

ACTION PLAN FOR EDUCATION FOR SUSTAINABLE DEVELOPMENT

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ACTION PLAN FOR EDUCATION FOR SUSTAINABLE DEVELOPMENT

'Sustainable development achieves a balance between the requirements to improve the quality of life ... and achieve social well-being and peace for all ... and the requirements to protect environmental components as a natural resource upon which the present and future generations depend. Adherence to the principles of democracy, gender equality, social justice and solidarity, rule of law, respect for human rights and the preservation of natural resources, cultural heritage and human environment contribute to safeguarding the Earth's capacity to support life in all its diversity. Sustainable development is thus achieved through a dynamic economy with full employment, economic, social and territorial cohesion, a high level of education and health care and environmental protection.'

Sustainable Development Strategy of the Republic of Croatia, February 2009

INTRODUCTION

Croatia became part of global and European processes of agreeing on sustainable development at an early stage. The *Resolution on the Protection of Human Environment* was adopted back in 1972, on the eve of the I. UN Conference on Human Environment held in Stockholm. In the year of the World Summit on the Environment and Development that took place in Rio de Janeiro in 1992, Croatia passed the *Environmental Protection Declaration* committing itself to sustainable development (hereinafter referred to as SD).

The Republic of Croatia supported *Agenda 21* and the *Action Plan* adopted at the Rio Conference in 1992 and assumed obligations arising from the *Millennium Declaration* and the *Millennium Development Goals* adopted by the United Nations General Assembly in year 2000. National reports on implementation of objectives set out by the Millennium Declaration were prepared in 2004 and 2006 and followed by an overview of current achievements in 2010.

In the Principles for Development of the Republic of Croatia adopted in June 2001 the Government of the Republic of Croatia reaffirmed that Croatia's development in the 21st century would be based on the sustainability concept. Authors of the Principles state that transformation into a successful society of the 21st century requires continuation of major, comprehensive and non-deferrable changes and laying the foundations of a European Croatia as a civil, economically successful and democratic society. This implies the building up of an effective rule of law, active involvement in global integration processes, changing the relationship between the individual and the society, changing mentality, building up a recognizable identity and ensuring standards which will help the country become a full member of the European Union.

Despite an early commitment of the Republic of Croatia to sustainable development, there is still much to be done in terms of systematically connecting the protection of the space and environment with economic development and social issues at all levels.

BACKGROUND

Education for sustainable development (hereinafter referred to as ESD) is a concept dating back to the early '90s of the 20th century, based on the use of education as a tool to achieve sustainability. The process of interconnecting education and sustainable development started by questioning the method for implementing *Agenda 21*¹ - the global action plan for sustainable development adopted at the UN Conference on Environment and Development held in Rio de Janeiro in 1992. Chapter 36 of Agenda 21 addressing education, training and public awareness sets out four general objectives:

- *Promoting and improving the quality of education*: The purpose is to refocus the lifelong learning on acquisition of knowledge, skills and values indispensable to improve people's quality of life;
- *Refocusing curricula*: Education from the preschool to the university level should be reconsidered and reformed so as to become a tool for transmission of knowledge, well-defined patterns and values indispensable for creating a sustainable world;
- *Increasing public awareness of the ESD concept*: This will help develop an aware, active and responsible community at the local, national and international level;
- *Training workforce*: Continuous technical and vocational education of managers and workforce, especially those employed in trading and industry, will contribute to adoption of sustainable models of production and consumption.

The UNESCO document of 2000 entitled *Dakar Framework for Action: Education for All – Meeting our Collective Commitments*² recognized education as a basis for sustainable development, peace, stability in/and between countries. ESD is designed and implemented with a view to developing all aspects of learning and encouraging changes in behaviour for a sustainable and more equitable society.

Education for sustainable development was further promoted by the UN resolution on the *Decade of Education for Sustainable Development 2005-2014*³, which seeks to integrate principles, values and practices of sustainable development into all aspects of education with the aim to address social, economic, cultural and ecological issues of the 21st century and encourage changes in behaviour.

*Environmental Protection Act of the Republic of Croatia*⁴, Article 17, paragraph 2 of chapter «Promotion Principle» specifies the obligation of the Government, the counties, the City of Zagreb, major cities, cities, towns, municipalities and legal persons with public authorities in the area of environmental protection to promote public information, education and instruction on environmental protection and sustainable development, and to work on developing environmental awareness as a whole. Article 178 of the chapter «Education on Environmental

¹ Agenda 21 in English version is available at:

<http://www.un.org/esa/sustdev/documents/agenda21/english/Agenda21.pdf>

² The document *Dakar Framework for Action* is available in English at:

<http://unesdoc.unesco.org/images/0012/001211/121147e.pdf>

³ At the World Summit on Sustainable Development held in Johannesburg in 2002 the UN were urged to adopt the Decade of Education for Sustainable Development 2005-2014, which was proclaimed at the 57th meeting of the UN General Assembly in December 2002. UNESCO was designated lead agency for the promotion of the Decade.

⁴ Official Gazette 110/07

Protection and Sustainable Development» provides that implementation of education for environmental protection and sustainable development within the educational system shall be ensured by the state and that the guidelines for an educational programme shall be established in cooperation by the ministries responsible for environmental protection and for education, in accordance with the Strategy for Sustainable Development of the Republic of Croatia.

'Environment for Europe' Process

The 'Environment for Europe' process is a unique partnership of member States within the UNECE⁵, United Nations agencies in the region, other intergovernmental organizations, regional environmental centres, civil society organizations, the business sector and other social groups. The 'Environment for Europe' process and its environmental ministerial conferences as part of the process provide a high-level platform for stakeholders to discuss, decide on and join efforts in addressing environmental priorities across the 56 countries of the UNECE region, including Croatia.

The *UNECE Regional Ministerial Meeting* held in September 2001 as a preparatory meeting for the Johannesburg World Summit on Sustainable Development highlighted the importance and need for education for sustainable development. It was agreed to enhance the education system and programmes in order to improve general understanding of how sustainable development is to be implemented and promoted in practice.

The meeting in Johannesburg emphasized the need to integrate sustainable development into the education system at all levels, from the preschool to high and non-formal education.

During preparations for the *Fifth Ministerial Meeting* in the context of the 'Environment for Europe' process held in Kiev in 2003, representatives of governments and civil society organizations expressed their interest in improving education for environmental protection and sustainable development. They recognized education as a fundamental tool for environmental protection and sustainable development and at the meeting in Kiev adopted the *Statement on Education for Sustainable Development*⁶ urging all countries to integrate sustainable development into their education systems and the UNECE to prepare an ESD strategy in collaboration with all relevant stakeholders.

Following this decision the *Strategy for ESD* was adopted in Vilnius in March 2005 as an instrument to promote sustainable development through education. At the same meeting the *Framework for Implementation of the Strategy for ESD* was also adopted and a group of experts entrusted with the task to develop indicators. It should be noted that various stakeholders, including international organizations, the business sector, civil society organizations (CSOs), research institutes etc. gave a valuable contribution to that meeting.

The *Sixth 'Environment for Europe' Ministerial Conference* held in Belgrade in 2007 has a particular importance. The participants agreed that improvement of education for sustainable development is an important goal for all governments striving to meet the commitments of the United Nations Decade of Education for Sustainable Development. The ministers of

⁵ United Nations Economic Commission for Europe is one of five regional UN commissions. It includes 56 states: the states of Europe, North America (USA and Canada), central Asia (Kazakhstan, Kyrgyzstan, Tajikistan, Turkmenistan and Uzbekistan) and west Asia, but other interested members of the UN may participate as well. Its operations include a number of international and non-governmental organizations. UNECE sphere of activities covers economic cooperation and integration, power, environment, housing and land management, population and statistics.

⁶ The Statement in English is available at:

environment and education across the UNECE region reaffirmed their commitment to implementation of the Strategy on ESD. They reviewed the achievements, challenges in implementation of the Strategy and steps yet to be taken. They also stressed the role of ESD in building capacity for making informed decisions on sustainable development and participating in efforts to overcome social, economic and environmental challenges. The participants emphasized the need for a stronger partnership between government bodies and other stakeholders, including cooperation of authorities responsible for environment and education as an important precondition for implementation of the Strategy.

Attention was drawn to the need to strengthen competences of educators, who are frequently recognized as a bottleneck in improving education quality, and to the important role of non-formal and informal education in building capacity of decision-makers and other stakeholders, as another challenge. It was agreed that focus should be placed on strengthening competences and improving the quality of educational tools and materials.

Here, a shift should be made from education for environmental protection towards actual education for SD. This process should be based on the needs and should respond to specific challenges of each individual country. Education for SD is to be promoted through strengthening capacities and presenting good practice examples. In doing this, the potential contribution of existing local knowledge must not be neglected.

UNECE Strategy for Education for Sustainable Development

This Strategy⁷, adopted at the high-level meeting of ministers of environment and education in March 2005, promotes the introduction and promotion of education for sustainable development in the countries across the UNECE region with the aim to achieve a common vision:

Vision

Our vision for the future is of a region that embraces common values of solidarity, equality and mutual respect between people, countries and generations. It is a region characterized by sustainable development, including economic vitality, justice, social cohesion, environmental protection and the sustainable management of natural resources, so as to meet the needs of the present generation without compromising the ability of future generations to meet their needs.⁸

Education, in addition to being a human right⁹, is a prerequisite for achieving sustainable development and an essential tool for good governance, informed decision-making and the promotion of democracy. Therefore, education for sustainable development can help translate our vision into reality. Education for sustainable development develops and strengthens the capacity of individuals, groups, communities, organizations and countries to make judgements and choices in favour of sustainable development. It can promote a shift in people's mindsets and in so doing enable them to make our world safer, healthier and more prosperous, thereby improving the quality of life. Education for sustainable development can provide critical reflection and greater awareness and empowerment so that new visions and concepts can be explored and new methods and tools developed

UNECE Strategy for Education for Sustainable Development, 2005

The purpose of the Strategy is to incorporate the main issues of sustainable development (environmental protection, management of natural resources, eradication of poverty, ethics,

⁷ The version in Croatian is available at the following website :

http://www.mzoip.hr/doc/Strategija_obrazovanja_za_odrzivi_razvoj_20102006.pdf

⁸ See also World Commission for Environment and Development "Our Common Future", 1987.

⁹ See also the Statement on Education for Sustainable Development, Fifth Ministerial Conference "Environment for Europe", Kiev, 2003

human rights, social equality, economics, etc.) into all levels of the education system and into non-formal and informal education.

This Strategy represents a contribution to the Framework for Draft Implementation Plan for the UN Decade of Education for Sustainable Development.

In September 2010, the Draft of the First Mandatory National Report on Implementation of the UNECE Strategy for Education for Sustainable Development in Croatia was prepared and made public at the website of the MEPPPC, and then submitted to the UNECE Secretariat on 29 October 2010.

EU Sustainable Development Strategy

In addition to seven challenges identified by areas (climate change and clean energy; sustainable transport; sustainable consumption and production; management of natural resources; public health; social inclusion, demography and migration; global poverty), the EU Strategy for Sustainable Development, revised in 2006, includes also four horizontal areas. Apart from research and public finance, it specifies the need for *education* and for communicating and monitoring the strategy. Education is a prerequisite for promoting changes in behaviour and ensuring the key competences for achieving sustainable development for all citizens.

Lifelong Learning for European Competitiveness¹⁰

The role of lifelong learning in European educational policies after 2000 is determined by the Lisbon process. The goals of education include the development of individuals (a happy and meaningful life), the development of the society (minimization of differences and inequalities) and the development of economy (achieving a balance on the labour market). Five challenges identified by this concept are:

- quality of education (quality of teaching, didactic materials, etc.)
- availability of learning to all social groups at all periods of life
- content (presence of new technologies, permanent redefinition of basic skills, the role of education in the transfer of social values)
- openness of institutions to local communities, European and other countries
- efficiency and detailed elaboration of education systems with the aim to use optimally human and financial resources.

Recommendations for increasing Croatia's competitiveness

In the document '55 Recommendations for Increasing Croatia's Competitiveness'¹¹ issued in 2004 the National Competitiveness Council as an advisory body of the Government of the Republic of Croatia (RoC) offered a set of suggestions and activity directions to the general public and the Government for consideration. In the chapter 'Education for Growth and Development' the document suggests the following:

The main goals of changes in the field of education for growth and development should include:

¹⁰ Source: Žiljak T., Lifelong Learning Policies of the European Union and Croatia, Political Education, Vol. 1, (2005), No. 1, Pages 67-95

¹¹

<http://www.mingorp.hr/UserDocImages/baze/pageInc/home/publikacije/1083139669/55%20za%20povecanje%20konkur%20entosti.pdf>

- improving the educational structure of working-age population, primarily highly educated persons
- increasing total allocations for education
- updating permanently educational contents and methods at all levels of the education system
- systematically monitoring the quality of education – both processes and results.

The main directions of changes in the field of education are:

- to increase inclusion of adults into additional educational programmes
- to open education system towards the society
- to evaluate knowledge and skills for future labour markets and to adapt educational programmes to such evaluations
- to modernize education of school and preschool teachers
- to strengthen the role of private sector in educational services offered
- to encourage companies to increase allocations for employee education
- to enhance higher education – '*Bologna process*'.

Strategy for Sustainable Development of the Republic of Croatia

The 2007 Environmental Protection Act defined the *Strategy for Sustainable Development of the Republic of Croatia* (hereinafter: SSD) as a document that sets long-term guidelines for economic and social development and environmental protection towards sustainable development. The strategy is adopted every ten years, but the Ministry of Environmental Protection, Physical Planning and Construction as a coordinating body may propose an earlier adoption of a new strategy.

The Strategy adopted by the Croatian Parliament in February 2009 contains basic principles¹², sets out basic objections and measures for sustainable development of economy, sustainable social development and environmental protection, and identifies key challenges to their accomplishment. It is oriented towards long-term activities in *eight key areas*¹³ underlying the strategic directions of development of Croatia.

The Strategy stresses that in relation to each of the eight key challenges it is important, among other things, to raise the educational level of all citizens, build a society based on knowledge and support the culture of research and investments in development.

The Strategy further stresses the need for intensive and continuous informing of the public so as to raise public awareness and encourage citizens to participation, and presumes a process of negotiation in order to identify the priority economic, social and environmental challenges and measures.

¹² Orientation of the Republic of Croatia towards sustainable development will be guided by the following general principles: (a) protection of human health; (b) promotion and protection of fundamental human rights; (c) solidarity within and between generations; (d) creation of an open and democratic society; (e) involvement of citizens; (f) involvement of social partners; (g) corporate social responsibility; (h) integration of economic, social and environmental components into development of all policies (guidelines); (i) education for sustainable development; (j) coherence of policies at all government and self-government levels; (k) use of best available technologies; (l) renewal of natural resources (e.g. through reuse or recycling); (m) promotion of sustainable production and consumption; (n) precaution and prevention; (o) "polluter pays" for damages caused to the environment.

¹³ 1. encouraging population growth; 2. environment and natural resources; 3. promoting sustainable production and consumption; 4. ensuring social and territorial cohesion and justice; 5. ensuring energy independence and increasing the efficiency of energy use; 6. strengthening public health; 7. interconnectedness of the territory; 8. protection of the Adriatic Sea, coastal area and islands.

One of the prerequisites for further development as stated in the SSD is a *society based on knowledge and education for sustainable development*¹⁴, which should be implemented on three levels: 1) through formal education provided by educational institutions; 2) outside regular educational institutions, for example, through activities of non-governmental organizations (non-formal education) and 3) through mass media (newspapers, television, radio) in order to make education for sustainable development an integral part of everyday life.

The main subjects of education for sustainable development include:

- poverty alleviation; ensuring peace; ethics; responsibility at the local and global level; democracy, justice, security; human rights; health; gender equality; cultural heritage; rural and urban development; sustainable production and consumption; corporate responsibility and protection of the environment and nature, management of natural resources, biological and landscape diversity.

Other documents of the Republic of Croatia

In order to accelerate changes required for economic recovery, the Government of the Republic of Croatia adopted the *Economic Recovery Programme*, particularly highlighting the importance of implementing the Strategy for Sustainable Development of the RoC. In view of that, the *Plan of Implementation Activities* as part of the said Programme lays down that the Action Plan for Education for Sustainable Development (hereinafter: AP ESD) shall be adopted in the first quarter of 2011. In addition to MEPPPC and MSES, the Programme defines a number of other stakeholders expected to take part in preparation of action plans ranging from relevant government bodies, public institutions, institutes, universities and agencies to non-governmental organizations.

In its basic document *Strategic Development Framework for 2006-2013* Croatia identified sustainable development as one of ten strategic areas. These ten strategic areas include people, knowledge and education, infrastructure, information connectedness and social cohesion, macroeconomic stability and efficient financial market, *sustainable development* and uniform regional development, all of these accompanied by an entrepreneurial climate, privatization and restructuring, including a new role of the state undergoing a process of transformation into an effective and efficient service for citizens and entrepreneurs. Moreover, the strategic framework recognizes education, the quality of knowledge, productive application of scientific results and the use of information and communication technologies as a basis for development and transformation of the Croatian society and economy into a *knowledge-based society*.

In addition to the Strategy for Sustainable Development and the Environmental Protection Act, the need for and importance of education for SD¹⁵ has been included in some other sectoral

¹⁴ At least a million persons should be included in the educational process as soon as possible; compulsory secondary school education should be introduced, the number of persons withdrawing from school reduced and the share of participants in lifelong education increased.

¹⁵ Waste Management Strategy (2005); Waste Management Plan of the Republic of Croatia for the Period 2007-2015; National Framework Curriculum for Preschool Education, General Compulsory and Secondary School Education (2010); Croatian National Educational Standards for Preschool Education, Primary and Secondary Schools; National Environmental Protection Strategy (2002) and National Environmental Action Plan (2002); Gender Equality Act (2003) – Art. 14; National Population Policy; National Action Plan for Rights and Interests of Children 2006-2012; Action Plan for Implementation of Migration Policy; National Strategy for the Protection against Family Violence; National Plan for Combating Trafficking in Human Beings; National Programme for the Protection and Promotion of Human Rights; National Policy for the Promotion of Gender Equality; National Strategy for Anti-discrimination Campaign; National Strategy for Combating Drug Abuse; Action Plan for Combating Drug Abuse; National Programme for the Youth (2009); National Strategy for Equalization of Opportunities for Disabled Persons in the Period 2007-2015; State of the Environment Report (2007); the issue will

strategies and documents. So, for example, the *Strategy and Action Plan for the Protection of Biological and Landscape Diversity of the Republic of Croatia*¹⁶ identifies encouraging improvements in institutional and non-institutional methods of education for biological diversity and public participation in the decision-making process as one of its general strategic objectives. A further example may be found in the *Waste Management Plan of the Republic of Croatia*¹⁷, a basic document addressing the issue of waste management in the RoC in the period 2007-2015. In the chapter 'Education and Public Communication', education for environment is highlighted as an indispensable segment of every integrated waste management system.

CURRENT STATUS OF EDUCATION FOR SUSTAINABLE DEVELOPMENT IN CROATIA

The data on the current status in the field of education for sustainable development (EDS) were collected during August and September 2010. About a hundred stakeholders in formal, non-formal and informal education received a request to submit information about activities that may be classified as ESD. Considering the areas specified in the SSD and the need for easy reference and recognition, the data requested were classified into the following areas, taking into account the recognized challenges of the strategies mentioned:

Area of sustainable development	Themes
Protection of the environment and natural resources	Environmental protection, nature conservation and management of natural resources, biological and landscape diversity, renewable energy sources and energy efficiency, waste management, etc.
Sustainable production and consumption	Corporate social responsibility, sustainable production and consumption, informing consumers and consumers' rights, certification, cleaner production, etc.
Human rights and democratic citizenship	Building peace, non-violence, democracy, justice, human rights, security, ethics, political literacy and political participation, global, national and local responsibility, democratic citizenship (active intercultural dialogue), etc.
Promoting and planning sustainable development	Local, regional, rural and urban development etc.
Social cohesion	Social inclusion, quality of life, intersectoral partnership, subsidiarity principle, etc.
Health	Information and education on disease prevention, healthy lifestyles, public health, etc.
Cultural and traditional heritage	Dissemination of information and programmes for the protection of cultural and traditional heritage, etc.

also be included in the latest State of the Environment Report (2005-2008) expected to be made public early in 2011; Strategy and Action Plan for the Protection of Biological and Landscape Diversity (2008); Strategy for Entrepreneurial Learning 2010-2014: Enterprising Croatia

¹⁶ Official Gazette 143/08

¹⁷ Adopted by the Government of the RoC in July 2007.

Brief Analysis of Current Status

The data collected represent more than 180 programmes and projects of formal, non-formal and informal education implemented on the territory of the Republic of Croatia over the last 2-3 years. These data include the programme/project title, achievements, agents responsible for programmes/projects, implementation period and financial resources/sources of funding. This analysis is not based on a scientific method of research and status analysis, however it nevertheless provides a relevant overview of the current state in the field of education for sustainable development.

The analysis of current activities performed in the field of education for sustainable development showed a very good presence of formal and non-formal education in all areas analysed. However, informal education in Croatia remains still unrecognized and rarely used as a method of promotion of and education for sustainable development. Although programmes and projects have covered all areas, there is an obvious lack of connections between the individual areas of education and a lack of interdisciplinary approach.

From the analysis, it also follows that there are a number of stakeholders who take part in education for sustainable development or in areas falling under SD at the national, regional and local level. Some of important stakeholders in ESD operate on their own or in partnership with other stakeholders. In addition to the Ministry of Science, Education and Sports (hereinafter: MSES) and the Croatian Education and Teacher Training Agency (hereinafter: ETTA) an important role in the segment of formal education is played by other agencies¹⁸, preschool teachers, primary and secondary schools teachers and higher education lecturers. On the other hand, relevant stakeholders in non-formal education are mostly civil society organizations operating in the field of environmental protection, democratization and human rights, culture, health and social welfare, associations of the youth and for the youth, including various other participants such as adult education institutions, cultural institutions, etc.

Formal Education

Preschool education

Preschool education and child care are a part of the education system of the Republic of Croatia. In most cases, kindergartens are founded by local self-government units (municipalities and towns) that also provide the funding for preschool activities in their areas. The Preschool Education Act contains a provision that makes it obligatory for all kindergartens to integrate ecological development issues into their plans and programmes, which has been duly followed since 1997. It is evident from the data collected that the existence of ecological programmes and programmes of education for sustainable development is specifically verified by 98 kindergartens, some of which received high awards and are listed among UNESCO Eco-schools. Owing to a high level of professional work relating to implementation of an ecological programme (eco-kindergarten), the Srednjaci Kindergarten in Zagreb was designated the Professional Development Centre for kindergarten teachers and staff associates who will implement ecological programmes and programmes of education for sustainable development in their respective kindergartens. There are plans to start systematically implementing verified preschool children programmes of education for sustainable development which will be adapted to the needs and abilities of every child in conformity with the humanistic development

¹⁸ E.g. Agency for Vocational and Adult Education performing activities within the scope and competence stipulated by the Vocational Education Act (OG 30/09).

approach to children, as defined by the Programme Orientation of Preschool Education for Children of a Preschool Age.¹⁹

Primary school and secondary school education

Various areas of SD are covered by curricula for primary school and secondary school education through subjects such as nature and biology, chemistry, physics, geography, music, visual arts and catechism. Besides, secondary school curricula offer themes of SD in subjects such as sociology, ethics, policy and economy. In the primary school curriculum, education for environment and sustainable development is emphasized as an integrative educational content. In primary and secondary schools SD themes are also offered as extracurricular activities, i.e. elective, optional or supplementary classes.

Civic education in the Republic of Croatia is provided through the education system and non-formal and informal forms of lifelong learning. Political, legal and professional prerequisites for integration of such education have been systematically developed since 1999, when the Government of the Republic of Croatia adopted the first *National Programme of Education for Human Rights*.

Implementation of this education is based, among other things, on the Constitutional Law on Human Rights and Rights of National Minorities (2000) and the National Programme for the Promotion and Protection of Human Rights in the Republic of Croatia (2008-2011). In 2010 three significant steps were taken as prerequisites for implementation of civic education: re-establishment of the *National Committee on Human Rights and Democratic Citizenship* as an advisory body to the Government of the Republic of Croatia; foundation of the *University Centre for Human Rights* to provide services to all teacher education institutions in educating students – future teachers for implementation of civic education in schools; adoption of the *National Framework Curriculum (NFC)* for primary and secondary schools which includes civic education as an integrative topic in primary and secondary schools, an elective subject in higher classes of primary schools and a compulsory subject in secondary schools (currently 'Policy and Economy'). The NFC identifies civic education as one of eight key competences for lifelong learning.

In the last ten years the *Education and Teacher Training Agency* developed a number of modules and projects for concrete application of civic education in schools, based on interactive methods of learning and teaching and on projects for interconnecting schools and the local community. They include: Module of education for peace and non-violent settlement of conflicts; Network of teachers and pupils-mediators; Basics of democracy: power, justice, responsibility, privacy; Project citizen and education for entrepreneurship; Law in the classroom and simulation of a trial; Human values and humanitarian law; Education for consumer protection; Prevention of human trafficking; Development of identity and multiculturalism; Combating stereotypes and prejudices about national minorities and prejudices of national minorities about the majority in the context of the Constitutional Act on the Rights of National Minorities and the EU accession process; Module for the protection and promotion of gender equality. As part of the compulsory professional development, the Education and Teacher Training Agency provided training for more than 10,000 educators for implementation of civic education in the last ten years. It appointed and trained *county heads of expert councils* for democratic citizenship to act as *trainers of other teachers* for interactive learning and teaching methods. It prepared numerous teacher manuals and textbooks for learners as well as other

¹⁹ Source: <http://public.mzos.hr/Default.aspx?sec=3131>

teaching materials. Each year the Agency and the MSES organize school, county and national presentations of projects dealing with democratic citizenship and human rights and a presentation of simulated trials in collaboration with the school and judicial system.

It should be noted that there is a growing presence of certain areas of SD in the curriculum, such as protection of the environment and natural resources, while others, such as social cohesion, are still in the process of development. One example of good practice is the internationally recognized Croatian GLOBE programme that involves 130 schools and contributes to conceptual understanding and application of knowledge of natural sciences and to the development of skills and positive attitudes towards the environment. Mention should be made of the international programme of eco-schools implemented in more than 200 primary and secondary schools and some preschool institutions. About 40 secondary schools in Croatia have included into their curriculum the UNESCO SEMEP project focusing on education in historical, culturological, natural, social and ecological values, promoting the culture of peace and tolerance in the South Eastern Mediterranean region and encouraging a holistic and interdisciplinary approach to development of projects on specific subjects during a school year.

These activities fall mostly into several categories: programmes for regular classes, elective courses and extracurricular activities, including programmes for events and competitions (resources are provided by MSES or indirectly by ETTA, which also provides technical and organizational support). There are also programmes for professional development of teachers organized by ETTA and AVET, each agency covering its own sphere of activities. The current state indicates that educational content used in primary school education for entrepreneurship is inadequate.

The data so far suggest that a variety of themes and contents relating to sustainable development are covered by schools. However, taking into consideration competences as defined by the UNECE Strategy (clustered into four categories: learning to know, learning to do, learning to be, and learning to work and live together) it may be concluded that there is still a lot of work to be done in this area in terms of orienting teaching methods towards competences rather than content. Although the application of the Croatian National Educational Standard (CNES, 2005) resulted in changes in the segment of primary school, actual effects proved insufficient. The AP ESD should therefore focus on enhancing teacher competences.

Since the adoption of the National Framework Curriculum (NFC) by MSES in 2010, education for sustainable development has been strongly underpinned by this fundamental educational document. Its essential elements are evidently contained in values pleaded by the NFC (knowledge, solidarity, identity, responsibility) and compulsory inter-subject modules (personal and social development, health, security and environmental protection, learning how to learn, entrepreneurship, use of information and communication technology, civic education).

Higher education

The state of institutions of higher education is dependent on implementation and reform of the Bologna process. In its first report on implementation of the UNECE Strategy for Education for Sustainable Development the MSES stated that ESD was more intensively addressed at the postgraduate level and that the decision on the programme of studies was taken by the university senate. Multidisciplinary and interdisciplinary studies are carried out through postgraduate programmes at a few institutions of higher education only.

The current and future activities of the University are noticeable. They are not only sporadic in terms of individual courses dealing with the area of SD offered at certain faculties in Croatia, but rather incorporated into the existing postgraduate and future undergraduate university courses. For example, there is a specialized postgraduate interdisciplinary course entitled the "Environmental Management Programme – Policy and Sustainability" (EMPS) derived from the Tempus Project "Sustainable Environmental Management" (2005-2009). This course of the University of Zagreb is carried out in Dubrovnik, in English.

A programme of education for sustainable development is currently being prepared by the Mediterranean Universities Network for Sustainable Development. It is planned to conduct 16 subjects relating to sustainable development issues, such as the SD concept, educator competences, methods and innovative practices, integration of SD into university curricula, etc.

Non-formal Education

In Croatia, non-formal education is provided by various civil society organizations, business associations, public institutions, government bodies (GB) and other providers, frequently in collaboration with institutions for formal education or local self-government units. Education is undertaken through a number of multi-year programmes and projects in different areas of the Republic of Croatia. It is evident from the analysis that most of the non-formal programmes are carried out in the field of human rights, democratic citizenship and social cohesion, and slightly less in the field of environmental protection and health. Areas which are less present include the promotion and planning of sustainable development, cultural and traditional heritage, and sustainable production and consumption. Although very few non-formal programmes deal with sustainable production and consumption, mention should be made of a corporate social responsibility programme carried out in partnership with various stakeholders (employers, foundations, associations operating in the field of sustainable development, etc.).

Education programmes are carried out through (modular) workshops, seminars and conferences lasting one or more days at which leaflets and brochures are handed out and through radio and TV shows. Direct work with users refers to individuals of various ages, from children to adults. Disseminating information to the public and public awareness raising are among the purposes of non-formal education present in all seven areas of sustainable development. Non-formal education is further characterized by facilitating individuals to acquire knowledge and competences and to change attitudes necessary for an effective participation in the society and a more efficient personal and professional development. For example, many programmes enable the acquisition of some of the eight competences of lifelong learning²⁰ (communication in the mother tongue; communication in a foreign language; mathematical competence and basics of the competences in science and technology; information competence; knowing how to learn; social and civil competence; initiative and entrepreneurship; interculturality and expressing oneself). Many programmes refer to the establishment of specific mechanisms and provide additional space for promoting and representing interests of individual groups of the society, for advocating and lobbying for them, and for building capacities of individuals and groups for self-organization and for a stronger and more responsible participation of citizens in decision-making processes at the local, regional and national level. The Croatian Employment Service is, for example, responsible for the

²⁰ "The key competences for lifelong learning" – A European framework, an annex to a Recommendation of the European Parliament and of the Council of Europe, 2006,

programme of acquiring competences for the career development and management, which is intended for the unemployed (entrepreneurial competence).²¹

Informal Education

In Croatia, informal education is underdeveloped. At present, it is undertaken mainly through public information on sustainable development and environmental protection and printed materials and media. It should also be noted that information and relevant documents are made available at the websites of government bodies, agencies, civil society organizations, business organizations, etc. The sustainable development themes are insufficiently present in the media, although there are certain specialized TV shows such as Consumer Code, E like Earth, Eco-zone (Croatian Broadcasting Company), Censorship, Man and Health Culture (Apple), etc.

This form of education refers also to work-based education. Each individual may choose to receive education depending on programmes offered on the market and related to sustainable development.

Within the framework of the National Employment Promotion Plan for the period 2011-2012, which defines priorities arising from the Joint Assessment of the Employment Policy Priorities (JAP), it is planned to develop a model of acknowledging/evaluating knowledge acquired non-formally and informally as part of the project aimed at developing the Croatian Qualifications Framework (CQF)²². These activities will be performed by the MSES and the Agency for Vocational Education and Training (AVET).

Preschool Teachers, School Teachers and Higher Education Lecturers in Formal and Educators in Non-formal Education

Formal and non-formal education programmes should contribute to development of competences of individuals expected to transfer them to other individuals in the further process of education. As there is still no system in place to evaluate non-formal education in the Republic of Croatia, the development of a model for acknowledgement/evaluation of knowledge acquired non-formally through CQF will contribute to quality and evaluation of non-formal education.

The analysis of data demonstrated the existence of still insufficient individual and systematic programmes for education of preschool, primary and secondary school teachers that should be implemented as a part of formal and non-formal education. The project "Building Capacity of Instructors in Education for Sustainable Development" implemented in the period 2008-2011 is expected to equip with knowledge 10 instructors who will cooperate with ETTA as trainers. ETTA and MEPPPC have in 2008 and 2009 also conducted teacher trainings on education for sustainable development in cooperation with external associates.

For example, a University Centre for Human Rights which will educate undergraduate teacher education students in implementation of civic education in schools is being founded. One of the major efforts was made by translating the brochure "Quality Criteria for ESD in Schools" which is available at web pages of ETTA and international network ENSI²³. By describing 15 quality

²¹ Since 1 January 2011 the Republic of Croatia has been a full member of the European Lifelong Guiding Policy Network (ELGPN) committing itself to dissemination of programmes dealing with acquisition of competences for career management and connecting stakeholders at the national, regional and local levels in lifelong professional orientation in the period 2011-2012.

²² CQF will serve as an instrument for connecting educational outcomes and labour market demands. The evaluation system will be connected with educational outcomes, making it easier to prove and check knowledge acquired through non-formal and informal learning and to thus acquire a specific qualification.

²³ International Network Environment and School Initiatives, ENSI, <http://www.ensi.org>

criteria, this manual is intended to serve for self-evaluation of schools, directing them at the same time to various aspects of ESD integrated into the teaching content and the teaching process itself, relations between various groups in schools, school management and relations between schools and actors of local and wider community.

Building capacities of preschool, primary and secondary school teachers²⁴ seems to be one of the major challenges in implementation of education for sustainable development.

Educational Materials

A critical element in the development of educational programmes and competences is the existence of resources and *didactic materials* which are lacking in Croatia for various reasons. Some new teaching methods (e.g. e-learning) are underdeveloped and insufficiently applied. CNES has formally made a shift in application of up-to-date forms of work and new teaching strategies. For a number of years, programmes for professional development of teachers have been encouraging the development of teacher competences and have been focused on building their capacities for contemporary teaching. The process is to a certain extent hampered by actual teaching programmes which are still content-oriented and consequently too extensive. Since 2006/2007, CNES has been eliminating superfluous teaching content and introducing a contemporary teaching method based on investigative teaching, individual and group work and participatory methods, applicable knowledge and skills.

Non-formal education undertaken through workshops organized by civil society organizations is focused on application of a participatory and interactive approach (combination of theory and experience-based learning, learning through action). In their work, educators apply various techniques and methods, including the following: good quality, short and easily understood presentations, various simulations, games, case studies and other different group and individual techniques and methods. Workshops are a place for mutual communication between participants and educators and for sharing experiences and recommendations.

The learning methodology in formal and non-formal programmes of education for sustainable development should be a combination of the transfer of key concepts of sustainable development, the analysis of major problems and issues in ESD and development of competences for sustainable development.

Implementation of the UNECE Strategy for Education for Sustainable Development

In the First Mandatory National Report on Implementation of the UNECE Strategy for Education for Sustainable Development the MEPPPC reported on results achieved (indicators met) in previously defined areas²⁵. It was stated that the National Action Plan for Education for Sustainable Development was in the process of development, and that its development is being coordinated by the Steering Committee and the Working Group consisting of representatives of various ministries, civil society organizations, the business sector and the media.

The report states further that formal ESD is addressed in relevant national educational legislation from the preschool to secondary school level of education and included in national

²⁴ For easier reference, the terms refer to both genders.

²⁵ (1) ensure that policy, regulatory and operational frameworks support the promotion of ESD; (2) promote sustainable development through formal, non-formal and informal learning; (3) equip educators with the competence to include sustainable development in their teaching; (4) ensure that adequate tools and materials for ESD are accessible; (5) promote research on and development of ESD; (6) strengthen cooperation on ESD at all levels within the UNECE region.

curricula and/or national standards of formal education up to and including the secondary school level of education.

Non-formal and informal education for SD are undertaken by various public administration bodies and by civil society organizations financially supported by public administration bodies. There are numerous documents addressing non-formal and informal ESD, such as SSD (with a special paragraph emphasizing the importance of ESD), the National Strategy for the Creation of an Enabling Environment for Civil Society Development and the National Environmental Strategy.

The raising of public awareness relating to ESD is covered by several general documents such as the Act on Ratification of the Convention on Access to Information, Public Participation in Decision-Making and Access to Justice in Environmental Matters, the Act on the Right of Access to Information, the Codex for Consultations with the Interested Public in the Process of Adopting Laws, Regulations and Legal Acts, and in sectoral documents such as the Environmental Protection Act, the Strategy for Sustainable Development of the Republic of Croatia, the Waste Management Strategy of the Republic of Croatia for the period 2007-2015, the National Environmental Strategy and the National Environmental Action Plan.

The summary contains the self-assessment of the status of implementation of indicators in the country. The following processes are listed as completed: measures to create conditions supporting the promotion of ESD have been taken; national policies provide support to synergies between processes related to SD and ESD.

The following indicators were assessed during preparation and development of this document: policy, regulatory and operational framework for support of the promotion of ESD; key themes of SD addressed in formal education; ESD implementation strategies are clearly identified; a whole-institution approach to ESD/SD is promoted; ESD is included into the quality assessment/enhancement system; ESD methods and instruments for non-formal and informal learning are in place to assess changes in knowledge, attitude and practice; ESD implementation is a multi-stakeholder process; ESD is included in training of educators; opportunities exist for educators to cooperate on ESD; teaching tools and materials for ESD have been produced; quality control mechanisms for teaching tools and materials for ESD exist; tools and materials for ESD are accessible; research on ESD is promoted; development of ESD is promoted; international cooperation on ESD is strengthened within the UNECE region and beyond.

According to the self-assessment of the status of implementation, dissemination of research results on ESD is the only area which has not been addressed yet.

ACTION PLAN FOR EDUCATION FOR SUSTAINABLE DEVELOPMENT

The UN Decade of Education for Sustainable Development 2005-2014 and the UNECE Strategy for Education for Sustainable Development contributed to recognizing the role of education as an essential tool in efforts to achieve more sustainable economic and social development, besides concern for the environment. Croatia has long ago committed itself to such a way of thinking and recognized the importance of education with respect to implementation of sustainable development principles. This Action Plan was drawn up in cooperation with various social groups for the express purpose of caring for our future. The Plan reaffirms the importance of lifelong learning and strengthening capacities of individuals and organizations necessary to make changes for the better. In this manner, the citizens of Croatia will be able to take informed decisions and actively participate in implementation of sustainable development.

"Our biggest challenge in this new century is to take an idea that seems abstract – sustainable development – and turn it into reality for all the world's people."

Kofi Annan, UN Secretary General, 2001

"Development must be sustainable, not only ecologically, but socially and economically too...Governments, corporations and individuals need to understand the links between these different kinds of sustainability."

Kofi Annan, UN Secretary General, 2004

General Objective

- To achieve understanding and acceptance of the sustainable development concept by all stakeholders, through strengthening their capacities to contribute to sustainable development.

The achievement of this objective presupposes that measures and activities will be designed and implemented in line with the priorities and the focus placed on changes to support sustainable development. This requires communicating the concept for better understanding of principles and objectives of education for sustainable development; supporting the research work; interconnecting the existing initiatives, if possible, and designing the new ones; promoting the education of decision-makers at all levels – national, regional and local; intensifying cooperation and partnership between sectors in providing support to new opportunities and initiatives; monitoring and evaluating the achievements.

The achievement of the objective requires a shift in the existing educational paradigm – from transmission and learning of facts which suppresses awareness-raising and does not promote a creative social activity which leads to a change, to education which requires critical reflection, thinking and drawing conclusions about issues related to work and life²⁶ - education that enables the freedom of reflection and understanding of reality and interrelationships between the environment, society and economic development, including impacts on that reality.

²⁶ See P. Freire: Pedagogy of the Oppressed, ODRAZ, 2002

Principles and Role of Education for Sustainable Development

In view of the fact that SD actually represents a process of social change, the SD policies and the management process should aim at changing the attitudes, behaviour and practices of decision makers, the business sector and consumers. SD is primarily a question of attitudes. The significant role of attitudes is precisely the reason that education for SD is considered to be of vital importance for achieving a sustainable way of envisioning and implementing the development.

SD may only be successful if decision makers, civil society organizations, the business sector and other relevant stakeholders cooperate. The public sector alone cannot initiate sustainable development in accordance with the goals established. Citizens must learn how to fully participate in the negotiation process with understanding and which skills and methods are to be used. In this connection decision makers must be familiar with SD principles and motivated for defining the policies and behaviour practices in line with those principles.

ESD is a lifelong process developing as a broad, comprehensive concept encompassing interrelated environmental themes and those relating to economic and social rights. Education for SD should include knowledge, skills, understanding, attitudes and values.

When speaking of education for SD we speak of different types of education – formal, non-formal and informal. The approach to education for SD requires therefore a different approach to each level/area of education. There are also various different approaches within the formal education, if we talk about the primary and secondary school education as against the higher education, because institutions of higher education are free to determine their curricula. The freedom of defining the methods and content of educational programmes exists in non-formal education too.

Apart from themes that should be covered by the ESD as mentioned earlier there is an important ethical dimension that includes equality, solidarity, intergenerational solidarity and the relationship between humans and nature, the rich and the poor, etc. Responsibility is inherent in ethics and becomes thus a practical matter for ESD.

The key role is played by schools that prepare young people for inclusion in the society. Learners must be prepared to assume responsibility for a constructive development of the society and encouraged in their systemic, critical and creative thinking. A prerequisite condition for ESD is shifting the focus away from solely transmitting information towards interactive learning. In doing this, care should be taken that formal education is permeated by experience of life and work beyond the classroom. Educators involved in the ESD play an important role in directing this process and encouraging the dialogue between pupils and students on one hand and decision makers, business sector and civil society on the other.

In this regard the importance of non-formal and informal education for SD must not be neglected, as they have to be complementary to formal education. The need for cooperation between various stakeholders involved in all forms of ESD should be recognized and such cooperation supported. Given the important role of media, journalists and newspaper editors should also be involved in the process.

Planning the ESD activities and introducing SD into education does not mean the creation of a new discipline. Connecting with already developed and existing subjects/themes is a realistic option. By establishing a connection between existing educational areas and natural,

ecological, cultural, technological, social (and political) meanings, the area may be said to address the SD. Hence the existing programmes may provide help in addressing the themes of SD. In practice, this frequently requires that such existing programmes are interconnected. We may therefore speak of SD-oriented education in which the content is placed within a wider context of sustainable development. At the same time this means that there is no need for each educational programme to be transformed.

The UNECE Strategy specifies that ESD should not be an additional assignment but rather a matter of using different methods and pathways within the already existing system. The main themes as defined by the UNECE Strategy underlying this AP correspond basically to themes that appear in individual subjects, with one exception as mentioned in the overview of the current state – entrepreneurship and social responsibility.

However, what is missing is their interconnectedness, which means that interconnection between themes and the way in which educators connect those themes are vital to ESD. Since educators bear full responsibility for introducing SD into the teaching process, they are to be offered continuous education in SD and ESD. Education of educators plays a key role.

Education for SD is not an obligation of schools only, but of the society as a whole. This attitude complies with the provisions of the UNECE Strategy for ESD stating that education on nature and environment should be extended and become complementary with other educational programmes through an integrated approach.

Cooperation between formal education and other partners brings an added value by itself. Efforts and expertise should be concerted. There is a need to provide schools with more information on the offer, i.e. programmes offered by civil society organizations and other associations. The complexity of cooperation between different stakeholders requires additional effort and additional financial means. Some possibilities are described in the chapter on funding. In most of the cases, ESD projects may be prepared and submitted in partnership of stakeholders from various sectors.

Guiding principles of education for SD:

- Lifelong learning
- Learning through action and participatory methods
- Cooperation and partnership
- Encouraging critical thinking, defining problems and identification and application of solutions
- Integrating themes of SD into the education system of the Republic of Croatia
- Involvement of a wide range of actors

Key roles of education for SD²⁷:

- Education should stimulate the belief that everybody has a power and responsibility for affecting positive changes at the global level;
- Education is the primary agent of changes towards SD, by strengthening capacities of individuals to transform their visions of the society into reality;
- Education enhances values, behaviour and lifestyles needed for SD;

²⁷ International scheme for implementation of UN Decade of Education for SD 2005-2014, UNESCO, 2005; <http://unesdoc.unesco.org/images/0014/001486/148654e.pdf>

- Education for SD is a process of learning to take decisions that take into account a long-term future;
- Education helps develop capacities for future-oriented thinking.

Priority areas

1. Formal education

Formal education means activities of training people to acquire knowledge, skills and competences through institutional and publicly certified educational programmes.

The education system of the Republic of Croatia consists of:

- preschool education
- primary education
- secondary education
- higher education

Preschool education is intended for children before they start primary school. According to the Preschool Education Act²⁸, preschool education has been organized as a subsystem of education in the Republic of Croatia²⁹ since 1997.

Eight-year *primary education* in the Republic of Croatia is governed by the Primary and Secondary School Education Act³⁰ and is compulsory as a rule for all children from the age of six to fifteen. The purpose and goals of the primary school education are focused on a continuous development of pupils in line with their capacities and inclinations.

Secondary school education enables pupils to acquire knowledge and skills for work and further education. Secondary education is provided by secondary school institutions and other legal entities and comprises various types and forms of education, training and professional improvement which take place in conformity with the provisions of the Primary and Secondary School Education Act³¹.

Activities of *higher education* are performed by institutions of higher education – universities and faculties and art academies as part of universities, polytechnics and schools of professional higher education. Universities organize and run university courses³². According to the Scientific Activities and Higher Education Act³³ they are entitled to organize and run professional courses³⁴ which are also run by polytechnics and schools of professional higher education.

²⁸ Official Gazette 10/97 and 107/07

²⁹ In the pedagogic year 2009/10, 58% of children of preschool age were covered by regular programmes and about 28% by shorter programmes. Before starting school, 99.60% of children are covered by preschool education programmes through regular kindergarten or preschool programmes.

³⁰ Official Gazette 87/08, 86/09, 92/10, 105/10

³¹ There are programmes in place for acquiring secondary school and vocational school qualifications and semi-skilled training. Training and professional improvement programmes are intended to supplement the knowledge, capacities and skills thus acquired for the purpose of professional work. Depending on the type of curriculum applied, secondary schools include grammar schools, vocational and arts schools.

³² University courses provide training for jobs performed in the field of science and higher education, business sector, public sector and society in general. The university courses include three levels: undergraduate, graduate and post-graduate studies.

³³ Official Gazette 123/03, 105/04, 174/04, 2/07 Decision of the Constitutional Court of the RoC, 46/07 and 45/09

³⁴ Professional courses provide students with an adequate level of knowledge and skills needed for a specific profession; they are trained to join directly the working process. Professional courses are run at two levels: professional courses and specialist graduate professional courses.

Adult education in the Republic of Croatia is governed by the Adult Education Act³⁵ which describes the forms of adult education and defines who and under what conditions may run adult education programmes. According to this Act, adult education may be undertaken as formal, non-formal, informal and/or self-oriented learning³⁶. Adult formal education is undertaken on the basis of programmes approved by the MSES with the aim to acquire professional knowledge, skills and capacities. It encompasses primary, secondary and higher education of adults.

2. Non-formal education

Non-formal education means organized learning processes focused on training and professional improvement for work, various social activities and personal development. Non-formal education satisfies supplementary, additional or alternative needs of learning and may, but need not be, linked with the formal education system. There is a distinction between non-formal education resulting in a public document (certificate, licence, etc.)³⁷, which is mostly undertaken by institutions for adult education, various centres, public teaching institutions and companies, and uncertified non-formal education for which no public document is awarded and which is mostly provided by associations, trade unions, etc. In transition countries, such as Croatia, civil society organizations (associations, trade unions and foundations) proved to be a powerful promoter of adult education³⁸.

3. Informal education

Informal education or self-education is learning organized by an individual for himself/herself outside standard educational institutions. It implies different, mostly individual educational activities self-initiated by a person learning or spontaneously acquiring experience and knowledge during his/her lifetime (from learning at home and by using electronic media and Internet, to acquisition of knowledge in contact with other people in the process of socialization).

The person accepts viewpoints and values, skills, knowledge and competences from everyday experience, the job performed and other influences and sources from the surroundings. The education result becomes the learner's property on the basis of which he/she fulfils specific roles in life and expands his/her knowledge and skills in the context of lifelong learning.

4. Policies, legislative and operational framework

The area related to the ESD framework at all levels of education, interdepartmental cooperation and multi-stakeholder cooperation, including the establishment of consultation mechanisms. The UNECE Strategy for ESD identifies the need for a strong political support at all levels of governance so as to include SD perspectives throughout education.

³⁵ Official Gazette 17/07

³⁶ Formal education of adults means an activity performed through institutional and publicly verified forms of education so as to acquire professional knowledge, skills and capabilities. Non-formal education of adults means organized learning processes oriented towards training adult persons for work, for various social activities and personal development. Informal learning of adults means activities through which an adult person accepts viewpoints and positive values, skills and knowledge from everyday experience and different other influences and sources from its surroundings. Self-oriented learning of adults means activities through which an adult person establishes by itself control over the learning process and responsibility for learning results. According to this Act, adult education may be undertaken by public open teaching establishments, primary and secondary schools, institutions of higher education, foreign languages schools and various institutions.

³⁷ Certified non-formal education – the process of non-formal education ends with a formalized check of learning outcomes, i.e. the knowledge, skills and competences acquired (e.g. by taking exams, preparing projects or programmes) and with the award of the certificate.

³⁸ Source: Project "Development Strategy of the Republic of Croatia", Office for Development Strategy of RoC, Education, White document on Croatian education, 2001, http://www.see-educoop.net/education_in/pdf/bela_knjiga-toc-cro-hrv-t02.pdf

Effective implementation of the ESD requires this theme to be integrated into policies and planning, investment and management strategies of the national and local governments for all levels of education. The UNECE Strategy for ESD states further that the challenge will be to implement the reform of policy-making and operational framework of the education system on a basis of trust, inclusion and subsidiarity. It stresses the need for cooperation between the public sector and those providing formal, non-formal and informal education. The cooperation, shared responsibility and leadership of relevant GB should be recognized as an important mechanism for good governance and be strengthened. There is a need for a coordination mechanism for implementing the ESD.

5. Research and innovative approaches to education for SD

This implies effective learning methods, evaluation tools, formation of attitudes and values, school/institutional development and implementation of information and communication technologies. Research on the ESD should provide a continuing basis for the development of ESD at the local, regional and global level and its recommendations should be incorporated into various parts of the education system.

6. Strengthening competences of educators and decision makers

Educators, leaders and decision makers at all levels of education are a key to changes and should therefore upgrade their knowledge about education for sustainable development so as to be able to design and implement good quality educational programmes and provide adequate recommendations and support. Efforts for strengthening capacities and competences are therefore necessary at all levels of both formal and non-formal education.

7. Educational materials

This refers to application of innovative teaching methods, instruments and materials for ESD at all levels, for general courses and specialist education and self-education, and their adaptation to local conditions and needs (in case of foreign literature or experiences). This also involves the use of electronic, audio, video and multimedia resources and visual aids for educational purposes and sharing information.

8. Public information and awareness-raising

It is necessary to include mass media which are a powerful force and have impact on guiding the choice and lifestyle of citizens, especially children and young people. An important role may be played by civil society organizations and GB, institutes and other relevant organizations, including politicians. The challenge is to mobilize their knowledge, experience and distribution channels to pass reliable information and key messages on SD-related issues.

Timeframe

According to the Environmental Protection Act the SSD is adopted every ten years. Given the length of this period, the SSD may be reviewed and up-dated at the mid-term. This AP is adopted for a period of five years and therefore the majority of measures should be taken on a short-term or medium-term basis. However, certain measures require more time for preparation and implementation and will therefore be implemented over a longer period of time.

Method for Implementing and Monitoring the AP

According to the Environmental Protection Act, the Strategy for Sustainable Development is adopted for a period of 10 years and this Action Plan for five years. The Act also provides monitoring of implementation through indicators.

The AP envisages the establishment of an interdepartmental body responsible for monitoring the implementation of the AP ESD which will be coordinated by the MEPPPC and the MSES. This body will meet regularly and adopt operational plans for monitoring the implementation of the AP ESD. It will also design a method to collect data on ESD implementation activities from relevant stakeholders and prepare reports.

Possible sources of funding

The analysis of the existing state also identified some of the possible sources of funding³⁹. They mostly include the existing financial support schemes for projects awarded through public tender procedures carried out by government bodies, regional and local self-government, National Foundation for Development of Civil Society, the Environmental Protection and Energy Efficiency Fund, individual companies, etc. The EU programmes are also recognized as a potential source of funding through various IPA components and other programmes.

The IPA National Programme, Component I. *Transition Assistance and Institution Building* includes measures for building institutions and the related investments in the Republic of Croatia with the aim to meet the criteria for EU accession. Special emphasis is placed on the compliance with political and economic criteria and the criteria that would facilitate Croatia in meeting its obligations once it becomes the full member of the EU. Through the Component 1 project *Building Capacities of Civil Society Sector for Monitoring the Application of the European Acquis Communautaire* calls for proposals are being launched for the award of non-repayable grants to associations and their partners in the field of environmental protection and SD.

Investments made in the human resources sector at the pre-accession stage are financed under the IPA Component IV., through the *Human Resources Development Operational Plan* laying down a number of priorities with respect to employment, social inclusion and education which are very close to priorities as laid down by the European Social Fund, one of the

³⁹ With respect to the question whether public budgets and/or economic incentives are available specifically to provide support to ESD, the Report on Implementation of the UNECE Strategy for ESD specifies the following sources: the National Human Rights Programme continuously financed by the Government Office for Human Rights; the Ministry of Environmental Protection, Physical Planning and Construction and the Ministry of Science, Education and Sports provide financial support to projects and programmes of associations operating in the field of extra-institutional education of children and the youth – the ESD being one of the priorities of the call for proposals. They also provide support to promotion of the ESD by co-financing the operation of civil society organizations.

G2G project implemented together with the Netherlands, entitled "Training of civil servants on sustainable development and education for sustainable development". The final goal of the project is to educate future trainers for sustainable development and include this programme into the Catalogue of training programmes for civil servants of the Ministry of Public Administration.

The Ministry of Tourism provides regular support to educational programmes related to sustainable development in form of grants awarded to the population and employees in the tourist sector. These educational programmes are organized and implemented by civil society organizations, agencies and institutes through various programmes and workshops.

The Ministry of Family, Veterans and Intergenerational Solidarity provides continuing support to the National Youth Programme the aim of which is to contribute to addressing the needs of the young and to improvement of their quality of life.

structural funds to be used by Croatia after accession to the European Union. The operational programme objectives are to raise the level of employability, to attract and keep as many workers as possible employed through higher investments in human resources, and to strengthen social inclusion and promote adaptability of businesses and their employees.

Another possible source of funding is the Science and Innovation Investment Fund (SIIF) financed through the IIIc component of the IPA programme.

It is necessary to persuade the institutions to allocate a portion of resources intended for financial supports to education for sustainable development, and to monitor and report through various information channels on possibilities offered by diverse EU programmes or bilateral possibilities.

Croatia participates in the European Commission's Lifelong Learning Programme which is focused on all levels of education and professional development. The goal of the Programme is to contribute to progress of Europe as a society of knowledge and sustainable economic development, a high number of good quality workplaces and a strong social cohesion. The programme encourages exchange and cooperation between educational institutions throughout Europe, mobility of participants in the educational process, educational experts and persons already present on the labour market. It covers the period from 2007 to 2013. The Lifelong Learning Programme consists of four sectoral sub-programmes: *Comenius* for preschool and school education, *Erasmus* for higher education, *Leonardo da Vinci* for vocational education and training at all levels of education, and *Grundtvig* for adult education, both formal, non-formal and informal.

A portion of financial resources will need to be secured from the state budget (e.g. for activities of the Coordinating Body for ESD and its work, preparation of instructions and other activities to be performed by representatives of government bodies – GBs).

Another portion of financial resources needed for activities at the regional and local level shall have to be provided by the regional and local self-government.

TABLES BY PRIORITY AREAS

1. Formal education
2. Non-formal education
3. Informal education
4. Policies, legislative and operational framework
5. Research and innovative approaches to education for SD
6. Strengthening competences of preschool teachers, primary and secondary school teachers, higher education lecturers and decision makers
7. Educational materials
8. Disseminating information to the public and public awareness raising

1. FORMAL EDUCATION

Objective: To promote and introduce themes of sustainable development into the system of formal education

Measure 1.1.	Activity	Indicator	Time of Performance	Implemented by (agents/associates)
Incorporate knowledge and skills, attitudes and values related to sustainable development (SD) into primary and secondary school subject curricula	1.1.1. Preparing instructions for subject committees ⁴⁰ 1.1.2. Collecting information and preparing an overview/analysis of SD themes included in subject curricula and the way in which relevant themes are interconnected	<ul style="list-style-type: none"> Activities of education for sustainable development introduced as a compulsory part of school curricula New curricula for vocational education containing elements of sustainable development are prepared and introduced 	2013 - 2016	MSES, Education and Teacher Training Agency (ETTA), Agency for Vocational Education and Training (AVET), MELE, primary and secondary schools
Measure 1.2.				
Promote participatory educational methods and improve educational materials as a support to educational process at all levels	1.2.1. Promoting a stronger application of teaching methodology based on investigative education and experiential learning, focusing on the development of personal responsibility and empathy, development of social skills and skills of conscious and responsible decision-making, and stressing of and caring for positive values 1.2.2. Preparing new and/or revision of existing educational materials 1.2.3. Supporting school/ educational projects in the field of education for sustainable development 1.2.4. Promoting good practice examples and research in the field of education for sustainable	<ul style="list-style-type: none"> Number of expert lectures in the field of ESD methodics Research carried out in the field of education for sustainable development Number of financially supported projects in the field of sustainable development Number of publications issued dealing with good practice examples in the field of education for sustainable development 	2013 continuously	MSES, ETTA, AVET, schools, institutions of higher education, civil society organizations (CSOs)

⁴⁰ Subject committees play an extremely important role and carry out a number of key assignments: preparation of examination catalogues for all subjects, preparation of examination assignments – examination materials, definition of standards, minimum competences and levels of success, cooperation in training examination markers, preparation of starting points for additional education of teachers, preparation of methodical manuals for teachers.

	development			
Measure 1.3.				
Integrate themes dealing with education of children for SD into preschool education programmes	<p>1.3.1. Introducing into preschool programmes the highest possible number of activities that bring the themes of SD closer to preschoolers and assist in their education for a more responsible citizenship later in life</p> <p>1.3.2. Collecting information and preparing an overview/analysis of SD themes present in preschool programmes</p>	<ul style="list-style-type: none"> • Number of preschool programmes incorporating the themes of SD as specified by the UNECE strategy⁴¹ • Number of kindergartens that apply such programmes 	2013 - 2016	MSES, ETTA, institutions of preschool education, local and regional self-government
Measure 1.4.				
Encourage linking of different institutions of higher education in the area of natural and social sciences	1.4.1. Designing interdisciplinary and multidisciplinary studies / courses in higher education	<ul style="list-style-type: none"> • Number of interdisciplinary and multidisciplinary studies/courses in Croatia and the number of students attending them 	2015 - 2016	MSES, institutions of higher education, National Foundation for Science
Measure 1.5.				
Link secondary schools and economy sector in the field of SD	<p>1.5.1 Investigating the needs of economy sector for workforce trained in the area of sustainable development</p> <p>1.5.2. Ensuring targeted vocational training of pupils in secondary schools in line with the needs of economy sector in the field of SD</p>	<ul style="list-style-type: none"> • Vocational curricula prepared in line with the needs of the economy sector in the area of SD 	2014	MSES, AVET, ETTA, MELE, secondary schools, business sector organizations

⁴¹ Possible methods of collecting information: through ETTA, external contracted assessor/analyst

2. NON-FORMAL EDUCATION

Objective: To promote and undertake education for sustainable development through non-formal education

Measure 2.1.	Activity	Indicator	Time of Performance	Implemented by (agents/associates)
Enhance SD skills and knowledge of experts who participate in planning, managing and implementing development measures	2.1.1. Organizing educational workshops/seminars on SD 2.1.2. Organizing visits to good practice examples in Croatia and the EU 2.1.3. Carrying out research in the field of education for SD	<ul style="list-style-type: none"> • Number of workshops / seminars on SD designed and carried out • Number of conferences / round tables of practitioners and theoreticians in the field of SD organized for actors who participate in planning, managing and implementing the development • Number of research works carried out on education for SD • Increased level of knowledge and skills related to sustainable development values, methods and principles⁴² 	2012 continuously	MEPPPC, Ministry of Public Administration, local and district (regional) self-government, CBCSD, CEA, CCE, CCTC, National Foundation for Civil Society Development (NFCSD), trade unions, development agencies, CSOs ⁴³
Measure 2.2.				
Build sustainable development capacities of stakeholders in local communities	2.2.1. Encouraging and promoting participatory adoption of local sustainable plans 2.2.2. Providing support and educating members of local partnerships for the purpose of establishing local action groups (LAG) according to the LEADER principle 2.2.3. Supporting and encouraging establishment of local centres for educating citizens on SD 2.2.4. Informing and consulting central, regional and local	<ul style="list-style-type: none"> • Number of educational programmes containing SD elements • Number of participants in educational programmes • Number of LAGs established in the area of the Republic of Croatia • Increased level of knowledge and skills related to sustainable development values, methods and principles⁴⁴ • Number of local ESD centres 	2011 continuously	Ministry of Public Administration, MAFRD, MRDFWM, Croatian Waters, local and district (regional) self-government, CSOs, development agencies, NFCSD

⁴² This indicator may be measured by an evaluation questionnaire at the beginning and end of education/seminar and by repeated evaluation with a time-lag.

⁴³ Civil society organizations such as e.g. CEA, CBCSD, trade unions and other associations.

⁴⁴ This indicator may be measured by an evaluation questionnaire at the beginning and end of education/seminar and by repeated evaluation with a time-lag.

	<p>government bodies, water users, CSOs and general public with respect to the Draft River Basin Management Plan (hereinafter: DRBMP)</p> <p>2.2.5. Public consultations on the DRBMP and the Strategic Environmental Impact Study</p>	<ul style="list-style-type: none"> • Publishing of the Draft RBMP at the website of MRDFWM, information on availability of the Draft at websites published in the press, organization of public forums • Successful completion of public consultations and adoption of the RBMP 	End of 2011	
Measure 2.3.				
Increase SD skills and knowledge of the business sector	2.3.1. Supporting the existing and designing and implementing new educational programmes for SD-related themes, social responsibility, etc.	<ul style="list-style-type: none"> • Number of events and educations organized on sustainable development and corporate social responsibility for business sector • Number of business entities that incorporate themes of SD and corporate social responsibility in their work 	2011 continuously	CBCSD, CCE, CEA, CCTC in collaboration with MELE, CSOs, trade unions
Measure 2.4.				
Build educator ⁴⁵ capacities in the field of non-formal education for SD	<p>2.4.1. Preparing curricula and providing training for SD trainers in relevant SD areas (environmental protection, human rights, social inclusion, planning sustainable / rural development, etc.)</p> <p>2.4.2 Informing and training educators in competences for ESD</p>	<ul style="list-style-type: none"> • Number of programmes designed and trainings of trainers provided in ESD and SD • Database on educated trainers (environmental protection, human rights, social inclusion, etc.) • Level of knowledge, skills and information on competences for ESD possessed by trainers⁴⁶ • Number of publications / manuals that integrate SD and ESD issues into their content 	2011 continuously	MEPPPC, Ministry of Public Administration, MAFRD, MRDFWM, CSOs, CEA, CBCSD, CCTC, trade unions, GBs, local and district (regional) self-government, NFCSD

⁴⁵ Educator is a broad term which implies the role of trainer/consultant/lecturer.

⁴⁶ May be measured by an evaluation questionnaire before and after a training/seminar.

Measure 2.5.				
Facilitate acquisition of additional SD skills and knowledge of pupils and students outside formal education	2.5.1 Designing/implementing non-formal education programmes in SD for pupils and students in their free time	<ul style="list-style-type: none"> • Number of educational programmes containing SD elements • Number of organizations which organize and undertake non-formal education • Number of pupils and students participating in additional ESD programmes 	2011 continuously	CSOs, business sector organizations, trade unions
Measure 2.6.				
Increase knowledge and skills of media employees, primarily journalists and newspaper editors/managers	2.6.1. Designing and regular organisation of workshops on SD for journalists and newspaper editors/managers of various mass media	<ul style="list-style-type: none"> • Number of journalists and newspaper editors/managers involved in education 	2012 continuously	Croatian Journalists' Association (CJA), journalists, CSOs, NFCSD

3. INFORMAL EDUCATION

Objective: To promote and facilitate education for SD through informal education

Measure 3.1	Activity	Indicator	Time of Performance	Implemented by (agents/associates)
Provide the opportunity of informal education for various stakeholders	<p>3.1.1 Preparing and setting up websites with relevant information for various stakeholders in the field of SD and ESD, updating existing websites</p> <p>3.1.2. Preparing information and educational materials (CDs, manuals, brochures, leaflets, promotional posters, etc.) for the general public</p> <p>3.1.3 Encourage projects with activities that include informal education</p>	<ul style="list-style-type: none"> • Number of websites parts of which contain relevant information for various stakeholders and SD areas • Number of information and educational materials intended for citizens and other stakeholders • Number of financially supported projects which support informal education for SD 	2011 continuously	MEPPPC, ETTA, MELE, other government bodies (GBs), CSOs ⁴⁷ , institutes, CES, local and district (regional) self-government, NFCSD
Mjera 3. 2.				
Provide the opportunity of informal in-service education of employees	3.2.1. Designing educational programmes adapted to implementation at workplace	<ul style="list-style-type: none"> • Research carried out on existing informal education programmes adapted to implementation at the workplace, recognizing the needs and giving recommendations for new opportunities • Number of in-service educational programmes designed and implemented • Number of business entities involved 	2013 continuously	CCE, CCTC, CSOs, GBs, local and district (regional self-government) business entities, CSOs

⁴⁷ Civil society organizations, such as CEA, CBCSD, trade unions and other associations

4. POLICIES, LEGISLATIVE AND OPERATIONAL FRAMEWORKS

Objective: To ensure that political, regulatory and operational frameworks support the promotion of education for sustainable development

Measure 4.1.	Activity	Indicator	Time of Performance	Implemented by (agents/associates)
Establish interdepartmental coordination for ESD at the national level	4.1.1. Establishing an interdepartmental body to monitor implementation of AP ESD 4.1.2. Planning, implementing and monitoring implementation of AP ESD	<ul style="list-style-type: none"> • Interdepartmental body is established • Annual report on activities of the interdepartmental body 	To be established in 2011, continuously	MEPPPC and MSES as coordinators, with participation of relevant GBs, relevant institutes, business organizations, CSOs, local and district (regional) self-government

5. RESEARCH AND INNOVATIVE APPROACH TO EDUCATION FOR SD

Objective: To promote research and development of education for sustainable development and provide access to adequate tools and materials for ESD

Measure 5.1	Activity	Indicator	Time of Performance	Implemented by (agents/associates)
Develop interdepartmental partnerships in ESD and networking at the national and international level	5.1.1. Continuing participation of Republic of Croatia in international and global networks, and encouraging new networking at all levels	<ul style="list-style-type: none"> Number of projects realized through specialized programmes⁴⁸ Number of bilateral and multilateral joint projects in the field of university and scientific cooperation dealing with education at the primary and secondary school level Implementation of the operational programme for the environment and energy Marking the Danube Day on 29 June “Our Beautiful Sava” Project Project „Enhancement of the Stakeholder Involvement in the Management of the Sava River Basin – Towards the Establishment of the Sava Water Partnership“ (International Commission for the Protection of the Sava River Basin) 	2011 continuously	Relevant GBs and agencies, public institutions, CSOs ⁴⁹ , CCE, CCTC, schools, institutions of higher education, scientific institutions, MRDFWM, International Commission for the Protection of the Sava River Basin, MSTI, Croatian Waters, Inland Waterways Agency, local and district (regional) self-government, NFCSD
Measure 5.2				
Promote innovative approaches to education for ESD	5.2.1. Promoting methods of effective learning, formation of attitudes and values and ESD evaluation tools 5.2.2. Promoting long-distance learning through electronic media	<ul style="list-style-type: none"> Projects implemented by relevant stakeholders educating representatives of primary and secondary schools and institutions of higher education, and sharing information on 	2011 continuously	MSES and other relevant GBs, Institutions of higher education, AVET, ETTA, CARNet, CSOs, public Institutions for adult

⁴⁸ Such as: 7th Framework Programme for Research and Development, Long Life Learning (LLL), Eureka, Tempus, Erasmus, Cross border cooperation (CBC), etc.

⁴⁹ Civil society organizations, such as CEA, CBCSD, trade unions and other associations

	and Internet resources (e-learning)	innovative approaches to ESD <ul style="list-style-type: none"> • Number of e-learning programmes of education (primary school education with an emphasis on district schools in rural areas, secondary school education and higher education) • Number of e-learning users (users of electronic learning) 		education, NFCSD
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6. STRENGTHENING COMPETENCES OF PRESCHOOL TEACHERS, PRIMARY AND SECONDARY SCHOOL TEACHERS, HIGHER EDUCATION LECTURERS AND DECISION MAKERS

Objective: To build capacities of preschool teachers, primary and secondary school teachers and higher education lecturers for education for SD and decision makers for making quality decisions on development issues

Measure 6.1	Activity	Indicator	Time of Performance	Implemented by (agents/associates)
Strengthen competences of employees in educational process	6.1.1. Introducing the theme of SD and ESD into initial training of preschool teachers, primary and secondary school teachers and higher education lecturers 6.1.2. Introducing the theme of SD and ESD into permanent training of preschool teachers, primary and secondary teachers and higher education lecturers 6.1.3. Developing verification criteria for professional competences for ESD 6.1.4. Developing criteria for rewarding schools and teachers for their special dedication and success in addressing themes of SD	<ul style="list-style-type: none"> • Number of programmes intended for education of educators and teachers for SD and ESD • Document „Learning for the Future: Competences for ESD“ supplied to all schools • Number of awards given for dedication and success in addressing themes of SD 	2013	MSES, MEPPPC, Teacher Training College, Faculty of Humanities and Social Sciences, AVET, ETTA
Measure 6.2				
Enhance SD skills and knowledge of representatives of GBs and other relevant bodies	6.2.1. Designing/carrying out educational workshops/seminars on SD for representatives of GBs 6.2.2. Designing/carrying out trainings for trainers	<ul style="list-style-type: none"> • Number of workshops on SD organized for representatives of GBs • Number of workshop participants • Number of trainers trained 	2011 continuously	Centre for Vocational Training and Professional Improvement of Civil Servants (Ministry of Public Administration), MEPPPC and other GBs, CSOs ⁵⁰ , CCE, CCTC, development agencies
Measure 6.3				

⁵⁰ Civil society organizations such as CEA, CBCSD, trade unions and other associations

Enhance SD skills and knowledge of self-government representatives at local and regional level	6.3.1. Designing/carrying out educational workshops/seminars on SD for representatives of regional and local self-government	<ul style="list-style-type: none"> • Number of workshops on SD organized for representatives of regional and local self-government • Number of workshop participants 	2011 continuously	Ministry of Public Administration, MEPPPC, local and district (regional) self-government, CSOs ⁵¹ , CCE, CCTC, development agencies
Measure 6.4				
Define ESD competences of preschool teachers, primary and secondary school teachers, higher education lecturers and decision makers	6.5.1. Developing competences of preschool teachers, primary and secondary school teachers, higher education lecturers and decision makers taking into consideration competences developed by UNECE	<ul style="list-style-type: none"> • Basic competences for SD are well coordinated and their acquisition through existing and new formal and non-formal education curricula is defined • Report on implementation of UNECE Strategy for ESD 	2013 continuously	MSES, AVET, ETTA, MEPPPC with participation of other relevant agencies, universities, CSOs, institutes

⁵¹ Civil society organizations such as CEA, CBCSD, trade unions and other associations

7. EDUCATIONAL MATERIALS

Objective: To provide conditions for quality education for SD through development and provision of adequate educational materials

Measure 7.1	Activity	Indicator	Time of Performance	Implemented by (agents/associates)
Provide educational materials for ESD	7.1.1 Provide materials for general and vocational education and informal education for ESD at all levels, and adapt them to local conditions and needs (in case of translated foreign materials) 7.1.2 Encourage development and preparation of materials for ESD for the needs of teachers (at all levels of education) 7.1.3 Encourage development and use of electronic, audio, video and multimedia resources and tools for teaching purposes 7.1.4 Introduce mechanisms to control quality of tools and materials for teaching ESD	<ul style="list-style-type: none"> • Analysis of problems and needs related to educational materials on ESD • Number of educational materials available in Croatian • Mechanism to control quality of educational materials for ESD is established 	2012 continuously	MSES, ETTA, MEPPPC, publishers, CSOs, NFCSD

8. DISSEMINATING INFORMATION TO THE PUBLIC AND PUBLIC AWARENESS RAISING

Objective: To ensure better visibility/recognition of SD principles as a support to endeavours for social change

Measure 8.1.	Activity	Indicator	Time of Performance	Implemented by (agents/associates)
Ensure visibility and recognition of AP ESD	8.1.1.Promoting AP ESD	<ul style="list-style-type: none"> AP ESD supplied to all stakeholders 	2011 continuously	MEPPPC, MSES, Interdepartmental Coordination for ESD, CJA
Measure 8.2				
Increase public awareness of the importance of SD and of the importance of the citizens' own contribution to integration of SD principles into everyday life	8.2.1. Supporting preparation of promotional and educational materials related to SD in everyday life of citizens ⁵² 8.2.2. Organizing events and presentations and issuing of promotional publications with the aim to inform the public about infrastructural projects in the sector of water, financed by EU funds	<ul style="list-style-type: none"> Campaigns organized in partnership of public sector, business and civil sector in relation to one or more themes of SD Number of promotional materials intended for citizens Organization of events, involvement of participants, presentations prepared and presented, publications issued, level of completion of the web page 	2011 continuously	MSES, MEPPPC, GBs, local and district (regional) self-government, CSOs ⁵³ , CCE, CCTS, MRDFWM, Croatian Waters, International Commission for the Protection of the Sava River Basin, MSTI, Inland Waterways Agency
Measure 8.3				
Improve the dissemination of information to the economy sector	8.3.1.Informing the economy sector about SD ⁵⁴ 8.3.2. Organizing conferences/round tables on themes of SD	<ul style="list-style-type: none"> Number of articles in business journals dealing with themes of SD⁵⁵ Number of website announcements related to themes of SD Number of persons signed up for e-information Number of leaflets printed Number of conferences/round 	2012 continuously	CCE, CCTS in collaboration with MELE, MEPPPC and other stakeholders, CSOs ⁵⁶

⁵² E.g. healthy and productive life in harmony with nature, caring for social values, gender equality and cultural diversity

⁵³ Civil society organizations such as CEA, CBCSD, trade unions and other associations

⁵⁴ Consumer protection, energy efficiency, waste management, certification etc. through the press, webpages, e-information, printed leaflets

⁵⁵ E.g. Trades and crafts journal, CBCSD journal, etc.

⁵⁶ Civil society organizations such as CEA, CBCSD, trade unions and other associations

		tables on themes of SD organized for representatives of the business sector		
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LIST OF ABBREVIATIONS

AP ESD	Action Plan for Education for Sustainable Development
AVET	Agency for Vocational Education and Training
CBCSD	Croatian Business Council for Sustainable Development
CCE	Croatian Chamber of Economy
CCTC	Croatian Chamber of Trades and Crafts
CEA	Croatian Employers Association
CES	Croatian Employment Service
CJA	Croatian Journalists' Association
CNES	Croatian National Educational Standard
CROQF	Croatian Qualifications Framework
CSO	Civil society organization
ENSI	Environment and School Initiatives
ESD	Education for sustainable development
ETTA	Education and Teacher Training Agency
GB	Government body
JAP	Joint Assessment of the Employment Policy Priorities of the Republic of Croatia
MAFRD	Ministry of Agriculture, Fisheries and Rural Development
MELE	Ministry of Economy, Labour and Entrepreneurship
MEPPPC	Ministry of Environmental Protection, Physical Planning and Construction
MRDFWM	Ministry of Regional Development, Forestry and Water Management
MSES	Ministry of Science, Education and Sports
NFC	National Framework Curriculum
NFCSD	National Foundation for Civil Society Development
SSD	Strategy for Sustainable Development of the Republic of Croatia
SD	Sustainable development
SESD	Strategy for Education for Sustainable Development
SIIF	Science and Innovation Investment Fund
UN	United Nations
UNECE	United Nations Economic Commission for Europe
UNESCO	United Nations Education, Science and Culture Organization