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**Topic 1:**

**Governance and its Effects on Education**

**Introduction**

During the last years, many efforts put by Croatia over new dynamics in higher education policy have been following global trends, especially in higher education worldwide. The main two policies that have been adopted of followed by the Croatian government are:

1) Changing relationship between governments and higher education institutions

2) Introducing a global quality assurance over all Croatia so an improve of the quality of education can be realised

These phenomenons can easily be related and conditioned, which obviously creates a kind of need for a good understanding of dynamics and a careful planning in the Croatian higher education policy. Which is nationally recognised in the light of recent trends towards globalisation and integration.

**Croatian response to global trends in higher education: a brief report**

a) C*hanging relationship between governance and higher education*

In many cases a relationship between higher education and state has been observed through several cases: For example the way of a concerned state has the power concerning key elements like: allocation of funds, curriculum standards and finally the expansion of higher education funds. The Croatian higher education system has always been characterised by the centralisation of decision making processes and a strong control over policy implementation.

It is important to mention that most of the financial support is coming from the state budget. The state has acted following a traditional principle which is of allocating funds in the amounts proportionate to the already existing staff of the already existing institution. All of this in order to maintain a solid control over the total amount of funds that the state used is using to control employing new staff.

Currently, basing on what the Croatian Ministry of Science and technology explained it can be concluded that the initiatives of Croatia are introducing the system of self-regulation with the special emphasis on decentralisation and also introducing the principle of market economy through certain mechanism like:

* charging tuition fees from the students
* introducing students' loans
* central funding according to the ranking based on quality assessment.[[1]](#footnote-0)

But, it is expected that some institutions in Croatia are to compete for sources and therefore try to find other ways of funding which therefore points them into an unknown market behaviour.

State should step back from direct, central control encouraging HEIs for autonomy, self-regulation and market - orientation in their activities. In fact, basing on the information just presented Croatia would be considered as a part of the “countries with self regulation difficulties” for the reason of the heritage of the ancient system which will cause certain actions more difficult and in some cases impossible.

* Vesna Kovac. "Croatia - UNESCO World Heritage Centre." *Governance of Higher Education Institutions in Croatia: Response to the New External Demands*. N.p., 16 July 2001. Web. 01 Nov. 2016

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**Topic 2: Preservation of World Heritage Sites**

Cultural heritage is a domain receiving special attention from the Croatian government and that is also stated by the Constitution of the Croatian Republic which includes the Act of the protection and also the Preservation of Cultural Property).

It is important to mention that Croatia has: 8495 cultural goods which is a considerable amount to take care of.

The Ministry of Culture has recently been working on some amendments for of a preservation strategy, and the protection and sustainable economic exploitation of the country’s heritage in the goal of planning a new national strategy that is adapted to this period,(2011-2015).

The main character related to the protection and preservation of the country’s cultural heritage is the Directorate for the Protection of Cultural Heritage which has for task to carry out administrative and professional tasks. This directorate consists of two parts:

* First there is the sector For the protection of Cultural Heritage
* Second there is the Sector for the Protection of Cultural Heritage and the Sector for Conservation Departments and Inspection which both have the task to supervise the application of legal regulations.

These institutions include as well museums, archives, and libraries but also some public institutions for example the [Croatian Restoration Institute](http://www.h-r-z.hr/en/index.php) (which is a public institution in the ownership of the Republic of Croatia) that have to perform tasks related to preservation, renovation and protection of cultural property. Other activities like the organization and implementation of the Restoration programme of endangered historic sites are carried out by the [Institute for Restoration of Dubrovnik](http://www.zod.hr/lang/en/index.html) which mostly has effect on the historical centre of that city. For the part of the preparation, organisation and implementation programs that concern the protection and revitalisation of the Osijek citadel it is the agency for the renovation of the Osijek Citadel that has the main power to carry research , analysis, restoration and conservation of cultural property tasks.

In a more general concern, towns, counties and municipalities essentially have the power of acting independently in the framework if their self-governmental work. For example like: dealing with cultural issues that include projects like rehabilitation projects like: Town and County Administrative Departments for Culture monitor and also coordinate activities in the framework of implementation of projects of immovable and movable cultural heritage protection and preservation

* Vesna Kovac. "Croatia - UNESCO World Heritage Centre." *Governance of Higher Education Institutions in Croatia: Response to the New External Demands*. N.p., 16 July 2001. Web. 01 Nov. 2016

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[**The current legislation on cultural heritage**](http://www.min-kulture.hr/default.aspx?id=81) **is only in Croatian and as follows:**

* Act on the Protection and Preservation of Cultural Property (OG: 69/99,151/03,157/03, amendments 87/09, 88/10, 61/11,25/12, 157/13)
* Act on the Rehabilitation of the Threatened Monument Complex of Dubrovnik, (OG 21/86,26/93,33/89,128/99)[[2]](#footnote-1)

**International conventions**

* Act on the Ratification of the Convention on the Protection of Underwater Cultural Heritage (OG International Conventions 10/04).
* Convention for the Protection of the Architectural Heritage of Europe, Granada, 1985 (OG 6/94)
* Convention on the protection of cultural goods in the event of armed conflict and its Protocol relating to the prohibition on exports of cultural goods from occupied territories (OG, International Conventions, 6/94).
* Act on the Ratification of the UNIDROIT Convention on Stolen or Illegally Exported Cultural Objects, drawn up in Rome, 24 June 1995 (OG, International Conventions, 5/00, 6/02 promulgation).
* Act on the Ratification of the European Convention on the Protection of Archaeological Heritage (revised), 1992, drawn up in Valetta, 16 January 1992 (OG International Conventions, 4/04 and 9/04 promulgation).
* Act on the Ratification of the Convention on the Protection of Intangible Cultural Heritage (OG International Conventions 5/05, 5/07 promulgation).
* UNESCO Convention on Measures to Protect and Prevent Unauthorised Imports, Exports and Transfer of Cultural Goods (OG International Conventions, 12/93).
* Convention on the Protection of World Cultural and Natural Heritage (OG International Conventions, 12/93: adopted in Paris, 1972). The Republic of Croatia became a party to the Convention pursuant to the notification of succession of 8 October 1991 (Entered into force on 8 October 1991).
* Regulation on the promulgation of the Agreement between the Government of the Republic of Croatia and the Government of the United States of America on the protection and preservation of certain cultural goods (OG International Conventions, 9/06, 2/07 promulgation)
* Act on the Ratification of the Second Protocol to the Convention on the Protection of Cultural Goods in the Event of Armed Conflict (OG International Conventions 11/05)
* Act on the Ratification of the Framework Convention of the Council of Europe on the value of cultural heritage to society (OG International Conventions 5/07)
* Regulation on the Ratification of the Treaty between UNESCO and the Government of the Republic of Croatia on the Establishment of the Regional Centre for Underwater Archaeology in Zadar, Croatia, as a Category II Centre under the auspices of UNESCO (OG 1/09)
* Act on the Ratification of the Convention on European Landscapes (OG 12/02)[[3]](#footnote-2)

**Official minorities:**

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| **Name** | **Percentage of overall population** |
| Serbs | 4.54% |
| Bosnians | 0.47% |
| Italians | 0.44% |
| Hungarians | 0.37% |
| Albanians | 0.37% |
| Slovenians | 0.30% |
| Czechs | 0.24% |
| Gypsies | 0.21% |

###### **Cultural (7)**

* [Episcopal Complex of the Euphrasian Basilica in the Historic Centre of Poreč](http://whc.unesco.org/en/list/809) (1997)
* [Historic City of Trogir](http://whc.unesco.org/en/list/810) (1997)
* [Historical Complex of Split with the Palace of Diocletian](http://whc.unesco.org/en/list/97) (1979)
* [Old City of Dubrovnik](http://whc.unesco.org/en/list/95) (1979)
* [Stari Grad Plain](http://whc.unesco.org/en/list/1240) (2008)
* [Stećci Medieval Tombstones Graveyards](http://whc.unesco.org/en/list/1504) (2016)
* [The Cathedral of St James in Šibenik](http://whc.unesco.org/en/list/963) (2000)

###### **Natural (1)**

* [Plitvice Lakes National Park](http://whc.unesco.org/en/list/98) (1979)[[4]](#footnote-3)
* Centre, UNESCO World Heritage. "Croatia - UNESCO World Heritage Centre." *Croatia - UNESCO World Heritage Centre*. N.p., n.d. Web. 01 Nov. 2016.
* "Culturenet.hr - Cultural and Natural Heritage of Croatia Inscribed on the UNESCO World Heritage List." *Culturenet.hr - Cultural and Natural Heritage of Croatia Inscribed on the UNESCO World Heritage List*. N.p., n.d. Web. 02 Nov. 2016.
* EU Herein. "HEREIN System." *Croatia's World Heritage*. N.p., n.d. Web. 02 Nov. 2016
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**Topic 3: Supporting and Accomplishing Education 2030**

**Introduction:**

Following the downfall of the communism in Europe, Croatia has followed a process that includes a transition from communism to democracy and a new free market. Therefore this also initiated changes in the educational system that will have to respect the country’s tradition but who’ll also have to complain what the Croatian government can sustain. To realise this large plan, Croatian education had to be deeply analysed using various aspects and also being compared to other European countries and opt for an educational system similar to those already used in Europe, which is what did Croatia. This reform was one of the harshest and most difficult projects that could face Croatia at the beginning of the 21st century.

**Main strengths and challenges:**

Croatia is known to have a low early school leaving rate but also a high proportion of secondary graduating students going onto a higher education. Of the most positive developments raised was Comprehensive education, science and technology strategy. This strategy assess in depth the Croatian system and sets an intelligent and ambitious future strategy that has the goal to improve a strong outcome in all educational sectors.

But at the same times this system faces big challenges likeimproving educational outcomes in mathematics in primary and secondary schools; modernising initial vocational education curricula in line with the needs of the labour market; increasing access to higher education and reducing dropout rates. Further issues arise before and after compulsory education, with low participation in early childhood education and care and in lifelong learning alike

**Investing in education and training:**

Thanks to being a member of the EU, Croatia will receive an important but crucial amount which will have an important effect over the educational system improvement. It is expected that they receive 450 million euro between 2014-2020. Knowing that Croatia expenditure on education in 2011 was around 2.6 billion Euros, what they'll receive is an important amount.

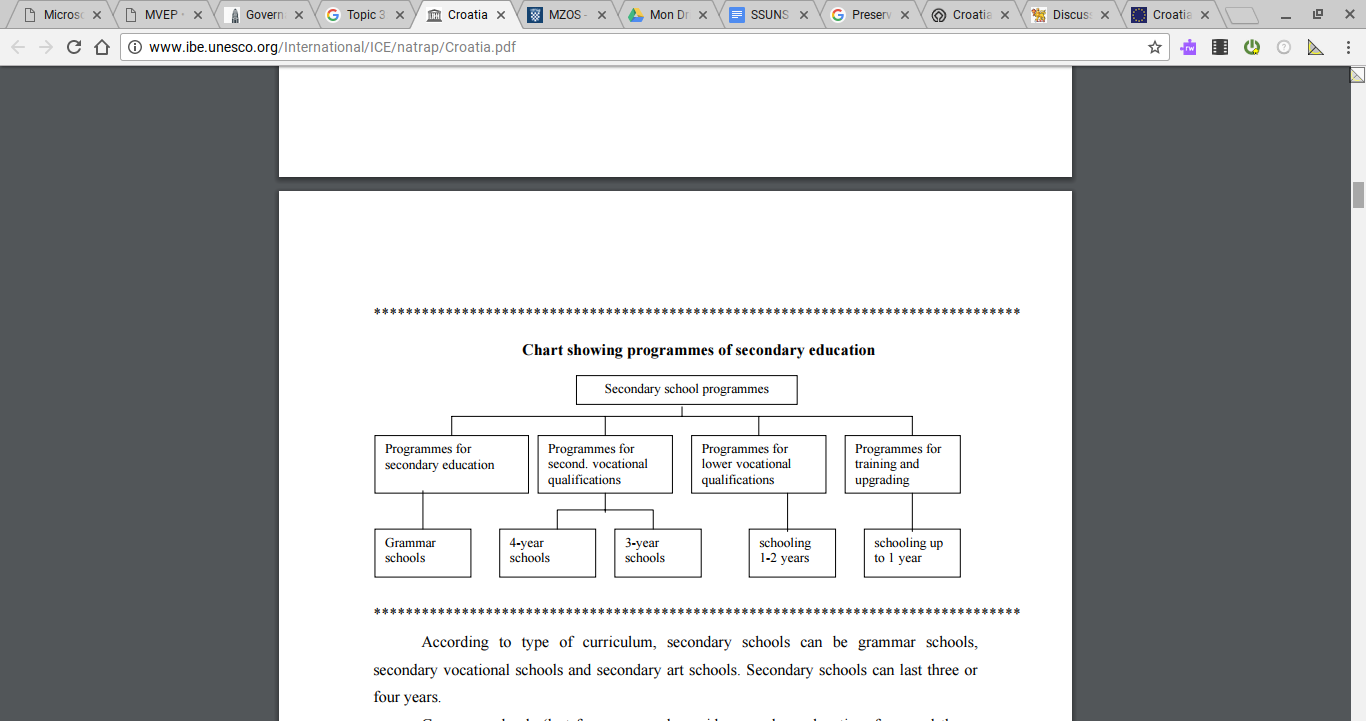
**Tackling inequalities:**

Another great improvement made was to reach the lowest school leaving rate in the Eu (2.7% compared to the 11% Eu average). Knowing that, the country has met its Europe national target of 4% that has to be reached before 2020.

However, a recent study found that due to the early division of education into vocational and general pathways, some groups of students have limited opportunities to progress to higher education. *The 2012 OECD Programme for International Student Assessment of 15-year-olds found that 29.9% of students in Croatia failed to achieve basic skills in the mathematics test compared to the EU-25 average of 22.1%[[5]](#footnote-4)*

And in reading and science, Croatia is around the EU average, although there are striking gender differences in reading (27.6% of boys are low achievers, compared to 9.5% of girls).

This confirms that Croatia faces largest inequalities and therefore a lack of awareness in the current pedagogical trends but is doing great efforts to outcome them like the Proclamation of the establishment of a curriculum starting for the year 2015-2016 which will harmonise and raise the quality of early childhood education and care. This decision is the consequence of another reform of the secondary system that had great effects. Like parents being more involved in their children's education also more meaningful feedback for children, clearly stated expectations and more objective assessment allowing the professors to reform the strength of their role and also allow them more autonomy and creativity to use with their students.



[[6]](#footnote-5)

According to the curriculum law and policy grammar schools which provide secondary vocational qualifications can also be considered as secondary schools, some vocational and others art ones that provide training, updating and lower vocational programs.

**Legislative framework of education:**

During the 90’s each subsystem has seen itself concerned by new laws regulating the financial, organisational and legal aspects of secondary, elementary and preschool education that had for effect the creation of local self government funds, extending of the preschool institution network and its finances for each subsystem but also the centralisation of school foundings and management is its legislative se decision making.

**National minority education:**

Croatia possesses many acts like the**:** The Constitution of the Republic of Croatia, the Constitutional Law on Human Rights and the Rights of National Minorities, Law on Primary and Secondary Education and Law on Education in the Languages and Script of National Minorities in the Republic of Croatia that all provide minorities educational rights with the possibility for the, to realise their own legal right and constitutional rights to receive education in their language, through models of schooling:

Model A – schooling in the national minority language (Croatian programmes are translated to the national minority language); -

Model B – bilingual teaching (social science/humanities subjects are taught in the national minority language, natural sciences in Croatian); -

Model C – nurturing the mother tongue and culture (5 additional hours a week).[[7]](#footnote-6)

**Educating pupils with particular needs :**

. Primary and secondary-level programmes of instruction for children with special needs were introduced in 1997.

**DEVELOPING THE CURRICULUM, ITS PRINCIPLES AND PRECONDITIONS:**

Knowing the fact that croatia is a transitional country, we must say that it is giving a new curriculum concept, which do not exist in the current educational system. In fact, each society that tries to impose a new curriculum that is reflecting its educational goals is certainly one of the most difficult tasks. It must call for accepted social aims to be changed into educational purposes like programs in a way that the student receives a knowledge corresponding to his-her needs and potentials that could be promoted. In another part, it must comply with many aspects of modern education such as: methods, evaluation, objectives, tasks and organisation in order to satisfy the public expectations. All this process is currently discussed in Croatia.

Here are the two basic characteristics of the curriculum in each subsystem:

**EDUCATION FOR DEMOCRACY:**

The strategy used by the governments is to taught the pupils to be tolerant and accept other differences through learning and practical work into active citizens of a modern democracy. Another objective is for them to learn that it is possible for them to exchange and also enrich their own lives.

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**HUMAN INTERACTION**:

According to the actual situation in the country, special emphasis has been placed in work with pupils and teachers linked with communication and cooperation with and between students.

* "Education and Training Monitor 2015, Croatia." 12.17 (2012): 2766. *European Commission*. Web. 02 Nov. 2016.
* Unicef. "Country Profile, Croatia." (n.d.): 1-4. *Unicef*. Web. 03 Nov. 2016.
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1. <http://www.leeds.ac.uk/educol/documents/00001752.htm> [↑](#footnote-ref-0)
2. <http://www.culturenet.hr/default.aspx?ID=23634> [↑](#footnote-ref-1)
3. <http://www.culturenet.hr/default.aspx?ID=23634> [↑](#footnote-ref-2)
4. <http://whc.unesco.org/en/statesparties/hr> [↑](#footnote-ref-3)
5. https://www.unicef.org/ceecis/Croatia.pdf [↑](#footnote-ref-4)
6. https://www.unicef.org/ceecis/Croatia.pdf [↑](#footnote-ref-5)
7. https://www.unicef.org/ceecis/Croatia.pdf [↑](#footnote-ref-6)