

# Peace and Human Rights for Croatian Primary Schools Project

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## BACKGROUND

**T**he fall of communism in Europe and the dissolution of the former Socialist Federative Republic of Yugoslavia into independent states were followed by the war that started in Croatia in 1991 and in Bosnia and Herzegovina in 1992. Croatia suffered from a large-scale displacement of its citizens and an influx of refugees from the neighbouring country. In safe zones the number of students per class coming from different cultural and ethnic backgrounds grew rapidly, while the number of teachers decreased. The shortage of teaching materials, aids and facilities, made the situation even worse. Democratic changes of educational system, including legislation, textbooks and teacher training, announced by the Ministry of Education and Sport's policy papers issued shortly after the Croatian independence in 1990, were consequently slowed down.

Following the cease-fire agreement between Croatia and Yugoslavia in January 1992 and the subsequent Croatian regaining of its occupied territories in 1995 and 1998, the issues of peace, stability and democracy appeared high on the political agenda in Croatia. Soon, the preparation of teachers for new educational approaches based on the principles of human rights, the rule of law, equality, democracy and pluralism became one of the most urgent tasks.

With this in mind, UNESCO proposed an externally-assisted project in peace and human rights education for primary schools in Croatia. The proposal received full support from the Government of the Kingdom of Netherlands in the context of their fund-in-trust co-operation. The timely approval of the project by the

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Ministry of Education and Sport and the Ministry of Foreign Affairs of the Republic of Croatia created the ground for the contract to be signed between UNESCO and Croatian Government in February 1997.

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## OBJECTIVES

**T**wo levels of objectives were foreseen in the project:

### Long-term objectives

- to develop a conceptual framework for incorporating the results of the project throughout Croatia's formal education system and other forms of education and training, as a means of a comprehensive approach to educational restructuring;
- to promote respect for human rights, tolerance, sustainable democracy and lasting peace through all levels and forms of education and training.

### Short-term objectives

- to develop learning materials in human rights for grades 1–4 students;
- to develop instructional materials in human rights for grades 1–4 teachers;
- to train a group of selected teacher trainers using the project's materials;
- to develop a tentative plan of activities following the project's termination;

## Project

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- with the assistance of UNESCO, lay the groundwork for an international and intra-national consultative network in the field;
- by the end of the project, prepare a draft policy paper on peace and human rights education for grades 1–4 of elementary school and submit it to the Croatian Ministry of Education and Sport and UNESCO for revision, with an aim to introduce the programme developed by the project into the national curriculum.

## PROCEDURE

The implementation of the project was entrusted to the Croatian Commission for UNESCO. The Commission appointed a national co-ordinator, technical assistant and permanent group of qualified specialists. Most of them were either experienced researchers from the University of Zagreb or outstanding under-graduate and post-graduate students and young researchers coming from different disciplines. The project team also worked closely with teachers and human rights activists from Croatia and abroad. In all, more than 30 researchers and assistants were engaged in one or more of the project's tasks.

The project was carried out in two phases (see Picture 1):

### Phase 1 activities

(February 1997 – February 1998)

#### *Development of the conceptual framework*

- review of programmes, international standard-setting documents and national policy statements related to peace and human rights education; establishing contacts and co-operation with national and international experts in the field;



- analysis of the 1991–1997 governmental and non-governmental initiatives, programmes and activities in peace, human rights and related education in Croatia;
- review of Croatian primary school curricula and selected textbooks for issues in peace, human rights and civic education;
- field study of attitudes, needs and expectations in peace and human rights education on a nation-wide sample of school principals, primary school teachers, 1–4 grade students and their parents;
- preparation of a draft conceptual framework to be used as a basis for the development of Croatian programme and materials in peace and human rights education;
- organisation of an international expert round-table, including the representatives from UNESCO, UNICEF, Council of Europe and Croatian Ministry of Education and Sport, aiming at reviewing the project's draft conceptual framework.



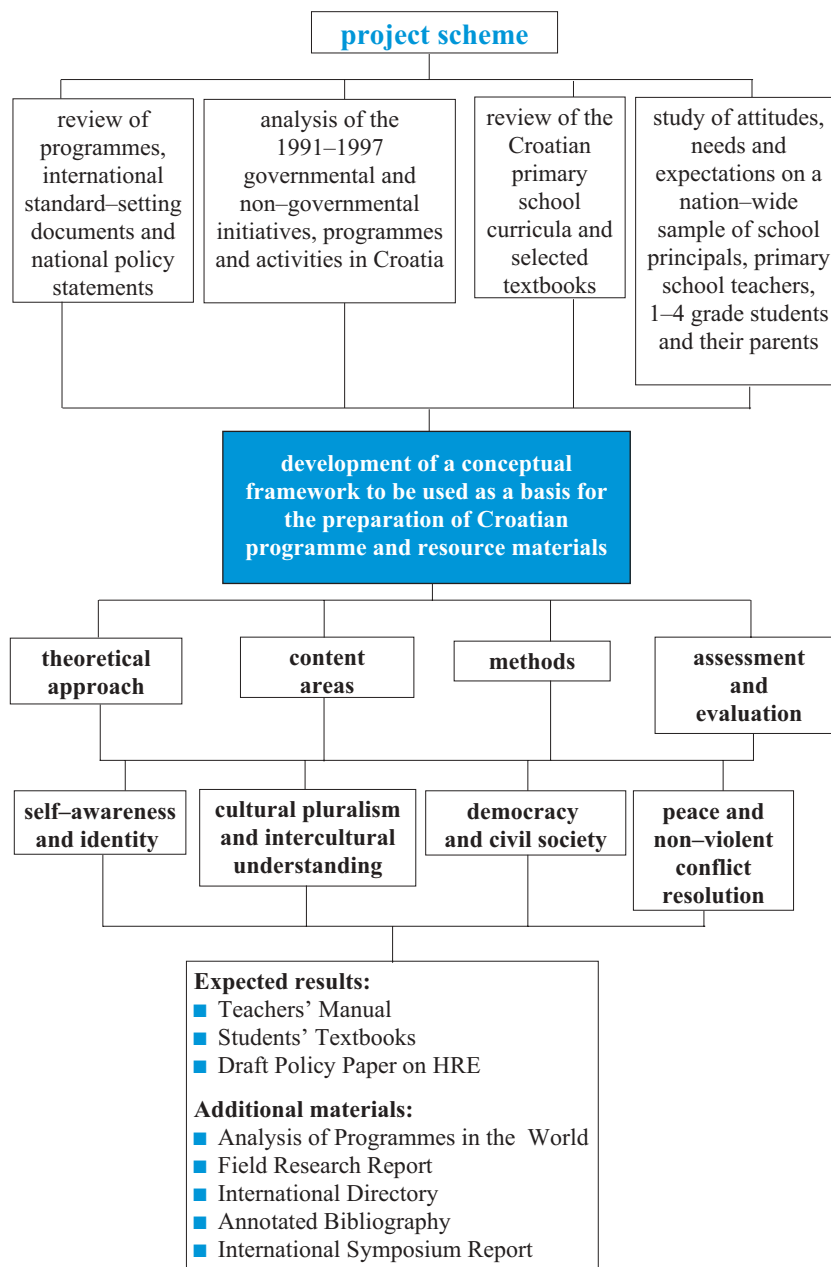
#### Phase 2 activities

(February 1998 – March 1999)

#### *Development of educational programme and materials*

- review of the field study results;
- development of a programme and a series of teaching/learning materials in peace and human rights education;
- distribution of students' textbooks and teachers' manual to selected schools for revision;
- training of selected trainers;

**Picture 1**



- organisation of an international symposium with an aim to present the project's results and to discuss various approaches to peace and human rights education in Croatia and elsewhere;
- final revision of students' textbooks and teachers' manual;
- preparation of a draft policy paper on peace and human rights education for primary schools.



## RESULTS

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### 1. Review of literature

#### 1. 1. Educational resource materials

**T**he most important objective in the beginning was to collect information on institutions working in peace and human rights education world-wide and to receive their resource materials (curricula, manuals, practical guides, textbooks, etc.) for analysis. This



was also an opportunity to present the project to relevant experts and institutions around the world and to link it to networks in this field. After sending a letter of request to some 150 addresses, the project received more than 50 publications for the analysis.

The materials received were divided in five groups: a) *human rights education*; b) *peace education*; c) *intercultural education*; d) *civic education*; and e) *development education*. They were analysed using an instrument originally designed for this purpose – *The Guide to Analysis of Models/Programmes in Peace, Human Rights and Related Education*. The analysis focused on the following: 1) origin (author); 2) framework (theoretical, normative, social, etc.); 3) aims and objectives; 4) content (issues and structures); 5) teaching and learning approaches (methods and organisation); 6) assessment arrangements (programme’s quality, students’ achievement, and teachers’ practice).

Some of the most interesting outcomes of the analysis are:

- *absence of a comprehensive and holistic conceptual framework* (main focus is on learning about international standard-setting documents and/or community problems);
- *low level of cultural sensitivity and multicultural perspectives* (the issues of teachers’ and students’ cultural and ethnic backgrounds and their impact on the interpretation of educational objectives as well as on their outcomes, are often underestimated);





- *emphasis on cognitive skills and stimulus–response teaching/learning styles* (although many approaches rely on experience, team–work and participation, cognitive tasks still occupy a large amount of space);
- *lack of efficient strategies for co–operation and co–ordination* (practical role of different agents, such as school, family and the community, including NGOs, is seldom clearly defined);
- *neglect of assessment and evaluation procedures* (resource materials rarely address the issue of assessment and evaluation of programmes’ quality, teachers’ practice and students’ achievement).

Out of the 50 programmes analysed, 36 were selected under the title *Education for Peace, Human Rights and Democracy: Analysis of Programmes in the World*. The compilation includes, among others, programmes of UNESCO, UNICEF, Amnesty International UK, IPRA, Open Society Institute from New York, Center for Civic Education from Calabasas, Irish Department of Education, Irish Commission for Justice and Peace, Center for Citizenship Education from Warsaw, European Youth Centre from Strasbourg, Center for Teaching International Relations of the University of Denver, Anti–Defamation League of B’nai B’rith, and the Citizenship Foundation from London.

### **1. 2. International standard–setting documents and national policy statements**

Review of international standard–setting documents and national policy statements was undertaken with a view to determine international and national target values that are decisive for education in general and for peace and human rights education, in particular. The spirit and principles of these documents were later used as guidelines for the development of the Croatian programme framework and the related resource materials.

The review of national policy statements indicated a considerable gap between educational policy and the reality of practice. The majority of the strategic documents issued by the Croatian Ministry of Education and Sport during the 90s condemned all forms of ideology in education and made the democratisation of schools an educational imperative. However, very little was said on standards, contents and methods that were progressively shared by the world community in pursuing democratic changes. With the exception of the Universal Declaration of Human Rights, a great number of Croatian teachers, educational specialists and students were still inadequately informed about international and regional human rights standards and their role in shaping national education approaches.

With this in mind, the project team undertook to translate some major international and regional standard-setting documents to be used as guidelines for the development of peace and human rights education programmes, locally and nationally. The publication entitled *Standard Setting Documents in Peace, Human Rights and Democracy* was prepared as a reference material intended for teachers and educational specialists. In all, 43 texts were included with two-thirds of them having been translated into Croatian for the first time. Moreover, the Constitution of the Republic of Croatia and the Constitutional Law on Human Rights and Freedoms and the Rights of Ethnic and National Communities or Minorities, were also added.

#### List of documents translated into Croatian

- *UN documents* (Universal Declaration of Human Rights, 1948; International Covenant on Civil and Political Rights 1966; International Covenant on Economic, Social and Cultural Rights, 1966; Convention on the Rights of the Child, 1989; Declaration on the Right to Development, 1986; Declaration on the Protection of Women and Children in Emergency and Armed Conflict, 1974; Declaration on the Rights of Persons Belonging to National or Ethnic, Religious or Linguistic Minorities, 1992; Principles Relating to the Status of National Institutions of the Commission on Human Rights, 1992);
- *UNESCO documents* (Convention Against Discrimination in Education, 1960; Recommendation on the Status of Teachers, 1966; Recommendation Concerning Education for International Understanding, Co-operation and Peace and Education relating to Human Rights and Fundamental Freedoms, 1974; Declaration on Fundamental Principles Concerning the Contribution of

the Mass Media to Strengthening Peace and International Understanding, to the Promotion of Human Rights and to Countering Racism, Apartheid and Incitement to War, 1978; Convention on Technical and Vocational Education, 1989; Declaration on Principles on Tolerance, 1995; Integrated Framework of Action in Education for Peace, Human Rights and Democracy, 1995; Universal Declaration on the Human Genome and Human Rights, 1997);

- *Council of Europe documents* (European Convention for the Protection of Human Rights and Fundamental Freedoms, 1950; European Social Charter, 1961; Framework Convention for the Protection of National Minorities, 1994; Vienna Declaration (of the First Summit), 1993; Final Declaration of the Second Summit, 1997; Recommendations 453 of the Consultative Assembly on Measures to Be Taken Against National and Religious Hatred, 1966; Resolution 743 of the Parliamentary Assembly on the Need to Combat Resurgent Fascist Propaganda and its Racist Aspects, 1980; Recommendation 968 of the Parliamentary Assembly on Xenophobic Attitudes and Movements in Member Countries with Regard to Migrant Workers, 1983; Recommendation 1034 of the Parliamentary Assembly on the Improvement in Europe of Mutual Understanding between Ethnic Communities, 1986; Declaration of the Committee of Ministers regarding Intolerance – a Threat to Democracy, 1981; Recommendation No R (85)7 of the Committee of Ministers to Member States on Teaching and Learning about Human Rights in Schools, 1985; Recommendation No R (92)12 of the Committee of Ministers to Member states on Community Relations, 1992; The Budapest Declaration of the Committee of Ministers “For a Greater Europe Without Dividing Lines”, 1999; Declaration and Programme on Education for Democratic Citizenship, Based on the Rights and Responsibilities of Citizens of the Committee of Ministers, 1999);
- *OSCE documents* (Helsinki Final Act, 1975; Charter of Paris for a New Europe, 1990; The Hague Recommendations on the Right to Education of National Minorities, 1996);
- *International meetings concluding documents* (Proclamation of Teheran, Teheran, 1968; Principles of the International Congress on the Teaching of Human Rights, Vienna, 1978; Statement from the World Congress on Disarmament Education, Paris, 1980; Sevilla Statement on Violence, Sevilla, 1986; World Declaration on Education for All, Jomtien, 1990; World Plan of Action on Education for Human Rights and Democracy, International Congress on Education for Human Rights and Democracy, Montreal, 1993; The Vienna Declaration and Programme of Action, World Conference on Human Rights, Vienna, 1993; Copenhagen Declaration and Programme of Action, World Summit for Social Development, Copenhagen, 1995; Genoa Declaration on Science and Society, 1995).

## 2. Field study

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The study was undertaken with a view to provide the field data on attitudes, needs and expectations of persons directly involved in education, either as learners or as teachers. It was believed that better understanding of their positions in relation to peace and human rights education could help the project team to develop a more comprehensive and efficient programme, as well as the resource materials for teaching and learning. The study was carried out in three phases:



- an *ad hoc* review of Croatian primary school curricula and selected textbooks, as well as of non-formal, mostly NGOs', initiatives in peace, human rights and related education;
- series of site visits to target schools and communities that led to the preparation of the field research, including the questionnaires designed for:
  - school principals,
  - primary school teachers,
  - 3–4 grade students,
  - students' parents;
- application of the questionnaires on a national level on all four groups in 21 randomly selected schools representing 21 counties.

All data were statistically processed at the level of descriptive analysis. While indicating a high level of interest for peace and human rights education, the findings also demonstrated a

considerable lack of understanding of these approaches in all four groups. Since the primary school teachers were seen as the most interesting target group, their attitudes were factor analysed. The results showed that they were grouped around the two principal values: conservatism/narrowness and democracy/openness. Among the conservatively oriented teachers, national and cultural identity was seen as the most preferred issue of a future programme, whereas democratically oriented teachers chose democratic decision-making and intercultural understanding. The former group also saw national pride, tradition and civil obedience as the target values of education in this field, whereas the latter stressed the importance of multiculturalism and democracy. However, more than two thirds of all the teachers stated that the programme should address child's rights, non-violent conflict resolution and environmental protection.



Discussing the results, the project team recognised an urgent need to initiate the development of more sensitive and differentiated approaches to education and training in peace and human rights in future, so as to be able to respond more effectively to the trainees' cultural and ideological backgrounds. A detailed analysis and interpretation of the field data was presented in a separate study entitled *Education for Peace, Human Rights and Democracy: Field Research Results*.

### 3. Preparation of resource materials

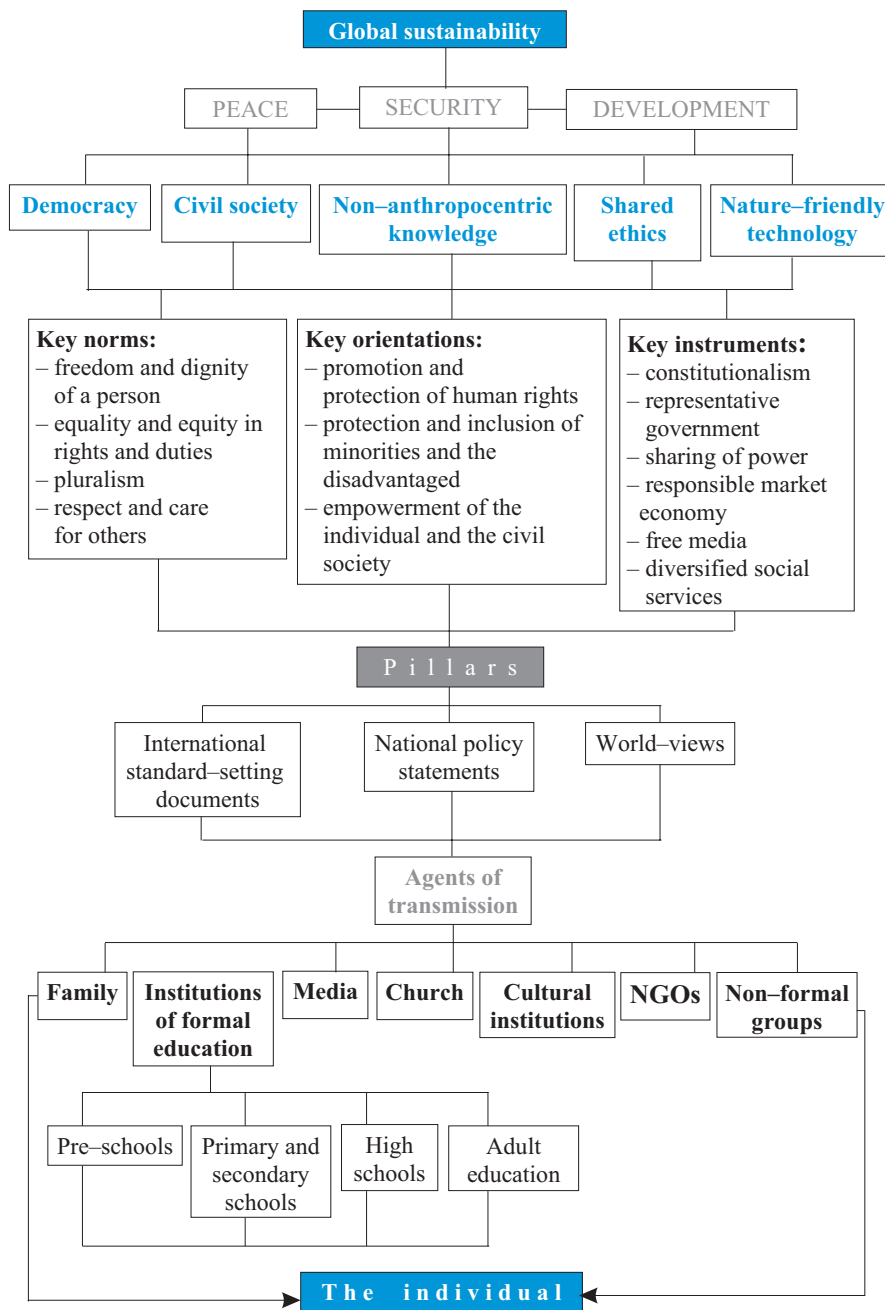
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Preparation of resource materials for teachers and students emerged as one of the most challenging tasks in the project, particularly when a consistent rationale for educational aims and objectives was about to be determined. The questions, such as *Why all this*, *What is the purpose of our work*, and the like, were thoroughly discussed and were not understood as being simply a rhetorical tool. To be serious enough about the need for educational changes, one must know not only *What* and *How* to change but also *Why* the changes are necessary and, accordingly, develop a system of rational and valid argumentation to justify our action.

Thus, the answers to these questions were seen as crucial in the development of resource materials for teachers and students in the project. After many discussions, a holistic approach to the determination of aims and objectives was accepted (see Picture 2). The concept of *global sustainability* was chosen as the reference point of educational action and was defined by two sets of target values, such as *peace, security and development*, on one hand, and *democracy, civil society, non-anthropocentric knowledge, shared ethics*, and *nature-friendly technology*, on the other hand. Both sets were then linked to a cluster of *norms, orientations and instruments*. The structure was seen as dependent on three pillars, such as international and national standard-setting documents and world-views, as well as on a network of social agents, such as family, institutions of formal education, media, church, cultural institutions, NGOs, and non-formal groups. It was understood that these agents were directly responsible for transmitting the values of the pillars to each individual learner.

This holistic approach to a complex system of interrelated and interdependent values was the basis on which the teachers' manual, students' textbooks and other texts were fully and

**Picture 2: The framework of aims and objectives**



consistently developed. In sum, the framework of values became formative in a way that it determined the content as well as the methods of teaching and learning for peace and human rights. Two principles were emphasised in this respect:

- ◆ action in education should be directed towards the individual; school can make society change only by changing the individual;
- ◆ changes in the individual must be based on an enhanced self-awareness and self-responsibility enforced by knowledge and skills and enriched by the individual's awareness of and the responsibility for others and the society at all its levels.

### 3. 1. **Teachers' manual**

The manual entitled *Education for Peace, Human Rights and Democracy: Teachers' Manual* was designed as a teaching tool aiming at informing the teachers on approaches to peace and human rights education and helping them develop their teaching skills in this field. The content is divided into three chapters:

- Description and justification of aims and objectives;
- Peace and human rights education programme;
- An overview of methods and strategies for implementation and assessment.

Bearing on the philosophy of the project's approach discussed above, the first chapter focuses on the role and importance of peace and human rights education. It explains the interdependent nature of educational aims and objectives in this field and describes social, individual, normative and institutional prerequisites for their attainment.

Second chapter contains the programme in peace and human rights education developed by the project. It is divided into four broad units similar to students' textbooks. Each unit begins with a short description of objectives, implementation strategies and assessment arrangements followed by a number of activities:



- ◆ *Discovering the Self* describes activities that help students explore and understand themselves and one another, express their opinions, become familiar with his/her family, ethnic and national background, trace the changes they go through in life, understand their rights and link them to the responsibilities that their family, school and community have towards them and vice versa, as well as the responsibilities they have towards themselves. It is suggested that “The Convention of the Rights of Child” be used when the issues of rights and responsibilities are discussed.
- ◆ *Cultural Differences* is about helping students to understand and appreciate the others and their way of living. Suggestions are made on how to deal with stereotypes and prejudices, verbal abuses and humiliation in school and how to link prejudices to discrimination, exclusion and inequality. Teachers are encouraged to help their students understand the acceptance of differences as a basic human value recognised in the “Universal Declaration of Human Rights”



and other international and regional documents.

- ◆ *All Together* guides the teachers in helping their students understand democratic community as a complex system of citizens' rights and responsibilities. Teachers are advised on how to develop responsibility, rights, equality, justice, co-operation, tolerance and solidarity in the class and how to promote participation and pro-active behaviour among their students, as well as their decision-making skills. They are also encouraged to help their students understand the role of both the citizens and the government and their relations.
- ◆ *From Conflict to Peace* contains suggestions on how to address issues of peace and violence in the class and how to encourage students to master conflict resolution skills, including dialogue, negotiation and mediation. Teachers are introduced to different techniques in this field and advised to discuss the roots and aspects of conflicts and violence with their students. They also learn how

to motivate their students to recognise, express and respect their own feelings and those of others. In the end, they are advised on how to incite students to reach their goals in co-operation with others for the benefit of all.

Third chapter gives an overview of methods and strategies for implementation and assessment in peace and human rights education followed by the examples of innovative practice, including integrated teaching. Multiple-choice strategies and active approaches, such as action-research, role-play, simulation, games, discussion and social actions are stressed throughout the text.

### 3. 2. Students' textbooks

Students' textbooks for grades 1–2 and grades 1–4 of primary schools entitled *Looking for My World 1* & *Looking for My World 2* are intended to help students become more competent in their relations towards themselves and the world on three levels:

- **ME – level:** understanding and accepting personal qualities (self-awareness, self-esteem, autonomy, self-criticism, creativity, openness, etc.);
- **ME and the OTHERS – level:** understanding and accepting the qualities of relations with others (tolerance, co-operation, solidarity, respect for others, empathy, responsibility, etc.);
- **WE – level:** understanding and accepting the qualities of a democratic community (human rights, freedom, equality and equity, justice, interdependence, peace, stability, etc.).

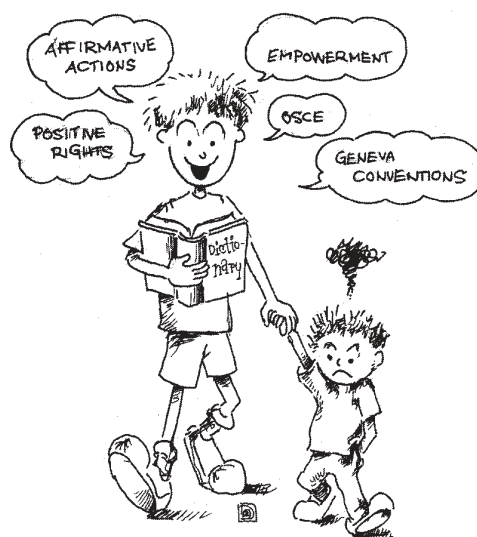
Both textbooks have the same structure that, except for the last unit, corresponds to the third chapter in teachers' manual. The units are:

- Discovering the Self,
- Exploring the Differences,
- All Together – Common Rights and Responsibilities,
- From Conflict to Peace,
- The World as One Family (grades 1–2) and The World of Tomorrow (grades 3–4).

Each topic is presented in a way that enables students to develop the skills of active participation and co-operation with others. They are encouraged to learn basic concepts, analyse news or data critically, conduct research, discuss local problems and communicate their understanding to the class, family, friends, etc. A multiple-method approach known as *PIRA approach* (participation–interaction–reflection–anticipation) is accepted throughout the textbooks. It stresses active learning that combines participation and interaction with reflection, as well as with the anticipation of the consequences of one's action.

### 3. 3. Interdisciplinary dictionary

Having in mind that the quality of teaching in peace and human rights education depends mostly on the expertise of teachers and related specialists that could be enhanced by providing them with adequate reference materials, the project team decided to prepare an interdisciplinary dictionary consisting of about 1,000 words. The



words selected come from the fields of philosophy, anthropology, sociology, psychology, pedagogy, methodology of teaching, politics, and international law. Besides, the dictionary contains brief descriptions of all major international standard-setting documents relevant to peace and human rights education (covenants, conventions, declarations, recommendations, etc.) adopted by the United Nations, UNESCO, Council of Europe, OSCE, and some international conferences. In addition, a brief information on international and regional inter-governmental organisations and NGOs is also included. More than one third of all descriptions are accompanied by a list of recent publications in English, German and Croatian. The list of references, mostly dictionaries and handbooks, used during the work, is also included. The material is presented under the title *Education for Peace, Human Rights and Democracy: Interdisciplinary Dictionary*.

### 3. 4. Annotated bibliography

The idea of an annotated bibliography comprising information on a diversified production in peace and human rights education that might help teachers and educational specialists to pursue their interest in the field, emerged during the analysis of educational resource materials received from abroad. Following a series of revisions, it was prepared as a separate issue entitled *Education for Peace, Human Rights and Democracy: Annotated Bibliography*. It encompasses several hundred entries in English, German, French and Croatian, classified under the following headings:

- Philosophy and social sciences;
- Psychology;
- Education, further divided into eight chapters: General works; Peace education; Education for human rights; Civic education/education for democracy; Intercultural/multicultural education; Development education; Global/international education; Related fields;

- International documents (UN, UNESCO, Council of Europe, EU, OSCE);
- Encyclopaedias, dictionaries, and other reference materials;
- Internet, further divided into two chapters: General information about the Internet servers; Web-sites and networks;
- Video-materials;
- Periodicals, further divided into two chapters: General education; Periodicals in peace, human rights, civic, intercultural and development education;
- Books, journals and other materials available in Croatian.

### 3. 5. International directory

Working on an international directory was another idea that appeared in the course of the resource materials analysis. Its purpose was to provide the teachers and educational specialist with information on institutions engaged in the promotion and protection of human rights throughout the world, as well as to help them search for information they need more actively and independently. The material entitled *Education for Peace, Human Rights and Democracy: International Directory* comprises short descriptions in a standardised format of some 200 NGOs from 53 countries and an equal number of international organisations known for their work in peace, human rights, intercultural and/or civic education and training. Data on each



of the institutions consist of its name; address, including the phone, fax and e-mail; the year of foundation; description of educational programmes and activities; target groups; and publications.

#### 4. Draft policy paper

The material entitled the *Draft Policy Paper on Peace and Human Rights Education for Primary Schools* was prepared with a view to be used as a possible framework for the development of national curriculum in human rights education under the auspices of the National Human Rights Education Committee and the Ministry of Education and Sport.



The paper consists of seven chapters. The introductory chapter defines human rights education for primary schools as a comprehensive approach to basics in teaching and learning for fundamental human values. In this respect, recognition and protection of human dignity is understood as the key precondition for a viable and sustainable democracy and, as such, represents the prime purpose of education.

Next two chapters discuss the foundations of the programme, such as national and international human rights standards, including Croatian Constitution and national educational laws; new insights in educational sciences; examples of good practice; and the developmental characteristics of 1–4 grade students.

The objectives and content of the programme are addressed in the fourth chapter. Three groups of objectives are defined:

- ◆ knowledge, skills and competencies;
- ◆ attitudes and values; and
- ◆ patterns of behaviour.

Emphasis is given to conceptual and procedural knowledge as well as to skills that empower the individual for social action. The content is organised around the four broad areas described in the context of the teachers' manual and students' textbooks above.

Next few chapters define implementation strategies and explain the role democratic school climate has in pursuing peace and human rights education objectives. Attention is also given to teaching principles, together with teaching and learning methods based on experience and interaction that are the cornerstones of human rights education. Discussion on assessment and evaluation procedures, as well as on teacher's role in promoting human rights education, follows the implementation strategies. Systemic observation of students' behaviour and school climate is highly recommended here. It is suggested that teachers pay close attention to the quality of students' interactions and team work, their self-awareness and respect for others and their adherence to school rules and procedures.

The last chapter defines a set of prerequisites for effective human rights education. It stresses the need to promote multiple changes in education, including legal provisions, teacher training and community involvement. Pre-graduate and in-service training of teachers, school administrators and specialists in peace and human rights education are proposed. In the end, reference is made to the preparation of parents and interested citizens and to the production of teaching and learning materials for all age-groups.

After being reviewed by the National Human Rights Education Committee, the Draft Policy Paper became a framework for the development of a comprehensive national programme in human rights education from pre-school to adult education level. In 1999 a slightly modified version of the primary school programme that

originated from the project was formally adopted as Croatian National Programme for Primary Schools.

## 5. International meetings

During 1997–1998 two international meetings of experts in peace and human rights education were organised and sponsored by the project.

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### 5. 1. International Expert Round-table

International Expert Round-table “Peace and Human Rights Education: Bases for the Development of Croatian Model” was held at the Plitvice Lakes, Croatia from 15–17 June 1997. It was organised as a consultative gathering with the purpose of reviewing and discussing a draft conceptual framework for the development of the programme and resource materials of the project. The representatives from



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Croatian Ministry of Education and Sport, UNESCO, UNICEF, Council of Europe and a group of experts from Great Britain, Norway, and Estonia were invited. They reviewed the approach and gave valuable suggestions for its further development. Most of the participants continued to co-operate with the project through an informal consultative Group of Friendly Critics that was later joined by other national and international experts in peace and human rights education. They provided the project with advice and support throughout its implementation period.



## 5. 2. International Symposium

The International Symposium “Common Goals – Varieties of Approaches: Promotion of Peace, Human Rights and Democratic Citizenship Through Education” was held at the International Centre of Croatian Universities in Dubrovnik, Croatia, from 26–30 November

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1998. Its purpose was to:

- review the varieties of national and international educational approaches emerging as a response to the quest for global stability based on the principles adopted in the Universal Declaration of Human Rights and other international and regional instruments. Main focus was placed on the review of policies, strategies and/or programmes in peace, human rights and democratic citizenship education developed by international and regional organisations and NGOs;
- review and discuss the project’s results in relation to the above mentioned approaches.

In all, 44 experts took part in the symposium:

- ◆ representatives of international organisations (UNESCO, Council of Europe and the CoE Project “Education for Democratic Citizenship”, UN Office of the High Commissioner for Human Rights – Croatia, and the OSCE Mission for Croatia);
- ◆ experts from Austria (Kulturkontakt), Denmark (National Commission for UNESCO), Estonia (Civic Education Centre), Ireland (Civic, Social and Political Support Service; Irish Commission for Justice and Peace), Israel (Adam Institute for Democracy and Peace), Italy (Ius Primi Viri International Association), the Netherlands (Institute for People and Politics), Poland (Civic Education Centre), Russian Federation (Russian Association for Civic Education), United Kingdom (The Citizenship Education), and the United States (Centre for Civic Education; Human Rights Education Associates);
- ◆ experts from Croatia representing the Ministry of Education and Sport, Ministry of Science and National Human Rights Education Committee; well-known NGOs (Amnesty International – Croatia; Open Society Institute – Croatia; Croatian Helsinki Committee; Centre for Direct Human Rights Protection, Zagreb; Centre for Peace, Non-violence and Human Rights, Osijek; Centre for Peace Studies, Zagreb; and Small Step, Zagreb), two Croatian UNESCO ASP schools and a minority education institution; and members of the project.



The symposium was honoured by the presence of her Excellency Ms. Ida L. van Veldhuizen–Rothenbücher, Ambassador of the Netherlands to Croatia.

#### Outcomes of the symposium

- In relation to varieties of international and national approaches to peace, human rights, and democratic citizenship education, the participants of the symposium emphasised the following:
  - ◆ the promotion of peace, human rights and democratic citizenship through education is the most urgent need of our time which calls for an active participation and responsibility of all segments of society, both nationally and internationally;
  - ◆ there is no unique answer to the challenges of promoting and maintaining peace, stability and security through education and, besides, each approach seems to be multidimensional in its content as well as its methods;
  - ◆ each approach is relevant if based on common understanding of human dignity and freedom, equality of rights and responsibilities, pluralism, democracy and the rule of law, and if it prepares students for a knowledgeable, active and responsible citizen's role at local, national and international level;
  - ◆ human rights should become an integral part of a comprehensive and life-long education; they should influence practice, policy making, research and non-formal educational activities, including media and other sectors of society; they should find their place at both conceptual and practical level and promote critical thinking, participative and co-operative skills as well as the responsibility for democracy and civil society;
  - ◆ specific needs of countries in transition in central and eastern Europe should be reflected in the implementation of human rights, peace and civic education programmes; the process should be supported by intra-national and international co-operation in all sectors;

- ◆ teacher preparation and the production and dissemination of reference materials for teachers and students in human rights, peace and civic education should be promoted and assisted nationally and internationally.
- In relation to the project “Peace and Human Rights for Croatian Primary Schools”, the participants firmly supported its results and endorsed the implementation of its programme and materials in Croatian schools;
- Participants of the symposium unanimously adopted the Conclusions and Recommendations calling upon Croatian authorities and Croatian Commission for UNESCO to:
  - ◆ undertake further steps to make the results of the UNESCO project widely known to teachers, policy makers and other educational specialists, and to safeguard their implementation in the primary and, where appropriate, other levels and forms of curriculum;
  - ◆ provide for the sustainability of the project and its extension to upper levels of education also by supporting the establishment of the UNESCO Chair in this field that can act as a centre for training and research in education for human rights and democracy in Croatia, continue the activities established by the project and strengthen links and co-operation among different organisations active in the field;
  - ◆ fully take into account, at levels of both policy and practice, other initiatives, actions, programmes and projects developed in this field in Croatia by international and national non-governmental organisation with the view to inform schools on existing approaches and to enable teachers and students throughout Croatia to benefit from this variety.

Contributions to the symposium are presented in the publication *Common Goals – Varieties of Approaches: Promotion of Peace, Human Rights and Democratic Citizenship Through Education: Proceedings from the International Symposium*.

## 6. Training of trainers

**T**raining of teachers and teacher trainers was organised on several levels:

- participation of the project's members in a series of teacher training seminars organised regionally for the 1999–2000 period by the National Human Rights Education Committee and the Ministry of Education and Sport in co-operation with the Government of the Kingdom of Netherlands and Human Rights Education Associates; the co-ordinator of the project has been nominated to co-ordinate all primary school teachers seminars; participants are provided with reference materials from the project;
- participation of the project's members in national and international teacher training seminars and/or workshops from pre-school to adult education level, with the reference material developed by the project; some of the seminars were organised by the Ministry of Education and Sport or by international organisations;
- partial inclusion of the programme in peace and human rights education developed by the project into the course on Educational Anthropology at the Department of Education, Faculty of Philosophy, University of Zagreb;
- short training sessions aiming at preparing young project's members for workshop activities.



## RECOGNITION OF THE PROJECT'S RESULTS

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Throughout its implementation period, the project received important support from a number of national and international organisations, institutions and individual experts. As stated above, it established working contacts with the Croatian Ministry of Education and Sport and the National Human Rights Education Committee. The Policy Paper issued by the project as well as its programme are officially adopted by the National Committee. Its reference materials for teachers and students are being used in a number of teacher training seminars throughout Croatia.

In addition, an invaluable support came from the UNESCO Headquarters and the Council of Europe. In reference to the Council of Europe's support, the results of the project were presented in Strasbourg at the meetings of its project group on Education for Democratic Citizenship, as well as at teacher training workshops and seminars organised by the Council in Croatia and other countries. Furthermore, during 1997–1999 the co-ordinator and members of the project received a number of invitations to participate at conferences, teacher training seminars and workshops and present their materials there. Among the hosts, there were UNICEF–Croatia; UNTAES–Croatia; CIVITAS International; Centre for Civic Education from Calabasas, US; KulturKontakt from Vienna, Austria; Center for Civic Education from Tallinn, Estonia; Foundation for Education in Human Rights and Peace from Budapest, Hungary; Europe House from Zagreb and European Movement – Croatia;



Croatian Association for Adult Education; and Croatian Pedagogical Association.

Another important support to the project came through Croatian media. Information on its implementation and results appeared on Croatian radio and television, including central news, several times. Interviews given to national and local weekly magazines and newspapers, such as *Globus*, *Hrvatski obzor*, *Dubrovački vjesnik*, *Školske novine*, *Glas Istre* and *Matica*, as well as brief information published in *Vjesnik* and *Večernji list* enabled the project to bring the issue of human rights education closer to Croatian public.

The significance of the project was once again affirmed at the Tripartite Review, organised to mark the end of the project. The meeting was held in Dubrovnik from 3–4 September 1999 with the purpose to review the project's results, and to discuss its follow-up activities. It was attended by Mr. Alexander Sannikov, Head of the Europe Desk, UNESCO; Ms. Vesna Girardi-Jurkić, Ambassador Extraordinary and Plenipotentiary of the Republic of Croatia to UNESCO; Ms. Astrid Maya de Graaf, representative of the Netherlands Embassy in Croatia; Ms. Vlasta Sabljak, Head of the International Relations Department of the Ministry of Education and Sport of the Republic of Croatia; Mr. Dino Milinović, Secretary-General of the Croatian Commission for UNESCO; and Ms. Vedrana Spajić-Vrkaš, Project Co-ordinator.

The participants of the Review approved the work done and endorsed the continuation of the project. In particular, they agreed on the following steps:

- ◆ to provide for printing and dissemination of the reference materials through a co-sponsor scheme, including national and international organisations and funds;
- ◆ to inform the Ministry of Education and Sport on the results of the project with a view to assure the dissemination of materials throughout Croatia in the context of the implementation of the National Human Rights Education Programme;



- ◆ to inform the Ministry of Science and Technology on the results of the project with a view to have their support for establishing the UNESCO Chair at the University of Zagreb, as suggested above;
- ◆ to promote further the development of human rights education in Croatia by supporting new initiatives as part of the follow-up of the project.



## FOLLOW-UP

**H**aving in mind the results of the project, in particular: an original approach to human rights education for primary schools supported by reference materials, the accumulation of a respectable body of data on approaches in this field from all over the world, a close co-operation established with the Ministry of Education



and Sport and the National Human Rights Committee, as well as with numbers of organisations and experts, both nationally and internationally, and a genuine interest solicited among Croatian citizens, most of the project members expressed their interest in continuing their work in order to assure the following:

- printing and distribution of reference materials;
- organisation of a series of teachers' and teacher trainers' seminars;
- implementation of the project's approach in eastern Slavonia;
- extension of the programme to upper levels of education and non-formal education;
- introduction of the project's approach to minority education;
- sharing of the project's results with experts and institutions from other countries.

In this context, the idea of establishing a *UNESCO Chair on Research and Training in Human Rights, Peace, Intercultural and Civic Education* at the Department of Education of the Faculty of Philosophy, University of Zagreb, has appeared. The objectives envisaged for the Chair are:

- develop a comprehensive university curriculum encompassing human rights, peace, intercultural and civic education;
- act as the university research centre that conducts studies in innovative approaches in the contents, methods and strategies of learning and teaching in the field;
- organise in-service courses and seminars for teachers and other professionals, including pedagogues, school psychologists, social workers and media-programmers;
- develop reference materials for teachers, students and other educational specialists;
- establish co-operation with the related Chairs and projects in Europe and elsewhere;
- establish the national and/or regional network of institutions engaged in the promotion of human rights, peace, intercultural and civic education.

This idea has already been supported by the Department of Education and the Ministry of Education and Sport, as well as by the participants of the Tripartite Review, as mentioned above.

## SUMMARY



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*Peace and Human Rights for Croatian Primary Schools Project* was initiated in February 1997 under the auspices of UNESCO, the Government of the Kingdom of Netherlands, the Government of the Republic of Croatia and the Croatian Commission for UNESCO with the aim to develop a comprehensive approach to peace and human rights education for Croatian primary schools. It was carried out by a group of researchers from the University of Zagreb working in close co-operation with teachers and peace/human rights activists from Croatia and abroad.

In the beginning of 1998 the conceptual framework of the project and its programme for grades 1 – 4 were adopted as part of a comprehensive K–12 human rights education programme worked out under the auspices of the National Human Rights Education Committee and the Ministry of Education and Sport.

The project was carried out in two phases. In the first phase (February 1997– February 1998), a conceptual framework and draft reference materials in peace and human rights education were finalised on the basis of: a) the analysis of some 50 educational programmes received from abroad; b) review of international standard–setting documents and national policy statements; c) review of the 1991–1997 educational initiatives, programmes and projects in Croatia; d) analysis of Croatian curricula and students’ textbooks; e) analysis of a nation–wide field research on attitudes, needs and expectations of school principals, teachers, pupils, and pupils’ parents; and f) the recommendations of the International Expert Round–table “Peace and Human Rights Education: Bases for Development of the Croatian Model”, held in June 1997.

In the second phase (February 1998 – March 1999) the work on the project focused on: a) the revision of draft reference materials by Croatian experts and teachers; b) organisation of the International Symposium “Common Goals – Varieties of Approaches: Promotion of Human Rights, Peace and Democratic Citizenship Through Education”, held in November 1998; and c) the elaboration of the Draft Policy Paper on Peace and Human Rights Education for Croatian Primary Schools submitted to the National Human Rights Education Committee and the Ministry of Education.

Besides the Draft Policy Paper, the following reference materials for teachers and students were prepared by the project: a) Teachers’ Manual; b) two Pupils’ Textbooks (for grades 1&2 and 3&4); c) Analysis of Programmes in the World; d) Field Research Report; e) Interdisciplinary Dictionary; f) Standard-setting Documents; g) Annotated Bibliography h) International Directory, and i) the report from the International Symposium “Common Goals – Varieties of Approaches: Promotion of Human Rights, Peace and Democratic Citizenship Through Education”.

## ANNEXES

### List of permanent project's members

#### Co-ordinator:

**Vedrana SPAJIC-VRKAŠ** (Ph.D. in Education) professor of Educational Anthropology, Interculturalism in Education and Art and Education; Fulbright fellow; member of the Council of Europe's project on EDC, the UNESCO-MOST project for Croatia, and the Graz-Process; author of books and articles on education in global context, human rights, civic and intercultural education, construction of identity, socialisation into traditional cultures and related topics; co-author of all of the materials in the project.



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**Katarina DELETIS** (B. A. in History and Mathematics from the New York State University; post-graduate in International Relations at the Columbia University, US) active in humanitarian and youth organisations; engaged in the project as a technical assistant in preparing of the International Directory.



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**Ivana FRESL** (B. A. in French and Ethnology from the Faculty of Philosophy, University of Zagreb) participated in international meeting on training of teachers for human rights and democracy; engaged in the project as a technical assistant and as the co-author of the Annotated Bibliography.



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## **CROATIAN COMMISSION FOR UNESCO: CURRENT PROGRAMMES**

**T**he Croatian Commission for UNESCO was established in 1992 as a counselling body of the Government of the Republic of Croatia and a chief mediator in co-operation between the Republic of Croatia and UNESCO. The main task of the Commission is to promote educational, scientific and cultural co-operation between the Republic of Croatia and UNESCO.

Since the year 1995 Croatia has a special diplomatic mission at UNESCO, presided by Mrs Vesna Girardi-Jurkić. The existence of a diplomatic representative at UNESCO has largely contributed to increasing the number and quality of Croatian Commission's programmes. Numerous exhibitions and lectures the Mission of the Republic of Croatia has organised in the Secretariat of the Organisation in Paris helped the presentation of Croatian culture to the representatives of more than 190 UNESCO member-states.

### **Associated Schools Project (ASP) in Croatia**

Ever since 1993 when Croatia became a UNESCO member state, the Croatian Commission for UNESCO has been developing the network of UNESCO Associated Schools in the country. Today, seven years after the first elementary school Tin Ujević joined ASP network, there are approximately twenty primary and secondary schools throughout the country included in the project. As with other ASP schools, they are designed to strengthen the commitment of children and young people to international understanding and peace. The four main fields of the project provide a basis that can be extended to number of activities: World concerns and the role of the UN system; Human rights, democracy and tolerance; Intercultural learning; and Environmental concerns. The very nature of the topics requires a holistic and cross-curricular approach where different aspects are integrated into all subjects of the curriculum.

### **South–Eastern Mediterranean Environment Project (SEMEP)**

SEMEP was initiated by Greece in 1995 with the aim of promoting interdisciplinary and holistic learning through environment education, incorporating social, historical, technological, economic, ethical and cultural aspects; co–operation, communication and cultural exchanges between countries in the Eastern Mediterranean region; school–community links in environmental education and environmental literacy, etc. SEMEP provides an opportunity to discuss environmental issues of common concern to countries in the region, including both natural and social environment, and to link them to cultural values. It promotes a holistic approach to education, within the framework of the existing school curricula. It promotes learning based on problem–solving strategy in a wide range of communication techniques. Croatian network consists of approximately 25 schools from the coastal region.

### **Man and Biosphere (MAB)**

The Croatian Committee for *Man and Biosphere* – the programme of UNESCO dedicated to interdisciplinary research on different ecosystems with the aim to protect natural heritage and promote fragile biosphere management, was established in 1994 at the Croatian Commission for UNESCO. Its headquarters are at the Medical Faculty of the University of Zagreb. The Croatian MAB Committee tightly co–operates with other national MAB committees and international experts, as well as with other relevant international boards and commissions. One of its most visible achievements is the inclusion of Velebit into the World Net of Biosphere Reserves, as places where attempts are made to reconcile the preservation of biodiversity with their sustainable exploitation.

### **Management of Social Transformations (MOST)**

MOST was launched by UNESCO in 1994 with the aim to further develop the research on social transformation in multicultural societies and urban settings as well as the systemic assessment of economic, technological and ecological changes at local and regional levels throughout the world. The Croatian MOST Committee defined as one of its priority areas the social transformations in societies of Central and Eastern Europe. In order to define similarities and differences among the countries in transition and to support the participation of Croatian expert in international scientific co–operation, two international conferences were organised: *Ukraine & Croatia: Problems of Post–communist Societies* (Kiev, 1996; book published in 1997) and *Multiculturalism and Post–communism: Tradition and Democratic Processes* (Dubrovnik, 1997).

**European Project: Croatia and Europe – Culture, Science and Art**

Croatian Academy of Sciences and Arts initiated the European Project: Croatia and Europe – Culture, Science and Art, with the objective of systemic presentation and affirmation of Croatian cultural and scientific heritage throughout the world. The project is intended to identify the authenticity of Croatian cultural heritage and to determine its place within European cultural heritage. Its major objective is to publish a five-volume edition *Croatia and Europe – Culture, Art and Science* that present all aspects of Croatian heritage. In the frame of the *World Decade for Cultural Development*, the Croatian Academy of Sciences and Arts in co-operation with the Croatian Commission for UNESCO, organized the international workshop *Cultural Dimension of Scientific and Technological Development* which took place in Zagreb in 1993.

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