



**TRAINING MANUAL  
FOR SCHOOL BOARDS IN  
ZENICA - DOBOJ CANTON**

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## **SCHOOL BOARD TRAINING MANUAL**

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Prepared by Uma Isić

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## ABOUT THE PROJECT

***“Just as all citizens in a democratic society have their rights and duties, also schools, parents and students have a series of rights and duties in school. This means that all of them are co-responsible for the social development and professional training of students during education.***

***When all parties are aware of their rights and duties, then it becomes clear what they can expect from each other. In this way, the foundation for a successful dialogue and useful cooperation is built.”<sup>1</sup>***

### Ulla Tórnæs

The state of Bosnia and Herzegovina is going through the period of transition in numerous areas, including: the process of democratization, economic transition, post-war recovery, state-building efforts and the initiative to build peace. The country aspires to joining the European Union and is working towards meeting the pre-accession requirements. In this phase, in which complex reform processes are taking place, the Mission of the Organization for Security and Cooperation in Europe (OSCE) to Bosnia and Herzegovina is providing support to solving difficulties and problems within the process of reforming the education system.

Education is a public activity which concerns almost every household, almost all adults went to school, and almost every family have children who go to school. This is why the education reform is something that the whole country and all of its citizens care for.

The project for the school board training in the area of the Zenica-Doboj Canton titled “Good Governance in Education – School Boards as Advocates of Change and Accountability in Education” is a pilot project of the Education Department of the OSCE Mission to Bosnia and Herzegovina. It builds upon the results of the Report on School Boards<sup>2</sup> which the Department released in December of 2006 following a three-month research, consultations and analyses. The goal of the Project is to improve the effectiveness of the school boards by developing a school board training manual in accordance with the Framework Law on Primary and Secondary Education in Bosnia and Herzegovina, the Law on Primary School and the Law on Secondary School in the Zenica-Doboj Canton, and a subsequent training of trainers and extended support to a series of workshops, all with the aim to improve knowledge and skills of a part of school boards in Zenica-Doboj Canton. The purpose of the Project was to develop methods and means necessary for establishing professional and depoliticized school governance in the context of BiH.

The Project is implemented from December 2007 to December 2008.

<sup>1</sup> Gungor H. (2002.) «Rettigheder og pligter i folkskolen», Franzen Offset A/S, København

<sup>2</sup> <http://oscebih.org/documents/7059-eng.pdf>

## ACKNOWLEDGEMENTS

The Working Group was instrumental in allowing this School Board Training Manual, you are having in front of you, to be developed. Assisted by the Education Department of the OSCE Mission and the Advisory Board<sup>3</sup>, the Working Group developed this Manual in accordance with the Framework Law on Primary and Secondary Education, and the Law on Primary School and the Law on Secondary School in the Zenica-Doboj Canton, and on the basis of the relevant experiences of its members.

In accordance with the Terms of Reference of the Working Group, defined by the Letter by which the Working Group committed itself to developing the School Board Training Manual in the Zenica – Doboj Canton, the Working Group was formed from the representatives of the following institutions: The Ministry of Education, Science, Culture and Sports of the Zenica-Doboj Canton, the Pedagogical Institute of the Zenica-Doboj Canton, the schools, the trade union for primary schools in the Zenica-Doboj Canton and the education inspection agencies.

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<sup>3</sup> The Advisory Board consisted of: the Minister for Education, Science, Culture and Sports of the Zenica-Doboj Canton, Ms. Zdenka Merdžan, Director of the Pedagogical Institute of the Zenica-Doboj Canton Ms. Munevera Selmanović and Director of the Education Department of the OSCE Mission to Bosnia and Herzegovina, Mr. Claude Kieffer.

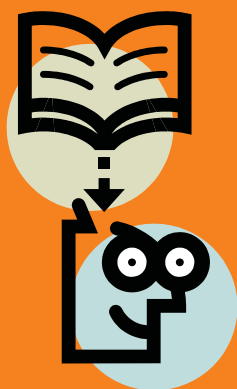
<sup>4</sup> As of May 2008, Mr Mulić performs the duties of an advisor in the Sarajevo Pedagogical Institute.

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# PREFACE

Dear trainers,

Before you begin to implement the training, on the basis of this Manual, do not forget that you are helping the people to acquire or improve their skills which will allow them to develop personally or professionally.

The Manual is intended for the school board training in the fields of legislation, communication and finances. In each chapter, there are both a theory and exercises designed to consolidate or improve the knowledge of trainees in the relevant field and also to carry out an evaluation of their understanding of different parts of each chapter of the entire training.

The material has been drafted for individual use and as a supplement to training, or as a reference material. At the beginning of each chapter, there are key questions which are answered in detailed and while reading them, you may get an insight into a particular topic (chapter) or encourage you to think about your own experience in a particular field.

“The training process is a creative process. Trainers are actors, coaches, writers, organizers, and facilitators, for whom personal creativity, innovation and energy are highly valued and highly necessary characteristics. It is important that your students or training participants not only walk away from your training with an understanding of the topic, but that they excited about the material, eager to learn more, and ready to apply the information to their daily lives.”<sup>5</sup>

Know the group that you will train. The training starts with the following questions:

- Who are the trainees?
- What do the trainees do, there do they work?
- Do they already have some experience in the school board training or they are beginners?
- How were they selected for the training?
- What are the age and sex?
- Do the trainees come from the local community, the founder or the employees?
- Do they already know each other or they do not?

When you know the trainees, you should also learn something about their expectations from the training.

Ask them:

What are their goals and how will the trainer help them realize their goals?

There is a TREE OF WISHES drawn on a paper. Stick the post-it papers with the trainees' expectations written on them on the tree branches. Read loud their expectations at the beginning and at the end of the training.

In this way you will:

- at the beginning of the training – be able to adapt your approach to the trainees' expectations,
- at the end of the training – make an evaluation of whether your goals and the trainees' goals have been achieved.

<sup>5</sup> Perry V., (2001) «Introduction to Training Techniques» International Rescue Committee, Sarajevo



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In the end, here is some advice for a successful training:

1. The room in which you are carrying out training must be sufficiently large and bright.
2. Remove all chairs which you do not need. Put the flip chart or a projector at the appropriate place, so that they are easily accessible to and seen by all trainees.
3. Make sure you have enough papers, markers, note books and pens.
4. Make sure there is a separate room with refreshments (coffee, water), near the training room.
5. In your communication with the trainees, use normal vocabulary, express yourself in simple and concise sentences.
6. Be optimistic, bright and interesting.
7. Maintain constant contact –both verbal and non-verbal with the group you are talking to.
8. Prepare well for the topic you will present.
9. Make the training dynamic and – combine different work methods – presentations and exercises.
10. And most importantly – ENJOY THE WORK YOU ARE DOING.



# LEGISLATION

## 1. Education Reform in Bosnia and Herzegovina

- **Why was the education reform necessary in Bosnia and Herzegovina?**
- **Which role did the OSCE play in the education reform in BiH?**
- **Which commitments did BiH undertake in the area of education?**

### 1.1. The necessity for education reform in BiH

Bosnia and Herzegovina acceded to the Council of Europe on 24 April, 2002 and one of the CoE post-accession requirements for BiH was the adoption of the Law on Schools within two years from the date of its accession to the Council of Europe<sup>6</sup>.

The Education Reform Strategy was presented by the BiH authorities to the Peace Implementation Council in Brussels on 21 November, 2002. The Education Reform Strategy is a comprehensive document drafted by local education professionals and representatives of relevant institutions, as well as parents, teachers, students and the international community representatives. The Strategy consists of the goals of education reform and the key objectives needed to deliver them. The principle goal is primarily to develop a high quality, modern, depoliticized education system in BiH that will ensure full and equal access to education for all.

Ever since it was signed, the Education Reform Strategy has served as a basis for the education reform plan and as guidance to numerous working groups and experts who relied on the Strategy in their attempts to deliver the pledges made in the Strategy. The progress made in the implementation of the Strategy also ensured the conditions necessary for the adoption of a Framework Law on Primary and Secondary Education in BiH and the legislation at the levels of the cantons, Republika Srpska and the Brčko District, which ensures: the necessary legal framework, a structure and mechanisms for an accelerated adoption of standards and norms in education, which will lead to the establishment of a system comparable to other systems in Europe.

As political agendas have dominated the entire education scene in BiH, the quality of education and standards have suffered most; the curricula and textbooks, in most cases cut along ethnic lines, vary from one region to another; teachers who have just completed their education are sometimes struggling to come to grips with real-world challenges.

It is estimated that around 92.000 young people left BiH in the period between 1996 and 2001<sup>7</sup>. Recent surveys reveal that nearly one fourth of young people would like to leave BiH forever. The education reform in BiH should be implemented at an increased pace as young people have to be sure that they will receive quality education which they need in preparing for the future, regardless of their place of residence in BiH.

<sup>6</sup> (See - The Parliamentary Assembly of the Council of Europe, "Opinion on the BiH Membership in the Council of Europe", Opinion No. 234 (2002) – adopted on 22 January, 2004)

<sup>7</sup> UNDP, 2002 Human Development Report – Bosnia and Herzegovina

## **1.2. The OSCE Role in Education Reform in BiH**

The OSCE Mission to Bosnia and Herzegovina (BiH) has played an active role in education reform in BiH since July 2002 when, at the request of the High Representative and as agreed by the decision of the OSCE Permanent Council, the Mission assumed a key role in the coordination and facilitation of the work in the education sector in Bosnia and Herzegovina.

Following the development of the Education Reform Strategy<sup>8</sup>, one of the OSCE's primary roles has been to ensure that all efforts are focused, effective and goal-oriented. Education reform is an immense undertaking involving hundreds of local education experts, relevant authorities and association of citizens, as well as international agencies. The OSCE relies on its huge experience gained in developing guidelines and principles and on strong human resources in the field, in order to help the process move forward and encourage domestic authorities, from the lowest up to the highest ministerial levels, to increase their engagement and take the ownership.

With its activities, the OSCE is providing support to the development of such an education system in BiH, which will be guaranteeing all children a quality, modern education, one free of nationalist bias, and accessible, acceptable and effective for all citizens, and which will facilitate strengthening of the foundations for modernization and quality improvement which will be harmonized with the European education systems.

## **1.3. BiH's International Commitments and Obligations in the Field of Education<sup>9</sup>**

As a signatory to several international treaties, BiH is obliged to guarantee the right to education to every child. The treaties include: the International Covenant on Economic, Social and Cultural Rights; the UN Convention on the Rights of the Child; and the European Convention for the Protection of Human Rights and Fundamental Freedoms.

In addition, upon its accession to the Council of Europe in 2002, BiH undertook a number of post-accession commitments, including the obligation to "maintain and continue reform in the field of education and to eliminate all aspects of segregation and discrimination based upon ethnic origins".

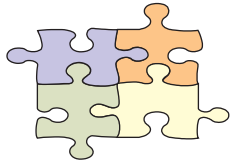
Subsequently, participation in the Bologna Process and ratification of the Lisbon Recognition Convention has increased BiH's obligations in the field of higher education.

Under these treaties, BiH's obligations fall within four broad categories:

- Ongoing reform to create an adaptable education system. The education system must be able to adapt to the needs of a changing society and respond to the needs of students within their diverse social and cultural settings;
- Ensuring rights in education: namely, an education system acceptable for all, in line with parents' religious and philosophical convictions, and of direct relevance to the child's social and cultural context. (The form and substance of education, including curricula and the teaching method, must be relevant and culturally appropriate, both to students and to parents);
- Ensuring the right to education, and access to education, for all students in an atmosphere free of discrimination and segregation; and
- Ensuring the right to an effective education, which includes issues of diploma/certificate recognition.

<sup>8</sup> <http://www.oscebih.org/documents/26-eng.pdf>

<sup>9</sup> <http://www.oscebih.org/documents/6372-eng.pdf>



## EXERCISE 1

Total exercise duration: 30 minutes<sup>10</sup>.

Each group will get 20 minutes and later for presentations 5 minutes each.

Assignment:

In groups of three, find out which provisions cover the field of education.

Analyze the following international documents:

- The European Convention for the Protection of Human Rights and Fundamental Freedoms
- The International Covenant on Economic, Social and Cultural Rights
- The UN Convention on the Rights of the Child.

After you split into groups of three and work on this assignment, each group should select a rapporteur who will present to the other groups the provisions which regulates the field of education (rights, characteristics of education, barriers to education, etc.).

## 2. Overview of the Framework Law on Primary and Secondary Education in Bosnia and Herzegovina

- What are the innovations of the Framework Law on Primary and Secondary Education in BiH?
- How significant is the role of school boards in education reform?
- What is the legal basis for the function of school boards?

### 2.1. The Framework Law on Primary and Secondary Education<sup>11</sup>

The educational rights of children take precedence over other rights. The Framework Law on Primary and Secondary Education in Bosnia and Herzegovina:

- Establishes that every child has both the right to access, and of equal participation, in the educational process, as the basic principle of educational and human rights,
- Ensures greater mobility for all students across BiH,
- Facilitates wider recognition of school certificates at the state level,
- Allows for greater school autonomy,
- Allows for more democratic school governance and an increased parent and teacher involvement and building partnerships.

<sup>10</sup> Trainer is free to adapt the exercise duration to the concrete situation, e.g. number of participants etc

<sup>11</sup> The Framework Law on Primary and Secondary Education („Official Gazette of BiH», number: 18/03)

The legislation also includes the following aspects:

- All primary schools are to have assigned catchment areas allowing children to attend schools in their local communities. Catchment areas are designed to curtail the risks of commuting children to schools in their neighbourhoods, for different reasons;
- From September 2004, the length of mandatory education in primary schools was increased to nine years;
- Children with special needs are to be educated in mainstream schools;
- Certificates and diplomas issued by verified educational facilities have equal status throughout BiH.

In addition, the legislation serves as the basis for adopting the Common Core Curriculum, implemented from September 2003 onwards, which seeks to facilitate full and free access to schools anywhere in BiH. It states that:

- The educational process must contribute to developing a sense of commitment towards the State of Bosnia and Herzegovina;
- The languages of the three constituent peoples in Bosnia and Herzegovina enjoy equal status throughout BiH, as guaranteed by the BiH Constitution and reaffirmed by the Constitutional Court decision of 25 June, 2004.
- The state-level Curriculum Agency will be established. It is responsible for the implementation, follow-up, evaluation, improvement and further development of the Common Core Curriculum, and reaffirms the Standards and Assessment Agency, responsible for establishing both standards of students' achievements and performance assessment;
- **School boards** are given a significant role in the fields which are important for promoting education system and citizens' participation in school boards;
- Principals are to be appointed by the School Board – in effect giving greater autonomy to schools;
- Parent and student councils, which play an advisory role within schools, are to be established throughout BiH;
- In addition, education inspectors are the first control mechanism in case of violation, misinterpretation, or non-application of the education laws regulating pre-school, primary and secondary education as well as higher education; their role is fundamental to the smooth functioning of the education system.

### 2.2. School Boards as a Part of Education Reform

The Framework Law on Primary and Secondary Education in Bosnia and Herzegovina, adopted at the state level, provides a broad scope for establishment and function of the school boards as an integral part of democratic school governance, with such tasks as: appointment of a school principal, dealing with disciplinary offences of students and matters concerning the school staff and monitoring of an efficient use of human and material resources of the school. It is for this reason the school boards were explicitly included in the legislative framework as well as in the legislation at other levels.

There are some important reasons for which the school boards are an integral part of the Framework Law and why they are devised as a part of the education reform in broader terms. The principle goal was to promote democratic school management, capable of making decisions – the body which will adhere to the principles of democratic representation and which will implement the relevant accountability measures and serve as a linkage between a community and officials working in the field of education.

Before the Framework Law was adopted, while they existed in a variety of forms, school boards were not an important or potentially influential management body. For example, the role of school boards in selecting school principals was limited and their independence, as a management body, was hampered by the fact that their founders (in other words, the government) had significant influence over the function of school boards, greatly limiting their independence of thought and action. The Framework Law was devised to provide a broad and overarching set of principles for primary and secondary education in BiH, including the core elements of responsible education governance such as *transparency, accountability, inclusion and participation*. Within the Education Reform Strategy, the Parliamentary Assembly of BiH passed the Law on Primary and Secondary Education on 4 July, 2003. Legislation in compliance with this Framework Law has also been put into place in the Republika Srpska, Cantons and the Brčko District. The lower-level legislation on primary and secondary education, which includes by-laws, are still in the process of being adopted, and the principles set forth in the Framework Law are being further developed.

## 2.3. Legal Basis for the Function of School Boards

### 2.3.1. The Framework Law on Primary and Secondary Education in Bosnia and Herzegovina

Article 51 of the Framework Law on Primary and Secondary Education in Bosnia and Herzegovina provides the broad parameters for the establishment of school boards and their role in the educational process.

*“Each school shall have a school board.*

*The school board is responsible for determination and implementation of school policy, general management of school work and efficient use of material and personnel resources.*

*The school board members are elected from school staff, school founder, local community and parents, in accordance with the legally proscribed procedure, and based on principle of equal representation of the above structures.*

*The composition of the school board must reflect the ethnic structure of students and parents, school staff and local community, as it is recorded at a relevant time, in principle, according to the 1991 census in BiH. Performance of duties of the school board members shall be voluntary and without remuneration.”*

The Framework Law requests school boards to be established in all public institutions, primary and secondary schools across Bosnia and Herzegovina, elected in accordance with best democratic practices. With school boards as a key feature in the effective management of a school at the local level – indeed, at the building level – it would be increasingly possible to ensure accountability of the school to the community it serves. Additionally, as it was clear that the education system was in need of modernizing reforms, the school boards, through their policy implementation, would be able to contribute to the education reform.

Thus, Article 51 requires that:

1. Each school should have a school board - this is not an option, but a requirement;
2. School boards play a role in matters concerning policies, management and personnel in school;  
School boards should play an active and important role in school management, and, have been given, through this reform, a greater autonomy. The school board is responsible for determination and implementation of school policy, monitoring the policy implementation and ensuring that school resources are used economically.  
In other words, the school boards are responsible for the general management of schools and the effective use of human and material resources.  
For example, while school boards do not control directly the financial resources, they do have some influence in financial decision-making through their role in approving the school budget planning and reporting on financial operations and investment opportunities.
3. School board members be elected from a variety of relevant interest groups, to ensure broad representation of the interrelated structures involved in education.
4. Ethnic representation, in accordance with the structure of the population: “...as it is at a relevant time, in principle according to the 1991 census in BiH.”
5. School board service be voluntary.

In addition, Article 52 of the Framework Law regulates the role of school boards in an important procedure for the appointment of a principal.<sup>12</sup>

Article 52 is equally vital in providing a framework for democratic governance of schools at the local level, as this Article mandates the school boards to elect school principals. The duties of the principals are important, and include the following: *implementation of laws and bylaws; making decisions on assignment of teachers and other school staff; conclusion of employment contracts with school employees; development and proposal of the school's financial plan; and the execution of school board decisions.* The aim of this provision is quite clear: to take politics out of the schools, to relieve centralization as a principal of a public school is appointed by the school board, under the prescribed procedure.

Articles 51 and 52 of the Framework Law provided the starting point for the establishment of school boards and the basic foundation for introducing democratic educational governance at the building level.

<sup>12</sup> «The principal of a public school shall be appointed by the school board, in a procedure which shall be defined in more detail in the laws of the entities, cantons, the Brčko District of BiH and the school by-laws. The principal shall be responsible for the daily school management and for pedagogical school activities management.».

### 2.3.2. Lower level of legislation

According to Article 59 (3) of the Framework Law, following the law's entry into force on 1 July, 2003, the legislation at lower levels, the entity, cantonal and the Brčko District levels, had to be harmonized with the provisions of the Framework Law before 1 January, 2004. This provision also necessitated both the harmonization of the existing legislation on other levels and the adoption of the necessary by-laws.

Accordingly, the Zenica-Doboj Canton adopted the following legislation:

Law	Articles which address school boards
The Law on Primary School ( „Official Gazette of the Zenica-Doboj Canton“ Nos: 5/04 and 20/07)	82, 83, 84, 101 (1);
The Law on Secondary School ( „Official Gazette of the Zenica-Doboj Canton“ Nos: 5/04 and 20/07)	128, 129, 130;
The Rulebook on the establishment and work of school boards ( „Official Gazette of the Zenica-Doboj Canton “ No: 02/08)	
The Rulebook on the appointment of school principals ( „Official Gazette of the Zenica-Doboj Canton “ No: 02/08)	

## 3. School Management and Governance

- Which school bodies are responsible for school management and governance?
- What are the principles of good governance in school?

“While the term “governance” is used to stress the openness of schools and educational systems, the term “management” is rather in order to underline the technical and instrumental dimensions of governing. We govern those things or beings the behaviour of which cannot be predicted totally (because of, for instance, the existence of autonomous units capable of asserting their interest and to negotiate alternative solutions). We manage things or beings, the behaviour of which is easier to predict. When we govern, we negotiate, persuade, bargain, apply pressure etc., because we do not have full control of those we govern. When we manage, we tend to instruct and order because we think we have strong and legitimate power to do so. When we speak about educational systems, we prefer using the term “governance”. When speaking about schools as organisational units, we more often use the term “management”.<sup>13</sup>

The following are the school bodies:

- School board
- Principal
- Parent Council
- Student Council
- Professional school bodies.

### 1. School board

The school board is responsible for developing and implementing the school policy, general school management and efficient use of human and material resources.

### 2. School principal

The principal is responsible for daily management of the school and guidance of pedagogical activities of the school.

<sup>13</sup> Backman E. I Trafford B., (2007) «Democratic Governance of Schools», Council of Europe, Strasbourg



### **3. Parent council<sup>14</sup>**

If education process is to be successful, it is necessary that parents of students are informed regularly about all events in school, to be active participants in school activities. This is why parents of students have the right and schools have an obligation to assist parents in establishing a parent council. The council members are selected by parents themselves.

The parent councils:

- a) *promote interests of the school in the community in which the school is located,*
- b) *present the views of students' parents to the school board,*
- c) *encourage the engagement of parents in the work of school,*
- d) *inform the school board about their positions when they deem it necessary or at the request of the school board, on every issue regarding the work and governance of school,*
- e) *take part in the development and implementation of the relevant projects which encourage and improve education process in school, and*
- f) *nominate and elect representatives of parents to the school board.<sup>15</sup>*

### **4. Student council<sup>16</sup>**

In order to enable students to take part in decision-making in schools, the school helps students to establish a student council, which:

- a) *promotes interests of the school in the community in which the school is located,*
- b) *presents positions of students in the school board of the school,*
- c) *encourages the engagement of students in the work of school, and*
- d) *informs the school board about its position when it deems necessary or at the request by the school board, on every issue regarding the school performance and governance.<sup>17</sup>*

### **5. Professional school bodies<sup>18</sup>**

Each school has its professional bodies: a teacher council, a class council and a specialist group.

The powers, composition and operations of professional school bodies are defined in greater detail by the education legislation at the entity, cantonal and the Brčko District levels and the school bylaws.

In order to establish modern school governance, we have to ensure the good governance principles<sup>19</sup>, which are:

- legal security
- openness
- accountability
- effectiveness and efficiency
- publicity and transparency

<sup>14</sup> The Framework Law on Primary and Secondary Education in BiH („Official gazette of BiH», Number: 18/03)

<sup>15</sup> For more details about the work of parent councils, see The Parent Council Manual for Primary and Secondary Schools, <http://www.oscebih.org/documents/8376-eng.pdf>

<sup>16</sup> The Framework Law on Primary and Secondary Education in BiH („Official Gazette of BiH», Number: 18/03)

<sup>17</sup> For more details about the work of student councils, see the Student Council Manual for Secondary schools, <http://oscebih.org/documents/6373-eng.pdf>

<sup>18</sup> The Framework Law on Primary and Secondary Education in BiH („Official Gazette of BiH», Number: 18/03)

<sup>19</sup> Systematization of Main Principles of Administrative Law within SIGMA programme, OECD Initiative and the European Union, [http://www.ads.gov.ba/javniispit/doc/evropski\\_principi\\_zajavnu\\_administraciju.pdf](http://www.ads.gov.ba/javniispit/doc/evropski_principi_zajavnu_administraciju.pdf)



### LEGAL SECURITY

Legal security implies:

- compliance with the laws and procedures;
- evidence-based decision-making;
- professionalism in communication and work;
- teacher, professional associate and associate<sup>20</sup> competence;
- protection from political influence.

### OPENNESS

Openness implies:

- accessibility for audit,
- statement about the reasons why a decision has been made, by which we inform the public about those reasons and give an opportunity to all interested parties to make a contribution to its quality;

### ACCOUNTABILITY

Accountability as one of the principles of good governance implies:

- insurance of surveillance in the decision making and implementation procedure, which is achieved by the rules and procedures we establish in rules, a rulebook, and other documents;
- protection of the rights of employees, students and parents through a consistent application of substantive and procedural legislation and through a concrete and responsible attitude during the procedure;
- constant improvement of performance quality with the aim to increase accountability.

### EFFECTIVENESS AND EFFICIENCY

- Effectiveness implies the attainment of the relevant goals. The selection of goals and their attainment are the key benchmarks for the school success.
- Efficiency implies an economic use of resources or how much we are using our resources – human and material - to attain the goals.

### PUBLICITY AND TRANSPARENCY

Publicity implies an open decision-making process through different mechanisms, primarily through:

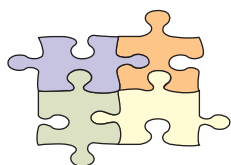
- inclusion of the public in the decision-making, and
- the possibility for the citizens' influence on the decision-making process and the quality of decisions made.

Transparency implies openness of the process of implementing the decisions which have been made, and primarily:

- openness of the procedures in the decision implementation process,
- public awareness about each phase of the implementation of decisions,
- public awareness about the overall process of implementation of decisions and effectiveness of its implementation.

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<sup>20</sup> The Law on Primary School („Official Gazette of the Zenica-Doboj Canton“ Nos: 5/04 and 20/07) and Law on Secondary School („Official Gazette of the Zenica-Doboj Canton“ Nos: 5/04 and 20/07)



## EXERCISE 2

Total exercise duration: 25 minutes.

Each group will get 10 minutes and later for presentations 5 minutes each.

Assignment:

In groups of four (3 groups), discuss your experiences in your schools:

- Parent councils
- Student councils
- Operating school bodies (teacher council, class council and specialist group).

Write down the way in which they govern the education system, their advantages and weaknesses. How could their performance be improved?

Following the discussion in your working groups, select rapporteurs for each group who will present the views of each group on the work of the bodies (except for school boards and the principal) which govern the education system.

### 4. The Responsibilities of the School Boards

- **What are the responsibilities of a school board?**

The school board of a primary school, in addition to the requirements defined by law, carries out also the following activities:

- *selects teachers and professional associates,*
- *decides on the cessation of the entitlements of teachers, professional associates and associates to further education work;*
- *makes decisions on the number, organization and abolition of the primary school classes;*
- *analyzes the level of implementation of the annual work programme and the implementation of the curriculum;*
- *adopts rules and other by-laws of the primary school;*
- *decides on the grievances by student parents or guardians against the work of teachers, professional associates and associates;*
- *considers the decisions and recommendations of the teacher council, the trade union and the council of employees regarding actions taken;*
- *decides on the grievances and appeals by the employees;*
- *submits a progress report on success and results in the field of education work and on material transactions of the primary school to the founder or the Ministry;*
- *carries out any other business defined by the law and the school bylaws.<sup>21</sup>*

The school board of a secondary school, in addition to the requirements defined by law, carries out the following activities:

- *selects teachers, professional associates and associates;*
- *decides on the cessation of the entitlements of teachers, professional associates and associates to further education work;*
- *makes decisions on the number, organization and abolition of the secondary school classes;*

<sup>21</sup> The Law on Primary School («Official Gazette of the Zenica-Doboj Canton», Number: 5/04 and the Law on Amendments to the Law on Secondary School («Official Gazette of the Zenica-Doboj Canton», Number: 20/07)

- *considers the enrolment plan;*
- *decides on the grievances by student parents or guardians against the work of teachers and professional associates;*
- *decides on the appeals of students, parents or guardians of students against a disciplinary measure;*
- *decides on the employees' grievances and appeals;*
- *at the proposal by the teacher council or the principal, decides on the grievances by teachers, professional associates and associates about the performance evaluation;*
- *appoints and dismisses the school principal;*
- *adopts the rules of the secondary school;*
- *submits a progress report on success and results in the field of education work of the secondary school to the founder, Pedagogical Institute and the Ministry;*
- *carries out any other business defined by the secondary school rules.<sup>22</sup>*

## **5. Composition, selection criteria and the selection of school board members**

- **Which composition of school boards is required by law?**
- **What are the criteria for the selection of school board members?**
- **How is the selection of school board members done?**
- **In which cases can the membership in the school board be annulled?**

The governing body in a primary school is a school board and the management body is the primary school principal.

The school board is responsible for development and implementation of the school policy, general management of the school work and an efficient use of human and material resources.

A primary/secondary school is governed by the school board, which consists of five members.

The school board president and members are appointed and dismissed by the founder. If the school is owned by the state, the rights and obligations of the founder shall be implemented by the Cantonal Government.

*Two members of the school board are elected from the ranks of teachers, professional associates and the school staff at the proposal by the teacher council, one is elected from the ranks of parents or guardians of students of the primary/secondary school at the proposal by the parent council, one from the local community and one is elected by the Cantonal Government.*

*The school board member, elected by the Cantonal Government, and one member from the local community are elected in accordance with the provisions of the Law on Ministerial, Government and Other Appointments of the Federation of Bosnia and Herzegovina ("Official Gazette of the Federation of Bosnia and Herzegovina", No. 12/03).*

In the Zenica – Doboј Canton, the term "local community" is defined as "mjesna zajednica" (neighbourhood community) (a term roughly translated as "local community") and is used to refer to the local governance units within a municipality, that in the pre-war times focused on general service delivery, and since the war have been transformed into new service delivery units, bodies similar to associations of citizens or were ignored altogether. The local communities, as the local self-governance units, can vary greatly in size; in some cases, they represent one a small village or a few villages. However, their relevance depends exclusively on the local (voluntary) commitment and the attitude of the municipal authorities towards these units. The local communities were newly regulated by the Law on the Principles of Local Government in 2006 in Federation of BiH<sup>23</sup>.

The Ministry will implement the procedure for selection and appointment of the school board members in accordance with the present legislation, in accordance with the principles of legality, open competition and transparency, equal representation and quality of the candidates for the final appointment.

The composition of the school board has to mirror the ethnic structure of students and parents, the school staff

<sup>22</sup> The Law on Secondary School («Official Gazette of the Zenica-Doboј Canton», Number: 5/04 and the Law on Amendments to the Law on Primary School («Official Gazette of the Zenica-Doboј Canton», Number: 20/07)

<sup>23</sup> The Law on principles of local self-government in Federation of BiH ("Official Gazette of Federation of BiH", No: 51/06)

and the local community, as it is at a given time, in principle, as per the 1991 census in BiH.

The school board service by its members is voluntary and uncompensated. The school board members are elected for a four-year term and may be re-elected to serve one more term.

The school board will launch an initiative for the appointment of new board members at least thirty (30) days prior to the expiry of the term of its members.

The school board membership may be cancelled in the following cases:

- a) if a school board member files a request for a cessation of his or her membership in the board,
- b) if he or she is a teacher, or a professional associate or another employee whose employment has terminated,
- c) if he or she is a parent, if his or her child no longer attends the primary or secondary school,
- d) if the parent council, teacher council, the local community or the founder, depending on who appointed the member, decides to end the membership in the school board,
- e) If the school board has assessed (by the majority vote) that the school board member is incapable of performing his or her duties, or that he or she is not active in his or her performance.

If the school board member tenders his or her resignation or leaves the membership prior to the expiry of his or her term, the school board is responsible for launching a new procedure seeking from the founder to appoint the appropriate replacement.

If the school board fails to act in accordance with the law, and especially if the school board fails to appoint the principal in accordance with the law, the founder will launch a procedure for the dismissal of the school board.<sup>24</sup>

## 6. Responsibilities of the School Principal

### • What are the responsibilities of the principal?

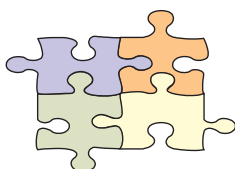
The principal of the primary school, in addition to the tasks and duties established by law, carries out the following activities:

- *takes care of the implementation of the law and bylaws;*
- *proposes an education work programme and activities for the improvement of the work within an annual work programme;*
- *decides on assignment of teachers and employees of the primary school to certain tasks and duties in accordance with their performance;*
- *submits a progress report on the success and results of the education work and on material transactions of the primary school to the school board, founder and the Ministry;*
- *employs other employees;*
- *concludes employment contracts with the school employees;*
- *carries out any other business and tasks envisaged by the law and bylaw of the school.*

The secondary school principal, in addition to the tasks and duties defined in law, carries out the following activities:

- *takes care of the implementation of the legislation;*
- *proposes a programme for educational work and activities for the improvement of that work within an annual work programme and takes the appropriate actions towards their implementation;*
- *decides on assignment of the secondary school workers to certain tasks and duties according to their qualifications and does the evaluation of their performance in accordance with the results of their work;*
- *submits a progress report on the success and achieved results of education work and on material transactions of the secondary school to the school board, the founder, the Pedagogical Institute and the Ministry;*
- *carries out any other business envisaged in this Law and the bylaws of the school.*

<sup>24</sup> From the Rulebook on the Formation and Work of School Boards („Official Gazette of the Zenica-Doboj Canton”, Number: 2/08)



### EXERCISE 3

Total exercise duration: 5 minutes.

Each trainee decides which answer is correct out of the offered choices and marks it in the table below.

In column 2, write down:

- a) responsibilities of the school board
- b) responsibilities of the school principal
- c) responsibilities of the parent council
- d) responsibilities of the student council.

1. Proposes the education work programme and activities for the improvement of that work within the annual work programme	a b c d
2. Informs the school board about his or her positions when he or she deems it necessary or at the request by the school board, on every issue which concerns the school work and governance.	a b c d
3. Decides on assignment of teachers and workers of the primary school to certain tasks and duties in accordance with their results.	a b c d
4. Promotes interests of the school in the community in the territory of which the school is located.	a b c d
5. Proposes the education work programme and activities for the improvement of that work within the annual work programme and takes the appropriate actions for their implementation.	a b c d
6. Decides on grievances and appeals of workers.	a b c d
7. Takes part in the development and implementation of the relevant projects which encourage and improve educational work in school.	a b c d
8. Decides on the appeals filed by students, parents or guardians of students against the disciplinary measure.	a b c d
9. Makes decisions on the number, organization and abolition of school classes.	a b c d
10. Decides, at the proposal by the teacher council or the principal, on the grievances by teachers, professional associates and associates against the performance appraisal	a b c d
11. Encourages the student engagement in the work of the school.	a b c d
12. Appoints and dismisses the school principal.	a b c d
13. Submits a report on the success and achieved results of the education work and on material transactions of the primary school to the school board, the founder and the Ministry.	a b c d
14. Adopts the rules of the school.	a b c d

## 7. Selection, Appointment and Dismissal of the Principal

- Which requirements does a candidate have to fulfil in order to be elected and appointed as a school principal?
- How is the procedure for appointment of a principal conducted?
- How is a school principal dismissed?

### 7.1. Selection and appointment of a principal

The school boards of both primary and secondary schools advertise the vacancy for a post of a school principal no later than three months prior to the expiry of the term. The vacancy is advertised in the press.

The vacancy announcement for the post of a principal of the primary school contains the relevant requirements:

- that he/she is a citizen of BIH,
- that he/she is of good health,
- that he/she has at least VI level of qualifications (for the principal of a primary school) and at least VII level of qualifications,
- that he/she meets the requirements for a teacher or a professional associate in a primary school,
- that he/she has professional quality of a teacher or a professional associate,
- that he/she has at least five years of experience in the education process and in the pedagogical theory and practice,
- that he/she has no criminal record of any kind,
- that he/she is not employed in a position which may result in the conflict of interest,
- that he/she is not a relative, up to the second level to any member of the school board.

The vacancy announcement for a principal contains:

1. name of the institution and the address,
2. requirements for the appointment of a principal,
3. deadline for the submission of applications,
4. duration of the term,
5. documents which the applicants have to attach to the application,
6. manner and deadline for informing the applicants about the results of the selection procedure,
7. a remark that incomplete and untimely applications will not be taken into consideration.

The school board will implement the selection and appointment of the school principal in compliance with the following principles:

- legality,
- openness and transparency,
- merit,
- representative recruitment,
- and independent scrutiny in accordance with the present legislation.

The supervision over the implementation of the procedure for selection and appointment of a school principal is done by the Ministry.

The principal of the primary/secondary school is appointed by the school board for a four-year term, further to the prior opinion by the Ministry and the approval of the founder.

If the school is a public school, the rights and obligations are implemented by the Cantonal Government.

If the proposed candidate is not approved by the Cantonal Government, the second best candidate scored under the competition criteria will be appointed.

Upon expiry of the term of the principal, the same person may be re-appointed to serve one more term as the principal of the primary/secondary school. He or she may serve two consecutive terms maximum.

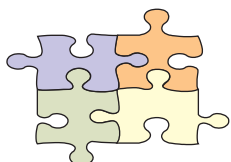
The employing school is obliged to freeze the rights and obligations of the employee who has been appointed a

principal of the primary/secondary school, at his or her request, for the period which does not exceed the length of his or her term as the principal.

If a principal is not selected during the procedure, the school board of the primary/secondary school appoints an acting principal without announcing a vacancy, from the ranks of school teachers.

The acting principal is appointed for the period of two months, with the prior approval of the Ministry, and he or she has all the rights and obligations normally assigned to the school principal.

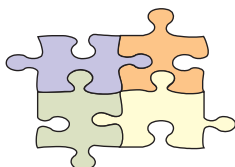
The founder of the secondary school in private ownership may appoint the principal of that school without the approval by the Cantonal Government<sup>25</sup>



### EXERCISE 4

The school board has made a decision on the selection of a principal, but the Ministry has not given its approval to the appointment of the candidate, as it has established, within its oversight over the recruitment, that the selection procedure has been violated.

- What does the school board do in this case?



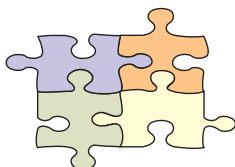
### EXERCISE 5

The school board has made a decision on the selection of a principal but the Ministry has not approved the appointment of that candidate.

- What does the school board do in this case?

In compliance with the Pedagogical Standards, the primary/secondary school may define the duties of an assistant principal by the school's bylaw (the school rules).

The selection of an assistant principal is done by the school board, at the proposal by the principal, and with the approval of the Ministry. The procedure of selecting an assistant principal, his or her powers and duties, are defined by the school rules.



### EXERCISE 6

Assignment:

Select a principal. Simulate the selection procedure. Which data (information) do you need, whom do you consult, how do you implement the procedure and make a decision?

You will have 45 minutes for your group work. Select a rapporteur who will have 10 minutes to describe your

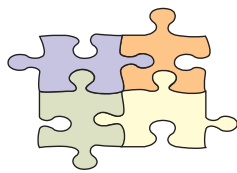
<sup>25</sup> From the Rulebook on the Appointment of School Principals („Official Gazette of the Zenica-Doboj Canton”, Number: 2/08)



procedure and the reasons for selecting one candidate for the position of a principal.

You are the school board members in a primary school in a town. The school has been extremely successful for a number of years. The principal's second term is expiring. The vacancy has been advertised for the selection and appointment of a new principal. The following six applicants have applied:

- the incumbent principal
- the teacher who teaches in the school which has been extremely successful in its work with students, but who is not favoured by his colleagues
- former principal of a neighbouring school
- a pedagogue (female) from a village school
- the teacher who is extremely devoted to cultural and public activities of her school.



## **EXERCISE 7**

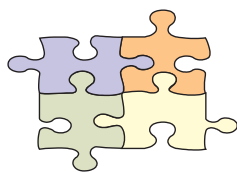
Assignment:

Select the principal. Simulate the selection procedure. Which data (information) do you need, whom do you consult, how do you implement the procedure and make a decision?

You will have 45 minutes for your group work. Select a rapporteur who will have 10 minutes to describe your procedure and the reasons for selecting one applicant for the school principal.

You are the school board members in a primary school. The principal's term is expiring. The vacancy has been advertised for the selection and appointment of a principal. The following five applicants have applied:

- a school teacher who has a three – year work experience in the field of education
- a teacher from another school, who is the brother of a school board member
- the incumbent principal, whose performance has been appraised as successful
- a teacher from the school who served two consecutive terms as the principal
- a teacher (female) who teaches in a branch school and has been extremely successful in the school's community activities.



## **EXERCISE 8**

Assignment:

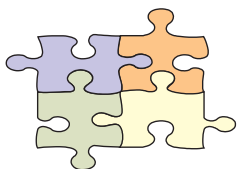
Select the principal. Simulate the selection procedure. Which data (information) do you need, whom do you consult, how do you implement the procedure and make a decision? You will have 30 minutes for your group work. Select a rapporteur who will have 5 minutes to describe your procedure and the reasons for selecting one applicant for the position of a school principal.

You are the school board members in a primary school in a village. The principal's second term is expiring. The vacancy has been advertised for the selection and appointment of a principal. The following six applicants have applied:

- a professional associate in the school who has exceptional professional merits



- a teacher from the school who is a daughter of a school board member, but is achieving good results in the school's community activities
- a teacher from the school who was not approved by the Ministry the last time a principal was being selected
- a teacher from another school who has a criminal record
- a teacher (female) who is favoured by her colleagues but who is not engaged in the cultural activities of the school
- a teacher from the school who served one term as the principal of a primary school in the town.



### EXERCISE 9

#### Assignment:

Select the principal. Simulate the selection procedure. Which data (information) do you need, whom do you consult, how do you implement the procedure and make a decision?

You will have 30 minutes for your group work. Select a rapporteur who will have 5 minutes to describe your procedure and the reasons for selecting one applicant for the position of a school principal.

You are the school board members in a secondary school. The principal's term is expiring. The vacancy has been advertised for the selection and appointment of a principal. The following six applicants have applied:

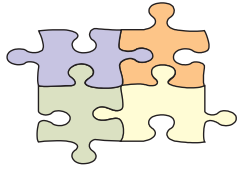
- a teacher with VI level of education
- a teacher who has extremely good organizational skills
- a teacher from the school who has 20 years of work experience in a number of schools
- the principal who acquired VII level of education during the school year
- a professional associate (female) who is married to a school board member
- the incumbent principal (female).

#### 7.2. Dismissal of the Principal

The school board may dismiss the principal also before the term to which he or she was appointed expires:

- at the request by the principal,
- if the implementation of his or her decision or a bylaw resulted in a gross abuse of the rights of the school employees or property and if his or her attitude has caused damage to the school students, or their parents, guardians or the social community as a whole;
- in any other case defined by the law or the bylaws of the school.

The Ministry may propose to the school board that the principal of the primary/secondary school be dismissed before his or her term expires if the school board does not approve the progress report on the success and results achieved in the education work, and on the material transactions of the primary school, which is presented to the school board, the founder, the Pedagogical Institute and the Ministry, and establishes that he or she is responsible for the failure in the education work. If the founder of the secondary school is the Cantonal Assembly, the rights and duties referred to in this Article shall be assumed and performed by the Cantonal Government.



## EXERCISE 10

The school board did not approve the progress report on the success and results achieved in the education work and on the material transactions of the school and informed the Ministry accordingly. The Ministry has proposed to the school board that they launch a procedure for dismissing the principal prior to the expiry of his term.

- How is the dismissal procedure conducted?
- Which information do you need to make a decision?
- How will you ensure the school management upon dismissal of the principal?
- How is the procedure for the appointment of a new principal implemented?

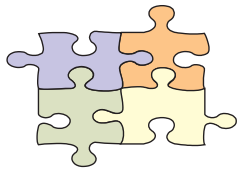
Assignments:

1. Define the problem from the above example
2. Propose solutions to the problem

You will have 15 minutes for your group work.

Everyone should be involved in the discussion.

Each group will have 5 minutes for presentation.



## EXERCISE 11

### Problem:

The practical experience of the principals of the schools in the Zenica-Doboj Canton regarding the school governance and the scope of responsibilities in the governance process comes down to the following most crucial problems:

- Under the Law on Primary and Secondary School, the scope of powers of school boards is broad, but in practice, the responsibilities arising from those powers are formal in nature or do not exist at all, or they depend solely on the good will of every member of the school board. For this reason it happens often that the work and normal functioning of the school may be called in question by the school board's decisions from the scope of their powers or its failure to make such decisions as the founder does not have effective mechanisms to punish the lack of accountability or if they exist, they are such that their implementation requires lots of time.
- In such relations, the responsibilities of the principals are formalized, so that they are accountable to the founder of the school and other responsible institutions, instead of being accountable to the school board, even for the decisions which under the law do not fall under their scope of powers nor do they have any mechanisms to prevent harmful decisions.
- Some of the responsibilities, although they are laid down in the law, are formal in practice, as the founder has never ceded them to school boards and requires, contrary to the law, that the school boards give their approval for its decisions. It is often the case with the decisions regarding employment, the number of classes, number of students in a class etc.

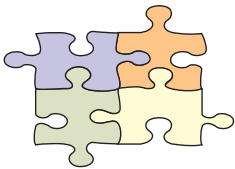
Assignments:

1. Define the problem from the above example
2. Propose solutions to the problem
3. Write an open letter to the education authorities in which you will propose a solution to this situation

You have 45 minutes for your group work.

All of you should be involved in the discussion.

Each group will have 10 minutes for presentations.



## **EXERCISE 12**

### **Problem:**

The school board is responsible for the selection of teachers, professional associates and associates and for deciding on grievances and appeals by school workers. 35 professional teachers have applied to the two vacancy announced. The school board did the selection at its meeting and informed all the applicants about its decision.

4 appeals were filed against the decision on the selection of applicants within the deadline set for the appeals. All the appeals allege that the selection was not objective, that there was no scoring and that the school board exceeded its authority.

At its session scheduled to consider the appeals, the school board confirmed its original decision.

Dissatisfied teachers continue to believe that they were damaged by the decision and insist on the implementation of their rights, but do not know how they could implement them.

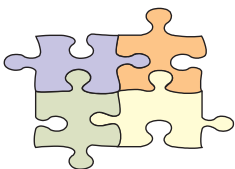
### **Assignment:**

1. List as many real-world situations as possible and discuss them.
2. Which problem do you recognize in the above example?
3. List the activities that you think should be taken and propose solutions to the problem.

You have 45 minutes for your group work.

All of you should be involved in the discussion.

Each group will have 10 minutes for presentations.



## **EXERCISE 13**

The school board decides on the appeals filed by students, their parents or guardians against a disciplinary action toward correcting the student's behaviour.

The parent of student John Doe filed an appeal against a disciplinary action toward correcting the student's behaviour and against lowering the student behaviour grade by the class council over his arrogant behaviour and insulting a mathematics teacher during lecture.

**Different views:**

1. **THE PRINCIPAL** – ‘makes a final decision’ on the appeal on the basis of the information he receives from other participants in that process. It is he who identifies the best way for establishing facts – individual interviews, confrontation of all, confrontation of some individuals involved or another way of his or her choice.
2. **THE STUDENT’S PARENT** – dissatisfied, believes that the measure issued against his child is too strict. His child’s behaviour was just a reaction to the teacher’s incorrect treatment to students, and his child in particular. According to the parent’s knowledge, his child’s behaviour was not offensive toward the teacher – the child only expressed his opinion.
3. **TEACHER OF MATHEMATICS** – there is nothing that could change his firm position that the student has to be punished, and he even thinks that the disciplinary action made toward correcting the student’s behaviour is too lenient for the offence – the teacher’s dignity was hurt.
4. **THE FORM TUTOR** – believes that the student is punished according to the Rulebook on Students’ Disciplinary Accountability and that the decision as such should be upheld by the principal as any lenience in this particular case would encourage students who demonstrate behaviour problems and would challenge the teacher’s authority. He says that this view is shared by most of the teachers who work in that school.
5. **PEDAGOGUE** – does not take a clear stand. According to his information, it was the student’s mistake.
6. **THE PUNISHED STUDENT** – regrets that his behaviour was misinterpreted as he did not want to offend the teacher that was not his intention. Rather, he just wanted to draw the teacher’s attention to the mistake he had made. He believes that being a student in that school, he may express his opinion freely.
7. **THE OTHER STUDENT (a class president of the class that the punished student belongs to)** – believes that the student’s appeal is valid but hesitates to say that in public which is why he does not take a clear stand on the issue.
8. **OTHERS** – follow the way in the principal moderates the discussion, how he gets the necessary information and how he makes a final decision.

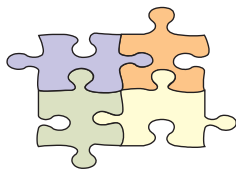
**Assignments of the group:**

1. Assign the above roles
2. Play roles and discuss that in a group
3. Define the problem and responsibilities of the school board
4. Propose solutions to the problem.

You have 45 minutes for your group work.

All of you should be involved in the discussion.

Each group will have 10 minutes for presentations.



## EXERCISE 14

**Problem:**

In a primary school, the teacher council issued a disciplinary action against student John Doe for the purpose of correcting his behaviour in the future, the Teacher Council Reprimand, and lowered the student behaviour grade to “bad”.

## SCHOOL BOARD TRAINING MANUAL

During the school board session, you have received the parent's grievance over the disciplinary action, as follows:

*Dear,*

*On XX YY 2008, my child \_\_\_\_\_ was issued by the teacher council a disciplinary action – The Teacher Council Reprimand - toward correcting his behaviour; and the student behaviour mark was lowered to “bad”. This is for the first time in this school year that I have been informed about a disciplinary action issued against my child. Had I been informed earlier, I would have reacted and this would have never happened. I talked to my child and I did not get the impression that the offence he had committed was so serious that he deserved the lowest behaviour grade. Graffiti writing in school takes place is typical of many communities and students, although not all are punished.*

*I kind ask you, as the governance body of the school, to reconsider the way in which my child was given the disciplinary measure, to assess the level of severity of the offence and to decide to revoke the measure.*

*I ask that you inform me about further actions without delay.*

*Sincerely,*

*S.D.*

Assignment:

1. define the problem
2. propose actions to solve the problem
3. write a response to the parent

You have 55 minutes for your group work.

All should be involved in the discussion.

### 8. The School Board Work<sup>26</sup>

- **How the school board makes decisions?**
- **How is a school board session organized?**
- **How are the minutes taken at the school board meeting?**

All school board decisions are made at the school board meetings.

The school board may make a decision only if the majority of the school board members is present at the meeting, and the school board decision will be declared final only if the majority of the school board members voted in its favour.

The school board members may act only as a collective body and does not have any authority to make decisions outside the school board meetings.

The school board discussions and decisions are transparent and posted on the school's notice board, except when the school board, in exceptional cases, if there is a legitimate need for protecting third person's privacy, decide otherwise. A school board member, who disagrees with the board's decision, may express his or her on-record disagreement with the school board's decision. His or her disagreement is included in the minutes.

The first meeting of the school board is convened by the principal. All other school meetings are convened by the school board president. If the school board president is absent, meetings are scheduled by a school board member, appointed by the president for that purpose, or by the deputy president appointed by the school board at its founding meeting. The school board president will convene a school board meeting at the request by:

- at least one third of school board members,

<sup>26</sup> From the Rulebook on the Formation and Work of School Boards („Official Gazette of the Zenica-Doboj Canton”, Number: 2/08)

## **SCHOOL BOARD TRAINING MANUAL**

- the principal,
- other interested structures.

The school board president proposes the agenda of the school board meeting in consultation with the principal. The final agenda is defined by the school board. Prior to the school board meeting, the school board members will be informed by their president in writing about the proposed agenda, a date and time and venue of the school board meeting.

In urgent cases, the school board meetings may be convened by telephone, electronic mail or in any other appropriate way.

When possible, the school board members will receive the relevant materials regarding the issue that will be discussed at the next school board meeting. The scheduled dates of the school board meetings, including proposals for the agenda, will be posted on the notice board in the school.

The presence at the school board meetings is mandatory for the principal and any other individual whose presence at the meeting is required by the school board – if their professional opinion is sought or if they have to provide an additional explanation of a certain issue. An invitation to the school board meeting, including the proposed agenda, is sent also to the union representative of the school.

The minutes are taken at every school board meeting. The minutes will contain the names of the school board members, who were present at the meeting, issues that were discussed during the school board meeting as well as all the school board decisions. The minutes are signed by the president of the school board and the person who has taken the minutes.

Excerpts from the minutes as well the conclusions and decisions from the school board meetings will be posted on the notice board in the school no later than seven days from the date of the meeting.

## SCHOOL BOARD TRAINING MANUAL

### MINUTES

from \_\_\_\_\_ the School Board session Primary School \_\_\_\_\_  
(Number) (Name of the school)

in \_\_\_\_\_ held on \_\_\_\_\_ 2008.

In the premises \_\_\_\_\_  
(Identification of the premises in which the meeting takes place)

Present members: \_\_\_\_\_  
(Name of the body, name and family name of every member present at the session)

Members absent for a legitimate cause: \_\_\_\_\_  
(Name of the body, name and family name of each member of the body who informed the Board of their absence and the reasons for their excused absence)

Unexcused absence: \_\_\_\_\_  
(Name of the body, name and family name of each member of the body whose absence is unexcused)

In addition to members \_\_\_\_\_ present at the session of \_\_\_\_\_  
(Name of body)

\_\_\_\_\_  
(Give name and family name of all other persons present at the session and the capacity in which they are present)

The session is chaired by: \_\_\_\_\_  
(Name and family name of the person who chairs the session and the capacity of his/her chairmanship)

The minutes taken by: \_\_\_\_\_  
(Name of the minutes-taker)

The session began on \_\_\_\_\_ hours.

The president/chairman concludes that the number of members present at the session is sufficient for the work (quorum), and proposes the following:

### AGENDA

1. Verification of the minutes taken at the previous \_\_\_\_\_ session \_\_\_\_\_ on \_\_\_\_\_ 2008.
2. \_\_\_\_\_ ;
3. \_\_\_\_\_ .

(Write down the agenda items as proposed by the chairman of the session)

The agenda is adopted unanimously, without any amendments or supplements.

Item 1. Verification of the minutes taken at the previous \_\_\_\_\_ session \_\_\_\_\_ on \_\_\_\_\_ 2008.

President/chairman informs the present that the minutes from \_\_\_\_\_ session \_\_\_\_\_ held on \_\_\_\_\_ 2008 was sent to all members, together with an invitation to the session, and then calls the members to make objections to the minutes, if any.

As there were no objections, the chairman concludes that the minutes from \_\_\_\_\_ session \_\_\_\_\_ were unanimously approved.

## SCHOOL BOARD TRAINING MANUAL

Item 2. \_\_\_\_\_

The chairman informs the present that they received, together with the invitation to the session, a report on \_\_\_\_\_, prepared by \_\_\_\_\_.

Introductory remarks were made by the principal \_\_\_\_\_.

Following the introductory remarks, the chairman asks the members whether anyone has any questions about the introduction.

As there were no questions, the president/chairman opens the discussion about the report \_\_\_\_\_.

The discussion involves:

1. \_\_\_\_\_.

(Name and family name and a brief summary of the discussion)

2. \_\_\_\_\_.

Following the discussion, the president/chairman puts the report on \_\_\_\_\_ to the vote, and then concludes that the report on \_\_\_\_\_ was unanimously approved, and the following decision was made:

### DECISION

1. The report on \_\_\_\_\_, drafted by \_\_\_\_\_ is adopted with all proposed measures contained in this report.

2. \_\_\_\_\_ is tasked with implementing the measures from the report and with informing \_\_\_\_\_ accordingly no later than \_\_\_\_\_ 2008.

Item 3. \_\_\_\_\_ (etc.)

As all agenda items were discussed, the chairman closes the session.

The session ended at \_\_\_\_\_ hours.

MINUTES TAKEN BY

PRESIDENT/CHAIRMAN

\_\_\_\_\_

\_\_\_\_\_



## **9. Labour Legislation**

- **How is an employment contract concluded: full-time employment contract for an indefinite period of time; an employment contract with an apprentice teacher; and a part-time employment contract?**
- **Which are temporary and which are odd jobs in school?**
- **Which types of leave of absence are the school employees entitled to?**
- **Under which conditions may one be absent from work?**
- **Which are worker protection measures in school?**
- **How are the salary, remuneration and salary protection ensured?**
- **What is the employment termination procedure?**
- **What are the entitlements and responsibilities arising from employment?**
- **How do employees participate in decision-making?**
- **Why are collective agreements signed?**
- **What is a labour dispute peaceful resolution procedure?**
- **What are the requirements for a strike?**

Also the responsibility of the school boards is:

- selection of teachers, professional associates and associates;
- decision-making on the cessation of the entitlements of teachers, professional associates and associates to educational work;
- decision-making, at the proposal by the teacher council or the principal, on the grievances made by teachers, professional associates and associates against performance appraisal;
- appointment and dismissal of the principal;
- decision-making on the grievances of the student's parents or guardians against the performance of teachers, professional associates and associates;
- consideration of the decision and recommendation of the teacher council, trade union and the staff council regarding actions taken;
- decision-making on the employees' grievances and appeals.

In view of the obligation to carry out the above authority and responsibilities of the school board members regarding making decisions which must be based on the law, it is necessary to know the basic provisions of the labour legislation in school.

Before the Labour Law was adopted, the labour relations in Bosnia and Herzegovina were regulated by the legislation adopted before our country became independent in 1992. In this regard, and in view of the transformation of ownership in Bosnia and Herzegovina, which is reflected in the conversion of the social properties to private, mixed or state properties, it was necessary to amend the labour legislation as well.

Under the Constitution of the Federation of Bosnia and Herzegovina<sup>27</sup> the powers are divided between the Federation and cantons, among others, in the field of social welfare. It arises from this definition that other separate laws will take precedence over the Labour Law<sup>28</sup>, if some issues are regulated differently by those laws.

### **9.1. Employment**

Under the Labour Law, one can get employed only on the basis of an employment contract concluded between an employer and an employee.

**EMPLOYER** (school – the principal as the authorized representative of the school) is the physical or legal person who gives employment to an employee, and pays him or her for the work he or she has performed a salary, and is obliged to carry out also other responsibilities towards an employee in compliance with the law and other legislation.

<sup>27</sup> ("Official Gazette of the Federation of BiH" Number: 1/94)

<sup>28</sup> ("Official Gazette of the Federation of Bosnia and Herzegovina" Numbers: 43/99, 32/99, 32/00, and 29/03)

EMPLOYEE (teacher, professional associate, and associate) is a physical person who is employed on the basis of an employment contract and who performs within employment certain duties for the employer and accordingly has the entitlements and responsibilities in accordance with the law and other legislation.

The conclusion of an employment contract is a substantial novelty compared to the previous norms that regulated this issue. In the past, one got employed on the basis of the decision on selection of an employee, and the employment contract, and on the basis of the actual commencement of employment. The employment contract becomes a legally valid agreement between the parties on important elements of that contract. One of the important elements of the employment contract is also the date of commencement of employment, as that day is the official commencement of employment. If the employee does not come to work on a certain date or the employer rejects his or her employment on that date without good reason, the contracting parties may request termination of the employment contract, including the right to compensation for damage.

## **9.2. Conclusion of an Employment Contract**

The Labour Law defines the written form of an employment contract as a rule.

A minor may not conclude an employment contract for the jobs which may jeopardize his or her health, morality or development.

A disabled person who is capable of performing certain jobs is considered to have health capacity for the performance of those jobs.

The requirements for the conclusion of an employment contract or for the commencement of employment may be general and specific. The general requirements for the conclusion of the contract have to be met by every person who wants to get employed.

### 1. General requirements for the conclusion of the employment contract are:

- a) age (15 years of age), and
- b) general health-related capacity for work.

The international documents<sup>29</sup> forbid employment of persons aged below certain minimum age. The employment contract concluded with a child who is below 15 years of age, contrary to the above provision, is null and void, and does not produce any legal consequences.

The other general requirement for the conclusion of an employment contract or for employing a person is general health-related capacity. The health-related capacity may be general or partial capacity for certain jobs, the full incapacitation for any work or special health-related requirements may be set for certain types of jobs or for certain working posts, which require periodical medical examinations. For example, employees in the field of transportation, catering, divers etc. have to be fully healthy because of the kind of jobs they are performing. In any case, an employee proves his or her health-related capacity with a medical certificate issued by the responsible medical institution.

The above general requirements have a strong impact on employment as the person who does not meet any of those two requirements cannot get employed. If such persons do conclude an employment contract or they get employed, the contract is considered null and void.

### 2. Special requirements for the conclusion of an employment contract

Special requirements for the conclusion of employment contracts are those which are defined in law, collective agreement or the rulebook and refer to doing concrete jobs. The jobs require certain qualifications, knowledge and skills, which are specified by the requirements set for every individual job. Those requirements are set beforehand, in view of the objective needs for employment so that special requirements cannot be the subject matter of a subsequent agreement nor may they be changed by and between the individuals who conclude an employment contract. The age and special mental and physical abilities can also be defined as special requirements.

<sup>29</sup> The general requirement of 15 years of age as a minimal age for employment is based on the Convention Number 138 on the Minimal Age for Employment, from 1973, Recommendation Number 146 on Minimal Age for Employment (1973) and the Declaration on the Rights of the Child (1959)

Although the rule is that an employer may freely select employees, an employment contract may be concluded only with the employee who meets special requirements set by law, a collective agreement or the rulebook. However, while the previous regulations envisaged the right to protection of interested applicants, if an applicant who does not meet the set requirements was nevertheless selected in a recruitment procedure conducted after a vacancy was announced, the Labour Law does not envisage any protection of the rights of other applicants. However, although there is no explicit clause to regulate this issue, it is believed that such applicants can seek protection of their rights in court.

### **An employment contract is concluded for indefinite and definite period of time.**

Starting from the rule that an employment contract is concluded for an indefinite period of time, the conclusion of an employment contract for a definite period of time is an exception for which there has to be a real and important reason, such as, for example:

- seasonal works;
- replacement of an employee who is absent from work for a limited period of time;
- engagement on a project;
- a temporary increase of workload, and
- any other case envisaged in the collective agreement.

The employment on the basis of an employment contract concluded for a fixed - term terminates upon expiry of the term defined in the agreement for each individual case. That term may be defined on a calendrical basis (i.e. until a certain date) or is determined by the fulfilment of a certain requirement (e.g. until the completion of a certain job or the absent employee returns to work etc.).

As it is stressed above, the important elements of the employment contract are the salary, personal work (the execution of the tasks in person) and the work post, while all other rights stem from the law, collective agreement or the rulebook, which is the reason why it is not necessary to define them in an employment contract. Rather, it is sufficient to give a reference to the legislation which regulates such issues.

The employer may provide the employee with education, basic and advanced training, in accordance with the job requirements, in order to reveal the skills and knowledge of employees as much as possible. However, the employer is obliged to ensure education, training or on-the-job training to employees when changing the mode or organization of work or introducing a new mode of work or the new organization. This obligation refers to the employees as well who are obliged to educate, train and improve their skills, in accordance with their capacities and job requirements. Specific requirements for education, training and on-the-job training, for the purposes of this Article, are defined in a collective agreement or the rulebook.<sup>30</sup>

### **CONTENT OF THE CONCLUDED EMPLOYMENT CONTRACT**

An employment agreement shall contain in particular the data on:

1. name and seat of the employer;
2. name, family name, permanent or temporary residence of the employee;
3. term of the employment contract;
4. date of commencement of work;
5. place of work;
6. the work post of the employee and a short job description;
7. working hours, their length and schedule;
8. salary, wage supplements, allowances and payment schedule;
9. length of annual leave;
10. termination notices that both the employee and the employer have to comply with;
11. any other data relating to the working conditions defined in the collective agreement.

<sup>30</sup> For employment contract sample, see Annex I.

### **9.3. An Employment Contract with an Intern**

The employer may conclude a contract for internship with an intern for the period covered by the internship, set for the given profession. The contract is concluded in writing, and a copy is sent by the employer to the relevant employment office within five days from the date of its conclusion, for the purpose of registration and control.

An intern is the person who has finished a secondary school or a two-year college or the university, who gets employed for the first time in his or her profession, and who is obliged, under the law, to pass a professional exam or the work experience is required for that profession.

During internship, an intern is entitled to remuneration in the amount of at least 80 percent of the lowest salary. The employer and the intern may agree on a higher amount of the remuneration, depending on the qualifications of the intern. The employer insures the intern against industrial injury and occupational disease and health insurance is provided by the employment office.

The interns are entitled to rest periods – during the day, a daily rest period between two consecutive working days and a weekly rest period.

Upon completion of internship, the intern takes a professional exam, in accordance with the law, the cantonal legislation of the rulebook.

### **9.4. Part-time Employment Contract**

The Labour Law envisages the possibility of concluding also a part-time employment agreement. Part-time employment is the arrangement for situations in which a school or the character of the work process character or the amount of work do not require full-time employment (e.g. the jobs done by economists or lawyers in small companies and institutions). The Labour Law does not stipulate any exceptions in terms of the working position which would not allow part-time employment.

The part-time employment agreement is concluded in the same way as the full-time employment agreement.

The employee may conclude a full-time employment contract, for an unlimited duration, with one employer only. However, in case of a part-time employment agreement, the employee may conclude more than one such agreement and thereby have full-time jobs. With every employer, the employee is entitled to the rights in accordance with the length of his or her working time (e.g. salary, remuneration paid in respect of work performed), in accordance with the collective agreement, the rulebook or the work contract. Some rights and entitlements do not depend on the length of working time, e.g. the right to annual leave and it is taken in all employing companies at the same time. The employers should arrange this and other issues with the employee beforehand.

Here, we shall mention the most specific cases in which the employee, who concluded a part-time employment agreement, is entitled to the same rights as the employee who concluded the full-time employment agreement. For example, that is the right to annual leave of at least 18 working days (if the legal requirement for a continuous service has been fulfilled), the right to strike etc. The rights related to health care and health insurance are realized in accordance with special regulations.

Night work for the staff working in educational process is neither feasible nor recommendable in normal circumstances in peacetime, and some other services (security) can work also at night. The regulation of this kind of employment is done in accordance with the labour legislation (e.g. Labour Law).

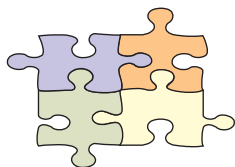
## **10. Temporary and Odd Jobs**

A contract for temporary and odd jobs can be concluded for such jobs under the following conditions:

1. That temporary and odd jobs are defined in the collective agreement or the rulebook;
2. That temporary and odd jobs do not represent the jobs for which work contracts are concluded for an indefinite or a definite period of time, full-time or part-time employment, and
3. That their term does not exceed 60 days within one calendar year.

The person who carries out temporary and odd jobs is entitled to a rest period during working time under the conditions which apply also to the employees who concluded employment contracts and other rights, in accordance with the legislation governing pension and disability insurance.

The work contract may be concluded with any person who meets the requirements for jobs, for which a contract is concluded (unemployed, already employed person, a pensioner, an employee who is employed elsewhere etc.). a contract for these jobs is concluded in writing. The contract contains: type, manner, deadline for execution of tasks and the amount of remuneration for the work done. This contract does not have the character of an employment contract, which is concluded under the Labour Law, and which is basis for employment.



## **EXERCISE 15**

In a primary school, the school board has selected a biology teacher XY as the best applicant for the post of a biology teacher. The principal is not satisfied with the selection of that particular applicant, which he challenged during the selection procedure conducted by the school board. He believes that she is not the best applicant; rather, in his opinion, she has been given the best scores during the interview because of her family connections (she is a daughter-in-law of a school board member). Reluctantly, he has signed an employment contract with the teacher XY and she should have begun to work on XX YY ZZ. However, the principal rejects the commencement of her employment unjustifiably. The teacher XY files a grievance to the school board and the teacher council.

Plenary discussion will last 15 minutes.

Assignment:

1. What are the failures of the recruitment and employment procedure?
2. Which facts would you include in your grievance, if you were to write it instead of teacher XY?
3. Which decision would you make after considering the grievance?
4. Would you launch a procedure seeking to establish responsibility of those who participated in the recruitment procedure (the school board, the principal, teacher XY)?

## **11. Rest Periods**

The employee who works full-time is entitled to:

- a) At least a 30 minute rest period during the working day. Exceptionally, the employer is obliged to ensure a one hour rest period on one day of the working week to the employee, at his or her request. The rest period during the working day is not included in the working time. The entitlement to a rest period during the working day may not be replaced by another entitlement (e.g. entitlement to pay in lieu to unused leave). The entitlement to this rest period is also given to the employee who works short time as short time of those employees is counted as full time.
- b) An uninterrupted daily rest period between two consecutive working days for at least 12 hours. Exceptionally, while performing seasonal jobs, an employee is entitled to an uninterrupted rest period of at least 10 hours, and minor employees are entitled to an uninterrupted rest period of at least 12 hours.
- c) An uninterrupted weekly rest period during at least 24 hours, and if work is required on one day of the weekly rest period, the worker will get one day off at the time agreed by the employer and the worker. The days of this rest period cannot be cumulated and used later (e.g. as an uninterrupted rest period of 15 days); they can be taken only during the period defined in an agreement by and between the employer and the worker. The worker may be denied a rest period during the day, a daily rest and a weekly rest period. The worker who works part-time is not entitled to a rest period during the day as this entitlement is related to full-time work.

However, these workers take a daily and weekly rest periods just as the workers who work full time.

Employees who work short hours are entitled to a rest period during the day, since their short hours are counted as full time work. Of course, these employees are also entitled to daily and weekly rest periods.

- d) They are entitled to annual leave of at least 18 working days. Minor workers are entitled to annual leave of at least 24 working days. The employees who carry out the jobs in which job safety measures are not sufficient for the protection from the effects of hazardous substances are entitled to annual leave of at least 30 working days.

Also the employee who works short time is entitled to annual leave under the criteria defined in the rulebook, which may not be less than 18 days except if he or she has not fulfilled the requirement for the “full annual leave” – the employee with less than six months of uninterrupted service.

If during that period the employee was off on a sick leave, maternity leave or another leave of absence (which is included in the insurance period), that period is also included in the period of uninterrupted service.

The employee who gets employed for the first time or his or her unemployment period between two jobs exceeded eight days, he or she is entitled to one day of annual leave for each full month of employment.

Also the employee who concluded a work contract for a definite period of time is entitled to annual leave under the same conditions as the employee who concluded an employment contract for an indefinite time.

Annual leave may be taken in two instalments.

If the employee takes annual leave in instalments, the first proportion of the leave will be at least a 12 day uninterrupted leave in a calendar year and the remaining proportion will be taken no later than 30 June of next year. The employee is entitled to one day of annual leave on a date of his or her own choosing, when he or she is obliged to give notice to the employer at least three days prior to the date he has elected.

Thus, when an employee will take his or her leave depends primarily on workload demands and not on his or her wish. This is quite interesting for the educational process in which, as a rule, annual leave is taken according to the “demands” of the employer and not according to personal wishes of employees. Annual leave is taken collectively during winter and summer school vacations.

The employee may not give up his or her entitlement to annual leave and his or her entitlement to annual leave may not be denied nor annual leave entitlement may be replaced by a payment in lieu. Annual leave has its purpose primarily from medical aspect. Proper and regular use of annual leave ensures life and health care of employees and better performance at work.

## 12. Leave of Absence

The employee is entitled to a paid leave of absence for up to seven working days in one calendar year – paid leave of absence in case of: marriage, birth of a child, a serious disease or death of a member of immediate family or household. Members of immediate family are: spouses, common-law spouses, a child (born within or outside of marriage, adopted child, step-child, and foster child), father, mother, step-father, step-mother, adoptive parent, grandfather and grandmother (maternal and paternal), brothers and sisters.

Any other case of a paid leave of absence for more than seven days may be regulated at the cantonal level, by a collective agreement and the rulebook.

The employer may grant an employee, at his or her request, an unpaid leave of absence – leave of absence without pay. Exceptionally, the employer is obliged to grant an employee a leave of absence for up to four days in one calendar year for the purposes of his or her religious or traditional practice, where a two-day leave of absence is paid – paid leave of absence.

During a paid leave of absence, taken for religious or traditional practices, the entitlements and duties of the employee, acquired during and on the basis of employment, shall be frozen.



### 13. Protection of Employees' Rights

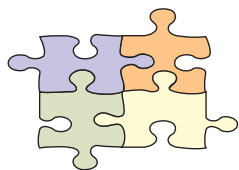
The employer is obliged to ensure that the employee is informed about employment legislation and job safety legislation within 30 days from the day of commencement of employment.

This can be done by sharing the legislation with employers, members of the employee councils, union representatives, by posting the legislation on the notice boards, through the employer's newspaper, by making it available to the employee at his or her request etc. This obligation of informing employees about the legislation should not be understood as an exclusive duty of the employer as the employees themselves can do a lot to protect their life and health.

#### 13.1. Women's and Maternity Protection

Under the labour and job safety legislation, women – employees are the category of employees who enjoy special job safety, which also arises from the relevant international conventions.<sup>31</sup> Women may not be ordered that they do extremely difficult physical jobs, subterranean or underwater works or any other duties which would threaten their life and health, because of their psychological and physical features, nor may they be assigned to such jobs. However, in exceptional cases, a certain category of women is exempted from this rule: women in executive positions, women working in the field of health care and social welfare, students, or if they have to spend some time in the mines during for educational purposes, etc.

The employer may not refuse to employ a pregnant woman, or terminate her work contract by reason of pregnancy nor may the employer assign a pregnant employee to a different job. Exceptionally, a woman, while pregnant or breastfeeding her newborn child, may be assigned to another job if this is in the interest of her health, which is required by an authorized doctor.



### EXERCISE 16

Teacher AA, known in her school for her incorrect treatment of students, is often late to work. Her colleagues in school are embittered as the principal is doing nothing to establish her disciplinary accountability because she is pregnant. Teacher AA requests a leave of absence for the period exceeding seven days, for the reason of the death of her aunt. The principal does not react to her request. He receives a letter from the rest of teachers requesting that he take action to establish disciplinary accountability. At the same time, the parents of students send a grievance to the principal over teacher AA's incorrect treatment of students. The principal makes a proposal to the school board to reassign her to a different job.

15 minutes' plenary discussion

Assignment:

1. Which failures did teacher AA and the principal make?
2. Which facts would you take into consideration when making a decision?
3. Which decision would you make after considering all the letters, grievances and the request which the principal received?

<sup>31</sup> Convention No. 103 on Maternity Protection (1952); Convention No. 100 on Equal Pay of Men and Women for Labour of Equal Value (1951)

## **14. Salaries and Authorized Pay**

### **14.1. Salary**

The rulebook which, among other things, defines salaries paid to employees is issued by the employer upon prior consultations with the employee council. Consultations are mandatory as it is the decision which is relevant for the entitlements and interests of all employees. If there is no employee council, consultations are done with the trade union. The employer for whom the collective agreement or the rulebook is binding may not calculate and pay a salary which is smaller than the salary set in the collective agreement, the rulebook and the employment contract. If a collective agreement is binding for the employer, the rulebook also defines the lowest salary, at least in the amount which is set in the collective agreement. The lowest salary ensures the labour price for the simplest jobs which is also a wage base for the salary for the work done, taking into consideration the level of complexity of works and other elements which are relevant for the establishment of pay levels.

The periods of payment of salaries may not exceed 30 days. They are defined in a collective agreement, the rulebook or the employment contract. This arrangement allows for the payment of salaries also in shorter periods of time, for example, weekly or bi-weekly payments. When paying a salary, the employer is obliged to give the employee a payslip which will help the employee understand whether his or her pay was calculated properly, whether the required contributions have been paid, etc. Individual payments are not public, which serves the purpose of protecting the employee's right to secrecy of his or her salary for the work he or she has performed.

### **14.2. Remuneration paid to an employee in respect of a period of leave**

An employee is entitled to pay in respect of a period of an authorized leave for reasons envisaged by the law, cantonal regulations, collective agreement and the rulebook (annual leave, temporary incapacitation for work, parental leave, paid leave of absence etc.). The period for which remuneration, which goes towards discharging the employer's liability, is paid by the employer is established by law, the cantonal regulations, collective agreement, the rulebook or the employment contract.

### **14.3. Protection of salary and remuneration**

If the employer has any claims against an employee, the employer may not deduct any liability from the salary payable to the employee nor may the employer deny paying the salary without the employee's consent.

Conversely, the employee may not give his or her consent for non-payment of salary or remuneration before the actual liability is incurred.

Not more than one half of the salary or remuneration payable to the employee may be suspended for the purposes of fulfilling the employee's legal duty of support payment, and one third of the salary or any remuneration payable to the employee for the purposes of fulfilling any other legal duty of the employee.

## **15. Cessation of a contract of employment**

### **15.1. The ways in which a contract of employment ceases to be valid**

It is a rule that the employee concludes a contract of employment and begins to work by his or her own will. However, termination of a contract of employment may be done at the employee's free will and also against his or her will, depending on the case.

A contract of employment ceases to be effective:

1. by the death of the employee;
2. by agreement between the employer and the employee;
3. when the employee turns 65 years of age and has 20 years of insurance, or the moment the employee has 40 years of insurance unless the employer and the employee otherwise agree;
4. on the day of submission of a valid decision confirming the loss of work capacity;
5. by termination of the contract either by the employer or the employee;
6. upon expiration of the period for which the fixed-term employment contract was concluded;
7. if the employee is sentenced to a prison term of more than three months – on the day of his or her imprisonment;



8. if a security measure, a correctional measure or a protective measure is reached against the employee for the period exceeding three – on the day of commencement of the application of the measure;
9. by the court decision resulting in cessation of employment.

### **15.2. Termination of an employment contract**

Under the law, there are two cases in which the employer may terminate a contract of employment, with the period of notice of termination:

1. The first case of termination of an employment contract concerns the cessation of the demand for a certain work for economic, technical or organizational reasons (termination for business-related reasons – redundant labour)
2. The other case is the situation in which the employer may terminate a contract of employment with a legally defined period of notice by reason of the employee's inability to carry out his or her duties from employment due to his or her loss of work capacity required for those duties. This case of termination is possible only if the employer is unable to reassign the employee to other duties or is unable to train him or her for other duties.

The employer and the employee may terminate the employment contract also beyond the defined notice period when due to the violation of duties arising from labour relationships or the failure to fulfil the duties arising from the employment contract, further employment is not possible. Before the employment contract is terminated for such reasons, the employer is obliged to warn the employee in writing of his or her duties arising from the labour relationships and of the possibility of terminating the employment contract if he or she continues to act in violation of his or her duties. In this case, the contract of employment may be terminated within 15 days from the day on which the employer learned about the fact for which the contract is terminated. The contracting party, which terminates the contract of employment, may seek from the other party, which is the reason for termination of the contract of employment, damages over the party's failure to comply with the duties laid down in the contract of employment. If the employee or the employer terminates the contract of employment for the above-mentioned reasons (violation of the duties arising from labour relationships, or failure to fulfil the duties from the employment contract), he or she is obliged to prove the legitimate reasons for termination of the employment contract.

If the employer terminates a contract of employment due to the behaviour or work of the employee, the employer is obliged to allow the employee to present his defence except in the circumstances in which it is not legitimate to expect the employer to do that.

If the employer intends to terminate a contract of employment, in terms of the Labour Law, the employer is obliged to obtain the opinion from the employee council. If the employer failed to obtain the opinion from the employee council, the decision on termination of the employment contract will be null and void.

The employees working with the employer who employs at least 15 people may form the employee council that will represent them before the employer in the protection of their rights and entitlements and interests.

#### *Termination of a contract of employment of the trade union representative*

Since the trade union representative represents and protects before the employer the rights, entitlements and interests of employees most of whom are union members (if there is no employee council, then other employees may also be included), it is necessary to establish by law a special protection of those employees from the possible discrimination by the employer. This is why it is envisaged that the employer may terminate the union representative's contract of employment during his her execution of duties and six months following the duties, only with the prior agreement of the Federation Labour Ministry.

### **15.3. Form of notice and a notice period**

Notice of termination of a contract of employment is made in writing and the employer is obliged to explain the termination to the employee in writing. The notice of termination of the employment contract is in all situations submitted to the employer. The notice period may not be shorter than 15 days or longer than six months. The length of the period of notice is regulated by the collective agreement and the rulebook. The period of notice begins from the date of submission of the notice to the employee or the employer.

When the employee terminates his or her employment contract, he or she should remain at work for a certain period of time to give an opportunity to the employer to find a new employee. The specific length of the period of notice is negotiated together with the contract of employment, while it is necessary to start from the criteria defined in the collective agreement and the rulebook.

If the employee, at the request of the employer, ceases to work prior to the expiry of the defined notice period, the employer is obliged to pay such employee a remuneration and recognize any other right or entitlement as if he or she worked until the end of the notice period.

If the court establishes that the termination by the employer was unlawful, the employer will allow the employee to return to work and pay him or her remuneration in the amount of the salary the employee would have earned if he or she had been employed and had worked. The employee who has challenged the validity of the decision to terminate an employment contract may seek that the court orders his or her return to work temporarily, pending the completion of the dispute.

#### **15.4. Termination with an offer to change work contract**

The Labour Law provisions which regulate termination are also applied in cases in which the employer terminates the contract of employment and at the same offers the employee the conclusion of a work contract under different circumstances.

If the employee accepts the employer's offer, he or she may challenge the validity of the amendment to the original employment contract. According to the previous legislation, for the sake of the work process, a worker could be assigned to any job which suits his or her qualifications in certain professions, knowledge and skills.

Although there is no explicit provision about this in the present legislation, unlike the previous labour legislation, we can say that exceptional circumstances, even without an explicit legal stipulation, demand that the employer accept temporary (pending the cessation of those circumstances) labour which the employee would not be engaged in under the work contract. The employee's unsubstantiated refusal to accept such labour in those circumstances could constitute the ground for termination of his or her contract of employment. When assessing whether the employer had the right to demand that behaviour from the employee, the court should also assess all specific circumstances of the case and the employer's business interests as well as the employee's dignity.

#### **15.5. Programme dealing with labour redundancy**

If any changed occurs in the employer due to economic, organizational or technical reasons resulting in labour redundancy, the employer is obliged to develop a programme dealing with labour redundancy.

This obligation refers to the employer who employs more than 15 employees and who plans to terminate at least five employment contracts within six months, due to economic, organizational or technical reasons.

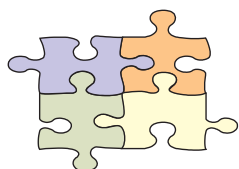
The programme dealing with labour redundancy contains in particular:

- the reasons for the occurrence of labour redundancy,
- number of category of employees who will be redundant,
- possibility for a change of technology and organization of work for the purpose of caring for redundant labour,
- possibility of reassigning employees to other jobs,
- possibility of finding jobs at another employer,
- possibility for re-training or additional training of employees,
- possibility for shortening working time.

#### **15.6. Severance pay**

The employee who concluded a permanent employment contract with the employer for an indefinite period of time, and to whom the employer is terminating the contract of employment, is entitled to severance pay. In this case, the employee who has worked with the same employer for at least a two-year uninterrupted period is entitled to severance pay. The severance pay may not be less than one third of an average monthly salary paid to the employee over the last three months, prior to the cessation of employment, for each full year of

employment with the same employer. The employee, whose employment contract has been terminated by the employer by reason of his or her violation of duties arising from his or her labour relations with the employer or his or her failure to fulfil the requirements from the employment contract, is not entitled to severance pay. The severance pay, which is defined in the collective agreement and the rulebook, may also be higher than one third of the paid salary, which will depend on economic power of the employer and the agreement reached by the parties during negotiations and conclusion of the collective agreement. The manner and requirements of, and the deadlines for, the severance packages, in the form of either monetary pay or other forms, are defined in a written contract concluded by and between the employee and the employer.



## EXERCISE 17

In which cases does a school terminate an employment contract:

1. in compliance with a defined period of notice,
2. without an obligation to respect the defined period of notice

	In compliance with a defined period of notice	Without an obligation to respect a defined period of notice
Failure to inform the school within three days that the teacher is temporarily incapacitated for work		
When the number of classes is reduced		
Loss of capacity for educational work		
By reason of physical punishment of students		
Abuse of the sick leave entitlement		
Coming late to tutorials and leaving before the end of a lecture, frequently		
By reason of amendments to the curriculum		
By reason of unauthorized absence from work for three consecutive days or five days in a calendar year		
By reason of organizational changes in the school		
By reason of coming to school intoxicated		

Every trainee completes the above table. Then, trainees compare their answers in pairs. This is followed by a plenary discussion.

Exercise should last 15 minutes.

## **16. Exercise of the rights and duties derived from labour relations**

### **16.1. Decisions on the rights and duties derived from labour relations**

The employer (either legal entity or an individual) is authorized to decide on the rights and duties of employees, in accordance with the statute or the founding charter. The employer may delegate his or her authority to make such decisions to another person.

The employee may realize his or her rights derived from labour relations with the employer, in a court of law. Unlike the previous legislation, the Labour Law does not prescribe the right to protection of those persons who believe that the rules for a recruitment procedure were violated. It is believed that such persons may seek the realization of their rights in court.

### **16.2. Protection of the rights derived from labour relations**

The employee who believes that the employer has breached one of his rights derived from labour relations may request, within 15 days from the date of submission of the decision believed to be in violation of his or her right, or from the date of knowledge about the violation of the right, that the employer allow him or her to exercise that right. If the employer **fails to comply with the request** within 15 days from the date of submission of the request by the employee who believes that one of his or her rights derived from labour relations was violated by the employer, the employee may seek, in a further 15 day deadline, protection of the right he or she alleges to have been violated, in court. The collective agreement and the rulebook may envisage the procedure for a peaceful resolution of a labour dispute, in which case a 15-day deadline for the submission of a complaint to the court begins on the date of completion of that procedure.

The failure of the employee to claim damages or other monetary claims relating to labour relations within legally set deadlines does not result in the employee's loss of the right to claim damages. Unlike the previous regulations governing this particular issue which allowed for an appeal against the decision made by the responsible institution, at present, the employee submits a request to the employer for the realization of a right. This means that the Labour Law no longer envisages an appeal as a legal remedy against the employer's decision. Although there is no explicit provision, it is believed that the request for the protection of the right has a suspensive effect, i.e. it operates to delay the enforcement of the decision.

### **16.3. The rights of members of parliament and officials**

The employment rights and duties of the employee who is elected or appointed to a public office in the institutions of Bosnia and Herzegovina, the Federation of Bosnia and Herzegovina, Cantons, cities, towns and municipalities and the employee elected to perform a professional duty in the trade union, shall be frozen at his or her request, for the maximum period of four years, from the day of his or her election or appointment.

## **17. The Rulebook**

The employer who employs more than 15 employees issues and publishes a rule book which regulates salaries, organization of work and other issues important for both employees and the employer. Before drafting the rulebook, the employer shall have consultations with the employee council or the trade union. The rulebook is posted on the notice-board of the employer, and becomes effective on the eighth day from the day of its publication.

The employee council or the trade union representative may request from the court to declare an unlawful rulebook or some of its sections null and void.

The scope of the rulebook will include in particular:

- a. salaries, salary supplements, periods of payments;
- b. working hours and daily schedules;
- c. length of annual leave or the manner in which the length of annual leave will be determined;
- d. manner in which periods of notice will be defined;
- e. special requirements for employment;

- f. manner of training of interns for their independent work and the passage of a professional exam;
- g. the jobs in which, despite the job safety measures, it is not possible to protect employees from the effects of hazardous substances and the number of working hours in such jobs;
- h. remuneration for the period in which an employee does not work for legitimate reasons;
- i. damages and compensation amounts, etc.

Starting from the full freedom in collective bargaining and conclusion of collective agreements, it is possible that collective agreements are not concluded, which is why we believe that the legal duty of issuing the rulebook is extremely important.

### **18. Participation of employees in decision-making – an employee council**

The employees working with the employer who regularly employs at least 15 people may form an employee council to represent them in the employer in the protection of their rights and interests. If no employee council is formed, the trade union has the duties and authority of authorized employee councils. The participation of employees in addressing issues relating to their economic and social rights and interests arising from labour relations with the employer is a novelty in the labour relations system. The employee council is formed at the request of at least 20 percent of employees or the trade union.

### **19. Collective agreements**

Starting from the free will of the parties to conclude a collective agreement, the parties are free to make decisions as to the level on which a collective agreement will be concluded. Thus, a collective agreement may be concluded for the territory of the Federation of Bosnia and Herzegovina (general collective agreement or a collective agreement for a certain profession), for the territory of a canton, for one or more employers.

When concluding a collective agreement, the employees may be represented by one or more trade unions, and the employer is self-represented or there may be several employers or associations of employers.

Pending the establishment of the association of employers, the employer may also be represented by the Federation Government, or the cantonal government.

A collective agreement may be concluded for an indefinite or a fixed term, in writing. Upon expiry of the term, the collective agreement will continue to be valid pending the conclusion of a new collective agreement.

A collective agreement regulates rights and obligations of the parties which concluded it and the rights and obligations derived from or related to labour relations. The collective agreement defines also the rules for the collective bargaining procedure, the composition and the manner of operation of the bodies responsible for a peace resolution of collective labour disputes.

The collective agreement is binding for the parties which concluded it as well as for the parties which acceded to it later. If the employer did not take part in the conclusion of the collective agreement or is not a member of the association of employers which concluded the collective agreement, the collective agreement is not binding for that employer. There is an exception, however, in case that the Minister in the Federation Government, responsible for labour, expands the scope of application to include the employers that were not involved in its conclusion.

Prior to making the decision to expand the scope of application of the collective agreement, the Federation Minister is obliged to seek an opinion from the trade union, the employer or more employers, or the association of employers to whom the collective agreement will apply. The decision to expand the scope of application of the collective agreement may be revoked in a manner in which it is made. The decision to expand the scope of application of the collective agreement is published in the "Official Gazette of the BIH Federation".

In the Zenica-Doboj Canton, the agreements have been concluded between the Government of the Zenica-Doboj Canton and the Association of Independent Trade Unions of BIH – the Cantonal Branch in the Zenica-Doboj Canton, and the Trade Union of the Primary and Secondary School Education, which govern the amount of the lowest net salary; the amount of hot meal allowances; and the amount of holiday cash grants in 2008 for civil servants and other employees in the cantonal public administration institutions, professional services and other services of the institutions of legislative authorities, executive authorities, judicial authorities, prosecutor's office, public attorney's office, misdemeanour courts, the Ministry of the Interior and all employees of public institutions which are financed from the Zenica-Doboj Canton's budget.

## **20. Peaceful resolution of collective labour disputes**

### **20.1. Conciliation**

In case of a dispute over the conclusion and application of, an amendment or supplement to or cancellation of the collective agreement or another similar dispute related to the collective agreement (collective labour dispute), if the parties did not agree on a peaceful dispute resolution, a conciliation procedure will be conducted. The conciliation is done by a conciliation council. As the system of free will applies to the conclusion of a collective agreement, the trade union, as a representative of employees, may force the employer to conclude a collective agreement, amend the existing collective agreement or address another similar economic dispute only by organizing an industrial action (e.g. a strike). However, as strikes and other industrial actions have in most cases damaging consequences for the relations between the employees and their employer, sometimes causing serious damages for the disputing parties, even wider, conciliation has been introduced as a method.

The conciliation council may be formed for the territory of the Federation, or for individual cantons.

The conciliation council for the Federation territory consists of three members: a representative of the employers, a representative of the trade unions and a representative selected by the parties to the dispute from the list drawn up by the Federation Minister, and is formed for a two-year term.

The conciliation procedure has all the characteristics of a mediation procedure as it anticipates an active role of the conciliation council in a settlement of the dispute.

The parties in dispute may accept or reject a proposal of the conciliation council. If they accept it, the proposal has legal and collective agreement effects. The parties in dispute inform the Federation Ministry, or the relevant cantonal authority about the outcome and results of conciliation, within three days from the day of completion of the conciliation procedure. The decision settling the dispute is the full responsibility of the parties to the dispute

### **20.2. Arbitration**

A collective labour dispute may also be settled through arbitration. But this is only a possibility and not an obligation. Otherwise, a dispute resolution through a strike or another industrial action would be prevented. This means that arbitration is possible only if the disputing parties decide so. The collective agreement by and between the parties define the appointment of arbitrators and the arbitration council, as well as other issues relating to arbitration.

In arbitration, a decision is based on the law, another regulation, the collective agreement and fairness. An arbitrary award has to be explained, unless the disputing parties decide otherwise. An arbitrary award may not be appealed. An arbitrary award has legal and collective agreement effects.

## **21. Strike**

The trade union may call for a strike and implement it for the purpose of protecting and implementing economic and social rights and interests of its members. A strike can be organized only in accordance with the Law on Strike, the trade union's rules on strike and the collective agreement. A strike may not begin prior to the completion of the conciliation procedure, envisaged in the Labour Law, or prior to the implementation of the other procedure for a peaceful resolution of a dispute which the parties have agreed on.



# COMMUNICATION

## 1. Communication

- Who do we communicate with, and why?
- How can we be forthcoming and approachable during communication process?
- How can we leave a forcible impression on others?
- What is the difference between information and communication?
- Which are the elements of a communication cycle?
- What are the tools of internal and external communication?
- What are the rules of a successful communication?
- What are the prerequisites for a good media appearance?

“Man kann nicht nicht kommunizieren“ (“One cannot ‘not’ communicate”), said Paul Watzlawick, a well-known Austrian communication theorist. Communication enables people to understand each other, shared lives, which is a requirement for inception and survival of a society.

*Communication is a two-way flow of information in which the receiver understands the message the way the sender intends.*

In practice, the term ‘information’ is often used to refer to ‘communication’. We have to make a difference between these two terms.

**Information** is a one-way process (you have provided the information and you do not analyze/’do not hear’ whether it is accepted by the public (receiver)).

**Communication** is a two-way process, as after you sent your message, you have the reaction (the feedback), and the public (the receiver) reacted.

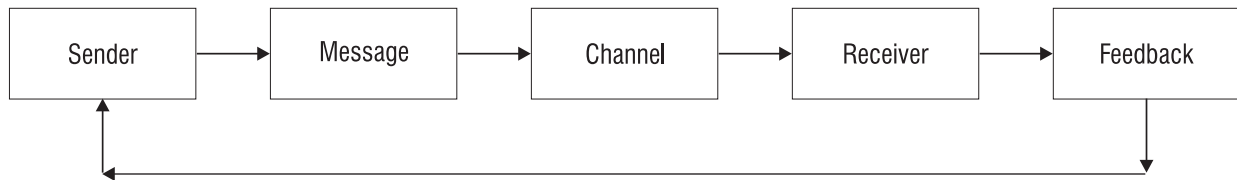
On the basis of the reaction, you plan your own actions towards the public (receiver) and that process continues on and on (the communication cycle).





Each communication cycle includes:

1. sender
2. message
3. channel
4. receiver
5. feedback



### Communication channel

We can understand communication as a means of connecting people in an organization towards achieving their shared goal.

The communication goals are:

- To influence
- To inform
- To express feelings

Communication is both the cause and consequence of numerous interactions among the people, e.g. misunderstanding and its resolution through talking.

This is why it is necessary to work on developing communication skills, since:

1. Open communication is dimension number one for the success in the organization.
2. It takes 75 percent of the time of every human being every day
3. It is an opportunity to boost or reduce self-respect.
4. Careful listening is the key to effective management.
5. It has a positive impact on motivation of employees.

According to the manner of communicating the meaning, communication can be verbal and non-verbal.

*Verbal communication* is the process of conveying the meaning by words in either **verbal** or **written** form.

*Non-verbal communication* is the conveyance of meaning in a direct contact by all non-verbal means. The facial expression, body movements and voice are all means of communication, the meaning of which is based on a certain culture. For example, in Bulgaria, shaking head left and right means 'yes' and not 'no'.

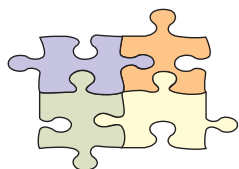
Non-verbal communication includes:

- |                     |                  |
|---------------------|------------------|
| - eye contact       | - touch          |
| - bodily contact    | - personal space |
| - facial expression | - movement       |

Verbally, we mainly convey the information and non-verbally, we convey positions and emotional attitude towards the information we are receiving or we show the attitude towards the person we are communicating with. Non-verbal communication is the exchange of information and meaning by mimic, gestures and bodily movements. Non-verbal behaviour helps us make conclusions about two main types of relationships among the people: affection (or attraction) and power (status or domination in social life). Facial gestures and posture supplement are statements and are also the way of saying something. They can be used as jokes, expression of irony or doubt.



The impressions that we use or convey to others non-verbally and often carelessly show that what we say is not always what we think. For example, sweating, squirming or averting one's eyes quickly may indicate that the person is not serious. Thus, we use facial expressions and bodily movements of other people as a supplement to the meaning of their verbal expressions, and also to pay attention to our own non-verbal communication in order not to send false messages to other people.



## **EXERCISE 18**

The purpose of this exercise is to get to know and feel our feelings we express non-verbally.

The participants are split into three groups of four.

Group assignments:

1. Define the problem in examples 1, 2 and 3
2. Propose a solution to the problem

Each group will have 5 minutes.

Each group will have another 5 minutes for presentation.

### *Example 1*

- 1) As two students are studying, radio can be heard in the background. At one moment one of them takes a deep sigh, takes his books and runs back to his room. What kind of feelings do you think come over him?

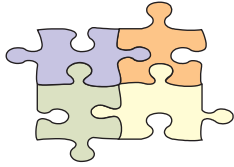
### *Example 2*

- 2) A group of teachers is having a lively discussion about an issue. All of a sudden, one member of the group decides to change the subject, without saying anything and without any expression on his face. What do you think he could feel at that moment?

### *Example 3*

- 3) A few members of the school board have had an informal chat after their meeting. As their chit-chat goes on, one of them begins to tap on his feet, gnaw his knuckles and stretch in his chair. What could this person feel at that moment?

The information we receive on a daily basis come from our immediate and distant environment just as we communicate with our immediate and distant environment. This is why we differentiate between internal and external communication.



## EXERCISE 19

The purpose of this exercise is to help us learn about the sources of information, target groups that we convey the information to and the way in which we receive/send the information.

Assignment:

1. Each trainee should complete the table below.
2. Then, each trainee writes down on post-it notes the information from the table and sticks them to the joint table (on the flip chart). The trainer groups the post-it notes (per source of information, manner in which it was obtained, target groups to which the information is sent and the manner in which this is done).

Each trainee will have 5 minutes, and then 5 minutes for discussion.

Who do you receive the information from in your school?	In which way? (in writing, verbally)	Who do you forward the information to in your school?	In which way? (in writing, verbally)

On the basis of this exercise, we can conclude that we are both receivers and senders of different information, in different forms.

The source of information for the school board members can be:

- the principal
- other school board members
- parent council
- student council
- trade union
- the media
- the local community
- the founder
- inspections

The school board receives the information in the written form (reports, grievances, appeals, statements, photographs, diagrams etc.) and in verbal form (verbal statements, presentations, discussions etc.). The school board also receives the information (primarily emotional reactions and attitude) in a non-verbal way, for example, at the meetings with the principal, the media, parents, students etc.

As senders of the information, the school board members forward the information to target groups from which, most of the time, they also receive the information. The school board members may present their attitudes and emotions about some issues and topics also non-verbally (facial expression, touch and positions of participants at a meeting, movements).

Thus, the information in the communication process is received or directed to our immediate and distant environment. This is why we differentiate between internal and external communication.

Internal communication is the communication among the people who together form an organization (teachers, students, the school board, the teacher council, the parent council) or between different sections of an organization (between teachers and students) or between the administration and membership (the school board

– teachers). In many countries, internal communication is considered today to be one of the most important means of running an organization (school).

Internal communication tools:

- Notice-board
- Meetings
- Intranet
- Joint events

External communication is the communication between the organization (school) and its publics (parents, local community, the founder, the media, non-governmental organizations etc.) which affect it and on which it depends. The purpose of external communication is to build or improve relations with them for the purpose of improving business, that is, that the school gets the feel of the environment and fits into it.

External communication tools:

- Press conferences
- Press statements
- Visits by reporters
- Publications
- Annual reports
- Internet
- Organization of events

Activities within the group are not possible without communication as coordination and change are not possible. The purpose of communication within an organization is to implement a change – to channel actions towards the wellbeing of the entire organization (school). The most important moment in just any communication is the preparation for sending/receiving a message which requires the data collection. The analysis of the situation is extremely important and it should contain answers to the following questions:

1. **WHO?**
2. **HOW?**
3. **WHEN?**
4. **WHERE?**
5. **WHY? TO WHAT END?**

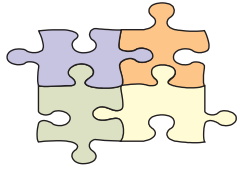
The information in a modern school has to flow faster than ever.

In a successful school, we differentiate several directions of communication flow:

- **HORIZONTAL** – at the same level in the organization, communication between members of different sections or co-workers in one section (communication among students, among teachers, among school board members)
- **VERTICAL – FROM THE TOP DOWN** – (communication between the principal and employees, between the school board and employees, between the school board and the principal) – instructions for work, giving assignments and their relation to other assignments, feedback on performance.
- **VERTICAL – FROM THE BOTTOM UP** – proposals for improvement of work processes; the information on progress made and the attainment of goals; needed help; individual reactions to work (communication between employees and the principal, between employees and the school board)

The problem in communication in school may be: the quantity and type of information, manner of sending and receiving of the information, the target group.

In modern communication, the person who presents a message has to be prepared to engage a listener in his or her message. This is why it is important that we identify a target group or formulate a message in the form (language, format) which is appropriate for the given group. We cannot present the same information in the same way to, say, teachers and students, as we have to be careful about their age, level of education etc. Interests and opinions of the receiver – and not of the presenter - of the message are pivotal.



## EXERCISE 20

The purpose of the exercise is to learn about the quality of communication in school and plan its improvement.

Trainees are split into two groups of six.

You will have 20 minutes for your group work.

Each group will have 5 minutes for presentation.

Following presentations, all trainees will engage in the discussion (plenary).

Group assignment:

The method we are going to use is SWOT analysis, which is used to identify strengths, weaknesses, opportunities and threats that the school is facing in regard to communication.

SWOT analysis usually implies the analysis of both internal (strengths and weaknesses) and external environment (opportunities and threats).

Strengths	Weaknesses
Opportunities	Threats

At present times, a huge quantity of information and the possibility to jump from one source to another may result in a swift drooping of intentness, which is the reason why our messages should be short and clear. This means that we should know what we want to say and then do that in the shortest possible way. This is very important and we may think that it is obvious and natural. Still, there are many people who start talking without formulating their message properly beforehand. In this way they are running a risk of getting bogged down in unimportant and marginal details. **The core message should consist of one to two sentences which form the topic of the message as a whole.** The central message is short, but one should be able to elaborate on it for hours, if necessary.

A good central message will be:

- Positive i.e. “in favour of something” rather than “against”.
- Directed to “finding a concrete solution” rather than to “the problem itself”.
- Looking ahead, i.e. “it refers to the future” rather than “getting lost in the rhetoric of the past and dogma”.
- Directed to affirmative values.

Some basic rules for a successful communication:

- Turn to the real needs and interests of your target group, instead of your own
- Look for only small steps for improvement
- Keep in mind that your message will be more convincing if it is presented by someone that the whole group can identify with and if the message is presented with the appropriate language expressions
- Tell the truth and things in which you yourself believe

There are several ways to improve interpersonal communication under different circumstances:

- to have clearly and precisely defined goals that we want to achieve with interpersonal communication,
- it is important to be motivated for a successful communication since motivated persons activate their communication skills and other potential much better,
- it is necessary to maintain the appropriate level of motivation for a longer period of time and never lose the set communication goals from mind,
- only with the appropriate level of knowledge, skills and motivation it will be possible to conduct successful communication with others.

If a problem occurs in communication, it has to be:

- identified and defined, never escaped,
- thought about, and
- solved.

### **Why does misunderstanding happen?**

- the message was conveyed incomprehensibly,
- conflict of several ideas – non-focused opinion
- too many pieces of information - overload
- lack of information
- misunderstanding or wrong understanding of the message
- the collocutor is unknown
- noise, disturbance
- absence of mind, lack of concentration,
- deliberate misinformation,
- silence about misunderstanding, hushing up misunderstanding

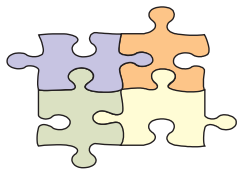
### **Good relationship with collocutors is possible if:**

- We listen to our collocutor and if pauses I made deliberately during speech,
- We use cross-examination technique,
- We ignore personal feelings and excessive emotional reactions (in case of an aggressive client),
- We use peaceful, focused, confident tone,
- We show active attitude, and we do not withdraw, in order to build a solid business contact,
- We have a self-confident appearance and a good carriage of the body (straight spine), look straight into our collocutor's eyes, have calm and self-confident movements, including measured movements around the room,
- We analyze – compare 'PRO' and 'CONTRA' arguments,
- We reach an agreement or a compromise.

Regardless of the job we do, everybody can be asked by the media to make a press statement about any issue, like, say, in a public opinion poll. In a short time we need to think about a statement which will convey a position or an opinion. A good conveyance of a message and the full communication require knowledge and practice. As a school board member, you will have an opportunity to address the media on different occasions (the results of an annual activity programme of your school, briefing from the school board meeting at which some important decisions were made – e.g. election of a principal) and you will have to prepare yourself for the media appearance.

*Below is a practical advice for the media appearance:*

1. Find out in advance who will conduct an interview, what he/she knows about the topic you will discuss, his or her special interests, what he/she wants to achieve with the interview.
2. Plan what you will say in an interview and make sure you say that.
3. Use humour to some extent and tell pleasant and positive stories in support of your positions.
4. Never use technical terms or a complicated language – avoid long sentences.
5. Do not be ironic, ever!
6. Do not be arrogant – even when they ask you simple questions.
7. If you do not know the answer – do not try to invent things – you will be uncovered sooner or later and you will lose the public trust.
8. Long answers are annoying and irritating for the audience.
9. Sometimes begin your answer with the reporter's question.
10. Think about what you wear when you are on television: do not wear flashy things (jewellery, watch), candy-striped or gaudy things! Neither should you wear black-and-white suit or white socks!
11. Always be on time for an interview so that you can discuss questions and feel the atmosphere.
12. You should be talking slowly on television, in short sentences, look at the interviewer and think about your body language. (Make sure you do not rock back and forth in your chair!). In a radio interview, if you are talking too slowly, you should speak faster.
13. Do not allow the interviewer to interrupt you.
14. During the interview, repeat what you want to say (your message) several times!
15. Take with you a list of the things you want to say – otherwise, there is a risk that you might forget to say something important!
16. Think about the audience you are talking to!
17. Always be well equipped with the knowledge about the topic of the interview – take yourself and others involved seriously.



### EXERCISE 21

The purpose of this exercise is to learn about good and bad things about the media appearance and make our own performance appraisal.

Assignment:

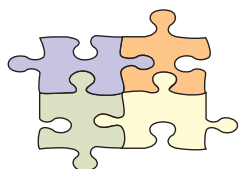
Every trainee will prepare a two-minute press statement about the conclusions from the latest school board meeting. You will have 10 minutes to prepare and then every trainee will make a statement in front of TV cameras, taking care of:

## SCHOOL BOARD TRAINING MANUAL

- content of the statement
- time (2 minutes)
- the central message
- posture

Following the shooting, the tape will be played and the press statements, both good and bad things, commented. The trainees evaluate each trainee by filling out the form, which they will put in an envelope with the name of the trainee.

1.	Evaluate the presentation as a whole	1 (worst)	2	3	4	5 (best)
2.	Evaluate conciseness of the presentation	1	2	3	4	5
3.	Evaluate the content of the presentation	1	2	3	4	5
4.	Evaluate the visual effect of the presentation	1	2	3	4	5
5.	Evaluate the presenter's posture	1	2	3	4	5
6.	Evaluate the loudness and easiness of understanding of the presenter	1	2	3	4	5
7.	Evaluate the style and self-possession of the presenter	1	2	3	4	5
8.	Evaluate non-verbal communication of the presenter with the audience	1	2	3	4	5



### EXERCISE 22

The purpose of this exercise is to find out good and bad things of our communication with other people.

Every trainee will select from each pair of statements the one which suits his or her personality best. The pairs of statements are not mutually exclusive. The selection should be as spontaneous as possible. There are no wrong answers.

The trainees will have 10 minutes for filling out the questionnaire.

1. I like action.
2. My approach to problems is systematic.
3. I believe that teams are more effective than individuals.
4. I enjoy in innovations very much.
5. I am interested in the future much more than in the past.
6. I like working with people.
7. I like to attend well-organized group meetings.
8. Deadlines are very important to me.
9. I hate delays.
10. I believe that new ideas have to be tested before they are implemented.

11. I enjoy stimulation I get from cooperative teamwork.
12. I always look for new opportunities.
13. I want to set my own goals.
14. When I start doing something, I never give up.
15. In essence, I always try to understand the feelings of other people.
16. I always try to create challenges for the people around me.
17. I am happy to get the feedback on what I am doing.
18. I think that the “step by step” approach is very effective.
19. I think that I can “see through” other people well.
20. I like creative solutions to problems.
21. I always anticipate and plan my time.
22. I pay attention to the needs of others.
23. Planning is key to success.
24. I become impatient if I have to think for too long.
25. I remain calm even when I am under pressure.
26. I appreciate experience very much.
27. I listen to others.
28. People say I think too fast.
29. Cooperation is the key word to me.
30. I am using logical methods to verify different options as a solution.
31. I like being involved in several projects at the same time.
32. I always ask myself questions.
33. I learn by doing.
34. I believe that reason governs my heart.
35. I can anticipate the behaviour of others in some situations.
36. I hate details.
37. Analysis should always precede an action.
38. I can feel the “climate” in a group.
39. I tend to leave the things I have started doing unfinished.
40. I believe that I am resolved.
41. I look for challenging tasks.
42. I rely on observation and data.
43. I can express my feelings openly.
44. I like designing new projects.
45. I like reading.
46. I believe I facilitate the work of others.
47. I like being focused on one task at a time.
48. I like making results.
49. I enjoy learning about others.
50. I like diversity.
51. Facts speak for themselves.
52. I use imagination as much as possible.
53. I get impatient when I have to work on long, time consuming tasks.
54. My head never stops working.



## SCHOOL BOARD TRAINING MANUAL

55. Key decisions have to be made carefully.
56. I strongly believe that people need each other to do their jobs.
57. I usually make decisions without thinking too much.
58. Emotions create problems.
59. I like when other people like me.
60. I quickly draw conclusions.
61. I test my ideas on others.
62. I believe in a scientific approach.
63. I like seeing job done.
64. Good relations are important.
65. I am impulsive.
66. I accept differences of other people.
67. Communication with the people is valuable in itself.
68. I like being intellectually stimulated.
69. I like organizing things.
70. I usually keep changing tasks.
71. Talking to and working with people is a creative act.
72. Using one's potential are the key words for me.
73. I like playing with ideas.
74. I hate wasting my time.
75. I like doing what I am doing best.
76. I learn by working with others.
77. I believe that abstract terms are interesting and nice.
78. I am patient when working with details.
79. I like short and accurate statements.
80. I trust myself.

Result:

Mark the statements (numbers) which you have selected and sum them up. The maximum per style (characteristic) is 20. Your total sum for all four types should be 40.

Style 1     1-8-9-13-17-24-26-31-33-40-41-48-50-53-57-63-65-70-74-79     \_\_\_\_\_ (20)

Style 2     2-7-10-14-18-23-25-30-34-37-42-47-51-55-58-62-66-69-75-78     \_\_\_\_\_ (20)

Style 3     3-6-11-15-19-22-27-29-35-38-43-46-49-56-59-64-67-71-76-80     \_\_\_\_\_ (20)

Style 4     4-5-12-16-20-21-28-32-36-39-44-45-52-54-60-61-68-72-73-77     \_\_\_\_\_ (20)

**COMMUNICATION STYLES (DESCRIPTION OF THE MAIN CHARACTERISTICS)**

Styles/marks	Content/Speaks about...		Process/They are...
<b>ACTION (A)</b>	results objectivity performance productivity efficiency progress decisions	accountability feedback experience challenges achievements changes	pragmatic direct impatient resolved fast vigorous
<b>PROCESS (PR)</b>	facts procedure planning organization control trial testing	details evidence analysis observations	systematic logical fact-based talkative non-emotional cautious patient
<b>PEOPLE (PE)</b>	people motivation sensitivity teamwork communication emotions expectations relations	needs self-development awareness cooperation beliefs values understanding team relations	spontaneous expressive warm subjective emotional perceptive sensitive
<b>IDEA (I)</b>	concepts creativity inter-dependence opportunities problems potential themes	innovation novelties new avenues improvement methods alternatives	imaginative charismatic difficult to understand egocentric unrealistic creative full of ideas provocative

**COMMUNICATION STYLES  
ADAPTATION TO OTHER COMMUNICATION STYLES**

A. Communication with the person who values highly action (A):
- Focus first on the results (present a conclusion right in the beginning)
- Present your best recommendation (do not offer too many alternatives)
- Be as brief as possible
- Put an emphasis on the practicality of your ideas
- Use visual aids.

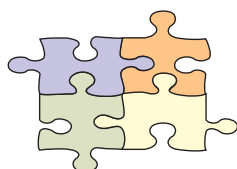
<b>B. Communication with the person who values highly process (PR):</b>
- Be precise (present the facts)
- Organize your presentation in a logical order: Background, the present situation and result
- Analyse your recommendations
- Include options (take into account alternatives) with all pros and cons
- Never rush the person who values process highly.
- Outline your proposal.

<b>C. Communication with the person who values highly the people (PE)</b>
- Allow some talk (do not begin discussion right away)
- Put an emphasis between your proposals and the people that the proposal refers to)
- Show how the idea functioned well in the past.
- Stress support by respected people.
- Use informal style of writing.

<b>D. Communication with the person who values highly ideas (I):</b>
- Allow a sufficient time for the discussion.
- Do not become impatient if he/she starts talking about something unimportant.
- Try to link the topic of the discussion with a broader concept or ideas, when opening the discussion.
- Put an emphasis on a unique character of the idea or topic you are discussing.
- Put an emphasis on the future values or the future impact of the idea.
- If you are writing, put an emphasis on the key concepts that support your proposal or recommendation right in the beginning. Start with a general statement and move towards detailed descriptions.

## 2. Active listening

- **What is active listening?**
- **What are the principals of active listening?**
- **How can listening skills be improved?**



### **EXERCISE 23**

The purpose of this exercise is to check the active listening skills.

- **Message:**

**I woke up this morning at 17 to 6, put on my green coat, white-and-yellow tie, gray trousers and went to work.**

Assignment:

The trainer whispers the text of the message as above, and asks that the message be whispered “from ear to ear” among all trainees. The last trainee will say the message loud, the way he/she has heard it.

The message which the last trainee told us is different from the original message. Why? What is the reason? Did we actively listen to our sender of the message? How much were we concentrated on remembering the message? Active listening is the key element of a successful communication process. It represents enjoying in what the person we are listening to is saying, but not to the extent at which you will feel pain. This does not refer only to negative things, but also to positive (e.g. joy).

For active listening, the following is important:

- To make a decision that you want to listen
- To look straight into your collocutor’s eyes
- Not to talk too much; not to interrupt the speaker while he/she is talking
- To learn to be silent
- To learn to avoid disturbing factors

There are seven different types of incomplete listening

- |                               |   |
|-------------------------------|---|
| 1. <b>pseudo listening</b>    | listener shows attention as he is listening, but he/she is absent, he/she is thinking of something else                               |
| 2. <b>one layer listening</b> | listener is listening to just one part of the information   |
| 3. <b>selective listening</b> | the listener is listening only what he/she is interested in   |
| 4. <b>selective rejecting</b> | listener is waiting for the things that he/she does not want to hear and when he/she hears them, he/she stops listening               |
| 5. <b>stealing words</b>      | listener can hardly wait to “steal” an opportunity to start talking   |
| 6. <b>defensive listening</b> | listener sees all the messages as an attack and he/she reacts with defence or attack  |
| 7. <b>“ambush” listening</b>  | listener is listening to his/her co-speaker to attack him/her whenever he/she thinks that the collocutor’s words could be challenged. |

Principles of active listening

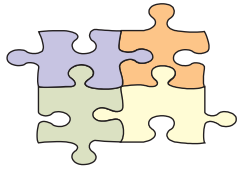
1. **TO ENCOURAGE:** To send verbal and non-verbal signs which will show the speaker that you are listening to him/her? (verbal: yes, aha...; non-verbal: nodding, facial expressions). This principle is used to encourage the collocutor to go on telling his/her story and to give him/her our support.
2. **TO CLARIFY:** To ask questions in order to clarify what the co-speaker said to you. (It is used when we want to clarify or confirms something and when we want to clarify other aspects of the story. For example: “Could you explain that again to me, please?”).
3. **TO RE-PHASE:** To tell with your own words what the co-speaker said in order to check out whether you heard and understood the message properly. Some examples: “Did I understand you well...”, “This means...”, “You are saying...”
4. **TO REFLECT:** This is the most important principle. To say to another person how he/she feels in your opinion. Some examples: “You sound angry about that.”; “I would say that you’ve got upset.”; “You are obviously happy over the exam result.”.
5. **TO SUMMARIZE OR RECAPITULATE:** We repeat the main topic and feelings that the co-speaker ‘showed’ or said. Some examples: “This means that you are mad because she did not give you a chance to clarify...”; “This means that you are happy that your parents allowed you this evening...”.
6. **TO CONFIRM AND VALIDATE:** To show respect for the co-speaker; to confirm that you appreciate that he/she confided his/her plan/problem to you”.

## **HOW CAN LISTENING SKILLS BE IMPROVED?**

- Be attentive and concentrated when someone else is talking to you. Listen with empathy.
- Be curious. It is hardly possible to be a good listener if you are not interested in another person.
- Be more interested in what has been said than in what you are going to say to solve the problem. As listeners, we have a flow of around 500 words in one minute, while a normal pace of speech is around 125 to 150 words in one minute. This leaves sufficient room for imbalanced communication or for the listener to drift away.
- Do not hesitate to ask questions in order to check out whether your understanding is correct and to fill the gap in your understanding.
- Give yourself time for listening, getting the feel of what is going on, clarifying the picture and shaping the speech. A good communication requires TIME, and cannot be “done” in haste.
- Good communication requires also the “good” environment. Do not do anything as you are talking to somebody as you will not be able to listen carefully.
- Follow your own and other people’s listening (or non-listening) habits. Think about the people that you liked very much to talk to in the past and with whom you felt understood by them. What feeling do you get when someone is really listening to you and what feeling do you get when you see that the other person is not listening to you?
- Talk – communication starts with you. Take the responsibility and open communication, do not wait and expect someone else to do that.
- Communicate your thoughts and your feelings. It often happens that we forget to describe to another person who we feel or we try not to show our feelings.
- Be direct, but gentle. Try to say as clearly as possible what you want to say, but do not forget that respect is the foundation of every good communication.
- Do not send mixed messages. You say: “Nothing. I am fine”, while inside you are all in rage or you are sad.
- The feedback is not disguised criticism.
- Always give a chance to your co-speaker to speak. Communication is the process in which both sides have to participate, sometimes as a listener, and sometimes as a speaker. Monologue is not communication.
- Always ask if you are not sure you understand.
- Do not allow stress to speak instead of you.
- Put an emphasis on important things, instead of trivials.
- Trust your intuition. If you feel something is wrong, probably it is wrong.
- Give room to the other person to correct his/her speech, encourage growth.
- Trust that good communication is possible indeed.

## **SOME WORDS AND PHRASES THAT SHOULD BE USED AT LEAST ONCE A DAY, WHICH ENCOURAGE COMMUNICATION**

- |                                |   |
|--------------------------------|---|
| ▪ <b>THANK YOU</b>             | (you thank for attention, concern and help by others)   |
| ▪ <b>PLEASE</b>                | (you show respect)  |
| ▪ <b>BRAVO</b>                 | (you commend)   |
| ▪ <b>CAN I BE OF ANY HELP?</b> | (you do not wait for him/her to ask, you offer help)  |
| ▪ <b>THAT IS REALLY NICE</b>   | (you notice positively)   |
| ▪ <b>I AM SORRY</b>            | (sometimes we offend someone unintentionally, if you want to be right all the time, you live alone) |
| ▪ <b>TELL ME ABOUT THAT</b>    | (you show your interest)  |
| ▪ <b>LET’S GO TOGETHER</b>     | (you keep company, you offer an opportunity to others to devote your time to them)                  |



## EXERCISE 24

The purpose of this exercise is that we, the school board members, learn about our own active listening skills.

Assignment:

Each trainee completes the questionnaire. Time for filling out the questionnaire is 5 minutes. Read carefully each of the statements below and put an 'X' beneath the appropriate answer. You can grade every statement on a scale from 1 to 5, where 'I fully agree' = 1, and 'I completely disagree' = 5. Discuss the results of the questionnaire with another trainee.

### 1. I think I am a good listener.

<i>I fully agree</i>	<i>I agree</i>	<i>I do not know</i>	<i>I disagree</i>	<i>I completely disagree</i>	<i>I am not sure</i>

### 2. I enjoy listening to other people

<i>I fully agree</i>	<i>I agree</i>	<i>I do not know</i>	<i>I disagree</i>	<i>I completely disagree</i>	<i>I am not sure</i>

### 3. When I am tired, I cannot actively listen to others.

<i>I fully agree</i>	<i>I agree</i>	<i>I do not know</i>	<i>I disagree</i>	<i>I completely disagree</i>	<i>I am not sure</i>

### 4. The vast majority has the ability to listen actively to others, without having to undertake special training.

<i>I fully agree</i>	<i>I agree</i>	<i>I do not know</i>	<i>I disagree</i>	<i>I completely disagree</i>	<i>I am not sure</i>

### 5. I can listen only to those whom I live and/or whom I like.

<i>I fully agree</i>	<i>I agree</i>	<i>I do not know</i>	<i>I disagree</i>	<i>I completely disagree</i>	<i>I am not sure</i>

### 6. It is extremely important to know what our collocutor precisely means as he/she is talking

<i>I fully agree</i>	<i>I agree</i>	<i>I do not know</i>	<i>I disagree</i>	<i>I completely disagree</i>	<i>I am not sure</i>

**7. Reading non-verbal communication of our collocutor is as equal as listening to what he/she is talking.**

<i>I fully agree</i>	<i>I agree</i>	<i>I do not know</i>	<i>I disagree</i>	<i>I completely disagree</i>	<i>I am not sure</i>

**8. From time to time I have a habit of repeating some parts of what my collocutor has said to me.**

<i>I fully agree</i>	<i>I agree</i>	<i>I do not know</i>	<i>I disagree</i>	<i>I completely disagree</i>	<i>I am not sure</i>

**9. I try/tend to ask questions as I am listening to my collocutor.**

<i>I fully agree</i>	<i>I agree</i>	<i>I do not know</i>	<i>I disagree</i>	<i>I completely disagree</i>	<i>I am not sure</i>

**10. While I am listening, I am using positive non-verbal communication.**

<i>I fully agree</i>	<i>I agree</i>	<i>I do not know</i>	<i>I disagree</i>	<i>I completely disagree</i>	<i>I am not sure</i>

**11. While I am listening to him/her, I avoid interrupting my collocutor.**

<i>I fully agree</i>	<i>I agree</i>	<i>I do not know</i>	<i>I disagree</i>	<i>I completely disagree</i>	<i>I am not sure</i>

**12. I need to practice active listening skills more.**

<i>I fully agree</i>	<i>I agree</i>	<i>I do not know</i>	<i>I disagree</i>	<i>I completely disagree</i>	<i>I am not sure</i>

**3. Conducting Job Interviews**

- **What is the procedure for a successful job interview?**
- **Which skills do we evaluate among applicants?**
- **Which are standard questions in a job interview?**

One of the tasks of the school boards is to advertise vacancies for teacher and professional associate jobs. The selection of applicants is done by reviewing the documents submitted with applications, on the one hand, and by assessing the quality of applicants in interviews, on the other. During interviews, it is assessed whether overall, **the applicant is the right fit to job**, his or her knowledge, experience, behavioural culture, verbal and non-verbal communication, decent appearance, positions, ambitions and ideas.

Researches into the validity and reliability of interviews as a selective method show that **structural interviews**, which consist of a series of well-defined questions, the same for all applicants, **lead to the best results** and recognize good applicants.

If an interview is well organized, there will be an opportunity for all applicants to say what they think is important and explain their ambitions and how the job they have applied for fits into their ambitions. An interview is used to assess the vision, the way in which the applicants would approach specific tasks, how they would fit into the whole team, who they would lead the team and their ideas for improvement of the school work. In addition, it is possible to ask questions about private life, hobbies and interests and about everything which will help the school board **build as complete a picture of an applicant as possible**. An ideal interview is the one in which **an applicant speaks more than the interviewer** (up to 80 percent of the overall time).

An interview is the **interaction** between the employer and an employee in which both parties assess one another – an applicant is looking for a job and the school is looking for a good employee.

A selective interview may both **long and short**. In either case, the applicant should not be allowed to speak at length. The applicant should present **only the important information** because good communication skills imply the skill of presenting the information clearly and succinctly.

The minutes are taken during an interview. They include the important information which the applicant has mentioned during the interview.

### **Which general characteristics and skills of applicants should be assessed in the first place?**

While selecting the best applicant, one should focus on the **assessment of some of the general characteristics of the applicants**. Sometimes it is not important how much an applicant is able to do today; it is more important **how much he/she will be able to do tomorrow**, either individually or within a team.

The general characteristics and skills of the applicants that should be assessed in a recruitment procedure are:

- Analytical skills
- Firm labour ethics
- Flexibility/adaptability
- Interpersonal skills
- Communication skills
- Diligence
- Motivation/initiative
- Honesty/integrity
- Teamwork
- Fluency in foreign languages

During an interview, also assessed are the **behaviour**, politeness, haste, concentration, degrading of the selection and recruitment process.

A successful interview begins with the **first impression about the applicant**. For example, it is unacceptable to wear décolletage, a short skirt, a see-through shirt, or gaudy make-up and jewellery. The same is true for the sporting image (a jersey, tracksuit, athletic shoes...).

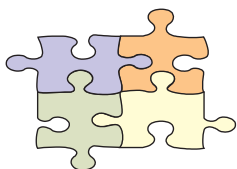
**When answering** the questions, the applicants should show their individuality, give as many pieces of information and examples as possible which confirm their knowledge, skills and experience they want to emphasize.

The school board members should be aware of Eight Standard Questions, which should be asked in job interviews:<sup>32</sup>

- Why should we employ you?
- Why do you want to work here?
- What are your main weaknesses?
- Why did you leave your previous job?
- Describe a problematic situation and tell us how you solved it?
- Which achievements you take pride in most?
- What are your expectations about salary?
- Tell us something about yourself.

<sup>32</sup> More at [www.poslovi.net](http://www.poslovi.net)





## EXERCISE 25

The purpose of this exercise is that we, as school board members, learn about our own job interview skills.

Assignment:

A vacancy has been advertised in the school for a math teacher post.

Select five trainees who will play the role of the school board members.

Select five trainees who will play the role of applicants for the advertised position.

The school board members will define during 10 minutes of their preparation:

- general and specific requirements,
- questions for the applicants,
- the general characteristics and skills of the applicants which they will assess, and the scale which they will to assign points for each rating.

The applicants who will be interviewed will have 10 minutes to prepare for the interview under the rules they have learned.

Time: 45 minutes.

Time for asking questions during the interview is 5 minutes. The school board will have 10 minutes to make and announce their decision on the best applicant who will be employed to the post of a teacher of mathematics.

Discussion:

1. Was the job interview procedure complied with?
2. Were the general and specific requirements defined clearly?
3. Were the questions which the school board members asked defined properly?
4. What do you think about the interview structure, chosen by the school board?
5. How did the applicants behave? Did they feel comfortable during the interview?
6. Was the really best applicant selected?

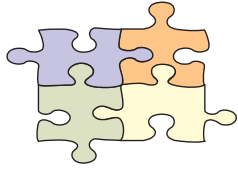
### 4. Decision-making and communication

- What is decision-making?
- How are good decisions made?
- Why is teamwork important?
- What are the characteristics of team formation?
- What are the team skills that the school board members should have?
- What is the purpose of holding meetings?
- What are the types of meetings regarding their content?
- How is a meeting prepared?
- What are the proceedings of a successful meeting?
- How are conclusions made at a meeting?

Decisions can be made individually and in a team. Decision-making in teams is preceded by meetings organized for the purpose of having a discussion about the main issues of the school policy. As the school board is a governance body, its decisions are extremely important for a smooth, proper and effective work of the school.

In order for the decisions to be good decisions, it is necessary that:

- The meetings are well prepared in advance and moderated properly, that they are purposeful and of a reasonable duration
- There is a straightforward and open communication between the school board members and the school management, via channels of communication functioning both ways.



## EXERCISE 26

The purpose of this exercise is that we, as school board members, get to know our own skills for making decisions in crisis situations.

### Assignment:

Your group is asked to take the role of a research management committee who are funding projects into human behaviour in confined spaces. You have been called to an emergency meeting as one of the experiments has gone badly wrong.

Six volunteers have been taken into a cave system in a remote part of the country connected only by a radio link to the research hut by the cave entrance. It was intended that the volunteers would spend 4 days underground, but they have been trapped by falling rocks and rising water.

The only rescue team available in the area tell you that rescue will be extremely difficult and only one person can be brought out each hour with the equipment at their disposal. It is likely that the rapidly rising water will drown some of the volunteers before rescue can be effected.

The volunteers are aware of the dangers of their plight. They have contacted the research hut using the radio link and said that they are unwilling to take a decision as to the sequence by which they will be rescued. By the terms of the Research Projects, the responsibility for making this decision now rests with your committee.

Life-saving equipment will arrive in 40 minutes at the cave entrance and you will need to advise the team of the order for rescue by completing the Ranking Sheet.

The only information you have available is drawn from the project files and is reproduced on the volunteer personal details sheet. You may use any criteria you think fit to help you make a decision.

### Volunteer 1: Sabina

Sabina is 34 years old and a housewife. She has 4 children aged between 7 months and 8 years. Her hobbies are ice skating and cooking. She lives in a pleasant house in Bled and was born in Slovenia. Sabina is known to have developed a romantic relationship with another volunteer (Joze).

### Volunteer 2: Tozo

Tozo is 19 years old and an anthropology student at Ljubljana University. She is the daughter of wealthy Japanese parents who live in Tokyo. Her father is an industrialist who is a national authority on traditional Japanese mime theatre. Tozo is unmarried but has several high-born suitors as she is outstandingly attractive. She has recently been the subject of a TV documentary on Japanese womanhood and flower arranging.

### Volunteer 3: Jobe

Jobe is a man of 41 years and was born in Central Africa. He is a minister of religion whose life work has been devoted to the social and political evolution of African peoples. Jobe is still a member of the communist party and has paid several visits to Russia and China. He is married with 11 children whose ages range from 6 years to 19 years. His hobby is playing in a jazz band.

### Volunteer 4: Joze

Joze is an unmarried man of 27 years. While serving in the army, he, as an undercover agent, broke up a smuggling ring and received a special commendation. Since returning to civilian life he has been unsettled and drinking has become a persistent problem. At present he is a Youth Adventure Leader, devoting much energy to helping young people and leading caving and white-water rafting groups. He lives in Novo Mesto.

### Volunteer 5: Albin

Albin is a man of 42 who has been divorced for 6 years. His ex-wife is now happily re-married. He was born in Croatia, but now lives in Maribor. Albin works as a medical research scientist at the Ljubljana Hospital and he is recognised as a world authority on the treatment of rabies. He has recently developed a low-cost treatment which could be self-administered. Much of the research data is still in his working note-books. Unfortunately, Albin has experienced some emotional difficulties in recent years and has twice been convicted of indecent exposure. The last occasion was 11 years ago. His hobbies are classical music, opera, and sailing.

### Volunteer 6: Davor

Davor is a man of 59 years who has lived and worked in Velenje for most of his life. He is general manager of a factory producing household machines. The factory employs 271 persons. He is prominent in local society. He is married with 2 children who have their own families. Davor has recently returned from Poland where he was personally responsible for promoting a contract to supply large numbers of fridges over a five-year period. This contract, if signed, would mean work for another 50 people. Davor's hobbies include collecting antique guns. He is also a strong basketball supporter.

Every trainee writes down an order of rescue and completes the ranking sheet: 1, 2, 3, 4, 5, 6. Then the entire group discusses that and completes their ranking sheet: 1, 2, 3, 4, 5, 6.

Then each of them answers the questions – individually:

- What was the principle criteria used in ranking the volunteers?
- How far did the group's criteria line up with your own?
- How comfortable did you feel about making this kind of decision?
- What behaviours (individual or group) helped you in arriving at a decision?
- What behaviours (individual or group) hindered you in arriving at a decision?

### What is DECISION-MAKING?

The decision-making, which may last over a longer or shorter period of time, takes into account all circumstances, and results in taking decisions.

- QUESTIONS FOR THE TRAINEES:
- Which decisions which you have taken in your lifetime you think were the most difficult? Why were they difficult? Who helped you take those decisions? How did you feel afterwards?

The decision-making procedure has to consist of the following phases:

1. problem identification
2. definition of goals
3. making a preliminary decision
4. drawing up a list of possible solutions
5. assessment of possible solutions
6. selection of a solution
7. implementation of a decision in practice
8. implementation monitoring

The decision-making process implies teamwork. The school board is a team.

**To build and maintain an effective team is not easy, but the efforts are worth the results.**

TEAM IS A SMALL NUMBER OF PEOPLE WITH COMPLEMENTARY SKILLS, WHO ARE COMMITTED TO A JOINT PURPOSE, WORKING GOALS AND APPROACH, WHICH THEY BELIEVE ARE FEASIBLE.

In a team, people are inter-dependent in the process of attaining the goal.

Why is the teamwork necessary for decision-making?

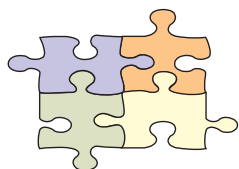
- Because it addresses and solves the problem in a proper way
  - Because it shortens the overall time required for addressing the problem
  - Because it creates the synergy effect
- **Different types of teams**
1. **project team** – focused on the implementation of a specific task
  2. **self-managed team** – team is also a part of the organizational structure
  3. **parallel team** – a loose team with interdependence of the team members
  4. **virtual team** – some members are physically dislocated and maintain virtual communication with other members.

Every team goes through four phases, as follows:

1. Forming
2. Norming
3. Storming
4. Performing, effective functioning of the team

Characteristics of the phases of forming a team

<p><b>1. FORMING</b></p> <ul style="list-style-type: none"> <li>• Central leadership</li> <li>• Poor listening</li> <li>• Little care for others</li> <li>• Weakness covering</li> <li>• Bad goals/bad definition of roles</li> <li>• Hidden feelings</li> <li>• Concern over change</li> </ul>	<p><b>2. NORMING</b></p> <ul style="list-style-type: none"> <li>• Testing performance</li> <li>• Review of goals</li> <li>• Opening of risky questions</li> <li>• Discussing leadership</li> <li>• Building strengths/concern over weaknesses</li> <li>• Improved listening</li> <li>• Pride of the group</li> </ul>
<p><b>3. STORMING</b></p> <ul style="list-style-type: none"> <li>• Lack of unity</li> <li>• Relations become important</li> <li>• Many tensions</li> <li>• Personal strengths and weaknesses are known</li> <li>• Assessment by team leader</li> <li>• Disappointment</li> <li>• Temporary atmosphere and games by authorities</li> </ul>	<p><b>4. PERFORMING</b></p> <ul style="list-style-type: none"> <li>• Leadership style determined by situation</li> <li>• Flexibility</li> <li>• Open relations</li> <li>• Mutual trust</li> <li>• Taking risks</li> <li>• Facing problems</li> <li>• Learning and development</li> <li>• Concern for people</li> <li>• Obligation/loyalty/objectivity</li> </ul>



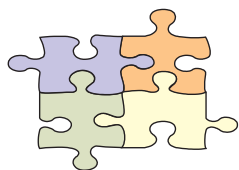
## EXERCISE 27

In the period between two sessions, the trainees (2 in each team) will prepare their presentations on the following topics:

- SWOT analysis of communication process in school and measures for its improvement
- Active listening and decision-taking at the school board meeting
- Finances in school
- The role of the school board and principal in the school's labour legislation
- Experiences in appointment, composition and work of the school boards
- Organization of successful school board meetings

In preparing presentations, they can use Power Point, a flip chart or any other visual technique.

Thus, a presentation has to last 10 full minutes (it must have an introduction, the main part, and a conclusion).



## EXERCISE 28

### Belbin® Self-Perception Inventory (SPI)<sup>33</sup>

Please spend about 15-20 minutes completing the Belbin® SPI. Note that there are not right or wrong answers; try to respond on the basis of who you are, not who you would like to be. The SPI consists of seven sections. Within each section, you have to allocate points to the statements based on how you feel they apply to you; the sum total of points for the section must be 10.

#### When I am involved in a project with other people

	Section A	Points
1.	You can rely on me, no worries – that I will take care of the organization so that the job which needs to be done is really done.	
2.	Warned of the mistakes that others fail to notice.	
3.	I react strongly when the 'red thread' is lost and when participants do not work towards their shared goal.	
4.	I produce original ideas.	
5.	I analyse objectively ideas of other people, both their strengths and weaknesses.	
6.	I am attracted by the latest ideas and achievements.	
7.	I possess skills for organizing people.	
8.	I am really willing to support good proposals which help solve problems.	

<sup>33</sup> The Belbin® Team Roles method, also referred to as the Belbin® Team Inventory, was developed by Dr. Raymond Meredith Belbin and first published in his 1981 book Management Teams.

**Looking for satisfaction in one's own work**

	<b>Section B</b>	<b>Points</b>
1.	I like having a strong influence on decisions.	
2.	When a job requires a high level of attention and concentration, I am in my element.	
3.	I do my best and assist my colleagues in solving their problems.	
4.	I am fond of making critical differences among options.	
5.	My quality is a creative approach to problem solving.	
6.	I like addressing and reconciliation opposite views.	
7.	I am more attracted by concrete things than by new ideas.	
8.	I take special pleasure in discovering different views and techniques.	

**When a working team tries to address an extremely complex problem**

	<b>Section C</b>	<b>Points</b>
1.	I am careful about areas where problems are possible.	
2.	I explore ideas, which may have broad usage than the present task.	
3.	I like to assess all proposals in detail, before I choose my statement.	
4.	I know how to coordinate and use productively other people's abilities and talent.	
5.	I maintain a stable and systematic approach despite all pressures.	
6.	I often create a new approach to the problem which often arises.	
7.	I am prepared to express my position clearly and loudly.	
8.	I am ready to help whenever I can.	

**In doing every job**

	<b>Section D</b>	<b>Points</b>
1.	I take care that everything is clear about my tasks and goals.	
2.	At meetings, I never avoid expressing my position.	
3.	I can work with all the people who can make a useful contribution.	
4.	I accept interesting ideas/people.	
5.	I usually find arguments for solving inappropriate proposals.	
6.	I see the substance when others cannot see the linkage between certain things.	
7.	It is my great pleasure to work.	
8.	I have a hidden interest to get to know people better.	

## SCHOOL BOARD TRAINING MANUAL

**If am assigned a difficult task all of a sudden which I should do within a limited time and with unknown people**

	<b>Section E</b>	<b>Points</b>
1.	I often feel that my creativity remains unnoticed in teamwork.	
2.	My skills are first of all to encourage understanding and agreement.	
3.	My feelings affect my decisions hardly ever.	
4.	I do my best to build an efficient structure.	
5.	I can work with people who have different personal characteristics and look different.	
6.	Sometimes I get the impression that it is worth tolerating disapproval for some time if I know that this is the way for me to impose my views on the whole group.	
7.	I usually know somebody who has the required specialized knowledge.	
8.	I am developing a natural feeling for what is necessary.	

**When I am asked unexpectedly to think about a new project**

	<b>Section F</b>	<b>Points</b>
1.	I look around to find some ideas or solutions.	
2.	I insist that I first finish my first job and only then start a new project.	
3.	My approach to the problem is careful and analytical.	
4.	I am able to motivate other people if necessary.	
5.	I am able to have an independent and innovative view on most of decisions.	
6.	I am glad that I can take over leadership when action is needed.	
7.	I know when I need to give my positive reaction to my colleagues about their proposals.	
8.	It is hard for me to work if the goals are not clearly defined.	

**What do I generally think about a joint project**

	<b>Section G</b>	<b>Points</b>
1.	I think I possess talent which allows me to identify concrete steps to be taken, when a rough idea is clear.	
2.	I need more time for my ideas and decisions but usually I get it rights.	
3.	A broad circle of personal contacts is important for my style of work.	
4.	I have an eye for details.	
5.	I am trying to leave the impression on the people at group meetings.	
6.	I can notice how I can use new ideas and techniques in new situations.	
7.	I am able to see both sides of the problem and prepare a decision which will be ready for both options.	
8.	There is a good mutual understanding between me and others and I do everything I can to develop that understanding.	

## SCHOOL BOARD TRAINING MANUAL

Insert the results from the above tables in the appropriate boxes:

	S	CO	P	RI	M&E	PR	TB	CF
A	3 ____	7 ____	4 ____	6 ____	5 ____	1 ____	8 ____	2 ____
B	1 ____	6 ____	5 ____	8 ____	4 ____	7 ____	3 ____	2 ____
C	7 ____	4 ____	6 ____	2 ____	3 ____	5 ____	8 ____	1 ____
D	2 ____	3 ____	6 ____	4 ____	5 ____	1 ____	8 ____	7 ____
E	6 ____	5 ____	1 ____	7 ____	3 ____	4 ____	2 ____	8 ____
F	5 ____	4 ____	6 ____	1 ____	3 ____	8 ____	7 ____	2 ____
G	5 ____	7 ____	6 ____	3 ____	2 ____	1 ____	8 ____	4 ____
Total								

The roles that you assigned the highest number of points to are those which you take within a team in the easiest way. You should be avoiding the roles that you assigned less than 28 points to. The roles to which you assigned between 29 and 49 points are the roles that you get adapted to quickly and the roles to which you assigned between 50 and 70 points are your natural roles.

### 1. Creators

#### ● **Planter**

Positive qualities: genius, creative imagination, knowledge, intellect

Weaknesses: rides on a cloud, has a tendency to disregard practical details and protocol

#### ● **Resource Investigator**

Positive qualities: ability to contact people and investigate what is new; ability to respond to a challenge

Weakness: has a tendency to lose interest once he/she loses momentum.

### 2. Leaders

#### ● **Coordinator**

Positive qualities: ability to show nice manners and treats everybody in accordance with his or her contribution; shows no prejudices, has a strong feeling for the set goals

Weaknesses: his or her intellectual and creative skills are average

#### ● **Shaper**

Positive qualities: drive and will to change the usual atmosphere (inertia, excuses or self-deception)

Weaknesses: a tendency towards provocations, irritation or intolerance; is always first to start a quarrel, first to feel a conspiracy against him or her and that he or she is the victim of conspiracy

### 3. Implementers

#### ● **Team Builder**

Positive qualities: ability to react to the situation and people and to promote team spirit

Weaknesses: lack of resolve in crisis situations

#### ● **Practitioner**

Positive qualities: organizational abilities, practical mind, a diligent worker, self-disciplined

Weaknesses: lack of flexibility, does not react to unchecked ideas

### 4. Finishing Touch Specialist

#### ● **Monitor Evaluator**

Positive quality: ability to judge, neutrality, discretion

Weaknesses: lack of inspiration or ability to motivate others

#### ● **Completer Finisher**

Positive quality: ability to push to the end, perfectionist

Weaknesses: a tendency to worry excessively about minor details, unwilling "to let things pass".



#### 4.1. Purpose and types of meetings

There are two different types of communication between employees in the field of education: formal and informal.

**Formal communication** is important for achieving the goals of an educational institution or education, and regarding its content, there is the difference between:

- the information which refers to the education process, and
- the information which refers to administrative and technical affairs.

Regarding the organizational communication, the manner of communication depends on the style of management and the organizational culture in the institution.

*The most appropriate form of organizational communication is the meeting.*

A meeting is the venue at which the information is exchanged, problems are addressed, creative ideas or a waste of time is developed.

Among the management tasks in education are also the ability to organize and run a meeting effectively. A meeting is the participation of a group of people in the exchange of ideas, information and taking decisions. Regarding their purposes, we differentiate between:

- a informative meetings, and
- b meetings at which decisions are taken.

Regarding the content of the meetings, we divide them in the education activity into:

- **pedagogical meetings** (professional bodies of the school, student councils and parent councils, clubs);
- **organizational meetings** (professional bodies of the school, school board meetings)
- **meetings at which material and financial requirements** for the educational process are considered (teacher council and school board)
- **other meetings.**

A meeting should achieve its goal which was set by the leader or the person who convened the meeting and should take as little resources and time of its participants as possible.

Meetings are an important integral part of the management activity and require planning, organization, guiding and monitoring. Meetings are more demanding than a discussion between two or three employees. Poorly prepared meetings are not successful, participants are not satisfied, the chair of the meeting gets an unfavourable reputation which readily goes beyond the organization.

Within the educational activity, **pedagogical meetings** are organized most of the time. Depending of the subject matter, students, parents and the community representatives may be invited. Participants discuss different issues at pedagogical meetings:

They refer to:

- planning of the goals of the educational process;
- the planning process, which requires the participation of teachers;
- motivation of teachers and students to participate;
- information on the findings of the managerial control;
- analysis of the findings of the control/monitoring of the pedagogical process;
- taking decisions on different changes;
- ongoing processes and situations which are linked directly to the pedagogical process.

**Organizational meetings** in schools are intended for shaping an organizational structure. It is important that the school board and the school management run those meetings in a democratic way.

**Informative meetings** are intended for informing the participants directly about certain activities or topics, and they focus on the presentation of the content.

## SCHOOL BOARD TRAINING MANUAL

INFORMATIVE MEETING	MEETINGS FOR THE PURPOSE OF ORGANIZING AFFAIRS – ORGANIZATIONAL MEETING
GOAL OF THE MEETING	
<p>Learning about new orientations, procedures, methods, development of the school;</p> <p>Learning about progress made in the implementation of the plans, accomplishments, projects;</p> <p>Information on the progress reports of the units, working groups, etc.</p> <p>Harmonization of the tasks of working groups, schools etc.</p> <p>Learning about special new knowledge and skills – seminars, roundtables;</p> <p>Presentation of ideas, proposals.</p>	<p>Defining (determining) cases – opportunities (challenges), difficulties (problems);</p> <p>Planning of possible solutions to organizing affairs, distribution of work;</p> <p>Harmonization of views, reconciliation of disagreements, negotiations;</p> <p>Planning of joint orientation of concepts, rules of action;</p> <p>Adoption of joint decisions;</p> <p>Creative planning of new opportunities, orientation, approaches.</p>

In order for the meeting to be successful and yield expected results, certain requirements need to be met.

### Tasks of the chair of the meeting

<p>Provides working materials and space for a meeting, the proceedings of the meeting;</p> <p>Prepares and shapes the working procedure and agenda for the meeting;</p> <p>Guides the proceedings of the meeting,</p> <p>Makes sure that the minutes are taken and informs participants about conclusions.</p>	<p>Runs content and organizational preparations of the meeting,</p> <p>Encourages cooperation and discussion, ensures appropriate proceedings conducive to attaining goals,</p> <p>Brings together positions, ideas, helps shape agreed conclusions of the meeting.</p>
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## 4.2. Preparation of meetings

Preparation and implementation of the meeting require effort, time and money. This is why it is necessary to prepare the meeting which will achieve the goals to a large extent. The meeting which will obscure the responsibility for decision-making, which should show that something is happening (although nothing is happening), which serves the purpose of the leader as a good stage for his or her self promotion is of no use – just as the meeting which takes place in rare intervals, which, regardless of the needs (content, although not needed, can always be found), brings discomfort to all participants, which has no beginning or end, at which there is no agreement and the only result of which is an agreement to convene another meeting.

A meeting is a targeted activity; it usually has only one goal (the basic goal, permanent and important goal) that other goals are subordinate to. The purpose of the meeting, as a rule, is the result of interests of all those who may affect the course of the meeting significantly and also of others. The goals of the meetings are subordinate to the purpose, should be harmonized and should contribute to the purpose.

Every meeting has an **introduction, main part and conclusion**. The central topic is determined by what the discussion will focus on. The participants should focus on the meeting and set the bounds for discussion; if there are no bounds, the discussion takes different directions. The orientation of a meeting arises from the interests of participants. This is why meetings can be more or less tense or oriented towards reaching the goals, more or less negotiating or cooperative.

**The venue of the meeting**, as a rule, should be in school. It is necessary to provide the appropriate room and often the necessary equipment.

The meeting room should be quiet, well lit, warm and acoustic enough.

Participants should be sitting close to each other, and should also face each other in order to have a pleasant atmosphere during the meeting. The equipment to be used during the meeting should be functioning properly.

Washroom should be next to the meeting room. Participants should know where they are; there should also be a smoking room.

**The sitting arrangement** is more important than we may think at first sight. Those participants sitting at a table shoulder to shoulder or opposite one another come to an agreement more easily than with others; the participants who tend to speak less (or whom we want to separate) will be sitting far from each other on the same side or diagonally; the position of the chair along the longer side of a rectangular table is often typical of participatory moderation, while the shorter side of the table is left for a direct chairmanship. At cooperative meetings or problem-oriented meetings, participants are sitting around a round table or a rectangular table; at negotiating problem-oriented meetings, participants of the two sides are separated on the two sides of the table.

**Time of the meeting** should be set in such a way that lectures do not suffer and that it is reasonable enough for the participants to enjoy. There are no convenient times: good meetings can take place in the morning or in the evening, over breakfast or lunch, on working days and on Sunday. In any case, the time of the meeting should be held at the participants' convenience.

**The agenda** should include topics, or steps of the meeting, as well as the time frame (time flow) of the meeting. The leader harmonizes it in advance with the participants. Working material is sent to the invited participants a few days in advance in order to allow them to prepare for the meeting. Integral parts of a good agenda are a clear description of every topic, a clearly indicated end of the meeting, day, and hour, time frame for individual agenda items and the whole meeting and key note speakers. The agenda and materials should be sent in one package; this will allow participants to get prepared properly and have everything they need during the meeting. The delivery should be sufficiently early; usually it is 3 to 5 days prior to the meeting; late delivery restricts preparation and early delivery results in oblivion. One or two days following the delivery of materials and invitation letters it is necessary to check out whether all participants have received them.

**An efficient meeting** is prepared by all who maintain cooperation, without exception: the chair of the meeting, a secretary of the meeting and participants of the meeting. Secretarial work – organization of the meeting, following the proceedings, taking minutes – is done by the school secretary and more often by a participant. The purpose of the meeting is to communicate and not to do a specific job which the participants, as a rule, have done before the meeting or will do after the meeting far more efficiently – each of them separately, in his or her own environment. A good meeting is communication among participants on the basis of their previous work, which is why it is not unusual for the participants to spend two or three times as much time preparing for the meeting, and a secretary and a chair of the meeting usually spend three to five as much time planning a meeting as running it.<sup>34</sup>

The first step to improve a meeting is to start from the basics, which means to train everybody in the organization for more effective meetings.

ITC technology can be used in preparing meetings, and is moreover desirable.

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<sup>34</sup> Tavčar, Mitja I. "Strateški menadžment" Kopar 2002.godine, Visoka škola za menadžment

#### 4.3. Proceedings of the meeting

##### Every meeting consists of five basic steps

1. **Opening:** this is a decisive, initial part, in which the chair defines the content and the manner of running a meeting.
2. **Encouraging discussion:** meeting without communication in different directions is dead, unnecessary, as there is no cooperation.
3. **Channelling discussion:** meeting is not going in the right direction, the chair has to channel and run the discussion.
4. **Overcoming difficulties:** there is no good meeting which runs smoothly as different interests intersect.
5. **Conclusion of the meeting:** agreements, conclusions and plans are the outcome of the meeting; without them the meeting cannot be successful.

These steps have different shares: at informative meetings, the focus is on planning and guidance and direction of a meeting while at problem-oriented meetings, the focus is on discussion and overcoming of difficulties.

#### 4.4. Conclusions of a meeting

**Minutes from the meeting:** the chair may afford only at brief, routine meetings, discussing simple issues, to rely on the memory of participants. Still, he or she writes down what has been agreed; at least at more demanding meetings the rule should be that a summary or only conclusions are written down. The minutes should be succinct, readable and concrete: usually two or three typed pages will suffice the purpose.

The minutes should be break down into the agenda items, it should contain the date and hour of the meeting, as well as the length of the meeting, the list of participants and those who were absent for legitimate cause, brief statements, recommendations, conclusions and future tasks.

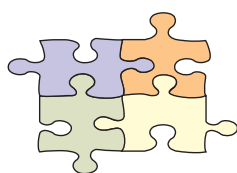
**Implementation of conclusions:** even the best meeting is useless if the participants fail to implement what they have agreed on, which often happens because willingly or unwillingly they forget their agreements and the content of the conclusions of the meeting. Every meeting should appoint someone who will monitor and report on the implementation, and have a role to play at the follow-up meeting, if it takes place.

**Evaluation of the meeting** is a precondition for improvement. Evaluation may be done by the chair, a neutral observer or a participant. The chair and participants learn from their successes and mistakes at every meeting; they use their experiences at new meetings. This is particularly useful in the groups which meet on a regular basis – supervisory boards, managing boards etc. Planning of rules for the meetings and improvement of feedback are useful.

In order to ensure transparency and objective information to all interested parties and individuals about the school board activities, its decisions and conclusions, information will be provided regularly:

- Within the school, on the notice-board (excerpts from the minutes), briefing the principal at the meetings of professional bodies of the school or at other meetings attended by all school employees, or interested parties,
- Informing the public at large via the media (which the school board will decide on by its decision), on roundtables, discussions, press statements...
- Briefing of the founder, of the Ministry for Education, Science, Culture and Sports, when this is mandatory under the law or another regulation.

TEN RECOMMENDATIONS FOR MEETINGS	TEN WARNINGS FOR MEETINGS
<ol style="list-style-type: none"> <li>1. Define clear purpose and goals for every meeting;</li> <li>2. Send out the agenda and materials well in advance</li> <li>3. Get prepared for a meeting</li> <li>4. Select a proper room for the meeting, take care of the agenda and equipment;</li> <li>5. Stick firmly to the agenda;</li> <li>6. Support the briefing, discussion and planning with visual aids;</li> <li>7. Be careful about when and how long you will be speaking at a meeting;</li> <li>8. Use knowledge and skills of all participants;</li> <li>9. Keep talkative participants under control;</li> <li>10. During the time use the available time economically.</li> </ol>	<ol style="list-style-type: none"> <li>1. Do not convene a meeting, even a “regular” one if it is really unnecessary;</li> <li>2. Do not invite the people whom nobody actually needs at a meeting;</li> <li>3. Do not accept an invitation to a meeting if you do not have good reasons for being there;</li> <li>4. Do not wait for those who are late unless there is a good reason;</li> <li>5. Do not allow your feelings towards participants to affect the proceedings;</li> <li>6. Do not try to have creative and critical attitude at the same time;</li> <li>7. Do not allow parallel discussions at meetings and do not get involved;</li> <li>8. Do not try to implement the decision before the participants have discussed it enough;</li> <li>9. Do not argue with other participants; always talk to the chair;</li> <li>10. When you run a meeting, explain your own views only when necessary.</li> </ol>



## EXERCISE 29

Simulation of a well prepared and run meeting

The goal of the exercise is to apply the complex theory about this topic and hold a well prepared meeting which will be run properly.

Assignment:

**Step 1** – group work - together with 12 trainees, the trainer defines following the selection of questions from within the scope of the school board:

- Type of meeting,
- The basic goal of the meeting,
- Date,
- Place,
- Beginning,
- End,
- Present.

**Step 2** – Five trainees form a school board and prepare a meeting:

- Instructions for the school board that is preparing a meeting:
- Define a clear goal/goals of the meeting
- Define the agenda of the meeting
- Define the time frame for every agenda item
- Send the agenda to the remaining participants of the meeting (7 trainees) before the meeting
- In case of problems regarding the agenda, discuss that prior to the meeting in order to:
  1. solve the problems or
  2. build support necessary for overcoming possible opposition.

## SCHOOL BOARD TRAINING MANUAL

Agenda	Responsible person	Time	Results/ Actions

- **The school board will carry out the entire technical preparation of the meeting**
  - Time,
  - Venue,
  - Room,
  - Chairs,
  - Technical aids,
  - Refreshments,
  - Invitations,
  - Materials,
  - Minutes,
  - Follow-on activities.
- As the school board is preparing a meeting, and having received invitation letters and the agenda, the remaining 7 trainees get prepared for the discussion about the proposed agenda items.
- The preparation of the meeting will last 30 minutes. This will be followed by a 30-minute meeting.

### **Step 3 – Running a meeting**

Instructions for the moderator of the meeting:

1. Make sure you come before the meeting begins and open the meeting at an agreed time.
2. Begin with explaining the goal of the meeting. It should be clear to everybody that the success of the meeting depends on achieving the goal on time.
3. Allow an open, focused discussion. Be strong in controlling subjective or non-focused discussion, by asking, “How will that contribute to the goal of this meeting?”
4. You should notice those who speak only little or do not speak at all and always ask them at the end of an agenda item what they think about the issue under discussion.
5. All joint decisions and activities should be written down. One of the assistants to the moderator will be taking minutes.

**Step 4 –** After the agenda is exhausted, there will be a 15-minute discussion (plenary) focusing on the following:

Were all the rules for the preparation and running of the meeting respected?

It is necessary to emphasize strengths and weaknesses of the preparation and running of the meeting and to propose improvements of identified weaknesses.

## **5. Public Advocacy**

- **Why is public advocacy necessary?**
- **How can the school maintain cooperation with the municipality, the media and the institutions involved in the field of culture?**
- **What are the elements of public advocacy?**

Modern school management should be aspiring to informing the public on what is going on in the school environment. This can be achieved through establishing cooperative and partnership relations with the institutions operating in the same environment, the actions and performance of which can provide both direct

and indirect assistance and support to the school. They include, first of all: the municipal authorities, the Centre for Social Work, the media cultural institutions, sporting organizations, companies, the private sector, local community etc. The school board members should also have a role to play as they come from various layers of the society (local community, economy, private sector, etc.). Their task is to take certain steps, together with the school management, towards promoting the school and also lobbying for material and other forms of support to the school.

In order for cooperation between the school and other institutions to be successful, certain principles should be complied with. For example,

- Mutual respect,
- Awareness about the need to build mutual cooperation,
- A joint vision,
- Exchange of knowledge and experiences, and
- A joint work plan.

Cooperation between the school and municipality could have the following forms:

1. Formulation of certain priorities at the local level when it comes to the fields of education and the necessary staff (here the school board, together with the school management, may get involved in the activities which are related to the vocational guidance of students)
2. Cooperation with the municipality regarding institutional, staffing, spatial and material support
3. The role of the municipality in the regional networking of schools.

Cooperation between the school and the media:

1. Promotion of positive values in the society – communication in this field should result in exchanging the information on innovative and useful curricula which can be presented and promoted through the media.
2. Selection of positive programmes in the media – student behaviour models shaped by different programmes aired on public broadcasters.

Cooperation between the school and cultural institutions:

1. Organization of visits of students to cinema, theatre, galleries, book fairs, concerts and museums.

Elements of public advocacy:

**1. Decision – goal selection**

(Always check out whether the defined goal will result in a real solution to the problem and whether it will attract attention of your potential partners).

**2. Usage of data and survey for the purposes of public advocacy**

(When the goal is defined, it is important to select the data which will help you achieve the set goal).

**3. Target groups**

(Once we have identified the goal, we direct public advocacy to the decision-makers or those who can affect decision-making).

**4. Shaping and directing the message**

(Create a message specifically for the intended target group).

**5. Forming a coalition**

(Think about who else could be engaged in achieving the goal, who else could be your ally – partner).

**6. Convincing presentation**

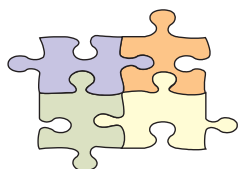
(You often have an opportunity to present the public advocacy issue only once, which means that your presentation should be based on strong and concise arguments).

**7. Ensuring necessary resources**

(Every action requires resources – time, knowledge, money etc.)

**8. Performance evaluation**

(Successful advocacy is based on the feedback on all the elements of public advocacy or approved strategy).



## EXERCISE 30

The goal of this exercise is to apply the above theory and to draft a plan for a public advocacy campaign.

Thanks to the founder's finding, your school developed three classrooms. However, by reason of an increased size of works, the founder is unable to purchase the necessary furniture for the classrooms (desks, chairs, a blackboard etc.). You want to get the necessary furniture as soon as possible as the classrooms are not suitable for teaching purposes. The school board has decided to launch public advocacy focusing on the procurement of classroom furniture.

### Assignment:

According to the defined elements, develop a plan for public advocacy campaign.

Time available for group work: 30 minutes.

All are encouraged to participate in the discussion.

The group will have 5 minutes for presentation.

PUBLIC ADVOCACY CAMPAIGN PLAN	
1. Decision – identification of a goal	
2. Usage of data and survey for the purposes of advocacy campaign	
3. Target groups	
4. Shaping and directing a message	
5. Forming coalitions	
6. Convincing presentation	
7. Fund raising/ensuring required resources	
8. Performance evaluation	





# FINANCES

- **What are the responsibilities of the school boards in the field of finances in schools?**
- **What is the legal basis for finances in schools?**
- **How is the school's financial reporting done?**
- **What are the elements of a budget request?**
- **What is the school property and how can it be used?**
- **What is the maximum petty cash limit?**

In the field of finances, the school boards carry out the following tasks:

- Adopt a financial plan of the school's operations for the current fiscal year;<sup>35</sup>
- Approve the school's financial plan for the previous fiscal year;<sup>36</sup>
- Consider the conditions in which the school operates and approve the allocation of funds for procurement of teaching aids and equipment and request for funds for improving the school operation;
- Discuss and approve the decision on the amount of salaries in secondary schools;
- Discuss and approve reports by the commissions formed by law regarding the school property inventory, and make a decision, at the proposal by the appropriate commissions, on depreciation;
- Analyze the work of student cooperatives in schools with student cooperatives;
- Make decisions on the construction, additional construction or adaptation of school facilities;
- Make decisions on the selection of the best bid for the works on construction, additional construction or adaptation of school facilities;
- Make decisions on the spending of funds remitted from the capital investment fund on repairs of toilet blocks, a drainpipe, carpentry, roofs, central heating etc.;
- Make decisions on the amount of the share in the tuition fee for enrolment of students in the first grade of secondary school and the purpose of expenditures;
- Make decisions on the organization of the Prom Night and graduating-class excursions, in cooperation with the parent council.

Regarding the above financial affairs of the school, it is necessary that the school board members are familiar with the basic terminology and procedures in the field of finances.

<sup>35</sup> New legislation – The Law on Budgets in the Federation of Bosnia and Herzegovina („Official Gazette of the Federation of BiH“, Number: 19/06), Law on Treasury of the Federation of Bosnia and Herzegovina („Official Gazette of the Federation of BiH“, Number: 19/03) and the Law on Execution of the Budget of the Zenica-Doboj Canton for 2008 („Official Gazette of the Zenica-Doboj Canton“, Number: 21/07) stipulates that the school management no longer has the responsibility to present and the school boards to adopt reports on financial operations of the school, although the school management is responsible to present to the school board periodical reports on the execution of the approved legal budget of the school per types of expenditures and sources of funding.

<sup>36</sup> Ibid.

## **1. Explanation of Terminology**

- a) **Budget** – the document which defines the plan for financial activities of the budgetary users, which includes the projection of the overall revenues (receipts) of the cantons and the fixed amounts of expenditures (expenses) for each budgetary user, for the period of one budget year,
- b) **Budgetary users** – the ministries and other administration bodies and others who are included in the budget as budgetary users (e.g. primary and secondary schools),
- c) **Budget request** – the request submitted by every budgetary user to the relevant Ministry, i.e. the Finance Ministry, seeking the approval of the required funds (gross salaries and allowances for the employees, material expenses and capital investments) for the next budget year, which is drafted under the Instruction issued by the Finance Ministry.
- d) **Fiscal year** – the same as budget year, covering the period between January 1 and December 31,
- e) **Financial reporting** – the aggregate information on all financial flows of the budget for one budgetary user,
- f) **Consolidation** (of the budget request) – presentation of financial data for a number of mutually linked budgets and budgetary users, as if they were a single user,
- g) **Monthly operational plan** – required monthly amount of funds for the coverage of expenses, approved at the proposal by the budgetary user, by the Ministry of Finance and which has to be in accordance with the overall approved funds in the budget for the given fiscal year,
- h) **Original revenues** – revenues that the budgetary users earn in the market by providing services to third persons. The revenues which the budgetary users earn in their mutual activities, at the same level of government, are not considered to be original revenues,
- i) **Budgetary expenditures** – are defined by law and are planned in the budget of every budgetary user per type (account) and sources of funding (budget, original revenues, donation),
- j) **Treasury** – the basic organizational unit within the Finance Ministry, which carries out all activities relating to the planning and execution of the budgets of the cantons, accounting, fund management, a single treasury account etc.,
- k) **A single treasury account** – system of banking accounts of the budget via which all payments of revenues/receipts and payments of expenditures/expenses are made. The Finance Ministry is responsible for monitoring and controlling the single treasury account. All budgetary users have to transact business via the single treasury account so that all revenues and expenditures of budgetary users within a canton are registered on the single treasury account and in the Treasury's general ledger,
- l) **Treasury's general ledger** – systemic and comprehensive register of all transactions and business activities (revenues and expenditures) related to the budget, within one fiscal year. The Treasury's general ledger and the single treasury account represent the basic system for public revenue management,
- m) **Public revenues** – funds which include the budget, spending of tax and non-tax revenues, fees, revenues from public and other services, loans and credits, grants, donations etc. All public revenues have to be placed on (paid to) and withdrawn (spent) from the single treasury account.

## **2. Legal basis**

The following legislation governs the school's finances:

- The Law on the Budgets in the Federation of Bosnia and Herzegovina („Official Gazette of the Federation of BiH“, Number: 19/06)
- The Law on Treasury in the Federation of Bosnia and Herzegovina („Official Gazette of the Federation of BiH“, Number: 19/03)

- The Law on Execution of the Budget in the Zenica-Doboj Canton for 2008 („Official Gazette of the Zenica-Doboj Canton“, number: 21/07)
- Instruction for Execution of the Budget from the Single Treasury Account („Official Gazette of the Federation of BiH“, Number: 94/07)
- Decree on the Establishment of Original Revenues and Manner of and Deadlines for Allocation („Official Gazette of the Federation of BiH“, Number: 11/07)
- Instruction for Payments and Use of Grants and Donations for Budgetary Users („Official Gazette of the Zenica-Doboj Canton“, Number: 11/07)
- Decision on Establishment of Criteria for Financing of Primary and Secondary Schools and Student Dormitories in the Zenica-Doboj Canton („Official Gazette of the Zenica-Doboj Canton“, Number: 9/07)
- Other Instructions and Rulebooks issued by the Finance Ministry of the Zenica-Doboj Canton

### **3. Financial reporting**

Previously, under the Law on Primary School and the Law on Secondary School, one of the regular duties of the school boards was to approve reports on the school's financial operations. The Law on Treasury in the Federation of Bosnia and Herzegovina defines the duty for all budgetary users to transact business via the single treasury account and to close down all transaction accounts which the budgetary users used to have in the past at the commercial banks.

Also, the Law on the Budgets in the Federation of Bosnia and Herzegovina (Part 3, Financial Reporting and Auditing) defines the duty of the Finance Ministry to develop a consolidated annual statement of accounts for the budgetary users and an annual statement of accounts for the previous fiscal year until 15 May of the current year. This Law also defines the duty of the Finance Ministry to present to the Government of the Zenica-Doboj Canton a report on the execution of the budget of the Zenica-Doboj Canton for the previous year, which the Government puts forward to the Assembly of the Zenica-Doboj Canton for adoption.

In this regard, the school management has no longer the duty to submit and the school boards to adopt the reports on financial operations of the schools, although there is the duty on the part of the school management to present to the school board periodical reports (semi-annual and annual) on the execution of the approved legal budget of the school per types of expenditure (accounts) and sources of funding (budget, original revenues, donations).

Article 62 of the Law on Execution of the Budget of the Zenica-Doboj Canton for 2008<sup>37</sup> defines that the responsibility for planning of expenditures and liabilities within the approved budget (execution of the budget) rests exclusively with the manager of the budgetary user (the principal of the school).

Deadline	Activity
1 August	Budgetary users develop and send a budget request for the next fiscal year.
1 October	The relevant ministry consolidates all budget requests and presents a consolidated request to the Finance Ministry. The Finance Ministry drafts a budget and presents it to the cantonal government.
1 November	The cantonal government puts the budget proposal to the cantonal assembly.

<sup>37</sup> („Official Gazette of the Zenica-Doboj Canton, Number: 21/07)

#### 4. Development of the budget request

The school management is obliged to develop and present to the relevant Ministry a budget request for the next fiscal year no later than 1 August of the current year. The budgetary users develop their respective requests in accordance with the Instruction issued by the Finance Ministry.<sup>38</sup> The Instruction defines the manner of and elements for the development of a budget request, deadlines for the development and submission of the request for funds, as well as limits for budgetary user's expenditures.

The relevant ministry (Ministry for Education, Science, Culture and Sports of the Zenica-Doboj Canton) reviews the requests sent by the budgetary users from within its own scope of responsibility, develops a consolidated request at the level of education and presents it to the Finance Ministry. The Finance Ministry develops a draft budget of the Zenica-Doboj Canton and no later than 1 October of the current year presents it to the Government of the Zenica-Doboj Canton. In this phase, the Finance Ministry controls and harmonizes the budgetary requests it has received with the projected overall revenues; upon consultations with the budgetary users, it proposes the size of the budget for every budgetary user. The Government of the Zenica-Doboj Canton puts forward the proposed budget to the Assembly for adoption, no later than 1 November of the current year.

The budgetary users, in accordance with the Instruction for Execution of the Budget from the Single Treasury Account, are obliged to plan also expenditures of their projected "original revenues". This means that it is necessary to plan expenditures for projected "original revenues" which the budgetary users can make by providing services to third persons (education of part-time students, workshops for training of students, renting properties, driving school, revenues from enrolment fees, issuance of copies of original documents, etc.), since every original revenue requires certain investments (salaries, contracts with external service and works providers, materials, equipment, current and other expenses).

#### Development of a budget request - example

Under the Law on the Budgets in the Federation of BiH /"Official Gazette of FBiH", Number: 19/06/, you have to submit to the Ministry a proposal of your request for the budgetary funds for the fiscal 2009 year.

The proposals for requests by budgetary users have to contain the following:

1. Revenues and receipts (including revenues considered as original revenues of budgetary users, and expenditures covered from all sources of revenues).
2. Expenditures and expenses (disaggregated per categories from the chart of accounts for the budget and budget users).
  - a) number and structure of employees for whom the budget is requested
  - b) proposals of a request referring to the future liabilities and multi-year expenditures, including investment projects which have to be submitted separately from the projection of expenditures for the fiscal 2009
  - c) capital expenditures (the related amount for the budget 2009 year of investment projects or multi-year liabilities)
  - d) a brief narrative explanation of each of the above items under a, b and c.
3. It is necessary to present the amount of budgetary revenues and expenditures which will be financed from those funds.
4. The proposal request is filled out at the level of activities or the responsibilities which the budgetary user has carried out in 2008, as well as possible new activities in 2009.
5. If there is an expenditure of the budgetary user which does not fall under any of the above groups in the request for current expenses, the budgetary user may add it to the request form.
6. Along with the request for capital expenditures, it is necessary to specify projects per priorities in the following way: in column 1, project – you assign the level of priority with numbers from 01 onwards... In column 2 of the same form, you should give an analytical code (in accordance with the chart of accounts for the budget and budgetary users) as well as a type of capital expenditure.

<sup>38</sup> Article 15 of the Law on the Budgets in the Federation of Bosnia and Herzegovina, „Official Gazette of the Federation of BiH“, Number: 19/06).

# SCHOOL BOARD TRAINING MANUAL

## REQUEST FOR THE COVERAGE OF CURRENT EXPENSES FOR 2009

Name of budgetary user

Budget organization

Ordinal No.	ECONOMIC CODE	DESCRIPTIONS	AMOUNT IN KM
1	2	3	4
1.	<b>611000</b>	<b>Salaries and allowances for employees (2+3)</b>	
2.	<b>611100</b>	<b>Gross salaries and allowances (without maternity leave)</b>	
3.	<b>611221</b>	<b>- hot meal allowances</b>	
	611224	- vacation grants	
	611211	- travel allowances	
		- local private transportation bonus (except business trips)	
	611225	- severance pay for the purpose of retirement	
	611227	- assistance to workers in case of death in immediate family or for medical treatment purposes	
		- allowances for temporary and odd jobs (contract of service)	
4.	<b>612100</b>	<b>Contributions paid by the employer</b>	
5.	<b>613000</b>	<b>Expenses for materials and services (5.1. – 5.9.)</b>	
5.1	<b>613100</b>	<b>Travel expenses</b>	
	613114	- transportation and accommodation costs during a business trip within the country	
	613115	- per diems for trips in the country	
	613121	- transportation and accommodation costs during a business trip abroad	
	613125	- per diems for trips abroad	
5.2	<b>613200</b>	<b>Energy consumption costs</b>	
	613221	- electricity costs	
		- central heating costs	
		- heating oil expenses	
	613214	- coal and gas expenses	
	613215	- firewood costs	
5.3	<b>613300</b>	<b>Utility costs</b>	
	613321	- water and sewage costs	
	613322	- postal services costs	
	613323	- waste disposal costs	
5.4	<b>613400</b>	<b>Procurement of materials</b>	
		- forms and paper related costs	
		- computer material related costs	
	613413	- professional literature costs	
	613471	- repairing costs	

## SCHOOL BOARD TRAINING MANUAL

	613410	- costs of other administrative materials	
	613481	- personal protective gear	
	613484	- cleaning material costs	
	613481	- small inventory costs	
5.5	<b>613600</b>	<b>Renting premises and equipment</b>	
5.6	<b>613500</b>	<b>Transportation services and oil costs</b>	
		- oil costs	
		- costs of transportation services	
5.7	<b>613700</b>	<b>Current maintenance and repair costs</b>	
		Costs of current maintenance of buildings	
		Costs of current maintenance of equipment	
		Costs of repair and maintenance of vehicles	
5.8	<b>613800</b>	<b>Insurance, banking services and payment operations costs</b>	
5.9	<b>613900</b>	<b>Contracted services</b>	
		- costs of information and public relations	
		- Training services	
		- professional services	
	<b>613914</b>	<b>- Hospitality services</b>	
		- Other costs of information	
	<b>613922</b>	<b>- Costs of professional exams</b>	
		<b>GRAND TOTAL OF CURRENT EXPENSES (1 + 4 + 5)</b>	

### REQUEST FOR CAPITAL EXPENDITURES FOR 2009

Name of budgetary user

Budget organization

PROJECT PRIORITY	ECONOMIC CODE/NAME OF PROJECT	821 200 Procurement of buildings	821 300 Procurement of equipment	821 400 Procurement of other fixed assets	821 500 Procurement of fixed assets in the form of rights	821 600 Reconstruction and investment maintenance	TOTAL
	2	3	4	5	6	8	8
<b>GRAND TOTAL FOR BUDGETARY USER</b>							



# SCHOOL BOARD TRAINING MANUAL

[illegible]



# SCHOOL BOARD TRAINING MANUAL

[illegible]

# SCHOOL BOARD TRAINING MANUAL

67.	614300	Grants to non-profit organizations															0			0
68.	614400	Subsidies to public companies															0			0
69.	614500	Subsidies to private companies															0			0
70.	614600	Subsidies to financial institutions															0			0
71.	614700	Grants abroad															0			0
72.	614800	Refunding based on wrong payments and enforcement of court decisions															0			0
73.	616000	<b>Interest and other costs</b>															0			0
74.	615100	Capital grants (75 + 76)															0			0
75.	615110	Capital grants to other levels of government															0			0
76.	615200	Capital grants to individuals and non-profit organizations															0			0
77.	821000	<b>Real estate procurement (78. to 83.)</b>															0			0
78.	821110	Procurement of land, forests and multi-year plantations															0			0
79.	821200	Procurement of buildings															0			0
80.	821300	Procurement of equipment															0			0
81.	821400	Other procurement															0			0
82.	821500	Procurement of fixed assets in the form of rights															0			0
83.	821600	Reconstruction and investment maintenance															0			0
84.	822000	<b>Borrowings and shares</b>															0			0
85.	823000	<b>Debt payment</b>															0			0
86.		<b>Grant total (1 + 77 + 84 + 85)</b>															0		0	0

REMARK: This is the budget request form for the budgetary users in the Zenica-Doboij Canton.

## SCHOOL BOARD TRAINING MANUAL

Below is an example of an approved budget for one school in the Zenica-Doboj Canton.

Name of budgetary user: PUBLIC INSTITUTION PRIMARY SCHOOL „xxx“

Budget organization 22.020.999

Economic code	Name of item	Projected expenditures from the 2008 budget
611000	Salaries and allowances	477.000
611000	Gross salaries and allowances	382.000
611200	Reimbursement of employees' expenses	95.000
612100	Employer's and other contributions	44.000
613000	Materials and services expenses	23.560
613100	Travel costs	1.000
613200	Energy expenses	10.194
	Electricity expenses	3.594
	Central heating expenses	6.600
613300	Utility expenses	3.256
613400	Procurement of material	1.400
613500	Transportation services and oil expenses	600
613600	Renting property and equipment	0
613700	Current maintenance expenses	2.000
613800	Insurance, banking services and payment operations expenses	2.000
613900	Contracted and other special services	3.110
	Temporary and odd jobs expenses	1.800
	Other contracted services	1.310
	Total number of employees	38
	Grand total	544.560

## SCHOOL BOARD TRAINING MANUAL

On the basis of the approved budget, the schools submit monthly operational plans for the funds.

Example:

Name of budgetary user: PUBLIC INSTITUTION PRIMARY SCHOOL „xxx“

Budget organization 22.020.999

Ordinal no.	Economic code	Name of item	Amount in KM	Original revenues	Sum 4+5
1.	2.	3.	4.	5.	6.
1.	611000	Salaries and allowances			
2.	611000	Gross salaries and allowances			
3.	611200	Reimbursement of employees' expenses			
4.	612100	Employer's and other contributions			
5.	613000	Materials and services expenses			
5.1	613100	Travel costs			
5.2	613200	Energy expenses			
5.2.1		Electricity expenses			
5.2.2		Central heating expenses			
5.3	613300	Utility expenses			
5.4	613400	Procurement of material			
	613500	Transportation services and oil expenses			
5.5	613600	Renting property and equipment			
5.6	613700	Current maintenance expenses			
5.7	613800	Insurance, banking services and payment operations expenses			
5.8	613900	Contracted and other special services			
5.8.1		Temporary and odd jobs expenses			
5.8.2		Other contracted services			
6.	821330	Equipment			
		Total current expenses (1 + 4 + 5)			

Thus, on the basis of the approved budget, the principal is obliged to present to the school board a semi-annual and annual report on the execution of the approved budget per type of expenses and sources of funding.

Discussion:

1. How can the school's original revenues be increased?
2. Which are the possible purposes of original revenue expenditures, e.g. those from education of part-time students?
3. What is the procedure for ensuring funds if, for example, the ceiling falls down in a classroom, while such an expense was not planned in the budget request and was not approved?

### 5. The school property

#### a) Regular annual inventory

Within regular activities on an annual inventory of the cantonal properties, the schools too are obliged to make a regular annual inventory of properties. In order for this activity to be carried out properly and in a timely fashion, the school boards have the following duty:

- to appoint inventory commissions at the proposal by the manager of the budgetary user (the school principal),
- to discuss and adopt the reports (studies) of inventory commissions together with the decisions on the book entry system and settlement of accounts, identified surplus or shortage, if any, and the decision on the book entry system and settlement of decommissioned properties.

#### b) Renting out school properties

If the school has a free available capacity, it may rent that capacity out, by a lease agreement, to third persons, with the approval of the Ministry for Education, Science, Culture and Sports. The approval for renting out the school's property is granted by the Ministry for Education, Science, Culture and Sports upon receiving an opinion and consent from the school board.

When renting property out to third persons, the school always concludes a lease agreement with the best bidder who applied to the rental property advertisement.

The rental income is considered to be the school's original income, in terms of Article 14 of the Decision on the Establishment of Criteria for Financing Primary and Secondary Schools and Student Dormitories in the area of Zenica-Doboj Canton.<sup>39</sup>

### 6. Maximum petty cash limit

At the beginning of the budget year, the school board makes a proposal for the maximum petty cash limit for that budget year. The school submits the proposed decision to the Finance Ministry through the relevant Ministry. The final decision on the maximum petty cash maximum for every budgetary user is made by the Minister of Finance. The decision on the maximum petty cash limit also defines the person responsible for cash management.

7. Within **other regular activities**, the school board makes decisions in accordance with the rulebook and the rules of procedure of the schools, defined by the relevant Ministry, or the Finance Ministry, and they pertain to, for example, the amount of the enrolment fee (for adult education), use of mobile and landline telephones, advanced training of employees in accordance with the approved budget, granting slots to local sporting clubs for their use of the school premises, for a certain fee etc.

<sup>39</sup> („Official Gazette of the Zenica-Doboj Canton“, Number: 9/07).

# INSTEAD OF CONCLUSION

The diverse composition of school boards is a key for their quality. All school boards, in order to be successful, have to be established in accordance with the relevant legal requirements and to function by principles of democratic governance.

They should also monitor and apply legislative changes and undertake continuous training.

“While better training for board members could help them to more effectively do their job, a greater civic respect and interest in the role of school boards could also help to minimize the apathy that permeates civil society in many aspects in BiH, and serve as a check to partisan political agendas ”.<sup>40</sup>

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<sup>40</sup> OSCE Mission to BiH (2006) «School Boards in Bosnia and Herzegovina: Potential Advocates for Change and Accountability in Education»

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# ANNEX

## SAMPLE EMPLOYMENT CONTRACT WITH ALL REQUIRED ELEMENTS

On the basis of Article 101 of the Labour Law («Official Gazette of F BiH» Nos. 43/99, 32/00 and 29/03), and Article \_\_\_\_\_ of the Rulebook of the Public Institution \_\_\_\_\_ the following

### EMPLOYMENT CONTRACT

Is hereby concluded by and between the Employer: **Public Institution** \_\_\_\_\_  
\_\_\_\_\_ headquartered in \_\_\_\_\_

And the employee \_\_\_\_\_ from \_\_\_\_\_  
address \_\_\_\_\_

### I CONCLUSION OF THE EMPLOYMENT CONTRACT

#### Article 1

This employment contract shall be concluded for an indefinite period of time, in accordance with the Law and the employer's legislation.

#### Article 2

The employer and the employee agree that the date of the conclusion of this Contract shall be the date of commencement of employment under the terms and conditions of this Contract.

#### Article 3

The contracting parties agree that the place of work of the employee is in the headquarters of the employer, i.e. in \_\_\_\_\_ at \_\_\_\_\_ street.

#### Article 4

The employee shall carry out the following duties: \_\_\_\_\_.  
(Implementation of educational duties under the curriculum in the field of \_\_\_\_\_.)  
In addition to the general job description from the above paragraph, the employee shall also carry out other duties in accordance with the provisions of the Rulebook.



## **II WORKING HOURS**

### **Article 5**

The employee shall work full time of 40 (forty) hours a week – the norm under the decision on a 40-hour-working week).

The schedule of working time shall be defined by an act on internal organization of duties and responsibilities and by the principal's decision.

## **III SALARY AND SUPPLEMENTS**

### **Article 6**

The employer shall pay a salary for the execution of the duties referred to in Article 4 of this Contract, when the employee works in a regular working time, in accordance with the provisions of the Labour Law, the Collective Agreement and other regulations and decisions, made by the Cantonal Government, pertaining to these issues.

The salary referred to in the previous paragraph of this Article shall consist of the basic salary, supplements to the basic salary, authorized pay and an incentive.

### **Article 7**

The employee is entitled to a supplement to the basic salary for each full year of work in accordance with the Collective Agreement and the Rulebook.

The employee is entitled to a supplement to the basic salary for a night work, excess hours over 40; work on Sundays and on holidays which are designated by law as public holidays off work, under the conditions and in the amount defined in the Collective Agreement and the Rulebook.

The employee is entitled to an authorized pay for the period in which he does not work in the following cases: education and advanced training, seminars, outings, study tours, holidays, a sick leave, paid leave and in any other case envisaged by law.

### **Article 8**

The employer shall pay the salary and supplements referred to in Articles 6 and 7 of this Contract on a monthly basis, no later than the tenth (10) of each month, for the previous month.

When paying a salary, the employer shall give the employee a written pay slip, and the employee accepts that individual salaries are not public.

## **IV VACATION AND ABSENCE OF LEAVE**

### **Article 9**

The employee who works full working time is entitled to rest periods during the day for 30 minutes (5 minutes after each full hour and 15 minutes during the lunch 15-minute break).

The time referred to in paragraph 1 of this Article shall not be included in working hours.

### **Article 10**

Between two consecutive working days, the employee is entitled to a daily rest during at least 12 hours in a row.

### **Article 11**

The employee shall use a weekly rest during at least 24 successive hours.

A weekly rest referred to in paragraph 1 of this Article shall be used by the employee on Saturday and Sunday.

### **Article 12**

The annual leave of the employee shall be at least 18 working days.

(Annual leave and leave of absence are regulated in more detail in the Labour Law, the Collective Agreement and the Rulebook).

## **V PROHIBITION OF COMPETITION WITH THE EMPLOYER**

### **Article 13**

The employee shall be forbidden to conclude businesses from within the employer's scope of responsibility, without the employer's prior approval, for his own or anyone else's interest.

## **VI TERMINATION OF THE EMPLOYMENT CONTRACT**

### **Article 14**

This employment contract shall be terminated for reasons specified in Article 86 of the Labour Law. If the employment contract is terminated by the employer, the notice period shall not exceed six (6) months, or one hundred and eighty (180) days and no less than fourteen (14) days, under the criteria defined in the Labour Law, the Collective Agreement and the Rulebook.

The employer may terminate the employment contract also beyond the period of notice mentioned in the previous paragraph, when further employment is not possible by reason of a violation of duties or a failure to comply with this Employment Contract.

## **VII SEVERANCE PAY**

### **Article 15**

If the employee's employment contract is terminated, he shall be paid a severance pay under the Collective Agreement and the Rulebook.

The employee shall not be entitled to the severance pay referred to in paragraph 1 of this Article if his employment contract is terminated by reason of his violation of duties or his failure to comply with this Employment Contract.

## **VIII THE CONSEQUENCES OF A FAILURE TO ACCEPT THE OFFER TO CONCLUDE THE CONTRACT**

### **Article 16**

If the employee does not accept the offer of the employer to conclude this Employment Contract, his employment will cease within 30 days from the date of submission of the Employment Contract for signature.

## **IX OTHER LABOUR REQUIREMENTS**

### **Article 17**

The Labour Law, the Collective Agreement and the Rulebook shall apply to any other requirement and relations which are not regulated by this Employment Contract.

### **Član 18**

This Contract is concluded in three (3) identical copies, of which each party keeps one (1) copy.

No.

In \_\_\_\_\_,

Principal

Employee

seal

# SCHOOL BOARD TRAINING

The trainer needs the following for both a theoretical and practical part of the training:

- A projector
- A projector screen cloth
- A computer
- A flip chart
- Flip chart paper
- Markers
- A 4 papers
- Post-it paper
- Notebooks for trainees
- Pens

Materials:

- PowerPoint presentation – (lectures and exercises)
- The School Board Training Manual
- Documents:
  - The European Convention for the Protection of Human Rights and Fundamental Freedoms
  - International Covenant on Economic, Social and Cultural Rights
  - International Convention on the Elimination of All Forms of Racial Discrimination
  - The Convention on the Rights of the Child
  - The Framework Law on Primary and Secondary Education
- copies of Exercises for Trainees
- evaluation forms

## EVALUATION

The success of each training should be evaluated all the time. The reasons for the evaluation are:

- to establish whether the trainees have mastered a particular part (area) of the training
- to establish whether your goals and the trainees' expectations have been met,
- to be able to establish on the basis of the evaluation of the overall training its purposefulness in terms of organizing a new training, to correct or improve some parts of the training

Evaluation can be done:

- during exercises
- by asking questions during the training, at the end of any or all days of the training and at the end of the training
- by completing the forms with critical questions
- by way of an exercise etc.

As the school board training plans four daily and a final evaluation (at the end of the training), below are the options:

### **Evaluation during the day**

The evaluation during the day may be done

a) by asking questions

1. Are you tired?
2. How do you feel?
3. What did you like at the training today?
4. What did you not like at the training today?
5. What would you change at the training we have had today?

Pose questions – one by one – to all trainees, one by one around the room, and note down their answers.

b) Squares of the truth

Take a paper and draw four squares with the following words in each of them:

1. Usefulness of the training
2. Interesting things
3. Mood during the training
4. Skills of trainers during the training

Usefulness of the training	Interesting things
Mood during the training	Skills of trainers during the training

Trainees put grades from 1 (lowest) to 5 (highest) in each square. Sum up the grades during the training, and improve them.

## SCHOOL BOARD TRAINING MANUAL

### c) Evaluation of lectures and exercises

Write on a piece of paper all topics and all exercises during the day. Every trainee puts a «smiley face» ☺, or «angry face» ☹ in empty rows.

Example:

Topic 1	☺
Exercise 1	☺
Topic 2	☺
Exercise 6	☹

### Training evaluation

For the purpose of the entire training, you can make a combination of proposed daily evaluations, and in any case do carry out a question-and-answer evaluation on a form.

For example:

1. To what extent did I improve my knowledge?
2. How much is what I heard during the training important for my work?
3. How much will the training affect my own attitude towards my obligations at work?
4. Evaluation of quality of presentations (lectures) and exercises during the training.
5. Evaluation of the quality of knowledge and skills of trainers in their work with the group.

		Lowest				Highest
1.	To what extent did I improve my knowledge?	1	2	3	4	5
2.	How much is what I heard during the training important for my work?	1	2	3	4	5
3.	How much will the training affect my own attitude towards my obligations at work?	1	2	3	4	5
4.	Evaluation of quality of presentations (lectures) and exercises during the training.	1	2	3	4	5
5.	Evaluation of the quality of knowledge and skills of trainers in their work with the group.	1	2	3	4	5