



REPUBLIC OF CROATIA
Ministry of Science and
Education

CROATIA - HOW HAVE WE INTRODUCED DISTANCE LEARNING?

Ministry of Science and Education of the Republic of Croatia



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WHAT MAKES DISTANCE EDUCATION POSSIBLE IN CROATIA?

Croatia started the curricular reform of education in 2016, and since 2017 the reform has been particularly focused on improving students' and teachers' digital competences as well as equipping schools.

Already in 2017 we started a project of introducing digital literacy to various subjects and after-school programs by using microcomputers. In cooperation with the Institute for the Development and Youth Innovation, CARNET acquired 45.000 microcomputers for 6th grade primary school students with the aim to develop students' digital competences, foster creativity and innovation and an interdisciplinary approach to the use of information technologies.

Furthermore, Information Technology was introduced in 2018 as a compulsory subject in the 5th and 6th grades of primary school. To prepare for the introduction of the new subject, additional teachers were hired, specialised classrooms were equipped, and teachers were trained to implement new curricula focused on learning programming.

In addition to that, in 2018 the regulations on textbooks were changed to provide for budgetary funding of digitalising textbooks and learning materials.

Carnet, the Croatian Academic Network, launched in 2015 the pilot phase of the e-Schools project which equipped 150 schools and developed various support tools for them. All schools in Croatia will be included in the project this year.

In implementing digitalisation, the priority of the Ministry of Science and Education (MoE) was to ensure teachers' digital independence, which meant ensuring that teachers own laptops and classrooms are equipped with overhead projectors or interactive/smart whiteboards, so that various types of content and multimedia can be used in all classes. Thus 26.000 laptops were bought for teachers in 2019, and as many will be bought this year for the remaining teachers; projectors and smartboards were bought for classrooms that lacked them.

After that, we focused on equipping students through the Comprehensive Curricular Reform project funded by the EU. The plan was to digitalise schools according to the age of students, based on evidence collected in experimental schools and international comparisons. This meant that students in lower grades (6 to 10 years of age), who need to develop graphomotor skills, should only use tablets for activities such as group work, and thus get four to five tablets per class. In higher grades, when students (11 to 15 years of age) get subject classes, the principle was to provide each student with a tablet, thus encouraging the use of digital content and materials, and providing students with an opportunity to learn to use the learning technology responsibly. So far, tablets have been bought for all students in 5th and 7th grade of primary school, and 10.000 tablets were given to schools to use with their lower primary students under teacher supervision.

In secondary schools, equipment was provided only to students with lower socio-economic backgrounds, as the research in the pilot phase of the curricular reform showed that the majority of secondary school students already own equipment with Internet access.

In Croatia, primary education is compulsory and the emphasis is put on equal access. Thus the challenge was to provide all students with Internet access at home, so that they would be able to access digital content. Mobile network operators joined the initiative by providing all students who received tablets with SIM cards enabling free access to digital educational content and additional 2 GB of Internet traffic per month.

Together with tablets, a Mobile Device Management (MDM) system was bought that connects the tablets and enables centralised control. The system monitors tablet usage and enables centralised problem-solving.

Strong emphasis was put on developing teachers' digital competences and enabling them to work in a virtual environment. Teacher training for curricular reform was launched online in 2018, via the Loomen platform which includes virtual classrooms and online cooperation tools. In almost two years more than 50.000 teachers participated in such training. This was the key experience that later enabled teachers to establish virtual classrooms and communicate with students and other teachers without difficulty.

All of this contributed to the swift and effective establishment of distance learning in the context of the COVID 19 crisis.

HOW HAVE WE PREPARED TRANSFORMATION TO DISTANCE LEARNING IN TWO WEEKS?

When school closure was announced as a potential measure, at the beginning of March, the Ministry started preparations for distance learning. It took two weeks to move all classes online, and distance learning was successfully launched on March 16th.

The concept was based on two key principles:

1. Access has to be provided to all, adapted to student age
2. There needs to be a backup for every solution

The priority was to create the content needed to launch distance learning, so that teachers would have time to establish the communication infrastructure and adapt to online teaching.

For lower primary students the Ministry decided to cooperate with the public television, because this age group is too young to use digital technology independently. The teachers needed to establish communication channels with the parents rather than the students, and for this they were encouraged to use social networks and chat groups for parents to access with their smartphones.

For older students, 15 minute videos were created on the basis of a national schedule which should enable all students to reach all learning outcomes planned in the curriculum by the end of the school year.

Another priority for older students was to equip and provide Internet access to all of them.

Higher education institutions have also received guidelines to transfer to distance learning, and SRCE University Computing Centre centrally provided software and support through its [distance learning centre](#). The higher education institutions are able to autonomously determine how these will be implemented in practice.

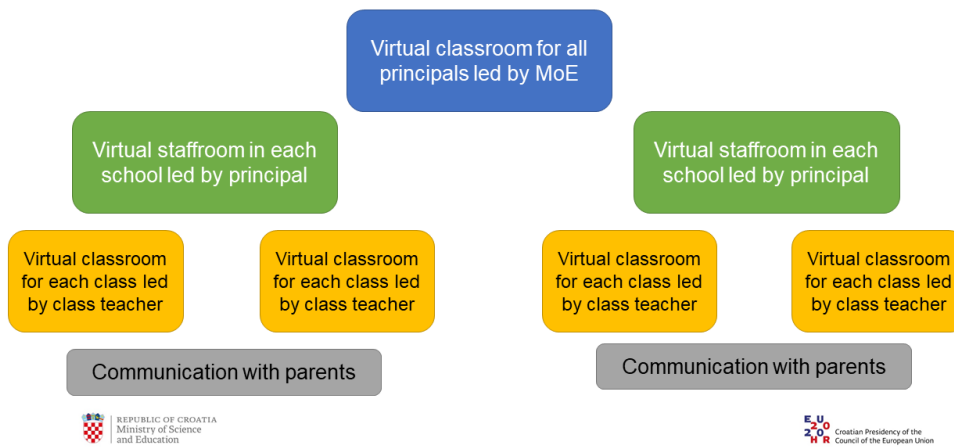
Technical support to primary and secondary schools has been successfully provided by [CARNet](#).

While preparing for distance learning, the Ministry published instructions for schools ([Instructions to all primary and secondary schools for the organization of distance learning](#) and [Guidelines for distance learning for primary and secondary schools](#)) focusing on:

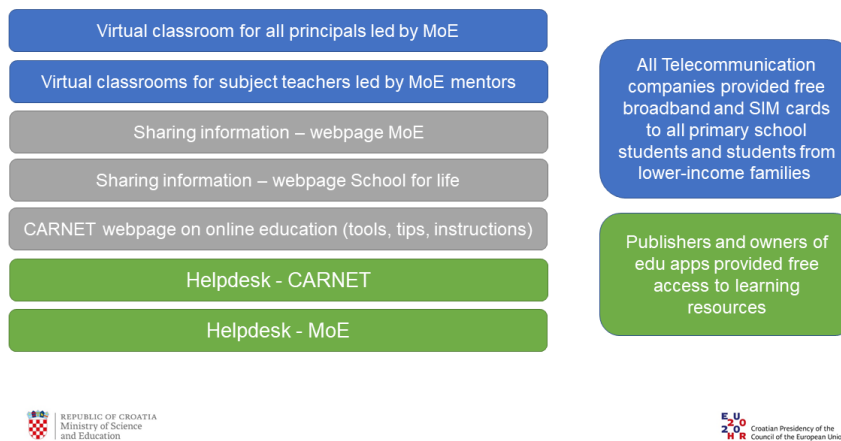
- [establishing communication channels](#)
- equipping students from lower socio-economic backgrounds
- instructions for the age-appropriate use of the pre-prepared content

- monitoring and support.

Organizational plan for schools



Support – multiple levels and agents



The day before school closure, the minister, prof. dr. sc. Blaženka Divjak, provided all school principals with instructions and answered frequently asked questions in a public announcement ([Address to Principals by Minister Blaženka Divjak](#)).

The principle of always providing backup was implemented as follows.

Using multiple channels for publishing and sharing information:

- Three TV channels: HRT3, SPTV, RTL2
- Several websites: MoE, School for life, agencies
- YouTube channels
- Mail
- Messaging apps
- Social networks

Technical solutions

- AAI@Edu.Hr nation-wide authentication protocol is used by all primary and secondary schools for all students and teachers.
- Different platforms accessible with AAI@Edu.Hr:
 - Moodle
 - Teams
 - Yammer
 - Google classroom
 - Edmodo
- Distributed set of systems, not a single platform – distributing the load
- We used to have 100 access/minute, now we have 1100 access/minute

How to be ready for changes in education

- Lean and agile management
- Continuous improvements - transferring knowledge from each day/activity to another one
- Fast learning and even faster knowledge sharing
- "Never-ending story" - changes and innovations in schools must be continuous

WHICH GUIDELINES HAVE WE PROVIDED IN THE FIRST TWO WEEKS?

From the first day of distance learning, direct communication with a helpdesk was established, and various media were used to answer frequently asked questions and provide guidelines to schools and higher education institutions.

In addition to that, the questions frequently asked by schools, teachers, parents and students were answered in the following documents:

Internet access and devices

For distance learning to be able to function, every student must have **Internet access and an appropriate device at home**. Since a number of students do not have Internet access at home due to socio-economic reasons, teleoperators have been involved, providing a SIM card with free-of-charge access to educational content and an additional 2 GB of Internet per month for all students who needed it. More than 90,000 tablets are distributed to students.

26,000 computers were procured for teachers in 2019. The computers were distributed to schools in October and November 2019. Additionally, the principals can distribute computers that are located in IT classrooms in schools to teachers. In case some teachers still do not have a computer, or one of their own, the principal can contact the Ministry for funds to purchase a computer.

Work of employees during distance teaching

Since distance teaching began on 16 March 2020, the Ministry recommended teachers to spend at least part of their working hours in school to be able to cooperate and provide assistance, in order to establish a functional distance teaching system. This was possible because at that time there were no epidemiological restrictions.

However, the situation has changed significantly after a few days, **and as of 19 March 2020 a majority of teachers have been working from their homes.**

Requirements for work from home include: defining what should be done, how to contact employees, expected outcomes, equipment needed by the employees in order to work from their homes etc. For teachers without a personal equipment for working from their homes or teachers lacking technical knowledge for virtual teaching, advantages for working in the schools are obvious, at least during the initial period.

Vocational schools, secondary school graduates, practical subjects and student participation

The problem of vocational schools and numerous programmes for which online teaching cannot be centrally organised. The teaching of practical subjects is particularly problematic. **The Ministry of Science and Education has created online content for all general subjects taught in secondary schools.** This will ensure that when students in vocational education come back to their schools, they have time for practical subjects. Moreover, vocational teachers are encouraged to develop creative solutions to also teach practical subjects online if possible. Additional resources for teachers are available at the web of the Agency for VET.

Virtual content and organising classes

The basic principle of online teaching is that the content and the learning have to be made accessible to all students, regardless of the conditions at home and the support provided by teachers in the first week of online teaching, when the students were getting used to a new form of classwork.

The School on Channel 3 and two other channels programme of online classes together with teaching and learning in virtual classrooms will ensure that all learning outcomes are achieved by the end of the school year. We are aware that some students have already achieved some of the learning outcomes while some are lagging behind, and it is the teachers' support to make up for the differences in pace.

By the end of the first week, more than 50.000 virtual staffrooms and classrooms were established, with the participation of 450.000 teachers and students. In addition to that, more than 70.000 higher education students used the systems provided by SRCE, and the number does not include other distance learning systems which are used by higher education institutions.

In the second week the emphasis was on psychological support to students (via phone and email) and topical guidelines for other stakeholders in the system.

During the first two weeks of distance learning, to prevent imbalances in student workload, the Ministry published the document [Recommendations for organizing a students work day in distance teaching and learning](#) which defined the age-appropriate workload to help teachers plan.

HOW ARE WE CONTINUING IN THE WEEKS THREE AND FOUR?

The Ministry is working on developing the [Guidelines for assessment and grading in a virtual environment](#) and evaluating various scenarios for the implementation of the State Matura national exam for secondary school graduates.

The Guidelines focus on determining and evaluating importance of a specific content, so that the assessment supports the development of 21st century competences rather than rote learning of facts. The Guidelines will include concrete examples and tools to be used in the virtual environment.

More details available [here \(https://mzo.gov.hr/en\)](https://mzo.gov.hr/en)



Ministarstvo
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RECOMMENDATIONS FOR ORGANIZING A STUDENT'S WORKDAY IN DISTANCE TEACHING AND LEARNING



ŠKOLA
za život

Ministry of Science and Education

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GENERAL GUIDELINES FOR ORGANIZING DISTANCE TEACHING AND LEARNING

Implementing distance learning is a challenge to both the teacher and the student, but also for the entire family because the process of learning and teaching is taking place in the home where it is necessary to ensure certain conditions for studying. We also have to somehow determine or even quantify how much studying is needed.

Regarding conditions for studying (learning), they imply equipment for distance teaching and learning (instructions on equipment have been provided for schools) and necessary textbooks. Students also need a quiet space without distractions for studying at home. Furthermore, it is good to try to establish a regular workday structure for students. It is especially important that parents try to provide structure when it comes to younger children in so-called class teaching. It is good for older students to adhere to certain recommendations as well. In this way we are taking care of physical and mental health of children and young people.

Parents, but also teachers, often ask how much students need to study daily and how they can help them organize their work. On the other hand, pupils/students emphasize that their studying works best when they enjoy what they are studying and how they study, so time goes by quickly. The opposite situation is when they have to do something for which they cannot recognize a meaningful purpose, or they do not know how to start working, so the whole process of learning becomes a tedious task which is done without the appropriate motivation.

The expected time spent learning (student workload) is in part derived from the legislation. It is not easy to estimate the time necessary for learning, and the legislation uses the term „average student "or „average time“, which means that in reality this time can be somewhat longer or shorter than planned. For example, The Croatian Qualification Framework Law states that students should spend a certain amount of time studying in accordance with the so-called HROO credits (HROO – The Croatian Credit System for General Education), which need to be realized within the framework of a particular qualification.

Time spent learning (student workload) implies the time spent being taught (in school, or through the system of distance teaching), but also the time for individual studying or for collaborative studying. This total amount of time depends on the age of a child and it varies between 5 and 8 hours a day for five days a week. However, no matter the amount of time, it is limited and presents a challenge for teachers to adjust the tasks an „average student“ can complete in the predetermined time frame. Teachers need to take into consideration the students' workload. This implies that they need to achieve the planned learning outcomes of the educational process. However, teachers should also try to distinguish between contents which are essential and those that are secondary or non-essential. Here the teachers play a key role because they need to supplement the material available on one of the central platforms with their own material and instructions, they need to monitor the students and adjust the educational process so that it is confined in reasonable and acceptable time frames and adjusted to the students' cognitive abilities.



The following text pertains to the recommendations regarding the organization of the students' work day in the course of the working week. Therefore, the described rhythm would imply free weekends for all students. Other ways of establishing the rhythm of the working week are possible, and the following suggestions can be helpful when making your own plans.

CLASS TEACHING (1ST-4TH GRADE; AGE 6 TO 10)

Students in so-called class teaching should spend 5 hours per day learning (this includes studying and being taught). It might seem that 5 hours a day is demanding, but we should not forget that until the implementation of distance learning students spent at least 4 hours a day in a real classroom, and later they would study at home or in after school care, and they also had some type of school responsibilities during the weekend. When it comes to distance learning, all of these activities are now done at home, so they are now very immediate and salient to parents.

In order to enable acquiring appropriate work habits, it is recommended that students have the same organization of time every work day. Therefore, following TV School on Channel 3 is a strong recommendation, but it is not necessary to watch the programme in the morning hours, because there is a rerun in the afternoon, and the video is also available on YouTube and on websites. Teachers send additional tasks connected to planned topics to the parents, but while doing so they need to take into consideration the students' workload and the purpose of the assignments, as well as technical conditions in the home. For example, it is not acceptable to ask of each parent to print out notes when students can write their homework in their notebooks. It is not necessary that the entire homework of each student be sent to the teacher every day, but rather, the teacher can make a schedule for students who will send them their homework. In this way we are enabling individualization of activities, adaptation to individual students and learning outcomes.

An example of a schedule for students of so-called class teaching during the working week (Monday – Friday):

Time	Suggestions for student activity	Suggestions for parents
CROATIAN RADIOTELEVISION CHANNEL 3 8:00 - 11:00	Students „attend" School on Channel 3 They read, express themselves in written and verbal form They calculate, solve mathematical problems, do modelling Physical exercise (physical education) Music and art education They take a break every 45 or 60 minutes	Provide a quiet space without distractions, equipment and a television set
11:00 - 13:00	Lunch and relax Interaction with household members Play	Making lunch Talking to children



<p>13:00 – 15:00</p>	<p>Students do tasks sent by the teacher</p> <p>They make something with their hands</p> <p>They speak about the topic with parents, peers</p> <p>They repeat watching parts of School on Channel 3 on TV or on YouTube channel</p> <p>They take a break every 45 minutes or more often if necessary</p>	<p>Cooperate and help children if necessary</p> <p>Cooperate with the teacher and, if needed, with expert associates</p>

SUBJECT TEACHING IN PRIMARY SCHOOL (5TH-8TH GRADE; AGE 11 TO 14)

A similar pattern can be applied to students of subject teaching in primary school, **who should study around 6 hours per day (including being taught)**. The abovementioned does not include studying over the weekends; if students study over the weekends, the number of hours during the working week decreases. In such case students do not have to watch the TV programme according to schedule if it is not synchronized with their schedule, but teachers should direct children towards appropriate video lectures; they should find appropriate lectures if they have not made their own. School on television is not as crucial as are video lectures available on the School for Life website, which can be viewed and used in the sequence students and teachers find appropriate. However, if the teacher decides not to use the material, they have to make their own because it is not enough to instruct the student to learn something from the textbook because such an approach does not result in sufficient mastering of the educational material. For example, most students cannot learn fractions by themselves by just using the textbook. It is important to create a balance between subjects and this is where the coordination between the teachers in the virtual teachers' room and virtual classroom is crucial.

We would like to note that there are subjects which are not covered by the central schedule which is posted by the Ministry of Science and Education (MZO), and that teachers themselves should prepare material and instructions for those subjects.

An example of a schedule during the working week (Monday – Friday) for students of so-called subject teaching in primary school:

Time	Suggestions for student activity	Suggestions for parents
<p>SPORTS TELEVISION CHANNEL</p> <p>9:00 - 12:00</p>	<p>Students participate in virtual classroom work or study video lectures on the Sports channel or the School for Life website</p> <p>They cooperate, research, ask, help, etc.</p> <p>They read, express themselves in written and verbal form</p>	<p>Provide a quiet space without distractions, equipment and a television set</p>

	<p>They calculate, solve mathematical problems, do modelling</p> <p>Physical exercise (physical education)</p> <p>Music and art education</p> <p>They take a break every 45 minutes</p>	
12:00 – 14:00	<p>Lunch and relax</p> <p>Interaction with household members</p> <p>Play</p>	<p>Making lunch (or giving instructions to the student on how to make lunch)</p> <p>Talking to children</p>
14:00 – 17:00	<p>Students do tasks sent by the teacher</p> <p>They make something with their hands (an experiment, a model, plant something, etc.)</p> <p>They speak about the topic with parents, peers</p> <p>Do research on the topic on the internet, in textbooks or other books</p> <p>Reading</p> <p>They take a break every 45 minutes</p>	<p>Cooperate and help children if necessary</p> <p>Cooperate with the teacher and, if needed, with expert associates</p>

SECONDARY SCHOOL (AGE 15 TO 18)

In secondary school, **students of first, second or third grade should study around 7 hours a day on average (including being taught)**. The abovementioned does not include studying over the weekends; if students study over the weekends, the number of hours during the working week decreases. Teachers should coordinate amongst themselves regarding a balanced workload of students during the working week. Similar to subject teaching in primary school, it is not necessary that all video lectures be followed on television or that they become the only way of learning and support to students. However, in case teachers decide not to use the lectures provided through the central platforms as a resource, they need to prepare similar material by themselves and provide clear instructions to students on all sources that are being used. We would like to note that distance learning only by means of video conferencing or audio conferencing in real time with the participation of all students is not recommended because of possible online system capacity overload. There are better ways of organizing distance learning.

We would like to note that there are subjects which are not covered by the central schedule which is posted by the Ministry of Science and Education (MZO), and that teachers themselves should prepare material and instructions for those subjects. Over 250 secondary schools with vocational education programmes are instructed to consult the Agency for Vocational Education and Training and Adult Education website.

An example of a schedule during the working week (Monday – Friday) for students of the first, second, or third grade of secondary school:

Time	Suggestions for student activity	Suggestions for parents
8:00 - 12:00	Students follow the programme on RTL 2 They prepare to work in the virtual classroom They take a break every 45 or 60 minutes They exercise, read, do maths, research, etc.	Provide a quiet space without distractions, equipment Cooperate with the class master and expert associates
12:00 - 13:00	Lunch and relax Interaction with household members	Making lunch (or giving instructions to students on how to make lunch) Talking to students
13:00 - 16:00	Students work in virtual classrooms They speak about the topic with teachers, peers They solve problems individually or in teams They make something with their hands They take a break every 45 to 60 minutes	Cooperate and help students if necessary

STUDENTS OF SECONDARY SCHOOL GRADUATING CLASS

Students of secondary school graduating class should study about 8 hours a day for five days a week. For students of secondary school graduating class, and other secondary school students, a **flipped classroom** model is recommended. In this model students read about a certain topic, watch the video material or explore the topic on their own in some other way, after which they ask questions in the virtual classroom, discuss and solve problems or substantiate their opinions through argumentation.

For all students, and secondary school students especially, the development of self-reliance and responsibility is required. For students of secondary school graduating class the mentioned competencies should ensure that they prepare for learning and achieve all previously determined learning outcomes without any special support from parents. On Saturdays, RTL 2 will broadcast the regular programme of preparation for graduation exams for students of secondary school graduating class.

An example of a schedule during the working week (Monday – Friday) for students of secondary school graduating class:

Time	Suggestions for student activity	Suggestions for parents
8:00 - 12:00	Students follow the programme on RTL 2 They prepare to work in the virtual classroom	Provide a quiet space without distractions, equipment



	They take a break every 60 minutes They exercise	
12:00 –13:00	Lunch and relax Interaction with household members and friends	Making lunch (or giving instructions to students on how to make lunch)
13:00 – 17:00	Students work in virtual classrooms They speak about the topic with teachers, peers They solve problems individually or in teams They make something with their hands They take a break every 60 minutes	Cooperate and help students if necessary

In conclusion, the abovementioned schedules **are just examples of possible schedules** made for students of different age; schedules that are compatible with the current distance learning model. All these schedules imply a five-day working week and rest during the weekend. Additionally, for Saturday morning we are organizing preparations for graduation exams in the duration of 2 hours which are meant to help students with revision and systematization of knowledge and skills necessary for successful completion of graduation exams.

ORGANIZING LESSONS

Distance learning is a new experience for most teachers, as well as students. There are different models of organizing distance learning, but also there are different models of its realization in smaller teaching units and lessons. Here we are describing one of the possible scenarios of organizing one school lesson of distance learning. The emphasis is on encouraging students' activity as much as possible, as well as providing all necessary support in the educational process and providing basic material for learning. This material should not be reduced to one source, or reading from the textbook. It is important to provide clear instructions on how to explore a topic and how to reach other credible sources, especially on the internet.

A lesson which lasts 60 minutes can be structured in the following way:

A video lecture of about 15 minutes

Student talks or writes with video – 15 minutes

Individual student work (repetition, exploring, reading, writing, discussion or watching a discussion) lasting 30 minutes



When it comes to subjects for which there has to be some previous preparation in the form of practice or understanding of content, teachers should make a video of about 15 minutes or instruct students to follow a certain lesson with the help of video lectures provided by the Ministry of Science and Education for distance learning. Distance learning does not imply students only reading a textbook and working on tasks under the direction of teachers. In other words, it is not reduced to students learning completely on their own without the teacher there to explain the context in the form which would be most similar to a lecture. In all these activities the role of the teacher is crucial in balancing the quantity of the content of learning. Therefore, the teacher must not just direct students to video lectures without additional instructions, monitoring and support, and it is not good to burden a student with too much material or to indirectly transfer the teaching process to parents, which is one of the reasons we are giving these recommendations.

On average, a student should put in an equal amount of time in studying the prepared material as in individual work. The goal is to make the students more self-reliant and more responsible for their own learning process over the course of time.

REFERENCES

Flipped classroom

<https://skolazivot.hr/wp-content/uploads/2020/03/Obrnuta-u%C4%8Dionica.pdf>

Directions for making video lectures

https://mzo.gov.hr/UserDocsImages/dokumenti/Obrazovanje/Raspored/Upute_snimanje_video_lekcija.pdf

Online lessons:

<https://skolazivot.hr/video-lekcije/>

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mzo.gov.hr

Internet access and devices

INTERNET ACCESS

For distance learning to be able to function, every student must have Internet access at home. Since a number of students do not have Internet access at home due to socio-economic reasons, teleoperators have been involved, providing a SIM card with free-of-charge access to educational content and an additional 2 GB of Internet per month for all students who needed it.

PROVISION OF DEVICES FOR STUDENTS

Within the framework of research carried out in 74 schools included in the experimental programme "School for Life", students were asked if they had any IT equipment at their disposal that can be used for access to digital content, to the Internet in general and for communication.

The analysis of the replies of students attending the 5th and 7th primary school classes and the 1st secondary school class, included in the experimental programme "School for Life", shows that a great majority of students or almost 94% have their own smartphone, while 92% of students have a desktop computer or a laptop at their disposal at home.

All students attending the 5th and 7th primary school classes have been provided with a tablet to be able learn at home. In addition, around 10,000 tablets have been procured for class teaching at school so that class teachers could use them with lower primary school students for the purposes of group work under teachers' supervision.

Since learning was organised via public TV for lower primary school students, and class teachers have set up communication channels with parents (via smartphones), thus assigning tasks to students, the Ministry has instructed school principals to distribute devices for class teaching to students attending the 6th and 8th classes who do not have a device and Internet access at home. The principals have mostly distributed tablets according to needs, and the principals of those schools whose needs are greater than the number of available tablets for class teaching have contacted the Ministry which has allocated funds for the purchase of tablets. The parents were obliged to fill in a form confirming under criminal and material



liability that they neither possess a device nor have Internet access, in order to avoid the misuse of this mechanism and for the equipment to reach those most in need.

At the beginning of the school year, the Ministry allocated funds to secondary schools, on the basis of the number of 1st class students receiving guaranteed minimum benefit (GMB), for the purchase of tablets for these students. Before distance learning was launched, the Ministry had allocated around HRK 4 million to secondary schools for the purchase of devices for students of lower socio-economic background attending the 2nd, 3rd and 4th classes to be able to attend distance learning classes. Since it was not possible to collect data on all students receiving the GMB in such a short time, the Ministry has estimated the number on the basis of data on the 1st classes, and the parents were obliged to sign a form (as mentioned above) confirming under criminal and material liability that they neither possess a device nor have Internet access, so as to avoid the misuse of this measure.

PROVISION OF DEVICES FOR TEACHERS

26,000 computers were procured for teachers in 2019. The computers were distributed to schools in October and November 2019. Additionally, the principals can distribute computers that are located in IT classrooms in schools to teachers. In case some teachers still do not have a computer, or one of their own, the principal can contact the Ministry for funds to purchase a computer.

AREA THAT IS NOT COVERED BY TV SIGNAL

Besides attending distance learning classes on TV, it can also be attended on the 'School for Life' webpage: <https://skolazazivot.hr/video-lekcije/>, the corresponding YouTube channel: <https://www.youtube.com/channel/UCUq1OACvA1XKyXxvstWAJ9w>, as well as via HRT3 and SPTV television channels. Alternative channels have been provided for all educational content, so we believe that at least one of them will be available to you.



mzo.gov.hr

Virtual content and organising classes

TV CLASSES

The basic principle of online teaching is that the content and the learning have to be made accessible to all students, regardless of the conditions at home and the support provided by teachers in the first week of online teaching, when the students were getting used to a new form of classwork. Lower primary school students (6 to 10 years) are especially vulnerable in this situation because they do not communicate with their teachers directly, but through their parents.

The School on Channel 3 programme of online classes will ensure that all learning outcomes are achieved by the end of the school year. We are aware that some students have already achieved some of the learning outcomes while some are lagging behind, and it is the teachers' job to make up for the differences in pace.

The goal of the first week of online classes was that students adapt to the new methods of teaching and learning. Thus, the content provided was simple and fun. Starting from the second week already, the content will be aimed at achieving the planned learning outcomes, without additional entertaining content. The programme will be aired in the morning with a rerun in the afternoon. This is meant to provide students with free time for exercises and homework given by their teachers.

We will publish the content to be covered by the School on Channel 3 the day before, to give teachers time to prepare.

We repeat: the lower primary students need to watch the Croatian National Television Channel 3 (the School on Channel 3) during airtime, or on [YouTube](#), and access online materials on the [School for Life website](#).

The teachers need to provide a communication channel for parents (e-mail, Viber, WhatsApp or some other) through which they will offer guidance for students.

Communicating with their parents, the teachers will instruct children to perform tasks such as reading a text, drawing or calculating something, or talking to parents on a topic. The tasks



can, but do not have to be, connected to the School on Channel 3 content. Parents or caregivers are obliged to communicate teachers' instructions to the children and then monitor their work as much as possible, and they can ask teachers or other professional school staff for additional guidance.

The subject content for upper primary and secondary schools is also aired on TV (SPTV and RTL2), and can also be accessed on the Ministry and School for Life websites. Video materials are prepared for 5 subjects each day.

If subject teachers, especially secondary school subject teachers, prepare their own content and communicate regularly with students, the students do not necessarily have to follow the Ministry's schedule.

We are using the opportunity to warn the teachers that if students follow the national schedule only, they will not have the required number of contact hours in all subjects. It is thus essential that teachers create their own content to achieve the necessary number of contact hours in each subject. This is especially important now that we know that students will not be able to go back to schools for at least a month.

We invite all teachers to record the content and submit their successful 15-minute video lessons on: kurikulum@mzo.hr as we are planning to enable others to use them too. We will need over 300 video lessons per week.

POSSIBILITY OF SETTING UP A VIRTUAL CLASSROOM FOR YOUNGER CHILDREN (6 – 10 years)

In agreement with parents, the class teacher and the school principal and according to the evaluation of students' capabilities, you can set up a virtual classroom. In this respect, it is crucial that the parents provide their consent as regards direct communication with students, and that the class teacher provides evaluation regarding the students' adequate level of digital skills and the possessing of necessary equipment.



DISTRIBUTION OF STUDENTS' AUDIO/VIDEO MATERIAL

When assigning tasks to students it is important to take into account their suitability to the students' age and capabilities. In case you have already been working on developing the digital competences of students and your students know how to record and send a video, the assigning of such a task makes sense. Otherwise, this might pose a problem to both students and parents.

GRADING OF STUDENTS

The first two weeks of distance learning are intended for all students and teachers to adapt to the new working methods. Also, during this period it is important to monitor students and provide them with instructions on how to learn in virtual environment. Assessing and grading in virtual environment in which learning is carried out according to the asynchronous model should be carried out in tailor-made forms in relation to models in the physical classroom.

Assessing and grading in virtual environment have certain differences when compared to those carried out in the classroom, when the teacher and student are physically in the same place and when direct synchronous communication is possible, thus making it more easy to check the correctness of answers and protect against cheating, illegal copying and similar. It is therefore necessary to adapt both oral examinations (reduce their number and scope) and written examinations (routine tasks are mainly used for self-assessment and peer assessment).

At the same time, a step towards assessing more complex task forms should be made (project work, essay, small-scale research work, problem-solving tasks etc.) which do not require direct supervision and control of students, but which on the other hand enable students to achieve learning outcomes and go through an interesting process of producing solutions. The guidelines and examples of assessment will be available at the beginning of April. Should you have any useful examples, we invite you to send them to us.



ELECTIVE SUBJECT TEACHING

According to the MSE schedule, the teaching of compulsory subjects takes place during the first week, and materials for the teaching of elective subjects have also been designed and will be made available to everyone via a link in the schedule on the MSE webpage. Also, there is the possibility within the schedule every day to prepare at least one additional lesson organised by school. Video lessons can be found on the 'School for Life' webpage: <https://skolazazivot.hr/video-lekcije/>.

TYPE OF MATERIALS DESIGNED BY TEACHERS

Teachers themselves decide on the type of materials that are to be used and/or additionally prepared according to the needs of their class and subject. It should be at the same time taken into account that it is necessary to provide the adequate amount of working materials, as well as communication with students so as to provide them with feedback and learning instructions. Video material is not required in this case, but it is recommended. The aim is to ensure that students are learning actively, with teachers individualising their support.



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Work of employees during distance teaching

TEACHERS

Since distance teaching began on 16 March, the Ministry recommended teachers to spend at least part of their working hours in school to be able to cooperate and provide assistance, in order to establish a functional distance teaching system. This was possible because at that time there were no epidemiological restrictions.

However, the situation has changed significantly after a few days, and as of 19 March a majority of teachers have been working from their homes.

Requirements for work from home include: defining what should be done, how to contact employees, expected outcomes, equipment needed by the employees in order to work from their homes etc. For teachers without a personal equipment for working from their homes or teachers lacking technical knowledge for virtual teaching, advantages for working in the schools are obvious, at least during the initial period.

Upon transferring to working at home, teachers with neither a personal equipment nor an official laptop, may borrow a computer from the school computer classroom.

Having established communication channels in a virtual environment, teachers who sign a statement that they have secured equipment and internet access in order to work from their homes, i.e. carry out distance teaching, may work from home. Other teachers may carry out distance teaching from schools since all schools have equipment and internet access. So far the Ministry has not received any information on teachers working from schools.

Teachers working with students with adjusted syllabus continue to be eligible for compensation if in a virtual classroom they can give proof of adapting syllabus to individual students.

Teachers with remedial classes and classes with gifted students included into their time-table can also have these hours recognized if in a virtual classroom they can give proof of preparing additional materials and additional work with students.



NON-TEACHING STAFF

Librarians should be available in order to search for education resources and books, as well to communicate with students and teachers regularly. They should be included into the virtual staffroom, and the virtual classroom, as necessary. We emphasize that they need to assist teachers in creating contents and use of materials in terms of respecting copyright.

Non-teaching staff for students with special needs should provide assistance in creating contents for students with special needs.

School psychologists and pedagogues should advise teachers and students on class dynamics in the online environment and propose solutions and guidelines for decent behaviour in it, respond to unacceptable forms of behaviour and provide support in crisis situations.

TEACHING ASSISTANTS

In the first period of distance teaching, the Ministry recommended that students who use the teaching assistant service can either continue to use it either at school if the student comes to school, or at home if the student stays at home. However, the latter case required the consent of parents and the assistant. The service can be used during the period of distance learning, and no longer that the duration of the respective service at school.

If the teaching assistant was assigned to a group of students, it implies that the experts had assessed that a smaller amount of assistance should be provided to individual students. Therefore, at this point there is no need to visit all the students since the assistant does not teach the student, but provides direct support to the student during teaching.

It should be taken into consideration that the epidemiological situation has changed significantly, so visiting students' homes should be taken with a reserve, i.e. the respective Civil Protection Headquarter should be consulted before entering private premises.



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Vocational schools, secondary school graduates, practical subjects and student participation

The problem of vocational schools and numerous programmes for which online teaching cannot be centrally organised. The teaching of practical subjects is particularly problematic.

The Ministry of Science and Education has created online content for all general subjects taught in secondary schools. This will ensure that when students in vocational education come back to their schools, they have time for practical subjects. Moreover, vocational teachers are encouraged to develop creative solutions to also teach practical subjects online if possible.

Here is an example of a plan to teach practical subjects online submitted by a vocational school: *We prepare students to become cooks, waiters, farmers, car mechanics and appliance installers. Our teachers have come up with a creative solution to prepare video materials related to subject content which include simple tasks students can do at home. These are preparatory tasks and exercises that students can include into their practice portfolios and to which teachers can provide feedback. The students training to become farmers mostly own family farms and can do most tasks at home if provided with proper guidance. For subjects dealing with mechanics, teachers will prepare video materials demonstrating exercises which the students will be able to do once they return to school. This enables students to prepare for the exercises at home by making blueprints and sketches. In this way, we will make sure that what can be, is taught online, leaving more time later for those activities that can only be done when students are in school.*

In addition to that, the Agency for Vocational Education and Training and Adult Education has launched a portal for online classes, nastava.asoo.hr. The portal also contains classes for practical subjects, and all vocational teachers are encouraged to develop online classes at home and share them with their colleagues.



Preparing secondary school graduates for the state matura exam

In addition to creating online content for all subjects in the final year of secondary education, the Ministry is also preparing additional video materials to prepare students for compulsory exams at the state matura exam (Croatian and English language and Mathematics).

Teaching in hospitals

Hospitalised students have the same access to online classes as students at home. Those in lower primary education can watch classes on TV. In upper primary education, teachers set up virtual classrooms to communicate with the students, teach and develop activities for students.

How to monitor student participation in online classes?

All students are expected to be responsible for their own learning and to fully participate in all online classes and activities. However, teachers have been instructed to abstain from grading in the first two weeks of teaching online, focusing instead on monitoring and encouraging students as well as getting used to the limitations of the technology.

In case a student does not sign in to an online class, the homeroom teacher first needs to contact the parents to learn of any obstacles, such as lack of access to the appropriate hardware, no Internet access, illness, or lack of skills, and establish if the student needs professional support. In virtual classes, students are meant to take part in discussions, read the content provided and submit their work. It is not sufficient to monitor sign-ins only: the students need to take an active role in the class.

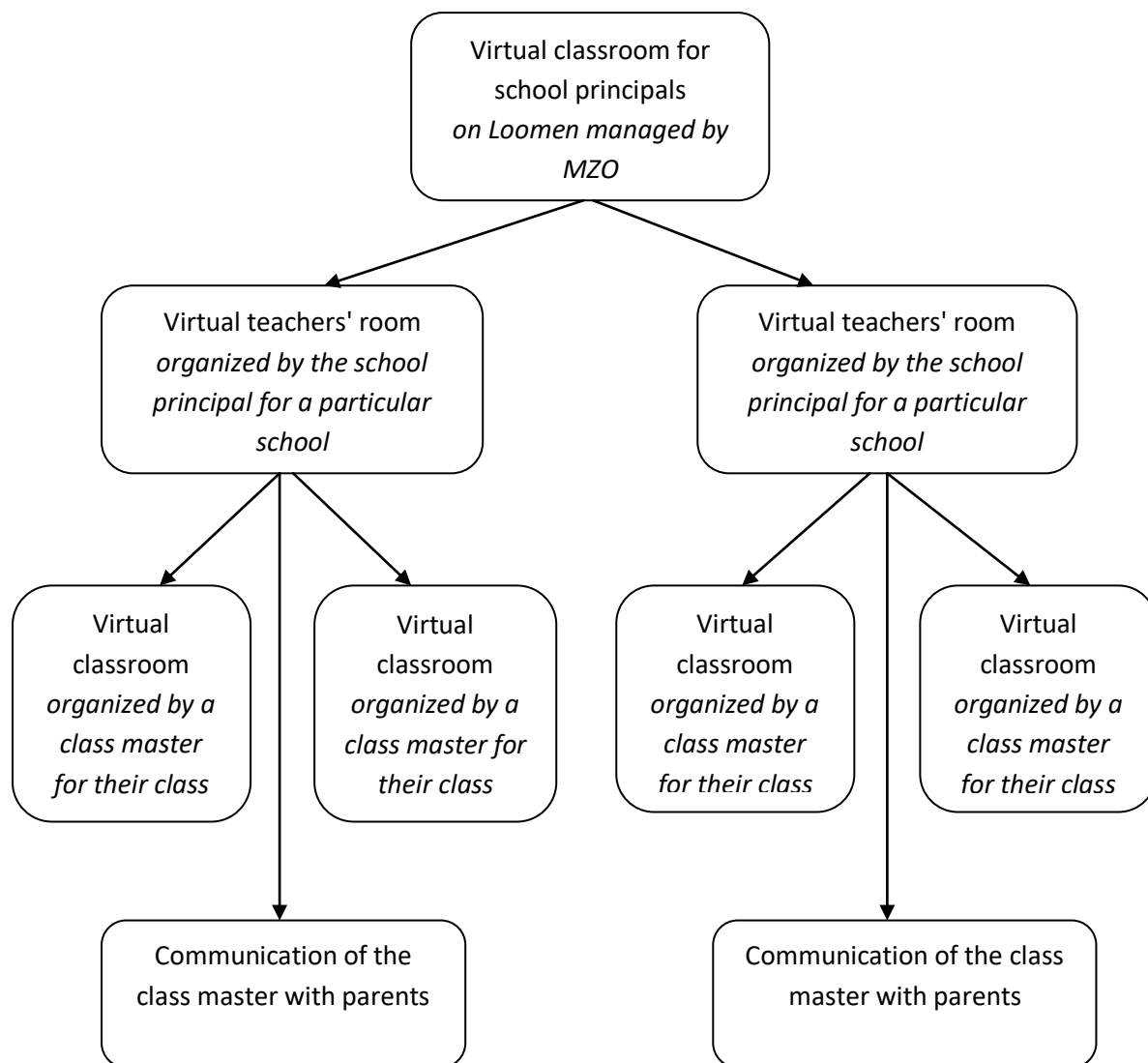
UNAUTHORISED ABSENCES AND FAILURE TO SUBMIT HOMEWORK

All students are expected to be responsible for their own learning and to fully participate in all online classes and activities. However, teachers have been instructed to abstain from grading in the first two weeks of teaching online, focusing instead on monitoring and encouraging students as well as getting used to the limitations of the technology. Due to the overload of system some student may experience difficulties, therefore we expect the system to stabilize during this week, and then the solutions to the tasks can be submitted later.



What about classroom attendance records – if a student does not sign in, do I list that as an unauthorised absence?

In case a student does not sign in to an online class, the homeroom teacher first needs to contact the parents to learn of any obstacles, such as lack of access to the appropriate hardware, no Internet access, illness, or lack of skills, and establish if the student needs professional support. In virtual classes, students are meant to take part in discussion, read the content provided and submit their work. It is not sufficient to monitor sign-ins only: the students need to take an active role in the class.



Support

Virtual classroom for school principals on Loomen

Virtual classrooms for teachers on Loomen

CARNET
<https://www.carnet.hr/uda/ijenoucenje/>

School for Life
<https://skolazazivot.hr/e-ucenje>

CARNET Helpdesk
helpdesk@carnet.hr

MZO Helpdesk
kurikulum@mzo.hr



mzo.gov.hr

Instructions to all primary and secondary schools for the organization of distance learning

On 11 March 2020, the Ministry of Science and Education (MZO) has directed all schools to prepare activities for organizing distance learning using information-communication technology. All primary and secondary schools have to establish channels of communication no later than Monday, March 16th, by 12:00, and distribute the appropriate equipment to students according to provided instructions, if they have not done so already.

Considering the fact that from Monday, 16 March 2020, there will be no classes in primary and secondary schools, we are starting with the implementation of distance learning.

Tomorrow, on Saturday, 14 March 2020, at 13.00, a virtual meeting between principals of all primary and secondary schools and Minister of Science and Education Blaženka Divjak will be held in the virtual classroom called „Principals of primary and secondary schools“. We ask all principals to be logged in between 13.00 and 14.00.

The rest of this document contains instructions for the delivery of educational content as well as for monitoring and support.

Delivery of educational content

The Ministry of Science and Education will cooperate with Croatian Radio Television in order to organize lectures for **students of so-called class teaching** on Channel3 (HRT 3), in accordance with curricula, on a daily basis. The programme called **School on Channel 3** will be aired according to the following schedule:

Grade	Time
1st grade of primary school	8.00 – 10.00 AM
2nd grade of primary school	10.00 – 12.30 AM
3rd grade of primary school	13.00 – 16.00 AM
4th grade of primary school	16.00 – 19.00 AM



The first day of broadcasting distance learning content called *School on Channel 3* on Channel 3 (HRT 3) will be Monday, 16 March 2020.

For students participating in so-called subject learning in primary and secondary schools, a schedule will be determined for each day, and content for online learning will be prepared for basic subjects in the duration of four to five 45-minute class sessions per day. The content will include a video recording of the lecture, as well as additional work material. We encourage all teachers of subjects to prepare their own content in addition to the available basic package of content, or to organize cooperation within their own virtual classrooms. In addition, teachers of subjects whose subjects are not covered by the basic package can organize classes in the fifth or sixth 45-minute class session of the day. We invite teachers to publish their material on CARNET's Meduza or Edutorij so other can use them.

Additionally, *Sportska televizija (Sports channel)* will broadcast educational content for so-called subject teaching between 8.00 and 14.00. Lectures will be held in duration of three to five 45-minute class sessions according to the schedule which will be available on web pages of the Ministry, School for Life and CARNET. We ask schools to distribute this information on their web pages as well.

For all students online learning starts on Monday, 16 March 2020, according to schedule and shifts determined by the Ministry of Science and Education, which will be published on its website.

We are informing teachers that digital educational content (DOS) on CARNET's website is also at their disposal and they can use it freely according to the provided schedule. We encourage teachers to use material from virtual classrooms, methodical handbooks and digital textbooks.

Monitoring and support

In „virtual classrooms“ from fifth to eight grade of primary school and from first to fourth grade of secondary school, class masters should, on a daily basis, remind students of the daily schedule and direct them to the content essential for realizing lectures during that particular day. Teachers of particular subjects need to give instructions regarding using material in textbooks as well as students' individual work. It is useful for students to have clearly defined homework so that their work can be monitored.



The attendance of students will be monitored according to their activities in the „virtual classroom“.

Advisers working in Education and Teacher Training Agency and Agency for Vocational Education and Training and Adult Education will monitor the activities of teachers and provide them with necessary support.

Mentors in School for Life will continue to work on the production of new digital content and, when needed, provide support to teachers producing their own material, designing additional material and additional activities which are made individually by the students themselves.

We encourage teachers to provide students with continuous feedback by using different methods of evaluation such as learning and evaluation for learning. However, evaluation of acquired knowledge is not obligatory for the time being.

All notifications will be simultaneously announced on the websites of the Ministry of Science and Education, CARNET, School for Life, Education and Teacher Training Agency, Agency for Vocational Education and Training and Adult Education.

We ask all school principals to pay close attention to notifications in the virtual classroom for principals on Loomen.

Support to teachers of subjects (so-called subject teaching) will be provided in appropriate subject teaching virtual classrooms on Loomen which are used for the usual training for School for Life.

According to the opinion issued by the Government of the Republic of Croatia and Croatian Civil Protection Headquarters, employees should perform the aforementioned activities, as well as regular activities at their workplace in schools until further notice, at least until full functionality of the system for distance learning is established.

School principals also have to ensure accommodation of students from first to fourth grade of primary school, whose parents are not able to provide them with appropriate supervision at home. The students who are in schools also have to follow lectures broadcast on Channel 3 (HRT 3). There will be no classes organized for them in schools. They will follow the provided



educational programme on television or they will participate in distance learning under the supervision of teachers.

Students who are provided with teaching assistants can continue to use their services in schools if the student is present in school, or at home if the student stays at home. However, in case the student stays at home, it is necessary to obtain approval from both the parent and the teaching assistant. The service can be used in the time frame which is needed for following distance learning, and no greater than the duration the student used to have the service provided in classes in school.

Additional notifications will be available tomorrow during the meeting with school principals in the virtual classroom.



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Guidelines for distance learning for primary and secondary schools

The Ministry of Science and Education (MZO) is directing schools to organize preparatory activities for the organization of distance learning using information technology. In the event of an unforeseen change in the security situation in the country, schools need to be able to provide adequate distance learning for students and teachers.

In order to be able to organize possible distance learning, preparations are necessary in order to put essential technical conditions in place. This process requires everyone to have a certain role which they must perform responsibly.

1. Establishing channels of communication

The first priority is to ensure a flow of correct and comprehensive information between the Ministry and school principals, between school principals and teachers, and between the school and students, as well as parents.

- a) All school principals have to participate in the virtual classroom for **principals** on Loomen. Principals, in order to be able to exchange information with the Ministry, need to continuously monitor notifications in the special classroom for school principals on the following link: <http://bit.ly/2Jf8mUa>. The content on Loomen is the sole responsibility of the Ministry of Science and Education.
- b) The Ministry of Science and Education has verified and determined that in the previous two months, 95% of students and 90% of teachers have accessed their user data (AAI identity). Therefore we ask the **administrators** of class registries in particular schools to provide directions to students and teachers for verifying their user data on the following link: <https://provjera.skole.hr>.
- c) If a school does not have a „virtual teachers' room“, or a „community of practice (CoP)“ (Teams, Yammer, Moodle, etc.), which can be accessed through AAI identities, the school principal, in cooperation with an IT specialist, needs to organize the creation of a „virtual teachers' room“ for their school. Teachers and expert associates will access the „virtual teachers' room“ through their AAI identities for security reasons, and in compliance with instructions provided by **CARNET** and the Ministry of Science and



Education. The instructions are available on the following links: <https://www.carnet.hr/udaljenoucenje/> and <https://skolazazivot.hr/e-ucenje/>. If you encounter difficulties in the process, please contact CARNET (helpdesk@carnet.hr, 01/6661-555).

- d) After establishing a virtual teachers' room (on Teams, Yammer, Moodle, etc.), **each class master teaching students from fifth to eighth grade of primary school or students of secondary schools** (or another staff member authorized by the school principal) needs to use the same virtual tools to create and organize a „**virtual classroom**“ which consists of all the students and teachers that teach various subjects to students of that particular class. The „virtual classroom“ should also be accessed through the AAI identity according to instructions provided by **CARNET** and the Ministry of Science and Education on the following links: <https://www.carnet.hr/udaljenoucenje/> and <https://skolazazivot.hr/e-ucenje/>. If you encounter difficulties in the process, please contact CARNET (helpdesk@carnet.hr, 01/6661-555).
- e) After the „virtual teachers' room“ and „virtual classroom“ for so-called **subject teaching in primary and secondary schools** are established, each school puts a list of links to individual virtual classes on its website so that all teachers and students know where they need to log in.
- f) For so-called **class teaching** (in which one teacher teaches most subjects), we suggest that class masters connect all of the parents in a virtual group with the help of appropriate communication channels (Viber, WhatsApp, Facebook, e-mail, phone, etc.).

Please do the aforementioned activities as soon as possible, and no later than Monday, 16 March, by 12:00.



Furthermore, we remind you of the instructions regarding equipment for students:

- g) All students attending fifth and seventh grade of primary school have tablets which were bought by the Ministry of Science and Education. Each school has to distribute these tablets to students to enable them to work from home. Internet providers have delivered SIM cards to primary schools, but if certain schools do not have enough cards, the Ministry has made an arrangement with the internet providers, and school principals need to contact the Ministry (kurikulum@mzo.hr) and list the number of students that need the SIM cards after which they will receive further instructions. **If the tablets are not put into use and distributed to students, the principal needs to do so urgently.**
- h) Each school needs to evaluate which students attending sixth and eighth grade are of below average socioeconomic status, or do not have a device or internet connection in their home. If distance learning will be required, the school can provide these students with tablets which were delivered to the school for the purposes of so-called class teaching.
- i) Secondary schools that have enrolled students whose families are beneficiaries of guaranteed minimum compensation, have received funds from the Ministry for procuring tablets for students who are of below average socioeconomic status, or do not have a device or internet connection in their home. For procuring tablets for the aforementioned students, principals need to contact the Ministry (kurikulum@mzo.hr) and list the number of students that need the SIM cards after which they will receive further instructions.



2. Monitoring and support

- All further notifications will be simultaneously announced on websites of the Ministry of Science and Education, CARNET, School for Life, Education and Teacher Training Agency, Agency for Vocational Education and Training and Adult Education.
- For help with creating „virtual teachers' rooms“ and „virtual classrooms“ we suggest you read instructions and manuals on the following web pages: <https://www.carnet.hr/udaljenoucenje/> and <https://skolazazivot.hr/e-ucenje/>. In case of difficulties please contact CARNET (helpdesk@carnet.hr, 01/6661-555).
- We ask all school principals to pay close attention to notifications in the virtual classroom for principals on Loomen.
- Support to teachers of particular subjects (so-called subject teaching) will be provided in appropriate subject teaching virtual classrooms on Loomen which are used for the usual training for School for Life.

In accordance with all that was previously stated, please distribute these guidelines to all staff members participating in the educational process of your school. We stress that all of the mentioned activities have to be implemented no later than Monday, 16 March, by 12:00. The guidelines will be distributed in the special virtual classroom for school principals on Loomen on the following link: <http://bit.ly/2Jf8mUa>.



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Address to Principals – 14th March 2020 (Pi Day)

FIRST AND FOREMOST

- We work in very **challenging times** but we need to ensure safety and the functioning of the education system. The situation as in Croatia, even more difficult, is in the EU as a whole as well as all over the world. From Monday on, at least 18 EU member states will have closed their schools and other institutions in the area of education and upbringing.
- A transition to **the system of distance teaching and learning within only three weeks** that includes preparations around the clock is extremely challenging, requires motivated work, responsibility and discipline of everyone involved but we are in it together and besides assuming responsibility we are aware that we will solve many problems as we go.
- Yesterday the Government has made the decision that there will be no teaching in schools, higher education institutions, and kindergartens (day care centres) will not be open in the regular working hours (Government Decision: <https://vlada.gov.hr/sjednice/212telefonska-sjednica-vlade-republike-hrvatske/28985>). The employees need to be at their work place within the range and time frame determined by the headmaster who is responsible for the good functioning of the school also in these changed circumstances. Employees need to be placed in empty classrooms according to subjects they teach.
- Our aim is to establish a functional distance learning system for all pupils/students by **Wednesday**.
- **The Istrian County** will start already on **Monday** and the others will establish the system on the school level by Wednesday. However, all the pupils from Monday on will follow teaching via HRT 3 (Croatian Radio Television Program 3, primary school, grades 1-4) and Sports TV (all other pupils/students).
- All days from Monday on count as **teaching days** and are registered in the **e-class book**.
- With regard to the very **challenging scaling** of a distance learning system which is impossible to establish within a couple of weeks to work impeccably (it usually requires a couple of years), it is expected for all ways of teaching to have **a back-up option**.
- Additionally on online teaching systems: The systems are neither locally nor globally dimensioned for such a load, so they work slowly and at times with pauses. We kindly ask for your patience and understanding. We recommend that different schools choose different systems for teaching – above all for global services like Microsoft O365, MS Teams, MS Yammer or gSuite for Education, Google Classroom, Google Hangouts and similar. Local services such as Loomens, that tolerate much less charge,



are at your disposal. By them resources will be uploaded and schools will be instructed when it is advisable for the continuity of the service to switch to another service.

- Following all the aforementioned, all **communication** (virtual room for headmasters, virtual assembly hall for teachers and virtual classrooms) needs to have a back-up if it comes to technical difficulties with regard to the fact that there are more than half a million students and teachers teaching and learning online. Therefore, if it comes to ruptures of the system, all communication will go via e-mail, of the Ministry of Science and Education with the headmasters as well as the headmasters with the teachers and the headroom teachers with the students. *(Even this address of mine has this transcript that I have prepared in a rough version and in an understandable written form.)*
- **The students need to carry out the activities in virtual classrooms**, but it should not be insisted that they do it in real time (synchronously), but during the day because they have difficulties accessing the Internet or they share their device with their brothers and sisters. So any time in the course of the day is acceptable for the students to fulfil their tasks.
- Teachers need to **follow the activities of the students**, give them assignments, encourage them to work and gather them in virtual classrooms. It is necessary that students, as much as possible, get feedback on their work and progress (evaluation as learning, evaluation for learning). During the next two weeks, there is **no grading** (evaluation of learning outcomes).
- Warn your students of **appropriate forms of behaviour** in virtual environment, i.e. that similar rules of appropriate behaviour and interaction apply as in the classroom, meaning that for inappropriate behaviour students can bear consequences.

EQUIPMENT

- You have received instructions how to **distribute equipment** (tablets, laptops, SIM cards etc.) to students and teachers. In case anything is missing for students from low income families, let us know and we will deal with it.
- Regarding **devices**, send us requests according to priorities: students who have neither Internet access nor device at home are a priority; students who have Internet certainly possess in their household some kind of device so they can follow the teaching over a cell phone.
- We invite institutions for children with difficulties to suggest solutions for their students since they need individualized approach, and the Ministry of Science and Education will do everything to help them.
- From the middle of the week on, HRT 3 program will be translated into the sign language, and we will give our best to equip all video materials with subtitles.



LET US REPEAT: ON TEACHING, DEADLINES AND PREPARATION

- On Monday, all primary school students and last grade secondary school students will have the possibility to follow the teaching on television.
- Lower primary school (grades 1-4) on HRT 3 School on the Third
- Upper primary school (grades 5-8) and last grade secondary school students on Sports TV
- Secondary school students (grades 1-3) will not follow the TV program, but will have materials online and in virtual classrooms.
- The Istrian County had two days more for the preparation, they have tested everything; so the Istrian County will be the first to establish functional online teaching on Monday.
- All the other schools have a deadline on Monday at 12:00 o'clock for establishing communication channels, on Monday headroom teachers need to test the virtual classrooms, on Tuesday subject teachers test their virtual classrooms, and from Wednesday on virtual classroom teaching begins for all schools.
- **The Ministry of Science and Education will deliver the basic schedule for the whole of Croatia** for all teachers who do not have their online lessons ready.
- If a teacher has his/her online lessons ready, his/her students do not have to follow the content delivered by the Ministry, but the subject teacher delivers the content and activities in the virtual classroom and this must be clearly pointed out on the school web site.
- We invite all teachers to record the content and to send us their successful 15 minutes video lessons to: kurikulum@mzo.hr since we will enable others to use them. We need over 300 video lessons per week.
- Thanks to colleagues Toni Milun and Dejan Nemčić who will provide their video materials. Thanks to the publishers who have allowed us free access to digital textbooks. Thanks to telecommunications providers and IT companies.
- We kindly ask teachers not to use the possibility of interactive videoconference in real time in order not to overload the system. We recommend to use previously recorded video lessons which are stored on one of the global services such as YouTube. Recordings prepared by the Ministry should be used by giving links to the students and not by downloading on the computer or transferring to other services since in this way distance learning systems are unnecessarily overloaded.
- The Agency for Vocational Education and Training and Adult Education has started a web portal for virtual teaching. The portal can be accessed over the link: nastava.asoo.hr. From Monday, 16th March 2020 on, content in digital form for online teaching for vocational schools in all 13 vocational educational sectors will be published.



DETAILED INSTRUCTIONS FOR IMPLEMENTATION

Primary school Grade 1-4	Istrian County	Republic of Croatia (without Istria)	Pupils who are at school
Pupils	Follow the School on the Third from Monday on.	Follow the School on the Third from Monday on.	At school, there will be no teaching, and they will follow the School on the Third if their grade is scheduled while they are at school, otherwise at home.
Teachers	Notify the parents beforehand (Sunday) when their grade is scheduled for broadcasting. Send the parents exercise material on a daily basis.	Notify the parents beforehand (Sunday) when their grade is scheduled for broadcasting. Send the parents exercise material from Wednesday on.	If the broadcasting schedule of the School on the Third coincides with their stay at school, make sure that the children watch, otherwise activities as during extended stay.
Parents	Follow teachers' instructions. All materials from the School on the Third will be accessible on demand and on YouTube.		Only the parents who do not have the possibility to leave their child under supervision at home leave their child at school (similar as during strike).



Primary school Grade 5-8	Istrian County	Republic of Croatia (without Istria)
Students	<p>On Monday, they go to the virtual classroom and follow the instructions of the homeroom teacher and the subject teachers.</p> <p>If there are difficulties, they can watch the teaching on Sports TV.</p>	<p>On Monday, they watch the teaching on Sports TV and they test the virtual classroom with their homeroom teacher.</p> <p>On Tuesday, they watch the teaching on Sports TV and test the virtual classroom with their homeroom teacher and their subject teachers, go to the virtual classroom and follow the instructions of the homeroom teacher and the subject teachers.</p>
Teachers	<p>In virtual classrooms, homeroom teachers give students the schedule and information, subject teachers give activities and tasks.</p>	<p>On Monday, homeroom teachers test the virtual classroom with students, on Tuesday subject teachers do the same.</p> <p>From Wednesday on, homeroom teachers in virtual classrooms give students the schedule and information, subject teachers give activities and tasks.</p>
Parents	<p>If a student was not active in the virtual classroom for the whole day he/she needs to justify his/her absence to the homeroom teacher.</p>	



Secondary school Grade 1-3	Istrian County	Republic of Croatia (without Istria)
Students	<p>On Monday, they go to the virtual classroom and follow the instructions of the homeroom teacher and the subject teachers.</p> <p>If there are difficulties, they can complete the tasks during the day.</p>	<p>On Monday, they need to watch recorded online materials according to the schedule, on which their homeroom teacher will notify them.</p> <p>On Tuesday, they also watch recorded materials and test virtual classrooms with subject teachers.</p> <p>From Wednesday on, they go to virtual classrooms and follow the instructions of their homeroom teacher and their subject teachers.</p> <p>If there are difficulties, they can complete the tasks during the day.</p>
Teachers	<p>In virtual classrooms, homeroom teachers give students the schedule and information, subject teachers give activities and tasks.</p>	<p>On Monday, homeroom teachers test the virtual classroom with students, on Tuesday subject teachers do the same.</p> <p>From Wednesday on, homeroom teachers in virtual classrooms give students the schedule and information, subject teachers give activities and tasks.</p>
Parents	<p>If a student was not active in the virtual classroom for the whole day he/she needs to justify his/her absence to the homeroom teacher.</p>	



Secondary school Grade 4 (final)	Istrian County	Republic of Croatia (without Istria)
Students	<p>On Monday, they go to the virtual classroom and follow the instructions of the homeroom teacher and the subject teachers.</p> <p>If there are difficulties, they can watch the teaching on Sports TV.</p>	<p>On Monday, they watch the teaching on Sports TV and they test the virtual classroom with their homeroom teacher.</p> <p>On Tuesday, they watch the teaching on Sports TV and test the virtual classroom with their homeroom teacher and their subject teachers, go to the virtual classroom and follow the instructions of the homeroom teacher and the subject teachers.</p>
Teachers	<p>In virtual classrooms, homeroom teachers give students the schedule and information, subject teachers give activities and tasks.</p>	<p>On Monday, homeroom teachers test the virtual classroom with students, on Tuesday subject teachers do the same.</p> <p>From Wednesday on, homeroom teachers in virtual classrooms give students the schedule and information, subject teachers give activities and tasks.</p>
Parents	<p>If a student was not active in the virtual classroom for the whole day he/she needs to justify his/her absence to the homeroom teacher.</p>	



Broadcasting schedule of the School on the Third (HRT 3)

Grade	Time
1 st grade primary school	8:00-10:00
2 nd grade primary school	10:00-12:30
3 rd grade primary school	13:00-16:00
4 th grade primary school	16:00-19:00

Broadcasting schedule of the Sports TV

Grade	Time	Subjects
5 th grade primary school	8:00-9:30	Maths, Croatian, Nature, English, German
6 th grade primary school	9:30-10:45	History, Maths, Nature, English, German
7 th grade primary school	10:45-11:50	Maths, Croatian Biology, Geograpy
8 th grade primary school	11:50-12:45	Croatian, Maths, Biology, English, German
4 th grade secondary school	12:45-14:00	Maths, Croatian, Geography, English, German

- On the **school web site** all information should be published with the corresponding schedule and links to the virtual classrooms. This means that the information sent by the Ministry should not only be forwarded but school specific information should be included.



- With the aim of the protection of children's health, from Monday, 16th March 2020, all activities related to the enrolment of children in the 1st grade of primary school are suspended.
- We will **open all materials** that we can (with respect to copyright) to the public, not only in Croatia but for all other countries as well (especially in the neighbourhood) that wish to use them. Let us show solidarity in this difficult situation.
- For all students having the obligation to attend practical training with an employer, it is postponed during the suspension of teaching.
- We kindly ask the headmasters to instruct the homeroom teachers of grades 1-4 primary school to send the following enquiry to the parents today or tomorrow: who of the parents does not have the possibility to leave their child under supervision at home, in other words, whose children can not stay at home on their own. When the data is gathered, the school founders should be notified.
- It will not be easy and it is not easy to anyone in the world but we will make it if everyone does his/her work responsibly and the best they can, but also if he/she can see clearly that he/she is "not an island" and that other people depend on him/her.