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**EDUCATION
AND NEW
DEVELOPMENTS**

2019

VOLUME II



C

**Edited by
Mafalda Carmo**

Education and New Developments
2019

Volume II

Edited by
Mafalda Carmo

Edited by Mafalda Carmo, World Institute for Advanced Research and Science (WIARS), Portugal

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BRIEF CONTENTS

Foreword	v
Organizing and Scientific Committee	vii
Keynote Lecture	xi
Index of Contents	xiii

FOREWORD

This book contains the full text of papers and posters presented at the International Conference on Education and New Developments (END 2019), organized by the World Institute for Advanced Research and Science (WIARS).

Education, in our contemporary world, is a right since we are born. Every experience has a formative effect on the constitution of the human being, in the way one thinks, feels and acts. One of the most important contributions resides in what and how we learn through the improvement of educational processes, both in formal and informal settings. The International Conference seeks to provide some answers and explore the processes, actions, challenges and outcomes of learning, teaching and human development. The goal is to offer a worldwide connection between teachers, students, researchers and lecturers, from a wide range of academic fields, interested in exploring and giving their contribution in educational issues. We take pride in having been able to connect and bring together academics, scholars, practitioners and others interested in a field that is fertile in new perspectives, ideas and knowledge.

We counted on an extensive variety of contributors and presenters, which can supplement our view of the human essence and behavior, showing the impact of their different personal, academic and cultural experiences. This is, certainly, one of the reasons we have many nationalities and cultures represented, inspiring multi-disciplinary collaborative links, fomenting intellectual encounter and development.

END 2019 received 547 submissions, from more than 50 different countries, reviewed by a double-blind process. Submissions were prepared to take form of Oral Presentations, Posters, Virtual Presentations and Workshops. The conference accepted for presentation 135 submissions (25% acceptance rate), from which, 114 submissions are published in full text in these volumes. The conference also includes a keynote presentation from an internationally distinguished researcher, Prof. Dr. Denise Whitelock, Professor of Technology Enhanced Assessment and Learning, Institute of Educational Technology, The Open University, UK, to whom we express our most gratitude.

This conference addressed different categories inside the Education area and papers are expected to fit broadly into one of the named themes and sub-themes. To develop the conference program, we have chosen four main broad-ranging categories, which also covers different interest areas:

- In **TEACHERS AND STUDENTS**: Teachers and Staff training and education; Educational quality and standards; *Curriculum* and Pedagogy; Vocational education and Counseling; Ubiquitous and lifelong learning; Training programs and professional guidance; Teaching and learning relationship; Student affairs (learning, experiences and diversity; Extra-curricular activities; Assessment and measurements in Education.
- In **PROJECTS AND TRENDS**: Pedagogic innovations; Challenges and transformations in Education; Technology in teaching and learning; Distance Education and eLearning; Global and sustainable developments for Education; New learning and teaching models; Multicultural and (inter)cultural communications; Inclusive and Special Education; Rural and indigenous Education; Educational projects.
- In **TEACHING AND LEARNING**: Critical Thinking; Educational foundations; Research and development methodologies; Early childhood and Primary Education; Secondary Education; Higher Education; Science and technology Education; Literacy, languages and Linguistics (TESL/TEFL); Health Education; Religious Education; Sports Education.
- In **ORGANIZATIONAL ISSUES**: Educational policy and leadership; Human Resources development; Educational environment; Business, Administration, and Management in Education; Economics in Education; Institutional accreditations and rankings; International Education and Exchange programs; Equity, social justice and social change; Ethics and values; Organizational learning and change, Corporate Education.

This is the Volume II of the book *Education and New Developments 2019* and it contains the results of the research and developments conducted by authors who focused on what they are passionate about: to promote growth in research methods intimately related to teaching, learning and applications in Education nowadays. It includes an extensive variety of contributors and presenters, who will extend our view in exploring and giving their contribution in educational issues, by sharing with us their different personal, academic and cultural experiences.

This second volume focus in the main areas of TEACHING AND LEARNING and ORGANIZATIONAL ISSUES.

We would like to express thanks to all the authors and participants, the members of the academic scientific committee, and of course, to our organizing and administration team for making and putting this conference together.

Hoping to continue the collaboration in the future.

Respectfully,

Mafalda Carmo
World Institute for Advanced Research and Science (WIARS), Portugal
Conference and Program Chair

Porto, Portugal, 22 - 24 June, 2019

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KEYNOTE LECTURE

ASSESSMENT FOR LEARNING: WHERE ARE WE ON THE DIGITAL ASSESSMENT SPECTRUM?

Prof. Dr. Denise Whitelock

(B.Sc. M.Ed Ph.D)

*Professor of Technology Enhanced Assessment and Learning, Institute of Educational Technology,
The Open University (United Kingdom)*

Abstract

Digital assessment is an evolving construct used in education to enrich, inform and complement the teaching process. Using automatic feedback however has been under-utilised and under-valued throughout the assessment process. This presentation will take you through a number of projects which have automated some aspects of assessment.

Those selected from my own research have a strong conceptual underpinning, for instance Dweck's work to develop Open Comment which provided feedback to Arts students. With Open Mentor, I used Bale's work on interactive categories to help tutors develop effective and supportive feedback. SafeSea, on the other hand, allows students to trial essay writing before taking the sometimes daunting step of submitting their first essay, using analysis based on Pask's conversational framework.

This presentation will discuss the issues raised by teachers and students in this arena. It will provide examples of how their concerns are currently being addressed by both researchers and software developers in order to support educator feedback to students. Finally, the issue of potential disruptors will be raised which moves us into the realm of crystal ball gazing.

Biography

Professor Denise Whitelock has over twenty years experience in designing, researching and evaluating online and computer-based learning in Higher Education. She is a Professor of Technology Enhanced Assessment and Learning in the Open University's Institute of Educational Technology. She is currently leading the UK's contribution to the Adaptive Trust e-Assessment System for Learning (TeSLA) <http://tesla-project.eu/project>. She has just completed directing the CODUR http://in3.uoc.edu/opencms_in3/opencms/webs/projectes/codur/en/index.html and SAFeSEA <http://www.open.ac.uk/researchprojects/safesea/projects>. The aim of this latter research was to provide an effective automated interactive feedback system that yields an acceptable level of support for university students writing essays in a distance or e-learning context. Her work has received international recognition as she holds visiting chairs at the Autonomia University, Barcelona and the British University in Dubai.

Website: <https://iet.open.ac.uk/profiles/denise.whitelock>

INDEX OF CONTENTS

ORAL PRESENTATIONS

Teaching and Learning

Relationship Between Item Difficulty Level and Item Discrimination in Biology Final Examinations	3
<i>Marthese Azzopardi, & Carmel Azzopardi</i>	
The Effects of Implementing the Sydney School Genre-Based Approach in a Thai EFL Writing Classroom	8
<i>Napak-On Srirakarn</i>	
Creating Contemporary Picture Short Stories Using Intertextual Heroes & Plot Subversion: An Empirical Research	13
<i>Christina Kalaitzi</i>	
Self-Monitoring and Peer Feedback Strategies: Challenges and Opportunities in the EFL Writing Class	18
<i>Thanakorn Weerathai</i>	
What Makes Autonomous Learning Objectives Autonomous: A Case Study from Higher Education	23
<i>Jitka Hlouskova</i>	
Exploring the Impact of a Swiss Bilingual Program Through a Mixed Method Design	27
<i>Emile Jenny, & Francesco Arcidiacono</i>	
Assessing the Effectiveness of Technological Tools in Teaching and Learning English as a Second Language	32
<i>Yu Zhao, María Cruz Sánchez Gómez, & Ana María Pinto Llorente</i>	
Methodological Creativity in Pedagogical Research – Global Challenge	36
<i>Snježana Dubovicki</i>	
Seeing, Reading and Listening to Gender Inequality/Equality in Video Clips	41
<i>Arminda Sousa, & Filomena Teixeira</i>	
A Perceptual-Cognitive Program to Train Soccer Players' Decision Making	46
<i>Julien Glaude-Roy, & Sacha Stoloff</i>	
Quantification of Critical Thinking Skills After with Computer Quiz Games in an Introductory Science Course	51
<i>Szu Szu Ling, Fabrice Saffre, Deborah Gater, Lilia Halim, & Abdel F. Isakovic</i>	
Evaluation of an Online Learning Resource for Nursing Students Preparing for an Emergency Department Clinical Placement Using Kirkpatrick's Model	56
<i>Darren Falconer, Helene Metcalfe, & Jeffrey Hamdorf</i>	
Maths Anxiety: Further Complicated by Spreadsheet Shock?	61
<i>Joanne Smailes, & Carlos Fresneda-Portillo</i>	
Sociocultural and Interactionist Approaches to Second Language Acquisition: Are they Compatible?	66
<i>Richard S. Lavin</i>	

Human Being Development Through Holistic and Complex Approach	71
<i>Tegwen Gadais, Michel-Alexandre Rioux, & Roger Boileau</i>	
Our Teachers: Collected Memories of Primary Education in Derbyshire Schools from 1944 - 2009	76
<i>Fiona Shelton</i>	
English for Specific Purposes – Challenges for Post-Graduation Outcomes	81
<i>Rodica Silvia Stan</i>	
Critical Thinking in Digital Natives: A Doctoral Research Through a New Taxonomy	86
<i>Maria Caterina De Blasis</i>	
French Immersion Teacher and Student Perceptions About Science Instruction in a Second Language Setting	91
<i>Yovita Gwekwerere, & Ginette Roberge</i>	
Enhancing Understanding of Historical Time in Primary Classes: How to Improve the Curriculum in Lithuania?	96
<i>Aušra Žemguliene</i>	
Exploring Students’ Reflective Narratives on Language as the Subject of their Studies	101
<i>Loreta Chodzkiene</i>	
Community Experiences Through Peer Interaction Rituals of a Mongolian-Korean Child in the Preschool Classroom	106
<i>Gab-Jung Yoon, & Kai-Sook Chung</i>	
Critical Thinking in Design	110
<i>Marilyn DeLong</i>	
Higher Arts and Design Students’ Attitudes Towards Learning Computer Programming	115
<i>Eduardo Morais, Carla Morais, & João C. Paiva</i>	
Low-Cost Code to Check Some of the 20 Rules for Efficient Web Writing: A Problem-Based Learning Situation	120
<i>Lina García-Cabrera</i>	
Content Based Instruction in the Foreign Language Classroom: Challenges and Barriers in the Context of an American Public School of the State of Massachusetts	125
<i>Ana Henriques</i>	
Overview of Design Teaching on Engineering Courses: A Comparative Study between Brazil and Portugal	129
<i>Claudia Alquezar Facca, Jorge Lino Alves, & Ana Mae Barbosa</i>	
Literacy Application in Disciplinary Pedagogical Practices at Legal Environment	134
<i>David Alberto Londoño-Vásquez, & Alvaro Ramírez-Botero</i>	
Model-Based Learning: An Inquiry Approach to Teach Science	139
<i>Tiago Ribeiro, Dulce Lima, Rosely Imbernon, Conceição Pereira, & Clara Vasconcelos</i>	
Assessing Outcomes in Electricity and Magnetism Courses in Engineering Degrees. Students’ Performance Analysed by BEMA	144
<i>Tania Garcia-Sanchez, Roser Sabater I Serra, Ana Vidaurre, José Antonio Gómez-Tejedor, María-Antonia Serrano, José M. Meseguer-Dueñas, Soledad Bernal-Perez, Jaime Riera, José Molina-Mateo, Vicente Donderis Quiles, & M. Amparo Gámiz-González</i>	

Using Classroom Assessment to Improve Pedagogy - the Japanese Experience - <i>Masahiro Arimoto</i>	149
Porto Planetarium – Ciência Viva Center: From a Dissemination Program to an Educational Program <i>Ilídio André Costa, Mário João Monteiro, Daniel Folha, Filipe Pires, Elsa Moreira, Ricardo Cardoso Reis, & Hilberto Silva</i>	154
Involvement in Homework Throughout the Grade Levels in Secondary Education <i>Bibiana Regueiro, Antonio Valle, Susana Rodríguez, Isabel Piñeiro, Iris Estévez, & Natalia Suárez</i>	159
Enhancing Micro Teaching Technique Through the Incorporation of Lesson Study: Perceptions of Initial Teacher Education Mathematics Students at Central University of Technology <i>Ratokelo Willie Thabane</i>	163
‘We Love Reading, But...’: Nigerian Children on Factors that Affect their Reading Habits <i>Isang Awah</i>	168
Expanding Student Spatial Intuition to Larger Size Scales: A Hybrid Hands-On and Computer Visualization Approach <i>Ned Ladd, Katharyn Nottis, Patricia Udomprasert, & Kristen Recine</i>	173
Mathematical Visualization, Manipulatives and Geometric Problem Solving: A Case of Study <i>Caterina Cumino</i>	177
Student Evaluation of Transferable Competences and Requirements for their Studies <i>Lucie Smékalová, & Karel Němejc</i>	182
 <u>Organizational Issues</u>	
A Visual Content Analysis of School Images and Signs: Their Effect on High School Students <i>Sofia Tsagdi, & Konstantinos Theologou</i>	187
“Invisible” Street Children - Educational Perspectives and / or Social Problem <i>Vesnica Mlinarević, & Antonija Huljev</i>	192
Teachers’ First Language Use in a Second Language Learning Class Room Environment <i>Pule Phindane</i>	197
Institutionalization Proposals of Attention to Diversity at University from the Vision of Leaders <i>Azahara Jiménez Millán, & María García-Cano Torrico</i>	201
Involvement in Community-Based Activities of Persons with Profound and Multiple Disabilities <i>Mónica Silveira-Maia, Manuela Sanches-Ferreira, & Silvia Alves</i>	206
The Role of Knowledge Management Technologies at a Polish University – A Case Study <i>Małgorzata Cieciora</i>	210

Role of Social Dialogue Within Partnership Approach to European Cohesion Policy and Croatia Experiences	215
<i>Berislav Andrić, Marko Šostar, & Antun Marinac</i>	
School Culture, as an Organisational Culture: The Value Aspect	220
<i>Asta Meškauskienė</i>	
Possibilities of EU Funds in Social Dialogue Development: Case Study of Croatia	224
<i>Marko Šostar, Antun Marinac, & Berislav Andrić</i>	
School Principals as Entrepreneurial Leaders Empowering Parents of Marginalized Populations	229
<i>Devorah Eden</i>	
The Impact of Agency in the Organizational-Managerial and Educational-Didactic Processes of Scholastic Institutions	233
<i>Milena Pomponi</i>	
Comparing and Contrasting Sustainability Plans for Taking Their Campuses Green: A Tale of Two Institutions	238
<i>Kelli N.R. Stephens, & Alice E. Stephens</i>	
Educating Future Managers in Social Competencies, in Spain: How Far Have We Got, 20 Years After the Bologna Declaration?	243
<i>Gonzalo Moreno Warleta, Mercedes Rozano Suplet, Alesia Slocum, & Anne Schmitz</i>	
A (De) Humanising Pedagogy: Let the Teachers Speak	248
<i>Leila Kajee</i>	
Students' Perception on Higher Education CRM Policy	252
<i>Verica Babić, Marko Slavković, & Marijana Simić</i>	

POSTERS

Teaching and Learning

- Lifestyle Habits in a University Context: Students' Point of View** 259
Marie-Claude Rivard, Sylvie Ngopya Djiki, Élisabeth Lavallée, François Trudeau, François Boudreau, Alexandre Castonguay, & Émilie Lachance
- An Analysis on the Intraindividual Difference in L1 and L2 Utterances in the Same Context** 262
Noriko Aotani, & Shin'ya Takahashi
- Mathematical Readiness Assessment for First-Year Students** 265
Janina Kaminskiene, Daiva Rimkuvieni, & Eve Aruvee
- The Orchestration of Integrated Activities of Sciences and Mathematics in the 5th Schooling Grade: The Role of Questions** 268
Mafalda Guerra, Filomena Teixeira, & Conceição Costa
- Phenomenon of Architecture and its Pedagogical Implications / Research Probe: Paths** 271
Pavla Gajdošíková
- Human Being Development: Research Protocol for a Holistic and Complex Review on the Social Dimension** 274
Bertrand Dupuy, Roger Boileau, & Tegwen Gadais
- Teaching Process Guideline of Industry-Oriented Off-Campus Internship Curriculum for Technological University** 277
Hsi-Chi Hsiao, Su-Chang Chen, Jen-Chia Chang, Dyi-Cheng Chen, & Chun-Mei Chou
- Interactions and Text Production: Benefits for Boys and Girls** 280
Natalie Lavoie, & Jessy Marin
- Do I Still Need my Brain? Evolution of Naïve Mind-Brain Conceptions from Childhood to Adulthood** 283
Sandrine Rossi, Pauline Allix, Céline Lanoë, & Amélie Lubin
- STEM Camp: Active Involvement in Research and Science Endeavors** 286
Deborah G. Wooldridge, Susan Peet, Laura Landry-Meyer, & Su Yun Bae
- Exploring Shared Book Reading Styles of Chinese Teachers from the Perspective of Activity Theory** 289
Yanping Su
- Artwork in Art Education** 292
Kristýna Říhová
- Observational Life Drawing as a Holistic Teaching Tool in the Time of Memes / Pre-Research Study** 295
Helena Blašková
- A PBL Case on Glycogen as an Evaluable Task for Students Studying Metabolism** 297
Ángel Luis García-Ponce, Beatriz Martínez-Poveda, Ángel Blanco-López, Ana Rodríguez Quesada, Francisco José Alonso Carrión, & Miguel Ángel Medina Torres
- The Mediating Effect of Psychological Empowerment Between Relationship Satisfaction with Institutions Members and Competence for Building Early Childhood Educational Community of Early Childhood Teacher** 300
Kai-Sook Chung, Hee-Kyung Park, & Ji-Yeon Kim

Evaluating Reliability and Discriminatory Capability of BEMA in Two Spanish Engineering Degrees 303

M. Amparo Gámiz-González, Ana Vidaurre, Roser Sabater I Serra, Isabel Tort-Ausina, María-Antonia Serrano, Jaime Riera, José Maria Meseguer-Dueñas, José Antonio Gómez-Tejedor, José Molina-Mateo, & Tania Garcia-Sanchez

Learning About Methods or Working Methodically 306

Valentina Haralanova, & Göran Fafner

Organizational Issues

The Age of New Communication – The Screeners Project 309

Petra Pétiletá

The Role of the Education System in Solving the Skills Mismatches on the Labor Market 312

Daniela Paşnicu

Towards Higher Education Data Hygiene – A Case Study 315

Ji Hu, & Xu Chu Meng

VIRTUAL PRESENTATIONS

Teaching and Learning

- Teachers' Educational and Misbehavior Management Strategies in Working with Primary School Students with Attention Deficits** 321

Tena Velki, Nataša Vlah, & Irena Kovačević

- Effective Progression Management Within Very Large Classes in Computer Science Education** 326

Paul Sage, Darryl Stewart, Philip Hanna, & Andrew McDowell

- The Impact of Reading Comprehension on Mathematics Word Problem Solving** 331

Rajmonda Kurshumlia, & Eda Vula

- Using Artistic Illustration to Communicate Abstract and Invisible Ideas in the Software Engineering Domain** 336

David Cutting, Andrew McDowell, TJ Cosgrove, Neil Anderson, Matthew Collins, & Paul Sage

- Exploring the South African Physical Sciences Pre-Service Teachers Pedagogical Orientations** 341

Aviwe Sondlo, & Umesh Ramnarain

- A Collaborative Learning Platform to Assess the Use of Agile Methodologies in Engineering Studies** 346

Francy Rodríguez, Diego Viguera, Maria Cerrato Lara, Víctor Rampérez, Javier Soriano, & Guillermo Viguera

- Propositional Logic Word Problems and MS Excel at Primary and Secondary Education** 351

Jitka Laitochová, David Nocar, & Karel Pastor

- Students' Perceptions, Process and Product in a CSCL Experience** 356

Diego Viguera, Maria Cerrato Lara, Francy Rodríguez, Víctor Rampérez, Javier Soriano, & Guillermo Viguera

- Interaction Between Teacher and Pupil and its Influence on the Perceived Closeness of Pupils** 361

Renáta Matušů

Organizational Issues

- Mediation and Conciliation as Appropriate Methods of Conflict Resolution (MASCS) for the Promotion of Access to Justice and Culture of Peace** 366

Vanessa Miranda, & Leila Salles

- The Brazilian Higher Education: The Undergraduate Courses in Light of its Recent Policies** 371

Silvia Regina Machado de Campos, & Roberto Henriques

- AUTHOR INDEX** 377

POSSIBILITIES OF EU FUNDS IN SOCIAL DIALOGUE DEVELOPMENT: CASE STUDY OF CROATIA

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Abstract

Social dialogue is the cornerstone of European social policy and helps create decent working conditions for all workers and workers, improving work legislation and developing social partnership as a tool to achieve all common goals such as job creation, improved living standards and economic growth. Bipartite social dialogue is a dialogue directly between social partners (appropriate level of associations of employers and trade unions) as well as negotiations held within its framework. It needs to be emphasized that in Croatia, as a new democracy with relatively short tradition of social dialogue, social dialogue is not only collective bargaining but it also comprises dialogue and negotiations. Although Croatian legislation guarantees protection of workers' rights, in practice, however, many of them are violated on a daily basis. The research is also focused on the analysis of the EU funds available to finance projects in the area of social dialogue development. The research was conducted in the form of a survey to analyze employee satisfaction with the public sector on their rights and work obligations. The aim of the research is to improve the quality of social dialogue through the development and strengthening of administrative and professional capacities of social partners at international, national, regional, local and sectoral level.

Keywords: *EU funds, social dialogue, worker's rights, social partners.*

1. Introduction

The idea of social partnership gained its clear, recognizable institutional profile at the end of the 19th century, when in Germany, legislative reforms were defined to provide workers with certain risks, such as age, illness, accidents at work. Partnership is historically the most obviously related to the development of a social-market economy and the principles of subsidiarity. Such an understanding of the social partnership is also built on the foundations of the European Union. At European level social dialogue is an integral part of the *acquis communautaire* on the basis of Articles 138 and 139 of the Treaty establishing the European Community. In the later period, it is important to note that Jaques Delors, European Commission President, in 1985 defined the role of social partners at European level, which was recognized and successfully strengthened by the Maastricht and Amsterdam Agreements. From the experience of the European Union, it can be concluded that the idea of social partnership has undergone great development, especially in the nineties of the last century, since social partners have since gained wide scope for participation in the consultation process, and social and civil dialogue have become the foundation of good governance in the European Union. The term "partnership" emphasizes one important component of the relationship: understanding and appreciation.

Strong social partners and a good social dialogue can play an important role in the economic and social development process in a country, as evidenced by examples from various countries. A good social dialogue results in fewer strikes, improved protection of employees, greater employee satisfaction, increased employment and higher labor productivity. In many Western democracies, social dialogue has made an important contribution to growth and continued prosperity. However, it is important that employers, unions and government are constantly aware of their mutual dependency on the further development of society. (Nieuwsma & Boorsma, 2017)

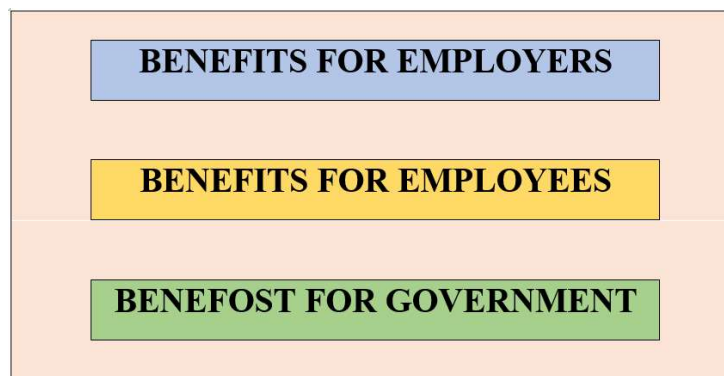
There are three principles that social dialogue contributes to the achievement of social and economic development objectives: inclusiveness, democratic ownership and accountability. Social dialogue promotes inclusiveness, with representative and independent workers' and employers' organisations, alongside governments, seeking solutions to issues of common concern. As representative organisations, the social partners bring together the points of view of a multitude of employees and employers. In the case of the trade unions, this is further reinforced by their democratic structures and elected leadership. In developing countries, there are also indications that informal workers and their

organisations are increasingly being represented in social dialogue structures through trade union representation. In academic literature, this is described as providing voice to key stakeholders by offering channels for participation in decision-making processes. Social dialogue has been found to be capable of resolving collective action problems in the area of decent work and beyond. Similarly, social dialogue can set common standards or wage levels in a region or sector, thus to some degree removing these elements from competition and accordingly reducing the likelihood of a downward spiral in labour and environmental conditions. Social dialogue, through its inherent processes of information-sharing, consultation, negotiation and joint decision-making, allows the social partners to share their views on and influence the policies or measures that affect them. These are important ingredients of democracy and can improve the prospect of democratic ownership and the effective implementation of such policies or measures by the public authorities and the social partners. In addition, social dialogue offers a number of opportunities to strengthen transparency and accountability among the various actors involved. (HIVA Research Institute for Work and Society, 2017)

2. Advantages of EU funds in social dialogue development in Croatia

The social dialogue is not deeply enrooted within the Croatian society, similar to other former socialist countries. The first steps towards creating institutional and political framework for social dialogue in the country was taken in 1994 with the establishment of the national Economic and Social Council and identifying its competences. Over the next several years, the functioning of the social dialogue was rather limited and reduced to a rather formal and declaratory action. After the parliamentary elections in 2000 the new Government had restored tripartite dialogue at the national level and launched new framework for the development of the social dialogue. Croatia has ratified a number of International Labour Organization (ILO) Conventions and the European Social Charter. Institutional basis for the social dialogue in Croatia is comprised of the Economic and Social Council (ESC) and the Government Office for Social Partnership. The Croatian Economic and Social Council (ESC) is a forum in which key social partners (high representatives of the Government, employers' associations and trade unions) discuss and negotiate important decisions on key economic and social issues. The Economic and Social Council has commissions for the following topics: wage policy and the tax system, employment and social policy, collective bargaining, privatization, education and labour market, legislation, regulation implementation and legal protection, international relations and accession, national budget, pension and health care, and alternative resolution of labour disputes. The ESC can suggest discussing any legislative proposal from the Government before it enters into parliamentary procedure. In majority of cases, such suggestions are accepted. Each social partner has the right to a one vote in ECS and its bodies. Members of ESC can also give a separate opinion but this opinion is not visible when a particular legislative proposal enters into a parliamentary procedure. Similar to other CEE countries, tripartite social dialogue at national level in Croatia is quite developed, unlike bipartite dialogue which is still facing many difficulties. Collective agreements have covered almost all employees in the public sector, as well as in the most of the state-owned companies. Capacities of trade unions are not fully prepared to participate in the sector dialogue and, consequently, sometimes there is a lack of initiative for such dialogue on their part. Furthermore, there is a lack of a tradition of social dialogue in general and unwillingness of private sector to accept trade unions as partners, particularly in collective bargaining. Number of collective agreements in private sector is notably lower than in the public sector. (Samardžija, 2008)

Graphic 1. Benefits from developing social dialogue.



Source: DECP, 2017

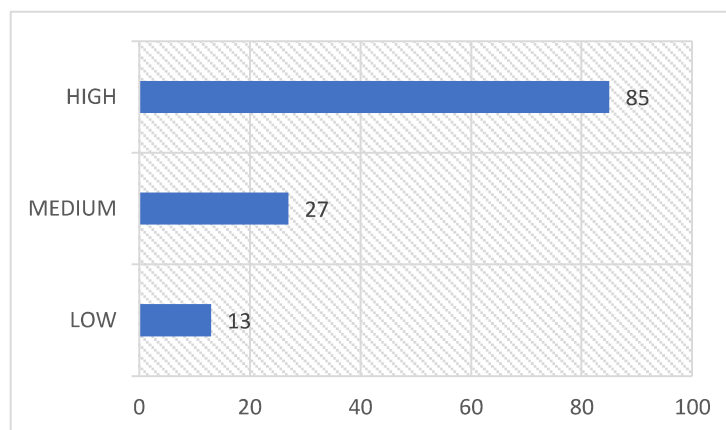
It is crucial to develop social dialogue in the European Union as well as in Croatia. There are many benefits for employers, employees and government. Employers have benefit from social dialogue, because countries with a good social dialogue generally have fewer strikes. The business and investment climate are also better than elsewhere. Another benefit for employers is that industrial peace improves their competitive position and productivity. Working together with the unions also results in employers' organisations having more influence in government policy and in politics. If employers and unions agree on a socio-economic topic, then it is hard for politicians to take a very different stance. Similarly, unions are also able to exercise greater influence on government and parliament thanks to social dialogue. Structural consultations with employers generally result in lower unemployment figures and a smaller income disparity in society. For individual employees, social dialogue often results in a broader range in the employment package and improved employment conditions. In fully-fledged democracies, the government together with parliament has the final say. Nevertheless, the government leaves certain aspects of employ meant relationships and employment conditions to the employers and the unions. The benefit for the government is that this results in greater acceptance of the solution that is eventually proposed. This in turn increases the likelihood of the envisaged results actually being achieved. (Nieuwsma & Boorsm, 2017)

In the past several years, social dialogue in Croatia has encountered some difficulties, partly due to accelerated legislative activities for the Croatian accession to the European Union, and partly due to the negative impact of the economic and social crisis that led to measures being taken without properly consulting social partners. Furthermore, although the local (county-level) economic and social councils were established, many of them are not functional. For that reason, improving social dialogue, particularly tripartite dialogue structures and practices were defined as project's main long-term goal. There is possibility to develop social dialogue in Croatia through financing innovative projects in the field of social dialogue by EU funds. Funding through the Social Fund entitled "Boosting Social Dialogue" is a good way to do a step forward. The goal of tender is to improve the quality of social dialogue through the development and strengthening of administrative and professional capacities of social partners at international, national, regional, local and sectoral levels. Potential applicants are social partners: trade unions, higher-level union associations, employers 'associations, higher-level employers' associations, local and regional self-government unit and Development Agencies. The projects are also financed in 100% of the amount by the European Union. Acceptable activities are: project management and administration, strengthening sectoral social dialogue and sectoral social councils, empowering the professional, analytical and advocacy capacities of social partners, analysis, research and monitoring of social dialogue, strengthening the capacities of Croatian social partners through international co-operation, participation in international social partnerships, at EU and global level, and international forms of employee participation, promotion and visibility (European Social Fund, 2017)

3. Research and results

A survey was conducted through a survey questionnaire. The respondents were 125 employees of 47 different employers. The survey explored employee satisfaction at the workplace as well as respecting the rights and obligations of employees.

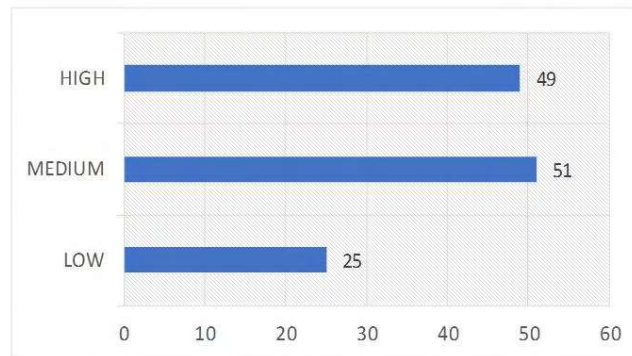
Graphic 2. The level of discrimination at the workplace.



Source: Authors research

As we can see there is a very high level of discrimination of the workers in Croatia, 85 of responders indicated high level and 27 on medium level of discrimination while only 13 responders think opposite.

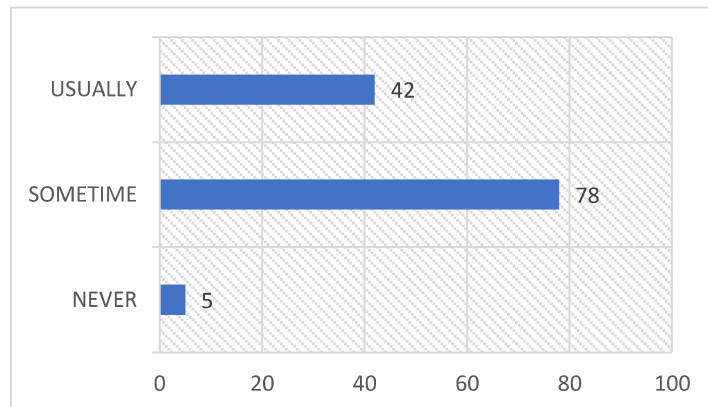
Graphic 3. The level of mobbing at working place.



Source: Authors research

As we can see there is a very high level of discrimination of the mobbing in Croatia, 49 of responders indicated high level and 51 on medium level of mobbing while only 25 responders think opposite.

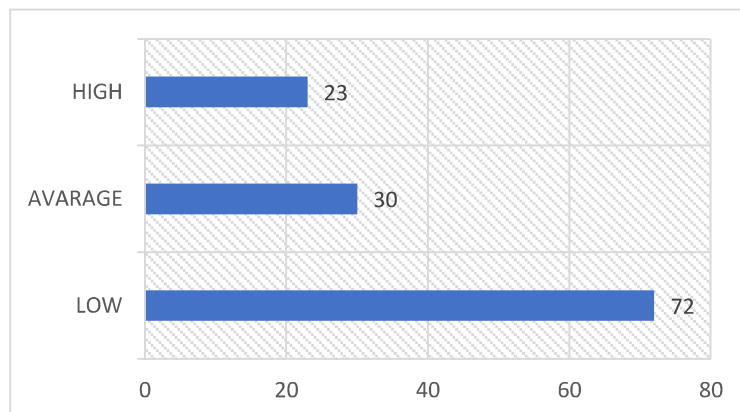
Graphic 4. Overtime without payment.



Source: Authors research

As we can see there is a big problem of overtime working hours. Employees usually (42 responders) and sometimes (78 responders) work overtime but not get payed for that.

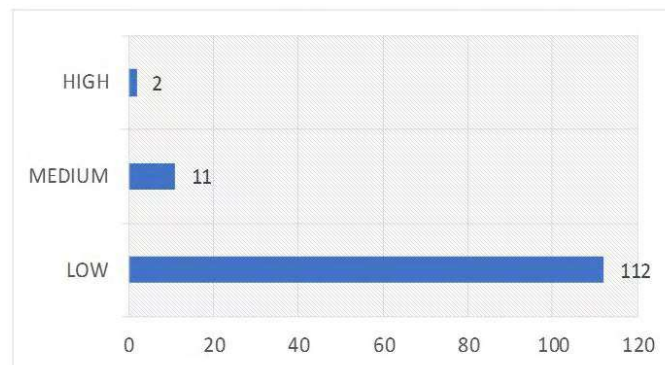
Graphic 5. Working environment and conditions.



Source: Authors research

As we can see there is a very low level of working conditions in Croatian firms (72 responders) while only 23 responders are happy with the working conditions.

Graphic 6. The level of stimulation for good work.



Source: Authors research

As we can see there is a very low level of stimulation for good work in Croatian firms. From 125 responders almost every single of them (112 responders) didn't get any kind of stimulation for their good work, while only 2 of them have some different experience.

4. Conclusion

Social dialogue is the key to the success of every enterprise, but also the country where the company is located. Communication, positive synergy and common co-operation are necessary to be happy with employees on the one hand and employers on the other. The conducted survey showed great dissatisfaction with employees with discrimination at the workplace, daily mobbing, overtime without pay, working environment and working conditions as well as job de-mining. These are the areas in which the country's considerable efforts must be made to preserve the dignity of the workers. It is important to put emphasis on bipartite and tripartite social dialogue. Bipartite dialogue is dialogue between employers' organisations and workers' organisations and it refers to the discussions, consultations, negotiations and joint actions involving the two sides of industry. Tripartite social dialogue involves the governmental institutions as well as the social partners. The economic crisis represents a serious challenge for dialogue between workers' representatives and employers and government representatives. Government reforms have not always been accompanied by effective social dialogue, which has led to increasingly conflicting relations in the industry. Participation of workers' representatives and employers or social partners in government reforms is important because solutions achieved through social dialogue tend to wider acceptance in society and it is easier to implement decisions made in practice and thus less conflict. Contracts involving social partners ensure long-term sustainability of economic and social reforms. Well-structured social dialogue can effectively contribute to Europe's economic sustainability. Despite the poor results of research and employee dissatisfaction, a better shift is visible. In particular, this shift is visible in terms of financing projects in the area of social dialogue through funds from EU funds. Such projects are the only ones that can encourage all stakeholders of social dialogue to cooperate.

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