

MODERN SCHOOL DEGREE OF AUTONOMY IN A WELL ORGANIZED EDUCATIONAL LEGAL SYSTEM

Danijela Bonacin¹, Dobromir Bonacin¹ and Žarko Bilić²

¹Herzegovina University, Faculty of social sciences dr.M.Brkić, Mostar, Bosnia & Herzegovina

²University of Mostar, Faculty of Sciences, Bosnia & Herzegovina

Review paper

Abstract

The aim of this study was to identify the degree of autonomy of the modern school in a regulated legal system of education. In order to achieve this goal, it was necessary to analyze the basic framework of modern schools within the legislative model of modern parliamentary political system. After consulting a numerous references it was concluded that the degree of autonomy is inversely proportional to global legislative and executive authorities, which both of them define as the legal framework in which the institutional education is realized. It is evident that not only today, but especially in the future degree of autonomy of schools will be particularly expressed through the comparative advantages related to local government and self-government. Such a tendency will certainly open up possibilities for the development of specific programs and integrating school systems in utilitarian integrated models of education of young people for the labor market needs. "Non scholae, sed vitae discimus."

Key words: education, autonomy, self-government, legislation

Introduction

There is no legally regulated community and there is the most important part and that is the law. It usually manifests itself through the Parliament and the parliamentary role of such a community, in principle, the State shall adopt rules and norms for the whole operation and we call them laws. Almost all parliamentary companies above the law have only the Constitution. From executive documents may differ regulation, regulations, decisions, etc., but the law is the jurisdiction of when such decisions are issued. In the most general case, there is a second segment of this society and this is the executive segment, commonly known as the Government, which is in mostly the proposer of the law. The third important segment of every modern society is justice, which in turn has a dual role and that is primarily to control compliance and incorporation of any of the laws and their mutual relations, which on the other hand forms the basis of the implementation of sanctions in the company. The so-called division of the government therefore involves the legislature (parliament, the king), the executive (government) and the judiciary. Each of these segments functions in the spirit that has carried out the impact of the educational system and each of them supervises the implementation of global and standard educational solutions and the implementation of all that in education we call autonomy.

Methods

For the purpose of this work was studied and researched different literature, different authors from different areas including the appropriate legal documents. The insight obtained such research led to thinking about the fundamental things in

education, hierarchical specificities, in particular for school legislation as one important factor of progress in the field of education and knowledge transfer. While creating this work, the data was collected by researching relevant literature from different areas and using different media, and were used methods of description and comparison of the collected data and graphical representation.

Subject, aim and purpose

The paper focuses on the modern school within a regulated legal system of education. The aim of this paper is to identify the degree of autonomy of the modern school in a regulated legal system of education. The purpose of this study is to obtain some information regarding the current situation and based on them to make suggestions for further improvement of education and the system in general.

Basic concepts and processes

The school system, such as Silov (2001) states, the society subsystem and system theory stresses the system as a whole and individual parts (subsystems) and their organizational and meaningful connections. Just adequate organization and tidiness are achieved some "accepted purposes division of functions and responsibilities" which is again a consequence of the division of labor as in all things and in education. Likewise is the consequence of legal regulation. What would that mean? Would be to legally well regulated system of education is actually the ultimate result for the result was the organization and functionality. On the other hand, it is difficult to adequately answer the question of what is this well-ordered system of

legal education. It is obvious that there are some reasonably global values that are common to well-ordered legal systems. Especially nowadays, when the weight of integration and unification is of such value as is the case in higher education such as the Bologna process, i.e. The Bologna Declaration which 29 countries committed themselves to a common structure reform of higher education which is the key document which marks a turning point in the development of higher education in Europe (www1). However, in order to even be able to deal with such an important issue, above all, we must make it a cross-section of the essential concepts through time is a crucial factor.

Law and its historical development

The sociological relations, social movements, stratification, micro etc. are not incurred in the 21st century. Their origins can be traced to artifacts from, and within the current sociological community, in terms of anthropology through millions of years. Of course, later complexity of these communities led to increasingly complex internal relations, as well as relations with other similar communities. Almost as a rule, relations that have appeared, and this regardless of the level of development, have been characterized by disagreements and misunderstandings. Some of these disagreements were settled by a certain type of argumentation but too often resorted to the use of force. This force in ancient times could be a force or physical strength of an individual and the power of his authority within the initially established system of government. For example, it was certainly "more worth" coming from an experienced hunter or heads of tribes than the other members. Of course, it could have happened that a decision based on that could have been wrong but life was evaluating such decisions by destruction or development of e.g. such tribes. Strengthening internal relations began to show a hint custom, mores and even the rules that are all together began to imagine rudimentary legal norms and ethics which all other members should undergo.

Of course that many of these rules at the very beginning were fluid and their interpretation was relatively complex. Even today in many tribes or tribal alliances (i.e. Africa, South America, etc.), especially in smaller communities there are individuals whose community dismisses disputes without any written documents. You could say that this is some sort of common law. Certainly, the fact cannot stay, because decisions in case of disputes are often subjective or intoned interests that are not necessarily an inherent part of the dispute. With the arrival of literacy even in totalitarian regimes that were, i.e., tribal, appears the need for definition of rules in a form that is more or less steady, verifiable and clear to everyone. Some of these examples are shown in all tribes and all people in accordance with the development of society such as Hammurabi, the Egyptian rule in hieroglyphics or at a later time the Baska Tablet, Charter of Duke Trpimir or Law codex of Vinodol. In many of these documents are visible clear designs

of some relationships that are treated as documents. Strict legal analysis would maybe in some of these situations (of which there were many in the world) seemingly some disagreements and legal doubts, but the time of creation and social relations should be taken into account as incurred. So, throughout human history is evident presence of establishing such rules applying to all individuals in a social community. Law as a social activity, therefore, tries on the basis of current social insights, goals of society, the definition of morality and knowledge, standardize certain categories of behavior by introducing gradually throughout history more or less recognizable form of sanctioning behavior that is not considered adequate for the social community. Of course, this is not the end. Social communities, of course, when they are more or less rounded come in contact with other communities. Although in most situations, they perform war, sooner or later, wars end and are replaced by diplomatic, political, trade, supranational and other communications, as well as a pre-opening need for standardizing relations. Many of these communities often can certainly raise the question of the general meaningfulness (Yugoslavia, Soviet Union, United Kingdom, WTO, IMF,) but some of them are also very meaningful (UN, UNESCO, UNICEF, EU, probably USA, G8, Sheng, OPEC ...). In the efforts of construction of individual systems there has been a single system that eventually swallowed all the others (NATO) with some questionable features, but there are others that allow global collaboration with minimally forced regulations (UEN, Olympic Union, Greenpeace, European and world anthropological associations, educational, scientific community, etc.). As can be seen throughout the last century there were ambivalent situations that clearly show a tendency of mutual influence of refraction resources, knowledge and ideas which are on one hand heavy wars and destruction of the world to the locals, and on the other hand, noble models of association such as the UN.

Legal regulation of individual social community seeks maximum strengthening of each community at the expense of all other models while jointly expressed e.g. The UN are trying to balance the benefits of development to all people on Earth. In both cases are visible clear legal merits of all these situations. Finally, the fact that conflicts are something the man at the same time causes and tries to prevent is evident not only in politics throughout history, but, for example, in art and literature in particular. Who has not known the conflict between Montecchi and Capulet (Romeo and Juliet) or conflict within the individual in Crime and Punishment by Dostoevsky? Through such situations are reported already mentioned confrontations of social groups that are refracted through two individuals or within the individual himself. Maybe the most evident example of the possible groups that are not of political interest are described in Les Misérables by Victor Hugo where on one hand there is an "exemplary" criminal, on the other hand there is an exemplary police officer,

then is completely clearly defined legal framework where one catches the other, but in the manner of catharsis all ends in a way in which they are both in exactly the same social roles. It follows then that the legal norms are inevitable sequences of general social relations but also that there absolutely cannot be any but the smallest legally standardized social relationships.

Education within the legal system

Reasonably assuming that educators, teachers, students... dispose well enough with information on education, both today and throughout history, here will be indicated only a minimum of information and not one that has a direct connection with the law or norms. As in the above mentioned, law as the term originates directly from social relations. Of course, it is the same situation with education. The right question to ask is: Which appeared sooner, law or education? And of course, even though the lawyers and educators would certainly kill one another over the response, the answer is quite simple. Like most others inherent human phenomenon, these two occurred simultaneously. Sooner than ten thousand years ago there were no legal acts, as we have seen it does not mean that there were no rights, just as the fact that there were no school as an institution does not mean that there was no training. It is obvious, too, that through interaction within the social system at the same time in both directions was exchanged information from education to law and vice versa. The difference in importance, however, is not only symbolic, because the right to define the rights, obligations, norms, attitudes and sanctions and education defines the current status, knowledge, openness and social goals. Obviously, there is no possibility of existence without both of them. But some of this work should begin. In this regard, of course, avoiding the question whether the egg was the first, or the chicken, we will assume that the education system paved the way for the definition of the value of a real upgrade of standardizing elements of the value system in a strong set of moral preferences. And of course, returning to education, cognitive effects, in fact, close the "magic circle" of exchanged knowledge and norms. There is the emergence of different levels reaching legal norms but what is in a normal society, e.g. a mini-skirt, in another is punishable or sanctioned as a similar incidence but not equally.

Modern School as part of the educational system

Education is an inherent part of every social system; it could be said that the social system of micro-communities and even individuals both cannot seriously exist without speaking and develop without education. As Bilić and Bonacin (2007) stress, a fundamental right of every individual (and in essence of social communities) is the right to life, that is, existence. When he is already alive, a right that stems directly from that is the right to health, that is, the quality of life and ultimately what of it follows is that there is no quality of life without education. These are the three fundamental rights and from them come all

the rest. For example, development of the offspring, medical care, freedom, creativity, communication, participation, codetermination and everything else. It could be said that even a newborn child has three such fundamental rights and those of the concepts that seemingly are not unique to the social parameters as to keep the "external hard drives", which are doctors, teachers, parents, pediatricians, technicians who maintain warmth in the hospital and so on. Then, with the help of the appropriate authority, if necessary, he takes what he needs. And he will, of course, do that all his life. Those among them who are the best educated shall conclude and make decisions based on the information contained in them, that have become their direct and permanent repertoire. All the rest will continue to be on the outer discs (experts, books, videos, etc.). On the basis of all, it is obvious that the transfer of knowledge from "external drives" on an individual or society is the most important thing and that is what makes education so important. School, regardless of what is within the established parameters, represents only the organizational form of knowledge transfer and thereby is subject to the appropriate legal rules, of which told Silov (2001) and Staničić (2006).

Previous research

There are and have always existed different research in the field of school and therefore school legislation and administration. There are different tracks from which to see, including the aforementioned Hammurabi (www2). Thus, for example, the famous school in Ancient Egypt with its rules and information on the organization of antique spoons and gymnasium that had quite clearly defined rules and hierarchy (the names of the others and more recently as a synonym for high schools in several states and even some girls' high school Croatia) (www3, www4). Interesting is the fact that during most of the ancient Greek history, education was private (except in Sparta). Only wealthy families could afford a teacher. Boys are taught to read, write and quote parts of literary part. They taught singing and playing and have complete athletic training in athletics and martial skill of. And all this only to acquire full citizenship. Girls are taught to read, write and count enough for the household. So, in the beginning, they were responsible for the education of parents. With seven years of age boys went to school (gymnasium) or military barracks, if they lived in Sparta. Classes consisted of arithmetic, music and sports. About boys from rich families who went to private schools took care of pedagogues - paidagogos, house edges that were chosen specifically for this and were companions of those boys. Classes are held in the homes of teachers where the boys learned mentioned cases. From the age of twelve boys practiced wrestling, running and discus throw and javelin throw. In Athens the older boys learned and more sophisticated disciplines such as culture, science, music and art. Education ended at 18 years old, followed by military training for a period of 1-2 years.

In Sparta education in old age almost occupational focused warrior arts, under very cruel conditions. Education (and fight) could choose and women. However, a part of education for rich boys was learning under the auspices of a mentor. The student has acquired knowledge following the political speeches of his mentor in the agora, helping him in the conduct of public affairs, practicing with him in high school and attending symposiums. The richest young men continued their education at the most educated Greeks, especially at the Academy. (Www5). Pranjić (2015) states the following: "Throughout history, constantly tries facts about the influence of Greek culture on Roman, while constantly talking about the similarities. But there are also some differences. Thus Roman society manifests specificity that reflects on his understanding and practice of education. In Rome are in the public arena and in the forefront of the state, the laws and the art of warfare, and the private and family farming. These are the characteristics of the Latin genius but also his reflections on all human life.

Unlike the Greeks, in which the Μουσική καὶ γυμναστική (Musik Kai Gymnastika, music / music, poetry, education in general and gymnastics, gymnastics) golden password and καλοκάγαθία (Kalokagathia, generosity, honesty, virtue, moral goodness, i.e. an exemplary synthesis of beauty and good) greatest human virtue, to the Romans is not the case. In its beginnings, the Romans do not burden the Fund physical and mental abilities and do not care much for science, book and art, but they were so that practical, immediately useful and applicable in other words materialized, always in view, starting with the construction all the way to the Code twelve plates. Of course it is this attitude towards life had an impact and the only conception of formation of the young generation, to his particular upbringing and his daily behavior in the community. On the contrary, they will password "et facere et pati fortia Romanum est" (do, to act, and at the same time know to suffer, suffer and wait for the opportunity) to declare their principles in which there is a power of the Roman genius. In Rome, the slave soldiers and worthy dead ancestors, each as a guarantor state and its continuous expansion, which is associated with well-being of all, and the other as the embodiment of specific Roman virtue. While the Greeks dedicated to the ideal, Roman is paid to the real, are aimed at have to be in place but the state and the education was. They accepted physical exercise because it had a function in martial purposes. And it was all in order to state that unlike Athens and Sparta did not have jurisdiction over education, except in terms of law and rights. So education is left to the families and to the seventh year of mothers - mothers familias and beyond that fathers - pater familias. For this education was important to the formation of conscience in formation, creating the moral value system, creating a lifestyle acceptance of sacrifice and abnegation, unreserved commitment to the community or rather the country, which is for all time, is famous as the largest educational ideal so

for Rome he was never brought in question. Glory was not, as in Greece, individual. However, with the expansion of state power and public office, parents increasingly have the opportunity to educate their children and acquire qualified teachers. These teachers Romans gathered from all around the world functionally, the war of conquest, as slaves. Therefore, for the Romans were infamous job. This and that initial teacher what the Greeks called γραμματιστής (grammatistés), and the Romans Litterator (Dictionary, which is the students taught letters), or mad master, was different from the one later in life called grammaticus. Ludus in Latin means game, free activity could actually fit school into a kind of free time which becomes the foundation for later school. Until the 4th century Romans elementary school called their "ludus litterarius" which is, as I said, the first stage of the Latin school system beyond which is then followed by "grammaticus" and finally "rhetor". According to some sources already in the 5th St. BC, there were schools for many children. "Later, the system developed in accordance with Greek influences and interwoven with it well above the indigenous." Educational systems, of course not stopped developing even if they were inside of them very unfavorable circumstances. In fact, since the fall of the Roman Empire until the discovery of America in 1492 in the social sense locate the Middle Ages (the beginning of the 5th century.). This is a period of time for a long time, more than a millennium, it is obvious that no educational system at the beginning of this section and in the end they could not be the same in many ways, especially in the legislative sphere. Supposing there was a common thread throughout that period, in fact the legislative role of the nobleman who in later stages becomes king, often car, with emphasized role of faith-based authority.

For these reasons, it is easy to spot the ongoing dilemma and two ways of presenting things in education. The continuously occurring (and going on to this day), so quiet, so sometimes bloodthirsty, struggle for dominance in education, on one hand secular control and on the other side religious control. One might even say, of course, with varying degrees of legislative framework that throughout that period extends, on one hand operational training for the needs of time and space and on the other hand largely defined scholastic learning. An increased level of development slowly profiled secular teachers but also institutions and religious teachers (priests) and their institutions. This dual role of education is to understand and remain in part, to this day, with an emphasis on material, or transcendent. The biggest steps towards free thoughts and ideas were realized in the first centuries of the Modern Age (16th century onwards) through Romanticism, Renaissance and mostly through the Enlightenment. It is in these timeframes (16.-17.st) appeared and giant didactic Mass Komensky with completely new ideas which extremely enriched educational space. His influence was very great, although he himself was not the sole legislator at the time.

His ideas have influenced and wriggled further. Modrić-Blivajs (2007) examines the impact of legislation on the development of school education in Civil Croatia from 1774 to 1850. Her research has shown that protomodernization of education in these areas began Teresian reforms triggered by the Enlightenment ideas about the development of education as a priority country. The objective of introducing a single school system was subjected to all kinds of state control of education. The church is thus losing monopoly in education, although it is still strongly influenced its development. Centuries disunity countries within the Monarchy and even access within individual countries was caused by differences not only in the political, economic and social life, but also in the field of education. The transition from the education authority of the Church to the state was accompanied by the lack of uniformity in approach, organization and operation of schools in almost all parts of the Habsburg Empire. Therefore, Maria Theresa encouraged solving school issues in order to harmonize and raise the quality of the educational system. For the 1770 Education declared the subject of special state concern, and introducing Allgemeine Schulordnung (general school order) from the end of 1774 gave the primary education a specific form of the publication of the principle of compulsory education. The process laicization education proceeded in parallel with its democratization, through inclusion of ever wider layers of the population through systematic education.

The ruling circles had to introduce the use of the national language in the education of their subjects. The implementation of "General school rules" has been met with resistance in Hungary due germanisation impact, therefore, on the initiative of Maria Theresa in 1777 adopted a new "School Order" for Hungary, Croatia and Slavonia. However, this ruler's command did not include living in schools; its implementation hampered socio-economic backwardness, poor pedagogical standards and great influence of the Church. Therefore, in 1806 introduced modified and supplemented Ratio Educationis, which has developed all the elements of education, leading to a better quality of education students and better teaching effects. Ratio educationis was in the wake of the development of education attainment General school consecutive from 1774 and was active until 1845, when it introduced System scholarum Elementarium. Century's political disunity countries monarchy and turbulent political events of the early 19th century did not support the implementation of the above legal provisions. Education policy, which was implemented from the state center, has become decisive for the development of Croatian education, which is their national characteristic successfully completed in mid-19th century. "It could be said that they are thinking of Maria Theresa (many) was ahead of its time, but even though they may have been targeted mainly for the purpose of preserving the value of the former empire, created a good legal basis and was an incentive for further development.

According to Vukasović (2003) "J.A. Komensky, the great Czech philosopher, educator, writer, historian, etc., is one of the founders of the pedagogical science and the driver of the school and educational reforms, the organizer of modern education, humanist, patriot and teacher of nations". Under his influence were educated young teachers, formed magazines (e.g. Progress) and carried out various reforms, such as holding the assembly educator (first general assembly of Croatian Teachers in 1871). In addition to these situations in the literature is possible to find many more information regarding the development of education within the legislative authority shapes, as well. Well, I think that this review largely describes the objectives of work in terms of the review of social relations, the legislative branch and education since pre-antique times to the present day. What should be emphasized in recent circa 150 years are attempts towards integrative interventions in education and with the initiative that the appreciation of educational competence comes from the top of a social community most often in today's more time by Parliament. Such attempts to influence education in depth (from nursery to a university degree) but also in the breadth (thematic and content), now often referred to as curricular reforms or e.g. National curricula which is in fact a well-made plan of education. Many of these attempts, particularly through the twentieth century, no matter what name treated, have not always been very humanistically justified by what has often led to misunderstandings, misunderstandings and serious conflict.

Let us recall the communist pamphlets and essentially one-way, and of random concepts that are known to cause the so-called "Cultural Revolution" so that university professors have to learn to dig canals to feel the "real" value of work. Or, for example, something that is in fact intended to be a preliminary guiding nationalism-socialists in Germany and that Hitler's "Mein Kampf" of 1925 (My Struggle), i.e., a book written by Adolf Hitler, that combines elements of autobiography and Hitler's political and ideological point of view, which later became the principles of Nazi ideology (www6). In that category, in terms of legislation on the prostrate the 6 January dictatorship, The Vidovdan Constitution and other similar acts certainly can be classified as laws, and although not exclusively oriented to education, undoubtedly have a huge impact directed to the general rules of this society and all educational goals. Political and other social circumstances after World War II depict a completely different aspect in the area of education in general in the world. Visible progress towards ever greater humanistic settings, according to the foundation of individuality as well as all the staff to better education schools, particularly visible significant step forward in equipping schools, as infrastructure (halls, classrooms...) as well as tools and equipment (books, working materials, technical equipment, IT technologies...). Obviously way of "production" of high-skilled personnel for immediate school practice much improved,

however, and in much of Europe, for the job of teachers in primary or secondary school qualifications required of at least four years of study and according to the latest processes (Bologna) even five years. Exactly Bologna process is one of the most serious attempts to harmonize and standardize all the necessary conditions higher education institutions but also of learning outcomes in order to relatively easily passed from cycle to cycle and as well as from country to country. This process even European and American and Far Eastern standards. In this way, speaking Bologna process is primarily a political future for its implementation, supervision and quality of execution in charge of the relevant ministries, then it is definitely closely legal. It is this process that inevitably requires a precise definition of inputs (knowledge that will be offered to pupils or students) but also clear learning outcomes and competence in order to vertical (the levels of education) and horizontal (the range of participative countries) flow and ensuring the transparency of people, goods and services.

In this context, it is evident there are differences in some areas (countries) or even parts of the country, for this topical subject of discussion and harmonization. Specifically, in Croatia for the last two years a curricular reform that is supposed to bring huge cognitive positive effects has been being tried to carry out with such goals. In Bosnia and Herzegovina, which yet does not have members of the EU, there is a disconnection at the political level and is thus Čuljak (2013) stated that "Bosnia and Herzegovina has educational systems and legislative frameworks in the whole area, the whole inefficient, uncoordinated and which are not fully enforceable. As such, do not guarantee the exercise and protection of the right to education. "He also believed that" special attention should be paid to compliance regulations at all levels of education with the aim of functioning, development and sustainability of the system. "Furthermore," this gives the right to conclusion that it is necessary to: a) regulations in education should be clearly designed and quality so that the function of the organization and management of educational establishments without compromising its autonomy, b) practical solutions enable consistent application of regulations without submission to daily-political influence, c) supervise the application and implementation of regulations to be done well, and the people implementing it must be independent and responsible in their work d) of the existing legal norms systematize and consolidate the special branch of law which can reasonably be given the name of the right to education. "

Discussion

In compressed form it is possible to identify certain rules which now harder all educational institutions regardless of whether they are marked by urban or rural, large or small, basic or secondary-school or even college, public or private, etc. Such a model is represented by a picture:

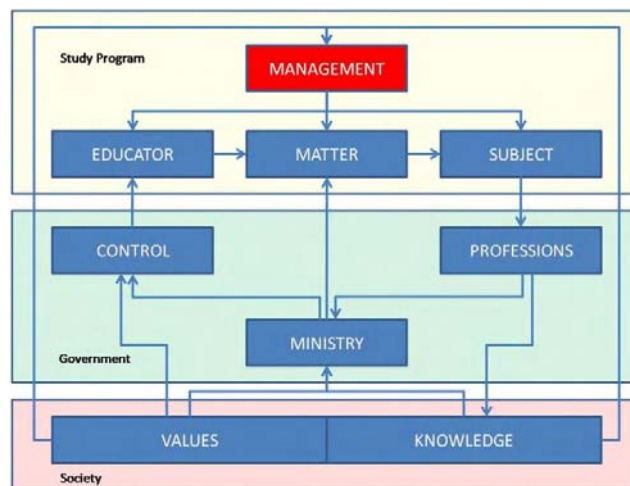


Image 1. Model of a well-ordered legal system of education
(source: Bonacin & Bonacin, 2012)

As can be seen, this model integrates and describes the system of social values of which are generated utilitarian (as applicable) educational segments to be offered through the training under the supervision of the appropriate level of competence. So, we have the school as a system that is incorporated into the educational system of the country i.e. companies. It is obvious that, as the competence of some higher levels of government, on the territory of a larger social community (state) to the variations possible within the curriculum less because the goal is to some facilities, but the conditions and personnel within certain uniformity is measured at the level of such a community. Conversely, the lower the level of responsibility to the possibility of using the comparative advantages of local communities is higher. In doing so, the director of the link between inductive and deductive activity but also a link between higher levels of government (with a lower degree of autonomy schools) and local community that tends to make in the part where it's even legally possible to take advantage of the legislative option part of the autonomy of school directed towards local community.

School superior system allows certain legal forms and forms of behavior that are directed toward autonomy. The key issue is the degree of autonomy of the school system within the superior system. School legislation determines the degree of autonomy of the school system. For example, there is no autonomy on who can work in the school as teachers, because there must be legal grounds to minimal variations. Also there is no autonomy at training professors and there are no facilities in because there are minimal standards which is school must have such example. Classroom, physical, chemical ii art cabinet or sports hall ... Pedagogical Standard also has large variations. But the small number of students for one teacher - the quality work and strives modern learning society under strict limit to the ministry approved funds for the salary, which is related to the standard of teachers for each subject.

Enough is strictly regulated and the relationship between parents and schools through consultation, compulsory arrivals, parents council, participation in classes and so on. The school has an obligation Reporting to financial and other institutions, for example, the balance sheet, final accounts, etc..., but also broadcast reports about the condition of the building, the behavior of students, relations with local communities, trade preferences projects and potential investments in the following periods and so on. The law provides content and quantity of libraries, toilets, hall, cabinet and even space for secretary, director, janitor, caretaker, etc. The law stipulates the type of behavior and how students and all others, inside and within and outside the institution (field work or behavior in a social community which affects the reputation of the institution). The key sub-question is what is required by law, regulations, by-laws and worth as *usus*? Resolution of this issue often causes an increase in the quality of the whole institution. Mores is difficult to prescribe legal but people are still holding up. Such mores are often a consequence of primary socialization i.e. home care and not only that, but as part of preschool and school education system, action of the other institutions and individuals.

Globally we can divide everything the following way:

1. What is systematically provided, that is, the law mandates, schools have no choice or have more opportunities prescribed / legislator - State /

2. Mores - that is not prescribed by law or in some way sanctioned in the community; like spitting on the sidewalk, littering, swearing and so on. So respect is but technically does not have and is not strictly required by law. However, in case of violation of sanctions in principle on a case-by-case basis. Culturally mandatory / Society / In general, the higher place, the impact of cultural customs and mores will be more pronounced but with greater variation with respect to multiculturalism. School in a small town will display generally a greater degree of autonomy and greater possibilities of action in interaction with the local communities, but it would be culturally more uniform characteristic. Today's school taken seriously multiculturalism (and other forms of diversity) considering that the world is a "global village", say for example, there are exchange students and students (ERASMUS)

3. Election of autonomy, the school itself regulates the part and often depends on the comparative advantages for example. The financial situation, climate and geographical location (mountain, plains, sea), population size, urban-rural and so on. This part is about the local self-government . For example, in a formal sense, the City of castle participates in the transport of students and informally through field trips, help with field trips, help for people with special needs and donations - alumni, etc. If the director and his associates

properly integrate the school with the local community, will receive the degree of autonomy which allows him to increase the quality of school work during the scientific field, extracurricular activities, extracurricular activities, sports clubs, IT and literary associations, local competition mat., fiz., chess., tours ... photo sections, movie section, the music and what is very new - volunteer work.

In the case of BiH, there are three constituent peoples or more groups that do not belong and have their own specificity (Montenegrins, Jews, Gypsies, Germans, Albanians). And specificity as well as all the other features that are in relation to this should be seen as richness and diversity (*Varietas delctat!*). It is hoped that one day all these specifics to be drivers of reciprocity and convergence of different nations and not any valid reason for their disagreements, conflicts and alienation. BiH may soon seek qualified invitation for membership in the EU. To this end, there will be significant changes in legislation and even the part that relates to education. Of course, no invitations part of legislation but is aimed in that direction and in education it is the most obvious example of the Bologna Process. If and when this year is long, state law will gain greater significance in relation to the Federal, RS and future cantonal (County) law is uncertain as well as the cantons themselves.

Conclusion

Educational systems are very specific phenomenon directly integrated into all social systems and especially those who are defined by some parameters of social values. In the broadest sense, every social system (in principle the state) tries to determine the educational systems in ways that represent a "lever" to play the society. For these reasons it is clear that the fundamental rules of structure, infrastructure, type of transfer and its content determined precisely in accordance with these criteria. How could it, society i.e. the state as well as for all other sub-segments (subsystems) has a specific set of rules that determines such a circuit that is legal. This means that determines the laws as basic rules which are subjected to all the members of such boards and other sub-segments, and hence education.

Should simplify the implementation and monitoring social community seeks to standardize core values that will be played through education. The main collection of this information shows relatively less variation and seeks to unite the essence of the transfer in all its parts. On the other hand, there is possibly greater community (in principle the state) which is in all its geographic and other features the same everywhere. It follows a clear conclusion that there will be some variations that must be installed in a stable educational system. In this part of the educational system leaves certain, although not too large degree of autonomy in implementing the content of education, in principle, in accordance with the features of local government. The point at which they meet Global CFO educational

parameters and possible values of the autonomous school is headed by the Director. Director in accordance with the law (superior bodies) carried out possible specific local activities to the extent that it is the local community can support. Most likely in the future of education grow the total amount of free space that directors available for application specific autonomous and locally oriented activities. What you will need to greatly improve

are personnel skills and knowledge that will be decisive for the implementation of these specific local autonomous activities. In this way, schools of the future, no matter how organized (classic, on-line...) will bring the long-desired model of individualized teaching and learning. Competence will be at the same time in accordance with the initial habits of the individual as well as the objectives of the legislator.

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STUPANJ AUTONOMIJE MODERNE ŠKOLE U DOBRO UREĐENOM PRAVNOM SUSTAVU EDUKACIJE

Sažetak

Cilj ovog rada bio je prepoznati stupanj autonomije moderne škole u uređenom pravnom sustavu edukacije. Kako bi se taj cilj postigao, bilo je potrebno analizirati temeljne okvire modernih škola unutar zakonodavnog modela modernih parlamentarnih političkih sustava. Nakon konzultacije brojne literature zaključeno je kako je stupanj autonomije obrnuto razmjeran globalnoj zakonodavnoj i izvršnoj vlasti, koje i jedna i druga definiraju kao pravni okvir u kojem se edukacija institucionalno realizira. Vidljivo je kako će ne samo danas, već posebno u budućnosti stupanj autonomije škola biti posebno izražene kroz komparativne prednosti vezane uz lokalnu upravu i samoupravu. Takva tendencija sigurno će otvoriti mogućnosti razvoja specifičnih programa i integracije školskih sustava u utilitarno integrirane modele školovanja mladih za potrebe tržišta rada. 'Non scholae, sed vitae discimus.'

Gljučne riječi: edukacija, autonomija, samouprava, zakonodavstvo

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Correspondence to:

MSc. Danijela Bonacin, PhD st.

Herzegovina University

Faculty of Social sciences dr.M.Brkić

88266 Međugorje, Kraljice Mira 3A Bijakovići,

Bosnia & Herzegovina

Phone: +385 (0)98 955 7186

E-mail: dabonacin@hotmail.com