2019
There have been no reforms to date in this area.

2018
There have been no reforms to date in this area.

2017

National Curriculum of Early Childhood Education and Care - National Curriculum of Preschool Education

Proposed National Curriculum of Early Childhood Education and Care [1] is one of the national curriculum documents, which present the aims related to the purpose, goals, expectations, outcomes, experiences of children and young people, organisation of the educational process and education evaluation at the national level. Chapter 5.2. on preschool curriculum was published in December 2017 after the public discussion and it is reflecting the values, goals, principles and starting points highlighted in the National curriculum on early childhood and preschool education. Preschool education is compulsory in Croatia for all children in the year prior to their entry into primary education.

The document consists of the following parts:

1. The objectives and the purpose of the preschool curriculum

The preschool is a part of the formal education system in Croatia and it is a compulsory institutional form of education for all children starting one year before enrolment in primary education. The purpose of the preschool is to encourage the full development of children and to facilitate the transition of children in primary education.

1. Planning and designing preschool curriculum

The main focus is on the interaction of all participants in designing, planning and implementation of
the process. The focus is especially on the interaction of children and educators. Competence approach and project type of work is supported by the framework.

1. Monitoring and documenting children’s achievements and the development of competences in preschool

The focus is on developing some aspects of competences such as learning to learn competence, researching and understanding the world, communication, creative and artistic competences, personal and social competences, active citizen competences.

1. The quality of the preschool curriculum

The important role in the quality of the preschool education has the involvement of family members in preschool education and the transition from preschool in primary education.

2016

Comprehensive curricular reform

The first stage of the Comprehensive curricular reform, devoted to the development of curricular documents, was completed in February 2016. During this stage of the project, a large (several hundreds) number of presentations and consultative meetings was held with all the stakeholder groups of the project, spanning the whole range from the educators in kindergartens, schools and other types of educational institutions to the representatives of top range public-policy organizations and bodies involved in education and education-related trade unions.

The final output of this work is a total of 55 documents, including „National Curriculum Framework“ as the pivotal document as well as a number of curricular documents related to various educational levels, curricular areas, cross-curricular topics and subject curricula. During February 2016 all of these documents were made publicly available online [2].

On 18. March 2016 Ministry of Science, Education and Sports invited all interested stakeholders to take part in the online expert discussion [3] regarding all these documents, which was concluded on 1. May 2016. Almost three thousand experts, whether on their personal or institutional behalf, participated in in the expert discussion.

On 27. April 2016, Ministry opened the general public consultation regarding the curricular documents.

Main objections which emerged from the expert and public consultation can be summed up in three categories:

1. The expert community should have first received and discussed the framework curriculum along with explanation of the methodological approach, its scientific and empirical grounds and expected outcomes of its application in the education system.
2. The documents should have been developed and discussed in methodologically valid and necessary order; originally envisaged in the curriculum development process. The fact that many or most objections refer to methodology many institutions pointed out that there was no
sense in giving feedback to subject curricula when their major remarks refer to methodology or framework curricula from which subject curricula should be derived in their basic principles.

3. After relevant input from this level of discussion has been integrated into the document the following levels of documents should have been developed.

These potential substantial drawbacks in the organization and implementation of the overall process are to be further addressed and discussed among expert community and policy makers in order to define the steps in the further progress of the process.

Given the number and substance of the relevant feedback it is to be expected that the state and quality of development of draft documents will remain the topic of expert and policy consultation and debate until the above outline issues are resolved.

Regarding the fact that the proposed curricular documents structured on the basis of the proposal for the Framework for the National Curriculum are not currently structured in terms of content as it is stipulated by a legal provision that serves as the basis for their adoption, the procedure for adopting the Act on Amendments to the Act on Education in Primary and Secondary Schools has been launched in the meantime, whose adoption is planned in the fourth quarter of 2016.

On 22. July 2016 the minister of Science, Education and Sports appointed a Committee for Improvement of the Educational Reform [4]. The task of the Committee was to analyze the current implementation of the measures envisaged in the various strategic national documents related to the pre-tertiary education, with special emphasis on documents related to the comprehensive curricular reform, and to make recommendations for the implementation of the remaining measures.

On 3 November 2016 the commission adopted the report [5] and presented it to the Minister of Science and Education.