

**EUROPEAN COMMITTEE OF SOCIAL RIGHTS
COMITE EUROPEEN DES DROITS SOCIAUX**



3 February 2009

Case document No. 7

**International Centre for the Legal Protection of Human Rights
(INTERIGHTS) v. Croatia**
Complaint No. 45/2007

**RESPONSE FROM INTERIGHTS TO THE
QUESTIONS OF THE COMMITTEE**

Registered at the Secretariat on 18 December 2008

European Committee of Social Rights
Comité européen des Droits sociaux



4 November 2008

International Centre for the Legal Protection of Human Rights
(INTERIGHTS) v. Croatia
Complaint n° 45/2007

Questions to the Parties

- Please clarify what is the content of mandatory curricular sexual and reproductive health education (as opposed to optional, elective and extra-curricular education) and in particular what is the number of hours of such education currently taught in primary and secondary education in Croatia (broken down per school year);
- Please give up-dated statistical information on indicators of sexual and reproductive health in Croatia (sexually transmitted diseases, teenage pregnancies, HIV/AIDS and any other relevant indicators).

Question to the respondent Government

- The Government is invited to provide the text of the specific provisions of the legislation relevant to the issues raised by the current complaint, in particular the Primary Education Act, the Secondary Education Act, the Gender Equality Act, the Family Act and the Act on Same-Sex Unions, in at least one of the official languages of the Council of Europe (please note: only translations of the relevant provisions are requested, not the entire legislation).

Question to the complainant

- The complainant is invited to give examples of text passages and/or illustrations in teaching material used in the context of mandatory curricular sexual and reproductive health education that it regards as discriminatory and on what grounds.



18 December 2008

Executive Secretary
Acting on behalf of the Secretary General of the Council of Europe
Secretariat of the European Social Charter
Directorate General of Human Rights -- DG II
Council of Europe
F-67075 Strasbourg CEDEX
France

INTERIGHTS v Croatia (45/2007)

Dear Mr Brillat

Further to your letter of 4 November 2008, the complainant, in consultation with its official advisers, Christina Zampas of the Center for Reproductive Rights and Sanja Cesar of CESI, submits the following response and related attachments to the questions put to the complainant by the Committee in relation to complaint 45/2007 against Croatia.

Please clarify what is the content of mandatory curricular sexual and reproductive health education (as opposed to optional, elective and extracurricular education) and in particular what is the number of hours of such education currently taught in primary and secondary education in Croatia (broken down by school year).

1. The complainant has carried out an extensive examination of the mandatory curricular sexual and reproductive health education and has been able to obtain and translate certain mandatory materials (see Annex A(1-4) for relevant translated extracts). The complainant is not aware of any further material being used in mandatory classes in Croatian schools.
2. Whilst some of this material is clearly discriminatory (see paras 8-14 below) it is the complainant's contention that it also fails to meet Croatia's obligations to provide comprehensive, accurate and evidence-based sexual and reproductive health education (see section III.A.1 of complaint and recognition of the inadequacy of existing sexuality education in schools by stakeholders in Croatia, including the Croatian government's own Commission (paras II.23, 25, 26, 29 of the complaint)). (See also paras 4.1-4.7 of July 2008 response)
3. This deficiency is reflected in the failure to provide for an appropriate number of hours for sexual and reproductive health education in the curriculum. Based on

research of the material available to the complainant it is submitted that the maximum number of hours that is devoted to potentially relevant topics during the whole of a pupil's education from elementary through to secondary level amounts to approximately no more than 42 hours – the equivalent of just over one week. During the elementary stage the total number of hours amounts to a maximum of nine hours per year for second grade; three hours for fourth grade; five hours for fifth grade and 10-11 hours for eighth grade. At the secondary level the total number of hours is 14 hours at the third grade level. In reality this figure is even less. An examination of the breakdown reveals that (a) there are significant gaps where the subject is not taught at all (e.g. no teaching between fifth and eighth grade during the elementary stage and instruction only at third grade at secondary level) and (b) the actual amount of time explicitly devoted to sexual and reproductive health is even less than 42 hours since some of the lessons also include issues such as personal hygiene and diet and physical activity (see Annex B for full breakdown based on available curriculum materials).

Please give up-dated detailed statistical information on indicators of sexual and reproductive health in Croatia (sexually transmitted diseases, teenage pregnancies, HIV/AIDS and other relevant indicators).

4. The complainant submits the following statistical data, which has either been published since submission of its reply in July 2008 (please see para 2.26 of July 2008 response containing up-dated statistical information) or was not previously submitted to the Committee in the original collective complaint (see paras. I.11-I.13, II.23).
5. The following statistical evidence continues to show the increasing need for comprehensive, accurate and evidence-based sexuality education in schools:
 - According to the data collected at the beginning of the MEMOAIDS-II program, implemented in Croatia between 2003-2006, “[m]isconceptions about HIV/AIDS are common among students (25% of students believe that HIV infected person can be recognized by appearance, even 65% of them believe that HIV can be transmitted through mosquito bites). The percentage of students who correctly identify the ways of preventing the sexual transmission of HIV whilst rejecting major misconceptions about HIV transmission was only 19%.”^{vi}
 - A recent Croatian study of sexual literacy, attitudes toward condom use, and HIV/STI relevant sexual behavior among students from the University of Zagreb (average age 19.5 years), shows that the use of condoms during the first act of sexual intercourse has increased during the last decade to 71.4% (compared to 55.5% in 1998 and 65.1% in 2003). However, this should be set against the fact that consistent use of condoms has not significantly changed at all during the same period – 1998: 51.0%, 2003: 50.8%, 2008: 51.8%, whilst at the same time more young people are reportedly having sexual intercourse - 1998: 56.5%, 2003: 59.2%, 2008: 69.0%.ⁱⁱ
 - According to a recent study of 15 year-old-students from 24 countries in Europe and North America, the percentage in Croatia having had sexual intercourse is 14.1%. Of these only 3% used contraceptive pills during their last sexual intercourse compared to 48% in Flemish Belgium and the Netherlands; similarly

the use of condoms and contraceptive pills by 15 year-olds during their last sexual intercourse was 2.6% in Croatia compared to 28.8% in Canada.ⁱⁱⁱ

- According to a study carried out between November 2005 and November 2006 at the Department of Microbiology, Zagreb Institute of Public Health, the highest prevalence of high-risk HPV in Croatia – 49.4% – is among women under 21, compared to an overall prevalence of 34.6%.^{iv}
6. The complainant would also like to reemphasize the Government’s responsibility to collect data and keep relevant statistics as repeatedly stated by the Committee and other treaty monitoring bodies, such as the UN Committee on Economic, Social and Cultural Rights. In relation to Croatia a number of UN treaty monitoring bodies have expressed concern about the lack of data on different topics provided by the Government in fulfillment of its reporting obligations and urged it to take measures to ensure the availability of reliable data, disaggregated by appropriate indicators.^v
 7. On several occasions during the reporting process, the European Committee of Social Rights has asked Member States, including Croatia, to provide up-to date statistics in order to demonstrate improved compliance with the Charter.^{vi} The complainant further notes that according to European Committee of Social Rights case law, “...where precise facts are used to support allegations that a state has infringed the Revised Charter, it is for the Government to answer the allegations using specific evidence such as measures introduced, statistics or examples of relevant case-law (see *European Roma Rights Centre v. Greece*, Complaint No. 15/2003, decision on the merits of 8 December 2004, §50).”^{vii} Hence, in relation to the current complaint, the complainant would maintain that the Government is under an obligation to provide disaggregated statistical data, which goes beyond general indicators about sexual and reproductive health in Croatia, setting out the numbers of (a) students that study sexuality education, (b) classes and hours of sexuality education, (c) topics covered and (d) teachers trained.

The complaint is invited to give examples of text passages and/or illustrations in teaching material used in the context of mandatory curricular sexual and reproductive health education that it regards as discriminatory and on what grounds

8. The complainant attaches at Annex A(1) translated extracts, together with copies of the original material, from the mandatory Biology course text book taught to all Grade 3 secondary school students in Croatia (*Biology 3: Processes of Life*, Ivan Regula and Milivoj Slijepčević, published by Školska knjiga) and approved by the Ministry of Education (see highlighted book R.b. 574 in list of officially approved books at Annex C).
9. This material amounts to unlawful discrimination on the grounds of sexuality contrary to Croatia’s own constitution and obligations under the Charter and other regional and international instruments, as reflected in the Ombudsperson for Children’s 2004 opinion (see paras III.92-93 and 99 of the complaint). In particular the complainant wishes to draw the Committee’s attention to the following extracts which illustrate a strong anti-homosexual bias and can contribute to the encouragement and perpetuation of homophobia (see para I.14 of the complaint) .

10. The following statement clearly implies that any other (ie homosexual) relationship is abnormal:

“PUBERTY

...Therefore, young men and women who have reached physical and mental maturity become capable of a normal mutual (heterosexual) relationship.”

11. The following statement not only unjustly stigmatizes homosexuals in relation to the development of sexuality and its relationship to the spread of AIDS but is also factually inaccurate and contrary to the findings of the Croatian government’s own report, issued in January 2008. According to that report the rate of transmission of HIV infection between men having sex with men and between heterosexuals is almost the same. With respect to probable transmission routes while the majority of cases are attributed to sex between men, of which there is 41.8% among all HIV cases, 39.7% of HIV infections occurred through the heterosexual transmission. Injecting drug use accounted for 9.2% of all HIV infections.^{viii}
12. The same statement also makes clear that homosexuality is as a result of incorrect sexual development due to irregular family relations:

“DISORDERS IN THE FUNCTIONING OF REPRODUCTIVE ORGANS

Many individuals are prone to sexual relations with persons of the same sex (homosexuals – men, and lesbians – women). It is believed that parents are to blame because they impede their children’s correct sexual development with their irregularities in family relations. Nowadays it has become evident that homosexual relations are the main culprit for increased spreading of sexually transmitted diseases (e.g. AIDS).”

13. The following sweeping generalization about the sexual behaviour of all homosexuals is not qualified in any way resulting, again, in unjustified stereotyping and demonization:

“AIDS (Acquired Immune Deficiency Syndrome)

The disease has spread amongst promiscuous groups of people who often change their sexual partners. Such people are homosexuals because of sexual contacts with numerous partners, drug addicts because of shared use of infected drug injection equipment and prostitutes.”

14. The text below also contains medically inaccurate information in relation to the use of female contraception, which could be harmful to young women. The World Health Organization information on contraceptive use does not recommend discontinuing use of oral contraceptive after several months, and does not provide any evidence of multiparous births if oral contraceptives are not discontinued after several months.^{ix} In fact, the World Health Organization recommends consistent and effective use of oral contraceptives to prevent unwanted pregnancies, once they are deemed medically appropriate for an individual.^x By providing this scientifically inaccurate information, the state discriminates against the right of girls and young women to receive comprehensive and accurate sexual and reproductive health information:

“CONTRACEPTION

It is important that women cease taking pills for a while after several months of their constant use, and to use protection. Why? There is evidence that women who become pregnant at that time, give birth to twins or even more children because more eggs ripen simultaneously after the cessation of pill use.”

15. The complainant wishes to make two additional points in relation to this aspect of the complaint. Firstly, that the allegations in relation to discriminatory material in the original complaint focused on the elective and extra curricular material and, in particular, that provided by Teen Star and more recently GROZD (see section C of complaint). However, it is also clear from the aforementioned extracts that some of the material taught as part of the State’s own mandatory national curriculum and contained in books officially approved by the Ministry of Education is disturbingly discriminatory.
16. Secondly, there is a distinct possibility that the GROZD course, containing a significant amount of discriminatory material of a very serious nature as set out in the original complaint, will become mandatory in all primary and secondary schools (see paras 1.20 of complaint and paras 2.6-2.11 of July 08 response) following recent completion of the pilot program and forthcoming evaluation process. Therefore there is a distinct possibility that the discriminatory content of *mandatory* curriculum material will increase in the near future.

Yours sincerely



Iain Byrne
Senior Lawyer

¹ See The MEMOAIDS - II intervention “Peer education in prevention of HIV/AIDS for adolescents” (2006) at 159-164. The research “HIV/AIDS and adolescents” was carried out before the beginning of the MEMOAIDS-II program in schools implemented in the period 2003-2006. The 2nd grade students (16 years of age) in secondary schools were enrolled. The aim of the study was to examine the level of knowledge and relevant attitudes towards HIV/AIDS. Eighty-two secondary schools from different regions of the Republic of Croatia participated in the evaluation. Students have completed the questionnaires at the baseline and 6-9 months after pre-testing (2.259 students pretested and 2.168 students posttested). The percentage of students who correctly identify ways of preventing the sexual transmission of HIV and reject major misconceptions about HIV transmission increased from 19% (pre-test) to 46% (post-test).

¹ See Štulhofer¹, A., Šoh, D., Jelaska, N., Baćak, V., Landripet, I., Religiosity and HIV/STI-Related Sexual Risks among Croatian College Students 1998-2008 at 18, Table 2 - Dynamics of religiosity, traditional morality, sexual literacy, attitudes toward condom use, and HIV/STI relevant sexual behaviors in the 1998-2008 period. This study was a part of the research project Behavioral HIV Surveillance funded by the Croatian Ministry of Science, Education, and Sport. This is a recently completed but as yet unpublished study of the impact of the Croatian sexual and reproductive health education on young people. See Annex D.

¹ See Emanuelle Godeau, MD, PhD, Saoirse Nic Gabhainn, PhD, Celine Vignes, MA, Jim Ross, PhD, Will Boyce, PhD, Joanna Todd, BA, *Contraceptive Use by 15-Year-Old Students at Their Last Sexual Intercourse: Results from 24 Countries*, Archives of Pediatric and Adolescent Medicine. 2008, 162(1):66-73. The study used a cluster sample of 33,943 students aged 15 years from 24 countries in Europe and North American countries. An abstract of the study is available at

<http://www.ncbi.nlm.nih.gov/pubmed/18180415>.

¹ See Marijan, T., Vraneš, J., Mlinarić-Džepina, A., Leskovar, V., Knežević, J. and Kvaternik, M. (2007), *Genital Human Papillomavirus Infection in Women from the Zagreb Region*, Collegium Antropologicum, 31 (2), 83-87. This study tested 3,440 women with cytologically abnormal smears, the prevalence of high-risk HPV was 34,6%. Out of the 3,227 cervical samples obtained from women of known age, 158 (4,9%) cervical samples were obtained from the group of girls younger than 21, in which the highest prevalence of high-risk HP, 49,4%, was recorded.

¹ See Committee on Economic, Social and Cultural Rights, Concluding Observations: Croatia at 4-6, paras. 17, 31, Twenty-seventh session, 12-30 November 2001, E/C.12/1/Add.73, of 5 December 2001, available at

<http://daccessdds.un.org/doc/UNDOC/GEN/G01/464/86/PDF/G0146486.pdf?OpenElement>;

see also Committee on the Rights of the Child, Concluding observations: Croatia at 4, 9, paras. 17-18, 51, Thirty-seventh session, CRC/C/15/Add.243, of 3 November 2004, available at

<http://daccessdds.un.org/doc/UNDOC/GEN/G04/442/92/PDF/G0444292.pdf?OpenElement>,

CEDAW Committee, Concluding Observations: Croatia, paras. 190-191, A/60/38, 28/01/2007, available at

[http://www.unhcr.ch/tbs/doc.nsf/\(Symbol\)/75e515b9bcce00d1c125728a004e70c4?Opendocument](http://www.unhcr.ch/tbs/doc.nsf/(Symbol)/75e515b9bcce00d1c125728a004e70c4?Opendocument).

¹ See European Committee of Social Rights, Digest of the Case Law of the European Committee of Social Rights at 265 (Article 11, Conclusions 2005, Lithuania, pp.336-338), of 1 September 2008, available at

http://www.coe.int/t/dghl/monitoring/socialcharter/Digest/DigestSept2008_en.pdf. See also

European Committee of Social Rights, Conclusions XVIII-1 (Croatia), Articles 1, 2, 5, 6, 7, 8, 9, 11, 13, 14, 16 and 17 of the Charter and Articles 1, 2 and 3 of the 1988 Additional Protocol at 30.

¹ European Committee of Social Rights, Decision on the merits, 3 June 2008, Mental Disability Advocacy Center (MDAC) v. Bulgaria, Collective Complaint No.41/2007, para.40, available at

http://www.coe.int/t/dghl/monitoring/socialcharter/Complaints/CC41Merits_en.pdf.

¹ Republic of Croatia, Ministry of Health and Social Welfare, UNGASS Country Progress Report, Reporting period January 2006-December 2007 (January 2008), available at http://data.unaids.org/pub/Report/2008/croatia_2008_country_progress_report_en.pdf

¹ See WHO Medical Eligibility Criteria for Contraceptive Use (2004, updated 2008), available at <http://www.who.int/reproductive-health/publications/mec/mec.pdf>

¹ See World Health Organization, Selected Practice Recommendations for Contraceptive Use (2004, updated 2008) available at <http://www.who.int/reproductive-health/publications/spr/spr.pdf>

Annex A(1):

Extract from Biology 3 textbook level (Ivan Regula and Milivoj Slijepčević, *Processes of Life*, published by Školska knjiga) used for teaching 3rd grade at secondary level
PUBERTY AND CONTRACEPTION

PUBERTY

The time in a child's life in which the anatomic growth and development of reproductive organs ends in both sexes is called puberty (adolescence). It usually begins after the age of 12 and ends only after coming of age. Puberty is the time when so called secondary reproductive features develop. Those features are reproductive organ growth and hair growth around the reproductive organs and under the armpits. Girls' breasts start enlarging and boys go through voice mutation (change the tone of their voice). In puberty, girls get their period, a monthly cycle which lasts on average 28 days. Periods are at first usually irregular and without ovulation. Some young women experience great pain and heavy bleeding, or prolonged periods. Young men have erotic dreams and most often eject ripe semen at that time. That's NOCTURNAL EMISSION and it's completely normal.

Apart from physical changes, strong mental changes take place in puberty. In both sexes, they end with a natural libido in accordance with the reproductive role in species preservation.

Therefore, young men and women who have reached physical and mental maturity become capable of a normal mutual (heterosexual) relationship. In order to satisfy the reproductive function of reproductive organs, persons must attain social and economic maturity, which is the base for raising a family and a stable common life with desired offspring.

CONTRACEPTION

In the course of the sexual contact, different contraceptive methods and means are used to avoid fertilization. Naturally, if the sexual intercourse is interrupted before ejaculation or if the semen is released outside the vagina, the egg will not be fertilized. Most often men use safety rubbers (CONDOMS) to prevent fertilization. To avoid the passing of semen, women use similar mechanical devices called DIAPHRAGMS. It is a rubber cap which covers the entrance to the uterus. However they have hardly been utilised due to their impractical use and the fact that they do not offer a satisfying level of protection. Apart from that, contraceptive women use is protective foam, different kinds of protective foams which fill the birth canal. The foam numbs the sperm. However nowadays women most often take different CONTRACEPTIVE PILLS. Those are hormonal preparations containing oestrogen and /or progesterone. In that way, the excretion of FSH from adenohipophysis is stopped, which stops the development of the follicle and the ripening of the egg in the ovaries. It is important that women cease taking pills for a while after several months of their constant use, and to use protection. Why? There is evidence that women who become pregnant at that time, give birth to twins or even more children because more eggs ripen simultaneously after the cessation of pill use.

After giving birth to more children, some women opt for a special metal gadget, contraceptive coil, IUD, 2, 5 cm in size. A physician has to perform its insertion into the cervix. There's evidence that pregnancy is prevented, due to a minor inflammation or the fact that metal harms the sperm.

Nevertheless, nowadays none of the contraceptive methods is completely safe. Apart from that, they all, for the major part, block the normal function of the reproductive organs and lessen the libido. Sexual intercourse is not only pleasure but serves for reproduction as well. That often makes partners unhappy. But after they have children, some opt for a specific surgical intervention, one which safely prevents fertilization and doesn't lessen the libido. It is particularly unjustifiable to terminate a pregnancy on purpose – to commit an abortion. An abortion surely affects at least one of the partners and should therefore not be used as a family planning method.

Addition for those who want to know more

DISORDERS IN THE FUNCTIONING OF REPRODUCTIVE ORGANS

Many deviations on female and male reproductive organs are causes of infertility. For example, both persons will be sterile if the production of sperm or egg cells is interrupted. Sperm cannot be produced if the testicles are not in the scrotum or because of a genetic aberration of the 23rd chromosome pair. Such genetic aberration is a cause of disturbed development of either testicles or ovaries and therefore doesn't lead to the ripening of reproductive cells. Women can be infertile if their fallopian tubes are blocked and so can men, if their duct system is blocked. In both examples reproductive cells cannot exit, that is, be fertilized. Even though the desire for a sexual union is a natural desire in both sexes, the sex drive is very much subjected to feelings. That's why, for example, fear and distrust in partners often weaken or even put off the sexual desire.

A common disorder in men is the absence of penile stiffening (erection) – IMPOTENCE. Some men ejaculate before the sexual act, thereby preventing the fertilization. Women often experience psychical unwillingness for sex (frigidity).

Some men and women are inclined to touch or rub (masturbation, onanism) their own reproductive organs, during which they experience erotic pleasure. Such acts are not the cause of infertility and therefore should not be judged. They usually occur more often with young men than with young women.

Many individuals are prone to sexual relations with persons of the same sex (homosexuals – men, and lesbians – women). It is believed that parents are to blame because they impede with their children's correct sexual development with their irregularities in family relations. Nowadays it has become evident that homosexual relations are the main culprit for increased spreading of sexually transmitted diseases (e.g. AIDS).

INFECTIOUS DISEASES OF REPRODUCTIVE ORGANS

Many diseases can be transmitted by sex: syphilis, gonorrhoea, urethritis, trichomoniasis, genital herpes, and genital warts. We will take a closer look at AIDS, which poses a serious modern threat. Numerous sexual partners (promiscuity), prostitution, migration and bad social and hygienic conditions in which people live all attribute to the spreading of the disease.

SYPHILIS (LUES)

It is believed by some people that, after the discovery of America, sailors of Christopher Columbus brought syphilis over to Europe. It had been a plague at that time, often resulting in death. Nowadays the disease is much more benign and can be successfully treated (with penicillin). It is caused by the spiral shaped microorganism (spirochetal bacterium).

Apart from sex, syphilis can be transmitted from an infected mother onto her unborn baby and by touching infected adults. All tissues and organs can be affected. There are up to 8 infections per 100 000 people yearly in developed countries.

The causative agent enters the body through the tiny wounds on the epithelia and the skin. It is not therefore unusual that the infection occurs during sex. First signs of the disease present themselves three weeks later in form of an open lesion with fattened edges on the sex organ, accompanied by a painful enlargement of the groin lymph nodes. The disease continues to spread onto all organs, very often on the central nervous system, and presents itself after about three to five years by disorder in function of damaged organs.

Reliable diagnosis is only possible if the cause is found in the fresh lesion and later in the serum antibodies test results. The illness can last for years, even for life.

GONORRHOEA (CLAP, TRIPPER)

The disease is caused by a bacterium which attacks the epithelia of the uric and reproductive system, and sometimes even other organs. This is the most common sexually transmitted disease. There are about 100 infections per 100 000 people yearly in developed countries. The cause of the illness is transmitted by sex or sometimes by intimate touching.

Clinical profile in men and women varies. Men experience an acute inflammation of the urethra. After the incubation period of two to three days, an infected person feels a tingling sensation in the urethra, followed by a thick discharge (pus). The pain is very intensive during urination. If left untreated, the illness becomes chronic, with little or no discharge. Usually it's only one drop (the morning drop). The infected person feels a constant need for urination, and the urine can be bloody. Along with pain, body temperature raises. Complications occur when the disease spreads to the prostate and the epididymis.

In women, gonorrhoea affects many parts of the urogenital system. Since the symptoms are not very pronounced, women are often unaware of the infection and are not getting treated. The disease usually becomes chronic and such a woman is a source of infection. Gonorrhoea can stay in the cervix for years, from where it can spread and cause numerous complications, generally infertility (sterility) and ectopic pregnancy, as a result of a pussy inflammation and agglutination of the Fallopian tubes.

Gonorrhoea is cured with penicillin and other antibiotics. Unfortunately, susceptibility of the cause to penicillin has been greatly reduced; therefore much larger doses must be used. If complications don't occur, the prognosis is good.

Apart from gonorrhoea, another fairly common disease is urethritis. It also is transmitted by sex.

TRICHOMONIASIS

Trichomoniasis is caused by the single-celled protozoan parasite. Trichomoniasis is very common at the time of one's highest sexual activity in life, between the ages 20 and 40. Infection spreads by sexual contact but also by untidy intimate hygiene accessories. After the incubation period ranging from four days to three weeks women develop a mild vaginal inflammation which includes a yellowish vaginal discharge with a particular, sweet odour. The infection strikes the urethra and can spread to the bladder. In men, the disease often presents itself as the inflammation of the urethra with a mild tingling sensation or without symptoms. Discharge is clear and heavy. Trichomoniasis is diagnosed by visually observing

the discharge via a dark field microscope. The treatment lasts for six days and it is necessary that partners get treated simultaneously.

GENITAL HERPES

The cause of genital herpes is a virus related to the virus which causes herpes of the mouth. After infection, the virus lives in marrow ganglia and nerves. It activates from time to time; it reaches the epithelia of the reproductive organ and causes local damage in the shape of a bubble which bursts and leaves an open lesion. Until healed, which takes about a week, the lesion stings and aches.

AIDS (Acquired Immune Deficiency Syndrome)

This is an illness which appears as a result of an infection with the HIV virus and the weakness of the immune system to fight the virus. There are more types of this virus and they specifically destroy one kind of the body's defence immune system cells, so called T cells. Those cells are important as they assist in the ripening and function of other cells in the system, cells which produce antibodies or destroy different agents which attack the organism. In short, with the degradation of helper cells, the patient's immune defence no longer functions as it should, so sooner or later dangerous untreatable fungal or bacterial infections develop which lead to the patient's death. Tumours often develop as well.

In some parts of the world (certain areas in Africa) the disease became endemic because the virus spread through the population. The illness might have spread because of the cheap blood bought in those countries and imported to developed countries. The virus can be transmitted only by blood-to-blood contact with the infected person. Apart from transfusion, use of infected needles (drug addicts), physical contact, above all sexual, the virus can be transmitted to a healthy person by tiny lesions. The transmission is surely aided by the presence of microscopic, often unnoticeable defects of the skin or epithelia on the points of sexual contact, as well as the recipient's weakened immune system. The disease has spread amongst promiscuous groups of people who often change their sexual partners. Such people are homosexuals because of sexual contacts with numerous partners, drug addicts because of shared use of infected drug injection equipment and prostitutes.

Incubation period varies. There's evidence it can last for several years (more than 10). Organism creates special antibodies for the virus, which is used in diagnostics, along with the presence of the virus. An effective cure has not been found so far, so the disease is thought of as **incurable**. The only safe defence is **prevention**, which is avoiding having sex with strangers, as all are suspect of contamination. The use of condoms is highly recommended. It is wrong to believe that every social contact with the infected is dangerous. The virus is transmitted solely by infected blood and deteriorates quickly in air. Vast resources are contributed for the research in finding the cure for AIDS. According to the opinion of most experts, making a vaccine against the cause of this mean disease will be hard, as it often and quickly changes its anti-genes.

Annex A(2):

Croatian National Educational Standard Biology, elementary 8th grade: list of topics

Biology		8 th grade
Topic 5. Conception and development of the baby before birth		
1. Key terms	<ul style="list-style-type: none"> • fertilization or conception • fetus development • pregnancy • delivery 	
2. Required level of knowledge	<ul style="list-style-type: none"> • mammal reproduction, care for offspring, the build and role of reproductive organs, reproductive cells, the number of chromosomes in human reproductive cells, fertilization or conception 	
3. Suggestions for methodological analysis:	<ul style="list-style-type: none"> • conversation method • picture and film demonstration method • text analysis method • discussion on the topic of sexuality – group work 	
4. Additional illustration:	<ul style="list-style-type: none"> • educational films 	
5. Examples of correlation to other subjects:	<ul style="list-style-type: none"> • Croatian language: literature 	
6. Content needing correction or omission:	<ul style="list-style-type: none"> • 4 month old fetus weights 100 – 300 g instead of 0,5 k; leave out the details on fetus formation, sperm count 	
7. New professional terminology:	<ul style="list-style-type: none"> • fetus development • pregnancy bed rest • delivery • newborn baby • water • umbilical cord • placenta • preterm newborn • twin pregnancy 	
8. Numerical data which students need to memorize:	<ul style="list-style-type: none"> • duration of pregnancy is 40 weeks or 280 days 	
9. Educational achievements:	<ul style="list-style-type: none"> • describe the development of the fetus before birth • differentiate the terms pregnancy and delivery • name the signs of pregnancy: missed period, 	

	<ul style="list-style-type: none"> physical changes · describe the role of placenta and the umbilical cord · discern the terms embryo and fetus • explain the need for responsible behavior during pregnancy
10.Added content:	0
11.Optional content:	· pregnancy and Rhesus factor
12. Suggestion for work with special needs students:	<ul style="list-style-type: none"> · understanding of terms fertilization, conception, pregnancy, pregnancy bed rest, delivery · responsibility of the mother during pregnancy and towards the born child
13. Educational and socialization goals:	<ul style="list-style-type: none"> · respect for life, vigilance · culture of good behavior – let the pregnant woman use your seat · Mother’s day in May · discussion about pregnancy and delivery with one’s own mother · develop a positive attitude towards pregnancy, delivery and parenting · develop a valid attitude about the sense and meaning of a sexual intercourse in the context of a person as a whole

Croatian National Educational Standard

Biology, 8th grad

BIOLOGY

8th GRADE

Topic:

7. Responsible sexual behavior

1. Key terms:	<ul style="list-style-type: none"> · health and personal hygiene of sexual organs; human relations between sexes; responsible sexual behavior
Educational achievements:	<ul style="list-style-type: none"> · list sexually transmitted diseases and their causes · evaluate the significance of prevention in transmission of sexually transmitted diseases and the meaning of protected sexual intercourse

Annex A(3):

Extract from *Our world*, elementary 4th grade nature and society textbook and CD, Ivan Da Zan, Iva Nejašmić and Božena Vranješ Šoljan:, Školska knjiga

MY BODY

A journey to maturity – changes in puberty

1. Do you often look at yourself in the mirror? Which changes on your body have you noticed lately?
2. Do you rather spend your free time with your parents or your peers?

After the ninth year of life significant changes start happening to your body. The time in which these changes occur is called **puberty**.

At the beginning of puberty the first noticeable changes take place in physical growth. For that reason, girls perceive themselves as overweight and are unhappy with their looks. Boys are baffled by the change in their voice – voice mutation. A boy's voice can change from the shrill, high pitch to a deep voice.

In puberty, a girl's body gradually changes into a slender body of a young woman. The body of a boy changes into a muscular body of a young man.

MINISTRY OF EDUCATION HERALD
PSYCHOLOGY

I. PURPOSE AND OBJECTIVE

The basic goal of this subject is to equip students with the knowledge of psychology as a science, on a common cultural level.

Curriculum implementation should secure an active and creative students' approach to the acquired knowledge in order to encourage acceptable forms of behavior, important for the intellectual, emotional and social development. The age in which students attend grammar school is defined by a need for understanding basic principles of psychical functioning. By emphasizing the interaction between physical, biological and social conditions and effects students are stimulated to develop the ability to understand themselves and comprehend the characteristics of other people's behavior.

II. PROGRAM STRUCTURE

1. TASKS

Student's understanding of certain psychical processes and easier facing with them is fostered by articulation of contents which elaborate on personality adaption to social demands and frustration caused by social processes.

A special task of psychology teaching is to systematically convey a liberal view on the world and society to students.

2. TABLE OF CONTENTS

Two year program

2nd grade (35 lessons)

2.1. Psychology as a science

- 2.1.1. Definition and subject of psychology as a science
- 2.1.2. A short historical overview and the main movements of modern psychology
- 2.1.3. Methods of psychology: perception – introspection and observation of other people's behavior, experiment in laboratory and natural conditions
- 2.1.4. Different techniques of data collection – interview, questionnaire, test

2.2. Biological bases of behavior

- 2.2.1. The nervous system and behavior, physiological bases of psychical processes
- 2.2.2. Sensations, sensitivity areas (quality, intensity and local indication)
- 2.2.3. Sensitivity measurement – absolute and differential sensibility

2.3. Perception

- 2.3.1. Perception as the basis of cognition, feeling of space, movement, distance, stability of shape, size and color
- 2.3.2. Perceptive illusions and deceptions

2.4. Motivations and emotions

- 2.4.1. Emotions and their role in understanding, behavior, types of emotions
- 2.4.2. Physical changes which follow emotions and their registration, polygraph
- 2.4.3. Stressful situations and ways of dealing with them
- 2.4.4. Motives, their hierarchy, development of motivation, clash of motives: conflict situations and actions in those situations
- 2.4.5. Frustration and ways of dealing with it, personality defense mechanisms

2.5. Learning and memorizing

- 2.5.1. Phases of memory, factors of successful learning
- 2.5.2. Forgetting – basic course and causes of forgetting, dependency on a particular manner of learning, depth of analysis, time and sort of the after study activity
- 2.5.3. Basic principles and categories of learning, explanation of classical and operant conditioning and simple, mechanical conditioning
- 2.5.4. Explanation of the learning process by situation introspection, learning on the basis of observing other people's behavior: imitations, identifications, role learning
- 2.5.5. Behavioral and cognitive approaches to learning
- 2.5.6. Factors of successful learning – practical approach, notes on how to organize learning and how to learn

3rd grade

(35 lessons)

1. TASKS

Continue from the general content discussed in the previous year, emphasizing topics from developmental and systematic psychology with the goal of adopting special techniques of psychological science.

2. TABLE OF CONTENTS

2.1. DEVELOPMENTAL PSYCHOLOGY TOPICS

- 2.1.1. Childhood, prenatal development, early childhood, characteristics of child development in that age

- 2.1.2. School child, characteristics of child development and problems that arise in children of that age
- 2.1.3. Puberty – the age of change, factors that affect those changes, sexual and emotional coming of age, change in interests, aspiration to ideals
- 2.1.4. Adolescent conflicts and problems
- 2.1.5. Adulthood, the meaning of maturity and its criteria, partner adjustment, parenthood
- 2.1.6. Old age, biological changes and changes in ability, health and disease, needs and problems of older people

PERSONALITY

The role of inheritance and environment in personality development
 Personality theories and manners of personality evaluation
 Behavioral disorders, neuroses and psychoses, their diagnosis and therapy
 Mental health, what is health and what disease

INTELLIGENCE AND CREATION

What are abilities, what is intelligence and how it's developed, dispositions, environment, self activity as determinants of development
 Measurement of intelligence, individual differences
 Creation, determination of the term, methods of recording creative thought and behavior
 Ways of instigating creative thought and behavior

TOPICS FROM SOCIAL PSYCHOLOGY

- 2.4.1. Social groups, what makes a group, sorts of groups, group dynamics, ways of group communication, leadership types, relationship between the members and the position in the group, group goals, conformity, mass behavior
- 2.4.2. Clashes between groups
- 2.4.3. Viewpoints, stereotypes, prejudice, explanations and definitions of those terms, manners of testing and measuring
- 2.4.4. The effect of attitudes, stereotypes and prejudice on behavior

2.5. APPLIED PSYCHOLOGY

- 2.5.1. Areas of applied psychology: industrial, clinical and school psychology, along with different functions within those areas
- 2.5.2. What and in what manner does a psychologist do, a more detailed overview of counseling as an occupational choice

One year program – 70 lessons

PSYCHOLOGY AS A SCIENCE

Definition and subject of psychology as a science, a short historical overview and the main movements of modern psychology

Methods of psychology: perception – introspection and observation of other people's behavior, experiment in laboratory and natural conditions, different techniques of data collection – interview, questionnaire, test

BIOLOGICAL BASES OF BEHAVIOR

The nervous system and behavior, physiological bases of psychical processes, Sensations, sensitivity areas (quality, intensity and local indication), sensitivity measurement – absolute and differential sensibility

PERCEPTION

Perception as the basis of cognition, feeling of space, movement, distance, stability of shape, size and color, perceptive illusions and deceptions

MOTIVATIONS AND EMOTIONS

Emotions and their role in understanding, behavior, types of emotions, physical changes which follow emotions and their registration, stressful situations and ways of dealing with them

Motives, their hierarchy, development of motivation, clash of motive: conflict situations and actions in those situations, frustration and ways of dealing with it, personality defense mechanisms

LEARNING AND MEMORIZING

Phases of memory, factors of successful learning, forgetfulness – basic course and causes of forgetfulness, dependency on a particular manner of learning, depth of analysis, time and sort of the after study activity

2.5.2. Basic principles and categories of learning, explanation of classical and operant conditioning and simple, mechanical conditioning by situation introspection, learning on the basis of observing other people's behavior: imitations, identifications, role learning, behavioral approach to learning

2.5.3. Factors of successful learning – practical approach, notes on how to organize learning and how to learn

2.6. DEVELOPMENTAL PSYCHOLOGY TOPICS

2.6.1. Childhood, prenatal development, early childhood, school child, characteristics of child development in each age

2.6.2. Puberty – characteristics and problems of that age, factors that affect the changes, sexual and emotional coming of age, change in interests, aspiration to ideals, adolescent conflicts and problems

2.6.3. Adulthood – criteria of maturity, partner adjustment, parenthood, old age - biological changes and changes in ability, health and disease, needs and problems of older people

2.7. PERSONALITY

2.7.1. The role of inheritance and environment in personality development, personality theories and manners of personality evaluation

2.7.2. Behavioral disorders, neuroses and psychoses, their diagnosis and therapy, mental health

2.8. INTELIGENCE AND CREATION

- 2.8.1 Abilities, what is intelligence and how it's developed, dispositions, environment, self activity as determinants of development , measurement of intelligence, individual differences
- 2.8.2. Creation, determination of the term, methods of recording creative thought and behavior, ways of instigating creative thought and behavior

2.9. TOPICS FROM SOCIAL PSYCHOLOGY

- 2.9.1. Social groups, sorts of groups, what makes a group, group dynamics, ways of group communication, leadership types, relationship between the members and the position in the group, group goals, conformity, clashes between groups, mass behavior
- 2.9.2. Viewpoints, stereotypes, prejudice, explanations, definitions and differences between those terms, the effect of attitudes, stereotypes and prejudice on behavior

2.10. APPLIED PSYCHOLOGY

- 2.10.1. Areas of applied psychology: industrial, clinical and school psychology, along with different functions within those areas, what and in what manner does a psychologist do, a more detailed overview of counseling as an occupational choice

One year program - 35 lessons

2.1. PSYCHOLOGY AS A SCIENCE

- 2.1.1. Definition and subject of psychology as a science, a short historical overview and the main movements of modern psychology
- 2.1.2. Methods of psychology: perception, experiment, different techniques of data collection

2.2. BIOLOGICAL BASES OF BEHAVIOR

- 2.2.1. The nervous system and behavior
- 2.2.2. Sensations, sensitivity areas, sensitivity measurement

2.3. PERCEPTION

- 2.3.1. Perception as the basis of cognition, feeling of space, movement, distance, stability of shape, size and color, perceptive illusions and deceptions

2.4. MOTIVATIONS AND EMOTIONS

- 2.4.1. Emotions and their role in understanding, types of emotions,
- 2.4.2. Motives, their hierarchy, development of motivation, clash of motive: conflict situations, frustration and ways of dealing with it

2.5 LEARNING AND MEMORIZING

- 2.5.1. Phases of memory, factors of successful learning, forgetfulness – basic course and causes of forgetfulness
- 2.5.2. Basic principles and categories of learning, behavioral and cognitive approaches to learning
- 2.5.3. Factors of successful learning – practical approach, notes on how to organize learning and how to learn

2.6. DEVELOPMENTAL PSYCHOLOGY TOPICS

- 2.6.1. Childhood, prenatal development, early childhood, school child, characteristics of child development in each age
- 2.6.2. Puberty –characteristics and problems of that age, factors that affect the changes
- 2.6.3. Adulthood – criteria of maturity, partner adjustment, parenthood, old age – changes, needs and problems of older people

2.7. PERSONALITY

- 2.7.1 The role of inheritance and environment in personality development, personality theories and manners of personality evaluation
- 2.7.2. Behavioral disorders, their diagnosis and therapy, mental health

2.8. INTELLIGENCE AND CREATION

- 2.8.1. Abilities, what is intelligence and how it's developed, measurement of intelligence, individual differences
- 2.8.2. Creation, determination of the term, methods of recording creative thought and behavior, ways of instigating creative thought and behavior

2.9. TOPICS FROM SOCIAL PSYCHOLOGY

- 2.9.1. Social groups, sorts of groups, group dynamics, clashes between groups, mass behavior
- 2.9.2. Viewpoints, stereotypes, prejudice, definitions of those terms, ways of testing and measuring, the effect of attitudes, stereotypes and prejudice on behavior

2.10. APPLIED PSYCHOLOGY

- 2.10.1. Areas of applied psychology: industrial, clinical and school psychology, what and in what manner does a psychologist do?

III.DIDACTIC INSTRUCTIONS

It is very important to point out the content which discusses personality adaption to social requests and frustrations caused by those processes. As discussion topics, it is useful to use phenomena liked to frustration reaction, such as the inclination to aggressive behavior: disputes, violence, apathy, discouragement, introversion and other personal problems.

An amicable relationship with the teacher, who reacts to the students problems regarding certain psychical phenomena with understanding, stimulates the students' active relationship toward many problems and affirms creative teaching. We stress that this program gives freedom to teachers to, in accordance with students' inclinations, pay more attention to some suggested topics, and less to others.

It is recommended that psychology classes take form of a seminar as much as possible, with demonstrations and exercises. It's therefore advisable to have appropriate equipment (reaction meter, equipment for demonstration of optical illusions, slide projector etc.)

Annex B:

Breakdown of hours devoted to sexual and reproductive health education in Croatia schools

Elementary school

2nd grade

Nature and society

Family:

2 –3 hours

nuclear family and extended family

Child:

3 hours

Girl and boy

Health:

3 hours

hygiene, health and sickness

4th grade

My body:

2-3 hours

physical changes, puberty, diet and physical activity, addiction, sexuality is discussed according to the students' age

5th grade

Nature

4-5 hours – puberty, the basic make up of reproductive organs, the appearance of the period, nocturnal emissions, difficulties of development, youth behaviour and addictions, sexuality

8th grade

Biology

Parents and offspring – 4 hours

Reproductive organs – 3 hours

From birth to death – 1 hour

Responsible sexual behaviour through 2- 3 hours

Secondary school

3rd grade

Biology

Grammar schools

4 –5 hours

Sociology

Family, marriage, kinship – 4 hours

Psychology

Two year program

Adolescence – 2 -3 hours

Adulthood – 1-2 hours

**Annex C: List of officially approved textbooks including R.b. 574
Biology 3Katalog odobrenih udžbenika za GIMNAZIJE
za šk. god. 2007./2008.**

R. b.	Naziv udžbenika	Autor(i)	Vrsta izdanja	Razred	Nakladnik	Cijena
-------	-----------------	----------	---------------	--------	-----------	--------

HRVATSKI JEZIK - KNJIŽEVNOST

447.	KNJIŽEVNI VREMEPLOV 1 : čitanka za 1. razred gimnazije	Dragica Dujmović-Markusi	udžbenik NOVO	1.	PI	98,00
448.	ČITANKA 1 : udžbenik za 1. razred gimnazije	skupina autora	udžbenik	1.	ŠK	98,00
449.	KNJIŽEVNOST 2 : udžbenik za 2. razred gimnazije	Josip Kekez i Vlado Pandžić	udžbenik	2.	PI	93,00
450.	ČITANKA 2 : udžbenik za 2. razred gimnazije	skupina autora	udžbenik	2.	ŠK	98,00
451.	ČITANKA 3 : udžbenik za 3. razred gimnazije	skupina autora	udžbenik	3.	ŠK	98,00
452.	KNJIŽEVNOST 4 : udžbenik za 4. razred gimnazije	Vlado Pandžić i Josip Kekez	udžbenik	4.	PI	93,00
453.	ČITANKA 4 : udžbenik za 4. razred gimnazije	skupina autora	udžbenik	4.	ŠK	98,00

**HRVATSKI JEZIK - JEZIK I JEZIČNO
IZRAŽAVANJE**

454.	FON-FON 1 : udžbenik hrvatskoga jezika za 1. razred gimnazije	Dragica Dujmović-Markusi	udžbenik	1.	PI	65,00
	FON-FON 1 : radna bilježnica iz hrvatskoga jezika za 1. razred gimnazije	Dragica Dujmović-Markusi	radna bilježnica	1.	PI	32,00
455.	HRVATSKI JEZIK 1 : udžbenik za 1. razred gimnazije	Josip Silić	udžbenik	1.	ŠK	62,00

	HRVATSKI JEZIK 1 : radna bilježnica za 1. razred gimnazije	Josip Silić	radna bilježnica	1.	ŠK	29,00
456.	UČIMO HRVATSKI JEZIK 1 : udžbenik za 1. razred gimnazije	Marina Čubrić	udžbenik	1.	ŠK	66,00
	UČIMO HRVATSKI JEZIK 1 : radna bilježnica za 1. razred gimnazije	Marina Čubrić	radna bilježnica	1.	ŠK	31,00
457.	FON-FON 2 : udžbenik hrvatskoga jezika za 2. razred gimnazije	Dragica Dujmović-Markusi	udžbenik	2.	PI	65,00
	FON-FON 2 : radna bilježnica hrvatskoga jezika za 2. razred gimnazije	Dragica Dujmović-Markusi	radna bilježnica	2.	PI	32,00
458.	MORFOLOGIJA HRVATSKOG JEZIKA : udžbenik	Josip Silić	udžbenik	2.	ŠK	62,00
	MORFOLOGIJA HRVATSKOG JEZIKA : radna bilježnica	Josip Silić	radna bilježnica	2.	ŠK	29,00
459.	UČIMO HRVATSKI JEZIK 2 : udžbenik za 2. razred gimnazije	Snježana Gabelić	udžbenik	2.	ŠK	66,00
	UČIMO HRVATSKI JEZIK 2 : radna bilježnica za 2. razred gimnazije	Snježana Gabelić	radna bilježnica	2.	ŠK	31,00
460.	FON FON 3 : udžbenik hrvatskoga jezika za 3. razred gimnazije	Dragica Dujmović - Markusi	udžbenik	3.	PI	65,00
	FON FON 3 : radna bilježnica hrvatskoga jezika za 3. razred gimnazije	Dragica Dujmović - Markusi	radna bilježnica	3.	PI	32,00
461.	HRVATSKI JEZIK 3 : udžbenik za 3. razred gimnazije	Ivo Pranjković	udžbenik	3.	ŠK	62,00
	HRVATSKI JEZIK 3 : radna bilježnica za 3. razred gimnazije	Ivo Pranjković	radna bilježnica	3.	ŠK	29,00
462.	UČIMO HRVATSKI JEZIK 3 : udžbenik za 3. razred gimnazije	Marica Kurtak	udžbenik	3.	ŠK	66,00
	UČIMO HRVATSKI JEZIK 3 : radna bilježnica za 3. razred gimnazije	Marica Kurtak	radna bilježnica	3.	ŠK	31,00
463.	FON-FON 4 : udžbenik hrvatskoga jezika za četvrti razred gimnazije	Dragica Dujmović-Markusi	udžbenik	4.	PI	65,00
	FON-FON 4 : radna bilježnica hrvatskoga jezika za četvrti razred gimnazije	Dragica Dujmović-Markusi	radna bilježnica	4.	PI	32,00
464.	HRVATSKI JEZIK 4 : udžbenik za 4. razred gimnazije	Marko Samardžija	udžbenik	4.	ŠK	62,00
	HRVATSKI JEZIK 4 : radna bilježnica za 4. razred gimnazije	Marko Samardžija	radna bilježnica	4.	ŠK	29,00

465.	UČIMO HRVATSKI JEZIK 4 : udžbenik za 4. razred gimnazije	Marina Čubrić	udžbenik	4.	ŠK	66,00
	UČIMO HRVATSKI JEZIK 4 : radna bilježnica za 4. razred gimnazije	Marina Čubrić	radna bilježnica	4.	ŠK	31,00

ENGLISKI JEZIK - PRVI STRANI JEZIK

466.	MATRIX INTERMEDIATE Student's Book : udžbenik za 1. i 2. razred gimnazije : 6. i 7. godina učenja	Kathy Gude i Jayne Wildman	udžbenik	1.-2.	ALG	99,00
	MATRIX INTERMEDIATE Workbook : radna bilježnica za 1. i 2. razred gimnazije : 6. i 7. godina učenja	Kathy Gude i Jayne Wildman	radna bilježnica	1.-2.	ALG	53,00
467.	MATRIX UPPER-INTERMEDIATE Student's Book : udžbenik za 3. i 4. razred gimnazije : 8. i 9. godina učenja	Kathy Gude i Jayne Wildman	udžbenik	3.-4.	ALG	99,00
	MATRIX UPPER-INTERMEDIATE Workbook : radna bilježnica za 3. i 4. razred gimnazije : 8. i 9. godina učenja	Kathy Gude i Jayne Wildman	radna bilježnica	3.-4.	ALG	53,00
468.	** NEW HEADWAY INTERMEDIATE THE NEW EDITION Student's Book : udžbenik za 1. i 2. razred gimnazije : 1. strani jezik : 6. i 7. godina učenja; 2. i 3. razred 4-godišnje strukovne škole : 1. strani jezik : 7. i 8. godina učenja; 4. razred gimnazije : 2. strani jezik	John Soars i Liz Soars	udžbenik	1.-2.	ALG	115,00
	** NEW HEADWAY INTERMEDIATE THE NEW EDITION Workbook With Key : radna bilježnica za 1. i 2. razred gimnazije : 1. strani jezik : 6. i 7. godina učenja; 2. i 3. razred 4-godišnje strukovne škole : 1. strani jezik : 7. i 8. godina učenja; 4. razred gimnazije : 2. strani jezik	John Soars i Liz Soars	radna bilježnica	1.-2.	ALG	57,00
469.	** NEW HEADWAY UPPER-INTERMEDIATE THE NEW EDITION Student's Book : udžbenik za 3. i 4. raz. gimn., 1. strani jezik, 8. i 9. god. uč. : 4. raz. 4-god. struk. škole, 1. strani jezik, 9. god. uč. : 4. raz. ekonom. škole, 1. strani jezik, 9. god. učenja	John Soars i Liz Soars	udžbenik	3.-4.	ALG	115,00
	** NEW HEADWAY UPPER-INTERMEDIATE THE NEW EDITION Workbook : radna bilježnica za 3. i 4. raz. gimn., 1. strani jezik, 8. i 9. god. uč. : 4. raz. 4-god. struk. škole, 1. str. jezik, 9. god. uč. : 4. raz. ekonom. škole, 1. strani jezik, 9. god. učenja	John Soars i Liz Soars	radna bilježnica	3.-4.	ALG	57,00

470.	NEW HEADWAY ADVANCED Student's Book : udžbenik za 4. razred jezične gimnazije : 1. strani jezik : 9. godina učenja	John Soars i Liz Soars	udžbenik	4.	ALG	120,00
	NEW HEADWAY ADVANCED Workbook With Key : radna bilježnica za 4. razred jezične gimnazije : 1. strani jezik : 9. godina učenja	John Soars i Liz Soars	radna bilježnica	4.	ALG	57,00
471.	** ENGLISH IN MIND 2 : udžbenik za gimnazije i četverogodišnje strukovne škole : 1. razred, 1. strani jezik : 2. razred, 2. strani jezik	Herbert Puchta i Jeff Stranks	udžbenik NOVO	1.-2.	PI	103,00
	** ENGLISH IN MIND 2 : radna bilježnica za gimnazije i četverogodišnje strukovne škole : 1. razred, 1. strani jezik : 2. razred, 2. strani jezik	Herbert Puchta i Jeff Stranks	radna bilježnica NOVO	1.-2.	PI	53,00
472.	** ENGLISH IN MIND 3 : udžbenik za gimnazije i četverogodišnje strukovne škole : 2. razred, 1. strani jezik : 3. razred, 2. strani jezik	Herbert Puchta i Jeff Stranks	udžbenik NOVO	2.-3.	PI	103,00
	** ENGLISH IN MIND 3 : radna bilježnica za gimnazije i četverogodišnje strukovne škole : 2. razred, 1. strani jezik : 3. razred, 2. strani jezik	Herbert Puchta i Jeff Stranks	radna bilježnica NOVO	2.-3.	PI	53,00
473.	** ENGLISH IN MIND 4 : udžbenik za gimnazije i četverogodišnje strukovne škole : 3. razred, 1. strani jezik : 4. razred, 2. strani jezik	Herbert Puchta, Jeff Stranks i Peter Lewis-Jones	udžbenik NOVO	3.-4.	PI	103,00
	** ENGLISH IN MIND 4 : radna bilježnica za gimnazije i četverogodišnje strukovne škole : 3. razred, 1. strani jezik : 4. razred, 2. strani jezik	Herbert Puchta, Jeff Stranks i Peter Lewis-Jones	radna bilježnica NOVO	3.-4.	PI	53,00
474.	LOG ON - IN FRAME 1 : udžbenik engleskog jezika za 1. razred gimnazije : 6. godina učenja	Martin Doolan, Stephen Hindlaugh i Božidar Špaleta	udžbenik	1.	ŠK	99,00
	LOG ON - IN FRAME 1 : radna bilježnica engleskog jezika za 1. razred gimnazije : 6. godina učenja	Martin Doolan, Stephen Hindlaugh i Božidar Špaleta	radna bilježnica	1.	ŠK	34,00
475.	LOG ON - IN FRAME 2 : udžbenik engleskog jezika za 2. razred gimnazije : 7. godina učenja	Martin Doolan, Stephen Hindlaugh i Katarina Ivić-Doolan	udžbenik	2.	ŠK	89,00
	LOG ON - IN FRAME 2 : radna bilježnica engleskog jezika za 2. razred gimnazije : 7. godina učenja	Martin Doolan, Stephen Hindlaugh i Katarina Ivić-Doolan	radna bilježnica	2.	ŠK	46,00
476.	LOG ON @ 3 IN FRAME : udžbenik engleskog jezika za 3. razred gimnazije : 8. godina učenja	Martin Doolan, Stephen Hindlaugh i Katarina Ivić-Doolan	udžbenik	3.	ŠK	89,00

	LOG ON @ 3 IN FRAME : radna bilježnica engleskog jezika za 3. razred gimnazije : 8. godina učenja	Martin Doolan, Stephen Hindlaugh i Katarina Ivić-Doolan	radna bilježnica	3.	ŠK	49,00
477.	LOG ON @ 4 IN FRAME : udžbenik engleskog jezika za 4. razred gimnazije : 9. godina učenja	Martin Doolan, Stephen Hindlaugh i Katarina Ivić-Doolan	udžbenik	4.	ŠK	89,00
	LOG ON @ 4 IN FRAME : radna bilježnica engleskog jezika za 4. razred gimnazije : 9. godina učenja	Martin Doolan, Stephen Hindlaugh i Katarina Ivić-Doolan	radna bilježnica	4.	ŠK	49,00
478.	** NEW OPPORTUNITIES INTERMEDIATE Student's Book : udžbenik engleskog jezika za 1. i 2. razred gimnazija (prvi strani jezik) : 1. i 2. razred 4-godišnjih strukovnih škola	Michael Harris, David Mower i Anna Sykorzynska	udžbenik	1.-2.	VBZ	99,00
	** NEW OPPORTUNITIES INTERMEDIATE Language Powerbook : radna bilježnica iz engleskog jezika za 1. i 2. razred gimnazija (prvi strani jezik) : 1. i 2. razred 4-godišnjih strukovnih škola	Elizabeth Sharman, Michael Dean, Anna Sykorzynska i Hanna Mrozowska	radna bilježnica	1.-2.	VBZ	55,00
479.	** NEW OPPORTUNITIES UPPER-INTERMEDIATE Student's Book : udžbenik engleskog jezika za 3. i 4. razred gimnazije, 1. strani jezik : za 4. razred četverogodišnjih strukovnih škola, 1. strani jezik	Michael Harris, David Mower i Anna Sikorzynska	udžbenik NOVO	3. i 4.	VBZ	99,00
	** NEW OPPORTUNITIES UPPER-INTERMEDIATE Language Powerbook : radna bilježnica iz engleskog jezika za 3. i 4. razred gimnazije, 1. strani jezik : za 4. razred četverogodišnjih strukovnih škola, 1. strani jezik	Michael Harris, David Mower i Anna Sikorzynska	radna bilježnica NOVO	3. i 4.	VBZ	55,00

ENGLSKI JEZIK - DRUGI STRANI JEZIK

480.	** NEW HEADWAY ELEMENTARY THE 3 rd EDITION Student's Book : udžbenik za 1. razred 3-godišnjih strukovnih škola (6. godina učenja) : 1. razred 4-godišnjih strukovnih i ekonomskih škola i gimnazija (1. godina učenja, 2. strani jezik)	John i Liz Soars	udžbenik NOVO	1.	ALG	110,00
	** NEW HEADWAY ELEMENTARY THE 3 rd EDITION Workbook : radna bilježnica za 1. razred 3-godišnjih strukovnih škola (6. godina učenja) : 1. razred 4-godišnjih strukovnih i ekonomskih škola i gimnazija (1. godina učenja, 2. strani jezik)	John i Liz Soars i Sylvia Wheeldon	radna bilježnica NOVO	1.	ALG	57,00

481.	** NEW HEADWAY ENGLISH COURSE PRE-INTERMEDIATE Student's Book : udžbenik za 1. razred 4-godišnje strukovne i ekonomske škole : 6. godina učenja; 3. razred 3-godišnje strukovne škole : 8. godina učenja; 2. i 3. razred gimnazije : 2. strani jezik : 2. i 3. godina učenja	John Soars i Liz Soars	udžbenik	2.-3.	ALG	110,00
	** NEW HEADWAY ENGLISH COURSE PRE-INTERMEDIATE Workbook : radna bilježnica za 1. razred 4-godišnje strukovne i ekonomske škole : 6. godina učenja; 3. razred 3-godišnje strukovne škole : 8. godina učenja; 2. i 3. razred gimnazije : 2. strani jezik : 2. i 3. godina učenja	John Soars i Liz Soars	radna bilježnica	2.-3.	ALG	57,00
482.	** ENGLISH IN MIND 1 : udžbenik za 1. razred gimnazije i četverogodišnje strukovne škole : 2. strani jezik	Herbert Puchta i Jeff Stranks	udžbenik NOVO	1.	PI	103,00
	** ENGLISH IN MIND 1 : radna bilježnica za 1. razred gimnazije i četverogodišnje strukovne škole : 2. strani jezik	Herbert Puchta, Jeff Stranks i Meredith Levy	radna bilježnica NOVO	1.	PI	53,00
483.	** ENGLISH IN MIND 2 : udžbenik za gimnazije i četverogodišnje strukovne škole : 1. razred, 1. strani jezik : 2. razred, 2. strani jezik	Herbert Puchta i Jeff Stranks	udžbenik NOVO	1.-2.	PI	103,00
	** ENGLISH IN MIND 2 : radna bilježnica za gimnazije i četverogodišnje strukovne škole : 1. razred, 1. strani jezik : 2. razred, 2. strani jezik	Herbert Puchta i Jeff Stranks	radna bilježnica NOVO	1.-2.	PI	53,00
484.	** ENGLISH IN MIND 3 : udžbenik za gimnazije i četverogodišnje strukovne škole : 2. razred, 1. strani jezik : 3. razred, 2. strani jezik	Herbert Puchta i Jeff Stranks	udžbenik NOVO	2.-3.	PI	103,00
	** ENGLISH IN MIND 3 : radna bilježnica za gimnazije i četverogodišnje strukovne škole : 2. razred, 1. strani jezik : 3. razred, 2. strani jezik	Herbert Puchta i Jeff Stranks	radna bilježnica NOVO	2.-3.	PI	53,00
485.	** ENGLISH IN MIND 4 : udžbenik za gimnazije i četverogodišnje strukovne škole : 3. razred, 1. strani jezik : 4. razred, 2. strani jezik	Herbert Puchta, Jeff Stranks i Peter Lewis-Jones	udžbenik NOVO	3.-4.	PI	103,00
	** ENGLISH IN MIND 4 : radna bilježnica za gimnazije i četverogodišnje strukovne škole : 3. razred, 1. strani jezik : 4. razred, 2. strani jezik	Herbert Puchta, Jeff Stranks i Peter Lewis-Jones	radna bilježnica NOVO	3.-4.	PI	53,00

486.	** CATCH UP WITH YOUR ENGLISH 1 : udžbenik engleskog jezika za 1. razred gimnazije : 1. godina učenja; za 1. razred strukovnih škola : 6. godina učenja	Evelina Miščin i Martina Horvat	udžbenik	1.	ŠK	99,00
	** CATCH UP WITH YOUR ENGLISH 1 : radna bilježnica iz engleskog jezika za 1. razred gimnazije : 1. godina učenja; za 1. razred strukovnih škola : 6. godina učenja	Evelina Miščin i Martina Horvat	radna bilježnica	1.	ŠK	62,00
487.	** CATCH UP WITH YOUR ENGLISH 2 : udžbenik engleskog jezika za 2. razred gimnazija : 2. godina učenja; za 2. razred strukovnih škola : 7. godina učenja	Martina Horvat	udžbenik	2.	ŠK	99,00
	** CATCH UP WITH YOUR ENGLISH 2 : radna bilježnica iz engleskog jezika za 2. razred gimnazija : 2. godina učenja; za 2. razred strukovnih škola : 7. godina učenja	Martina Horvat	radna bilježnica	2.	ŠK	62,00
488.	THINK AND SPEAK 4 : udžbenik engleskog jezika za 4. razred srednje škole : 4. godina učenja	Nikola Šoletić i Jasna Jemeršić	udžbenik	4.	ŠK	61,00
	THINK AND SPEAK 4 : radna bilježnica iz engleskog jezika za 4. razred srednje škole : 4. godina učenja	Nikola Šoletić i Jasna Jemeršić	radna bilježnica	4.	ŠK	61,00
489.	** NEW OPPORTUNITIES ELEMENTARY Student's Book : udžbenik engleskog jezika za 1. raz. 3-god. struk. šk. (1. str. jez., 6. god. uč.) : 1. raz. gimn. (2. str. jez., 1. god. uč.) : 1. i 2. raz. 4-god. struk. šk. (2. str. jez., 1. i 2. god. uč.)	Michael Harris, David Mower i Anna Sikorzynska	udžbenik NOVO	1.	VBZ	99,00
	** NEW OPPORTUNITIES ELEMENTARY Language Powerbook : radna bilježnica engleskog jezika za 1. raz. 3-god. struk. šk. (1. str. jez., 6. god. uč.); 1. raz. gimn. (2. str. jez., 1. god. uč.); 1. i 2. raz. 4-god. struk. šk. (2. str. jez., 1. i 2. god. uč.)	Olivia Johnston, Christina Ruse, Anna Sikorzynska i Hanna Mrozowska	radna bilježnica NOVO	1.	VBZ	55,00
490.	** NEW OPPORTUNITIES PRE-INTERMEDIATE Student's Book : udž. eng. j. za 1. r. 4g. st. šk. (1. sj, 6. gu) : 2. i 3. r. 3g. st. šk. (1. sj, 7. i 8. gu) : 2. i 3. r. gim. (2. sj, 2. i 3. gu) : 3. i 4. r. 4g. str. šk. (2. sj, 3. i 4. gu)	Michael Harris, David Mower i Anna Sikorzynska	udžbenik NOVO	2.-3.	VBZ	99,00
	** NEW OPPORTUNITIES PRE-INTERMEDIATE Language Powerbook : radna bilježnica eng. jezika za 1. r. 4g. str. šk. (1. sj, 6. gu) : 2. i 3. r. 3g. str. šk. (1. sj, 7. i 8. gu) : 2. i 3. r. gim. (2. sj, 2. i 3. gu) : 3. i 4. r. 4g. str. šk. (2. sj, 3. i 4. gu)	Patricia Reilly, Michael Dean, Anna Sikorzynska i Hanna Mrozowska	radna bilježnica NOVO	2.-3.	VBZ	55,00

NJEMAČKI JEZIK - PRVI STRANI JEZIK

491.	KONTAKTSPRACHE DEUTSCH 1 NEU : udžbenik njemačkog jezika za 1. razred gimnazije : 6. godina učenja	Maja Hausler i Divna Kern-Francetić	udžbenik	1.	ŠK	89,00
	KONTAKTSPRACHE DEUTSCH 1 NEU : radna bilježnica njemačkog jezika za 1. razred gimnazije : 6. godina učenja	Maja Hausler i Divna Kern-Francetić	radna bilježnica	1.	ŠK	49,00
492.	KONTAKTSPRACHE DEUTSCH 2 NEU : udžbenik njemačkog jezika za 2. razred gimnazije : 7. godina učenja	Maja Hausler i Divna Kern-Francetić	udžbenik	2.	ŠK	89,00
	KONTAKTSPRACHE DEUTSCH 2 NEU : radna bilježnica njemačkog jezika za 2. razred gimnazije : 7. godina učenja	Maja Hausler i Divna Kern-Francetić	radna bilježnica	2.	ŠK	49,00
493.	KONTAKTSPRACHE DEUTSCH 3 NEU : udžbenik njemačkog jezika za 3. razred gimnazije : 8. godina učenja	Maja Hausler, Milica Bračun i Dragutin Kovačić	udžbenik	3.	ŠK	89,00
	KONTAKTSPRACHE DEUTSCH 3 NEU : radna bilježnica njemačkog jezika za 3. razred gimnazije : 8. godina učenja	Maja Hausler, Milica Bračun i Dragutin Kovačić	radna bilježnica	3.	ŠK	49,00
494.	KONTAKTSPRACHE DEUTSCH 4 NEU : udžbenik njemačkog jezika za 4. razred gimnazije : 9. godina učenja	Maja Hausler	udžbenik	4.	ŠK	89,00
	KONTAKTSPRACHE DEUTSCH 4 NEU : radna bilježnica njemačkog jezika za 4. razred gimnazije : 9. godina učenja	Maja Hausler	radna bilježnica	4.	ŠK	49,00

NJEMAČKI JEZIK - DRUGI STRANI JEZIK

495.	DEUTSCH INTERNATIONAL 1 : Teil A : udžbenik za njemački jezik za 1. razred gimnazije : 1. godina učenja	Jürgen Weigmann, Karl Heinz Bieler i Sylvie Schenk	udžbenik	1.	PI i CV	85,00
	DEUTSCH INTERNATIONAL 1 : Teil A : radna bilježnica za njemački jezik za 1. razred gimnazije : 1. godina učenja	Jürgen Weigmann, Karl Heinz Bieler i Sylvie Schenk	radna bilježnica	1.	PI i CV	49,00

496.	DEUTSCH FÜR HEUTE UND MORGEN 1 : udžbenik njemačkog jezika za 1. razred gimnazije : 1. godina učenja	Tamara Marčetić	udžbenik	1.	ŠK	86,00
	DEUTSCH FÜR HEUTE UND MORGEN 1 : radna bilježnica iz njemačkog jezika za 1. razred gimnazije : 1. godina učenja	Tamara Marčetić	radna bilježnica	1.	ŠK	49,00
497.	** zweite.sprache@DEUTSCH.de 1 : udžbenik njemačkog kao drugog jezika za 1. razred gimnazija i četverogodišnjih strukovnih škola	Irena Horvatić Čajko i Irena Lasić	udžbenik NOVO	1.	ŠK	76,00
	** zweite.sprache@DEUTSCH.de 1 : radna bilježnica njemačkog kao drugog jezika za 1. razred gimnazija i četverogodišnjih strukovnih škola	Irena Horvatić Čajko i Irena Lasić	radna bilježnica NOVO	1.	ŠK	49,00
498.	DEUTSCH INTERNATIONAL 1 : Teil B : udžbenik za njemački jezik za 2. razred gimnazije : 2. godina učenja	Jürgen Weigmann, Karl Heinz Bieler i Sylvie Schenk	udžbenik	2.	PI i CV	85,00
	DEUTSCH INTERNATIONAL 1 : Teil B : radna bilježnica za njemački jezik za 2. razred gimnazije : 2. godina učenja	Jürgen Weigmann, Karl Heinz Bieler i Sylvie Schenk	radna bilježnica	2.	PI i CV	49,00
499.	DEUTSCH FÜR HEUTE UND MORGEN 2 : udžbenik njemačkog jezika za 2. razred gimnazije : 2. godina učenja	Tamara Marčetić	udžbenik	2.	ŠK	86,00
	DEUTSCH FÜR HEUTE UND MORGEN 2 : radna bilježnica iz njemačkog jezika za 2. razred gimnazije : 2. godina učenja	Tamara Marčetić	radna bilježnica	2.	ŠK	49,00
500.	** zweite.sprache@DEUTSCH.de 2 : udžbenik njemačkog kao drugog jezika za 2. razred gimnazija i četverogodišnjih strukovnih škola	Irena Horvatić Čajko i Irena Lasić	udžbenik NOVO	2.	ŠK	76,00
	** zweite.sprache@DEUTSCH.de 2 : radna bilježnica njemačkog kao drugog jezika za 2. razred gimnazija i četverogodišnjih strukovnih škola	Irena Horvatić Čajko i Irena Lasić	radna bilježnica NOVO	2.	ŠK	49,00
501.	DEUTSCH INTERNATIONAL 2 : Teil A : udžbenik za njemački jezik za 3. razred gimnazije : 3. godina učenja	Jürgen Weigmann, Karl Heinz Bieler i Sylvie Schenk	udžbenik	3.	PI i CV	85,00
	DEUTSCH INTERNATIONAL 2 : Teil A : radna bilježnica za njemački jezik za 3. razred gimnazije : 3. godina učenja	Jürgen Weigmann, Karl Heinz Bieler i Sylvie Schenk	radna bilježnica	3.	PI i CV	49,00

502.	DEUTSCH FÜR HEUTE UND MORGEN 3 : udžbenik za 3. razred gimnazije : 3. godina učenja	Tamara Marčetić	udžbenik	3.	ŠK	86,00
	DEUTSCH FÜR HEUTE UND MORGEN 3 : radna bilježnica za 3. razred gimnazije : 3. godina učenja	Tamara Marčetić	radna bilježnica	3.	ŠK	49,00
503.	DEUTSCH INTERNATIONAL 2 : Teil B : udžbenik za njemački jezik za 4. razred gimnazije : 4. godina učenja	Jürgen Weigmann, Karl Heinz Bieler i Sylvie Schenk	udžbenik	4.	PI i CV	85,00
	DEUTSCH INTERNATIONAL 2 : Teil B : radna bilježnica za njemački jezik za 4. razred gimnazije : 4. godina učenja	Jürgen Weigmann, Karl Heinz Bieler i Sylvie Schenk	radna bilježnica	4.	PI i CV	49,00
504.	DEUTSCH FÜR HEUTE UND MORGEN 4 : udžbenik za 4. razred gimnazije : 4. godina učenja	Tamara Marčetić	udžbenik	4.	ŠK	86,00
	DEUTSCH FÜR HEUTE UND MORGEN 4 : radna bilježnica za 4. razred gimnazije : 4. godina učenja	Tamara Marčetić	radna bilježnica	4.	ŠK	49,00

FRANCUSKI JEZIK - PRVI STRANI JEZIK

505.	FORUM 1 MÉTHODE DE FRANÇAIS : udžbenik francuskog jezika za 1. razred dvojezične gimnazije i 1. razred gimnazija, 1. strani jezik	Angels Campa, Claude Mestreit, Julio Murillo i Manuel Tost	udžbenik NOVO	1.	ALG	120,00
	FORUM 1 CAHIER : radna bilježnica francuskog jezika za 1. razred dvojezične gimnazije i 1. razred gimnazija, 1. strani jezik	Angels Campa, Claude Mestreit, Julio Murillo i Manuel Tost	radna bilježnica NOVO	1.	ALG	68,00
506.	FORUM 2 MÉTHODE DE FRANÇAIS : udžbenik francuskog jezika za 2. razred dvojezične gimnazije i 2. razred gimnazije, 1. strani jezik	Angels Campa, Claude Mestreit, Julio Murillo i Manuel Tost	udžbenik NOVO	2.	ALG	120,00
	FORUM 2 CAHIER : radna bilježnica iz francuskog jezika za 2. razred dvojezične gimnazije i 2. razred gimnazije, 1. strani jezik	Angels Campa, Claude Mestreit, Julio Murillo i Manuel Tost	radna bilježnica NOVO	2.	ALG	68,00
507.	FORUM 3 MÉTHODE DE FRANÇAIS : udžbenik francuskog jezika za 3. i 4. razred dvojezične gimnazije i 3. i 4. razred gimnazija, 1. strani jezik	Le Bougnek, Lopes, Menand i Vidal	udžbenik NOVO	3. i 4.	ALG	120,00
	FORUM 3 CAHIER : radna bilježnica iz francuskog jezika za 3. i 4. razred dvojezične gimnazije i 3. i 4. razred gimnazija, 1. strani jezik	Le Bougnek, Lopes, Menand i Vidal	radna bilježnica NOVO	3. i 4.	ALG	68,00

FRANCUSKI JEZIK - DRUGI STRANI JEZIK

508.	CAFE CREME 1 : MÉTHODE DE FRANÇAIS : udžbenik francuskog jezika za 1. razred gimnazije : 1. godina učenja	Massia Kaneman-Pougatch, Sandra Trevisi, Marcella Beacco di Giuria i Dominique Jennepin	udžbenik	1.	ALG	120,00
	CAFE CREME 1 : CAHIER D'ACTIVITES : radna bilježnica francuskog jezika za 1. razred gimnazije : 1. godina učenja	Massia Kaneman-Pougatch, Sandra Trevisi, Marcella Beacco di Giuria i Dominique Jennepin	radna bilježnica	1.	ALG	68,00
509.	** TAXI! 1 : MÉTHODE DE FRANÇAIS : udžbenik za 1. razred gimnazije i umjetničke škole : 1. godina učenja	Guy Capelle i Robert Menand	udžbenik	1.	ALG	120,00
	** TAXI! 1 : CAHIER D'EXERCICES : radna bilježnica za 1. razred gimnazije i umjetničke škole : 1. godina učenja	Guy Capelle i Robert Menand	radna bilježnica	1.	ALG	68,00
510.	REFLECHIS ET DIS - LE EN FRANÇAIS 1 : udžbenik francuskog jezika za 1. razred srednje škole : 1. godina učenja	Ivana Batušić i Yvonne Vrhovac	udžbenik	1.	ŠK	99,00
	REFLECHIS ET DIS - LE EN FRANÇAIS 1 : radna bilježnica iz francuskog jezika za 1. razred srednje škole : 1. godina učenja	Ivana Batušić i Yvonne Vrhovac	radna bilježnica	1.	ŠK	89,00
511.	CAFE CREME 2 : MÉTHODE DE FRANÇAIS : udžbenik francuskog jezika za 2. razred gimnazije : 2. godina učenja	Sandra Trevisi, Marcella Beacco di Giuria i Jose Canelas	udžbenik	2.	ALG	120,00
	CAFE CREME 2 : CAHIER D'ACTIVITES : radna bilježnica francuskog jezika za 2. razred gimnazije : 2. godina učenja	Sandra Trevisi, Marcella Beacco di Giuria i Pierre Delaisne	radna bilježnica	2.	ALG	68,00
512.	** TAXI! 2 : MÉTHODE DE FRANÇAIS : udžbenik za 2. razred gimnazije i umjetničke škole : 2. godina učenja	Robert Menand	udžbenik	2.	ALG	120,00
	** TAXI! 2 : CAHIER D'EXERCICES : radna bilježnica za 2. razred gimnazije i umjetničke škole : 2. godina učenja	Laure Hutchings	radna bilježnica	2.	ALG	68,00
513.	REFLECHIS ET DIS - LE EN FRANÇAIS 2 : udžbenik francuskog jezika za 2. razred srednje škole : 2. godina učenja	Ivana Batušić i Yvonne Vrhovac	udžbenik	2.	ŠK	99,00
	REFLECHIS ET DIS - LE EN FRANÇAIS 2 : radna bilježnica iz francuskog jezika za 2. razred srednje škole : 2. godina učenja	Ivana Batušić i Yvonne Vrhovac	radna bilježnica	2.	ŠK	89,00
514.	CAFE CREME 3 : MÉTHODE DE FRANÇAIS : udžbenik francuskog jezika za 3. razred gimnazije : 3. godina učenja	Sandra Trevisi, Pierre Delaisne i Nicole McBride	udžbenik	3.	ALG	120,00

	CAFE CREME 3 : CAHIER D'ACTIVITES : radna bilježnica francuskog jezika za 3. razred gimnazije : 3. godina učenja	Sandra Trevisi, Marcella Beacco di Giuria i Pierre Delaisne	radna bilježnica	3.	ALG	68,00
515.	TAXI! 3 : MÉTHODE DE FRANÇAIS : udžbenik francuskog jezika za 3.i 4.razred gimnazije : 3. i 4. godina učenja	Anne-Marie Johnson i Robert Menand	udžbenik	3.-4.	ALG	120,00
	TAXI! 3 : CAHIER D'ACTIVITES : radna bilježnica francuskog jezika za 3.i 4.razred gimnazije : 3.i 4. godina učenja	Anne-Marie Johnson i Robert Menand	radna bilježnica	3.-4.	ALG	68,00
516.	REFLECHIS ET DIS - LE EN FRANÇAIS 3 : udžbenik francuskog jezika za 3. razred srednje škole : 3. godina učenja	Ivana Batušić i Yvonne Vrhovac	udžbenik	3.	ŠK	99,00
	REFLECHIS ET DIS - LE EN FRANÇAIS 3 : radna bilježnica iz francuskog jezika za 3. razred srednje škole : 3. godina učenja	Ivana Batušić i Yvonne Vrhovac	radna bilježnica	3.	ŠK	89,00
517.	CAFE CREME 4 : MÉTHODE DE FRANÇAIS : udžbenik francuskog jezika za 4. razred gimnazije : 4. godina učenja	Elisabeth Massacret, Pierrette Mothe i Sylvie Pons	udžbenik	4.	ALG	120,00
	CAFE CREME 4 : CAHIER D'ACTIVITES : radna bilježnica francuskog jezika za 4. razred gimnazije : 4. godina učenja	Elisabeth Massacret i Sylvie Pons	radna bilježnica	4.	ALG	68,00
518.	REFLECHIS ET DIS - LE EN FRANÇAIS 4 : udžbenik francuskog jezika za 4. razred srednje škole : 4. godina učenja	Ivana Batušić i Yvonne Vrhovac	udžbenik	4.	ŠK	99,00
	REFLECHIS ET DIS - LE EN FRANÇAIS 4 : radna bilježnica iz francuskog jezika za 4. razred srednje škole : 4. godina učenja	Ivana Batušić i Yvonne Vrhovac	radna bilježnica	4.	ŠK	69,00

ŠPANJOLSKI JEZIK - DRUGI STRANI JEZIK

519.	** EL FLECHAZO 1 : udžbenik španjolskog jezika s vježbenicom za 1. razred gimnazija, 3-godišnjih i 4-godišnjih strukovnih škola : 1. godina učenja	Višnja Mindoljević	udžbenik i radna bilježnica	1.	ŠK	99,00
520.	** NUEVO VEN 1 LIBRO DEL ALUMNO : udžbenik španjolskog jezika za 1. i 2. razred općih gimnazija i 1. i 2. razred četverogodišnjih strukovnih škola	Francisca Castro, Fernando Marin i Reyes Morales	udžbenik NOVO	1. i 2.	ALG	140,00

	** NUEVO VEN 1 LIBRO EJERCICIOS : radna bilježnica iz španjolskog jezika za 1. i 2. razred općih gimnazija i 1. i 2. razred četverogodišnjih strukovnih škola	Francisca Castro, Fernando Marin i Reyes Morales	radna bilježnica NOVO	1. i 2.	ALG	85,00
521.	PRISMA A1 LIBRO DEL ALUMNO : udžbenik španjolskog jezika za 1. i 2. razred jezičnih gimnazija	Maria Angeles Casado, Anna Martinez i Ana Maria Romero	udžbenik NOVO	1. i 2.	ALG	130,00
	PRISMA A1 LIBRO EJERCICIOS : radna bilježnica iz španjolskog jezika za 1. i 2. razred jezičnih gimnazija	Maria Angeles Casado, Anna Martinez i Ana Maria Romero	radna bilježnica NOVO	1. i 2.	ALG	95,00
522.	EL FLECHAZO 2 : španjolski jezik za 2. razred srednjih škola : druga godina učenja	Višnja Mindoljević i Dorica Perak	udžbenik i radna bilježnica	2.	ŠK	99,00
523.	EL FLECHAZO 3 : udžbenik i radna bilježnica za španjolski jezik : 3. razred srednjih škola : 3. godina učenja	Višnja Mindoljević	udžbenik i radna bilježnica	3.	ŠK	99,00
524.	** NUEVO VEN 2 LIBRO DEL ALUMNO : udžbenik španjolskog jezika za 3. i 4. razred opće gimnazije i četverogodišnje strukovne škole	Francisca Castro, Fernando Marin i Reyes Morales	udžbenik NOVO	3. i 4.	ALG	140,00
	** NUEVO VEN 2 LIBRO EJERCICIOS : radna bilježnica iz španjolskog jezika za 3. i 4. razred opće gimnazije i četverogodišnje strukovne škole	Francisca Castro, Fernando Marin i Reyes Morales	radna bilježnica NOVO	3. i 4.	ALG	85,00
525.	PRISMA A2 LIBRO DEL ALUMNO : udžbenik španjolskog jezika za 3. i 4. razred jezičnih gimnazija	Maria Angeles Casado, Anna Martinez i Ana Maria Romero	udžbenik NOVO	3. i 4.	ALG	130,00
	PRISMA A2 LIBRO EJERCICIOS : radna bilježnica iz španjolskog jezika za 3. i 4. razred jezičnih gimnazija	Maria Angeles Casado, Anna Martinez i Ana Maria Romero	radna bilježnica NOVO	3. i 4.	ALG	95,00
526.	EL FLECHAZO 4 : udžbenik i radna bilježnica za španjolski jezik : 4. razred srednjih škola : 4. godina učenja	Višnja Mindoljević i Montserrat Perez	udžbenik i radna bilježnica	4.	ŠK	99,00

TALIJANSKI JEZIK - DRUGI STRANI JEZIK

527.	STIAMO INSIEME 1 : corso di lingua italiana per le medie superiori : udžbenik talijanskog jezika za srednju školu : 1. godina učenja	Ingrid Damiani Einwalter, Mirjana Marković Marinković i Nives Sironić Bonefačić	udžbenik	1.	ŠK	96,00
	STIAMO INSIEME 1 : quaderno di esercizi : radna bilježnica uz udžbenik talijanskog jezika za srednju školu : 1. godina učenja	Ingrid Damiani Einwalter, Mirjana Marković Marinković i Nives Sironić Bonefačić	radna bilježnica	1.	ŠK	52,00

528.	PARLIAMO ITALIANO, CONOSCIAMO L' ITALIA 1 : udžbenik talijanskog jezika za 1.- 2. razred gimnazija i srednjih škola	Katica Drinković, Edo Dermit i Katja Mladineo	udžbenik	1.-2.	ŠK	79,00
529.	** NUOVO PROGETTO ITALIANO 1 : libro dello studente + CD-ROM : udžbenik talijanskog jezika za 1. i 2. razred gimnazije i četverogodišnje strukovne škole	T. Marin i S. Magnelli	udžbenik s CD-om NOVO	1. i 2.	VBZ	130,00
	** NUOVO PROGETTO ITALIANO 1 : quaderno degli esercizi : radna bilježnica iz talijanskog jezika za 1. i 2. razred gimnazije i četverogodišnje strukovne škole	S. Magnelli i T. Marin	radna bilježnica NOVO	1. i 2.	VBZ	80,00
530.	STIAMO INSIEME 2 : udžbenik talijanskog jezika za 2. razred srednje škole : 2. godina učenja	Ingrid Damiani Einwalter i Mirjana Marković Marinković	udžbenik	2.	ŠK	96,00
	STIAMO INSIEME 2 : radna bilježnica talijanskog jezika za 2. razred srednje škole : 2. godina učenja	Ingrid Damiani Einwalter i Mirjana Marković Marinković	radna bilježnica	2.	ŠK	52,00
531.	STIAMO INSIEME 3 : udžbenik talijanskog jezika za srednju školu : 3. godina učenja	Ingrid Damiani Einwalter	udžbenik	3.	ŠK	96,00
	STIAMO INSIEME 3 : radna bilježnica uz udžbenik talijanskog jezika za srednju školu : 3. godina učenja	Ingrid Damiani Einwalter	radna bilježnica	3.	ŠK	52,00
532.	** PROGETTO ITALIANO 2 : udžbenik talijanskog jezika za 3. i 4. razred gimnazije i 4-godišnje strukovne škole : 2. strani jezik	Telis Marin i S. Magnelli	udžbenik	3.-4.	VBZ	130,00
	** PROGETTO ITALIANO 2 : radna bilježnica iz talijanskog jezika : za 3. i 4. razred gimnazije i 4-godišnje strukovne škole : 2. strani jezik	Telis Marin i S. Magnelli	radna bilježnica	3.-4.	VBZ	80,00
533.	** STIAMO INSIEME 4 : udžbenik za 4. razred gimnazija i četverogodišnjih strukovnih škola	Ingrid Damiani Einwalter	udžbenik	4.	ŠK	96,00
	** STIAMO INSIEME 4 : radna bilježnica za 4. razred gimnazija i četverogodišnjih strukovnih škola	Ingrid Damiani Einwalter	radna bilježnica	4.	ŠK	52,00

LATINSKI JEZIK

534.	** ORBIS ROMANUS 1: udžbenik za početno učenje latinskog jezika u osnovnoj školi i gimnaziji	Damir Salopek, Zlatko Šešelj i Dubravko Škiljan	udžbenik		PI	89,00
535.	ELEMENTA LATINA : udžbenik : osnove latinskog jezika za 1. i 2. razred gimnazije	Gortan, Gorski i Pauš	udžbenik	1.-2.	ŠK	86,00
536.	LINGVAE LATINAE ELEMENTA : udžbenik latinskoga jezika za gimnazije : 1. i 2. godina učenja	Jadranka Bagarić	udžbenik		ŠK	99,00

	LINGVAE LATINAE ELEMENTA : radna bilježnica uz udžbenik latinskoga jezika : 1. i 2. godina učenja	Jadranka Bagarić	radna bilježnica		ŠK	49,00
537.	HEREDITAS LINGVAE LATINAE : čitanka : udžbenik latinskog jezika za 1. i 2. razred gimnazije : 1. i 2. godina učenja	Zvonimir Milanović	udžbenik	1.-2.	VBZ	95,00
	HEREDITAS LINGVAE LATINAE : radna bilježnica latinskog jezika za 1. i 2. razred gimnazije : 1. i 2. godina učenja	Zvonimir Milanović	radna bilježnica	1.-2.	VBZ	65,00

LATINSKI JEZIK - ZA KLASIČNE GIMNAZIJE

538.	LINGVAM LATINAM DISCO I : udžbenik latinskog jezika za 1. razred klasične gimnazije : 1. godina učenja	Pavao Knezović	udžbenik	1.	ŠK	99,00
539.	LITTERAE LATINAE I. : udžbenik latinskog jezika za 1. razred klasične gimnazije : 5. godina učenja	Zdeslav Dukat i Anđelka Dukat	udžbenik	1.	ŠK	99,00
540.	ORBIS ROMANUS 2 : za 2. razred klasične gimnazije (nastavak učenja)	Damir Salopek, Zlatko Šešelj i Dubravko Škiljan	udžbenik	2.	PI	112,00
541.	VESTIBULUM LINGVAE LATINAE : udžbenik latinskog jezika za 2. razred klasične gimnazije : 2. godina učenja	Pavao Knezović	udžbenik	2.	ŠK	96,00
542.	LITTERAE LATINAE II. : udžbenik latinskog jezika za 2. razred klasične gimnazije : 6. godina učenja	Zdeslav Dukat i Anđelka Dukat	udžbenik	2.	ŠK	99,00

GRČKI JEZIK

543.	** GRČKA VJEŽBENICA : udžbenik za klasična odjeljenja osnovne škole i klasične gimnazije : 1. i 2. godina učenja	Dionizije Sabadoš, Milivoj Sironić i Zvonimir Zmajlović	udžbenik	1.-2.	ŠK	79,00
544.	** PROMETEJ : udžbenik grčkoga jezika za 1. i 2. razred gimnazije, 7. i 8. razred osnovne škole : 1. i 2. godina učenja	Zdravka Martinić-Jerčić i Dubravka Matković	udžbenik	1.-2.	ŠK	115,00
	** PROMETEJ : radna bilježnica grčkoga jezika za 1. i 2. razred gimnazije, 7. i 8. razred osnovne škole : 1. i 2. godina učenja	Zdravka Martinić-Jerčić i Dubravka Matković	radna bilježnica	1.-2.	ŠK	45,00

MATEMATIKA - ZA OPĆU, JEZIČNU I KLASIČNU GIMNAZIJU

545.	MATEMATIKA 1 : udžbenik i zbirka zadataka za 1. razred gimnazije : 1. dio	Branimir Dakić i Neven Elezović	udžbenik i zbirka zadataka	1.	EL	69,00
------	---	---------------------------------	----------------------------	----	----	-------

	MATEMATIKA 1 : udžbenik i zbirka zadataka za 1. razred gimnazije : 2. dio	Branimir Dakić i Neven Elezović	udžbenik i zbirka zadataka	1.	EL	69,00
546.	MATEMATIKA 2 : udžbenik i zbirka zadataka za 2. razred gimnazije : 1. dio	Branimir Dakić i Neven Elezović	udžbenik i zbirka zadataka	2.	EL	69,00
	MATEMATIKA 2 : udžbenik i zbirka zadataka za 2. razred gimnazije : 2. dio	Branimir Dakić i Neven Elezović	udžbenik i zbirka zadataka	2.	EL	69,00
547.	MATEMATIKA 3 : udžbenik i zbirka zadataka za 3. razred gimnazije : 1. dio	Branimir Dakić i Neven Elezović	udžbenik i zbirka zadataka	3.	EL	69,00
	MATEMATIKA 3 : udžbenik i zbirka zadataka za 3. razred gimnazije : 2. dio	Branimir Dakić i Neven Elezović	udžbenik i zbirka zadataka	3.	EL	69,00
548.	MATEMATIKA 4 : udžbenik i zbirka zadataka za 4. razred gimnazije : 1. dio	Branimir Dakić i Neven Elezović	udžbenik i zbirka zadataka	4.	EL	69,00
	MATEMATIKA 4 : udžbenik i zbirka zadataka za 4. razred gimnazije : 2. dio	Branimir Dakić i Neven Elezović	udžbenik i zbirka zadataka	4.	EL	69,00

MATEMATIKA - ZA PRIRODOSLOVNO-MATEMATIČKU GIMNAZIJU

549.	MATEMATIKA 1 : udžbenik i zbirka zadataka za 1. razred gimnazije : 1. dio	Branimir Dakić i Neven Elezović	udžbenik i zbirka zadataka	1.	EL	69,00
	MATEMATIKA 1 : udžbenik i zbirka zadataka za 1. razred gimnazije : 2. dio	Branimir Dakić i Neven Elezović	udžbenik i zbirka zadataka	1.	EL	69,00
	MATEMATIKA 1 : dodatak za 1. razred prirodoslovno-matematičke gimnazije	Branimir Dakić i Neven Elezović	udžbenik i zbirka zadataka	1.	EL	30,00
550.	MATEMATIKA 1/I. : udžbenik za 1. polugodište 1. razreda prirodoslovno-matematičke gimnazije	Mirela Kurnik, Boris Pavković i Željka Zorić	udžbenik	1.	ŠK	72,00
	MATEMATIKA 1/II. : udžbenik za 2. polugodište 1. razreda prirodoslovno-matematičke gimnazije	Mirela Kurnik, Boris Pavković i Željka Zorić	udžbenik	1.	ŠK	72,00
551.	MATEMATIKA 2 : udžbenik i zbirka zadataka za 2. razred gimnazije : 1. dio	Branimir Dakić i Neven Elezović	udžbenik i zbirka zadataka	2.	EL	69,00
	MATEMATIKA 2 : udžbenik i zbirka zadataka za 2. razred gimnazije : 2. dio	Branimir Dakić i Neven Elezović	udžbenik i zbirka zadataka	2.	EL	69,00
	MATEMATIKA 2 : dodatak za 2. razred prirodoslovno-matematičke gimnazije	Branimir Dakić i Neven Elezović	udžbenik i zbirka zadataka	2.	EL	25,00
552.	MATEMATIKA 2/I. : udžbenik za 1. polugodište 2. razreda prirodoslovno-matematičke gimnazije	Jelena Gusić, Petar Mladinić i Boris Pavković	udžbenik	2.	ŠK	72,00

	MATEMATIKA 2/II. : udžbenik za 2. polugodište 2. razreda prirodoslovno-matematičke gimnazije	Jelena Gusić, Petar Mladinić i Boris Pavković	udžbenik	2.	ŠK	72,00
553.	MATEMATIKA 3 : udžbenik i zbirka zadataka za 3. razred gimnazije : 1. dio	Branimir Dakić i Neven Elezović	udžbenik i zbirka zadataka	3.	EL	69,00
	MATEMATIKA 3 : udžbenik i zbirka zadataka za 3. razred gimnazije : 2. dio	Branimir Dakić i Neven Elezović	udžbenik i zbirka zadataka	3.	EL	69,00
	MATEMATIKA 3 : dodatak za 3. razred prirodoslovno-matematičke gimnazije	Branimir Dakić i Neven Elezović	udžbenik i zbirka zadataka	3.	EL	50,00
554.	MATEMATIKA 3/I. : udžbenik za 1. polugodište 3. razreda prirodoslovno-matematičke gimnazije	Nevenka Antončić, Eva Špalj i Vlado Volenec	udžbenik	3.	ŠK	72,00
	MATEMATIKA 3/II. : udžbenik za 2. polugodište 3. razreda prirodoslovno-matematičke gimnazije	Nevenka Antončić, Eva Špalj i Vlado Volenec	udžbenik	3.	ŠK	72,00
555.	MATEMATIKA 4 : udžbenik i zbirka zadataka za 4. razred gimnazije : 1. dio	Branimir Dakić i Neven Elezović	udžbenik i zbirka zadataka	4.	EL	69,00
	MATEMATIKA 4 : udžbenik i zbirka zadataka za 4. razred gimnazije : 2. dio	Branimir Dakić i Neven Elezović	udžbenik i zbirka zadataka	4.	EL	69,00
	MATEMATIKA 4 : dodatak za 4. razred prirodoslovno-matematičke gimnazije	Branimir Dakić i Neven Elezović	udžbenik i zbirka zadataka	4.	EL	50,00
556.	MATEMATIKA 4/I. : udžbenik za 1. polugodište 4. razreda prirodoslovno-matematičke gimnazije	Sanja Antoliš i Aneta Copić	udžbenik	4.	ŠK	72,00
	MATEMATIKA 4/II. : udžbenik za 2. polugodište 4. razreda prirodoslovno-matematičke gimnazije	Sanja Antoliš i Aneta Copić	udžbenik	4.	ŠK	72,00

INFORMATIKA

557.	INFORMATIKA : udžbenik s CD-om za 1. razred općih, jezičnih i klasičnih gimnazija	Darko Grundler i Lidija Blagojević	udžbenik s CD-om NOVO	1.	ŠK	99,00
558.	INFORMATIKA : udžbenik s CD-om za 1. razred prirodoslovno-matematičkih gimnazija	Darko Grundler i Lidija Blagojević	udžbenik s CD-om NOVO	1.	ŠK	99,00
559.	INFORMATIKA 1 : udžbenik za 1. razred prirodoslovno-matematičke gimnazije	Predrag Brođanac	udžbenik	1.	ŠK	99,00

560.	** INFORMATIKA / RAČUNALSTVO ZA SREDNJE ŠKOLE : udžbenik za 1. i 2. razred gimnazija, 4-godišnjih strukovnih škola, 3-godišnjih strukovnih škola i umjetničkih škola	Nina Lipljin, Ljiljana Milijaš, Igor Kos, Tamara Srnc, Ljiljana Zvonarek, Toma Gvozdanović i Zoran Ikica	udžbenik	1.-2.	PRO	65,00
561.	** INFORMATIKA / RAČUNALSTVO 1 i 2	Toma Gvozdanović, Zoran Ikica, Igor Kos, Nina Lipljin, Ljiljana Milijaš, Tamara Srnc i Ljiljana Zvonarek	udžbenik	1.-2.	PRO	80,00
562.	** INFORMATIKA I RAČUNALSTVO : multimedijски udžbenik informatike i računalstva za srednje škole i gimnazije	Vinkoslav Galešev, Lidija Kralj, Gordana Sokol, Zlatan Soldo i Dragan Kovač	udžbenik s CD-om	1.-2.	SYS	110,00
563.	INFORMATIKA PASKAL : udžbenik za 2. i 3. razred prirodoslovno-matematičke gimnazije	Zoran Vlašić	udžbenik	2.-3.	POU	100,00
564.	** JEZIK C : udžbenik i CD s riješenim primjerima za 2. i 3. razred srednjih strukovnih škola	Vesna Tomić i Tatjana Androković	udžbenik s CD-om	2.-3.	ŠK	99,00
565.	** PROGRAMIRANJE : udžbenik programiranja u Pascalu za 2. i 3. razred srednjih strukovnih škola	Vesna Mesar	udžbenik	2.-3.	ŠK	105,00
	** PROGRAMIRANJE : zbirka riješenih zadataka u Pascalu za 2. i 3. razred srednjih strukovnih škola	Predrag Brođanac i Vesna Mesar	zbirka zadataka	2.-3.	ŠK	95,00

BIOLOGIJA

566.	BIOLOGIJA 1 : udžbenik za gimnazije : raznolikost živog svijeta : od molekule do organizma	Višnja Šverko	udžbenik	1.	PI	86,00
567.	OD MOLEKULE DO ORGANIZMA : udžbenik iz biologije za 1. razred gimnazije	Marijana Krsnik-Rasol i Mladen Krajačić	udžbenik	1.	ŠK	92,00
568.	BIOLOGIJA 2 - MONERA, PROTISTI, GLJIVE I BILJKE : udžbenik iz biologije za 2. razred gimnazije	Sibylle Maša Mayr Radonić, Sanda Veček Šimunović i Zoran Šeparović Markota	udžbenik	2.	PI	67,00
569.	BIOLOGIJA 2 - MONERA, PROTISTI, GLJIVE I BILJKE : udžbenik iz biologije za 2. razred gimnazije	Zinka Pavletić i Ivan Habdija	udžbenik	2.	PI	72,00
570.	BIOLOGIJA 2 - ŽIVOTINJSKI SVIJET : svezak B	Zdravko Dolenc i Gordana Bartolić	udžbenik	2.	PI	67,00
571.	BIOLOGIJA 2 - ŽIVOTINJSKI SVIJET : udžbenik iz biologije za 2. razred gimnazije	Ivan Habdija	udžbenik	2.	PI	72,00

572.	RAZNOLIKOST ŽIVOGA SVIJETA : udžbenik iz biologije za 2. razred gimnazije	Tomislav Bačić, Radovan Erben i Mladen Krajačić	udžbenik	2.	ŠK	92,00
573.	BIOLOGIJA 3 - FIZIOLOGIJA ČOVJEKA I FIZIOLOGIJA BILJA : udžbenik za 3. razred gimnazije	Oskar Springer i Branka Pevalek-Kozlina	udžbenik	3.	PI	94,00
574.	ŽIVOTNI PROCESI : udžbenik biologije za 3. razred gimnazije	Ivan Regula i Milivoj Slijepčević	udžbenik	3.	ŠK	92,00
575.	BIOLOGIJA 4 : GENETIKA, EVOLUCIJA, EKOLOGIJA : udžbenik za 4. razred gimnazije	Srećko Jelenić, Mladen Kerovec, Ivančica Ternjej i Zlatko Mihaljević	udžbenik	4.	PI	91,00
576.	BIOLOGIJA 4 : GENETIKA, EVOLUCIJA, EKOLOGIJA : udžbenik za 4. razred srednje škole	Oskar Springer, Dražena Papeš i Mirjana Kalafatić	udžbenik	4.	PI	97,00
577.	** EKOLOGIJA : udžbenik biologije za 4. razred gimnazije i srednje strukovne škole	Milan Meštrov	udžbenik	4.	ŠK	62,00
578.	GENETIKA I EVOLUCIJA : udžbenik biologije za 4. razred gimnazije	Mirjana Pavlica i Josip Balabanić	udžbenik	4.	ŠK	66,00

FIZIKA - ČETVEROGODIŠNJI PROGRAM

579.	FIZIKA 1 : udžbenik za 1. razred gimnazije (inačica A)	Jakov Labor	udžbenik	1.	ALFA	95,00
580.	FIZIKA 1 : udžbenik za prvi razred gimnazije : A-inačica	Nikica Simić	udžbenik NOVO	1.	PI	102,00
581.	FIZIKA 1 : udžbenik fizike za 1. razred gimnazije : A-inačica	Vladimir Paar	udžbenik NOVO	1.	ŠK	96,00
	FIZIKA 1 : zbirka riješenih zadataka za 1. razred gimnazije : A-inačica	Vladimir Paar i Vladimir Šips	zbirka zadataka NOVO	1.	ŠK	70,00
582.	FIZIKA 1 : udžbenik za 1. razred gimnazije i srodnih škola s četverogodišnjim programom (inačica B)	Tonči Andreis, Miro Plavčić i Nikica Simić	udžbenik	1.	PI	102,00
583.	FIZIKA 2 : udžbenik za 2. razred gimnazije (inačica A)	Jakov Labor	udžbenik	2.	ALFA	95,00
584.	FIZIKA 2 : udžbenik fizike za 2. razred gimnazije : A-inačica	Vladimir Paar i Vladimir Šips	udžbenik NOVO	2.	ŠK	96,00
	FIZIKA 2 : zbirka riješenih zadataka za 2. razred gimnazije : A-inačica	Vladimir Paar i Vladimir Šips	zbirka zadataka NOVO	2.	ŠK	70,00
585.	** FIZIKA 2 : udžbenik za 2. razred gimnazije i srodnih škola s četverogodišnjim programom (inačica B)	Miro Plavčić, Nikica Simić i Tonči Andreis	udžbenik	2.	PI	102,00
586.	FIZIKA 3 : udžbenik za treći razred gimnazije	Jakov Labor	udžbenik NOVO	3.	ALFA	95,00

587.	FIZIKA 3 : udžbenik za treći razred gimnazije (inačica A)	Nada Brković	udžbenik	3.	LUK	99,00
588.	FIZIKA 3 : udžbenik za 3. razred gimnazije (A inačica programa)	Vladimir Paar	udžbenik	3.	ŠK	96,00
	FIZIKA 3 : zbirka riješenih zadataka za 3. razred gimnazije (A inačica programa)	Vladimir Paar i Vladimir Šips	zbirka zadataka	3.	ŠK	79,00
589.	FIZIKA 3 : udžbenik iz fizike za 3. razred gimnazije	Tonči Andreis, Miro Plavčić i Nikica Simić	udžbenik	3.	PI	102,00
590.	FIZIKA 4 : udžbenik za četvrti razred gimnazije	Jakov Labor	udžbenik NOVO	4.	ALFA	95,00
591.	FIZIKA 4 : udžbenik za 4. razred gimnazije	Vladimir Paar	udžbenik	4.	ŠK	96,00
592.	FIZIKA 4 : udžbenik za 4. razred gimnazije (inačica B)	Miro Plavčić, Tonči Andreis i Nikica Simić	udžbenik	4.	PI	102,00
593.	FIZIKA 4 : udžbenik za 4. razred gimnazije (B inačica programa)	Rudolf Krsnik	udžbenik	4.	ŠK	99,00

FIZIKA - DVOGODIŠNJI I TROGODIŠNJI PROGRAM

594.	** FIZIKA 1 : udžbenik fizike za 1. i 2. razred gimnazija i četverogodišnjih strukovnih škola (dvogodišnji i trogodišnji program fizike)	Tatjana Roginić	udžbenik NOVO	1. i 2.	ŠK	99,00
	** FIZIKA 1 : radna bilježnica iz fizike za 1. i 2. razred gimnazija i četverogodišnjih strukovnih škola (dvogodišnji i trogodišnji program fizike)	Tatjana Roginić	radna bilježnica NOVO	1. i 2.	ŠK	39,00

KEMIJA

595.	OPĆA KEMIJA 1 : udžbenik za 1. razred gimnazije	Aleksandra Habuš i Vera Tomašić	udžbenik NOVO	1.	PI	104,00
	OPĆA KEMIJA 1 : radna bilježnica za 1. razred gimnazije	Aleksandra Habuš i Vera Tomašić	radna bilježnica NOVO	1.	PI	37,00
596.	OPĆA KEMIJA 1 : udžbenik za 1. razred opće gimnazije	Dubravka Turčinović i Ivan Halasz	udžbenik	1.	ŠK	89,00
	OPĆA KEMIJA 1 : radna bilježnica za 1. razred opće gimnazije	Dubravka Turčinović i Ivan Halasz	radna bilježnica	1.	ŠK	45,00
597.	OPĆA KEMIJA 2 : udžbenik za 2. razred gimnazije	Aleksandra Habuš, Dubravka Stričević i Snježana Liber	udžbenik NOVO	2.	PI	104,00

	OPĆA KEMIJA 2 : radna bilježnica za 2. razred gimnazije	Aleksandra Habuš, Dubravka Stričević i Snježana Liber	radna bilježnica NOVO	2.	PI	37,00
598.	OPĆA KEMIJA 2 : udžbenik kemije za 2. razred gimnazije	Dunja Nothing-Hus, Mira Herak i Frances Novosel	udžbenik NOVO	2.	ŠK	89,00
	OPĆA KEMIJA 2 : radna bilježnica kemije za 2. razred gimnazije	Dunja Nothing-Hus, Mira Herak i Frances Novosel	radna bilježnica NOVO	2.	ŠK	45,00
599.	ANORGANSKA KEMIJA : udžbenik za treći razred gimnazije	Sandra Habuš, Dubravka Stričević i Vera Tomašić	udžbenik	3.	PI	104,00
	ANORGANSKA KEMIJA : radna bilježnica za treći razred gimnazije	Sandra Habuš, Dubravka Stričević, Dunja Nothig-Hus i Blanka Sever	radna bilježnica	3.	PI	37,00
600.	ANORGANSKA KEMIJA : udžbenik za 3. razred gimnazije	Biserka Tkalčec i Antica Petreski	udžbenik	3.	ŠK	89,00
	ANORGANSKA KEMIJA : radna bilježnica za 3. razred gimnazije	Antica Petreski, Biserka Tkalčec i Mirjana Mazalin	radna bilježnica	3.	ŠK	29,00
	ANORGANSKA KEMIJA : radni materijali za učenike uz udžbenik za 3. razred gimnazije	Dubravka Turčinović	radni materijali	3.	ŠK	45,00
601.	TEMELJI ORGANSKE KEMIJE : udžbenik za 4. razred gimnazije	Dubravka Stričević i Blanka Sever	udžbenik	4.	PI	104,00
	TEMELJI ORGANSKE KEMIJE : radna bilježnica za 4. razred gimnazije	Dubravka Stričević i Blanka Sever	radna bilježnica	4.	PI	37,00
602.	ORGANSKA KEMIJA : udžbenik kemije za 4. razred gimnazije	Milan Sikirica i Branka Korpar-Čolig	udžbenik	4.	ŠK	89,00

GEOGRAFIJA

603.	GEOGRAFIJA 1 : udžbenik geografije za 1. razred gimnazije	Dragutin Feletar, Dražen Perica i Ružica Vuk	udžbenik	1.	MRD	99,00
604.	GEOGRAFIJA 1 : udžbenik za 1. razred gimnazije	Ines Kozina, Goranka Marković i Mate Matas	udžbenik	1.	ŠK	96,00
605.	GEOGRAFIJA 2 : udžbenik za drugi razred gimnazije	Romana Dužanec, Suzana Nebeski Hostić i Željka Polan	udžbenik NOVO	2.	MRD	99,00
606.	GEOGRAFIJA 2 : udžbenik za 2. razred gimnazije	Miroslav Sić, Mladen Ante Friganović i Mate Matas	udžbenik	2.	ŠK	96,00
607.	STANOVNIŠTVO, NASELJA, GOSPODARSTVO : udžbenik iz geografije za 2. razred gimnazije	Goranka Marković i Ružica Vuk	udžbenik	2.	ZN	98,00

608.	GEOGRAFIJA 3 : udžbenik za treći razred gimnazije	Dragutin Feletar i Zoran Stiperski	udžbenik s kartom NOVO	3.	MRD	105,00
609.	GEOGRAFIJA 3 : udžbenik za 3. razred gimnazije	Mate Matas i Hermenegildo Gall	udžbenik	3.	ŠK	96,00
610.	REGIONALNI RAZVOJ SVIJETA : udžbenik iz geografije za 3. razred gimnazije	Goranka Marković, Ružica Vuk, Anita Filipčić i Damir Jelenski	udžbenik	3.	ZN	110,00
611.	GEOGRAFIJA 4 : udžbenik geografije za 4. razred gimnazije	Dragutin Feletar	udžbenik	4.	MRD	99,00
612.	GEOGRAFIJA HRVATSKE : udžbenik za 4. razred gimnazije	Danijel Jukopila, Vesna Kralj i Branka Obradović Martinec	udžbenik	4.	ŠK	96,00
613.	GEOGRAFIJA HRVATSKE : udžbenik za 4. razred gimnazije	Goranka Marković, Ružica Vuk i Anita Filipčić	udžbenik	4.	ZN	110,00

POVIJEST

614.	POVIJEST 1 : udžbenik povijesti za 1. razred gimnazije	Ivana Malus Tomorad, Mladen Tomorad i Hrvoje Gračanin	udžbenik	1.	MRD	103,00
615.	POVIJEST STAROGA VIJEKA : udžbenik za 1. razred gimnazije	Vladimir Posavec i Tatjana Medić-Posavec	udžbenik	1.	PI	107,00
616.	POVIJEST 1 : udžbenik za 1. razred gimnazije	Maja Ferček	udžbenik	1.	ŠK	99,00
617.	POVIJEST 2 : udžbenik povijesti za 2. razred gimnazije	Hrvoje Petrić i Gordana Ravančić	udžbenik	2.	MRD	105,00
618.	STVARANJE EUROPSKE CIVILIZACIJE I KULTURE : (V.-XVIII. st.) : udžbenik povijesti za 2. razred gimnazije	Vladimir Posavec i Tatjana Medić	udžbenik	2.	PI	107,00
619.	POVIJEST 2 : udžbenik s vježbenicom za 2. razred gimnazije	Zdenko Samaržija	udžbenik s vježbenicom	2.	ŠK	99,00
620.	POVIJEST 3 : udžbenik povijesti za 3. razred gimnazije	Mira Kolar-Dimitrijević, Željko Holjevac i Hrvoje Petrić	udžbenik	3.	MRD	103,00
621.	POVIJEST 3 : udžbenik za 3. razred gimnazije	Damir Agičić, Tvrtko Jakovina, Suzana Leček, Magdalena Najbar-Agičić i Stjepan Matković	udžbenik	3.	PI	93,00
622.	POVIJEST 3 : udžbenik za 3. razred gimnazije	Franko Mirošević, Trpimir Macan i Anđelko Mijatović	udžbenik	3.	ŠK	89,00
623.	POVIJEST 4 : udžbenik za IV. razred gimnazije	Davora Bubanj Valentić	udžbenik NOVO	4.	BT	92,00
624.	POVIJEST 4 : udžbenik povijesti za 4. razred gimnazije	Mira Kolar-Dimitrijević, Hrvoje Petrić i Jakša Raguž	udžbenik	4.	MRD	105,00

625.	POVIJEST 4 : udžbenik za 4. razred (opće) gimnazije	Leček, Agičić, Jakovina i Najbar-Agičić	udžbenik	4.	PI	93,00
626.	POVIJEST 4 : udžbenik za 4. razred gimnazije	Hrvoje Matković i Franko Mirošević	udžbenik	4.	ŠK	99,00

PSIHOLOGIJA

627.	PSIHOLOGIJA : udžbenik psihologije za gimnazije	Denis Bratko	udžbenik	3.	PI	83,00
628.	PSIHOLOGIJA : udžbenik za gimnazije	Branimir Šverko, Silvija Szabo, Predrag Zarevski, Slavko Kljajić, Tanja Turudić-Čuljak i Maja Kolega	udžbenik	2., 3. i 4.	ŠK	92,00

SOCIOLOGIJA

629.	SOCIOLOGIJA : udžbenik za 3. razred gimnazije	Nenad Fanuko	udžbenik	3.	PI	100,00
------	---	--------------	----------	----	----	--------

FILOZOFIJA

630.	POVIJEST FILOZOFIJE : s odabranim tekstovima filozofa	Boris Kalin	udžbenik	4.	ŠK	99,00
------	---	-------------	----------	----	----	-------

LOGIKA

631.	LOGIKA	Gajo Petrović	udžbenik	3.	EL	65,00
632.	LOGIKA : udžbenik za 3. razred gimnazije	Srećko Kovač	udžbenik	3.	HSN	
633.	LOGIKA : udžbenik za 3. razred gimnazije	Mirko Jakić	udžbenik NOVO	3.	ŠK	69,00

POLITIKA I GOSPODARSTVO

634.	POLITIKA I GOSPODARSTVO : udžbenik za 4. razred gimnazije	Nenad Fanuko	udžbenik	4.	PI	89,00
635.	POLITIKA I GOSPODARSTVO : udžbenik za gimnazije	Đuro Benić	udžbenik NOVO	4.	ŠK	89,00

GLAZBENA UMJETNOST

636.	GLAZBENI SUSRETI 1. VRSTE : udžbenik glazbene kulture za 1. razred gimnazije	Ljiljana Ščedrov i Nataša Perak Lovričević	udžbenik s 3 CD-a	1.	PI	103,00
637.	GLAZBENA UMJETNOST 1 : udžbenik za glazbenu umjetnost za 1. razred gimnazije	Nada Medenica	udžbenik s 3 CD-a	1.	ZN	106,00
638.	GLAZBENI SUSRETI 2. VRSTE : udžbenik glazbene umjetnosti za 2. razred gimnazije	Ljiljana Ščedrov i Nataša Perak Lovričević	udžbenik s 3 CD-a	2.	PI	103,00

639.	GLAZBENA UMJETNOST 2 : udžbenik za glazbenu umjetnost za 2. razred gimnazije	Nada Medenica	udžbenik s 3 CD-a	2.	ZN	106,00
640.	GLAZBENI SUSRETI 3. VRSTE : udžbenik glazbene umjetnosti za 3. razred gimnazije	Ljiljana Ščedrov i Nataša Perak Lovričević	udžbenik s 3 CD-a	3.	PI	103,00
641.	GLAZBENA UMJETNOST 3 : udžbenik za glazbenu umjetnost za 3. razred gimnazije	Nada Medenica i Rozina Palić-Jelavić	udžbenik s 3 CD-a	3.	ZN	106,00
642.	GLAZBENI SUSRETI 4. VRSTE : udžbenik glazbene umjetnosti za 4. razred gimnazije	Ljiljana Ščedrov i Nataša Perak Lovričević	udžbenik s 3 CD-a	4.	PI	103,00
643.	GLAZBENA UMJETNOST 4 : udžbenik za glazbenu umjetnost u četvrtom razredu gimnazije	Rozina Palić-Jelavić i Nada Medenica	udžbenik s 3 CD-a NOVO	4.	ZN	106,00

LIKOVNA UMJETNOST

644.	LIKOVNI GOVOR : uvod u svijet likovnih umjetnosti : udžbenik za 1. razred gimnazije	Radovan Ivančević	udžbenik	1.	PI	104,00
645.	** LIKOVNA UMJETNOST 1 : udžbenik za 1. razred gimnazija i umjetničkih škola	Jadranka Damjanov	udžbenik	1.	ŠK	99,00
646.	STILOVI RAZDOBLJA ŽIVOT 1 : od paleolitika do predromanike : udžbenik za 2. razred gimnazije	Radovan Ivančević	udžbenik	2.	PI	104,00
647.	LIKOVNA UMJETNOST 2 - OPĆA POVIJEST UMJETNOSTI : OD PRAPOVIJESTI DO SUVREMENOSTI : udžbenik za 2. razred gimnazije s dvogodišnjim programom likovne umjetnosti	Antun Karaman	udžbenik	2.	ŠK	99,00
648.	** LIKOVNA UMJETNOST 2 : udžbenik likovne umjetnosti za gimnazije, strukovne i umjetničke škole	Jadranka Damjanov	udžbenik NOVO	2.-4.	ŠK	99,00
649.	STILOVI RAZDOBLJA ŽIVOT 2 : od romanike do secesije : udžbenik za 3. razred gimnazije	Radovan Ivančević	udžbenik	3.	PI	104,00
650.	STILOVI, RAZDOBLJA, ŽIVOT 3 : umjetnost i vizualna kultura 20. stoljeća : udžbenik za 4. razred gimnazije	Radovan Ivančević	udžbenik	4.	PI	104,00
651.	LIKOVNA UMJETNOST 20. STOLJEĆA : priručnik za likovnu umjetnost za 4. razred gimnazije	Jasenska Mirenić-Bačić i Karmen Ratković	priručnik	4.	ŠK	99,00

ETIKA

652.	** ETIKA 1 : udžbenik za 1. razred gimnazije	Vesna Šipuš	udžbenik	1.	ŠK	76,00
653.	** ETIKA 1 : udžbenik za 1. razred gimnazije i srednje škole	Ćiril Čoh, Marija Lamot i Ksenija Matuš	udžbenik	1.	ŠK	76,00

654.	** ETIKA 1 : ČOVJEK - BIĆE SUSRETA : udžbenik za 1. razred srednje škole	Ivan Čehok	udžbenik	1.	ŠK	76,00
655.	** ETIKA 2 : U POTRAZI ZA ISTINOM : RELIGIJE SVIJETA : udžbenik za 2. razred gimnazije	Ozren Žunec	udžbenik	2.	PI	83,00
656.	** ETIKA 2 : udžbenik za 2. razred gimnazije	Vesna Šipuš	udžbenik	2.	ŠK	76,00
657.	** ETIKA 3 : udžbenik za 3. razred gimnazije	Vesna Šipuš	udžbenik	3.	ŠK	76,00
658.	** ETIKA 3 : udžbenik za 3. razred gimnazije i srednje škole	Ivan Čehok	udžbenik	3.	ŠK	76,00
659.	** ETIKA : udžbenik za 4. razred gimnazije	Ivan Čehok	udžbenik	4.	PI	83,00
660.	** ETIKA 4 : udžbenik za 4. razred gimnazije	Vesna Šipuš	udžbenik	4.	ŠK	76,00

VJERONAUKE

661.	** TRAŽITELJI SMISLA : udžbenik vjeronauka za 1. razred srednjih škola	Viktorija Gadža, Nikola Milanović, Rudi Paloš, Mirjana Vučica i Dušan Vuletić	udžbenik	1.	KSC	55,00
662.	** ODVAŽNI SVJEDOCI : udžbenik vjeronauka za 2. razred srednje škole	Viktorija Gadža, Nikola Milanović, Rudi Paloš i Dušan Vuletić	udžbenik	2.	KSC	55,00

HRVATSKI JEZIK - ZA SLIJEPE

663.	** MOJA DRUGA POČETNICA : udžbenik za 1. stupanj opismenjavanja slijepe mladeži : 1. svezak : 5. - 8. razred osnovne škole, 1. - 4. razred gimnazije i strukovne škole	Ante Baković	udžbenik	1.-4.	HSS	
	** MOJA DRUGA POČETNICA : udžbenik za 1. stupanj opismenjavanja slijepe mladeži : 2. svezak : 5. - 8. razred osnovne škole, 1. - 4. razred gimnazije i strukovne škole	Ante Baković	udžbenik	1.-4.	HSS	

LEGENDA:

** - udžbenik je namijenjen za više vrsta škola (osnovna, gimnazije, strukovne)

Annex D:

Unpublished academic article documenting recent research on failure of condom use to keep pace with increase in sexual activity amongst young people in Croatia during last decade and consequent need for comprehensive school-based sex education to combat heightened vulnerability to HIV and STIs.

Štulhofer¹, A. *, Šoh², D., Jelaska³, N., Baćak¹, V., Landripet¹, I.

¹Dept of Sociology, Faculty of Humanities and Social Sciences, University of Zagreb, Croatia

²Dept of Sociology, University Center for Croatian Studies, University of Zagreb, Croatia

³Dept of Psychology, Faculty of Humanities and Social Sciences, University of Zagreb, Croatia

Religiosity and HIV/STI-Related Sexual Risks among Croatian College Students 1998-2008

Abstract: Personal importance and political influence of religion increased substantially during a strenuous post-communist transition in Croatia. This paper examined the impact of religiosity on sexual risk taking among educated Croatian youth using data from a longitudinal study carried out in 1998, 2003, and 2008 on probability samples of the University of Zagreb freshmen students. Students who scored high in religiosity were found to have less favorable attitudes towards condoms and were less sexually literate than those who scored low in religiosity. In addition, religiosity was associated with a slight but significant, postponement of sexual debut for both women and men. Two socio-cultural mechanisms were proposed as a plausible explanation for the lack of significant association between religiosity and condom use. The first is the specific nature of religious identification among young people in Croatia. As pointed out in recent studies, religiosity is more often a confirmation of young people's ethno-national identity than a matter of faith and moral guidance. The second mechanism emphasizes the influence of sexual permissiveness discourse, promoted in popular media, on young people's framing and understanding of sexuality. Considering that the observed increase in the proportion of sexually active students during the period between 1998 and 2008 was not matched by a parallel increase in consistent use of condoms, the introduction of a comprehensive school-based sex education seems essential for addressing this heightened vulnerability to HIV and STIs among young Croatians.

Key words: sexuality, risk taking, HIV, STI, religiosity, morality, students, Croatia

Introduction: Religiosity and Young People's Sexuality

* Corresponding author: Aleksandar Štulhofer, Sexology Unit, Dept. of Sociology, Faculty of Humanities and Social Sciences, I. Lučića 3, 10000 Zagreb, Croatia; astulhof@ffzg.hr

Adolescents and young adults are at greater risk of contracting sexually transmitted infections (STIs) because they are more likely to have unprotected sex and to have multiple partners, as well as high risk partners (Panchaud et al., 2000).¹ A meta-analysis of 121 empirical studies concerning heterosexual condom use (Sheeran, Orbell, & Abraham, 1999) reported that although condom use has increased since the early 1980s, the absolute levels of use remained low. An analysis dealing with sexual risk taking among adolescents in Croatia (Hiršl-Hećej & Štulhofer, 2001) reported a similar trend: the level of condom use did rise in the period from 1991-1998, but the majority of adolescents did not use condoms consistently. Furthermore, research on adolescent development has shown that early coital debut is associated with increased health risks such as STIs and early pregnancy (Cates, 1996; Rostosky, Regnerus, & Corner Wright, 2003). A recent study of adolescents in the U.S. found that nearly half of all newly acquired STIs that occurred in 2000 were among 15-24 year olds, with *human papilloma viruses* (HPV), *trichomoniasis* and *chlamydia trachomatis* being the most frequently acquired STIs (Weinstock, Berman, & Cates, 2004). Another study reported that the incidence of *chlamydia* infections in Sweden has continuously increased since the mid-1990s (Sylvan & Christenson, 2008). Similarly, a study conducted in Croatia found that the highest prevalence of high-risk HPV was among women younger than 21 (Marijan et al., 2007). HIV/AIDS, the most severe of all STIs, remains overwhelmingly present among young people, with 45% of new HIV infections worldwide being diagnosed among persons aged 15-24 (UNAIDS, 2008).

An important factor in assessing young people's vulnerability to HIV and other STIs is religiosity. As eloquently stated in a recently published monograph on the subject, religion always makes a difference in the context of young people's sexuality (Regnerus, 2007). It has been shown that religiosity not only affects values and attitudes toward sex, but also both sexual decision-making and sexual behavior (Rostosky et al., 2004). This is hardly a surprise considering that human sexuality has a great religious relevance, which is cross-culturally reflected in religious regulation of, or attempts at regulating, of school-based sex education, condom use and distribution, and gay and lesbian rights (Irvine, 2002). From a comparative perspective, Scott (1998) pointed out that in a number of countries the decline of traditional religious authority is related to changes in attitudes towards sexual morality.

Brewster and collaborators (1998) concluded that in most studies on adolescent sexual behavior, the indicators of religiosity, as well as religious participation, were found to have significant effect. In a recent review of longitudinal studies on adolescent sexual behavior published in between 1980 and 2001, the impact of religiosity was described as twofold: religiosity may delay sexual debut, but it may also negatively affect subsequent contraceptive use (Rostosky et al., 2004). The postponement of sexual activity was confirmed only among female adolescents (the results were inconclusive for males). Using data from the National Longitudinal Study on Adolescent Health in the U.S., Meier (2003) found that higher religiosity reduces the probability of having an early sexual initiation for both male and female adolescents, with the effect being larger among females. Similar findings were reported by Rostosky and associates (2003) and, in the European context, by Rizzi (2004).

¹ This study was a part of the research project *Behavioral HIV Surveillance* funded by the Croatian Ministry of Science, Education, and Sport. The authors would like to thank Sandra Šević and Drago Car for their help with data collection and language editing.

In this paper, religiosity is defined differently than is customary in sociological studies, in which it usually denotes formal religious participation (as opposed to faith). Here, the term religiosity is understood as both the self-assessed importance of religion, or religiousness (personal dimension), and the influences or pressures of one's close social environment (family and peers), which affect personal importance of religion. This definition was less a matter of conceptual taste, and more a decision based on evidence that religious convictions remain rather stable through adolescence, whereas participation in worship services seems to decline during adolescent years (Rostosky et al., 2004).

Conceptually, the association between religiosity and sexuality can be approached at different levels (Bearman & Bruckner, 1999). More precisely, one or more causal mechanisms underlying this association may be related to (a) a personal dimension, which consists of specific individual beliefs, (b) a family dimension, where certain values are socialized and/or imposed through social control (comparatively, religious parents talk less with their children about sexuality, but more about sexual morality; Regnerus, 2007: 204), and (c) a peer dimension, which is both an arena for building and maintaining one's personal reputation, and a social space thick with mutual expectations, influence and conformity. For example, peers are often that crucial factor in the selection of sources of information about sexuality. These three levels are often interconnected, as in the case of a teenager who was brought up religiously and, as a consequence, has internalized specific moral norms characteristic of their religion. Such beliefs will, directly (by their choice) and indirectly (by others' choice), guide them in choosing their friends, which will – assuming they were successful in becoming a part of a group of like-minded peers – reinforce their beliefs (cf. Mott et al, 1996).

When thinking about possible risk-reducing and risk-enhancing effects of religiosity on HIV and STI related sexual risk taking, several emerge. On the risk-reducing side, a delayed onset of penetrative sexual activity may be the result of internalized moral values (for example, sexual abstinence before marriage), stronger social control in families with strong religious convictions, or specific pressure exerted by religious peers. Another risk-reducing effect, when sexual activity has already been initiated, could be a lower number of sexual partners – although this may also be caused by religious individuals being less likely to be chosen as sex partners (because of their values).

On the risk-enhancing side, religious individuals might be less knowledgeable about sexual and reproductive health issues than their non-religious peers, because of the restrictive moral norms in their respective families that discourage conversation about sexuality and impact availability of relevant information. In addition, they might hold less positive views regarding condom use and be less likely to use efficient protection, due to their acceptance of religious norms that reject the use of artificial family planning methods. Incorrect information about condoms and their efficiency, as well as the lack of skills needed for effective and non-disruptive use of protection, may also affect the probability of condom being used. Furthermore, religious individuals may be less likely to plan their sexual encounters, which, in turn, makes them less prepared to protect themselves and their partners. Unfortunately, many of these questions remain to be explored. As Rostosky and collaborators (2004) pointed out, empirical analyses of the causal mechanisms behind the impact of religiosity on sexual behavior have thus far been surprisingly rare.

The Croatian Context

Post-communist societies were marked by transitional costs, such as the increase in unemployment, poverty and social inequality, general sense of uncertainty, the declining quality of public services and a widely perceived absence of the rule of law (cf. Štulhofer & Sandfort, 2005). In Croatia, the context bears a specific significance because the transition to market economy and democracy coincided with the 1991-1995 war that followed the breakup of Yugoslavia. The closely related process of ethno-national identification and homogenization, promoted by the conservative, authoritarian government, was coupled with a rapidly increasing influence of the Catholic Church, which was widely considered the guardian of national identity during the Communist times (Zrinščak, 1995). Bilateral agreements with Vatican which resulted, among other things, in the introduction of religious education in primary and secondary schools in 1997, were a clear sign of the new social and political power of the Catholic Church.

A number of studies have examined retraditionalization and increasing religiosity in Central and Eastern Europe. Analyzing social and religious change before and after the demise of communism in Croatia, Zrinščak (2001) concluded that a trend of secularization, observable in the 1960s and 1970s, was reversed by a religious revitalization at the end of the 1980s (cf. Bahtijarević & Milas, 1990). This desecularization maintained traditional features, as pointed out by another scholar (Marinović Jerolimov, 2002). To a significant extent, desecularization thus served as a process of retraditionalization. A recently conducted study demonstrated that among young people in Croatia religious identification significantly increased during the 1986-1999 period (Ilišin and Radin, 2007). However, the authors were careful to note that retraditionalization in this population was counteracted by the strong presence of the contemporary culture of individualism.

Several research studies carried out in Croatia suggested that religiosity does influence young people's sexuality. In 1998, religious upbringing was found to reduce sexual risk taking, but only among college men (Štulhofer, Jureša, & Mamula, 2000). Another study reported an association between the school-based religious education and a decrease in sexual permissiveness during the 1998-2003 period (Štulhofer, Anterić, & Slošar, 2004). In a more recent national study of young people aged 18-24, the acceptance of religiously inspired sexual morality was shown to adversely affect the odds of using a condom at first sexual intercourse, although only among young women (Štulhofer et al., 2007). In contrast, another report found that religious morality significantly lowered young men's sexual risk taking scores (Štulhofer et al., 2008). Another recent study reported negative association between religiosity and the Sociosexual Orientation Inventory scores, but only among female college students (Kardum, Gračanin, & Hudek-Knežević, 2008).

The aim of this longitudinal study was to analyze the dynamics of association between religiosity, observed at both the personal and the family level, and HIV/STI relevant sexual behaviors, knowledge, and attitudes among the University of Zagreb freshmen in the period between 1998 and 2008. More precisely, the focus will be on the following hypotheses: (i) religiosity is associated with lesser knowledge of human sexuality and (ii) more negative attitudes toward condom use, (iii) religiosity delays sexual debut, (iv) among sexually active young people, religiosity reduces number of sexual partners, and (v) religiosity is related to lower odds of condom use. While the third and fourth hypotheses suggest a positive, HIV/STI risk-reducing role of religiosity, the rest explore the opposite possibility.

To our knowledge, this study is the first attempt to systematically assess the impact of post-communist surge of religiosity on young people's sexuality in a (post)transitional European country. The analysis may have an additional importance: it could lead to possible policy ramifications concerning recent pilot introduction of two health education programs (which include sex education modules) in Croatian primary and secondary schools. This initiative does not have a precedent in the country's history of formal education and it is not accidental that one of the programs promotes comprehensive sex education and the other abstinence-only curriculum strongly supported by the Church authorities.

Methods

Participants

This longitudinal study was initiated in 1998 when 1355 University of Zagreb freshmen were surveyed using a KABP (knowledge-attitudes-beliefs-practices) questionnaire. Women made 47.2% of the sample, in which the average participant age was 18.7 (SD=.84). In the second wave, which was conducted in 2003, 537 freshmen from the same university were surveyed. This time, women constituted a slight majority (53.1%). The average age in the sample was 18.9 (SD=.88). The third wave was carried out in 2008 and it sampled 775 University of Zagreb freshmen, 55.2% of which were women. The average age (M=19.5; SD=.98) was slightly higher than in the first two waves.

The same sampling strategy was used in all three waves. After information about university admissions in the previous year (or, if unavailable, from the year before) was obtained, sampling quotas for each university school (31 in total) were determined. The quotas were proportional to school size and stratified by gender. In 1998, 8% of the freshmen student body was surveyed. In 2003 and 2008 the proportion was reduced to 4% and 5%, respectively. After the quotas were set, one freshmen class per school was randomly chosen and all students attending this class were surveyed. In the case the number of surveyed freshmen exceeded the quota, the required number was obtained by trimming down the subsample using a random number generator. In case it was smaller than required, another class in the same school was chosen and the attending students surveyed.

In all three waves the discrepancy between the planned and achieved sample was minimal (1-6%, depending on the study wave), both in regard to size and gender composition.

Data Collection and Questionnaire

In all three waves, surveying was carried out in classrooms. To secure confidentiality, research assistants instructed participants to disperse so that no one would be able to see what they are writing. In the rare case of heavily populated classes a different strategy was used: the students were divided into two groups of roughly equal size and surveyed in succession.

On average, the questionnaire took about 20 minutes to complete. It was pretested in 1998 for comprehension and scale reliability on 413 high-school seniors (Štulhofer, 1999). From one wave to another, the questionnaire contents were changed by less than 10%. The number of variables ranged from 119 in 1998 to 109 in 2008. The forms returned with 10% or more of missing values were excluded from analyses.

The questionnaire was organized into three main sections: (a) sexual literacy (basic knowledge about reproductive and sexual health), (b) sexual experiences and behaviors and (c) sexual attitudes and beliefs. The last section included the indicators of sexual risk self-assessment. The questionnaire also contained questions about the participant's sociodemographic characteristics and religiosity.

Measures

Age, parents' education (father's and mother's education were recorded separately and later combined into single variable), relationship status, and the type of the longest place of residence (1=village, 2=town, 3=city, 4=metropolitan city) were assessed as sociodemographic characteristics.

Religious upbringing was measured by the following single-item indicator: "Were you brought up in the religious spirit?" The following answers were offered: (1) no, (2) yes, but not strictly, and (3) yes, strictly. Personal religiosity was assessed with the Religion-Based Morality Scale (Štulhofer et al., 2004) composed of seven items, including: "Homosexuality is unacceptable", "Abortion should be illegal", "Masturbation makes me feel guilty", "Religion is the best guide in sexual matters", etc. The items were measured on a Likert-type acceptance scale ranging from 1="strongly disagree" to 5="strongly agree". All items loaded highly ($>.55$) on a single factor with Eigenvalue >1 . Linear combination of the items had satisfactory internal consistency in all three waves (Cronbach $\alpha=.78-.81$). Higher scores on this composite measure with absolute range 7-35 reflected stronger acceptance of religious moral norms. To circumvent multicollinearity problem, which was encountered during initial multivariate explorations, the two religiosity measures were transformed (by multiplying) into a composite indicator.

The Index of Sexual Literacy (ISL), originally a 10-item composite measure developed in the first study wave (Štulhofer, Jureša, & Mamula, 2000), was used to measure basic knowledge of human sexuality. Conceptually, it has been argued that low ISL scores may have adverse personal sexual health consequences (ISL asks about the length of the menstrual cycle, whether or not masturbation is a health hazard, why is the withdrawal method an unreliable birth control method, can latex condoms protect from HIV infection, etc). Questions had a multiple-choice format with four answers (only one of which was correct). The index was calculated by summing correct answers. In this study, ISL was composed of only eight items, since the content of the remaining two changed from wave to another.

Sexual risk taking was assessed with several single-item indicators: the experience of sexual intercourse, condom use at first and last sexual intercourse (asked only in the 2003 and 2008 study waves), condom use consistency, and lifetime number of sexual partner. Consistent use of condoms was assessed with the question regarding the pattern of condom use. If a participant reported that they "always" uses condoms, the answer was coded 1 for consistent use. All other answers ("I never use condoms", "I use them occasionally", "I use them only with casual partners", and "I use them only at the beginning of a relationship") were coded 0 for inconsistent use. Due to its skewed distribution, lifetime number of sexual partners was recoded into four categories (1=one sexual partner, 2=two partners, 3=three to four partners, 4=five or more partners). When used as dependent variable in a multivariate regression model, this variable was dichotomized into 1=one partner and 0=two or more partners.

Self-assessed HIV and STI related risks were measured by the following questions: "How would you rate your personal risk of acquiring HIV infection?" and

“How would you rate your personal risk of acquiring any other STI?” A 5-point scale (from 1=“no risk” to 5=“extremely high risk”) was used for answers. These two strongly correlated items ($r=.65-.78$, $p<.001$) were combined into a single variable ranging from 2 to 10. The higher the score, the higher self-assessed HIV/STI risk.

Attitudes toward condom use were measured using four items (“Condom use interferes with sexual pleasure”, “Condom use signals the lack of trust”, etc.), which were later combined into a composite measure (Cronbach $\alpha=.54-.61$). The scale ranged from 4 to 20 and was reverse recoded so that higher scores denoted more positive views of condom use.

Results

Descriptive Analysis

In the observed period, three significant gender differences in socio-demographic characteristics were found (Table 1). In 1998, male participants were somewhat older than female participants. In 1998 and 2008, men reported higher mother’s education than women. Finally, women were more likely than men to report being in a relationship and having one or more same-sex sexual experiences. The latter difference reached statistical significance in 2003 and 2008.

When sexual behavior was analyzed, men reported first intercourse at younger age than women, both in 1998 and 2008. At all three observation points, male participants reported more sexual partners than women. Inconsistent gender differences were found in the use of protection at first and last sexual intercourse, primarily with regard to hormonal pill and condom use.

TABLE 1 ABOUT HERE!

Table 2 presents differences between the three data collection waves. There was a significant change ($p<.001$) in the prevalence of religious upbringing among Croatian college students in the 1998-2008. The percentage of freshmen growing up in a non-religious family decreased, mostly between 1998 and 2003, while the proportion of those who were socialized in a strict religious spirit increased from 1998 to 2003 and then stabilized at around 30%. Interestingly, no change in the religion-based morality was observed in the same period.

No clear trend was found in the dynamics of sexual literacy. Elementary knowledge of reproductive and sexual health issues remained the same in the 1998-2003 period and then significantly improved in 2008 ($p<.001$).

In regard to sexual behavior, a steady increase in the proportion of sexually experienced participants emerged ($p<.001$), particularly between 2003 and 2008. Interestingly, this trend was also observed among young people with strong religious convictions (the group was defined by strict religious upbringing and a high score, beyond 80th percentile, on traditional morality scale), where the proportion of sexually experienced individuals has more than doubled in the last ten years (from 22% to 47%).

When analyzing changes in responsible sexual behavior, statistically significant differences were found only in the case of condom use at first intercourse, where a positive trend was observed ($p<.01$).

TABLE 2 ABOUT HERE!

Religiosity, Sexual Literacy, and Attitudes toward Condoms

Our first two hypotheses, which posited negative association between religiosity on the one side and knowledge about human sexuality and attitudes toward condom use on the other, found empirical support. Sexual literacy was consistently and significantly correlated to religiosity measure ($r=-.27$, $p<.001$ in 1998; $r=-.21$, $p<.001$ in 2003; $r=-.30$, $p<.001$ in 2008). The higher the religiosity score, the lesser was the basic sexual knowledge. The finding was confirmed when the analysis was carried out separately for male and female participants. Significant correlations were found among women and men at all three time points, with correlations slightly higher in the female subsamples in 1998 and 2008 (Table 3). Significant association was also observed in the case of attitudes toward condom use where a consistent and significant negative correlation between religiosity and condom acceptance was observed ($r=-.19$, $p<.001$ in 1998; $r=-.15$, $p<.01$ in 2003; $r=-.18$, $p<.001$ in 2008). Again, the association was significant in both genders during the observed period.

TABLE 3 ABOUT HERE!

Religiosity and Sexual Behavior

The third hypothesis postulated the delaying effect of religiosity on the timing of the first sexual intercourse. Table 4 shows the findings from multiple logistic regression analysis with experience of sexual intercourse as dependent variable. As expected, religiosity significantly decreased the odds of sexual debut. In all three study waves, it has been a consistent predictor of virginity among both men and women.

TABLE 4 ABOUT HERE

The hypothesized effect of religiosity on the number of sexual partners was not confirmed. A multiple logistic regression model that used the identical set of predictors as the model presented above, was carried out with a dichotomized indicator of the lifetime number of partners (0=one sexual partner, 1=two or more partners) as dependent variable. Contrary to expectations, religiosity was found a significant predictor of the number of sexual partners only in 2008 and exclusively among women (OR=.97, $p<.01$). One point increase in religiosity decreased the odds of reporting more than one sexual partner by three percent.

According to the fifth hypothesis, religiosity might discourage condom use. To test this hypothesis a multiple logistic regression model controlling for parents' education, place of residency, sexual literacy, and attitudes toward condom use was carried out with condom use at first intercourse as dependent variables (not presented in tables). Significant effects of religiosity were not found. Similarly, in models in which condom use at last intercourse and consistent condom use were used as dependent variables – which included additional predictors such as condom use at first intercourse (in the first model only), lifetime number of sexual partners, and self-assessed HIV/STI risk – no significant associations with religiosity were observed. Expectedly, significant and consistent correlates of condom use were positive attitudes toward condom use (in the case of consistent condom use) and condom use at first intercourse (in the case of condom use at last intercourse).

To test the possibility that religiosity did not affect condom use because of only a few sexually active religious participants in the samples, we created a subgroup of participants with strong religious convictions. Inclusion criteria were (a) being

raised in a strictly religious family and (b) having a high score on the religion-based morality scale (80th percentile or more). In 1998, 22% participants with strong religious convictions reported being sexually active. In 2003, the proportion increased to 29%, while in 2008 it reached 47%. The figures suggest that the lack of association between religiosity and condom use could not be explained by sexual inactivity of religious individuals. To test this further, we pooled the three waves and compared condom use rates among participants with strong religious conviction and other sexually active students. No significant differences in condom use were observed either at first or last sexual intercourse ($p < .21$ and $p < .17$, respectively).

Finally, a regression model with dichotomized number of lifetime sexual partners was tested (not presented in tables). Again, no consistent relationship with religiosity was found, although in 2008 women who scored higher in religiosity were slightly more likely to report to have had only one sexual partner (OR=1.03, $p < .05$).

Discussion

In this study we examined the trends and associations between religiosity and young people's sexuality in the 1998-2008 period, looking specifically at behaviors that can expose them to HIV and STIs. Before discussing our findings, several study limitations need to be addressed. Although representative of the University of Zagreb freshmen population, the findings are not to be generalized to the Croatian college student population, let alone young adults. In comparison to young people who do not attend college, those who continue their education beyond high-school have above average educated parents, which could suggest a more liberal family upbringing.

In spite of the fact that we attempted to maximize confidentiality by limiting the size of a student group that was surveyed in each classroom, group surveying on sensitive issues such as one's sexual experiences may have affected the validity of reports. Finally, it should be reminded that our operationalization of religiosity did not include indicators of peer level religiosity.

Overall, our findings point to a significant increase in the prevalence of religious upbringing among Croatian college students in the observed period, as well as a raising proportion of sexually experienced participants. In accord with a number of recent studies (Cates, 2001; Santelli et al., 2000; Santelli et al., 2006; Wellings et al., 2001), we found some evidence of increased condom use, but the trend was significant only in the context of first sexual intercourse.

Several significant associations between students' religiosity and sexuality were documented in the 1998-2008 period. The negative association between religiosity and basic sexual knowledge, as well as the negative effect of religiosity on attitudes towards condom use found in this study is compatible with earlier evidence (Merakou et al., 2002; Denissenko et al., 1999). Sexual literacy, defined in this study as familiarity with basic reproductive and sexual health facts, can be affected by religiosity in various ways. Lesser sexual literacy may either be a consequence of being raised in a strict religious spirit, with little or no access to information about sexuality, or the result of a self-imposed ban on consulting sexuality materials that are disapproved by one's religion. In the latter case, the support of like-minded peer seems to be a necessary element in sustained abstinence of popular culture accounts of sexuality. Several studies found a stronger effect of religiosity among young women, hinting at a greater susceptibility of female sexuality to socio-cultural influences. Overall, our findings did not corroborate this association.

As in the case of sexual literacy, negative correlation between religiosity and attitudes toward condom use is most likely caused by different, yet related socio-psychological dynamics. In Croatia, rejection of condoms is strongly advocated by the Catholic Church, as publicized on several occasions. One of the last such instances was the press conference organized by the Croatian Conference of Bishops in February 2004, in which the statement criticizing the only existing school-based HIV prevention program (*MemoAIDS*) for promoting sexual activity and condom use among teenagers was presented (Štulhofer, 2005). In addition to this negative evaluation of condom use based on moral grounds, misinformation about the condom efficiency in preventing STIs is often used to reinforce the moralistic message.

As reported in other postindustrial societies (cf. Meier 2003; Rostosky, Regnerus, & Wright Corner, 2003; Rizzi 2004), religiosity was also shown to delay sexual debut among Croatian students. Again, the effect was not gender-specific. Although statistically significant, the association was weak in all time points, suggesting little practical significance for understanding sexual initiation.

This small effect size is compatible with the finding that religiosity was associated with neither the number of lifetime sexual partners nor condom use. In spite of the fact that religiosity had negative impact on condom use attitudes, it was not confirmed in this study that it also decreased the odds of condom use.

It is possible that the absence of the expected behavioral impact of religiosity is a result of two related socio-cultural processes. The first is described by the specific role that religion and the Catholic identity play in young people's lives. Our findings seem consistent with the recent evidence suggesting that religion is an institutionalized confirmation of one's national identity and patriotism, rather than moral guidance, particularly among the Croatian youth (cf. Črpić and Zrinščak, 2005; Marinović Jerolimov, 2002). School-based religious education, introduced in the post-war years, helped to fortify this ethno-political function of religious identification.² Religious tradition thus reaffirmed the new national identity by providing (partially mythical) historical continuity. However, this political rather than moral guidance of the Croatian Church among young people can not fully account for the lack of a more substantial impact of religiosity on their sexual behavior.

The second process is reflected in the impact of popular culture and the role of mass media (Brown, 2002). This process of proliferation of a sexually permissive worldview and related lifestyles helps to explain empirical findings indicating that young religious adults distance themselves from a more traditional Catholicism of their parents (Črpić and Kušar, 1998). The burgeoning culture of moral permissiveness (Halman, 1997) is mirrored by an almost universal approval of premarital sexual relations and rising acceptance of homosexuality among younger generations (Marinović-Jerolimov, 2002; Štulhofer et al., 2005). The main vehicle of the influence of global culture of individualism and sexual permissiveness – which emphasizes the right to sexual expression and the importance, even imperative, of sexual expression for personal identity (women's as well as men's) – is popular media. Like in most post-industrial societies, young people in Croatia are passionate consumers of English-language TV shows, movies, and magazines, as well as of sexually explicit online contents. Media's role in acquiring information about sexuality is a prominent one, as is suggested by the findings from this longitudinal study: TV was the highest ranked source of sex related information in 1998 (22% of

² The Serbs, who were perceived as the side that started the 1991-1995 war by invading Croatia, are predominantly Orthodox.

participants reported that TV was their prime source), followed by friends (20%) and youth magazines (13%). In this context, the agenda setting and framing role of the mass media, which has been increasingly preoccupied with sex and sexuality, are essential elements for understanding the contemporary youth sexuality (Brown, 2002). The importance of overwhelmingly permissive and liberal depiction and discussion of sexuality – particularly in electronic media – should, thus, not be overlooked in the analysis of the lack of a sizeable impact of religiosity on sexual behavior of young people in Croatia. Moreover, sexualized media may exert extra pressure on young religious people, making their adherence to religious moral rules ever more challenging.

Recent debates about the introduction of sex education (as part of the health education program) in Croatian primary and secondary schools, in which the supporters of sexual abstinence and those of a comprehensive sex education curricula were heatedly confronted, coincide with the finding that a significant portion of the above average educated young adults use condoms inconsistently, at best. According to our longitudinal findings, the importance of, and the need for, a comprehensive school-based sex education is clearly supported by the fact that the increase in proportion of coitally experienced college freshmen during the 1998-2008 period was not matched by an increase in the prevalence of consistent condom use. Similarly, the proportion of students who reported condom use at last intercourse did not change significantly in the last five years. All this indicates an increased vulnerability to STIs and HIV in this population.

References

- Aggleton, P., Ball, A., and Mane, P. (2000). Young People, Sexuality and Relationships. *Sexual and Relationship Therapy*, 15 (3), 213-220.
- Bahtijarević, Š., and Milas, G. (1990). *Javno mnijenje Zagrepčana 1989/1990.* /Public opinion of the citizens of Zagreb 1989/1990/ Zagreb: IDIS.
- Bearman, P. S. and Bruckner, H. (1999). *Power in numbers: Peer effects on adolescent girls' sexual debut and pregnancy.* Washington, DC: National Campaign to Prevent Teen Pregnancy.
- Bearman, P. S. and Bruckner, H. (2001). Promising the future: Virginity pledges and the transition to first intercourse. *American Journal of Sociology*, 106 (6), 859-912.
- Borowik, I. (2006). Orthodoxy confronting the collapse of communism in post-Soviet countries. *Social Compass*, 52 (2-3), 267-276.
- Braithwaite, K. and Thomas, V.G. (2001). HIV/AIDS knowledge, attitudes, and risk-behaviors among African-American and Caribbean college women. *International Journal for the Advancement of Counselling*, 23 (2), 115-129.
- Brewster, K. L., Cooksey, E. C., Guilkey, D. K. and Rindfuss, R. R. (1998). The changing impact of religion on the sexual and contraceptive behavior of adolescent women in the United States. *Journal of Marriage and the Family*, 60 (2), 493-504.
- Brown, J. D. (2001). Mass media influences on sexuality. *Journal of Sex Research*, 39 (1), 42-45.
- Cates, W. (2001). The NIH condom report: The glass is 90% full. *Family Planning Perspectives*, 33 (5), 231-233.
- Cates, W. Jr. (1996). Contraception, Unintended Pregnancies, and Sexually Transmitted Diseases: Why Isn't a Simple Solution Possible? *American Journal of Epidemiology*, 143 (4), 311-318.
- Cooksey, E. C., Rindfuss, R. R. and Guilkey, D. K. (1996). The initiation of adolescent sexual and contraceptive behavior during changing times. *Journal of Health and Social Behavior*, 37 (1), 59-74.
- Črpić, I. and Zrinščak, S. (2005). Između identiteta i svakodnevnog života. Religioznost u hrvatskom društvu iz europske komparativne perspektive /Between identity and everyday life: Religiosity in Croatian society in a European comparative perspective/. In Baloban, J. (Ed.) *U potrazi za identitetom. Komparativna studija vrednota: Hrvatska i Europa* (pp. 45-84). Zagreb: Golden Marketing.
- Denissenko, M., Dalla Zuanna, G. and Guerra, D. (1999). Sexual Behaviour and Attitudes of Students in the Moscow State University. *European Journal of Population*, 15 (3), 279-304.
- Halman, L. (1997). Is there a moral decline? A cross-national inquiry into morality in contemporary society. *International Social Science Journal*, 13, 49-69.
- Hiršl-Hećej, V. and Štulhofer, A. (2001). Urban Adolescents and Sexual Risk Taking. *Collegium Antropologicum*, 25 (1), 195-212.
- Ilišin, V. and Radin, F. (2007). Mladi u suvremenom hrvatskom društvu /Young people in contemporary Croatian society, In Ilišin, V. & Radin, F. (2007). *Mladi: Problem ili resurs /Youth: A problem or an asset?/* (pp. 13-38). Zagreb: Institut za društvena istraživanja u Zagrebu.

- Inglehart, R. (1997). *Modernization and Postmodernization: Cultural, Economic, and Political Change in 43 Societies*. Princeton, NJ: Princeton University Press.
- Irvine, J. M. (2002). *Talk about sex: The battles over sex education in the United States*. Berkeley: University of California Press.
- Kardum, I., Gračanin, A. and Hudek-Knežević, J. (2008). Dimenzije ličnosti i religioznost kao prediktori socioseksualnosti kod žena i muškaraca /Personality traits and religiosity as predictors of sociosexuality among women and men/. *Društvena istraživanja*, 17 (3), 505-528.
- Kirby, D. (1992). School-Based Programs to Reduce Sexual Risk-Taking Behaviors. *Journal of School Health*, 62 (7), 280-287.
- Marijan, T., Vraneš, J., Mlinarić-Džepina, A., Leskovar, V., Knežević, J. and Kvaternik, M. (2007). Genital Human Papillomavirus Infection in Women from the Zagreb Region. *Collegium Antropologicum*, 31 (2), 83-87.
- Marinović Jerolimov, D. (2002). Religioznost, nereligioznost i neke vrijednosti mladih /Religiosity, non-religiosity, and values in young people/ In Ilišin, V., & Radin, F. (Eds.) *Mladi uoči trećeg milenija /Youth at the millenium/* (pp. 79-124). Zagreb: Institut za društvena istraživanja u Zagrebu.
- Meier, A. (2003). Adolescents' Transition to First Intercourse, Religiosity, and Attitudes about Sex. *Social Forces*, 81 (3), 1031-1052.
- Merakou, K. et al., (2002). Knowledge, attitudes and behaviour after 15 years of HIV/AIDS prevention in schools. *Eur J Public Health*, 12 (2), 90-93.
- Michel, P. (1999). Politika i religija poslije propasti komunizma /Politics and religion after the demise of communism/(pp. 35-109). In Grubišić I & Zrinščak, S. (Eds.) *Religija i integracija /Religion and integration/*. Zagreb: Institut društvenih znanosti Ivo Pilar.
- Mott, F. L., Fondell, M. M., Hu, P. N., Kowaleski-Jones, L. and Menaghan, E. G. (1996). The determinants of first sex by age 14 in a high-risk adolescent population. *Family Planning Perspectives*, 28 (1), 13-18.
- Panchaud, C., Singh, S., Feivelson, D. and Darroch, J.E. (2000). Sexually Transmitted Diseases among Adolescents in Developed Countries. *Family Planning Perspectives*, 32 (1), 24-32.
- Regnerus, M. (2007). *Forbidden fruit: Sex and religion in the lives of American teenagers*. New York: Oxford University Press.
- Rizzi, E. (2004). Religiousness and Sexual Ethics. In: G. Dalla Zuanna and C. Crisafulli (Eds.) *Sexual behaviour of Italian students* (pp. 249-263). Messina, Italy: University of Messina.
- Rostosky, S. S., Regnerus, M. D., and Wright Corner, L. M. (2003). Coital debut: The role of religiosity and sex attitudes in the Add Health Survey. *Journal of Sex Research*, 40 (4), 358-367.
- Rostosky, S. S., Wilcox, B. L., Corner Wright, M. L. and Randall, B. A. (2004). The impact of religiosity on adolescent sexual behavior: A review of evidence. *Journal of Adolescent Research*, 19 (6), 677-697.
- Santelli, J. S., Lindberg, L. D., Abma, J., Sucoff McNeely, C. & Resnick, M. (2000). Adolescent sexual behavior: Estimates and trends from four nationally representative surveys. *Family Planning Perspectives*, 32 (4), 156-165.
- Santelli, J. S., Morrow, B., Anderson, J. E. and Lindberg, L. D. (2006). Contraceptive use and pregnancy risk among U.S. high school students, 1991-2003. *Perspectives on Sexual and Reproductive Health*, 38 (2), 106-111.

- Scott, J. (1998). Changing attitudes to sexual morality: A cross-national comparison. *Sociology*, 32 (4), 815-845.
- Sheeran, P., Abraham, C. and Orbell, S. (1999). Psychosocial correlates of heterosexual condom use: A meta-analysis. *Psychological Bulletin*, 125 (1), 90-132.
- Smith, T. (1990). The Sex Revolution? *Public Opinion Quarterly*, 54 (3), 415-435.
- Sylvan, S. and Christenson, B. (2008). Increase in *Chlamydia trachomatis* Infection in Sweden: Time for New Strategies. *Archives of Sexual Behavior*, 37 (3), 362-364.
- Štulhofer, A. (1999). Terra incognita? Adolescentska spolnost i rizično ponašanje /Adolescent sexuality and risk taking/. *Društvena istraživanja*, 8 (2-3), 267-285.
- Štulhofer, A. (2005). Studien zum Sexualverhalten und ihr politischer Einfluss. Ein Überblick über die Sexualforschung in Kroatien zwischen 1971 und 2003. *Zeitschrift für Sexualforschung*, 17 (3), 267-280
- Štulhofer, A. and Sandfort, T. (2005). Introduction: Sexuality and Gender in Times of Transition. In A. Štulhofer and T. Sandfort (Eds.), *Sexuality and Gender in Post-communist Eastern Europe and Russia (pp. 1-4)*. Binghamton, NY: Haworth Press.
- Štulhofer, A., Anterić, G. and Slošar, S. (2004). Seksualna permisivnost, egalitarnost i odgovornost: Longitudinalno istraživanje seksualnosti u kasnoj adolescenciji, 1998-2003 /Sexual permissiveness, gender egalitarianism and responsibility: A longitudinal study of sexuality in late adolescence/. *Revija za sociologiju*, 35 (1-2), 31-44.
- Štulhofer, A., Graham, C., Božičević, I., Kufrin, K. and Ajduković, D. (2008). An assessment of HIV/STI vulnerability and related sexual risk-taking in a nationally representative sample of young Croatian Adults. *Archives of Sexual Behavior*, DOI: 10.1007/s10508-007-9234-8.
- Štulhofer, A., Graham, C., Božičević, I., Kufrin, K. and Ajduković, D. (2007). HIV/AIDS related knowledge, attitudes and sexual behaviors as predictors of condom use in a nationally representative sample of Croatian young adults 18-24. *International Family Planning Perspectives*, 33 (2), 58-65.
- Štulhofer, A., Jureša, V. and Mamula, N. (2000). Problematični užici: rizično ponašanje u kasnoj adolescenciji /Dangerous pleasures: Sexual risk taking in late adolescence/. *Društvena istraživanja*, 9 (6), 867-893.
- UNAIDS. 2008 Report on the global AIDS epidemic. UNAIDS; 2008.
- Verdery, K. (1998). Transnationalism, Nationalism, Citizenship, and Property: Eastern Europe since 1989. *American Ethnologist*, 25 (2), 291-306.
- Weinstock, H., Berman, S. and W. Cates, Jr. (2004). Sexually Transmitted Diseases Among American Youth: Incidence and Prevalence Estimates, 2000. *Perspectives on Sexual and Reproductive Health*, 36 (1), 6-10.
- Wellings, K., Nanchahal, K., Macdowall, W., McManus, S., Erens, B., Mercer, C. H., et al. (2001). Sexual behaviour in Britain: Early heterosexual experience. *Lancet*, 358 (9296), 1843-1850.
- Zrinščak, S. (1995). Religija, Crkva i treći sector u Srednjoj i Istočnoj Europi /Religion, Church and the third sector in the Central and Eastern Europe/. *Revija za socijalnu politiku*, 2 (4), 305-314.

Zrinščak, S. (2001). Ima neka tajna veza: religioznost mladih kao indikator društvenih i religijskih promjena /A secret bond: youth religiosity as an indicator of social and religious changes/. *Društvena istraživanja*, 10 (1-2), 19-40.

Table 1 – Socio-demographic and socio-sexual characteristics of the 1998-2008 samples by gender

	1998 (n=1355)		2003 (n=537)		2008 (n=775)		
	F (n=639)	M (n=716)	F (n=285)	M (n=252)	F (n=428)	M (n=347)	
	n (%)		n (%)		n (%)		
Age ^a							
	18	336 (52.7)	311 (43.4)	99 (34.9)	77 (30.6)	11 (2.6)	13 (3.7)
	19	257 (40.3)	314 (43.9)	151 (53.2)	136 (54.0)	291 (68.0)	208 (59.9)
	≥ 20	45 (7.1)	91 (12.7)	34 (12.0)	39 (15.5)	126 (29.4)	126 (36.3)
Type of residence							
	Village	86 (13.6)	74 (10.4)	48 (17.2)	35 (14.0)	78 (18.4)	61 (17.7)
	Small town	81 (12.8)	91 (12.8)	50 (17.9)	36 (14.4)	60 (14.2)	43 (12.5)
	City	175 (27.6)	211 (29.8)	65 (23.3)	71 (28.4)	116 (27.4)	92 (26.7)
	Large city	43 (6.8)	48 (6.8)	22 (7.9)	14 (5.6)	18 (4.2)	26 (7.6)
	Metropolitan city (Zagreb)	249 (39.3)	285 (40.2)	94 (33.7)	94 (37.6)	152 (35.8)	122 (35.5)
Mother's education ^{a,c}							
	Primary or less	67 (10.5)	48 (6.8)	24 (8.4)	16 (6.3)	35 (8.3)	19 (5.6)
	Secondary	315 (49.5)	351 (49.4)	149 (52.3)	129 (51.2)	236 (55.9)	172 (50.4)
	College/university	254 (39.9)	311 (43.7)	112 (39.3)	107 (42.5)	151 (35.8)	150 (44.0)
Father's education							
	Primary or less	37 (5.8)	28 (3.9)	19 (6.7)	9 (3.6)	28 (6.8)	13 (3.8)
	Secondary	263 (41.3)	319 (44.9)	146 (51.2)	119 (47.4)	206 (49.9)	169 (49.9)
	College/university	337 (52.9)	364 (51.2)	120 (42.1)	123 (49.0)	179 (43.3)	157 (46.3)
Age at first sexual intercourse ^{a,c *}							
	n.a.	311 (48.7)	279 (39.0)	125 (43.9)	94 (37.3)	144 (33.6)	96 (27.7)
	≤ 14	12 (1.9)	27 (3.8)	7 (2.5)	8 (3.2)	12 (2.8)	12 (3.5)
	15	25 (3.9)	33 (4.6)	3 (1.1)	12 (4.8)	25 (5.8)	20 (5.8)
	16	53 (8.3)	101 (14.1)	33 (11.6)	36 (14.3)	42 (9.8)	53 (15.3)
	17	113 (17.7)	166 (23.2)	56 (19.6)	55 (21.8)	77 (18.0)	85 (24.5)
	18	92 (14.4)	92 (12.8)	43 (15.1)	34 (13.5)	86 (20.1)	65 (18.7)

	≥ 19	33 (5.2)	18 (2.5)	18 (6.3)	13 (5.2)	42 (9.8)	16 (4.6)
Protection at first sexual intercourse ^{a,b,c}	None	66 (20.2)	121 (28.0)	20 (12.6)	46 (28.9)	22 (7.8)	47 (18.6)
	Withdrawal	75 (22.9)	54 (12.5)	19 (11.9)	10 (6.3)	30 (10.6)	17 (6.7)
	Condom	173 (52.9)	248 (57.4)	112 (70.4)	95 (59.7)	193 (68.2)	169 (66.8)
	The pill	9 (2.8)	6 (1.4)	4 (2.5)	5 (3.1)	10 (3.5)	8 (3.4)
	Other	4 (1.2)	3 (0.7)	4 (2.5)	3 (1.9)	28 (9.9)	12 (7.5)
Protection at most recent intercourse ^{b,c}	None	/	/	20 (12.6)	29 (18.6)	42 (14.8)	56 (22.5)
	Withdrawal	/	/	34 (21.4)	15 (9.6)	37 (13.0)	15 (6.0)
	Condom	/	/	72 (45.3)	98 (62.8)	134 (47.2)	149 (59.8)
	The pill	/	/	28 (17.6)	11 (7.1)	51 (18.0)	16 (6.4)
	Other	/	/	5 (3.1)	3 (1.9)	20 (7.0)	13 (5.2)
Number of lifetime sexual partners ^{a,b,c}	1	166 (50.8)	120 (29.3)	81 (50.6)	61 (39.9)	120 (42.3)	79 (32.4)
	2	81 (24.8)	94 (22.9)	38 (23.8)	31 (20.3)	75 (26.4)	55 (22.5)
	3-4	60 (18.3)	105 (25.6)	26 (16.3)	34 (22.2)	61 (21.5)	48 (19.7)
	≥ 5	20 (6.1)	91 (22.2)	15 (9.4)	27 (17.6)	28 (9.9)	62 (25.4)
Currently in a relationship ^{b,c}	Yes	/	/	136 (48.2)	80 (32.1)	206 (48.2)	113 (32.9)
	No	/	/	146 (51.8)	169 (67.9)	221 (51.8)	230 (67.1)
Experience of same-sex sexual activity ^{b,c}	Yes	41 (6.4)	38 (5.4)	79 (27.8)	35 (14.1)	89 (20.9)	21 (6.1)
	No	598 (93.6)	670 (94.6)	205 (72.2)	213 (85.9)	336 (79.1)	322 (93.9)

^aGender difference in 1998 significant at .05; ^bgender difference in 2003 significant at .05; ^cgender difference in 2008 significant at .05.

n.a. = non applicable (did not have sexual intercourse)

*Participants who did not have sexual intercourse were excluded from testing procedure

Table 2 – Dynamics of religiosity, traditional morality, sexual literacy, attitudes toward condom use, and HIV/STI relevant sexual behaviors in the 1998-2008 period

		1998	2003	2008
		n (%)		
Religious upbringing**				
	No	279 (20.7)	79 (14.8)	99 (12.8)
	Yes, but not strict	721 (53.4)	288 (53.8)	442 (57.2)
	Yes	349 (25.9)	168 (31.4)	232 (30.0)
Condom used at first sex*				
	No	338 (44.5)	111 (34.9)	145 (28.6)
	Yes	421 (55.5)	207 (65.1)	362 (71.4)
Condom used at last sex				
	No	/	145 (46.0)	230 (44.8)
	Yes	/	170 (54.0)	283 (55.2)
Consistent condom use				
	No	370 (49.0)	155 (49.2)	257 (48.2)
	Yes	385 (51.0)	160 (50.8)	276 (51.8)
Sexual intercourse experience**				
	No	590 (43.5)	219 (40.8)	240 (31.0)
	Yes	765 (56.5)	318 (59.2)	535 (69.0)
Number of sexual partners				
	1	286 (38.8)	142 (45.4)	199 (37.7)
	2	175 (23.7)	69 (22.0)	130 (24.6)
	3-4	165 (22.4)	60 (19.2)	109 (20.6)
	≥5	111 (15.1)	42 (13.4)	90 (17.0)
		M (SD)		
Age at first sex		16.85 (1.40)	16.99 (1.37)	17.01 (1.52)
Religion-based morality		16.78 (6.36)	17.36 (6.66)	16.95 (6.26)
Sexual literacy*** ^a		5.53 (1.27)	5.49 (1.40)	5.82 (1.45)
Attitudes toward condom use		12.22 (3.02)	12.22 (3.05)	11.94 (2.73)

*1998-2008 difference significant at .01; **significant at .001

^a2008≠1998, 2003

Table 3 – Association between religiosity, sexual literacy, and attitudes toward condom use 1998-2008 by gender

	Women			Men		
	1998	2003	2008	1998	2003	2008
	Religiosity			Religiosity		
	r (n)			r (n)		
Sexual literacy	-.35** (457)	-.18** (264)	-.38** (356)	-.22** (534)	-.22** (240)	-.26** (293)
Attitudes toward condom use	-.22** (562)	-.12* (256)	-.20** (411)	-.18** (636)	-.16* (230)	-.21** (332)

*p<.05; **p<.001

Table 4 - Correlates of sexual initiation in the 1998-2008 period by gender

	Experience of sexual intercourse (1=no)					
	1998		2003		2008	
	F (n=452)	M (n=525)	F (n=258)	M (n=237)	F (n=341)	M (n=282)
	OR (95% CI)					
Parents' education	1.05 (.86-1.28)	1.12 (.93-1.36)	1.03 (.79-1.32)	.91 (.67-1.22)	.99 (.78-1.26)	1.71** (1.23-2.37)
Type of residence						
Village	.75 (.37-1.50)	.62 (.32-1.23)	1.68 (.77-3.68)	.96 (.39-2.36)	1.15 (.56-2.36)	2.32 (.99-5.43)
Small town	1.03 (.54-1.96)	1.44 (.80-2.60)	1.38 (.66-2.90)	1.31 (.52-2.83)	1.25 (.59-2.65)	1.80 (.73-4.43)
City	.64 (.40-1.01)	.75 (.49-1.15)	1.05 (.54-2.04)	1.23 (.64-2.36)	.85 (.46-1.54)	1.13 (.57-2.22)
Metropolitan city (referent)	1	1	1	1	1	1
Sexual literacy	.70*** (.58-.84)	.87 (.75-1.01)	.82* (.67-1.00)	.98 (.79-1.21)	.76* (.62-.94)	1.18 (.98-1.43)
Religiosity	1.03*** (1.02-1.04)	1.03*** (1.02-1.04)	1.02** (1.01-1.04)	1.02*** (1.01-1.04)	1.03*** (1.01-1.04)	1.02* (1.01-1.03)

*p<.05; **p<.01; ***p<.001

ⁱ See The MEMOAIDS - II intervention "Peer education in prevention of HIV/AIDS for adolescents" (2006) at 159-164. The research "HIV/AIDS and adolescents" was carried out before the beginning of the MEMOAIDS-II program in schools implemented in the period 2003-2006. The 2nd grade students (16 years of age) in secondary schools were enrolled. The aim of the study was to examine the level of knowledge and relevant attitudes towards HIV/AIDS. Eighty-two secondary schools from different regions of the Republic of Croatia participated in the evaluation. Students have completed the questionnaires at the baseline and 6-9 months after pre-testing (2.259 students pretested and 2.168 students posttested). The percentage of students who correctly identify ways of preventing the sexual transmission of HIV and reject major misconceptions about HIV transmission increased from 19% (pre-test) to 46% (post-test).

ⁱⁱ See Štulhofer¹, A., Šoh, D., Jelaska, N., Baćak, V., Landripet, I., Religiosity and HIV/STI-Related Sexual Risks among Croatian College Students 1998-2008 at 18, Table 2 - Dynamics of religiosity, traditional morality, sexual literacy, attitudes toward condom use, and HIV/STI relevant sexual behaviors in the 1998-2008 period. This study was a part of the research project Behavioral HIV Surveillance funded by the Croatian Ministry of Science, Education, and Sport. This is a recently completed but as yet unpublished study of the impact of the Croatian sexual and reproductive health education on young people. See Annex D.

ⁱⁱⁱ See Emanuelle Godeau, MD, PhD, Saoirse Nic Gabhainn, PhD, Celine Vignes, MA, Jim Ross, PhD, Will Boyce, PhD, Joanna Todd, BA, *Contraceptive Use by 15-Year-Old Students at Their Last Sexual Intercourse: Results from 24 Countries*, Archives of Pediatric and Adolescent Medicine. 2008, 162(1):66-73. The study used a cluster sample of 33,943 students aged 15 years from 24 countries in Europe and North American countries. An abstract of the study is available at <http://www.ncbi.nlm.nih.gov/pubmed/18180415>.

^{iv} See Marijan, T., Vraneš, J., Mlinarić-Džepina, A., Leskovar, V., Knežević, J. and Kvaternik, M. (2007), *Genital Human Papillomavirus Infection in Women from the Zagreb Region*, Collegium Antropologicum, 31 (2), 83-87. This study tested 3,440 women with cytologically abnormal smears, the prevalence of high-risk HPV was 34,6%. Out of the 3,227 cervical samples obtained from women of known age, 158 (4,9%) cervical samples

were obtained from the group of girls younger than 21, in which the highest prevalence of high-risk HP, 49.4%, was recorded.

^v See Committee on Economic, Social and Cultural Rights, Concluding Observations: Croatia at 4-6, paras. 17, 31, Twenty-seventh session, 12-30 November 2001, E/C.12/1/Add.73, of 5 December 2001, available at <http://daccessdds.un.org/doc/UNDOC/GEN/G01/464/86/PDF/G0146486.pdf?OpenElement>; see also Committee on the Rights of the Child, Concluding observations: Croatia at 4, 9, paras. 17-18, 51, Thirty-seventh session, CRC/C/15/Add.243, of 3 November 2004, available at <http://daccessdds.un.org/doc/UNDOC/GEN/G04/442/92/PDF/G0444292.pdf?OpenElement>, CEDAW Committee, Concluding Observations: Croatia, paras. 190-191, A/60/38, 28/01/2007, available at [http://www.unhcr.ch/tbs/doc.nsf/\(Symbol\)/75e515b9bcce00d1c125728a004e70c4?OpenDocument](http://www.unhcr.ch/tbs/doc.nsf/(Symbol)/75e515b9bcce00d1c125728a004e70c4?OpenDocument).

^{vi} See European Committee of Social Rights, Digest of the Case Law of the European Committee of Social Rights at 265 (Article 11, Conclusions 2005, Lithuania, pp.336-338), of 1 September 2008, available at http://www.coe.int/t/dghl/monitoring/socialcharter/Digest/DigestSept2008_en.pdf. See also European Committee of Social Rights, Conclusions XVIII-1 (Croatia), Articles 1, 2, 5, 6, 7, 8, 9, 11, 13, 14, 16 and 17 of the Charter and Articles 1, 2 and 3 of the 1988 Additional Protocol at 30.

^{vii} European Committee of Social Rights, Decision on the merits, 3 June 2008, Mental Disability Advocacy Center (MDAC) v. Bulgaria, Collective Complaint No.41/2007, para.40, available at http://www.coe.int/t/dghl/monitoring/socialcharter/Complaints/CC41Merits_en.pdf.

^{viii} Republic of Croatia, Ministry of Health and Social Welfare, UNGASS Country Progress Report, Reporting period January 2006-December 2007 (January 2008), available at http://data.unaids.org/pub/Report/2008/croatia_2008_country_progress_report_en.pdf

^{ix} See WHO Medical Eligibility Criteria for Contraceptive Use (2004, updated 2008), available at <http://www.who.int/reproductive-health/publications/mec/mec.pdf>

^x See World Health Organization, Selected Practice Recommendations for Contraceptive Use (2004, updated 2008) available at <http://www.who.int/reproductive-health/publications/spr/spr.pdf>