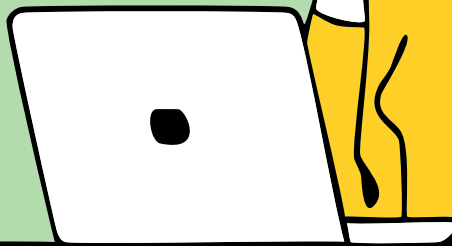
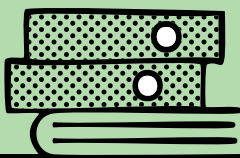
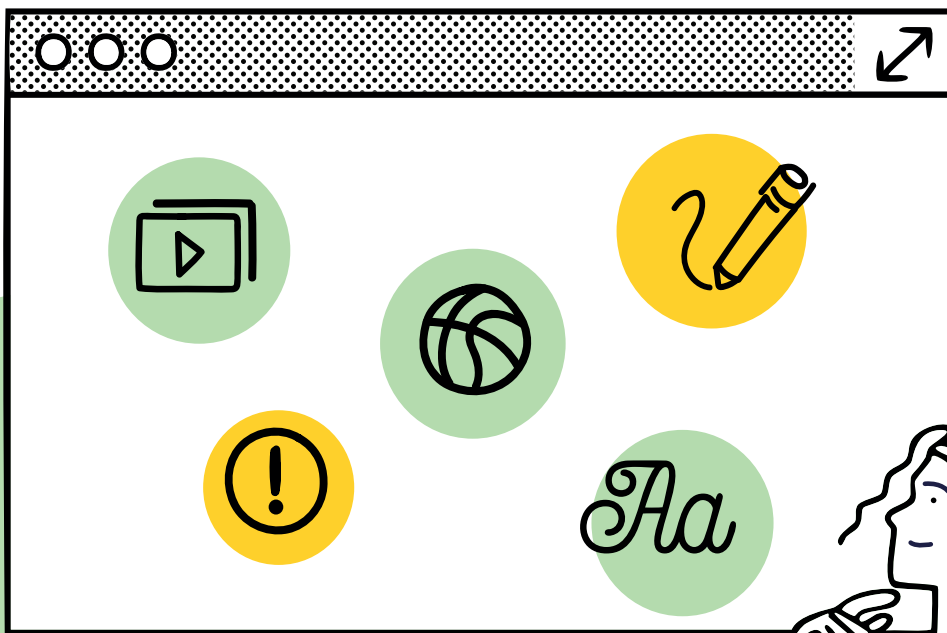




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Ministarstvo Obrazovanja i Nauke, Tehnologije i Inovacija
Ministry of Education, Science, Technology and Innovation

NAVIGATING THE INTERNET



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Ministarstvo obrazovanja, nauke, tehnologije i inovacije
Ministry of Education, Science, Technology and Innovation*

NAVIGATING THE INTERNET



**A GUIDE TO PROTECT
CHILDREN ONLINE**

FOR EDUCATORS IN EARLY CHILDHOOD
EDUCATION INSTITUTIONS

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Acronyms



ICT	Information and Communication Technology
FIT	Center for Advanced Studies
MESTI	Ministry of Education, Science, Technology, and Innovation
ECE	Early Childhood Education
ECEC	Early Childhood Education Curriculum
IPE	Pre-primary Education Institutions

INTRODUCTION



According to national policies based on international instruments, specifically the Convention on the Rights of the Child, our institutions must ensure the protection of children from any circumstances that hinder or harm their development. In recent years, the Child Protection Law has come into effect, accompanied by bylaws and policies dedicated to child protection. These require commitment and care in how we work with and for children. Along these lines, various bylaws, strategies, and specific guidelines have been developed to address topics related to child protection.

Online protection also falls within the scope of legislation related to child protection, which is undeniably essential in today's digital era. According to Internet World Stats, the global growth rate of Internet usage from 2000 to 2022 was 1,416%, with 5,473,055,736 internet users and a penetration rate of 69%.¹ According to Statista, by 2030, there will be approximately 29 billion IoT devices connected to the internet. With this vast usage of the Internet as the main platform for work, science, and social communication in modern society, its security and privacy have become primary concerns.²

In Kosovo, the use of information and communication technology (ICT) has expanded rapidly since 2000, and today, ICT plays a significant role in all aspects of our lives. The 2023 Digital Report for Kosovo indicates that the internet penetration rate in Kosovo was 96.6% of the total population at the beginning of 2023³. According to the ICT Household Survey, 98.6% of households had internet access during 2023. While 0.8% of households reported no internet access during 2023.⁴

As the misuse of technology remains highly sensitive, security sector sources indicate that many incidents, including violence and other harmful circumstances, derive from online abuses.

Among 831 children from our schools who participated in the latest safety survey (2022), 94% reported having a smartphone, while only 6% did not. Regarding parental access to the content viewed by children on their phones, 73% of students said their parents have access to their devices, while 27% said their parents do not. Concerning the impact of the internet on violent behaviors among young people, 77% stated that the content they watch online influences violent behaviors in students.⁵

Previous research by FIT (Center for Advanced Studies) shows that internet usage among children in Kosovo is extremely high, leading to significant associated risks. Approximately 97% of children who reported having internet access stated that they connect to the internet from home, with 65% using the internet from their bedrooms. This indicates that children

1 <https://www.internetworldstats.com/stats.htm>

2 <https://www.statista.com/statistics/1183457/iot-connected-devices-worldwide/>

3 <https://www.internetworldstats.com/europa2.htm#kv>

4 <https://ask.rks-gov.net/Releases/Details/7600>

5 Research on Safety in Pre-University Schools Across Kosovo, KP, OSCE, 2022

prefer to have their freedom and privacy, likely not wanting to be monitored. Internet use from the living room is 5% lower compared to the bedroom.⁶ In the following research conducted in 2016, it was noted that «It is alarming that there has been a drastic increase in the number of children using Instagram in Kosovo (from 22% to 70%) and a significant usage of the social network Snapchat (50%).» While Facebook can serve children for professional development due to its numerous educational materials, it is difficult to make the same claim for Instagram and Snapchat, as both serve primarily as tools for virtual communication. Children can benefit in various ways from social networks if used properly.⁷

Such data, along with insights on why and how children use the internet, as found in various studies, increase our obligation and attention to work more on education and awareness for the safe and responsible use of the internet. This guide is provided for the staff of institutions involved in early childhood education.


6 <https://fit-ks.org/raporti-me-te-gjetura-nga-opinionet-e-femijeve-siguria-ne-internet/>

7 <https://fit-ks.org/raporti-siguria-e-femijeve-ne-internet-2016/>



1

Importance of the Guide for the Pre-school Level, Connection with Education Policies, and Early Childhood Development

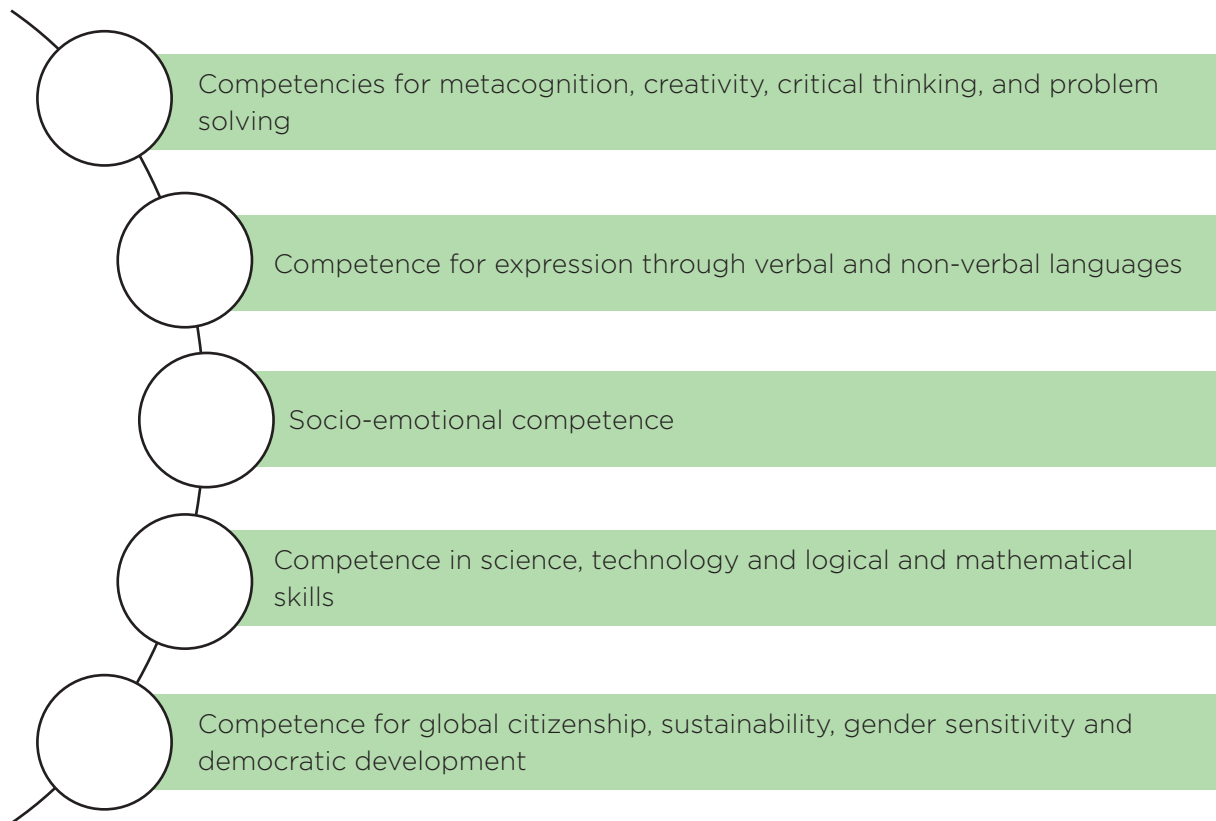


The Ministry of Education, Science, Technology, and Innovation prioritizes early childhood education through the Early Childhood Education Law⁸, the Early Childhood Education Curriculum, the Government's National Development Plan 2030, and the Education Strategy 2022-2026. Alongside guaranteeing every child's right to inclusive quality education tailored to their individual needs, there is also a primary focus on the development, safety, health, well-being, and protection of children.

This guide is particularly important for children as it provides instructions and advice to enhance care and protect children from behaviors or circumstances that could harm their development, thus avoiding elements that conflict with the principles of Early Childhood Education (ECE) and the Early Childhood Education Law.

The following competencies are to be achieved through early education, as defined by the Ministry of Education, Science, Technology, and Innovation (MESTI) through the ECE Curriculum:

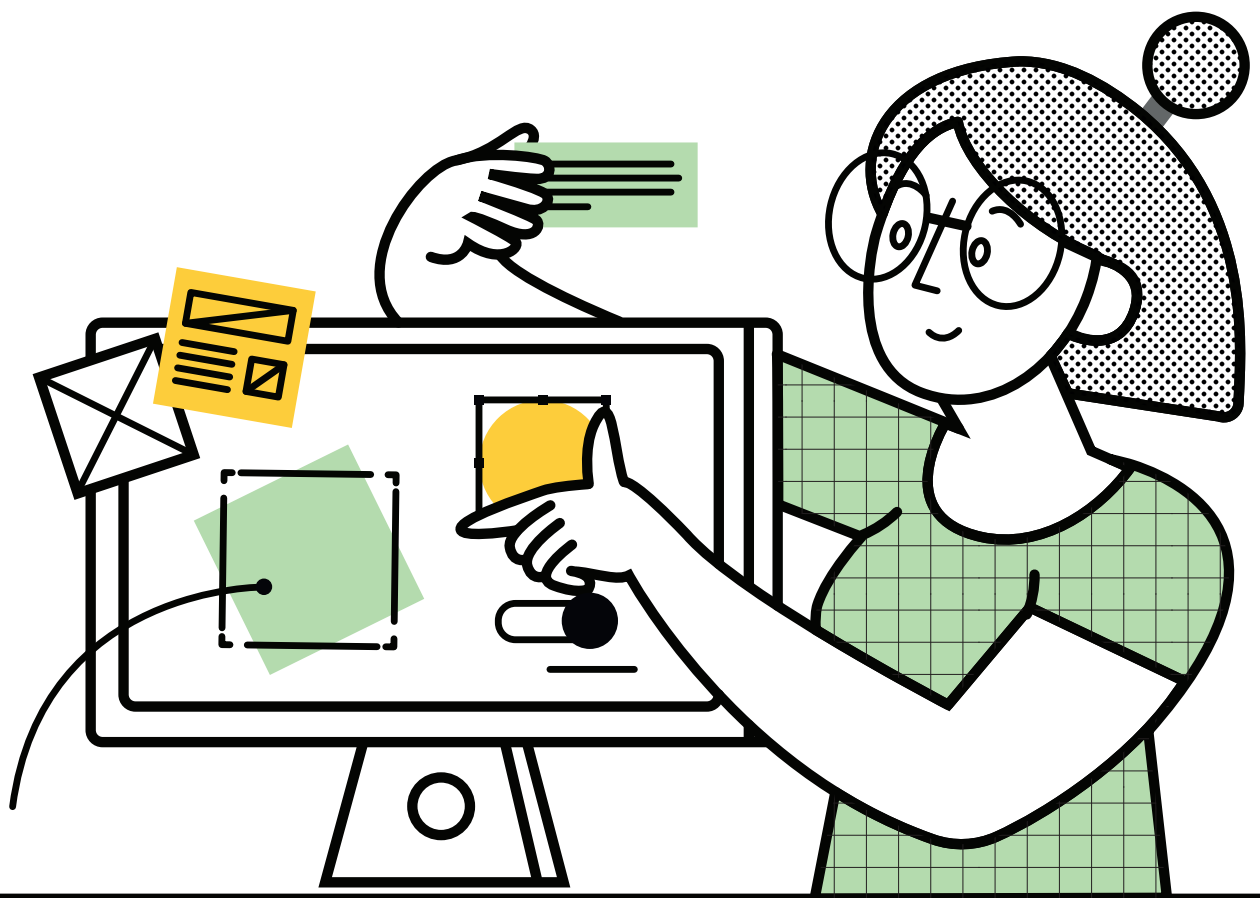
⁸ Articles 2, 3, 5, and 6 of Law 08/L-158 on Early Childhood Education



Digital competence is integral to and supports each of these competencies, as stated in the Early Childhood Education Curriculum. The significance of technology is thoroughly addressed: “Using technology during early childhood education can support the development of children, enhance daily life by creating digital spaces as a resource, enrichment, and a means to transform contexts... Furthermore, the curriculum emphasizes that we are experiencing a ‘new normal’ in a sea of uncertainties. Therefore, when thinking about the future, it is essential to clearly define the role of technology while also considering concerns for human dignity, privacy, and freedom (ECEC).” Since technology and the internet have become part of our daily lives and even very young children are part of the circle of users, educators must ensure that while using technology in educational activities, they protect children from existing risks. Hence, the context of safety highlighted in the text above with the metaphor “a sea of uncertainties” or when mentioning concerns for human dignity, privacy, and freedom is emphasized.

This guide, dedicated to institutions involved in early childhood education, aims to help institutional staff properly and effectively use technology to implement their work plans in accordance with curriculum requirements and to raise awareness among children and parents about safe internet use and avoiding online abuses that harm and hinder children’s development.

Given that technology and the internet are now necessities of modern times, the guide initially discusses the benefits of the internet and then addresses protection from potential risks, considering that children now have a strong inclination and habit of using smartphones and smart devices. Institutional staff should create educational (and equally smart) games and activities that educate children on avoiding online risks and abuses. The goal is to develop specific competencies in children.



2

Instructions for Early Childhood Education Institution Staff on Safe and Beneficial Use of the Internet with Children of Different Age Groups

Technology can be a valuable tool for educators working with children in Early Childhood Education (ECE), providing numerous resources to enhance educational experiences and learning for this age group. The use of the internet allows educators to combine methods with new content, including multimedia, audio-visual elements, and interactive components.

Various resources, such as YouTube Kids, Google Kids, and educational apps, have safety parameters and filters where educators can find activities, ideas, and creative educational games to use with children. Benefits for Educators Using the Internet:

- Preparation of Activities
- Application of Technology in Diverse Activities
- Collaboration Among Educators
- Communication and Collaboration with Parents
- Continuous Professional Development



PREPARATION OF ACTIVITIES

The first priority for educators is preparing activities according to regular schedule, and it is understood that everyone uses the internet to research models and best practices for working with children. To develop digital competence, educational staff also explore activities that involve the use of technology.



APPLICATION OF TECHNOLOGY IN DIVERSE ACTIVITIES

When an institution uses digital technology devices, educators should and must explain to children why and how the technology is used. Educators demonstrate the correct use of technology/devices, helping children understand and develop proper habits for their use and purpose. The aim is to reflect and transfer these habits to parents and the home environment.



COLLABORATION AMONG EDUCATORS

Various online applications facilitate collaboration among educators, enabling them to share ideas, resources, and best educational practices both locally and internationally. This collaboration can lead to new opportunities for developing educational approaches, methodologies, and sharing experiences.



COMMUNICATION WITH PARENTS

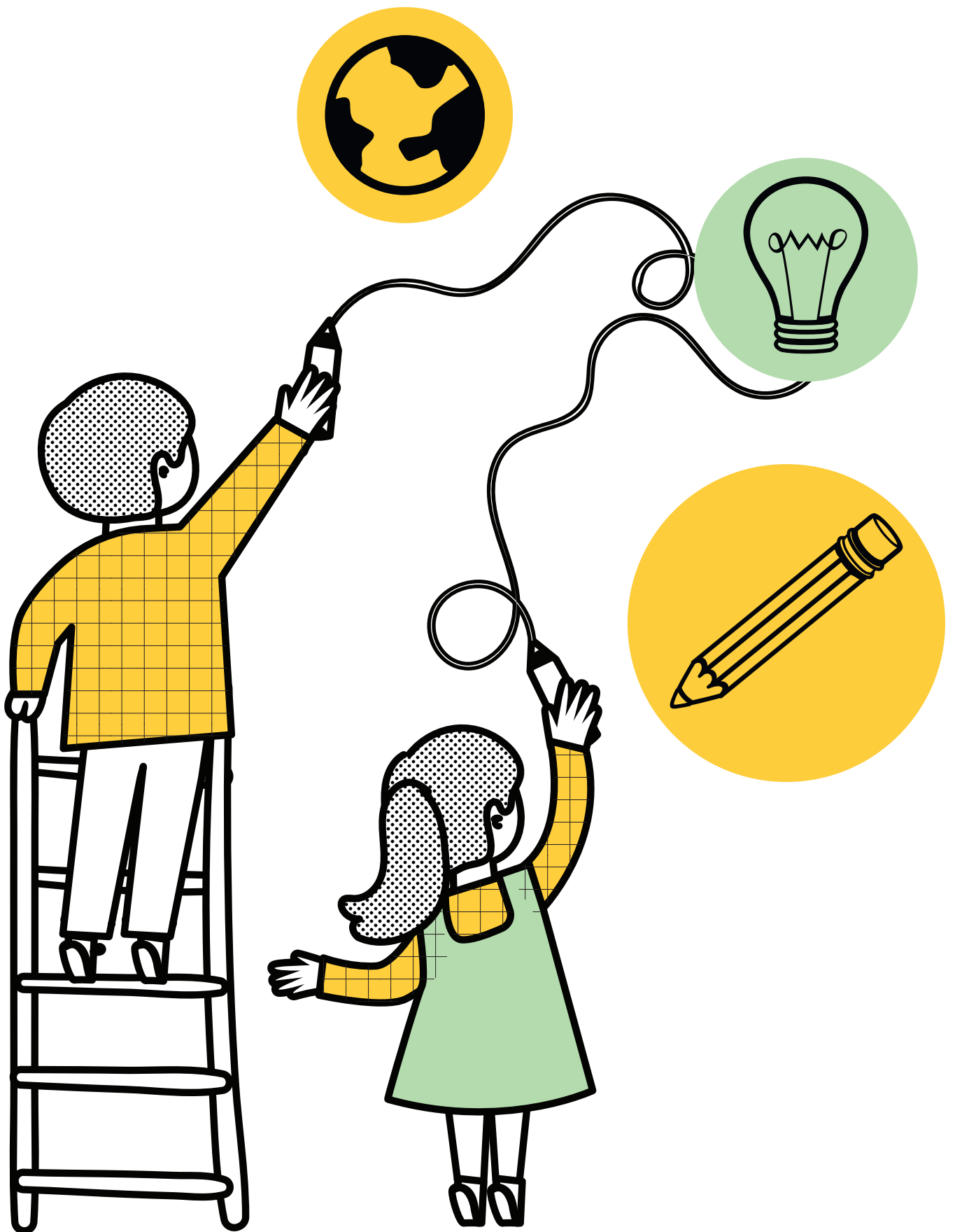
Technology is essential for educators to communicate with parents, and not only that. Through the internet, educators can exchange daily conversations and hold weekly or monthly discussions that include reports on the child's progress, documentation of their work, and activity plans. This type of communication encourages parental involvement in the child's educational process. As with physical meetings, educators must protect privacy in accordance with current legislation in online communications with parents, ensuring confidentiality of other children's data and presentations. In group communications with parents, only general programmatic, organizational, and coordinative aspects are discussed, while specific issues regarding a child are communicated individually with the parent/legal guardian. Communication extends beyond digital means to regular meetings and activities with parents at the kindergarten. All forms of communication can be utilized to organize educational projects or activities with parents and children, focusing on the safe use of digital tools and privacy protection.



PROFESSIONAL DEVELOPMENT

Technology is beneficial for educators as it offers numerous opportunities for professional development. Through the internet, educators can stay informed about the latest developments in early childhood education and methodologies, with a focus on developing digital competence in early childhood. This access to the internet contributes to the ongoing professional development of educators alongside their peers in different parts of the world. Technology helps educators quickly adapt to changes in educational methodologies, including new strategies and technologies. In educational institutions and kindergartens, the internet allows educators to develop programs with innovative educational tools, enhancing engagement and motivation among preschoolers. For example, educational applications like “Grow and Learn” and digital boards make activities more dynamic and attractive for children. Combining work methods is essential today, bringing contemporary educational practices to early childhood education.

Attention: Although the use of technology offers many advantages, it is important for educators to use technology and data carefully from secure and educational sources. Activities should be developmentally appropriate, safe, and aligned with activity plans. Moreover, a balanced approach that includes both online and offline activities is crucial for a comprehensive early childhood education experience. Technology tools should be used only when necessary to achieve educational goals that surpass technological objectives, such as using coding to identify trees and their characteristics.



3

Developing Illustrative Materials Using Technology



GUIDELINES FOR EDUCATORS

- Visit and Use Educational Websites:
 - Choose websites that offer educational and engaging games specifically designed for children. Select websites that address language and communication competencies as well as mathematical logic, enabling educators to reinforce their planning with additional examples and content. Focus on recognizing numbers and concepts such as counting, ordering, and quantities rather than just writing numbers. Through activities that involve number recognition and classification, children can enhance their logical thinking skills. Platforms with activities supporting mathematical and logical concepts can also encourage further engagement from children, even in collaboration with parents.
 - Opt for websites created for preschoolers that focus on various areas like mathematics, language development, arts, music, and nature. Attention: Ensure the content is age-appropriate and aligns with the activity plans, especially the practical learning outcomes.
 - Find and use websites that provide good stories and offer opportunities for creating new ones.
 - Select websites that support the development of competencies outlined in the ECE curriculum.
 - Virtual Cultural Trips Since young children cannot undertake long field trips, opt for virtual trips to explore different places locally and globally.
 - How to undertake these trips?
 - Use tools like Google Earth or virtual tours of museums, galleries, and operas to introduce children to new cultures and local heritage.



CHOOSE WEBSITES WITH VIDEOS AIMED AT ENTERTAINMENT AND DELIVERING EDUCATIONAL INFORMATION THROUGH SONGS OR ACTIVITIES.

- Educational songs are crucial in preschool programs as they focus on essential concepts for children's development. Platforms like YouTube Kids offer a variety of songs with themes suitable for children of this age group. The Ministry of Education, Science, Technology, and Innovation (MESTI) provides an online platform for remote activities, useful for both educators and parents to benefit all children, both in institutions and at home. <https://edukimihershem.rks-gov.net/>.



VIRTUAL DRAWING AND COLORING

- Drawing and coloring are integral parts of preschool programs. Online platforms allow children to explore their artistic side through virtual coloring and drawing. Websites may be engaging for preschoolers. Websites like Tux Paint are engaging for preschoolers in drawing and coloring, and other art-supporting websites can also be selected. <http://www.tuxpaint.org/>.



EXPLORING ATTRACTIVE GAMES AND PUZZLES

- Choose age-appropriate puzzles and games that aid in developing fine motor skills, problem-solving abilities, and critical thinking.
- Educators play a crucial role in the overall cognitive, linguistic, and socio-emotional development of preschoolers and future students.



4

Protecting Children from the Risks of Using ICT

While the internet and the digital age offer many advantages and benefits as listed above, they also present risks and harmful elements. Children need to acquire proper knowledge both at home and in ECE institutions to develop good habits and behaviors in all forms of online communication, play, entertainment, or research. Using the term “research” reflects the ECE curriculum’s goal for children to explore, be creative, communicate, collaborate, and develop life skills essential for their growth. Children should understand that they live in a time where the real and virtual worlds operate in parallel (as emphasized throughout the guide that children, in addition to playing and learning online, should also play outside and visit libraries, etc. Refer to previous guides).

As educational staff, you need to recognize internet risks to plan and design activities for protection. Below are some potential risks:

Internet Safety and Three Main Risks for Young Children: These risks include Contact Risks, Behavior Risks and Content Risks.

1. CONTACT RISKS

Contact Risks include:

- Loss of privacy and risk of threats.
- Communication with strangers.
- Risk of data collection and misuse, such as recording their activity in an online game.
- Exposure to electromagnetic waves from cell phones and other technological devices, which can affect children’s health.
- Prolonged sitting in front of computers, laptops, or holding a cell phone can lead to health issues, including weight problems, bone development issues, lack of outdoor play, isolation, socialization problems, increased aggression, and decreased attention and concentration.

- Risks associated with exposing children’s images on the internet by educators (e.g., Facebook, group exchanges on Viber) under the pretext of documenting work, which can lead to threats.

2. BEHAVIOR RISKS

Children must be educated to avoid dangerous and harmful behaviors such as:

- Bullying.
- Online abuse.
- Misuse and exploitation.
- Online grooming and scams.

They should be taught to respect themselves and others on the internet and manage their digital footprints, interacting with parents, legal guardians, older siblings, etc.

3. CONTENT RISKS

These risks involve the type of material children see and consume online, including:

- Violent content.
- Tragic content.
- Pornographic content (as defined in Article 2(c) of the Optional Protocol to the Convention on the Rights of the Child on the Sale of Children, Child Prostitution, and Child Pornography) Child pornography means any representation, by whatever means, of a child engaged in real or simulated explicit sexual activities or any representation of the sexual parts of a child for primarily sexual purposes.⁹

Exposure to inappropriate, violent, or harmful content can negatively impact children’s mental health and overall well-being.

⁹ Optional Protocol to the Convention of the Right of the Child on the Sale of Children, Child Prostitution and Child Pornography, 2002. Note: The definition provided in the Optional Protocol does not explicitly cover forms of imaginary child pornography, such as virtual images. To ensure that such material is also addressed, some legal frameworks, such as the Council of Europe Convention on Cybercrime, have expanded the definition of child pornography.

For preschool-age children, content risks include accidentally encountering inappropriate material, such as violence, misinformation, and even pornography. Content quality also considers the material made available to children.

Contact risks are more likely to occur for preschoolers through pop-ups. Children at this age might be active in virtual worlds, such as Pocoyo World or Club Penguin, engaging with other members they might not recognize, which can pose various risks. Children may not always know the members they are virtually playing with. This situation can create risks for the child in various forms (such as exposure to harmful activities or deception), so it is recommended to engage in joint play with parents or legal guardians.

Behavior includes learning how to be respectful online. Educators and parents can model good behavior for their children by always seeking permission before taking photos or sharing them on social networks.

A very relevant example of internet risks is this article on YouTube usage: <https://theconversation.com/the-way-your-children-watch-youtube-is-not-that-surprising-but-it-is-a-concern-here-are-some-tips-87597>.

Although young children in preschool institutions do not recognize these elements and are not explained to them as such, educators should plan educational activities that help children develop good habits in using technological devices from a young age, including tablets, smartphones, laptops, etc. Children should learn that, just like any other material or non-material resource, smart devices should be used beneficially and responsibly for individual and collective good.

Educators can recognize signs of potential exposure to risks in situations where children:

- Use inappropriate words or expressions for their age.
- Exhibit aggressive behavior.
- Lose the ability to recognize their own emotions and those of others.
- Lose interest in exploring their surroundings and relationships with others.
- Lose interest in playing or withdraw into themselves.



5

SUGGESTED ACTIVITIES FOR PREVENTING ONLINE RISKS

Educators and support staff should plan various activities that align with the interests and needs of children, aiming to develop competencies outlined in the ECE curriculum. The entire environment of Pre-school Institutions or pre-primary classes, both indoor and outdoor, should be conducive to learning and should encompass all aspects of child protection. Children should be free to follow their interests in outdoor activities daily. When using technology, it is essential to promote its safe and beneficial use. Activities aimed at preventing risks are crucial within the educational function of the institution itself.



GUIDANCE THROUGH PLAY

While parents are responsible for protecting children at home, educators are responsible in educational settings. Therefore, valuable and age-appropriate advice should be included in activities with children. Minimizing children's exposure to technological devices, and even avoiding it altogether at younger ages, should be a guiding principle in planning educational activities, which should be conducted through play. However, the ECE curriculum also integrates the development of technological competence in children, aiming for them to leverage technological advancements to enhance their knowledge and skills and to identify risks such as inappropriate content, inactivity, online bullying, or privacy issues.

E.g. Select games that help children understand that excessive use of phones, especially without parental supervision, can have health consequences. In the educational aspect, young children can learn digital processes and skills more easily, such as coding. Therefore, ideas can be considered for children to learn basic coding concepts, leading them towards other information. For example, codes that allow them to classify trees and fruits based on their geographical regions and preferences. Appropriate games for children are primarily found on educational websites, with specific features tailored to certain age groups.

When speaking with preschool children, use simple and understandable language appropriate for their age. By doing so, they can actively engage in conversations, express their thoughts, and indicate whether they use devices (such as phones or laptops).

If they mention using phones extensively, ask them why they use them and inquire about their favorite games or activities. Provide advice on how to be attentive to potential risks and how to reduce excessive screen time by engaging in other activities and games with peers and family members.

You can facilitate conversation with children through play, as follows:

Create a large circle with children, placing 3-4 children in the center who want to share their experiences in response to the question, 'Do you use the internet and technological devices? If so, how do you use them?' While discussing the internet and technology, explain to the children that each child in the circle represents a point on the circumference, and the child in the center is the center of the circle. From the center, imagine rays extending outward to each point on the circumference (compare this to the sun's rays or any other analogy that resonates with them, as it helps them understand better). Through this visual representation, children learn about safety and geometric concepts.

Rotate children in the center of the circle, allowing them to share their internet experiences.

As an educator, keep track of children's thoughts, paying attention to any concerns they express and how they feel. Their insights can guide discussions with their parents about addressing specific issues. Discuss potential internet risks with children and encourage them to establish safety rules online. List these rules together!

E.g.:

1. We should use phones or laptops only with our parents' permission!
2. We visit websites recommended by our parents.
3. Together with our parents, we set the amount of time we can spend using technological devices.
4. We keep devices out of the bedroom.
5. We play only with family members and not with strangers.

This activity can be implemented periodically, as it raises awareness and promotes children's internet safety. As observed, this activity is easily applicable across different subjects (consider communication and the circle game as a geometric form). Similarly, discussions can be accompanied by drawing and coloring or even improvising a small theater where children play roles related to their internet experiences. As an educator, you can create a small educational scenario about safe internet usage (find examples and explore educational platforms suitable for children of the relevant age!).

For illustration, let's gather children in a circle, led by the educator, discussing the established rules. Additionally, consider visual aids, coloring, and theater..

Promote educational illustrations, educational apps, videos, animations, and anything with an educational, informative, and entertaining character (avoid violent games with harm, killing, or bloodshed!).”

Illustration for educational games

Illustration for educational apps

6

Steps for Educators to Follow When Noticing Violent Behavior in Children as a Result of Media Use



When something isn't going well with children, they tend to express it immediately through their behavior. Educators can easily identify changes in children through their behavior, play, interactions with others, drawings, and various other forms.

Here are some brief guidelines for educators when observing inappropriate or aggressive behavior in children related to media usage:

1. Pay attention to unusual behavior, interactions with other children, and interactions with the educator or during playtime.
2. Talk to the child, always focusing on supportive conversations rather than judgmental ones.
3. Keep notes about conversations, behavior, and how children express their feelings. Consider using a journal or take photographs to have evidence of how the issue is being addressed with other stakeholders in the childcare setting.
4. Consult with a psychologist or the special educator at the childcare center.
5. Arrange a meeting with the child's parents.
6. Etc.



7

Guidelines for Educators to Help Parents Protect Their Children Online

Educators should remind families that **parents need to be good role models** because **children are excellent imitators**. Parents should limit their own media usage in the presence of children. A stronger bond with children is achieved through interaction, hugs, and playtime rather than excessive media use.

Educators should inform parents about reliable and beneficial platforms used in childcare centers. E.g. The parenting app “Foleja” and the “Remote Education”¹⁰ platform, created by the Ministry of Education, Science, Technology, and Innovation (MESTI), offer a wide range of expert-developed activities for children. These platforms are trustworthy for both parents and children.

Families should avoid using **technological devices as substitutes or distractions for children in public**. Overuse can hinder children’s emotional self-regulation and development.

Children should always use technological devices **in the presence of their parents**.

Families should **continuously monitor the media content** and applications that their children use or download, and apply restrictions that are feasible on many devices to block access to and display of violent or inappropriate content for children.

When educators notice that children are exhibiting unusual emotions or reactions and identify that the cause is related to media use, they should suggest that parents first meet together to discuss the issue and their observations. If necessary, they should recommend meetings with other professionals for further examination.

¹⁰ <https://edukimihershem.rks-gov.net/>

Based on various studies from the American, Australian, and Italian Pediatric Associations, educators can refer to these recommendations in their work to advise parents not to use media devices:

- Children under 2 years old.
- During meals.
- At least 1 hour before bedtime.
- In cases of fast-paced programs, distracting apps, or violent content.

To suggest to parents to limit the media exposure of children of these age groups:

- Children aged 2-5 years: Less than 1 hour of media per day.
- Children aged 5-8 years: Less than 2 hours of media per day.

ADVICE FOR PARENTS

From your perspective as educators, provide advice to parents on how to help their children avoid digital technology abuse. Consider cultural diversity, mentality, parents' education level, and other social circumstances. Institutional advice is valuable and beneficial within the framework of interaction with parents for the proper education of children.

E.g.: parents should:

- Spend quality time with their children by playing various and creative games.
- Encourage their children to engage in drawing, coloring, and creating materials and figures they enjoy.
- Guide their children in using technology for educational purposes, learning, information, research, play, and entertainment within a limited usage time.
- Provide a good model of technology use themselves, as children mimic adult behavior.
- Discuss with their children the benefits of the internet and technology, as well as the existing risks.
- Educate their children not to use technology for bullying or violence, and to report any such incidents.
- Activate content filters on devices and applications that their children use.

¹¹ Bozzola, E., Spina, G., Ruggiero, M. et al. Media devices in pre-school children: the recommendations of the Italian pediatric society. *Ital J Pediatr* 44, 69 (2018). <https://doi.org/10.1186/s13052-018-0508-7>

As mentioned in the Parent Guide¹², they should check if the website offers technical options such as:

- Filtering and parental control.
- Keeping a history of websites their children visit.
- Moderation of website use by someone to block offensive material, respond to suspicious behavior, and warn users.
- Posting photos and videos.
- Reporting and blocking inappropriate services and materials for children.
- Age verification (see more details in the Parent Guide). <https://masht.rks-gov.net/udhetimi-neper-internet-udhezues-per-prinder/>).

STORIES ALIGNED WITH THE PROGRAM

If they want to convey awareness messages to children about good behavior on the internet, educators can find and use educational stories on this topic. The best approach is to encourage children to create their own stories. Well-known stories can be modified, and new texts can be created together with the children.

Below are two models in the appendix of the guide, which we suggest you adapt for the child's age group, ideally in even better versions! The appendix provides two example stories for the 5-6 age group, but if used for younger children, they should be simplified to match the child's developmental stage and information processing level.

¹² <https://masht.rks-gov.net/udhetimi-neper-internet-udhezues-per-prinder/>)

Results



This simple and practical guide brings results to three main subjects: educators, parents, and children. With its content, it can and should guide and encourage the work of educators in protecting children on the internet and in using technological devices.

Through this guide, educators are initially familiarized with the rules for using technology and the internet, such as:

- Using safe resources for information for activities with children.
- Protecting each child's privacy by safeguarding data and avoiding exposure without prior approval.
- Providing parents with advice on educating and cultivating good habits in using technology and the internet in front of and with their children.
- Monitoring children's behavior and responding to situations when there is a suspicion of online child abuse.
- Reporting according to current legislation (Law on Child Protection, Protocol for Prevention and Referral of Violence in Pre-University Education Institutions, Child Protection Policy in Pre-University Education Institutions).

Additionally, parents, following the guidelines from educators, can achieve:

- Understanding their supervisory and protective role regarding internet use within their family.
- Being a good model of behavior and technology practice in front of their children.
- Recognizing internet risks.
- Collaborating with their children and striving to prevent negative impacts on the child's socio-emotional development.
- Cooperating with educators in identifying signs of risk and reporting them.
- Participating in awareness activities, etc.

Aiming at the development of digital skills, along with all other skills and competencies, at this level children should understand the basic concepts, benefits of use, potential risks, and how to use technology properly, such as:

- Recognizing some benefits that society gains from technology and the internet and expressing them in their own way (through words, drawings, movements, expressions).
- Identifying illustrations that show good and bad examples of internet use.
- Knowing practical examples and being able to carry out simple activities and games where technology is used appropriately and helpfully for their education.
- Recognizing some good rules for using the internet.
- Understanding some potential risks from improper and prolonged use of technology.

CONCLUSION

The use of this guide assists the educational and support staff in early childhood education institutions in Kosovo. Its content serves as a good orientation for the work of educators, who should adapt their activities to the age groups of the children they work with.

Examples, activities, and advice provided in the guide can be adapted, and similar activities can also be designed, relying on the professionalism of educators to prepare activities that align with the interests and needs of the children, their developmental stages, and the competencies outlined in the ECE curriculum.

Appendix 1

Convention on the Rights of the Child, United Nations, 1990. Accessed from: <https://www.ohchr.org/en/instruments-mechanisms/instruments/convention-rights-childdhe> Microsoft Word - CRC Albanian.doc (unicef.org)

Law on Child Protection No. 06/L-084, Government of Kosovo, 2019 Accessed from: <https://gzk.rks-gov.net/ActDetail.aspx?ActID=20844>

Administrative Instruction (GRK) No. 04/2022 on Measures for The Protection of Children Against Websites with Pornographic Content and Those That Harm the Health and Life of the Child. Accessed from: <https://gzk.rks-gov.net/ActDetail.aspx?ActID=60529>

Child Protection Policy

Thematic modules for child protection, Ministry of Education, Science, Technology and Innovation, 2023. Accessed from: <https://masht.rks-gov.net/module-tematike-permbrojtjen-e-femijes/>

Regulation GRK-No. 21/2013 On the Protocol for the Prevention and Referral of Violence in Pre-University Education Institutions, Government of Kosovo, 2013. Access from: <https://masht.rks-gov.net/regulare-grk-nr-21-2013-per-protokollin-per-prendalimin-dhe-referimin-e-dunes-ne-institucionet-e-arsimit-para-universitaria/>

The Package of other MESTI Guidelines for Child Online Protection Accessed from:

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

<https://masht.rks-gov.net/udhetimi-neper-internet-udhezues-per-femije-nxenes-2/>

<https://masht.rks-gov.net/udhetimi-neper-internet-udhezues-per-mesimdhenes-2/>

<https://masht.rks-gov.net/udhetimi-neper-internet-udhezues-per-prinder/>

Appendix 2



STORY I:

Genci and the Cave of the Internet

Once upon a time, there was a little boy named Genci. He was very curious and loved to understand and learn about everything he encountered. Every day he heard the word “internet” at home, on the street, on television, at his uncles’ and aunts’ houses, and everywhere. As a child, he often took his mom or dad’s phone, with or without permission, to play, but he didn’t know what the word “internet” meant, let alone how to write or read it. He didn’t know where it was or where it came from.

One night, he went to bed wondering about the internet. He barely fell asleep in the middle of the night, but as soon as his eyelids grew heavy, he was swept into a dream. He found himself walking along a road filled with wires, nets, cables, lights, open laptops, large and small phones, and people talking, playing, entertaining themselves, laughing, crying, writing... Some said it was beautiful, some said it was bad, some were scared, some were angry, and many buzzed like in a beehive. Genci walked and walked, and at the end of the road, he found himself in front of a large, marvelous cave, part of which was colorful and part of which was dark and unlit. Someone said it was the cave of the internet. Genci was excited to find it and ran towards it. At the entrance, he stumbled and almost fell into the dark part, but if it hadn’t been for his teacher who was nearby, who knows where he would have fallen.

He screamed as loud as he could, and his mom and dad came to his bed to calm him down. When Genci told them he had dreamed about the cave of the internet and all sorts of things, they said: “Oh, our little one, as you grow, you will learn and understand the internet, with all its benefits and risks. Together with your teacher, we will make sure you are safe. Your dream showed you that you are young, and without our consent and supervision, you shouldn’t venture into unknown paths with unknown people. The internet is unknown to you, and as you grow, you will learn and understand it.”

Instructions for Educators:

- Open a discussion with the children about what they understood from this story.
- What dream did Genci have?
- What did he see and how did he feel?
- What advice did Genci’s parents give him?

STORY II:**The Quarrel That Brings Lessons**

A little girl named Yllka was wandering around the neighborhood, up and down, looking for something. The neighborhood children followed her to understand what was happening. They found that she had met another girl, Zana, and they were arguing and fighting. Their loud noise disturbed the neighborhood.

The children tried to separate and calm them, but they couldn't stop. Fortunately, one of the mothers arrived just in time.

- She said: "Why are you fighting?"
- Yllka replied: "You haven't seen how your daughter posted my photo on the internet and made fun of me! Now everyone is mocking and teasing me..."
- The mother approached her daughter, Zana, and with a mix of compassion and reproach, said: "Why did you do that, my daughter? You should never post anyone's photo without permission, let alone to mock or tease them. It's wrong and forbidden. How would you feel if someone did the same to you?"

As her mother spoke, Zana started to pout and burst into tears. Crying, with tears streaming down her blue eyes, she approached Yllka, who was also coming closer with compassion.

"I'm sorry, my friend, please forgive me! I didn't know it would hurt you so much. I made a mistake and I won't do it again, to you or anyone else!" Zana said.

Yllka replied, "I forgive you, don't worry! I saw how upset you were too. Bad things are not for us. We should play together and never tease each other or anyone else." They both ran to the green meadow to play.

The neighborhood children were surprised but learned a lesson from them. They decided they would never misuse photos or anyone's information.

Questions for Children:

1. Do you understand what happened with Yllka?
2. What did Zana do?
3. Did Zana admit her mistake?
4. Who reconciled the girls?
5. What did the girls do in the end, did they act correctly?

Appendix 3



Relevant links:

<https://edukimihershem.rks-gov.net/>

<https://fit-ks.org/>

<https://www.abcya.com/games/storymaker>

<https://www.storyjumper.com>

<https://tocaboca.com>

<https://www.sesamestreet.org/>

<https://www.abcmouse.com/abc/>

<https://pbskids.org/>

<http://www.tuxpaint.org/>

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

[https://theconversation.com/the-way-your-children-watch-youtube-is-not-that-surprising-but-it-is-a-concern-here-are-some-tips-87597.](https://theconversation.com/the-way-your-children-watch-youtube-is-not-that-surprising-but-it-is-a-concern-here-are-some-tips-87597)

Rritu e mëso,

BIK+

Isigurt.org

YouTube Kids

Google Kids

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