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MINISTRY OF EDUCATION, SCIENCE AND TECHNOLOGY

EQUITY IN EDUCATION FOR ALL

MANUAL FOR MUNICIPAL PREVENTION AND RESPONSE
TEAMS TOWARDS ABANDONMENT AND NON-
REGISTRATION IN COMPULSORY EDUCATION

December 2014



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LIST OF ABBREVIATIONS

| | |
|--------------------|--|
| AI | Administrative Instruction |
| BSFK | Balkan Sunflowers Kosovo |
| CoE | Council of Europe |
| CRO | Civil Registry Office |
| CSO | Civil Society Organisation |
| CSW | Centre for Social Work |
| DCYS | Directorate of Culture, Youth and Sports |
| DHSW | Directorate of Health and Social Welfare |
| ECD | Early childhood development |
| ECMI Kosovo | European Centre for Minority Issues Kosovo |
| EMIS | Education Management Information System |
| FMC | Family Medicine Centre |
| KEC | Kosovo Education Centre |
| MAP | Municipal Action Plan |
| MDCYS | Municipal Directorate of Youth, Culture and Sport |
| MDE | Municipal Director of Education |
| MED | Municipal Education Directorate |
| MEST | Ministry of Education, Science and Technology |
| MOCR | Municipal Office for Communities and Returns |
| MORCS | Municipal Office for Registration and Civil Status |
| NGO | Non-Governmental Organisation |
| PRTAN | Team for Prevention and Response towards Abandonment and Non-Enrolment in Compulsory Education |
| TDH | Terre des hommes |
| TIP | The Ideas Partnership |
| UNICEF | United Nations Children's Fund |

I. FOREWORD

When examining human rights within the education system, questions inevitably arise regarding school dropouts. The Ministry of Education, Science and Technology (MEST) is particularly invested in this topic, considering its efforts, with partners, for the implementation of the right to education for all. Projects aimed at reducing school dropouts started when MEST was established, and they have consistently been involved in the implementation of national legislation, such as the Law of Pre-university Education and By-Laws, Kosovo Education Strategic Plan 2011-2016 and the National Action Plan against Dropout 2009 – 2014.

All of these adequately reflect the principles and requirements of the Convention on the Rights of Children. It is worth emphasising the annual actions undertaken by MEST, such as: provision of free textbooks for students of compulsory education (Grade 1-9), which contributes to prevention of school dropouts; funding transport for children with disabilities; exemption from payment of non-formal education for social cases; affirmative measures for Roma, Ashkali and Egyptian (scholarships, facilitation of their enrolment in Grade 10, financial support to education centres that help children to enhance school performance etc.); education reintegration of cases referred by shelters and social work centres, and the collection, processing and analysis of statistical data, etc. These actions are jointly conducted with municipalities, such as: organising transport for students who live further than 4 km, municipal scholarships for cases in need, data collection on drop out cases, etc.

Furthermore, MEST issued the Administrative Instruction (AI) 19/2012 on the Establishment and Strengthening of Prevention and Response Teams towards Abandonment and Non-Registration in Compulsory Education (PRTANs), which aims to create appropriate mechanisms to deal with this problem. In alignment with the establishment of these teams, the project “Enhancing Access to and Retention in Education

for Vulnerable and Disadvantaged Children” supported by United Nations Children’s Fund (UNICEF), and implemented by the European Centre for Minority Issues (ECMI) Kosovo, was created in continuous coordination with MEST and the municipalities involved in the project.

This project supports the implementation of Administrative Instruction 19/2012, assisting municipalities in establishing PRTANs, as well as the development of action plans at the municipal level to address the problem of out of school children (early school leavers, children who never enrolled in school, children with social problems, children with disabilities, etc.).

Furthermore, the Department of Pre-University Education Policy/MEST issued the Administrative Instruction (AI) 19/2012 on the Establishment and Strengthening of Prevention and Response Teams towards Abandonment and Non-Registration in Compulsory Education (PRTANs), which aims to create appropriate mechanisms to deal with this problem. In alignment with the establishment of these teams, the Department of Pre-University Education Policy and its director Alush Istogu, coordinated ensuing activities by appointing the Working Group tasked with prevention and response to non-enrolment and dropouts at the level of MEST, thereby paving the road for the implementation of the project “Enhancing Access to and Retention in Education for Vulnerable and Disadvantaged Children” supported by United Nations Children’s Fund (UNICEF), and implemented by the European Centre for Minority Issues (ECMI) Kosovo, was created in continuous coordination with MEST and the municipalities involved in the project.

Although, the data shows a decline over the years¹ regarding school dropouts, existing figures are still of concern, as MEST and municipalities continue to promote inclusion and seek to ensure the right of a quality education for all.

¹EMIS data of MEST

II. ACKNOWLEDGEMENTS

The drafting of this manual has undergone a working process with consultative workshops and meetings with institutional representation of local and central level, local and international stakeholders. Therefore, we would like to express our appreciation and sincere gratitude to all contributors such as: MEST Officials, Municipal Directors of Education (MDEs) and other municipal officials, school principals, teachers, students, representatives of agencies, as well as local and international organisations.

A special gratitude is extended to the working group (MEST, UNICEF, ECMI Kosovo, and KEC), for drafting and providing their expertise in finalising the document, which is offered for use. The working group was composed of Merita Jonuzi and Shqipe Bruqi from MEST, Iva Ulmannova and Elizabeta Haziri from ECMI Kosovo, Petrit Tahiri from Kosovo Education Centre (KEC), and Gëzim Hasani from UNICEF.

Furthermore, the manual was validated by the Group for prevention and response to non-enrolment and dropouts at the level of MEST (decision nr. 2/2614), for which we express our gratitude to all the members of the Group.

III. INTRODUCTION

Although, the enrollment rate for compulsory education in Kosovo is over 95%², some children and adolescents never enrol in school, attend very irregularly or do not complete lower secondary education. These groups of children are normally referred to as out of school children, dropouts or early school leavers, because we have categories of children who have never enrolled in school, children at risk of dropping out of school and children who have already dropped out of school during their studies.

These children are, therefore, deprived of their right to education, and as such the Prevention and Response Teams toward Abandonment and Non-Registration in Compulsory Education (PRTANs), which were established based on Administrative Instruction 19/2012 by MEST, should have the capacity to identify, refer, and handle cases efficiently.

In order to assist these teams, the “Manual for School PRTANs” and the “Manual for Municipal PRTANs” were drafted.³

The drafting of this manuals was supported by the mentioned project and complements the “Compendium of Documents on School Drop-outs” supported by OSCE, both of which are meant to facilitate the work of the PRTANs at the municipal and school level.

² Agency of Statistic of Kosovo, Multiple Indicator Cluster Survey in Kosovo (2014)

³ Electronic versions of both manuals are available also on the CD attached to this publication.

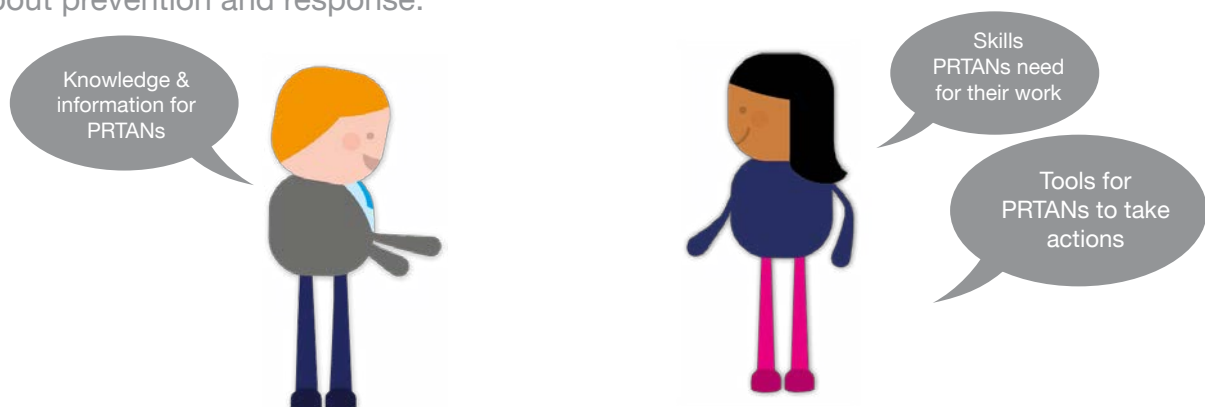
WHY MANUAL AND WHO IS THE MANUAL FOR?

This manual will help Municipal PRTANs to exercise their role and mandate in prevention, response, and treatment, of the problem of dropout and non-enrollment in compulsory education. The manual is directed towards municipalities and Municipal Education Directorates (MEDs), in order to identify and treat the issue of non-enrollment and school dropouts, as well as aid the coordination process with other stakeholders and relevant municipal institutions (Municipal PRTANs, Centres for Social Work, Family Medicine Centres, Municipal Office for Communities and Return, and Civil Society Organisations).

The document also indirectly targets other stakeholders, such as Ministry Officials, representatives of the Inspectorate, teacher trainers, education professional associations, and other professionals working with children in the area of safety and security, justice, health, protection, social services, sports, leisure and culture.

WHAT IS IN THE MANUAL?

The manual provides **information** on the role of Municipal PRTANs. It also provides guidelines and tips for Municipal PRTANs to gain the necessary **skills** to complete their work. Lastly, the manual presents concrete tools to help Municipal PRTANs undertake **actions** that will contribute to dropout prevention and response.



What do the icons mean?

The manual uses a range of icons to ease your reading.



Ideas and tips



Example



Instruments



Important

What is on the CD?

The manual is accompanied by a CD. The CD contains:

- The PDF version of both manuals (the Manual for School PRTANs and the Manual for Municipal PRTANs)
- The electronic versions of all the tools and instruments to facilitate filling, recording and sharing for electronic use as well as for easy printing

1. CONTEXT OF OUT OF SCHOOL CHILDREN

1.1. WHO ARE GROUPS AT RISK?

Children from vulnerable groups that are likely to become out of school are the following: children with disabilities, repatriated and returnee children, children with social problems, children from Roma, Ashkali and Egyptian communities, pregnant or married girls, children working to contribute to their household income, trafficked children and survivors of sexual abuse and neglect. Children not enrolled, not attending, or dropping out of school can be different ages, ranging from those in pre-primary education (ages 5 to 6) to those who are at the end of their compulsory education.

To successfully prevent dropouts, PRTAN teams need to monitor a fourth group of children: children at-risk of dropping out. These are children who are frequently absent from school, sometimes for long periods of time due to illness, travel or other reasons. Children at risk are sometimes “not graded”. They can also be children who show a number of potential risk factors (see sub chapter 1.2) that cause them to be more liable to dropout than their peers.

Apart from the role they play in prevention, PRTANs deal with issues of response, treatment and referral of drop-outs, and are supposed to deal with four main categories of children:

1. Children who are of compulsory school age but are not enrolled, and are not attending, school;
2. Children who are at risk of dropping out of school;
3. Children who are of compulsory school age and are dropping out of school before completing Grade 9;
4. Adolescents and youth, who have completed Grade 9, but dropped out of the next level of education.

1.2. WHAT ARE THE RISK FACTORS FOR NOT ENROLLING, NOT ATTENDING AND DROPPING OUT OF SCHOOL?

There are a range of factors affecting school drop-outs. Some of them are listed below:

Individual factors:

Diseases, disabilities, early marriages, lack of family support, involvement in detrimental activities, drug abuse, individual approach to education, etc.

Family factors:

Lack of proper parental care (without both, or one parent, and divorces), education level of parents, families, cultural background, lack of cooperation/failure of a family to adapt to surroundings (especially migrant families), children acting as breadwinners, etc.

School factors:

Geographic location of schools (risks during travel especially in mountainous areas), teacher-student relations and vice-versa, student-to-student relations (misbehaviour, violence, misuse of information technology, etc.), lack of proper professional services dealing with problems within the school, inadequate level of cooperation between schools and other municipal services and the community, the impact of detrimental external activities, etc.

Social factors:

Social problems, poverty, inadequate level of inter-institutional cooperation, and with the community, detrimental activities in society, migrations, etc.

1.3. WHAT STAGES SHOULD PRTAN PAY PARTICULAR ATTENTION TO REGARDING NON-ENROLMENT AND DROPPING OUT?

PRTANs should pay particular attention during these stages:

1. When children reach 6 years of age and are supposed to begin primary education;
2. When children are repatriated or have newly arrived in the country and should be reintegrated in education; and
3. When families are moving from one municipality to another, in order to ensure proper implementation of the procedure for children who transfer schools.



Previous practices have shown that investment in education brings benefits at different levels for the individual, in addition to their families, communities and society. Thus, benefits from education reflect upon:

- Economic returns for individuals, families and society;
- Improved health outcomes for individuals and their families, including their children;
- Greater gender equality;
- Greater social cohesion and safe communities (lower criminality rates, etc);
- Lower burden on social welfare and justice budgets as a result of the above.

The membership and role of Municipal PRTANs is presented in Annex9 – Terms of Reference of PRTANs.

2. IDENTIFICATION OF OUT OF SCHOOL CHILDREN, PLANNING AND OTHER RESPONSIBILITIES OF MUNICIPAL PARTNERS

2.1. WHAT IS THE COMMON PROFILE OF CHILDREN NOT ENROLLED AT SCHOOL?

Children not enrolled, or not attending school are often:

- Children of age 5-6 who are not attending pre-primary education
- Children of primary school age who did not enrol in Grade 1 on time;
- Children who have never enrolled in school due to either a disability or who have travelled a lot, either within or outside Kosovo;
- Returnee and repatriated children waiting for a school placement;
- Children who have been trafficked;
- Children facing the most extreme forms of violence;
- Children with chronic or long term illnesses;
- Children who are working, or exploited.

2.2. WHAT IS THE COMMON PROFILE OF CHILDREN AT RISK OF DROPPING OUT?

Children at risk of dropping out are often:

- Children with individual, family and social problems;
- Children with chronic or long term illnesses;
- Children who are working, involved in detrimental activities (drug dealing, trafficking, exploitation in forced labour, etc.)

2.3. WHAT IS THE COMMON PROFILE OF CHILDREN WHO HAVE DROPPED-OUT OF SCHOOL?

Children at risk of dropping out of school are often:

- Children, whose families do not value education;
- Children affected from travelling risks, lack of transport, illnesses;
- Children involved in early marriages;
- Children affected by poverty;
- Children with low level of attainment and learning;
- Children who are victims of violence and other detrimental activities.

2.4. STRATEGIES AND TOOLS FOR THE MUNICIPAL PRTANS

Municipal PRTANs are responsible for supporting School PRTANs on prevention, response and treatment of the issues of non-enrolment and dropping-out in compulsory education. In order to achieve these objectives, they will use various tools, such as data from EMIS, and schools, as well as other data from different resources. Different intervention strategies, based on this data, will be established according to the context of the respective municipality.

As the first step, Municipal PRTANs will conduct a situation analysis according to the description below.

HOW TO CONDUCT A SITUATION ANALYSIS?

A situation analysis is conducted by gathering data from all responsible institutions and mechanisms.

Initially, Municipal PRTANs require EMIS data from MED, as well as specific indicators. These are, for example: the total number of children enrolled, those who have dropped out in the previous school year, the number of children whose families are on social assistance, family status of students (with both parents, single parents, or no parents), the number of repatriated students, the distance that students travel, any different injuries suffered by the students, the gender of children, the number of repeaters, the children's ethnicity, and their age.

Following the data collection from EMIS and MED, PRTANs will also need data from other municipal directorates such as the Directorate of Health and Social Welfare (DHSW) and the Municipal Directorate for Culture, Youth and Sport (MDCYS), and from other relevant offices such as the Civil Registry, the Centre for Social Work (CSW), the Family Medicine Centre (FMC), and the Municipal Office for Communities and Returns (MOCR), etc. They will then compare them with the data obtained from EMIS, for example: comparing the number of children registered in EMIS, and the number of children registered in the Civil Registry, based on their birth years.

Also, PRTANs should take into consideration other information from various sources such as community mediators, various surveys by NGOs/CSOs, and other informal mechanisms.

After all the data is collected, the Municipal PRTAN then analyses and synthesises it, to identify issues, obstacles and municipal priorities for the insurance of regular attendance to education. Based on this analysis, it will draft its Action Plan (an example of Action Plan is in Annex 1), and develop tangible actions to address effectively the problems encountered by question.

HOW TO DEVELOP A MUNICIPAL ACTION PLAN?

Annex 2 contains the tool for developing Municipal Action Plans on out-of-school and dropout preventions. The tool includes: (1) the structure of such an Action Plan, such as information that should be included in the situation analysis and data that should be collected for the development of situation analysis; (2) dimensions to take into consideration when planning, and; (3) a template for the development of the Action Plan.

2.5. IDENTIFICATION OF CHILDREN NOT ENROLLED IN SCHOOL

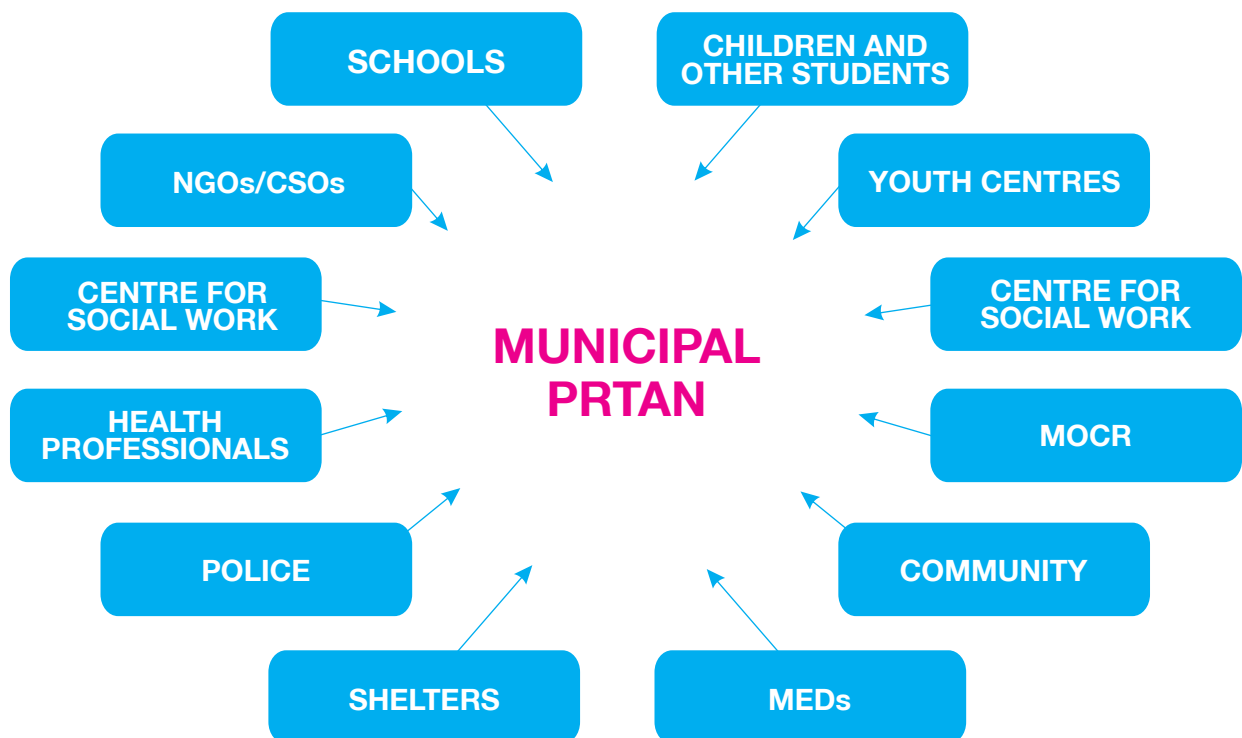
Out of school children might have not been identified by any education, health, social welfare institution etc.; or might have been identified only in certain records, for example, a child who appears in the register of the family doctor, but is not found in any other record, such as the school's register.

PRTANs at the municipal level, as per their mandate, should be focused mainly on identification of never-enrolled children, and should assist the School PRTANs to handle cases of children who are at risk of dropping out, as well as those who have dropped out of school.

Besides the PRTANs at the municipal level, out-of-school children can be identified by a number of institutions or mechanisms and professionals.

NGOs and CSOs play a very important role in identifying out-of-school children. Community mediators, who are engaged in various projects, also play a very important role in identifying out-of-school children. NGOs and CSOs and community mediators should report, or refer, all cases they identify to Municipal and School PRTANs, through the form in Annex 5. Steps on how to do the reporting or referral are presented in Annex 6.

Below is a chart of all relevant stakeholders that can supply the Municipal PRTAN with data on out of school children.



PRTANs at the Municipal level, as they are mandated, should focus primarily on identifying children not enrolled in school, as well as supporting schools, and School PRTANs, in resolving cases referred to the municipality, always providing input to relevant institutions according to case specificities.

2.6. METHODS OF IDENTIFICATION FOR OUT OF SCHOOL CHILDREN

Methods for identification for out-of-school children include the following:

- Obtaining valid information from the Civil Registry, and compare them with the lists of the children enrolled in Grade 1
- Various community surveys conducted by CSOs or NGOs, health professionals, schools or municipalities
- Identification by social workers or healthcare professionals during home visits
- Community meetings organised by schools and/or municipalities
- Fieldwork by MOCRs and community policing
- Campaigns for enrolment of children in Grade 1, at the appropriate age
- Follow-up of dropout cases by school and MED level
- Overseeing transfer of students from school-to-school
- Obtaining information from their peers who are attending school
- Combination and confirmation of data on the children from several sources such as:
 - Health system data
 - Data on returnees and repatriated persons
 - Centre for Social Work / Social Schemes

If a Municipal PRTANs identifies out-of-school children from the above-mentioned sources, it must notify the School PRTAN for the respective catchment area to ensure the child's school placement.

2.7. CASE MANAGEMENT AT THE MUNICIPAL LEVEL

Municipal PRTANs, in their regular meetings, in general examine problems faced by out-of-school children. They also, for cases of non-enrolment, dropout, and those at risk of dropping out, provide alternatives and require specific services from relevant institutions being a member and non member of Municipal PRTAN.

Municipal PRTANs for specific cases, which cannot be solved within the Municipal Level, will require support from the Central Level (MEST, Central Working Group for Prevention and Response towards Dropouts and Non-registration of Pupils in Pre-university Education).

Municipal PRTANs, while managing the cases, will fill in relevant forms that can be found in the Annex 3. Forms are filled in and updated by a mandated member of the PRTAN, who has a role of the secretariat of the team. School PRTANs use their own forms to refer cases.



KEEP IN MIND

Sensitive information on children and their families must be kept confidential. Based on the Law on Protection of Personal Data, Law no.03/L-172, mandated persons that fill in and update case files must not share confidential information with other unauthorised persons.

2.8. MUNICIPAL STRATEGIES ON PREVENTION AND RESPONSE TOWARD SCHOOL DROP OUT

Based on the situation analysis, the Municipal PRTANs, in close cooperation with School PRTANs, and the schools with dropouts, or with out-of-school children in their catchment area, should draft and harmonise specific activities within the School Action Plan (a template for School Action Plan is in Annex 4). The tool for the development of a Municipal Action Plan can be found in Annex 2. An example of activity might be as follows: campaigning in the community for the enrollment of children who have never before been enrolled in school.

Beside the activities of the Action Plan, either at the municipal or school plan level, the PRTANs should find other creative ways that will contribute to the fulfilment of their mandate to ensure that all children attend school regularly.

3. MONITORING, REPORTING AND EVALUATION

Pursuant to their mandate, the Inspectorate of Education monitors the implementation of AI 19/2012 in all pre-university education institutions and in the MED, making sure that these institutions have established, and made operational, their PRTANs, and ensuring that they develop and implement the relevant documents (the situational analysis, the Municipal Action Plan, the School Action Plan, and all relevant forms etc.).

MED, as the responsible institution in the municipality, should continuously monitor the performance, and outcomes achieved, by PRTANs at the municipal and school level. Within this process, MED requires regular reports on activities, findings and challenges in the implementation of their mandate from Municipal and School PRTANs. This data should be in written form (such as statistical data on monitored cases, lists of school dropouts and summary reports at the end of certain periods, according to the respective AI on the establishment of PRTANs and AI on EMIS).

The Municipal PRTAN reports to the Central Working Group for Prevention and Response towards Dropouts and Non-registration of Pupils in Pre-university Education should be written at certain periods of time (be it at the end of the semester, or school year) or upon the request of activities, findings and challenges in implementing their mandate.

This data should be in written form (such as summary reports, with statistical data, etc.), and should serve to inform the Central Working Group for Prevention and Response towards Dropouts and Non-registration of Pupils in Pre-university Education when they are establishing national policies for inclusion in education.

The Municipal PRTAN, at least once a year, should evaluate their work, and that of the School PRTAN. Results of these assessments will help them review and adapt to their action plans.

IV. CONCLUSION

This manual helps Municipalities to fully implement the Administrative Instruction 19/2012. Although there are a series of actions and activities listed within the manual, Municipalities are encouraged, depending on the nature and intensity of cases, to undertake actions to resolve the issues and problems, in conformity with provisions of AI 19/2012, and applicable laws.

The manual aims to be a living document that will be updated with the development of the practise of PRTANs and experience of schools, municipalities and MEST, within their functioning.

V. ANNEXES

- Annex 1** Sample of Municipal Action Plan- Istog/Istok Municipality
- Annex 2** Tool for Developing Municipal Action Plans
- Annex 3** Identification and Recording Form for Out-of-School Children
- Annex 4** Template for Developing School Action Plan
- Annex 5** Form for Referring Cases by NGOs
- Annex 6** Standard Operating Procedures for Civil Society Organisations and Community Mediators
- Annex 7** AI 19/2012
- Annex 8** AI 25/2013
- Annex 9** Terms of Reference for PRTANs
- Annex 10** References

ANNEX 1 – SAMPLE OF MUNICIPAL ACTION PLAN- ISTOG/ISTOK MUNICIPALITY

ACTION PLAN FOR SCHOOL PREVENTION AND RESPONSE TOWARDS ABANDONMENT AND NON-REGISTRATION OF CHILDREN IN SCHOOLS

Following the situation analysis and consultation rounds with local stakeholders, the Municipality has set its primary objectives, upon which a respective Action Plan is drafted. On the basis of the situation analysis, and rounds of consultation, we have collected information on areas in which intervention is required, and then adjusted it within the National Action Plan for Prevention of Abandonment, in order to draw objectives in accordance with Education Strategic Plan of Kosovo. Objectives are set using a systematic approach, and were generated based on the specific areas where municipal officials deemed it important, urgent and viable. With a view to achieve sustainable results, the objective is to focus in two or three main areas of serious intervention, although based on the situation analysis, there were identified also other issues that have to be addressed.

Municipal Priority objectives:

1. Identification and integration of out of school children through identification with the cooperation of relevant offices, through school teams for prevention and response towards abandonment and non-enrolment in schools and communities in the vicinity of the school and parents
2. Make school teams become operational by drafting plans, and manage and report identified cases as well as report - address to respective institutions such as MED
3. Inclusion of children with disabilities through improvement of school environment, classrooms and providing them with proper and sufficient staff members

| | | | | | | |
|---|---|--|----------|------|------------------|--|
| <p><u>OBJECTIVE – 1</u></p> | <p>Identification and integration of out of school children through identification with the cooperation of relevant offices, through school teams for prevention and response towards abandonment and non-enrolment in schools and communities in the vicinity of the school and parents.</p> | | | | | |
| <p><u>Outcome indicators</u></p> | <p>Number of identified out of school children Number of integrated out of school children</p> | | | | | |
| Activities | Responsible | Supporting parties | Timeline | Cost | Financial source | Indicators |
| 1.1 Creating a system for providing data on out of school children by institutions- relevant offices | MED – Education Officer | PRTAN, MCRO, CSW, RC, NGO, DHSW, Police, Schools | 1Q14 | 0 | | System for data recording on identified out of school children, Names of institutions providing data |
| 1.2 Establishment of referral mechanisms, sharing responsibility and key responsibilities for each phase. | MED – Education Officer | PRTAN, MCRO, CSW, RC, NGO, School, Police, DHSW | 1Q14 | 0 | | Referral system and the names of key persons, Number of distributed |

| | | | | | | | |
|---|-----|--|---|------|---|----------------------------------|---|
| | | | | | | | brochures |
| 1.3 Appointment of Municipal Officer (Education Officers) in charge of enrolment of children not attending school | MED | | CSW, MCRO, Directorate of Health, Handikos | 1Q14 | 0 | MED, School, or relevant offices | Officer's name |
| 1.4 Development of reporting responsibility along the hierarchy of stakeholders and relevant offices | MED | | Municipal Team, Schools, Police, MCRO, Handikos, CSW, PRTAN | 1Q14 | 0 | | Established hierarchy |
| 1.5 Publishing the name, and other contact details of a person/Municipal Officer in charge of all the institutional stakeholders, NGOs and donors | MED | | MED | 1Q14 | 0 | | Name and names of notified institutions |
| 1.6 Drafting a form for registration of cases of out of | MED | | NGO, | 2Q14 | 0 | | Drafted |

| | | | | | | | |
|---|--|------------------------------|----------|------|------------------|---|--|
| <p><u>OBJECTIVE – 2</u></p> | <p>Making school teams become operational by drafting Action Plans and managing identified, and reporting - addressing to respective institutions such as MED.</p> | | | | | | |
| <p><u>Outcome indicators</u></p> | <p>Number of managed cases Number of integrated children</p> | | | | | | |
| Activities | Responsible | Supporting parties | Timeline | Cost | Financial source | Indicators | |
| 2.1 Drafting action plan for school prevention and response towards abandonment and non-registration of children | School PRTAN | MED, NGO, CSW, MCRO, Schools | 1Q14 | 0 | | Sample of Action Plan and verification by other stakeholders | |
| 2.2 To establish tools(operational structure of reporting forms, operation regulations, etc) on responsibility and reporting to prevention teams. | Municipal PRTAN | MED, Schools, MEST | 2Q14 | 0 | | Copies of operational structure of reporting forms, operation regulations | |
| 2.3 To draft specific instructions at school level with aim to identify, prevent and manage cases of drop out | MED, Municipal PRTAN | Schools, MEST, School PRTAN | 2Q14 | 0 | | Instruction and management copies | |
| 2.4 Professional development/trainings for prevention teams in order to manage and address | ECMI | MED, MEST | 2Q14 | 0 | Donors - MEST | Number of provided | |

| the cases of drop out, response towards drop out and non –enrolment | | | | | | | trainings |
|---|--------------|-------------------------|-------------|---|--|--|--|
| 2.5 Organising regular meetings of school teams as necessary | School PRTAN | NGO, CSW, MCRO, MED | 1Q14-4Q15 | 0 | | | Number of held meetings Reports |
| 2.6 To undertake specific initiatives at school level in order to undertake awareness activities and other actions for children drop outs and at risk of dropping out | School | MED, MCRO, Schools | 2Q14 – 4Q15 | 0 | | | Number of completed activities |
| 2.7 Meeting with drop outs and at risk of drop out in relation to prevention and their return to school | School | MED, NGO, MCRO, Schools | 2Q14 – 4Q15 | 0 | | | Number of meetings with children and their parents |
| 2.8 Reporting to Municipal PRTAN once a month or as necessary | School | MED, NGO, MCRO, Schools | 2Q14 – 4Q15 | 0 | | | Report of the meetings |

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|--|---|-------------------------|-------------|----------|------------------|--|
| OBJECTIVE – 3 | Inclusion of children with disabilities through improvement of school environment, classrooms and providing them with proper and sufficient staff members | | | | | |
| Outcome indicators | Increase of the number of children in regular classes Increase of the number of children in catch up classes | | | | | |
| Activities | Responsible | Supporting parties | Timeline | Cost | Financial source | Indicators |
| 3.1 Identification of out of school children with disability and their integration in school | MED | Schools, MCRO, CSW, NGO | 1Q14-4Q15 | 0 | | Number of identified children, number of integrated children |
| 3.2 Establishment of evaluation team | MED | | 1Q14 | 0 | | Names of persons in evaluation team |
| 3.3 Piloting of inclusion of children with disability in regular classes | MED | MEST | 1Q14-4Q15 | 0 | | Number of integrated children in regular classes |
| 3.4 Training of teachers working with children with disabilities | MEST | MED, ECMI | 2Q14 – 4Q14 | 300 EURO | MEST | Number of trainings, number of teachers trainers |

| | | | | | | |
|---|--------|-------------------------|-------------|-----------|-------------------------------|-------------------------------|
| 3.5 Equipping classrooms with adequate elements for children with disabilities in catch up classes and providing appropriate infrastructure | MED | MEST, School | 2Q14 – 4Q15 | 2000 EURO | MED – MEST – potential donors | Purchased equipment |
| 3.6 Inclusion awareness of parents, teachers and directors | MED | NGO, CSW, MCRO, Schools | 2Q14 – 4Q15 | 0 | | Number of organised campaigns |
| 3.7 Organising sport events between students of catch up classes and regular students | School | MED | 2Q14 – 4Q15 | 0 | | Number of organised events |
| 3.8 Increase of the number of inclusive teachers based on their needs | MED | MEST | 2Q14 – 4Q15 | 0 | | Number of teachers |

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| OBJECTIVE 3: | MED/ MEST/ Donor | 2300 EURO |
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| Total | MED/MEST/ Donor | 2332 EURO |
|-------|-----------------|-----------|

ANNEX 2 – TOOL FOR DEVELOPING MUNICIPAL ACTION PLANS ON OUT-OF-SCHOOL CHILDREN AND DROP-OUT PREVENTION

This tool has three sections:

- 1 Structure of the Municipal Action Plan
- 2 Dimensions to take into consideration when planning
- 3 Action Plan Template

1. STRUCTURE OF THE MUNICIPAL ACTION PLAN

The Table below outlines the structure of the Municipality Action Plans and a summary of the content of each section.

| Title | Including the period covered by the Plan |
|---------------------------|---|
| Introduction | <ul style="list-style-type: none"> ▪ Defines relevant terminology such as “out-of-school children,” “drop-out,” “excused and non-excused absence,” and “high absenteeism” ▪ Explains the purpose of the Plan ▪ Recalls the National Policies and Strategies the Plan is responding to, particularly the main objectives of the National Action Plan on Drop-Out Prevention 2009-2014, the National Strategy on Roma, Ashkali and Egyptian Integration and the Plan for Organising Inclusive Education for Children with Special Educational Needs. ▪ Explains how the Plan was developed and by whom |
| Situation analysis | <p>Based on available data, this section presents the nature of the problem of out-of-school children and drop-out in the Municipality, particularly:</p> <ul style="list-style-type: none"> ▪ Profile of children who never enrol school in the Municipality ▪ Profile of children who enrol in school late in the Municipality ▪ Profile of children who drop-out from compulsory education in the Municipality ▪ Identification of villages or schools with high proportion of children not-enrolled in school, or of drop-out ▪ Analysis of the barriers to school enrolment, completion and graduation and of the reasons for drop-out ▪ Presentation of existing institutional and non-governmental support services around education generally, including support to enrolment, community mediation, learning and language support and around social services (covering registration and documentation support, benefits and allowances, social services, health services and youth services). ▪ Strengths and weaknesses of existing education and support services. ▪ Lessons learned from previous interventions targeting drop-out and out-of-school children ▪ Lessons learned from previous planning activities conducted by the Municipality (e.g. Roma, Ashkali and Egyptian Integration Action Plans) <p>Data to support the analysis can include:</p> |

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| | <ul style="list-style-type: none"> ▪ Number and proportion of children attending early childhood and pre-school (disaggregated by sex, ethnicity and geographical area if available) ▪ Number and proportion of children attending primary education (disaggregated by sex, ethnicity and geographical area if available) ▪ Number and proportion of children attending lower-secondary education (disaggregated by sex, ethnicity and geographical area if available) ▪ Number and proportion of children attending upper-secondary education (disaggregated by sex, ethnicity and geographical area if available) ▪ Number and proportion of out-of-school children (if available) ▪ Number and proportion of dropout students per Grade over the past 3 years ▪ Number of school-age children with disabilities in the Municipality ▪ Proportion of the population from Roma, Ashkali and Egyptian communities ▪ Number of school-age children from Roma, Ashkali and Egyptian communities |
| Priorities and objectives | <p>Based on the situation analysis, identify key priorities for the period of the Plan.</p> <p>Develop objectives to address the priority areas. It is recommended that no-more than 2 to 3 objectives are identified.</p> |
| Action Plan | <p>The Action Plan shall include, for each objective:</p> <ul style="list-style-type: none"> ▪ Name of the objective ▪ Activities to put in place to reach the objective ▪ Timeframe for activity implementation ▪ Responsible officer or agency for the implementation ▪ Cost of the activity ▪ Source of funding for the activity ▪ Performance indicators <p>See Section 3 of this tool for Template of the Action Plan</p> |
| Monitoring and Evaluation (M&E) | <p>This section will give information on:</p> <ul style="list-style-type: none"> ▪ The review cycle (yearly is recommended) ▪ The review modalities ▪ The M&E modalities⁴ ▪ The responsible officer or agency for M&E |

⁴ M&E modalities will vary depending on existing structures and mechanisms in each municipality. Monthly meetings are recommended to adequately follow-up on children's cases.

2. DIMENSIONS TO TAKE INTO CONSIDERATION WHEN PLANNING

This section identifies key dimensions to think about when addressing out-of-school and dropout issues. It is articulated around several thematic “modules” or “blocks” for ease of use. Each “module” provides information on:

- Issues we are trying to tackle
- Aim we want to achieve
- Possible activities which could contribute to reaching the aim
- Actors to be involved
- Considerations to take into account

These modules are only indicative. They provide a basis for discussion and guidance, based on best international practices, on how to address specific issues. Each Municipality can pick, choose, amend, and merge modules and activities as best fits with their particular issues and own objectives.

The modules cover the following topics:

[Module 1](#): Identification, monitoring and reporting of children out-of-school or at risk of dropping-out

[Module 2](#): Recording information on out-of-school children and drop-out students

[Module 3](#): Preparing enrolment to Grade 1

[Module 4](#): Education system awareness raising among the Roma, Ashkali and Egyptian communities

[Module 5](#): Documentation and registration

[Module 6](#): Sure start with early childhood education

[Module 7](#): Holistic support for students at risk of dropping-out

[Module 8](#): Learning support for students at risk of dropping-out

[Module 9](#): Absenteeism

[Module 10](#): Financial, transport and material issues

[Module 11](#): Inclusive and safe communities and schools

[Module 12](#): Community youth services and support

[Module 13](#): From non-formal to formal education

[Module 14](#): Support to schools

[Module 15](#): Data collection and monitoring

[Module 16](#): Services for repatriated and returnee children

| Module 1: Identification, monitoring and reporting of children out-of-school or at risk of dropping-out | |
|---|--|
| Issues | <ul style="list-style-type: none"> ▪ Lack of updated lists of Grade 1 school-age children ▪ Lack of collaboration and referral systems between sectors ▪ Lack of monitoring mechanisms for cases of drop-out ▪ Lack of consistent records on children cases |
| Aim | To develop an identification and monitoring system for children out-of-school or at-risk of dropping-out |
| Activities | <ul style="list-style-type: none"> ▪ Adjust and implement an identification and monitoring system for out-of-school children and students at-risk of dropping out (see chapter 2) ▪ Support School PRTANs in implementation of the case-management system in the identification and monitoring system for out-of-school children and students at-risk of dropping out ▪ Identify actors and responsible officers for each phase/component of the system ▪ Share and disseminate the system to all relevant stakeholders ▪ Develop referral mechanisms across sectors and actors ▪ Review the system yearly to learn lessons and improve practices ▪ Ensure cases of children are recorded appropriately (see Module 2) ▪ Develop sanctions for non-compliance with referral and reporting ▪ Develop clear communication channels and information sharing practices with health and social services to adequately deal with cases of children in danger, children victim of trauma and children with disabilities. |
| Actors | Municipal PRTANs, MED, social and health services, police representatives, School PRTANs, NGOs, MEST. |
| Considerations | <p><u>Elements to keep in mind when developing the system:</u></p> <ul style="list-style-type: none"> ▪ The same system must be shared by all sectors: education is not solely responsible for the identification and monitoring of drop-out cases ▪ Nominate a senior person to oversee the implementation process ▪ Each sector/actor can keep its own records but these must be reconciled in a single database at Municipality level. ▪ Keep the system simple ▪ Think through data sharing mechanisms between education, health, police and social services to adequately address and manage cases of children in conflict with the law, children in danger of victim of abuse and children with disabilities. |

| Module 2 : Recording information on out-of-school children and drop-out students | |
|--|---|
| Issues | <ul style="list-style-type: none"> ▪ Lack of consistency in recording cases of children dropping-out or out-of-school ▪ Lack of up-to-date data on out-of-school children and drop-out ▪ Inaccurate profiling of children out-of-school |
| Aim | To record systematically and consistently cases of out-of-school and dropout children |
| Activities | <ul style="list-style-type: none"> ▪ Name a Municipal Officer responsible for the records of children missing education in the Municipality ▪ Publicise the name and contact details of the responsible officer to all schools and to all institutional and non-governmental actors ▪ Alert all institutional and non-governmental actors of how to refer a child who does not attend school or is not enrolled in school ▪ Use (and possibly also adjust) a template to record cases of all children out-of-school ▪ Ensure data on children will be protected ▪ Analyse yearly the records to profile the children who are out-of-school, to evaluate the effectiveness of strategies to include them in school and to inform future planning and practices |
| Actors | MED, Municipal PRTANs, health and social services, police representatives, School PRTANs, NGOs |
| Considerations | <p><u>Recording template:</u></p> <ul style="list-style-type: none"> ▪ Each sector/actor can keep its own records but these must be reconciled in a single database at Municipality level. ▪ The Municipal recording template that can be adjusted to the needs of the Municipality can be found in Annex 3, Tool 6.1). Decide after how many days of non-justified absence a child should be included on the database. |

| Module 3 : Preparing enrolment to Grade 1 | |
|---|--|
| Issues | <ul style="list-style-type: none"> ▪ Lack of updated lists of Grade 1 school age children ▪ Limited notification of parents about the enrolment process |
| Aim | To ensure that all children of Grade 1 school age enrol on time |
| Activities | <ul style="list-style-type: none"> ▪ Civil registration office to provide lists of children of Grade 1 school age based on birth registers ▪ Early childhood care and education centres to provide list of children of Grade 1 school age based on enrolment lists ▪ NGOs to provide their own list of children of school age ▪ Triangulation of lists, including with other records held at Municipality level (for example lists from Family Medicine Centres) ▪ Establishment of a list of Grade 1 school-age children ▪ Send letters to all parents of children reaching Grade 1 school-age providing information on enrolment period, what school to enrol to, how to enrol, documents needed, why it is important to enrol at the right age and other relevant information, including on available support |

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| | <ul style="list-style-type: none"> Letters can also be distributed through older siblings already enrolled in school and through pre-schools Radio/poster campaigns providing information on the enrolment period, how to enrol and where to get support if needed NGOs to relay information in communities through meetings and other means Develop school readiness summer programmes for children (and their parents) who have not attended pre-school education |
| Actors | MED, Civil Registry, other Municipality Departments as relevant, schools, pre-schools, NGOs |
| Considerations | Children who enter education late are more likely to drop-out, it is therefore critical that children enter Grade 1 at the right age. |

Module 4 : Awareness raising on the importance of education and the education system of the Roma, Ashkali and Egyptian communities

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|----------------|---|
| Issues | <ul style="list-style-type: none"> Lack of understanding about the enrolment process Lack of awareness of parental obligation to send children to school Lack of awareness of available early childhood education facilities Lack of awareness of the role of mediators Lack of awareness of the school calendar Lack of awareness about free schooling, free meals, free transport and free textbooks |
| Aim | To increase the education awareness of the Roma, Ashkali and Egyptian communities and to give parents all necessary information about the education system |
| Activities | <ul style="list-style-type: none"> Distribute leaflet and posters at key locations, including shops, health centres etc., with all necessary information on free and compulsory education, catch up classes, enrolment periods and process and contact details for support Community information meetings, jointly facilitated by mediators and MED or school staff Information meetings organised at Early Childhood Education and Care Centres Child-led awareness raising activities during community events and festivals Open days in ECD Centres and schools School directors and teachers visit settlements and neighbourhoods with mediators to answer questions and address concerns Dissemination of the AI on Measures towards parents, whose children are not registered or attended the compulsory Education MEST 13/2005 |
| Actors | MED, Municipal and School PRTANs, school directors, teachers, Mediators, NGOs |
| Considerations | Address any issues parents may have, particularly around the cost of education. Stress what is provided for free and inform parents where they can get (extra) support from. |

| Module 5: Documentation and registration | |
|--|---|
| Issues | <ul style="list-style-type: none"> ▪ Lack of birth certificates ▪ Undocumented children ▪ Lack of health certificates (e.g. vaccinations) ▪ Lack of other documents requested when enrolling ▪ Lack of schooling documentation and notifications of diplomas for returnee and repatriated children |
| Aim | To support families getting all the necessary documents for their children without depriving children from their right to education during the process |
| Activities | <ul style="list-style-type: none"> ▪ Disseminate posters and leaflets explaining the process of documentation and registration in several languages ahead of the school enrolment period ▪ Disseminate the name of institutions and organisations to contact for registration ▪ Disseminate contact details of institutions and organisations providing documentation support to families and children ▪ Organise registration campaigns, registration months etc ▪ Disseminate the administrative instructions stipulating the obligation of schools to enrol children while waiting for foreign documentation (AI on Determination of requirements, criteria and procedures in meeting the Strategy reintegration of repatriated persons. Number: 17/2010 Date: 18.11.2010) ▪ Sanction schools who do not accept children without documents |
| Actors | Municipality relevant registration authorities, MED, PRTANs, NGOs, MOCR, Schools including children. |
| Considerations | Devise mechanisms to ensure schools accept children while their documents are being processed. |

| Module 6: Equitable access to early childhood education and pre-school education | |
|--|--|
| Issues | <ul style="list-style-type: none"> ▪ Lack of awareness of the importance of early childhood education ▪ Lack of equitably accessible early childhood education facilities ▪ Costs of provision at the point of users ▪ Transport issues for young children ▪ Parental reluctance to send their children to early childhood education centres for various reasons |
| Aim | To ensure that all children, regardless of their background can benefit from early childhood education provision |
| Activities | <ul style="list-style-type: none"> ▪ Develop alternative forms of early childhood provision to increase coverage ▪ Ensure provision is free of charge for the most vulnerable families ▪ Disseminate the Administrative Instruction on Reducing the tariffs paid by the parents for more than one child in the preschool institutions ▪ Raise awareness about the importance of early childhood education ▪ Identify, train and include Roma, Ashkali and Egyptian assistants/facilitators in early childhood education and pre-school ▪ Develop strategies for Roma, Ashkali and Egyptian assistants to be gradually fully paid |

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| | <p>by Municipalities</p> <ul style="list-style-type: none"> ▪ Mix communities across facilities to avoid segregation ▪ Devise parental involvement programmes for early childhood development (ECD) centres with a focus on fathers ▪ Conduct language learning activities to prepare students for primary education ▪ Use volunteers to accompany children to ECD centres and pre-schools when parents cannot do it ▪ Where bus transport is organised, ensure a few parents/carers have reserved seats on the bus to accompany children |
| Actors | MED, early childhood education providers, NGOs, community associations |
| Considerations | Early childhood education and pre-school are key to school readiness and to drop-out prevention. They are also a critical stage for getting parents involved in the education of their children. |

| Module 7: Holistic support for students at risk of dropping-out | |
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| Issues | <ul style="list-style-type: none"> ▪ Low performance ▪ Disruptive behaviour in school ▪ Lack of students' engagement in school activities ▪ Lack of parental engagement in school activities ▪ Irregular attendance ▪ Lack of comprehensive support mechanisms to prevent drop-out |
| Aim | To provide holistic support to students at risk of dropping-out |
| Activities | <ul style="list-style-type: none"> ▪ School PRTANs to develop mechanisms to identify children at risk of dropping-out ▪ Organise meetings with the School PRTAN, parents, mediators if appropriate and the student to discuss the problem and identify solutions ▪ Provide material support where needed ▪ Refer the child and the family to health and social services if required and alert the Municipal multi-sector teams of the child's needs where they exist ▪ Organise learning support activities (See Module 8) ▪ Develop mentoring schemes ▪ Try to maintain contact as regularly as possible with parents, formally and informally ▪ Show school management and Municipality commitment to the retention and success of the child |
| Actors | School PRTANs, school staff, parents, children, mentors, mediators, Municipal PRTANs |
| Considerations | <p><u>Mentoring:</u></p> <ul style="list-style-type: none"> ▪ Enable the student to choose their mentor, from inside or outside the school ▪ Develop a contract between the mentor, the student, the school and the parents, identifying learning, attendance, participation and behaviour objectives and outlining each party's responsibilities in contributing to these objectives ▪ Organise formal and regular meetings between the child and the mentor ▪ When the mentor is external to the school, invite him/her regularly to provide feedback on the progress of the child |

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| | <ul style="list-style-type: none"> ▪ Maintain the mentoring scheme when the child changes school, particularly around transitions between primary, lower and upper secondary |
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| Module 8: Learning support for students at risk of dropping-out | |
|---|---|
| Issues | <ul style="list-style-type: none"> ▪ Overage students enter low grades ▪ Students do not master the language of instruction ▪ Students lack behind in core subjects ▪ Students' special educational needs are not recognised or addressed |
| Aim | To support students at risk of dropping-out in their learning in a consistent and coherent manner |
| Activities | <ul style="list-style-type: none"> ▪ Ensure schools systematically organise learning support for students throughout the year in small groups ▪ Set-up systems by which students can assess their own progress at school ▪ Ensure schools have mechanisms in place to regularly inform parents about their children's progress ▪ Set-up community homework clubs ▪ Provide language classes for returnees and students from Roma, Ashkali and Egyptian communities whose mother tongue is not the school medium of instruction ▪ Support the implementation of the Albanian as a second language curriculum ▪ Organise community language classes and activities for children to improve their mother tongue |
| Actors | Schools, MED, NGOs, community and youth volunteers, MEST (particularly for curriculum development) |
| Considerations | <p><u>Homework clubs and language classes:</u></p> <ul style="list-style-type: none"> ▪ Homework clubs/language classes may be funded by NGOs and gradually co-funded by the Municipality until the latter is able to cover all costs ▪ Homework clubs/language classes can take place in schools or community centres ▪ Homework clubs/language classes can make use of volunteers, such as older students from secondary school, youth or community volunteers. ▪ Language classes must be structured and support students' learning in the main class – subject specific vocabulary must be taught alongside general language skills. |

| Module 9 : Absenteeism | |
|------------------------|---|
| Issues | <ul style="list-style-type: none"> ▪ Tardiness ▪ High level of absenteeism ▪ Non-justified absences ▪ Students in and out of school for long periods of time ▪ Lack of attendance monitoring |
| Aim | To reduce absenteeism rates |
| Activities | <ul style="list-style-type: none"> ▪ Review school transport systems to ensure students can get to school on time ▪ Identify schools with the highest levels of absenteeism and bring them together to discuss strategies and best practices ▪ Support schools implementing strategies to reduce absenteeism ▪ Raise awareness of shops, cafes and entertainment places about the importance and obligation for children to be in school during school hours ▪ Work with shops, cafes and entertainment places to develop strategies to minimise children's attendance during school hours ▪ Organise attendance competitions in schools and reward students for good attendance ▪ Organise breakfast clubs ▪ Ensure schools comply with attendance recording regulations ▪ Raise community awareness about the importance of attending school regularly ▪ Work with mediators ▪ Inspectors to regularly verify school compliance with attendance and attendance recording rules ▪ Municipalities to analyse attendance data every term and to provide support to schools with high level of attendance and undertake any other activities as appropriate to tackle the issue |
| Actors | MED, schools, mediators, parents, NGOs, youth organisations, community organisations, local businesses |
| Considerations | It is critical not to blame schools with high level of absenteeism but to support them, including through extra funding and human resources, and capacity building interventions. A culture of blame could encourage schools not to report absenteeism data accurately. |

| Module 10: Financial, transport and material issues | |
|---|--|
| Issues | <ul style="list-style-type: none"> ▪ Opportunity cost of sending children to school ▪ Lack and cost of transport ▪ Lack and cost of school supplies ▪ Lack and cost of food ▪ Lack and cost of cloths |
| Aim | To remove financial and material barriers to access to education |
| Activities | <ul style="list-style-type: none"> ▪ Provide free transportation to children living more than 2km away from school ▪ Provide adequate and free school transportation for children with disabilities |

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| | <ul style="list-style-type: none"> Review school bus transport routes to improve effectiveness and efficiency Distribute school bags and uniforms to the most vulnerable children Provide free school supplies to the most vulnerable children Organise distribution of clothes and shoes before winter and before summer Provide free school meals Liaise with PRTANs to ensure that the most vulnerable families receive social benefits and any additional support they may need or be entitled to Establish a scholarship funds for vulnerable students Organise fund-raising activities for businesses to support school enrolment and prevent drop-out |
| Actors | MED, PRTANs, businesses, NGOs, Social Services |
| Considerations | <p><u>Scholarship funds</u></p> <ul style="list-style-type: none"> Organise fund-raising activities Develop criteria for scholarship allocation Build-in minimum quotas for children from Roma, Ashkali and Egyptian communities and for children with disabilities and special educational needs Develop a transparent system for scholarship allocation Set-up a multi-sector committee for the allocation of scholarships Invite members of the public to scrutinise the allocation of scholarships Report on scholarship allocations transparently every year Publicise the scholarship funds to key stakeholders and to families Provide scholarships for upper-secondary education |

| Module 11: Inclusive and safe communities and schools | |
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| Issues | <ul style="list-style-type: none"> Stigma and discrimination towards people with disabilities and minority communities Lack of understanding and cultural awareness between communities Violence in and around schools Lack of know-how to make schools truly inclusive and to respond to the needs of children with disabilities in particular. |
| Aim | <p>To increase inclusion and safety in communities and schools</p> <p>To be accountable for the newly devolved responsibilities on the inclusion of children with special educational needs</p> |
| Activities | <ul style="list-style-type: none"> Sensitise teachers to the culture and traditions of Roma, Ashkali and Egyptian communities through community-led seminars and workshops Sensitise teachers, other school staff, parents and children on disability, and inclusion of children with disabilities Promote diversity in the Municipality through campaigns using well known community figures standing against discrimination Promote diversity through cultural and other events in schools and communities (Roma Day on 8 April, Ashkali Day on 15February, International Day of People with Disabilities on 3 December) Create multi-ethnic sports' teams in schools and communities and organise sports competition; promote participation in sports of students with disabilities |

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| | <ul style="list-style-type: none"> ▪ MEST-led teacher training on inclusive education ▪ MEST-led teacher training on multi-cultural education, gender and inclusion ▪ MEST-led teacher training on positive discipline ▪ Report and address all cases of segregation and discrimination in schools ▪ Ensure implementation of the AI on Professional assessment of children with special instructive-educational needs, No: 07/2012 Date: 23.05.2012 ▪ Devise mechanisms to ensure that Individual Education Plans are devised, implemented and reviewed appropriately ▪ Strengthen collaboration between schools, community police and Parent-Teacher Organisations for preventing school-based violence ▪ Support schools developing violence prevention interventions |
| Actors | Municipality actors, Police, NGOs, Roma, Ashkali and Egyptians CSOs, People with Disabilities NGOs, cultural centres, sports centres, youth organisations, schools, children |
| Considerations | <p><u>To ensure the implementation of the AI on Professional assessment of children with special instructive-educational needs No: 07/2012 Date: 23.05.2012</u></p> <ul style="list-style-type: none"> ▪ Ensure the establishment of the multi-disciplinary teams to assess the children with special education needs as per AI ▪ Ensure the assessment protocol is clearly defined, disseminated, known and understood by all stakeholders, ▪ Ensure Individual Education Plans are developed according to the rules and best practices ▪ Maximise teachers and schools' opportunities to share best practices on inclusive education at the level of the school and of the classroom. |

Module 12: Community youth services and support

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| Issues | <ul style="list-style-type: none"> ▪ High unemployment resulting in lack of motivation to learn in school ▪ Lack of opportunities for young people ▪ Street violence |
| Aim | To increase opportunities for children and young people as a complementary strategy for drop-out prevention and transition to upper-secondary |
| Activities | <ul style="list-style-type: none"> ▪ Strengthen the links between schools and the world of work, by inviting professionals to talk in schools and by organising short-term apprenticeship ▪ Establish career guidance services in communities ▪ Provide young people with a space to meet and organise activities ▪ Develop mentoring schemes between youth activists and secondary school students, and between professionals and secondary school students ▪ Provide after class activities for children and young people covering arts, sports, Information and Communication Technology (ICT), music and other learning activities ▪ Develop youth friendly health services, particularly around psychological support, reproductive health and substance abuse prevention and rehabilitation ▪ Provide literacy classes for young people ▪ Develop programmes targeting teenage boys* ▪ Ensure health and psychological support services are accessible to all children, including children with disabilities. |

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| Actors | Municipality youth services, job centres, youth organisations, businesses, health services |
| Considerations | * Data reveals that boys are much more likely to drop-out from upper-secondary education than girls. |

| Module 13: From non-formal to formal education | |
|--|---|
| Issues | <ul style="list-style-type: none"> ▪ Overage students in low primary school grades ▪ Returnees with varied education experience ▪ Placement and promotion practices at the discretion of the school Director ▪ Lack of harmony in non-formal curricula and programmes ▪ Lack of formal recognition of previous learning |
| Aim | To harmonise non-formal programmes and the transition between non-formal and formal education within Municipalities |
| Activities | <ul style="list-style-type: none"> ▪ Harmonise the practice of placement tests across schools (for children transferring from non-formal to formal education; for older children entering school late, for returnees with no school documentation) by developing clear criteria and guidelines, recognising prior learning experiences and keeping the best interest of the child in mind ▪ MEST to train teachers on the non-formal education curriculum ▪ Learning and teaching materials to be developed for the delivery of the non-formal education curriculum ▪ Organise catch-up classes in summer months for student who missed school for long periods of time, based on the non-formal curriculum ▪ Development of a student portfolio system for students who are frequently travelling within Kosovo or across Europe. This aims to capture students' competences in core subjects and knowledge areas covered in each school attended in order to strengthen the continuity in students' learning and avoid gaps. The system could also include non-formal education provision. |
| Actors | MED, NGOs, schools, MEST (particularly on curriculum and material development for non-formal education and on teacher training) |
| Considerations | <p>There are 2 types of non-formal education provision: (i) summer catch-up classes; (ii) a formal non-formal education curriculum. Children will follow one or the other path depending on their needs.</p> <p><u>Non formal curriculum implementation:</u></p> <ul style="list-style-type: none"> ▪ To be implemented fully, i.e. with trained teachers, following a clear timetable and promotion path, with proper learning assessment evaluations. |

| Module 14: Support to schools | |
|-------------------------------|---|
| Issues | <ul style="list-style-type: none"> ▪ Schools are at the front line, overburdened by requests and lacking resources and capacities ▪ Schools lack professional support on management ▪ Schools lack opportunities to discuss issues and exchange best practices |

| | |
|----------------|---|
| | <ul style="list-style-type: none"> ▪ Schools have not established drop-out prevention teams and established teams lack capacities ▪ Schools lack capacity and resources to make education truly inclusive |
| Aim | Municipalities are to provide timely professional support to schools on the issue of out-of-school children and students' drop-out |
| Activities | <ul style="list-style-type: none"> ▪ Municipalities monitor the establishment of School PRTANs ▪ Municipalities organise systematic trainings and capacity development activities for School PRTANs ▪ Municipalities provide opportunities for schools and School PRTANs to learn from each other and to share experiences and best practices through meetings and workshops ▪ Municipalities develop a reward scheme for innovative and best practices developed by schools and School PRTANs to address the issue of out-of-school children, students' drop-out, inclusive education, multi-cultural education and violence in schools ▪ Municipalities allocate budgets for the provision of support services in schools (psychologists, pedagogues, mediators, etc) ▪ Municipalities recruit, train and pay facilitators to implement the Roma curriculum developed by MEST ▪ Municipalities develop a support service charter committing themselves to the on-going support of schools, particularly of schools in deprived areas, multi-ethnic areas and areas with a high migrant population ▪ Municipalities to train teachers on parental involvement ▪ Municipalities hire young people and develop volunteering schemes to increase staff support for extra-curricular activities, after school activities, homework clubs etc ▪ Municipalities take responsibilities to support schools in the development of inclusive environments. |
| Actors | MED, Municipal PRTAN, MEST, teacher training providers, universities |
| Considerations | |

| Module 15: Data collection and reporting | |
|--|--|
| Issues | <ul style="list-style-type: none"> ▪ Lack of updated data on out-of-school children and drop-out which prevents the development of targeted interventions at Municipality level ▪ Limited culture of analysis and interpretation of existing data at Municipality level |
| Aim | To improve data collection, analysis and interpretation to inform policy development and contribute to accountability towards children |
| Activities | <ul style="list-style-type: none"> ▪ Based on the identification and monitoring system (see Module 1), Municipalities provide accurate data on out-of-school children and drop-out every year ▪ Municipalities analyse and publish yearly reports on enrolment, attendance and absenteeism, drop-out, transition, completion and graduation. This data must be disaggregated by sex, ethnicity, children with disabilities, localities. ▪ Municipalities demonstrate that the above mentioned data is used in policy planning, budget allocation and school support strategies ▪ Data officers are nominated and trained on data processing, data presentation and |

| | |
|----------------|--|
| | data analysis <ul style="list-style-type: none"> ▪ Municipalities liaise with MEST to see how best use the EMIS data for local purposes and planning |
| Actors | MED, MEST, donors |
| Considerations | MEST should explore how to best communicate relevant EMIS data to Municipalities for their own planning To the extent possible duplication of data collection exercises should be avoided |

| Module 16: Services for repatriated and returnee children | |
|---|---|
| Issues | <ul style="list-style-type: none"> ▪ Lack of updated information about repatriated and returnee children ▪ Lack of communication between departments in the municipality ▪ Lack of appropriate services for repatriated and returnee children ▪ Lack of awareness of parental obligation to send children to school ▪ Difficulties of returnee children to integrate into the Kosovo education system and in the society |
| Aim | To ensure that repatriated and returnee children are enrolled and have access to specific services |
| Activities | <ul style="list-style-type: none"> ▪ Request, at least monthly, the official list of repatriated and returnee children from 5-14 years old from the MOCR. ▪ Request from NGOs/Mediators/Learning Centres to contribute to the list by sharing information of repatriated and returnee children who are not in school. ▪ Verify that these children are in school by contacting the relevant school. ▪ Inform school psychologists to monitor repatriated and returnee children as they are more prone to psychological issues. ▪ Request from school to assess the language skill of returnee and repatriated children to compile a list of students in need of additional language classes. ▪ Organise additional language classes for repatriated and returnees if the need arises. At least once a year, request funds to the Department of Repatriation at MIA (or to MEST) for that. ▪ Raise awareness of parents on the importance of sending children to school and to additional classes. PRTAN, mediators and NGOs should reach out to parents too. |
| Actors | MED, MOCR, PRTANs, NGOs, Learning Centres, Mediators. |
| Considerations | <ul style="list-style-type: none"> ▪ According to administrative regulations, repatriated children should be enrolled in school at the appropriate level without any documents. Nostrification of documents can happen on a later stage. ▪ Returnee and repatriated children tend to be more at risk to drop out. School PRTAN should be informed about them to tackle the issue at an early stage. ▪ Repatriated families are in a very difficult situation and that might lead not to dedicate enough attention to children's education. ▪ MOCR staff is mandated to do regular monitoring visits of repatriated families. It is important that they are reminded to touch bases with parents about children education. <p>Additional language classes are usually organised as follows:</p> |

| | |
|--|---|
| | <ul style="list-style-type: none"> ▪ Classes for two levels (full beginners and children with some knowledge of the languages). 60 hours of classes for 3 or 4 hours each Saturday ▪ One teacher per class (max 20 pupils) ▪ Evaluation at beginning and the end of the classes ▪ The MED shall ensure school premises, teachers, transport and food for children which are attending additional classes ▪ Pedagogical materials for classes and trainers for teachers are available at MEST |
|--|---|

3. ACTION PLAN TEMPLATE

| Objective 1 | | | | | | |
|-------------|-------------|-----------------------------|-----------|------|----------------|------------|
| Activities | Responsible | Other Implementing Partners | Timeframe | Cost | Funding Source | Indicators |
| 1.1 | | | | | | |
| 1.2 | | | | | | |
| 1.3 | | | | | | |
| | | | | | | |

| Objective 2 | | | | | | |
|-------------|----------------|-----------------------------|-----------|------|----------------|------------|
| Activities | Responsibility | Other Implementing Partners | Timeframe | Cost | Funding Source | Indicators |
| 2.1 | | | | | | |
| 2.2 | | | | | | |
| 2.3 | | | | | | |
| | | | | | | |

ANNEX 3 – IDENTIFICATION AND RECORDING FORM OF OUT-OF-SCHOOL CHILDREN

TOOL 5: IDENTIFICATION OF OUT-OF-SCHOOL CHILDREN (NOT ENROLLED & NOT ATTENDING) ⁵

| Summary: | | | |
|----------|--|-----------|--|
| Tool for | Municipalities | Objective | Identifying children who are out-of-school |
| Process | Municipalities proactively identify children out-of-school through concrete actions and coordination with all local stakeholders | | |

| Checklist for Municipalities/PRTANs | ✓ |
|---|---|
| Municipality requires lists of children in age of entering Grade 1 from the registry office | |
| Municipality verifies that children on the list have enrolled in Grade 1 (to the extent possible – some children will have moved location) | |
| Municipality works with Centres of Family Medicine, NGOs, CSOs, social workers and the police to identify children not enrolled or not attending school | |
| Municipality organises meetings for professionals in contact with children, particularly health professionals to raise their awareness on their possible contribution in identifying children not enrolled/not attending school, particularly but not limited to children with disabilities | |
| Municipality centralises data on drop-out students provided by schools | |
| Municipality centralises information from the general public on children who are not enrolled in school | |

⁵Tools 1-4 are part of the Manual for School PRTANs, also available on CD enclosed to this publication.

TOOL 6: RECORDING OF CHILDREN OUT-OF-SCHOOL AND STUDENTS WHO DROPPED-OUT

| Summary: | | | |
|-----------------|---|-------------------|--|
| Tool for | Municipalities | Objective: | Recording information on out-of-school children and students who dropped-out for better monitoring |
| Process | Municipalities keep centralised records on out-of-school children and students who dropped-out. Municipalities monitor cases based on available information. | | |

| Checklist | ✓ |
|--|---|
| Municipality maintains individual records of children out-of-school and of students who dropped-out | |
| Municipality nominates a focal point in charge of centralising and maintaining the records up to date | |
| Municipality records prevention and response interventions identified for the child | |
| Municipality records progress and results of prevention and response interventions for the child | |
| Municipality and PRTANs liaise with all relevant stakeholders to support the reintegration of the child into school | |
| Municipality has a mechanism in place to notify the police and the Centre for Social Work when there are serious concerns for the safety of an out-of-school child | |
| Municipality analyses yearly the data on out-of-school children to better understand the profile of these children | |
| Municipality uses data on out-of-school children to identify locations/schools where the problem needs to be addressed in priority | |
| Municipality monitors trends on out-of-school children over time to identify what interventions are the most successful in bringing children back to school | |

This tool is also available in electronic copy as Excel sheet at the attached CD.

| | | | | |
|---|---------------------------------------|-------------------------|-------------------------------|--|
| Tool 6.1 for Municipalities: Individual recording form for children at risk and out-of-school children | | | | |
| <i>Note: This sheet contains confidential and protected data and can be only shared with authorised persons.</i> | | | | |
| Form for recording children out-of-school or children at high risk of dropping out (if referred by School PRTAN). | | | | |
| Section A: This section shall be filled out by responsible municipal official, upon referral of the case to the MED. | | | | |
| Case Number | | Date case opened | | |
| PRTAN case manager | | Case referred by | | |
| Child | <i>Family Name</i> | | <i>First Name</i> | |
| | <i>Date of Birth</i> | | <i>Sex</i> | |
| | <i>Ethnicity</i> | | <i>Language(s) spoken</i> | |
| | <i>School (last school)</i> | | <i>Grade (last grade)</i> | |
| | <i>Address</i> | | <i>Phone nr (home+mobile)</i> | |
| Parents or Carers | <i>Name</i> | | <i>Address and phone</i> | |
| | <i>Name</i> | | <i>Address and phone</i> | |
| Optional info about other family members, esp. siblings | <i>Name and relation to the child</i> | | <i>Comment/School</i> | |
| | <i>Name and relation to the child</i> | | <i>Comment/School</i> | |
| | <i>Name and relation to the child</i> | | <i>Comment/School</i> | |

| Risk factors | Description |
|--|-------------|
| Attendance: | |
| Academic performance: | |
| Behaviour: | |
| Age: How is the child's age in comparison with his/her classmates | |
| Health or disabilities: | |
| Family circumstance: | |
| Family engagement with school: | |
| Peer pressure/ Influence of friends or siblings: | |
| Safety: at risk of: (i) Domestic violence, (ii) Other forms of abuse or neglect or exploitation | |

| | | | | |
|---|---|---------------------|----------------------------|------------------------------------|
| Additional comments on risk factors | | | | |
| Status | <input type="checkbox"/> <i>orange (two risk factors)</i> <input type="checkbox"/> <i>red (three or more risk factors)</i> | | | |
| Protective factors: Which factors could help student to remain at school? E.g. social networks, emotional maturity, carer or identified same age people, strong self-evaluation | | | | |
| Section B: This part is to be filled gradually by member of a Municipal PRTAN (Case Manager), recording actions planned and taken by Municipal PRTAN to support case management led by School PRTAN. | | | | |
| Date when child starts being monitored | | Case Manager | | |
| Actions taken | Description (What should be done?) | Deadline | Responsible parties | Comment on progress/results |
| Action 1 | | | | |
| Action 2 | | | | |
| Action 3 | | | | |
| Action 4 | | | | |
| Action 5 | | | | |
| Comments | | | | |

| Progress review: please record the development of the case | | | |
|--|----------|---|--|
| | Date | Description of development of the case (with regard to risk factors identified, results of actions taken and other relevant changes in behaviour or situation of the child) | |
| Progress review 1 | | | |
| Progress review 2 | | | |
| Progress review 3 | | | |
| Progress review 4 | | | |
| Referral of the case to Centre for Social Work | Yes / No | Date | |
| Referral of the case to MEST | Yes / No | Date | |
| Case closed | Yes / No | Date | |
| Further comments | | | |

Tool 6.2 For Municipality: Summary record sheet for out-of-school children

This tool should be filled by a responsible member of the Municipal PR TAN.

Note: This sheet contains confidential data and can be only shared with authorised persons.

[illegible]

| Explanation of indicators on child's situation | | |
|--|-----------------------|---|
| | Indicators | Explanation |
| 1. | Attendance | Details on children's last attendance at school – how many classes a month was the child missing |
| 2. | Academic performance | Child faces difficulties in writing-reading (of letters and numbers), has low grades and weak academic performance in certain subjects |
| 3. | Behaviour | Child repeatedly misbehaves or is repeatedly very aggressive |
| 4. | Age | Child is at least two years older compared to its classmates |
| 5. | Health and disability | Child has a disability or a chronic or long term illness / Disabilities (special needs), chronic diseases, physical and psychological health. |
| 6. | Family circumstances | Child is an orphan or does not live with parents; child's parents have a disability or a mental illness, child's family faces extreme poverty or any other extreme circumstances; child is married or a parent; child is working |
| 7. | Family engagement | Child's family does not value education; refuses to engage with the school or engages very little with the school |
| 8. | Peer pressure | Child's siblings/cousins/parents have dropped-out from school or have attended very irregularly OR child's main peer networks include children or youth out of school (older youth, dropped out students) or people with recognised anti-social behaviour |
| 9. | Safety | The child is endangered by domestic violence, abuse, neglect or damage |

ANNEX 4 – TEMPLATE FOR DEVELOPING SCHOOL ACTION PLAN

| | | | | | |
|---------------------------|--|-----------------------|-------------|-----------------------|-------------------|
| Situation analysis | [Identification of the key issues and problems based on “Where are we now?” section] | | | | |
| Objectives | [Where do we want to be?] | | | | |
| Objective 1 | [name] | | | | |
| Activities | Timeframe | Responsibility | Cost | Funding Source | Indicators |
| 1.1 | | | | | |
| 1.2 | | | | | |
| 1.3 | | | | | |
| Objective 2 | | | | | |
| Activities | Timeframe | Responsibility | Cost | Funding Source | Indicators |
| 2.1 | | | | | |
| 2.2 | | | | | |
| 2.3 | | | | | |
| Objective 3 | | | | | |
| Activities | Timeframe | Responsibility | Cost | Funding Source | Indicators |
| 3.1 | | | | | |
| 3.2 | | | | | |
| 3.3 | | | | | |
| Objective 4 | | | | | |
| Activities | Timeframe | Responsibility | Cost | Funding Source | Indicators |
| 4.1 | | | | | |
| 4.2 | | | | | |
| 4.3 | | | | | |

ANNEX 5 – FORM FOR REFERRING FOR NGOS

| Form for referring cases of children out-of-school or who are at risk of dropping out | | | | |
|--|---|--|--------------------------------------|--|
| <i>Note: This sheet contains confidential data and can be only shared with authorised persons.</i> | | | | |
| Case number (to be assigned by Municipality PRTAN) | | | | |
| SECTION A: REFERRAL SHEET: Write below the reasons for referral | | | | |
| Reason for referral | The child is not enrolled / registered in any educational institutions | | | |
| | Child has been absent for more than 10 days without a valid reason | | | |
| | Serious concerns about the safety of the child (please provide details) | | | |
| | Other reasons (please provide details) | | | |
| SECTION B: RECORD SHEET: This section is filled by a NGO representative when referring a child to education institution | | | | |
| Child | <i>Family Name</i> | | <i>First Name</i> | |
| | <i>Date of Birth</i> | | <i>Sex</i> | |
| | <i>Ethnicity</i> | | <i>Language(s) spoken</i> | |
| | <i>last school/never in school</i> | | <i>last grade/year</i> | |
| | <i>Address</i> | | <i>Phone numbers (home + mobile)</i> | |

| | | | | |
|--|---------------------------------------|------------------------------------|-----------------------------|--|
| Parents or Carers | <i>Name</i> | | <i>Address and phone</i> | |
| | <i>Name</i> | | <i>Address and phone</i> | |
| Optional info about other family members, esp. siblings | <i>Name and relation to the child</i> | | <i>Comment/School</i> | |
| | <i>Name and relation to the child</i> | | <i>Comment/School</i> | |
| | <i>Name and relation to the child</i> | | <i>Comment/School</i> | |
| SECTION C: REFERRER DATA | | | | |
| <i>Family Name</i> | | <i>First Name</i> | | |
| <i>Institution / NGO</i> | | <i>Position</i> | | |
| <i>Address</i> | | <i>Phone numbers (home+mobile)</i> | | |
| SECTION D: RECEIVER DATA | | | | |
| <i>Family Name</i> | | <i>First Name</i> | | |
| <i>Institution / NGO</i> | | <i>Position</i> | | |
| <i>Address</i> | | <i>Phone numbers (home+mobile)</i> | | |
| Other relevant information or additional comments | | | | |
| | | | | |
| | | | | |
| Referrer signature and date | | | Receiver signature and date | |

ANNEX 6 - STANDARD OPERATING PROCEDURES FOR CIVIL SOCIETY ORGANISATIONS AND COMMUNITY MEDIATORS

HOW TO REFER CASES OF CHILDREN OUT-OF-SCHOOL OR WHO ARE AT RISK OF DROPPING OUT

1. Purpose

As part of the project “Enhancing Access to and Retention in Education for Vulnerable and Disadvantaged Children,” supported by UNICEF, and implemented by ECMI Kosovo, in continued coordination with MEST and the Municipalities involved in the project, a guide has been developed to help the municipal PRTAN to practice the role and the mandate which they have in the prevention, reaction and adequate training in regards to the dropouts and the registration for obligatory education.

Beside the EPRBM at municipal level, the children outside of schools can be identified from a number of institutions/professional mechanisms. NGOs/CSO and community mediators play an important role in identifying these children. This tool, developed in the framework of the European Union/Council of Europe ACCESS project, provides an overview of the steps and procedures which need to be followed by a community mediator or an official from an NGO/CSO in order to refer these cases of school drop outs.

2. Scope

Even though the data has shown a decrease of the children who drop out of school over the past years, the current figures are very worrying. MEST and the Municipalities are aiming at all-inclusive and quality education for all, and NGOs/CSO and the mediators can play a very important role in the community to improve the situation. This tool has been developed to harness civil society works and to help them provide better contribution in this area in a more structured manner.

3. Responsibilities

The personnel that have a primary role in the Standard Operating Procedures are community mediators and representatives from NGO/CSO. They have to implement each procedure from this SOP in order to give their structural contribution on referring cases of children out-of-school or who are at risk of dropping out.

5. Procedure

Below are the steps required to perform this procedure?

| Steps | How |
|---|---|
| <p>Step 1</p> <p><i>Identification of the children out-of-school or who are at risk of dropping out.</i></p> | <p>Mediators and NGOs/CSOs representatives can identify cases:</p> <ul style="list-style-type: none"> ➤ in a structured way, through various surveys/research that NGOs/CSOs develop ➤ during ad-hoc various meetings/activities in community-during individual meetings with community leaders or families |
| <p>Step 2</p> <p><i>Identification of the reasons why children are out-of-school or are at risk of dropping out.</i></p> | <p>The mediator or NGO/CSO representative must analyse risk factors (see below – 6. Risk Factors) and do a research to identify reasons why children are out-of-school or are at risk of dropping out.</p> <p>This can be done in several ways:</p> <ul style="list-style-type: none"> ➤ Visit the family ➤ Meetings with Community ➤ Meetings with peers ➤ Interview with a child who is subject of the case <p>The data found through research must classify based on the list of risk factors (see below – 6. Risk Factors)</p> |
| <p>Step 3</p> <p><i>Entering the data on the form for referring cases of children out-of-school or who are at risk of dropping out</i></p> | <p>The mediator or NGO/CSO representative will enter all relevant data on the form for referring cases of children out-of-school or who are at risk of dropping out. The tool is part of the manual for Municipality PRTAN (see Annex 5). Two copies of the Referral From should be prepared.</p> |

| | | |
|--------|--|---|
| Step 4 | Submitting the Referral Form to Municipality Education Department (MED)/Municipality PRTAN | <p>Referring should be done to the Municipality Education Department (MED). Depending on the Municipality, referring should be done different ways:</p> <ul style="list-style-type: none"> ➤ If a PRTAN has been established in respective municipality, then a case should be referred to the case manager, which after this takes over the responsibility to manage the case. ➤ If a PRTAN has not been established in respective municipality, then cases should be referred to the MED official that is responsible for that level of schooling. <p>Delivery of the Referral Form should be done in two copies where information on the recipient and her/his signature should be included. The recipient holds a copy, and returns the other copy to the referring person (mediator or NGO/CSO representative)</p> |
| Step 5 | Submitting the Referral Form to other institutions or mechanisms | <p>The mediator or NGO/CSO representative, depend on the nature of the case, can refer the case also to other institutions and mechanisms such as Centre for Social Work, School PRTAN etc with the same form.</p> |

6. Risk Factors

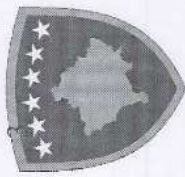
Individual factors: Different diseases, disability, early marriages, lack of family support, involvement in detrimental activities, drug abuse, individual approach to education, etc.

Family factors: Lack of proper parental care (without one or both parents, and divorces), education level of parents, families, cultural background, lack of cooperation/failure of a family to adapt to surroundings (especially migrant families), children acting as breadwinners, etc.

School factors: Geographic location of schools (risks during travel especially in mountainous areas), teacher-student relations and vice-versa, student-to-student relations, (misbehaviour, violence, misuse of technology, etc.), lack of proper professional services dealing with problems within the school, inadequate level of cooperation between schools and other municipal services and the community, the impact of detrimental external activities, etc.

Social factors: Social problems/poverty, inadequate level of inter-institutional cooperation and with the community, detrimental activities in society, migration, etc.

ANNEX 7 – AI 19/2012



Republika e Kosovës
Republika Kosova-Republic of Kosovo
Qeveria –Vlada-Government

Ministria e Arsimit, Shkencës dhe Teknologjisë- Ministarstvo Obrazovanje Nauku i
Tehnologiju-Ministry of Education Science & Technology

Kabineti i Ministrit/Kabinet Ministra/Cabinet of the Minister

UDHËZIM ADMINISTRATIV nr. 19/2012 THEMELIMI DHE FUQIZIMI I EKIPEVE PËR PARANDALIM DHE
REAGIM NDAJ BRAKTISJES DHE MOSREGJISTRIMIT NË ARSIMIN E OBLIGUAR

ADMINISTRATIVNA UREDBA nr. 19/2012 OSNIVANJE I OJAÇANJE EKIPA ZA SPREČAVANJE I REAGIRANJE
PREMA NAPUŠTANJA I NEOPIŠIVANJA U OBAVEZNOJ NASTAVI

ADMINISTRATIVE INSTRUCTION nr. 19/2012 ESTABLISHMENT AND ENFORCEMENT OF TEAMS FOR
PREVENTION AND RESPONSE TOWARD ABANDONMENT AND NON-ENROLMENT IN COMPULSORY
EDUCATION

| | | |
|---|---|---|
| <p>Në mbështetje të neneve 3, 4, 5 paragrafi 16, 7 dhe 49 paragrafi 1 të Ligjit për arsimin parauniversitar në Republikën e Kosovës (Gazeta zyrtare nr. 17/16 shtator 2011). Në pajtim me shtojcën 6 të Rregullores nr. 02/2011 për fushat e përgjegjësisë administrative të Zyrës së Kryeministrit dhe Ministrive (dt. 22.03.2011) dhe nenin 38 (6) të rregullores së punës së Qeverisë nr. 09/2011 nxjerr këtë udhëzim administrativ:</p> | <p>Na osnovu člana 3,4,5 stav 16,7 i 49 stva 1 Zakona za preduniverzitetsko obrazovanje u Republici Kosova, (Službeni list br. 17/16 septembar 2011). U skladu sa dodatkom 6 Pravilnika br.02/2011 o oblastima administrativne odgovornosti Kancelarije Premijera i ministarstva (dat.22.03.2011) i člana 38 (6) Pravilnika rada Vlade br. 09/2011 donosi ovu administrativnu uredbu:</p> | <p>Pursuant to articles 3, 4, 5 paragraph 16, 7 and 49, paragraph 1 of the Law for pre-university education in Republic of Kosova (Official Gazette no. 17/16 September 2011). In accordance with appendix 6 of the Regulation no. 02/2011 for fields of administrative responsibility of the Prime Minister's Office and Ministries (22.03.2011) and article 38 (6) of Rules of Procedure of the Government no. 09/2011, issues this Administrative instruction:</p> |
| <p>UDHËZIM ADMINISTRATIV</p> <p>Themelimi dhe fuqizimi i ekipeve për parandalim dhe reagim ndaj braktisjes dhe mosregjistrimit në arsimin e obliguar</p> | <p>ADMINISTRATIVNA UREDBA</p> <p>Osnivanje i ojačanje ekipa za sprečavanje i reagiranje prema napuštanju i neupisivanja u obaveznom obrazovanju</p> | <p>ADMINISTRATIVE INSTRUCTION</p> <p>Establishment and enforcement of teams for prevention and response toward abandonment and non-enrolment in compulsory education</p> |
| <p>NUMËR: 19/2012 DATË: 04.10.2012</p> | <p>BROJ: DATUM:</p> | <p>NUMBER: DATE:</p> |
| <p>Ky Udhëzim administrativ përcakton parimet e përgjithshme, përgjegjësitë dhe</p> | <p>Ova Administrativna uredba određuje opšte principe, odgovornosti i procedure o</p> | <p>This administrative instruction determines general principles, responsibilities and</p> |
| <p>Neni 1 Qëllimi</p> | <p>Član 1 Cilj</p> | <p>Article 1 The purpose</p> |

| | | |
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| procedurat për themelimin dhe fuqizimin e ekipeve për parandalim dhe reagim ndaj braktisjes dhe mosregjistrimit në arsimin e obliguar. | osnivaniu i ojaçanju ekipa za sprečavanje i reagiranje prema napuštanju i neupisivanju u obaveznom obrazovanju. | procedures for establishment and enforcement of teams for prevention and response toward abandonment and non-enrolment in compulsory education |
| <p>Neni 2 Braktisja</p> <p>1. Braktisës, është ai nxënës, i cili ndërpret shkollimin para përfundimit të arsimit të obliguar me ligj.</p> <p>2. Braktisës, është ai nxënës i cili edhe pas mbarimit të arsimit të obliguar e vazhdon shkollimin, por e ndërpret atë në një periudhë të mëvonshme, para përfundimit të synuar.</p> <p>3. Braktisës, është edhe ai fëmijë ose i ri, i cili nuk është regjistruar në shkollë dhe nuk ndjek arsimin e obliguar me ligj.</p> | <p>Član 2 Napuštanje</p> <p>1. Osoba koja napušta školovanje, je učenik koji prekine školovanje pre završetka obrazovanja koja je obavezna zakonom.</p> <p>2. Osoba koja napušta školovanje, je učenik koji nakon završetka obaveznog obrazovanja nastavlja školovanje, ali prekine ga u kasnijem periodu, pre određenog završetka.</p> <p>3. Osoba koja napušta školovanje, je i dete ili mladić, koji nije upisan u školi i ne pohađa obrazovanje obaveznu zakonom.</p> | <p>Article 2 Abandonment</p> <p>1. Abandoner is that student, which interrupts education before the end of compulsory education with law.</p> <p>2. Abandoner is that student which event after completion of compulsory education continues education, but interrupts it in a later period, before the aimed end.</p> <p>3. Abandoner is also that child or young, who is not enrolled in school and does not attend compulsory education with law.</p> |
| <p>Neni 3 Ekipi për parandalim dhe reagim ndaj braktisjes dhe mosregjistrimit- EPRBM</p> <p>1. EPRBM themelohet nga Këshilli Drejtues i Shkollës. Anëtarë të këtyre grupeve janë përfaqësuesit e nxënësve, të prindërve dhe mësimdhënësve. Në mënyrë intensive ata bashkëpunojnë edhe me institucionet shtetërore si dhe me</p> | <p>Član 3 Ekipe za sprečavanje i reagiranje prema napuštanja i neupisivanja- ESRNN</p> <p>1. ESRNN osniva se od Upravnog saveta škole. Članovi ovih grupa su predstavnici učenika, roditelja i nastavnika. Na intenzivan način oni sarađuju i sa državnim institucijama kao i institucijama i drugim nevladinim</p> | <p>Article 3 The team for prevention and response toward abandonment and non-enrolment – TPRAN</p> <p>1. TPRAN is established from Steering School Council. Member of these groups are representatives of students, parents and teachers. In intensive manner they cooperate also with state institutions and with institutions and other non-government</p> |

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| <p>institucionet dhe organizatat e tjera joqeveritare. Përfaqësuesit e këtyre të fundit, mund të përfshihen në EPRBM sipas nevojës, që kështu t'i kontribuohet rritjes së ekspertëve të vendit në arritjen e një pune të suksesshme parandaluese.</p> <p>2. EPRBM funksionon në nivel shkollë dhe nuk është pjesë e strukturave administrative brenda administratës zyrtare të shkollës.</p> <p>3. EPRBM ka rolin për:</p> <p>3.1. Parandalimin dhe reagimin ndaj braktisjes së mësimin të rregullt në shkollimin e obliguar nga nxënësit.</p> <p>3.2. Problemin e mosregjistrimit të fëmijëve dhe të rinjve të moshës shkollore në arsimin e obliguar.</p> | <p>organizacijama. Predstavnici ovih zadnjih, mogu biti obuhvaćeni u ESRNN prema potrebi, da ovako doprinesu umrežavanju domaćih eksperata u postizanju uspešnog rada radi sprečavanja.</p> <p>2. ESRNN funkcioniše u nivo škole i nije deo administrativnih struktura unutar službenoj administraciji škole.</p> <p>3. ESRNN ima ulogu za:</p> <p>3.1. Sprečavanje i reagiranje prema napuštanja redovne nastave u obaveznom školovanju učenika.</p> <p>3.2. Problem neupisivanja dece i omladinaca školskog uzrasta u obaveznom školovanju.</p> | <p>organizations. Representatives of the latter one could be involved in TPRAN according to the need, in this way to contribute to the country experts networking in achievement of a successful preventive work.</p> <p>2. TPRAN functions at school level and is not part of administrative structures within school official administration.</p> <p>3. TPRAN has the role for:</p> <p>3.1. Prevention and response toward regular school dropout in compulsory education from students.</p> <p>3.2. The problem of children and youth non-enrolment of school age in compulsory education.</p> |
| <p>Neni 4 Detyrat e EPRBM</p> <p>1. Ngritja e vetëdijesimit dhe komunikimit brenda dhe jashtë shkollës, të nxënësve, prindërve dhe mësimdhënësve, nxitja e bashkëpunimit me shoqërinë civile të fëmijëve, të rinjve dhe familjeve të tyre, me synimin e zvogëlimit, të parandalimit të braktisjeve të shkollimit si dhe rritjes së numrit të regjistrimit të fëmijëve dhe të rinjve në shkollë.</p> <p>2. Zhvillimi i një strategjie në nivel</p> | <p>Član 4 Zadaci ESRNN</p> <p>1. Podizanje samoosvešćivanje i komunikacije unutar i van škole, učenika, roditelja i nastavnika, uticaj saradivanja sa civilnom društvom dece, omladinaca i njihovim porodicama, sa težnjem smanjenja, sprečavanja napuštanja školovanja kao i povećanje broja upisanih dece i omladinaca na školovanju.</p> <p>2. Razvijanje strategije na školskom nivou, plan rada protiv napuštanja i neupisivanja</p> | <p>Article 4 Duties of TPRAN</p> <p>1. Rising of awareness and communication within and outside school, of students, parents and teachers, stimulation of cooperation with the civil society of children, youth and their families, with aim to reduce, to prevent school dropout and rise of enrolment number of children and youth in school.</p> <p>2. Development of a strategy in school level, working plan against dropout and</p> |

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| shkolle, plani pune kundër braktisjes dhe mosregjistrimit të fëmijëve dhe të rinjve në shkollë, mund të shfrytëzohet doracak u “Pako strategjish- Të gjithë në shkollë”, e hartuar në vitin 2005 nga MASHT dhe CRS enkas për çështjen e braktisjes. | dece i omladinaca u shkollë, mogu se koristiti priručnik „Pako strategija – Svi u školi“, sastavljena 2005 godine od MONT-a i CRS posebno za pitanje napuštanja. | non-enrolment of children and youth in school, could be used the manual “Strategy packages – all at school”, compiled on the year 2005 from MEST and CRS especially for the abandonment issue. |
| 3. Për punën me rastet e caktuara, përcaktohet një anëtar përgjegjës nga grupi ose eventualisht integrohet ndonjë ekspert tjetër si pjesë e grupit, udhëheqës i rasti. Për trajtimin e rasti, anëtari përgjegjës raporton te drejtori i shkollës, te anëtarët tjerë të ekipit dhe DKA-së. | 3. Za rad sa određenim slučajevima, određuje se jedan član grupe ili eventualno integriše se drugi ekspert kao deo grupe, slučajni rukovodilac. Za tretiranje slučaja, odgovorni član izveštava direktoru škole, kod drugih članova ekipe i ODO-u. | 3. For the work in certain cases, is determined a responsible member from the group or eventually is integrated another expert as part of the group, case leader. For case treatment, responsible member report to school principal, to other team members and MED. |
| 4. Bashkërendimi i aktivitetëve brenda dhe jashtë shkollës, si p.sh. trajnimi i mësimdhënësve dhe pjesëmarrësve të tjerë, takimet me prindërit, punë me komunitetin, etj. | 4. Koordinacija aktivnosti unutar i van škole kao n.pr. obučavanje nastavnika i drugih učesnika, sastanci sa roditeljima, rad sa zajednicom itd. | 4. Coordination of activities inside and outside school, as for e.g. teachers’ training and other participants, meetings with parents, work with community, etc. |
| 5. Kujdes të veçantë EPRBM do t’i kushtojë fëmijëve me nevoja të veçanta arsimore dhe grupeve tjera të rrezikuara, të cilët e braktisin shkollimin e obliguar. | 5. Posebnu pažnju ESRNN posvetiće decu sa posebnim potrebama u obrazovanju i drugim ugroženim grupama, koje napuštaju obavezno školovanje. | 5. Special care TPRAN will attend to children with special care and other vulnerable groups, who abandon compulsory education. |
| Neni 5 Themelimi i EPRBM-ve në nivel të shkollës | Član 5 Osnivanje ESRNN u nivo škole | Article 5 Establishment of TPRAN in school level |
| 1. Këshilli Drejtues i Shkollës themelon EPRBM në nivel të shkollës, i cili do të ketë pesë anëtarë të rregullt, një udhëheqës në trajtimin e rasti, një përfaqësues i nxënësve, një përfaqësues i prindërve, një | 1. Upravni savet škole osniva ESRNN u nivo škole, koji će imati pet redovnih članova, rukovodilac u slučaju obučavanja, predstavnik učenika, predstavnik roditelja, predstavnik | 1. School Steering Council establishes in school level, which will have five regular members, a leader in case treatment, a student representative, a parent representative, a representative of teachers |

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| <p>përfaqësues i mësimdhënësve dhe drejtori i shkollës. Sipas nevojës, EPRBM mund të vendos të integrojë ekspertë shtesë.</p> <p>2. Udhëheqësi që e trajton rastin raporton për rastin, duhet të raportojë çdo tre muaj para grupit, lidhur me zhvillimin e trajtimit të rasteve.</p> <p>3. EPRBM e shkollës i raporton çdo gjashtë muaj ERPBM-së në nivel të komunës dhe DKA-së rreth punës së grupit.</p> | <p>Neni 6</p> <p>Themelimi i EPRBM-së në nivel të komunës</p> | <p>nastavnika i direktora škole. Po potrebi ESRNN može odlučiti da integriše dodatne eksperte.</p> <p>2. Rukovodilac koji tretira slučaj izveštava o slučaju, treba da izveštava svakih tri meseca pred grupe, u vezi razvoja treniranja slučaja.</p> <p>3. ESRNN škole izveštava svakih šest meseci ESRNN u nivo opštine i ODO-a oko rada grupe.</p> | <p>Član 6</p> <p>Osnivanje ESRNN u nivo opštine</p> | <p>and school principal. According to the need, TPRAN could decide to integrate additional experts.</p> <p>2. The leader that treats the case reports for the case should report every three month to the group, about development of case treatment.</p> <p>3. School TPRAN reports every month to TPRAN in municipality level and MED about the work of group.</p> | <p>Article 6</p> <p>Establishment of TPRAN in municipality level</p> |
| <p>1. DKA po ashtu themelon një Ekip për Parandalim dhe Reagim ndaj Braktisjes dhe Mosregjistrimit në nivel të komunës, i cili përbëhet nga 9 anëtarë: përfaqësues të prindërve, përfaqësues të mësimdhënësve, të nxënësve dhe prej drejtorive të shkollave prej EPRBM-ve të nivelit të shkollave si dhe ekspertë të institucioneve dhe shoqërisë civile, që punojnë me të gjithë fëmijët, të rinjtë dhe familjet e tyre.</p> <p>2. Ekipi komunal për ERPBM takohet çdo tre muaj dhe diskuton rreth zhvillimeve aktuale, rreth sfidave, etj. Ekipi mund të kërkojë ndihmë nga instancat e komunës për gjetjen e zgjidhjeve të problemeve.</p> <p>3. Ekipi i raporton drejtorit komunal të arsimit në DKA çdo tre muaj.</p> | <p>1. ODO takođe osniva ekipu za sprečavanje i reagiranje prema napuštanja i neupisivanja u nivo opštine, koji je sastavljen od 9 članova: predstavnici roditelja, predstavnik nastavnika, učenika i od direkcija škola i ESRNN nivoa škola kao eksperta institucija i civilnog društva, koji rade sa svim decom, omladinom i njihovim porodicama.</p> <p>2. Opštinska ekipa za ESRNN se sastane svakih tri meseca i diskutira oko aktuelnim razvojjima, oko izazova itd. Ekipa može da traži pomoć iz opštinske instancije radi rešavanja problema.</p> <p>3. Ekipa izveštava opštinskom direktoru za obrazovanje u ODO svakih tri meseca.</p> | <p>1. MED also establishes a Team for Prevention and Response toward abandonment and non-enrolment in municipality level, which is consisted of 9 members: parents representatives, teachers' representatives and from school directorates from TPRAN of school level as well the experts of institutions and civil society, working with all children, youth and their families.</p> <p>2. Municipal team for TPRAN meets every three months and discusses about current developments, about challenges, etc. The team could seek help from municipal instances to find solution of problems.</p> <p>3. The team reports to municipal education director in MED every three months.</p> | | | |

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| <p>Neni 7 Çështja e financimit të EPRBM-ve</p> <ol style="list-style-type: none"> 1. Shkolla nga fondi i mjeteve vetanake siguron mjete për punën e ekipit, dhe sipas nevojës mund të kërkojë ndihmë dhe mbështetje nga DKA ose donatorët. 2. DKA-të sigurojnë mjete nga fondet e mjeteve vetanake për funksionimin e ERPMB-së në nivel të komunës. | <p>Çlan 7 Pitanje finansiranja ESRNN-a</p> <ol style="list-style-type: none"> 1. Škola iz svog fonda sopstvenih sredstva obezbeđuje sredstva za rad ekipe, i prema potrebu može da traži pomoć i podršku od ODO-a ili donatora. 2. ODO obezbeđuju sredstva iz sopstvenih fondova sredstva radi funkcionisanja ESRNN u nivo opštine. | <p>Article 7 The issue of TPRAN funding</p> <ol style="list-style-type: none"> 1. The school from the fund of self incomes provides tools for the team work and according to need could seek help and support from MED or the donors. 2. MED provide tools from the self incomes for functioning of TPRAN in municipal level. |
| <p>Neni 8 Hyrja në fuqi</p> <p>Ky Udhëzim administrativ hyn në fuqi në ditën e nënshkrimit</p> | <p>Član 8 Stupanje na snagu</p> <p>Ova administrativna uredba stupa na snagu danom potpisivanja</p> | <p>Article 8 Entry into force</p> <p>This administrative instruction enters into force on the day of signature.</p> |


Prof. dr. Ramë Buja, ministër



Prof dr. Ramë Buja, ministar

Prof. dr. Ramë Buja, Minister

ANNEX 8 – AI 25/2013



Republika e Kosovës
Republika Kosova-Republic of Kosovo
Qeveria – Vlada-Government

*Ministria e Arsimit, Shkencës dhe Teknologjisë- Ministarstvo za Obrazovanje Nauku i
Tehnologiju-Ministry of Education Science & Technology*

Kabineti i Ministrit/Kabinet Ministra/Cabinet of the Minister

UDHËZIM ADMINISTRATIV: 23/2013 REGJISTRIMI, MBAJTJA DHE MBROJTJA E
TË DHËNAVE PERSONALE NË SISTEMIN E ARSIMIT

ADMINISTRATIVNA UREDBA: 25/2013 REGISTRACIJA, ÇUVANJE I ZAŠTITA
LIČNIH PODATAKA U OBRAZOVNOM SISTEMU

ADMINISTRATIVE INSTRUCTION: 25/2013 REGISTRATION, MAINTENANCE AND
PROTECTION OF PERSONAL DATA IN THE EDUCATION SYSTEM

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| <p>Në bazë të nenit 5 paragrafi 3 të Ligjit për arsimin parauniversitar në Republikën e Kosovës duke u bazuar në nenin 8 paragrafi 1.4 dhe shtojcën 6 të Rregullores nr. 02/2011 për fushat e përgjegjësisë administrative të Zyrës së Kryeministrit dhe Ministrive dt. 22.03.2011, Ministria e Arsimit, Shkencës dhe Teknologjisë, nxjerr këtë :</p> | <p>Na osnovu člana 5 stav 3 Zakon o Preduniverzitetskom obrazovanju Republike Kosova, i na osnovu člana 8 stava 1.4 i prilog 6 Pravilnika br. 02/2011 za oblast administrativne odgovornosti Kancelarije Premijera i ministarstva dat 22.03.2011, Ministarstvo obrazovanja, nauke i tehnologije izdaje ovu:</p> | <p>Pursuant to article 5 paragraph 3 of the Law for pre-university education in the Republic of Kosova and being based in article 8 paragraphs 1.4. and appendix 6 of the Regulation no. 02/2011 for fields of administrative responsibilities of Prime Minister's Office and Ministries, date 22.03.2011, Ministry of Education, Science and Technology, issues this:</p> |
| <p align="center">UDHËZIM ADMINISTRATIV</p> <p>Regjistrimi, mbajtja dhe mbrojtja e të dhënave personale në sistemin e arsimit</p> <p>Numër: Data:</p> <p align="center">Neni 1 Qëllimi</p> | <p align="center">ADMINISTRATIVNU UREDBU</p> <p>Registracija, čuvanje i zaštita ličnih podataka u obrazovni sistem</p> <p>Broj: Datu:</p> <p align="center">Član 1 Cilj</p> | <p align="center">ADMINISTRATIVE INSTRUCTION</p> <p>Registration, maintenance and protection of personal data in the education system</p> <p>Number: Date:</p> <p align="center">Article 1 The purpose</p> |
| <p>Ky Udhëzim cakton procedurat për regjistrimin, mbajtjen dhe mbrojtjen si dhe raportimin e të dhënave statistikore nga shkollat dhe institucionet parashkolllore në arsimin parauniversitar të kërkuara nga MASHT, duke përdorur sistemin për menaxhimin e informatave në arsim (SMIA).</p> | <p>Ova Administrativna uredba određuje registraciju, čuvanje i zaštitu kao i izvešta statističkih podataka od strane škole i predškolskih institucija u Preduniverzitetskom obrazovanju zatražene od strane MONT-a koristeći sistem za menadžiranje informacija u obrazovanje (SMIO).</p> | <p>This instruction sets procedures for registration, maintenance and protection as well report of statistical data from school and preschool institutions in pre-university education required by MEST, while using the system for information management in education (SIME).</p> |

| <p>Neni 2 Fusha e veprimtarisë</p> | <p>Član 2 Oblast delovanje</p> | <p>Article 2 Field of activity</p> |
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| <p>UA zbatohet nga të gjitha institucionet edukative dhe arsimore parauniversitare.</p> | <p>AU se primenjuju u sve Preduniverzitetske edukativne i obrazovne institucije.</p> | <p>AI is applied by all pre-university instructive and educational institutions.</p> |
| <p>Neni 3 Procedurat</p> | <p>Član 3 Procedure</p> | <p>Article 3 Procedures</p> |
| <p>1. Në nivelin shkollor, drejtori i institucionit është përgjegjës për sigurimin e të dhënave të kërkuara nga MASHT. 2. Përgjegjësia e udhëheqësit të institucionit është ofrimi i të dhënave të sakta dhe të plota, përmes sistemit online (shkollat që kanë qasje në internet) dhe offline (shkollat që nuk kanë qasje në internet). 3. Mënyra se si kryhet dërgimi i të dhënave në këto dy forma, është e sqaruar në udhëzuesit për përdorim të sistemit SMIA. 4. Futja e të dhënave në sistemin SMIA nga drejtori i institucionit, i shkollës bëhet katër herë brenda një viti shkollor dhe atë: 4.1. Në fillim të vitit shkollor, futja e të dhënave në sistemin SMIA duhet të përfundoj deri në javën e dytë të muajit tetor; 4.2. Në përfundim të gjysmëvjetorit të parë, futja e të dhënave në sistemin SMIA duhet të përfundoj deri në javën e</p> | <p>1. Školski nivo, direktor institucije je odgovoran za obezbeđivanje podataka zatraženih od strane MONT-a. 2. Odgovornost rukovodioca institucije je pružanje tačnih i punih podataka, preko online sistema (škole koje imaju pristup na internet) i offline (škole koje nemaju pristup na internet). 3. Način na koji se vrši dostavljanje podataka putem ova dva oblika, je obrazloženo i u uputstvo o korišćenju sistema SMIO. 4. Ubacivanje podataka u sistem SMIO od strane direktora institucije, škole vrši se četiri puta u jednoj školskoj godini i to: 4.1. Na početku školske godine, ubacivanje podataka u sistem SMIO treba da završi do kraj druge nedelje meseca oktobra, 4.2. Završetkom prvog polugodišta, ubacivanje podataka u sistem SMIO treba da bude završeno do prve nedelje</p> | <p>1. School level, the director of institution is responsible for providing required data from MEST. 2. Responsibility of the leader of the institution is provision of correct and complete data, through online system (schools that have access in the internet) and offline (schools that do not have access in the internet). 3. The way how is done delivery of data in these two forms is clarified in manuals for the use of SIME system. 4. Insertion of data in SIME system from director of the institution, of the school is done within one school year and that: 4.1. Beginning of school year, insertion of data in SIME system should end till the second week of October; 4.2. Completion of first semester, insertion of data in SIME system should end till the first week of January;</p> |

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| <p>parë të muajit janar;</p> <p>4.3. Në përfundim të gjysmëvjetorit të dytë, futja e të dhënave në sistemin SMIA duhet të përfundoj deri në javën e fundit të muajit qershor;</p> <p>4.4. Përfundimi i vitit shkollor, futja e të dhënave në sistemin SMIA duhet të përfundoj deri në javën e parë të muajit shtator.</p> <p>5. Niveli komunal:</p> <p>5.1. Drejtoria Komunale e Arsimit (DKA) është përgjegjëse për mbikëqyrjen dhe saktësinë e të dhënave që vijnë nga shkollat dhe respektimin e afateve kohore për futjen e të dhënave në sistemin SMIA nga shkollat në komunën e tyre përkatëse;</p> <p>5.2. DKA për gjenerimin e raporteve statistikore brenda komunës përkatëse, është e obliguar ta përdor sistemin SMIA.</p> <p>6. Niveli qendror: MASHT, sektori SMIA, do ta bëjë procesimin e raporteve në nivel të ministritë bazuar në të dhënat e dërguara nga shkollat, duke përdorur sistemin SMIA.</p> | <p>januara meseca;</p> <p>4.3. Završetkom drugog polugodišta, ubacivanje podataka u sistem SMIO treba da bude završeno do poslednje nedelje juna meseca;</p> <p>4.4. Završetkom školske godine, ubacivanje podataka u sistem SMIO treba da bude završeno do kraja prve nedelje septembra meseca.</p> <p>5. Opštinski nivo</p> <p>5.1. Opštinski direktorijat za obrazovanje (ODO) je odgovoran da nadgleda verodostojnost podataka koje dostavljaju škole i poštovanje vremenskih rokova za ubacivanje podataka u sistem SMIO od strane škola u njihovu dotičnu opštinu;</p> <p>5.2. ODO za generisanje statističkih izveštaja u okviru dotične opštine je obavezan da koristi sistem SMIO.</p> <p>6. Centralni nivo: MONT, sektor SMIO, izvršće procesiranje izveštaja na nivo ministarstva baziranih na podatke dostavljene od strane škola, koristeći sistem SMIO.</p> | <p>4.3. Completion of second semester, insertion of data in SIME system should end by the last week of June;</p> <p>4.4. Completion of school year, insertion of data in SIME system should end by the first week of September.</p> <p>5. Municipality level:</p> <p>5.1. Municipal Education Directorate (MED) is responsible for supervision and accuracy of data coming from schools and respect of deadlines for insertion of data in the SIME system from schools in their respective municipality;</p> <p>5.2. MED for generation of statistical reports within the respective municipality, is obliged to use SIME system.</p> <p>6. Central level: MEST, SIME sector, will do report processing in the ministry level based on data sent from schools, while using SIME system.</p> |
| <p>Neni 4 Shënimet e nivelit shkollor</p> <p>1. Të gjitha institucionet edukativo-arsimore parauniversitare, duhet të mbajnë shënimet e regjistrimit të shkollës dhe</p> | <p>Član 4 Evidencija na školskom nivou</p> <p>1. Sve preduniverzitetske edukativno-obrazovne institucije treba da vode evidenciju o upisu u školi i evidenciju za</p> | <p>Article 4 Notes of the school level</p> <p>1. All pre-university instructive-educational institutions, should keep notes of school registration and notes of report</p> |


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| shënimet e organizimit të raportimit në shkollë në sistemin SMIA. 2. Këto shënime do të mbahen në shkollat dhe institucionet parashkollore përkatëse, për të nxjerrë informata nga sistemi SMIA për nivelin shkollor. 3. Këto informata do të jenë bazë për zhvillimin dhe avancimin e rregullave të caktuara arsimore në Kosovë. | organizim dhe raporti i organizimit të shkollës në sistemin SMIO. 2. Ova evidencija će se čuvati u škole i u dotičnim predškolskim institucijama, za uzimanje informacija iz sistema SMIO za školske nivoe. 3. Ovi podaci će biti osnova za razvoj i unapređivanje određena pravila za obrazovanje na Kosovu. | organizim dhe raporti i organizimit të shkollës në sistemin SMIO. 2. These notes will be kept in schools and preschool institutions, to extract information from SIME system for school level. 3. Such information will be base for development and advancement of certain educational rules in Kosova. |
| <p style="text-align: center;">Neni 5 Shënimet e regjistrimit të shkollës</p> <p>1. Shënimet e regjistrimit të shkollës janë shënime shkollore, të përhershme zyrtare. 2. Shënimet për institucionin shkollor. 3. Informacione për identifikim të shkollës: 3.1. Emri i shkollës; 3.2. Komuna; 3.3. Lokacioni; 3.4. Kodi i shkollës 1 dhe 2; 3.5. Kodi ekonomik. 4. Informacione për kontakt: 4.1. Personi kontaktues; 4.2. Telefoni; 4.3. Fax-i; 4.4. E-mail adresa; 4.5. Web faqja. 5. Informacione për klasifikim: 5.1. Vendi i shkollës; 5.2. Niveli i shkollës; 5.3. Tipi i shkollës; 5.4. Lartësia mbidetare e shkollës;</p> | <p style="text-align: center;">Član 5 Evidencija registraciju škole</p> <p>1. Evidencija registracije škole je školska evidencija, stalna službena. 2. Evidencija za školsku instituciju 3. Informacije za identifikaciju škole 3.1. Ime škole; 3.2. Opština; 3.3. Lokacija; 3.4. Školski kod 1 i 2 ; 3.5. Ekonomski kod; 4. Kontakt informacije. 4.1. Kontakt osobe 4.2. Telefon; 4.3. Fax; 4.4. E-mail adresa; 4.5. Web stranica; 5. Informacije za klasifikaciju; 5.1. Mesto škole; 5.2. Novo škole; 5.3. Tip škole; 3.4. Nadmorska visina škole;</p> | <p style="text-align: center;">Article 5 Notes of school registration</p> <p>1. Notes of schools registration are school notes, permanently official. 2. Notes for school institution. 3. Information for school identification 3.1 School name; 3.2 Municipality; 3.3 Location; 3.4 Code school 1 and 2; 3.5 Economic code; 4. Contact information: 4.1 Contacting person; 4.2 Telephone; 4.3 Fax; 4.4 E-mail address; 4.5 Web-page. 5. Information for classification: 5.1 School place; 5.2 School level; 5.3 School type; 5.4 School sea altitude;</p> |

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| <p>5.5. Lloji i shkollës; 5.6. Pronësia e objektit; 5.7. Numri i ndërrimeve; 5.8. Gjuha e mësimdhënies; 5.9. Profilët shkollorë.</p> <p>Neni 6 Gjendja fizike e institucionit shkollor</p> <p>1. Këtu përfshihen: 1.1. Të dhënat fizike të objektit shkollor; 1.2. Numri i dhomave (klasave) të mësimi; 1.3. Numri i dhomave (klasave) për parafillor; 1.4. Numri i dhomave (klasave) për arsim special; 1.5. Sipërfaqja e dhomave (klasave) të arsimit special; 1.6. Zyrë drejtori; 1.7. Salla e arsimtarëve; 1.8. Zyrë administrate; 1.9. Laboratorë-funksional; 1.10. Laboratorë-jofunksional; 1.11. Laboratorë-inventari dhe pajisjet; 1.12. Klasë IT, lidhje interneti, tualete meshkujsh; 1.13. Nr. i kabinave, tualete femrash, nr. i kabinave, tualete për mësimdhënës, nr. i tualeteve për nxënës me nevojë të veçanta, nr. i</p> | <p>5.5 Vrstë škole; 5.6. Imovina objekta 5.7. Broj smena; 5.8. Jezik nastave; 5.9. Profili škole;</p> <p>Član 6 Fizičko stanje školske institucije</p> <p>1. Ovdje su obuhvaćeni: 1.1. Fizički podaci za školski objekat; 1.2. Broj soba (učionica) za nastavu 1.3. Broj soba (učionica) za predosnovno 1.4. Broj soba (učionica) za specijalno obrazovanje; 1.5. Površina soba (učionica) za specijalno obrazovanje; 1.6. Kancelarija direktora; 1.7. Zbornica za nastavnike; 1.8. kancelarija za administraciju; 1.9. Funkcionalna-laboratorija; 1.10. Ne funkcionalna-laboratorija 1.11. Laboratorija-inventar za opremu 1.12. Učionica za IT, internet veza, muški toaleti; 1.13. Br. kabina, ženski toaleti, br. kabina, toalet za nastavnike, br. toaleta za učenike sa posebnim potrebama, br. kabina;</p> | <p>5.5 School type; 5.6 Ownership of facility; 5.7 Number of shifts; 5.8 Teaching language; 5.9 School profiles.</p> <p>Article 6 Physical condition of school institution</p> <p>1. Here are included: 1.1 Physical data of the school facility; 1.2 Number of rooms (classes) for teaching; 1.3 Number of rooms (classes) for pre-primary; 1.4 Number of rooms (classes) for special education; 1.5 Surface of rooms (classes) of special education; 1.6 Director office; 1.7 Teachers' hall; 1.8 Administrative office; 1.9 Laboratory – functional; 1.10. Laboratory – non-functional; 1.11. Laboratory – inventory and equipment; 1.12. IT class, internet connection, male toilets; 1.13. Number of cabins, female toilets, number of cabins, teachers toilets, number of toilets for students with special needs, number of cabins;</p> |
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| <p>kabinave; 1.14. Biblioteka, biblioteka-nr. i titujve(librave); 1.15. Kuzhina; 1.16. Salla e edukatës fizike; 1.17. Sipërfaqja bruto e shkollës; 1.18. Infrastruktura e ujit-ujësjellës, infrastruktura e ujit-pus, infrastruktura e ujit-rënie e lirë, infrastruktura e ujit-ujë i pijshëm;</p> <p>1.19. Infrastruktura e kanalizimit-sistemi i kanalizimit, infrastruktura e kanalizimit-gropë skeptike; 1.20. Numri i kompjuterëve; 1.21. Mënyra e ngrohjes-qendrore nga qyteti, mënyra e ngrohjes-qendrore vetanake, mënyra e ngrohjes-naftë, mënyra e ngrohjes-thëngjill, mënyra e ngrohjes-solare, mënyra e ngrohjes-të tjera, mënyra e ngrohjes-me stufa; 1.22. Rrethoja; 1.23. Fushë sportive.</p> | <p>1.14. Biblioteka, biblioteka-br. naslova (knjiga) 1.15. Kuzhinja; 1.16. Sportska sala; 1.17. Bruto površina škole; 1.18. Infrastruktura vode-odvoda, infrastruktu vode-bunara, infrastruktu vode-slobodnim padom, infrastruktu vode-pijaće vode; 1.19. Infrastruktura sistem-kanalizacije, infrastruktu kanalizacije-septičke jame, 1.20. Broj kompjutera 1.21. Način centralnog-grejanja gradskog, način samostalnog centralnog-grejanja, način centralnog –grejanja na naftu, način centralnog-grejanja na uglj, način druge vrste-grejanja pećima; 1.22. Ograda; 1.23. Sportski teren;</p> | <p>1.14. Library, library-number of titles (books); 1.15. Kitchen; 1.16. Hall of physical education; 1.17. Gross surface of the school; 1.18. Infrastructure of water-water supply, infrastructure of water-well, infrastructure of water-free fall, infrastructure of water-drinking water; 1.19. Sewage infrastructure – sewage system, sewage infrastructure – sceptical pit; 1.20. Number of computers; 1.21. Way of central heat from the city, way of self central heating, way with oil heating, way with coal heating, way with solar heating, other ways of heating, way with stove heating; 1.22. Fence; 1.23. Sports field.</p> |
| <p>Neni 7 Buxheti i shkollës</p> <p>Në pjesën për të dhënat e buxhetit të shkollës përfshihen buxheti i shkollës i caktuar nga Buxheti i Konsoliduar i Kosovës (BKK)- granti specifik për arsim dhe të hyrave tjera.</p> | <p>Član 7 Školski budžet</p> <p>Određeni deo podataka školskog budžeta obuhvatajući određeni školski budžet iz Konsolidovanog kosovskog budžeta (KKB) – specifično grante za obrazovanje i druge prihode.</p> | <p>Article 7 School budged</p> <p>In part for the school data budged is included is appointed by the Kosova Consolidated Budget (KCB) – specific grant for education and of other incomes.</p> |

| <p>Neni 8</p> <p>Shënimet për personelin arsimor</p> | <p>Član 8</p> <p>Evidencija za osoblje u obrazovanju</p> | <p>Article 8</p> <p>Notes for educational personnel</p> |
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| <p>1. Këtu përfshihen të dhënat për personelin mësimdhënës, personelin administrativ dhe personelin ndihmës. Ky regjistër përmban të dhënat për identifikim, të dhënat tjera plotësuese për personelin, dhe të dhënat për historikun e trajnimeve.</p> <p>1.1. Të dhënat për identifikim, ku përfshihen: numri personal, emri dhe mbiemri, data e lindjes, vendi i lindjes, përkatësia etnike, gjinia;</p> <p>1.2. Të dhënat tjera plotësuese për personelin përfshijnë: niveli i mësimdhënies, fondi i orëve, detyra e punës, lënda e ligjërimit, shkalla e kualifikimit, kualifikimi, data e përfundimit.</p> <p>2. Historiku i trajnimit të personelit, viti i trajnimit, lloji i trajnimit, numri i trajnimeve, numri i orëve.</p> | <p>1. Ovde treba da budu obuhvaćeni podaci nastavnog osoblja, administrativno osoblje i pomoćno osoblje. Ovaj registar sadrži podatke za identifikaciju, drugi uopšteni podaci osoblja i podaci za istorijat obuke:</p> <p>1.1. Podaci o identifikaciji, gde je obuhvaćeno: broj osoblja, ime i prezime, datum rođenja, mesto rođenja, etnička pripadnost, pol;</p> <p>1.2. Uopšteni podaci za osoblje obuhvatajući: nivo predavanja, fond časova, radni zadatak, predmet predavanja, stepen kvalifikacije, kvalifikacija, datum završetka.</p> <p>2. Istorijat za obuku osoblja, godina obuke, vrsta obuke, broj završene obuke, broj časova.</p> | <p>1. Here are included data for teaching personnel, administrative personnel and assisting personnel. This register contains identification data, general data for personnel, and data for training history.</p> <p>1.1 Identification data, where are included: personal number, name and surname, date of birth, place of birth, ethnic affiliation, gender;</p> <p>1.2 Other additional data for personnel include: teaching level, fund of hours, work duties, subject of lecture, qualification degree, qualification, completion date.</p> <p>2. Training background of personnel, training year, training type, number of trainings and number of hours.</p> |
| <p>Neni 9</p> <p>Shënimet për nxënësit</p> | <p>Član 9</p> <p>Beleške za učenike</p> | <p>Article</p> <p>Notes for students</p> |
| <p>1. Këtu përfshihen të dhënat identifikuese për paralelen si dhe të dhënat për nxënësit.</p> <p>1.1. Parametra identifikues për paralelen, viti shkollor, shkolla, periudha e regjistrimit, klasa, paralelja, ndërrimi i paraleles, profili, gjuhë e</p> | <p>1. Ovde su obuhvaćeni identifikacioni podaci za odeljenje kao i za učenika.</p> <p>1.1. Identifikacioni parametri za odeljenje, školska godina, škola, period upisa, razred, odeljenje smena odeljenja, profil, drugi strani jezik,</p> | <p>1. Here are included identification data for the parallel and data for students.</p> <p>1.1 Identifying parameters for parallel, school year, school, enrolment period, class, parallel, change of parallel, profile, second foreign language, class</p> |

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| <p>dytë e huaj, klasë me nevojë të veçantë arsimore, klasë e kombinuar, kujdestari i klasës;</p> <p>1.2. Detajet për nxënësit për fillim të vitit shkollor, moshë, gjinia, përkatësia etnike, largësia e udhëtimit, dëmtime, gjendja familjare e nxënësit, ndihma sociale, të regjistruar, përsëritës, të ardhur nga jashtë;</p> <p>1.3. Detajet për nxënësit për fund të gjysmëvjetorit të parë, të arsyeshme, të paarsyeshme, gjinia, lloji i suksesit, numri i nxënësve;</p> <p>1.4. Detajet për nxënësit për fund të gjysmëvjetorit të dytë, të arsyeshme, të paarsyeshme, kanë shkuar jashtë, braktisës, gjinia, lloji i suksesit, numri i nxënësve;</p> <p>1.5. Detajet për nxënësit për fund të vitit shkollor, orët e planifikuara, numri i orëve të mbajtura, gjinia, lloji i suksesit, numri i nxënësve.</p> | <p>odhjetje sa posebnim potrebama za obrazovanje, kombinovana odeljenja, razredni starešina;</p> <p>1.2.Detalji za učenike za početak nove školske godina, starost, pol, etnička pripadnost, daljina putovanja, oštećenja, porodično stanje učenika, socijalna pomoć, upisano, ponavljali, koji su došli iz inostranstvo;</p> <p>1.3.Detalji za učenika za kraj prvog polugodišta, opravdani, ne opravdani, pol, vrsta uspeha, broj učenika;</p> <p>1.4. Delji za učenika za kraj drugog polugodišta, opravdani, neopravdani otišli u inostranstvo, napustili, pol, vrsta uspeha, broj učenika;</p> <p>1.5. Detalji za učenika za kraj školske godina, planirani časovi, broj održanih časova, pol, vrsta uspeha, broj učenika.</p> | <p>with special educational needs, combined class, class warden;</p> <p>1.2Details for students for the beginning of school year, age, gender, ethnic affiliation, travelling distance, damages, student's family condition, social help, enrolled, repeating, come from abroad;</p> <p>1.3Details for students for end of first semester, reasonable, unreasonable, gender, success type, number of students;</p> <p>1.4Details for students for end of second semester, reasonable, unreasonable, have gone abroad, drop-outs, gender, success type, number of students;</p> <p>1.5Details for students for end of school year, planned hours, number of kept hours, gender, success type, number of students.</p> |
| <p>Neni 10</p> <p>Detyrimi i sigurimit të informatave të sakta</p> <p>1. Niveli shkollor</p> <p>1.1. Detyrë e çdo drejtori të shkollës është ti siguroj informatat e sakta në mënyrën më të mirë të mundshme. Nëse, konstatohet se drejtori bën raportim të pasaktë, ndaj tij merren masa</p> | <p>Član 10</p> <p>Obaveza za obezbeđivanje tačne podatke</p> <p>1.Školski nivo</p> <p>1.1. obaveza svakog direktora škole je da obezbedi tačne informacije na najbolji mogući način.Ako se dokaže da direktor daje netačne izveštaje, prema njemu će biti preduzete</p> | <p>Article 10</p> <p>Obligation of providing the accurate information</p> <p>1.School level</p> <p>1.1 .Duty of each school principal is to ensure correct information's in the best possible way. If it's ascertain that principal does incorrect reporting, toward him are taken disciplinary</p> |

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| <p>Neni 12 Hyrja në fuqi</p> <p>Ky Udhëzim administrativ hyn në fuqi ditën e nënshkrimit të tij nga ministri.</p>  <p><u>Prof. dr. Ramë Buja, ministër</u></p> | <p>Član 12 Stupanje na snagu</p> <p>Ova administrativna uredba stupa na snagu na dan njenog potpisivanja od strane Ministra.</p> <p><u>Prof. dr. Ramë Buja, ministar</u></p> | <p>Article 12 Entry into force</p> <p>This administrative instruction enters in force on the day of its signature by the minister.</p> <p><u>Prof. dr. Ramë Buja, minister</u></p> |
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ANNEX 9 – TERMS OF REFERENCE FOR PRTANS

PREVENTION AND RESPONSE TEAMS TOWARD ABANDONMENT AND NON-REGISTRATION IN COMPULSORY EDUCATION (PRTANS)

Terms of Reference

SECTION I.

1. Introduction

Kosovo's legal framework and policy documents, such as the Kosovo Education Strategic Plan (2011-2016), outlines the responsibilities of Kosovo institutions in the field of education relevant for monitoring of school attendance and reduction of dropouts⁶ for school age children regardless of gender, ethnicity, ability etc. On 4 October 2012, the Ministry of Education, Science and Technology (MEST) issued an Administrative Instruction (hereinafter referred to as AI 19/2012) on Establishment and Enforcement of Teams for Prevention and Response Towards Abandonment and Non-registration in Compulsory Education (PRTAN)⁷. The

teams are to be established at both municipal and school levels with the purpose to prevent and respond towards non-enrolment and abandonment in compulsory education. The aim of these Terms of Reference (ToR) is to guide local education institutions in the process of establishment and efficient functioning of PRTANS.

2. Definition of school dropout

School dropout, as stipulated by the Law on Pre-university Education⁸, is defined as "premature withdrawal from compulsory education". The MEST expands this terminology in AI 19/2012 to additionally classify the cases outlined below as dropouts:

2.1. A student who interrupts the compulsory education system before completing the programme for which he or she was registered.⁹

2.2. A dropout is a student who even after finishing compulsory education continues his programme¹⁰, but he/she finishes it at a later stage before finalising his/her education level.

⁶ See the Annex 1 for a comprehensive list of legal and policy framework available in Kosovo that address the issue of school enrollment and attendance.

⁷ See Article 1 of the Administrative Instruction No. 19/2012 on Establishment and Enforcement of Teams for Prevention and Response Toward Abandonment and Non-Enrolment in Compulsory Education, 4 October 2012, http://www.masht.gov.net/advCms/documents/UA_19_2012_new.pdf

⁸ See Article 2 para. 1.13 of the Law No. 04/L-032 on Pre-University Education in Kosovo, 16 September 2011, http://www.masht.gov.net/advCms/documents/03_Ligji_per_arsimin_Parauniversitar_anglisht.pdf.

⁹ Supra note 2, Article 2.1 (the text in this version is slightly different from the original to allow for better understanding of the Article in English language)

¹⁰ For instance, upper secondary education, grades 10-12 (age 15-18).

2.3. A child/youngster who is not registered in a school to follow the compulsory education system as prescribed by the law.¹¹

SECTION II. SCHOOL PRTAN

3. Establishment of the School PRTAN

3.1. The School Steering Council is responsible for the establishment of the School PRTAN.

3.2. The School PRTAN is established at the beginning of a school year.

3.3. The mandate of the School PRTAN is three years, equal with the mandate of school steering council.

3.4 The School PRTAN is an independent body and supports the school administration in issues related to school non-registration and abandonment.

4. Composition of the School PRTAN

4.1. A School PRTAN is composed of five regular members¹²:

- School director (permanent member);

- Teacher/representative of the Teacher Council (permanent member);
- Parent/representative of the Parents Council;
- Student/representative of the Students Council, and;
- Case manager (nominated or replaced, according to the specific need (permanent member)).

4.2. The School PRTAN composition may be extended in particular cases with the approval from the majority PRTAN members. Depending on the need or specific dropout case, the School PRTAN may extend its membership to include experts from municipal institutions; governmental and non-governmental organizations dealing with children, youngsters and family issues; community representatives; education/cultural mediators; and, pedagogic staff.

5. Selection of School PRTAN members

5.1. At the beginning of a school year, the School Steering Council announces a public call for a meeting for the establishment of the School PRTAN, with representation according to AI 19/2012.

5.2. The School Steering Council establishes the School PRTAN through confirmation of appointed¹³/nominated¹⁴ members at its first meeting. A copy of the decision on confirmation of the membership is submitted to the relevant

¹¹ Supra note 2, Article 2.3 (the text in this version is slightly different from the original to allow for better understanding of the Article in English language).

¹² AI 19/2012, Article 5.1

¹³ The process of appointment to a school-level PRTAN is related to permanent members

¹⁴ The process of nomination to a school-level PRTAN is related to non-permanent members

Municipal PRTAN and municipal education directorate (MED).

5.3. During the selection process gender and geographical representation should be taken into account for all interested parties that gravitate towards the school.

6. The mandate of the School PRTAN

6.1. The mandate of the permanent members of the School PRTAN shall be for a term of three years, whereas the members representing parents and the Student Council will be for the one-year term, whilst the case manager can be nominated as per the need of a specific case.

6.2. At the beginning of each school year, the School Steering Council nominates the two members representing parents and the Student Council respectively, whereas for the three permanent members, the School Steering Council appoints their membership in the first year of their term.

7. Dismissal and replacement

7.1. The composition of the School PRTAN is to be revised on annual basis, and if deemed necessary, i.e., when the School PRTAN did not perform to the satisfactory level, the School Steering Council can decide to dissolve it.

7.2. The School Steering Council decision on dissolution of the School PRTAN shall be made public and shared among the relevant sectors and institutions, including

the MED, providing the reason for dissolution.

7.3. Following the dissolution, the School Steering Council shall take the necessary steps to re-establish the School PRTAN no later than 15 working days from the issuance of a decision on dissolution.

7.4. If a School PRTAN member is absent for three consecutive meetings without a valid excuse, the chairperson or deputy chairperson shall inform the School Steering Council to initiate the process of dismissal and replacement of the said member.

8. Duties and responsibilities of the School PRTAN

The School PRTAN is responsible for:

- Gathering and processing data on registration, attendance and dropouts at the school on a quarterly basis;
- Developing an action plan on prevention and management of dropouts. The School PRTAN action plan shall be in compliance with the Municipal PRTAN action plan;
- Raising awareness, communicating and cooperating on activities within and outside the school for prevention and response towards abandonment and non-enrolment in compulsory education, in accordance with the action plan; Monitoring and reporting on

school enrolment and non-enrolment;

- Monitoring cases of dropouts and non-enrolment on a three-month basis;
- Monitoring findings to be reported to the School Steering Council, Municipal PRTAN, and the MED. Regular reports shall provide information on school enrolment, non-enrolment, dropouts and relevant follow-up, including the status of the remedial actions. If necessary, the reports shall contain recommendations to the Municipal PRTAN and MED on ways to facilitate informed remedial actions by the municipality on prevention and management of dropout cases and non-enrolment;
- Ensuring a special attention is paid to children with special educational needs and other groups at risk of abandoning the school;

9. Selection of the School PRTAN chairperson and deputy chairperson

9.1. Following the establishment of School PRTAN by the School Steering Council, the school director calls for the selection of the chairperson and deputy chairperson.

9.2. The School PRTAN members present in the first meeting elect the chairperson and deputy chairperson. The voting shall be by secret ballot unless the majority of the Municipal PRTAN members agree to have an open ballot.

9.3. The candidate must win the majority of the overall number of members from the PRTAN at school level.

9.4. If no candidate receives the required majority of votes for the chairperson on the first ballot, then the two candidates with the majority of votes will go to a second ballot. The candidate who receives more votes will be elected the chairperson whilst the second becomes his/her deputy.

9.5. In case of a tie, the process must be repeated after a certain time period, but not later than 7 days from the first vote.

9.6. The mandate of both the chairperson and his/her deputy chairperson is the same term of office as the School PRTAN members, in addition to their extra obligations in organising, meeting implementation, keeping files for work documents, reports and other data being processed by the group.

10. Duties and responsibilities of the Case Manager

10.1. The Case Manager is the focal point for:

- Managing and sharing information with other School PRTAN members in order to address cases of non-registration and dropouts which require follow up.
- Co-ordinating reporting on relevant case developments and on recommendations for remedial actions and follow-up by relevant municipal authorities.

- Co-ordinating collection of data for all relevant cases.

10.2. Receiving cases and presenting them to the School PRTAN is proportionally shared between all members of the School PRTAN.

11. Meetings of the School PRTAN

11.1. The School PRTAN meets every three months. Depending on the urgency of the situation, or upon request of at least one third ($\frac{1}{3}$) of the School PRTAN members, the chairperson or deputy chairperson may convene more regular meetings (e.g. every month) or call for extraordinary meetings.

11.2. The chairperson, or in his/her absence the deputy chairperson, shall call and chair regular and extraordinary meetings.

11.3. The chairperson or his/her deputy shall prepare and propose the agenda for each meeting and include attachments for reference (e.g. copies of the Case Manager's reports).

11.4. At least seven working days written notice of meetings shall be given to all members, with the exception of extraordinary meetings, which may be called on three days' notice. The notice shall stipulate the date, time and place of the meeting as well as the agenda.

11.5. A public notification of the meeting shall be posted on the notice boards in the school and disseminated through

other channels (e.g. municipal or school website, other public notice boards), at minimum seven working days prior to the meeting and in compliance with point 11.4.

11.6. With the support of the school administration, the chairperson or deputy chairperson will ensure that any member of the PRTAN unfamiliar with the working language of the meeting session is provided with language assistance and interpretation and translation, including translation of meeting records to ensure inclusiveness and participation in decision making and as prescribed by the Law on the Use of Languages.

11.7. The meeting minutes from previous meeting are approved in the subsequent meeting by the majority of members present.

11.8. The chairperson or deputy chairperson shall sign the approved minutes and in liaison with the school administration will ensure the minutes are available to the public as stipulated with the Law on Access to Official Documents and the Law on Protection of Personal Data.

12. Funding of School PRTAN activities

12.1. The school administration shall provide funds from its own resources for the establishment and functioning of the School PRTAN. If needed, the School Director will request the allocation of additional funds to the school from the

MED (or from other sources) to cover the costs of activities of the School PRTAN.

12.2. Members of the School PRTAN are not financially compensated for their work relevant to the functioning of the School PRTAN.

SECTION III. MUNICIPAL PRTAN

13. Establishment of the Municipal PRTAN

13.1. The Municipal Directorate of Education (MED) is responsible for the establishment of the Municipal PRTAN.

13.2. The Municipal PRTAN is established at the beginning of a school year.

13.3. The mandate of the Municipal PRTAN is three years.

13.4. The Municipal PRTAN is an independent body and supports the municipal education administration on issues related municipal actions on school abandonment and non-registration.

14. Composition of the Municipal PRTAN

14.1. The Municipal PRTAN is composed of nine members,

- One active member or representative from the Parents Council;
- One member from the Teacher's Council;
- One member from the Student's Council;

- Two representatives from the Municipal Education Directorate (permanent members);
- One representative from the Centre for Social welfare (permanent member);
- One representative from the Health Department or from the Municipal Office for Communities and Returns on the basis of the situation in respective municipality(permanent member);
- One representative from a non-governmental organisation active in the field of education or human rights;
- One School Director representing a School PRTAN active in the municipality (permanent member).

14.2 The Municipal PRTAN's composition may be extended in particular cases with the approval from the majority of Municipal PRTAN members.

14.3. If needed, the Municipal PRTAN may extend its membership to include community representatives, education/cultural mediators, non-governmental organizations working on issues relevant for children, youth and family, and pedagogic staff¹⁵.

15. Selection of the Municipal PRTAN members

¹⁵E.g. Representative(s) of the "Roundtables for Management of Cases of Children at Risk" to be included in those municipalities where they exist.

15.1. The process of selection and nomination of Municipal PRTAN members is led by the MED.

15.2. At the beginning of a school year, the MED shall announce a public call for a meeting for the establishment of PRTAN with the composition according to AI 19/2012.

15.3. The Municipal PRTAN becomes functional following the issuance of a decision by the MED regarding its establishment and composition.

15.4. The inaugural meeting of the Municipal PRTAN shall be held within seven working days from the issuance of a decision on its establishment and composition.

15.5. During the selection process, gender, geographical and ethnic community balance shall be taken into account, in line with all interested parties that gravitate towards the school.

15.6. The MED's decision is published in all official languages and languages in official use on the municipal website and distributed to all relevant institutions for their record.

16. The Mandate of the Municipal PRTAN

16.1. The mandate of the Municipal PRTAN permanent members nominated by relevant institutions should be for a term of three years, whereas the representatives of the parents, teachers, and Students' Councils should be for a term of one year.

16.2. At the beginning of each school year, the MED appoints one member each from the parents, teachers, and students' councils, whereas for the five permanent members, the MED appoints their membership in the first year of their term.

17. Dismissal/replacement

17.1. While the composition of the Municipal PRTAN is to be revised on an annual basis, the MED can decide on dissolution in cases where the performance of the Municipal PRTAN is not at a satisfactory level.

17.2. The MED decision shall be made public and shared among the relevant sectors and institutions, providing the reason for dissolution.

17.3. Following dissolution, the MED shall take the necessary steps to re-establish the Municipal PRTAN by announcing a public call no later than 14 working days from the issuance of its decision on dissolution.

17.4. In the case of a Municipal PRTAN member being absent for three consecutive meetings without a valid excuse, the chairperson or deputy chairperson shall inform the MED to initiate the process of dismissal and replacement of the said member.

18. Duties and responsibilities of Municipal PRTANs

18.1. The Municipal PRTAN is responsible for:

- Monitoring school registration, enrolment and non-enrolment and dropouts at the municipal level, through data collection, gathering of information from various sources and visits to schools.
- Taking immediate, mid-term and long-term actions to intervene and decrease the number of girls and boys that drop out and those that are not enrolled in compulsory education in the municipality.
- Developing and implementing relevant cross-sectorial action plans at the municipal level on prevention and management of dropouts and non-enrolment.
- Raising awareness, communication and coordination of activities within municipality in order to prevent and respond towards abandonment and non-enrolment in compulsory education, as per the respective action plan.
- Reporting to the MED Director every three months, providing information on the Municipal PRTAN's monitoring and reporting of school enrolment and non-enrolment in the municipality, including providing recommendations on prevention and management of dropouts and non-enrolment.
- Ensuring to pay special attention to children with special educational needs and other

groups at risk of abandoning the school.

19. Selection of the Municipal PRTAN chairperson and deputy chairperson

19.1. The Municipal PRTAN members elect the chairperson and deputy chairperson at their first meeting, following the PRTAN's establishment by the MED.

19.2. The mandate of the chairperson and their deputy is the same term of office as the Municipal PRTAN members (i.e. one year for non-permanent members, two years for permanent members) with the chairperson having additional responsibilities, such as organizing meetings, inviting members to the meetings, preparation of meeting materials, etc.

19.3. Each member of the Municipal PRTAN has a right to vote. The voting shall be by secret ballot unless the majority of Municipal PRTAN members agree to have an open ballot.

19.4. To be elected, a candidate must receive a majority of votes from the total number of the Municipal PRTAN members.

19.5. If no candidate receives the required majority for the chairperson on the first ballot, then the two candidates with the majority of votes will go to a second ballot. The candidate who receives more votes shall be elected the chairperson whilst the second becomes his/her deputy.

19.6. In case of a tie, the voting process must be repeated after a certain period of time, but not later than seven days from the initial voting.

20. Meetings of the Municipal PRTAN

20.1. The Municipal PRTAN meets every three months. Depending on the urgency of the situation or at the request of at least one third ($\frac{1}{3}$) of the Municipal PRTAN members, the chairperson or deputy chairperson may convene more regular meetings (e.g. every month) or call for extraordinary meetings.

20.2. The chairperson, or in his/her absence the deputy chairperson, shall call the regular and extraordinary meetings.

20.3. The chairperson or his/her deputy shall prepare and propose the agenda for each meeting and include relevant attachments (e.g. copies of the School PRTANs reports).

20.4. At least seven working days written notice shall be given to all members, with the exception of extraordinary meetings which may be called on three working days' notice. The notice shall indicate the date, time and place of the meeting, as well as the agenda, in all official languages (if needed).

20.5. In liaison with the MED and municipal information officer, a notice about the meeting shall be displayed on the public information boards, municipal website and schools, at minimum seven

working days in advance of the meeting, with the exception of extraordinary meetings which may be called on three days' notice. The published notice shall include the date, time and place of the meeting as well as the agenda, in official languages (if needed).

20.6. With the support of the MED, the chairperson or deputy chairperson will ensure that any members of the Municipal PRTAN unfamiliar with the working language at the meeting session are provided language assistance and interpretation and translation, including translation of meeting records to ensure inclusiveness and participation in decision making and as prescribed by the Law on the Use of Languages.

20.7. The meeting minutes from the previous meeting are approved in the subsequent meeting by the majority of members present.

20.8. The chairperson or deputy chairperson shall sign the approved minutes and in liaison with the MED and municipal information officer will ensure their availability to the public as stipulated with the Law on Access to Official Documents and the Law on Protection of Personal Data.

21. Funding of the Municipal PRTAN activities

21.1. The MED shall provide funds from its own resources for the establishment and functioning of the Municipal PRTAN. If needed, the Director of the MED will

request allocation of additional funds from other municipal sources, MEST (or from other sources) to cover the costs for activities of the Municipal PRTAN.

21.2. Members of the Municipal PRTAN are not financially compensated for their work relevant to the functioning of the Municipal PRTAN.

22. Cooperation and coordination with the central level

22.1. MED shall ensure that its municipal action plan is in harmony with central level strategies and with MEST recommendations that deal with prevention and management of abandonment and non-enrolment in compulsory education.

22.2. Municipal PRTAN shall cooperate and exchange information with MEST, through the PRTAN chairperson at MEST and the officer in charge for coordination of activities with municipalities.

ANNEX 10 – REFERENCES

International and regional law

- Convention on the Rights of the Child, 20 November 1989
- Convention on the Elimination of All Forms of Discrimination against Women, 18 December 1979
- European Convention on Human Rights, 1 July 2010
- International Covenant on Economic, Social and Cultural Rights, 8 August 1991
- Universal Declaration of Human Rights, 10 December 1948

Domestic Law/Kosovo Law

- Constitution of Kosovo, 15 June 2008
- Law on Access to Official Documents (No. 2003/12), 06 November 2003
- Law on Education in the Municipalities of the Republic of Kosovo (No. 03/L-068), 21 May 2008
- Law on Gender Equality (No. 2004/2), 19 February 2004
- Law on Inspection in Education in Kosovo (No. 2004/37), 8 September 2004
- Law on Local Self-government (No. 03/L-040), 4 June 2008
- Law on Preschool Education (No. 02/L-52), 19 January 2006
- Law on Pre-university Education in Kosovo (No. 04/L-032), 16 September 2011
- Law on Protection of Personal Data (No. 03/L – 172), 29 April 2010
- Law on the Protection and Promotion of the Rights of Communities and their members in Republic of Kosovo (No. 03/L-047), 8 December 2011
- Law on the Use of Languages (No. 02/L-37), 27 July 2006

Administrative Instructions

- Administrative Instruction for Pre-university school documentation (No. 08/2012), 23 May 2012
- Administrative Instruction on Creating and Strengthening of Teams for Prevention and Response toward Abandonment and Non-registration in Compulsory Education (No. 19/2012), 4 October 2012
- Administrative Instruction on Determination of conditions, criteria and procedures in completion of the Strategy for reintegration of the repatriated persons (No. 17/2010), 18 November 2010
- Administrative Instruction on Measures towards parents, whose children are not registered or attended the compulsory education (No. 13/2005), 23 March 2005

- Administrative Instruction on Professional assessment of children with special instructive-educational needs (No. 07/2012), 23 May 2012
- Administrative Instruction on Reducing the Tariffs paid by the Parents for more than one child in the Preschool Institutions (No. 41/2007), 9 October 2007
- Administrative Instruction on Registration, Maintenance and Protection of Personal data in the Education system (No. 25/2013)
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- National Action Plan against School Abandonment (2009-2014)
Strategy for integration of Roma, Ashkali and Egyptian communities in Kosovo –
- Education component (2007-2017), http://www.masht.gov.net/advCms/documents/Strategy_English_07017.pdf

Manuals and Reports

- Catholic Relief Services (CRS), All in School: Student Retention and Dropout Response. Manual: Resource Kit (2005).
- Catholic Relief Services (CRS), How to Guide: Student dropout, prevention and response (2007),
http://www.crsprogramquality.org/storage/pubs/education/edhowto_kosovo.pdf
- European Centre for Minority Issues (ECMI) Kosovo; Improving Delivery of Education for Roma, Ashkali and Egyptian Communities: Good Practices and Recommendations, Manual for Municipal Officials (2012), <http://www.ecmikosovo.org/?p=3740>
- German Agency for International Cooperation (GIZ), Dealing with school refusal and dropouts: A practice-oriented manual (October 2011),
<http://mesimdhenianekosove.com/wp-content/uploads/2012-Drop-Out-Prevention-Manual-ENG.pdf>
- Organisation for Security and Co-operation in Europe (OSCE), Tracking School Dropouts and Non-attendance in Kosovo (September 2012),
<http://www.osce.org/kosovo/95112>
- Pedagogic Institute of Kosovo with support of UNICEF, Out-of-school Children in Kosovo: Baseline study on practices of prevention and response to dropout and non-enrolment in school (2014)

Other

- Agency of Statistics of Kosovo, Multiple Indicator Cluster Survey in Kosovo (2014)
- Ministry of Education, Science and Technology, Terms of Reference for Prevention and response teams toward abandonment and non-registration in compulsory education (2014)
- Ministry of Internal Affairs, Guidelines for assistance and support of repatriated persons for sustainable reintegration based on reintegration policies (May 2014)
- Ministry of Education, Science and Technology, Compendium of Documents on School Drop-outs (December 2014)
- United Nations Fund for Children (UNICEF), Policy brief Kosovo (UNSCR 1244): Ensuring all children enrol, attend and complete education (December 2014)

