Report on the implementation of the Convention and

Recommendation against Discrimination in Education

In the Republic of Croatia

2012-2015

I. Information on the legislative, judicial, administrative and other measures taken by the State at the national level

1. Ratification of the Convention

1.1. Convention has been ratified in the Republic of Croatia and came into effect on May 22nd, 1962.

2. Legal framework governing the protection of rights guaranteed in the Convention and the Recommendation in the national legal system

From the end of the 1990s the principles regarding protection of rights guaranteed in the Convention and the Recommendation against Discrimination in Education have gradually been incorporated in laws on education, from the Law on Preschool Upbringing and Education (1997), through the Law on Upbringing and Education in the Language and Script of National Minorities (2000), the Law on Scientific Work and Higher Education (2003), the Law on Adult Education (2007) to the Law on Upbringing and Education in Elementary and Secondary School (2008). In particular, the Law on Upbringing and Education in Elementary and Secondary School stipulates that schools should educate students in line with human rights and the rights of the child, and that they should prepare them for a multicultural world, as well as for active and responsible participation. The Law on Scientific Work and Higher Education proclaims that respect for, and affirmation of human rights as well as of social responsibility of the academic community, are the foundations of higher education in Croatia. Similarly, the Law on Adult Education (2007) requires that adult education in Croatia prepares adults for active citizenship.

Accordingly, since the beginning of the 2000s, all major national strategic papers, EDC/HRE included, have among their goals: the National Plan of Activities for the Rights and Interests of Children (2006-2012); the National Programme for Roma, of 2002 and the Plan of Action for Roma Inclusion (2005-2015); the National Policy for the Promotion of Gender Equality (2006-2010; 2011-2015); the National Strategy for the Creation of an Enabling Environment for the Civil Society (2006–2011; 2012-2016); the National Programme for the Protection and Promotion of Human Rights (2008-2011; 2013-2016–draft); and the National Programme for Youth 2009-2013.

EDC/HRE has been made an important part of all recent documents issued to improve the quality of the Croatian educational system, including the National Framework Curriculum for Preschool Upbringing and Education and for General Compulsory and Secondary Education (NOK), of 2010. The NOK was developed in line with the EU Recommendation on Key Competences for Lifelong Learning. It conceives education as an instrument for developing a set of both general or transversal and specific competences and defines the learning outcomes to be achieved through seven learning areas (including the Social Sciences and Humanities Area), six compulsory cross-curricular themes (including citizenship education) and four educational cycles (grades 1-4, 5-6 and 7-8 of elementary school and grades 1-2 of secondary schools).

The NOK has given a new impetus to developing EDC/HRE. It defines the core educational values (knowledge, solidarity, identity and responsibility), principles (including equal educational opportunities for all; respect for human rights and children rights; respect for cultural differences, inclusion and democratic decision-making, European dimension, and professional ethics), as well as general goals and the goals of each educational area.

The NOK also defines civic competence as one of the key learning outcomes. It is developed progressively throughout four cycles both in the Social Sciences and Humanities Area and in Citizenship Education introduced as a compulsory cross-curricular theme. The main objective of the Social Sciences and Humanities Area is to contribute to the development of students as autonomous, participating and responsible individuals which is achieved through two broad units: Citizens and Democracy and Fundamental Human Rights and Responsibilities.

The contribution of the compulsory cross-curricular theme of Citizenship Education to EDC/HRE is explicit. Its main objective is to prepare students for an active and productive civic life. This encompasses, inter alia, developing students' knowledge, skills, and attitudes that are important for democratic citizenship; enhancing their democratic awareness and promoting their active and responsible participation in the democratic development of their schools, local communities and the society, as well as in contributing to solving global problems while relying on the principles of democracy, justice and peace.

The NOK principles and guidelines related to EDC/HRE were, during 2011, used as the basis for the development of the first Croatian Citizenship Education Curriculum (CEC).

The Croatian Parliament adopted Strategy of Education, Science and Technology in October 17, 2014 and appointed the Special Expert Committee for the Implementation of the Strategy of Education, Science and Technology.

II. Information on the implementation of the Convention and Recommendation

1. Non-discrimination in education

1.1. Is discrimination in education based notably on grounds specified in the Convention/Recommendation fully outlawed in your Country?

Yes

1.2. Explain which measures are adopted to eliminate discrimination within the meaning of the Convention?

The Law on Scientific Activity and higher Education Official Gazette (123/03-139/13) stipulates that higher education institutions shall determine the enrolment procedure in a manner that guarantees equal access of all applicants regardless of their race, gender, language, religion, political believes, national or social background, assets, birth, social status, disability, sexual orientation or age.

2. Equal opportunities in education
2.1. – 2.3.

Education of children with special needs

The Republic of Croatia has a regulated education system for children with developmental difficulties from an early, pre-school age, which is important for early intervention and inclusion in the suitable pre-school and rehabilitation programmes. This also includes professional support and spatial, pedagogical and didactic adjustment in order to ensure suitable education for children with developmental difficulties and improved quality of life and integration in community life after the end of schooling. Professionals in the education area who work with children with developmental difficulties include educational rehabilitators, speech and language therapists, social pedagogues, special teachers, and other experts, such as kinesis therapists, music therapists, physical therapists, occupational therapists, nurses and pedagogical assistants, including sign language interpreters.

The education of children with developmental difficulties in mainstream schools is conducted via either complete or partial integration. The team of experts in the school suggests the type of education and the necessary additional support for a child with developmental difficulties and the regional authority office issues a decision on a suitable education programme.

Children with minor developmental difficulties are normally included in mainstream classes and they are taught according to general curricula with the help of individualised plans or curricula adjusted to their capabilities. Children with major developmental difficulties are included in special programmes in mainstream or special educational institutions (in case the children need additional health and social care). For some children with developmental difficulties in special educational institutions, as well as in some mainstream primary schools, prolonged professional treatment or educational rehabilitation is organised after class, while counselling is available for the parents or guardians of children with developmental difficulties.

Except for regular education, children with developmental difficulties have the right to temporary forms of education which include education at home or in a health care institution. Education at home is intended for children who cannot attend regular classes due to major motor impairments, or chronic or progressive illness. In some cases, live stream teaching is organised. Education of children in health care institutions is organised for children who have a chronic illness or a condition which requires them to be hospitalised for a longer period of time. Children who are hospitalised are taught either by teachers who work in these so-called 'schools in hospitals', or by teachers who work in the nearest primary school.

Main policy measure for improving access and completion of students of lower socio-economic status and students with disabilities are state scholarships for full-time students of accredited higher education institutions in the Republic of Croatia. The programme is funded from the State Budget of the Republic of Croatia. The criteria for awarding a scholarship related to the lower socio-economic status is that an average monthly income per member of the household is lower that 60% of the basic amount (determined annually by a special regulation).

In order to increase funds available to the students of lower socio-economic status, the Ministry of Science, Education and Sports has allocated funds from the European Social Fund (ESF) to a special scheme for funding this category of students. The ESF call will be announced in the last quarter of 2016. For additional information please see under 3.3.

3. Progress made with respect to implementing the right to education

3.1. – 3.2. Primary and Secondary education

The education system in the Republic of Croatia affords all children, students and young people – including children with developmental disabilities, children who are members of national minorities, gifted students and children and young people in a disadvantaged position – inclusion in the education system on all levels, as well as further education through adult education and lifelong learning programmes. The Ministry of Science, Education and Sports, together with competent agencies, ensures the necessary programme, professional and expert aid, which enables successful inclusion for everyone in the education system in the area where they live.

Pre-school education in the Republic of Croatia comprises education and child care for children of pre-school age. It is realised through programmes of education, health care, nutrition and social care for children from six months of age until the start of primary education. Children who are not included in pre-school education need to be included in a pre-school programme one year before they start primary school.

Primary education in the Republic of Croatia lasts eight years and is free and compulsory for all children aged six to fifteen, with the exception of primary education for students with extensive developmental disabilities, which can last until the age of twenty-one.

Upon completion of primary schooling, secondary education gives everyone, under equal conditions and based on individual abilities, the opportunity to acquire knowledge and the competence needed to enter the work force and to continue with further education.

After completing elementary education, students have the opportunity to continue their education in secondary schools that are not mandatory. The right of enrolment into the first year of secondary education have all students on equal terms, but within the number of places established by the decision on enrolment for each school year, which has been passed by the Minister of Education annually. Enrolment of candidates into the first year of secondary education is conducted by the National Information System of Application and Enrolment into Secondary Schools (NISAESS). Secondary education starts with the enrolment into secondary school and with secondary education a student acquires knowledge and skills for work and further education.

Secondary education institutions are, depending on the type of educational programme, divided into high schools, vocational and artistic secondary schools. The high school curriculum lasts four years, and the education is completed by passing the state graduation. Education in vocational and art schools can last from one to five years, and ends with the final exam. Students who have completed vocational programmes can take the state graduation exams, in order to gain higher level of qualifications for continuing education.

High schools are preparing their students for continuing education, vocational schools qualify them for inclusion into the labour market, and also provide opportunities for continuing education and art schools have the aim to acquire knowledge, develop skills, abilities and creativity in different artistic fields.

Secondary education institutions founded by the counties or cities are free of charge for students.

3.3. Higher education

- **Explain to what extent is access to higher education realized in your country.**

The Strategy for Education, Science and Technology of the republic of Croatia (2014) includes objectives and measures to address social dimension of higher education and specifically to develop a programme for improvement of social dimension, to analyse access and progress of under-represented groups, to broaden accommodation facilities for students, build new and renew existing capacities, to ensure minimum standards of accessibility for students with disabilities and to promote facilities and programmes that enrich the cultural, sporting and social life of students.

In the reporting period Croatia has improved its data collection, gathering relevant data on the social and economic conditions of student life (as part of the international EUROSTUDENT surveys), examining factors influencing access, retention and completion of higher education or student financial support (Tempus project ACCESS2: Towards Equitable and Transparent Access to Higher Education in Croatia, 2010-2013) and defining minimum standards of accessibility for students with disabilities (EduQuality project3 - Education for Equal Opportunities at Croatian Universities).

- **Describe the efforts to ensure that there is no discrimination on the ground prohibited by the Convention to enter and complete higher education.**

Provide information on the financial costs to receive education in higher public or private education institutions.

In 2012 Croatia has introduced the so called 'programme agreements' which allow public higher education institutions (HEIs) to receive additional funding for meeting certain targets within the three-year term period of the agreement. Performance-based funding represent 10% of the total amount that each HEI receives as tuition fee subsidies and include two performance indicators (out of five) directly related to the social dimension (fostering access of under-represented groups and of mature students, drop-out rates).

All undergraduate and graduate full-time students are exempt from paying fees for the first year of study. After their first year, full-time students may continue to study free of charge if they have accumulated the required number of ECTS credits in the previous year (55 credits, while 60 credits are determined as the full annual workload).

Croatian student support system has been based on the merit criteria or a combination of needs and merit criteria. Student grants are provided by HEIs (polytechnics, faculties, universities etc.), national or local government (ministries, counties/provinces, cities etc.), foundations, non-governmental organizations, private companies or private donors. Students (and prospective students) are informed of various scholarships available to them via a 'Higher Education and Scholarships Fair' and an online platform set up by the EU-funded project 'VIRTUS – Virtual Academic Information Service: Scholarships.info'

Student accommodation is supported by the Ministry, as well as student meals. Students with disabilities (an impairment rating of 50% or more) are automatically granted a place in the student dormitory. Transportation costs are (partially) covered by local governments of towns and cities, in which the HEI is located.

According to the Decision on full subsidy for participation of full-time students in costs of their study and co-financing material costs to public higher education institutions in the Republic of Croatia in the academic year 2015/2016, 2017/2017 and 2017/2018 adopted by the Government of the Republic of Croatia in July 2015, full-time students at undergraduate and graduate study programmes carried out by public higher education institutions accredited in the Republic of Croatia are entitled to full subsidy of their tuition fee. The subsidy refers to the first year of undergraduate or graduate study programmes and all subsequent years in which the student accumulates at least 55 ECTS. The exemption are students with disability of 60 per cent or more. They receive full subsidy once they accumulate least 30 ECTS.

The above Decision states that aims of subsidies for full-time student are as follows:

- ensure equal access to higher education to all full-time students in Croatia
- increase completion of higher education
- encourage higher education institutions to increase a number of students and particularly to increase a number of qualifications in science, technology, biomedical and biotechnical fields.

Private higher education institutions determine their tuition fees based on real costs (they are not entitled to subsidies form the State Budget of the Republic of Croatia).

An average tuition fee is 5.000 – 7.000 EUR per academic year.

3.5. Quality education

- **Please provide information on the measures taken by your country to ensure equivalence in all educational institutions in:**

  - **the standards of education**
  - **the conditions relating to the quality of the education provided (e.g. infrastructure, teacher/learner ratios, teaching and learning materials)**

The starting point in the development of the Croatian Citizenship Education Curriculum (CEC) was an understanding that citizenship education should primarily be seen as an instrument used by schools to respond efficiently to a democratic society's needs for a competent citizen. Consequently, the goals, objectives, contents and methods of the CEC were defined having in mind not only the research findings but in relation to what was understood as the key traits of a competent citizen, i.e., of a political subject who actively contributes to the democratic development of all the communities he/she is a member of by virtue of being emancipated, responsible and engaged.

The CEC defines the communities to which the student belongs on three levels: (1) the immediate community (classroom, school and the local community); (2) the national community (the state), and (3) the European and global communities. The student is understood as the citizen, i.e., as the bearer of certain rights and responsibilities in each of these communities. Accordingly, the CEC aims at gradually preparing the student as an active and responsible citizen of the classroom, school and the local community (1st cycle: grades 1-4 of elementary school), the national community (2nd and 3rd cycles: grades 5-6 and grades 7-8 of elementary school), and of both the European and global community (4th cycle: grades 1-2 of secondary school). For each educational cycle, the CEC defines student's learning outcomes by intersecting two dimensions: functional and structural. The functional dimension encompasses three inter-dependent sub-dimensions: knowledge and understanding; skills and dispositions; values and

attitudes. The structural dimension includes five sub-dimensions: human and legal rights, political, social, (inter)cultural, economic and environmental. This means that, e.g., in the 1st cycle, the student acquires knowledge, develops skills and learns the values of personal dignity, human rights, equality and the rule of law; democratic decision-making and governance; socially desirable behaviour, including team work, peaceful conflict resolution and solidarity; (inter)cultural (self)awareness, sensitivity and dialogue; socially responsible economy and entrepreneurship, consumer protection; sustainable development.

Apart from defining the aims and objectives of learning for active citizenship in terms of achievable outcomes, the CEC also recommends a set of active methods of learning based on the principles of participation, interaction, problem-solving, inquiry and cooperation, as well as a set of approaches to the evaluation of learning outcomes based, primarily, on the principle of monitoring the process of learning.

The CEC is meant to be integrated in school following four approaches: cross-curricular, extracurricular, research projects linking school and local community, and separate subject. The cross-curricular, extracurricular and the community research project approaches are obligatory from the first to the fourth cycle. In the 3rd cycle (grades 7-8 of elementary school) the CEC may also be introduced as an optional school subject, while in the 4th cycle (grades 1-2 of secondary school) it is expected to be a mandatory school subject. In addition, the CEC also envisages the possibility of learning active citizenship through the so-called thematic modules, such as The Foundations of Democracy, Gender Equality, Identity Development, Mediation and the International Humanitarian Law. The modules assist students to learn in more detail the specific topics of the CEC. Their implementation is optional in the 3rd and the 4th cycle. By advocating multiple approaches to learning active citizenship, the CEC is expected to contribute by serving not only as a means to students' empowerment but also as a basis for changing school culture, school management, and school-community relations.

The draft version of the CEC was reviewed by a considerable number of teachers, scholars, civil society representatives, parents, and students. In August 2012, the Ministry of Education decided on a two-year pilot implementation of the CEC in 8 primary and 4 secondary schools. Half of the schools were selected by the Education and Teacher Training Agency (ETTA) and half by the Croatian Youth Network and its partners in the context of the IPA Project "Introducing the new era of Human Rights and Democracy in Croatian Schools".

The monitoring and evaluation of the CEC implementation has been carried out as a joint project by the National Centre for External Evaluation of Education, the Research and Training Centre for Human Rights and Democratic Citizenship of the Faculty of Humanities and Social Sciences, the Education and Teacher Training Agency, the Croatian Youth Network, the Centre for Peace and Non-Violence and GONG (Citizens Supervising Voting in an organized manner).

The first teacher training seminars were organised in 1998 to prepare preschool, elementary and secondary school teachers for the implementation of the National Human Rights Education Programme. Since then, seminars and workshops for teachers on EDC/HRE have been organised every year by the Education and Teacher Training Agency (ETTA) at both national and local level, as an integral part of the mandatory in-service teacher training. The training aims at developing teachers' knowledge and skills for teaching EDC/HRE following cross-curricular and extra-curricular approaches that are often combined with students' projects in EDC/HRE. Apart from EDC/HRE, teachers are also trained in other areas, including peaceful conflict resolution,

mediation, mock trials, simulation, intercultural education, education for tolerance, legal education and global education. Teacher trainers employed by the Education and Teacher Training Agency come from different academic areas, such as university, research institutions and civil society. In recent years, there is a growing tendency to engage both experienced teachers and the EDC/HRE country coordinators as trainers. A number of teacher training seminars and workshops in EDC/HRE and related fields have been organised by NGOs of which only a few are recognised and approved by the Ministry of Science, Education and Sport and integrated into the system of mandatory in-service teacher training. In addition, some teacher training faculties have been offering the pre-service teacher training courses more or less linked to EDC/HRE.

Notwithstanding, it was only with the finalisation of the CEC that the issue of teacher competences for promoting active citizenship in schools, as well as the issue of teacher training began to be dealt with more systematically. Although the CEC does not offer comprehensive guidelines for teacher training, it outlines some key teacher competences and defines the principles on which teacher training for the implementation of the CEC is to be based. The competences range from knowledge about the concepts and methods of the CEC to the skills needed for its successful implementation, including the outcome-based cross-curricular planning, participative and collaborative methods of teaching and learning, dealing with controversial issues, service-learning, classroom management, monitoring and evaluation strategies etc.

The Croatian Parliament adopted Strategy of Education, Science and Technology in October 17, 2014 and appointed the Special Expert Committee for the Implementation of the Strategy of Education, Science and Technology.

The Strategy aims to create a society of equal opportunities where education and science are development priorities not only for Croatian society, but for each individual.

The strategy is aligned with EU 2020 strategies and also includes goals for 2025. Its underlying principle is the 'knowledge triangle' which consists of lifelong learning, science and innovation.

It aims to create conditions for research and innovation focused on excellent science, industrial leadership and society challenges, as well as conditions to provide high quality education for all and enable science to contribute to job creation and socioeconomic prosperity.

Ensuring equivalence in all higher education institutions in terms of conditions relating to the quality of the education provided is embedded in the Law on Scientific Activity and Higher Education (Official Gazette 123/03-139/13), Law on Quality Assurance in Science and Higher Education (Official Gazette 45/09) and the Ordinance on the Content of a Licence and Conditions for Issuing a Licence for Performing Higher Education Activity, Carrying out a Study Programme and Re-Accreditation of Higher Education Institutions (OG 24/2010).

The Agency for Science and Higher Education of the Republic of Croatia (accredited by the European Association for Quality Assurance in Higher Education/EQUA and the European Register of Quality Assurance Agencies/EQAR) performs procedures for initial accreditation and re-accreditation of higher education institutions and study programmes in accordance with Standards and Guidelines for Quality Assurance in the European Higher Education Area.

The Law on Croatian Qualifications Framework (OG 22/13) and the Ordinance on the Croatian Qualifications Framework Register (OG 62/14) introduced grounds for standardization of

qualifications by introducing the concept of qualifications standards. Qualifications standards contain units of learning outcomes and basic information about the qualification. They are also quality standards because they prescribe minimum conditions needed for acquiring of a qualification.

3.6. Teaching profession

There are two types of teacher training institutions: a) non-university teacher colleges with 4-year programmes (for all elementary school teachers) and 2-year programmes (for pre-school teachers) and b) 4-year university pedagogical and other teacher training faculties (for some categories of elementary and secondary schools teachers). Teachers holding a non-teacher training college or a faculty diploma must complete pedagogical, psychological and methodological training prior to or upon their employment by the school. The upgrading of professional knowledge is a statutary obligation of all teachers. It is ensured through a system of accredited conferences, seminars and workshops organised at the national, county and town levels by the Institute for Development in

Education, teacher training faculties and colleges, teacher professional associations and actives, as well as by some NGOs. Apart from the lack of clear career paths for teachers, the key problem in this sector is the division of responsibility and the lack of coordination among the MoSES, which controls teacher pre-service training, the MoSES, which controls in-service teacher training, and the Ministry of Crafts & Small Enterprises, which deals with training of some teachers employed by vocational schools.

3.7. Respect for human rights and fundamental freedoms

The normative basis for developing education for democratic citizenship and human rights education (EDC/HRE) in Croatia comprises a set of legal and policy documents starting with the Constitution which determines that, inter alia, freedom, equality, social justice, respect of human rights and the rule of law are the highest values of the Croatian Constitutional order.

The first teacher training seminars were organised in 1998 to prepare preschool, elementary and secondary school teachers for the implementation of the National Human Rights Education Programme. Since then, seminars and workshops for teachers on EDC/HRE have been organised every year by the Education and Teacher Training Agency (ETTA) at both national and local level, as an integral part of the mandatory in-service teacher training. The training aims at developing teachers' knowledge and skills for teaching EDC/HRE following cross-curricular and extra-curricular approaches that are often combined with students' projects in EDC/HRE. Apart from EDC/HRE, teachers are also trained in other areas, including peaceful conflict resolution, mediation, mock trials, simulation, intercultural education, education for tolerance, legal education and global education. Teacher trainers employed by the Education and Teacher Training Agency come from different academic areas, such as university, research institutions and civil society. In recent years, there is a growing tendency to engage both experienced teachers and the EDC/HRE country coordinators as trainers. A number of teacher training seminars and workshops in EDC/HRE and related fields have been organised by NGOs of which only a few are recognised and approved by the Ministry of Science, Education and Sport and integrated into the system of mandatory in-service teacher training. In addition, some teacher training faculties have been offering the pre-service teacher training courses more or less linked to EDC/HRE. It should be mentioned that a series of teacher training seminars were organised by the Education and Teacher Training Agency and by the partners of the IPA project "Introducing

the new era of Human Rights and Democracy in Croatian Schools". The aim of these seminars was to make the teachers familiar with the philosophy, the content and the methodology of the CEC so as to prepare them for its implementation in their schools. The data on the outcomes of training were collected as part of the monitoring and evaluation of the first year of the CEC pilot-implementation and will appear in the final report by the end of 2013.

3.8 Private education and religious and moral education

In addition to public schools, there are 14 religious schools in the secondary education system, as well as 23 private accredited schools, all following grammar school programs, with classes carried out in accordance with the national curriculum and teaching plans and programs for secondary schools established by the relevant ministry.

Within the framework of the social sciences and humanities area students are concerned with personal, social, economic, political, cultural, religious, and ethic and moral issues in human life and society in various periods of time and in different places.

Secondary school students are educated to evaluate and protect natural, material, spiritual, historical and cultural heritage of the Republic of Croatia and the national identity, as well as to evaluate and protect the European and world's cultural heritage. They are acquainted with ethical and moral values, religious and cultural tradition and value systems. This primarily refers to Christianity, as well as to other religions and non-religious views of the world – the things that make up the civilisation and ethical basis of Europe.

Private higher education

According to the Law on Quality Assurance in Science and Higher Education (Official Gazette 45/09), the procedure of initial accreditation for performing higher education activity is conducted in two stages: granting consent for the establishment of a higher education institution and issuing license for performing higher education activity. This procedure of initial accreditation is conducted by the Agency for Science and Higher Education of the Republic of Croatia.

In addition to the application for a license the applicant must also submit other documentation necessary for getting consent for the establishment of a private higher education institution:

- agreement with an already existing higher education institution (so-called mentor institution) on the joint implementation of a licensed study programme;
- foundation act;
- study on the establishment of the institution, which includes a feasibility study for the establishment and implementation of a proposed study programme that the higher education institution wants to carry out, in accordance with the strategic document The Network of Higher Education Institutions;
- proof of adequate space and equipment;
- bank guarantee;
- proof of satisfying necessary requirements for performing scientific activity (if the applicant is a private higher education institution that wants to carry out university study programmes.

Religious higher education

The legislative framework enables the establishment and operation of higher education institutions carrying out religious education. There are examples of both public and private higher education institutions carrying out religious education.

3.9 Rights of national minorities

Education in the languages and scripts of national minorities is part of the education system for children who are members of national minorities in the Republic of Croatia at all levels of education, from pre-school to higher education.

Members of national minorities can exercise their constitutional right to education in their mother tongue and script via three basic models of education in the languages of national minorities:

model A – all classes in the language and script of the national minority;

model B – bilingual classes (social subjects are taught in the language and script of the national minority, while science subjects are taught in Croatian); and

model C – nurturing language and culture (two to five classes a week).

Schools which provide classes in the languages and scripts of national minorities use textbooks from the home countries which are approved by the Ministry of Science, Education and Sports.

In secondary school education for members of national minorities, model A is implemented in four counties for members of the Hungarian, Serbian and Italian national minorities, model B is implemented in one county for members of the Czech national minority and model C is implemented in five counties with classes in the Czech, Slovenian, Slovak, Russian, Serbian and Italian languages.

The Regulation on Taking the State Graduation Exam prescribes the conditions for taking the state graduation exam for students who are educated in the languages and scripts of national minorities. The exams are carried out by the National Centre for External Evaluation in Education in co-operation with schools. Students attending classes in a language and script of a national minority are obliged, in addition to the Croatian language exam, to take the exam in the national minority language in which they are educated, while as the third exam they choose either a mathematics exam or a foreign language exam. The state graduation exam is carried out in three national minority languages (Serbian, Hungarian and Italian) chosen by members of national minorities and it can be taken in summer or autumn. Classes in the languages and scripts of national minorities in educational institutions are taught by teachers who are members of national minorities or who are proficient in the language of the national minority.

The number of Roma children included in the secondary education system is also increasing. The National Programme for the Roma sets forth instructions for awarding certain advantages to Roma children during the process of enrolment in secondary school, which have been adopted by the Ministry of Science, Education and Sports. Although most Roma children continue their education in three-year rather than four-year programmes, the number of children enrolling in schools which offer four-year programmes is increasing. It is also evident that students drop out of school, i.e. they leave their secondary education. The Ministry of Science, Education and Sports awards scholarships to all secondary school students who are members of the Roma national minority.

III. Methods used to draw attention of the various authorities in the country to the instruments and to remove the obstacles encountered

2. Awareness-raising

As mentioned above, many NGOs and youth organisations have been important supporters and contributors to developing EDC/HRE in Croatia since the beginning of the 1990s. They have designed numerous programmes in EDC/HRE and related fields for students and teachers, and worked with number of schools at all levels. The legal context allowing for their participation in education was created by the 2009 Decision on the Establishment of the Council for the Civil Society Development. The Council is an advisory body to the Croatian Government to which logistic and administrative support is provided by the Office for Cooperation with NGOs of the Republic of Croatia. The Council aims at improving cooperation between the Government and the civil society in the course of implementing the National Strategy for Creating an Enabling Environment for the Civil Society Development. However, due to the lack of the accreditation of the NGOs educational programmes, only a few such programmes are recognised and approved by the Ministry of Science, Education and Sport and integrated into the system of mandatory in-service teacher training.

The CEC has brought changes to the relations between the providers of formal and non-formal education. It was reviewed by all major NGOs that are active in EDC/HRE field. The Croatian Youth Network has been, together with GONG and the Centre for Peace Studies, the key partner in all phases of the pilot-implementation of the CEC, including the training of teachers prior to implementation, the development of a set of instruments for monitoring and evaluation of the implementation, the collection of data in schools, the statistical processing and writing of the report of the first phase of the pilot-implementation. Furthermore, the Centre for Peace Studies has recently published a handbook for teachers on the implementation of the CEC.