

**II. INTERNATIONAL CONFERENCE OF THE *LEARNING MIGRATION*
COMENIUS 3 NETWORK**

***MIGRATION AND INTERCULTURAL DIALOGUE –
CHALLENGES TO EQUALITY IN EDUCATION***

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Thematic Group for Educational Authorities

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Croatian Education Policies for National Minorities

Hoc ius, quod tibi vis, semper debes dare cuivis.

The right that you want for yourself, you must always give to the others.

Latin proverb

1. Background of minorities in schools

Croatian policy on national minorities is based on democratic values developed in relevant United Nations' instruments for human rights protection, such as the UN International Convention on Civil and Political Rights which Croatia has ratified. Furthermore, Croatia ratified all the conventions of the Council of Europe addressing human rights and has concluded bilateral agreements on protection of national minorities with neighbouring countries.

In addition it has put in place a number of relevant legislative provisions, such as The Constitutional Law on the Rights of National Minorities (CLNM), The Law on the Use of Language and Script of National Minorities and The Law on the Education in the Language and Script of National Minorities.

The term of national minority is defined in the Article 5 of The Constitutional Law on the Rights of National Minorities. According to that provision, a national minority is a group of Croatian citizens whose members have traditionally inhabited the territory of the Republic of Croatia and whose members have ethnic, linguistic, cultural, and/or religious characteristics that are different from those of other citizens and who wish to preserve these characteristics. The CLNM sets the domestic legal framework for minority rights in Croatia. National minorities are guaranteed the right of having up to eight representatives in the Parliament, and to be reserved seats on a proportional basis at local government level. The census and any recent electoral registers are used to calculate this allocation. Additionally, the CLNM establishes Councils of National Minorities at local, regional and state level as consultative bodies that provide opinions and proposals on relevant minority issues.

According to the last census in 2001 the population of Croatia is 4.437.460 inhabitants. Taking into account the mentioned definition of a national minority, the Croatian society encompasses as it follows:

Croats - 3.977.171 (89,63%); Albanians – 15.082 (0,34%); Austrians – 247 (0,01%); Bosniacs 20.755 – 0,47%); Bulgarians – 331 (0,01); Czechs – 10.510 (0,24%); Germans – 2.902 (0,07); Hungarians – 16.596 (0,37%); Italians – 19.636 (0,44%); Jews – 576 (0,01%); Macedonians - 4.270 (0,10%); Montenegrins – 4.926 (0,11%); Poles – 567 (0,01%); Roma – 9.463 (0,21%); Romanians – 475 (0,01%); Russians – 906 (0,02%); Rusins – 2.337 (0,05); Slovaks – 4.712 (0,11%); Slovenians – 13.173 (0,30%); Serbs – 201.631 (4,54%); Turks – 300 (0,01%); Ukrainians – 1.977 (0,04%); Wlachs – 12 (0,00%); others /related to the listing/ - 21.801 (0,49%); undeclared according to the definition – 89.130 (2,01%); unknown – 17.975 (0,41%).

2. Recent immigration

Mostly Croats from Bosnia and Herzegovina, Serbia, Montenegro and other countries are moving to Croatia.

3. Number of minorities in schools

Education in the language and script of a national minority is carried out in preschool institutions, primary schools, secondary schools and other school institutions that hold classes in a language and script of a national minority, as well as other forms of education (seminars, winter and summer schools and the like), as provided in The Law on the Education and Training in the Language and Script of National Minorities.

Pre-school education

School year 2006/2007: Model A: Czechs – 137 children, 7 groups, 2 kinder gardens, 14 educators;

Hungarians – 178 children, 8 groups, 7 kinder gardens, 11 educators; Serbs – 323 children, 2 groups, 2 kinder gardens, 2 educators; Italians – 845 children, 39 groups, 18 kinder gardens, 89 educators;

Model C: Hungarians – 20 children, 1 group, 1 kinder garden, 1 educator.

Total: 1.503 children

Primary education

School year 2006/2007: Model A: Czechs – 426 students, 5 schools, 34 teachers; Hungarians – 276 students, 5 schools, 71 teachers, 36 classes; Serbs – 2.301 students, 18 schools, 369 teachers; Italians – 1.523 students, 17 schools, 263 teachers, 105 classes; *Model B:* Hungarians – 13 students, 1 school, 2 teachers, 1 class.; *Model C:* Czechs – 431 students, 13 schools, 11 teachers; Hungarians – 759 students, 15 schools, 11 teachers, 82 classes; Slovaks – 505 students, 7 schools, 6 teachers; Serbs – 461 students, 21 schools, 29 teachers, 38 classes; Macedonians – 23 students, 2 schools, 2 teachers, 2 classes; Germans and Austrians – 68 students, 1 school, 5 teachers, 7 classes; Ukrainians – 20 students, 4 schools, 1 teacher;

Total: 6.806 students

Secondary education

School year 2006/2007: Model A: Bosniacs – 94 students, 1 school; Hungarians – 71 students, 1 school, 26 teachers, 10 classes; Serbs – 962 students, 8 schools, 183 teachers; Italians – 775 students, 4 schools, 143 teachers, 66 classes; *Model B/ C:* Czechs – 50 students, 1 school, 5 teachers, 4 classes.

Total: 1.952 students

Roma minority inclusion in education system

The Action Plan for the Decade of Roma Inclusion 2005-2015 was adopted in 2005 in order to improve the integration and inclusion of Roma in education system and society in general. It follows the previously adopted strategy entitled the National Program for the Roma, adopted in 2003.

Concerning the inclusion of Roma children in education system the improvement has been achieved. In 2005/2006 year 345 children were included in pre-school programs, 1.013 students in primary schools and 17 in secondary schools. In 2006/2007 school year there are 707 children in pre-school education, 3.010 students in primary schools and 58 students in secondary schools. The data are relating to those who declared themselves as belonging to Roma minority.

1. Provisions in schools

The national strategy for the area of education entitled The Education Sector Development Plan 2005-2010 was adopted by the Government of the Republic of Croatia in 2005. Within the key priorities in educational development, the minorities are stated as target group that will be offered the special educational programs and implemented following the standards of efficiency and quality in education.

The members of national minority can exercise their constitutional right to education through three basic models and special forms of education:

- Model A – overall education in the language and script of a national minority with obvious Croatian language learning; this model on all level of education system exercises Czechs, Hungarians, Italians and Serbs;
- Model B – bilingual education; the curriculum is realised in minority language (humanities and social sciences) and in Croatian language (natural science);
- Model C – nurturing the language and culture of national minority; the additional module of curriculum, 5 hours per week, closely related to the culture of national minority (composed of the minority language, literature, history, geography and visual arts and culture);
- The language of a respective national minority is taught as the language of the community; the pupils at schools in which the tuition is in Croatian languages are offered to learn the minority language as well;
- Seminars, workshops in minority languages; summer and winter schools, distance learning;
- Special programs for inclusion of Roma population in educational system according to the National Programme for the Roma and the Action Plan for the Decade of Roma Inclusion 2005-2015.

2. Allocation of resources

The Ministry of Science, Education and Sport provides the largest financial support to the education sector, which includes the national minorities' education as well. Other ministries and local government also allocate funds for education. According to the national strategy, special attention is

given to minorities' education on the state budget level which include besides regular financing, special means for the textbook development in minorities' languages, for the implementation of the National Program for the Roma and the Action Plan for the Decade of Roma Inclusion, for distance learning for minorities, summer and winter schools for minorities, seminars, workshops, NGO projects realised in partnership with schools etc.

3. Curriculum

The Ministry of Science, Education and Sports developed and adopted the new curriculum for primary schools in 2006 which is based on The Education Sector Development Plan 2005-2010 and Croatian National Education Standard. Among other components the curriculum introduces the new student oriented approach to learning and teaching process in education.

The new curriculum in minorities' languages for primary and secondary education has been in the process of developing for all three models (A, B,C) previously mentioned.

4. Bilingual education

The national minorities which exercise the right to overall education to be practised in their minorities' languages (Model A) are: Czechs, Hungarians, Serbs and Italians. In this model the students are obvious to learn Croatian language 4 hours per week.

The bilingual education (Model B) is implemented for Czechs and Hungarians. In this model the area of humanities and social science is realised in respective minority language and the area of natural science in Croatian language.

5. Action plans

Action Plan for the Decade of Roma Inclusion 2005-2015 was prepared by the Government Office for National Minorities in co-operation with relevant ministries, Roma associations and adopted by the Croatian Government in 2005. The Action Plan further details the National Program for the Roma in 4 areas: education, health care, employment and housing/infrastructure. Education component aims to include Roma children and youth in all level of education system and support them in order to improve their inclusion in society. The programme of pre-school education is intended to encompass as large number of Roma children as possible and thus create the precondition for their successful learning in primary school. The Ministry of Science, Education and Sports set-up the network of Roma assistants whose main task is to intermediate between the Roma community and the school in joint efforts for the improvement of education of Roma children in schools and their integration in school environment.

6. Teacher training

The Government is responsible for the professional, pedagogic and psychological training of teachers, i.e. their pre-service and in-service training. Concerning the special training for teachers in the languages of national minorities, the Ministry supports the teacher training programs organised by minority NGOs or their training and visits to the country of their minority language.

7. New initiatives

The new textbooks and curriculum has been developed for primary and secondary education of national minorities.

8. Examples of best practice

The establishment of kinder gardens for Roma children ran by Roma NGOs; the examples of integration of Roma children in primary school; the education in minority language.