking down and comparing many different types of educational activities, based on a range of key terms (intercultural dialogue, social cohesion, peacebuilding, reconciliation, violence prevention, active citizenship, etc.) While often used interchangeably in the development sector, these key terms have unique foundations in educational theory, practice and research, each with distinct conceptualisations, methodologies and literatures. It was often found that a project nominally aimed at a given outcome, such as reconciliation, without addressing any of the conditions that research has shown are essential to successful reconciliation processes. Similarly, many educational endeavours claim to contribute to multiple outcomes such as peacebuilding and social cohesion, without distinguishing between them. A risk in conflating terminologies is that projects subsequently present insufficiently clear objectives and indicators by which their Theory of Change and the impacts of their intervention can be properly evaluated. Without sound conceptual and methodological bases, a coherent evaluation frameworks and reliable indicators of impact, organisations can be limited in their ability to improve upon the efficacy of particular intervention types and methodologies in order to multiply and sustain positive change. Greater precision, therefore, is desirable so that the aims of a given intervention and the methods for achieving those aims may be tracked and evaluated. For the purposes of this mapping, in order to distinguish between different types of educational interventions and establish some conceptual clarity, a glossary of Key Terms and Definitions was assembled (see Annex 1).

Data sources: This mapping relied heavily on documents provided by key informants, including internal planning documents, training manuals, reports, and participant evaluations that are not available in the public domain. Every effort was made to solicit relevant project information, but in some cases, reporting and evaluation had not yet been conducted or was in process. In other cases, some organisations did not wish to share or disclose proprietary documents and training materials. Where key informants or internal documents were not accessible, project information was gleaned from public websites. In many cases, however, this did not provide the desired depth of information in terms of content, methodology and pedagogy that would enable an identification of good practices. The mapping would have benefitted from more interviews with *local implementing partners*, so

that further insights into specific educational practices could be gathered. This, however, was not possible in the time allocated.

Scope of the Mapping

Despite the challenges encountered, the mapping identified over 190 educational initiatives across the six Western Balkans contracting parties that aim to support youth learning and cooperation on intercultural dialogue, peacebuilding and reconciliation in the region. The initiatives range from smaller to larger projects, some addressing formal education policies and official curriculum programmes, many other nonformal educational activities implemented both within schools as a complement to formal learning or as an extracurricular activity, as well as outside of schools in the form of youth workshops, campaigns and camps organised by international and local non-governmental organisations. The results of the mapping are presented in four sections: (1) Regional actors and cross-border initiatives, (2) Thematic initiatives, (3) Country-level initiatives, and (4) Competence Frameworks. These sections are followed by a discussion of some of the defining characteristics of initiatives in the region, an identification of some good practices and lessons learned, and a set of organisational, thematic, methodological and evaluation recommendations for future initiatives supported by RYCO and its partners.

It should be noted that the present mapping examines education-based youth-oriented initiatives that are currently being implemented in the WB6 region. It is not comprehensive of all ongoing initiatives in the region—indeed, there are many smaller actors and initiatives that were not accessed during this assignment, even though they may merit being included in the mapping. Nor does this mapping catalogue the vast range of past initiatives that have at one time or another have been implemented in the WB6 over the past 20 years since the dissolution of the former Yugoslavia. However, it does provide an overall picture of current initiatives and lines of activity associated with the priorities of RYCO's and UNICEF's mandates for youth and education in the region, providing insight into their thematic foci, target populations, program logics, methodological approaches and, where available, outcome and evaluation frameworks and results.

MAPPING SECTION 1:

MULTI-THEMATIC REGIONAL AND CROSS-BORDER INITIATIVES

Key education actors in the region include international organisations including UNICEF, UNDP, UNESCO, UNPFA, the World Bank, OSCE, Council of Europe, and most recently RYCO, as well as development and cooperation agencies such as the USAID. National organisation with whom they partner include the Ministries of Education, Sport, Culture and Youth, related Bureaus of Education / Pedagogical Institutes, and a wide range of international, national and local civil society organisations who both design their own initiatives and/or collaborate with the foregoing larger actors as implementation partners. Regional initiatives which are **multi-thematic** are presented here below. Regional initiatives with a **single thematic focus** are presented in the next section.

RYCO PROJECTS

The **Regional Youth Cooperation Office (RYCO)** has a unique mandate to promote youth mobility, intercultural learning, peacebuilding and reconciliation among the six contracting parties in the Western Balkans (Albania, Bosnia and Herzegovina, Kosovo, Montenegro, North Macedonia and Serbia).

Since its establishment in 2017, RYCO has completed a first cycle of projects and has just selected the finalists from the second cycle of projects. In response to the first open call (2017) for implementation in the following

school year, 421 project proposals were received from across the Western Balkans, of which 35 projects¹³ were selected for support (5 in Albania, 6 in BiH, 4 in Kosovo, 5 in Macedonia, 3 in Montenegro, 12 in Serbia). Eight of these were school-based projects.¹⁴ Projects in the first cycle ranged from theatre, film and music, to rural exchanges, sport, eco-activism and a hack-a-thon, to dialogue sessions and remembrance projects. In the first call, due to legal and administrative barriers schools from Albania and Kosovo did not receive projects, even though it was possible that their project was administered by a CSO. However, in the second call this possibility was used and more schools could participate.

In response to the second open call 2018 (for implementation in the following school year), 278 project proposals were received from across the Western Balkans, of which 45 projects were selected for support (7 in Albania, 7 in BiH, 4 in Kosovo, 3 in Montenegro, 7 in North Macedonia, 16 in Serbia). Eleven of these are school-based projects. Implementation of the second round of projects will begin in Autumn 2019.¹⁵ Topics and approaches include peer exchange, youth capacity building trainings, promoting youth cooperation in rural areas, summer camps, remembrance activities and skills trainings, regional sports matches, film education and film projects, advocacy seminars, music, art and theatre collaborations, tourism and gastronomy in border areas, debates, intercultural learning workshops, poetry writing, nonviolent communication, volunteering, ecological activities, sharing of traditions, creating e-learning games, use of mobile networking and online activism tools, and learning about transitional justice.

At the proposal stage, RYCO uses an assessment grid with points to evaluate the potential of projects. This is available online.

The review and selection process passes through several stages:

1. External assessment by pool of assessors
2. Each proposal read twice, with comments
3. Discrepancies negotiated in third reading
4. Selection committee with own grid, grading relevance and diversification of portfolio, representation of RYCO's image, sustainability, etc. favourable to consortia that are diverse.
5. Discuss and try not to fund the same partners multiple times (once as partner, once as main, for example) Try to have a range
6. Once in the implementation phase, local branch officers visit activities and write reports (basic). Improvement is needed on M&E. Hopefully local branch officers will get assistants, Serbia x2. Will need to train them to do undertake M&E well.

The selection grid used by assessors in Stage 4 includes the following key evaluation criteria: 1) Relevance of the project for sectoral development (including sustainability and multiplier effects, strengthening relevant policy frameworks, and innovation and methodological development); and 2) Strategic relevance of the project for RYCO's portfolio (including Strategic relevance, Portfolio balance, and Association and reputation).

Regarded value-added: The value-added of RYCO's current strategy is three-fold:

- Firstly, project proposals must be cross-border (including partners from at least two of the Western Balkans contracting parties) and, where possible, inter-community (including participants from at least two different ethnic groups). Prior to the establishment of RYCO, there were different grant-making initiatives that brought Western Balkans participants into contact, but mostly in a third-party country in Western Europe (France, Germany, etc.) and the focus of contact was very broad. With RYCO, the

¹³ Of which 33 were ultimately supported.

¹⁴ See list of RYCO first call projects: <https://www.rycowb.org/?p=4397>

¹⁵ See list of RYCO second call projects: <https://www.rycowb.org/?p=6207>

focus is on youth mobility and intercultural dialogue within the WB6 region¹⁶. This thematic and regional focus is the main difference.

- Secondly, implementing partners from all selected projects receive training in project cycle management and intercultural dialogue, including in principles of prejudice reduction and non-discrimination.
- Thirdly, where possible, selected projects also receive training and mentorship in topic-specific areas, such as Dealing with the Past. This is an aspect that RYCO is currently seeking to strengthen.

Training: Training activities for RYCO partners and projects have focussed on building capacity for regional youth mobility exchange initiatives. Training program consisted in four modules including two modules on ICL and Youth mobility's in the Balkans and two modules on project cycle management--project planning and project implementation. In addition, there were different warming up exercises and activities aiming partnership building between organizations and schools. Working in mixed groups, participants were given opportunities to think deeply how the different obstacles faced by young people could be reflected in youth projects and in the daily work teachers do with their pupils, and how to manage these challenges through good situation analysis, appropriate non-formal learning and effective collaboration and project cycle management.

Access: RYCO's application form emphasizes the importance of participation of harder-to-reach youth. The application requirements raise partners awareness of who they should enable to participate: "young people, from 15 to 30 years old, from the WB6...classified by gender, if possible...(including) youth from the most excluded groups such as: NEETs ("youth not in education, employment or training"), young people with disabilities, marginalised groups based on ethnicity, youth with fewer opportunities (youth from rural/remote areas, with an unprivileged educational and economic background, of alternative sexual orientation, etc.). RYCO is aware that while paper proposals often promise inclusiveness, this can appear only in the form of tokenism and some schools encourage only "good pupils" to apply. During the upcoming 3-day training for the organisers of the 45 Phase 2 projects, in September 2019, some workshops will focus on how to inclusively select participants.

Internal evaluations of the working process of projects supported from the First Call gave rise to reflections and recommendations on capacity-building of teachers and other school partners for the future work of secondary schools. Among these, the following highlights are pertinent:

- Teachers needed more time and training on project development and on intercultural learning and dialogue, and that it would be preferable to organise these as two separate trainings with participation of both teachers and representatives of less-experienced NGOs.
- Teachers (especially those with first-hand experience of conflict) would benefit from further training on the vision and mission of RYCO, especially on the mobility and youth exchange as potential tools for schools
- Guidance materials / manuals on intercultural learning and Dealing with the Past are needed in local languages.
- Greater emphasis is needed on youth participation involvement throughout all phases of project development (not just formal presence)
- Training should include practical scenarios of problems that need addressing through a project, to be drafted by participants facilitated and guided/mentored by a trainer/facilitator.
- Situation analysis and developing project ideas step-by-step in smaller groups proved to be an effective method, as did sharing of experiences among schools in designing and implementing their projects.

Regarding project outcomes and impacts: RYCO is in an ongoing learning process vis-a-vis the projects and the internal monitoring processes and competences needed. The University of Vienna is collaborating with RYCO on a 2-year research project, entitled "Culture of Communication and Non-Communication" looking at participation

¹⁶ Slovenia and Croatia are not included as are already members of the European Union and, thus, are not part of the Berlin Process. If they were to be included in RYCO's work later, there would be a logic to it. Croatia, for example, would be a logical partner in the promotion of reconciliation projects in BiH, etc.

in intercultural exchange across the Western Balkans. The organisation Crossborder Factory, the Franco-German Youth Office and RYCO also organised a participatory observation research project of several RYCO projects from the first cycle focussed on the topic of Dealing with the Past (DwP). A team of 6 researchers and youth workers attended projects for several days to see how topics were tackled, what interactions there were between participants, and how coordinators handled the discussions. A research report and learning document was produced with valuable insights and recommendations for improving educational interventions aimed at the dealing with the past theme. Among the dimensions considered were the importance of monitoring group dynamics and attitudes both during and outside of organized learning sessions, such as during informal exchanges, the importance of using quality examples and resources for exploring multiple perspectives and narratives on a sensitive historical topic, and knowing how to facilitate topics of remembrance and reconciliation in particular. Another aspect of importance was moving away from “lecture” style presentations to interactive methodologies oriented towards enabling participant-centred learning.

Among the recommendations that emerged was the suggestion that RYCO offer more capacity-building trainings for project partners and participants on dealing with the past / remembrance and reconciliation. This is an area of need across the Western Balkans and could focus on such topics as:

- Skills/know-how for facilitating group dynamics
- How to react to emotional reactions of participants
- How to teach about sensitive issues
- How to talk about difficult experiences from other regions and how to connect them with own experiences
- Trauma, including differences between individual and collective trauma, and what can be achieved / not achieved through youth exchange
- What is meant by key-terms such as “reconciliation”, “dealing with the past”, etc.
- Understanding the personal and collective responsibility of young people to deal with the past and work for reconciliation.

Current developments related to remembrance and reconciliation: One of RYCO’s main aims is to support youth projects which are contributing to “reconciliation and constructive remembrance”. In this respect, RYCO’s 2019-2021 Strategic Plan refers to the importance of the Joinet-Orentlicher Principles of Dealing with the Past, which underscore the restoration of truth, justice, reparation and guarantees of non-repetition, but its own operating definition of reconciliation is less substantive, reducing reconciliation to “the restoration of friendly relations.” Elsewhere, the Strategic Plan elaborates on RYCO’s position that “building true and enduring reconciliation involves a process that brings together individuals, groups and societies burdened by past or present conflicts and negative representations and perceptions of ‘the other’. Through shared experience, cooperation and ongoing exchange, new pathways can be built to reconcile people who would otherwise remain trapped in the past.” Indeed, the Strategic Plan acknowledges that “reconciliation results from a comprehensive approach to dealing with the past. However, the Joinet-Orentlicher ‘Dealing with the Past’ principles remain only a dimly understood concept for many policymakers. Their application is fundamental and essential if reconciliation is to have any chance of success in the region.” In this respect, it should be underscored that **“shared experience, cooperation and ongoing exchange” must engage with truth, justice, reparation and non-repetition if it is to have durable reconciliation outcomes.** When parties are “trapped in the past”, it suggests that one or several of the Joinet-Orentlicher principles have not yet been satisfied to a convincing degree and that questions, doubts or grievances remain. With this in view, RYCO should remain vigilant in its work with partner organisations to ensure that reconciliation initiatives are not treated in a superficial or careless manner.

Indeed, knowing that reconciliation and remembrance are important and difficult topics, RYCO has started a working and reflection process in order to define more precisely what RYCO wants to do in this field, and in order to encourage more youth organizations to deal with this topic and to strengthen their capacities to do so. A first step in this process was the participatory observation-research conducted by RYCO, crossborder factory and the Franco-German Youth Office in 2018 on several RYCO-projects. The research helped RYCO analyse current approaches within partner projects and to identify existing attitudes and challenges regarding remembrance and reconciliation within RYCO youth-exchange. One of the key findings from the research is that

grantees' level of knowledge of certain concepts varies a lot. They would benefit from tips on processes, topics, where to look for the right resources, etc. in order to create high quality training sessions, especially on sensitive and critical topics. Another finding was that RYCO itself needs greater clarity on what it wants to contribute and achieve in this field.

A consultant with RYCO and crossborder factory offered the following reflections¹⁷: "Reconciliation is a complex term which can have many meanings. It is also disputed and controversial term. Reconciliation can be seen as a goal or as process, or both; it can be seen as an individual process or a collective process, or both; the range of definitions goes from minimalist approaches – in the sense of coexistence without necessary interaction – to maximalist approaches – in the sense of mutual trust and strong and constructive mutual interactions. In the Western Balkans context, especially in the post-Yugoslav context, the term 'reconciliation' has been very much used in the aftermath of the wars of the 1990s, by local actors and by international actors, and some would also say overused and misused, for which reason there is also a strong mistrust towards this term, which is for example often seen as an empty shell or as counterproductive obligation ('You have to reconcile!')." Likewise, "remembrance is a very general term which can have various meanings. Interestingly, in the RYCO statute the term 'remembrance' does not appear as such, but in the form of 'constructive approaches to remembrance'. We can estimate that this terminology was chosen in order to differ: a) from a remembrance which would be exclusively backwards-looking, without being linked to the present and the future, b) from a remembrance which would be used for antagonizing, 'destructive' means, as remembrance is also a strong tool for nationalist groups."

The RYCO-statute names remembrance and reconciliation "within the same general goal. It is not only reconciliation – without remembrance – and it is not just remembrance – without reconciliation. It's both together. By doing so, RYCO is potentially taking a clear stand against two other attitudes, one which could be summarized by the statements "Reconciliation is possible without dealing with the past" / "For moving forward we should forget the past", and another one which might see dealing with the past as a self-sufficient goal or as an approach aiming to entrap or wall in the society in past and present divisions. In this way, RYCO can make an original contribution to the field of regional cooperation in the Western Balkans as there are few projects that are explicitly trying to combine/connect both remembrance and reconciliation, to bring them into a balance." He underscores that these are different and overlapping processes that can challenge and benefit one another. Both are difficult and complex: remembrance can be an obstacle to / problem for reconciliation, and reconciliation can be an obstacle to / problem for remembrance. The challenge is to bring them into a certain balance. Unsurprisingly, "many youth organizations and schools are afraid or do not see the need to address questions linked to reconciliation and/or remembrance. This is understandable as this is not an easy task, and even more as the divisive legacies of the 1990s are still very present." Towards this end, one of RYCO's aims "can/should be to *encourage* and *empower* youth organizations and schools to deal with these topics. This encouragement / empowerment can/should happen through different means: development of training curricula, trainings for project organizers, training for trainers, coaching, development of educational material, research, etc." In this respect, it is very important to connect with these organizations / projects from the region who have experience and know-how in this field. Furthermore "RYCO should support and encourage the diversity in approaching this topic, and not try to develop a 'one model fits all' approach."¹⁸

These reflections fed into a working meeting in July 2019 with DwP experts from several regional organisations as a second step in RYCO's ongoing reflection process. The aims of the working meeting in Sarajevo were:

1. To identify existing and planned initiatives and projects in the field of remembrance and reconciliation in relation to youth exchange, in South Eastern Europe and beyond, and to discuss and define the specific place and role of RYCO in this field and how to connect RYCO's work with these other initiatives / projects;

¹⁷ "Food for thought", Nicolas Moll, 13.07.2019

¹⁸ Ibid.

2. To elaborate a proposal for a RYCO-framework with basic principles regarding remembrance and reconciliation as aim and topic of RYCO-youth-exchange;
3. To draft a concrete, coherent and realistic proposal/plan of measures to develop and implement in the next years by RYCO and its partners in order to encourage youth organizations and schools to address questions of remembrance and reconciliation through regional youth projects, and to develop their capacities to do so;
4. To work on and create concrete training curricula - and possibly other measures, depending on the discussion related to aim 1), which would then be implemented and disseminated by RYCO in the upcoming period as a first step of the mentioned general plan (aim 3).

The first of these aims is partially fulfilled by the present mapping exercise. Before elaborating on basic principles, plans and curricula, discussions during the Sarajevo meeting engaged further with findings of the observation research which found that greater competences for DwP need to be built in the region. For examples, there is great variability in the way that difficult histories are approached. Some project facilitators prefer to focus on personal experiences of the past, others on historical facts, others on current social-political challenges, etc. Finding the right balance between these aspects and making appropriate connections between these levels is an area for further development. Likewise, teachers need opportunities to learn how to appropriately handle uncomfortable or “critical” incidences in training discussions when participants had strong emotional reactions. It was also evident that teachers lacked knowledge of trauma processes, and thus did not know which ‘box’ they were opening in participants or how to deal with the effects. This sometimes led to missed opportunities for deeper learning and dialogue (e.g. debriefing with students after a memorial site visit, etc.). In some instances, the facilitation approach was evaluated as not helpful to reconciliation processes or adolescent psychosocial health.

While RYCO is not responsible for all outcomes of all projects it funds, RYCO is proactive at the project selection stage with regards to trying to ensure that project partners have a well-conceptualised project concept and the necessary competences to implement it soundly. RYCO is also striving to put in place guidelines and trainings that will build capacity in project partners, equipping them to do valuable and ethical work with youth.

This raises questions about how to prepare for dealing with the past with “second generation” survivors. In addition to the content of history lessons, thought needs to be given to pedagogies for moving from cognitive engagement with sensitive histories to experiential engagement with sensitive histories. Even though children in the region are “post-war” and “post-memory” generations, experts consider how they may have inherited intergenerational effects of trauma both physiologically and through their socialisation, and may experience anxiety, fear, panic attacks, etc. when discussing sensitive topics that are not consciously linked to their direct memory experiences. Indeed, adolescents can experience trauma symptoms, without knowing why they are experiencing them. Thus, for facilitators of DwP workshops, it is important to integrate techniques of experiential (bodily) awareness. Project implementers can benefit from having additional DwP training and educational tools. At the same time, it should be recognized that DwP is a sensitive area and that education and therapy are distinct fields of competence. The role of educators and therapists should thus not be confused. At the same time, in societies where recent history and social trauma are interlinked, it is impossible and unhelpful to completely avoid sensitive topics that need to be addressed in order to promote social healing and reconciliation. Capacity needs to be gradually built and an excellent set of recommendations for educators has been prepared by EUROCLIO-HIP on responsible approaches to teaching about the Yugoslav wars.¹⁹ Bearing these various considerations in mind, RYCO is looking to build upon existing good practices and resources for capacity development to better equip trainers and facilitators working on topics of Dealing with the Past. For example, over the past 25 years, valuable work has been done to gather primary sources from across the region so that reliable materials could be produced for *beginning* to have multi-perspectival conversations and learning. Thanks to this work, there is now a lot of good material available, but there is still significant resistance to using it because teachers and students feel uncomfortable with the subject of the recent past for many reasons (personal, social, economic and political). This discomfort is not only rational, but also buried deeper. As part of

¹⁹ https://euroclio.eu/wp-content/uploads/2016/12/Making-sense-of-the-past-that-refuses-to-pass_final-English.pdf

the process of social and emotional skills development in the region, it is thus critical that teachers and students learn how to appropriately debrief on their experiences with sensitive topics, to become aware of their thoughts and feelings, including awareness of where psychological discomfort is felt in the body, and to acknowledge it. Without doing so, negative experiences can stay in the body as “unfinished business” and lead to depression and anxiety.

One conclusion of the Sarajevo consultations was that it is important to create some basic guidelines for educators to develop sufficient self-awareness and awareness of their adolescent participants, so that they can facilitate meaningful and helpful learning about the past that will facilitate reconciliation rather than do harm. When done well, DwP educational initiatives can have healing outcomes for participants. Psycho-pedagogical training can enable teachers to prepare for and manage their own emotional relationship with remembrance and reconciliation topics so that, when they work with students, teachers know that they are not just receiving cognitive information but are also experiencing and processing the topic emotionally and even physically in the context of their individual, familial, social and political identities and relationships. One of the topics which may be reviewed is psychological first aid awareness and the importance of building into project planning and preparation processes some mechanisms of psychological support to be ready in case of incidents when addressing sensitive topics. For example, the JHP incorporated psychologists and psychotherapists into trainings with history teachers. Among the exercises used were improvisation scenarios followed by individual writing, which enabled participants to compare memory accounts and observe how perceptions, perspectives and memories of a shared event can differ. It may also be a good idea to incorporate practice-based action research into DwP teacher trainings to enable educators to reflect on their practice. This can be done in collaboration with university pedagogical faculties as a support to capacity building of both professional and future teachers.

DIALOGUE FOR THE FUTURE

Dialogue for the Future²⁰ (DFF) is a major initiative that originated in Bosnia and Herzegovina in 2014, with extensions to Montenegro, Serbia and Croatia. Originally developed at the initiative and under auspices of the BiH Presidency in recognition of the need to create space for dialogue and promotion of coexistence in Bosnia and Herzegovina, and jointly implemented by UNICEF, UNDP and UNESCO, the Dialogue for the Future (DFF) project was first implemented between 2014 and 2017. During this period, the initiative established dialogue platforms and youth fora across the country and supported 43 community projects through a small grants facility (including 13 youth projects and 11 education projects) that have directly reached 54,000 people and indirectly almost 30% of the BiH population. DFF Project initiated cooperation with the three key youth institutional partners: 1) State level Ministry of Civil Affairs (Youth Coordination Commission); 2) FBiH Entity level Ministry of Culture and Sport (Youth Sector); and 3) RS Entity level Ministry for Family, Youth and Sport, which has already produced results in strengthening a governmental network of 143 municipal Youth Coordinators.

The DFF Theory of Change is inspired by the *Reflecting on the Practice of Peace (RPP)* methodology that emphasizes the importance of fostering “healthy relationships and connections” whereby “peace emerges out of a process of breaking down isolation, polarization, division, prejudice and stereotypes between/among groups.” The programme posits that **if** members from different (ethnic) groups in the region, and especially youth, are sufficiently capacitated to engage in constructive dialogue and provided structured opportunities to identify social cohesion priorities and communicate them to their elected leaders and relevant institutions through dialogue platforms, and address them through joint projects and activities, **then** this will ensure broad-based participation and create partnerships across the four countries in pursuit of commonly identified priorities **because** skill-building for constructive dialogue, identification of common social cohesion priorities and joint action to address them will help break down barriers among various groups and help build a sense of connectedness and understanding, which are requisite in resilience to conflict.²¹

20 <https://www.unicef.org/bih/en/stories/workshop-youth-pale-mutual-dialogue-and-meeting-against-prejudices>

21 DFF (II) project document

The hallmark of the DFF project are the national **Dialogue Platforms** which have focussed on facilitating a process of dialogue between older youth (19+) and government institutions in Bosnia and Herzegovina. The **Dialogue Platforms** at national and local levels are structured as multi-stakeholder fora designed to maximize participation and cooperation among political leaders, public institutions, youth, civil society, academia, media, private sector, international community representatives, thereby enhancing the inclusiveness of governance through joint assessment of common problems and joint creation of actionable solutions. The **Dialogue Platform Declaration**²², jointly signed by the Government of BiH and the United Nations in the first phase of the project, makes clear the chief aims of the platforms as follows:

“The dialogue platform needs to aim at achieving the following results:

- a) **Concrete recommendations** for joint policies by institutions from all levels of government, civil society organizations and other interested actors.
- b) **Deepening the partnership** between the authorities at state, entity, cantonal and municipal levels and civil society organizations.
- c) **Concrete recommendations** for policies aimed at increasing the role of the public in the dialogue and decision-making processes at all levels of government in Bosnia and Herzegovina.
- d) **Formulating concrete measures** whose aim is sustainable and socially just economic development and job creation, emphasizing the key role of education and culture in that context.
- e) **Support and promotion of activities** within the Dialogue for the Future project across Bosnia and Herzegovina.
- f) **Increased focus on regional cooperation and reconciliation**, using the dialogue platform as a driving force for neighboring countries to accept a proactive approach to reconciliation and confidence building.

What is striking about the Declaration is its emphasis on production of **concrete solutions**, co-created through inclusive stakeholder dialogues, that will be **usable** by the government in its pursuit of sustainable, socially just policies that proactively contribute to regional cooperation, confidence-building and reconciliation, and which draw on the power of education and culture to achieve them. The emphasis on concrete solutions is perhaps the missing link in many small grant projects and school activities. Thus, the intention behind the DFF Dialogue Platforms is thus to move beyond superficial encounters and endless debates without concrete outputs, and to rather structure engagement to be **solution-generating** and **action-oriented**. This is a good practice, closely aligned to RYCO’s own mandate, that should be integrated into projects across the region. Bringing deeper, more applied, solution-generating dialogue to young people would be beneficial. Indeed, the Dialogue Platform Declaration, which calls upon “all peoples and citizens of Bosnia and Herzegovina, especially the youth, to become active participants and engines of change and to work together with us in developing policies aimed at overcoming the key challenges faced by Bosnia and Herzegovina”, is intended to serve as a basis for ongoing peacebuilding initiatives.

In this spirit, the 2nd national Dialogue Platform was held on two dates in 2015 with thematic panels on a range of key issues including “Political participation of youth”, “Education for 21st Century”, “Education for peace and intercultural understanding across universities in BiH”, “Peace and Reconciliation through Media”, “Role of Primary and Secondary Education in Building Peace, Understanding and Trust”, “Building intercultural understanding in practice”, and other topics. Participants in the dialogues comprised representatives from government, UN agencies and civil society organisations in three sectors: Youth, Education and Culture. The format of the gathering combined expert panel presentations, following by questions and dialogue with participants, leading ultimately to co-constructed recommendations that were then captured in a conference report for dissemination. **Approximately 250 participants these events devised more than 50 conclusions with over 60 proposed, specific actions mentioned in the annexes to the 2nd Dialogue Platform report.**²³ The quality

22 https://www.undp.org/content/dam/unct/bih/PDFs/BiH_Dialogue_platform_declaration.pdf

23 https://www.undp.org/content/dam/unct/bih/PDFs/DZB_izvjestaj_EN_Jun2016.pdf

of the dialogues is evident from the depth of questions posed, conclusions reached, and recommendations made.

In parallel, **Youth Forums** and **education projects** have also been held with younger youth and adolescents (10-18 years). In total, 13 Youth Forums were organized bringing 378 youth together from across the country to develop their skills and work on local initiatives related to youth policies, activism, education and culture. Educational projects targeting children and youth reached 7,294 beneficiaries, including 5,097 children (of which 97 children with disabilities), 2,197 (of which 251 vulnerable youth) youth, 38 parents, 240 teachers and 30 NGOs. A total of 254 trainings, workshops and seminars were held for 1,506 children and youth, 183 teachers, 38 parents and 40 NGO staff members in the fields of intercultural education, tolerance, peacebuilding and conflict resolution. All the projects were focused on building relationships among children and youth in BiH, bringing them together around the idea of friendship, respecting different culture and peacebuilding through interaction. School-based activities were implemented in 42 primary and 83 secondary schools in over 70 communities in BiH and the region. Ten entrepreneurship workshops were held targeting Roma youth (176) and youth with disabilities (139) from 23 BiH municipalities.

To extend the dialogue processes and make an impact on wider public discourses, the project was also accompanied by a strong media campaign airing TV and radio shows. Twenty episodes of “Jump Out”, a country wide TV show promoting diversity, were aired; a Social Web Platform was developed; and a DFF Youth Forum Facebook Platform was created. Five trainings were held for media professionals and for Grants Facility beneficiaries on promoting intercultural dialogue and trust building. It is hoped that media outlets will remain committed to producing positive stories on trust building beyond the project.

Evaluation of the first phase of the DFF project found that it has been effective in reaching and strengthening civil society capacity for engagement and CSO-government dialogue on sensitive issues related to peacebuilding in BiH. At the level of awareness-raising and broad cross-sectional engagement, DFF has clearly achieved a lot. However, evaluation also highlighted while DFF Project brought a lot of positive immediate effects, long-lasting effects of this and similar interventions may be very difficult to capture and meaningfully measure. What is uncertain is how far the recommendations made by youth stakeholders will be carried into practice and by whom. Questions therefore remain about putting into place mechanisms and partnerships for **translating dialogue into action**. The evaluation underscored the importance of “anchoring” Dialogue Platforms to local and national institutions, so that they accept it as their “own” initiative to build upon and not an external phenomenon to the existing decision-making and administrative systems. To be sustainable, relevant institutions will need to be empowered to support dialogue and trust building initiatives, and to manage small funds and grants facilities for projects on peacebuilding and intercultural understanding.

The project is currently in the **second phase** (up to December 2019)²⁴, which focusses on strengthening **local dialogue platforms**, and overcoming the “reconciliation deficit” and negative intergroup rhetoric that permeates the region through greater **cross-border cooperation** to strengthen trust, cross-cultural understanding, social cohesion and civic engagement among different peoples in and between Bosnia and Herzegovina, Montenegro, Serbia and Croatia. Specifically, DFF (II) focusses on 30 local administrations that share an inter-entity or state border, have a significant returnee population, active civil society or have established avenues of cross-entity cooperation. Additionally, the joint programme supports targeted skill building for young opinion-makers to ensure that they can lead dialogue platforms and be recognized as a contributor to positive change in the community.

On capacity building on younger youth, DFF includes a second dimension which is **school-based trainings**. At the school level, DFF has focussed on problem-based learning and the notion of “Learning to Live Together”. In BiH, the local implementing partner for the school-based component has been the Banja Luka-based NGO Genesis Project. Since the beginning of the 2017-2018 school year, this aspect of the project has engaged primary school students (up to Year 9 / adolescents up to 14 years old) from 39 schools in BiH, including 240 pupils and 60 pedagogues, psychologists and other members of vocational schools. On average, about 6 students per school have had the opportunity to participate. Trainings have aimed at strengthening the professional competences

²⁴ http://ba.one.un.org/content/unct/bosnia_and_herzegovina/en/home/what-we-do/joint-projects/dialogue-for-the-future-2.html

of teachers by sharing the DFF "Handbook for all those who want to improve peace and build a society of cooperation, respect and tolerance", and by presenting educational methods that can be used to integrate the values of dialogue into everyday work activities with pupils.

The DFF Handbook provides straight-forward lesson plans and activity guides on the following themes:

- Identity and Self Esteem
- Empathy and Respect
- Coping with Stress and Managing Emotions
- Gender mainstreaming
- Goal Setting and Decision Making
- Cooperation and Teamwork
- Problem Solving and Managing Conflict
- Hate Speech Prevention
- Communication and Advocacy
- Civic Education, Leadership and Social Activism
- Local Assessment and Participatory Action Research (PAR) methodology

Each section provides a conceptual summary and associated learning activities that are well-suited to non-formal learning and may also be integrated into subject curricula (although no specific guidance on this is provided). A number of dialogue activities for youth are proposed, including "devil's advocate", brainstorming, mapping, stakeholder analysis, problem tree, etc. The manual is regarded by teachers as well-written and designed, with clear outcomes, goals and instructions for interesting lessons with students. These are implemented mostly in the homeroom classes but could be integrated into other subjects. The themes, however, can be integrated broadly into the discussions and classroom climate of all subjects. The manual also includes detailed instructions on how to plan, conduct and present the results of participatory action research in groups.

A unique value-added of the DFF school approach is the adoption of a **practice-based training format** that differs from traditional seminars, which tend to remain adult-centred and theoretical. DFF training workshops are organised with the participation of both teachers and students, providing school pedagogues and psychologists the opportunity to observe the practical implementation of the contents from the manual.²⁵ Trainings have been held in Banja Luka, Bijeljina, Brčko, Bugojno, Busovača, Doboј, Kiseljak, Kreševo, Novi Travnik, Travnik, Trebinje and Vitez municipalities.

Anecdotal evaluation has found that through DFF, "students have become motivated to discuss and work together to find a solution to the problem situation. Some of the students proudly emphasized that certain difficulties in communicating with their peers were resolved precisely thanks to the guidelines and skills acquired during the training." However, a challenge with DFF in schools, as with other projects, is to get beyond superficial engagement with social challenges. In one example, high school students from different ethnic backgrounds within the same school were invited to talk about what they like to do in their spare time as a method for overcoming prejudices.²⁶ Such approaches may be helpful as icebreakers, but should be combined with more substantive discussions with adolescents about the foundations of prejudice and discrimination and the means for building a more inclusive and just society. The DFF Dialogue Platforms with other youth have succeeded in reflecting profoundly on the conditions, needs and policies affecting key issues in various sectors of the society. High school students should not be underestimated in their capacity to engage in deeper discussion. They both need and can benefit from opportunities to discuss and collaborate on issues of substance in a well-guided way.

²⁵ <https://www.unicef.org/bih/en/press-releases/educational-trainings-within-project-dialogue-future-realized-39-schools-bosnia-and>

²⁶ <https://www.unicef.org/bih/en/stories/workshop-youth-pale-mutual-dialogue-and-meeting-against-prejudices>

UPSHIFT

UPSHIFT is a UNICEF Innovation Lab flagship project that originated in Kosovo in 2014²⁷. It was created as a non-formal response to the challenges and lack of opportunities of adolescents and youth in Kosovo, many of whom are not in education, employment, or training. The main aim of UPSHIFT is to foster youth-led innovation. It combines social innovation workshops with mentorship and seed-funding. Young people identify problems in their communities, analyse the problem and understand its impact on different stakeholders and then design innovative solutions for them, receiving support to see their idea becoming a reality. In doing so, UPSHIFT helps vulnerable young people realise their role as agents of social change, and builds their leadership skills, professional readiness, and resilience.

UPSHIFT is intended to offer opportunities to the **most marginalised youth**. In **Kosovo**, for example, this includes ethnic minority communities. In Vietnam, the focus is on young people with disabilities.²⁸ In **Jordan** and **Lebanon**, the focus is on young refugees and their often-marginalised host communities. The **direct benefit** of UPSHIFT is building the professional abilities of young people, training them in skills they will need to be successful and teaching them to be leaders, so they can make a positive contribution to their communities. For example, in **Kosovo**, (as of May 2019) 7,320 young people have been trained via UPSHIFT. These young people have initiated 279 youth-led projects, touching the lives (directly or indirectly) of more than 220,439 young people. 25 of these projects have become businesses and a further 31 have become charitable or Civil Society Organizations (CSOs). Over 168 young people have also gained employment following UPSHIFT. Nearly 43% of social ventures consisted of multi-ethnic teams.

In terms of wider impacts, UPSHIFT helps to shift mentalities with respect to the social impact that youth can achieve.

The Kosovo Innovations Lab **Theory of Change** at the heart of UPSHIFT states:

"If we invest in *skills for life*, more adolescents and young people will reach their full potential in life and become resilient, responsible citizens and social change agents in the society. If we invest in *skills for work*, more young people will acquire entrepreneurial skills and will progressively become social innovators and productive members of the society. If we invest in technology for development, more young people will be exposed to 21st century skills in the digital age and will use technology to drive social innovations. If we invest in critical thinking, more young people will have the ability to filter messages in mass/social media with the skills to challenge subjective information or biased media reports."²⁹

At the heart of UPSHIFT is the **"human-centred design"** (HCD) approach and the core values of "by youth, for youth and youth-led". HCD is common, but usually focussed on product development in the commercial sector. UPSHIFT adapts this methodology to youth and to unique social contexts. The UPSHIFT approach engages youth on four levels: **1) skills-building, 2) empowerment, 3) civic engagement and 4) entrepreneurship**. In a given context, the program may focus more strongly on one or another of these aspects.

With support from the UNICEF's Global Innovation Centre Scale Team, the initial UPSHIFT concept was evolved into a globally deployable, packaged solution. As a result, UPSHIFT is now adopted and adapted in 15 countries, and a further 20 countries are exploring how to pilot it³⁰. In the Western Balkans, apart from Kosovo, Montenegro (from 2016), North Macedonia (from 2018) and Serbia (from 2019) are implementing UPSHIFT. UPSHIFT pilots show what can be achieved by taking a human-centred, empowering and innovative approach to

27 See project webpage: <https://www.unicef.org/innovation/UPSHIFT>

28 See YouTube video: <https://www.youtube.com/watch?v=GXuzBhtDUoQ&feature=youtu.be>

²⁹ <http://kosovoinnovations.org/about/>

30 See intro video: https://www.youtube.com/watch?v=gt_Lcv8hFJc

developing skills for social entrepreneurship, providing the foundation for ongoing scale by others, especially public and private sector.

The original UPSHIFT project model is implemented in six steps:

1. **Mobilisation and introductory training** on problem identification and community needs assessment and call to apply for UPSHIFT programme
2. **Application review and selection** by the Review Committee to select applications that best meet the project criteria
3. **Pre-Workshop training** with all selected participants on stakeholder mapping and user research
4. **Bootcamp** – 3-day intensive workshop with all participants
5. **Mentoring, seed funding and monitoring of teams** over a 3-month incubation period as they further develop and refine their project
6. **Certification ceremony** for the successful implementation of the social innovation projects

Materials: The 2018 UPSHIFT Implementation Guide is an excellent resource for UNICEF Country Offices that are considering initiating an UPSHIFT program of their own. It includes two different approaches – one being a social innovation bootcamp approach (similar to the original programme design in Kosovo) and the other being a 20-module facilitation guide, with additional sections on lessons learned and a Facilitator’s code of conduct.

Delivery: The typical, minimum UPSHIFT project cycle is 6 months. However, UPSHIFT’s core **content is modular**, allowing UPSHIFT to be adapted to different contexts and to be delivered in different settings ranging from youth innovation labs to non-formal education centres. In some countries, the UPSHIFT training is deployed as a 3-day intensive bootcamp. In other places, like Jordan, UPSHIFT is run twice a week over several months.

Peacebuilding: In terms of peacebuilding, UPSHIFT has mostly employed an **indirect approach**. It is possible to combine UPSHIFT with supplementary peacebuilding training—as was recently done in a cross-border format between Tajikistan and Kyrgyzstan (see Case Study below)—but **peacebuilding experience remains a new field of learning and, so far, there has been no UPSHIFT experience with “dealing with the past” specifically**. However, UPSHIFT is increasingly adapted to the political and cultural context in which it is implemented, both in terms of content, outreach and deployment. The following are some key experiences:

In **Jordan**, where 20% of the population are adolescents between 15-24 years old and 19% of the 655,000 registered Syrian refugees are between 15-30 years old, UPSHIFT has been developed into a longer, more modular curriculum for delivery through Social Innovation Labs (SILs). A cascade training model was used: an initial cohort was trained in 2017; followed by another 10-day master training tailored to exploring local entry and sustainability points, and adapting the programme to local needs; master trainers then trained other trainers, etc. As they were not experts in human-centred design, the curriculum / implementation guide had to be very explicit and detailed, a really step-by-step approach, while retaining a focus on the values and not becoming too mechanical. It was necessary to shift away from the intensive bootcamp approach in order to reach much greater numbers of young people (20,000 participants last year alone through UNICEF-supported Makani centres. The aim is to reach 60,000 14-18 year olds). Given the needs of the context, UPSHIFT in Jordan builds experiential learning opportunities onto an existing **life skills curriculum** (based on the MENA 12 Core Life Skills Wheel based on 4 competences: learning to know, to do, to be and to live together).³¹ The focus is on equipping adolescents with skills to facilitate their transition into engaged citizens and employable adults. The training methodology has thus been adapted, starting at a more basic initial knowledge point, and involves several additional steps prior to beginning the social innovation design phase:

1. Introduction to UPSHIFT
2. Understanding myself: who am I?
3. Understanding my community: listen, observe, and appreciate
4. Building a team: working together
5. Understanding my community: health check

³¹ For details, see GYEO 2018 PowerPoint forwarded by Linda

6. Defining our challenge
7. How might we? Idea generation and solution selection
8. Building a solution: test and refine
9. Preparing your pitch
10. Pitch

The curriculum and training materials for Jordan have been very well prepared and may serve as a basis in other intercultural learning contexts.

In the **Western Balkans**, UPSHIFT themes to date have included climate change, youth employment, healthcare, gender-based violence, and corruption/ transparency; so not explicitly related to present or present conflict, intercultural dialogue or reconciliation. However, in at least one case, students themselves created peace-promoting projects. In Montenegro, for example, one UPSHIFT team created a "Festival of Diversity" in their divided school. And in countries with a relatively recent history of ethnic conflict, like Kosovo, there has been efforts to create multi-ethnic teams (approx. 25% of projects conducted so far).

In some contexts, mixed teams can be a real challenge. In **Italy**, UPSHIFT was introduced into schools as a refugee-host community collaboration project, but it was a big challenge. "Too many" new things had to be learned all at once (human-centred design approach plus refugee-host integration). After the pilot, reflections have centred on how to adapt the process further to tailor better to the needs of the participants; in this case, building the foundation of self-confidence among the refugee participants before moving into the other programme components.

Indirect outcomes have also contributed to peacebuilding. In **Hungary**, for example, a social cohesion issue was the lack of positive narratives about Roma. Through the Generation Unlimited Youth Challenge (which uses the UPSHIFT methodology), the Roma youth team set up a laundry facility so that the community could have cleaner clothes and be less discriminated against for being dirty. This is not the typical way that discrimination against Roma is being approached, but it was a creative solution that the youth from the community itself identified.

The **process** (especially the project narrative and facilitation approach) can also contribute to the development of peacebuilding values and skills – this will depend, however, on the quality of facilitation provided by the trainers and mentors. **Sudan** learned from Jordan's experience as a starting point, then adding a focus on social cohesion. The tweaks that the Sudan team have made, such as icebreakers and energisers, focus consciously on building social cohesion. By choosing this focus, UPSHIFT Sudan aimed to tap into the transformative positive power adolescents can have in their communities as conveners and facilitators of social cohesion, either directly by working together in diverse groups, or by addressing issues raised through their trainings of issues around social cohesion. The UPSHIFT pilot roadmap in Sudan follows 7 stages:

- 1) Management buy-in
- 2) TOT workshop in Jordan
- 3) Sudanization of manual from Jordan
- 4) Master Class
- 5) TOT and roll-out in Red Sea and Khartoum
- 6) Link to Generation Unlimited
- 7) Scale up

Value-added: In terms of the peacebuilding value added, UPSHIFT has two advantages:

- 1) **Concrete application of values and skills in action:** Many organisations are still doing "traditional" exchanges between countries that focus on contact and dialogue without concrete outputs or changing anything in the environment that perpetuates social division. UPSHIFT offers added value by enabling young people to co-create solutions. Participants do not just talk about issues but also work together in groups to try to find solutions to them. Through an active, hands-on methodology, youth build and immediately apply skills, receiving support and mentorship to develop their solutions.
- 2) **Adaptability:** One of the lessons learned from experience is that UPSHIFT must always be adapted to the specific participant group in order to have the best results. UPSHIFT has this adaptability. Whether

in Jordan, Sudan, Vietnam, Tajikistan or the Western Balkans, the UPSHIFT model is adaptable to the needs, capacities and resources of local contexts, without losing the spirit, process and outcomes of the approach.

Scaling Up & Sustainability: For UPSHIFT, like other initiatives, the challenge is to scale up the programme in order to reach and sustain a wider population of potential change agents. Hence, **the need to embed UPSHIFT into the education system**. Challenges in this respect include material limitations on seed-funding and human resources. Each country context is unique in this respect. Key questions include:

- **Teaching and Learning:** How do we support teachers as facilitators of human-centred design? How do we shift pedagogical approaches within the framework of national curricula? Also, how are we activating groups of mentors and role models from among the business community to support the process?
- **Pathways:** Where is the best space for UPSHIFT and for reaching marginalised youth? In formal or non-formal education? Or both?
- **Contexts and Systems:** How does the content need to be adapted in each country? How can it be integrated with the curriculum and eventually into certification frameworks?
- **Enabling Environments:** How do we create opportunities for the best ideas to develop? Linkages to e.g. entrepreneurship ecosystem? What role for government Ministries and private sector partners? How to secure sufficient collaboration and build the capacity of government and private sector partners, to support the youth training and mentorship process?

Entry points for the integration and sustainability of UPSHIFT differ by country:

- In **Jordan**, where UPSHIFT is implemented with 20,000 participants via the Makani Centres in refugee camps, life-skills education and UPSHIFT have been combined in both non-formal and formal education. UNICEF invested in capacity-building of its partner Jordan River Foundation, over several years, to enable them to become master trainers. JRF now has mobilised resources from the EU to lead on integrating UPSHIFT into the formal curriculum.
- **North Macedonia** is running its UPSHIFT pilot in cooperation with the Ministry of Education to see how to create a blueprint for integration into formal education.
- In **Tajikistan** the UNICEF Country Office has leveraged the existing additional education and youth infrastructure including Centres for Additional Education (CAE), Youth Centres (YC) and higher education institutions as entry points for UPSHIFT. Adolescents Innovation Labs (AILs) are established in Centres for Additional Education for those aged 14-18. Youth Innovation Labs (YILs) are established in Youth Centres for those aged 19-24. UPSHIFT is being integrated in the existing non-formal education system and is one of four MoE accredited curricula developed and supported by UNICEF, with the others being Student Council Curriculum, Peacebuilding Curriculum and Adolescents Kit Curriculum (life skills). The UPSHIFT Tajikistan scaling strategy involves scaling the Innovation Labs within existing institutions in different parts of the country. The target is to establish around 80 Labs covering all Centres of Additional Education and Youth Centres in the country in coming 2-3 years. However, depending on funding availability, once the core group of mentors is trained, the first 20 Labs are running well, and the system for continual capacity building are established, up to 130 Labs can be created across the country.
- In **Vietnam**, learnings from delivering UPSHIFT are now being used to meet gaps identified in the education system, modelling new forms of pedagogy that can better deliver 21st century skills through embracing participatory learning.
- In other countries, UPSHIFT is being institutionalized through incorporation in the formal education system (for example in vocational education), in non-formal education, and in public-private partnerships.
- **India** is the next upscaling challenge. The question here is how to develop an accredited training of social innovation master training package. The team is considering rolling out the program in several steps: first with a preliminary e-learning module, then face to face training, then another post-training e-learning module to stay connected and support further skills development.

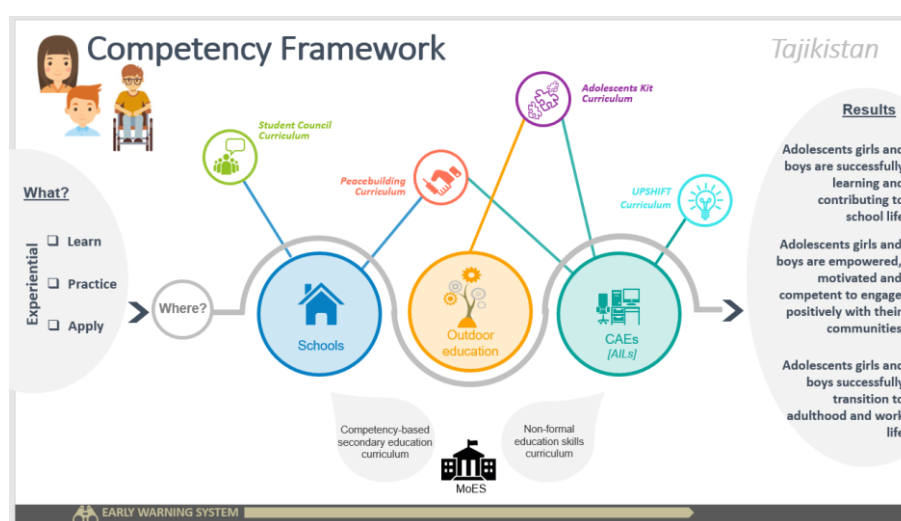
Ecosystem of support: The UPSHIFT experience shows the need and potential for support from beyond the “traditional sources” of funding, maximising public-private partnerships and creating a wider ecosystem of support. Ministries of Technology and Innovation, as well as private sector actors, do not usually fund adolescents. One of the advocacy dimensions of the project is therefore related to the need to bring more appreciation for investment in the under-18-year olds. In **Ukraine**, UPSHIFT has been working with UN Global Compact and private sector CSR small grants programmes, asking ‘Can we re-purpose these funds in collaboration with UPSHIFT to support more youth?’ In **Tajikistan**, UNICEF is working with the Committee for Youth which has an existing Social Grant for youth projects to help UPSHIFTERS have access to funds after the process. UNICEF is also linking with the private sector to find support for innovation projects (for example, Hilton Hotel has just agreed to sell the soaps created by the youth).

Dissemination of impact: In Ukraine, where UPSHIFT has been implemented for two years, dissemination has been **very successful**: 173 pieces of media coverage, 23 TV and radio segments, Facebook, Youtube, Instagram channels, 33 online videos, 19,000 monthly online impressions, UPSHIFT voted youth employability programme of the year. In Kosovo, UPSHIFT has reached almost a quarter of the youth population in the country.

Peacebuilding Focus: Cross-border UPSHIFT in Tajikistan & Kyrgyzstan

In Central Asia, UPSHIFT has been implemented as a **cross-border challenge** focused on peacebuilding between **Tajikistan** and **Kyrgyzstan**³², where territorial conflicts and violence in the Fergana Valley have troubled the region since the 1980s. In the border areas, one of the proximate causes of conflict are the **negative narratives** that young people are raised with, leading to dislike / hatred of other ethnic groups living nearby. UNICEF is trying to change that narrative and help young people become agents of peace. To prepare the participants to work on the cross-border peacebuilding challenge, they first received training from UNICEF on general peacebuilding competencies, before starting the UPSHIFT process.

UNICEF engages with education in Tajikistan through three platforms: formal education, additional education centres, and outdoor education (summer camps), in parallel to longer processes of education policy reform. UNICEF’s general aim in the region is to help youth develop core competencies through formal & nonformal education, and then link youth to opportunities in local governance and the labour market. To support these objectives, UNICEF combines four methodologies: 1) Student Council Curriculum; 2) Peacebuilding Curriculum; 3) Adolescent Kit for Innovation and Expression Curriculum; 4) UPSHIFT curriculum. Each methodology may be combined with the others as best suited to the implementation context, platform and needs of participants.



32 See YouTube video: https://www.youtube.com/watch?reload=9&v=bmLg3_1jMzg

The peacebuilding curriculum was identified as most necessary in the cross-border areas, where young people need capacity building to promote social cohesion. The peacebuilding curriculum was tailored for Tajikistan on the basis of the global Toolkit “Adolescents as Peacebuilders”, through extensive cooperation between UNICEF and the organization Aflatoon, with support from DFID. The “Adolescents as Peacebuilders” Toolkit identifies 10 peacebuilding competences that correspond to the distinct challenges faced by adolescents in conflict-affected settings and recognizes their unique potential to build peace. The 10 competences include: *communication and expression; cooperation and teamwork; identity and self-esteem; empathy and respect; leadership and influence; hope for the future and goal setting; problem-solving and managing conflict; critical thinking and decision-making; coping with stress and managing emotions; creativity and innovation.*

For its own curriculum, UNICEF Tajikistan **focused on three of the peacebuilding competencies** (identity & self-esteem, conflict resolution & problem solving, and teamwork & collaboration), following a thorough analysis of what is needed in the Tajikistan context. **Other conflict contexts may focus on other competences as needed.** The process of selection started with defining the challenges in the region, then identifying the associated competences, then identifying the educational platforms that could be used and finally developing the programmes. On this basis, a training manual for facilitators and lessons plan on the peacebuilding competencies was developed and piloted with a pre-post questionnaire in cross-border areas in 2016. The lessons include:

1. Introductions Session
2. Who Am I? Who Do I Want to Be?
3. Learning Image Theatre as a Tool for Critical Thinking
4. My Goal, My Dreams
5. Pathways to Success
6. Managing My Emotions
7. Taking Part
8. Leadership
9. Gender
10. Child work vs. Child labour
11. What is Violence?
12. Problem Solving Conflict with Friends and Family
13. Peaceful Conflict Resolution

Accompanying the lessons plans is an **assessment tool** for measuring young people’s peacebuilding competences, also based on the M&E approach proposed in the Adolescents as Peacebuilders Toolkit. UNICEF’s pilot pre-post questionnaire found a significant increase in peacebuilding competencies among the participating adolescents.

Lessons learned from the peacebuilding pilot programme were then integrated into UPSHIFT, which was organised as the **first ever peacebuilding themed cross-border UPSHIFT**. Adolescents from border districts of Kyrgyzstan and Tajikistan came together and attempted to develop innovative solutions for intercommunal tolerance and social cohesion in contested areas. The challenge was formulated as “How we can build intercommunal tolerance and conviviality in cross-border areas?”. As in Kosovo, a key question in that experience was ‘How to enable people to work in mixed teams?’ After a training of trainers for teams in both countries, outreach was conducted on both sides in parallel and the selected teams from two countries came together for a 4-day UPSHIFT bootcamp in Tajikistan. Although the teams developed country-specific projects (taking into account their feasibility for implementation stage), the bootcamp enabled participants to build contact and ensure mutual support in implementing each other’s solutions at later stages. Six successful innovative solutions received seed-funding – three from Kyrgyzstan and three from Tajikistan. The solutions that were developed included, for example, dry fruit packages that were produced in Kyrgyzstan with fruits from Tajikistan, tissues produced from recycled papers in Tajikistan with a sign “Messages for peace” that are distributed in schools on both sides of the border, the creation of cross-border young technicians skills club where adolescents from border areas jointly learn skills, and a board game developed by adolescents with an element of intercommunal tolerance and flags of Kyrgyzstan and Tajikistan and others.

Across Tajikistan, UPSHIFT is now implemented in 10 innovation labs, 50 schools (using the wider competency and peacebuilding curricula), and summer camps sponsored by the government that involve 2000 adolescents. Now in the process of documenting lessons learned. There are 3 cycles in each lab per year. Eight labs have completed at least 2 cycles. In the cross-border areas, two labs have had 2 cycles. Four new labs are being created in the border areas.

In terms of peacebuilding, **how deeply into conflict issues was the crossborder UPSHIFT able to go?** Did it get beyond “contact” into sensitive issues? Can UPSHIFT innovation and product development activities be connected with remembrance and reconciliation topics? Cross-border UPSHIFT succeeded in facilitating (1) contact; (2) narrative change, as an outcome of the process of thinking about problems and co-creating solutions; and (3) demonstrating what a “normal” UPSHIFT and society can look like where collaboration is not hindered by social identity. **However, it was not possible to go deeper into sensitive subjects because of the capacity of the mentors and staff that are running UPSHIFT. To do so needs further capacity building on how to facilitate peacebuilding. There are sensitivities in the context – some things can’t be said “aloud” in Tajikistan and Kyrgyzstan. Without capacity-building, there is a risk that the process stays superficial or exacerbates tensions.** How to build capacity to facilitate the examination of sensitive topics sensitively is also a concern of RYCO. Questions around the degree of expertise that is needed by facilitators and mentors will be part of the focus of the Sarajevo meeting.

GENERATION UNLIMITED

Generation Unlimited is a global initiative that focusses on empowering youth to become innovators and leaders. GenU was launched by world leaders including the UN Secretary General, António Guterres and High Representative of the EU for Foreign Affairs and Security Policy, Federica Mogherini, together with UNICEF Executive Director Henrietta Fore to get every young person between 10 and 24 years old into school, learning, training or employment by 2030. With 1.8 billion young people in the world, Generation Unlimited is a dynamic global partnership that draws on the expertise of young people, representatives from governments, multilateral organizations, the private sector and civil society to inspire urgent investment in education, skills training, and empowerment for the rapidly growing global population of adolescents and young people aged between 10 and 24 years old. The Generation Unlimited Youth Challenge³³ has worked with more than 800 youth innovators across 16 countries to answer an urgent question: how can we ensure every young person has the education, skills and empowerment to build a better future? The Youth Challenge project draws on a similar methodology to UPSHIFT, employing innovation labs and mentoring to enable young people to devise solutions to social problems. The best ideas in each country receive a small grant, expert advice and mentoring. An international panel of judges selects the top five global solutions. Winners receive US\$20,000 and advanced mentorship to take their ideas to the next level. Finalists from the previous cycle included teams from Kosovo, North Macedonia and Montenegro.³⁴

33 <https://www.generationunlimited.org/our-work/youth-challenge>

34 <https://www.generationunlimited.org/our-work/promising-ideas-innovation>

U-REPORT

U-REPORT is a global initiative of UNICEF which is being implemented in Serbia³⁵, Bosnia-Herzegovina³⁶ and the Western Balkans (Albania, Kosovo and Montenegro)³⁷. U-REPORT is an online survey platform for soliciting the views of young people on issues of contemporary concern. Promoted as a "digital, free social monitoring tool for community participation, designed to address issues that YOU care about!", "U-REPORT is a free and anonymous digital tool, created by UNICEF Global, where YOU can freely and safely speak out on topics that are important to YOU and to YOUR community." U-REPORT directly interacts with young people ages 15 to 24, who sign up to become U-Reporters through simple polls sent via Facebook Messenger or Viber. The polls are focused on topics and challenges that are most relevant to U-Reporters in their respective communities, such as children's rights, equality, socio-political and economic developments, and other concerns. U-REPORT gives youth the means to voice and discuss their opinions on these issues. U-Reporters are volunteer youth community members who provide free and anonymous answers to polled topics. Poll results are shared with the general public and can be analysed and referenced. Central governments, central institutions and various NGOs that are strategically partnered with U-REPORT, can use poll results to evaluate public perceptions or satisfaction with certain services and policies, as well as develop new policies that address issues or problems uncovered by the U-Reporters. In addition, the U-REPORT Facebook social site offers a space for discussion and information sharing between our U-Reporters community and the general public. U-REPORT thus offers a tool to promote dialogue, freedom of expression, and gives youth the platform and the voice to actively participate and help shape policy development, and to become more informed about matters that are important to them so that they can make a difference in their communities. The main goal of the initiative is to increase participation and social activism of citizens, primarily of young people, to help them amplify their voices and opinions.

The **Western Balkans U-REPORT** was launched in 2018 and is the first ever sub-regional U-REPORT, addressing Albania, Kosovo* and Montenegro. Through this platform U-REPORT polls can be administered to U-Reporters in one nation (national polls), or to U-Reporters in all three territories (sub-regional polls). To date, 26 polls have been administered, of which 4 have been sub-regional, 7 Montenegro only, 10 Kosovo only, and 5 Albania only.

Although a new tool, there have been **high response rates** from those who are signed up as U-Reporters: above 90% in the Western Balkans. Participation rates show some significant variations, however. For example, on the Western Balkans polls, there has been much higher participation of males than females (62% to 38% respectively). Similar male-female participation results have been seen in BiH (63% to 37%). Then in Serbia there have been radically different participation rates by gender (28% male vs 72% female). A question is therefore how to explain these gendered differences and to achieve greater gender parity in participation? In BiH, there has also been a lack of parity by region / ethnicity. A much lower participation of RS U-Reporters has been recorded than of U-Reporters in FBiH (32% vs 68% respectively). In Serbia, vastly higher participation has come from U-Reporters in Belgrade than in other parts of the country for the time being. A more even promotion in different regions across country is planned after the official launch to ensure that both capital city perspectives and the views of young people in other regions are evenly represented. Another challenge with the tool is that U-Reporters are self-selecting. It is possible, therefore, that the responses collected are not fully representative of the views of all young people, especially those who are excluded from the use of technology, who lack access to information about the platform, or who, for other reasons, are disinclined to participate or to express their opinions and views. The only way to prevent a self-reporting bias would be for U-REPORT to gain a truly wide and representative body of participants. Some questions about barriers to access are being considered, such as: How effective are U-REPORT public information and participation recruitment campaigns? Are contributors to U-REPORT required to have an email address or an institutional affiliation to participate? Are they required to identify themselves? Could these aspects create barriers to participation? Could participation be widened / more

35 <https://serbia.ureport.in/>

36 <https://bih.ureport.in/>

37 <https://westernbalkans.ureport.in/>

representative by gaining the commitment of one class per school, for example, to participate fully in U-REPORT over the course of whole school year? Etc.

The wording of questions for U-REPORT polls can also be tricky: they need to be understandable to adolescents, without compromising the quality of the data in the responses. In one instance, a U-REPORT Bosnia and Herzegovina poll asked, “Do you want to leave Bosnia and Herzegovina?” without any qualification of “permanently” or “temporarily”, thereby making the results ambiguous and subject to supposition.

Nevertheless, U-REPORT has proven itself a powerful and flexible tool with great potential. A U-REPORT poll for under-18s that was developed during the course of this mapping and implemented in Kosovo, Albania and Bosnia and Herzegovina on 10 July 2019, with questions focused on intercultural dialogue and peacebuilding. The results of the poll are quite striking and, in some cases, disturbing. A full analysis of the results is not presented here, but some of the key responses are highlighted. Insights from this poll will contribute to the development of peacebuilding-related curricula and activities in a methodology schools, to be created as a follow-up to the present mapping. The questions and their responses by U-Reporters in the three contracting parties were as follows:

RESULTS OF U-REPORT POLL, 10 JULY 2019

Question	Albania ³⁸ 90% response rate 456 responded out of 505 polled	Kosovo ³⁹ 92% response rate 1,221 responded out of 1,322 polled	Bosnia & Herzegovina ⁴⁰ 99% response rate 3005 responded to a total of 3043 surveyed
1. Does your school organize events or activities to promote a culture of dialogue and peace building?			
Yes:	30%	20%	32%
No:	41%	55%	39%
Sometimes:	29%	25%	29%
2. Which of the following topics, you are familiar with?			
National, social and cultural diversity:	11%	15%	19%
Tolerance towards different religions:	34%	24%	[not included]
Respect towards different ethnic & linguistic groups:	6%	8%	[not included]
Understanding of the past conflicts in the region:	5%	7%	11%
Building foundations for a better future for society:	10%	10%	12%
Preventing violence:	20%	19%	32%
Promoting a culture of peace and dialogue:	7%	6%	4%
None:	7%	10%	9%
3. What support do you think schools should provide to promote a culture of dialogue and peace building?			
Train teachers in how to promote a culture of dialogue and peacebuilding:	32%	32%	18%
Provide all students with access to learning materials on promoting dialogue and peace:	16%	16%	12%
Organize events with guest speakers who can model intercultural dialogue and peace building:	25%	25%	23%
Promote more exchanges between schools and regions:	22%	20%	42%
Other kinds of support for schools to organize activities ⁴¹	6%	7%	5%

³⁸ <https://westernbalkans.ureport.in/poll/1157/>

³⁹ <https://westernbalkans.ureport.in/poll/1156/>

⁴⁰ <https://bih.ureport.in/poll/1194/>

⁴¹ The “other kinds of support” option was originally drafted with a “please specify” request, without which these results are impossible to interpret. This part of the question was removed from the Albania and Kosovo polls. In the BiH poll, it

4. How do you feel about learning to participate in a culture of dialogue and peace building?			
I feel it will help me and my community to be more inclusive and tolerant:	55%	61%	59%
I feel it will help make the Western Balkans region more European:	38%	31%	40%
I do not feel that a culture of dialogue and peacebuilding is particularly important for my country or my future:	6%	8%	1%

Each contracting party represents a unique social, political and development context, which has to be taken into consideration when choosing how to word the polls. As the above poll was being drafted, Albania, Kosovo and BiH agreed to use it. [**Note however: The wording of the BiH version of this U-Report poll seems to have become quite different on some of the translated response options. The chosen wording seems to have been over-simplified, no longer providing sufficient detail to be conceptually clear. These changes compromise the scientific validity of the poll, making the results from Bosnia and Herzegovina difficult to interpret and to compare with Albania and Kosovo.] In Serbia, where several polls have already asked related questions, it was decided that they will design their own U- Report poll on the topics of peaceful coexistence, increased trust and respect for diversity, as a feed into the regional Dialogue for the Future programme. Meanwhile in North Macedonia, there were concerns that the directness of the proposed questions would not be consistent with UNICEF's established narrative in the country, which has focussed on learning outcomes and social-emotional development as a major contributor to building resilience, respect for diversity, tolerance, peace building. All parties agree that the wording for all polls should be youth-friendly, unambiguous, straightforward, and policy / programme relevant.

For RYCO's purposes, it would be useful if a "Western Balkans 6" U-Report were created, but not all of the WB6 have the platform yet. Once this tool is available for all 6 countries and that therefore comparable data from all can be gathered then it could be useful for RYCO.

DIVIDED PAST – JOINT FUTURE

Divided Past – Joint Future⁴² is a European Union supported project (2016-2020) in which the Southeast Europe Youth Network (SEeyN) and Banja Luka Youth Communication Center (YCC), together with multiple other partner organisations, aim to deal with the fact that peace and reconciliation as a topic has become "unpopular" in the Western Balkans region. Beginning with a research of existing practices and attitudes, the Divided Past – Joint Future project organisers found that, today, few Civil Society Organisations (CSOs) remain active in the Western Balkans reconciliation field. Limited funds and the political climate in Western Balkans and Turkey have led to strong interest-based and ethnic fragmentation of the civil society sector. Increasingly, priority has been given to promoting national instead of transnational or inter-ethnic activism. Furthermore, CSO work in the peacebuilding and reconciliation field is often not welcomed by governments. In light of these concerns, the overall objective of this project has been to have CSOs recognized by governments as an important societal factor with strong capacity to implement the peace-building and reconciliation agenda in the WB and Turkey, contributing to security and stability of the region in the process of EU integration. Additional objectives are: to strengthen regional cooperation; to increase credibility, political participation and effectiveness of CSO's; to advocate prevention of radicalization; to facilitate inter-ethnic dialogue in the region of the Western Balkans and Turkey; to implement cross-stakeholder's approach which will foster societal reconstruction; and to find out challenges and opportunities in implementing DSCB classes in middle schools in Turkey.

was retained but the word frequencies calculation used in the results is unintelligible. It would be more useful for additional responses to be simply presented as written.

⁴² <https://jointfuture.org/>

This project brings together 18 partner organisations (Educational Center – Krusevac (ECK), Forum MNE, Interkulturelles Zentrum (IZ), Youth Cultural Center – Bitola (YCC-Bitola), Youth Resource Center (ORC), Toplum Gönüllüleri Vakfı (TOG), the Zamah Foundation, EUROCLIO, Institute for Social Research Zagreb (IDIZ), LENS, MOVIT, the Progress Institute, Beyond Barriers Association (BBA), Youth Peace Group Danube, Vojvodina Environmental Movement (VEM), War Trauma Center and the South East European Youth Network (SEEYN) who all have different skills and areas of expertise. Some of these organisations have partnerships with RYCO, but not for the Divided Past – Joint Future initiative. Although the objectives and methods of Divided Past – Joint Future clearly align with the mandate of RYCO, their activities are being pursued in parallel rather than in coordination.

The first phase of the project began with desk research, mapping and analysing different types of effective reconciliation models in Europe and beyond. Subsequent activities have included the creation of National Social Innovation Labs (NSIL) and Regional Social Innovation Labs (RSIL) in 7 countries, where participants come together from 4 stakeholder groups (citizens, CSOs, public institutions and business) and, through a co-design process, try to develop alternative solutions for particular problems in their society.⁴³ Other activities of the project have been the creation of a manual on cross-sector approaches to advocacy and non-formal education in peace and reconciliation⁴⁴; the promotion of thematic job-shadowing activities; the creation and promotion of an online resource platform; and an upcoming final conference.

The first national labs were organised in 2018: facilitators with experience in design thinking were given freedom to design session outlines in the way they thought would work best. The intention was to test a variety of approaches and see which works best. 100 people per country were then brought together – mixed youth and adults from across sectors – to focus on a particular problem, e.g. DwP touristic offer. Feedback from this first round of experiences showed that while the participants appreciated the opportunity to meet and collaborate with people from other sectors – opening reflection on “who else” they can partner and collaborate with in their communities, they were not comfortable with the social innovation methodology. They didn’t have the “experimental mindset” and said they needed “more of a framework.” Even with people who had done youth work and consultation processes struggled to adjust to this new approach. Thus, the outputs from this first round had less “innovation” than hoped for. But this experience provided a “good learning point” for the project to understand how much effort is needed in future phases to orient partners to a new approach. Another learning point was the importance of building relationships between the participants so that all voices at the table have equal value: whether the principal of school or the students or a business person, etc. It was observed that while project instructions can be very clear, the human side of getting to know one another around the table, to learn about each other’s realities and contexts, and to build a common understanding of “what are we talking about” needs time at the start of the programme. Additional recommendations from the first round were that it is good to pre-define a “problem” to solve, rather than leaving it too wide because otherwise there is not enough time in the project for people to work through this.

For Phase 2, starting in February 2019, the process was more closely structured along a design thinking approach, still using cross-sectoral and cross-regional groups. Workshop sessions first developed empathy and understanding of needs, then moved to solution ideation and prototyping, etc. Pre-defining the problems on which to work proved helpful. One example problem was how to motivate parents to motivate their children to learn about “neighbours” and be mobile in the region. **DwP and reconciliation are principally regarded as the outcomes from these innovations, not necessarily the direct focus.** Typically, the innovation lab is organised as 2.5 full working days, plus preparatory activities before (selection of participants, interviews, etc.). Unlike UPSHIFT, this project ended at the prototyping phase, but hopes to be able to award small grants for prototyping and testing innovation designs. This will also need more sustained support (mentoring) to consolidate learning and impact. Feedback from the beneficiaries of phase 2 was really positive. The methodology was experienced as dynamic and highly engaging; everyone was involved and motivated. Participants were equipped with new

⁴³ <http://www.seeyn.org/index.php/projects/current-projects/65-7divided-past-joint-future/323-peacehacking>

⁴⁴ <https://www.seeyn.org/index.php/news/seeyn-news/329-cross-sector-approach-in-peace-and-reconciliation> Further information on the manual was not publicly available.

ways to identify beneficiary needs and design tailored activities, products and services for them. “We tested what works with people from this region to see what they are comfortable with and doesn’t push them too far out of their comfort zone and cause them to panic.” On the basis of this experience, the methodology was refined and a training of trainers was conducted. The approach is now being captured in a curriculum document that reflects the project’s added values: a) a social innovation approach adapted specifically to WB6, b) to dealing with the past and c) to using a cross-sector approach.

MAPPING SECTION 2: THEMATIC INITIATIVES

INTERCULTURAL DIALOGUE

Intercultural learning is at the heart of the RYCO mandate. RYCO defines intercultural learning as “A process of education that supports people to both understand culture and interact with people from cultures different than their own. In this understanding culture can be many things (political, social, religious, national, community, regional, gender, etc) and individuals can identify with or belong to more than one.”⁴⁵ Intercultural learning is understood as occurring when young people from different societies and ethnicities meet and get to know each other, especially when those meetings provide them with an opportunity to question their stereotypes and prejudices, and to speak about their attitudes and cultures (including cultural memory) in a safe environment.

“Intercultural dialogue » vs. “A culture of dialogue » : Key informant interviews indicated that a culture of dialogue is perceived as still significantly lacking in the Western Balkans. RYCO defines dialogue as “the exchange of ideas and opinions and discussion between representatives of parties to a conflict that is aimed at resolution.” There is a general feeling that the prevailing culture centres more on agreeing or disagreeing but does not go beyond that to arrive at mutual understanding or at the creation of achievable solutions. Rather, people are expected to or tend to remain firmly attached to a particular stance. Views also vary by country, depending on the particular social and political history found there, such as “There was no war here, we don’t need to reconcile with anyone,” or “What do you mean intercultural? We are all from the same culture”. The reasons for a weak culture of dialogue are many: dialogue is not promoted in education; schools are teaching young people to reproduce knowledge, not to be analytical or critical; although some individual teachers are open-minded and want to support this other kind of learning. In general, however, people are not able to voice their questions. Also common in patriarchal families where the place of children and authorities / experts is strongly defined.

The Council of Europe defines intercultural dialogue as “the means through which citizens can express their views to other citizens with different cultural affiliations. It is also the means through which decision makers can understand the views of all citizens, taking account of their various self-ascribed cultural affiliations. In culturally diverse societies, intercultural dialogue is thus crucial for ensuring that all citizens are equally able to participate in public discussion and decision making. Democracy and intercultural dialogue are complementary in culturally diverse societies. Intercultural dialogue requires respect for one’s interlocutors. Without respect, communication with other people becomes either adversarial or coercive. In adversarial communication, the goal is to “defeat” the other person by trying to prove the “superiority” of one’s own views over theirs. In coercive communication, the goal is to impose, force or pressurise the other person to abandon their position and to adopt one’s own position instead. The other person is not respected and there is no attempt to engage with the views of other people. In other words, without respect, dialogue loses its key characteristic as an open exchange of views, through which individuals who have differing cultural affiliations from one another can acquire an understanding of the perspectives, interests and needs of each other. Respect itself is based on the judgment that the other person has an inherent importance and value and is worthy of one’s attention and interest. It involves recognising the dignity of other people and affirming other people’s rights to choose and to

⁴⁵ RYCO Glossary

advocate for their own views and way of life. In short, intercultural dialogue requires respect for the dignity, the equality and the human rights of other people. It also requires critical reflection on the relationship between the cultural groups to which those involved in the intercultural dialogue belong, and respect for the cultural affiliations of others. In order to participate in intercultural dialogue, citizens require intercultural competence, and respect is a vital component of that competence.”⁴⁶

The objective of youth exchanges is to enable young people to gain intercultural competence through engagement in intercultural learning, a key aspect of which is being able to question their stereotypes and prejudices and to speak about their attitudes and cultures in a safe environment. A number of youth European and regional youth networks, such as Youth for Exchange and Understanding (YEU)⁴⁷, South East European Youth Network (SEEN)⁴⁸, and the Youth Initiative for Human Rights (YIHR)⁴⁹ have worked to promote human rights, peace, understanding and co-operation between the young people through projects, non-formal education and exchange over the past few decades, demonstrating the value of intercultural dialogue, exchange and cooperation. Of note, SEEN employed design innovation thinking as a methodology for working with youth on peacebuilding (see Section 1 of this mapping for a detailed description). While funding and focus have shifted in recent years, curbing to some extent the work of these networks, they have reached thousands of youth over the years, made valuable contributions to European policy consultations in the form of recommendations, and developed and disseminated resource materials for working with youth on various topics.

RYCO expects that intercultural learning will happen through the cross-border youth exchange projects they sponsor, both directly through the thematic focus of the project and indirectly through the assembling of young people from different origins in encounter activities. Experience suggests, however, that intercultural learning can be limited if not addressed explicitly.

Many organisations in the region work on intercultural learning, some directly but many indirectly. One initiative that experienced success was the Academy of Central European Schools (ACES), implemented by ERSTE Foundation and Interkulturelles Zentrum. For several years, ACES organized projects, mobility and exchange with schools from 15 countries included an integrated component of home-stays. On the basis of this experience, they developed a manual in 2014 on exchange project management.

Understood in the broadest terms, virtually all projects included in the present mapping could claim to include an intercultural learning dimension. However, attention is drawn here to some more focussed and unique initiatives that are engaging strategically with the more difficult aspects of intercultural dialogue:

The European Association of History Educators (EUROCLIO) is running a three-year project (2017-2020) called **“Learning to Disagree”**⁵⁰, funded by the Erasmus+ Programme of the European Commission, which aims to respond to the needs of educators who experience difficulties in addressing sensitive and controversial issues in their classroom. The project offers training and support materials to educators to overcome these difficulties and enable them to facilitate dialogue, debate and discussion in their educational practice. The core idea is that students acquire those social and civic competences that enable them to interact with people that they (fundamentally) disagree with, in a constructive manner. Learning to Disagree aims to develop exemplar content, teaching strategies and assessment tools that enable educators to teach and assess dialogue, debate, and discussion on controversial subjects. The exemplar content that will be developed, will address debates about the following five topics: borders, behaving in danger or under occupation, protection, use and abuse of cultural heritage, annexation and separatism, and freedom of expression. The project has been developed with the Belgrade-based organisation Education for the 21st Century, the Mount School York from the United Kingdom, the National University of Ireland – Maynooth, and the Georg Eckert Institute for International Textbook Research (Germany). The consortium of Learning to Disagree have selected fifteen educators from

46 Reference Framework of Competences for Democratic Culture: Volume 1 Context, concepts and model
<https://rm.coe.int/prems-008318-gbr-2508-reference-framework-of-competences-vol-1-8573-co/16807bc66c>

47 <http://www.yeu-international.org/en/yeu-international/about-us>

48 <https://www.seeyn.org/index.php/about/who-we-are>

49 <https://www.yihr.org/>

50 <https://www.euroclio.eu/project/learning-to-disagree/>

twelve different countries to form a project core team. One of the intended outcomes of the Learning to Disagree project, is a building block that will be added to the Historiana eActivity Builder. This building block will visualise different points of view on a particular (controversial) issue, such as for instance freedom of expression. The building block, called Variety of Viewpoints, will be included in eLearning activities that combine the visualisation with context in the form of a timeline, discussion questions, and additional guidance on teaching strategies and assessment tools. As of "April 2019: In the early stage of the Learning to Disagree project, Georg Eckert Institute researchers performed a needs assessment, to collect the opinions and input from educators on the issue of debate, dialogue, and discussion in the classroom. Six focus group discussions were held, involving 25 participants from 23 European countries. Based on the data collected, a survey was developed, which gathered information from 117 respondents. A number of findings were made based on the data collected. Firstly, the inquiry identified a working definition of contested issues, which refer mostly to disputes based on competing, often irreconcilable values. Contested issues were mostly found in recent history and were often of a national rather than international character. Concrete examples of contested issues teachers deal with in the classroom are both World Wars, Fascism, Communism, the Cold War, and migration, among others. Participants of the focus groups and respondents from the survey identified dialogue, discussions and debates as tools of paramount importance in order to encourage students to deal with multiple perspectives on contested issues. The ability of educators to implement these tools is often hindered by factors such as a lack of resources representing different viewpoints, the duty of neutrality of educators, ingrained nationalism in society, and political pressure by authorities. From the data collected, three main teaching approaches to contested issues were identified: the critical thinking, the "battling" stereotypes and the creation of empathy approaches. The critical thinking approach is based on critical assessment of sources taken from a variety of perspectives, underlining how different societal groups experienced the same events differently, and encouraging an understanding of history as a complex, multi-perspective discipline. Secondly, the "battling" stereotypes engages students directly on biases they may have. Students are confronted with the historical wrongdoings of their own social groups and challenged on their potential lack of knowledge on minorities and other perspectives. Lastly, the creating empathy approach attempts emotionally engage students in order to prompt feelings of genuine interest and care, which will aid the creation of empathy in the classroom."

Vicinities (Okruzenje)⁵¹ is a major joint initiative of the Center for Democracy and Reconciliation in Southeast Europe (CDRSEE) and the European Fund for Balkans (EFB), financially supported by the Ministry of Foreign Affairs of Germany. Vicinities is a contemporary affairs television show for Western Balkans that began in 2011 as a spinoff initiative of the Joint History Project. Vicinities is the first and regional informational (now called "political") television series which is broadcast on eleven television channels in Albania, Bosnia and Herzegovina, Croatia, North Macedonia, Kosovo, Slovenia and Serbia. Broadcast in all languages of the Western Balkans to all countries in the region. Vicinities is an award-winning model of democratic media.⁵² Now in Season 6, the series gathers influential guests from all spheres of life in the Western Balkans, where they discuss questions that influence daily life in the region. Invites 4 experts per episode to discuss a common topic from their own perspective, thus modelling and nurturing a culture of dialogue on history and society in the Western Balkans for the public, including young people. The programme integrates inputs from the online community, encouraging participation of the public. Vicinities contributes to peacebuilding through the modelling of a democratic culture of multiperspectival dialogue on issues of historical and contemporary importance across the Western Balkans region. As of 2017: 65 episodes, 264 guests, millions of viewers a year. Brought together heads of states from the region in 2015 and 2017 for the first time. Channels broadcasting multiplying. In 2016, awarded the Media Initiative of the Year by the European Citizenship Awards.

51 <http://www.okruzenje.net/en/>

52 Introductory video: <https://youtu.be/VsD2ksiW3uo>

DEALING WITH THE PAST

There are many organisations in the Western Balkans that are active in the field of Dealing with the Past (DwP).⁵³ DwP initiatives are based on two distinct but interrelated processes: remembrance and reconciliation. Organisations working on Dealing with the Past projects tend to be specialised in the field of history and history education. This represents a challenge for youth in the region because: a) most governments in the region remain reluctant to address the conflicts of the 1990s in any depth through school history curricula; b) if/when addressed, these topics tend to be introduced only in advanced general secondary school education, from which many students who attend non-gymnasia schools will be excluded; c) if/when addressed, teachers themselves are often reluctant to engage substantively because they feel ill-prepared or ill-supported to respond to conflict views and controversial questions in the classroom. In response to these challenges, the following European and regional initiatives offer a few examples of good practice.

The European Association of History Educators (EUROClío) is a major actor in this field, working with history educators across the region to develop learning resources and capacities for teaching sensitive and controversial topics in regional history. In 2014, EUROClío produced a collaborative educational publication for history educators called, **“Once Upon A Time...We Lived Together: Joint Work in a Multiperspective Approach”**.⁵⁴ The publication is available freely online in 8 languages. This resource was the main outcome of the (2011-2014) “History that Connects” project, **‘How to Teach Sensitive and Controversial History in the Countries of Former Yugoslavia’**. Developed by 35 history educators from all project countries (Bosnia and Herzegovina, Croatia, Kosovo, North Macedonia, Montenegro, Serbia and Slovenia), working in schools, research institutes, museums and universities, the final editing was done by an elected team of 7 editors – one from every country. Extended consultations and training seminars for history educators involved 700 individuals. All aspects of diversity were represented, including gender, ethnicity, age and socio-economic background. “Once upon a time...We lived together” contains 23 innovative exemplar workshops focusing on some of the most sensitive and controversial topics of regional history between 1900-1945, with contributions from educators of all seven project countries. The key to this achievement has been the insistence on the regional collection of primary source material to be purposed in active learning and ready-to-use lesson plans. In 2016, EUROClío launched another project called **“Learning a History that is not yet History”** supported by Erasmus+, in cooperation with partner organizations from Bosnia and Herzegovina, Montenegro, Croatia and Serbia. The project started with a survey, named **“Remembrance of the Yugoslav Wars”**, that aimed at seeing how the 1990s Yugoslav Wars are remembered and commemorated across Europe. The survey was filled in by 175 respondents who came from 30 countries. A summary of the results is available.⁵⁵ They also produced an excellent set of **recommendations for responsible teaching of the wars in Yugoslavia and its successor states**, called “Making Sense of the Past that Refuses to Pass”. This is also available online.⁵⁶ The team jointly conceived and created an **online database of learning resources**⁵⁷ about wars on the territory of the former Yugoslavia, as well as a **pedagogical tool** called “War(s) in Pictures”⁵⁸, making it easier for the history teachers and related subjects to access quality resources and materials. The main goal is to strengthen the competences and motivation of teachers to teach controversial and sensitive subjects from a recent past in a responsible and critical way.

The Centre for Democracy & Reconciliation in South Eastern Europe (CDRSEE) has also implemented several significant initiatives in this field, one being the **Joint History Project**⁵⁹ (JHP), which equips Balkans educators and young people with critical literacy skills training, tools and resources for multiperspectival history education

⁵³ See list of 50 DwP partners of the German Civil Peace Service (ForumZFD): http://www.dwp-balkan.org/en/actors.php?cat_id=3

⁵⁴ <https://cliohipbih.ba/materijali/topic/once-upon-a-time-we-lived-together-joint-work-in-a-multiperspective-approach/>

⁵⁵ <https://euroclio.eu/wp-content/uploads/2016/12/Remembrance-about-the-Yugoslav-Wars.pdf>

⁵⁶ https://euroclio.eu/wp-content/uploads/2016/12/Making-sense-of-the-past-that-refuses-to-pass_final-English.pdf

⁵⁷ <http://devedesete.net/repository/>

⁵⁸ <http://devedesete.net/wars-in-pictures/>

⁵⁹ <https://cdrsee.org/projects/education-projects/joint-history-project>

and remembrance. The JHP, which ran from 1999-2019, aimed to change the way that regional history is taught in schools across the Balkans, by creating history-teaching materials that convey multiple perspectives of the same events and advocating for use of these materials across the region. Perspectives on history in the Western Balkans remain highly controversial and ethnocentric. To overcome these challenges, the teaching resources were carefully crafted through joint consultations of almost 100 experts and educators and supported with trainings for history teachers across the region. To date, the project has produced a series of workbooks for history teaching including four books in 11 languages which cover regional events and history from the Ottoman Empire to the Second World War, and a second set of materials (produced in 2016) which covers the Cold War and the transition in Southeast Europe up until 2008, thus including the Wars of the 1990s. JHP thus fills a critical gap in the region: providing common resources that present regional history through an integrated, multiperspectival approach that inspires and supports critical thinking and a re-examination of history and identities in contemporary society. There is also a JHP Guide for Teachers and introductory videos for young people.⁶⁰ The JHP not only aims to revise ethnocentric school history lessons, but also encourages critical thinking and debate, celebrates diversity and recognises shared suffering and achievements. The JHP is the gold standard in multi-perspective history teaching. While it has been accused of promoting historical relativism by bringing contrasting sources together in apparent equivalence, this is not how the resources are intended to be used. The methodology brings different sources together to offer a springboard for critical reflection and enriched discussion and debate, intended to break down selective narratives and myths and to promote a deeper examination of truth(s) and their complexity. A crucial component of the JHP project's success is the fact that CDRSEE has developed close working relationships with most of the Ministries of Education and Teacher Associations across the Balkans. Through these working relationships, the JHP provides on-going teacher training, outreach and media work. A supplementary resource for teachers, created by CDRSEE, is the **Teaching for Learning** reference guide (2013), which provides practical advice for teachers on how to teach for change, create enabling learning environments with clear and achievable learning objectives, how to select learning resources, how to diversify instructional and assessment approaches, and how to achieve alignment within the societal context and school culture.

The number of teachers who have been trained to use the JHP materials and tailor the books and lessons to their classrooms continues to grow, and an estimated half a million students have been touched by the JHP over the years. In addition to receiving positive feedback from teachers and students, the JHP has been recognised and funded by more than 25 donors since its initiation. In 2013, the CDRSEE was awarded the Friedrich-Ebert-Stiftung Human Rights Award, in large part for the impact the Center has had on expanding multi-perspective education through the JHP. The European Parliament recommended the JHP in 2009 for its impact and effectiveness, and the EU Monitoring Report of April 2012 acknowledged the excellent work achieved by the JHP in terms of sustainability, effectiveness and impact. In 2010, a team from USAID published a very positive overview of the work and impact of the JHP. A key challenge for the JHP is the fact that use of the materials remains optional in national education systems and thus is not assured. Teachers may not have official and social permission from Ministries, school authorities and communities to use the multiperspectival materials and approach. For these and other reasons, some teachers find integration of JHP materials difficult even though they are of good quality.

Together with EUROclio, CDRSEE also implemented from 2015-2019 the programme “**ePact**”,⁶¹ a project on education reform in Southeast Europe with key participants being social science teachers. CSO partners of ePact included the Albanian History Teachers Association (ALBNA), EUROCLIO-HIP BIH, Kosovar History Teachers Association (SHMHK), Macedonian History Teachers Association (ANIM), Montenegrin History Teachers Association (HIPMONT), Serbian Association for Social History (UDI). The project was supported financially by the Austrian Development Cooperation as part of the initiative “**NETUCATE**” (Networked education creating a skills web for participation and sensitivity). The aim of the project was to contribute to sustaining the democratisation process and enhancing conflict sensitivity in the Western Balkans, by intensifying democratic education in the formal schooling system. The project methodology involved three strands: 1) Advocacy and

⁶⁰ Such as: <https://youtu.be/7mwijm5Lol8>

⁶¹ <https://cdrsee.org/projects/education-projects/epact>

regional cooperation of civil society and policymakers, 2) Evidence-based curricula for history and social sciences, 3) Capacity-building at the classroom level. Training and support to history teachers in Montenegro (Dec 2016), Kosovo (Mar 2017), Serbia (Apr 2017) and Bosnia and Herzegovina (May 2017), focussed on using new methodologies for introducing and encouraging critical thinking in the classroom using the 'Teaching for Learning' toolkit. Seminars will continue online, with the creation of an e-learning environment where educators from across the region will have free access to online courses that enhance knowledge-sharing and the multiplication of teachers' competencies. In July 2017, a summer school as part of EuroClio's 'Connecting the Balkans' series, in cooperation with ePACT, was held in Albania. Entitled 'Going beyond pride and pain? History that connects the Balkans', the event brought together 80 history educators, NGO representatives and officials from Ministries of Education from the region and celebrated the diversity of the region while sharing ideas on how to teach sensitive history. Two 'Teaching for Learning' Seminars were organised in Albania in April 2018, and two more in Skopje in September 2018. The final seminar of the series was held in October 2018 in Republika Srpska, attended by 20 teachers, directors, inspectors and members of pedagogical institutions, who were offered an opportunity to upskill their capacities by incorporating democratic principles and active learning in their teaching. More on the Teaching for Learning training approach is found online.⁶² The Teaching for Learning reference guide available in all regional languages and English.⁶³

RETHINK⁶⁴ is a 2018-2020 education initiative of the Erasmus+ programme, in partnership with Centre for Education Studies (CIEP), EUROclio, the European Centre of Studies and Initiatives (CESIE), and three memorial institutions: Kazerne Dossin (Belgium); the Shoah Memorial (France); Jewish Historical Institute (Poland) as well as two organisations specialised in Holocaust education: the Holocaust Education Trust Ireland (HETI) and the Institute for Holocaust Education (Austria). The RETHINK project (Remembrance Education for THINKING critically) aims to facilitate the dissemination of programmes that promote tolerance and respect towards diversity, while developing media literacy and critical thinking skills. We believe that remembrance education, in linking past and present, sheds valuable light on the historical significance of polarised identities, offers insight into European history, and tools to combat intolerance. The project is building a ReThink Practice Database⁶⁵ and a ReThink eLearning platform is in development (projected availability 2020).

Facing History and Ourselves (FHAO)⁶⁶ is a US-based organisation that is an award-winning, internationally recognized leader in transformative pedagogies, supporting teachers and young people in learning about histories of conflict, war, genocide, racism, antisemitism and injustice with the aim of becoming active and morally courageous citizens. FHAO's evidence-based approach is unique in that every learning activity connects history to contemporary society. As students explore the complexities of history, and make connections to current events, they reflect on the choices they confront today and consider how they can make a difference. Key themes explored with students include identity, ethics, the power of choice and civic engagement. Facing History's unique approach to pedagogy, classroom resources, professional development, coaching, and support equips teachers with the tools and strategies they need to help students become thoughtful, responsible citizens. FHAO's resources are available only in English, but educators from the Western Balkans have collaborated with the organisation and there are numerous educational resources on topics in the region.

Among the key non-governmental organisations active regionally is ForumZFD who has specialised in programmes related to **Dealing with the Past**. With offices in Belgrade, Pristina, Skopje and Sarajevo, ForumZFD organizes regional working groups that work towards peaceful conflict transformation throughout the region by focussing on Dealing with the Past and providing **education for peace** formally and non-formally. Aiming to discredit militant discourses, to overcome stereotypes, to promote a culture of non-violence and a more inclusive "culture of remembrance", ForumZFD strives to create inclusive spaces for dialogue and exchange. ForumZFD's approach to Dealing with the Past is directed towards individual, societal, and political recognition

⁶² <https://cdrsee.org/projects/education-projects/teaching-learning-2012-2013>

⁶³ <https://cdrsee.org/publications/education/teaching-learning>

⁶⁴ <https://rethink-education.eu/>

⁶⁵ <https://rethink-education.eu/practices/>

⁶⁶ <https://www.facinghistory.org/>

and acceptance of the responsibility for injustice and violence. These are central prerequisites for re-establishing trust, security, and willingness for dialogue and cooperation. ForumZFD works with local partners on the national and regional levels, including civil society organisations, artists and artistic groups, media representatives, relevant academics, especially historians, and state institutions, such as museums, schools, universities and municipal administrations. ForumZFD's activities are guided by the question, "How can we make the future resistant to the violent past? How can we (re)build relationships in the region?" Projects include supporting dialogue and reconciliation processes with participants of varied ethnic, religious and social backgrounds, such as facilitating inclusive meetings with formerly violent conflicting parties to address issues such as missing persons or participating in discussions and formal processes for establishing mechanisms of transitional justice. Other projects focus on overcoming ethnic segregation in society and the educational system, for example through summer schools and workshops for youth, formation of peer education, and projects on non-violent conflict management and mediation in schools and with youth groups. One significant resource created by ForumZFD and numerous partners is the education toolkit called "**MemorInMotion**" which contains thematic modules, lesson plans, didactic cards and a DVD to support education for a culture of remembrance centred on monuments and memorial sites in the Western Balkans.

A recent initiative (May 2019) by ForumZFD is the **Bosnian War Crimes Atlas**, an online platform whose aim is to empower Bosnian citizens with knowledge about facts of the 1992-1995 war in Bosnia and Herzegovina in order to prevent conflict and manipulation of the recent history, to de-monopolize and democratize the process of dealing with the past and to preserve and honor the memory of all victims regardless of their ethnic, religious, social and national belonging or political affiliation. The Atlas can serve as a tool for educational institutions. Associated with the launch of the Atlas were four presentations in Serbia (Belgrade, Novi Sad, Niš and Kragujevac), and four presentations in Croatia (Zagreb, Pula, Osijek and Vukovar) designed to increase knowledge about the events from the 1992-1995 war and critical consideration of the recent history of Bosnia and Herzegovina, in response to the tendency towards nationalist, ideological, and political interpretations of war events and crimes. Future presentations are planned for Prishtina, Podgorica and Bosnia and Herzegovina.

One of **RYCO's** main aims is to support youth projects which are contributing to "reconciliation and constructive remembrance". RYCO is now actively supporting a number of projects in the field of DwP. These are described in Sections 1 and 3 of the mapping.

COUNTERING & PREVENTING VIOLENT EXTREMISM

According to the UN Security Council Counter-Terrorism Committee: "Initiatives for countering incitement and violent extremism can take many forms. Common to all methods is an emphasis on dialogue, inclusion, and the promoting of understanding. States have, for example, created forums for interreligious and intercultural dialogue, or platforms that bring together governmental and non-governmental actors to advise on CVE strategies. Similar steps have been taken in the fields of education and religion. CVE measures also include initiatives for counter-messaging and the use of social media and other communications channels to counter terrorist narratives and promote alternative visions based on respect for human rights and human dignity. Central to the concept of CVE is the importance of addressing the 'conditions conducive' to the spread of terrorism, which are defined by the General Assembly in the United Nations Global Counter-Terrorism Strategy. The Security Council has recognized that acts of terrorism cannot be prevented through repressive measures alone. It is also essential to take account of grievances that may be exploited by terrorists and their supporters and to develop constructive solutions. In 2015, the Council adopted resolutions that highlighted in particular the importance of including women and youth in CVE strategies. The Council's resolution 2242 (2015) urges Member States and the United Nations system 'to ensure the participation and leadership of women and women's organizations in developing strategies to counter terrorism and violent extremism.' Security Council resolution 2250 (2015) urges States "to consider ways to increase inclusive representation of youth in decision-making at all levels in local, national, regional and international institutions and mechanisms for the prevention and resolution of conflict, including institutions and mechanisms to counter violent extremism... In January 2016, the United Nations Secretary-General presented to the General Assembly a Plan of Action to Prevent Violent

Extremism (PVE)⁶⁷, which adopts a comprehensive approach to the challenge of violent extremism, encompassing not only ongoing and essential security-based counter-terrorism measures, but also systematic preventive measures that directly address the drivers of violent extremism at the local, national, regional and global levels.”⁶⁸

Countering and Preventing Violent Extremism (C/PVE) initiatives have gained momentum in the Western Balkans. The following are some educational initiatives in the Western Balkans that seek to counter and prevent violent extremism among youth.⁶⁹

Since 2015, all 57 participating states of the OSCE have been collaborating on a **Countering Violent Extremism campaign**. The UnitedCVE programme has incorporated a range of workshops with youth on such topics as challenging stereotypes and standing up to bullying.⁷⁰ In 2017, the OSCE gathered youth from across the Western Balkans to discuss strategies for preventing violent extremism. The results and recommendations of this youth-centred consultation were documented and are available online.⁷¹ The UnitedCVE campaign also produced a series of 50 short videos that can be used by teachers and trainers as educational resources for discussing radicalisation and violent extremism with youth. These are available on the #UnitedCVE campaign YouTube channel.⁷²

The **USAID** has been particularly active in supporting C/PVE initiatives with youth in the region. USAID Missions in Albania, Bosnia, Kosovo and North Macedonia have ongoing programs that focus on one or a combination of such efforts as supporting host-government capacity to prevent and respond to violent extremists, community resiliency to specific drivers, strengthening critical thinking and media literacy, psycho-social support for at-risk youth, training for parents on warning signs of radicalization, increasing economic opportunity as a means to more meaningful livelihoods and responsibility, or civic participation. These are described in more depth under the relevant country headings in Section 3 of this mapping. Interventions are evidence-driven, informed by the latest research and geared toward respective country and community context. In Bosnia and Herzegovina, USAID’s Office of Transition Initiatives works on reducing the ability of terrorists to recruit new members, inspire violence, or widen communal divisions. The program works with a broad range of local and national partners who share these goals. In North Macedonia, the Office of Transition Initiatives supports a Countering Violent Extremism adviser to the host-government.

The Council of Europe has also been implementing a programme in the region since 2018 called **“Identity, Belonging and Extremism” (IBE)**.⁷³ IBE is a media content-based project that is delivered in schools, focussed on preventing violent extremism. “The project seeks to engage students on issues encountered in the online environment using an offline medium. Although the themes are generic, they are central to understanding radicalisation and extremism. The project targets both mindset and behaviour. The majority of extremist narratives operate on three simple modes of engagement and understanding, revolving around: a sense of Identity, a sense of belonging, a sense of loyalty / duty. IBE tackles these by discussing racism, Islamism, Islamophobia, stereotypes and social media. The project explores topics such as: isolation, grievances, anger, lack of self-esteem, lack of purpose, lack of excitement and status. The project concentrates on the visual, emotional and social reality of individuals, and offers an alternative based on individual reasoning and ‘groupthink’ behaviour. IBE attempts to counter this stimulus at both an emotional and intellectual level. It locates its narrative within the person rather than the ‘problem’ or situation.” “The project demonstrates to the individual that they are in control of their response behaviour (as opposed to the situation). It seeks to stimulate critical thought in the process of how actions affect the person. It works because we deliver it with openness

⁶⁷ https://www.un.org/ga/search/view_doc.asp?symbol=A/70/674

⁶⁸ <https://www.un.org/sc/ctc/focus-areas/countering-violent-extremism/>

⁶⁹ UNDP did a mapping 2-3 years ago on organisations working with PVE. Find and reference.

⁷⁰ <https://www.osce.org/secretariat/239261>

⁷¹ <https://www.osce.org/secretariat/314886>

⁷² <https://www.youtube.com/playlist?list=PL8DHbLgTnz1s1bD09Dvd2jWPZwObQpSMP>

⁷³ <http://www.congress-intercultural.eu/en/initiative/215-identity--belonging-and-extremism.html>

and provide a personal context. We tell stories about disability, stigma, bullying, expectations, norms, values, extremism, choices, situations and solutions. We let the students engage their own minds and then consider how they use them. The project is tailored to local needs and created in consultation with students, based on their requirements. It focuses on both online (digital resilience) and offline engagement.

PEACEBUILDING

Peacebuilding remains a contested notion in the Western Balkans and especially among civil society actors. Lessons from the field of post-conflict engagement dispel simplistic notions of peacebuilding as merely ‘helping former enemies to get along’. It is a much more complex process that seeks to transform the sources of conflict and social division at one or several levels including:

- a) *Context transformation* at the international, regional, and/or social level;
- b) *Structural transformation* focused on the root causes;
- c) *Actor transformation* through a change of leaders or the constituency, or by a drastic change in their beliefs and goals;
- d) *Issue transformation* through a change in positions or the salience of issues; and
- e) *Personal and group transformation* through the changing of ‘hearts and minds.’⁷⁴

At the individual and group level, transformation has been linked to pedagogical processes of conscientization (Freire, 1970), social healing (Danesh, 2008a; Staub, 2006, 2011), shifts in worldview (Danesh & Danesh, 2002; Hiebert, 2008; Schlitz, Vieten, & Miller, 2010), and engaged forms of social action (praxis) that emerge from these others processes (Freire, 1970:33).

Peacebuilding is increasingly viewed as a methodological ‘lens’ through which key principles of peacebuilding are integrated throughout the structure, objectives and methodologies of field interventions (Alliance for Peacebuilding, 2012). Peacebuilding interventions in conflict-affected and fragile societies have a mixed record of achievement. Real-world peacebuilding practice, especially among populations affected by recent histories of collective violence (Stover & Weinstein, 2004:339) has proven messy, painful, contested, slow, and in many respects improvised (Jeffrey, 2012). Scholars agree that peacebuilding is typically complex, non-linear, and fraught with unintended consequences (MacGinty & Richmond, 2007). As such, the desired ‘social good’ of such work can remain disappointingly elusive (Bar-Tal, 2002; Fitzduff & Jean, 2011; Paulson, 2011). Indeed, peacebuilding is frequently “a site of political and social contestation” (Curtis, 2012:17) that challenges identities and emotions (Bekerman & Zembylas, 2012), as well as structures and cultures (Galtung, 1990).

There have been several peace education projects in the region over the past 20 years, particularly in Bosnia and Herzegovina. An early initiative called “**Education for Peace**” (EFP) was implemented in secondary schools across the country during the decade of 2000-2010. It began with recognizing that BiH communities remained divided and unwilling to engage deeper in problem-solving because of lingering psychological, social, and moral/ethical damages, grievances and mistrust resulting from mass violence. The educational task was thus to provide school communities with an understanding of (1) the **psychological dynamics of conflict, violence and peace**, and (2) the **role of unity-based worldviews in violence-recovery and healthy human development**, in order to promote individual and community reflection, healing, growth, consultation and action towards shared wellbeing and the peaceful resolution of conflicts. This unique programme was created by the International Education for Peace Institute in response to a direct invitation by the FBiH Minister of Education, and was implemented with the support of both FBiH and RS Ministries of Education, the OHR and OSCE-BiH, and multiple donors.⁷⁵ The primary objective of this Education for Peace initiative was to promote **a culture of peace and a**

⁷⁴ Miall, Ramsbotham & Woodhouse, 1999

⁷⁵ Over 12 years financial support to the Education for Peace programme was provided by the governments of Luxembourg, Switzerland, Canada, and Japan, local embassies of the UK and Norway, as well as Rotary, participating municipalities and local businesses.

culture of healing within and between Bosnia's war-affected ethnic populations. This EFP model differed from existing peace education approaches in both content and form. The EFP project focussed on the psychosocial causes and effects of intergroup violence, the conditions that enable community healing and reconciliation, and the requisites for sustainable peacebuilding, including the cultivation of peace-oriented worldviews and the development of inclusive and non-violent problem-solving and decision-making. What was also distinctive about the EFP project was **its whole-school approach, its cross-curricular integration, and its unity-based methodology**. The two-year pilot project worked with three primary and three secondary schools. All members of the school community—students, teachers, administrators, cleaning staff and cooks, as well as parents/guardians to the extent possible (nearly 7000 people in total)—were included in the year-long study and practice of peace principles in the school environment. This model differed radically from other initiatives which engaged only a handful of teacher and student delegates for a limited duration. EFP's cross-curricular approach framed peace as a lens through which all learning and interaction in the school could be considered, evaluated, and reformed. This framework was applied to all K-12 subjects, as well as to the operating culture and decision-making processes of the school as an organization. In addition to training all members of the school community and integrating peace concepts or processes into all subjects of curricular learning, schools also organized whole-school **Local Peace Events** each term, attracting masses from the wider community to see students showcase peace projects. **National Peace Events** enabled each of the ethnic-majority communities to welcome delegations from other regions to their 'home' and to devise policy-oriented solutions to sources of social division for sharing with local, regional and state-level authorities. The results of the pilot project received high praise from officials, teachers and students alike, despite significant contextual challenges (Clarke-Habibi, 2005, 2012).

In particular, the EFP experience showed that high school students can engage in deep discussion of regional challenges and can derive benefit from doing so when properly supported. A key example was the full-day National Peace Event held in 2001 at the UN headquarters in Sarajevo. A prelude to DFF's Dialogue Platforms, on this occasion 100 delegates from 3 secondary schools (approximately 30+ per school) were brought together. Organised in mixed groups of 10, the youth delegates consulted on the peacebuilding needs of different sectors of BiH society. Delegates had participated in pre-event workshops on their worries about meeting the 'other', on overcoming prejudices to remain open-minded to focus on what is shared in common, and on consultative communication and decision-making (which differs in its outcomes from debating while still examining an issue from multiple perspectives). Once together, the mixed teams were tasked with considering the present challenges to peacebuilding in their assigned sector, and then devising at least 5 recommendations that they could all agree on. Each group was accompanied by an adult mentor whose role was primarily to observe and occasionally offer a question to stimulate further reflection. Each group's recommendations were then presented by the youth to the mayors of the three cities who attended the event, along with representatives from the UN and the OSCE, and the assembled students, teachers and school directors. The youth proved themselves to profoundly articulate and insightful, often choosing to preface their recommendations with an unsolicited reflective message to the sector's key decision-makers (whether parents, teacher & school leaders, religious leaders, political leaders, business leaders, media or other youth). In this way, peers and adults were given the opportunity to listen to the considered and concerted voices of the youth on a range of complex and consequential subjects. The process itself was rich and the impacts on those present were tangible. Where the process fell short was in the lack of follow-up activities with the same delegates within and between their school communities and with the leaders of their communities to continue deliberating on and pursuing the implementation of the recommendations that were made. However, the experience shows that adolescents aged 14-18 are fully capable of **going "deeper"**.

As the programme expanded, the original methodology was adapted to meet the **challenges of scale**. All 150 members of BiH's nine Pedagogical Institutes received two years of training to support the introduction of EFP in another 105 gymnasias and technical-vocational schools in urban and remote areas of the country. Handbooks and online resources were developed for teachers and students by participating educators, based on classroom experience. Since 2010, EFP has been integrated into the work of the Pedagogical Institutes without external support. EFP was gradually integrated into education policy across the state, but unevenly implemented. Many Pedagogical Institutes formally adopted EFP topics into homeroom class syllabi and EFP Peace Week into the

mandatory calendar of activities for schools. This ensured that peace-oriented lessons and activities continued to be offered in schools around the country, although homeroom instruction is not standardized and there is no mechanism for ensuring consistency and quality from one homeroom to another. However, maintaining quality while scaling up was a challenge. Experiences revealed that the EFP conceptual framework and curriculum were diluted as Pedagogical Institutes assumed responsibility for teacher training. Whole-school participation gave way to shallower forms of engagement in homeroom periods only. Fewer intercommunity events were orchestrated due to funding limitations. Key challenges to policy integration included the shifting political and economic environment, and staff turnovers in Ministries of Education, Pedagogical Institutes and schools. Activity in more politically hostile regions of the country also steadily declined. In 2012, the Acting Director of the RS Pedagogical Institute said that contemporary power relations, inequalities, and unjust laws in BiH limited the transformative potential that EFP could achieve on its own. She concluded that RS schools needed to be challenged more engage directly in critical dialogue. Her successor held very different views, however, and resisted further engagement with peacebuilding initiatives. By contrast, the Bosniak Pedagogical Institute in Mostar has enthusiastically supported EFP at schools across the jurisdiction. EFP alumni founded new collaborations with each other to continue advancing systemic peace-oriented reforms in education, revealing some unexpected longer-term impacts of this initiative.

In more recent years, new initiatives carrying the same name but employing different methodologies have begun. One such, called “**Civic Education for Peace**”⁷⁶, is currently being led by the Helsinki Committee for Human Rights in BiH. It has developed and promoted pedagogical materials for primary and secondary schools. The materials extend previous peace education curricula by incorporating topics on transitional justice and culture of memory work. Since January 2019, two hundred teachers have received training. The USAID, through its ongoing project Pro-Budučnost, has also created the **Little School of Peace**⁷⁷ (a publicly accessible **eLearning programme** with introductory peace studies courses in Bosnian/Croatian/Serbian language. More information about this initiative is available in Section 3 of the mapping, under Bosnia and Herzegovina.

SOCIAL INNOVATION / YOUTH SOCIAL ENTERPRISE

Initiatives designed to promote youth social innovation and entrepreneurship across the Western Balkans are on the rise. With struggling economies and civically inactive youth, such initiatives are providing a valuable response to critical economic and social needs in the region. The largest initiative in this field is **UPSHIFT** which has been described in detail in Section 1 of this mapping. However, there are other actors working on similar projects in the region, one of which is highlighted here:

Project RAISE (Raising the Advantages of Youth through Innovation and Social Entrepreneurship) is a project implemented by Beyond Barriers Association with the financial support of Erasmus+ Youth in Action Programme, under KA2 Capacity Building of Youth Workers under the Western Balkans Window, and implemented in collaboration with partners from Western Balkans and the European Union. The main aim of the project is to improve the employability and competences of young people in partner organization through youth work and non-formal educational methods. The consortium of the project was composed of: MKC Bitola from FYRoM, C.E.T Platform from Serbia, OKC Banja Luka from Bosnia and Herzegovina, LENS from Kosovo, LDA Sisak from Croatia and CIA from Greece. RAISE was composed of 3 mobility activities, which took place in Albania: A Training of Trainers, a Youth Exchange and a Seminar, as well as a set of follow up events that took place in the partner countries of the consortium. Each activity aimed to provide a space for young people and youth workers to learn and develop together, to experience entrepreneurship education in an intercultural, international context, and to focus on the exchange of good practice and identifying solutions to common challenges. The “SEE a Game” Manual and Living Lab methodology are the core new elements that were introduced to the project and that

⁷⁶ <https://www.forumzfd.de/en/peace-education-infor-schools-bosnia-and-herzegovina-a>

⁷⁷ <https://sspb.probuducnost.ba/kursevi/>

shall allow young trainers to make use of them in their work in entrepreneurship education. A description and report of the project are available online⁷⁸, as are the entrepreneurship training modules.⁷⁹

Divided Past – Joint Future: As already mentioned above, the Divided Past – Joint Future project employs as social innovation methodology as part of its mandate. Starting in March 2018, the project established a **regional Social Laboratory for Peace and Reconciliation**. Workshops addressed social challenges on the road to regional reconciliation and the process of **creating innovative peace-building tools and products**. The workshops, conducted by experienced youth workers, were attended by representatives of the public administration, civil sector, youth, business and the entrepreneurship, media and education sectors. The approach is described in detail in Section 1 of this mapping.

MAPPING SECTION 3: KEY ACTORS & INITIATIVES BY COUNTRY

ALBANIA

Policy context:

Albania has a population of approximately 3 million⁸⁰, of which the majority are Albanian, with national minorities of Greek, Macedonian, Montenegrin populations, cultural minorities of Roma and Egyptian. Approximately 56% of the population is Muslim, 17% Christians, and the remainder other faiths, undeclared and atheist. The Ministry of Education, Sports and Youth is responsible for pre-university Education, while the Ministry of Finance and Economy is responsible for VET.

Official Curriculum: The Albanian Curriculum Framework for Pre-University Education⁸¹ includes a fully developed competency framework which incorporates many competences related to peacebuilding and social cohesion:

Competence Area	Selected competences
Communication Competences	Expresses tolerance and empathy in communication. Communicates constructively.
Competence of thinking	Analyses, synthesizes, judges, evaluates, interprets, creates and maintains an independent attitude. Make decisions based on complete and verified information. Conduct decisions with consequences. Assess and self-esteem. Solve problems.
Competence for life, entrepreneurship and the environment	Exercises conflict management skills and risk assessments.
Personal Competences	Manages emotions and stress. Helps and displays empathy for others.
Civic Competences	Builds relationships with others, with society and with other cultures. Understands and respects the differences between people.

⁷⁸ <http://jointfuture.org/wp-content/uploads/2017/10/Booklet-RAISE-Final-Version.pdf>

⁷⁹ <http://jointfuture.org/wp-content/uploads/2017/10/Training-Module-on-Entrepreneurship-RAISE-Project.pdf>

⁸⁰ CIA World Factbook

⁸¹ <http://izha.edu.al/new/2017/04/02/korniza-kurrikulare/>

	Accepts and respects others. Demonstrates responsibility for issues of general public interest. Actively and responsibly participates in matters of public interest. Supports and encourages beneficial changes for personal life, for society and for environment.
Digital Competences	Assesses the risks arising from the Internet or electronic communication. Judges the truthfulness of information and ethical and legal principles in interactive ICT use. Uses ICT to develop critical thinking and creativity.

Peacebuilding values are incorporated into the subject of citizenship education, which is taught throughout grades 1 - 10. During years 1-9, students have one period per week, and in year 10 students have 2 periods per week. The citizenship education curriculum addresses topics on various dimensions of civic life:

"Citizenship" course component	Peacebuilding relevance
Political dimension	
Legal and human rights dimension	Includes teaching of respect for human rights and non-discrimination, etc.
Economic dimension	
Social dimension	
Cultural dimension	Includes teaching of intercultural and interreligious diversity and tolerance, etc.
Global dimension	
Peace dimension	Includes teaching of peaceful resolution of conflicts, tolerance, living together in diversity, etc.

The pedagogical approach used for teaching and learning this subject is based on the Council of Europe's 2018-2022 Campaign "**Free to speak, safe to learn: Democratic Schools for All**".⁸²

The Council of Europe defines a **democratic school** as:

- A school which upholds human rights, democracy and the rule of law – the core values of the Council of Europe.
- A school with a whole school approach to democratic principles; which puts theory into practice, from the content of lessons through to the school culture and management structure.
- A school with a democratic culture, which includes and involves all students, of all backgrounds, nationalities, and beliefs, in an age-appropriate way.
- A school which provides quality education for all students.⁸³

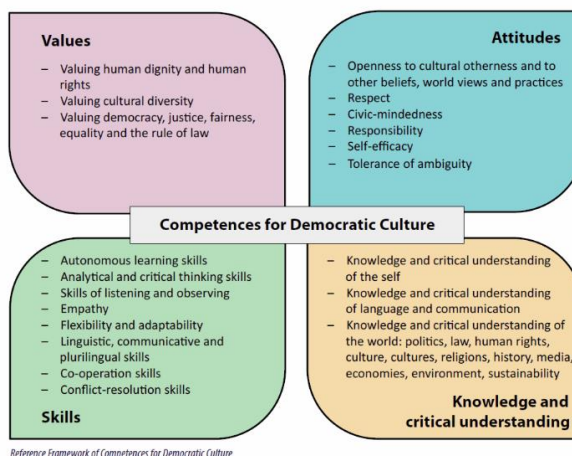
⁸² <https://www.coe.int/en/web/campaign-free-to-speak-safe-to-learn>

⁸³ The Council of Europe's standards of quality education are found here:
https://search.coe.int/cm/Pages/result_details.aspx?ObjectId=09000016805c94fb

The “Free to speak, safe to learn” campaign delivers on the Council of Europe’s 2016 recommendation for “**a safe spaces project around teaching controversial issues...**”, to support educators **across Europe** as they tackle controversial issues while promoting freedom of expression, inclusion and tolerance.

The associated **Reference Framework of Competences for Democratic Culture** sets out 20 competences which can be adapted for use in primary and secondary schools, as well as in vocational and higher education. Teacher's training programs in Albania have reportedly been based on these principles.

In addition to these 20 competences, the “Free to speak, safe to learn” campaign has compiled resources for educators around six main campaign themes which appear to be particularly relevant to RYCO’s Western Balkans mandate (active links below):



- a. [Making children’s and students’ voices heard](#)
- b. [Addressing controversial issues](#)
- c. [Preventing violence and bullying](#)
- d. [Dealing with propaganda, misinformation and fake news](#)
- e. [Tackling discrimination](#)
- f. [Improving well-being at school](#)

For each theme, the campaign website provides dozens of links to various educational guidelines and resource materials. However, no overarching or simplified thematic frameworks are provided, and thus some educators may find the compiled resources difficult to navigate.

In addition to citizenship education, a range of supplementary training manuals have been translated and made available to Albanian teachers over the past 20 years, including:

- g) The UNESCO publication "Tolerance the threshold of peace" by Betty Reardon, which was used early on as one of the first manuals for peace education for K-12 education.
- UNICEF materials for various projects on global education, children rights, conflict resolution etc. which were related directly with peace education.
- Council of Europe and UNESCO materials, which have been translated and remain available to teachers on the website of the Institute for Development of Education (www.izha.edu.al). These include:
 - Education for Democratic Citizenship (EDC): Basic Concepts and Core Competences
 - Education for Democratic Citizenship: Strategies for teaching
 - Charter on Education for Democratic Citizenship and Human Rights (CoE)
 - Explanatory Memorandum for the EDC/HRE Charter
 - Democracy and Human Rights Start with Us: Charter for All
 - “Charter for All” guidelines for educators
 - Living Democracy (www.living-democracy.al): with 6 manuals for civic education and human rights education for all levels of schooling
 - Freedoms: Teaching activities for high school teachers on legal issues related to Court of Human Rights
 - Preventing Violent Extremism: Guidelines for Teachers (UNESCO)
 - Preventing Violent Extremism: Guidelines for policy makers
 - Global Education Guidelines (CoE)
 - Signposts: A training module for teaching religious and nonreligious worldviews (CoE)

However, further information on whether, how and to what extent teachers have been trained to use these materials, and whether in fact these materials are implemented systematically in classroom lessons was not accessed during this mapping.

UNICEF-supported initiatives:

1) UNICEF Albania is taking the lead on the present project, ***“Supporting the Western Balkan’s collective leadership on reconciliation: building capacity and momentum for the Regional Youth Cooperation Office (RYCO)”*** is a joint project funded by the UN Peace Building Fund implemented by UNICEF, UNDP and UNFPA in Albania together with other UN agencies in the region and RYCO in the WB6. The project activities entail a series of strategies such as youth empowerment and participation, capacity building of schools and teachers, smart transfer of knowledge among schools and education system, in order to enable schools to make best use of RYCO’s resources for promoting intercultural dialogue and learning. The foreseen activities include:

- a) ***Documentation and sharing of best practices*** of working in peace building transformative pedagogies among the six countries;
- b) ***Development, testing and dissemination of a methodology (toolkit/manual)*** for educators on peace building, conflict resolution, and intercultural dialogue among the six contracting parties.
The manual which is in the process of being developed will be produced using young people’s opinions through digital platforms (U-Report Western Balkan platform), thereby addressing a gap identified in many of the methodologies produced in the past, namely youth/adolescent participation. The voices of girls and boys and young adults will be heard through the use of the online platform U-report Western Balkans on what are the topics of concern to them. The expert hired to develop the methodology will rely heavily on the opinion of youth on the topics of their concern as well as the lessons learnt and the documentation from the best experiences in the region
- c) ***School networking***: 30 schools will be supported towards networking with other schools in the region through provision of small grants and mentoring. The promotion of young people as positive actors of change in peacebuilding processes through exchanges with the focus on intercultural dialogue and peacebuilding will be also supported through the small grants. The process will be documented and shared across the six countries.
- d) ***Study visits on intercultural learning***: Two study visits will be organized among teachers and education officials to visit and reflect jointly on an advanced education system/country/project offering intercultural learning (country to be decided based on the initial mapping of good practices) A detailed report of the visits will be developed after the study visits and shared with all the countries.
- e) ***Innovative tools in promoting regional dialogue***: Innovative ideas on school exchange around intercultural learning and dialogue through use of technology will be developed and piloted (e.g. digital classroom etc.) Alternative models to the traditional regional workshops will be sought through use of online exchanges and forums as well as the design and implementation of a model digital classroom to be used among other issues on intercultural exchanges and dialogue among young girls and boys.

2) **U-REPORT**: Albania participates in the U-REPORT for Western Balkans,⁸⁴ a sub-regional U-REPORT that includes Albania, Kosovo* and Montenegro. To date, four Albania-specific polls have been conducted. Topics addressed have included “Albania’s New Education Strategy” and “Albania’s Law on Youth”. Participation varies greatly by topic. The poll on Albania’s New Education Strategy received only a 22% response rate from the 3,981 polled. Whereas the most recent poll, implemented simultaneously in Albania, Bosnia and Herzegovina and Kosovo on 10 July 2019, focussed on intercultural dialogue and peacebuilding, received a 91% response rate, but of a much smaller number of U-Reporters (only 508 polled). The full results of that latest poll are presented in Section 1 of this mapping, under the U-Report heading.

⁸⁴ <https://westernbalkans.ureport.in/>

3) Countering Violent Extremism: UNICEF and Save the Children in partnership with the Coordination Center for Countering Violent Extremism in Albania have entered into a partnership which looks at providing schools and teachers with the methodology to detect signs of children and young people who are prone to be victims of violent extremists and also provide victims of violent extremism with the needed support to reintegrate academically and socially in school. Elements of exchanges among the WB 6 are included in the project as well

4) Positive Behaviours in Schools: UNICEF Albania with the Ministry of Education Sports and Youth are implementing a communication for behaviour campaign which aims at developing a positive school culture that is conducive to inspired teaching and engaged learning, preventing most of the discipline problems where various forms of violence against children (VAC) may formerly have occurred. In such a positive school culture, a broad-based agreement on certain core principles that govern all interactions within the school has been established. A teacher training methodology which promotes positive behaviour instead of old forms of discipline has been developed and accredited. <https://www.ascap.edu.al/nderhyrjet-per-sjelljet-pozitive-ne-shkolle/>. 300 teachers have been trained while 20 schools in the country have been chosen as pilot schools to implement the initiative.

RYCO-supported initiatives:

All projects selected for RYCO support must be cross-border (i.e. with partners from at least two Western Balkans contracting parties) and, where possible, inter-community (with participants from at least two different ethnic or religious groups). Projects selected during RYCO's first call, with Albania as the main contracting party, included:

Project Title	Description / Implementing Partner
Swapping Cultures, Erasing Borders	Beyond Barriers Association
Hacking Participation in the Balkans	Centre for Comparative & International Studies
Youth Start-up for Reconciliation and Cooperation in the Western Balkans	Women's Network Equality in Decision-Making
Albanian and Serbian Youth Actors for Social Inclusion Together	Partnerë për Fëmijët
Rural Youth: Let's Awaken the Opportunities	Youth for Social Change

These projects have been implemented over the 2018-2019 period and the final reports are in preparation.

Highlights from one example: The "Youth Start-up for Reconciliation and Cooperation" project focused on inspiring change, reconciliation and intercultural exchange among 90 young people between 15-29 years old - 30 from Albania, 30 from Macedonia and 30 from Kosovo. Through participation in the Youth Start-Up Leadership Program, young participants were introduced to the Open Method of Coordination (OMC) over 12 working sessions that incorporates (1) Peer to peer education, (2) Networking and (3) Activism.

Following the working sessions, the young participants had the opportunity to meet in a 2-day joint activity in Tirana. This Camp opened with the Plenary Session sharing inspiring stories from well-known young people from Albania, Macedonia and Kosovo on how their influence can be a way of to amplify their message, addressing issues and facing challenges and develop advocacy actions. To start the discussion and to share stories and the best practices among the young people, the second session of the Camp was designed based on World Café methodology. During this session the young participants were divided into 12 groups and each group was able to rotate to the other table and start the discussion on the following topics: leadership and decision making, multicultural relations, media, identity, gender-based violence, tolerance and inclusion, education and labour market, children rights, inclusion discrimination and minority groups mobility. Throughout the World Café session, the young participants paired up to discuss about the topics bringing the best practices from their

community. This activity had a great impact as it allowed the young people to be involved in groups exchange and peer to peer education.

The third session of the Camp was focused on the Western Balkans Simulation Game – “The Western Balkans Summit” - that was designed based on the Open Method of Coordination. The game was an excellent tool to provide to the young participants means and ways to understand and investigate domestic and regional conflicts using the lessons learned based on the best practices shared during the World Café session. The young people learnt to them to play roles on behalf of Ministry representatives, lobby groups, international organization and media. As a result of this role play, the young participants learned to settle possible solutions and negotiate on possible cooperation and reconciliation in the Western Balkans. The following session - Media Lab - was designed to provide a space for the young participants to create artworks through ICT and photography. The young people were introduced to the methods of using art as a powerful tool through photo-voice to raise awareness and mobilize the community to the processes of Reconciliation and Cooperation in the Western Balkans. The young people were encouraged to create photo-voices (such as video and photography) as a way to reflect on issues focused on gender equality, social inclusion and youth empowerment in decision making and to replicate the best practices in their community.

The Camp concluded with the Resolution of Youth Start-Up for Reconciliation and Cooperation in the Western Balkans. The Resolution does not only represent a joint declaration and motivation of the young participants but it is also a request to all institutions and all decision-making structures to promote a culture of peace, tolerance, intercultural understanding in the region. Specifically, the young participants appealed to:

- **Education** - improve educational institutions with mobility program for youth and academics, united research centre and scientific networks;
- **Employment** – cooperate on creating the structure necessary to facilitate the integration of young people into the labor market to boost professional skills and employability, both in the private and public sectors and access to quality youth work;
- **Decision Making** – enable youth in institutions, initiatives and decisions to ensure that the youth strategies and action plan respond effectively to the needs and issues;
- **Reconciliation** - create joint initiatives focused on developing regional cooperation in the Western Balkans to reshape history in the region. During the Camp, a spot video was recorded with messages of the young participants to raise awareness on the importance of promoting a spirit of reconciliation and cooperation.

Projects selected for 2019-2020 RYCO support from the second call, with Albania as contracting party, include:

Project Title & Applicant	Description
Challenging Borders Vlora Youth Center	Gathers 300 people to challenge their prejudices and attitudes, before selecting 15 young people to increase their capacities so they become peer-to-peer educators in their respective contracting parties, where they will develop a youth program and produce before and after films of the participants.
Youth and Reconciliation: Young people can make a difference Youth for Social Changes	Focuses on reconciliation, peacebuilding and conflict management with the aim to enhance knowledge and skills of participants to analyse situations in their communities and to apply various tools, including storytelling, to raise awareness of community members on importance of dealing with the past.
Together we learn and grow Shoqata e Mësuesve Shqiptarë të Gjuhës Italiane	Aims to use the Italian language as a tool for communication, social action and cultural enrichment through workshops on interculturalism, sessions of tutoring and orientation for young people for preparing short films, digital photographic exhibitions and exchanges of experiences and networking between young people and teachers.

WB Youth Together for a Shared Future Institute for Democracy, Media & Culture	Offers young people opportunities for a mutual and better understanding of the past, through a study visit to sites of memory in the region, meetings with experts in the field, representatives from different CSOs & media in the WB.
Cross-border Dialogue: Youth Collaboration for Transboundary Dinaric Alps EcoAlbania	Creates cooperation bridges among the youths of Albania, Kosovo and Montenegro through trainings and a summer school about the regional cultural, economic and nature conservation challenges in the Dinaric Alps.
Power of Dialogue: Intercultural Dialogue as a Powerful Instrument for Youth Development and Mobility Projekte Vullnetare Nderkombetare	Promotes and facilitates intercultural dialogue and tolerance among young people, and supports the development of youth work and partnerships between youth organizations and schools in WB6 through training courses for 24 youth workers and teachers on how to deal with intercultural dialogue, 12 local workshops organised in each contracting party, a youth exchange and an online campaign sharing personal stories of the participants.
Preserving WB Cities Identity through Participatory Architecture Open Labs	Promotes youth participation in sustainable urban development. Through joint city walks, trainings and workshops, participants will develop an online platform dedicated to mapping and presenting landmarks from Tirana and Pristina. The resulting online platform will be built to enable its future expansion to other CPs.

UNDP / UNPFA-supported initiatives

UNPFA's main focus in Albania has been supporting policy engagement in the development of the first-ever **Youth Law** and "**Youth Action Plan**". The second phase of this effort is currently underway (2019-2020) and focussed on supporting the policy planning process for the development of a new 5-year action plan. So far, reconciliation has not been a major issue in Albania. Past UNPFA projects have focussed primarily on gender, sexual health, youth policy, and preventing violent extremism. One of the gender programmes focussed on men and boy's engagement in **advocating against gender-based violence (GBV)** and against child marriage. UNPFA collaborated with a wide peer network of Albanian youth organisations called **Youth Voice**, created in 2015, to contribute to SDG 4 consultations.⁸⁵ Through this collaboration, UNPFA was able to bring Albanian youth voices into the global forum. Since then, UNPFA has continued to provide support to network campaigns for youth empowerment and sexual health. The Youth Network is now registered as a legal entity and collaborates with other agencies and donors involved in consultations on youth policies and issues. Challenges: Until a year ago, the network conducted workshops focused on youth sexual health in cooperation with Ministry of Education and Sports. However, when LGBTI organisations presented on sensitive topics in schools, strong reactions from parents and teachers led to the new Minister blocking / putting on hold further permissions to the Youth Network for access to schools. There are now many new bureaucratic forms to be filled in order request access to schools. The Deputy Minister has indicated that having a "reliable" partner and process is really important. Therefore, new projects will likely have to come under the UN to get permission and, as such, smaller organisations will have harder time gaining direct access.

UNDP in Albania has mostly been engaged with TVET programmes. So far, there has been no substantive connection with the peacebuilding agenda. UNDP has promoted **inclusive TVET policies** for vulnerable minorities (Roma, Gypsies) and also supported the "Leave No One Behind" initiative for inclusion of minorities in the labour market (again Roma, Gypsies), but this has not been directly related to promoting social cohesion or peacebuilding.

⁸⁵ More information in briefing document and 2017-2020 Strategic plan (in Google folder)

OSCE-supported initiatives:

In Albania, the OSCE Presence promotes education on **democracy** by engaging youth with institutions, such as parliament and the local authorities. In addition, it encourages Albania's young people to participate in regional youth exchanges, in co-operation with the OSCE Mission to Serbia, in line with the Memorandum of Understanding between Albania and Serbia on Youth Cooperation. One such OSCE project in Albania is called **Youth Trail**.⁸⁶

Empowering youth to help counter violent extremism is another top priority for OSCE in Albania. The Presence supports co-ordination efforts on this matter with the relevant Albanian institutions and other OSCE field operations. The OSCE's commitment to promote the role and the inclusion of youth in its peace and security agenda dates back to its founding document, the Helsinki Final Act, and has been strengthened through many subsequent OSCE decisions. Two consecutive Ministerial Council declarations, in 2014 and 2015, acknowledged the potential of young people to contribute to political, economic and social development. The Organization puts particular emphasis on youth protection, and on promoting youth participation in areas like preventing and countering violent extremism and radicalization that lead to terrorism, intercultural and interreligious dialogue, education, tolerance and non-discrimination and political participation.

As part of the OSCE's #UnitedCVE campaign, the OSCE Secretariat in Vienna also launched a regional project for youth called "LIVE: Training Leaders against Intolerance and Violent Extremism". As part of this initiative, a training curriculum was developed and implemented for youth leaders from across the region in Vienna in 2017.

European Union-supported initiatives:

Another youth social entrepreneurship project, "**RAISE**" (Raising the Advantages of Youth through Innovation and Social Entrepreneurship), was implemented in Albania with participants from across the Western Balkans during the 2016-2018 period, supported by the EU and Erasmus+ Youth in Action Programme.⁸⁷ More details on this initiative are provided in Section 1 of the mapping under social innovation projects.

USAID-supported initiatives:

In Albania, USAID is focused on **preventing and countering violent extremism**. Its current programme "**Accelerated Civic Development and Cooperation Program**" began in January 2017 and continues to July 2020.⁸⁸ There is high religious tolerance in Albania, a majority Muslim country with a substantial Christian population, but concern about the growing phenomenon of religious radicalization in marginalized rural communities. USAID notes that a significant number of foreign fighters are seen to come from a combination of Albania and Albanian-majority areas of Kosovo and North Macedonia. There is thus concern that religious radicalization could threaten Albania's stability if enabling or "push" factors are not addressed. The Government of Albania (GoA) has taken steps to lead the region in countering/preventing violent extremism. USAID is supporting the GoA's efforts through prevention initiatives involving state institutions and agencies operating in the areas of local governance, education, social affairs, youth, employment, and anti-discrimination. Activities involve engaging local leaders, religious communities, civil society and women to better understand, publicly engage, and "message" concerns related to foreign fighters, the Albanian Islamic Community (AIC), vulnerable youth, and women. Two specific programmes are currently underway:

1) Strengthening civic engagement to prevent/counter violent extremism: Albanian youth are vulnerable to recruitment by violent extremist organizations that exploit their growing sense of social exclusion. Young men are being side-lined in social and political forums. Endemic corruption and impunity for well-connected elites,

⁸⁶ <https://www.osce.org/presence-in-albania/346636>

⁸⁷ <https://jointfuture.org/news/raise-publication/>

⁸⁸ <https://www.usaid.gov/albania/news-information/fact-sheets/fact-sheet-preventing-violent-extremism-0>

along with poorly governed or relatively ungoverned areas, foster an environment in which young people feel disconnected to the general Albanian society. USAID will support the Government's National Coordinator on CVE to implement the National Strategy on Countering Violent Extremism. Based on previous experience establishing Community Advisory Panels for municipal governments, USAID will establish similar panels for at-risk youth and women in the designated municipalities. These groups will provide opportunities for young people and women to speak directly with local government, community policing officers, regional education officials, and civil society, religious, and business leaders. **A youth mentoring program** will connect civil society leaders with young people to prepare them to build resilience against attempts at radicalization. While this program is currently being designed, the goal is to identify and recommend alternative activities for at-risk youth, to channel this group toward Albanian government-sponsored and other existing vocational and training programs. The project will coordinate closely with existing working groups in specific geographic areas and public safety councils supported by the Organization for Security and Co-operation in Europe.

2) Accelerated civic development and cooperation project: This project will award small grants to Albanian civil society organizations, working alone or in partnerships with other CSOs, to promote democracy, good governance, and anti-corruption in Albania. Taken together, these activities will mitigate the effectiveness of violent extremism recruitment and activities. **Expected results:** • Identify geographic areas with high potential for radicalization, recruitment, and potential drivers of VE, in close cooperation with the national and local government institutions. • Continue strong cooperation with national and local government institutions working to combat or prevent VE. • Establish youth and female advisory panels with municipal government partners. • Establish **mentor programs** with civil society leaders to encourage and promote community service and tolerance. • Counteract the ideologies and recruitment agendas of radical religious groups by establishing **forums** where political, religious, community, female, and youth leaders actively participate. • Promote public **information campaigns** to educate communities regarding religious radicalization processes, causes, and consequences."

Selected initiatives by other actors:

A recent mapping by UNPFA Albania on **CVE programmes** identified several initiatives underway. There are a couple larger programmes and dozens of small-scale projects being implemented by local CSOs. Below are included those directly targeting youth:

1) EuropeAid funding: The project "Strengthening Civil Society to Build Youth Resilience to Violent Extremism" is a project funded under the European instrument Civil Society Facility – Civic Initiative and Capacity Building, funded by the European Union and implemented by the Terre des hommes (Tdh) in partnership with Institute for Strategic Dialogue (ISD), Center for Common Ground (CCG) and Beder University.

2) Albanian Helsinki Committee: During 2017 and 2018 the initiative "Civil Society countering violent extremism" was implemented by AHC in partnership with The Norwegian Helsinki Committee, Helsinki Committee for Human Rights in Serbia, The Netherlands Helsinki Committee and local NGO Together for Life, and funded by European Union. Together for Life focussed on fostering integration and social inclusion of youth (15-35 years old), vulnerable groups (patients, Roma and Egyptian communities, people living in social exclusion, drug users, sex workers, etc.) in society, promoting and defending the rights of persons in needs, and supporting families and marginalized communities. **Objectives include:** • Strengthening the capacities of the local CSOs and other independent experts on preventing and countering radicalization and recruitment to violent extremism. • Providing the formal education sector with skills and competences to provide civic education that inspire a culture of non-violence and human rights, and increasing the capacities of the civil society to interact with these institutions. • Assisting the penitentiary system in providing effective and human rights sensitive measures to prevent radicalization and recruitment to violent extremism among risk groups in prisons and as part of re-integration processes of foreign terrorist fighters and other persons convicted of extremism.

3) YMCA is carrying out a project on "Promoting the National Strategy for the Fight Against Violent Extremism, working with schools, communities, parents and local government in Kashar. The strategy is simplified in an easy

ad understandable brochure. They also have a second group following Peace Work Institute, a 2-year program offered by YMCA Europe as an exchange of young people through meetings and online trainings. Then they come and set up national groups of young people and have such meetings and trainings at national level.

4) Youth Center Perspektiva: Implementing a project called “One Step Together: Increasing Resilience of Young People to Radicalization in the areas of Diber, Elbasan and Kukës. The project aims at increasing resilience of young people to radicalized thought and pseudo-religious propaganda through human rights education, peer-to-peer empowerment and counter narratives.

5) Qendra Agritra-Vizion: Implementing a project called “Promoting youth engagement and raising awareness against VE and religion radicalism” in Peshkopia. The objective is to contribute to Countering and preventing the spread of violent extremism and radicalization in the remote areas of Albania. Activities include measuring the extent of violent extremism and religions radicalism in schools, its causes and consequences, and establishing anti-violence clubs where students will engage in informing other peers to fight and engage violent extremism and religion radicalism.

6) Center for Youth Progress: Implementing a project called “Empowering local youth groups to address and prevent extremism and radicalization within high school communities”. This project aims to bring together, first-line practitioners; youth workers, educators, parents, high school students, community police officers, child protection and health care workers and other key active actors at local level, to build capacities to learn about identity and have a better understanding of roots of extremism and radicalization, contributing towards a safer environment at high schools’ communities, in Kukës region. Mapping the situation, causes and consequences through the questionnaires, interviews and focus group discussions will also help local actors to have official data and use for future interventions. The project will support first line practitioners, enabling them to be well equipped in preventing radicalization, paying early attention to problems such as bullying, teasing, or other student conflicts before they escalate into violent behavior.

7) Instituti Shqiptar për Çështjet Publike: Implementing a project called “Educating young people with the culture of tolerance and understanding for building friendly society”. The objective is to counter and prevent the spread of violent extremism and radicalization in the district of Korça. The methods for doing so are not specified.

8) Youth Movement for Democracy: Implementing a project called “Building of culture of tolerance and peaceful conflict management, promoting youth entrepreneurship, employability and youth civic engagement”. Objectives are to promote culture of tolerance and peaceful conflict management by empowering youth of Puke and Fushë Arrëz rural areas through building youth entrepreneurship and employability skills, building a culture of peer support network, promoting youth civic engagement and volunteerism and raising citizen’s awareness and education on the risk that comes from lack of tolerance, violent behaviors, radicalism and presence of criminal groups and radical religious organizations. Empowering young girls who are at risk of getting involved with radicalism and extremism also girls who are vulnerable and have low self-esteem and come from areas of poor income, very traditional and very conservative strict mentality about gender roles is also very important aim of this project.

9) Une Gruaja & Qendra “QKSCSH”: Implementing a project called “Extreme dialogues: teacher youth peace”. The objective is to reduce the spread of violent extremism and radicalization in the remote areas of Pogradec through a series of integrated services. The specific services and methods employed are not specified.

10) Information Network and Active Citizenship: Implementing a project called “Promoting religious tolerance within religious communities through positive models and media”. The objective is to empower youth and other young leaders in Librazhd, to promote and enhance civil education and the culture of tolerance and nonviolence through positive examples and media role.

BOSNIA AND HERZEGOVINA

Policy context:

Bosnia and Herzegovina (BiH) has a population of approximately 3.7 million, comprised of Bosniaks (50.1%), Serbs (30.8%), and Croats (15.4%), as well as several national minorities and others. Approximately 50.7% of the population are Muslim, 30.7% Orthodox Christian, 15.2% Roman Catholics, and the remainder atheist, undeclared or other faiths.

BiH's complex educational system, which functions as three parallel, ethnically aligned systems, has created considerable obstacles to post-war inter-ethnic peacebuilding and reconciliation. The 1995 Dayton Peace Agreement divided the country into two entities and one district: the centrally-governed Republika Srpska (RS), comprised principally of ethnic Serbs; the Federation of Bosnia-Herzegovina (FBiH), comprised of 10 relatively autonomous cantons in which principally ethnic Bosniak and Croat populations live; and the independently governed multiethnic district of Brčko.

Authority over education is devolved to each of these levels, creating a fragmented educational system comprised of 13 Ministries of Education. The state-level *Education Reform Strategy* (2002) pledged to create depoliticized and "integrated multicultural schools free from political, religious, cultural and other bias and discrimination", but this has proven difficult to implement. Many schools in this once multi-ethnic society now have predominantly monoethnic populations and little opportunity for inter-ethnic contact. The proliferation of monoethnic and segregated schools⁸⁹, along with three parallel, ethnically focused curricula have further fuelled division. For example, history education curricula across the country continue to be ethnically biased and to exclude substantive and multiperspectival discussion of the 1990s wars and their aftermath. State-level efforts to promote a common framework of competences for all curriculum content areas have been spearheaded by the Agency for Pre-School, Primary and Secondary Education (APOSO) with the support of the state and the International Community. However, APOSO has no authority to require compliance from sub-state education authorities. Thus, local authorities which are resistant to state-wide integration and harmonisation have ignored these guidelines in favour of their own priorities.

Official Curriculum: A Common Core Curriculum, mandated by the *Framework Law on Primary and Secondary Education in BiH* (2003) requires that 70% of taught subjects in BiH primary and secondary schools should be common across the country. Each of the education authorities prescribe some form of civic education in primary and secondary school that includes education for democracy and human rights, based in large measure on the international curriculum of the Center for Civic Education. In addition, weekly "homeroom" classes are typically used for social-emotional skills education. However, schools vary considerably in how much either civic education or social emotional education emphasize the competences of intercultural learning, dialogue, and peacebuilding. What is more, there was a moratorium on teaching the recent war until 2 years ago. History education remains a controversial subject generally, and particularly with respect to the 1990s. Textbooks continue to present ethnically biased, contradictory, incomplete and mutually exclusive versions of the past.

To address these concerns, there have been many initiatives over the past 20+ years in education reform and harmonisation, history education development, intercultural learning, youth mobility and peacebuilding. More recent initiatives have also focussed on prevention of radicalisation and countering of violent extremism. Key actors have been UNICEF and the OSCE, as well as international NGOs and local CSOs, working in partnership with and parallel to entity, cantonal and local education authorities.

⁸⁹ http://www.dwp-balkan.org/en/news.php?cat_id=4&text_id=495

UNICEF-supported initiatives:

UNICEF is supporting several initiatives in Bosnia and Herzegovina that focus on intercultural dialogue and peacebuilding among youth.

1) Dialogue for the Future⁹⁰ is a major initiative that originated in Bosnia and Herzegovina. It is described more fully in Section 1 of the mapping. Here, the most recent developments in BiH are shared.

The most recent **Youth Forum** was held in June 2019 in Mostar. Young people from 17 to 25 years old from Mostar gathered to discuss issues related to the freedom of religion, to develop mutual respect and understanding with individuals and communities of different religions and beliefs, and to understand how this fundamental human right can be promoted for the benefit of all. The project has aimed to work with youth as the priority target group in addition to selected municipalities, to strengthen their leadership capacities. Youth are being supported to lead dialogues on issues particularly affecting youth and to engage on issues, such as the SDGs, education, culture and brain drain. The hope is to strengthen BiH's potential to be at the forefront of promoting greater appreciation and acceptance of diversity with its intercultural dynamics through education. **Small grants have been** allocated through a public call for project proposals, supporting activities and initiatives that improve social cohesion. Media have also been targeted to capitalize on their potential for social cohesion rhetoric, encouraging rational and impartial reporting, and advocating for media outlets and journalists to sign a pact for promoting peace.

b) School-based DFF trainings: The local implementing partner for the school-based component has been the Banja Luka-based NGO Genesis Project. Since the beginning of the 2017-2018 school year, this aspect of the project has engaged primary school students (up to Year 9 / adolescents up to 14 years old) from 39 schools in BiH, including 240 pupils and 60 pedagogues, psychologists and other members of vocational schools. On average, about 6 students per school have had the opportunity to participate. Trainings have aimed at strengthening the professional competences of teachers by sharing the "Manual for all those who want to improve peace and build a society of cooperation, respect and tolerance", and by presenting educational methods that can be used to integrate the values of dialogue into everyday work activities with pupils.

The Manual provides straight-forward lesson plans and activity guides on the following themes:

- Identity and self-esteem
- Empathy and respect
- Managing emotions
- Integration of the Gender Equality Principle
- Setting goals and making decisions
- Cooperation and teamwork
- Conflict Management
- Hate speech prevention
- Advocacy and Communication
- Social Activism

The proposed student training activities are implemented mostly in the homeroom classes but could be integrated into other subjects. The themes, however, can be integrated broadly into the discussions and classroom climate of all subjects. The manual also includes detailed instructions on how to plan, conduct and present the results of participatory action research in groups. Guidelines on a number of dialogue activities to conduct with youth are proposed, including "devil's advocate", brainstorming, mapping, stakeholder analysis, problem tree, etc. The manual is regarded by teachers as well-written and methodically designed, with clear outcomes, goals and instructions for interesting lessons with students.

⁹⁰ <https://www.unicef.org/bih/en/stories/workshop-youth-pale-mutual-dialogue-and-meeting-against-prejudices>

A unique value-added of the DFF approach is the adoption of a **practice-based training format** that differs from traditional seminars which tend to remain theoretical. DFF training workshops are realized with the participation of both teachers and students where pedagogues and psychologists can observe the practical implementation of the contents from the manual.⁹¹ Trainings have been held in Banja Luka, Bijeljina, Brčko, Bugojno, Busovača, Doboj, Kiseljak, Kreševo, Novi Travnik, Travnik, Trebinje and Vitez municipalities.

Anecdotal evaluation has found that through DFF, "students have become motivated to discuss and work together to find a solution to the problem situation. Some of the students proudly emphasized that certain difficulties in communicating with their peers were resolved precisely thanks to the guidelines and skills acquired during the training."

2) U-REPORT Bosnia and Herzegovina was launched in 2018.⁹² To date, 9 polls have been implemented. In a poll on "Priority Issues of Youth in BiH", the lack of quality education and high occurrence of bullying were singled out as predominating youth concerns. Another poll which focused on "Inclusion of young people", included questions on peacebuilding: "Do you think that young people can contribute to the promotion of peace and stability in our country?" (96% responded 'Yes'), and "So you want to engage in activities that promote peace and stability in our country?" (86% responded 'Yes'). Obstacles to youth participation in society were highlighted as well: (64% "Nobody listens"). Polls have not, so far, directly addressed issues of intergroup relations or reconciliation. However, the most recent poll, implemented in the course of this mapping on 10 July 2019, focussed on intercultural dialogue and peacebuilding. The poll received a massive response, with 99% of UReporters responding.

This preliminary experience with U-REPORT is promising. However, there has been much lower participation of RS U-Reporters than FBiH U-Reporters (32% vs 68% respectively). There has also been high registration interest at the start of the campaign in BiH, but little registration since. The extent to which it this tool be utilised to engage a growing proportion of BiH youth is to be seen.

RYCO-supported initiatives:

All projects selected for RYCO support must be cross-border (i.e. with partners from at least two Western Balkans contracting parties) and, where possible, inter-community (with participants from at least two different ethnic or religious groups). Projects selected during RYCO's first call, with Bosnia and Herzegovina as the main contracting party, included:

Project Title	Description / Implementing Partner
Culture Fusion: Learning about our neighbours	Foundation Education in Action
Your Present, Present and Future	Youth for Peace
Intercultural Learning of Students of the Academy of Fine Arts from Bosnia and Herzegovina, Serbia, Montenegro and Croatia	EKO ZH
Untold Thoughts	Youth Theatre Banja Luka
Beyond Borders	Prva Gimnazija, Sarajevo
Don't Limit Your Challenges, Challenge Your Limits	JU Gimnazija "Musa Cazim Catic » Tesanj

These projects have been implemented over the 2018-2019 period and the final reports are in preparation.

91 <https://www.unicef.org/bih/en/press-releases/educational-trainings-within-project-dialogue-future-realized-39-schools-bosnia-and>

92 <https://bih.ureport.in/>

Projects selected for 2019-2020 RYCO support from the second call, with Bosnia and Herzegovina as contracting party, include:

Project Title & Applicant	Description
New Approaches to Peacebuilding Association Urban (for War Childhood Museum)	Fosters reconciliation and mutual understanding among young people from Bosnia and Herzegovina, Serbia and Kosovo by promoting culture of remembrance and oral history as a tool for dealing with the past through a series of diverse educational and cultural activities (learning about the operations of a museum, curating an exhibition, training in delivering educational workshops, creating a dialogue platform on the past).
Balkan Connection Through Music Udruženje "AkustikUm"	Connects youth from Bosnia and Herzegovina and Serbia through music and theatre, helping youth organisations develop and diversify their activities for youth, especially for girls and young people with autism through music workshops, workcamps and a theatre play.
Youth in the Rocky Balkans Iskoristi Dan – Carpe Diem	Emphasises cooperation, collaboration and exchange of ideas and perspectives among the WB youth through workshops and debates on intercultural learning, democracy, history, religion, art and identity in Ilijaš, Bečej and Bar.
Art vs. Conflict Demos	Reinforces intercultural dialogue with an emphasis on nonviolent communication and acceptance of diversity by making silent films with young people that will be presented during local festivals.
From Sustainable Mobility to Sustainable Peace Centar za životnu sredinu	Organises a 15-day bike caravan in five regions of the WB contracting parties for 20 participants with 25 activities including lectures, meetings with local stakeholders, workshops, visits to museums, renovating public spaces in five cities visited, biking to local ethno-villages and national parks.
Let's Look Together Over the Fence JU Srednja Tehnička Škola	Strengthens intercultural dialogue and students' competences, skills and mobility through study visits, educational workshops and a sport competition in Tešanj and Čačak.
Scroll Down the Region Nadbiskupijski centar za pastoral mladih "Ivan Pavao II"	Facilitates the connection of young people of Bosnia and Herzegovina and Albania by gathering youth from rural areas for a training on social media and "scrollytelling" (simple interactive storytelling in form of an online platform) to enable them to promote the rural heritage of three Contracting Parties through modern online tools.

OSCE-supported initiatives:

The OSCE Mission to Bosnia and Herzegovina has held lead responsibility among the international community for supporting primary and secondary education in Bosnia and Herzegovina over the past 20 years. The Mission's principal aim is to promote stability and reconciliation while assisting Bosnia and Herzegovina on its path to regional political, economic and social integration. Working with education authorities, elected officials, school administrators, teachers, parents and students, Mission support has focussed on reducing ethnic division and other forms of exclusion, promoting tolerance of diversity, establishing learning outcomes and standards, improving school management, developing mediation in schools, providing guidance and training for civic education, promoting human rights environmental education, and most recently countering violent extremism. With the aim of ending discriminatory policies and practices that foster ethnic segregation and distrust, the Mission works toward improving the quality of education throughout the country by **advocating for policies which promote reconciliation and secure sustainable peace**. The Mission works to ensure equal rights to education for all children and encourages and supports local authorities in developing long-term solutions to interim measures. It works to counter practices such as the existing "two schools under one roof" system and the teaching of content that entrenches divisions and ethnic segregation in education. The Mission also supports the development and establishment of country-wide curriculum standards and outcomes based on modern

learning objectives that promote inclusivity and respect for diversity. Key programmes over the years have included **“Finding Long-Term Solutions for the Elimination of Discrimination, Assimilation and Segregation”**⁹³, **“Modernizing History Teaching textbooks and curriculum”**⁹⁴, and more recently the **“Countering Violent Extremism campaign”**.

Among the cross-border projects that OSCE has supported are **“Intercultural youth camps”** with participants from Brčko and Novi Pazar, supported also by OSCE in Serbia and the Brčko Education Department⁹⁵. There are also the **“Workshops and Youth theatre projects on Countering Violent Extremism”** which include participants from BiH and Kosovo.⁹⁶ The CVE workshops consisted of two modules focused on developing the skills for recognizing and understanding issues related to violent extremism and radicalism that lead to terrorism, building resilience and formulating counter-messages to condemn and delegitimize extremism. They also aimed at promoting alternative positive narratives and opportunities for change.

USAID-supported initiatives:

In Bosnia and Herzegovina, USAID has supported numerous education projects with young people, six of which are described here:

1) Be the Inspiration: Mobilizing youth for reconciliation⁹⁷: Launched in November 2018, the two main aims of USAID’s “Be the Inspiration” project are to build cooperation and foster reconciliation efforts among youth at the cross-community level in Bosnia and Herzegovina (BiH) and to empower and mobilize young citizens and political leaders to take decisive action against threats to reconciliation and improve mutual understanding throughout BiH, by conducting a variety of public campaigns that counter ethnic-divisive rhetoric at both the local and national levels. USAID’s implementing partner for this 1½-year, \$1.5 million project is the National Democratic Institute, with core local partners Youth Initiative for Human Rights and Infohouse Association. **Methodology:** The project fosters a people-to-people approach by facilitating group activities for youth from diverse backgrounds within BiH and neighbouring countries. These joint activities will focus on shared values and build cross-community cooperation. The program engage students and young politicians in schools and university faculties. Activities encourage dialogue on divisive issues and sensitive topics dealing with ethnicity without defining it in a partisan manner.

2) Project “re:Generation”: Trans-generational trauma affects future generations. Youth absorb the wartime trauma of previous generations, not only through historical narratives but also through the resulting fallout. BiH youth are particularly vulnerable to ethno-nationalistic divisions, as they grow up mostly in homogenous communities without personally encountering or getting to know individuals from ethnic or religious groups other than their own. Unreconciled differences, a culture of silence, nationalist pride, revenge and religious extremism are all risks. Engaging youth of different ethnic and religious backgrounds in **cross-community dialogue** is essential for a stable, peaceful future in BiH. Launched in May 2017, USAID’s re:Generation project is designed to make youth the principal agents of social and political change in Bosnia and Herzegovina (BiH). Project activities provide opportunities for both youth and adults to reflect on the past, to be exposed to **alternative narratives**, and to speak with a more unified voice as **advocates for positive change**. USAID’s implementing partner for this two-year \$1.2 million project is the International Republican Institute (IRI), with core local partner Magacin Kabare. The two main objectives for this project are 1) to foster cross-community discussions on ethno-religious divides; and 2) to empower youth activists to organize and conduct community-

93 <https://www.osce.org/bih/110150?download=true>

94 <https://www.osce.org/bih/110167?download=true>

95 <https://www.osce.org/mission-to-bosnia-and-herzegovina/405125>

96 <https://www.osce.org/mission-in-kosovo/386250> See also <https://www.osce.org/mission-to-bosnia-and-herzegovina/375262>

97 <https://www.usaid.gov/news-information/fact-sheets/fact-sheet-be-inspiration-mobilizing-youth-reconciliation-bosnia-and>

focused advocacy campaigns. **Methodology:** The project fosters a hands-on, people-to-people experience for participants, while facilitating group activities for youth from diverse backgrounds to focus on shared values and build cross-community cooperation. In the initial months of the project, USAID organized a two-day **Youth Advocacy Summit** in Sarajevo. This milestone event brought together 149 young students, professionals, activists, and political party members and 40 expert trainers, political party leaders, government officials, civil society, filmmakers and actors with experience in reconciliation initiatives. Coming from 10 traditionally ethnically divided municipalities and cities across BiH, **most youth attendees had never participated** in reconciliation initiatives or intentionally learned about grassroots movements and the role of politicians, artists, film and business in reconciliation and peacebuilding. The project selected 10 of the most active youth from the summit to be **Reconciliation Ambassadors** in their 10 municipalities, and they are now working with Magacin Kabare to develop a documentary film that explores different ethnic narratives and promotes reconciliation. To empower other youth from the Youth Advocacy Summit, the project **selected 10 teams who will implement community-based reconciliation projects with small grants** from USAID.

3) Social Transformation and Reconciliation (STaR): USAID's STaR project, launched in 2018, works to increase empathy and tolerance among members of the multiple ethnoreligious groups in Bosnia and Herzegovina by catalysing religious leaders, religion teachers, youth, and municipal leaders in community reconciliation efforts. USAID's implementing partner in this two-year \$1.5 million program is the Karuna Center for Peacebuilding. Local partner organisations include Peacebuilding Center (CIM) Sanski Most, the PRONI Youth Development Center, the Small Steps Sarajevo and YIHR Sarajevo. Through its STaR project, USAID supports organizations and local actors to **inculcate reconciliation ideals in schools, faith communities, and municipal governments**. USAID's hypothesis is that after cynical and biased persons see those they respect espousing and exemplifying reconciliation, they will be transformed and thus become more open to being agents of change themselves. The project brings together influential religious and secular actors who operate in separate spheres to serve as voices of peace, thereby exemplifying reconciliation personally, and provides opportunities for members of the community to hear messages of tolerance and acceptance of all ethnoreligious groups. **The project specifically targets those who are resistant to or ambivalent about reconciliation programs.** Methodology: The project works in 10 communities chosen for their diverse demographics. **Religious leaders of all major faith groups, religion teachers, and youth within the schools** have been selected as the project's initial agents of change. In **facilitated intergroup encounters**, these core participants share and acknowledge their personal stories and **grievances** in a manner that leads to **mutual understanding** and transforms **historical narratives** and animus. These agents of change in turn engage municipal and community leaders in reconciliation efforts. To reach the broader community, religion teachers introduce interfaith curricula and, together with religious leaders, meet with municipal and community leaders to explore community-wide opportunities to build social cohesion. These groups join youth participants in a variety of **intergenerational community events** – film screenings, traveling exhibitions, public discussions, etc. – that focus on reconciliation and rehumanization to **rekindle a sense of empathy**. To amplify impact, the STaR project also organizes youth-led peace caravans (CIM Sanski Most), opens youth clubs in community centres and trains youth works (PRONI), disseminates success stories on social media, and supports a public interfaith event in Sarajevo with national-level religious leadership. The project expects to increase empathy for and tolerance among members of ethnoreligious groups; engaged more religious leaders, religion teachers, youth, and municipal leaders in reconciliation efforts; and reduce the effects of ethnoreligious segregation, resulting in more resilient communities.

4) Preventing Violent Extremism: USAID's Preventing Violent Extremism program, which ran through September 2018, was designed to help communities disrupt the radicalization process in its early stages. Disenfranchisement, coupled with unresolved legacies from the 1992-1995 war, creates fertile ground for the proliferation of extremist ideologies in BiH youth. Young people may be drawn to join extremist groups as foreign fighters, ostensibly fueled by religious ideology, but often driven in part by social, economic and political marginalization. The roots of extremism are planted across the Western Balkans, and informal radical extremist organizations continue to evolve. A relatively high number of BiH citizens proportionate to the population have left the country to become foreign fighters in ongoing conflicts, showing that local youth are at risk of being radicalized. In 2015, USAID set out to break the cycle of violence through a community engagement and resiliency program, Preventing Violent Extremism in BiH. Through this program, USAID works with young people,

parents and communities to teach them how to recognize signs of radicalization and extremist messages to prevent radicalization from ever taking root. The project also helps youth resolve conflicts and overcome obstacles in their own lives. **Case study:** April 2018 — Jasmin Pjevic, 29, had already been through three marriages and a short stay in prison when he was invited to join a community workshop for at-risk youth. Some of the stories and opinions he shared shocked the other members of the group. During the first sessions of the workshop, his responses and reactions were often cold and rough, displaying a constricted, black-and-white view of others. At times, he spoke about his disdain for life and people. The workshop facilitator described his worldview as “worrying.” Pjevic is from Brčko district in northern Bosnia and Herzegovina (BiH), a community that suffers from poverty, poor infrastructure and limited opportunities, especially for youth. In the project’s MovieEQ workshop in Brčko, experienced teams of psychologists worked with Pjevic and others to reduce their risk of instability and increase their resilience to radical views. They taught them to recognize and validate a wider range of viewpoints and values in themselves and others by building upon shared values while applying new critical thinking skills to the extremist messages they heard. Jasmin Pjevic, center, and other participants in a USAID workshop in Brčko, Bosnia and Herzegovina. Salih Ibrahimbegović, community liaison for USAID Preventing Violent Extremism program: Pjevic’s experience with the workshop was a powerful one. As he got to know the group and the project’s community liaisons throughout the four-day workshop, he became more open, listening carefully to what his peers had to say and gaining insights. By the end of the course, he revealed that he had made mistakes in judging other people, and that his eyes had been opened. His worldview became more nuanced, and he committed himself to a more stable lifestyle. “Participation in the MovieEQ course helped me a lot to think about myself, but also to reflect on others,” Pjevic said. “After this workshop, I will be someone who will not take immediate or rash decisions or actions. A person needs to hear someone else’s view before making a decision.” Pjevic is one of 1,300 youth in 15 at-risk municipalities targeted for assistance by the program.

5) Restoring the Civic Mission of Education: Project Duration: May 2017 – May 2020. Implementing Partner: Helsinki Committee for Human Rights in Republika Srpska (HCHR). There is a lack of fact-based peacebuilding activities in the BiH educational system. Factual postwar findings, such as court decisions and widely accepted truths are needed to ensure a full understanding of what really happened during the war in Bosnia and Herzegovina (BiH). At school, young generations experience intolerance, inter-ethnic, and interreligious fear, and segregation, which informs their attitudes and behaviours toward others. Each new generation is unable to understand the past, hearing instead biased, politicized, and ethnically dominated history lessons. **The absence of thoughtfully and carefully chosen peace-building approaches in the formal education sector severely limits opportunities for positive social change in the long run.** Through the project “Restoring the Civic Mission of Education: A Window of Opportunity for Change”, USAID strives to address the lack of systematic post-conflict peace and reconciliation work in the education system in BiH. Activities are aimed at **enhancing the capacities, abilities, and skills of teachers and students** to become agents for peace and reconciliation, to **encourage and empower the country’s educational institutions to implement peace and reconciliation content in the official school curricula.** Methodology: USAID will develop and implement a peace, reconciliation and conflict mitigation training program for 270 elementary and secondary school teachers throughout the country. USAID will also teach 1,650 students from elementary and secondary schools new skills in **intercultural dialogue, conflict mitigation, interethnic communication, and peer mediation. Through teacher and student training, the program will introduce peace and reconciliation content and methods to use in their everyday interactions with other students and peers.** In parallel, USAID works with 15 educational institutions⁹⁸ to ensure they understand and promote the importance of including peace content in the country’s formal education curricula. Through this work, it is hoped that the civic mission of schools to educate and develop young adults who are open minded, humanistic individuals who respect diversity will be recognized.

6) Pro Budućnost⁹⁹: A project of USAID, PRO-Budućnost (Povjerenje, Razumijevanje, Odgovornost za Budućnost) (Trust, Understanding, Responsibility for the Future) began as a four-year project (2013-2017) on reconciliation

98 Not specified which institutions, but presumably Ministries of Education, Pedagogical Institutes and possibly some pedagogical faculties.

99 <https://probuducnost.ba/>

and trust-building for citizens of all ethnic groups in BiH, and continues in a second phase until 2022. The project is based on the assumption that the building of lasting peace begins with the opening of a sincere dialogue and understanding others. Participation was sought from organizations, institutions, groups and individuals of state institutions, religious communities, medias and organizations of civil society activists. Small grants facility projects have been implemented across the country by Catholic Relief Services (CRS), in partnership with Mozaik Foundation, Caritas B&H, Forum of Citizens of Tuzla and Helsinki Parliament of Citizens Banja Luka. The project website attributes to itself the following achievements: 70 municipalities involved, 100 public speeches made, 100 round tables, 300 grants, 2000 media pieces. Details on the small grants are not available online. Two key achievements of the Pro-Budučnost initiative are the **Platform for Peace**¹⁰⁰ (a peacebuilding declaration signed by authorities across the country in 2018) and the **Little School of Peace**¹⁰¹ (a publicly accessible **elearning programme** with introductory peace studies courses in Bosnian/Croatian/Serbian language on “Culture of Peace”, “Peacebuilding and Conflict Transformation”, “Peace and Social Movements”, “Media and Peacebuilding”, “The Impact of Social Media on Reconciliation Processes”, “The Role of Religion in Peace Building”, “Education for Peace”, and “Building identity for Reconciliation”. Each course is comprised of five online lessons.

Selected initiatives by other actors:

1) United World College (UWC) Mostar¹⁰² is private international school with a unique approach to learning that enables youth from diverse backgrounds to engage deeply with the region's history, to build intercultural and intergroup understanding, to learn the attitudes and skills of peacebuilding and a culture of dialogue, and to put that learning into service towards the wider community. Calling itself “a school in the peace process,” UWC-Mostar is widely admired as a model of how intercultural learning could be structured in BiH were the state education system more flexible. The school also functions as a Centre for Professional Development for BiH teachers who receive training in international educational standards. The school was founded in 2006, 10 years after the war, and has an average of 200 students and 29 teachers each year (representing a low student-teacher ratio of 7:1). It is secular, coeducational and centres its institutional culture on nine ‘core values’: 1) international and intercultural understanding; 2) celebration of difference; 3) personal responsibility and integrity; 4) mutual responsibility and respect; 5) compassion and service; 6) respect for the environment; 7) a sense of idealism; 8) personal challenge; and, 9) action and personal example. The international UWC movement was founded on “The vision of bringing together young people whose experience was of the political conflict of the Cold War era, offering an educational experience based on shared learning, collaboration and understanding so that the students would act as champions of peace.” Since then, the UWC movement has come to focus not only on conflicts between nations, but within nations as well. Together, the UWC schools share the educational mission: “To make education a force to unite people, nations and cultures for peace and a sustainable future... UWC students are united in their commitment to positive social action to build a more equitable and fairer world.” Uniquely, UWC-Mostar is the only school to add ‘post-conflict reconstruction’ to its formal mandate. It achieves this mandate by offering a **tailored peacebuilding curriculum and pedagogy**. The main curriculum provided is the International Baccalaureate (IB) which teaches core subjects and requires that all students study ‘Theories of Knowledge’ (ToK) and participate in ‘Creativity, Activity, and Service’ (CAS). More particularly, UWC offers unique courses on ‘Global Politics’, ‘Peace and Conflict Studies’, and ‘Balkans Studies’ that engage them in thinking profoundly about BiH and the world. **Balkans Studies**, in particular, engages students in critically examining dominant narratives in BiH society. Balkan Studies asks students to explore the complex histories and recent pasts of the region. Students from the region are thus forced to engage with the assumptions they’ve grown up with. This unique course spends four weeks on each of two themes: the first is ‘**History of Identity**’ which is designed to “complicate students’ understanding of identity in the Balkans by recognizing the dynamic histories behind religion, language, politics/the state, and how outsiders have viewed the region”. The second

¹⁰⁰ <https://probuducnost.ba/index.php/platforma-za-mir>

¹⁰¹ <https://sspb.probuducnost.ba/kursevi/>

¹⁰² <http://uwcmostar.ba/>

is ‘Yugoslavia, War, and Peace’. In the latter, students begin by briefly exploring what Yugoslavia was through the (fun) concept of ‘Yugo-nostalgia.’ Students then spend two weeks directly engaging with the topic of the 1990s war, through the personal stories of family and community members, emphasizing the multiplicity of experiences in the war, and challenging the idea that there are ‘three’ narratives. In the final week, they discuss the Dayton Peace Accords and its difficult effects. Interspersed with lighter lessons on cultural aspects of the region, such as music, dance and film, students also conduct a project on ‘Divided Cities’, looking at “the ways in which Mostar is still a divided city (not only along ethno-nationalist lines)...and ways in which it is not so divided.” A related project focusses on the ‘Voices of Mostar’ in which students ‘conduct an oral history of a person from the region.’ The school hosts a YouTube channel where these projects are posted.¹⁰³ **Throughout the year a bi-weekly, school-wide, student-led dialogue known as ‘Global Awareness’ also is held.** UWC-Mostar’s educational model thereby engages a high degree of student-led learning, opportunities to exercise leadership and ‘glocal’ engagement. UWC-Mostar’s approach represents an important model for fully integrated transformative peace pedagogy at the secondary school level.

2) Civitas BiH: Project Citizen is a project-based learning program created by the Center for Civic Education and funded by the US Government. The primary goal of the program is to develop in students a commitment to active citizenship and governance by providing the knowledge and skills required for effective citizenship, fostering a sense of competence and efficacy through practical experience and developing an understanding of the importance of citizen participation. Over the past 20 years more than a million students in Bosnia and Herzegovina have participated in Civitas BiH’s civic education programs established in 1996 as a joint initiative of the Center for Civic Education, the United States Information Agency, and the Council of Europe. Curricular materials developed and adapted by Civitas BiH, including Project Citizen, are the only materials in the official curricula implemented with all ethnic groups in elementary schools and high schools throughout the country.¹⁰⁴ The curriculum focuses on the role of state, entity, cantonal and local government system, involving an entire class of students in a series of structured, cooperative learning activities which are guided by the teachers. **Methodology:** Working in teams, youth learn to interact with their government and community leaders through a five-step process that entails (1) identifying a public policy problem in their community, (2) gathering and evaluating information about the problem, (3) examining and evaluating alternative solutions, (4) selecting and developing a public policy proposal to address the problem, and (5) developing an action plan to bring their proposed solution to authorities with the power to implement it. The final product may be presented before other classes, groups, community organizations, or policymakers. Every year more than 3.000 classroom teams present their portfolios at school, later municipal, cantonal/regional Project Citizen Competition. Winning teams have the opportunity to present their public policy proposals in Bosnia and Herzegovina Parliament Assembly. The program is based on a textbook series called the **Foundations of Democracy** developed by the Center for Civic Education, which is age-adapted for use in primary and secondary schools. The Foundations of Democracy series, used in more than 40 countries, consists of curricular materials for use with students from kindergarten through twelfth grade on four concepts fundamental to an understanding of politics and government: **Authority, Privacy, Responsibility, and Justice.** The Authority module helps students distinguish between authority and power, learn how to choose people for leadership positions, analyze benefits and costs of authority, and evaluate, take, and defend positions on the proper scope and limits of authority. The Privacy module deals with the importance of privacy in a free society, the benefits and costs of that privacy, and its proper limits. The Justice module teaches students the difference between distributive, corrective, and procedural justice while evaluating, taking, and defending positions on issues of justice. The Responsibility module guides students through a process of learning how to choose among competing responsibilities, how to assign and accept responsibility, and how to evaluate the benefits and costs of being responsible. As a complement to classroom learning, Civitas BiH organizes multiethnic youth democracy camps, homestay exchanges, and volunteer activities with interculturalism as a focus.¹⁰⁵

103 <https://www.youtube.com/channel/UCb9HTX6eUvfprT6aP05InIQ/feed>

104 <https://civitas.ba/project-citizen-finals-2k17-in-bosnia-and-herzegovina/>

105 <http://www.civiced.org/e-news/?p=2061>

3) ForumZFD and Helsinki Committee for Human Rights (BiH): Providing **Education for Peace** workshops, seminars, and summer camps for young people which aim to provide safe spaces to meet “the other side”, contribute to trust-building and reduce inter-ethnic tensions. Teachers are supported to reflect on their own behaviour and to convey the positive aspects of a pluralistic society in everyday school life. The approach taken aims to support young people to challenge widespread authoritarian structures and divisive teachings in schools, while also promoting democratic processes and teachings which encourage critical thinking and multi-perspective approaches. Activities have focussed on institutionalizing mechanisms for constructive conflict transformation, developing a standardised training curriculum, and conducting school mediation training for trainers, school directors, teachers and students. ForumZFD has provided expertise in developing educational material for training BiH primary and secondary school teachers to use peace education content and methods in the classroom. Key concepts include nonviolent conflict resolution, multi-culturalism and diversity, critical thinking, multi-perspectivity, tolerance and respect. As needed, ForumZFD also addresses topics on civic education, human rights education, gender mainstreaming, and diversity management. In March 2019, the Helsinki Committee organized a 1-day training for 34 primary and secondary school teachers and directors in Bihać as part of the USAID-financed project “**Civic Mission of Education in BiH**”. The training was facilitated by ForumZFD and aimed to transmit new skills and exchange of knowledge on peace education and nonviolence in schools and local communities. Of particular focus on this occasion was an exploration of **pedagogical methodologies for transmitting knowledge on sensitive themes to students and youth**. In June 2019, an stakeholders meeting with 43 primary and secondary teachers of “Education for peace” was held in partnership with the Democratic Initiative of Sarajevo and the financial support of the German Embassy in BiH. Among the topics discussed were challenges of educating for peace in BiH, with participants weighing suggestions and recommendations to be shared with decision-makers in schools and the society. Participants also considered new ideas for teaching and extracurricular activities with children and youth on the topic of education for peace. From September to December 2019, participants will receive additional training and continue implementing activities in schools.

4) ForumZFD and EUROclio HIP have also be deeply involved in developing new resources for regional history teaching and in the training and capacity development of history teachers to teach sensitive and controversial topics from multiple perspectives. (See Section 2 on “Dealing with the Past” for more details).

5) PRONI Centre for Youth Development is a non-governmental organisation active in the field of youth work (18-30 years) since 1998. PRONI Center focusses on education, social work and volunteerism with young people and has implemented hundreds of projects for youth and other target groups with the support of many international and domestic partners. PRONI Centre’s vision is that all young people have the capacity to develop themselves and have the equal opportunity to contribute to a democratic and just society where their needs are identified and resolved. Activism, cooperation and understanding among people are an integral part of a democratic and just society. PRONI Center bases its approach on principles and models of social education based on experiences and positive examples of the methodology of youth work and community work applied in the EU. Included are awareness raising with young people about their rights and obligations, interactive learning methods, intercultural dialogue, teamwork, individual work, volunteering, creativity and responsibility. **Highlights from 2019** activities include¹⁰⁶:

- Creation of an **Academy of Youth Work** that provides training for facilitators of youth programmes. Four training modules, held once a month, focus on: Module1: Youth work in practice, Module 2: Youth club management, Module 3: Advocacy, Module 4: Social activism. Training is intended for young people in the Brčko area of 15-30 years who want to acquire skills in youth work. A second set of trainings is being held once a month at the Youth Club in Bijeljina on a project called “From inspiration to action”. The workshop lasted for a month through 4 modules: Module 1: Personal goals and priorities, Module 2: Planning activities and organizing their own time, Module 3: Local community activism, Module 4: Practical application of the learned.

106 <http://www.proni.ba/>

- Cooperation with USAID and the Karuna Centre for Peacebuilding to implement the project StaR (Social Transformation and Reconciliation). As part of this project, PRONI Youth Club Banja Luka has been implementing **Emotional Literacy Trainings**. The aim is that participants will learn how their emotions work for them, not against them, to increase the level of self-confidence and confidence and to understand the connection between emotions, thoughts and behaviors, thereby contributing to the personal and professional growth and development of participants. Another activity within the StaR project was the 3-day seminar on **Facilitating Dialogue**, organized by the Center for Peace Building Sanski Most. The seminar aimed to enhance the skills of 20 dialogue facilitators coming from project partner organizations of the StaR project.
- Implementation of the project **"Say no to violence"** with young people aged 15 to 23 from Mostar, which aimed to educate youth about human rights in order to prevent and combat violence. The project employed informal education, interactive learning, and dialogue forums. Participants will jointly create a brochure entitled "Say No to Violence" based on knowledge acquired at the workshops and the recommendations they consider essential to share with their peers. In preparing this brochure, the participants will conduct a survey on peer violence. Project activities are held 2 hours per week over 13 weeks. The aim is to encourage young people to react and report violence, and also to support each other.
- Contribution to the project **"Young people in the fight against violent extremism"** with an advanced training on advocacy and activism. The project is supported by the Embassy of the Netherlands in BiH and realized by PRONI Center with partners Youth Resources Center Tuzla and PAX Holland. The training brought together BiH **youth umbrella organisations**: the Youth Council of the Federation of Bosnia and Herzegovina, the Youth Council of Republika Srpska, the Council / Youth Council of the Brčko District of BiH, PRONI volunteers, partner organizations and other active youth. The training was focused on **advocacy initiatives** that will be implemented by the umbrella bodies of youth in BiH over a three-month period.

6) Post-Conflict Research Centre (PCRC)'s programmes aim to achieve: 1) increased youth intervention against bias-motivated behavior in target communities; 2) increased resilience among youth participants to ethno-nationalist influences; and 3) inclusive and shared understandings of the past in target communities. A key initiative is the **"Ordinary Heroes Peacebuilding Programme"**. The primary objective of the programme is to decrease social distance between different ethnic groups in target communities, by encouraging BiH youth to take an active role in the promotion of positive examples of BiH citizens who are making a difference in the lives of others. One aspect of this initiative is the **Srdan Aleksić Youth Competition**, which incentivizes young people to document and share stories of rescuers and interethnic cooperation, peacebuilding and moral courage in their local communities. Youth throughout the country have contributed approximately 100 unique stories of rescue, moral courage and positive social change. More recently, PCRC has been incorporating social media and digital approaches into its Ordinary Heroes Peacebuilding Program. Given the now-ubiquitous nature of **social media**, it was deemed essential to adapt "Ordinary Heroes" into spaces of online interaction and merged methods of preventing and countering violent extremism (PVE/CVE) with the pro-social messages and lessons of "Ordinary Heroes." The social media components of "Ordinary Heroes" have primarily been implemented through work with the **Resonant Voices Initiative** and the **"Using Social Media to Counter Violent Extremism Online"** training and mentorship program. Between October and December 2016, PCRC organised three three-day Ordinary Heroes Peacebuilding programs in Skopje, North Macedonia; Belgrade, Serbia; and Split, Croatia. Working with partner organisations Helsinki Committee for Human Rights (Macedonia), YUCOM Lawyers' Committee for Human Rights (Belgrade), and RAPLECTION (Split), PCRC directly engaged over 450 people in the target cities. In each city, PCRC and its local partners organized a public display of the **"Rescuers"** exhibition, conducted "Heroes in Training" youth workshops, and screened PCRC's "Ordinary Heroes" documentary series. In each city, workshops for 50 young people were held, providing them with training and resources to be leaders in interethnic conciliation. The **"Heroes in Training"** youth sessions are designed to help youth participants understand the psychological processes that take place at an individual level as well as the external influences and factors that contribute to one's choice to act as a rescuer, bystander, or perpetrator. PCRC's programs advocate and promote the values of justice, peace, cross-cultural understanding, and reconciliation amongst the

youth who will shape the historical narratives of tomorrow. They work locally and regionally on youth-focused peace education initiatives that promote personal and intellectual growth through deepened understandings of division, conflict, reconciliation and pluralism. PCRC's educational programs build on the dissemination of historical memory and dialogue to prevent, mitigate, and transform conflict and post-conflict environments stemming from ethnic, religious and political identities.

KOSOVO¹⁰⁷

Policy context:

Kosovo has a population of approximately 1.9 million¹⁰⁸, of which the majority are Albanian, with smaller minorities of Bosniaks, Serbs, Turks, Ashkali, Egyptian, Gorani, Romani, and others. Approximately 95.6% of the population are Muslim, 2.2% Roman Catholic, 1.5% Orthodox Christian, and the remainder undeclared, atheist or other faiths.

Kosovo's education system remains characterised by ethnic segregation. Schools teaching in Serbian language in Kosovo operate in parallel to the state education system, using the curriculum from and reporting to Serbia, rather than to the Kosovo Ministry of Education, Science and Technology. Kosovo education legislation is designed to accommodate the needs of the Serb community but tensions remain over issues of language, religion, culture and the teaching of history, particularly the history of the 1990s conflict.¹⁰⁹ Social cohesion, unemployment, corruption, poor enrolment and completion, education management, quality assurance and teacher development are all challenges which the Government's Education Strategic Plan for 2017-2021 has sought to address.¹¹⁰

Official Curriculum: A new competency-based Kosovo Curriculum Framework (KCF) was introduced in 2011 but has been challenging to implement. The Framework includes support for values of active citizenship. The subject "Civic Education" is taught in primary and secondary school, providing students with Education for Democratic Citizenship. Competences in the civic education curriculum include critical thinking, creative thinking, problem solving, reasoning skills and moral reflection, as well as participation, cooperation, teamwork, communication, debate, negotiation and compromise, intercultural skills, skills to prevent and resolve conflicts, and skills to exercise personal rights without violating the rights of others. However, research shows that while knowledge about democracy is high, many students feel their teachers never or rarely encourage them to express their opinions or discuss various issues.¹¹¹ International agencies, universities, civil society organizations and other governmental and non-governmental mechanisms have contributed different projects aimed at promoting EDC through various activities in formal and informal education, awareness campaigns, training events, etc. Reportedly, the Kosovo Ministry of Education accepted a proposal from the Humanitarian Law Centre office in Kosovo for transitional justice to be taught in as part of the Civic Education subject on the high school curriculum, starting in 2017, however the inclusion of material on the 1990s wars remains controversial.¹¹²

¹⁰⁷ All references to Kosovo in this document should be understood in the context of United Nations Security Council resolution 1244 (1999).

¹⁰⁸ CIA World Factbook

¹⁰⁹ "Kosovo non-majority communities within the primary and secondary educational systems", OSCE, 2009: <https://www.osce.org/kosovo/36978?download=true>

¹¹⁰ http://www.kryeministri-ks.net/repository/docs/KOSOVO_EDUCATION_STRATEGIC_PLAN.pdf

¹¹¹ "Concepts of Citizenship among schools students in Kosovo" (2014): <https://phzh.ch/globalassets/ipe.phzh.ch/forschung-und-lehre/concept-of-citizenship-among-school-students-in-kosovo.pdf>

¹¹² <https://balkaninsight.com/2016/02/25/transitional-justice-to-be-included-in-kosovo-s-high-school-curriculum-02-25-2016/>

UNICEF-supported initiatives:

1) UPSHIFT originated in Kosovo in 2014 and has exceeded expectations in terms of the positive results that were achieved. Since then, UPSHIFT has been adapted for implementation in many other countries (see Section 1 of the mapping for a fuller description).

In Kosovo, as of May 2019, a total of 7,320 young people have been trained via UPSHIFT. These young people have initiated 279 youth-led projects, touching the lives (directly and indirectly) of more than 220,439 young people. Nearly 43% of these social ventures were built with multi-ethnic teams. Twenty-five of these projects have become businesses and a further 31 have evolved into charitable or Civil Society Organizations (CSOs). Over 168 young people have also gained employment following UPSHIFT.

2) PONDER is another education initiative of the UNICEF Innovation Lab in Kosovo, which is implemented in partnership with the NGO PEN, the OSCE and local media companies. PONDER focuses on fostering critical thinking skills and **critical media literacy** among young people.¹¹³ First started in September 2016, more than eight workshops have been held so far. The project is rolled out in several phases: 1) Establishment of relationships with duty-bearers, media and other associates; 2) Presentation of the program to relevant beneficiaries; 3) Training of adolescents and youth on critical media literacy; 4) Short-term media internships; 5) Preparation of participants who will do the internship; 6) Young Critics competition for the best published article/piece; 7) Young Critics network web page. The 3-day **PONDER workshop** is a cornerstone activity of the UNICEF Innovations Lab Kosovo which helps young people from Kosovo to improve their critical thinking skills, approach information critically, identify and examine bias, and judge the authenticity of the information they encounter.¹¹⁴ In this way, PONDER empowers young people to challenge indoctrination and anti-social messages they encounter and become active agents of social change. The training is organised around the following modules:

- a) **Using critical thinking for media literacy:** learning to ask questions, building arguments and identifying evidence;
- b) **Diversity of media, positions and experiences:** recognizing different forms of media & the changing relationships between media and audiences, and understanding the diversity and complexity of sources and positions in traditional and new media;
- c) **Reading images:** recognizing how images can be analyzed and interpreted, and comprehending how images in media can be used to express and contest social norms and values;
- d) **Empowerment through media literacy:** asking questions about the role of the audience in interpreting media messages, while focusing on topics of diversity (gender, race, ethnicity, sexuality, ability).

Each workshop includes 30 participants, divided into five groups, who work side-by-side with a mentor over the workshop's three days, while engaging in networking and reflection activities in their down time. By examining media products, youth and adolescents learn how to put theoretical knowledge into practice. By analysing media together, young people around the country participate in youth-for-youth value judgements on media products that they are most often exposed to. As a final assignment, after having learned how to research, conduct interviews, write and read graphs, workshop participants write an article on a topic of their choice. On the basis of this, they apply for a **1-month internship programme with media institutions** in Kosovo, supported by the OSCE Mission. The internships act as a bridge between young people and the labour market, enabling the participants to apply the critical media literacy skills and tools they have acquired in real-world practice. Participants are not only engaged in the normal media work by supporting the development of various media products, but they also publish critiques that raise the awareness of youth around critical media literacy, this

¹¹³ <https://drive.google.com/file/d/1TIIjg3Zc6ccd8SX5rVMLG-9KXtxpmlFt/view>

¹¹⁴ <http://www.ponder-ks.org/about/what-is-ponder/>

way using media to engage other youth. By 2018, 46 PONDER participants were taken on by such media institutions, 15 for full-time employment. The youth and adolescents also participate in the **“Young Critics” competition**, where each article/piece that is published during the internships in local media, competes for the best written article/piece prize. The **Young Critics Network** is a user-generated platform where youth and adolescents can post their analyses of relevant media texts, evaluate them and offer a value judgement on the authenticity, factual background and tone of text.¹¹⁵

3) U-REPORT: Kosovo participates in the U-REPORT for Western Balkans,¹¹⁶ a sub-regional U-REPORT that includes Albania, Kosovo* and Montenegro. To date, more than 10 Kosovo-specific polls have been conducted, addressing topics including “Gender-Based Violence”, “Youth Volunteerism”, “Secondary Education Quality”, and “Kosovo’s Youth”, in which one question inquired into community insecurity. The most recent poll (conducted in Kosovo, Albania and Bosnia and Herzegovina) focused on intercultural dialogue and peacebuilding, the results of which are presented in Section 1 of this mapping. Response rates are generally high: over 90% on most polls, but as low as 54% on the access to legal aid poll. Therefore, the choice of topic and its perceived relevance to youth appears to influence response rates. Overall, U-Report seems to be an effective tool in Kosovo for soliciting youth opinions. Concerns here, as in all U-Report countries, are about the representativeness of responses, in particular whether U-Reporters include marginalised and minority community members and views. Gaining an ever-wider participant base will strengthen this already promising tool.

UNDP-supported initiatives:

UNDP Kosovo has a new initiative as of 2019 called **“Empowering Youth for Peaceful, Prosperous and Sustainable Future in Kosovo”**¹¹⁷. Further information was requested but was not available for this mapping.

RYCO-supported initiatives:

All projects selected for RYCO support must be cross-border (i.e. with partners from at least two Western Balkans contracting parties) and, where possible, inter-community (with participants from at least two different ethnic or religious groups). Projects selected during RYCO’s first call, with Kosovo as the main contracting party, included:

Project Title	Description / Implementing Partner
You(th) Inspiring Others	Better Life in Kosova – BLINK
Towards a Common Fact-Based Culture of Remembrance of the Kosovo War with the youth of Kosovo and the Western Balkans	Humanitarian Law Centre Kosovo
Balkan Lynks	Gaia
Connecting Rural Youth across Borders	Environmentally Responsible Action group

These projects have been implemented over the 2018-2019 period and the final reports are in preparation.

¹¹⁵ <https://www.osce.org/mission-in-kosovo/376975>

¹¹⁶ <https://westernbalkans.ureport.in/>

¹¹⁷ <https://www.openigo.com/vacancies/joint-project-coordinator-empowering-youth-for-a-peaceful-prosperous-and-sustainable-future-in-kosovo/>

Projects selected for 2019-2020 RYCO support from the second call, with Kosovo as contracting party, include:

Project Title & Applicant	Description
Connecting Rural Youth Across Borders II Environmentally Responsible Action	Develops possibilities of youth cooperation in rural areas, with a study visit and a summer camp in rural municipalities in Peja/Peć and Deçan/Dečani, an activity on slow food and workshops on advocacy and the creation of a joint action programme.
Mobility 4 Human Rights ProActive	Increases mobility, inter-cultural dialogue and cooperation between youth through the organisation of a mobile film festival addressing Human Rights in the region.
Break the Ice Centre for Counselling, Social Services and Research	Establishes new communication between Albanian and Serbian young peer educators, teachers and youth workers and raise their awareness about the importance of human rights, gender equality and prevention of gender-based violence. The project will include trainings sessions, a youth camp, exchange visits in Leskovac and Pristina. Final results will be captured in a documentary.
A Youth Perspective to Remembering the Past in the Western Balkans Humanitarian Law Centre Kosovo	Enables young people from Serbia, Kosovo and Bosnia and Herzegovina to develop an understanding of each other's remembrance contexts, including through the visit of the Children's exhibition in the Pristina Documentation Centre, and collective discussions. The project will also help participants develop their writing and public skills. Finally, participants will jointly shape a policy paper providing a regional Youth Perspective to Memorialisation.

OSCE-supported initiatives:

As part of the OSCE's "**United in Countering Violent Extremism**" (#UnitedCVE) campaign, a number of non-formal intercultural and educational activities are held for youth in Kosovo.

1) Youth Camps and Study Trips: Since 2015, the OSCE Mission has hosted summer **camp for youth** (over 18 years). The camps bring together approximately 40 young people each year and aim to encourage tolerance and mutual respect among young Kosovo Albanians, Kosovo Serbs, Kosovo Roma, Kosovo Ashkali, and Kosovo Egyptians. The camps encourage youth to embrace diversity by getting to know each other better, visiting each other's religious and cultural sites, and discussing topics like religion and gender equality. Previously, the Mission organised ten **study trips** in 2014 for some 500 secondary school students from Deçan/Dečane, Ferizaj/Uroševac, Gračanica/Gračanicë, Istog/Istok, Leposavić/Leposaviq, Lipjan/Lipljan, Novo Brdo/Novobërdë, Prizren, Rahovec/Orahovac and Skenderaj/Srbica to historic and religious sites in Kosovo. Prior to each visit, the students met with representatives of the respective municipal departments for culture, youth and sports, municipal directorates for education, regional institutes for the protection of monuments and directors of city museums to learn about the legal framework and importance of cultural and religious heritage preservation, protection and promotion. Municipal officials also acted as their guides during the study trips. In July 2019, the OSCE Mission organised a two-week youth camp on **restoration and documentation of cultural heritage** in the village of Letnicë/Letnica, Viti/Vitina municipality. The camp was organized in co-operation with NGO Cultural Heritage without Borders Kosovo (CHWB) for 17 students of architecture and related fields with the aim to expand information and awareness on the values of cultural heritage, along with its cultural, social and economic benefits, but also to increase the students' skills in the techniques of preserving cultural heritage sites.

2) Promoting interfaith and intercultural dialogue: To overcome stereotypes and prejudices that create divisions between communities and potentially lead to radicalisation and violence extremism, the OSCE #UnitedCVE campaign promotes the values of tolerance, inclusion, solidarity and diversity, encouraging young people to engage online and offline, to start a conversation and take a stand against hate and intolerance that fuel violence. In 2017, the OSCE Mission brought together young people from different religious backgrounds to obtain answers about each other's faith, and similarities. Some 50 Kosovo Albanian high school students from

Kaçanik/Kaçanik municipality came to Prizren to visit the principal religious sites in the historic part of the city, and together with a group of 25 young people from ethnically diverse communities in Prizren, they joined a discussion with representatives of the Islamic Community, Serbian Orthodox Church, Catholic Church, Halveti Sufi, Jewish Community and the Protestant Church, as well as the Deputy Minister of Culture, Youth and Sports and the Head of the OSCE Mission in Kosovo. Most of the participants from Kačanik/Kaçanik had never visited places of worship other than a mosque or met a religious leader other than their own.¹¹⁸

3) Youth Coalitions against Violent Extremism: In 2018 and 2019, four training courses were organized by the OSCE Mission in Kosovo for youth, young community activists, members of civil society organisations and young civil servants entitled “Leaders against intolerance and violent extremism (LIVE)” was held in Prishtinë/Priština. As in BiH, the CVE workshops consisted of two modules focused on developing the skills for recognizing and understanding issues related to violent extremism and radicalism that lead to terrorism, building resilience and formulating counter-messages to condemn and delegitimize extremism. They also aimed at promoting alternative positive narratives and opportunities for change. A total of 60 young people participated.

4) Critical Media Literacy: As mentioned above, the OSCE Mission collaborates with the UNICEF Innovation Lab to implement the PONDER Critical Media Literacy programme. In 2018, the eighth edition of the media literacy programme PONDER was launched. The partnership between the OSCE Mission and UNICEF has resulted in 200 young people trained and more than 2,000 reached and informed about what PONDER is about, through visits to high schools, youth centres and different communities in Kosovo.¹¹⁹

5) Language Learning: To further promote inter-community tolerance and dialogue, the OSCE Mission in Kosovo began offering in 2019 three-month Albanian and Serbian language classes for youth belonging to Kosovo Albanian, Kosovo Serb, Kosovo Bosniak, and Kosovo Roma communities residing in the municipality of Obiliq/Obilić. As such activities are still not a part of the formal education system, extra-curricular language learning helps youth from different communities acquire basic skills in each other’s language, enabling easier communication and overcoming language barriers. Participants included 20 Kosovo Serb, Kosovo Bosniak, and Kosovo Roma youth who attended their first Albanian language class in the village of Plemetin/Plemetina, while the group of 11 Kosovo Albanian youngsters began Serbian classes. Also attending the classes are local leaders, including the Deputy Mayor for Communities; the Communities’ Committee Chairperson; the Director of the Youth Centre; and the President of the Local Youth Action Council of Obiliq/Obilić.

USAID-supported initiatives:

USAID’s early support to Kosovo’s education system focussed on reform efforts at the primary (grades 1- 5) and lower secondary (grades 6-9) levels, in particular building capacity within the Municipal Education Departments to manage the education system at the local level. Current support is focussed on **strengthening soft skills such as critical thinking and entrepreneurship**, in alignment with the Government of Kosovo’s priorities for secondary education, and its new Curriculum Framework and Core Curriculum for Grades 10-12. This effort also includes the development of assessment tools for curriculum learning outcomes, new teaching materials and resources, and training for teachers.

Another of USAID’s activities in Kosovo has been the formation of **Local Youth Action Councils** in Northern Kosovo.¹²⁰ The Youth Action Councils provide a forum for young people to raise their voices and connect with their local government. In 2018, representatives from Local Youth Action Councils and NGO’s from four northern municipalities gathered to initiate a Local Action Plan for Youth, which was shared with local government for further consideration and eventual adoption. The Action Plan laid out a series of concerns as well as possible

118 <https://www.osce.org/mission-in-kosovo/374260>

119 <https://www.osce.org/mission-in-kosovo/376975>

120 <https://www.usaid.gov/kosovo/news/kosovos-youth-make-their-voices-heard>

avenues to affect positive change, as part of project to ensure that youth issues and perspectives are heard by municipal governments as they make decisions for the future.

Selected initiatives by other actors:

1) Humanitarian Law Center (HLC) has, since 2011, organised nonformal educational workshops with high school and university students throughout Kosovo as part of its programme on **dealing with the past**. The workshops provide them with the information about Transitional Justice mechanisms. Around 30 workshops were organized during 2014. In 2015, there were 16 workshops attended by 591 students. The overall goal of the project is to include the TJ education as a part of the official high school curricula. This was achieved by agreement with the Ministry of Education in 2017.¹²¹

2) Kosova Education Center (KEC)¹²² is a non-governmental and non-profitable organization established in 2000 by Soros Foundation. KEC is mainly focused in **training of school staff** in relation to the new teaching methodologies and leadership. Additionally, KEC is active in other areas that support the advancement of the quality of education in Kosovo, including education research and consultancy. One current programme, implemented in partnership with ForumZFD, provides two-day trainings to teachers and students on “School Mediation”. School mediation is the practice of mediation between peers within the school context. During the training the students could understand the concept of a conflict, how to turn the negative consequences of a conflict into positive consequences and also the steps of mediation to a better resolution. The participants are split in three groups to role-play conflicting parties and a mediator. A different conflict situation was given to each group, so that the students had to simulate a conflict and, with the help of the mediator, to find a resolution applying the approaches learned during the training.

3) Peer Educators Network (PEN)¹²³ is a non-governmental and non-profit youth organization that aims to empower young men and women as agents of social change. PEN works in 36 municipalities across Kosovo and has over 4000 volunteers/peer educators, who are represented by Municipal Coordinators at the PEN Assembly. PEN is led by the Assembly of Members, Executive Director and employees, and advised by the Board of Directors. PEN’s programs tackle youth empowerment and employment, volunteerism, gender equality, social innovation and entrepreneurship, environmental protection, anti-violence and healthy lifestyle.

MONTENEGRO

Policy context:

Montenegro is a diverse society with a population of approximately 615,000¹²⁴, comprised of Montenegrins (45%), Serbs (28.7%), Bosniaks (8.7%), Albanians (4.9%), and smaller minorities of Romani, Croats, and others. Approximately 72.1% of the population are Orthodox Christian, 19.1% Muslim, 3.4% Catholic, and the remainder undeclared, atheist or other faiths.

In Montenegro, there is one school system for all national and religious groups. The national Ministry of Education is responsible for the overall educational policy. All students up to secondary school are enrolled in public schools, which are financed from the republic's budget. Teaching in educational institutions is performed in the official Montenegrin language. Teaching is also performed in languages in official use: Serbian, Bosnian,

121 <https://balkaninsight.com/2016/02/25/transitional-justice-to-be-included-in-kosovo-s-high-school-curriculum-02-25-2016/>

122 <http://kec-ks.org/?lang=en>

123 <http://ngo-pen.com/>

124 CIA World Factbook

Albanian and Croatian. There is a separate curriculum for Albanian language students, but they attend the same school and learn Montenegrin language also. Education is secular and religious activity is not allowed except in the secondary religious schools. Youth conflict concerns are not openly expressed in Montenegro, however there are some issues related to intergroup social acceptance (i.e. social distance), for example, if one wishes to marry someone from another nationality.

Official Curriculum: A strategy for reforms to civic education was introduced during the 2007-2010 period, with support from UNICEF, the Open Society Fund, OSCE and the Center for Civic Education.¹²⁵ Reforms were completed in 2014 and since then, civic education has been an obligatory subject matter in primary and secondary schools.¹²⁶

UNICEF-supported initiatives:

1) **Social Emotional Skills (SES) Programme:** UNICEF's largest program in Montenegro focusses on Social Emotional Skills (SES) in primary and secondary schools, in partnership with the Bureau of Education. Although not explicitly linked to peacebuilding, is believed that SES are an effective means of prevention against social divisions. The process began in 2014, when a delegation of the BoE made a study visit to the University of Birmingham Jubilee Centre for Values and Virtues and received SES training. UNICEF and the University of Birmingham then supported the BoE to develop its own SES programme. In 2015,

UNICEF began a cooperation with the Ministry of Education, with the aim of formally integrating social and emotional skills into mainstream education, both in everyday teaching and learning, as well as an extra-curricular activity. Social and emotional skills encompass a range of skills such as empathy, solidarity, tolerance, teamwork, flexibility, persistence. Currently, over 300 teachers in Montenegro are trained to implement the social and emotional skills program. Thirty teachers have been trained to be trainers for this program, thus enabling a higher quality and faster expansion of the program. Almost 15,500 children and adolescents in state schools have been reached directly by the program across 46 primary and secondary schools. Additionally, the SE skills program has been adapted for implementation as an extracurricular activity with vulnerable populations: children without parental care, children in conflict with the law, children affected by poverty and Roma children.

One of the strengths of the Montenegrin experience is the strong evidence base that was built as a foundation for designing and integrating an appropriate and comprehensive SES strategy into the formal education system.

Key milestones of the 2015 – 2019:

- In 2015, a mixed methods **research** was conducted based on questionnaires and interviews with students, parents and teachers regarding their attitudes towards the role of Montenegrin schools in developing students' characters, values and skills. The published results are available.¹²⁷ The survey determined what skills/values these community stakeholders find most important to be encouraged and developed by school. The findings served as a basis for developing the subsequent SE skills program materials.
- Following policy advocacy and support, SE skills were officially incorporated as a goal of primary education in **reforms to educational law** in 2017. On the aspect of "pedagogical duties", these reforms also elaborated on the obligation of homeroom teachers to follow the development of children (not only their academic success, but also their personality and characteristics) SES are thus included in the educational mission of primary schools.

125

https://planipolis.iiep.unesco.org/sites/planipolis/files/ressources/montenegro_strategy_civic_education_2007_2010.pdf

126 <https://www.coe.int/en/web/edc/montenegro> . No further information on the content of civic education in Montenegro was accessible during this mapping.

127 <https://www.unicef.org/montenegro/media/2691/file/MNE-media-MNEpublication31.pdf>

- SES has not yet been integrated into secondary education law (and will not likely be soon either as no reform process is currently underway). But the Bureau of Education recognizes and endorses the importance of SES for secondary education as well.
- Along with changes to education law, a comprehensive **analysis of the national curriculum** was conducted in 2017 to assess the presence of SES in the curriculum for primary and secondary schools and the teacher training curricula (all major skills frameworks taken into consideration for this purpose). It was found that there was almost no SES content or development in initial teacher training, that most teachers remain unaware of the importance of SES or how to approach them. The analysis highlighted mismatches and gaps between the curriculum topics and standards and the needed 21st century SES.¹²⁸ On this basis recommendations were made on how to integrate SES into the curriculum formally. The result of this analysis was published in the report: Education for Life: Key 21st Century Competences in Curricula in Montenegro.¹²⁹
- Finally, two **resources for schools** for primary schools were published in 2018: The Handbook for Teachers on SE skills¹³⁰ and The Guide for Teachers¹³¹, which provide easy-to-access and comprehensive guidance on how to formally integrate social and emotional skills **across all subject curricula** for primary education as a transversal theme. The materials offer ideas for different grades and subjects, including for the homeroom. It is not a parallel curriculum, but rather a pedagogical approach. These materials and the Training of Trainers program were **accredited by the Bureau for Education**. A handbook and guide for secondary school teachers is currently in development and will be published in 2019. A **good practice** here is that the SES materials have been prepared by the Bureau of Education on the basis of experience from those working in schools themselves. This has contributed to the programme's success: knowing and understanding the climate of school and the best ways to integrate SES into the life and structure of the school. So far, there is no online training component, nor are materials publicly available online. Teachers may access the materials only through the accredited training process, whence they receive the materials and accreditation as licensed trainers.

The SES program is currently implemented in 46 primary and secondary schools, reaching over 15,500 students and not just in the capital / urban areas, but also in the north, south and in rural schools. Equity and inclusion component has been realised. Further expansion is planned in 2019/20. Data for school year 2018/9:

- Number of enrolled children (0-9 years): 5'407
- Number of enrolled adolescents (10-14 years): 6'916
- Number of enrolled adolescents (15-19 years): 3'234
- Number of schools: 46-28 primary, 18 secondary (general and vocational)
- Municipalities where program is implemented in schools: Nikšić, Bijelo Polje, Pljevlja, Podgorica, Cetinje, Bar, Berane, Danilovgrad, Herceg Novi, Rožaje, Tuzi, Kolašin, Ulcinj, Kotor, Budva, Pljevlja

How does it work? Teachers first attend a 3-day training and then implement the program in school, with ongoing support from the project team and coordinator from BoE. The training centres on **nine workshops** for developing socio-emotional skills, implemented within the Bureau for Education's programme titled '**My Values and Virtues**', which is led by trainers from the NGO Pedagogical Centre. The training sessions start with a conceptual theoretical introduction, addressing the neurobiological aspects of the importance of SES. Teachers are then led to reflect on the importance of the teacher-student relationship, rather than purely the academic dimension of teaching, as vital to the development of character, values and emotions over the life-course. Rather than "lecturing" students on values, teachers are encouraged to integrate SES into their normal lessons and to role-model SES in their own behaviour. For example, teachers may highlight the importance of "persistence" in

128 <https://www.unicef.org/montenegro/media/2416/file/MNE-media-MNEpublication11.pdf>

129 <https://www.unicef.org/montenegro/media/2416/file/MNE-media-MNEpublication11.pdf>

130 <https://www.unicef.org/montenegro/media/1316/file/MNE-media-MNEpublication%202.pdf>

131 <https://www.unicef.org/montenegro/media/1276/file/Moje%20vrijednosti%20i%20vrline%20-%20razvoj%20socijalnih%20i%20emocionalnih%20vještina%20učenika%20i%20učenica.pdf>

a maths lesson or encourage “reflection” before raising one’s hand to answer. In this way, SES does not take “extra time”. Tolerance, creativity, empathy, persistence, teamwork optimism, self-confidence, self-control, honesty and gratitude are among the values and virtues which participants discuss.

One of the strengths of this initiative is that the participants of the workshops have been **teachers of all subject areas** and that links between social-emotional learning and the **standard curriculum** have been encouraged. Schools do not commit to use a whole-school approach, but this would be ideal. Participants are recruited through a general call to schools; 5-6 teachers then come for training, after which they are expected to implement SES approaches in school. The program is also integrated into the homeroom classes and workshops offered by school pedagogues and psychologists.

In some municipalities, the SE skills program has been implemented as part of the **Dialogue for the Future Project (DFF)** project. The program is also implemented as an **extra-curricular** activity in municipalities in the North of the country, which is most stricken by poverty, as well as in a couple of schools enrolling a larger number of Roma children. An adaptation of the SE skills program has been approved and accredited by the Institute for Child and Social Protection and is now available for implementation by social and child protection institutions, including institutions for children without parental care and institutions for children in conflict with the law. In these cases, SES learning is implemented as an extracurricular **“second chance” education** for students in difficulties. Some 178 adolescents, aged 10 to 18, are currently involved in the program of development of social and emotional skills, including 68 Roma and Egyptian population pupils from the primary school “Bozidar Vukovic Podgoricanin” in Podgorica and primary school “Mileva Lajovic Lalatovic” in Niksic, as well as residents of the Children’s Home “Mladost” in Bijela, and the Children’s and Youth Centre “Ljubovic” in Podgorica.¹³² There remain some challenges however, especially with Roma, due to language barriers.

Institutions with at-risk populations have the opportunity to try the program as an extra-curricular approach first, to see if they like it, if they are willing and able to support it, and to give them an idea of how much work they would need to do to implement it fully. Most participants from the extracurricular programme afterwards want to be integrated into main programme. But not all schools are open for new programmes. Some need more support, more time, etc. One of the **lessons learned** is that schools are a “living entities” and they need a lot of support. Thus once or twice per year teachers have the opportunity to participate in another gathering to share their work, their challenges, engage with experts, and receive a refresher on importance of SES. There is no “end” to their participation, as they continue to be invited to come to future sessions. UNICEF sponsors the trainings, but implementation costs are left to the BoE and schools.

Evaluation of pilot programs in primary and secondary schools was conducted, proving the effectiveness of the program even after a short period of implementation. Students have observed the positive impact of this training on the overall classroom atmosphere, strengthening relationships between students and individual participants own self-knowledge.¹³³ Teachers have also observed that it has helped students to be more articulate and helped teachers to know their students better. The workshops have strengthened the overall role of the school in building students’ characters. Students from these schools have learned to recognize their own and other people’s emotions, help each other and solve problems together. Future evaluations are planned, but not before autumn 2020. Haven’t systematically evaluated the impact of SES on the participating teachers, but informal feedback from trainings and gatherings are that the SES trainings have helped them to do their work in a more quality way and to grow personally. The SES programme has given the dignity back to their profession – not just there to deliver information but also to grow character.

Again, the **connection between SES and peacebuilding and reconciliation** is not explicit. It is more implied, more focussed on prevention than on dealing with intergroup tensions directly. As there is a certain ambivalence

132 <https://www.unicef.org/montenegro/en/stories/adolescence-second-chance-development-0> See also YouTube video: https://www.youtube.com/watch?time_continue=117&v=YaQVowUfdoc

133 <https://www.unicef.org/montenegro/en/stories/socio-emotional-skills-within-mainstream-education-system>

about attempts to deal with the past through schools, particularly as the political situation becomes more tense, there is some sense that an explicit approach is risky.

2) UPSHIFT: UPSHIFT has been implemented in Montenegro since 2016. By May 2019, 21 UPSHIFT cycles have been conducted. Most UPSHIFT projects are not focussed directly on topics of peacebuilding, but one good example comes from the first cycle. A team of girls at a high school in Tuzi, identified the problem of social division in the school. Diverse languages, religions and ethnicities kept students from communicating or hanging out with those who were different. Cliques formed and fights often broke out among peers. “There were so many stereotypes between the students that it created barriers and a lot of misunderstandings.” Through UPSHIFT they devised a solution: Host a diversity fair with a range of events, including movies and sporting events, aimed at bringing the young people together and showing them that they have more in common than they think. Their project ended up winning financial and mentoring support from the Youth Innovation Lab. In June 2016, their idea came into fruition. To their surprise, countless students volunteered to plan the school's first ever “Festival of Diversity” and more than 400 students took part in the various activities. A year later, the team hosted the second annual “Festival of Diversity,” organizing everything themselves, including raising financial support from a local non-governmental organization. As of 2018, one of the team participants is using the skills and confidence she developed during UPSHIFT in a semester-long cultural exchange program at American University in Washington, D.C. She is studying political science there and hopes to work for the United Nations someday. UPSHIFT “changed my life, gave me the freedom to express myself and the confidence to truly believe young people can change their communities for the better”, she says.¹³⁴

A **cross-border UPSHIFT** will begin in Montenegro later this year. Further information was sought on this initiative, but not available at the time of this mapping.

3) Dialogue for the Future (DFF): UNICEF Montenegro, together with UNESCO & UNDP, is also supporting the regional programme of Dialogue for the Future (DFF). UNICEF Montenegro's contribution to DFF so far has been the training component on developing SES in schools. In the coming year, however, it is planned that there will be three Regional Dialogue Platforms (north, centre and south), the outcomes of which will be integrated into a National Dialogue Platform. The National Platform will follow the BiH DFF experience, bringing together adolescents and representatives from government institutions and civil society sector. UNDP is coordinating the national dialogue platform.

4) U-REPORT: Montenegro participates in the U-REPORT for Western Balkans,¹³⁵ a sub-regional U-REPORT that includes Albania, Kosovo and Montenegro. To date, seven Montenegro-specific polls have been conducted, addressing such topics as “End violence online”, “Children's rights”, “Education reform” and “Cyberbullying”. Montenegro opted not to participate in the most recent Western Balkans poll on intercultural dialogue and peacebuilding (conducted in Kosovo, Albania and Bosnia and Herzegovina). Response rates vary considerably, from 34% to above 90%. The participant base needs to be expanded for U-Report to become a stronger tool in Montenegro. Concerns here, as in all U-Report countries, are about the representativeness of responses, in particular whether U-Reporters include marginalised and minority community members and views.

¹³⁴ <https://www.unicefusa.org/stories/learning-create-community-montenegro/34935> [The story also highlights a risk, that participants take their learning out of the country and into elite jobs rather than investing back into the community in the longer-term.]

¹³⁵ <https://westernbalkans.ureport.in/>

RYCO-supported initiatives:

All projects selected for RYCO support must be cross-border (i.e. with partners from at least two Western Balkans contracting parties) and, where possible, inter-community (with participants from at least two different ethnic or religious groups). Projects selected during RYCO's first call, with Montenegro as the main contracting party, included:

Project Title	Description / Implementing Partner
REACT!	Alpha Centre
Two Schools, One Story	JU Srednja ekonomska-ugostiteljska skola Niksic
Youth Can Change the Future	Centre for Democracy and Human Rights

These projects have been implemented over the 2018-2019 period and the final reports are in preparation.

Projects selected for 2019-2020 RYCO support from the second call, with Montenegro as contracting party, include:

Project Title & Applicant	Description
Empowering voices of transgender communities in the Western Balkans region Spectra	Promotes and supports the empowerment and sustainability of trans movements in shaping public debates on democracy, human rights, social and economic inclusion through the organisation of capacity building trainings and visibility campaigns.
Rewind to the Future Gymnasium "Stojan Cerovic"	Tackles ethnocentrism and stereotypes through an educational program that connects thematic education, intercultural learning and activism, with various workshops on intercultural communication and learning, on peer education, on media or history.
A Step Forward JU Škola za srednja i više stručno obrazovanje "Sergije Stanić"	Contributes to youth cooperation and mobility in the region, to encourage intercultural learning and dialogue through the organisation of workshops, study visits in Subotica and in Podgorica for students of tourism and gastronomy schools.

Council of Europe-supported initiatives:

At least one gymnasium in Montenegro¹³⁶ is working with the Council of Europe's **"Free to Speak - Safe to Learn: Democratic Schools for All"** campaign (see Albania mapping for details on this campaign).

OSCE-supported initiatives:

The OSCE Mission to Montenegro does not substantively engage with education or youth initiatives.¹³⁷

USAID-supported initiatives:

USAID does not substantively engage with education or youth initiatives in Montenegro.¹³⁸

136 Montenegro case study: <https://www.coe.int/en/web/campaign-free-to-speak-safe-to-learn/grammar-school-slobodan-skerovic>

137 <https://www.osce.org/mission-to-montenegro>

138 <https://www.usaid.gov/montenegro>

Selected initiatives by other actors:

1) Nansen Dialogue Centre in Serbia and Montenegro, together with the GPPAC Western Balkans Regional Steering Group, Serbia and Montenegro Ministry of Education and School Department educational advisors signed a Declaration on Joint Cooperation with Civil Society Organisations in the field of Peace Education in December 2009 was, at that time, a breakthrough event. The consultative processes and the signing were facilitated by Nansen Dialogue Centre Montenegro and Nansen Dialogue Centre Serbia. The cooperation supported the introduction of peace education in schools, with the aim of promoting inter-ethnic dialogue, peacebuilding and reconciliation initiatives as well as different forms of informal and formal conflict resolution programs in schools in the region.¹³⁹

Several organisations have supported activities on **Preventing Violent Extremism** in Montenegro, developing communication skills and approaching sensitive issues (which also links to Dealing with the Past).

2) The British Council has been supported by the UK's Western Balkans Extremism Research Forum's CSSF (Conflict, Stability and Security Fund) to strengthen understanding and raise awareness of extremism threats to the UK originating in the Western Balkans.¹⁴⁰ As part of the UK's Counter-Extremism Strategy, activities aimed at building the resilience of adolescents in the Northern Montenegrin region and on border areas with Bosnia and Kosovo to say no to VE recruiters.

3) The Montenegrin NGO **Forum MNE** is also engaged on P/CVE through two projects. First, the project **Divided Past, Joint Future**¹⁴¹ is being implemented over the 2016-2020 period in partnership with the Youth Communication Center (OKC) Banja Luka, along with 18 other partner organizations of the Western Balkans and Turkey. The overall objective of this project is to strengthen regional cooperation between civil society organizations on capacity building of advocates: strengthening their credibility, political participation and effectiveness as a means for preventing radicalization and facilitating inter-ethnic dialogue. The project is financed by the European Union through its Dialogue and Reconciliation Program. As part of the project, **qualitative research** was conducted in 2016 in Bosnia and Herzegovina, Montenegro, Serbia, Kosovo, North Macedonia, Albania and Turkey, with the participation of citizens, representatives of the public, private and civil sectors. The purpose of the empirical research was to establish the opinions and attitudes of representatives of the four sectors on peacebuilding and the process of reconciliation in seven countries. Detailed recommendations are included at the end of the excellent final report¹⁴², including high importance placed on the **role of education and social entrepreneurship** in supporting regional reconciliation, as well as the importance of policies and media in promoting a culture of recognition, cooperation and healing. Of relevance perhaps to future Crossborder UPSHIFT cycles is the fact that one of the main objectives of Divided Past, Joint Future project is the establishment of a **regional Social Laboratory for Peace and Reconciliation**. The first such social laboratory was held in March 2018. Workshops addressed social challenges on the road to regional reconciliation and the process of **creating innovative peace-building tools and products**. The workshops, conducted by experienced youth workers, were attended by representatives of the public administration, civil sector, youth, business and the entrepreneurship, media and education sectors. The workshops were attended by over 80 participants. Such workshops are organized in all participating countries on the project.¹⁴³

Second, in 2019, Forum MNE is leading a P/CVE project focussed on young civil society actors. Civil society organisations (CSO) in the Western Balkans (WB) have been increasingly encouraged to engage in prevention and countering of violent extremism (P/CVE), focusing primarily on countering radicalization leading to violence,

¹³⁹ <https://gppac.net/regions/balkans>

¹⁴⁰ <https://www.britishcouncil.org/partner/international-development/news-and-events/june-2017/western-balkans-understanding-threats-of-extremism-to-the-uk>

¹⁴¹ <http://www.forum-mne.com/en/project/divided-past-joint-future/>

¹⁴² http://www.novi.forum-mne.com/images/Istrazivacki_izvjestaj_Crna_Gora.pdf

¹⁴³ <http://www.forum-mne.com/nacionalna-laboratorija-za-drustvene-inovacije/>

but also on broader issues related to promoting tolerance, preventing hate speech, reconciliation, and civic education. However, a key barrier to effective programming on P/CVE remains the lack of understanding of existing local community actors that have the **capacity and credibility to deliver P/CVE programming at a grass-roots level**. Therefore, a consortium made of six CSOs from the Western Balkans 6, led by Forum MNE, conducted a **mapping** of the range of stakeholders relevant for implementing P/CVE actions. The reports for each country are available in both English and local language online.¹⁴⁴ The second step of the project was the delivery of a **regional Training of Trainers** for 12 CSO representatives from the Western Balkans, with aim of tailoring a **P/CVE capacity-building training curriculum for CSOs**. The activity is part of the regional project “Communities First: creation of civil society hub to address violent extremism- from prevention to reintegration” which Forum MNE (Montenegro) implements in partnership with Centre for Legal Civic Initiatives (Albania), Hope and Homes for Children (Bosnia and Herzegovina), Partners Kosova – Centre for Conflict Management (Kosovo), Centre for Common Ground (North Macedonia), and Cultural Centre DamaD (Serbia). Project is financially supported by the European Union, the Balkan Trust for Democracy, a project of the German Marshall Fund of the United States, and the Ministry of Public Administration of Montenegro.

NORTH MACEDONIA

Policy context:

North Macedonia has a population of approximately 2.1 million¹⁴⁵, comprised of Macedonians (64.2%), Albanians (25.2%), Turkish (3.9%), Romani (2.7%), Serbs (1.8%), others (2.2%). Approximately 64.8% of the population are Orthodox Christian, 33.3% Muslim, and the remainder other Christian, undeclared, or other faiths.

Since 2017, the Government of North Macedonia has been promoting the notion of “**One Society for All**”, on the basis of which new strategies and policies that favour interculturalism are being created, such as extending the use of Albanian language across the country.¹⁴⁶ As ethnic Albanians make up around a quarter of the total population, the new law would help ease communication in Albanian with institutions like municipalities, hospitals and courts.

The educational system in North Macedonia is decentralized. The management of primary and secondary schools is under the responsibility of municipalities, except for the secondary schools in the capital of Skopje which are managed by the city, and schools for children with disabilities and schools for ballet and music which are state schools. The educational system in North Macedonia provides schooling for about 275,000 pupils (about 13.5% of total population), of which 192,000 are in primary education and 83,000 are in secondary education.

There are four languages of instruction in North Macedonia (Macedonian, Albanian, Turkish, Serbian). In some schools, students may also learn about Aromanian or Roma language and culture. Macedonian is compulsory as the official language. Serbian is only taught in primary school. **Students tend to choose schools according to mother tongue**. In recent decades, students of different mother tongues were schools in separate buildings, or in the same building, but in different shifts. This division of Macedonian and Albanian students in different shifts/different buildings mainly started in the late nineties as a result of the conflicts. Before that students were attending school together. The Ministry of Education is now **trying to reverse the present situation** and to enable conditions for students of different ethnicities to attend school together once again.

144 <http://www.forum-mne.com/en/civil-society-in-preventing-and-counteracting-violent-extremism-in-the-western-balkans-2/>

145 CIA World Factbook

146 <https://mia.mk/2019/05/gov-t-developing-policies-based-on-one-society-for-all-concept-debate/?lang=en> / <https://vlada.mk/node/18238?ln=en-gb> / <https://balkaninsight.com/2018/12/28/macedonia-pm-s-one-society-for-all-promise-tested-12-19-2018/> / <https://meta.mk/en/law-on-use-of-languages-published-in-official-gazette/>

Now there are more initiatives to bring students of different backgrounds together by government through an OSCE and USAID-supported initiative on “**interethnic integration in education**”. The Ministry of Education has been providing grants to schools to organise contact activities between Macedonian and Albanian language schools to work together on projects, joint events, and get to know each other, with the aim of promoting good relationships between the ethnicities. The format of these activities is mostly extracurricular. The State Education Inspectorate has also been emphasising interethnic integration in the School Performance Quality Indicators (i.e. a school with integration strategies will receive a higher evaluation).

In general, there is good coordination between different international actors in education, who co-organise meetings and share information. Some smaller NGOs are also working on interethnic integration¹⁴⁷, but it is difficult to coordinate with them when they require their partner schools to sign an exclusivity agreement, not permitting them to cooperate with other projects.

UNICEF-supported initiatives:

1) Foundation for Social Cohesion and Cultural Dialogue Programme: This programme, which focusses on early childhood education, aims to improve policies and practices on social cohesion and diversity in North Macedonian institutions through improving the quality of early childhood education. The programme supports strengthening teacher capability for delivering quality education and embedding values, social and emotional competencies, awareness and cross-cultural skills in children. The key programme components focus on: (i) developing the competencies of Early Childhood Educators so that they attain a set of skills and dispositions crucial for their work; (ii) enhancing teachers’ capacities to deliver quality early education by providing tailored trainings in socio-emotional development in all pre-school institutions across the country; and (iii) providing teachers and parents with practical tools to nurture children’s cognitive, linguistic and socio-emotional development by creating an online platform containing a wide array of play-based tools and materials. UNICEF implements the programme in partnership with the Ministry of Labour and Social Policy with financial support from the British Government. Of note, the second component which relates to enhancing teacher capacities merges several evidence-based models: Johns Hopkins’ *Brain-Targeted Teaching*, Yale University’s Center of Emotional Intelligence *RULER*, Think Equal’s *Early Years Curriculum*, and Institute for Excellence in Teaching’s *Teacher and Student Advancement*. The core elements of this component are: *Advanced Career Paths* – creating new opportunities for high-performing pre-school teachers to take on additional leadership responsibilities by becoming national teacher leaders (‘Peer Support Teachers’); *Ongoing Applied Professional Growth* - Peer Support Teachers meet weekly with implementing neuroeducation specialist receiving continuous support and training and online modules and webinars. Peer Support Teachers then convey the new learning by leading Professional Learning Communities (“PLCs”) and provide oversight and additional support to their teachers; and *Instructionally-focused Accountability and Support*. Peer Support Teachers provide career teachers with individual, classroom-based support through activities such as demonstrating/modelling lessons, team-teaching, conducting observations, and providing weekly feedback.

2) Secondary school life skills project: Following on the success of the Foundations for Social Cohesion and Cultural Dialogue programme in primary schools, UNICEF in North Macedonia has supported the introduction of a life skills curriculum in secondary schools as well. The process started with a mapping of life skills in the curriculum, with case studies, and found that very little were included or taught. In homeroom classes, teachers often do not have enough time to speak about specific issues or to go deeply into a topic. Teacher professional development by the Bureau of Education has also not been continuous or adequate. Homeroom teachers can change year-on-year and may not have the knowledge and skills necessary to use curriculum fully. This is not only true for life skills: a recent study by the OECD found that teachers in North Macedonia receive the least amount of professional development among countries in the region. In response to this need, UNICEF supported the Bureau for Education and its partner, the Centre for Human Rights and Conflict Resolution, to develop life skills content for homeroom classes. Materials and guidebooks for teachers and students were created and are

¹⁴⁷ Such as Nansen Dialogue Center and the Macedonian Civic Education Center.

now available in Macedonian and Albanian languages. **The programme is now part of the national curriculum for homeroom classes.**

3) UPSHIFT: UPSHIFT in North Macedonia was launched in June 2018 and 3 cycles have been completed so far. The project is still in early stages, but participants reportedly feel it is extremely useful. UNICEF is now working with the Bureau for Development of Education to explore how this methodology can be integrated into the existing curriculum for innovation (9th grade of primary school) and business entrepreneurship (4th grade of secondary school / 3rd grade of vocational school).

Peacebuilding: The approach to peacebuilding and social cohesion topics has been **indirect**. Cycle 1 was organised as a general call – any issue identified in community (ecology, children with disabilities, improving teaching, etc.) could be proposed. Cycle 2 was on air pollution. Cycle 3 was open again. In between, there was a Generation Unlimited challenge (which uses a similar methodology to UPSHIFT) that was thematic on violence (mostly peer violence).

UPSHIFT was promoted through UNICEF social media, through its partner the Ministry of Education and Science, Bureau for Development of Education and Fund for Innovation and Technology, and CEED Macedonia as an implementing partner, who presented the project opportunity in schools. Invitations to apply were also sent to orphanages and SOS Children's Village to encourage hard-to-reach youth to apply.

Student participants have included Albanian, Turkish and Roma children, but most were Macedonians. UPSHIFT organisers would like to see more diversity. However, there were some practical challenges. For example, the workshops were conducted only in Macedonian language, therefore Albanians who have only been educated in their mother tongue may have felt discouraged to apply. Having separate language UPSHIFTs would defeat the aim of promoting intergroup social cohesion. Having UPSHIFT in English would probably mean that only those who are at ease in English, and thus who have probably already been exposed to more opportunities and support, would apply. **Language remains a challenge.**

In terms of participating teachers, the original idea was to involve teachers who specialise in teaching innovation, it was not always possible to get them. Therefore, some teacher participants have come from other subjects, e.g. mechanical subjects, biology, etc. The lesson learned is that the teachers from a range of backgrounds and specialisations can be good with UPSHIFT. What is key is the motivation of the teacher to participate, to support the students, and to think how this is connected to the subject they teach. UPSHIFT can be used in any subject: its success depends upon interest and motivation.

A teacher manual is currently in development to integrate in innovation, entrepreneurship and other subjects. CEED-HUB, the Bureau of Education and teachers from UPSHIFT are developing the teacher manual together. The aim is to pilot it in September. Integration of UPSHIFT into the wider curriculum will depend on the topics that the Ministry of Education and Science wants to be tackled. It is necessary first to understand what key issues in North Macedonian society are and then organise a thematic UPSHIFT.

Methodology: The UPSHIFT methodology is described more fully in Section 1 of the mapping. In North Macedonia, the 3-day UPSHIFT workshop begins with 10 teams, each with 2-5 participants per team. The original UPSHIFT framework was adapted to the local participants' needs by including evening programmes that complemented the learning process, e.g. movie nights and talks by experts to help them articulate and develop a topic (e.g. violence), or an example of how to develop presentation skills, etc. The 5 winning teams receive seed-funding of EUR 2,000 and ongoing mentorship over 6 months. Winning student teams have principally included environmental / eco-friendly projects: (1) fancy trash cans and a recycling points app, 2) a publicly accessible stationary bicycle phone-charging device, 3) an awareness-raising project and reusable thermos). Another was a school-based healthy food corner named "Биди зелен ти (Go green)" with a pre-ordering app, the revenue of which will be invested in running and further developing the business.

Dissemination of the project results has been done through the “normal channels” (UNICEF news, twitter, partners). However, no results have been systematically disseminated to schools. The expectation is that the winning teams will share their experience with others themselves.

Funding and Sustainability: So far, funding has been received from the governments’ Innovation Fund. The current search for additional funding will hopefully support UPSHIFT both outside and within mainstream education.

4) Generation Unlimited: The Youth Challenge is part of the global Generation Unlimited initiative (described in Section 1 of the mapping). A North Macedonian team - “AndroMeta”¹⁴⁸ – became one of the 5 winners of the Youth Challenge. The team received expert mentorship and \$20,000 in seed funding to scale up their initiative - a mobile app “Speak Out” designed to build a community of support for victims of bullying. “SpeakOut is a mobile app that motivates young people to ask for help anonymously and be a support to their peers. They are offered two choices to get help. To post publicly and get help from other members in the community or a private one-to-one chat with a volunteer,” Aleksandra Popovska, 18-year-old team leader. “I feel like adults don’t always believe in our capabilities, but experience doesn’t always come with age, it comes with doing things that matter. Young people can make a difference.” “A lot of friends at school are asking me how we found out about the Challenge and if they can join – I think they start to see me differently but in a positive way. What I’m telling them is that one needs to start something and then everything will fall into place,” said Amra Licina, 17-year-old team member. In North Macedonia, the implementing partner for Generation Unlimited was SMART-UP laboratory for innovation.

Following the success of the 2018 initiative, the CO established a new partnership with Foundation Makedonski Telekom (local private sector associated with Deutsche Telekom) to support a Generation Unlimited Design Thinking Challenge focused on scalable digital innovations to improve access to education and participation in community life for children and young people with disabilities. The top ten teams which will include at least one person with a disability will be invited to a design thinking workshop to develop their ideas further. The teams will work under the mentorship of engineers, marketing and IT specialists from Makedonski Telekom, and the best three ideas will receive seed funding to make their idea a reality. The public call for ideas will be issued in this autumn. Through the partnership, UNICEF and Foundation Telekom for Macedonia will work with young people to co-create innovative digital solutions to improve access to education and participation in community life.¹⁴⁹ Digitization brings many new opportunities and a complete transformation of society, we need to create a fair digital society where technology will primarily serve people. Adolescents and young people have enormous untapped potential – by nature they have a passion for novelty and eagerness to push boundaries.

5) U-REPORT: North Macedonia is not yet using U-REPORT but is interested to start as it seems to be a useful tool for gathering youth opinions.

RYCO-supported initiatives:

All projects selected for RYCO support must be cross-border (i.e. with partners from at least two Western Balkans contracting parties) and, where possible, inter-community (with participants from at least two different ethnic or religious groups). Projects selected during RYCO’s first call, with North Macedonia as the main contracting party, included:

148 <https://www.unicef.org/northmacedonia/stories/innovation-end-violence-wins-global-recognition>

149 <https://www.unicef.org/northmacedonia/press-releases/foundation-telekom-macedonia-partner-unicef-0>

Project Title	Description / Implementing Partner
BalCAN Change	Center for Intercultural Dialogue
Rainbow Bridge	Zdruzenie KREATRO Kumanovo
Balkan Debate Academy: Debating towards Cooperation	Youth Educational Forum
Ball for All	State School for Visually Impaired Children
Youth in Charge of the World	Municipal High School in Radovis

These projects have been implemented over the 2018-2019 period and the final reports are in preparation.

Projects selected for 2019-2020 RYCO support from the second call, with North Macedonia as contracting party, include:

Project Title & Applicant	Description
Craft as Intercultural Tool to Integrate Youth with Special Needs in the Society Association for support of families, individuals and groups "Happy Life"	Strengthens the knowledge and skills of youth in Albania and North Macedonia in intercultural heritage and the skills of young persons with disabilities through craft knitting.
Together We Can High municipality school Goce Delchev	Establishes intercultural dialogue among the participants through the creation of a "Cultural mosaic in the Western Balkans" (a tool where participants portray themselves and their backgrounds and everyday lives) on social media, the writing of essays on culture, the presentation of folk songs and dance and traditional clothing.
This is my Balkan Organization for Social Innovation "Arno"	Provides culinary tours and souvenirs for promotion of intercultural learning and dialogue. The project enhances interculturalism using culture and tradition for active participation of youth so they can develop their employable skills through workshops on social entrepreneurship, a culinary competition and a souvenir design.
DEEP Diversity Educational e-Resource Project Union for Youth Work	Improves the access to modern and creative educational resources and tools on intercultural learning. It will do so by enabling youth workers to connect on a platform dedicated to them and to create innovative e-learning courses and board games.
Drama for Conflicts (D4C) SSOU Mosha Pijade	Uses forum theatre (small scenes enabling exchange on everyday situations) as a tool for tackling stereotypes and prejudices, but also for developing competences in education. The participants will play during a workshop in North Macedonia and in schools.
Scouts United: Learn it, Do it, Scout it First Scout Unit of Skopje	Gathers youngsters from four Contracting Parties to reinforce them in networking and building up paths for sustainable cooperation on peacebuilding and youth participation through scouts exchange and scouts trainings.

OSCE-supported initiatives:

In North Macedonia, the OSCE Mission supports the government strategy on **integrated education** to allow all communities to interact from an early age. This includes supporting joint activities in schools and research as well as tailor-made capacity building projects. The Mission also provides advice and assistance to a variety of groups involved in education, such as representatives of the Ministry of Education and Science and its institutions, teacher training faculties, representatives of local self-government units and schools, students and parents.¹⁵⁰ In terms of youth, the Mission works with key national and local players such as the Agency for Youth

¹⁵⁰ See <https://www.osce.org/mission-to-skopje/education>

and Sport and brings rising young politicians together from across the political spectrum for training and to exchange views on election-related topics. By engaging youth activists to fight against hate speech and hate crimes, the Mission works to address one of the most worrying contemporary phenomena: **youth radicalization**.¹⁵¹ As part of the OSCE's #UnitedCVE campaign, the OSCE Secretariat in Vienna launched a regional project for youth called "LIVE: Training Leaders against Intolerance and Violent Extremism". As part of this initiative, a training curriculum was developed and implemented for youth leaders from across the region in Vienna in 2017.

USAID-supported interventions:

In North Macedonia, USAID is working with national and local governments, all primary and secondary schools, students, teachers, parents and community leaders to create opportunities to foster better inter-ethnic relationships among the country's youth. Activities to build capacity to implement multicultural, integrated education among school teachers, inspectors from the State Educational Inspectorate, advisors from the Bureau for Development of Education, and pedagogical students. USAID is enabling outreach and sport activities for students, parents, and community members in ethnically mixed municipalities, and uses media to highlight the important role that youth of different backgrounds can play when working together to tackle challenges in their communities. USAID is helping the Ministry of Education and Science revise the civic education curriculum, standardize ways to engage students in school and community life, and promote student involvement in decision-making in their schools and municipalities. USAID co-finance the renovation of participating schools that demonstrate commitment and progress in promoting ethnic integration. USAID is building the capacity of frontline workers from government and civil society to protect the human rights of migrants and refugees and facilitate their access to legal assistance, counselling, and asylum. Within USAID's "Fostering Social Unity" programme¹⁵² are included two key projects: The **Advancing Social Cohesion Project** (with preschool and primary schools), and the **Youth Ethnic Integration Project**. The first is implemented in partnership with the organisation Search for Common Ground, and the latter with the Macedonian Civic Education Center.

1) Advancing Social Cohesion: Launched in 2017, Advancing Social Cohesion is a \$1.3 million, four-year program designed to improve relationships by children and youth across ethnic, religious, and social divisions so the country can better withstand ethnic, social, and economic shocks without resorting to violence. Working through a grant to the organisation Search for Common Ground, the program works to: Strengthen interethnic interaction among children and advance intercultural education in public kindergartens and primary schools by providing training on multicultural education to preschool and primary school teachers, inspectors from the State Educational Inspectorate (SEI), representatives of the Bureau for Development of Education (BDE), and pedagogical students who will become future preschool teachers. It will also organize workshops for parents of children from multi-ethnic preschool groups, and outreach and sport activities for students from primary schools in target municipalities. Increase public awareness of positive ethnic integration and social cohesion through 24 episodes of an innovative reality TV show demonstrating the positive role which youth of different backgrounds can play when working together in addressing common youth issues in their communities. The participants in the show will represent youth population age 13 - 18, of different ethnic, religious, and social groups including young women, religious minorities, disabled persons and other vulnerable groups. Through the project, 324 preschool teachers have been equipped with the knowledge and skills needed to support multiethnic and multicultural education in ethnically mixed public kindergartens in 10 municipalities. Ten inspectors from the State Educational Inspectorate and six counsellors of the Bureau of Education have been trained to supervise multicultural education classes. So far, five workshops have been organized including 92 parents from different ethnic backgrounds to share experiences, concerns and discuss topics of common interest to build trust in ethnically mixed communities. 96 pedagogical students have been trained on intercultural education standards and methodologies to develop their skills as future teachers. The project has organized seven sport events with

¹⁵¹ <https://www.osce.org/mission-to-skopje/youth>

¹⁵² <https://www.usaid.gov/north-macedonia/social-cohesion>

580 primary school children from different ethnic, religious and cultural backgrounds to play together and foster friendships.

2) Youth Ethnic Integration (YEI) Project: Launched in April 2017, the Youth Ethnic Integration Project is USAID's flagship program for improving inter-ethnic integration in North Macedonia. Working through a grant to the Macedonian Civic Education Center (MCEC), the project works to enable positive interactions among ethnically diverse youth at the school and community level and improve civic education skills, behaviors, and volunteering practices of youth. YEI collaborates closely with the central and local government, all primary and secondary schools, and, most importantly, with school youth, teachers, parents and leaders from different communities to create opportunities for school communities to interact and foster better inter-ethnic cohesion among youth. YEI partners with the Ministry of Education and Science (MOES) and other education institutions to support their efforts **to revise the civic education contents and engage students in school and community life**, promoting student involvement in decision-making processes in their schools and municipalities. Over the project duration more than 50 schools will be renovated based on need and the accomplishments in the area of ethnic integration and demonstrated civic skills and behaviors of students at the school and community level. The project has facilitated over 85 youth initiatives and joint student activities with participation from over 1,300 students from different ethnic communities; over 300 creative workshops and theatre forums with about 160 students across eight secondary schools; nine public discussions 'Youth Talks' led by students were organized in all municipalities included in the first project year with participation from over 800 students, teachers, parents, mayors and municipality representatives. Through the project, 1,250 School Integration Team (SIT) representatives from all primary and secondary schools across North Macedonia have attended training refreshers/ mentoring sessions/ meetings following up on the trainings organized under USAID's Interethnic Integration Project. A comparative analysis of civic education in six countries was conducted that will serve as a benchmark for the revision of the current civic education curriculum and teaching practices in North Macedonia. The Civic Education curriculum for eighth grade education has been revised and was piloted in the academic year 2018/2019. Thirty infographics, brochures, posters, reports and other information and promotional materials has been developed and shared with various target groups through the project.

Regarding C/PVE initiatives in North Macedonia, there is also an initiative funded by the US Embassy in Skopje that supported Women Without Borders to work with **mothers of young people who have gone to war afflicted areas after being radicalized**, and also to teach mothers how to identify indicators of radicalization in young people.

Selected initiatives by other actors:

1) ForumZFD is inviting "open-minded" high school students (16-17 years old) in North Macedonia, Bosnia and Herzegovina, Serbia, Montenegro and Kosovo to participate in a Summer School as part of the REACT program, from 15 to 21 July, 2019, in Ohrid, the Republic of North Macedonia. The Summer School will engage participants in actively reflect on historical narratives, particularly those related to the recent wars/conflicts in the Balkans, in order to enable them in developing open dialogue and constructive approach dealing with past for the future. It aims increase their critical thinking through fun and creative activities and to increase their regional network and strengthen cross-country neighbourly relations.

2) Helsinki Committee for Human Rights Macedonia has long provided nonformal education for young people through the organisation of the "School of Human Rights". The school has been held 37 times so far and is intended for high school students and / or students from North Macedonia with a strong interest in the field of work of the Helsinki Committee for Human Rights. Human Rights Schools aim to expand the views of young people and develop their awareness of the various minority groups in society, as well as stereotypes, prejudices and discrimination. During lectures, exercises and discussions, school participants are encouraged to think critically and actively in engaging in the creation of specific solutions and forming views on the topics discussed. Within schools, participants have the opportunity to work on real cases in which human rights violations occurred. These examples are obtained from the daily work of the Helsinki Committee in the frames of the projects, including discrimination on various grounds, hate speech and hate crimes, stereotypes and prejudices, violation of the rights of the LGBTI community, youth activism and the like. Through these practical exercises,

participants are encouraged to actively think and recognize violations of human rights on a daily basis, developing stronger relationships and learning about tolerance, acceptance and mutual understanding.

3) Center for Civic Education: Project Citizen is a project-based learning program created by the US organisation Center for Civic Education. The primary goal of the program is to develop in students a commitment to active citizenship and governance by providing the knowledge and skills required for effective citizenship, fostering a sense of competence and efficacy through practical experience and developing an understanding of the importance of citizen participation.¹⁵³ In North Macedonia, the program was implemented in North Macedonia since 2000, funded by USAID and implemented by Catholic Relief Services in collaboration with the Bureau for Development of Education. Between 2000-2007, it was integrated into the national curriculum. Project Citizen was implemented in homeroom classes in grades 5 and 6, while the Foundation of Democracy materials were integrated as a cross-curricula subject in lower primary education. With the new concept for primary education introduced in 2007, the civic education programme was no longer implemented in the same way as before, although the main civic education concepts remain to be part of the overall curricula.

SERBIA

Policy context:

Serbia has a population of approximately 7.1 million¹⁵⁴, comprised of Serb (83.3%), Hungarian (3.5%), Romani (2.1%), Bosniak (2%), other (5.7%), and undeclared (3.4%) ethnic groups. Approximately 84.6% of the population are Orthodox Christian, 5% Catholic, 3.1% Muslim, and the remainder other Christian, undeclared, or other faiths.

The Ministry of Education, Science and Technological Development has the overall responsibility for developing and implementing education policies in Serbia. Schools and preschool institutions have a significant level of autonomy in organizing and realizing educational programmes and other educational activities. As of the school 2009/2010 school year, there is system-wide implementation of inclusive education. The 2009 Law on Foundations of the Education System (Zakon o osnovama sistema obrazovanja i vaspitanja) puts emphasis on the prohibition of discrimination and segregation, individual education plans, new assessment and evaluation policy, introduction of teaching assistants, inclusion of children with special educational needs into regular schools.

Official curriculum: Overall, there is not much direct engagement with peacebuilding and reconciliation in Serbian education. The general values and skills are integrated in civic education. **Civic education is an elective subject** throughout primary and secondary education. Since the school year 2001/ 2002, an optional subject in civic education is offered as an alternative to religious education throughout the whole general education (primary and secondary education) pathway. The main reason for introducing civic education was to contribute to development of democratic society, tolerance and promotion of values which are leading towards inter-cultural dialogue, solidarity and responsible and engaged participation of children and youth in modern democratic society. Introduction of interactive and experiential teaching and promotion of active students' participation through civic education presented a pioneer effort for introduction of modern pedagogy in the formal education system.

Students must choose between civic education and religious education. CSOs have advocated that being a citizen is not an option and that interreligious tolerance, dialogue and civic engagement are necessary values and skills to acquire for the functioning of society. Fortunately, the current Ministry of Education, Science and Technological Development (MoESTD) is more interested in developing civic competences. While it will take

¹⁵³ For a fuller description, please see Project Citizen in the section of this report on Bosnia and Herzegovina.

¹⁵⁴ CIA World Factbook

time and considerable effort to incorporate civic education into education law as an obligatory subject, in the meantime the Ministry is willing to support its development.

The MoESTD is currently initiating a more comprehensive reform of civic education curricula for all classes in primary and secondary education. The key principles of the reform are that, through the introduction of a number of different elective subjects, interdisciplinarity will be supported, together with orientation to learning outcomes and competence development. Moreover, the gradual preparation of schools, teachers and students for the implementation of a new curriculum is an important aim of the reform.

The new curricula should contribute to the development of competences for lifelong learning, responsible participation in a democratic society, communication skills, collection and data evaluation, ability to solve problems, strengthen cooperation and digital competencies. It is envisaged that the objectives of the program are realized through the preparation and realization of the students' research and project implementation, as well as applying interactive teaching methods such as group work, interviewing, debating, and others.

The Institute for the Improvement of Education (IIE) has prepared the new civic education curricula for all primary school grades, as well as for the first and second grade of the gymnasium. The preparation of proposals for new programs for the third and fourth grade of the gymnasium is currently taking place, while the curricula for the fourth and eighth grade of primary school are in process of adoption by the MoESTD.

Based on the request of MoESTD and IIE, UNICEF is, through the Dialogue for the Future project, supporting the work of Working group in preparing curricula, teachers' manuals and materials and development of the teachers' training curricula for III and IV grades of secondary school. Moreover, the support comprises youth peer review of the currently develop program as well as the implementation of the training for teachers, and monitoring of the program roll out.

The hope is that as civic education becomes a strong and more appealing subject, more students will choose to take it. Quality civic education is as much about curriculum as it is about pedagogy and practice, and about creating an enabling, democratic culture in schools.

To this end, UNICEF is supporting initiatives to raise the quality of civic education, as well as supporting CSOs who are working on civic education in schools. In particular, UNICEF activities under Dialogue for the Future project (see DFF below) has been in a process with the MoESTD to identify civil society stakeholders and help make the reform initiative inclusive, for both formal and nonformal learning.

UNICEF-supported initiatives:

Dialogue for the Future (DFF): UNICEF Serbia has begun participating in DFF, in an effort to support a culture of social cohesion and peacebuilding.¹⁵⁵ The goal of the program is to strengthen the collaboration in the region through dialogue, policy recommendations and action in the field of common priorities, while promoting social cohesion and intercultural understanding. Serbia and Montenegro have joined Bosnia and Herzegovina in this initiative as part of the regional DFF-II framework which started in Bosnia and Herzegovina and is implemented by UNICEF, UNDP and UNESCO with support from the BiH, Serbian and Montenegro Presidencies. UNICEF's role is to bring young people closer to the government officials and to facilitate meaningful youth engagement in the processes and topics relevant for them, to support reform of the civic education, and provide opportunities for the skill development of young people and teachers. UNICEF helps to create spaces that provide an opportunity to young people to influence decisions, and lobbies for the proposed changes to happen. The initiative is funded from January 2019 to March of 2020, with a possibility for a project extension.

Dialogue for the Future (DFF) is designed to:

- empower **adolescents and youth** for constructive engagement and leadership;

¹⁵⁵ <http://rs.one.un.org/content/unct/serbia/en/home/our-work/joint-projects/dialogue-for-the-future.html>

- support **teachers and trainers** to enhance their skills in teaching media literacy, civic education and constructive inter-cultural dialogue;
- encourage **journalists and editors** to amplify and broaden positive storytelling and objective reporting; and
- promote the social and political empowerment of **young girls and women**

As in BiH and Montenegro, one of the DFF activities in Serbia are the Youth Dialogue Platforms. Adolescents are invited from across the country, or specific regions, to discuss their priorities, to identify from their point of view what some of the barriers are that hinder youth participation and social cohesion, to exchange ideas on what they see as priorities for the future, and to make recommendations on how to develop mechanisms for increased youth participation. Themes discussed also include SDGs related to gender, education, peace, etc. Youth are invited to come up with ideas on how to integrate these at the local and national level. These participatory dialogue events are taking place in all implementing countries aiming to bring together adolescents and youth, civil society organizations, opinion makers and decision makers to discuss, identify and agree on social cohesion priorities at the country and regional level. Those ideas will be incorporated in the call for proposals.

The DFF Theory of Change is that if young people are engaged in the dialogue and in identifying social cohesion priorities then they will be open to speak about it with their peers from the country and the region, communicate them with their elected leaders and they will be able to collaborate through joint actions. It is intended that agreed common priorities will be supported in action with grants to foster peacebuilding, intercultural dialogue and cooperation in the region.

Youth Dialogues are events that bring together adolescents and youth, representatives of civil society organizations and decision-makers at the state, provincial and city level to discuss, create and adopt proposed activities aimed at strengthening social cohesion in the country and the region, as well as creating recommendations for a strategic approach to support adolescents and young people as a resource and their potentials by ensuring conditions for their development.

In Serbia, three cities were selected to host Youth Dialogues on specific issues:

- **Uzice** (May 29, 2019) – on assessment of the needs of youth and key potentials of youth participation on local level. 110 young people participated.
- **Novi Sad** (June 25, 2019) – consultations with up to 200 young people from all over Serbia on 4 themes linked to Sustainable Development Goals (education, gender equality, sustainable cities, peace and justice) for the next regional youth action plan of the Autonomous Province of Vojvodina. 130 young people participated.
- **Belgrade** (June 27, 2019) – on recommendations regarding civic education reform, content and teaching methods. 60 young people participated. The purpose of the consultation meeting was to facilitate dialogue between young people and representatives of institutions on:
 - the importance of active citizenship education for youth and society
 - the expectations that young people have regarding the applicability of knowledge and skills they acquire through various programs aimed at developing skills for civic participation and the promotion of democratic culture in school and in society
 - learning methods and ways of practicing the acquired knowledge in the life of the school and community.

The most recent dialogue in Belgrade was a joint activity between UNICEF's youth and education desks on **supporting the reform of civic education**. The idea was to let young people speak directly to the MoESTD and IIE about the benefits and challenges of civic education as they see it. Attending the Dialogue were youth, a MoESTD secretary, the Minister of Youth & Sports, members of the civic education working group and 3 facilitators. Through the live exchange that takes place during the Dialogue Platforms, youth can see that they are able to directly influence what they will learn in school the following year. In this way, youth are supported in their self-efficacy as social and policy actors.

As one example, the intended **target group(s)** for participation in the Youth Dialogue in Novi Sad included:

- Adolescents and young people aged 15-30 from Serbia with a special focus on young people who are not active in civil society organizations. These are young people from different cities and municipalities in Serbia, who are not officials or representatives of municipal and city institutions, but the young people who live there, go to school and are part of the community, and it is important that their voice and opinion is heard.
- Youth representatives of civil society organizations from 15-30 years from Serbia with a special focus on the participation of organizations dealing with women's rights and local communities and representatives of youth offices
- Decision makers, especially representatives of local, provincial and state institutions, with special emphasis on institutions that focus on youth and providers of services for young people (representatives of the Ministry of Youth and Sports, the Provincial Secretariat for Sports and Youth, the Provincial Secretariat for Education, regulations, governance and national minorities - national communities, city administrations for sports and youth, etc.).

Selection of participants: In the latest dialogue on civic education, promotion for the event was done by UNICEF's youth desk. A call to participate was sent out through the U-REPORT membership, partner NGO youth parliaments. The topics were announced approximately as follows: "1) Tell us about your civic education experience and how far the aims of the curriculum were achieved, 2) Share your ideas for the curriculum as you would like to see it, including feedback on methods, topics, teaching styles, and how school should support civic education (through creation of student parliaments, through supporting consultations with children on regulations, etc. etc.). Ministry representatives will be there to hear from you." In total, 100 young people applied, of which 60 students from all grades of secondary school were chosen to participate. The criteria for selection were the following:

- To have experience in civic education, particularly in high school;
- To have participants who had opportunity to participate in new elective subjects ("Media and culture" and "Individual, Group, Society") targeting similar problems as civic education;
- To give slight advantage to those who finished III and IV grade;
- To have regional representation.

Based on these criteria, the final selection of participants were mostly from Belgrade schools, as those students were "more prepared" for such an important dialogue with the state. It is always worth considering what benefits and limitations can result from a geographically or socially exclusive selection of participants. It is possible that young people from more remote regions would have different needs, ideas and responses than those in the capital city. Therefore, on a topic of state-wide importance, it would be good to organise participation from a cross-section of the society whenever possible.

Process: UNICEF prepared for the Dialogue with a **preliminary youth focus group** to check the scenario and the focus topics, and to see whether the youth were able to engage meaningfully with the topics. Ten young people participated in this preliminary activity and then functioned as **co-facilitators** of the participant groups during the main Dialogue.

Outcomes: Through the Youth Dialogues, it is hoped that:

- Recommendations created in the youth dialogue will be used to advocate and involve young people at all levels, as well as to prioritize the topics for creating a new Policy Action Plan for youth at national and provincial levels in the following period.
- Young people will identify priorities as well as barriers to greater social cohesion, which will be addressed in the call for projects to be announced by the end of 2019 within the framework of the Dialogue for the Future project.
- Young people will provide their assessment of youth involvement in existing structures, give ideas on greater involvement, especially of young people from vulnerable groups (possible proposals: increase of public budget allocation for activation projects targeted at SDGs, education of youth organizations on the process of adopting policies for youth, more active participation of young people in monitoring

the implementation of policies, ideas for solving some of the social problems of young people and children, etc.)

Reports and evaluations of Serbia's first three DFF experiences are currently in preparation.

2) Mobile Journalism: A one-day workshop on mobile journalism was implemented through the DFF project. Participants were found through online platforms, partners (Ministry of Youth and Ministry of Education, NGOs) and their regular communication channels. 100 young people participated in workshop on tool of mobile journalism and SDGs. This consultation was an opportunity to gain youth feedback on the 2030 Sustainable Development Goals (SDGs) and to incorporate their ideas and priorities into the Voluntary National Review¹⁵⁶ – a document that Serbia, for the first time, provided to the UN on progress towards the SDGs. The theme of this year's meeting is "empowering people and ensuring inclusiveness and equality," during which 47 UN member states, including the Republic of Serbia, presented their Voluntary National Reviews on the implementation of the 2030 Agenda for Sustainable Development. The central part of Serbia's first Voluntary National Review encompasses the views of young people.

3) UPSHIFT: UPSHIFT is a new initiative in Serbia, launched only in June 2019. The first call was an "open call". The first set of applications were received from youth teams and the jury has selected the 5 ideas that will receive training and mentoring. There are few applicants because of the timing of the call (at the end of the school year). It is expected that there will be more applicants in future cycles. Below is the complete list of the first cycle applications (the final 5 are highlighted and featured in the linked video)¹⁵⁷:

1. **Environmental issues:** Platform for clothing exchange;
2. **Intergenerational workshops** - Youth teaching elderly to use computer and mobile phones to keep them connected with their loved ones who live far away, shop online or to meet other needs;
3. **Promoting safety and combating gender-based violence** using a whistle with GPS and a special frequency signal. This gadget would be handed out at self-defence classes;
4. **Bringing together youth with disabilities and without disabilities** through workshops and handicrafts;
5. **Improvement of the high school in Mladenovac** municipality by preserving the environment in organizing planting trees
6. Recycling in schools;
7. Connecting pupils and teachers with creating portfolio for every pupil;
8. Promoting good practices of pet ownership and tackling the issue of stray dogs in the community;
9. Creative street art workshops to combat bad graffiti and slogans over the city.
9. Promoting more after school activities for youth and running a creative program in the school yard

The youth will participate in workshops to help them build skills, to learn how to develop their ideas, to learn more about how to define problems in local neighbourhood, school, communities, to receive small grant support. Another 3 UPSHIFT cycles will be undertaken over the coming year. Ministries and private sector have been invited to partner as jury and mentors, and to provide training venues.

5) U-REPORT Serbia is in its operational piloting phase with technical setup done in 2017-18 and with regular poll dynamics established in 2019. 11 polls have been implemented so far covering various topics from youth needs and priorities to well-being, education and safety. The response rate varies from poll to poll with the average of 50% active respondents out of the total 2,220 U-Reporters (as of July 2019).

The poll on "Violence" revealed that majority of Serbian youth are aware of violence against children and young people (38%) but are afraid to report it (45%), and place high responsibility on families and schools (41% each) for informing young people of how to handle situations of violence.

¹⁵⁶ <https://www.unicef.org/serbia/en/press-releases/republic-serbia-presents-its-first-voluntary-national-review-implementation-2030>

¹⁵⁷ <https://www.youtube.com/watch?v=bfkRy5qoKi4>

The poll on “Youth Priorities” highlighted unemployment and discrimination as the greatest concerns of youth, and the greatest means chosen for addressing these issues was “having a more open conversation” in the society.

In the poll on “What would you improve in society?” respondents said they were most worried about the future, their education and the state of their society. They said they would like to improve the work of teachers, the impact of youth on society, and reduce violence against girls.

In the most recent poll on “What should we pay attention to when working with young people?” 61% responded that young people’s health and wellbeing are priority issues, and 52% said that they wanted to participate in more volunteer activities and initiatives that are useful for solving important social issues.

RYCO-supported initiatives:

All projects selected for RYCO support must be cross-border (i.e. with partners from at least two Western Balkans contracting parties) and, where possible, inter-community (with participants from at least two different ethnic or religious groups). Projects selected during RYCO’s first call, with Serbia as the main contracting party, included:

Project Title	Description / Implementing Partner
Through Net to Flock	First Nish Grammar School “Steven Sremac”
Sarajevo-Nis-Tirana (SANITI) Jazz Youth Project	Nisville Foundation
Is it Warring Time Again?	Grupa Hajde da...
Building Bridges for Balkans	Hemisko-prehrambena tehnoloska skola, Belgrade
Youth Eco Activism for Building Trust and Healthier Environment in the Western Balkans	Center for ecology education and sustainable development
Holocaust and Genocide Studies – Regional contexts and learning methods for post-war societies of Bosnia and Herzegovina, Croatia and Serbia	Centre for Holocaust Research and Education
Beauty of Difference	Secondary vocational school “4. Juli”, Vrbas
Youth Promoters: Enhancing Understanding, Building Intercultural Competences	Novi Sad Humanitarian Centre
YOUth on the Mov(i)e: Building a better region through film	Centre for Social and Economic Development
Exchange It	Udruzenje gradjana Libero
Knockout for Intolerance: through sport to regional dialogue, tolerance and reconciliation	Intermedia Blace
FriendSHIP Building	School of shipping, shipbuilding and hydro

These projects have been implemented over the 2018-2019 period and the final reports are in preparation.

Projects selected for 2019-2020 RYCO support from the second call, with Serbia as contracting party, include:

Project Title & Applicant	Description
Lets Play Together Omladinski košarkaški klub "Play 017"	Trains 48 basketball players on awareness raising and organises matches in Serbia, Albania and Kosovo and a regional tournament.
SEAVE Youth Valjevo Cultural Network	Enhances youth cooperation through film education with workshops for young people on film literacy and the production of the making of two films showing the region progressing towards EU integration that will be shown in two local festivals.
Create! Include! Participate! Balkans, let's get up!	Empowers and equips young people for activism, through introductory seminars in Bosnia and Herzegovina and Kosovo where participants will work on relevant issues for their communities and develop grassroot project ideas to address them. Participants with the 12 best project ideas will receive additional support, including through mentoring and a project management camp.
B Matinee: Balkans Season Tour 2019 No Borders Orchestra	Envisions a concert tour of the No Borders Orchestra through the Western Balkans, with the organisation of four classical music concerts in open spaces, clubs and other unconventional spaces.
Pictures for the Region Friends of Planet Earth	Contributes to the increased youth mobility and intercultural learning in the region through art, with a photo competition on themes such as nature, portraits and folklore as a way to understand culture.
Understanding Across Languages and Borders Youth Center CK13	Enhances the role of youth in building and promoting dialogue and understanding between Serbia and Kosovo through intercultural cooperation by bringing young writers and poets from Serbia and Kosovo to engage together in Creative Writing and Translation Camp in Andrevlje where the participants collaboratively work on the creation and translation of their literary works to obtain a bilingual monograph.
Opening Doors for Roma Youth Serbian Roman Youth Association	Increases Roma youth participation in regional policy making through a training in Novi Sad, the creation of an action plan for further joint activities. The project will lead to the creation of a Regional Roma Youth Network.
It is Better Together Technical School Vladicin Han	Develops cooperation with young people from the region and establish intercultural exchange through educational workshops on topics from history, music, literature, painting, customs, folklore, gastronomy and visits to Vladičin Han and Sarajevo.
You need to know me to understand me School for Children with Hearing and Speech Disabilities "11. Maj"	Brings together young people with and without disabilities through a dramatic workshop, promotional activities and performances and the participation of the organisation of a festival in Jagodina.
Theatre beyond borders Hemijsko-prehrambena tehnološka škola	Tackles issues of borders and boundaries, (im)mobility and (anti)discrimination and to foster intercultural dialogue through a 7-day training exchange in Ohrid where participants will be engaged in theatrical workshops and a joint performance.
The Youth of Serbia, Bosnia and Herzegovina and North Macedonia as Promoters of Peace and Reconciliation The World of Words	Builds a better understanding of human rights while introducing interregional youth exchange and cooperation as a prerequisite for building trust among young people from different ethnic groups through workshops, debates, role-plays and a performance.
Come as a guest, leave as a friend: Piloting greeter services innovation in Western Balkans	Enhances intercultural dialogue and regional cooperation among Contracting Parties through volunteering and a 7-day youth exchange in Leskovac where the participants develop the "greeters"

Association “People’s Parliament”	program (greeters are volunteers showing their city to travellers in a less formal way than tourist guides).
Transforming the region one conversation at a time: Inspiring youth cultural cooperation Creative Mentorship	Engages young media workers through mentoring and peer exchanges, with the organization of workshops and seminars in Belgrade, Tirana and Mostar.
From Remembrance to Reconciliation: Forming a new generation of peace and reconciliation activists in the former Yugoslavia Humanitarian Law Centre	Brings together 20 young people from Bosnia and Herzegovina, Kosovo and Serbia in a mobility program of intercultural dialogue and engagement around dealing with the past, with workshops on transitional justice concepts and their application in local communities.
Young2Young Association of Citizens Plant	Contributes to the process of reconciliation and intercultural dialogue in the Western Balkans through the capacity building of young people to prepare and perform theatre performances.
Looking Forward: visualizing intercultural dialogue Udruzenje gradjana BUM	Engages youth workers and youth organizations in online activism for promotion of diversity, intercultural dialogue and reconciliation in the Western Balkans by creating (and curating) humorous online content that celebrates the region’s diversity. The online platform will be translated and showcased through social media.
YOUth Wave First Nish Grammar School “Stevan Sremac”	Promotes human rights and education, through an educational camp, a Media research on human rights in each project Contracting Party, and the Presentation of the findings and recommendations to the Youth Parliament Network of each city.

Council of Europe-supported initiatives:

At least one technical high school in Belgrade is working with the Council of Europe’s “Free to Speak - Safe to Learn” [Democratic Schools for All](https://www.coe.int/en/web/campaign-free-to-speak-safe-to-learn/technical-school-center-for-adult-education) campaign. See the case study: <https://www.coe.int/en/web/campaign-free-to-speak-safe-to-learn/technical-school-center-for-adult-education>

OSCE-supported initiatives:

The OSCE Mission to Serbia works with universities, schools and other educational institutions in Serbia to raise awareness among youth of the key OSCE commitments related to security, tolerance and non-discrimination, and anti-corruption. It actively supports the recent upward trend to foster regional connectivity and co-operation among young people, most notably through training courses and small-scale joint projects for young people from Serbia and Albania. In November 2017 and again in the fall of 2018, more than 50 young people from two historically multicultural communities, Novi Pazar in Serbia and the Brčko District in Bosnia and Herzegovina, came together as part of a **student exchange programme** led jointly by the OSCE Mission to Serbia and OSCE Mission to Bosnia and Herzegovina and supported by the British Embassy in Belgrade. Symbolically named “We create the future together”, the exchange was a unique opportunity for young people from the two communities to share experiences, while also working towards a shared future. They participated in interactive sessions, site visits and topical debates on interculturalism, community development, tolerance, youth activism and online and offline communication. Among its other activities, the Mission organizes **training courses on anti-discrimination for municipal youth office leaders** and runs projects to connect young people from the entire region of south-eastern Europe. It also empowers Serbia’s National Minority Councils to better integrate national minorities into public life through exercising rights to official use of minority language, education, culture and media. A related educational initiative has focussed on strengthening the **Serbian language abilities**

of children in Albanian-language schools.¹⁵⁸ It also works with institutions and young people to bolster their skills in addressing discrimination that vulnerable groups of young men and women are facing. It supports inclusive youth policies and their thorough implementation throughout Serbia. Additionally, the Mission supports a network of youth and youth associations in preventing violent extremism and radicalization that could lead to terrorism. One such project led to the recent opening of a **Socio-rehabilitation Youth Club** in Novi Pazar for the support of youth at risk and in conflict with the law. Now youth at risk have the opportunity to receive the support they need to get a new start in life. Young people who have committed crimes or display various violent and antisocial behaviours, including drug and alcohol abuse, or experienced family violence, have the opportunity to receive counselling, education and professional training. The aim of the service is also to strengthen their capacity to cope with different safety challenges and risks they encounter in their everyday life.¹⁵⁹ Another line of activity by the OSCE Mission to Serbia, in co-operation with the CRTA (Centre for Research, Transparency and Accountability), is the implementation of a **Democracy Academy** every year with the goal of strengthening political participation and bringing politics closer to the youth in Serbia. The Democracy Academy offers students, youth representatives of civil society organizations, junior journalists and young people active in political parties a set of courses in democracy. Launched in 2016, it runs six modules covering the country's political and electoral system, independent institutions, the judiciary and the role of parliament as a primary point of political dialogue. The programme also includes simulations of parliamentary sessions and discussions with MPs and parliamentary staff. The lectures are delivered by university professors, experts, politicians and public servants. Finally, the Mission supports young people's **media and digital literacy through the Brave New Media Forum**¹⁶⁰ which gathers around 150 youngsters from across Serbia and 50 speakers from all over the world. They discuss trends in media production for children and youth, analyse the habits and needs of young media consumers and propose models for legacy media to adapt their production and distribution to demands of new audiences.

¹⁵⁸ <https://www.osce.org/stories/integration-starts-with-a-common-language>

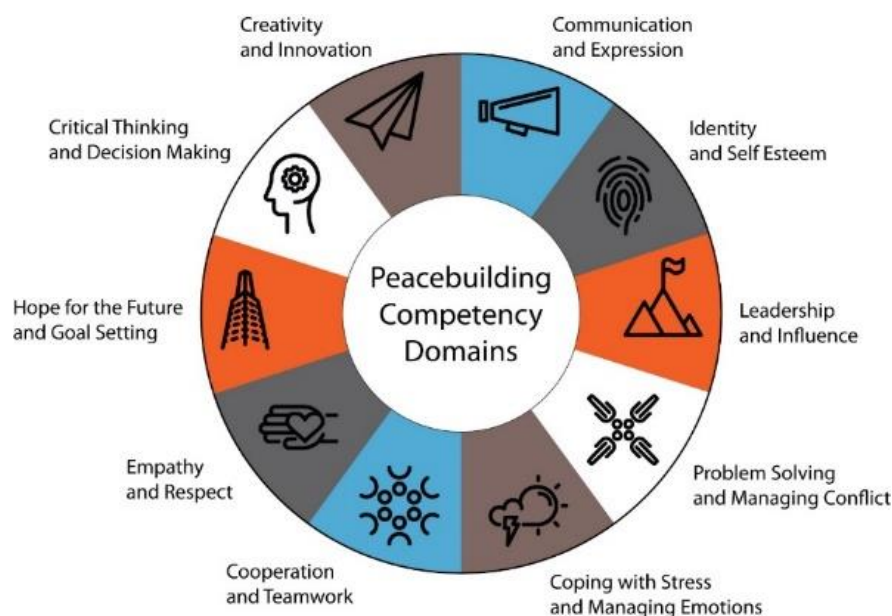
¹⁵⁹ <https://www.osce.org/mission-to-serbia/420344>

¹⁶⁰ <https://www.osce.org/mission-to-serbia/420983>

MAPPING SECTION 4: KEY COMPETENCY FRAMEWORKS

Several international competency frameworks are recommended in the programmes covered by this mapping. The existence of multiple frameworks which overlap in certain aspects and differ in others can be confusing for educational planners. A brief review of these frameworks and their distinguishing features is provided below.

PEACEBUILDING COMPETENCY FRAMEWORK (2016)



UNICEF's Adolescents as Peacebuilders Toolkit "Peacebuilding Competency Framework"¹⁶¹ recommends ten competency domains for development with adolescents ages 10-17. The toolkit and framework were designed specifically for use with adolescents in conflict-affected settings but may be applied in a diverse array of programmatic focus areas; in both humanitarian and development contexts; in conflict and non-conflict situations. The process of selecting competency domains began with an extensive desk review in 2013 of needs in conflict-affected environments, followed by a series of consultations with UNICEF specialists in education, child protection, life skills, participation, psycho-social wellbeing and peacebuilding, among others.

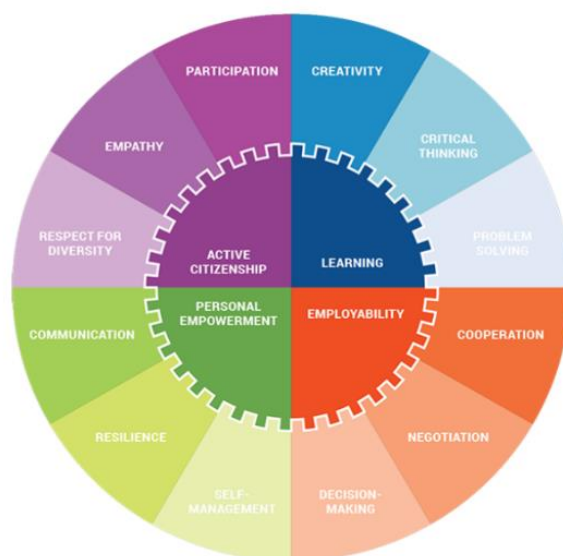
The toolkit offers a description of each competence, along with questions for reflection related to its realisation in the context, and in relation to conflict influences and gender and age factors. It is clearly a useful framework for youth programs in the Western Balkans and may be helpful for RYCO's project partners.

The logic behind the Peacebuilding Competency Framework is that adolescents can play an important peacebuilding role. Adolescents are not only victims and witnesses to conflict. They are often politically outspoken in conflict and post-conflict situations. In many situations they are an integral part of efforts to resolve conflict, helping communities recover from violence and initiating creative solutions to longstanding problems. The knowledge that adolescents gain from living in conflict and the skills they develop to cope with the challenges they face are a real and dynamic part of the changing context. Involving adolescents in conflict resolution and post-conflict rebuilding promotes their protection while giving them further opportunity to gain practical experience in resolving conflicts non-violently and healing communities. Adolescents are an often neglected, yet powerful resource for initiating positive change and building peace from the ground up. Just as adolescents are more likely to flourish and realize their potential in conditions of peace and security, those conditions of peace and security are more likely to be attained if they are given an opportunity to play a full part.

¹⁶¹ Adolescents as Peacebuilders Toolkit, UNICEF, 2016

An earlier version of this competency framework was used as the basis of UNICEF's Adolescent Kit for Expression and Innovation (2015).

CORE LIFE SKILLS COMPETENCE FRAMEWORK (2017)



The MENA Life Skills and Citizenship Education Competence Framework¹⁶² proposes a set of 21st century life skills based on a 'four-dimensional' model of learning (learning to know, to do, to be, and to live together) and four clusters of skills (skills for learning, skills for employability, skills for personal empowerment and skills for active citizenship). Twelve associated skills have been identified as 'core life skills'. Broadly speaking, all of the skills in this framework are applicable to peacebuilding. It is less focussed on psychological resilience qualities than the Peacebuilding Competency Framework presented above. But the MENA framework can also be a useful tool for youth projects in the Western Balkans region.

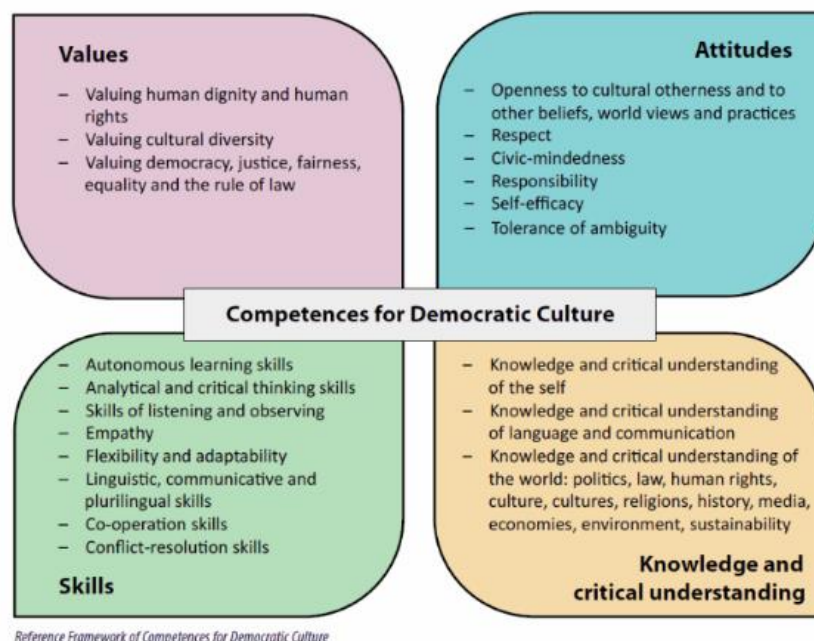
The Core Life Skills competency framework is based on four premises and priorities:

- **A holistic approach to education:** considering the whole learner
- **A humanistic and right-based approach:** fostering ethical and transformative values
- **A life-long learning cycle:** investing in skills for life and throughout life
- **A multiple pathways and systems approach:** through formal, nonformal and informal settings

The MENA framework has formed a basis for the development of a global skills framework. UNICEF is also considering developing a version of this skills framework for the Central European and Asian region (ECARO), with additional attention to certain skills, such as citizenship.

¹⁶² <http://www.lsce-mena.org/>

COMPETENCES FOR DEMOCRATIC CULTURE (2018)



The Council of Europe's "Free to speak, safe to learn" campaign¹⁶³ **Reference Framework of Competences for Democratic Culture** sets out 20 competences intended to support the teaching of controversial issues. The framework is associated with a dedicated CoE website¹⁶⁴ and a 3-volume resource pack: Volume 1 presents the context, concepts and competence model;¹⁶⁵ Volume 2 presents the competence descriptors;¹⁶⁶ and Volume 3 provides guidance for implementation.¹⁶⁷ The volumes are so extensive that they may be difficult to use. However, if navigable, this competency framework brings together in a comprehensive way the core values, attitudes, knowledge and skills that are often associated with peacebuilding initiatives. The resource volumes can thus provide additional ideas for project designers and capacity building trainers.

¹⁶³ <https://www.coe.int/en/web/campaign-free-to-speak-safe-to-learn>

¹⁶⁴ <https://www.coe.int/en/web/education/competences-for-democratic-culture>

¹⁶⁵ <https://rm.coe.int/prems-008318-gbr-2508-reference-framework-of-competences-vol-1-8573-co/16807bc66c>

¹⁶⁶ <https://rm.coe.int/prems-008418-gbr-2508-reference-framework-of-competences-vol-2-8573-co/16807bc66d>

¹⁶⁷ <https://rm.coe.int/prems-008518-gbr-2508-reference-framework-of-competences-vol-3-8575-co/16807bc66e>

MAPPING SECTION 5: KEY CONCEPTUAL FRAMEWORKS

In response to the lack of consensus and perhaps lack of conceptual clarity that permeates many of the educational initiatives associated with reconciliation and peacebuilding, this section briefly presents three internationally recognized conceptual frameworks for reference. The first addresses the notion of Dealing with the Past (relevant for transitional justice, remembrance and reconciliation initiatives). The second addresses the notion of Sustainable Peacebuilding (relevant for educational reform, transitional justice, peacebuilding and reconciliation initiatives). The third addresses the notion of intergroup contact.

JOINET-ORENTLICHER PRINCIPLES FOR DEALING WITH THE PAST (1997/2005)¹⁶⁸

Reconciliation is the process of repairing ruptures to previous relationships caused by conflict, injustice and/or violence. Reconciliation is, thus, inseparable from acknowledging and making reparations for past injustices, and is intended to establish a basis for recommitted relationships between former enemies characterized by truth, mutual recognition and responsibility, which together lead to increased trust and cooperation. In the Handbook on Reconciliation (2003), the International Institute for Democracy and Electoral Assistance (IDEA) defines reconciliation as “a process through which a society moves from a divided past to a shared future.” The Handbook explains that “Reconciliation is not an isolated act, but a constant readiness to leave the tyranny of violence and fear behind. It is not an event but a process, and as such usually a difficult, long and unpredictable one, involving various steps and stages. Each move demands changes in attitudes, in conduct and in the institutional environment” (p. 22).

In the wake of mass violence, reconciliation is a long-term process necessitating state responsibility and coordinated, multilevel engagement.¹⁶⁹ Attempts at reconciliation can encounter a host of daily barriers including continuing injustices, unequal power relations, and intergroup antagonisms fuelled by manipulative politics which, coupled with the often widespread sense of fear, grief, hopelessness, and fatalism that accompany experiences of mass violence, lead to entrenched cultures of victimhood and denial. The remedy, as identified in meta-analyses by Hamber and Kelly (2005), are five key strands of activity that *together* contribute to reconciliation, and none of which may be neglected without compromising the others:

- 1) Acknowledging and dealing with the past, leading to personal transformation.
- 2) Building positive relationships across formerly unbridgeable social divides.
- 3) Developing a shared vision of a fair, diverse, and inter-dependent society.
- 4) Significant attitudinal and cultural change at individual, communal, and societal levels.
- 5) Achieving substantial social and political change.

Reconciliation is thus, Huyse (2003:19) terms it, both a “backward” and “forward” looking operation: “As a backward-looking operation, reconciliation brings about the personal healing of survivors, the reparation of past injustices, the building or rebuilding of non-violent relationships between individuals and communities, and the acceptance by the former parties to a conflict of a common vision and understanding of the past. In its forward-looking dimension, reconciliation means enabling victims and perpetrators to get on with life and, at the level of society, the establishment of a civilized political dialogue and an adequate sharing of power.”

For these reasons, reconciliation is commonly understood as conditioned upon the fulfilment of the Joinet-Orentlicher Principles of Dealing with the Past. They include the right to know, the right to reparation, the right

¹⁶⁸ <https://www.swisspeace.ch/assets/publications/downloads/Essentials/7bdf926517/A-Conceptual-Framework-for-Dealing-with-the-Past-Essential-16-swisspeace.pdf>

¹⁶⁹ Bloomfield, Barnes, & Huyse (2003) explain that key social-emotional processes in the reconciliation journey include ‘replacing fear’ with security, ‘building confidence and trust’, and ‘building empathy’.

to justice and the guarantee of non-recurrence, which in turn rely upon the rule of law, non-repetition, and non-impunity for past crimes. The principles were initially formulated by Louis Joinet in his final report on the administration of justice and the question of impunity to the UN Sub-Commission in 1997 and were later revised by Diane Orentlicher in 2005 at the behest of the Commission on Human Rights. In 2006, the NGO swisspeace developed the Joinet-Orentlicher principles into the following visual representation and conceptual framework¹⁷⁰:



They commonly form the foundation for transitional justice mechanisms and processes undertaken to redress mass human rights abuses. As these DWP principles are fulfilled, the drivers of conflict rooted in the past are transformed. As discussed in Section 1 of this mapping, under RYCO's projects, remembrance and reconciliation are interrelated processes. Each may challenge or support the other. The more that remembrance and reconciliation initiatives embody the four dimensions of the Joint-Orentlicher framework, the more they are able to contribute to constructive and sustainable peacebuilding processes.

As mentioned in an earlier section, organisations working on Dealing with the Past projects tend to be specialised in the field of history and history education. This represents a challenge for youth in the region because: a) most governments in the region remain reluctant to address the conflicts of the 1990s in any depth through school history curricula; b) if/when addressed, these topics tend to be introduced only in advanced general secondary school education, from which many students who attend non-gymnasia schools will be excluded; c) if/when addressed, teachers themselves are often reluctant to engage substantively because they feel ill-prepared or ill-supported to respond to conflict views and controversial questions in the classroom. The alternative is that students be given opportunities to engage with remembrance and reconciliation outside of the school in nonformal activities. This, however, raises questions about the reach of such alternatives and young people's access to them. It also raises the question of what the necessary competences of facilitators of DWP initiatives should be.

Why is educating about past conflict so difficult?

Research shows that there are many reasons why countries and schools avoid engaging young people in learning about and discussing the past (Clarke-Habibi, 2018). Contestation, lack of support and active opposition at the political, social, or cultural level can occur due to one or several of the following reasons:

¹⁷⁰ <https://www.kairoscanada.org/wp-content/uploads/2015/06/UN-Joinet-Orentlicher-Principles.pdf>

- **Taboo and/or trauma:** The subject matter is perceived as uncomfortable and potentially traumatizing to teachers and especially children and young people;
- **Historical complexity:** The complexity of the historical events, their roots and the array of roles and experiences they contain, can be perceived as too difficult to represent justly;
- **Pedagogical complexity:** Concern that mere exposure to horror does not ensure that students become informed, morally courageous decision-makers and actors (Klintoch, 1998);
- **Literature dilemmas:** Apart from the Holocaust, there is a dearth of multi-perspectival pedagogic literature on other histories of atrocity and genocide. Most literature is political, produced by interested parties to the conflict (Airton, 2009);
- **Political controversy:** There is a desire to avoid agitating surviving participants, accomplices, victims, and their respective descendants; and to avoid unpleasant aspects of one's own national history (e.g. collaboration with Nazis; UK policies towards Jewish refugees during Holocaust; events in Nazi-occupied Channel Islands). There are fears of eliciting criticism against past and present state policies (e.g. toward domestic minorities, refugee quotas, international military interventions or lack thereof, etc.) and other unresolved issues (e.g. looted items in state collections) (UK Foreign and Commonwealth Office, 2010); or of being associated with disfavoured contemporary political actors (Schweber, 2006).
- **Political threat:** The subject matter is perceived as a direct threat to the continued power of domestic military and political apparatuses;
- **Religious controversy:** There is a desire to avoid covering histories of institutionally-sanctioned religious prejudice (e.g. anti-Semitism) which have contributed decisively to the unfoldment of genocide in order avoid unpleasant encounters one's own religious convictions and with religiously-affiliated students and teachers from one's community (Schweber, 2006);
- **Personal fears:** Teachers who have witnessed human atrocities may be unwilling to teach the subject even if mandated because of fear of confronting their own identities, legacies and biases (Weldon, 2014).

These various concerns necessitate that educators treated contested histories receive ample support for personal reflection and preparation; that school administrators, parents and guardians are informed and offered opportunities to participate in outreach activities; and that educators reflect carefully upon the selection of material and teaching methods and monitor students' responses to them.

Educators may struggle to envision how the Joinet-Orentlicher principles for dealing with the past and related subjects of transitional justice can be addressed in the context of school classrooms. Indeed, some key informants in this mapping exercise expressed concern that the success of activities aimed at dealing with the past depends substantively on extremely well preparing the teachers to hand sensitive topics. Teachers are "humans" and can have their own political views, prejudices and biases. Therefore, it is felt by some that it would be better for teachers not to talk about issues like genocide in the classroom with students. Some prefer a "neutral" approach, which equates with including only "a few sentences" about the 1990s wars but not engaging further. Thankfully, there is a growing body of expertise around transitional justice and education in formal and non-formal settings. The International Center for Transitional Justice has produced several helpful publications in recent years that provide research and practice insights on this topic.¹⁷¹

4R'S OF SUSTAINABLE PEACEBUILDING IN EDUCATION (2015)¹⁷²

Even when not talking about histories of atrocity specifically, peacebuilding through education in conflict-affected contexts can be contentious. This is because reconciliation and peacebuilding processes in the wake of past harms are often further complicated by ongoing social and economic injustices. Recognizing the

¹⁷¹ See: <https://www.ictj.org/our-work/research/education-peacebuilding>

¹⁷² Novelli, Mario, Lopes Cardozo, Mieke T A and Smith, Alan (2017) The 4Rs framework: analyzing education's contribution to sustainable peacebuilding with social justice in conflict-affected contexts. *Journal on Education in Emergencies*, 3 (1).

inseparability of reconciliation from issues of power and social justice, Novelli, Lopes Cardozo and Smith (2015) propose that sustainable peace relies upon '4Rs':

- a) *Recognition*, i.e. respect for and affirmation of diversity in education structures, processes and content, in terms of gender, language, politics, religion, ethnicity, culture, and ability;
- b) *Redistribution*, i.e. equity and non-discrimination in education access, resources and outcomes for different groups in society, particularly marginalised and disadvantaged groups;
- c) *Representation*, i.e. inclusive participation at all levels of the education system, in governance and decision-making related to the allocation, use and distribution of human and material resources; and
- d) *Reconciliation*, i.e. dealing with past injustices, as well as the material and psychosocial legacies of violent conflict, and building positive intergroup relations.

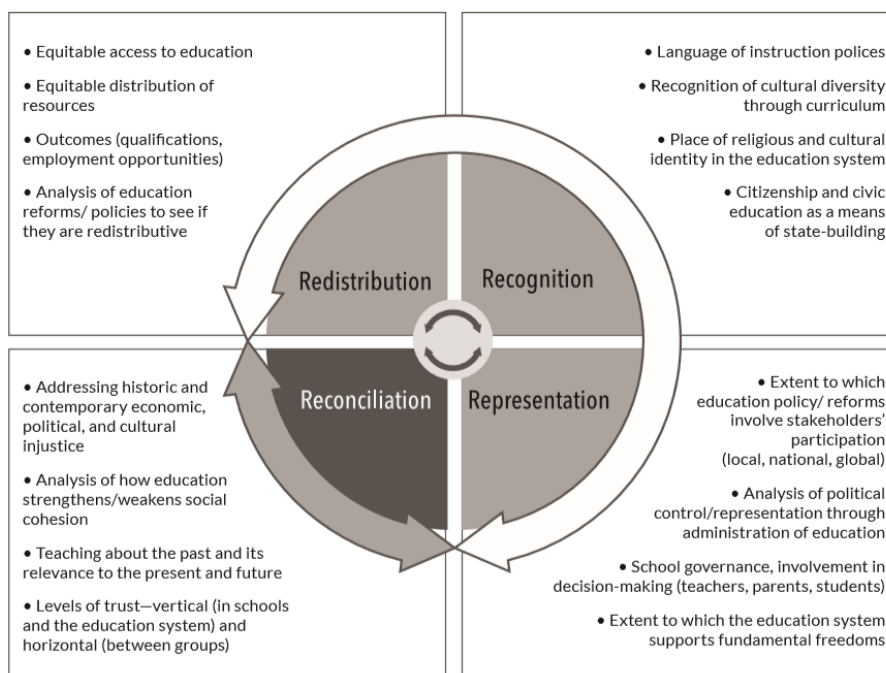
The '4Rs' framework builds upon the widely recognized work of Nancy Fraser (1995, 2005) on social justice, of Johan Galtung (1976, 1990) on positive peace, and of John-Paul Lederach (1995a, 1997) on conflict transformation. The first 'R' is about recognizing needs: in the case of the Western Balkans, the need to bridge social divisions, the need deal with the past, the need for social and economic mobility, the need of each of the national groups for equal rights, and the need of youth for a positive role in society and for the support necessary to take on that role. The 'R' of recognition is also about recognizing those factors that enable and restrict the full realisation of these needs. The second 'R' is about (re)distributing resources equitably to fulfill the identified needs. Often times, resources are distributed inequitably, or peacebuilding needs are ignored because decision-making processes have not been inclusive and therefore various stakeholder's experiences, needs and priorities have not been considered. This is why the third 'R' of representation is important. It refers to the representation of stakeholders in planning, decision-making and evaluation processes to ensure that all groups have a voice in shaping the strategies that will affect them. The efficacy of decision-making processes depends in great measure on the ability of the participants to trust each other. The fourth 'R' is about dealing with the past and collaborating in the present in such a way as to enable that trust to form. Reconciliation itself depends upon the first 3Rs.

Correctly understood, each of the four dimensions influences and reinforces but is not reducible to the other. Novelli *et al.* contend that efforts to work towards social justice and peace between rivals must strategically address all four dimensions, as none alone is sufficient. In this light, locating youth cultural and educational exchange programmes within the '4Rs' framework opens a wider lens through which to query both why exchange efforts have positive effects and why they may be limited in their peacebuilding impact if not combined with other measures to address additional 'Rs'. The 4Rs framework recognizes that working toward "positive peace" requires working toward peace with social justice and reconciliation and thus explores what sustainable peacebuilding looks like through a social justice lens. Rather than a fixed theoretical model, the 4Rs approach is designed as a heuristic device that promotes a dialogue among key stakeholders on the dilemmas and challenges in the field of education. The underlying theoretical framework contends that:

- a) A sustainable approach to peacebuilding emphasizes social development and addresses the underlying causes of conflict, such as political, economic, and sociocultural inequality and injustice.
- b) Education can make a significant contribution to sustainable peacebuilding by providing greater security, as well as political, economic, social, and cultural transformations within conflict-affected societies.
- c) Transformation refers to the extent to which education policies, individual and institutional agency, and development programs promote redistribution, recognition, representation, and reconciliation—the 4Rs.
- d) We need to acknowledge the politics and other complex factors at play in the close interconnections among the 4Rs.

The following diagram highlights how the 4Rs approach to sustainable peacebuilding applies to various dimensions of educational planning and provision:

Figure 1: Sustainable Peacebuilding in Education: The 4Rs Analytical Framework



CONTACT THEORY AND INTERGROUP RELATIONS (1954 / 1979)

Many peacebuilding and reconciliation initiatives with youth, especially those aimed at attitudinal change, build on Gordon Allport's (1954) 'contact hypothesis,' which stipulated that contact between enemy groups helps reduce prejudice—a common instigator of conflict. Over the decades, thousands of contact projects have been implemented and researched, leading to a range of theoretical models about what makes contact "work", particularly in the context of intergroup reconciliation initiatives. Functionalist approaches to reconciliation limit the emphasis in contact to simply getting former adversaries to work together. Socially transformative approaches go further, seeking to promote social action for greater justice, equality and peace by having participants from both sides of the conflict engage with the root causes of social conflicts and unequal power relations, in order to transform the structures and culture that perpetuate ongoing injustice (McGlynn, Bekerman, Zembylas, & Gallagher, 2009). Social-psychologists argue that the foundation for wider societal changes rests on the transformation of divisive attitudes, identities and narratives among the conflict participants (Bar-Tal & Bennink, 2004). Key here is the complex task of restoring mutual trust, which itself relies upon key conditions.¹⁷³ Indeed, the trust-building agenda is not easily achieved between groups in a society that has witnessed mass violence (Biro et al., 2004; Jansen, 2010). Receptivity to reconciliation in complex post-conflict societies is often fragile and conditioned on the Joinet-Orentlicher Principles which are not satisfied through contact programs alone.

Allport's (1954) 'contact hypothesis' correctly predicted that intergroup prejudice and hostility are largely due to ignorance and that direct interpersonal contact between members of antagonistic groups could, under the right circumstances, reduce the negativity of intergroup attitudes and lead to increased 'mutual understanding'

¹⁷³ Research finds that trust-building between violence-affected populations is best supported by intergroup contact (Allport, 1954; Dovidio, 2003) when associated with (perceived) listening, respect, empathy, recognition of past injustices, expressing concern & remorse for the pain and damage that was experienced, taking ownership and responsibility for past (in)actions, affirming the intention to mitigate grievances through action, and demonstrating sincerity in all these efforts through repeated and reciprocal actions and assurances, including expressions of appreciation for the steps taken (however small), and the relinquishing of a punitive and hostile stance.

and acceptance (Messick & Mackie, 1989:66). Deutsch et al.'s (1957) theory of 'security communities' strengthened the argument for exchange by hypothesizing that war would become virtually impossible between societies with strong bonds of common identification and trust, built upon symbolic, economic, material, political, cultural and technological exchange (Adler and Barnett, 1998, p. 41). An idea behind these theories was that increased exchange could not only heighten positive regard of the 'other' (out-group) but actually lead to shifts in group categorisation by diminishing the importance of in-group identification and increasing superordinate belonging (Messick & Mackie, 1989). Putnam (2001) developed the notion further by distinguishing between 'bonding' and 'bridging' forms of social capital, with 'bonding' representing the value of social networks between homogeneous groups of people, and 'bridging' representing that of social networks between heterogeneous groups. It has been increasingly recognised, however, that benefits of 'contact' and bridging social capital and, more specifically, the potential for sustainable peacebuilding between rivals remains limited so long as issues of historical injustice and structural inequities between the rival groups remain unaddressed.

This leads to an evidence-based insight into the limitations of contact initiatives in between rival groups or societies. Research on contact between Israeli and Palestinian youth identified the "individual-group discontinuity effect" in which it was found that "interactions between *groups* are substantially more competitive than are interactions between *individuals*"¹⁷⁴. What this means is that, "outside of the [contact] laboratory, it is often difficult to sustain a superordinate [shared] group identity in the face of powerful social forces that emphasize group differences and reinforce separate group memberships" (Dovidio *et al.* 2008: 236). In effect, "interventions designed to create a common, inclusive identity...may not be sufficiently potent to "overcome powerful ethnic and racial categorizations on more than a temporary basis" (Hewstone, 1996:351, cited in Dovidio *et al.*, 2008, p. 236).

The reasons why the benefits of contact can "wear off" is related in part to the incompleteness of the contact approach. It is here that the Joinet-Orentlicher Principles for Dealing with the Past and '4Rs' framework of sustainable peacebuilding (as described above) offer other, and possibly more effective, ways to conceptualise the role of contact and the potential of cultural and educational exchange in effecting more significant and lasting transformation. Research on the relationship between contact initiatives and peacebuilding thus points to two key insights:

- 1) The content of contact initiatives has to go deeper into issues related to the '4Rs' (mutual recognition, equitable redistribution, inclusive representation and substantial reconciliation);
- 2) The outcomes of contact initiatives have to go beyond mere dialogue to include solution-generation and action.

¹⁷⁴ See Insko et al., 2001; Schopler & Insko, 1992; Wildshut, Pinter, Insko & Schopler, 2003.

MAJOR CHARACTERISTICS AND PERCEIVED PERFORMANCE

From this mapping, a number of observations can be made. Firstly, there is a broad range of actors in the region and a wide variety of programmes, projects and activities simultaneously underway that promote youth mobility, intercultural learning, peacebuilding, reconciliation and active citizenship. Most initiatives take the form of **non-formal education**, whether as trainings, seminars, dialogues, learning visits, innovation labs or camps. Small grants facility projects vary widely in focus and in form, ranging from youth workshops, to cultural activities, to sports camps, to regional exchanges, to art and media projects. Many of these initiatives are aligned to larger programmes in the region that are sponsored by international organisations. However, there remains a lack of collaboration and coordination, resulting in missed opportunities for shared learning and exchange of expertise and resources.

Thematically, there is considerable diversity among non-formal education initiatives, both in terms of focus and in terms of depth. Although, there is noticeably increased attention in recent years to intercultural and interreligious encounters, as part of a wider trend focussed on promoting social cohesion and preventing and countering violent extremism.

In the domain of non-formal education, two “good practice” trends are apparent, especially exemplified by UNICEF’s Dialogue for the Future (DFF) and UPSHIFT projects. These include increased attention to **formulating concrete policy-relevant outputs** from dialogue encounters and **shifting the role of youth** from project beneficiaries to project designers. For many years now, approaches to intercultural dialogue and peacebuilding have been criticized for having too few tangible impacts on conflict drivers and structures. Indeed, many projects still operate according to a micro-level Theory of Change and methodology that combine (small-scale) intergroup contact with some form of (short-term) capacity building. The concern has been that these projects, while shifting narratives and attitudes in some degree, have no impact beyond the immediate participants who afterwards must continue to struggle within divisive social, economic and political structures: i.e. that these projects begin and end with talk, and unfortunately the people with power are not listening. DFF seeks to overcome this limitation by combining dialogue processes with policy mechanisms. Thus, dialogue platforms facilitate not only narrative and attitudinal shifts among a broader range of stakeholder participants (including youth, civil society actors, educators and leaders), but contribute concretely to the formulation of actionable policy recommendations and resources, i.e. the project moves from theory to practice and combines talk with concrete and actionable outputs. Still, a concern here is about follow-through, about whether those with decision-making power will act upon the recommendations and adopt the resources emerging from stakeholder dialogues. One of the challenges in the region is the feeling, especially among young people, that change is coming too slowly, if at all, and that they are a generation “on hold”. This frustration is one of the key drivers of the current youth exodus from the region. UPSHIFT and similar social innovation projects represent a new trend that seeks to remedy youth frustration and wider socio-economic stagnation by putting them in the driver’s seat and equipping them with skills and opportunities to become social innovators and entrepreneurs, i.e. the approach combines dialogue with youth-generated concrete outputs and immediately moves youth into actioning them.

In the domain of **formal education**, initiatives linked with the official curriculum (history education, civic education and social-emotional skills education) have been pursued quite comprehensively (combining needs analysis and research with curriculum and resource development, teacher training, policy advocacy, and institutional capacity building) and appear to be having an impact on the “system”. History education remains the most contentious topic in this regard. Teachers reportedly continue to vary significantly in their willingness and ability to facilitate exploration of contentious, complex and sensitive subjects, most especially related to the wars of the 1990s. However, an increasing body of excellent learning materials and guides that exercise multiperspectivity and critical thinking have been developed over recent years by specialised organisations such as CDRSEE, EUROclio and ForumZFD, in collaboration with history educators from across the region. These are ready for use and publicly available in regional languages. A key challenge remains with respect to getting teachers and students to use these materials. The challenge appears to be two-fold: at the level of practice, there seems to remain considerable social and psychological resistance to adopting multiperspectival and transformative peacebuilding pedagogies in the field of Dealing with the Past; at the level of policy, there

remains resistance to supporting the official adoption of more integrative, reconciliation-oriented materials and approaches to regional history education.

Regarding **gender**, this mapping did not find widespread thematic attention to gender. There have been a few projects focussed on preventing gender-based violence and promoting sexual awareness and health in Albania, Kosovo and Serbia among RYCO's partners, UNPFA's youth network, among UPSHIFT participants and in some U-Report polls. Only a few project descriptions explicitly mentioned on girls' empowerment, however it was not clear how this translated into specific methodological practices and outcomes. Several UPSHIFT teams, and a winning team, have been comprised entirely of girls. On the whole, however, gender remains more a transversal theme in resource and training documents, and an organisational consideration in selecting gender-balanced project participants.

The following sections briefly summarize the characteristics and perceived performance of RYCO and UNICEF initiatives before moving into recommendations.

RYCO-SUPPORTED INITIATIVES

RYCO is uniquely positioned to make a substantive contribution to youth mobility and peacebuilding in the Western Balkans. RYCO's particular value-added is its regional focus on overcoming past and current causes of social division through cross-border collaboration on youth mobility, intercultural dialogue, remembrance and reconciliation. In the first and second calls for proposals, RYCO has supported a wide variety of projects. The majority of these projects offered non-formal learning activities (workshops, trainings, collaborations, excursions, etc). School-based projects tend also to be extracurricular in design, rather than integrated into the regular programme of teaching. A wide variety of methodologies have been used, and a few project partners incorporate online encounter spaces and media. Thousands of young people have been engaged throughout the regional, experiencing intercultural dialogue and capacity building to create and implement their own projects.

Observations from the application stage show positive efforts in project proposals to connect local understandings of regional challenges with RYCO's vision and mandate, but this also reflects the reality of varying degrees of competence and understanding. Some of the applicants demonstrate a good and broad understanding of interculturality, for example, while others reduce it to narrower notions of tradition, folklore, etc. Some use "buzz" words in their project proposals without really understanding these terminologies or putting them into practice. RYCO therefore recognizes that there are considerable needs to continue supporting processes of training and capacity building in both thematic and project management aspects, beginning even in the application phase, so that even applicants who do not continue through to project selection can be strengthened in their understanding and approach.

On more sensitive topics, only a few proposals received by RYCO have focussed on the theme of Dealing with the Past (DwP). Of these, most have dealt with issues of remembrance and transitional justice. There have been only a few joint history projects. Likewise, there has been little attention to contemporary social justice issues and interreligious relations, both of which are often mapped onto unresolved legacies of intergroup conflict. These latter gaps are particularly important in relation to addressing structural and ideological drivers of radicalisation and violent extremism which are recognized concerns in the region. In the category of intercultural dialogue, the range of projects proposed have been much wider.

Overall, the first round of projects shows that there is positive work taking place with youth across the region. At the same time, there are needs for further support from RYCO to ensure the quality of projects. One item of consideration is that while the main applicants in a project consortium may be strong in intercultural learning, peacebuilding, remembrance or reconciliation, the capacities of local implementing partners are more variable. RYCO is thus attentive to the fact that while projects may be well-designed on paper, it remains important to provide accompaniment and monitoring to ensure that project practices are conducive to meeting the intended objectives in terms of transformational learning. This is especially important when attempting to address sensitive and complex issues related to Dealing with the Past that require highly experienced trainers in order to ensure that sensitive topics are dealt with in a quality manner. Without such attention to capacity

development, accompaniment and monitoring, it is possible that projects remain superficial or indeed inadvertently reinforce negative stereotypes and narratives among participants.

RYCO is making efforts to ensure that projects are implemented by high quality trainers and is considering creating a pool of recommended trainers and mentors. RYCO also wants to accompany the project implementers and strengthen their capacities by providing training and very concrete tools that provide guidance on different thematic issues and learning activities: how to prepare for them, make use of them, and talk about them with young people (not only during the sessions, but also in the informal moments when participants are exposed to a certain situations). There is strong potential for RYCO to collaborate with other organisations specialised in the field of DwP to develop trainings and mentoring relationships for partner projects.

The sustainability of RYCO project impacts is an area for ongoing reflection. Given the short duration of project funding, the geographical spread of participants and the diversity of topics proposed, it may be difficult to ensure sustainable impacts in the region beyond the individual project participants. Consideration of alternative funding approaches that provide longer-term support is one option. Another option is to require project partners to build into their project activities the development of concrete outputs (in the form of knowledge products, tools, materials, collaborations, etc.) that can be used and further developed beyond the project cycle.

UNICEF-SUPPORTED INITIATIVES

UNICEF is leading both formal and non-formal education initiatives in the Western Balkans. UNICEF has strong relationships with Ministries and Bureaus of Education across the region. This is a great asset that has been successfully leveraged to have trainings officially certified and to integrate good practices into national curricula. UNICEF's flagship projects in the region, including UPSHIFT, Dialogue for Future (DFF) and social-emotional skills education, each offer methodological good practices that may be beneficial for the achievement of RYCO's mandate in the region.

Most of UNICEF's education projects in the region engage young people in developing personal values and competences with a view to preventing and solving present challenges in the local environment. At present, DFF, as implemented at the school level, extends social emotional skills training by adding conflict resolution and dialogue competences. UPSHIFT also builds on basic social and emotional skills by adding participant-driven, applied, design-based methodologies. UPSHIFT and DFF have begun to work in cross-border formats and are starting to gain experience in the peace education field. Cross-border UPSHIFT and the DFF Youth Dialogue Platforms, in particular, are beginning to engage youth in discussing societal challenges more directly and supporting them as they devise solutions that foster peacebuilding. Indeed, experiences have shown that young people can approach issues of social division and peacebuilding in completely new and different ways than adults have previously considered. Strengthening these initiatives will add value to the work of both RYCO and UNICEF.

One area that has yet to be developed by UNICEF in the Western Balkans are projects that engage adolescents (14-18 years old) in discussing and understanding the region's past. This may be an area for strategic development and capacity building. As identified in RYCO's mandate, reconciliation and remembrance in the Western Balkans are necessarily interrelated. Young people in the region need support to understand the recent past and its relationship with current challenges. They need to understand why the conflicts and violence occurred, to talk about the effects the events had on individuals, families, communities and the wider society, to understand what choices lay ahead, and practice exercising their own capacities to build reconciliation and a better future. Young people need to understand that they have agency, that they are not determined by their society's past, that identities, relationships and society are all shaped by choices, and that they play an important role in healing the legacies of conflict in the region.

All of these needs are associated with cognitive, social and emotional competences that look beyond the individual to their social position, relationships and choices within the wider social-historical-political-economic context. UNICEF may find opportunities to collaborate with RYCO, especially on remembrance and reconciliation

capacity-building projects, that enrich UNICEF's existing competence frameworks and resources with specific peacebuilding and DWP competences in a way that benefits initiatives across the Western Balkans and in other conflict-affected regions. Greater collaboration between UNICEF and partner organisations specialised in remembrance and reconciliation, for the purpose of sharing learning, resources, experts and methodologies, would be beneficial.

RYCO's mandate centres on regional cross-border collaboration, but so far has supported a wide range of one-off short-term initiatives. RYCO may benefit from looking into UNICEF Innovation Lab's considerable experience and success with scaling up and internationalising UPSHIFT as a methodological good practice. As RYCO identifies good practices among the projects it supports, it may choose to scale up and internationalise one or a few particularly effective approaches. RYCO may also consider UPSHIFT as one of the methodologies it supports. It could be interesting to see what projects youth would devise if presented with an UPSHIFT challenge focussed on remembrance and reconciliation.

Sustainability of all projects depends upon integration into the formal education system. Explicit connections with the curriculum thus need to be made in order to help teachers to integrate intercultural, peace and reconciliation learning into their classroom practice. Additional engagement is needed with teachers and school leaders to support a culture of values and relationships in the school environment that provides coherent informal learning as well. This in turn will benefit from engagement with school authorities, pedagogical advisors and teacher educators to strengthen both top-down and bottom-up whole-community engagement. In other words, three lines of engagement are needed: 1) enrichment and alignment of the formal curriculum, 2) enhanced links between formal and nonformal (extracurricular) learning activities, and 3) development of institutional cultures that support intercultural dialogue and peacebuilding as a way of modelling these values in action and promoting positive informal learning throughout all administrative, collegial and personal relationships.

RECOMMENDATIONS FOR FUTURE PROGRAMMING IN THE WESTERN BALKANS

KEY NEEDS AND RECOMMENDATIONS

Based on the mapping, several needs emerge in relation to RYCO's work and the wider field of youth exchange and mobility on themes of intercultural learning, peacebuilding, remembrance and reconciliation in the Western Balkans. These include:

- **The need for a common and nuanced glossary of key terms and concepts, recognizing their complexity and contested nature, but arriving at and agreeing on operational distinctions.**
 - While there are many key terms ("buzz" words) in project descriptions (including but not limited to intercultural dialogue, peacebuilding, reconciliation, remembrance, social cohesion, tolerance, etc.), these terms tend to be conflated and, in practice, project activities are often diluted to the lowest common denominator: that is, simple intergroup contact. As a result, while good on paper, projects can be implemented with little depth of content, avoiding the difficult (but necessary) discussions that need to be had, thus resulting in few concrete outcomes for meaningful action, and thus limited impact and sustainability.
 - Clarification of key terms will help in the articulation of more coherent Theories of Change and, subsequently, the selection and monitoring of more appropriate project methodologies, capacity building measures and educational practices.

Recommendation: consult upon existing glossaries and create a version that is conceptually coherent with RYCO's mandate and can serve as a definitive reference and training resource with project partners.

- **The need for a thematic / conceptual framework and associated critical thinking questions that support teacher and student engagement with:**
 - a. the region's past, present and future
 - b. at the micro, meso and macro levels (individual, family, community, nation, world)
 - c. exploring values, principles and skills of peacebuilding, remembrance and reconciliation
 - d. linked to all school subjects as a transversal theme
 - e. accounting for plural realities and perspectives
 - f. and emphasizing individual and group capacities for reflection, dialogue, creativity and agency

Recommendation: draft and consult upon a framework that can provide conceptual scaffolding for intercultural, remembrance and reconciliation initiatives in the region. It should be simple and easy to grasp, but flexible and transferrable to multiple learning contexts. A good framework will help project coordinators and project implementers to be clear on which dimensions they are addressing and which dimensions they are not (and perhaps should be) addressing.

- **The need for a pedagogical handbook (methodology) of good practices for school teachers on how to address sensitive topics linked to intercultural dialogue, remembrance and reconciliation with young people.**

Recommendation: gather examples of good practice from existing resources, grouped by theme and activity type, with sample lesson guides and classroom facilitation tips. Note: good practices need to be rooted in and adapted to classrooms in the region, taking into account curricular and cultural factors, including current attitudes towards addressing sensitive issues.

- **The need for a frank assessment of the continuing psychological, social-psychological, structural and pedagogical barriers that prevent teachers and students from teaching and learning about conflict histories and sensitive topics.**

- These barriers may include fear, anxiety, doubt, sadness, uncertainty, anger, frustration, etc., fear of disloyalty to one's family or community, fear of professional and/or community sanction, fear of asking certain questions, fear of doing harm, fear of disrespect, fear of trivialisation, sense of unpreparedness, sense of emotional fatigue, sense of powerlessness, sense of injustice, sense of intergenerational tensions, resentment, etc.
- Knowledge in this area can be gathered from at least three sources: 1) extensive existing research on the social-psychology of intergroup reconciliation (including, but not limited to the differentiated psychological needs of victims, perpetrators and their descendants, as well as research on the transgenerational transmission of trauma); 2) extensive existing research on the psychological and pedagogical challenges of teaching and learning about human atrocities (most in reference to Holocaust education) and strategies for working with and through these challenges; 3) existing and new research on the attitudes of teachers and youth towards dealing with the past in the Western Balkans.

Recommendation: gather existing knowledge about the psycho-pedagogical barriers to teaching and learning about sensitive topics and use this as a basis for developing teacher support materials and guidelines.

- **The need for a Dealing with the Past competency framework for teachers and trainers, to raise professional capacities in this field and ensure that projects with youth "Do no harm".**
 - It may be possible to adapt existing competence frameworks highlighted in this mapping and/or create a new framework. Current frameworks centre on competency outcomes for young people as a result of effective education and training. In contrast, the (new) DwP competence framework should identify competences that are grounded in and oriented

towards teacher practice and teacher training. (i.e. What personal and professional competences does a teacher who lives in a conflict-affected society need in order to help students navigate challenging DwP topics and arrive at peace and reconciliation promoting knowledge, values and skills?)

Recommendation: draft and share for consultation a DwP competency framework.

- **The need for capacity building guidance on how to provide trainings for adults (teachers and project organisers) that demonstrate the practice of intercultural and critical pedagogies, as well as pedagogies of discomfort, of reconciliation and of healing.**

- Frameworks and resources that build on the above identified needs would help create the necessary scaffolding for facilitating training discussions with teachers on sensitive issues. For example, how to deal with ‘critical incidents’ or ‘flash points’ that arise with young people in a pedagogically sound and complete way (e.g. with an opening, a middle and an end) and how to reduce the risk of critical incidents through better pedagogical planning (e.g. framing students’ DwP learning experiences with a pre-experience briefing and post-experience debriefing).
- The pedagogical resources and trainings should also refresh participants’ awareness of issues of trauma and intergenerational trauma, how they can be triggered, what precautions to take, how to conduct psychological first aid when ‘boxes’ are opened.

Recommendation: draft practice-oriented pedagogical guidelines for dealing with sensitive topics, preferably through a working group of experienced classroom teachers who can bring examples from their own practice, and also drawing from existing regional and international resources that are designed by and for teachers.

- **The need for a collaborative process grounded in existing experience and good practices**

- The development of quality, contextually relevant, practice-informed educational guides and training materials necessitates a collaborative process based on professional exchange and sharing among experts and practitioners with local / regional experience (so especially among implementing partners who work directly with teachers and students)

Recommendation: for all recommended outputs (i.e. a conceptual / curriculum framework, competency framework, pedagogical handbook, and capacity-building guidance), integrate and build upon co-creation and peer-review processes with professional educators (and possibly youth as well) from the region.

Based on this mapping and review of existing practices and identified needs and recommendations, the following methodological suggestions are offered for supporting the future work of RYCO and UNICEF with teachers in secondary schools across the Western Balkans.

A new purpose-built methodology should help teachers:

- To orient young people to the core concepts, values and skills associated with intercultural dialogue, conflict analysis, violence prevention, peacebuilding, constructive remembrance and reconciliation;
- To implement a range of interactive, age-adapted student-centred learning activities across the curriculum that consolidate conceptual understanding and exercise relevant competencies related to intercultural dialogue, peacebuilding, constructive remembrance and reconciliation;
- To establish and manage safe learning environments in which young people can discuss sensitive and controversial topics, including issues related to the past and current conflicts in the Western Balkans;
- To organize collaborative learning opportunities among young people focussed on specific local and regional challenges, in order to create new avenues for intercultural dialogue and peacebuilding;
- To connect learning with partnerships between youth and leaders across multiple community sectors;

- To empower and capacitate young people to design, test, implement and advocate for solutions to community-based needs through innovation-based methods.

Best practices that can provide a solid basis for this new methodology may draw from UNOY's peacebuilding training resources for youth, UNICEF's Dialogue for the Future programme, the Council of Europe's guidance on addressing controversial issues in the classroom, and from SEEYN and UPSHIFT's Innovation Labs, along with insights and resources from other sources highlighted in this mapping,.

For Dealing with the Past in particular, it is recommended to use existing specialised resources and recommendations which have been developed specifically for schools in the Western Balkans by experts in history education. In particular, those developed by CDRSEE and EUROclio-HIP are excellent. See the Annotated Bibliography for details.

FURTHER RECOMMENDATIONS

Additional recommendations that emerged from the mapping include the following:

Broaden access and participation: Selection of youth for participation in educational initiatives remains a key concern in the region. Key informants observed that it is often the same teachers and students that repeatedly access and circulate through trainings, projects, seminars, camps, etc. As a result, projects can find themselves "preaching to the choir", contributing to the creation of a "bubble" in which like-minded individuals gather comfortably, while "ordinary" youth with less exposure to intercultural values are not included. These delegation-based approaches are leading to project results being limited to just the 2-3 people who apply. This is not enough. Research on European youth mobility shows that the transformative impacts of mobility experiences have a less pronounced transformative effect on participants who already identify as European (based on previous exposure to international and intercultural exchanges), compared with youth who were participating in exchange for the first time and began with more narrowly defined social identities. In other words, those who tend to benefit more from intercultural learning experiences are those with little or no previous experience, including those with a less open-minded orientation. Young people from all social sub-groups can have difficulty accessing projects (not just youth from traditionally marginalised groups like Roma). There is a tendency, however, for mobility opportunities to be sought out by youth with previous exchange experience and more developed linguistic and/or intercultural competences. Recognising this, it is important to gather participants from beyond the familiar base of civil society, engaging more fully with whole school communities, as well as with youth from political parties and religious communities. Transformative impacts may also be optimised by combining a few "familiar" youth/teachers with "new" youth/teachers. In schools, projects may have greater impact if participants are sought from among the lower performing, less "open-minded" students. This will also present a higher risk for schools and will require capacity building on the part of the project organisers. The balance between boys and girls, between new and repeat participants, between open-minded and narrow-minded participants, between mixed ethnic and mono ethnic participants, and between diaspora/outsider and domestic/insider participants should be carefully considered to maximise favourable dynamics for transformative learning exchanges.

Engage diasporic youth: It may also be good to organise some initiatives that engage diasporic youth. There has been a continuous exodus of youth from the region (13,000 Bosnian youth left the country in 2018 alone). They leave in search of study and work opportunities, often motivated by the feeling that "nothing can be done" to improve their society. In the process, valuable human capital for regional peacebuilding and development can be lost. On the other hand, youth benefit from the education and training they receive abroad, also gaining more international perspectives on models of society. Many youth who spend time abroad see that societies can be organised more inclusively and democratically. Re-engaging recently departed diaspora youth with domestic youth could be productive for the region, encouraging a rich exchange of views and strengthening both outgoing and returning mobility.

Integrate intercultural sensitivity into project planning: For intercultural learning and mobility to contribute to peacebuilding and reconciliation, it is important that intercultural awareness be reflected already in the planning and logistics of youth gatherings. Through awareness of diverse cultural and religious worldviews, project organisers can better accommodate diverse dietary needs, prayer needs, and activities that are culturally and physically considerate of diverse youth participants and facilitators. Accommodating diversity can be a good learning experience and offer opportunities to exercise other character qualities, competences and forms of social interaction. Assurance of cultural and religious accommodation can also make youth exchange more appealing to a wider participant base.

Provide adequate orientation for complex (multi-variable) interventions: As found in certain contexts, complex interventions that attempt to address both a new topic/methodology and bring together mixed populations (especially refugee-host populations in already divided societies) can be a real challenge. To avoid overwhelming project organisers and participants with “too many” new things to be learned all at once, ensure that adequate consultation, preparation and orientation of project teams and participants are built into the project plan. Introducing new variables in a modular approach instead of all at once, may be advisable.

Build capacity through application procedures: RYCO’s application form may also be used as a capacity building tool for NGOs, not just an project management tool. NGOs that are motivated to apply for funding read and consider the application requirements. On topics like remembrance and reconciliation, RYCO may be able to influence NGO projects by articulating conceptual and good practice standards in the application forms. Then, successful applicants can also receive thematic training to strengthen their capacities in this important but sensitive field.

Build upon existing good practices to meet the challenges of sustainability and scale: In terms of all of the good practices highlighted in this document, two ongoing difficulties remain in the region: the first is that of consolidating existing experience, i.e. ensuring that there is sufficient continuity for good practices to take root among project participants; the second is meeting the challenges of scale, i.e. reaching significantly wider audiences (often through training-of-trainers cascade models) while maintaining the quality of interventions. To meet these two challenges, RYCO may find that it is best to build upon existing experiences and initiatives in the region, bringing together key actors to consolidate, coordinate and cross-pollinate expertise through funding and opportunities for professional development, while continuing to control for quality.

Strengthen the impact and sustainability evidence base for intercultural dialogue through research, monitoring and evaluation: Research, monitoring and evaluation of youth projects for intercultural dialogue, peacebuilding and reconciliation is a point for ongoing reflection. How to measure the intercultural learning and peacebuilding skills that young people are acquiring? How to know whether intercultural projects are succeeding at shifting values and attitudes, building capacities and strengthening the foundations of regional peace? Whilst dialogue is widely promoted as an instrument to advance peace, little is currently understood about what conditions are needed for it to be effective, making it difficult to understand the impact of interventions on the ground. Strengthening the evidence base on what enables dialogue to work is therefore much needed, as was identified by UNESCO Member States in the 2017 Member State Survey on Intercultural Dialogue. UNESCO, in partnership with the Institute of Economics and Peace, has recently developed a measurement framework of the structural and interpersonal conditions that enable dialogue to be an effective instrument for peacebuilding, covering themes such as inclusivity, stability and absence of violence, and cultural literacy. The framework was scrutinized for its relevance and validity at a technical expert meeting. The final draft is now being consolidated and will be published later in 2019.¹⁷⁵ Once available, this framework can prove useful for UNICEF’s and RYCO’s work in intercultural learning.

¹⁷⁵ <https://en.unesco.org/news/improving-data-dialogue-building-peace>

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ANNEXES

Annex 1: Key Terms and Definitions

Annex 2: Organisation of the Mapping Exercise

Annex 3: Key Informant Interview Framework

Annex 4: Annotated Bibliography of Key Sources and Reference Documents

Annex 5: Consultancy Terms of Reference

ANNEX 1: KEY TERMS AND DEFINITIONS

Organisations working in the fields of adolescent development, education and peacebuilding employ a common set of key terms, though not always in the same way. While the meanings of key terms continue to evolve as stakeholder discourses shift through experience, debate and consultation, nevertheless, clarity and consensus on key terms is important for ensuring that interventions which reportedly aim at the same objectives do not, in fact, contradict each other in either content or approach. RYCO has a glossary of terms with concise definitions. They are helpful but not complete and, in some instances, not sufficiently aligned to internationally recognized discourses and research.¹⁷⁶ For the purposes of this mapping, key terms and their use in educational interventions are defined as follows¹⁷⁷:

Active citizenship is “the capacity for thoughtful and responsible participation in political, economic, social and cultural life. Young people learn about active citizenship through an introduction to the concepts and values underpinning citizenship in a democracy (usually through some form of education, formal or non-formal), by being active and responsible members of their community (through the activities of civil society) and, once they have reached the relevant age, by practising the rights and responsibilities of citizens in a democracy (joining a political party or group, voting, standing for elected office, etc.). Active citizenship is both a human right, but, also, a responsibility. Young people experiencing barriers to accessing social rights are also more likely to experience barriers to exercising active citizenship and participating responsibly in society” (EU Council of Europe youth partnership).

Citizenship education has three main objectives: educating people in citizenship and human rights through an understanding of the principles and institutions [which govern a state or nation]; learning to exercise one’s judgement and critical faculty; and acquiring a sense of individual and community responsibilities. Citizenship education can be regarded as an ethical (or moral) education as well as education in citizenship (UNESCO).

Community denotes “a social or cultural group that is larger than one’s immediate circle of family and friends and to which one feels a sense of belonging. There are numerous types of group that might be relevant here, for example, the people who live within a particular geographical area (such as a neighbourhood, a town or city, a country, a group of countries such as Europe or Africa, or indeed the world in the case of the ‘global community’), a more geographically diffused group (such as an ethnic group, faith group, leisure group, sexual orientation group, etc.), or any other kind of social or cultural group to which an individual feels a sense of belonging” (Council of Europe 2016: 41).

Conflict: Conflict involves a clash or struggle between groups who perceive that their needs, goals or strategies are incompatible, mutually exclusive or antagonistic. It can involve contestation around demands, interests, collective memory, emotions, perceptions, values, beliefs, history, culture, behaviours, actions, symbols or power. In most cases contestation includes a range of factors.¹⁷⁸

Conflict-Sensitivity: is a “do no harm” approach to program planning and implementation, building upon a systematic effort to understand the conflict context, understand the interaction between interventions and the conflict context, act upon this understanding to avoid negative impacts and maximize positive impacts on conflict factors, and respond to changes in conflict dynamics by adjusting programming.¹⁷⁹

Culture: patterns of ideas, customs and behaviours shared by a particular people or society. These patterns identify members as part of a group and distinguish members from other groups. Cultures are dynamic and evolving, learned and passed on through generations, shared among those who agree on the way they name

¹⁷⁶ <http://www.rycowb.org/wp-content/uploads/2017/10/Glossary.pdf> w

¹⁷⁷ Adapted from the glossary of the European Commission & Council of Europe desk study, “The value of learning mobility and its impact on communities”: <https://pip-eu.coe.int/documents/1017981/9484127/The-value-of-LM.pdf/c3c7cd96-9f81-3f26-4917-e7ff5f9d2640>

¹⁷⁸ UNICEF Conflict Sensitivity and Peacebuilding Programming Guide (First Draft).

¹⁷⁹ Adolescents as Peacebuilders Toolkit, UNICEF, 2016

and understand reality, often identified ‘symbolically’, through language, dress, music and behaviours, and integrated into all aspects of an individual’s life

Crimes against Humanity: Crimes against humanity are defined in the Rome Statute of the International Criminal Court as “Acts that are part of a widespread or systematic attack directed against any civilian population, with knowledge of the attack: (a) Murder; (b) Extermination; (c) Enslavement; (d) Deportation or forcible transfer of population; (e) Imprisonment or other severe deprivation of physical liberty in violation of fundamental rules of international law; (f) Torture; (g) Rape, sexual slavery, enforced prostitution, forced pregnancy, enforced sterilization, or any other form of sexual violence of comparable gravity; (h) Persecution against any identifiable group or collectivity on political, racial, national, ethnic, cultural, religious, gender... or other grounds that are universally recognized as impermissible under international law, in connection with any act referred to in this paragraph or any crime within the jurisdiction of the Court; (i) Enforced disappearance of person; (j) The crime of apartheid; (k) Other inhumane acts of a similar character intentionally causing great suffering, or serious injury to body or to mental or physical health.”

Dealing with the Past: DwP is a broad term that encompasses initiatives that are related to transitional justice, remembrance and reconciliation. The Joinet-Orentlicher Principles of Dealing with the Past include the right to know, the right to reparation, the right to justice, and the guarantee of non-recurrence, which further rely upon the rule of law, non-repetition, and non-impunity for past crimes.

Democratic citizenship “is a closely related concept, which emphasizes the belief that citizenship should be based on democratic principles and values such as pluralism, respect for human dignity and the rule of law” (Council of Europe, Compass).

Democratic society “is a society in which all citizens have meaningful and effective ways to participate in the decision-making processes of every organisation that makes decisions or takes actions that affect them and to hold other individuals, and those who are responsible for making decisions and taking actions, fully accountable if their decisions or actions violate fundamental human rights, or are dishonest, unethical, unfair, secretive, inefficient, unrepresentative, unresponsive or irresponsible, so that all organisations in society are citizen-owned, citizen-controlled, and citizen-driven, and all individuals and organisations are held accountable for wrongdoing” (EU-Council of Europe youth partnership).

Education for Democratic Citizenship (EDC) is defined by the Council of Europe as “a set of practices and principles aimed at making young people and adults better equipped to participate actively in democratic life by assuming and exercising their rights and responsibilities in society.” EDC covers a wide range of activities and programmes grouped in four main areas: human rights education, political education, education for peace and education for democracy, and it takes place in different forms of education – formal, non-formal and informal. EDC policy is based on the principles of life-long learning.¹⁸⁰

Ethnic Cleansing: Refers to “a purposeful policy by one ethnic or religious group to remove by violent and terror-inspiring means the civilian population of another ethnic or religious group from certain geographic areas.”^[54] Another definition is offered by P. Therr: “systematically organized, enforced removal, by violent means and usually permanently, of a group defined by ethnicity or nationality” (*Final Report of the Commission of Experts Established Pursuant to United Nations Security Council Resolution 780 (1992)*).

Ethnocentrism: the attitude that one's own cultural group, nationality or religion is superior to other groups.

Genocide: The term “genocide” was coined by lawyer Raphael Lemkin in 1944., in an attempt to describe the destruction of a group of people on the basis of their purported race, ethnicity, nationality or religion. This new word, coined by the author, is made from the ancient Greek word *genos* (race, tribe) and the Latin *cide* (killing). “Genocide” became an international legal term in 1948. Under the UN Convention on the Prevention and Punishment of the Crime of Genocide adopted in 1948, genocide was defined in Article 2 as “any of the following

180

https://planipolis.iiep.unesco.org/sites/planipolis/files/ressources/montenegro_strategy_civic_education_2007_2010.pdf

acts committed with intent to destroy, in whole or in part, a national, ethnical, racial or religious group, as such: (a) Killing members of the group; (b) Causing serious bodily or mental harm to members of the group; (c) Deliberately inflicting on the group conditions of life calculated to bring about its physical destruction in whole or in part; (d) Imposing measures intended to prevent births within the group; (e) Forcibly transferring children of the group to another group.”

Hate speech: “All forms of expression which spread, incite, promote or justify racial hatred, xenophobia, anti-Semitism or other forms of hatred based on intolerance, including: intolerance expressed by aggressive nationalism and ethnocentrism, discrimination and hostility against minorities, migrants and people of immigrant origin” (EU Council of Europe youth partnership).

Impact: “There is a tendency to confuse outputs and impact. Outputs are results which have been intended and achieved by a project. Impact is the effects which those results have on individuals, organisations, systems or policies. For example, an output of a training course is what a person learns while on the course, while the impact is what the person does subsequently with that new learning ... The numbers involved and the visits made are outputs but the impact is to be found in the increased intercultural awareness of the students or in their collective awareness of the heritage and culture of Europe” (Doyle 2011: 15).

Indicators: Indicators “are specific measurable changes that can be easily observed (within reason), heard, or read to demonstrate that an outcome is being met” (Americans for the Arts, 2017).

Informal education/learning “is the lifelong process whereby every individual acquires attitudes, values, skills, knowledge and insights from daily exposure to the environment, such as at home, at work, during leisure; from travel, reading, through different media sources. In contrast to formal and non-formal education, informal education is typically unorganised and unsystematic. It is virtually never certified, but it constitutes the majority of a person’s lifetime learning” (EU-Council of Europe youth partnership).

Intercultural dialogue is an open and respectful exchange of views between individuals and groups belonging to different cultures that leads to a deeper understanding of the other’s global perception (Council of Europe, Concept of intercultural learning).

Intercultural learning: The main purpose of intercultural learning – to reduce ethnocentric perspectives, fight prejudices and promote solidarity actions that support equality in human dignity and respect for the plurality of cultural identities – remains fully valid and more relevant than ever in European societies whose futures are ever more intertwined with and interdependent on the rest of the world (Cunha and Gomes 2009).

International youth work: “Youth work is about cultivating the imagination, initiative, integration, involvement and aspiration of young people. Its principles are that it is educative, empowering, participative, expressive and inclusive. Through activities, playing and having fun, campaigning, the information exchange, mobility, volunteering, association and conversation, it fosters [young people’s] understanding of their place within, and critical engagement with their communities and societies” (Declaration of the 2nd European youth work convention 2015: 4).

Learning mobility: “Transnational mobility undertaken for a period of time, consciously organised for educational purposes or to acquire new competences or knowledge. It covers a wide variety of projects and activities and can be implemented in formal or non-formal settings” (European Platform on Learning Mobility).

Memorialisation: Refers to the process of preserving memories of people or events. Memorialisation may take the form of architectural memorials, museums, or commemorative events. Memorialisation is an important part of grieving, and in the context of transitional justice, memorialization is often used to honour the victims of human rights abuses. Memorialization can arouse controversy and present certain risks in politically unstable environments. Memorials can also help governments reconcile tensions with victims by demonstrating respect and acknowledging the past.

Mobility: “Youth mobility is the capacity of young people to move between different places in their home country and outside of it, with the purpose of achieving personal development goals, autonomy, for the

purposes of volunteering and youth work, of education systems and programmes, of expert training, of employment and career goals, of housing opportunities and free time activities” (EU-Council of Europe youth partnership).

Monument: A monument is a type of structure that was explicitly created to commemorate a person or event, or which has become significant to a social group as a part of their remembrance practices due to its artistic, historical, political, technical or architectural importance. Examples of monuments include statues, plaques, historical buildings, archaeological sites, and cultural assets.

Non-formal education/learning is an extensively used and intensely debated notion in the youth field. Non-formal learning is any planned programme of education designed to improve a range of skills and competences, outside the formal educational setting. It stands for a range of core learning principles, methodologies and approaches in the youth sector, commonly emphasising the learner's intrinsic motivation, voluntary participation, critical thinking and democratic agency. The glossary of the European Knowledge Centre for Youth Policy describes non-formal learning as “purposive but voluntary learning that takes place in a diverse range of environments and situations for which teaching/training and learning is not necessarily their sole or main activity. These environments and situations may be intermittent or transitory, and the activities or courses that take place may be staffed by professional learning facilitators (such as youth trainers) or by volunteers (such as youth leaders). The activities and courses are planned, but are seldom structured by conventional rhythms or curriculum subjects. They usually address specific target groups, but rarely document or assess learning outcomes or achievements in conventionally visible ways” (EU-Council of Europe youth partnership).

Peace: Negative peace refers to the absence of direct violence. Positive peace refers to the absence of indirect (structural) violence, in other words, the presence of conditions of social justice. (Galtung)

Peacebuilding: Within UNICEF, peacebuilding is defined as working on conflict with an intention to produce peacebuilding outcomes, including reducing the risk of a lapse or relapse into conflict by addressing both the causes and consequences of conflict, strengthening national capacities at all levels for conflict management; and laying the foundations for sustainable peace and development.¹⁸¹

Peacebuilding through Education: At the classroom level, educating for peace can take on a range of direct and indirect forms. *Direct* approaches include initiatives that make direct reference to the war/conflict and the need to invest in intergroup tolerance, cooperation, peace, non-violent conflict resolution and justice. *Indirect* approaches are those that avoid direct reference to the war/conflict but which promote inclusive, non-discriminatory values and practices¹⁸², including the cohesive functioning and development of state-level bodies, networks, and policies.

Prejudice: a preconceived judgement of or attitude towards a person or group that is not based on reason or actual experience.

Preventing & Countering Violent Extremism: P/CVE initiatives take a variety of forms, often employing dialogue and inclusion aimed at promoting of interreligious and intercultural understanding, as well as counter-messaging and the use of social media and other communications channels aimed at countering terrorist narratives and promoting alternative visions of society based on respect for human rights and human dignity.

Reconciliation: Reconciliation is the process of repairing ruptures to previous relationships caused by conflict, injustice and/or violence. Reconciliation is, thus, inseparable from acknowledging and making reparations for past injustices, and is intended to establish a basis for recommitted relationships between former enemies characterized by truth, mutual recognition and responsibility, which together lead to increased trust and cooperation. Reconciliation is commonly understood as conditioned upon the fulfillment of the Joint-Orentlicher Principles of Dealing with the Past. These principles include the right to know, the right to reparation,

181 Adolescents as Peacebuilders Toolkit, UNICEF, 2016

182 Bar-Tal, Rosen, & Nets-Zehngu (2009)

the right to justice, and the guarantee of non-recurrence, which further rely upon the rule of law, non-repetition, and non-impunity for past crimes.

Resilience: the capacity to recover quickly from experiences of adversity.

Stereotype: a widely held and simplistic/reductionistic image or belief about a group of people that is generalised to all members of the group. Some stereotypes are positive, others negative. Stereotypes are usually based on prejudices and are often influenced by media portrayals of 'others'.

Social cohesion is the capacity of a society to ensure the welfare of all its members, minimising disparities and avoiding polarisation. A cohesive society is a mutually supportive community of free individuals pursuing these common goals by democratic means. Social cohesion is not only a matter of combating social exclusion and poverty, it is also about creating solidarity in society such that exclusion will be minimised (See Revised Strategy for Social Cohesion Council of Europe (2004)) (EU-Council of Europe youth partnership).

Social impact: "A convenient way of conceptualizing social impacts is as changes to one or more of the following: people's way of life – that is, how they live, work, play and interact with one another on a day-to-day basis; their culture – that is, their shared beliefs, customs, values and language or dialect; their community – its cohesion, stability, character, services and facilities; their political systems – the extent to which people are able to participate in decisions that affect their lives, the level of democratisation that is taking place, and the resources provided for this purpose; their environment – the quality of the air and water people use; the availability and quality of the food they eat; the level of hazard or risk, dust and noise they are exposed to; the adequacy of sanitation, their physical safety, and their access to and control over resources; their health and wellbeing – health is a state of complete physical, mental, social and spiritual wellbeing and not merely the absence of disease or infirmity; their personal and property rights – particularly whether people are economically affected, or experience personal disadvantage which may include a violation of their civil liberties; their fears and aspirations – their perceptions about their safety, their fears about the future of their community, and their aspirations for their future and the future of their children" (Vaclay 2003: 8).

Transitional Justice: Transitional justice refers to measures taken by countries emerging from histories of large-scale human rights abuses (including war crimes and crimes against humanity) to confront impunity, seek effective redress, and prevent recurrence. Common transitional justice instruments based on the Joinet-Orentlicher principles (including the right to know, the right to justice, the right to reparation and the right to guarantees of non-recurrence) include truth commissions, criminal tribunals,

War Crimes: War crimes can be committed against a diversity of victims, either combatants or non-combatants. In international armed conflicts, victims include those specifically protected by the four 1949 Geneva Conventions, i.e. (1) the wounded and sick in armed forces in the field; (2) the wounded, sick and shipwrecked members of armed forces at sea; (3) prisoners of war; and (4) civilian persons.

Youth work "encompasses a broad range of activities (e.g. social, cultural, educational, sports related and political) carried out with, by and for young people through non-formal and informal learning. Youth work has three essential features: (i) young people choose to participate; (ii) the work takes place where the young people are; (iii) it recognises that the young person and the youth worker are partners in a learning process. Its value is recognised in the Council conclusions on youth work and highlighted in a study released in 2014" (EU-Council of Europe youth partnership).

ANNEX 2: ORGANISATION OF THE MAPPING EXERCISE

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List of persons consulted with during Sarajevo meeting:

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30	Larisa Kasumagić-Kafedžić	University of Sarajevo / University Peace Hubs project	larisakasumagic@yahoo.com
31	Melisa Forić	University of Sarajevo / EuroClio- HIP, Sarajevo	
32	Michele Parente	Forum Civil Peace Service (Forum ZFD), Sarajevo	
33	Selma Gasi	Psychologist/psychotherapist, RYCO participatory observation researcher, Sarajevo	

ANNEX 3: KEY INFORMANT INTERVIEW FRAMEWORK

In-depth interviews were held with representatives of RYCO, UNICEF and partners organisations to map key peacebuilding and transformative pedagogy interventions in the region. The following interview framework guided first interviews which were conducted via Skype. Further information was gathered through email exchanges and follow-up calls.

Mapping Interview Framework		
Key informant(s), Organisation:		
Interview date / time:		
Country situation analysis: • Policy context: education system, structures • Conflict dynamics		
Key initiatives: • Project name • Country / region • Start / end date • Coordinating agency • Implementation partners		
Project description & objectives: • Short description • Key objectives / priorities • Theory of Change		
Thematic focus: How addressed / integrated? • Peace education • Life skills • Social cohesion • Conflict resolution • Civic engagement • Democracy • Advocacy • Gender	• Volunteering • Intercultural dialogue • Dealing with the Past • Reconciliation • Connectivity • EU integration • SDGs • Other...	
Participants / Beneficiaries • Who participates, where, how many, at what frequency? • Hard to reach youth? • High school students? From what type of schools? • Teachers? Which subjects? • Other school members? • What are the selection process and criteria?		
Partners and stakeholders • Experts / trainers / facilitators ○ Governments, donors, technical assistance ○ CSOs, Forums, Networks • Others (volunteers, social workers, sports trainers, cultural specialists, associations, businesses) • Media		

Implementation Methodology • Training / workshops • Subject-specific, transversal, extracurricular • Online exchanges & forums • Other • Technical requirements	
Materials, resources, tools: • What • Created by whom • How used	
Outputs / Outcomes: • Main outputs • Desired outcomes: ○ Acquired competences & skills ○ Changes in attitude & worldview ○ Changes in behaviours & relations ○ Structural changes	
Performance and Impact: • How monitored and evaluated (quantitative, qualitative)? • Key reports, evaluations • Perceived performance • Strengths, limitations, and reasons • Good practices • Challenges • Lessons learned	
Looking Forward • Unique value-added / comparative advantage • Potential for expansion / scaling up • Sustainability? (integration into formal system) • Recommendations	
Further Notes: • Next discussion • Documents to be received	

ANNEX 4: ANNOTATED BIBLIOGRAPHY OF KEY SOURCES AND REFERENCE DOCUMENTS

	Type	Name	Publisher, Year	Description	Link	Language
1.	Training Materials	UPSHIFT Tajikistan Training of Trainers PowerPoint	UNICEF, 2018	A complete ToT PowerPoint with examples, exercises and activities on step-by-step approaches to conceptualising social innovation projects. Not entirely self-explanatory - requires an experienced facilitator.	https://docs.google.com/presentation/d/18MJTIGEFFzAon3TZfVvQwbV50euzhic5IDiw_hBOOnXY/edit#slide=id.p3	English
2.	Training Materials	UPSHIFT ECAR Training PowerPoint	UNICEF, 2018	Detailed introduction to UPSHIFT model and experience for other UNICEF country offices. Includes introduction to HCD, the social innovation skills + entrepreneurship project model, links to UNICEF's Strategic Plan, considerations for building for scale & sustainability, relationship with Generation Unlimited & youth-led design, and country office experiences with UPSHIFT in Kosovo, Montenegro, Tajikistan, North Macedonia.	Received by email	English
3.	Training Materials	Teaching Controversial Issues Through Education for Democratic Citizenship and Human Rights (EDC/HRE)	Council of Europe, 2015	A professional development training pack for the effective teaching of controversial issues developed with the participation of Cyprus, Ireland, Montenegro, Spain and the United Kingdom and the support of Albania, Austria, France and Sweden. Sections address: Definitions, Teacher competences for teaching controversial issues (Personal, Theoretical, Practical). Also includes practical guidance on: Introducing controversial issues, Teaching methods, Reflection and evaluation.	https://rm.coe.int/16806948b6	English
4.	Training Materials	Peacebuilding Competencies Curriculum: Training Manual	UNICEF Tajikistan, 2018	Building on the Adolescents as Peacebuilders Toolkit, UNICEF Country Office in Tajikistan, together with Aflatoun International, designed a Peacebuilding Competencies Curriculum in order to address recognition of the distinct challenges faced by adolescents in conflict, as well as the unique potential that they have to build peace. This curriculum aims to complement existing formal and non-formal education curricula with innovative approaches and interactive methods to build particular competencies. Knowledge, attitudes and skills are associated with the curriculum's ten competencies but rely mostly on three main peacebuilding competencies – namely: Sense of Identity & Self-Esteem, Cooperation & Teamwork, and Problem Solving & Managing Conflict. The Training Manual provides workshop guides for mentors/teachers to develop their own competences and to implement the Peacebuilding Competencies Curriculum with adolescents.	Received by email	English
5.	Training Materials	Peacebuilding Competencies Curriculum: Lesson Plans	UNICEF Tajikistan, 2018	Lesson plans associated with UNICEF Tajikistan's Peacebuilding Competencies Curriculum. Topics addressed include: Session One: Introductions Session, Session Two: Who Am I? Who Do I Want To Be?, Session Three: Learning Image Theatre as a Tool for Critical Thinking, Session Four: My Goal, My Dreams, Session Five: Pathways to Success, Session Six: Managing My Emotions, Session Seven: Taking Part, Session Eight: Leadership, Session Nine: Gender, Session Ten: child work v Child labour, Session Eleven: What is Violence?, Session Twelve: Problem Solving Conflict with Friends and Family, Session Thirteen: Peaceful Conflict Resolution.	Received by email	English
6.	Training Materials	Youth Peer Education Toolkit: Training of Trainers Manual	UNPFA, 2005	A comprehensive and practical training manual based on experience of youth peer programmes in 27 countries across Eastern Europe and Central Asia. This second edition has been revised based on feedback from trainers and participants and adapted to the needs of a broader audience of peer educators. The manual is part of a package of peer education materials developed by the Youth Peer Initiative. The focus of the curriculum is youth sexual health, but many of the training exercises will be useful in a broader application.	http://petri-sofia.org/wp-content/uploads/2017/12/Training-of-Trainers-Manual.pdf	English

7.	Training Materials	Theatre-Based Techniques for Youth Peer Education: A Training Manual	UNPFA, 2005	Part of the Youth Peer Education Toolkit. Provides detailed guidance for four Peer Theatre training workshops, including a full range of theatre games and exercises. Provides guidance on advanced peer theatre programmes, including forming a theatre company. The focus of the thematic exercises is youth sexual health, but many can be adapted for other topics.	http://petri-sofia.org/wp-content/uploads/2018/01/Theatre-Based-Techniques-for-Youth-Peer-Education-A-Traning-Manual.pdf	English
8.	Training Materials	Training Module on Entrepreneurship	Beyond Barriers / Erasmus+, 2017	A training Module on entrepreneurship education, for trainers, youth workers and teachers to use in non-formal education settings. A collection of 13 workshops created and tested by participants and trainers of RAISE Project, conducted in Albania with participants from across the Western Balkans. The module can serve as a tool for other youth workers, trainers and educators in working with entrepreneurship education for young people aged 15-35 years old.	http://jointfuture.org/wp-content/uploads/2017/10/Training-Module-on-Entrepreneurship-RAISE-Project.pdf	English
9.	Toolkit	Youth4Peace Training Toolkit	UNOY, 2018	With introduction to key conflict analysis and peacebuilding concepts, guidance on planning and implementing an educational activity, programme and session outlines, and activity ideas.	http://unoy.org/wp-content/uploads/Youth4Peace-Training-Toolkit.pdf	English
10.	Toolkit	Adolescents as Peacebuilders Toolkit	UNICEF, 2016	A toolkit for program planning and evaluation, with the Peacebuilding Competency Framework.	http://www.unicef-emergencies.com/downloads/eresource/adolescents.html	
11.	Toolkit	Adolescent Kit for Expression and Innovation (Adolescent Kit)	UNICEF, 2015	The Adolescent Kit for Expression and Innovation is a package of guidance, tools, activities and supplies for supporting adolescents ages 10-17, who are affected by crises and poverty. It provides a coherent approach to working with adolescents in humanitarian situations that can be integrated into existing UNICEF and partner programmes or introduced as a stand-alone initiative. The Adolescent Kit draws from UNICEF and inter-agency guidance for psychosocial support, life skills education, child protection, child participation, equity, inclusion and peacebuilding. It includes: a) Facilitator's Guides: Guidance, tools and activities for facilitators to engage adolescents through the Adolescent Circles approach. b) Supplies: Equipment and materials to support activities with adolescents. c) Digital and training resources.	https://www.scribd.com/doc/312353543/2015-unicef-adap-adolescent-kit-guidance?secret_password=OrKwD58SxOQpOiuhuNrG#download&from_embed	
12.	Toolkit	Organising intercultural and interreligious activities: A toolkit for local authorities	Council of Europe	The Congress of Local and Regional Authorities of the Council of Europe has been working for over 20 years to promote a more inclusive and more resilient society. In 2015 the Congress adopted a Strategy to Combat Radicalisation at Grassroots Level and drew up guidelines for public action. The purpose of the toolkit developed by the Congress is to inform local and regional authorities more effectively about these new issues. The toolkit for organising intercultural and interreligious activities includes: Four special files, Guidelines for local and regional authorities on preventing radicalisation and manifestations of hate at the grassroots level, 12 principles for interfaith dialogue at local level. The Congress has also set up this website to give local and regional authorities direct access to relevant information and resources concerning the issues of combating radicalisation, intercultural and interreligious dialogue, democratic citizenship and building inclusive societies. Available resources are listed, organised and regularly updated in four categories: Legal resources, Literature resources, Education and training programmes, Best practice.	http://www.congress-intercultural.eu/en/	English and other European and Western Balkans languages

13.	Toolkit	Guidelines on preventing radicalisation at the grassroots level	Council of Europe	Through a range of practical examples, the guidelines call on local and regional authorities to promote: good public information sending a message of cohesion; training of the various players on the ground and education in families and schools, ensuring respect for cultural diversity and human rights; the design of local multi-agency strategies, involving local partners. The guidelines underline the need for local and regional authorities to support déradicalisation programmes and involve civil society in their action.	http://www.congress-intercultural.eu/en/page/214-guidelines-on-preventing-radicalisation-at-the-grassroots-level.html	English and other European and Western Balkans languages
14.	Toolkit	Index for Inclusion: developing learning and participation in schools	Booth & Ainscow, 2002	TBA		English and Western Balkans languages
15.	Toolkit	Compilation of Tools for Measuring Social Cohesion, Resilience, and Peacebuilding	UNICEF-PBEA, 2014	This document contains a compilation of sample survey questions that can be used as a reference when developing data collection tools, particularly surveys, focus groups and interview protocols, to measure PBEA programme outcomes linked to social cohesion, resilience and peacebuilding. The pool of sample questions is drawn from validated studies that organizations, academic institutions and UN agencies have utilized in their attempt to assess these concepts along selected domains.	https://eccnetwork.net/wp-content/uploads/052814_UNICEF-PBEACompilationOfTools_UNICEF_English.pdf	English
16.	Toolkit	Handbook on Quality in Learning Mobility	European Commission / Council of Europe, 2019	This handbook is intended to support organisers of learning mobility projects in the youth field. It is the result of a four-year endeavour, consisting of the work and discussions of experts, young people, youth workers, researchers, policy makers and donors. It aims at providing immediate, clear and useful answers to questions on how to organise learning mobility projects with and for young people. Intended as a set of tools, it is not meant to be read straight through from cover to cover, but to be kept within reach during all phases of a project, from design to evaluation, for quick and easy consultation. Presents a quality framework comprised of 22 principles and 119 indicators (in the form of questions), along with sections on implementation tips.	https://pjp-eu.coe.int/document/s/1017981/7110668/Handbook+LM/3a5c103c-0367-4eba-1aca-ee544826f557	English
17.	Toolkit	Challenge History 2: “REACT for the Future”	Center for Peace and Tolerance, 2018	A pedagogical instrument for youth peer educators, teachers and facilitators that resulted from the Summer School “Challenge History 2: REACT for the Future”, held in Kosovo in July 2018. REACT means “Reflection, Education, Action, Commitment, Together”. The Toolkit comprises five modules with 13 workshops that combine interactive techniques. The modules include: social identities, legacies of war & peace in the Western Balkans, contrasting and shared historical narratives, art & media for peace, and follow-up educational peacebuilding activities.	Hard copy received	English
18.	Textbook	Wars, Divisions, Integration (1990-2008): Source book for history teachers	CDRSEE, 2016	A multi-country, multiperspectival history education source book for teaching about the disintegration and wars of former Yugoslavia, their aftermath and the process of re-integration. Suitable for secondary school and undergraduate studies.	https://cdrsee.org/publications/education/volume-2-wars-divisions-integration-1990-2008	
19.	Textbook	Once Upon a Time...We Lived Together: Joint Work in a Multiperspective Approach	EUROClío, 2014	Available online in 8 languages, this resource was the main outcome of the (2011-2014) “History that Connects” project, ‘How to Teach Sensitive and Controversial History in the Countries of Former Yugoslavia’. Developed by 35 history educators from Bosnia and Herzegovina, Croatia, Kosovo, North Macedonia, Montenegro, Serbia and Slovenia, “Once upon a time...We lived together” contains 23 innovative exemplar workshops focusing on some of the most sensitive and controversial topics of regional history between 1900-1945. The document uses regional offers primary source material in ready-to-use lesson plans.	https://cliohipbih.ba/materijali/topic/once-upon-a-time-we-lived-together-joint-work-in-a-multiperspective-approach/	English and Western Balkans languages
20.	Technical brief & Case study	Empowering children and adolescents: Social-emotional and 21st century skills in education (Montenegro)	UNICEF Montenegro, 2018	A brief providing background, milestones, evaluation measures and lessons learned on the integration of social-emotional skills into Montenegrin primary and secondary schools.	Received by email	English

21.	Technical brief	UPSHIFT PowerPoint prepared for Global Youth Economic Opportunities Summit (Sept 2018)	UNICEF, 2018	A general introduction to the UPSHIFT approach, with further information about its adaptation to the context of Jordan. Discussion of the aims and challenges of scaling up the model to have a broader reach.	Received by email	English
22.	Technical brief	Roadmap on Skills for All	UNICEF, 2018	Presentation by Bassem Nasir at the 2018 Global Youth Economic Opportunities Summit in Washington, DC that introduces the Global Framework on Skills for All: a modular wheel of 12 core life skills prepared by MENA Life Skills and Citizenship Education Initiative, including sub-skills.	https://youtheconomicopportunities.org/sites/default/files/uploads/resource/Roadmap%20on%20Skills_UNICEF_Final_Shareable.pdf	English
23.	Technical brief	Supporting social entrepreneurship through youth employment interventions	UNICEF, 2018	Issue 6 - August 2018: This Knowledge Brief aims to serve as basic guidance on developing and designing a social entrepreneurship program to combat youth employment challenges. This is the second in a series of two Solutions for Youth Employment (S4YE) Knowledge Briefs that study the role of social enterprises in youth employment programs and creating entrepreneurs that launch social enterprises. This brief outlines the key features of social enterprises and why youth are well placed to launch them, compares social entrepreneurship programs to conventional ones, and discusses UNICEF's UPSHIFT program in Kosovo, an innovative youth social entrepreneurship program that is being replicated and adapted internationally in over 12 locations.	https://www.s4ye.org/sites/default/files/2018-09/Social-Entrepreneurship-and-youth%20employment-S4YE-KnowledgeBrief-Jose-Romero-Hana-Sahatqia-PUBLIC.pdf	English
24.	Strategy	Strategic Plan (2019-2021)	RYCO, 2018	Strategic plan designed through a consultative approach with a large number of stakeholders. Three strategic priorities: → Deliver high quality, high impact programmes with and for young people, focusing on their access to mobility, exchange and regional cooperation → Build demand and a viable environment for youth focussed programming with a wide range of stakeholders who influence and determine public policy, attitudes and behaviour → Invest in RYCO's competences to ensure it delivers on its mandate and to the highest international standards of governance, leadership, representation, management and delivery.	https://www.rycowb.org/wp-content/uploads/2018/08/RYCO-Strategic-Plan.pdf	English
25.	Roadmap	UPSHIFT Jordan - Module 1 Roadmap	TBA			
26.	Resource pack	Reference Framework of Competences for Democratic Culture: Volume 1 Context, concepts and model	Council of Europe, 2018	Chapter 1: Background to the Framework Chapter 2: The Framework - What it is and what it is not Chapter 3: The Need for a Culture of Democracy and Intercultural Dialogue Chapter 4: The Importance of Institutional Structures Chapter 5: The Conceptual Foundations of the Framework Chapter 6: A Model of the Competences required for Democratic Culture and Intercultural Dialogue Chapter 7: Descriptors - Their Uses and Purposes	https://rm.coe.int/pr-ems-008318-gbr-2508-reference-framework-of-competences-vol-1-8573-co/16807bc66c	English
27.	Resource pack	Reference Framework of Competences for Democratic Culture: Volume 2 Descriptors	Council of Europe, 2018	Chapter 1: The Key Descriptors Chapter 2: The Full Bank of Validated Descriptors Chapter 3: The Process of Developing, Testing and Scaling the Descriptors	https://rm.coe.int/pr-ems-008418-gbr-2508-reference-framework-of-competences-vol-2-8573-co/16807bc66d	English
28.	Resource pack	Reference Framework of Competences for Democratic Culture: Volume 3 Guidance for implementation	Council of Europe, 2018	Chapter 1: Competences for Democratic Culture (CDC) and Curriculum Chapter 2: CDC and Pedagogy Chapter 3: CDC and Assessment Chapter 4: CDC and Teacher Education Chapter 5: CDC and the Whole-School Approach	https://rm.coe.int/pr-ems-008518-gbr-2508-reference-framework-of-	English

				Chapter 6: CDC and Building Resilience to Radicalisation Leading to Violent Extremism and Terrorism	competences-vol-3-8575-co/16807bc66e	
29.	Resource pack	MemorInMotion, 2nd edition	ForumZFD, 2019	Constructed as an interactive toolkit for teachers, professors and educators working with participants aged 16 to 25 years old, the "MemorInMotion" resource pack contains: - Seven thematic modules on a culture of remembrance; - Eleven lesson plans for pupils and higher education participants, as well as for young people active in youth and non-governmental cultural and educational organisations; - Two essays; - A DVD with audio-visual, didactical material (short animated films and a documentary); - 27 didactic cards for workshop activities with pictures of monuments and memorial site in the Western Balkans; - A catalogue of monuments in the Western Balkans; - the authors' biographies; and - A selection of relevant resource material for training on Culture of Remembrance.	Hard copy received	English and Bosnian/Croatian/Serbian
30.	Research Report	Remembrance about the Yugoslav Wars – the Survey	EUROCLIO, 2018	The survey, conducted in 2017, aimed at seeing how the 1990s Yugoslav Wars are remembered and commemorated across Europe. The survey was part of part of the EUROCLIO project 'Learning about History that is 'not yet History', a project funded by the Erasmus+ Europe for Citizens Programme in partnership with ISHA, the International Students of History Association. The survey was filled in by 175 respondents who came from 30 countries. The detailed results are report in this document.	https://euroclio.eu/wp-content/uploads/2016/12/Remembrance-about-the-Yugoslav-Wars.pdf	English
31.	Research Report	Education For Life: key 21st Century Competences in Curricula in Montenegro	UNICEF / Montenegro Bureau of Education, 2017	Detailed results of the research into socio-emotional and key competencies found in primary, general secondary and pre-service teacher training curricula in Montenegro, conducted within the framework of the 'My Values and Virtues' project (2015–2018) aimed at supporting schools to develop selected 21st century competencies. The research analysed the cross-sectional issues (KC21 in the curricula at each level of education covered) and their vertical alignment, their joint planned actions to prepare children and young people for further education and work.	https://www.unicef.org/montenegro/media/2416/file/MNE-media-MNEpublication11.pdf	English
32.	Research Report	The Role of Schools in Developing Students' Character, Values and Skills (Montenegro Research Report)	UNICEF / Montenegro Bureau of Education, 2015	Detailed results and recommendations of the research into attitudes of students, parents and teachers in Montenegro towards the role of schools in developing students' character, values and skills. Key research questions: Which character, values and skills (CVS) do modern-day students have? Which students' CVS should be supported and developed by school? How successful are modern-day schools in supporting and developing desired students' CVS? How can schools realise the objectives concerning development of desired student CVS? What kind of support do schools need in developing the desired CVS and what challenges and barriers do they face?	https://www.unicef.org/montenegro/en/reports/role-schools-developing-students-character-values-and-skills	English
33.	Research Report	Process of Reconciliation in the Western Balkans and Turkey: A Qualitative Study	European Union, 2017	A rich qualitative study conducted as part of the EU-funded project "Divided Past - Joint Future", in Bosnia and Herzegovina, Montenegro, Serbia, Kosovo, North Macedonia, Albania and Turkey. The research focussed on attitudes and opinions of citizens, representatives of public, private and civil sector towards peace building and the process of reconciliation in the region, as well as the role of civil sector in those processes in the mentioned countries. Findings reported by country. Recommendations made for the region.	http://jointfuture.org/wp-content/uploads/2017/12/Process-of-Reconciliation-Qualitative-study.pdf	English
34.	Research Report	Report on Eastern Europe and Central Asia (EECA) Consultation and Dialogue on Youth, Peace and Security, May 2017	UNDP / UNPFA, 2017	This paper reports on the Eastern Europe and Central Asia Consultation, held in Istanbul, Turkey, from 23-25 May 2017, the third of a series of regional consultations organized by UNPFA, UNDP with the support of the Peacebuilding Support Office. 39 participants between the age of 19 to 35 from the region were selected from 19 different countries and territories: Albania, Armenia, Azerbaijan, Belarus, Bosnia and Herzegovina, Georgia, Kazakhstan, Kosovo, Kyrgyzstan, North Macedonia, Moldova, Montenegro, Russia, Serbia, Tajikistan, Turkey, Turkmenistan, Ukraine, and Uzbekistan. The report highlights the participants' peace and security priorities, innovative peacebuilding projects, challenges, opportunities, as well as their recommendations for peace and security in Eastern Europe and Central Asia region.	https://www.youth4peace.info/node/265	

35.	Research Report	The Children of the Balkan Wars: Getting to Know a Crucial Generation for Europe	ERSTE Stiftung, 2016	A research report on identities, social attitudes, political orientations and challenges facing young people in the successor states of the Former Yugoslavia. The study shows “that the people in their late twenties have ambivalent political beliefs and ideas. On the one hand, the majority of young Serbs, Croats, Bosnians, and Kosovars refuse active participation in the res publica of their countries: they predominantly reject a commitment to politics and society. They like to criticize the situation in their homeland, articulate demands and requirements, but do not want to expose themselves. However, at the same time they are able to apply a true zeal, especially if they believe someone will require of them a commitment to their national identity...[However], they also communicate naturally in the style of the West and visit European, and even global spaces; the Internet and therefore also western media presents for these early digital natives a relevant framework for their feelings and thoughts, and for their attitudes and actions. These designers of a future Europe on one hand feel deeply rooted in the national, and on the other hand appear to crave participation in western modernity.	http://cas.uniri.hr/wp-content/uploads/2016/03/Gries-Asboth-Krakovsky-2016-Generation-In-Between.pdf	English
36.	Research Report	Teachers on Teaching: How Practitioners See the Current State and Future Developments in History Education across the Western Balkans	EUROCLIO & CDRSEE, 2017	A comprehensive report on research conducted in 2016/2017. An online survey was complemented with focus groups of a selection of history teachers, stocktaking sessions and expert interviews in each country. A total of 793 teachers participated in the survey; around 400 teachers participated in the stocktaking sessions; 40 teachers in focus groups and 14 history education experts completed expert interviews. History teachers from Albania (66), Bosnia and Herzegovina (210), Kosovo* (67), North Macedonia (113), Montenegro (115) and Serbia (222) gave their assessment of the current state and the needs in history teaching in their country. Firstly, we aimed to grasp teachers’ perceptions of their participation in, and level of, democracy in schools and educational systems. Secondly, we wanted to grasp their experiences of employment and professional development procedures. Thirdly, we wanted to explore if the prevailing teaching practices correspond with policy expectations of learner oriented and competence based teaching that would consequently foster critical engagement with counter narratives and controversies. In the end, we aimed to explore if teachers’ individual characteristics, their self-perception in the context of schools, educational systems and society, and their understanding of history didactics influenced their practice of teaching controversies.	https://euroclio.eu/wp-content/uploads/2016/03/Annexe-5-Teachers-On-Teaching-ePACT-Report.pdf	English and Western Balkans languages
37.	Research Report	Youth Engagement to Counter Violent Extremism and Radicalization that Lead to Terrorism: Report on Findings and Recommendations	OSCE ODIHR, 2013	A report on good practices and lessons learnt to counter youth VERLT through (1) Education; (2) the Media, including Information and Communication Technologies; as well as (3) the Arts and Sport, based on a roundtable in October 2012 that brought together over 100 participants from state authorities, international organizations and civil society, including many youth representatives, with expertise in the fields of countering terrorism, protecting human rights and promoting tolerance. The report highlights drivers of radicalisation and violent extremism and discusses strategies and challenges of countering VERLT among youth, including concerns from a human rights and gender perspective.	https://www.osce.org/secretariat/103352?download=true	English, Russian
38.	Research Report	Education and Transitional Justice: Opportunities and Challenges for Peacebuilding	ICTJ / UNICEF, 2015	Most work on education reconstruction after periods of conflict or authoritarianism has adopted a development or peacebuilding perspective, which is understandable. But largely missing from this analysis has been an examination of the specific legacies of repressive policies and human rights violations in the political culture of a country—legacies that are particularly relevant in contexts where education was used to divide people or discriminate against certain groups for ideological purposes or where conflict resulted in lost educational opportunities for children. The contribution that education can make to peace depends not only on measures such as the physical reconstruction of schools, the reincorporation of young people into the education system, and school curricula that promote universal values of tolerance and social cohesion, but also on the sensitivity of reforms and programs to the legacies of past injustices in the education sector itself and the public culture. The aim of this report is to provide practitioners and policy makers in both transitional justice and education with conceptual clarity and practical guidance	https://eccnetwork.net/wp-content/uploads/24-Education-and-Transitional-Justice.-Opportunities-and-Challenges-for-PB.pdf	English

				for developing synergies between their respective fields in responding to past human rights violations.		
39.	Report	2nd Dialogue Platform Conference Report: Mostar, September 21, 2015 and Sarajevo, February 8, 2016	UNICEF, 2016	An excellent report detailing the results of the Second Dialogue Platform Conference sessions held in 2015 (Mostar) and 2016 (Sarajevo) with representatives from government, civil society and youth. The thematic sessions focussed on Youth, Education and Culture. Thematic panels were held on a range of key issues including “Political participation of youth”, “Education for 21st Century”, “Education for peace and intercultural understanding across universities in BiH”, “Peace and Reconciliation through Media”, “Role of Primary and Secondary Education in Building Peace, Understanding and Trust”, “Building intercultural understanding in practice”, and other topics. Approximately 250 participants deliberated on the challenges and needs in these sectors, devising more than 50 conclusions and proposing more than 60 specific actions, which are documented fully in the annexes to this report.	https://www.undp.org/content/dam/undp/bih/PDFs/DZB_izvjestaj_EN_Jun2016.pdf	English
40.	Repository	Learning About History that is Not Yet History	EUROclio-HIP, 2018	A searchable online database devoted to teaching about the wars of 1990s on the territory of the former Yugoslavia. It contains materials that can be used in elementary and secondary schools, including: teaching materials, historical sources, databases of historical sources, literature, websites, projects and initiatives of relevant organizations, museum exhibitions, documentaries and feature films.	http://devedesete.net/repository/	English
41.	Reference Guide	Teaching for Learning	CDRSEE, 2013	A reference guide for results-oriented teachers. All teachers operate in a societal context and in a school culture. This guide helps teachers understand how to understand and act within these parameters, thereby experiencing less frustration and gaining more influence. Chapter 1: Teaching for Change. Chapter 2: Schooling & Learning in Modern Democratic States. Chapter 3: Learning Environments. Chapter 4: Learning Objectives. Chapter 5: Instruction. Chapter 6: Learning Resources. Chapter 7: Assessment. Chapter 8: Alignment. Chapter 9: Practical Applications. Chapter 10: Summing Up. With glossary, and excellent recommendations in each chapter.	http://cdrsee.org/publications/education/teaching-learning	English and all Western Balkans languages
42.	Recommendations	Making Sense of the Past that Refuses to Pass	EUROclio-HIP,	Detailed recommendations for the responsible teaching of the wars in Yugoslavia and its successor states, developed by history educators from across the region. An excellent set of guidelines for policy and practice.	https://euroclio.eu/wp-content/uploads/2016/12/Making-sense-of-the-past-that-refuses-to-pass_final-English.pdf	English
43.	Recommendations	Recommendations from the Sarajevo Workshop on Preventing Violent Extremism	OSCE, 2017	Recommendations prepared by a group of young experts from Albania, Bosnia and Herzegovina, North Macedonia, Montenegro, Serbia, Kosovo, Croatia and Slovenia on preventing violent extremism and radicalization that lead to terrorism. Presented to OSCE participating States and Partners for Co-operation at the 2017 OSCE-wide Counter-Terrorism Conference to be held on 23-24 May 2017 in Vienna.	https://www.osce.org/secretariat/314886?download=true	English, Russian
44.	Online videos	Adolescent Kit - Circles	UNICEF, 2016	Video showing and explaining the use of adolescent circles in Myanmar and Sudan	https://www.youtube.com/watch?v=sNS6HrMG2XA	English
45.	Online videos	#UnitedCVE Videos	OSCE, 2017	Over 50 short videos on topics related to radicalisation and violent extremism that may be used as educational resources for promoting dialogue and critical thinking among youth and adults.	https://www.youtube.com/playlist?list=PL8DHbLgTnz1s1bD09Dvd2iWPZwObQpSMP	English
46.	Mapping	Analytical Mapping of Life Skills Education Initiatives in Europe and Central Asia	PPMI / UNICEF, 2019	Mapping of life skills definitions, initiatives and approaches used in ECA countries, teaching and learning methods, channels and modalities of delivery, and recommendations for a systematic	Received by email	English

				approach. Case studies of Azerbaijan, Montenegro, North Macedonia, Tajikistan, Turkey, Ukraine.		
47.	Mapping	Mapping of CVE Actors and Projects in Albania	OSCE, 2016	A mapping document of CVE projects sponsored by OSCE, EU, UNESCO, Helsinki Committee and other organisations within Albania, many of which working with youth.	Received by email	English
48.	Mapping	Preventing Violent Extremism: Mapping current and planned interventions in Albania	UNDP, 2016	This report is commissioned in the context of UNDP Albania's efforts to tackle PVE root causes through a broad range of approaches, initiatives and activities jointly with other national / international actors. the report offers (a) comprehensive situation analysis of the current PVE efforts in Albania by national / international partners, including a review of strategic documents related to PVE; (b) map of the current support and envisaged activities in the future along the priorities of the CVE Strategy and an assessment of their contributions to the respective areas.	Received by email	English
49.	Manual	Learning to Live Together: An Intercultural and Interfaith Programme for Ethics Education	Arigatou Foundation, 2008	Learning to Live Together is an adaptable resource for intercultural and interreligious education that has been endorsed by UNESCO and UNICEF. In Module 1 "Understanding Self and Others", participants learn about themselves in relation to others. They learn to appreciate differences and similarities, to listen to and appreciate other In Module 2 "Transforming the World Together", participants discover a world in need of social transformation. Activities guide them to open up to reconciliation and to nurture their ability to connect with others. It is designed to equip them to work with people from different cultures and religions to help transform their own societies and the wider world, together and within their own circle of influence.	https://ethicseducationforchildren.org/images/zdocs/Learning-to-Live-Together-En.pdf	English
50.	Manual	Handbook for all those who want to spread peace and build a society of co-operation, respect and tolerance	Dialogue for the Future / Genesis Project, 2018	This Dialogue for the Future handbook presents an easily accessible methodology for teachers of children and adolescents on the following themes: Identity and Self Esteem, Empathy and Respect, Coping with Stress and Managing Emotions, Gender mainstreaming, Goal Setting and Decision Making, Cooperation and Teamwork, Problem Solving and Managing Conflict, Hate speech prevention, Communication and advocacy, Civic education, leadership and social activism, Introduction to the local assessment and Participatory Action Research (PAR) methodology. Each section provides a conceptual summary and associated learning activities. Suited to non-formal learning. May be integrated into subject curricula, but no specific guidance on this is provided.	Received by email	Bosnian/Croatian/Serbian
51.	Manual	Guide to Conflict Analysis	UNICEF, 2016	This Guide is a tool for UNICEF staff and leadership to understand, situate and operationalize conflict analysis into UNICEF programme planning and implementation. In the UNICEF context, conflict analysis is understood as the systematic study of the profile, causes, actors and dynamics of conflict. In essence, a conflict analysis seeks to understand who is involved in a conflict and what they want to achieve and why – including the historic and current events and developments that influence them. This Guide can be used as a stand-alone resource, or it can be used as a reference for UNICEF staff that have completed a training workshop on conflict sensitivity and peacebuilding.	https://eccnetwork.net/wp-content/uploads/03-Guide-to-Conflict-Analysis-UNICEF-Nov-2016.pdf	English
52.	Manual	Assessing the Quality of Youth Peer Education Programmes	FHI, 2006	Part of the Youth Peer Education Toolkit. Guidelines on planning youth peer education programme assessment, including assembling and training an evaluation team and conducting interviews. Complete with interview guidelines for peer educators, staff, management, parents and other stakeholders. Also included: checklists and report-writing guidance.	http://petri-sofia.org/wp-content/uploads/2017/12/Assessing-the-Quality-of-Youth-Peer-Education-Programmes.pdf	English
53.	Manual	My values and virtues: Cross-Curriculum Integration Handbook	UNICEF / Montenegro Bureau of Education, 2018	A guide for the integration of social and emotional skills across elementary school curriculum subjects of math, language, natural sciences, social sciences, physical education, music, literature, and IT. With sample lessons and activities. Original title: "Razvoj socijalnih i	https://www.unicef.org/montenegro/izvjestaji/moje-vrijednosti-i-vrline-razvoj-socijalnih-i-	Montenegrin

				emocionalnih vještina u osnovnoj školi - Moje vrijednosti i vrline: VODIČ KROZ PREDMETNE PROGRAME". Part of the toolkit that includes the Manual for Elementary School Teachers.	emocionalnih-vje%C5%A1tina-u%C4%8Denika-i-u%C4%8Denica	
54.	Manual	My values and virtues: Manual for teachers of elementary school	UNICEF / Montenegro Bureau of Education, 2018	Conceptual guide for teachers covering the key social and emotional skills of: Teamwork, Creativity, Self-control, Empathy, Tolerance, Optimism, Integrity, Gratitude. Each virtue is introduced conceptually, followed by learning objectives and activities that are specified by primary grade level (Years 1 - 9). Original title: "Moje vrijednosti i vrline – razvoj socijalnih i emocionalnih vještina učenika i učenica: Priručnik za nastavnike i nastavnice u osnovnoj školi". Part of the toolkit that includes the Cross-Curriculum Handbook for Teachers.	https://www.unicef.org/montenegro/izvjestaji/moje-vrijednosti-i-vrline-vodi%C4%8D-kroz-predmetne-programe	Montenegrin
55.	Manual	UPSHIFT Jordan - Module 1 Curriculum	UPSHIFT, 2019	Module 1 introduces the concept of social innovation and the core skills the participants will acquire and apply for their journey ahead. Module 2 supports young people to learn about themselves and looks at why this is important in the context of social innovation. Module 3 develops awareness of the wider community and builds empathy with other people's perspectives. Module 4 focuses on building UPSHIFT teams and teamwork skills. Each module presents four or five activities for use with young people. Module 5 introduces research and mapping tools to gather and use information from the community in relation to the participants chosen challenge areas. Module 6 introduces participants to design thinking in action, including tools to understand your users and analyse the challenge you are trying to solve. Module 7 Introduces key tools to generate ideas and select feasible solutions. Module 8 introduces prototyping; enabling participants to start turning their ideas into reality. Module 9 introduces the concept of pitching and supports participants to develop effective pitches in a style that suits their personality and strengths. Module 10 provides an opportunity for participants to pitch to a panel and receive feedback.	Received by email	Jordan
56.	Manual	UPSHIFT Jordan - Module 2 Curriculum	UPSHIFT, 2019	Module 1 focusses on making a value proposition. Module 2 focusses on defining one's customers, users and beneficiaries. Module 3 focusses on defining one's competitors. Module 4 focusses on defining the macro environment. Module 5 focusses on identifying key people. Module 6 focusses on defining key activities. Module 7 focusses on defining the cost structure. Module 8 focusses on revenue. Module 9 on Marketing. Module 10 on looking ahead.	Received by email	English
57.	Manual	UPSHIFT Sudan - Social Innovation Curriculum Facilitator's Guide	TBA	with special section and focus on social cohesion		
58.	Literature review	Literature Review on the Needs of Young People	PETRI-Sofia, 2017	Approx. 100 sources of various types from 2008-2017 addressing issues of adolescent and youth health, education, well-being, rights, services, employment and empowerment	http://petri-sofia.org/wp-content/uploads/2017/12/PETRI-Sofia-Literature-Review-on-the-Needs-of-Young-People.pdf	English
59.	Infographic	Dialogue for the Future	United Nations, 2015	Infographic on Dialogue for the Future's key stats for the 2014-2017 period, including supported projects in the three key areas of action (culture, youth and education) across Bosnia and Herzegovina, Croatia, Serbia and Montenegro.	https://www.undp.org/content/dam/unct/bih/PDFs/Infographic%20Dialogue%20for%20the%20Future.pdf	English
60.	Guidelines	Quality History Education in the 21st Century: Principles and Guidelines	Council of Europe, 2018	Detailed principles and guidelines for establishing democratic, diverse and inclusive history curricula and pedagogy. Sections address: 1. Developing flexible curricula and interactive pedagogies which acknowledge cultural differences, 2. Teaching and learning about the complex history of democracy, 3. Reflecting the ways in which the activities of ordinary individuals and groups of people have shaped the history of societies, 4. Recognising that people of	https://rm.coe.int/pr-ems-108118-gbr-2507-quality-history-education-web-21x21/16808eace7	English

				different cultural, religious and ethnic backgrounds have often been long established in societies, 5. Valuing the multiple identities of both 'the other' and ourselves, 6. Providing the tools for evaluating historical sources and combatting manipulative propaganda, 7. Addressing issues that might be sensitive or controversial, 8. Balancing the cognitive, the emotive and the ethical dimensions in history teaching and learning		
61.	Guidelines	Managing Controversy: Developing a strategy for handling controversy and teaching controversial issues in schools	Council of Europe & European Union, 2017	A tool for school leaders and senior managers for handling controversy and teaching controversial issues in schools. Developed with the participation of Austria, Cyprus, Ireland, Montenegro and the United Kingdom, with the support of Albania, France and Sweden. Topics addressed include: 1. School leadership, 2. School ethos and culture, 3. Teaching and learning, 4. The Curriculum, 5. Student voice, 6. Guidance and support, 7. Parental engagement, 8. Risk management, 9. Staff development and training, Appendix 1: Checklist of possible actions.	https://rm.coe.int/16806ecd25	English
62.	Guidelines	UPSHIFT Implementation Guide	UNICEF, 2018	An excellent and thorough resource guide concerning the UPSHIFT methodology, approach and experience, with supporting materials and linked reference documents, including outreach strategy and selection process, sample training modules, facilitator's code of conduct, various planning and reporting templates, reflection questions for UNICEF country offices considering the launch an UPSHIFT pilot, and guidelines for monitoring and evaluation.	https://docs.google.com/document/d/1uMspolaSFtjKgFih2FFyXxK9zzyBzho0LZxIGg0k9LY/edit#heading=h.62fcfbk8hr	
63.	Guidance Note	Guiding Principles on Young People's Participation in Peacebuilding	Search for Common Ground, 2014	An outline of 9 key guiding principles with sub-indicators for effective inclusion of youth peace in peacebuilding initiatives and programmes.	https://www.sfcg.org/wp-content/uploads/2014/04/Guiding-Principles_EN.pdf	English
64.	Guidance Note	Engaging Adolescents in Conflict Analysis	UNICEF, 2013	This Guidance Note has been developed to support the engagement of adolescents – individuals between 10 and 19 years of age (UNICEF 2011) - in the Conflict Analysis process of the UNICEF Peacebuilding, Education and Advocacy programme (PBEA). This Guidance Note offers tools and methods which UNICEF Country Offices can use to ensure the safe and meaningful participation of adolescents when doing a conflict analysis.	https://eccnetwork.net/wp-content/uploads/Adolescents-in-Conflict-Analysis.pdf	English
65.	Guidance Note	Building the 7 Cs of Resilience in Your Child	American Academy of Pediatrics, 2014	An introduction to the 7 Cs of Resilience (competence, confidence, connection, character, contribution, coping, control), with a brief description and reflection questions for each.	https://www.aap.org/en-us/professional-resources/Reaching-Teens/Documents/Private/Building_7Cs_handout.pdf	English
66.	Glossary	RYCO Terminologies & Definitions	RYCO, 2018	A glossary of key terms used in RYCO's programming for youth mobility, intercultural learning, peacebuilding, remembrance and reconciliation.	http://www.rycowb.org/wp-content/uploads/2017/10/Glossary.pdf	English
67.	Evaluation report	Evaluation of UNDP/UNESCO/UNICEF "Dialogue for the Future" (DFF) Project: Final Report	UNDP / UNESCO / UNICEF, 2016	A comprehensive External Evaluation of the Dialogue for the Future (phase 1) project design, relevance, performance, effectiveness, efficiency, impact and sustainability. The Evaluation summarizes key activities, achievements and limitations, and provides recommendations for possible future continuation of intervention and/or fundraising. Evaluation included gathering gender sensitive perceptions, aspirations, feedback and data from relevant partners and stakeholders.	Received by email	English
68.	Desk research	What We Already Know About Young People in the Region	RYCO, 2018	Desk research on existing data regarding RYCO priority areas: Youth mobility, Exchange, Participation and Ethnic distance. Key questions: → What are the existing formats of youth mobility (group/individual exchanges) in Europe and the region? → What are the advantages vs. disadvantages of the formats, bearing in mind the need to make these youth exchange/youth mobility formats accessible to "hard to reach" young people? → How can we measure/set	https://www.rycowb.org/wp-content/uploads/2018/08/RYCO-Desk-Research.pdf	English

				indicators related to youth mobility? → What motivates/demotivates young people from the WB6 to apply for participation in youth mobility (group/individual exchanges) programmes? What are the obstacles? → What are the attitudes of young people with regard to ethnic distance among the Western Balkans 6? → What is the profile (ethnic background/age/gender/rural/urban areas/educational/ economic) of participants in individual/group exchanges? Who goes where and for what purpose (within the existing formats) within the region? (data per territory). All the identified empirical studies are described using the following criteria: → Title of the report/survey, → Topics included, → Identification of organisations/ individuals that conducted and analysed the data, → Description of the timeline (whether it is one time only or it repeats and if so how often), → Geographic coverage, → Type of data and methods employed, → A note about relevance (if necessary) and, → Additional comments including what the main findings or contribution of the report is.		
69.	Desk research	Peacebuilding Knowledge, Attitudes and Skills: Desk review and recommendations	UNICEF-PBEA, 2015	This report includes a draft outline of competencies reflecting the knowledge, attitudes, and skills that children need to become peacebuilders. These competencies use simple, concrete language and first-person statements (“I” or “We”) to illustrate peacebuilding behaviours and emphasize the role of the child. They are adaptable to different levels of knowledge, skill, and attitude acquisition depending on children’s age, developmental capacity, literacy, and psychosocial needs and could be sequenced to reflect those capacities in play-based, social, art, or project based activities that could be implemented by a range of educational professionals (formal and non-formal) in diverse settings.	www.unicefinemerge.ncies.com/downloads/eresource/docs/Adolescents/Peacebuilding-Knowledge-Attitudes-and-Skills-Desk-Review-and-Recommendations.pdf	English
70.	Desk research	The value of learning mobility and its impact on communities	European Commission / Council of Europe, 2018	The aim of this study is to provide an overview of the existing publications on learning mobility and impact on communities and society and to map the gaps in research on these themes. The scope of this study is learning mobility in the youth field and its contribution to citizenship education, civic participation and intercultural dialogue and learning, European citizenship, peace building and conflict transformation at community level.	https://pip-eu.coe.int/documents/1017981/9484127/The-value-of-LM.pdf/c3c7cd96-9f81-3f26-4917-e7ff5f9d2640	English
71.	Desk research	Sustainable Reconciliation Models and Independent Financial Support Mechanisms	European Union, 2017	A brief mapping conducted for the EU-funded project "Divided Past - Joint Future" on good practices in civil society approaches to promoting reconciliation in South East Europe, with focus on experiences in Austria, Croatia, Netherlands and Turkey.	http://jointfuture.org/wp-content/uploads/2017/11/Desk-Research-Sustainable-Reconciliation-Models-and-Independent-Financial-Support-Mechanisms.pdf	English
72.	Database	Educating young people for intercultural and interreligious understanding	Council of Europe, 2018	A list of approximately 60 organisations and best practice projects across Europe that are focusing on educating young people for intercultural and interreligious understanding. Part of the Toolkit for local authorities.	http://www.congress-intercultural.eu/en/theme/20-educating-young-people.html	English
73.	Conceptual and Programmatic Framework	Reimagining Life Skills and Citizenship Education in the Middle East and North Africa: A Four-Dimensional and Systems Approach to 21st Century Skills	UNICEF, 2017	Detailed presentation of the MENA framework of 12 core life skills for learning, employability, personal empowerment and active citizenship, based on four pillars: 1) A holistic approach to education, 2) A humanistic and rights-based approach, 3) A lifelong learning cycle, 4) A multiple pathways and systems approach. The production of the LSCE CPF comes as a result of two years of consultations both at country and regional levels, including the engagement of more than 600 stakeholders such as representatives from governmental institutions (Ministries of Education,	http://www.education2030-arab-states.org/PDF/d816129f-5d08-40d1-9984-d587631e1b14_report1.pdf	English

				Youth, Social Affairs and Labour), UN Agencies, think tanks and universities, NGOs, the private sector, and children and youth.		
74.	Campaign brochure	"Free to Speak - Safe to Learn" Democratic Schools for All	Council of Europe, 2018	"Free to Speak - Safe to Learn" Democratic Schools for All is a Council of Europe (2018-2022) campaign for schools across Europe. The campaign follows up the CoE Secretary General's 2016 recommendation for "(...) a safe spaces project around teaching controversial issues..." to support educators across Europe as they tackle controversial issues while promoting freedom of expression, inclusion and tolerance. The brochure describes the six campaign themes: 1) Making children's and students' voices heard, 2) Addressing controversial issues, 3) Preventing violence and bullying, 4) Dealing with propaganda, misinformation and fake news, 5) Tackling discrimination, 6) Improving well-being at school. The brochure also provides an overview of the Framework of 20 Competences for Democratic Culture. The campaign is intended to reach and be adapted for primary and secondary schools, as well as in vocational and higher education.	https://rm.coe.int/lea-flet-of-the-campaign-free-to-speak-safe-to-learn-democratic-schools/16808e86b6	English
75.	Booklet	Make contact - connect: Partnerships in youth work	PRONI Institute	This booklet profiles 10 organizations working with youth from all over Europe, and presents various methods which they use. With this project we aim to raise awareness that the synergy of different resources (competencies, skills, experience, resources, methods, and models of work) is extremely important for equalizing opportunities for different groups of young people as well as raising the quality of life of young people in different countries of Europe.	http://proni.hr/wp-content/uploads/2018/11/Partnerships-in-youth-work-Make-contact-connect.pdf	English

ANNEX 5: CONSULTANCY TERMS OF REFERENCE

Output 1: Capacities of schools to access and use RYCOs resources to organize / undertake intercultural dialogue in the WB6, are strengthened.

Activity 1.1 - Best practices of working in peace building transformative pedagogies are documented and shared among the six countries.

Using UNICEF and RYCO networks in the six countries, a consultant/company will be hired to identify the best practices used across the region. A webinar will be organized with the six countries to share these experiences. The mapping will be undertaken adopting gender sensitivity lenses documenting the role of gender and gender empowerment of girls in peacebuilding processes of the countries in the region. The analysis will also bring best experiences on how peacebuilding is mainstreamed and enrooted across the curricula and teaching processes against the acknowledged phenomena of using peacebuilding as a superficial and separate methodology.

Activity 1.2 - Methodology on peace building, conflict resolution, and intercultural dialogue developed, tested and shared with six countries.

The manual will be produced using young people opinions through digital platforms (U-REPORT Western Balkan platform) addressing a gap identified in many of the methodologies produced in the past, namely youth/adolescent participation. The voices of girls and boys and young adults will be heard through the use of the online platform U-report Western Balkans on what are the topics of concern to them. Experts hired to develop the methodology will rely heavily on the opinion of youth on the topics of their concern, the documentation, best practices as well as smart transfer of such experiences from other countries and regions. 80 teachers will be trained through use of online training platforms developed.

Activity 1.5 – Innovative tools in promoting regional dialogue

Innovative ideas on school exchange around intercultural learning and dialogue through use of technology are developed and piloted (eg. digital classroom etc.) Alternative models to the traditional regional workshops will be sought through use of online exchanges and forums as well as the design and implementation of a model digital classroom to be used among other issues on intercultural exchanges and dialogue among young girls and boys. A “how to use technology for intercultural exchange document “will be developed as an outcome of this component and shared with all countries.