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GUIDELINES FOR APPLICANTS AND BENEFICIARIES OF THE OPERATIONAL PROGRAMME EFFICIENT HUMAN RESOURCES 2014 – 2020 ON THE IMPLEMENTATION OF HORIZONTAL PRINCIPLES

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Words and conceptual terms that have gender significance used in these Guidelines apply equally to both genders (male and female), regardless of whether they are used in male or female, singular or plural form.

Abbreviations

ADA	Anti-discrimination Act
EIGE	European Institute for Gender Equality
ERDF	European Regional Development Fund
ESF	European Social Fund
ESIF	European Structural and Investment Funds
EU	European Union
ICT	Information and Communications Technologies
MDFYSP	Ministry of Demography, Family, Youth and Social Policy
MLPS	Ministry of Labour and Pension System
MSE	Ministry of Science and Education
OG	Official Gazette
OPEHR	Operational Programme Efficient Human Resources 2014-2020
OPHRD	Operational Programme Human Resources Development 2007-2013
PWD	Persons with Disabilities
RC	Republic of Croatia
RRF	Request for reimbursement of funds
UN	United Nations
UNCRPD	UN Convention on the Rights of Persons with Disabilities

1. Introduction

These guidelines are intended for applicants and beneficiaries of the Operational Programme Efficient Human Resources (OPEHR) for the period 2014 to 2020. The guidelines were drafted within the OPEHR framework, by means of Technical Assistance, for the Ministry of Labour and Pension System (the OPEHR Managing Authority).

The purpose of the Guidelines on the Implementation of Horizontal Principles is to assist applicants preparing projects in terms of defining applicable project applications in the area of promoting sustainable development, gender equality, equal opportunities (especially accessibility for persons with disabilities) and non-discrimination, which need to be taken into account when preparing and implementing projects.

The application of horizontal principles, i.e. those principles that permeate all the intervention priorities and objectives, began in the pre-accession period 2007-2013 and continued during 2014-2020 in the programming and implementing of the European Structural and Investment Funds (ESIF). Although the horizontal principles are omnipresent and seem self-explanatory, the past experience of projects implemented within ESIF grants points to the difficulties that project applicants faced in the operationalization of contributions to one of the horizontal themes.

Horizontal issues experts from the Gender Equality Office and the Office for Human Rights and Rights of National Minorities were consulted and they pointed out the challenges and good examples in to-date practice. Different calls for proposals and applicant explanations regarding horizontal themes from Application Forms A within various calls for proposals were analyzed, and the opinions of project proposal evaluators and anti-discrimination coordinators from Intermediate Bodies Level 1 and 2 were collected. By doing so, practical information and tools based on the analysis of good practices and general unfamiliarity in the application of horizontal themes have been produced in order to assist OPEHR applicants and beneficiaries in project planning and implementation.

2. Horizontal principles

Horizontal principles or in other words - general themes that are multidisciplinary, cannot be reduced to one programme area alone, but instead refer to fundamental social principles such as democracy, equality, sustainability and good governance. The principles are defined by EU strategic documents and the national programming framework.

In Croatia, during the implementation of the Operational Programme Human Resources Development (OPHRD) from 2007-2013,¹ four relevant horizontal themes were highlighted:

1. Gender equality and prevention of discrimination
2. Sustainable development and environmental protection
3. Partnership with civil society
4. Good governance

¹ OPHRD, pg. 75.

During the implementation of the Operational Programme Efficient Human Resources (OPEHR) from 2014-2020,² the following three themes were highlighted:

1. Sustainable development
2. Equal opportunities and non-discrimination
3. Gender equality

For those who wish to know more

Member States have the possibility, within their national or regional programme documents, to highlight themes that are of particular significance in view of the national context or the development challenges faced by each individual country or region. For example, Wales within the United Kingdom specifically emphasizes bilingualism, that is, the use of the Welsh language as part of the horizontal theme equal opportunities. In addition to the promotion of gender equality and sustainable development, it has added a fourth horizontal theme reducing poverty and social exclusion which is not present in England, Scotland or Northern Ireland. Although common principles are defined, each Member State carefully analyzes their own situation and programmes ESIF resources to best suit their current development gaps within the EU.

2.1. Explanation of horizontal principles

The Operational Programme Efficient Human Resources 2014-2020 envisages the implementation of activities which promote equal opportunities and combat discrimination on the grounds of race, ethnic affiliation or skin colour, gender, language, religion, political or other belief, national or social origin, property, trade union membership, education, social status, marital or family status, age, health condition, disability, genetic heritage, native identity, expression or sexual orientation.³

The promotion of equal opportunities is carried out during the preparation, development and implementation of the Operational Programme, especially with regard to access to funding, taking into account the needs of different target groups at risk of discrimination, in particular the requirements to ensure access to persons with disabilities. Equal opportunities and non-discrimination are the fundamental principles of OPEHR. Therefore, a clear and direct link to these principles should be demonstrated in all activities / operations.⁴

Horizontal principles are implemented in all operational programmes of Member States in two ways:

1. **Mainstreaming** whereby the applicant is expected to have an informed approach to

² OPEHR, pg. 223-225

³ Anti-discrimination Act (OG 85/2008), Article 1

⁴ OPEHR, pg. 223

the meaning and application of horizontal themes and sensitivity to the specific needs of different project participants (women/men, employed/unemployed, minority/majority population, youth/elder..) as well as understanding the local context and different needs of the local community and the potential impact of the project on socio-economic development and the natural environment. It is therefore recommended to develop internal rules and plans for the inclusion of horizontal themes in everyday work;

2. **by targeting positive action** i.e. by implementing specific projects targeting particular vulnerable groups in order to reduce the existing imbalance regarding access to resources or projects that intervene in the environment in order to enhance certain risky areas or to encourage the development of green jobs and the like; such an approach is also referred to as the vertical application of horizontal principles.

Examples:

Mainstreaming: The project aims to conduct Information and Communication Technologies (ICT) trainings within two counties facing scarce ICT occupations. Although the project is not targeted at a specific user group, it aims to encourage greater participation of women – through ways of informing, providing transport and daycare services during the training– since their representation in this sector is only 17%. Various communication channels will be used to provide information on the project in order for it to be available to different groups (young people, the elderly, persons with disabilities, minorities ...). The project implementer will include a module in the ICT training program which focuses on the application of sustainable development in the ICT sector. The project implementer has developed internal office policies on energy efficiency and the reduction of ecological footprint. These policies are well-known to all employees and project partners and their implementation through all project activities is highly encouraged.

Positive action: The project aims to train young members of the Roma national minority for vocational occupations in order to reduce the under-representation of young Roma men/women in secondary education and to increase the employability of this group which is least-represented and discriminated in the labour market.

Despite the fact that a specific project aimed at improving the representation of a certain group in the labour market, such as women, is conducting a positive action to reduce the difference in the employment rate of women and men in some sector or area and employs solely women, it is also necessary to take into account equal opportunities within the group of women and to question whether the project is equally open towards female members of national minorities, women with disabilities , women with underaged children, etc. It is always necessary to provide data which demonstrates the under-representation of certain groups in the field of education, employment or which points to their disadvantage in some other areas.

Awareness of the project's potential impact is based on a good assessment of the problem which the applicant wants to address and mitigate through their intervention - it is necessary to study available statistical data and research, annual reports of the Ombudsman (for children, persons with disabilities and gender equality), consult with potential participants and the local community in order to carefully plan out all aspects of the intervention. Depending on the area of activity and the scope of the project, some horizontal themes will be more relevant than others. Project preparation requires us to question the type of impact our intervention will have on promoting horizontal principles: positive, neutral or negative and what measures will be taken to prevent possible negative impact?

2.1.1. Equal opportunities and non-discrimination

Equal opportunities and non-discrimination are the underlying principles of the European Union, and the EU regulation as well as the OPEHR in the 2014-2020 programming period have placed more significance on them in comparison to the previous period.

For those who wish to know more

During the implementation of cohesion programs from 2007 to 2013, evaluation of the applied horizontal principle of non-discrimination at the EU level showed that non-discrimination measures in Western Europe were targeted at migrants while Central and Eastern European countries were targeted at the Roma population.

The OPEHR underlines the need to take measures in order to promote equal opportunities and to combat discrimination based on gender, racial or ethnic origin, religion or belief, disability, age or sexual orientation, and it is necessary to take into account the specific needs of different target groups at risk of discrimination, in particular the requirements to ensure accessibility for persons with disabilities

Non-discrimination and the promotion of gender equality is regulated by common EU provisions applicable to ESI funds.⁵ In Croatian national legislation, these issues are regulated by the Constitution of the Republic of Croatia (OG [56/90](#), [135/97](#), [08/98](#), [113/00](#), [124/00](#), [28/01](#), [41/01](#), [55/01](#), [76/10](#), [85/10](#), [05/14](#)) through the fundamental values of the constitutional order, the Gender Equality Act (OG [82/08](#), [69/17](#)) and the Anti-Discrimination Act (OG [85/08](#), [112/12](#)).

The Anti-Discrimination Act (ADA)⁶ prohibits discrimination on the grounds of race, ethnic affiliation or skin colour, gender, language, religion, political or other belief, national or social origin, property, trade union membership, education, social status, marital or family

⁵ Regulation EU No 1303/2013 Article 7 and the EU Charter of Human Rights Article 21 and Article 23

⁶ Anti-Discrimination Act (OG 85/08, 112/12) Article 1

status, age, health condition, disability, genetic heritage, native identity, expression or sexual orientation.

Social identity created on the basis of belonging to a particular social group (such as affiliation with a people, religion, political belief and the like) is often associated with the stereotypical perception of that group, which can lead to social prejudices i.e. negative or hostile attitudes towards persons belonging to that group regardless of their individual characteristics. Prejudices can lead to behaviour that puts those people in an unequal position and deny them human rights and freedoms that are legally guaranteed to all citizens. For example, access to the labour market may be somewhat more difficult for persons with disabilities, elderly people or women due to prejudices and employers' false expectations that they will not be as efficient as their younger, male colleagues without disabilities. Due to the stereotypical perception of desirable employee characteristics, they are not given equal opportunities to show their own motivation for work, individual experience, skills and competencies as other job candidates.

The Office of the Ombudsman, the central body responsible for combating discrimination, in cooperation with the Office for Human Rights and Rights of National Minorities of the Government of the Republic of Croatia, has issued Discrimination Recognition Guidelines⁷ that can be used as a practical tool to raise awareness on the principle of equal opportunities and to increase sensibility for identifying situations and cases of discrimination. The websites of the Ombudsman for Persons with Disabilities⁸, the Ombudsman for Children⁹, the Ombudsman for Gender Equality¹⁰, the Office for Human Rights and the Rights of National Minorities¹¹ and the Gender Equality Office of the Government of the Republic of Croatia¹² provide publications such as research reports, policy implementation reports, statistical data and guidelines for policy implementation as well as examples of good practice from Croatia and the EU (e.g. An example of reasonable adjustment and positive action in the UK on www.posi.hr) which applicants can consult during project preparation.

For project applicants targeting Roma integration in the field of education and employment, the publication of the Office for Human Rights and Rights of National Minorities *Inclusion of Roma in Croatian Society: Baseline Survey* is recommended as it presents initial data which can be used to plan intervention and measure its performance.¹³

⁷ <http://ombudsman.hr/hr/npm-novosti/publikacije/send/68-publikacije/74-smjernice-za-prepoznavanje-slucajeva-diskriminacije-letak>

⁸ <http://www.posi.hr>

⁹ <http://www.dijete.hr>

¹⁰ <http://www.prs.hr/>

¹¹ <http://lijudskaprava.gov.hr>

¹² <http://ravnopravnost.gov.hr>

¹³ <https://pravamanjina.gov.hr/UserDocImages/dokumenti/Uklju%C4%8Divanje%20Roma%20u%20hrvatsko%20dru%C5%A1tvo%20-%20istra%C5%BEivanje%20baznih%20podataka-list%202018.pdf>

The applicant must prove that the project will not give anyone advantage nor that it will discriminate against on the basis of specific characteristics and related social identities. Moreover, it will take all the necessary non-discriminatory measures in order to consider the different needs, status and opportunities of potential participants, thereby reducing the obstacles and limitations to participating.

In other words, the applicant should question whether the planned project activities are available to different social groups - whether they are physical obstacles limiting participation of persons with disabilities or social prejudices which implicitly exclude persons of same-sex orientation or members of the Roma national minority. Discrimination can be either direct or indirect (ADA, Article 2) and the omission of taking action also constitutes discrimination if it resulted in the violation of the right to equal treatment or may directly result in a violation of this right.

For example, the omission of reasonable adjustment (ADA, Article 4) which would enable persons with disabilities to use publicly available resources, participation in public and social life, access to the workplace and appropriate working conditions, and that this is not a disproportionate burden for the person obliged to provide this, is also considered discrimination. Criteria for assessing whether any adjustments within the limits of the legal standard of "reasonable adjustment" (whether it is proportional to the burden) for the one who is obliged to implement it are: financial and other costs incurred through adjustment; the size and available resources of the organization or enterprise; and the possibility to cover adjustment costs from public funds or the availability of some other means of assistance. The disproportionate burden for a small employer may be the installation of a lift for an employee in a wheelchair, but for a highly profitable employer who invests in a new building, the installation of a new lift is a reasonable adjustment that allows future employment of persons with physical disabilities.

For those who wish to know more

The Institute for Expertise, Professional Rehabilitation and Employment of Persons with Disabilities provides incentives for employers to employ persons with disabilities and for technological adjustment of the workplace.¹⁴

¹⁴ <http://www.zosi.hr/zavod/poticaji/> *Employers employing persons with disabilities in the open labour market, persons with disabilities who are self-employed, integrative workshops and protective workshops can receive incentives from the Institute on the basis of the Rulebook on Incentives for the Employment of Persons with Disabilities (hereinafter: Rulebook on Incentives, OG 75/18) and the Rulebook on Determining the Employment Rate for Persons with Disabilities (hereinafter: Rule Book on Rate OG 75/18), and in accordance with the Employment Incentive Program for Persons with Disabilities for 2017-2018 (positive opinion of the Ministry of Finance on 25 January 2017), and the De Minimis Incentive Program to encourage the employment of persons with disabilities and to allocate special funds for the development of new technologies and business processes with a view to employ and maintenance of employment of persons with disabilities for 2018-2020.*

Many adjustments that promote equal opportunities are not necessarily associated with increased costs but instead with the degree of awareness of different needs and opportunities. Thus, when organizing the location and time for project workshops, consideration should be given to ensuring greater accessibility. In addition to eliminating architectural barriers for persons in wheelchairs, the proximity of public transport, traffic connectivity and the public transport timetable need to be taken into consideration in order to set adequate schedules for the workshop activities, depending on the specific needs and location of the target participants. It is also crucial to avoid organizing activities during religious holidays and other important dates of participants belonging to different religious or minority groups so as to not exclude them from participating.

The ESF programme is largely focused on supporting long-term unemployed persons, persons at risk of social exclusion, homeless persons, members of the Roma national minority and other vulnerable groups that are materially deprived and discouraged in seeking training and employment. Thus, it is implied that the activity organizer shall envisage all possible measures to ensure that all project-financed services are made available to everyone and, if necessary, they will organize their own transport for the participants.

Since the application of the horizontal principle of equal opportunities is directly related to the level of public awareness, we cite the awareness-raising measures under the **UN Convention on the Rights of Persons with Disabilities (UNCPRD)**, which Croatia ratified in 2008.

UNCPRD Article 8 AWARENESS-RAISING

1. States Parties undertake to adopt immediate, effective and appropriate measures:

- (a) to raise awareness throughout society, including at the family level, regarding persons with disabilities, and to foster respect for the rights and dignity of persons with disabilities,*
- (b) to combat stereotypes, prejudices and harmful practices relating to persons with disabilities, including those based on sex and age, in all areas of life,*
- (c) to promote awareness of the capabilities and contributions of persons with disabilities.*

2. Measures to this end include:

(a) Initiating and maintaining effective public awareness campaigns designed:

- (i) to nurture receptiveness to the rights of persons with disabilities,*
- (ii) to promote positive perceptions and greater social awareness towards persons with disabilities,*
- (iii) to promote recognition of the skills, merits and abilities of persons with disabilities, and of their contributions to the workplace and the labour market,*
- (b) fostering at all levels of the education system, including in all children from an early age, an attitude of respect for the rights of persons with disabilities,*
- (c) encouraging all organs of the media to portray persons with disabilities in a manner consistent with the purpose of the present Convention,*

(d) promoting awareness-training programmes regarding persons with disabilities and the rights of persons with disabilities.

Information booklet on access to persons with disabilities is intended for all who would like to find out more about persons with disabilities; the types, consequences and specificities of the damage and ways of performing life activities and functioning in everyday life.¹⁵

OPEHR particularly emphasizes ensuring accessibility for persons with disabilities which includes all aspects of accessibility covered within UNCRPD.¹⁶

UNCRPD Article 9 ACCESSIBILITY

To enable persons with disabilities to live independently and participate fully in all aspects of life, States Parties shall take appropriate measures to ensure to persons with disabilities access, on an equal basis with others, to the physical environment, to transportation, to information and communications, including information and communications technologies and systems, and to other facilities and services open or provided to the public, both in urban and in rural areas. These measures, which shall include the identification and elimination of obstacles and barriers to accessibility, shall apply to, inter alia:

(a) buildings, roads, transportation and other indoor and outdoor facilities, including schools, housing, medical facilities and workplaces,

(b) information, communications and other services, including electronic services and emergency services.

2. States Parties shall also take appropriate measures:

(a) to develop, promulgate and monitor the implementation of minimum standards and guidelines for the accessibility of facilities and services open or provided to the public,

(b) to ensure that private entities that offer facilities and services which are open or provided to the public take into account all aspects of accessibility for persons with disabilities,

(c) to provide training for stakeholders on accessibility issues facing persons with disabilities,

(d) to provide in buildings and other facilities open to the public signage in Braille and in easy to read and understand forms,

(e) to provide forms of live assistance and intermediaries, including guides, readers and professional sign language interpreters, to facilitate accessibility to buildings and other facilities open to the public,

(f) to promote other appropriate forms of assistance and support to persons with disabilities to ensure their access to information,

(g) to promote access for persons with disabilities to new information and communications technologies and systems, including the Internet,

(h) to promote the design, development, production and distribution of accessible information and communications technologies and systems at an early stage, so that these

¹⁵ <http://posi.hr/wp-content/uploads/2018/02/Info-bro%C5%A1ura-o-pristupu-osobama-s-invaliditetom.pdf>

¹⁶ Guidelines on the Application of Article 9 UN Convention is available on <http://www.esf.hr/wordpress/wp-content/uploads/2015/02/Smjernica-o-primjeni-%C4%8Dlanka-9.-Konvencije-UN-a-o-pravima-osoba-s-invaliditetom.pdf>

technologies and systems become accessible at minimum cost.

The Ministry of Labour and Pension System has adopted Guidelines on the Implementation of Article 9 of the United Nations Convention on the Rights of Persons with Disabilities for Applicants and Beneficiaries of OPEHR to support applicants and beneficiaries in determining applicable accessibility requirements for persons with disabilities that need to be taken into account when preparing and implementing projects, as well as considering additional opportunities for their promotion. It is important for applicants to comprehend the diversity of needs and opportunities and the best way is to directly ask potential project participants about their specific needs or to consult organizations representing the rights of particular vulnerable groups and thereby overcoming prejudices and fears of the unknown. Regardless of the objective to be achieved by a particular project, project beneficiaries are not a homogeneous group that has equal needs thus it is crucial to respect diversity.

For projects applying in the field of education, comprehensive guidelines on the needs of students with developmental difficulties and the principles of inclusive education - *Guidelines for the Application of ICT in Working with Students with Special Educational Needs* - are available. These guidelines contain useful information on motivation and teaching methods, the use of assistive technologies, collaboration with parents and the local community on raising awareness regarding diversity and the principle of non-discrimination.¹⁷

The condition for project acceptance is compliance with legal provisions and its contribution to promoting equality in diversity generates added value. Therefore, applicants need to take care of vulnerable groups by first analyzing the local context and becoming familiarized with the risks of social exclusion that may be related to age, gender, disability, minority affiliation, unemployment, poverty, and to find a way to not exclude anyone solely on the basis of these characteristics. Namely, one of the key objectives of the ESF programme is **inclusive development**.

2.1.2. Gender equality

Gender is the basic criterion for the division of target groups and gender equality is one of the fundamental values of democratic societies, as well as of the constitutional order of the Republic of Croatia and the European acquis. The Gender Equality Act¹⁸ in Article 5 states that ***gender equality means that women and men are equally present in all areas of public and private life, have equal status, equal opportunities to exercise all rights, and equal benefit from the results achieved.***

¹⁷ <https://www.e-skole.hr/>

¹⁸ The editorial copy of the Act OG 82/08, 69/17 is available on the website of the Gender Equality Office <https://ravnopravnost.gov.hr/UserDocsImages/dokumenti/Zakoni/Zakon%20o%20ravnopravnosti%20spolova%20HRV.pdf>

Gender mainstreaming **is mandatory** for all operational programmes, especially those targeting the social, economic, cultural and educational needs of citizens, and sensibility to the diverse needs of women and men is mandatory at all stages of the programme cycle.

Gender mainstreaming in all phases of the programme is a strategy for achieving gender equality and removing the still present inequalities.

In addition to monitoring statistical data, one of the methods used in the implementation of this strategy is to assess the impact of the activity/intervention/programme on the daily life of women and men. The Gender Equality Act stipulates that state administration bodies, local and regional self-government units, legal entities with public authority or with predominant state ownership are obliged to assess the **impact of legal decisions and actions** on the position of women and men and implement gender equality training programs for their employees. Assessing the impact of regulations on the position of women and men is also mandated under the Act on Regulatory Impact Assessment¹⁹ and the Regulation on implementation of procedures for regulatory impact assessment (Article 8), in the form of the previous assessment - Item 5.6.1. and in the form of the statement on impact assessment – Item 3.6.

For those who wish to know more

Gender impact assessment refers to an ex-ante assessment to determine whether a particular activity has a different impact on women and men. This assessment is done in order for public policies and programmes to address the specific needs of women and men. *Gender impact assessment means to compare and assess, according to gender relevant criteria, the current situation and trend with the expected development resulting from the introduction of the proposed policy.*²⁰

A gender-aware approach is also expected from all **projects** implemented under the OPEHR, which means that promoting the principle of gender equality and gender mainstreaming must be taken into account throughout all stages of preparation and implementation, including monitoring, reporting and evaluation. **Although private sector applicants (civil society organizations, private institutions, entrepreneurs and others) are not legally obliged to carry out the project's gender impact assessment, as are state bodies, they are obliged to comply with the gender equality provisions in order for their project to be eligible.** Good practice in project preparation and planning consists of raising awareness on the position of women and men in a particular sector of social life, their different opportunities and different needs, incorporating such data into planning, taking all actions,

¹⁹ Official Gazette No 44/2017, Article 3

²⁰ Guide to Gender Impact Assessment – European Commission – General Directorate for Employment, Social Affairs and Inclusion (1998)

envisaging the impact of planned activities on the everyday life of women and men, and finally evaluating the achievements from a gender perspective.

When adopting an operational programme, in accordance with the regulations of the European Parliament and Council 1303/2013 and 1304/2013, it can be clearly stated that **specific measures** will be introduced, such as specific benefits that allow persons of a particular gender to eliminate existing inequalities or to ensure them rights they were denied in the past, and specific measures shall be introduced on a **temporary basis** with a view to achieving genuine equality of women and men and they shall **not be deemed to be discrimination**. Some of the specific measures in OPEHR relate to disadvantaged women in the labour market and at increased risk of social exclusion in Priority Axis 2 - Social inclusion and female entrepreneurs in Priority Axis 1 – Employment and labour mobility.

The introduction of specific measures is also defined by the Gender Equality Act:

Article 9

*(1) **Specific measures** are specific benefits enabling persons of a specific gender to have equal participation in public life, eliminating existing inequalities or ensuring them rights they were denied in the past.*

(2) Specific measures shall be introduced on a temporary basis with a view to achieving genuine equality of women and men and they shall not be deemed to be discrimination.

(3) Measures aimed at protecting women, in particular in relation to pregnancy and maternity, shall not be deemed to be discrimination.

(4) With a view to ensuring full equality of men and women in practice, the principle of equal treatment shall not preclude maintaining or adopting specific measures to prevent or compensate for disadvantages on the grounds of gender in the area of access to and supply of goods and services.

Article 10

Specific measures shall be laid down in laws and other regulations regulating specific areas of public life.

If it is a specific project or a targeted positive action, or a specific measure to rectify the unequal position of women or men in a given area, it is necessary to state:

- basic statistical data based on which it is concluded that it is an unequal position;
- if the project aims to give priority to the under-represented gender in order to rectify the inequality, it is necessary to explain what activities will be implemented to achieve this;
- what is expected as a result of such activities and how will the unequal position be rectified.

Specific projects that are actually so-called *positive actions* which seek to rectify or reduce existing large inequalities in some areas:

- For example, trying to equalize the rate of female and male activity in the labour market, increase the number of female entrepreneurs, and reduce the unemployment of women over the age of 55.
- Attempt to involve more men in training for traditionally female professions such as careers in the area of care or education, or involve more women in traditionally male and better paid professions, etc.

The objectives of the positive actions are described through the objective and purpose of the Call and they are guided by suggestions of eligible activities and specifying the target beneficiary groups. Every intervention and therefore targeted positive action should be based on researching the problem that is to be solved and by analyzing statistical data which proves that such a problem exists. The use of detailed data from local and regional administrative sources and regional strategic documents coupled with national statistical data and policy measures relevant to this area provides an analytical basis for understanding the problem and assessing the relevance of the planned intervention for mitigation and should be specified in the Call.

If the objective of the project is to provide equal opportunities for both genders to achieve benefits from the project, it is necessary to state:

- statistical data on women and men in the area and location to which the project relates (registered at the local employment office, vocational qualifications and type of occupation, single parents, old-age one-person households, etc.)
- a description of the problem that is solved by the project from the perspective of women and men (you can state the results of the research, analysis, etc., which discuss the importance of the problem both from the perspective of men and from the perspective of women)
- a mode of operation to ensure that women and men are equally involved in the project so that both women and men benefit from the project in accordance with their specific but possibly different needs
- Will the results you want to achieve improve the everyday life of women and men and if so, how?

For those who wish to know more

For gender equality issues, the website of the Gender Equality Office (www.ravnopravnost.gov.hr) provides comprehensive information on national, EU and international legislative and strategic frameworks, publishes research reports and statistical

data as well as news on prominent topics and projects in this area. It also provides information on the work of county, city and municipal gender equality commissions and more. The European Institute for Gender Equality (EIGE) ²¹ serves as an additional source of information on the status and policies related to gender equality in EU Member States.

EIGE is an independent body of the European Union founded to support and strengthen gender equality in the European Union. The Institute operates within the framework and in line with the policies and initiatives of the European Union, and its objectives, tasks and budget are defined by the European Parliament and the Council of the European Union.

EIGE has developed the **Gender Equality Index** as a method for monitoring progress in different public policies in the European Union from the standpoint of gender equality. By using a scale of 1 (total inequality) to 100 (total equality), the differences between women and men in key areas (work, money, knowledge, time, power, and health) are measured. The index also measures violence against women and overlapping inequalities as specific areas that do not affect the overall assessment.

Within the Gender Equality Index, Croatia achieved **53.1 points out of 100** in 2017, which is 2.8 points higher than in 2005. Croatia's score is approximately 13 points below the average of 28 EU Member States. Croatia ranked 24th in the rankings of 28 EU Member States, which leaves considerable room for improvement. In order to achieve complete gender equality, a holistic approach to gender equality is needed i.e. greater gender sensitivity of all public policies, interventions and programs, and positive actions in those areas where gender imbalance or an unequal position of a specific gender is present.

It should be stressed that gender equality is closely linked to economic development, social policy, justice, health, energy, education and environmental protection, and the general principles of sustainable development, as evidenced by the EU Council Conclusions on Gender in Development²² and more on linking gender equality and sustainable development can be found on <https://eige.europa.eu/gender-mainstreaming/policy-areas/environment-and-climate-change>

2.1.3. Sustainable development

Sustainable development implies a balanced development that takes into account possible **environmental, social and economic impacts** when planning and carrying out activities. The most commonly used definition is the one from 1987 which was published in the UN World Commission on Environment and Development's report *Our Common Future: Sustainable*

²¹ <https://eige.europa.eu/>

²² <https://ravnopravnost.gov.hr/UserDocImages/dokumenti/Zaklju%C4%8Dci%20Vije%C4%87a%20o%20rodu%20u%20okviru%20razvoja.pdf>

development seeks to meet the needs and aspirations of the present without compromising the ability to meet those of the future.

Even though environmental protection is only one of the three dimensions of sustainable development (along with economic and social), ESF programmes place the greatest emphasis on assessing the contribution of the environmental dimension to sustainable development since the other two dimensions present the core content of the ESF programme and are reflected in all priorities and objectives. Since the activities carried out under the ESF programme have no direct impact on the environment such as infrastructure projects, applicants have difficulties explaining their contribution to sustainable development. Therefore, other options for promoting sustainable development can be considered, such as raising public awareness through educational programs and media campaigns about the importance of environmental concerns, as well as concerns about the health and quality of people's lives, acquiring local products and services through collaboration with ecological producers, promoting solidarity, social cohesion and justice.

Applicants can provide evidence of the organization's internal rules on the efficient use of natural resources (power, water, etc.), avoiding the use of disposable products, recycling and using green technology solutions. By doing so, they can demonstrate that their employees are familiar with the principles of sustainable development, that they apply them and also encourage their project partners and beneficiaries to do the same.

The Regulation of the European Parliament and of the Council,²³ which regulates the application of ESI funds, describes sustainable development as *specific actions that take into account environmental protection requirements, resource efficiency, climate change mitigation and adjustment, disaster resilience, and risk prevention and management.*

OPEHR was not subject to a Strategic Environmental Impact Assessment which would assess whether there were significant environmental risks and which would integrate environmental protection issues in the preparation and adoption of programmes to promote sustainable development since the activities under OPEHR cannot be directly linked to environmental protection requirements. However, certain priorities have sustainable development requirements set within their framework for specific activities. For example, *green jobs* will be at an advantage in the areas of self-employment and entrepreneurship promotion. Moreover, in the areas of research promotion and academic development, environmental research will receive additional points, and social entrepreneurship based on the balance of social, ecological and economic objectives in business will be encouraged. All activities should show that they carry out the **resource efficiency principles** as this is one of the selection criteria.

²³ Regulation EU No 1303/2013, Article 8

When submitting a project, applicants assess their contribution to sustainable development through the following elements:

- Green public procurement²⁴
- Climate challenges
- Resource efficiency
- Green growth
- Other.

Green public procurement takes into account the environmental aspects of products and services while sustainable procurement, along with environmental aspects, also takes into account economic and social aspects.²⁵

Sustainable procurement²⁶ is a broader concept than green public procurement and presents a way to maximize the benefits/impact of public procurement in terms of personal well-being, social cohesion and inclusion, equal opportunities and sustainable development. It covers three components: **social, environmental and economic**. Such procurement is promoted within social entrepreneurship and more information on social entrepreneurship in Croatia is available on the portal www.fairnet.hr and <http://www.esf.hr/vazni-dokumenti/>.

Scientific research confirms that global warming and **climate change** should be understood as a warning that the existing way of using natural resources is not sustainable because it negatively impacts ecosystems, reduces biodiversity and leads to ecological disaster if no urgent environmental protection measures are taken and if we do not take responsibility for such a state. Awareness of the need to alter behaviour is increasing and it is necessary to continue to promote responsible use of resources. Through our daily decisions - mode of transport, food and consumer habits, creating and disposing of waste, at work and at home - each of us produces harmful greenhouse gas emissions that result in climate change.

Experts have therefore developed models that can measure our contribution to global warming and they can be applied at an individual, industry, state and global level. The total amount of greenhouse gases (carbon dioxide, methane, nitric oxide, freon, etc.) derived from our daily life and work is called *carbon footprint*. Carbon footprint calculators are widely available on the websites of environmental organizations as well as practical

²⁴ **Green public procurement (abbreviated: GPP) represents a voluntary environmental protection instrument encouraging environmental protection and sustainable consumption and production.** It is defined as a process by which purchasers purchase goods and services defined by criteria that contain key environmental pressures, related to resource and energy consumption, impact on biodiversity and eutrophication, toxicity, emissions of pollutants, greenhouse gases and CO₂ and the generation of waste at place of origin. Detailed information is available on www.zelenanabava.hr, EU Common Green Public Procurement Rules available on http://ec.europa.eu/environment/gpp/eu_gpp_criteria_en.htm

²⁵ Glossary available on <http://www.zelenanabava.hr/pojmovnik>

²⁶ <http://fairnet.hr/javna-nabava-opcenito/>

guidelines for reducing the overall ecological footprint that includes carbon footprints and footprints due to personal habits and consumption.²⁷

2.2. Legislative framework (EU and the Republic of Croatia) and international documents

2.2.1. EU framework for use of ESI funds

The framework for the use of EU Cohesion Policy instruments in the Republic of Croatia for the period 2014-2020 is regulated by the Partnership Agreement between the Republic of Croatia and the European Commission for the use of structural and investment funds for growth and jobs in the period 2014-2020 (hereinafter: Partnership Agreement). The Partnership Agreement describes how the Republic of Croatia will meet the common objectives of the Europe 2020 Strategy as well as national objectives, with the aid of EU budget funds allocated to it through the multi-annual financial framework for the 2014-2020 period.

The investment strategy for ESF funds for the period 2014-2020 is defined in the Operational Programme Efficient Human Resources 2014-2020 (OPEHR). OPEHR is a planned programme document which describes and elaborates in detail measures and activities for the effective implementation and use of the European Social Fund (ESF). The ESF is one of the main instruments of the European Union aimed at providing support for human capital investment and strengthening the competitiveness of the European economy, and it was adopted by the European Commission Implementing Decision of 17 December 2014.

The main objective of the **Operational Programme Efficient Human Resources 2014-2020** is to contribute to the growth of employment and to strengthen social cohesion in Croatia. The Operational Programme has devised investments in four fundamental areas: **employment and labour market, social inclusion, education and lifelong learning, and support to public administration.**

Activities funded from the European Social Fund help people improve their skills and integrate more easily into the labour market, addressing the fight against poverty and social exclusion, and improving the efficiency of public administration.

The implementation of OPEHR and the use of ESF and ERDF funds are regulated by common **European provisions** and the national legislative framework:

²⁷ <http://ecologicalfootprint.com/>

- Regulation (EU) No 1303/2013 of the European Parliament and of the Council of 17 December 2013 laying down common provisions on the European Regional Development Fund, the European Social Fund, the Cohesion Fund, the European Agricultural Fund for Rural Development and the European Maritime and Fisheries Fund and laying down general provisions on the European Regional Development Fund, the European Social Fund, the Cohesion Fund and the European Maritime and Fisheries Fund and repealing Council Regulation (EC) No 1083/2006 of 11 July 2006 (SL L 347, 20.12.2013) (Regulation (EU) No 1303/2013 (<http://www.esf.hr/vazni-dokumenti/>));
- Regulation (EU) No 1304/2013 of the European Parliament and of the Council of 17 December 2013 on the European Social Fund and repealing Council Regulation (EC) No 1081/2006 (<http://www.esf.hr/vazni-dokumenti/>);
- Directive 95/46/EC of the European Parliament and of the Council of 24 October 1995 on the protection of individuals with regard to the processing of personal data and on the free movement of such data (<https://publications.europa.eu/hr/publication-detail/-/publication/775a4724-2086-4a06-9213-1a4e6489053b>);
- Act on the establishment of the institutional framework for implementation of European structural and investment funds in the Republic of Croatia for 2014-2020 (OG, 92/2014) (<http://www.esf.hr/vazni-dokumenti/>);
- Regulation (EU) 2016/679 of the European Parliament and of the Council of 27 April 2016 on the protection of natural persons with regard to the processing of personal data and on the free movement of such data, and repealing Directive 95/46/EC (<https://publications.europa.eu/hr/publication-detail/-/publication/3e485e15-11bd-11e6-ba9a-01aa75ed71a1/language-hr>);
- Regulation on bodies in the management and control systems of the European Social Fund, the European Regional Development Fund and the Cohesion Fund, concerning the objective of "Investment in growth and jobs" (OG 107/14, 23/15, 129/2015, 15/2017 and 18/2017- correction) (<http://www.esf.hr/vazni-dokumenti/>);
- Guidelines for monitoring and evaluating EU Cohesion Policy – European Social Fund (June 2015);
<https://ec.europa.eu/sfc/en/system/files/ged/ESF%20monitoring%20and%20evaluation%20guidance.pdf>); Annex D –Practical guidance on data collection and validation

(EC, June 2015;

<https://ec.europa.eu/sfc/en/system/files/ged/Annex%20D%20%E2%80%93%20Practical%20guidance%20on%20data%20collection%20and%20validation.pdf>)

2.2.2. National legislative framework (selection)

- Constitution of the Republic of Croatia (consolidated text, OG 56/90, 135/97, 8/98, 113/00, 124/00, 28/01, 41/01, 55/01, 76/10, 85/10, 05/14);
- Constitutional Law on the Rights of National minorities (OG 155/02, 47/10, 80/10, 93/11);
- Anti-Discrimination Act (OG 85/08, 112/12);
- Civil Servants Act (consolidated text OG 92/05, 142/06, 77/07, 107/07, 27/08, 34/11, 49/11, 150/11, 34/12, 49/12, 37/13, 38/13, 01/15);
- Same Sex Life-Partnership Act (OG 92/14);
- Labour Act (OG 93/14);
- Gender Equality Act (OG, [82/08](#), [69/17](#));
- Act on Vocational Rehabilitation and Employment of Persons with Disabilities (OG 157/13, 152/14);
- Primary and Secondary School Education Act (OG No 87/08, 86/09, 92/10, 105/10, 90/11, 5/12, 16/12, 86/12, 126/12, 94/13 and 152/14);
- Ordinance on Primary and Secondary School Education and Education of Students with Developmental Difficulties (OG No [24/15](#));
- Law on the Croatian Sign Language and Other Communication Systems of Deaf and Deaf-blind Persons in the Republic of Croatia (OG No [82/15](#));
- Law on the Free Movement of a Visually Impaired Person with a Guide Dog (OG No [131/98](#));
- Rulebook on Ensuring Accessibility of Buildings to Persons with Disabilities and Persons with Reduced Mobility (OG 78/13);
- Act on the ratification of the Convention on the Rights of Persons with Disabilities and the Optional Protocol to the Convention on the Rights of Persons with Disabilities, with special emphasis on Article 9 of the Convention (OG International Agreements, No. 6/07 and 5/08);
- Act on the ratification of the European Social Charter, the Additional Protocol to the

European Social Charter, the Protocol on the Amendment to the European Social Charter and the Additional Protocol to the European Social Charter establishing a system of collective complaints (OG International Agreements, No 15/02).

2.2.3. Strategic framework

- The National Anti-Discrimination Program for the period 2017-2022
- Action Plan for the Implementation of the National Anti-Discrimination Plan 2017-2019
- National Strategy for the Equalization of Opportunities for Persons with Disabilities for the period 2017 to 2020 (OG, 42/17)
- Plan for deinstitutionalization and transformation of social welfare homes and other legal entities providing social welfare services in Croatia for the period 2011 - 2016 (2018)
- Plan for deinstitutionalization, transformation and prevention of institutionalization 2018.- 2020.
- <https://mdomsp.gov.hr/istaknute-teme/proces-transformacije-i-deinstitucionalizacije-10662/10662> .
- Operational Plan for the deinstitutionalization and transformation of social welfare homes and other legal entities providing social welfare services in Croatia for the period 2014-2016
- Council of Europe Action Plan to promote the rights and full participation of persons with disabilities in society: improving the quality of life of persons with disabilities in Europe 2006-2015
- European Disability Strategy 2010 - 2020
- Europe 2020 Strategy
- Strategy for Combating Poverty and Social Exclusion in the Republic of Croatia for the period 2014-2020
- Social Welfare Strategy for Elderly Persons in the Republic of Croatia for the period 2017-2020
- National Roma Inclusion Strategy for the period 2013-2020
- Strategy for the Development of Social Entrepreneurship in the Republic of Croatia for the period from 2015 to 2020
- Strategy of Women Entrepreneurship Development in the Republic of Croatia for the period from 2014 to 2020
- National Youth Program for the period 2014-2017
- Action Plan for the Integration of Persons Approved for International Protection for the Period 2017 to 2019
- National Strategy for the Rights of Children in the Republic of Croatia for the period 2014-2020
- Strategy of Education, Science and Technology (OG 124/2014)
- Early and pre-primary, primary and secondary education strategies, (OG 124/2014)

2.2.4. Bodies responsible for the implementation of OPEHR

The Managing Authority is the Ministry of Labour and Pension System.

Intermediate Bodies Level 1

- Ministry of Labour and Pension System
- Ministry of Demography, Family, Youth and Social Policy
- Ministry of Science and Education
- Ministry of Health
- Ministry of Culture
- Ministry of Tourism
- Office for Cooperation with NGOs of the Government of the Republic of Croatia

Intermediate Bodies Level 2

- Croatian Employment Service, Office for Financing and Contracting EU projects
- Agency for Vocational Education and Training and Adult Education, the Organization for Management of Structural Instruments (DEFKO)
- National Foundation for Civil Society Development, Department for Preparation and Contracting of EU Programmes

Certifying Authority

- Ministry of Finance

Audit Authority

- Agency for the Audit of European Union Programmes Implementation System (ARPA)

3. Current situation analysis

3.1. Operational Programme Efficient Human Resources 2014-2020

The following key selection criteria for operations/projects are listed in the Operational Programme:

- compliance and contribution of the operation/project proposal to the realization of the objectives set out in the relevant national strategic documents (strategies, guidelines, action plans, programmes);
- the relevance and importance of the operation/project for the realization of the objectives and indicators of the OPEHR;
- clearly defined and described target groups and their needs with regard to the objectives of the OPEHR;
- the quality of the project proposal (activities listed in the project proposal are clearly defined, they are related to the problems that the project should resolve and they contribute to the project objectives and project feasibility);

- the applicant's capacity (the level of the applicant's operational capacity required for project preparation and implementation);
- project sustainability is presented and clearly described (project results could potentially be applied to a wider extent).

Other evaluation criteria are elaborated in detail according to the specific objectives of OPEHR and are published on www.efs.hr. For a positive contribution to horizontal themes, the applicant can get 5-10 points depending on the specific objective and the tender.

3.2. Guidelines for Applicants

The Guidelines for Applicants are part of the tender documentation that contains basic information on the tender objectives, eligible applicants, partners, activities, indicators, costs, financial allocations and grants as well as the application process.

The guidelines for applicants generally do not cite details regarding horizontal principles except in the part that relates to common indicators and assessment of project proposal quality. In defining common indicators, the guidelines refer to the Guidelines on the Implementation of Article 9 of the United Nations Convention on the Rights of Persons with Disabilities for applicants and beneficiaries of the Operational Programme Efficient Human Resources 2014 – 2020. In accordance with Article 9, the project lead is obliged to notify the Intermediate Body Level 2 (in the Final Report) on the implementation of horizontal principles i.e. on ensuring accessibility for persons with disabilities.

In assessing quality, projects are usually evaluated in relation to the number of horizontal policies mentioned and the clarity of their elaboration. In addition to the criteria for assessing the quality of the project proposal, most calls also include the criterion *contribution to the achievement of OPEHR horizontal objectives* and this criterion amounts to 5-10 points out of the possible 80-120. The criterion has been elaborated in a number of different ways - for example, the highest grade 5 is awarded to projects that contribute to all horizontal themes, grades 4 or 3 for a detailed elaboration of two or one theme, 2 for the indicated contribution but without an explanation and 1 when horizontal themes are not included. The grade depends on whether the applicant has justified contributions to one or two themes. Most often, the highest grade is awarded to those projects for which it can be established that they have fully explained their contribution to promoting at least two horizontal principles.

3.3. Application Form A

In Application Form A, the applicants describe their contribution to the following horizontal themes: equal opportunities (gender equality and non-discrimination, accessibility for persons with disabilities), sustainable development and environmental protection (green public procurement, climate challenges, resource efficiency, green growth, other), and promoting good governance including cooperation with the civil society. Although the promotion of good governance, including cooperation with the civil society, is not envisaged as a horizontal theme in OPEHR 2014-2020, it is recommended that applicants also describe their contribution to this theme.

3.4. Reimbursement claim and final report on project implementation

Reporting on the realization of horizontal principles is currently only required when submitting the Final Report. In this report, the applicant needs to justify the harmonization of the implemented activities and the project with the horizontal themes mentioned in Application Form A. It is not necessary to specifically state contributions to the above themes in the reimbursement claim, but it is monitored by checking the implemented activities and budget.

3.5. The most common mistakes in describing contributions to horizontal principles

- The description of the contribution, based on the application of horizontal principles, is general and it is not related to the project's activities and target group. Only quotes from the guidelines for applicants, laws or other texts describing these principles are listed.

Example:

The project will enable participation to all persons regardless of gender, racial or ethnic origin, religion or belief, disability and sexual orientation.

It is necessary to clearly describe the activities which will enable this and to link them to the objectives, activities and target group of the specific project. This contribution can be monitored later in the project implementation and is also visible in budget planning.

Example:

The project is in accordance with the Gender Equality Act (OG 82/08) and the Anti-Discrimination Act (OG 85/08, 112/12). Positive measures for removing gender and other discriminatory stereotypes from information and communication activities will be carried out in such a way that statistics on the participation of women and men will be kept while organizing trainings. Gender-sensitive language will be taken into

account in the project materials. Educational materials will be adapted depending on the type of disability (visual impairment, deafness) thus enabling the participation of persons with disabilities in educational activities.

- Applicants are sometimes unaware of the project implementation rules. When describing contributions to horizontal themes, account should also be taken of the implementation rules (for example, please read the special and general contract terms as well as the guidelines that are part of the tender documentation). Namely, there have been examples where the applicants stated that all project documentation would be in electronic form including the reporting. Almost all intermediate bodies require reports to also be submitted in hard copy thus having project documentation solely in electronic version, in this case, is ineligible.
- Unfamiliarity of concepts used e.g. sustainable development, green public procurement, green growth etc. When describing activities that contribute to sustainable development through green public procurement, green growth or similar concepts, study what these concepts mean on relevant sites and then describe whether your activities will be carried out accordingly.
- Describing contributions to horizontal themes is also needed when the project has a **neutral impact**. Fulfillment of legal provisions is **not considered** as a positive contribution to horizontal themes since legal compliance is an eligibility criterion. For example, women and men having equal access to employment is often stated as a contribution to gender equality. Article 13 of the Gender Equality Act (OG 82/08, 69/17) prohibits discrimination in the area of labour and employment thus this statement cannot be considered as a contribution to the horizontal theme of gender equality. Instead, it shall be considered as neutral.
- When listing the activities and measures of horizontal activities, the planned risk prevention of their non-realization is not evident, especially when it comes to sensitive issues which are related to rooted stereotypes in the community.

In the application form, describe the ways in which you will carry out an activity because it is insufficient to simply state which horizontal theme will be positively contributed to by the project.

Examples of descriptions for the horizontal theme of sustainable development (stated in the application form):

Ineligible: It is stated that the new kindergarten building will be highly energy efficient.

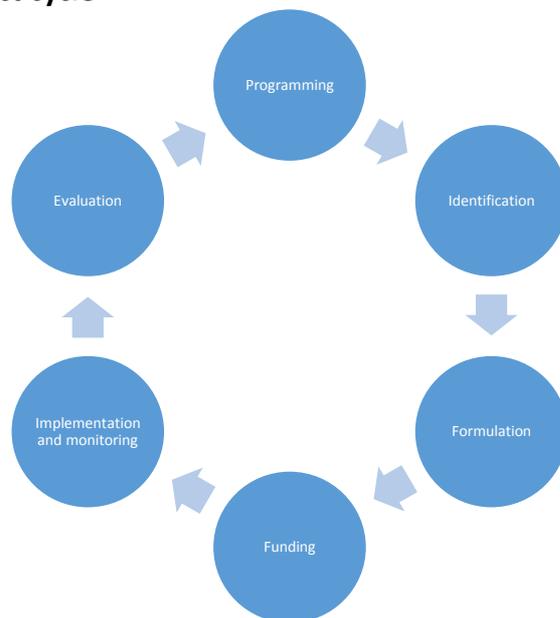
Good: It is stated that the new kindergarten building will be highly energy efficient because it will include a natural ventilation system, a twice as thick outer shell than the recommended, plenty of natural light, and the lighting will be controlled so that it switches on only when the rooms are being used, and a monitoring and energy management system will be installed to continuously monitor energy savings.

From these two examples taken from the ESF programme in England, it is evident that the first applicant might have had the intention to carry out all the activities described in detail by the second applicant but the evaluators could not give additional points in the area of energy efficiency because their application he did not provide an explanation.

4. Applicant's/beneficiary's obligations for each project cycle phase

In the following, we will elaborate the applicant's/beneficiary's obligations through the project cycle phases. Tools that will help you meet these obligations can be found in Chapter 7 of these Guidelines.

Image 1 Project cycle



PROGRAMMING

At this stage of the project cycle, we must carefully read the Guidelines for Applicants within the tender documentation. Tenders are published in order to achieve the operational axes, investment priorities and specific objectives of the Operational Programme Efficient Human Resources 2014-2020. When defining common indicators, the Guidelines refer to Article 9 of the United Nations Convention on the Rights of Persons with Disabilities and states that it is

in accordance with the Guidelines on Implementation of Article 9 of the United Nations Convention on the Rights of Persons with Disabilities for applicants and beneficiaries of the Operational Programme Efficient Human Resources 2014 – 2020, the project lead is obliged to notify the Intermediate Body Level 2 (in the Final Report) on the implementation of horizontal principles i.e. ensuring accessibility for persons with disabilities in accordance with Article 9.

In order to better develop horizontal themes, you should carefully study how the target group is defined, which are the set indicators and which activities and expenses are eligible. Be sure to check how the evaluation of horizontal themes within the criteria for assessing the quality of project proposals is defined.

Applicant obligations:

- Carefully read the Guidelines for Applicants.
- Define the project framework theme.
- Review the criteria for assessing the quality of the project proposal and accordingly develop the project idea, taking into account which target group is relevant to a specific tender and which activities and expenses are eligible.
- Once this is complete, start drafting your project application.

IDENTIFICATION

The identification phase helps you to develop your project idea according to the needs and expectations of the target group, to clearly define the project problem and project objectives, and to choose the most effective strategy for their realization. Moreover, the activities and budget need to be elaborated in detail at this phase of the project cycle.

This phase of the project cycle is extremely important for defining horizontal priorities as you will by now already gather information on whether your project includes disadvantaged persons (persons with disabilities, national minorities, homeless people, former drug addicts, unemployed young people, women over the age of 45 and other similar groups). Accordingly, consider their needs, how to ensure accessibility to the project activities, their constraints, whether you will involve men and women to an equal extent, and how you will ensure gender equality in the project.

Example: At this stage, conduct a stakeholder analysis and simultaneously consider horizontal themes. A project focused on the employment of women in rural areas: before elaborating the project idea, the applicant first spoke to the women and then defined, among other things, their potential participation in the project activities. Accordingly, the project defined the participants' mode of transport to the location of the project activities. As there is no public transport, the cost of using private vehicles would be covered. In addition, it was decided that most of the activities would be carried out in the afternoon due to the participants' morning obligations.

When elaborating project activities, consider how you will carry out the activities taking into account horizontal themes. For each activity, specifically state how it will contribute to the horizontal theme of equal opportunities and non-discrimination, gender equality and sustainable development. Also consider the risks that relate, inter alia, to the contribution to horizontal themes and what measures will be taken to prevent and mitigate negative impacts.

Example: The applicant organized a workshop for unemployed women taking into account the horizontal theme of equal opportunities and non-discrimination (adapted material to the target group, the premises had secured access for persons with disabilities, the call contained clear queries on specific requirements, if any). At the same time, the project contributed to gender equality because since the project objective was to include women in the labor market through the development of innovative social services in order to harmonize professional and family roles. However, at the beginning of the workshop, a large number of women began to give up because they did not have their own vehicle and their husbands did not want to give them theirs. This type of patriarchal attitude is common in smaller communities and can jeopardize your project's contribution to greater gender equality.

And finally, when elaborating the budget in detail, include the costs of activities that contribute to horizontal themes (such as material adjustments, sign language interpreter, etc.). If these activities have been stated in the description of the horizontal themes, but their costs are not included in the budget, the intermediate body may request that the mentioned costs be covered from your own resources.

Applicant obligations:

- Analysis of stakeholders and their needs (general population in the local community to which the project relates) in terms of gender, age, economic status, nationality or ethnic origin, language, religious or political beliefs, sexual orientation, property, health condition, disability, marital status;
- After conducting the stakeholder analysis, select, define and describe the characteristics of the target group. Define the needs and constraints of the target group in relation to its participation in the project activities
- A detailed elaboration of the project activities and those contributing to horizontal priorities (examples of activities can be found in these Guidelines)
- Consider the risks (threats) related to carrying out these activities and define the measures to prevent and mitigate the adverse effect of such risks
- When elaborating the budget, also include the cost of implementing activities that contribute to horizontal priorities.

FORMULATION

Application Form A (i.e. project application) is filled based on the results of the analyses and the activity and budget elaboration. In the project application, you must also fill in the section related to fulfilling horizontal themes. The description of the horizontal themes

needs to be as specific as possible. Please provide statistical data, specific activities in accordance with the project and tender objectives. When completing this section, please also follow these Guidelines, especially in the section dealing with the most common mistakes when elaborating horizontal themes and examples of good practice. Make sure that the contribution to horizontal themes is visible in the application sections related to the description of project activities and budget elaboration.

After completing the sections related to horizontal themes, perform a self-assessment of the quality of what has been written (you can also use the self-assessment questionnaire that is part of the Guidelines). Go through the Guidelines for Applicants (i.e. the criteria for assessing the quality of the project application) one more time and check whether you completed this section of the application form in a quality manner.

- Fill the section of the project application related to the description of horizontal themes in a quality manner. Make sure that the contribution to horizontal themes is visible in the sections related to the the description of project activities and budget elaboration. If the contribution is neutral, please describe why it is neutral.
- Perform a self-assessment of the quality of the horizontal theme description via the questionnaire and the criteria for assessing the quality of the project proposal i.e. which horizontal themes does the project contribute to and how well has it been elaborated.

IMPLEMENTATION

Keep in mind that your project application is part of the contract and that everything you have written in the project application needs to be realized. This also applies to horizontal themes. Previous practice has shown that the implementation of activities described through contributions to horizontal themes has not been monitored during the project implementation. However, to avoid possible non-acceptance of an activity cost simply because it was not carried out as described in the project application, include the contribution to the horizontal theme mentioned in Application Form A when implementing the project activities. In the implementation of the activity, you can also include contributions to the horizontal topics that you mentioned in Form A. To monitor the implementation of activities and contribution to horizontal themes, you can use the same tables you usually use to track activities. Also keep track of the budget items intended for the realization of the horizontal themes.

Example:

The applicant stated in the application that they would organize the event in a space adapted for persons with disabilities. They did take this into consideration when choosing the space (e.g. it is not stated anywhere in the tender documentation) and persons with disabilities who attended the event had difficulty moving around. It was stated that the specific requirements of particular participants would be taken into account during the organization of the event (e.g. in terms of diet, material adjustment), but then this is not visible in the event invitation or in the application form. Or it was stated that green public procurement would be carried out but it was not. These are all examples which the Intermediate Body could declare as ineligible.

Applicant obligations:

- Implement activities as described in the contribution to horizontal themes (implement green public procurement, adapt materials to all participants, etc.)
- Monitor how the activities are implemented and how they contribute to horizontal themes.
- Describe in detail the contribution to horizontal themes in the Final Report.

EVALUATION

The evaluation phase helps us to define the methodology in future projects. In addition to evaluating how much our project has contributed to the defined results and objectives, at this stage we can also evaluate how much our project has contributed to horizontal themes. For this we can use standard evaluation questionnaires, but we can also assess the project's impact in contributing to the horizontal themes.

Applicant obligations:

- Measure project impact on the horizontal themes (evaluation questionnaires, impact assessment)
- Using the obtained results to create future projects.

5. Application of horizontal principles to OPEHR priorities

Horizontal principles are integrated in all parts of OPEHR, as confirmed by the conducted ex-ante evaluation. However, each priority axis highlights certain measures and activities to a greater extent due to their contribution to horizontal principles. Examples of activities contributing to horizontal principles are listed below.

Table 1: Activities/measures applicable to all priority axes

Activities/measures applicable to all investment priorities	Indicators
Equal opportunities and non-discrimination	
<p>Project preparation:</p> <ul style="list-style-type: none"> • Conduct a detailed needs analysis of disadvantaged persons. • In planning project activities, involve representatives of organizations dealing with disadvantaged persons and representatives of the potential target group in order for the activities to be more adapted to their capabilities and interests. 	<p>Active involvement of the target group in creating project activities</p> <p>Number of citizens informed about the project activities</p> <p>Number of publications which contribute to equal opportunities and non-discrimination</p> <p>Number of projects that clearly and</p>

<ul style="list-style-type: none"> • During budget preparation, keep in mind the costs associated with contributing to horizontal themes. • In planning project activities, involve representatives of organizations dealing with vulnerable groups and the vulnerable groups themselves in order for the activities to be more adapted to their capabilities and interests. • When elaborating activities, it is important to plan motivational activities for the target group and awareness-raising activities as support to the target group. 	<p>transparently define the target group selection in accordance with the principle of equal opportunities and non-discrimination</p> <p>Invitations to events contain a query regarding specific requirements</p> <p>Number of adapted spaces, materials</p> <p>Number of activities which educate and inform lecturers, employers and citizens in order to inform and sensitive them to work with disadvantaged persons</p> <p>Number of adapted jobs</p>
<p>Involvement of the target group in the project activities:</p> <ul style="list-style-type: none"> • Clearly defining the criteria that enable participation of the target group and defining the participant selection process. It is also important to take into account the rules of a specific tender (e.g. the programme ZAŽELI only covers women with secondary education, elder women). • Activities aimed at informing the target group which will enable access to information to a much wider range of stakeholders (media, web, social networks, notifications which will be adjusted to certain categories of citizens with difficulties (e.g. simple texts, visible letters, etc.). Use different types of media in order to inform a wider scope of people. Be especially careful when using modern communication methods (social networks, websites, e-mail). If your target group consists of an older population, it is questionable how many of them know how to use modern technology. When you want to include rural areas, check 	<p>Budget is planned in accordance with the activities contributing to horizontal principles</p> <p>The description of jobs within the (public) procurement documentation contains activities that take into account the rules of reasonable adjustment and universal design</p> <p>Organized activities to support participation in the activities (transport, care of dependent family members)</p>

whether all citizens have access to the Internet.

- Based on the analysis of the under-representation of certain social groups in an area, carry out motivational activities and sensitizing the general public and family members.
- During project preparation and planning activities and budget, take into account the project's impact on the principle of equal opportunities and non-discrimination.
- Consider the right to diversity in relation to gender, disability, socio-economic status, age, level of education, religion, culture, language, national minority affiliation when forming the project team and selecting participants.

Organizing training activities and similar events:

- Invitations to events should include a question as to whether a person has specific requirements regarding diet, mobility or interpreting.
- Events should not be organized during religious holidays, especially taking into account the holidays of national minorities and other important dates for members of specific groups.
- Adapting the space where events will be held (table and chair layout, access to persons with disabilities to the workroom and sanitary node). If needed, you can also provide assistance to persons with disabilities for easier mobility.
- Adjustment of educational material (simple content, if a participant is blind they can be given audio track recordings, larger font can be provided for visually impaired participants, translation of texts for national minorities, etc.).

- Adjustment of teaching methods (e.g. for long-term unemployed persons plan workshops which last for a maximum of 4 hours per day, plan more frequent breaks during workshops for persons with disabilities).
- Prepare lecturers for quality communication with persons who have special needs. People often make mistakes in communicating with certain categories of citizens because they are not sufficiently informed. It would therefore be advisable to give lecturers brief information on the type of participants to expect at the lectures as well as brief instructions on how to work with them so they will be able to prepare themselves.

Employment:

- Adaptive work places (space, equipment).
- Training and informing employers and communities.
- Assessing the employment function which enables the assessment of skills, interests and habits that create a positive image of the client and their needs.
- Representing persons in finding the desired and suitable job (contacting potential employers, finding a suitable job and preparing the employer).
- Creating and implementing personalized support programs for disadvantaged persons.
- Continuous monitoring of a person during their engagement in the labour market and/or employment.
- Choosing an occupation that is in line with the capabilities of a particular vulnerable group and contributes to its re-socialization (e.g. when engaging former drug

<p>addicts in the labour market, jobs which will contribute to their re-socialization and avoiding risky occupations that could lead to relapse need to be taken into account).</p> <p>Other: Provide transport for certain categories of people to events or organize events at their place of residence (e.g. people from rural areas where there is no well organized public transport, persons with disabilities).</p> <p>Check whether potential participants need daycare to be organized (if it is an eligible expense, provide babysitting services) or care for other dependent family members. Perhaps the reason for unemployment is the lack of care services and not demotivation.</p> <p>Organize activities for youths who are in rehabilitation centres, educational establishments, prisons, shelters for homeless people.</p> <p>Activities listed in the Guidelines on the Implementation of Article 9 of the United Nations Convention on the Rights of Persons with Disabilities for Applicants and Beneficiaries of the Operational Programme Efficient Human Resources 2014 – 2020 (http://www.esf.hr/wordpress/wp-content/uploads/2015/02/Smjernica-o-primjeni-%C4%8Dlanka-9.-Konvencije-UN-a-o-pravima-osoba-s-invaliditetom.pdf).</p>	
Gender equality	
<p>Project preparation:</p> <ul style="list-style-type: none"> • Equally include both genders in project preparation and in the planned project team. • Use gender-sensitive language in the project application. • During project preparation, conduct 	<p>The ratio of men and women involved in project preparation and project implementation except in the case of specific measures where advantage is given to one gender in order to rectify existing inequalities</p> <p>The number of persons by type of job in the</p>

<p>a detailed analysis of the needs and problems in relation to gender (in)equality (CES statistics, data from strategic documents).</p> <p>Involvement of the target group in the project activities:</p> <ul style="list-style-type: none"> • Participation in project activities should be ensured equally for men and women (unless the Guidelines for Applicants state otherwise). • When employing, take into account the Labour Act (OG 93/14, 127/17), the Gender Equality Act (OG 82/08, 69/17) and the Anti-discrimination Act (OG 85/08, 112/12). • Training and informing citizens in order to educate on the topic of gender equality and to remove stereotype (e.g. some professions) – campaigns, forums, workshops. • Materials use gender-sensitive language (e.g. invitations to events are addressed to both male and female participants). • Organize activities which help to harmonize work and family roles – ensuring childcare services, organizing activities at a time when persons who have children can participate, organize ad hoc assistance services, flexible working hours, work from home, trainings carried out at the workplace etc.). 	<p>project and by gender</p> <p>The number of projects that use gender-sensitive language properly</p> <p>Gender equality was respected in the recruitment and selection of participants</p> <p>The number of materials during the activities that use gender-sensitive language</p> <p>The number of organized activities which contribute to the harmonization of work and family roles and which contribute to the sensitization of the community in view of gender equality</p> <p>The number of educated and informed persons</p> <p>The number of support activities aimed at harmonizing work and family roles</p> <p>How visible are activities contributing to horizontal themes in the project budget</p>
<p>Sustainable development</p>	
<p>Project preparation and management activities:</p> <ul style="list-style-type: none"> • To communicate between partner organizations use e-mail, organize virtual meetings, and share materials via Dropbox and similar services. • When elaborating the budget and tender documentation, take into consideration the horizontal theme 	<p>Aktivnosti su provedene na način i u skladu s opisom doprinosa horizontalnoj temi održivog razvoja</p> <p>Budget planned in accordance with the activities contributing to horizontal principles</p> <p>Public procurement documents show that green/sustainable public procurement has been implemented</p>

<p>of sustainable development.</p> <ul style="list-style-type: none"> • Adopt internal rules on energy efficiency and environmental protection and inform all employees, project lead and partners on the need for responsible environmental behaviour. • Print the required documentation on both sides. • Use ink-saving fonts (e.g. Eco Vera Sans). • Use recycled paper and folders for disposal of documents made from recycled or natural materials. • Separate and dispose of wastes in certain containers. • While working in the office, be aware of the rational use of energy - write reminders in visible office locations. <p>Other activities:</p> <ul style="list-style-type: none"> • Print promotional materials on recycled paper, distribute materials in linen (or cardboard) bags that can be used later, use wooden and cardboard pencils, wooden USBs, use cardboard cups, plates, wooden cutlery instead of plastic during workshops and it is best to avoid all disposable products. • All resources will be used rationally and efficiently and practical guidelines for the application of the sustainable development principle will be developed and available to all those involved in the project (school staff and other leads, partners, participants). • "Soft" energy efficiency measures will be applied by motivating everyone involved – warnings to switch off lights and equipment at the end of work, to close windows during winter and to point out the benefits of energy savings and environmental benefits will be 	<p>The number of activities organized in order to train and inform employees and citizens on sustainable development,</p> <p>The number of trained and informed persons on energy efficiency rules</p>
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<p>placed on visible locations.</p> <ul style="list-style-type: none"> • When purchasing equipment, get equipment that is energy-efficient and dispose of old equipment in the appropriate containers. • Obtain ecological cleaning agents. • Carry out green procurement whenever it is possible. • Whenever possible, local materials and local suppliers will be used to reduce the harmful impact of transport on the environment and at the same time support the local economy. • Use public transport, a bicycle or organize activities in the target group's place of residence • Conduct a sustainable development training for employees and citizens. 	
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5.1. Priority Axis 1: Employment and labour mobility

Within Priority Axis 1, the following measures are outlined according to horizontal principles:

Equal opportunities and non-discrimination

- Focus on vulnerable groups.
- Strengthening the capacities of institutions in the labour market in order to improve the scope, quality and adaptability of services provided, including education and training of employees. The fight against discrimination is particularly emphasized in the area of training as the basis for implementing non-discrimination procedures when working with the beneficiaries and as a way of disseminating information and frameworks on the anti-discrimination activities of employment counselors.
- Carrying out an anti-discrimination training in order to disseminate anti-discrimination practices.

Gender equality

- Activities specifically aimed at women as a disadvantaged group in the labour market.
- Encouraging women entrepreneurship.

Sustainable development

- Activities related to self-employment and encouraging entrepreneurship.
- All activities in OPEHR should demonstrate resource efficiency principles as this will be one of the selection criteria.

Table 2: Activities/measures related to individual investment priorities and specific objectives

Activities/measures	Specific objectives	Indicators
Equal opportunities and non-discrimination		
Investment priority 8i: Access to employment for job seekers and inactive people, including the long term unemployed and people far from the labour market, also through local employment initiatives and support for labour mobility		
Measures/activities related to particular specific objectives:		
Organizing motivational workshops to motivate disadvantaged persons. Individual groups, especially the long-term unemployed, have major problems in re-engaging in the labour market due to lack of motivation and self-confidence. Therefore, it would be good to plan workshops to clarify the opportunities offered by participating in the activities.	Specific objective 1: Increase the employment of unemployed persons, especially the long-term unemployed and those experiencing skills mismatch on the labour market	The number of motivational workshops and similar events, and the number of participants
Activities to promote entrepreneurship and self-employment, especially women's entrepreneurship. Adapt counseling services in order to promote self-employment for persons who are unable to come to the premises of the competent services - online counseling, info days and mobile teams in the places of residence of those who cannot participate in the activities. Create a favourable environment in the community to accept entrepreneurial initiatives in the community (with the aim of preventing discrimination against future entrepreneurs).	Specific objective 2: Increase sustainable self-employment of unemployed persons, especially women	The number of entrepreneurial initiatives carried out by disadvantaged persons The number of adapted activities and materials The number of persons who participated in these activities The number of activities aimed at sensitizing the public to support the entrepreneurial initiatives of disadvantaged persons Provision of non-institutional care for dependent family members.

<p>Organize volunteers or otherwise provide care for children and dependent family members.</p>		
<p>Sensitize and inform employers (for example, during production modernization, they can also implement adjustments for persons with disabilities and elder persons, and enable retraining of workers who are declared as surplus).</p> <p>Organize retraining of employees declared as surplus taking into account their different interests and capabilities.</p> <p>Linking recently unemployed persons with local civil society organizations and recruitment agencies in order to avoid discourage in seeking employment.</p> <p>Testing the capabilities of hard-to-employ persons in order to assess training needs.</p>	<p>Specific objective 3: Preservation of jobs, retention of employees declared as surplus and strengthening the rapid recruitment of persons who became unemployed after being declared as surplus</p>	<p>The number of informed and sensitized employers</p> <p>The number of organized retrainings which are adapted to the individual's capacities</p>
<p>Investment priority 8ii: Sustainable integration of young people into the labour market (ESF), in particular those not in employment, education or training, including your people at risk of social exclusion and young people from marginalized communities, including through the implementation of the Youth Guarantee</p>		
<p>Measures/activities related to particular specific objectives:</p>		
<p>Removing stereotypes according to individual categories of persons.</p> <p>Activities that lead to change of prejudice against individual social groups (empowering legislative and social norms and joint</p>	<p>Specific objective 1: Increasing employment and integration of long-term unemployed persons from the NEET group in the labour market and for all NEET groups from 2019</p>	<p>The number of activities in which citizens are informed of certain marginalized groups (e.g. presenting the culture of a particular national minority in order to break down the stereotypes created by media reporting)</p>

<p>participation of prominent group members (majority and minority) against unacceptable behaviour, encouraging continuous contact between groups with pronounced prejudices, bringing groups with pronounced prejudice in the situation of the need to work towards achieving a common goal and to encourage other informal contacts among members of different groups.</p> <p>Informing and training employers in terms of providing equal opportunities and non-discrimination for all youth groups and adjusting jobs.</p>		<p>The number of informed and trained employers, the number of adjusted jobs</p>
<p>Investment priority 8ii: Sustainable integration of young people into the labour market (YEI), in particular those not in employment, education or training, including your people at risk of social exclusion and young people from marginalized communities, including through the implementation of the Youth Guarantee</p>		
<p>Measures/activities related to particular specific objectives:</p>		
<p>Removing stereotypes according to individual categories of persons.</p> <p>Activities that lead to change of prejudice against individual social groups (empowering legislative and social norms and joint participation of prominent group members (majority and minority) against unacceptable behaviour, encouraging continuous contact between groups with pronounced prejudices, bringing groups with pronounced prejudice in the situation of the need to work towards achieving a common</p>	<p>Specific objective 1: Increasing employment and integration of long-term unemployed persons from the NEET group in the labour market and for all NEET groups from 2019</p>	<p>The number of activities in which citizens are informed of certain marginalized groups (e.g. presenting the culture of a particular national minority in order to break down the stereotypes created by media reporting)</p> <p>The number of informed and trained employers, the number of adjusted jobs</p>

<p>goal and to encourage other informal contacts among members of different groups.</p> <p>Informing and training employers in terms of providing equal opportunities and non-discrimination for all youth groups and adjusting jobs.</p>		
<p>Investment priority 8vii: Modernization of labour market institutions, such as public and private employment services, and better harmonization with the labour market needs, including through actions that enhance transnational labour mobility as well as through mobility schemes and better cooperation between institutions and relevant stakeholders</p>		
<p>Activities and measures which apply to all specific objectives:</p>		
<p>Perform project impact assessment on non-discrimination principles.</p> <p>Train and inform officials working with disadvantaged persons in order to adapt their work to their needs.</p> <p>Encourage employment of disadvantaged persons within the project.</p>	<p>The number of project impact assessments carried out on the principles of equal treatment and non-discrimination</p> <p>The number of trained and informed officials</p> <p>The number of newly employed disadvantaged persons per project</p>	
<p>Measures/activities related to a particular specific objective:</p>		
<p>Engage local employment partnership (LEP) organizations which deal with the rights and social inclusion of groups discriminated against in the labour market.</p> <p>Train LEP members on equal opportunities and non-discrimination, communication and working with persons with special needs.</p> <p>Include the services of these organizations in regional strategic partnerships and support their</p>	<p>Specific objective 1: Strengthening the capacities of local employment partnerships and increasing the employment of the most vulnerable groups in local labour markets</p>	<p>The number of organizations and stakeholders which deal with improving the position of disadvantaged persons involved in LEP work</p> <p>The number of trained LEP members</p> <p>Human resources development strategies contain specific objectives and measures that promote equal opportunities and non-discrimination of disadvantaged persons</p>

implementation.		
Train CES officials on equal opportunities and non-discrimination, communication and working with disadvantaged persons.	Specific objective 2: Increasing the availability and quality of publicly available information and services on the labour market, including ALMP measures (active labour market policies)	The number of trained CES officials
Gender equality		
Investment priority 8i: Access to employment for job seekers and inactive people, including the long term unemployed and people far from the labour market, also through local employment initiatives and support for labour mobility		
Measures/activities related to a particular specific objectives:		
Organize training activities which equally involve men and women. Removing stereotypes about male and female occupations.	Specific objective 1: Increase the employment of unemployed persons, especially the long-term unemployed and those experiencing skills mismatch on the labour market	The number of training activities which equally involve men and women The ratio of women and men involved in training activities
Activities promoting women's entrepreneurship. Training women for entrepreneurial ventures.	Specific objective 2: Increase sustainable self-employment of unemployed persons, especially women	The number of activities which promote women's entrepreneurship, the number of newly established companies which are owned by women The number of trained women
Encourage the removal of stereotypes about male and female occupations during retraining. Sensitize employers in order to retain pregnant women, single parents and mothers with small children.	Specific objective 3: Preservation of jobs, retention of employees declared as surplus and strengthening the rapid recruitment of persons who became unemployed after being declared as surplus	The number of women involved in trainings for <i>male occupations</i> and the number of men involved in trainings <i>female occupations</i> The number of organized activities to sensitize employers and the number of informed and trained employers
Investment priority 8ii: Sustainable integration of young people into the labour market (ESF), in particular those not in employment, education or training, including your people at risk of social exclusion		

and young people from marginalized communities, including through the implementation of the Youth Guarantee		
Measures/activities related to a particular specific objective:		
Support activities for young mothers and single mothers. Informing and training employers on ways to implement gender equality.	Specific objective 1: Increasing employment and integration of long-term unemployed persons from the NEET group in the labour market and for all NEET groups from 2019	The number of activities implemented to include young mothers and single mothers. The number of informed and trained employers.
Investment priority 8ii: Sustainable integration of young people into the labour market (YEI), in particular those not in employment, education or training, including your people at risk of social exclusion and young people from marginalized communities, including through the implementation of the Youth Guarantee		
Measures/activities related to a particular specific objective:		
Support activities for young mothers and single mothers. Informing and training employers on ways to implement gender equality.	Specific objective 1: Increasing employment and integration of long-term unemployed persons from the NEET group in the labour market and for all NEET groups from 2019	The number of activities implemented to include young mothers and single mothers. The number of informed and trained employers.
Investment priority 8vii: Modernization of labour market institutions, such as public and private employment services, and better harmonization with the labour market needs, including through actions that enhance transnational labour mobility as well as through mobility schemes and better cooperation between institutions and relevant stakeholders		
Activities and measures which apply to all specific objectives:		
Project preparation: <ul style="list-style-type: none"> • Perform project impact assessment on genders. • Link the project with internal gender equality policies. Project implementation: <ul style="list-style-type: none"> • Train and inform officials on gender equality. • Involve men and women equally in project teams i.e. set the baseline value and the target value and report regularly on it. 		The ratio of men and women in project preparation Performed project impact assessment on genders Are there internal gender equality policies and how much are they related to the project The number of trained and informed officials, the number of implemented activities
Measures/activities related to a particular specific objective:		
Equally involve men and	Specific objective 1:	The ratio of men and

<p>women in the work of LEP.</p> <p>Train LEP members on gender equality.</p> <p>Promote gender equality measures through regional human resources development strategies.</p>	<p>Strengthening the capacities of local employment partnerships and increasing the employment of the most vulnerable groups in local labour markets</p>	<p>women involved in the work of LEP</p> <p>The number of trained LEP members</p> <p>Human resources development strategies contain specific objectives and measures which promote gender equality</p>
<p>Train CES officials on gender equality.</p> <p>When informing the public, take into account gender-sensitive language.</p>	<p>Specific objective 2: Increasing the availability and quality of publicly available information and services on the labour market, including ALMP measures (active labour market policies)</p>	<p>The number of trained CES officials</p> <p>The number of materials which use gender-sensitive language.</p>
Sustainable development		
<p>Investment priority 8i: Access to employment for job seekers and inactive people, including the long term unemployed and people far from the labour market, also through local employment initiatives and support for labour mobility</p>		
Measures/activities related to a particular specific objective:		
<p>Organize trainings for occupations related to the environmental protection segment.</p>	<p>Specific objective 1: Increase the employment of unemployed persons, especially the long-term unemployed and those experiencing skills mismatch on the labour market</p>	<p>The number of training activities which contribute to green growth</p>
<p>Encourage socially responsible business and entrepreneurial ventures within occupations related to environmental protection (e.g. apiculture, ecological agriculture, recycling etc.).</p>	<p>Specific objective 2: Increase sustainable self-employment of unemployed persons, especially women</p>	<p>The number of entrepreneurial initiatives which support green growth</p>
<p>Retraining related to occupations which contribute to environmental protection.</p>	<p>Specific objective 3: Preservation of jobs, retention of employees declared as surplus and strengthening the rapid recruitment of persons who became unemployed</p>	<p>The number of training activities which contribute to green growth</p>

	after being declared as surplus	
Investment priority 8ii: Sustainable integration of young people into the labour market (ESF), in particular those not in employment, education or training, including young people at risk of social exclusion and young people from marginalized communities, including through the implementation of the Youth Guarantee		
Measures/activities related to a particular specific objective:		
While organizing trainings, inform young people on occupations which contribute to green growth and include them in such courses. Informing and training employers and young people on sustainable development and organizing business taking into account sustainable development.	Specific objective 1: Increasing employment and integration of long-term unemployed persons from the NEET group in the labour market and for all NEET groups from 2019	The number of training activities which contribute to green growth The number of informed and trained employers and young people on sustainable development
Investment priority 8ii: Sustainable integration of young people into the labour market (YEI), in particular those not in employment, education or training, including young people at risk of social exclusion and young people from marginalized communities, including through the implementation of the Youth Guarantee		
Measures/activities related to a particular specific objective:		
While organizing trainings, inform young people on occupations which contribute to green growth and include them in such courses. Informing and training employers and young people on sustainable development and organizing business taking into account sustainable development.	Specific objective 1: Increasing employment and integration of long-term unemployed persons from the NEET group in the labour market and for all NEET groups from 2019	The number of training activities which contribute to green growth The number of informed and trained employers and young people on sustainable development
Investment priority 8vii: Modernization of labour market institutions, such as public and private employment services, and better harmonization with the labour market needs, including through actions that enhance transnational labour mobility as well as through mobility schemes and better cooperation between institutions and relevant stakeholders		
Measures/activities related to a particular specific objective:		
Train LEP members on sustainable development.	Specific objective 1: Strengthening the capacities of local	The number of trained LEP members

Promote sustainable development measures through regional human resources development strategies	employment partnerships and increasing the employment of the most vulnerable groups in local labour markets	Human resources development strategies contain specific objectives and measures which promote sustainable development
Train CES officials on sustainable development.	Specific objective 2: Increasing the availability and quality of publicly available information and services on the labour market, including ALMP measures (active labour market policies)	The number of trained CES officials

5.2. Priority Axis 2: Social inclusion

Specific contribution to horizontal themes is emphasized in the following measures:

Equal opportunities and non-discrimination

- Activities related to raising public awareness and promoting active inclusion of people at risk of discrimination: public campaigns, educational activities focused on public sector training at the state and regional level and establishing tools and mechanisms to support employers in the application of non-discriminatory conduct. Exchange of good practices, evaluation of activities, monitoring anti-discrimination public policies, advocacy and free legal aid for vulnerable groups in labour and social rights cases is also envisaged.
- Those regions with the lowest development index will be horizontally prioritised by additional scoring of projects implemented in those regions, in the first stage of financing while poverty mapping is being developed (OPEHR, page 81).

Gender equality

- Activities specifically targeted at women as a group at an increased risk of social exclusion.

Sustainable development

- Activities related to social entrepreneurship should demonstrate a direct link to sustainable development. One of the main principles of social entrepreneurship is the balance of social, ecological and economic objectives in business.
- All activities should demonstrate resource efficiency principles as this will be one of the selection criteria

Table 3: Activities/measures related to individual investment priorities and specific objectives

Activities/measures	Specific objectives	Indicators
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Equal opportunities and non-discrimination		
Investment priority 9i: Active inclusion, including with a view to promoting equal opportunities and active participation, and improving employability		
Measures/activities related to a particular specific objective:		
<p>Develop specialized adjusted training programs for individual disadvantaged groups that will take into account the characteristics of each target group.</p> <p>Providing appropriate PWD communication channels (appropriate communication channels with the use of sign language interpreters, Braille script, sound software, optical readers or other aids and techniques to make the transfer of information and knowledge available to all persons with disabilities involved in the project).</p> <p>Take into account the specifics of particular groups in their integration into the labour market and accordingly plan their activities.</p> <p>Train the public sector at the national and regional level, develop support mechanism for employers in order to prevent discrimination.</p> <p>Organize activities related to monitoring anti-discrimination public policies, advocacy and free legal aid for vulnerable group in labour and social rights cases.</p> <p>Sensitize and train citizens and officials working with</p>	<p>Specific objective 1: Combating poverty and social exclusion by promoting labour market and social integration of vulnerable groups, and combating any form of discrimination</p>	<p>The activities are created and adjusted to individual target groups</p> <p>Communication channel adjusted to the needs of PWD</p> <p>The number of trained and sensitized citizens and officials working with disadvantaged persons on the implementation of activities in a way that contributes to equal opportunities and non-discrimination</p> <p>Organized activities related to monitoring anti-discrimination public policies, advocacy and free legal aid for disadvantaged persons in labour and social rights cases and the number of participants in particular activities</p> <p>The number of motivational workshops and similar events, the number of participants attending these events</p>

<p>vulnerable groups on the implementation of activities in a way that contributes to equal opportunities and non-discrimination.</p> <p>Organize motivational activities in order to increase the involvement of these disadvantaged persons in the project activities.</p>		
<p>Activities related to the implementation of intervention plans contribute to the horizontal theme equal opportunities and non-discrimination</p> <p>Conduct an intervention plan impact assessment on the principle of equal opportunities and non-discrimination</p>	<p>Specific objective 2: Enhancing active inclusion through the implementation of integrated pathways to the regeneration of 5 deprived pilot areas</p>	<p>Conducted intervention plan impact assessment on the principle of equal opportunities and non-discrimination</p>
<p>Investment priority 9iv: Enhancing access to affordable, sustainable and high quality services, including health care and social services of general interest</p>		
<p>Measures/activities related to a particular specific objective:</p>		
<p>When organizing awareness-raising initiatives and informing citizens on health topics, adapt materials to different categories of citizens (translation into national minority languages, sound recordings for blind persons, simple texts and messages for persons with intellectual disabilities).</p> <p>Special attention should be paid to informing citizens in isolated and less developed areas and to select media available to them and which they know how to use (take into account technical, technological and</p>	<p>Specific objective 1: Sustainably improving access to health care in deprived areas and for vulnerable groups and promoting health</p>	<p>Citizen awareness activities enable everyone to have equal access to information, materials, and events.</p>

infrastructural conditions).		
<p>Provide employment opportunities in the tourism and hospitality sector to a large number of disadvantaged persons through job adjustment, as well as employers' sensitization.</p> <p>Develop adjusted training programs that will enable all target groups to participate as well as adjusted materials.</p>	<p>Specific objective 2: Improving access to high-quality social services, including support to the shift from institutional to community care</p>	<p>The number of activities which ensure the employment of disadvantaged persons in tourism and hospitality by adapting the work space The number of informed and trained employers</p> <p>The number of adjusted training programs and the number of adjusted materials</p> <p>The number of vulnerable group members who participate in these activities</p>
<p>Investment priority 9v: Promoting social entrepreneurship and vocational integration in social enterprises and the social and solidarity economy in order to facilitate access to employment</p>		
<p>Measures/activities related to a particular specific objective:</p>		
<p>Develop specialized entrepreneurship training programs for disadvantaged persons (e.g. a program for persons with intellectual disabilities that includes methods such as creative activities on entrepreneurship, role playing in which different situations from the business life will be played out).</p> <p>Adjust the type of occupation to the specifics of the target group and make adjustments to the work space and equipment.</p> <p>Encourage the development of non-discrimination policies within social entrepreneurship.</p>	<p>Specific objective 1: Increase the number and sustainability of social enterprises and their employees</p>	<p>The number of adjusted training programs, adjusted materials on entrepreneurship and social entrepreneurship.</p> <p>Non-discrimination policies within social entrepreneurship developed.</p>
<p>Gender equality</p>		

Investment priority 9i: Active inclusion, including with a view to promoting equal opportunities and active participation, and improving employability		
Measures/activities related to a particular specific objective:		
Organize training activities in which men and women and be equally involved. Removing stereotypes about male and female occupations. Sensitize and train citizens, employers and officials working with vulnerable groups on the implementation of activities in a way that contributes to gender equality.	Specific objective 1: Combating poverty and social exclusion by promoting labour market and social integration of vulnerable groups, and combating any form of discrimination	The number of training activities in which men and women are equally involved The ratio of women and men involved in training activities The number of trained and informed citizens, employers and officials working with vulnerable groups, the number of organized activities to sensitize citizens on gender equality
Activities related to the implementation of intervention plans contribute to the horizontal theme gender equality Conduct an intervention plan impact assessment on the principle of gender equality.	Specific objective 2: Enhancing active inclusion through the implementation of integrated pathways to the regeneration of 5 deprived pilot areas	Conducted intervention plan impact assessment on the principle of gender equality
Investment priority 9iv: Enhancing access to affordable, sustainable and high quality services, including health care and social services of general interest		
Measures/activities related to a particular specific objective:		
Train health professionals on gender equality. Conduct a project impact assessment on the horizontal principle of gender equality. When informing the public, take into account gender-sensitive language.	Specific objective 1: Sustainably improving access to health care in deprived areas and for vulnerable groups and promoting health	The number of trained health professionals. Conducted project impact assessment on the horizontal principle of gender equality
Employment and training activities in the tourism and hospitality sector equally include men and women.	Specific objective 2: Improving access to high-quality social services, including support to the	The ratio of men and women in project activities The number of organized

Organize activities which help to harmonize work and family roles – e.g. childcare services. Impact on the reduction of stereotypes related to typically male and female jobs and occupations.	shift from institutional to community care	activities which contribute to the harmonization of work and family roles Records of male and female employees by occupation demonstrate a reduced impact of stereotypes on male or female jobs
Investment priority 9v: Promoting social entrepreneurship and vocational integration in social enterprises and the social and solidarity economy in order to facilitate access to employment		
Measures/activities related to a particular specific objective:		
Organize activities which help to harmonize work and family roles – e.g. childcare services during trainings, establish social enterprises which deal with harmonizing work and family roles (care of dependent family members). Impact on the reduction of stereotypes related to typically male and female jobs and occupations. Encourage the employment of women through social entrepreneurship.	Specific objective 1: Increase the number and sustainability of social enterprises and their employees	The number of social enterprises which promote harmonization of work and family roles The number of activities which contribute to the harmonization of work and family roles Records of male and female employees by occupation demonstrate a reduced impact of stereotypes on male or female jobs The number of employed women in social enterprises
Sustainable development		
Investment priority 9i: Active inclusion, including with a view to promoting equal opportunities and active participation, and improving employability		
Measures/activities related to a particular specific objective:		
Organize trainings for occupations related to the environmental protection segment.	Specific objective 1: Combating poverty and social exclusion by promoting labour market and social integration of vulnerable groups, and combating any form of discrimination	The number of training activities which contribute to green growth
Activities related to the implementation of	Specific objective 2: Enhancing active inclusion	Conducted intervention plan impact assessment on

intervention plans contribute to the horizontal theme sustainable development Conduct an intervention plan impact assessment on the horizontal principle of sustainable development.	through the implementation of integrated pathways to the regeneration of 5 deprived pilot areas	the horizontal principle of sustainable development
Investment priority 9iv: Enhancing access to affordable, sustainable and high quality services, including health care and social services of general interest		
Measures/activities related to a particular specific objective:		
Include a part related to sustainable development in regular training activities. During training and informing, use recycled paper, reduce the number of printed materials (distribute materials in electronic form).	Specific objective 1: Sustainably improving access to health care in deprived areas and for vulnerable groups and promoting health	The number of organized training activities, the number of trained persons. Sustainable development is taken into account when organizing activities.
While organizing trainings, inform the target groups on occupations which contribute to green growth and include them in such courses.	Specific objective 2: Improving access to high-quality social services, including support to the shift from institutional to community care	The number of training activities which contribute to green growth
Investment priority 9v: Promoting social entrepreneurship and vocational integration in social enterprises and the social and solidarity economy in order to facilitate access to employment		
Measures/activities related to a particular specific objective:		
Encourage the establishment of social enterprises in accordance with green growth. Train the target group on sustainable development when initiating entrepreneurial initiatives.	Specific objective 1: Strengthening the capacities of local employment partnerships and increasing the employment of the most vulnerable groups in local labour markets	The number of entrepreneurial initiatives which support green growth The number of target group members trained on sustainable development

5.3. Priority Axis 3: Education and lifelong learning

The implementation of horizontal measures is particularly emphasized in the following measures:

Equal opportunities and non-discrimination

- Different types of institutional/non-institutional financial support to Roma students at the preschool and primary education are envisaged: education aimed to speed up the process of their integration into the regular education system (e.g. Croatian language lessons, introducing teaching assistants, development and implementation of after-school activities- extended board programmes, summer camp activities and extracurricular events focused on social integration), support to students with developmental difficulties, and awarding scholarships to students of lower socio-economic status.

Gender equality

- Training teachers and employees in the field of education on gender equality, removing stereotypes about male and female occupations, using gender-sensitive language in educational materials, supporting single parents and young mothers during studies.

Sustainable development

- Activities related to encouraging research and development of the academic area need to demonstrate a direct link to sustainable development - advantage is given to environmentally viable initiatives (ex-ante evaluation).
- All activities should demonstrate resource efficiency principles as this will be one of the selection criteria.

Table 4: Activities/measures related to particular investment priorities and specific objectives

Activities/measures	Specific objectives	Indicators
Jednake mogućnosti i nediskriminacija		
Investment priority 10ii: Improving the quality and efficiency of, and access to, tertiary and equivalent education with a view to increasing participation and attainment levels, especially for disadvantaged groups.		
Measures/activities related to a particular specific objective:		
When elaborating study programs and realizing work-based learning and student exchange programs, consider opportunities for disadvantaged persons to participate (adjustment of space, materials). Training employers and higher education staff on ways to contribute to the principle of equal opportunities and non-	Specifični cilj 1: Improve the quality, relevance and efficiency of higher education	The number of adjusted study programs, materials and work spaces The number of trained employers and higher education staff

discrimination.		
<p>Activities to ensure access to education to disadvantaged students.</p> <p>Improving the quality of services for disadvantaged students in order to improve student life (continuous support and counseling).</p> <p>Adjustment of programs in the STEM area (science, technology, engineering and mathematics) and in information communications.</p>	<p>Specific objective 2: Increase the rate of higher education completion</p>	<p>The number of activities which ensure access to education</p> <p>The number of services to improve the quality of life for disadvantaged students</p> <p>The number of adapted programs</p>
<p>Involving disadvantaged students in research activities.</p> <p>Adjustment of activities in large and transnational projects for disadvantaged students.</p> <p>Adjustment of research publications and bases for disadvantaged persons to use.</p>	<p>Specific objective 3: Improve the working conditions for Croatian researchers</p>	<p>The number of disadvantaged students involved in research activities</p> <p>The number of transnational and large projects which are adjusted for disadvantaged persons</p> <p>The number of adjusted publications and bases</p>
<p>Investment priority 10iii: Enhancing equal access to lifelong learning for all age groups in formal, non formal and informal settings, upgrading the knowledge, skills and competences of the workforce, and promoting flexible learning pathways including through career guidance and validation of acquired competences</p>		
<p>Measures/activities related to all specific objectives:</p>		
<ul style="list-style-type: none"> Particular measures will be intended for students with difficulties and students from a family of lower economic, social and cultural status, from underdeveloped and rural areas (they will have the advantage of participating in extracurricular activities and will receive scholarships). Promoting the value of diversity and respect for the rights of socially sensitive social groups – 		<p>The activities provide equal access to information to all persons regardless of their constraints and equal participation in project activities</p> <p>Training by the project implementer on the diverse needs of participants (students with difficulties, demotivated</p>

<p>training on the importance of respecting the principle of equal opportunities and anti-discrimination.</p>	<p>adults with a low level of skills and competences ..) and the need to adjust communication and teaching methods to individual needs.</p>	
<p>Measures/activities related to a particular specific objective:</p>		
<p>Organizing activities to sensitize and inform citizens on the different needs of students and the importance of equal access to education.</p> <p>Emphasizing positive examples of inclusive education in the local community.</p> <p>Encouraging the motivation of disadvantaged students (use the Guidelines for ICT application in working with students with special educational needs.</p> <p>Based on the assessment of students' capabilities and interests, adjusted teaching materials and aids (calculator, custom pen with holders, Braille reader, keyboards, computer entry units, visual area desks and textbooks) can be used.</p> <p>Information materials need to be adjusted to the needs of participants (translation into national minority languages, sound recordings for blind persons, simple texts and messages for persons with intellectual difficulties, avoid using stigmatizing expressions and consult associations for persons</p>	<p>Specific objective 1: Providing better access to education to disadvantaged students in pre-tertiary education</p>	<p>The number of students with difficulties who have been provided with an assistant/professional communication mediator</p> <p>The number of partners and external associates involved in providing support to school associates, teachers and teaching assistants (inclusive education specialists, associations, educational centers specializing in the education of disadvantaged students)</p> <p>The number of adjusted teaching resources and aids</p> <p>The number of schools which apply the principles of universal design</p> <p>The number of schools which have had trainings on the adjustment of work with students with difficulties (students with developmental difficulties, with learning difficulties, behavioural problems and emotional problems, students with difficulties due to educational, social, economic, cultural or linguistic factors.)</p> <p>The number of teachers and professional associates who are trained on the adjusted work with disadvantaged students</p>

<p>with disabilities to check the acceptability of an expression).</p> <p>Organize Croatian language lessons for representatives of national minorities.</p> <p>Engage Roma facilitators to help successfully integrate Roma students into educational programs.</p> <p>Organize summer camps for children from socially deprived families.</p> <p>Provide extended stay for students who need additional support based on individual needs.</p>		<p>The number of extracurricular activities which sensitize students, parents and the general public to accept diversity (sports events, summer camps, public presentation of school projects, round tables etc.)</p>
<p>Developing strategic plans for educational institutions and organizations providing non-formal and informal education for the application of ICT technology.</p> <p>Develop adjusted training programs that will enable all target groups to participate as well as adjusted materials.</p>	<p>Specific objective 2: Promote access to lifelong learning by improving key student competences, and applying information and communication technologies in teaching and learning</p>	<p>The number of strategic plans on the application of ICT technologies</p> <p>The number of adapted educational programs which use ICT technologies adapted to persons with disabilities</p>
<p>Involving organizations which work with the most vulnerable social groups - hard-to-employ persons such as former addicts, homeless people, victims of violence, in order to recommend and involve some participants.</p> <p>Training for college staff and employers on adapting to work with persons who</p>	<p>Specific objective 3: Improving the adult education system and enhancing the skills and competences of adult participants</p>	<p>The number of persons involved under international protection/asylum</p> <p>The number of involved marginalized users from shelters for homeless people, shelters for victims of violence, etc.</p> <p>The number of trained college employees and employers.</p>

have learning disabilities.		
Investment priority 10iv: Improving the labour market relevance of education and training systems, facilitating the transition from education to work, and strengthening vocational education and training systems and their quality, including through mechanisms for skills anticipation, adjustment of curricula and the establishment and development of work based learning systems, including dual learning systems and apprenticeship schemes		
Measures/activities related to a particular specific objective:		
<p>Modernization of adjusted programs for students with developmental difficulties in order to increase their employability (e.g. if the target group consists of vocational school students, their workload should be taken into account when organizing activities).</p> <p>Sensitizing employers to accept students from risk groups (e.g. students with developmental difficulties, students from orphanages or Roma students) for apprenticeship programs (reducing employers' prejudice towards these two groups of students with difficulties in finding apprenticeship programs).</p> <p>Inform employers of available incentives for employing persons with disabilities and for adapting work places while providing apprenticeship programs.</p> <p>Organizing apprenticeship programs in the student's place of residence due to lack of public transport.</p>	<p>Specific objective 1: Modernising of VET provision and improving its quality in order to increase employability of students and their entry into further education</p>	<p>The number of modernized adjusted programs</p> <p>The number of sensitized and informed employers</p> <p>Number of apprenticeship programs organized in the student's place of residence.</p>
Gender equality		
Investment priority 10ii: Improving the quality and efficiency of, and access to, tertiary and equivalent education with a view to increasing participation and attainment levels, especially for disadvantaged		

groups.		
Measures/activities related to a particular specific objective:		
<p>When implementing activities, equally involve men and women</p> <p>Train employers, lecturers and college employees on ways to contribute to the principle of gender equality</p>	<p>Specific objective 1: Improve the quality, relevance and efficiency of higher education</p>	<p>The ratio of men and women participating in the project</p> <p>The number of trained employers and college employees</p>
<p>Activities to ensure access to education for both male and female students.</p> <p>Improving the quality of services which contribute to improving the quality of student life for both men and women (e.g. support to students who have small children).</p> <p>Encouraging gender equality when enrolling in STEM programs (science, technology, engineering and mathematics) and information communications.</p>	<p>Specific objective 2: Increase the rate of higher education completion</p>	<p>The number of activities which contribute to gender equality in access to education</p> <p>The number of services which improve the quality of student life and which contribute to gender equality</p> <p>The ratio of men and women enrolled in STEM programs (science, technology, engineering and mathematics) and information communications.</p>
<p>Equally involving men and women in research activities.</p>	<p>Specific objective 3: Improve the working conditions for Croatian researchers</p>	<p>The number of men and women involved in research activities.</p>
Investment priority 10iii:		
Enhancing equal access to lifelong learning for all age groups in formal, non formal and informal settings, upgrading the knowledge, skills and competences of the workforce, and promoting flexible learning pathways including through career guidance and validation of acquired competences		
Measures/activities related to a particular specific objective:		
<p>Training students and informing citizens on gender equality and removing stereotypes (on typically <i>female</i> or <i>male</i> occupations) – campaigns, forums, workshops.</p>	<p>Specific objective 1: Providing better access to education to disadvantaged students in pre-tertiary education</p>	<p>The number of students attending training per gender</p> <p>The ratio of male and female students based on the type of occupation they are studying</p> <p>The number of final primary</p>

Organize motivational workshops for final primary school year pupils in order to overcome stereotypes on gender-based occupations – encouraging boys for <i>female</i> occupations and vice versa.		school year pupils that participated in motivation workshops – ratio of boys and girls
Removing stereotypes on typically male and female occupations. Training lecturers and education employees on gender equality.	Specific objective 2: Promote access to lifelong learning by improving key student competences, and applying information and communication technologies in teaching and learning	The ratio of men and women per occupation and acquired competencies The number of trained lecturers and education employees
Encouraging equal participation of male and female adult participants in lifelong learning. Providing support to mothers and persons taking care of dependent family members during their involvement in formal and informal education.	Specific objective 3: Improving the adult education system and enhancing the skills and competences of adult participants	The ratio of male and female participants in lifelong learning The number of support activities
Investment priority 10iv: Improving the labour market relevance of education and training systems, facilitating the transition from education to work, and strengthening vocational education and training systems and their quality, including through mechanisms for skills anticipation, adjustment of curricula and the establishment and development of work based learning systems, including dual learning systems and apprenticeship schemes		
Measures/activities related to a particular specific objective:		
Organize motivational workshops for final primary school year pupils in order to overcome stereotypes on gender-based occupations – encouraging boys for <i>female</i> occupations and vice versa. .	Specific objective 1: Modernising of VET provision and improving its quality in order to increase employability of students and their entry into further education	The number of students attending training per gender The ratio of male and female students based on the type of occupation they are studying The number of final primary school year pupils that participated in motivation workshops – ratio of boys and girls

Sustainable development		
Investment priority 10ii: Improving the quality and efficiency of, and access to, tertiary and equivalent education with a view to increasing participation and attainment levels, especially for disadvantaged groups.		
Measures/activities related to a particular specific objective:		
When elaborating study programs and realizing work-based learning, include training on sustainable development and environmental protection. Training employers and lecturers on ways to contribute to the principle of sustainable development.	Specific objective 1: Improve the quality, relevance and efficiency of higher education	Study programs and work-based learning programs contain trainings on sustainable development and environmental protection The number of trained employers and college employees
Encouraging the enrollment in STEP programs (science, technology, engineering and mathematics) and information communications.	Specific objective 2: Increase the rate of higher education completion	Increase in the number of persons employed in so-called green occupations
When planning research project, take into account sustainable development.	Specific objective 3: Improve the working conditions for Croatian researchers	Research projects are based on environmental protection activities
Investment priority 10iii: Enhancing equal access to lifelong learning for all age groups in formal, non formal and informal settings, upgrading the knowledge, skills and competences of the workforce, and promoting flexible learning pathways including through career guidance and validation of acquired competences		
Measures/activities related to a particular specific objective:		
Promotion of healthy lifestyle and health preservation. Including trainings on social entrepreneurship in school programs.	Specific objective 1: Providing better access to education to disadvantaged students in pre-tertiary education	The number of activities which promote healthy lifestyle and health preservation The number of lecture/new courses on sustainable development/social entrepreneurship
Promotion of e-school. Collaboration of educational institutions	Specific objective 2: Promote access to lifelong learning by improving key student	The number of e-schools The number of collaborative activities between educational

with local communities and conducting open door policies. Training lecturers and education employees on sustainable development.	competences, and applying information and communication technologies in teaching and learning	institutions and local communities The number of trained lecturers and education employees
Organize trainings for occupations related to the environmental protection segment.	Specific objective 3: Improving the adult education system and enhancing the skills and competences of adult participants	Number of new curricula for occupations related to environmental protection and responsible behavior
Investment priority 10iv: Improving the labour market relevance of education and training systems, facilitating the transition from education to work, and strengthening vocational education and training systems and their quality, including through mechanisms for skills anticipation, adjustment of curricula and the establishment and development of work based learning systems, including dual learning systems and apprenticeship schemes		
Measures/activities related to a particular specific objective:		
Collaborating with local employers to provide apprenticeship programs to students in vocational education programs in order to promote and transfer good environmental protection practices. Develop new curricula in vocational education for 'green' occupations.	Specific objective 1: Modernising of VET provision and improving its quality in order to increase employability of students and their entry into further education	Promote and transfer good environmental protection practices through apprenticeship programs. New curricula for 'green' occupations developed.

5.4. Priority Axis 4: Good governance

Specific contribution to horizontal themes is emphasized in the following measures:

Equal opportunities and non-discrimination

- Developing the capacities of civil society organizations to provide free legal aid in order to improve access to human rights of all citizens, with special emphasis on vulnerable groups. To monitor the development of human resources including non-discrimination in the employment of national minorities in public administration, the Registry for Persons Employed in the Public Sector (RegZap) and the Central Salary Calculation have been implemented. The registry serves the Government of the

Republic of Croatia as a base for policy development and once a year the Parliament is informed on the the number of employees from national minorities.

Gender equality

- While organizing trainings for public administration employees and judicial officials, it is necessary to take into account the balanced ratio of female and male training participants and to encourage all project stakeholders to adopt and implement the internal rules on gender equality.

Sustainable development

- Activities related to supporting the Croatian Firefighting Association should demonstrate how they will promote strengthening disaster resilience and risk prevention and management.
- All activities should demonstrate resource efficiency principles as this will be one of the selection criteria. The Applicant must prove that they will rationally use the existing resources, which can be analyzed from the appropriateness of the planned budget with the envisaged activities i.e. it is possible to estimate how effectively the resources are directed towards achieving the set objectives and how much innovation has the applicant demonstrated in creating added value and achieving greater impact for less money . It is especially important to take into account the potential environmental impact and the energy efficiency of the activities, and to reduce the potential adverse environmental impact during the implementation. It is also important to take into account the contribution to building local capacities and supporting sustainable development in its economic, social and environmental aspects.

Table 5: Activities/measures related to particular investment priorities and specific objectives

Activities/measures	Specific objectives	Indicators
Equal opportunities and non-discrimination		
Investment priority 11i: Investment in institutional capacity and in the efficiency of public administrations and public services at the national, regional and local levels with a view to reforms, better regulation and good governance		
Measures/activities related to a particular specific objective:		
Train and inform public administration employees on the principle of equal opportunities and non-discrimination (through the activities of the State School for Public Administration).	Specific objective 1: Increase effectiveness and capacity in the public administration through improving service delivery and human resources management	The number of trained public administration employees on the application of horizontal principles of equal opportunities and non-discrimination
Adjust e-services for persons with less opportunities.		Adjusted e-services contribute to equal

		opportunities and non-discrimination
<p>Train and inform judicial officials and civil servants on the principle of equal opportunities and non-discrimination through the activities of the State School for Public Administration).</p> <p>When creating E-registries and using other ICT tools, account should be taken of the principle of equal opportunities and non-discrimination.</p>	<p>Specific objective 2: Enhancing capacity and performance of the judiciary through improving management and competences</p>	<p>The number of trained judicial officials and civil servants on the application of horizontal principles of equal opportunities and non-discrimination</p> <p>E-registries and other ICT tools developed in such a way that they contribute to equal opportunities and non-discrimination</p>
<p>Investment priority 11ii: Capacity building for all stakeholders delivering education, lifelong learning, training and employment and social policies, including through sectoral and territorial pacts to mobilise for reform at the national, regional and local levels</p>		
<p>Measures/activities related to a particular specific objective:</p>		
<p>Develop internal policies which contribute to equal opportunities and non-discrimination.</p> <p>Train members and employees of civil society organizacija on equal opportunities and non-discrimination.</p>	<p>Specific objective 1: Developing capacities of civil society organisations, especially NGOs and social partners, and enhancing civil and social dialogue for better governance</p>	<p>The existence and implementation of applicant's internal policies which contribute to equal opportunities and non-discrimination</p> <p>The number of organized trainings and the number of trained employees on equal opportunities and non-discrimination</p>
<p>Gender equality</p>		
<p>Investment priority 11i: Investment in institutional capacity and in the efficiency of public administrations and public services at the national, regional and local levels with a view to reforms, better regulation and good governance</p>		
<p>Measures/activities related to a particular specific objective:</p>		
<p>Train and inform public administration employees on the principle of gender equality through the activities of the State School for Public Administration).</p>	<p>Specific objective 1: Increase effectiveness and capacity in the public administration through improving service delivery and human resources management</p>	<p>The number of trained public administration employees on the application of horizontal principles of gender equality</p>
<p>Train and inform judicial</p>	<p>Specific objective 2:</p>	<p>The number of trained</p>

officials and civil servants on the principle of gender equality through the activities of the State School for Public Administration).	Enhancing capacity and performance of the judiciary through improving management and competences	judicial officials and civil servants on the application of horizontal principles of gender equality
Investment priority 11ii: Capacity building for all stakeholders delivering education, lifelong learning, training and employment and social policies, including through sectoral and territorial pacts to mobilise for reform at the national, regional and local levels		
Measures/activities related to a particular specific objective:		
Develop internal policies which contribute to gender equality. Train members and employees of civil society organizations on equal opportunities and gender equality.	Specific objective 1: Developing capacities of civil society organisations, especially NGOs and social partners, and enhancing civil and social dialogue for better governance	The existence and implementation of internal policies which contribute to gender equality The number of organized trainings and the number of trained employees on gender equality
Sustainable development		
Investment priority 11i: Investment in institutional capacity and in the efficiency of public administrations and public services at the national, regional and local levels with a view to reforms, better regulation and good governance		
Measures/activities related to a particular specific objective:		
Train and inform public administration employees on contributing to the principle of sustainable development through the activities of the State School for Public Administration). Promote using the e-citizen system.	Specific objective 1: Increase effectiveness and capacity in the public administration through improving service delivery and human resources management	The number of trained public administration employees on the application of horizontal principle of sustainable development Using electronic certificates from the e-citizen system which reduces the need to print
Train and inform judicial officials and civil servants on the principle of sustainable development through the activities of the State School for Public Administration). Promote using E-registry and other ICT tools.	Specific objective 2: Enhancing capacity and performance of the judiciary through improving management and competences	The number of trained judicial officials and civil servants on the application of horizontal principles of equal opportunities and non-discrimination Using E-registry and other ICT tools
Investment priority 11ii: Capacity building for all stakeholders delivering education, lifelong learning, training and		

employment and social policies, including through sectoral and territorial pacts to mobilise for reform at the national, regional and local levels		
Measures/activities related to a particular specific objectives		
Develop internal policy to contribute to sustainable development. Train members and employees of civil society organizations on horizontal principle of sustainable development.	Specific objective 1: Developing capacities of civil society organisations, especially NGOs and social partners, and enhancing civil and social dialogue for better governance	The existence and implementation of internal policy which contributes to sustainable development The number of organized trainings and the number of trained employees on sustainable development

5.5. Priority Axis 5: Technical assistance

It is also recommended here in the development of public procurement documentation to take into account the application of horizontal principles of equal opportunities and non-discrimination, gender equality and sustainable development. Activities in the framework of concluded contracts should also be carried out taking into account these principles i.e. the project implementer should report on the services performed and how they contributed to the above horizontal themes.

6. Auxiliary tools for implementing horizontal principles in project design and implementation

The next chapter presents tools in each project cycle phase which can help to improve your project's contribution to the horizontal themes.

Table 1: Target group analysis

TARGET GROUP (Provide a brief description of the target group)	Needs and constraints	Activities which you will undertake to meet needs and remove constraints	Contribution to horizontal priorities	Expected impact on improving the position of the target group

Table 2: Elaboration of activities/risks/budget in relation to the horizontal themes

Project activities and sub-activities	Methods of contributing to the horizontal themes	Necessary resources for aligning activities with the horizontal	Budget (financial resources needed for their realization)	Outcomes of certain activities/sub-activities)	Risks and measures for their prevention and/or

		themes			reducing risk impact

Table 3: Checklist to evaluate the project's contribution to the horizontal themes

The questionnaire below will help you to elaborate the horizontal themes and to assess the quality of the project application in relation to the horizontal themes

QUESTION	YES	NO	Explanation
Have you detailed the target group's problem in terms of promoting equal opportunities and non-discrimination?			
Have you clearly described the problem with regard to the position of both men and women? There is a noticeable difference in how the problem impacts women and men			
The problem is described in relation to sustainable development			
Within the horizontal themes, statistical data that support claims about the characteristics of the target group are clearly stated			
A detailed situation analysis was carried out prior to elaborating the needs of the target group			
When elaborating the horizontal themes, you took into account the legal minimum i.e. your activities are planned in accordance with positive legal regulations which relate to equal opportunities and non-discrimination, gender equality and sustainable development			
During project implementation you plan activities that will allow equal access to project activities for all potential participants and how will you motivate those who, due to prejudices or stereotypes, would otherwise not be interested?			
Are these activities elaborated in detail?			
Are you planning activities that could deepen inequality, unequal position, discrimination and /or deepen gender differences?			
Is there any justification for implementing such activities and is it clarified? Do you give advantage to some under-represented group in terms of planned			

activities and have you explained the reasoning for such a target group ?			
Does your project contribute to sustainable development?			
Have the activities contributing to sustainable development been elaborated in detail?			
Do you plan to implement activities which could have a negative environmental impact?			
Is there a justification for ignoring the potential negative environmental impact?			
Is the description of contribution to the horizontal themes also visible in the description of project activities?			
Is the project budget planned to also cover the costs of contributing to the horizontal themes?			
Did you include a risk assessment in contributing to the horizontal themes and has it been described in detail? How will you prevent or avoid the risk of failure to make a contribution? What will you do and when?			

Table 4: Monitoring the project's contribution to the horizontal themes

Activity	How the activity contributes to a particular horizontal theme	Cost	Activity outcomes (quantitative and qualitative)	Evidence (attach to the report)

Table 5: Evaluation of the project's contribution to the horizontal themes

QUESTIONS	YES	NO	Explanation
Women and men are equally involved in the project			
The project has improved the position of disadvantaged persons			
The project influences the elimination of gender inequality			
Was some target group given advantage during the project implementation?			
Do the resulting changes have a long-term positive impact on the target group (project sustainability in relation to the horizontal themes)?			

The project contributed to sustainable development and environmental protection			
The project activities did not have a negative impact on the environment			
The project had a neutral impact on the horizontal themes i.e. it met the legal provisions			
Were there any problems in implementing activities that contribute to the horizontal themes (explain how you solved these problems)?			

7. Examples of good practice

In order to encourage more contribution to gender equality and equal opportunities: for the evaluation of ESF projects implemented in the United Kingdom, annual awards have been in place since 2010 for best practice in promoting horizontal themes - equal opportunities, sustainable development and promotion of gender equality. The awards for the first two themes are given in two categories with regard to the dual nature (general and specific²⁸) of applying horizontal themes in project design. Thus, 5 different awards have been identified:

- Category A1: The best ESF promoter of equal opportunities (the promoter has developed internal rules and implementation plans for equal opportunities policy)
- Category A2: The best ESF promoter of equal opportunities (the promoter implements a positive action project which is aimed at disadvantaged groups – so-called specific projects)
- Category A3: The best ESF promoter of gender equality (implementers of specific projects which promote gender equality in an innovative way and enable a larger female presence in ESF projects)
- Category B1: The best ESF promoter of sustainable development (the implementer has developed internal policies and action plans for sustainable development)
- Category B2- The best ESF promoter of social development (an organization which implements a specific project as a positive action aimed at the environment or green jobs and skills)

Such awards specifically intended for ESF project implementers are still not present in Croatia, but they could serve to further motivate implementers to internalize horizontal principles in their regular mode of operation.

²⁸ Application to general projects that incorporate horizontal principles is also called horizontal application and application in specific projects that implement positive actions intended to correct some existing social injustice or imbalance and may be directed towards particular vulnerable groups or a particular environmental action is also called vertical application.

The Croatian employer of the year award for persons with disabilities and the award for corporate social responsibility (CSR Index) were also generated from short-term project activities but sparked an interest for longer-term awarding thus increasing the visibility and social significance of these issues.

One of the newer awards, "Employer Friend Family", was established in 2018 and it is awarded to the employers by the Ministry of Demography, Family, Youth and Social Policy for the best quality solutions in achieving a friendly tone towards employees and their families. Employers are selected based on those who offer quality employee care programs as well as innovative solutions that positively contribute to employees' work-life balance.

GENDER EQUALITY AND SOCIAL INCLUSION

The winners of the award "**Best ESF Promoter of Gender Equality**" in England in 2013 - Sheffield and the Youth Association South Yorkshire (YASY) – implemented two projects **Make A Move (MAMS)** and **MAMS Too** which both supported underage parents. Services provided to young mothers included expert support in terms of housing, finance and debt management, communication skills, and preparations for continuing education and employment. Such comprehensive and continuous support has proven to be a successful aid to young mothers settling in their new roles and re-engaging in social activities.

The **ARC Women's Wisdom - WOW** project won the award for best promoter of gender equality in England for 2011.

The project's main focus was to provide social inclusion of female prisoners in an innovative and self-sustainable way. The WOW social enterprise opened a prison office where prisoners had the opportunity to acquire the skills they needed for employment - from communication skills and teamwork, work ethic, IT skills and other basic skills that many prisoners never had the opportunity to acquire. The WOW social enterprise was founded through a female prisoner support project back in 2004 and by 2014 it provided support to 10,000 women and managed to achieve enviable business results.

Sustainability was also reflected in the fact that the social enterprise was mediating between the prisoners and local employers and charged for online administrative services carried out by the prisoners/employees for small local businesses. This money was returned to the community in the form of a voucher and thus demonstrated the willingness to return the debt to the community and to ensure better acceptance of the prisoners upon leaving the prison.

The prisoners had direct face-to-face online support with their WOW mentors as well as 24-hour access to the emergency telephone through which they could ask for advice on work or personal issues. This project demonstrated particular sensitivity to gender issues from the women's point of view as most of the socially-useful work programs organized in communal heavy physical jobs, together with men, do not provide adequate psychosocial support and do not contribute to restoring self-confidence. The overall support and use of the virtual

office provided the female prisoners with the opportunity to become gradually familiarized with work activities according to their own capabilities and level of readiness to overcome the problems that brought them to prison in the first place. The results were exceptional - 60% of the participants were successfully employed or self-employed after serving the prison sentence and the model was transferred to other cities.

WOW also provided mobile support teams whose members were certified business counselors who assisted former prisoners in self-employment or job search. The counselors were well educated in providing emotional support and boosting self-confidence, and they quickly achieved positive changes in the users' attitudes and behavior. The manner of providing support in local communities and in the users' homes proved effective because there was no resignation from the program, despite the fact that it was a very vulnerable and discouraged group of women.

DigiGirlz is a global Microsoft community program that seeks to overcome a stereotypical gender-based understanding of occupations and to encourage girls to educate themselves for IT communications professions. In Croatia in 2016, a day event was organized at the Microsoft office for 90 high school girls from Varaždin, Koprivnica and Zagreb during which employees of Microsoft and partner organizations held lectures and workshops in order to better understand modern technologies, computer programs and employment opportunities. In 2017, high school students from Nova Gradška, Novska, Ogulin and Karlovac had the same opportunity. Women in the ICT sector are constantly under-represented and they are therefore encouraged to accept the challenges of being educated for traditionally male and well-paid occupations, and ICT companies such as Microsoft see their business interest due to the increasing lack of ICT experts in the market.

SUSTAINABLE DEVELOPMENT AND SOCIAL INCLUSION

The award "The Best ESF Special Project to Promote Sustainable Development" in England for 2011 was awarded to the Achieve North West social enterprise under the re-socialization program and increased employability of former prisoners.

The project was rewarded for contributing to the promotion of environmental protection skills that include new "green" skills and "greening" existing jobs. Achieve North West linked education, training and employment of former prisoners to the enhanced development of environmental protection skills by co-operating with another social enterprise Recycling Lives, the leading provider of waste management services. This enterprise was running the "back to work" program for the most motivated probation program users. The participants first completed preparatory training for recruitment followed by environmentally friendly waste management training in the enterprise Recycling Lives. During this entire duration, the participants received continuous mentor support from Achieve North West. The

participants commenced work in the bulk waste department for which the enterprise had a contract with the city administration in Preston - recycling discarded bulky items like TVs or couches. They were further educated on electronic and electrical waste, sorting metals and other recycling rules. Upon project completion, the participants were offered a job in Recycling Lives or employment support within the network of organizations that Recycling Lives cooperates with.

SUSTAINABLE DEVELOPMENT AND SOCIAL ENTREPRENEURSHIP

Good energy in social entrepreneurship - The project was funded by the ESF funds under OPEHR 2014-2020 and was implemented by the Green Energy Cooperative (GEE) in partnership with the Zagreb School of Crafts in three pilot areas: Karlovac, Sisak-Moslavina and Zadar County.

The project encourages the development of social entrepreneurship by providing business support and enhancing the knowledge and skills of employees and members of existing social enterprises and legal entities wishing to engage in social entrepreneurship.

Project results:

- 10 employees and members completed the training for the head of social entrepreneurship
- members of the Cooperative transfer the acquired knowledge and experience to other energy cooperatives in order to identify new business models for energy cooperatives
- 30 young and unemployed persons were trained as energy advisors in pilot areas and info stalls in their local communities. They advised their fellow citizens on energy saving measures.
- Networking of energy cooperatives and training young and unemployed persons

The project continues on successfully realized projects *Energy cooperative development in Croatia* and *Energy advisors for energy-poor households* and on the current project *Accelerator for social entrepreneurs*. Namely, the business of social enterprises is based on the principles of social, environmental and economic sustainability, and the key challenges faced by social entrepreneurs in Croatia are the lack of business support and the difficult access to financing development and growth. The **Accelerator for social entrepreneurs** is a new support program that responds to these challenges - **social entrepreneurs with a stable business will receive business support for the development and realization of new projects**. The Green Energy Cooperative is one of 15 social enterprises selected for participation in the Accelerator. The program will

help to facilitate the development of the first Croatian online platform for group financing of social development projects.

In September 2018, the first solar power plant was opened and it was co-financed by the citizens. This is the project of the green energy cooperative 'Križevci sunny roofs' and it was supported by the City of Križevci, the Križevci Business Center and Greenpeace. It organized the first Croatian crowdfunding campaign in order to raise 230 thousand kuna needed to set up a 30 kW solar power plant on the roof of the Križevci Development Center and Technological Park. Citizens from all over Croatia could invest in the power plant - from a thousand to ten thousand kuna - in the form of a 10-year loan with an interest rate return of 4.5 percent. The crowdfunding model gives local community members the opportunity to invest a minimum amount of a thousand kuna and to contribute to building a power plant that will, after the ten-year return on investment period, remain in the ownership of the city a heritage for future generations to enjoy. By investing in green energy, citizens themselves create and stimulate a good and solid economy because money remains in the local community and benefits social and ecological development.

The citizens saw the opportunity and collected the money with a record ten days. The Green Energy Cooperative intends to make this project a model for energy-efficient local community development, so that over a period of time a significant number of public and private institutions and organizations will focus on production and consumption of renewable energy.

The positive effects of the project activities stemming from the successful implementation of the Križevci solar power plant and the project Good energy in social entrepreneurship are based on the principle of sustainable development and they can be monitored from three aspects: economic, social and environmental. Increased renewable energy consumption, increased savings due to lower consumption, reduced negative impact of greenhouse gas emissions on the environment, excess energy is sold to the HEP network, new employment is promoted in social entrepreneurship, young long-term unemployed are trained as energy advisors and citizens, according to the principles of good governance, have the opportunity to participate in the planning of energy production, its consumption and investment in their own community.

<http://www.zez.coop/projekti/>

SUSTAINABLE DEVELOPMENT

Brochure «Employee awareness and energy efficiency in offices»²⁹

²⁹ <https://www.carbontrust.com/resources/guides/energy-efficiency/employee-awareness-and-office-energy-efficiency/>

Carbon Trust is a global environmental consulting company that offers free use and download of many useful research reports, guidelines and tools such as carbon footprint calculators on its website.

One of these practical tools is a brochure that relates to raising employee awareness on energy savings and reducing the negative impact on the environment by applying very simple measures during office work. In addition to the brochure, posters and stickers can also be downloaded, printed and placed in visible office spaces as a permanent reminder of responsible behavior.

The posters are visually appealing and the messages are creatively conceived. The footer of each poster contains a detailed calculation of energy consumption in the use of lighting, heating, cooling and other office consumables as well as smart saver guidelines that can provide some alternative values.

Lighting: Office lights left on during the night spend energy that could heat a two-bedroom apartment for 5 months or heat up water for 1000 cups of tea.

Heating: Increasing the office temperature by 2 degrees annually produces an amount of CO₂ that could fill a hot air balloon.

Refrigerator: If the refrigerator door is kept open for 30 minutes a day, the energy spent is in vain and on an annual level it could power a lighthouse for 4 days.

Computer: A computer that stays on overnight during the year produces so much CO₂ that it could fill up 30 bath tubs. If we turn off the monitor for just one night, we've saved enough energy to heat up six meals in the microwave.

Photocopy machine: A photocopy machine that is left in stand-by mode overnight spends the same amount of energy needed to prepare 21 cups of tea or to print more than 1500 copies.

Cooling: 1 additional hour of a cooling system uses on a daily basis the amount of energy needed to operate a TV all year round. A window left open during a winter night wastes energy that could be used to drive a small car on a 56km journey.

Turning off office appliances for 1 night (calculation based on 18 lighting fixtures, 1 photocopy machine, 30 computers, and 1 laser printer) will save enough energy to drive a small car for a 160 km journey or 224,000 photocopies or 4500 cups of tea.

Carbon Trust shows with its own example how to take care of the environment as well as the health and safety of its employees, as evidenced by the publicly published business policies (Health, Safety and Environment Policy Statement).³⁰

8. Next programming period

In its third programming period 2021-2027, the ESF should become ESF+³¹ and include the previous programmes: the Youth Employment Initiative (YEI), Fund for European Aid to the

³⁰ https://www.carbontrust.com/media/676299/hse-policy-statement_july2018.pdf

³¹ <http://ec.europa.eu/esf/main.jsp?catId=67&langId=en&newsId=9118>

Most Deprived (FEAD), the Employment and Social Innovation Programme (EaSI) and the EU Health Programme. With increased funds from the EU budget, it should continue with its mission of investing in people, their education, skills, employability, inclusion and health, primarily with a view to reducing unemployment and poverty.

The ex-post evaluation of the previous ESF 2000-2006, 2007-2013³² implementation years confirmed that the programme proved to be relevant and effective in involving a large number of EU citizens, especially those most in need of assistance, focusing on areas and social groups which could not be exclusively covered by the means of national states. During the implementation period, the intervention logic as well as the clarity of the specific objectives and indicators improved. Despite improvements, the weaknesses of the programme are defined in three areas, which will be sought to be improved in the forthcoming period, including 2014-2020:

- **Harmonization with policies:** despite the significant improvement in linking the ESF programme to policies in the period 2014-2020, it is still not optimal;
- **Programming:** has been improved in the 2014-2020 period by focusing on the results, but the monitoring framework is not yet fully adequate for the Member States which consider the programming requirements to be an excessive administrative burden;
- **Programme implementation:** managing and implementing ESF programmes are still too complex. Despite improvements in the 2014-2020 period in terms of focusing on results instead of inputs, such change in the intervention logic has not yet taken place.

In order to strengthen the social dimension of the EU, the European Pillar of Social Rights was adopted on 17/11/2017, which emphasizes the 20 principles for a "more inclusive and just Europe", to be applied in the implementation of the ESF programme.

From all of this, it follows that the horizontal principles are the foundation of all programmes funded by the European Social Fund. Thus, while planning and implementing their project, applicants and beneficiaries of grants should always ask whether their project complies with these principles. **Applicants should be creative and take "a step further" in thinking of innovative ways to reach the most vulnerable social groups and local communities where opportunities for sustainable, inclusive and smart growth are lower than the average and well-targeted interventions in the areas of education, employment, social inclusion and good governance can significantly reduce development gaps and influence the achievement of equal opportunities for all citizens.**

³² <https://eur-lex.europa.eu/legal-content/EN/TXT/?uri=CELEX:52018PC0382>; ESF Plus – Results of Ex-Post Evaluations, Stakeholders Consultations and Impact Assessments

**THE CONTENT OF THESE GUIDELINES IS EXCLUSIVE RESPONSIBILITY OF THE MINISTRY OF
LABOUR AND PENSION SYSTEM**

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