

# Partnership between School and Parents - Reality or Illusion of Inclusive Education

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## Abstract

*This paper deals with the issue of partnership between the teachers in the first triad of the compulsory nine-year school and the parents whose children attend the mentioned cycle within the current education reform in the Federation of Bosnia and Herzegovina (FBiH) with particular reference to the Herzegovina-Neretva Canton (HNC). The paper is based on a survey research (carried out at the end of 2009 and the first half of 2010) on attitudes of 571 parents from the FBiH and 145 from HNC, respectively, using a five-point Likert scale regarding 26 items. In both samples of parents – from the FBiH and HNC – so far there has been an evident negative attitude towards inclusive education, due to a lack of appropriate information, co-operation between relevant factors, readiness by schools (organisational, material issues) and teachers to carry out inclusive education tasks, its political background (“top-down“ model), etc. Therefore an urgent need is arising among all relevant subjects to work in synergy in order to provide decent and quality inclusive education, taking into account the benefit of all the children/pupils in general.*

**Key words:** co-operation, education reform, primary school, pupils with special needs, teachers.

## Introduction

*You can only see things clearly with your heart. What is essential is invisible to the eye.*

Antoine de Saint-Exupéry

Each organisation, in this particular case the school, is a living organism composed of people and their interaction – vertical and horizontal – within and outside it. The

quality of their interaction determines, to a great extent, the efficiency and effectiveness of the school itself.

Parents make up an integral part of the daily school life. Therefore, partnership between school and parents is implied in the education reform as the cornerstone of their active participation in daily school life. It is a *conditio sine qua non* of the schools and pupils' development and progress, as well. Unfortunately, the active participation of parents in designing, developing and implementing educational reform and its integral part – inclusive education, has been usually marginalized in the education system of our country. By examining parents' attitudes (their familiarity with inclusive education, partnership with teachers, etc.) significant data could be revealed giving us a kind of *ad hoc* insight into the current situation regarding inclusive education in the Federation of Bosnia and Herzegovina (hereafter: FBiH) and Herzegovina-Neretva Canton (hereafter: HNC) (in our case referring to the period 2003-2010).

In this paper we aim to present *in bona fide* and *sine ira et studio*, the positive and negative sides, experiences and current issues in inclusive education (with particular reference to children/pupils with disabilities) in the first triad of primary school: its pedagogical implications; the visible outcomes and the outcomes which can be expected in the long term in order to contemplate on them right now and to prevent, as much as possible, undesirable effects of this complex, delicate process.<sup>1</sup>

## Partnership of Parents and School

*“If one would like to evaluate the health of the school system in order to improve its effect and to prepare its future in a more reasonable way, then it is important to examine globally the existing relations between the integral parts of such an organism.”*

P. Coombs

Partnership, according to some authors (Brajša, 1997; Henderson, 1997; Segil, 2002) implies the fundamental idea: the subjects involved work *together* to achieve the tasks – *together* they create a complete vision; they work *together* on developing a true devotion to their task(s) and to maintain the direction of their vision, and *together* they use the skills, abilities, energy of all the partners in order to lead the change and cope with the challenges.

According to Henderson (1997) and Bogenshneider & Olson (1998, acc. to Robe, 2006), children achieve better learning, social and other outcomes in school when their parents are involved in school life. Furthermore, informing parents about educational reform and its objectives, necessity and importance - when they can comprehend it – provides greater support to children and understanding of issues that teachers and other relevant subjects face in everyday school life. The same authors emphasize some long-

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<sup>1</sup> It is not possible to present all the results of our research in this paper, but the interested reader(s) can get more information directly from the authors of this paper.

term benefits for children-pupils (both in school and at home as well as later in their life) when there is partnership between their parents and school (teachers, primarily), such as: more positive attitudes and behaviour of children in general, more effective teaching and learning process, greater rate of enrolment in high schools and higher education, etc. On the other hand, this partnership produces benefits for both teachers and parents in terms of their increased confidence in school and greater self confidence in their teacher and parent role, respectively.

## School of Inclusion and/or Illusion

The *Framework Law on Primary and Secondary Education in Bosnia and Herzegovina* (June, 2003) explicitly quotes:

“Equal access and equal possibilities imply the assurance of equal conditions and opportunities for all, to begin and continue their further education...” (Art. 4, p. 2); “Children with special needs shall be educated in regular schools and according to their individual needs. An individual programme, adapted to their possibilities and abilities shall be made for each student... planning and working methods, profile, training, professional development of personnel working with children with special needs shall be regulated more closely by entity, cantons...” (Art. 19, p. 6).

It further states: “The school promotes and develops permanent and dynamic partnership of school, parents and local community... concerning all the issues important for the realization of school’s function, interests and student’s needs” (Art. 37, p. 9).<sup>2</sup>

It sounds impressive, anyway, but the law is the law – it always proclaims, while the reality is often quite different. There is a question to be posed: To which extent is there a compatibility of the proclaimed and promised in various legislative educational acts with the implemented, evaluated, real? The answer can be given by pupils, teachers and parents as well as some researchers dealing with this complex issue. Educational reforms are most often managed and imposed by administrative centres, government bodies. They aim at the form rather than at the content, at the vital parts of education or everyday issues in education. The *top-down* model of education reform has never gained success. *The education reform does not imply a revolution, but rather an evolution of the educational system.* All of this is a reflection of the current situation of inclusive education in our country, as well.

*Minima paedagogica* (Hentig, 1997) requires that primary school cannot and must not be “just a teaching place; it should be a setting for living, learning and experiencing, as well” (Richtlinien, 1985, ref.: Gudjons, 1994, p. 238). So, the question that arises is whether those who had signed all the numerous declarations, contracts, pamphlets, etc., had taken this into account?

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<sup>2</sup> As it can be seen, the Law emphasises the partnership of all for children’s/pupils’ well-being. However, the participants in the reserach presented hereby could tell about the real situation of the partnership between parents and school.

On the other hand, inclusion requires creation and realisation in a unique setting, i.e. of all the factors which – with more or less responsibility – through interaction and co-operation, take an active part in the process of upbringing and education: family, school, relevant services, associations, as well as non-formal social groups like peers in the classroom, neighbourhood, acquaintances, etc., who interact in different ways with a person (in our case pupil) with special needs, i.e. developmental disabilities. This complex network consisting of mutually dependant relations is the core of inclusion since “the inclusive concept requires contemplation not only on so-called open institutional places, but also on all the other inclusive ones which are less formal, sometimes unexpected, but potentially strong and significant enabling the integration and developmental process concrete” (Medeghini & Valtellina, 2006, p. 111) and aimed at the inclusion itself, i.e. inclusive education as far as it concerns the situation in our country.

Maybe the following words describe it the best: “...there’s no need to remind that the teachers will carry out, implement most directly the intentions of educational reform, yet their opinions, suggestions will not have been heard. Parents and the local community have an increased influence in designing and developing the compulsory school programmes and it still hasn’t been talked about. The more objective reviews, suggestions have still not been heard“ (Bevanda, 2004, p. 137).

The essence of inclusive education is a joint vision producing the necessary changes, transformations, improvements and new directions, guidelines as well as the outcomes representing the benefit for all the subjects involved and the entire society, as well. It is a process that brings together people, ideas, systems, communications, technologies,... The parents’ involvement in the everyday school life and involvement in education – in terms of making decisions, discussing the vision and improvement as well as the development of school in general – has been a crucial factor for successful inclusive education. Instead of exclusion, the educational reform – and thus inclusive education - implies the involvement of parents as active and important partners not only in the process of its design and development, but also in its implementation, monitoring and evaluation of its outcomes.

At the breaking point of the educational reality in the FBiH, each mistake can leave long-term, multiple and complex impacts, particularly if seen through the eyes of inclusion of children with developmental difficulties into regular school (as one of the focal points of the current educational reform in the FBiH).<sup>3</sup> Therefore, it is a kind of luxury to tolerate further neglect of both reality in which the educational reform has been implemented and the needs of pupils with or without special needs, but also the needs of teachers and parents, that should be met and not systematically ignored.

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<sup>3</sup> The acronym ALIVE (Fascilla & Hanninen & Spritzer, 1991), used in designing the strategy for the education of the gifted within the US education reform, could be applied to a certain extent for designing inclusive education implementation. ALIVE, hereby adapted to the context and topic discussed in this paper, would imply the following: *A(nalysis)* – analysis of the current situation; *L(ist)* – list of key subjects who make decisions and thus take over the responsibility; *I(ncorporating)* – incorporating relevant subjects into the education policy and guidelines; *V(ision)* – vision of the desired direction, and *E(nabling)* – enabling the equal approach to the resources.

## Research Methods

The aim of this survey, carried out at the end of 2009 and during the first half of 2010, was to examine the attitudes of parents towards implementing inclusive education in the Federation of Bosnia and Herzegovina and Herzegovina-Neretva Canton<sup>4</sup> respectively, with particular attention to the partnership between school and parents as an important point of the educational reform launched in 2003. The research was carried out on the strata sample<sup>5</sup> consisting of 571 parents from FBiH and 145 from HNC, through the five-point Likert scale (26 items).

The results obtained are categorised into the following groups of attitudes:

1. parents' acquaintance with inclusive education;
2. partnership between parents and school, i.e. teachers, and
3. parents' involvement in inclusive education.

We hereby presented just a few indicative results of our research<sup>6</sup>, thus giving an *ad hoc* insight into the current situation of inclusive education in primary schools in FBiH and HNC. The results of our research can serve as a kind of indicator for further, in-depth studies of this complex issue.

## Results of the Research

*Attitudes of parents from the FBiH towards inclusive education (N = 571)*

**Table 1.** Parents' acquaintance with the inclusive education

	Strongly disagree		Disagree		Neither agree nor disagree		Agree		Strongly agree	
	f	%	f	%	f	%	f	%	f	%
I am informed enough about the inclusive education.	53	9.28	150	26.26	188	<b>32.92</b>	138	24.16	42	7.35
We got information about the inclusive education through TV, in general.	30	5.25	86	15.06	97	16.98	248	<b>43.43</b>	99	17.33
I think that the teachers should inform us in detail about the inclusive education.	7	1.22	49	8.58	86	15.06	280	<b>49.03</b>	149	26.09
I think that integration of children with special needs into regular schools is useful for all children.	68	11.90	118	20.66	163	<b>28.54</b>	139	24.34	81	14.18

The attitudes of parents – participants from the FBiH in our research (Table 1) are almost equally distributed when dealing with their being informed about inclusive

<sup>4</sup> HNC is specific for the delay of the primary education reform implementation. It is also interesting from the legislative point of view: dual education system; seat of both federal and cantonal ministries of education; etc.

<sup>5</sup> Parents in urban, suburban and rural places; parents whose children attend the first, second and third grade of the nine-year primary education; degree of parents' education; parents from different cantons of the FBiH; etc.

<sup>6</sup> The integral research is available from the authors of this paper for everyone interested.

education. Slightly more than one third of the parents (more precisely, 35.54%) do not think they are sufficiently informed about inclusive education. Furthermore, almost one third of the parents still do not have a clear attitude towards this issue. Slightly less than one third of the parents claim to be informed enough about this issue. However, it should not be overlooked that almost 10% of the participants in this research have not been informed at all about this segment of education.

On the other hand, it is also indicative that for 60% of the parents the TV was the first source of information about inclusive education although three fourths of the total number of participants in the FBiH received such information, in time, from the primary school teachers.

Although it results that parents are neither informed nor acquainted with inclusive education, more than one third of them (38.52%) regard that inclusion of children with special needs into regular schools is reasonable and useful. On the other hand, almost one third of FBiH parents (32.7%) hold, partially or completely, the opposite opinion.

These opposite poles – represented to a certain degree in similar proportion in the attitudes of the parents, can be explained by insufficient information, i.e. lack of information and their perplexity due to it. Therefore, there is no wonder that slightly less than one third of the FBiH parents still have not developed their attitude towards this issue.

As far as partnership between parents and primary school teachers is concerned (Table 2), two thirds of the parents do not consider it sufficient. It is indicative that less than one fifth of the participants in our research are satisfied with the current situation related to this item. If there is no partnership between parents and – in this concrete case - primary school teachers, i.e. primary school, and their mutual assistance - being one of the crucial elements and postulates of inclusive education - then its implementation becomes doubtful, especially for the benefit of the pupils in general.

**Table 2.** *Partnership between parents and primary school teachers in inclusive education*

	Strongly disagree		Disagree		Neither agree nor disagree		Agree		Strongly agree	
	f	%	f	%	f	%	f	%	f	%
Partnership between school and parents is not sufficient regarding the inclusive education.	12	2.10	78	13.66	100	17.51	237	41.50	142	24.86
Communication between teachers and parents is not satisfactory when dealing with the information about the inclusive education.	47	8.23	112	19.61	121	21.19	209	36.60	80	14.01

Slightly more than half of the parents (50.6%) disagree about the satisfactory extent of communication between them and teachers. When this issue is related to their attitude towards partnership, as well as to their expectations from teachers (who should have

informed them about inclusive education), it results that partnership itself is a Gordian knot of not only inclusive education, but also of the implementation of primary school reform in the FBiH.

The same can be observed regarding parents' involvement in inclusive education (Table 3). It is indicative that slightly more than two thirds of the parents agree (of them almost one third strongly) that they have been neglected in the planning and implementation of inclusive education. Only 2.5% of the parents strongly disagree with this issue. Any further comment is unnecessary.

The parents have been neglected from the beginning of inclusive education planning as well as its implementation and have still been only marginally involved.

**Table 3.** Parents' involvement in the inclusive education

	Strongly disagree		Disagree		Neither agree nor disagree		Agree		Strongly agree	
	f	%	f	%	f	%	f	%	f	%
I think that inclusive education has been used for the purpose of personal interests of certain individuals thus neglecting crucial issues of school and pupils with special needs.	13	2.27	78	13.8	119	21.0	185	<b>32.39</b>	173	30.29
I regard that politicians imposed the inclusive education onto our schools.	26	4.55	99	17.33	122	21.36	190	<b>33.27</b>	127	22.24

Slightly more than half of the parents claim that inclusive education has been imposed by local and foreign politicians. Therefore, it is not surprising that the FBiH parents believe that inclusive education has been taken advantage of by politicians while neglecting the needs of pupils and school, too. That is the opinion shared by 60% of the participants in this research. One fifth of the parents still do not have a clear attitude regarding this issue.

However, bearing in mind the *top-down* model of educational reform in the FBiH, it is no wonder that inclusive education has met a series of hindrances, since it should have been initiated from the bases – pupils, primary school teachers and parents, through the integration process and then from the inclusive model towards the full inclusion one (more about that in Fuchs & Fuchs, 1994). Such models include partnership of all the relevant subjects.

#### *Attitudes of the parents from HNC towards inclusive education (N=145)*

Almost half of the parents (Table 4) from HNC (47.58%) do not think they are informed enough about *inclusive education* (while 30% of the participants are partially informed).<sup>7</sup> This is indicative, because the research sample in HNC consisted of the parents whose children had been attending the nine-year compulsory education implying the inclusive education was its integral part.

For more than half of the HNC parents (59.9%) TV was the source of information about inclusive education, as well as partly for almost one fourth of the participants in this research. The question to be posed is: where is the partnership then?!

On the other hand, almost two thirds of the HNC parents claim that the primary teacher is the one who should give them information and guidelines about inclusive education.

**Table 4.** *Parents' acquaintance with the inclusive education*

	Strongly disagree		Disagree		Neither agree nor disagree		Agree		Strongly agree	
	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%
I am informed enough about the inclusive education.	19	13.10	50	<b>34.48</b>	43	29.65	27	18.62	6	4.13
We were informed about the inclusive education through TV, in general.	4	2.75	19	13.10	35	24.13	57	<b>39.31</b>	30	20.68
I think that the teachers should inform us in detail about the inclusive education.	5	3.44	10	6.89	35	24.13	57	<b>39.31</b>	38	26.20
I think that integration of children with special needs into regular schools is useful for all children.	18	12.41	38	26.20	47	<b>32.41</b>	35	24.13	7	4.82

One third of the HNC parents still do not have a defined attitude towards advantages of inclusive education. More than one third of the parents have an inclination towards a more negative attitude. However, somewhat less than one third of them support the utility and advantages of such an educational concept.

These results are somewhat expected, as in the sample of the FBiH parents, and can be explained by insufficient information or lack of information in the HNC sample, where the education reform, and thus inclusive education, began throughout the country in 2007 (in 2004 it was launched only in one part of HNC). Moreover, there were no activities, such as for example, workshops, public discussions, round tables, etc., through which parents could have gained more information about educational inclusion.

<sup>7</sup> "I don't know much about inclusive education, what it means, what it comprises, what has already been done", said one of the participants in this research.



**Table 5.** Partnership between parents and primary schools within inclusive education

	Strongly disagree		Disagree		Neither agree nor disagree		Agree		Strongly agree	
	f	%	f	%	f	%	f	%	f	%
Partnership between school and parents is not sufficient regarding the inclusive education.	2	1.37	18	12.41	35	24.13	67	<b>46.20</b>	23	15.86
Communication between teachers and parents is not satisfactory when dealing with the information about the inclusive education.	17	11.72	57	39.31	36	24.82	23	<b>15.64</b>	12	8.16

Regarding partnership between parents and primary schools in HNC (Table 5), slightly more than 60% of the parents consider it insufficient. One fourth of parents still have not made a clear opinion about it. Less than one fifth shows the opposite attitude towards this issue. It would be worth to explore who initiates the co-operation, i.e. the partnership between parents and school (parents, teachers or someone else from the school *setting!*), in which forms, etc.<sup>8</sup>

The HNC parents' attitude towards the issue of inclusive education becomes understandable when reflected through the fact that parents have never been asked or consulted about it, according to the opinion of almost 80% of the HNC parents participating in our research. Any further comment would be unnecessary.

Parents whose children attend the first triad of the primary school have so far shown a negative attitude towards inclusive education. Both parents and teachers had been excluded in the planning of inclusive education, they were neither informed in time nor involved into its preparation, and they still continue to be neglected in its implementation.

**Table 6.** Parents' involvement in the inclusive education

	Strongly disagree		Disagree		Neither agree nor disagree		Agree		Strongly agree	
	f	%	f	%	f	%	f	%	f	%
Parents have not been asked about the planning and implementation of the inclusive education, at all.	1	0.68	7	4.82	21	14.48	76	<b>52.41</b>	40	27.58
I regard that politicians imposed the inclusive education onto our schools.	6	4.13	21	14.48	30	20.68	53	<b>36.55</b>	35	24.13
I think that inclusive education has been used for the purpose of personal interests of certain individuals thus neglecting crucial issues of school and pupils with special needs.	1	0.68	10	7.0	25	17.24	56	<b>38.62</b>	53	36.55

<sup>8</sup> The parents in this research said: "As far as it concerns the school attendance of the pupils with physical disability, emotional or other problems, I don't think it is possible to educate mentally incapable children together with those who are not like that"; "The education reform cannot be implemented if contributing to discrimination of any kind, and in my opinion it means integration and acceptance of the pupils with different physical, social, emotional and other problems. We cannot put them all into the same boat." Here, any comment is really more than unnecessary.

Almost two thirds of the parents in HNC (of them one fourth strongly) claimed that inclusive education was imposed by political bodies (Table 6). The same is further confirmed by an indicative three fourths of the parents who consider it misused<sup>9</sup> for the benefit of certain individuals' interests, thus neglecting real, crucial problems of school and children, as well. As it has been already emphasised – parents have been and still are neglected, i.e. they are only marginally involved in inclusive education.

## Discussion

Partnership between parents and teachers, i.e. school, implies continuity, mutual respect and understanding, trust, as well as mutual obligations and responsibilities. However, partnership between school and parents still represents the Gordian knot of the inclusive education in the FBiH (not only at the level of the nine-year primary school, but also at other educational levels). Compulsory education does not imply selectivity (or ...?!). The real purpose of compulsory primary education is to enable as many positive influences and experiences as possible, for each child, in order to favour his/her holistic development. However, is this possible without the partnership of relevant subjects, in this concrete case – between parents and school, i.e. teachers? There are many questions yet to be posed: What kind of school do we want?; What kind of people do we want to raise and educate?; For what kind of society?; And what future? “When the objectives are not clear, each change will be an expensive and irresponsible experiment and a kind of game with the future of the children, above all, and of the entire society, as well“ (Razum, 2007, p. 865).

Inclusive education has its *raison d'être*, but inclusion is a gradual, systematic, long-lasting, complex and, at the same time, it is a creative process deriving from real life and not from the ministers' armchairs. It is based on scientific analyses and facts, professional opinions, concepts, in co-operation between all relevant subjects as *conditio sine qua non* of its success. The experiences of other countries should have been profoundly, objectively and critically analysed. *The point is not what approach, i.e. model of inclusive education is the best, but what combination of approaches, i.e. various models, is the most efficient and gives the long-term positive results, with particular regard to the benefit of children.*

Political rationale regards that the ideal approach is to 'act' as fast as possible. On the other hand, scientific rationale takes into account long-term results (outcomes, consequences). The former Norwegian minister of education G. Hernes once made the following comparison, when regarding the development of educational reforms in Norway in 1990's: "... it was like building a plane while one was already in the air“ (Monsen & Haug, 2000, p. 4). The implicit meaning of this statement can be observed through the prism of inclusive education which should be co-ordinated in order to get – in time – the feedback that could and should help its further '(co-)constructing'.

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<sup>9</sup> “All of this has been imposed on us by the politicians and they will implement it whether we like it or not.“; “Maybe it is thought that teacher is a wizard, teaching process a circus, and life – a fairy tale.“ These are some of the parents' statements obtained in this research.

In both samples of the parents – from the FBiH and HNC - there has been an evident negative attitude towards inclusive education, to somewhat greater extent in the parents in HNC, due to the lack of appropriate information, partnership between relevant subjects, its political background (“top-down“ model), etc. There is an urgent need to work on developing positive attitudes of parents towards inclusive education<sup>10</sup>, through appropriately designed measures (increase parents’ involvement in the school inclusion itself; improve and favour partnership; increase the information and make them better and more regular; more education, etc.). It is necessary to create the prerequisites which will favour, encourage partnership between parents and (primary school) teachers as well as the entire school system and society.

A synergic action of all the relevant subjects, interdisciplinary and holistic approach, dialogue and meeting, understanding and partnership, mutual acceptance and respect, on the joint path towards and into inclusive education ... are *conditio sine qua non* of its efficiency, effectiveness and success for the benefit of all, especially children.

Reflecting on the results obtained in our research, elaborating on the mentioned and drafted in various legislative acts vs. actions done and achieved, the following question can be posed: Is this the reality or are these merely *proclamations, a kind of epigonism, illusion...?*

## Instead of Conclusion

“Originally, inclusive education was offered as a protest, a call for radical change to the fabric of schooling. It is increasingly being used as a means for explaining and protecting the status quo” (Graham and Slee, 2008, p. 277). Have we not been doing the same with inclusive education in our schools and with the partnership of its relevant subjects? Have we been reflecting a kind of Orwellian ‘approach’, when paraphrased – *all of us are equal but some are more equal than others* – and when put in the context of partnership within inclusive education: *all ‘partners’ are equally involved, but some are more equally involved than others.*

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<sup>10</sup> And to work on developing positive attitudes of teachers, too, as showed by another research, carried out in parallel with the one presented in this paper.

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# Partnerstvo škole i roditelja – stvarnost ili iluzija inkluzivnog obrazovanja

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## Sažetak

Ovaj rad razmatra pitanje partnerstva učitelja u prvoj trijadi obveznog devetogodišnjeg osnovnog obrazovanja i roditelja čija djeca pohađaju navedeni obrazovni ciklus u okviru aktualne reforme obrazovanja u Federaciji Bosne i Hercegovine (FBiH), s posebnim osvrtom na Hercegovačko-neretvanski kanton (HNK). Rad se zasniva na survey istraživanju (provedenom krajem 2009. godine i prvoj polovici 2010. godine) stavova 571 roditelja iz FBiH, odnosno 145 iz HNK, putem petostupanjske Likertove skale sastavljene od 26 čestica. U oba uzorka roditelja – iz FBiH i HNK – prisutan je negativan stav prema inkluzivnom obrazovanju, koji proizlazi iz nedostatne informiranosti; nepostojanja suradnje između relevantnih čimbenika; nepripremljenosti škola (organizacijska, materijalna) i nastavnika za provedbu inkluzivnog obrazovanja, njegove političke pozadine („top-down“ model), itd. Potreban je sinergičan rad svih relevantnih subjekata, proizlazi, kako bi se osigurala korektna i kvalitetna provedba inkluzivnog obrazovanja, vodeći računa o dobrobiti sve djece/učenika uopće.

**Ključne riječi:** nastavnici, obrazovna reforma, osnovna škola, suradnja, učenici s posebnim potrebama.

## Uvod

„Čovjek samo srcem dobro vidi. Bitno je očima nevidljivo.“

Antoine de Saint-Exupéry

Svaka organizacija, pa tako i škola, svojevrsni je živi organizam koji ima svoj život i svoje trajanje, sastoji se od ljudi i njihove – vertikalne i horizontalne – interakcije unutar i izvan nje. Kvaliteta njihove interakcije uveliko određuje kvalitetu i djelotvornost – efektivnost i efikasnost - škole.

Roditelji su sastavni dio školske svakodnevice. Stoga, obrazovna reforma uvijek implicira partnerstvo škole i roditelja, kao svojevrsni temelj gdje roditelji postaju

aktivnim dijelom školske svakodnevice. Upravo je partnerstvo jedan od *conditio sine qua non* razvoja i napredovanja kako škole tako i učenika. Na žalost, aktivno sudjelovanje roditelja u osmišljavanju, razvijanju i implementiranju reforme obrazovanja, a time i njenog sastavnog dijela – inkluzivnog obrazovanja, uglavnom je marginalizirano u obrazovnom sustavu naše zemlje. Ispitivanje stavova roditelja (njihova upoznatost s inkluzivnim obrazovanjem, partnerstvo s nastavnicima, itd.) može pružiti relevantne podatke, odnosno svojevrsni *ad hoc* uvid u aktualno stanje ovog segmenta obrazovanja u Federaciji Bosne i Hercegovine (dalje u tekstu: FBiH) i Hercegovačko-neretvanskom kantonu (dalje u tekstu: HNK) (konkretno, u našem slučaju, u razdoblju 2003-2010.).

U ovom radu smo se fokusirali *in bona fide* i *sine ira et studio*, na pozitivne i negativne strane, iskustva i aktualna pitanja inkluzivnog obrazovanja (s posebnim osvrtom na učenike s poteškoćama u razvoju) u okviru prve trijade osnovnog obrazovanja: njegove pedagoške implikacije; koje i kakve ishode već pokazuje, a koje, pak, dugoročno možemo očekivati, odnosno o njima kontemplirati već sada da bismo – koliko je to moguće – spriječili ili ublažili nepoželjne učinke ovog kompleksnog, delikatnog procesa.<sup>11</sup>

## Partnerstvo roditelja i škole

*„Ako se želi ocjenjivati zdravlje jednog školskog sistema radi poboljšanja njegovog učinka i radi pripremanja njegove budućnosti na smišljen način, važno je da se ispituju, u globalnom sagledavanju, odnosi koji postoje između bitnih sastavnih dijelova ovog organizma.“*

P. Coombs

*Partnerstvo*, prema nekim autorima (Brajša, 1997; Henderson, 1997.; Segil, 2002.), podrazumijeva temeljnu ideju: involvirani subjekti *zajedno* rade kako bi ispunili određene zadatke – oni *zajedno* stvaraju zajedničku viziju; oni *zajedno* rade na izgrađivanju posvećenosti zadatku/zadacima i održavanju smjera s vizijom i oni *zajedno* koriste vještine, sposobnosti, energije svih partnera kako bi vodili promjenu i uhvatili se u koštac s izazovima.

Istraživanja (Henderson, 1997; Bogenschneider & Olson, 1998, prema: Robe, 2006) pokazuju da djeca postižu bolje rezultate u školi, socijalizaciji, bolje napreduju tijekom školovanja kada su roditelji na razne načine uključeni u školski život. Isto tako, upućenost roditelja u ciljeve reforme, njenu potrebu i važnost, kada je shvaćaju, omogućuje veću podršku djeci i razumijevanje onoga s čime se svakodnevno suočavaju nastavnici i ostali relevantni subjekti u školi. Isti autori ističu sljedeće dugoročne koristi za djecu-učenike kada postoji partnerstvo između roditelja i škole (nastavnika, prije svega): pozitivniji stavovi i ponašanja djece, uopće, bolje pohađanje nastave i više truda u školi, bolje ocjene i rezultati u školi, veća stopa završetka školovanja, veća stopa upisa u srednje i visoko obrazovanje, itd. Isto tako, ova suradnja koristi i nastavnicima i roditeljima u

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<sup>11</sup> Nismo u mogućnosti navesti sve rezultate provedenoga istraživanja. No, zainteresirani čitatelj(i) može/mogu dobiti više informacija kod autora ovoga rada.

smislu većeg povjerenja u školu te većeg samopouzdanja u vlastitu roditeljsku, odnosno ulogu nastavnika.

## Škola inkluzije i/ili iluzije ...

*Okvirni zakon o osnovnom i srednjem obrazovanju u Bosni i Hercegovini* (lipanj 2003) eksplicitno navodi:

„Jednak pristup i jednake mogućnosti podrazumijevaju osiguranje jednakih uvjeta i prilika za sve, za početak i nastavak daljeg obrazovanja...“ (Čl. 4, str. 2); „Djeca i mladi s posebnim obrazovnim potrebama stječu obrazovanje u redovitim školama i prema programima prilagođenim njihovim individualnim potrebama. Individualni program, prilagođen njihovim mogućnostima i sposobnostima, izradit će se za svakog učenika... planiranje i način rada, profil, obuka i profesionalni razvoj stručnog kadra za rad s djecom i mladima s posebnim potrebama i druga pitanja, bliže se uređuju propisima entiteta, županija...“ (Čl. 19, str. 6).

I nastavlja: „Škola promovira i razvija stalno dinamično partnerstvo škole, roditelja i sredine u kojoj žive u svim pitanjima od značaja za ostvarivanje uloge škole i interesa i potreba učenika“ (Čl. 37, str. 9).<sup>12</sup>

Impresivno i na papiru. Međutim, zakon kao zakon više je proklamacija, a stvarnost, pak, govori nešto drugo. Stoga se i postavlja pitanje: Kolika je kompatibilnost onoga što je proklamirano i obećano u različitim zakonodavnim obrazovnim dokumentima, s realiziranim, evaluiranim, stvarnim? Odgovor mogu dati učenici, nastavnici i roditelji kao i znanstvenici koji se bave ovim kompleksnim pitanjem. Reforme obrazovanja su najčešće upravljene i nametnute iz administrativnih centara, vladinih sektora, usmjerene na formu, a ne na sadržaj, vitalne dijelove obrazovanja i obrazovnu svakodnevicu. Niti jedna reforma nije polučila uspjeh ako je naređena „odozgo“ (tzv. *top-down* model). *Reforma ne implicira revoluciju, nego evoluciju obrazovnog sustava*. Navedeno zorno prikazuje i aktualni trenutak inkluzivnog obrazovanja u našoj zemlji.

*Minima paedagogica* (Hentig, 1997) nalaže kako osnovna škola ne može i ne smije biti „samo mjesto nastave; ona mora biti i prostor življenja, učenja i iskustva“ (Richtlinien, 1985, prema Gudjons, 1994, str. 238). Stoga i pitanje: jesu li o ovome vodili računa oni koji su potpisivali mnogobrojne deklaracije, ugovore, pamflete, itd.

S druge strane, pak, inkluzija, dakle, zahtijeva stvaranje i ostvarenje, u jedinstvenom okruženju, svih čimbenika koji, s većom ili manjom odgovornošću te međusobnim djelovanjem, sudjeluju u odgojno-obrazovnom procesu: obitelj, škola, relevantne službe, udruge, ali i neformalne društvene skupine kao što su vršnjaci u razredu, susjedstvo, poznanici, itd., koji, na različite načine, imaju interakciju s osobom (u konkretnom slučaju učenikom) s posebnom potrebom, odnosno poteškoćom u razvoju. Upravo ova mreža međusobno ovisnih odnosa predstavlja samu srž inkluzije, budući da njena „konceptija zahtijeva promišljanje ne samo o otvorenim institucionalnim mjestima, već

<sup>12</sup> Kao što se može vidjeti, Zakon naglašava partnerstvo svih za dobrobit djece/učenika. No, koliko se to provodi u stvarnosti, mogu reći sudionici našega istraživanja.

i drugim mjestima inkluzije, onima koja su manje formalna, pokatkad neočekivana, ali potencijalno jaka i značajna, koja omogućuju konkretizaciju integracijskog i razvojnog procesa“ (Medeghini & Valtellina, 2006, str. 111) usmjerenog k inkluziji, u našem konkretnom slučaju, inkluzivnom obrazovanju.

Možda sljedeće riječi to najbolje opisuju: „...ne treba podsjećati nastavnici će najneposrednije realizirati, proraditi reformske intencije a nema ni njihovog mišljenja, prijedloga. Roditelji i lokalna zajednica u svijetu sve više utječu na oblikovanje programa osnovne škole a ovdje se o tome ne govori, ne podastiru se njihove objektivnije kritike, sugestije. ...“ (Bevanda, 2004, str. 137)

Bit inkluzivnog obrazovanja je zajednička vizija iz koje proizlaze nužne promjene, modifikacije, poboljšanja i nove smjernice kao i ishodi koji predstavljaju dobrobit za sve uključene subjekte i društvo u cjelini. To je proces koji okuplja ljude, ideje, sustave, komunikacije, tehnologije, ... Uključenost roditelja u školsku svakodnevnicu i implementaciju inkluzije u obrazovanju – u smislu donošenja odluka, diskutiranja o viziji i poboljšanju, odnosno razvoju škole uopće – predstavlja krucijalni faktor uspjeha inkluzivnog obrazovanja. Umjesto isključivanja, obrazovna reforma, a time i inkluzivno obrazovanje implicira uključivanje roditelja kao aktivnih i važnih partnera ne samo u proces osmišljavanja i razvijanja, već i implementiranja, *monitoringa* i evaluacije njihovih ishoda.

U prijelomnom trenutku odgojno-obrazovne stvarnosti u zemlji u kojoj živimo svaka greška ostavlja dugoročne, mnogostruke posljedice, posebice ako se promatraju kroz prizmu inkluzivnog obrazovanja (kao jednog od krucijalnih segmenata obrazovne reforme u FBiH).<sup>13</sup> Stoga je luksuz dopustiti daljnje zanemarivanje realnosti u kojoj se reforma zbiva, ali i stvarnih potreba učenika s i bez posebnih potreba, odnosno poteškoća u razvoju – kao i nastavnika i roditelja – koje treba zadovoljiti, a ne sustavno ignorirati.

## Metode istraživanja

Cilj ovog *survey* istraživanja, provedenog krajem 2009. godine i u prvoj polovici 2010. godine, bio je ispitati stavove roditelja o implementaciji inkluzivnog obrazovanja u Federaciji Bosne i Hercegovine i Hercegovačko-neretvanskom kantonu<sup>14</sup>, s posebnim osvrtom na partnerstvo škole i roditelja kao bitnog segmenta obrazovne reforme pokrenute 2003. godine. Istraživanje je provedeno, pomoću petostupanjske Likertove skale (26 čestica), na stratificiranom uzorku<sup>15</sup> sastavljenom od 571 roditelja iz FBiH i 145 roditelja iz HNK.

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<sup>13</sup> Akronim ALIVE (Fascilla & Hanninen & Spritzer, 1991), korišten u dizajniranju strategije obrazovanja nadarenih u okviru američke reforme, mogao bi se primijeniti, u određenoj mjeri, na osmišljavanje provedbe inkluzivnog obrazovanja. Dakle, ALIVE, ovdje prilagođen kontekstu i predmetu o kojem govorimo, implicirao bi sljedeće: *A(nalysis)* - analizu stanja, *L(ist)* - listu ključnih subjekata koji donose odluke i time preuzimaju odgovornost, *I(ncorporating)* - inkorporiranje relevantnih subjekata u obrazovnu politiku i smjernice, *V(ision)* - vizija željenog smjera i *E(nabling)* - omogućavanje jednakog pristupa resursima.

<sup>14</sup> HNK je specifičan po kašnjenju u pokretanju reforme osnovnog obrazovanja. Zanimljiva je i s legislativnog aspekta: dualni sustav obrazovanja; sjedište federalnog, ali i županijskog ministarstva obrazovanja, itd.



Dobivene podatke smo svrstali u sljedeće skupine stavova:

1. stavovi o informiranosti roditelja o inkluzivnom obrazovanju;
2. partnerstvo roditelja i škole, tj. nastavnika i
3. uključenost roditelja u inkluzivno obrazovanje.

Prikazali smo samo indikativne rezultate istraživanja<sup>16</sup> koji omogućuju svojevrsni *ad hoc* uvid u aktualno stanje inkluzivnog obrazovanja u osnovnim školama u FBiH i HNK. Dakako, mogu nam poslužiti kao indikator za daljnja, opsežnija istraživanja ove kompleksne problematike.

## Rezultati istraživanja

*Stavovi roditelja iz FBiH o inkluzivnom obrazovanju (N=571)*

Tablica 1

Stavovi roditelja – ispitanika iz FBiH (Tablica 1) su skoro jednako distribuirani kada je riječ o njihovoj informiranosti o inkluzivnom obrazovanju. Dakle, nešto više od jedne trećine roditelja (točnije 35.54%) smatra da nije dovoljno obaviještena o inkluzivnom obrazovanju. Međutim, skoro jedna trećina ispitanika još uvijek nema diferenciran stav o tom pitanju, a nešto manje od jedne trećine se smatra dovoljno informiranima. Nije zanemariv podatak da skoro 10% sudionika u našem istraživanju nije uopće obaviješteno o ovom segmentu obrazovanja.

S druge strane, pak, za indikativnih 60% ispitanika TV je bila prvi izvor pružanja informacija o inkluzivnom obrazovanju, iako su tri četvrtine od ukupnog broja ispitanika u FBiH očekivale pravodobnije informacije od nastavnika.

Iako proizlazi da roditelji nisu informirani ni upoznati s inkluzivnim obrazovanjem, indikativno je da više od trećine roditelja (38,52%) uključivanje djece s posebnim potrebama u redovite škole smatra opravdanim i korisnim, a skoro jedna trećina (32,7%) roditelja iz FBiH ima - djelomično ili potpuno – suprotan stav. Ova dva suprotna pola, zastupljena u donekle sličnom omjeru u odgovorima roditelja, mogu se objasniti nedostatnom informiranošću roditelja te njihovom zbunjenošću uslijed toga. Stoga i ne čudi neizdiferenciran stav o tome pitanju, prisutan kod nešto manje od jedne trećine ispitanika iz FBiH.

Što se tiče *partnerstva roditelja i učitelja* (Tablica 2), a u vezi s inkluzivnim obrazovanjem, za dvije trećine roditelja ono nije dovoljno. Indikativno je da je nešto manje od jedne petine ispitanika zadovoljno aktualnim stanjem partnerstva kada je riječ o inkluzivnom obrazovanju. Ako nema partnerstva roditelja i, u ovom konkretnom slučaju, nastavnika, odnosno osnovne škole i njihove uzajamne pomoći, a ono predstavlja jedan od

<sup>15</sup> Roditelji u urbanim, suburbanim i ruralnim sredinama; roditelji čija djeca pohađaju prvi, drugi, treći razred devetogodišnjeg osnovnog obrazovanja; stupanj obrazovanja roditelja; roditelji iz različitih županija Federacije BiH; itd.

<sup>16</sup> Cjelovito istraživanje je za zainteresiranog čitatelja dostupno kod autora ovoga rada.

krucijalnih segmenata i postavki inkluzivnog obrazovanja, onda postaje upitna njegova implementacija, posebice za dobrobit djece uopće.

#### Tablica 2

Nešto više od polovice roditelja (50,6%) djelomično ili potpuno se slaže da *komunikacija između roditelja i nastavnika* nije zadovoljavajuća kada je riječ o inkluzivnom obrazovanju. Ako se to poveže sa stavkom o njihovom partnerstvu te s njihovim očekivanjima od nastavnika (koji su ih trebali informirati o ovom segmentu obrazovanja), može se reći kako upravo partnerstvo predstavlja Gordijski čvor ne samo inkluzivnog obrazovanja, već i implementacije reforme osnovne škole u FBiH.

Slično proizlazi i kad je riječ o involviranosti, uključenosti roditelja u inkluzivno obrazovanje (Tablica 3). Indikativnih nešto više od dvije trećine (od kojih jedna trećina u potpunosti) roditelja bilo je zanemareno u planiranju i implementaciji inkluzivnog obrazovanja. Svega 2.5 % roditelja se uopće ne slaže s ovom tvrdnjom. Svaki komentar je suvišan. Roditelji su od samog početka – osmišljavanja, planiranja, te implementacije inkluzivnog obrazovanja bili i ostali marginalizirani.

#### Tablica 3

Nešto više od polovice roditelja smatra da je *inkluzivno obrazovanje nametnuto izvana* (inozemni i domaći političari). Stoga i ne čudi da roditelji iz FBiH smatraju inkluzivno obrazovanje politiziranim, gdje se ne vodi računa o potrebama učenika, ali ni škole, što je mišljenje više od 60% ispitanika. Ipak, jedna petina ih još nije izdiferencirala svoj stav o ovom pitanju. Međutim, imajući u vidu *top-down* model obrazovne reforme u FBiH, ne čudi da inkluzivno obrazovanje nailazi na niz prepreka, jer je trebalo poći od baze – učenika, nastavnika i roditelja, preko integracijskog, a potom inkluzivnog, pa do *full inclusion* modela (više o tome u Fuchs & Fuchs, 1994). I sve to uz partnerstvo svih relevantnih subjekata.

#### Stavovi roditelja iz HNK o inkluzivnom obrazovanju (N = 145)

Skoro polovica roditelja (Tablica 4) iz HNK (47.58%) *smatra da nisu dostatno informirani* o inkluzivnom obrazovanju (a skoro 30% ispitanika su djelomično obaviješteni).<sup>17</sup> Ovo je indikativno, jer je uzorak u HNK-u bio sastavljen od roditelja čija djecu već pohađaju tzv. devetoljetku čiji je sastavni dio inkluzivno obrazovanje.

Više od polovice roditelja (59.9%) iz HNK saznalo je o inkluzivnom obrazovanju putem televizije, dok je za njih skoro jednu četvrtinu TV bio djelomično izvor informacija o tom procesu. Postavlja se pitanje: gdje je tu partnerstvo?!

S druge strane, pak, skoro dvije trećine roditelja smatra upravo nastavnika osobom koja ih treba uputiti u ono što inkluzivno obrazovanje implicira.

#### Tablica 4

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<sup>17</sup> „Ne znam dosta o inkluziji, što ona obuhvaća, što je urađeno.“, riječi su jednog od sudionika u ovome istraživanju.

Međutim, kada je riječ o koristi inkluzivnog obrazovanja, jedna trećina roditelja u HNK još uvijek nema izdiferenciran stav. Više od jedne trećine roditelja pokazuje tendenciju ka negativnom stavu. Pa ipak, nešto manje od jedne trećine uzorka roditelja iz HNK podržava korisnost ove obrazovne koncepcije. Ovi podatci su donekle očekivani, jer kao i u uzorku roditelja iz FBiH, mogu se objasniti nedostatnom informiranošću, odnosno njenom nepostojanju kada je riječ o roditeljima u HNK, gdje je reforma obrazovanja, a time i inkluzivno obrazovanje, otpočelo u svim njenim dijelovima tek 2007. godine (prije toga je samo u jednom dijelu započela 2004. godine). Štoviše, nije bilo sadržaja (radionice, tribine, okrugli stolovi, itd.) putem kojih bi se roditelje informiralo o inkluziji u obrazovanju.

#### Tablica 5

Kada je riječ o *partnerstvu roditelja i osnovne škole* u HNK (Tablica 5), nešto više od 60% roditelja iz ovoga istraživanja smatra ga nedostatnim. Skoro jedna četvrtina još nema izdiferencirano mišljenje o tome. Manje od jedne petine ispitanika ima suprotan stav. Ovdje bi vrijedilo ispitati tko inicira suradnju, tj. partnerstvo roditelja i škole (roditelji, nastavnici ili, pak, netko drugi iz školskog *milieu*-a!) i koji su to oblici suradnje, itd.<sup>18</sup>

Kada se navedenim podacima, doda činjenica da *roditelje nitko ni prije ni poslije nije pitao o inkluzivnom obrazovanju*, niti ih je konzultirao, o čemu govori nezanemariv dio od skoro 80% roditelja iz HNK - sudionika ovoga istraživanja, postaje jasan njihov stav o ovom pitanju i svaki komentar bio bi suvišan.

Roditelji učenika koji pohađaju prvu trijadu osnovne škole pokazuju, za sada, negativan stav prema inkluzivnom obrazovanju. I roditelji su, kao i nastavnici bili zanemareni u osmišljavanju inkluzivnog obrazovanja, nisu pravovremeno informirani niti involvirani u pripremu, marginalizirani su i u njegovoj implementaciji.

#### Tablica 6

Kada je riječ o *imputiranosti inkluzivnog obrazovanja*, skoro dvije trećine roditelja u HNK smatra, od čega jedna četvrtina u potpunosti, da su ga nametnule političke strukture (Tablica 6). Prethodno rečeno potvrđuje i indikativnih tri četvrtine roditelja koji ga smatraju iskorištavanjem<sup>19</sup> za vlastiti interes određenih pojedinaca, zanemarujući pri tom stvarne, bitne probleme škole i djece.

Kao što je već prije naglašeno, roditelji su od samog uvođenja inkluzivnog obrazovanja bili i ostali marginalizirani.

<sup>18</sup> Izjave roditelja zorno ilustriraju navedeno: „Što se tiče upisa osnovaca s fizičkim, emocionalnim i drugim problemima smatram da nije ni moguće mentalno nesposobnu djecu obrazovati s djecom koja to nisu.“; „Ne može se vršiti reforma obrazovanja i vršiti diskriminacija po bilo kojoj osnovi, a to znači uključivanje i prihvaćanje učenika s raznim fizičkim, socijalnim, emocionalnim, itd. problemima. Ne možemo strpati sve u jedan koš.“ Ovdje je već svaki komentar suvišan...

<sup>19</sup> „Sve ovo nam je nametnuto od strane političara i oni će ih provoditi svidjelo se to nama ili ne.“; „Možda se misli da je učitelj čarobnjak, nastavni proces cirkus, a život bajka.“ ... samo su neke od izjava roditelja iz našega istraživanja.

## Diskusija

Partnerstvo roditelja i nastavnika, tj. škole, implicira kontinuiranost, međusobno poštivanje i razumijevanje, povjerenje, kao i zajedničke obveze i odgovornosti. Pa ipak, partnerstvo roditelja i škole još uvijek predstavlja Gordijski čvor inkluzivnog obrazovanja u FBiH (ne samo na razini osnovne škole, nego i na drugim razinama obrazovnog sustava).

Osnovno obrazovanje ne implicira selektivnost (ili ...?!). Prava svrha osnovnog obrazovanja je omogućiti što više pozitivnih utjecaja i iskustava za svako dijete kako bi se potaknuo njegov/njen cjelovit razvoj. No, je li to moguće bez partnerstva relevantnih subjekata, u konkretnom slučaju roditelja i škole, tj. nastavnika. Mogli bismo postaviti pitanja: *Kakvu školu želimo? Kakvog čovjeka odgojiti i obrazovati? Za kakvo društvo? Kakvu budućnost?* „U pomanjkanju jasnoće ciljeva svaka će promjena biti skupo i neodgovorno eksperimentiranje i poigravanju s budućnošću, nadasve djece ali i društva u cjelini“ (Razum, 2007, str. 865).

Inkluzivno obrazovanje ima svoj *raison d'être*, ali inkluzija u obrazovanju je postupan, sustavan, dugotrajan, kompleksan, ali i kreativan proces, koji polazi iz stvarnog života, a ne ministarskih fotelja. Zasniva se na znanstvenim analizama i činjenicama, stručnim mišljenjima, koncepcijama, uz suradnju svih relevantnih subjekata kao *conditio sine qua non* njegovog uspjeha. Trebalo je pažljivo, objektivno i kritički analizirati iskustva drugih zemalja. *Poanta nije koji je pristup, odnosno model inkluzivnog obrazovanja najbolji, već koja je kombinacija pristupa, odnosno različitih modela najefikasnija i daje dugoročne pozitivne rezultate, s posebnim osvrtom na dobrobit djece.*

Politički pristup smatra da je idealno „djelovati“ što brže. Međutim, znanstvena racionala vodi računa o dugoročnim rezultatima (ishodima, posljedicama). Bivši norveški ministar obrazovanja G. Hernes svojevremeno je, osvrćući se na reformu obrazovanja u Norveškoj 90-ih godina prošlog stoljeća, napravio sljedeću usporedbu: „... reforma obrazovanja je poput konstruiranja novog aviona dok je jedan već u zraku“ (prema Monsen & Haug, 2000, str. 4). Konotativno značenje ministrove izjave bi se moglo promatrati u svjetlu inkluzivnog obrazovanja koje treba biti koordinirano kako bi se mogle dobiti – pravovremeno – povratne informacije koje mogu i trebaju pomoći u njegovom daljnjem (su)konstruiranju.

*U oba uzorka roditelja – iz FBiH i HNK – do sada prisutan je negativan stav prema inkluzivnom obrazovanju, nešto izraženiji kod roditelja u HNK, koji proizlazi iz nedostatne informiranosti, nepostojanja partnerstva između relevantnih subjekata, njegove političke pozadine („top-down“ model), itd. Proizlazi da urgentno treba raditi na razvijanju pozitivnih stavova kod roditelja prema inkluziji u obrazovanju<sup>20</sup> i to putem adekvatno osmišljenih postupaka (veća involviranost u proces školske inkluzije, poboljšanje i poticanje partnerstva, veća, bolja i redovita informiranost, više edukacije,*

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<sup>20</sup> Ali i kod nastavnika, što je pokazalo jedno drugo istraživanje koje je paralelno provedeno s ovdje prezentiranim.

itd.). Neophodno je stvoriti preduvjete koji će poticati partnerstvo roditelja i nastavnika kao i cijelog školskog sustava i društva.

Sinergično djelovanje svih relevantnih subjekata, interdisciplinarni i holistički pristup, dijalog i susret, razumijevanje i partnerstvo, uzajamno prihvaćanje i poštivanje, na zajedničkom putu ka inkluzivnom obrazovanju i u inkluzivno obrazovanje... predstavljaju *conditio sine qua non* njegove učinkovitosti i uspješnosti na dobrobit svih, posebice djece.

Imajući u vidu rezultate dobivene ovim istraživanjem, elaborirajući rečeno i zacrtano u raznim zakonodavnim aktima nasuprot onome što je učinjeno i postignuto, postavlja se sljedeće pitanje: Je li sve ovo *stvarnost* ili, pak, na razini *proklamacija, svojevrsno epigonstvo iluzija*...?

## Umjesto zaključka

„Izvorno, inkluzivno obrazovanje je ponuđeno kao svojevrsni protest, poziv na radikalnu promjenu samog tkiva/strukture školovanja. Sve više i više se koristi kao sredstvo da bi se objasnio i zaštitio status quo“ (Graham & Slee, 2008, str. 277). Ponašamo li se i mi ovako kada je riječ o inkluzivnom obrazovanju u našim školama i partnerstvu relevantnih subjekata? Reflektiramo li svojevrsni orwellovski pristup, parafrazirano - *svi smo jednaki, samo su neki jednakiji od drugih* - preneseno u kontekst partnerstva u okviru inkluzivnog obrazovanja: *svi „partneri“ su jednako zastupljeni, samo su neki jednakije zastupljeni od / nauštrb drugih*.