

National kick-off seminar for global/development education in Croatia

REPORT

1. Executive summary

On February 20th 2015 a national kick-off seminar on Global education was held in Zagreb, Croatia, with the objective of starting the process related to strengthening of Global Education/Development Education (GE/DE) awareness in Croatia. The seminar was organized by the Centre for Peace Studies in close collaboration with the North-South Centre (NSC) of the Council of Europe (CoE). The main objective of the meeting was to bring together all relevant national stakeholders in the field of education and global development cooperation, as well as regional and international guests, in a consultation process.

More specifically, the objectives of the kick-off seminar were to:

- provide the space for sharing policies and good practices – national and regional exchanges;
- learn from the regional cooperation to improve GE/DE, namely building on the GE experience of neighbouring countries like Former Yugoslav Republic of Macedonia, Montenegro and Slovenia;
- strengthen the capacity building among the main stakeholders of GE/DE in Croatia;
- identify potential roles and commitments by key stakeholders at national level;
- identify complementarities between different policy fields for education and to identify potential joint actions for increased coherence;
- strengthen the development of a national strategy process by opening a continuous consultation/working process between Croatian national stakeholders.

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by the Council of Europe

Around 40 experts from various educational backgrounds and representatives from the Ministry of Education and Foreign Affairs participated in the seminar.

A multistakeholder approach was nurtured with experts coming from: Croatian Ministries (Ministry of Science, Education and Sport, MOSES, and the Ministry of Foreign and European affairs); the City council for Education, Culture and Sport; the Institute for Development and International Relations; the Agency for Science and Higher Education; the Institute for Social research Zagreb; Universities (Zagreb, Rijeka and Zadar); Teacher Training College (Gospić); the Association of Croatian Secondary School Principals; schools (Primary school Fran Galović); the Government Office for Cooperation with NGOs; the Croatian Platform for International Citizen Solidarity (CROSOL) and various CSOs involved in non-formal and formal education (Centre for Peace Studies; Centre for Women's Studies Zagreb; CESI; Forum for Freedom in Education; GONG; Nansen Dialogue Centre Osijek; SMART; Volunteer Centre Osijek; ŽMERGO); and the British Council.

Taking into account the fact that it was one of the first activities of GE in Croatia, all participants were beforehand invited to read a translated summary of the NSC Global Education Guidelines.

The context and philosophy of Global Education was conveyed by Amy Skinner, a research officer from DEEEP, with regard to strengthening the collaboration with CONCORD and by Miguel Silva, North-South Centre GE programme Manager, while perspectives from neighbouring countries were presented through examples of Slovenian SLOGA platform (Marjan Huč) and the Forum MNE (Montenegro). In her opening address, the MFEA representative (Ms. Lulić Grozdanoski, Director of Global Development Policy, Development Cooperation and Humanitarian Assistance) stressed the importance of connecting the concept of GE with Development cooperation. Education is at the core of Croatian development cooperation activities especially with the emphasis on sharing knowledge and experience of war and post-war transition which can help countries in similar processes. Some of the key fields of knowledge and experience sharing in this context focus on topics of peace-building, intercultural dialogue, empowerment of women, building dialogue between state and non-state actors, technological development and sharing expertise on demining, psychosocial support, reintegration and ex-combatants employment. MOSES representative (Ms. Jakir) stated the importance of introducing GE topics in formal education bringing it closer to the realities of the evermore globalised and connected world.

Although not being very familiar with the GE concept, most participants perceive many links of GE philosophy, methods and values with the Croatian model of **civic education** which was a first real curricula prepared and tested in Croatia with six structural dimensions – Human Rights, political, economic, intercultural, social and ecological (focused on sustainable development). The **Strategy for education, science and technology**, adopted in 2014, provides a good basis for the introduction of GE topics in school curricula as it supports the same basic values, principles and proposes giving more freedom to teachers in designing their work according to learning outcomes that need to be achieved.

Great possibilities for including GE in formal educational system emerge from the process of **curricular reform for preschool, primary school and secondary education** which started in February 2015. Expert group members working on the reform are open for consultations with various stakeholders and will also work alongside 300 practitioners in this process.

2. Introduction to the conference and report, aims and methodology of the process

International guests and national stakeholders, from decision-makers to civil society representatives and educators, assessed the state of the art in the field of GE/DE in respective countries and identified issues at stake. The purpose of this meeting was to facilitate a multi-stakeholder dialogue, to learn from existing experiences, and to facilitate a coordinated work between decision-makers, civil society representatives and educators in the initial and introductory phase of GE in Croatia.

After the initial welcome notes from respected Ministries (MFEA and MOSES), short presentations were held about GE, the role of NSC through its advocacy, capacity-building and networking activities (in particular in the framework of its Global Education Week-GEW), and the experience of neighbouring countries in GE (Montenegro and Slovenia). During the afternoon, peer sharing and learning was assured through four smaller working groups focusing on the following topics:

- **Educational policy and GE** - how can Croatia 'use' its curricular reform process to encompass GE;
- **International development cooperation and GE;**
- **Networking in the GE field** (cooperation possibilities within the GEW and other GE awareness-raising activities);
- How can **non-formal educational programs** contribute to GE.

2.1 Working groups conclusions and recommendations

a) Educational policy and Global Education

moderated by Ms. Eli Pijaca Plavšić (Forum for Freedom in Education)

The new *Strategy for education, science and technology* was adopted on October 17th 2014 and it serves as a basis for a larger educational reform which has recently started in Croatia. On February 2nd 2015, an expert group for Curricular reform for preschool, primary school and secondary education started working. The reform will be carried out in accordance with the new Strategy.

The goal of the reform is to assure an education that is more in tune with the developmental age and interests of children and youth and will prepare them for work, further education and contemporary life.

The task of this working group was to discuss if and how themes and topics of GE can be incorporated in the formal school system during these processes.

Working group conclusions and recommendations:

- Strategy for education, science and technology rests on same values as GE and these values will be presented in the National curriculum framework. The problem at the moment is that the values proclaimed in the documents are often not practiced in reality;

- The upcoming curricular reform will not be introducing new school subjects in the first few years (for example Civic education presented above). It will focus more on an interdisciplinary approach and an increased number of optional subjects;

- The greatest challenge for the implementation of the Strategy and the curricular reform is a possible change of government in 2015;

- GE is extremely linked to the original civic education curricula – the content, themes and values are very similar but civic education focuses too much on the local and national context rather than the global. Not enough emphasis is generally put on the international dimension; there is also a lack of the European and global dimension in textbooks in primary schools;

- Not enough is being done in educating and training teachers (*in service* and *pre service*) – a mind-set change needs to happen and teachers' licensing, which will be soon introduced, could be used as an opportunity to strengthen their commitment to lifelong learning processes. More freedom in designing lectures needs to be given to the teachers while insisting on the cross-curricular approach and interdisciplinary work;

- GE has an underdeveloped economical dimension;

- It is not necessary to create a National strategy for GE, it is necessary to incorporate it in the new curricula and to continuously work on teacher education and training.

b) Development education and development cooperation

moderated by Mr. Gordan Bosanac (CROSOL)

In 2008, the international development cooperation sector of the Republic of Croatia established its legislative framework: the *Development cooperation and humanitarian aid abroad* was adopted and a *National Strategy for Development Cooperation for the period 2009 to 2014* was approved in February 2009. The new *Strategy for 2015–2020* has been drafted and is now being commented. The Ministry of Foreign and European Affairs (MFEA) is responsible for the policy formulation, coordination and implementation of Croatian development cooperation.

In February 2014 the Croatian Platform for International Citizen Solidarity (CROSOL) was founded as a joint effort of Croatian CSOs working in the field. CROSOL is actively involved with TRIALOG and CONCORD on the EU level.

The aim of this working group was to discuss possible links between GE and Development cooperation projects.

Working group conclusions and recommendations:

- One of main Croatian priorities in Development Cooperation is education, so there are great opportunities to introduce GE in developmental projects;
- DC projects create opportunities for raising awareness on the state of affairs of foreign countries among Croatian population;
- Sharing experience with people from partner countries needs to be a priority – learning can and should work both ways;
- Croatia needs to reflect on its experiences from the time of the Non-Aligned movement when GE was present through student exchanges, research etc.

c) Networking in the Global Education field

moderated by Ms Lana Jurman (CPS) and Mr. Miguel Silva (NSC)

Global Education Week (GEW) is one of the key methods of promoting the concept of GE in participating countries. It was conceived to encompass a number of primarily educational institutions in exploring global citizenship topics in different ways.

As larger numbers usually produce greater visibility, the aim of this workshop was to discuss what kind of networking worked previously in Croatia, under what principles, what kind of activities were most successful in mobilising people, especially youth and how different actors can collaborate in GEW activities in the future.

Working group conclusions and recommendations:

- Preconditions for successful networking:
 - ✓ activities designed according to real needs and interests of target group – ideally designed in partnership with beneficiaries;
 - ✓ clear division of responsibility;
 - ✓ creativity in activities;
 - ✓ nourishing a multi stakeholder approach from the initial phases of project design and implementation creates a stronger ownership of the project and a better pedagogical impact.

- Very concrete activities with visible results are the most attractive for the involvement of the broader public;
- It is important to map and get inspired from existing initiatives or platforms, for example the GOOD Initiative (Initiative for systematic and quality introduction of civic education in schools) and give them the appropriate visibility within their activities related to GE;
- Activities which have in the past proven to be successful need to be supported further – school twinning, student volunteers in schools etc.
- Universities might prove to be challenging for collaboration; students could easily get involved in GE activities but the UNI staff might not be that flexible and open for collaboration;
- MOSES would have to be actively involved in GEW to increase its impact – question is does it have the capacity to get involved;
- Regional cooperation needs to be discussed – for example organizing joint GEW projects and activities.

d) How can Non-formal education contribute to Global Education?

moderated by Ms. Iva Zenzerović Šloser (CPS)

From early 1990s' and the independence of Croatia, a lot of civil initiatives and Non-governmental organisations provided a wide variety of non-formal education programs focusing on topics of non-violence, peace building, Human Rights, conflict transformation, democratization, sustainable development etc. for various groups including youth, interested citizens, teachers and school staff, lawyers, judges, women, police, ex-combatants and many more. Topics were often covered and conveyed using participative methodology, experiential learning, peer sharing and included direct activist experience.

Discussion in this working group revolved around the question of how can Global Education in Croatia benefit from the NFE experience.

Working group conclusions and recommendations:

Methods:

- Interactive methods;
- Experiential and participatory learning;
- Hands-on experience.

Content:

- NFE is more flexible and can quickly answer to change and current issues;
- It can provide space for transformative experience;
- It can incorporate and articulate content that comes from informal learning (activist contribution to social change for example);
- Its content is not neutral on a value base;
- Interculturalism – especially important topic for Croatia, but also Europe and the rest of the world;

- It is necessary to work on the promotion of NFE but also keep its independence and assure equality with other means of education.

2.2 Global education kick-off seminar follow up steps

After the kick-off seminar, the “Global Education Guidelines” will be translated into Croatian, printed and shared with relevant stakeholders. Participants of the kick-off seminar and other interested parties will be regularly informed about and encouraged to participate in GE e-learning courses organized by NSC. Further work on advocating GE/DE on a European level will be done through the Croatian platform for international citizen solidarity (CROSOL) which is an active member of TRIALOG and CONCORD. A team of people will work on developing a more active role in CONCORD DARE Forum. Collaboration of Centre for Peace Studies as a national GE coordinator and MFEA will be strengthened in the field of education especially regarding the European Year of Development. GE topics will be discussed in the context of their introduction to the school curricula during the curricular reform process.

3. Introducing the Croatian context

3.1. Educational and political context

Croatia functions as a liberal democracy. Its development of democratic society and state is burdened with the history of one of the most ruinous war in recent European history. Seriousness of war consequences can be read in the following examples: high manifestation of violence according to official crime statistics, expanding youth violence according to current scientific researches, high xenophobia performance according to recent researches on discrimination, endangered rights of national minorities and questionable returnees issues, citizens’ support towards war criminals, failing support for the European Union, low political participation and voting, etc. These consequences of the conflict are still visible and have influence on the current institutional roles, citizens’ rights and social development on economic and political level. Croatian society urges for social recovery and huge democratization process with openly designed spaces for citizens’ participation.

The same necessity is strongly present among young population who wishes to overcome traditional patterns and to create a new, safer and inclusive environment. Even though many of them have ideas of changing their surroundings, most of them do not find needed support in particular in the areas of special state concern such as Slavonija, Banovina, Lika and Dalmatia. According to recent youth researches, young people are rather demotivated and without perspective and in many areas still very burdened with war history. Governmental institutions have not made systematic steps towards enabling Croatian citizens to learn about democracy, human rights protection and empowering youth generation for political participation.

Talking about systematic way of introducing democracy, educational process is the prime way of social democratization. Nevertheless, Croatia has not before school year 2014/2015 had education on human rights, democracy, peace, active citizenship and participation in obligatory elementary and secondary school curricula. There are numerous non formal education programs, mainly for youth, on human rights, peace and democracy in general, however they are not as influential as systematic educational approach would be.

That is especially evident in the areas of special state concern where non-formal programs for human rights, peace and local community development are numerous in comparisons to other Croatian areas but still facing development challenges in every sense.

3.1.1. National Program for Human Rights and Democratic Citizenship education (1999)

Although Croatia adopted the **National Program for Human Rights and Democratic Citizenship Education in 1999**, it has not been accepted as obligatory. From mid-nineties until today, civil society organizations (CSOs) took the role of educators in this area, offering different scales of non-formal education programs for teachers, school principals, students, but also for the larger public¹.

However, those programs have never been systematically supported on the national level. Different publications² and researches³ made by CSOs show relatively low political culture among young people, but also record that different stakeholders in the society recognized the need for introduction of human rights and democratic citizenship education. In this sense, the CSO's efforts resulted in some changes on the systemic level. It shows significant change in the attitudes of decision-makers: human rights and democratic citizenship education is introduced in National Framework Curriculum, adopted by the Government on July 21st 2011, as facultative subject and cross-curricular theme; Government decided to reactivate *National Committee for Human Rights and Democratic Citizenship Education*; Croatian universities decided to form *Centers for Human Rights Education*.

In July 2010, the group of civil society organizations presented model of changes which would incorporate so far gained experiences of the civil society organizations through non-formal education in form of a policy paper on introducing the human rights and democratic citizenship education into a formal educational system.

After that, mentioned organizations were included in relevant processes of human rights and democratic citizenship curricula design for elementary and secondary schools as well as for university level⁴.

¹ Programs such as: Step by Step, Reading and Writing for critical thinking, sexual education, street law, mediation programs etc. enriched our schools in the past 15 years

² Zvoni za mir, Centar za mirovne studije, Zagreb, 2009; available at: <http://www.cms.hr/mlada-miramida/iz-tiska-izasla-publikacija-zvoni-za-mir>

³ Europe in Class, GONG, Zagreb, 2010, available at: <http://docs.google.com/viewer?a=v&q=cache:XVxIfxKPbnwJ:www.gong.hr/download.aspx%3Ff%3Ddokumenti/Clanci/Prezentacija-EU.pdf+GONG+Eu+srednjoškolic&hl=hr&gl=hr&pid=bl&srcid=ADGEESjPyYMYIqzKWmmUblPe2xpMjiCj5O>

⁴ IPA 2009; Building Capacities of the CSOs for Monitoring and Advocacy in the Field of Democratization, Human Rights, Minority Integration and Sustainable Refugee Return in the Areas of Special State Concern - *Introducing the new era of human rights and democracy in Croatian schools*

Some examples include: involvement in the Civic education committee organized by MOSES (working in different working groups – teacher trainings; textbook design etc.); participation in the creation of the **Strategy for education, science and technology**; involvement in the ongoing process of Curricular reform for preschool, primary school and secondary education; public and professional debates on education; public campaigning and advocacy on the quality introduction of civic education in the formal school system etc. Most of CSO activities in this field are at the moment done through the GOOD Initiative (Initiative for the systemic and quality introduction of HR and democratic citizenship education in the school system) which was organized in 2008 and now comprises of around 30 members.

3.1.2. Civic education and GE

The **National Framework Curriculum for preschool education and general compulsory and secondary education** approved on July 20th 2011 created all the formal preconditions for creating a first national curriculum, the curriculum of civic education which incorporated six different structural dimensions – *human rights, political, economic, social, intercultural and ecological with focus on sustainable development*. Civic education ‘contributes to enabling students to actively and efficiently practice their citizens’ role.

This definition implies that development of democratic awareness is taking place as well as an active and efficient involvement in developing democratic relationships in their schools, local communities and society as a whole based on the principles of human dignity, democracy, justice and peacebuilding.⁵ **Civic competency** is in this framework developed through learning and actively participating in a basic community (classroom), local community, on a state and then a global level with students’ age progression. **The curriculum of civic education greatly correlates to the topics and competences addressed and developed through GE.**

The task of creating the curriculum was given to the National committee of education for HR that was founded in 2010 by the Government. Following a professional debate, the final version of the curriculum was approved by the Ministry of Science, Education and Sport on August 27th 2012 along with the decision to conduct a two year (2012 – 2014) experimental implementation of the new subject in 12 primary and secondary schools. Monitoring and evaluation of the process was done by various stakeholders including the National Centre for External Evaluation of Education, Research and Training Centre of the Faculty of Humanities and Social Science Zagreb, the Education and Teacher Training Agency and relevant CSOs.

The results of monitoring and evaluation of the experimental process in six schools were compiled in a research report⁶. The Curriculum was then adapted to the results and recommendations of the experimental implementation and a public debate was opened in April 2014. The tendency was to introduce civic education in schools as an independent subject in the finishing grades of primary schools and in High schools in 2014/2015.

⁵ Civic education curriculum, MOSES, 2012

⁶ Spajčić-Vrkaš, Vedrana. Eksperimentalna provedba kurikuluma građanskog odgoja i obrazovanja: Istraživački izvještaj. Zagreb : Mreža mladih Hrvatske, 2014.

The arguments of the public debate were never published. Instead, at the beginning of July 2014 a new Minister of Education was introduced due to changes in the leading coalition and the attention was turned away from the introduction of civic education in schools.

The Curriculum that was tested during a two year period was scrapped, a new document of substantially different quality was created in a short period and a new public debate started in July 2014. The new document does not propose the introduction of an independent subject in schools but the cross-curricular introduction of its content in the school year 2014 – 2015. This decision presents a set of problems: most of the teachers and professors are not educated in these topics; all subjects would need to be revised in this matter (curricular reform); monitoring and evaluation of introducing new content cross-curricular is extremely difficult; it is not clear who is responsible for its delivery.

Recommendations:

- Quality and systematic introduction of civic education as an independent subject in schools; incorporating its content into a number of social and humanities subjects – stimulating the interdisciplinary approach in combination with school projects and *hands-on activities*;
- Introducing clear measures for the introduction of civic education in relevant documents and strategies; strategic planning of its introduction into the formal school system with all relevant stakeholders;
- Training future teachers, professors and school staff in the field of civics during their formal University education; systematic education of employed teachers, professors and school staff;
- Raising public awareness about the importance of introducing civics into the formal school system⁷;

Besides these recommendations, introducing GE topics even more firmly in civic education curriculum should also be a priority.

3.1.3. Strategy for education, science and technology (2014)

A new Strategy for education, science and technology was adopted on October 17th 2014 recognizing science and education as Croatian developmental priorities which can assure long-term stability, growth, economic progress and assurance of cultural identity while enabling an open, mobile and innovative society.

⁷ Universal Periodic Review, draft 2014

It states that education will be based on the following principals: ‘obligatory primary education, horizontal and vertical mobility assured, all persons – and especially those subject to marginalization and exclusion – will be incorporated in the educational system which will be based on scientific facts; human rights and children’s rights will be respected, all employees of the system will be competent and will respect professional ethics, decisions will be made in a democratic manner with participation of all, schools and teachers will be independent in their work, interculturalism and the European dimension of education will be respected.’⁸ The Strategy encourages a ‘knowledge triangle’ approach comprised of education, research and innovative action.

All levels of education will fulfil their role in the knowledge triangle more persistently if research results and innovation will adequately influence educational processes. Educational environments must advance through encouraging creative thinking and innovative performance⁹.

3.1.4. Curricular reform (2015)

On February 2nd 2015, an expert group for Curricular reform for preschool, primary school and secondary education started working. The reform will be carried out in accordance with the new Strategy for education, science and technology.

The goal of the reform is to assure an education that is more in tune with the developmental age and interests of children and youth and will prepare them for work, further education and contemporary life. Some of the expected changes are:

- revision of all subjects and remodelling towards a curricular approach based on learning outcomes;
- more subjects will in secondary education become optional providing space for a more individualistic approach to learning;
- introduction of a nine year obligatory primary education;
- more flexibility for teachers to design their classes based on learning outcomes;
- Less paperwork for school staff.

Three hundred practitioners will be included in the Curricular reform process and the expert working group is showing willingness to discuss and debate changes with all important stakeholders, including CSOs working in education. First drafts of the curricula are expected to be finished till the end of 2015 and experimental implementation should start in school year 2016/2017. Full implementation is expected to happen in school year 2017/2018. The reform provides great opportunity for the cross-curricular implementation of GE topics in the formal school system.

⁸ Strategy for education, science and technology, N.N. 124/2014

⁹ Strategy for education, science and technology, N.N. 124/2014

3.2. Development cooperation context

3.2.1. Croatian National Development Profile¹⁰

Background

On the 1st July 2013, Croatia became the 28th member state of the European Union. The intensive negotiation process that preceded EU accession heavily influenced the field of development cooperation. Since February 2011, Croatia no longer received ODA and had become an official donor. A full understanding of development cooperation is still lacking within the Croatian civil society.

Responsibility

The Ministry of Foreign and European Affairs (MFEA) is responsible for the policy formulation, coordination and implementation of Croatian development cooperation. It comprises a separate Department for International Development Cooperation. The department prepares and recommends the annual implementing programmes in accordance with the foreign policy trends.

The Ministry compiles an annual report on official development assistance and evaluates selected programs and projects. Also, the MFA negotiates bilateral agreements with receiving countries in the field of development cooperation.

Relevant ministries (particularly the Ministry of Science, Education and Sports, Ministry of Health) take responsibility for the implementation of Croatian official development assistance in their respective areas. The MFEA acts as the coordinator of the Inter-ministerial Working Group for Development Cooperation and Humanitarian Assistance Abroad.

Legislative framework

In 2008, international development cooperation of the Republic of Croatia established its legislative framework: the 'Development cooperation and humanitarian aid abroad was adopted and a **National Strategy for Development Cooperation** for the period 2009 to 2014 was approved in February 2009.

The National Strategy defines development cooperation as an integral part of Croatian foreign policy. At the same time, it states that Croatian development policy will be in accordance with the principles of the EU, the DAC, the MDGs and other internationally agreed norms. It defines the principles of Croatian development cooperation policy to be efficiency, transparency, and complementarity/comparative advantage.

¹⁰ *Croatian National Development profile*, provided by the Ministry of Foreign and European Affairs

Priority Goals

Taking into account the global context and Croatian comparative advantage our priority development goals are contributing to:

- **Post-conflict democratic transition**
- **Institution-building**
- **Economic Development**

Croatia's thematic priority is post-conflict democratic transition mainstreamed through **main sectors: education, health and economic development**. In Afghanistan we are focusing projects on economic empowerment of women, protection of reproductive health of women, girls' education and building the system for halal certification. In Palestine, we are assisting in children's psycho-social and medical rehabilitation and sharing experience in reconciliation. In countries with majority of Muslim population we are planning to partner in building multi-cultural dialogue. In Jordan we are continuing cooperation in demining. In Morocco, we are developing structured inter-institutional dialogue with civil society; girls' education and protection of women's reproductive health. In Bosnia and Herzegovina, we are assisting in institution building particularly within the EU integrations, employment of women and preventing violence. In Former Yugoslav Republic of Macedonia we are assisting in the prevention of violence against women.

In Ukraine, we have been invited to assist in the management of IDPs and refugees; documenting the human rights violations as a contribution to the prevention of committing war crimes.

In Tanzania, we are continuing the 80 year tradition of our School of Public Health "Andrija Štampar" in educating women to protect from the spread of infectious diseases. In the Syrian refugee camps, in Jordan and Turkey we will raise awareness on mine danger after their return back home.

Priority Regions

The territorial focus of Croatia's International Development Cooperation is Southeast Europe (with a focus on Bosnia and Herzegovina), the North Africa and Middle East (Morocco and Palestine), and Afghanistan. However, Croatia also offers assistance to countries in Africa, through multilateral organisations.

As outlined in the National Strategy, development activities will also be linked to international peacekeeping missions in whom the Republic of Croatia actively participates.

Financial Aid Flows

The EC has set a target for new EU member state, to invest 0.33% of its GNI to development cooperation by 2015. For 2014, preliminary data show that the total international development aid of Croatia amounts to about 350 million HRK, or 0.13% GNI which is about 3 times the amount of the previous years. But while Croatia has defined its strategic thematic and geographic goals related to development cooperation, the budget is still largely lacking.

Croatian development assistance is both bilateral and multilateral. Bilateral assistance consists of technical and financial support in Croatia's priority areas.

In the area of multilateral assistance, Croatia provides compulsory and voluntary contributions through international organisations such as the United Nations and its agencies (e.g. UNDP, UNICEF, UNHCR, and WFP), the International Red Cross and financial institutions such as the World Bank and the International Monetary Fund. In addition, a share of Croatia's aid is channelled through trilateral cooperation, e.g. a health project in Kosovo with USAID.

Co-operation with civil society

While Croatian tradition of civil society has been limited for a long time, strong independent NGOs have developed now, working mainly on the Croatian transition process. The skills and knowledge they have gained through this process, notably in the field of peace building and democratisation, has given them a huge potential within development cooperation. Croatian CSOs are now increasingly expanding their work towards developing cooperation (TRIALOG, 2013).

The relationship between civil society and the government is now governed by a comprehensive set of institutions. The system, which rests upon three pillars - the Government Office for Cooperation with NGOs, the Council for Civil Society Development and the National Foundation for Civil Society Development – and the combination of centralised policy-making with decentralised support to civil society, was dubbed the “New Model of the Organizational Structure for Civil Society Development in Croatia”.

The Government Office for Cooperation with NGOs was founded in 1998, with the aim of performing expert work in the domain of the Croatian government with regards to creating conditions for cooperation and partnership with non-governmental, non-profit sector, especially with associations in the Republic of Croatia. The Council for Civil Society Development is an advisory body to the Government of Croatia that fosters cooperation between the government and the CSOs in Croatia in the implementation of the National Strategy for creating an enabling environment for Civil Society Development, the development of philanthropy, social capital, partnership relations and cross sector cooperation.

The National Foundation for Civil Society Development (NFCSD) is a public foundation established in 2003 with a broad mandate to promote and develop civil society in the Republic of Croatia. Nevertheless, Croatian CSOs are still struggling with some problems, especially financial sustainability.

Priority countries

Afghanistan, Bosnia and Herzegovina, Morocco and Palestine.

Other (focus) countries

Columbia, Myanmar, Syria and Ukraine.

3.2.2. Development cooperation from CSO perspective

In July 2013 the Centre for Peace Studies released an assessment of experience, capacities and needs of Civil Society Organizations involved in or interested in International Development Cooperation (IDC) and Humanitarian Aid (HA). Croatian platform of CSOs engaged in development was founded in February 2014 under the name CROSOL (Croatian Platform for International Citizen Solidarity) comprising of 25 members. Following is an executive summary of the report¹¹:

‘Out of 78 organisations, which participated in the survey, approximately one third (23) already has experience in implementation of IDC & HA projects, about as many intend to try it, whereas the remaining others are interested in monitoring IDC & HA but are still not ready to participate in implementation. More organisations engaged in IDC & HA over the last three years than during any earlier five-year periods.

The majority of currently implemented projects concerns programme areas **of governance and human rights and human development**, whereas the area of economy and trade is the least represented, which probably reflects the capacity level of Croatian CSOs concerning individual programme area. Majority of projects is implemented, or is planned for implementation, in the countries of the **former Yugoslavia**, where the language barrier is negligible. The surveyed CSOs participate in African or Asian countries included in Implementation Program of the National Strategy for Development Cooperation of the Republic of Croatia only sporadically. Projects outside Croatia are mainly implemented by CSOs with higher income level. Financing sources for such projects are equally EU funds and international donors, and to a much lesser degree the state or local budgets. Budget share for IDC & HA projects is in majority of organisations lower than the share earmarked for other activities. This tells us that there is still not a significant number of CSOs in Croatia, which direct their activities primarily IDC & HA projects. Nevertheless, during the last year CSOs included this survey spent at least 1.6 million Kuna to IDC & HA project, which may be used as a signpost for the planning of future support. CSOs implement projects mainly in partnership with other organisations, twice as frequent within international groups as with other Croatian organisations.

¹¹ Majetić, M. Organizacije civilnog društva iz Hrvatske i razvojna suradnja i humanitarna pomoć u inozemstvu. Zagreb: CMS, 2013.

The majority of CSOs included in this survey participates in some form of international association, but these are used primarily for information exchange and to a lesser degree for project implementation. There is a need for continuous education and provision of information to CSOs on IDC & HA, especially as concerns the financing mechanisms at state and EU levels, as well as the need for better contacts in IDC beneficiary countries. Knowledge transfer methods for empowerment of individuals; research and IDC & HA beneficiary countries' needs assessment methods, practicing the code of good international development cooperation practices and lobbying at international level are the skills and knowledge that CSOs wish to acquire or improve. They particularly emphasize the need to improve capacities of Croatian CSOs so that they may participate at equal footing in EU consortia involved in IDC & HA projects. At the same time, Croatian CSOs believe that they have a wide scope of skills, knowledge and experience that they can offer within framework of IDC and HA. In the further planning of official IDC & HA the Ministry of Foreign and European Affairs would need to find an adequate method for including CSOs in the planning and implementation of National Strategy for Development Cooperation. Hereby it would be good to stimulate networking of domestic CSOs, but it is also necessary for organisations themselves to continue developing their cooperation and long-term partnerships. Likewise to establish quality contacts it would be important to also explore the introduction possibilities through the existing networks, such as Anna Lindth Foundation or TACSO project. All activities directed towards establishment and stimulation of structured formal and informal experience exchange in provision of development cooperation and humanitarian assistance may contribute to strengthening of Croatian CSOs' capacities for implementation of partnership projects. Open calls for financing of IDC & HA projects that would promote partnership and complementarity of Croatian CSOs might be one measure that MFEA could implement.

In addition to publication of Open Calls, it would also be important that MFEA recognizes the potential of domestic CSOs for joint implementation of specific areas of Croatian foreign policy, which means that it would be necessary to operationalize strategic objectives of Croatian foreign policies for specific geographic areas (countries) and actively include CSOs in implementation of those projects in which domestic CSOs are experienced. Such collaboration would at the same time strengthen CSOs capacities for IDC, whilst MFEA would provide quality expertise and operations necessary for implementation of individual policies. The MFEA would also need to educate and prepare the Embassies for collaboration with domestic CSOs, given that Embassies might be an important logistical partner both to MFEA and CSOs implementing IDC projects in respective countries. Therefore, it would be important to sensitise Embassies' employees to CSO activities and maybe even designate one person for collaboration with CSOs in implementation of IDC projects.

The challenge before the Platform is to stimulate exchanges between Croatian CSOs concerning their experiences in working with international consortia, as well as working out appropriate models and activities to stimulate synergetic partnerships of CSOs through domestic consortia formed on mutual interests. MFEA could also initiate establishment and development of inter-sectorial Croatian consortia formed around individual programmatic areas. The Platform could consider internal organisation based upon thematic groups that would be formed around programmatic areas, such as governance and human rights, human development, food and natural resources, economy and trade. Such internal organisation might induce stronger interest-based associations and exchanges, as well as simpler cooperation and recognition of joint priorities. This, in turn, might create a space within thematic areas for greater self-organisation of the members of the Platform and at the same time function as mobilisation factor. The needs of members of the Platform for greater knowledge and understanding of IDC might partially be satisfied through active participation in the work of the CONCORD (The European NGO confederation for relief and development), therefore, it is recommended that they get involved into thematic work groups of the CONCORD as soon as possible, as they give an opportunity to influence EU policies on IDC.¹²

3.2.3. PUBLIC OPINION towards Development Cooperation

Eurobarometer research showed that the percentage of people that think giving aid to people is important is similar to the EU average (87%). That presents a drop of 6% in comparison to 2013 when people interviewed in Croatia gave the strongest support to development among all EU member states. Combating poverty should be one of the top EU priorities stated 87% of people interviewed. 53% think this should be the top priority of the national government, which is the fourth largest percentage after Romania, Spain and Sweden,¹³.

¹² Majetić, M. Organizacije civilnog društva iz Hrvatske i razvojna suradnja i humanitarna pomoć u inozemstvu. Zagreb: CMS, 2013.

¹³ 'Između vanjske i razvojne politike: međudnos i međuovisnost', provided by MFEA

4. Appendices

4 a) SUPPORTING DOCUMENTS

National documents

- Strategy for education, science and technology, N.N. 124/2014
- National Program for Human Rights and Democratic Citizenship Education, 1999
- National Framework Curriculum for preschool education and general compulsory and secondary education, MOSES, 2011
- Civic education curriculum, MOSES, 2012
- Law on Croatian development cooperation and humanitarian aid abroad, N.N. 146/08
- National Strategy for Development Cooperation for the 2009 to 2014 period, N.N. 24/09
- The Croatian Qualifications Framework Act, N.N. 22/2013

Milestone Framework Documents

- UNESCO Global Citizenship Education: *Preparing Learners for the Challenges of the 21st Century*, 2014
- North-South Centre 2nd Global Education Congress Strategic recommendations, Lisbon (2012)
<http://nscglobaleducation.org/index.php/resource-center/item/24-2nd-european-congress-on-global-education-report>
- North-South Centre Global Education Guidelines (2008 / revised edition in 2012)
<http://nscglobaleducation.org/index.php/resource-center/item/126-global-education-guidelines>
- Espoo, Finland Conclusions on Global Education in Curriculum Change: GENE, FNBE (2011).
<http://gene.eu/blog/2012/09/29/espoo-finland-symposium-report-conclusions/>
- DEAR in Europe - Recommendations for future interventions by the European Commission. Final Report of the 'Study on the experience and actions of the Main European Actors active in the field of Development Education and Awareness Raising'
https://webgate.ec.europa.eu/fpfis/mwikis/aidco/index.php/DEAR_Final_report
- North-South Centre Maastricht Congress Declaration (2002)
<http://nscglobaleducation.org/index.php/resource-center/item/36-the-maastricht-global-education-declaration>
- Global Education Charter (1997)
<http://nscglobaleducation.org/index.php/resource-center/item/34-global-education-charter>

European Recommendations

- Recommendation CM/Rec (2011)4 on education for global interdependence and solidarity (2011)
http://www.coe.int/t/dg4/nscentre/GE/GE_recommendation2011.pdf
- Recommendation CM/Rec (2010)7 on the Council of Europe Charter on education for democratic citizenship and human rights education (2010)
<http://www.coe.int/t/dg4/education/edc/Source/Pdf/Downloads/6898-6-ID10009-Recommendation%20on%20Charter%20EDC-HRE%20-%20assembl%C3%A9.pdf>
- European Consensus on Development: the contribution of Development Education & Awareness Raising (2007)
http://www.coe.int/t/dg4/nscentre/GE/European_consensus-en.pdf

4. b) KICK-OFF SEMINAR PARTICIPANT LIST

	Name and surname	Organization	Working group
1.	Gordan Bosanac	CROSOL, CPS	B
2.	Amir Hodžić	CESI - Center for Education, Counseling and Research	B
3.	Natali Lulić Grozdanoski	Ministry of Foreign and European Affairs	B
4.	Kornelija Mrnjaus	Faculty of humanities and social sciences, Rijeka UNI	B
5.	Marjan Huč	SLOGA Slovenia	B
6.	Eyachew Tefera	SLOGA Slovenia; Institute for African Studies	B
7.	Marta Raljević	Office for cooperation with NGOs, Government of the Republic of Croatia	B
8.	Brankica Žugaj	Association of Croatian Secondary School Principals	B
9.	Aleksandra Uzelac	IRMO - Institute for Development and International Relations	B
10.	Aida Bagić	Agency for Science and Higher Education	B
11.	Iva Zenzerović Šloser	Centre for Peace Studies	D
12.	Marko Kovačić	Institute for Social Research Zagreb	D
13.	Sladana Novota	SMART	D
14.	Lina Gonan	Peace Studies student	D
15.	Andreja Gregorina	Centre for Women's Studies Zagreb	D
16.	Ivana Milas	Nansen Dialogue Centre Osijek	D
17.	Nikoleta Poljak	Volunteer Center Osijek	D
18.	Miguel Silva	NSC CoE	C
19.	Lana Jurman	Centre for Peace Studies	C
20.	Neva Čapin	Primary school Fran Galović Dugave Zagreb	C
21.	Diana Martinović	Faculty of humanities and social sciences, Zagreb UNI	C
22.	Ana Žnidarec Čučković	Faculty of kinesiology, Zagreb UNI	C
23.	Marina Brkić	Forum for Freedom in Education	C
24.	Igor Pasković	Žmergo Opatija	C
25.	Eli Pijaca Plavšić	Forum for Freedom in Education	A
26.	Maja Lisska	Primary school Fran Galović Dugave Zagreb	A
27.	Martina Horvat	GONG	A
28.	Veronika Jurišić-Ravić	City council for education, culture and sport	A
29.	Anela Nikčević- Milković	Pedagogical Faculty, Zadar UNI	A
30.	Višnja Pavlović	Forum for Freedom in Education	A
31.	Zrinka Ristić Dedić	Institute for Social Research Zagreb	A
32.	Marko Turk	Faculty of humanities and social sciences, Rijeka UNI	A
33.	Jasna Račić	Centre for Peace Studies	
34.	Amy Skinner	DEEEP, CONCORD	
35.	Branka Žaja	British Council Croatia	
36.	Daliborka Pašić	UNI Zagreb	
37.	Nada Jakir	Ministry of Science, Education and Sport	
38.	Sonja Jeđud Tabula	Ministry of Science, Education and Sport	
39.	Lovorka Bačić	Centre for Peace Studies	