



Education for Rural People as a component of a Rural Development Strategy for Croatia

FAO, April 2003

By Patrick Gautier
Education Officer

Extension, Education and Communication Services (SDRE)

Under the guidance of Lavinia Gasperini, Education Senior Officer
(SDRE)

and

Richard Eberlin, Policy Officer, Policy Assistance Branch, Regional Office for
Europe (REUP)

Note to the reader

A participatory approach has been adopted within the project in which this report takes place. For this reason, as it is still a draft, **readers are expected to review and provide written comments of this report.**

Acronyms

BE	Basic Education
EFA	Education for All
ERP	Education for Rural People
FAO	Food and Agriculture Organization
GDP	Gross Domestic Product
ICT	Information and Communication Technology
MOES	Ministry of Education and Sports
NGO	Non Governmental Organization
OECD	Organization for Economic Cooperation and Development
RDS	Rural Development Strategy
TCP	Technical Cooperation Project

Table of Contents

	Page
Note to the reader	2
Acronyms	3
1. Objectives and structure of the report	5
2. Context and justifications	5
<i>2.1 General aspects</i>	5
<i>2.2 Educational aspects</i>	6
3. Methodology	8
4. Preschool in rural areas: Problem analysis and recommendations	10
4.1 Facts for preschool education	10
4.2 Preschool education in rural areas: Problem tree analysis	12
4.3 Preschool education in rural areas: recommendations and expected outcomes	13
4.4 Summary of recommendations for preschool education in rural areas	14
5. Primary/compulsory education in rural areas: Problem analysis and recommendations	14
5.1 Facts for Primary/compulsory education	14
5.2 Primary/compulsory education in rural areas: Problem tree analysis	18
5.3 Primary/compulsory education in rural areas: recommendations and expected outcomes	19
5.4 Details of the recommendation noted a): Adapt curricula integrating local/rural context and knowledge	20
5.5 Summary of recommendations proposed for primary/compulsory education in rural areas	20
6. Non-formal and informal education in rural areas: Problem analysis and recommendations	21
6.1 Definitions	21
6.2 Facts about non-formal and informal education	22
6.3 Non-formal and informal education in rural areas: Problem tree analysis	25
6.4 Non-formal and informal education in rural areas: recommendations and expected outcomes	26
6.5 Summary of recommendations proposed for non-formal and informal education in rural areas	27
7. Conclusion	28
Bibliography	29
List of Annexes	
Annex 1: Organigramme of the education system in Croatia	30
Annex 2: Definitions of terms used in the report	31
Annex 3: Structure and indicators adopted to formulate a strategy for ERP	35

1. Objectives and structure of the report

The report takes place within the FAO Technical Cooperation Project (TCP) according to the request of the Ministry of Agriculture and Forestry (MAF) of Croatia. The project is entitled *A Rural Development Strategy for Croatia* (RDS) and this document is one input for the strategy that will be defined. As rural development relies on several factors, the project also includes other components besides education. These other components are agro-environment, rural finance and forestry.

The objectives of this report are i) to present the findings of an analysis of basic education in rural areas of Croatia and, ii) to recommend measures to improve access and quality of education for rural people, which in turn, will contribute to rural development.

Therefore, after a brief presentation of the context and justifications of this report, the document presents the problems found in relation to each level of education and from these, proposes measures to ensure that education in rural areas is contributing to rural development.

2. Context and justifications

2.1 General aspects

- In its recent history (1990s), Croatia has been affected by war and 40 percent of the territory still suffers from its effects, such as, damage to infrastructures, presence of refugees and orphans, internal displacement of people, migrations to other countries and psychological effects on people. As explained in ILAK 2003, the recent conflict has specifically affected rural areas, increasing the rural exodus to cities and foreign countries and a reduction of agricultural and tourism activities.

Obviously, specific education programmes such as on-going programmes for children with post-war syndromes, the reconstruction of schools in war-affected areas, ethnic minorities' programmes, and so forth are currently helping to rebuild what has been both physically and emotionally destroyed. However, seven years after the end of the conflict, much still needs to be done to rehabilitate and adapt the whole educational system to the new post-war context.

- The agriculture sector represents only 7 percent of GDP and 10 percent of the exports (FAO, 2002, p.3). However, according to the 1991 census, the rural population represented 43 percent of the total population (4.5 million inhabitants) and, as said by Mr Bosic, Deputy Minister of MAF, still represents more than 30 percent today. Within this rural population, 15 percent of the households derive their livelihoods solely from agriculture, 67 percent from a mixture of farming and non farming income and the remaining 18 percent rely on non-farming activities (1991 census). This situation is mainly due to the fact that most of the farms are too small and their productivity too low to provide an adequate living.
- In terms of evolution, the purely agricultural population in 1991 was only a fifth of the figure recorded in 1961 (Žutinić, Đ, 1996). This means that migration from rural areas started a long time ago and is not simply due to the last Balkan conflict. These

migrations are not only affecting the rural areas, but are also creating problems in cities, such as unemployment. The resulting situation calls for a better balance in the development of rural and urban areas. The Rural Development Strategy, in which the education component has a crucial role, aims to achieve this balance.

- Directly related to the peculiarities of the rural environment, the physical structure of Croatia leads to the possibility of creating tourist activities in rural areas together with sustainable types of agriculture. Croatia includes important mountainous areas, a large Adriatic coast with hundreds of small islands and, out of the total territory almost 40 percent is covered by forests, 28 percent by arable land, and 27 percent by meadows and pastures (FAO, 2002, p.2). Appropriate education and training of rural people is required in order to utilise these potentials.

2.2 Educational aspects

- In addition to being part of the national strategy for rural development, this study takes place within the worldwide initiative named *Flagship on Education for Rural People (ERP)*. The new flagship was jointly launched by the Directors General of FAO and UNESCO at a side event during the World Summit on Sustainable Development in Johannesburg, South Africa, on 3 September 2002. The initiative seeks to address rural-urban disparities, which are a serious concern to governments and the international community as a whole. Despite the fact that education is a basic right in itself and an essential prerequisite for reducing poverty and improving the living conditions of rural people, children's access to education in rural areas is still lower than in urban areas and the quality of education is poorer. As we will see, Croatian rural people (more than 30 percent of the population) are also disadvantaged with regards to access and quality of education in comparison to urban citizens. Therefore, it would be relevant to propose an ERP initiative in Croatia.
- The ERP flagship global initiative takes place within the *Education for all (EFA)* initiative coordinated by UNESCO. As mentioned by the Secretary General of the Croatian Commission for UNESCO and MOE authorities, the formulation of the EFA Plan has not yet been launched in Croatia. However, this study uses an approach and concepts that contribute to improving access and quality to basic education, which are EFA main goals.
- In general terms, *Education is an essential prerequisite for reducing poverty and for improving the living conditions of rural people*. In other words, education is an essential factor for rural development. The following arguments confirm the previous statements.

Research shows that *basic education affects small landholders and subsistence farmers productivity immediately and positively, and that a farmer with four years of elementary education is, on average, 8.7 percent more productive than a farmer with no education ... Moreover, farmers with more education get much higher gains in income from the use of new technologies and adjust more rapidly to technological changes. [In brief,] the provision of more and better basic educational services in*

rural areas such as primary education, literacy and basic skills training can substantially improve productivity and livelihoods (Gasperini, 2000b, p.1).

- So far, *the MOES retains overall responsibility for the educational system (designed in Annex 1), being the main policymaking body with budget responsibility and control; the tertiary level [which will not be considered in this report] is under the auspices of the Ministry of Sciences and Technologies. [More concretely, MOES] draft legislation, defines curricula, textbooks, school budgets, criteria for the school managers, settling all payments, etc (OECD, 2001, pp.7-8).*
- *As in many countries in the region, the former communism regime in Croatia was successful in ensuring high levels of access to education, especially at secondary level, but with a curricula that is now both outdated and overloaded (OECD, 2001). Since 1995, the Government of Croatia has begun to adapt its educational framework policy in order to improve this situation and to go towards European Union standards. In 2001, the Primary and Secondary Education Acts were modified to put decentralization into practice at both educational levels and a proposition of reform has been drafted for the whole system including higher and adult continuing education. Summarized in the document *Concept of changes in the education system of the Republic of Croatia*, the reform pretends to *enable participation in the design of personal and social life and be a ticket to the labour market and the basis for economic development (MOEYS, 2002, p.5).**
- *The genuine will by the current Government to reform the education system (OECD, 2001, p.6) is concretely stated in the document *Concept of changes in the education system*. This document underlines the following needs: *establish a close link between the educational institutions and their respective environments, especially the market; increase public funding of education in line with the practices in the European countries; introduce incentives; display equality in educational opportunities; encourage open balanced curricula and diversity of learning models (MOEYS, 2002, pp.7-8).* The document also brings up the introduction of outside classrooms and optional and electives programmes for the primary and secondary levels (MOEYS, 2002, pp.12-13). At both levels, the report mentions *disencumberment of present programmes from untopical and unnecessary content and the use of traditional sources of knowledge (MOEYS, 2002, p.21).* To lead to an education system that is comparative with the European standards, the same document proposes an important evolution of the structure of the existing basic compulsory 8-years schooling. This basic education level is commonly called *Primary*. However, comparatively with most of European education systems the Croatian primary level includes in reality lower secondary. That is why, future reformed compulsory school sub-system will last 10 years and be divided into 6 years of elementary school (primary level) and 4 years of junior high school (lower secondary level) (MOEYS, 2002, p.11).*
- All the above elements are very promising and should be considered as the political educational framework by which the measures this report will propose for rural areas could be articulated.
- However, as far as we know, the reform document to which we refer has not yet led to an official reform/plan of education. In fact, as seen at ground level during visits to

schools, few of these elements have been applied yet. Related to this situation, as the OECD report says, there is a *considerable slippage between the Government's development strategy in the educational sector and the available resources within the same time-frame* (OECD, 2001, p.7). There are no indications of sequence and timing of necessary interventions to adapt the educational offer to real life and to job markets opportunities or to address the drop-out issue at secondary level. Regarding the decentralization process, in particular budget issues, respective prerogatives of the different stakeholders of the educational system still appear unclear.

- Besides this, the document *Concept of changes in the education system* does not refer to the rural area and its economic/environmental potentialities or to specific educational needs of rural people. A strategy to improve education for rural people in Croatia might contribute in addressing such a situation.
- Generally, it is common practice in the administrations of the ministries in charge of education to evaluate the status and performance of the education system through global indicators that reflect only the status of education for a whole country and eventually by territorial entities (region, department...). However, indicators do not say much about the status of education in rural and urban areas because there is no intermediary process of the data collected in the territorial entities. Thus, it becomes difficult to address specific problem related to education in rural areas. As many other countries, Croatia illustrates a general lack of information on education in rural areas. This situation in itself is an additional justification of this report.
- Lastly, with regards to institutions, two main ministries are concerned with education in rural areas: the Ministry of Education and Sports (MOES) and the Ministry of Agriculture and Forestry (MAF), which has requested the FAO project *A Rural Development Strategy for Croatia*. It is important to mention that the application of measures recommended in this document would be facilitated by a strong coordination between MAF and MOES. Therefore, it is the aim of this study to encourage MOES and MAF coordination with a view to promoting better access and quality of education for rural people.

3. Methodology

- To enable the formulation of the current report, an analysis of the status of education in rural areas of Croatia has been produced (A. Ilak, 2003). The author of the analysis was appointed by FAO as a national expert in education for rural people and has worked under the guidance of the author of this document. The national expert has carried out an investigation consisting of a document collection and study. Besides this, several meetings with the stakeholders concerned and visits to schools were carried out, partly with the FAO education officer. From this investigation, A. Ilak has prepared an analytical paper entitled *The Education System of Croatia. With overviews related to rural areas and education for rural development*, 2003, Final version. Therefore, **this latter document must be seen as the main source of information and recommendation contained in this report.**

- Besides the above source and the information and recommendations contained in this report, documents are also the result of a participatory approach adopted by the project. Three regional workshops were held in each of the three agro-ecological regions of Croatia: Mountain, Mediterranean and Pannonian Regions. In each event, representatives of stakeholders concerned by rural development at regional level had the opportunity to meet and be involved in the definition of the RD strategy. Participants included representatives of local authorities, administrations, NGOs, schools, enterprises and farmer associations. Participants discussed and provided inputs to experts on each component of the Rural Development Strategy, including education.
- Conceptually, the formulation of a strategy of education for rural people (as a component of the Rural Development Strategy) refers to three main areas: basic education, basic learning needs and education for rural people. Extracted from IIEP-UNESCO, 2002 and Gasperini, 2000b, definitions of these terms are given in Annex 2. Therefore, considering these references, the findings and subsequent recommendations proposed to improve education in rural areas will include the following levels of education: pre-primary, primary, lower secondary and non-formal education.
- To collect the necessary information and to prepare the analysis of the education system and the formulation of the recommendations, the experts have used a methodological tool entitled: *Structure to formulate a strategy of education for rural people* (Annex 3).
- To structure the analysis, each level of education reviewed has been examined using three global criteria: access to education for rural people, quality of education for rural people and institutional capacity of the education system to address the basic learning needs of rural people.
- Lastly, in order to facilitate an overview of the problems and recommendations and to understand their articulation, a problem tree analysis has been produced for each education level analysed. Such analytical presentation follows the methodology *Zielorientierte Projektplanung* (ZOPP) translated from German to Objectives-Oriented Project Planning (OOPP; Krimmel and Prum Nareth, May 1995). This methodology includes two major articulated steps: the *problem analysis* and the *objective analysis*, which, in the diagrams concerned, is titled *recommendations and expected effects*. Recommendations and expected effects derive from the problem analysis. In each diagram, problems or recommendations are presented in a hierarchical order and sorted to differentiate causes and effects from the bottom to the top of each tree.

For example, with reference to diagram 4.2, the problem *Share of resources allocated to pre-primary is insufficient* brings about the problem:

Territorial distribution of crèche programs is insufficiently appropriated,

This, in turn, causes:

Long waiting lists for inscription of children,

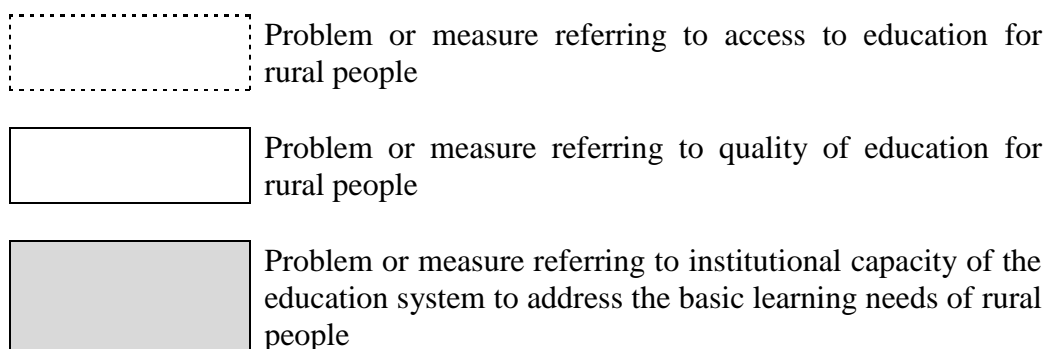
As a result:

Pre-primary enrolment ratio remains weak in general (40%) and especially in rural areas where access to preschool services is lower than in urban areas,

Which contributes to the whole negative effect Current status of preschool education in rural areas contributes to lower level of education and indirectly disadvantages employment of rural people and rural development.

Besides this, the analysis of each problem enables the development of recommendations and expected outcomes. For example, in the problem tree analysis for preschool education, the problem, “*Pre-primary enrolment ratio remains weak in general (40%) and especially in rural areas where access to preschool services is lower than in urban areas*” has been developed into the expected outcome “*Enrolment ratio in pre-primary raised from 40% to 80 % (Western European ratio) in 10 years, including in rural areas*”.

Finally, all of the diagrams distinguish problems and recommendations according to access, quality of education or institutional capacity. This distinction has been made using the following legend:



4. Preschool in rural areas: Problem analysis and recommendations

4.1 Facts for preschool education

In Croatia, preschool includes:

- Early childhood care, six months to three years, comprising of the care of children in crèches and in the homes of registered child carers.
- Education provided in kindergarten institutions from the age of three years until the beginning of compulsory schooling (at the latest seven years old). Kindergarten education is not compulsory.

Croatia has 454 preschool institutions, in which 103 076 children were inscribed in 2001 of which 14 780 were in crèches and 71 268 were in kindergarten. Participation is weak

and lower than the average rate for Europe¹. The gross enrolment ratio for pre-primary in 1996 was 40 percent for Croatia while it was 79.7 percent for Europe (UNESCO, 2000). Rural areas are particularly disadvantaged with regards to the provision of preschool education. Ilak investigations reveal that, for a large proportion of rural children, a 3 month pre-primary training is the only formal preschool available.

As mentioned in OECD, 2001, the pre-primary level of education shows a variety of different programmes such as:

- regular or fundamental programmes from 6 months to 6 years old ;
- short-term programmes such as the above-mentioned three-month pre-primary training;
- alternative preschool programmes proposed by private schools or organizations (example: Montessori Nursery school) ;
- programmes for physically and psychologically disabled children ;
- programmes for children with post-war syndromes ;
- programmes for ethnic communities and national communities ;

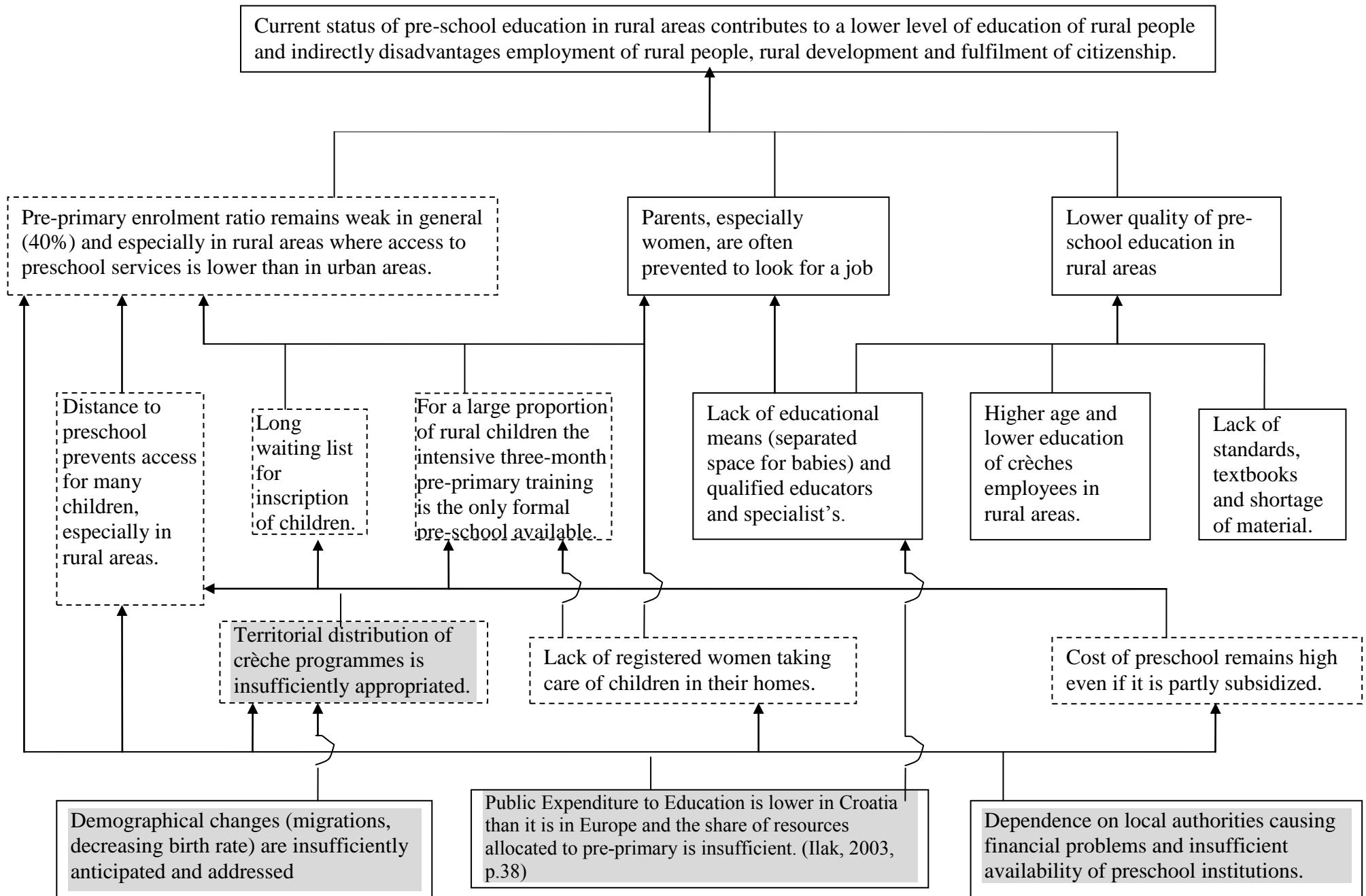
For most of children who benefit from preschool programmes, quality of preschool is questionable due to *lack of standards and textbooks and shortage of material*. In addition, low quality and weak enrolment are also due to *insufficient support from the Ministry or local authorities* and from a *lack of public awareness* on the importance of preschool education (OECD, 2001, p.22). Finally, cost of preschool education, distance to preschool and lack of transportation prevent many children from access to pre-primary programmes. These last difficulties particularly affect rural areas, where the level of income is generally lower than in urban areas.

The first diagram which follows classifies existing problems and constraints of pre-primary schools among three categories (access to education, quality and institutional capacity) according to the legend previously presented. The diagram also displays the articulation and hierarchy of these problems and their effects.

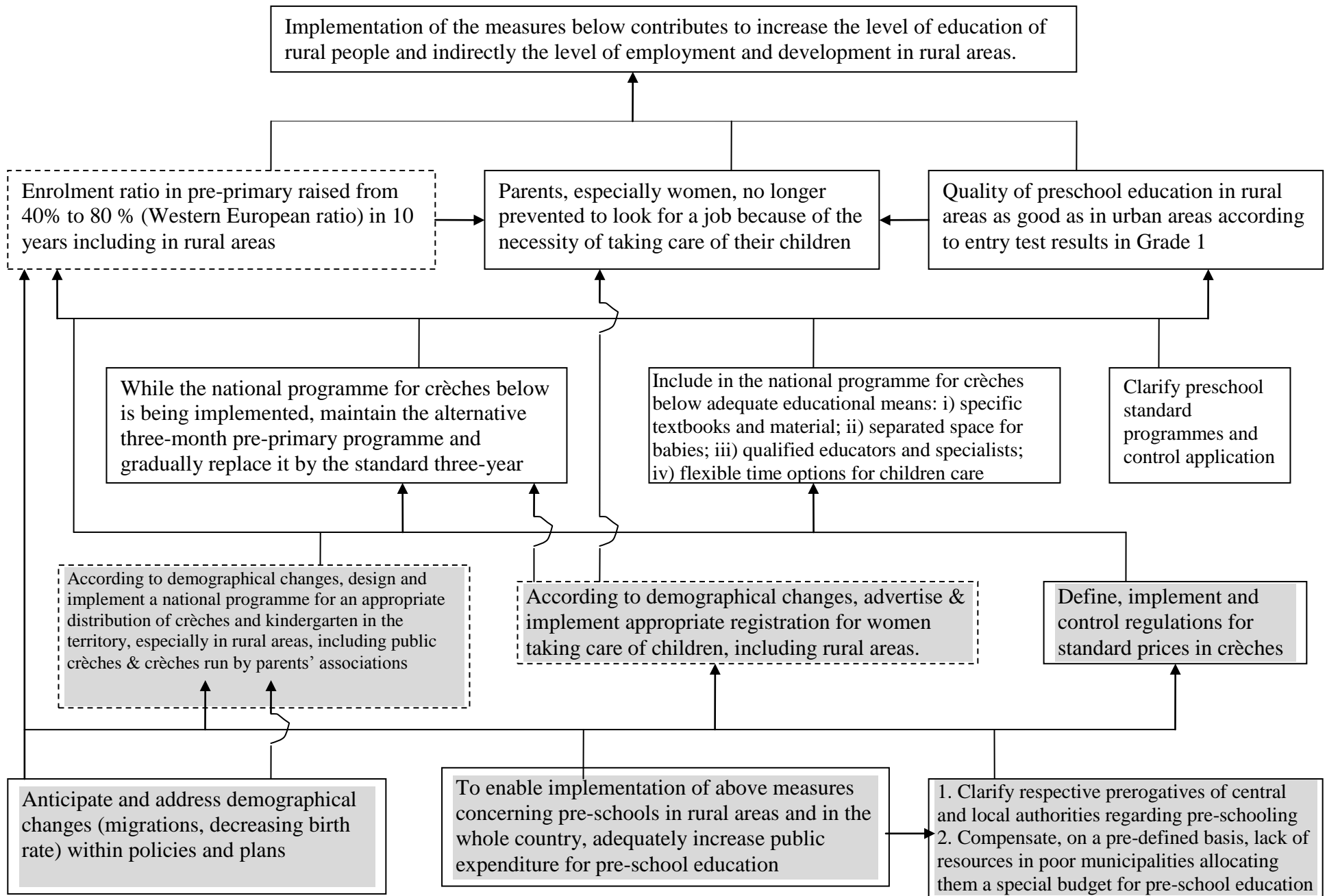
The second diagram rephrases the first by changing problems into possible articulated measures/recommendations to undertake in order to solve these problems.

¹ Europe: Austria, Belgium, Denmark, Finland, France, Germany, Greece, Iceland, Ireland, Italy, Luxembourg, Monaco, Netherlands, Norway, Portugal San Marino, Spain, Sweden, Switzerland and the United Kingdom.

4.2 Pre-school education in rural areas: Problem tree analysis



4.3 Preschool education in rural areas: recommendations and expected outcomes



4.4 Summary of recommendations for preschool education in rural areas

The above recommendations can be used to identify the key measures that should be prioritized, as they appear to be essential in reducing bottlenecks. In the present case, key measures seem to be the increase of public expenditure for preschool education and the design and implementation programme for an appropriate distribution of crèches, especially in rural areas. In other words, these two related measures referring to institutional capacity are expected to gradually solve the major problem for preschool education, i.e. the access to it. Such measures would contribute towards Education for All (EFA) in Croatia.

However, to increase the level of education of rural people and, indirectly, the level of development in rural areas, several other measures for preschool education are necessary and should be implemented in parallel, as shown in the diagram. In other words, the more the above measures/recommendations are considered as a whole package, the better the chances to realize the expected effects on access and quality.

The entity/person that would be in charge of implementing the above recommendations varies. For example, for the recommendations related to institutional capacity (displayed in grey), governmental entities would make the ultimate decisions regarding implementation (Ministry of Finances, service in charge of preschool in the Ministry of Education). Also, due to the decentralization process, local authorities would be involved at county level.

5. Primary/compulsory education in rural areas: Problem analysis and recommendations

5.1 Facts for Primary/compulsory education

As Ilak reports (p.22), primary education is compulsory for all Croatian children, starting at seven years of age in the school closest to their home. Primary education in Croatia is free. It lasts eight years (until age 14/15) and, when completed, pupils receive a graduation diploma.

As presented in Annex 1, in the Croatian education system, primary school comprises of two parts. During the first four years, all subjects are taught by one teacher and for the last four years, as at secondary level, teachers teach specific subjects. Compared to the most commonly applied standard in Western Europe, the last three years of primary school in Croatia would be considered as lower secondary school. Hence, as previously mentioned, a reform leading to this standard is under preparation in Croatia (MOE, 2002, p.11).

Indicators for access in primary school (UNESCO, 2000)

As presented in following table, the gross enrolment ratio in primary school is the same for Europe and Croatia. However, duration of compulsory education is still shorter in Croatia and, as a result school life expectancy is also lower.

	Croatia (1997)	Europe (1997)
Population age 6-14 ² ratio	27 %	N/A
School life expectancy ³	11,4 years	14,6 years
Duration of compulsory education	8 years	10,7 years
Apparent intake rate, primary education ⁴	99 %	N/A
Gross enrolment ratio in primary ⁵ : Total	100 %	100 %
Gross enrolment ratio in primary for Male	100 %	N/A
Gross enrolment ratio in primary for Female	100 %	N/A

As previously mentioned, no data is available specifically for access to primary school in rural areas. However, Ilak investigations (p.27) reveal three major constraints:

- From 1990 to 2000, the number of primary schools has decreased by 25 percent. The main cause is migration from rural areas.
- Distance to school is further for rural children.
- Access to additional pedagogical and non-pedagogical activities after or before normal school-hours (sports, library, out-door activities, art, etc.) is more difficult for rural children.

Indicators for quality and efficiency in primary (UNESCO, 2000)

	Croatia (1996)
Percentage of repeaters ⁶	1 %
Percentage of a cohort reaching Grade 5 ⁷	100 %

² Population age 6-14 expressed as percentage of the population 15-64.

³ The school life expectancy, or expected number of years of formal education, is the number of years a child is expected to remain at school, or university, including years spent on repetition. It is the sum of the age-specific enrolment ratios for primary, secondary and tertiary education.

⁴ *Apparent intake rate, primary education*: Number of new entrants into first grade of primary education, regardless of age, expressed as a percentage of the population of official admission age to primary education.

⁵ *Gross enrolment ratio* The gross enrolment ratio is the total enrolment in primary education, regardless of age, divided by the population of the age group, which officially corresponds to primary schooling.

⁶ *Percentage of repeaters* Total number of pupils who are enrolled in the same grade as the previous year, expressed as a percentage of the total enrolment in primary education.

⁷ *Percentage of a cohort reaching Grade 5*. Percentage of children starting primary school who eventually attain Grade 5.

	Croatia (1996)	Europe (1997)
Pupils/teacher ratio primary ⁸	17	N/A
Percentage of female teachers in primary ⁹	76	77.9
Number of teachers (all levels) per thousands in total population	13	24

As presented in above tables, Croatia obtains positive results for percentage of a cohort reaching Grade 5 and ratio of pupils to teachers. But investigations confirm that the latter ratio can differ a lot in rural areas. For example small schools (local schools around Trilj) had two or three children per grade. This situation results into a gradual increase in the number of multi-grade classrooms in rural areas. It is not a problem *per se*, however, as multi-grade is very common in rural schools, the situation can lead to a lower quality owing to insufficient specific preparation of teachers in multi-grade teaching. In addition, schools in bigger villages or smaller cities often had too many pupils per class (more than twenty) and “too many” classes. The number of schools concerned is numerous and they must work in two shifts (morning and afternoon).

Other information collected through visits to schools demonstrate that for rural areas, quality is affected by the main following factors:

- Curricula, textbooks and school hours do not consider local culture, rural life and economy enough. Teachers are generally not prepared to include knowledge about rural and local aspects.
- The most usual teaching method applied by teachers is frontal teaching where most pupils are in the position of passive listener.
- The realization of outdoor activities and school garden establishment depends a lot upon the teacher’s time, interest and capabilities.
- Primary teacher salary is low and teachers do not get any salary or non-salary incentive by working in rural or remote areas.

Besides the above-mentioned constraints, quality and access to primary education in rural areas are also affected by factors related to the institutional capacity as presented in the table below.

⁸ *Pupil-teacher ratio*. This ratio represents the average number of pupils per teacher at the level of education specified. For secondary education the ratio refers to general education only.

⁹ *Percentage of female teachers in primary*. The number of female teachers, at the level specified, expressed as a percentage of the total number of teachers at the same level. For secondary education, the data refer to general education only.

	Croatia (1996)	Europe (1997)
Private enrolment as percentage of total enrolment (primary and secondary) ¹⁰	0 %	N/A
Public expenditure on education as percentage of GNP	3.18 %	5.3%
Average annual growth rate of public expenditure on education 91-96	- 4.3 %	N/A

Source: UNESCO, World education report, 2000 pp.131-163.

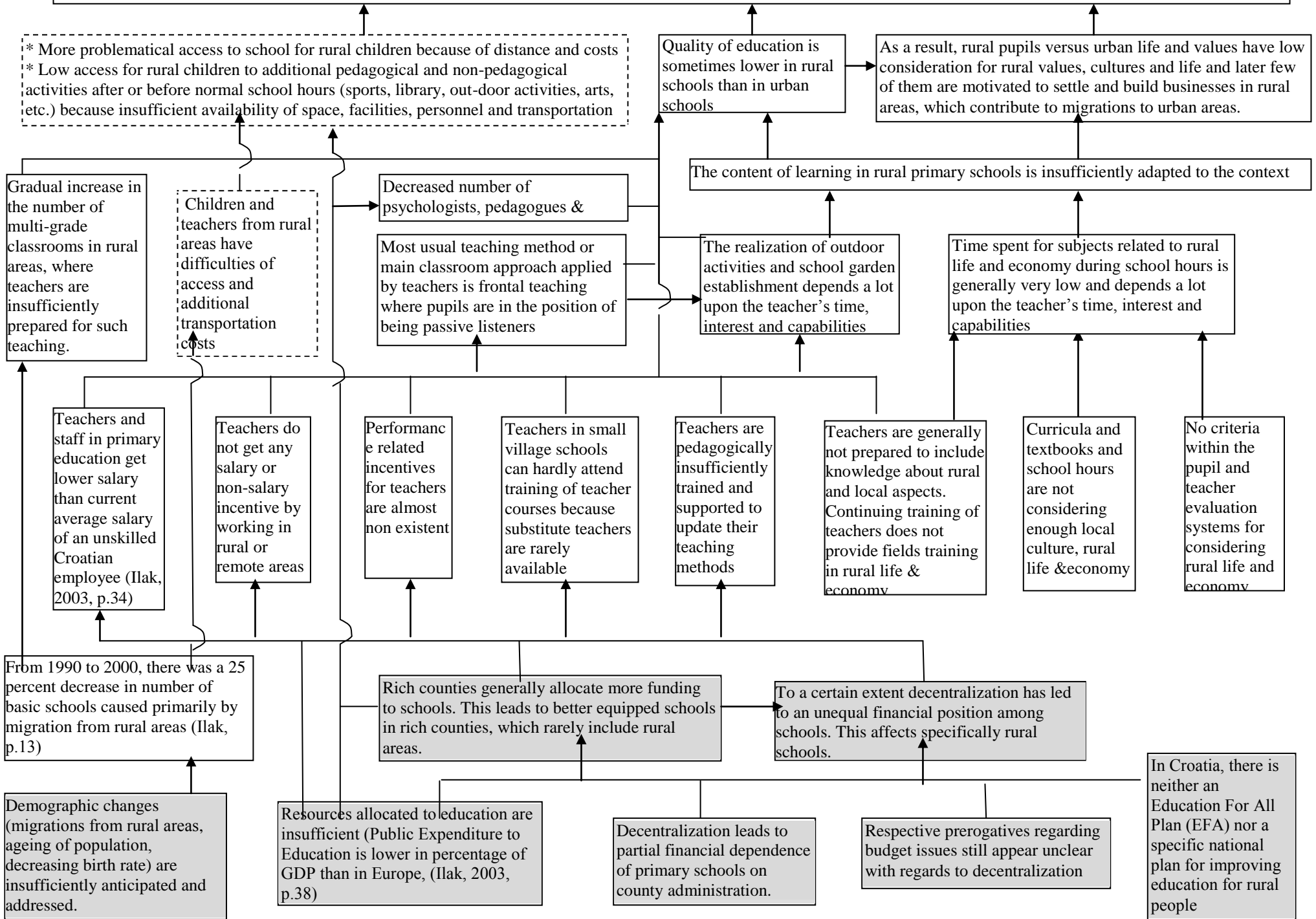
Public expenditure on education as percentage of GNP is lower for Croatia than it is for Europe. Although the ratio is increasing (3.81% in 2001, Statistical yearbook 2000, p. 176), Croatia still allocates insufficient resources to education in comparison to its western neighbours.

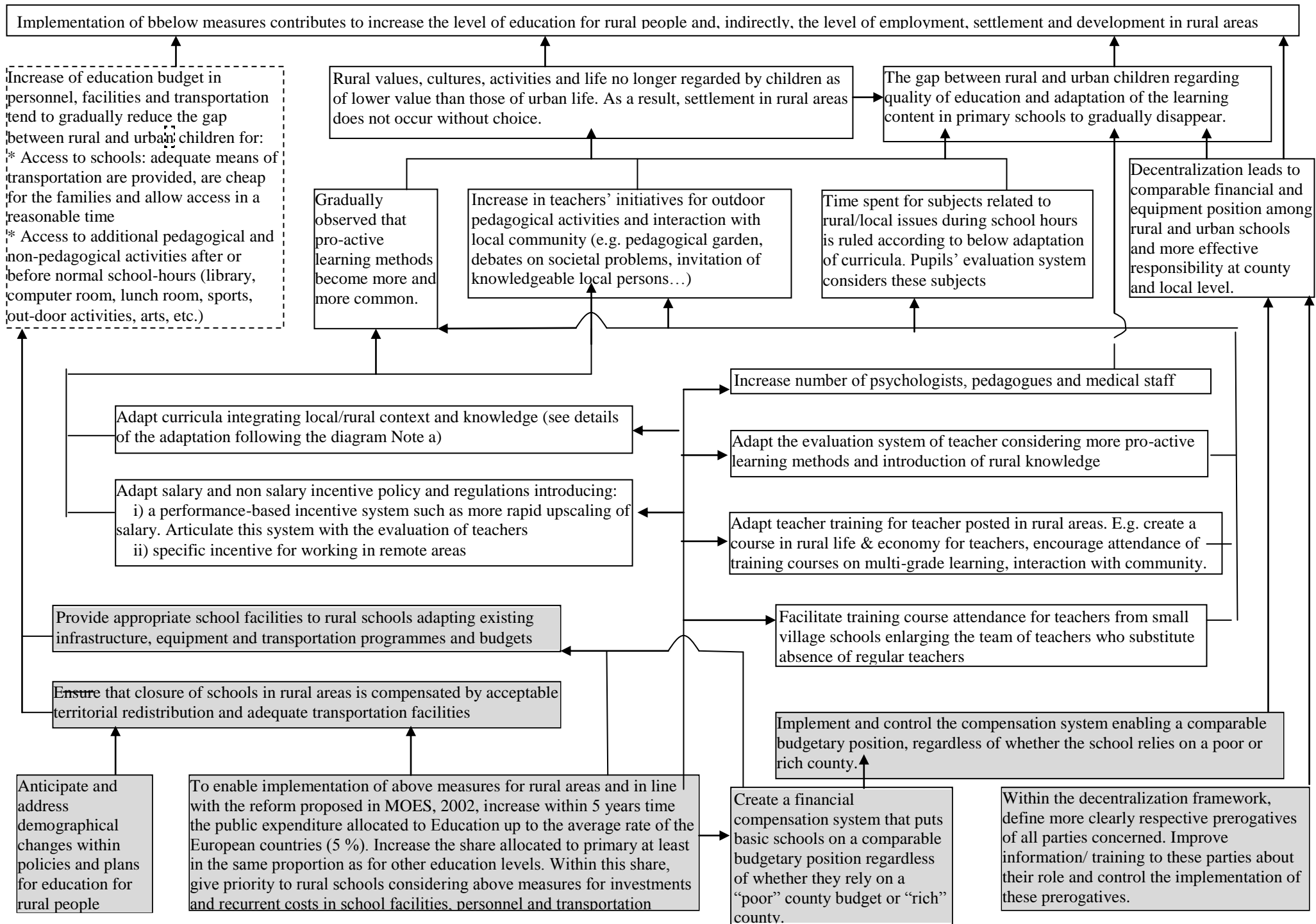
Finally, Ilak's investigation shows that quality and access to primary education in rural areas is affected by the effects of the recent decentralization process. As decentralization leads to partial financial dependence from counties, rich counties generally allocate more funding to their schools. However, most rural schools are not located in counties that are considered as rich. Consequently, there is an unequal financial position among schools, which leads to an unequal distribution of equipment and facilities putting rural schools at a disadvantage.

¹⁰ *Private enrolment as percentage of total enrolment.* Enrolment in private schools, at the level specified, expressed as a percentage of the total enrolment at the same level. Government-aided schools are considered as private if they are privately managed. For secondary education, data refer to general education only

5.2 Primary/compulsory education in rural areas: Problem tree analysis

The factors below contribute to a lower level of education of rural people and indirectly disadvantage employment of rural people, rural development and fulfilment of citizenship





5.4 Detail of the recommendation noted a): Adapt curricula integrating local/rural context and knowledge

The adaptations of the curricula described are in line with the following changes proposed in the document *Concept of changes* (MOEYS, 2002):

- Use of traditional sources of knowledge (p. 21);
- Encourage balanced curricula (p.8);
- Diversify learning models (p.8);
- The introduction of out-door classrooms and optional and elective programmes: two classes per week from Grades 1-6, six classes per week from Grades 7-8 and *elective modules... and some vocational courses* in Grade 9 (pp.12-13)

The integration of local and rural context and knowledge may include the following elements:

- Local/regional and rural traditions, culture and values;
- Local/regional history, geography and architecture;
- Local/regional natural resources;
- Local/regional economical activities related to the rural space (traditional and potential).

It is suggested to integrate the above subjects into general education subjects (sciences, history, geography, literature...) and into the elective modules mentioned above. It is also proposed to complement national text books with adequate teaching aids/hand outs prepared by regional teachers` groups acting under the supervision of the organization in charge of the control of the school text books in Croatia.

Owing to the fact that the reform proposed is stressing the necessity of a *disencumberment of present programmes from unnecessary content* (MOES, 2002, p. 21), the integration of such knowledge about rural aspects could be understood as an adaptation of existing curricula and not as an additive list of subjects.

5.5 Summary of recommendations proposed for primary/compulsory education in rural areas

Contrary to that which applies to preschool education, it appears that, for compulsory education, problems and measures to undertake refer more to quality rather than access to education. However, this is questionable due to the unavailability of results for access indicators for rural areas in ILAK, 2003 (Gross enrolment ratio in primary 100 percent in 1997, p.25). Besides this, it is important to stress that all the original causes of the problems of compulsory education in rural areas, and consequently the measures to undertake first refer to institutional capacity (displayed in grey):

- Give budget priority to rural schools (school facilities, personnel and transportation) from the increase in public expenditure allocated to Education;

- Create a financial compensation system that puts all basic schools on a comparable budgetary position regardless of whether they rely on a “poor” or “rich” county budget;
- Within the decentralization framework, define respective prerogatives of all parties concerned more clearly. Improve information/training for these parties about their role and control the implementation of these prerogatives.

Not surprisingly, the first measure listed (Give budget priority to rural schools) has more impact within the whole set of measures proposed, specifically on quality measures such as i) Adaptation of policy and regulations concerning salary and non-salary performance-related incentives and to increase motivation to work in remote areas. ii) Adaptation of curricula and pupils evaluation system integrating local/rural context and knowledge, iii) measures related to training and evaluation of teachers.

However, financial aspects *per se* are insufficient to solve existing problems. All measures also depend, to say the least, on the willingness and policy choices of parties concerned e.g.: Define more clearly respective prerogatives of all parties concerned within the decentralization process; Adapt the evaluation system of teacher considering more pro-active teaching methods and introduction of rural knowledge.

As a result, the whole set of these articulated measures is expected to i) reduce the gap between rural and urban children regarding quality of education and adaptation of the learning content in primary schools; ii) upgrade the value of rural life and activities; iii) improve the access to school transport and specific activities after or before normal school-hours; iv) increase the level of education of rural people and indirectly the level of employment, settlement and development in rural areas and the fulfilment of citizenship.

According to the nature of each measure, entities/persons in charge of the implementation will vary. Ministry of Finance, Ministry of Education and county authorities will be major entities for implementation of institutional capacity measures (displayed in grey). Within MOE, at least the Department for Elementary Education, the Institute for Education Development and ad-hoc existing commission for curricula would play a key-role for the implementation of measures referring to quality of education. At a more operational level (school and county) teachers and principals would play a key role, specifically in the changes needed in curricula, text books and evaluation.

6. Non-formal and informal education in rural areas: Problem analysis and recommendations

6.1 Definitions

Referring to a detailed definition given in Annex 2 non-formal education is defined as *any organized and systematic educational activity ... aimed at providing certain types of education to specific population groups, adults as well as children* (FAO and IIEP-UNESCO, 2002). Therefore, in this report, non-formal education includes adult education and various special programmes such as education programmes for out-of-school children, children with physical and psychological disabilities, and illiterates.

By contrast, *informal learning is not structured or organized by any institution, but occurs through everyday interactions with the environment that offers new information and insights, e.g. through conversation, reading, radio and television broadcasts* (FAO and IIEP-UNESCO, 2002). Consequently, in this document informal education includes knowledge and abilities learned from various medias and from new technologies.

6.2 Facts about non-formal and informal education

Indicators for non-formal and informal education

	Croatia (1997)	Europe (1997)
Estimated number of illiterate population ¹¹	128 000 of which 83% are female	N/A
Estimated total illiteracy rate ¹²	2.1 %	1.4 %
Estimated Female illiteracy rate	3.3 %	1.9 %
Daily newspapers ¹³	115	242
Personal computers per thousands inhabitants ¹⁴	22	204
Internet hosts per 100 000 inhabitants ¹⁵	184	1336

Source: UNESCO, World education report, 2000 pp.131-163.

Quantitative data for non-formal and informal education are scarce. The above table compares the situation in Croatia and in Europe concerning these types of education, (UNESCO, 2000, pp. 131-163). The results show a less favourable situation in Croatia for illiteracy and the number of daily newspapers, computers and Internet hosts per inhabitant.

Adult education

Information collected for adult education offers the following facts:

¹¹ Estimated number of adult illiterates (15 years and over), in thousands, and the percentage of female illiterates.

¹² *Estimated adult illiteracy rate.* Estimated number of adult illiterates (15 years and over) expressed as a percentage of the population in the corresponding age groups

¹³ *Daily newspapers.* Estimated circulation of daily newspapers, expressed in number of copies per 1,000 inhabitants.

¹⁴ *Personal computers:* Estimated number of self contained computers designed to be used by a single individual, per 1,000 inhabitants.

¹⁵ *Internet hosts per 100000 inhabitants.* Number of computers with active Internet Protocol (IP) addresses connected to the Internet, per 100,000 inhabitants.

- In Croatia, adult and non-formal education is essentially offered by 20 Open Public Universities (OPU), of which OPU Zagreb is the largest (20 000 beneficiaries).
- The weak quantitative impact of non-formal adult education affects rural areas in particular.
- Most continuing education programmes are not relevant to labour market needs, due to the fact that they are offer-driven.
- Croatia illiteracy rate is higher (2.1%) than the average in Europe (1.4%) (UNESCO, 2000). Illiteracy rate is still higher for women (3.3%) than for the whole population. This is particularly the case in rural areas where the education level of women is lower than for men.
- In spite of the fact that Croatia obtains positive results regarding the percentage of children reaching Grade 5 (see Chapter Primary education), there is still a high percentage of the population who did not finish primary school (18.6% in 2001).

Special programmes

For out-of-school children, primary and secondary schools are supposed to organize condensed teaching applying an individual approach. However, as the provision of such programmes depends on the availability and will of teachers and managers, condensed teaching is not systematically offered for this category of children. As mentioned in OECD (2001, p. 9), the drop-out issue mostly affects secondary schools. At this education level, *many programmes and methods are no longer in line with the new economic and social requirement, nor with expectations of the young.*

Some primary and secondary schools provide special programmes for children with physical and psychological disabilities. Children either have day programmes or stay all year round in schools with boarding facilities. Programmes are adequate for the physical or psychological disability of the child.

On remote islands children have the possibility of distance learning. In their place of residence, they connect via Internet to the closest school and attend “class” according to teachers’ instruction. The technical support is usually provided by school experts and by parents. The main obstacles are disturbance in phone/internet lines. This programme is used if there are less than three children on an island.

From some islands (Unije) children are brought to school by helicopter (to Losinj).

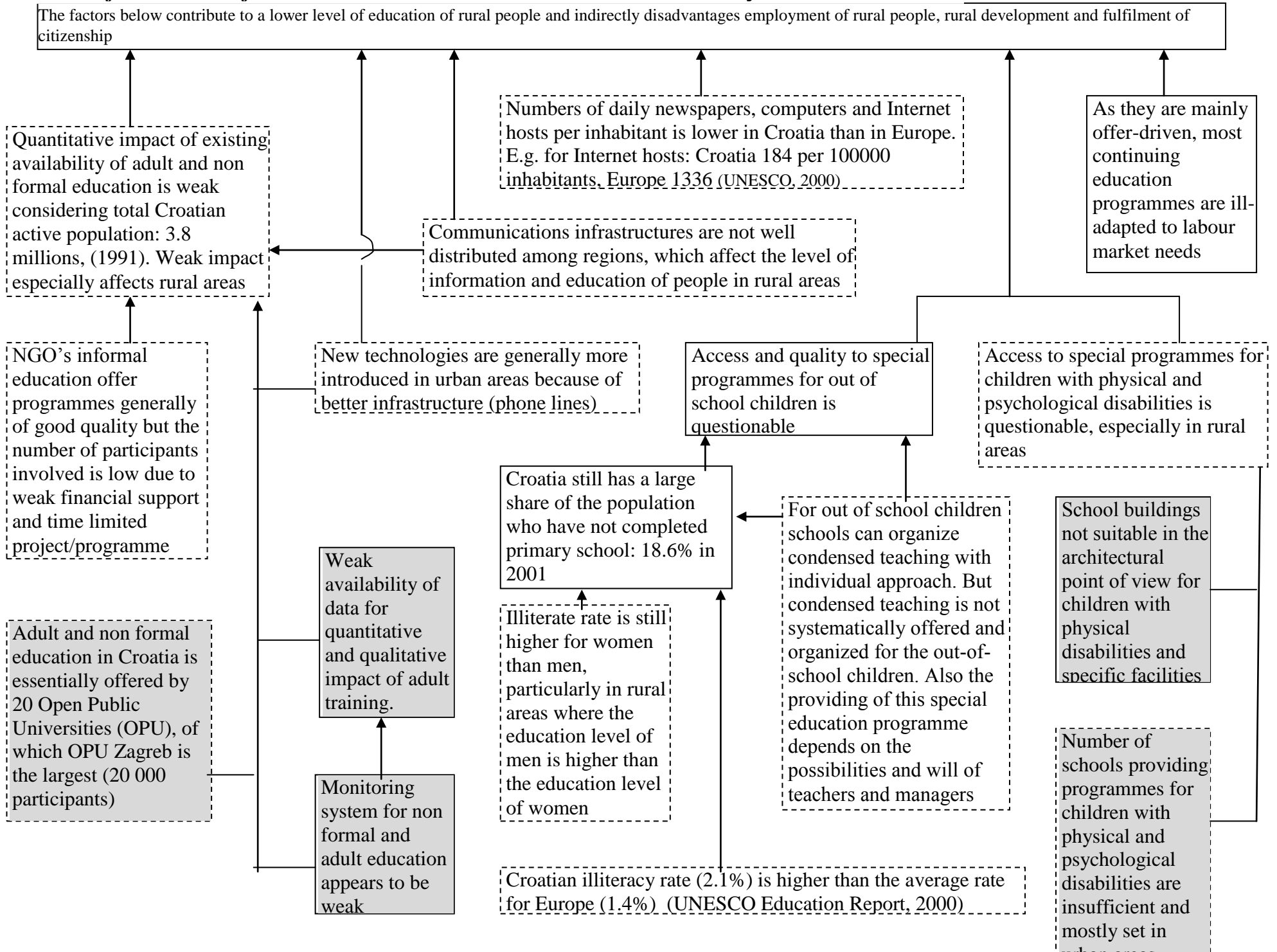
Some schools in areas with ethnic minorities have special programmes in their respective languages: Czech, Hungarian and Italian.

Informal education

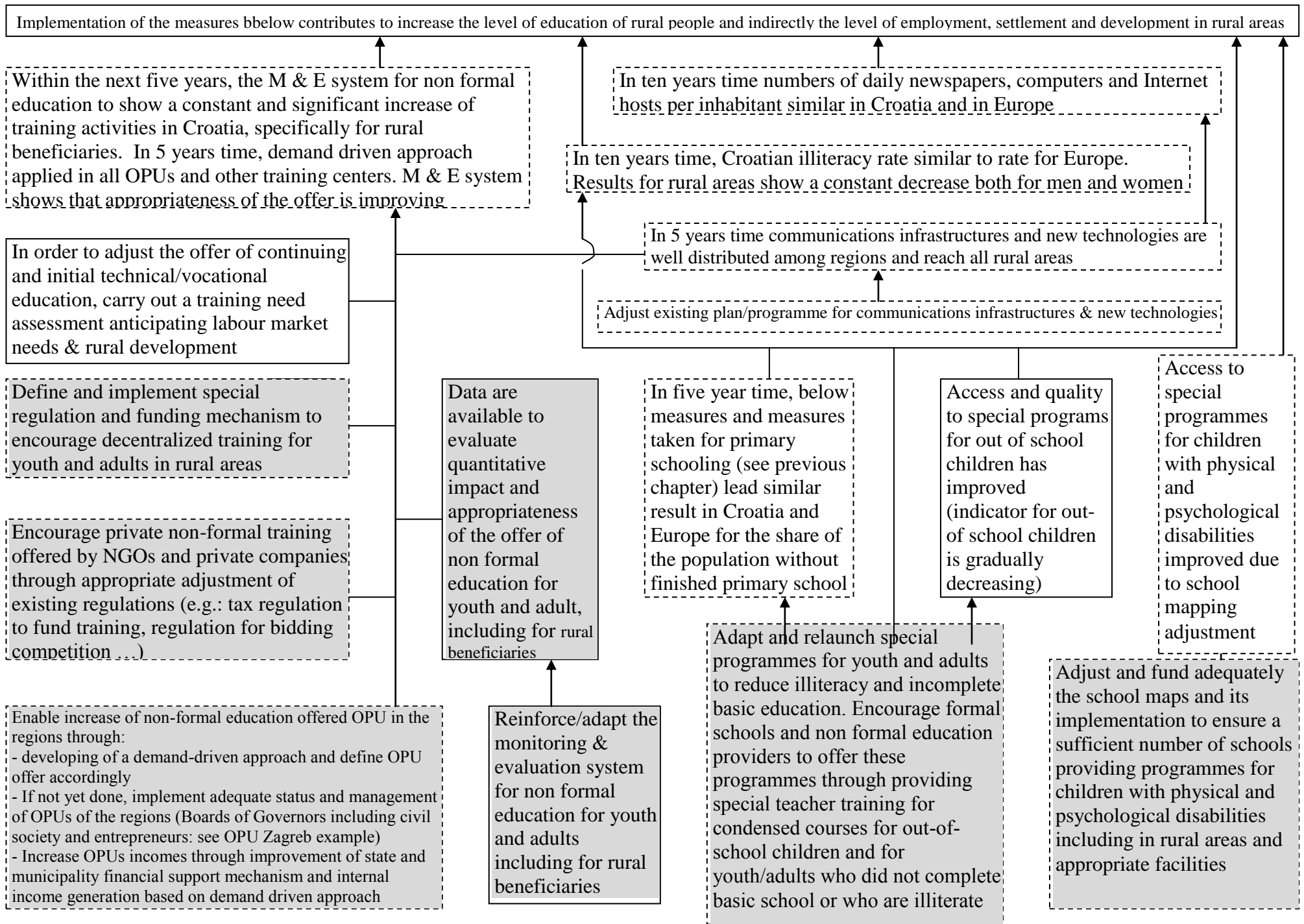
Besides the above-mentioned indicators, Ilak (2003, p. 43) reports the following concerning informal education:

- Communications infrastructures are not well distributed among regions, which affects the level of information and education of people in rural areas;
- New technologies are, generally, more likely to be introduced in urban areas because of better infrastructures (phone lines);
- As the financial input for new communication infrastructures is higher than for traditional communication lines, economically advantaged counties are faster at implementing the computer nets (Istra County beside the city of Zagreb has the highest number of computers and internet hosts).

6.3 Non-formal and informal education in rural areas: Problem tree analysis



6.4 Non-formal and informal education in rural areas: recommendations and expected outcomes



6.5 Summary of recommendations proposed for non-formal and informal education in rural areas

The problem tree analysis showed that the major problem for non-formal and informal education is access. Data on the subject is scarce and information collected illustrates that the number of beneficiaries of non formal education is still very limited and essentially concentrated in Zagreb. Therefore, the first measure to be undertaken for this type of education would lead to an increase in the availability of continuing education for adults and of other specific non-formal education, such as, programmes for out-of school children and children with physical and psychological disabilities. This can be achieved through institutional capacity measures such as:

- definition and implementation of a special regulation and funding mechanism to encourage private providers and decentralized training for youth and adults in rural areas ;
- adaptation of the status and management of the main provider (Open Public Universities), especially for the OPUs in the regions in order to reach rural beneficiaries ;
- adaptation of the continuing education programmes offered through the adoption of a demand-driven approach by all training providers for the definition of the programmes ;
- teachers' training for improvement of access and quality of out-of-school children programmes.

Besides such recommendations, a training needs assessment could be carried out to anticipate labour market needs and rural development opportunities. Results of such assessment would feed the adaptation of the offer of adult training providers and of initial technical/vocational education.

Informal education has also an important impact on the level of information and knowledge of rural people. Therefore, an adjustment of the existing plan/programme for communications infrastructures and new technologies is proposed to ensure that these infrastructures and new technologies are well distributed among regions and reach all rural areas.

The main body responsible for such measures would be MOE. However, concerned stakeholders, along with the other ministries concerned, training providers, municipalities, entrepreneurs, state regulation makers, etc. should also be engaged in their design and further implementation from the beginning. .

7. Conclusion

As Education for Rural People puts priority on basic education, this report has kept in line with this, i.e. pre-primary, primary, lower secondary and non-formal education. (In Croatia primary includes lower secondary).

In term of access, pre-primary education in Croatia is still very much below European standards, particularly in rural areas. The quality of both staff and facilities is at a lower level, especially in rural areas.

For the compulsory school level, the major problems refer to quality of education (quasi-absence of rural life aspects in curricula and textbooks, teacher centred teaching methods, realization of outdoor activities rely on teachers capacities and interest, continuing training hardly made available for rural teacher.). However, there are still some access problems regarding school transport and access to extra-curricula activities.

For pre-primary as well as for compulsory schooling, the main cause of problems is a weak institutional capacity. This includes insufficient budget, specifically for education facilities and staffing and, due to unclear roles of parties and inappropriate budgetary regulations, problematic implementation of the decentralization often leading to “poorer” schools in rural areas.

For non-formal education, the main constraint is the limited availability of adult education, especially in rural areas, in comparison to the needs. Measures to undertake are related to the institutional capacity. The main ones are: i) definition and implementation of a special regulation and funding mechanism to encourage private providers and decentralized training for youth and adults in rural areas ; ii) adaptation of the status and management of the Open Public Universities of the regions ; iii) adoption by training providers of a demand-driven approach in the design of continuing education programmes ; and, related to the latter measure, iv) realization of training need assessment to anticipate labour market needs and rural development opportunities.

The problem tree analyses previously presented have initiated the proposal of articulated measures to increase the level of education of rural people, that will contribute to increase the level of employment, settlement and development in rural areas and the fulfilment of citizenship. As for the problems, priority measures are referring to reinforcement of institutional capacity. For primary education, these measures concern a more adapted decentralization process in favour of rural schools and a more appropriate budget, both series of measures enabling needed changes in curricula, salary and non salary incentives, training of teachers, active teaching/learning methods, and evaluation of pupils and teachers of rural schools.

Besides this, emphasis must be made on the fact that positive effects presented in the diagrams can only be expected if the synchronization of the implementation of the measures becomes concrete and if they are seen as a whole package, in other words as articulated elements of the strategy of education for rural people.

This study has demonstrated that in Croatia specific problems of education exist in rural areas and are important. The study suggests that these problems could be addressed as proposed as part of the strategy for rural development, to ensure that the education system contributes to rural development.

This report will end by the formulation of two proposals presented specifically to the Ministry of Education. The first one is to formulate a plan to address the basic learning needs of rural people. The second is to consider this ERP strategy and the plan above suggested as an important part of the overall reform of the Croatian education system.

Bibliography

FAO & IIEP-UNESCO. 2002. *Education for rural development and food security. Addressing global changes*. First draft. Rome, FAO.

FAO, 2002. *A rural development strategy for Croatia. Technical Cooperation Project Document*. FAO, Rome.

Gasparini L. 2000a. *Education for Rural People: Addressing a neglected majority*. FAO, Rome.

Gasparini L. 2000b. *From agricultural education to education for rural development and food security: All for education and food for all*. FAO-SDRE, Rome (available at <http://www.fao.org/sd/exdirect/exre0028.htm>)

ILAK, A. 2003. *The education system of Croatia. With overviews related to rural areas and education for rural development*. Final version. Zagreb.

Krimmel Thomas and Prum Nareth, May 1995. *Documentation of the ZOPP-Workshop for a Project of Rehabilitation and Development of the Cambodian Forestry Sector*. MAFF/GTZ, Phnom Penh, Cambodia.

MOEYS, 2002. *Concept of changes in the education system of the Republic of Croatia. Summary*. MOEYS, Zagreb.

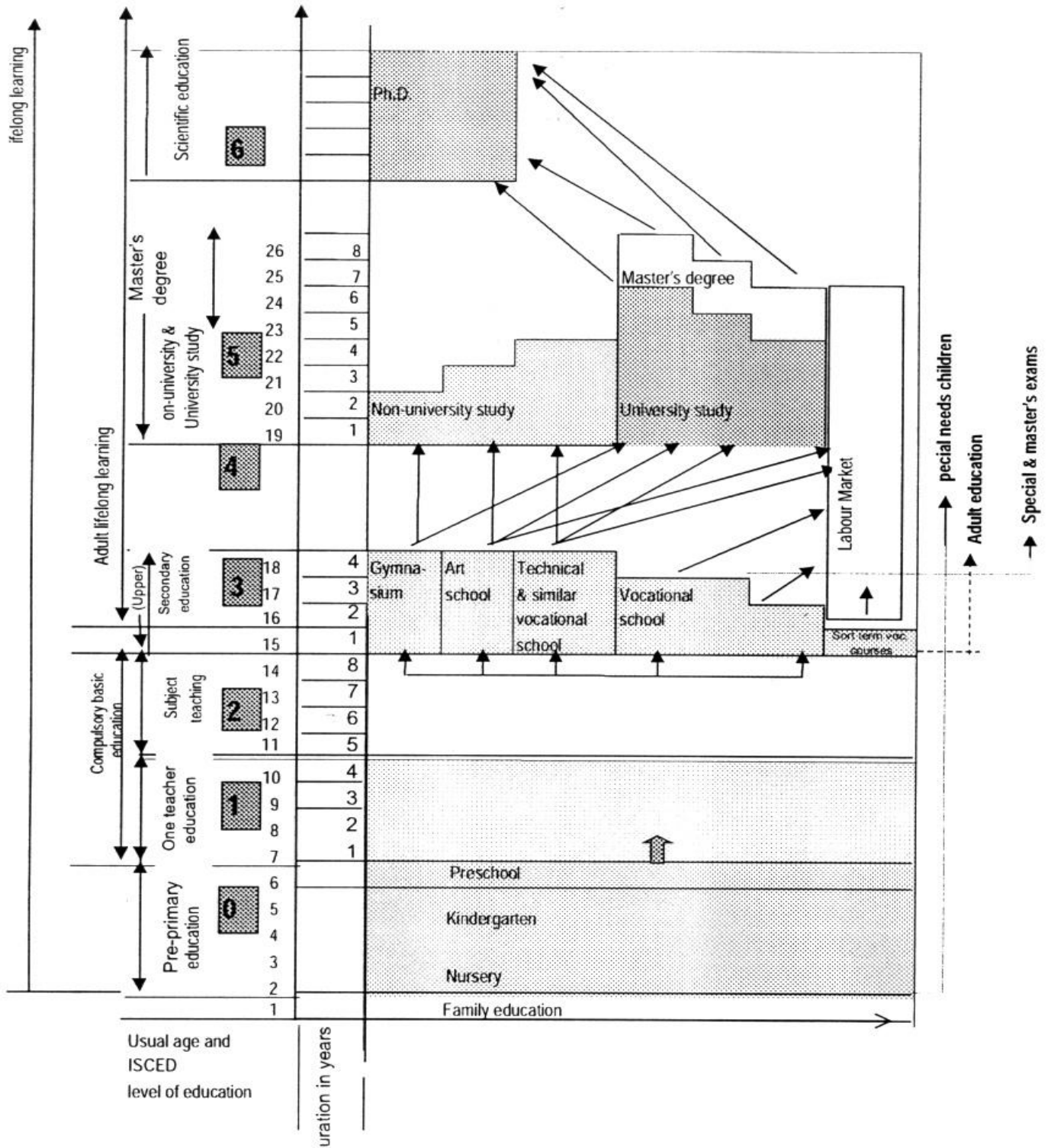
OECD/Centre for Cooperation with non-members, 2001. *Thematic review of the national policies for education in Croatia. Stability pact for Southern Europe*, p. 7-8. OECD.

UNESCO, 2000. *World Education Report, The right to Education. Towards education throughout life*. UNESCO, Paris.

Žutinić Đurđica, Brkić, S. (1996): *The Students of Agronomy and Family Farming, Poljoprivredna znanstvena smotra*, vol. 61, nr. 1-2 pp. 7-21, Agronomski fakultet, Zagreb

Annex 1: Organigramme of the education system in Croatia

Figure 1. Education System in Croatia



Annex 2: Definitions of terms used in the report

1. Three main concepts

The formulation of a strategy of education for rural people refers to three main concepts: basic education, basic learning needs and education for rural people.

Source of the three definitions: FAO and IIEP-UNESCO, 2002 and Gasperini, 2000.

1.1. Basic education (BE) is the foundation for lifelong learning and human development on which countries may build, systematically, further levels and types of education and training.

BE is a necessary **prerequisite** for social and economic development.

BE aims to meet basic learning needs as defined in the World Declaration on Education for All (see definition for basic learning needs).

BE comprises:

- Early childhood care and pre-primary education;
- Primary schooling and sometimes lower secondary;
- Alternative programmes for children with limited or no access to formal schooling;
- A wide variety of formal and non-formal public and private educational activities offered to meet the defined basic learning needs of young people and adults, such as:
 - Literacy in mother tongue;
 - Skills training and formal and non-formal education programmes in health, nutrition, population, agricultural techniques, the environment, science, technology, family life, including fertility awareness and other societal issues;
 - Traditional means, libraries, television, radio and other media can be mobilized to realize their potential towards meeting basic education needs of all.

Target groups of basic education:

- The population undergoing compulsory education (i.e. children in 1st to 8th grade) and
- People who abandon or who cannot attend compulsory schooling within the formal education system (adult and youth).

Why focus on basic education?

Research shows that:

- Basic education affects the productivity of small landholders and subsistence farmers immediately and positively, and that a farmer with four years of elementary education is, on average, 8.7 percent more productive than a farmer with no education¹⁶.

¹⁶ "The single best measure of basic education impact on economic development, however, is the additional productivity of workers or farmers with more education over those with less. Productivity measures show directly the effect education has on the capacity to produce, and, hence on the potential to increase economic output. A survey done for the World Bank on 18 studies that measure the relationship in low-income countries between farmers' education and their agricultural efficiency (as measured by crop production) concluded that a farmer with four years of elementary education was, on average, 8.7 per cent more productive than a farmer with no education. The survey also found that the effect of education is even greater (13 per cent increase in productivity) where complementary inputs, such as fertilizer, new seeds or farm machinery, are available". Martin Carnoy: *The Case for Investing in Basic Education*. UNICEF, New York 1992, p. 26, 34 and 41.

- Farmers with more education get much higher gains in income from the use of new technologies and adjust more rapidly to technological changes¹⁷;
- The provision of more and better basic educational services in rural areas such as primary education, literacy and basic skills training can substantially improve productivity and livelihoods¹⁸.

1.2 Basic learning needs (BLN) comprise both essential learning tools (such as literacy, oral expression, numeracy, and problem solving) and the basic learning content (such as knowledge, skills, values, and attitudes) required by human beings to be able to survive, to develop their full capacities, to live and work in dignity, to participate fully in development, to improve the quality of their lives, to make informed decisions and to continue learning.

BLN are covered by basic education.

1.3. Education for rural people (ERP) envisages a broad educational approach to meet effectively and equitably the basic learning needs of rural children, out-of-school youth and adults, in the perspective of reducing rural poverty.

ERP contributes to rural development and well-being, including food security, health, employment, protection of the environment, management of natural resources, citizenship and democracy building mechanisms which reinforce the ability of rural poor to access and analyze information, to voice their own opinion in public debates and possibly to establish strategic alliances with other members of the community.

In brief, education for rural people:

- Put priority on basic education;
- Does not exclude any education subject;
- Replace the ancient concept “agriculture education”;
- Concerns with children, youth and adults from rural areas.

Origin of the ERP concept and its links with the Education for All (EFA) initiative

The concept of Education for Rural People (ERP) was officially introduced during a side event of the World Summit on Sustainable Development in Johannesburg, South Africa, on 3 September 2002. During the Summit, the Directors General of FAO and UNESCO jointly launched the new flagship Education for Rural People within the Education for all (EFA) initiative with a focus on rural people. The initiative seeks to address rural/urban disparities, which are a serious concern to governments and the international community as a whole. About 70 percent of the poor live in rural areas. Despite the fact that education is a basic right in itself and an essential prerequisite for reducing poverty, improving the living conditions of

¹⁷ Idem 1

¹⁸ Farmers with little land are highly risk averse, in general, because they have so little flexibility. For them, the difference between a good harvest and a bad one can be the difference between subsistence and hunger. Those small-scale farmers with higher levels of education, however, even with a few years difference in schooling, are better able to adapt innovations to local conditions and therefore more likely to assume risks in changing production techniques." Beatrice Edwards, Rural Education and Communication Technology, paper presented at the First Meeting on the Integration of Agricultural and Rural Education in the Americas; Washington D.C. August 25-27.

rural people and building a food-secure world, children's access to education in rural areas is still much lower than in urban areas, adult illiteracy is much higher and the quality of education is poorer.

The flagship's objectives are to:

- Build awareness of the importance of Education for Rural People as a crucial step to achieve the Millennium goals of eradicating extreme poverty and hunger and achieving universal primary education;
- Overcome the urban-rural education gap;
- Increase access to basic Education for rural people;
- Improve the quality of basic education in rural areas;
- Foster the national capacity to plan and implement basic education plans to address the learning needs of rural people.

2. Other terms used in the report

Non-formal education and informal education

Non-formal education is defined as “any organized and systematic educational activity aiming at providing certain types of education to specific population groups, adults as well as children”.

Non-formal education may take place both within and outside educational institutions, and may cater to persons of all ages. Depending on country contexts, it may cover educational programmes to provide adult literacy, basic education for out-of-school children, life-skills, work-skills, and general culture. Non-formal education programmes do not necessarily follow the 'ladder' system, may have varying durations, and may or may not confer certification of the learning achieved.

By contrast, *informal learning* is not structured or organized by any institution, but occurs through everyday interactions with the environment that offer new information and insights, e.g. through conversation, reading, radio and television broadcasts.

In a non-formal education, the learner controls the object of his education and the institution (the teacher) controls the methods and means of education. Informal education is the reverse of non-formal education. In a formal education the institution controls everything: subject, methods and means of education. (EDUCATION FOR RURAL DEVELOPMENT AND FOOD SECURITY. Addressing global changes, Introduction p.3. FAO and IIEP-UNESCO, 2002.)

Rural

Although there is a common understanding of what is rural, universal definition does not exist. In an effort to better capture the concept of rurality, some authors used a multi-criteria approach, defining rural areas as:

- a space where human settlement and infrastructure occupy only a small share of the landscape;
- natural environment dominated by pastures, forests, mountains and deserts;
- settlements of low density (about 5-10,000 persons);
- places where most people work on farms;
- the availability of land at a relatively low cost;
- a place where activities are affected by a high transaction cost, associated with long distance from cities and poor infrastructures.

(Ashley, C. , Maxwell, S. 2001, Rethinking Rural Development. Development Policy Review, 2001,19 (4) : 365-425 – Blackwell Publishers – ODI)

OECD criteria: Rural areas refer to communities with a population density below 150 inhabitants/km².

EUROSTAT criteria: “rural” refers to sparsely populated area, less than 100 inhabitants/km². “Urban” refers to densely populated area, more than 500 inhabitants/km². “Intermediate” areas => between.

Rural development

Rural development in the refined definition would encompass agriculture, education, infrastructure, health, capacity-building, for other than on-farm employment, rural institutions, and the needs of vulnerable groups.

(EDUCATION FOR RURAL DEVELOPMENT AND FOOD SECURITY. Addressing global changes, Introduction p.3. FAO and IIEP-UNESCO, 2002.)

Strategy

In the context of the formulation of a strategy for education for rural people, the word strategy refers to a hierarchy of problems and, to solve these problems, a hierarchy of measures and effects in order to ensure that the education system contributes to rural development (Patrick Gautier, The Agriculture Education and Training System in Cambodia: a strategy for improvement, MAFF, Phnom Penh June 2001).

Annex 3: Structure adopted to formulate a strategy of education for rural people

Preamble: Analytical scheme

Previous to the formulation of a strategy, for each of level/type of education, the analysis goes through a collection of information regarding:

- Access and enrolment in rural areas;
- Quality of education in rural areas;
- Institutional capacity of the education system in rural areas.

	Access and enrolment	Quality	Institutional capacity
Pre-primary	X	X	X
Primary	X	X	X
Lower secondary	X	X	X
Non-formal and informal education	X	X	X

ERP Analysis and ERP strategy formulation relates to existing or on-going:

- EFA plan;
- Education policy and strategy;
- Agriculture and rural development policy and strategy.

1. Brief presentation of the education system in Croatia

- Organigramme of the formal education system (from initial, primary, secondary and tertiary education);
- Most important **specificities** of the formal education system such as for example: duration of primary 8 years, no lower secondary but a part of primary can be considered as lower secondary, articulations between levels, importance of private education...

2. Strengths and Weaknesses for early childhood care and initial education

2.1. Brief description and analysis of the situation for early childhood care and initial education

- * Type of services provided (example: crèche which allows parents to work);
- * Providers of these services;
- * Access to these services and cost of the services:

	Croatia (19..)	Europe (19..)
Gross enrolment ratio, pre-primary	X %	X %

- Access in rural areas, differences between regions;
- Cost;
- * Relevancy of the services;
- * Quality of the services. Differences urban and rural areas for quality;
- * Institutional capacity.

2.2 Main strengths and weaknesses for early childhood care and initial education in rural areas

3 Strengths and Weaknesses for primary/compulsory schooling

3.1 Access and enrolment for primary/compulsory schooling

3.1.1 Map of Croatia for the primary schools and/or for the population in primary/compulsory school

Comment (examples of comments: comment on average distance and availability of public transport to school in rural areas, explanation of differences between regions, etc.).

3.1.2 Indicators for access and enrolment (indicate the origin of the data)

	Croatia (19..)	Europe (19..)
Population age 6-14 ratio	X	X
School life expectancy	X	X
Duration of compulsory education	X	X
Apparent intake rate, primary education	X	X
Gross enrolment ratio in primary: Total	X	X
Gross enrolment ratio in primary for Male	X	X
Gross enrolment ratio in primary for Female	X	X

3.1.3 Access and enrolment in rural areas. Reasons of eventual differences with urban areas

3.1.4 Main strengths and weaknesses regarding access and enrolment in primary/compulsory schooling

3.2 *Quality for primary/compulsory schooling and coverage of basic learning needs*

3.2.1 Indicators for quality of primary schooling

Indicators for internal efficiency

	Croatia (19..)
Percentage of repeaters	X
Percentage of a cohort reaching Grade 5	X

Indicators for quality of primary and secondary education

	Croatia (19..)	Europe (19..)
Pupils/teacher ratio	X	X
Percentage of female teachers	X	X
Number of teachers (all levels) per thousands in total population	X	X

3.2.2 School physical facilities

Status of school buildings in rural areas and remote areas

Availability and quality of pedagogical equipment and materials

Availability of school garden

Effect of current status of physical facilities on the quality of teaching and on the coverage of basic learning needs

3.2.3 Curricula and text books (content for learners)

Revision of curricula for both primary/compulsory schools according to the definition of basic learning needs. More precisely check if the curricula content cover these needs, which comprise:

* Essential learning tools, such as:

- Literacy,
- Oral expression,
- Numeric,
- Problem solving.

* Basic learning content, such as knowledge, skills, values, and attitudes required by human beings to be able to:

- survive,
- develop their full capacities,
- live and work in dignity,
- participate fully in development,
- improve the quality of their lives,
- make informed decisions,
- to continue learning.

Check the relevance of curricula and text book for rural children using the following indicators

- * Importance of aspects of rural life and rural economy in curricula
- * Relevancy of these aspects with regards to the reality of the Croatian's regions
- * Availability of time within or out of the curricula to give value and to learn about local culture and traditions
- * Current stereotypes (positive and negatives) proposed by textbooks about rural people live stile and status

Effect of current curricula on the quality/relevancy of teaching in general and in rural areas

(in other words, to what extend the content of learning and textbook provided within or outside of the curricula covers the basic learning needs of the children rural and is adequate for rural life?).

3.2.4 Teaching methods in primary/compulsory school

- * Most usual teaching methods or main classroom approach applied by teachers
- * Eventual differences between levels of primary/compulsory
- * Situation observed generally for the use of pupil-centred methods/active methods
- * Use of locally available skills, knowledge and other human resources from outside the school in providing education during schools hours
- * Availability and use of school garden in rural areas

Effect of current situation regarding teaching methods on the quality of teaching and on the coverage of basic learning needs

3.2.5 Teacher recruitment procedures

Profile of teacher in primary/compulsory

Effect of the recruitment procedure and of profile on the quality of teaching and on the coverage of basic learning needs

3.2.6 Teacher training

Availability of specific training of teachers' course related to rural aspects?

Eventual disparities regarding training opportunities for teachers in rural areas

Effect of the teacher training system on the quality of teaching

3.2.7 Evaluation system for teachers

Describe the evaluation system for teachers.

Is there any incentive based on evaluation of performances?

Eventual disparities regarding evaluation system for teachers in rural areas

Effect of the evaluation system for teachers on the quality of teaching

3.2.8 Salary and incentives for teachers

What is the basic salary for a new teacher in a primary and in a secondary vocational school?

What are eventual additional incentives?

Eventual availability of incentive for working in rural, remote or special areas?

Other eventual incentives (examples: increasing marks and salary if attendance of courses for teachers, if writing new curricula, etc.).

Effect of the Salary and incentives system for teachers on the quality of teaching and on disparities between urban and rural areas

3.2.9 Major strengths and weaknesses of quality aspects for primary/compulsory schooling and coverage of basic learning needs

3.3 Institutional capacity for primary/compulsory schooling

3.3.1 Education management system currently operating at national, regional and local levels

Organigramme of the Ministry of Education

Description of different institutional levels and entities involved in the system and their role

Level	Main entities of the system at different levels	Role of the entity
State administrations		
Regional administration for compulsory schooling		
Local administration for compulsory schooling		

Source: field interviews in schools, county, state authorities

Effect of the educational management system currently operating at national, regional and local levels on:

- * Access to school
- * Quality of teaching
- * Development of the schools in rural areas (example: closure of school due to migration to urban areas...) and its effect to rural development
- * Coverage of basic learning needs of the children in rural areas

3.3.2 Institutional capacity for compulsory schooling at school level

Description of school management system generally operating in primary schools:

- * Manager: Role/power and profile
- * Training of managers
- * School board: Composition, Who designate/elect members? Prerogatives of the board? Frequency of meeting...

- * Participation of school boards and parents in pedagogical matters and school life
- * Participation of manager, teachers... in curricula development/adjustment
- * Budget planning and monitoring of expenses: Who is responsible? Who pays what?

Eventual differences regarding the school management between urban and rural schools

Effect of the school management generally operating on the access to school, the quality of teaching and on the development of the schools

3.3.3 Indicators for public and private enrolment and expenditure on education

	Croatia (19..)	Europe (19..)
Private enrolment as percentage of total enrolment (primary and secondary)	X	X
<i>Public expenditure on education as percentage of GNP %</i>	X	X
<i>Average annual growth rate of public expenditure on education 91-96</i>	X	X
<i>Current expenditure per pupil (or student) for pre-primary and primary (USD)</i>	X	X
<i>Current expenditure per student for secondary (USD)</i>	X	X
<i>Current expenditure per student for tertiary (USD)</i>	X	X
<i>Current expenditure per pupil (or student) as a percentage of GNP per capita.</i>	X	X

3.3.4 Policy, strategy and plan of action currently operating and foreseen for education and specifically compulsory education

Specific plan/sub-plan/regulation concerning:

- * Compulsory education
- * Rural areas
- * Remote areas (islands, mountains)
- * Specific regions such as legally designated “special areas” and war-torn areas
- * Out-of school children
- * Illiterate adults or adults for which BLN have not been covered
- * Other specific population (people with handicap, marginalized groups...)

Effects of the current status of the policy planning on access, quality and coverage of basic learning needs (with a focus on rural areas)

3.3.5 Main strengths and weaknesses of institutional capacity aspects

Finally, to what extent the situation regarding institutional capacity contribute/impede to increase access and quality in compulsory schooling and to cover basic learning needs?

4. Non-formal and informal education

4.1 Indicators for literacy, culture and communication

	Croatia (19..)	Europe (19..)
Estimated number of illiterate population	X	X
Estimated total illiteracy rate	X	X
Estimated Female illiteracy rate	X	X
Daily newspapers	X	X
Personal computers per thousands inhabitants	X	X
Internet hosts per 100000 inhabitants	X	X

4.2 Informal education

Access, quality and institutional capacity for informal education with a particular focus for rural people.

4.3 Adult education

Main providers:

e.g. Open (public) universities

Type of programmes and courses available in Open Universities:

In rural areas:

4.4 Special programmes addressing basic learning needs

Target groups or areas	Providers, Types of training, Major topics/contents and other information about the type of education
Remote areas (islands, mountains)	
Ethnic minorities programmes	
Other specific population (people with handicap, marginalized groups...)	
Handicapped children	

Source:

Access, quality and institutional capacity for special programmes with a particular focus for rural people.

5. Main findings

5.1 Main strengths and weaknesses for:

- * Early childhood care and initial Education
- * Access and enrolment for primary/compulsory schooling
- * Quality aspects for primary/compulsory schooling and coverage of basic learning needs
- * Institutional capacity aspects

5.2 To what extent basic education in rural areas aims to meet basic learning needs and contribute to rural development (variations according to age (children and adults) regions, gender, type of population...?)

Thus what are the main problems to address related to basic education for rural people and rural development?

5.3 Some ideas about following questions:

Who should solve these problems? When (priority)? Where? How?