

# **Advancing Inclusion and Quality in South East Europe**

## **National survey of school directors in Macedonia**

### **EXECUTIVE SUMMARY**

This paper analyzes one important aspect of the education process: participation of the parents in their children's education. The theory claims that the inclusion of parents is one of the key elements for achieving better results of the students in the primary schools as well as more efficient and more democratically managed schools. The area of research is the participation of the children's parents in the public primaries in Macedonia, based on the research and answers of the principals in 200 schools and the focus groups.<sup>1</sup> This theme is not very exploited in the research projects in Macedonia. Hence this project draws its importance. It argues that the parents are given task that they cannot fulfill. Good portion of the paper is dedicated to this question. **The main thesis is that there is only basic communication and formal cooperation between the parents and the primary schools in Macedonia.** The goal of the research was through the primaries and their principals to gain knowledge for their values, attitudes and activities towards expanding the parents' participation in the school life. For this purpose a stratified sample was designed for each country. In the case of Macedonia the research was done through 200 in-depth interviews with the school directors.

According to the recent researches, the participation of the parents in their children's life is new factor in the area of school effectiveness. This knowledge was gained in 1980s when a lot of data and proofs for the positive correlation due to the parents' inclusion were accumulated. Parents' influence is elaborated as multiplicative and multilayered. Some Macedonian scholars wrote that is good for the schools to be open for the parents' participation. But in Macedonia too little is done to promote projects for the parents inclusion in schools and their proper information. Nevertheless, some projects were instigated that were dealing precisely with this subject.<sup>2</sup> Some of them have been dealing with promoting the role of the parents and support for the teaching staff. Some programs were tasked with strengthening the capacities of the Councils of parents. Others were aimed at raising awareness of the importance of the parents' inclusion in the schools, strengthening the

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<sup>1</sup> The research is financially supported by Open Society Institute. The research was conducted in 8 countries in South Eastern Europe in May-June 2008. The interviews were made by GfK in Albania, Bosnia and Herzegovina, Kosovo, Macedonia, Monte Negro and Serbia, and by IMAS in Molodva and Romania.

<sup>2</sup> Most of the projects done are connected with the Catholic Relief Services supported by USAID.

cooperation between the schools and the parents, etc. In Macedonia with the imposing 9 year compulsory elementary education and mandatory secondary education, the role of the parents has become even bigger with regard to being an active factor of upbringing/educational process. In the same time the normative aspect of this theme is covered by couple of high level documents, the National program and the Law on primary education. In the “National program for development of the education 2005-2015” the parent partnership status is affirmed, the inclusion of the parents in the process of education is encouraged and organized, the participation of the parents is supported and new models of this cooperation are invited. So the way for this concept of participation was paved and opportunities were given.

Yet, we can say with certainty that this element of education is one of the most important links which is not sufficiently present in Macedonian educational system. **The main question that we will try to answer is whether the parents are “the missing link” in our education and upbringing and what is the experience of their inclusion or absence in Macedonia.** First, many of the principals think that most urgent problem in our schools is the problem with the children’s upbringing. In this domain the most important task is the cooperation with the parents. Second, the most difficult cooperation of the schools is with the parents that are hardest to reach and bring to the school yard. These are parents of the most problematic children. With the transition and the new working hours of the parents (8-9 until 17-18 hours) even the parents which are willing to come and participate, cannot make it. Third, the formal functioning of the school management (Council of parents, School board) is also hard to surmount.

This analysis from the outset emphasized that in the parents’ participation area there is a simple rule that stresses “more is better”. That is also most difficult to reach. If the principals and the teachers succeed to bring the parents in the schools, they are on the right track to make a positive school atmosphere. In the case of Macedonia it must be said that the schools so far have done too little for parents’ inclusion in their children’s education. The parents have to find time for their children and get more involved in the process. The effects of this inclusion at least from many experiences are very convincing and have direct positive correlation with the children’s educational attainment. On the part of the principals, one of them during the focus groups discussions stressed that **“if you succeed in different occasions and for different events to bring the parents in the schools and if you do that at least once a month you have done a great job”**. This could be life-motif for the whole process. Otherwise, asked how to achieve better results in this “future partnership” the

principals acknowledged the necessity of training for the parents and teachers simultaneously. The culture of communication has to be raised on the higher level.

The task of the research was to provide profile of the values, attitudes and activities of the schools principals in relation to parents' inclusion in the Macedonian primaries. A two step sample was design according to regions and the type of place of living. (Table 1) In Macedonia there are five regions. This sample is made proportionally with the total distribution of the schools. The rural schools have less students and that is why their participation in the sample is 40% vis-à-vis the urban 60%.

**Table 1. Distribution of the schools in Macedonian sample**

Country/ regions	Total schools	%	Schools sample	Urban	Rural
<b>Macedonia</b>					
Skopje	150	29%	58	45	13
North-east	114	22%	44	26	18
South-east	65	13%	25	15	10
South-west	67	13%	26	15	11
North-west	122	24%	47	19	28
<i>Total Macedonia</i>	<b>518</b>	<b>100%</b>	<b>200</b>	<b>120</b>	<b>80</b>

### **Whether and how the schools communicate with the parents?**

Firstly, the principals were asked about the changes in general and the schools processes. According to the answers for the educational reforms, the cooperation with the Ministry of education and the conditions of the infrastructure and the equipment the answers are expected and average. The answers are oscillating between “satisfied to some extent” to “partly satisfied”, but not towards “very satisfied”. The biggest satisfaction comes from the way the reforms are influencing the schools, with what the principals would agree in 46.5% from the total sample and with the choice of “satisfied to some extent”. The satisfaction of the support and cooperation with the Ministry of education is 41% but the satisfaction with the school infrastructure is decreasing with 41.5% and with the school equipment only 34.5% both inclining to “partly satisfy”. In average the school principals are not too much satisfied with the current situation in the education having in mind the reforms and the cooperation with the Ministry of education. They are even less satisfied with the school conditions and the equipment.

Asked what they think about the advantages and benefits of the parents' inclusion in the processes of education, their answers are rotating around "very much" in the relation to improvement of school atmosphere (54% - 108 schools), the improvement of the students attainment (53.5% - 107 schools), more positive parents attitudes towards the school (51.5% - 103 schools) and bigger support of the parents for the schools (49.5% - 99 schools). On the question how much is important that parents should have influence in certain areas, again the domination of the answers are around the "very important" modality for the evaluation of the teachers achievements (46.5% - 93 schools), the decisions on the class level (43.5% - 87 schools) and the development and improvement of the school rules (42% - 85 schools). The modality "partially important" was option for 43.5% (87 principals) in relation to the influence of the planning social activities, with 42.5% (87 principals) in relation to the decisions which are made on school level and 42% (84 principals) for the improvement of the school rules. With lesser percentage the modality "very important" is chosen in relation to employment and firing the teachers (12% - 24 schools), determining the school budget priorities (14.5% - 29 schools) and selection of the textbooks (20% - 40 schools). On the question in what ways the school can support the pupils upbringing, again the most frequent is the modality "very much" for the variables providing the counseling for the parents (68.5% - 137 principals), creating support groups for the certain kind of problems (63.5% - 127 principals), providing information for the parents to create better learning atmosphere at home (57.5% - 115 principals) and organizing sessions to help parents how to assist they children with the homework (54.5% - 109 principals). On this question the distribution of the answers "providing materials" is lesser which would mean that the schools "do not recommend" for themselves this way of cooperation with the parents. Why is like that is hard to answer. Maybe the exchanging the materials it seems like that is "entering too much" in the expertise of the teachers or that that is something in which the "parents do not comprehend". That is about the possibilities and attitudes in connection to the benefits, possible influence and options for inclusion the parents in their children education. Let us see the "other side" of the story. What the schools are really doing.

On the question how often there is some activity in your school, with certain modalities (see Table 2), the principals in average most often have chosen that the offered activities have been implemented in 43% of the cases "at least once in three months" (86 schools). As a second choice it is the modality "at least once in a semester" which absorb 34% of the cases (69 schools). Concerning the separate modalities, the most chosen answer on the principal side is the organization of the principal-parents meetings with the composite

average of 4.07 – which is a high frequency, then organization of the open days with average 3.85 and sending of the evaluations of the students in hard copy at home with the average 3.51. The most rare practicing activity is the sending of the school newsletter at home to parents, or that this activity was not practicing at all have chosen 73.5% of the respondents (147 principals). All the modalities in which “something is send home to the parents” except the evaluation forms, have decreasing frequency: information for the curricula, information for the school events, and information for the school policy and rules and school newsletter. At least once in a month they are practicing organizing meetings with the principals in 32% (64 schools) and organizing the open days with 40.5% of the schools. In general, the chosen activities from the school side, are implemented in average once in a month to once in a semester, also a small number of activities. The schools eventually make polls to find out what the parents are thinking for the school, the process of instruction and the teachers (the choice of the principal is once in a semester in 105 schools) and the parents are visited by the school staff, also, at least once in a semester (88 schools). The second choice is probably due to problematic children not the whole population. That between the school and the parents everything stays to “word of mouth” confirms the answers on the question which ways are used by the schools to support the parents in their daily assistance. From the six modalities the rarest is chosen provision of materials for parents how to follow their children in their homework tasks (composite average of 1.91) and provision of materials for parents how to help their children in their homework tasks (average 1.97). Slightly more often (from 2.38 to 2.85) the principals have chosen the following ways: organizing sessions to train parents how to help their children, providing information to parents for creating home learning environment, providing advice for parents and support groups for children behavior. Again as a proof that between the home and the school there is no flow of written materials. Something that would have longer effect or would have a bigger impact.

Interesting data are presented in an analysis on the question how often your schools have asked the parents in the school year to do something as a support for their children (see Table 3). The principals in average have chosen that they did ask something from the parents in 39% of the cases “at least once in a semester” (78 schools).

**Table 2. In average, how often in your school, if at all:**

	At least once a month	At least once a quarter	At least once a semester	Not at all	Don't know	Total
a. are school director–parents meetings organized?	<b>32.0</b> 64	<b>46.5</b> 93	<b>18.0</b> 36	<b>3.0</b> 6	<b>0.5</b> 1	<b>100.0</b> 200
b. is written evaluation of pupil's performance sent to parents?	<b>11.5</b> 23	<b>52.5</b> 105	<b>21.5</b> 43	<b>12.0</b> 24	<b>2.5</b> 5	<b>100.0</b> 200
c. is information on curriculum sent to parents?	<b>3.0</b> 6	<b>21.0</b> 42	<b>37.5</b> 75	<b>36.5</b> 73	<b>2.0</b> 4	<b>100.0</b> 200
d. is information on school events and activities sent to parents?	<b>15.0</b> 30	<b>38.5</b> 77	<b>27.0</b> 54	<b>17.5</b> 35	<b>2.0</b> 4	<b>100.0</b> 200
e. is information on school policies and regulations sent to parents?	<b>9.0</b> 18	<b>30.0</b> 60	<b>33.5</b> 67	<b>25.0</b> 50	<b>2.5</b> 5	<b>100.0</b> 200
f. is a school newsletter sent to parents?	<b>2.0</b> 4	<b>3.0</b> 6	<b>15.5</b> 31	<b>73.5</b> 147	<b>6.0</b> 12	<b>100.0</b> 200
g. do teachers or professional support personnel make home visits?	<b>10.0</b> 20	<b>27.0</b> 54	<b>44.0</b> 88	<b>15.0</b> 30	<b>4.0</b> 8	<b>100.0</b> 200
h. surveys are carried out to find out the opinions/attitudes of parents?	<b>7.0</b> 14	<b>28.0</b> 56	<b>52.5</b> 105	<b>11.5</b> 23	<b>1.0</b> 2	<b>100.0</b> 200
i. "Open doors" days?	<b>40.5</b> 81	<b>16.5</b> 33	<b>28.5</b> 57	<b>10.5</b> 21	<b>4.0</b> 8	<b>100.0</b> 200

Second choice is the modality “not at all” which is displayed with high 35.5% of the answers (71 schools). Concerning the individual modalities, the most often answer from the parents side is organizing the school/class festivities with composite mean of 2.72 and organizing social activities for the school/class with mean of 2.33. With lower average the parents are asked to sponsor the school/class activities with composite mean 2.19 and help in fund raising for the school with mean 2.18. The rarest implemented activities are organizing school/class support group with mean of 1.97 and helping other parents in support of their children with 1.98. Among practicing activities are teaching support in the process of instruction and representing the school on other events with composite mean 2.01.

At least once in a three month 95 schools asked the parents to organize festivities, at least once in a semester 93 schools asked the parents to represent them somewhere on some event and 92 schools asked for fund raising. In this context, the percentage of schools that are doing something in this area at least once in a month is very small. In general, the activities

for which the parents are asked from the school side are happening in average from once in a semester to not even once in a semester. It is much lower than the used methods during the school year in communication with the parents for their children support.

Table 3. How often on average in the current academic year do form teachers in your school ask parents to:

	At least once in two weeks	At least once a month	At least once a quarter	At least once a semester	Never	Don't know	Total
a. participate in organizing school/classroom ceremonies?	<b>1.0</b> 2	<b>13.5</b> 27	<b>47.5</b> 95	<b>32.5</b> 65	<b>4.5</b> 9	<b>1.0</b> 2	<b>100.0</b> 200
b. participate in organizing social activities at school/class level?	<b>1.0</b> 2	<b>10.0</b> 20	<b>29.0</b> 58	<b>41.5</b> 83	<b>17.0</b> 34	<b>1.5</b> 3	<b>100.0</b> 200
c. provide teaching assistance to teachers?	<b>0.5</b> 1	<b>9.0</b> 18	<b>22.0</b> 44	<b>33.5</b> 67	<b>33.0</b> 66	<b>2.0</b> 4	<b>100.0</b> 200
d. organize a school/classroom support group?		<b>9.5</b> 19	<b>18.0</b> 36	<b>29.0</b> 58	<b>39.0</b> 78	<b>4.5</b> 9	<b>100.0</b> 200
e. sponsor activities carried out at school/classroom level?	<b>1.0</b> 2	<b>10.5</b> 21	<b>19.0</b> 38	<b>43.5</b> 87	<b>24.0</b> 48	<b>2.0</b> 4	<b>100.0</b> 200
f. fund-raise for school?	<b>0.5</b> 1	<b>9.0</b> 18	<b>21.0</b> 42	<b>46.0</b> 92	<b>22.5</b> 45	<b>1.0</b> 2	<b>100.0</b> 200
g. help other parents with supporting their children's education?	<b>0.5</b> 1	<b>8.5</b> 17	<b>15.0</b> 30	<b>37.0</b> 74	<b>35.5</b> 71	<b>3.5</b> 7	<b>100.0</b> 200
h. represent the school at different events?	<b>1.5</b> 3	<b>6.5</b> 13	<b>17.5</b> 35	<b>46.5</b> 93	<b>25.5</b> 51	<b>2.5</b> 5	<b>100.0</b> 200

Two of the questions in the research are related to the barriers and problems in the communication with the parents and the barriers and problems which are limiting the capabilities of the school as institutions offering support for the parents. In the context of the former, in communications with the parents, most often the principals decided to choose three types of barriers: lack of interest for communication from the parents' side, limited time of the parents and lack of the skills for communication from the parents' side. Yet, the principals these barriers consider as "partially" as problems in 73.5% of the cases (147 school principals). In relations with the composite mean the highest stands the lack of interest for communication from parents (2.64), limited time of parents (2.42) and lack of the skills for

communication from the parents' side (2.21). As smaller problems, or that they are not problems at all, the principals listed the conflictual school atmosphere among parents and schools, that the parents and teachers do not speak the same language, that teachers are overloaded with the work and that the teachers lack the training and skills for communication with the parents. In relation to the second type of barriers and problems, the limited capabilities of the school to offer support to the parents, most often the principals have chosen three types of barriers: lack of interest of parents for participation in the school programs, that the parents are much too busy to participate and the absence of sufficient school resources for developing and implementing different ways and approaches. The principals also consider these barriers as "partially" as problems but in 51% of the cases (102 school principals). In relation to the composite mean the highest is positioned the lack of interest of parents for participation in the school programs for parents support (2.73), the limited time of the parents (2.66) and the limited school resources (2.38). As smaller problems, or that they are not problems at all, the principals considers the conflicts between the parents and the teachers, the lack of adequate skills from the teacher side for parents support, the limited time of the parents and the lack of the methodology for creating the ways for parents support. **As general conclusion there are no special or large obstacles for greater and better quality communication and inclusion of the parents into the educational process of their children.** Or even if there were, they are 'partial' and should not present any barriers in the communication between the parents and the school. **According to the Principles, the "largest portion" of the partial responsibility falls on the parents and their lack of interest or over engagement.** There certainly is a small bias on the side of the Principles with respect to not pointing even one specific problem with the school, and especially with the teachers. This probably depends on the context within which the school exists and operates, and certainly, above all, the school atmosphere. **The school climate, definitely as one of the strongest factors in the school environment, is being created or built by the school Principle him/herself.**

At the end of this school "math" for the Principles' perceptions, we would like to emphasize three more important questions in the area of school management: how much do the parents influence the practical school life, how much do Parents' Council members influence and how do they work, and how much does the School Board influence in several segments of the education process. On question one, about the parents' influence, the school Principles think that the level of their influence is "partial" in about 50.5% of the cases according to the surveyed school Principles (101 schools), while their influence is "small" in

24% of the schools (48). In spite of the low level of influence, percentage wise, the parents have some influence in the decisions made at class level (composite average of 3.01), the decisions made at school level (2.93) and in the development or improvement of school rules (2.81). The parents have lowest possible influence, as least by the Principals' perceptions, in the hiring and firing of teachers (54%), in setting priorities for the school budget (38.5), in the choice of textbooks and other instruction materials (31%), as well as the teacher's achievements evaluation (21%).

With regard to the other two questions, on the influence of the Parents Council and the School Board, we may take a look first at the quantitative data (see Table 4 and 5).

**Table 4: How much does the Parents' Committee influence the following areas in the daily life of your school:**

	To a great extent	Some	Little	Not at all	Don't know	Refused	Total
a. Pedagogical methods used by teachers.	<b>26.5</b> 53	<b>46.5</b> 93	<b>17.0</b> 34	<b>8.5</b> 17	<b>1.5</b> 3		<b>100.0</b> 200
b. Content of lessons.	<b>4.0</b> 8	<b>22.0</b> 44	<b>21.5</b> 43	<b>52.0</b> 104	<b>0.5</b> 1		<b>100.0</b> 200
c. The planning of extracurricular activities.	<b>17.5</b> 35	<b>46.0</b> 92	<b>20.0</b> 40	<b>15.0</b> 30	<b>1.0</b> 2	<b>0.5</b> 1	<b>100.0</b> 200
d. The planning of school infrastructure development.	<b>21.0</b> 42	<b>45.0</b> 90	<b>23.5</b> 47	<b>9.5</b> 19	<b>1.0</b> 2		<b>100.0</b> 200
e. Helping pupils to value education.	<b>38.0</b> 76	<b>44.5</b> 89	<b>14.0</b> 28	<b>3.0</b> 6	<b>0.5</b> 1		<b>100.0</b> 200
f. Facilitating increased involvement of parents in school life.	<b>30.0</b> 60	<b>52.5</b> 105	<b>13.5</b> 27	<b>3.5</b> 7	<b>0.5</b> 1		<b>100.0</b> 200

**Table 5: Are, in the case of your school, the members of the Parents' Council entitled to:**

	Without restrictions	By invitation only	Under no circumstance	Don't know	Refused	Total
a. participate at meetings where school level decisions are taken?	<b>14.5</b> 29	<b>84.5</b> 169	<b>0.5</b> 1	<b>0.5</b> 1		<b>100.0</b> 200
b. actively participate in the elaboration of new school policies/ strategies	<b>21.0</b> 42	<b>73.0</b> 146	<b>5.5</b> 11	<b>0.5</b> 1		<b>100.0</b> 200
c. initiate the modification of an existing school policies?	<b>29.0</b> 58	<b>58.0</b> 116	<b>11.0</b> 22	<b>1.5</b> 3	<b>0.5</b> 1	<b>100.0</b> 200
d. initiate the adoption of new policies?	<b>33.0</b> 66	<b>57.5</b> 115	<b>7.5</b> 15	<b>1.5</b> 3	<b>0.5</b> 1	<b>100.0</b> 200

						200
e. prevent the adoption of rules they disagree with?	<b>37.5</b> 75	<b>48.5</b> 97	<b>10.0</b> 20	<b>4.0</b> 8		<b>100.0</b> 200

Table 4 clearly identifies the areas of influence of the Parents Councils: helping pupils to value education (3.18), **facilitating increased involvement of parents in school life** (3.10) and the pedagogical methods used by teachers (2.93). In 59% of the cases the school Principals chose “partial” as a level of influence of the Parents Council which create the stated averages. The Parents Council has lesser level of influence over the planning of school infrastructure development, planning of extracurricular activities, and has no influence at all over the content of the lessons in the education process. Each one of the above mentioned modalities requires thorough analysis, but covering the numerous aspects in our elaboration, does not allow us to do so. Table 5 clearly indicates the Principals’ perceptions on the method of operation of the School Councils with 2 or 3 parents, depending on the size of the school. The Principals believe that the parents may, or are participating in this body “only by invitation” regardless of the subject of discussion. The choice of “without restrictions” is reduced to a critical level (of 14.5% to 37.5%). With regard to the offered modalities, the “largest” is the influence of this body over the prevention of adoption of rules the parents disagree with, then, the possibility for initiating and adopting new policies and initiating the modification of existing school policies. The School Board members may participate at meetings where school level decisions are taken “only by invitation” (in 84.5% of the cases – this is the perception of 169 Principals) and actively participate in the elaboration of new school policies/strategies (in 73% of the cases – this is the perception of 146 Principals). **On average, the access of the parents to the school decisions, even for the members of the School Boards, at least by the presented results/data, is “with restrictions”, which together with the “partial” influence of the parents in general, leaves the impression that the schools are not open enough towards the other important “factors” in the children’s education – in this case the parents.**

### Conclusions

One of the main conclusions of the research is that there are no specific or bigger obstacles for the bigger parents’ inclusion in the schools activities. Or if they exist they are of minor significance and are not big barrier in parents-school communication. According to the principals “the biggest” share of blame for non-cooperation is dedicated to the parents’ side.

Of course this is a partisan view since the principals did not find any particular problem for non-cooperation on the teachers' side. In average, the access of the parents to the schools decisions, even for the members of the School boards, based on the research data, is "limited", which together with the "partial" influence of the parents in general and the "partial" influence of the Councils of parents specific, leaves the impression that **the schools are not sufficiently open to the other factors in the education of the children** – in this case their parents.

Well, general conclusion of the research would be that the schools in Macedonia are not enough open towards the parents' participation and parents are not sufficiently included in the "school curricula". On the contrary, positive conditions are present for bigger parents' participation but they are not well used. The normative framework is good and prone to support the parents' inclusion. Yet, the practice in Macedonia shows that the cooperation or the partnership is not established on proper level. Namely, **this cooperation is not part of the schools strategy or while implemented is more basic and formal and does not contribute to enriching the educational process and higher school attainment.**

The parents are needed, but for what? The framework of the concept for parents' inclusion understands something bigger and more inventive. In this concept the parents' participation is part of the complex processes of education. **According to many of the principals the parents are needed only in the upbringing part but not in the instruction part.** But this task the parents cannot fulfill alone. They are not in a position to play important role in the upbringing part if they are left to do it alone. The parents are "lost in the transition" and the hopes that they can do something about are just hopes. But they can be good partners with the schools. If they are "doing business" jointly they can eventually succeed in rounding up and closing the circle of socialization and education, but with much bigger parents' role. We have to stress that the "socialist society" played crucial role in the process of socialization. That role was left empty after the transition period and nobody filled in. The parents are left alone with this heavy task of upbringing, while the schools are doing only the educational part and the society was left with a huge ideological gap. Today the gap is still not filled in. In this context the parents should be the key factor of connecting the homes and the schools.

Here we can confirm the thesis that the parents are "the missing link" in the process of education because today without them it is not possible to encircle the upbringing/educational part. The schools are also weak part but they are doing at least half of the task – education. Without the parents the children cannot develop their skills and knowledge and in the same

time cannot build their self-confidence. The principals as leaders have to re-evaluate their pedagogical methods and to encourage the teachers on more open cooperation with the parents. Through the Council of parents they can plan activities by which the partnership with the parents will gain more strength and the results will be multiplicative. Larger barriers and obstacles to implement this concept are unknown. What is needed is better organization and bigger motivation on the teachers' as well as the parents' side. More training is necessary in order to raise the conscience of the parents and upgrading their skills. But the teacher training is crucial factor for the success. Their task is much more complicated because they have to be the planners, the organizers and the implementers. The responsibility falls completely on their account for the successes as well as for eventual failures. The school must create positive atmosphere through the principals and the teachers and to impose new methods of instruction and upbringing. There is nothing to lose. One can only benefit. Some principals already had implemented this kind of relationships within the school. But they are rare cases and are not very institutionalized.

The guidelines for this concept are present in the "National program for educational development" as well as the Law on primary education. The principals who will not use this concept and vision will make a double damage to the children and to their parents. The smart principals must use all the potentials: the parents and their capabilities, the teachers and the available resources, the local community, the business community, the civil society, the NGOs, etc. The cooperation can extend from organizing festivities, through enriching the instruction process with new and practical trainings, up to the creation of efficient and democratically governed schools. The goal is the child and the development of its educational potentials and this is one of the efficient ways to do it.