**Republika e Kosovës**
**Republika Kosova – Republic of Kosovo**
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*Ministria e Arsimit, Shkencës, Teknologjisë dhe Inovacionit*
*Ministarstvo obrazovanja, nauke,tehnologije i inovacije*
*Ministry of Education, Science, Technology and Innovation*

# ▶ TRAINING MODULE FOR EDUCATION INSPECTORS

## OVERSEEING THE IMPLEMENTATION OF EDUCATIONAL POLICIES ON CHILD PROTECTION, IMPLEMENTATION OF THE PLATFORM ON PREVENTION AND RESPONSE TO DROPOUT AND NON-ENROLLMENT

# ▶ TRAINING MODULE FOR EDUCATION INSPECTORS

OVERSEEING THE IMPLEMENTATION
OF EDUCATIONAL POLICIES ON CHILD
PROTECTION, IMPLEMENTATION OF THE
PLATFORM ON PREVENTION AND RESPONSE
TO DROPOUT AND NON-ENROLLMENT

**Training module for Education Inspectors:**
Overseeing the implementation of educational policies on child protection, implementation of the platform on prevention and response to dropout and non-enrolment

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**Information**

This training module for Education Inspectors has been prepared to serve as training material for education inspectors, in order to increase their capacity regarding the requirements and opportunities to monitor the implementation of educational policies for child protection, addressing violence in educational institutions, dropout and non-enrolment by the relevant mechanisms, through external evaluation of school performance and as part of their other inspection functions.

The training module can be used by the Central Office of the Education Inspectorate at the MESTI and Science and the Human Rights Unit at the MESTI to organize other trainings with EI on this topic. However, the module can also serve Education Inspectors for additional information on their work.

## ▶ ACKNOWLEDGMENTS

## ▶ DISCLAIMER:

This material does not necessarily reflect the views or policies of the United States Department of Labor, nor does mention of trade names, commercial products, or organizations imply endorsement by the United States Government.

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# ▶ Abbreviations

- ▶ EU          European Union
- ▶ UDHR        Universal Declaration of Human Rights
- ▶ ECMI        European Centre for Minority Issues
- ▶ PRTDN       Prevention and Response Teams towards Drop-out and Non-enrolment
- ▶ GIZ         German Corporation for International Cooperation
- ▶ EI          Education Inspectorate
- ▶ ILO         International Labour Organization
- ▶ PIK         Pedagogical Institute of Kosovo
- ▶ CRC         Convention on the Rights of the Child
- ▶ KEC         Kosovo Education Centre
- ▶ SC          Student Council
- ▶ MESTI       Ministry of Education, Science, Technology and Innovation
- ▶ OECD        Organization for Economic Cooperation and Development
- ▶ NGO         Non-Government Organizations
- ▶ PPRDN       Platform for prevention and response to Drop-out and Non-enrolment
- ▶ KESP        Kosovo Education Strategic Plan
- ▶ FMC         Family Medicine Centre
- ▶ CSW         Centre for Social Work
- ▶ EIS         Education Inspectorate Sector
- ▶ EMIS        Education Management Information System
- ▶ EWS         Early Warning System
- ▶ AI          Administrative Instruction
- ▶ UNICEF      United Nations Children's Fund
- ▶ ESPE        External School Performance Evaluation
- ▶ DPA         Director performance evaluation
- ▶ TPA         Teacher performance assessment

# 1

# Introduction
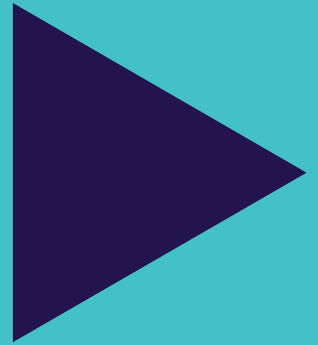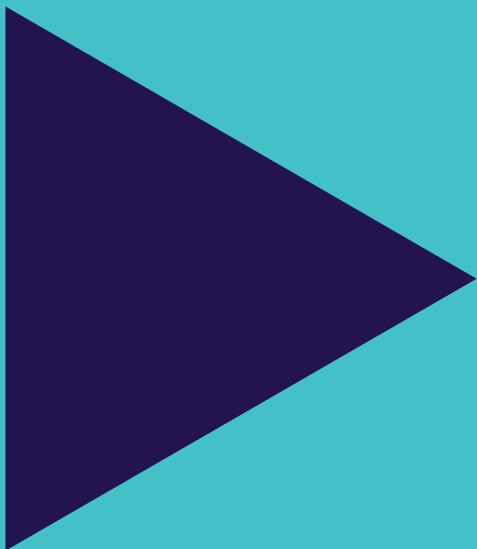
## 1.1 Context of preparing the training module for Education Inspectors

During the last decade of education in Kosovo, the concentration of educational institutions in creating equal conditions and opportunities in education for all has increased. This has been preceded by the Ministry of Education, Science, Technology and Innovation (MESTI) through the development of educational policies and the establishment of appropriate mechanisms, based on the main responsibilities it has to promote a non-discriminatory education system, student safety and well-being, protection of vulnerable groups within the education and training system, as well as to advance dropout prevention measures. For the latter, in order to advance the school dropout prevention measures, MESTI has developed educational policies that define the roles and responsibilities of educational institutions, the manner of work and addressing cases of school dropout and non-enrolment. In line with this, MESTI has implemented several measures that support the implementation of policies in this area, such as:

▶ Supporting educational institutions in establishing prevention and response teams towards drop-out and non-enrolment (PRTDN) in the pre-university education, from the central to the school level;

▶ Developing manuals for schools and municipalities in support of the PRTDN;

▶ Development of the dropout Early Warning System (EWS) Module in EMIS;

▶ Inclusion of special measures and activities to prevent school dropout in Strategic Plans for MESTI related to pre-university education (such as KESP, Strategy for Integration of Roma, Ashkali and Egyptian Communities in Kosovo, Strategy for Reintegration of Repatriated Persons, etc.).

▶ Implementation of anti-dropout projects with the support from partners that support education in Kosovo, such as UNICEF, ECMI, KEC, GIZ, etc.;

▶ Two-year and one-year action plans (action plan for 2021), with objectives / targets, measures / activities and relevant indicators to prevent school dropout and non-enrolment;

▶ The traditional organization of the anti-dropout week, with the motto "Equal opportunities in education for all"; Etc.

On the other hand, based on the document Quality Assurance Strategy for Pre-University Education in Kosovo 2016-2020, MESTI has developed quality assurance documents, set the basic expectations for each school in the Republic of Kosovo and established a school performance appraisal system. The implementation of these educational policies is related to the role and functions of the Education Inspectorate, which is the central executive body for quality assurance in pre-university education.

Measures for prevention and response towards dropout and non-enrolment, as well as the functioning of the PRTDN mechanism, are also integrated in educational policies related to quality assurance in pre-university education in Kosovo. Since the establishment and functioning of the PRTDN at the central level, at the municipal and school level, progress has been made in their work and at the same time the challenges and needs that need to be addressed through an institutional monitoring process for the implementation of the Platform on Prevention and Response towards Drop-out and Non-enrolment (PRDN) have been identified.

In order to address the challenges and needs arising during the process of implementation of measures for PRDN, PRTDN at the central level has drafted a dynamic work plan against school dropout and non-enrolment for 2021. Objective no. 1 of this plan refers to **Strengthening mechanisms for monitoring, mentoring and overseeing the implementation of the platform for prevention and response to drop-out.** Workshops with education inspectors are planned within this objective. In order for the workshops with education inspectors to address the needs of their organization, the preparation of this module was initiated, which was prepared with the support of the ILO Project MAP ‹16[1].

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1 Measurement, Awareness-raising and Policy Engagement to Accelerate Action Against Child Labor and Forced Labor (MPA 16)" which is funded by the US Department of Labor and managed by the International Labor Organization. Priorities of the MAP '16 project in Kosovo:

The preparation of the module included an analysis of educational policies related to quality assurance in pre-university education, documents addressing child labour and defining the role of educational institutions in the prevention and elimination of child labour, educational policies related to child protection, prevention of violence in pre-university educational institutions, measures for prevention and response to dropout and non-enrolment, an analysis of reports in this area, consultations with representatives of the PRTDN at the central level and with education inspectors. On this basis, the concept of the training module was initially developed, the agenda of the two-day workshop, then the contents are reflected in the training module according to the defined topics.

Believing that this module and the two-day workshop will meet the needs of Education Inspectors and will be useful in the process of overseeing the implementation of educational policies for child protection, prevention and response to school violence, dropout and non-enrolment in pre-university education, we encourage Education Inspectors to take this training module, documents related to quality assurance of school performance, documents related to the PRDN platform and in the spirit of good practices in monitoring school performanceand in ESPE, to start actively monitoring the implementation of the PRDN platform.

## 1.2 The need for a training module for Education Inspectors on overseeing the implementation of child protection policies and the PRDN platform

As a result of the processes developed in connection with the work of the PRTDN and the Early Warning System for dropout, within the Education Management Information System, the needs for monitoring, mentoring and overseeing the implementation of the PRDN platform have increased, institutionally and continuously.

Considering the role and responsibilities that the Education Inspectorate has as a central executive body for quality assurance in pre-university education, one of the specific tasks of the pedagogical inspectorate regarding the control and evaluation of performance, achievements and needs of professional bodies in pre-university educational institutions, as well as taking into account the context of types of inspections in pre-university education carried out by the education inspectorate, the need has arisen to develop this training module for education inspectors.

## 1.3 Purpose and function of the module

Full implementation of external school performance evaluation, respectively overseeing school work, including monitoring the implementation of educational policies for child protection, monitoring the implementation of the platform for prevention and response to school violence, dropout and non-enrolment in pre-university education, is achieved only when education inspectors:

▶ Fully understand and accept their role in quality assurance in pre-university education and the activities related to the overseeing of pre-university educational institutions turn into well-coordinated work practice within the field of activity they cover;

▶ Get acquainted with educational policies that refer to child protection, measures for prevention and response against violence in schools, dropout and non-enrolment of children / students in pre-university education;

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- Strengthen the central and legal and institutional framework for monitoring the child labor situation and fact-based planning of measures to address child labor;
- Strengthening the role of the social protection system in protecting children from labor;
- Strengthening the role of the education system in preventing child labor and protecting children from labor;
- Improve the implementation of legislation and policies for the protection of children from work.

▶ Assess the role and impact of established mechanisms for child protection, prevention and response against violence, dropout and non-enrolment of children / students in pre-university education;

▶ Are constantly committed to improving the quality inspection processes of the school work towards increasing the quality;

▶ Engage in an ongoing process of collecting and analysing data on the implementation of educational policies for child protection, the implementation of the platform for prevention and response towards dropout and non-enrolment in pre-university education, as a basis for reviewing and supplementing educational policy measures for addressing problems in this area, the necessary institutional support.

One of the general tasks of pedagogical inspectors for quality assurance is: to monitor and evaluate the functioning of parents' councils, student councils, teachers' councils and other professional bodies. PRTDNs are one of the professional bodies which are established and function according to the procedures defined by the relevant administrative instruction. This means that their operation and implementation of the platform for prevention and response against dropout and non-enrolment in pre-university education are subject to approaches and procedures of pedagogical inspection, thematic inspection and other inspections organized by the Inspectorate of Education.

▶ **This training module is designed to contribute to and support:**

Capacity building of education inspectors regarding the requirements and possibilities of monitoring the implementation of educational policies on child protection, addressing violence in educational institutions, dropout and non-enrolment by the relevant mechanisms, through the school performance evaluation and other inspections of quality of school work;

Coordination of inter-institutional actions in implementation of legal obligations for child protection, prevention of violence in educational institutions, prevention of violence in educational institutions, prevention and response to school dropout and non-enrolment;

Establishing a clear agenda for monitoring educational policies for child protection, prevention of violence in educational institutions, prevention and response to school dropout and non-enrolment, through ESPE, quality inspections of school work and other inspections carried out by the Inspectorate of Education in pre-university educational institutions;

◤◤ During the last decade of education in Kosovo, the concentration of educational institutions in creating equal conditions and opportunities in education for all has increased.

## 1.4 What does the training module for Education Inspectors contain?

The module: *Oversight of the implementation of educational policies on child protection, prevention and response towards dropout and non-enrolment*, is structured in the format of a guide for conducting a two-day workshop with education inspectors. The entire content of the module is structured in 11 topics, which are interrelated, referring to the purpose of the module and its use. Topics focus on key concepts, principles, processes and strategies for quality assurance, addressing the problem of child labour, child protection, prevention and response towards dropout and non-enrolment. Topics are accompanied by sources for additional information, as well as practical guidelines on aspects related to the implementation of the ESPE and overseeing the implementation of the platform for prevention and response towards dropout and non-enrolment.

The main topics covered in this module, which are explored during the two-day workshop with education inspectors, are presented in the following table.

| Ordinal no. of the topic | Main topic | Duration / in the workshop |
|---|---|---|
| 1. | The problem of child labour, the connection of the problem with school dropout and the quality of education | 30 min. |
| 2. | Educational policy framework for child protection in Kosovo | 60 min. |
| 3. | The framework of educational policies for quality assurance in pre-university education | 30 min. |
| 4. | Role of the Education Inspectorate, functions and types of inspections | 30 min. |
| 5. | Framework for quality assurance of school performance | 60 min. |
| 6. | School Performance Evaluation | 60 min. |
| 7. | External evaluation of the school in the quality area: School Environment and Culture | 60 min. |
| 8. | Data collection tools | 60 min. |
| 9. | Addressing key findings related to child protection in ESPE reports | 60 min. |
| 10. | Overseeing the implementation of educational policies on child protection, through quality inspections of school work and other inspections by the Inspectorate of Education | 30 min. |
| 11. | Annual summary reports of the Education Inspectorate | 30 min. |

Users of this training module will be:

▶ Education Inspectors at central level / MESTI

▶ EIS Education Inspectors

▶ PRTDN at central level/MESTI

Reference on institutional commitments for prevention of school violence, prevention of dropout and non-enrolment of children/students in school will serve to start building cooperation and institutional partnership in child protection, especially in addressing the problem of school dropout.

**2**

# Workshop with Education Inspectors

▶ Topics and main issues covered by each topic

▶ Expected results

▶ Methodology and resources
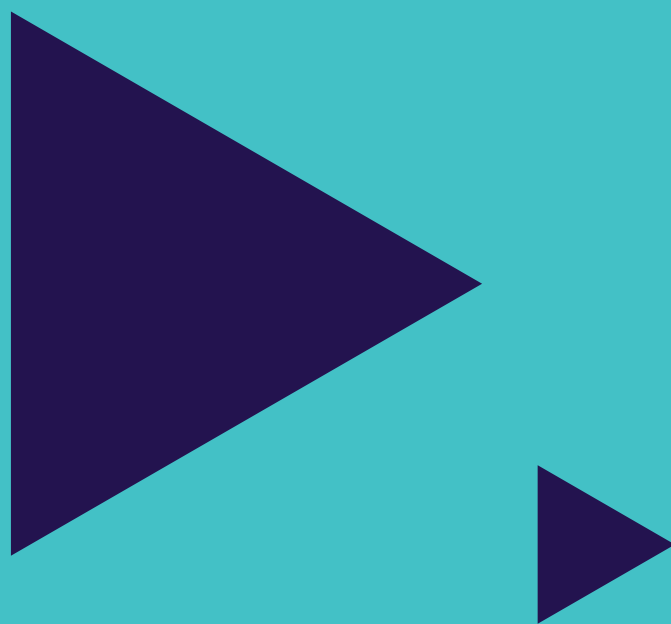
# FIRST DAY OF WORKSHOP

## Workshop opening session

The opening of the first day of the workshop with the education inspectors is characterized by introductory information regarding the context of the organization and the purpose of the workshop; informing the participants about the agenda of the workshop. In the opening session of the workshop, it is planned that the participants are informed about the topics covered during the two-day workshop, and a short introduction of the participants in the workshop is planned, which aims to provide an overview of the participants' experience in the process of external evaluation of the school and their role in overseeing the implementation of the platform for prevention and response towards dropout and non-enrolment.

**Duration: 30 minutes**

| Key issues | Expected results | Methodology | Sources |
|---|---|---|---|
| The context of organizing the workshop; <br><br> Purpose of the workshop <br><br> Workshop agenda <br><br> Introduction of participants and their expectations | Education inspectors are clear about the purpose of the workshop and the rationale for organizing it; <br><br> Education inspectors and workshop facilitators agree on topics, agenda and key issues related to the organization of the workshop | Presentation <br><br> Individual reflections by participants <br><br> Discussions | Dynamic work plan against school dropout and non-enrolment for 2021 <br><br> Workshop agenda |

## Topic 1: The problem of child labour, the connection of the problem to the school dropout and the quality of education

Summary information on this topic is intended to help Education Inspectors understand the problem of child labour, the connection of this problem to the school dropout and the quality of education. This topic also provides information on the child protection system, interactive discussions making a connection on how the Education Inspectorate can serve this system, by overseeing the implementation of the platform for prevention and response towards dropout and non-enrolment, as well as reporting the situation to the relevant mechanisms.

The key issues addressed within this topic, expected results, working methodology and reference sources for addressing this topic are given in the table below.

**Duration: 30 minutes**

| Key issues | Expected results | Methodology | Sources |
|---|---|---|---|
| The problem of child labour - How does child labour and the quality of education affect children dropping out of school?<br><br>Child protection system - How can the Education Inspectorate contribute to this system? | Education inspectors participating in the workshop shall be able to:<br><br>-Describe the problem of child labour and its relation to the quality of education, school dropout;<br>-Identify opportunities and actions they can take to contribute to the child protection system, based on their role; | Presentation<br><br>Discussions<br><br>Feedback on specific issues raised by education inspectors, participants in workshops related to the child protection system | Strategy and action plan for the prevention and elimination of child labour in Kosovo 2011 - 2016 (2010)<br><br>Out-of-school children - Basic study on prevention and response practices towards dropout and non-enrolment in school (2014);<br><br>Summary report on the obligations of educational institutions in the Prevention and elimination of dangerous forms of child labour (Annex 1) |

## Topic 2: Educational policy framework on child protection in Kosovo

The Ministry of Education and Science, through the development of educational policies for prevention and response against violence, dropout and non-enrolment in school and the establishment of appropriate mechanisms, makes efforts to promote a non-discriminatory education system, to increase the safety and well-being of every student, protection of vulnerable groups, and is committed to advancing dropout prevention measures. In this session, through this topic, a more comprehensive information of education inspectors is aimed regarding the framework of educational policies that refer to measures for prevention and response against dropout and non-enrolment of children/students in pre-university education, the content of the module for the Early Warning System (EWS) dropout rates in the EMIS, as well as manuals developed for the PRTDN and their purpose. Within the concept of child protection, the role of the school is also addressed in the implementation of Protocol 21/2013 on the prevention and referral of violence in schools, the protection of

children during the use of the Internet, as well as the prevention of negative phenomena that challenge the participation of education and their full development, both physically, intellectually, emotionally and socially.

The key issues addressed within this topic, expected results, working methodology and reference sources for addressing this topic are given in the table below.

**Duration: 60 minutes**

| Key issues | Expected results | Methodology | Sources |
|---|---|---|---|
| Strategic plans; Protocol on the prevention and referral of violence in pre-university education institutions Administrative Instruction on PRTDN Dropout Early Warning System (EMS) Module in EMIS; PRTDN Manuals; AI on child protection online A package of guidelines on child protection online | Education inspectors, participants in the workshop, receive full information regarding: -educational policy framework referring to measures on prevention of school violence, prevention and response against dropout and non-enrolment of children / students in pre-university education; - measures and actions taken by PRTDNS at the central level for school dropout; -possibilities of reference in the module for EWS and manuals for PRTDN during their work; | Presentation Feedback on specific issues raised regarding measures for prevention and response against dropout and non-enrolment of children / students in pre-university education Discussions | Administrative Instruction 08/2018 on the establishment and enforcement of teams for prevention and response towards drop-out and non-enrolment in pre-university education Regulation GRK- no. 21/2013 for Protocol for the Prevention and Reference of Violence in Institutions of Pre-University Education https://masht.rks-gov.net/uploads/2015/06/rruktore-qrk-nr-21-2013-per-protokollin-per-parandalimin-dhe-referim.pdf Dynamic work plan against school dropout and non-enrolment (2021) Equal Opportunities for Education for All - Handbooks for school and municipal teams on prevention and response towards dropout and non-enrollment in compulsory education (2014) https://masht.rks-gov.net/uploads/2015/12/dora-cak-per-ekipet-shkol-lore-per-parandalim_1.pdf https://masht.rks-gov.net/uploads/2015/12/dora-cak-per-ekipet-komu-nale-per-parandalim_1.pdf https://masht.rks-gov.net/uploads/2019/03/ua-nr-01-2019-per-mbrojtjen-e-femijeve-nxene-seve-ne-int-ne-ins-e-apu.pdf https://masht.rks-gov.net/uploads/2018/06/libri01-udhe-zuesi-per-klasat-3-5-finali.pdf https://masht.rks-gov.net/uploads/2018/06/lib02-2-udhe-zuesi-per-klasat-6-9-finali-20-prill-2017.pdf https://masht.rks-gov.net/uploads/2018/02/lib04-udhezue-si-per-mesimdhenes-finali.pdf https://masht.rks-gov.net/uploads/2018/02/lib03-udhezue-si-per-prinder.pdf |

## Topic 3: Legal framework for quality assurance in pre-university education

The Ministry of Education, Science, Technology and Innovation (MESTI), in recent years has developed a number of educational policies related to quality assurance in pre-university, including the package of documents related to school performance, the special strategy document for quality assurance (2016-2020), its integration and addressing in KESP 2017-2021, special administrative instructions, establishment of special mechanisms at the level of educational institutions for quality assurance, etc. The adoption of the Law on Education Inspectorate is another development in this field.

These aspects are covered in this topic, which aims to guide participants regarding the quality assurance system in pre-university education, including basic legislation and quality assurance documents, the functioning of quality assurance mechanisms, and the role of the Education Inspectorate in this process.

The following table provides an overview of the key issues addressed on this topic, in the framework of this session, the expected results, as well as orientations for the working methodology and reference sources for addressing this topic.

**Duration: 30 minutes**

| Key issues | Expected results | Methodology | Sources |
|---|---|---|---|
| Key aspects related to the quality assurance system in pre-university education; Basic legislation and documents for quality assurance; Quality assurance mechanisms; | Education inspectors, participants in the workshop, have deepened their understanding of: -Education policy framework for quality assurance in pre-university education; -quality assurance mechanisms; -the role of the education inspectorate in this process; | Presentation Discussions Feedback on specific issues raised by education inspectors participating in the workshop | Law on Education Inspectorate (2018) Quality Assurance Strategy for Pre-University Education in Kosovo 2016-2020 (2015) Kosovo Education Strategic Plan 2017-2021 (2016) Framework for quality assurance of school performance in Kosovo (2016); Administrative Instruction no. 24/2016: on Quality Assurance in Pre-University Education. Administrative Instruction no. 04/2017: Performance Evaluation in Educational Institutions |

## Topic 4: Role of the Education Inspectorate, functions and types of inspections

It is already known that with the Law on the Education Inspectorate in the Republic of Kosovo, the Education Inspectorate performs several functions, which give a new dimension to the work of the Education Inspectorate, namely the responsibility of the central executive body for quality assurance in pre-university education, including teacher performance evaluation, school principals and external school performance evaluation. One of the general tasks of pedagogical inspectors for quality assurance is: to monitor and evaluate the functioning of parents' councils, student councils, teachers' councils and other professional bodies. PRTDNs at the school level are one of the professional bodies which are established and function

according to the procedures defined by the relevant administrative instruction. This means that their operation and implementation of the platform for prevention and response against dropout and non-enrolment in pre-university education are subject to approaches and procedures of pedagogical inspection, thematic inspection and other inspections organized by

the Inspectorate of Education

The key issues addressed within this topic, expected results, working methodology and reference sources for addressing this topic are given in the table below.

**Duration: 20 minutes**

| Key issues | Expected results | Methodology | Sources |
|---|---|---|---|
| Functions of the Education Inspectorate<br><br>Types of inspections of the Education Inspectorate<br><br>The role of the EI in overseeing the implementation of educational policies on child protection and prevention of dropout | Education inspectors participating in the workshop shall be able to:<br>-Describe their role in overseeing the implementation of educational policies for child protection, prevention of violence in educational institutions and PRDN, through approaches and procedures of pedagogical inspection, thematic inspection and other inspections organized by EI;<br>-Analyse aspects related to the work of the PRTDN in documents related to the role of EI;<br><br>-Identify situations and practical examples when they can oversee the work of the PRTDN, referring to documents related to their role in quality assurance: | Presentation<br><br>Discussions<br><br>Feedback on specific issues raised<br><br>Work in pairs<br><br>Joint presentations and discussion. | Law on the Education Inspectorate (2018)<br><br>Instruments of EI work for administrative and thematic inspections in pre-university educational institutions |

## Topic 5: Framework for quality assurance of school performance - school expectations on child protection, prevention of violence, non-enrolment and school dropout

With the Framework for Quality Assurance of School Performance, MESTI defines the basic expectations of the school, through quality

criteria and school performance indicators, which serve as a reference for the evaluation of school performance, its development planning and the continuous advancement of the school services. Referring to the importance this Framework document has in terms of quality assurance in the work of Inspectorate of Education regarding the inspection of the quality of school work, respectively the ESPE process, it is planned that in this session, aspects related to the purpose and function of the School Performance Quality Assurance Framework document, the interaction between the main principles of the NQF, and

the areas of school performance quality, quality criteria and school performance indicators, and the focus of school performance evaluation are presented and discussed.

The key issues addressed within this topic, expected results, working methodology and reference sources for addressing this topic are given in the table below.

**Duration: 60 minutes**

| Key issues | Expected results | Methodology | Sources |
|---|---|---|---|
| Purpose / function of the document; School quality areas and aspects, they cover; The impact of curricular framework principles on the school performance framework; Quality criteria and school performance indicators Key concepts and influencing factors in non-enrolment and dropout | Education inspectors, participating in the workshop, deepen their understanding of: -the purpose and function of the Framework for quality assurance of school performance; -the interaction between the NQF main principles, and the school performance quality areas; -aspects of school performance evaluation -key concepts and factors influencing non-enrolment and dropout | Presentation Feedback on specific issues raised in relation to the framework document Discussions | Framework for school performance quality assurance in Kosovo (2016); Guide to external school performance evaluation (2017) Administrative Instruction no. 04/2017: on performance evaluation in educational institutions |

## Topic 6: School performance evaluation - ESPE

The school performance evaluation system integrates the internal and external evaluation of the school, which has a developmental character for the school. While the internal school evaluation in timely planning is performed every year, the external evaluation is performed once in five years, based on the self-evaluations of the school and its development plan/s. The summary information on this topic, the reviews and discussions that take place with the participants in the workshop, aim to encourage the exchange of experiences of education inspectors for ESPE, deepening in the discussion of questions: What went well in ESPE? What worked or did not work? What is still unclear? etc.

The key issues addressed within this topic, expected results, working methodology and reference sources for addressing this topic are given in the table below.

▰▰ The school performance evaluation system integrates the internal and external evaluation of the school, which has a developmental character for the school.

**Duration: 60 minutes**

| Key issues | Expected results | Methodology | Sources |
|---|---|---|---|
| Deepening understanding of:<br>Access to school evaluation;<br><br>Characteristics of the external school evaluation process;<br><br>The main steps of the external school evaluation;<br><br>EI experiences in ESPE: What went well, what worked, what did not work, what is still unclear?<br><br>Preparation and organization of the main findings in the ESPE report; | Education inspectors participating in the workshop shall be able to:<br>-Explain the elements of the school evaluation approach and the characteristics of the ESPE process;<br>-Describe experiences at ESPE;<br>-Analyse the experience of ESPE in following the main steps for conducting the evaluation;<br>-Propose concrete measures and actions on how to improve and advance the ESPE process and reports | Discussions<br><br>Feedback on specific issues raised<br><br>Work in pairs<br><br>Joint presentations and discussion. | Administrative Instruction no. 04/2017: on performance evaluation in educational institutions<br><br>Framework for school performance quality assurance in Kosovo (2016);<br><br>Guidelines for ISE and ESPE (PIK, 2017)<br><br>Summary from Pedagogical Research (2020) |

# SECOND DAY OF THE WORKSHOP

## Opening of the second day of the workshop

The second day of the workshop begins with a summary of the topics covered in the first day, reflection/ interaction with participants regarding the issues addressed, additional information on issues that may be unclear, etc. Then, participants are reminded of the agenda for the day and the topics to be addressed according to the planned workshop sessions.

**Duration: 30 minutes**

| Key issues | Expected results | Methodology | Sources |
|---|---|---|---|
| Summary of the previous day of the workshop<br><br>Presentation of the agenda for the day | Participants recall the key issues that were addressed during the previous day;<br><br>Participants have a clear interlinking of the issues addressed with the agenda planned for the second day | Presentation<br><br>Individual reflections by participants<br><br>Discussion | Presentation<br><br>Workshop agenda / second day |

## Topic 7: School performance evaluation in the field of quality: School Environment and Culture

This topic focuses on the main aspects related to the external school evaluation in the field of quality: School Environment and Culture, fostering the exchange of experiences of education inspectors in this field, always in connection with the practice of overseeing the work of PRTDN

through evaluation of this area of quality, its quality criteria and performance indicators. This topic also provides information and examples of actions that can be taken by education inspectors during the ESPE in this area of quality, in order to ensure oversight of the PRDN platform.

The key issues addressed within this topic, expected results, working methodology and reference sources for addressing this topic are given in the table below.

**Duration: 60 minutes**

| Key issues | Expected results | Methodology | Sources |
|---|---|---|---|
| Experiences in evaluating the required aspects in this field; What has been done and how has been done regarding the work of the PRTDN? Preparations by the EI for overseeing the implementation of the PRDN platform during the ESE process - in the field of quality: School Environment and Culture; How should quality criteria and performance indicators be referred to in relation to the provision of evidence for the functioning and operation of the PRTDN? How to develop special instruments or requirements for this purpose? | Education inspectors, participating in the workshop shall: -Exchange experiences on the approaches they have followed in the evaluation of the quality field: school environment and culture (evaluation of quality criteria and performance indicators), performance indicators related to the PRTDN; -Use good practices to provide ideas about preparations for overseeing the implementation of the PRDN platform during the ESE process - in the area of quality: school environment and culture; -Use PRTDN-related performance indicators to decide on the instruments they will develop for monitoring the PRDN platform; | Individual reflections by participants Structured discussions Presentation Individual and pair work | Guide to external school performance evaluation (2017) Equal Opportunities for Education for All - Handbooks for school and municipal teams on prevention and response towards dropout and non-enrollment in compulsory education (2014) Excerpts from some ESPE reports, in the field of quality: school environment and Culture (Annex no.7) |

## Topic 8: Data collection instruments for ESPE

The topic provides a brief overview of the actions to be taken for the preparation of data collection instruments for ESPE, their systematization in special forms according to quality areas, the preparation of questions / requests or

descriptions for data collection, data collection and their analysis. Based on this, together with the participants, the instruments for identification and registration of children at risk of dropout and out-of-school children are reviewed, the review is done from the perspective of data collection related to overseeing the implementation of the PRDN platform. The review will focus on what the

data collection instruments should contain, with which stakeholders should the data collection instruments be used, how should the findings in the ESPE instrument be used and integrated.

The key issues addressed within this topic, expected results, working methodology and reference sources for addressing this topic are given in the table below.

**Duration: 60 minutes**

| Key issues | Expected results | Methodology | Sources |
|---|---|---|---|
| Analysis of instruments used for ESPE, parts of instruments that refer to data collection for the prevention of violence, drop-out, work of the PRTDN;<br><br>Instruments for identifying and enrolling children at risk of dropout and out-of-school children<br><br>Development of instruments and data collection related to the implementation of the PRDN platform;<br><br>Dropout Early Warning System (EMS) Module in EMIS | Education inspectors participating in the workshop shall be able to:<br>-Tell about the practice of data collection during ESPE - about the work of PRTDN;<br>-Familiarize themselves with the instruments for identifying and enrolling children at risk of dropout and out-of-school children;<br>-Review the model of an illustrative instrument for data collection related to PRTDN:<br><br>-Provide examples of evidence for data collection in the ESPE instrument; | Joint discussion regarding the instruments used for ESPE<br><br>Individual review of an instrument related to the work of the PRTDN.<br><br>Work in pairs<br><br>Structured discussion | Guide to external school performance evaluation (2017)<br><br>Equal Opportunities for Education for All - Handbooks for school and municipal teams on prevention and response towards dropout and non-enrollment in compulsory education (2014)<br><br>Dropout Early Warning System (EMS) Module in EMIS<br><br>Instruments in annexes 4 and 5 of this module. |

## Topic 9: Addressing in the report of the main findings related to the prevention of violence and the prevention of school dropout in the reports of ESPE

This topic focuses on the ESPE report, with a special focus on the main findings of the ESPE, their organization according to the evaluation levels, the summary of strengths and key challenges, focusing more on addressing the main findings related to the implementation of the PRDN platform. Likewise, this topic addresses the aspects related to the discussion of the ESPE report with the leadership and other school stakeholders, as well as the actions to be taken by education inspectors to inform the mechanisms related to the implementation of the PRDN platform, for the main findings in these areas and for the measures to be taken in addressing the identified problems.

The key issues addressed within this topic, expected results, working methodology and reference sources for addressing this topic are given in the table below.

**Duration: 60 minutes**

| Key issues | Expected results | Methodology | Sources |
|---|---|---|---|
| Organizing key findings related to the prevention of school violence, implementation of the PRDN platform; <br><br> Finding of the situation - What should the ESPE report contain regarding the prevention of violence, the implementation of the PRDN platform? <br><br> Discussion of the report, its review at school level and at the municipal level; When should it be done and how? | Education inspectors, participating in the workshop shall: <br> -Exchange experiences for the preparation and organization of the summary report on ESPE; <br> -Use good practices to provide ideas about the organization in the ESPE report of key findings related to the implementation of the PRDN platform; | Presentation <br><br> Discussions <br><br> Feedback on specific issues raised <br><br> Work in pairs <br><br> Joint presentations and discussion. | Guide to external school performance evaluation (2017) <br><br> Summary report on the findings from the monitoring and mentoring of MEDs and schools, regarding the functioning of PRTDNS (2017) https://www.childrights-ks.org/site/assets/files/1408/monitor_report_on_function_of_PRTANsh_a5.pdf <br><br> Summary from Pedagogical Research (2020) |

## Topic 10: Overseeing the implementation of educational policies for child protection, through quality inspections of school work and other inspections by EI

The topic provides a brief overview of the actions to be taken in order to oversee the implementation of the platform for prevention and response towards dropout and non-enrolment through pedagogical inspection, quality inspection of work and performance evaluation of the principal and deputy principal, as well as teachers; thematic inspection, re-inspection. Then, aspects related to the preparations of the EI for overseeing the implementation of the PRDN platform through other inspections of the quality of school work, review of reports from the Early Warning System (EMS) module in the EMIS and the elements that the action plan should contain for overseeing the implementation of the PRDN platform.

The key issues addressed within this topic, expected results, working methodology and reference sources for addressing this topic are given in the table below.

◢◤ The topic provides a brief overview of the actions to be taken in order to oversee the implementation of the platform for prevention and response towards dropout and non-enrolment through pedagogical inspection, quality inspection of work and performance evaluation of the principal and deputy principal, as well as teachers; thematic inspection, re-inspection.

**Duration: 60 minutes**

| Key issues | Expected results | Methodology | Sources |
|---|---|---|---|
| Administrative and thematic inspections for the implementation of educational policies related to child protection; Inspections related to the quality of school work; Preparations of the EI for overseeing the implementation of the PRDN platform through other quality inspections of school work; | Education inspectors participating in the workshop shall be able to: -Clarify the possibilities of the oversight of PRDN platform implementation through quality inspections of school work and other inspections; -Decide on the preparations to be made for the oversight of the PRDN platform implementation through other inspections of the school's work quality; | Presentation  Individual reflections by participants  Individual and pair work  Structured discussions | *Law on the Education Inspectorate (2018)*  *Standards on professional practice for school directors in Kosovo (2012)*  *Strategic Framework for Teacher Development in Kosovo (2017)* |

## Topic 11: Annual summary reports of the Education Inspectorate

This topic focuses on the main aspects related to the annual summary reports of the Education Inspectorate. The focus will be on the preparation of annual summary reports that the EI should issue regarding the implementation of the PRDN platform, including ascertaining the implementation status of the PRDN-related

platform, the factors that have influenced the implementation level of the PRDN-related platform, assessing the impact of PRDN measures, reporting to relevant institutional mechanisms, planning improvement measures and overseeing their implementation.

The key issues addressed within this topic, expected results, working methodology and reference sources for addressing this topic are given in the table below.

**Duration: 30 minutes**

| Key issues | Expected results | Methodology | Sources |
|---|---|---|---|
| Annual summary reports of the Education Inspectorate; Determining the implementation status of the PRDN-related platform; Identification of factors that have influenced the implementation level of the PRDN-related platform; Reporting to relevant institutional mechanisms; Planning improvement measures; Ongoing monitoring of the implementation and impact of the planned measures; | Education inspectors participating in the workshop shall be able to: -Materialize the main aspects that should be included in the EI annual summary report related to the implementation of the PRDN platform; -Describe illustrative examples of general situation findings in the implementation of the PRDN platform, the factors that have influenced and proposed measures for improvement; -Prepare an orientation plan for informing the relevant mechanisms regarding the implementation of the PRDN platform; | Presentation  Individual reflections by participants  Individual and pair work  Structured discussions | *Law on the Education Inspectorate (2018)*  *Guide to external school performance evaluation (2017)*  *Summary report on the findings from the monitoring and mentoring of MEDs and schools, regarding the functioning of PRTDNS (2017)* |

# Closing session of the workshop

The closing session of the workshop with education inspectors is characterized by individual reflections from the experiences and lessons learned during the workshop, concluding remarks regarding the fulfilment of the purpose of the workshop and the expected results. Also, in this session the discussion on the dynamic work plan against school dropout and non-enrolment for 2021 returns and for the next steps to be taken by the Education Inspectorate in order to oversee the implementation of the platform for prevention and response towards dropout and non-enrolment.

**Duration: 30 minutes**

| Key issues | Expected results | Methodology | Sources |
|---|---|---|---|
| Next steps<br><br>Dynamic work plan for monitoring and school performance evaluation in child protection and dropout prevention for 2021<br>Concluding remarks | Education inspectors participating in the workshop shall be able to:<br><br>-Decide on the steps to be taken in overseeing the implementation of the PRDN platform through the ESPE plan;<br><br>-Introduce lessons from the two-day workshop; | Presentation<br><br>Individual reflections by participants<br><br>Discussion | Concluding remarks<br><br>Dynamic work plan against school dropout and non-enrolment for 2021 |

# 3

## Supplementary materials and instructions
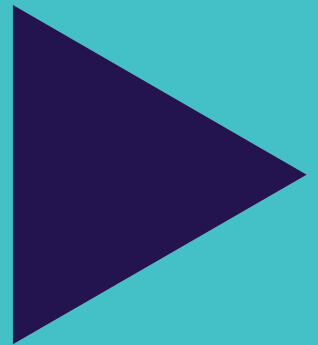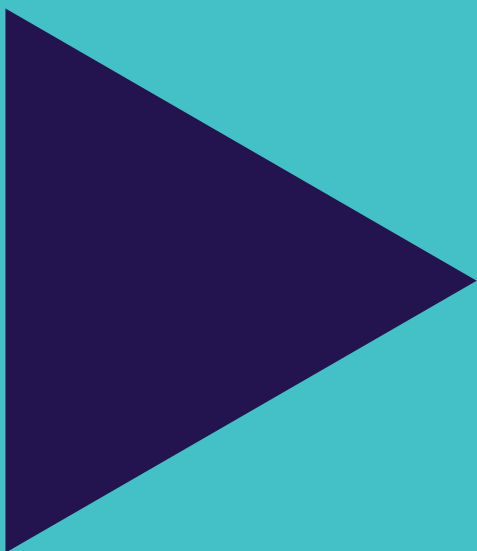
## 3.1 The problem of child labour, the connection of the problem with school dropout and the quality of education

According to the Law on Child Protection, child labour is work that harms the well-being of the child and hinders his or her education and development, as well as his or her future standard of living. Child labour is the work which by nature and / or the way it is performed, harms, abuses and exploits the child and denies to the child the right to education.

Factors that cause child labour described in various reports and documents are mainly related to economic status, education and social norms. All three of these factors are related to the risk factors for non-enrolment, non-attendance and school dropout identified and described in the PRTDN manuals. They include: family factors, school factors and social factors.

Similarly, in the document Strategy and action plan for prevention and elimination of child labour in Kosovo 2011 - 2016 (2010), child/ students' engagement at work after dropping out and low student performance are listed among the main factors influencing school dropout. According to this strategy, **the effort to provide quality education for all children is the core of all efforts to eliminate child labour.**

It is therefore important that the Education Inspectorate, i.e., the inspectors who oversee the implementation of the PRDN platform:

▶ are informed and deepen their understanding regarding the problem of child labour and its connection with the quality of education, school dropout;

▶ have a list of institutions that have roles and responsibilities in addressing child labour and intensify institutional cooperation for mutual information and coordination of actions;

▶ carry out a qualitative process of external school performance evaluation, in order to fulfil the role of the education inspectorate as a central mechanism for quality assurance in pre-university education, as well as

▶ identify opportunities and actions they can take to contribute to the child protection system, based on their role;

### Worst forms of child labour

The dimension of determining the worst forms of child labour derives from the ILO Convention 182 on the Worst Forms of Child Labour and from state policies on child protection. Referring to these documents, education inspectors should recognize the worst forms of child labour, so that they take into account when monitoring the implementation of child protection policies by educational institutions, and refer to them during inspections in schools related to this field.

Worst forms of child labour:

a. all forms of slavery or practices similar to slavery, such as the sale and trafficking of children, debt bondage and serfdom and forced or compulsory labour, including forced or compulsory recruitment of children for use in armed conflict;

b. the use, procuring or offering of a child for prostitution, for the production of pornography or for pornographic performances;

c. the use, procuring or offering of a child for illicit activities, in particular for the production and trafficking of drugs as defined in the relevant international treaties;

d. work which, by its nature or the circumstances in which it is carried out, is likely to harm the health, safety or morals of children.

### Hazardous forms of child labour in Kosovo

The fourth category (d) is defined as hazardous child labour and refers to work that is likely to result in the death of the child, injury (often for the

whole life) or illness (often for the whole life) due to the nature of work or as consequence of unsafe workplace, low safety and health standards and working conditions and arrangements. Regarding this category, the first version of the list of hazardous child labour in Kosovo was prepared with the support of the ILO during 2005-2007, and it has legally entered into force as the Government Administrative Instruction on Prevention and elimination of hazardous child labour in Kosovo (AI 17/2008). The Administrative Instruction lists (a) hazardous sectors and (b) general hazardous activities that should be banned as a matter of priority. In 2013, AI 17/2008 was replaced by AI 05/2013, updating the list of hazardous child labour in Kosovo. Referring to AI 05/2013, the general activities for immediate prohibition are as follows:

▶ Night work (20:00 to 06:00);

▶ Lifting and carrying heavy weights (occasional lifting and carrying over 15 kg for boys and over 10 kg for girls; continuous lifting and carrying over 10 kg for boys and over 5 kg for girls;

▶ Work in depth, underground, under water and indoors

▶ Work at height (above 2 m);

▶ Exposure to extreme temperatures, to noise and vibration;

▶ Exposure to hazardous substances (toxic, biological, radioactive, carcinogenic, dust and gases);

Sectors for immediate ban

▶ Work in the agriculture and forestry sector

▶ Work in the streets

▶ Work in the landfill

▶ Work on the exploitation of natural resources

▶ Construction work

▶▶ According to the Law on Child Protection, child labour is work that harms the well-being of the child and hinders his or her education and development, as well as his or her future standard of living.

**Barriers to access to education**

The summary report regarding the fulfilment of the obligations for the implementation of AI 05/2013 to Prevent and prohibit hazardous child labour in Kosovo, prepared by the Human Rights Coordinator at MESTI, with the support of the ILO, reveals some barriers to access to education, such as:

▶ Difficult economic conditions in the family;

▶ Lack of professional services in schools;

▶ Distance of schools in rural areas (lack of organized transport);

▶ Lack of road safety at school;

▶ Violence at school;

▶ Presence of bars near the school;

▶ Affirmative approach to child labour and lack of awareness of the negative effects on child health and development;

▶ Lack of cooperation of the school with social welfare institutions for handling cases of children involved in labour;

▶ Insufficient engagement of Municipal Education Directorates and relevant mechanisms to address school dropout and child labour;

▶ Quality of Education (overloaded curriculum, inadequate methodology of working with students, lack of teaching aids and adequate school infrastructure, shift work).

Identification of barriers to access to education is just one step towards addressing them by institutions that have roles and responsibilities in this area. Undoubtedly, the role of educational institutions in addressing child labour is of particular importance. This includes first the MESTI, then the MED, Schools and the Education Inspectorate. Two perspectives on the treatment of child labour by educational institutions:

▶ Child labour as a cause of dropout;

▶ Child labour due to poor quality of education.

At the end of 2013 (24.12.2013), MEST has approved the summary report regarding the obligations of educational institutions (MESTI, MED and schools for the implementation of Administrative Instruction GRK 05/2013 to prevent and prohibit hazardous child labour in Kosovo. See Annex no.1 in this training module.

The Education Inspectorate, as a central mechanism for quality assurance in pre-university education, has special responsibilities for monitoring policies related to child protection, monitoring of school dropout and processes that take place in educational institutions, in order to assess the quality of education, therefore this topic is addressed within this training module with education inspectors.

## 3.2 Educational policy framework for child protection in Kosovo

The right to education has already been reaffirmed several times since it was first proclaimed in 1948 through the Universal Declaration of Human Rights (UDHR), later materialized in the Convention on the Rights of the Child (CRC) in Articles 28 and 29. These treaties state that at least primary education is free and compulsory, while secondary and higher education will be made progressively accessible to all, though not necessarily free. Article 28 of the CRC defines education as a right and recommends steps to achieve this right "progressively and on the basis of equal opportunity". Referring to these definitions, education systems are required to take the following steps[2]:

▶ Primary education should be compulsory and free for all;

▶ Secondary education should be made available and accessible to every child, with financial assistance in case of need.

▶ Encourage school attendance and reduce dropout rates.

The basic documents governing pre-university education in Kosovo, such as the Law on Pre-University Education in the Republic of Kosovo (2011) and the Pre-University Education Curriculum Framework of the Republic of Kosovo (2011 / revised 2016), are built on the principle of inclusion in education, which directly refers to the right of every child and young person to equal inclusion in quality education. Referring to the Law on Pre-University Education in the Republic of Kosovo, pre-university education is the joint responsibility of parents, educational and training institutions, municipalities and the government, according to the respective functions and duties

defined in this law[3].

The right of every child and young person to equal inclusion in quality education obliges educational institutions from the central level to schools to take measures for prevention and response against dropout and non-enrolment in pre-university education. In this regard, the MES has drafted a legislative basis for prevention and response against dropout and non-enrolment in pre-university education, including sub-legal acts, establishment of the PRTDN mechanism from central to school level, manuals and accompanying supporting documentation for the work of the PRTDN and warning early dropout in EMIS.

Aspects of practical implementation of measures for prevention and response against violence in educational institutions, dropout and non-enrolment, are also addressed with strategic plans, as in:

▶ KESP 2011-2016 &KESP 2017-2021;

▶ Strategy for the integration of Roma, Ashkali and Egyptian communities in Kosovo,

▶ Strategy for reintegration of repatriated persons;

▶ Protocol for prevention and reference of violence in institutions of pre-university education;

▶ Guideline for the implementation of the GRK Regulation no. 21/2013 on the protocol for prevention and reference of violence in institutions of pre-university education[4];

▶ Action plan against school dropout and non-enrolment, etc.

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2 For more details, see Module 1: The Right to Education – Quality Education. Capacity Building Program in Educational Leadership,

3 Kosovo Pedagogical Institute (2014). Out-of-school children – Basic study on prevention and response practices towards dropout and non-enrolment in school.

4 The protocol is the fruit of inter-institutional coordination. The protocol enables:
- Inter-institutional and multidimensional approach
- Consolidation of the case reporting and reference system
- Evidence-based policy orientation

Based on the strategic plans, action plans have been developed and a number of activities and projects have been implemented related to the prevention of dropout and non-enrolment of children in pre-university education, including the establishment and coordination of activities with PRTDN from central to school level.

In addition to establishing the PRTDN, the MES has supported capacity building with support from partners supporting education in Kosovo, such as UNICEF, ECMI, KEC, GIZ, through trainings, workshops and guides for the PRTDN at the school and municipal level. PRTDN at the national level has supported municipalities and schools by mentoring and advising on the best functioning of their teams in interaction with other sectors at the municipal level (FMC, CSW, KP, PCEK, PTC, SC, and NGOs)

In order to better coordinate and achieve results in preventing school dropout and non-enrolment, MES in cooperation with UNICEF has developed the Early Warning System (EMS) module within the Education Information Management System (EMIS). The development of this module enables schools/PRTDNs to identify children at risk of dropping out of school, report cases and, depending on the influencing factors, take preventive measures.

In addition to the guidelines for the PRTDN, the Early Warning System (EMS) Module, didactic manuals have been developed, such as:

▶ Didactic manual for prevention of violence in schools

▶ Manual for prevention of negative phenomena in high schools

▶ Guides for child protection online

Despite the progress made in consolidating the PRTDN for the identification, reporting and referral of dropout and non-enrolment cases, in establishing the possibility of reporting in the dropout Early Warning System, within the Education Management Information System, the strengthening of mechanisms for monitoring, mentoring and overseeing the implementation of the platform for prevention and response to dropout has not been done yet.

In the absence of systematic monitoring of all mechanisms related to the work of the PRTDN, the most sensitive point continues to be reporting at all levels of education:

▶ Reporting at country level

▶ Reporting to international mechanisms

▶ Database/ indicators/ Data quality

▶ Evidence-Based Reporting/ Policy orientation

The continuous engagement of the mechanisms of the Education Inspectorate, as a central executive body for quality assurance in pre-university education, respectively the central office in the MES and the Education Inspection Sectors (EIS) in the Regions, contributes to achieving the expected results and efficient implementation of educational policies and other child protection policies related to the work of educational institutions. Oversight by EI enables us to have:

▶ MFunctional coordination mechanisms at central, municipal and school level

▶ Functional dropout early warning system, prevention of violence and negative phenomena

▶ Raised awareness of school and municipal institutions to systematically address problems that challenge the development of children.

▶ Increasing the quality of data on dropping out children and those at risk of dropping out, cases of violence...

▶ Increase school enrolment / decrease dropout.

▶ Increased accountability, respect for human / children's rights.

The group for prevention and response towards dropout and non-enrolment at the MESTI level, in the framework of its commitments, in 2017, has drafted a summary report on the findings from the oversight and mentoring of MEDs and schools, regarding the functioning of the PRTDN. The report summarizes the legislative and operational side of MESTI's work with its partners as well as the findings from the monitoring and mentoring process in 21 municipalities of the Republic of Kosovo, on the implementation of policies against

school dropout in the daily practice of schools, and MEDs. For more details see a summary of the report in Annex no. 2 of this training module.

### Key concepts for child protection, violence, non-enrolment in school and dropout

In the educational policies that refer to child protection, prevention of violence, as well as in the manuals for school teams and municipal teams for prevention and response to dropout and non-enrolment in compulsory education, some definitions are given related to the main concepts. They help schools, PRTDNs and their work supervisors to better clarify the distinctive specifics of concepts at work in addressing problems related to violence prevention, school non-enrolment and dropout prevention.

▶ **A child -** means any human being under the age of 18, except when adulthood is attained earlier, in accordance with the legislation to which he is subject to;

▶ **Violence -** means: "all physical and/or emotional forms of maltreatment, sexual abuse, negligence or negligent treatment, commercial exploitation or any exploitation resulting in a potential or actual harm to the child's health, survival, development or dignity in terms of responsibility, trust, or power";

▶ **Child protection -** means the prevention of and response to violence, maltreatment, abuse, exploitation and negligence, kidnapping, sexual abuse, trafficking of the child and child labour in and outside the house;

▶ **School-age children -** compulsory education, but who are not enrolled and do not attend school;

▶ **Children at risk of dropping out of school -** include children who are enrolled and attend school, but who, for various reasons, may drop out of school without completing the ninth grade;

▶ **School-age children** who drop out of school before completing compulsory education / 9th grade / - are children of compulsory school age

who are enrolled and have attended school, but, at some point, have dropped out;

▶ **Adolescents and young people who have completed the 9thgrade, but have dropped out of school at the upper secondary education level -** are enrolled in upper secondary education, attend school, but who for various reasons, may drop out of school without completing the last grade of upper secondary education.

◥◥ In recent years, there is an increased focus on quality assurance of pre-university education in Kosovo, out of need for a clearer focus on raising learning outcomes and the need to improve monitoring and evaluation of the work of educational institutions, through the establishment of accountability mechanism in educational institutions.

**The next step is to recognize and understand the causes and reasons for not enrolling children in school and dropping out of school.**

### Factors influencing non-enrolment and dropout

Similarly, as with the key concepts, the factors influencing non-enrolment and dropout, the handbook for school teams and municipal teams on prevention and response towards dropout and non-enrolment in compulsory education lists a number of factors influencing dropout, such as:

**Individual factors:** Various diseases, disabilities, early marriage, little support from the family, involvement in negative phenomena, drug use, individual approach to education, etc.

**Family factors:** Lack of adequate parental care (without both or one parent and divorces), parents' level of education, cultural mentality of families, non-cooperation / non-adaptation of the family with the district; children as breadwinners of the family, etc.

**School factors:** Geographical position of schools (risks when travelling, especially in mountainous areas), teacher-student relations and vice versa, student-student relations (inadequate behaviours, incorrect assessments, violence, misuse of information technology, etc.), lack of adequate professional services in dealing with problems within the school, improper level of school cooperation with other municipal services and the community, the impact of negative external phenomena, etc.

**Social factors:** Social problems/poverty, inadequate level of inter-institutional and community cooperation, negative phenomena within the society, movements, migrations, etc.

### Task 1: Exchange of ideas on the factors of children non-enrolment and school dropout

Based on the factors described above and your experience and information you have about other factors, identify and discuss with colleagues the factors that most influence school dropout and the factors that most influence dropout or risk of dropping out. Justify the addressing of cases with illustrative examples.

| Factors affecting school non-enrolment | Factors influencing school dropout or risk of dropping out |
|---|---|
| The child must work to support the family | The child must work to support the family |
| Distance of home from school | The child has high level on non-attendance |
| The family hides the child with disabilities | The child is not doing well at school |
| ……… | …… |

**Be careful! Some of the above factors may not be relevant to every case of non-enrolment or dropout. This means that each case has its own history for which the PRTDN must collect data and draw conclusions about the reasons and measures to be taken.**

## 3.3 Legal framework for quality assurance in pre-university education

In recent years, there is an increased focus on quality assurance of pre-university education in Kosovo, out of need for a clearer focus on raising learning outcomes and the need to improve monitoring and evaluation of the work of educational institutions, through the establishment of accountability mechanism in educational institutions. The quality assurance system "includes all integrated policies, procedures, rules, criteria, tools and instruments and verification mechanisms that all together ensure and improve the quality required by a school institution" (EU, 2015).

Based on the document Quality Assurance Strategy for Pre-University Education in Kosovo 2016-2020, MES has developed quality assurance documents (School Performance Quality Assurance Framework, 2016), defining the basic expectations for each school in the Republic of Kosovo and it has established a school performance appraisal system. The implementation of these educational policies is related to the role and functions of the Education Inspectorate, which is the central executive body for quality assurance in pre-university education.

The school performance quality assurance framework envisages five areas of school performance quality, respectively five pillars of school activity, which are the main references for the evaluation and advancement of school performance in Kosovo. These five areas are: (I) Management and governance, (II) Culture and environment, (III) Teaching and learning, (IV) Teacher professional development, and (V) Student performance.

Quality assurance in pre-university education in Kosovo, just like the education systems of most European Union (EU) countries, but also of other countries, represents a special dimension of educational reform, a reform which in official documents focuses on supporting students in mastering the key competencies outlined in the new curriculum.

The school performance evaluation system is part of the quality assurance education policies in pre-university education. Evaluation refers to the processes used to gather, analyse and evaluate evidence of individual achievement in teaching, professional practice of leading the educational institution and meeting expectations from the educational institution (Law on Education Inspectorate, 2018). On the other hand, in OECD documents related to appraisal within the education system, the concept of appraisal includes the whole process of measuring and judging the phenomenon or situation for which it is done.

## 3.4 Functions of the Education Inspectorate in relation to the responsibilities of school for child protection and prevention of dropout

Knowledge of the legal framework related to the work of the Education Inspectorate is an essential component in the educational policy monitoring process. With the new Law no. 06/L -046 on the Inspectorate of Education in the Republic of Kosovo, the role of the Inspectorate of Education has been strengthened, in particular its role as the main mechanism for quality assurance in pre-university education.

Now, with the new law, the Education Inspectorate performs the following functions:

▶ *Evaluation function - evaluates the quality of educational institution service;*

▶ *Monitoring function - controls the compliance of the educational institution's activity*

▶ *with the legal and sub-legal acts in force;*

▶ *Advisory function - advises the leaders and employees of educational institutions;*

▶ *Information / reporting function - informs the Minister, MEDs and educational institutions about findings of inspection and publishes them annually;*

▶ *Supporting function in promoting the successful practices of educational institutions and development of educational policies.*

While the types of Inspection are as follows:

▶ General inspection (Administrative and Pedagogical / ESE/);

▶ Thematic inspection;

▶ Emergent inspection;

▶ Re-inspection;

▶ Inspection of the quality of work and teacher performance evaluation for the licensing process / TPA /.

▶ inspection of the quality of the work and director`s and deputy director`s performance evaluation / DPA /

**This shows that the EI has clear legal support for overseeing the implementation of the protocol for prevention and referral of violence in pre-university education institutions and the platform for prevention and response towards dropout and non-enrolment, through quality inspections of school work and other inspections, carried out by the education inspectorate**

Overseeing the implementation of the platform for prevention and response towards dropout and non-enrolment is closely linked to the role, duties and responsibilities of the Education Inspectorate. Before starting the process of overseeing the implementation of the platform for prevention and response to dropout and non-enrolment, education inspectors are required to know in essence:

▶ package of documents related to school performance quality assurance, as well as

▶ Basic documents governing the main aspects of school quality inspections:

  ▶ Standards for professional practice for school principals in Kosovo

  ▶ Strategic framework for teacher development in Kosovo

  ▶ Administrative Instructions for: SPE, TPA, DPA.

Details of the basic documents governing the main aspects of school work quality inspections are presented and discussed in the following topics of the module.

# 3.5 School performance quality assurance framework - school expectations for child protection, prevention of violence, non-enrolment and dropout of school

### School performance quality assurance framework in Kosovo

With the school[5] performance quality assurance framework document, MES has set the basic expectations from every school operating in the Republic of Kosovo. The Framework Document is built on the interaction between the main principles of the Kosovo Pre-University Education Curriculum Framework and the areas of school performance quality. The framework envisages five areas of school performance quality, which serve as organizational pillars for school management, evaluation, self-evaluation, planning and remedial intervention. These five areas of quality are:

> **a.** Management and governance,
>
> **b.** School Environment and Culture,
>
> **c.** Teaching and learning,
>
> **d.** Professional development of teachers, and
>
> **e.** Student performance.

**Each quality area has five criteria. These criteria derive from the five principles of the curriculum noting the impact of each principle in each area of school activity. Their interconnection is illustrated in Annex no.3 of this training module.**

### Expectations of the Kosovo School Performance Quality Assurance Framework for addressing school dropout

In order to ensure oversight of the implementation of the dropout and non-enrolment prevention and response platform, education inspectors involved in the ESPE process must first understand the approach to evaluating school performance and its impact on overall school performance and basics requirements related to non-enrolment and dropout. To this end, the following must first be analysed carefully:

▶ School performance quality assurance framework and its function in the external evaluation process;

▶ Key aspects of evaluation (quality areas, quality criteria[6] and performance indicators[7]);

▶ Principles and characteristics of external evaluation

▶ Performance indicators in the field of quality: **School Environment and Culture.**

The expectations of the school for child protection, prevention of violence, non-enrolment and dropout of school, defined within the quality field **School Environment and Culture**, are presented

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5 Ministry of Education, Science and Technology & Kosovo Pedagogical Institute. (2016). School performance quality assurance framework in Kosovo. PIK, Prishtina. http://ipkmasht.rks-gov.net/kriteret-dhe-treguesi-e-cilesise-se-performances-seshkolles/

6 Quality criteria derive from the principles of the Pre-University Education curriculum framework. They are subdivisions of quality domains.

7 Performance indicators are affirmative performance statements which serve as a reference for evaluating school performance.

within the topic of this module: **External school evaluation in the field of quality: School Environment and Culture.**

In order to make the necessary preparations and to ensure a quality monitoring process of the implementation of the platform for prevention and response towards dropout and non-enrolment through the ESPE process, based on the possibilities and requirements of the Framework, the Education Inspectorate should ensure that all Inspectors of Education:

▶ have clear functions and duties defined by the Law on the Education Inspectorate, as well as the delegation of responsibilities within the Education Inspectorate;

▶ have clear new expectations for the school;

▶ are familiar with the platform for prevention and response towards dropout and non-enrolment;

▶ are familiar with the role, duties and responsibilities of the PRTDN, as well as with the measures taken to implement the platform for prevention and response towards dropout and non-registration;

▶ know and have a common understanding of the main concepts and risk factors for non-enrolment, non-attendance and dropping out of school.

## 3.6  School performance evaluation

Refers to

▶ Internal school evaluation / school self-evaluation

▶ School development planning

▶ Annual action plan - improvement plan

▶ External school evaluation

▶ Period of implementation of self-evaluation, external evaluation and school development planning
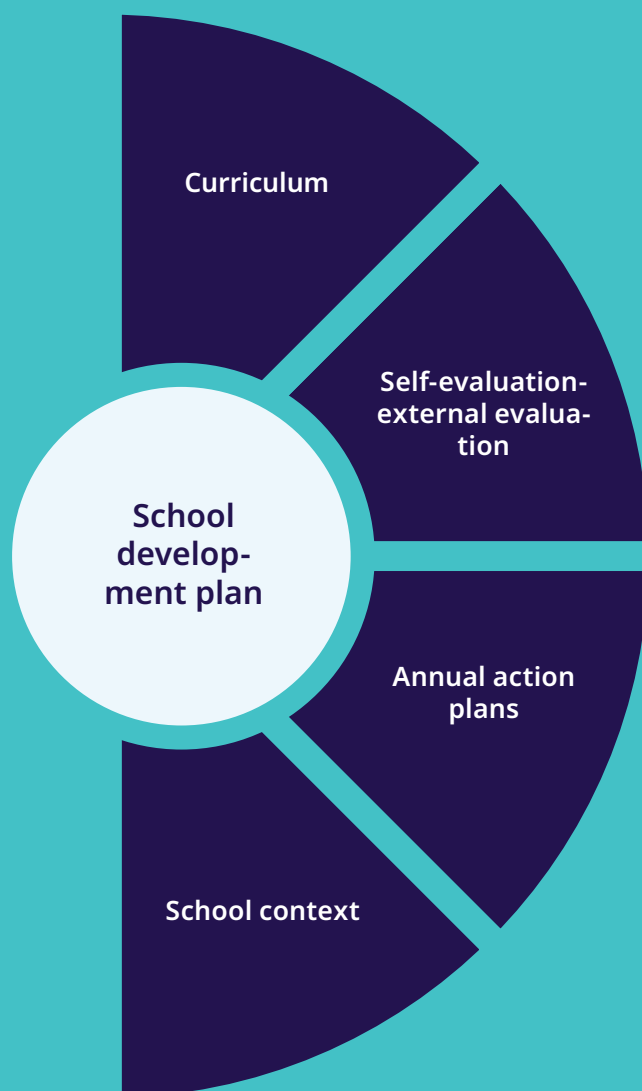
Key principles of school performance evaluation

▶ Attendance

▶ Transparency

▶ Objectivity

▶ Accuracy

External school performance evaluation in Kosovo is part of the school performance evaluation system. Referring to the guidelines for external school performance evaluation (ESPE Guideline, PIK, 2017), the evaluation should be:

▶ focused on school performance outcomes, student achievement;

▶ based on verified evidence;

▶ sensitive to school features;

▶ reflecting the state and trend of school performance;

▶ in function of school development planning; and

▶ in function of ensuring quality in pre-university education

The developmental character of the school performance evaluation system, as well as the quality of education, reflected quite critically in the PISA study reports (PISA Reports 2015 and 2018), require that the external school performance evaluation meets its role, in order to exercise planned, systematic control and ensure that educational institutions in Kosovo work according to quality standards set by the MES.

Quality area *Student performance* is the essential dimension for evaluating school performance as it reflects the effectiveness of the school in achieving its core mission (PIK, 2017).

**STUDENT PERFORMANCE**

**SCHOOL ENVIRONMENT AND CULTURE**

**TEACHING AND LEARNING**

**MANAGEMENT AND GOVERNANCE**

**TEACHERS' PROFESSIONAL DEVELOPMENT**
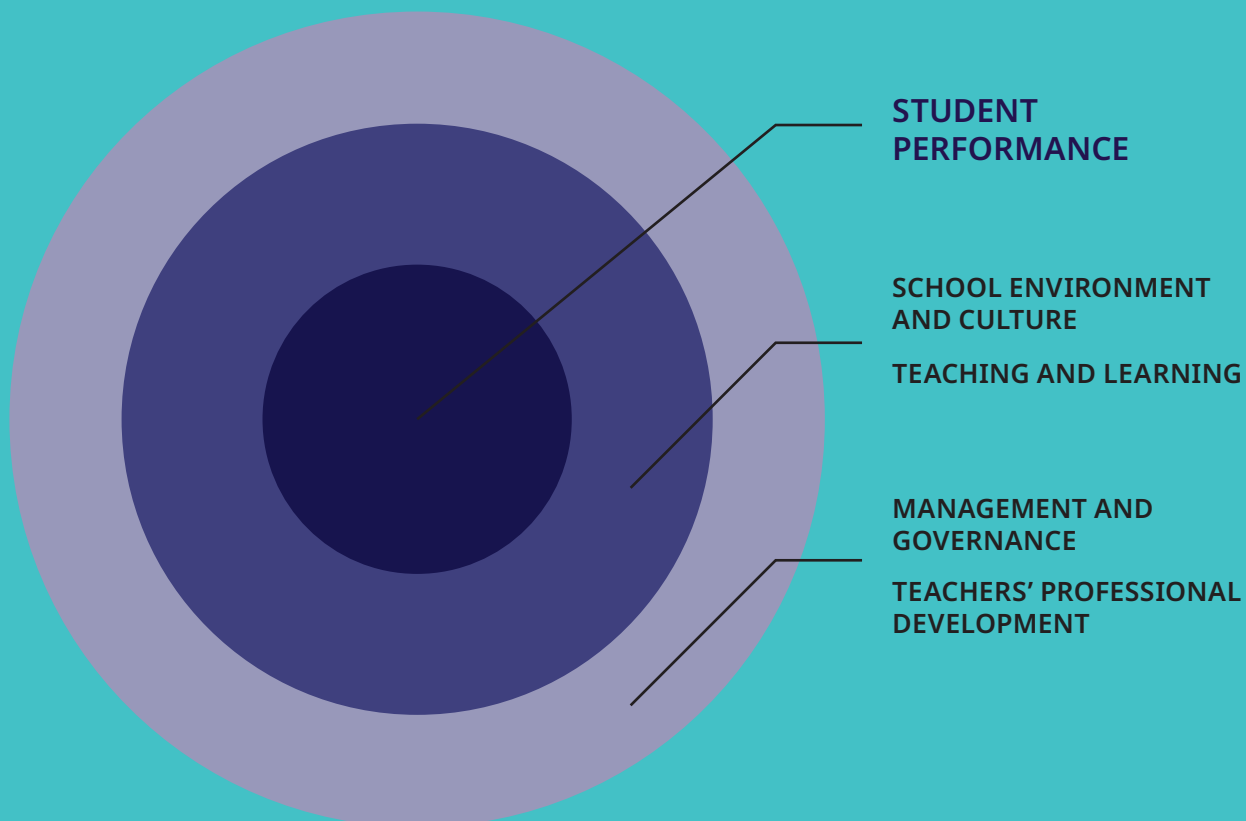
External school performance evaluation serves as a meta-evaluation of the school self-evaluation process, with the aim of (a) analysing the school›s capacity for self-evaluation, (b) using self-evaluation findings to plan for quality improvement/advancement, and (c) identification of weak points, respectively the needs for school support in the process of self-evaluation and development planning (Mehmeti, S. Boshtrakaj, L., Bytyqi, L. Zylfiu, H. &Potera, I., 2018).

The guide for external school performance evaluation (PIK, 2017) describes in detail the three main steps for the implementation of ESPE:

▶ Preparing for external evaluation

▶ Evaluation process

▶ Preparation and distribution of the evaluation report

ESPE is an initial experience within the quality assurance system in pre-university education in Kosovo. Every process, especially sensitive and new processes, starting for the first time must definitely take into account the culture of evaluation within the education system, (OECD, 2013). Furthermore, the tendency in Kosovo pre-university education towards school autonomy, the beginning of the implementation of school self-evaluation, the delegation of special responsibilities to internal school mechanisms, such as the PRTDN, increases the need to monitor how schools are working, in order to assess the quality of the self-evaluation process and the use of its results for school-level decision-making, the quality of implementation of curricular reform, the functioning of the PRTDN and quality assurance mechanisms at the school level.

Therefore,

**For sensitive and new school work overseeing processes, such as the ESPE process, a good knowledge of the school performance evaluation system, its principles, functions and goals is needed, as well as internal reflection on initial experiences, on the lessons, challenges and problems that need to be addressed in order to improve the quality of the ESPE process.**

Similarly,

**For such processes, the culture of educational institutions in the evaluation processes, the preparations and capacities of the inspectorate should be taken into account, so that they respond to the main steps to be taken for the implementation of ESPE in all educational institutions, as included in the legal framework for school performance evaluation.**

## 3.7  Evaluating school performance in the field of quality: Culture and school environment

As described in the package of documents for the evaluation of school performance and in the relevant guidelines, the external evaluation of school performance, as well as the internal evaluation, is carried out at three levels:

▶ At criteria level

▶ At quality area level and

▶ At general level

Therefore, the object of evaluation are all quality areas - five quality areas, as well as all quality criteria - 25 quality criteria. Depending on the purposes of the evaluation, the preliminary evaluation, the quality areas evaluated by the school, the requirements and needs for specific evaluation, the education inspectorate may also determine the evaluation areas and quality criteria on which it intends to focus the ESPE process in a certain educational institution.

Therefore,

**This part of this training module for Education Inspectors will focus on the field of quality: Culture and school environment, more specifically on quality criteria and performance indicators related to PRTAN and dropout rate, as this module focuses on this topic.**

In the field of quality: Culture and school environment, in two quality criteria, respectively in five indicators of school performance within these two quality criteria, directly address the aspects related to the prevention of violence in school:

*2.1.3. Pupils are protected from injury and violence / emotional pressure.*

*2.5.1. The school has effective mechanisms to deal with cases of violence in school and cases of accidents and elemental disasters.*

*2.5.3. The school has standards of conduct, care and welfare, drafted in collaboration with school bodies, parents and the community.*

*2.5.4 All school staff are aware of the rights and obligations set out in the standards of conduct, care and welfare.*

*2.5.5 The package of school regulations is aimed at preventing abuses, disturbances and violations of all kinds.*

Ndërsa në kriterin e cilësisë 2.2. të kësaj fushe: **Shkolla siguron për të gjithë nxënësit mundësi të barabarta për zotërim e kompetencave**, janë përcaktuar tre (3) tregues të performancës, të cilët shërbejnë si pika referuese bazë për të mbikëqyrë zbatimin e  platformës për PRBM. Këta tregues të performancës janë si në vijim:

*2.2.2    Ekipi për Parandalim dhe Reagim ndaj mosregjistrimit dhe braktisjes (EPMRB) është funksional dhe ka procedura të qarta për identifikimin e barrierave të cilat mund të pengojnë qasjen, vijueshmërinë dhe arritjet e nxënësve në shkollë.*

*2.2.3    Shkolla ka krijuar rrjete të bashkëpunimit me ofrues të jashtëm të shërbimeve sociale, shëndetësore e ekonomike për eliminimin e barrierave, të cilat mund të pengojnë qasjen, vijueshmërinë dhe arritjet e nxënësve në shkollë.*

*2.2.6    Niveli i braktisjes së shkollës nga nxënësit është shumë i ulët.*

Në vijim është dhënë një përshkrim i shkurtër i disa tregueve të performancës së shkollës (kriteri i cilësisë 2.2.)  dhe pritshmëritë nga Inspektorati i Arsimit për mbledhjen e të dhënave të nevojshme gjatë VJPSH për të përshkruar gjendjen dhe trendin e shkollës në përmbushjen e këtyre treguesve.

| Performance indicators | Description of performance indicators | Some possible sources |
|---|---|---|
| *2.2.2 The Team for Prevention and Response towards Abandonment and Non-Enrolment (PRTAN) is operational and has clear procedures for identifying barriers that may hinder pupils' access, attendance and achievement at school.* | The school shall be committed to identifying factors that may hinder pupils' access, attendance, and achievement at school. For this, the school must provide evidence related to the work of the PRTAN, including instruments for identification and registration of children at risk of dropout and out-of-school children in the coverage area, identification, registration and case management, etc. | ▶ Minutes of meetings, work plans, decisions; <br><br>▶ School procedures for identifying barriers that hinder pupils' access, attendance and achievement at school. <br><br>▶ Instruments for identification and registration of children at risk of dropout and out-of-school children in the coverage area, identification, registration and case management; <br><br>▶ Reports of identified barriers and measures planned and implemented for their elimination. |
| *2.2.3 The school has established cooperation networks with external providers of social, health and economic services to eliminate barriers, which may hinder pupils' access, attendance and achievement at school.* | Through working with pupils, parents and other service providers (out of school), the school should address the factors that hinder access, attendance and pupils' achievement at school. For this, the school should provide evidence related to the cooperation with the community outside the school, as well as tangible results which have enabled the avoidance of obstacles related to access to learning, attendance and pupils' achievement at school. | ▶ Evidence on cooperation practices with other service providers (Centre for Social Work, Family Medicine Centres, NGOs, businesses, etc.). <br><br>▶ Measures applied to other service providers to eliminate barriers that may hinder pupils' access, attendance and achievement at school, as well as evidence of their effectiveness (e.g., providing pupils with laptops during online learning - COVID 19 pandemic time). |
| *2.2.6 The dropout rate from pupils is very low.* | The school should be guided by the principle that every child should complete compulsory education, or even registered upper secondary education. For this, the school must carefully manage all cases which are at risk of dropping out of school, provide an enabling environment for all children to successfully complete education, provide quality teaching .... | ▶ Reports on the trend of school dropout in recent years. <br><br>▶ Reports on pupils' attendance and achievement in recent years. <br><br>▶ Measures applied to eliminate barriers and evidence for their effectiveness. <br><br>▶ Measures applied for the management of dropout cases, the management of absences ... |

**Be careful! School factors influencing school dropout are numerous, therefore Education Inspectors during the supervision of the implementation of the platform for Prevention and Response to Abandonment and Non-enrolment, must take into account other expectations for the school, which are defined in the Framework document for quality assurance of school performance.**

**Task 2: Exchange of ideas for addressing non-enrolment of children in school and school dropout in the ESPE reports, with special emphasis on the section on Quality Area:** Culture and school environment

Analyse some parts of the reports i**n Annex 7 of this module,** describe how the aspect of non-enrolment and school dropout is addressed in those sections of the reports, and draw two or three conclusions on what needs to be done in the future to correctly and fully address the problems identified in this area.

# 3.8 Data collection instruments

The guideline for external evaluation of school performance (PIK, 2017) describes in detail the guidelines for identifying resources and data collection instruments, as well as guidelines for the preparation of instruments and data collection for ESPE.

According to the instructions given in the guide for ESPE, the selection of techniques that will be applied and the development of relevant instruments is done based on the performance indicators defined for each quality criterion, within the quality areas that are the focus of the external evaluation. To facilitate the work of the External Evaluation Team, the list of indicators with orientation questions and the means of verification (sources) of data within each criterion (see next page) are given in the annex of the guideline.

The ESPE guideline also includes samples of data collection instruments, including checklists, interview protocols, survey questionnaires, observation protocols, and guidelines and protocols for focus group meetings. Because the data collection process relates to the specifics of the school context and the resources that can be provided by documenting of school work, External Evaluation Teams have been suggested to prepare collection instruments based on the guidelines given in the guidelines of data for ESPE.

Whereas, the school performance evaluation form is common for both the internal evaluation of the school and the ESPE, as the ascertainment of the situation for performance indicators, the evaluation of quality criteria, the evaluation of quality areas and the general evaluation of school performance, is an evidence based qualitative assessment  in relation to performance indicators and performance quality levels.

Therefore,

**on this basis the supervision, the process of the implementation of the platform for Prevention and Response against Abandonment and Non-Registration should be continued, within the ESPE.**

In light of requirements for the supervision of the platform for Prevention and Response against Abandonment and Non-Registration, within the ESPE, special instruments are needed, which provide sufficient evidence of the level of implementation, challenges, needs and opportunities to improve and advance this platform. As an orientation for this can be the instruction data given in the guide for ESPE regarding the orientation questions for the evaluation of the school performance in relation to each indicator, as well as the orientations for the possible sources for data collection.

| The school provides equal opportunities for all pupils to master their competencies | | |
|---|---|---|
| **School performance indicators** | **Orientation questions for school performance evaluation in relation to each indicator** | **Some possible data sources** |
| *2.2.1 The level of school expectation for mastery of competencies, for academic achievement and for the individual realization of each pupil is high.* | 2.1.1 How does the school assess the pupils' capacity and school's capacity to support all pupils in mastering the competencies and individual achievement of each pupil? What is the position of the school governing bodies? What about teachers? | ▶ School procedures for identifying barriers that hinder pupils' access, attendance and achievement at school. |
| *2.2.2 The Team for Prevention and Response towards Abandonment and Non-Enrolment (PRTAN) is operational and there are clear procedures for identifying barriers that may hinder pupils' access, attendance, and achievement at school.* | 2.1.2 Does the school pay attention to identifying the factors that influence the learning process and the development of key competencies? What are the main factors hindering pupils' access, attendance and achievement at school? Have they been identified by the school? | ▶ Reports of identified barriers and planned measures for their elimination.

▶ Evidence on cooperation practices with other service providers (Centre for Social Work, Family Medicine Centres, NGOs, businesses, etc.). |
| *2.2.3 The school has established cooperation networks with external providers of social, health and economic services to eliminate barriers, which may hinder pupils' access, attendance and achievement at school.* | 2.1.3 What are the practices of cooperation with other service providers for the empowerment of children and their families? What forms of support are applied in the school to ensure equal opportunities for the development of key competencies? | ▶ Measures applied to eliminate barriers and evidence for their effectiveness. |
| *2.2.4 The school enables the realization of the potential of each pupil through various extra-curricular activities aimed at advancing the individual pupils' talents.* | 2.1.4 What forms of support are applied to advance the pupils talents in different fields in order to fully realize their potential? How interested are the pupils in participating in these activities? What do pupils think of them? | ▶ The program of remedial classes and extra-curricular applied to school and evidence of implementation. |
| *2.2.5 Teachers design and implement IEP for pupils with special educational needs.* | 2.1.5 Is the school's approach effective in supporting pupils with special needs, including their integration into school social life? What measures does the school apply? Are they effective? | |
| *2.2.6 The dropout rate of pupils from schools is very low.* | 2.1.6 What is the level and trends of school dropout? What measures does the school apply to prevent dropout? | |

The instruments used by the Education Inspectorate during the data collection for ESPE, i.e., data on school work for the identification and registration of children at risk of dropout and out-of-school children, may be different, including document analysis - checklist, observation protocol of lessons, interviews, questionnaires, etc.

In order to rationalize and economize the effort of EI for ESPE, but also for other inspections, it is suggested to start by documenting the work of the school for the aspects that are subject to monitoring and evaluation. Therefore, Annex No. 4 provides an example of a checklist for Education

Inspectors, tailored to their needs, based on the set of instruments for identifying and registering children at risk of dropout and out-of-school children, inserted in the manual for school PRTANs, as well as Annex 5 Form with the list of questions according to indicators for prevention and response to dropout.

So, in addition to using the checklist, documentation analysis, etc., for the purposes of overseeing the implementation of the platform and the work of the PRTAN, education inspectors are suggested to prepare and use instruments / forms with questions and other requests that enable obtaining of complete and reliable data

related to relevant indicators for prevention and response to abandonment.

It is important that the addressed areas and questions for data collection through certain instruments to cover:

▶ Practices of operation of PRTAN;

▶ Addressing abandonment and non-enrolment through action plans and measures taken;

▶ Approaches to identifying children / pupils at risk of dropping out of school and the main causes for dropping out of school;

▶ School experiences in eliminating barriers, which hinder pupils' access, attendance and achievement at school;

▶ Practices of enrolment in the system of early warning and supervision of cases of pupils at risk of dropping out of school;

▶ Monitoring school attendance;

▶ Reporting cases of children / pupils who have dropped out of school;

## 3.9 Addressing of key findings related to child protection in ESPE reports

The first recommended thing in terms of addressing the key findings related to child protection in ESPE reports is relying on evidence based and reliable sources of findings and assessments related to child protection by school institutions, respectively the preventive measures and response to abandonment and non-enrolment.

In the guide for external evaluation of school performance (PIK, 2017) instructions and orientations are given also for the ESPE report, which is prepared by the External evaluation team, based on the findings recorded in the ESPE Form. Also, the structure of the summary report is given in the guide, according to which the summary report is organized as follows:

▶ Summary of the external school evaluation process

▶ Part 1: General information about the school

▶ Part 2: Key Findings on Overall Performance and by School Quality Areas

▶ Part 4: Findings - performance at the level of quality areas

▶ Part 5: Advantages, challenges and trend

▶ Section 6: Recommendations and deadlines for their implementation; and Annexes

Other guidelines regarding the ESPE report refer to the discussion of the draft report with the school in order to reach conclusions about it and a joint consensus related to eventual possible amendments to the School External Evaluation Report, finalization and submission of the report.

In the comparative analysis of ESPE reports, of the 12 summary reports of schools involved in the external evaluation process, or 20% of the total of 59 external evaluation reports, conducted within the study External evaluation of school performance as quality assurance mechanism, status and perspective (Pedagogical studies, PIK 2020), some findings have been recorded which can be analysed in order to improve the quality of reports from the ESPE process.

In general,

**It is noticed that in the ESPE reports there are differences in the way of their preparation, there is little data, evidence and findings of the key findings that are related to the implementation of the PRTAN platform.**

The differences are visible in the structure of the organization of the key findings, the content of the description of the main findings, the correlation of the main findings with the quality criteria, the school performance indicators according to the quality criteria and the general data for the school. Also, the differences are visible in the way of defining and describing the recommendations for the school, the number of recommendations and the deadlines for their implementation.

Therefore,

**In order for the EI to prepare quality reports from the ESPE process, an internal EI mechanism is needed that takes responsibility to professionally and technically edit the ESPE reports and to issue general reports at a country level on the quality of school work and necessary measures and interventions in the system, where such measures could be the ones to address non-enrolment and school dropout**

A summary of the key findings from the study and some findings from the analysed ESPE reports, which are related to the work of the PRTAN and addressing the abandonment, is given in **Annex no.6 of this module**. Analyse critically, in order to improve and advance the quality of ESPE reports.

## 3.10 Supervision of the implementation of educational policies for child protection, through quality inspections of school work and other inspections by EI

To institutionalize the supervisory process of the implementation of the platform for prevention and response to dropout and non-enrolment, the Education Inspectorate should develop a set of preparations to integrate this supervisory process into the quality of school work inspections and other inspections carried out by the education inspectorate. This should be done due to the multiplicity of tasks and responsibilities that the Education Inspectorate has with the new legislation, and due to the limited number of education inspectors in relation to the number of pre-university educational institutions that they must supervise.

Some of the preparations that are considered most necessary for the Education Inspectorate to carry out in order to competently supervise the implementation of the platform for prevention and response to abandonment and non-enrolment are as follows:

▶ Internal information regarding the responsibilities that EI has on supervising the implementation of the platform for prevention and response to abandonment and non-enrolment

▶ Analysis of the general context of the work of the Education Inspectorate

▶ Drafting a comprehensive plan related to ESPE, inspections of the quality of school work and other inspections, which ensures wider coverage of educational institutions on annual basis

▶ Revision and use of reports from the Early Warning System (EMS) module in the EMIS

▶ Implementation of the work plan of the Education Inspectorate

▶ Internal reporting and relevant mechanisms related to the responsibilities in certain fields, for which the EI has findings which must be reported, and for which it has prepared measures to be taken in order to improve the quality of pre-university education in Kosovo

(e.g., Division for curricula, PRTAN at central level, etc.)

**Professional practice standards for school directors in Kosovo**

The document on professional practice standards for school directors in Kosovo[8] sets six (6) standards, which are, inter alia, points of reference for the professional development system of school directors and for the instruments for performance assessment of school managers in Kosovo.

Professional practice standards for school directors in Kosovo consist of knowledge indicators and performance indicators. In the descriptions of the four standards there are aspects that reflect the indicators of knowledge and performance in relation to the role of school directors in PRTANS:

▶ **Standard 2** (Quality of teaching and learning): The school principal ensures that all pupils have continuous access to quality teaching and learning opportunities by fostering a school culture that values and supports pupils' learning, the development of professional staff to the best of their equal ability;

▶ **Standard 3** (Planning and Management): The school principal manages the school, school activities and resources to ensure the experience of a safe, healthy and effective learning environment;

▶ **Standard 4** (Collaboration and interaction/ coordination): The school principal builds strong relationships with the school community (pupils, teachers, parents, school board and other stakeholders) and promotes shared leadership in line with pupils' interests;

▶ **Standard 5** (Legislation and Society): The school principal understands and responds ethically to the political, social, economic, legal and cultural contexts that affect the school;

Based on this document, the MES has developed a system for performance evaluation of school principals and deputy principals, as well as instruments for internal and external performance evaluation of school directors[9] and deputy directors. The Education Inspectorate is responsible for external evaluation.

On this basis:

**Performance Evaluating principals includes the competencies of the director in managing the school, i.e., his competencies to manage and support the PRTAN, given that according to Article 5 of the AI on PRTAN, the school director is part of this team.**

**Strategic framework for teacher development in Kosovo**

Strategic framework for teacher development [10], sets the standards of the teaching profession, which are the main references for teacher preparation, professional support and development, performance appraisal and for the teachers' career promotion. Two (2) of the seven (7) standards of the teaching profession are related to the attitudes, behaviours and commitment of teachers to ensure pupils' well-being and partnership with colleagues, parents and the community, aspects that provide opportunities to assess the performance of teachers in relation to their commitment to prevent and respond to dropout and non-enrolment in school:

Standard no. 2: The teacher demonstrates positive and objective attitudes and behaviours for pupils' well-being and learning; and

Standard no. 7: The teacher engages professionally with colleagues, parents and the community/district.

On this basis:

**Teacher performance assessment (TPA) also includes teacher's competencies related to standards 2 and 5.**

**Careful!
Not every teacher can be a member of the PRTAN, but every teacher should contribute to pupils' well-being, equality, participation and inclusion, non-discrimination, competence development, etc., aspects that are related to the principles of the curriculum and the principles of functioning of the PRTAN.**

On this basis:

**During an evaluation process (e.g., TPA, DPA)), basic information can be provided, which is supplemented with additional data, reviewed, analysed in other evaluation processes, such as ESPE, or serve as a starting point for verifying them through thematic inspections.**

It is of particular importance that:

**The assessments carried out by the Education Inspectorate, to be used for multiple perspectives, beyond the "box" of the inspection topic, towards identifying the needs to address in more depth certain topics related to the child/pupils' protection and their interest, based on demands from the society. Considering the purpose of the evaluation and meeting that purpose effectively.**

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9 https://masht.rks-gov.net/uploads/2020/10/20201013131849347-rotated-1.pdf

10 https://masht.rks-gov.net/uploads/2017/04/kornize-strategjike.pdf

## 3.11 Annual summary reports of the Education Inspectorate

One of the tasks of special importance in the work of the Education Inspectorate is the preparation of annual summary reports of the Education Inspectorate, as a mechanism for information, transparency, but also for accountability.

One of the first tasks in terms of consolidating experience and practice for the preparation of annual summary reports of EI related to monitoring and inspections performed, evaluations of the quality of school work, etc., is to determine a format and structure of reporting that enable substantive reports and streamline time to prepare summary reports in specific areas.

Summary reports should indicate:

▶ the context of the areas covered by the reports (e.g., ESPE, ESD, TPA);

▶ work methodology and the process of conducting monitoring, inspections, evaluations, etc.;

▶ developments and achievements in the areas covered by the report, findings on the situation in certain areas;

▶ challenges and problems identified, but also lessons learned during the evaluation, monitoring and inspection processes;

▶ regular information and reporting to relevant mechanisms;

▶ Measures for improvement and advancement in relevant fields;

▶ Orientation plans for the coming year

What should the annual summary reports contain regarding the monitoring of the implementation of the protocol on prevention and referral of violence in pre-university education institutions and the platform for prevention and response to dropout and non-enrolment?

In principle, the annual summary reports regarding the supervision of the implementation of the protocol for prevention and referral of violence in pre-university education institutions and the platform for prevention and response to dropout and non-enrolment, should have a format and structure established by the Education Inspectorate.

The aspects that can be covered by the annual summary report in this area may be the same or similar to those described above, but the content should cover all aspects related to the implementation of the platform for prevention and response to abandonment and non-enrolment, for which the data have been collected, including:

▶ Practices of functioning of PRTAN and other mechanisms for child protection;

▶ Approaches to identifying children/pupils at risk of dropping out of school and the main reasons for dropping out of school;

▶ School experiences in case management at risk of dropout, elimination of barriers, which hinder access, attendance and student achievement at school;

▶ Practices of enrolment in the early warning system, supervision of cases of pupils at risk of dropping out of school and reporting to other mechanisms;

▶ Measures to eliminate barriers that hinder pupils' access, attendance and achievement at school;

▶ Needs for capacity building of school mechanisms for child protection;

### How to report findings to educational institutions and the Early Warning System (EWS) of dropouts in the EMIS?

Experience has shown that very often educational institutions, including the Inspectorate of Education, have done a great job in fulfilling their role, in finding important data, in finding good experiences, but also in identifying many problems, but they have remained within the unit or sector, have not been shared with other sectors and have not become transparent to the wider educational community.

Developments and achievements, findings on the situation in certain areas, challenges and problems identified, in relation to the implementation of the platform and measures for prevention and response to dropout and non-enrolment, should be reported to the relevant mechanisms. To achieve this, the EI should prepare an orientation plan for informing the relevant mechanisms regarding the implementation of the PRTAN platform.

The information plan should include at least the time and manner of information, the basic issues for which the relevant mechanisms should be informed, those responsible for information, communication and reporting to the relevant mechanisms, etc.

It is important to discuss such an information plan within the inspectorate and to establish it as a working tool for effective oversight of the implementation of the PRTAN platform.

# 4

## Shtojca
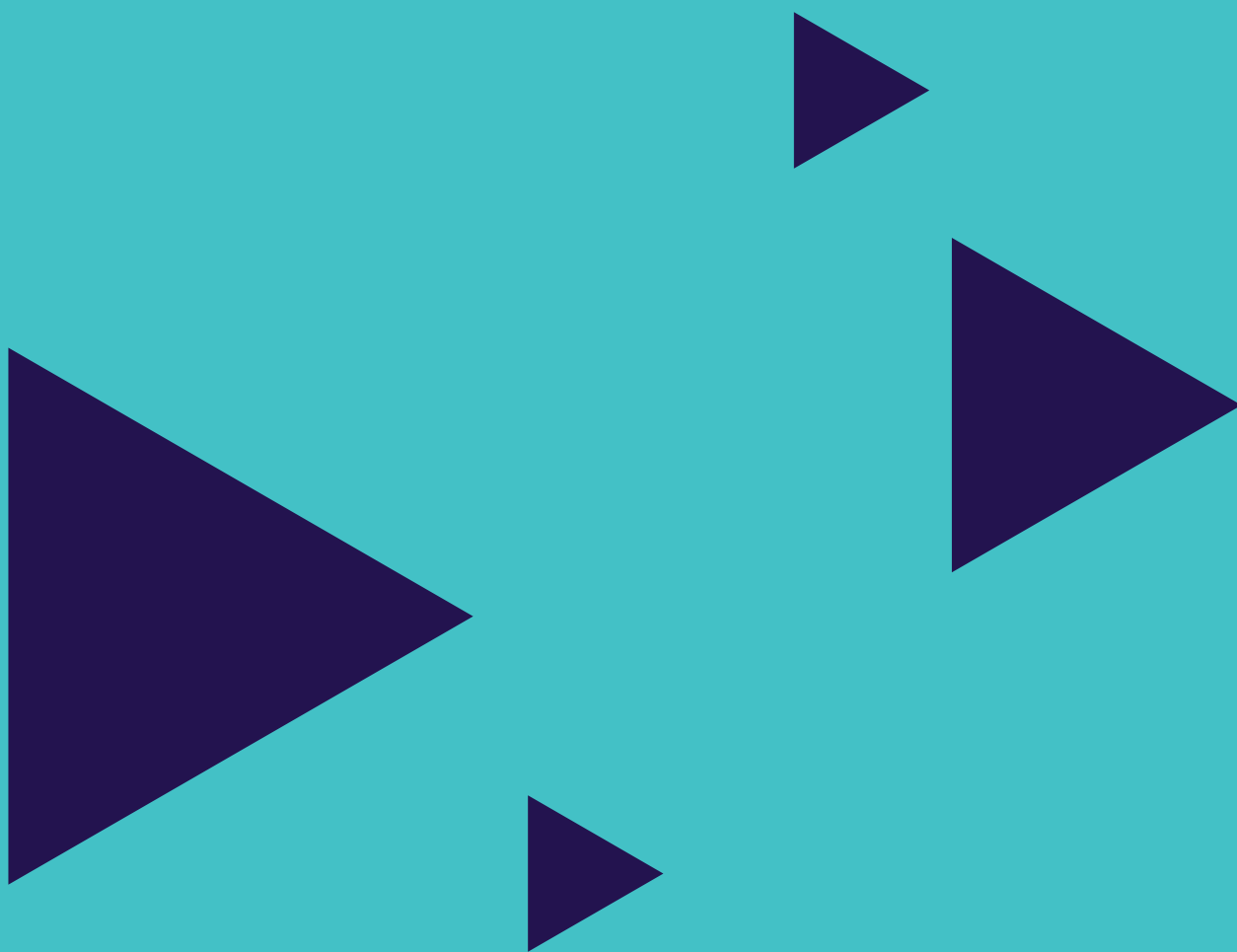
## Annex 1:

**The role of educational institutions in addressing child labour - Summary of the report on the obligations of educational institutions for the implementation of Administrative Instruction GRK 05/2013 to prevent and prohibit hazardous child labour in Kosovo[11]**

At the end of 2013 (24.12.2013), MEST has approved the summary report regarding the obligations of educational institutions (MEST, MED and schools for the implementation of Administrative Instruction GRK 05/2013 to prevent and prohibit hazardous child labour in Kosovo.

This report defines the interventions in function of the implementation of AI 05/2013, according to the institutional responsibilities. The following table reflects the summary conclusions adopted by the working group.

| INSTITUTIONS | Interventions in order to implement AI 05/2013 |
|---|---|
| MEST | **Curriculum Sector**<br>▶ Implementing the principle of inclusiveness by supporting schools to ensure curricula, timetable, teaching and assessment methods, and communication with pupils and parents, to be sensitive to the needs, interests and opportunities of children at risk of dropping out of school (including children who combine work and school);<br>▶ Inclusion of aspects of safety at work (occupational hazards in some sectors, safeguards, risk management, etc.), information on prohibited forms of work for persons aged 15-18, and workers' rights within the curricular area life and work, and within modules for life skills development;<br><br>**Textbooks and teaching aids sector**<br>▶ Harmonization of textbooks with the new requirements arising from the new curricula and the Pre-University Education Curriculum Framework, including recommendations for the curriculum sector (see preliminary points);<br><br>**Teacher professional development sector**<br>▶ Development of a module for the preparation of teachers in withdrawing children from dangerous forms of work and preventing the involvement of children in work;<br>▶ Capacity building of teachers to address the specific needs of children at risk of dropping out of school (including children who combine school with work)<br><br>**General education sector**<br>▶ Informing, mobilizing, supervising and supporting MEDs and schools in fulfilling their obligations for the implementation of AI 05/2013 (see the list of responsibilities for MEDs);<br><br>**Division for Communities**<br>▶ Increased commitment to ensuring the inclusion of RAE children in education;<br><br>**Vocational Education Division**<br>▶ Increased commitment of vocational schools to prepare students for the labour market and make them aware of aspects of occupational safety and workers' rights; |

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11 Report from MEST, with protocol number 217, dated 14.01.2014.

| INSTITUTIONS | Interventions in order to implement AI 05/2013 |
|---|---|
| **MED** | ▶ Informing, mobilizing, supervising and supporting schools in fulfilling their obligations for the implementation of AI 05/2013 (listed below);<br>▶ Continuous analysis of the situation (number of children at work identified by schools, causes and consequences of their engagement at work);<br>▶ Addressing aspects that are the responsibility of MEDs, such as:<br>  ▶ Provide transport not only in situations when the distance is large, but also in cases when safety is not at the right level (lack of lighting, danger from stray dogs in rural areas, or other);<br>  ▶ Organizing food meals in schools, either by making school kitchens operational, or through the contracting of relevant services: assessment of opportunities for children in need to be exempt from paying for meals;<br>  ▶ Improving school infrastructure;<br>  ▶ Providing opportunities for schools to organize supplementary education for students with poor performance;<br>  ▶ Providing opportunities for accelerated learning for children who have dropped out of school for a longer period;<br>▶ Raising the identified problems (which are not the responsibility of MEDs and Schools) to the relevant municipal authorities for increased engagement (Directorate of Health and Social Welfare), Directorate of Culture, Youth and Sports; Directorate of Agriculture, Directorate of Inspectorate, etc.);<br>▶ Active participation and raising of identified problems in coordination meetings with a partner (Local Action Communities, Local Security Communities, Task Forces, etc.) or in other meetings that can be initiated by the MEDs themselves; |
| **Schools** | ▶ Openness to the community and increased sensitivity to the problems of the community where the school operates;<br>▶ -Identifying cases of children involved in dangerous forms of work (listed in Annex to AI 05/2013) for the needs of MED and MEST;<br>▶ Planning individualized educational support for withdrawing children from work;<br>▶ Referral of cases of children involved in dangerous forms of work (listed in Annex to AI 05/2013) to the Centre for Social Work for further treatment;<br>▶ Follow-up of the further treatment of cases referred by the CSW or other partners, through feedback information from the partners where the cases were referred;<br>▶ Application of educational package for prevention and response to abandonment;<br>▶ Identification of barriers to access to education at school level, planning of interventions at school level and proposing measures within the development plans for MED and MEST;<br>▶ Raising students' awareness of the problem and encouraging Children's Rights Groups to compile various awareness-raising materials, such as posters, brochures and leaflets, and to organize various peer-to-peer support activities; |

# Annex 2:

**Excerpts from the summary report on the findings from the monitoring and mentoring of MEDs and schools, regarding the functioning of the PRTANS[12]**

The report was drafted by the Group for Prevention and Response to School Dropout and Non-Enrolment at the MEST level.

The report summarizes the legislative and operational side of MEST's work with its partners as well as the findings from the monitoring and mentoring process in 21 municipalities of the Republic of Kosovo, on the implementation of anti-school dropout policies in the daily practice of schools, and MEDs.

Referring to the report on the monitoring and mentoring of schools and MEDs, respectively of the prevention and response teams against school abandonment and non-registration (PRTANS), the focus was on two objectives:

▶ Identification of the situation regarding the establishment and functioning of PRTANS, as well as

▶ Supporting schools and MEDs in the functioning of these mechanisms

This approach aimed at addressing the barriers that affect inclusion in education, building the capacity of schools to identify, report and handle cases at risk of dropout.

Assessing the mechanisms and institutional commitment to ensure the regular attendance of education in compulsory education and to measure and address the risk factors that affect the education of our children, was the priority set by the Group for Prevention and Response to Dropout and School Non-Enrolment at MEST level.

## Summary of findings in MED

Referring to the questions and answers received, accompanied by the facts provided in the field, the report shows that 19 municipalities implement the AI on the establishment and operation of teams and consequently have established teams and use manuals. Meanwhile, 2 MEDs (Dragash, Prishtina) have not established teams yet, therefore their approach to the problem of school dropout is self-contained and not uniform according to defined policies and established system.

## Summary of findings in schools

According to the report, unlike MEDs, schools were better off in terms of establishing and functioning teams to prevent and respond to school dropout and non-enrolment. Out of the 25 monitored schools, 24 implemented AI 19/2012, had established teams, but not all practiced manuals and instruments for identification, treatment and referral of cases at risk of dropout. As a result of this approach, cases were handled and recorded in their own way but not according to the instruments on the basis of which files are created and information is transferred to the EWS / EMIS (with some exceptions).

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12 For more see: https://www.childrights-ks.org/site/assets/files/1408/monitor_report_on_function_of_eprbmsh_a5.pdf

### Conclusion

Policies for the prevention, identification, treatment and referral of cases at risk of dropout and those who have dropped out of school are quite consolidated and substantive. MEST with its partners and recently with UNICEF ECMI have established a good partnership in building a sustainable and quality system to address this issue. The support of schools and MEDs so far has resulted in the situation reflected in the report. MEDs and schools already know that these PRTANs should be functional, as during this period MEDs and some schools were monitored and supported.

In order for this system to be implemented as claimed by the AI and accompanying instruments, it is still necessary to work on a school basis because it is the source of initiating actions, but also of identifying problems on site. Of course, MEDs need to be more focused on promoting cross-sectoral cooperation and coordination, because in cases of need, as actions and municipal services are needed, which are mandated by applicable law.

In general, at all levels there should be genuine awareness of the roles, tasks and responsibilities needed to ensure inclusion in quality education.

### Recommendation

Based on the situation and needs identified in schools and MED, claiming the strengthening of mechanisms for prevention and response to school dropout and non-enrolment, as we have the target set in the Strategic Education Plan in Kosovo, we are listing the following recommendations.

**Recommendations for school:**

▶ School directors should take care to keep the Prevention and Response Team in school (PRTANS) active and functional;

▶ Class tutors should assist the process of early identification of at-risk cases and address them to the PRTAN;

▶ PRTANS should document its actions, in physical form (meeting minutes, case files) and online in EWS, according to the instruments defined in the manual;

▶ PRTANS, in coordination with school bodies, should promote their work in terms of prevention and effective response to dropout and cases at risk;

▶ School principals should keep parents 'and students' councils active in order to establish the right partnership in preventing and responding to dropout;

▶ School principals should coordinate with professional assets, but also with various governmental and non-governmental partners to carry out additional activities (debates, lectures on educational developments and barriers in the context of schools).

**Recommendations for MED:**

▶ MED should ensure that PRTAN at the municipal level is active and functional in the service of efficient handling of cases referred by schools, receiving the appropriate contribution of other sectors (welfare, health, safety, etc.), according to the specifics of specific cases;

▶ MED should integrate the issue of prevention and response to dropout in the municipal plan or draft a special action plan at the municipal level, in order to address barriers to access to education;

▶ MED should provide budget to support team activities at school level;

▶ MED should identify and coordinate with partners from civil society to support the implementation of policies to address the problem of school dropout;

▶ MED should keep the Parents 'and Students' Council active in establishing the right partnership in preventing and responding to dropout.

▶ Inclusion coordinators should coordinate with PRTANS in addressing the problem of school dropout and non-enrolment.

**Recommendations for MEST:**

▶ MEST should strengthen PRTANS at national level, making it multidisciplinary;

▶ MEST, respectively inspectorate services should increase the attention in supervising the implementation of national policies against school dropout;

▶ MEST should support MEDs and schools for the empowerment of PRTANS;

▶ MEST should continue coordination with its partners in addressing the problem of dropout and strengthening the dropout early warning system.

# Annex 3:

## School Performance Quality Criteria Framework

| PRINCIPLES OF KKAP | SCHOOL PERFORMANCE AREAS | | | | |
|---|---|---|---|---|---|
| | MANAGEMENT AND GOVERNANCE | CULTURE AND ENVIRONMENT | TEACHING AND LEARNING | TEACHERS' PROFESSIONAL DEVELOPMENT | STUDENT PERFORMANCE |
| | EVALUATION CRITERIA | | | | |
| **INCLUSION** | 1.1 Governing bodies are functional and effective in representing the interests of the school community | 1.1 The school facility and facilities are accessible, safe, healthy and friendly | 1.1 The school ensures the involvement of students and parents in learning activities | 1.1 School management, in TPD planning, includes students, parents and teachers | 1.1 Students exercise their social and civic responsibilities in the classroom, at school and in the community |
| **DEVELOPMENT OF COMPETENCIES** | 1.2 The school focuses on the strategic orientation of the development of students' competencies | 1.2 The school provides equal opportunities for all students to master the competencies | 1.2 Learning activities enable differentiated support of students for mastery of competencies and development of potential | 1.2 Teacher professional development practices are in function of the development of students' competencies | 1.2 Student achievement and progress in mastering key competencies meets the expectation set by the UN |
| **INTEGRATED TEACHING AND LEARNING** | 1.3 The professional school bodies are functional and effective in the implementation of integrated learning | 1.3 The school work environment and culture are in function of integrated learning and curriculum implementation | 1.3 Content and learning activities are in the function of integrated approach | 1.3 Teacher professional development practices are in function of integrated teaching | 1.3 The achievement and progress of students in mastering the results set for the curricular areas meets the expectation set by the UN |
| **AUTONOMY AND FLEXIBILITY** | 1.4 School development priorities reflect its vision, student needs and self-assessment outcomes | 1.4 The school has consolidated practices of involving the whole school community in the improvement and maintenance of the physical environment | 1.4 Autonomy for elective curriculum planning is used effectively | 1.4 The school efficiently utilizes its resources for TPD activities | 1.4 Students are engaged in extra-curricular activities |
| **RESPONSIBILITY AND ACCOUNTABILITY** | 1.5 The school leadership guides and monitors the implementation of TDP and educational policies | 1.5 The school provides a safe and enabling environment for the realization of effective learning | 1.5 The school is committed to improving teaching and learning practices | 1.5 The school oversees the impact of TDP on improving the teaching quality | 1.5 Students are engaged in managing their own progress |

# Annex 4:

## Checklist for the analysis of the work of the Prevention and Response Teams against abandonment and non-registration

| Municipality: | | | |
|---|---|---|---|
| School: | | | |

| Functioning of PRTAN, | Yes | No | Comments / Evidence |
|---|---|---|---|
| The decision at school level to establish the PRTAN has been taken | | | |
| The duties and responsibilities of the PRTAN, as well as the provisions that create conditions for the work of the team are defined in the decision | | | |
| The work plan has been prepared by the PRTAN | | | |
| The work plan contains the main activities for the PRAN, timelines for the implementation of activities and their holders | | | |
| PRTAN meetings are held on a quarterly basis | | | |
| **Identification of children / students at risk of dropping out of school, dropouts or those who are not enrolled in school and case management** | **Yes** | **No** | **Comments / Evidence** |
| School / PRTAN compliance with the list of risk indicators has been achieved | | | |
| Identification cards of students at risk of dropping out of school have been distributed to class teachers | | | |
| The list of records of students at risk of dropping out of school has been updated | | | |
| Case managers for students identified at risk of dropping out of school are assigned | | | |
| The case management process follows the 9 steps set out in the PRTAN guideline | | | |
| The management of each case is followed by an individual record sheet, case management plan, and for necessary cases with a reference sheet with accompanying justifications | | | |
| Monitoring of school transfer is done according to the official procedures and forms of transfer from school to school (In order not to confuse the cases of dropout with those of transfer) | | | |

| School-level dropout prevention strategies | Yes | No | Comments / Evidence |
|---|---|---|---|
| Monitoring of student attendance at school is done on a regular basis | | | |
| Notification to the relevant mechanisms for student non-attendance at school is done regularly | | | |
| Procedures for transferring students from one school to another and vice versa have been observed | | | |
| Students are mentored by school-appointed mentors | | | |
| Students receive support in learning (supplementary teaching, additional language classes, supplementary classes, homework help, etc.) | | | |
| Measures to facilitate the transition between classes and levels are taken each school year | | | |
| Other strategies are implemented depending on the cases at risk of dropping out of school | | | |
| Evidence of cooperation and results with service providers (Centre for Social Work, Family Medicine Centres, NGOs, etc.) for the management of cases of students at risk of dropping out of school are updated depending on the case | | | |
| **Reporting** | **Yes** | **No** | **Comments / Evidence** |
| Reporting in the Early Warning System (EWS) module is done on time and according to the procedures defined by this module (EMIS - EWS) | | | |
| PRTAN work reports are updated in each academic / semester period | | | |
| *The reports contain sufficient information on the work of the PRTAN (on the identification of out-of-school children, those at risk of and those dropping out; case management and school-level and partner-level achieved successes)* | | | |
| Reports for MED, MES and EI contain sufficient information according to the early warning system and according to specific requirements | | | |

# Annex 5:

**Form with list of questions according to relevant indicators
for prevention and response to dropout**

| List of questions according to relevant indicators for prevention and response to dropout | | | | | |
|---|---|---|---|---|---|
| School: _____;Municipality:_____ | | | | Date: _____ | Inspector _____ |
| Nr. | Questions / requests | Main points highlighted | Sub-questions | Main points highlighted | Inputs |
| 1. | How does PRTAN work in your school? What are the main achievements? | | *Are there any difficulties?* | | |
| 2. | How many meetings has the team held this year and how many last year? | | *Are there meeting minutes, attendance list?* | | |
| 3. | Do you use the Handbook for school teams on prevention and response to dropout and non-enrolment in compulsory education? | | *A ka vështirësi në të kuptuarit e udhëzimeve dhe në përdorimin e instrumenteve sipas doracakut?* | | |
| 4. | What is your experience in using the Early Warning System module? | | *How are the data used to guide further work?* | | |
| 5. | Have you had dropout cases that the team has dealt with? | | *If so, how many cases? What were the reasons for dropout? To what is extent was it successful to return them to school?* | | |
| 6. | A keni pasur raste  të mosregjis-trimit të fëmijëve që i  ka trajtuar ekip, fëmijë të moshës shkollore në  zonën e mbulimit të shkollës tuaj? | | *Nëse po, sa raste? Cilat ishin shkaqet e mosregjistrimit? Sa prej tyre dhe si është arritur të regjistrohen?* | | |
| 7. | Are there cases of children / students who have problems with transport, or is it well organized by the municipality? | | *How are cases the cases with no transport assisted?* | | |

| List of questions according to relevant indicators for prevention and response to dropout | | | | | |
|---|---|---|---|---|---|
| School: _____;Municipality:_____ | | | | Date: _____ | Inspector _____ |
| Nr. | Questions / requests | Main points highlighted | Sub-questions | Main points highlighted | Inputs |
| 8. | Is there enough security for students on the way to and from school? | | *What about school or indications of violence?* <br><br> *If so, in what relations?* | | |
| 9. | Do you have any students receiving municipal scholarships? Municipality funds for school scholarships | | *If so, what is the number of beneficiaries?* <br><br> *Male:* <br><br> *Females:* | | |
| 10. | Is there an increase in the inclusion of children in pre-pri-mary classes? | | *If so, how much is the increase and as a result of whom (what actions)?* | | |
| 11. | How is student inclusion reflected in the learning processes? | | *What are the practices of identification and work with students with disabilities?* | | |
| 12. | Are you implementing the protocol for prevention and referral of violence in schools | | *Do you use incident module and didactic manuals?* | | |
| 13. | Do you have students without assessment at the end of the previous year? | | *If so, why and how are they reported?* | | |
| 14. | How do you use your data to talk about barriers to participation in education and benefit from the teaching process? | | *What do you do to increase student achievement in certain subjects or even classroom and school outcomes?* | | |
| 15. | Next (insert question) | | | | |

# Annex 6:

### Summary of key findings and recommendations in ESPE reports

This summary is detached from the findings of the study External evaluation of school performance as a mechanism for quality assurance, situation and perspective (Pedagogical research, PIK 2020),

Referring to the guidelines for ESPE, in the ESPE report, the main findings are organized at the level of: (i) overall evaluation of school performance; (ii) specific assessment for quality area Student performance, including focus on mastery of core curriculum competencies; (iii) evaluation of other quality areas and quality criteria according to the respective areas; and (iv) a summary of the school's strengths, challenges and development trends.

All ESPE reports, analysed in the framework of this research, include the main findings and recommendations for the schools included in ESPE. The differences are obvious in the structure of the organization of the main findings, the content of the description of the main findings, the correlation of the main findings with the quality criteria, the performance indicators of the school according to the quality criteria and the general data for the school. The differences are also evident in the way the school is defined and described, the number of recommendations and the deadlines for their implementation. The differences are described as follows:

▶ In four ESPE reports analysed, the main findings are organized according to the guidelines given in the guide for ESPE, respectively in the part of the structure of ESPE report on the main findings from the external evaluation. These reports start with the general performance of the school, continue with the performance of the students (but without a special focus on mastering the main competencies of the curriculum), the degree of performance quality in other quality areas, the findings for the main findings by areas of quality (but without a particular focus on the main findings in relation to the quality criteria), and the report concludes with the strengths, weaknesses and recommendations for the respective schools.

▶ In the two ESPE reports analysed, the main findings start with the overall performance of the school, then continue with the description of the situation in each performance indicator for the respective quality criteria, determining the rating scale for each quality criterion. These two reports conclude with recommendations for improvement dedicated to the respective school.

▶ In the three ESPE reports analysed, the main findings begin with an assessment of overall school performance, then continue with a description of the situation in each quality area (but without a particular focus on quality criteria or performance indicators, with combinations of both of these aspects) and of the aspects that need to be improved for each quality area, as well as by determining the rating scale for each quality area. Following these reports, we find a summary of the overall school evaluation and recommendations for improvement dedicated to the respective school.

▶ In three ESPE reports, the main findings are organized according to the external evaluation instrument, the part of the instrument where the evaluation is done at the level of quality areas and overall evaluation. The following aspects are included in these three reports: (i) Determining the quality scale by quality areas; (ii) A summary description of the findings for each quality criterion, within the relevant field; (iii) Evidence; (iv) Additional Comments/Clarifications; (v) Overall performance description; (vi) Identified strengths and weaknesses; and (vii) Recommendations and deadlines for their implementation.

In none of the reports received for analysis and review, within this research, were attached three annexes of the suggested documents with the guideline for ESPE: Annex 1: External evaluation instrument with the recorded data; Annex 2: School self-assessment report; and Annex 3: School Development Plan.

In addition to the differences in the structure of the ESPE report, in the part of the report on key findings and recommendations, there are significant differences in the content of the description of the main findings and in the form and content of the formulation of recommendations for improvement. The differences are illustrated in the following examples, starting with the description of the school situation in relation to the performance indicators, and then continuing with the assessments at the level of quality criteria, quality areas, and at the general level.

For the performance indicator 1.1.1. *The internal evaluations of the school were carried out with the participation of the whole school community*, different descriptions were given in the evaluation reports:

> *Report 1. The school has made a self-assessment for the first time, therefore in the SDP, it has reflected identified data, either for the mission or vision, or for other needs of students.*

> *Report 3. The school has carried out the internal evaluation, has implemented the development planning of the school, the interests of the students have not been realized, especially in the Elective Curriculum.*

> *Report 7. The quality coordinator with the school team for internal evaluation of the school has developed three questionnaires. The structure of the questionnaires is good. The questions are divided, for quality areas, the questionnaires are analysed to make recommendations.*

> *Report 11. Involvement of actors in the internal evaluation has been good, but from the ISE report and the inspection of the ISE file, it can be seen that a real state of school performance has not been presented.*

As seen in the examples given by some evaluation reports, only in the evaluation report no. 11, the first part of the description of the condition reflects the essence of the condition for the performance indicator: 1.1.1. *The internal evaluations of the school were carried out with the participation of the entire school community.*

In the descriptions made for other indicators of school performance, within the relevant quality criteria, formulations are often found that do not directly address the relevant indicator, or are the same, although the authors of the reports are different. Thus, for indicator 4.1.1. *The school plan for professional development of teachers is based on the individual plan of teachers for professional development, school priorities, teacher performance and student performance,* the formulation described for the condition of schools in relation to this performance indicator is the same in 6 assessment reports for different schools. The description in these 6 reports is as follows: *Teachers do not have individual professional development plans, the school has compiled a table with data on teacher training, however there is no plan for teachers' professional development.*

For the evaluation of quality criteria and performance indicators, in the field of quality Teaching and learning, registers and descriptions of assessments rely heavily on the findings provided through the classroom teacher oversight protocol, which is applied by EI. In this area, as in other quality areas, we find differences in descriptive evaluations between the analysed reports, which in most cases do not correctly address the five quality criteria in this area and do not provide a clear summary of the evaluation, based on the general situation in this area of quality. The following examples illustrate this:

> *Report 1. Teachers cooperate within professional bodies in the process of planning and implementing adequate approaches and methods for the development of key competencies. The teaching and learning methods and strategies that are practiced in the classroom and outside it are in function of the development of students' competencies. The teaching contents are in function of achieving the learning outcomes for the respective field... The commitment of the school for the continuous improvement of the teaching process should be seen in the formation of established mechanisms for monitoring and their reports to*

*increase the quality and effectiveness of the teaching process. The school does not provide pedagogical and psychological services (the school has 155 students).*

*Report 5. Based on the school ESE, as well as based on the monitoring of classes, a total of 8 classes were held, ESE evaluates the teaching and learning process in this school as good, with the possibility of improvement, greater commitment is required from teachers, creating better conditions by the school, starting with the provision of concretization tools, several laptops, video projectors, one per curricular area.*

*Report 10. All teachers, who are in regular employment relationship, have the relevant qualifications for the subjects they teach. Most of them have also completed basic training in the field of teaching. Their performance in teaching is at an acceptable level.*

In some cases, evaluations at the level of quality areas are not supported based on the findings identified in relation to all performance indicators, for each quality criterion of the respective area, rather they rely only on the school self-assessment report and do not reflect fairly the quality criteria of the respective quality area. This is illustrated by the following example from report no. 8:

*Based on the evidence presented by the Team for internal school evaluation for the area of quality - Student Performance, the external evaluation team finds: Students have the ability to plan, collaborate and organize activities inside and outside the school, according to professional talent and their skills, preferences (sports, music and historian teams, but not those of young biologists or young chemists), etc. The school does not have sufficient evidence of supporting student activities in the school for the achievement of students in mastering the competencies for carrying out extracurricular activities.*

Referring to the guidelines for ESPE, the evaluation of the overall performance of the school contains a summary of the situation ascertained at the level of quality areas that have been the subject of the evaluation of the school. This evaluation should be made from the perspective of the impact that school practices have had on students and their learning. However, the ESPE reports analysed for this research do not reflect this. In the three reports, in which the overall performance evaluation is given, we find general findings, which do not reflect the impact that school practices have had on students and their learning. This is illustrated by the following examples, which present parts of the overall evaluation of school performance:

*Report no. 10. The selection of the elective curriculum was done in contradiction with the legal acts in force. The work of professional assets is not regular, the minutes are quite formal, at both levels, the formation of assets is not in accordance with applicable laws. There is no evidence that teachers, for designing work programs, are served with student outcomes. In the teaching process, some teachers are dominated by traditional forms of working with students.*

*Report no. 1. The school has fulfilled its obligations to a certain extent. It has formed the governing school bodies, drafted the SDP, formed the team for internal evaluation IET, the team has worked and drafted the report of the school self-assessment based on the action plan and findings during the internal evaluation. It failed to form the Council for the protection and rights of children's freedoms, keep records of the functioning of the Parents' Council, the cooperation of parents. Even the contribution that has been made to the school from the ranks of the parents has no evidence. The hierarchy of regular reporting has not been respected, there is no plan for additional and supplementary teaching in order to intervene in time so that students achieve the results set by the UN. The vision of the school is clear and it is presented in the school premises, it can be read by the teachers, students and parents.*

Referring to the guidelines for ESPE, in the case of the general evaluation, the strengths and weaknesses of the school performance are identified. In this section we also find differences in the language of formulation of strengths, weaknesses and recommendations, but also in their content and importance, from those related to the quality of school performance, to those that are not directly related to the

quality of performance, such as: *adherence to the bell schedule*, an advantage identified in half of the ESPE reports analysed.

Even in relation to the identified weaknesses, we have reports that directly list the weaknesses related to the *quality of teaching and learning* and weaknesses which are generalized, such as *insufficient use of written preparation for the class,* or weaknesses for school measures, which are not necessary, e.g., lack of security cameras.

On the other hand, the recommendations for the further work of the school, or the measures to be taken by the school for the maintenance and advancement of the strengths and the improvement of the weaknesses, respectively overcoming the identified challenges, are a special requirement for the ESPE reports. Their addressing in the ESPE reports is done depending on the specifics of the school and with large differences in the number of recommendations (from 5 recommendations that the report of one school has, up to 27 recommendations in the report of the other school), but also in their content, which in certain cases do not relate in descriptions to the main findings of the ESPE. Some of the formulations of the recommendations are as follows:

▶ *The school management should control, motivate and increase the efficiency of school bodies. (implementation deadline, January 2020);*

▶ *The school should build an effective system for managing the results of achievement, defined for the curricular areas, as well as for the provision of cabinets and concretization tools;*

▶ *It is recommended to respect integrated learning. Integrated learning in lower secondary school (VI – IX) should be realized through team learning. "Team learning is a specific form of organizing learning for certain communities of students, with the participation of some teachers or professional associates from school or outside the school, in order to implement a joint work program", information as such can be found at the following web address www.bedri-jaka.com.*

▶ *Greater engagement of all relevant actors in supporting students to carry out their projects;*

▶ *Internal evaluation of the school for this school year should be done in all areas of quality;*

▶ *Omissions in the functioning of the governing and professional bodies of the school should be eliminated. Deadline: ongoing.*

In general, if we refer to the guidelines in the ESPE Guideline for recommendations, we can conclude that in the first ESPE reports, there is a tendency to deviate from the orientations and guidelines given to external evaluators and, consequently, a vast part of the recommendations does not reflect the measures for quality assurance and in function of the school development planning.

# Annex 7:

**Excerpts from some ESPE reports, in the field of quality: Culture and school environment**

### Report 1. Performance at the level of quality area: Culture and school environment - good.

▶ The school building, although old, is suitable for work. Hygiene is good. Student safety is at a good level. Students, teachers and parents do not make any remarks about the safety of students at school.

▶ The treatment of parents and teaching staff is at a good level. From the data provided by the contacts with them and through the questionnaires conducted with students, it appears that the insulting of students is not a phenomenon. Lack of cabinets and concretization tools do not enable full fulfilment of students' requirements either in fulfilling the competencies in learning or in various skills for which they have talent. Apart from a small number of books, there are no other tools available for teaching or for various extracurricular activities.

▶ With the application of the new curriculum, it is stated that there is a greater cooperation between teachers, but from the evidence - the meeting minutes, it is noticed that this cooperation is not at the desired level.

▶ Parental involvement is only within the school governing bodies. From the classroom observation protocol, it appears that the climate in the classroom is at a satisfactory level, out of five possible points, at the school level the average grade is 2.8.

**Recommendations -** No recommendations were given regarding the PRTAN and addressing school dropout by students.

### Report 2. Quality area 2: CULTURE AND SCHOOL ENVIRONMENT

The whole school community is well treated. Parents, students and staff feel supported and part of the institution. The school has evidence of the realization of the expectation in mastering the competencies by participating in various competitions at Municipal and central level.

Human resources are sufficient. Physical environment, drinking water, humidity, ventilation, temperature are favourable. The school lacks the financial resources and concretization tools to successfully realize the requirements set out in the core curricula.

**EET has identified the points that need to be improved:**

The school has no evidence of any evaluation of the governing body, of the support of students by the governing bodies of the school, reflected in the minutes.

The school building is 100 m from the inter-municipal road N.N, which is very busy and has no underpass or overpass and sidewalks. It poses a risk to student safety. The school has not made a formal request to change the situation.

The school is new but very damaged. Insulation, water supply, doors, furniture, means of concretization are seen to have been at the mercy of a carelessness. Now the situation is starting to change for the better. There are not enough social and creative activities in the school. The school directorate should make a request to the municipality to train students in the class. This year, it is the grades VII, VIII and IX, and for each following year students from grade VII for first aid and other emergency situations.

The school has not drafted a regulation on the use of teaching aids.

**EET has concluded that the PRTAN is not functional in the school. There are no records of school dropouts.** Hygiene outside and inside the school is not at the right level. The working hours of the janitors are not well synchronized. The complaint box did not work according to the regulations, even though it is located at the entrance of the school.

**Recommendations -** No recommendations were given regarding the PRTAN and addressing school dropout by students.

**Report 3. Quality area 2: CULTURE AND SCHOOL ENVIRONMENT**

**Criterion 2.2. The school provides equal opportunities for all students to master the competencies**

2.2.1 The school has no evidence of the realization of the expectation in mastering the competencies by participating **in various competitions at the municipal and central level, there are only findings** of student support by the school governing bodies, reflected in the meeting minutes.

2.2.2. EET has concluded that PRTAN is functional in the school. EET has ascertained that the school has identified cases of transfer from one school to another. There are cases of migration abroad, but there are no cases of school dropout.

2.2.3. The school has established a cooperation network with municipal institutions, the Centre for Social Work, the Centre for Family Medicine. The school has no cooperation with the Red Cross. Students are supported by NGOs to develop key competencies.

2.2.4. The school has proven to enable the realization of students' potential through extracurricular activities at the municipal level. In order to achieve the advancement of the individual tendencies of the students, the school has provided support to students with talents in different fields such as: Art, music, knowledge competitions, sports, etc.

2.2.5. The school did not provide EET with evidence of the implementation of IEPs in the implementation of effective measures to support students with disabilities. The school has not developed a program for supplementary and additional education.

2.2.6. The dropout rate is described in indicator 2.2.2.

Quality Scale: Unacceptable

**Recommendations**

1. N.N.

2. N.N.

3. The school should form a team for prevention and response to student dropout, to plan appropriate forms of work with parents in order to advance the learning process.

**Report 4. Quality area 2: CULTURE AND SCHOOL ENVIRONMENT**

**Criterion 2.2. The school provides equal opportunities for all students to master the competencies**

2.2.1. Based on the questionnaire that was conducted with 10 teachers on the achievement of competencies, 5 teachers responded, while evaluations for low achievement of competencies were expressed by 3 teachers and 2 teachers expressed that they do not know. This overview shows that 5 teachers have expressed high appreciation. It is not clear on what their assessment is based.

2.2.2. The evaluation is good and real. It was acted according to the AI 7/2011.

2.2.3. The cooperation of the school with other factors is assessed as good. But no evidence has been provided. Even in the school custody notebook, there is no evidence of any analysis being done to change the situation in the school that comes from this collaboration.

2.2.4. The school enables each student to volunteer for extracurricular activities and the same are mentioned (competitions, visits, activities). We do not have a record of researching and discovering new skills and talents. All these achievements are of the nature of skills.

**Recommendations**

- No recommendations were given regarding the PRTAN and addressing school dropout by students.

**Report 5. Performance at the level of quality field: Culture and school environment - good.**

**Criterion 2.2. The school provides equal opportunities for all students to master the competencies**

2.2.1. The school has provided evidence of the realization of the expectation in the mastery of competencies and individual realization of each student. Students participate in competitions at the municipal, central and international levels.

2.2.2. EET has ascertained that in the school, PRTAN was established by decision on 16.10.2014, but the decision is not recorded. EET has found this team to be non-functional.

2.2.3. The school has established a network of cooperation with municipal health institutions, the Centre for Social Work, the Family Medicine Centre KFOR and the non-governmental organization KITÊS and the Kosovo Police.

2.2.4. The school has proven to enable the realization of students' potential through extracurricular activities at the municipal level, in order to achieve the advancement of individual student tendencies, it offers continuous support to students with talents in different fields: In English from College "N.N." to N.N., health and well-being (sports) etc.

2.2.5.    Teachers do not design and implement IEPs in the implementation of effective measures to support students with disabilities.

2.2.6.    The level of school dropout is low, based on the minutes of the meeting of the Teachers' Council there is no student dropout.

**The degree of quality:** Acceptable

**Recommendations -** No recommendations were given regarding the PRTAN and addressing school dropout by students.

**Report 6. Performance at the level of quality field: Culture and school environment - Excellent.**

**a.** The school building, although old, is suitable for work.

**b.** Hygiene inside and outside the school building is at the appropriate level.

**c.** Student safety is at a good level. Students, teachers and parents do not make any remarks about the safety of students at school.

**d.** The treatment of parents and teaching staff is at an excellent level. From the data provided by the contacts with them and through the questionnaires conducted with students, it appears that the insulting of students is not a phenomenon.

**e.** With the application of the new curriculum, it is stated that there is a greater cooperation between teachers, this is confirmed by the evidence in the meeting minutes.

**f.** Involvement of parents in decision-making and school activities was at the right level.

It follows from the classroom observation protocol that the classroom climate is at an excellent level.

**Recommendations -** No recommendations were given regarding the PRTAN and addressing school dropout by students.

**Report 7. Quality area 2: CULTURE AND SCHOOL ENVIRONMENT**

**Criterion 2.2. The school provides equal opportunities for all students to master the competencies**

2.2.1. Based on the questionnaire that was conducted with 15 teachers, 10 teachers responded for the achievement of competencies, while 2 teachers gave evaluations for low achievement of competencies and 3 teachers for a satisfactory level. This overview shows that 10 teachers have expressed high appreciation. It is not clear on what their evaluation is based.

2.2.2. The rating is good and realistic. There is no non-enrolment of students but there is dropout. PRTAN establishment is missing.

2.2.3. The cooperation of the school with other factors is evaluated as good. But no evidence has been provided. Even from the school custody notebook, there is no evidence of any analysis being done in order to change the situation in the school that comes from this collaboration.

2.2.4. The school enables each student to volunteer for extracurricular activities and the same are mentioned (exhibitions, competitions, visits, activities). We do not have a record of researching and discovering new skills and talents. All these achievements are of the nature of skills (gratitude in the field of skills, investors and in the case of teacher retirement).

**Recommendations** - No recommendations were given regarding the PRTAN and addressing school dropout by students.

**Report 8. Quality area 2: CULTURE AND SCHOOL ENVIRONMENT**

The facility of the primary school where the lower secondary classes are taught is suitable for work, there is also a physical education gymnasium, in the school where the primary classes are taught, the conditions are quite unsuitable, while in the satellite schools of this school, hygienic technical conditions are at a slightly better level. Student safety at school is at a good level, students, teachers and parents do not make any remarks about student safety at school. From the conversations with the parents, we understood that crossing the train routes to school is not safe.

The treatment of parents and teaching staff is at a good level. From the data provided by the contacts with them and through questionnaires conducted with students, it appears that student insulting is a very common occurrence. Out of 22 students included in the questionnaire, when asked if teachers use insults against you, 8 of them answered positively, but also parents through the questionnaire and from the meeting with the student council, it is said that there are cases of insults and use of violence, especially peer violence. Some parents have objections to the maintenance of hygiene in the school and especially in the toilets (they may be parents of the old school students). Even in the question for the involvement of students in leisure activities, only 5 of them have positive answers (some listed participation in sports activities or in different courses as participation in activities)

**Recommendations:** Measures should be taken to reduce the number of absences per student.

## Annex 8:

**Legal framework, education policy, and other references used to develop the module**

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