Svako dijete
treba obrazovanje

Bright 4 All
#bezIZUZETKA

LOCAL
ACTION
RESEARCH
ON SCALE AND CAUSES
OF EDUCATION DROPOUT
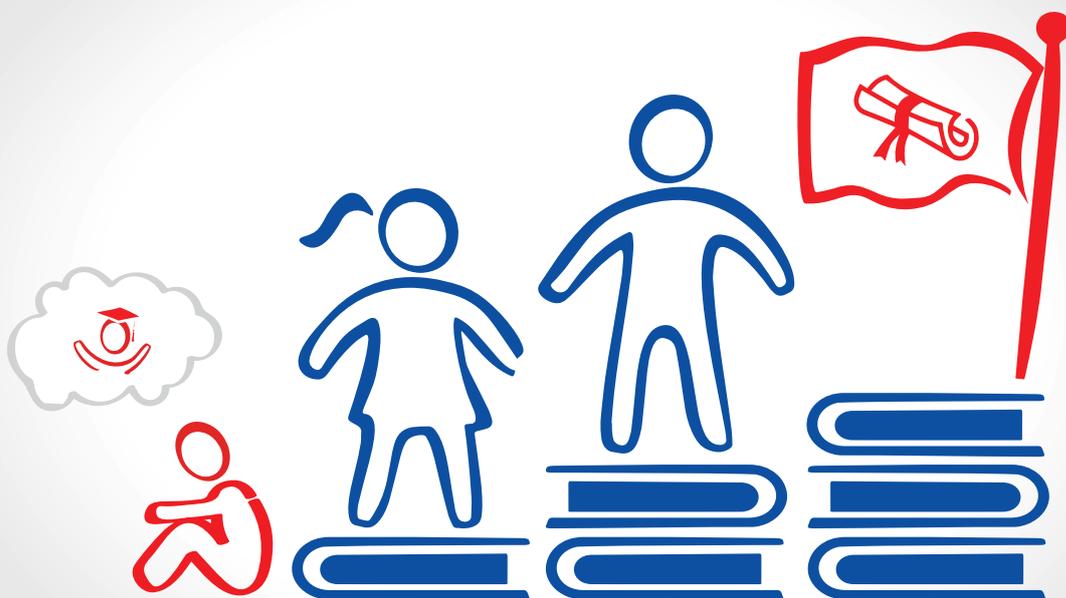
Save the Children

Omladinski
centar
"Vermont"

ŽENE SA UNE

Save the Children believes every child deserves a future. In North West Balkans and around the world, we give children a healthy start in life, the opportunity to learn and protection from harm. We do whatever it takes for children – every day and in times of crisis – transforming their lives and the future we share

Together we can do more!
Tell us what you think about our work.
RECI-NAM@savethechildren.org

LOCAL ACTION RESEARCH ON SCALE AND CAUSES OF EDUCATION DROPOUT
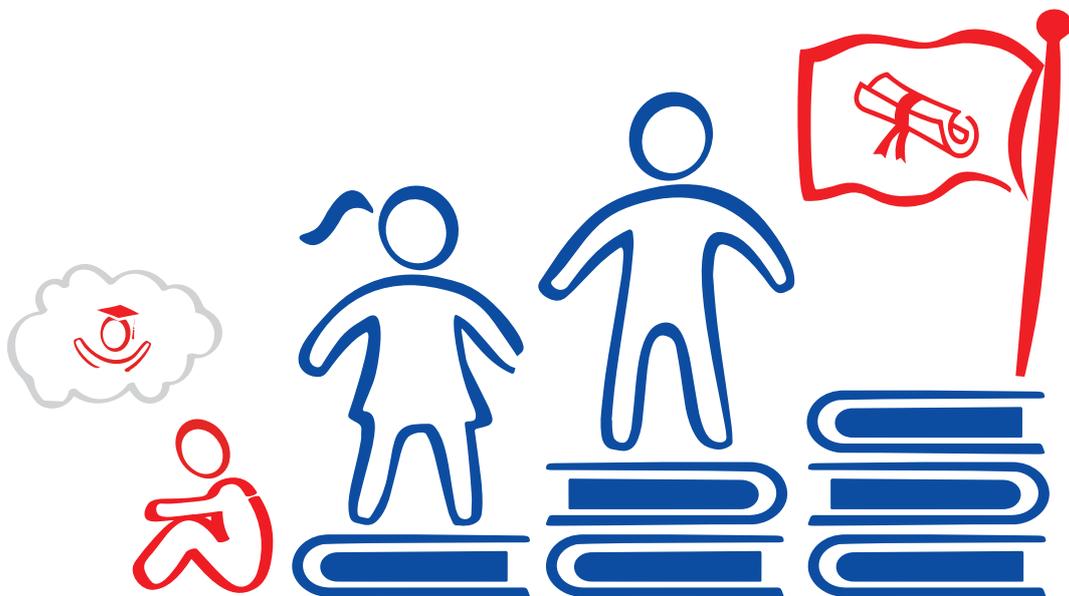
PhD Ivana Zečević

Banja Luka University, Faculty of Philosophy, Department of Psychology

CONTENT

ABBREVIATIONS

BiH	– Bosnia and Herzegovina
BD	– District Brčko
AVDH	– Questionnaire for assessment of aggression (anger, vengefulness, domination, hostility)
FACES	– Family Adaptation and Cohesion Scales
FBiH	– Federation of Bosnia and Herzegovina
RS	– Republic of Srpska

Save the Children believes every child deserves a future. In the countries of North West Balkans, we work every day to give children a healthy start in life, the opportunity to learn and protection from harm. When crisis strike and children are most vulnerable, we are always among the first to respond and last to leave. We ensure children's unique needs are met and their voices are heard. We deliver lasting results for millions of children, including those hardest to reach. We do whatever it takes for children – every day and in times of crisis – transforming their lives and the future we share.

The mission of „Žene sa Une" Association is to contribute to economic, social, cultural and political empowerment through an open society, regardless of gender, profession, national, religious and territorial affiliation. Among goals of the Association are civic education about democracy, support and care for vulnerable categories of the population, combating family violence, organisation and development of volunteering and volunteer programs, corrective for executive and legislative power.

The aims of Youth centre ¨Vermont" are: protection and promotion of the rights of the child, improvement of social and economic status of youth through education and employment; NGO networking and capacity building; prevention in healthcare and ecology; combating corruption; events organisation in the areas of sports and culture; constructive planning of leisure time for youth. In over twenty years of successful work, Youth centre "Vermont" proved capable of coping with all challenges and issues of modern age that we live in.

SUMMARY

Project „Bright4All – Basic Right to Education for All Children in Bosnia and Herzegovina" focuses on determining scale and causes of early school dropout in Bosnia and Herzegovina, aiming for its prevention. The goal of this project is to shed light on the issue of school dropout and to provide qualitative and quantitative data on the scope of this problem in five targeted regions (Una-Sana and Tuzla Canton in FBiH, Prijedor and Bijeljina in RS and District Brčko), to warn about the lack of systemic approach for prevention of early school dropout among children from vulnerable groups (with special emphasis on Roma children, children with disabilities, children from rural areas, etc.) i.e. to encourage all children to remain in the educational process.

This project is financed by the European Union through European instrument for democracy and human rights, and is implemented in partnership of Save the Children, Youth centre "Vermont" Brčko and Association "Žene sa Une" Bihać.

Research was conducted from July to September 2017 and it included children, young people and adults, as well as experts in the areas of education and social protection. It was piloted in the following municipalities: Bihać, Bijeljina, Brčko, Bužim, Cazin, Prijedor, Srebrenik and Velika Kladuša. The research was based on quantitative and qualitative techniques. Quantitative techniques were applied on a sample of children and youngsters who, regularly, or irregularly attend primary and secondary schools in said municipalities, whereas qualitative technique of interviews was used on a sample of children who have dropped out of school, as well as on a sample of experts from relevant ministries and pedagogical institutes. Focus groups were used to get feedback experts form educational and social protection institutions.

The research presented in this document offers results on how children who regularly attend school perceive their educational institution and how satisfied they are with it, as well as with their teachers' attitude towards them, how they see their families and relations within it, how they perceive themselves and how much they can recognize inadequate forms of behaviour in themselves, emotions of anger and hostility. Besides that, this research aimed to ascertain causes of school dropout in order to determine its scope in targeted areas, as well as to, by developing positive case studies, detect and identify positive factors that have helped girls and boys who, despite troubles they face, successfully attend school and to use such factors as indicators of prevention of school dropout.

Acquired results show that children who attend school on a regular basis are more satisfied with school then the ones who irregularly attend it, while statistically, primary school pupils show significantly more content with school than secondary school students. Aggression in behaviour is more present with children who irregularly attend elementary school or do not attend it at all, as in the high school students sample. Children who have left the education system, as well as those who irregularly attend school, have a poorer self-image than the rest of the respondents from the children and youth sample. The reasons stated by children who have left school are mainly related to absence of interest for education or lack of parental support, insufficient funds, as well as moving to another place or necessity to work in order to support themselves.

The quantitative part of the research showed that respondents think that school dropout is a problem present in their communities, noticeable in both primary and secondary schools, and that children tend to leave high school in higher rates than the elementary. Children who leave school predominantly come from socially vulnerable families with unemployed parents, families who live far away from schools and families exposed to domestic violence and child neglect. Interviewed experts said that relevant ministries receive data showing student dropout rate per school year, but that the issue of registration of children moving to a different place represents a huge obstacle in gathering adequate statistic of this occurrence, given that schools that children leave from do not receive information on whether and where they continue their education. When it comes to prevention programs, most of the respondents stated that there are none, but mentioned two organizations – Save the Children and OSCE – as organizations who have been investing in projects aiming to reduce school dropout rates.

Lastly, this report contains recommendations divided into three groups: recommendations for educational institutions, for local communities and for entity/cantonal and state level.

INTRODUCTORY CONSIDERATIONS ON CAUSES OF SCHOOL DROPOUT

Nowadays, education is more important than ever. Comparing to the previous century, modern age of latest digital technologies, in which science advances at an incredible rate, for most professions not graduating from high school equals to remaining uneducated. Contemporary market demands flexibility and fast adaptability to new technologies as well as lifelong education. In line with abovementioned, young people who drop out of school before they graduate from high school become especially vulnerable. Numerous research exists (Rumberger, 1987, Kronick, 1994, O'Neill Dillon et al., 2003, Bridgeland et al., 2006) pointing out the difficulties young people, who have dropped out of primary and secondary school, face with. Those groups of youngsters represent a risk group for multiple antisocial behaviours and social exclusion, as well as for various issues related to their mental health. Also, they face with difficulties related to employment and inability to advance in their lines of work due to lack of qualifications.

Early school dropout represents a complex phenomenon that may be defined as a decision to quit school at a certain level, i.e. to not complete the level of education seen adequate by the society one lives in (Viadero, 2001, Finn, 1989). Early school dropout is a dangerous decision because it has serious consequences, not solely for the individual, but also reflecting on a higher, social level.

Various international studies gathered data on different reasons children drop out of school for. What most authors seems to agree upon is that such a decision is never a hasty one, but that withdrawal from school is a product of a long-term influence of various risk factors over the child as well as the family (Rumberger, 1987, Tidwell, 1988, Janosz et al., 2000). Some of those factors include: lack of financial means, status of minority in the society, starting their own family, parental value system (uneducated parents often do not appreciate education and do not see its purpose), antisocial behaviours, specifics in child's development (physical and psychological), etc.

Author Barušić et al. (2010) researched early school dropout through a time perspective, concluding that at least two phases of research exist that are significantly different in explaining the dominant paradigms. Previous researches linked this phenomenon to school environment, looking for causes in uninteresting classes and bad teaching methods. Later researches were more oriented towards causes and reasons for early school dropout outside of school. They dealt with student personalities, their family and social environment, presuming interaction of such factors. This way, school dropout became not solely a school problem, but a social one.

Based on results of different empirical researches (Vallerand et al., 1997, Battin-Pearson et al., 2000, Janosz et al., 1997, Finn, 1993, Maehr and Midgley, 1996, Garnier et al., 1997, Cairns et al., 1989, Suh et al., 2007, Rumberger, 1987, Astone and McLanahan, 1991, Hunt et al. 2002) three groups of factors can be distinguished that could represent indicators which may point to children, attending both primary or secondary school, who might drop out. The groups of indicators are the following:

1. Factors pertaining to the first group are related to education: academic performance, motivation to learn and satisfaction with school.

2. Second group of factors comprises of those related to antisocial behaviour: delinquent behaviour, alcohol and drug abuse, violent and aggressive behaviour.

3. Third group factors are related to socio-demographic characteristics of students: gender, age, parents' level of education, family completeness and socioeconomic status, number of household members, place of residence, conditions in which the child's family lives, etc.

When it comes to the first group of indicators, there are many different risk factors related to school environment that also affect child's decision to leave school. Dryfoos (1997) writes about: low academic achievement, lower grades and truancy, poor performance and weak motivation. Mihić, Novak and Bašić (2010) talk about weak commitment to school and poor academic achievement as predictors of school dropout, whereas authors Williams, Ayers and Arthur (1997; according to Bašić, 2000) see school failure, poor academic achievement, issues with discipline and insufficient commitment to school as risk factors in the school environment. Authors Loeber and Farrington (2000; according to Vrselja, Sučić, Franc, 2009) also mention poor commitment to school, low educational aspirations and weak motivation of students.

The term "school failure" often implies low grades (Bašić and Kranželić Tavra, 2005). Bosnia and Herzegovina has a numeric grading system, distributing student's success using a 1 to 5 scale, where those who gain 1 are unsuccessful ones, while everyone else is found more or less successful. When talking about the group of students who are more or less successful, statistics show that on the primary school level, excellent (5) and very good (4) success of students prevail over those whose success is graded good (3) and sufficient (2). [1] Analyses of school success at the end of the term of school year 2015/2016 shows such tendency, since average success of all primary school students in Republic of Srpska was 3,91, with over 70% of excellent and very good students. Being a student with poor school result in such circumstances is not at all easy.

However, in order to be able to properly evaluate school (un)success, it is necessary to make a difference between academic and school failure. Academic failure is directly related to low grades, whereas school failure represents child's subjective assessment of its own failure, not only on academic, but also on a personal level (Bašić and Kranželić Tavra, 2005). Therefore, academic failure is a result of complex, interlinked factors, one of the most obvious ones being poor academic performance.

A research conducted in Croatia by Ferić, Milas and Rihtar (2010), on a sample of 401 young people who have not completed secondary school, shows that there are three groups of young people who quit education: 15% of them quit due to financial problems, lack of ability and difficulties with the school curriculum, 34% for lack of motivation and interest in school and 51% because of lack of motivation and frequent truancy.

Second group of factors influencing school dropout comprises of those related to antisocial behaviours. Children and youth showing deviant behaviour, prone to alcohol and drug abuse, as well as violent and aggressive behaviour, have no motivation to study and find no meaning in learning and education (Zoković, Vrcelj, 2010). Alongside those, first group factors are mainly present, as well. Aside from this, due to constant deviant behaviour, such children and youngsters tend to be punished in school and labelled problematic, which makes them more excluded from the group of children and young people perceived as adequate. This too can influence their decision to leave the education system.

Third group of factors are sociodemographic characteristics of children and youth. This is a very diverse group of factors, some of which are more often found in studies examining school dropout causes. Those are: socioeconomic status of the family, number of household members, place of residence and conditions that child's family lives in[2] (Ferić, Milas and Rihtar, 2010). Families with bad socioeconomic status, in which both parents are unemployed, are families that cannot provide their child with continuous education. These are usually families who reside far away from school making it difficult to children to reach school, so they leave education if transportation is not organized, or is too expensive for the family budget. Often, such children ought to walk several kilometres to school, through inaccessible and unsafe terrains. Level of parental education can also be a factor influencing children to drop out of school – if parents are not educated and do not have an adequate perception of meaning of education for their children. Insufficient parental awareness of necessity of their children's education is yet another factor affecting their decision to not enrol them to school or have them leave it very early. This is especially typical in parents with a low education level, as well as in those who have difficulties with their mental development.

---

1 https://www.rpzrs.org/261/rpzrs/Analiza/postignuca/ucenika/na/polugodistu/i/na/kraju/skolske/godine
2 Study on Preventing Early School Leaving Before Attaining Qualification in Montenegrin Vocational Schools, Project implemented within the Project MNE/011 – Strengthening Vocational Training on the North-East Montenegro – financed by Lux Development ANALYSIS of the cause of failure, dropout and decrease of the number of pupils in primary schools in the Federation of Bosnia and Herzegovina

Aside of the mentioned three groups of factors, study conducted in BiH[3] points out to additional factors influencing school dropout. Children with disabilities also represent a risk group for school dropout, while sometimes they do not even enrol. Besides them, children from returnee families are sometimes not enrolled to school, since their parents question adequacy of education in a language that is not their native.

In addition to all mentioned groups, children above the age of 15 make one more risk group since they belong to the adult education system. Finally, another large group of children at risk of not enrolling to school or leaving it early are Roma children. With some of them, the issue is failure to register – they do not have birth certificates so they cannot receive invitation to enrol, thus they are not listed in the school system databases. Also, Roma people tend to move often and do not have a need for identification documents of any kind. Illiteracy of this population leads to parents not fully understanding the meaning that education has for every child. Additionally, Roma people have their own language and classes are taught in languages that are not their native, which further complicates their position in the education system.
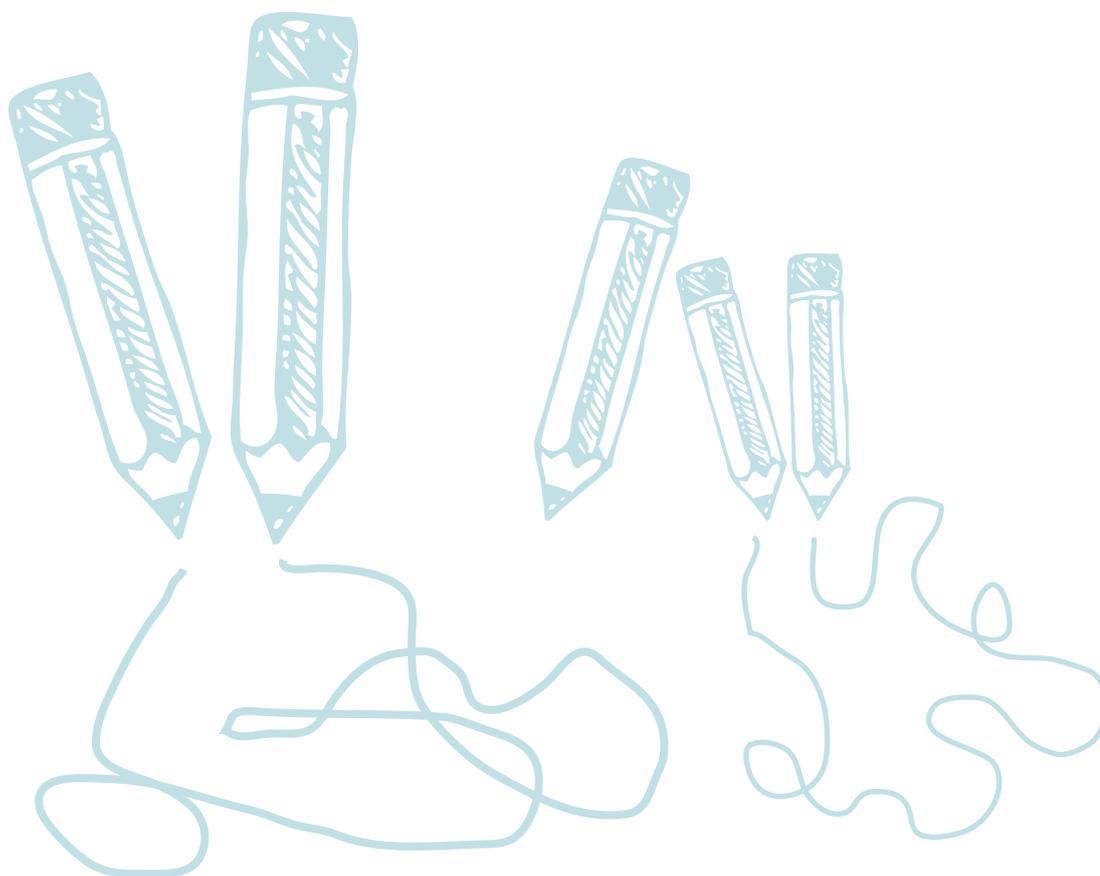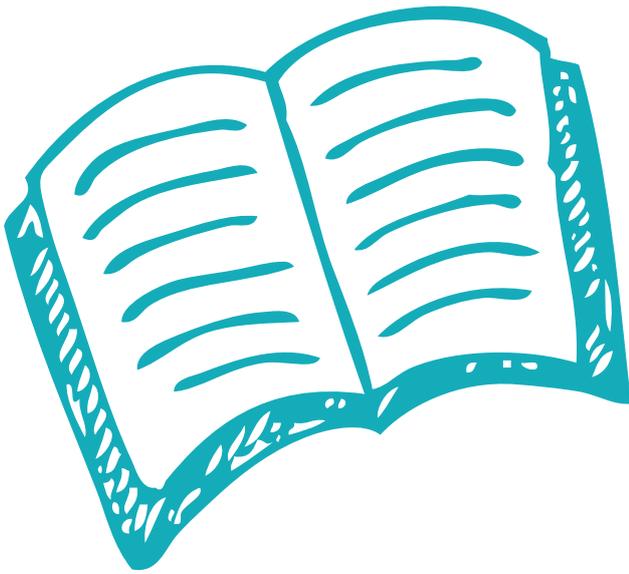
RESEARCH GOALS

The research goal was to examine causes of children and youth school dropout, using quantitative and qualitative techniques. Research took into consideration results of previous studies, so several variables were selected: satisfaction with school, assessment of quality of family relations, self-image of children, inclination to violent forms of behaviour.

This research offers results related to the way that children who regularly attend school perceive their educational institution, how satisfied they are with the school system and their teachers' attitude towards them, how they see their families and relations within it, how they perceive themselves, and how much they can recognize inadequate behaviour in themselves, emotions of anger and hostility. All of the mentioned variables represent causes of school dropout, so it is necessary to determine the level of their existence in general, as well as in population of children who withdrew from the education system, and in those who have returned to school after dropping out.

This research identifies causes of school dropout in order to determine its scope in targeted areas, and, through development of positive case studies, identifies positive factors that help girls and boys to successfully complete school, despite all troubles they face with.

Another goal of this research was to present its preliminary results in the local communities and discuss them with competent people in each of targeted locations (including local/cantonal/entity/state authorities, educational and pedagogical institutions, social protection institutions, representatives of the health sector, police departments, school councils and other key actors), in order to jointly work towards planning activities that may help prevent this problem at the local level.
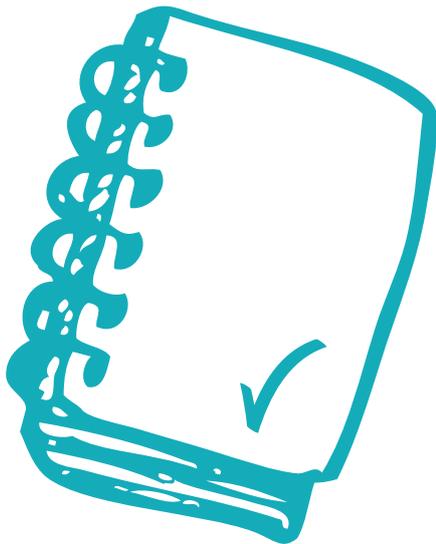
RESEARCH METHODOLOGY

This research was implemented from July to September 2017. The quantitative part of the research was conducted intensively in September, while its qualitative part was carried out during the entire course of the research.

Research included both quantitative (questionnaires and scales) and qualitative techniques (focus groups and interviews). When it comes to quantitative techniques (Sociodemographic data questionnaire, SOS-KF, FACES III; Self-perception profile for children and AVDH), they were used on a sample of general population respondents, primary and secondary school pupils aged 11 – 19, as well as on a sample of respondents who have withdrawn and then returned to school, and on a sample of students who have dropped out of school and did not return. Application of said techniques provided a lot of feedback on:

- how respondents perceive school and their teachers,
- family environment of the respondents, cohesion of relations within their families, flexibility of their families,
- self-evaluation of respondents' competencies and
- how respondents assess their reactions in specific conflict situations, and whether they see themselves as more or less aggressive.

With children who have dropped out of school, as well as with those who have withdrawn and then returned to school, these instruments were applied using a 1 on 1 method, by interviewers trained to assist a child during interviews without suggesting the answers.
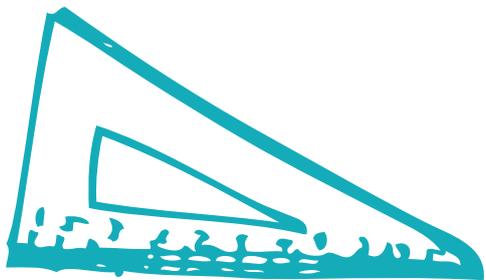
INSTRUMENTS

Instruments used in the quantitative part of the research are the following:

1. Questionnaire on sociodemographic data.

2. SOS-KF (Subotić, Knežević, Brković) – questionnaire measuring satisfaction with school comprised of three inter-correlated dimensions: 1) Satisfaction with teachers and school (Sat_TS); 2) Dissatisfaction with compulsivity of the school (Dis_ComS); 3) Dissatisfaction with the concept of school (Dis_CS).

3. FACES III – instrument for evaluation of Family Adaptation and Cohesion Scales by Olson, D.H. (1985). Cohesion points out to emotional relations, boundaries, sharing of time, space and friends, decision making and interests. Flexibility shows ability of the family system to change its structure, roles and rules in response to developmental changes.

4. Self-Perception Profile for Children – serves to measure child's image of its own competency – an adapted version of Susan Harter's "Self-Perception Profile for Children" (1985) scale was used. The author of the scale assumes that children distinguish areas of their competencies, i.e. they do not feel equally competent in each of the domains. Children evaluate themselves in five different domains of self-perception, related to competence in scholastics, athletic competencies, social acceptance, physical appearance and behaviour. Competence in scholastics refers to perception of one's own competence or abilities within the school environment. Social acceptance refers to a degree in which a child is accepted by its pears or feels popular. Athletic competencies refer to child's perception of success in sports and outdoor games. Physical appearance refers to a degree of child's satisfaction with appearance. Regulation of behaviour refers to a degree of child's contentment with his/her behaviour, i.e. feeling that his/her behaviour is adequate and conventional.

5. AVDH (anger, vengefulness, domination, hostility) – is a questionnaire assessing aggression by Dinić et al. This is an instrument observing aggression as a multidimensional construction, through four dimensions: anger ("I get angry easily"), vengefulness ("I would take revenge against someone who harms me"), domination ("No one can contradict me") and hostility ("I am often dissatisfied with the behaviour of other people").

Qualitative techniques of data gathering were interviews, focus groups and case studies. Qualitative studies were used with adults, experts in the areas of education and social protection, as well as with children. Among children, the sample comprised of those who have withdrawn from the education system and are no longer part of it, as well as children who, for different reasons, returned to school, successfully completing it. Focus groups included experts from primary and secondary schools, directors, pedagogues, psychologists, as well as directors, social workers and psychologists from centres for social work. Focus groups were attended by 3 to 10 participants, discussing seven different topics. Focus groups lasted for an hour and a half, on average. Each focus group and interview were recorded and transcripts were made thereafter.

THE RESEARCH SAMPLE

This research sample consists of children, youngsters and adults. Children and youngsters are primary and secondary school pupils from the following municipalities: Bihać, Bijeljina, Brčko, Bužim, Cazin, Prijedor, Srebrenik and Velika Kladuša. Adults are experts from institutions of education, social protection and police. The sample is shown in the tables, while the textual part explains the sample selection process.

The sample of children is comprised of children from the general population - 1010 children who attend school on a regular basis, 69 children who have dropped out of school, as well as 53 kids who attend school irregularly. So, a total of 1132 children and youngsters participated in this research, age M=14,32, SD=2,065.

Table 1. Presentation of sample of children who regularly and irregularly attend school, surveyed by municipalities and gender

GENDER	MUNICIPALITY								TOTAL
	Bihać	Bijeljina	Brčko	Bužim	Cazin	Prijedor	Srebrenik	V. Kladuša	
female	83	90	89	75	73	71	13	95	589
male	75	84	102	100	72	31	21	58	543
TOTAL	158	174	191	175	145	102	34	153	1132

Table 2. Presentation of sample of children who regularly and irregularly attend school, surveyed by municipalities and age

		Uzrast								TOTAL
		11	12	13	14	15	16	17	18	
MUNICIPALITIES	Bihać	20	25	24	15	25	22	25	2	158
	Bijeljina	21	22	23	20	25	41	22	0	174
	Brčko	32	29	24	24	25	23	29	5	191
	Bužim	16	26	25	26	22	19	19	22	175
	Cazin	3	19	21	21	17	25	25	13	144
	Prijedor	5	7	12	10	22	20	23	3	102
	Srebrenik	8	3	1	15	7	0	0	0	34
	V. Kladuša	20	20	21	25	23	24	20	0	153
TOTAL		125	151	151	156	166	174	163	45	1131

Table 3. Descriptive data on the gender and place of residence of children and young people who do not attend school

		GENDER		TOTAL
		male	female	
MUNICIPALITIES	Bihać	4	9	13
	Bijeljina	11	1	12
	Brčko	10	5	15
	Bužim	2	2	4
	Cazin	5	6	11
	Prijedor	0	1	1
	V. Kladuša	5	8	13
TOTAL		37	32	69

Table 4. Descriptive data on the gender and place of residence of children and young people who irregularly attend school

		GENDER		TOTAL
		male	female	
MUNICIPALITIES	Bihać	3	1	4
	Bijeljina	8	4	12
	Brčko	8	12	20
	Cazin	6	5	11
	Srebrenik	2	0	2
	V. Kladuša	0	4	4
TOTAL		27	26	53

The adults' part of the sample is comprised of experts from primary and secondary schools, centres for social work, as well as relevant ministries. Adult respondents were researched using qualitative methods of interviews (representatives of relevant ministries), and focus groups (representatives of schools and centres for social work). Those respondents were requested to provide data about functioning of the institutions responsible for education of children and supervision of parents, as well as to share their view about inter-institutional and cooperation between institutions and relevant ministries. The sample of experts that formed focus groups and with whom interviews were conducted is presented in the tables below.

Table 5. Descriptive data on experts participating in the study

Municipality	Primary schools			Secondary schools			Centres for social work			Σ
	Director	Pedagogue	Psychologist	Director	Pedagogue	Psychologist	Director	Soc. worker	Psychologist	
Bihać	3	2	0	2	1	0	0	1	0	9
Bijeljina	1	1	0	0	1	0	0	1	1	5
Brčko	1	3	1	1	2	0	1	0	1	10
Bužim	1	1	1	1	1	0	0	1	0	6
Cazin	1	3	0	1	2	0	0	1	1	9
Prijedor	0	1	1	0	1	0	0	1	0	4
Srebrenik	1	2	1	0	1	1	0	0	0	6
V. Kladuša	1	1	1	0	0	0	0	0	0	3

Using the interview method, a total of 10 experts in the areas of education, healthcare and social protection were questioned.

Table 6. Descriptive data on experts participating in the interviews

GENDER	MUNICIPALITY					TOTAL
	Bihać	Bijeljina	Brčko	Prijedor	Tuzla	
M	1	0	3	0	2	6
F	2	1	0	1	0	4
TOTAL	3	1	3	1	0	10

When it comes to case studies conducted of children who have dropped out of school, a total of ten respondents were questioned, three from Bihać, three from Cazin, two from Velika Kladuša and two from Bužim. The number of case studies of children who have withdrawn and then returned to school is four – two from Cazin and two from Velika Kladuša.

Besides children who have dropped out of school, their parents were also researched. A total of 32 interviews were conducted – 16 in Brčko and 16 in Bijeljina. In Bihać, there were 13, Cazin 11, Bužim 4 and Velika Kladuša 12 interviews with parents of children who have dropped out of school.
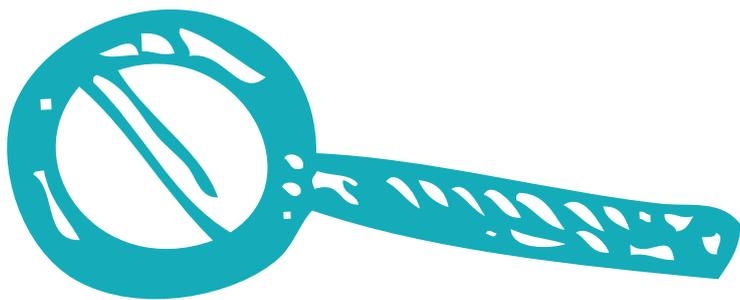
QUANTITATIVE PART OF THE RESEARCH

Quantitative part of the research embodies processing of results gathered by instruments used to examine satisfaction with school, child's perception of family cohesion and flexibility, self-image of child's own competency and aggression. These four instruments provided data explaining how children and young people from this sample perceive themselves, their family and school. Satisfaction with school, aggressive behaviour and functionality of the family represent factors that may point out to potential risk of school dropout.

In the following section, we will consider gathered results and compare different groups of respondents, by gender, age, parental level of education and regularity of school attendance.

SATISFACTION WITH SCHOOL AMONG RESPONDENTS FROM THE GENERAL POPULATION

Satisfaction with school related to respondents' gender and level of education

Satisfaction with school is one of the factors influencing a child's decision to leave education. In this research it was examined using an instrument measuring three factors of satisfaction with school: satisfaction with teachers and school, dissatisfaction with the compulsivity of school and dissatisfaction with the concept of school. In the text bellow we will compare respondents who attend school on a regular basis with those who attend it irregularly.

Respondents attending school on a regular basis (N=1079) have scored the following average values on each of the subscales: satisfaction with teachers and school (M=3,10, SD=0,77), dissatisfaction with the compulsivity of school (M=1,89, SD=0,86) and dissatisfaction with the concept of school (M=3,16, SD=1,04). When it comes to respondents who stated that they attend school irregularly (N=53), they achieved the following averages on this test: satisfaction with teachers and school (M=2,84, SD=0,90), dissatisfaction with the compulsivity of school (M=2,32, SD=1,05) and dissatisfaction with the concept of school (M=3,50, SD=1,03). Given the significant difference in number of respondents in the two groups, no special statistical comparison was conducted, aside from the interpretation of descriptive values. Hence, the group of respondents attending school on a regular basis scores higher on the "satisfaction with teachers and school" subscale then the group of irregular attendees. This is not an unexpected result, since dissatisfaction with school is one of key reasons for school dropout. When it comes to the compulsivity of school, implying its established methods of work, monotony, rigidity and routine, the group of respondents who irregularly attend school proved to be slightly more dissatisfied comparing to the group of respondents that attend school on a regular basis. Respondents irregularly attending school are more dissatisfied with the concept of school, comparing to other respondents.

Although only a descriptive statistic is presented (due to an inadequate ratio of respondents in both groups, we had no possibility of comparing those using statistical methods), it is clearly visible that, even according to this research, overall satisfaction with school represents a possible indicator of irregular school attendance. In the absence of a timely reaction of school and family, child's frequent truancy paves their way to school dropout.

Consideration of differences between male and female gender on the scale of satisfaction with school was conducted using a Mann-Whitney U test, since examination of normalcy of obtained results showed no normal distribution on either of the subscales, which is typical for large samples, such as this one.

Mann-Whitney U test did not discover a statistically significant difference related to satisfaction with teachers and school between male (Md=3,14, N=544) and female respondents (Md=3,14, N=589), U=158907, z= -0,237, p=0,813, r=0,007. This result shows that both male and female respondents are equally satisfied with teachers and school.

When it comes to dissatisfaction with the compulsivity of school, a statistically significant difference appeared between male (Md=1,92, N=544) and female respondents (Md=1,67, N=589), U=139036,5, z= -3,870, p=0,000, r=0,115. Dissatisfaction with the compulsivity of school is more expressed in male respondents. Such a result shows that boys and young man (Mr=605,92) from this sample have expressed more deprecation towards certain characteristics of our schools with a compulsory component, than girls and young women (Mr=531,06). According to them, school enforces more that it should, so it makes them feel imprisoned. Still, the effect size is small, which means it should not be generalized to the entire population.

Dissatisfaction with the school concept is another subscale that showed statistically significant difference between male (Md=3,25, N=544) and female respondents (Md=3,00, N=589), U=138916,5, z= -3,879, p=0,000, r=0,115. Dissatisfaction with the school concept, as well as with its compulsivity, is more expressed by male respondents (Mr=606,14) than by female (Mr=530,85). Male respondents are less inclined towards the contemporary concept of education and they have made that clear in this research, but the effect size is small, as the previous one, so it should not be generalized.

Following the gender comparisons, the sample of respondents was paralleled by level of education – primary and secondary school. Obtained results showed statistically significant differences between pupils from primary and secondary schools when it comes to satisfaction with school, on all three subscales.

Mann-Whitney U test showed statistically significant differences in satisfaction with teachers and school between primary (Md=3,43, N=532) and secondary school pupils (Md=2,86, N=491), U=85240,5, z= -9,624, p=0,000, r=0,301. This result shows that primary school pupils (Mr=597,27) are more content then secondary school students (Mr=419,61). The effect size is medium.

Statistically significant difference was obtained also for dissatisfaction with the compulsivity of school, from respondents from primary schools (Md=1,50, N=532) and secondary schools (Md=2, N=491), U=101868,5, z= -6,124, p=0,000, r=0,191. Dissatisfaction with the compulsivity of school is more expressed by respondents from secondary schools (Mr=570,53) than by those attending primary schools (Mr=457,98). This result shows that secondary school students from this sample expressed more deprecation towards certain characteristics of our schools with a compulsory component, than primary school pupils. Still, the effect size is small.

Primary school pupils (Md=3, N=532) also differ statistically from secondary school students (Md=3,5, N=491), U=98331, z= -6,853, p=0,000, r=0,214 on the subscale of dissatisfaction with the concept of school. High school students (Mr=577,73) tend to have a harder time accepting the school concept than the elementary school pupils (Mr=451,33).

Analyses of the obtained results leads to conclude that satisfaction with school is greater with pupils from primary schools then with secondary school students, which is an expected result. This can be assumed to be a reason for higher dropout rates in secondary, than in primary schools. Secondly, adolescence, as a specific period of development, does not stand well with rigidity, impediment of independence and freedom, which occur in our school system.

Satisfaction with school related to parents' level of education and employment

Differences between respondents related to level of parental education and employment of parents were examined using the Kruskal–Wallis test.

Table 7. Presentation of descriptive parameters and significance of differences in satisfaction with school related to parents' level of education and employment

Variable	Variable	Group	N	MD	Mean Rank	H	df	p
mother	SatTS	PS	426	3,14	569,81	0,282	2	0,869
		SS	559	3,14	559,32			
		HE	143	3,14	568,94			
	SaTKom	PS	426	1,67	566,14	0,539	2	0,764
		SS	559	1,83	567,97			
		HE	143	1,67	546,05			
	SatConc	PS	426	3	538,21	4,482	2	0,106
		SS	559	3,25	580,26			
		HE	143	3,25	581,24			
father	SatTS	PS	282	3,14	559,64	0,699	2	0,705
		SS	683	3,14	564,73			
		HE	167	3,14	585,31			
	SaTKom	PS	282	1,83	581,86	1,249	2	0,536
		SS	683	1,67	564,94			
		HE	167	1,67	546,96			
	SatConc	PS	282	3	518,10	8,576	2	0,014
		SS	683	3,25	585,61			
		HE	167	3	570,09			
oba roditelja	SatTS	both work	354	3,14	585,61	11,70	2	0,003*
		one works	526	3,14	583,34			
		unemployed	252	3	504,51			
	SaTKom	both work	354	1,67	541,70	17,13	2	0,000*
		one works	526	1,67	547,47			
		unemployed	252	2	641,07			
	SatConc	both work	354	3,25	559,21	2,52	2	0,283
		one works	526	3,25	557,63			
		unemployed	252	3,25	595,25			

Results presented in this table show that no difference exists between respondents from groups formed based on their parents' education. On the other hand, a statistically significant difference appeared between groups of respondents formed based on employment of parents. On the subscales of satisfaction with teachers and school and dissatisfaction with the compulsivity of school, we found a difference. Following this analyses, we conducted a Mann- Whitney U test, in order to determine difference of statistical significance between groups. Obtained results are presented in the table below.

Table 8. Presentation of descriptive parameters and significance of differences in satisfaction with school related to the level of education and employment of parents

Variable	Groups	N	MD	Mean Rank	H	df	p	N
SatTS	one works	526	3,14	407,15	56991	-3,170	0,002*	0,114
	unemployed	252	3	352,65				
SaTKom	one works	526	1,67	368,77	55373,5	-3,736	0,000*	0,134
	unemployed	252	2	432,76				
ZadNiS	both work	354	3,14	321,40	38267	-2,988	0,003*	0,212
	unemployed	252	3	278,35				
SatConc	both work	354	1,67	281,21	36715	-3,732	0,000*	0,152
	unemployed	252	2	334,81				

As seen in the table, statistically significant differences in satisfaction with teachers and school exist between groups of children whose both parents are unemployed and those whose one parent is employed, finding that children whose parents are employed are more satisfied with teachers and school. Another difference on this subscale appeared between children whose both parents are employed and the ones whose neither parent works. Such results may point out to the importance that existential security at home has for children, meeting their basic need – a need for security, which allows them to enjoy education more.

When we talk about the compulsivity of school, discontent is more expressed by children whose one parent works. It is important to note that the effect size is small in all of the statistically significant differences, so the results should not be generalized.

Satisfaction with school in different municipalities

A scale examining satisfaction with school was used to determine the difference between respondents from various municipalities and their perception of school. Municipality Srebrenik is excluded from this analyses, since it consists of only 34 respondents, which is a fairly small number of participants in comparison to other communities, so it may create difficulties during data processing.

Table 9. Presentation of significance of differences between respondents from various municipalities and their perception of school

Variable	Groups	N	MD	Mean Rank	H	df	p
SatTS	Bihać	158	3,43	662,01	45,23	6	0,000*
	Bijeljina	174	2,86	457,96			
	Brčko	191	3,29	579,73			
	Bužim	175	3,14	534,81			
	Cazin	145	3,14	532,65			
	Prijedor	102	2,86	470,77			
	V. Kladuša	153	3,14	584,81			
SaTKom	Bihać	158	1,33	471,49	23,11	6	0,001*
	Bijeljina	174	2,08	629,17			
	Брчко	191	1,83	561,21			
	Bužim	175	1,67	560,35			
	Cazin	145	1,67	520,46			
	Prijedor	102	1,75	561,47			
	V. Kladuša	153	1,67	531,97			
SatConc	Bihać	158	3	531,19	18,84	5	0,004*
	Bijeljina	174	3,25	562,63			
	Brčko	191	3	479,77			
	Bužim	175	3,5	608,89			
	Cazin	145	3,25	565,73			
	Prijedor	102	3,5	589,51			
	V. Kladuša	153	3	530,54			

Analyses of results presented in this table demonstrates significant differences on all three subscales between respondents from various municipalities. Most satisfaction with school was expressed by respondents from Bihać, whereas most dissatisfaction was registered in Bijeljina and Prijedor. When it comes to dissatisfaction with the compulsivity of school, most dissatisfaction was found with respondents from Bijeljina and least with those from Bihać. Dissatisfaction with the concept of school is at the highest level in Prijedor and least present in Bihać, Brčko and Velika Kladuša.

PERCEPTION OF FAMILY COHESION AND FLEXIBILITY BY CHILDREN AND YOUTH

Perception of family cohesion and flexibility in relation to respondents' gender and level of education

In order to research family characteristics that may represent causes for school dropout, we used Olson circumplex model of family and marital systems. Olson distinguishes three basic dimensions in his model: cohesion, flexibility and communication. The dimension of cohesion denotes bond between family members. It has four levels: disengagement – very low level of cohesion; separation – low to moderate level of cohesion; connection – moderate to high level of cohesion; enmeshment – very high level of cohesion. Olson finds moderate level of cohesion optimal for family functioning, but there are certain studies whose results show that higher level of cohesion is more optimal for family functioning (Gaughan, 1995; Green et al., 1991; Henggler et al., 1991; Olson, 1991, according to Riesch et al., 2003). Dimension of flexibility refers to family's ability to change its power structure, roles and rules in order to develop (Riesch et al., 2003). It also has four levels: rigidity – very low level of adaptability; structure – low to moderate level of adaptability; flexibility – moderate to high level of adaptability; chaos – very high level of adaptability. Olson considers moderate levels of flexibility optimal for family functioning.

Prior to presentation and interpretation of sample results, a descriptive statistic is presented comparing results of respondents attending school on a regular basis, those who irregularly attend it and respondents who do not attend school.

Table 10. Descriptive results obtained on FACES III instrument

		M	SD	Max.	Min.
Cohesion	Attend school regularly	41,96	6,03	50	10
	Attend school irregularly	40,23	7,12	50	16
	Do not attend school	36,25	8,42	50	13
Flexibility	Attend school regularly	31,31	6,63	50	10
	Attend school irregularly	31,24	5,49	46	18
	Do not attend school	31,51	7,55	50	18

As read from the table above, respondents who attend school irregularly or do not attend it at all perceive their families as less cohesive than the rest of the respondents. In the dimension of flexibility results show no significant difference.

FACES III is the instrument used to research cohesion and flexibility of respondents' families. Since no subscales showed normal distribution, a Mann – Whitney U test was used to compare male and female respondents.

When it comes to the dimension of cohesion, a statistically significant difference was found between male (Md=42, N=544) and female respondents (Md=44, N=589), U=139620, z= -3,748, p=0,000, r=0,111. Both male and female respondents see their families as highly cohesive, but female respondents find them even more cohesive (Mr=601,95) than male ones (Mr=529,15). This means that respondents consider their family members to be highly connected and committed to each other. Still, the effect size is small, so these results should not be generalized to the entire population.

Flexibility is another dimension where statistically significant difference was observed between male (Md=30, N=544) and female respondents (Md=32, N=589), U=139896,5, z= -3,695, p=0,000, r=0,109. Female respondents (Mr=601,48) see their families as more flexible than males (Mr=529,66). This result shows that female respondents perceive their families as more capable to change in accordance with the circumstances and adapt in order to function more adequately. Based on these results, statistically significant differences were obtained in comparison of respondents from primary and secondary schools.

Difference in perception of family cohesion appeared between primary school pupils (Md=44, N=532) and high school students (Md=42, N=491), U=108449,5, z= -4,702, p=0,000, r=0,147. Primary school pupils (Mr=553,65) perceive their family as more cohesive than secondary school students (Mr=466,87), which was expected, given the importance that this dimension has for them.

Flexibility is another dimension showing statistically significant difference between primary school pupils (Md=32, N=532) and secondary school students (Md=30, N=491), U=119207, z= -2,417, p=0,016, r=0,076. Primary school students (Mr=533,43) see their families as more flexible than secondary school students (Mr=488,78). The effect size is small, as with the previous relation, so the results should not be generalized.

Perception of family cohesion and flexibility related to parents' level of education and employment

This part of the report sets out comparison of respondents related to their parents' level of education and employment.

Table 11. Presentation of descriptive parameters and significance of differences in perception of family cohesion and flexibility related to parents' level of education and employment

Variable	Variable	Group	N	MD	Mean Rank	H	df	p
mother	cohesion	PS	426	42	507,05	23,24	2	0,000*
		SS	559	43	590,86			
		HE	143	44	632,59			
	flexibility	PS	426	30	517,84	17,60	2	0,000*
		SS	559	31	581,16			
		HE	143	33	638,38			
father	cohesion	PS	282	41	494,00	20,74	2	0,000*
		SS	683	43	582,34			
		HE	167	44	624,14			
	flexibility	PS	282	30	540,55	3,835	2	0,147
		SS	683	31	568,41			
		HE	167	32	602,51			
both parents	cohesion	both work	354	44	609,11	17,62	2	0,000*
		one works	526	43	571,18			
		unemployed	251	41	496,87			
	flexibility	both work	354	32	609,36	9,970	2	0,007*
		one works	526	31	555,48			
		unemployed	251	30	529,28			

Based on results presented in the previous table, it is clear that statistically significant differences exist in both dimensions, except in the case of education level of the fathers. In order to determine statistically significant difference between groups, a Mann – Whitney U test was conducted

.

Table 12. Presentation of descriptive parameters and significance of differences in satisfaction with school related to parents' level of education and employment

Variable	Group	N	MD	Mean rank	U	z	p	r
cohesion	one works	526	43	406,18	57500,5	-2,996	0,003*	0,107
	unemployed	252	41	354,68				
flexibility	both work	354	32	465,71	84176,5	-2,417	0,016*	0,081
	one works	526	31	423,53				
cohesion	both work	354	44	328,28	35833,5	-4,136	0,000*	0,168
	unemployed	252	41	268,70				
flexibility	both work	354	32	321,15	38356	-2,945	0,003*	0,119
	unemployed	252	30	278,71				
cohesion	PS mother	426	42	451,53	101402,5	-4,000	0,000*	0,127
	SS mother	559	43	524,60				
flexibility	PS mother	426	30	461,60	105691	-3,027	0,002*	0,096
	SS mother	559	31	516,93				
cohesion	PS mother	426	42	269,02	23651	-4.009	0,000*	0,168
	HE mother	143	44	332,61				
flexibility	PS mother	426	30	269,74	23957	-3,826	0,000*	0,160
	HE mother	143	33	330,47				
cohesion	PS father	282	41	429,30	81160,5	-3,852	0,000*	0,124
	SS father	683	43	505,17				
cohesion	PS father	282	41	206,20	18245,5	-3,996	0,000*	0,189
	HE father	167	44	256,75				

Based on the results presented in this table, differences between groups are clear. We can conclude that children from families in which at least one parent is employed are more satisfied and perceive their family as more cohesive and flexible and find their family more adaptable to different conditions and changes. Children whose parents are more educated also feel that their families and family relationships are more interconnected.

AGGRESSION AND SELF-PERCEPTION

Respondents' gender and level of education in relation to aggression and self-perception

This research used an instrument called AVDH to measure aggression through four of its dimensions: anger, vengefulness, domination and hostility. Aggressive behaviour in adolescents is present, but not necessarily continuous and frequent. We will use the four subscales to present descriptive data of respondents who attend school on a regular basis, those who irregularly attend it, as well as of those who do not attend school at all.

Table 13. Descriptive results obtained on AVDH instrument

		M	SD	Max.	Min.
Anger	Attend school regularly	12,20	4,85	25	5
	Attend school irregularly	12,62	5,10	25	5
	Do not attend school	12,93	4,77	25	5
Vengefulness	Attend school regularly	14,41	6,05	30	6
	Attend school irregularly	14,04	5,75	29	6
	Do not attend school	15,55	6,10	30	6
Domination	Attend school regularly	15,83	5,78	35	7
	Attend school irregularly	16,79	5,88	34	7
	Do not attend school	16,84	6,23	35	7
Hostility	Attend school regularly	16,38	4,65	25	5
	Attend school irregularly	17,13	4,33	25	8
	Do not attend school	15,16	4,46	25	5

Results presented in this table demonstrate that respondents who do not attend school tend to attain higher scores on subscales of anger, vengefulness and domination, while they are the least hostile towards others than all other groups of respondents. These results match previous ones, showing increased aggression and violent behaviour in children and youngsters who have dropped out of school.

Since the subscales did not show normal distribution in comparison of male and female respondents, a Mann – Whitney U test was conducted.

Anger is a dimension in which no significant statistical difference was detected between male (Md=12, N=544) and female respondents (Md=12, N=589), U=155108,5, z= -0,929, p=0,353, r=0,011. This result tells us that anger is equally present in both male and female respondents, but that they do not feel that this emotion is a prevailing one, given the fairly low scores attained.

Vengefulness is one of four dimensions in with statistically significant difference was obtained between male (Md=15, N=544) and female respondents (Md=13, N=589), U=132890, z= -4,927, p=0,000, r=0,146. The effect size is small, thus results should not be generalized to population. Male respondents (Mr=617,22) perceive themselves as more revengeful than female (Mr=520,62).

Domination, as dimension, did not appear more present in either of the two groups of respondents. This means that statistically significant difference was not spotted with regard to domination between male (Md=15, N=544) and female respondents (Md=15, N=589), U=150173,5, z= -1,827, p=0,068, r=0,054. Like with domination, statistically significant difference between male (Md=16, N=544) and female respondents (Md=17, N=589), U=153086, z= -1,297, p=0,195, r=0,006, was not obtained on hostility.

Self-perception is a psychological construct describing one's view about themselves, i.e. self-image. Its development is influenced by various factors. In this research, we will mention views of cognitive psychologists who consider social comparison, namely comparison with others, to be closely related to development of self-perception. If a person compares themselves to someone they see as more powerful or superior, that means they tend to underestimate themselves. When it comes to adolescents, development of self-image represents one of their tasks and this part of their growing up can be extremely difficult, even turbulent. What self-image do our respondents have? First, we will present the descriptive data for three groups of respondents, related to regularity of school attendance.

When comparing respondents from primary and secondary schools in four of the given dimensions, statistically significant differences appeared in three of them.

Anger is a dimension that revealed statistically significant difference between primary school pupils (Md=11, N=532) and secondary school students (Md=13, N=491), U=104486,5, z= -5,544, p=0,000, r=0,173. High school students (Mr=565,20) attained higher scores on this subscale then primary school pupils (Mr=462,90), but the effect size was small.

On the vengefulness subscale, no statistically significant difference appeared between primary school pupils (Md=13, N=532) and secondary school students (Md=14, N=491), U=123716,5, z= -1,462, p=0,144, r=0,046.

Domination is another dimension showing statistically significant difference between primary school pupils (Md=15, N=532) and secondary school students (Md=16, N=491), U=112141, z= -3,918, p=0,000, r=0,123. On this subscale, secondary school students (Mr=549,61) attained higher scores than primary school pupils (Mr=477,29), with a small effect size.

Statistically significant difference between primary school pupils (Md=16, N=532) and secondary school students (Md=17, N=491), U=104543,5, z= -5,531, p=0,000, r=0,173, was also obtained on hostility subscale. Here too, high school students (Mr=565,08) attained higher scores than elementary school pupils (Mr=463,01), but with a small effect size.

Table 14. Descriptive results obtained on the self-perception scale

		M	SD	Max.	Min.
Self-perception	Attend school regularly	97,88	15,31	144	47
	Attend school irregularly	96,04	12,16	124	73
	Do not attend school	95,86	17,65	144	56

This table's results show tendency of attaining of higher scores on this instrument of respondents who attend school on a regular basis, but we cannot conclude that this is applicable to the entire population.

When comparing respondents according to their gender, we obtained a statistically significant difference between male (Md=99, N=543) and female respondents (Md=95, N=589), U=136248, z= -4,308, p=0,000, r=0,128. Male respondents (Mr=610,08) attained higher scores in this test than female ones (Mr=526,32), meaning that they perceive themselves as more competent than the female respondents.

Comparison of respondents who attend primary school (Md=97, N=532) with those attending secondary school (Md=96, N=491), U=114908,5, z= -3,326, p=0,001, r=0,104, also presented a statistically significant difference, but with a small effect size.

Respondents' parents' level of education and employment in relation to aggression and self-perception

This section considers relation between respondents' parents' education level and respondents' aggression and self-perception, as well as connection between parents' employment and previously mentioned variables.

Table 15. Presentation of descriptive parameters and significance of difference in aggression and self-perception related to parents' level of education and employment

Variable	Variable	Group	N	MD	Mean Rank	H	df	p
mother	Anger	PS	426	12	588,52	4,020	2	0,134
		SS	559	12	553,23			
		HE	143	11	537,01			
	Vengefulness	PS	426	14	582,95	3,748	2	0,154
		CC	559	13	545,59			
		HE	143	14	583,48			
	Domination	PS	426	15	562,15	0,673	2	0,714
		SS	559	15	570,88			
		HE	143	15	546,56			
	Hostility	PS	426	16	568,50	0,171	2	0,918
		SS	559	16	560,47			
		HE	143	17	568,35			
	Self-perception	PS	425	96	542,37	3,015	2	0,221
		SS	559	98	577,16			
		HE	143	97	576,83			
father	Anger	PS	282	12	602,42	6,301	2	0,043*
		SS	683	12	561,89			
		HE	167	11	524,68			
	Vengefulness	PS	282	14	594,26	3,761	2	0,153
		SS	683	14	562,95			
		HE	167	13	534,15			
	Domination	PS	282	16	586,60	1,430	2	0,489
		SS	683	15	559,44			
		HE	167	15	561,43			
	Hostility	PS	282	16	549,23	2,857	2	0,240
		SS	683	17	579,66			
		HE	167	16	541,82			
	Self-perception	PS	281	97	570,93	0,353	2	0,838
		SS	683	97	567,24			
		HE	167	96	552,64			
both parents	Anger	both work	354	12	546,99	7,141	2	0,028*
		one works	526	12	556,75			
		unemployed	252	13	614,27			
	Vengefulness	both work	354	14	557,80	4,605	2	0,100
		one works	526	13	553,78			
		unemployed	252	15	605,27			
	Domination	both work	354	15	567,42	8,356	2	0,015*
		one works	526	15	542,68			
		unemployed	252	16	614,94			
	Hostility	both work	354	16	543,52	3,112	2	0,211
		one works	526	17	582,99			
		unemployed	252	16	564,36			
	Self-perception	both work	354	97	587,15	2,911	2	0,233
		one works	526	97	563,37			
		unemployed	251	96	541,68			

Results presented in this table show that only a few statistically significant differences appear between groups of respondents related to their parents' level of education and employment. Differences appear solely on subscales of anger and domination with relation to parents' employment, and on the anger subscale in relation to education of fathers. Mann – Whitney U test was used to determine the groups among which such differences appear.

Table 16. Presentation of descriptive parameters and significance of differences on subscales of anger and domination related to level of education of fathers and parents' employment

Variable	Groups	N	Md	Mean rank	U	z	p	r
Anger	PS father	282	12	236,35	20347,5	-2,413	0,016*	0,114
	HE father	167	11	205,84				
Anger	both work	354	12	288,95	39454	-2,430	0,015*	0,099
	unemployed	252	13	323,94				
Anger	one works	526	12	376,40	59388	-2,353	0,019*	0,084
	unemployed	252	13	416,83				
Domination	one works	526	15	373,28	57742,5	-2,914	0,004*	0,104
	unemployed	252	16	423,36				

Results demonstrated in this table indicate that statistically significant differences exist in respondents whose fathers completed primary school comparing to those whose fathers graduated from university, when it comes to anger. Respondents whose fathers completed primary school express more anger than those whose fathers are highly educated. The effect size is small, so generalisation is not recommended.

When observing parents' employment, best scores were attained in families where one or both parents are employed. Respondents from such families attained lower scores on scales of anger and domination, comparing to respondents whose parents are not employed. Here too, the effect size is small.

Aggression of respondents in different municipalities

In order to survey existence of difference related to inclination towards anger in various targeted municipalities, we compared sample groups according to AVDH scale.

Table 17. Presentation of descriptive parameters and significance of differences for inclination towards anger related to the municipality respondents live in

Variable	Variable	Group	N	MD	Mean Rank	H	df	p
municipality	Anger	Bihać	158	11	493,32	11,174	6	0,083
		Bijeljina	174	13	588,91			
		Brčko	191	11	534,53			
		Bužim	175	11	525,86			
		Cazin	145	13	568,30			
		Prijedor	102	11,5	570,13			
		V. Kladuša	153	12	576,87			
	Vengefulness	Bihać	158	13	499,83	13,308	6	0,038*
		Bijeljina	174	15	618,86			
		Brčko	191	14	545,13			
		Bužim	175	13	531,82			
		Cazin	145	13	541,93			
		Prijedor	102	14	537,71			
		V. Kladuša	153	14	562,63			
	Domination	Bihać	158	15	508,10	34,686	6	0,000*
		Bijeljina	174	17	634,66			
		Brčko	191	15	560,31			
		Bužim	175	13	462,97			
		Cazin	145	15	524,69			
		Prijedor	102	15	544,40			
		V. Kladuša	153	17	607,79			
	Hostility	Bihać	158	16	537,23	7,491	6	0,278
		Bijeljina	174	16	552,56			
		Brčko	191	16	511,47			
		Bužim	175	17	574,90			
		Cazin	145	17	593,44			
		Prijedor	102	16	526,24			
		V. Kladuša	153	17	550,98			

Based on the results presented in this table, it is visible that statistically significant difference appeared in dimensions of vengefulness and domination. Highest scores on vengefulness scale were attained in Bijeljina, and on domination scale in Bijeljina and Velika Kladuša.

REASONS FOR SCHOOL DROPOUT

Over the course of this research, we asked respondents who quit education to explain reasons for not attending school. Their responses follow.

Table 18. Descriptive presentation of reasons for school dropout

Reasons for school dropout	N		%	
	M	F	M	F
Illness	0	3	0	5,66
No transportation	2	2	3,77	3,77
Necessity to work	9	3	16,98	5,66
Lack of motivation	11	9	20,74	16,98
Lack of parent support	6	3	11,32	5,66
Moving to a different country	3	6	5,66	11,32
Marriage	0	5	0	9,43
TOTAL	31	31		

Based on the results presented in this table, lack of motivation is the most often reason of school dropout. Next, students named obligation to work in order to support themselves, moving to another country and lack of support from their parents, as reasons for school dropout.

Adding results that respondents attained on other scales used in this research, we obtained, from the current sample, the following results:

- Lack of motivation,
- Low interest in school,
- Lack of parent support,
- Perception of family as a safe base,
- Inclination towards aggressive forms of behaviour and
- Inadequate self-image

represent factors that may be seen as indicators leading to assume that certain children might drop out of school.

QUALITATIVE PART OF THE RESEARCH

Qualitative part of the research was conducted with representatives of line ministries, educational and social protection institutions, as well as with children who have dropped out of education and with their parents.

Focus groups were used with representatives of educational and social protection institutions, while interviews were held with representatives of competent ministries. Participants discussed the problem of education dropout, its causes and indicators, as well as prevention programs and support that relevant institutions should get from relevant ministries.

Case studies were used to research children who have left the education system, as well as those who have returned to school and their parents.

THE PROBLEM OF EDUCATION DROPOUT

Respondents from focus groups and interviews consider education dropout to be a problem present in their communities, detected in both primary and secondary schools, with a higher dropout rate in secondary schools. Leaving education at the secondary school level is explained by the fact that it is not mandatory. When it comes to school dropout in primary schools, the rates are higher in children from rural, than from urban areas.

Children who leave education come from socially vulnerable families in which no one is employed, or from those where parents are not educated, thus attribute no significance to education. Aside from that, respondents consider Roma children to be another risk group for education dropout, along with children from incomplete and dysfunctional families, as well as children without parental care or children with disabilities.

❝ *These are mainly students who, in their families, have dysfunction or a bad socioeconomic status.* (focus group participant from Brčko)

❝ *In the previous period, there was school dropout by Roma children, more girls than boys, and there were a couple of cases I have discussed with a colleague, where 2-3 Roma girls left school, because they know that they do not have to attend school after the age of 15.* (focus group participant from Prijedor)

A number of respondents believe that children from families with the history of domestic violence are jeopardized and neglected, thus also belong to risk groups for school dropout.

❝ *I suppose that these are children who come from socially and financially vulnerable families, problem where there are issues of domestic violence or child neglect, I think those are specific social categories most susceptible to it.* (respondent from Prijedor)

Respondents see children with disabilities and Roma children as vulnerable groups, since some of them do not even have a way to start the education process, given that their parents do not enrol them, while especially Roma children can be invisible to the system if they are not registered at all, due to constant change of residence.

When discussing potential indicators for determining risk groups of children who might leave the education system, respondents stress out that children who tend to drop out of school are mainly those who often skip classes and those whose parents do not explain such absence. This is especially indicative in cases where parents are not willing to show up at school, even when invited.

If a child starts skipping classes intensively, parents are invited to come to school, and when they do not show up, centre for social work is alarmed. Still, respondents from centres for social work state that, in such situations, parents usually respond that they do not have sufficient funds required for their child's education. If a child attends primary school, which is mandatory, parents avoid coming to the centre, while when it comes to secondary school students – centre's hands are tied since high school attendance is not compulsory. In one of the focus groups the issue of poor cooperation between social work centre and school was mentioned.

" *However, I have to stress out that we here do not have a good cooperation with Centre for social work. Simply because our school is 20 km away from the city and their answer is always: they do not have enough staff or vehicles that would allow them to come. They send out invitations to parents who are supposed to show up for counselling in the Centre for social work, but due to their difficult socioeconomic status, parents are not in a position to do so. They go once and story ends there, which means we all should have one social worker available to our school, which is located in such terrain.* (focus group participant from Bihać)

STATISTICAL DATA ON CHILDREN WHO DROP OUT OF EDUCATION

Ministries have data on the number of children who leave the education system during a school year, but registration of children who change their residence represents a huge issue for adequate statistics, since the school they leave does not receive information on whether they continue their education, and where. It becomes especially difficult to track children who leave the country and move abroad with their families. Unlike the line ministries, pedagogical institutions have partial data for schools, but not a summary.

" *Such data are registered in schools, and submitted to us in Pedagogical institute, but we have no cumulative data.* (respondent from Brčko)

PREVENTION PROGRAMS FOR EDUCATION DROPOUT

Respondents state that no prevention program is continuously implemented, but only sporadically, by international organizations such as Save the Children and OSCE, local NGOs and universities. These prevention programs are focusing on raising awareness about the significance of education, so they encompass working with both children and their parents. Local communities try to provide transportation for children who live in remote areas, as well as textbooks for children from socially vulnerable families.

" *At the beginning of the school year, some children have problem acquiring textbooks. They come to us. We usually have certain books stored, so we distribute them year in year out, some students return books, so we can circle them around.* (focus group participant from Srebrenik)

However, most respondents think that awareness of significance of education is what predominantly influences parents' decision on whether their child will drop out of school, or not. Some of them feel that school can help raise awareness during class community hours.

" *During class community hours, when you point out to, I don't know, necessity of education.* (respondent from Brčko)

When it comes to prevention, respondents believe it is essential to connect systems of primary and secondary schools, so that everyone is obligated to share with each other information on children who change schools, primarily at canton/entity, as well as with state level. This way, there would be less data loss related to children who change their place of residence, but remain in BiH.

SUCCESS STORIES OF CHILDREN RETURNING TO SCHOOL

Analysing information gathered from experts during interviews and focus groups, we came to a conclusion that we are facing a difficult situation, being aware of children leaving education, but not being able to determine at what rates. Not schools, nor line ministries have the means to put in place a system that would track this problem, while prevention programs do not exist at the local, or canton/entity level.

However, within this research, case studies were conducted of children who went through the process of dropping out, only to return to school. What is common to all of those respondents is that, according to their statements, they were not contacted after leaving school. For example, a girl aged 16, who left school at the beginning of ninth grade of elementary school was never contacted by school staff and she says:

❝ *I left school due to personal issues, and the decision was mine. Meanwhile, I met a lady who is a research coordinator and it was our conversations and her support that helped me return.*

Similar situation is with her pear, who left school at the age of 14 and who says:

❝ *I left school in order to get married and it was my decision to do so. I regret this decision since I could not find a job, and I missed my school friends. I would tell every child not to leave education.*

Life story of a girl, aged 16, who left school at the age of 15, tells us that family's financial situation can also be a reason for school dropout. According to her words, no one contacted her either, after she left:

❝ *I dropped out because we could not pay for my transportation to school. I returned thanks to "J" who did a survey on children who withdraw from school. I would never advise other kids to leave school.*

The influence of parents is of utmost importance in any child's education. A story of an 11-year-old girl who left school in second grade, confirms this. She says:

❝ *I could not go to school because I was afraid. The teacher yelled at other children, so I was scared, and my mom was waiting by the window every day until I finished my classes. I was sorry to leave school and I missed my friends. A lady called my mom and told her I will be placed in a home if I don't go back to school. I returned and now I go without my mom.*

How difficult lives of these children can get, only those in similar positions understand. They get even harder when the community, experts working with children, can't see their problems or can't understand it, and fail to react when their support is necessary. One of those situations is school dropout. During this research, we came across a boy, aged 15, who was lucky to be contacted by school experts after he had left and motivated him to return to school. His story is the following:

❝ *I had problems with my peers from another town, with who I have often been in fist fights. I have decided to stop going to school, but the researcher "F" convinced me to return. I have finished 8th grade and now I'm in the 9th.*

Children with whom we have worked over the course of this research are very brave. Their life stories are very difficult and complicated, while their motivation for learning is weak. In such situations, it is extremely important to provide these children with required support, so that they can understand that there are adults from their surrounding that think of their well-being and are ready to help them. That's why it is vital that experts from the education system talk to children who drop out of education and offer them assistance. Primary education is mandatory and if child's parents are not aware of this, experts from the education system must be, in order to fulfil their task of protecting child's best interest and provide support, insisting on education. These children sometimes need to hear very few words to understand that they made a mistake and to carry on.

ROUND TABLES

Research conducted with 1132 respondents, children and youngsters from eight BiH municipalities, provides a lot of information, but also leaves many open questions. This was not simply a field research that included use of quantitative techniques – it was conducted combining quantitative and qualitative approach. This combination gives us a better insight of the situation on the ground. Aside from application of different techniques - questionnaires, evaluation scales, focus groups and interviews - preliminary results were presented to the representatives of local communities, so they had a chance to comment on those. These activities had a primary goal to gather information directly from participants who work with children or from those who are indirectly taking part in the process of education of children.

Next section presents conclusions reached in each of the municipalities, respectful of their specificities.

Round table in District Brčko was attended by 44 participants, mainly representatives of educational institutions. Following a discussion, several conclusions were reached:

1. Set up a record of data related to children aged 0 to 6, in order to closely monitor the enrolment to the first grade and prevent of avoiding obligation to attend school.
2. Establish prevention programs that would incorporate work with children, their parents, as well as educators.
3. Open day cares for children at risk of leaving education, where additional work related to their education could be carried out.
4. Strengthen educational institutions' capacities by hiring more experts.
5. Work on revision of the Law on Child Allowances and enable the monitoring of children in the education system by analysing data on exercising the right to child allowance.
6. Work on development of a multisector protocol that would clearly define the responsibilities of all included in child care, in the best interests of the child.

Round table in Bijeljina gathered 22 participants, most of which were educational workers. The following conclusions were reached:

1. Set up a record of data related to children aged 0 to 6, in order to closely monitor the enrolment to the first grade and prevent of avoiding obligation to attend school.
2. Establish prevention programs that would incorporate work with children, their parents, as well as educators.
3. Strengthen educational institutions' capacities by hiring more experts.
4. Train educational experts to work with children with disabilities, in order to provide better education for them.
5. Set up a database of children who drop out of education at the municipal level.

6. Provide personal assistants to children with disabilities and enable their enrolment to high schools.

7. Intensify visits of experts to families in need.

8. Innovate the education process in various ways: introducing parents as assistants, applying modern teaching methods and techniques, bringing in volunteers who could help the teachers.

9. Motivate parents, through different trainings, to enrol children in school and prevent education dropout.

10. Work on amending all regulation whose inefficient implementation allows for children to drop out from education without consequences for their parents.

11. Work on development of a multisector protocol that would clearly define the responsibilities of all included in child care, in the best interests of the child.

12. Apply, more intensively, day care programs for children at risk of education dropout, as well as programs of additional education as means of assistance in mastering the curriculum.

In Srebrenik, 22 participants joined the round table discussion and came to the following conclusions:

1. Set up a record of data related to children aged 0 to 6, in order to closely monitor the enrolment in the first grade and prevent of avoiding obligation to attend school.

2. Establish prevention programs that would incorporate work with children, their parents, as well as educators. Omogućiti djeci koja su u riziku od napuštanja obrazovnog sistema dodatnu nastavu, kako bi im se pomoglo da savladaju nastavno gradivo.

3. Intensify visits of experts to families in need.

4. Organize trainings for parents on positive parenting, to encourage them to efficiently educate their children.

5. Strengthen educational institutions' capacities by hiring more experts.

6. Creating prevention program which include work with children and their parents and teachers also

7. Provide additional classes for children at risk of education dropout to aid them in the mastering of the teaching material.

8. Open day cares for children at risk of leaving education, where additional work related to their education could be carried out.

9. Provide transportation for students who reside in remote areas.

10. Work on employment of persons with disabilities after completion of education process.

11. Increase engagement of parents in the education process.

12. Open day cares for children at risk of leaving education, where additional work related to their education could be carried out.

13. Work on development of a multisector protocol that would clearly define the responsibilities of all included in child care, in the best interests of the child.

Round table held in Bihac was attended by 41 participants. After the presentation of research results and an extensive discussion, the following conclusions were reached:

1. Support of local authorities and closer cooperation between primary and secondary school are necessary.

2. Adoption of good practice from Republic of Srpska, related to students' files by which pupils are closely followed through their education in the school system, would be highly beneficial. Student files are created in primary school and taken over by the secondary school.

3. Create coordination mechanisms for all key actors in charge of school dropout cases.

4. Enhance cooperation with parents, families, NGOs and available service providers in the community.

5. Strengthen educational institutions' capacities by hiring more experts.

6. Create curricula for secondary schools adapted to requirements of the labour market, as means for improvement of student motivation for completion of education.

7. Make secondary education mandatory.

8. Create social charts for each student, as basis for development of individualized curricula.

The Prijedor round table had 19 participants who jointly came to the following conclusions, based on the discussion and research results:

1. The problem is more complex than what it was thought to be, and it is expected it will further complicate in future, especially in secondary schools.
2. The key issue lies with the family, so it is vital to search for systemic solutions for strengthening the support for the families, both financial and professional.
3. A higher degree of engagement is required in the area of motivation of children in the educational process.
4. According to certain indicators, 10 Roma children are left outside of the school system.
5. Good practice exists in the field of referral mechanisms that have not been developed and all of those can be used as basis for future work.
6. It is necessary to set up day cares for children at risk.

Based on the conclusions from the mentioned five round tables, we can make the following summary. Everyone agrees that the problem of education dropout exists and it may escalate if something is not done. The participants suggested following steps to be considered at the local level:

- opening day cares,
- organizing experts at the local level,
- creating prevention programs at the local level according to their needs in order to prevent education dropout,

as well as systemic solutions, such as:

- revision of curricula in order to make classes more interesting for children,
- introducing personal assistants to the education process in order to help children who require support,
- developing a multisector protocol that would clearly define the responsibilities of all included in child care, in the best interests of the child
- registration of children aged 0 to 6, in order to closely monitor enrolment in the first grade and prompt intervention if the child does not show up at enrolment
- strengthening educational institutions' capacities by hiring more experts.
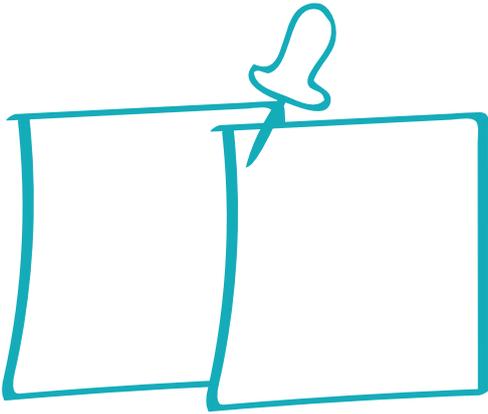
CONCLUSIONS

Life in the XXI century is full of challenges, as it was before, but being uneducated today has much more consequence than before. Being surrounded by technology, multitude of information, and accelerated development in all areas of life, demands higher degree of adaptability in young people. They can prepare for all of this only if they invest in their education, even after their formal studies are over. Therefore, young people who drop out of the education system represent a vulnerable group, with less opportunity in the labour market. Here, we have to make a distinction between school dropout in primary and in secondary school. Dropping out of primary school leaves a child illiterate, with no adequate conditions for natural cognitive development, which then lags behind. This way, a certain number of young people develop characteristics of persons with mental impairment. If a young person drops out of secondary school, they do not have as much trouble with development, as they do with finding their place in the society and earnings.

This research aimed to collect as much ground data as possible, related to reasons for which children and young people leave education . Gathered information show that our children drop out of education for reasons that do not differ from those of children from other countries. Most often, they drop out when they do not have enough interest in education or motivation for learning, when they lack support from their parents or the sense of security within the family and they are more prone to violent behaviour then their pears from the general population and have poorer self-image.

Since this sample consisted of only a few of such children, no serious statistical comparison technique was used to relate their results with others.

Family is one of extremely important factors when it comes to education dropout. Children who leave school come from socially vulnerable families, where parents are not educated, are unemployed and lack basic financial means, and who reside far away from school. Also, families in which parents do not find education important also represent a factor influencing the child not to develop awareness of significance of education, so such children leave school. Dysfunctional families too, represent a risk related to school dropout, while families where one or both parents have mental issues and those with history of violence stand out the most.

Aside from children from mentioned families, children with disabilities, children without parental care and Roma children are also considered to be at risk. Said issues in family functioning influence education dropout more at the secondary than at the primary school level. It is important to single out children with developmental impairment, who sometimes are entirely deprived of education, due to their parents' decision or because of inadequate atmosphere in their school, so they are not well accepted from the start and get rejected.

In general population, some interesting results were obtained. Children from this sample are more satisfied with school, with the degree of satisfaction lower in secondary school students than in primary school pupils. Children attending primary school feel closer to their family members and see their families as more flexible than secondary school students do, which is expected, whereas high school students are more prone to anger, domination and hostility. Observing the secondary school students' sample, the influence of adolescence is visible, along with all its risks.

Results were compared according to gender, parents' level of education and employment, as well as by municipality respondents are coming from. An interesting finding is that female respondents are more satisfied with school, which is probably a result of their ability to adapt easier (Vallerand, R. J., Fortier, M. S. and Guay, F., 1997., Tidwell, R., 1988.). Girls find their families to be more cohesive and flexible than male respondents, who are more prone to vengefulness and domination.

Respondents from this sample find support, cohesion and flexibility of their families to be very important, while existential security also proves to matter, given that respondents from families in which at least one parent is employed show less aggressive behaviour and more satisfaction with school.

Also, respondents from the general population group see their family as main support in education, so it is very important to work on determining all potential family related risk indicators that might influence a child to leave school when left without proper family intervention and support.

When working with families of children who left school, close cooperation between the school and centre for social work is vital. Such cooperation is extremely important when a child starts skipping classes and parents do not react and avoid coming to school to explain such absence, when it is not sickness related.

Five round tables were held within this research, where preliminary results were presented and subjected to comments of participants and their suggestions of future steps related to this issue. All participants agree that the problem of school dropout is present and escalating, as well as that it is vital to take urgent action on both local and canton/entity/district level. The participants stressed that is it necessary to work not only on setting up records of children who should enrol in the first grade, but it is equally important to track every child with regard to change of the place of residence within the country. It is also imperative to strengthen educational institutions by hiring experts – pedagogues, psychologists and defectologists, as well as social workers, so that those institutions can act preventively and become more efficient in their work with children belonging to the school dropout risk groups. Multidisciplinary approach was set out by the participants as crucial for prevention of education

dropout, since that way a child is observed from different professional angles. Participants also found that local authorities should offer prevention programs aligned with characteristics of risk groups in their communities, and that all responsible institutions in one municipality have to closely cooperate on the issue of school dropout.

Finally, this research confirms that family represents the most essential part of every society and that it is very important and influential when it comes to child upbringing, so providing support to families is vital for proper development of children, especially for their education. Parents are the ones required to take care of their children, but when they are personally or financially limited, the society has to help out. Education is one of the fundamental rights of the child, therefore, children should not be allowed to leave educational institutions on any grounds or for whatever reason.
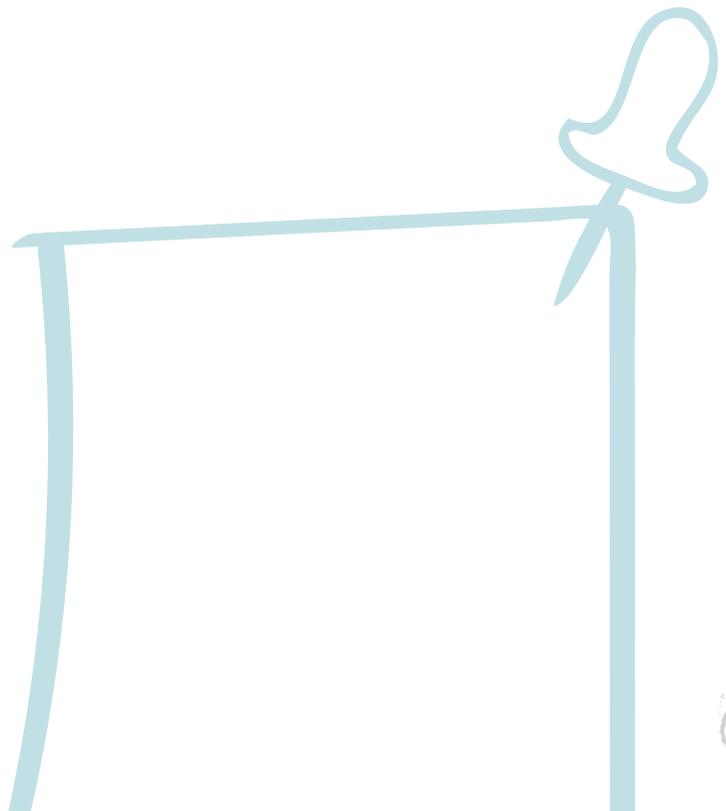
RECOMMENDATIONS

Bearing in mind obtained results of both quantitative and qualitative parts of this research, public discussions analysing preliminary results at the local level and suggesting direct systemic activities, in this section of the report we will set out recommendations grouped in the following categories: recommendations for educational institutions, strengthening local institutions and organizations and building capacities at canton/entity and state level.

1. Recommendations for educational institutions:

a) Strengthen teaching staff in the domain of pedagogical and psychological competencies, through additional trainings and seminars, so that they are able to:

a. Recognize a child in risk of school dropout,

b. Individualize the education process in order to enable every child to get education according to their capacities, developing them to maximum extent possible.

b) Work on strengthening cooperation, thus also trust, between parents and schools, enabling parents to participate in the educational process, or in other way volunteer in schools and/or institutions. Application of this recommendation would ensure that parents understand that they are an important partner in their children's education and that the school recognizes them.

c) Cooperation with parents should start before their children start school. That can be achieved through lectures organized for parents after their children enrol, about preparation for school and significance of education for proper development of their children. Parents ought to understand that once their child starts school, they become partners with the teachers.

d) Adapt school infrastructure to children with disabilities, provide them with a personal assistant etc. in order to fit education to their needs. Adapting school infrastructure to children with disabilities, shows parents that their child is welcome to school and has equal access to school as any other child. This way, a positive atmosphere is created for children with physical impairment and their education.

e) Providing personal assistants ensures support to both children and teachers. That way, work with children with difficulties is individualized and their progress accelerated. This can be motivating for parents of children with disabilities, to enrol their children and to trust that they can be accepted and that work with them is adequate.

f) Primary and secondary schools should develop close cooperation and share information related to enrolment of elementary school pupils to high schools. That means that it is necessary to develop a system in which each primary school would receive notice from the secondary school in which their pupils enrol next. This would allow for better control of data about primary school pupils who enrol to secondary schools. Due to current legislation and the fact that secondary education is not mandatory, it is only possible to enhance information exchange.

g) Primary schools have to develop motivation programs for pupils to enrol in secondary education. Those can be developed together with high schools, for example by organizing info days in secondary schools where primary school pupils would attend presentations explaining what type of education and vocation training is offered in specific high schools, as well as the manner and price of such education.

h) Primary school enrolment policy is the responsibility of line ministries. Tests and materials used by pedagogues and psychologists should be uniform at entity/canton/district level, but they are not. Uniformity would provide possibility of tracking children in the education system according to various criteria, including school dropout and its prevention. In that case, primary schools should be collecting the following data when registering first graders:

    a. family: structure, functioning, socioeconomic status,

    b. child: cognitive, socioemotional and motor maturity, health, interests.

Based on the acquired information, expert teams could take notice of children at risk of school dropout, in relation to any factor linked to either the family or the child itself. Obtaining such information early, means possible prevention and inclusion of relevant institutions when their support is deemed necessary.

i) School curriculum is a document whose changes are very difficult to implement, since its modification entails high expenses. However, teaching methods and techniques can be easily modified by teaching staff to become different, closer to interests of children. That way, school itself would become more appealing to students.

j) One of the reasons for school dropout being the lack of financial means, schools could take care of providing textbooks for pupils from socially vulnerable families. Schools should find ways to acquire required textbooks, but also to implement other actions that could help solve this problem, including activities that would develop empathy and humanity, as very important values, in other children.

2. Recommendations for institutions and organizations at the local level:

a) In the beginning of each academic year, local authorities should put together a record of children who are supposed to enrol in the first grade of primary school and send such data to schools, according to registration areas. Further, it is important that primary schools submit information about children who belong to their registration area but fail to enrol. The local authorities should receive information on whether such child enrolled in school and where.

b) Intensify cooperation of schools and local communities by using as much resources from the local community as possible during the educational process. That would make classes more interesting, concrete and closer to children, making them perceive school in a different manner.

c) Create programs that would assist pupils with difficulties in learning and behaviour. Those programs can be implemented in schools, or in day cares for children at risk, like the ones that exist in the project "Creating supportive environment for social inclusion of children".

d) It is necessary to work on transforming specialized institutions for children with disabilities into centres for development of inclusive practice, in which children with difficulties would be provided assistance in adopting adaptive skills, as well as rehabilitation. This way, the number of children in regular education would rise, i.e. more children would be educated in regular schools, while such centres would provide additional services developing support related to rehabilitation and adoption of daily life skills. By transformation of specialized institutions into centres for development of inclusive practice, local communities would gain more institutions that would offer diagnostic and intervention services, which also improves quality of education of children with disabilities.

e) Develop multidisciplinary cooperation between institutions and organizations who are in charge of child care at the local level, so that any child with a problem would be timely identified and provided with proper assistance. Aside from providing assistance to children, multidisciplinary approach would provide support to the entire family. Identification of children with developmental impairment can be done by school, health centres or mental health centres. The important thing is to share relevant information as soon as child's impairment is identified. Exchange of such information is vital to their development.

f) Institutions and organizations at the local level should sign protocols on cooperation and exchange of all information related to children and their families, in order to make their work with them more efficient. It is important to note that such information is confidential and should not be publicly available.

3. Recommendations for system strengthening at entity/canton and state level:

a) Strengthen educational institutions by hiring experts from the following fields: psychologists, defectologists, social workers and pedagogues, which would allow for a more efficient work with students in need, given that children who drop out of school have many different reasons for it and show signs of the problem before dropping out. In order to provide effective and timely reactions, educational institutions should have more experts at their disposal.

b) Work on changing the education system, without relation to curricula that do not follow students' capacities or are not aligned with the community needs. Firstly, that means better planning of subjects that teach about widely available data, thus unnecessary to remember, as well as changing obsolete methods of work. This way, motivation for learning would be directly and indirectly enhanced, along with the interest for school. That would allow children to perceive school as an interesting place where they acquire new knowledge.

c) Set up a system that would track children from birth until completion of formal education. Such system should be focused on active inter-school communication. This communication involves obligation of the school to, when enrolling a student, inform their previous school of that fact. Also, creating records of six-year-olds would allow for a more efficient tracking of children who did not start school or whose parents, for any reason, avoid the education system.

d) It is necessary to adjust secondary education to the requirements of the labour market, which means it is important to pay attention to secondary schools in specific communities in relation to requirements for vocations needed in those municipalities.

e) Develop a methodology for continuous tracking of every child's development at school, with clearly formulated criteria for each age, using such documents for early intervention and for the purpose of informing other experts about each child (for example student files, transferred from one to another level of education).
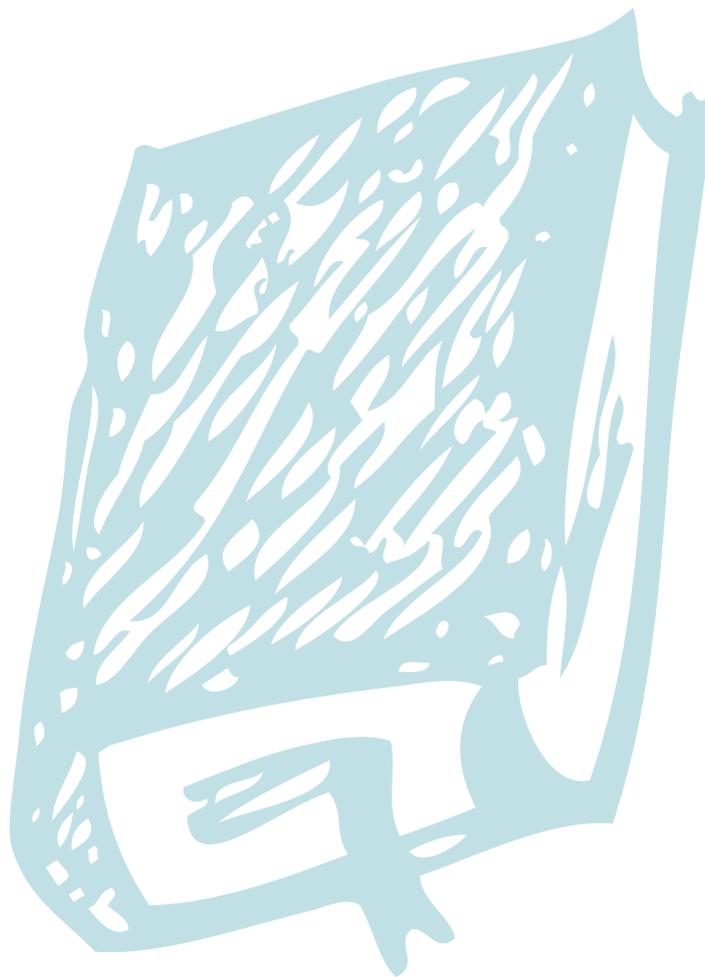
LITERATURE

- Astone, N. M. and McLanahan, S. S. (1991.), Family structure, parental practices and high school completion. American Sociological Review, 56: 309-320

- Barušić, J., Babrović, T., Marković, N. (2010.), Koliko daleko padaju jabuke od stabla? Odnos obrazovnih postignuća djece i obrazovne razine njihovih roditelja, Društvena istraživanja, 108-109: 709-730.

- Battin-Pearson, S., Newcomb, M. D., Abbott, R. D., Hill, K. G., Catalano, R. F. i Hawkins, J. D. (2000.), Predictors of early high school dropout: A test of five theories. Journal of Educational Psychology, 92 (3): 568-582.

- Bridgeland, J. M., Dilulio, J. J. and Burke Morison, K. (2006.), The silent epidemic: Perspectives of high school dropouts. Washington, DC: Civic Enterprises.

- Cairns, R. B., Cairns, B. D. and Neckerman, H. J. (1989.), Early school drop- out: Configurations and determinants. Child Development, 60: 1437-1452.

- Finn, J. D. (1993.), School engagement and students at risk. Washington, DC: National Center for Educational Statistics, U.S. Department of Education.

- Finn, J. D. (1989.), Withdrawing from school. Review of Educational Research, 59: 117-142.

- Garnier, H. E., Stein, J. A. and Jacobs, J. K. (1997.), The process of drop- ping out of high school: A 19-year perspective. American Educational Research Journal, 34: 395-419.

- Hunt, M. E., Meyers, J., Davies, G., Meyers, B., Rogers Grogg, K. and Neel, J. (2002.), A comprehensive needs assessment to facilitate prevention of school dropout and violence. Psychology in the Schools, 39 (4): 399-416.

- Janosz, M., Le Blanc, M., Boulerice, B. and Tremblay, R. E. (1997.), Disentangling the weight of school dropout predictors: A test on two longitudinal samples. Journal of Youth and Adolescence, 26 (6): 733-762.

- Janosz, M., Le Blanc, M., Boulerice, B. i Tremblay, R. E. (2000.), Predicting different types of school dropouts: A typological approach with two longitudinal samples. Journal of Educational Psychology, 92 (1): 171-190.

- Kronick, R. F. (1994.), The imperative of dealing with dropouts: Theory, practice and reform. Education, 114 (4): 530-534

- Maehr, M. L. and Midgley, C. (1996.), Transforming school cultures. Boulder, CO: Westview Press.

- O'Neill Dillon, C., Liem, J. H. and Gore, S. (2003.), Navigating disrupted transitions: Getting back on track after dropping out of high school. American Journal of Orthopsychiatry, 73 (4): 429-440.

- Rumberger, R. W. (1987.), High school dropouts: A review of issues and evidence. Review of Educational Research, 57: 101-121.

- Subotić, S., Knežević, I., Brković, S. (2016). Priručnik za kratku formu upitnika učeničkih stavova o (ličnoj slobodi u) školi – SOS-KF (NVO „Persona" radni dokument br. 02-2016). Banjaluka, BiH Preuzeto s http://personapsiho.com/wp-content/uploads/2016/06/SOS-KF.pdf

- Suh, S., Suh, J. and Houston, I. (2007.), Predictors of categorical at-risk high school dropouts. Journal of Counselling and Development, 85: 196-203.

- Tidwell, R. (1988.), Dropouts speak out: Qualitative data on early school departures. Adolescence, 23: 939-954.

- Vallerand, R. J., Fortier, M. S. and Guay, F. (1997.), Self-determination and persistence in a real-life setting: toward a motivational model of high school dropout. Journal of Personality and Social Psychology, 72 (5): 1161-1176.

- Viadero, D. (2001.), The dropout dilemma. Education Week, 20 (21): 26-29

- Zloković, J. Vrcelj, S. (2010), Rizična ponašanja djece i mladih, Odgojne znanosti, 12 (1): 197-213

Save the Children in North West Balkans

Ljubljanska 16, Sarajevo, Bosnia and Herzegovina

Tel: +387 (33) 290 671; Fax: +387 (33) 290 675

info.nwbalkans@savethechildren.org

nwb.savethechildren.net

savethechildrenNWB

savethechildrennwb

SavethechildrenNWB

scnwb