



**GOVERNMENT OF THE REPUBLIC OF CROATIA  
OFFICE FOR HUMAN RIGHTS**

**NATIONAL PROGRAMME  
FOR THE PROTECTION AND PROMOTION OF HUMAN RIGHTS  
2008 - 2011**

**Zagreb, 2007**

119.1. Measure: Ensure and strengthen human resources in the Ombudsman's Office to implement oversight.

Implementing agencies: responsible state administration bodies in co-operation with Ombudsman's Office

Deadline: 2008.

**120. Objective: Raise human rights awareness among the staff of Croatia's Ministry of Defence, armed forces, police, security and intelligence agencies**

120.1. Measure: Organise seminars on human rights

Implementing agencies: Government Office for Human Rights in co-operation with the Police Academy, MoD's Military Academy and the Office of the National Security Council

Deadline: 2008

120.2 Measure: Involve non-governmental organisations in the implementation of the Police in the Community programme

Implementing agencies: Ministry of the Interior, Ministry of Defence, in co-operation with non-governmental organisations

Deadline: 2008.

**Mine-clearance of areas mined during Croatia's Homeland War**

For the Republic of Croatia, it is of outmost importance to accomplish full mine-clearance in the areas contaminated with mines left from the Homeland War because it ranks among the ten most mine-riddled countries in the world (1,700 square metres).

The Croatian Mine Action Centre is responsible for informing the population and raising public awareness of the threat of mines. Mine awareness and mine risk education programmes are implemented in 14 out of a total of 21 counties in the Republic of Croatia. Under the Ottawa Treaty (2000) the Croatian Government undertook to de-mine its complete national territory by 2010. The Ministry of the Sea, Tourism, Transportation and Development, in co-operation with the World Bank, implements a social and economic recovery project which, as its developmental objective, supports the economic and social revitalisation of disadvantaged and war-affected areas and strengthens social cohesion. One of the components of this multisector project is mine-clearance. Through this programme, mine-clearance will be carried out in 13 counties covering the so-called areas of special state concern.

**121. Objective: Raise public awareness, at both national and local levels, of the threat of mines.**

121.1. Measure: Organise public awareness campaigns on the threat of mines.

Implementing agencies: Croatian Mine Action Centre, Ministry of Foreign Affairs, Ministry of the Interior

Deadline: 2010

**V**

**HUMAN RIGHTS EDUCATION AND HUMAN RIGHTS IN THE EDUCATIONAL SYSTEM**

Knowledge is a prerequisite to building human resources. Accordingly, highly educated citizens are an important economic asset. Indeed, in the global information-based society, generating and possessing new knowledge and skills is becoming a prerequisite for human survival. As the right to education constitutes a condition for the affirmation of human dignity, which is also confirmed by the wording of international provisions on the right to education, governments bear a historical

responsibility to create the conditions for acquiring as much useful knowledge as possible for all of their citizens, including the knowledge relevant to the protection and promotion of human rights, fundamental freedoms and civic responsibilities, in order to enable citizens to respond to complex challenges of modern times and, thus, take an active part in ensuring their own prosperity and that of society as a whole.

The right to education is one of the universal, indivisible and inalienable human rights, but also an important instrument for enjoying all other rights and freedoms. Accordingly, the achievement of the right to education necessarily requires human rights learning. This is confirmed by Article 13 of the International Covenant of Economic, Social and Cultural Rights (1966), which obliges the signatory states to meet four fundamental principles for realising the right to education:

- a) founding education on generally accepted values;<sup>193</sup>
- b) ensuring universal and equal accessibility;<sup>194</sup>
- c) introducing positive measures and establishing a support system;<sup>195</sup> and
- d) guaranteeing the freedom of choice in conformity with recognised educational standards<sup>196</sup>.

The provisions of Article 13 are further elaborated and expanded in the following documents:

- Convention on the Rights of the Child (Article 29(1)), which stipulates that the knowledge of his/her own rights is a fundamental right of each child, and the state is obliged to ensure this right by encouraging changes in curricula, teacher training programmes, codes of conduct for police officers, teachers, social workers, judges, physicians, the media and publishers, and through increased co-operation with non-governmental organisations;
- Vienna Declaration and Programme of Action (Part I, p. 33 and Part II, p. 80), adopted by the World Conference on Human Rights (1993), which calls for the universal acceptance of human rights standards and the introduction of human rights education at all levels and in all forms of education;<sup>197</sup>
- UN Resolution no. 49/184, which proclaims the period from 1995 to 2004 the Decade for Human

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<sup>193</sup> Article 13(1) stipulates that education must contribute to the full development of the human personality and the sense of its dignity, the respect for human rights and fundamental freedoms, effective participation of all persons in a free society, the promotion of understanding, tolerance and friendship among all nations and all racial, ethnic or religious groups, as well as the efforts of the United Nations to maintain peace.

<sup>194</sup> Article 13(2) stipulates that primary education must be compulsory and available free to all, but also that secondary education must be made available and accessible to all by every appropriate means, and in particular by the progressive introduction of free education, which also applies to higher education, where capacity differences can be the only restriction. According to the Comment of the UN Committee on Economic, Social and Cultural Rights (1999), prepared on the basis of a report by Katarina Tomaševski, UN Special Rapporteur on the right to education, the international commitments of signatory states with regard to the right of education, in addition to *de facto* and *de jure* accessibility, also include: availability (the existence of an adequate number of institutions meeting appropriate material, staffing and technical requirements; a feasible development-oriented educational policy; and a national monitoring and data collection system); acceptability (ensuring relevant, culturally appropriate and quality forms, content, methods and organisational arrangements for education, that are acceptable to students, parents and society as a whole); and adaptability (ensuring education that is flexible and adapted to the needs of students belonging to different groups, including minorities, migrants and refugees).

<sup>195</sup> Article 13(2) stipulates that fundamental education should be ensured for those persons who have not received or completed their schooling, and that the development of a system of schools should be pursued, adequate fellowship systems introduced, and the material conditions of teaching staff continuously improved. In its Comment no.13 (1999), the UN Committee on Economic, Social and Cultural Rights requires that the material conditions of teaching staff should be improved in line with the requirements of the UNESCO Recommendation Concerning the Status of Teachers (1966).

<sup>196</sup> Article 13(3) and (4) stipulate the liberty of parents and legal guardians to choose schools that will provide their children with religious and moral education in conformity with their own convictions, provided that such schools conform to minimum quality standards laid down by national legislation and promote in their work the internationally accepted values referred to in Paragraph (1) of this Article.

<sup>197</sup> The *World Plan of Action on Education for Human Rights and Democracy*, adopted in Montreal in that same year, expressly defines human rights and democracy education as a human right and the basis for building a culture of human rights and democracy. UNESCO consolidated the conclusions from the two conferences within its Declaration and Integrated Framework of Action on Education for Peace, Human Rights and Democracy (1995).

Rights Education and calls upon governments, international, non-governmental, professional and non-governmental organisations to make joint efforts to promote human rights education and build a “universal human rights culture”. The Action Plan (para. 2) focuses on the identification of requirements, the development and implementation of appropriate strategies, programmes and materials and strengthening the role of the media in the enhancement of human rights education.<sup>198</sup> Upon the completion of the Decade, the UN adopted the Plan of Action for the first phase (2005-2007) of the implementation of the World Programme for Human Rights Education, where emphasis is placed on the introduction of human rights education in primary and secondary schools, which implies not only adequate changes in curricula, teaching materials and methods and teacher training, but also in the practice of human rights throughout the education system.

The UNESCO Convention against Discrimination in Education (1960) prohibits “any distinction, exclusion, limitation or preference which, being based on race, colour, sex, language, religion, political or other opinion, national or social origin, economic condition or birth” in all types and at all levels of education, in terms of both access to education and setting its quality and the conditions under which it is given. Furthermore, in its comprehensive Recommendation concerning Education for International Understanding, Co-operation and Peace and Education relating to Human Rights and Fundamental Freedoms (1974), UNESCO calls for adequate changes in national education policies, in particular, to ensure that education contributes to the eradication of prejudice and the strengthening of social responsibility, solidarity, critical consciousness and democratic processes.<sup>199</sup>

In all of the major international human rights instruments, the right to education is correlated with the protection of other rights and the states are called to take appropriate action:

- The International Convention on the Elimination of All Forms of Racial Discrimination (Article 7) calls for the adoption of immediate and effective measures in education, culture and information with a view to combating prejudices and racial discrimination. Signatory states are obliged to submit a report on measures taken in the training of law enforcement, administrative, judiciary and teaching staff.
- The Convention against Torture and Other Forms of Cruel, Inhuman and Degrading Treatment or Punishment (Article 10) stipulates that education and information regarding the prohibition against torture should be ensured for law enforcement staff, medical personnel and public officials.
- The Convention on the Elimination of All Forms of Discrimination against Women (Article 10) calls upon States Parties to review their curricula, teaching methods and textbooks in order to eliminate any gender-based stereotypes.
- The Convention (No. 169) concerning Indigenous and Tribal Peoples in Independent Countries imposes the obligation to eliminate ethnic stereotypes from history textbooks and other educational materials.

The United Nations member states have additionally undertaken to promote human rights education by adopting the following documents: the Declaration on the Rights and Responsibilities of Individuals, Groups and Organs of Society to Promote and Protect Universally Recognised Human Rights and Fundamental Freedoms (1998),<sup>200</sup> the Durban Declaration adopted together with a

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<sup>198</sup> To that effect, the Office of the High Commissioner for Human Rights issued the *Guidelines for National Plans of Action on Human Rights Education* (1997), which elaborate in detail the principles, procedures and purposes of preparing national plans.

<sup>199</sup> In 2001 UNESCO adopted a *rights-based approach to development*, confirmed the human rights education development strategy set forth in the 1995 Declaration and Integrated Framework of Action and stressed the need to develop a reporting system and, in particular, to improve appropriate data monitoring, collection and analysis procedures at national and local levels.

<sup>200</sup> The *Declaration on the Rights and Responsibilities of Individuals, Groups and Organs of Society to Promote and Protect Universally Recognised Human Rights and Fundamental Freedoms* calls upon states to provide support for the establishment of independent national institutions for the protection and promotion of human rights. It repeatedly stresses the responsibility of each state to promote human rights education and include appropriate elements of human rights teaching in training programmes for lawyers, law enforcement officers, military personnel and public officials.

Programme of Action by the World Conference against Racism, Racial Discrimination, Xenophobia and Related Intolerance (2001),<sup>201</sup> the World Declaration on Education for All (1990, Article 1); and the Millennium Development Goals (2000)<sup>202</sup>.

In sum, apart from ensuring the universal right to education, the international community argues that everyone has the right to know his/her rights and that this right is ensured by introducing human rights education in the overall education system.

Respect for international standards on the right to education urges each state to guarantee and ensure equal access to appropriate education for all citizens and to include the principles of human rights and civic responsibilities in its overall education system. In addition to reporting on the performance of commitments undertaken in this field as a result of acceding to international human rights instruments, UNESCO member states – in compliance with their obligation assumed in 1995 under a Permanent Reporting System – report every six years on their progress and difficulties in the implementation of the Recommendation concerning Education for International Understanding, Co-operation and Peace and Education relating to Human Rights and Fundamental Freedoms (1973), the Vienna Declaration and Programme of Action on Human Rights (1993), the World Plan of Action on Education for Human Rights and Democracy (1993), the Declaration and Integrated Framework of Action on Education for Peace, Human Rights and Democracy (1995) and the Plan of Action for the UN's Decade for Human Rights Education.<sup>203</sup>

Human rights learning as an element in the preparation of young people to become informed, active and responsible citizens is one of the major goals of the educational policy of the Council of Europe and the European Union.

In its efforts to make improvement in this area, the Council of Europe, in addition to the Committee of Ministers' Recommendation R(85)7 on Teaching and Learning about Human Rights in Schools,<sup>204</sup> relies on the following documents:

- a) Vienna Declaration and Plan of Action, adopted at the First Summit of Council of Europe Member States (1993), which calls for the introduction and enhancement of human rights education, the respect for cultural diversity and combating prejudice.<sup>205</sup>
- b) Council of Europe Parliamentary Assembly Recommendation 1346 (1997) 1 on Human Rights Education, which points to the need to review all curricula, including education and training programmes for teachers, lawyers, journalists, law enforcement and correctional officers and all those who work with refugees and displaced persons in order to eliminate stereotypes and promote human rights education. Politicians and the media are invited to undertake publicly to protect human rights.
- c) Final Declaration and Plan of Action, adopted at the Second Council of Europe Summit (1997), which establish a correlation between the efforts to strengthen democratic stability in Europe and those to promote education for democratic citizenship, based on citizens' rights and

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<sup>201</sup> The documents adopted by the Durban World Conference call upon states to promote human rights education as a crucial factor in combating racism, racial discrimination, xenophobia and intolerance.

<sup>202</sup> The *Millennium Development Goals* call, *inter alia*, for ensuring primary education for all children by 2015.

<sup>203</sup> Before 1995, the Permanent Reporting System covered only the *Recommendation concerning Education for International Understanding, Co-operation and Peace and Education relating to Human Rights and Fundamental Freedoms*.

<sup>204</sup> This Recommendation is the first European document to define the relevant issues of promoting human rights education in schools and teacher training, including the contribution of this education to intercultural and international understanding.

<sup>205</sup> In that same year, the Parliamentary Assembly of the Council of Europe adopted its *Recommendation 1222 (1993) on the Fight against Racism, Xenophobia and Intolerance*, which calls for an urgent introduction or reinforcement of an active education and youth policy promoting pluralism and human rights.

responsibilities.<sup>206</sup>

d) Council of Europe Committee of Ministers Recommendation Rec(2000)12 on Education for Democratic Citizenship, which calls upon Member State governments to inform their public of the European guidelines on education for democratic citizenship, to put this education in the focus of their educational policies and reforms, to correlate it with education for human rights and civic responsibilities, non-violent conflict resolution, cultural diversity and the critical consciousness of reality, and to create conditions for analysing, monitoring and evaluating the results of programme implementation in this field;

e) Warsaw Declaration and Plan of Action, adopted at the Third Council of Europe Summit (2005), which call for the introduction of a comprehensive human rights education and the promotion of intercultural dialogue, entrusting the Council of Europe with the task of enhancing the professional development of teachers and trainers engaged in education for democratic citizenship, human rights and intercultural understanding, with emphasis on pan-European co-operation in order to maintain the "human rights dimension in the construction of Europe".

For the EU member states, the commitment to promote human rights education stems from the provisions on the freedom of choice and prohibition of discrimination in education. The Resolution of the European Parliament on Freedom of Education in the European Community (1984) states that "the purpose of education and teaching shall be to enable the individuals to develop fully and to promote respect for human rights and fundamental freedoms."

The European Union Charter of Fundamental Rights and Freedoms (2000) confirms that the Union is founded on the indivisible, universal values of human dignity, freedom, equality and solidarity. While this document does not regulate the issue of education for human rights, it is indicative that the right to education, together with civil rights and freedoms, falls under the principle of dignity.

After the European Council, at its meeting held in 2000 in Lisbon, expressed its commitment to making Europe the most competitive and dynamic knowledge-based economy in the world by 2010, three strategic objectives were set in 2001 for the development of education, which were in 2002 further elaborated within a Detailed Work Programme on the Objectives of Education and Training Systems in Europe. The promotion of active citizenship is, together with increasing equal opportunities and strengthening social cohesion, a part of the second strategic objective: to facilitate universal access to education and training systems. The intensity of efforts made to develop quality indicators for active citizenship education, including the elements of human rights, cultural diversity and non-violence, clearly shows the European Union's interest in developing this area. In these efforts, a special role is played by the Bologna Process which attempts to build a coherent and compatible European system of higher education. The promotion of a European dimension, which implies learning about common European values including human rights and fundamental freedoms, is one of the six basic objectives of the Bologna Declaration.

### **Promoting human rights education in Croatia**

In Croatia's Constitution, the right to education is regulated in Articles 62 through 67, which introduce the universal principles of compulsory and free primary education, guarantee access to secondary and higher education in accordance with competences, lays down the right and freedom of parents to make independent decisions on the education of their children, regulate the issue of establishing private educational institutions and confirm the autonomy of universities. The obligation to introduce human rights education as an important dimension of exercising the right to education could be

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<sup>206</sup> The priority which was then attributed to the development of this field in Europe was confirmed by adopting the Declaration and Programme on Education for Democratic Citizenship, Based on the Rights and Responsibilities of Citizens (1999). In order to define a common theoretical and practical approach, the Council of Europe launched the Education for Democratic Citizenship project in 1997, and declared 2005 the European Year of Citizenship through Education.

derived from Article 3, which states that freedom, equality and the respect for human rights, among other things, constitute the highest values of the constitutional order of the Republic of Croatia, and – to a certain extent – from Article 62, which obliges the state to create conditions conducive to the exercise of the right to a decent life.

In Croatia, human rights education programmes and the related initiatives have been emerging sporadically since the beginning of the 1990s as a part of informal educational efforts launched by non-governmental organisations, some institutions of higher education and individuals. In response to the UN Resolution on the Decade for Human Rights Education (1995-2004), Croatia's Government has established a *National Committee for Human Rights Education* to co-ordinate efforts to prepare, implement and evaluate a national programme in this field.<sup>207</sup> The Government has adopted a *National Programme of Human Rights Education* (1999), which consists of *human rights* programmes for pre-school education, for lower and higher grades of primary schools, and for secondary schools. Human rights education has become mandatory at the pre-school level, stressing its importance within the overall education system in terms of building an integral and lifelong-oriented concept of education.

The National Programme has never been fully implemented in the educational system for a number of reasons. For the time being, certain activities are being carried out for the purposes of implementing the National Programme. The latter includes compulsory professional training of all teaching staff from pre-school to secondary school levels concerning the substance and methods of teaching for human rights and democratic citizenship, which is implemented by the *Education and Teacher Training Agency*. Additionally, a series of seminars has been held at a local level in co-operation with non-governmental organisations and a number of handbooks on human rights and democratic citizenship have been published for teaching professionals in pre-school, primary and secondary education institutions. The system of competitions, gatherings and presentations, maintained by the Education and Teacher Training Agency, regularly includes Student Project Presentations under the National Programme. Human rights education was introduced in the Primary School Curriculum and Teaching Programme, but only as an optional integrative content. County co-ordinators have been appointed to implement the National Programme and, in co-operation with the Council of Europe, human rights education has been integrated with democratic citizenship education.

According to the effective *Education System Development Plan for 2005-2010* (2005), Croatia is committed to increasing the quality, accessibility, flexibility and efficiency of its education system which should, among other things, serve the purpose of strengthening the knowledge society and democratic principles, which is put in correlation with the promotion of active citizenship. As the Development Plan expressly relies on the Lisbon Strategy, its priorities include social cohesion and it also refers to the “social dimension of education”. However, the substance of this dimension remains unclear. Nonetheless, the obligation to introduce education for human rights and democratic citizenship ensues from the very essence of the Development Plan, which is – as stated in its text – putting the student at the centre of the education process.

In the *Croatian National Education Standard (HNOS)*, which stems from the Development Plan, the capacity for active participation in democratic society is mentioned as one of the objectives. The Primary School Curriculum and Teaching Programme for the 2006/2007 Academic Year (2006) has

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<sup>207</sup> The National Programme of Human Rights Education was prepared in reliance on two projects: the Peace and Human Rights Education for Croatian Primary Schools project and the Citizen project. The former was implemented from 1997 to 1999 under the auspices of the Croatian Government, UNESCO, the Dutch Government and the Croatian UNESCO Commission, ensuring a conceptual framework for the preparation of the National Programme, an initial programme for lower grades in primary schools, and a series of materials for teachers and students. The Citizen project was, at the time, launched as a pilot initiative in about fifty Croatian schools under the auspices of CIVITAS of the United States.

been reformed in accordance with HNOS to include human rights education, along with education for democratic citizenship, but as an optional integrative educational content to be implemented in future as well, which is associated with the Government's decision on the implementation of the National Programme of Human Rights Education of 1999.<sup>208</sup>

Additionally, education for human rights and democratic citizenship sporadically occurs in other developmental strategy documents such as:

- the National Plan of Action on Children's Rights and Interests for the period from 2006 to 2012 (2006), which calls for improvements in education and refers to preventive programmes to prevent violence etc., as well as the introduction of educational programmes to eliminate discrimination against children belonging to national minorities, Roma children, foreigners and children with special needs;
- the National Programme for the Roma (2002) expressly calls for the introduction of human rights education for Roma and majority children in all educational institutions to ensure general acceptance of equality principles and eliminate the problem of stigmatisation of and discrimination against Roma, but also to achieve their full integration in the Croatian society.
- the National Policy for the Promotion of Gender Equality for the period 2006-2010 (2006), which, among other things, calls for the education of young people for tolerance, the culture of peace and non-violent conflict resolution and – in order to promote gender equality and sexuality – for efforts to raise the awareness of gender inequality issues in formal education;
- the National Strategy for the Creation of an Enabling Environment for Civil Society Development for 2006-2011 and the Plan of Action, which expressly call for the implementation of activities relevant to the development of human rights education, from the preparation of an appropriate policy, through the provision of support for formal and informal programmes at regional and local levels, to the independent evaluation of educational programmes of non-governmental organisations;
- the National Consumer Protection Programme for 2005–2006 (2005), which – among its objectives – mentions awareness raising among consumers through information and education, in particular, through learning about the rights, obligations and protection of consumers in primary and secondary schools as well as teacher training on the protection of consumer rights;
- the Directive on Forms, Methods and Conditions of Civil Servant Training, issued by the Croatian Government to ensure adequate training for civil servants, including human rights education;<sup>209</sup>
- two Training Programme Catalogues for 2007, prepared by the Central State Office for Public Administration pursuant to the above Directive, which also contain several training programmes in the field of human rights (Constitutional Protection of Human Rights and Civil Freedoms, Legal Protection of National Minorities, Public Access to Information, Combating Corruption, etc.).

While today's democratic and multicultural world generally recognises that human rights education provides a basis for the preparation of young people for active and responsible citizenship and regardless of the existent National Programme and extensive experiences in the implementation of appropriate informal programmes, including independent initiatives by teachers and schools, the status of human rights education in Croatia's educational system should be further developed by adding a university programme and an action plan for its implementation, introducing sound programmes to be implemented by schools, building a monitoring system, assuring and assessing quality levels, and introducing compulsory teacher training for this field.

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<sup>208</sup> The text explains that such education was "systematically introduced in the Croatian educational system in 1999, pursuant to the Government's decision concerning the implementation of the National Programme for Human Rights Education, that it was integrated within a single programme at class teaching levels (grades 1-4) and implemented through two separate programmes – a human rights education programme and a citizenship education programme – at subject teaching levels (grades 5-8), and that it can be realised on an interdisciplinary basis, as an elective, an extracurricular project, an extracurricular activity or systematically, throughout the curriculum and teaching programme".

<sup>209</sup> *Official Gazette*, no. 10/07.



In years to come, particular attention should be accorded to the introduction of education for human rights and democratic citizenship in specific legislation governing the field of education, such as the Pre-school Education Act, Primary Education Act, Secondary Education Act, Scientific Research and Higher Education Act, Adult Education Act, Primary and Secondary School Textbooks Act, etc.

**122. Objective: Implement recognized international principles and provisions on the right to education in an integral and consistent manner**

122.1 Measure: Align national legislation in the field of education (from pre-school to adult education levels) with international and European standards and provisions concerning the right to education, with special emphasis on education for human rights and democratic citizenship.

Implementing agencies: Ministry of Science, Education and Sports, Ministry of Foreign Affairs and European Integration, Government Office for Human Rights, in co-operation with Children's Ombudsman, appropriate university institutions, Education and Teacher Training Agency and non-governmental organisations

Deadline: 2009

122.2 Measure: Introduce a system for information on international commitments in the field of education and monitoring and reporting on progress and difficulties in their implementation, with special emphasis on education for human rights and active citizenship.

Implementing agencies: Ministry of Science, Education and Sports, Ministry of Foreign Affairs and European Integration and Government Office for Human Rights, in co-operation with appropriate research institutions, Education and Teacher Training Agency and non-governmental organisations

Deadline: 2009

**123. Objective: Introduce human rights education at all levels and in all forms of education**

123.1 Measure: Appoint a new National Committee on Human Rights Education and introduce a new National Programme for Human Rights and Democratic Citizenship Education.

Implementing agencies: Ministry of Science, Education and Sports and Government Office for Human Rights, in co-operation with appropriate university institutions, Education and Teacher Training Agency and non-governmental organisations

Deadline: 2008

123.2 Measure: Enhance the human rights and democratic citizenship education model and its implementation for specific levels and forms of education

Implementing agencies: Ministry of Science, Education and Sports in co-operation with National Committee on Human Rights Education, appropriate university and research institutions, Education and Teacher Training Agency and non-governmental organisations

Deadline: 2008

123.3 Measure: Ensure the implementation of education for human rights and democratic citizenship at all levels and in all forms of education, including education programmes for minorities, religious education programmes, social reintegration programmes for young people and adult education programmes

Implementing agencies: Ministry of Science, Education and Sports and Ministry of Justice, in co-operation with National Committee on Human Rights Education, Education and Teacher Training Agency, appropriate university institutions, adult education organisations, minority representatives, religious community representatives and non-governmental organisations

Deadline: 2009

123.4 Measure: Establish an evaluation, quality assurance and information system for human rights and democratic citizenship education, and create the required financial, institutional and staffing conditions for its functioning.

Implementing agencies: Ministry of Science, Education and Sports and Education and Teacher Training Agency, in co-operation with appropriate university and research institutions and non-governmental organisations  
Deadline: 2010

123.5 Measure: Initiate the introduction of education for human rights and democratic citizenship in curricula of polytechnics and universities, and in professional training programmes, with special emphasis on higher education institutions preparing teachers, education and rehabilitation professionals, lawyers and other experts for work with children and young people  
Implementing agency: Ministry of Science, Education and Sports in co-operation with Education and Teacher Training Agency, appropriate university institutions and non-governmental organisations  
Deadline: 2009

123.6 Measure: Set criteria and legal and financial requirements for co-operation between educational institutions and non-governmental organisations on the implementation of education for human rights and democratic citizenship.  
Implementing agency: Ministry of Science, Education and Sports in co-operation with the Council for the Development of Civil Society and appropriate non-governmental organisations  
Deadline: 2009

123.7 Measure: Introduce human rights education in professional development programmes for state administration staff.  
Implementing agencies: Central State Office for Public Administration in co-operation with Ministry of Science, Education and Sports, appropriate polytechnics and university-level institutions, professional associations and non-governmental organisations  
Deadline: 2008-2011

**124. Objective: Establish a relevant and reliable database on practices in education for human rights and democratic citizenship**

124.1 Measure: Set up a system for regular monitoring and mandatory reporting in compliance with the established reporting methodology  
Implementing agencies: Ministry of Science, Education and Sports and Education and Teacher Training Agency, in co-operation with appropriate university and research institutions  
Deadline: 2008-2011

124.2 Measure: Foster and provide adequate material support for the implementation of systematic independent scientific and research projects in the field of education for human rights and democratic citizenship  
Implementing agency: Ministry of Science, Education and Sports  
Deadline: 2008-2011

## VI

### **THE ROLE OF HUMAN RIGHTS IN CROATIA'S ASSOCIATION PROCESS AND ACCESSION NEGOTIATIONS WITH THE EUROPEAN UNION**

Respect for human rights is a cornerstone supporting the existence of the European Union's legal system and a critical requirement for membership in the European Union. The EU is founded on the principles of liberty, democracy, respect for human rights and fundamental freedoms and the rule of law and these principles are shared by all member states.<sup>210</sup>

<sup>210</sup> Article 6(I) and (II) and Article 7 of the EU Treaty and the Case Law of the European Court of Justice (C4/73NOLD, C44/79HAUR).