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MINISTARSTVO ZA OBRAZOVANJE, NAUKU I TEHNOLOGJU
MINISTRY OF EDUCATION, SCIENCE AND TECHNOLOGY

EQUITY IN EDUCATION FOR ALL

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

December 2014



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LIST OF ABBREVIATIONS

AI	Administrative Instruction
CSO	Civil Society Organisation
CSW	Centre for Social Work
DCYS	Directorate of Culture Youth and Sports
DHSW	Directorate of Health and Social Welfare
ECMI Kosovo	European Centre for Minority Issues Kosovo
EMIS	Education Management Information System
EWS	Early Warning System
FMC	Family Medicine Centre
KEC	Kosovo Education Centre
MAP	Municipal Action Plan
MDCYS	Municipal Directorate of Youth and Sports
MDE	Municipal Director of Education
MED	Municipal Education Directorate
MEST	Ministry of Education, Science and Technology
MOCR	Municipal Office for Communities and Returns
NGO	Non-Governmental Organisation
PRTAN	Team for Prevention and Response towards Abandonment and Non-Enrolment in Compulsory Education
UNICEF	United Nations Children's Fund

I. FOREWORD

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

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

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

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

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

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

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

¹EMIS data of MEST

II. ACKNOWLEDGEMENTS

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

A special gratitude is extended to Laetitia Antonowicz, Regional Consultant for UNICEF; Afërdita Spahiu, Chief of Education at the UNICEF Kosovo Office; and Andrea Najvirtova and Iva Ulmannova, the former and current Project Managers at ECMI Kosovo.

We would like to extend our gratitude to the members of the group for providing their expertise in finalising the document: Merita Jonuzi and Shqipe Bruqi from the Ministry of Education, Science and Technology; Petrit Tahiri from Kosovo Education Centre (KEC); Gëzim Hasani from UNICEF; and Elizabeta Haziri from ECMI Kosovo.

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

III. INTRODUCTION

Although, the enrolment rate is over 95%² for compulsory education in Kosovo, some children and adolescents never enrol in school, attend very irregularly, or do not complete lower secondary education. These groups of children are normally referred to as out of school children, dropouts or early school leavers, because we have categories of children who have never enrolled in school, children at risk of dropping out of school and children who have already dropped out of school during their studies. These children are, therefore, deprived of their right to education, and as such the Prevention and Response Teams toward Abandonment and Non-Registration in Compulsory Education (PRTANs), which were established based on Administrative Instruction 19/2012 by MEST, should have the capacity to identify, refer, and handle cases efficiently.

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

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

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

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

WHY A MANUAL AND WHO IS THE MANUAL FOR?

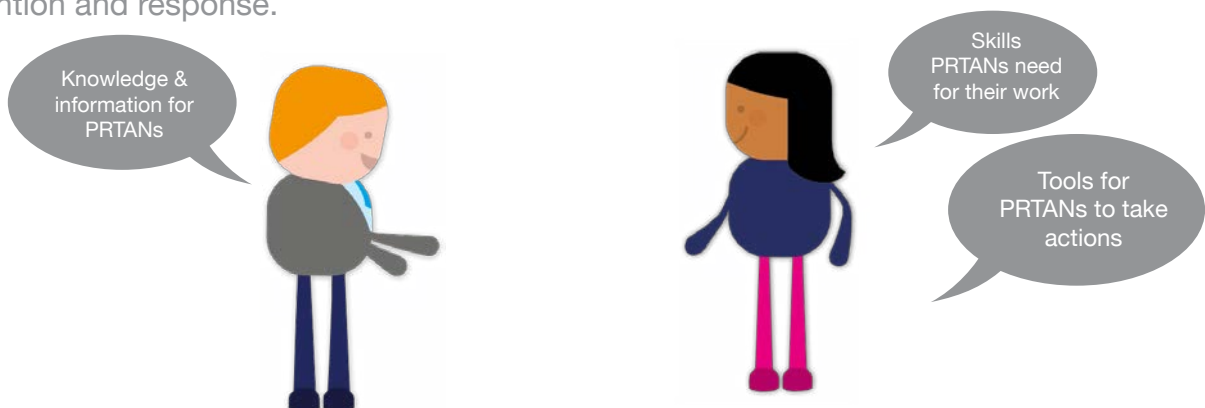
This manual will help School PRTANs to exercise their role and mandate in prevention, response, and treatment, of the problem of dropout and non-enrollment in compulsory education.

The primary audience of the manual are internal school mechanisms (school directors, members of School PRTANs, school teachers, and students), as well as other stakeholders and relevant municipal institutions (Municipal Education Departments, Municipal PRTAN team members, Municipal Offices for Communities and Return, Centres for Social Work, and Civil Society Organisations).

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

WHAT IS IN THE MANUAL?

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



What do the icons mean?

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



Ideas and tips



Example



Instruments



Important

What is on the CD?

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

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

1. CHILDREN OUT OF SCHOOL

1.1. WHO ARE GROUPS AT RISK?

Children from vulnerable groups that are likely to become out of school are the following: children with disabilities; repatriated and returnee children; children with different social problems; children from the Roma, Ashkali and Egyptian communities; pregnant or married girls; adolescent children working to contribute to their family's income; trafficked children; and survivors of sexual abuse or neglect.

Children not enrolled, not attending, or at risk of dropping out of school can be different ages, ranging from those in pre-primary education (ages 5 to 6) to those who are at the end of their compulsory education.

To prevent dropouts however, PRTAN teams need to pay attention to a fourth category of children: children at-risk of dropping out. These are children, in general, frequently absent from school, sometimes for long periods of time due to illness, travel, or other reasons. Children at risk are sometimes "not graded". They can also be children presenting a number of risk factors (see sub-chapter 1.2) that put them more at risk of dropping out than their peers.

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

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

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

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

Individual factors:

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

Family factors:

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

School factors:

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

Social factors:

Social problems, poverty, inadequate level of interinstitutional cooperation and with community, negative phenomena in society, movements, migrations, etc.

1.3. WHAT STAGES SHOULD PRTAN PAY A PARTICULAR ATTENTION WITH REGARDS NON-ENROLLMENT AND DROPPING OUT?

PRTANs should pay particular attention to these stages:

1. When children are 6 years-old and are supposed to start primary education;
2. When children are repatriated, or have newly arrived in the country and should be reintegrated in education; as well as,
3. When they are moving from one municipality to another, by paying attention to implementation of proper procedure for those who are transferring schools.



Past practice shows that investment in education brings benefits, at different levels, for the individual but also their families and communities and society. Thus, benefits from education reflect upon:

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

2. MEMBERSHIP AND ROLE OF SCHOOL PRTANS

Although Annex 5 gives the Terms of Reference for PRTANs at the school and municipal level, where the membership and role of teams is explained, below is a table that shows the composition of PRTANs at the school level, as well as instructions on certain roles.

Table 1. School PRTAN members

REGULAR MEMBERS			OPTIONAL MEMBERS
	Permanent members	Non-permanent members	Permanent members
	Case manager/ Case leader, School director, Teacher/representative of the Teacher Council	Parent/representative of the Parents Council Student/representative of the Students Council	Experts from municipal institutions; governmental and non-governmental organisations dealing with children, youngsters and family issues; community representatives; education/cultural mediators; pedagogic staff
Term	3 years ⁴	1 year	3 year
Selection process	Appointment - by the School Steering Committee	Nomination – by the School Steering Committee	Their inclusion in the School PRTAN needs to be approved by majority of PRTAN members.

⁴Specific mandate is of a case manager, who can be nominated or replaces according to the specific need.

Roles and responsibilities

Table 2. School PRTANs have the following roles

Role 1:

Monitoring the school situation on registration, attendance and drop out.

What does it mean?

School PRTANs should, on a three-month basis, generate data on:

- The number of children enrolled/registered in school.
- The number of classes missed by students. This information, to be useful, should be presented aggregated by the level of the school, and then disaggregated by grades and sex.
- The number of students who missed a large number of classes for reasons other than illness or force majeure.
- The number of children who drop out of school, i.e. who have stopped coming to school, and who have not migrated abroad or to another municipality in Kosovo.

How to do this?

To gather this information, the School PRTANs should be supported by:

- The school administration
- Homeroom teachers
- Class journals

Role 2:

Monitoring cases of children not-enrolled in school, dropping out of school, and at risk of dropping out.

What does it mean?

School PRTANs should, every three months, meet and discuss specific cases of children who are not-enrolled, dropping out, or at risk of dropping out of school.

School PRTAN should maintain:

- A list of children in their catchment area who are not registered in school.
- A list of students who have dropped out of school (but have not died, transferred to another school or migrated abroad).
- A list of students attending school but considered at risk of dropping out.

School PRTANs should identify actions to return these children to school and to support their retention (more information is provided in Section 5 – The Case Management Process).

How to do this?

The list of children not registered in school can be drawn from:

- Information provided by civil society organisations;
- Information provided by social workers, community police, or health professionals;
- Information gathered by the school;
- Information provided by municipal authorities: MED, Civil Registry, MOCR, or any other entity.

The list of children who have dropped out of school can be drawn from information provided by the school administration, homeroom teachers and other students

Where to find more detailed information?

1. The Early Warning System for Students at Risk of Dropping Out: see Section 4.
2. Case Management: see Section 5.
3. Referrals of cases (children out of school and at risk of dropping out) by NGOs: see Annex 6 and 7.

Role 3:

Planning for the prevention, management and response of non-enrollment and drop out.

What does it mean?

School PRTANs should develop, every year, an action plan for non-enrollment as well as drop-out prevention and response.

The action plan should include the main activities that the school will be conducting to prevent and respond to non-enrollment and drop out as best possible.

The action plan will also identify the partners the school can work with on these issues.

How to do this?

School PRTANs can either develop a specific action plan on drop out prevention or include a drop out prevention and response component in the School Development Plan. The latter is highly recommended, to avoid multiplying the numbers of action plans in each school. This will also ensure that the whole school is accountable for the implementation of drop out prevention and response interventions, and not only School PRTANs.

To the extent possible the plan should reflect the priorities of the Municipal Action Plan on Drop-out prevention and response. But it should also capture the specificities of the school, its audience, and challenges.

Where to find more detailed information?

See Section 6 for planning tips.

Role 4:

Reporting on issues relating to non-enrollment and drop out.

What does it mean?

School PRTANs should routinely report to the School Steering Council, the Municipal PRTAN and MED on issues pertaining to non-enrollment, school absenteeism, and drop-outs.

In addition, School PRTANs might be asked to report on an ad hoc basis to MEDs, and to MEST whenever/if required.

How to do this?

The reporting modalities will vary from one municipality to another. School PRTANs are likely to be asked to report on the following issues:

- Data on enrolment, attendance and drop out;
- Specific cases of children not registered in school or having dropped out of school;
- Progress on the school action plan for dropout prevention and response;
- Interventions that are yielding positive results and lessons learned from; interventions that are less effective.

To ease their reporting role, School PRTANs are advised to:

- Keep records and minutes of meetings held in order to comply with requests for information from municipal and central authorities;
- Keep accurate data on enrolment, attendance and drop out,
- Keep up to date lists of cases of the children/students they are managing.

Where to find more detailed information?

See Section 8.

3. IDENTIFYING OUT OF SCHOOL CHILDREN

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

Children not enrolled or not attending school are often:

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

3.2. WHAT IS THE COMMON PROFILE OF CHILDREN WHO ARE AT RISK OF DROPPING OUT?

Children who are at risk of dropping out are often:

- Children with different individual, family and social problems;
- Children with chronic or long term illnesses;
- Working children, involved in detrimental activities (drug dealing, trafficking, exploited in forced labour, etc.).

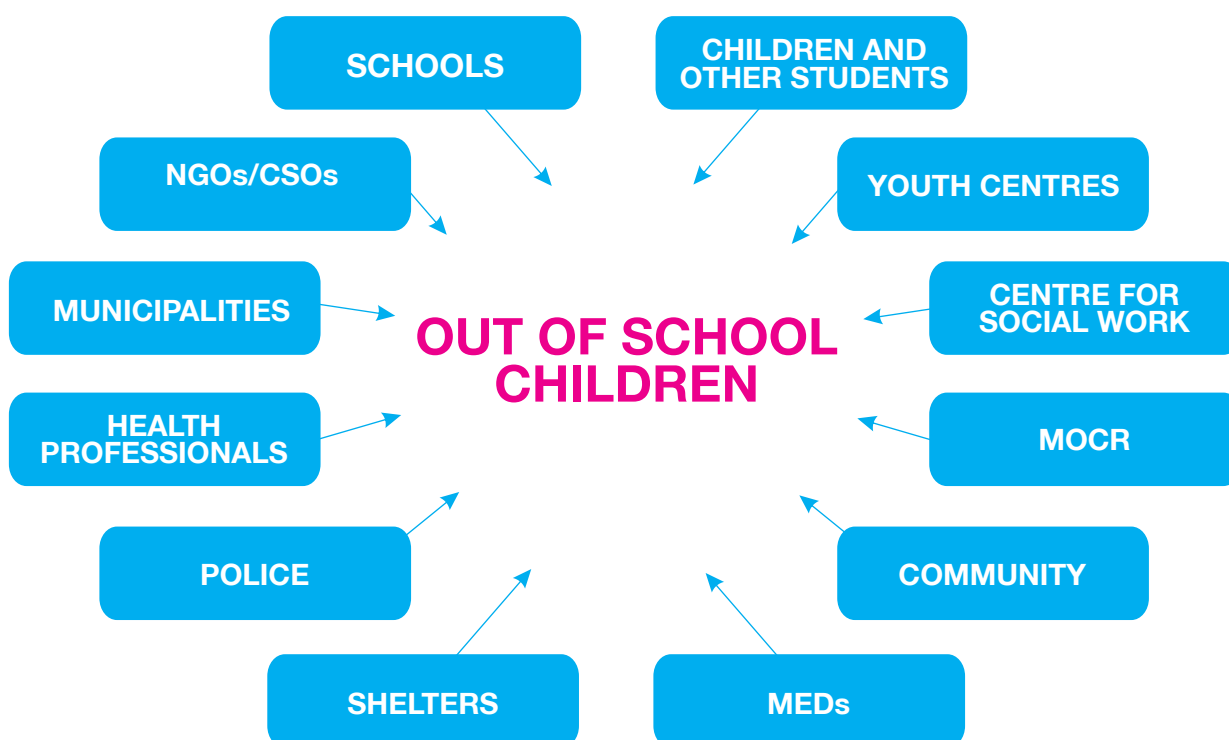
3.3. WHAT IS THE COMMON PROFILE OF CHILDREN WHO HAVE DROPPED OUT SCHOOL?

Children who have dropped out of school are often:

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

3.4. WHO CAN IDENTIFY OUT OF SCHOOL CHILDREN?

Out of school children can be identified by a number of institutions, mechanisms and professionals:



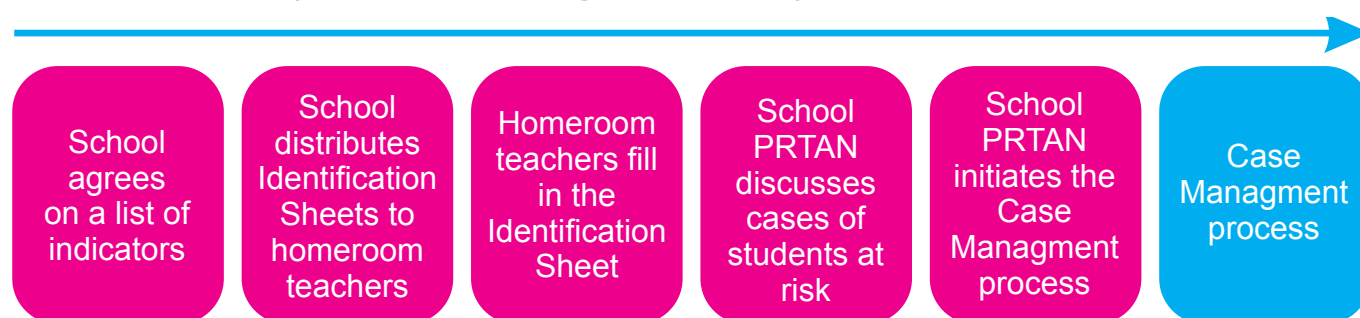
PRTANs at school level, pursuant to their mandates should be focused primarily on identifying children who are at risk of dropping out, and those who have dropped out school but can also contribute to identifying the children not-enrolled at school.

4. EARLY WARNING SYSTEM FOR CHILDREN AT RISK OF DROPPING OUT

How to identify cases which are at risk of dropping out of school? The Early Warning System (EWS) is a procedural system with a school-based tool (see Annex 1, Tool 1) which aims to identify students at risk of dropping out of school based on specific predictors of drop out and to support them remaining in school, at least until they complete compulsory education, through a range of activities. EWS is used by all school internal mechanisms including PRTANs to identify and prevent school drop out.

4.1. HOW THE SYSTEM WORKS?

The EWS can be implemented in a straight forward sequence of actions



Additional detail on the specific **steps** undertaken are summarised below, with reference to relevant tools and other related sections of the manual.

STEPS		TOOLS AND COMMENTS
STEP 1	School agrees on a list of risk indicators	A list of indicators is recommended below, Chapter 4.2.
STEP 2	School distributes Identification Sheets to homeroom teachers	Identification Sheets are provided in Annex 1 for printing. An electronic version is available on the CD. The identification sheet shall be distributed to all homeroom teachers either in paper or in electronic form.
STEP 3	Homeroom teachers fill in the Identification Sheet	The Identification Sheet is filled in every semester by the homeroom teacher. A focal point from the School PRTAN shall be assigned for their collection. Details on how to fill in the Identification Sheet are provided in Chapter 4.3.
STEP 4	School PRTAN discussed cases of students at risk	Each case of a student with an orange and red status is reviewed during School PRTAN meetings. PRTAN teams take the final decision on which students should be going through a Case Management process depending on the seriousness of the case and the perceived level of risk. Detailed explanations on the Case Management Process are provided in Section 5.

4.2. WHAT INDICATORS SHOULD BE USED TO IDENTIFY CHILDREN AT RISK?

There are many predictors of drop out. The most common are: irregular attendance, low academic performance, misbehaviour at school, and difficult family or personal circumstances of the child etc.

The recommended indicators for your school are the following:

Proposed indicators	Description
Attendance	Student has missed more than 18 classes in the month for no valid reason
Academic performance	Student cannot read, write or count appropriately for his/her age OR Student has very low grades in core subjects
Behaviour	Student repeatedly misbehaves, or is repeatedly very aggressive at school
Age	Student is older than his/her classmates by two years or more
Health	Student has a disability or special educational needs OR a chronic disease OR other serious physical/ psychological health issues (including past trauma)
Family circumstances	Student is facing complex family circumstances such as: Student is an orphan or does not live with parents; Student's parents have a disability or a mental illness, Student's family faces extreme poverty, or any other extreme circumstance; Student is married or is a parent; Student is working.
Family engagement	Student's family does not value education; refuses to engage with the school or engages very little with the school
Peer pressure	Student's siblings/cousins/parents have dropped-out from school or have attended very irregularly OR Student's main peer networks include children or youth out of school (older youth, dropped out students) or people with recognised anti-social behaviour
Safety	Student is victim or at risk of: Domestic violence Other forms of abuse or neglect or exploitation

As the situation in each school is different, indicators can be adapted to better reflect the context. For example if several children have dropped out in previous years due to insufficient means of transport to school, a “transport” indicator can be added to the proposed list of indicators.



Not all “at-risk” students will drop out! Students are resilient and they have strengths which can counter-balance their level of risk, such as regular attendance, strong motivation, skills in language and maths, strengths in some non-core subjects, including arts and physical education, strong interest and motivation in other aspects of life and the world, or strong family, community or peer support

Absenteeism is the first predictor of drop out. Immediate action should be taken when a child is repeatedly absent.

4.3. HOW TO FILL IN THE IDENTIFICATION SHEET?

Homeroom teachers are responsible for filling in the Identification Sheet for their class every semester. A simple code is used for each indicator: “1” if the indicator is positive, or blank if the indicator is negative. The status of each student is determined by the sum of indicators scored positively. Every student with at least 2 positive indicators should be referred to the School PR-TAN for follow up.

STATUS OF EACH CHILD:

0 and 1 risk factor= **GREEN**

2 risk factors= **ORANGE** (at risk)

3 or more risk factors= **RED** (at high risk)

The electronic version of this tool (available on the CD) calculates the status of the child automatically.

After having tried out the EWS, schools might decide to change the values of different statuses/ flags to better address their specific context. For instance, some schools might decide that 3 risk factors are necessary to reach the orange/”at risk” status and 4 risk factors to reach the red/”at high risk” status. In some cases, a child with 1 risk factor can also reach the red/”at high risk” status.

4.4. WHAT HAPPENS NEXT?

Once homeroom teachers have submitted their Identification Sheets to the School PRTAN, all cases of children at risk of dropping out should be discussed in the nearest PRTAN meeting. When the School PRTAN validates the level of risk of a child, it initiates the Case Management Process.

The Case Management Process is described in Section 5.

5. THE CASE MANAGEMENT PROCESS

5.1. WHAT IS CASE MANAGEMENT?

Case Management is an important tool for preventing at-risk students from dropping out of school, and for ensuring a successful (re)integration in education of children who were not enrolled in school, or who have had long periods of break in their education (from a few months to several years).

By “case”, we mean the person or the child who is in need of support. By “management” we mean organised procedures and mechanisms.

The aim of case management is:

- To identify and mobilise the necessary resources for the “case” (the child not enrolled in school, or the student at risk of dropping out of school);
- To bring together professionals and informal networks to support a person/child holistically; and
- To coordinate support interventions.

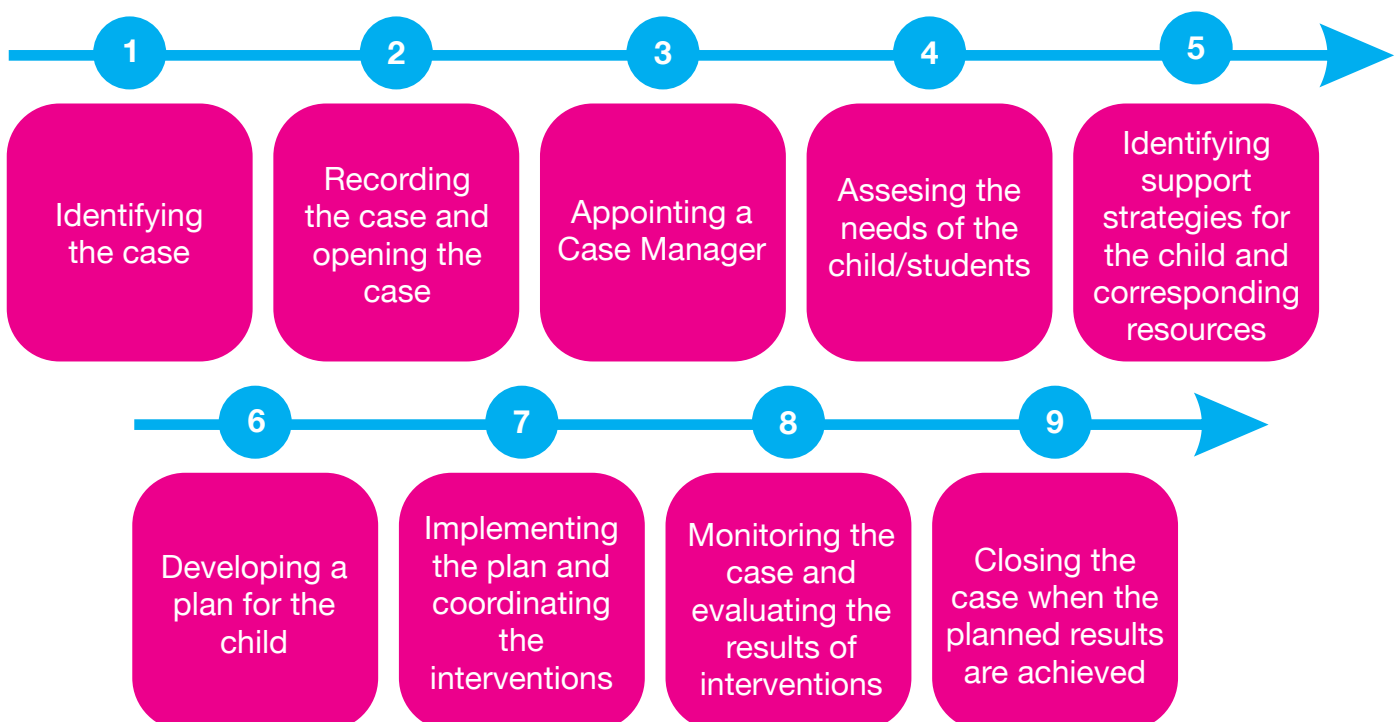
5.2. WHO IS INVOLVED IN CASE MANAGEMENT?

The persons included in the Case Management Process for issues of drop out and non-enrolment are:

- The Case Manager
- The Case Management Team (in our case, the School PRTAN)
- The support network (health and education professionals, family members, extended family members, mediators, friends, other member of the community)

More information about the role of Case Managers is provided in Chapter 5.4.

5.3. WHAT ARE THE STEPS OF CASE MANAGEMENT?





When a previously not-enrolled, or not-attending school child is returned to school, s/he should automatically be placed on the list of children at risk of dropping out and his/her case should be monitored until the School PRTAN feels that the drop out risk has disappeared or significantly reduced.

5.4. WHAT IS THE ROLE OF THE CASE MANAGER?

The Case Manager is usually assigned to the case in the first meeting, when the case is discussed. Case Managers are not necessarily members of the PRTAN team, and they can draw on human resources from the community. The Case Manager will be working closely with the child and his/her family, so it is better if s/he has a trustful and respectful relationship with them and understands the education access barriers faced by the child.

Once appointed to a case, the Case Manager will:

- Liaise with the child and his/her family to assess the reasons behind non-attendance and other risk factors and explore solutions
- Liaise with professionals and informal networks to undertake interventions to support the child's access and retention in school
- Fill in the Case Management Plan in the Recording Sheet Section B (Annex 1, Tool 2.1) based on discussions with other School PRTAN members
- Coordinate information collection to monitor the progress on all interventions planned for the case
- Be the focal point for communication with all persons and professionals involved in the case of the child
- Report data and progress to the School PRTAN both orally and in writing



While the Case Manager is responsible for the coordination of activities for a case, s/he is not the sole responsible for the case. Decision-making, monitoring and progress reviews are done during a PRTAN meeting in order to:

- avoid too many responsibilities being concentrated on one person only,
- get insights and comments from other meeting participants on how to go about each case,
- ensure a good level of communication and coordination between all school actors and external actors with regard to interventions aimed at supporting children to remain in education.



Managing communication with Municipal PRTAN: to ensure effective communication, the School PRTANs might choose one of the Case Managers to serve as a focal point for all communications with the Municipal PRTAN.

5.5. WHAT ARE THE RECORDS AND FORMS FOR CASE MANAGEMENT?

Recording Sheet

The Recording Sheet Section A (Annex 1, Tool 2.1) is filled for each case dealt with by the School PRTAN. It is filled by different persons depending on the identification route.

5.6. CASE FILE

Case Managers should keep a file for each case. The file contains all information concerning a specific case, including the Case Management Plan and any supporting documentation such as attendance records, school performance, minutes of meetings with parents, and letters to and from external stakeholders etc. When a case is closed, the file is given to the School Administration for filing. Records should be kept until the child leaves the school.



KEEP IN MIND

It is necessary that sensitive information on children and their families is kept confidential. This means that Case Managers should not share sensitive information on children with persons who have no reason to know about it. When looking for general advice and guidance, Case Managers should not name the case they are referring to.

It is critically important that other children do not access confidential data on one of their peers. Parents should also not access this information.

5.7. HOW TO DEVELOP AND IMPLEMENT CASE MANAGEMENT PLAN?

This section explains in details how to implement Steps 4, 5, 6 and 7 of the Case Management Process.

Assessing the needs of each child/student

The assessment of the needs of each child will be based on:

1. Information provided during the identification phase (e.g. information on at risk factors from the EWS Identification Sheet or information provided by the person who identified a child not registered in school, such as a Civil Society Organisation⁵).
2. Additional information gathered by the Case Manager based on:
 - Meeting(s) with the child and the family (separately, and together, where relevant)
 - Meetings with the homeroom teacher or other relevant school staff
 - Meetings with the social/community mediator where relevant
 - Meetings with external stakeholders who know or work with the child, such as civil society organisation workers, social workers, sports coaches, or other family members, etc.
 - Information included in the child's school file
3. Additional information provided by PRTAN team members

The assessment should be kept simple, but should answer the following questions:

1. Why is the child/student not in school, and what are the underlying factors of non-attendance?
2. What can the school do to help the child (re)integrate and remain in school with the support of local formal and informal networks?
3. Is the child in danger of violence, abuse, neglect or exploitation and should his/her case be referred to other professionals?

⁵ You can find a referral tool of CSOs in Annex 6.



Key steps for meetings with children and parents

- Identify the reason why the child is often absent from school, or performs poorly, or behaves badly, and any other factors affecting the child's education;
- Explore possible solutions/measures to help the child remain at school and increase attendance, performance and behaviour
- Agree with the child and parents on a number of measures/interventions to be implemented by the school, teachers, the family/parents, the child and by other informal networks if necessary (e.g. extended family members, community leaders, sports coaches, mediators, etc.) to support the child's retention in school.(Annex 4 contains a template of home-school contract that can be used to confirm this agreement)

5.8. DEVELOPING A CASE MANAGEMENT PLAN

The purpose of a Case Management Plan is to:

- List the interventions agreed with the child and the parents
- List any other interventions to be implemented by the school and external stakeholders (civil society organisations, MEDs, other municipal authorities etc)
- Keep a record of what should be done by whom and when
- Enable the monitoring of activity implementation
- Enable progress review and evaluation of results



Effective strategies for Case Management

- Discuss how to help the child/student, not how difficult s/he and his/her family are
- Focus on what can be changed, not on factors you have no control over
- Organise Case Management meetings frequently
- Keep a record of the activities conducted (e.g. meetings with parents, home visits, meetings with other professionals, other activities)
- Keep a record of progress on the main problems identified for each case (e.g. attendance, behaviour etc...)
- Think about data confidentiality: do not talk about the case to persons who have no reasons to know about it; when talking about the case, avoid mentioning the name of the child if this is not necessary in the discussion.



Some cases monitored by School PRTANs might be students with Special Educational Needs. These children will have an Individual Educational Plan. In this case it is important to liaise and coordinate with the team following up the Individual Educational Plan to avoid overlaps and ensure synergies.

The Case Management Plan is part of the Individual Record Sheet, Tool 2.1, presented in the Annex 1.

5.9. IMPLEMENTATION, MONITORING AND EVALUATION OF THE CASE MANAGEMENT PLAN

Implementation

The Case Management Plan's interventions are implemented by all stakeholders as necessary: school administration, teachers, families, health personnel, social workers and other community members (mediators, sports coaches etc).

Below is an example of formal and informal networks involved in the implementation of a Case Management Plan:



Monitoring and Evaluation of Cases

Child/student's cases are regularly reviewed in regular or extraordinary School PRTAN meetings, case management meetings, which are closed sessions.

For each case, progress on all planned interventions is presented by the Case Manager. The Case Manager also provides an update on:

- The student's attendance
- The student's school performance
- The student's behaviour at school

Progress is collegially reviewed and evaluated by the School PRTAN and necessary follow-up actions are identified.

Progress information is captured both in the PRTAN Meeting Minutes and on the Case Development Plan.

Each student and their parents are notified of any significant change in the Case Management Plan and are informed of the progress.



Case Managers should think about providing positive feedback to students and their families and not contacting them only when things are going wrong!

5.10. WHEN TO REFER A CASE TO MUNICIPAL EDUCATION DIRECTORATE, CENTRE FOR SOCIAL WORK, AND TO OTHER RELEVANT INSTITUTIONS?

School PRTANs refer the most complex cases to the Centre for Social Work (CSW) and the MED/Municipal PRTAN.

School PRTANs might identify cases of children subject to violence, abuse, neglect or exploitation (including physical and sexual violence, emotional abuse, child labour, begging, trafficking). These cases should be reported to the Centre for Social Work for further action. Immediate referral to the Centre for Social Work should be made when the child is in immediate danger.

When cases are referred to external stakeholders, the school keeps working on the educational aspect of the case, while other aspects are taken care of by qualified professionals and the responsible authorities.

6. SCHOOL PLAN ON PREVENTION AND RESPONSE TOWARDS SCHOOL DROPPING OUT

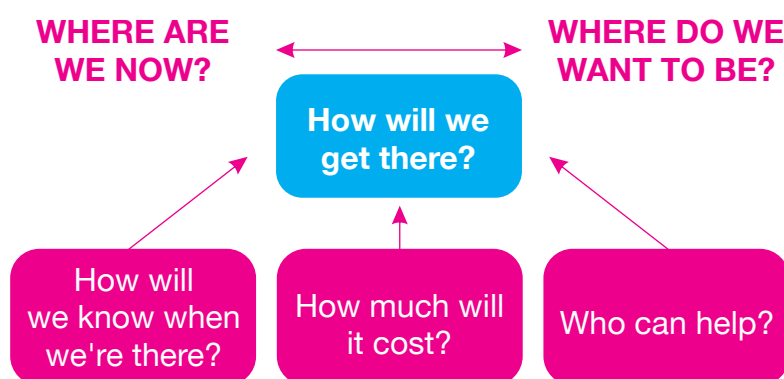
6.1. WHAT IS THE SCHOOL ACTION PLAN FOR DROP OUT PREVENTION AND RESPONSE?

The AI 19/2012 on PRTAN mentions that School PRTANs should develop an action plan on drop out prevention and response.

This action plan could be a stand alone document or, to avoid the multiplication of plans at school level, become a component of the School Development Plans.

6.2. HOW TO PLAN FOR DROP OUT PREVENTION AND RESPONSE?

The diagram below summarises the key questions that schools should ask themselves when planning for drop out prevention and response.



Below are few indicative steps that schools might want to follow to develop their plan:

WHERE ARE WE NOW?

1. Gather data on drop out and non-enrollment:

Number of students of compulsory school age not enrolled in school in the school catchment area & trends over years:

- Number of students who dropped out of school & trends over years
- Number of students at risk of dropping out of school & trends over years
- Attendance rate in the school, in each class

2. Analyse data on drop out, non-enrollment and absenteeism:

- Who are the children who are not enrolled, are dropping out, or who are at risk of dropping out?
- Are they boys or girls? How old are they? What Grade are they enrolled in?
- Why are they not coming to school?
- What are the main categories of reasons for not coming to school?
- What are the reasons pertaining to children themselves (individual factors)?
- What are the reasons pertaining to children's families (family factors)?
- What are the reasons pertaining to the school itself (school practices & policies not sufficiently inclusive and supportive)?

3. Assess school practices on drop out prevention and response:

- How effective are our Grade 1 enrollment policies & practices?
- How effective is our outreach work to identify children not enrolled in school?
- How effective is our school absenteeism management system?
- How effective have the drop-out prevention strategies implemented been in the past? What worked well and why? What did not work well and why?
- How effective is our school in (re)integrating children in school?
- How supportive is the school of children (re)integrated into school? Of children at-risk of dropping out?
- How effective are learning support activities organised for children lagging behind (language classes, extra-classes, catch-up classes, Individual Education Plans etc)?
- How inclusive is our school? How effectively does the school respond to the diversity of students (ethnicity, socio-cultural backgrounds, disabilities and special educational needs)?
- How aware is the school staff (teachers, management and auxiliary staff) about non-enrollment and drop out issues?
- How effective is our school in communicating, raising awareness and collaborating with parents on the issue of non-enrolment and drop out?
- How effective is our communication and coordination with other actors involved in these issues (Civil Society Organisations, MED, Municipal PRTANs, community police, Centre for Social Work, other schools (including pre-primary) and any other interested party)?
- Is drop out prevention and response a priority for the school?

WHERE DO WE WANT TO BE?

1. Discuss the vision of your school: what do you want to achieve in terms of drop out prevention and response?
2. Is your objective realistic yet ambitious?

HOW WILL WE GET THERE?

1. What activities can you realistically implement to achieve your objective? You may want to think about:
 - Community awareness raising activities (for Grade 1 enrolment, for specific communities etc)
 - Activities to reduce school absenteeism and tighten procedures around school absenteeism
 - Activities to support students lagging behind
 - Setting up an Early Warning System to identify children at risk of dropping out
 - Working closely with Civil Society Organisations
 - Activities to increase students' participation in the school
 - Activities to inspire students and create a sense of identity with the school
 - Activities to improve the school climate (discipline, anti-discrimination, inclusion)
 - Working closely with authorities to organise extra curricular and out of school activities for young people, etc.

HOW WILL WE KNOW WHEN WE'RE THERE?

1. Develop a few indicators that will help you monitor progress and tell you when you have reached your objective
2. Monitor the action plan to make sure you know how well you are doing and what needs to be done if things don't go as well as planned
3. Learn lessons about what works and what doesn't work for next year

HOW MUCH WILL IT COST?

1. Some activities might have no cost or very little cost: focus on these!
2. Be realistic about how much you can do within your budget

WHO CAN HELP?

1. Think about who could help your school in drop out prevention and response: (i) for funds, (ii) for in-kind support, (iii) for human resources, (iv) for expertise, (v) for outreach networks, (vi) for good ideas.
 - Civil society organisations
 - Municipal authorities (MED, MOCR etc)
 - Family health clinics and doctors
 - Youth centres and clubs
 - International organisations and NGOs
 - Private sector

6.3. WHAT IS THE PLANNING CYCLE?

A realistic planning cycle could look like this:

DATE	ACTIVITY
September - October	Assessment of the current situation and development of the Plan
November - July	Implementation of the Plan's activities
May - June	Evaluation of the Action Plan

The Action Plan is monitored regularly through the School PRTAN meetings.

6.4. WHAT DOES AN ACTION PLAN LOOK LIKE?

Whether the Action Plan on drop out prevention stands alone or is integrated under the School Development Plan, the Action Plan should contain the following information:

- Analysis of the situation of drop out and non-enrollment in the school
- Objectives that the school wants to achieve re drop out and non-enrollment
- Constraints that the school should keep in mind
- Description of the activities and strategies to implement them effectively
- Responsible parties for activity implementation
- Deadline for implementation
- Success indicators
- Responsible parties for the evaluation of the Plan

A template for a School Action Plan can be found in Annex 2.

7. DROP-OUT PREVENTION STRATEGIES AT SCHOOL LEVEL

This section provides some information on common drop out prevention and response strategies at school level. These strategies can be used by school administration and management to strengthen their procedures on drop out prevention and response and by PRTAN teams for the school action plan on drop out prevention.

7. 1. REDUCING SCHOOL ABSENTEEISM

Why is it so important to tackle school absenteeism?

Children who attend school regularly have greater opportunities to achieve their full social and academic potential.

School absenteeism can have negative effects on both learners, and the communities they live in. School absenteeism constrains learners' achievement and is the first predictor of school drop-out.

School absenteeism is often a symptom rather than a cause. It might, among other things indicate that:

- The child has to contribute to the household income financially or in kind (by working on the family farm/in the field, undertaking paid activities, etc.),
- The child is sick or encounters health/wellbeing problems,
- The child has inappropriate responsibilities for his/her age for house chores or caring of siblings, elderly family members or sick relatives,
- The child encounters problems at home (domestic violence, difficult family circumstances),
- The child feels insecure in the school environment,
- The child is victim of bullying,
- The child is lagging behind in its learning and is feeling ashamed about it,
- The school environment is not adapted to the needs of the child.

Monitoring absenteeism is a legal requirement. When children attend schools, they are under the responsibility of the school directors and teachers.

Classroom teachers should record absences for every class on the class journal. Absenteeism data should be aggregated on a weekly basis by schools. Parents should be contacted on the first day the child is absent. When children are absent without a valid reason for 5 days or more, it is recommended that the school meets with parents to investigate the issue and finds solutions.



Tips for increasing attendance and reducing absenteeism:

- Communicate to all students and all parents the attendance rules
- Contact parents immediately when a child is absent
- Raise parental awareness about the importance of regular attendance
- Show the student that s/he is important to the school by greeting him/her by name every day
- Pay attention to the student in class: ask him/her questions
- Praise the student for good behaviour, good work, good team spirit etc
- Reward the student when s/he has been attending regularly
- Assign a mentor to the student to review attendance performance every week and support the student with his/her learning and other barriers s/he might face
- Organise innovative and inspiring projects to motivate students
- Make class interesting and use child-centred pedagogy
- Involve students in decision-making to improve the school climate and their education experience
- Work with cafes and internet/game shops in the vicinity of the school to raise awareness about the importance of school attendance and find solutions for truancy

7.2. OVERSEEING OF SCHOOL TRANSFERS

A number of children are dropping out of school, and failing to re-enrol when moving from one location to another and transferring school.

Although a school transfer system exists in Kosovo, schools often face cases of children who are not attending anymore, and who have not claimed back their school files. Where are these children? Have they moved abroad? Have they managed to re-enrol in another municipality without their school file? Have they dropped out of school and are not interested in getting their school file?



A tighter school transfer procedure and greater inter-school communication and coordination would enable schools to:

- Know whether students have moved abroad or are still in the country
- Ensure that no students are “lost” during a school transfer
- Reduce the overall rate of school drop out

Here are some steps that schools could take to oversee school transfers more effectively and minimise the chance of drop out:

Checklist for School A (student's old school)	Checklist for School B (student's new school)
School records the transfer as per regulation	School records the new child as per regulation
School obtains oral and written confirmation from the child's new school that the transferred child has attended his or her new school at the latest 5 days after the transfer.	School confirms orally and in writing to School A that the child has started attending his/her new school within at least 5 days after the transfer.
School alerts MED immediately if the child has not transferred to his/her new school	School alerts MED immediately if the child has not transferred to his/her new school

When a child fails to transfer to his/her new school, it is recommended that the school of origin (School A):

- Contacts the family
- Asks information to friends, relatives or neighbours about the whereabouts of the child
- Contacts MED if it cannot locate the child



Schools must not solely rely on oral information from students' friends or neighbours when they are claiming that the child has re-enrolled in another school in Kosovo. This information must be confirmed by the new school.

7.3. MENTORING

Mentors are trusted counsellors. They can be selected from teachers (but not teachers teaching the class of the child they are partnered with at the time), other school staff (librarian, nurse, career advisor, school assistants etc.), or external persons such as sport club managers, community workers, business men/women etc.

Mentors' role includes:

- Meeting with the student, assessing his/her situation;
- Establishing a dialogue overtime to understand the reasons behind absenteeism, poor performance and behavioural issues, reassessing and re-validating these reasons overtimes;
- Jointly developing an action plan engaging both the responsibility of the student and of the mentor (roles and commitments of both parties), monitoring the plan, assessing progress and making changes as appropriate;
- Helping the student in identifying support and opportunities, such as joining a catch-up class, a homework group, finding a work placement, joining extra-curricular activities, being referred to health and social services, to collective therapy groups, to young people support groups, etc.
- The mentor should not put pressure on the student, but rather give him or her time to express themselves; they should also be accessible and available for meetings, to respect his/her engagement toward the student. Teacher-mentors must ensure they do not adopt an authoritarian attitude and that they use an appropriate, non-threatening vocabulary, often different from the one used, traditionally, in schools.

PEER-MENTORING

The aim of peer-mentoring is to provide learning and pastoral care support to mentees while developing the sense of responsibilities and the self-confidence of mentors. Mentors could be chosen from students of the higher grades than mentee, or from the same grade. Selecting a peer-mentor from higher levels than a mentee (e.g. students from the highest grades of lower-secondary for primary school mentees or students from the highest grades of upper-secondary for lower-secondary mentees) can be particularly useful to smooth the transition of a student to a higher school level; while a mentor from the same level could be more suitable to help student to integrate and communicate with other students, which is particularly important for isolated or shy students. A peer-mentor could study with the mentee, assist him/her with homework, walk with him to school, or whatever has been agreed as a possible support measure.

7.4. LEARNING SUPPORT

When child is lacking behind his/her peers in academic performance, they might start skipping classes to avoid uncomfortable situations, which can lead to dropping-out. Providing extra classes for small groups of students, tutoring (tutors individually support child in learning, usually after the classes at schools), or providing teaching assistants during the classes to support teachers in large classes or with demanding students can help these situations.

In searching for suitable learning support, schools can utilise the resources of other stakeholders, for example learning centres run by CSOs, while pedagogical faculties could facilitate contact with their students as potential interns, who could work as teaching assistants or tutors. The municipality and MEST can also support the school in the provision of language classes or non-formal education.

LANGUAGE CLASSES

For children whose mother tongue is not the language of instruction, or who have not attended education in this language before (typically, repatriated children), the language barrier might be a crucial obstacle to integrating with their peers and to following instructions. These schools should request support from the MED⁶ to organise language classes.

NON-FORMAL EDUCATION AND CATCH UP CLASSES

The integration of children that have never been enrolled at school, or who dropped out long time ago is often very challenging, for the child as well as for the school and his/her class. In many cases, the child is much older than his/her peers in the class where s/he would belong according to their academic abilities (i.e. 1st Graders in the cases of children that never attended school or children in the grade, from which the child has dropped out long time ago). To integrate these children, some schools have started to provide so called “non-formal education”, where children are educated during intensive courses tailored for out-of-school children. After finishing this programme, the children’s progress is individually assessed in order to integrate them to mainstream education.

7.5. SMOOTHING THE TRANSITION BETWEEN GRADES AND LEVELS

The transition from one level to another is one of the risk points in the life of a student, and, therefore, it is important to smooth the transition for students to prevent dropouts. The first contact between the school and the child, and his/her parents, is critical for starting the relationship and collaboration on the right foot. It is also particularly important when students are re-entering education after a long absence, integrating into mainstream education after a stay in a special institution, or changing school after an expulsion/forced transfer.

WELCOMING ACTIVITIES FOR NEW STUDENTS

It is important that schools organise one, or several, meetings with new students in the first weeks of their arrival. The goal is to demonstrate that the school works as a team and that adults and staff care for students. It is also to generate interest in school activities and to create a sense of belonging. There is a lot to take in for new students, therefore introductory activities can be repeated as necessary throughout the first term. Also, the students who were absent during the key introductory activities should be provided with a one-to-one session, or allowed to join another group to benefit from them also.

Furthermore, to enhance the integration of the new class, schools can organise:

- Team-building exercises, which can be facilitated in the new classes at the beginning of the year. This can be done through excursions and days out early in the year, group work and school events.

⁶ According to the “Guidelines for assistance and support of repatriated persons for sustainable reintegration based on reintegration policies”, issued by the Ministry of Internal Affairs of Kosovo (MIA) in May 2014, Municipal Directorates for Education, in coordination with MOCR, organise language courses for repatriated children who do not speak the school teaching language and supplementary education with support from MEST. MED also advise MEST of their needs for language courses. MEST, in coordination with MIA, organises language courses and supplementary classes throughout municipalities according to the need.

- Pair-up systems between new and old students for new students to be supported during the first months and have a friendly face to turn too. Pairing can be done between two classes for first years. This system can also contribute to violence prevention between older and younger students.

ESTABLISHING RELATIONS WITH PARENTS

However, it is important that schools do not focus solely on children. As experience shows, many drop outs are highly influenced by the approach of their parents. Therefore, it is important to organise welcome/introductory meetings with parents as well.

In Grade 1, it is also critical to build-up good habits in terms of parental involvement in their children's learning (both mothers and fathers), parental involvement in the school and school-parents relationships (with both mothers and fathers).

In lower and upper secondary, parents may be less engaged in the education of their children, although students have reached an age when drop-out is a more serious risk than in primary education. Learning becomes more complicated, particularly in maths and sciences, and education paths become also more complex, with choices of different streams, subject options, institutions etc. At this stage, it is important to keep parents engaged in the learning of their children and informed about the various education paths.

FAMILIARISATION WITH THE NEXT LEVEL

Schools can also smooth the transition of their students to the next level, through activities such as: organising visits in schools where students are likely to transfer, organising open days in next level institutions, inviting students from the next levels to come and talk about their experience, and setting up a shadow system whereby a younger student will shadow an older student for a day in the prospective new school.

7.6. CAREER GUIDANCE

Providing career guidance to students is a very important support measure, not only to prevent drop outs, but also to enable all students of the school to make informed decisions about their future career, to motivate them to further education, and to help them to identify which steps are needed to achieve their career goals. There are many ways in which schools can provide career guidance to their students, ranging from visits of potential employers, discussion with people of various professions to appointment of a career adviser who would individually consult with students.

Organising discussions with professionals can also help schools to challenge negative stereotypes, by selecting potential role models for the students, such as women working in technical positions or among top management, professionals who managed to achieve high goals through education despite their unfavourable starting position or problematic experience (e.g. highly qualified professionals who came from marginalized families or ethnic communities, who faced serious educational issues or who have disabilities).

To arrange career guiding visits or discussions, schools can benefit from the support of their former students, Parents Council or CSOs.

8. MONITORING, REPORTING AND EVALUATING SCHOOL PRTAN ACTIVITIES

Under their mandate, Inspectorate of Education monitor the implementation of AI 19/2012 in all pre-university education institutions and MED, ensuring that these institutions have established and made operational their PRTANs and that they develop and implement relevant documents (School Development Plan, School Action Plan, relevant forms, etc.).

MEDs as the responsible institution in municipality to continuously monitor the performance and outcomes achieved by PRTANs at municipal and school level. Within this process, MED requires regular reports on activities, findings and challenges in the implementation of their mandate from Municipal and School PRTANs. This data should be in written form (such as statistical data on monitored cases, lists of school dropouts and summary reports at the end of certain periods according to respective AI on establishment of PRTANs and AI 25/2013 on EMIS).

School PRTANs report to MED and the PRTAN at the municipal level at certain periods of time (be it at the end of the semester or the school year), or upon the request on activities, findings and challenges in implementing their mandate. These data should be in written form (such as summary reports with statistical data and necessary recommendations) and should serve to help MED and PRTAN at municipal level to arrange appropriate activities within municipal action plans for inclusion in education.

IV. CONCLUSION

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

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

V. ANNEXES

- ANNEX 1** Tools for identification and recording of children at risk of drop-out and out-of-school children for school PRTANs
- ANNEX 2** Template for developing School Action Plan
- ANNEX 3** Templates for organising PRTAN meetings: PRTAN meeting agenda template and template for meeting minutes
- ANNEX 4** Home – school contract
- ANNEX 5** Terms of Reference for PRTANs
- ANNEX 6** Form for referring cases by NGOs
- ANNEX 7** Standard Operating Procedures for Civil Society Organisations and Community Mediators
- ANNEX 8** AI 19/2012
- ANNEX 9** AI 25/2013
- ANNEX 10** References

ANNEX 1 - TOOLS FOR IDENTIFICATION AND RECORDING OF CHILDREN AT RISK OF DROP-OUT AND OUT-OF-SCHOOL CHILDREN FOR SCHOOL PRTANS

- Tool 1: Identification of students at-risk of dropping-out
- Tool 2: Recording cases of children at-risk of dropping-out
- Tool 3: School transfer monitoring
- Tool 4: Notification of cases of students who dropped-out

TOOL 1: IDENTIFICATION OF STUDENTS AT-RISK OF DROPPING-OUT

Summary:			
Tool for	Schools	Objective	Identifying students currently enrolled in school but who are at risk of dropping-out
Process	Schools identify children at risk of dropping-out based on indicators. Indicators can be adapted to reflect the particular situation of a school. Schools develop a system whereby children at risk of dropping-out are identified and provided support to stay in school until completion of Grade 9.		

Checklist	✓
School agrees on the list of indicators	
School distributes the identification sheet to all homeroom teachers	
Homeroom teachers fill in the sheet every semester and submit it to school management/PRTANs.	
Homeroom teachers alert school management/PRTANs when there is a sudden change in the situation of a child.	
School management monitors closely absenteeism data and communicates it to homeroom teachers to inform their monitoring	
School PRTANs discuss individual cases of children and identifies possible interventions and monitoring those.	
For the most complex cases, PRTANs should alert the MED and the Centre for Social Work.	
The case of each child is followed-up by one reference person/case manager.	
The whole school, and community-based actors and organisations are implementing drop-out prevention and response interventions for these children	

NOTE 1: *Not all “at-risk” students will drop-out! Students are resilient and they have strengths which can counter-balance their level of risk, such as regular attendance, strong motivation, skills in literacy and numeracy, strengths in some non-core subjects, including arts and physical education, or strong peer support.*

NOTE 2: *Absenteeism is the first predictor of drop-out. Schools must have strong absenteeism management systems in place to ensure immediate action is taken when a child is absent or repeatedly absent.*

	Proposed indicators	Description
1	Attendance	Student has missed more than 18 classes in the month for no valid reason
2	Academic performance	Student cannot read, write or count appropriately for his/her age OR Student has very low grades in core subjects
3	Behaviour	Student repeatedly misbehaves or is repeatedly very aggressive at school
4	Age	Student is older than his/her classmates by two years or more
5	Health	Student has a disability or special educational needs OR a chronic disease OR other serious physical/ psychological health issues (including past trauma)
6	Family circumstances	Student is facing complex family circumstances such as: Student is an orphan or does not live with parents; Student's parents have a disability or a mental illness; Student's family faces extreme poverty or any other extreme circumstance; Student is married or is a parent; Student is working
7	Family engagement	Student's family does not value education; refuses to engage with the school or engages very little with the school
8	Peer pressure	Student's siblings/cousins/parents have dropped-out from school or have attended very irregularly OR Student's main peer networks include children or youth out of school (older youth, dropped out students) or people with recognised anti-social behaviour
9	Safety	Student is victim or at risk of: Domestic violence Other forms of abuse or neglect or exploitation

Scoring	Code	Action
Child with 0 or 1 risk factor		NA
Child with 2 risk factors		Monitoring, particularly on absenteeism School-family-child meetings are organised Child is supported in literacy and numeracy if relevant
Child with 3 or more risk factors		Close monitoring An adult is nominated to closely follow the case of the child PRTAN team identifies support for child, monitors implementation and progress Child referred to MED and Centre for Social Work when relevant

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

TOOL 2: RECORDING CASES OF CHILDREN AT-RISK OF DROPPING-OUT

Summary:			
Tool for	Schools	Objective	Recording cases of children at risk of dropping-out and monitoring the actions taken
Process	Schools record cases of children at risk of dropping-out Schools use records to monitor cases.		

Checklist	✓
School maintains individual records of children at-risk of dropping out	
School records prevention and response interventions identified for the child	
School records progress and results of prevention and response interventions for the child	

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

Tool 2.1: Individual recording form for school				
Form for recording cases of children who are at risk of dropping out and monitoring of actions taken. To be filled in for children identified as being at risk (orange) or at high-risk (red) of dropping out.				
<i>Note: This sheet contains confidential data and can be only shared with authorised persons.</i>				
Case number (to be assigned by School PRTAN)				
Section A: RECORD SHEET: This section is filled by a homeroom teacher when referring a child to School PRTAN.				
Child	<i>Family Name</i>		<i>First Name</i>	
	<i>Date of Birth</i>		<i>Sex</i>	
	<i>Ethnicity</i>		<i>Language(s) spoken</i>	
	<i>School (last school)</i>		<i>Grade (last grade)</i>	
	<i>Address</i>		<i>Phone numbers (home+mobile)</i>	
Parents or Carers	<i>Name</i>		<i>Address and phone</i>	
	<i>Name</i>		<i>Address and phone</i>	
Optional info about other family members, esp. siblings	<i>Name and relation to the child</i>		<i>Comment/ School</i>	
	<i>Name and relation to the child</i>		<i>Comment/ School</i>	
	<i>Name and relation to the child</i>		<i>Comment/ School</i>	

This part refers to evaluation of risk factors from the Identification Sheet (tool 1), and provides details about risk factors.		
Risk factors	Description	
Attendance:		
Academic performance:		
Behaviour:		
Age: How is child's age in comparison with his/her classmates		
Health or disabilities:		
Family circumstance:		
Family engagement with school:		
Peer pressure/ Influence of friends or siblings:		
Safety: at risk of: (i) Domestic violence, (ii) Other forms of abuse or neglect or exploitation		
Additional comments on risk factors		
Status	☐ orange (two risk factors) ☐ red (three or more risk factors)	
Protective factors: Which factors could help student to remain at school? E.g. social networks, emotional maturity, carer or identified same age people, strong self-evaluation		

Section B: CASE MANAGEMENT PLAN: This part should be filled in gradually by member of a School PRTAN (Case Manager), recording actions planned and taken to prevent child's drop out or to reintegrate a child that is out-of-school and their results and development of the case (Progress Review).				
Date when child starts being monitored		Case manager		
Actions taken	Description (What should be done?)	Deadline	Responsible parties	Comments on progress/results
Action 1				
Action 2				
Action 3				
Action 4				
Action 5				
Progress review: please record development of the case				
	Date	Description of development of the case (with regard to risk factors identified, results of actions taken and other relevant changes in behaviour or situation of the child)		
Progress review 1				
Progress review 2				
Progress review 3				

Progress review 4			
Progress review 5			
Referral of the case to MED	Yes / No	Date	
Referral of the case to Centre for Social Work	Yes / No	Date	
Case closed	Yes / No	Date	
Further comments			
Section C: REFERRAL SHEET: This section is to be filled by member of school PRTAN (Case Manager), only if the child is being referred to an external institution (MED or CSW).			
Reason for referral	Child has been absent for more than 10 days without a valid reason		
	Serious concerns about the safety of the child (please provide details)		
	Other reasons (please provide details)		
If child has been absent for more than 10 days without a valid reason			
Date when child attended school last time		Reasons for non attending given by parents	
		Reasons for not attending given by child	

TOOL 3: SCHOOL TRANSFER MONITORING

Summary:			
Tool for	Schools	Objective	Monitoring school transfers to prevent drop-out
Process	Schools follow-up closely on every school transfer, within the same Municipality, another Municipality or abroad		

NOTE: *School transfers are regulated by law. However we know that transfers are a high risk point for drop-out. Stronger monitoring of transfers will enable better inter-school coordination and result in fewer drop-out cases.*

Checklist for School A (child's old school)	✓
School records the transfer as per regulation	
School obtains oral <u>and</u> written confirmation from the child's new school that the transferred child <u>has attended his or her new school</u> 5 days after the transfer.	
School alerts MED immediately if the child has not transferred to his/her new school	
School asks the child's friends and relatives about the whereabouts of the child	
School communicates to MED any relevant information on the whereabouts of the child	
Checklist for School B (child's new school)	✓
School records the new child as per regulation	
School confirms orally and in writing to School A that the child has started attended his/her new school within 5 days	
School alerts MED immediately if the child has not transferred to his/her new school	

TOOL 4: NOTIFICATION OF CASES OF STUDENTS WHO DROPPED-OUT

Summary:			
Tool for	Schools	Objective	Notifying cases of children who dropped-out to MED
Process	Schools notify immediately MED when students have dropped-out, i.e. when students have not come for school for more than 10 days without a valid reason.		

NOTE: *There is no official definition of “drop-out” in Kosovo specifying after how many days a child has dropped-out. It is recommended that schools notify MED when children have missed more than 10 days of school without a valid reason.*

Checklist for School	✓
School monitors the attendance of each child daily, weekly and monthly	
School alerts the homeroom teacher when a child is absent 3 or more days without a valid reason in a month	
School implements interventions to ensure the child returns to school after 3 days of absence without a valid reason (meeting with parents, working with community mediators, working with social workers when relevant, talking to the child, establishing contracts between the school, the child and the family, providing support to the child in whatever sphere needed, etc)	
School notifies MED when a child has been absent for more than 10 days without a valid reason	
School notifies MED when a child is absent for 5 days or more without a valid reason and when the school has serious concerns about the safety of the child.	

Absenteeism	Reasons
Valid reasons	Emergency medical/dental appointments Family bereavement Illness - if it is a prolonged illness or if it causes regular absences, some form of medical evidence will be required Days of religious observance, to be agreed in advance by the school director
Reasons that are not valid	Visiting relatives; Holidays; Birthdays Looking after siblings or relatives; Routine medical/dental appointments

ANNEX 2 – TEMPLATE FOR DEVELOPING SCHOOL ACTION PLAN

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

ANNEX 3 - TEMPLATES FOR ORGANISING PRTAN MEETINGS

3.1 PRTAN MEETING AGENDA TEMPLATE



PRTAN MEETING AGENDA

To	Members of the PRTAN	Date:	
From	[XY, chairperson of the PRTAN]		
Subject	Invitation to a [Regular/Extraordinary Meeting] of the PRTAN		
Meeting details	Date:	Time:	Place:

PROPOSED AGENDA

Time	Subject	Comments

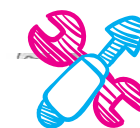
Note1: OPEN SESSIONS are attended by all PRTAN team members (regular members (permanent & non-permanent) and optional members (additional members). **CLOSED SESSIONS** are only attended by the permanent members of the PRTAN, the relevant Case Managers and any other external person involved in the case to ensure confidentiality.

Note 2: Case Managers should collect the necessary information to present progress on the cases they are managing. Case Managers are in charge of inviting any relevant person involved in the case to the discussion.

A PRTAN Agenda Template can be downloaded and printed from the e-tool box.

3.2 PRTAN MEETING MINUTES TEMPLATE

PRTAN MEETING MINUTES (OPEN SESSION)



Minutes of Meeting	Date:	Time:	Place:
Participants	<i>[Specify whether participants are regular or additional members]</i>		
Comments	<i>[Add any comments relevant to the meeting]</i>		
Agenda Item 1	<i>[Add Topic]</i>		
Key points discussed			
Actions to take			
Other comments			
Agenda Item 2	<i>[Add Topic]</i>		
Key points discussed			
Actions to take			
Other comments			
Agenda Item 3	<i>[Add Topic]</i>		
Key points discussed			
Actions to take			
Other comments			
Any other business			
Key points discussed			
Actions to take			
Other comments			

Approved by the School PRTAN on *[Date]*

[Signature of PRTAN Chairperson]

A PRTAN Meeting Minute Template for OPEN SESSIONS can be downloaded and printed from the e-tool box.

PRTAN MEETING MINUTES (CASE MANAGEMENT MEETING)

Minutes of Meeting	Date:	Time:	Place:
Participants	<i>[Specify whether participants are regular or additional members]</i>		
Comments	<i>[Add any comments relevant to the meeting]</i>		
Case	<i>[Add Case Number]</i>		
Key points discussed			
Actions to take			
Other comments			
Case	<i>[Add Case Number]</i>		
Key points discussed			
Actions to take			
Other comments			
Any other business			
Key points discussed			
Actions to take			
Other comments			

Approved by the School PRTAN on *[Date]*

[Signature of PRTAN Chairperson]

Note: This version is to be accessible to public. This version contains confidential information and must not be left unattended on publicly accessible place.

A PRTAN Meeting Minute Template for Case Management meetings can be downloaded and printed from the e-tool box.

ANNEX 4 – HOME - SCHOOL CONTRACT TO REDUCE ABSENTEEISM AND DROP OUT

This is an example of a tripartite contract that can be used to reduce absenteeism and drop out and improve school-parents relationships.

Contract between [school X] and family [X]



As a school we will:

- Provide a safe learning environment, respectful of diversity and where children are treated fairly and equitably.
- Make sure pupils gain the knowledge and skills they need for a good start in life in accordance with the National Curriculum of Kosovo.
- Support pupils to the best we can for them to improve their school performance, their school attendance and their school engagement.

Date:

Name:

Signature:

As a pupil I agree to:

- attend school on time every day during school terms;
- co-operate with staff and follow the school Code of Conduct;
- respect the property of other people and school property;
- take responsibility for my achievement;
- complete homework on time and to a high standard.

Date:

Name:

Signature:

As the parent/carer of I have a responsibility to:

- ensure that my child attends school punctually each day;
- take an active interest in my child's work and progress;
- support the school in the achievement of its aims;

Date:

Name:

Signature:

ANNEX 5 - TERMS OF REFERENCE FOR PRTANS

Prevention and Response Teams toward Abandonment and Non-registration in Compulsory Education (PRTANS)

Terms of Reference

SECTION I.

1. Introduction

Kosovo's legal framework and policy documents, such as the Kosovo Education Strategic Plan (2011-2016), outlines the responsibilities of Kosovo institutions in the field of education relevant for monitoring of school attendance and reduction of dropouts⁷ for school age children regardless of gender, ethnicity, ability etc. On 4 October 2012, the Ministry of Education, Science and Technology (MEST) issued an Administrative Instruction (hereinafter referred to as AI 19/2012) on Establishment and Enforcement of Teams for Prevention and Response Toward Abandonment and Non-registration in Compulsory Education (PRTAN)⁸. The teams are to be established at both

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

2. Definition of school dropout

School dropout, as stipulated by the Law on Pre-university Education⁹, is defined as "premature withdrawal from compulsory education". The MEST expands this terminology in AI 19/2012 to additionally classify the cases outlined below as dropouts:

2.1. A student who interrupts the compulsory education system before completing the programme for which he or she was registered.¹⁰

⁷ See the Annex 1 for a comprehensive list of legal and policy framework available in Kosovo that address the issue of school enrollment and attendance.

⁸ See Article 1 of the Administrative Instruction No. 19/2012 on Establishment and Enforcement of Teams for Prevention and Response Toward Abandonment and Non-Enrolment in Compulsory Education, 4 October 2012, http://www.masht.gov.net/advCms/documents/UA_19_2012_new.pdf

⁹ See Article 2 para. 1.13 of the Law No. 04/L-032 on Pre-University Education in Kosovo, 16 September 2011, http://www.masht.gov.net/advCms/documents/03_Ligji_per_arsimin_Parauniversitar_anglisht.pdf.

¹⁰ Supra note 2, Article 2.1 (the text in this version is slightly different from the original to allow for better understanding of the Article in English language)

2.2. A dropout is a student who even after finishing compulsory education continues his programme¹¹, but he/she finishes it at a later stage before finalising his/her education level.

2.3. A child/youngster who is not registered in a school to follow the compulsory education system as prescribed by the law.¹²

SECTION II.

SCHOOL PRTAN

3. Establishment of the School PRTAN

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

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

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

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

4. Composition of the School PRTAN

4.1. A School PRTAN is composed of five regular members¹³:

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

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

5. Selection of School PRTAN members

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

¹¹ For instance, upper secondary education, grades 10-12 (age 15-18).

¹² Supra note 2, Article 2.3 (the text in this version is slightly different from the original to allow for better understanding of the Article in English language).

¹³ AI 19/2012, Article 5.1

5.2. The School Steering Council establishes the School PRTAN through confirmation of appointed¹⁴/nominated¹⁵ members at its first meeting. A copy of the decision on confirmation of the membership is submitted to the relevant Municipal PRTAN and municipal education directorate (MED).

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

6. The mandate of the School PRTAN

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

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

7. Dismissal and replacement

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

¹⁵ The process of nomination to a school-level PRTAN is related to non-permanent members

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

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

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

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

8. Duties and responsibilities of the School PRTAN

The School PRTAN is responsible for:

- Gathering and processing data on registration, attendance and dropouts at the school on a quarterly basis;
- Developing an action plan on prevention and management of dropouts. The School PRTAN action plan shall be in compliance

with the Municipal PRTAN action plan;

- Raising awareness, communicating and cooperating on activities within and outside the school for prevention and response towards abandonment and non-enrolment in compulsory education, in accordance with the action plan; Monitoring and reporting on school enrolment and non-enrolment;
- Monitoring cases of dropouts and non-enrolment on a three-month basis;
- Monitoring findings to be reported to the School Steering Council, Municipal PRTAN, and the MED. Regular reports shall provide information on school enrolment, non-enrolment, dropouts and relevant follow-up, including the status of the remedial actions. If necessary, the reports shall contain recommendations to the Municipal PRTAN and MED on ways to facilitate informed remedial actions by the municipality on prevention and management of dropout cases and non-enrolment;
- Ensuring a special attention is paid to children with special educational needs and other groups at risk of abandoning the school;

9. Selection of the School PRTAN chairperson and deputy chairperson

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

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

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

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

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

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

10. Duties and responsibilities of the Case Manager

10.1. The Case Manager is the focal point for:

- Managing and sharing information with other School PRTAN members in order to address cases of non-

registration and dropouts which require follow up.

- Co-ordinating reporting on relevant case developments and on recommendations for remedial actions and follow-up by relevant municipal authorities.
- Co-ordinating collection of data for all relevant cases.

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

11. Meetings of the School PRTAN

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

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

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

11.4. At least seven working days written notice of meetings shall be given to all members, with the exception of extraordinary meetings, which may be called on three days' notice. The notice

shall stipulate the date, time and place of the meeting as well as the agenda.

11.5. A public notification of the meeting shall be posted on the notice boards in the school and disseminated through other channels (e.g. municipal or school website, other public notice boards), at minimum seven working days prior to the meeting and in compliance with point 11.4.

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

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

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

12. Funding of School PRTAN activities

12.1. The school administration shall provide funds from its own resources for the establishment and functioning of the School PRTAN. If needed, the School Director will request the allocation of additional funds to the school from the MED (or from other sources) to cover the costs of activities of the School PRTAN.

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

SECTION III.

MUNICIPAL PRTAN

13. Establishment of the Municipal PRTAN

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

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

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

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

14. Composition of the Municipal PRTAN

14.1. The Municipal PRTAN is composed of nine members,

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

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

14.3. If needed, the Municipal PRTAN may extend its membership to include community representatives, education/cultural mediators, non-governmental organizations working on issues relevant for children, youth and family, and pedagogic staff¹⁶.

¹⁶ E.g. Representative(s) of the "Roundtables for Management of Cases of Children at Risk" to be included in those municipalities where they exist.

15. Selection of the Municipal PRTAN members

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

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

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

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

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

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

16. The Mandate of the Municipal PRTAN

16.1. The mandate of the Municipal PRTAN permanent members nominated by relevant institutions should be for a

term of three years, whereas the representatives of the parents, teachers, and Students' Councils should be for a term of one year.

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

17. Dismissal/replacement

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

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

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

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

18. Duties and responsibilities of Municipal PRTANs

18.1. The Municipal PRTAN is responsible for:

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

19. Selection of the Municipal PRTAN chairperson and deputy chairperson

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

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

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

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

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

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

20. Meetings of the Municipal PRTAN

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

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

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

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

20.5. In liaison with the MED and municipal information officer, a notice about the meeting shall be displayed on the public information boards, municipal website and schools, at minimum seven working days in advance of the meeting, with the exception of extraordinary meetings which may be called on three days' notice. The published notice shall include the date, time and place of the

meeting as well as the agenda, in official languages (if needed).

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

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

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

21. Funding of the Municipal PRTAN activities

21.1. The MED shall provide funds from its own resources for the establishment and functioning of the Municipal PRTAN. If needed, the Director of the MED will request allocation of additional funds from other municipal sources, MEST (or from other sources) to cover the costs for activities of the Municipal PRTAN.

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

22. Cooperation and coordination with the central level

22.1. MED shall ensure that its municipal action plan is in harmony with central level strategies and with MEST

recommendations that deal with prevention and management of abandonment and non-enrolment in compulsory education.

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

ANNEX 6 – FORM FOR REFERRING CASES BY NGOS

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

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

ANNEX 7 - STANDARD OPERATING PROCEDURES FOR CIVIL SOCIETY ORGANISATIONS AND COMMUNITY MEDIATORS

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

1. Purpose

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

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

2. Scope

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

3. Responsibilities

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

5. Procedure

Below are the steps required to perform this procedure:

Steps	How
Step 1 <i>Identification of the children out-of-school or who are at risk of dropping out.</i>	Mediators and NGOs/CSOs representatives can identify cases: ➤ in a structured way, through various surveys/research that NGOs / CSOs develop ➤ during ad-hoc various meetings/activities in community-during individual meetings with community leaders or families
Step 2 <i>Identification of the reasons why children are out-of-school or are at risk of dropping out.</i>	The mediator or NGO/CSO representative must analyze risk factors (see below – 6. Risk Factors) and do a research to identify reasons why children are out-of-school or are at risk of dropping out. This can be done in several ways: ➤ Visit the family ➤ Meetings with Community ➤ Meetings with peers ➤ Interview with a child who is subject of the case The data found through research must classify based on the list of risk factors (see below – 6. Risk Factors)
Step 3 <i>Entering the data on the form for referring cases of children out-of-school or who are at risk of dropping out</i>	The mediator or NGO/CSO representative will enter all relevant data on the form for referring cases of children out-of-school or who are at risk of dropping out. The tool is part of the manual for Municipality PRTAN (see Annex 5). Two copies of the Referral From should be prepared.

Step 4	<i>Submitting the Referral Form to Municipality Education Department (MED)/Municipality PRTAN</i>	Referring should be done to the Municipality Education Department (MED). Depending on the municipality, referring should be done this way: ➤ If the PRTAN has been established in respective municipality, then a case should be referred to the case manager, which after this takes over the responsibility to manage the case. ➤ If the PRTAN has not been established in respective municipality, then cases should be referred to the MED official that is responsible for that level of schooling. Delivery of the Referral Form should be done in two copies where information on the recipient and her/his signature should be included. The recipient holds a copy, and returns the other copy to the referring person (mediator or NGO/CSO representative)
Step 5	<i>Submitting the Referral Form to other institutions or mechanisms</i>	The mediator or NGO/CSO representative, depend on the nature of the case, can refer the case also to other institutions and mechanisms such as Centre for Social Work, School PRTAN etc with the same form.

6. Risk Factors

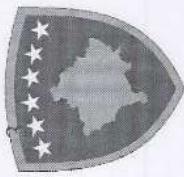
Individual factors: Diseases, disability, early marriages, lack of family support, involvement in detrimental activities, drug abuse, individual approach to education, etc.

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

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

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

ANNEX 8 – AI 19/2012



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

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

Kabineti i Ministrit/Kabinet Ministra/Cabinet of the Minister

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

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

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

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

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

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

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

përfaqësues i mësimdhënësve dhe drejtori i shkollës. Sipas nevojës, ERPBM mund të vendos të integrojë ekspertë shtesë. 2. Udhëheqësi që e trajton rastin raporton për rastin, duhet të raportojë çdo tre muaj para grupit, lidhur me zhvillimin e trajtimit të rasteve. 3. ERPBM e shkollës i raporton çdo gjyashë muaj ERPBM-së në nivel të komunës dhe DKA-së rreth punës së grupit.	Neni 6 Themelimi i ERPBM-së në nivel të komunës	1. DKA po ashtu themelon një Ekip për Parandalim dhe Reagim ndaj Braktisjes dhe Mosregjistrimit në nivel të komunës, i cili përbëhet nga 9 anëtarë: përfaqësues të prindërve, përfaqësues të mësimdhënësve, të nxënësve dhe prej drejtorive të shkollave prej ERPBM-ve të nivelit të shkollave si dhe ekspertë të institucioneve dhe shoqërisë civile, që punojnë me të gjithë fëmijët, të rinjtë dhe familjet e tyre. 2. Ekipi komunal për ERPBM takohet çdo tre muaj dhe diskuton rreth zhvillimeve aktuale, rreth sfidave, etj. Ekipi mund të kërkojë ndihmë nga instancat e komunës për gjetjen e zgjidhjeve të problemeve. 3. Ekipi i raporton drejtorit komunal të arsimit në DKA çdo tre muaj.	nastavnika i direktora škole. Po potrebi ESRNN može odlučiti da integriše dodatne eksperte. 2. Rukovodilac koji tretira slučaj izveštava o slučaju, treba da izveštava svakih tri meseca pred grupe, u vezi razvoja treniranja slučaja. 3. ESRNN škole izveštava svakih šest meseci ESRNN u nivo opštine i ODO-a oko rada grupe.	Član 6 Osnivanje ESRNN u nivo opštine	1. ODO takođe osniva ekipu za sprečavanje i reagiranje prema napuštanja i neupisivanja u nivo opštine, koji je sastavljen od 9 članova: predstavnici roditelja, predstavnik nastavnika, učenika i od direkcija škola i ESRNN nivoa škola kao eksperta institucija i civilnog društva, koji rade sa svim decom, omladinom i njihovim porodicama. 2. Opštinska ekipa za ESRNN se sastane svakih tri meseca i diskutira oko aktuelnim razvojjima, oko izazova itd. Ekipa može da traži pomoć iz opštinske instancije radi rešavanja problema. 3. Ekipa izveštava opštinskom direktoru za obrazovanje u ODO svakih tri meseca.	and school principal. According to the need, TPRAN could decide to integrate additional experts. 2. The leader that treats the case reports for the case should report every three month to the group, about development of case treatment. 3. School TPRAN reports every month to TPRAN in municipality level and MED about the work of group.	Article 6 Establishment of TPRAN in municipality level	1. MED also establishes a Team for Prevention and Response toward abandonment and non-enrolment in municipality level, which is consisted of 9 members: parents representatives, teachers' representatives and from school directorates from TPRAN of school level as well the experts of institutions and civil society, working with all children, youth and their families. 2. Municipal team for TPRAN meets every three months and discusses about current developments, about challenges, etc. The team could seek help from municipal instances to find solution of problems. 3. The team reports to municipal education director in MED every three months.
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Neni 7 Çështja e financimit të EPRBM-ve 1. Shkolla nga fondi i mjeteve vetanake siguron mjete për punën e ekipit, dhe sipas nevojës mund të kërkojë ndihmë dhe mbështetje nga DKA ose donatorët. 2. DKA-të sigurojnë mjete nga fondet e mjeteve vetanake për funksionimin e ERPMB-së në nivel të komunës.	Çlan 7 Pitanje finansiranja ESRNN-a 1. Škola iz svog fonda sopstvenih sredstva obezbeđuje sredstva za rad ekipe, i prema potrebu može da traži pomoć i podršku od ODO-a ili donatora. 2. ODO obezbeđuju sredstva iz sopstvenih fondova sredstva radi funkcionisanja ESRNN u nivo opštine.	Article 7 The issue of TPRAN funding 1. The school from the fund of self incomes provides tools for the team work and according to need could seek help and support from MED or the donors. 2. MED provide tools from the self incomes for functioning of TPRAN in municipal level.
Neni 8 Hyrja në fuqi Ky Udhëzim administrativ hyn në fuqi në ditën e nënshkrimit	Član 8 Stupanje na snagu Ova administrativna uredba stupa na snagu danom potpisivanja	Article 8 Entry into force This administrative instruction enters into force on the day of signature.



Prof. dr. Ramë Buja, ministër

Prof. dr. Ramë Buja, Minister

ANNEX 9 – AI 25/2013



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

*Ministria e Arsimit, Shkencës dhe Teknologjisë- Ministarstva Obrazovanja Nauku i
Tehnologiju-Ministry of Education Science & Technology*

Kabineti i Ministrit/Kabinet Ministra/Cabinet of the Minister

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

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

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

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

Neni 2 Fusha e veprimtarisë	Član 2 Oblast delovanje	Article 2 Field of activity
UA zbatohet nga të gjitha institucionet edukative dhe arsimore parauniversitare.	AU se primenjuju u sve Preduniverzitetske edukativne i obrazovne institucije.	AI is applied by all pre-university instructive and educational institutions.
Neni 3 Procedurat	Član 3 Procedure	Article 3 Procedures
1. Në nivelin shkollor, drejtori i institucionit është përgjegjës për sigurimin e të dhënave të kërkuara nga MASHT. 2. Përgjegjësia e udhëheqësit të institucionit është ofrimi i të dhënave të sakta dhe të plota, përmes sistemit online (shkollat që kanë qasje në internet) dhe offline (shkollat që nuk kanë qasje në internet).	1. Školski nivo, direktor institucije je odgovoran za obezbeđivanje podataka zatraženih od strane MONT-a. 2. Odgovornost rukovodioca institucije je pružanje tačnih i punih podataka, preko online sistema (škole koje imaju pristup na internet) i offline (škole koje nemaju pristup na internet).	1. School level, the director of institution is responsible for providing required data from MEST.
3. Mënyra se si kryhet dërgimi i të dhënave në këto dy forma, është e sqaruar në udhëzuesit për përdorim të sistemit SMIA.	3. Način na koji se vrši dostavljanje podataka putem ova dva oblika, je obrazloženo i u uputstvo o korišćenju sistema SMIO.	3. The way how is done delivery of data in these two forms is clarified in manuals for the use of SIME system.
4. Futja e të dhënave në sistemin SMIA nga drejtori i institucionit, i shkollës bëhet katër herë brenda një viti shkollor dhe atë: 4.1. Në fillim të vitit shkollor, futja e të dhënave në sistemin SMIA duhet të përfundoj deri në javën e dytë të muajit tetor;	4. Ubacivanje podataka u sistem SMIO od strane direktora institucije, škole vrši se četiri puta u jednoj školskoj godini i to: 4.1. Na početku školske godine, ubacivanje podataka u sistem SMIO treba da završi do kraj druge nedelje meseca oktobra, 4.2. Završetkom prvog polugodišta, ubacivanje podataka u sistem SMIO treba da bude završeno do prve nedelje	4. Insertion of data in SIME system from director of the institution, of the school is done within one school year and that: 4.1. Beginning of school year, insertion of data in SIME system should end till the second week of October;
4.2. Në përfundim të gjysmëvjetorit të parë, futja e të dhënave në sistemin SMIA duhet të përfundoj deri në javën e	treba da bude završeno do prve nedelje	4.2. Completion of first semester, insertion of data in SIME system should end till the first week of January;

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

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

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

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

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

Neni 12 Hyrja në fuqi Ky Udhëzim administrativ hyn në fuqi ditën e nënshkrimit të tij nga ministri.   Prof. dr. Ramë Buja, ministër	Član 12 Stupanje na snagu Ova administrativna uredba stupa na snagu na dan njenog potpisivanja od strane Ministra. Prof. dr. Ramë Buja, ministar	Article 12 Entry into force This administrative instruction enters in force on the day of its signature by the minister. Prof. dr. Ramë Buja, minister
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ANNEX 10 – REFERENCES

International and regional law

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

Domestic Law/Kosovo Law

- Constitution of Kosovo, 15 June 2008
- Law on Access to Official Documents (No. 2003/12), 06 November 2003
- Law on Education in the Municipalities of the Republic of Kosovo (No. 03/L-068), 21 May 2008
- Law on Gender Equality (No. 2004/2), 19 February 2004
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