

## DOCUMENT RESUME

ED 392 754

SP 036 490

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 TITLE Teaching Philanthropy in Croatia: Problems and Projects.  
 PUB DATE 95  
 NOTE 7p.  
 PUB TYPE Reports - Descriptive (141)

EDRS PRICE MF01/PC01 Plus Postage.  
 DESCRIPTORS Action Research; \*Curriculum Development; Elementary Secondary Education; Foreign Countries; Higher Education; \*Philanthropic Foundations; Preservice Teacher Education; \*Private Financial Support; \*Public Support; \*Teacher Education Curriculum  
 IDENTIFIERS \*Croatia; \*Philanthropists

## ABSTRACT

This paper describes "Initiating Philanthropic Activities in Croatia (Rijeka) through Teacher's Education," a project started in 1995 and supported by the Indiana University Center on Philanthropy, and designed to help promote the values of philanthropy, primarily through teacher education. The project is part of the program called "Eastern European Initiative," which aims to spread and support the philanthropic idea over the region and build networks of philanthropic programs and activities. The main purpose of the project is to develop curriculum for teacher education in philanthropy with the emphasis on ethical aspects. The project stresses the importance of nurturing philanthropic behavior from an early age in order to develop caring behavior and to teach the values of peace, cooperation, and help. The paper begins with a background review, including the situation and problems regarding the emergence of philanthropic activities in Croatia, covering political, social economic, and ethical issues. The second section of the paper describes the 3-year project. The first stage of the project (January 1995-August 1996) addresses curriculum development and administrative work for study programs for future teachers, translations, preparation of text-book and study materials, introductory seminars and lectures for students, workshops in regional centers, developing guidelines for action research activities, beginning action research, lectures by key persons, and establishing a philanthropic library and database about persons involved. The second stage (September 1996-June 1997) will stress courses, action research, and publishing activities and will offer courses to other institutions through the regional center in Ljubljana. Activities from the first year will be continued. The final stage (July 1997-December 1997) will include evaluation of the courses and action research. (ND)

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## TEACHING PHILANTHROPY IN CROATIA: PROBLEMS AND PROJECTS

### 1. Background: situation and problems regarding the emergence of the third sector

The fall of former Yugoslavia and independence of its republics was followed by brutal war, disastrous economic situation, rapid change of values and - in spite of proclaimed shift towards democratic societies - growing intolerance in almost every aspect of life. Although in Croatia, one of the newly independent states, efforts are being made towards democratic models of behavior, it is obvious that long-termed, serious and continuous efforts and activities should be established in order to promote values of democratic societies.

This paper describes project named "INITIATING PHILANTHROPIC ACTIVITIES IN CROATIA (RIJEKA) THROUGH TEACHER'S EDUCATION"<sup>1</sup>, started in 1995., and supported by Indiana University Center on Philanthropy, which aim is to help promoting the values of philanthropy, primarily through teacher's education. The project is part of the program called "Eastern European Initiative", which aims to spread and support the philanthropic idea over the region and build network of philanthropic programs and activities.

It seems that there exist many problems which will, from one side, make a lot of difficulties in establishing the third sector in Croatia. On the other hand, considering circumstances in which we live, it looks that engagement in wide range of philanthropic activities is becoming a necessity. The latter is the idea that roots this project.

Regarding the conditions in which philanthropic idea is to be developed, one can think of at least 3 aspects which at the same time, looking from different angles, obstruct and support the emergence of the third sector and philanthropic activities: these are political, economic and social, and ethical aspects.

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First, there are **political** issues which influence the emergence of the third sector and philanthropic values. Legislation (especially tax issues) are not in favor to philanthropic giving. The power of the newly established state is arising rather strongly, with the idea that central government is the best arbiter in deciding how to spend taxpayers money. Like in most of the countries where NGO's are emerging, the central government is not willing to support local initiatives, because this leads to less powerful central control. That's why many of the initiatives coming from the third sector, just because are not at the government side are considered anti-governmental and suspicious. It seems that a lot of work, pressures and foreign assistance will be needed to develop legal framework which will support philanthropic giving and voluntary associations.

On the other hand, slowly but inevitably, the third sector is growing. Unfortunately, it seems that the main impact for its emerging (in wider sense, because some aspects of philanthropic giving and helping lived during the socialist period), was refugee crises in Croatia, when a lot of foreign relief agencies started its work in Croatia and provoked development of domestic agencies.

Serious **economic** and **social** conditions in Croatia are another aspect which will influence emergence of the third sector in Croatia.

Decades of living in socialist state weakened philanthropic tradition which was substituted with the idea that the state should provide for all needs. The best examples for that are health care and education. In fact, after Second World War citizens in former Yugoslavia were being provided with free education (including higher) and every employed person and his family had health insurance. Money for health expenses - in a form of compulsory tax, which was taken from every employee - did not cover all the health expenses, and the quality of health care was declining. In Croatia, by example, which is independent from former Yugoslavia since 1991, and is turning to market economy, expenses for the health care are still covered at the same way: all the employers are obliged to take certain percentage from the salary and pay in the order of Ministry of health. This means that - with the exemption of very small percentage of private offices - health care is still in the hands of the state, with strong signs that state will not be able to satisfy employees in health sector, level of quality of the service and patients. It looks that health care is one of the biggest social problems, and the gap between the costs of the medical service and the money provided is becoming bigger. The government is aware that health system is one of the main issues which should be properly solved or can cause serious social problems (if the system of health insurance becomes too expensive for the impoverished population, which for decade had been covered from these expenses). At this point, it seems that there are not many ideas about third sector going into health issues (like, by example, in the United States, where this sector is the strongest in the domain). However, one must think that sooner or later, having in mind exhausted population and huge health expenses, third sector will come into this area.

This situation is somehow comparable with the circumstances in education. Excluding some minor participation for doctoral and graduate studies, education was, and still is, free (no tuition to be paid). Like in the health area, the expenses for education are growing, but education is still (with only a few private enterprises) in the hands of the state, and becoming very centralized, with no place for local initiatives in public schools, but with cut funds for salaries, equipment and every activity which is out of regular classes. Question which is especially subjected to discussion is the position of the four universities in such a system, where, by example, all programs proposed by the universities should get approval from the committee influenced by the government. The question here is still one of control, which will obstruct private initiatives to enter education.

Anyway, the quality of the education at all levels is diminishing, and the third sector will have a lot of work in this area. It looks that besides quality, different initiatives and ideas about education will have to enter the field through the work of the third sector, and its support. The question of financial support is still here: it will probably be possible only for a limited period of time that public education is free. But like other local activities, it remains to see how will the state behave towards private initiative in education, and how will treat teacher's and parent's wish to enrich their children's school activities. One of the areas of third sector's work will be to find mechanisms for supporting education for students who will not be able to pay for it.

The third aspect connected with the development of the third sector and philanthropy could be labeled as **ethical**, and this is the issue where our project is the most concerned about. Although it seems that activities of the third sector are becoming very important in this country, there is still lack of recognition about the value and meaning of philanthropic initiatives.

The main purpose of this project is to develop curriculum for teacher's education in philanthropy, with the emphasis on ethical aspect. The project aims to stress the importance of nurturing philanthropic behavior from the early age in order to develop caring behavior and teach the values of peace, cooperation and help.

However, there is a wide variety of particular issues connected with this problem when applied to Croatian circumstances. First of all, the idea is that promoting philanthropic activities should be understood as a part of an attempt to strength community values, prosocial, caring and helping behavior, which is, unfortunately, in contrast to every-day living situations in which children and adults constantly witness opposite models of behavior (war, intolerance, violence). This discrepancy between regular models of behavior which children can witness in their everyday living will probably be one of the burdens in obtaining project's goals.

It seems that special emphasis for thinking and working **pro bono publico** should be put in schools. With some rare exceptions (Red Cross activities, collecting things

to be recycled), there are very few examples about philanthropic activities in schools. Associations like alumni or parents associations almost do not exist, and cases where parents are helping the schools with fund raising and private giving are considered strange and unpopular.

## 2. Description of the project

The main goal of the project "INITIATING PHILANTHROPIC ACTIVITIES IN CROATIA (RIJEKA) THROUGH TEACHER'S EDUCATION" is to promote philanthropic activities in Croatia (Rijeka), primarily through teacher's education. Rijeka is one of four university centers in Croatia, and like other Universities in dire need for new programs and support.

The main purpose of the project (3 years of duration, in the first stage) is to develop a curriculum for the course(s) "INTRODUCTION TO PHILANTHROPY". Courses should match students' needs in early childhood education programs, elementary school teachers programs, educational administration, and for graduate students in the field of education. Also, workshops for in-service elementary and secondary school teachers should be developed.

The main ideas on which the courses are based is that philanthropy is not the issue which should be imported; there were and still are such activities, but new initiative and interests are need and more people should be involved in such activities in order to help themselves and make their every-day living better, because it is not to expect that government and economy will meet all the needs. The importance of nurturing philanthropic behavior from the early age is going to be emphasized. Also, philanthropic activities are going to be put in wider context of community values, prosocial and helping behavior. Topics covered should include the history of philanthropy and philanthropic tradition (international and national), how society works and how philanthropy works within the society (examples and cases), the ethics and values of philanthropy, and the policy of nonprofit sector. Besides, activities on how to promote existing philanthropic activities, revive old ones and establish new will be stressed. Long term activities and development of philanthropic ideas as well as continuous and extensive work on culture for philanthropy should be emphasized.

Case study method and problem based learning will be the basic methods (including lectures and seminars); actions should be stressed, and - when possible - initiating philanthropic activities in community (school) are going to be put as course requirements.

After a pilot year at the University of Rijeka, curriculum should be offered to other higher institutions in Croatia (and other higher education institutions in Eastern Europe through the Regional Center in Ljubljana (Slovenia), which is to be established

and developed in the context of the "Eastern European Initiative" program).

Although at this stage of the project it is planned to develop curriculum for teachers, it's necessary to think about work which should be done on textbooks which promote philanthropic behavior in children through regular schooling. It is too much to expect that separate course on philanthropy should become requirement very soon, but the point is that teachers permeate their activity and influence with philanthropic ideas.

In order to root teaching about philanthropy on the Croatian tradition, culture and values, initial inquiry should be done on history and present state of philanthropic activities. Also, action research is planned (for teachers who had courses and workshops: the goal is to help them to plan, develop and follow their philanthropic actions and constantly improve their work.)

Although the main purpose of the project is to develop curriculum for course(s) "INTRODUCTION TO PHILANTHROPY", it seems that developing "the philanthropic culture" is equally important in nurturing philanthropic behavior in a wider sense. In promoting this goal, it is necessary to establish a philanthropic library, provide current journals on philanthropic matters, translate fundamental literature, disseminate philanthropic issues (in newspapers, in journals for teachers, in educational publications, in international publications, at professional meetings). In addition, it is planned to establish a database about all the persons who were at any point included in program in order to build network among them and facilitate their contacts and activities. Also, it is very important to have key-persons from the field as guests.

As a result of the work on the project (literature studying, research results and teaching on philanthropy), a publication is to be prepared, which should cover fundamental information on philanthropy and gather examples of tradition and current work in the field. The intention of the book is to provide basic information on philanthropic issues on national and international level.

It is proposed that the first stage of the project should be 3 years (Jan 1995 - Dec 1997). The first stage, **PREPARATION** (Jan 1995 - Aug 1996), is addressed to curriculum development and administrative work for including courses in study program for future teachers, translations, text-book and study material preparation, key-persons involvement, introductory seminars and lectures for students, workshop(s) in Regional center, developing guidelines for action research activities and its beginning, lecture(s) from key persons and establishing philanthropic library and database about persons involved.

In the second stage, **COURSES** (Sep 1996 - June 1997), stress is on courses, action research and publishing activities continued as well as activities for offering courses to other institutions through Regional center in Ljubljana. Activities from the

first year will be continued.

In the final stage, **EVALUATION** (July 1997- Dec 1997), evaluation of the courses and action research activities should be done. Publication is planned to be prepared for publishing.

It seems that in such circumstances media should pay special attention to this population, at the first place providing information and networks for teachers and other persons involved. Access in the networks of people and ideas in the field is *conditio sine qua non* for every effort to be done in this domain. Foreign experience and help is considered essential.