Geographical Accessibility

All children with permanent residence in Croatia have the right to single structure education under the same conditions. In view of this, a series of projects were launched in early 2004 aiming at improving standards in education institutions so that all children and pupils at all levels of the education system across Croatia have access to education under the same conditions. Therefore, the National Pedagogical Standards for Single Structure Education System were adopted in 2008 (Official Gazette No. 63/2008 and 90/2010), followed by the adoption of the Network of Secondary Education Institutions and Programs in 2011 (Official Gazette, No. 70/2011).

National Pedagogical Standards for Single Structure Education System

The Standards are defined as criteria to which feasibility time coefficients are attributed. The criteria according to which the accomplishment of the set standards is gauged include:

- Criteria concerning the structure of networks of schools in the counties
- Criteria concerning the structure of the primary school as a public institution, structure of the district school, and the teaching process in remote facilities of the primary school
- Criteria concerning the number of class departments in the primary school as an independent institution
- Criteria concerning the number of pupils in class departments and educational groups
- Criteria concerning teachers, expert associates, school principals and other personnel in the primary school
• Criteria concerning pupils’ workload measured in the number of class periods in the curriculum
• Criteria concerning continuing professional development, professional advancement of school principals, teachers and expert associates and criteria concerning education and training requirements for other personnel
• Criteria concerning facilities and equipment in the primary school
• Criteria concerning special educational demands in single structure education
• Criteria concerning the pupils’ standard
• Criteria concerning the “training school” and the school which conducts research

The fulfillment of the criteria of the National Pedagogical Standard is continuously measured against the feasibility coefficients.

Network of single structure education institutions

Article 9 of the Act on Education in Primary and Secondary Schools (Official Gazette No. 87/2008, 86/2009, 92/2010 amend. - 105/2010, 90/2011, 5/2012, 16/2012, 86/2012 – consolidated text, 126/2012, 94/2013, 152/2014) foresees the establishment of a network of school institutions and education programs. The Network of Schools must include: (1) a list of schools/institutions in which the following is carried out: regular education programs, special education for students with difficulties, regular and special programs for children with difficulties in special class departments, programs in the language and script of the national minorities, art programs, sports programs, international programs, alternative programs, extended stay or day-long classes, secondary education programs by sector fields for the programs carried out in schools; (2) a list of institutions spatially adapted to persons with disabilities; (3) a list of school institutions authorized for carrying out teacher apprenticeship; 4) a list of school institutions named centers of excellence; (5) a list of student dormitories. The law stipulates that all institutions where education takes place are part of the Network, both those within the system of the Ministry of Science, Education and Sports, and those under the jurisdiction of the Ministry of Social Policy and Youth, as well as the schools founded by other legal and physical persons, whereby education policy is given insight into the education possibilities at national level, i.e. it enables the development of a rational and optimal network which will meet the demands of labor market, based on the systematic monitoring and forecasting of demographic, economic and urbanism flows in the area determined by the Network. Accessibility means that secondary education is available for students via daily commuting or accommodation in student dormitory, while a rational structure of enrolment areas means an optimal employability of existing spatial, material and personnel capacities of schools.

The Network also plans for the establishment of new school institutions, but only those financed from the State Budget, while private schools, i.e. those not financed from the State Budget, can be founded without prior planning in the Network. Thusly, the relevant legal stipulations are harmonized with the Directive 2006/123/EC on Services in Internal Market in the part relating to private education services.

The network of schools is proposed by school founders for their respective areas. Following their proposal, the ministry relevant for education proposes the network for entire Croatia, for which it needs a prior opinion of the National Council for the Development or Human Potential. Following the relevant ministry’s proposal, the network of schools is adopted by Croatian government.

The network of school institutions was established in June 2011 (Official Gazette No. 70/2011). It defines the school institutions which carry out single structure education, with all the facilities this is carried out in, as well as the programs the school institutions implement, including special programs
for pupils with disabilities.

The following effects are achieved with the adoption of the Network:

- demands for accessibility and rational structure of the enrolment area are met,
- pedagogical criteria and prescribed standards related to the size of the school and distribution and accessibility of educational programs are met, as well as the demographic criteria, societal demands, and the conditions regarding facilities, technical criteria, personnel and other didactical criteria,
- protection of national and local interests is ensured,
- conditions for a successful implementation of the single structure education programs are met.

In the school-year 2015/2016 classes are being carried out in 896 single structure education institutions, attended by 322 634 pupils in 18 598 class departments and educational groups.

**Primary school work organisation**

In accordance with the National Pedagogical Standards, a school must have a minimum of eight class departments, i.e. at least one class department for each grade for grades 1 to 8, assuring the completeness of the eight-year compulsory education. Exceptionally, a school that operates under difficult circumstances, and special educational institution, can have fewer class departments and is allowed to form combined class departments. According to the aforementioned, primary schools in the Republic of Croatia vary in size and the number of class departments.

In relation to the aforementioned, primary schools generally operate in a single shift (the half-day shift, the extended shift or the whole-day shift). This organization of work allows for optimum realization of educational goals through various forms of curricular, extracurricular, and optional activities, as well as the remedial and advanced classes by utilizing the proper exchange of class, recess and meal time periods for pupils. Primary schools can operate in more than one shift. Primary schools can operate in double shifts, and, exceptionally, in three shifts.

Since all of the children residing in the Republic of Croatia have the right to equal and free single structure education, it is the duty of the school, in collaboration with the founder, to arrange the transport for the pupils in the grades 1 - 4 that live further than three kilometers away from the school, and for the pupils in the grades 5 - 8 that live further than five kilometers away from the school. For pupils with disabilities the transport is arranged regardless of the distance they live from the school, which also includes the transport for their assistant when, depending on the type and the level of disability, the assistant is required, based on a decision on the adequate form of education.

Primary schools are obligated to create the conditions for healthy mental and physical development and social well-being of the pupils, to prevent unacceptable behavior, provide for the safety of the pupils, put into place the conditions to allow success in learning to each pupil, safeguard pupils’ health in communication with the school physician (specialist in school medicine, monitor socially unacceptable behavior of pupils and take measures for the removal of its causes and effects, in coordination with the social service and other competent bodies, keep track of unacceptable behavior of pupils and provide counseling for the pupils. Primary schools are obligated to provide meals for the pupils while they are in school in accordance with the prescribed norms adopted by the ministry responsible for healthcare.
Described enrolment policy and activities ensure the effect of equal development which provides equal rights to education, equal opportunities for success and the possibility to continue education on the upper secondary level for all children in the Republic of Croatia, regardless of the part of the country they live in.

In the 2013/2014 school year there were 2115 single structure education institutions (889 central schools and 1226 district schools), and in 2014 there were 878 central public schools and 7 private schools, out of which three were alternative schools.

**Organization of Work in Primary schools**

In accordance with the National Pedagogical Standards for Single Structure Education System (Official Gazette No. 63/2008, 90/2010), a primary school must have a minimum of eight class departments, i.e. at least one class department for each grade for grades 1 to 8, assuring the completeness of the eight-year compulsory education. Exceptionally, a school that operates under difficult circumstances, and special educational institution, can have fewer class departments and is allowed to form combined class departments. According to the aforementioned, primary schools in the Republic of Croatia vary in size and the number of class departments.

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Described enrolment policy and activities ensure the effect of equal development which provides equal rights to education, equal opportunities for success and the possibility to continue education on the upper secondary level for all children in the Republic of Croatia, regardless of the part of the country they live in.
Admission Requirements and Choice of School

Children who turn six by 1st April may be enrolled in primary school (in the school year starting in September of the year in effect). Exceptionally, a child who is not six years old by 31st March of the given year may be enrolled.

School Enrollment Procedure

The procedure for the enrolment of a child in the first grade of primary school is initiated by the state administration office in each county (20 counties) responsible for education, or the city office responsible for education in the City of Zagreb, which compiles the list of children who are obliged to start school. Upon schools’ proposal, the respective state administration office, or the city office, appoints an expert committee, which conducts physical and mental examination of children to be enrolled in school, and submits the final list of children who are obliged to start school to the committee by January 31 each year. The expert committee conducts physical and mental examination in case of: (1) regular enrolment in the first grade of primary school, (2) early enrolment in the first grade of primary school, (3) postponed enrolment in the first grade of primary school, (4) permanent cancelation of the enrolment in the first grade of primary school, (5) permanent cancelation of the enrolment in school, (6) recommendation for the education adjustment program and adjusted forms of assistance for children with disabilities during the eight years of single structure education.

Expert committee is comprised of the school physician – specialist of school medicine – and members of the school staff: a pedagogue or psychologist or/and an expert in the field of special education, and class or subject teacher. For children who do not speak Croatian, or whose knowledge of the Croatian language is not proficient, for the purpose of determining the proficiency in the Croatian language a teacher of Croatian language and/or an expert in the field of language and communication is also appointed to the committee.

Children who turn six by April 1 of the current year are enrolled in the first grade of compulsory single structure education. In exceptional cases, following a request by the parents or custodians and a recommendation by the committee, a child that has not turned six by March 31 of the current year can be enrolled in the first grade. The request listing the reasons for the early enrolment of the child in the first grade of primary school is submitted to the office by the parent. Early enrolment is allowed for a child who achieves average results of the children that are obliged to enroll in school and who went through the procedure of physical and mental examination for the enrolment in the first grade of primary school. The child can only in exceptional cases be permanently exempted from the enrolment in the first grade of primary school or primary school attendance.

The final result of the physical and mental examination of the child for the purpose of enrolment in primary school is based on the results of the direct examination of the child, an interview with the parent, individual opinions of the committee members and the submitted documentation.

During the examination and the interview with the child, each member of the expert committee is obliged to respect the rights of the child, act in the best interest of the child, and follow the ethical code of their respective profession. The parent, who can attend the examination and the interview with the child, has the right to inspect the opinion and the recommendations of each committee member.

Taking into account the results of the physical and mental examination of the child, at the plenary
session, the expert committee reaches a decision on the enrolment of the child in the regular program, postponement of the enrolment, initiation of the procedure for determination of appropriate education, and the form of assistance for the child.

State administration offices, or the city office, pass a decision on the committee’s recommendation on early enrolment, postponement of the enrolment in the first grade of primary school, temporary exemption from compulsory education, adjusted education programs for pupils with disabilities, and/or cancellation of the decision on the education adjustment program for pupils with disabilities. Parents have the right to appeal against the decision submitted to the ministry responsible for the education.

The enrolment of children in primary school is conducted according to the plan of enrolment passed by the county state administration office responsible for education, or the city office responsible for education in case of City of Zagreb. The child enrolls in school in the respective enrolment area. The enrolment area of a primary school is the area defined on the basis of pupils’ address of residence or registered address. Enrolment area for pupils with disabilities to be enrolled in adjusted education programs in regular schools is defined on the basis of the location of the closest school conducting the program.

Pupils can enroll in the first grade of primary school in a different enrolment area from the prescribed one if this does not lead to an increased number of class departments compared to the number defined in the enrolment plan for the given school, if they are enrolling in schools that conduct alternative, international programs in the language and the script of national minorities, if they are enrolling in schools founded by other legal or natural persons.

A regular pupil can change the enrolled program within the same or in a different school, i.e. he or she can transfer from one school to another one carrying out the same education program, by the beginning of the second semester at the latest. The school which the pupil is leaving will issue the transcript of records and remove the pupil from the enrolment list within the seven days of the notification of the enrolment in a different school. If the pupil moves, the school that conducts the same educational program in the new enrolment area is obliged to enroll the pupil even after the end of the first semester. The school is also obliged to enroll the pupil even after the end of first semester if a disciplinary measure of a transfer to another school has been taken.

**Pupils’ rights and obligations**


Pupils’ rights are:

- the right to be informed on all matters related to them;
- the right to counselling and assistance which takes into account their best interest;
- the right for their opinion to be taken into consideration;
- the right to assistance from other pupils;
• the right to make complaints to teacher(s), the school principal and/or the school board;
• the right to participate in the activities of the students’ council and in drawing up and implementing the code of conduct;
• the right to propose improvements of the educational processes and activities.

Pupils’ obligations are:

• to attend the compulsory classes and other forms of educational activities that they chose;
• to abide by the code of conduct;
• to follow the instructions of the teachers, expert associates, the school principal and other school staff if the instructions are in line with the regulations and the code of conduct;
• to take care of textbooks and other educational and teaching material.

Pursuant to the Act on Education in Primary and Secondary Schools, each primary school is obliged to appoint students’ council that comprises the representatives of the pupils from each class department. Representatives of the students’ council participate in the activities of the school bodies when pupils’ rights and obligations are being identified, but they do not have the right to vote. Pupils have other rights and obligations:

• The right to safety in the school (protection of pupils’ rights and the conduct of educational staff is described in the Rulebook on the Conduct of Educational Staff in School Institutions in Undertaking Measures for the Protection of Pupils’ Rights and Reporting Violations of the Rights to Relevant Authorities (Official Gazette No. 132/2013))
• The right to home schooling, education in a health institution or distance learning (For a student with health related difficulties classes ca be organized at home, in a healthcare institution or as distance learning, following the stipulations of the Rulebook on Primary and Secondary Education for Pupils and Students with Disabilities (Official Gazette No. 24/2015)
• The right to temporary absence from classes (if a pupil has significant health related problems he or she can temporarily be granted absence from classes, following the stipulations of the Act on Education in Primary and Secondary Schools (Official Gazette No. 87/2008, 86/2009, 92/2010, amend. - 105/2010, 90/2011, 16/2012, 86/2012 - consolidated text, 94/2013, 152/2014) and Article 11 of the Rulebook on the Procedure for Determining Pupils’ Psycho-physical Condition and the Structure of Expert Commissions (Official Gazette No. 67/2014)
• The right to appropriate assistance and support from teachers and expert associates (A pupil with determined disabilities in line with the Rulebook on Primary and Secondary Education for Pupils and Students with Disabilities (Official Gazette No. 24/2015) must receive appropriate assistance and support from the teachers and expert associates in the school.)
• The right of pupils who are non-native speakers. (A pupil with insufficient knowledge of Croatian language has the right to learn Croatian in order to start or continue education in Croatia).
• The obligation to attend compulsory classes. (Each student, except for those educated following special programs, must attend classes in compulsory subjects, as set by the teaching plans and programs.)
• The right to take and attend elective subjects. (A pupil has the right attend elective subjects as set by the teaching plan and program.)
• The right to take extracurricular activities (a pupil has the right to take extracurricular activities. They are usually in relation to one of the other subjects or are interdisciplinary).
• The right to take additional or remedial classes (a pupil has the right to take additional or remedial classes. Additional classes are intended for the pupils who achieve above-average results in a subject or show a particular interest for a certain subject. Remedial classes are organized for pupils who need assistance with learning. A pupil can take it temporarily, for a certain period of time when he or she needs such assistance.)
• The right to attend remedial work classes. (A pupil who receives the mark “insufficient” in no
more than two subjects must take remedial work classes, organized after the end of the school year, providing assistance in learning.)

- The right to take a remedial exam. (Pupils attending grades 4 to 8 have the right to take remedial exams if they did not achieve expected outcomes during remedial work classes, i.e. if they fail to obtain a passing mark. The remedial exams are taken in August, by 25th August at the latest.)

- The right to take a subject or class exam. (If a pupil could not attend classes and receive a final grade in one or more subjects, due to justifiable reasons, he or she takes the subject or class exam.)

- The right to monitor and assess achievements. (A pupil has the right to know the elements for marking, as well as the manner and assessment procedures of each teacher and for each subject.)

- The right to question marks related to pupil’s conduct in school (A pupil or parent who is not satisfied with the mark related to pupil’s conduct can, within two days of receiving the mark, submit a request to teachers’ council for reevaluating the mark.)

- The right to receive special praise and awards. (The pupils who achieve exceptional results can receive special oral or written praise or awards.)

- The right to transport to school. (Pupils attending grades 1 to 4 have the right to free transport to school. It is provided by the school founder if the distance to school is at least 3 km. For pupils attending grades 5 to 8 the minimal distance is 5 km.)

- The right to participate in the work of the pupils’ council. (Each school has a pupils’ council, composed of representatives of pupils from each class department. A representative of the pupils’ council participates in the work of the school bodies when the rights and obligations of students are decided on, but has no power in deciding right.)

Parents’ rights and obligations

The pupil’s parent is required to enroll the child in primary school and to make sure that the child regularly attends the compulsory part of the program, as well as other forms of educational activities which the pupil is included in.

A parent can enroll the child in a school carrying out a regular, alternative or international program, or a program in the language and script of a national minority following Module A, B or C. If a parent enrolls the child into a regular program in a school founded by a unit of local or regional administration, the child is enrolled in the school to which it belongs, in the respective enrolment area. The enrolment areas are determined by the school founders. A child can get enrolled in another school, i.e. not in his/her respective enrolment area, only if:

- the enrolment does not result in the increase of class departments as determined by the enrolment plan of the respective primary school,
- it is enrolled into schools carrying out alternative or international program, or a program in the language and script of a national minority,
- it is enrolled in a school founded by another legal or natural person.

The parent has the right and the obligation to participate in the pupil’s education and the right to be regularly informed on the pupil’s achievements. The pupil’s parent is obliged to ensure that the pupil is regularly fulfilling his or her duties and the parent must promptly notify the school on the reasons for the pupil’s absence. If parents neglect their duties, the school must send a written invitation for a meeting with the class master and the pupils’ service. If a parent frequently neglects their obligations,
the school must notify the state administration office or the state office and the social service which are due to inform the school on the measures taken.

Pursuant to the Act on Education in Primary and Secondary Schools (Official Gazette No. 87/2008, 86/2009, 92/2010, amend. - 105/2010, 90/2011, 5/2012, 16/2012, 86/2012 – consolidated text, 12620/12, 94/2013, 152/2014), each school has a parents’ council. The parents of the pupils from one class department elect among themselves one representative to the parents’ council. Parents’ council gives opinion on the drafts of the school curriculum and the annual program, they discusses the school principal’s reports on the implementation of the school curriculum and the annual program, as well as any complaints of parents related to educational activities, and it recommends measures for the improvement of educational activities. The parents’ council has a representative in the school board – the key governing body of a school.

**Age levels and Grouping of Pupils**

Children who are aged 6 by the 1st April of their enrolment year can get enrolled into the 1st grade of compulsory single structure education. Exceptionally, a child not aged 6 by 31st March can get enrolled into 1st grade.

Educational activities in primary schools are usually organized as generalist teaching (in which one teacher teaches 6 subjects) for pupils in grades 1 to 4, and as specialist teaching (each subject is taught by a specialized subject teacher) for pupils in grades 5 to 8.

In primary schools there is a minimum of eight class departments, one class department per grade for grades 1 through 8, which ensures the integrity of the compulsory eight-year basic education. In exceptional cases, a school that operates in difficult conditions, and special educational institutions, can have fewer class departments and they can have combined class departments. Optimally, a single-shift school should have 16 to 20 class departments equally distributed among the 8 grades. A double-shift school can operate with a maximum of 32 class departments.

**Organization of classes**

Depending on the subject, classes are taught in regular, special or combined class departments or learning groups.

Classes are held in school and outside the school. For the classes taught outside the school, one teacher or an expert associate should be assigned as an escort per a group of the maximum of 14 pupils. When pupils with disabilities participate in classes taught outside the school, one assistant should be assigned for each pupil with sight, hearing or motor impairments, autism or significantly lower intellectual abilities or genetically conditioned behavior disorder, and one assistant should be assigned for a maximum of 5 pupils with impaired intellectual abilities or pupils with behavior disorders admitted to a juvenile correctional facility.

**Class departments**

While the ideal number of pupils per class department is 20, 14 is the lowest and 28 is the highest
number of pupils allowed per a class department. Class departments for regular and special education classes are composed of pupils of the same grade, while combined class departments are composed of pupils of two or, in exceptional cases, more grades. Class departments for classes taught in the language and the script of minorities can comprise fewer pupils. A maximum of 3 pupils with disabilities can be integrated in one class department which should not have more than 20 pupils in total. The maximum number of pupils in a class department should be decreased by 2 when one pupil with other special needs is integrated in the class.

**Special Programs Class departments**

Class departments enrolled in special programs can consist of a maximum of 7 visually impaired pupils, or pupils with hearing, vocal, speech or linguistic impairments, physical disabilities, behavioral disorders due to organic causes, or pupils with behavioral disorders residing in juvenile correctional homes; 9 pupils with an intellectual development disorder; 3 to 5 pupils in the autistic spectrum and with an intellectual development disorder.

**Combined class departments**

Combined class departments are created for generalist teaching (in which a single teacher teaches 6 subjects). Combined class departments made up of two grades have a maximum of 16 pupils. Those made up of three grades have a maximum of 14 pupils, and those made up of four grades a maximum of 12 pupils. Exceptionally, a combined class department may be created for specialist teaching, but it should not exceed a total of 10 pupils.

**Number of Pupils in a Learning Group**

A learning group is made up of pupils of the same class department or of two or more class departments with a view to conducting elective classes, advanced classes, remedial teaching, extracurricular activities, or for other forms of immediate teaching activities. A learning group consists of pupils of the same grade or of different grades, depending on the type of the program conducted in the group. Elective classes for learning groups (ICT, religious education and a second foreign language) are taught as regular classes, with the religious education being taught in learning groups that can comprise less than 14 pupils. Learning groups of ethnic minority pupils who learn their mother tongue and culture (module C) are organized for both generalist and specialist teaching.

**Organization of the School Year**

The school year begins on 1st September and ends on 31st August and it is broken down in two semesters. During a school year pupils are entitled to winter, spring and summer breaks. Educational activities in primary schools are usually carried out over 175 school days, i.e. 35 school weeks. The beginning and the end of the school year, the number of work days and the duration of breaks for students are prescribed by the decision of the minister responsible for education for each year. The Decision on the Beginning and the End of the School Year, Number of Work Days and Duration of Breaks for Pupils in Primary and Students in Secondary Schools for School Year 2015/16 (Official Gazette No. 26/2015) was issued by the minister responsible for education on 3rd March 2015.
Schools are open for pupils during the breaks between the semesters and school years in order to provide the possibility for the organization of various programs, events and activities for the pupils. The school is obliged to ensure the conditions for fulfillment of its pedagogical and public function, in accordance with the school’s capacities and pupils’ interests, throughout the school year. Accordingly, local and regional authorities must provide a plan of activities and ensure the conditions for their implementation during the breaks.

In its annual curriculum, each school establishes a plan and defines the number and distribution of work days required for the implementation of the teaching curriculum, as well as the number, plan and distribution of other work days over the school year required for other educational programs (school manifestations, competitions, the school day, the parish day, the municipality and the city day, field trips, excursions etc.)

The schools operate in one shift if they meet the requirements related to the facilities, staff, and other work conditions. Classes for the pupils in grades 1 - 4 are scheduled as half-day classes with the possibility for the after-school care in the afternoon. Single-shift schools organize full-day classes.

Pupils can partake in regular, elective, remedial, advanced and homeroom classes in as long as the total number of hours does not exceed 25 equally distributed hours per week for the pupils in grades 1 - 4, and 30 hours per week for the pupils in the grades 5 - 8. Ethnic minority pupils in grades 1 - 4 and 5 - 8 who are taught in the language and the script of their ethnic minority, can have a maximum of five hours of additional classes.

**Organization of the School Day and Week**

Education in primary school is carried out based on the national curriculum, the teaching plan and programme and the school curriculum. The teaching plan for primary school establishes weekly and annual number of class periods by grade for: compulsory and elective subjects, other forms of immediate teaching activity, such as advanced and remedial classes, extracurricular activities, homeroom classes, and extended expert procedures for pupils with special educational needs. The extent, content and implementation of extracurricular activities depend on the implementation of the teaching process in school and on the opportunities for the implementation of activities throughout the day. The terms for the implementation of the extracurricular programmes and activities, implemented by the school in accordance with the school’s capacities and pupils’ interest, are provided in collaboration with the local and regional authorities, civil society organisations, parents/guardians and other interested parties.

The usual duration of one class period in the regular primary school is 45 minutes. The minimum duration of recesses between class periods is five minutes, and the minimum lunch break duration is 15 minutes. The lunch break is obligatory after first two class periods in class teaching. In the implementation of teaching and learning activities, the recesses are arranged to fit pupils’ classes, after-school care and meals.

In school, the classes are taught during the five work days or during six days if the school operates in more than two shifts. The number of class periods taught in one day is determined by the timetable and it cannot exceed four class periods per day for the pupils in grades 1 - 4 and six class periods for the pupils in grades 5 - 8.

If not prescribed otherwise in the curriculum, the duration of one class period is 45 minutes. In exceptional cases, the duration of the class periods can be modified in special circumstances with the approval of the ministry responsible for education.
Teaching is organised in class periods and implemented in class departments and learning groups. Pupils attending grades 1 - 4 of primary school partake in generalist teaching, while pupils attending grades 5 - 8 partake in specialised teaching. In exceptional cases, pupils attending grades 1 - 4 can partake in specialised teaching, if so prescribed by the curriculum, while pupils with disabilities in grades 5 - 8 of primary school can partake in generalist teaching.

Schools primarily operate as single-shift schools. Schools can operate in two shifts and, in exceptional cases, in three shifts. According to the aforementioned, primary schools in the Republic of Croatia differ with respect to the organisation of their activities. The table shows examples of the distribution of weekly activities and timetables for two double shift schools.

**ISCED 1 Level Schedule**

**7.00 - 7.45** - Morning reception for first and second grade pupils. Pupils are met at the entrance of the school by the attendant teacher who shows them to the small hall where they are met by another attendant teacher.

**7.45 - 8.00** - First and second grade teachers come to the small hall to gather their pupils, while the third and fourth grade pupils enter the school with their teachers. Pupils go to their classrooms with their teachers and under the supervision of their teacher they wait for the classes to start.

**08.00 - 11.30 or 12.15** - Regular classes scheduled in the timetable

**9.00 - 10.00** - Scheduled meals for each grade in school’s cafeteria

**11.30 or 12.15 - 17.00** - After regular classes, depending on the timetable, after-school care is arranged. Attendant teacher admits the pupils staying in the school, while the rest of the pupils are escorted by their teachers to the entrance where they are met by their parents. During the after-school care pupils wait for their parents with their teacher and other pupils outdoor or in the classroom. At the scheduled time the teacher escorts pupils to the entrance where they are met by their parents.

**ISCED 2 Level Schedule - Morning Shift**

**6.00** - Maintenance staff arrives at the school and starts cleaning the school’s grounds.

**7.45 - 8.00** - Pupils gather at the school’s entrance.

**7.50** - Pupils enter the school, leave their belongings in the lockers and head towards the classrooms where they wait for the classes to start.

**8.00 - 14.00** - Regular classes scheduled in a timetable. During the classes pupils have 2 longer 10-minute recesses, and 5-minute recesses. During the two 10-minute recesses a dairy meal is served.

**14.00** - End of the classes, according to the class timetable. After classes pupils leave school. Pupils who lunch at school have their scheduled lunch.
ISCED 2 Level Schedule - Afternoon Shift

13.05 - Pupils enter for the pre-class period.

13.30 - Pupils enter and have lunch.

13.45 - Regular classes scheduled in a timetable. During the classes pupils have 2 longer 10-minute recesses, and 5-minute recesses. During the two 10-minute recesses a dairy meal is served.

18.15 and 19.05 End of the classes, according to the class timetable.