

ONE PRICE FOR EDUCATION

Prof. dr.sc. Enes Huseinagić
International University Travnik, in Travnik
00387 61 178 800
huseinagic_e@hotmail.com

Review article

ABSTRACT

It had been discussed about tuition fees for the past decades. The abolition of tuition fees has been discussed by many institutions, parliaments, etc. with the aim of unique solutions in the protection of the constitutional rights of citizens because some schools and faculties use the growing influx of pupils and students who acquire a certain level of education through part-time learning and taking exams. A lot of tuition fees and contributions put pressure on those who want to study.

Specifically - who charges, how much, and from whom - is the basis of a long-running story about the abolition of unpopular tuition fees. Private institutions, such as universities, high schools, language learning centers, and organizers of music and cultural education - charge tuition fees from directly interested persons for instructional - teaching assistance and testing of acquired knowledge for organized forms of education, vocational training, specialization, and retraining. Most secondary and higher education schools, faculties, and other organizations dealing with verified forms of education charge candidates in the form of „enrollment“ or „advance“ fees for exams, exercises, seminars, and other forms of „assistance“, namely most often at its discretion, without the insight of the competent authorities and the consent of the society at all.

Keywords: *part-time education, education costs, secondary and higher education reform.*

INTRODUCTION

At a time when we are advocating for education reform as part of social reform, with the intention that education, training, specialization, and vocational training last throughout the working life; some educational institutions continue to maintain guild relations. The education authorities have declared themselves in favor of the wide-open doors of all schools and faculties, but in practice, this is slowly being realized. Full-time pupils and students are still preferred over part-time students. One gets the impression that part-time students have almost all obligations as full-time students, but not the same rights and some benefits and privileges that arise from the status of regular students: family pension, accommodation in dormitories, benefited food in student restaurants, loans, and scholarships, benefits in public transport, health care, etc.

1. WHO, HOW MUCH, AND FROM WHO CHARGES TUITION FEES

Part-time students and students employed in the real sector must also pay tuition fees for their education, and they are not able to attend lectures and other forms of work at school or faculty. Not a large number of real sector organizations, provide their employees - part-time students, usually when a certain degree requires his job, in addition to paying registration fees, instructional teaching aids, taking exams and other types of tuition, provide reduced working hours, convenient shifts, shorter absences with compensation of personal income, payment of travel expenses, etc. More partial interventions have been made to abolish all forms of tuition for persons in the real sector, ie for organizations to bear the costs of workers' tuition, if necessary, and to provide assistance if it is a general request of society to raise certain categories of workers on the level of education (example of health workers, metal workers, etc.)

However, tuition fees have been talked about for the past decades. The abolition of tuition fees has been discussed by many institutions,

parliaments, etc. with the aim of unique solutions in the protection of the constitutional rights of citizens because some schools and faculties use the growing influx of pupils and students who acquire a certain level of education through part-time learning and taking exams. And the flood of tuition fees and contributions puts pressure on those who want to study.

Specifically - who charges, how much, and from whom - is the basis of a long-running story about the abolition of unpopular tuition fees. Private institutions, such as universities, high schools, language learning centers, and organizers of music and cultural education - charge tuition fees from directly interested persons for instructional - teaching assistance and testing of acquired knowledge for organized forms of education, vocational training, specialization, and retraining. Most secondary and higher education schools, faculties, and other organizations dealing with verified forms of education charge candidates in the form of „enrollment“ or „advance“ fees for exams, exercises, seminar papers, and other forms of „assistance“, namely usually at its discretion, without the insight of the competent authorities and the consent of the company

Educational institutions charge tuition fees: for persons who study with work and pay contributions for education, from "excessive redundancy", from those who are unemployed through no fault of their own, and the basic condition for getting a job is a previously acquired professional qualification to pay. Performers of educational activities start from the fact that their work should be paid for by someone and they do not refrain from expressing the prices of related services in net amounts. Those individuals, who pay, when calculating all possible contributions and overheads, see large gross amounts to pay from their budget. In doing so, the injustice deepens among those who pay due to the different amounts of various contributions.

Primary education of citizens is provided by the social community and it is financed from funds that are part of the contribution to education. It is a constitutional right of adult citizens who do not have primary education for eight or nine years to acquire it in a school for primary adult education, i.e. by taking exams, not at the expense of social funds, but at their own expense under the conditions established by the legislation on primary education. Therefore, the organizers of primary education and literacy work unconstitutionally and illegally, charging

directly interested persons, regardless of their age and manner of acquiring education, for teaching aids and exams.

Economically stronger social systems in Europe are making efforts to educate illiterate working citizens and working people at their own expense and close the sources of new illiterates, as well as to find a suitable publisher who will print textbooks at lower prices than the economic price for primary school or compulsory education. , while some states through schools give them to those interested in free use. The social community participates partly (part is paid by the user himself) in the payment of dormitory accommodation and organized meals for pupils and students. Some organizations finance part-time education through staff loans, scholarships, and other suitable means - for the work of the necessary staff of a certain profile. The costs of schooling and studying in general: dormitory accommodation, organized meals, textbooks, reference books, textbooks, and all other needs, as a rule, are paid only by certain structures of society for the education of specialized staff in closed schools. While this is an exception, for now, classes are free in all schools from the point of view of those directly interested.

Educational institutions (schools, faculties, academies,) should harmonize their organization and work with pedagogical and academic norms, legal and other regulations, curriculum, annual work programs, and all measures taken by educational institutions, must be harmonized with legal regulations because it implies the implementation of the adopted social policy in the field of education. However, the discrepancy between the constitutional principles, largely translated into legal norms, and practice, raises the question: of why some schools and faculties do not harmonize their work with the adopted norms. Educational institutions should work by constitutional norms, which enable all citizens to acquire education and education in all educational institutions according to their abilities and, as a rule, under equal conditions. Society provides (or should) provide material, personnel, and other conditions for the work of all educational institutions in which young people and adult citizens acquire socially -

verified education.

However, even today, a significant number of secondary and higher education institutions collect enrollment fees and other contributions from regular students, i.e. their parents and students, even though it is envisaged that a school or higher education institution acquires and uses financial resources to work in a way determined by special legal regulations. These contributions were usually decided by the governing body or management, motivated by the needs and scarce financial situation of the educational institution. These "voluntary" contributions are intimately perceived by parents of students as extortion of obligations that conflict not only with regulations but also with the ethics of society.

2. EDUCATION FROM THE ASPECT OF LEGISLATIVE LEGISLATION

From the aspect of constitutionality and legality of the decisions of the governing and governing bodies of educational institutions on the personal contribution of regular pupils and students, it is obvious that they are not harmonized. Given that this is an activity of special social interest, it is logical that society, i.e. the government provides material and other conditions for the establishment and operation of educational institutions that deal with education and improve their activities.

Only state, entity laws in Bosnia and Herzegovina, i.e. cantonal, can establish contributions, taxes, and other duties of citizens in the field of education. Therefore, educational institutions are not authorized to impose obligations on regular pupils and students in the form of payment or personal contribution to performing the activities determined by law. This does not mean that educational institutions could not increase their funds with the help of real sector work organizations, really voluntary giving of parents, i.e. citizens, if they are willing to do it themselves, but the school or faculty cannot oblige them to do so.

In addition, making contributions to compensate consumers for property damage in an educational institution is contrary to the law, according to which a parent or guardian is liable for damage caused by students. This is a bit of a strange decision: pupils and students subscribe in advance at the beginning of the school and academic year to demolish equipment and school supplies for the current year - practically instructing pupils and students to have a careless and negative attitude about the social property.

It is also incorrect in this way to introduce the

personal contribution of students to collect obligations for the insurance of education consumers with the insurance company, for printing and issuing certain forms, certificates, membership fees, etc. In the case when the work of the educational institution lacks material resources. Management is not authorized by law to introduce a contribution to solving problems in its activities as a condition for enrollment of pupils and students. Assessing this situation, some "explanations" of education consumers in discussions cannot be accepted, such as: that parents and consumers themselves (students and pupils) were previously consulted; that there are several problems related to the financial position of the educational institution (school, faculty); that the funds obtained from the personal contribution of pupils and students will be used for the library, teaching aids, IT equipment, etc.

For the sake of illustration only, in the Tuzla Canton, schools charged students a certain amount of financial resources to complete a class certificate. And as a rule, testimonies and other pedagogical documentation are filled in by class elders, and that obligation is his 40-hour workweek.

A special question is how much and how educational institutions charge, class, differential, nostrification, and final exams from persons who do not have the status of regular pupils and students and want to gain professional education by taking exams.

The Constitution of Bosnia and Herzegovina stipulates that all citizens have the right, under the conditions established by law, to acquire knowledge and education at all levels of education and from all types of schools to universities. The Framework Law on Higher Education in Bosnia and Herzegovina establishes equal conditions for the enrollment of full-time and part-time students. This law determines the rights and duties of all students and finances the entire education within the canton.

True, the principles of financing all higher education consumers are not the same for everyone. Namely, full-time students do not pay tuition fees for their studies, while part-time students do not have state support, although they are employed in work organizations and contribute to education. So,

they practically set aside twice. It can be argued with certainty that this type of financing of education and schooling is not in line with the ethical view of justice. Of course, this area needs to be regulated by appropriate legislation and equalize regular and part-time students, because according to the constitution, all citizens have the right to enroll in higher education institutions. Obligations are determined unilaterally, which means that the principles of equality of entities that provide funds for education from their incomes are violated.

The intention to create conditions for studying „with work - for work“ is the commitment to encourage the education of citizens because Bosnia and Herzegovina is one of the countries in Europe with the least highly educated citizens.

The current financial situation of education in Bosnia and Herzegovina imposes the need for the existence of certain regular forms of tuition fees from the personal contribution of those who acquire education. In this regard, there are enough reasons to oppose the elements and some arbitrary solutions of several orders by joint action of the responsible factors of society. Acceptable and socially verified norms should prevent the authorities and educational institutions from dealing with education by arbitrarily determining the payment of personal contribution for extraordinary education and repeating the grade or year of study by their unfounded decisions. It should be noted that any anarchy is dangerous and unsustainable, especially from the point of view of creating social inequality among citizens in the process of acquiring education in the „reformed“ education system. Secondly, full-time and part-time students from this point of view must have the same treatment in a humanely organized society.

What needs to be determined are certain agreements for determining the costs of education of part-time students who are employed and already allocate strictly defined contributions and obligations to pay a certain amount (not small), as conditions for education set by the educational institution without any agreement. and agreements within the community where funds are provided for the financing of secondary and higher education and without respect for the equality of those who provide funds for education and those who carry out educational activities.

Therefore, it is necessary to determine by legal acts the obligations of citizens who attend a certain educational institution extraordinarily and set aside a certain amount for their education from their income.

It should also be noted that secondary and higher education organizations do not have the constitutional and legal authority to change the framework and principles of education financing with their acts. Prescribing different conditions for enrolling citizens in higher education organizations, depending only on whether they are part-time or full-time students, is not by explicit legal solutions that all citizens, under equal conditions, have the right to enroll in colleges and universities. Thus, the unilateral determination of the obligation violates the principle of reciprocity and solidarity and is replaced by the principle of additional personal payment.

The solution should be sought in the adoption of legislation to create conditions through planning documents and educational reform programs.

Part-time students who are employed, as well as those who earn income on another basis, by their legal obligations, in proportion to their abilities, contribute to financing the implementation of programs established for higher education. Obliging that category of part-time students to pay the costs of their education, in essence, means prescribing that the principles of reciprocity apply to them only when it comes to their obligations to others, and not when it comes to the obligations of others to them. Constitutional categories of reciprocity, however, imply mutual obligations of all to all under equal conditions. The obligation of this category of part-time students, as well as those part-time students who are not employed, is to pay the costs of their education in full and individually, which they acquire according to a plan and program that is unique for them and full-time students, and whose realization, in fact, the basic activity of a certain organization, in essence, means determining the conditions by which this category of citizens is prevented from exercising the constitutional right to education.

CONCLUSION

Finally, the prevailing opinion is that the current financial situation of education in Bosnia and Herzegovina imposes the need for certain regular forms of tuition fees from the personal contribution of those who acquire education, which is not contrary to the law. In

this regard, there are enough reasons to oppose the elements and some arbitrary solutions of several orders by the synergistic action of the responsible factors of society. Acceptable and socially verified norms should prevent educational institutions dealing with education from arbitrarily determining the payment of personal contribution for extraordinary education by their unfounded decisions. Any anarchy is unsustainable and dangerous in many ways, especially from the point of view of creating social inequality among citizens in the process of acquiring education. Secondly, full-time and part-time students from this point of view must have the same treatment in our „humanely“ organized society.

Since the company finances educational activities, then long-term systemic solutions in the way of financing and sources of funds are unequivocally clear. So, a solution can and must be found immediately, but not by agreement, so that schools and colleges do not close their doors to those who study part-time.

Education authorities should make positive efforts to finally put part-time learning in place, in line with the basic guidelines of modern education reforms as anywhere else in the world. Immediate tuition from personal contributions should be incorporated into uniform norms and reduced to reasonable limits of minimum monetary amounts for pupils and students. Within such settings, it is necessary to define, ie determine the amount of compensation from the personal contribution of part-time students for schooling and taking exams in Bosnia and Herzegovina. Therefore, with a unique methodology, it is necessary to create legal regulations that regulate the payment of tuition fees for pupils and students from personal contributions from their education.