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# **MAPPING HUMAN RIGHTS EDUCATION IN THE FIELD OF YOUTH IN CROATIA**

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## 1. Please describe briefly the overall course of the National Mapping exercise

National mapping exercise of the Human Right Education Programs (HRE) for Croatia was conducted by using propositions of the desk and qualitative research, namely document analysis and focus groups. The first of the two-stop process was to identify various HRE programs within different youth organizations by using the framework proposed by the Declaration and Integrated Framework - of Action on Education for Peace, Human Rights and Democracy adopted by UNESCO in Geneva 1994 at the International conference on education, which were in 1995 confirmed at the General UNESCO conference. HRE programs were therefore clustered into three main clusters as provided in Annexes 1 and 2.

After the initial mapping we wanted to confirm the applicability of the proposed methodological design for the Croatian context by conducting two focus groups – one with youth work/policy experts (civil society representatives, representatives of public authorities in charge for youth), and the second with the representatives of the national agency (Agency for Mobility and EU Programmes) working as quality officers in the process of evaluation of the Erasmus + projects. Based on the focus groups results, categories were adjusted accordingly.

**Disclaimer:** In the public discourse in Croatia, the term Human Right Education exists, however it is not as popular as some other concepts that in general encompass the majority of propositions HRE consists of. Therefore, in Croatia when discussed about HRE, concepts such as civic education or education for democratic citizenry are predominantly being used.

## 2. Please outline the overall state of the educational and training concept/practices, and training and resource needs related to HRE mainstreaming in the field of youth on your national level

Educational and training practices related to HRE mainstreaming in the field of youth can be divided into a formal and non-formal educational practices.

In regard to the *formal educational practices*, the main actor is Croatian Education and Teacher Training Agency (CETTA). This institution is a pivotal actor of teacher policies which goal is to provide professional development of teachers in various fields. Despite the fact bylaws underpinning professional development requirements for teachers have not been adopted, education and civic education (a Croatian version of HRE) has found its place in the mandatory curriculum of professional development of teachers. There are two ways teachers are being educated in the area of HRE – within their own curricula by correlating the content of subjects they teach with the human rights or separate trainings on human rights provided for all teachers. Even though this system exists, in terms of the content, it is often superficial while sensitive topics are not being covered (such as religion, reproductive rights and such). The reason for that is the reluctance of officials in charge for HRE in the CETTA to cover these topics and their ideological and political orientation which effects the quality of their work. This results very limited coverage of human rights at schools and low level of political competence of young people, as numerous researches argue (Kovačić, Horvat, 2016).



On the other hand, *non-formal education programs* provided by different civil society organizations try to overcome lacks and gaps the formal education is producing. Therefore, in Croatia there are several educational programs and numerous workshops and trainings which thematize human rights from different perspectives (please see Annexes 1 and 2 for detailed elaboration and a list of most important existing HRE practices). These practices, intended for young people, teachers and youth workers in general try to sensitize the public for diversity and the respect of human rights.

### **3. Based on the national consultation group consultation results, please state which of the educational resources mapped in the framework of NA HRE were most recommended?**

As stated earlier, the majority of HRE in Croatia is happening in the realm of civil society, using various non-formal methods. Based on the national consultation group consultation results, there are several educational resources pointed out as most recommended. Here, specific resources will not be listed (please see Annexes 1 and 2 for that), but more general categories will be explored and presented in more detail, in order to uncover tendencies for the youth sector in terms of HRE. Before most recommended educational resources are stated, there are two disclaimers relevant for understanding the context of Croatia stipulated in the continuation.

One of the first findings from the result of the national consultation is that HRE is being conducted via various trainings and workshops, in oppose to more systemic and programmatic approach. In Croatia there is a plethora of different education offers which main topic is related to human rights education. These trainings and topics are in most cases project funding and thus depend on the availability and adequacy of grants. Modi such as seminars, workshops and trainings do not last more than one week and usually do not comprehend the totality of human rights as such, but rather focus on one or more aspects regarding to topic. This particularity can be in regard to the substance of human rights (for instance ethnic minority rights, women rights or children rights) or topics can be put in the context of human rights (for instance the issue of commons). This approach even though functional has its downsides, one of the major being inadequate accent on process, personal development and skills development as such.

The other finding relevant for this issue and related with the previous feature is the lack of the systemic approach to HRE. In Croatia there are a number of people who have completed different educational programs related to human rights, however due to the fact these programs grasp only small variety of HRE, their education in terms of HRE is only partial. Related to that, there are very few educational resources focusing on the mere concept of human rights (for instance international mechanisms of human rights protection, historical development of human rights and so on).

Out of different available educational resources two of them were particularly pointed out. The first of them being the catalogue of non formal education. Imagined as a web platform where various CSOs or institutions that employ non/formal methods could post their education offers, the catalogue serves as a starting point for exploration of the variety of the HRE in Croatia. Formatted in a way a user can search and browse setting criteria such as residential status and topic, the catalogue offers possibility for young people to get a glimpse of what is offering in the



field of HRE. The problem with this undertaking is it is a project funded and their maintained depends on the available funds. As it will be stated later, a more sustainable solution for the financial turbulences regarding this catalogue should be found.

For more, please see the following link: <http://edukatalog.info>

The second educational resource is a panacea of educational programs under the common name Mirta. Mirta is an educational institution established by the four civil society organizations in order to boost the visibility and quality of four educational programs these organizations offer. Five programs – Peace Studies, Civic education training for the elementary and high school teachers (conducted by the Center for Peace Studies), the Youth Studies (Croatian Youth Network), DemoAcademy (Voluntary Center Osijek), and CSO management Academy (Association SMART) cover different aspects of human rights. Mostly intended for young people (apart from Civic education training for the elementary and high school teachers) Mirta is trying to substitute the failure of formal education in offering HRE by equipping young people with competences relevant for their understanding and changing contemporary society.

For more, please see the following link: <http://www.cms.hr/hr/mirta/mirta>

#### **4. Based on the consultations performed in the framework of the National Mapping exercise, please state which topics in HRE are undercovered or missing on the national level?**

In terms of topics missing in HRE in Croatia, the consensus of the respondents in focus groups is that most of the relevant topics are being covered. Croatian HRE offering is changing in line with societal needs and there are almost no topics that have not been covered yet. Respondents emphasized that before there was a criticism towards civil society organizations that they did not cover the topics of workers right and labor right, however in the recent years there is an uplift of this topics in the HRE in Croatia. As stated earlier, most of the societal issues being covered by the civil society organizations are put in the context of human rights therefore it can be said topic-wise nothing is missing. What is missing is most certainly a transnational approach to human rights and topics related to it. As organizations are offering a sound insight on the local issues, the more global and/or international perspective on this issue is lacking.

When it comes to formal education, most of the topics covered there lack precision, human right focus and contemporaneity.

This being said, there is another problem related to this issue; remotely related to topic yet relevant for understanding the HRE context. This problem can be summarized in claim that there is a lack of holism. As stated before, due to project-based orientation of HRE in Croatia, young people do not get the overall picture of the complexity and relevance of human rights. In other words, as there are very few programs comprehending the scope of human rights as such, most of young people excel in one topic (for instance gender equality) without being able to link it with another related issue.



## **5. Please outline what could be the main conclusions based on the results and findings of the National Mapping exercise**

1. There is an immense discrepancy between the formal and non-formal education related to HRE in terms of quality, availability and approach. Whilst the former almost does not cover the topic of HRE, or if it does not offer more than information, non-formal sector works on developing knowledge, skills and attitudes.
2. Due to limited funding schemes intended for long-run programs, civil society organizations are mostly offering small-scale educational contributions such as trainings, workshops and seminars. This results the lack of comprehensive HRE and focus on specific issues rather than the holistic approach to HRE. In addition to this, there is a visible focus on consequences, rather than the true origins of societal problems as the later approach requires more time and financial resources.
3. Most of HRE is occurring in bigger cities, leaving the majority of territory of Croatia uncovered. As bigger and well-endowed civil society organizations come from the more urban areas, youth from places such as islands and rural areas have limited opportunity to participate in HRE programs.
4. Within the Erasmus + program framework only small portion of projects applied themtize human rights as such, however respondents point out the lack of (state) funding for HRE.
5. Different civil society organizations of conservative provenance understand and promote human rights in a different manner from the mainstream understanding of it, focusing on one issue and not taking the complexity of it into account. This suggest that in the Croatian society there is no consensus on the scope of human rights.
6. The quality in HRE is not the topic, neither in formal nor in non-formal system. There are no quality assurance mechanisms and evaluation of the programs and projects is merely formality.
7. There is a lack of transnational approach in HRE. Most of available projects and programs have very limited transnational dimension, usually focusing on local issues.
8. There is a lack of education of human rights educators. More trainings of trainers and formal educational programs for educators in HR should be available.
9. Policy-wise, there is a discrepancy between the existing policies and their implementation. Even though, number of documents stipulate the relevance, necessity and importance of HRE, its implementation is faulty.
10. The NA officials feel need for education in theoretical and practical features of human rights as such in order to increase the quality of their work.

## **6. Please briefly mention HRE related policies and political strategies relevant for the Mapping exercise**

The struggle for the quality implementation of the HRE in the formal education in Croatia has its long history. So far, several important stages can be identified. In the Table 1 the development of the HRE within the educational system in Croatia is being presented.



Table 1 – A historical overview of HRE implementation in the formal educational system in Croatia

Time period	Item/initiative	Main elements
1999-2010	National Program of Education for Human Rights and Democratic Citizenship	<p><b>Elements:</b> (1) Education for human rights; (2) Education for democratic citizenship; (3) Intercultural education; (4) Education for peace and non-violent conflict resolution; (5) Education for sustainable development; (6) Education for the prevention of prejudice and discrimination; (7) Exploration of humanitarian law and practices.</p> <p><b>Implementation:</b> voluntary, varied options from projects to interdisciplinary approach.</p> <p><b>Challenges:</b> without plan, monitoring or evaluation questionable quality of implementation, limited reach.</p>
2010-2014	Curriculum of Civic Education	<p><b>Dimensions:</b> political, human-rights, social, (inter) cultural, ecological and economic.</p> <p><b>Implementation:</b> experimental implementation with monitoring and evaluation in 12 schools, varied options from transcurricular interdisciplinary approach to subject and projects; experimental implementation was co-financed by the European Union.</p> <p><b>Challenges:</b> suspended without recognizing the results of evaluation after disapproval by conservative civil society and religious groups and political parties of the right that opposed to the curricula approach.</p>
2012/2016	National Strategy for Creating Enabling Environment for civil society 2012-2016	<p>Within the priority named “Civil society and Participatory Democracy”, under the measure 10 – <i>Implement and permanently implement civic education in schools</i> there are five tasks:</p> <ul style="list-style-type: none"> <li>• to introduce civic education in schools,</li> <li>• to enhance teachers training in that matter,</li> <li>• to develop dataset on civic education and human right education offerings,</li> <li>• to support civic education training for future teachers during their studies,</li> <li>• to introduce outputs related to civic education as a part of evaluation of the National Center</li> </ul>



		for external evaluation of education
2014-ongoing	Cross-curricular civic education with opposition towards a comprehensive curriculum reform based on the Strategy of education, science and technology	<p>Program of Cross-Curricular and Interdisciplinary Content for Citizenship Education in Primary and Secondary Schools developed and introduced in 2014. Every school should organize cross-curricular citizenship education through each subject. External evaluation will be organized in 4 years.</p> <p><b>Challenges:</b> serious lack of consistency and internal coherency of the Cross-Curricular Program, teachers competences, attitudes and resistance, incompatibility of this approach to the official programs of the subjects and lack of school democratization and autonomy.</p> <p><b>Additional information:</b> Strong opposition towards a comprehensive curriculum reform by leading politicians and conservative right groups lead to initiative for support towards comprehensive curriculum reform and public demonstrations in different parts of Croatia in June 2016 and June 2017.</p>
2014-2017	The National Youth Programme 2014/2017	<p>The national youth strategy which follows the European Youth strategy. One of priorities in the section on education and training is the implementation of civic education in Croatian Schools.</p> <p><b>Challenges:</b> due to the fact it officially falls in realm of youth policy and not educational and as this is only a strategy, it has more a declaratory aim when it comes to HRE.</p>



## ANNEX 1

### **Information and overview of actors in the youth field that are active in HRE at partner country and on European level (i.e. TCA activities, European level activities coordinated from the particular country which the report is focused about)**

There are several groups of actors relevant in HRE, namely – young people, youth organization representatives, and decision makers.

Young people in Croatia make 18,1% of whole population and, according to relevant research, suffer from the democratic deficit. Low social and political participation rates, inadequate information about their rights and lack of trust in politics and institutions promotion democratic values demonstrate the severity of the situation (Ilisin, Bouillet, Gvozdanovic, Potocnik, 2013). In addition to this, frivolous civic education in schools and the fact that the Croatian youth, in comparison with other EU countries, marks lower mobility rates that could alleviate negative aspects of this democratic deficit makes this problem even more serious than it is. As direct beneficiaries for the HRE their values, behaviors, norms and attitudes should be taken into consideration when HRE programs planned and educational activities designed.

Youth organizations – as mentioned before, youth organizations in Croatia provide some modicum of youth work in the context of HRE, however their impact on human rights situation and awareness is still inadequate. Positive example is most certainly the GOOD initiative, a conglomerate of 50 CSOs aimed toward promotion and advocacy for quality civic education in Croatia. By offering various trainings and modules for teachers, youth workers, parents and pupils, the GOOD initiative supplements the lack of the seminars and trainings by the state institutions. In addition to educational activities, the GOOD initiative advocated both at national and local level for a sustainable, coherent, systemic and quality civic education curriculum. This initiative developed and tested their own curricula and now is trying to make educational institutions implement it. Another aspect of their work is connections with other international actors in order to assure support and good practice examples which could be implemented in the Croatian context.

Decision-makers in HRE are: Ministry of Education and Science, Ministry for Demography, Family, youth and Social Policy, Croatian Education and Teacher Training Agency, Ombudsman, Ombudsman for children, Ombudsman for gender equality, Croatian Government's Office for Human Rights and Rights of National Minorities. Even though the analysis of each of these bodies exceeds the scope of this





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report, in general it can be concluded that human right education is nominally important to all of them, however it fails when it comes to implementation.



## ANNEXES 2 & 3 –

### **Detailed overview of existing concepts and approaches of training of trainers on HRE at partner country: Classification of Human Rights education programs & detailed overview of existing concepts and approaches of training of youth workers/leaders and youth work students on HRE at partner country and European level**

#### **1. Education and training for human rights and democracy in programs at all levels of the school system (a comprehensive and widely-set curriculum for preschools, elementary schools, secondary schools, high education, teacher education, teacher organization and trade unions, school boards and other levels of administration)**

##### **CESI (Center for Education, Counseling and Research)**

*Project names:* „Sex and Gender under Magnifying Glass“, „Better Prevent Than Treat“

*Theme:* We are constantly warning of the lack of sexual and reproductive health services and information and advocating for sexual education in schools that will respect human rights and the opening of youth-friendly clinics and youth counseling centers. After many years of advocacy, the importance of removing gender stereotypes from textbooks and the entire educational system has been recognized, and gender equality and the prevention of gender-related violence are an integral part of health education and civic education

##### **FORUM FOR FREEDOM OF EDUCATION**

*Project name:* Rights in everyday life

*Theme:* This seminar provides teachers and expert associates of knowledge and skills, as well as a number of elaborated teaching units in order to carry out teaching related to concepts such as human rights, democracy, the rule of law, choice and electoral system, and the role of citizens in shaping democratic culture

*Program name:* Volunteering in working with children and young people

*Theme:* volunteering values and active citizenship

*Target groups:* educators, teachers, associates

*Methods:* Lectures, presentations, workshops, simulations, individual and group work, teaching units

##### **CROATIAN HELSINKI COMMITTEE FOR HUMAN RIGHTS**

*Project name:* Human rights school for youth

*Theme:* human rights

*Target groups:* students and high school students

*Methods:* workshops, movies and experiential learning model

##### **SMALL STEP (Center for the Culture and Peace and Nonviolence)**

*Project name:* Human rights and civil culture at school

*Theme:* human rights and democracy, culture, tolerance, peace

*Target groups:* teachers, associates of primary and secondary schools in the field of learning civic culture and human rights for children, youth, adults



*Methods:* workshops, seminars, teacher education, peer education

*Project name:* Active citizenship school for young and adults – what can we do for the local community?

*Theme:* citizenship, human rights and democratic citizenship

*Target groups:* local community: middle school students from Dubrava and Zagreb

*Methods:* workshops, forums, interactive participative learning

*Project name:* Supporting the democratization of parenting and the development of parental competence

*Theme:* development of competences for democratic citizenship and social competences

*Target groups:* parents of children of elementary and secondary schools

*Methods:* trainings for trainers working with parents, and parents education

*Project name:* Education for mediation at school

*Theme:* peaceful resolutions of conflict, nonviolent communication

*Target groups:* professional associates and teachers

*Methods:* seminars, systematic trainings

## **GONG**

*Program name:* Education for civic literacy

*Theme:* political literacy, EU literacy, media literacy

*Target groups:* teachers

*Methods:* Education provides the theoretical input to academics to engender knowledge. Special attention is on methodological-didactic approach and teaching adaptation during the course of instruction. Teachers are required through the educational content, to produce and describe a teaching unit.

## **2. Education and training for human rights and democracy in informal environment (enhancing the awareness of individuals about their rights, their own responsibility and participation in society directed towards professional associations, trade unions, employers, religious and cultural organizations, youth, clubs, centers, associations - rural groups, decision-makers, etc.)**

### **AMBIDEKSTER CLUB**

*Project name:* The culture of peace building and promoting nonviolent behavior among children and youth

*Theme:* active citizenship of the youth, respect for human rights, respect for diversity

*Target groups:* population of children and young adolescents and their parents and teachers

*Methods:* workshop program, parenting information, media campaign

*Program name:* The sunny side of the street

*Theme:* social inclusion of young people with behavioral problems

*Target groups:* children and young people with behavioral problems and their families



### **CROATIAN DEBATE SOCIETY**

Program name: „Dare“ (Dare to think, Dear to resist, Dear to understand)

Theme: prevention of anti-social and unacceptable behavior among young people, prevention of health-risk behavior of young people, intolerance

Target groups: youth

Methods: interactive workshops that develop the creation of attitudes and the development of communication skills

*Program name:* Together

*Theme:* activism, sustainable development, entrepreneurship, healthy life

*Target groups:* children and young people

*Methods:* by linking educational institutions, local authorities, private sector and non-governmental organizations, this program tends to reach children and young people and encourages them to be more active in society

*Project name:* Operationalization of structured dialogue through participation of young people

*Theme:* involving young people in decision-making within education system, involving young people in decision-making at the local level and making young people to be the most influential group in society

*Target groups:* young people

*Methods:* analysis of public policies, preparation of policy proposals in Zagreb, presentation of public proposals and participation in the preparation of proposals and lobbying for their adoption

### **NANSEN DIALOG**

*Program name:* Cultural and spiritual reconstruction of the homeland

*Theme:* tolerance, respect for diversity, development of intercultural competences, preservation of cultural heritage

*Target groups:* elementary school students

*Methods:* extra-curricular activities, pedagogical workshops, research projects, surveys, interviews

### **LORI**

*Project name:* LGBT Equality at work

*Theme:* gender identity, gender in the workplace, advocacy of human and labor rights

*Target groups:* human rights and associations for workers rights (volunteers, students)

*Methods:* cooperation and training with European associations

*Project name:* Decrease of homo/bi/transphobia in secondary schools and provision of adequate support for LGBT secondary school population

*Theme:* protection of human rights among LGBT high school population

*Target groups:* professional staff and teachers

*Methods:* education, student lectures, manuals, brochures

### **ASSOCIATION „MOST“**

*Program name:* POP-program



*Theme:* the program affirms peer support in working with young people with behavioral disorders

*Target groups:* high school students/students, youth from risk groups and young people who need assistance, parents

*Methods:* empowering volunteers, free time workshops

### **GREEN ACTION (Friends of the earth Croatia)**

*Program name:* Eco-seminar

*Theme:* eco-activism, environmental law, climate change and social movements, protection of natural resources

*Methods:* interactive lectures, workshops

### **INSTITUTE FOR POLITICAL ECOLOGY**

*Program name:* Green academy

*Theme:* democracy, the strengthening of social movements, the development of economic alternatives

*Methods:* lecture, discussion, workshops

### **CENTER FOR PEACE STUDIES**

*Program name:* „Mlada Miramida“

*Theme:* nonviolent communication, teamwork, decision-making, nonviolent action, peace building, human rights, migration

*Target groups:* youth, young activists

*Methods:* interactive workshops, experiential learning

*Program name:* Peace studies

*Theme:* nonviolent communication, human rights, non-violent peace building, activism, gender

*Target groups:* the most motivated people of different ages, with diverse experiences, personal and professional motivations with a common desire to engage in social change

*Methods:* participatory method of learning and contextual learning

### **VOLUNTEER CENTER OSIJEK**

*Program name:* Demo Academy

*Theme:* human and civil rights, reducing discrimination, solidarity, democracy, sustainable development, social cohesion

*Target groups:* adults

*Methods:* high degree of interactivity between lecturers and attendees, experiential learning, theory and practice linking

### **ASSOCIATION ZORA**

*Program name:* Active youth for Gender Equality

*Theme:* active participation, local community cooperation, empowerment of young people for independent activity implementation

*Target groups:* young people

*Methods:* participation in public actions, education

### **CENTER FOR SUPPORT AND DEVELOPMENT OF CIVIL SOCIETY „DELFIN“**



*Project name:* Affirmation of ethnic identity through the affirmation of minority rights

*Theme:* human rights, national minorities rights

*Target groups:* members of vulnerable social groups, state and public officials

*Methods:* research methods, experiential methods, participative and interactive methods

*Project name:* SOS phone with free calls

*Theme:* human rights

*Target groups:* activists from their own associations, state and public officials

*Methods:* presentation methods, experiential methods, participative and interactive methods

### **DOOR (Society for designing sustainable development)**

*Program name:* My energy

*Theme:* environmental protection, energy

*Target groups:* all interested citizens

*Methods:* research methods, methods supported by new technologies

### **ODRAZ**

*Program name:* Training program for development of local communities

*Theme:* development of local community

*Target groups:* state and public officials, members of associations, representatives of the economic sector

*Methods:* presentation methods, experiential methods, participative and interactive methods

### **ORGANIZATION FOR CIVIC INITIATIVES**

*Project name:* Promotion and protection of human rights

*Theme:* human rights, EU integration

*Target groups:* members of vulnerable social groups, state and public officials

*Methods:* presentation methods, participative and interactive methods

### **CROATIAN YOUTH NETWORK**

*Program name:* Studies for youth

*Theme:* activism, social change, youth policy

*Target groups:* young people from 18 to 30 years of age

*Methods:* participative and experiential learning

*Program name:* A strong youth voice in local communities

*Theme:* participation of young people in decision-making processes

*Target groups:* high school students

*Methods:* working in groups, presentations, collaborative learning, role playing

*Program name:* Local Stories: A Way to Human Rights

*Theme:* development and networking of civil society organizations and informal initiatives dealing with the protection of human rights and vulnerable groups at the local and national levels

*Target groups:* associations / initiatives dealing with human rights protection

*Methods:* a process of structured mentoring and support



#### **HUMAN RIGHTS HOUSE ZAGREB, GONG, CENTER FOR PEACE STUDIES, B.A.B.E.**

*Program name:* Education for Citizens - Citizens for Social Development and Solidarity

*Theme:* social engagement, protection of human rights, and the suppression of discrimination

*Target groups:* people of Sisačko-moslavačka county

#### **CENTRE FOR WOMEN'S STUDIES**

*Theme:* feminist education, creation of critical thinking

*Target groups:* college students of different age

*Methods:* interactive lectures

### **3. Education and training for human rights and democracy in special and difficult circumstances (to enable those in difficult circumstances to provide adequate information and education in cases of armed conflict, internal tensions, natural disasters, the need for special groups: women, children, indigenous peoples, refugees and displaced persons, political prisoners, minorities, migrant workers, people with special needs, AIDS, etc.)**

#### **INFO CLUB ASSOCIATION**

*Project name:* We exist too - a project to help women in rural areas

*Theme:* human rights, gender issues

*Target groups:* women from rural areas

*Methods:* presentations, creative expression methods

#### **WOMEN'S GROUP STEP (Karlovac)**

*Project name:* Women can do it

*Theme:* gender issues

*Target groups:* women from Karlovac

*Methods:* participative and interactive methods

#### **ŽENSKA INFOTEKA**

*Project name:* Women and the Media: Gender perspective

*Theme:* project of media training for activists

*Target groups:* activists in non-governmental organizations, participants from civil initiatives, members of political parties and women's organizations of political parties

*Methods:* interactive lecture, training program, workshops

#### **ŽENSKA SOBA (CENTER FOR SEXUAL RIGHTS)**

*Program name:* Sexual Rights: The Future of Equality

*Theme:* promotion of sexual rights which represent fundamental human right and the key to achieving gender equality

*Target groups:* women, LGBT population, wider public

*Methods:* campaigns, educations, workshops

#### **RI-GLAS**

*Project name :* Unknown ethnicity



Theme: human rights, national minorities rights

*Target groups:* pupils, students

*Methods:* creative expression methods, methods of data collection, participative and interactive methods

### **CREATIVE SOCIAL WORK ASSOCIATION**

*Project name:* On Your Side

*Theme:* prevention and reduction of social exclusion of former prisoners

*Target groups:* former prisoners

*Methods:* education of experts for working with former prisoners, round tables

### **DELTA ASSOCIATION**

*Project name:* Europe for Youth

*Theme:* Opportunity for Youth in the European Union

*Target groups:* young high school students

*Methods:* interactive workshops

### **NANSEN DIALOG**

*Project name:* Building a milestone in the protection of the Roma community's human rights

*Theme:* the aim of the project is to improve and ensure access to human rights for members of the Roma national minority

*Target groups:* Roma organizations

*Methods:* training seminars, encouragement of cross-sectoral partnerships between Roma organizations and public institutions with emphasis on implementation of strategies and action plans for the Roma community





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## **ANNEX 4 –**

### **Information and overview on existing educational resources on HRE suitable for the youth field**

Please see the excel table attached to this document



## **ANNEXES 5 AND 6 –**

### **Analysed overview of youth workers/leaders experiences, training and educational resources needs on HRE at partner country level; analysed overview of youth field trainers experiences, training and educational resources needs on HRE at partner country level**

At this point Croatian universities do not offer enough educational content related to civic education (Baketa, Culum, 2016). Teachers to be are not educated enough in the realm of human rights, nor their civic competences are being developed at the university level. Most of courses related to teaching does not include methodic of civic or human right education. There are no programs for civic and/or human right educators at all. The same goes for youth workers. Due to that fact, youth work as a profession is not regulated, nor recognized, youth workers cannot get formal education and thus cannot adequately design youth work programs to contain relevant aspects of human right education (Kovacic, Culum, 2017). The only education available at this point is non-formal education. For elaboration, please see questions 2 and 3 and Annexes 2 and 3.

Trainers in the field of youth are mostly educated via international trainings in human rights, however there is no data on the scope and the magnitude of these trainings. Respondents in focus groups stated there are two types of training - the methodology of training and specific issues training. Additional research on trainers' education is needed to get more detail overview of their needs and experience.



## **ANNEX 7–**

### **Analysed overview of the Erasmus+ NA's in the youth field staff members experiences and training needs on HRE at partner country and transnational level**

Based on non-representative research results as well as impressions of NA users, there are two conclusions related to youth field staff members experiences and training needs on HRE. The first one is that NA staff members feel the need to engage in HR training modules. They feel competent assessing a wide range of project application and doing quality assessment, however they believe they would be doing their job even better if educated about human rights as a concept. So far the NA did not provide education on content related topics, but more skills development, however due to more and more complex project applications, and in order to establish better communication with the external evaluators, it would be advisable to organize course in human rights. Such course should cover most relevant aspects of human rights and assure staff members understand basic propositions of the human rights system and its relation to young people.

The second proposal is related to making good practice examples from different countries more accessible. By assuring better insight on positive project applications from different countries, the NA staff members would have better overview of different aspects a good project proposal in terms of HRE includes and would be able to be more effective in their daily task. Just as the previous proposal, this one would ease the communication between the NA staff members and the external evaluators, just as it would assure more substantial feedback for the applicants when needed and requested.

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## **ANNEX 8 –**

### **Erasmus+ and Human Rights Education**

The analysis of all granted project in 2016/2017 (round 1&2) shows that 15% of all granted projects had a clear link to the Paris Declaration, as assessors stated in application evaluation; 16% of KA1, 14% of KA2 and 0% of KA3.

There is a growing tendency of project touching Human Rights Education topics as in 2016 there were 12% of projects in all key actions in youth field that had a link to the Paris Declaration, and in 2017 the percentage went up to 18%.