Temporary impact of European integration

Development of projects of non-formal citizenship education by the civil society in Croatia

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Abstract

This study provides an analysis of the effects of European integration in the development of civil society projects on non-formal citizenship education in Croatia. A conceptualisation of the topic and the background information on the Country are presented, and a database of projects created (spanning from 2007 to 2015), together with several in-depth interviews with experts on the field. The outcome of the project suggests that the impact, while largely positive and significant in the projects (from legal, institutional and financial support), seems to be temporary. After the country accession to the European Union the lack of institutional pressure (accession's conditionality) leads ultimately to a lack in funding support and the progressive disappearance of the civil society structure created in the accession period.

Keywords: EU, Croatia, European Integration, non-formal education, citizenship education, civil society, accession funds

Resumen

En este proyecto se presenta un análisis de los efectos de la integración europea en el desarrollo de proyectos de educación no formal de educación cívica organizados por la sociedad civil en Croacia. Tras la caracterización del tema en el marco teórico, el trabajo presenta una extensa base de datos y varias entrevistas en profundidad con expertos, cubriendo los años 2007 a 2015. Los resultados del estudio sugieren que el impacto, si bien enormemente positivo y significativo para el desarrollo de proyectos (en términos de apoyo legal, institucional y financiero), es sólo temporal. Después del acceso de Croacia a la Unión Europea, la falta de presión institucional lleva en último término a la falta de fondos y la progresiva desaparición de la estructura creada en el proceso de admisión.

Sažetak

Ova studija predstavlja analizu učinaka europskih integracija na razvoj projekata civilnog društva u području neformalnog građanskog odgoja i obrazovanja u Hrvatskoj. Studija donosi konceptualizaciju teme i popratne informacije o zemlji te izgrađenu bazu podataka o projektima (u rasponu od 2007. do 2015. godine), zajedno s nekoliko dubinskih intervjua sa stručnjacima. Rezultat istraživanja sugerira da su učinci uglavnom pozitivni za same projekte (u smislu pravne, institucionalne i financijske potpore), ali čini se da su privremeni. Nakon ulaska Hrvatske u Europsku uniju, nedostatak institucionalnog pritiska (uvjetovanosti pristupanja) u konačnici dovodi do nedostatka financijske potpore i postupnog nestanka strukture civilnog društva nastalog u razdoblju pridruživanja.

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LIST OF ACRONYMS

NGO – Non Governmental Organisation

INGO – International Non Governmental Organisation

IPA – Instrument for Pre-Accession

ESF – European Social Fund

EIDHR – European Instrument for the Defence of Human Rights

PHARE – Poland and Hungary: Assistance for Restructuring their Economies

ISPA – Instrument for Structural Policies for pre-Accession

SAPARD – Special Accession Programme for Agriculture and Rural Development

EVS – European Volunteering Service

SALTO – Support, Advanced Learning and Training Opportunities

EURES – EURopean Employment Services

EESC – European Economic and Social Committee

EACEA – Education, Audiovisual and Culture Executive Agency

EC – European Commission

EU – European Union

EP – European Parliament

TEU – Treaty of the European Union

TFEU – Treaty on the functioning of the European Union

EUCFR – European Union Charter of Fundamental Rights

CoE – Council of Europe

GOOD initiative: Građanske Odgoj i Obrvazovanje (citizenship education initiative)

CMS – Centar na Mirovne Studije (Centre for Peace Studies)

MMH – Mreža Mladih Hrvatske (Croatian Youth Network)

SAFU – Središna Agencija za Financiranje i Ugovaranaje (Central Finance and Contracting Agency)

AMPEU – Agencija za Mobilnost i Programe EU (Agency for mobility and EU programs)

GONG - Građani Organizirano Nadgledaju Glasanje (Citizens organise to oversee voting)

I Introduction

'European countries need citizens to be engaged in social and political life not only to ensure that basic democratic values flourish but also to foster social cohesion at a time of increasing social and cultural diversity. In order to increase engagement and participation, people must be equipped with the right knowledge, skills and attitudes. Civic competences can enable individuals to participate fully in civic life but they must be based on sound knowledge of social values and political concepts and structures, as well as a commitment to active democratic participation in society. Social and civic competences have, therefore, featured strongly in European cooperation in the field of education; they are among the eight key competences identified in 2006 by the Council and the European Parliament as essential for citizens living in a knowledge society[1]'

During the Peloponnesian War (431 to 401 B.C.), in the Battle of Arguinusae, the Athenian fleet defeated the Spartan one near the islands that named the battle. It is told by Xenophon that, despite the crushing victory, the storm prevented the generals from rescuing the sailors at sea. They were called back to the city, and after several deliberations in the assembly following what was later known as the *trial of the generals,* some were found guilty and executed, despite their plea for the weather as the cause of not conducting the rescue. Not much later, Socrates was found guilty of 'corrupting the minds of the young' and 'not believing in the gods and the state' and sentenced to death (Fernández Liria, Fernández Liria, and Alegre Zahonero 2007; Dusting 2012).

These two historical remarks from ancient Greece relate to a concept intimately linked to democracy and people's rule: citizenship education, or the necessity of education for a democratic *demos*, the same recommended by the quoted text above, and by the European Parliament (2006): the dangers of a democracy without an educated electorate are serious, and have been with us since the beginning. The crucial relevance of Citizenship Education is highlighted as being a key part of the 2020 Strategic Framework for Education and Training (European Commission 2015a). The relevance of citizenship education is not only visible in ancient history in practice, but recently in the 'Brexit' vote in June 2016: the second most searched question about the European Union the day after the 'leave' vote succeeded was 'what is the EU?(Fung 2016)'

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[1] EACEA P9 Eurydice and Policy Support, *Citizenship Education in Europe* (Brussels: Education, Audiovisual and Culture Executive Agency,[2012]).

This research deals with the non-formal side of this education (outside the formal school curricula), conducted by civil society, and the European impact on it, in Croatia[2], between 2007 and 2015. Albeit education is largely a competence of the Member States, many forms of 'soft law' have been used to improve its quality and connection among member states following the Union's supportive role, and legal changes in Civil Society, Rule of Law or Human Rights are also relevant to the development of projects. Citizenship Education, with its potential to foster active citizenship (Ross 2012; Fien et al. 2010) (as defined below), hosts the hope of stable democracies and responsible and engaged citizens, with a post-national dimension that allows the birth of a *European Demos* (EACEA P9 Eurydice and Policy Support 2012, 3-9)*,* and this research project attempts to find what impact has the process of European Integration (both in institutional and legal changes, and in direct funding to foster these, and often regarded as the most powerful tool of the Union's diplomacy) (Sedelmeier 2015) had on the non-formal citizenship education environment.

Review

A systematic review of possible similar studies have been conducted to help frame this research. There are several studies about citizenship education on one country, or comparatively in several of them, but mostly focused on formal citizenship education (Eurydice 2005; EACEA P9 Eurydice and Policy Support 2012; Makowsky and Pazdersky 2011; OSCE 2009). Studies on non-formal education as a whole tend to focus on the developing world (Hoppers 2006; Tardioli 2014). The existing literature reviewing projects under EU funds, while exhaustive, includes of course only EU-funded projects, such as (Novota et al. 2009).

Particularly relevant to this topic is the comprehensive study from Mahoney et al. (2009), that found that the EU Commission, on its support in funding for projects for civil society, favours EU level projects, that foster European Citizenship and integration; and that the know-how and organisational capacity are key to access funding (particularly, cohesion funds), what supposes a problem in Central and Eastern Europe (ibid); this can also be reviewed in the extensive analysis of ESF in different countries in (Pop and Stanus 2014)

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[2] Having entered the EU in 2013, Croatia provides abundant and available information of the integration process. Moreover, the negotiations took place during the developing of further coordination and support for citizenship education and civil society from the EU (See Background)

A gap in knowledge exists on support for citizenship education on its non-formal level as a result of European Integration, particularly when something other than funds is taken into account. Moreover, there is no systematic study of the case of Croatia, being the newest member of the EU. Particularly the qualitative search for institutional and legal support introduces a new dimension in these kind of studies, normally focused on funding, or from another approach, such as social network analysis for NGO behaviour (Císař and Navrátil 2005), which support the thesis that EU support help the development of civil society cooperation and network strengthening, rather than competition among them.

Research question

The research question that structures this project is phrased as follows:

What has been the <u>impact of European Integration</u> in the <u>development of projects of non-formal citizenship education</u> by the civil society in the republic of Croatia between 2007 and 2015?

The research aims, therefore, to find what changes (if any) were triggered by the process of European Integration in the development of projects (number of them, and characteristics), and both the legal and institutional pressures to adapt the national framework to EU standards, and the funding system for development of civil society and strengthen of democracy (such as IPA funds). Meeting the Copenhagen Criteria for membership means meeting certain goals in terms of Democracy, Rule of Law and Human Rights, among other items. European Integration, as a goal, provides incentives for the applicant state to move towards these positions. Together with this, the EU has developed during the years (mainly, since the accession of Countries meant also transition and securing of Democracy, such as the first cases with the Southern enlargement of Greece, Portugal and Spain) a set of financial mechanisms to help this process.

The first step of the research has been to identify and classify projects: due to the naturally decentralised nature of civil society, a number of organisations (which account for more than 90% of organisations developing projects in non-formal[3] Citizenship

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[3] Non-formal, as structured and guided form of education with a clear goal, differentiated from formal in that it is not part of the official curriculum, and from informal in that the latter does not have an educative goal on itself, but learning is a side consequence of developing the activity. Chapter II provides a more detailed definition of this.

Education) were selected from a large pool of organisations[4]. Review found in their brochures, webpages and annual reports the number of projects developed through the years. These projects were classified by type of organisation, activities, partnership with other organisation, national or international nature and side of citizenship education (environmental, political, human rights, etc.) covered. This database of projects (called in the research 'project base') also contained the presence (and type) or absence of EU funds. This provided a picture of the projects and their variation in number, and the possibility of finding correlations between items in the project base, out of characteristics that can be found on a review[5], that can be assumed as representative in Croatia.

After analysing the project base and finding patterns and trends on the projects, a second stage of the research proceeded: case studies were selected for several organisations, attempting to cover as much of Croatia geographically (due to the geographical differences explained in chapter III, and to avoid the research project to be too centred in Zagreb alone) as possible, and in the diversity of organisations (Foundations, NGOs, etc.) within the project (aiming at diversity of cases) while containing the most common activities developed (for typicality[6]). The case studies were developed with interviews and extensive review of materials, and provide both information about institutional and legal support from the EU and possible explanations for the trends observed in the first stage of research, together with descriptions of the organisations, their assessment on EU support (what kind of impact, which side was more relevant), and problems encountered, including differences between centralised and decentralised calls. Projects in case studies are described in depth, with more detail to sides of citizenship and methodology employed. While in the project base, projects were collected from all around Croatia, interviews have been conducted in the Northern part of the Country (Istria, Karlovac and Zagreb, and Osijek-Vukovar[7]). The time frame covers the last two governments of Croatia, together with the key 2013 accession date

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[4] The sample was contrasted with experts in the field
[5] Other possible indicators were number of activities within the project, and people targeted. However, very few organisations provided these data on their webpages and reports, and due to the lack of a general picture of projects, selecting only the projects providing them would have rendered the project base too small to assume any representativeness of the research or meaningfulness of the cases selected. Nevertheless, scope (in terms of people targeted) was taken into account during the case studies.
[6] The project base shows a consistent presence of some activities (workshops and trainings) regardless of the region, organisation, partnership or presence of funding.
[7] Although the original goal of the research was also to count on qualitative data from Dalmatia, this has proven impossible, due to the lack of response from the organisations contacted there.

(and the 2007-2013 EU budgetary cycle), and enough time before and after to find fruitful comparisons in project development. The next picture illustrates the process followed to obtain the information for both research parts:

Graph 1: Research Plan
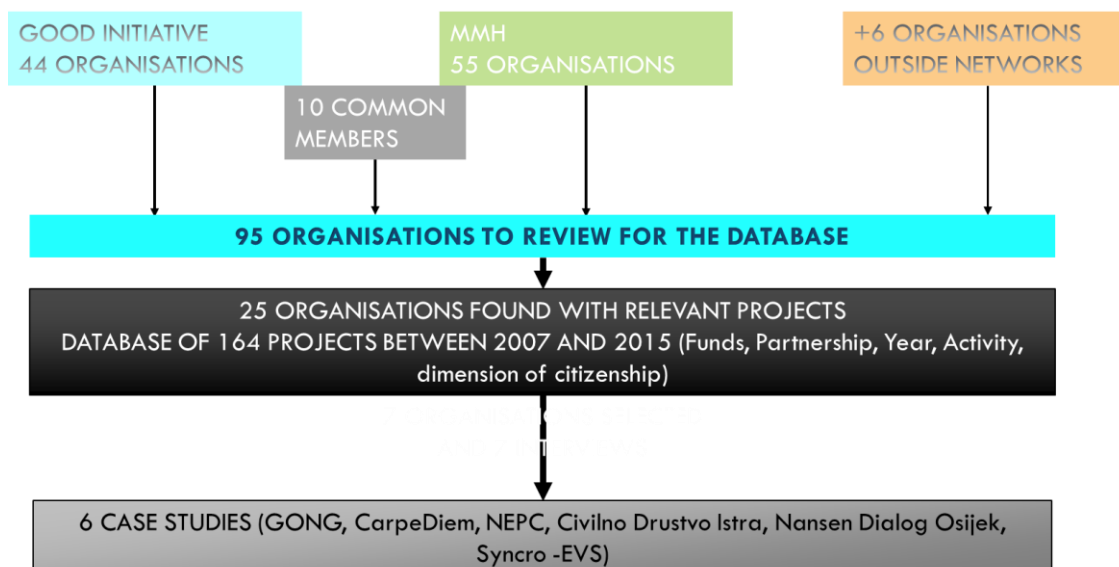
Source: own making

The research question breaks down, therefore, in a dependent variable, the development of projects of non-formal citizenship education by the Civil Society in Croatia between 2007 and 2015, and the two independent variables: European support, first in terms of financial mechanisms, and second in terms of legal and institutional/political support. These variables are further explained in the next chapter.

The selection of Croatia for the research is related to the particular composition of the country: as presented in the background, its ethnic component and recent history and accession gives abundant information of the process, and serves as a blueprint for the accession plans of the rest of Western Balkans.

Thesis structure

The present thesis introduces first the Theoretical Framework in chapter II, with the definitions and theory used both in the substantive concepts and in the methodology for research; and the items in the dependent and independent variables. Chapter III offers a background for better understanding of the research for Croatia (recent history, accession, political geography and state of citizenship education) and the European Union. Chapter IV, Methodology, explains the methodology of research and the

structure of it, for finding the data of all variables and for the Comparative Process to find conclusions. Following this, Chapter V properly depicts the analysis of obtained data from the quantitative analysis and the constructed sample of projects; and the case studies selected from them, together with a comprehensive analysis of all relevant data. Afterwards, these findings are exposed and commented in Chapter VI, where the research question will be answered together with its sub questions, and weaknesses and possible improvements for the research addressed.

II Theoretical framework

Above the outline of the question, and the items in it, have been described. Nevertheless, the research needs, first of all, a clear theoretical outline of the concepts that are used through the thesis and in the variables. For the former, the clarification of concepts used here such as Democracy, Civil Society or Citizenship is important, as they are used commonly without rigour on the content. Also a section explaining the theoretical background of case study selection is offered. The first part of the theory creates an argument linking democracy with citizenship, citizenship education and postnational citizenship, to connect the EU interest in European citizenship and in democracy promotion with the object of this research.

For the variables, Citizenship Education is defined, together with a typology of civil society (from NGOs to Corporations), different educational activities are explained in detail, and so is the concept of Partnership. The independent variables include basic theory explaining European Integration, and brief explanations of the different support mechanisms that will be sought after in the analysis: from funding mechanisms (IPA, Erasmus+) to the explanation of centralised calls. The legal and institutional support is explained in descriptions of the items, such as Youthpass or European platforms for civil society; the Charter of Human Rights or improvements in harmonisation. It is important to notice that most supporting mechanisms have a presence in the three aspects (for instance, Erasmus+ is funding, but also a legal framework and an institutional setup), but for the sake of analytical clarity they have been subsumed into the most dominant aspect of it (the main benefit for civil society of Erasmus+ is not being able to form international partnerships –which can be done without it- but to receive the funds).

Democracy, Citizenship and Citizenship Education

First of all, Democracy, a concept widely used and hotly contested in political arenas, should be discussed. The contemporary idea of Democracy used in this research, as opposed to other political systems, is defined by the fact that the origin of all legitimacy, the first instance of power, and the sovereignty, resides on its people, its citizens, and that the government is exercised by themselves (directly or through a representative system). This definition can of course be enriched with the discussions about different dimensions of democracy, including its contradiction with a representative system

(Manin 1997). Particularly relevant for this research is the relatively new definition of advocacy democracy, where 'citizens or public interest groups interact directly with governments and even participate directly in the policy-formation process, although actual decisions remain in official hands […] it empowers individual citizens, citizen groups, or nongovernmental organizations to participate in advisory hearings; attend open government meetings ("government in the sunshine"); consult ombudsmen to redress grievances; demand information from government agencies; and challenge government actions through the courts' (Dalton, Scarrow, and Cain 2004, 128)

Citizenship could be, therefore, considered as the condition of being part of a political community that fulfils these two conditions, being part of the demos, being a citizen of a democratic polity (Ross 2012, 7-14). The figure of Citizen is also historically opposed to the one of subject, (as in the French Encyclopaedists), where the people are subject to the law and the government, but are unable to take part in it. While this takes into account the legal and rights perspective (being part of a liberal democratic legal system) and the participation one (taking part in the process of government), a third dimension, the identity as citizen, plays also a key role. This liberal (rights) and republican (participation) dimensions are complementary, as freedom needs to be preserved by political participation (Dvornik 2009; Walzer 1989), and participation needs the social capital of civil society that can only develop in a free space (Putnam 2001).

Citizenship, society and Identity

The two traditional approaches to citizenship aforementioned can be considered nevertheless complementary (Walzer 1989, 217). Under the liberal perspective, developed against the monarchies in Europe[8], Citizenship means a legal status: that citizens enjoy political liberty to develop their own private activities without interference of the authorities. On the other hand, the republican perspective, with references in the ancient Athens, Rome, or the Italian city-states, defines citizenship in terms of participation in the political process. Modern republican conceptions assume that direct democracy is unfeasible in most levels of our current political structures, nevertheless. Political engagement becomes then a broad plurality of methods.

The complementariness of both conceptions can be easily justified: liberal citizenship and liberal freedom (as freedom from interference from the state (Petit 2002) in form of

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[8] Albeit arguably can be traced back to the extension of citizenship under the Roman Empire; legal rights and duties were extended, but political participation was unfeasible for a common citizen (Brunt 1978)

the legal status needs to be maintained by active political participation (Walzer 1989, 217). (Dvornik 2009, 50)The republican model, on the other hands, needs the private freedom and rights to create a working civil society. This civil society can be measured in terms of *social capital* (Putnam 2001, 42) which is condition sine qua non as it allows for the horizontal framing of society that permits political engagement and functioning institutions. As explained by Putnam, without the civil society to articulate 'civic communities', 'people are not citizens, they are subjects' (Siisiäinen 2000, 2-3).

The relationship between identity as a citizen, and identity as any other social role (parent, worker, Muslim, Catalan) is a complex one. Nevertheless, for a concept of identity as a citizen to work under the two unified conceptions (republican and liberal), citizenship has to be *before* any other form of identity: citizens, when entering the 'empty space' at the city centre (the ancient agora of the Greeks, or any other modern symbolical form of this empty space), are all equals (Fernández Liria, Fernández Liria, and Alegre Zahonero 2007). Citizens, in this 'empty space', are required to think beyond their own personal interests, to find the 'common good' stemming from the idea of Rousseau (ibidem); and experience proves that citizens think outside their own economic interests, in terms also of *values* (Dvornik 2009, 110). But for this values to find the common good, is only possible if citizens, in the Kantian sense of the moral imperative, behave as if their conduct were universal law, and their political propositions were under the 'grammar of freedom[9]'(Fernández Liria, Fernández Liria, and Alegre Zahonero 2007).

This ideal state can be approached in the political process by the exercise of the 'Original Position' as defined by Rawls, in which a group of people, covered by the 'veil of ignorance' have to decide their conception of justice (and therefore social order) without knowing what position will they occupy in that future society (Rawls 1999). This can be, at least in an approximate way, learned. The deliberative approach proposed by Rawls might help to overcome the fact that the Kantian categorical imperative does not account for one's own subjectivity in judging something good (or

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[9] Understanding 'grammar of freedom' as a conduct *free from* social duties (such as 'identity as a German' or 'Identity as a Christian') and from strong emotional drives, therefore, based on rational thinking. Citizens act ideally 'as if they were anyone else', and thus their ideas are not more theirs than Pythagoras' theorem is related to the professor who teaches it (Fernández Liria, Fernández Liria, and Alegre Zahonero 2007). Under these conditions, that proposition in universally valid (or invalid).

positive), even for everyone, intentionally speaking[10]. However, it is important to notice that this notion of the 'common good' is not universally deemed as necessary: disagreement has also been considered as the safeguard of freedom (Ferguson 1782).

Identity and Citizenship: the EU case

While traditional ideas of citizenship usually has been defined as tied to a nation (in ethnic or cultural terms), it has been considered above that the identity as a citizen is above any other. As Habermas explains, the development of citizenship tied with the nation-state is contingent, not necessary, and a separation between the two is possible (and morally desirable in terms of inclusion) (Habermas 1998). Identification can be linked to a political community and a set of rights, such as the EU, under the idea of 'Constitutional Patriotism) (Ibidem): a *postnational* citizenship. (Rabinbach 2012). This postnational citizenship can be argued to be more in line with the universality of Human Rights stated in Article II of the Declaration of 1948 (United Nations General Assembly 1948), even if they are still subjected to political borders.

Civil Society

Civil Society is selected as a key actor developing the projects for the reasons stated above about its fundamental role in citizenship and the possibility of democracy (Siisiäinen 2000; Putnam 2001).

As a concept, it has undergone several definitions since its birth in Ancient Greece, were it usually had a moral component and no particular separation from the state (Reference: From adjective to substantive). In Modern times, civil society has been defined as the actor between the family (or the individual/personal network level) and the state (even if it evolves *after* the state), where the individual is *his own end* but also needs the others as means to his end, therefore creating a virtuous feedback in promoting other's welfare, too (Hegel 1991). A more defined classification of civil society can be found below in the theory for the dependent variable.

Study Base and case studies

Lastly, the research aims to select cases for study out of the project base. This selection of organisations and projects for interviews and case studies will be selected based on

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[10] Including the debate of how just one's own consciousness can detect this *Representational thought* and overcome the drives that might question whether one's own decision is *free* in terms of rationality (Hegel 1991), 170-194)

typicality and diversity (Gerring 2007) to assure their representativeness and signification for the general picture of the European Integration's impact on the development of projects of non-formal citizenship education by the civil society. In that sense, the most common type of organisations are analysed, ensuring geographical diversity, and covering as many different actors as possible (INGOs, NGOs, Foundations) (Tardioli 2014, 27-28).

Dependent Variable

The dependent variable (development of projects of non-formal citizenship education by the civil society) is defined here by explaining what is understood by non-formal citizenship education (and by active citizenship) and by civil society. A project, as analysed in this research, is understood as a coherent set of goals and activities to accomplish them, usually together with an expected amount of expenses, carried out by some organisation. In this case, projects can be organised alone or in partnerships (see section partnership), usually entail several activities (that can mix educational with non-educational ones, such as research) and materials produced (videos, brochures) can be both part of larger programs or have subprojects on them.

Citizenship Education

To begin characterising the first part of the question, citizenship education is defined following the basic definition of the Council of Europe, as meaning 'education, training, awareness raising, information, practices and activities which aim, by equipping learners with knowledge, skills and understanding and developing their attitudes and behaviour, to empower them to exercise and defend their democratic rights and responsibilities in society, to value diversity and to play an active part in democratic life, with a view to the promotion and protection of democracy and the rule of law' (Committee of Ministers 2010), mostly in line with studies in the field and 'descriptors' to be followed by academic authorities in Member States (EACEA P9 Eurydice and Policy Support 2012; Eurydice 2005; Naval, Print, and Veldhuis 2002; Fien et al. 2010; European Parliament 2006). This definition is widened with Human Rights Education (often the latter included in the former)[11] and the other sides of it, as can be seen in the graph below (Economic, Ecological, Social, Political, Cultural and Human Rights dimensions). These dimensions fit with what is taught in the formal curricula of

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[11] Charter of Citizenship Education, art. 3 (Committee of Ministers 2010)

citizenship education in different countries and covers many items, not necessarily limited to political education or active citizenship, but also to sustainable development, civic engagement, personal development, conflict resolution, minorities and human rights, gender and LGTB rights, entrepreneurship, personal initiative, financial education, and so on (EACEA P9 Eurydice and Policy Support 2012; Eurydice 2005; de Weerd et al. 2005; Fien et al. 2010). Nevertheless, projects are not expected to cover all sides of citizenship education as described above, and fall within the research as long as they cover one of the sides.

Graph 2: 6 sides of Citizenship Education (Gradjanski Odgoj I Obrazovanje)

Are gifts to teachers at the end of the school year corruption?
Is death penalty justified?

What is the student council and how to use it to protect your rights?
What is the difference between the Government and the Parliament

If we are in the EU, are we less Croatians than before?
Why serbs should have inscriptions in cyrillics in some places in Croatia?

HUMAN RIGHTS DIMENSION

POLITICAL DIMENSION

CULTURAL DIMENSION

GRAĐANSKI ODGOJ I OBRAZOVANJE

ECONOMIC DIMENSION

ECOLOGICAL DIMENSION

SOCIAL DIMENSION

What is the difference between savings and current account?
If my waiter cheated, where can I go to protect my rights?

Why everyone is talking about sustainable development? What is it, anyway?
If I throw the paper in the paper containers, how am I helpgin the Earth

What should I do without me and who pays for all this (volunteering)?
How to deal with the divorce of parents?

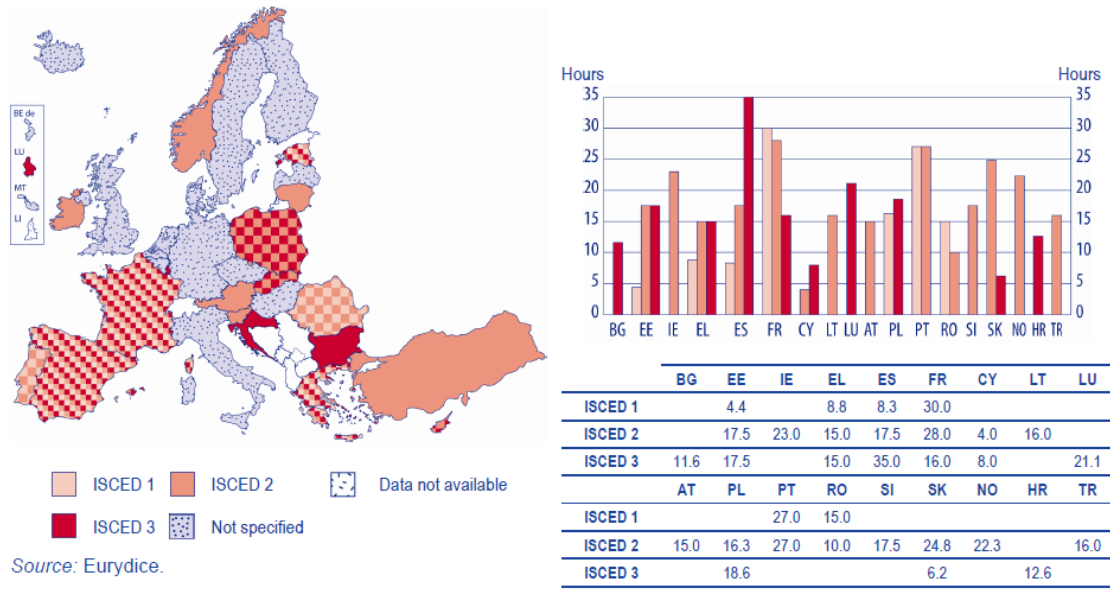Source:(GOOD inicijativa 2016), own making

Formal, non-formal and Informal education

Following the definition of citizenship education, the delivery method, that is, the formal/non-formal dimensions handled in this research, must be clarified. Education of citizens following the ideas mentioned above can be framed in formal education (as part of the official educational curriculum), non-formal (extra-curricular activities, 'any planned form of education outside the official curricula', participation in civic communities, boot camps, conferences, and general civic engagement with the stated purpose of civic education)(Hoppers 2006, 22, 61-82) and informal (civic and political engagement in general, such as social movements)(Committee of Ministers 2010; Council of the European Union 2012a)[12].

In formal terms, citizenship education occupies different relevant positions across the school curricula in EU member states, through the whole educative system:

Graph 3: Formal citizenship education across Europe

Figure 1.4: Average minimum taught time devoted to citizenship education as a separate subject during a notional year, based on the recommendations for primary, general (lower and upper) secondary education, 2010/11

	BG	EE	IE	EL	ES	FR	CY	LT	LU
ISCED 1		4.4		8.8	8.3	30.0			
ISCED 2		17.5	23.0	15.0	17.5	28.0	4.0	16.0	
ISCED 3	11.6	17.5		15.0	35.0	16.0	8.0		21.1

	AT	PL	PT	RO	SI	SK	NO	HR	TR
ISCED 1			27.0	15.0					
ISCED 2	15.0	16.3	27.0	10.0	17.5	24.8	22.3		16.0
ISCED 3		18.6				6.2		12.6	

Source: Eurydice.

(EACEA P9 Eurydice and Policy Support 2012, 26)

This process of citizenship education has the mission of leading to responsible citizens, whose definition broadly stands for the 'knowledge and exercise of civic rights and responsibilities' and linked to the values associated with being a responsible citizens.

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[12] For further explanation of the differences, see Annex I

(Eurydice 2005, 13), and to the idea of active citizenship (European Commission 2015a): responsible citizens using their rights, knowing their duties, and taking part in an active and strong network of civil society organisations (AEGEE 2009, 35). Aside from the legal definition, Citizenship Education provides a possible path by the means described above to exercise Citizenship, understood as free people deciding about the common good (Fernández Liria, Fernández Liria, and Alegre Zahonero 2007; Rawls 1999) and overcoming shortages of own judgement and context (Hegel 1991).

Civil society typology

Once citizenship education has been defined, civil society has to be clearly characterised as it will be used in this research. Historical definitions take into account a difference between *civic society* and *civil society*[13] or exclude political parties from the concept (Rosenblum 2000), and although this research does not exclude these actors from the definition, they are not taken into account. The actors included are Non-Governmental Organisations (NGOs), private foundations, International Non-Governmental Organisations (INGOs), and Networks (that can also be INGOs if they have their own legal personality). These civil society organisations, through projects of non-formal citizenship education as described above, carry out several educational activities, which will be characterised below, after pointing the issue of partnerships.

Partnership

The vast majority of projects are organised within partnership agreements, among Civil Society or also counting with public authorities of different sorts (foundations, local or national authorities, universities and research institutes, and the Council of Europe). These partnerships have a leading partner (the listed one in the project base), which is in charge of the project and held responsible for it, and sometimes it is also coordinated within a network of organisations. Likewise, these partnerships might be of international or national sort.

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[13] Definition of civil society, as opposed to 'civic society', in terms of civil organisation without significant resources (corporations/state) (Dvornik 2009, 112, 116),: In Croatian građansko društvo (civic) and civlno društvo, (civil), being the former one the emergence of the capitalist and bourgeoisie layer of society, while the second refers to the commented organisation of society outside the state and the economic powers (NGOs and so on). The idea is interesting as it introduces how the emergence of civic society allows the creation of civil society.

Educational Activities

Within the field of research, there are many possibilities, but the most widely used are Workshops (that can be directed to anyone or specific audience, normally with a settled goal, either individual or in group, and with a mix of theory and participative content), Training for Trainers (usually for teachers, activists, volunteers or similar, which learn skills to then conduct other activities), Mock Parliaments and Trials (where participants simulate meetings of a parliament or a Court), Bootcamps (short stays in particular places having both workshops and coexistence experiences), Meetings (with public officials, experts, etc.). A particular variant is the Theatre of the Oppressed, with its multiple types (explained in detail in the Case Study of Civil Society Istria), that combines workshops, mock trials and other participation methods with a particular narrative.

Together with this, most projects include the creation of materials (as seen in the case studies), ranging from informative brochures to movies, notebooks, guides for trainers, web materials, etc.

Independent Variables: European Integration Support

Once the Dependent Variable has been defined, the Independent ones must be clarified. Before dealing with the different funding types (and the centralised/decentralised calls), and the institutional and legal support mechanisms, the base of that part of the question ('impact of European integration') must be contextualised, defining what European Integration means. Afterwards, the mechanisms by which this process impacts civil society will be defined as well.

The process of Enlargement and European Integration is a major issue on the EU agenda, including the creation in 1999 of the Directorate General for Enlargement in the EU Commission. It entails both 'widening' the EU (more members) and 'deepening' it (more integration among them). Article 49 TEU sets the rules for Enlargement, largely, the conditions to be met, extended afterwards, as countries are required to meet the Copenhagen Criteria in 1993 (Democracy and Rule of Law, functioning market economy, Human Rights and Minority protection, ability to fulfil the membership duties, and capability of the EU to absorb new members). This conditional process includes large support for Democracy, Human Rights, and Rule of Law development in countries willing to access, and coming from authoritarian regimes (Iberian Peninsula,

Central and Eastern Europe) (Sedelmeier 2015). It is important to notice that the EU lacks means of control and conditionality after the country is inside the union, and the only remaining tool, article 7 TEU, has extremely high political costs (member states acting against each other) and has never been used (Livingstone and Hervey 2016).

Civil Society, as has been explained, is a key part of the development of citizenship, and to create a social structure that can effectively fulfil the EU model, to create an actual European public opinion that can lead to the 'ever-closer union'. Moreover, civil society is also included in the policy-making process of the EU as a method of gaining legitimacy in democratic terms for the supranational institutions. (Mahoney and Beckstrand 2009)

This two variables separate, first, the different support mechanism in financial terms provided by the EU, and second, the institutional and legal mechanisms that can provide for the development of civil society.

Independent Variable 1: Financial support

Here are listed the most relevant financial mechanisms related to civil society development and citizenship education. Before 2007, the IPA programme described below contained programmes such as PHARE, ISPA and SAPARD, of which Croatia also benefited. After 2013, Croatia accessed as well funds for member states, such as Structural, Social and Cohesion Funds (Novota et al. 2009, 12). First of all, the difference between centralised and decentralised calls is explained, ad afterwards the mechanisms listed.

Centralised and Decentralised calls

The calls for applications in EU funds are divided in centralised calls (which organisations have to send directly to Brussels-based bodies) and decentralised ones (which are managed by national agencies).

In the Croatian case, the Office for Cooperation with NGOs, a branch of the government, manages the accession and other funds. It has created several agencies, such as the Central Finance and Contracting Agency (CFCA), or SAFU in Croatian (SAFU 2016); or AMPEU (for Erasmus+ funding). Regarding national and regional agencies, the literature shows that extreme rigidity, formality, focus on spending and not on quality, etc., are common in countries such as Slovakia or Romania (Pop and Stanus

2014). Both centralised and decentralised systems are present in most funding systems, which will now be analysed.

IPA

The first mechanism to be characterised is IPA. Since 2007, both candidate countries and potential candidates (Novota et al. 2009, 59) have received EU funding and support through a single instrument – the Instrument for Pre-Accession Assistance, or IPA (European Commission 2015b). The total pre-accession funding for the period 2007-2013 is € 11.5 billion. It has replaced other instruments, such as PHARE, ISPA and SAPARD, among others (European Commission 2012b; European Commission 2012c; European Commission 2012d). It covers Transition assistance and Institution Building, Cross-border cooperation, Regional Development, Human Resources Development, and Rural development. More information about IPA can be found at (Novota et al. 2009, 39-75)

European Social Fund (ESF)

While IPA deals with members attempting to access the Union, the European Social Fund is distributed among already member states and its regions according to the need (see map below); designed and implemented in partnership between the EU and national agencies, co-financing (between 50% and 85%) the projects, and with shared management and responsibility between the EU and the stakeholder consultation, and the national implementing authorities (European Commission 2016b), being 'decentralised calls' (Novota et al. 2009, 112)

Since their reform in 1989, 'the EU has made the principle of cohesion – of reducing disparities in economic outcome and opportunity among European regions – one of its key policies. […] The funds made available to support cohesion objectives have more than doubled in real terms since the late 1980s […]: For the period 2007–13, €347 billion (at current prices) has been allocated for cohesion funds, more than 80 per cent of which is targeted at promoting 'convergence''(Farole, Rodríguez-Pose, and Storper 2011, 1090)

Graph 4: Eligibility for ESF funds 2014-2020

Structural Funds (ERDF and ESF) eligibility 2014-2020
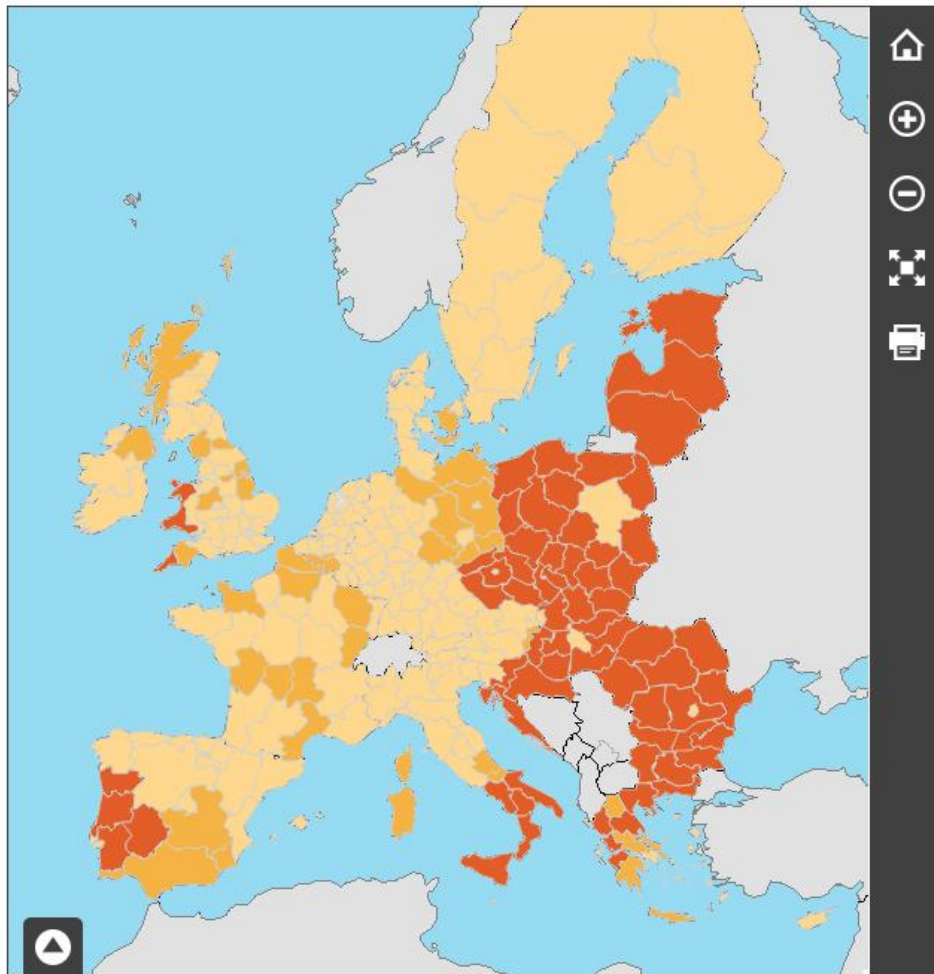
Leaflet | @Eurogeographics, © EuroGeographics for the administrative boundaries

■ Less developed regions (GDP/head < 75% of EU-27 average)
■ Transition regions (GDP/head between 75% and 90% of EU-27 average)
■ More developed regions (GDP/head >= 90% of EU-27 average)

Source: (European Commission 2016b)

European Instrument for Democracy and Human Rights (EIDHR)

The EIDHR is a mechanism that is not expressly directed to member or non-member accessing states, as opposition to the former two, and supports Human Rights development and strengthening civil society. As can be seen in detail from their webpage:

'The EIDHR enables the EU to provide more support for the development of thriving civil societies and their specific role as key actors for positive change in support to human rights emergencies and more support for international and regional human rights protection mechanisms. Support is given to carrying out electoral observation missions, following up their recommendations and improving democratic and electoral processes.

The EIDHR's objectives have been better defined with respect to the protection of human rights and support of democratic processes, including in particular:

- A stronger wording on the role of civil society, including a specific reference to the cooperation between civil society, local authorities and relevant state institutions

- A stronger emphasis on each vulnerable group (national, ethnic, religious and linguistic minorities, women, lesbian, gay, bisexual, transgender and inter-sex persons (LGBTI) and indigenous people)

- A stronger emphasis on economic and social rights' (European Commission 2016a)

The EIDHR is part of the International Cooperation and Development section of the European Commission.

EU Programme for Employment and Social Innovation (EaSI) - PROGRESS

As with the ESF, the PROGRESS program is designed to help the EU and member states, but in this case in employment, social protection and inclusion, and working conditions. Based both on funding of activities and sharing information, the PROGRESS was a separate program from 2007 to 2013 (European Commission 2016d), and now is an axis of EaSI, including also the job network EURES and the microbanking system 'Microfinance PROGRESS' (European Commission 2016c)

Europe for Citizens Programme

In line with EIDHR, but more focused on political citizenship, the Europe for Citizens Programme is organised under the EACEA aegis, and the aims are to contribute to citizens' understanding of the EU and its history, to foster European Citizenship and participation, raise awareness of remembrance and common history, and enhance democratic participation of citizens at EU level and knowledge of the EU policy-making process (EACEA 2016b).

In this sense, the priorities for the program (from 2014 to 2020) are based in the two strands: remembrance (European History debate beyond national perspectives) and Democratic Participation and Civic Engagement (European Council 2014).

Erasmus + (and precedent programmes)

Last, the current Erasmus+ program is included, which deals with education, training and Youth: while the most known feature is the Erasums exchange program, it also enables cooperation and partnerships among civil society in Europe (EACEA 2016a).

It is managed by the European Commission, DG Education and Culture. The actions can both be centralised (managed by the Education, Audiovisual and Culture Executive Agency –EACEA-, in Brussels) and decentralised (managed in each country by the relevant National Agencies). In the Croatian case, the agency is the Agency for Mobility and EU Programmes (AMPEU 2016).

It brings together the formerly independent programmes:

- The Lifelong Learning Programme (Erasmus, Leonardo da Vinci, Comenius, Grundtvig and Jean Monnet)

- The Youth in Action programme

- Five international cooperation programmes (Erasmus Mundus, Tempus, Alfa, Edulink, the programme for cooperation with industrialised countries)

Youth in Action Programme

Particular mention needs the Youth in Action Programme, now within the Erasmus+ scheme. It builds on the experience of the previous Youth for Europe Programme (1989- 1999), the European Voluntary Service (1996-1999) and the YOUTH Programme (2000-2006)' (European Commission 2013, 2), and it promotes, alongside employability, participation, active engagement and solidarity among young people; it has European Citizenship as a permanent priority and non-formal education as the main method (European Commission 2013, 3-7). The projects organised by NGOs and other civil actors can apply for EU Funding (such as the 'Youth democracy Projects), as long as they fulfil the multi-national and other requirements (European Commission 2013, 43).

This program, whose activities are now within the Erasmus+ initiative, counted with 885 million € for the 7 years, and developed a specific program for the Western Balkans (Western Balkans Youth Window) (European Commission 2013, 10).

Independent Variable 2: Institutional and Legal Support

Once the financial mechanisms have been defined, the second independent variable deals with Institutional and Legal support, as found on the interviews in the case studies.

Political and Institutional Support

By Political and Institutional support, the research looks for items such as share of best practices, networks(ICF GHK 2014; OSCE 2009), EU accession pressure, Open Method of Coordination, specific policies and programmes in aspects other than ; direct political support Political Support; Political Pressure from EU bodies, etc. Mainly, but not only, under the Strategic Framework for European Cooperation in Education and Training 2020 (European Commission 2015a), which aims to improve mobility and quality of education, including adult learning, active citizenship, and lifelong learning. This entails the dissemination of good practices and peer-learning activities. Below both Civil Society and Youth Support can be seen analysed.

Civil Society and Youth Support

The European Union, alongside with the Council of Europe, provides support both in terms of Civil Society and in Youth and Education. 2013 was also declared the Year of European Citizenship (European Commission 2012e), with Commission support both in institutional and financial matters to events and projects fostering European Citizenship across the EU, which is closely related to the projects analysed in this research.

Support in Youth and Education

With legal basis on the treaty (articles 165 and 167 TFEU[14]), the White Paper on Youth takes into account the necessity of fostering active citizenship for young people and the role of non-formal education (European Commission 2001, 12-13). For this, it suggests the use of Open Method of Coordination, to develop guidelines, indicators and benchmarks, share best practices, monitor and evaluate systems, and translate EU Youth Plans into national and regional levels (European Commission 2001, 13-16). Out of

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[14] *European Union, Consolidated Version of the Treaty of the Functioning of the European Union, Vol. 326European Union, 2012), 47-390.*

these programs, EU Youth Reports have been conducted monitoring the use of OMC in the field of Youth, that offer a broad picture of different support methods: from 'Erasmus for Entrepreneurs' and more generally the EaSI program and the European Social Fund (EFS), in terms of funding, the European Youth Forum, mechanism to support volunteering, and an broad range of statistic indicators (European Commission 2012a; European Commission 2015c).

These different measures are coordinated in the Strategic Framework for Education and Training 2020 'a forum for exchanges of best practices, mutual learning, gathering and dissemination of information and evidence of what works, as well as advice and support for policy reforms'(European Council 2014).

Graph 5: Non-formal Education Table
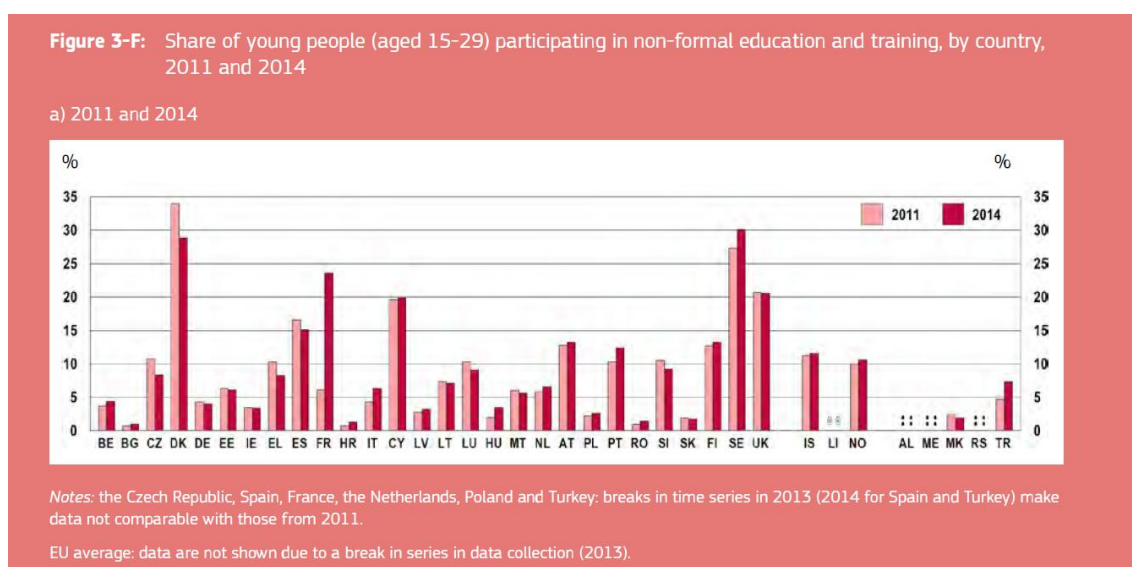
Source: Eurostat[15]

Due to the role of volunteering and mobility in both the Civil Society and EU policies, the Youthpass system and the EVS scheme (both interconnected) are further described:

Youthpass

Youthpass is the instrument for validation of non-formal learning experiences (by young people) in the Youth in Action Programme (AEGEE 2009, 47). Following Council Recommendation (Council of the European Union 2012b), most countries have implemented validation measures related to this program (European Commission 2015c, 99). The system is addressed in several SALTO units (Jugend fur Europa 2016).

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[15] Obtained from (European Commission 2015c, 174)

Aside from this, other organisations have established also standards and systems to ensure validation and quality of non-formal education, directed towards civil society organisations intending to provide these services (European Youth Forum 2013, 14-37)

European Volunteering System (EVS)

The EVS is an European system organising mobility of volunteers both in and outside the EU, for exchanges in between 2 weeks and 12 months, for young people between 17 and 30 years old.

According to the official definition, 'An EVS project is a partnership between two or more promoting organisations. These organisations are responsible for recruiting volunteers for their project […] and as a volunteer you can work in a wide range of fields, such as culture, youth, sports, children, cultural heritage, arts, animal welfare, environment and development cooperation. At the end of your EVS period, you will receive a certificate confirming your participation and describing your project – the Youthpass. You will receive free accommodation, food, insurance and pocket money. The only thing you might have to pay is a small part of your travel costs' (Eurodesk 2016).

Support in Civil Society Development

The EU has several mechanisms to support the development of civil society and its interconnection across Europe, as part of the commented advocacy democracy and the role of it on EU legislation.

Social Platform

Social Platform was created as a meeting point and coordination among NGOs in Europe to promote social justice, equality and participative democracy, with the support of the European Commission (Social Platform 2016).

European Economic and Social Committee

The EESC has several sections in which NGOs can participate and coordinate, such as the liaison group, which acts as a forum for civil dialogue between different sides of civil society and policy makers across Europe. Also, group III of the EESC deals with NGOs and other civil society actors (EESC 2016; EESC 2014).

National Foundations: Nacionalna Zaklada za Razvoj Civilna Društva

The Croatian National Foundation for Civil Society Development was founded in 2003 following EU blueprints, and it is the leading public institution funding civil society projects, including the management of a large portion of EU funds, and acting as a network between the non-profit sector, Businesses and the Public sector (NZRCD 2016).

Legal support

Legal changes that have fostered civil society or educational developments, based on the EU, such as ease of mobility of civil society activists between countries due to simplified bureaucratic processes (such as compulsory registration), or Chapter 26 of the Acquis Communautaire, which deals with Civil Society development.

It is also important to mention the role of the Conventions and Treaties on Human Rights (mainly, the European Convention, the Charter of Fundamental Rights, and Treaties on Minorities and so on, which have given legal arguments for civil society development in these fields.

Analysis model

With the conceptualisation of the framework and the items, it has been presented above what has been looked for and found along the project. This can be contained in the following variable depiction, and the 'empty table' of project analysis that has been filled during the research and is offered again in the analysis chapter.

Dependent variable:

- Development of non-formal citizenship education projects from Civil Society in Croatia between 2007 and 2015

The development is measured in terms of number of projects per year. The listed projects per year are also characterised in terms of EU funding, international partnership, side of citizenship and activity developed, together with type of organisation behind.

The second stage of research (case studies) deepen in methodology, presence of a European dimension, and other factors of the projects (such as presence of sub-projects or larger partnerships[16]).

Independent variables:

The notion of 'European integration impact' is characterised in support, and split in two independent variables for analytical purposes: financial support, and legal and institutional support.

- (1) Financial support (presence of different EU funds, such as IPA, PHARE, ESF, etc.)
  This variable is operationalised in presence of EU funds for each project, which fund is used, and its link to the international or national nature of the project.

Additionally, during the second stage of research, qualitative data adds to the difference between centralised and decentralised funding systems (Brussels v. National Agencies) and average funding of the organisation as a whole.

- (2) Additional Institutional/Political (mechanisms such as platforms, networks, exchange programmes, political pressure, etc.) and Legal support (changes in legislation due to the EU that altered the realisation of projects, Conventions Ratified).
  This variable is operationalised during the second stage on presence and impact of these items described above, from the point of view of the interviewees.

For the first stage of research, the following table is presented:

Table 1: Database model

	Funds Y	Funds N	ST1	Funds %	Int Y	Int N	Int/Total	Funds-IntY	Funds-IntN	ST4	Int-No fund	Projects per year/total
Y2007				%			%					%
Y2008				%			%					%
Y2009				%			%					%
Y2010				%			%					%
Y2011				%			%					%

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[16] As usually many projects are part of larger 'programs' within an organisation (such as the Educational Centre of GONG), and might also contain subprojects, or be connected within them (as can be seen in the ACE program of CDI analysed in chapter V).

Y2012				%			%						%
Y2013				%			%						%
Y2014				%			%						%
Y2015				%			%						%
Total	a	b	c	%	d	e	%	f	g	h	i		%

Legend:

Funds Y/N: Funded Projects by EU (Yes/No) / ST1: Total of Projects / Funds%: Percentage of funded projects over total

Int Y/N: International Partnership (Yes/No) / Int/Total: Percentage of international partnerships over total

Funds IntY/N: Number of funded projects with/without international partnership / ST4: Total of funded projects / Int-No fun: Number of international partnerships without EU funds

Projects per year/total: Percentage of projects in the present year over the total of projects.

selected, to find the items above described.

III Background

Additionally to the theoretical framework, this section below provides context for the research about Croatia, its recent history and accession to the European Union, and an overview of the particularities of civil society. During the theoretical framework, it has been mentioned how the identity as a citizen stands (or should stand) before any other identity, including national identities. This aspect is particularly relevant in Croatia, and the background provides details of why: the ethnic composition and tensions, the link between ethnicity and nationality, provide an exceptional ground for this attempt. The information contained in this chapter gives the reader the ability to understand the role and position of civil society[17] in both history and geography of Croatia, necessary to analyse the temporal evolution of projects and the aftermath of EU accession.

Croatia is situated at the western side of the Western Balkans; bathed by the Adriatic Sea and neighbouring Slovenia, Serbia Hungary and Bosnia-Herzegovina. It counts with a population of 4.3 million, of which mostly are of Croat ethnicity (and catholic religion), being also significant minorities Serbs (Orthodox), Bosniaks (Muslims), Italians, Hungarians and Czechs in some areas of the country. The constitution itself defines Croatia as 'the land of the Croats, peoples from other nationalities, and minorities [who are its citizens]', thus making the formal difference between the Croat majority, the constituting minorities, and other peoples (Koska 2011, 3)

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[17] And the hostility towards it, particularly from the current ruling party.

Graph 6: Croatia in Europe

Source: (Wiki 2016a)

Its position has made it part of several empires, including the Romans, the Ottomans and the Austro-Hungarians, and left it, together with the rest of the Balkan region, with a complicated balance of religions and ethnic groups. It was part of the Kingdom of Yugoslavia after the disintegration of the Austro-Hungarian Empire with the end of I World War, and cooperated with Nazi Germany under the Ustaša ultranationalist movement. After its liberation by communist partisans in 1945, it entered the Yugoslavian Federation under Tito. Initially allied with the Soviet Union, early divergence with Stalin led to a confrontational policy with the Soviet bloc (and particularly with Hoxa's Albania), a 'lighter' form of socialism (with worker's management of enterprises, freedom to travel and so on) and trade with both the Capitalist and the Socialist world. His death in 1980 sparkled new ethnic tensions, that eventually ended in open war during the 90s and the breakup of socialist Yugoslavia[18] (in Serbia, Montenegro, Bosnia, Croatia, Slovenia, Macedonia, and last –still not recognised fully- Kosovo).

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[18] Which lost its strategic position with the shift of scenario from the cold war, and was suffering from very high debts from the past decade used to cover tensions and economic stagnation.

Croatian accession to the EU

Croatia's accession to the EU, after the referendum, finally took place on July 1st 2013. Negotiations had been closed by 2011 with all the chapters covered. This completed the road started in 2000 with the declaration of Zagreb, the signature of the SAA (Stabilisation and Association Agreement), between Croatia and the EU, in 2001, and the formal application for membership in 2003.

Croatia endured most of the accession alone, after the great 'eastern' enlargement of the former decade, and succeeded despite major issues, like the privatisation of the shipyards, recognition of borders with Slovenia in the Piran Bay border dispute, and cooperation with the ICTY (International Court for former Yugoslavia) and general post-war issues regarding relations with Serbia and war crimes (Stanivuković 2012). Privatisation actions carried out before and during the accession period were systematically accused of being politically-oriented and corrupt, with the consequent burden for the development of a private sector and civil society (Dvornik 2009, 59-61)

Croatian Political System and recent history

Croatia is a Presidential Representative Democracy, whose president is directly elected every five years for a maximum of two terms. Out of the 15 parties with presence in the parliament, the larger two alternate in government: the SPD (Social Democratic Party of Croatia, centre-left) and the HDZ (Croatian Democratic Union, centre-right) (CMS 2014, 8-11). The political entity and the constitution has a distinctive nationalist, and ethnic, approach, as Croatia is defined both as a country of equal citizens and as 'the land of the Croats' together with the presence of 'constitutive peoples' (Ethnic minorities, such as Italians in Istria, or Hungarians and Serbs in the East) (Stallaerts 1996, 250-251), with a large impact in the development of the elections (ibid. 251, 253).

Other relevant parties apart from HZD and SPD are the Croatian Peasant Party HSS (Hrvatska seljačka stranka), of Centre-Right Agrarianism, the Liberal-Democrat (centre-left) Croatian People's Party HNS (Hrvatska narodna stranka - Liberalni demokrati), the Slavonian national-conservative and populist HDSSB (Croatian Democratic Alliance of Slavonia and Baranja), and the leftwing-liberal Istrian Democratic Assembly IDS (Istarski demokratski sabor).

Franjo Tuđman, president between 1990 and 1999, won the first 'democratic' elections in 1990 with the HDZ and pressed for an independent Croatia; he fought with the

partisans in II World War and became part of the Croatian League of Communists during the socialist era. The commas on 'democratic' are motivated by the allegedly illiberal conditions of the referendum for independence and posterior elections: sides were obscured by the other party, and an extremely strong rhetoric was in use, where non-supporters where deemed traitors and aggressors (Jović 2014). During the period 95-99 (when the war was over in Croatia), the *de facto* war economy was focused on reconstruction. During the 1991-1995 Croatia was part of the *Wars of Yugoslav Succession,* or Croatian War of Independence from the Croatian side. Parts of Croatia were occupied by the JNA (Yugoslav National Army) and Serb forces from Bosnia (see map below)

Graph 7: Map of occupied territories of Croatia in 1992

Occupied areas in Croatia (January 1992)

Source (Wiki 2016b)

Tuđman's death in 1999 supposed a government change: Stjepan Mesic won the election with the Social Liberal Party in 2000, and the Social Democratic Party won majority of the parliament. This change, which supposed a move from the authoritarian regime of the former decade, also brought an independent youth policy (with significant focus on education), and the consolidation of an independent foundation for civil society (Koska 2011), after the National Youth Council had its application refused by

the European Youth Council in 1999 (Croatian National Youth Council 2005). After 2000, the question of Croatian statehood after independence can be assumed as solved, with the base of an independent civil society and the reform towards a parliamentary democracy in the constitution (Koska 2011). Despite this progress, and related to the mentioned occupation and history, regional differences remain within Croatia, and are explored in the section below.

Political Geography of Croatia

The country is divided in 21 counties, which hold competences in Education, Healthcare, Transport, development of educational, medical, social and cultural institutional networks, urban planning, etc.[19]

Graph 8: Regional Administrative Division Croatia

County	Seat	Area (km²)	Population
City of Zagreb	Zagreb	641	792,875
Split-Dalmatia	Split	4,534	455,242
Zagreb County	Zagreb	3,078	317,642
Osijek-Baranja	Osijek	4,152	304,899
Primorje-Gorski Kotar	Rijeka	3,582	296,123
Istria	Pazin	2,820	208,440
Vukovar-Srijem	Vukovar	2,448	180,117
Varaždin	Varaždin	1,261	176,046
Sisak-Moslavina	Sisak	4,463	172,977
Zadar	Zadar	3,642	170,398
Brod-Posavina	Slavonski Brod	2,043	158,559
Krapina-Zagorje	Krapina	1,224	133,064
Karlovac	Karlovac	3,622	128,749
Dubrovnik-Neretva	Dubrovnik	1,783	122,783
Bjelovar-Bilogora	Bjelovar	2,652	119,743
Koprivnica-Križevci	Koprivnica	1,746	115,582
Međimurje	Čakovec	730	114,414
Šibenik-Knin	Šibenik	2,939	109,320
Virovitica-Podravina	Virovitica	2,068	84,586
Požega-Slavonia	Požega	1,845	78,031
Lika-Senj	Gospić	5,350	51,022

Counties of Croatia

Source (Wiki 2016c)

Politically, the Dalmatian coast and the Eastern Regions show more conservative-nationalistic trends (with overall majority of HDZ and HDSSB), while the north and northwest (and particularly Istria) show a more social democrat tendency (In the Case of Istria, out of 41 seats, 20 are hold by the IDS, 5 by SPD, and 4 by the Istrian Social Democratic Forum ISDF) (See graphs in next page). The regions also hold very large economic differences, for instance, in Unemployment, with figures that range from circa

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[19] See Annex VI for a full description of the Vertical Division of Powers in Croatia

10% in Zagreb and Istria and 15% in Varazdin (Northwest and north) to 35% in Slavonia and 25% in Split (east and south)[20], among other factors (Fröhlich, Đokić, and Bakarić 2014, 10-13). Studies on traditional culture show a large historical difference between the 'communal' (zadružna) culture of the northern parts of the country (mainly relying on the fertile lands and agriculture[21]) and the 'tribal' (plemenska) of the south[22]. While the communal groups showed matriarchal traits (collective property, communal organisation and elected leadership), the southern ones displayed traditional military patriarchal culture (blood clans in family groups, closed groups without intermarriage, authoritarian leadership) (Tomašić 1936). The divide has probably broadened with the war, as Slavonia and Dalmatia was under occupation of the Yugoslav National Army (as we can see in Graph 6 above), and together provide an explanation for the sharp contrast between regions in electoral terms, given the cultural tendencies towards more conservative values in the south.

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[20] Data from 2011
[21] Who emigrated and settled slowly and mostly peacefully through the northern parts.
[22] Who conquered militarily the southern parts.

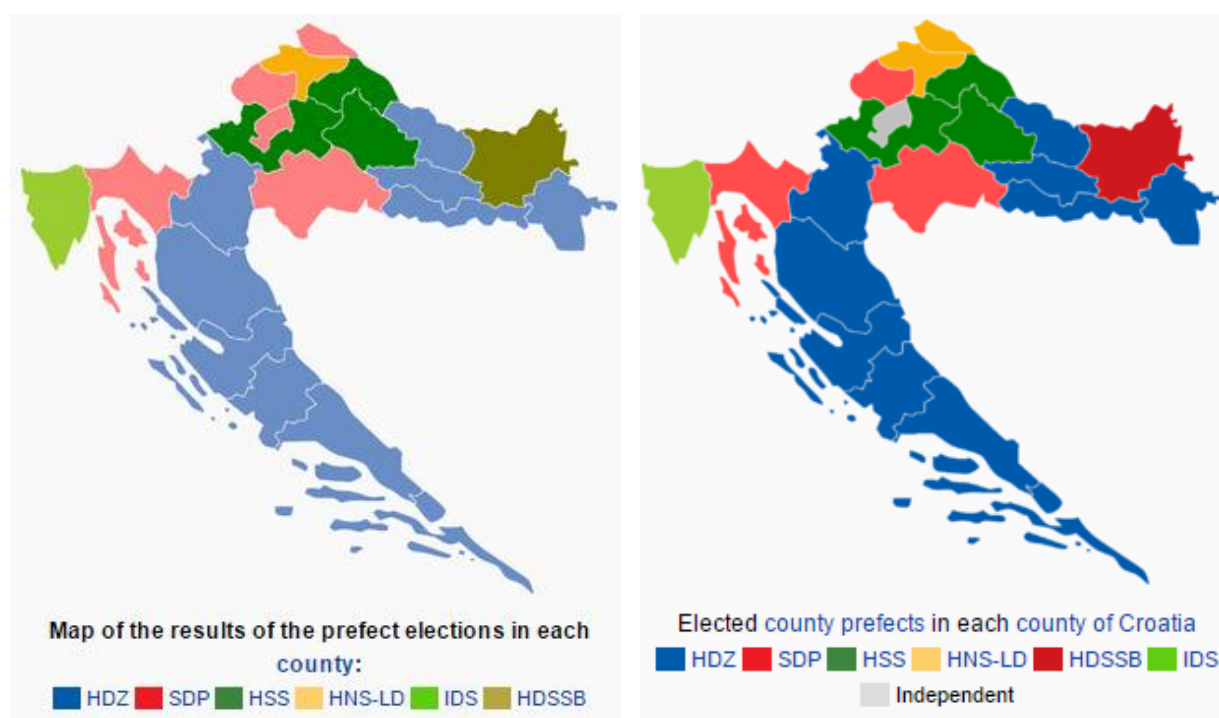*Graph 9: Results in Croatian Parliamentary Elections 2015*

Results of the election in each of the ten electoral districts of Croatia: the party with the plurality of votes in each electoral unit.
HDZ: blue (5); SDP: red (5)

Source (Wiki 2016d):

Source (Wiki 2016e, 2016f)

Civil Society and Post-communism

Last, the particularities of civil society in Croatia must be commented, given the convulse recent history explained above, and the transition from a centralised socialist economy. The role of civil society in the so-called post-communist societies has usually been weak and contested, even if the title 'post-communist' is a disputable one (more than 20 years afterwards)(Dvornik 2009, 14), as the communist regimes succeeded in breaking any horizontal relationship among citizens and any action or connection needed the vertical approval of some state level (Dvornik 2009, 20-22, 28). Even during the late 80s, when most regimes gave up on 'hard' totalitarianism and allowed some autonomy, the isolation of the people remained the same. When the change came, the people continued under the state of 'mass', unorganised, unprepared for the challenges

Map of the results of the prefect elections in each county:
HDZ SDP HSS HNS-LD IDS HDSSB

Elected county prefects in each county of Croatia
HDZ SDP HSS HNS-LD HDSSB IDS
Independent

of free market (as there were no 'elite' actors outside the state during communist time to organise interests in a separate sphere) after the collapse (ibidem, 78). General disengagement in politics of the general population goes together with mistrust for Civil Society (other than the Church and sport-related groups), seen as illegitimate obstacles to state's authority (Sestovic 2016).

Part of the population and mainstream media still has open hostility towards civil society, which has also been observed in the conducted interviews[23] (GONG 2016).

Despite differences in former Yugoslavian Croatia (self-managed enterprises), the basis of the organisation is the same as in the rest of Communist countries in terms of civil society. Moreover, the transition was pressed by the Communist elites in the light of the development after the fall of the Berlin Wall along the Eastern Block, embracing nationalist identity of the constitutive units along with free elections (Dvornik 2009, 120-123).

Currently, the major organisation promoting civil society is the commented National Society for the Development of Civil Society or Nacionalna Zaklada za Razvoj Civilna Društva, the principal funding public authority for Civil Society, whose stated objectives include encouraging active citizenship, building civil society capabilities, developing cross-sectoral cooperation, increasing public visibility and influence of civil society, developing social entrepreneurship and employment in the non-profit sector, and increasing the influence of civil society in the adoption of public policies.

Their projects find state, foreign and EU funding (alongside with private one) for many different civil society projects, of which Citizenship and Citizenship Education are just another field.

However, after the election in summer 2015, the government blocked all funds for the second half of the year, leaving many projects halfway done, and the calls for funds for ESF and other mechanisms have not been issued (Sestovic 2016). Albeit first Human Rights associations were the objective, largely almost all civil society (except from the Church) has been affected by these cuts. On Monday 20th of June 2016, the parliament of Croatia dismissed itself after a vote of no-confidence on the government, awaiting for general elections in September 2016, which might cast a change on the political landscape of the country.

Across civil society, the major network of civil society organisations with interests in Citizenship Education is the GOOD initiative (GOOD inicijativa 2016), whose initials literally means 'Citizenship Education' in Croatian. This network partially overlaps

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[23] One of the common reasons of mistrust, that can be observed in the mainstream media, is the allegedly high level of salaries among NGO staff. According to that staff, the problem is that they declare their full salary, which then looks high in comparison with the traditionally low legal salaries of the people, complemented by 'supplements' outside the legal track.

with the Croatian Youth Network (MMH 2016), which deals with broader youth issues, but also with citizenship education.

IV Methodology

Civil society has, by definition, a decentralised structure. Even with national or European platforms coordinating projects or partnerships, organisations remain relatively isolated in their environment and a plurality of networks and associations. Moreover, the selection of organisations, if a centralised database is used, risks a large bias towards organisations that already have a particular profile (in the case of EU institutions, already helped by EU funds and with a European dimension). To answer the research question (Impact of European Integration in the development of projects of non-formal citizenship education by the civil society), the first step is to create a reliable sample of the projects during the timeframe of 2007-2015. For this objective, annual reports from partnerships and organisations, and reports from NGOs and other organisations are used. The organisations listed in Annex II plus some others outside of the networks have been checked for data about their projects, creating a total of 95 organisations (a complete list can also be seen below in the graphical depiction of the stages of research). Out of this, the research has created a wide sample of 164 projects from 25 organisations spanning through the years, the different fields of citizenship, and Croatian territory (Mainly Istria, Slavonia, Zagreb and Split).

This phase allows to find what projects are being developed, by whom (international or regional partnerships, foundations or NGOs alone), if they had EU funds of any sort, and their duration. It is important to notice that, due to the average project duration (between 12 and 24 months), some projects appear through more than a year, as activities were carried out in several ones. Although the majority of organisations in the initial sample dealt with citizenship education, only a few had projects including non-formal education activities, while most included research or material publishing. The items selected for classification (organiser, year, activities, dimension, funding, network, and partnership) obey to both the composition of projects (with objectives to cover – dimensions and activities to do so), the kind of organisation behind (organisation, partnership, and international presence) and the presence of funding from the EU. Moreover, the selection of these items allows the database to depict not only if there has been an increase in the number of projects per year, or an increase in funding, but if there is more projects of a certain type, or organised by a certain organisation, or a bias in the funding. Other items were discarded due to the impossibility of finding them on the sources, and therefore the necessity of a second stage of research with case

studies to complete the picture was made evident. With this in mind, the different projects were classified, and the first independent variable, EU Funding, characterised. It also provides for the analysis of change in patterns of funding during time or funding programme (such as the accession in 2013). The model has researched the same organisations and programs through the years, to ensure that the variation in total number of projects is due to actual change in the number of projects, and not in a sampling problem, and distributes them through the regions[24].

However, information from this first stage can be biased by information access gaps or otherwise; and virtually no organisation mentioned in any report legal or institutional support, as commented. Therefore, to strengthen the results and confirm the first stage, and look for other forms of support, the second stage is based on case studies by means of interviews that provide a deeper qualitative insight in the organisation, the projects, and the presence and type of support from European Integration. Using the typicality and diversity as premises for their selection, the organisations conduct the most typical projects (with workshops and training for trainers), and diversity has been sought after by ensuring different organisers[25] and different geographical areas, given the regional differences commented on the background. Together with the five organisations, a case has been presented on the EVS, as ongoing research proved it a relevant tool of institutional support and the possibility existed of interviewing a volunteer.

Therefore, seven interviews with experts in the field, project organisers from the relevant organisations and volunteers from EVS were conducted, together with extensive review of annual reports, brochures and other produced material by these projects, for the Case Studies, together with a visit to the relevant areas[26]. With these interviews and qualitative research, the second independent variable is depicted[27], looking for examples of both institutional and legal mechanisms, and the first independent variable is deepened in content; also the dependent variable is enriched as a deeper insight is provided on some of the projects, methodologies and working organisations. The qualitative research gives here precise examples of what is merely

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[24] This model is nonetheless limited by the availability of information and the possibility of displacement.
[25] The research covers three NGOs, two of national origin (GONG and CarpeDiem) and one part of an international scheme (Nansen); one foundation (CSI from Istria) and one international NGO (INGO) and Network (NEPC).
[26] Karlovac, Pula, Zagreb and Vukovar.
[27] Research has proven almost impossible to find precise information on these topics based only upon review of reports and annual meetings, as the information available online is small.

listed in the quantitative project base, together with interviewees' remarks on the general research question, and problems encountered with EU funding and other support mechanisms. Given the nature of the projects, they legally span through several months, yet activities are usually carried out on localised dates within the wider project; for the sake of simplicity it has been subsumed in general duration, as the initial exploration seemed to prove it a universal feature, and the interviews have confirmed it.
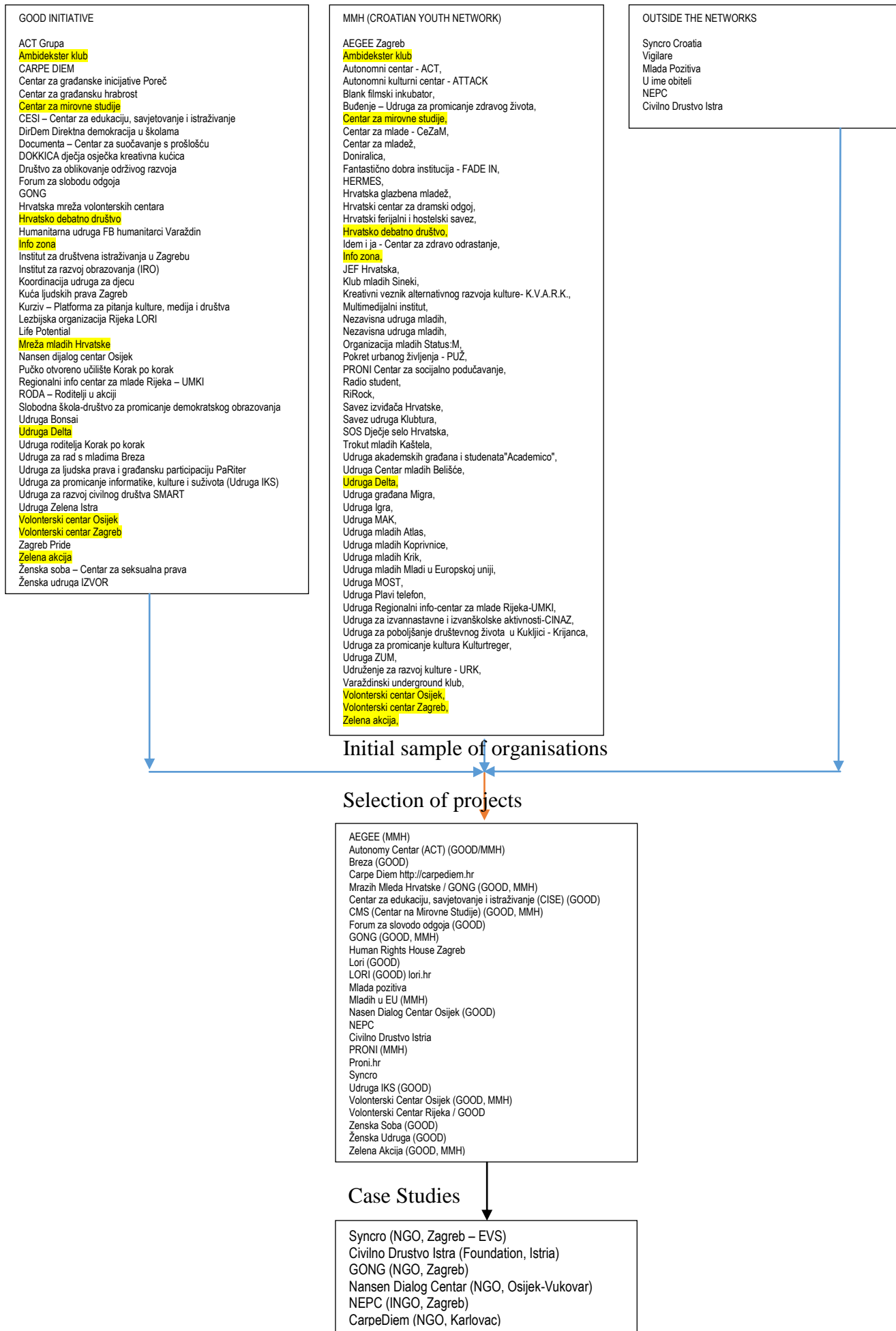
The data provided by the research provides clearly who is organising what and when, and if they had any support from the EU; the temporal series allow to understand how this process has evolved during time. The fact that virtually all relevant organisations involved in the field have been surveyed, together with the large sample of projects of the database, ensure the strength and representativeness of the data presented. Nevertheless, the second stage of research adds, as commented, another layer of security to the database: the interviews agree with the findings, and in almost all cases display the same situation. The database, with the items commented above, provides a deep but still quantifiable picture of the state of civil society and funding regarding citizenship education, which could also be used for other research purposes adding different interviews for different motives.

The map down below, as commented, displays, on the first three columns, the total sample of organisations reviewed. From there, projects were selected for the database, with the 4th column (middle) having the full list of analysed organisations. Out of this exploration, and the seven interviews conducted (including Zelena Akcija, which finally did not constitute a case study), the six organisations in the last box were selected. The yellow highlight in the first columns indicate that the organisation is part of both MMH and GOOD networks.

The results commented below in Chapter V confirm the link between both stages and the commented added layer of strength, ensuring that the data presented in this study can be used to draw generalisations about Croatia as a whole, and to certain extent to the effects of European Integration in the civil society given that citizenship education, according to the interviews, is not the only field where open hostility by the government and population have been met.

Complete Map of Organisations and Research Stages

GOOD INITIATIVE

ACT Grupa
Ambidekster klub
CARPE DIEM
Centar za građanske inicijative Poreč
Centar za građansku hrabrost
Centar za mirovne studije
CESI – Centar za edukaciju, savjetovanje i istraživanje
DirDem Direktna demokracija u školama
Documenta – Centar za suočavanje s prošlošću
DOKKICA dječja osječka kreativna kućica
Društvo za oblikovanje održivog razvoja
Forum za slobodu odgoja
GONG
Hrvatska mreža volonterskih centara
Hrvatsko debatno društvo
Humanitarna udruga FB humanitarci Varaždin
Info zona
Institut za društvena istraživanja u Zagrebu
Institut za razvoj obrazovanja (IRO)
Koordinacija udruga za djecu
Kuća ljudskih prava Zagreb
Kurziv – Platforma za pitanja kulture, medija i društva
Lezbijska organizacija Rijeka LORI
Life Potential
Mreža mladih Hrvatske
Nansen dijalog centar Osijek
Pučko otvoreno učilište Korak po korak
Regionalni info centar za mlade Rijeka – UMKI
RODA – Roditelji u akciji
Slobodna škola-društvo za promicanje demokratskog obrazovanja
Udruga Bonsai
Udruga Delta
Udruga roditelja Korak po korak
Udruga za rad s mladima Breza
Udruga za ljudska prava i građansku participaciju PaRiter
Udruga za promicanje informatike, kulture i suživota (Udruga IKS)
Udruga za razvoj civilnog društva SMART
Udruga Zelena Istra
Volonterski centar Osijek
Volonterski centar Zagreb
Zagreb Pride
Zelena akcija
Ženska soba – Centar za seksualna prava
Ženska udruga IZVOR

MMH (CROATIAN YOUTH NETWORK)

AEGEE Zagreb
Ambidekster klub
Autonomni centar - ACT,
Autonomni kulturni centar - ATTACK
Blank filmski inkubator,
Buđenje – Udruga za promicanje zdravog života,
Centar za mirovne studije,
Centar za mlade - CeZaM,
Centar za mladež,
Doniralica,
Fantastično dobra institucija - FADE IN,
HERMES,
Hrvatska glazbena mladež,
Hrvatski centar za dramski odgoj,
Hrvatski ferijalni i hostelski savez,
Hrvatsko debatno društvo,
Idem i ja - Centar za zdravo odrastanje,
Info zona,
JEF Hrvatska,
Klub mladih Sineki,
Kreativni veznik alternativnog razvoja kulture- K.V.A.R.K.,
Multimedijalni institut,
Nezavisna udruga mladih,
Nezavisna udruga mladih,
Organizacija mladih Status:M,
Pokret urbanog življenja - PUŽ,
PRONI Centar za socijalno podučavanje,
Radio student,
RiRock,
Savez izviđača Hrvatske,
Savez udruga Klubtura,
SOS Dječje selo Hrvatska,
Trokut mladih Kaštela,
Udruga akademskih građana i studenata"Academico",
Udruga Centar mladih Belišće,
Udruga Delta,
Udruga građana Migra,
Udruga Igra,
Udruga MAK,
Udruga mladih Atlas,
Udruga mladih Koprivnice,
Udruga mladih Krik,
Udruga mladih Mladi u Europskoj uniji,
Udruga MOST,
Udruga Plavi telefon,
Udruga Regionalni info-centar za mlade Rijeka-UMKI,
Udruga za izvannastavne i izvanškolske aktivnosti-CINAZ,
Udruga za poboljšanje društvenog života u Kukljici - Krijanca,
Udruga za promicanje kultura Kulturtreger,
Udruga ZUM,
Udruženje za razvoj kulture - URK,
Varaždinski underground klub,
Volonterski centar Osijek,
Volonterski centar Zagreb,
Zelena akcija,

OUTSIDE THE NETWORKS

Syncro Croatia
Vigilare
Mlada Pozitiva
U ime obiteli
NEPC
Civilno Drustvo Istra

Initial sample of organisations

Selection of projects

AEGEE (MMH)
Autonomy Centar (ACT) (GOOD/MMH)
Breza (GOOD)
Carpe Diem http://carpediem.hr
Mrazih Mleda Hrvatske / GONG (GOOD, MMH)
Centar za edukaciju, savjetovanje i istraživanje (CISE) (GOOD)
CMS (Centar na Mirovne Studije) (GOOD, MMH)
Forum za slovodo odgoja (GOOD)
GONG (GOOD, MMH)
Human Rights House Zagreb
Lori (GOOD)
LORI (GOOD) lori.hr
Mlada pozitiva
Mladih u EU (MMH)
Nasen Dialog Centar Osijek (GOOD)
NEPC
Civilno Drustvo Istria
PRONI (MMH)
Proni.hr
Syncro
Udruga IKS (GOOD)
Volonterski Centar Osijek (GOOD, MMH)
Volonterski Centar Rijeka / GOOD
Zenska Soba (GOOD)
Ženska Udruga (GOOD)
Zelena Akcija (GOOD, MMH)

Case Studies

Syncro (NGO, Zagreb – EVS)
Civilno Drustvo Istra (Foundation, Istria)
GONG (NGO, Zagreb)
Nansen Dialog Centar (NGO, Osijek-Vukovar)
NEPC (INGO, Zagreb)
CarpeDiem (NGO, Karlovac)

V Analysis

The data is analysed in this chapter, starting with the quantitative approach of the 'project base' stage and adding latter on the case studies, to finish with a review of both stages of the research.

Project Base

Firstly, the quantitative stage has found 164 relevant projects spanning from 2007 to 2015, which appear down below classified by funding from the EU, international or local partnerships, and the international presence related to EU funding.

Table2 : Summary of Project base

	Funds Y	Funds N	ST1	Funds %	Int Y	Int N	Int/Total	Funds-IntY	Funds-IntN	ST4	Int-No fund	Projects per year/total
Y2007	2	6	8	25,00%	2	6	25,00%	1	1	2	1	4,88%
Y2008	3	11	14	21,43%	4	10	28,57%	2	1	3	2	8,54%
Y2009	4	7	11	36,36%	3	8	27,27%	1	3	4	2	6,71%
Y2010	5	8	13	38,46%	5	8	38,46%	3	2	5	2	7,93%
Y2011	8	8	16	50,00%	7	9	43,75%	5	3	8	2	9,76%
Y2012	12	8	20	60,00%	7	13	35,00%	6	6	12	1	12,20%
Y2013	19	7	26	73,08%	8	18	30,77%	6	13	19	2	15,85%
Y2014	19	13	32	59,38%	10	22	31,25%	7	12	19	3	19,51%
Y2015	12	12	24	50,00%	9	15	37,50%	6	6	12	3	14,63%
Total	84	80	164	51,22%	55	109	33,54%	37	47	84	18	100,00%

Legend:

Funds Y/N: Funded Projects by EU (Yes/No) / ST1: Total of Projects / Funds%: Percentage of funded projects over total

Int Y/N: International Partnership (Yes/No) / Int/Total: Percentage of international partnerships over total

Funds IntY/N: Number of funded projects with/without international partnership / ST4: Total of funded projects / Int-No fun: Number of international partnerships without EU funds

Projects per year/total: Percentage of projects in the present year over the total of projects.

The database shows a steady increase in the share of EU funded projects from 2007 until 2013 (see also graph 10 below), up to 73% of them in that year. In 2014 also 19 projects where funded, but the overall increase gave this a 60% of the share on projects. There has been an overall increase in the number of projects conducted by the same organisations, particularly in the frame of 2012-2015 (see graph 12 below), although the funds have dropped to 50% in the last year of the series.
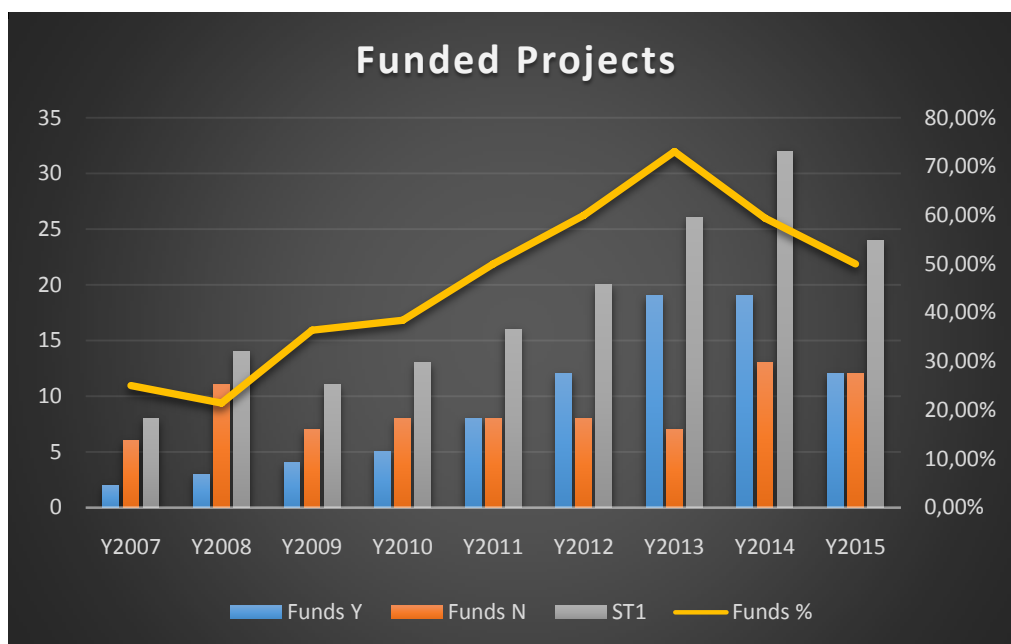
The share of international partnerships has remained relatively stable between ca. 30 and 40% of them, with the share of funding for local and international projects evenly divided through the series, save for 2013 and 2014, when the number of funded local projects nearly doubled the international ones (See graph 11 below).

Graph 12: International Projects funded
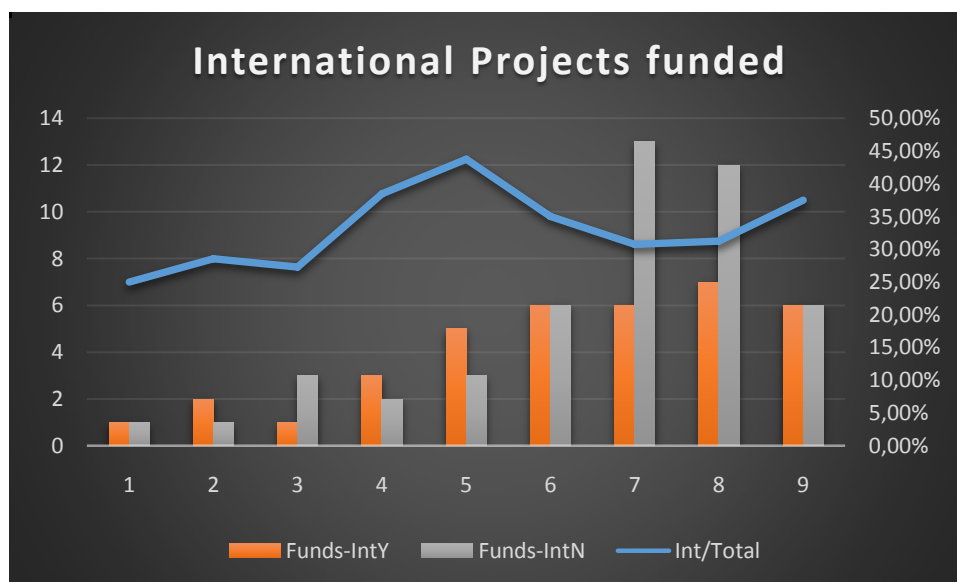
From table database (annex V), no particular difference has been found in terms of funds, as IPA funds are used in both cases, and so are EIDHR instruments. In any case, the number of international projects without EU Funds has remained very low in

absolute terms and has decreased through the years (from 50% in 2007 to over 15% in 2014).

Graph 13: Projects per year over total
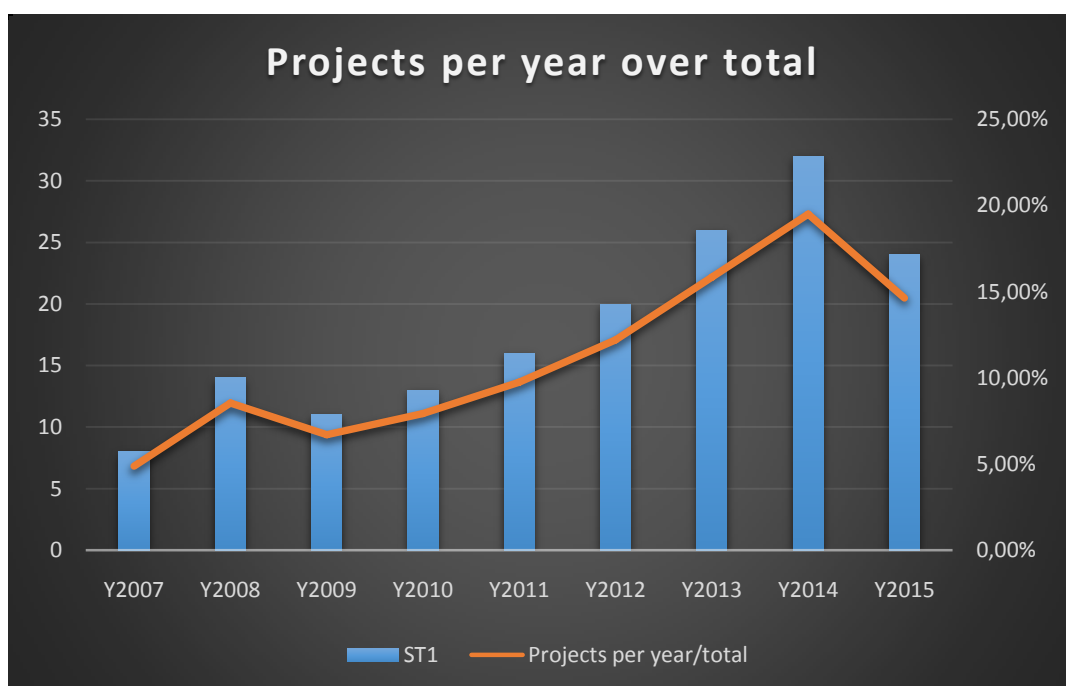
Table 3: Main teaching methods in Project Base

	Projects	Workshop	T4T	W%	T4T%
Y2007	7	3	4	42,86%	57,14%
Y2008	13	8	6	61,54%	46,15%
Y2009	11	4	7	36,36%	63,64%
Y2010	13	6	7	46,15%	53,85%
Y2011	16	8	8	50,00%	50,00%
Y2012	20	13	10	65,00%	50,00%
Y2013	26	15	13	57,69%	50,00%
Y2014	32	21	17	65,63%	53,13%
Y2015	24	15	10	62,50%	41,67%
Total	162	93	82	57,41%	50,62%

Projects: Total Number of Projects per year

Workshops: Number of projects that include workshops as part of their activites per year

T4T: Number of projects that include training activities for trainers/teachers per year

W%/T4T%: Percentage of projects with workshops/T4T over total of projects per year.

Out of all the activities detected related to education (not including brochures and other materials such as handbooks or videos), workshops of different sorts and training activities for teachers and other trainers are, by far, the most dominant. Many of the

projects combine both workshops and Trainings, and only 1 project in 2007, 1 in 2008, 2 in 2010, 2 in 2011, 1 in 2012 and 1 in 2015 do not include any of them (see also Graph 13 below)

Graph 14: Activities of the projects
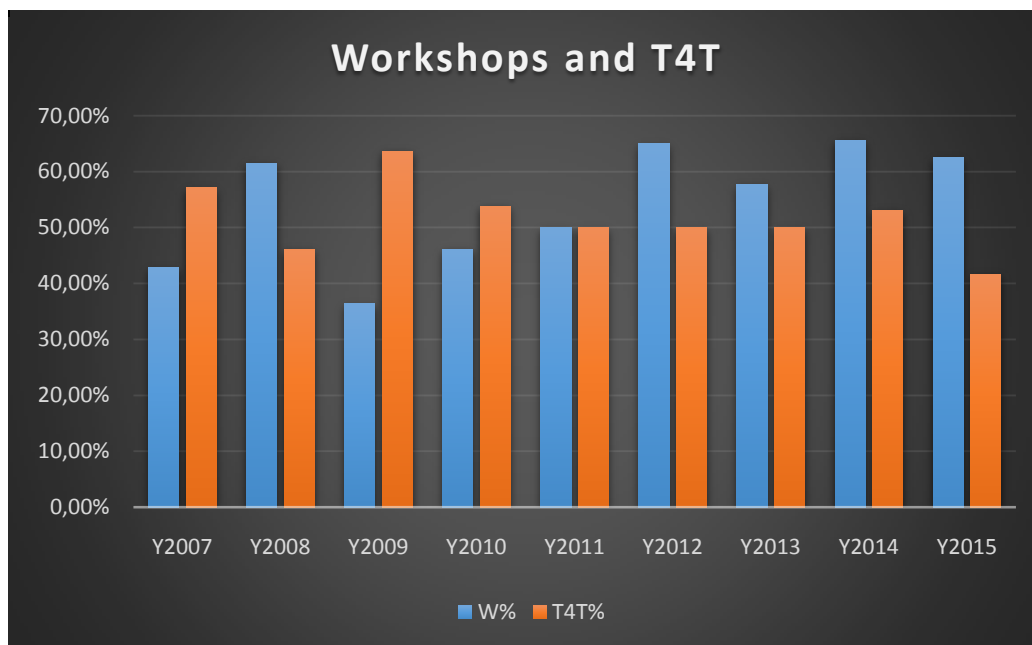
While the broad definition of workshop makes these numbers to come as no surprise, the very high presence of Training for Trainers provides a clear depiction of the other side of non-formal education projects: training for the teachers, and workshops for the 'students' (here, students can mean citizens, parents, and so on). The main difference, as stated in the theoretical framework, is that workshops train direct content or skills, while training exercises the ability to teach these skills to others.

Table analysis

Out of the found organisation, the vast majority of them were NGOs. Many of the projects are organised in partnerships, often under a network coordination (such as NEPC or GOOD). These partnerships usually are related to the needs of the project, for instance Nansen's New School, together with the ministry of Education and local schools, as they need them for the project. Another found example are the projects organised in Istria by the Foundation for Civil Society, which, by the multinational nature of the peninsula (Croatia, Italy and Slovenia), are usually international partnerships. The number of international projects has remained similar in relative terms, but the decreasing number of non-EU funded international ones suggests that, while is not comparatively easier to find funds for an international project compared to a

local one, when an international one is organised, it needs funds that are mostly provided by the EU (or other organisms such as foreign embassies and agencies or private foundations). It is also important to notice the existence of a small number of civil society organisations dealing with citizenship education outside all these networks, from a strongly conservative, catholic background, such as the leadership academy organised every year by Mlada Pozitiva.

The projects detailed in Annex V are part of normally larger programs from the organisations, and have an average duration of between one and two years. Nevertheless, some projects (such as the Civic Literacy project from GONG or the School for Human Rights of CMS) are organised yearly under the same name. Save from some NGOs that directly cover citizenship education (such as GONG's active citizenship program), most of the organisations analysed have their own dimension of citizenship education as part of a larger view or set of priorities. This can be seen in projects from Ženska Soba or Ženska Udruga Izvor, where the stress is on LGTB and gender issues and sexual education, or in Zelena Akcija with sustainable development and ecology. Nevertheless, the most transversal topics covered systematically include active citizenship and social engagement, civic literacy, minority and problem solving, and human rights, which are present in most of the projects through the years (count). Out of these results have the case studies been selected.

Case Studies

The case studies have been selected out of the seven conducted interviews that are listed in Annex III. The first case study is from the Foundation for Civil Society Development in Istria (westernmost peninsula), located in Pula. The second one is from CarpeDiem, an NGO working on Citizenship Education and youth empowerment, in Karlovac (between Zagreb and Rijeka). GONG and NEPC, respectively an NGO and a Network and International NGO (INGO), are based in Zagreb, and both deal with citizenship education. Last, Nansen Dialog Centre is based in Osijek, Slavonia (eastern Croatia), and works in Osijek and Vukovar counties, and it is an NGO part of an extensive network of Balkan Nansen centres created after Norway's Nansen explorer and organisation.

The last case study is a remark of the EVS (European Volunteering Service), a supporting mechanism of the European Union to civil society in general by mobility and funding of volunteers across the continent.

Civil Society Foundation Istria (CSI) - Pula.

The foundation for partnership and development of civil society of the region of Istria, Zaklada za poticanje partnerstva i razvoja civilnog društva Istra (Foundation for partnership and development of civil society of the region of Istria; hereinafter, 'the Foundation') was founded by the regional government of Istria in 2006 to foster civil society development, serving as a meeting point for public and private partnerships, with the stated mission of providing information about civil society; organising educational activities about civil society topics, and provides funding for civil society projects. Most of their projects are focused on the Istrian peninsula, the westernmost part of Croatia, which also has a Slovenian strip and the Italian city of Trieste. This set up provides for a rather interesting environment of regional and international cooperation.

In the education field, the foundation organises local and international projects with different partnerships. For this purpose, over 40% of the funds are provided by the EU in one of their various programmes. The foundation considers the EU funds to be of key importance in supporting civil society, as many of their developed projects would simply not exists without them. In this sense, they consider that the whole process of integration has had an extremely positive impact in the development of these projects. They assume that, without EU support, projects would be les international, on a smaller scale and with less impact, and that the situation is particularly complicated now with HDZ and the Conservative coalition in government.

They consider that the application process for funding is relatively simple and straightforward when the information has to be sent directly to Brussels (Such as the Europe for Citizens Programme), with adequate requirements and effective monitoring. However, their experience with national agencies dealing with EU funds (such as SAFO in Croatia for IPA funds) is negative, with a much heavier load of bureaucracy regardless of the sum required.

In their developed projects, they have not experienced any particular difference between international and national projects regarding funding, using different ones for each

occasion, and neither have found a significant change in 2013 with the accession: while some funds (such as IPA) are no longer available[28], others such as the ESF cover the gap. They have, however, encountered problems with the fact that funding programmes do not cover salaries, other than experts, creating some financial problems.

Regarding other types of support, while they are aware of platforms for exchanging best practices and partnerships, they have not used them directly, as they consider that personal relationships and networks provide more reliable partners[29]. Nevertheless, they acknowledge that the participation in projects under the 2013 European Year of Citizenship, which formed the 'Citizenship Alliance' of partners across Europe, all covered by EU funds, provided *more than half* of their current partners as contacts for their projects.

In many of their conducted educational projects, they use the 'Theatre of the oppressed' methodology (see image below), a participative role-playing one created by the Brazilian theatre practitioner Augusto Boal in the 1960s to address local problems involving people as participants, to promote social and economic change.

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[28] Albeit the IPA system has a 3 years time to be spent after accession.
[29] Particularly, as if the foundation is the leading partnership, it is held responsible for other partners not meeting their goals.

Tree of the Theatre of the Oppressed
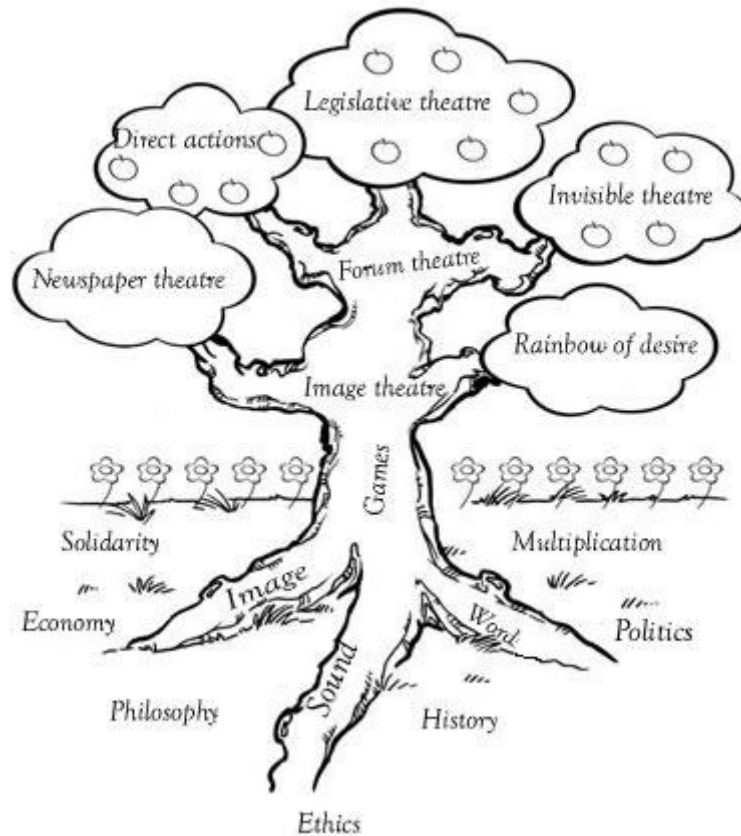
Source (ITOO 2015)

As can be seen on the tree diagram, the theatre adopts many forms. Two of them, present in the projects analysed, are the Forum Theatre, and the Legislative Theatre. In the first one, there is always an oppressed and an oppressor, and several other actors, and the public adopts the role of 'spect-actor' and can, voting, decide the outcome of the play. While they cannot remove the oppressor, they can change other aspects of the play to change the situation. In the second case, the actors are the proponents of motions and discuss as in a parliament, but the public votes the motions.

Projects analysed

Active Citizens for Europe (ACE)

This project was conducted under a partnership with Slovenia, the UK; Poland, Montenegro, Bulgaria and Italy. The Foundation was the main partner. The project itself lasted for one year (2014-2015), and was the 3rd instance of the 2008 program ICE (Istrian Communities Europe, also 1 year) and the Think EU in 2011-2012 (18 months). All three projects were funded by the Europe for Citizens Programme. While ICE

included largely workshops in High schools, Think EU included as a novelty activities in Kindergarten: drawing contests, poems and small games. Not only they saw what small children thought of the EU, but they also organised an EU day for them with workshops and other games, noted that 'they can develop a closer attitude towards the EU if activities like this one are conducted at Kindergarten level'. The project also included a wide poll on citizens' opinion on the EU, debates, and Training for Trainers, as volunteers trained were supposed to train other people when they returned.

As for ACE itself, it included the Theatre of the oppressed in the methodology. During its development, it included promotion activities (brochures and so on), and then two sets of Training for Trainers, one for 'general citizens' (of all ages) and another for young people, in which they had to practise games and conduct an activity afterwards with others. For the 'general citizens' they could choose to organise a workshop, debate, etc. The young people had to organise a play under the 'Forum Theatre' rules, extending the program to each of the partner countries. Finally, a booklet of tools for active citizenship was published, and the theatre workshops were uploaded to Internet (see annexes for links).

Theatre for Active Citizenship (TAP)

This project was conducted under a partnership with Slovenia and Italy, for a year, in 2013-2014, also under the leading role of the Foundation. It was funded by the Youth in Action Programme, and it involved a more or less set group of people in different phases. During the first stage, they all met in Italy, starting with activities to gain trust, but largely with debates and best practice sharing: 2 members of the Italian partner got elected for the local government, and they attempted to find how they got interested in politics, how they got elected.

In the second stage, the people who already knew each other from Italy held 10 different plays under the Forum Theatre scheme (one given example of a play was one in which a person gets a job without qualification, while others do not get it while having it; the audience must direct and decide how to change that and how to avoid it). Afterwards, they all met in Croatia with a trainer trained by Augusto Boal himself, where they held discussions. Afterwards, they organised a Legislative Theatre session; dealing with political issues both related to local and European level, and political engagement. Lastly, another Forum Theatre was conducted in Italy.

Young Members of European Parliament for European Democracy

This project, in which the Foundation was a partner, was conducted in 2013-2014 on a partnership with Romania, Lithuania, Latvia, Czech Republic and Italy, founded by the Youth in Action Programme. They all gathered in Jelgava, Latvia, to simulate the working sessions of the European Parliament. In a first stage, 3 workshops were made to introduce the functioning of the parliament (with a Lawyer). On a second one, workshops were conducted to learn the different stages of legislation procedures, committees and political groups. Afterwards, the parliament discussed several topics following the ordinary procedure with the training gained. Of all the proponents, 3 people were selected for a trip to Brussels where they visited all the EU institutions.

Women of the Resistance

This project was conducted under the leading role of Kid Pina, the organisation that brought to the Foundation the Theatre of Oppressed methodology (from Slovenia); the partnership included Croatia, Slovenia and Italy, and was funded by the Europe for Citizens Programme. It started in 2015, and it uses several forms of the Theatre methodology, together with workshops in Schools, to know about the life of Maria Antonieta (an Italian nurse that joined the Yugoslav partisans and afterwards the Italian ones) in the resistance, and the meaning of resistance today (in literature, graffiti, etc.).

CarpeDiem (Karlovac)

Carpe Diem is an NGO founded in 2005 with the aim of promoting the and developing the creative and social potential of children, youth and adults, and of raising the overall quality of community life, with their main fields being youth initiatives and exchanges, youth policies, democracy projects, trainings and workshops, etc. Since 2008 Carpe Diem has been running the Grabrik Youth Centre in Karlovac, and has focused on the Youth. In 2014 started working with the European Volunteer Service (EVS), hosting international volunteers and sending abroad Croatian ones. They conduct yearly many local and regional projects (in the Karlovac county), and in many of them active and European citizenship are key parts.

European funds suppose circa 33% of the funds received by Carpe Diem, particularly for projects with a European dimension on them. They consider the application process to be easier when it comes to Brussels directly rather than Croatian agencies dealing with EU funds: the bureaucratic process is much more complicated, with much more

reporting needed, including the justification of internal meetings among the project team that usually have no record. Carpe Diem considers that EU funds have had a very positive impact in the development of projects of civil society; in their case, it has allowed to hire more people, and to hire full-time some of the formerly temporary staff. The funds helped develop larger and wider projects, covering larger parts of the population.

As for EU accession, the expectations were that opportunities would increase after 2013, as funds such as the ESF would be available. Nevertheless, the change has not been noticeable due to the fact that the Croatian bodies responsible for development of EU projects have not opened the call for projects when it should; both the former government and (particularly) the present one are making life as hard as possible to civil society.

Regarding other types of support, they use the Youthpass system with all the volunteers. They have not used platforms for finding partners, as they consider personal networks more reliable (leading partners are often held responsible if other partners in the project do not comply), and they had negative experiences in the past.

They have also found legal improvements, particularly the reduction of bureaucracy regarding exchanges and volunteers: now it is not necessary to register them or pay the working permit.

Projects analysed

Moj glas za EU (My vote for EU)

This project was conducted in 2013-2014 during 12 months in Karlovac city and county, to promote participation and active citizenship, related to local, national and European elections, and to discuss European topics. It was conducted with Carpe Diem as the leading partner, and was funded by the Youth in Action Programme (80%), and involved 5 Highschools and their 18-years old students. The project, starting with information about the EU, included meetings between the students and the Croatian members of the European Parliament brought for the project. The project also included a mock European Parliament where the students discussed several issues, and the creation of two movies motivating participation and elaboration of promotional brochures. The project was also widespread all across Croatia with youth organisation as partners. A Facebook page was also created posting daily information about EU

matters, and particularly the European Parliament, and it has been maintained after the project was finished.

Job Club for Youth Karlovac

Job Club for Youth is a project carried out by Carpe Diem in Karlovac (started in 2015 and ending in July 2016) funded by the ESF. It is the updated stance of the Club for Unemployed Youth conducted in 2011-2012 (without EU funds). It reached 98 young (15-29) unemployed people, who conducted group workshops and eventually individual ones, including the realisation of a video CV by 57 of them and meetings with local employers. 50% found a job afterwards. This project was presented and promoted through an international project called 'I don't know what to do', between Romania, Slovakia and Croatia, and a report brochure was produced afterwards.

Who and how towards a city Youth Programme?

This program was conducted in Karlovac to promote participation in politics, promoting discussion with decision makers, during 2013-2014, and was funded by the Youth in Action Programme. It included Training for Trainers, teaching civil society activists how to monitor implementation and deal with the Youth Programme.

Network of Education Policy Centres (NEPC) (Zagreb).

NEPC is an international network of organisations involved in educational and research activities, present in 20 countries from the 'transitional world' (post-communist countries) plus Turkey. It was founded in 2006 and currently its members are mostly NGOs, together with Research Institutes and Universities. It has its own legal personality (as an International NGO, INGO), and therefore both organises its own activities and acts as a coordination ground for multinational projects. Its values revolve around the idea of sustainability as a central framework, for which inclusion and participation are considered capital traits.

Of their activities, over 45% is covered by EU funds of different sorts, relying for another third on Open Society Foundation. They consider that the situation was easier before 2013, as many network funding programs were cut after the three-year period by the EC, and competition for general EU calls is now much stronger, with many funds not being available in practice for civil society (having to compete, for instance, with universities). Moreover, the absence of call for projects from the Croatian government has left them without the possibility of accessing ESF that way.

NEPC has encountered great difficulties with National Agencies (such as SAFO), as they are much more strict, add more financial requirements, set national priorities to be followed, and so on, *using up to 50% of effective time in administration duties.* Brussels direct calls seem to understand better the flexibility of a project and how plans might change. NEPC has, in the past (and now via countries that still access those funds) used IPA funds successfully for education, as once you fulfil the financial requirements you can add more activities if you have the time. They suggest that calls should include a definition of the kind of organisation that may apply (as for a university a fund might mean another project, while for an NGO it might mean the difference between continuing or ceasing to exist).

In any case, they conclude that European funds have had a decisive and extremely relevant role in the development of civil society. However, they noted that there are a large number of really important small organisations of civil society working that are too small to apply for these funds, and therefore remain unseen. The complexity and requirements of the funding system systematically promotes large organisations over small ones, and large ones can turn their survival into an end on itself, comprising their objectives, labour ethics and so on.

Aside from the projects related to citizenship education listed below, NEPC coordinates many others where the leading partner is other organisation (such as FSO), and conducts different research projects on citizenship education, such as 'Making History work for Tolerance' and 'Living Together, learning together'.

Projects analysed

Enjoined

This project was organised by NEPC as the leading partner between 2011 and 2014 (3 years) with 20 partners from Croatia, Bosnia, Estonia, Georgia, Kosovo, Macedonia, Romania and Slovenia. It was intended to bring together civil society members from education and green issues so they could learn from each other. It was founded by IPA, through the ESdPI (Education for Sustainable Development Partnership Initiative) project, and included Training for Trainers for Teachers to implement better education, together with policy recommendations and analysis of education. Zelena Akcija, one of the interviewed organisations, also took part in this project as a partner in the school for sustainability, together with Forum za Slobodno Obrazovanje.

Regional Support to Inclusive Education

This project, aimed at education at the school level, was funded under an IPA calling for education of which the Council of Europe received the funds, and called again for both a research and implementation tenders during 2014-2015. The research position was obtained by the London School of Economics, while NEPC obtained the implementation and direct work with schools. The project was directed at the former republics of Yugoslavia, and based on the principle of inclusive education, studied the school as a whole (including administrative staff, students, parents and teachers). During the first year, the different parts of the school did an exercise of self-reflection of their needs, followed by a strategic planning. During the second year, the former planning was implemented, with the participation of all and extensive training for teachers. As part of the philosophy, the members of schools were trained to steer the education policy in the measure of their autonomy, despite state centralisation. A broad network of teacher support, called InclusiveTeacherNet, was created and several documents distributed for extensive training. NEPC is currently waiting for two more applications after the conclusion of this project.

Summer School

The summer school is an annual event organised by NEPC during a week every summer, from 2008 to present date, largely focused on training civil society members and organising meetings among them and with academics and policy makers. The School is self-funded, and has taken place each year in a different Balkan or Caucasus countries. The exception is the 2012 School for Sustainability, in Croatia, that was included in the enjoint project described above, and funded by IPA together with the rest.

GONG (Zagreb)

Građani Organizirano Nadgledaju Glasanje (GONG, Citizens monitoring elections in an organised manner) was formed in 1997, with the original mission of monitoring the government and the elections and encouraging citizen participation[30]. During this time, the regime under Franjo Tudjman was openly hostile towards civil society, and particularly towards Human Rights associations and others such as GONG. GONG's activities have developed since then, and now has activism, educational and research

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[30] They monitored the elections in 1997 despite independent, non-partisan monitoring was strictly forbidden. After social pressure, the 'orange amendment was passed in 1999 allowing it).

activities in Good Governance, Active Citizenship, Civil Society, and European Union affairs. They have managed to make the Parliament have an 'open doors' policy, monitored the implementation of Chapter 23 of the Acquis Communautaire (Civil Society) coordinating platform 112 together with other 60 Civil Society Organisations, and disclosure of closed meetings of the government.

GONG's main funding sources are EU funds (between 60 and 70%), together with funding from private donors such as Open Society Foundation and the Croatian Government. This system has allowed them to survive after the 2015 cut on funding for civil society (and lack of calls for projects for ESF)[31]. GONG estimates the European Integration as having a extremely positive effect, not only in funding that have helped developing civil society and projects that would have never been realised otherwise, but also in the adaptation of legislation and institutions during the pre-accession procedure: they allowed to create an infrastructure for civil society (such as the National Foundation for Development of Civil Society). In this sense, they consider that the main problem is the lack of monitoring tools from the EU once the country enters the Union: that being in July 2013 the situation worsened. They consider that the bureaucratic process in decentralised calls is significantly worse and less rational than the Brussels-based one, but also that these calls are usually easier to link to current problems, while the Brussels' calls are usually more broad. The change after 2013 should have been postivie (as the ESF funds are larger), but the actions of the Croatian government have prevented this from happening.

Aside from the legal support for civil society and the economic funding, they have also found support in institutional terms with European platforms such as the European Civil Forum and the ECAS, where they have shared best practices, built a network of organisation with similar interests, and coordinated advocacy at the European level.

One of their projects is the aforementioned Active Citizenship, where projects are held with research on citizenship and participation, knowledge and confidence on institutions, and educational projects for the general public (largely youth 18-30) and for Civil Society organisations (Trainings for trainers). It also covers the support of

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[31] The government diverts attention from other problems while getting rid of potentially annoying actors of Civil Society, as the general population, that usually earns the minimum wage and gets the rest in cash, see the 'high' legal salaries of Civil Society as a drainage of their taxes. The aggressive rhetoric against civil society of Tudjman years are back with the HDZ government.

initiatives by common citizens by providing funds, materials, mentors, developing aid, and other mechanisms.

Under this projects, GONG was one of the founder of the GOOD initiative (Gradjanske Odgoje i Obrazovanje, Initiative for Citizenship Education), together with Centre for Human Rights Zagreb, in 2008. Now it is formed with almost 50 organisations from all around Croatia with interests in Citizenship Education, growth greatly helped by the development of the 'new era of Human Rights and Democracy in Croatia' in 2012, developing both training for Teachers of Citizenship Education and advocacy for the introduction of Citizenship Education in the School's Curriculum.

Under the GOOD initiative and GONG's and CMS's coordination (and with funds both from the EU and from the National Foundation for Civil Society and the Open Society Foundation), projects have been coordinated in citizenship education, training for trainers, capacity-building of civil society, and activism, such as the recent initiative Hrvatska Može Bolje, fighting for the curricular reform from the advocacy and activism point of view, that recently gathered more than 50,000 people in Ban Jelacić square (Central Square in Zagreb) for that matter (M. 2016).

Projects analysed

New era of democracy and Human Rights in Croatia

This project, conducted under the leadership of Mreza Mladih Hrvatske (MMH) under IPA funding, and with GONG and CMS as the partners, took place between 2012 and 2013, and included, in the first stage, extensive training for teachers in the field of citizenship education. From there teaching material for teachers was facilitated and workshops were conducted with students and teachers. A significant part of the project entailed the implementation of the pilot project of the civic education curricula in 12 schools (8 primary schools and 4 secondary), of which half were implemented under GONG supervision, and the other half by the Croatian ministry of education. This project helped developing the GOOD initiative and left, as a result, a database of civil society organisations that schools can resort too for cooperation.

Libera

This project was conducted in 2014 and 2015 under the leadership of GONG in Zagreb, Porek and Osijek, with partnership of Volunteer Centre Osijek and CDI Porek. It had IPA funding, and focused on capacity-building and education of civil society

organisations. Aside from training and workshops, extensive mentoring of organisations was provided (Human Rights, Minorities' rights, LGTB, Public Goods, Social Rights, etc.), and support for different projects, round tables and public discussion.

As part of the supported projects, NANSEM and Dokumenta developed the initiative Svi mi za Hrvatsku svih nas (loosely translated as 'we all in Croatia, Croatia for all of us) in favour of inclusion of minorities and tolerance in Eastern Croatia, or the leadership of GONG in the campaign against the anti-Cyrillic referendum proposed by the far right.

Education for Civil Literacy

This project of formation for Citizenship Education, conducted yearly since 2011 by GONG, relies on extensive formation of teachers that deal with citizenship education, through trainings on media, political and EU literacy. It does not have EU funds, and its continuity, although not in jeopardy, will undergo severe cuts due to shortage of funds from national sources.

NANSEN (Osijek)

Nansen Dialog Centar Osijek was founded in 2001 in the City of Osijek, Slavonia (eastern Croatia). Its name comes from the Norwegian explorer, scientist, humanitarian and diplomat Fridtjof Nansen. He created the Nansen Passport, which allowed peoples from countries that disappeared after 1st World War to resettle in other countries, what gave him the Nobel Prize. Connected with the Nansen centre in Norway, where all its members received formation in the Nansen Academy, they are linked with Nansen centres all across ex-Yugoslav republics. Initially they relied on grants from Norway, but from 2009 with the pre-accession procedures to the EU, they rely on their own funding and EU funds. Their focus is on conflict resolution, peace studies, minorities, and intercultural education, involving teachers, students, parents and general citizens.

One of their largest objectives will be analysed below in the 'New School' project, given the fact that recent research showed that currently children in the area have stronger discriminatory behaviour than their parents; that they have grown up in Vukovar[32] as a divided city torn apart by the war.

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[32] The divide in Vukovar is particularly significant, as children grow up in a city with Croat and Serb bars, shops and streets, and have their classes in their minority language, effectively not having classmates from the other ethnicity.

As an organisation, they rely on EU funds for over 60% of their expenses and projects, and they consider their impact extremely positive, particularly after accession when funding has become more complicated, and after 2015 and the government's attempt to silent civil society in Human Rights and Citizenship has become particularly evident. Funding has been cut and diverted to Sports and charity, which are useful for the government. They also remark that administration procedures in decentralised calls is extremely problematic, needing a person hired full time to solve the issues, situation that is not necessary in the Brussels' calls. Of them, they have not found any problem with the topics, as they consider that they are broad enough to cover the needs of the applying organisation.

Despite the importance of the funding, Nansen manifests that the largest and most important impact of European Integration comes in legal support: it forced Croatia to adopt legislation during the pre-accession period, particularly the ratification of the different conventions on Human Rights, Minorities' education and languages and so on, that would have taken decades to be made on the country's own initiative, if ever, and would have certainly been worse.

From the institutional side, they have no particular experience with EU-wide platforms and they have not found any support from that side.

The New School

The New School is a project that started in 2003 and continues until today, with several subprojects on it. It was born to change the educative situation in Vukovar and Osijek: students attend divided schools by ethnicity. While they acknowledge the right of minorities to learn in their own language and history, the educative program is deepening the divide among children and society; so they decided to provide an alternative: a school where students would study and grow up together. This faced the opposition of political positions of school principals and parents, but also of teachers, who benefit from teaching positions and smaller classes that would likely disappear if the different ethnicities studied together.

The curriculum was elaborated for that school during the first years (and counted on financing by the EIDHR), and was approved in 2007, but without legal act to implement it, it could not be used in official schools. As part of this curriculum, the subject 'Cultural and Spiritual Heritage of the Region' was developed as a standalone subject

(also with EIDHR funding), and taught in several schools via teachers trained by Nansen. It remained nonetheless extra-curricular and non-formal, as from the beginning they considered that such a subject should not be graded. Out of this, also a Handbook was published in 2011 for the teaching, normally to be used during the weekly session of the teacher responsible for the classroom with their students.

This subjects were taught using partially the 'Personal narrative' methodology, assuming people's bias towards known people, despite the partial nature of the story, to allow understanding and knowledge among students, and building trust, before communicating effectively. These experiments have proved to create friendships between previously divided students, and among other materials, created a movie called 'are you going to say hi to me on the bus?'(See annex IV). Extensive training of teachers, workshops with students, and meetings and discussions have been held during all the New School Project, together with the research project 'My neighbour, my enemy' in cooperation with Berkeley University, where 15% of the children of Vukovar were included in a longitudinal study of 265 families in 2001, 2007 and 2011. The project found that two-thirds of the students discriminate by ethnicity, and would prefer someone from the same culture over someone with higher skills in the relevant field (be it a football trainer or a teacher). It was also found that 70% of people were not satisfied with the state of affairs, that 75% preferred their children to have joint classes, and 82% that they should learn about other minorities[33].

The lack of political will has continued, and during 2011 and 2014 the SPD failed to recognise legally the curriculum. The project relies currently on a network of teachers trained by Nansen, while advocacy continues with the ministry. After the impossibility of developing the program on existing schools, the project shifted to getting two new buildings, one of them already recovered. The project, due on 2017 as an intercultural school between the Ministry and Nansen, is now on hold after the electoral victory of HDZ in July[34]. The project has, in all these years, counted on funding from the EEA Grants from Norway, Open Society funds, the Croatian government, and the EIDHR funds.

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[33] One of the reasons for the development of the CSHR subject was the fact that the Croat population learn nothing about minorities, and that minorities learn about their own minority and the Croatian majority, but not about other minorities either.
[34] Despite counting with EEA grants from Norway

European Volunteering Service

This section contains an example of a volunteer, Ileana, working under the EVS scheme in Croatia, to depict in details the functioning of this support mechanism and the experience, motives and learning of volunteers under the scheme.

She works in Zagreb at Syncro. Syncro is a NGO part of the international Synergy group, with focus on non-formal education, personal development and international cooperation, founded in 2010. Their focus on education, releasing human potential and skills, pushing people outside the comfort zone, based on learning by doing (know how), is related to the economic and social dimensions of citizenship. It organises workshops, meetings, Trainings, youth exchanges, and short events. It has been part of the EVS program since 2011, sending volunteers abroad since then, and receiving since 2013.

Her EVS period with Syncro started on the 1st of March 2016. She had taken part in several Youth Exchanges, and met the organisation in one of them in charge of the workshop. She works with other 9 EVS in Syncro, taking part in some of their projects and workshops on development of cultural, social and initiative skills (including role-playing games and negotiation and conflict-solving workshops). She has also taken part in trainings among activists. The organisation encourages, too, the proposal of their own projects, including the so-called 'Personal project': A large project to be developed among one or more people[35]. Ileana left her home after an unsatisfying job, to discover and develop herself, in the process taking part as an educator for non-formal education projects that in many cases include citizenship education, and learning it herself. Her plan is to develop a personal project as a website that might be turned into a business, and to use her skills and qualities developed during EVS when she pursues back her architectural career.

She values EVS as a unique opportunity both for personal development (to travel, to learn new cultures and languages, and engage in the society of reception, together with organisations to use the skills and knowledge of international people in their projects (including, for instance, the exchange of best practices as with the ARTichoke festival quoted above). Nevertheless, she acknowledges that organisations sometimes do not

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[35] Out of this scheme, for instance, the ARTichoke Festival, organised by one of the EVS volunteers in 2014 after the one from Brno, and that has been held every year since then, based on Arts and creativity, with concerts, meetings, workshops and other activities.

provide clear tasks, or challenging ones. Some of the skills that should be learned (such as project design and writing for application) were not. Another important factor in EVS is age: with a range between 18 and 30, the expectations are largely different, and what might provide an enriching international experience for a high schooler may be utterly insufficient for a more adult volunteer. She notes however that she cannot speak for the general feeling and that she has found both impressions along the EVS program.

In this sense, EVS provides both skilled 'labour' to civil society and skills and social capital to Europe in general, with engaged people creating networks, learning languages and developing skills that can be used when working on a regular job, both back in their home countries or in other ones. EVS could also be understood, aside from a funds scheme or an institutional tool of support for civil society, as a program for European citizenship on itself, as allows exchanges and mobility of people across Europe without the need for external funding (that usually is the case for Erasmus scholarships). Moreover, the openness of the call based only on age reaches more people without the bias towards university students.

Analysis of Case studies

The first and most obvious common ground among all organisations is the importance of EU funds: in all cases it represents more than a third, and in some almost 70% of the funds these organisations have. Interviews consistently have coincided in the relevance of these funds for the development of projects, together with the scope and size of these. Related to funds, the case studies provide two interesting insights: the difference between centralised and decentralised calls, and the changes after accession and 2015.

In the case of centralised calls from Brussels versus decentralised calls by national agencies, opinions also consistently show that calls from Brussels are more flexible and require much less administrative workload when compared to national agencies such as SAFU or Mobilnost. They manifest, nevertheless, the problem of strict funds, where money is pre allocated, sometimes in non-practical ways (such as assigning a fixed amount for food or travel, even if the money is needed somewhere else).

Regarding the changes in time, there was a consistent hope of improvement after 2013, but while some organisations (such as the Foundation in Istria) has experienced no significant change, the general impression is of a worse situation, that is nevertheless due to the lack of calls from the Croatian government, rather than EU's problem.

GONG and Nansen acknowledge that, nevertheless, the lack of monitoring tools and political pressure after accession is a significant factor for this development.

All the cases develop non-formal citizenship education programmes that include trainings and workshops, with different methodologies and approaches, and that cover citizenship education linked to their main field (from personal development in Syncro to Active Citizenship and EU in GONG, Youth and economy in CarpeDiem, or Minorities and Human Rights in Nansen). All the organisations agree that adding an European dimension to the project dramatically increases the chances of obtaining funding, but that the international dimension is not necessary, as there are funds dealing with different fields.

Aside from funds, some organisations (Syncro, CarpeDiem) use Youthpass for the EVS scheme within their organisation; within them there is an agreement of the legal improvement after accession in terms of simplicity of the process for registration and volunteering.

While GONG relies often on international networks and platforms to exercise Europe-wide advocacy and coordinate projects, the rest of organisations have signalled the delicate position of the leading partner with respect of the rest as a reason for not relying upon these tools, as the leading partner is held responsible for the fault of the others. In this sense, they manifest that personal knowledge and networks are far more reliable when it comes to these activities. Nevertheless, they all have used these systems for sharing best practices at some point.

Nansen has pointed out that the most important support from the EU is not financial, but legal: the ratification of conventions of Human Rights, Minority rights, and so on, during the pre-accession period, have improved dramatically the legal status of these groups.

The EVS system seems to be also a strong tool for support of civil society projects, although interviews show that receiving agencies do not necessarily know 'what to do' with these volunteers in terms of developing the potential.

The fact that the Foundation has not encountered problems with funding after 2013, and that GONG relies on international platforms, might also be related to the acknowledged point of NEPC about the bias towards large projects and organisations of European

support, that misses the large network of small civil society organisation and their work, as the application for this support needs a considerable amount of skills and resources. The foundation is the only one also to not remark hostility towards civil society, particularly highlighted by Nansen and GONG. These organisations explain that part of the hostility from the population comes from the perception of waste of funds, given the fact that these organisations pay entirely their salaries within the legal labour market, and therefore are perceived as high compared to the 'official' salaries of the working population.

Final analysis

Findings in the case studies seem to be in line with what has been found in the database of studies: particularly, the decrease on projects and on funds in 2015 after the change of government, and the peak in 2013, when the IPA funds were still available normally but other funds entered the options.. The relatively stable share of international projects (between 30% and 40%) seem to corroborate the general feeling among organisation that there is no such thing as a bias towards international projects, if yes on European issues[36]. Case studies present the relevance of institutional and legal support, particularly the first one in forcing the government to open calls and offer the funding, and explain the decrease seen in the database of the first stage of the research. In this sense, it can be concluded that the information provided by case studies is consistent with what was found in the database.

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[36] The fact that this is not reflected in the database is related to the fact that normally the European dimension is not a goal on itself (unless is an specific project on it), but a dimension on the whole project, even when it deals with active citizenship.

VI Conclusion/findings

The results analysed above consistently support that the impact of European Integration in the development of projects of non-formal citizenship education during the period 2007-2015 in Croatia has been extremely significant and largely positive (albeit temporal, as will be explained below): The number of projects has increased threefold, the funds have contributed moving from a fifth to more than two-thirds. The assessment from the organisations on this impact relates to the steady increase in projects and funds, which would have simply not happened without this support. More ambitious projects, with more target audience, activities and materials, and international dimensions, have been held; the funding and platforms allowing the exchange of expertise and trainers, and the edition of materials and covering expenses. Although the calls offer all sorts of content, the interviews have showed consistent results of a larger presence of the European dimension in citizenship projects in seek for funding.

Aside from more well-known financial support, European Integration has had a very positive impact on the development of these projects with the institutional and legal support. Legally, the accession to the EU has supposed both the simplification of administrative procedures (that have eased the path for mobility of trainers and volunteers) and the implementation of legislation and rights in Croatia that contribute to an independent and strong civil society, and gives tools to organisations about their projects (such as the conventions for minorities and the projects related to it). Institutionally, the setup of platforms of advocacy and connection with the Economic and Social Committee has enabled civil society in Croatia to coordinate for large international projects, and to draw resources and expertise for local ones from a much wider environment. The main institutional impact, however, is the accession conditionality, that forced the government to comply with legislation, its disappearance once the country enters the EU poses a problem that can be seen as well in other countries.

The impact has its downside on the bias towards large organisations[37], in the rigidity of funding, in the problems with the management of national agencies, and, overall, in the monitoring issue after accession commented above. European Integration, as a goal,

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[37] This can also be seen in the situation of the Istrian Foundation. However, this case would need further research as for the general situation in the Istrian region, given the geographical differences and attitudes of the government and the population there.

provided the government with incentives to work towards this aim thoroughly. However, once the country is inside the Union, the lack of monitor systems and pressure mechanisms have diminished largely the institutional and political support, what has, in return, waned the available funds managed by national agencies. Together with this, the institutional support in form of platforms and forums for civil society and European level have been consistently met with distrust, as establishing partnerships via them poses a significant risk for the leading partner in the project, steering the process towards personal networks rather than institutional ones.

In conclusion, the process of integration itself has had a large positive impact in number (more projects), scope (topics covered, with a bias towards Europe, nevertheless) and size (more activities, more countries involved, more people targeted) of projects dealing with citizenship education in all its characteristics, but the question of 'what happens after integration' remains a relevant one, particularly with governments such as the conservative-nationalist HDZ, along the lines of a rise in right-wing trends in Europe that threat the very core of rule of law in many cases. It comes to no surprise that the first cuts in civil society funds in Croatia were directed towards Human Rights, Active Citizenship and citizenship education organisations (both in state funds and in state-managed EU funds). The positive impact on civil society is in jeopardy after accession, and mechanisms of oversight should be introduced to avoid ruining all the progress done before. Together with this, a more flexible approach towards responsibility in partnerships might help develop the platforms that currently exist, as no organisation had any particular critique on them other than the risk of unreliable partners.

If we assume what has been asserted in the theoretical framework on the link between democracy and citizenship and citizenship education, and on the importance of non-formal learning for it, the analysis concludes that EU integration has had a positive impact in the development of these projects, and therefore in improving democracy as a whole. However, the research also shows how the structure created during accession is starting to fall apart: the large positive impact commented above can be regarded as merely temporary, unless a major direction change occurs in the country or the EU. The civil society structure created was highly dependent on EU funding and on EU pressure on the government to open the funding, and it is already crumbling under the lack of support.

Comments

This reality raises several issues outlined above regarding the whole scheme of EU integration and support for democracy, rule of law, civil society and human rights. First of all, the while the years of expenditure can be regarded as well as an investment rather than a mere spending of money, the sudden cut in funding after accession due to the lack of conditionality risks the destruction of the whole work. If democratisation and civil society is a necessity and a legitimate ambition, the EU has to develop mechanisms that can impose at least similar pressure on member states after accession as they had to support before, otherwise years of work can be easily destroyed. Another question would be the matter of sustainability raised by NEPC: under EU funding organisations have grown long past their point of sustainability on their own means, and the problem might also be related to a model of civil society that is mostly dependent on public funding to survive and not completely independent. Nevertheless, the actions of the organisations surveyed here seem to prove their independence from the public authorities (to their cost, mostly), and public funding is not uncommon at all in EU countries.

While this research deals particularly with citizenship education and NGOs, the background issue of the findings listed here affect other fields in Croatia and other EU member states: the extraordinary pressure for democratisation exercised by the EU during the accession years in countries of Central and Eastern Europe is in jeopardy as soon as the country is in: the EU lacks the means to punish or exercise negative conditionality on member states without extraordinary political cost, thus rendering them not realistic. The assumption that all member states will behave once inside the EU has proven to be unrealistic, as populist and nationalist movements capitalise popular discontent with the structural reforms and insecurity of market economy. The open hostility towards civil society (save for the Catholic Church) in Croatia can be linked to a general wave of 'anti-liberal democracy' from Fidesz in Hungary to PiS in Poland, now strongly present in the ruling HDZ party (and present also in Western Europe, from the National Front to UKIP). In this sense, the conclusion suggests that the large impact of integration needs another mechanism to not remain temporary, both for the enormous waste of resources setting up a structure and later on not maintaining it, and for the social and political cost. These last ones seem to be capital: in Croatia, where ethnic tensions are still visible and present, and the brutal war is no more than

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two decades apart, the institutional pressure and EU funds were key factors in developing democracy and fostering the appearance of civil society.

This insight is particularly important as a policy recommendation for the European Union, both for existing member states, and for future accession plans for the Western Balkans: a free civil society, properly funded, should be linked to negative conditionality to maintain institutional pressure and keep the member states' governments in line. Moreover, additional special measures for centralised calls should be devised for countries like Croatia, where the calls for funds have not been opened. This, despite the current uncertainty regarding the political landscape of the country, after the parliament disband in June 2016 and elections awaiting in September. The problem, according to the study, is not on the EU, but on the national government's attitude; however, the success in keeping the government in line during accession suggests that the EU can develop tools to keep its influence. Both the organisations surveyed and the EU programs have a focus on young people, and it makes sense: it is likely tha the best hope for Croatia is that young people engage in the political process, and hopefully try to focus on problems such as inequality and corruption, instead of ethnic and nationalistic discourses used by the elites to keep the population distracted and occupied. These programs need to be continued, as cultural changes take long time, and suppose the EU's probable best hope in promoting European citizenship and Human Rights, as the Union lacks enough competences in education, but has a whole network of people and organisations developing projects in that direction. The support, that this research proves extremely significant and positive, needs to be maintained after accession.

On a general final remark, this necessity can be assumed in general for EU monitoring of Human Rights and democracy, as said before, against the rise of nationalist movements in Europe that threaten both them and the EU itself, often a convenient 'elite' scapegoat for their populistic rhetoric, and that finds an obvious example in Croatia given the weight of nationalism in the construction of the post-war Croatian identity.

Policy Suggestions

The commented issues above lead to three policy suggestions for the European Commission regarding funding of civil society. The first one, both before and after

accession, is to review its relationship with national implementation agencies, to ensure that their zeal does not lead to excessive bureaucracy, as has been the case until now in Croatia (with organisations needing someone hired fulltime to deal with the application). The second one is to create an alternative funding scheme to ensure that organisations can access the calls, when national agencies do not open them. The third, and most relevant not only for this topic but for accession and democratisation in general, is to develop an effective mechanism of control and conditionality to maintain institutional pressure and support after accession, giving member states incentives to comply rather than merely trusting their good will. The fact that the Commission can impose fines on countries deviating from the agreed deficit in the yearly budget is an insight that such mechanism is possible and already existing, but not for issues of social social, political and human rights significance.

Research Remarks

The research has encountered difficulties not only in terms of language, but also in terms of information available (largely uneven between organisations) and contact and time options. Although national agencies and the EU delegation have been contacted, their lack of answer leaves the results biased towards the position of civil society itself. Nevertheless, the consistency of replies between different types of civil society organisations and that with the figures of the database seem to confirm what has been found in the interviews. Some of the organisations contacted never replied, what also decreased the available source of material for the qualitative study.

For the assumption of linkage between the results of the project and the improvement of democratic and citizenship quality, although outside the scope of this project, a research could test more in detail not only the 'input' that this study has found significant, but also the output (via interviews and questionnaires on the effective results of these projects), although this might have to take into account the mid and long-term nature of citizenship education, if something else that mere knowledge about is to be measured (Hoppers 2006)

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Wiki 2016b Occupied territories of Croatia, obtained from
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Wiki 2016c Regional Administrative Divisions of Croatia, obtained from
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Wiki 2016d Results in Croatian Parliamentary Elections of 2015, obtained from
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Annexes

Annex I: Formal, non-formal and informal education differences

	FORMAL (intencional)	NON-FORMAL (intencional)	INFORMAL (functional – unintentional)
AIM	Yes	Yes	No
PLAN	Yes	Yes	No
PROCESS	Yes	Yes, flexible	No
SPACE	Fixed	Important, but not fixed	Unimportant
LEARNING	Conscious	(Un/sub)conscious	Unconscious
TYPE OF LEARNING	Information, knowledge	Competences	Anything
MISTAKES	Punished – classification	Allowed, appreciate and being worked with	We learn through mistakes, „the more the better"
AIMED AT	Individual	Individual and group	Individual
RESULTS	Same of everyone	Similar	Different
RESPONSIBILITY FOR RESULTS	Educator	Participant, group, educator	Individual
GROUP-ROLE	Has influence, but not important	Very important	If exists, plays a role
GROUP-AGE	Peer	Inter-generational	Inter-generational
GROUP-INTERACTION	Competition	Cooperation	
PARTICIPATION	Compulsory	Voluntary	Automatic
LEADER	Directive, set	Indirective support, setting	None

Source[38]

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[38] AEGEE, *NFE BOOK: The Impact of Non-Formal Education on Young People and Society* (Brussels: AEGEE-Europe, 2009).

Annex II: Civil Society Organisations from the Sample

This annex includes a complete list of the intial sample of organisations reviewed to constitute the database of projects and organisations.

All names include the available hyperlink to access their main webpage [digital only]

GOOD initiative

ACT Grupa
Ambidekster klub
CARPE DIEM udruga za poticanje i razvoj kreativnih i socijalnih potencijala djece, mladih i odraslih
Centar za građanske inicijative Poreč
Centar za građansku hrabrost
Centar za mirovne studije
CESI – Centar za edukaciju, savjetovanje i istraživanje
DirDem Direktna demokracija u školama
Documenta – Centar za suočavanje s prošlošću
DOKKICA dječja osječka kreativna kućica
Društvo za oblikovanje održivog razvoja
Forum za slobodu odgoja
GONG
Hrvatska mreža volonterskih centara
Hrvatsko debatno društvo
Humanitarna udruga FB humanitarci Varaždin
Info zona
Institut za društvena istraživanja u Zagrebu (Centar za omladinska i rodna istraživanja)
Institut za razvoj obrazovanja (IRO)
Koordinacija udruga za djecu
Kuća ljudskih prava Zagreb
Kurziv – Platforma za pitanja kulture, medija i društva
Lezbijska organizacija Rijeka LORI
Life Potential
Mreža mladih Hrvatske
Nansen dijalog centar Osijek
Pučko otvoreno učilište Korak po korak
Regionalni info centar za mlade Rijeka – UMKI
RODA – Roditelji u akciji
Slobodna škola-društvo za promicanje demokratskog obrazovanja
Udruga Bonsai
Udruga Delta
Udruga roditelja Korak po korak
Udruga za rad s mladima Breza
Udruga za ljudska prava i građansku participaciju PaRiter
Udruga za promicanje informatike, kulture i suživota (Udruga IKS)
Udruga za razvoj civilnog društva SMART
Udruga Zelena Istra
Volonterski centar Osijek
Volonterski centar Zagreb

Zagreb Pride
Zelena akcija
Ženska soba – Centar za seksualna prava
Ženska udruga IZVOR

MMH

AEGEE Zagreb,
Ambidekster klub,
Autonomni centar - ACT,
Autonomni kulturni centar - ATTACK,
Blank filmski inkubator,
Buđenje – Udruga za promicanje zdravog života,
Centar za mirovne studije,
Centar za mlade - CeZaM,
Centar za mladež,
Doniralica, Fantastično dobra institucija - FADE IN,
HERMES,
Hrvatska glazbena mladež,
Hrvatski centar za dramski odgoj,
Hrvatski ferijalni i hostelski savez,
Hrvatsko debatno društvo,
Idem i ja - Centar za zdravo odrastanje,
Info zona, , (
JEF Hrvatska,
Klub mladih Sineki,
Kreativni veznik alternativnog razvoja kulture- K.V.A.R.K.,
Multimedijalni institut,
Nezavisna udruga mladih,
Nezavisna udruga mladih,
Organizacija mladih Status:M,
Pokret urbanog življenja - PUŽ,
PRONI Centar za socijalno podučavanje,
Radio student,
RiRock,
Savez izviđača Hrvatske,
Savez udruga Klubtura,
SOS Dječje selo Hrvatska,
Trokut mladih Kaštela,
Udruga akademskih građana i studenata"Academico",
Udruga Centar mladih Belišće,
Udruga Delta,
Udruga građana Migra,
Udruga Igra,
Udruga MAK,
Udruga mladih Atlas,
Udruga mladih Koprivnice,
Udruga mladih Krik,
Udruga mladih Mladi u Europskoj uniji,
Udruga MOST,

Udruga Plavi telefon,
Udruga Regionalni info-centar za mlade Rijeka-UMKI,
Udruga za izvannastavne i izvanškolske aktivnosti-CINAZ,
Udruga za poboljšanje društevnog života u Kukljici -
Udruga za promicanje kultura Kulturtreger,
Udruga ZUM,
Udruženje za razvoj kulture - URK,
Varaždinski underground klub,
Volonterski centar Osijek,
Volonterski centar Zagreb,
Zelena akcija,
Outside the Networks

Civilno Drustvo Istra
Syncro – Synergy Croatia
Network for Education Policy Centres (NEPC)
Mlada Pozitiva
U ime obiteli
Vigilare

Annex III: Conducted Interviews and field trips

- 6.6.2016: Aleskandra Schindler, Zelena Akcija, Zagreb
- 7.6.2016 Andrej Pevec: Foundation for Civil Society Istria, Pula
- 8.6.2016 Sandra Pavlovic and Aleksandra Podrevarac, Carpediem; Karlovac
- 9.6.2016 Lana Jurko, NEPC, Zagreb
- 15.6.2016 Ileana Rogoz, EVS, Zagreb
- 17.6.2016 Marta Horvat, coordinator of GOOD Initiative, GONG, Zagreb
- 20.6.2016 Ivana Milas, NANSEN Dialog Centre Osijek, Zagreb (telephone)

7-8.4.2016 Vukovar

25.3.2016, 7.6.2016 Pula

8.6.2016 Karlovac

Annex IV Project Materials

Note: this annex does not provide a link to all materials, just to the materials that were found and provided by the interviewees.

ACE – Civilno Drustvo Istra

Montenegro

https://www.youtube.com/watch?v=2fJz6v3EnIQ ODLICAN (4)

https://www.youtube.com/watch?v=dbAnZOmd9zM NAIVNI PUTNIK

https://www.youtube.com/watch?v=GRqFCpq8ZVw KOLIKO PARA

https://www.youtube.com/watch?v=YqEBa9yEfGc I ONI BI SUNCE

https://www.youtube.com/watch?v=PHtcFw-8xws U OSTRICI ALKOHOLA

Croatia

http://youtu.be/VdaVTI2cMes

http://youtu.be/OG41jEl6dE8

http://youtu.be/gPtc6CTFo5g

http://youtu.be/C3i_cXurERA

http://youtu.be/diW6Jp0g-1Y

Bulgaria

https://www.youtube.com/channel/UC87r1PgOrMfv29C8WpVLFmA (Channel)

Slovenia

https://www.youtube.com/watch?v=MvJ_BWAvtDU

https://www.youtube.com/watch?v=TEwURvsJjn8

https://www.youtube.com/watch?v=wO80NIP7wXs

https://www.youtube.com/watch?v=PQzsDBTcWPw

Moj glas za Europe (Carpe Diem)

https://www.youtube.com/watch?v=KedJAuQqy6o

https://www.youtube.com/watch?v=N_Cj-WKkq98

Are you going to say hi to me on the bus? (Nansen)

Video link: https://vimeo.com/99137000

The new School curricula (Nansen)

https://docs.google.com/file/d/0Bz3qYH9UBaWcN0VKbFNxQXVjUzg/edit

https://docs.google.com/file/d/0Bz3qYH9UBaWcNlplVEltN1dkRTg/edit?pref=2&pli=1

Libera (GONG)

https://www.youtube.com/watch?v=qDG9PIF-3Cw

Making history work (NEPC)

http://www.edupolicy.net/portfolio-posts/making-history-work-for-tolerance-2/

Living together (NEPC)

http://www.edupolicy.net/portfolio-posts/living-together-learning-together/

Enjoined (NEPC)

http://www.edupolicy.net/portfolio-posts/civil-rights-and-obligations-are-connected-to-the-environmental-issues-in-the-curriculum-a-comparative-analysis-of-the-esd-in-9-european-countries/

Regional Support to inclusive education (NEPC- CoE)

http://pjp-eu.coe.int/en/web/inclusive-education

Annex V: Complete list of projects analysed by year

This table contains the complete database of projects.

Year	Project Name	Leading partner Organisation Name / Network (Wide network)	EU funds	International partnership	Partnership Info	Side of Citizenship	Activity
2007							
2007	MRRAK (civil society enpowerment) Mrrak.info (2007-2015)	Volonterski Centar Rijeka / GOOD http://www.volonterski-centar-ri.org/	No	No	Civil Society Foundation	Civic engagement, conflict resolution, political citizenship, active citizenship	Workshop, Seminar
2007	Obitelj bez predrasuda (families without prejudice)	LORI (GOOD) lori.hr	No	No	-	Tolerance, LGTB rights, sexual education.	Educative material, workshops
2007	Citizenship Education /Human Rights School for students (2000-2015)	CMS (Centar na Mirovne Studije) (GOOD, MMH) http://www.cms.hr	No	No		All sides (focus on peace studies and conflict resolution) / Mostly Human Rights	Training for trainers, workshops, seminars
2007	The new school (2003-2015) and Cultural and Spiritual Heritage of the Region (2007-2010) (CURRICULUM OF NEW SCHOOL)	Nasen Dialog Centar Osijek (GOOD) Ndcosijek.hr	No	Yes	Norway, Liechtenstein and Iceland	Minorities, Conflict resolution, Human Rights	Training of Trainers (School curriculum)
2007			Yes (which?)	No	7 schools in Osijek and Vukovar counties	Minorities, Social conflict and resolution, Human Rigths	Training of Teachers
2007	Sexual rights, women's sexuality, sex and gender	Zenska Soba (GOOD) Zenskasoba.hr	No	No	-	Sexual Rights, Gender equality Gender education	Workshops and trainings
2007	brazovanje za rodnu jednakost (education for gender equality) (2007-2009)	Ženska Udruga (GOOD) http://www.zenska-udruga-izvor.hr	No	No*	With Center for Women Studies Zagreb, European Women Lobby	Gender Equality	Public discussions and debates with students
2007	T4T (training for trainers) 2007 - on	AEGEE (MMH)	Yes (Erasmus+)	Yes	Local Partners, AEGEE Europe	European Citizenship, civic engagement	Training for trainers
2008							
2008	Zajedno- TOGETHER Zajedno I dalje http://actnow.hr/podaci/izvjestaji/	Autonomy Centar (ACT) (GOOD/MMH)	No	No	?	Discrimination, Equality, minority, Human Rights Social Entrepreneurship and equality	Workshops
2008	Women leaders in local communities	Centar za edukaciju, savjetovanje i istraživanje (CISE) (GOOD/112) Cesi.hr	No	No	?	Active citizenship, Gender equality, Leadership and human rights	Seminars and workshops
2008	Young and active: women in political participation		No	No	?	Gender equality, woman and leadership	Workshops
2008	Education and provision of information		No	No	?	Gender issues, human rights	Workshops
2008	MRRAK (civil society enpowerment) Mrrak.info (2007-2015)	Volonterski Centar Rijeka / GOOD http://www.volonterski-centar-ri.org/	No	No	Civil society Foundation	Civic engagement, conflict resolution, political citizenship, active citizenship	Workshop, Seminar
2008	Citizenship Education /Human Rights School for students (2000-2015)	CMS (Centar na Mirovne Studije) (GOOD, MMH) http://www.cms.hr	No	No		All sides (focus on peace studies and conflict resolution) / Mostly Human Rights	Training for trainers, workshops, seminars
2008	The new school (2003-2015) and Cultural and Spiritual Heritage of the Region (2007-2010) (CURRICULUM OF NEW SCHOOL)	Nasen Dialog Centar Osijek (GOOD) Ndcosijek.hr	No	Yes	Norway, Liechtenstein and Iceland	Minorities, Conflict resolution, Human Rights	Training of Trainers (School curriculum)
2008			Yes (EIDHR)	No	7 schools in Osijek and Vukovar counties	Minorities, Social conflict and resolution, Human Rigths	Training of Teachers
2008	Sexual Rights, sexuality and gender minorities, sex and gender	Zenska soba (GOOD) http://zenskasoba.hr/	No	No		Sexual Rights, Gender education, Sexual education	Workshops, trainings, seminars and roundtables
2008	Sex/gender equality		No	No		Gender equality,	Lectures,

					prejudice Gender identity, discrimination	Workshops and trainings
2008	brazovanje za rodnu jednakost (education for gender equality) (2007-2009)	Ženska Udruga (GOOD) http://www.zenska-udruga-izvor.hr	No (but)	No*	With Center for Women Studies Zagreb, European Women Lobby	Gender Equality	Public discussions and debates with students
2008	T4T (training for trainers) 2007 - on	AEGEE (MMH)	Yes (Erasmus+)	Yes	Local Partners, AEGEE Europe	European Citizenship, civic engagement	Training for trainers
2008	Summer School NEPC	NEPC http://www.edupolicy.net/	No	Yes	NEPC network (CEE and Asia)	Political participation, active citizenship, sustainability	Training For trainers
2008	Istrian Communities Europe (ICE) (2008-2009)	Civilno Drustvo Istria	Yes (Europe for Citizens Programme)	Yes	Slovenia, UK, Poland, Montenegro, Bulgaria and Italy	European Citizenship, Active Citizenship	Workshops
2009							
2009	Zajedno- TOGETHER Zajedno I dalje http://actnow.hr/podaci/izvjestaji/	Autonomy Centar (ACT) (GOOD/MMH)	No	No	?	Discrimination, Equality, minority, Human Rights Social Entrepreneurship and equality	Workshops
2009	Citizenship Education /Human Rights School for students (2000-2015)	CMS (Centar na Mirovne Studije) (GOOD, MMH) http://www.cms.hr	No	No		All sides (focus on peace studies and conflict resolution) / Mostly Human Rights	Training for trainers, workshops, seminars
2009	Raising awareness	Centar za edukaciju, savjetovanje i istraživanje (CISE) (GOOD/112) Cesi.hr	No	No		Gender equality, Sexual education, healthy relationships	Workshops
2009	MRRAK (civil society enpowerment) Mrrak.info (2007-2015)	Volonterski Centar Rijeka / GOOD http://www.volonterski-centar-ri.org/	No	No	Civil society Foundation	Civic engagement, conflict resolution, political citizenship, active citizenship	Workshop, Seminar
2009	The new school (2003-2015) and	Nasen Dialog Centar Osijek (GOOD) Ndcosijek.hr	No	Yes	Norway, Liechtenstein and Iceland	Minorities, Conflict resolution, Human Rights	Training of Trainers (School curriculum)
2009	Cultural and Spiritual Heritage of the Region (2007-2010) (CURRICULUM OF NEW SCHOOL)		Yes (EIDHR)	No	7 schools in Osijek and Vukovar counties	Minorities, Social conflict and resolution, Human Rigths	Training of Teachers
2009	Sexual Rights, sexuality and gender minorities, sex and gender	Zenska soba (GOOD) http://zenskasoba.hr/	Yes (PHARE)	No	No	Sexual Rights, Gender education, Sexual education	Lectures and Trainings
2009	Sex/gender equality		Yes (PHARE)	No	No	Gender equality, prejudice Gender identity, discrimination	Lectures and trainings
2009	brazovanje za rodnu jednakost (education for gender equality) (2009-2010)	Ženska Udruga (GOOD) http://www.zenska-udruga-izvor.hr	No (but)	No*	With Center for Women Studies Zagreb, European Women Lobby	Gender Equality	Public discussions and debates with students
2009	T4T (training for trainers) 2007 - on	AEGEE (MMH)	Yes (Erasmus+)	Yes	Local Partners, AEGEE Europe	European Citizenship, civic engagement	Training for trainers
2009	Summer School NEPC	NEPC http://www.edupolicy.net/	No	Yes	NEPC network (CEE and Asia)	Political participation, active citizenship, sustainability	Training For trainers
2010							
2010	Zajedno- TOGETHER Zajedno I dalje http://actnow.hr/podaci/izvjestaji/	Autonomy Centar (ACT) (GOOD/MMH)	No	No	?	Discrimination, Equality, minority, Human Rights Social Entrepreneurship and equality	Workshops
2010	Citizenship Education /Human Rights School for students (2000-2015)	CMS (Centar na Mirovne Studije) (GOOD, MMH) http://www.cms.hr	No	No		All sides (focus on peace studies and conflict resolution) / Mostly Human Rights	Training for trainers, workshops, seminars

Year	Project	Organization	Funded (col1)	(col2)	Partners	Topic	Method
2010	Gender Mainstreaming at the local level	Centar za edukaciju, savjetovanje i istraživanje (CISE) (GOOD/112) Cesi.hr	No	No		Gender Equality	Seminars
2010	Obrazovanje za održivi razvoj (2010-2012)	Forum za slovodo odgoja (GOOD) (NEPC) http://www.fso.hr Donors: http://www.fso.hr/donatori-2/	Yes (which)	Yes	Coordinated by the Network for Education Policy Centres with partners of 8 countries	Sustainable development, European citizenship	Workshops and seminars
2010	MRRAK (civil society enpowerment) Mrrak.info (2007-2015)	Volonterski Centar Rijeka / GOOD http://www.volonterski-centar-ri.org/	No	No	Civil society Foundation	Civic engagement, conflict resolution, political citizenship, active citizenship	Workshop, Seminar
2010	The new school (2003-2015) and Cultural and Spiritual Heritage of the Region (2007-2010) (CURRICULUM OF NEW SCHOOL)	Nasen Dialog Centar Osijek (GOOD) Ndcosijek.hr	No	Yes	Norway, Liechtenstein and Iceland	Minorities, Conflict resolution, Human Rights	Training of Trainers (School curriculum)
2010			Yes (EIDHR	No	7 schools in Osijek and Vukovar counties	Minorities, Social conflict and resolution, Human Rigths	Training of Teachers
2010 / <1	Academy for sustainable development	Zelena akcija (GOOD) Friends of the Earth Croatia http://zelena-akcija.hr/	No	No		Environmental Education	Workshops
2010	Sexual Rights, sexuality and gender minorities, sex and gender	Zenska soba (GOOD) http://zenskasoba.hr/	Yes (PHARE)	No	No	Sexual Rights, Gender education, Sexual education	Lectures and Trainings
2010	brazovanje za rodnu jednakost (education for gender equality) (2009-2010)	Ženska Udruga (GOOD) http://www.zenska-udruga-izvor.hr	No (but)	No*	With Center for Women Studies Zagreb, European Women Lobby	Gender Equality	Public discussions and debates with students
2010	T4T (training for trainers) 2007 - on	AEGEE (MMH)	Yes (Erasmus+)	Yes	Local Partners, AEGEE Europe	European Citizenship, civic engagement	Training for trainers
2010	I akcija (May-Oct 2010)	PRONI (MMH) Proni.hr	Yes Youth in action	Yes	Association of young people from the EU - Slovenia and Luxembourg. and candidate countries - Turkey and Croatian	Active citizenship, European citizenship	Training and workshops
2010	Summer School NEPC	NEPC http://www.edupolicy.net/	No	Yes	NEPC network (CEE and Asia)	Political participation, active citizenship, sustainability	Training For trainers
2011							
2011	Citizenship Education /Human Rights School for students (2000-2015)	CMS (Centar na Mirovne Studije) (GOOD, MMH) http://www.cms.hr	No	No		All sides (focus on peace studies and conflict resolution) / Mostly Human Rights	Training for trainers, workshops, seminars
2011	Gender equality awareness: rising against intimate partner violence	Centar za edukaciju, savjetovanje i istraživanje (CISE) (GOOD/112) Cesi.hr	Yes, DAPHNE III	No		Gender equality, healthy relationships	Workshops
2011	Obrazovanje za održivi razvoj (2010-2012)	Forum za slovodo odgoja (GOOD) (NEPC) http://www.fso.hr Donors: http://www.fso.hr/donatori-2/	Yes (which)	Yes	Coordinated by the Network for Education Policy Centres with partners of 8 countries	Sustainable development, European citizenship	Workshops and seminars
2011	MRRAK (civil society enpowerment) Mrrak.info (2007-2015)	Volonterski Centar Rijeka / GOOD http://www.volonterski-centar-ri.org/	No	No	Civil society Foundation	Civic engagement, conflict resolution, political citizenship, active citizenship	Workshop, Seminar
2011	The new school (2003-2015)	Nasen Dialog Centar Osijek (GOOD)	No	Yes	Norway, Liechtenstein	Minorities, Conflict resolution, Human	Training of Trainers (School

Year	Project	Organization			Partners/Countries	Topic/Rights	Method
		Ndcosijek.hr			and Iceland	Rights	curriculum)
2011	2011 Art and Earth http://breza.hr/arhiva-projekata/?godina=2011		Yes (but how?)	No		Environmental education	Teachers' training
2011	2011-2013 Mreža za ulazak u život odraslih – osnaživanje i aktivacija mladih u nepovoljnim situacijama (ALEN) http://udrugaigra.hr/alen-mreza-za-ulazak-u-zivot-odraslih-osnazivanje-i-aktiviranje-mladih-osoba-u-nepovoljnim-situacijama/	Breza (GOOD) Breza.hr	Yes (PROGRESS)	Yes	Partnership with Hungary, Austria and Serbia	Solidary, social cohesion	Workshops
2011	Sexual Rights, sexuality and gender minorities, sex and gender	Zenska soba (GOOD) http://zenskasoba.hr/	No	No	No	Sexual Rights, Gender education, Sexual education	Workshops, Lectures and Trainings
2011	brazovanje za rodnu jednakost (education for gender equality) (2011-2012)	Ženska Udruga (GOOD) http://www.zenska-udruga-izvor.hr	No (but)	No*	With Center for Women Studies Zagreb, European Women Lobby	Gender Equality	Public discussions and debates with students
2011	T4T (training for trainers) 2007 - on	AEGEE (MMH)	Yes (Erasmus+)	Yes	Local Partners, AEGEE Europe	European Citizenship, civic engagement	Training for trainers
2011	Youth and the EU (2011)	Mladih u EU (MMH)	Yes (ipa)	No		EU accession information, political citizenship and rights	Volunteering, brochures and meetings
2011	Education for Civil Literacy (2011-on)	GONG (GOOD, MMH) http://www.gong.hr	No	No		Media, political and EU literacy	Training for Trainers
2011	Think EU (2011-2012 – 18 months)	Civilno Drustvo Istria	Yes (Europe for Citizens Programme)	Yes	Slovenia, UK, Poland, Montenegro, Bulgaria and Italy	European Citizenship, Active Citizenship	Workshops, Drawing contests, kindergarten activities
2011	Club of Unemployed Youth (2011-2012)	Carpe Diem http://carpediem.hr	No	No	Local Karlovac Partners, High schools	Social skills, economic citizenship	Workshops, meetings
2011	Enjoined, 2011-2014 (3 years)	NEPC http://www.edupolicy.net/	Yes (IPA)	Yes	Bosnia, Estonia, Georgia, Kosovo, Macedonia, Romania and Slovenia	Participation, social inclusiveness, sustainability, environmental education	Training for Trainers, meetings, curriculum analysis, development of civil society platform
2011	Summer School NEPC		No	Yes	NEPC network (CEE and Asia)	Political participation, active citizenship, sustainability	Training For trainers
2012							
2012	Citizenship Education /Human Rights School for students (2000-2015)	CMS (Centar na Mirovne Studije) (GOOD, MMH) http://www.cms.hr	No	No		All sides (focus on peace studies and conflict resolution) / Mostly Human Rights	Training for trainers, workshops, seminars
2012	Obrazovanje za održivi razvoj (2010-2012)	Forum za slovodo odgoja (GOOD) http://www.fso.hr Donors: http://www.fso.hr/donatori-2/	Yes (which)	Yes	Coordinated by the Network for Education Policy Centres with partners of 8 countries	Sustainable development, European citizenship	Workshops and seminars
2012	2012-2014 Lideri/ce za lokalnu zajednicu		Yes IPA	No	Partnership with Vukovar county and Network for Education Policy Centre, funded at 90% by IPA program	Democracy, human rights, minorities, conflict resolution, civic engagement	Workshops, seminars and teachers' training; research report 'living together'
2012	New era of Democracy and	Mrazih Mleda Hrvatske / GONG	Yes IPA	No	Partnership	Democracy, Human	Workshops,

2012	Human Rights in Croatia (2012-2013)	(GOOD, MMH)			with Ministry of Education; Schools and Highschools, also with CMS	Rights, Active Citizenship, Civic engagement	Training for Trainers, meetings, Curriculum development & Implementation
2012	MRRAK (civil society enpowerment) Mrrak.info (2007-2015)	Volonterski Centar Rijeka / GOOD http://www.volonterski-centar-ri.org/	No	No	Civil society Foundation	Civic engagement, conflict resolution, political citizenship, active citizenship	Workshop, Seminar
2012	The new school (2003-2015)	Nasen Dialog Centar Osijek (GOOD) Ndcosijek.hr	No	Yes	Norway, Liechtenstein and Iceland	Minorities, Conflict resolution, Human Rights	Training of Trainers (School curriculum)
2012	A place for me (2012-2014)	Volonterski Centar Osijek (GOOD, MMH) http://www.vcos.hr	Yes (IPA 2009)	No	Partnership with Centar za socijalnu skrb Osijek (center for social welfare Osijek)	Social/family citizenship, Civic engagement	Workshops and lectures
2012	2012-2013 Drugačije društvo je moguće: ujedinjeni/e za LGBT ravnopravnost http://www.lori.hr/drugacije-drustvo-je-moguce	Lori (GOOD) http://www.lori.hr/	Yes EIDHR	No		Tolerance, LGTB rights, sexual education, Human Rights Education	Workshops, meetings, roundtables and public conferences
2012	2012, 2014-2015 Homophobia reduction in secondary schools		No	No		LGTB rights, discrimination, human rigths	Training for Teachers, conferences for students
2012	2011-2013 Mreža za ulazak u život odraslih – osnaživanje i aktivacija mladih u nepovoljnim situacijama (ALEN) http://udrugaigra.hr/alen-mreza-za-ulazak-u-zivot-odraslih-osnazivanje-i-aktiviranje-mladih-osoba-u-nepovoljnim-situacijama/	Breza (GOOD) breza.hr	Yes (PROGRESS)	Yes	Partnership with Hungary, Austria and Serbia	Solidary, social cohesion	Workshops
2012	2012-2013 Community of Human Rigths	Udruga IKS (GOOD)	Yes EIDHR	No		Post-conflict, human rights, no-violence	Workshops
2012	Sex and Gender Equality	Zenska soba (GOOD) http://zenskasoba.hr/	No	No		Gender equality, prejudice Gender identity, discrimination	Workshops, lectures and training
2012	brazovanje za rodnu jednakost (education for gender equality) (2011-2012)	Ženska Udruga (GOOD) http://www.zenska-udruga-izvor.hr	No (but)	No*	With Center for Women Studies Zagreb, European Women Lobby	Gender Equality	Public discussions and debates with students
2012	T4T (training for trainers) 2007 - on	AEGEE (MMH)	Yes (Erasmus+)	Yes	Local Partners, AEGEE Europe	European Citizenship, civic engagement	Training for trainers
2012	Think EU (2011-2012 – 18 months)	Civilno Drustvo Istria	Yes (Europe for Citizens Programme)	Yes	Slovenia, UK, Poland, Montenegro, Bulgaria and Italy	European Citizenship, Active Citizenship	Workshops, Drawing contests, kindergarten activities
2012	Education for Civil Literacy (2011-on)	GONG (GOOD, MMH) http://www.gong.hr	No	No		Media, political and EU literacy	Training for Trainers
2012	Democracy, what is it? (2012-2014)	Carpe Diem http://carpediem.hr/	Yes (youth in action programme)	No	Karlovac Partners (local)	Participation, active citizenship, European citizenship	Workshops, meetings
2012	Club of Unemployed Youth (2011-2012)		No	No	Local Karlovac Partners, High schools	Social skills, economic citizenship	Workshops, meetings
2012	Enjoined, 2011-2014 (3 years)	NEPC http://www.edupolicy.net/	Yes (IPA)	Yes	Bosnia, Estonia, Georgia, Kosovo,	Participation, social inclusiveness, sustainability, environmental	Training for Trainers, meetings, curriculum

Year	Project	Organization			Partners	Topics	Methods
					Macedonia, Romania and Slovenia	education	analysis, development of civil society platform
2012	Summer School NEPC (in injoint project – School for Sustainability)		Yes (IPA)	Yes	NEPC network (CEE and Asia)	Political participation, active citizenship, sustainability	Training For trainers
2013							
2013	Citizenship Education /Human Rights School for students (2000-2015)	CMS (Centar na Mirovne Studije) (GOOD, MMH) http://www.cms.hr	No	No		All sides (focus on peace studies and conflict resolution) / Mostly Human Rights	Training for trainers, workshops, seminars
2013	New era of Democracy and Human Rights in Croatia (2012-2013)	Mrazih Mleda Hrvatske / GONG (GOOD, MMH)	Yes IPA	No	Partnership with Ministry of Education; Schools and Highschools, also CMS	Democracy, Human Rights, Active Citizenship, Civic engagement	Workshops, Training for Trainers, Meetings, Curriculum development & Implementation
2013	Education for Civil Literacy (2011-on)	GONG (GOOD) http://www.gong.hr	No	No		Media, political and EU literacy	Training for Trainers
2013	Watch out, the budget! (2013-2015)		Yes (IPA)	No	City council of Pazin	Active citizenship, participation, political engagement	Training for Trainers
2013	2013 (16 months), 2014 People have the power	Centar za edukaciju, savjetovanje i istraživanje (CISE) (GOOD/112) Cesi.hr	Yes (IPA)	No	CESI is the carrier of the project in partnership with: CSO network Zagor, Foundation Giacomo Brodolini, Krapina – Zagorje County and the City of Klanjec.	Active citizenship, political engagement	Training, seminars
2013	The new school (2003-2015)	Nasen Dialog Centar Osijek (GOOD) Ndcosijek.hr	No	Yes	Norway, Liechtenstein and Iceland	Minorities, Conflict resolution, Human Rights	Training of Trainers (School curriculum)
2013	Intercultural education through the prism of personal stories (2013-2014)		Yes	No	Civil society and schools	?	?
2013	2012-2014 Lideri/ce za lokalnu zajednicu	Forum za slovodo odgoja (GOOD) http://www.fso.hr Donors: http://www.fso.hr/donatori-2/	Yes IPA	No	Partnership with Vukovar county and Network for Education Policy Centre, funded at 90% by IPA program	Democracy, human rights, minorities, conflict resolution, civic engagement	Workshops, seminars and teachers' training
2013	MRRAK (civil society enpowerment) Mrrak.info (2007-2015)	Volonterski Centar Rijeka / GOOD http://www.volonterski-centar-ri.org/	No	No	Civil society Foundation	Civic engagement, conflict resolution, political citizenship, active citizenship	Workshop, Seminar
2013	A place for me (2012-2014)	Volonterski Centar Osijek (GOOD, MMH) http://www.vcos.hr	Yes (IPA 2009)	No	Partnership with Centar za socijalnu skrb Osijek (center for social welfare Osijek)	Social/family citizenship, Civic engagement	Workshops and lectures
2013	2012-2013 Drugačije društvo je moguće: ujedinjeni/e za LGBT ravnopravnost http://www.lori.hr/drugacije-drustvo-je-moguce	Lori (GOOD) http://www.lori.hr/	Yes EIDHR	No		Tolerance, LGTB rights, sexual education, Human Rights Education	Workshops, meetings, roundtables and public conferences
2013	2011-2013 Mreža za ulazak u život odraslih	Breza (GOOD) breza.hr	Yes (PROGRESS)	Yes	Partnership with Hungary,	Solidary, social cohesion	Workshops

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	– osnaživanje i aktivacija mladih u nepovoljnim situacijama (ALEN) http://udrugaigra.hr/alen-mreza-za-ulazak-u-zivot-odraslih-osnazivanje-i-aktiviranje-mladih-osoba-u-nepovoljnim-situacijama/				Austria and Serbia		
2013	2012-2013 Community of Human Rigths	Udruga IKS (GOOD)	Yes EIDHR	No		Post-conflict, human rights, no-violence	Workshops
2013	Seks and Gender Equality	Zenska soba (GOOD) http://zenskasoba.hr/	No	No		Gender equality, prejudice Gender identity, discrimination	Workshops, lectures and training
2013	7.2013 – 12.2014 My voice against violence		Yes EIDHR	No		Gender equality, Human Rigths	Workshops
2013	12.2013-11.2015 Gender equality for all		Yes PROGRESS	No		Gender Equality	Workshops
2013	T4T (training for trainers) 2007 - on	AEGEE (MMH)	Yes (Erasmus+)	Yes	Local Partners, AEGEE Europe	European Citizenship, civic engagement	Training for trainers
2013	2013-2015 (1 year courses) Leadership academy	Mlada pozitiva http://mladapozitiva.hr	No	No		Civic engagament, political citizenship, leadership	Lectures and workshops
2013	2013-2014 Theatre for activism and participation	Civilno drustvo Istra Civilnodrustvo-istra.hr	Yes (youth in action)	Yes	With Slovenia and Italy	Participation, social change, active citizenship and human rights, European citizenship	Training, theatre of the opressed and workshops, mock parliament
2013	2013-2014 Young MEPs for European Democracy		Yes (youth in action)	Yes	Partnership with Romania, Lithuania, Latvia, Czech Republic and Italy	European Citizenship, participation	Mock Parliament for young people (18-30 years), workshops
2013	2013-2015 Fusion for innovation	Syncro – Synergty Croatia http://www.synergy-croatia.com	Yes (Grundtvig)	Yes	Romania, Hungary, Netherlands, Latvia and France	Personal development, social dimension, initiative	Workshops, Bootcamp
2013	Democracy, what is it? (2012-2014)	Carpe Diem http://carpediem.hr/	Yes (youth in action)	No	-	Participation, active citizenship, European Citizenship	Workshops, meetings
2013	Who and how towards a city? (2013-2014)		Yes (Youth in action)	No	Local authorities in Karlovac	Social engagement, European citizenship, civil society development	Training for Trainers
2013	Moj glas za EU (2013-2014)		Yes (youth in action)	No	Organisations in Karlovac County, NGOs across Croatia	Participation and active citizenship at all levels (including European), European citizenship	Mock EU parliament, meetings with Croatian MEPs, conferences, workshops, creation of 2 movies and a facebook page
2013	Enjoined, 2011-2014 (3 years)	NEPC http://www.edupolicy.net/	Yes (IPA)	Yes	Bosnia, Estonia, Georgia, Kosovo, Macedonia, Romania and Slovenia	Participation, social inclusiveness, sustainability, environmental education	Training for Trainers, meetings, curriculum analysis, development of civil society platform
2013	Summer School NEPC		No	Yes	NEPC network (CEE and Asia)	Political participation, active citizenship, sustainability	Training For trainers
2014							
2014	Sekularna Hrabrost (secular courage) (2014)	Centar za Gradjansku hrabrost (GOOD) http://www.civilcourage.hr/		No		Equality, freedom from/of religion, secularism. Human Rights	Workshops, online brochures
2014	2014 Conflict transformation and non-	CMS (Centar na Mirovne Studije) (GOOD, MMH)	No	Yes	undefined	Peace Studies, Human Rights, conflict	Training for trainers,

	violence affirmation	http://www.cms.hr				resolution	workshops and seminars
2014	Citizenship Education /Human Rights School for students (2000-2015)		No	No		All sides (focus on peace studies and conflict resolution) / Mostly Human Rights	Training for trainers, workshops, seminars
2014	The new school (2003-2015)	Nasen Dialog Centar Osijek (GOOD) Ndcosijek.hr	No	Yes	Norway, Liechtenstein and Iceland	Minorities, Conflict resolution, Human Rights	Training of Trainers (School curriculum)
2014	Intercultural education through the prism of personal stories (2013-2014)		Yes	No	Civil society and schools	Human Rights, Minorities	Training for Trainers
2014	2013 (16 months), 2014 People have the power	Centar za edukaciju, savjetovanje i istraživanje (CISE) (GOOD/112) Cesi.hr	Yes (IPA)	No	CESI is the carrier of the project in partnership with: CSO network Zagor, Foundation Giacomo Brodolini, Krapina – Zagorje County and the City of Klanjec.	Active citizenship, political engagement	Training, seminars
2014	2014-2015 (2 years) My voice against violence		Yes (progress)	No	the Office of Gender Equality of the Croatian Government in partnership with the Women's Room – Center for Sexual Rights, and CESI	Gender equality	Seminars, Lectures, workshops, conferences
2014	2014 Cinergy http://www.cinergyproject.eu/	DOOR Door.hr (GOOD)	Yes (EU Lifelong learning programme)	Yes	International partnership (EU Lifelong Learning Programme - GRUNDTVIG)	Environmental citizenship	Transnational meetings and workshops
2014	2014-2015 Oboji svijet bojama tolerancije: učiti demokraciju i toleranciju	Forum za slovodo odgoja (GOOD) (NEPC) http://www.fso.hr Donors: http://www.fso.hr/donatori-2/	No	No	with Ministry of Education, partnership with local schools Tolerance and democracy	Human Rights, democracy, tolerance, Active citizenship	Essay writing and workshops
2014	2012-2014 Lideri/ce za lokalnu zajednicu		Yes IPA	No	Partnership with Vukovar county and Network for Education Policy Centre, funded at 90% by IPA program	Democracy, human rights, minorities, conflict resolution, civic engagement	Workshops, seminars and teachers' training
2014	MRRAK (civil society enpowerment) Mrrak.info (2007-2015)	Volonterski Centar Rijeka / GOOD http://www.volonterski-centar-ri.org/	No	No	Civil society Foundation	Civic engagement, conflict resolution, political citizenship, active citizenship	Workshop, Seminar
2014	A place for me (2012-2014)	Volonterski Centar Osijek (GOOD, MMH) http://www.vcos.hr	Yes (IPA 2009)	No	Partnership with Centar za socijalnu skrb Osijek (center for social welfare Osijek)	Social/family citizenship, Civic engagement	Workshops and lectures
2014	2012, 2014-2015 Homophobia reduction in	Lori (GOOD) Lori.hr	No	No		LGTB rights, discrimination, human	Training for Teachers,

						rigths	conferences for students
2014	Seks and Gender Equality	Zenska soba (GOOD) http://zenskasoba.hr/	No	No		Gender equality, prejudice Gender identity, discrimination	Workshops, lectures and training
2014	7.2013 – 12.2014 My voice against violence		Yes EIDHR			Gender Equality, Human Rights	Workshops
2014	12.2013-11.2015 Gender equality for all		Yes PROGRESS			Gender Equality	Workshops
2014	2014 Obrazovanje za rodnu jednakost i ljudska prava	Ženska Udruga (GOOD) http://www.zenska-udruga-izvor.hr	No (but)	No		Gender Equality, human rights	Workshops
2014	T4T (training for trainers) 2007 - on	AEGEE (MMH)	Yes (Erasmus+)	Yes	Local Partners, AEGEE Europe	European Citizenship, civic engagement	Training for trainers
2014	2013-2015 (1 year courses) Leadership academy	Mlada pozitiva http://mladapozitiva.hr	No	No		Civic engagament, political citizenship, leadership	Lectures and workshops
2014	2014-2015 Active Citizens for Europe (ACE)		Yes (Europe for Citizens programme)	Yes	Partnership with Slovenia, UK, Poland, Montenegro, Bulgaria and Italy	Civic engagement, European Citizenship	Workshops and public meetings, Theatre of the Oppressed, Training for Trainers
2014	2013-2014 Theatre for activism and participation (TAP)	Civilno drustvo Istra Civilnodrustvo-istra.hr	Yes (youth in action)	Yes	With Slovenia and Italy	Participation, social change, active citizenship and human rights, European citizenship	Training, theatre of the opressed and workshops, mock parliament
2014	2013-2014 Young MEPs for European Democracy		Yes (youth in action)	Yes	Partnership with Romania, Lithuania, Latvia, Czech Republic and Italy	European Citizenship, participation	Mock Parliament for young people (18-30 years), workshops
2014	Democracy, what is it? (2012-2014)		Yes (youth in action)	No	-	Participation, active citizenship, European Citizenship	Workshops, meetings
2014	People in need (2014-2015)		No	No		Social engagement, economic citizenship	Workshops
2014	Who and how towards a city? (2013-2014)	Carpe Diem http://carpediem.hr/	Yes (Youth in action)	No	Local authorities in Karlovac	Social engagement, European citizenship, civil society development	Training for Trainers
2014	Moj glas za EU (2013-2014)		Yes (youth in action)	No	Organisations in Karlovac County, NGOs across Croatia	Participation and active citizenship at all levels (including European), European citizenship	Mock EU parliament, meetings with Croatian MEPs, conferences, workshops, creation of 2 movies and a facebook page
2014	2013-2015 Fusion for innovation	Syncro – Synergty Croatia http://www.synergy-croatia.com	Yes (Grundtvig)	Yes	Romania, Hungary, Netherlands, Latvia and France	Personal development, social dimension, initiative	Workshops, Bootcamp
2014	LIBERA (2014-2015)	GONG (GOOD) http://www.gong.hr	Yes IPA	No	CDI Porec, Volunteer Centre Osijek	Social Rights, civic engagement, democracy	Training for trainers, meetings, mentoring of CSO
2014	Education for Civil Literacy (2011-on)		No	No		Media, political and EU literacy	Training for Trainers
2014	Watch out, the budget! (2013-2015)		Yes (IPA)	No	City council of Pazin	Active citizenship, participation, political engagement	Training for Trainers
2014	EC-CoE Regional Support for Inclusive Education (2014-2015) (2 years)	NEPC http://www.edupolicy.net/	Yes (IPA – CoE)	Yes	Kosovo, Serbia, Montenegro, Macedonia, Slovenia,	Education for Citizenship in Schools, participation, strategic planning	Workshops, training for trainers, 'whole school' methodology

Year	Program	Organization			Partners	Themes	Type
					Bosnia		
2014	Summer School NEPC		No	Yes	NEPC network (CEE and Asia)	Political participation, active citizenship, sustainability	Training For trainers
2015							
2015	Citizenship Education /Human Rights School for students (2000-2015)	CMS (Centar na Mirovne Studije) (GOOD, MMH) http://www.cms.hr	No	No		All sides (focus on peace studies and conflict resolution) / Mostly Human Rights	Training for trainers, workshops, seminars
2015	LIBERA (2014-2015)	GONG (GOOD) http://www.gong.hr	Yes IPA	No	CDI Porec, Volunteer Centre Osijek	Social Rights, civic engagement, democracy	Training for trainers, meetings, mentoring of CSO
2015	Education for Civil Literacy (2011-on)		No	No		Media, political and EU literacy	Training for Trainers
2015	Watch out, the budget! (2013-2015)		Yes (IPA)	No	City council of Pazin	Active citizenship, participation, political engagement	Training for Trainers
2015	Citizens for Social Development on Solidarity (2015-ongoing)	Human Rights House Zagreb – GONG (GOOD)	Yes (IPA)	No	Partnership between GONG, CMS and BABE; local leaders in Zagreb, Vukovar, Sisak and Dalmatia	Solidarity, social engagement, active citizenship and participation	Training for trainers, workshops, mentorships
2015	2014-2015 (2 years) My voice against violence	Centar za edukaciju, savjetovanje i istraživanje (CISE) (GOOD/112) Cesi.hr	Yes (progress)	No	the Office of Gender Equality of the Croatian Government in partnership with the Women's Room – Center for Sexual Rights, and CESI	Gender equality	Seminars, Lectures, workshops, conferences
2015	2014-2015 Oboji svijt bojama tolerancije: učiti demokraciju i toleranciju	Forum za slovodo odgoja (GOOD) (NEPC) http://www.fso.hr Donors: http://www.fso.hr/donatori-2/	No	No	with Ministry of Education, partnership with local schools Tolerance and democracy	Human Rights, democracy, tolerance, Active citizenship	Essay writing and workshops
2015	2015 Critical thinking program		No	No	Part of the 'Mediation' program for conflict resolution	Personal autonomy, critical thinking	Training for trainers
2015	The new school (2003-2015)	Nasen Dialog Centar Osijek (GOOD) Ndcosijek.hr	No	Yes	Norway, Liechtenstein and Iceland	Minorities, Conflict resolution, Human Rights	Training of Trainers (School curriculum)
2015	MRRAK (civil society enpowerment) Mrrak.info (2007-2015)	Volonterski Centar Rijeka / GOOD http://www.volonterski-centar-ri.org/	No	No	Civil society Foundation	Civic engagement, conflict resolution, political citizenship, active citizenship	Workshop, Seminar
2015	2015 (2 months) Mock Parliament for Kids	Volonterski Centar Zagreb (GOOD, MMH) http://www.vcz.hr	No	No		Civic engagement, conflict resolution, political citizenship, active citizenship	Mock parliament
2015	2012, 2014-2015 Homophobia reduction in secondary schools	Lori (GOOD) Lori.hr	No	No		LGTB rights, discrimination, human rigths	Training for Teachers, conferences for students
2015	2015 Mladi za zemlju http://breza.hr/breza-projekti/mladi-za-zemlju/	Breza HR (GOOD) Breza.hr	?	Yes	With Poland and Italy	Development education, environment education	Workshops
2015	2014-2015 (2 years) My voice against violence	Centar za edukaciju, savjetovanje i istraživanje (CISE) (GOOD/112)	Yes (progress)	No	the Office of Gender Equality of the	Gender equality	Seminars, Lectures, workshops,

		Cesi.hr			Croatian Government in partnership with the Women's Room – Center for Sexual Rights, and CESI	conferences
2015	12.2013-11.2015 Gender equality for all	Zenska soba (GOOD) http://zenskasoba.hr/	Yes PROGRESS			Gender Equality, Human Rigths	Workshps
2015	T4T (training for trainers) 2007 - on	AEGEE (MMH)	Yes (Erasmus+)	Yes	Local Partners, AEGEE Europe	European Citizenship, civic engagement	Training for trainers
2015	2013-2015 (1 year courses) Leadership academy	Mlada pozitiva http://mladapozitiva.hr	No	No		Civic engagament, political citizenship, leadership	Lectures and workshops
2015	2.2015-6.2016 Women of the resistance		Yes (Europe for citizens programme)	Yes	Slovenia and Italy	Active citizenship, European Citizenship	Workshops, Theatre of the oppressed
2015	2014-2015 Active Citizens for Europe (ACE)	Civilno drustvo Istra Civilnodrustvo-istra.hr	Yes (Europe for Citizens programme)	Yes	Partnership with Slovenia, UK, Poland, Montenegro, Bulgaria and Italy	Civic engagement, European Citizenship	Workshops and public meetings, Theatre of the Oppressed, Training for Trainers
2015	People in need (2014-2015)	Carpe Diem http://carpediem.hr/	No	No	Karlovac county organisations	Social engagement, economic citizenship	Workshops
2015	Job club for youth Karlovac (2015-2016); part of 'I don't know what to do' project		Yes (ESF)	Yes	Slovakia, and Romania	Social engagement, economic citizenship	Workshops, meetings, CV elaboration
2015	2013-2015 Fusion for innovation	Syncro – Synergty Croatia http://www.synergy-croatia.com	Yes (Grundtvig)	Yes	Romania, Hungary, Netherlands, Latvia and France	Personal development, social dimension, initiative	Workshops, Bootcamp
2015	EC-CoE Regional Support for Inclusive Education (2014-2015) (2 years)	NEPC http://www.edupolicy.net/	Yes (IPA – CoE)	Yes	Kosovo, Serbia, Montenegro, Macedonia, Slovenia, Bosnia	Education for Citizenship in Schools, participation, strategic planning	Workshops, training for trainers, 'whole school' methodology
2015	Summer School NEPC		No	Yes	NEPC network (CEE and Asia)	Political participation, active citizenship, sustainability	Training For trainers

Annex VI: Vertical Division of Powers in Croatia[39]

Central level

The State has responsibilities in the field of:

- Overall legislation and execution;

- Security and defence;

- Foreign and domestic policy;

- Direction and control over the civil service operation;

- Economic development;

- Direction of the performance and development of public services.

Regional level

Counties have responsibilities in the field of:

- Tasks of regional importance;

- Education;

- Healthcare;

- Regional and urban planning;

- Economic development;

- Environmental protection;

- Transport and traffic infrastructure;

- Establishment and development of the network of educational, medical, social and cultural institutions;

- Maintenance of public roads;

- Issuing location and construction permits (except in territories of large towns).

Local level

Municipalities have responsibilities in the field of:

- Tasks of local importance which directly address the needs of the citizens, and which are not assigned to state bodies by constitution or law;

- Organisation of settlement and housing;

- Spatial and urban planning;

- Utility services;

- Primary health protection;

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[39] https://portal.cor.europa.eu/divisionpowers/countries/MembersNLP/Croatia/Pages/default.aspx

- Social welfare;

- Elementary education;

- Culture, physical culture and sports;

- Consumer protection;

- Environment (protection and improvement of natural environment);

- Fire protection and civil protection;

- Traffic management.

Besides these competences, large Towns also have competence in the field of:

- Maintenance of public roads;

- Construction and renting permits.