

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

This tool has three sections:

1	Structure of the Municipal Action Plan .....	1
2	Dimensions to take into consideration when planning.....	3
3	Action Plan Template.....	18

### 1. STRUCTURE OF THE MUNICIPAL ACTION PLAN

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

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

	<ul style="list-style-type: none"> <li>▪ Number and proportion of children attending early childhood and pre-school (disaggregated by sex, ethnicity and geographical area if available)</li> <li>▪ Number and proportion of children attending primary education (disaggregated by sex, ethnicity and geographical area if available)</li> <li>▪ Number and proportion of children attending lower-secondary education (disaggregated by sex, ethnicity and geographical area if available)</li> <li>▪ Number and proportion of children attending upper-secondary education (disaggregated by sex, ethnicity and geographical area if available)</li> <li>▪ Number and proportion of out-of-school children (if available)</li> <li>▪ Number and proportion of dropout students per Grade over the past 3 years</li> <li>▪ Number of school-age children with disabilities in the Municipality</li> <li>▪ Proportion of the population from Roma, Ashkali and Egyptian communities</li> <li>▪ Number of school-age children from Roma, Ashkali and Egyptian communities</li> </ul>
<p><b>Priorities and objectives</b></p>	<p>Based on the situation analysis, identify key priorities for the period of the Plan.</p> <p>Develop objectives to address the priority areas. It is recommended that no-more than 2 to 3 objectives are identified.</p>
<p><b>Action Plan</b></p>	<p>The Action Plan shall include, for each objective:</p> <ul style="list-style-type: none"> <li>▪ Name of the objective</li> <li>▪ Activities to put in place to reach the objective</li> <li>▪ Timeframe for activity implementation</li> <li>▪ Responsible officer or agency for the implementation</li> <li>▪ Cost of the activity</li> <li>▪ Source of funding for the activity</li> <li>▪ Performance indicators</li> </ul> <p>See Section 3 of this tool for Template of the Action Plan</p>
<p><b>Monitoring and Evaluation (M&amp;E)</b></p>	<p>This section will give information on:</p> <ul style="list-style-type: none"> <li>▪ The review cycle (yearly is recommended)</li> <li>▪ The review modalities</li> <li>▪ The M&amp;E modalities<sup>1</sup></li> <li>▪ The responsible officer or agency for M&amp;E</li> </ul>

---

<sup>1</sup>M&E modalities will vary depending on existing structures and mechanisms in each municipality. Monthly meetings are recommended to adequately follow-up on children’s cases.

---

## 2. DIMENSIONS TO TAKE INTO CONSIDERATION WHEN PLANNING

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

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

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

The modules cover the following topics:

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

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

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

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

[Module 5](#): Documentation and registration

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

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

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

[Module 9](#): Absenteeism

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

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

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

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

[Module 14](#): Support to schools

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

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

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

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

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

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

<b>Module 4 : Awareness raising on the importance of education and the education system of the Roma, Ashkali and Egyptian communities</b>	
Issues	<ul style="list-style-type: none"> <li>▪ Lack of understanding about the enrolment process</li> <li>▪ Lack of awareness of parental obligation to send children to school</li> <li>▪ Lack of awareness of available early childhood education facilities</li> <li>▪ Lack of awareness of the role of mediators</li> <li>▪ Lack of awareness of the school calendar</li> <li>▪ Lack of awareness about free schooling, free meals, free transport and free textbooks</li> </ul>
Aim	To increase the education awareness of the Roma, Ashkali and Egyptian communities and to give parents all necessary information about the education system
Activities	<ul style="list-style-type: none"> <li>▪ Distribute leaflet and posters at key locations, including shops, health centres etc., with all necessary information on free and compulsory education, catch up classes, enrolment periods and process and contact details for support</li> <li>▪ Community information meetings, jointly facilitated by mediators and MED or school staff</li> <li>▪ Information meetings organised at Early Childhood Education and Care Centres</li> <li>▪ Child-led awareness raising activities during community events and festivals</li> <li>▪ Open days in ECD Centres and schools</li> <li>▪ School directors and teachers visit settlements and neighbourhoods with mediators to answer questions and address concerns</li> <li>▪ Dissemination of the AI on Measures towards parents, whose children are not registered or attended the compulsory Education MEST 13/2005</li> </ul>
Actors	MED, Municipal and School PRTANs, school directors, teachers, Mediators, NGOs
Considerations	Address any issues parents may have, particularly around the cost of education. Stress what is provided for free and inform parents where they can get (extra) support from.

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

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

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

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

	<ul style="list-style-type: none"> <li>▪ When the mentor is external to the school, invite him/her regularly to provide feedback on the progress of the child</li> <li>▪ Maintain the mentoring scheme when the child changes school, particularly around transitions between primary, lower and upper secondary</li> </ul>
--	---

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

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

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

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

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

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

<b>Module 12: Community youth services and support</b>	
Issues	<ul style="list-style-type: none"> <li>▪ High unemployment resulting in lack of motivation to learn in school</li> <li>▪ Lack of opportunities for young people</li> <li>▪ Street violence</li> </ul>
Aim	To increase opportunities for children and young people as a complementary strategy for drop-out prevention and transition to upper-secondary
Activities	<ul style="list-style-type: none"> <li>▪ Strengthen the links between schools and the world of work, by inviting professionals to talk in schools and by organising short-term apprenticeship</li> <li>▪ Establish career guidance services in communities</li> <li>▪ Provide young people with a space to meet and organise activities</li> <li>▪ Develop mentoring schemes between youth activists and secondary school students, and between professionals and secondary school students</li> <li>▪ Provide after class activities for children and young people covering arts, sports, Information and Communication Technology (ICT), music and other learning activities</li> <li>▪ Develop youth friendly health services, particularly around psychological support, reproductive health and substance abuse prevention and rehabilitation</li> <li>▪ Provide literacy classes for young people</li> <li>▪ Develop programmes targeting teenage boys*</li> <li>▪ Ensure health and psychological support services are accessible to all children, including</li> </ul>

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

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

<b>Module 14: Support to schools</b>	
Issues	<ul style="list-style-type: none"> <li>▪ Schools are at the front line, overburdened by requests and lacking resources and capacities</li> </ul>

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

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

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

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

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

**3. ACTION PLAN TEMPLATE**

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

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