



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

*Ministria e Arsimit, Shkencës, Teknologjisë dhe Inovacionit
Ministarstvo obrazovanja, nauke, tehnologije i inovacije
Ministry of Education, Science, Technology and Innovation*

▶ Training Module for Municipal Education Directorates

The role of Municipal Education
Directorates in supporting schools in
quality assurance, child protection and the
elimination of barriers to education

► **Training Module for Municipal Education Directorates**

The role of Municipal Education Directorates in supporting schools in quality assurance, child protection and the elimination of barriers to education

Training module for Municipal Education Directorates (MED):

The role of Municipal Education Directorates in supporting schools in quality assurance, child protection and the elimination of barriers to access to education

Author:

Selim Mehmeti

Information

This training module for Municipal Education Directorates has been prepared to serve as training material for Quality Coordinators in MED and PRTDN at the municipal level, in order to increase their capacity to fulfil their role in supporting schools in quality assurance, identifying and eliminating barriers to education, child protection, preventing violence, school dropout and non-enrolment.

The main topics of this module related to the issue of child labour, child protection and quality assurance in pre-university education, addressed from the perspective of the role of Municipal Education Directorates, refer to the training module prepared for Education Inspectors, also designed with the support of ILO.

The training module in the future can be used by the Human Rights Unit in MESTI and the Quality Coordinator in MESTI to organize other trainings with MEDs on this topic. However, the module can serve the Municipal Education Directorates for additional information on their work.

Special gratitude and thanks to Lindita Boshtrakaj from ILO and Merita Bajraktari-Jonuzi from MESTI, who gave valuable contribution in all development stages of this material. We also thank Osman Beka, Acting Quality Coordinator at MESTI and all MEDs for their cooperation in organizing the training with quality coordinators and the municipal PRTDN.

▶ ACKNOWLEDGMENTS

This initiative is part of the project “Measurement, awareness-raising and policy inclusion to accelerate action against child labour and forced labour (MAP 16)” in support of the Sustainable Development Goals (SDGs), Target 8.7. The funds were provided by the US Department of Labour under cooperative agreement number IL-30147-16-75-K-11. 100% of project expenditures are funded by federal funds, amounting to \$22.4 million, of which \$162,000 is allocated to activities in Kosovo.

▶ DISCLAIMER:

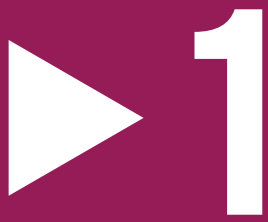
This material does not necessarily reflect the views or policies of the United States Department of Labour, nor does the mention of trade names, commercial products, or organizations imply endorsement by the United States Government.

▶ Contents

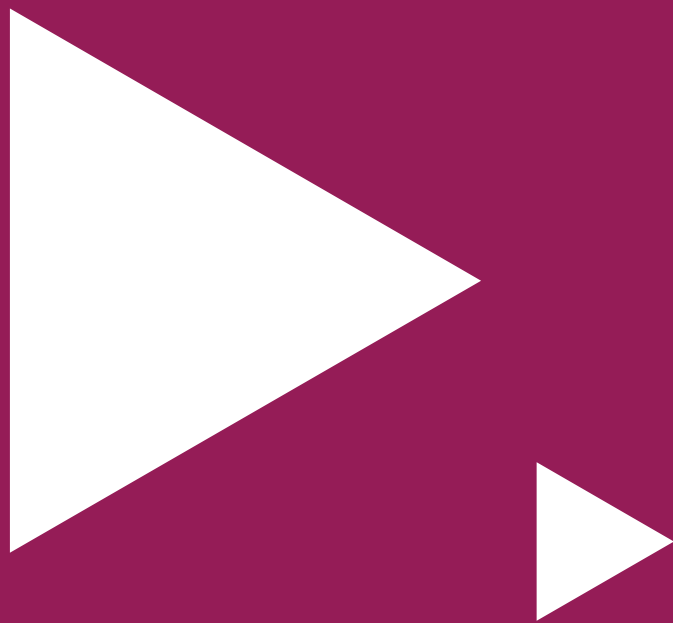
▶ Abbreviations	8
▶ Part I: Introduction	9
1.1. Context of preparing the training module for Municipal Education Directorates	10
1.2. Needs for this training module for the Municipal Education Directorates	11
1.3. Purpose of the training module	12
1.4. What does the training module for Municipal Education Directorates contain?	13
▶ Part II: Workshop with Municipal Directorates of Education	15
2.1. Workshop agenda	16
Topic 1: The problem of child labour: the connection of the problem with school dropout and the quality of education	18
Topic 2: Educational policy framework for child protection in Kosovo	19
Topic 3: Legal framework and package of documents for quality assurance in pre-university education related to the role of MED	20
Topic 4: The role of MED in creating conditions for attendance, access of children/students to learning and child protection	21
Topic 5: Monitoring and evaluation, support and reporting to the PRTDN	25
▶ Part III: Supplementary materials and instructions	25
3.1. The problem of child labour, the connection of the problem with school dropout and the quality of education	26
3.2. Educational policy framework for child protection in Kosovo	28
3.3. Legal framework and package of documents for quality assurance in pre-university education related to the role of MED	32
3.4. The role of MED in creating conditions for attendance, access of children/students to learning and child protection	38
3.5. Monitoring and evaluation, support and reporting to the PRTDN	44
▶ Part IV: Annex	49
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 the Administrative Instruction GRK No. 05/2013 to prevent and prohibit hazardous child labour in Kosovo	50
Annex 2: Excerpts from the summary report on the findings from the monitoring and mentoring of MEDs and schools, regarding the functioning of the PRTDN	52
Annex 3: The framework of quality criteria for school performance	55
Annex 4: Checklist for the analysis of the work of the Prevention and Response Teams towards Dropout and Non-enrolment	56
Annex 5: Template with questions on relevant indicators for prevention of and response to school dropout and non-enrolment	58
Annex 6: References used for developing the module	60

▶ Abbreviations

▶ EU	European Union
▶ MED	Municipal Education Directorate
▶ UDHR	Universal Declaration of Human Rights
▶ ECMI	European Centre for Minority Issues
▶ PRTDN	Prevention and Response Teams towards Dropout and Non-enrolment
▶ GIZ	German Corporation for International Cooperation
▶ EI	Education Inspectorate
▶ ILO	International Labor Organization
▶ PIK	Pedagogical Institute of Kosovo
▶ CRC	Convention on the Rights of the Child
▶ KEC	Kosovo Education Centre
▶ SC	Student Council
▶ QAC	Quality Assurance Coordinator
▶ MESTI	Ministry of Education, Science, Technology and Innovation
▶ OECD	Organization for Economic Cooperation and Development
▶ NGO	Non-Government Organizations
▶ PPRDN	Platform for prevention of and response to dropout 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



Introduction



1.1. Context of preparing the training module for Municipal Education Directorates

During the last decade 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 child protection measures. For the latter, in order to advance child protection measures, including measures to prevent school dropout and non-enrolment, MESTI has developed educational policies that define the roles and responsibilities of educational institutions at the central, municipal and school level, the way of working to address 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:

- ▶ *Development of policies for prevention and reference of violence in schools;*
- ▶ *Compilation of didactic manuals for prevention of violence and negative phenomena in schools;*
- ▶ *Adaptation and validation of ILO didactic materials related to the prevention of the involvement of children in hazardous work;*
- ▶ *Supporting educational institutions in establishing prevention and response teams against dropout 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 of 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 projects for prevention of and response to school dropout with the support from partners that support education in Kosovo, such as UNICEF, ECMI, KEC, GIZ, etc.;*
- ▶ *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 Kosovo Pre-University Education 2016-2020*, MESTI has developed quality assurance documents, set the basic expectations for each school in the Republic of Kosovo and established a performance appraisal system of the school. The implementation of these educational policies is closely related to the role and responsibilities of MESTI, Municipalities/MEDs, the Education Inspectorate and educational institutions/schools.

Measures for the protection of children, prevention of violence as well as for prevention and response to dropout and non-enrolment (together with the functioning of the PRTDN mechanism), are also integrated in educational policies related to quality assurance in pre-university education in Kosovo.

It should be noted that since the establishment 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 for Prevention of and Response to Dropout and Non-enrolment (PPRDN) have been identified. Through the good functioning of the PRTDN, the general perspective of child protection in the school context can be seen, because the barriers for attendance, access of children/students to learning are of different dimensions.

In order to address the challenges and needs arising during the process of implementing measures for prevention and response to dropout and non-enrolment, 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 of and response to dropout.

Within this objective, in addition to workshops with education inspectors, workshops and training sessions with MEDs are also planned. In order for the workshops and training sessions with MED to address the needs of organizing their work in this field, this training module was initiated, which was prepared with support from the ILO MAP Project '16¹.

The training module and workshop with MEDs was prepared in close consultation with the Human Rights Unit and the Quality Coordinator at MESTI. The preparation of the training module included an analysis of policies, documents and guidelines related to (i) *child labour and the role of educational institutions in preventing and eliminating child labour*; (ii) *child protection, prevention of violence in pre-university educational institutions, measures for prevention and response to dropout and non-enrolment*; (iii) *quality assurance in pre-university education*; (iv) *the role of the MEDs in managing education at the municipal level and in supporting schools in meeting their expectations, etc.*

On this basis, initially the concept of the training module was and the agenda of the one-day workshop with MEDs was developed, then the content is reflected in the training module according to the defined topics.

Believing that this training module and one-day workshop with MEDs meet the needs of Quality Coordinators in MEDs and Heads of PRTDN at the municipal level, we encourage them to use this training module, documents related to quality assurance of school performance, documents related to child protection and the work of the PRTDN, and in the spirit of good practice, to begin actively and in full coordination among themselves fulfilling their role in quality assurance, child protection and elimination of barriers to education, as well as in supporting schools at the municipal level in these areas.

1.2. Need for a training module for MED on quality assurance, child protection and elimination of barriers to access to education.

As a result of the processes developed related to quality assurance in pre-university educational institutions and the work of quality coordinators at the municipal and school level, the work of the PRTDN and the Early Warning System for Dropout - within the Education Management Information System, the need for institutional and on-going monitoring, mentoring and supervision of schools and PRTDNs regarding approaches to child protection and elimination of barriers to education has increased. We already have the Law on Child Protection in force which obliges us to take institutional actions in addressing any barrier that challenges the development of children in physical, intellectual, social and emotional aspects.

Considering the role and responsibilities of the MEDs, as a central mechanism at the local level in providing pre-school, primary and secondary education, management of teaching and non-teaching staff, management of the administration of pre-university educational institutions at the municipal level and training of teachers and education administrators, as well as in coordinating the work with MESTI, schools and the Education Inspectorate for quality assurance, child protection and elimination of barriers to access to education, the need has arisen to develop this training module for MEDs, with special emphasis on Quality Coordinators in MEDs and PRTDNs at the municipal level.

¹ Measurement, awareness-raising and policy inclusion to accelerate action against child labour and forced labour (MPA 16)" which is funded by the US Department of Labour and managed by the International Labour Organization. Priorities of the MAP '16 project in Kosovo:

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

1.3. Purpose of the training program

The purpose of the training program is to increase the capacity of MEDs to implement effective practices to support schools in child protection, prevention of violence, dropout and non-enrolment. The training program and the workshop with MEDs aim to support Quality Coordinators and PRTDNs at the municipal level, to:

- ▶ understand the relationship between child labour, school dropout and the quality of education;
- ▶ explore the framework of educational policies for child protection in Kosovo and quality assurance, in relation to the role of the MEDs;
- ▶ develop ideas and orientations for fulfilling the role of MEDs in creating conditions for attendance, access of children / students to learning and child protection;
- ▶ instruct and support QC and PRTDN in the implementation of school support practices in child protection, prevention of violence, dropout and non-enrolment; as well as to
- ▶ encourage the continued engagement of the QC and the PRTDN to support schools and fulfil their role in quality assurance, child protection and the elimination of barriers to access to education.

Mechanisms at the municipal level, such as QAC and PRTDN, are mechanisms that are established and created by the municipal authorities, respectively MEDs and operate according to the procedures defined by the relevant administrative instructions issued by MESTI. This means that their functioning and implementation of policies and measures for child protection, prevention of violence, prevention and response to dropout and non-enrolment, quality assurance in pre-university education, etc., are subject to roles, responsibilities, work approaches and procedures organized by municipal authorities, Municipal Education Directorates, based on standards and criteria set by MESTI. Therefore,

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

Capacity building of MEDs in the implementation of effective practices to support schools in child protection, prevention of violence, dropout and non-enrolment in school;

Set an agenda and work plan by the Municipal Education Directorates to fulfil their role in quality assurance, child protection and elimination of barriers to education;

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

1.4. What does the training module for Municipal Education Directorates (MEDs) contain?

Training module for Municipal Education Directorates (MEDs): *The role of MEDs to support schools in quality assurance, child protection and elimination of barriers to education*, is structured in the format of a guide for conducting a one-day workshop with Quality Coordinators in MEDs and Heads of PRTDNs at the municipal level. The entire content of the module is structured in five main topics and related sub-topics, which are interrelated, referring to the purpose of the module and its use.

Topics are focused on key concepts, principles, processes and strategies for quality assurance, addressing the problem of child labour, child protection, prevention of and response to dropout and non-enrolment. The topics of the training module are accompanied by sources for additional information, as well as practical guidance on aspects related to the implementation of school performance evaluation and the oversight of the implementation of the platform for prevention of and response to dropout and non-enrolment.

- ▶ The problem of child labour: the connection of the problem with school dropout and the quality of education
- ▶ Educational policy framework for child protection in Kosovo
- ▶ Legal framework and package of documents for quality assurance in pre-university education related to the role of MED
- ▶ The role of MEDs in creating conditions for attendance, access of children/students to learning and child protection
- ▶ Monitoring and evaluation, support and reporting to the PRTDN

Direct users of this training module will be the Quality Coordinators in MEDs and Heads of PRTDNs at the municipal level. The future training module can be used by the Human Rights Unit at MESTI and the Quality Coordinator at MESTI to organize other trainings with MEDs on this topic. However, the module can serve the Municipal

Education Directorates for additional information on their work.

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

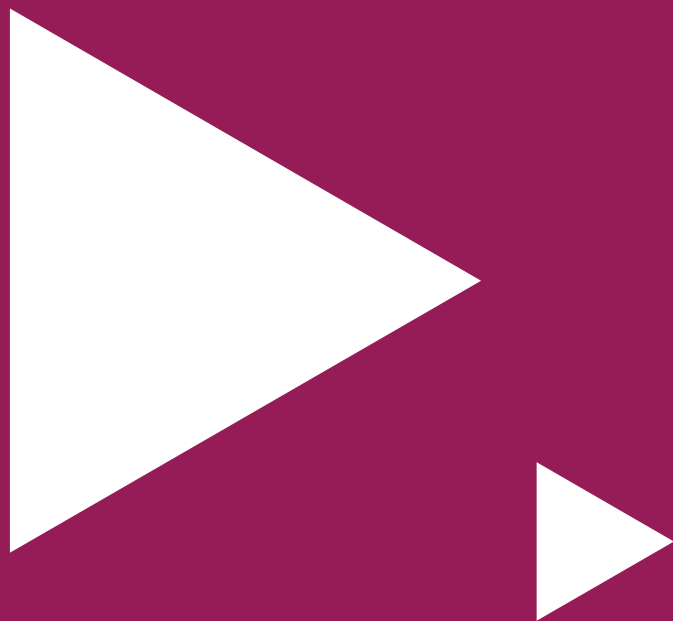
▶ 2

Workshop with Municipal Education Directorates

Workshop agenda - Topics and main issues by topics

Expected results for sessions and topics

Methodology and resources



2.1 Workshop agenda

Time	Topics
9:00-9:15	Welcome and opening of the workshop MAP '16 project in Kosovo – <i>Objective: Strengthen the education system for adequate response to child labour.</i>
9:15-9:30	Introduction of participants
9:30-10:30	<p>The problem of child labour: the connection of the problem with school dropout and the quality of education</p> <ul style="list-style-type: none"> ▶ The problem of child labour: How do child labour and the quality of education affect children dropping out of school? ▶ Worst forms of child labour ▶ Barriers to education ▶ Child protection system: How can MEDs and PRTDNs at the municipal level contribute to this system? <p>Educational policy framework for child protection in Kosovo</p> <ul style="list-style-type: none"> ▶ Strategic plans; ▶ Protocol for the prevention and reference of violence in institutions of pre-university education ▶ Administrative Instruction on PRTDN & PRTDN Manuals; ▶ Dropout Early Warning System (EWS) Module in EMIS; ▶ AI on child protection ▶ A package of guidelines on child protection
10:30-11:00	Break time
11:00-12:00	<p>Legal framework and package of documents for quality assurance in pre-university education related to the role of MED</p> <ul style="list-style-type: none"> ▶ Key aspects related to the quality assurance system in pre-university education; ▶ Basic legislation and documents for quality assurance; ▶ Quality assurance mechanisms; <p>The role of MED in quality assurance</p> <ul style="list-style-type: none"> ▶ Functionalization of QAC at school level ▶ School performance evaluation ▶ Development planning of educational institutions ▶ Supporting schools in quality assurance
12:00-13:00	Lunch time

Time	Topics
13:00-14:00	<p>The role of MED in creating conditions for attendance, access of children/students to learning and child protection</p> <ul style="list-style-type: none"> ▶ The role of the municipal PRTDNs in preventing, responding to and adequately addressing the problem of dropout and non-enrolment in compulsory education; ▶ MED capacities in identifying and eliminating barriers to education, addressing violence, dropout and non-enrolment; ▶ Strategies and tools for municipal PRTDNs; ▶ Action plan for dropout and response to dropout and non-enrolment of children in schools
14:00-14:30	Break time
14:30-15:30	<p>Monitoring and evaluation, support and reporting to the PRTDN</p> <ul style="list-style-type: none"> ▶ Monitoring the work of PRTDN at school level; ▶ Supporting the PRTDN at school level; ▶ Evaluating and reporting on the work of the PRTDN at the school and at municipal level
15:30-16:00	<p>Next steps</p> <ul style="list-style-type: none"> ▶ Setting priorities for 2021 to support schools in the functionalization of the PRTDN ▶ Concluding remarks

Workshop opening session

The opening of the workshop focuses on 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, the participants are informed about the topics covered during the workshop, and given the opportunity to present their experience in supporting schools for quality assurance, identification and elimination of barriers to education, child protection, prevention of violence, and response to dropout and non-enrolment.

Duration: 30 minutes

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

Topic 1: The problem of child labour: the connection of the problem with school dropout and the quality of education

Summary information on this topic is intended to assist MED Quality Coordinators and the Heads of PRTDNs at the municipal level in understanding the problem of child labour, its connection with school dropout and the quality of education. This topic also provides information on the child protection system, interactive discussions by making a connection on how the Quality Coordinators in MED and PRTDNs at the municipal level can serve this system by:

- Creating conditions for attendance, access of children/students to learning and child protection;
- Implementing school support practices in child protection, prevention of school violence, dropout and non-enrolment; 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.

Duration: 30 minutes

Key issues	Expected results	Methodology	Sources
The problem of child labour: How do child labour and the quality of education affect children dropping out of school? Worst and most hazardous forms of child labour Barriers to access to education Child protection system: How can MEDs and PRTDNs at the municipal level contribute to this system?	Participants in the workshop will be able to: Describe the problem of child labour and its connection with the quality of education, school dropout; Identify the worst forms of child labour and barriers to education Identify opportunities and actions they can take to contribute to the child protection system, based on their role;	Presentation Discussions Feedback on specific issues raised by workshop participants regarding the child protection system	Strategy and action plan for prevention and elimination of child labour in Kosovo 2011 - 2016 (2010) Out-of-school children - Baseline study on the practices of prevention and response to dropout and non-enrolment in school (2014); Summary report on the obligations of educational institutions in the Prevention and Elimination of Hazardous Forms of Child Labour (Annex 1)

Topic 2: Educational policy framework for child protection in Kosovo

MESTI, based on child protection policies and through the mechanism for prevention and response to school violence, dropout and non-enrolment, is committed to quality assurance in pre-university education, cultivating a non-discriminatory education system, in order to increase the safety and well-being of each student, protect the vulnerable groups, and is committed to advancing dropout prevention measures.

This session, through this topic, intends to provide more complete information to the Quality Coordinators in MEDs and PRTDNs at the municipal level regarding the framework of educational policies that refer to child protection, measures for prevention of and response to violence, dropout and non-enrolment of children/students in pre-university education, the content of the module for dropout Early Warning System (EWS) in EMIS, as well as the manuals developed for PRTDNs and their purpose.

Within the concept of child protection is also addressed the role of the school in the implementation of 21/2013 Protocol for the prevention and reference of violence in schools as well as the prevention of negative phenomena that challenge the participation of children in education and their full development, 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
Policies and programs that refer to child protection Strategic plans; Protocol for the Prevention and Reference of Violence in Institutions of Pre-University Education Administrative Instruction on PRTDN Dropout Early Warning System (EWS) Module in EMIS; PRTDN Manuals	The participants in the workshop have receives full information regarding: -educational policy framework referring to child protection, measures to prevent school violence, prevention of and response to 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 referring to the module for EWS and manuals for PRTDN during their work;	Presentation Feedback on specific issues raised regarding measures for prevention of and response to dropout and non-enrolment of children/ students in pre-university education Discussions	Administrative Instruction 08/2018 on the establishment and strengthening of teams for prevention and response against abandonment 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/rregullo-re-grk-nr-21-2013-per-protokol-lin-per-parandalimin-dhe-referim.pdf Dynamic work plan against school dropout and non-enrolment (2021) Equity in Education for All - Manuals for school and municipal prevention and response teams towards abandonment and non-registration in compulsory education (2014) https://masht.rks-gov.net/uploads/2015/12/dora-cak-per-ekipet-shkolore-per-parandalim_1.pdf https://masht.rks-gov.net/uploads/2015/12/dora-cak-per-ekipet-komunale-per-parandalim_1.pdf

Topic 3: Legal framework and package of documents for quality assurance in pre-university education related to the role of MED

The Ministry of Education, Science, Technology and Innovation (MESTI) has, in recent years, developed a number of educational policies related to quality assurance in pre-university, including the package of documents related to school performance, the document of special strategy 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 to 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 Municipal Education Directorates 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; The role of MED in quality assurance: Functionalization of QAC at school level School performance evaluation Educational institution development planning processes Supporting schools in quality assurance	Workshop participants have received information and deepened their understanding of: educational policy framework for quality assurance in pre-university education; quality assurance mechanisms; the role of the MED in quality assurance	Presentation Discussions Feedback on specific issues raised by workshop participants Individual reflection by participants	Quality Assurance Strategy for Kosovo Pre-University Education 2016-2020 (2015) Kosovo Education Strategic Plan 2017-2021; Framework for quality assurance of school performance in Kosovo (2016); AI No. 24/2016: Quality Assurance in Pre-University Education. AI No. 04/2017: Evaluation of the Educational Institutions Performance

Topic 4: The role of MED in creating conditions for attendance, access of children/students to learning and child protection

Municipalities, based on the legal framework and other educational policies, have special responsibilities in the management of education at the municipal level, creation of conditions for attendance, access of children/students to learning and child protection, coordination of measures with other mechanisms at the level of the municipality and MESTI in addressing these barriers, as well as in supporting schools in the learning process and its development. The obligations and responsibilities of the municipality in this area extend to the municipal sectors and to internal mechanisms such as the MED and the PRTDN. The functionalization of the PRTDN is related to the process of commonly recognizing and understanding the role of the PRTDN, the principles that underpin the work of the PRTDN and the tasks of all PRTDNs, but also the assumption of responsibilities to fulfil this role and tasks of the PRTDN at the municipal level.

In this session, in addition to information, instructions, discussions and exchange of experiences for exercising the role of PRTDNs of municipalities, there will be information, instructions and orientations for the capacities of MED in identifying and eliminating barriers to access to education, addressing violence, dropout and non-enrolment; Strategies and tools for municipal PRTDNs; as well as approaches to the preparation of an Action Plan at the municipal level for dropout and response to dropout and non-enrolment of children in schools.

The following table provides an overview of the key issues addressed within 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
<p>The role of the municipal PRTDNs in preventing, responding to and adequately addressing the problem of dropout and non-enrolment in compulsory education;</p> <p>MED capacities in identifying and eliminating barriers to access to education, addressing violence, dropout and non-enrolment;</p> <p>Strategies and tools for municipal PRTDNs;</p> <p>Action plan for dropout and response to dropout and non-enrolment of children in schools</p>	<p>Participants shall be clear about and able to:</p> <p>Describe the role of MED and PRTDN in preventing, responding to and adequately addressing the problem of dropout and non-enrolment in compulsory education;</p> <p>Analyse aspects related to the work of the PRTDN in municipalities;</p> <p>Define strategies and tools for PRTDN based on the context of the municipalities they come from;</p> <p>Set targets for inclusion in the municipal action plan for dropout and response to dropout and non-enrolment of children in schools</p>	<p>Presentation</p> <p>Discussions</p> <p>Feedback on specific issues raised</p> <p>Work in pairs</p> <p>Presentations and joint discussion.</p>	<p>Administrative Instruction 08/2018 on the establishment and strengthening of teams for prevention and response against abandonment and non-enrolment in pre-university education</p> <p>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/rregullore-qrk-nr-21-2013-per-protokollin-per-parandalimin-dhe-referim.pdf</p> <p>Equity in Education for All – Manual for Municipal Prevention and Response Teams Towards Abandonment and Non-registration in Compulsory Education (2014) https://masht.rks-gov.net/uploads/2015/12/doracak-per-ekipet-komunale-per-parandalim_1.pdf</p> <p>https://masht.rks-gov.net/uploads/2019/03/ua-nr-01-2019-per-mbrojtjen-e-femijeve-nxeneseve-ne-int-ne-ins-e-apu.pdf</p>

Topic 5: Monitoring and evaluation, support and reporting to the PRTDN

This topic focuses on the main aspects related to monitoring the work of the PRTDN at the school level, supporting the PRTDN at the school level and reporting on the work of the PRTDN at the school and municipal level. Also, this topic provides information and examples of actions that can be taken by the PRTDN at the municipal level for the preparatory process of monitoring, support and reporting on the work of the PRTDN, school visits and face-to-face and online meetings with the school PRTDN, the PRTDN reporting form and the purposes of using these reports, supporting and documenting the work of the PRTDN.

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
PRTDN experiences in monitoring, supporting schools and reporting on the work done by the PRTDN: What has been done and how has the work of the PRTDN been done? Monitoring and evaluation of the work of the PRTDN at the school level; PRTDN support at school level; Reporting meetings and activities carried out by PRTDN Documentation	Participants are able to: Exchange experiences on the approaches they have followed in monitoring, supporting schools and reporting on the work done by the PRTDN; Use good practices to provide ideas about preparations for monitoring, supporting schools and reporting on work done by the PRTDN; Use the training module instructions to decide on monitoring, supporting schools and future reporting on work done by the PRTDN;	Individual reflections by participants Presentation Work in pairs Structured discussions Feedback on specific issues raised	<i>Equity in Education for All - Manuals for school and municipal prevention and response teams towards abandonment and non-registration in compulsory education (2014)</i> <i>Manual for education governance in municipalities (2017)</i> <i>School Performance Evaluation Guidelines (2017)</i>

Workshop closing session

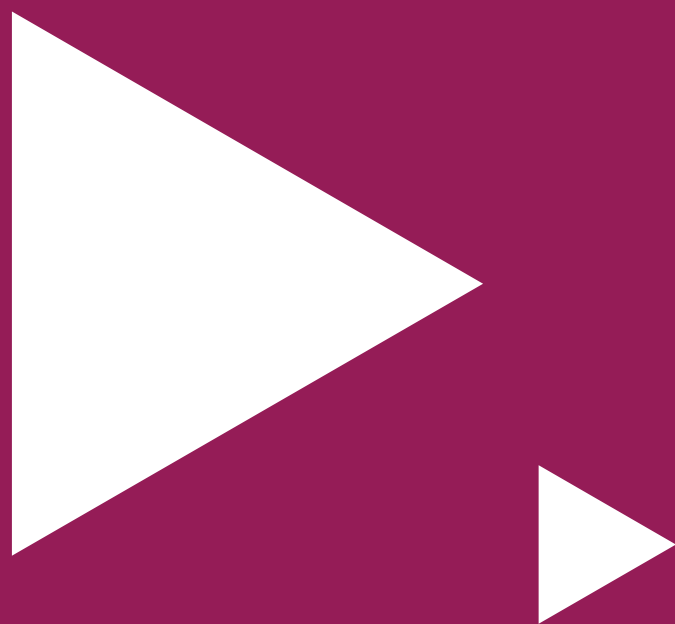
The closing session of the workshop enables individual reflections from the experiences and lessons learned during the workshop, concluding remarks regarding the quality of the workshop. Also, this session revisits the discussion on the dynamic work plan against school dropout and non-enrolment for 2021 and for the next steps to be taken by the Quality Coordinators in MED and the Heads of PRTDNs at the municipal level to ensure the sustainability of the PRTDNs at the school level and to focus on the works of schools so that, through internal school evaluation, they also assess the achievements for prevention of and response to dropout and non-enrolment and the need for support in this area.

Duration: 30 minutes

Key issues	Expected results	Methodology	Sources
Next steps Dynamic work plan of QC and PRTDN at the municipal level; Concluding remarks	Workshop participants: Decide on the steps to be taken in functionalization of school mechanisms (PRTDN and QC), support and supervision of their work; Present lessons learned from the workshop;	Presentation Individual reflections by participants Discussion	Concluding remarks 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 the child from 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 these three factors are related to the risk factors for school non-enrolment, non-attendance and 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), children/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 MEDs:

- are informed and deepen their understanding regarding the problem of child labour and its connection with the quality of education, school dropout;
- possess the list of institutions that have roles and responsibilities in addressing child labour and intensify institutional cooperation for mutual information and coordination of actions;
- oversee and support the internal school performance evaluation, so that school performance in child protection and dropout prevention is addressed to the required level and serve as a basis for continuous improvement; and

- identify opportunities and actions that can be taken to support schools in identifying barriers to accessing education and eliminating them.

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, MEDs should recognize the worst forms of child labour so that, when monitoring the implementation of child protection policies by educational institutions, they use them as a basis and refer to them during the supervision and support of work of 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 prohibition

- ▶ Work in the agriculture and forestry sector
- ▶ Work in the streets
- ▶ Work in the landfill
- ▶ Work on the exploitation of natural resources
- ▶ Construction work

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 safety while going to 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 as a consequence of 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 of this training module.**

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 provisions, education systems are required to take the following steps²:

- Primary education should be compulsory and free to all;
- Secondary education should be made available and accessible to every child, with financial assistance in case of need.
- Encourage attendance at school and reduction of 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 Curriculum Framework for Pre-University Education in 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 law³.

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 of and response to dropout and non-enrolment in pre-university education. In this regard, the MES has drafted a legislative basis for prevention of and response to 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 dropout early warning in EMIS.

Aspects of practical implementation of measures for prevention of and response to 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;
- Manual for implementation of Regulation GRK No. 21/2013 for protocol for the prevention and reference of violence in institutions of pre-university education⁴;

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

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

⁴ The protocol is the fruit of inter-institutional coordination. The protocol enables:

- Inter-institutional and multidimensional approach

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

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 MESTI 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, MESTI, in cooperation with UNICEF, has developed the Early Warning System (EMS) module within the Education Management Information 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 and 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;
- ▶ Guidelines for child protection online;

Despite the progress made in consolidating the PRTDN for the identification, reporting and referral of cases of dropout and non-enrolment,

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 of 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 issue 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 MED mechanisms contributes to the achievement of the expected results and the effective implementation of educational policies and other child protection policies related to the work of educational institutions. School support and monitoring by MED and other MESTI mechanisms, such as the Education Inspectorate, enables us to have

- ▶ Functional 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.
- ▶ Increased quality of data on children who have dropped out school and those at risk of dropping out, cases of violence...
- ▶ Increased school enrolment/decreased dropout.
- ▶ Increased accountability, respect for human/ children's rights.

- Consolidation of the case reporting and referral system
- Evidence-based policy orientation

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, school non-enrolment and dropout

In the educational policies that refer to child protection, prevention of violence, as well as in the manuals for school and municipal prevention and response teams towards abandonment and non-registration in compulsory education, there were some definitions related to the main concepts. They help schools, PRTDNs and their work supervisors to better clarify the distinctive specifics of concepts while working 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/she 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** - children of compulsory education age, but who are not enrolled and do not attend school;

- ▶ **Children at risk of dropping out of school** - are 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 9th grade, 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.

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

Factors influencing non-enrolment and dropout

As with the key concepts, even for the factors influencing non-enrolment and dropout, the manuals for school and municipal prevention and response teams towards abandonment and non-registration in compulsory education list 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 non-enrolment 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 and package of documents for quality assurance in pre-university education related to the role of MED

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).

The Ministry of Education, Science, Technology and Innovation (MESTI) has, in recent years, developed a number of educational policies related to quality assurance in pre-university, which focus on supporting students in mastering the key competencies outlined in the new curriculum. Some of the educational policies related to quality assurance in pre-university education are as follows:

- ▶ Quality Assurance Strategy (2016-2020), integrated in KESP 2017-2021;
- ▶ Package of documents related to school performance - School Performance Quality Assurance Framework, School Performance Evaluation Instrument, Guidelines for internal and external evaluation, Guideline for quality assurance in schools, Guideline for Professional Activas, etc.
- ▶ Special administrative instructions, such as AI for Quality Assurance, AI for school performance evaluation, AI for Development Planning, AI for Professional Activas, etc.
- ▶ Establishment of special mechanisms at the level of educational institutions for quality assurance, at the central level - At the municipal level - At the school level.
- ▶ Law on the Education Inspectorate, etc.

Quality Assurance Strategy for Kosovo Pre-University Education 2016-2020 aims to introduce a comprehensive quality assurance system in the Kosovo Pre-University Education sub-sector, to contribute to the improvement of educational services and education outcomes. The strategy has identified four strategic objectives:

- ▶ Building effective mechanisms for quality assurance;
- ▶ Advancing development planning at school and municipal level;
- ▶ Building capacity for quality assurance at all levels;
- ▶ Raising the awareness of stakeholders for quality assurance

On the other hand, other documents and relevant guidelines make the strategy document applicable and define institutional roles and responsibilities in processes related to quality assurance. Thus, with the new education policies in Kosovo, quality assurance is the joint responsibility of three different entities of education:

- ▶ Ministry of Education, which is represented by the Inspectorate of Education which is the central level mechanism for quality assurance,
- ▶ Municipal Education Directorates, which manage schools and are accountable to the respective community, and
- ▶ Schools as direct service providers.

The framework for quality assurance of school performance is the document that creates the link of joint work between the School - MED - MESTI/Education Inspectorate

The framework envisages five areas of quality of school performance, respectively five pillars of school activity, which are the main organizational references for school management, (self) evaluation, planning, improvement intervention and advancement of school performance in Kosovo. These five areas are:

- a. Management and governance,
- b. Teaching and learning
- c. Teacher professional development, and
- d. Student performance.

The expectations set for the school, the quality criteria and the school performance indicators are expectations which should be a reference point for the support of schools by the MED, as a mechanism of municipal authorities. The general idea is that MEDs should support schools in all development processes - in management, (self) evaluation, planning, improvement intervention and performance advancement.

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 Quality Assurance Framework for School Performance to address school violence, school dropout and non-enrolment

To provide support to schools in implementing the protocol for prevention of violence in schools, for prevention of and response to dropout and non-enrolment, QAC and PRTDN at the municipal level

should first understand the approach to assessing school performance and its impact on the overall performance of the school and the basic requirements associated with non-enrolment and dropout. To this end, the following must first be carefully analysed:

- ▶ School performance quality assurance framework and its function in the external evaluation process;
- ▶ Main aspects of evaluation (quality areas, quality criteria⁵ and performance indicators⁶);
- ▶ Principles and characteristics of external evaluation
- ▶ Performance indicators in the quality area: School environment and culture.

School expectations for child protection, prevention of violence, non-enrolment and school dropout, set within the quality area of **school environment and culture**.

To make the necessary preparations and ensure a quality process of support to schools in implementing the platform for prevention of and response to dropout and non-enrolment, QAC and PRTDN at the municipal level shall:

- ▶ have clear functions and tasks;
- ▶ have clear new expectations for the school;
- ▶ be familiar with the platform for prevention of and response to dropout and non-enrolment;
- ▶ be familiar with the role, tasks and responsibilities of the PRTDN at school level, as well as with the measures taken to implement the platform for prevention of and response to dropout and non-enrolment;
- ▶ know and have a common understanding of the main concepts and risk factors for not enrolling, not attending and dropping out of school.

⁵ Quality criteria derive from the principles of the Curriculum Framework for Pre-University Education. They are subdivisions of quality areas.

⁶ Performance indicators are affirmative performance statements which serve as a reference for evaluating school performance.

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

2.1.3. Students are protected from injury and violence/emotional pressure.

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

2.5.3. The school has standards of conduct, care and well-being, developed 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 well-being.

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

While in the quality criterion 2.2. of this area: **The school provides equal opportunities for all students to master the competencies**, three (3) performance indicators are defined, which serve as a basic reference point to oversee the implementation of the platform for PRDN. These performance indicators are as follows:

2.2.2 Prevention and Response Teams towards Dropout and Non-enrolment (PRTDN) is operational and has clear procedures for identifying barriers that may impede students' access, attendance and achievement at school.

2.2.3 The school has established networks of cooperation with external providers of social, health and economic services to eliminate barriers that may impede students' access, attendance and achievement in school.

2.2.6 The school dropout rate is very low.

School performance evaluation

The school performance evaluation system in Kosovo consists

of internal evaluation (school self-evaluation) and external evaluation

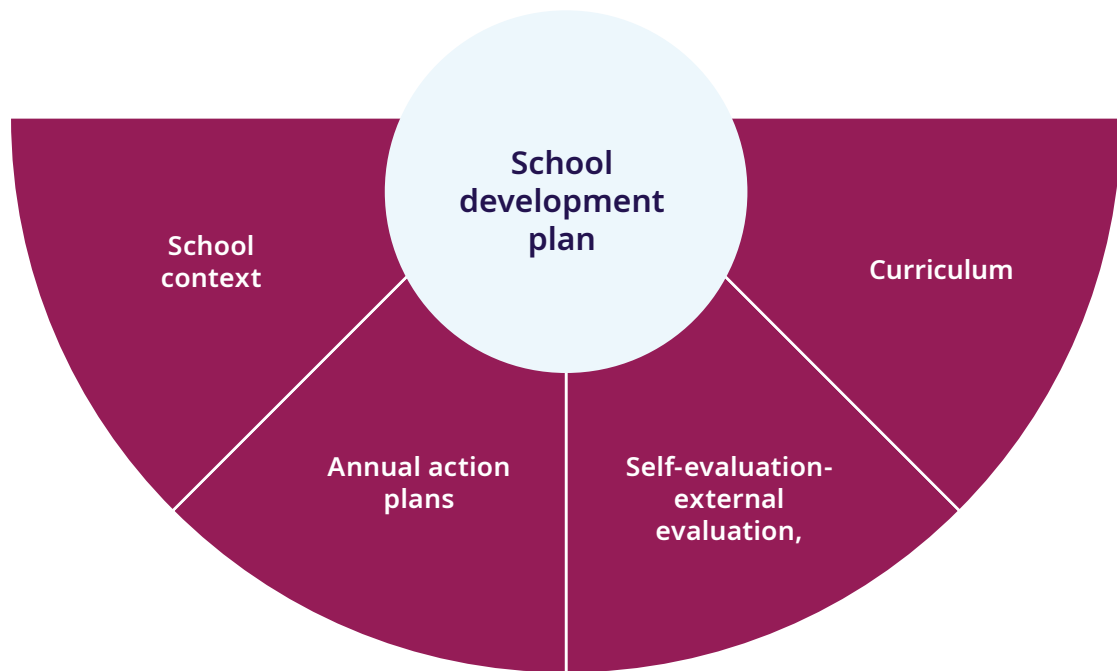
The Kosovo School Performance Quality Assurance Framework document is a key reference for the quality assurance system in pre-university education and standardization of the school performance evaluation process, school development planning (SDP) and the annual action plan (MEST & PIK, 2016).

Whereas, the principles and procedures for evaluating the performance of the school as well as the main bearers to this process are defined by the Administrative Instruction (AI No. 04/2017) for evaluation of the educational institutions performance in pre-university education. According to the Law on the Education Inspectorate (2018), the Education Inspectorate is the central authority for quality assurance in pre-university education, and consequently for the external school performance evaluation.

The approach to the school performance evaluation (SPE) system in Kosovo is developmental, serving the school development planning and monitoring of its implementation by the school and education authorities. At the same time, the SPE system also serves for following up, monitoring and supervising the quality of school management and educational services (MEST & PIK, 2016).

Therefore, when we talk about the school performance evaluation system in Kosovo, we refer to

- Internal school evaluation/school self-evaluation
- School development planning
- Annual action plan - improvement plan
- External school evaluation
- Period of implementation of school self-evaluation, external evaluation and development planning



The key principles of school performance evaluation, both for internal and external evaluation, are

- ▶ Attendance
- ▶ Transparency
- ▶ Objectivity
- ▶ Accuracy

The role of MED in the process of evaluating school performance is dynamic within the role it has for ensuring the quality of education at the municipal level. First and foremost, the role of the MED in this process is supportive for building internal capacities for quality assurance processes in schools and for the implementation of internal evaluation and external evaluation, while also having an intervening role in improving and advancing educational services at the level of the municipality.

The role of MEDs in supporting schools for quality assurance

Defining the role of MEDs in Quality Assurance and setting up relevant structures for Quality Assurance in MED is one of the measures defined in the document of the Quality Assurance Strategy (2016-2020, which is broken down in AI No. 24/2016 on Quality Assurance in Pre-University Education. According to this AI, the school quality assurance process is supported and monitored by the MED through a comprehensive planning process, where municipal education development plans reflect/address the needs and priorities of the school and the municipal and national priorities of education development.

In order to fulfil its role in quality assurance, the MED is primarily obliged to appoint an official who will be responsible for quality assurance of education at the municipal level. So, the quality coordinator in MED is an official of the MED and is appointed by the Director of the MED. It is the person responsible for quality coordination in the MED. His/her role in this engagement is oriented to the following tasks

Duties of the QA Coordinator at the municipal level	What is expected from the QC at the municipal level?
Coordinates the work of school coordinators	<ul style="list-style-type: none"> ► Knowledge of the legal framework and policies and programs for quality assurance in pre-university education; ► Knowledge of and familiarity with the tasks and responsibilities of the QAC at the central level, at the municipal level and in schools; ► Informing and sensitizing the main actors in the municipal schools regarding the expectations and the role of the school in the QA and the establishment of the QC of the school quality; ► Supporting schools in the functionalization of the QAC ► Establishing procedures for the involvement of school QACs in decision-making on quality assurance processes at the municipal level; ► Establishing effective mechanisms of communication and on-going consultation with the QAC in the school;
At least once a year, he/she visits schools to support and monitor the development of quality in the school	<ul style="list-style-type: none"> ► Conducting an analysis of the general context of schools for the approach and progress achieved in development of quality in school; ► Developing an action plan and coordinating with QAC in schools for school visits in order to support QAC and monitor the development of quality in school ► Carrying out visits to schools according to the annual action plan; ► Participating in school development processes; ► Continuously supporting QAC in schools in the processes related to the development of quality in school
Reports to MED and MESTI on monitoring findings and supports school quality development processes	<ul style="list-style-type: none"> ► Establishing internal procedures for time intervals of reporting to MED by QACs in schools; ► Informing the QACs in schools about the reporting function ► Reporting to MED and MESTI according to procedures and time intervals determined by the local level/MED and central level/MESTI
Provides summary analysis of findings and recommendations for school principals and MEDs	<ul style="list-style-type: none"> ► Analysing school reports from the perspective of the efficiency of the functioning of the QAC and the impact of the processes that take place in schools in raising quality; ► Identifying achievements, developments, challenges, problems, opportunities and needs for schools ► Preparing special recommendations for schools and MEDs
Contributes to the process of drafting the development plan of education in the municipality by ensuring the connection with the school development plans	<ul style="list-style-type: none"> ► Knowledge of education development planning processes in the municipality; ► Supporting schools in the development planning process, by participating in planning activities, mentoring and feedback from the analysis of school development plans and annual action plans; ► Actively participating in the process of drafting the development plan of education in the municipality by ensuring the connection with the school development plans; ► Informing schools about the inclusion of their priorities in the development plan of education in the municipality; ► Providing support to schools in achieving development priorities;
Collaborates with quality coordinators of other municipal directorates	<ul style="list-style-type: none"> ► Familiarity with programs that provide capacity development opportunities for the quality assurance system; ► Actively participating in the network of cooperation with quality coordinators of other municipal directorates; ► Sharing advanced experiences with QACs of schools from lessons with QAC at the municipal level;
Collaborates and coordinates activities with the quality coordinator at MESTI	<ul style="list-style-type: none"> ► Providing on-going information on the framework of quality assurance policies and plans; ► Coordinating activities with the quality coordinator at MESTI for the development priorities of education at the municipal level, capacity building of QACs in schools; ► Sharing information with QACs of schools from meetings, initiatives and coordination activities with the QAC at MESTI

On this basis,

the division of functions between the central and municipal level as well as schools becomes clearer, and there are no more cases of schools finding gaps between central and municipal responsibilities for quality assurance and seeking information or support from the first phase of establishing this mechanism beyond the municipal authorities for processes which are under the responsibilities of the QAC at the municipal level.

In order to exercise its role in quality assurance at the municipal level and in supporting schools in this process, the QAC at the municipal level should pay attention and care to personal capacity building and the capacity building of QACs in schools.

Given the lack of staff and the needs of the MEDs to fulfil their role in quality assurance,

MEDs are encouraged to also, in addition to functionalizing the position of the QAC at the municipal level, establish professional groups at the municipal level to support schools in the quality assurance process, which should be coordinated by the QAC at the municipal level.

The role of MED in the development planning of educational institutions

MESTI, in the framework of the Quality Assurance Strategy for Kosovo Pre-university Education (MESTI, 2016), set a specific objective: Advancing development planning at school and municipal level. The measures set within this objective are related to:

- ▶ Review procedures and instruments for development planning

- ▶ Monitoring the implementation of school development plans
- ▶ Harmonize municipal plans with school plans according to quality areas, and
- ▶ Promote sharing of best practices

All these measures are related to the role and tasks of the QAC at the municipal level, in particular with task No. 5 described above: Contributes to the process of drafting the education development plan in the municipality by ensuring the connection with school development plans. The same orientation is reflected in the AI on SDP and the Education Development Plan at the municipal level (AI 23/2016). According to this AI (Article 11), each municipality prepares its education development plan based on the analysis of the current situation of education in the respective municipality and development plans of institutions/schools at the municipal level.

To ensure the connection between the municipal education development plan and the school development plans at the municipal level, the QAC at the municipal level should refer to the definitions in the AI on quality assurance in pre-university education (2016), Article 5 of this AI, related to topics of interest. According to the definitions in this AI:

- ▶ The SDP, respectively the school development planning cycle, includes two main topics related to the development of the school quality.
- ▶ The selection of topics and activities for quality assurance in school is based on the quality areas defined in the AI on the School Development Plan approved by MEST.
- ▶ MEST determines topics of state interest based on current priorities for education reform in the country.
- ▶ The topic of school interest is determined based on the results from the school performance evaluation and the priorities of the municipality.
- ▶ Annual topics can be repeated depending on state and local needs and interests.

- ▶ Annual topics, state topics or those at school level, regardless of duration, should contribute to the advancement of all quality areas of the school.

In order to guide the work with the schools in harmonizing the municipal plans with the school plans according to the quality areas, in addition to the above information, you should know all the work steps that take place within this process, which are described in the manuals and guidelines for SDP.

As described in the section above, regarding the tasks of the QC for development planning, the expectations from the QC at the municipal level are as follows:

- ▶ Knowledge of education development planning processes in the municipality;
- ▶ Supporting schools in the development planning process, by participating in planning activities, mentoring and feedback from the analysis of school development plans and annual action plans;
- ▶ Actively participating in the process of drafting the development plan of education in the municipality by ensuring the connection with school development plans;
- ▶ Informing schools about the inclusion of their priorities in the development plan of education in the municipality;
- ▶ Providing support to schools in achieving development priorities;

3.4. The role of MED in creating conditions for attendance, access of children/students to learning and child protection

Municipalities, based on the legal framework and strategies in education, have competencies for the provision of pre-school, primary and secondary education, management of teaching and non-teaching staff, management of the administration of pre-university educational institutions at the municipal level and training of teachers and education administrators.

Municipal institutions also have obligations and responsibilities for child protection, i.e. creating conditions for attendance, access of children/students to learning, prevention of and response, through its mechanisms, to school violence, non-enrolment, dropout, etc. The obligations and responsibilities of the municipality in this area extend to the municipal sectors and to internal mechanisms such as the MED and the PRTDN.

In the section of this module (3.4.) on the Educational Policy Framework for child protection in Kosovo, summary orientations are provided regarding the documents that refer to the role of educational institutions and other institutions for specific aspects of child protection and the sources provided for consultation and reference in these documents, including:

- ▶ Strategic plans;
- ▶ Protocol for prevention and referral of violence in pre-university education institutions
- ▶ Administrative Instruction on PRTDN
- ▶ Dropout Early Warning System (EMS) Module in EMIS;
- ▶ PRTDN Manuals;
- ▶ Administrative Instruction on child protection online
- ▶ A package of guidelines for child protection online

In the following section, within this topic, we will provide orientations and guidance on the role of MEDs and fulfilling this role in creating the conditions for attendance, access of children/ students to learning and child protection, focusing on:

- ▶ The role of municipal PRTDNs in preventing, responding to and adequately addressing the problem of dropout and non-enrolment in compulsory education.
- ▶ MED capacities in identifying and eliminating barriers to access to education, addressing violence, dropout and non-enrolment
- ▶ Strategies and tools for municipal PRTDNs
- ▶ Action plan for dropout and response to dropout and non-enrolment of children in schools

The role of municipal PRTDNs in preventing, responding to and adequately addressing the problem of dropout and non-enrolment in compulsory education

The first thing recommended in terms of the functionalization of PRTDNs is the common knowledge and understanding of the role of PRTDNs, the supporting principles in their work and tasks, in this case the tasks of PRTDNs at the municipal level.

The role of all PRTDNs, i.e. the role of municipal PRTDNs, in preventing, responding to and adequately addressing the problem of dropout and non-enrolment in compulsory education is defined by the relevant Administrative Instruction (AI No. 08 / 2018). According to this AI, there are two main roles:

- ▶ Cooperation with relevant state institutions, non-governmental organizations, as well as with all other stakeholders to prevent in real time cases of high risk of dropout and non-enrolment in pre-university educational institutions; and
- ▶ Use of all mechanisms and opportunities to identify, prevent, report, refer and effectively address predispositions and cases of dropout

The work of PRTDNs, according to the respective AI, should be based on the basic principles of local and international legal instruments related to ensuring the right to quality education for all, such as:

- ▶ Equality
- ▶ Participation and inclusion
- ▶ Non-discrimination
- ▶ Survival and development

According to the respective AI on PRTDNs, teams at the municipal level are established by the Municipal Education Directorate, which is represented by two members in these teams and composed as defined in the instruction. Following its establishment, the PRTDN at the municipal level, in order to fulfil its role in support of the principles cited above, has the responsibility to:

- ▶ Meet every three months, and even more often when necessary, to review and address all cases referred by the schools;
- ▶ Report to the municipal director of education, every three months and as needed;
- ▶ Inform, through the chair of the PRTDN at the municipal level, the school teams on the progress of handling concrete cases;
- ▶ Report to the PRTDN at central level/MESTI.

In support of municipal teams to exercise their role and mandate in preventing, responding and adequately addressing the problem of dropout and non-enrolment in compulsory education, MESTI, with support from UNICEF, in 2014 has drafted a manual for municipal teams (which is under review and supplementation based on new developments in education), which provides:

- ▶ instructions and ideas for PRTDNs of municipalities to acquire the necessary skills in order to perform their work, as well as
- ▶ concrete tools to assist PRTDNs of municipalities to take action that will contribute to preventing and responding to school dropout.

So, in order to fulfil your role within the PRTDN at the municipal level, you must act according to the role, principles and tasks set out in the relevant AI and you must use the instructions, ideas and working tools/instruments to take concrete actions which will contribute to the prevention of and response to school dropout.

- Improving the documentation in the EWS of cases of school dropout and non-enrolment and cases at risk of dropping out of school is another recommendation for the municipal PRTDN. The leaders of the municipal teams, in full coordination with the MED, are suggested to work with the schools in informing them and in building the capacities for recording in the EWS all cases of school dropout and non-enrolment and referring cases that the responsibility of and can be made by schools.

The work of PRTDNs of municipalities is largely related to documenting cases in the Early Warning System (EWS) module, cases of school dropout and non-enrolment and cases at risk of dropping out of school, and to referring cases belonging to or related to the municipal level. The Administrative Instruction on the PRTDN (2018) provides the provisions for the special module of the Early Warning System (EWS) in the Education Management Information System (EMIS), which:

- a. Generates information on cases at risk of dropout, which identifies, reports and treats schools on a daily basis.
- b. Links information from the school, MED and MESTI, providing quantitative and qualitative information and indications of the situation on the ground and opportunities for policy orientation at all levels: school, MED and MESTI.
- c. Corresponds and contributes with information to the module of the register of cases of violence in schools.
- d. Schools are obliged to register the cases identified at risk of dropout in the Early Warning System (EWS) and to hold accountable the relevant institutions listed in the case referral and handling system.
- e. The school principal is responsible for entering the data into the EWS and persons authorized by the school principal (members of the PRTDN) may have access to the system.

MED capacities in identifying and eliminating barriers to access to education

The dimension of capacities in MEDs for the identification and elimination of barriers to access to education is largely related to the staff that MEDs have, their preparation and experience, the functioning of MED mechanisms, such as the PRTDN at the municipal level, but also PRTDN at school level.

To ensure effective capacities in identifying and eliminating barriers to access to education at the MED level, it is necessary to first complete the team at the municipal level, then

- ▶ conduct an analysis of the PRTDN needs for information and development of skills for identifying and eliminating barriers to access to education⁷, përmbrojtjen e fëmijëve;
- ▶ analyse the context of education at the municipal level, challenges, barriers to education, including barriers to access, quality of education, economic and social conditions, violence in schools, the impact of family, school and social factors, etc.
- ▶ hold trainings, mentoring and consulting activities with MED and PRTDN, based on the work plan of PRTDN at the municipal level.

Identifying 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 Municipalities/MEDs, which, according to the legislation in force, have special responsibilities in the management of education at the municipal level, creation of conditions for attendance, access of children/students to learning and child protection, coordination of measures with other mechanisms at the municipal level and

MESTI in addressing these barriers, as well as in supporting schools in the learning process and its development.

The process of identifying and eliminating barriers to access to education takes time and at the same time requires internal capacities, both at the central level and at the municipal level and at the school level. This requires needs analysis as described above and then capacity development action plans need to be developed.

Referring to the work plan of PRTDNs and their needs, MEDs are suggested to provide

- ▶ Trainings for PRTDN at the municipal level which should focus on identifying out-of-school children, handling cases at the municipal level, as well as strategies at the municipal level for prevention of and response to dropout;
- ▶ Permanent monitoring, mentoring and support in supporting and facilitating the implementation of the PRTDN action plan;
- ▶ Organizing meetings with PRTDNs at school level, activities for exchange of good experiences between PRTDNs in municipal schools,
- ▶ Exchange of experiences with PRTDNs of other municipalities
- ▶ Support in drafting instruments for identifying out-of-school children, etc.

Strategies and tools for municipal PRTDNs

The Manual for municipal PRTDNs (2014) provides guidance on strategies and tools for municipal PRTDNs to fulfil their role. According to the

7 Referring to section 3.1 of this module, recall some of the barriers to accessing 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 safety while going to 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).

manual, based on the situation analysis, the municipal PRTDNs, in close cooperation with the school PRTDNs and schools where there is non-enrolment of children or there is a risk of students dropping out from school, draft the action plan, which they harmonize with certain activities within the Action Plans at the school level.

In the action plan, it is recommended to include the main strategies of the municipal PRTDNs for identifying and referring cases of school dropout, non-enrolment in school and cases at risk of dropping out of school, including the main pillars of intervention, such as:

- ▶ Inclusion of child protection measures, identification and elimination of barriers to access to education, in all documents and dynamic work plans at the municipal level related to children/students and their education;
- ▶ Functionalization of the PRTDN at the municipal level and support to schools for functionalizing PRTDNs in schools;
- ▶ Awareness activities - raising the information and awareness base to identify cases of school dropout, non-enrolment in school and cases at risk of dropping out of school;
- ▶ Capacity building of PRTDN at municipal and school level;
- ▶ Increase of the level of communication between PRTDNs and other stakeholders at the municipal level
- ▶ Documentation in the EWS module of cases of school dropout, cases at risk of dropping out of school, to then refer all cases to the relevant services, if necessary;
- ▶ Provision of direct services for cases of school dropout, non-enrolment in school and cases at risk of dropping out of school;

Municipal action plan for prevention of dropout and response to dropout and non-enrolment of children in schools

The manual for governing education in municipalities describes that it is the duty of MEDs to ensure the establishment of effective

mechanisms for recording, monitoring, reporting, intervening and ensuring accountability for the identification, referral and management of cases of out-of-school children, in order to prevent student absenteeism and school dropouts. This orientation for fulfilling this task should also be included in the Municipal Action Plan for prevention of dropout and response to dropout and non-enrolment of children in schools.

The basic principle for drafting the action plan is the involvement in the planning process of all actors of the PRTDN and other mechanisms at the municipal level, so that the responsibility in implementation is distributed according to the responsibilities designated for the respective activities.

Within the action plan, the PRTDN at the municipal level should identify priority interventions to ensure the basic conditions for starting this process. Some of the interventions are discussed in the section above on strategies and tools for municipal PRTDNs.

In line with the action plan for the municipal PRTDNs, guidelines and instructions are provided in the relevant manual (2014), according to which the instrument for the development of the Municipal Action Plan for the prevention of school dropout and children out-of-school includes the information that should be included in the situation analysis and what data should be collected for the development of situation analysis and the dimensions that should be taken into account when planning.

The Action Plan for Prevention of Dropout and Response to Dropout and Non-Enrolment of Children in Schools is a dynamic document of the work of the PRTDN at the municipal level. Any planning in education and beyond should be based on the “plan, do, check and act” cycle:

- ▶ “plan” refers to the action plan, based on the situation analysis, the self-assessment report;
- ▶ “do” refers to the implementation of the plan of measures and activities, throughout the duration of the action plan;
- ▶ “check” refers to the verifications and checks involved to monitor performance in carrying out the planned activities and in achieving the intended results, and

- ▶ “act” refers to the feedback and change procedures and actions required for review, depending on the needs and opportunities identified.

This means that the representation of all school mechanisms in the planning process must first be ensured.

Comprehensive analysis of the situation of education at the municipal level, barriers to access to education and the situation with cases of dropout, non-enrolment in school and cases at risk of dropping out of school is the basis of well-organized planning and of the establishment of measures to eliminate barriers to access to education and improve steps in referring cases of dropout, non-enrolment in school and cases at risk of dropping out. For a comprehensive analysis in this area, the following three questions need to be properly answered:

- ▶ Where are we now?
- ▶ Where do we want to be?
- ▶ How do we get there?

Once the planning team at the municipal level has clarified the answers to these three questions, and has completed the situation analysis, has identified the main barriers to access to education, the real situation with the problem of dropout and non-enrolment in schools, and has identified opportunities to eliminate all barriers to access to education, it will begin the planning process.

The planning process should provide concrete answers to the following questions, answers which are integrated in the instrument for the development of municipal action plans for out-of-school children and the prevention of school dropout in Kosovo:

- ▶ Goal and objectives - What are the set goals, objectives in eliminating all barriers to access to education?
- ▶ Priorities - What are the short-term and medium-term priorities?

- ▶ Measures to be taken - What needs to be done?
- ▶ Deadlines - When?
- ▶ Responsible - Who?
- ▶ Human and financial resources - With what? Who supports?
- ▶ Performance indicators, evidence and documentation - What are the indicators? How and when is the evidence reflected, and where is it reported?

The Manual for municipal PRTDNs (2014) provides information on the dimensions to be considered when preparing an action plan to prevent dropout and respond to dropout and non-enrolment of children in schools. The information organized within the 16 modules should be taken into account by the Team in the planning phase, but also during the plan implementation process. The modules cover the following topics⁸:

- ▶ Module 1: Identification, monitoring and reporting of children out of school or at risk of dropping out;
- ▶ Module 2: Recording information no out-of-school children and dropouts;
- ▶ 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

⁸ For more on the issues covered by the modules, see the Manual for municipal PRTDNs (2014), https://masht.rks-gov.net/uploads/2015/12/doracak-per-ekipet-komunale-per-parandalim_1.pdf

- ▶ 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

Work of the PRTDN at the municipal level based on this module base,

It is in line with the role of PRTDN and MED in creating conditions for attendance, access of children/ students to learning and child protection.

3.5. Monitoring and evaluation, support and reporting to the PRTDN

In order to support PRTDNs at the school level and ensure their sustainability, a well-consolidated practice should be established at the municipal level to monitor and evaluate the process of establishment and functioning of the PRTDN mechanism.

The monitoring process should highlight the successes/achievements, challenges, needs, opportunities to increase the quality of educational services, in order to ensure access to education for all, impact of the PRTDN mechanism at both municipal and school level, as well as lessons learned which should be shared with relevant stakeholders to adapt and improve the process, where necessary.

Preparations for monitoring -What should be considered during the preparatory monitoring process? The process of monitoring and evaluating the establishment and functioning of the PRTDN mechanism should consider the following:

- ▶ The context of schools and the culture of the school community
- ▶ Involvement of civil society
- ▶ Work plan of PRTDN at school level
- ▶ Previous school experience and PRTDN's work in case management
- ▶ Opportunities for effective exchange of information
- ▶ Data reported in the dropout Early Warning System module

Monitoring- Visits to schools and face-to-face meetings with the school's PRTDNs are the most effective manner to monitor the effectiveness of the PRTDN work, to oversee the case management process. Visits to schools should be conducted to collect information on the following:

- ▶ Functioning of PRTDN at the school level;
- ▶ Implementation of the school plan for prevention of and response to school dropout;
- ▶ Identification of children out-of-school
- ▶ Strategies for preventing school dropout at the school level;
- ▶ The work performed by the PRTDN at the school level in reporting cases in the dropout Early Warning System module;

In the current circumstances, where the education systems and the society are facing the COVID-19 pandemic, different modalities and alternatives are needed to monitor the work of educational institutions/schools, beyond face-to-face visits to schools, such as online meetings and regular communications through application programs that enable the collection and review

of information and managed cases or cases that require support from the municipal authorities and its mechanisms.

For data collection from visits to schools and face-to-face meetings with school PRTDNs, meetings with school leaders, teachers, parents, etc., as well as online meetings, or other work modalities, it is suggested that standard instruments be prepared and used, which enable the issuance of summary reports at the municipal level, related to relevant indicators for prevention of and response to school violence, dropout and non-enrolment. In support of the work of the Inspectorate of Education and the Municipal Education Directorates, two instruments have been prepared that can be used for these purposes, which are set out in the Annex to this training module:

- Annex 4: *Checklist for the analysis of the work of the Prevention and Response Team towards Dropout and Non-enrolment; and*
- Annex 5: *Form with list of questions according to relevant indicators for prevention of and response to school dropout and non-enrolment.*

Monitoring the Action Plan of PRTDN at the municipal level - MED, in addition to monitoring the work of the school PRTDN, also monitors and evaluates the implementation of the Action Plan of PRTDN at the municipal level, through data collection and recording, progress analysis and issuance of guidelines and recommendations for remedial actions. The plan of activities or measures of the annual action plan, in relation to each specific objective of the action plan, functions as a basis for monitoring the activities.

The progress or evaluation of the implementation of the action plan of PRTDN at the municipal level is recommended to be performed at three levels, according to the instructions of the AI (2016) on MED Annual Plan and School Annual Work Plan, where:

The first level includes activities completed in due time (marked in green)

The second level includes activities with delayed implementation (marked in yellow)

The third level includes activities that have been cancelled or are at risk of being cancelled (marked in red).

Thus, the marking of progress evaluation is done by using the traffic light colours

Specific objectives	Measures / Activities	Progress			Achievements	Difficulties	Additional measures
			B	C			
OS1	1.1.						
	1.2.						
	1.3.						
	1.4.						

Reporting

Monitoring is recommended to be accompanied by reports reflecting the functionalization of the PRTDN⁹, the on-going progress of the PRTDN plan,

case management. It is suggested that quarterly reports and an annual report be prepared at the municipal level. Reports should be used to:

⁹ In Annex No. 2 of this training module is given a part of the summary report on the findings from the monitoring and mentoring of MEDs and schools, regarding the functioning of the PRTDN.

- ▶ ensure that activities for the implementation of planned measures and the achievement of objectives for the prevention of and response to school dropout are progressing well;
 - ▶ serve as a tool for PRTDN at the municipal level to highlight unresolved cases;
 - ▶ make decisions on cases to be managed by the municipal level and strategies to be selected for effective case handling and management;
 - ▶ report to the PRTDN at the central level/ MESTI, and
 - ▶ direct the support to PRTDN at the school level.
- ▶ Children who are not enrolled in school;
 - ▶ Children/students at risk of dropping out of school;
 - ▶ Children/students who have dropped out of school;
 - ▶ Attendance at school;
 - ▶ Results and achievements of schools, etc.

Reports should have measurable statistical indicators and be comparable to previous reports.

Reports prepared by the PRTDN monitoring should be submitted to the MED and PRTDN at the central level/MESTI. Reports should be specific to the respective area(s) monitored, e.g.

- ▶ Functioning of PRTDN at municipal level and at the municipal schools level;

The steps to be followed in collecting the data for the dropout Early Warning System module, analysis of data on the work of the PRTDNs and their effectiveness should be in line with an orientation model as follows

Initiation and data collection	Reporting
MESTI, through the Dropout Early Warning System module and PRTDN, requires the collection of data in this field from all schools and municipalities	MESTI receives municipal reports with data in the Early Warning module, verifies the accuracy of data coming from municipalities, prepares the report according to MESTI procedures, generates reports at the national level and initiates procedures and measures for eventual policy review, support to PRTDNs at municipal and school level.
MED requires schools to report the data in the relevant module and in the form required by MESTI	MED, through EMIS, sees the statistics from school reports, verifies the accuracy of data coming from schools, prepares the report and submits it to MESTI. The MED takes action in cases where the information is inaccurate. Moreover, MED receives reports/files of school cases and addresses them according to the responsibilities it has and in coordination with other institutions depending on the case.
The school takes action to identify cases at risk of dropout, initiates their treatment and records/reports cases in the Dropout Early Warning module	<p>The school reports on cases in formal meetings at the MED, but the MED, through the Early Warning System, can generate reports for schools whenever needed for analysing the situation, for reports and for taking action.</p> <p>At the stage when the school handles the cases and some of them fall under the responsibility of other institutions (such as CSW, KP, MoF, etc.), it refers those cases to the municipal PRTDN, suggesting that they be treated by the necessary services as per the specifications they have. (The school downloads and prints the case files to be referred to the municipal PRTDN, and submits them as hard copies)</p>

In addition to the reports, the PRTDN at the municipal level should develop/review the action plan in order to include the necessary activities that help improve and advance the work of the PRTDN at the school level and create conditions for attendance, access of children/students to learning and child protection.

On-going support to PRTDN

Support to the PRTDN at the municipal level, including the PRTDN at the school level, should include training, mentoring and counselling activities, networking for the PRTDN, development of auxiliary work tools, guidelines, handbooks, etc. In line with this, it is recommended to use this training module for the MED.

Documenting the work of the PRTDN

Any activity that takes place within the PRTDN must be documented. The documenting is recommended to be done depending on the activities and forms of their performance, such as:

- ▶ Decision on PRTDN;
- ▶ PRTDN work plan;
- ▶ Meeting agendas;
- ▶ Participation lists;
- ▶ Case management reports;
- ▶ Data entry reports and reporting in the Early Warning System module for students at risk of dropping out of school Information reports and summary reports for MED and MEST;
- ▶ Photos, video recordings, etc.

Standard form of report from meetings and activities carried out by the PRTDN

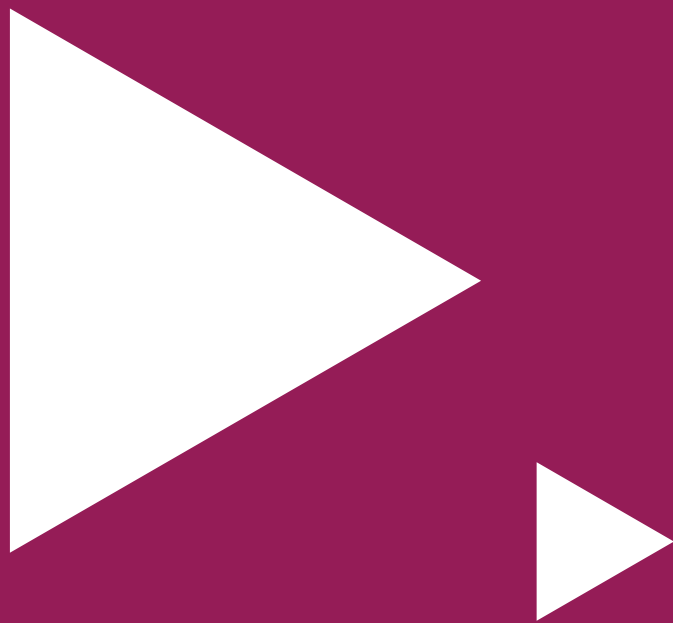
In various guidelines and manuals for schools and MEDs, various orientations and instructions are provided for the form of reporting by the respective mechanisms. Almost all instructions and orientations provided are standards that are valid even for PRTDN reports. The elements that a

PRTDN work report should contain are as follows:

- ▶ Basic information (Date/meeting venue/activity, compiler of the report, number of participants, etc.)
- ▶ Introduction (purpose of the meeting/activity/, workflow (duration, participants, organizational aspects, etc.), topic(s) addressed)
- ▶ Summary of the meeting/activity report (results/outputs, decisions, key lessons, difficulties and challenges, needs/requests)
- ▶ Suggestions, recommendations for the future and additional information (results expected to be developed, recommendations for further support, comments and additional information)
- ▶ Annex (agenda, photos, participation list)

▶ 4

Annex



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 the Administrative Instruction GRK No. 05/2013 to prevent and prohibit hazardous child labour in Kosovo¹⁰

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 No. 05/2013 to Prevent and Prohibit Hazardous Child Labour in Kosovo.

This report defines the interventions to implement the AI 05/2013, as per the institutional responsibilities. The following table reflects the summary conclusions adopted by the working group.

Institutions	Interventions to implement the AI 05/2013
Vocational Education Division	<p>Curriculum sector</p> <ul style="list-style-type: none"> ► Implementation of the principle of inclusion by supporting schools to ensure curricula, timetable, teaching and assessment methods, and communication with students 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); ► 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; <p>Textbooks and teaching aids sector</p> <ul style="list-style-type: none"> ► Harmonization of textbooks with the new requirements arising from the new curricula and the Curriculum Framework for Pre-University Education, including recommendations for the curriculum sector (see preliminary points); <p>Teacher professional development sector</p> <ul style="list-style-type: none"> ► Development of a module for the preparation of teachers in withdrawing children from hazardous forms of work and preventing the involvement of children in work; ► 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) <p>General education sector</p> <ul style="list-style-type: none"> ► 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); <p>Division for Communities</p> <ul style="list-style-type: none"> ► Increased commitment to ensuring the inclusion of RAE children in education; <p>Vocational Education Division</p> <ul style="list-style-type: none"> ► Increased commitment of vocational schools to prepare students for the labour market and make them aware of aspects of occupational safety and workers' rights;

¹⁰ Report from MEST, with protocol number 217, dated 14.01.2014.

Institutions	Interventions to implement the AI 05/2013
MED	<ul style="list-style-type: none"> ▶ Informing, mobilizing, supervising and supporting schools in fulfilling their obligations to implement the AI 05/2013 (listed below); ▶ Continuous analysis of the situation (number of children at work identified by schools, causes and consequences of their engagement at work); ▶ Addressing aspects that are the responsibility of MEDs, such as <ul style="list-style-type: none"> ▶ 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); ▶ Organize meals in schools, either through the functionalization of school kitchens, or through the contracting of relevant services: assess opportunities for children in need to be exempt from paying for meals; ▶ Improve school infrastructure; ▶ Provide opportunities for schools to organize supplementary education for students with poor performance; ▶ Provide opportunities for accelerated learning for children who have dropped out of school for a longer period; ▶ Raising 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.); ▶ Participating actively and raising identified issues in coordination meetings with partners (Local Action Communities, Local Safety Communities, Task Forces, etc.) or in other meetings that can be initiated by MEDs;
Schools	<ul style="list-style-type: none"> ▶ Openness to the community and increased sensitivity to the problems of the community where the school operates; ▶ Identifying cases of children involved in hazardous forms of work (listed in Annex to AI 05/2013) for the needs of MED and MEST; ▶ Planning individualized educational support for withdrawing children from work; ▶ Referral of cases of children involved in hazardous forms of work (listed in Annex to AI 05/2013) to the Centre for Social Work for further treatment; ▶ Follow-up of the further treatment of cases referred by the CSW or other partners, through feedback from the partners where the cases were referred; ▶ Application of educational package for prevention of and response to dropout; ▶ Identification of barriers to access to education at school level, planning of interventions at school level and proposal of measures within the development plans for MED and MEST; ▶ 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; ▶ Advising parents or guardians and family members about the risks of certain work activities and the potential effects of these risks on children's health and development; ▶ Increasing the level of cooperation with other service providers and partners (police, CSW, NGOs, businesses, etc., who offer educational programs and focus on child protection) in order to withdraw from work children who combine school and work or/and return and integrate children who have dropped out of school;

Annex 2:

Excerpts from the summary report on the findings from the monitoring and mentoring of MEDs and schools, regarding the functioning of the PRTDN¹¹

The report was drafted by the Group for Prevention of and Response to Dropout and Non-Enrolment in School 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-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 Prevention and Response Teams towards Dropout and Non-enrolment (PRTDNs), the focus was on two objectives:

- Identifying the situation regarding the establishment and functioning of PRTDN, and
- Supporting schools and MEDs in the functionalization 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 of and Response to Dropout and Non-Enrolment in School 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 and 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 functionalizing prevention and response teams towards dropout and non-enrolment. Out of the 25 monitored schools, 24 implemented the 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).

¹¹ For more, please see: https://ëëë.childrights-ks.org/site/assets/files/1408/raporti_monitorues_mbi_funkcionimin_e_epr-bmsh_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 PRTDNs 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 in the field. Of course, MEDs need to be more focused on promoting cross-sectorial cooperation and coordination, because in cases of need, as actions and municipal services are needed, which are mandated by applicable legislation.

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 MEDs, aiming the strengthening of mechanisms for prevention of and response to school dropout and non-enrolment, as we have the target set in the Kosovo Education Strategic Plan, we are listing the following recommendations.

Recommendations for schools:

- ▶ School principals should take care to keep the Prevention and Response Team towards Prevention of and Response to Dropout and Non-enrolment (PRTDN) active and functional;
- ▶ Class teachers should assist the process of early identification of cases at risk and address them to the PRTDN;
- ▶ PRTDN should document its actions, in physical form (meeting minutes, case files) and online in EWS, according to the instruments defined in the manual;
- ▶ PRTDNs, in coordination with school bodies, should promote their work in terms of effective prevention of and 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 activas, 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 PRTDN 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, security, etc.), according to the specifics of specific cases;
- ▶ MED should integrate the issue of prevention of 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 ensure 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 order to establish the right partnership in preventing and responding to dropout.
- ▶ Inclusion coordinators should coordinate with PRTDN in addressing the problem of school dropout and non-enrolment.

Recommendations for MEST:

- ▶ MEST should strengthen the PRTDN at national level;
- ▶ 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 PRTDNs;
- ▶ 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 building and accompanying 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 includes students, parents and teachers in the TPD planning	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 to students for mastering competencies and development of potential	1.2 Teacher professional development practices are in view of the development of students' competencies	1.2 Student achievement and progress in mastering key competencies meet 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 view of integrated learning and curriculum implementation	1.3 Content and learning activities are in the view of integrated approach	1.3 Teacher professional development practices are in view of integrated teaching	1.3 The achievement and progress of students in mastering the results set for the curricular areas meet 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 management guides and monitors the implementation of TDP and educational policies	1.5 The school provides a safe and enabling environment for conducting 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 towards Dropout and Non-enrolment

Municipality:			
School:			
Functioning of PRTDN,	Yes	No	Comments / Evidence
The decision at school level to establish the PRTDN has been taken			
The duties and responsibilities of the PRTDN, as well as the provisions that create conditions for the work of the team, have been defined in the decision			
The work plan has been prepared by the PRTDN			
The work plan contains the main activities for the PRTDN, timelines for the implementation of activities and their bearers			
PRTDN 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/PRTDN 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 have been assigned			
The case management process follows the 9 steps set out in the PRTDN 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 learning, 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 (Centres 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)			
PRTDN work reports are updated in each academic/semester period			
<i>The reports contain sufficient information on the work of the PRTDN (on the identification of out-of-school children, those at risk of and those who dropped out of school; case management and successes achieved at school-level and with partners)</i>			
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 of and response to school dropout and non-enrolment

List of questions according to relevant indicators					
School: _____; Municipality: _____				Date: _____	Inspector _____
No.	Questions / requests	Main points highlighted	Sub-questions	Main points highlighted	Comments
1.	How does PRTDN in your school work? What are the main achievements?		<i>Are there any difficulties? If so, what are they?</i>		
2.	How many meetings has the team held this year and how many last year?		<i>Are there meeting minutes, attendance list?</i>		
3.	Do you use the Manual for school teams on prevention of and response to dropout and non-enrolment in compulsory education? (MEST, UNICEF, ECMI December 2014, already revised according to AI 08/2018)		<i>Are there difficulties in understanding the instructions and using the instruments according to the manual?</i>		
4.	What is your experience in using the Early Warning System module?		<i>How are the data used to guide further work?</i>		
5.	Have you had dropout cases that the team has dealt with?		<i>If so, how many cases? What were the reasons for dropout? How many of them returned to school?</i>		
6.	Have you had any cases of non-enrolment of children addressed by the team, of school-age children in the area covered by your school?		<i>If so, how many cases? What were the reasons of non-enrolment? How many of them were enrolled and how was this achieved?</i>		

List of questions according to relevant indicators					
School: _____; Municipality: _____				Date: _____	Inspector _____
No.	Questions / requests	Main points highlighted	Sub-questions	Main points highlighted	Comments
7.	Are there cases of children/ students who have problems with transport, or is it well organized by the municipality?		<i>How are the cases with no transport assisted?</i>		
8.	Is there enough security for students on the way to and from school?		<i>What about school, are there indications of violence? If so, in what relations?</i>		
9.	Is there an increase of inclusion of pupils in pre-primary school?		<i>If so, how much and where does this increase results from (which actions)?</i>		
10.	How is student inclusion reflected in the learning processes?		<i>What are the practices of identification and work with students with special needs?</i>		
11.	Are you implementing the protocol for prevention and referral of violence in schools		<i>Do you use incident module and didactic manuals to prevent violence?</i>		
12.	Do you have students not graded at the end of the previous year?		<i>If so, why, what are the reasons? How are they reported and what actions are taken to provide teaching to them?</i>		
13.	Other (enter questions)				

Annex 6:

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

Assembly of the Republic of Kosovo. (2019). LAW NO. 06/L-084 ON THE PROTECTION OF THE CHILD. <https://gzk.rks-gov.net/ActDetail.aspx?ActID=20844>

Assembly of the Republic of Kosovo. Law No. 03/L-068 on Education in the Municipalities of the Republic of Kosovo. Official Gazette of the Republic of Kosovo / No. 30 / 15 June 2008, Prishtina. <https://gzk.rks-gov.net/actdetail.aspx?Actid=2543>

Assembly of the Republic of Kosovo. Law No.04/L –032 on Pre-University Education in the Republic of Kosovo. Official Gazette of the Republic of Kosovo / No. 17/16 September 2011, Prishtina. <https://gzk.rks-gov.net/actdocumentdetail.aspx?Actid=2770>

Assembly of the Republic of Kosovo. Law No. 06/L-046 on Education Inspectorate in the Republic of Kosovo. Official Gazette of the Republic of Kosovo / No. 13 / 10 August 2018, Prishtina. <https://gzk.rks-gov.net/ActDetail.aspx?ActID=17744>

Mehmeti, S., Boshtrakaj, L., Bytyqi, L. Zylfiu, H. & Potera, I., (2018). First experiences in evaluating school performance in Kosovo. Pedagogical Institute of Kosovo. Prishtina. <http://ipkMASHT.rks-gov.net/ep-content/uploads/2015/11/Raporti-Pervojat-e-para-ne-vleresimin-e-performances-se-shkolles.pdf>

Mehmeti, S., Zylfiu, H., Potera, I., Buleshkaj, O. and Lehner-Stift, U. (2016). Manual for quality assurance in school. European Union – in the framework of the Twinning Project for Kosovo.

Ministry of Education and Science. (2021). Dynamic work plan against school dropout and non-enrolment (2021).

Ministry of Education, Science and Technology & Pedagogical Institute of Kosovo. (2016). Quality assurance framework for school performance in Kosovo. PIK, Prishtina. <http://ipkmasht.rks-gov.net/kriteret-dhe-treguesi-e-cilesise-se-performances-se-shkolles/>

Ministry of Education, Science and Technology. (04/2017). Administrative Instruction No. 04/2017: Performance evaluation in Educational Institutions. Prishtina. <http://masht.rks-gov.net/uploads/2017/08/4-2017-ua-vleresimin-e-performances-se-institucioneve-arsimore-ne-arsimin-parauniversitar-rotated.pdf>

Ministry of Education, Science and Technology. (2014a). Equality in education for all, Manual for school prevention and response teams towards abandonment and non-registration in compulsory education (MEST, UNICEF, ECMI) <https://masht.rks-gov.net/uploads/2015/12/manual-for-school-prevention-and-response-1.pdf>

Ministry of Education, Science and Technology. (2014b). Equality in education for all, Manual for school prevention and response teams towards abandonment and non-registration in compulsory education (MEST, UNICEF, ECMI) <https://masht.rks-gov.net/uploads/2015/12/manual-for-school-prevention-and-response-1.pdf>

Ministry of Education, Science and Technology. (2015). Quality Assurance Strategy for Kosovo Pre-university Education 2016-2020. Prishtina. <https://masht.rks-gov.net/uploads/2016/12/qa-strategy-final-english.pdf>

Ministry of Education, Science and Technology. (2015). Administrative Instruction No. 19/2015 for systematization of pupils that migrated during the school year 2014/2015 <http://masht.rks-gov.net/uploads/2015/12/ua-19-2015>

Ministry of Education, Science and Technology. (2016). Administrative instruction (MEST) No. 01/2016 determination of conditions, criteria and procedures on organization of supplementary learning for the repatriated students <http://masht.rks-gov.net/uploads/2016/01/ua-masht-nr-01-2016>

Ministry of Education, Science and Technology. (2016a). Kosovo Education Strategic Plan 2017-2021. Prishtina. <https://masht.rks-gov.net/uploads/2017/02/20161006-kesp-2017-2021.pdf>

Ministry of Education, Science and Technology. (2016c). Administrative Instruction No. 24/2016 on quality assurance in pre-university education. Prishtina. <http://masht.rks-gov.net/uploads/2016/12/rotatedpdf180.pdf>

Ministry of Education, Science and Technology. (2018). Administrative Instruction 08/2018 on the establishment and strengthening the teams for prevention and response against abandonment and non-enrolment of students in pre-university education <https://masht.rks-gov.net/uploads/2018/06/8-ua-masht-nr-08-2018-per-themelimin-dhe-fuqizimin-e-ekipeve-parandalimdhe-kbmnapu.pdf>

Ministry of Education, Science and Technology. (2019). Work plan against school dropout and non-enrolment (2019 - 2020).

Ministry of Education, Science and Technology. (2017). Summary report on the findings from the monitoring and mentoring of MEDs and schools, regarding the functioning of the PRTAN. https://www.childrights-ks.org/site/assets/files/1408/reporti_monitorues_mbi_funksionimin_e_PRTANS_a5.pdf

Ministry of Labour and Social Welfare. (2010). National Strategy and Action Plan for Prevention and Elimination of Child Labour in Kosovo 2011-2016. http://www.kryeministri-ks.net/repository/docs/STRATEGJIA_DHE_PLANI_I_VEPRIMIT_PER_PARANDALIMIN_DHE_ELIMINIMIN_E_PUNES_SE_FEMIJEVE_NE_KOSOVE_2011_-_2016_

Ministry of Internal Affairs (2017). State Strategy and Action Plan Against Organized Crime 2018 – 2022 (2018-2022). <https://kryeministri-ks.net/documents/strategjia-shteterore-per-riintegrim-te-qendrueshem-te-personave-te-riatdhesuar-ne-kosove-2018-2022/>

International Labour Organization (ILO). (2011). ILO-IPEC STEPS TO ELIMINATE THE WORST FORMS OF CHILD LABOUR IN KOSOVO. https://www.ilo.org/wcmsp5/groups/public/---europe/---ro-geneva/---sro-budapest/documents/publication/wcms_168288.pdf

Kosovo Education Centre / KEC / (2019). Manual on the summary of best practices for peaceful conflict resolution between peers at schools. http://kec-ks.org/wp-content/uploads/2020/08/02_-_manual_on_the_summary_of_best_practices_-_eng_-_web.pdf

Government of the Republic of Kosovo. (2013). 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/2016/06/udhezuesi-final-1.pdf>

Government of the Republic of Kosovo. (2015). Manual for implementation of Regulation – GRK No. 21/2013 for Protocol for the Prevention and Reference of Violence in Institutions of Pre-University Education. <http://kec-ks.org/wp-content/uploads/2016/05/Udhezuesi-Final.pdf>

Hyseni, H. (2011). Prevention of violence in schools. Kosovo Education Centre - KEC.

Association of Kosovo Municipalities (2017). Handbook on municipal education governance. Third edition. Prishtina.

Association of Kosovo Municipalities (2015). AKM Strategic Plan 2016-2020 (draft). <http://komunat-ks.net/uploads/2017/01/Strategjia-e-AKK-se-2016-2020.pdf>

Pedagogical Institute of Kosovo (2014) Out-of-school Children in Kosovo – Baseline study on the practices of prevention and response to dropout and non-enrolment in school.

Pedagogical Institute of Kosovo. (2016d). Guide to external evaluation of school performance. PIK, Prishtina. <http://ipkmasht.rks-gov.net/udhezuesi-per-vleresimin-e-atherm-te-shkolles/>

“Kosovo Integration Initiative KOSINT 2020”. (2019). Thematic report on the reasons that impact on school drop-outs by students of Roma, Ashkali and Egyptian communities. https://kosint2020.net/site/assets/files/1457/reasons_that_impact_on_school_drop-outs_by_students_of_roma-ashkali_and_egyptian_communities-1.pdf

