

## Advancing Educational Inclusion and Quality in SEE

### Focus Group Report

# BOSNIA AND HERZEGOVINA

|                    |   |  |
|--------------------|---|--|
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|                    | Associated documents  | Full transcript in Bosnian available   |

#### Data anonymity

proMENTE protects the anonymity of respondents. All questions / variables that contain information that could be used to identify respondents are removed from the report and the final database(s). This means that the answers given by respondents are physically separate from data that relates to their identity. proMENTE will reject any attempt by any party to identify respondents.

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# 1 Background

## 1.1 About the project

This focus group research is part of the project "Advancing Educational Inclusion and Quality in South East Europe". The project aims to address the problem of rising disparities in educational opportunities and outcomes continue in the South East European (SEE) countries Albania, Bosnia and Herzegovina, Bulgaria, Kosovo, Macedonia, Moldova, Montenegro, Romania and Serbia

## 1.2 Aims of first phase of project

- (1) to better understand the ways in which stakeholders' participation are engaged in school level governance, by carrying out national surveys of school principals;
- (2) and to support sustainable initiatives on local, national and regional level to improve quality and inclusion through enhancing stakeholders' participation in school governance.

The plan is to have a three year project in several phases. During the first phase empirical research will be conducted in order to better understand the capacity, values, positions and activities of school principals with respect to participation at the school level in selected countries of South East Europe.

## 1.3 Aims of the focus group research

The goal of the focus group research reported in the present document is to insure information regarding the environment and the conditions under which schools operate, principal's position toward parent participation for the purpose of better preparation of research questionnaires.

## 1.4 Method

Respondents were principals of elementary school in Canton Sarajevo.

One focus group was conducted with urban schools principals in Canton Sarajevo and the second group was conducted with principals of schools in suburbs of Canton Sarajevo.

Each group lasted between 90 and 120 minutes. The interviews were carried out according to a guideline provided by the Regional Research Team and translated by proMENTE. Each interview was recorded and then transcribed. A researcher then analysed the transcripts using NVIVO software for content analysis. The resulting approx. 61 categories were then combined into 5 higher-level categories. One passage of text could be coded with more than one statement if required. In the first phase of the analysis, a researcher "in-vivo" coded statements which seemed to be both striking and typical expressions of a particular opinion, which were in order to identify and present explicit and hidden themes emerging from the interviews. These statements were then grouped under a few main headings by the research team working together.

At the same time, all the respondent statements were coded urban/suburban. In this way it was possible to analyze which kinds of statements were made by principals from which kind of school.

## 2 Findings

**Table 1: frequency with which individual themes were mentioned per person in first wave of qualitative interviews**

### 2.1 Themes

#### 2.1.1 Condition and operation of the school

Principals of urban and suburban elementary schools have reported on the issues faced regularly by their schools. All principals of elementary schools are in agreement when it comes to sorts of problems they are faced with as well as the ways and possibilities to solve them. „Problems are approximately identical in all schools in this regard in addition to some problems specific to the school district we operate in.", says the principal of an urban elementary school. Solution to the problems largely depends on others, in some cases on Ministries in charge who should provide means or on some other key stakeholders in the local community who through their participation could assist with problem solving.

„We create a maximum of life at the minimum of space." statement of an urban elementary school principal referring to the necessity for improvement of material and space situation. For majority of urban schools, as reported by their principals, it is necessary to provide additional security because „schools are centres in the road" in other words a danger for students is presented in close proximity to traffic or there are nearby facilities undesirable for education of children (such as restaurants or facilities where alcohol and cigarettes are available to students).

Elementary schools in suburban areas are faced with issues of space due to a lack of space for classroom teaching or due to unavailability of rooms with specific purpose, such as sports halls. As the major issue in that sense they emphasise the lack of accessibility to the school for children with invalidity as well as the inadequate connections between the floors within the school for the same children. They also report on the lack of teaching tools in their classrooms which makes it harder to conduct instruction. „You can not carry out a reform if you do not have well equipped classrooms." emphasised a suburban elementary school principal.

One of the problems faced constantly by teachers in urban schools is the fact that the teacher has lost their authority with students and parents. Reasons named are „broken" moral values in the society. In order to improve school's operation that should change „making the teacher a spine of the system."

Equally important is education and advancement of staff which is supported by all focus group participants. Teaching staff should continuously be educated and trained. „There has been a change in staff where senior staff retired. In last two years younger staff was hired, so the process that majority of us have gone through, we have to go through again. That is one of the problems," emphasised the principal of an urban school. „We created such conditions so each teacher goes through certain computer programs, to learn, and have an access to computer and plasma, there is a possibility for students and teachers to access Internet.", explains suburban elementary school principal how they are improving an operation of the school system.

Principals of urban and suburban elementary schools agree on the issue of the education reform. As they report, implementation of the education reform makes it that much harder for school to operate due to poorly identified goals, unclear results and lack of clear steps in the reform. „An officer approach to education, as a consequence we have what we have, certain „changes" are not planned, participants involved are not informed, they are not financially supported, they are not scientifically founded." emphasised the principal of urban elementary school. The reform is carried out by schools themselves, with no help from institutions with jurisdiction, especially the Ministry of education, stated the principals. „It is carried out by each school separately, alone on their own backs, to the best of their knowledge and ability." In that sense, principals of urban schools believe that responsible institutions in charge of school issues should themselves implement a reform before they can understand how to implement an education reform. „My solution is for the Ministry of education in Canton Sarajevo to go

through the reform, a reform to get restructured, for the Teachers institute to go through the reform, that is one outdated institution, an establishment that just sits like that.", stated the principal of urban elementary school.

The principal of suburban elementary school pointed out at the lack of work plan for extracurricular activities. „These elective instructions, first they are not clearly defined, I do not even know the purpose of these electives because the program for electives is not clear." stated the principal of suburban elementary school.

Principals of both urban and suburban elementary schools report on full responsibility they carry for decisions made by the School board. "School board governs the school and they are not responsible to anyone.", stated some participants of focus groups. Their decisions should be implemented by the principal and he carries full responsibility. They emphasise on the need to improve the role of the principal, to avoid situation in which the School board does not take into account suggestions and decisions of the principal, and he (principal) is responsible for everything. "The law should define the role of the principal a little differently. That is essential. The principal according to this law is responsible for everything, and when we talk about jurisdiction it is minimal. " emphasised the principal of suburban elementary school. "We were able to change the School board through the Teachers council and parents. The school was stagnant for a year and a half, we could not go forward. The situation at the school became tense, interpersonal relationships were starting to be effected and then the teachers of the Teachers council asked for those members to be replaced, because Teachers council elects their members and Teachers council can replace them. The same case was with parents.", stated the principal of suburban elementary school. However, collaboration between the School board and staff was satisfactory in some schools. "We are lucky when it comes to the School board, they function really well and collaboration between the management with the School board is truly good.", stated the principal of suburban elementary school.

### Student status at the school

Principals of elementary schools emphasize on an unenviable position of students when it comes to implementation of the school reform. Apart from already stated shortcomings of the reform which lay in the lack of goals and steps for implementation of the reform, they also state problems which appeared due to the change in teaching plan and program. The program became overloaded which additionally "frustrated the students and parents". Apart from expended teaching plan extracurricular activities were implemented which present additional burden to the student. That overload, as stated previously, is caused by disorganization, a lack of structured work plan and a lack of means for implementation of changed curriculum. "In many ways we want to keep pace with Europe... but in that sense we operate under strange codes between old and new, leave the old behind, we stuff, overload with new and then we have both new and old, children are drowning, and that obviously produces constant conflict. A child can not consume what we stuff their mouth with, they can't function, someone is unhappy and unsatisfied, and that is what we are ordered to do." states the principal of urban elementary school.

Principals of urban elementary schools emphasize on the importance of external evaluation. They suggest that an Institute or an Agency for standards be established which will conduct an external evaluation of student success which would then be compared with student's course grade. They emphasize on the importance of an external evaluation to raise quality and improve student's knowledge. "It is impossible that the average grade in Canton Sarajevo is 4.28. My school has 4.18 and that is outrageous. But for the external evaluation there need to be standards of knowledge. They exist in some subjects' biology, chemistry, mathematics. I would like to have that be established at the federal level... We all know that the society is faced with problems, education is faced with problems... that is why we need an external evaluation because we would all change our work at the school.", stated the principal of urban elementary school. "An issue which I am feeling, especially now toward the midterm, is an enormous pressure by the parents, an aggression, rudeness in communication as they demand that the grade be higher. The main topic is why aren't there more five's. There can not be that many fives, that is not beneficial either. Our way of grading and our level of ease at which we give grades, for not

having external evaluation, forces parents to put pressure." added the principal of urban elementary school.

Principals of urban and suburban schools emphasize on the importance of having psychological help at the school. Apart from having pedagogues at our schools it is necessary to have the help of professional psychologists and social workers to work with students as well as school staff and teaching personnel. This form of professional help would in large contribute to improvement of classroom as well as the school climate. "It is a gift to have a pedagogue and a psychologist at the school. In a wider sense from the social aspect, it is a gift to have those experts at the school. Upbringing is a top priority.", stated the principal of suburban elementary school.

When it comes to the status of minorities in schools, all the principals of urban and suburban elementary schools report on the equality between minorities and the rest of the population. Minorities are defined by the law. „It is known who minorities are, Roma and other nationalities. We also have Jews in schools. That means that other members of constitutive groups are there and they are all equal. They are involved in all activities." stated the principal of urban school. However some of them mention an unpleasant position of the Roma population in society. The state does not give them much, they are by all means discriminated against.", stated the principal of urban elementary school. But, the school staff is making efforts to support Roma population to the best of their ability. „We can provide very little help in this segment. With books, pens, snacks, but that is not sufficient. They do not have the minimum conditions for existence." added the principal of suburban elementary school.

### Opening schools toward parents

Principals of urban and suburban schools are working toward opening schools toward the community, international organizations and new projects, as well as toward parents. They are taking many steps in order to "integrate parents in the life of the school". Those steps are: establishment and work of Council of parents, parent's involvement in instruction and parent's assistance in operation of the school. However in opening of schools toward parents and their inclusion in the life of the school principals of urban and suburban schools faced certain difficulties. Those difficulties are most of all caused by the heterogenic makeup of parents (immigrant population) which refers to education level of parents, social status, unemployment, as well as the "mental health" of parents. "The family as the main cell has fallen physically and psychologically" which refers to the loss of family members during the war, as well as difficulties the family is faced with in the post war period. This is where the importance of psychological and social help is emphasized and the work of those experts in schools, and the need for institutions in charge of school issues at the canton level to organize provision of professional help of such kind. "Why wouldn't the Ministry organize the team of psychologist-educational scientist to operate at the level of all Cantons, in all schools? Why wouldn't they organize conflict resolution workshops for the teachers? Why wouldn't they initiate such projects instead of us?" "We need to work persistently, systematically and patiently, we from the school and the society from their end, as well as public institutions.", states an urban school principal. "Teach group of parents about democracy. Democracy is not, as some parents believe, to come to the school and demand that everything be shared. That is not it. There are right and responsibilities. That way we might be able to improve that collaboration. Some kind of presentations, although that is not sufficient, it is a process, long period of time.", added the principal of an urban elementary school.

Parents are either interested and overly involved in school activities or they are not involved at all. The over involvement has to do with their attempt to get involved in teacher's work such as grading criteria and grading itself of certain subjects. "I would say that we have two categories of parents. Parents who take initiative to get involved, and then there is a group of parents who expect you to get them involved, to invite them to talk.", said the principal of suburban elementary school. "There are parents who would take control over principal's work, work of the homeroom teacher, but when you look at the specific activities and what you can do, what kind of work assistance as well as completion of activities, then there is a significant absence of parent's involvement.", states the principal of suburban elementary school. "Although the Ministry of education has regulated parent involvement, unfortunately they often

do not abide by it and more often represent interest of their own child.", said an urban school principal. Principals of both urban and suburban schools believe that difference between parents who are involved and those who are not depends on whether the problem is connected to their own child. "Mostly if parents, regardless of where you would place them, feel that their child is somehow involved, and they can help, they do get involved, regardless of their finances, whether they are educated or not, etc. But often there is lack of interest, they do not respond, child is failing, they need help, we need to talk to the child, there needs to be an active parent-student-teacher collaboration." stated the principal of suburban elementary school. Principals of elementary schools suggest that program be created that would serve as the frame work for parent involvement in the school.

### Decision making at the school

Principals of urban and suburban elementary schools report that decision making at the school is regulated by law. Teacher's council is a skilled body, school board is a governing body, principal is "the one who is responsible to the Teachers council as well as for the decisions of the board." Parents get involved in some decision making through the Parents council. Representative of Parents council is involved in meetings and operation of the School board and they disseminate information to the rest of the parents at the homeroom meetings. "As long as it is determined by the law to create Parents council, it means we strive to bring the parent closer to the school, to try to solve the problems, to assist with solving the problems at the school.", states the principal of suburban elementary school.

Opinions about parent involvement in the work of Parents council are divided. A group of principals of urban elementary schools report on a formal involvement of parents where there is lack of their contribution, while other group is satisfied with their work and involvement. Some activities of their work are as mentioned: school work analysis for the previous semester, presentation on a given topic (Development of school parent partnership) and a Team of social help project "Help the friend". Principal of a suburban elementary school gets the parents involved as follows: "We at the Parents council try to elect, get involved the parents with higher education because we wish for them to have more of an impact during homeroom meetings, information meetings, at the makeup of parents in their classroom."

### Parent school partnership

Principals of urban and suburban schools name collaboration with parents as the main problem which needs to be solved in order to improve the school system. "The fact is without family support, collaboration with family, the school can not succeed", states the principal of urban elementary school. Principals of urban and suburban schools state that parents do not realize they are partners with the school, they need to work together on solving problems and to improve work conditions." That is not real partnership. Another few years will pass, maybe ten, until they realize they are partners. That is probably due to that fact that people are busy but also that rejection toward teachers, you know, they do not want to have an open dialog about what bothers them." says an urban elementary school principal.

Solutions they are offering refer specifically to the approach toward parents and to implementation of a quality communication. They emphasize on the importance to animate parents to get involved in the school activities. "I respect the fact that the only right way is for us to use as well as to teach our teachers that they get the body of parents going, that occasionally they allow parents to take initiative at parents meetings as well as during our regular communication and as part of that micro-plan develop a nice collaboration with parents." indicates an urban school principal. Although many parents are "friends of school, friends of work and upbringing of children", there are some who are ignoring their child as well as the school. Principals of urban and suburban elementary schools suggest that there be uniform solutions in order to improve that partnership. As they report, a lot of it can not be accomplished with out that partnership.

Some principals of urban elementary schools create partnerships with parents by involving parents in regular processes. For example, parents are involved as mentors, in other words, they conduct a class

about their profession. Parents are involved through certain projects and volunteer in humanitarian activities. There are samples of parent involvement in school work and outside of school.

Principals of suburban schools agree with the opinion that parents should first be educated. Education would be an education about their own child, their needs and activities they are involved with at the school. "As we know one of the personal rights is the right to form family, many entering that adventure with out a lot of knowledge. Many bring their children to preschools or they do not, but they do not want them to learn. It is the same case at the school. That is where the problems are. I direct my parents to the library so the librarian can suggest something for them, to read something for example about psychological development." says the principal of urban elementary school. "Parents possess a lot of knowledge about their own field, but they read very little or almost nothing or consult with experts who know about their child." We make attempts through workshops for parents, trough parent meetings, we no longer conduct typical parent meetings, we prepare workshops for parents, because parents do not read enough about upbringing and education component., that is where the misunderstanding is and dissatisfaction so we initiated some activities for parents to learn through workshops...to get involved as much as possible." added the principal of urban elementary school.

Partnership between parents and suburban schools is developing through numerous activities school staff is organizing. Those activities are: workshops for parents, parent teaching, as well as involvement of an expert team to work with parents. "We try to involve parents in numerous activities. We opened the school to its maximum with the arrival of parents to the classroom with a day notice, to see, to monitor their child to monitor other children." "Currently we're collaborating with Family counselling centre whose experts conduct workshops for parents at two levels or education for parents, for parents to get to know their child, their child's peers. Parents supported this kind of activity and they were more than satisfied." said the principal of suburban elementary school.

Therefore, principals of urban and suburban elementary schools share the opinion when it comes to adequate parent school collaboration. They state that parent involvement in school operation is minimal. A small fraction of parents is involved and there is a difference between those who are constantly involved in school operation between those parents who only get involved when there is a specific problem connected to their child. Therefore, there is collaboration between school and parents however it is minimal and more often initiated by the school staff.

### 3 Conclusions and recommendations

The research team came to the following conclusions and recommendations.

| Conclusion   | Recommended additions/adjustments to questionnaire   |
|--|--|
| <p>Elementary school principals are concerned about many issues such as continuous education of staff, lack of resources, space, facilities for the disabled, as well as the safety of their students; participation is not at the top of their lists.</p> <p>In general the respondents were able to engage with all the themes of the focus group guideline, and had useful and constructive opinions on all the topics, it is striking that they conceptualise the exactly same themes in radically different ways.</p>   | <p>The guideline can serve as a rough outline for the questionnaire, but the questions need to be formulated differently, i.e. more from the perspective of the school principals.</p>   |
| <p>They spontaneously brought up the issue of how school principals have lost status and authority during the post-war and transition years. Parents and students do not respect them or the school system as much.</p>  | <p>Perceived lack of status and authority together with a perceived decay in society of pro-social values and family life could serve as a starting point to conceptualise parental involvement.</p>   |
| <p>They are critical not of the aims but of the implementation of school reform, and are particularly critical of the Cantonal Education Ministry and Pedagogical Institute which they say themselves need reforming.</p>  | <p>Could ask specifically about their opinions on how reform has been implemented and could introduce. Participation in this context.</p>  |
| <p>The school principals see themselves as under pressure from parents because their children's' grades depend on the judgement of the teaching staff. They say that grades are too high because of this pressure, which is a clear indication that teaching staff are susceptible to parental pressure. This factor dominates the nature of parents' involvement in school life. They strongly support the introduction of external assessment on a Cantonal or national level.</p> <p>Having a school psychologist and/or educational scientist ("pedagog") is seen as a major resource to improving school climate and potentially relationships with parents and students; they are also seen as being able to increase the school's focus on their main task which is "bringing up" children in the holistic sense.</p> | <p>The questionnaire needs to understand that parental participation means, through the eyes of school principals, first and foremost pressure to increase children's grades. This is attributed to the lack of external assessment.</p> <p>Ask about for an assessment of the likely effect of external assessment on parental participation.</p> <p>Ask about for an assessment of the likely effect on parental participation of the presence of school psychologists / educational scientists / an external participation unit or action team.</p> |
| <p>They also see a need for clearer definition of extracurricular activities.</p>  | <p>Ask about the role and potential of extracurricular activities.</p>   |
| <p>The main comment they have on participation is the criticism that the School Council has substantial power but is not accountable; whereas the Principal is accountable for its decisions. In some cases principals are satisfied with how the School Council functions, in others not. The Parents' and Teachers' Associations may play a role in the balance of power between the principal, and the School council. The work of the Parents' Associations is on the whole satisfactory but does not seem to be very extensive. There were few examples of constructive conflict or dialogue between school councils and school principals.</p>   | <p>Ask about perception of power and accountability of stakeholders and school-level bodies.</p> <p>Ask about satisfaction with School Council functioning.</p> <p>Ask whether constructive conflict or dialogue between school councils and/or parents and school principals is possible, or whether dialogue has to take place on the terms of school principals.</p>  |

| Conclusion  | Recommended additions/adjustments to questionnaire   |
|---|--|
| <p>School principals use the phrase "including parents in school life" or "... in the work of the school" („integrisanje roditelja u život škole" / "u radu škole"). They do not make much of the distinction between participation of parents in decision-making as opposed to other aspects of school life.</p>   | <p>Use the phrase "inclusion in the work/life of the school". There is no need in terms of questionnaire terminology to distinguish different forms of participation.</p>  |
| <p>The school principals see parental involvement as massively important in school life but wish that more parents would take a stronger role, as partners rather than as opponents or advocates for their own children. They see parental participation as something which is all in all very present in school life; but they bemoan the small proportion of what they see as constructive participation. They see parents as needing help and guidance in this partnership and, indeed, in how to bring up and educate their own children. Parents might be experts in their own professions but do not know enough about education. Some schools have already initiated activities of this nature.</p> <p>School principals see parents as having a deficit in technical knowledge; they have trouble in forming a dialogue with parents in the parents' own terms.</p> <p>School principals have great difficulty relating to rural families, in particular Roma, who have moved into the city and suburban areas. They connect this to what they see as a general decay in value systems. There is a need to improve this participation which they say they welcome in principle, and suggest expert action teams to help with this task.</p> | <p>Ask about pre-requisites on the parental site for constructive participation.</p> <p>Explore their preparedness to accept parents, especially rural parents, as participants in education on the parents' terms.</p> <p>Asked how much they see technical knowledge of education as being a prerequisite for participation.</p> <p>Ask about school or district level initiatives to mediate the participation process.</p> |

### 3.1 Caveats and limitations

Only two focus groups were carried out, both from Canton Sarajevo with largely Bosnjak school principals. It is quite possible that the situation in schools in other regions; and/or using the Croatian or Serbian curricula, and/or from more remote rural areas, may differ to some extent.

It also goes without saying that the principals were asked to speak candidly from their own perspective; certainly including other stakeholders such as a parents would give a more complete picture of participation in elementary schools in B&H.

## 4 Table of themes and frequencies

|                                   |  | gradske                                | prigradske | ukupno |    |
|-----------------------------------|--|--|------------|--------|----|
| Stanje i funkcionisanje škole     | Ambijent u školi i oko škola                   | 2                                      | 0          | 2      |    |
|                                   | Arhitektonsko rješenje škola                   | 1                                      | 0          | 1      |    |
|                                   | Bezbjedonosna situacija u školi                | 5                                      | 0          | 5      |    |
|                                   | Direktor je taj koji može najviše pomoći       | 0                                      | 5          | 5      |    |
|                                   | Činovnički posao                               | 7                                      | 0          | 7      |    |
|                                   | Zna se ko je manjina                           | 2                                      | 0          | 2      |    |
|                                   | Kadar  | 11                                     | 0          | 11     |    |
|                                   | Kičma sistema je učitelj                       | 1                                      | 0          | 1      |    |
|                                   | Kodeks   | 2                                      | 0          | 2      |    |
|                                   | Mi na minimum prostora pravimo maksimum života | 1                                      | 0          | 1      |    |
|                                   | U društvu poremećene moralne vrijednosti       | 2                                      | 0          | 2      |    |
|                                   | Sve je na direktoru, potpuna odgovornost       | 3                                      | 0          | 3      |    |
|                                   | Bolesti samoupravljanja                        | 3                                      | 0          | 3      |    |
|                                   | Svjesno rađeno zatvaranje                      | 3                                      | 0          | 3      |    |
|                                   | Navike koje su kod nas stvorene                | 1                                      | 0          | 1      |    |
|                                   | Način rada i edukacije                         | 1                                      | 0          | 1      |    |
|                                   | Mi realizujemo reformu                         | 2                                      | 0          | 2      |    |
|                                   | U korak sa Evropom                             | 2                                      | 0          | 2      |    |
|                                   | Neka ulažu sredstva u reforme                  | 3                                      | 0          | 3      |    |
|                                   | Organizacija na visokom nivou                  | 1                                      | 0          | 1      |    |
|                                   | Reformu mi provodimo škole                     | 8                                      | 0          | 8      |    |
|                                   | Postignuća naše djece                          | 2                                      | 0          | 2      |    |
|                                   | Položaj učenika u školi                        | Akcent na učenika da je on u fokusu    | 1          | 0      | 1  |
|                                   |  | Dijete je praktično institucija        | 0          | 1      | 1  |
|                                   |  | Djeca su jako opterećena               | 0          | 1      | 1  |
|                                   |  | Kako animirati djecu                   | 3          | 0      | 3  |
|                                   |  | Marginalizirana djeca                  | 4          | 0      | 4  |
|                                   |  | Eksterna evaluacija                    | 4          | 0      | 4  |
|                                   |  | Usvajanje znanja sa praktičnim dijelom | 0          | 2      | 2  |
|                                   |  | Rad sa učenicima romske populacije     | 0          | 11     | 11 |
|                                   |  | Metodički pristup u predmetima         | 7          | 0      | 7  |
|                                   |  | Učenik je taj koji ispašta             | 1          | 0      | 1  |
| Zna se ko je manjina              |  | 2                                      | 0          | 2      |    |
| Otvaranje škola prema roditeljima |  | Nastavnici i roditelji se ne razumiju  | 1          | 0      | 1  |
|                                   | Demokratija                                    | 3                                      | 0          | 3      |    |
|                                   | Edukacija roditelja                            | 2                                      | 0          | 2      |    |
|                                   | Formiranje plana uključivanja roditelja        | 1                                      | 0          | 1      |    |
|                                   | Heterogenost roditelja                         | 10                                     | 0          | 10     |    |
|                                   | Otvaranje škole prema roditeljima              | 4                                      | 0          | 4      |    |
|                                   | Integriranje roditelja u život škole           | 1                                      | 0          | 1      |    |
|                                   | Veliko otvaranje škole                         | 10                                     | 0          | 10     |    |
|                                   | Škola bez zidova                               | 4                                      | 0          | 4      |    |
|                                   | Protokol saradnje                              | 3                                      | 0          | 3      |    |
|                                   | Nastavnik i roditelj imaju isti cilj           | 1                                      | 0          | 1      |    |
|                                   | Formiranje plana uključivanja roditelja        | 1                                      | 0          | 1      |    |
|                                   | Nekoliko načina uključivanja roditelja         | 6                                      | 0          | 6      |    |
|                                   | Otklon prema nastavnicima                      | 4                                      | 0          | 4      |    |
|                                   | Nezaposlenost roditelja i socijalni status     | 2                                      | 0          | 2      |    |
|                                   | Porodica kao osnovna ćelija                    | 6                                      | 0          | 6      |    |
|                                   | Odnos prema školi                              | 0                                      | 1          | 1      |    |
|                                   | Određena vrsta edukacije                       | 0                                      | 4          | 4      |    |
|                                   | Roditelji jako needukovani                     | 0                                      | 4          | 4      |    |
|                                   | Samoinicijativno uključivanja roditelja        | 0                                      | 1          | 1      |    |

Donošenje odluka u školi

Vijeće roditelja

Nastavničko vijeće odlučuje

Uključenost

Partnerski odnos roditelja i škole

Pristup naš prema roditeljima i komunikacija

Pritisak roditelja

Veliki dio roditelja je prijatelj škole

Uključujemo roditelje kao mentore

Jednoobrazna rješenja, zajednička rješenja

|     |     |     |
|-----|-----|-----|
| 10  | 0   | 10  |
| 0   | 3   | 3   |
| 0   | 4   | 4   |
| 2   | 0   | 2   |
| 5   | 0   | 5   |
| 4   | 0   | 4   |
| 10  | 0   | 10  |
| 1   | 0   | 1   |
| 396 | 133 | 529 |