



University “Ukshin Hoti” Prizren

**STRATEGY FOR MONITORING AND REDUCTION
OF DROPOUTS**

Prizren 2023

CONTENT

Introduction	2
RESULTS FROM THE MONITORING OF DROPOUTS FOR THE LAST 4 YEARS.....	3
REPORT AND REASONS FOR Dropout OF STUDIES OVER THE YEARS.....	4
REPORTS OF STUDIES DROPOUTS BY ACADEMIC UNITS.....	5
COMPARISON WITH THE REGION AND EUROPE.....	6
THE STRATEGIES OF "UKSHIN HOTI" UNIVERSITY ARE PROVIDED FOR REDUCING DROPOUTS .7	
ACADEMIC COUNSELING.....	7
PSYCHOLOGICAL ADVICES	Error! Bookmark not defined.
https://goo.gl/maps/Z9GTQQtKprhYZQcx6	8
ENGAGEMENT OF TUTOR STUDENTS.....	8
CAREER CENTER SUPPORT FOR SOFT-SKILLS	8
HYBRID LEARNING.....	8
ADDITIONAL INDIVIDUAL LECTURES.....	9
ACTION PLAN 2023.....	9

INTRODUCTION

Dropout in higher education is a phenomenon that is worrying universities and authorities around the world. University "Ukshin Hoti" Prizren has established the mechanisms for monitoring dropouts, finding out the most frequent reasons that are causing the early dropout of the university by young people.

This strategy is designed based on different models and approaches to address this phenomenon. Dropout is a global phenomenon and the strategies are generally universal. We have tried to draw up a strategy for reducing dropouts through mechanisms and activities that can be carried out in the context where the university operates based on the socio-economic situation of the country and the opportunities that the university has at this development stage of. It is important to note that Kosovo as a country has not yet addressed this issue at the level of higher education, even though work has been done in this direction at the pre-university level.

Attached to this Strategy is the Action Plan, where a series of activities are planned that will be undertaken within an academic year.

The Career Center is the main mechanism at the university level that, together with the academic units, monitors dropouts and implements measures to reduce them. Together with the Quality Office and the Central Commission for Quality Assurance and the Commissions for Quality Assurance at the level of academic units, the data generated by the questionnaire in SMU for monitoring dropouts, have been analyzed and based on the recommendations, the strategy has been drafted up in university level for addressing the dropout phenomenon.

The University will commit to reducing student dropouts through:

- **Academic counseling**
- **Engagement of student tutors**
- **Providing psychological advice**
- **Support during studies through the Career Center**
- **Organization of hybrid learning**
- **Organization of additional individualized lectures for students who encounter difficulties**

RESULTS FROM THE MONITORING OF DROPOUTS FROM THE LAST 4 YEARS

During the academic year 2020/2021, "Ukshin Hoti" University had 416 students or 6 students more than the academic year 2019/2020 which was 410 and 59 students less than the academic year 2018/2019 where it was 475, who have dropped out studies. In the 2020/2021 academic year, 174 female students and 260 male students dropped out. 56 students (15 female and 41 male) left the Business Administration department, 53 students (15 female and 39 male) from the International Management department, 101 students (47 female and 54 male) from the Law department, 39 students (5 female and 34 male) from the Software Design department, 31 students (3 female and 28 male) from the IT department (Albanian), 6 students (male) from the IT department (Bosnian), 7 students (4 female and 3 male) from the IT department (Turkish)), 14 students (8 females and 6 males) from the Primary Program department (Albanian), 7 students (5 females and 2 males) from the Primary Program department (Bosnian), 15 students (14 females and 1 male) from the Pre-Primary Program department (Albanian), 1 student (female) from the Pre-Primary Program department (Bosnian), 6 students (female) from the Pre-Primary Program department (Turkish), 21 students (12 females and 9 males) from the Albanian Language and Literature department, 38 students (20 females) and 18 males) from English Language and Literature department, 26 students (17 females and 9 males) from the German Language and Literature department, 4 students (male) from the Agribusiness department and 5 students (2 females and 3 males) from the Forestry and Environmental Sciences department. In total, 174 female and 260 men dropped out during the 2020-2021 academic year. The following table presents this information, including dropouts for the academic years 2018-2019 and 2019-2020 by department and by gender.

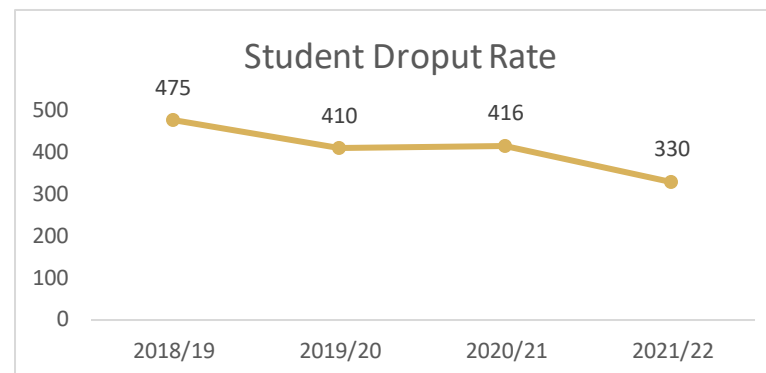
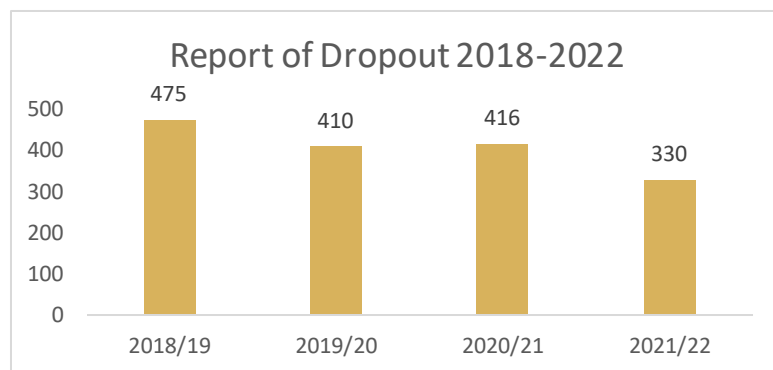
The following table shows the most common reasons for dropping out of studies. As can be seen, for the three consecutive years, the main reason for dropping out of studies is migration abroad (57.37% for the year 2020-2021, 52.20% for the year 2019-2020 and 45.89% for the year 2018 -2019). This reason has continued to grow gradually each year. In 2020, the second main reason for dropping out is other personal reasons for students, followed by employment and financial reasons. Other reasons are less noticeable. The same reasons are for the year 2019-2020, as well as for the year 2018-2019. These data show that the migration of students and especially the youth of Kosovo represents a serious problem that should be treated as a priority by the country's government. The increase in the number from year to year makes it more worrying.

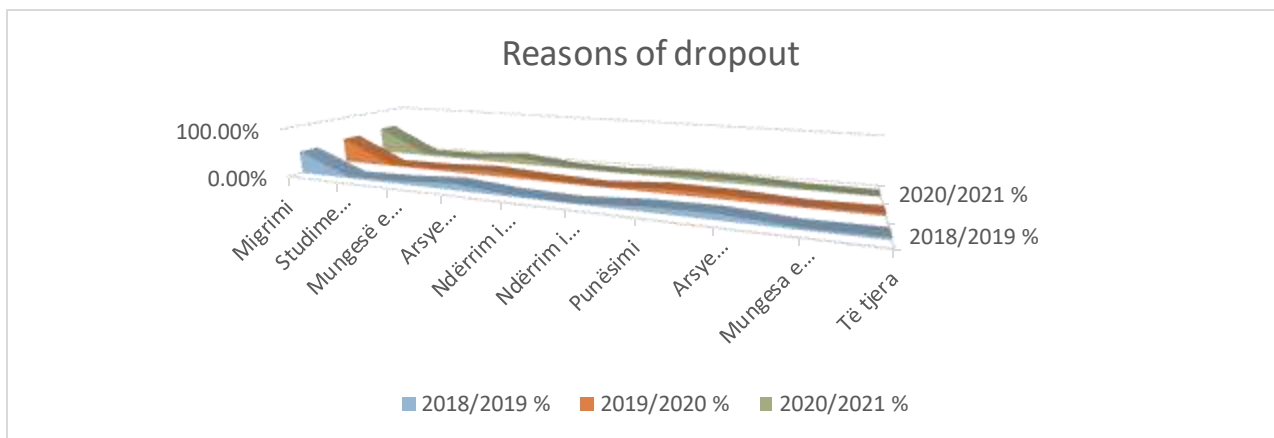
However, we should not forget the impact of the COVID-19 pandemic that may have directly or indirectly influenced student dropout. UNESCO had estimated in 2020 that about 24 million students,

from pre-primary to university level, are at risk of not returning to school in 2020 after the interruption of education due to COVID-19. Almost half of them are found in South and West Asia and sub-Saharan Africa. University students are most affected, due to the costs associated with their studies. Pre-primary education is the second most affected, while at the primary and secondary level 10.9 million students are at risk, 5.2 million of whom are girls. Socio-economic factors underlie this risk, including the need to generate income, increased family and child care responsibilities, early and forced marriage and/or unintended pregnancy in certain contexts, or fear of resurgence of the **VIRUS**. Those who did not have access to distance education during the lockdown are also at risk.

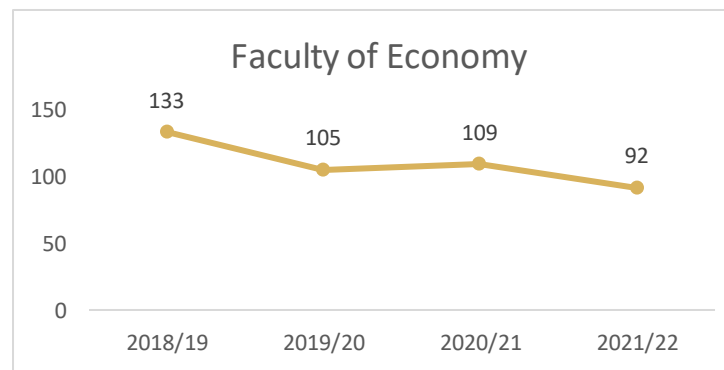
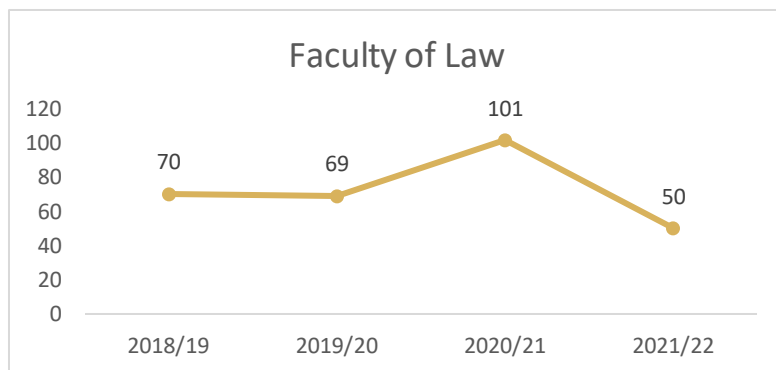
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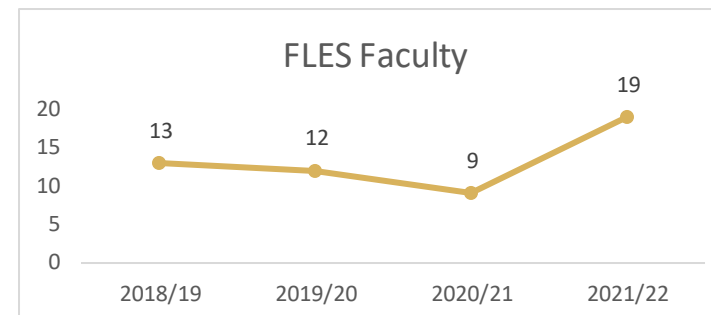
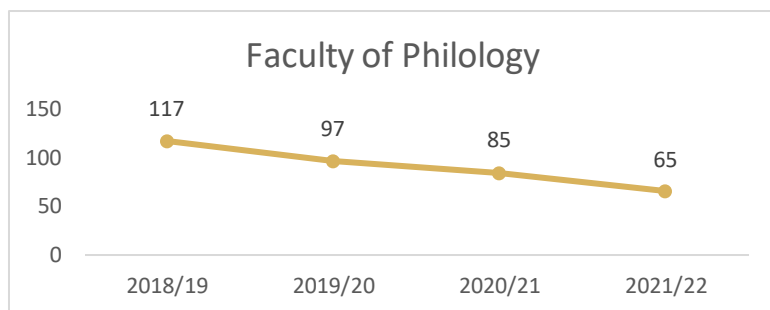
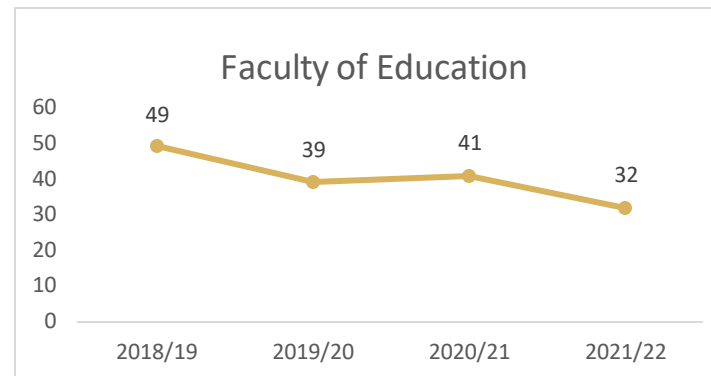
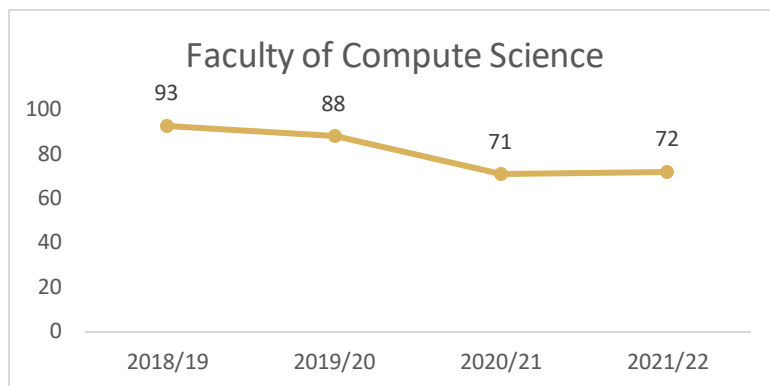
REPORT AND REASONS FOR DROPOUT OF STUDIES OVER THE YEARS





REPORTS OF STUDIES DROPOUTS BY ACADEMIC UNITS





COMPARISON WITH THE REGION AND EUROPE

According to the European Data Network, school dropout rates are higher in southern European countries, and again higher in southern Italy than in the rest of the country, as well as in the suburbs of large cities.

The EU's Europe 2020 strategy aims for an early school leaving rate of no higher than 10 percent by the end of the year. This parameter, measured with the indicator "leavers from early education", determines the percentage of persons aged 18 to 24 who have attained a maximum of a high school diploma.

With the dropout rate falling to 10.3 percent in 2019, the EU is moderately close to reaching its target. Regarding gender, a thematic fact sheet produced by the European Commission in October 2017 reports that girls already reached the target in 2014.

Taking a look at Italy and the Balkans, the countries of the former Yugoslavia have clearly surpassed Italy and Albania in this area. In 2018, Albania had an early school leaving rate of 17.4 percent, while Italy had a rate of 14.5 percent.

Croatia has the lowest early school leaving rate in both the Balkans and the EU, at 3.3 percent in 2018 and just three percent in 2019. Slovenia and Greece are also well below the European average, at 4.6 and 4.1 percent. However, Europe's "educational information network" Eurydice reports that in Greece a large gap separates low school dropout rates in urban centers and much higher rates in rural areas.

Resource: <https://www.europeandatajournalism.eu/eng/News/Data-news/School-dropouts-Croatia-among-the-lowest-rates-far-ahead-of-the-EU-and-Italy>

THE STRATEGIES OF "UKSHIN HOTI" UNIVERSITY ARE PROVIDED FOR REDUCING DROPOUTS

ACADEMIC COUNSELING

The University will engage in each academic unit academic advisors for students only for the purpose of helping students about various subjects, literature, support in professional development and career, during their studies from registration to graduation. Academic advisers for students will be part of the academic staff of the academic unit. Academic advisors will cooperate with the University Career Center and coordinate the necessary activities. Academic advisors will guide students where they can secure additional assistance for their requirements during their studies.

PSYCHOLOGICAL ADVICES

The university will help students with personal, emotional and psychological concerns. The service will be free for all students. The psychologist is engaged by decision of the Governing Council to provide psychological advice.

The University is unable to provide support for long-term conditions or in the event of a crisis situation. For this reason, we recommend students to visit the Mental Health Center in Prizren, which is located just a few meters from the University Campus. This is a public professional state institution that offers free services: Address: QSHM Rr. Xhevat Berisha.

<https://goo.gl/maps/Z9GTQQtKprhYZQcx6>

ENGAGEMENT OF TUTOR STUDENTS

Student tutors will be committed to each study program. They will serve the students of the study program by helping them to succeed in the academy and not drop out. A tutor's main responsibilities are to support the student(s) to become a more independent student, continue at university and achieve their goals. Tutors provide individual and/or group tuition to students in a wide range of courses based on their personal area of expertise. Tutors meet with students to clarify and review concepts learned in class, explain processes, and help students solve specific problems. Learning supports focused classroom activities, and as such, the emphasis and content of tutoring sessions is determined by the needs of the student. Tutors work with colleagues and the academic advisor in the academic unit to support their professional development.

CAREER CENTER SUPPORT FOR SOFT-SKILLS

The Career Center will continuously offer support to the students of each academic unit from registration through the organization of various trainings for soft skills and extracurricular activities with the Student Parliament. family engagement

HYBRID LEARNING

In the future, the university plans to enable the organization of hybrid learning for working students. In addition to teaching in the classroom, the classes will be adapted, so that the students have the

opportunity to log in online and follow their courses and not abandon their studies due to the impossibility of participating in the lectures.

ADDITIONAL INDIVIDUAL LECTURES

Students who have encountered difficulties in certain subjects, depending on the requests and proposals of student tutors and academic advisors, extra hours will be organized at the end of the semester.

ACTION PLAN 2023

<input type="checkbox"/>	January – March 2023	Engagement of academic advisors in academic units
<input type="checkbox"/>	February 2023	Engagement of student tutors in academic units
<input type="checkbox"/>	January 2023	Engagement of psychological consultations
<input type="checkbox"/>	February – June 2023	Activities Career Center Soft skills and extracurricular courses
<input type="checkbox"/>	September – December 2023	Activities Career Center Soft skills and extracurricular courses
<input type="checkbox"/>	October 2023	Hybrid learning in faculties, according to academic units, begins to be piloted in certain subjects
<input type="checkbox"/>	October 2023	Professors start holding individualized extra hours with students who works have difficulties in certain subjects
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