

**REPUBLIC OF CROATIA
MINISTRY OF EDUCATION AND SPORTS
INSTITUTE FOR EDUCATIONAL DEVELOPMENT**

CROATIAN EDUCATION SYSTEM

Interim Report

Zagreb, June 2000

**Translation of this publication is supported by Croatian National Observatory
established by the European Training Foundation**

**REPUBLIC OF CROATIA
MINISTRY OF EDUCATION AND SPORTS
INSTITUTE FOR EDUCATIONAL DEVELOPMENT**

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I. INTRODUCTION

Since 1990 the Republic of Croatia has been undergoing changes in all walks of life including education.

The changes in education system have been continuous with some more prominent activities in 1991, 1995 and 1996.

Croatian education system has been under constant critical scrutiny and evaluation as to other European school systems. The aim is to meet the demands, which would make it compatible to common European framework still fostering traditional national values and bearing in mind the existing resources of the country.

This report is an interim state of the art publication, which describes the part of the national education system, which is the responsibility of the Ministry of Education and Sports. Beside its descriptive part, the report includes statistical and other data enabling the quantifying analysis of the system and in particular that between 1997-2000.

It should be noted that the overall report on Croatian education system is fragmentary as regards its continuity within the period since 1990. Due to the lack of data collecting activities in the Ministry as well as the suspension of all development activities and the extinction of the Educational Institute itself, the key data herewith included lack cohesion in their presentation.

Therefore, the report includes data made available through different sources (Central Bureau of Statistics, Ministry of Education and Sports, County offices for education, non official statistics of the ministry staff, different analyses and reports, etc.) which have been collected for various purposes, and pursue different methodologies, criteria and standards what presents an objective obstacle in judging the quality and accountability of the collected material.

In spite of what has been stated so far as well as for all constraints and unfavourable circumstances in the past, the aim of the report is to supply basic information to institutions and individuals who in any way might wish to reflect on and influence changes within the system.

II. EDUCATION SYSTEM

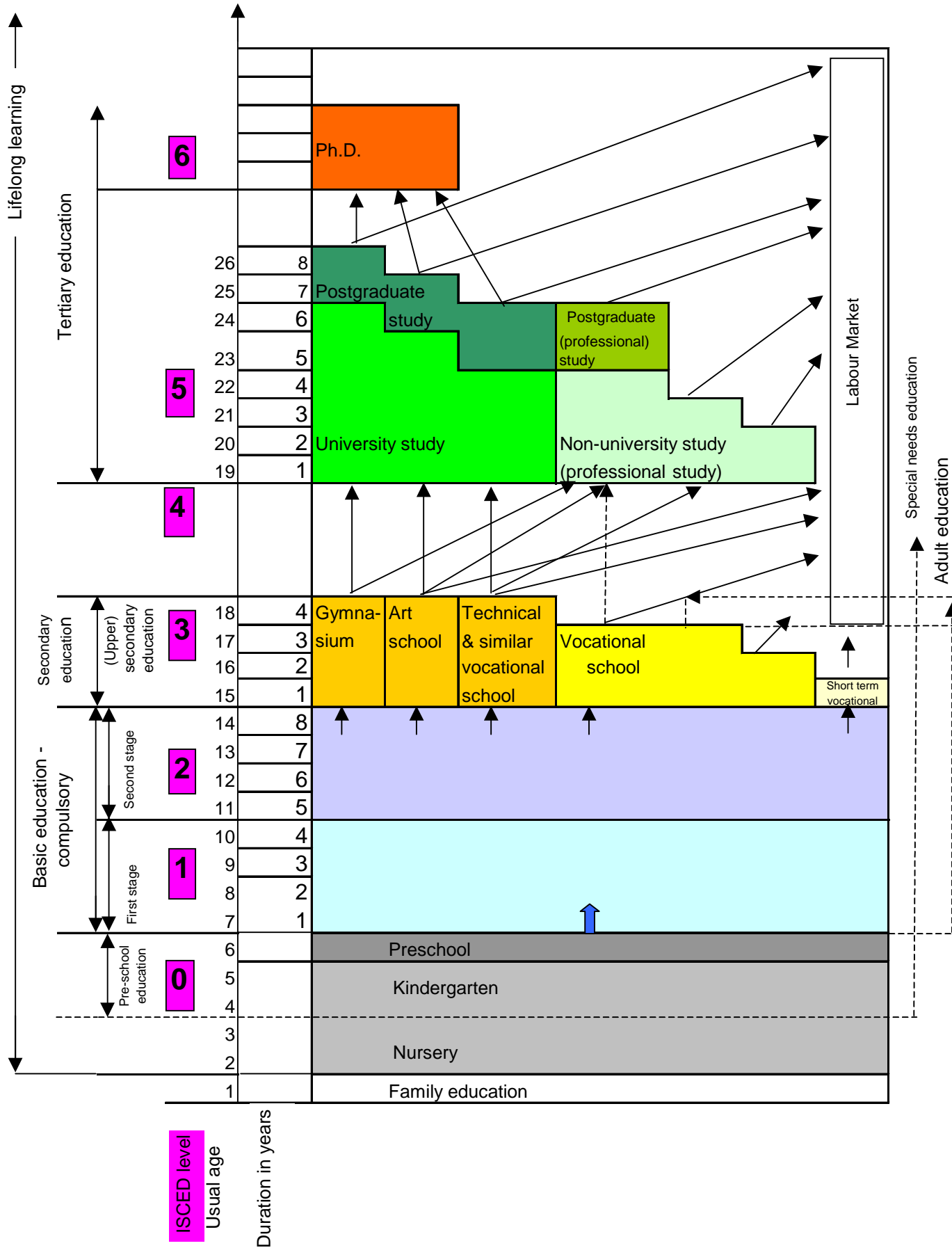
1. The Structure of Education System

The education system in the Republic of Croatia consists of 4 main levels (see Chart 1): pre-primary, primary, secondary and higher education level. The secondary and higher education levels show horizontal and vertical variations.

Chart 1: Education system in the Republic of Croatia

4.1.01.

Education System in Croatia



2. Pre-school Education

Pre - school education is the part of education system. It is regulated by:

- Institutions Act (*Official Gazette = Narodne novine* = NN, # 76/1993)
- Proposal on Development Concept of the Pre - school Education (Ministry of Culture and Education Bulletin, # 7/8, 1991)
- Curricular Paths in Pre – school Education of Children (Ministry of Culture and Education Bulletin, # 7/8, 1991)
- Decision on Standard Elements in Social Care of Preschool aged Children (NN # 28/1983)
- Law on Financing Local Government Units (NN # 117/1993)
- Pre - school Education Act (NN # 10/1997) and respective by-laws
- Regulations on modalities and conditions of licensing education staff in the kindergarten (NN # 133/1997)
- Regulations on modalities and conditions in promoting education staff in the kindergarten (NN # 133/1997).

All quoted documents are applied at different levels with difficulties of different nature. In most cases they lack updated pedagogical standards, which should have been accepted six months after the Pre –school Education Act in 1997 was passed.

Pre - school Education Programmes

Pre-school education is being exercised through regular programmes varying from 5 to 10 hours a day. The most numerous are 10-hour programmes. Minor number of groups are in 5-6 hour programmes particularly suited for smaller community centres or municipalities.

The statistical data on institution number and types as well as children enrolled are given in Chapter 3.

Both the 10-hour programme and the 5-6 hour programme are enriched by specialized programmes like: foreign languages, arts, music, sports etc. All programmes include supported development contents (eco) as well as drug- prevention programmes.

Since 1992 special care has been given to language programmes. Namely, the Institute for Educational Development has elaborated an expertise in applying early learning of four (4) different foreign languages (English, German, Italian and French), has developed planning and evaluated the results. The latter are very satisfactory.

All pre-school institutions are requested to submit proposals of their specialized programmes for approval to the Ministry of Education and Sports , namely , its Institute for Educational Development, in order to assess human resources and other conditions assuring accountability.

20% of children in pre-school institutions of larger communities have been included in *shorter programmes* which are being developed after the regular ones.

Those communities which have been encouraged to develop *specialized programmes* (e.g. the town of Zagreb) register open market behaviour.

Due to higher prices of these programmes, the parents are inclined to choose *shorter specialized programmes* within the regular ones, which are also cheaper than the all day programmes.

95% of the population has been included into an organized *Pre-school programme* free of charge for the child. The programme in most cases has been carried out by educators in kindergartens and teachers of first four grades in primary schools but only if there are no kindergartens in communities.

Similar situation is found in kindergartens with inclusive programmes of handicapped or disabled children and gifted children as well.

The following world reputation programmes have completely been implemented in our pre-school institutions:

- a. *Montessori programmes* – 2 private kindergartens in Split and Zagreb, 1 confessional kindergarten in Đakovo and 3 groups of children in 3 state-owned kindergartens in Zagreb.
- b. *Waldorf programmes* - in 2 kindergartens in Zagreb and Rijeka.
- c. *Agazzi* – 1 kindergarten in Križevci.

Besides, the *Reggio* concept elements are mostly implemented in the kindergartens of the Rijeka area.

Due to insufficient financing, kindergartens are facing the drop in quality. Some locally run units do not comply with law regulations on co-financing the activities in their kindergartens e.g. Imotski, Erdut, The Danube region, Donja Stubica, etc.

Even the bigger municipalities do not financially support investments in modern didactic equipment what certainly diminishes the incentives to child game and various activities. Educators are bound to rely on self-produced materials in games and activities but it is not an adequate compensation for the missing specialized teaching facilities.

Some communities register progressive leaving rates of children due to some new social parameters e.g. parents' unemployment.

Programme implementation and quality accountability

The accepted regulations, previously quoted, have considerably enhanced the development of pre-school education as far as modern concepts are concerned. Thus the programmes promote democratisation and humanization of education process.

The Proposal on Development Concept has become the basic issue for all kinds of programmes. Since its acceptance, there have been varieties in its implementation as far as main aims and goals are concerned. The main goals are:

- enhancing integral development and education of the child by applying humanistic and developmental approach, first of all by respecting child's rights and his/her individual needs.

More and more pre-school education institutions show concern about child's needs and his/her opinion about himself/herself. Self respect development, creativity and communication skills are also being enhanced. The programmes are more and more tailored to meet basic and psychological needs of children.

There are several dimensions within regular and other programmes, e.g.:

- health care and physical development of the child;
- education for all according to children's needs and natural and social events in the living surrounding leading to enrichment of the quality of everyday activities of the kindergarten population (both children and adults);
- specific requirements for handicapped, disabled or gifted children improvement of education process with eventual goal of opening up within the institution and larger community as well.

A standing is being developed that *action research* contributes a lot in developing educational practice. Therefore, the research is to take place within framework of tolerance and diversity in human approach since they both influence building up of a curriculum as the result of joined efforts of educators and children.

This concept has been introduced by the Institute for Educational Development since 1995 and later on in 1998, with constant additional support of the university experts in pre-school education.

Psycho-social programmes were developed during and after Homeland War. They included a large number of educators, other non-teaching staff, institutions' principals as well as 4 sets of produced materials with integrated trauma psychology and latest issues in children's special needs.

There is a further need of integrating the special issues of these programmes in regular all - day and shorter programmes in order to prevent impairment in child development.

The year 1992 marked an experimental application of Integral Method of children and parents through activities of the Faculty for Educational Rehabilitation of the University of Zagreb, which was the acting as Project Management Team. The results of the team work of many experts, including in-service educator training in kindergartens, are three produced manuals still in use.

Strong motivation of pre-school professionals has been noted in developing cases of good practice through exchange of expertise. Hence the seminars organised for six years in a row (in Čakovec, Split, Osijek, Rijeka, Pula, Zagreb and Dubrovnik). These seminars have greatly

filled the gap of restricted resources of the Institute for Educational Development to provide more in-service training and include more participants in the field.

The issues and the level of expertise reached in pre-school education as well as the real needs of the Croatian population oblige to comply with legal regulations and to offer additional help in the field at the state level.

Croatia has human resources which can present its experience and projects on the world scale, but this does not mean that all kindergartens in the country are suited to implement conceptual changes.

3. Primary Compulsory Education

Primary school is the basis of the education system in the Republic of Croatia.

Primary school is an educational, social and cultural institution with compulsory attendance by all children aged between 6 and 6 1/2 (or 7) and 15. It is a general education institution and the basis for further education, out of school and independent education as well as for permanent training and life long learning.

Compulsory education in Croatia is developed through primary school of an eight grade structure.

The compulsory nature of education derives from Constitution of the Republic of Croatia and the Education Act on Primary Education (NN # 59/1990) and its Amendments (NN # 7/1996). The legislation regulates the activities of primary education in a close and unique system of education.

The activities in primary education include compulsory education, other forms of children and youth education and adult education.

Beside the Education Act on Primary Education, as a basic act, there is also the Law on Inspection in Education and the Law on Equivalence of Foreign School Documents and Degrees, and a series of by-laws regulating the activities of the primary school (Croatian primary education, Croatia Project, Zagreb, 1997).

The aim of primary education is to enable all students to acquire knowledge, concepts, skills, attitudes and habits required for life and work or further education. The school is bound to provide continuous development of the pupil as spiritual, physical, moral, intellectual and social being with his affinities and skills. Hence, the goals of primary education on the learner:

- to enhance and develop interest and independence in learning and problem solving tasks, creativity, moral consciousness, aesthetic attitude and criteria, self confidence and responsibility towards himself/herself and nature, social, economic and political consciousness, tolerance and possibility of collaboration, respect for human rights, attainments and desires;

- to teach literacy, communication, algebra, scientific and technological principles, critical thinking, realistic debating, understanding the world and mutual dependence between people and nature, the individual and the nation.

The enrolled pupils, as a rule, finish primary education. The indicators acquired so far show that about 98% of the pupils continue education in secondary schools.

Both public and private basic education is developed in compliance with teaching plans and programmes set and approved by the Ministry of Education and sports. The Teaching Time Schedule is shown in Table 1.

Teaching plans and programmes of all areas and subjects in the primary school was published by the Ministry of Education and sports, Institute for Educational Development in June 1999. Their partial content changes were recorded and implemented from 1995 till 1998.

Table 1 Primary school time schedule

NO.	SUBJECTS	# OF HOURS/ WEEK (YEAR MINIMUM) PER GRADES							
		I.	II.	III.	IV.	V.	VI.	VII.	VIII.
<i>REGULAR TEACHING</i>									
1.	Croatian language	6 (210)	6 (210)	6 (210)	6 (210)	5 (175)	5 (175)	4 (140)	4 (140)
2.	Visual arts	1 (35)	1 (35)	1 (35)	1 (35)	1 (35)	1 (35)	1 (35)	1 (35)
3.	Music	1 (35)	1 (35)	1 (35)	1 (35)	1 (35)	1 (35)	1 (35)	1 (35)
4.	Foreign language	-	-	-	2 (70)	3 (105)	3 (105)	3 (105)	3 (105)
5.	Mathematics	5 (175)	5 (175)	5 (175)	5 (175)	4 (140)	4 (140)	4 (140)	4 (140)
6.	Nature ¹⁾	-	-	-	-	1,5 (53)	2 (70)	-	-
7.	Biology	-	-	-	-	-	-	2 (70)	2 (70)
8.	Chemistry	-	-	-	-	-	-	2 (70)	2 (70)
9.	Physics	-	-	-	-	-	-	2 (70)	2 (70)
10.	Nature and society	2 (70)	2 (70)	3 (105)	3 (105)	-	-	-	-
11.	History	-	-	-	-	2 (70)	2 (70)	2 (70)	2 (70)
12.	Geography ¹⁾	-	-	-	-	1,5 (53)	2 (70)	2 (70)	2 (70)
13.	Technical education	-	-	-	-	1 (35)	1 (35)	1 (35)	1 (35)
14.	Physical training and health education	3 (105)	3 (105)	3 (105)	2 (70)	2 (70)	2 (70)	2 (70)	2 (70)
Total: Regular teaching		18 (630)	18 (630)	19 (665)	20 (700)	22 (770)	23 (805)	26 (910)	26 (910)
<i>OPTIONAL SUBJECTS AND SPECIAL PROGRAMMES</i>									
15.	Religion	2 (70)	2 (70)	2 (70)	2 (70)	2 (70)	2 (70)	2 (70)	2 (70)
16.	Other optional subjects ²⁾	-	-	-	2 (70)	1-2 (35-70)	1-2 (35-70)	1-2 (35-70)	1-2 (35-70)
Total: optional subjects		2 (70)	2 (70)	2 (70)	4 (140)	3-4 (105-140)	3-4 (105-140)	3-4 (105-140)	3-4 (105-140)
17.	Early learning of foreign language ³⁾	2 (70)	2 (70)	2 (70)	-	-	-	-	-
18.	Latin language ⁴⁾	-	-	-	-	3 (105)	3 (105)	3 (105)	3 (105)
19.	Greek language	-	-	-	-	-	-	3 (105)	3 (105)
Total: Special programmes		2 (70)	2 (70)	2 (70)	-	3 (105)	3 (105)	3 (105)	3 (105)
20.	Additional teaching and extra classes	1+1 (35+35)	1+1 (35+35)	1+1 (35+35)	1+1 (35+35)	1+1 (35+35)	1+1 (35+35)	1+1 (35+35)	1+1 (35+35)
21.	Extracurricular								

	activities	1 (35)	1 (35)	1 (35)	1 (35)	1 (35)	1 (35)	1 (35)	1 (35)
22.	Classroom teacher Hour	1 (35)	1 (35)	1 (35)	1 (35)	1 (35)	1 (35)	1 (35)	1 (35)

- Notes:
- 1) Teaching of nature and geography in 5th grade is interchanging: one /two hours a week
 - 2) In the fourth grade there is a possibility of choice between religion and 2nd foreign language
 - 3) Early learning of foreign language is carried out by schools who are properly staffed. Financing is provided by local government units.
 - 4) Latin and Greek syllabi are introduced by schools properly staffed and upon pupils' choice.

Regular teaching includes all children from 6 to 15 years of age.

The first four grades are organized as one-teacher activities. The next four grades (5th-8th grade) are organized as subject areas teaching. The first four graders can have a special content area teacher when foreign languages or any other educational activity are chosen.

Regular teaching is being carried out in one class unit consisting of the children of the same age group, or in a combined class unit consisting of children of different age groups (1st – 4th graders).

Optional teaching becomes compulsory for all pupils who have opted for a content area. It is not usually organized unless a group of fifteen pupils is formed. Optional teaching provides pupils with certain freedoms in the choice of educational inputs of their particular interests and suitable to their abilities.

Optional programmes for all content areas have been published together with teaching programmes of primary school. Nevertheless, the schools have been left free to offer programmes to suit their pupils' interests and school resources, but they have to develop and to propose special programmes to be submitted for the approval of the Institute for Educational Development. There are no quantitative indicators as for the number of optional programmes in primary schools. According to some "off" the record information, they are diminishing in years.

Additional teaching is a way of education the school is bound to organize for the students who need additional help. It is organized only for a limited period of time to make sure the students get help they need. Additional teaching can be organized for all content areas. There is a special case of additional teaching intended for the children of Croatian origin (citizens) resident abroad who want to continue schooling in their homeland. This type of teaching is being organized to fill in the gaps between two education systems or produce more input to speeding up the learning of mother tongue.

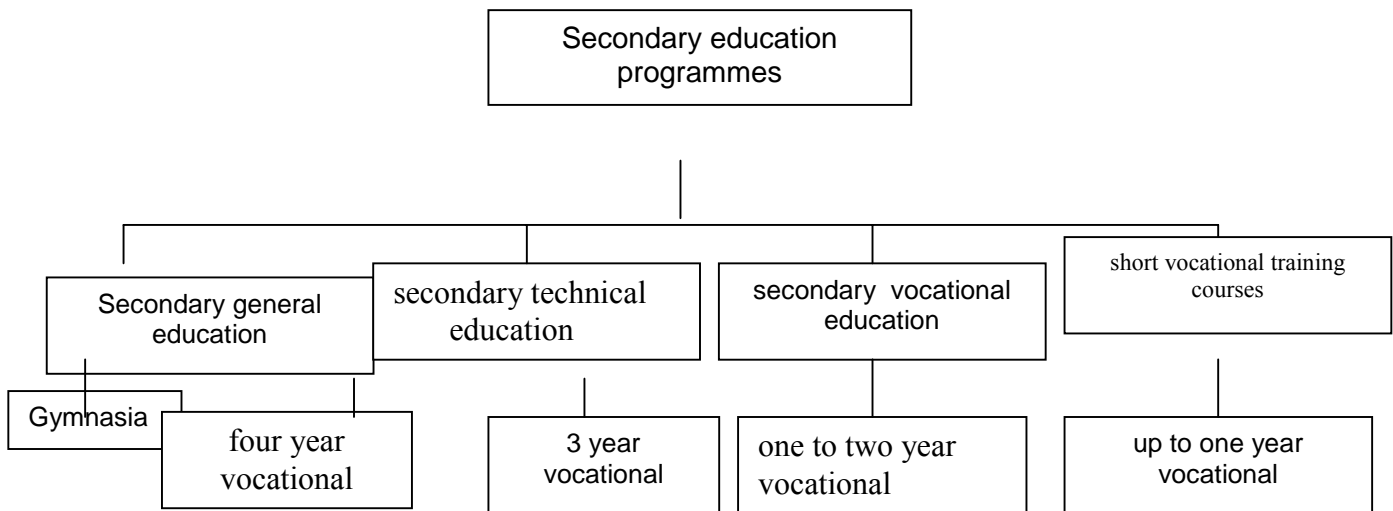
Gifted children deserve constant care and incentives and should be provided with extra input according to their interests, abilities and preferences. In recent times there has been additional teaching only for the pupils preparing for competitions, meetings and the like.

The school is also bound to provide acceleration of primary school education for those gifted students who excel in knowledge or abilities in periods shorter than those stated by law. These students can accelerate for two grades in a school year.

4. Secondary Education

The concept of secondary education includes schools, institutions, programmes and activities between primary and higher education. Secondary education develops activities necessary to acquire knowledge and skills for work and further education. It encompasses formal education of youth aged fifteen to eighteen, education of children with special needs and adult education.

Secondary education is not compulsory. In view of the plans and programmes therein found it is subdivided as follows:



General education programmes are developed in gymnasiums. Technical education programmes are developed in vocational schools with 4 and 3-year duration. Short term vocational programmes are developed in vocational schools but also in other institutions whose teaching standards have been approved.

As for the type of programmes, secondary education institutions are divided into:

- gymnasiums
- vocational schools
- arts schools.

SECONDARY SCHOOLS

Gymnasiums

Vocational schools

Arts schools

General content area schools

4 year vocational schools

3 year vocational schools

Visual arts & design

<i>Language schools</i>	<i>Technical schools</i>	<i>Industries</i>	<i>Music schools</i>
<i>Classical college</i>	<i>Health schools</i>	<i>Crafts</i>	<i>Dance schools</i>
<i>Sciences content area schools</i>	<i>Economy /trade Agriculture Others</i>	<i>Others</i>	

4.1. Gymnasium education

In 1990 gymnasiums have been reinstalled into education system again. They develop programmes approved by the Ministry of Education and Sports. Their education plans and programmes are recorded in Table 2. The differences between their curricula lie in increased number of teaching hours as to the profile of the syllabus.

As to the existing situation 14 different teaching programmes (subjects) on average are developed in an academic year. There might be slight variations as to the number of teaching subjects (13-15). There are 30 teaching hours for the students in a general and language gymnasiums whereas the students of classical college and sciences schools develop on average of 32 hours of regular teaching.

Table 2 Gymnasiums Teaching plans (1994)

TEACHING SUBJECTS	GENERAL EDUCATION				LANGUAGE EDUCATION				CLASSICAL COLLEGE				SCIENCES EDUCATION			
	razred				razred				razred				razred			
	1.	2.	3.	4.	1.	2.	3.	4.	1.	2.	3.	4.	1.	2.	3.	4.
A COMMON CORE																
Croatian	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4
1 st Foreign language	3	3	3	3	4	4	4	4	3	3	3	3	3	3	3	3
2 nd Foreign language	2	2	2	2	4	3	3	3	-	-	-	-	2 ²	2 ²	2 ²	2 ²
Latin	2	2	-	-	2	2	-	-	3	3	3	3	2	2	-	-
Greek	-	-	-	-	-	-	-	-	3	3	3	3	-	-	-	-
Music	1	1	1	1	1	1	1	1	1	1	1	1	1	1	-	-
Visual arts	1	1	1	1	1	1	1	1	1	1	1	1	1	1	-	-
Psychology	-	1	1	-	-	-	2	-	-	-	1	-	-	-	1	-
Logics	-	-	1	-	-	-	1	-	-	-	1	-	-	-	1	-
Philosophy	-	-	-	2	-	-	-	2	-	-	-	2	-	-	-	2
Sociology	-	-	2	-	-	-	2	-	-	-	2	-	-	-	1	-
History	2	2	2	3	2	2	2	2	2	2	2	2	2	2	2	2
Geography	2	2	2	2	2	2	1	2	2	2	1	2	2	2	2	2
Mathematics	4	4	3	3	3	3	3	3	4	4	3	3	4	4	5	5
Physics	2	2	2	2	2	2	2 ¹	2 ¹	2	2	2	2	3	3	3	3
Chemistry	2	2	2	2	2	2	2 ¹	2 ¹	2	2	2	2	2	2	2	2
Biology	2	2	2	2	2	2	2 ¹	2 ¹	2	2	2	2	2	2	2	2
Informatics	2	-	-	-	-	2	-	-	-	2	-	-	2	2	2	2
Politics & economics				1				1				1				1
Physical training and health education	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2
TOTAL HOURS	30	30	30	30	30	30	30	31	31	33	33	32	32	32	32	32
# subjects	14	14	15	14	13	14	15	14	13	14	16	15	14	14	14	13
B. OPTIONALS																
Religion/ Ethics	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
Foreign language	-	-	-	-	-	-	2 ¹	2 ¹	-	-	-	-	-	-	-	-
Mathematics or																

informatics	-	-	-	-	-	-	-	-	-	-	-	-	-	2 ²	2 ²	2 ²	2 ²
Other optionals	-	2	2	2	-	-	-	-	-	-	-	-	-	-	-	-	-
Total # subjects	15	16	17	16	14	15	16	15	14	15	17	17	15	15	15	14	

- 1 Language gymnasium students can in the 3rd and 4th form choose between reinforced programmes of foreign languages and those of sciences (physics, chemistry or biology)
- 2 Science programmes students can choose between a foreign language and reinforced mathematics or informatics.

When enrolling in gymnasiums students are offered 2 levels of foreign language learning – advanced and beginners – for the following modern languages: English, German, French, Spanish and Italian. The same goes for the classical languages Latin and Greek.

The optional part of the curriculum, as a rule, enables students acquiring deeper insight and knowledge in some content areas or subjects of his own interest. The overall burden of 30 -33 teaching hours for the student in regular teaching leaves little or no time for the electives. General content area gymnasiums develop electives from 2nd form on with 2 hours a week. During his/her instruction in the school the student can choose one, two or three electives what depends on the duration of the instruction.

In language gymnasiums there is a choice of 3rd foreign language instead science area subjects (physics, chemistry, biology) but only in the two last forms of the secondary education.

Science education students can choose additional programmes in mathematics and informatics instead foreign language. The optional concept for the student includes also the choice between religion or ethics at the moment of enrolment.

The characteristics of gymnasium education in all types of gymnasiums are:

- overstressed compulsory contents (15-17 subjects),
- lack of optional contents,
- highly academically loaded contents,
- extensive teaching programmes.

Such characteristics allow for little creativity development of the students and usually fail to meet their needs. In addition to the aforementioned restrictions, these programmes lack appropriate pedagogical support in teaching facilities. The teachers are not motivated to experiment in supplying variety of electives, so theoretical knowledge and traditional techniques remain basic teaching and learning strategies. Possibilities of research and problem solving teaching are minimal and depend on will and enthusiasm of the teacher.

Reports from audit units of the Ministry indicate that all gymnasium curricula lack modern educational dimension.

4.2 Secondary Vocational Education

Attendance and completion of the secondary vocational education curriculum can result in secondary and lower qualifications. The education on the basis of curricula for the achievement of a secondary qualification can be four-year programmes (so called A programmes) or three-year programmes. The three-year programme for the achievement of a secondary qualification can be for professions in industry and trade, (the so called B programmes), and in crafts (C and VOB programmes). The education following the

programmes for lower qualifications (D programmes) lasts from one to two years. Besides these, there are programmes for children with special needs, the handicapped and disabled children (TES programmes). The education of handicapped and disabled children will be dealt with in a separate chapter.

All the programmes consist of the common core programmes, common vocational core programmes (for related professions or qualifications) and an optional part closely linked with the choice of profession. In some educational areas students can choose optional programmes even within the profession.

The programme of the dual system (VOB) for professions in crafts differs from the C programme in the inclusion of a greater part of practical training, the absence of the obligation to complete the general common core part of the education and the access to the programming of educational content (where the classical model of subjects has been abandoned).

The education in the vocational 4-year school ends with a final exam and permits employment in the particular profession, with further opportunities of specialization and professional training or the continuation of education at colleges and institutions of higher education, primarily in the same profession.

The completion of the 3-year programme education ends with a final exam and is primarily directed at getting employment in the profession with opportunities of further professional upgrading and specialization. The education following the dual system programmes end with the final exam within which students pass the so called apprenticeship exam which enables them to find employment in crafts and also a continuation of education for skilled professions in crafts.

The curricula in vocational education have been classified in 28 educational vocational areas. In Table No 3 we find the list of educational areas with the number of programmes depending on the length of education. Arts schools have been surveyed in a separate chapter of the report.

The curricula (programmes A, B, C, D and TES) were published for the greater part of educational vocational areas and professions in the Bulletins of the Ministry of Education and Sports, special issue. The survey of the published programmes is shown in Table No. 2. Part of the programmes was not published in special issues of the Bulletins due to a small number of schools that offer education for those professions. The programmes for professions in crafts following the dual system (VOB), passed by the Ministry of Trade, were published in the Official Gazette (Narodne novine, /NN in the text/ No. 86/1996 and 84/1997.)

Table No. 3 Vocational educational fields and number of programmes at the beginning of the academic year 1998/99

(*“Where, how, why secondary vocational school”*, Ministry of Education and Sports, Zagreb, 1998)

No.	Educational field	Number of programmes						
		A	B	C	VO B	D	TES	Total
01.	Mechanical engineering	11	15	16	16	1	10	69
02.	Shipbuilding engineering	1	4	-	3	8	-	16

03.	Metalurgy	1	4	3	3	2	-	13
04.	Electrotechnics	10	4	4	4	2	1	25
05.	Geology, mining, oil	4	4	-	-	4	-	12
06.	Economy and trade	4	1	-	1	-	5	11
07.	Catering and tourism	2	4	-	2	4	4	16
08.	Agriculture	3	6	-	-	1	5	15
09.	Food processing	1	7	4	4	-	4	20
10.	Veterinary	1	-	-	-	-	-	1
11.	Forestry	1	-	-	-	-	-	1
12.	Wood processing	1	-	8	3	1	7	14
13.	Civil engineering, surveying, construction materials	6	14	5	4	7	3	39
14.	Road transport	1	2	-	-	-	-	3
15.	Domestic transport	1	1	-	-	1	-	2
16.	Marine, river and port Transport	5	2	-	-	3	-	10
17.	Postal communications	1	1	-	-	-	1	3
18.	Air transport	1	-	-	-	-	-	1
19.	Rail transport	7	7	-	-	-	-	14
20.	Chemical technology	2	4	3	-	2	-	11
21.	Graphics	6	5	12	-	-	7	30
22.	Textile	5	7	3	5	1	7	28
23.	Leather processing	2	-	3	1	2	9	17
24.	Health	7	-	-	-	1	-	8
25.	Personal services	-	-	3	4	-	-	7
26.	Other services	-	-	7	6	3	5	21
27.	Optics and glass processing	1	-	2	2	1	-	6
28.	Internal affairs and protection	3	1	-	-	4	-	8
	Total	88	93	73	58	48	68	428

It is important to underline the problems of programmes for economists. Individual schools and the Association of economic schools in the Republic of Croatia have put forward a number of objections on the current programme. The Union of economic schools of the Republic of Croatia has sent a request for the introduction of changes and amendments to the curriculum for economists. These requests have been supported by professional associations (Association of Accountants, Croatian Union of Accountants and Financial experts). This is why the Minister of Education and Sports issued a decree appointing members of an expert group to work on the changes and amendments of the curriculum for the area of economy and trade, the profession economist, and he expects from the group the solution of the years-long problem.

Table No.4 Survey of the educational programmes of vocational areas published in the Bulletins of the Ministry of Education and Sports

No	Educational area	Bulletin	No	Educational area	Bulletin
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01.	Mechanical engineering	7,8,9/96	15.	Domestic transport	4/97
02.	Shipbuilding engineering		16.	Marine, river and port transport	6/97
03.	Metalurgy		17.	Postal communications	3/97
04.	Electrotechnics	2,3/96, 13/97	18.	Air transport	5/97
05.	Geology, mining, oil		19.	Rail transport	7/97
06.	Economy and trade	5/96	20.	Chemical technology	14/97
07.	Catering and tourism	8a/98	21.	Graphics	10/97
08.	Agriculture	17,18/98	22.	Textile	6/96
09.	Food processing	9/97	23.	Leather processing	6/96
10.	Veterinary		24.	Health	12/97
11.	Forestry		25.	Personal services	
12.	Wood processing		26.	Other services	
13.	Civil engineering, surveying, construction materials	1/97	27.	Optics and glass processing	
14.	Road transport	2/97	28.	Domestic affairs and protection	
				Children with special needs	4/96

The programmes of vocational schools were published in the period between 1996 and 1998 (Table No.4). However, a great part of the published programmes is based on the programmes written earlier (between 1991 and 1994). In the meantime, together with the development of technology, some significant changes in the structure of trade in the Republic of Croatia have taken place, where the need for the majority of the existing professions (educational programmes) has ceased to exist. This is why an ever greater need for a substantial innovation of educational programmes supported by the participation of relevant factors has emerged.

The realization of practical work in schools and professional training

In the achievement of the vocational educational programmes practical work and professional training pose special problems.

Due to the insufficient equipment of school workshops on the one hand, and the demands of the programme to have part of the practical work and professional training performed in real life working conditions on the other hand, a part of practical work and professional training should, according to the programmatic directives, be performed in workshops and other working premises of various institutions that offer services and manufacturing processes (factories, enterprises, businesses, hospitals and the like).

A few years ago, partly due to the closing of a number of manufacturing and service institutions, partly due to the restructuring of ownership, schools have more and more problems in achieving the practical work and professional training part of the educational

programmes for the majority of professions, owing to the reluctance of businesses to accept students for apprenticeship on their premises. For this reason, and due to insufficient equipment of their own workshops, it remains questionable to what extent the goals and tasks of vocational education for professions can be realized.

4.2.1. Dual System of Vocational Education in Crafts

The education for professions in crafts is realized through three-year educational programmes in two ways:

1. education within the common core educational system
2. education within the dual system.

The basic directions on education and training for the practicing of crafts were determined by the Crafts Act (NN, No. 77/1993 and No. 90/1996). By this Act related crafts have been defined that can be practiced on condition that there is professional training or a master exam to prove it. Furthermore, while in the Regulations on Related or Licensed Crafts (NN, No. 31/1995) the related and licensed crafts have been specified as well as the degree and type of professional training necessary for their performance.

The professional-theoretical and practical part of the apprenticeship educational programme for the practicing of related crafts that demand a master exam is issued by the Minister of Trade, based on an opinion previously expressed by the Croatian Chamber of Crafts and with the consent of the Minister of Education and Sports, whereas the common core educational programme is the responsibility of the Minister of Education and Sports which is issued following the previous approval of the Croatian Chamber of Crafts and the consent of the Minister of Trade. The common core programmes were published in the by-laws of the Minister of Education and Sports in April 1997 (NN, No. 35/1997), and by August 1997 the Minister of Trade issued the professional-theoretical and practical part of the apprenticeship educational programme for 56 professions (NN, No. 86/1996 and 84/1997). The education defined by these programmes are called the DUAL SYSTEM IN VOCATIONAL EDUCATION.

Apart from the Crafts Act and other regulations issued by the Minister of Trade on the basis of the former, the dual system of vocational education is also subject to the application of other provisions of the Secondary School Education Act and other regulations that are issued on the basis of the Act above by the Minister of Education and Sports (conditions relating to the professional qualification of teachers, student evaluation and assessment, grading, elements and criteria of enrolment, adult education, students with special needs and handicapped and disabled children, professional monitoring of apprenticeship, etc.).

Starting with the academic year 1995/6, the Ministry of Education and Sports, Ministry of Trade and the Croatian Chamber of Crafts, backed by the experience of the Bavarian Chamber of Crafts, experimentally introduced the dual system of vocational education for professions in related trades, and since then education that would meet the needs of crafts is performed according to a unique educational system, and programmes within the dual system education are being introduced gradually. The basic characteristic of the dual system in vocational education is the separation of the common core educational programme from the professional-theoretical and practical part of the apprenticeship educational programme. The other important characteristic of this educational system is that the end of apprenticeship is

separated from the end of the common core part of the educational programme. The essential characteristic of the dual system is an increase of the practical part of the apprenticeship to 70% compared to the relationship within the educational system in operation so far.

The education within the dual system is realized in schools and workshops: the professional-theoretical part of the apprenticeship is performed in the crafts school, the practical part of the apprenticeship programme is performed in the crafts school and the workshop, the common core part of the programme is performed in secondary schools. The licence for the performance of the practical training in apprenticeship is issued to craftsmen by the Croatian Chamber of Crafts on the basis of a written consent of the practical training teacher from the crafts school.

The professional inspection of the apprenticeship is performed by the Ministry of Education and Sports, i.e. by the Institute for Educational Development. It is the first time that the school inspectors have been authorized to inspect crafts workshops, but this inspection is not being performed due to shortage of inspectors.

According to the Crafts Act, the apprenticeship ends with the apprentice exam and the secondary vocational qualification is achieved by the final exam according to the Education Act.

The Croatian Chamber of Crafts issued the Regulations on apprentice exams (NN, No. 26/1998), and the Ministry of Education and Sports issued Instructions on the carrying out of the final and apprentice exam in the dual system of vocational education for related crafts (Bulletin of the Ministry of Education and Sports, No. 1/ 1998).

Following the Instructions, 96% of students have passed the apprentice and final exam at the same time.

In 1999 the Croatian Chamber of Crafts started developing standardized contents and questions, i.e. students' manuals for apprentice exams. Contents for five professions have been written so far and another 25 manuals for professions are going to be completed by the end of the year. The development of these standardized contents and questions is monitored by experts from the Institute for Educational Development and the crafts schools, and it is being financed by the Croatian Chamber of Crafts.

In the course of the introduction of the dual system into the framework of the joint project of the Croatian Chamber of Crafts and the Chamber of Crafts for Munich and Bavaria, 10 cycles of professional upgrading sessions for future multipliers have taken place. A programme of technical-technological and practical upgrading lasted 120 hours each for every profession, and each was attended by 7 craftsmen and 7 teachers from our crafts schools. The Bavarian schools and technological centres financed the seminars held on their premises.

After the end of the three-year testing period of the introduction of the dual system in vocational education, the Croatian Chamber of Crafts, Ministry of Trade and Ministry of Education and Sports all paid a visit to the German State Commission that gave the highest mark to Croatia for the introduction of the dual system. After getting acquainted with the activities of the Croatian partner, the Germans continued the co-operation for the next three-year period.

The difficulties that are present in the course of the introduction of the dual system are:

- both the students' parents and craftsmen have insufficient knowledge of this type of education,
- there is a shortage of appropriate textbooks and manuals,
- there is a reluctance of a number of principals and a greater number of teachers to accept anything new,
- the curriculum of the practical part of the apprenticeship is too extensive.

4.2.2. Arts Education

There are three areas of arts education in the Croatian educational system: music, visual arts and dance. Children can get a systematic music and dance education in the course of their regular primary education (a parallel attendance of education in both schools). They can be included into the education for visual arts when they reach the secondary education level as this is an area of education for special needs.

The special features of arts education can be found in several segments:

- As a rule a child can enrol the primary arts school after having its basic abilities tested (sometimes including a health certificate). Young people can enrol all kinds of secondary arts schools after having successfully passed the entrance exam (two or three specified parts of the programme are being tested by an examining board and the exam lasts for two or three days).
- From the very beginning of education the child is directed towards achieving a kind of specialization (e.g. the core subjects are playing the flute, learning classical ballet, etc.). The child is subject to a noticeable additional commitment, as it has to attend classes and at the same time spend much time and effort to learn the relevant subjects.
- At the end of the school year the examining board tests the achievement of children in the majority of subjects that form the core of the particular area.
- The parents have to keep investing into the education of the child in all the three art areas (purchase of scores, purchase and maintenance of instruments, transport costs to the school, equipment for classical ballet and contemporary dance, expensive quality paints and other materials for visual arts).

Visual arts and design curricula have been corrected and supplemented several times in the course of the past period and there is an attempt to standardize them in the course of the year 2000.

The dance and music programmes are in the process of final editing. So far the partly corrected former programmes have been used.

All the frame programmes, particularly those from the area of interpretative art are characterized by a relative openness to artistic contents (the teacher together with his students can choose a part of the programme, particularly in individual education).

Various collections of compositions by Croatian world famous composers as well as collections of practical exercises are used in music education, and the teachers make a choice according to the individual needs of the learner or the needs of a particular educational group.

Owing to a lesser number of students in smaller schools, the financial participation of parents for good equipment of the programme is insufficient, so no significant improvements can be expected in this segment.

The education in all three arts areas is predominately performed in cramped unsatisfactory premises. The most difficult situation, especially at the secondary level, is present in the dance education.

4.3. Students' Residential Homes

A students' residential home is an educational institution within the secondary educational system that ensures appropriate board and lodging for students during the course of their education within the framework of the educational programme. In this way the principle of the right to have access to education is realized for those students who cannot have their education in their home towns.

The programme of educational activities is performed by educators (higher qualification), teachers, pedagogues and psychologists. Medical nurses take care of the students' health and the quality of nutrition and hygiene. The process of assessment, evaluation and improvement of educational activities is realized by professional research assistants. Though the current standards allow the majority of institutions the right to professional research assistant and a medical nurse as a moderator checking on ensuring and improving health, this right could be realized in only in a third of the institutions, whereas in the rest of them this is conducted by the principal.

The number of educators in the students' residential homes is determined on the basis of the number of groups (1 educator per 25 students), although the fact that the programme is continuous and goes on round-the-clock, on Sundays and holidays, when a number of students remain in the home, is not taken into consideration. The night-shift staff, (mostly of lower qualification), who look after the students during the night pose a special problem because this is in contrast with the regulations that demand students can be taken care of exclusively by educators with a higher qualification. The educational work with students in residential homes is professionally demanding and stratified because of the specific adolescent population, consequently the educator is responsible for the life, development and advancement of every student, but also for the solution of everyday problems in the life of adolescents. This demands necessary interdisciplinary knowledge and skills, constant training and renewal of positive energy. What is specially missing are the communication skills and the possibility of timely recognition and adequate reaction to the students' needs. Owing to the fact that educators do not receive such knowledge and skills within the framework of their basic education, a comprehensive system of professional training has been organised for educators in this area of activity. Individual programmes are in the function of an enhancement of direct work in the group. Educators receive education for the application of different occupational methods. There are many winter and summer schools organized, as well as a continuous programme of workshops and the like.

Conditions of programme realization

In a great number of homes conditions are inadequate and wanting. They are the consequence of years' long negligence and lack of investment resulting in neglected premises in a great

number of homes, as well as in insufficient equipment. Rooms where students spend the day and work are mostly furnished with classroom furniture, a proof of years' long neglect of the specific programmes of students' residential homes. This is not a school with classes taking place, but it should be a home for the student that should support his overall development. There are no living-rooms or equipped cabinets where students could satisfy their interests and needs. The other problems are great numbers of beds in dormitories, an insufficient number of sanitary facilities and other equipment that would ensure a higher quality of daily life for students. In the last two years most of the principals have been greatly engaged in the improvement of conditions. Living-rooms now take the place of classrooms and physical training premises, as well as special activity premises, like libraries and cabinets, are being refurbished. The students themselves participate in the design and improvement of their premises, so the homes develop into comfortable places of living. However, it must be said that due to the non-existence of necessary standards for these conditions and the irregular inflow of funds, both from the parents and the Ministry, it is impossible to achieve greater changes in the quality of conditions necessary for the realization of students' residential home programmes. This has been made worse by the obligation of paying VAT, the unsolved problem of paying board and lodging for socially endangered students, as well as the irregular paying-in of subsidies.

Educational programme

Despite all the financial problems, the educational programme in the last two years achieved an essential move towards the humanization and developmental approach and a direction toward satisfying students' needs. The real needs of students and their specific individual development, their abilities and possibilities are appreciated more than ever. An individual approach to the student and working in small groups is preferred and informal types of work are used. Great attention is paid to support the learning by individual programmes and group support through organized tuition in particular subjects. The number of activities linked to students' interest has increased. The homes offer a choice of so called extracurricular activities or optional activities, from 5 to 12 different types in each home. These are mostly sports activities and activities of creative expression and production, through speech, movement, music, visual expression and the like. There are many activities that should enhance the life in the home and outside: celebrations, holidays, excursions, cultural events and performances. The students are also invited to informal socializing in the form of talks on everyday or special life problems, panels, debates and the like. There are also many programmes devoted to the care and improvement of health, the quality of nutrition is better and there are also frequent programmes regarding health (prevention of caries etc.), and programmes from the area of sex, addiction, nutrition and overall development of healthy ways of living. In this way the overall development of the students and the development of their interests and abilities is stimulated. There is an attempt to ensure quality life for the students where they should also have an active and responsible role.

The updating and democratization of the programmes in students' homes is present in practical life, though no new programme directive has been issued, so that practical circumstances are now ready for the formalization and acceptance of such a document.

There are great possibilities for the development of the students' residential homes according to the model of western countries that have a long tradition, where both parents and students choose a particular home for the quality of its programme and the support for quality education and gaining independence. The high professional potentials of educators should be

accompanied by adequate formal criteria for the realization of all conditions: the number of staff, financial conditions, programme and co-operation with the school and finally a positive and continuous support relating to this area of activity which would also include adequate financing.

5. Education of children with special needs

5.1. Education of Handicapped and Disabled Children and Youth

According to the data of the specialized OUN agencies (WHO, UNESCO), some 10% of the world population departs from the “standard average development in the direction below the average development - the so called handicaps and disabilities. If we add to the mentioned population children and the youth with lesser handicaps and disabilities in their development (specific problems in learning and behaviour, hypoactivity, hyperactivity, aggressive behaviour, emotional instability, MCD, etc.), the frequency of persons with handicaps and disabilities in their development in the general population has increased by 20%.

Education, rehabilitation and care of handicapped and disabled children and youth in the Republic of Croatia are a constituent part of the integral and unique educational system and system of care for the children and the young. They have been regulated by the Pre-school Education Act (NN, No. 10/1997), Primary Education Act (NN, No. 59/1990, 27/1993 and 7/1996) and the Secondary Education Act (NN, No. 27/1993).

These acts regulate the rights and obligations of handicapped and disabled children from the time they were born up to the age of 21, and they have been further regulated in more detail by by-laws, among which we point out the following: Regulations on enrolment of children in primary schools (NN, No. 13/1991), Regulations on primary education of disabled and handicapped children (NN, No. 23/1991), and Regulations on secondary education of handicapped and disabled students (NN, No. 86/1992). In the legislative and professional use we use the classification of handicaps and disabilities according to the international classification of disabilities, invalidity and handicaps. Following the mentioned classification, disabled and handicapped children and young people can be classified as follows:

- ❖ children and youth with impaired sight
- ❖ children and youth with impaired hearing and speech
- ❖ children and youth with impaired motoric handicaps
- ❖ mentally retarded children and youth
- ❖ autistic children and youth
- ❖ children and youth with speech handicaps
- ❖ children and youth with organic disabilities in behaviour with a progressing psychopathologic state
- ❖ children and youth with complex handicaps.

The term handicaps and the mentioned classification should soon be revised and adapted to the European and world standards.

Institutions that are engaged in the realization of the educational and rehabilitational programmes, issued by the Ministry of Education and Sports, are registered in the area of activities of education, social care, health and administration of justice, and regarding their structure they may be classified as regular or special institutions.

The equipment of kindergartens and their programmes (furniture, resources and rehabilitations aids) can satisfy the specific needs of handicapped and disabled children as well as professional demands.

In the course of the academic year new special programmes have been developed regarding the aspect of education and care for mentally retarded children, autistic children, children suffering from palsy and other grave handicaps.

A greater number of courses, seminars, and workshops was organized for professionals in this area, a programme for special-education teachers' exams has been set for those teachers who work with pre-school handicapped and disabled children, and there was also a framework programme set up for special-education teacher trainees.

The equipment of primary school premises and programmes can satisfy the minimum level of specific professional needs, but a special problem is the lack of textbooks, inadequate premises for the realization of the programme in some social environments and educational areas, accompanied by the lack of special resources.

The equipment of secondary school premises and programmes cannot satisfy even the minimum of professional demands, which particularly refers to the equipment of workshops.

There is also the problem of a shortage of textbooks, insufficient education of teachers for their work with disabled and handicapped students, as well as a shortage of special-education teachers. In all the regular secondary schools in the Republic of Croatia there is only one qualified special-education teacher, social pedagogue employed as research assistant, and one special-education teacher employed as a research assistant in the extended day programme.

There was an attempt to ensure that students, particularly those with motoric impairments, get paid transport to and from school during the academic year.

5.2. Education of Gifted Children

Regulations on primary education of gifted children (NN, No. 34/1991) regulates the ways of recognizing, educating, stimulating and evaluating of gifted children. At present, gifted children get special attention and care exclusively within the framework of extracurricular activities.

6. Extra Curricular Activities

Extracurricular activities are a constituent part of the regular school system taking place throughout the year, i.e. during the holidays, too. The yearly programme is determined for each school in terms of the number of groups, types of extracurricular activities, as well as the scope of the students' obligations in terms of time, always taking into account the total load of their obligations. The students choose their extracurricular activities voluntarily, depending on their affinities, abilities and interest for specific areas and specialities. The role of these programmes has become an important issue in the recognition, stimulation and assessment of gifted students' work.

In this way, the school as an educational institution has become the stimulator and moderator of the leisure time activities of youth, particularly in small milieus, because the school is the only one that can offer the necessary professional, organizational and material resources together with systematic work and assessment of the development of students' individual qualities.

The purpose of extracurricular activities is to stimulate students to engage in creative activities, acquisition of knowledge and skills according to their individual interests and abilities.

The extracurricular programmes are carried out throughout the academic year with fixed groups of students, or take place from time to time during the school holidays, other holidays or various celebrations. Students participate in the following activities: sports, cultural, scientific, technical, economic, health & hygiene, informatics & instructional, various types of physical work, humanitarian, other educational activities, i.e. all activities that play a role in the acquisition of knowledge, abilities, skills, habits and active recess activities.

6.1. Types of extracurricular activities

Fields:

Humanities and arts

- LIDRANO, the competition of primary and secondary schools in literature, dramatic art and journalism
- Mother tongue competition of secondary schools
- Foreign language competition for primary and secondary schools in the German, English, French, Spanish and Italian languages
- Classical languages competition for primary and secondary school (Latin, Greek)

Field of humanities

- Secondary school competition in logics
- History competition
- Democratic citizenship competition
- Religion Olympics

Science field

- Maths competition of primary and secondary schools

- Meeting and physics competition of primary and secondary schools
- Meeting and chemistry competition of primary and secondary schools
- Meeting and biology competition of primary and secondary schools
- Meeting and geography competition of primary and secondary schools
- Meeting and astronomy competition of primary and secondary schools
- IT competition and exhibition of primary and secondary schools

Technical education field

- Exhibition of the technical achievements of Croatian youth

Trade and vocational field

- Exhibition of farming cooperative clubs in primary and secondary schools
- GASTRO - catering competition (also international)
- Bookkeeping and balance reporting - competition of commercial schools
- "Perfect economist" - competition of commercial school students
- Competition of textile and design school students
- Competition of hairdresser school students
- Meeting of transport school students
- Competition of construction engineering school students
- Competition, meeting and exhibition of secondary school students of mechanical engineering, shipbuilding and marine, and mechatronics technicians
- Competition, meeting and exhibition of secondary schools for wood processing

Arts field

- Competition of music and dance school students
- Exhibition of secondary school students of visual arts and design
- Exhibition of visual arts

Field of ecology

- GLOBE programme - comprehensive learning and observation for the benefit of the environment
- Ecology quiz "Lijepa naša"
- Thanksgiving Day

Physical and health care field

- "Schola medica" - meetings and competition of schools with health programmes
- Exhibition of primary school sports clubs
- "Domijada" - competition and exhibition of residential homes

Table No. 5 Participation of students at competitions, meetings and exhibitions at state level, classified into fields

(Data processed on the basis of reports of the boards of competitions, meetings and exhibitions, acad. year 1998/1999)

Field	No. of primary school pupils	No. of secondary school students	Total
Languages	403	367	770
Humanities & arts	-	35	35
Science	463	439	902
Technical	254	-	254
Economy	158	820	978
Ecology	232	105	337
P.E and health	322	311	633
“Domijada”	-	554	554
Music	227	321	548
Journalism	207	-	207
9 th Informatics Olympics		one silver and 2 bronze medals	3
TOTAL			5221

The competitions in the academic year 1998/9 took place according to plan (Bulletin of the Ministry of Education and Sports, November 1998). There were 33 competitions, meetings, exhibitions. Furthermore, there were also a number of sports competitions, the democratic citizenship competition “*Projekt građanin*” (Project citizen), and a competition in religious education. There is hardly a school that did not participate in some competition, from the school level to the one at the state level.

On all the levels, from municipal and county to state levels, 45,429 pupils and students and their 8,096 mentors participated in the competitions, meetings and exhibitions. A positive tendency can be noticed of more and more secondary vocational school students participating in these activities, the consequence of which will bring about the promotion of their trade and also will enhance the in-service training of their teachers.

7. Adults education

With the beginning of new, independent and democratic Croatia social relations changed essentially and so did aims and mission of the adult education. Adult education, particularly permanent education becomes an imperative of the community, of employers and employees. New social demands and new challenges at the work strengthen expectations from every individual to renew knowledge and skills during all his/her working age.

Adult education can be formal or non-formal.

Non-formal education enables individuals to acquire certain knowledge and skills for their personal needs (various courses).

Ministry of Education and Sports is responsible and verifies only formal education: it approves and controls the activity of schools and others institutions, which perform verified programmes.

Formal (verified) education of adults in the Republic of Croatia are performed by schools, colleges and other legal entities which fulfil the conditions stipulated by Law on basic

education (NN, # 59/1990, # 27/1993, # 7/1996) and by Law on secondary education (NN, # 19/1992, # 27/1993, # 50/1995) as well as Regulations on adult education (NN, # 21/1998).

According to regulations, programmes for acquiring education and professional qualifications, retraining, training and perfecting.

Each of those programmes can be performed by a legal entity, which is registered as a provider of adult education and which has an approval referring to a particular programme (Article 15).

8. Education of Croatian migrants' children abroad

The Croats living abroad have nowadays different statuses due to historical and economic reasons of their emigration; they appear as national minority with a citizenship status in Austria and Hungary; they are a constitutive nation in Bosnia and Herzegovina; they are foreign migrants with restricted rights in most member states of EU or they are solely citizens of a particular country like in USA, Australia, Canada and other overseas countries regardless their birth and place of origin.

The Republic of Croatia has therefore different ways of cooperation and support with each of these groups although they cannot claim to be satisfactory.

Standard migrations, started already in the past century, are not the responsibility of the Ministry of Education and Sports. Different NGO's like "Matica iseljenika" and various clubs, communities abroad and in Croatia exist. The support usually provided by the Ministry of Education consists in assuring Croatian language lecturers for distant overseas countries, mostly in South America, what is especially stressed after the independence. The Croatian migrants resident in highly developed countries like USA and Australia do not require mother tongue speakers what is to be understood as a fact that complete assimilation has already taken place or mother tongue instruction has probably been taken care by the existing education systems or through ethnic or cultural communities.

Croatian national minorities in neighbouring countries like Italy, Austria, Hungary, Romania and Slovakia are subject to bilateral agreements between the Republic of Croatia and the respective countries. They regulate the status and rights to mother tongue instruction within existing school systems or other ways of teaching. The rights of Croatian national minority in the Federal Republic of Yugoslavia have not been settled yet.

The Republic of Croatia grant scholarships to Croatian national minorities members in the neighbouring countries through students' exchange at higher education level which are responsibility of the Ministry of Science and Technology. The financial support to the grants is provided through the budget of the Ministry of Education and Sports. This dichotomy has been overtaken from the previous state legislation and has not been corrected yet.

The budget of the Ministry of Education and Sports supports cultural and educational exchange of schools and students, which is best developed with Hungary. Very often textbooks and other teaching equipment for mother tongue, national history and geography teaching are donated.

The position of Croats, as constitutive nation in Bosnia and Herzegovina, should be defined by Agreement on Educational cooperation, within Dayton Agreement framework, between the Federation of Bosnia and Herzegovina and the Republic of Croatia. Political events have so far postponed its signing

During homeland war this part of Croatian national corpus was regularly serviced from the budget of the Ministry of Education and Sports as far as curricula and Croatian textbooks and other publications are concerned.

The members of Croatian community in European Union countries are so far the most numerous category with "temporary status" of immigration abroad and non defined status at

home. All children with parents' permanent residence abroad, as well as those with refugee or displaced status, have been included within education systems of respective countries. The problem of mother tongues has been dealt with in each of the countries in a different way.

Some European countries like Switzerland or some states of the Federal Republic of Germany have not included migrants' children mother tongue teaching into regular school curricula, so the Republic of Croatia was granted possibility, by bilateral agreements, to provide mother tongue teaching by supplying teachers from Croatia. These teachers have been chosen according to "Regulations on choice and training of teachers from the Republic of Croatia for the needs of Croatian children abroad" (NN # 22/91). Their financial arrangements as well as work retributions are provided by the Ministry of Education and Sports. The decision of such an approach in teaching mother tongue and other national subjects (history & geography) has been adopted by the Ministry of Education and Sports in 1995 when special curricula were issued.

Mother tongue teaching outside Croatia has mostly been developed at 3 different levels of formal teaching: basic education, secondary education and tertiary education located at Slavic languages departments at universities. Basic education level is the most numerous one as far as the number of users is concerned. Secondary education level integrates minor number of users. This can be attributed to lack of motivation on the side of participants as well as the fact that this education level has never been provided by proper contents by the Ministry of Education and sports. The host countries are not inclined to foster mother tongue instruction at this level due to its optional nature.

As far as textbooks and manuals are concerned the situation can be judged partly satisfactory. The teaching is developed by using prescribed Croatian textbooks as well as few ones made to suit migrants pedagogical needs. The migrant students usually share the experience in following newsletters and other publications in Croatian language with their age groups in Croatia. Besides, some host countries have developed textbooks and other publications in multimedia bilingual approach (some German states) to meet the needs of migrant children of Croatian origin.

The whole approach to teaching Croatian migrant children abroad will have to be reconsidered on several levels, e.g.: *the legislation* following education of migrant children has not been updated since independence so there are still ex federal laws (1981 & 1983) regulating certain features. There are *no legal grounds* of establishing Croatian schools abroad. There is a problem of *expertise* in methodology of teaching Croatian language as a mother tongue in a foreign country. The scientific findings on bilingual education are present in most European countries, especially in Germany which have applied its methodology to teaching of all migrant languages to about 8 million of her citizens of foreign origin.

9. Education of members of ethnic communities or national minorities in the Republic of Croatia

The Republic of Croatia is a state of Croatian people and members of national minorities and ethnic communities who mutually share freedom, equality and human rights. The education system is well organized for those minorities and ethnic communities who requested support, e.g. Austrians, Czechs, Hungarians, Germans, Roma, Ruthenians, Slovaks, Serbs, Italians, Ukrainians and Jews.

The members of national minorities and ethnic communities exercise their constitutional and legal rights to education in the minority languages through three basic models:

Model A - education is carried out in the language of national minority
(Croatian curricula are being translated into minority languages)

Model B - bilingual education (humanities are taught in minority languages,
whereas sciences in Croatian language)

Model C - 5 hours a week mother tongue incentive programmes

The members of national minorities provided with models A and B are obliged to follow Croatian language curricula of 4 hours a week from the beginning till the end of their education cycle. Special educational programmes for national minorities and ethnic communities are part of Croatian national education system.

These programmes are elaborated in conformity with Croatian education laws, international laws, especially those referring to human rights, and allow for enhancing language learning and culture of the minority both in Croatia and former homeland. Croatian State Assembly has just passed the “Law on education for national minorities and ethnic communities members”.

Some national minorities and ethnic communities are territorially dispersed and small in number, so their education and cultural networks differ. Their duties and responsibilities are though the same since they derive from Croatian Constitution and “Constitutional Law on human rights and rights of national minorities and ethnic communities “ as well as from other laws.

Pedagogical standards take into consideration some peculiarities of the minorities (number) in order to allow for smaller groups teaching than in regular classes using Croatian language.

The main bearer of all cultural and educational activities are minorities or ethnic communities themselves but they are provided with expertise and financial support from the Croatian State Administration.

Teaching in minorities or ethnic communities languages is developed by members of particular minority with Croatian citizenship status, and rarely by members of the population majority fluent in minority language with required expertise in the subject area.

9.1. An overview of organized education for particular national minorities

Austrian national minority together with *German national minority* develop their education in a bilingual kindergarten (25 children, 1 educator), while 5 classes in the St. Ana primary school in Osijek follow the Education Model C for 58 community members.

Czech national minority organize education in their area in 2 kindergartens for 151 children divided in 13 groups and supervised by 13 educators. There are four (4) mainstream primary schools and seven (7) regional school units developing education in Czech language for 468 children. Seven (7) schools with 474 students follow Education Model C, while Gymnasium

in Daruvar offer bilingual education to 36 students (grades 1 to 4). Altogether, different model approach includes the total of 1129 students and 76 teachers and other teaching staff.

Up to aggression on Croatia *Hungarian national minority* has used the territory of Baranja, Eastern Slavonia and Srijem as their natural setting. During occupation, a complete school net has been destroyed. The exiled Hungarians, who since 1991 have been scattered and have occupied other parts of Croatia, were offered those models of education which, due to the circumstances, were available. Eighteen (18) primary schools with 350 pupils had education in Hungarian language according to Model C, while two (2) schools in Osijek and Zagreb, organized bilingual education. Secondary school students in Zagreb were offered Model C and since December 1996 education in Primary school Zmajevac in Zmajevac has been introduced. In academic years 1997/98 four (4) primary schools in Osijek had education in mother tongue, as well as schools in Darda, Kneževi Vinogradi, Beli Manastri, Antunovac. Vladislavci, Đakovo, Bilje, Laslovo and Draž. The opening of Hungarian Cultural Center in Osijek will provide better quality activities in education as well and especially in view of Education Model C.

Roma community members

The problem of education of Roma population cannot only be the concern of national educational authorities. Their styles of life and work require special treatments. In spite of that, the Roma language and culture have been taught since summer 1994 when first “Summer school” lasting 20 days was organized in Zagreb. The same type of education was repeated in the summers of 1995, 1996, 1997 and 1998.

Ukrainians and Ruthenians national minorities

Due to aggression on Croatia these minorities have been scattered all over Croatia. That is why education in minority languages since 1992 has been developed only in places where the circumstances had permitted. Academic year 1993/94 has witnessed the start of education in Osijek, Vinkovci, Slavonski Brod, Bebrina, Kaniža, Šumeć, Lipovljani and Zagreb. Those students who could not be included into regular classes since 1992 have been offered “summer schools” in Zagreb. These summer schools are attended on average by 150 of the afore mentioned minorities. The 1998 summer school was organized in Brezovica and in Velika, and the 1999 one in Velika. Academic year 1998/99 had witnessed the start of Ruthenian and Ukrainian classes in Petrovci – the Vukovar county.

Slovak national minority

After the aggression on Ilok and surrounding villages in 1991, education in Slovak language was organized on free territory of the Republic of Croatia following Education Model C in primary schools in Josipovac, Jelisavac, Jurjevac, Markovac and Našice. Education is attended by 431 pupils and is developed by seven (7) teachers. Since the autumn of 1997 there has been a revival of regular teaching in Ilok for those who expressed their interest in the Slovak language education.

Italian national minority

Italian national minority is mostly organized in Istarska and Primorsko goranska counties where 24 kindergartens, 17 primary schools and 4 secondary schools offer education in Italian as mother tongue. The afore mentioned institutions include more than 3500 children.

Education in the Osijek and Baranja County Danube Region

Thirty-three (33) primary and nine (9) secondary schools have been established in this region. The Osijek and Baranja county counts 15 primary schools and 4 secondary schools whereas the Vukovar – Srijem county counts 16 primary and 5 secondary schools. According the signed agreements and school population questionnaires of the 1997 reintegrated schools hence produced, the students had been given opportunity to choose the language of instruction – Croatian or Serbian. The option could follow personal wish or national identity. The members of other non-Serbian minorities, who were not given the opportunity to mother tongue teaching, have been offered Education Model C. The actual situation reflects as follows:

- a slight increase in number of the students wishing to attend classes in Croatian language what can partly be attributed to return of Croatian refugees (still not attaining the before war ratio) ;
- a slight decrease in number of students wishing to attend classes in Serbian language what can be attributed to return of non autochthon Serbian population in their places of residence, and partly attributed to other types of migrations – mostly for economic reasons;
- a slight decrease in number of teachers respect the situation of 1997/98 . A return of minor number of refugee teachers has also been recorded.

The year 1997/98 appears to have been the year of harmonization within reintegration process. Education system was re-established and the latest indicators from educational statistics in the Osijek and Baranja County and the Vukovar-Srijem County show permanent return of refugees and their inclusion in the education process.

All minorities and ethnic communities in the Republic of Croatia have been engaged in cultural events as well as publishing activities. These activities have been supported by State Budget.

There should be a mention of textbooks publishing, mostly translation of Croatian prescribed textbooks or some on purpose made manuals in minority languages and very few ones from the countries of origin (mostly grammar books and mother tongue manuals). The Ministry of Education and Sports of the Republic of Croatia approve all textbooks for use and supports the relative publishing costs.

Generally speaking, the Republic of Croatia and the Ministry of Education and Sports show great concern and allocate huge financial resources in education of its national minorities and ethnic communities.

10. Private education

Social changes in Croatia have influenced the approach to education too. The changes include adopting different organisational patterns, due to world wide accepted pedagogical concepts in public schools, as well as founding of private schools. The process is not an easy and

simple one. Pre - school institutions show better picture. The Ministry of Education and sports have so far approved, on an experimental basis, founding of 66 private and 46 religious kindergartens, 5 primary schools, 12 private secondary schools and 6 confessional secondary schools.

The start of private education was in 1991 when the "Law on independent commercial activities by engaging proper labour forces" was passed. The private enterprise named "Pitagora" was founded in Pula. Its activities consisted in services in education. Upon the approval of the Ministry of Education and Sports, in September 1993 the Pitagora developed in the first private primary school "Juraj i Dobrila". The school is following the common core national curriculum but its teaching and learning strategies are based on problem solving, individualization and team work activities. The school records additional extra curricular activities like "early learning" of foreign languages.

The same year remembers the founding of the first private secondary school in economics in Split. Since then, more intensive privatisation in Croatian school system has been noted. Primary private schools as well as those founded by religious communities record constant increase in number of pupils. The class/pupil ratio in primary schools is much more attractive than that in public schools. Additional programmes and different approach to individual needs are also reasons for attracting greater number of pupils.

Private education in Croatia faces financial problems in so far as it is exclusively financed through students' fees, donations, and sponsorship.

There is a need to re-examine legislation on financing schools as to allow private schools the same rights as the public ones. Moreover, the procedures and criteria of founding should be also set. Primary schools of compulsory education should receive special attention respect to other schools.

Both private and public schools should be carefully assessed and evaluated to provide comparative indicators on the quality of education they supply.

III SCHOOLS' NETWORK AND TYPES

This survey of the net of school institutions includes:

- pre-school education
- compulsory primary education
- secondary education
- students' residential homes
- adult education.

The net of school institutions represents the reflection of the economic, demographic, transport, cultural, didactic and other factors and limitations, often inherited, but also those of political nature, and it has to ensure:

- optimal rationalization of the structure of school institutions,
- efficient level of quality education,
- balanced territorial spread and accessibility to education for all social strata, all communities and towns,
- good and meaningful technological-technical equipment,
- good utilization and maintenance of the premises and equipment,
- rational investment into premises and equipment,
- rational spread and utilization of students' residential homes,
- rational planning and employment of qualified staff.

1. Pre School Institutions - number, type and children coverage *

There are 416 kindergartens in the Republic of Croatia (Table No. 6). This number includes 27 primary schools with 1 - 3 educational groups of pre-school children, 66 private and 46 church-run kindergartens. Most private kindergartens can be found in the Istria County (13), while 9 counties do not have such kindergartens.

Church-run kindergartens are organized by religious communities. They are predominately Roman Catholic kindergartens, with one Jewish and one Anglican operating in Zagreb.

1.1. Pre-school education of handicapped and disabled children

There are about 1,500 slightly handicapped and disabled children included in adapted programmes. There are 700 handicapped and disabled children included in special educational programmes, to wit 18 within regular kindergartens and the rest in special institutions.

1.2. Pre-school institutions with minority languages

Ethnic communities and national minorities have specially organized kindergartens or groups. The most numerous are groups of the Italian national minority (28) in the Istria County (attached to the Italian primary schools), the Czech minority in the Bjelovar-Bilogora County (6 groups) - in Daruvar and Končanica. The Hungarian minority has one educational kindergarten group in Zagreb, one in Bilje and one in Osijek. The German national minority

has a kindergarten in Osijek. There are two groups organized in Čakovec for the children of the Roma ethnic community, while the Roma Union in Zagreb has groups of children aged between 2 and 15. The humanitarian association “*Djeca prva*” organizes play groups for 100 children of the Roma ethnic group of pre-school and early school age, integrated with the children of other nationalities and with mothers participating in the programme.

After the reintegration of the Croatian part of the Danube region, six kindergarten groups were organized for children of the Serb minority in Vukovar, Borovo Naselje, Trpinja and Beli Manastir.

In the listed kindergarten programmes there were 102,929 pre-school children included, aged between 1 and 6, i.e. until they start school. That is 32% of the total pre-school population, which in no way satisfies the needs. In big cities there are long waiting lists of children owing to lack of space, while in the smaller communities economic circumstances do not allow a spreading out of the kindergarten net, or there is a lack of understanding for the care of little children (there is insufficient inflow of designated funds).

There is a tendency for a growing of pre-school institutions for reasons of economical management (growing to 50 and more groups per institution), and there is also a neglect of pedagogical criteria of optimal sizes of pre-school institutions.

Table No.6 Data on pre-school institutions according to the county office data, September 1999

Number	COUNTY	Number of kindergartens					Number of children		Number of employees		Total		
		Established by the local community	Physical person, corporation (private)	Religious community (private)	Primary school pre-school	Regular programme	Pre-school	Teachers	Other employees	Kindergartens	Children	Employees	
1.	ZAGREBAČKA	14	1	3	0	5039	1725	462	242	18	6764	704	
2.	KRAPINSKO-ZAGORSKA	14	0	1	3	1118	1519	107,5	59	18	2637	166,5	
3.	SISAČKO-MOSLAVAČKA	11	1	0	1	2078	661	202	134,5	13	2739	336,5	
4.	KARLOVAČKA	6	0	0	0	1284	210	116,5	72	6	1494	188,5	
5.	VARAŽDINSKA	8	9	0	0	2350	839	219	97,5	17	3189	316,5	
6.	KOPRIVNIČKO-KRIŽEVAČKA	12	2	2	0	1692	765	162	86	16	2457	248	
7.	BJELOVARSKO-BILOGORSKA	9	0	1	1	1472	957	147	74	11	2429	221	
8.	PRIMORSKO-GORANSKA	14	6	2	6	6499	195	596	195	28	6694	791	
9.	LIČKO-SENJSKA	7	0	0	0	691	326	34	24	7	1017	58	
10.	VIROVITIČKO-PODRAVSKA	5	0	0	3	949	410	84	42	8	1359	126	
11.	POŽEŠKO-SLAVONSKA	5	0	0	1	711	479	62	37	6	1190	99	
12.	BRODSKO-POSAVSKA	2	0	1	0	1265	1602	84	55	3	2867	139	
13.	ZADARSKA	14	6	1	1	2256	943	137	74,5	22	3199	211,5	
14.	OSJEČKO-BARANJSKA	14	0	3	0	4979	1616	271	116	17	6595	0	
15.	ŠIBENSKO-KNINSKA	6	1	1	0	2551	1216	123	93	8	3767	216	
16.	VUKOVARSKO-SRIJEMSKA	9	1	3	0	1533	282	132	68	13	1815	200	
17.	SPLITSKO-DALMATINSKA	29	13	8	0	12055	662	822,2	535,8	50	12717	1358	
18.	ISTARSKA	16	1	20	5	4948	272	490	299	42	5220	789	

19.	DUBROVAČKO- NERETVANSKA	13	0	2	3	3039	546	194	58	18	3585	252
20.	MEĐIMURSKA	14	3	2	3	2459	260	288,3	115,5	22	2719	403,8
21.	CITY OF ZAGREB	55	2	16	0	26987	1489	2458	1209,5	73	28476	3667,5
	TOTAL	277	46	66	27	85955	16974	7191,5	3687,3	416	102929	10491,8

* Data derived from the records of the county offices, September 1999

2. Compulsory Primary Education *

Data taken from the Bulletin of the Ministry of Education and Sports "Primary schools in figures", Zagreb, February 2000

There are 1,218 primary schools (818 mainstream and 1291 dislocated educational units). The majority of them, 109, are in the city of Zagreb, while their number in some counties is rather small: in the Virovitica-Podravina county 17, Lika-Senj 15, Požega-Slavonija 14. Education is organized in 17,011 peer groups and 1,661 combined groups.

Table No. 7 Primary schools in the Republic of Croatia (PS)

Primary schools	Mainstream primary s.	Educational units
- state-run 1190	797	393
- private 5	5	-
for children with special needs (state-owned) 23	16	7
TOTAL 1218	818	1291

Table No.8 Classes in primary schools (County office data from December 10, 1999)

Peer group classes	Combined classes	Total
- state 16 762	1 610	18 372
- private 33	-	33
- children with special needs 216	51	267

Table No. 9 Number of pupils and classes per county

COUNTY	Total 1 st to 8 th grade								
	Total n. of pupils	Girls out of total	Out of						
			N. of peer groups	N. of pupils in peer groups	Average n. of pupils in peer groups	N of combined classes	N. of pupils in combined classes	Average of pupils in combined classes	
ZAGREBAČKA	28577	14067	1103	27486	24,92	86	1091	12,69	
KRAPINSKO-ZAGORSKA	13646	6565	601	12748	21,21	69	898	13,01	
SISAČKO-MOSLAVAČKA	16285	7953	660	15323	23,22	71	962	13,55	
KARLOVAČKA	11316	5578	465	10335	22,23	93	981	10,55	
VARAŽDINSKA	17673	8467	763	17389	22,79	20	284	14,20	
KOPRIVNIČKO-KRIŽEVAČKA	11663	5640	470	10595	22,54	88	1068	12,14	
BJELOVARSKO-BILOGORSKA	12722	6078	488	11322	23,20	109	1400	12,84	
PRIMORSKO-GORANSKA	26291	12853	1102	25276	22,94	86	1015	11,80	
LIČKO-SENJSKA	4376	2144	197	3790	19,24	60	586	9,77	
VIROVITIČKO-PODRAVSKA	9466	4582	331	8224	24,85	93	1242	13,35	

POŽEŠKO-SLAVONSKA	8809	4310	326	8031	24,63	59	778	13,19
BRODSKO-POSAVSKA	18411	8881	674	17028	25,26	94	1383	14,71
ZADARSKA	15798	7603	632	14791	23,40	93	1007	10,83
OSJEČKO-BARANJSKA	31816	15324	1253	29605	23,63	174	2211	12,71
ŠIBENSKO-KNINSKA	10425	5107	445	10054	22,59	34	371	10,91
VUKOVARSKO-SRIJEMSKA	19232	9371	800	18381	22,98	77	851	11,05
SPLITSKO-DALMATINSKA	45948	22381	1889	44561	23,59	194	1387	7,15
ISTARSKA	19567	9610	917	18777	20,48	108	790	7,31
DUBROVAČKO-NERETVANSKA	11943	5868	503	11267	22,40	76	676	8,89
MEĐIMURSKA	12071	5836	516	11623	22,53	28	448	16,00
CITY OF ZAGREB	65634	31917	2519	65431	25,97	27	203	7,52
CROATIA	411669	200135	16654	392037	23,54	1739	19632	11,29

Data in Tables 8 and 9 are different as they come from different sources

The size of classes ranges between 10 to 30 or more pupils per class (Table No. 10)

Table No. 10 Average number of pupils per class and schools (state schools)

	Average number of pupils per class					
	do 10	11 – 15	16 – 20	21 - 25	26 – 30	31 and more
N.of schools	31	69	180	302	220	11

Table No.11 Public primary schools according to the number of pupils in counties (Data from the county educational offices from December 10, 1999)

No	COUNTY	NUMBER OF PUBLIC SCHOOLS ACCORDING TO THE NUMBER OF PUPILS												Total n. of schools
		0-200 PUPILS		201-400 PUPILS		401-600 PUPILS		601-800 PUPILS		801-1000 PUPILS		1001-2000 PUPILS		
		scholl	%	holl	%	scholl	%	scholl	%	scholl	%	scholl	%	
1.	Zagrebačka	4	8,89	12	26,67	5	11,11	9	20	5	11,11	10	22,22	45
2.	Krapinsko-zagorska	4	12,9	10	32,26	8	26	8	25,81	1	3,23	-	-	31
3.	Sisačko-moslavačka	6	17,7	8	23,5	8	23,5	7	20,6	3	8,8	2	5,9	34
4.	Karlovačka	8	10,3	8	19,78	5	21,57	6	34,48	2	14,64	-	-	29
5.	Varaždinska	3	7,3	23	56,1	7	17,1	4	10	3	7,3	1	2	41
6.	Koprivničko-križevačka	2	9,1	9	40,9	5	22,72	-	-	2	9,09	4	18,18	22
7.	Bjelovarsko-bilogorska	5	19,2	10	38,5	2	7,7	2	7,7	5	19,2	2	7,7	26
8.	Primorsko-goranska	13	22,81	11	19,3	14	24,56	13	22,81	5	8,77	1	1,75	57
9.	Ličko-senjska	9	60	2	13	1	7	1	7	2	13	-	-	15
10.	Virovitičko-podravska	3	17,6	3	17,6	5	29,4	1	5,88	3	17,6	2	11,7	17
11.	Požeško-slavonska	-	-	5	35,71	2	14,28	2	14,28	4	28,57	1	7,14	14
12.	Brodsko-posavska	3	9	9	28	7	21	4	13	5	16	4	13	32
13.	Zadarska	11	31	11	31	5	14	2	5	-	-	6	17	35
14.	Osječko-baranjska	10	14,5	23	33,33	18	26,09	9	13,04	6	8,7	3	4,35	69
15.	Šibensko-kninska	2	10	8	40	-	-	6	30	3	15	1	5	20
16.	Vukovarsko-srijemska	12	57,14	5	23,8	3	14,28	1	4,76	-	-	-	-	21
17.	Splitsko-dalmatinska	22	24	20	22	11	12	20	22	14	15	4	4	91
18.	Istarska	15	31,25	15	31,25	6	12,50	8	16,67	2	4,17	2	4,17	48
19.	Dubrovačko-neretvanska	14	46	5	16	5	16	2	6	3	10	2	6	31
20.	Međimurska	2	6,5	17	54,8	8	25,8	3	9,7	1	5,2	-	-	31
21.	City of Zagreb	6	5,5	15	13,8	26	23,8	38	34,9	15	13,8	9	8,2	109
	TOTAL	154		229		151		146		84		54		818

The greatest number of schools (28%) are small schools with 200 to 400 pupils (there are 23 in the Osijek-Baranja and the Varaždin county respectively, and 20 in the Split-Dalmacija county). There are small schools (18.83 %) with up to 200 pupils, then medium schools (18.46%) with 401 to 600 pupils, and finally large schools (17.85%) with 601 to 800 pupils.

There is only 6.6% very large schools with 1,000 to 2,000 pupils and most of them, referred to as “mammoths” (10) can be found in the Zagreb county.

2.1. Education in the languages of national minorities and ethnic communities

Out of the total of 1,195 primary schools (with educational units included), 32 of them have tuition in Serbian, 11 in Italian, 7 in Czech, 6 in Hungarian and 1 in the Slovak language. 25 schools have bilingual tuition, in Croatian and the languages of the autochthonous national minorities, i.e. 14 in Italian, 3 in Czech, 1 in Slovak and 1 in Hungarian.

A total of 7,395 pupils attended classes in languages the autochthonous national minorities: 4,512 in Serbian, 2,205 in Italian, 426 in Czech, 235 in Hungarian and 17 in Slovak.

2.2. Education of handicapped and disabled children *

Table No.12 Number of schools and pupils for children with special needs

Types of programmes for children with special needs	Number of pupils	Number of schools
Completely included in regular programmes	6 300	560
Partly included in regular programmes	650	120
Extended	300	79
Organic handicaps in behaviour	400	31
Special programmes	2 350	18 special institutions 11 primary schools

* Data from the primary school reports

2.2. Arts education

There are two areas of arts education in the system of the Croatian primary education: music education and dance education.

Table No. 13

	Schools with respective programmes				Students	
	Total	Mainstream independ.	Education. units	Classes	Total	Female Students
Primary Arts schools	68	26	11	31	10 282	6 529
music s.	65	24	11	30	9 918	6 171
state s.	60	21	9	30	9 751	6 063
private s.	5	3	2	-	167	108
ballet	3	2	-	1	364	358

state s.	3	2	-	1	364	358
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The data for the whole of the primary education show that there is a great number of schools with a low average number of students per class (Table No.10), but they are closer to children's homes. There is a too large number of combined classes, with almost 20,000 pupils (Table No. 9). It would be advisable to look into the quality of tuition in such classes. It has not been assessed whether it is economically justifiable to retain small schools. The transport of pupils is another non-assessed area.

3. Secondary Education*

* Data taken from the Bulletin of the Ministry of Education and Sports "Secondary schools in figures", 1999/2000

It is possible to talk about the net of secondary schools only if, at the same time, the net of curricula, types of schools with regard to the curricula (gymnasiums, vocational schools and arts schools) and with regard to their duration (4-year and 3-year schools) are taken into consideration.

Table No. 14 Number of schools regarding ownership

Total no. of schools	Out of this no.		
	State-run	Private	
		Physical persons	Religious communities
381	358	13	10

Table No.15 Collective data on types of schools - educational programmes and duration

Type of school – programme	1 st to 4 th grade sec. school				Total no. of schools in all programmes	
	Classes	Students	Female st	% female stud.	% classes	% students
Total gymnasiums	1729	49601	31136	62,77%	24,835%	25,880%
Total visual arts and design	87	1950	1427	73,18%	1,250%	1,017%
Total 4-year vocational Programmes	2945	83862	41689	49,71%	42,301%	43,756%
Total 3-year vocational Programmes	2059	54726	20865	38,13%	29,580%	28,554%
Out of this no. dual vocational programmes	385	10404	3273	31,46%	5,530%	5,428%
Total programmes adapted for special needs (TES)	125	1193	496	41,58%	1,795%	0,622%
Total programmes for						

lower-graded qualification	16	326	225	69,02%	0,233%	0,170%
TOTAL for CROATIA	6962	191658	95838	50%	100%	100%

3.1. The programme of gymnasiums (grammar schools)

Table No.16 Number of gymnasiums and students enrolled in gymnasium programmes in the academic year 1999/2000

Type of gymnasium (grammar school)	Number of schools with this programme	Number of classes 1 st to 4 th grade	Total number of students	% of students in gymn. progr. in sec. schools in Croatia (191.658)
General gymnasium	120	1 107	31.635	16,50
Science gymnasium	38	272,50	7.949	4,15
Languages	32	247,50	7.418	3,87
Classical	15	98	2.486	1,30
International baccalaureate	1	4	113	0,03
TOTAL		1.729	49.601	25,85

Data from the Bulletin of the Ministry of Education and Sports "Secondary schools in figures", 1999/2000.

There are 73 independent gymnasiums in the Republic of Croatia, but the gymnasium programmes are used in other 59 secondary schools.

Out of the total number of gymnasiums, i.e. schools using gymnasium programmes, there are four private and six church-run schools.

3.2. Arts schools

Arts schools are: music schools, visual arts and design schools and dance schools.

Table No. 17 Arts schools

Types of programmes	Schools		Students
	Total	Independent	
Visual arts and design	12	4	1950
Dance ballet	2	2	30
modern dance	2	2	70
Music	21	19 (1 private)	2120

3.3. Vocational schools

Source: "Secondary schools in figures", 1999/2000, Book III.

There are altogether 273 schools in the Republic of Croatia with the education based on vocational programmes. Out of the total number of vocational schools, 59 use gymnasium programmes in education.

Table No.18 shows a survey of schools classified according to their vocational fields.

Table No. 18 Number of schools according to vocational fields and types of programmes - qualifications

Vocational educational field	Number of schools					
	A	B	C	VOB	D	U
01. Mechanical engineering	40	36	80	34	-	116
02. Shipbuilding engineering	1	6		-	-	6
03. Metalurgy	-	1	-	-	-	1
04. Electrotechnics	56	12	33	12	-	81
05. Geology, mining, oil	2	1			-	2
06. Economy and trade	66	-		5		91
07. Catering and tourism	7	51		3	4	58
08. Agriculture	19	10	-	-	-	23
09. Food processing	10	17	-	-		27
10. Veterinary	11					11
11. Forestry	7	-	-	-	-	7
12. Wood processing	5		34	13	-	35
13. Civil engineering, surveying, construction materials	14	2	16	3	1	33
14. Road transport	8	18				19
15. Domestic transport	3	1			-	4
16. Marine, river and port transport	7	1			-	7
17. Postal communications	6	1				7
18. Air transport	2					2
19. Rail transport	3	2				3
20. Chemical technology	13	8	-	-	-	16
21. Graphics	6	7	5	-	-	8
22. Textile	14	36	-			43
23. Leather processing	3		5	-	-	9
24. Health	26				1	26
25. Personal services			38	21		39
26. Other services			28	6	-	30
27. Optics and glass processing	1		2	-	-	3
28. Internal affairs and protection	2	1				3

Within the vocational programme, particular fields have been classified into subgroups according to the types and duration of education that are marked with letters A, B, C, VOB, D and E.

A - 4-year educational programmes

B - 3-year educational programmes in industry and trade

C - 3-year educational programmes in crafts according to the classical model (one model

VOB - 3-year educational programmes in crafts (dual model)

D - 2-year educational programmes for lower-graded qualifications

E - specially adapted educational programmes for lower- or medium-graded qualifications for handicapped and disabled students

Table No. 19 Survey of schools according to the number of vocational educational fields (numbers in brackets refer to the number of schools that besides carrying vocational programmes also have some of the gymnasium programmes), data from the Bulletin “*Secondary schools in figures*”, I-IV., Ministry of Education and Sports, Zagreb, 2000

Number of vocational educational fields	Number of schools	Number of vocational educational fields	Number of schools	Number of vocational educational fields	Number of schools
1	91 (12)	3	49 (12)	5	17 (2)
2	66 (16)	4	25 (12)	6 i više	19 (5)

It becomes evident from Table No.19 that a significant number of schools enrol students for a greater number of vocational educational fields. These schools mostly have one or two classes per year with a specific vocational programme. This is the reason for a number of problems that arise in these schools concerning equipment, as it is impossible to satisfy the needs of all the vocational programmes with funds at disposal. There are also problems concerning teachers, as there are teachers in the vocational programmes who often teach a great number of different subjects (six and more). This makes it quite evident that tuition preparation and the level of teaching cannot be in harmony with the needs and expectations and can, consequently, not reach the desired educational achievement.

There are 28 vocational educational fields that students can enrol. Mechanical engineering is the field that is taught in most vocational schools, 116 of them. After this follow economy and trade with 91 school and electrical engineering with 81 school (the data are derived from the brochure (Bulletin issued by the Ministry of Education and Sports *Secondary schools in figures, I - IV, Zagreb, 2000*).

Table No. 20. Number of students enrolled in the 1st grade per vocational field in the academic year 1998/1999 and 1999/2000

VOCATIONAL FIELDS	4-YEAR PROGRAMME		3-YEAR PROGRAMME		TOTAL	
	1998/99	1999/2000	1998/99	1999/2000	1998/99	1999/2000

Mechanical engineering	1436	1270	5022	4538	6458	5808
Shipbuilding engineering	30	39	88	63	118	102
Metalurgy	0	0	0	0	0	0
Electrotechnics	3630	3691	2373	2217	6006	5908
Geology, mining, oil	82	50	-	-	82	50
Economy and trade	6127	6503	3329	3084	9456	9587
Catering and tourism	1762	1826	3477	2867	5239	4693
Agriculture	862	668	293	124	1155	792
Food processing	332	450	870	796	1202	1246
Veterinary	402	396	-	-	402	396
Forestry	233	238	-	-	233	238
Wood processing	129	135	798	726	927	861
Civil engineering, surveying and construction materials	1185	1057	581	517	1766	1574
Road transport	460	376	732	662	1192	1038
Domestic transport	77	89	12	10	89	99
Marine, river and port transport	433	406	8	0	441	406
Postal communications	274	264	9	0	283	264
Air traffic	71	66	-	-	71	66
Rail traffic	170	148	74	51	244	199
Chemical technology	459	420	134	61	593	481
Graphics	337	312	206	177	543	489
Textile	286	294	1299	918	1585	1212
Leather processing	-	0	121	15	121	15
Health	2371	2628	-	-	2371	2628
Personal services	1084	208	992	1838	2076	2042
Other services	-	-	742	702	742	702
Optics and glass processing	35	54	11	13	46	67
<i>TOTAL</i>	23 082	22 830	21 171	18 095	44 253	40 925
Visual arts and design	527	509		-	527	509
Gymnasiums	12 763	13 146		-	12 763	13 146
TOTAL IN CROATIA	36 372	36 485	21 171	18 095	57 543	54 580
Special and adapted programmes	-	-	-	-	436	381
Primary short-term education	-	-	-	-	90	133
TOTAL IN CROATIA	36 372	36 485	21 171	18 095	58 069	55 094

The comparable data for the academic year 1998/99 and 1999/2000 of student enrolment into the first form show that there are 3,000 students less in this academic year. There seems to be a tendency for students to enrol in 4-year vocational programmes and programmes catering for deficient professions.

3.3.1. Education in crafts (dual system)

Table No.21 presents the planned enrolment and its realization for the academic year 1999/2000 and the changes in enrolment for the period from 1995 to the year 2000.

Table No.21 Results of enrolment into crafts programmes
DUAL EDUCATIONAL SYSTEM (VOB), acad. year 1999/2000

<i>Planned</i>		<i>Enrolled</i>
20	<i>County</i>	19
77	<i>School</i>	77
5.786	<i>Students</i>	3.496
192,8	<i>Classes</i>	127,42
43	<i>Professions</i>	35

The following figures show the changes in enrolment into VOB between 1995/96 - 1999/2000

<u>Acad. year</u>	<u>Planned</u>	<u>Realized</u>
1995/6	1100	1100
1996/7	3400	3716
1997/8	3808	3730
1998/9	4993	4235
1999/2000	5786	3496

The secondary school net is not satisfactory regarding the factors and conditions listed at the beginning of this chapter in a number of criteria. Some surplus professions show the enrolment of too many students (economy, trade, tourism and catering, hairdressing, nursing and others), while jobs that are in short in high demand attract a small number of students in respective schools (construction engineering - Table No. 20). Regarding vocational programmes in some fields, they appear in three or two different variants of programmes - Tables Nos. 22 and 23.

Table No. 22 Profession *Electromechanic* is carried in 3 different programmes

Type of programme	Number of schools	Number of classes	Number od students
B – industrial	13	24	653
C – crafts - educational	31	54	1 511
VOB – crafts - dual system	11	13	391

Table No. 23 Profession *Electronics engineer* is carried in 3 different programmes

Type of programme	Number of schools	Number of classes	Number od students
B – industrial	4	7	194
C – crafts - educational	11	18	570
VOB – crafts - dual system	6	7	198

There is a rather low enrolment into some 4-year vocational programmes in classes in some schools, and the same programme is used in more schools in the Republic of Croatia; e.g.:

- technician of agricultural mechanics - 5 students
- textile technician - 5 students
- woodwork technician designer - 8 students
- caterer - 10 students
- agricultural technician - 11 students
- radio-communications technician - 11 students
- mechanical engineering technician - 14 students
- precision mechanic - 14 students
- sanitary technician - 14 students
- some design profiles from 10 to 12 students per class.

The situation in 3-year vocational education is even worse. The following is the list of professions with less than 10 students per class and school, i.e. where their number is less than a third of the class

- 1 student per class and school is enrolled for the following professions: sharpener/grinder, gas fitter, plumber, precision mechanic, watchmaker, electronics engineer and furrier
- 2 students per class and school are enrolled for the following professions: thermo-mechanic, milling-machine operator, toolmaker, roofer, decorator, glass-cutter and upholsterer
- 3 students per class and school are enrolled for the following professions: engine fitter, car-body mechanic, locksmith and baker
- 4 students per class and school are enrolled for the following professions: fitter and sheet-metal dresser, tinsmith, electrical fitter, fruit-grower - wine-grower - vintner, carpenter, model constructor, potter
- 5 students per class and school are enrolled for the following professions: hydraulic engineer, beer-brewer, wood-turner, floor-layer
- 6 or 7 students per class and school are enrolled for the following professions: sheet-metal dresser, construction and mining machine-mechanic, industrial mechanic, garage mechanic, thermo- and air-conditioning fitter, car-body mechanic, motor-car electrician, electrician, weaver and car-body sprayer
- 8 or 9 students per class and school are enrolled for the following professions: fitter and assembler, goldsmith, confectioner, butcher, graphic painter, printmaker, grinder, smelter, miller, typesetter and spinner.

The premises and technical-technological conditions of the programme performance have not been monitored.

3.3.2. Education of handicapped and disabled students

Table No. 24 Survey of students and institutions according to the types of programmes attended by children and students with special needs

Types of programmes for special needs	Number of schools or institutions	Number of students
Completely integrated in regular programmes	61	680

Partly integrated in regular programmes	22	720
Specially adapted secondary school programmes	5	700
Higher levels of handicaps and disablement	10 institutions of social care	800
TOTAL		2880

4. Students' Residential Homes *

There are 52 state-owned residential homes in the Republic of Croatia, out of which one is reserved for the needs of police and one for firemen. There are 3 residential homes that belong to religious communities, partly subsidized by the state, two of them Roman Catholic and one Evangelical. There are no residential homes in 4 of the counties. 8539 residents are accommodated in residential homes, and out of this number there are 6302 students and 414 displaced persons. Table No.25 does not have the data for two residential homes.

Table No. 25 Students' Residential Homes

R. br.	COUNTY	No. of homes	Capacity	No. of pupils	No. of students	No. of displaced	Total
1.	Zagrebačka	1	300	80	-	70	150
2.	Krapinsko-zagorska	1	179	146	-	1	147
3.	Sisačko-moslavačka	1	50	27	-	-	27
4.	Karlovačka	3	305	272	20	-	292
5.	Varaždinska	1	300	184	93	3	280
6.	Koprivničko-križevačka	1	125	118	-	-	118
7.	Bjelovarsko-bilogorska	2	270	269	-	-	269
8.	Primorsko-goranska	6	1061	856	180	11	1047
9.	Ličko-senjska	-	-	-	-	-	-
10.	Virovitičko-podravska	1	108	105	-	-	105
11.	Požeško-slavonska	2	275	261	13		273
12.	Brodsko-posavska	-	-	-	-	-	-
13.	Zadarska	1	300	267	20	3	290
14.	Osječko-baranjska	4	539	427	30	17	474
15.	Šibensko-kninska	-	-	-	-	-	-
16.	Vukovarsko-srijemska	-	-	-	-	-	-
17.	Splitsko-dalmatinska ²	6	928	624	250	9	883
18.	Istarska ¹⁾	2	166	123	-	-	123
19.	Dubrovačko-neretvanska	2	182	182	-	-	182
20.	Međimurska	1	160	110	14	1	125
21.	City of Zagreb	15	3008	2077	532	272	2881
	TOTAL CROATIA	50	8284	6128	1142	399	7669
	Religious communities ³	3	255	174	15	15	204
	TOTAL CROATIA	53	8539	6302	1157	414	7873

- 1) The residential home in Labin can take 50 students, and there are only 7 accommodated there
- 2) No data for one residential home
- 3) No data for one residential home

* Data processed by the Department of Education

5. Adult Education *

* Data processed by the Department of Education

Primary school adult education

There are 45 primary schools registered in the Republic of Croatia that can offer adult education, only one of them private.

Table No. 26 Primary education of adults in the academic year 1999/2000

	Schools				Students	
	Total	Independent	Dislocated units	Classes	Total	Female stud.
Primary education of adults	27	-	-	8	678	91
in primary schools	19	-	-	-	164	22
in other institutions	8	-	-	8	514	69

In the Republic of Croatia there is not a single 8-year functional school for adult education.

Secondary school adult education

There is 331 enterprise registered in the Republic of Croatia at the moment that has been given the licence to perform secondary school programmes, and their profiles are as follows:

secondary schools	202
open universities	18
others	111

According to the statistical data that are being updated annually from enterprises that are under the jurisdiction of the Ministry of Education and Sports, the total of 22,702 students were enrolled in various programmes in the academic year 1998/1999, namely:

acquisition of general or vocational qualification	5977 attendants
new qualification	4980 attendants
training courses	1742 attendants
short-training courses	9001 attendant

It is evident that almost 5,000 persons a year change their profession by retraining programmes, set up by the schools that carry them. There is another significant number of almost 6,000 persons who enrolled in training courses in order to get higher professional qualifications. According to indicators going back some years, this figure levelled off at about 10,000 persons a year. It is interesting to look into the professions that seem to be most

interesting in adult education, i.e. programmes that attract most attendants. In the academic year 1998/1999 the list showing the number of the enrolled attendants was the following:

Table No. 27 Programmes that attract most attendants in adult education

No.	Profession	Education	New qualification	Total
1.	Shop-assistant	829	572	1401
2.	Salesman	395	1003	1398
3.	Economist	410	492	902
4.	Driver	276	591	867
5.	Security guard	747	-	747
6.	Security technician	437	61	498
7.	Waiter	209	137	346
8.	Cook	199	127	326
9.	Hotel-tourist technician	110	153	263
10.	Gymnasium - secondary general education	201	3	204

On the basis of the above data one could question the greatest interest that seems to be shown for surplus professions. The answer to this question could be found by analysing the structure of the attendants' profiles.

The analysis makes it evident that the primary interest of the enrolled attendants was to complete some secondary school that is a precondition for them to keep their job (policemen, army employees).

The other reason of the choice of profession is self-employment. As a matter of fact, a significant number of persons owns or wishes to set up a business or craft of their own, in order to solve the problem of being unemployed. This specially goes for the unemployed demobilized Croatian soldiers from the Croatian War of Independence.

However, the interest in programmes for the upgrading is decreasing, whereas the interest in professional qualifying programmes that would enable attendants to find employment in certain jobs is on the increase.

Table No. 28 Number of attendants per counties and types of education

Red. broj	COUNTY	PROGRAMMES				TOTAL of attendants
		acquisition of qualification	new qualification	training courses	short-term training courses	
1.	ZAGREBAČKA	99	59	70	42	270
2.	KRAPINSKO-ZAGORSKA	5	80	2	458	545
3.	SISAČKO-MOSLAVAČKA	52	139	0	44	235
4.	KARLOVAČKA	59	62	16	75	212
5.	VARAŽDINSKA	101	302	68	1018	1575
6.	KOPRIVNIČKO-KRIŽEVAČKA	66	65	65	0	208

7.	BJELOVARSKO-BILOGORSKA	125	196	0	422	745
8.	PRIMORSKO-GORANSKA	no data received				
9.	LIČKO-SENJSKA	42	63	0	0	105
10.	VIROVITIČKO-PODRAVSKA	10	43	0	0	53
11.	POŽEŠKO-SLAVONSKA	30	56	0	11	97
12.	BRODSKO-POSAVSKA	153	192	17	181	543
13.	ZADARSKA	99	142	6	86	447
14.	OSJEČKO-BARANJSKA	268	361	24	1169	1818
15.	ŠIBENSKO-KNINSKA	96	195	0	0	683
16.	VUKOVARSKO-SRIJEMSKA	131	80	0	488	699
17.	SPLITSKO-DALMATINSKA	804	655	78	315	2106
18.	ISTARSKA	553	419	111	2136	3277
19.	DUBROVAČKO-NERETVANSKA	207	176	0	25	408
20.	MEĐIMURSKA	79	140	0	12	301
21.	CITY OF ZAGREB	2998	1555	1285	2519	8377
TOTAL		5977	4980	1742	9001	22 702

IV EDUCATION AND EMPLOYMENT

1. The unemployment of the young

According to the latest data of the Croatian Employment Office, there were 356,226 unemployed persons registered in April 2000, and the unemployment rate in March 2000 was 21.7%. Out of this number there are as many as 102,286 young persons aged between 15 and 24, which is 28.7% of the total number of unemployed.

The data regarding the non-registered unemployment from the workforce survey performed by the Central Buro of Statistics are essentially different: according to these data there were 251,000 unemployed persons in Croatia in the second half of 1999, with the rate of unemployment at 14.5%. Out of this number 95,000 or 37.8% refers to persons aged between 15 to 24, and their rate of unemployment came up to 39.2%.

At the beginning of the transition period, i.e. in 1990, the participation of young unemployed people in the structure of unemployment came up to about 46%, and at the end of 1999 it came to 30%. The reasons of the relative decrease of the number of unemployed young people in the overall structure of unemployment are, first of all, unfavourable demographic trends in Croatia (a fall in birth-rate, emigration of young workforce etc.) as well as economic recession (liquidation and bankruptcy in enterprises increased the participation of middle-aged and older people in the unemployment rate).

This does not mean a more favourable situation for the young, which is proved by the rate of both their and overall unemployment. According to the results of the survey on the workforce for the first and second half of 1999, the age group of 15 to 24 has the highest unemployment rate, and with its 33.8% and 39.2% respectively indicates a growing trend. If compared to the total population, the unemployment rate in the same survey came up to 12.6% and 14.5% respectively.

2. Completion of education

According to the data of the Croatian employment agency, the structure of the young unemployed people shows that 13.9% are unqualified workers, 5.4% are semi-skilled workers, 46.3% are qualified workers, 31.8% have secondary school qualifications, 1.4% college qualification and 1.2% have university education. That means that 80% of the unemployed young people have completed secondary, college and university education.

One must ask oneself how many young people are drop-outs and thus diminish their life perspectives and chances on the labour market. Despite the justifiable criticism that made the Ministry of Education and Sports start the working out of the strategy of development of the Croatian school-system, the current school system can be rightly credited with certain traditional qualities whose value should be retained. It is believed that the Croatian school system achieves a relatively solid general education level, offers a satisfactory access for the overall population to a variety of secondary programmes, and also there is a very high

participation of children in primary and secondary school systems if compared with countries in the wider environment.

The statistical assessment of the efficiency in completing particular education levels fails to give us a clear answer to this question, and this goes for both, the data of the Central Bureau of Statistics and those processed by the Ministry itself. The problems lay in a number of unsolved methodological questions, in the inconsistency of the process of statistical assessment, processing and analysis of data, which forces us to use approximate values here.

98% of pupils complete primary education on time, and if the number of adults who completed primary school programmes is added to the above, we may speak of a complete coverage of primary school education. Generally speaking, the enrolment rate in the 1st form of secondary schools is very high and is set at about 95 - 97%.

However, the data on the participation of students who are enrolled but do not complete their regular secondary education are alarming, and it can be assessed at the rate of about 10%. It must be pointed out that it goes here for a relatively controversial methodology, as we compare the number of enrolled students in one generation with the number of students of the same generation who have passed the final exam. We can add to these data that only 21% of students enrolled at university completed their studies (regardless of the study course length). Only 7% students complete their university education on time.

It would be necessary to improve the system of statistical assessment of education and employment so as to have an appropriate information-analytical basis to reach decisions at our disposal.

3. Necessary systemic changes and development projects

With the current economic situation and the state of unemployment, together with the average cost of about 25,000 USD to create a new job, Croatia has a deficit of 10 bns USD to solve the unemployment problem, a fundamental economic, social and political issue and a long-term national problem.

Though the educational systems in regular circumstances, together with other competent institutions may considerably contribute to the employment of the young, we have to be conscious that these possibilities are rather limited considering the economic context of Croatia.

The structure and distribution, along with the content, methodology and other aspects of the educational programmes have undoubtedly been insufficiently coordinated with the projection of market needs. For a greater part, the reasons lie outside the educational system: we must look for them in the generally too small and destabilized demand on the labour market as well as in the socially unarticulated long-term educational needs in the employment system, and this input is missing in the Ministry of Education and Sports.

Within the framework of the educational system and cooperation with other competent institutions, with the goal of increasing the rate of success in completing the education and a long-term contribution to the employment of the young, the following should be done:

- * the system of the professional assessment and evaluation of students in the course of primary education should be improved, with professional orientation and selection prior to secondary education enrolment;

- * assessment of students in the course of secondary education should be improved, and the changes from one to the other type or level of programmes should be facilitated;

- * the range (of types, structures and distribution) of educational programmes should be adapted to the developmental chances of economy and the expected trends on the labour market; the development of new professional profiles and the innovation of the existing ones consistent with the technical-technological development and a growing need for multidisciplinary know-how and skills;

- * adapt educational programmes to European standards because of the rise of competitiveness on the labour market necessary for the opening to foreign markets and the ever more present foreign investments in our country;

- * ensure the necessary information skills and the command of foreign languages for a quicker inclusion into integrative processes;

- * train the young for self-employment: ensure foreknowledge and skills that support self-employment, as one of the pre-conditions for the development of entrepreneurship;

- * revise and improve education and employment programmes of the young with special health and developmental needs, including the young who have been wounded in war and the defenders, applying adequate measures that would ensure that substantial investment in their education should reflect in the increasing rate of their employment;

- * develop adult education opportunities, which should be broadened and made financially accessible, and stimulate them according to the market needs.

Along with the very limited infrastructure and financial funds, the greatest possible effect in the employment of the young could be achieved through the project of the promotion of identification and support of gifted children, our most valuable but neglected resource. This should be given priority, because Croatia has neither much time nor resources at disposal to wait patiently for the results depending only on the long-term changes in the educational system.

V. CURRICULA

The Republic of Croatia has not yet officially started developing new national curriculum although many of its components are already part of teaching and school practices. The existing legislative and administrative terminology does not mention either the name or the concept of curriculum as a basic pedagogic issue.

Teaching plans and programmes, which in practice are frequently identified with curriculum what they are not, are for the time being the only time and content components of the education process.

The social changes started in 1990 are based on democratic changes, market economy and political pluralism and they are in all cases to be reflected on education aims and goals. Re-examining the values of educational context is of prime national importance and the introduction of *curriculum policy* one of its crucial issues. Curriculum, namely, is today valued as a means of balanced programming of educational inputs in all important steps, from applying learning strategies, to contents issues and evaluation and assessment strategies of the results.

The teaching plans and programmes will be further on considered from legislative aspect, decision making process, structures as to the level of education, students' choice, textbooks and other resources.

1. Legislation

Since 1990 the Ministry of Education and Sports have made several interventions in regulating all levels of education by proposing and applying the following legislation:

- Pre-school Education Act (Official Gazette – Narodne novine = NN, # 10/1997)
- Primary Education Act (NN # 59/1990, # 27/1993 and # 77/1996) which Article 24 sets rules for approving the teaching plans and programmes
- Secondary Education Act (NN # 19/1992, # 26/93, # 27/93 and 50/95) which articles # 9,10 and 11 regulate the matter.
- Law on Crafts (NN # 77/93 and # 90/95).

Programme framework is set according to levels of education.

Pre- school education

- Curricular paths in pre-school education of children (Bulletin of the Ministry of Culture and Education # 7/8, 1991)

Primary school education

- Teaching plans and programmes for primary schools in the Republic of Croatia (Amendments), Institute for Education – Ministry of Culture and Education of the Republic of Croatia, 1991;
- Teaching plans and programmes for primary school in 1993/94, Institute for Education, Ministry of Culture and Education of the Republic of Croatia, 1993);
- Core curriculum for primary school in the Republic of Croatia (Amendments) Special issue, # 1, 1995);
- Teaching plans and programmes for primary school (Bulletin of the Ministry of Education and Sports, Special issue # 2,1999).

Secondary Education

- Curricula for Grammar Schools (Gymnasiums) (Bulletin of the Ministry of Culture and Education of the Republic of Croatia, 1995);
- Teaching plans for secondary schools (Bulletin of the Ministry of Education and Sports of the Republic of Croatia, Special issue, # 1, 1996);
- Core curricula of core subjects in secondary school (Bulletin of the Ministry of Education and Sports of the Republic of Croatia, Special issue # 11, 1997);
- Teaching plans and Common Core programmes for most vocational areas and professions (Bulletins of the Ministry of Education and Sports in 1996, 1997 and 1998);
- Professional and practical part of apprenticeship programme in dual system of education (NN # 86/1996 and 84/1997);
- General core subjects in dual system of education (NN # 35/1997).

2. Decision making

Teaching plans and programmes for all content areas are prescribed and approved by the state, e.g. centrally managed.

Schools' and teachers' autonomy derives from the fact that they are left free to elaborate school or individual teaching plans on the premises developed by Common core programmes prescribed by the authorities.

Schools and other institutions, especially those in vocational education, are free to propose parallel or completely new contents instead of the existing ones. The proposals as cases of good practices are very much welcomed by the Ministry of Education and Sports and are usually approved.

Generally speaking, decision-making in the field of “approved” or “prescribed” curricula can claim centralised and decentralised approach which very much depends on the level of education and types of the programme.

3. The state as to the level of education

PRE-SCHOOL EDUCATION

Pre-school institutions are the responsibility of local governments. They are open to market demands what results in adaptability and freedom in proposing and implementing contents.

Pre-school education has been the only education level within the system, which has completely implemented curricular approach and obtained the Ministry of Education support. This level has also been open and sensible to foreign cases of good practices and experiences (Waldorf, Montessori, etc.) which have found users among the offers on Croatian services market in the field.

PRIMARY SCHOOL

Primary school curriculum, which represents compulsory education, belongs to the most sensible content area of the whole education system, so its approval is the exclusive responsibility of the Ministry of Education and Sports with little or no influence of the public opinion or any other actors in education.

The primary school timetable (see Table 1) because of overload on the student is the source of numerous misunderstandings. Frequent pedagogical interventions in the optional subjects content area very often are beyond educational discussions and indicate that deep reconsidering is necessary. Teaching programmes also require complete revision of educational contents in the sense of easing students' burden and introducing new curricular policy.

It is thought that the subject matter articulation of the contents is the reason of lacking pedagogical standards in assessing students' upgrading process.

What is more, some of the content areas are to be seriously re-examined, e.g. *mother tongue* syllabus which scores high with six (6) hours a week compared to *Arts* (music and visual arts) whose syllabi have been systematically reduced to one hour a week each. All this is happening at the very early level of education (first 4 grades) where usually arts contents are shifted to extra-curricular activities, what is definitely incompatible with the main scientific theories of child development and results in non systemic education in the very important field of human behaviour which is that of promoting artistic and aesthetic sensibility and developing its emotional correlate towards full intellectual capacity of the individual.

As for the foreign languages, the Republic of Croatia is ready to re-examine their impact too especially in relation to the age of the pupil, educational offer and choice. All foreign languages have undergone serious shift in choice and use respect to pre-war situation, so English and German have remained the ones mostly chosen whereas the position and use of the others (French, Italian, Spanish and Russian, as well as Greek and Latin) have been marginalized. Although they are included in the compulsory curriculum, the optional nature of their inclusion (teaching and financing) is very questionable. Serious reactions and sensibility of the users have been developed in this respect what has led to some unfavourable issues in the field – the teaching of foreign languages in less populated areas of the country is being carried on by non professionals.

Bilingualism as language peculiarity and methodology of teaching has not either professionally or legally been regulated. The same refers to increased demands of teaching minorities languages especially in light of respecting the new legal commitments of the country.

Beside mathematics, which represents a stronghold of the educational contents as far as the number of hours is concerned, the area of sciences i.e. the subject areas “nature and society“ or “nature“ is mostly represented by biology.

Globalisation trends change our lives daily and the problem of sciences is to be tackled again, both from the point of view of contents and time made available for new inputs such as ecology, education for surrounding and health, self-protection, drugs prevention, etc. which should be implemented in a new cross- curricular approach .

This area, especially in this early stage of education, is subject to ever changing methodology and educational goals as well as stronger impacts on individuals from modern communication processes , and requires a lot of rethinking within the overall inputs.

Other areas like geography, physics and chemistry are dealt with at the more intermediate level (5th, 6th, 7th and 8th grades).

History teaching follows rather regular pattern in number of hours throughout primary education cycle and its contents have been balanced as 40-50%: 50-60% ratio of national vs. general. Chronological order which has been adopted enables comparison in all activities of the mankind: social, scientific, technological, political, philosophical, religious and aesthetic ones.

The contents of the history area have suffered and are still suffering major changes. They represent the constant source of ideologically and politically contrasted discussions. Generally speaking, this subject area, especially its national component, will develop different paths of harmonization since the newly required political independence and the homeland war with all its consequences are still to be evaluated.

Harmonization is expected to take place in conformity with general national consensus and the agreed European expertise in the field as well as examples of good practices of other countries experiencing access procedures.

The areas of technical education as well as those of physical training and health education show how inseparable their educational and functional components are. Due to various limiting factors, their implementation should be more focused on developing abilities and skills rather than mastering prescribed contents.

Both areas, when included in the optional and extra curricular activities, are sometimes the only features of the school activities at all therefore it is necessary to reconsider their place within the compulsory curriculum.

The education system offers religious education in its optional part. Beside Catholic Church with whom the religious matters have been settled by bilateral agreement, other confessions are practised as well if the basic school requirements are provided. It is expected that the standards achieved by implementation of Catholic religion teaching will have a positive impact on raising standards in other confessions too. This is in particular expected in the field of bilateral negotiations.

The Institute for Educational Development has started round table discussions for representatives of school practising religions of all churches and religious communities in

order to provide an ecumenical framework for particular theological and didactical points, staff evaluation, programme evaluation and the like with hopes to arrive to best possible solutions.

If assessing national plans and programs in the primary school by general standards, it is to be concluded that time planning and content inputs are in such a discrepancy that a new national curriculum appear to be not only a pedagogical but also a developmental priority of the country. Some transition countries like Hungary, Slovenia and Romania have already understood it and extended the compulsory education to 9 years in conformity with situation in most member states of the EU.

The EU countries like England, Ireland, Scotland, Norway, the Netherlands etc. have almost finished the reconstruction of national curricula following some common features proposed by the Council of Europe. Some OECD countries, especially USA, Japan, South Africa, Australia and New Zealand have already reconstructed the common educational inputs in conformity with the needs of the 21st century

SECONDARY SCHOOL

Secondary education in the Republic of Croatia, as well as in the rest of the world, in spite of being *optional* has become more and more *a compulsory stage* in education.

Diversity of *national plans and programmes* results from their social functions of *preparing for the world of work* or *continuing education*. They still remain main educational dichotomy deeply rooted in all Central and Eastern European countries with whom Croatia shares the experience.

As a proof of the importance of this non-compulsory level in individual's education there is a complete consensus among all member states, and those waiting for accession, on the changes and new goals and aims of secondary school in the new globalisation and integration circumstances. The reconstruction of the existing vocational programmes for present and future professions has been especially stressed and developed through PHARE programme started in most transition countries in view of united and increased labour common market.

The Republic of Croatia has been deprived of the PHARE participation in the last decade, although some examples of its vocational practises indicate that there is a strong notion of change necessity.

There are indicators in the process of programmes approval that there are needs to diversify contents and to set special goals towards mastering new knowledge and developing new skills. Thus some types of programmes (gymnasia) are completely centrally prescribed whereas the others, like the vocational ones, are completely free in their proposals, especially if that is the case of a new profession or verification of internationally accepted syllabi, e.g. International Baccalaureate or other alternative programmes.

Moreover, due to globalisation trends, there is a need to redefine the problem of decision making and shared responsibility of different social partners at state level, which may have a say in programmes approval, e. g. Ministry of Education and Sports, Ministry of Economy, Ministry of Crafts, Small and Medium Size Enterprises, Ministry of Labour and Social

Welfare, Chambers of Crafts and Trades, when some crafts and industrial professions are concerned.

There is a complete autonomy of schools in programming optional subjects in gymnasiums as well as choosing optional subjects in vocational schools.

Adult education programmes, which are organized as a part of formal secondary education, are submitted individually by schools for approval of central education authorities.

As far as general education contents are concerned, they vary according to the types of secondary schools (see Table 2) , gymnasiums or vocational secondary schools.

The mother tongue syllabi in general secondary school are not adapted to the available time schedules. They are too wide and best suited for the gymnasium type of school, and in the 4 year vocational schools they do not follow consistent and focused criteria so either a 3 hour syllabus or 4 hour syllabus exist parallel for the same amount of contents.

Three-year vocational schools have a 3 hour mother tongue syllabus which in practice represents a shortened version of a four year vocational programmes.

If we recollect how generous mother tongue inputs were offered in primary school (6 hours a week), we come to a conclusion that such a diversity in planning mother tongue syllabi in view of students' age and upgrading process requires a complete revision.

The arts content area divided into two subjects, visual arts and music, follow unfavourable and illogical trends inherited from the primary education level which, if considering developmental effects, are highly destimulating. As a rule, only gymnasiums register arts as a subject in all classes while other types of schools follow very uneven pattern, from two-year to four-year practice or complete absence.

The aims and instructional contents of the arts area require revision of methods to be applied in different types of instruction (classroom or workshop teaching). Optional nature of these two subjects within school curricula cannot solve all the drawbacks of the offered syllabi. The curricula for arts schools have not been set up yet.

Foreign languages are well placed as far as compulsory nature of the first foreign language is concerned. The second foreign language is usually taught in gymnasium syllabi or as optional choice in other types of schools. There is constant pressure from the users upon more choice and more time accorded to foreign languages. Only the syllabi in some language gymnasiums deal with three (3) foreign languages what is an agreed minimum of foreign language standard of European Union without adding the languages of migrants.

There is an imbalance of language offer with absolute domination of the English language, the case common to the rest of the world, and almost absolute absence of French language which today is an official language of international and European institutions.

It is necessary to revise these relations and decide on priorities in view of the newly gained independence, cultural peculiarities and tradition, geo-strategic position, neighbouring states, economic, political and overall integrations. The position of minority languages is certainly a national priority.

Table 29 Foreign languages in gymnasiums (academic year 1997/98)

Form	English		German		French		Italian		Spanish		Russian		Latin		Greek	
	adv	beg	adv	beg	adv	beg	adv	beg	adv	beg	adv	beg	adv	beg	adv	beg
I.	10907	1558	3061	5877	136	494	207	1927	0	55	0		109	12122	109	580
II.	10776	1442	3151	5859	129	420	307	2381	0	117	2	6	123	11652	118	477
III.	10508	1720	3213	5208	295	636	486	2829	0	172	4	3	111	473	111	473
IV.	10436	1755	3240	5314	335	521	431	2235	0	156	9		98	427	96	427
TOTAL GYMNASIUMS																
	English		German		French		Italian		Spanish		Russian		Latin		Greek	
	Adv	Beg	adv	beg	adv	beg	adv	beg	adv	beg	adv	beg	adv	beg	adv	beg
	42627	6475	12665	22258	895	2071	1431	9478	0	500	15	9	441	24674	434	1957
	49102		34923		2966		10909		500		24		25115		2391	

adv = advanced
beg = beginners

There is an open issue of a foreign language status in vocational schools in the sense whether it requires a *specific purpose* language approach supporting the profession or *general language literacy* and skills generating communication functions of understanding the world around us.

There is still a problem of *bilingual school curricula* or better to say planning and setting up at least one international secondary school in English, French, German and Spanish languages, with internationally recognized matura exam, what more and more seems to be a civilization must deriving from future integrations and international position of the Republic of Croatia.

Like in the primary school, the position of the subject “mathematics” is beyond question. All programmes are adjusted to all types of schools and vocations.

Sciences area bears strict academic division in approach and diversification in planning and programming depending on the type of school.

Biology is taught continuously in gymnasiums while vocational schools tend to balance the contents and apply modular programmes (e.g. ex subject Man, Health and Surrounding”). This kind of programming can be considered the forerunner of cross-curriculum based teaching. Since biology teaching varies a lot from primary education level it would be necessary to include biology contents into similar correlative areas connected to the mainstream subject area.

Chemistry in gymnasiums follows the unchanged time schedule in all grades, while vocational schools exhibit great changes in programming. In some cases chemistry is considered as a general subject while in others it is integrated within the subject matter area or is completely left out. Chemistry teaching has been developed according to programmes, which submitted major changes in 1995 and in period 1996 - 1998.

Physics is differently structured according to the type of school. Gymnasiums follow regular programmes in all grades, while vocational schools differ in the length of instruction from one year to a four year programmes all including different aims and goals and diversified tasks according to the subject matter area, vocational profile or the length of study.

Geography has kept continuing position within secondary education. Some vocational profiles, though, develop this subject in a particular content area related approach (e.g. economic education, marine studies & transport, trade, catering and tourism).

Philosophy, logics and sociology are developed in all types of gymnasiums as a year course according to the contents defined in period 1990-1992. The conceptual inputs have been related to the scientific approach and new democratic values accepted by the Republic of Croatia after independence.

History teaching resembles the situation already mentioned in primary education. There are new published school plans and programmes, which have been completely de-ideologized. There still remains the lack of national consensus regarding the contents of the latest Croatian history, and scientifically verified attitude at social changes resulting from the homeland war and the war itself. It is to be noted that the war events have been suspended from history teaching in the ex UNPA zones. History programming will require radical changes in attitudes as well as supremacy of scientific approach upon daily political issues.

The subject called “Politics and economy” is developed, by rule, in all types of secondary schools with exception of some vocational and arts schools. Its contents offer a framework for teaching political democracy, human rights and civics in conformity with Constitution and global democratic issues.

The reason for introducing Ethics in secondary education was justified by the need of offering an alternative in overcoming Marxist ideology as well as offering alternative to the new subject “religion” to be developed for all confessions and offered to the students as a compulsory “optional” subject.

Religion has newly developed programmes the contents of which are continuously being re-examined.

Physical training and health education follow educational and functional components as set in primary school but their choice as extra curricular activities in secondary education is somewhat limited due to premises and facilities restrictions. Extra curricular activities in this content area are carried out by school sports clubs whose leadership purely depends on enthusiasm of the leaders and are not seriously evaluated by the school or larger community. School programmes are developed individually.

Information technology (Informatics) as a subject area is developed in gymnasiums according to the programmes prescribed already in 1994, what today represents a drawback as to facilities in use in view of new technologies and communication options. Common core programmes for vocational and arts education were published between 1996 and 1998 and have been constantly updated. Modern technology contents have been a constant challenge for the educational authorities and their programmes show great flexibility in shifting focus of teaching and learning processes.

The importance of new technologies has not yet been fully evaluated as a prerogative in attaining functional literacy of all citizens in Croatia. Gymnasia curricula with minimal information technology planning are the best examples to support the afore mentioned statement.

Urgent pedagogical standards in the field are needed since the matter holds a crucial value in developing of the whole nation.

A more serious overview of the vocational school curricula surpasses the framework of this Report in so far that the diversification of the programmes (428) requires variety of attitudes and approach what is certainly reflected in planning. Vocational programmes need intervention in general contents areas and somewhere a complete restructuring of the vocational inputs to suit open market demands and globalisation and integration processes which the Republic of Croatia still has to face.

4. Optional subjects and extra curricular activities

The common open issues of planning and programming both in primary and secondary school are related to the understanding of the relationship between common core and special part of the programme as well as differences between programme optional (state prescribed) and school optional (autonomous) offers.

There is a need to define the notion of *pedagogical option* in terms of freedom of choice and availability on the side of the students. Free choice should imply preferences and abilities and should comply with students' interests as opposed to prescribed common core what is to be understood as minimum and maximum standards relevant to the whole system.

The fact that the optional area is limited to choices between *religion* and other optional subjects, the choice of which is altogether limited by different factors, speaks for itself. Actually, there is no real choice to be pedagogically justified. On the other side, the planned time schedule for the learner is constantly "broken" and more "special programmes" are being introduced like foreign or classical languages or extra curricular activities as a result of arbitrarily taken decisions.

As for the extra curricular activities, behind which idea there is school socialisation, they are more and more developed through quality programmes the contents of which should be included in the common core inputs. It is therefore necessary to revise their place and status within school curricula, or establish new criteria for following and evaluating their issues.

School bound optional offers are characteristic of gymnasium curricula only. Their implementation is very often questioned due to the lack of financial or human resources which should enable defining clear project targets, implementation strategies, instructions and tasks. Thus school bound offers in gymnasiums retain more of a declarative than real option nature.

Vocational schools are much more flexible in implementing optional subjects. Second foreign language or some professional content related areas are a frequent feature in vocational school programming.

5. Textbooks and teaching equipment

In view of existing legislation in the Republic of Croatia, textbooks for primary and secondary schools are approved by the Ministry of Education and Sports "Decision on procedure of approval of primary and secondary school textbooks" (Bulletin of the Ministry of Education and Sports # 1, dated 18th February 2000). Generally speaking, all school curricula are equipped with relative textbooks.

There is a good supply of textbooks for all grades of primary school. There is a choice of more parallel textbooks with teachers' manuals and student's workbooks for all subjects. After a year of trial use the choice of a textbook is a teacher's responsibility. Teaching facilities in all other subjects, and especially informatics, technical education, foreign

languages (early learning) and sciences are not satisfactory. The same relates to school libraries.

Most outstanding problems are, beyond doubts, the lack of standards in assessing skills and abilities as well as pedagogical standards in providing teaching equipment.

The lack of educational standards in evaluating skills and abilities is reflected in the lack of students' assessment (exams) standards. There are no standard values as to the achievement outputs so the results lack comparability even among the school staff let alone with other schools or regions in the country.

In other words, in the Republic of Croatia there are no valid educational standards as far as compulsory education is concerned (primary school) and neither there are students' achievement standards (external evaluation) to monitor the upgrading process.

Secondary education presents a more complex situation. All gymnasium programmes are well equipped with students' textbooks. Teachers' manuals are characteristic of some programmes. Parallel offer is becoming more familiar feature even in secondary education. What lack these are educational standards in evaluating knowledge, skills and abilities as well as teaching facilities like in primary education. The final exam (matura) in the gymnasium does not follow common quality criteria and its results are not comparable at the state level. That is why it does not play an important role in upgrading process and admission to higher education institutions.

As far as teaching equipment and education premises are concerned there is a constant lack of suitable equipment for sciences curricula (physics, chemistry, biology) and school libraries which by rule lack the access to Internet. Not a single subject within gymnasium curricula can be considered suitably equipped with modern software, except informatics. The common feature in the use of modern technologies for all other school subjects is its complete absence from teaching and learning processes.

As far as textbooks are concerned, vocational education shows a very unsatisfactory picture. Some out of 27 content areas miss even any textbook or suitable teaching materials to be used instead.

Table 30 Number of textbooks approved for use

(Decision on approval of textbooks in vocational secondary schools 1998/99) with number of subjects lacking textbooks in vocational education)

#	Vocational field	TXB	W TXB	#	Vocational field	TXB	W TXB
01	Mechanical engineering	28	74	15	Inland transport	5	12
02	Shipbuilding engineering	2	20	16	Marine, river and port transport	9	57
03	Metallurgy	-	33	17	Post transport	1	8
04	Electrical engineering	23	60	18	Air transport	1	13
05	Geology, mining, oil industry	1		19	Rail transport	6	58
06	Economics and trade	44	7	20	Chemical technology	-	14

07	Catering and tourism	20		21	Grafics	-	5
08	Agriculture	11		22	Textiles	4	27
09	Food processing	-		23	Leather processing	-	10
10	Veterinary	10	6	24	Health care	23	32
11	Forestry	-		25	Personal Services	4	14
12	Wood processing	5		26	Other services	-	25
13	Construction, surveying, building materials	7	19	27	Optics and glass processing	-	14
14	Road transport	14	6	28	Home affair and protection	-	-
					Total:	220	593

XB = number of textbooks approved for use

WTXB = number of subjects without appropriate textbooks

The problem derives in the first place from large number of teaching points in vocational education, lack of financial incentives for the textbooks authors, limited number of users for some of the publications, and constant changes in publishing requirements and approval policy adopted by the Ministry of Education and Sports. The measures undertaken in recent times by the Ministry of Education and Sports have not proved satisfactory. Most of the tenders got no proposals in return and those proposed had to be rejected due to the lack of basic pedagogical inputs. The system of evaluation and approval of the textbooks as well as the lack of financial support in case of smaller publishing undertakings have led to a complete standstill in the field.

In times to come it will be necessary to reconsider the textbook editing in vocational education area and secure special support from all educational authorities responsible for decision making in this segment of education be it at state, regional or local government levels.

Vocational schools lack basic facilities and equipment in developing required knowledge and skills necessary to perform a desired profession. The reasons for this phenomenon lies first of all in unsystematic way of providing schools with equipment, non-functional net of secondary schools, lack of pedagogical standards and recent modern technology issues.

The use of new technologies is a challenge not only for the state but as well for the school. It goes without saying that the use of modern technologies in education is closely connected to the overall economic and financial situation of the country. But it is also known that computer sciences and application programmes, meant to simulate real situations in all areas of vocational education, could be more efficient if compared to the standard methods of teaching. By adopting simulating teaching processes one can in many a cases make up for the lack of real and very often very expensive equipment (e.g. navigation facilities in marine schools).

In spite of providing a lot of schools with computer technology (“The National Programme of providing primary and secondary schools with computer technology”), the provision of information technology in vocational schools is not satisfactory since the needs have grown faster than the providing possibilities. The technology in use has become obsolete and is

mainly directed for the use in the subject areas of “informatics” and “computer sciences”. Vocational content areas have not been provided for except in some cases in mechanical and electrical engineering.

Furthermore, due to changed circumstances in economy and restructuring of ownership, the problem of exercising practical teaching and vocational practise has become complicated since the owners of small businesses as well as big companies are refusing to accept students in apprenticeship. The idea of introducing school workshops is back but it lacks support in financing and space. Some professions are questioning their existence.

Since the problem of dual system in crafts will be dealt with separately, the point raised here refers only to default provisions of necessary equipment in school or crafts workshops. There is a lack of appropriate textbooks as well. Teaching programmes can be considered acceptable although not yet completed in all crafts.

Generally speaking, the situation regarding textbooks and equipment can be regarded as follows: the Republic of Croatia has not been undergoing the standard textbook crisis like some other transition countries e.g. Albania, Estonia or Moldova where in the past there were no national textbooks or are lacking even now.

The process of de-ideologization of textbook contents started the very moment of acquiring independence. Textbook crises from year to year repeatedly draw public attention and generate far fetching political implications. The fact is to be attributed to the lack of expertise in textbook production as well as unbalanced market conditions registered with all actors concerned, from the central education authorities with centralized system of approving, through strong deregulation tries on the side of newly established publishers and a very limited home textbook market.

In spite of all limitations and centralized procedures in approving textbooks, it can be stated that “state textbooks” are banned for ever and that market behaviour in publishing is changing the rules of educational authorities. Decentralisation processes are strongly felt in the field. The direct influence can be felt in educational offer of two or more parallel textbooks to be chosen by the teacher. More and more non compulsory teaching materials and those approved “as pilot teaching materials“ are being found in everyday school practices although most teachers will claim and complain to be bound to use prescribed textbooks and not to be allowed free choice. The teaching practice is witnessing just the opposite phenomenon.

There is quite a certainty that the existing approval system will very soon be subject to changes and that new criteria regarding quality of a contemporary textbook contents will allow such teaching and learning processes to guarantee acquiring of appropriate skills in new historical, social, technological and communication context of the country.

VI EDUCATION FOR HUMAN RIGHTS AND DEMOCRACY

Our times are witnessing a strong impact of human rights and democratic citizenship on education. Different international bodies like European Commission, European Parliament, presidents of states and governments of the member states of the Council of Europe and UNESCO, all stress the importance of education for democratic citizenship.

The Final Declaration of the Second Summit of the Council of Europe (October 1997) reads: “We, presidents of states and governments ... declare our wish for developing democratic citizenship based on rights and responsibilities of citizens and participation of young people in the civil society.”

1. The National Program of Human Rights Education

The human rights and democracy education which in the past was developed in forms of projects, activities and topics within the existing educational framework and subject related areas, has been fully developed and elaborated by the National program of human rights education.

The National program of human rights education has been elaborated in conformity with national documents dealing with humans rights, namely, the Constitution and “The Constitutional Law on Human Rights and Freedoms and on Rights of Ethnic and National Minorities in the Republic of Croatia” as well as all relevant international suggestions and declarations. All contemporary theoretical premises in the filed of human rights education and democratic citizenship together with practical experiences of other countries in developing national models of human rights education have been adopted. National peculiarities of the Republic of Croatia such as history, development, education system, post war needs, etc. were taken into consideration too.

The starting points of the program implementation lie in the Conclusions of the Croatian Government brought on 14th October 1999 when the National Program of Human Rights Education has been accepted and the Ministry of Education and Sports in collaboration with the National Committee for Human Rights Education made responsible for its implementation at pre - school, primary and secondary education levels.

2. The Overall Dimension of the National Program

The National Program is all inclusive because it encompasses and permeates the whole education system and all ways of education therein found.

It consists of a series of sub-programmes. In pre-school institutions education for human rights and civics are integral parts of the curricula. The first four grades curricula of primary schools include education of human rights and civics. The next four grades (from 5th to 8th) elaborate two separate programmes: the one of human rights education and the other of civics.

Secondary school education also develops two separate programmes: the human rights programme and civics programmes.

It should be stated that education for human rights and civics are similar in issues, because civil education or education for democracy actually brings to students developing capacity in human rights and civil responsibility.

3. Possibilities of National Program Realization

The National Program can be developed in different ways:

- through cross-curricular approach in all subjects including topics close to human rights;
- like an optional subject;
- during regular weekly meetings with a class teacher;
- through extra curricular activities (various projects).

The implementation of the Program requires acceptance on the side of all teachers. Moreover, their behaviour towards students, colleagues and parents, and mutual relations should be influenced by the Program goals as follows:

- teaching staff, headed by the principal, should permanently be concerned about establishing new, more human and more democratic relations in the school and local community,
- all students should be approached as developing personalities deserving complete attention notwithstanding acquired assessment rates,
- the right of a child to ask “why” and the duty of the teacher to give a relevant answer,
- the duty of a child to obey school rules and respect the dignity of a teacher,
- the duty of a teacher to respect student’s personality.

The goal of the Program is to enhance humanisation of education environment of every single school in Croatia and the system as a whole. It should add more joy in students’ attending school and fulfilling school tasks, enhance more creativity in teaching, diminish routine in teachers’ everyday work and develop new relationship towards students.

4. Teacher Training as Prerequisite of the National Program Implementation

Following all teachers training seminars, organized in recent years, the Institute for Educational Development in collaboration with the National Committee of Human Rights Education since 1999 have been regularly organizing teacher training for the implementation of the National Program. Care is taken to develop educators, which should become coordinators of any further training in the field at regional and local levels.

5. State Manifestations of Students

There have been 2 meetings at state level of the students of primary and secondary schools where Civics curricula were implemented. Students were practising civil activities and gathered experience and knowledge about different laws, rules, communication in public domain, and administration structures responsible for solving the problems set by tasks. They

were trained in efficient using of time available in discussions, in skimming information, short presentations of outstanding pieces of information, democracy etc. Many proposals of the students related to problem solving and placed in front of local authorities were accepted and what is more the local governments put them in action. Thus the school becomes the place where experience, knowledge and civil values necessary for the life in democracy are acquired. The school thus enables the students to participate actively in civil life to the benefit of all.

VII LIBRARY AND INFORMATICS ACTIVITIES

1. School libraries

The activity of school libraries is part of the educational and librarianship system, and it is realized as:

- direct educational activity
- professional library activity
- cultural and public activity

Educational, cultural, informational and all other tasks and targets of the educational programme cannot be realized without well equipped and professionally run school libraries that should become contemporary informational, motivational and multimedia centres of schools, the basis for the development of students' independence in learning and for the cultivating of the students' individual creative abilities.

The basic conditions for a contemporary school library are:

- adequate premises and equipment
- library material (printed material, AV material, electronic material, didactic games)
- librarians.

In the majority of cases the situation in school libraries in the Republic of Croatia fails to satisfy the necessary standards: the premises are often cramped, the library funds often do not contain even all the works from the assigned reading list, let alone contemporary encyclopaedias, lexicons, dictionaries and the pedagogical-methodological literature needed by teachers. There is also a shortage of technical aids and equipment for the use of non-library materials (PCs, video-recorders, TV sets, audio HI-FIs, etc), and there is, consequently, a shortage of this type of material, though the new media (multimedia, the Internet, etc.) should have found their place in the school library.

A centrally-financed purchase of assigned reading book sets and manuals for school libraries via the Ministry of Education and Sports was an attempt to make school libraries better equipped, but librarians consider that the specified-purpose funds, if used by the schools themselves, would have been more economically exploited. The processed data of the survey on the state of affairs in school libraries in 1999, carried out by the Educational Management Board of the Ministry of Education and Sports and the Development Service of the National and University Library, show that only 27% of the librarians in primary school libraries have an appropriate librarianship education (a completed study of librarianship, a college course in librarianship, a librarianship professional exam), while the figures for secondary schools indicate there are 43% librarians of this profile.

The office hours of school librarians is not satisfactory either: there are only 47% of full-time librarians in primary schools, 21% of them are part-time employees, while in the rest of primary schools librarians spend even less time in this activity.

In secondary schools office hours of school librarians are as follows: 58% of schools have full-time librarians, 21% are part-time and the rest of schools have librarians who spend less than half the required time in libraries.

School libraries very rarely have PCs: according to the processed data of the survey so far, 21% of primary and 37% of secondary school libraries have a PC, but out of this number 62% primary schools and 64% secondary school libraries do not have an appropriate software that would serve the library operations.

Despite the financial difficulties, many school libraries are the real “heart” of the school, even of the community. This is the place to promote team work and the approach to realization of programmes, research and creative abilities of students are being developed, literary meetings organized, books promoted and films shown, and topic exhibitions and panel discussions are being organized.

The professional training programmes of educational workers organized by the Institute for Educational Development included school librarians. In the course of the academic year all school librarians in the Republic of Croatia are given the opportunity to participate in professional meetings organized so that they would not demand high costs or waste of time, and the programmes are adapted to the librarians’ needs. Cooperation and joint efforts are encouraged, most successful projects presented and experience exchanged. County leaders of librarians’ associations were appointed, with the task of taking care of county association, in cooperation with the regional district service, and to call meetings in accordance with the needs of its members.

Every year the Spring school of librarians is organized, as a central activity in Croatia dedicated to the professional training of school librarians. The organization is a joint effort of the Institute of Educational Development, the Faculty of Philosophy in Zagreb and the First Croatian Grammar School in Sušak, Rijeka. The Proceedings that have been the result of these Spring Schools represents the most important professional literature for school librarianship and a proof of the excellence and enthusiasm of numerous librarians who have, by their hard work, introduced the future into our schools.

2. The situation of information technology in education

All secondary schools in Croatia are equipped with information technology and its programmatic support, but not with the equipment that would ensure equal performance and the same support.

In recent years the Ministry of Education and Sports has continuously equipped the majority of secondary schools with PCs and communications equipment, while primary schools received less equipment. There was a balanced spread of the equipment among the counties, with the number of students in schools taken into account. The equipping of schools has been going on at the local county level too, with schools using their own funds, but also receiving donations, so that the data on the level of equipment keep changing.

The Ministry of Education and Sports has equipped 143 secondary and 10 primary schools with high-tech PC schoolrooms in the last two years. 50 secondary schools and 10 primary schools out of the above number have received communication equipment, i.e. they have

access to the Internet. According to the information received from the mainstream primary and secondary schools, 56 (2.4%) primary schools and 109 (26%) secondary schools had their e-mail address at the beginning of the academic year 1999/2000.

The schools were given 29 CLASSNET programmes that help a more efficient performance of educational processes. Technical schools are equipped with programme packages that can be used in the training of vocational programmes.

VIII ASSESSMENT, EVALUATION AND GRADING OF STUDENTS

The process of assessment, evaluation and grading is a very complex activity in the educational work that evaluates the student's attainment, i.e. it assesses the sequence of the acquisition of knowledge, social skills, educational values, development of abilities, comprehension and application of the learned.

The grade is the means of social communication, the instrument of the transfer of information among the students, teachers and parents in order to direct and stimulate the students' activities in the attainment of education. The grade has stimulation, orientation, informative and administrative purposes. The grading is also a self-control instrument of the student's and teacher's work in the attainment of set educational goals.

With the purpose of achieving more humane, democratic and standardized elements of grading, Regulations on assessing and grading students in primary and secondary schools were passed (NN, No. 92/95), along with the existing Education Act on primary schools (NN, No. 59/90) and the Education Act on secondary schools (NN, No. 19/92).

In the Regulations some standards have been set, eg.:

- time and place of grading student's work
- frequency of grading
- elements of grading
- types of oral and written grading
- the minimum of grades per element
- registering grades and the right to raise objections, etc.

1. Attainment of students in primary school

By analysing data at the end of the academic year 1998/99 the following indicators of primary school students' attainment were determined:

- passing grades for 95.98% of students
- failing grades for 0.62% of students
- makeup exams for 3.32% of students
- class exams for 0.04% of students, and subject exams for 0.05% of students
- 0.2% of students remained not graded.

The following figures present the % of the range of students' grades at the end of the academic year 1998/1999

Students' attainment at the end of academic year 1998/1999

excellent (A)	42.68%
very good (B)	33.00%
good (C)	18.21%
pass (D)	1.23%
fail (E) - one subject	0.21%
makeup exams	3.32%
not graded	0.2%
resitting the class	0.62%

The Education Act on primary schools makes it possible for the student of the first four grades to pass to the higher grade with one failing grade. The possibility was used in only 0.43% of cases out of the total school population. This means that the percentage of passing grades in primary school, first four grades, is very high, 99.38%, and only 0.39% of students had to repeat a grade, while 0.21% of students remained not graded.

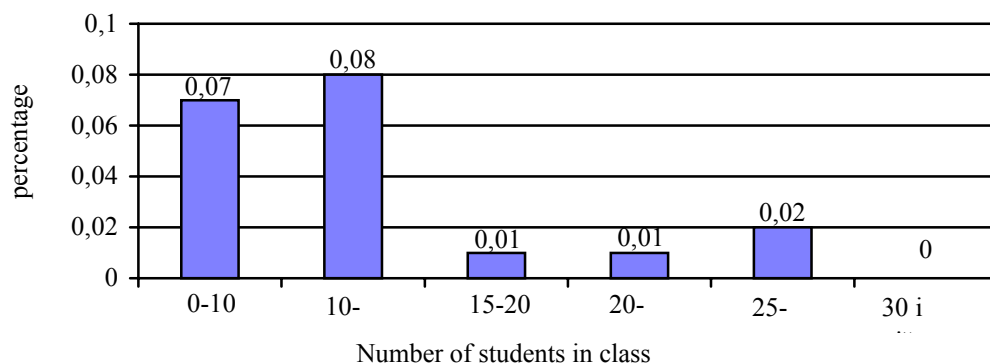
Students' attainment in the upper grades, 5th to 8th at the end of academic year 1998/1999

excellent (A)	32%
very good (B)	35%
good (C)	24%
pass (D)	1.65%
makeup exams	6%
not graded	0%
resitting the class	1%

Acceleration

It is interesting that acceleration, i.e. a speeding up students' education, (two grades a year), mostly comes into practice in small size classes (from 10 to 15). This proves the greater possibility for teachers to make a faster and many-sided identification of the individual abilities of students. It also means that students will be more activated, which will result in stimulating them and will have a positive influence on their development. It is important to remark that the training of teachers and the way the identification procedures are carried out also have an impact on the identification of gifted students.

The following graph shows the acceleration of students in % (vertical column), and the columns refer to the following class sizes: 0-10, 10- 5, 15-20, 20-25, 25-30, 30 and more (for respective columns below)



2. Attainment of students in secondary school

It is important for secondary school students to acquire knowledge, train their abilities to adapt to the fast changes of the times they live in, and teach themselves for individual and life-long learning. In analysing statistical data that refer to the students' attainment, it is necessary to take into account subjective and objective factors that could, to a larger or lesser extent, influence the students' attainment. These are as follows:

- input (students' foreknowledge)
- students' different abilities
- different criteria for the assessment and grading of attainments
- different elements of assessment and grading within educational subjects
- subjective equation
- life conditions and the social-economic status of the students
- evaluation and assessment of motivation for the programme of the students' choice
- distance from the school
- students - commuters
- health status of students and teachers
- class size
- number of students with special needs per class
- equipment of programmes
- structure of the teaching staff
- ratio of qualified and unqualified staff in the educational process
- study programmes for teachers who have no knowledge of dokimology, i.e. the science on grading
- pedagogical-psychological and didactic-methodological education of the teaching staff
- teacher training

There is an attempt in secondary schools, too, to apply appropriate and favourable pedagogical-psychological procedures that would help students reach their goals, i.e. to enable gymnasium students to continue their education, and to train students of the 4-year and 3-year vocational schools for their first professions, but also for the continuation of education at high or higher colleges and universities.

The attainment of students in 4-year vocational schools and gymnasiums is much better than that of students in 3-year vocational schools, which proves the importance of input, assessment of students' abilities and a proper choice of more difficult and complex programmes.

The following figures present the % of the range of students' grades at the end of the academic year 1998/1999

Students' attainment in the 4-year programme at the end of academic year 1998/1999

excellent (A)	28.49%
very good (B)	41.87%
good (C)	26.27%
pass (D)	2.00%
not graded (different reasons)	0.44%
resitting the class	0.59%

In the academic year 1998/1999, 30,161 student or 96.13% passed the final or matura exam, 4,124 students were exempt from the final exam or the matura.

Out of the total of 20,334 students in 3-year vocational schools, the attainment at the end of the academic year was as follows: 18,315 students or 90.07% finished with passing grades, 3,770 students or 18.54% had to sit for makeup exams, 295 students or 1.45% had to repeat the grade.

The results of the final exam in 3-year vocational programmes were the following: 18,315 students or 90.81% passed the exam, 421 student or 2.07% was exempt from the exam.

It is evident that a certain number of students never finish their 4-year or 3-year vocational education. Developmental projects should be ensured for them in their native places to help them get integrated and live according to their abilities.

Despite the weaknesses and dissatisfaction with the process of assessment, evaluation and grading in our school system, there are different pedagogical procedures applied in order to have greater numbers of students included in regular education to its successful end.

The assessment, evaluation and grading of students' knowledge and skills, i.e. their attainment, is the most delicate component in the structure of education, and it is sometimes a stumbling block and cause of dissatisfaction in the relationship among the students, teachers and parents.

The majority of misunderstandings is caused by:

- undeveloped students' work habits,
- lack of knowledge of learning techniques,
- difficulties in the acquisition of teaching contents,
- inadequate cooperation between parents and school and vice versa,
- disregard for the value of knowledge,
- changes in the system of values,
- impossibility to enrol the desired programme,
- too large class sizes,
- wrong appreciation of the grade function.

3. Students' non-attendance

In the course of the academic year 1998/99 primary school students from the first grades had the lowest level of non-attendance, and the level of non-attendance has a tendency to increase in the higher grades of primary school and in secondary school. It is senior students who most often stay away, and the reasons for this are: not having prepared for classes, staying away

because of a possible bad grade, influence of peers (truancy). There are certain school environments where there is a more marked non-attendance present in the last two or three years. Both pedagogues and psychologists are analysing the causes of nonattendance and systematically try to undertake pedagogical measures with a goal of decreasing the numbers of truant students. This is where the cooperation of parents is extremely important.

4. Pedagogical measures

Regulations on Pedagogical Measures is a document that all the professional bodies of a school are guided by when it comes to deciding upon the measures of stimulating or preventing, prizes or punishment for students' behaviour and their attitudes to school obligations and regulations.

The stimulating measures are applied primarily to motivate the students and stimulate them to try for a better attainment, and to reward those students who achieve excellent results and could serve as models for the others. By applying stimulating measures, but also those of prevention in the course of the academic year, attempts are made to direct the students towards a more conscientious and responsible work, attitude to obligations, other people, property and the like.

In the last academic year there were 136,766 commendations, 11,865 prizes, 63.1% of them for students in lower grades and 36.81% for those in higher grades. Higher grade students receive proportionally more prizes (75.14%).

In secondary schools there are more stimulating measures used than prevention measures; consequently, there are more prizes for overall results in learning, behaviour and participation in different competitions in the school, county, at state level, and more and more students participate in international competition where they achieve very good results.

If teachers were more systematically trained to enable them to carry a better assessment, evaluation and grading of students' attainment, the shortcomings in the education from the didactic area would decrease.

By external assessment, evaluation and grading of students' attainment and the introduction of the state matura exam into secondary schools, the objectivity and quality of education would be improved.

IX. EDUCATIONAL STAFF

Within the school system of the Republic of Croatia the educational staff is classified in the following groups:

- educators (pre-school children aged 1 - 6)
- primary school teachers
 - * class teachers in grades 1 - 4
 - * subject teachers in grades 5 - 8
 - * research assistants - pedagogue, psychologist, librarian, etc
- secondary school teachers
 - * teachers in general education, vocational-theoretical and practical training (higher education degree)
 - * practical training staff
 - * assistants in practical training
 - * research assistants - pedagogue, psychologist, librarian, etc.
- educators in students' residential homes
- special-education teachers - educators of pre-school children, class teachers, subject teachers, secondary school teachers and specialists in education of children and youth with impaired sight, impaired hearing and speech, with handicaps in speech, with impaired motoric handicaps, intelligence, behaviour and many-fold handicaps.
- adult-education specialists - primary school teachers, secondary school teachers and specialists in planning and programming of education, organization of the formal and informal education in adult education
- penologists - teachers, social pedagogues, adult-education specialists in education of prison inmates

1. Education of Educational Staff

Education of educational staff in the Republic of Croatia depends on the content and complexity of demands that working after getting a degree would put upon an individual in this area. It is achieved in following ways:

a) within the system of undergraduate education

According to the Higher Education Act this education is performed at teachers' colleges, teacher training college, and teachers' high schools. These high school colleges educate educators of pre-school children, class teachers and teachers of subjects in primary schools, secondary school teachers whose profession lies within the arts & humanities and natural sciences fields.

b) within the system of additional pedagogical-psychological and didactic-methodological education

This system caters for future teachers of subjects in primary schools and secondary school teachers who have not graduated from a college that would qualify them for a teaching job: practical skills teachers in secondary vocational schools who have previously graduated from a corresponding non-educational high school, i.e. completed a corresponding non-educational high or secondary school. In the absence of an alternative, future adult-education specialists, special- education teachers and penologists are trained within this system

The education and training is carried by training colleges or pedagogical faculties in the Republic of Croatia, regardless of whether they do or do not fulfil the necessary conditions.

c) within the system of postgraduate education (scientific and specialist)

Future M.A. and Ph.D. graduates are educated within this system, together with specialists in various areas and fields of scientific work.

d) within the system of permanent education at a more advanced age

This type of educational programmes is carried by the Ministry of Education and Sports - Institute for Educational Development with the cooperation of experts from higher education institutions and educational institutions.

The existing education of educational staff has been accompanied by certain deficiencies, out of which we point out some. Undergraduate and postgraduate education of future educational staff is the responsibility of the Ministry of Science and Technology and higher educational institutions. This means that the Ministry of Science and Technology and the higher educational institutions decide upon the enrolment quota, the conditions of enrolment for particular professions and the network of institutions of pedagogical education, regardless of the needs on the labour market in the area of educational institutions. These decisions are usually made without corresponding cooperation with the Ministry of Education and Sports and a necessary analysis of the actual situation and the deficit of particular professions.

The quality of education of future teachers in vocational training, research assistants who would work in secondary vocational schools, adult-education specialists and pedagogues has been pushed to the margins of the Ministry of Science and Technology and the existing educational faculties. This is accompanied by a low motivation of these people for work in education owing to rather low salaries and unfavourable working conditions. In such circumstances we find persons without the desired personal qualities and necessary social, even professional competence who work in education in vocational schools.

It is still not clear what possibilities are at the disposal of our educators, teachers who have graduated from institutions of higher education, with degrees and scientific degrees, master's and doctoral degrees, and those with specialist education. This want of precision is particularly present with persons like educators, primary and secondary school teachers, who graduate from teacher training colleges, even the Pedagogical Academy, and acquire additional pedagogical-psychological and didactic-methodological education after having graduated from a non-pedagogical high school or faculty.

2.Educational Staff in School Subsystems

Staff in pre-school institutions

There are 10,491,8* staff members, 7,191,5 (66%) educational staff and 3,687,3 (34%) of other staff members. (Table No. 31). The educational staff consists of educators, medical nurses in a defined number of creche groups, research assistants, pedagogues, psychologists and special needs teachers, and graduate medical nurses as monitors of health conditions.

Table No. 31 Data on staff in pre-school institutions
(Data based on information from county offices, September 1999)

No.	COUNTY	Kindergarte d	No. of children	No. of staff	Ratio of staff per kind.	Ratio of children per staff
1.	ZAGREBAČKA	18	6764	704	39,11	9,61
2.	KRAPINSKO-ZAGORSKA	18	2637	166,5	9,25	15,84
3.	SISAČKO-MOSLAVAČKA	13	2739	336,5	25,88	8,14
4.	KARLOVAČKA	6	1494	188,5	31,42	7,93
5.	VARAŽDINSKA	17	3189	316,5	18,42	10,08
6.	KOPRIVNIČKO-KRIŽEVAČKA	16	2457	248	15,50	9,91
7.	BJELOVARSKO-BILOGORSKA	11	2429	221	20,09	10,99
8.	PRIMORSKO-GORANSKA	28	6694	791	28,25	8,46
9.	LIČKO-SENJSKA	7	1017	58	8,29	17,53
10.	VIROVITIČKO-PODRAVSKA	8	1359	126	15,75	9,99
11.	POŽEŠKO-SLAVONSKA	6	1190	99	16,50	12,02
12.	BRODSKO-POSAVSKA	3	2867	139	46,33	20,63
13.	ZADARSKA	22	3199	211,5	9,61	15,13
14.	OSJEČKO-BARANJSKA	17	6595	387	22,08	17,04
15.	ŠIBENSKO-KNINSKA	8	3767	216	27,00	17,44
16.	VUKOVARSKO-SRIJEMSKA	13	1815	200	15,38	9,08
17.	SPLITSKO-DALMATINSKA	50	12717	1358	27,16	9,36
18.	ISTARSKA	42	5220	789	18,79	6,62
19.	DUBROVAČKO-NERETVANSKA	18	3585	252	14,00	10,26
20.	MEĐIMURSKA	22	2719	403,8	18,35	6,73
21.	CITY OF ZAGREB	73	28476	3667,5	50,24	7,76
	TOTAL	416	102929	10491,8	25,22	9,81

Kindergartens in the area of the city of Zagreb and other big town are mainly well equipped. The recent problem is a number of unqualified staff instead of the educators, whereas in smaller kindergartens there is a constant shortage of qualified staff. This is reflected on the quality of programme development in the work with children and in the cooperation with parents.

Teachers and research assistants in primary schools

There is a total of 30,444 educational staff members employed in the educational work in primary schools. Out of this number there are 485 subcontractors (staff members on part-time contracts), while 29,959 are full-time staff members. Table No. 32 presents the structure of qualifications of primary school staff. Special schools for children with special needs have 618 teachers and research assistants. The teacher pupil ratio is 1 : 10.39.

Table No. 32. Number and qualification structure of educational staff in primary schools
(Data from the Financial Administration Office for the year 1999/2000)

GRADUATES	HIGHER ED.	SECONDARY ED.	Total
10.808	17.377	2.259	30.444

The share of women in the teacher population is very high (78.99%), which points to the disturbing threat of feminization of the teaching profession (Table No.33). Considering qualifications, most of the teaching staff have higher qualifications (68.67%), to be followed by those that have degrees (25.02%), and finally there are some staff members with secondary qualifications (6.18%)

The average representation of unqualified teaching in primary schools in the Republic of Croatia is 5.11% (Table 33). The situation is better in lower grades with class teachers than in higher grades with subject teachers. The greatest share of representation of unqualified teachers is the one in foreign language teaching: German (22.11%), and English (16.39%), and also in teaching music (12.20%) and visual arts (10.74%). In the case of seven subjects (French, Italian, Greek, Latin, biology, chemistry and physical training) the representation of unqualified teaching is less than the total average.

Table No. 33. The structure of teaching staff in primary education in the Republic of Croatia regarding subject teaching
(Data derived from the table on Pr.Sch. OŠ/P-9, beginning of 1999/2000, a 82.53% data corpus)

Subject	Employees		Qualification			% of unqualified staff
	Total pattern	Out of this women	Graduates	Higher ed.	Secondary ed.	
		%	%	%	%	
Class teaching	9203,52	89,81%	7,81%	83,43%	8,56%	1,26%
Croatian language	1996,25	88,48%	45,35%	51,22%	2,64%	7,15%
Visual arts	576,38	64,85%	43,03%	51,80%	5,67%	10,74%
Music	658,56	69,19%	38,18%	46,84%	14,87%	12,20%
English	1139,50	90,71%	47,34%	43,15%	8,49%	16,39%
German language	463,14	84,82%	33,14%	55,34%	10,52%	22,11%
French language	28,10	89,32%	76,87%	19,57%	0,00%	0,00%
Italian language	63,65	91,44%	78,71%	12,96%	3,46%	3,46%
Latin language	5,60	62,50%	80,36%	8,93%	0,00%	0,00%
Greek language	1,90	100,00%	100,00%	0,00%	0,00%	0,00%
Mathematics	1737,45	68,52%	24,32%	72,83%	2,88%	7,27%
Biology	767,96	83,64%	34,51%	64,03%	0,94%	3,90%
Chemistry	509,57	82,21%	36,86%	62,28%	0,33%	2,36%
Physics	494,79	53,00%	23,68%	71,42%	3,91%	6,77%
History	805,99	63,73%	42,88%	52,50%	3,51%	7,28%
Geography	759,74	67,21%	39,93%	56,40%	3,00%	6,17%
Technology	629,80	35,36%	37,08%	64,46%	3,48%	6,33%
Health&phys.training	941,05	29,56%	45,74%	54,94%	1,62%	2,43%
TOTAL	20782,95	78,99%	25,02%	68,67%	6,18%	5,11%

Teachers in secondary schools and students' residential homes

Education in gymnasiums, vocational schools and residential homes is carried by a total of 15,753 staff members. 210 of them are research assistants (pedagogues and psychologists), and 15,543 are teachers. Out of the total number, there are 1,261 staff members on part-time contracts, while 14,282 are full-time staff members. The structure of the staff qualifications in secondary schools is shown in Table No.34.

Table No. 34. Number and qualification structure of educational staff in secondary schools and students' residential homes

(Data from the Financial Administration Office for the year 1999/2000)

GRADUATE	HIGHER ED.	SECONDARY ED.	HIGH PROF. QUALIF.	PROF. QUALIF.	Total
13.276	1.254	821	291	111	15.753

The teaching in secondary schools is mostly performed by competent teachers, evident from the data from the beginning of the academic year 1999/2000: there was only 3.16% of the teaching carried by unqualified teachers (Table No. 35). The greatest share of representation of unqualified teachers in general education is the one in teaching German (13.36%), Latin (12.49%), English (11.39%) and Greek (10.61%). Other subjects have a representation of unqualified teaching below 10%.

Table No. 35. Teachers in secondary schools

(Based on the pattern from Table 14, Mainstream secondary schools, data from the beginning of the academic year 1999/2000. The analysis was made without data on larger, more representative schools, and on the basis of data received by November 19, 1999)

SUBJECT	ANNUAL NUMBER OF HOURS PER SUBJECT		
	UKUPNO SATI	Taught by unqualified staff	% of unqualified teaching
Biology	152346	2132	1,40%
English language	454779	51784	11,39%
Ethics (and culture)	71995	1001	1,39%
Philosophy	22173	838	3,78%
Physics	189931	4101	2,16%
French language	24612	281	1,14%
Music	44684	2603	5,83%
Greek language	6485	688	10,61%
Croatian language	639739	11264	1,76%
Informatics(Accounting)	214161	9869	4,61%
Chemistry	160945	827	0,51%
Latin language	67651	8452	12,49%
Visual arts	47595	1345	2,83%
Logics	11961	350	2,93%
Mathematics	523558	18268	3,49%
German language	266380	35598	13,36%

Other languages	12187	1038	8,52%
Other subjects	91162	439	0,48%
Politics and economy	77412	537	0,69%
History	238353	5843	2,45%
Practical skills	1194514	8574	0,72%
Psychology	37484	3155	8,42%
Sociology	23519	980	4,17%
Professional-theoretical subj.	1610594	40211	2,50%
Italian language	65878	1338	2,03%
Physical training & health	367858	2101	0,57%
Religious education	163927	3509	2,14%
Geography	202963	3902	1,92%
TOTAL	6984844	221025	3,16%

The vocational subject teaching in vocational schools is carried by about 6,200 teachers, practical teachers and assistants. Among this number there are 4,000 teachers of vocational-theoretical subjects, about 1,800 teachers are engaged in practical workshop activities and part of the laboratory practice, and 400 assistants participate in practical skills teaching and laboratory practice.

Part of the teaching of vocational subjects is performed by teachers without the required qualification, due to difficulties of engaging appropriate teaching staff. (Table No.36).* Most of these teach in the fields of economy (77), mechanical engineering (63) and electrotechnical engineering (59).

The number of teachers without required qualifications in vocational education stresses the difficulties in engaging professional staff in secondary schools. There is also a great fluctuation of professional staff that can be seen on the basis of pedagogical inspections and the professional pedagogical monitoring of both schools and teachers.

Table No. 36. Teachers of professional subjects - carried by unqualified teaching staff at the end of the academic year 1997/198.

(Data from the record of the Education Administration)

No	Educational field	No. of teachers	No	Educational field	No. of teachers
01.	Mechanical engineering	63	15.	Marine, river and port transport	-
02.	Shipbuilding engineering	-	16.	Postal communications	-
03.	Electrotechnics	59	17.	Air transport	-
04.	Geology, mining, oil	-	18.	Rail transport	-
05.	Economy and trade	77	19.	Chemical technology	13
06.	Catering and tourism	51	20.	Graphics	2
07.	Agriculture	4	21.	Textile	27
08.	Food processing	7	22.	Leather processing	2
09.	Veterinary	-	23.	Health	16
10.	Forestry	7	24.	Personal services	9

11.	Wood processing	19	25.	Other services	2
12.	Civil engineering, surveying and construction materials	18	26.	Optics and glass processing	-
13.	Road transport	1	27.	Internal affairs and protection	-
14.	Domestic transport	-			
				Total	377

In the majority of professions schools are faced with many difficulties in employing highly qualified teachers, even research assistants, basically because of the low salaries, but also due to the working conditions (equipment of schools, possibilities of following developmental trends in the profession), and also the treatment of those with more working experience (non-systematic introduction to teaching, acquiring additional pedagogical-psychological education by passing four exams, passing master certification exams, non-acknowledgment of many years of service in getting benefits in the educational work).

The educational programme in residential homes is performed by educators (subject teachers), pedagogues and psychologists (all together 301). Medical nurses look after the health and improvement of health, quality of nutrition and hygiene of the premises (all together 24). Despite the fact that the current Regulations allow residential homes to have a research assistant - pedagogue, most residential homes do not have a full-time pedagogue, so the pedagogical management and development is performed by the principal.

The number of educators in residential homes, regulated according to outdated and inadequate criteria, is insufficient. As a matter of fact, the programme of a residential home is a round-the-clock one, including Saturdays, Sundays and holidays, which is not taken into consideration. The night-shift staff, (mostly of lower qualification) who look after the students during the night, pose a special problem because this is in contrast with the regulations that demand students can be taken care of exclusively by educators with higher qualification. The existing educators in the majority of residential homes carry the programme, if necessary even in the night shift, on Sundays and during the holidays. All these are the indispensable needs of the programme, and it is necessary to take account of the specific needs of the adolescents that demand a constant professional support and monitoring, particularly in the late evening hours.

Teachers in arts education

There are some 1,200 teachers in music schools. In music schools at primary level there is still a shortage of teachers (particularly those that teach instrument playing, due to a rather narrow specialization of music teachers). Currently there is 20% of teaching how to play different instruments performed by teachers not qualified for this job. This is, at the same time, the main hindrance to a more favourable spread of the music school network.

The secondary school music education particularly suffers from a shortage teacher of theoretical subjects, so many of these are taught by unqualified or insufficiently qualified staff.

3. Introduction of Trainees Into the Educational Process

The introduction of trainees into the educational process and the passing of state certification exams for teachers and research assistants in primary schools is regulated by the Education Act for Primary Schools (NN, No. 59/90), with exams being set since May 1992. Training and sitting for exams for secondary school teachers is based on the Education Act for Secondary Schools (NN, No. 19/92), with exams being set since October 1996. Training and sitting for certification exams for educators and research assistants in kindergartens is based

on the Education Act for Pre-school Education (NN, No. 10/97). In order to achieve a higher quality of certification exams, Regulations and Rules of Procedures for primary and secondary schools were passed in 1995, and in 1997 for pre-school education. Organized training for trainees in pre-school education has been organized since 1998, and in the year 2000 first state exams for trainees in this area of education will take place.

In the course of teacher training, principals of educational institutions, research assistants and more experienced mentors help the trainee in the acquisition of the training programme. The state exams are carried out by examination boards consisting of 5 members. Owing to the great numbers of participants on these examination boards (59 for primary school education, 151 for secondary education), there are many problems present in the organization and coordination.

Table No. 37. Survey of the number of state exams from 1992 to 1999
(Data from the computer records of the Institute of Educational Development)

Year	Primary schools	Secondary schools	Total
1992.	219		219
1993.	709		709
1994.	981		981
1995.	777		777
1996.	724		724
1997.	543	266	809
1998.	746	357	1103
1999.	880	407	1287
Total	5580	1030	6610

In the carrying out of exams the following issues were noticed:

- The appointed advisory boards for the introduction of trainees into the teaching profession in educational institutions are not always active enough in helping the trainee.
- In secondary schools, particularly in vocational schools, there is a large number of teaching staff lacking the necessary pedagogical and methodological competence. Pedagogical colleges and faculties used to organize additional pedagogical-psychological education for certain profiles, but without the methodological programme. This drawback of the additional pedagogical-psychological has now been removed.
- The Institute for Educational Development is carrying out permanent professional training of trainees of all profiles in order to offer the necessary systematic professional support and assessment of the training programme. More attention should be paid in future to the training of trainees in particular professional areas (meetings on local community levels). This is where support is expected from the newly appointed mentors and counsellors.

4. In-Service Teacher Training

In-service teacher training within the educational system is based upon the acts of law for each of the subsystems, i.e., it is compulsory for all members of the educational staff (educators, teachers, research assistants, principals) and is carried out at three basic levels:

- at the personal level as an individual training programme
- at the level of educational institutions as a common programme for the same or different profiles, which is taken care of by the professional developmental section of the institution
- at the level of the Ministry of Education and Sports in the form of professional meetings organized by the Institute for Educational Development, and in collaboration with other institutions (faculties, associations and others) at home and abroad.

There is evidently a growing need of a personal choice of training, particularly in the field of various therapeutic schools (Gestalt, Transactional analysis, Reality Therapy, Psychodynamic School, and others), catering mostly for research assistants in kindergartens, primary and secondary schools and residential homes. This is the consequence of the war and post-war situation, when professionals of these profiles are those that can offer psychosocial support to children students, parents and educational staff members. Besides, professional staff members are getting more conscious of the necessity to “work upon themselves”, i.e. the fact that there are great changes leading to more humane forms of educational institutions. Objectively speaking, it is necessary to continue professional training in the psychological area of education.

It is also evident that there is a need for the additional training of research assistants in areas of creativity of children and youth, as well as sports activities, and developmental education.

The Ministry of Education and Sports, Institute for Educational Development wishes to raise the quality of permanent training of educational staff members to a level adequate to its importance, so, in their annual programmes, they regulate and define criteria for the permanent and systematic professional knowledge acquisition, improvement of teaching, extracurricular activities and extracurricular professional work, introduction to current trends in the pedagogical and methodological sciences at home and abroad for the improvement of

the teaching process and development of the overall educational activity in Croatian education.

Given the current circumstances, in the course of the year 1999 there were more than 700 meetings organized at the county, inter-county, state and international levels. The above number of meetings does not include professional meetings of schools, inter-school, municipal and city level meetings. There are 35,000 participants annually from kindergartens, primary and secondary schools and residential homes. In the course of 1999 there were more than 800 lectures given by research assistants and more than 700 lectures given by the professional staff members of the Ministry. The professional meetings were organized for educational staff members of 37 different professions and vocations (according to subjects and areas).

The topics of professional training of research assistant pedagogues and psychologists and also principals in educational institutions were considered specially important. The areas covered were: psychological needs, communications and non-violent solution of conflicts, as well as pedagogical management for principals.

The Directory of Permanent and Professional Training of Teachers was published, and it includes a list of all professional meetings according to subjects and fields held in 1999, the place and time of meetings, content, names of lecturers and organizers and other data. Permanent assessment and reporting has also been introduced, and programmes for computer data processing and the use on the Internet sites of the Ministry were prepared.

The professional meetings were organized according to the type of participants within a profession, working experience, membership within a particular subsystem, type of school, programme content, type of work, duration, professional competence of the course leader and the holder of the particular topic.

The professional meetings were organized in collaboration with professional institutions and associations, humanities and science faculties, scientific and research institutes, companies and enterprises and international governmental and non-governmental institutions. A high quality international co-operation was achieved in the area of professional training (Goethe Institut, British Council, KulturKontakt Austria, UNICEF...).

The professional meetings were prepared by the counsellors and inspectors of the Institute for Educational Development in collaboration with great numbers of educators, teachers, research assistants and scientists from educational institutions, faculties and professional associations. Along with their full personal engagement, the lecturers and leaders of the professional meetings have put in their professional contribution to achieve the purpose and goal of professional training.

Participation in the training programme and the individual attainment of the participants in the course of training has a great impact on advancement in the professional career. This attainment is scored according to the Regulations applied in the professional promotion of educators and teachers in kindergartens, primary and secondary schools and students' residential homes. By permanent training, educational staff members acquire the professional and pedagogical know-how from topic areas and a wider knowledge that would support their personal development and education on the whole.

In 1999, professional meetings for training of educational staff members were classified in the Directory of professional meetings, issued by the Institute for Educational Development, in 36 categories. Table No.38 shows the planned number of meetings for each category. The presented data make it evident that some professional areas are missing from the professional training programme. The data from the year 2000 show a certain improvement (Table No.39).

Difficulties in the carrying out of the permanent training programme of educational staff members are:

- financial difficulties that can be manifested in the organization of meetings (costs of lecturers and accompanying materials) and attendance (travel expenses and accommodation of participants)
- some professional areas have not been covered by professional training meetings, i.e. there is no existing network of meetings to cover professions, types and sorts of educational institutions
- insufficient usage of contemporary forms of work is still present, i.e. workshops and ability and skills training, together with an integral approach to the identification of needs and usage of a theoretical approach to professional training programmes.

Table No. 38 Survey of the number of planned professional meetings for the training of educational staff members in 1999.

(Data from the database in the "Directory of training '99" published by the Institute of Educational Development)

Educational field	Planned number of meetings	Educational field	Planned number of meetings
Pre-school education	71	Economics, administration, trade, catering	17
Class education	70	Economy, entrepreneurship	5
Croatian language	35	Veterinary, health	2
English language	20	Transport	5
German language	3	Mechanical engineering Shipbuilding engineering	29
Italian language	4	Electrotechnics	10
Mathematics	52	Extracurricular activities	4
Physics	24	Children with special needs	11
Chemistry	20	Pedagogues, psychologists	30
Biology	12	Research assistants	14
Geography	18	School librarians	12
History	29	Students' residential homes	16
Physical training&health	24	Italian national minority	7
Technical culture	5	Ecology, Globe programme	14
Music	24	Promotion	2
Visual arts	4	State exams	10
Informatics, accountancy	19	Principals	9
Sociology, ethics, philosophy	3	Education for human rights and democracy	4

Table No. 39 Survey of the number of planned professional meetings for the training of

educational staff members in the year 2000.

(Data from the database in the "Directory of training '99" published by the Institute of Educational Development

Educational field	Planned number of meetings	Educational field	Planned number of meetings
Pre-school education	61	Religious education	15
Class education	91	Economics, administration, trade, catering	11
Croatian language	49	Economy	1
English language	25	Veterinary, health	3
German language	10	Catering, textile, graphics	5
French language	1	Agriculture, civil engineering	4
Italian language	6	Transport	9
Classical languages	3	Mechanical engineering shipbuilding engineering, electrotechnics, wood processing	34
Mathematics	38	Personal and other services	3
		Adult education	3
Physics	27	Geology, mining, oil	1
Chemistry	16	Extracurricular activities	10
Biology	19	Children with special needs	15
Geography	30	Research assistants, pedagogues, psychologists, school librarians	47
History	31	Residential homes	10
Physical training& health	39	Promotion	7
Technology	5	Trainees, state exams	10
Music	14	Principals	138
Visual arts	9	Other professional meetings	26
Informatics, accountancy	16	Projects	11
Sociology, ethics, philosophy	2		

5. Promotion of Educational Staff

The promotion of educational staff is defined by Regulations on Promotion of Primary and Secondary School Teachers from October 19, 1995, and Regulations on Ways and Conditions of Professional Promotion of Educators, Teachers, Research Assistants and Practical Teachers in Pre-school Institutions: they can be promoted to mentors and counsellors (the first Regulation was passed in 1993). Educational staff members are being promoted twice a year, on Sovereignty Day and in the wake of Christmas holidays.

Evaluation criteria were set for educators, teachers, instructors of catechism, and research assistants who, by their professional work, personal, pedagogical and methodological characteristics, achieve excellent results in teaching, extra-curricular activities and

extracurricular professional work and contribute to the educational process improvement, the development of the overall educational activity of the school and the Croatian education.

Promotion obliges the educators, teachers, instructors of catechism and research assistants to dedicate part of their working hours to the needs of the Ministry of Education and Sports, i.e. for jobs like professional-pedagogical monitoring, mentoring trainees, professional training and other jobs.

When proposing candidates for promotion, special attention has been paid to an adequate spread of promoted mentors and counsellors according to the needs of the profession and the number of staff members per profession. The choice of promoted teachers in counties was another important issue, in order to achieve a good spread of these according to the needs of counties and county regions.

1150 education staff members were promoted from 1993 to 1999. Educators from pre-school institutions have been promoted for the first time (Table No.40)

Table No. 40 Promoted educational staff members in the period between 1993 - 1999.
(Data derived from the database "Promotion of educational staff" , Institute for Educational Development)

Type of school-institution	educator/teacher - mentor	educator/teacher - counsellor	research assistant - mentor	research assistant - counsellor	<i>TOTAL</i>
Kindergartens	9	2	2	2	15
Primary school	408	101	22	7	538
Secondary schools	396	107	25	11	539
Instructor of catechism	50	8	-	-	58
Total:	863	218	49	20	1150

The proposers of promotion procedures of teachers complied with the basic criteria of teacher promotion set by the Regulations, and these are as follows: good results in working with children and students, extracurricular professional work and professional training. It was also taken into consideration whether the promoted teachers would be able to fulfil the demands of the Ministry of Education and Sports to be engaged in jobs like professional-pedagogical monitoring, mentoring trainees, professional training and development of the educational process on the whole.

The application of the Regulations on Promotion of Primary and Secondary School Teachers, and Regulations on Ways and Conditions of Professional Promotion of Educators, Teachers, Research Assistants in Pre-school Institutions has shown certain defects: there is a small number of promotional levels (only two) which does not allow a selective approach to awarding teachers, elements for the evaluation of professional qualities and the quality of work of a teacher with detailed criteria are insufficiently defined, obligations of promoted teachers was also left undefined, and there is an absence of financial support to the promotions.

X ADMINISTRATION, MANAGEMENT AND FINANCING

1. Administration

The purpose of administration in education is to ensure the carrying out of the decisions of the government and its ministries in the area of education which were passed in the Croatian Parliament. These decisions are put into operation through the state and local administrative bodies and the bodies of the educational institutions (administrative committees, school boards, etc). The role of these administrative bodies is defined by acts of law and operational regulations, and it all comes down to deciding about issues that come within the competence of the owner (strategy, finance, human resources, programmes, etc.).

By analysing educational documentation, system laws, operational regulations and the current situation in educational practice, the following concepts have come forward:

- Administration in Croatian education has always been greatly centralized. This becomes evident in the fact that all essential functions, like important decisions on the curriculum, investments into educational premises and equipment, employment and salaries of the educational staff, monitoring the working of schools, professional training of educational staff and the like, all these have always been run by the state.
- Administration is placed above the professional-pedagogical management. This can be seen in the organizational structure and the structure of the educational administrative bodies at the level of the Ministry of Education and Sports and also at the county and local levels. The educational bodies that look after the quantitative-administrative aspect of the working of schools are disproportionate in number and power compared to the bodies that look after the qualitative-pedagogical aspect.
- The overemphasis of administrative management, and the disregard for the professional-pedagogical management can be seen in the excess of normativism. There are too many legal regulations, and they are often changed or amended. This causes dissatisfaction in schools and lack of confidence in the competence of the higher-ranked institutions. Besides, this seems to give rise to a state of mind that satisfying legal regulations is more important than stimulating the creativity and didactic-methodological inventiveness of teachers.

2. Management

Management is an executive function of administration whose purpose it is to exploit, in a most rational way, human and material resources to the benefit of the institution and thus increase efficiency and the level of achievement of its activity. In education, like in all other activities, management includes four characteristic groups of jobs: planning, organization, control and evaluation. Management is dependent on the characteristics of the manager, his/her working style, personality, responsibility and professionalism. The operative managerial functions in education are put into operation at the levels of institutions - kindergartens, schools, residential homes. The holder of these functions is the principal.

The role of the principal of an educational institution is basically determined by system laws and operational educational regulations whose survey we present below:

- The scope of work of the principal is determined by the operational regulations and school acts, but they stress his/her administrative aspect and ignore the professional-pedagogical one.
- The criteria for the choice of principal also stress the compliance to the formal demands, while they only declaratively refer to the professional-pedagogical ones. Recently, the choice of principal has been carried out jointly by the administration of the Ministry and its professional departments (Institute for Educational Development), school boards and teachers' councils.
- The professional training of principals was insufficiently systematic in recent years, while the training content was predominantly directed toward the acquisition of information on legal regulations and their practical application.
- Such approach to the principals' professional training has had an impact on the overall attitude to professional training of the educational staff members in schools. The professional-pedagogical inferiority of a part of principals hindered the introduction of pedagogical innovations and the promotion of the educational process.
- After the establishment of the Institute for Educational Development, a programme of training for principals was drafted and partly put into operation in the whole educational system, with special emphasis on the psychological-pedagogical dimensions of management. The majority of principals, particularly in the pre-school and primary school systems, showed exceptional interest and need for new concepts and skills in the area of communications, non-violent solution of conflicts, identification and acceptance of the needs of children, students and adults, team work in schools and the development of partnership relations with parents.
- Principals-beginners have been being treated as experienced principals and failed to receive adequate professional support in their work.
- The over-emphasized independence of principals in the solution of human resources in schools may often be misused.
- The participation of principals in teaching is rather strictly regulated and is based exclusively upon administrative criteria, while the professional-pedagogical criteria are not considered at all.
- The assessment of the principals' pedagogical role was in most cases disregarded. After the establishment of the Institute for Educational Development, a systematic assessment of the principals' work, and particularly his/her pedagogical role, has finally come into operation.

Some formal indicators of competence of primary school principals

One of the possible ways to determine the professional competence of the principal, more formal than realistic, is to analyse his/her qualifications, profession and working experience. The following table shows such an analysis for the total number of 854 primary

school principals in Croatia. (The analyses data were taken from the database of the Ministry of Education and Sports of the Republic of Croatia for the year 1998).

Table No. 41

<i>Type of qualification</i>	<i>Number of principals</i>	<i>% principals</i>
Secondary education	8	0,9
Higher education	432	50,6
Graduates	401	47,0
Master's or doctoral degree	13	1,5
<i>Total</i>	854	100,00

The results show that less than 1% principals have only secondary school qualification. These are teachers who have finished a teachers' college and were given permission by the legislation to work in primary schools. The other extreme are 1.5% principals with science degrees (masters' or doctoral). 50.6% principals have degrees from teacher training colleges. 47% principals have university degrees. This means that approximately one half of the principals have high and the other higher education degrees.

What are the professions of the principals? These data are classified in related groups of educational staff. The survey shows the range of the principals' professions:

Maths/physics or technical ed. teacher	19.2%
Teacher of Croatian or foreign language	15.8%
Research assistant (pedagogue, psychologist, special-education teacher, social worker)	12.9%
Class teacher	10.9%
History/geography teacher	7.6%
Biology/chemistry teacher	7.0%
P.T/ health teacher	6.4%
Arts teacher (music, visual arts)	5.3%
Others	14.9%

It can be concluded that the highest percentage of principals are those with natural science professions (mathematics, physics, chemistry, biology and technical science), 26.2%, which is 10% more than primary school teachers in the same group. There are 21.1% principals with professions from the humanities and arts field (Croatian language, foreign languages, visual arts and music), 1% more than in the teachers' population. There are 12.9% principals, 10% more than among the teachers, whose profession is grouped among the research assistants with pedagogical-psychological education. The highest disproportion between principals and teachers is in the group of class teachers: there are 35% class teachers and only 10% principals at this educational level. This group consists mainly of women, and this fact is another one to contribute to the inequality in the managerial posts.

The spread of principals on the basis of their working experience is as follows:

Table No. 42

<i>Working experience</i>	<i>Number of principals</i>	<i>% principals</i>
From 0 to 10 years	37	4
From 11 to 20 years	213	25
From 21 to 30 years	315	37

More than 30 years	289	31
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Total	854	100
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There are 29% principals with less than 20 years, and 71% have more than 20 years of working experience. This leads to the conclusion that primary school principals are mature people, 34% of them in the last quarter of their active life. The data show that the average working experience is about 25 years, with a standard deviation of 8.61.

The presented data about the principals' qualifications, professions and working experience could be simplified to help drawing up some conclusions. Half the primary school principals do not have degrees. Most of them come from the natural science field of professions where the study courses do not offer relevant pedagogical knowledge. Principals have a relatively good working experience in schools and probably know all about the institution they manage. The professional competence of principals as seen through the level and structure of their high and higher school education does not correspond to the demands for a superior pedagogical management of primary schools. Their working experience enables them to compensate, to some extent, the lack of an appropriate qualification and profession.

3. Financing

Essential financial indicators of funding in primary and secondary school education in the period between 1995 - 1999

The data on expenditure for the primary and secondary school education indicate that allocated funds for education in this five-year period have grown at the same rate as the GDP, which represents its constant share in the GDP at around 2.65%.

There has been no significant increase of total funds for education compared to the increase in the GDP and the material conditions of school have not been improved.

The funds that cover the expenses of salaries and other payments within the total funds of primary schools, guaranteed by the budget, amount to 80%, while funds that cover the current overheads amount to 17%. The remaining 3% goes for investments. The greatest individual current expenditure is connected with primary school pupils' transport, based on article 46, Education Act for Primary Schools, that amounts to 40% of the total funds reserved for current expenses. Transport costs have to be covered for 650 primary schools with about 86,000 pupils.

There are 430,000 primary school pupils altogether. The guaranteed funds from the budget are insufficient for the coverage of current expenses, as they ensure only the minimum working conditions in schools. The current expenses, without transport costs, amount to 0.95 HRK a day per pupil.

The share of funds for salaries and other benefits within the total funds for secondary schools, guaranteed by the budget, amount to 82%, and the share for the financing of current expenses is 11%. The remaining 7% goes for the support of students in residential homes and investments.

Funds for the financing of current expenses in secondary schools are also insufficient. They ensure only the minimal conditions of work in schools. Some programmes, on account of their nature, are very expensive because they demand practical work and expensive materials (dental technicians' programmes, chemical engineering, applied arts schools, etc.)

The share of the total expenditure on education in the budget funds from 1995 to 1999 ranged from 8.38 to 8.92%.

The monthly salary of the highly qualified secondary school teacher was 2,012 HRK net in 1995, and 3,704 HRK net in 1999. The monthly salary of the secondary school teacher with training college education was 1,864 HRK net in 1995 and 3,440 HRK net in 1999. The index rate of salary increase based on the 1995 data rose to 184 in 1999 for both categories of secondary school teachers.

Survey of investments in education in the period 1995 - 1999

Investments in education are:

- Investments with values above 400,000 HRK (without VAT), and they relate to the construction of new and considerable rebuilding and equipment of the existing school buildings;
- Investments with the value up to 400,000 HRK (without VAT), and they relate to investments in maintenance and additional equipment of existing school buildings;
- Investments into the library fund with required reading sets and the reference collections for school libraries
- Investments into IT.

ref. 1 Consistent with the educational needs and budget funds at disposal, the number of new school buildings or buildings that had undergone considerable rebuilding has increased in the course of years. The construction of a greater number of school sports halls is a proof of the rising standard of schools.

Table No.43 shows that from 38 interventions in 1995 the number rose to 144 in 1999, and the number of new buildings in the same period rose from 38 in 1995 to 96 in 1999, while the number of completed buildings in the same period came to 115.

In this period about 1 bn HRK was used for investments from the funds of the budget and the funds of the local community administration.

ref. 2 Investments in maintenance and additional equipment of existing school buildings is extremely important for the preservation of the existing level of the school standard. The Ministry of Education and Sports in Croatia has some 3500 school buildings at disposal, some of them older than 150 years, some built recently, so clearly maintenance and additional equipment is needed, and these needs exceed the funds at disposal from the budget and the funds of the local community administration.

The enclosed table indicates that the number of interventions in existing buildings increased from 323 in 1995 to 522 in 1999.

The total number of completed interventions is 1987, and the total value of these investments, from the budget and the funds of the local community administration, amounts to about 650 ml HRK.

ref. 3 In the mentioned period 30,600,000 HRK was spent on the library fund, and 355,000 books were bought.

ref. 4 The sum of 28,600,000 HRK was spent on IT in the mentioned period. This sum covered the equipment of 150 PC classrooms (8+1 PCs, network, programme support, user training) in secondary schools and 12 in primary schools. At the same time 1000 individual PCs were bought and divided among 250 secondary and primary schools.

Table No. 43

I. Capital investments (construction and rebuilding > 200,000 HRK)

	1995.	1996.	1997.	1998.	1999. (plan)
Value of investments	58.700.000	67.500.000	93.766.000	153.720.000	176.389.000

(planned)					
Number of buildings	38 30 PS 8 SS	40 31 PS 9 PS	63 40 PS 23 PS	108 68 PS 40 SS	144 96 PS 48 SS
New buildings	19	24	30	85	96
Reconstruction & adaptation	19	16	33	23	48
Number of completed buildings	17	20	17	10	51
Spent funds	44.973.698	63.693.994	86.510.105	142.921.948	-

II. Investments in maintenance (restoration and adaptations < 200,000 HRK)

	1995.	1996.	1997.	1998.	1999. (plan)
Value of investments (planned)	35.200.000	38.000.000	30.900.000	29.450.000	47.610.000
Number of interventions planned	323 250 PS 73 SS	535 382 PS 153 SS	424 285 PS 139 SS	332 256 PS 76 SS	522 410 PS 112 SS
Number of completed buildings	323 250 PS 73 SS	438 315 PS 153 SS	374 271 PS 103 SS	352 262 PS 90 SS	- - -
Spent funds	41.609.940	40.439.604	32.950.046	28.534.706	-

III. Reading lists and reference book collections for libraries

	1995.	1996.	1997.	1998.	1999. (plan)
Planned	3.895.839	4.250.000	4.000.000	11.800.000	10.175.000
Spent	3.895.839	4.235.880	3.999.939	11.700.000	-
Number of purchased book titles	24 PS 19 SS	50 PS 35 SS	57 PS 39 SS	56 PS 49 SS	- -

IV. Equipment (classroom furniture, didactic aids, kitchen equipment. etc)

	1995.	1996.	1997.	1998.	1999. (plan)
Planned	9.000.000	6.000.000	6.770.000	8.950.000	18.877.000
Spent	9.095.000	5.354.229	6.535.885	7.915.000	-

V. PCs for schools

	1995.	1996.	1997.	1998.	1999. (plan)
Planned	3.000.000	6.000.000	7.600.000	12.000.000	17.880.000
Spent	3.573.710	4.576.273	7.600.000	11.915.137	-

XI PROFESSIONAL AND DEVELOPMENTAL ACTIVITIES IN EDUCATIONAL INSTITUTIONS

- The Role and Development of Professional Activities

The term “professional-developmental activity” refers to experts of different profiles, like pedagogues, psychologists, special-education teachers, social workers and librarians. Our legislation refers to these employees as research assistants who, with the principal at the head, work on the team- and interdisciplinary development of educational activities.

The basic role of research assistants is to anticipate, stimulate, direct development and improve the overall educational activity, taking into account the scientific concepts of their respective science fields and in harmony with the generally accepted strategy of the development of education.

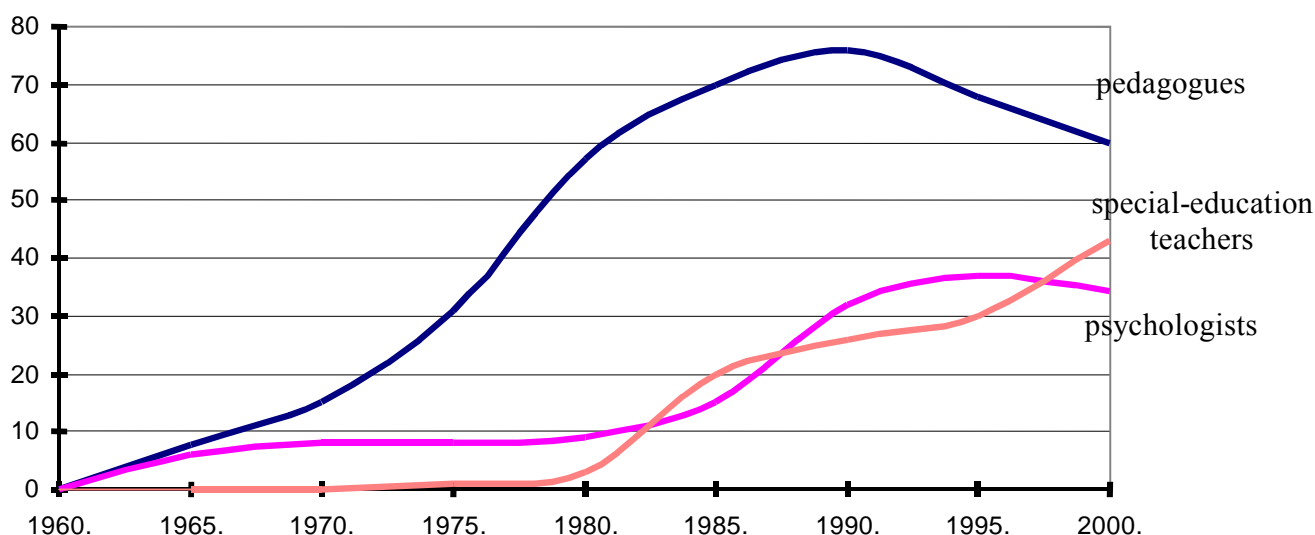
1.	Preparation of the realization of the educational programme
1.1.	Organizing and planning school activities
1.2.	Participation in the operational planning and programming
1.3.	Didactic evaluation of curricula
1.4.	Enrolment of students and forming of classes
1.5.	Participation in the drawing up of the annual school programme
2.	Direct participation in the educational process
2.1.	Introduction of new programmes and other innovations into education
2.2.	Direct monitoring of educational and other activities in school
2.3.	Assessment of students' progress in particular parts of the programme
2.4.	Care for children with special needs (identification, observation, action)
2.5.	Identification and support of the development of gifted students
2.6.	Counselling students, parents, teachers and other staff members
2.7.	Offering professional information and directives to students
2.8.	Health and social care of students
3.	Participation in the analyses of educational results
3.1.	Period analyses of attained educational results in school
3.2.	Study analyses of particular pedagogical phenomena or parts of educational programme
3.3.	Synthetic reports on results at the end of the academic year
3.4.	Realization of research projects important for Croatian education
4.	Activities in the area of professional training
4.1.	Drawing up of annual training programmes and assessment of their realization
4.2.	Introduction of trainees into work and participation in state exam preparations
4.3.	Training of part-time contracted staff members
4.4.	Preparation and presenting professional lectures
4.5.	Organization of various forms of training of educational staff
4.6.	Conducting the professional-methodological workshop
4.7.	Presenting demonstration classes for teachers
4.8.	Demonstration of contemporary techniques and technology
5.	Documentation activities of research assistants
5.1.	Acquisition of new literature and professional periodicals for the school
5.2.	Compilation of topical bibliography

5.3.	Introduction of IT into educational activities
5.4.	Looking after the school, educational and teachers' documentation and records
5.5.	Keeping students' records
6.	Other activities

After an analysis of the development of the research assistants' activities so far, we can determine the following: (1) At the beginning, the developmental functions were taken by teachers of different profiles - presently we have specially educated experts, research assistants. (2) At the beginning there were two persons engaged, a pedagogue and a psychologist, nowadays we have interdisciplinary expert teams. (3) The area of work is more extensive and certain smaller segments were added to the overall educational process. Research has shown that there are more than 300 different jobs that can be adequately performed only by experts like the school pedagogue, psychologist, special-education teacher, social worker, programmer, etc. (4) The quality level in the achievement of educational tasks of the school has risen considerably with the introduction of research assistants. (5) Research assistants have developed into an operational core of professional work in schools, and from them come all the initiatives directed towards progress, achievement of innovations, assessment and research, evaluation of results and proposals of measures for the improvement of the educational process.

The major breakthrough in the achievement of developmental pedagogical functions in schools was accompanied by a systematic employment of research assistants in schools. At the beginning it was disorganized and slow, and together with the times of essential changes in the educational system the process was intensified.

Graph: research assistants' employment in schools



The results of the long-term observation show a certain stagnation of the developmental activity and a decreased number of research assistants in the last 10 years by approximately 30% (the same period in Slovenia shows a rise in the number of employed research assistants by almost 60%). The ascending curve of special-education teachers' employment should be seen through two facts:

1. until 1980 no special-education teacher worked in a regular school, because children with special needs were separated from regular pupils
2. after the establishment of the independent Croatian state, the rights of children and persons with special needs were respected, consequently the process of their integration in this period has been intensified. This demanded the employment of special-education teachers in all schools attended by children with special needs.

A stressed disconcerting fact is the fall in the number of employed pedagogues and psychologists, as they are present in insufficient numbers in the school system anyway. What makes it worse is the war and post-war situation where the pedagogical-psychological activity should have an important role. That was proved in practice, as it has become evident that there is a great demand for psycho-social programmes that would train non-experts - volunteers how to offer psychological support and help to those who suffered in the war: children, students, parents, teachers and educators.

Nowadays and in future, such programmes are still necessary if we take into account problems of development and behaviour of children, students, parents and teachers caused by the still present stress and traumas.

Along with certain weak points accompanying the introduction of research assistants into our schools, we must point out the undeniable fact that they have greatly influenced the rise in quality of pedagogical practice and substantially contributed to the development and improvement of the educational process. That can be proved by empiric research. The results of the assessment of research assistants' work can be simply and coherently summarized by stating that the pedagogical situation in schools that have research assistants, who receive an adequate pedagogical support, is incomparably better than in those that have no experts of this profile on their staff

In institutions where research assistants are employed, we can see that:

- there is a better quality of planning and programming of work (due to professional analyses of results achieved)
- the educational process is being observed and contemporary approaches and didactic solutions suggested
- trainees are professionally and systematically introduced to their work and professional training of research assistants is organized
- gifted children are identified and their development systematically stimulated
- children with special needs are observed and are adequately helped
- the young are advised, and teachers are given suggestions how to behave in certain pedagogical situations
- parents are helped by advice to develop a better understanding of their children and to adapt their educational impact
- assessment of students is observed and stimulated and they are assisted in the choice of their future school or profession

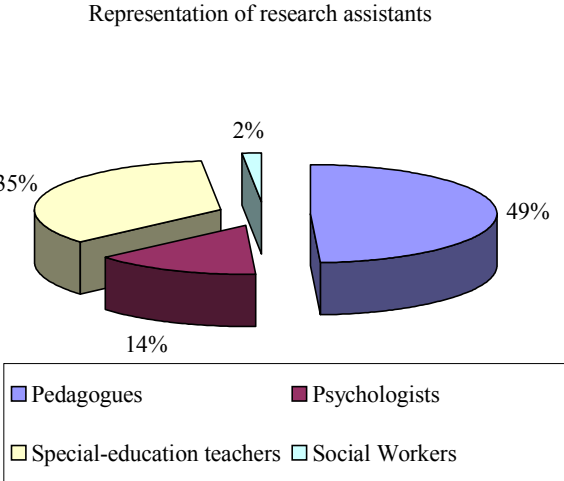
- certain developmental and pedagogical problems are observed and solutions are found through team and interdisciplinary activities (e.g. truancy, violent behaviour, addiction, etc.)
- relationships between students and teachers are raised to a higher, more humane level, and a desired pedagogical-psychological climate for educational work is created
- pedagogical innovations are introduced not formally but professionally, and their performance is analysed professionally, with a competent evaluation of the achieved level

In institutions with no research assistants these activities are either not performed or are performed at a low quality level.

The situation and identified problems

The majority of research assistants are school pedagogues, then special-education teachers, psychologists and social workers. The quantitative analyses show that the pedagogues participate in most of the jobs that are in the area of the development of the educational process, with other profiles lagging behind. The fact that there are fewer psychologists employed in schools reflects the more intensive employment of special-education teachers who would be able to professionally help those children who have difficulties in mastering the school programme. It seems to be forgotten that the psychologists’s job is primarily to prevent and not treat, and this task cannot be compensated by the work of other experts.

Graph showing the representation of research assistants



The data analysis on the representation of schools by research assistants shows that in more than 2000 primary and secondary schools there are 1300 research assistants. However this coverage cannot be considered sufficient. Namely, 41% of primary schools do not have a pedagogue (considered to be the key profile of research assistant in Croatian schools), and 35% of primary schools do not have a single research assistant. The situation in secondary schools is even more unfavourable: 57% have no pedagogue, and 54% have no research assistant at all. The total of employed research assistants in primary and secondary schools (pedagogues, psychologists, special-education teachers and social workers) amounts to 2% of the staff employed in these institutions.

There are mainly formal-legal reasons that the quality of developmental-pedagogical activities is not achieved at a higher quality level. There are a few examples listed:

- The direct pedagogical work of research assistants differs by its structure from the direct work of teachers, and should be treated in accordance with its programmatic tasks;
- The number of students cannot be taken as the criteria for the inclusion of research assistants into school work. It would be more acceptable to double the norms expressed by the number of students and add to them some “real life criteria” like: school shifts, number of teacher trainees, student population characteristics, number of teachers without pedagogical-psychological education, spread of schools in the area, their distance, number of school buildings, pedagogical needs of the environment, number of programmes and vocations in secondary schools, and the like.
- Regulations on qualifications and pedagogical-psychological education of teachers and research assistants in secondary schools allows a teacher with 5 years of working experience to perform the work of pedagogue.

In practice, some weaknesses have been noticed in school, like the following:

- Research assistants perform administrative and organizational tasks (shift leaders), instead of dealing with the pedagogical development of the educational process. The analyses show that more than 30% of working time is spent on jobs outside their professional scope.
- The principal does not give sufficient acknowledgment and support to their work which diminishes the possible results of these activities.
- There is insufficient attention paid to the professional development and training of research assistants. Taking into consideration that research assistants are the core of internal development of a school, and thus also those who give initiatives for changes, their professional training within the institution should be intensified and more demanding than that of the other teaching staff.
- After the Institute for Education was abolished, the numbers of research assistants in education was decreased, and so was their role. This can be proved by the appointing of pedagogues shift leaders, by exchanging the pedagogue for a psychologist or vice versa. In this case it goes for two complementary but not identical professional profiles, with a different university education: they can and should collaborate but cannot be exchanged.

- There are insufficient funds reserved for attendance of research assistants at professional meetings, for equipping them with necessary instruments, professional literature, IT equipment and software, etc.

Development Projects

In recent years the Ministry has established project collaboration with numerous institutions, including related ministries, institutions of science and research and many professional, civic, humanitarian, international and domestic associations.

Owing to great numbers of these initiatives that were not always possible to assess with the existing resources, particularly after the disrupted continuity of the Institute for Education, a need was felt for an adequate questionnaire to be implemented in schools to identify precise data, based on expert opinion, about the representation of development, content, premises and users of the projects and an evaluation of their results. This would help the completing of updated project documentation. Regulations should be useful to define principles of future project collaboration, with the goal to rationalize the human, organizational and financial resources in the project functioning, tender documentation and the regulation of procedures in approving and evaluating projects.

This chapter is a short review of part of the projects that are topical and the Institute for Educational Development is taking active part in the implementation, assessment and evaluation of the achieved project results.

RAISING OF THE QUALITY OF EDUCATION IN THE CROATIAN DANUBE REGION

The goal of this project is a systematic improvement of education in pre-school institutions, primary and secondary schools in the Danube region to make it reach the level of education in corresponding institutions in other parts of Croatia.

The project encompasses the problems of appointment of principals, setting-up of a network of educational institutions, organizational-developmental services, prerequisite conditions for project task development, professional exams, teacher training, psycho-social support and raising principals' competence.

MODERNIZATION OF EDUCATIONAL TECHNOLOGY IN PRIMARY AND SECONDARY EDUCATION

The unsatisfactory state of educational technology in primary schools (7th and 8th grade) and secondary education of the Republic of Croatia, and the fact that the quality of education directly depends on educational technology, made the Ministry of Education and Sports, stimulated by the World Bank, decide to develop the project MODERNIZATION OF EDUCATIONAL TECHNOLOGY IN PRIMARY AND SECONDARY EDUCATION.

As the primary and secondary education in the Republic of Croatia, considering its quantity, is rather developed (805 mainstream primary schools and 352 secondary schools *), but as the contemporary educational technology is expensive, the Ministry of Education and Sports - Institute for Educational Development, opted for a rational approach to investments in the modernization of educational technology. This approach implies the following:

- a) The development of DEVELOPMENTAL-METHODOLOGICAL CENTRES (DMC) for the Croatian language, foreign languages and natural sciences in primary schools and gymnasiums, i.e. TECHNICAL-EDUCATIONAL CENTRES (TEC) for secondary vocational schools;
- b) The coordination of types and nets of DMC and TEC with the natural resources of the Republic of Croatia and the already set goals of long-term development of certain activities on the area of one or more counties;
- c) Developing DMC and TEC in those primary schools or gymnasiums, i.e. in those secondary vocational schools, that have adequate premises for the placing of the DMC and TEC and also have teachers who can use the contemporary educational technology;
- d) A different spread of DMC and TEC on the whole area of the Republic of Croatia, not only in its capital, so that it should be equally accessible to users (teachers of particular professions and students);
- e) Setting up DMC and TEC in existing schools as separate working, organizational and financial units, with the purpose of realizing their demanding educational tasks;
- f) Opening of the DMC and TEC to the users in schools from the surrounding area and also to the interested parties from their economic environment;
- g) A corresponding communication link of the DMC and TEC with schools in the region as well as the possibility ensuring board and lodging for users in students' residential homes, should they need a longer stay in the centres.

Competent working groups, with university professors, primary and secondary school teachers and counsellors and inspectors of the Institute for Educational Development on the team, have drawn up the proposal of the listed types of DMC and TEC.

** This number does not include 70 music schools (primary and secondary) that work within open universities and primary schools or as independent educational institutions*

MINIMAL STANDARDS OF EQUIPMENT FOR MECHATRONICS TECHNICIANS

Due to the fact that the Ministry of Education and Sports approved the testing of the professional profile MECHATRONICS TECHNICIAN together with a draft programme, without any previous experience with the minimal educational technology, the Institute for Educational Development, with the help of subcontractors, started drafting the document "Minimal standard of equipment....". The document was published in the Bulletin.

By drafting and publishing of this document, the Institute for Educational Development accomplished two goals: first, schools that have the vocational programme for the profession MECHATRONICS TECHNICIAN will be able to get the equipment necessary for this profile, not the one suggested to them by agents. All schools that are in the process of standardizing their technology for a defined vocational programme will thus have a good methodological indicator.

"Watch out, children, beware of explosives" is a project, which is part of the national programme of protecting children from the danger of explosives. The holders of the project are the Ministry of Education and Sports and Police Academy. It is implemented in kindergartens, primary and secondary schools. A modern didactic material has been made that includes a video cassette for the instruction on how to be protected from unexploded mines and other explosives, and there is also a brochure for secondary school students and some leaflets.

“Project of supplementary training for entrepreneurship” is a test programme of supplementary training in some 10 primary and secondary schools. It is a programme of the international organization Junior Achievement that has been implemented in more than 100 countries. The goal of this programme is motivating the young to acknowledge and understand free entrepreneurship and the free market economy in order to improve the quality of their life.

The programmes are adapted to the students’ age and will help students to get acquainted with the idea of free entrepreneurship, global economy and the economy of their respective county, saving, environmental protection and rational use of natural resources. Beside the programmes that explain basic concepts, students will get acquainted with the role of an individual in economy as well as their own role, the role of the family in economy and the responsibility of the individual and the citizens for the economic development both their community and globally. We expect that the students will learn concepts and procedures of business ventures in the system of the free market economy, with risks and consequences, and all other issues that follow success in business.

The programme will be experimentally implemented for a year, and it will be assessed to determine its effect. It is assumed that there will be a positive effect, though it depends on a number of factors. If the assumptions prove correct, the programme would be proposed for implementation in the majority of schools in the Republic of Croatia as a supplementary programme.

OTHER PROJECTS

Project: “School gardens” (UNICEF)

The activities of this project have been going on since 1996, and have been implemented in a relatively large number of schools (some 100). The project is about the planting or restoration of school gardens and their continuous improvement with the active participation of students. The goal is to make them acquainted with natural processes, health and environmental education and a psycho-social recovering (for children from the former war areas).

The project is financially supported by UNICEF within the programme of the activities in the period 1999/2000.

Socio-pedagogical project “Education for love and non-violence” in primary schools “Komarevo” and “Turanj” (Suncokret)

The project is directed toward organized leisure time for children who have behavioural and socio-emotional problems owing to the stress of war. The leaders of the activities are social pedagogues, employees of *Suncokret*, and *Suncokret* also gives the financial support. The schools are in agreement with the project. At the moment the project is waiting for approval for the year 1999/2000, and at the end of the academic year 1998/99 it had a pilot phase.

Project: “Possibilities of advancement of children care in children’s homes and foster families” (MRISS)

The financial support for the project comes from the Ministry of Work and Social Welfare, and it is a project catering for the quality of life of children without parental care. In 1999 a

research was approved into a previous project "Psychosocial development of abused children placed in social welfare institutions". The research deals with the consequences of children abuse with a view of developing adequate programmes for the timely identification and efficient prevention of abuse. Together with the projects of the Ministry of Education and Sports and MARISS the research was supported by institutions of higher education: Study Centre of Social Work at the Law Faculty in Zagreb and the Education-Rehabilitation Faculty in Zagreb.

Project: "Education for Human Rights and Democracy" (KulturKontakt Austria)

The project assembled participants from four schools attended by students from national minorities, and they have agreed to the project in the course of the preparation period in spring 1999. Together with the method of learning through the project, the project itself intends to stimulate multicultural cooperation among the students and teachers. The project would end in 2000, and two of the five planned seminars have already taken place. The greatest part of the financial support comes from KulturKontakt Austria, and the project is in the phase of signing documents at the level of the Ministry of Education and Sports and the Office of the Chancellor of Austria.

Project: "Parent - School Association" (CRS)

The project has been introduced in some schools in the Croatian Danube region, and tends to satisfy and cater for different interests of ethnic groups with the help of associations of parents and schools. The greater part of the project is centred on the leisure time of the young, giving advice to both the young and their parents, but there is also a financial support for the schools. It started in 1999, and CRS wishes to spread it over the complete area of "Storm" where there are still its subsidiaries.

Project: "Leaders of activities for the young" (PRONI Center Osijek in collaboration with the PRONI Institute Sweden)

In 1997 PRONI Centre with the support of the PRONI Institute from Sweden started the education of young adults with secondary education to become leaders of leisure time activities for children and youth. In spring 1999, through the good offices of the Swedish ambassador, they initiated a collaboration with the Institute for Educational Development with the hope of getting more funds, which did not happen though possibilities for certain ways of cooperation have been left open.

On the wider Osijek area, within the framework of their compulsory practical work, they organize various activities for their members with the purpose of helping solve ethnic conflicts by offering stimulating activities to the young in their leisure time, both within and outside school premises but approved by the schools.

Project: "Development of a network for psychological intervention in crises" KRIN (DPP in collaboration with the UNICEF)

Since 1999 the KRIN project has been training educational professionals for possible reactions in critical situations. There are seminars for educational staff organized and their goal is to give urgent psychological support to groups or individuals who have suffered

exceptional traumatic experience or were witnesses to one. The project is financed by the UNICEF, and its activities will continue in the year 2000.

Project: "The young in transition" (The UNICEF international center for children development, Florence)

The project ended in September 1999, and it consisted in the collection and processing of a great number of data on the situation and position of the young, aged between 15 and 24, in European countries in transition, with the goal of preparing the seventh report on this topic (Regional Monitoring Report No 7).

The chief holder of the report for Croatia was the National Bureau of Statistics, while the Ministry of Education and Sports took over the following topical units: Transitions within the schools systems; Non-attendance and discontinuation of education; Acquisition of life skills and health programmes; Transition from school to the labour market.

Project: "Prevention of children abuse via the school system and local community" (Parents Association Korak po Korak)

The project is based on the expertise of the Centre for the prevention of abuse, Ohio, USA. It consisted of an initial seminar held in November 1999, after which professionals in schools had workshops for children and parents. In workshops children were made aware of the possibilities of abuse, they were given encouragement to oppose abuse and were told how to realize their rights in cases of becoming victims of abuse.

The sort of organization, assessment and evaluation of results of post-seminar activities actually present the research area of the project.

Project "Korak po Korak" (Step by Step) is based on forms and methods of teaching students about changes in the organizational forms of educational work and the inclusion of parents in the work of classes and the school.

The Association was given the approval for research by the Institute of Educational Development on September 29, 1999, and it will be in operation in the course of academic years 1999/2000 and 2000/2001. In this research the following schools and classes have been included: the first two classes of the primary school *Samobor* from Samobor, the combined class of the primary school *Petar Preradović* in Pitomača, regional unit Turnašica, one class from the primary school *Drago Gervais*, Brešca, and one combined class in the regional unit Mune.

The project is financed, organized and evaluated by the Parents Association for the Promotion of the Quality of Life of Children and Families "Korak po Korak", Zagreb.

Project "Prevention of violence and sexual abuse of children through the educational system" (DPP, Association for Psychological Support)

The project would try to train educational professionals to identify and detect children abuse, and the Institute for Educational Development was approached and asked for approval and collaboration. DPP hopes to get financial support from UNICEF, but it has not been approved yet.

Project : “Psychological dimensions of primary school class teachers, subject teachers and research assistants”

The seminar was organized for the above mentioned educational staff members from primary schools who work on the former critical war areas. There were 30 participants who have acquired new knowledge from the areas of communication, solving conflicts, facing stress, help with learning, professional stress, burning out and other. There were 5 seminars altogether with the total of 104 hours. The organizers were the Ministry of Education and Sports - Institute for Educational Development and KulturKontakt, Austria, while the seminar programme was put into operation by the Association of Psychological Support (DPP), Zagreb.

Projects: “The frequency of dyslexia-dysgraphia; research” and “Working with dyslexic-dysgraphic children” (SUVAG)

It is a research project, intended for the identification, frequency, symptomatology and additional problems that accompany dyslexia-dysgraphia found in our schools. On the basis of the above research, the authors would develop a programme of teacher training dedicated to this subject with the goal of improving and developing this aspect of working with children. The results are not yet at disposal.

Project MIOR: “Methodology and obligatory programme content of the sustainable development of islands”

The project Ministry of Reconstruction and Development (MIOR) is a complex and multidisciplinary one, exceptionally important for the society, and its first phase is directed towards the development of the strategy and demographic reconstruction and stimulation of the economic development of Croatian islands. The help of our department was asked for part of its programme, which was fulfilled in June 1999. The realization of the project is in operation and is at the level of the relevant ministries.

Institute for Educational Development

Under various names (Institute for Educational Development, school monitoring, school inspection) educational-pedagogical services have continuously been in operation in Croatia since 1874. In the course of the democratic changes in Croatia in 1990, the Ministry of Education and Culture was established within whose frame operated the Institute for Education. It had its departments and sectors in Osijek, Split and Rijeka (the seats of the former independent institutes). At that time, the reorganization of the Institute took place and the number of employees was drastically reduced, from 360 to 168 professional experts.

The contribution of the Institute for Education in the times of war was enormous, particularly in 1991 and 1992. That was the time when its employees conscientiously and enthusiastically worked on very responsible tasks concerning organizational-technical and programmatic targets, in order to make the Croatian educational system function better and without interruption, despite the exceptionally difficult circumstances due to the war. These tasks included teaching in emigration: Austria, Hungary, etc.

In 1993 several variants of the structure and role of the educational-pedagogical services were worked out, unfortunately none of them were accepted. In accordance with this, the programme of the Institute's activity was diminished. It was the administrative work that seemed to take precedence, and the jobs of counselling, instruction and development were kept lagging behind. Finally, in 1994, with a new reconstruction of the Ministry of Education and Sports, the Institute of Education was formally closed. Due to the 1995 Act, educational inspection (within the Ministry) took over part of the business of inspection that was one of the jobs of the Institute. The 1997 Act on professional-pedagogical monitoring triggered the establishment of the professional-pedagogical monitoring service in education within the Ministry.

After the further reorganization of the Ministry of Education and Sports in 1998, the Institute for Educational Development was established again, with its two departments (Department for Curricula, Educational Development, Professional Monitoring and Training, and the Department for Research, Development and Publishing), together with regional units in Rijeka, Split, Osijek, Zadar and Varaždin.

In April 2000, a reconstruction of the Institute for Educational Development was performed with the purpose of a more operational and clearer definition of the work content of its structural units and individuals, and this also meant that the holders of the realization of certain programmatic tasks would be given responsibility. The Institute has four departments and six sectors (in Zagreb, Rijeka, Split, Osijek, Zadar and Varaždin). (Scheme No. 4).

Unfortunately, the ban on new employment, passed by the Croatian government, has had a very unfavourable effect on the work of the Institute. The former wrong decisions of decreasing the number of counsellors and inspectors and the closing of the Institute of Education were only partly corrected by the new establishment of the Institute. Its personnel potential (number and profile of the employed) is, namely, not in harmony with the tasks demanded from the Institute. It is almost pointless to compare the standards of the pedagogical-developmental infrastructure of our education (institutes, offices, etc.) with the corresponding standards of the neighbouring Slovenia or other European countries.

The basic task of the Institute for Educational Development is to perform professional jobs of monitoring, inspection, improvement and development of the educational system within the field of activity of the Ministry of Education and Sports. The performance of these jobs includes:

- drawing up and coordination of draft curricula, analysis and evaluation of the realization of the curricula with suggestions for their improvement
- monitoring and inspection of teaching and other forms of educational work and acquisition of education as well as offering instructional-pedagogical support for improvement
- coordination of tasks regarding students' competitions
- support in the organization and implementation of introduction of trainees into education, the organization and implementation of state exams of educators, teachers, and research assistants
- coordination and implementation of tasks of training educational staff members
- implementation of professional-pedagogical monitoring in accordance with the special law on assessment and offering professional instructional-pedagogical support in the education of ethnic groups and national minorities
- organization and implementation of scientific and developmental pedagogical research

- drawing up draft professional-pedagogical standards and norms of educational equipment and aids
- assessment and monitoring of the use of textbooks, initiating changes and suggesting additional materials to existing textbooks and writing new ones
- offering instructional-pedagogical support in the education of children and youth with special needs
- performing all other tasks in the assessment, monitoring, improvement and development of the school system
- promotion of the achievements of educational activities in the society.

The basic difficulties of the work of the Institute are reflected in the evident shortage of counsellors of relevant professions and vocations, inadequate premises and material and technical conditions of work, the distance of the counsellors from some Croatian regions and educational institutions (e.g. the ones in Dubrovnik, Istria, Lika, Virovitica, Bjelovar, and others).

There are only 76 counsellors and inspectors in the Institute and they have to give professional support to the whole of the Croatian educational system, which, objectively speaking, cannot be done. This is why it is necessary to get more professionals on the staff. That means that regarding the real needs of education an optimal number of counsellors (according to professions and area of work) must be engaged, who would then competently, successfully and on time perform all the set targets. A clear conception of the educational-pedagogical activities should be drawn up and agreed upon, goals and tasks should be defined, together with programmes, organization and method of work, premises and human resources, financing, ways of evaluation and self-evaluation of the Institute's work.

Besides having full-time counsellors and inspectors, the Institute also engages a greater number of relevant part-time experts to perform those tasks that cannot be covered by the Institute's employees. They perform tasks in the field of teacher training, professional-pedagogical monitoring, advising and instruction, implementation of professional license exams, drawing up curricula, textbook writing and production of educational aids as well as tasks of research, development and publishing.

Owing to insufficient and untimely financing, the Institute had great difficulties in the realization of its programme of work. So it was impossible to start the publishing of the professional scientific journal, (though planned), exchange publications with related institutions from abroad, equip libraries with contemporary domestic and foreign professional literature, make permanent training of its counsellors and inspectors possible, realize more effectively the process of promoting educational staff members into higher professions, setting up professional licence exams, stimulate, project and develop research activities, etc.

Scheme of the structure of the Institute for Educational Development

DEPT. FOR R&D,
AND PUBLISHING

DEPT. FOR GENERAL AND
SPECIAL CURRICULA

DEPT. FOR VOCAT.
& ARTS EDUCAT.

INSTITUTE FOR EDUCATIONAL DEVELOPMENT

Dept. in Zagreb

DEPT. OF PRE-SCHOOL, PRIMARY &
GYMNASIUM CURRICULA

Dept. in Varaždin

Dept. in Rijeka

Dept. in Split

Dept. in Osijek

Dept. in Zadar

On the basis of identified difficulties in the work of the Institute, and in accordance with the tasks that should be successfully realized, the Institute should in nearer future be situated in different locations to be able to offer identical service to all parts of the school system in the whole of Croatia.

Besides, the Institute for Educational Development should become an independent institution in the form of a State Institute. There are convincing professional reasons, and this is also proved by the similar positive experience in other countries.

More attention should be paid to the permanent training of counsellors in their profession as well as in the pedagogical-psychological field of education. The Institute should include in its system all those who have been promoted into mentors and counsellors, set up a network of these experts, systematize their permanent and high quality training for the performance of advisory-instructional, monitoring, research and other jobs, but their statuses should also be correspondingly ordered (higher salaries, working time in their own institutions, working time allotted to the performance of the work from the Institute's field of activities, rights and obligations, etc).

Despite the exceptionally complex conditions of work of the Institute for Educational Development, its employees, owing to their cooperation with many excellent collaborators from outside the institution, succeed in giving all the necessary professional and other support to educational institutions and individuals. Without this, such a wide and complex system as the school system would definitely fail to continue functioning satisfactorily.

XII THE STRUCTURE AND ROLE OF THE MINISTRY OF EDUCATION AND SPORTS

By the Decree of the Croatian government (NN, No. 42) from April 13, 2000, the inner structure of the Ministry of Education and Sports was changed. The following administrative organizational units and internal organizational units from the domain of work of the Ministry are established:

1. Minister Cabinet
2. Secretariat
3. Department of education
4. Department for international cooperation in education
5. Sports and technical education department
6. Department for legislative, administrative and inspection affairs
7. Financing department
8. Institute for Educational Development
9. Regional units

1. Tasks and scope of work

1. The Minister Cabinet deals with protocol, coordination, correspondence and other jobs for the Minister and his deputy, tasks regarding public relations, information in public media and other administrative jobs.

2. The Secretariat of the Ministry coordinates tasks regarding the plan and programme of the Ministry, tasks of coordinating the work of administrative units within the Ministry and its internal organizational units, tasks concerning in-service professional training of the Ministry's employees, monitoring their work and undertaking measures of securing efficiency. The Secretariat is also in charge of all the general, personnel and financial issues, translation, copying and photocopying, office, despatch and archive, supplies, switchboard operator, receptionist and other jobs. Within the Secretariat there are two departments:

- 2.1. Personnel and general affairs department,
- 2.2. Accounting department.

3. Department of Education monitors the situation in pre-school, primary and secondary education, education of children and youth with special needs, adult education, takes care of the implementing of laws and other regulations within its scope of work, prepares and draws reports and surveys, analytical and professional bases for drawing up draft bills of law and other regulations, agrees to the start of activity of educational institutions, assesses, plans and monitors the realization of the curricula for national minorities, carries the textbook approval procedures, monitors the work of the bodies and administration of local and county communities responsible for education, and other jobs within its scope of work.

With this purpose the following departments have been organized within the Department of Education:

- 3.1 Department of pre-school and primary education,
- 3.2. Department of secondary education,
- 3.3. Department for textbooks, educational equipment and facilities,
- 3.4. Databank processing.

4. Department for international cooperation in education is engaged in activities regarding education of Croatian children abroad, coordinates the running of school board and teacher-coordinators, cooperates with the educational authorities of the respective countries, plans, realizes and monitors the development of cultural and educational cooperation with other countries, cooperates with the Croatian educational associations abroad and other international educational organizations (UNICEF, UNESCO, Council of Europe, etc.) and carries out other activities within the scope of its work. Within the Department for international cooperation in education the following units have been organized:

- 4.1 Department for bilateral and multilateral cooperation
- 4.2 Department of education abroad
- 4.3 Department for recognition of foreign certificates

5. Sports and technical education department monitors the situation, development and improvement of sports and technical education and deals with other matters delegated by the Minister. With this purpose the following departments have been organized

- 5.1. Department for sports
- 5.2. Department for technical education

6. Department for legislative, administrative and inspection affairs prepares and draws draft bills of law and other regulations that come within the scope of the Ministry, monitors the preparation and implementation of laws and other regulations in the areas of education, sports and technical education. Within this department there are the following organizational units:

- 6.1. Department for legislative affairs
- 6.2. Department for administrative affairs
- 6.3. Department for school inspection

7. Financing department plans and secures financial funds for salaries, current expenses, capital investments and special programmes. Within this department there are the following organizational units:

- 7.1. Department for salaries and current expenses
- 7.2. Department for capital investments and special programmes

8. Institute for Educational Development - the scope of work has been described in detail in Chapter XI, part 3.

9. Regional units in Osijek, Rijeka, Split, Varaždin and Zadar take care of the inspection and evaluation of schools and other analytical professional tasks outside the headquarters of the Ministry. Within their organization there are two departments:

- 9.1. Department for school inspection
- 9.2. Department for school evaluation

2. MINISTRY OF EDUCATION AND SPORTS MINISTER CABINET

SECRETARIAT

1. Personnel and general affairs department
2. Accounting department

Department of education

1. Department of pre-school and primary education
2. Department of secondary education
3. Department for textbooks, educational equipment and facilities
4. Databank processing

Department for international cooperation in education

1. Department for bilateral and multilateral cooperation
2. Department of education abroad
3. Department for recognition of foreign certificates

Sports and technical education department

1. Department for sports
2. Department for technical education

Department for legislative, administrative and inspection affairs

1. Department for legislative affairs
2. Department for administrative affairs
3. Department for school inspection

Financing department

1. Department for salaries and current expenses
2. Department for capital investments and special programmes

Institute for Educational Development

1. Research & development and publishing department
2. General and special curricula department
3. Pre-school, primary and gymnasium curricula department
4. Vocational and arts school education department

REGIONAL UNITS IN OSIJEK, RIJEKA, SPLIT, VARAŽDIN AND ZADAR

- 9.1. Department for school inspection
- 9.2. Department for school evaluation

XIII SUMMARY

The report on Croatian education was prepared by the counsellors and inspectors of the Institute for Educational Development of the Republic of Croatia, with the purpose of helping members of the Education Council and its subgroups in the preparation of changes in the educational system.

The report is mostly descriptive and includes the fundamental characteristics, i.e. the structure of the educational system, with numerous statistical indicators. We hope that this report will be a good basis for the longer written paper “Basis for the organization of education of the Republic of Croatia” (accepted at the 3rd session of the Education Council, June 16, 2000) which has been subjected to public debate.

The report was written at the time when, on the one hand, we wish to form an educational system for the 21st century, where the teacher exchanges his/her “unquestionable authority” for the new knowledge and technology in a different democratic atmosphere, when he/she will have the role of mentor, counsellor and, on the other hand, at the time of exceptionally unfavourable working conditions in terms of premises and finance, when 61 school in Croatia still work in three shifts.

This discrepancy between the desired and the realistic leads us to believe that the public debate on the draft of changes in Croatian education would help the Institute to write a methodologically more consistent report on education in future, with new, more optimistic details.