

# School Dropout Report

Behind the Numbers of Dropouts from  
Compulsory Education in the Kosovo  
System 2020-2023

• March 2024

The OSCE Mission in Kosovo would like to thank the Ministry of Education, Science, Technology and Innovation and the municipal education directorates who shared valuable data and information to make this report possible. The OSCE is committed to working with all levels of institutions to reverse the trends of dropouts for all children in Kosovo.

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## List of Abbreviations

<b>AI</b>	Administrative Instruction
<b>ACFC</b>	Advisory Committee on the Framework Convention for the Protection of National Minorities
<b>CSW</b>	Centre for Social Work
<b>DMC</b>	Deputy Mayor for Communities
<b>EMIS</b>	Education Management and Information System
<b>EU</b>	European Union
<b>EWS</b>	Early Warning System
<b>KESP</b>	Kosovo Education Strategic Plan
<b>MED</b>	Municipal Education Directorate
<b>MESTI</b>	Ministry of Education, Science, Technology and Innovation
<b>MICS</b>	Multiple Indicator Cluster Survey
<b>MOCR</b>	Municipal Office for Communities and Returns
<b>NGO</b>	Non-Governmental Organization
<b>OSCE</b>	Organization for Security and Co-operation in Europe Mission in Kosovo
<b>PRTAN</b>	Prevention and Response Teams towards Abandonment and Non-Registration
<b>RC</b>	Regional Centre, Organization for Security and Co-operation in Europe Mission in Kosovo
<b>UNICEF</b>	United Nations International Children's Emergency Fund



## I. Executive Summary


In recent years, the Ministry of Education, Science, Technology and Innovation has undertaken several concrete steps to monitor and reduce the number of dropouts throughout Kosovo. Disaggregated data by community is collected at the school level and collated at the municipal level, legal frameworks for prevention teams are in place and the week against school abandonment is marked annually. A specific system tackling potential dropouts has also been established. However, the issue of dropouts, early school leavers, irregular attendance, and non-enrolment in compulsory education among children from the Kosovo Roma, Kosovo Ashkali, and Kosovo Egyptian communities continues to be a concern in Kosovo. While progress has been made, challenges persist, particularly for these vulnerable communities. Early detection mechanisms and legal instruments often fall short, disproportionately affecting children in these communities. Additionally, data collection and co-ordination between institutions at various levels remain a challenge.

Research conducted for this report identifies a number of municipalities that are experiencing higher dropout rates from the three most vulnerable communities and to a lesser extent from the Kosovo Albanian community. While many factors contribute to school dropouts, poor socio-economic conditions and frequent discrimination intensify the phenomenon.

Addressing school dropout cases and ensuring the return of children to school is time-sensitive. Success depends on swift action and a deep understanding of the underlying causes by all stakeholders involved. Institutions should prioritize this issue and collaborate to strengthen existing administrative mechanisms and interventions.

Without active and systematic intervention, the practice of early school leaving will persist, limiting young people's employment prospects and contributing to a disadvantaged and unskilled workforce. Urgent and co-ordinated efforts are crucial to break this cycle and promote a more inclusive education system in Kosovo.





This report provides an overview of school dropouts from non-majority communities from the Kosovo education system between 2020 and 2023, analyses the causes behind individual cases and looks into successful initiatives to return children to school, as per the OSCE's mandate to monitor and promote human rights. The report uses these two datasets to establish patterns and identify trends in communities and neighbourhoods with acute school dropout rates among non-majority students. In addition, the report will draw lessons and make recommendations from looking into cases where students have been successfully returned to school.

The school dropout phenomenon in Kosovo has been greatly reduced for the majority community and has almost reached universal registration and attendance. However, the dropout rate among non-majority students, especially children from the Kosovo Roma, Kosovo Ashkali and Kosovo Egyptian communities, has not followed the same pattern. Data collected by MESTI from 2019 – 2023 clearly shows disparate trends for the three most vulnerable communities.

## **Kosovo Roma, Kosovo Ashkali and Kosovo Egyptian populations in Kosovo**

Providing accurate demographic data on communities' populations throughout Kosovo is challenging, since not all communities participated in the 2011 census, the census was not conducted in the four northern municipalities and recent population movements related to migration towards and repatriation from Western Europe have skewed the numbers. That being said, reasonable estimates can be arrived at by using the 2011 census alongside the OSCE's 2018 Municipal Profiles which comprise informal estimates assessed by Municipal Offices for Communities and Returns (MoCRs), repatriated persons and additional field research.

The Kosovo Roma are one of the oldest communities in Kosovo. According to the 2011 census, 8,824 Kosovo Roma were in Kosovo. However, the 2011 census was partially boycotted by the Kosovo Roma community. In fact, Kosovo Roma are considered to be the sixth-largest community in Kosovo.<sup>6</sup>


Kosovo Roma reside in the greatest number in Prizren municipality (where they represent 1.63 per cent of the total population). A sizable portion of the community resides in the western municipalities of Pejë/Peć (1.03 per cent) and Gjakovë/Đakovica (0.78 per cent), as well as in Gračanica/Graçanicë (6.98 per cent), Obiliq/Obilić (3.07 per cent), and Mitrovicë/Mitrovica South (0.73 per cent). Smaller Kosovo Roma communities are located throughout the rest of Kosovo.<sup>7</sup>

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6 Statistical Agency of Kosovo, *Demographic Changes of the Kosovo Population 1948–2006* (2008).

7 OSCE, *Municipal Profiles 2018* (2019).





There are 15,436 members of the Kosovo Ashkali community residing in Kosovo according to the 2011 census.<sup>8</sup> However, again, not all Kosovo Ashkali took part in the census, which was not conducted in the four northern municipalities. Based on the data provided by the 2011 census and 2018 OSCE Municipal Profiles, the community is estimated to be roughly 0.83 per cent of the total population.

The community's largest population is in the municipality of Ferizaj/Uroševac, where it is the second largest community (3.34 per cent of the municipality) after Kosovo Albanians (95.9 per cent). The Kosovo Ashkali community is also the second largest community in the municipalities of Mitrovicë/Mitrovica South (0.9 per cent), Podujevë/Podujevo (0.77 per cent), Fushë Kosovë/Kosovo Polje (9.27 per cent), Lipjan/Lipljan (3.15 per cent), Shtime/Štimlje (2.74 per cent), Rahovec/Orahovac (0.72 per cent) and Suharekë/Suva Reka (0.83 per cent). Smaller groups of the Kosovo Ashkali community are also present throughout the rest of Kosovo.<sup>9</sup>

The Kosovo Egyptian community is the fourth-smallest community in Kosovo<sup>10</sup>, comprising 11,524 registered during the 2011 census, representing 0.66 per cent of the population.<sup>11</sup>

Kosovo Egyptians live predominantly in the west of Kosovo, where the largest community concentration is in Gjakovë/Đakovica municipality (where they represent 5.42 per cent of the municipal population). Kosovo Egyptians also reside in Pejë/Peć (2.77 per cent), Istog/Istok (3.78 per cent), and Klinë/Klina (2.39 per cent) municipalities.<sup>12</sup> Smaller concentrations of Kosovo Egyptian communities are located throughout Kosovo as well.

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8 European Centre for Minority Issues Kosovo, *Minority Communities in the 2011 Kosovo Census Results: Analysis and Recommendations*, <https://www.ecmikosovo.org/uploads/3engA.pdf> (accessed January 27, 2022).

9 Data based on the OSCE Mission in Kosovo internal database on Municipal Profiles, 2018.

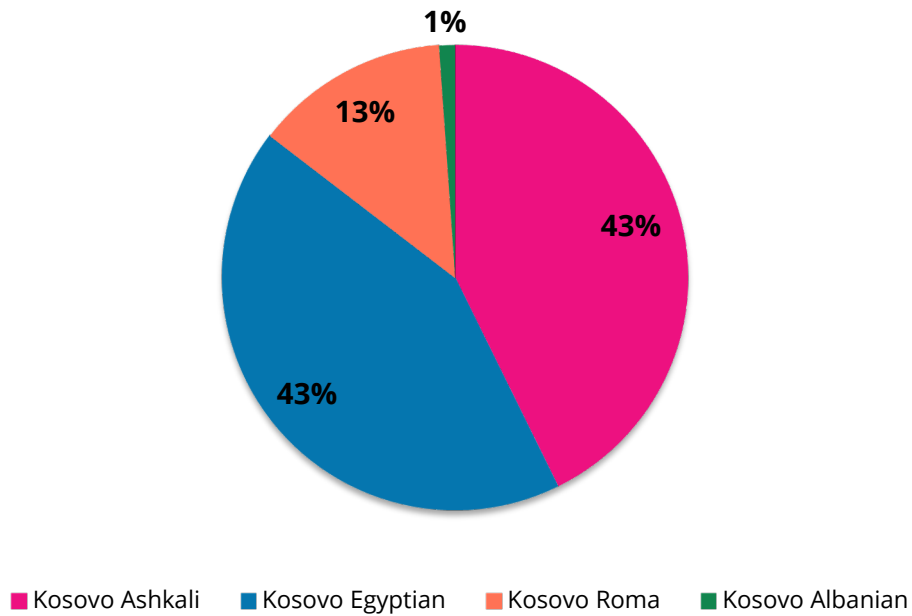
10 Only the Kosovo Gorani, Kosovo Montenegrin, and Kosovo Croat communities are smaller.

11 OSCE, *Overview of the Ashkali, Roma and Egyptian Communities in Kosovo* (January 2020), p. 4.

12 OSCE, *Municipal Profiles 2018* (January 2019).



### Average Dropout Ratio by Number of Students Registered in Grades I-IX between 2019-2023



*Chart 1. Average Dropouts Ratio by Number of Students Registered in Compulsory Education (2019 - 2023)*

The above chart illustrates the extent of the issue within the three communities. MESTI data on dropouts from the other non-majority communities living in Kosovo does not constitute a concern.<sup>13</sup>

<sup>13</sup> From 2019 to 2023. EMIS data from MESTI records one dropout from Kosovo Serb community in 2022/2023, two dropouts from Kosovo Turk community in 2020/2022, two dropouts from Kosovo Bosniak community in 2022/2023 and no dropouts from Kosovo Gorani, and Kosovo Croat communities.



### III. Methodology and Limitations

Between 2020 and 2023, the OSCE Regional Centre (RC) field staff in Prizren, Prishtinë/Priština, Pejë/Peć, Gjilan/Gnjilane and Mitrovicë/Mitrovica liaised with municipal education directorates (MEDs), schools and Non-Governmental Organizations (NGOs) to gather data on over 400 children who have either dropped out or are at risk of dropping out from primary and lower secondary schools (Grades I-IX). Reasons for dropout include: **physical distance from schools, lack of transport or unaffordable transport, security concerns, safety concerns** (stray dogs, no sidewalks), **early marriage, unaffordable education, caring for family members, health-related issues, parental decision, being older than classmates** and **lack of motivation**. RCs probed individual and ‘cluster’ cases provided by the MEDs and NGOs to understand the nature of prolonged absences. Once cases were resolved, the information was updated in the database to reflect the current situation. The database aims to keep both a real time and historical overview of instances of mass dropouts of students from all communities throughout Kosovo, but does not intend to comprehensively capture all cases of dropouts.

#### Limitations

The timing of the first data collection coincided with the COVID-19 outbreak, which has affected regular participation in all areas of society. While being a major issue in itself, it has also exacerbated regular school attendance for the more marginalized communities. Students had particular difficulty in following classes online without electronic equipment and teacher supervision.<sup>14</sup> Another issue to be aware of is the broad definition of what a “dropout” entails:

- 1. Recorded cases from the field teams are students who were attending classes but have now stopped. This does not account for students who were never registered in school or students who did not move from one year to the next.*
- 2. Another limitation is the lack of data available from MEDs. In some cases, they are unable to provide information on individual schools, the community to which a student belongs and reasons for non-attendance. Moreover, municipal education directorates for the Kosovo system do not collect data on Kosovo Serbian students attending the Serbian language school system. For this reason, this report focuses on school dropouts from the Kosovo curriculum system with recommendations directed towards schools, municipal education directorates of Kosovo and MESTI.*

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<sup>14</sup> According to Balkans Sunflowers Kosova, a local NGO working on education issues, around 70 per cent of students from Kosovo Roma, Kosovo Ashkali and Kosovo Egyptian communities did not attend online classes regularly during the Covid-19 pandemic.



## Clusters

OSCE field teams collected data on ‘clusters’ of dropouts. Clusters are defined as more than one dropout case that has the same community, school class and motivation behind the dropout. They are grouped together as a cluster in order to detect common cases that are experiencing similar causes for leaving school. In this way, a comprehensive intervention should take place at either, the school, municipal or government level, depending on the reason, to address the issue. This tracking tool does not aim to record all cases of dropouts in Kosovo. It highlights only where cases are high and affect non-majority communities, but the data collected does provide insight that is not included in the MESTI data, such as the motivation behind dropouts and follow-up on the cases, to identify lessons learned.

## MESTI Data

The Education Management Information System (EMIS) from MESTI collects data on dropouts concerning students who were registered in the previous year (September). This data lists school dropouts by grade, municipality, community<sup>15</sup> and gender. Data is inserted by teachers and is later shared with municipal education directorates and the Ministry.

EMIS data provides an overview of dropouts from the different communities, which is how the data will be used in this report. However, in some instances, recorded cases are not actually dropouts, but reflect a student having moved to another municipality without officially informing the school. This is particularly relevant for the Kosovo Albanian community, where numbers can often appear inflated, but where research by the OSCE field teams into the data has shown in some cases that they are not dropouts, but school transfers.

It is also important to mention that the EMIS data only generates reports on the basis of information inserted into the system. If schools and teachers are not vigilant about recording students who are attending irregularly or dropping out, then this will not be reflected in the system. This is a recurring issue and methods used to calculate outcomes from available data often require estimates.

This report will look at both datasets and will assess the quantitative and qualitative information. Assessment will include analysis of OSCE data on community dropouts against MESTI data between 2020 and 2023. Reasons behind community and gender disaggregated dropouts will be analysed and assessed along with interviewee responses.

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<sup>15</sup> Communities included in EMIS data comprise: Kosovo Albanian, Kosovo Serb, Kosovo Turk, Kosovo Bosniak, Kosovo Gorani, Kosovo Ashkali, Kosovo Roma, and Kosovo Egyptian, Kosovo Croat and other.





Resolved cases will also be analysed in an effort to identify which practices are more successful in returning students to school. After the assessment, recommendations will be offered to MEDs and MESTI.

OSCE was not provided with data from MESTI's Early Warning System and therefore cannot assess the effectiveness of that mechanism.



## IV. Legal Framework

Article 22 of the Constitution stipulates that international standards and agreements on human rights and fundamental freedoms are equal to or, in case of conflict, above local law.<sup>16</sup> This provision includes all major agreements relating to access to education and the obligation of the signatory to provide inclusive education to all children.<sup>17</sup>

Article 5 of the Law on Pre-university Education states that it is the Ministry's "duty to promote the protection of vulnerable groups within the education and training system, the health and welfare of pupils and employees of educational and/or training institutions, and measures to prevent drop-out".


MESTI has developed policies and legislation to combat dropouts. Such measures include the creation of school, municipal and MESTI-level Prevention and Response Teams against Abandonment and Non-Registration (PRTANs). These mechanisms were first established in 2012, and a PRTAN at MESTI level and centralised data collection were added through Administrative Instruction 08/2018 on The Establishment and Strengthening of the Teams for Prevention and Response against Abandonment and Non-Enrolment of Students in Pre-University Education. The school-level PRTAN is comprised of five members: the school principal, teacher representative, student representative, parent representative, as well as additional experts when required (such as NGOs). The relevant manager is obliged to report their work to the group every three months and to the municipal education directorate (MED) every six months.<sup>18</sup> The municipal-level PRTAN is comprised of nine members: two MED representatives, one representative from the parent's council, one representative of the student's council, one school principal, one representative from the department of welfare, one representative from the social directorate, one representative from the healthcare directorate, one representative from the municipal office for communities and return (MOCR) and civil society who have expertise in the field of inclusion in quality education. The municipal PRTAN is obliged to meet and report to the municipal education director every three

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<sup>16</sup> Constitution, Article 22, Human rights and fundamental freedoms guaranteed by the following international agreements and instruments are guaranteed by this Constitution, are directly applicable in Kosovo, and in the case of conflict, have priority over provisions of laws and other acts of public institutions.

<sup>17</sup> Agreements include, (1) Universal Declaration of Human Rights; (2) European Convention for the Protection of Human Rights and Fundamental Freedoms and its Protocols; (3) International Covenant on Civil and Political Rights and its Protocols; (4) Council of Europe Framework Convention for the Protection of National Minorities; (5) Convention on the Elimination of All Forms of Racial Discrimination; (6) Convention on the Elimination of All Forms of Discrimination Against Women; (7) Convention on the Rights of the Child; (8) Convention against Torture and Other Cruel, Inhumane or Degrading Treatment or Punishment.

<sup>18</sup> Administrative Instruction 08/2018, On the Establishment and Strengthening the Teams for Prevention and Response Against Abandonment and Non-Enrolment of Students in Pre-University Education, Article 5



months and report to MESTI.<sup>19</sup> At the MESTI level, the PRTAN supervises the implementation of policies for the PRTANs.<sup>20</sup> The Module of the Early Warning System (EWS) aims to collect qualitative and quantitative data from schools and MEDs on cases at risk of abandonment and track the referral system and case handling.<sup>21</sup> According to AI 08/2018, PRTAN activities are funded by MESTI, MEDs and donor support<sup>22</sup>, and punitive measures and disciplinary measures are foreseen for non-compliance.<sup>23</sup>

Article 15 of the Law on Pre-University Education establishes that it is the responsibility of the municipality to provide transport for students in compulsory education. This provision is further defined for students living inside the local area, but four kilometres from the school and students living outside the local area.<sup>24</sup> This law also places the responsibility to enrol and attend compulsory education on parents, whereby non-enrolment or non-attendance through deliberate action or negligence can result in punishment. In such cases, the onus is on the municipality to report to the ministry.<sup>25</sup>

Article 5 of the Administrative Instruction 04/2013 for Submission of Claims and Procedures for Social Assistance requires school certificates for children aged 6–14 and 15–18 years to accompany an initial application for, or extension of, social assistance.<sup>26</sup>

In addition to the laws and by-laws, the Kosovo Education Strategy 2022-2026 and the Strategy for the Advancement of Roma and Ashkali Communities in Kosovo 2022-2026 also address the issue of dropouts. The Education Strategy includes Specific Objective 2.3: to increase the involvement of and active participation of pupils from marginalised groups through the creation of a stimulating and supportive climate with the outcome indicator “Percentage of dropouts in compulsory and upper secondary education”. While the Roma and Ashkali Strategy sets the following strategic goal on education: “Effectively increase the provision of opportunities, equal access and development in quality comprehensive education for the Roma and Ashkali Communities” thereby expressly targeting reducing dropouts from the relevant communities.

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19 Administrative Instruction 08/2018, On the Establishment and Strengthening the Teams for Prevention and Response Against Abandonment and Non-Enrolment of Students in Pre-University Education, Article 6.

20 Ibid., Article 7.

21 Ibid., Article 8.


22 Ibid., Article 9.

23 Ibid., Article 10.

24 Law No.04/L-32 on Pre-University Education in Kosovo, Article 15.4.

25 Ibid., Article 15.5.

26 Administrative Instruction 04/2013 For Submission of Claims and Procedures for Social Assistance, Article 5, Necessary Documents to Complete the Social Assistance Application, 1.12 School certificates for children from aged 15-18 years (mandatory), 1.13 School certificates for children aged 6-14 years (desirable) and Article 10, Documents for applying the new extension of the right to social assistance, 2, Family, individual presents new application for the extension of the right to social assistance, is required to repeat all the documents as required by sub-paragraph 1.9 to sub-paragraph 1.20 of Article 5 of this procedure.



Support for community-based learning centres is highlighted in both strategies as a measure to increase enrolment in the first grade and reduce school dropouts of children from the Kosovo Roma, Kosovo Ashkali and Kosovo Egyptian communities.

Even though the legal framework is solid, school and municipal level PRTANs are only partially functional<sup>27</sup>, strategy implementation is considered a challenge<sup>28</sup> and the law is not fully applied. Without a robust system in place, the phenomena of non-enrolment and dropouts of children from non-majority communities will continue to be commonplace.

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27 KOSINT 2020, Assessment Report on the Effectiveness of PRTANs, Focused Report on Effectiveness of PRTANs Among Roma, Ashkali and Egyptian Children, August, 2019, available here, [report\\_focused\\_on\\_effectiveness\\_of\\_prtans\\_among\\_roma-ashkali\\_and\\_egyptian\\_children-1.pdf \(kosint2020.net\)](#)

28 KEEN, Midterm Evaluation: Implementation of Kosovo Education Strategic Plan 2017-2021, November, 2019, Pristina, available here, [Implementation-of-Kosovo-Education-Strategic-Plan.pdf \(kosovoprojects.eu\)](#)





## V. Issues contributing to school dropouts

According to UNICEF, nearly 23 per cent of children in Kosovo live in poverty, with seven per cent living in extreme poverty, which is more concentrated in the Kosovo Roma, Kosovo Ashkali and Kosovo Egyptian communities.<sup>29</sup> Even though obligatory education and textbooks are subsidised by MESTI, poorer families have difficulties covering clothing, shoes, school bags, school materials and other expenditures that are needed to send children to school. Poor socio-economic conditions coupled with low educational attainment, and other issues arising from this, significantly contribute to absences and dropping out of school. The issue is multi-dimensional with many interlinking factors contributing to dropouts.

### Discrimination

Anti-Roma discrimination, is pervasive throughout Kosovo, not least in the education system. This form of discrimination, sometimes referred to as ‘anti-gypsyism’ specifically targets Roma, Sinti, Travellers and others who are stigmatised as ‘gypsies’ in the public perception.<sup>30</sup> This discrimination manifests itself in pejorative stereotypes and hate speech, or even violence, which can contribute to children attending classes irregularly and inevitably dropping out if adequate interventions are not undertaken. The 2022-2026 Strategy for the Advancement of the Rights of Roma and Ashkali communities recognises this specific type of discrimination and in response dedicated a separate pillar with an objective to *prevent and combat discrimination, racism, hate speech, prejudice, stereotypes and bullying*.<sup>31</sup> As well as awareness and strengthening reporting mechanisms, there is also a focus on promoting the history and culture of non-majority communities.

### School Transport


During 2022, OSCE field teams conducted a study on school transport issues throughout Kosovo that were impeding children’s regular attendance in school. Concerns about transport were found to be widespread throughout Kosovo and affecting all communities. The study found 22 separate transport issues that affected over 475 children attending school. Six of these cases involved primary and lower secondary students, while 16 cases involved upper secondary students or students with special needs. 14 were inter-municipal school transport issues, while eight were intra-municipal school transport issues. 16 of the cases involved travel to school over a distance of 4 km or more and fell within the purview of the municipality, while six cases were under the

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29 UNICEF, 2022 Kosovo Annual Report, pg 3, available here: [Annual Report 2022 | UNICEF Kosovo Programme](#)

30 Alliance Against Antigypsyism, Antigypsyism – A Reference Paper, July 2016, available here, [2016\\_07\\_05 Antigypsyism reference paper \(sintiundroma.de\)](#)

31 Strategy for the Advancement of the Rights of the Roma and Ashkali Communities in Kosovo 2022-2026, pg. 55.



distance of four km, but involved dangerous routes to school for children e.g., because of busy roads or stray dogs. Transport to special schools for children with additional educational needs is also challenging for some parents. Some cases have since been resolved through municipal or MESTI interventions, donations of vehicles or agreements between parents and private companies, but many others are still without sustainable solutions. Co-ordinated efforts by relevant ministries and municipalities should be directed towards providing residents, particularly school children, with adequate transportation in line with the legislation.

## Early Marriage

Girls from the three communities face additional challenges in accessing education due to child and/or forced marriages<sup>32</sup> and traditional gender roles in these communities. Overall, 13.7 per cent of Kosovo Roma, Kosovo Ashkali and Kosovo Egyptian girls do not proceed from lower to upper-secondary education, compared to 11.3 per cent of boys from their communities.<sup>33</sup> In addition, four per cent of girls do not proceed from primary to lower-secondary education, compared to 6.1 per cent of boys from the same community.<sup>34</sup> Child marriages are one of the factors contributing to discontinuation of education.<sup>35</sup> According to UNICEF data from 2021, one in three women and one in ten men (aged 20-24) from Roma, Ashkali and Egyptian communities in Kosovo, were married before 18 years of age, while education and household wealth also play significant roles in determining when a woman gets married.<sup>36</sup> In Kosovo Family Law, marriage under 18 is considered illegal.<sup>37</sup>

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32 Child and early marriages are overlapping terms. Under the Child Protection Law in Kosovo, the child is considered “any human being under the age of eighteen (18), <https://gzk.rks-gov.net/ActDocumentDetail.aspx?ActID=20844>. Child and early marriages are legally the same thing – marriage of a child under 18 years of age while forced marriage is a marriage where one or both spouses, regardless of their age, did not give consent for the union.

33 See UNICEF in Kosovo, *Analysis of the Situation of Children*, Table 16: Pathway analysis in education for Roma, Ashkali and Egyptian communities by gender, p. 79.

34 Ibid.

35 See UNFPA, *Overview of Child Marriage in Kosovo* (2014), <https://eeca.unfpa.org/sites/default/files/pub-pdf/unfpa%20kosovo%20overview.pdf>

36 UNICEF, *Children in Kosovo, 2021*, available here, [Children in Kosovo | UNICEF Kosovo Programme](#)

37 In Kosovo Family Law Nr. 2004/32, “A person who has not reached the age of eighteen shall not enter into wedlock” (Article 16) except for justifiable reasons this is allowed (Article 16b) and article 18 defines forced/coerced marriage as a “marriage shall not be valid when the will has been obtained under coercion, threat or by mistake or any other lack of free will of the future spouses”. <https://gzk.rks-gov.net/ActDetail.aspx?ActID=18420>. Common law marriage (unregistered) with a person below 16 years of age is a criminal offence, according to Article 239 of the Criminal Code. Only with approval of the court is a marriage possible for a person above 16 years old, available here, [A5713395-507E-4538-BED6-2FA2510F3FCD.pdf \(rks-gov.net\)](#)



However, such marriages are rarely registered at the municipality and usually take the form of more informal arrangements between families. A focus group discussion organised by a local NGO in Fushë Kosovë/Kosovo Polje found that the main motivations for early marriage are: the difficult economic situation, a lack of education among young people and parents, family traditions, preservation of honour, youth immaturity, parents' desire to "settle down" their children, unemployment, lack of information and awareness of young people and the community about the consequences of early marriages, prejudices of society and community, as well as discrimination against girls."<sup>38</sup>

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<sup>38</sup> The Ideas Partnership, *Causes of Early Marriages among Roma, Ashkali and Egyptian Communities in Fushë Kosovë/Kosovo Polje Municipality*, available here, [Microsoft Word - Final Research, English \(theideaspartnership.org\)](https://theideaspartnership.org)



## VI. General Overview and Analysis

Between 2020 and 2023 OSCE field teams collected data on over 150 individual and cluster cases of dropouts for over 400 children (from grade I-IX from every region in Kosovo) who have either dropped out of school, or are at risk of dropping out. Available information on cases was provided by schools, municipal education directorates and NGOs.

Based on data collected by OSCE field teams, the three most vulnerable communities, Kosovo Egyptian, Kosovo Ashkali and Kosovo Roma, display more irregular school attendance and are more likely to drop out of compulsory education.

The data suggests the issue is prevalent throughout Kosovo. However, the **Pejë/Peć and Prishtinë/Priština regions are the most affected by the phenomenon, with 65 per cent of recorded dropouts** being from these two regions.<sup>39</sup> In **Prishtinë/Priština and Pejë/Peć**, the most affected communities are the **Kosovo Egyptian and Kosovo Ashkali communities**, which make up 52 per cent of recorded dropouts.

Girls and boys are both affected. However more **boys tend to dropout from grades I to V**, particularly from the **Kosovo Ashkali community in the Pejë/Peć region, where 75 per cent** of the dropouts recorded from grades I to V were boys.


Most dropouts occur from **grades VI to IX, in which Kosovo Egyptian and Kosovo Ashkali girls and boys are dropping out of compulsory education in high numbers in the Pejë/Peć and Prishtinë/Priština regions. Kosovo Ashkali girls are more affected in the Mitrovicë/Mitrovica region**, where 67 per cent of the of the total number of girls dropping out in the Mitrovicë/Mitrovica region were from the Kosovo Ashkali community.

The Prishtinë/Priština region is seeing high dropout numbers from both the Kosovo Ashkali and Kosovo Roma communities, but without adequately disaggregated data it is difficult to ascertain who is more affected.

**Kosovo Albanian boys are also dropping out of grades VI to IX in the Prizren and Mitrovicë/Mitrovica regions**, where 81 per cent of boys from Prizren and 55 per cent of boys from Mitrovicë/Mitrovica regions who dropped out are from the Kosovo Albanian community.

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<sup>39</sup> All percentages in this section are calculations based on OSCE data collected on dropouts, some are estimates where disaggregated data was not available.



For grades I to V, the most common reason provided by school officials for girls and boys dropping out of school is 'lack of motivation' with 'poor economic conditions/unaffordable education' coming second. For grades VI to IX, the most common reason for girls and boys dropping out of school is again 'lack of motivation', with 'poor economic conditions/unaffordable education' being the second most common reason and 'being older than classmates' is a close third reason.

Where both school and municipal PRTANs are active, they can be instrumental in returning children to school. This should be co-ordinated carefully on a case-by-case basis, with all actors contributing and committing to the resolution. At the school level, attendance must diligently be monitored, with school directors reporting regularly on individual cases to school-level PRTANs. At the municipal level, on the other hand, PRTANs should engage the appropriate people to deal with the individual cases and provide funding and facilities for additional classes when needed

NGOs have proven to be very helpful with both identifying children who are at risk of dropping out, and with getting children back to school in specific regions where they operate.

MESTI data from 2019 to 2023 (see annex 1) shows high dropout numbers for Gjakovë/Đakovica affecting boys and girls from the Kosovo Ashkali, Kosovo Albanian and Kosovo Egyptian communities and high dropouts from Fushë Kosovë/Kosovo Polje affecting Kosovo Ashkali and Kosovo Egyptian communities from all grades.

MESTI data also shows Kosovo Albanian boys dropping out from schools in Prishtinë/Priština, Prizren and Malishevë/Mališevo municipalities, in particular.

## Overview of Cases by Region

### Pejë/Peć Region

The municipalities of **Gjakovë/Đakovica, Istog/Istok, Klinë/Klina and Deçan/Dečane** in the Pejë/Peć region are experiencing frequent dropouts from children in grades I to IX from the **Kosovo Egyptian, Kosovo Ashkali, Kosovo Albanian and Kosovo Roma communities**. A total of 113 dropouts from the Kosovo education system were identified between 2020 and 2023.

According to data on dropouts from compulsory education collected by OSCE field teams between 2020 and 2023, there were 54 dropouts recorded from the Kosovo Egyptian community in the Pejë/Peć region, 21 girls and 33 boys.<sup>40</sup> For grades I to V reasons cited included, 'lack of motivation' and 'poor economic conditions' for both girls and boys, while reasons for grades VI to IX- dropouts included 'caring for family members, 'poor economic conditions' and 'lack of motivation' for girls, while boys dropped out due to 'poor economic conditions', 'lack of motivation' and 'being older than classmates'.

According to data on students at risk of dropping out from compulsory education collected by OSCE field teams between 2020 and 2023, there were 45 students from the Kosovo Egyptian community who were successfully returned to school in the Pejë/Peć region, 18 girls and 20 boys.<sup>41</sup> For grades I to V reasons for potential dropouts included 'lack of motivation', 'begging' and 'being older than classmates'. For grades VI to IX, 'poor economic conditions', 'caring for siblings', 'lack of motivation' and 'being older than classmates' were all cited as reasons. School, municipal and civil society interventions have been successful in returning students to school. In grades I to V where the reason was 'lack of motivation', the municipal PRTAN from Gjakovë/Đakovica contacted the families and started conducting regular visits. In a case from Istog/Istok, the MED requested that the school prepare additional lessons to allow the students to catch up on classes that they had missed. In parallel, the MED informed parents that the Center for Social Welfare (CSW) would be informed that the children were not regularly attending school and that this may affect their social assistance payments. In Deçan/Dečane, for another case from grades I to V, the municipality and a local NGO intervened and encouraged the parents to re-register the children for the upcoming school year.

Interventions for grades VI to IX where the reason was 'lack of motivation' included school and municipal PRTAN visits to families in Gjakovë/Đakovica and Istog/Istok. In two cases where the visits were not effective, warning letters informed parents that the case could be escalated to the courts. In Deçan/Dečane, a joint meeting between the MOCR, Communities Committee (CC) members, MED representatives, Centre for Social

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40 Data collected by OSCE field teams between 2020 and 2023 on Kosovo Egyptian dropouts in the Pejë/Peć region found 54 total dropouts, two girls and six boys from grade I to V and 17 girls and 27 boys from grade VI to IX.

41 Data collected by OSCE field teams between 2020 and 2023, on Kosovo Egyptian students returned to school, 3 girls and 6 boys from grades I to V and 15 girls and 20 boys from grades VI to IX. Data for seven students was not disaggregated by gender.



Work (CSW) representatives as well as parents and children, was organized. During the meeting, parents reported that they were unable to afford to send their children to school due to 'poor economic conditions'. The meeting resulted in supporting the parents to register in the social assistance scheme. In another case in Deçan/Deçane, the municipality and a local NGO supported the parents to return the children to school.

According to data on dropouts from compulsory education collected by OSCE field teams between 2020 and 2023, there were 43 dropouts recorded from the Kosovo Ashkali community in the Pejë/Peć region, 20 girls and 23 boys.<sup>42</sup> For grades I-V reasons cited were 'safety concerns', 'lack of motivation' and family issues for both girls and boys, while reasons for grades VI to IX dropouts included 'caring for family members', 'early marriage' 'poor economic conditions' and 'lack of motivation' for girls, while boys dropped out due to 'lack of motivation and 'being older than classmates'.

According to data on students at risk of dropping out from compulsory education collected by OSCE field teams between 2020 and 2023, there were 18 students from the Kosovo Ashkali community who were successfully returned to school in Gjakovë/Đakovica municipality, 11 girls and seven boys.<sup>43</sup> For grades I to V reasons for irregular attendance included 'safety concerns', 'lack of motivation' and 'poor economic conditions', while reasons for irregular attendance for grades VI to IX included 'caring for family members', 'poor economic conditions' and 'lack of motivation'. School and municipal PRTANs visited the families, followed by a warning letter from the MED to the school director, which stated that the cases would be reported to court if the children continued to be absent. The school director communicated this to the parents and the children returned to school.

According to data on dropouts from compulsory education collected by OSCE field teams between 2020 and 2023, there were ten dropouts recorded from the Kosovo Albanian community in the Pejë/Peć region, one girl and nine boys.<sup>44</sup> For grades I to V and VI-IX the reason cited was 'lack of motivation'.

According to data on students at risk of dropping out from compulsory education collected by OSCE field teams between 2020 and 2023, there were three students from the Kosovo Albanian community who were successfully returned to school, two girls and one boy, all from grades VI to IX. 'Lack of motivation' was the reason cited for each of the cases. One case, involving a girl from Istog/Istok, was resolved after the school director sent a report to the MED requesting that a plan be made for additional classes to make up for missed lessons. In parallel, the parents were informed that the municipality would coordinate with the CSW where a certificate of regular school attendance is required for social assistance payments. The other cases were resolved through visits from the school PRTAN.

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42 Data collected by OSCE field teams between 2020 and 2023 on Kosovo Ashkali dropouts in the Pejë/Peć region found 43 total dropouts, three girls and 11 boys from grade I to V and 17 girls and 11 boys from grade VI to IX.

43 Data collected by OSCE field teams between 2020 and 2023, on Kosovo Ashkali students returned to school, five girls and five boys from grades I to V and six girls and two boys from grades VI to IX.

44 Data collected by OSCE field teams between 2020 and 2023 on Kosovo Albanian dropouts in the Pejë/Peć region found 10 total dropouts, one boy from grade I to V and one girl and eight boys from grade VI to IX.

According to OSCE data on dropouts from compulsory education collected by OSCE field teams between 2020 and 2023, there were six (6) dropouts recorded from the Kosovo Roma community in the Pejë/Peć region, two (2) girls and four (4) boys.<sup>45</sup> For grades I to V reasons cited were 'lack of motivation' for both girls and boys, while reasons in grades VI to IX included 'lack of motivation' for girls and 'poor economic conditions' for boys.

According to OSCE data on students at risk of dropping out from compulsory education collected by OSCE field teams between 2020 and 2023, there were two students from the Kosovo Roma community who were successfully returned to school, one girl and one boy, both from grades VI to IX, in Gjakovë/Đakovica municipality. Reasons cited were 'older than classmates' and 'lack of motivation'. Interventions included regular visits from the school and municipal PRTAN, with teachers committed to monitoring attendance and reporting regularly to the PRTANs.

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<sup>45</sup> Data collected by OSCE field teams between 2020 and 2023 on Kosovo Roma dropouts in the Pejë/Peć region found six total dropouts, one girl and one boy from grade I to V and one girl and three boys from grade VI to IX.

## Prishtinë/Priština Region

The municipalities of **Lipjan/Lipljan, Prishtinë/Priština, Fushë Kosovë/Kosovo Polje, Obiliq/Obilić and Shtime/Štimlje in the Prishtinë/Priština** region are experiencing dropouts in grades I-IX from the **Kosovo Ashkali, Kosovo Roma and Kosovo Albanian communities**. A total of 88 dropouts from the Kosovo education system were identified between 2020 and 2023.

According to OSCE data on dropouts from compulsory education collected by OSCE field teams between 2020 and 2023, there were 68 dropouts recorded from the Kosovo Ashkali and Kosovo Roma communities in the Prishtinë/Priština region, 28 girls and 40 boys.<sup>46</sup> For both girls and boys in grades I to IX reasons cited were ‘physical distance/lack of transportation’, ‘unaffordable transportation’, ‘security concerns’, ‘safety concerns (stray dogs, no sidewalks)’, ‘child labour’, ‘early/forced marriage’, ‘unaffordable education’, ‘caring for family members’, ‘health related’, ‘parental decision’, ‘older than classmates’, and ‘lack of motivation’.

According to data on students at risk of dropping out from compulsory education collected by OSCE field teams between 2020 and 2023, there were two students in grades I to V, one girl and one boy from the Kosovo Ashkali community who were successfully returned to school in the Prishtinë/Priština region. The Municipal Office of Communities and Returns (MOCR) in Shtime/Štimlje were informed that two siblings were not attending school, as their mother was ill. The head of the MOCR intervened and helped the children return to school.

According to OSCE data on dropouts from compulsory education collected by OSCE field teams between 2020 and 2023, there were 20 dropouts recorded from the Kosovo Albanian community in the Prishtinë/Priština region.<sup>47</sup> Reasons were not provided for grades I to V, while reasons for girls and boys in grades VI to IX were ‘caring for family members’, ‘physical distance/lack of transportation’, ‘physical distance/unaffordable’, ‘security concerns’, ‘safety concerns (stray dogs, no sidewalks)’, ‘child labour’, ‘early/forced marriage’, ‘unaffordable education’, ‘health related’, ‘parental decision’, ‘older than classmates’, and ‘lack of motivation’.

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46 Data collected by OSCE field teams between 2020 and 2023 on Kosovo Ashkali and Kosovo Roma dropouts in the Prishtinë/Priština region found 68 total dropouts. Full disaggregation by communities, gender and grades were not available.

47 Data collected by OSCE field teams between 2020 and 2023 on Kosovo Albanian dropouts in the Prishtinë/Priština region found 20 total dropouts, one boy from grade I to V and one girl and six boys from grade VI to IX, while 12 students where no gender disaggregation was available.

## Mitrovicë/Mitrovica Region

The municipalities of **Mitrovicë/Mitrovica South, Mitrovicë/Mitrovica North, Vushtrri/Vučitrn and Podujevë/Podujevo in the Mitrovicë/Mitrovica region** are experiencing frequent dropouts from children in grades I to IX from the **Kosovo Ashkali, Kosovo Albanian and Kosovo Roma communities**. A total of 54 dropouts from the Kosovo education system were identified between 2020 and 2023.

According to OSCE data on dropouts from compulsory education collected by OSCE field teams between 2020 and 2023, there were 21 dropouts recorded from the Kosovo Ashkali community in the Mitrovicë/Mitrovica region, 13 girls and eight boys.<sup>48</sup> For grades I to V the reason cited was 'lack of motivation' for the girl, while for grades VI to IX reasons included 'safety concerns' and 'health' and 'older than classmates' for girls and 'lack of motivation' and 'parental decision' for both boys and girls.

According to OSCE data on dropouts from compulsory education collected by OSCE field teams between 2020 and 2023, there were 21 dropouts recorded from the Kosovo Albanian community in the Mitrovicë/Mitrovica region, six girls and 15 boys.<sup>49</sup> For grades I to V the reasons cited were 'health' and 'parental decision' for girls and 'poor economic conditions' and 'lack of motivation' for boys, while in grades VI to IX reasons included, 'health' and 'poor economic conditions' for girls and 'poor economic conditions', 'lack of motivation' for boys.

According to data on students at risk of dropping out from compulsory education collected by OSCE field teams between 2020 and 2023, there were four students from the Kosovo Albanian community who were successfully returned to school, one girl and three boys, from Mitrovicë/Mitrovica South, Vushtrri/Vučitrn and Skenderaj/Srbica. All students were from grades VI to IX and the reason cited for irregular attendance was 'lack of motivation'. In two cases, the school PRTAN was successful in returning the children to school, while in the other two cases the school and municipal PRTAN intervened.

According to OSCE data on dropouts from compulsory education collected by OSCE field teams between 2020 and 2023, there were 12 dropouts recorded from the Kosovo Roma community in the Mitrovicë/Mitrovica region, five girls and seven boys.<sup>50</sup> For grades I to V the reasons cited were 'parental decision' and 'health' for girls and 'poor economic conditions' for boys working to support the family, while reasons in grades VI to IX included 'unaffordable education', 'poor economic conditions' and being 'older than classmates' for boys.

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48 Data collected by OSCE field teams between 2020 and 2023 on Kosovo-Ashkali dropouts in the Mitrovicë/Mitrovica region found 21 total dropouts, one girl from grade I to V and 12 girls and eight boys from grade VI to IX.

49 Data collected by OSCE field teams between 2020 and 2023 on Kosovo-Albanian dropouts in the Mitrovicë/Mitrovica region found 21 total dropouts, three girls and three boys from grade I to V and three girls and 12 boys from grade VI to IX.

50 Data collected by OSCE field teams between 2020 and 2023 on K-Roma dropouts in the Mitrovicë/Mitrovica region found 12 total dropouts, two girls and five boys from grade I to V and three girls and two boys from grade VI to IX.

According to OSCE data on students at risk of dropping out from compulsory education collected by OSCE field teams between 2020 and 2023, there was one boy in grades I to V from the Kosovo Roma community who was successfully returned to school in Mitrovicë/Mitrovica South municipality. The school PRTAN conducted outreach visits to his family and returned the boy to school.

## Prizren Region

The municipalities of **Prizren, Suharekë/Suva Reka, Rahovec/Orahovac, Malishevë/Mališevo** and, to a lesser extent, **Dragash/Dragaš** in the Prizren region are experiencing dropouts predominantly affecting children in grades VI-IX from the **Kosovo Albanian community** and a small number from the **Kosovo Roma and Kosovo Egyptian community**. A total of 33 dropouts from the Kosovo education system were identified between 2020 and 2023.

According to OSCE data on dropouts from compulsory education collected by OSCE field teams between 2020 and 2023, there were 28 dropouts recorded from the Kosovo Albanian community in the Prizren region, five girls and 23 boys.<sup>51</sup> For grades I to V the reason cited was ‘parental decision’ for both girls and boys, while reasons in grades VI to IX included ‘health’, ‘poor economic conditions’ and ‘lack of motivation’ for both girls and boys.

According to data on students at risk of dropping out from compulsory education collected by OSCE field teams between 2020 and 2023, there were two students from the Kosovo Albanian community who were successfully returned to school, one girl and one boy, in grades I to V from Malishevë/Mališevo. One case was reported to the MED by the school director. However, the case was reported late in the school year so the child had to re-register in first grade the following year, where the school PRTAN and teachers would monitor attendance. In the second case, the student was not comfortable starting first grade as she was missing her family. The school and parents decided together that the child would be enrolled in first grade again the following year and hope that she has matured enough to join the other students.

According to OSCE data on dropouts from compulsory education collected by OSCE field teams between 2020 and 2023, there were three dropouts recorded from the Kosovo Egyptian community in the Prizren region. All three were boys in grades VI to IX. The reason cited for the dropouts was ‘unaffordable education’.

According to OSCE data on students at risk of dropping out from compulsory education collected by OSCE field teams between 2020 and 2023, there were seven students, two girls and five boys, from the Kosovo Roma community in Prizren who were successfully returned to school. All students were in grades VI to IX and the reasons behind the irregular attendance were ‘parental decision and ‘poor economic situation’. The school

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<sup>51</sup> Data collected by OSCE field teams between 2020 and 2023 on Kosovo Albanian dropouts in the Prizren region found 28 total dropouts, one girl and three boys from grade I to V and four girls and 18 boys from grade VI to IX.

PRTAN and a local NGO regularly visited the families and supported them with school materials. According to the NGO, the cases were not registered as dropouts as the NGO identified the prolonged absences and intervened along with the school.

## Gjilan/Gnjilane Region

The municipality of **Ferizaj/Uroševac** and to a lesser extent the municipality of **Kaçanik/Kaçanik** in the **Gjilan/Gnjilane** region are experiencing dropouts from children in grades I to IX from the **Kosovo Ashkali community** and a small number from the **Kosovo Albanian community**. A total of 23 dropouts from the Kosovo education system were identified between 2020 and 2023.

According to OSCE data on dropouts from compulsory education collected by OSCE field teams between 2020 and 2023, there were 19 dropouts recorded from the Kosovo Ashkali community in the Gjilan/Gnjilane region, nine girls and ten boys.<sup>52</sup> For grades I to V, the reason cited for boys was 'lack of motivation', while 'lack of motivation' was also cited as the reason for both boys and girls from grades VI to IX.

According to data on students at risk of dropping out from compulsory education collected by OSCE field teams between 2020 and 2023, there were seven students from the Kosovo Ashkali community returned to school, four girls and three boys, in the Ferizaj /Uroševac municipality. All students were in grades VI to IX and the reason cited was 'lack of motivation'. The school management, MOCR, municipal PRTAN and local NGOs conducted meetings with the students and parents and managed to return all of the children to school.

According to OSCE data on dropouts from compulsory education collected by OSCE field teams between 2020 and 2023, there were four dropouts recorded from the Kosovo Albanian community in the Gjilan/Gnjilane region. All four were boys in grades VI to IX. The reasons cited for the dropouts were 'poor economic conditions' and 'lack of motivation'.

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<sup>52</sup> Data collected by OSCE field teams between 2020 and 2023 on Kosovo Ashkali dropouts in the Gjilan/Gnjilane region found 19 total dropouts, three boys from grades I to IX and nine girls and seven boys from grade VI to IX.



## VII. Functioning of Institutional Mechanisms Established to Prevent Dropouts

### Functional Prevention and Response Teams against Abandonment and Non-Registration (PRTANs)

PRTANs have been established in most schools and municipalities as per Administrative Instruction 08/2018 on the Establishment and Strengthening the Teams for Prevention and Response Against Abandonment and non-enrolment of Students in Pre-University Education, according to OSCE field team research. However, not all are fully functional, nor do they all enlist new members when the members' mandate is expired. A 2019 report on PRTANs by the NGO consortium Kosint 2020 found that some school and municipal PRTANs were only established administratively, were not meeting regularly, and often dismissed Kosovo Roma, Kosovo Ashkali and Kosovo Egyptian cases of dropouts as cultural issues that they were not competent to address.<sup>53</sup> Manuals for school and municipal PRTANs are currently, as of 2023, being updated to define the mechanisms and tools to help municipalities and schools to exercise their role and mandate in prevention, response and treatment of dropout and non-enrolment in education in line with the 2018 Administrative Instruction. Once these manuals are published, teachers, school management and municipal representatives will have to be trained to ensure these mechanisms can become fully functional. PRTANs must be adequately supported so that they can deliver on their mandate.

### Early Warning System

The Educational Management and Information System (EMIS) contains a built-in feature to flag students who are at risk of dropping out of school before they officially abandon school, called the Early Warning System. Once an 'at-risk student', characterised by long absences or irregular attendance, is identified, all responsible institutions are tracked in the handling and referral of the case. This prevention system, if properly capitalised upon, has the potential to greatly reduce dropouts. The earlier dropouts are identified, the quicker a solution can be found before a child misses too much school and the reasons behind the dropouts become more pronounced. Teachers are the first in line to utilise this tool with regular monitoring of children's attendance.

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<sup>53</sup> Assessment Report on the Effectiveness of PRTANs, Focused Report on Effectiveness of PRTANs among Roma, Ashkali and Egyptian children, pg. 17, available here [report\\_focused\\_on\\_effectiveness\\_of\\_prtans\\_among\\_roma-ashkali\\_and\\_egyptian\\_children-1.pdf](https://www.kosint2020.net/report_focused_on_effectiveness_of_prtans_among_roma-ashkali_and_egyptian_children-1.pdf) (kosint2020.net)





## Teachers from Communities

MESTI data published by the Kosovo Agency of Statistics (KAS) has shown a slight increase in the number of teachers from the Kosovo Roma, Kosovo Ashkali and Kosovo Egyptian communities between 2019 and 2023. For the 2019/2020 school year, there were 21 teachers from the three communities<sup>54</sup>, while for the school year 2022/2023 there were 25 teachers from the three communities.<sup>55</sup> Recently MESTI has attempted to encourage more students from the three communities to enrol in the education faculties for teacher training through specific scholarships. However, due to poor planning and a lack of preparation and promotion, there were few applicants and these scholarships were diverted elsewhere. Increasing numbers of pre-school, primary and secondary-level teachers from the Kosovo Roma, Kosovo Ashkali and Kosovo Egyptian communities can positively affect the educational experience for students. Such teachers are well placed to serve as role models and mediators as well as teachers, until the trend improves.

## Early Childhood Education

Children who attend quality pre-school programmes (0 to IV years old) are better prepared for starting school, more likely to achieve reading and maths standards in primary school and less likely to drop out or repeat years at later stages of their schooling. Early childhood education is crucial for children's learning, mental health and social skills.<sup>56</sup> While universal attendance of children from all communities in Kosovo in pre-primary (age five years old) is a challenge as sufficient services do not exist, children from the three most vulnerable communities are again the worst affected. Attendance by children from Kosovo Roma, Kosovo Ashkali and Kosovo Egyptian communities in pre-primary programmes across the three year reporting period is low.<sup>57</sup> The Council of Europe estimates that only 49.5 per cent of Kosovo Roma, Kosovo Ashkali and Kosovo Egyptian children are included in pre-primary education, while the inclusion in early years


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54 In school year 2019/2020, six Kosovo Ashkali teachers, one in Ferizaj/Uroševac, one in Klinë/Klina, one in Rahovec/Orahovac, one in Shtime/Štimlje, one in Suharekë/Suva Reka and one in Vushtrri/Vučitrn. Nine Kosovo Roma teachers, two in Gjilan/Gnjilane, one in Kamenicë/Kamenica, one in Klinë/Klina and five in Prizren. Data from Agency of Statistics, Education Statistics in Kosovo 2019/2020, available here, [ANG ASK.pdf \(rks-gov.net\)](#)

55 In school year 2022/2023, Eleven Kosovo Roma teachers, two in Gjilan/Gnjilane, one in Kamenicë/Kamenica, one in Pejë/Peć and seven in Prizren. Seven Kosovo Ashkali teachers, one in Ferizaj/Uroševac, one in Klinë/Klina, one in Podujevë/Podujevo, one in Rahovec/Orahovac, one in Shtime/Štimlje, one in Suharekë/Suva Reka and one in Vushtrri/Vučitrn. Seven Kosovo Egyptian teachers, one in Fushë Kosovë /Kosovo Polje, three in Gjakovë/Đakovica, one in Istog/Istok, one in Klinë/Klina and one in Pejë/Peć. Data from Agency of Statistics, Education Statistics in Kosovo 2022/2023, available in Albanian here, [Statistikat e arsimit në Kosovë 2022-2023 - MASHT \(rks-gov.net\)](#)

56 UNICEF, Early Childhood Centres Give Children a Head-start, available here, [Early childhood centers give children a head-start | UNICEF Kosovo Programme](#)

57 According to MESTI data published by Kosovo Agency of Statistics, in school year 2020/21, 84 Kosovo Roma, 206 Kosovo Ashkali and 61 Kosovo Egyptian children attended pre-primary education, totalling 351 children. In school year 2021/22, 83 Kosovo Roma, 250 Kosovo Ashkali and 41 Kosovo Egyptian children attended pre-primary education, totalling 374 children. In school year 2022/23, 74 Kosovo Roma, 221 Kosovo Ashkali and 74 Kosovo Egyptian children attended pre-primary education, totalling 323 children.



education is much lower.<sup>58</sup> The new Law (No.08/L-153) on Early Childhood Education provides that pre-primary education is mandatory from the school year 2024-2025.<sup>59</sup> It is therefore imperative that service provision is expanded, with adequate investment and infrastructure, and that awareness of the new law is disseminated to parents and communities.

## Free Textbooks

Textbooks for primary and secondary students in the Kosovo curriculum have been provided to all students free of charge since 2015. This innovative step by the Ministry of Education has helped create a level playing field for all students regardless of their socio-economic situation. In August 2023, the Ministry of Education announced that instead of providing free text books they would provide stipends for parents through the e-Kosova platform to buy textbooks for children in grades I to V and provide used textbooks to children in higher grades. The change in approach disproportionately affected the three most vulnerable communities. This was because accessing the site was challenging and not all bookshops stocked all books. Therefore, the newly introduced procedure requires review to ensure that in 2024 children receive the needed books on time and in good condition.

## Catch-up Classes

For children who have not registered on time for first grade or have had prolonged absences from school, catch-up classes provided by schools can expedite their learning, and, together with individual learning plans developed by teachers, can allow them to enter or re-enter the classroom environment with basic knowledge necessary for them to thrive. Schools and municipalities need to share information on which students may require such supplementary support and offer regular programmes. This is currently only happening on an ad-hoc basis and is very much dependent on the availability of funding within the municipality.

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58 Council of Europe, Mapping Study, An Analysis of Interventions and Achievements of Various Projects Supporting Inclusion in Education of Roma, Ashkali and Egyptian Boys and Girls, 2020, available here, [1680a0b095 \(coe.int\)](#)

59 Law No.08/L-153 on Early Childhood Education, Article 37, Transitional Provisions, Pre-primary education becomes mandatory from the school year 2024-2025, available here, [ActDetail.aspx \(rks-gov.net\)](#)



## VIII. Functioning of Non-Institutional Responses Established to Prevent Dropouts

### Learning Centres

Learning Centres supporting children to stay in school have been part of the NGO landscape for nearly 20 years. They offer diverse programmes, such as homework help, extra-curricular activities, summer and winter camps, food, school materials, parenting classes, and women’s literacy assistance, among other services, helping to bridge the gap between majority and non-majority education provision. In 2018, NGOs and the Ministry of Education came together to draft legislation to better regulate learning centre operation and provide support from central and municipal funds. Aside from an annual funding call from MESTI since 2021 and ad hoc support from municipalities, this ‘institutionalisation’ of the learning centres has stalled, and they continue to close due to lack of funds.<sup>60</sup> Local NGOs, international donors, the EU, UNICEF and the Council of Europe, along with the OSCE continue to advocate for improved implementation of the relevant legislation to preserve these important education providers.

### Mediation

Mediation has proved an effective measure by NGOs to liaise between parents and schools and to raise awareness of the obligations of parents, the importance of education and to mitigate factors which may be contributing to irregular attendance at school. Many of these mediation activities have been funded by donors, but some local authorities have hired mediators from communities to actively address dropouts in their municipalities. A mapping study by the Council of Europe on interventions and achievements of inclusion projects cited mediation as a good practice for supporting the education of children from the Kosovo Roma, Kosovo Ashkali and Kosovo Egyptian communities.<sup>61</sup>

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<sup>60</sup> For more information on Learning Centres, see OSCE Report, *Overview of Learning Centres in Kosovo and the Implementation of Administrative Instruction 19/2018*, 2023, available here: [Overview of Learning Centres in Kosovo and the Implementation of Administrative Instruction 19/2018 | OSCE](#)

<sup>61</sup> Council of Europe, *Mapping Study, An Analysis of Interventions and Achievements of Various Projects Supporting Inclusion in Education of Roma, Ashkali and Egyptian Boys and Girls*, October 2020, available here: [1680a0b095 \(coe.int\)](#)



## IX. Conclusion

While it is true that school abandonment is no longer a systematic problem for Kosovo as a whole, there are still instances in specific municipalities where the problem persists. This issue is more acute for Kosovo Ashkali, Kosovo Egyptian and Kosovo Roma girls and boys, but is also occurring in the Kosovo Albanian community, albeit to a lesser extent. Data is collected through the Educational Management Information system, but the quality of the data is contestable, with little analysis and little follow-up on emerging trends. A legislative framework does exist to reduce dropouts from compulsory education, but often cases are either neglected or not followed up satisfactorily. Discrimination and persistent poverty — exacerbated by high inflation and restrictions deriving from the Covid-19 pandemic — have worsened the situation for many families, who find it more difficult to cope with financial pressures. Many actors who have influence or a responsibility to prevent dropouts are not adequately supported: teachers need training, PRTANs and NGOs need funding, MEDs need resources, parents need educating and children need motivating. In areas where there are high numbers of dropouts, e.g., Gjakovë/Đakovica, Fushë Kosovë/Kosovo Polje, Shtime/Štimlje, Prizren and Prishtinë/Priština, these deficiencies require consolidated, concerted efforts to reverse the negative trends. Targeted interventions are needed to tackle the root causes that are affecting girls and boys from specific communities.

When key actors do come together to address specific issues, children can be supported to return to school or to prevent dropouts before they happen. For example, in 2022, in the Pejë/Peć municipality, the MED granted a request from the Communities Committee (CC) to provide free transport for 85 Kosovo Egyptian and Kosovo Roma students who have to travel more than 3.5 km to their nearest school, after six children had dropped out of school due to lack of transport and poor socio-economic living conditions. Also in 2022, three roundtables, supported by the OSCE, were organised in Istog/Istok, Klinë/Klina and Gjakovë/Đakovica municipalities with the support from MESTI to address the issue of dropouts among the Kosovo Egyptian, Kosovo Roma and Kosovo Ashkali communities. MESTI made specific recommendations based on the age and length of time the children had been out of school. These included assessments, repeating a school year, catch-up classes, engaging activities, coordination with parents and provision of transportation. The result of this intervention was the identification of 17 schoolchildren who dropped out of school, of whom seven were returned to school, with the support of the MED and direct actions from MESTI.



## X. Recommendations

### Ministry of Education, Science Technology and Innovation:

- **Strategy for Advancement of Roma and Ashkali Communities in Kosovo:** Implement all educational activities contained in the action plan, particularly related to dropouts.
- **Training on EMIS:** Provide regular and updated training on EMIS for teachers and school management.
- **Data analysis:** Analyse data to identify patterns and common reasons for dropouts to tailor interventions and prevention strategies.
- **Continuous Teacher Training:** Provide ongoing training for teachers to enhance their skills in dealing with student needs, recognising signs of distress and providing appropriate support.
- **Investigate areas of high dropouts:** Follow-up on identified municipalities where dropouts are common.
- **Functional PRTANs:** Ensure that the governmental level PRTAN is functional; conduct regular and efficient meetings and issue reports.
- **Support NGOs:** Adequately support NGOs that are working with Learning Centres, mediators or other activities that reduce dropouts.
- **Targeted Interventions:** Tailor awareness campaigns to members of the Kosovo Roma, Kosovo Ashkali, Kosovo Egyptian and Kosovo Albanian communities.
- **Increase teachers from communities:** Incentivize high school students from the three vulnerable communities to become teachers.
- **Pre-School:** Provide pre-school places to all children as regulated by the Law on Early Childhood Education. Inform parents on the importance of sending children to pre-school.
- **Engaging curriculum:** Include inter-cultural education in school curriculums.
- **Free Text books:** Continue providing free text books to students in compulsory education.

### Municipal Education Directorates:

- **Local Action Plans:** Include and implement activities in Local Action Plans for the implementation of the Strategy for the Advancement of Roma and Ashkali in Kosovo.
- **Collect and Disaggregate Data:** Ensure that data collected on dropouts is adequately disaggregated by community, gender and grade.
- **Training on EMIS:** Train the educational staff and school management on EMIS data collection.
- **Functional PRTANs:** Adequately support school and municipal level PRTANs and ensure they are meeting and reporting regularly.

- **Deliver effective oversight:** Closely monitor schools with high dropouts and support them with prevention strategies.
- **Support NGOs:** Adequately support NGOs working with Learning Centres, mediators or other actions that actively reduce dropouts.
- **Targeted Interventions:** Tailor awareness campaigns to members of the Kosovo Roma, Ashkali and Egyptian communities.
- **Assess Transport needs:** Ensure all children have adequate transport arrangements to and from school.
- **Catch-up Classes:** Provide funding for catch-up classes for children who are late starting first grade or who have irregular attendance at school.
- **Pre-school Education:** Provide adequate services for pre-school education.

## Schools

- **Regular Attendance Monitoring:** Monitor attendance closely and intervene when students show signs of irregular attendance. Early intervention can prevent further disengagement. Insert data in EMIS and early warning system.
- **Early Intervention Programmes:** Implement early intervention programmes to identify students who may be at risk of dropping out. This can involve regular assessments of students' academic performance and behaviour.
- **Individualised Support:** Provide individualised support to students facing challenges. This could include tutoring, counselling, or mentoring programmes tailored to their specific needs.
- **Supportive environment:** Foster a supportive and inclusive school environment where students feel valued and respected.
- **Parental Involvement:** Encourage parental involvement through regular communication, parent-teacher meetings and workshops.
- **Celebrate Achievements:** Acknowledge and celebrate students' achievements, both academic and non-academic, to boost self-esteem and motivation to stay in school.

## NGOs working on education and reducing school dropouts

- **Information sharing:** Share information on individual school dropouts or children at risk of dropping out with schools and MEDs.
- **Awareness Raising:** Raise awareness of the legal and social issues and physical complications that arise from early marriage.
- **Anti-Discrimination:** Design activities that include anti-discrimination components.
- **Encourage Parental Involvement:** Work with parents on raising awareness of the importance of early education and staying in school.
- **Local Action Plans:** Work with municipalities to support activities included in Local Action Plans to address and prevent dropouts.

# ANNEX 1

Compiled MESTI Dropout Data 2019-2023 for Kosovo Albanian, Kosovo Ashkali, Kosovo Roma and Kosovo Egyptian Girls and Boys per grade and municipality. Presented as highest records first.

## Pejë/Peć Region

Gjakovë/Đakovica													
2019/2020													
	K-Albanian			K-Ashkali			K-Roma			K-Egyptian			Total
	M	F	T	M	F	T	M	F	T	M	F	T	Total
Class 1	1	0	1	4	1	5	0	0	0	2	0	2	8
Class 2	2	0	2	1	1	2	0	0	0	0	0	0	4
Class 3	1	2	3	0	1	1	0	0	0	3	0	3	7
Class 5	1	1	2	0	3	3	0	0	0	1	0	1	6
Class 6	2	1	3	0	0	0	0	0	0	2	0	2	5
Class 7	2	2	4	1	1	2	0	0	0	0	1	1	7
Class 8	2	2	4	0	1	1	0	0	0	0	1	1	6
Class 9	2	1	3	0	0	0	0	0	0	0	1	1	4
Sub Total	13	9	22	6	8	14	0	0	0	8	3	11	47
2020/2021													
Class 1	0	0	0	1	1	2	0	0	0	0	0	0	2
Class 2	0	0	0	2	1	3	0	0	0	0	1	1	4
Class 3	0	0	0	3	0	3	0	0	0	0	0	0	3
Class 4	0	0	0	3	2	5	0	0	0	1	0	1	6
Class 5	0	0	0	0	1	1	0	0	0	0	0	0	1
Class 6	0	0	0	0	3	3	0	0	0	0	0	0	3
Class 7	0	0	0	2	0	2	0	0	0	0	0	0	2
Class 8	0	0	0	0	1	1	1	0	1	0	0	0	2
Class 9	1	0	0	0	3	3	0	0	0	0	0	0	4
Sub Total	1	0	1	11	12	23	1	0	1	1	1	2	27
2021/2022													
Class 1	1	0	1	3	0	3	0	0	0	0	0	0	4
Class 2	0	0	0	0	0	0	0	0	0	1	0	1	1
Class 4	0	0	0	0	1	1	0	0	0	0	0	0	1
Class 6	0	0	0	1	0	1	0	0	0	0	0	0	1
Class 9	1	0	1	1	0	1	0	0	0	1	0	1	3
Sub Total	2	0	2	5	1	6	0	0	0	2	0	2	10
2022/2023													
Class 1	0	1	1	1	1	2	0	0	0	0	0	0	3
Class 2	1	0	1	0	1	1	0	0	0	0	0	0	2
Class 3	0	0	0	0	1	1	0	0	0	0	1	1	2
Class 4	0	0	0	1	1	2	0	1	1	0	0	0	3
Class 8	0	0	0	1	0	1	0	0	0	0	1	1	2
Class 9	0	0	0	0	0	0	0	0	0	0	2	2	2
Sub Total	1	1	2	3	4	7	0	1	1	0	4	4	14
<b>TOTAL</b>	<b>17</b>	<b>10</b>	<b>27</b>	<b>25</b>	<b>25</b>	<b>50</b>	<b>1</b>	<b>1</b>	<b>2</b>	<b>11</b>	<b>8</b>	<b>19</b>	<b>98</b>





<b>Istog/Istok</b>													
2019/2020													
	K-Albanian			K-Ashkali			K-Roma			K-Egyptian			
	M	F	T	M	F	T	M	F	T	M	F	T	Total
Class 3	1	2	3	0	0	0	0	0	0	0	0	0	3
Class 4	0	0	0	0	0	0	0	0	0	1	0	1	1
Sub Total	1	2	3	0	0	0	0	0	0	1	0	1	4
2020/2021													
Class 1	0	0	0	0	0	0	0	0	0	4	1	5	5
Class 3	0	0	0	2	0	2	0	0	0	0	0	0	2
Class 7	0	0	0	0	0	0	0	0	0	1	0	1	1
Class 9	0	0	0	1	0	1	0	0	0	0	0	0	1
Sub Total	0	0	0	3	0	3	0	0	0	5	1	6	9
2021/2022													
Class 6	0	0	0	0	0	0	0	0	0	0	2	2	2
Class 7	0	0	0	0	0	0	0	0	0	1	1	2	2
Class 8	0	0	0	0	0	0	0	0	0	1	0	1	1
Sub Total	0	0	0	0	0	0	0	0	0	2	3	5	5
2022-2023													
Class 1	0	0	0	3	2	5	0	0	0	0	1	1	6
Class 2	0	0	0	0	1	1	0	0	0	0	0	0	1
Class 3	0	0	0	0	0	0	0	0	0	1	0	1	1
Class 5	0	0	0	1	0	1	0	0	0	0	0	0	1
Class 6	0	0	0	0	0	0	0	0	0	7	3	10	10
Class 7	0	0	0	0	0	0	0	0	0	0	2	2	2
Class 8	0	2	2	0	0	0	0	0	0	1	1	2	4
Class 9	0	0	0	0	0	0	0	0	0	0	0	0	0
Sub Total	0	2	2	4	3	7	0	0	0	9	7	16	25
<b>TOTAL</b>	<b>1</b>	<b>4</b>	<b>5</b>	<b>7</b>	<b>3</b>	<b>10</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>17</b>	<b>11</b>	<b>28</b>	<b>43</b>

<b>Klinë/Klina</b>													
2019/2020													
	K-Albanian			K-Ashkali			K-Roma			K-Egyptian			
	M	F	T	M	F	T	M	F	T	M	F	T	Total
Class 6	1	0	0	0	1	0	0	0	0	0	0	0	2
Sub Total	1	0	1	0	1	1	0	0	0	0	0	0	2
2020/2021													
Class 1-9	0	0	0	0	0	0	0	0	0	0	0	0	0
2021/2022													
Class 1-9	0	0	0	0	0	0	0	0	0	0	0	0	0
2022/2023													
Class 1-9	0	0	0	0	0	0	0	0	0	0	0	0	0
Sub Total	1	0	0	0	1	0	0	0	0	0	0	0	2
<b>TOTAL</b>	<b>1</b>	<b>0</b>	<b>1</b>	<b>0</b>	<b>1</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>2</b>



Deçan/Deçane													
2019/2020													
	K-Albanian			K-Ashkali			K-Roma			K-Egyptian			Total
	M	F	T	M	F	T	M	F	T	M	F	T	
Class 1- 9	0	0	0	0	0	0	0	0	0	0	0	0	0
2020/2021													
Class 1-9	0	0	0	0	0	0	0	0	0	0	0	0	0
2021/2022													
Class 1- 9	0	0	0	0	0	0	0	0	0	0	0	0	0
2022/2023													
Class 1-9	0	0	0	0	0	0	0	0	0	0	0	0	0
<b>TOTAL</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>

### Prishtinë/Priština Region

Fushë Kosovë/Kosovo Polje													
2019/2020													
	K-Albanian			K-Ashkali			K-Roma			K-Egyptian			Total
	M	F	T	M	F	T	M	F	T	M	F	T	
Class 1	1	1	2	3	3	6	0	0	0	0	0	0	8
Class 4	0	0	0	1	0	1	0	0	0	0	0	0	1
Class 5	0	0	0	0	1	1	0	0	0	0	0	0	1
Class 8	0	0	0	2	0	2	0	0	0	0	0	0	2
Sub Total	1	1	2	6	4	10	0	0	0	0	0	0	12
2020/2021													
Class 1	0	0	0	2	2	4	0	0	0	0	0	0	4
Class 3	0	0	0	3	2	5	0	0	0	0	0	0	5
Class 4	0	0	0	0	1	1	0	0	0	0	0	0	1
Class 5	1	0	1	0	0	0	0	0	0	0	0	0	1
Class 7	0	0	0	2	4	6	0	0	0	0	0	0	6
Class 8	0	2	2	0	0	0	0	0	0	0	0	0	2
Class 9	0	0	0	0	0	0	0	0	0	0	0	0	0
Sub Total	1	2	3	7	9	16	0	0	0	0	0	0	19
2021/2022													
Class 1	0	0	0	1	2	3	0	0	0	0	0	0	3
Class 3	0	0	0	0	2	2	0	0	0	0	0	0	2
Class 4	0	0	0	1	3	4	0	0	0	0	0	0	4
Class 5	0	0	0	0	1	1	0	0	0	0	0	0	1
Class 6	0	0	0	5	1	6	0	0	0	0	0	0	6
Class 7	0	0	0	2	1	3	0	0	0	0	0	0	3
Class 8	0	0	0	0	1	1	0	0	0	0	0	0	1
Class 9	0	0	0	0	1	1	0	0	0	0	0	0	1
Sub Total	0	0	0	9	12	21	0	0	0	0	0	0	21
2022/2023													
Class 2	0	0	0	1	0	1	0	0	0	0	0	0	1
Class 3	1	0	1	1	1	2	0	0	0	0	0	0	3
Class 4	0	0	0	1	0	1	0	1	1	0	0	0	2
Class 5	1	1	2	0	1	1	0	0	0	0	0	0	3
Class 6	1	0	1	8	4	12	0	0	0	0	0	0	13
Class 7	0	1	1	0	0	0	0	0	0	0	0	0	1
Class 8	0	1	1	0	4	4	0	0	0	1	0	1	6
Class 9	1	0	1	0	0	0	0	0	0	0	0	0	1
Sub Total	4	3	7	11	10	21	0	1	1	1	0	1	30
<b>TOTAL</b>	<b>6</b>	<b>6</b>	<b>12</b>	<b>33</b>	<b>35</b>	<b>68</b>	<b>0</b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>0</b>	<b>1</b>	<b>82</b>



<b>Lipjan/Lipljan</b>													
2019/2020													
	K-Albanian			K-Ashkali			K-Roma			K-Egyptian			
	M	F	T	M	F	T	M	F	T	M	F	T	Total
Class 1	1	2	3	0	0	0	0	0	0	0	0	0	3
Class 2	2	0	2	0	0	0	0	0	0	0	0	0	2
Class 3	0	2	2	0	0	0	0	0	0	0	0	0	2
Class 6	2	0	2	0	0	0	0	0	0	0	0	0	2
Class 7	0	1	1	0	1	1	0	0	0	0	0	0	2
Class 8	1	0	1	0	0	0	0	0	0	0	0	0	1
Class 9	0	0	0	0	0	0	0	0	0	0	0	0	0
Sub Total	6	5	11	0	1	1	0	0	0	0	0	0	12
2020/2021													
Class 1	0	1	1	0	0	0	0	0	0	0	0	0	1
Class 2	2	0	2	0	0	0	0	0	0	0	0	0	2
Class 4	0	0	0	0	1	1	0	0	0	0	0	0	1
Class 6	0	0	0	1	1	2	0	0	0	0	0	0	2
Class 8	0	0	0	1	0	1	0	0	0	0	0	0	1
Sub Total	2	1	3	2	2	4	0	0	0	0	0	0	7
2021/2022													
Class 1	1	0	1	1	1	2	0	0	0	0	0	0	3
Class 2	0	2	2	0	0	0	0	0	0	0	0	0	2
Class 3	0	1	1	0	0	0	0	0	0	0	0	0	1
Class 6	1	1	2	0	0	0	0	0	0	0	0	0	2
Class 7	0	0	0	3	0	3	0	0	0	0	0	0	3
Class 8	0	0	0	0	2	2	0	0	0	0	0	0	2
Sub Total	2	4	6	4	3	7	0	0	0	0	0	0	13
2022/2023													
Class 1	1	0	1	0	0	0	0	0	0	0	0	0	1
Class 3	1	1	2	0	0	0	0	0	0	0	0	0	2
Class 8	0	0	0	0	2	2	0	0	0	0	0	0	2
Sub Total	2	1	3	0	2	2	0	0	0	0	0	0	5
<b>TOTAL</b>	<b>12</b>	<b>11</b>	<b>23</b>	<b>6</b>	<b>8</b>	<b>14</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>37</b>

<b>Obiliq/Obilić</b>													
2019/2020													
	K-Albanian			K-Ashkali			K-Roma			K-Egyptian			
	M	F	T	M	F	T	M	F	T	M	F	T	Total
Class 1-9	0	0	0	0	0	0	0	0	0	0	0	0	0
2020/2021													
Class 1-9	0	0	0	0	0	0	0	0	0	0	0	0	0
2021/2022													
Class 9	0	0	0	0	1	0	0	0	0	0	0	0	1
Sub Total	0	0	0	0	1	1	0	0	0	0	0	0	1
2022/2023													
Class 1-9	0	0	0	0	0	0	0	0	0	0	0	0	0
<b>TOTAL</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>1</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>1</b>



<b>Shtime/Štimlje</b>													
2019/2020													
	K-Albanian			K-Ashkali			K-Roma			K-Egyptian			
	M	F	T	M	F	T	M	F	T	M	F	T	Total
Class 7	0	1	1	0	0	0	0	0	0	0	0	0	1
Sub Total	0	1	1	0	0	0	0	0	0	0	0	0	1
2020/2021													
Class 1-9	0	0	0	0	0	0	0	0	0	0	0	0	0
2021/2022													
Class 1-9	0	0	0	0	0	0	0	0	0	0	0	0	0
2022/2023													
Class 5	1	0	1	0	0	0	0	0	0	0	0	0	1
Class 8	4	0	4	0	0	0	0	0	0	0	0	0	4
<b>TOTAL</b>	<b>5</b>	<b>0</b>	<b>5</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>5</b>

<b>Prishtinë/Priština</b>													
2019/2020													
	K-Albanian			K-Ashkali			K-Roma			K-Egyptian			
	M	F	T	M	F	T	M	F	T	M	F	T	Total
Class 1	3	0	3	0	0	0	0	0	0	0	0	0	3
Class 3	0	1	1	0	0	0	0	0	0	0	0	0	1
Class 5	1	0	1	0	0	0	0	0	0	0	0	0	1
Class 6	1	0	1	0	0	0	0	0	0	0	0	0	1
Class 7	0	1	1	0	0	0	0	0	0	0	0	0	1
Class 9	1	1	2	0	0	0	0	0	0	0	0	0	2
Sub Total	6	3	9	0	0	0	0	0	0	0	0	0	9
2020/2021													
Class 1	1	2	3	0	0	0	0	0	0	0	0	0	3
Class 7	1	0	1	0	0	0	0	0	0	0	0	0	1
Class 8	4	0	4	0	0	0	0	0	0	0	0	0	4
Class 9	0	1	1	0	0	0	0	0	0	0	0	0	1
Sub Total	6	3	9	0	0	0	0	0	0	0	0	0	9
2021/2022													
Class 1	3	0	3	0	0	0	0	0	0	0	0	0	3
Class 8	1	0	1	0	0	0	0	0	0	0	0	0	1
Class 9	0	2	2	0	0	0	0	0	0	0	0	0	2
Sub Total	4	2	6	0	0	0	0	0	0	0	0	0	6
2022/2023													
Class 4	0	0	0	1	0	1	0	0	0	0	0	0	1
Class 8	1	0	1	1	0	1	0	0	0	0	0	0	2
Class 9	1	0	1	0	0	2	0	0	0	0	0	0	1
Sub Total	2	0	2	2	0	2	0	0	0	0	0	0	4
<b>TOTAL</b>	<b>18</b>	<b>8</b>	<b>26</b>	<b>2</b>	<b>0</b>	<b>2</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>28</b>

## Mitrovicë/ Mitrovica Region

Mitrovicë/Mitrovica South													
2019/2020													
	K-Albanian			K-Ashkali			K-Roma			K-Egyptian			
	M	F	T	M	F	T	M	F	T	M	F	T	Total
Class 9	1	0	1	0	0	0	0	0	0	0	0	0	1
Sub Total	1	0	1	0	0	0	0	0	0	0	0	0	1
2020/2021													
Class 1-9	0	0	0	0	0	0	0	0	0	0	0	0	0
2021/2022													
Class 1-9	0	0	0	0	0	0	0	0	0	0	0	0	0
2022/2023													
Class 7	1	0	1	0	0	0	0	0	0	0	0	0	0
Sub Total	1	0	1	0	0	0	0	0	0	0	0	0	1
<b>TOTAL</b>	<b>2</b>	<b>0</b>	<b>2</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>2</b>

Mitrovicë/Mitrovica North													
2019/2020													
	K-Albanian			K-Ashkali			K-Roma			K-Egyptian			
	M	F	T	M	F	T	M	F	T	M	F	T	Total
Class 1-9	0	0	0	0	0	0	0	0	0	0	0	0	0
2020/2021													
Class 1-9	0	0	0	0	0	0	0	0	0	0	0	0	0
2021/2022													
Class 1-9	0	0	0	0	0	0	0	0	0	0	0	0	0
2022/2023													
Class 1-9	0	0	0	0	0	0	0	0	0	0	0	0	0
<b>TOTAL</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>

Vushtrri/Vuçitrn													
2019/2020													
	K-Albanian			K-Ashkali			K-Roma			K-Egyptian			
	M	F	T	M	F	T	M	F	T	M	F	T	Total
Class 7	0	1	1	0	0	0	0	0	0	0	0	0	1
Sub Total	0	1	1	0	0	0	0	0	0	0	0	0	1
2020/2021													
Class 7	3	2	5	0	0	0	0	0	0	0	0	0	5
Sub Total	3	2	5	0	0	0	0	0	0	0	0	0	5
2021/2022													
Class 7	1	0	1	0	0	0	0	0	0	0	0	0	1
Sub Total	1	0	1	0	0	0	0	0	0	0	0	0	1
2022/2023													
Class 8	1	0	1	0	0	0	0	0	0	0	0	0	1
Sub Total	1	0	1	0	0	0	0	0	0	0	0	0	1
<b>TOTAL</b>	<b>5</b>	<b>3</b>	<b>8</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>8</b>



<b>Podujevë/Podujevo</b>													
2019/2020													
	K-Albanian			K-Ashkali			K-Roma			K-Egyptian			Total
	M	F	T	M	F	T	M	F	T	M	F	T	Total
Class 1-9	0	0	0	0	0	0	0	0	0	0	0	0	0
2020/2021													
Class 1-9	0	0	0	0	0	0	0	0	0	0	0	0	0
2021/2022													
Class 1	0	0	0	1	0	1	0	0	0	0	0	0	1
Sub Total	0	0	0	1	0	1	0	0	0	0	0	0	1
2022/2023													
Class 6	0	0	0	0	1	1	0	0	0	0	0	0	1
Class 7	0	0	0	3	0	3	0	0	0	0	0	0	3
Class 9	0	0	0	0	1	1	0	0	0	0	0	0	1
Sub Total	0	0	0	3	2	5	0	0	0	0	0	0	5
<b>TOTAL</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>4</b>	<b>2</b>	<b>6</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>6</b>

### Prizren Region

<b>Prizren</b>													
2019/2020													
	K-Albanian			K-Ashkali			K-Roma			K-Egyptian			Total
	M	F	T	M	F	T	M	F	T	M	F	T	Total
Class 1	4	1	5	0	0	0	0	0	0	0	0	0	5
Class 7	0	1	1	0	0	0	0	0	0	0	0	0	1
Class 8	1	0	1	0	0	0	0	0	0	0	0	0	1
Class 9	2	1	3	0	0	0	0	0	0	0	0	0	3
Sub Total	7	3	10	0	0	0	0	0	0	0	0	0	10
2020/2021													
Class 4	0	1	1	0	0	0	0	0	0	0	0	0	1
Class 6	0	0	0	0	0	0	2	0	2	0	0	0	2
Class 9	1	0	1	0	0	0	0	0	0	0	0	0	1
Sub Total	1	1	2	0	0	0	2	0	2	0	0	0	4
2021/2022													
Class 8	1	0	1	0	0	0	0	0	0	0	0	0	1
Sub Total	1	0	1	0	0	0	0	0	0	0	0	0	1
2022/2023													
Class 1	2	2	4	0	0	0	0	0	0	0	0	0	4
Class 3	0	1	1	0	0	0	0	2	2	0	0	0	3
Class 4	1	0	1	0	0	0	0	0	0	0	0	0	1
Class 5	2	2	4	0	0	0	0	0	0	0	0	0	4
Class 6	5	2	7	4	0	4	0	0	0	0	0	0	11
Class 7	8	1	9	0	0	0	0	0	0	0	0	0	9
Class 8	3	1	4	0	2	2	0	0	0	0	0	0	6
Class 9	2	1	3	0	0	0	0	0	0	0	0	0	3
Sub Total	23	10	33	4	2	6	0	2	2	0	0	0	41
<b>TOTAL</b>	<b>32</b>	<b>14</b>	<b>46</b>	<b>4</b>	<b>2</b>	<b>6</b>	<b>2</b>	<b>2</b>	<b>4</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>56</b>

<b>Suharekë/Suva Reka</b>													
2019/2020													
	K-Albanian			K-Ashkali			K-Roma			K-Egyptian			
	M	F	T	M	F	T	M	F	T	M	F	T	Total
Class 1-9	0	0	0	0	0	0	0	0	0	0	0	0	0
2020/2021													
Class 1-9	0	0	0	0	0	0	0	0	0	0	0	0	0
2021/2022													
Class 1	0	0	0	2	0	2	0	0	0	0	0	0	2
Sub Total	0	0	0	2	0	2	0	0	0	0	0	0	2
2022/2023													
Class 3	0	1	1	0	0	0	0	0	0	0	0	0	1
Class 4	0	1	1	0	0	0	0	0	0	0	0	0	1
Class 5	1	0	1	0	0	0	0	0	0	0	0	0	1
Class 7	1	1	2	0	0	0	0	0	0	0	0	0	2
Class 8	2	1	3	1	0	1	0	0	0	0	0	0	4
Class 9	1	0	1	0	0	0	0	0	0	0	0	0	1
Sub Total	5	4	9	1	0	1	0	0	0	0	0	0	10
<b>TOTAL</b>	<b>5</b>	<b>4</b>	<b>9</b>	<b>1</b>	<b>0</b>	<b>3</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>12</b>

<b>Rahovec/Orahovac</b>													
2019/2020													
	K-Albanian			K-Ashkali			K-Roma			K-Egyptian			
	M	F	T	M	F	T	M	F	T	M	F	T	Total
Class 6	1	0	1	0	0	0	0	0	0	0	0	0	1
Sub Total	1	0	1	0	0	0	0	0	0	0	0	0	1
2020/2021													
Class 1-9	0	0	0	0	0	0	0	0	0	0	0	0	0
2021/2022													
Class 1-9	0	0	0	0	0	0	0	0	0	0	0	0	0
2022/2023													
Class 1-9	0	0	0	0	0	0	0	0	0	0	0	0	0
<b>TOTAL</b>	<b>1</b>	<b>0</b>	<b>1</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>1</b>

<b>Malishevë/Mališevo</b>													
2019/2020													
	K-Albanian			K-Ashkali			K-Roma			K-Egyptian			
	M	F	T	M	F	T	M	F	T	M	F	T	Total
Class 2	2	0	2	0	0	0	0	0	0	0	0	0	2
Class 3	0	1	1	0	0	0	0	0	0	0	0	0	1
Class 4	0	1	1	0	0	0	0	0	0	0	0	0	1
Class 6	3	0	3	0	0	0	0	0	0	0	0	0	3
Class 7	0	2	2	0	0	0	0	0	0	0	0	0	2
Class 9	1	1	2	0	0	0	0	0	0	0	0	0	2
Sub Total	6	5	11	0	0	0	0	0	0	0	0	0	11
2020/2021													
Class 1	1	0	1	0	0	0	0	0	0	0	0	0	1
Class 6	3	1	4	0	0	0	0	0	0	0	0	0	4
Class 7	1	0	1	0	0	0	0	0	0	0	0	0	1
Class 8	3	1	4	0	0	0	0	0	0	0	0	0	4
Sub Total	8	2	10	0	0	0	0	0	0	0	0	0	10
2021/2022													
Class 6	1	1	2	0	0	0	0	0	0	0	0	0	2





Sub Total	1	1	2	0	0	0	0	0	0	0	0	0	2
<b>2022/2023</b>													
Class 1	2	0	2	0	0	0	0	0	0	0	0	0	2
Class 8	2	0	2	0	0	0	0	0	0	0	0	0	2
Sub Total	4	0	4	0	0	0	0	0	0	0	0	0	4
<b>TOTAL</b>	<b>19</b>	<b>8</b>	<b>27</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>27</b>

<b>Dragash/Dragaš</b>													
<b>2019/2020</b>													
	K-Albanian			K-Ashkali			K-Roma			K-Egyptian			
	M	F	T	M	F	T	M	F	T	M	F	T	Total
Class 1-9	0	0	0	0	0	0	0	0	0	0	0	0	0
<b>2020/2021</b>													
Class 1-9	0	0	0	0	0	0	0	0	0	0	0	0	0
<b>2021/2022</b>													
Class 1-9	0	0	0	0	0	0	0	0	0	0	0	0	0
<b>2022/2023</b>													
Class 1-9	0	0	0	0	0	0	0	0	0	0	0	0	0
<b>TOTAL</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>

### Gjilan/Gnjilane Region

<b>Ferizaj/Uroševac</b>													
<b>2019/2020</b>													
	K-Albanian			K-Ashkali			K-Roma			K-Egyptian			
	M	F	T	M	F	T	M	F	T	M	F	T	Total
Class 1	1	0	1	0	0	0	0	0	0	0	0	0	1
Sub Total	1	0	1	0	0	0	0	0	0	0	0	0	1
<b>2020/2021</b>													
Class 1	2	0	2	0	0	0	0	0	0	0	0	0	2
Class 4	0	0	0	1	0	1	0	0	0	0	0	0	1
Class 6	0	0	0	1	0	1	0	0	0	0	0	0	1
Class 7	0	0	0	1	0	1	0	0	0	0	0	0	1
Class 8	0	0	0	1	0	1	0	0	0	0	0	0	1
Class 9	0	0	0	0	1	1	0	0	0	0	0	0	1
Sub Total	2	0	2	4	1	5	0	0	0	0	0	0	7
<b>2021/2022</b>													
Class 1	0	0	0	0	1	1	0	0	0	0	0	0	1
Class 9	0	0	0	1	0	1	0	0	0	0	0	0	1
Sub Total	0	0	0	1	1	2	0	0	0	0	0	0	2
<b>2022/2023</b>													
Class 6	1	0	1	0	0	0	0	0	0	0	0	0	1
Class 9	0	2	2	0	0	0	0	0	0	0	0	0	2
Sub Total	1	2	3	0	0	0	0	0	0	0	0	0	3
<b>Total</b>	<b>4</b>	<b>2</b>	<b>6</b>	<b>5</b>	<b>2</b>	<b>7</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>13</b>



<b>Kaçanik/Kacanik</b>													
2019/2020													
	K-Albanian			K-Ashkali			K-Roma			K-Egyptian			
	M	F	T	M	F	T	M	F	T	M	F	T	Total
Class 1-9	0	0	0	0	0	0	0	0	0	0	0	0	0
2020/2021													
Class 1-9	0	0	0	0	0	0	0	0	0	0	0	0	0
2021/2022													
Class 1-9	0	0	0	0	0	0	0	0	0	0	0	0	0
2022/2023													
Class 1-9	0	0	0	0	0	0	0	0	0	0	0	0	0
<b>TOTAL</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>





