"DROP – OUT PREVENTION POLICY FOR SCHOOLS IN KOSOVA"

Capstone Project Report

Capstone Project Advisor:
Prof Brian BOWEN

Submitted as a Capstone Project Report in particular fulfillment of a Master of Science Degree in Professional Studies at the Rochester Institute of Technology, NY/
American University in Kosovo

Submitted by: Valbona DERMAKU

Prishtina
May, 2012
I would first like to thank my Capstone Project Advisor Prof. Brian Bowen, Ph. D, for his support throughout several long meetings and discussions. Prof Bowen has been the great advisor, completely supportive of my ideas an always available for advice and help.

I would also like to thank for a valuable advice and support to my Committee members; Prof. Enver Hoxhaj, Ph. D, Prof Christopher Hall, Ph. D, Prof. Enver Buçaj and Prof Blerim Saqipi, and I wish them all the best on their professional work.

Even for a short time I had a chance to meet Prof Fernandez, with whom I had a great time with the long discussions about my capstone findings. Great appreciations are extended to teachers, parents, experts that I had a chance to interview them, and especially to expert Shkumbin Arifi and Nora Demiri for their suggestions and continuously help.

In all these process extraordinary contribution was given by my special persons such as: friends, class students from AUK/RIT and UBT, colleagues from MEST, Professors and AUK staff for sharing information’s and inspiration in conquering every aspiration.

Special thanks go to my parents and my brother who have been always patient and supportive to realize my dreams. And of course, among the other, special thanks goes also to USAID, AUK/RIT, World learning and Government of Kosova, for this successful scholarship program.
## Content

Aknowledgements ................................................................................................................. 2  
Content ..................................................................................................................................... 3  
Abbreviations and Acronyms ................................................................................................. 8  
Executive Summary ................................................................................................................. 9  

### Chapter 1  Changes in Kosovo Educational Laws ................................................................. 11  
1.1 General background of the country ................................................................................. 11  
1.2 General Education in Kosovo form 1999 ...................................................................... 13  
1.3 Primary and Secondary Education 2002 - 2010 ............................................................ 17  
1.4 Strength and weaknesses in existing mechanisms .......................................................... 20  

### Chapter 2  Decentralization in Kosova’s Educational Sector ..................................................... 23  
2.1 Decentralization and transferring roles for the Municipalities ....................................... 23  
2.2 Existing mechanisms/services in the Municipalities ....................................................... 24  
2.3 Educational Budget in Municipalities ............................................................................. 25  

### Chapter 3  Children’s Rights, Protection and Development ..................................................... 28  
3.1 UN Convention on Children’s Rights ............................................................................. 28  
3.2 Legal Protection for children .......................................................................................... 29  
3.3 Discrimination and Prevention in Primary and Secondary Education

### Chapter 4  Educational records to help drop-out prevention .................................................. 33  
4.1 Kosovo Educational recording process 1999 – 2009 ......................................................... 33
4.2 Information and Data – Baze Management ................................................... 35
4.3 Future Reporting expectations .................................................................... 36

Chapter 5  Public awareness of Educational drop - outs ................................. 37
5.1 Support to parents regarding drop - out prevention ........................................ 37
5.2 Teacher’s training for drop- out prevention .................................................... 38
5.3 Publications and drop- out guidance ............................................................ 39
5.4 Media and public awareness campaigns....................................................... 41

Chapter 6  Role of Parent – Teacher’s Association and other services
for drop- out preventions ................................................................................. 42
6.1 The role of Parent – Teachers Association.................................................... 42
6.2 Re - establishing Parent Councils................................................................. 43
6.3 Strengthening the Task Force Structure ....................................................... 44
6.4 Inter – sectorial approaches and NGO support groups Error! Bookmark not defined.

Chapter 7  Descriptions and initial outcomes from survey .......................... 46
7.1 Formalization of the project methodology .................................................... 46
7.2 Discussions of finding issues ..................................................................... 49

Chapter 8  Final Discussions and Reccomendations .................................... 68
8.1 Lack of Strategies at Local Level ................................................................. 68
8.2 Drop- out Definition .................................................................................. 71
8.3 Lack of Guidance and Consultancy Office.................................................... 74
8.4 Promote Parent’s Council .................................................................  Error! Bookmark not defined.
8.5 Major Recommendations............................................................................ 76
8.6 Further Recommendations ................................................................. 78

References ............................................................................................ 80

Appendix ................................................................................................. 82

Appendix A. Questioner for experts .......................................................... 82
Appendix B. Answers from expert – Shkumbin Arifi ................................... 83
Appendix C. Answers from expert – Nora Demiri ..................................... 87
Appendix D. Questioner for Teacher .......................................................... 92
Appendix E. Questioner for Parents ......................................................... 95
Appendix F Guide for Municipalities ......................................................... 97
Appendix G. Municipal Action Plan ......................................................... 107
List of figures and tables

Figure no 1.1 Source: SOK – Map of Kosovo.................................................................12
Figure no 1.2 Source: Office for planning and analysis -MEST.................................18
Figure no 1.3 Source: Office for planning and analysis -MEST....................................19
Figure no 3.1 Sources: SOK – Participation rate in education for 14-19 years old...........31
Figure no 4.1 Sources: FAO – Intervention program to achieve the goals for education of rural people in Kosovo...............................................................34
Figure no 5.1 Are you aware that you can have penalties for child non- attendance in compulsory education? .................................................................38
Figure no 5.2 Would you accept to have any guide to increase your knowledge about the prevention on student drop- outs? ......................................................40
Figure no 6.1. How do you rate the extend of the coordination and collaboration across teachers and parents for student drop- out? ...................................................44
Figure no 6.2. Which one is responsible for the drop- outs? ..........................................45
Figure no 7.1. Triangle children life cycle development .............................................50
Figure no 7.2. What is student drop- out? .................................................................53
Figure no 7.3. Is it student non- attendance a concerning issue? ..................................54
Figure no 7.4 Do the social; economic and family problems develop into drop- outs? .......54
Figure no 7.5. What is the probability of drop- outs in your city? ..................................55
Figure no 7.6. Which one is responsible for the drop- outs? .........................................56
Figure no 7.7. In your experience, is it necessary to be involved parent discussion if there is identification of drop- outs? ..........................................................56
Figure no 7.8. Does the municipal strategy on drop- outs can prevent it? ......................57
Figure no 7.9. How much are you aware of prevention methods of student’s drop- outs? .....58
Figure no 7.10. How much are you aware of prevention methods of student’s drop- outs? ...58
Figure no 7.11. Would you accept to have any guide to increase your knowledge about the prevention on student drop- outs? .........................................................59
Figure no 7.12. Differences on the answers of teachers and parents on listing one of the institutions responsible for drop- out prevention........................................60
Figure no 7.13. Are you aware that you can have penalties for child non- attendance in compulsory education? .................................................................61
Figure no 7.14. How do you rate the extend of the coordination and collaboration across teachers and parents for student drop- out? ...................................................62
Figure no 7.15. Do you use any method to control your child attendance? .....................62
Figure no 7.16. Do you think that law enforcement change attitude towards students drop- outs? .......................................................................................63
Figure no 7.17. What do you think are the reasons for student drop- outs? ......................64
Figure no 7.18. How will law enforcement change attitude toward student drop-outs? ......65
Figure no 7.19. Do you have any strategy how we can reintegrate children to school? .....65
Figure no 7.20. As a part of this region, do you perceive the major threat through rating from below? ..........................................................66
Figure no 7.21. Have you participated in any training with student drop-out subject? .....67

Table 1.1 Source: SOK - Age distribution.................................................................13
Table 1.2 Source MEST – Number of teachers and students in pre – university education
(2000/2001) ........................................................................................................14
Table 1.3 Source: SOK – The Education System in Kosovo......................................21
Table 2.1 Source: SOK – Illiteracy by Gender and Locality in Kosovo.....................23
Table 2.2 Source: MES; KESP (2011–2016) Kosovo State budget Extract...............27
Table 7.1. Source MEST: Students drop-out rate in primary school for 2002-2009.......51
Table 7.2. Source MEST: Students drop-out rate in secondary school for 2002-2009.......51
Table 8.1 Sources: SOK – Movements of pupils in primary and lower secondary education 2009/2010.........................................................................................69
Table 8.2 Sources: SOK & MEST– Differences on the data’s on drop-out 2009/2010.....73
### Abbreviations and Acronyms

<table>
<thead>
<tr>
<th>Abbreviation</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>AUK</td>
<td>American University in Kosovo</td>
</tr>
<tr>
<td>CSW</td>
<td>Center for Social Welfare</td>
</tr>
<tr>
<td>CRS</td>
<td>Catholic Relief Services</td>
</tr>
<tr>
<td>CESCR</td>
<td>International Covenant on Economic, Social and Cultural Rights</td>
</tr>
<tr>
<td>EMIS</td>
<td>MEST Statistical Unit</td>
</tr>
<tr>
<td>GIZ</td>
<td>German Federal Ministry for Economic Cooperation and Development</td>
</tr>
<tr>
<td>GO</td>
<td>Governmental Organizations</td>
</tr>
<tr>
<td>ICRC</td>
<td>Red Cross International</td>
</tr>
<tr>
<td>LHRU</td>
<td>Local Human Rights Unit</td>
</tr>
<tr>
<td>KESP</td>
<td>Kosovo Education Strategic Plan 2011-2016</td>
</tr>
<tr>
<td>MEST</td>
<td>Ministry of Education, Science and Technology</td>
</tr>
<tr>
<td>MED</td>
<td>Municipal Educational Department</td>
</tr>
<tr>
<td>MEF</td>
<td>Ministry of Economy and Finance</td>
</tr>
<tr>
<td>MDG</td>
<td>Development Goals Baseline Report for Kosovo</td>
</tr>
<tr>
<td>MDGs</td>
<td>Millennium Development Goals</td>
</tr>
<tr>
<td>MLSW</td>
<td>Ministry of Labour and Social Welfare</td>
</tr>
<tr>
<td>MLGA</td>
<td>Ministry of Local Government Administration</td>
</tr>
<tr>
<td>NGO</td>
<td>Non Governmental Organizations</td>
</tr>
<tr>
<td>OSCE</td>
<td>Organization for Security and Cooperation in Europe</td>
</tr>
<tr>
<td>PTC</td>
<td>Parent Teacher Council</td>
</tr>
<tr>
<td>RIT</td>
<td>Rochester Institute of Technology</td>
</tr>
<tr>
<td>SOK</td>
<td>Statistical Office of Kosovo</td>
</tr>
<tr>
<td>USAID</td>
<td>United States Agency for International Development</td>
</tr>
<tr>
<td>UNDP</td>
<td>United Nations Development Program</td>
</tr>
<tr>
<td>UBT</td>
<td>College for Business and Technology</td>
</tr>
<tr>
<td>UNICEF</td>
<td>United Nations Children’s Emergency Fund</td>
</tr>
<tr>
<td>UPTAK</td>
<td>Union of Parent – Teacher Associations of Kosovo</td>
</tr>
</tbody>
</table>
Executive Summary

This capstone project worked on the problem of student drop-outs in Kosovo. It has focused on the teacher’s, municipal officers and parents influence and approach to the drop-out students. The project explains the social status of the families and municipal officer actions that have to be taken into account. Also, explains the new responsibilities of the municipal institutions on the educational process, especially on the disadvantaged families which will affect the student drop-outs. The reforming process of education in Kosovo has undergone significant changes these past twelve years. There has been no analysis of the program on drop-outs and thus the reasons for this project.

In general, "Drop-out" term is used widely, and there are no reliable data on this issue. It is concerning that from 317,085 children's who enrolled school in September 2009/2010, according to Statistical Office of Kosovo (see Table a), the drop-out rate is 1,338 pupils and 2,263 are transferred to another school. The drop-out rate in 2000/2001 was approximately 7,236, but on those years there were no evidence of children's transfer, drop-outs or children’s death. Based on survey findings, even though the drop-out rate in primary education is decreasing it is a concerning issue that drop out on lower secondary education is increasing. In 2002/2003, at secondary school, out of 66,968 children registered 1,554 abandoned school, while in 2008/2009 out of 96,115 children registered in September, 3,246 children were dropping the school. These figures shows that there are no applicable sanction measures for the families until now. Therefore, the costs of doing nothing about dropouts are enormous and far outweigh the costs of action.

<table>
<thead>
<tr>
<th>Year</th>
<th>Registered students</th>
<th>Drop-out students</th>
<th>No of students transferred from one to another school</th>
</tr>
</thead>
<tbody>
<tr>
<td>2000/2001</td>
<td>≈320,843</td>
<td>≈7,236</td>
<td>?</td>
</tr>
<tr>
<td>2009/2010</td>
<td>317,085</td>
<td>1,338</td>
<td>2,263</td>
</tr>
</tbody>
</table>

The compliance of the Law on Pre-University education with regard to the real situation of school drop-outs needs to be improved. The challenge that the
educational process is now facing is how to ensure comprehensive inclusion of the children within schools and how to prepare the teachers for inclusion. The quality of education and easily accessible curriculum with mechanisms for implementation of those qualitative programs within and out of schools is unsatisfactory. A part because teachers are not qualified and a part because the collaboration between teachers' and parents is low. Based on survey findings 80% of the teachers were complaining on parents collaboration, while only 19% of parents shared the same opinion (see Table b). Disadvantaged students, specifically those from rural and low income families are more severely affected by these gaps because the educational infrastructure in different municipalities is in bad circumstances.

This project focuses on providing solutions on development of the educational system by defining the policies to prevent the drop-out. Based on analysis of this project, Kosovo Government should focus on these areas to:

- Draft the strategy in order to act “ad-hock” in case of showing the drop-out among vulnerable groups at local level
- Drop-out definition must be clearly explained in the law in order to be easier to collect the data’s on drop-outs
- Establish a guidance and consultancy office in order to address on the best interest of the child the school drop-out case
- Promote and strength the parent’s councils
Chapter 1 – Background and Changes in Kosovo Educational Laws

The situation in the schools shows that drop-out is a constant phenomenon in the Kosovo educational system. Statistics for pre-university education shows that this is a problem confronting students, parents, teachers and municipal authorities in general. This chapter describes the factors that have changed the educational system in Kosovo, starting from the general background of the country to before 1991 and will be concentrated in educational strength and weaknesses of 1999-2010.

1.1 General background of the country

In spite of the lack of demographic source, according data presented by UNMIK and Statistical Office of Kosovo in 2000, it’s estimated that the Kosovar population is around 1.733 872 inhabitants, 60% of which are younger than 25 (see table 1.1). It’s estimated that 90% of the Kosovar population are Albanian, 7% Serbian, 3% of inhabitants belong to Montenegrin, Bosnian, Turkish, Roma, Ashkali, Egyptians and other ethnic groups. The Kosovo is divided in 5 regions and 38 Municipalities (see the Figure 1.1). In 1991 Kosovo Population was predominantly a rural society; around 63% of the population lived in rural areas. In 2000 Kosovo experienced the rapid shift toward urbanism; the rural population was about 60%, but now until we have the new census results it is very hard to predict rural-urban changes. According to Living Standard Measurement Survey1 12% of the population are extremely poor and another almost 40% is poor. Analysis of the SOK2, indicates that one third of population lives below the poverty line of 1.55 Euro per day, and 12% are below the extreme poverty line of 1.02 Euro per day. Although these data’s shows lower rate of poverty recent years, the education and unemployment are intimately related to poverty status. The results of the 2011 census will show if the poverty rate have decreased or increased over these years.

---


The census in Kosovo for the last time has been done in 1981 and from that moment, due to political changes many of Kosovars live abroad; therefore the data's about inhabitants are estimated. In 2011 Kosovo have done the civil registration but the final results are still not published. The final report on population, households and housing census, including quality report, will be prepared at the end of the project (December 2013)\(^3\). However, preliminary results of the census in line with Census Law no 03/L-237 shows that total population in Kosovo is 1,733,872 inhabitants\(^4\). The table 1.1 shows the age breakdown where the 42.5% of the inhabitants are of age 0-19, 52.0% of age 20-64 years old and only 5.5% are older than 65. Based on these statistics the education is a very complex issue in Kosovo since there is a very young population.


\(^4\) The census was not carried out in the Northern municipalities, which has been recognised by the Census Trust Fund Steering Committee, See, SOK, Preliminary results: http://esk.rks-gov.net/rekos2011/repository/docs/REKOS%20LEAFLET%20ALB%20FINAL.pdf
Since 1991-1999 the Kosovar educational system has been organized within a specific parallel system. This project will focus on the period of 1999 - 2011. However, because of existing parallelism between the Kosovar and Serb education system, the collection of data for the Serbian language stream is often associated with difficulties. In certain cases, it is not possible to have access to that data; therefore we have not included them even in this project.

1.2 General Education in Kosovo from 1999

The situation of children’s rights in Kosovo has a very complex background, which is emphasized in the remarks of this project. The education towards of a highly-qualified workforce is of paramount importance in Kosovo if the youth-heavy demography is to be turned into an economic advantage from 1999. Achieving this goal requires a strong commitment to tackle school dropouts and its detrimental effects on both individuals and society. Because quality inclusive education seeks to develop the full potential of all individuals with a focus on vulnerable and marginalized groups, it contributes to better economic, security and public health outcomes and ensures a common background among different communities.

Education is a fundamental right considered essential for the enjoyment of other human rights. International normative instruments lay down legal and political obligations regarding the right to education. The Universal Declaration of Human Rights and the United Nations International Covenant on Economic, Social and Cultural Rights recognize the right to education for everyone. The United Nations Millennium Development Objectives and the UNESCO Goals of Education for All have

---

5 Article 26 of the Universal Declaration of Human Rights: "Everyone has the right to education. Education shall be free, at least in the elementary and fundamental stages. Elementary education shall be compulsory." Article 13 of the International Covenant on Economic, Social and Cultural Rights: "The States Parties to the present Covenant recognize the right of everyone to education."
set up overriding priorities in education that range from providing universal primary education to eliminating gender disparity in primary and secondary education, all by the target date of 2015.

The Kosovo education system has played a large role as a part of this recovery process. Some successes have already been registered. For example, the Ministry of Education, Science and Technology (MEST) was one of the first governmental institutions in which “competencies” were transferred from UNMIK to local officials on central level and lately from central level into municipal staff. Curriculum reform is recently finalized, on 2011. However, Kosovo’s nascent education system is still very vulnerable. There are difficult to solve budgetary issues such as low teacher and MEST salaries (which are now transferred to the Municipal level), limited resources to provide teacher training in new pedagogical methods, and an extreme shortage of space for Kosovo’s rapidly growing urban school populations. Furthermore, the policy environment is in a state of flux. Good policies are being produced at a rapid pace, but it is a real challenge to ensure that such policies reach and is implemented by the grassroots in a systematic and sustained manner. MEST leaders at both the central and municipal levels do not have enough budgetary and grassroots support; teachers are frustrated; and parents are worried that their children are not getting the education they deserve.

Despite the other facts the number of teachers has been raised rapidly. Example: according to the MEST statistics the number of children registered in 2000/2001 is 303,590 pupils in compulsory school, while Kosovo had only 14,284 teachers (see table 1.2). Nowadays, according to MEST statistics, from 1151 school buildings 992 are dedicated to the compulsory education (primary school) with 301,468 children registered and 17,391 teachers.

Table 1.2 Source MEST – Number of teachers and students in pre – university education (2000/2001)

<table>
<thead>
<tr>
<th>Number of students</th>
<th>Number of teachers’</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Male</td>
</tr>
<tr>
<td>158,621</td>
<td>144,969</td>
</tr>
</tbody>
</table>
Primary education lasts five years and is compulsory for all pupils under the rule of six years up to eleven years of age. While lower secondary education lasts four years and is compulsory for all pupils under the rule of twelve years up to fifteen years of age.

Within this difficult situation, a dangerous trend is emerging. For a variety of reasons, including a lack of economic opportunity and unemployment, security issues, lack of transportation, and cultural biases against educating girls, Kosovo’s girls and boys are dropping out of formal education in droves. Similar reasons and barriers were also presented in a recent analysis on girls’ enrolment and drop-out conducted by UNICEF and MEST. Continuation rates from primary to secondary schools are low among girls, children from rural areas, people with disabilities and from minorities. This project estimates that just under 20 percent of those enrolling in grade one dropout of school by grade eight. In addition, this report refers to a document issued by MEST, UNICEF, CRS, Terres Des Homes and the MEST Statistical Unit which states that only 56.2 percent of Albanian girls aged 15-18 attend school or 65.3 percent of the total number of Albanian children. Primary schools are currently serving 96.8 percent of Albanian girls in the relevant age group (7-14), but the numbers of girls attending school drops dramatically as girls get older. Net attendance rates in secondary schools for both Kosovar girls and boys from non – Serb minorities is less than 50 percent with attendance rates for girls being lower than boys.

The current trend in rural areas is especially stark. Differences between urban and rural students become more apparent as children and youth grow older. The recent MEST/UNIEF girls’ drop-out analysis indicates the clear advantages of being male and living in an urban area, especially at older ages. For example, 73 percent of

---

66 In one survey of 488 rural girls ages 16-19 who dropped out of school, the reasons for dropping out were as follows: economic hardship (48.6%), family obstacles (17.6%), security issues (16.4%), distance to school facilities (10.9%), early marriage (0.2%) and other (5.1%). “Women’s and Girls Education Project Kosovo- Wide Literacy Survey” at 12. The remaining 12% of the people surveyed marked “not applicable.”

8 “Girls’ Enrolment and Drop-out in Kosovo,” UNICEF, MEST, November 2004, p.3 and 4


urban males, age 15-19, are attending school; while less then 48 percent of rural females in this same age group can make this same claim.11

If this trend continues, it will have extremely negative implications for Kosovo’s future. In 2000, the Member States of the United Nations set Millennium Development Goals (MDGs). In accord with UNICEF’s analysis, as detailed in the “State of the World’s Children 2004 Report,” this Capstone suggests that two of those goals – (1) universal education and (2) gender equality and empowering women – are central to all of the other MDGs.12 Long term benefits of educating girls include (1) enhanced economic development, (2) greater chance that the next generation will be educated; (3) the “multiplier effect” (supporting increased health, lower HIV/AIDS risks, lower risk of child labor and child trafficking, etc.); (4) better health for the girls’ future children; and (5) fewer maternal deaths.13

“The State of the World’s Children 2004 Report” states that there are a various strategies for reducing the number of girls and boys dropping-out of school. Some of these focus on school-based solutions such as making classrooms more child-centered and gender-sensitive, promoting health, eliminating gender bias from textbooks and learning materials, scheduling lessons flexibly, and teaching in the local language. Outside the classroom, UNICEF advocates gathering gender-specific education statistics, the provision of early childhood programs, locating schools close to children’s homes, making sure girls and boys are safe, encouraging girls’ participation, and involving the local community.

Many of these strategies are extremely difficult to implement for Kosovo’s nascent education system. Kosova has a tested tradition of community involvement in education that provides fertile ground upon which to base a strategy to involve local communities more actively in girls’ education. During the 1990s, Kosovo’s autonomous status was revoked and authorities in Belgrade asserted control. Kosovo-Albanian teachers, academics and administrators were removed from their posts and buildings but responded by using their own resources to develop a parallel education system. Teachers ran this parallel system that worked with only modest


16
informal remuneration. The Albanian population, both those living in the territory and those working abroad funded this system.

Furthermore, MEST/UNICEF conducted focus groups and a survey which reveals that the majority of respondents believe that children and young people not enrolling and/or dropping out of school is a serious concern. The most vulnerable are the Roma, Ashkali and Egyptian population, people with disabilities and “Albanian girls” (14-18) from rural areas. The Capstone project also points to the cultural perception of gender roles and the purpose of education\textsuperscript{14} and the types of barriers that keep Kosovar girls and boys from accessing available educational opportunities.\textsuperscript{15}

Parents, through PTC (Parent Teacher Council) and UPTAC (Union of Parent – Teacher Associations of Kosovo), will be another target of this project, because until now they were also called to participate in different informal structure, but their support was primarily financial in nature. Despite some “participation fatigue” as a result of this system, a window of opportunity still exists. This project seeks to strengthen the practice of community participation in education. It is hoped that in doing so, Kosovo’s parents, teachers and communities can ensure that Kosovo’s students finish formal schooling.

1.3 Primary and Secondary education 2002-2010

Knowledge of drop-out students has become crucial for expanding educational process and sustainable future. In Kosovo, where many of strategies approved, which required the participation of community. The delivery of formal education in its most basic form is in the domain of the Kosovo government, and any improvements in student attendance can only be achieved with the support of Municipalities and MEST at all levels – from parents, teachers up to the minister’s office. Thus, this project incorporated mechanisms to ensure governmental participation and capacity in dealing with the issue.

\textsuperscript{14} “Girls’ Enrolment and Drop-out in Kosovo,” UNICEF, MEST, November 2004, p 60

\textsuperscript{15} “Girls’ Enrolment and Drop-out in Kosovo,” UNICEF, MEST, November 2004, p 60-66
At the present time, there are few possibilities for disadvantaged students, especially children and those from rural and low income families, to access the right information for elementary schools.\textsuperscript{16} There are neither enough qualified municipal officials, directors and teachers for addressing the very high demand. Further, the educational infrastructures in general in different rural municipalities are in poor shape compared to some of Kosovo’s more urban primary school districts.

Figure 1.2 shows (student level of education from 1-9 on 2002-2003)\textsuperscript{17} that Gjakova has the highest rates of drop-out students for 30\% while the Gijilan has the lower rate with 6\%. While in Figure 1.3 in the same year for level 10-14 Gjilan has the highest rate with 19\% and Gjakova has the low rate with 12\%. This shows up that not in all levels of education in the same municipality the situation is the same. For a certain municipality the age of the students has different impact on drop-outs. Therefore, we should prepare the action plan for “ad-hoc” interventions and instructions for municipal officials, schools and parents. Meantime, in 2008-2010 the situation was almost the same.

\textit{Figure 1.2 Source: Office for planning and analysis -MEST}

\textsuperscript{16} Kosovo non-majority communities within the primary and secondary educational systems, OSCE Department of Human Rights and Communities, April 2009, p.14

\textsuperscript{17} Source: Office for Planning and analysis – MEST, database 2002-2003
This report has goal of improving the quality of education for drop-out students and disadvantaged students in different municipalities. This is in harmony with the MDG (Millennium Development Goals Baseline Report for Kosovo)\textsuperscript{18} (1) “To ensure respect for human rights and community rights standards”; as well as 2010 Outcome (1) “Increased compliance of [...] public officials with human rights and community rights [...] standards.”

Notwithstanding, the “right to primary education”, is affirmed by Article 13 of the International Covenant on Economic, Social and Cultural Rights (CESCR). Similarly, Article 6 of CESCR affirms “the right to work” and the obligation of government to take steps toward providing “technical and vocational guidance and training programs, policies and techniques to achieve steady economic, social and cultural development and full and productive employment under conditions safeguarding fundamental political and economic freedoms to the individual”\textsuperscript{19}.

The main stakeholder of this project includes the primary beneficiaries: disadvantaged students (girl children, and those from rural and low income families) and their teachers in the different Municipalities.

\textsuperscript{18} Millennium Development Goals Baseline for Kosovo 2015, p 23

\textsuperscript{19} International Covenant on Economic, Social and Cultural Rights, Article 6.
1.4  **Strength and weaknesses in existing mechanisms**


Laws, which guarantee the rights of children to education, mainly have an aim to regulate education, pre-university education and training from level 0 until 9 of ISCED including education and training of children and adults that obtain qualifications in these levels. Local laws, which guarantee the right to education, emphasize that the entire teaching process should adjust to skills, affinities and age of each student. They pay special importance to installment of good cooperation between students, parents, teachers, schools, establishing institutions and job positions; providing and improvement physical and mental wellbeing of all students; establishment of civic dignified values; restriction from religious teaching or other activities, which disseminate any certain religion.

However, this report outlines the major strengths, such as: Education is one of the Governmental Priority, laws are in place for compulsory education, curriculum is changed, teacher’s are recently trained to use the computers, there has been a lot of trainings to increase teachers knowledge about the inclusive education, for many of the subjects textbooks are changed and lately school independence management system is almost in place. Another important fact is that Kosovo has started to draft the Laws from zero and there were the chance to adopt the new approach to the best interest of the child. But, these does’t mean that is on satisfactory level since there are major weaknesses in educational system such as: educational mechanisms are not coordinated, conducting teaching in two- four shifts, teachers are not available to meet parents often enough, staff is not always clear to their responsibilities, especially when it comes to parent- teacher partnership and no clear policies, such it is in drop- out case when it happens at local level.

Apart from the above mentioned factor there is one crucial factor that might be counted as weakness and strength, depends on the context of discussion. The structure of the educational system has been changed as well (see table 1.3). The MEST in 2000/2001 made a plan to extend the compulsory education on 9 grades. As seen in the Table 1.3 under “existing structure” there was shown the compulsory education from age 9 – 15, while under the “new structure”, which is current structure of education in Kosovo, the compulsory education was raised to years 6-15. In one way this is the strength because the compulsory education has raised and more children will be involved in the educational process without payments. But, looking into another context this structure has brought a lot of challenges, example: there are no text books for compulsory education on the grade 9, especially now since the MEST, based on the Law on Pre-university Education 2011, needs to provide for free the text- books in compulsory education. For the other grades in compulsory education the text- books are provided for free, and this has imporved the attendance of the compulsory education of pupils in recent years.

Table 1.3 Source: SOK – The Education System in Kosovo

<table>
<thead>
<tr>
<th>Existing structure</th>
<th>Age</th>
<th>Grade</th>
<th>New structure</th>
<th>Age</th>
</tr>
</thead>
<tbody>
<tr>
<td>Preschool education</td>
<td>3-5</td>
<td>Kindergarten</td>
<td>Preschool education</td>
<td>3-5</td>
</tr>
<tr>
<td></td>
<td>5-7</td>
<td>Pre-primary</td>
<td></td>
<td>5-6</td>
</tr>
<tr>
<td>Primary education</td>
<td>7-8</td>
<td>Grade 1</td>
<td>Primary education (compulsory)</td>
<td>7-8</td>
</tr>
<tr>
<td>(compulsory)</td>
<td>8-9</td>
<td>Grade 2</td>
<td></td>
<td>8-9</td>
</tr>
<tr>
<td></td>
<td>9-10</td>
<td>Grade 3</td>
<td></td>
<td>9-10</td>
</tr>
<tr>
<td></td>
<td>10-11</td>
<td>Grade 4</td>
<td></td>
<td>10-11</td>
</tr>
<tr>
<td></td>
<td>11-12</td>
<td>Grade 5</td>
<td></td>
<td>11-12</td>
</tr>
<tr>
<td></td>
<td>12-13</td>
<td>Grade 6</td>
<td>Lower secondary education (middle school) (compulsory)</td>
<td>12-13</td>
</tr>
<tr>
<td></td>
<td>13-14</td>
<td>Grade 7</td>
<td></td>
<td>13-14</td>
</tr>
<tr>
<td></td>
<td>14-15</td>
<td>Grade 8</td>
<td></td>
<td>14-15</td>
</tr>
<tr>
<td>Secondary education</td>
<td>15-16</td>
<td>Grade 9</td>
<td>Upper secondary education (Theoretical and Vocational/Technical Gymnasia and Vocational Schools)</td>
<td>15-16</td>
</tr>
<tr>
<td></td>
<td>16-17</td>
<td>Grade 10</td>
<td></td>
<td>16-17</td>
</tr>
<tr>
<td></td>
<td>17-18</td>
<td>Grade 11</td>
<td></td>
<td>17-18</td>
</tr>
<tr>
<td></td>
<td>18-19</td>
<td>Grade 12</td>
<td></td>
<td>18-19</td>
</tr>
</tbody>
</table>

There is a high number of Governmental Institutions and Governmental Bodies that have mandate to undertake the appropriate actions towards drafting and implementation of state policies as well as more qualitative services towards execution of the Rights of Children in the Republic of Kosovo. Among the most mandated institutions that work in this direction are: Office of Prime Minister, Ministry of Education, Science and Technology, Ministry of Labour and Social Welfare,
Ministry of Local Governance Administration and relevant local level authorities. However, the MEST is responsible for all the issues related to education in Kosovo. Although there is a decentralization system in place and division of responsibilities between MEST and local educational authorities are defined by Law on Education in Municipalities of the Republic of Kosovo 2008.
Chapter 2 – Decentralization in Kosovo’s Educational Sector

The state-building process in Kosovo have been marked with tremendous challenges to the political, economic, and social reconstruction of the country. In particular, the establishment of responsive democratic governance structures has posed a challenge not only to Kosovars, but also to the international peace-keeping community led by the United Nations Mission in Kosovo (UNMIK). As the Kosovar governance system was being gradually established, the UNMIK-centered governance began to transfer powers to local governance structures.

2.1 Decentralization and transferring the roles to the Municipalities

The decentralization of governance in Kosovo has taken primacy among political development. The decentralization is understood not only as a strategy to improve the delivery of public services, but also as a tool for improving ethnic relations in Kosovo. Decentralization had two main purposes: the first to enhance the efficiency and the second the accountability of governance. Among the other services and responsibilities the education is transferred as well at local level. The transfer of competence in Municipalities in 2001 has been planned as one of the prevention mechanism for receiving a different services in rural areas. For example: Illiteracy was higher in rural places than in urban (see table 2.1).

<table>
<thead>
<tr>
<th></th>
<th>Females</th>
<th>Males</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rural</td>
<td>13.7</td>
<td>3.7</td>
<td>8.8</td>
</tr>
<tr>
<td>Urban</td>
<td>7.1</td>
<td>1.2</td>
<td>4.3</td>
</tr>
<tr>
<td>Total</td>
<td>10.2</td>
<td>2.3</td>
<td>6.5</td>
</tr>
</tbody>
</table>

Within the existing governing structure of the Kosovo education system, some areas are directly managed by MEST, such it is: special education/ resource centers and attached classes, pre-school education, etc. However, the exclusive duty of the Municipalities is the implementation of MEST policies, including issues such as
curriculum application, student and school evaluation, teaching methodology, employment and dismissal of the personnel, whereas the Municipal Education Directorate has the primary responsibility of property management, of support services for schools, care and transportation of students, and similar issues.

The decentralization had no impact on improvement of the situation of school drop-outs. According to the report on monitoring the municipalities of Republic of Kosovo, of the Ministry of Local Government Administration (MLGA)\textsuperscript{21}, the Municipalities had different statutes’, the plenty of municipal officials is covering two different jobs, there is a small number of requests at the Municipal Directorate of Education that has been preceded. After the decentralization process there was a need for changing and amending the existing laws and regulations that affect municipal powers. Establishment of new municipalities, new competences and new system created favorable conditions for investments in infrastructure and human capacities. The decentralization of four new municipalities happened recently. Those municipalities were mostly with non-majority community inhabitants. In non-majority community municipalities, especially with Serbian community inhabitants, the educational system is organized in specific parallel system. Although after decentralization, there have been significant improvements of the integration of the Serbian community within a unique educational system, however it may be said that this is still a highly politicized issue and should be considered within a wider political context.

2.2 Existing mechanisms/services in Municipalities

Responsibilities of Kosovo municipalities are set out in UNMIK regulation 2000/45. These responsibilities range from those that municipalities has undertake providing conditions for sustainable economic development; licensing and regulating of building and building activity; local 45 public utility services; pre-university education, primary and secondary education; as well as health services. In addition, they are mandated to implement central authority regulations, including cadastre records, civil registries, and voter and business registration. However with the decentralization process these Municipalities have much more responsibilities at local level.

The law on Local Self Government is issued in mid 2008 and it defines the legal status of municipalities, their competencies and general principles of municipal finances and the relationship between municipalities and central government. Under Article 17\textsuperscript{22} of this law the Municipalities has exclusive competence on: local economic development; urban and rural planning; provision of public pre-primary, primary and secondary education, including registration and licensing of educational institutions, recruitment, payment of salaries and training of education instructors and administrators; promotion and protection of human rights; provision of family and other social welfare services, such as care for the vulnerable, foster care, child care, elderly care, including registration and licensing of these care centres, recruitment; payment of salaries and training of social welfare professionals; and any matter which is not explicitly excluded from their competence nor assigned to any other authority.

Based on Constitution of Kosovo and relevant Laws the government has issued a Law on Education in the Municipalities in the Republic of Kosovo. The purpose of this law\textsuperscript{23} is to regulate the organization of public educational institutions and the provision of public education at the pre-primary, primary, lower secondary, upper secondary and higher education levels in the municipalities of the Republic of Kosovo. From the perspective of the organizational structure the teacher’s report to the School Director, School Director to the Municipal Educational Director (MED) of and the last one (apart from the municipal hierarchy) reports to the MEST.

\section*{2.3 Educational Budget in Municipalities}

Based on the Sources of Ministry of Economy and Finance, on this list of expenditure assignments, three dominate: the specific education (47.6\% of total municipal spending) and health (12.4\%) assignments, and the general municipal administration assignment (37.7\%)\textsuperscript{24}. Municipalities cannot choose the number of employees they want to hire, municipalities cannot set their own pay levels to attract

\begin{footnotes}
\item[23] See, MEST, Law on Education in the Municipalities in the Republic of Kosovo, Article 1.
\item[24] See www.ks-gov.net/mef Budget 2006 spreadsheet
\end{footnotes}
better skilled or better qualified employees, but municipalities can have a micro projects founded by donors and manage the quality of education.

The Governmental Program (2011-2014) has made education one of the highest priority. As one of the fact during the past years the budget has been raised five times more. According to the Government reports 19 million Euros has been spent at the period of 2008- 2010\textsuperscript{25}. The salaries of the teachers are raised for 38%, however the teachers have the lowest salary in the region and still has to be invest in order to improve the inclusion of children in the educational system.

Kosovo Education Strategic Plan 2011- 2016 (KESP)\textsuperscript{26} provides a budget and indicative financing plan for those years. Thus, financing the developments in this strategic plan as well as the emanating recurrent cost implications will require mobilizing resources from a municipalities and number of sources such as international organizations. Without a school level budget there is no way to initiate and support long-term school improvement plans. More than 80% of the education budget in municipalities is financed through the designated Education Grant in the state budget\textsuperscript{27}. The KESP also highlights the responsibility of the Municipalities on the financing of pre-university education. Five pilot municipalities are receiving funding for their schools including for salaries, instruction materials, school maintenance etc. Recently ten municipalities out of the total of 38 have been added to the pilot scheme. The funding is calculated according to a specific formula taking number of population, minority population and surface. MEST has the responsibility to supervise and propose changes in the funding formula, and the inspection that implementation is successful, especially for the reallocation of money that comes directly from MEST, such it is for attached classes – transport of children with disabilities and special schools/recourse centers. Decentralization is also planned for school investments and maintenance – mainly from MEST to the municipal level.

In KESP tables it is very important that it was analysed how much the development and added recurrent costs calculated under the strategy would add to the existing allocation towards the education sector. This is presented in the following. Table 2.2

\textsuperscript{25} See www.ks-gov.net Program of Government of Kosovo 2011- 2014, page 28

\textsuperscript{26} See, KESP 20011- 2016, at http://www.masht-gov.net/

\textsuperscript{27} See, KESP 20011- 2016, municipal responsibilities, p168, at http://www.masht-gov.net/
which contains information from the state budget for 2010. There are some major investments for the sector contained in the budget for 2010 under the column capital outlays.

Table 2.2 Source: MEST; KESP (2011–2016) Kosovo State budget Extract

Table 2.2 shows that capital investments in pre-university education are in the state budget included in “Capital outlays” under Central administration. Out of this approximately 800 thousand € is provided by the World Bank on budget to finance one school. All other capital expenses here are provided by the Kosovo government’s revenue. Also by KESP 2011- 2016 it is envisaged that an expansion of pre-primary education for the 1 to 5 year old children could be financed through fees. It will be important that such fees are destined for their respective institution and not used as a general source of income to the sector.
Chapter 3 – Children’s rights, protection and development

To present an objective situation of children rights, nowadays in Kosovo, is a very difficult and complex issue but at the same time challenging and necessary. The child rights today, are influenced by the general reality which carries a complex history and improvement of child rights in Kosovo requires a national reconciliation, regained trust, creation of bridges of cooperation between all citizens regardless of their ethnic, racial, gender, religious belonging, since only a friendly society, where justice and social, ethnic, religious, and gender equity exist, there are possibilities and maximum safety for the full development of all children in Kosovo.

3.1 UN Convention on the Rights of the Child

The circumstances of child rights in Kosovo, are greatly influenced by: economic situation, respectively poverty, and human development rate, human and social capital. For this reason the situation of child rights is treated by the economic context.

The right to education is determined by the UN Convention on the Rights of the Child Article 26 says that:

“1. Every individual has the right to education. Education should be free, at least compulsory education. Primary education is a compulsory/obligatory education. Vocational education should be general education; higher education should be open for everyone, with full equity based on the merit. 2. Education should aim the full prosperity of the human personality and strengthening the respect for human rights and elementary rights. It should favorite’s well-understanding, tolerance and friendship, between all nations and ethnic, religious groups as well as the development of the activities of the United Nations in education for peace keeping. 3. Parents have the right to choose education for their child.”

28 See: http://www2.ohchr.org/english/law/crc.htm
3.2 Legal Protection for children in Kosovo

The Government of Kosovo aims to achieve international standards of children’s rights that are determined with the Convention on the Rights of the Child, and also to facilitate an increased efficiency of existing mechanisms and to guarantee that established norms on children’s rights are implemented and upheld. Based on article 22 of Constitution of Kosovo\(^{29}\) International Agreements and Instruments are directly applicable in Kosovo. One thing that is known is that Kosovo has a large youth population, and that the child poverty rate is over 48\%.\(^{30}\) Poverty rates among children and youth are higher than of the general population, and extreme poverty rates are two times higher for families with disabled children.\(^{31}\)

Article 25 of the Constitution of the Republic of Kosovo\(^{32}\), foresees protection of survival and child development, on which occasion stresses “Each individual enjoys the right to life.” Since in the Constitution is included also the International Convention on Civil and Political Rights, then this right is guaranteed also by its Articles 2 and 6. Besides the other, the International standards clearly state that children should be treated in human manner and their dignity should be respected, which should be invulnerable and ground of all actions, however Kosovo has no law explicitly for children rights. The rights of children are included in the different laws such as education, health, labour, social protection etc.

It is of special importance to stress that, “In all matters related to offering of services to children and families, the best interest of child should be the first and most important consideration”\(^{33}\). The best fulfilment of a child is considered then when their needs for their physical and psychological needs are fulfilled within the context of his natural family.


\(^{30}\) European Commission, Kosovo 2011 Progress Report, p. 17.

\(^{31}\) UNICEF Office Kosovo, Kosovo Poverty Study, 2010 available at childpovnetwork.webs.com/UNICEF%20Kosovo/Kosovo%20Child%20Poverty%20Study_Odessa%20No%20pics.PPT

\(^{32}\) See, Constitution of Republic of Kosovo, Article 25, http://www.kushtetutakosoves.info/

\(^{33}\) See, MLSW, Law on Social and Family Services in Kosovo, Article 9.1 http://mpms.rks.gov.net/
Positive efforts of the Kosovo institutions such as the establishment of the Committee for Prevention and Elimination of Child Labour should be encouraged and further strengthened. The budgetary allocations, however, are too low to achieve the activities outlined in the Strategy and National Action Plan on Children’s Rights (2009-2013).  

### 3.3 Discrimination and prevention in Primary and Secondary education

Constitution of Kosovo prohibits discrimination: race, color, gender, language, religion, political or other opinion, national or social origin, relation to any community, property, economic and social condition, sexual orientation, birth, disability or other personal status. The principle of equal treatment it is stated also in Law for Non – discrimination 2004. However discrimination in primary and secondary education regularly occurs on basis of gender, ethnicity, religion, disability, etc. However, based on 2001 report of the SOK we can notice that Kosovo education attainment is lower than in all regional countries. (see figure 3.1). Even though there is not only compulsory education shown on the table (since Kosovo had no reliable data to compare with the other countries) this can be one of the examples which shows the low rate of education in Kosovo in comparison with the other countries in the region. Local laws, which guarantee the right to education, emphasize that the entire teaching process should adjust to skills, affinities and age of each student. They pay special importance to installment of good cooperation between students, parents, teachers, schools, establishing institutions and job positions; providing and improvement physical and mental wellbeing of all students; establishment of civic dignified values; restriction from religious teaching or other activities, which disseminate any certain religion.

---


35 See, Law on non-discrimination 2004, at [www.kuvendikosoves.org](http://www.kuvendikosoves.org)
In recent years there has been an advancement in the legal and policy framework for persons with disabilities, but further developments suffer from a lack of reliable information about the nature and prevalence of disability. Factors that contribute to the social exclusion of people with disabilities are not effectively addressed by the National Disability Action Plan\textsuperscript{36} and other policy documents and laws. There are few activities targeting social attitudes which perpetuate stereotypes of the disabled as dependent and in need of care. Social exclusion contributes poor educational outcomes and even illiteracy.

Specific problems faced by persons with disabilities includes: physical accessibility to buildings; a lack of public transportation; no reserved parking spaces; no information on sign language and the Braille alphabet; no personal assistance; unavailable or costly drugs; no professional development programs; no curriculum for children with special needs; no orthopedic equipment and no social protection benefits. The MEST

\textsuperscript{36} See \url{www.ks-gov.net/OGG/OPM} National disability action plan 2009-2011
also adopted the Strategic Plan for Organizing Inclusive Education for Children with Special Educational Needs in Pre-University Education 2010-2015\textsuperscript{37}.

Apart from persons with disabilities, there is still a lot of non-majority community who are not enrolled in the school, especially among the Roma, Ashkali and Egyptian community. Many of them are repatriated in Kosovo recent years. Most of them do not speak any local language and Municipalities must organize extra teaching classes in order to reach qualitative education. The government made limited progress implementing its Roma, Ashkali, and Egyptian integration strategy. Roma, Ashkali, and Egyptians continue to face persistent discriminatio and it is estimated that they have the highest school dropout rates in Kosovo.

Besides, other problems with vulnerable childrens there is an phenomenon of violation that couse the drop out of the lower secondary education pupils. Law on Pre-university Education (Article 4) prevents clearly physical punishment or any kind of form of humiliating punishment in all school institutions, being public or private ones. As well as requires to be undertaken reasonable steps to protect students from injury or any kind of insulting action. Except Law on Pre-university Education the use of violation in schools is sanctioned also by other legal documents, such as: Law of Education Inspection; Ethical Code for Teachers; Code of Conduct and disciplinary measures for students of secondary schools; and Administrative Instruction “Prevention, termination and initiation of disciplinary procedure for educational personnel”. Rules of school to be published and posted in an obvious place in every school and one copy to be given to each student when he/she is enrolled.

\textsuperscript{37} MEST Strategic Plan for Organizing Inclusive Education for Children with Special Educational Needs in Pre-University Education 2010-2015
Chapter 4 – Educational records to help dropout prevention

Generally Kosovo have a lack of data about its inhabitants. The family backgrounds appears to be one of the main determinants of individual educational achievement. Taking into account the situation of 1999 in Kosovo the only way of prevention dropouts was following these statistic rates of drop-outs, transferred and enrolled students. This chapter outlines the progress and shortcomings regarding first data collection mechanisms and challenges on data management system.

4.1 Kosovo Educational Recording Process 1999-2009

In 1999 the Kosovo government started the discussion of establishment of the Statistical Office in Kosovo (SOK) which is aimed at collecting, reporting and processing data at all levels and fields about the Kosovo inhabitants. In 2001 there has been the first report about very general issues in Kosovo. However the data for education were not satisfactory to support the planning process of the educational reforms. In order to organize proper work in the field of education in 2004 the World Bank supported the establishment of an Educational System Management Information (ESMI) which was aimed at collecting, processing, reporting, monitoring and dissemination of relevant statistical data in education. Kosovo’s legislative framework grants the MEST a leading role in planning, coordinating and reporting on educational developments in Kosovo.\(^{38}\) Based on inputs from schools, municipalities are required to report dropout rates to the Ministry.\(^{39}\) To fulfill these obligations, institutions must collect reliable data on school enrollment and dropouts.

---

\(^{38}\) Section 11 of the Law on Primary and Secondary Education: “The MEST shall plan, co-ordinate and monitor the development of pre-primary, primary and secondary education in Kosovo.” The Law on Pre-University Education (article 5.1.6) introduced an obligation for the Ministry to develop and maintain an education management information system to monitor, among other things, school dropouts.

\(^{39}\) According to Section 18 of the Law on Primary and Secondary Education, municipalities shall “co-operate with the MEST in its role of planning and co-ordinating.” MEST Decision 375/02-1 2006 also instructs school directors to report on school dropouts. The Kosovo Education Strategic Plan 2011-2016 more precisely foresees that all schools record “accurate evidence of all dropouts.”
However, according to MEST reports, the overall enrolment rate for lower secondary education has remained high over the past five years.\textsuperscript{40} The official dropout rate in compulsory education has ranged from 0.6 percent to 0.8 percent since 2006, largely under the regional average.\textsuperscript{41} However, these reports indicate that the official statistics provide inaccurate and unreliable information on school dropouts. The drop-out rate are usually higher at the rural places, therefore the Kosovo government have produced the strategy for education for rural people in Kosovo (2004- 2009)\textsuperscript{42} and program intervention for education of people in rural areas (see figure 4.1)

\textit{Figure 4.1 Sources: FAO –Intervention program to achieve the goals for education of rural people in Kosovo}
One of the important issues raised on this strategy was keeping the records for the children based on the attendance and gender issues. The overall budget foreseen for implementation of this program was 17 million euro. However, this strategy was partially implemented, with different reasons: changes due to the educational system at central level, decentralization, lack of donor coordination, etc. Investment in education in rural areas should be still priority of the municipal and central authorities. In the long term this strategy could be adopted as a work plan for the municipalities that has a remote areas, due to the long distance from school to the children houses, which is a potential for drop-outs, since the Municipalities has no organised school transport for all children.

Nowadays, most schools seem to keep records of student enrolment, few keep full and accurate records of dropouts. The data of MEST is inconsistent with reports from non-governmental organizations which reveal high dropout rates, in particular among the Roma, Ashkali and Egyptian communities, which has the highest rate of drop-outs in Kosovo.

4.2 Information and Data-base management

This assessment has identified three types of discrepancies in the collected data. First, in school statistics, the number of students at the end and at the beginning of the school year is sometimes inconsistent with the number of dropouts reported. For instance some schools reported a higher number of students at the end than at the beginning of the school year, with no mention of where the students came from. Similarly, a number of schools record less students at the end than at the beginning of the year, but no dropouts or transfers are recorded. While some schools reported dropouts although the number of students remained the same throughout the year. Second, the data gathered by the municipal department of education does not always correspond to MEST statistic and NGOs dealing with this issue, even though the datas are collected from the same officials. Third, there are contradicting figures from different central level institutions. For instance, during the school year 2008/2009, the Statistical Office for Kosovo (SOK) recorded a 0.4 percent dropout rate in compulsory education while the MEST recorded 0.7 percent the same year.\textsuperscript{43}

\textsuperscript{43} SOK, Statistics of education 2009/2010; MEST, Kosovo Education in Figures 2008/09, p. 23.
Furthermore, interviews with Municipal directors has shown that under the existing system, education authorities cannot track “hidden dropouts” — those children who never registered in school. In particular, of all surveyed municipalities where Roma, Ashkali or Egyptians live, or people with disabilities.

### 4.3 Future reporting expectations

The absence of proactive and professional behavior from a number of school directors undermines the accurate collection of data. Many school directors do not pay special attention to school abandonment because they have reportedly not received any relevant instruction from municipalities or the central level. The quality of reporting is also correlative to schools’ institutional memory. The majority of newly-appointed school directors could only provide the data collected since the beginning of their assignment. Similarly, municipal directors of education do not systematically request data collection, archiving and management from schools.

Finally, some school directors appear to be reluctant to provide accurate information as they want to preserve the school’s reputation and budget. The applied legislation conditions school budgets on, inter alia, student enrolment,⁴⁴ may give school directors an incentive to keep students on the school registries even if they no longer attend. Teachers’ jobs may also be at risk if the student/teacher ratio is not reached.

The future expectation of data management system is to act based on the students rates of drop-out and to establish work plans at local level in order to improve the educational attendance. This will have impact on budget and Municipalities will have clear picture how much money do they need during the year. Furthermore, the records will be a good preventative mechanism to prevent school drop-outs.

---

⁴⁴ See Article 28.3.1 of the Law on Pre-University Education
Chapter 5 – Public awareness of educational drop- outs

The MEST has taken some initiatives aimed at the reduction of dropout rates. In 2005 and 2007 in co-operation with Catholic Relief Services (CRS) and UNICEF, the Ministry developed handbooks aimed at raising teachers’ awareness on dropouts. The MEST also issued a series of administrative instructions, including on the organization of catch-up classes for students who drop out of schools. Furthermore the MEST has a lot of projects with International and local NGOs to increase public awareness. However there should be a particular support to the parents and teachers for case management of drop - out child. The possible way to achieve this is through teacher's trainings, drafting guidance and establishment of consultancy offices.

5.1 Support parents regarding drop- outs prevention

The Ministry has made some inroads in the implementation of policy documents related to the education of categories of children more inclined to drop out of school. For example; for objectives included in the Action Plan on the Implementation of the Strategy for the Integration of Roma, Ashkali and Egyptian Communities in Kosovo, the MEST has taken some initiatives aiming at increasing the enrollment and attendance of Roma, Ashkali and Egyptian children such as roundtables with parents, targeted support to children with specific language and learning challenges, scholarships and the provision of free school books.

The Law on Pre - University Education in Kosovo foresaw sanctions for parents who do not enroll the children in the compulsory school. However, Kosovo Government due to the bad economical conditions after situation of 1999, have used incentive measures as one of the best ways for Kosovo educational system. Within this Law the special attention has been shown to the parents as well. But taking into consideration the law educational background of the inhabitants of Kosovo there is

---

46 MEST, Administrative Instruction 03/2004 - on non-formal education.
48 See, Law on Pre University Education, Article 17.4, p.15
still a need to raise awareness and support the parents on drop-out prevention of their child. Based on the survey findings 70% of the parents are not aware of penalties for child non-attendance in compulsory education, most and only 30% are aware (see figure no. 7.13). Kosovo have not used the penalties until now. The government authorities used incentive measures in order to motivate parents to send their children to school.

Even though for 96% of the teachers (see survey findings - chapter 7), based on our survey findings drop-out rate is a concerning issue, there is no other sanction mechanism that can be applicable for parents in daily correspondence. Most of the parents are used to wait for the different benefits in order to have the mandatory education of their children.

5.2 Teacher’s training for drop-out prevention

No training of education staff has been carried out to raise school teachers’ and directors’ awareness on either the importance of tackling dropouts or on discrimination in education. Finally, there are no examples of MEST-supported initiatives targeting girls’ education, access to pre-primary school, organization of
catch-up classes or summer schools, including for Roma, Ashkali and Egyptian children.\textsuperscript{49}

Recently, MEST made a plan for teacher's training for using a new Curriculum, but the time and resources are that training might lack depth. MEST has taken leadership in developing a framework for reform of the pre-service system of teacher training. The Faculty of Education had a first cohort of 300 students in 2002-2006. There are still a lot of unqualified teachers that are attending 2 years of extra degree in Faculty of Education. Based on the new system is by August 2020 it's expected all teachers to be qualified. In spite of overall good coordination of initiatives in the area of in-service teacher training, there is still a considerable amount of fragmentation that weakens the potential for sustainability.

\textbf{5.3 Publications and drop-out guidance}

Almost all school directors surveyed cited economic reasons as the primary cause of students leaving schools. Poor children are affected in a number of ways. Their families may not be able to afford to pay for books, materials, transport, clothing and meals. These children may also have to work in order to contribute to the family income. As poverty is correlated with education levels, their parents may not be able to provide them with the support needed throughout different levels of education.\textsuperscript{50} Therefore is strongly recommended a drop-out guidance which useful for school directors, teachers and parents in development of the plans for interventions of student drop-outs.

Based on the 2011 Law the professional assessment of the child should be in cooperation with children, teacher and parents. Article 41 gives us a new form of the support through the consultancy in the paragraph 1."Each municipality alone or in cooperation with other municipalities shall establish an expert assessment and support team for special educational needs comprised of education, social work, psychology and rehabilitation specialists, as external support to educational and/or training institutions, and to provide counselling and guidance to teachers, pupils and parents."

\textsuperscript{49} Upon initiative and support of the World Bank, the MEST introduced an education monitoring information system (EMIS) in 2002. It aims to gather, process, report, monitor, evaluate and distribute statistical data and relevant education indicators. Since September 2011, EMIS has been updated to software.

\textsuperscript{50} See UNDP, \textit{Kosovo Human Development Report 2010}, p. 56.
parents"). Based on our survey findings 96% of teacher respondents were willingness to have any guide on drop-out prevention and only 4% answered “no” (see below figure no 5.2). Even though teachers had a few trainings regarding the prevention of student drop-outs in general from the different agencies still there is a request to have any guide or brosure that will increase their knowledge about their issue. That's why this project has produced a guide (see appendix - General Drop-Out Guide)

*Figure no 5.2. Would you accept to have any guide to increase your knowledge about the prevention on student drop-outs?*

In Kosovo there is no consultancy offices in the schools. We do not need to have a professional teachers to deal with alla problems if we have and to achieve the inclusion of the child if we have the consultancy offices compiled by different experts which can help the profesor of mathematic, physic or other professors to deal with challenges of the social problems of the chld. Example the consultancy office can support teacher of mathematic in defining the time and the exam content based on the disability or learning difficulty of the child. This might be one of the perventional mechanisms for school drop-out. It happened in the paractice that childrens could not follow the programe and they were absence in the specific classes. In those cases the teacher who is responsible of the class can follow, if the student is always absence on the same subject than the consultants/experts can advise what to do to prevent drop-outs.
Newertheless, in case of school drop-outs the consultancy office can produce a guide to show what and where should be reported the case and how teacher’s, parents and municipal officials should deal with the case. A major problem in Kosovo is hiding the facts of the negative phenomenoms from the school directors. Most of the reports do not have the drop-out rate or other negative phenomenoms. The publication of those statistics can get closer donors to know what is the problem and where the money should be focused on the future projects. Media is one of the most powerfull component in all this process.

5.4 Media and public awareness campaign

Dropout rates differ based on the purpose of the measure, the definition of a dropout, the availability and accuracy of the data, and the time period covered. Some of those can be shown as data in TV or radio in order to raise public awareness about the compulsory education and the drop-out rates. Apart from that the campaign and different publications such as: leaflets, handbook, guidance might be of help to prevent the drop-outs.

The practice has shown that lately there has been a lot of shows for the discrimination and difficult economical conditions in the families. A lot of houses has been constructed and the municipal authority has been attracted through those shows for the school drop outs of the students. Given that many concepts in those shows are new to Kosovo TV’s, increasing public awareness and technical knowledge among government officials about the meaning of the law are only the first steps in a multi-step process. Additional steps include stimulating members of the public who experience discrimination to report it, and seek effective remedies; and supporting the further development of legislations and its implementation through the executive and judicial branches of government.
Chapter 6 – Role of parent- teachers association and other services for drop-out prevention

The 2002 Law on Primary and Secondary Education did not foresee specific measures against dropouts, it gave the responsibility to the MEST and to municipalities to guarantee the right to education to all children.\(^{51}\) The 2011 Law on Pre-University Education introduces obligations for both central and local institutions in preventing and combating dropouts in cooperation with parents.\(^{52}\) Authorities are also required to take special measures for the inclusion and the retention of groups over-represented among dropouts including girls, children with special needs and Roma, Ashkali and Egyptian children.\(^{53}\) However, the role of parents and teachers in organized way are the key instruments to prevent drop-outs.

6.1 Role of Parent –Teacher Association

Despite the lack of guidance, consultancy and co-ordination, some schools and some municipalities have taken positive steps towards preventing or combating school dropouts, including among vulnerable children. It happened many times that the only information came from a meeting with parents. Therefore, parents plays the significant role on child educational development.

Also, municipalities were not requested to allocate funds for the implementation of measures against dropouts. Therefore, only very few municipalities surveyed have requested financial support from the central level to tackle this specific issue, in many cases because they knew the economical situation of the family. It is reasonable to conclude that there should be more specific requirements regarding municipal obligations to fund dropout prevention, even through Paret Teacher Association (PTA).

\(^{51}\) Sections 3 and 17 of the Law on Primary and Secondary Education.

\(^{52}\) Articles. 5.1.4 and 15.2.6, Law on Pre-University Education.

6.2 Re-establishing Parent-Council

Parent-Teacher Councils have been established many times. Due to the lack of support from MEST and Municipality they didn’t last for a long. Nowadays the parent council is one of the core issues in the different administrative instructions and laws. However there is still to be done in practice. Article 19 of the Law on Pre-University Education says that each educational institution should have the Parents Council. This Council should be determined by a special bylaw. On 2004\(^54\) MEST has established the parents Council on the school, municipality and national level. Based on this bylaw, which is still in function in one way- until the new Administrative Instruction will be in place the Parent Council had a clear role and job description in the decision making process of the educational system in Kosovo. This Council had no office and in a short period of time it was not functional.

Re-establishment of the Parent Council is one of the major current challenges of the schools. The school directors does not have any idea how to motivate parents participation in these regular meetings. The parent’s excuses are they have bad economical conditions and need to find the job so there is lack of time for those involvements. MEST have taken some steps to improve this situation, but there is lack of representatives of parents who lives in rural areas. For the moment, MEST is looking to have a new Administrative Instruction which will oblige the parent’s participation and representation in the different educational processes. As noticed on survey findings current collaboration between teachers and parents is not so promising. When teacher’s were asked about the cooperation with parents 80% of the teachers answere were that collaboration is at low level, while only 19% of parents shared the same opinion. As shown in Figure 6.1 the parents respondets said that they are satisfied with the cooperation of teachers and 63% answered that their cooperation is "High", only 16% of the teachers had the same answer.

\(^{54}\) See MEST, Administrative Instruction no 6/2004
Based on the current situation, the teachers expectations are high for the better cooperation in the future, however the situation needs to improve in a short period of time.

### 6.3 Strength the Task Force Structure

In 2009 on the initiative of its human rights unit, the Ministry established a working group on “school abandonment.” The working group drafted the Action Plan Against School Abandonment.\(^55\) Since the adoption of the action plan, modest progress has been noted in improving the legal framework. The 2011 Law on Pre-University Education explicitly mentions measures against dropouts and highlights the MEST’s fundamental role in providing guidance to municipalities and schools.\(^56\) The MEST also prepared an administrative instruction for the establishment of teams responsible for preventing and combating dropouts and non-enrolment in every school and municipality.

Despite the positive steps outlined above, much remains to be done by the MEST to implement policies against school dropouts in Kosovo. As relevant sub-legal acts are

---

\(^{55}\) This action plan was included in the Kosovo Education Strategic Plan 2011-2016.

\(^{56}\) Articles 5.1.4 and 15.2.6, Law on Pre-University Education.
not harmonized with primary legislation, the MEST cannot provide effective guidance to municipalities and schools. The MEST working group on dropouts has reportedly not met in over a year. In the past it sed to be called as Task Force Group which will meet at “ad- Hoc” bases.

Little has been done by the MEST to develop special educative measures for children who dropped out of school, such as non-formal education opportunities and psychological support.

6.4 Inter-Sectorial approach and NGO support groups

There are a lot of issues that requires inter-sectorial approach, example: if the child with physical disability cannot enroll the compulsory education it might be that he/she needs a wheelchair. Or if the child of Roma, Ashkali and Egyptian Communities is not attending the school it might happen that they need the social assistance, or NGO representative support. Therefore, local authorities should use the inter-sectorial approach in order to prevent school drop-outs. Based on survey outcomes 5% are responsible NGOs and the different agencies for idrop-out rate (see figure 6.2), therefore the inter-sectorial approach should be strengthed.

*Figure no 6.2. Which one is responsible for the drop-outs?*
Chapter 7 – Descriptions and initial outcomes from survey

Kosovo’s existing legal and policy framework provides mechanisms to monitor and combat school dropouts, in particular since the adoption of the 2011 Law on Pre-University Education and the Action Plan Against School Abandonment. However, education stakeholders’ lack of genuine commitment to tackle dropouts has rendered this framework hollow.

To date, there is no systematic monitoring of school non-attendance, non-enrollment, transfer and dropouts. When available, the data is incomplete and inaccurate which results in the overall dropout rates being either under or overstated. Furthermore, reasons of dropouts are not researched. Without accurate and reliable data collection and analysis, all programs and actions aiming at combating school dropouts are bound to fail.

Despite some sporadic actions by central and local authorities, in practice little has been done to prevent and combat school abandonment. Little efforts have been made by central level institutions to ensure that municipalities are adequately informed about measures included in the Action Plan Against School Abandonment, adopted in 2009. School dropouts have not received the necessary attention because of the lack of concrete instructions from the Ministry of Education, Science and Technology and the poor coordination between the health, education and communities sectors in municipalities. Much remains to be done in the provision of additional long-term support to children likely to abandon school early.

7.1 Formalization to the project methodology (survey and Questioners)

In order to determine the drop-outs issue, for this Capstone project was develop several questioners consisting of 10 – 20 questions open – ended and closed - ended items that gathered information about the drop-out problems in pre- university Education in Kosovo (The core questions addressed by the survey you can find in
Appendix A, E and F). Furthermore, for research of this report was used the quantitative and qualitative approach to generate data’s and information’s, however the quantitative conduct of research was given preference over the qualitative approach.

In addition, the survey also included also some interviews with experts, so the survey takes on the characteristics of descriptive and casual research. IN the type of research used the main goal is the presentation data gathered regarding the research topic. Survey research is the main type of research process that was utilized in the study conducted regarding the reasons of the school drop-outs on the issue of compulsory education.

The use of survey research includes techniques such as: questionnaire, interviews and other data gathering techniques (book reviews, phone conversations, e-mail chats. etc). The essential part of the research process is the comparative study to pre-existing related results in the previous years. For each data the teacher’s and parents were asked to speak about their experiences for drop-outs and the probable reasons.

By using the observation method of research to collect data’s from what others have written and expressed on obesity, so it makes able to pin down the theories and findings to fill in the gaps and make comparisons on what has been done and what still needs to be done to address the problem of obesity.

**a) Formulation of questioner**

In the research process, the research questions set the goals for undertaking the study. In the research process one of the most important concepts is the variable, which has effects on the responses of the specific group who are very close to the drop-out child. Therefore, in the preparation of the questionnaires, were considered issues raised form expert interviews, different literature reviews, previous survey findings and casual discussions with social workers.

The only important thing was to take care and prioritize the data that are needed to be measured and to ensure that the determination of the data’s can be measured.
b) Setting Criteria

In order to gather the data we had to look on the different perspectives, teachers and parents. Therefore, we created two different questioners with the different questions. But, in order to get the right person interviewed we set criteria, as below:

a) For experts:
   1. Working on school drop – out projects
   2. Working in International and National Organizations
   3. Have experience with the Kosovo education system
   4. Having different professions (sociology, psychologist, etc)

b) For teachers:
   1. In each region\(^{57}\) interview 5 teachers
   2. by professional experience interview teachers who have more experience and also the new recruited teachers
   3. Ensure that half of them are from rural and half from urban zones
   4. Select interviewers from primary and secondary schools
   5. Gender equality (interview mails and females)
   6. Possibly select some interviewers with different ethnic community

c) For parents:
   1. In each region\(^{58}\) interview 1-2 parents
   2. Possibly identify the parent of drop - out child
   3. Possibly interview mother or father of the drop – out child

c). Data organization and analysis

The main priority in the organization of the data is the determination of the relationship to the main goals and objective. The responses gathered also translate to the needed data in relation to the reaction of the population to the threats brought

\(^{57}\) 5 regions of Kosovo divided by UNMIK on 1999

\(^{58}\) 5 regions of Kosovo divided by UNMIK on 1999
about by the drop-outs. The organizations of the data’s are shown up in different tables, charts, figures and have been analyzed with the previous surveys.

**d) Quality of data gathered**

The quality of the data gathered are affected by the social problems that can be involved the research study. This affect the validity of the data gathered. One another factor that affects the validity of the data is the influence in the answers of the respondents, because of specific conditions in the family and because certain questions lead to multiple choice answers. Another factor that can lead to the integrity of the data gathered is the ethical considerations. This is due to the fact that the responses given were analyzed and compared with different laws, international standards and by the pervious researches conducted. In general the quality of data gathered was expected based on the knowledge of teachers and parents.

**e) Limitations**

The specific limitation on this survey was the summer times and schools were in holidays, so the approach to talk with more teachers and have as much as different opinions of teachers in each municipality were impossible. Also, it was very hard to find the parents of drop-out children’s, the places were they live and to convince them in order to discuss about these issue in general.

**7.2 Discussion of finding issues**

To perform the analysis, the crucial issues in this survey are the answers of the teacher and parents, since the child must be in a famous triangle children life cycle development, as in a figure no 1.
For this analysis, the following attributes are separated from the triangle but will be presented the common issues and changes on the responds between parents and teachers. Therefore the information collected shows that the drop-out rates from teachers, parents and experts opinion.

Teachers and parents are grouped based on the regions, in terms of their rank at the enrolment and the school that drop-out children attended. Based on the performed analysis, graphs are selected which in the best way describe the structure of current students registration within the school and its correlation with the drop-out.

Table 7.1 shows children registered in primary schools and the drop out rate from 2002 – 2009, while table 7.2 shows the children registered in secondary schools. According to the standards, Table 7.1 and 7.2 allows the interpretation of Figure 7.1 which presents the student dropouts in terms of attending schools is a responsibility of the parents and teachers together. It is obvious that they are the first direct people in contact with the child and they have to be first identification indicators.
Table no 7.1. Source MEST: Students drop-out rate in primary school for 2002-2009

<table>
<thead>
<tr>
<th>School year</th>
<th>Total children registered</th>
<th>Student Drop - outs</th>
<th>Male</th>
<th>Female</th>
</tr>
</thead>
<tbody>
<tr>
<td>2002/03</td>
<td>340 257</td>
<td>5682 (1.67%)</td>
<td>3075 (54%)</td>
<td>2607 (46%)</td>
</tr>
<tr>
<td>2003/04</td>
<td>354 918</td>
<td>5703 (1.61%)</td>
<td>2654 (47%)</td>
<td>3049 (53%)</td>
</tr>
<tr>
<td>2004/05</td>
<td>355339</td>
<td>4141 (1.17%)</td>
<td>1932 (47%)</td>
<td>2209 (53%)</td>
</tr>
<tr>
<td>2006/07</td>
<td>300703</td>
<td>2431 (0.81%)</td>
<td>948 (38%)</td>
<td>1483 (61%)</td>
</tr>
<tr>
<td>2007/08</td>
<td>322107</td>
<td>2250 (0.69%)</td>
<td>1080 (48%)</td>
<td>1170 (52%)</td>
</tr>
<tr>
<td>2008/09</td>
<td>316910</td>
<td>2102 (0.66%)</td>
<td>1109 (52%)</td>
<td>993 (47%)</td>
</tr>
</tbody>
</table>

Table no 7.2. Source MEST: Students drop-out rate in secondary school for 2002-2009

<table>
<thead>
<tr>
<th>School year</th>
<th>Total children registered</th>
<th>Student Drop - outs</th>
<th>Male</th>
<th>Female</th>
</tr>
</thead>
<tbody>
<tr>
<td>2002/03</td>
<td>66968</td>
<td>1554 (2.32%)</td>
<td>992 (64%)</td>
<td>562 (36%)</td>
</tr>
<tr>
<td>2003/04</td>
<td>68361</td>
<td>2433 (3.56%)</td>
<td>1570 (65%)</td>
<td>863 (35%)</td>
</tr>
<tr>
<td>2004/05</td>
<td>68976</td>
<td>1428 (2.07%)</td>
<td>982 (67%)</td>
<td>446 (33%)</td>
</tr>
<tr>
<td>2006/07</td>
<td>84297</td>
<td>2425 (2.9%)</td>
<td>1604 (66%)</td>
<td>821 (33%)</td>
</tr>
<tr>
<td>2007/08</td>
<td>90180</td>
<td>3321 (3.7%)</td>
<td>2429 (73%)</td>
<td>892 (26%)</td>
</tr>
<tr>
<td>2008/09</td>
<td>96115</td>
<td>3246 (3.4%)</td>
<td>2302 (70%)</td>
<td>944 (29%)</td>
</tr>
</tbody>
</table>

Therefore, the information collected from survey shows that the drop-out rates variate from year to year. Especially, the data's shown in the primary school shows the decreasing numbers, while in secondary school table shows the increasing numbers. The experts in this field think that there are a lot of factors that prevent the children to attend the compulsory school:

"Family factors:

a) The economic issue which is related with the family incomes and the possibility of the parent to buy necessary thing needed for their children attendance in the school.

b) Level of the parent education which immediately impacts children education

c) Lacks of transportation, especially in the rural areas were the children have to travel long distance to their schools.

d) and cultural biases against educating girls, often girls are “victims” of choice in cases were due to lack of money families have to chose between the daughter and the son education
School factors

1) Lack of cooperation with the parents and their engagement in the school life, Parental involvement for me is a key factor;

2) Children educational achievements in the school (meaning success) are often a key element in drop-outs.^[59]

While the other expert on drop-outs think that there are also some other factors which prevents the child from the compulsory school such as: "child labor, internal or cross-border migration of families or children, peer pressure and social exclusion, family structure and educational background, lack of friendly school facilities, lack of communication between children, parents and schools, low level of community involvement in supporting social mobilization and promotion of education, lack of proper strategies at the municipal and school level addressing school drop-outs and providing long-term alternatives for children to return to schools"^[60].

When teacher and parent respondents^[61] were asked to describe "what they associate the word drop-out with" (see figure no 7.2) and provided a multiple choice list of concepts, many of teachers, around 82% said that "drop-out is a permanent non-attendance to school", while 97% of parents shared the same opinion. Other respondents teachers, around 10% answered "partial attendance to school", the parents didn't share the same opinion in this regard. And the rest 7% of the teachers said that "Unjustified absence in class" and 3% of parents said that "others" mentioned specific issues such as potential drop-out students.

---

^[59] See Appendix B, Questioner for expert Shkumbin Arifi

^[60] See Appendix C, Questioner for expert Nora Demiri

^[61] The term "respondent" in this report has been used to describe the participants in this research who answered survey questionnaires through interviews.
It can be seen that the teachers and parent’s opinion are similar about the drop-out definition in most of the answers. The word “Drop-out” seemed to correlate with their social status, ethnic background, and perhaps their own personal experience of discrimination. In order to clarify these issues there was another question such as “Is it student non- attendance a concerning issue?” and 96% of the respondents’ teacher said “yes”, while only 4% of them said “no” (see below figure 7.3).
Similar to the responses generated by interviews of the previous question the socio-economic problems it seems to be more problematic issue in the family and it appears also to the teacher’s problem issue of the development of the child. Thus, teachers in reality most often define socio-economical problem as a main reason for “drop-outs”. That’s how it is shown even in results of the Figure 7.4. For the question “does the social, economical and family problems develop into drop-outs”, where 98% of the respondents answered “yes” while only 2% answered “no”.

**Figure no 7.4 Do the social, economical and family problems develop into drop-outs?**
On the questioon “What is the probability of drop- ous in your city” (see below figure 7.5), 57% respondents perceive that the drop- out is very “low” and 28% of them “Moderate”, whereas other 13% mentioned “high” or 2 % “Very high”. None of respondents offered additional opinions such as “I don’t know”. From the experts point of view the phenomena of drop- ous is a serious concern for the entire society and the probability rate is always potential to be higher, if the educational system will not be improved in the future, especially for the compulsory school.

A considerable number of teachers 64%, in the focus group discussions noted that drop- ous exists and that the responsible for that is in the first line are parents, 13% teachers and in the other line 5% are responsible NGOs and the different agencies. Only 18% of them listed in their note as a responsibility of government and others believe that there is a decrease of occurrence of drop- ous in comparison to previous years and that the situation is improving, therefore our government with the development of the different strategies do not need to worry so much.
However, some respondents still answered that it is necessary to involve the parent discussion if there is potential identification of drop-outs. That means that 95% of them responded “yes” and only 5% responded “No”, at least not at that early stage (see figure 7.7).

Figure no 7.7. In your experience, is it necessary to be involved parent discussion if there is identification of drop-outs?
The expert Arifi think that “Beyond children drop - out there is always a parent that decides”. However, Mr Arifi says that parents should be closely linked with schools and they can play crucial role in organizing extra - curricular activities with all children and can be a link between the family and school. In these cases the schools should also have an extra strategy how to work with parents.

A considerable number of teacher respondent in the focus group discussions note that “municipal strategy on drop- outs” can prevent it. Some of them (95%) describe that strategy as a general reflection of current situation can prevent it and others (5%) believe that there is no need because we have a lot of strategies (Figure 7.8).

But, there is a lack of knowledge on the prevention methods and an excuse reason is “lack of budget”. However, most of the teacher respondents (70%) have claimed that there is “low” information about the drop- out prevention methods, just a few (21%) of them claimed “moderate” or (9%) “high” and others responded “don’t know” (as in a figure no 7.9).
When asked about the effectiveness and the current measures in preventing drop-outs, a significant number of teachers were not aware of current situation of the effectiveness measure in preventing drop-outs, 70% answered "low", 12% "moderate" and 16% "High" and still others 2% "very high", however they were skeptical about whether the government's engagement in such efforts is sufficient.
Even though teachers had a few trainings regarding the prevention of student drop-outs in general from the different agencies still there is a request to have any guide or brosure that will increase their knowledge about their issue. Focus group discussions show that different economic, social, political and ethnical background influence made the other prior training priorities. However, teachers shows their aviliability to read something more even that they noted that the situation has been changed lately, that there are improved relations between central and local government on transfer of responsibilities and competences at the local level (on political and financial level). That’s, why the 96% of respondents answered “yes” that they accept a guide on drop-out prevention and only 4% answered “no” (see below figure no 7.11).

Figure no 7.11. Would you accept to have any guide to increase your knowledge about the prevention on student drop-outs?

Figure 7.12 shows differences on the answers of teachers and parents on listing one of the institutions reasponsible for drop-out prevention. Teachers in the focus groups noted drop-out responsibility issue, mostly as parents responsibility (61%), than teachers (20%) and through determinations of budget they answered as a local (10%) and central government responsibility (9%). While most of the parents answerd that it is teachers responsibility (60%), teachers (30%), their answer on local responsability (7%) and central government
responsibility (3%). This figure shows that teachers and parents have no close collaboration. Expert Demiri, says: "schools and teachers play a vital role in preventing school dropout"\(^{62}\). They should also cooperate with NGOs, Centers for Social Work and other relevant institutions, including the police, said Ms Demiri, in order to support the schools’ or children’s projects which would also contribute in establishing communication and building the trust among children and institutions. Nowadays in Kosovo the teachers work is quite a difficult task, they have to work with large number of students and lessons are organized in many daily shifts, while having to overcome the chronic problem of their low salaries. In such conditions, many of the teachers are faced with economic difficulties, and in earning a living for their families, which may have a negative impact over the teaching process, communication between teachers’ and students and on the decrease of their engagement on students’ everyday school life, that might be the reason of throwing the responsibilities at each other’s.

\(^{62}\) See, Appendix C, Questioner for experts, Nora Demiri
The Law on Pre university Education gives a penalty for the parents who does not register their child to compulsory school. However on the parents answer regarding the question of “are you aware that you can have penalties for child non-attendance in compulsory education, most of them (70%) answered “no”, and only 30% answered “Yes” (see figure no 7.13). Moreover, Kosovo have not used the penalties until now. The government authorities used incentive measures up to day.

Further discussion was focused on improving the current situation and collaboration across teachers and parents (see below figure 7.14), and the teacher’s rate were mostly “low” (80%) and only 19% of parents shared the same opinion. While 63% of the parents showed that they are satisfied with the cooperation of teachers and they answered that their cooperation is "High", only 16% of the teachers had the same answer. Based on the current situation, the teachers expectations are big for the better cooperation in the future. Mr Arifi said that "the schools, especially teachers have the crucial role in preventing drop- outs. Schools should promote and create space for more parental involvement and create school mechanisms to deal with school drop- outs when it appears".

63 See, Appendix B, Questioner for experts, Shkumbin Arifi
Figure no 7.14. How do you rate the extend of the coordination and collaboration across teachers and parents for student drop-out?

However the parents are claiming that they use control method over their child attendance to school. From parent respondents 80% answered “yes” while only 20% answered “no” (see figure 7.15). Even though during the discussion they haven’t mention how do they control their child except that they are transporting them in the early ages from home- to school and visa versa. It is assumed that after the first year student’s on primary school are going alone on school even if they have to walk for a long term distance.

Figure no 7.15. Do you use any method to control your child attendance?
Figure 7.16 shows us if the law enforcement can change the attitude towards students drop-outs. The 88% of the parents didn't believe that the law enforcement can change attitude of students drop-out, and only 12% believe that this can be possible. It seems that the parents are aware that there are a lot of laws in place but the implementation is still not in the satisfactory level.

*Figure no7.16. Do you think that law enforcement change attitude towards students drop-outs?*

There are plenty of reasons for students drop-outs, as mentioned in the previous chapters. However the parents think that the main reason for school drop-outs is socio-economical problems (72%), long distance home-school (19%), school accessibility (5%), teacher's behave (3%) and educational system (1%). It seems that the unemployment rate is a crucial factor which has impact on educational system. That's why during the interviews the parents were more focused on the discussion of very hard economical situation (Figure 7.17).
Figure no 7.17. What do you think are the reasons for student drop-outs?

When parents were asked about how will law enforcement change attitude toward student drop-outs, a significant number of parents said "good" (34%), improving (28%), promising (28%) and only few of them (10%) answered "poor" (see figure 7.18). Expert Arifi said that the legislation is in place but there are a lot of difficulties on the implementation of the current legislation at local and up to national level. This can be one of the reasons that parents see as promising the law enforcement to change attitudes towards student drop-outs. While expert Demiri said that legal framework guarantees the protection of the rights of children, including the right to education, and these rights are yet to be practically implemented in the Kosovo education system. However both of them see as necessary the strategies at local, with defined responsibilities at local level, to improve the current educational system.
Figure 7.18. How will law enforcement change attitude toward student drop-outs?

![Bar Chart]

Figure 7.19 shows that parents have no strategy on how to re-integrate the children to school. When asked, 95% said "no" while only 5% said "yes". Even though based on the observation there was not a clear definition in their mind about the re-integration process, since the parents were aiming at the local government actions without involving them in this process at all.

Figure 7.19. Do you have any strategy how we can reintegrate children to school?
63% of parents claimed that local government authorities will be threaten and will have a lot of problems in case that school drop-out rate is high. 29% thought that this will be mainly parents problem, only 3% central governmental problem and 1% of the parent respondents think that this will be a problem of the society (see figure 7.20). Ms. Demiri think that local NGOs have played crucial role in the society preventing drop-out rates but little has been done to invest and ensure their sustainability. While Mr. Arifi said that NGO initiatives has tackled this issue and brought back many children to school.

*Figure no 7.20. As a part of this region, do you perceive the major threat through rating from below?*

When parents was asked about their participation on any training with drop-out subject 70% of them said "no" they have never participated in such a trainings. The other 30% of parents were participants in a trainings with the similar subjects (see figure 7.21. Based on observation, parents who were living in urban areas were more involved in the trainings than parents who were leaving in rural areas.
Ms Demiri thinks that education legislation, policies and institutions alone are not enough. MEST should be more active in supporting a coordinated and multi-disciplinary approach by competent institutions at central and local level, that would contribute to prevention of school drop-out, including sharing of the information capacity and advocating for the support to be provided to children and families at risk to drop-out the school, including by employment institutions, professional training centers, various organizations that offer projects for generation of funds or professional training either have limited abilities or do not have child labour included in their priorities. Among the others organizing campaigns in order to reach social mobilization and raise general awareness on consequences of school drop-out as it was seen on the findings of the survey, it's crucial.
Chapter 8 – Final Discussions and Recommendations

One of the main protectional mechanisms for school drop-out is in particular the 2011 Law on Pre-University Education and the Action Plan Against School Abandonment. However, education stakeholders’ lack of genuine commitment to tackle dropouts has rendered this framework hollow. Preventional actions such as keeping data’s and statistics of attendance in schools, school transfers of the children, communication between key actors in the municipality to prevent drop-out and communication and role of the parents, must be further considered.

Even though the 2011 Law is well in place, based on this project with the results from teachers and parents, there are shown the problems that still needs to be fixed in order to prevent school drop-outs. There are:

1. Lack of strategies at local level,
2. Drop-out definition is not clear enough,
3. Lack of guidance and consultancy offices and
4. Non active parent’s councils.

8.1 Lack of Strategies at Local Level

There is no strategy at the local level regarding who should be responsible for school drop-outs, where it should be addressed which case and what measures should be taken. The MEST has developed the National Strategy on Primary and Secondary Education (2011-2016) which automatically reflect on the obligations from the law on Pre-University Education. In order to make sure that the gaps on the previous laws are not happening again MEST has issued Action Plan Against School Abandonment 2009-2014\(^{64}\) and administrative Instruction\(^{65}\) regarding the Attendance on the school and keeping data’s for children. Here we can see clearly that the new Administrative Instruction doesn’t show all the neccessary instructions to identify school abandonment. There are other relevant datas that might shows a potential

\(^{64}\) MEST, Action Plan Against School Abandonment 2009-2014

\(^{65}\) MEST, Administrative Instruction no 9/2011
reasons of school abandonments such as: the well-being of the child, if the families are divorced, transfer of the child, distance from school to home, their physical and psychological conditions, etc.

Table 8.1 Sources: SOK – Movements of pupils in primary and lower secondary education 2009/2010

<table>
<thead>
<tr>
<th>Municipality</th>
<th>Enrolled in September</th>
<th>Received the certificate of 9th grade</th>
<th>Pupils attending learning</th>
<th>Pupils transferred to another school</th>
<th>Drop out</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Total</td>
<td>Female</td>
<td>Total</td>
<td>Female</td>
<td>Total</td>
</tr>
<tr>
<td>Deçan</td>
<td>5603</td>
<td>2712</td>
<td>647</td>
<td>302</td>
<td>4780</td>
</tr>
<tr>
<td>Gjakovë</td>
<td>17012</td>
<td>8176</td>
<td>1946</td>
<td>934</td>
<td>14595</td>
</tr>
<tr>
<td>Gligorovc</td>
<td>10351</td>
<td>4941</td>
<td>1146</td>
<td>538</td>
<td>9148</td>
</tr>
<tr>
<td>Gjilan</td>
<td>17823</td>
<td>8649</td>
<td>2217</td>
<td>1112</td>
<td>15553</td>
</tr>
<tr>
<td>Dragash</td>
<td>4218</td>
<td>2062</td>
<td>389</td>
<td>195</td>
<td>3731</td>
</tr>
<tr>
<td>Istog</td>
<td>7294</td>
<td>3487</td>
<td>842</td>
<td>391</td>
<td>6357</td>
</tr>
<tr>
<td>Kaçanik</td>
<td>5873</td>
<td>2821</td>
<td>666</td>
<td>329</td>
<td>5091</td>
</tr>
<tr>
<td>Klinë</td>
<td>7803</td>
<td>3817</td>
<td>919</td>
<td>423</td>
<td>6733</td>
</tr>
<tr>
<td>Fushë Kosovë</td>
<td>5541</td>
<td>2664</td>
<td>566</td>
<td>281</td>
<td>4901</td>
</tr>
<tr>
<td>Kamenicë</td>
<td>5641</td>
<td>2675</td>
<td>748</td>
<td>345</td>
<td>4876</td>
</tr>
<tr>
<td>Mitirovë</td>
<td>13059</td>
<td>6243</td>
<td>1374</td>
<td>665</td>
<td>11569</td>
</tr>
<tr>
<td>Leposavicë</td>
<td>19</td>
<td>13</td>
<td>1</td>
<td>1</td>
<td>18</td>
</tr>
<tr>
<td>Lipjan</td>
<td>10687</td>
<td>5177</td>
<td>1143</td>
<td>538</td>
<td>9467</td>
</tr>
<tr>
<td>Novobërëdë</td>
<td>321</td>
<td>153</td>
<td>28</td>
<td>12</td>
<td>281</td>
</tr>
<tr>
<td>Obiliq</td>
<td>3658</td>
<td>1798</td>
<td>398</td>
<td>197</td>
<td>3218</td>
</tr>
<tr>
<td>Rahovec</td>
<td>10832</td>
<td>5270</td>
<td>1250</td>
<td>629</td>
<td>9435</td>
</tr>
<tr>
<td>Pejë</td>
<td>15606</td>
<td>7504</td>
<td>1822</td>
<td>932</td>
<td>13529</td>
</tr>
<tr>
<td>Podujevë</td>
<td>16762</td>
<td>8161</td>
<td>1762</td>
<td>846</td>
<td>14842</td>
</tr>
<tr>
<td>Prishtinë</td>
<td>33247</td>
<td>15979</td>
<td>3669</td>
<td>1816</td>
<td>29282</td>
</tr>
<tr>
<td>Prizren</td>
<td>27996</td>
<td>13400</td>
<td>3216</td>
<td>1572</td>
<td>24350</td>
</tr>
<tr>
<td>Skënderaj</td>
<td>10080</td>
<td>4955</td>
<td>1126</td>
<td>525</td>
<td>8822</td>
</tr>
<tr>
<td>Shkodër</td>
<td>5508</td>
<td>2596</td>
<td>597</td>
<td>272</td>
<td>4784</td>
</tr>
<tr>
<td>Stërpiçë</td>
<td>672</td>
<td>340</td>
<td>56</td>
<td>18</td>
<td>600</td>
</tr>
<tr>
<td>Suharekë</td>
<td>11818</td>
<td>5674</td>
<td>1309</td>
<td>635</td>
<td>10271</td>
</tr>
<tr>
<td>Ferizaj</td>
<td>20116</td>
<td>9740</td>
<td>2289</td>
<td>1099</td>
<td>16815</td>
</tr>
<tr>
<td>Viti</td>
<td>9472</td>
<td>4634</td>
<td>1102</td>
<td>519</td>
<td>8314</td>
</tr>
<tr>
<td>Vushtrri</td>
<td>12450</td>
<td>6004</td>
<td>1378</td>
<td>653</td>
<td>11017</td>
</tr>
<tr>
<td>Zubin Potok</td>
<td>134</td>
<td>63</td>
<td>19</td>
<td>7</td>
<td>112</td>
</tr>
<tr>
<td>Zveçan</td>
<td>47</td>
<td>18</td>
<td>3</td>
<td>1</td>
<td>44</td>
</tr>
<tr>
<td>Malishevë</td>
<td>12726</td>
<td>6064</td>
<td>1366</td>
<td>623</td>
<td>11172</td>
</tr>
<tr>
<td>Junik</td>
<td>986</td>
<td>474</td>
<td>133</td>
<td>68</td>
<td>837</td>
</tr>
<tr>
<td>Mamushë</td>
<td>892</td>
<td>444</td>
<td>78</td>
<td>50</td>
<td>802</td>
</tr>
<tr>
<td>Hani i Elezit</td>
<td>1544</td>
<td>707</td>
<td>165</td>
<td>69</td>
<td>1356</td>
</tr>
<tr>
<td>Graçanicë</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Ranillug</td>
<td>562</td>
<td>251</td>
<td>48</td>
<td>21</td>
<td>516</td>
</tr>
<tr>
<td>Partesh</td>
<td>206</td>
<td>104</td>
<td>41</td>
<td>22</td>
<td>165</td>
</tr>
<tr>
<td>Klokot</td>
<td>315</td>
<td>161</td>
<td>42</td>
<td>21</td>
<td>273</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>308874</td>
<td>147976</td>
<td>34539</td>
<td>16659</td>
<td>267656</td>
</tr>
</tbody>
</table>
Table 8.1 shows a good data that might be used to draft the strategies based on the Municipal needs. On 2009/2010 a lot of movements of the pupils have happened. One of the examples is Ferizaj Municipality with the highest rate of the pupils movements, 985 pupils have been transferred to other municipalities. In this case the Municipality and Ministry should do a specific assessment and see why the families of those children are transferring from one to another Municipality? After the municipality finds the reason it might draft the strategy to prevent or a work plan to organize it in a better way. Apparently, the practice has shown that municipalities and ministries are not using the data’s in the relevant fields while they draft the policies.

The limited progress toward socially vulnerable groups and persons with disabilities has been shown even in the Kosovo progress report 2010\(^66\). There is a National Disability Action Plan (2009-2011)\(^67\) where the government promoted the inclusion of persons with disabilities in different fields such it is education. Based on this Plan the Ministry for Education, Science and Technology has launched the implementation of the strategic plan for organizing inclusive education for children with special educational needs in pre-university education in Kosovo, 2010-2015\(^68\). However, survey results shows that there are other problems that might influence the school drop out.

In the other hand the Kosovo Progress report shows that the access to education for minority communities has been enhanced. The Ministry for education, science and technology organized broad consultations on the curriculum framework in order to provide mother tongue education as a subject for Albanian, Bosnian, Serbian and Turkish communities as guaranteed by law. The curriculum on Romani language and culture has been adopted, but the textbook in their language still doesn’t exist.

---


\(^67\) See www.ks-gov.net/OGG/OPM National disability action plan (2009-2011), chapter on Education

\(^68\) MEST Strategic Plan for Organizing Inclusive Education for Children with Special Educational Needs in Pre-University Education 2010-2015
Among all those good and bad examples different ways in the world are used to prevent potential drop-outs through check list or data base. But, in order collect the information needed we need to have the clear definition on drop-out.

### 8.2 Drop-out Definition

There is not cleared definition of school drop-out based on the attendance evaluation of the child. It is crucial to be developed the indicator for defining a drop-out definition. On the Law of Pre-University under the definition paragraph says that school drop-out is “premature withdrawal from compulsory education”\(^{69}\), but there is no clear explanations even in the Administrative instruction what is considered exactly drop-out\(^{70}\). The Law of Pre-University\(^{71}\) says that pupil’s leave of absence from attendance for up to two (2) weeks in any school year. But if a pupil with no reason fails to enroll, fails to attend or interrupts compulsory education, his or her parents shall be punished for violation if the absence is a result of deliberate action or negligence by the parents. In such cases, the municipality shall inform the Ministry in writing. However, there is no budget code and account if the sanctions of the parents will happen for non-enrollment of child to compulsory school. Therefore, until now we didn’t had any sanctions of the parents. In this regard it might happen that based on the laws and bylaws there is not a clear definition of school drop-outs.

Law on Pre-University Education\(^{72}\) specify the promotion of attendance to reduce drop-out, therefore is an obligation of the municipality to arrange safe and efficient transport for pupils in compulsory education to attend school. It may charge, and may at its discretion waive, fees at full economic cost for school transport for:

a) Pupils living within the catchment area but within four (4) kilometers distance from the school, other than pupils with disabilities; and

b) Pupils living outside the catchment area;

But, there are other problems based on the survey that has been shown. For instance the same Law gives us a confusion and gap on the article 42 when it says

---

\(^{69}\) See: Article 2, 1.13 of the Law on Pre-University Education

\(^{70}\) See MEST, Administrative Instruction 7/2011, Article 2

\(^{71}\) See: Article 15.3 – 5 of the Law on Pre-University Education

\(^{72}\) See: Article 40 & 42 of the Law on Pre-University Education
that the Ministry shall support the transport of the children on the special schools/resource centers and attached classes. But in this case what happens with the children who are on the integration process from attached classes in regular class? In these cases because of the transport the parents because of that is looking for the attendance at the attached classes. This is known as “Hidden drop – out”.

Also, there are a lot of children which are not registered at all. The Government officials complain that there are a lot of issues that at the current stage they can’t prevent however there is a simple example that can show up one criterion that might have a specific result. Example: There are a lot of Children with disabilities which doesn’t enroll the compulsory school. At the same time those children are receiving social benefits through their parents. If the government will compare the data of Ministry of Labor and Social Welfare\textsuperscript{73} about the Children’s pension and children of the age to attend the schools they will are the exact number of the children who are not registered in the compulsory school.

There is a responsibility of the Ministry to issue bylaws regarding registration, retention and protection of personal data in the education system, taking into account the following criteria:

a) Official documents issued by educational and training institutions should contain personal data, as following: name, name of a parent – legal custodian, surname and date of birth;

b) Official documents shall be issued in all official languages; a pupil educated in a non-official language has the right to have his/her official documents kept and issued in his/her language of instruction, in addition to the official languages;

c) Personal data related to ethnicity or religious status may be recorded for statistical monitoring purposes, helping to promote equal opportunities and may not be used for any other purpose: such data may not be recorded in any way that may identify such individuals.

However all those datas doesn’t correspond to MEST and SOK (see table 8.2).

\textsuperscript{73} See. MLSW at: \url{http://mpms.rks-gov.net/en-us/home.aspx}
Table 8.2 Sources: SOK & MEST– Differences on the data’s on drop- out 2009/2010

<table>
<thead>
<tr>
<th></th>
<th>SOK</th>
<th></th>
<th>MEST</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Enrolled in</td>
<td>Drop out</td>
<td></td>
<td>MEST does not</td>
<td></td>
</tr>
<tr>
<td>September</td>
<td></td>
<td></td>
<td>show the drop</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>out figure in</td>
<td></td>
</tr>
<tr>
<td></td>
<td>306 874</td>
<td>1171</td>
<td>their official</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>statistical</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>report</td>
<td></td>
</tr>
</tbody>
</table>

Administrative Instruction\textsuperscript{74} about the transfer has no criteria between two schools that means if the school of origin has send documents to the school of transfer and vise versa. Therefore it should exist a specific guide which will explain all actions in drop-out case or potential cases.

Moreover, the international international organizations such as UNDP, UNESCO, OECD, and the World Bank have attempted to define the drop-out definition. As it was discovered, definitions vary. OECD (2002) defines a “dropout” as a student who leaves a specific level of education system without achieving first qualification. According to UNESCO, “dropping out” or “early school leaving” is understood as leaving school education without completing the started cycle or program. Among the most well-known definitions is the one given by Morrow (1987): "A dropout is any student previously enrolled in a school, who is no longer actively enrolled as indicated by fifteen days of consecutive unexcused absences, who has not satisfied local standards for graduation, and for whom no formal request has been received signifying enrolment in another state-licensed educational institution.”\textsuperscript{75} A student death is not tallied as a dropout. In this report we considered the school drop-out based on the 15 days uncertified absence.

\textsuperscript{74} See, MEST Administrative Instruction 16/2011

\textsuperscript{75} See, Report on Recent perspective concerning school refusal behaviours
8.3 Lack of Guidance and Consultancy Office

There is no guide or consultancy office within the school to address different issue in the rights of the child interest based on the international standards. The role of the inspection is one of the key role in the Municipalities to prevent the drop-outs. Based on the complains and all datas recieved in SMIA the inspections should act and recommend to the certain departaments/directorates to take measures to prevent the drop-outs or other relevant issues. The inspections has the right to take the special expert in case that there is a specific issue and there is not creared the needs and the best interest of the child, such it is in many cases the school drop-outs of the children with disabilities because of their health conditions. Furthermore, in the article 5.4 of the Administrative Instruction\(^{76}\) on inspection has the right to stop the work of the teacher because of non qualitatieve and quantitative education provided to the students.

Furthermore, the municipalities are responsible for allocating funds to educational institutions in the municipality and planning and administering such funds in a cost-effective way. This implies the fact that planning and budgeting for projects dealing with practical factors influencing student drop-out lies primarily with the municipalities.

Municipalities and schools have no Dropout Recovery Programs aiming to return the drop-outs to the regular formal education, targeting thus students who have just dropped out or are dropping out. Municipal education management and school management lack the necessary capacities for planning and implementing concrete projects to address the issue of dropout. In addition, no mechanisms were observed in schools that can urge about need for actions to prevent potential dropouts. Different ways throughout the world are used to monitor and identify potential dropouts (students at risk). Apart from the guide the key role in preventing the drop outs is a role of the parents, which might be involved in the different ways.

\(^{76}\) See, MEST, Administrative Instruction 37/2004
8.4 Promote Parent’s Councils

There is no active parent’s council meeting who will discuss about the problems and have active role on the decision making process of the school. There are different ways of involving parents in the best interest of the child and the right to education, especially the compulsory education. Apart from individual meetings and class meeting the parents can be a part of the Council of the Schools.

The monitoring report on the rights of the child in education in kosovo 2010/2011 showed that there is no fundamental difference between the targeted and controlled group of schools where the parents were attending meetings, but there is a slightly better situation in the targeted schools where the meetings were regular and parents were more interested in child attendance. Nevertheless, differences are present in the perception of the security situation in the schools that made a higher potential of boys to drop-out schools, while until now we had a girls as potential risk for drop-outs.

The Administrative Instruction 77 on Parents council can play one of the significant role on decision making process. Also the parents might develop the peer support groups and advocate for the different social or economical problems. Apart from this as we mentioned above there must be a consultancy office which can advise not only the school officials but parents as well.

Based on the findings, the report provides a series of recommendations calling on Kosovo institutions to give priority to measures aimed at increasing school attendance and reducing school dropouts, in particular among at-risk children. To this end, the collection of accurate quantitative and qualitative data must be encouraged at the school and municipal levels to assess the effectiveness of measures taken to ensure inclusive education.

77 See MEST Administrative Instruction 6/2004
8.5 Major recommendations

In light of the above and with a view to guaranteeing the right to education for all children in Kosovo, this project as a result has the following recommendations:

a). Draft the strategy in order to act “ad-hock” in case of showing the drop-out among vulnerable groups at local level

There are plenty of Strategies for promotion of the rights to the education for all children, especially for compulsory school. Unfortunately these strategies have no compliance among each others. Furthermore, these strategies doesn’t specify the obligations of the Municipalities, they are describing exclusively the competences at National level, so the ball is thrown from Municipalities to Ministries and visa versa. Kosovo Government must draft a strategy for drop-out with the concrete actions at local level, from the identification phase until integration, if there is need reintegration until they achieve inclusion of the child. The positive steps has been taken at national level, example on Governmental Program 2008-2011 the education was one of the sectors in which it was invested a lot but it was not the key priority. While the Govermental program 2011-2014 has mad the education as one the other highest priority in Kosovo, and it will be easier to act and draft a new strategy for local level.

b). Drop-out definition must be clearly explained in the law in order to be easier to collect the data’s

The Law on Pre University Education doesn’t specify exactly the definition, neither other relevant documents (Administrative Instructions, strategies, reports, etc). As we have discussed above there is a need to change the paragraphs on where it is explained the definition of school drop-outs and clearly explain what the school drop-out is. In one hand this will help the schools on reliable data collection and will not confuse with other child absence in the school. There is a need to establish a data – base which will prevent the school drop-out since the teachers will be able to follow the children attendance and prevent the drop-outs. The qualitative and
quantitative long-term data on dropouts will improve the statistics at National level as well, since all the institutions will use the inter-sectorial approach. In the other hand for the children who have not been registered to the schools and they are under the vulnerable groups it should be established a criteria which classifies the benefits with child attendance at the compulsory education. These criteria will increase the children enrolment to the compulsory school and the government will have the reliable data on his inhabitance of the certain age.

c). Establish a guidance and consultancy office in order to address issues on the best interest of the child in case of identifying the school drop-outs

The Municipalities in coordination with Ministry of Education, Science and Technology should publish a guidance which will be useful for all relevant stakeholders, including parents, to deal with school drop-out case. As we have mentioned above there has been a short period of time for transfer of competences from central to local level. The Municipal level has been confused with the transfer of competences. They still have no clear picture what they should do in case of identification of school drop-out case. The schools do not have consultancy offices. The consultancy offices might be at regional level due to the budgetary implications and apart for drop-out cases will be useful for repatriated persons and children with disabilities as well.

d). Promote and strength the parent’s councils

The active parent’s council can play the significant role on decision making process of the school. They will play the key role on preventing the drop-out rate. Apart from the need of preventing drop-out rate the parents are responsible for the well being of the child until age of 18th. They might establish the peer support groups which will help the parents which has low income in the family to lobby and advocate for different benefits.
8.6 Further recommendations

There are other recommendations which might be useful for the different interlocutors to be considered.

To the Ministry of Education, Science and Technology:
- Ensure political will, technical capacity and fiscal space to address school dropout in a comprehensive manner that ensure social inclusion and advancement of human rights.
- Create the necessary conditions to support laws, structures, mechanisms policies and processes in order to achieve the rights of individuals to the compulsory education.
- Strengthen the capacity of local education authorities to collect accurate, qualitative and quantitative long-term data on dropouts, disaggregated by gender and community.
- Allocate appropriate budget line to the implementation of measures against dropouts.
- Produce statistical and analytical reports on dropout rates and prevention measures
- Encourage and support cooperation and support the partnership with the non-governmental organizations who are working on drop-outs.
- Improve teaching methodology with drop-out students
- Identify issues that impact the lives of children with disabilities and Roma, Ashkali and Egyptian students to sustain the school enrollment.
- Establish the fixed procedures for data reporting at all levels.

To municipal Departments of Education:
- Allocate the necessary financial, material and human resources to improve the educational system.
- Develop policies for school directors to monitor school dropouts and attendance rates on a compulsory school.
- Ensure a joint plan and create a link between psychologists and drop-out students, families and school.
- Develop and conduct information campaigns and other promotional projects in order to raise public awareness, especially for vulnerable groups.
- Provide adequate, safe and efficient transport for students in compulsory education.

To school directors and teachers:
- Establish the school peer support in order to share informations and best practices with other school on drop-out prevention.
- Monitor the occurrence and reasons of non-attendance and dropouts on a continuously and report to the municipal department of education.
- Adopt a flexible, positive and sensitive approach towards at-risk children and pay attention to measures that indirectly push children out of schools.
- Create a friendly environment in school and try to encourage out-of-school activities.

To international and local and non-governmental organizations:
- Mobilization and collaboration of stakeholders to prevent the drop-outs
- Encourage and support Kosovo institutions to promptly and effectively monitor and combat drop-outs through different programs and projects.
- Coordinate the implementation of activities aimed at increasing school attendance.
- Develop social informative programs and strength the collaboration with media
- Organiz raising awareness campaign on drop-out prevention.
- Involve experts in comprehensive long-term support for drop-out issues
- Organize information visit to exchange experience with other regional countries for preventing drop-outs


References

1. The Universal Declaration of Human Rights  

2. International Covenant on Economic, Social and Cultural Rights  
   http://www2.ohchr.org/english/law/cescr.htm

3. International Covenant on the Rights of the Child  
   http://www2.ohchr.org/english/law/crc.htm

4. Millennium Development Goals  
   http://www.un.org/millenniumgoals/

5. Constitution of the Republic of Kosovo  

6. Government of Kosovo, Ministry of Education, Science and Technology,  
   Law on Pre-university Education in Republic of Kosovo No.04/L-032, 2011,  
   http://www.masht-gov.net/advCms/documents/03_Ligji_per_arsimin_Parauniversitar_anglisht.pdf

7. Government of Kosovo, Ministry of Education, Science and Technology,  
   Law on Education in the Municipalities in the Republic of Kosovo No.03/L-068, 2008  

8. Government of Kosovo, Ministry of Local Government Administration,  
   Law on Local Self Government 03/L-040, 2008  

   Kosovo Strategic Education Plan 2011-2016  

10. Government of Kosovo, Ministry of Education, Science and Technology,  
    Strategy for Development of Pre-university Education in Kosovo 2007 – 2017  

11. Government of Kosovo, Ministry of Education, Science and Technology,  
    Strategy for integration of Roma, Ashkali and Egyptian Communities in Kosovo 2007 -2017  
12. Government of Kosova, Ministry of Education, Science and Technology, 
National Action Plan Against School Abandonment 2009-2014
http://www.masht-gov.net

Strategic Plan for Organizing Inclusive Education for Children with Special 
Educational Needs in Pre-University Education 2010-2015
http://www.masht-gov.net

14. Government of Kosova, Office of the Prime Minister/Office on Good 
Governance, National Disability Action Plan 2009-2011,
www.ks-gov.net/OGG/OPM

15. European Commission, Kosovo 2011 Progress Report
apport_2011_en.pdf

Census in Kosovo 2011
http://esk.rks-gov.net/ENG/publikimet/cat_view/33-social-statistics/17-
living-conditions-statistics-section


18. CRS, Final Report Student Retention and Dropout Response: A coordinated 
Effort between Government, Civil Society and Kosovo’s PTAs, April 2005-
March 2006


20. Student drop-outs in Kosova schools, Education Participation Improvement 
Project EPIP II financed by World Bank, Prishtina 2008

21. Report I – III on Improved Education Sector Performance and Aid 
Effectiveness by SIPU International
1. Do you see phenomena of drop-out from the primary education as concern for education system in Kosova
2. Why is happening? What are the factors that are preventing children to attend the school regularly?
3. From your experience, how would you describe the trends of drop out throughout the years?
4. What role school should play in order to prevent drop-out?
5. What’s the role of the parents?
6. Do you think that MEST should play more active role?
7. How do you see the legislation in this regard?
8. How would you describe the role of the local NGOs?
9. How would you describe the role of the international NGOs?
10. What would be your massage for the end?
Answers from: Shkumbin Arifi

1. Do you see phenomena of drop-out from the primary education as concern for education system in Kosovo?

Yes, the phenomenon of the children drop-outs from the compulsory education system is a serious concern for the entire society and for sure it will have a negative impact on overall Kosovo education system. Drop-out is a cause for illiteracy and impact should be seen from overall economic development of the society.

2. Why is happening? What are the factors that are preventing children to attend the school regularly?

Firstly, these phenomena should not be seen as recent, drop-out started when the school were established/built.

From my experience dealing with drop-out there are several key factors that prevents regular attendance in the school and I would dived that in two main categories:

1. Factors/issues in the family and
2. Factors issues in the school/government

Under the family factors

e) Under the family factors I would emphasize the economic issue which is related with the family incomes and the possibility of the parent to buy necessary thing needed for their children attendance in the school.

f) Very important element is also the level of the parent education which immediately impacts children education (in cases of the drop-outs...
many of the children that left the school are from families with low level of the education)
g) Lack of transportation, I have see this very often especially in the rural areas were the children have to travel long distance to their schools.
h) and cultural biases against educating girls, often girls are “victims” of choice in cases were due to lack of money families have to chose between the daughter and the son education.

Under the school factors

iii) I would emphasize the lack of cooperation with the parents and their engagement in the school life, Parental involvement for me is a key factor;

iv) Secondly the children educational achievements in the school (meaning success) are often a key element in drop - outs. (I have seen that children that didn’t achieve good marks in the school have more tendencies to drop - out. This can be also linked with overloaded curricula and teachers motivation and/or qualifications)

3. From your experience, how would you describe the trends of drop - out throughout the years?

Unfortunately, I have faced a lot of difficulties in finding accurate data’s but from my experience, having in mind mobilizations of all relevant stakeholders starting from school level up to MEST and civil society, I can freely state that trends are moving in favor of enrolments and attendance. However, in my experience I have learned that regarding drop - out you never know when it will appear in the surface.

4. What role should school play in order to prevent drop - out?

The schools, especially teachers have the crucial role in preventing drop - outs. Schools should promote and create space for more parental involvement and to create school mechanisms to deal with drop - outs when it appears. Teachers are
the first actors to identify specific cases and to seek for solution jointly with parents, school management and civic society actors. From my experiences, schools that had active communities had fewer problems with drop-outs. Beyond this schools should be more focused on prevention by creating friendly environments for all children.

5. What’s the role of the parents?

“Beyond children drop-out there is always a parent that decides”. But I see an important role of the parents as whole as community that can provide support to specific families that have drop-out issues. Parents should be closely linked with schools and they can play crucial role in organizing extra-curricular activities with all children and can be a link between the family and school.

6. Do you think that MEST should play more active role?

Fortunately, MEST and other education actors have recognized the problem and are committed to take actions. MEST was very much involved in many projects to combat drop-out and has created a strategy in this regard. MEST should more demand from municipalities and schools to create environment for community involvement and for quality teaching process. For me the drop-out is very much linked with the local level initiatives.

7. How do you see the legislation in this regard?

Legislation is in place, but I have seen a lot of difficulties in the implementation of the current legislation starting from the local and up to national level.

8. How would you describe the role of the local NGOs?

I have stated above that role of the community actors including NGOs is crucial. I’m a witness of many NGO initiatives that have successfully tackled this issue and brought back many children in the schools.
9. How would you describe the role of the international NGOs?

International NGOs has played significant role in supporting educational actors and local NGOs to deal with this phenomena, beyond the financial support they have brought their world wide experience which have been used in Kosovo as well.

10. What would be your massage for the end?

Even if one child is not attending the school is a big lost; education of the young generation is the obligation of the entire society and therefore the mobilization of the all stakeholders is required.
1. Do you see phenomena of drop-out from the primary education as concern for education system in Kosovo?

While in general the management of the statistical data in Kosovo is poor, including data related to education, available data shows that the number of students who drop out of school is of great concern. The inclusion of children in primary education is 95%, attendance starts to reduce between eight and nine grade. Although the dropout rates are higher among girls, it appears that there is a high percentage of drop outs/low attendance among boys in the same age group. Poverty reduction starts with investment on children’s’ education. Existing literature assert that children are highly likely to be at greater risk of poverty than the general population. Child poverty translates into serious risk of poor health low educational attainment, inability to find work in later life, and a general loss of choices and rolling into unemployment and poverty and intergenerational transmission of poverty.

2. Why is happening? What are the factors that are preventing children to attend the school regularly?

The elements that affect school drop out in Kosovo, range from high poverty rates and high socio-economic inequalities, access to particular vulnerable groups to social and economic resources, traditional norms that support an imbalance of power between boys and girls, isolated families with limited social support, child labor, internal or cross-border migration of families or children, peer pressure and social exclusion, family structure and educational background, lack of friendly school facilities, low student performance, lack of communication between
children, parents and schools, low level of community involvement in supporting social mobilization and promotion of education, lack of proper strategies at the municipal and school level addressing school drop-outs and providing long-term alternatives for children to return to schools.

3. From your experience, how would you describe the trends of drop-out throughout the years?

In recent years, a series of positive changes have taken place in the Kosovo educational system, including infrastructure, legal framework and school curricula and syllabus. Compulsory education was increased from 8 to 9 years while the school enrolment age was decreased from the age of 7 to 6. Although there has been a continuous training and qualification process for teachers, not all teachers are able to utilize the new interactive methods, or work effectively with children with special needs.

While the legal framework guarantees for education creates conditions for protection of the rights of children of different ethnic, racial, linguistic and religious communities, including the right to education in their own language, this right is yet to be practically implemented in the Kosovo education system.

All these positive changes contribute to prevention of school drop out, if not effectively implemented and supported by other relevant institutions and civil society the impact of these investments may be questioned.

4. What role school should play in order to prevent drop-out?

Schools and teachers play a vital role in preventing school dropout. They should also cooperate with NGOs, Centers for Social Work and other relevant institutions, including the police, in order to support the schools’ or children’s projects which would also contribute in establishing communication and building the trust among children and institutions. They have daily contact with children, have a good knowledge of the individual reactions and skills of every child; they are transmitters of information of vital importance for the children. But, nowadays in Kosovo their work is quite a difficult task, they have to work with
large number of students and lessons are organized in many daily shifts, while having to overcome the chronic problem of their low salaries. In such conditions, many of the teachers are faced with economic difficulties, and in earning a living for their families, which may have a negative impact over the teaching process, communication between teachers’ and students and on the decrease of their engagement on students’ everyday school life.

5. What’s the role of the parents?

The family and other community elements are among the main resiliency factors that could prevent school dropout. Parents, older siblings, influential community members (village/community leaders, teachers), health facilities and services, social services and social workers should be at the focus of activities to protect children from dropping out the school. They should be involved in the collection of information and in the planning of activities, including the local information campaigns, child protection, identification of children in need etc.

6. Do you think that MEST should play more active role?

The Education Management Information System (EMIS) should be fully utilized. Despite achievements, there is a number of difficulties that make the full functioning of this database impossible, such as incorrect data and indicators and the lack of accurate use of the EMIS, that would enable monitoring and evaluation of various aspects of education.

Education legislation, policies and institutions alone are not enough. MEST should be more active in supporting a coordinated and multi-disciplinary approach by competent institutions at central and local level, that would contribute to prevention of school drop out, including sharing of the information capacity and advocating for the support to be provided to children and families at risk to drop out the school, including by employment institutions, professional training centers, various organizations that offer projects for generation of funds or professional training either have limited abilities or do not have child labour included in their priorities.
Review and assessment of legislative framework, secondary legislation, policies and strategies as part of legal reform that could include: laws on labor and employment, laws related to family services and social assistance scheme, laws on education, laws on trade unions, etc.

To organize campaigns in order to reach social mobilization and raise general awareness on consequences of school dropout.

To identify good practices and approaches that could be applied at national level for prevention of school dropout.

To ensure that teachers are a mechanism for identification and prevention of school dropout.

To reduce the costs of education for children who are at risk to drop out the school.

7. How do you see the legislation in this regard?

While the legal framework guarantees education for all and creates conditions for protection of the rights of children of different ethnic, racial, linguistic and religious communities, including the right to education in their own language, this rights are yet to be practically implemented in the Kosovo education system.

8. How would you describe the role of the local NGOs?

Local NGOs have played a great role in education including catch-up classes provided to children who dropped out the school or in referring and ensuring support to children or their parents through service provision institutions.

While local NGOs have received financial and technical support through international community, little has been done to invest and ensure their sustainability. In some cases these NGOs have ceased their services due to lack of financial component.
9. How would you describe the role of the international NGOs?

International community has played a vital role in supporting the establishment of educational system in Kosovo based on international education and human rights standards. More efforts are required for a coordinated and effective distribution of aid, capacity development and delivery of support, as Kosovo does not always have the resources for a comprehensive and long-term support for vulnerable communities, families, or children. Often, institutions suffer from the lack of investment, improper distribution of the budget, high costs, etc, and thus child protection services often rely on assistance provided by ad-hoc international organizations.

10. What would be your massage for the end?

Strategies and policies on prevention of school dropout alone are not enough. Combinations of political will, technical capacity and fiscal space to address school dropout in a comprehensive manner that ensure social inclusion and advancement of human rights is needed to achieve positive impact.
APPENDIX D

Questioner for teachers

General information

Date of interview

Name

Title/position

City

Phone nr

E-mail

1. In your opinion, what is student drop-outs?
   - Permanent non attendance to school
   - Partial attendance to school
   - Unjustified absence in the class
   - Others (please specify)____________________

2. Is it student non-attendance a concerning issue?
   - Yes
   - No

3. Do the social, economical and family problems, develop into drop-outs?
   - Yes
   - No

4. What is the probability of drop-outs in your city?
   - Low
   - Moderate
   - High
   - Very High
   - Don’t know
5 How likely the chances are to cause major harm of child integration through drop-outs?

___________________________________________________________________
___________________________________________________________________

6. Which one is the responsible for the drop-outs?
   - Government organizations
   - NGO and different agencies
   - Parents
   - Teachers
   - Others (please specify)____________________

7. In your experience, is it necessary to be involved parent discussion if there is identification of student drop-outs?
   - Yes
   - No

8. What would be the major reason for student drop-outs?
   ___________________________________________________________________
   ___________________________________________________________________

9. Does the municipal strategy on drop-outs can prevent it?
   - Yes
   - No

10. How much are you aware of prevention methods of student drop-outs?
    - Low
    - Moderate
    - High
    - Very High
    - Don’t know

11. What do you think, how effective are the current measures in preventing drop-outs?
    - Low
12. Would you accept to have any guide to increase your knowledge about the prevention on student’s drop- out?
   - Yes
   - No

13. What is a reasonable expectation of privacy in families where we have student drop- outs?

___________________________________________________________________
___________________________________________________________________

14. Do you think that law enforcement change attitude towards student drop- outs?
   - Yes
   - No

15. Name one of the institutions responsible for drop – out prevention?
   - Central Government
   - Local Government
   - Teacher
   - Parent
   - Child
   - Other please specify)____________________

16. How would you rate the extend of coordination and collaboration across teachers and parents for student drop – outs?
   - Low
   - Moderate
   - High
   - Very High
   - Don’t know
APPENDIX E

Questioner for parents

1. In your opinion, what is student drop-outs?
   - Permanent non attendance to school
   - Partial attendance to school
   - Others (please specify)____________________

2. Are you aware that you can have the penalties for child non-attendance in compulsory education?
   - Yes
   - No

3. Do you use any method to control your child attendance?
   - Yes
   - No

4. Who is responsible for student drop-outs?
   - Central Government
   - Local Government
   - Teacher
   - Parent
   - Child
   - Other please specify)____________________

5. What do you think are the reasons for student drop-outs?
   - Long distance home-school
   - Socio-economical problems
   - Teachers behave
   - School accessibility
   - Educational system
   - Other please specify)____________________
6. How will low enforcement change attitude toward the student drop-outs?
   - Good
   - Improving
   - Promising
   - Poor

7. How would you rate the extent of collaboration across teachers and parent of student drop-out?
   - Low
   - Moderate
   - High
   - Very High
   - Don’t know

8. Do you have any strategy how can we reintegrate children to school?
   - Yes
   - No

   If yes, please describe:

   ___________________________________________________________
   ___________________________________________________________

9. As a part of this region, how do you perceive the major threat through rating from the below?
   - Student problem itself
   - Parent problem
   - Teacher problem
   - Psychologist problem
   - Society problem
   - Local governmental problem
   - Central Governmental problem

10. Have you participated in any training with student drop – out subject?
    - Yes
    - No
This guide can be used for all municipalities in Kosova on to guide them in
development of the plans for interventions of student drop-outs. The guide
can be useful to:

- Municipal officers
- School directors
- Teachers
- Parents
- Children
- Media
- Local and International NGOs
- Society in general
OPTIONAL DIAGRAM FOR SOLVING DROP - OUT PROBLEMS

Communication process with drop - out child

Legend

Teacher

Child

School director

Class Children

Psychologist

Parents

Social worker

All National and International NGOs & Civil society

98
Respect and ensure the rights set forth in the Convention to each child within their jurisdiction without discrimination of any kind irrespective of the child’s or his or her parent’s, legal guardian’s race, colour, sex, language, religion, political or other opinion, national, ethnic or social origin, property, disability, birth or other status.

**What should we do?**

- Develop effective strategies for prevention of drop-outs
- Improve inter-sectoral communications and setting up a system of information.
- Ensure safe environment and accessible schools
- Compile reports on drop-out phenomena
- Investigate the reasons and create programs based on the family needs
- Ensure support of the families in accordance with their rights and needs.
- Organize public debates.
- Enforce drop-outs Task Force Groups
- Take different initiatives with all active actors in the municipality for drop-out prevention
- Create functional data base with inter-institutional approach
- Create non-discriminatory municipal policies
- Ensure policies for financial support for families in need
- Regularly evaluate and monitor the current situation
- Coordinate with other relevant stakeholders and insure their participation.
The best interests of the child shall be a primary consideration.

Ensure to the maximum extent possible the survival and development of the child.

**What should we do?**

- Create mechanisms of evaluation of the current situation within the school
- Organize trainings for the teachers who have drop-out cases in their classes
- Involve psychologist to cooperate with parent and teacher in order to identify and solve the drop-out case
- Insure community participation in school life.
- Organize exchange meetings with other schools to share best practices and lesson learned
- Create plan for joint activities with other schools
- Provide long-term alternatives for children to return to school.
- Cooperate closely with community police regarding the safety and child protection.
- Ensure implementation of the law for compulsory education and create school mechanisms for monitoring and evaluation
- Inform municipal Education Directory with unsolved cases and agree with next steps.
What should we do?

- Discuss with parents about the problems and motivate them to participate on children’s education
- Discuss with other teachers who had the similar problems in their class
- Identify the best methods for dealing with drop-out cases
- Discuss with social workers
- Discuss with psychologists
- Involve Parent Council and Parent – Teacher Association of the school and ask for their support
- Pay special attention to the potential student drop-outs.
- Develop the individual plan for children drop-out and potential one
- Create good environment in the class
- Present successful role models
What should we do?

- Continuously talk to the child about the importance of education and coordinate with teacher
- Participate in community organizations or mechanism organized by schools
- Search with different municipal officers for fulfilling family needs
- Create positive parent role model
- Create Parent Peer Support Groups
- Increase self confidence.
- Plan the activities of your child
- Develop a control method for your child
- Have common understanding between teacher – parent and child about the tasks and the development of the child
- Be involved and interested to learn about the international standards for child protection and their rights
- Motivate the child his for career development
What should we do?

- Inform school teacher about the issues/problems
- Participate in peer support groups
- Organize and or facilitate debates in the classroom
- Create positive environment through different games or child interest
- Promote school values through internet or other mass media channels.
- Organize events with specific issues of concern for children
- Create competition in order to motivate classmates in specific education fields
- Organize sport activities and insure involvement of vulnerable groups
- Publish children activities on the school magazine
- Organize public programs for children rights
- Promote children rights through competitive essays within the municipality, region and abroad.
What should we do?

- Develop special informative programs on difficult socio-economic, cultural and educational aspects of the families.
- Organize awareness programs focusing on drop-out issue.
- Follow children, teachers and parents school and social activities regarding drop-out prevention.
- Organize TV debates between children’s and parents, teachers and children’s, teachers and parents, parents and other municipal officials.
- Collecting appropriate articles, information, data’s to enable the formulation of law implementation.
- Pressure the institutions to enforce the policies, laws and international standards for child participations.
- Show other countries experiences best practices and solutions on drop-out issue.
LOCAL AND INTERNATIONAL NGOs

What should we do?

- Fundraise donors to invest on raising awareness for drop-out problem
- Organize campaigns, workshop, meetings for raising awareness of drop-out phenomena
- Conduct researches for drop-outs and publish the reports
- Identify the best practices and spread out the information
- Involve experts in comprehensive long-term support for drop-out issues
- Organize information visit to exchange experience with other regional countries for preventing drop-outs
- Design, programs and projects for child protection
- Produce brochures, guides, leaflets, billboards and posters for drop-out preventions
- Organize tracings for self-confidence of the parents and encourage them for different decision making process for their child well-being
- Organize international conferences
What should we do?

- Increasing school community cooperation
- Raise awareness among the community and provide specific support to the families that have drop-out problems
- Stimulate political parties (active in their town) to include actions on their programs for preventing drop-outs
- Establish a good relationship between civil society and local institutions
- Lobby and advocate for children rights
- Lobby for reparation and improvement of existing education infrastructure
- Work on changing behaviors of the different generations for drop-out issue
- Organize meetings for raising awareness of reducing stereotypes for different vulnerable groups
- Define certain responsibilities for child development (including teacher and child itself)
- Participate in the different events and activities organized for the benefit of the child
Municipal Action Plan for drop-out prevention

This plan can be used for wall municipalities in Kosovo
1. INTRODUCTION

Local Action Plan of student drop-outs intends to improve the quality of students and family life through the programs with large scope and support mechanisms at local level, involving initiatives that coincide with drop-outs. Furthermore this action plan purpose is to motivate - strength and support different actors who are working on this issue.

The preparation of this Plan was inspired during the decentralization system in Kosovo and transfer of the competences to the Municipal authorities. However there is a lack of capacities to manage all the processes that came for a short time, therefore this Plan could be very helpful for all Municipal citizens responsible for drop-out preventions.

Meantime, this Local Action Plan will improve the progress of services and engagement towards student’s education on intention to improve and progress their social status in the future. It will be a good and very powerful instrument to achieve the fundamental goals of children rights, inclusion and fulfilling obligations.

The realization of this Plan will be measured and evaluated by the Ministry of Education, Science and Technology and the Ministry of Local Administration.
2. BACKGROUND

Until now Kosovo had a centralized government and lack of parental involvement on preventing the drop-out issue. Parent involvement actually declines as students grow older, so that it is less in secondary schools than in elementary (Stouffer, 1992). If parental involvement is so beneficial, why isn't it being used to a greater extent than at present? There are many reasons from the parent and also from the school for this lack of involvement. One of the reasons concerns is the lack of action plans – shering responsibilities, understanding the tradition on families compare to the socio-economic development of Kosovo and educational system. The families are struggling to deal with many factors that affect every member of the family, such it is drop-out. These can definitely affect the way that the family is able to be involved in the daily life activities. Sometimes the parents may be doing the best that they can, but without asking the children’s opinion.

Another reason for lack of involvement is embarrassment. The parents may be illiterate or unable to help child to accomplish his duties and they got a bad grade at the schools. This could make communication difficult even between child and parents or teacher and parents.

Although formal statistics are not available, both governmental and non-governmental actors agree that significant numbers of children in Kosovo today drop out of school before they have acquired levels of education that will allow them to fully participate in Kosovar society. The consensus among concerned agencies is that drop-out children are consistently subject to social exclusion and suffer some of the worst health and other social indicators of the entire population. Education is one of the most important keys to breaking the cycle of exclusion and poverty, and has a lasting impact on future generations as well.

Therefore, after the decentralization process Local Government should have a plan in order to deal with the different issues and prevent drop-outs in compulsory schools.
3. ISSUES, CHALLENGE OR PROBLEM TO BE ADDRESSED

Within the different contacts of the communication with students and families with drop-out cases, there are many good experiences that need to be brought together so that every responsible person can learn from each other challenges.

Therefore we have problems to be addressed such as:

- To improved coordination at the municipal level among schools, parent councils and local authorities for preventing drop-out
- Schools, teachers and parents to be more active in their promotion of the value of education
- Municipalities demonstrate ownership of the Municipal Action Plan and ad-hock plans
- Strength and articulate the voices of parents
- Monitor and contribute to how local and national government bodies plan and make use of financial resources.

6. GOAL

The goal of preparing this Municipal Plan is to improve the quality of children’s life and also to fulfill the state obligations that Kosovo has in respecting International Conventions for Human Rights and the Children Rights, which are among the preconditions for Kosovo to move forward the process of European Integration.
## 6. ACTION STEPS

<table>
<thead>
<tr>
<th>Actions</th>
<th>Responsible institutions/organizations</th>
<th>Possible partners</th>
<th>Indicators</th>
<th>Time frame</th>
<th>Mechanism of evaluation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Campaigns on the importance of education</td>
<td>MEST&lt;br&gt;Schools&lt;br&gt;MED&lt;br&gt;Local NGO</td>
<td>Individual parents Local NGO&lt;br&gt;CSW&lt;br&gt;PTA&lt;br&gt;UPTAK&lt;br&gt;LHRU</td>
<td>Number of children back to school&lt;br&gt;Campaigns organized.&lt;br&gt;Community Members included in campaigns.</td>
<td>Especially beginning of school year and entire school year</td>
<td>MEST&lt;br&gt;MED&lt;br&gt;Local &amp; International NGO</td>
</tr>
<tr>
<td>Organizing public debates in schools for the topic chosen with children, parents and teachers</td>
<td>MED&lt;br&gt;School&lt;br&gt;PTC&lt;br&gt;UPTAK&lt;br&gt;Local NGO</td>
<td>Debates organized</td>
<td>Four times during the schools year</td>
<td>PTC&lt;br&gt;Local &amp; International NGO</td>
<td></td>
</tr>
<tr>
<td>Organizing trainings for families with drop-out students</td>
<td>Schools&lt;br&gt;PTC&lt;br&gt;UPTAK&lt;br&gt;Local NGO</td>
<td>Organizing at least one training with families of drop-out students</td>
<td>A few trainings (depends on families and cases)</td>
<td>PTC</td>
<td></td>
</tr>
<tr>
<td>Round tables discussing the issue of school drop-outs.</td>
<td>MEST&lt;br&gt;MED&lt;br&gt;School&lt;br&gt;PTA&lt;br&gt;NGO&lt;br&gt;CSW&lt;br&gt;Donors</td>
<td>At least two round tables organized. Included participants chose possible paths to solve the problem.</td>
<td>Every four months.</td>
<td>MEST&lt;br&gt;MED</td>
<td></td>
</tr>
<tr>
<td>Organizing courses for family education.</td>
<td>UPTAK&lt;br&gt;School&lt;br&gt;Donors&lt;br&gt;Parents</td>
<td>Organizing at least two courses. Male and female participants from community members.</td>
<td>Twice a year</td>
<td>PTC&lt;br&gt;Local &amp; International NGO</td>
<td></td>
</tr>
<tr>
<td>Recording the no. of children expected to enroll in the first grade.</td>
<td>School&lt;br&gt;PTC&lt;br&gt;Parents</td>
<td>Accurate data on all children who according to law must enroll in the first grade.</td>
<td>September (the beginning of the school year)</td>
<td>MED&lt;br&gt;PTC</td>
<td></td>
</tr>
</tbody>
</table>

**NOTE:** Responsible institutions/organizations should have this guide as a tool for setting up their priorities in their daily Work. Timeframe of this Municipal Action Plan can be implemented at any school year or calendar year.
## Action plan for student drop – out prevention

<table>
<thead>
<tr>
<th>Actions</th>
<th>Responsible institutions/ organizations</th>
<th>Possible partners</th>
<th>Indicators</th>
<th>Time frame</th>
<th>Mechanism of evaluation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Supervising the attendance of children (especially those who was</td>
<td>Teachers</td>
<td>School Parents</td>
<td>Justified absences Recording children with many absences.</td>
<td>During the entire school year.</td>
<td>School PTC</td>
</tr>
<tr>
<td>in the list of had drop-outs for the first time)</td>
<td>PTC</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cooperation of GOs and NGOs to ensure participation of children in</td>
<td>NGO</td>
<td>School Community</td>
<td>Gathered decisions as a result of cooperation between GOs and NGOs</td>
<td>During the entire school year.</td>
<td>School Community</td>
</tr>
<tr>
<td>the schools</td>
<td>GO</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Forming different groups of parents with similar problems</td>
<td>Teachers</td>
<td>School Community</td>
<td>At least three groups formed. Parents active part of these groups</td>
<td>September – October</td>
<td>PTC Schools</td>
</tr>
<tr>
<td>Forming different groups of children with similar problems</td>
<td>Children Teachers</td>
<td>Parents PTC</td>
<td>At least three groups formed. Children active part of these groups</td>
<td>October - November</td>
<td>Teachers Parents</td>
</tr>
<tr>
<td>Organizing different cultural and sporting activities.</td>
<td>Teachers School directories</td>
<td>PTC Parents</td>
<td>Greater inclusion of communities in school activities.</td>
<td>During the entire school year.</td>
<td>MED PTC</td>
</tr>
<tr>
<td>Inclusion of student who had drop- outs in different vocational course</td>
<td>CSW</td>
<td>NGO UPTAK</td>
<td>Organizing at least two vocational courses. Number of students included in</td>
<td>During the school year</td>
<td>CSW</td>
</tr>
<tr>
<td>Organizing training with teachers on children rights</td>
<td>UPTAK</td>
<td>NGO</td>
<td>One/two day trainings with teachers. Teachers as active participants in</td>
<td>September -October</td>
<td>MED UPTAK NGO</td>
</tr>
</tbody>
</table>

**NOTE:**

*Responsible institutions/organizations should have this guide as a tool for setting up their priorities in their daily Work. Timeframe of this Municipal Action Plan can be implemented at any school year or calendar year.*