1. **BASIC INFORMATION**

1.1 CRIS Number: HR2005/6/1  
1.2 Title: Strengthening Human Resources Management, Education and Training system of the Ministry of the Interior – Police Academy  
1.3 Sector: 15030  
1.4 Location: Croatia, Ministry of the Interior  
1.5 Duration: 24 Months

2. **OBJECTIVES**

2.1 **Overall Objective(s):**  
To increase the capacity of the Ministry of the Interior in line with the public administration reform towards EU accession.

2.2 **Project purpose:**  
To improve the capacity of the Ministry of the Interior to manage its human resources and to enhance the police education and training system, in order to increase overall efficiency and staff motivation.

2.3 **European Partnership (EP) and National Programme for the Integration of the Republic of Croatia into the EU (NPIEU) priority**  
The project is in line with:  
European Partnership priorities – Point. 3.1, short term priorities, political criteria, democracy and the rule of law – “Improve the functioning of the public administration”. This priority envisages the use of transparent procedures for recruitment and promotion and to improve human resource management in all bodies of the public administration in order to ensure accountability, openness and transparency of the public service.  
NPIEU – 2005 priorities – Introduction and Chapter 4 on “Strengthening Administrative Capacity”. This chapter underlines the importance of modern and efficient public administration in the context of European Integration and describes the needs for the successful implementation of institutional and administrative measures as the basis for legal and economic reforms.

2.4 **Contribution to National Development Plan**  
Not applicable.

2.5 **Cross Border Impact**  
Not applicable.
3. DESCRIPTION

3.1 Background and justification:

The Croatian Ministry of the Interior’s main responsibilities, like in most European states, are to ensure the safety of citizens, democratic institutions of the state and constitutional system, as well as to fight against all forms of crime and to enhance the entire system of national security. The Ministry of the Interior employs for these tasks 25.285 officials (as of 21.06.2005) and is thereby, what concerns staff numbers, one of the largest Ministries and also employers in Croatia.

The organisation, structure and work of the Ministry and the Police, as its main actor, was shaped over the years in the context of the historic developments (most importantly the collapse of the Federal Republic of Yugoslavia, and the war at the beginning of the 90’s), which resulted in a system being not fully compatible with the demands of a modern, democratic state. The Ministry of the Interior launched therefore a reform process in the year 2000, with the main goal of enhancing police professionalism and efficiency by depoliticising and demilitarising the police organisation.

In continuation of these reforms, the so-called “Community Policing Action Strategy” (s. Annex 6) was adopted by the Ministry in December 2002. “Community Policing” is hereby understood in a broad manner, as a comprehensive process of changes within the police and the Ministry, with the final goal of transforming the currently executed traditional police model of reactive, repressive types of activities into a citizen-oriented public service, aimed at improving its efficiency, transparency and accountability by focusing on problem solving at the local community level and crime prevention. The implementation of measures defined in the Community Policing Action Strategy started at the beginning of 2003, but it has realistically to be seen as a long-term process, which will take several years.

The “Programme Guidelines of the Ministry of the Interior for the period 2004-2007” (annex 6), based on the Government priority to join the European Union, outline the next steps of the Ministry’s reform, aiming to further align the Ministry to EU Member States best practices and standards. Among the strategic objectives presented in the Programme Guidelines, two objectives can be highlighted in particular:

1. Building of a Personnel Management System according to EU Standards.

Taking into account the large number of Ministry personnel as stated above, the management of the Ministry’s human resources and the training of its staff are considered as tasks with decisive impact on the Ministry’s efficiency. These two areas are closely connected and dependent in various ways, and even they are presented in the project fiche as separate components of activities, the
interdependence has to be carefully taken into account for the implementation of the project.

ad 1) Human Resources Management (HRM):

Within the Ministry of the Interior, the Legal and Personnel Affairs Directorate is the unit in charge of HRM matters and the main counterpart for the implementation of this component. The Directorate is structured into three organisational units:

1. Department for legal affairs with sections for normative and other legal affairs.
2. Department for personnel affairs with sections for labour relations and for improvement of work and personnel analytics.
3. Department for disciplinary actions with section for second instance disciplinary court and four sections for first instance disciplinary courts in Zagreb, Rijeka, Osijek and Split.

The main tasks of the Legal and Personnel Affairs Directorate comprise the drafting of laws and regulations within the competence of the Ministry, the resolution of legal questions with concern to the Ministry, and tasks related to the management of its staff, ranking from recruitment and promotion to disciplinary measures.

The main problems currently encountered by the Ministry in the HRM area are:

- Insufficiently developed HRM system, with regard to organisation and workflow.
- Criteria for recruitment and career development not defined precisely enough, and lack of transparency in the recruitment/promotion procedures.
- Lack of an Information System, supporting the HRM.
- Insufficiently developed instruments, mechanisms for psychosocial protection and care of employees.

The project is expected to address these deficiencies by a number of linked activities, as listed in detail under pt. 3.5. The main result envisaged under this component is an improved system (organisation, structure, workflow, etc) for managing the human resources of the Ministry, which enables the Ministry to benefit from the knowledge, skills, and experiences of its staff in the most efficient manner. Developed systems for career development and performance evaluation, are additional elements considered indispensable for successfully managing the Ministry’s human resources, and also expected to be developed and established by the end of the project. Psychosocial protection and care are factors which will need to be taken into account for designing the new HRM system.

The management of 25.285 officials and all related data will not be possible without the support of an Information System (IS). The current existing IS will need to be revised and newly designed from the ground, based on the outcome of the new designed HRM organisation and workflow. The Twinning is
expected to assist in defining the functionalities of the new HRM, career development and performance evaluation information system, and also to assess the suitability of integrating it with other HRM related activities (e.g. payrolls, etc).

On the basis of these TW activities, and the defined functionalities, a separate technical assistance (TA) project is expected to design the HRM-IS architecture (hardware and software) and prepare the technical specifications for procurement. The TA activities are formally independent from the Twinning, but obviously they will need to be taken into account during the drafting of the Twinning workplan. The procurement of the supplies (hardware, software), and/or services (tailoring of an HRM software) is then planned as follow-up project under the PHARE 2006 Programme.

This component is closely linked to the ongoing public administration reform in Croatia with the aim of modernising and further developing the public administration. The MS Twinning partner will have to pay special attention to the activities carried out in the framework of the CARDS 2001 “Public Administration Reform Project”, and to one of its main outputs, the draft Civil Service Act, which is currently in Parliament procedure. Expecting its adoption still in 2005, all Twinning recommendations will have to comply with and build upon the new Civil Service Act.

ad 2) Education and Professional Training:

The Police Academy of the Ministry of the Interior is the unit in charge of all education and training matters at the Ministry, ranking from basic police training, specialised in-service courses, professional development and vocational training to higher Police studies. It will be the main counterpart for the implementation of this component.

The Police Academy is currently structured as follows:

1. Police School, responsible for basic police training.
2. Department for Professional Development and Specialisation, responsible for all specialised courses and seminars, in-service, vocational and management training, train the trainer system, field training program, etc.
3. Police College, responsible for higher professional studies (from two years to four years), and also University and Postgraduate studies.
4. Department for Publishing and Library affairs, responsible for the publication of training materials (books, manuals, magazines, etc).

The main problems encountered by the Ministry in the education and training area are:

- Lack of a comprehensive strategy for Police Training and Education.
- Insufficiently developed system of education and in-service training of employees at the Police Academy of the Ministry, not in line with life-long learning concept.
• Fragmented and uncoordinated approach to police education, starting from the basic police training through various forms of in-service training, to Police education at University level.
• Outdated and in other ways inadequate forms of lecturing due to lack of appropriate training tools and devices at training classrooms and specialised courses.
• Police accommodation facilities requiring renovation.

The Twinning project is expected to address most of these deficiencies by activities focused on restructuring the existing police education and training system on basis of a new formulated Police Education and Training Strategy, which will be based on the “Community Policing” concept, and introducing new curricula and procedures, which understand police education and training as dynamic instruments, based on the needs of police practise.

The envisaged results hereby will be an established modular system for police education and training, based on the concept of life-long learning and introduced European Credit Transfer System (ECTS) at the Police Academy. It is further planned, that the existing curricula for all levels of Police education and training will be revised and if necessary newly established and introduced at the Police Academy, based on EU Member States best experiences. A quality control system for measuring and assessing the efficiency of training programmes and trainers, as well as a system for managing the lecturers and trainers will complete the results envisaged.

The need for new equipment for the training classrooms (ranking from basic items like tables, chairs to overhead projectors, DVD player, etc) and specialised courses (e.g. some vehicles for driving classes) will be dealt with in a separate supply project. A Pre-Feasibility Study (s. annex 4) outlines the needs and provides explanations for the requested equipment. The Technical Specifications for this equipment are the part of the project documentation. What concerns the equipment, the Twinning partner will be involved only as far as advice on the recommended usage of the new devices in the training, also with view to pedagogic principles, is concerned.

An upgrading and renovation of the Police Academy accommodation facilities is envisaged to be proposed for the PHARE 2006 Programme.

For the implementation of this component, the Twinning partner will have to start with reviewing the document “Police Education System Reform Project” of the MoI (s. annex 6), which was adopted in July 2004. It is based on the “Community Policing” concept and outlines the idea and vision for the reform of the Croatian police education and training. It should be the starting point for formulating the Police Education and Training Strategy and the subsequent modifications of the training system, curricula, etc.

3.2 Sector rationale:
Not applicable.
3.3 Results:

Component 1 – Human Resources Management:
1.1 Human Resources Management (HRM) system enhanced and in use at MoI.
1.2 Career development system upgraded and in use at MoI.
1.3 Performance evaluation system newly developed and in use at MoI.
1.4 Functional analysis of new to be developed HRM – Information System established.

Component 2 – Police Education and Training:
2.1 Police Education and Training Strategy adopted as basis for further activities and development at Police Academy.
2.2 Modular system for police education and training established and European Credit Transfer System (ECTS) introduced at the Police Academy.
2.3 Revised and newly developed curricula and training material for all levels of police education and training, based on EU Member States best practises and life long learning concept.
2.4 Quality control system for measuring and assessing the efficiency of training programs and trainers established.
2.5 Developed system for management of permanent and non-permanent lecturers and trainers.
2.6 Training capacity and quality enhanced by improved technical training devices, including trainers in charge trained on use of new training devices.

3.4 Activities (including means):

Component 1 – Human Resources Management:
1.1 Human Resources Management System
1.1.1 Reviewing and analysing the current human resources management system including legal framework.
1.1.2 Designing a new HRM System, building upon current one.
1.1.3 Drafting of amendments to the relevant regulations based on the outcome of act. 1.1.1. and 1.1.2.
1.1.4 Training of key personnel on use of the new HRM system.

1.2 Career Development System
1.2.1 Defining criteria for recruitment, assignment to duties and promotion scheme for lower rank staff (police officer up to head of the shift).
1.2.2 Modifying job descriptions for middle to higher management (from head of shift to head of directorate).
1.2.3 Defining criteria for recruitment, assignment to duties and promotion scheme for middle to high management (from head of shift to head of directorate).

1.2.4 Drafting of amendments to relevant regulations.

1.2.5 Training of key personnel on recruitment matters.

1.3 Performance Evaluation System

1.3.1 Developing concepts for evaluation of MoI staff performance and possible requirement for additional training.

1.3.2 Developing concepts for applying rewards and disciplinary measures.

1.3.3 Drafting of amendments to the relevant regulations based on the outcome of act. 1.3.1 and 1.3.2.

1.3.4 Training of key personnel on performance evaluation methods.

1.4 Functional Analysis of HRM – Information System

1.4.1 Identifying actors and their interaction with the system.

1.4.2 Defining functionalities to support HRM, career development and performance evaluation systems above.

1.4.3 Reviewing and analysing potential integration with other HRM related activities, such as accounting (payrolls, pensions, etc).

1.4.4 Designing HRM – Information System architecture (hardware and software).

1.4.5 Assessing the existing hardware, software and infrastructure.

1.4.6 Preparing technical specifications.

Act. 1.4.1 to 1.4.3 are expected to be performed by the Twinning partner; the activities 1.4.4 to 1.4.6 by a separate Technical Assistance (TA) project are the part of the project documentation, based on the findings of the Twinning.

Component 2 – Police Education and Training

2.1 Police Education and Training Strategy

2.1.1 Reviewing and analysing relevant strategic documents (e.g. “Community Policing Strategy”, “Police Education Reform Project”, etc).

2.1.2 Drafting a Strategy for Police Education and Training and revising, if necessary, related documents (e.g. “Police Education Reform Project”).

2.2 Modular system and ECTS introduced at the Police Academy

2.2.1 Reviewing and analysing the current police education and training system from the organisational point of view.
2.2.2 Drafting a new police education and training system based on the modular approach and ECTS, and in line with the community policing strategy.
2.2.3 Drafting of amendments to relevant regulations based on the outcome of act. 2.2.1 and 2.2.2.
2.2.4 Training of key personnel on modular system and ECTS.

2.3 Revised and newly developed curricula and training material
2.3.1 Reviewing and analysing of current curricula for all three levels of police education and training: basic police training, in-service training, Police College.
2.3.2 Amending the current police education and training curricula in line with EU Member States best practises and Council of Europe Code of Police Ethics.
2.3.3 Developing new curricula regarding police management, intercultural tolerance, interpersonal communication, conflict prevention and proactive/problem solving police work.
2.3.4 Drafting the new training materials based on the outcome of act. 2.3.2 and 2.3.3.
2.3.5 Evaluating needs for additional curricula and, if necessary drafting them.
2.3.6 Training of trainers on new curricula.

2.4 Quality control system for training programs and trainers
2.4.1 Developing rules and tools for evaluating police education and training (curricula, trainers) and developing guidelines on usage.
2.4.2 Training of key personnel on quality control system.

2.5 Permanent and non-permanent lecturers and trainers management system
2.5.1 Establishing criteria for identification of institution providing lecturers and for selection of lecturers and trainers.
2.5.2 Designing and implementing data base of lecturers and trainers.

2.6 Training capacity and quality enhanced by improved training devices
2.6.1 Equipping of classrooms, offices and training courses (e.g. for basic police training, border police, driving course, etc.)

3.5 Linked activities:

As been summarised under pt. 3.1, the Ministry has initiated a reform process based on its “Community Policing” strategy/concept, the “Police Education System Reform Project” and its Programme Guidelines for the period 2004-2007.
Related activities will need to be taken into account for the implementation of the Twinning project.

Also the already mentioned, ongoing reform of the public administration and civil service (in particular the new Civil Service Act) will need to be observed and taken into account for the Twinning activities.

The Mission of the Organisation for Security and Co-operation in Europe (OSCE) to the Republic of Croatia has been providing various assistance to the Ministry of the Interior over the past years, also in the framework of the “Working Group for the development of the MoI”. With regard to HRM, OSCE organised two seminars/workshops in 2004 and 2005, which revealed some of the deficiencies mentioned and were a starting point for the formulation of the needs in this project fiche. Another linked activity in this context is the so-called “Road Map for the Croatian Police”, which was elaborated with OSCE assistance.

The International Criminal Investigative Training Assistance Program (ICITAP) of the U.S. Ministry of Justice supported in the last years the revision of the teaching and training curricula for the basic police training at the Police School, and the introduction of a field-training and mentoring programme for new Police recruits. It further provided training for management and teaching personnel of the Police School, and assisted in the preparation of standard operating procedures for the police. Two U.S. advisors, former Police officers, are established at the Police Academy and Police Directorate.

3.6 Lessons learned:

The mentioned activities raised the awareness of the beneficiaries and provided foreign expert experiences and knowledge on Human resource management and Police training matters. These activities provided also important inputs for defining this project and as some of them are still ongoing, there is a clear need to coordinate with them for the implementation of this project.

4 INSTITUTIONAL FRAMEWORK

The Ministry of the Interior will be the beneficiary of the project. The project management, coordination and implementation will be entrusted to the following MoI structures:

- For the overall project and for Component 1 – the Legal Affairs and Personnel Directorate of the MoI;
- For Component 2 – the Police Academy

A Steering Committee will be set up in order to guarantee the effective co-ordination and co-operation between the MoI services involved in implementation of this project. The Committee will be responsible for:
- approving the decisions taken in the course of project activities;
• providing guidelines to the working groups set up under this project;
• providing all the information necessary for project implementation;
• nominating contact points from all MoI service involved in the project;
• taking prompt measures in view of ensuring implementation of the project in cases of delay;

The Steering Committee will meet every six months and if necessary, on an ad hoc basis.

The Ministry will nominate one Project Leader (Zlatko Gledec, Assistant Minister), one Project Manager (Kristina Božičević, Assistant of the Head of Directorate for Legal and Personnel Affairs) as counterpart to the RTA and a number of experts (mainly from the Legal and Personnel Affairs Department and the Police Academy) for the implementation of the project.

5 DETAILED BUDGET

<table>
<thead>
<tr>
<th></th>
<th>Phare/Pre-Accession Instrument support</th>
<th>Co-financing</th>
<th>Total Cost</th>
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<tr>
<td><strong>€M</strong></td>
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<tr>
<td>Year 2005 -</td>
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<tr>
<td>Investment support</td>
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<td>jointly co funded</td>
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<tr>
<td>Result 2.5.</td>
<td>0.2625 MEUR</td>
<td>0.0875 MEUR</td>
<td>0.350 MEUR</td>
</tr>
<tr>
<td>Investment support</td>
<td><strong>0.2625 MEUR</strong></td>
<td><strong>0.0875 MEUR</strong></td>
<td><strong>0.350 MEUR</strong></td>
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<tr>
<td>sub-total</td>
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<td></td>
</tr>
<tr>
<td>% of total public</td>
<td>max 75 %</td>
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<td></td>
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<tr>
<td>funds</td>
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</tbody>
</table>

| Year 2005 Institution Building support | | |
| Results 1.1., 1.2., 1.3, 2.1., 2.2., 2.3. and 2.4 (TW) | 1.28 MEUR | 1.28 MEUR |
| Result 1.4. (TA) | 0.1575 MEUR | 0.1575 MEUR |
| IB support | 1.4375 MEUR | 1.4375 MEUR |
1. All **investment** sub-projects supported by PHARE must receive co-financing from **national public funds**. Minimum requirement for co-financing from national public funds is 25% of the combined PHARE and national contributions to the overall investment support.

2. Many Institution building projects will also have a degree of co-financing – this should be quantified and included wherever possible.

3. Expenditure related to equipment (regulatory infrastructure or ESC-related) and to Technical Assistance supporting investment (e.g. pre feasibility study / supervision of works / technical specifications) should be considered as Investment support in the project fiche.

4. All co-financing must be provided on a joint basis. Parallel co-financing will, in a principle, not be accepted. Exceptions to this rule have to be agreed with the Commission in advance.

5. All co-financing should be clearly quantified, also the degree of certainty of such co financing (i.e. for National Public Funds: is it already earmarked in local or national budget, for FIs Loans, private funds: are they already approved/ under appraisal, etc.).

6. Where parallel co-financing is accepted and justified per exception to the normal rule it should be provided in monetary form. If this is not possible there should be clear criteria set out for the valuation of any non-monetary contributions (that should be quantified in the table).

7. If twinning is involved, clearly state the expected budget of the twinning covenant.

8. The financial engineering of the project should be closely monitored against actual delivery during implementation and against the objectives that were set in the project fiche so that corrective actions may be taken where required.

### 6 IMPLEMENTATION ARRANGEMENTS

#### 6.1 Implementing Agency

The Central Financing and Contracting Unit (CFCU) within the Ministry of Finance will be the Implementing Agency responsible for tendering, contracting, payments and financial reporting, and will work in close co-operation with the beneficiary.

**Programme Authorising Officer (PAO):**

Ms Vladimira Ivandić
6.2 Twinning

The Twinning partner will be selected from the applying Member States according to the procedures foreseen in the PHARE Twinning Manual. With regard to the division of the project in two components – Human Resource Management and Police Training and Education – and the interest of the beneficiary to benefit from a variety of Member States experiences and best practises, applying Member States are encouraged to investigate the possibility to form a consortia. Keeping in mind the clear instructions of the PHARE Twinning Manual, such consortia should not exceed two Member States.

Twinning National Contact Point:
Mr Davor Ćilić
Assistant Minister
Ministry of Foreign Affairs and European Integration
Petretićev trg 2
10 000 Zagreb

6.3 Non-standard aspects

The project will be implemented in strict compliance with the rules contained in the Practical Guide for contract procedures financed out of the General Budget of the European Commission (PRAG) and the PHARE Twinning Manual.

6.4 Contracts

There are three contracts foreseen:
1. Twinning contract – indicative amount: 1.28 MEUR
2. Service contract – indicative amount: 0.1575 MEUR
3. Supply contract – indicative amount: 0.35 MEUR

7 IMPLEMENTATION SCHEDULE

7.1 Start of tendering/call for proposals
- Launch of TW-Fiches – 1 Q 2006
- Launch of Supply Tender – 1 Q 2006
- Launch of ToRs for TA – 4 Q 2006

7.2 Start of project activity
- Start of the twinning activities – 3 Q 2006
- Delivery of supply – 3 Q 2006
- Start of Technical Assistance – 1 Q 2007
7.3 Project Completion

- End of twinning activities – 1 Q 2008
- Supply fully delivered (final acceptance) – 4 Q 2007
- End of Technical Assistance – 2 Q 2007

8 EQUAL OPPORTUNITY

Based on the fundamental principles of promoting equality and combating discrimination, participation in the project will be guaranteed on the basis of equal access regardless of sex, racial or ethnic origin, religion or belief, disability, age or sexual orientation.

Specifically in relation to the issue of equality between men and women, Croatia’s population (2001 census) constitutes 51.87% women and 48.13% men, with those in active employment (based on Labour Force Survey statistics, conducted in accordance with ILO methodology, for the second half of 2002) divided 45.31% women and 54.69% men.

All contractors shall be requested to provide monitoring data recording the participation of men and women in terms of expert inputs (in days) and of trainees benefiting under the project (in days) as an integral component of all project progress reports.

9 ENVIRONMENT

Not applicable.

10 RATES OF RETURN

Not applicable.

11 INVESTMENT CRITERIA

11.1 Catalytic effect:

The realisation of the project is expected to have a positive effect by speeding up Croatia’s harmonisation with the EU.

11.2 Cofinancing:

The Twinning and Technical Assistance contracts will not be co-financed, but the Government of the Republic of Croatia will secure 25% of the means for the investment parts of the project.

11.3 Additionality:

No other sources of funding available. PHARE grant does not displace other sources of funding.

11.4 Project readiness and Size:

The Twinning and the Supply components are ready for immediate tendering. The related Twinning Fiche and technical specifications are annexed.
The Terms of Reference for the Service Contract are also annexed but the tender is envisaged only to be launched after the Twinning provided necessary guidance (expected by the end of 2006).

11.5 Sustainability:
During the implementation of the Project, the two main beneficiary units within the Ministry of the Interior (Legal and Personnel Affairs Directorate and Police Academy) will be provided with many recommendations for administrative and logistical changes. The Ministry shall then provide for its effective implementation, which will guarantee the sustainability of efforts. The Ministry of the Interior is also committed to provide funds for the maintenance of the procured equipment. The equipment procured through this project and its utilisation shall not have adverse effects on the environment.

11.6 Compliance with state aids provisions:
Not applicable.

11.7 Contribution to National Development Plan:
Not applicable.

12 CONDITIONALITY AND SEQUENCING
Projects implemented through twinning require full commitment and involvement on behalf of senior level officials of the beneficiary institution. Therefore, the leadership of the Ministry commits itself to provide adequate staff and support to the twinning partner as well as to introduce the institutional changes identified as needed for the successful implementation of the project.

Sequencing:
The Twinning and the Supply for the Police Academy can be tendered immediately and are independent from each other. The separate Technical Assistance tender for the Human Resources Management Information System can only be launched after the Twinning provided necessary results and guidance for the TA (expected by the end of 2006). The supply/service for the Human Resources Management Information System, based on the outcome of this TA, is then envisaged to be procured as follow-up under the PHARE Program 2006.
**ANNEXES TO PROJECT FICHE**

1. Logical framework matrix in standard format
2. Detailed implementation chart
3. Contracting and disbursement schedule by quarter for full duration of programme (including disbursement period)
5. Reference list of relevant laws and regulations
   “Police Education System” Reform Project of the MoI (July 2004)
   Programme Guidelines of the Ministry of the Interior for the period 2004 – 2007
<table>
<thead>
<tr>
<th>LOGFRAME PLANNING MATRIX FOR</th>
<th>Programme name and number</th>
<th>PHARE</th>
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</thead>
<tbody>
<tr>
<td><strong>Ministry of the Interior</strong></td>
<td><strong>Total budget: 1.7875 M €</strong></td>
<td><strong>Phare budget: 1.7 M €</strong></td>
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<tr>
<td><strong>Overall objective</strong></td>
<td><strong>Objectively Verifiable Indicators</strong></td>
<td><strong>Sources of Verification</strong></td>
</tr>
<tr>
<td>To increase the capacity of the Ministry of the Interior in line with the public administration reform towards EU accession.</td>
<td>• Number of requirements for EU accession met</td>
<td>• Regular EC and Croatian reports</td>
</tr>
<tr>
<td><strong>Project purpose</strong></td>
<td><strong>Objectively Verifiable Indicators</strong></td>
<td><strong>Sources of Verification</strong></td>
</tr>
<tr>
<td>To improve the capacity of the Ministry of the Interior to manage its human resources and to enhance the police education and training system, in order to increase overall efficiency and staff motivation.</td>
<td>• Number of new regulations regarding human resources management and number of education programs adopted by MoI. • Increased number of MoI staff motivated, and improved working efficiency.</td>
<td>• MoI and EC reports • Surveys of MoI staff • Annual MoI report</td>
</tr>
<tr>
<td><strong>Results</strong></td>
<td><strong>Objectively Verifiable Indicators</strong></td>
<td><strong>Sources of Verification</strong></td>
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1.1. Human resources management system (HRM) enhanced and in use at MoI.

1.2. Career development system upgraded and in use at MoI.

1.3. Performance evaluation system newly developed and in use at MoI.

1.4. Functional analysis of new to be developed Human Resources Management Information System (HRM-IS) established.

Component 2 – Police Education and Training

2.1. Police Education and Training Strategy adopted as basis for further activities and development at Police Academy.

2.2. Modular system for police education and training established and European Credit Transfer System (ECTS) introduced at the Police Academy.

2.3. Revised and newly developed curricula and training material for all levels of police education and training, based on EU Member States best practises and life long learning concept.

2.4. Quality control system for measuring and • HRM, Career development and performance evaluation systems designed, approved, and implemented at MoI.
• Percentage of staff turn-over in each MoI directorate/service decreased.
• Number of employees satisfied with new career development system and more professionally motivated.

• Police Education and Training Strategy approved by MoI.
• ECTS implemented at Police Academy.
• Revised and newly developed selection procedures and criteria.
• Number of revised and newly developed curricula.
• Quality control system established.
• Management plan for Police Academy lecturers and trainers established.
• Equipment for education and training deployed.
• Number of employees trained in usage of new training devices.

• MoI, ECD and Project Reports
• Surveys conducted by MoI.
• Organisation plans
• Twinning Quarterly reports
• Number of trained trainers
• Surveys conducted by MoI
• Equipment delivered and installed at Police Academy
<table>
<thead>
<tr>
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<th>assessing the efficiency of training programs and trainers established.</th>
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<tbody>
<tr>
<td>2.5.</td>
<td>Developed system for management of permanent and non-permanent lecturers and trainers.</td>
</tr>
<tr>
<td>2.6.</td>
<td>Training capacity and quality enhanced by improved technical training devices, including trainers in charge trained on use of new training devices.</td>
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</table>
### Component 1 - Human Resources Management

#### 1.1. Human resources management system

<table>
<thead>
<tr>
<th>Activity</th>
<th>Means</th>
<th>Costs</th>
<th>Assumptions</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.1.1. Reviewing and analysing current human resources management system including legal framework.</td>
<td>Twinning</td>
<td>Twinning: 1.280.000 Euro</td>
<td>• The new Civil Service Act will be adopted.</td>
</tr>
<tr>
<td>1.1.2. Designing new HRM system, building upon current one.</td>
<td>Twinning</td>
<td>Technical Assistance: 157.500 Euro</td>
<td>• Political will to further implement the proposed public administration reform.</td>
</tr>
<tr>
<td>1.1.3. Drafting of amendments to the relevant regulations based on the outcome of act. 1.1.1. and 1.1.2.</td>
<td>Twinning</td>
<td>Investment/Supply: 350.000 Euro</td>
<td>• Preparedness for implementing recommended measures at all levels of MoI.</td>
</tr>
<tr>
<td>1.1.4. Training of key personnel on use of the new HRM system.</td>
<td>Twinning</td>
<td></td>
<td>• Adequate resources for implementing the measure recommended by the project, available.</td>
</tr>
</tbody>
</table>

#### 1.2. Career development system

<table>
<thead>
<tr>
<th>Activity</th>
<th>Means</th>
<th>Costs</th>
<th>Assumptions</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.2.1. Defining criteria for recruitment, assignment to duties and promotion scheme for lower rank staff (police officer up to head of the shift).</td>
<td>Twinning</td>
<td></td>
<td>• Effective cooperation with other relevant institutions and authorities (e.g. University, Ministry of Education, science and Sport, local authorities).</td>
</tr>
<tr>
<td>1.2.2. Modifying job descriptions for middle to higher management (from head of shift to head of directorate).</td>
<td>Twinning</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.2.3. Defining criteria for recruitment,</td>
<td>Twinning</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Assignment to duties and promotion scheme for middle to high management (from head of shift to head of directorate).</td>
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<tr>
<td>---------------------------------------------------------------</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>1.2.4. Drafting of amendments to relevant regulations.</td>
<td></td>
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</tr>
<tr>
<td>1.2.5. Training of key personnel on recruitment matters.</td>
<td></td>
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</tr>
</tbody>
</table>

**1.3. Performance evaluation system**

<table>
<thead>
<tr>
<th>1.3.1. Developing concepts for evaluation of MoI staff performance and possible requirement for additional training.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.3.2. Developing concepts for applying rewards and disciplinary measures.</td>
</tr>
<tr>
<td>1.3.3. Drafting of amendments to the relevant regulations based on the outcome of act. 1.3.1. and 1.3.2.</td>
</tr>
<tr>
<td>1.3.4. Training of key personnel on performance evaluation methods.</td>
</tr>
</tbody>
</table>

**1.4. Functional analysis of HRM - IS**

<table>
<thead>
<tr>
<th>1.4.1. Identifying actors and their interaction with the system.</th>
</tr>
</thead>
</table>

Twinning
<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
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</thead>
<tbody>
<tr>
<td><strong>1.4.2.</strong> Defining functionalities to support HRM, career development and performance evaluation systems above.</td>
<td>Twinning</td>
</tr>
<tr>
<td><strong>1.4.3.</strong> Reviewing and analysing potential integration with other HRM related activities, such as accounting (payrolls, pensions etc).</td>
<td>Twinning</td>
</tr>
<tr>
<td><strong>1.4.4.</strong> Designing HRM-IS architecture (hardware and software).</td>
<td>Technical Assistance</td>
</tr>
<tr>
<td><strong>1.4.5.</strong> Assessing the existing hardware, software and infrastructure.</td>
<td>Technical Assistance</td>
</tr>
<tr>
<td><strong>1.4.6.</strong> Preparing technical specifications.</td>
<td>Technical Assistance</td>
</tr>
</tbody>
</table>

**Component 2 - Police Education and Training**

**2.1. Police Education and Training Strategy**

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<table>
<thead>
<tr>
<th></th>
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</thead>
<tbody>
<tr>
<td><strong>2.1.1.</strong> Reviewing and analysing relevant strategic documents (e.g. “Community Policing Strategy”, “Police Education Reform Project”, etc).</td>
<td>Twinning</td>
</tr>
<tr>
<td><strong>2.1.2.</strong> Drafting a Strategy for Police Education and Training and revising, if necessary, related documents (e.g. “Police Education Reform Project”).</td>
<td>Twinning</td>
</tr>
<tr>
<td>2.2. <strong>Modular system and ECTS introduced at the Police Academy</strong></td>
<td></td>
</tr>
<tr>
<td>---------------------------------------------------------------</td>
<td></td>
</tr>
<tr>
<td>2.2.1. Reviewing and analysing the current police education and training system from the organisational point of view.</td>
<td></td>
</tr>
<tr>
<td>2.2.2. Drafting a new police education and training system based on the modular approach and ECTS, and in line with community policing strategy.</td>
<td></td>
</tr>
<tr>
<td>2.2.3. Drafting of amendments to relevant regulations based on the outcome of act. 2.2.1. and 2.2.2.</td>
<td></td>
</tr>
<tr>
<td>2.2.4. Training of key personal on modular system and ECTS.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>2.3. <strong>Revised and newly developed curricula and training material</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>2.3.1. Reviewing and analysing of current curricula for all three levels of police education and training: basic police training, in-service training, Police College.</td>
</tr>
<tr>
<td>2.3.2. Amending the current police education and training curricula in line with EU Member States best practises and Twinning</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Twinning</th>
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<tbody>
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<td>Twinning</td>
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<td>Twinning</td>
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<tr>
<td>Twinning</td>
</tr>
<tr>
<td>Council of Europe Code of Police Ethics.</td>
</tr>
<tr>
<td>---</td>
</tr>
<tr>
<td>2.3.3. Developing new curricula regarding police management, intercultural tolerance, interpersonal communication, conflict prevention and proactive/problem solving police work.</td>
</tr>
<tr>
<td>2.3.4. Drafting the new training materials based on the outcome of act. 2.3.2 and 2.3.3.</td>
</tr>
<tr>
<td>2.3.5. Evaluating needs for additional curricula, and if necessary drafting them.</td>
</tr>
<tr>
<td>2.3.6. Training of trainers on new curricula.</td>
</tr>
<tr>
<td><strong>2.4. Quality control system for training programs and trainers</strong></td>
</tr>
<tr>
<td>2.4.1. Developing rules and tools for evaluating police education and training (curricula, trainers) and developing guidelines on usage.</td>
</tr>
<tr>
<td>2.4.2. Training of key personnel on quality control system.</td>
</tr>
<tr>
<td><strong>2.5. Permanent and non-permanent lecturers and trainers management system</strong></td>
</tr>
<tr>
<td>Twinning</td>
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<td>Twinning</td>
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<td>Twinning</td>
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<td>Twinning</td>
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<tr>
<td>Twinning</td>
</tr>
<tr>
<td>2.5.1. Establishing criteria for identification of institution providing lecturers and for selection of lecturers and trainers.</td>
</tr>
<tr>
<td>2.5.2. Designing and implementing data base of lecturers and trainers.</td>
</tr>
</tbody>
</table>

2.6. **Training capacity and quality enhanced by improved training devices**

| 2.6.1. Equipping of classrooms, offices and training courses (e.g. for basic police training, border police, driving course etc.). | Supply-Investment |

**Preconditions**
## Annex 2 - Detailed Implementation Chart

<table>
<thead>
<tr>
<th></th>
<th>2006</th>
<th></th>
<th>2007</th>
<th></th>
<th>2008</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Twinning</td>
<td>T</td>
<td>T</td>
<td>T</td>
<td>C</td>
<td>C</td>
<td>C</td>
</tr>
<tr>
<td>Service contract</td>
<td>T</td>
<td>T</td>
<td>C</td>
<td>I</td>
<td>I</td>
<td>X</td>
</tr>
<tr>
<td>Supply</td>
<td>T</td>
<td>T</td>
<td>T</td>
<td>T</td>
<td>T</td>
<td>C</td>
</tr>
</tbody>
</table>

*T - Tendering  
*C- Contracting  
*I – Implementation  
*X- Finalisation*
### ANNEX 3 – CONTRACTING AND DISBURSEMENT SCHEDULE

#### Cumulative contracting schedule by quarters in EUR (provisional)

<table>
<thead>
<tr>
<th>Strengthening Human Resources Management – Ministry of Interior Police Academy</th>
<th>2006</th>
<th>2007</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>I</td>
<td>II</td>
</tr>
<tr>
<td>Twinning</td>
<td></td>
<td>1 280 000</td>
</tr>
<tr>
<td>Service</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Supplies</td>
<td></td>
<td></td>
</tr>
<tr>
<td>TOTAL (EUR):</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

#### Cumulative disbursement schedule by quarters in EUR (provisional)

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>I</td>
<td>II</td>
<td>III</td>
</tr>
<tr>
<td>Twinning</td>
<td>683 000</td>
<td></td>
<td>1 152 000</td>
</tr>
<tr>
<td>Service</td>
<td></td>
<td>78 750</td>
<td>157 500</td>
</tr>
<tr>
<td>Supplies</td>
<td>200 000</td>
<td>62 500</td>
<td></td>
</tr>
<tr>
<td>TOTAL (EUR):</td>
<td>883 000</td>
<td>945 500</td>
<td>1 024 250</td>
</tr>
</tbody>
</table>
• Pre-Feasibility Study on Institutional Building and Investment Support for Human Resources Management and Police Education and Training at the MoI.
ANNEX 5 – REFERENCE LIST OF RELEVANT LAWS AND REGULATIONS

- Police Act
- Act on Civil Servants and Civil Service Employees (draft new Act on Civil Service).
- Labour Act
- Collective Agreement for Civil Servants and Civil Service Employees
- Regulation on Requirements for the Acquisition of Functional Titles, Promotions and Job Placements and on Functional Marks of Work Places of Police Officers
- Regulation on Police Officers Salary
- Regulation on Police Uniforms Attire
- Ordinance on the Internal Structure of the Ministry of the Interior
- Ordinance on the Procedures for Assessment and Record Keeping of Grades of Police Officers
- Ordinance on Assessment of Civil Servants and Employees
- Ordinance on psychical, physical and health abilities that have to be met by authorised official person in the Ministry of Interior on duty
- Secondary Education Act
- Act on Science and Higher Education
- Ordinance on Education and Professional Training
- Ordinance on Adult Secondary Education
ANNEX 6 REFERENCE LIST OF
RELEVANT STRATEGIC PLANS AND STUDIES

- Action Strategy Community Policing of the MoI (December 2002)
- “Police Education System” Reform Project of the MoI (December 2004)
- Programme Guidelines of the Ministry of the Interior for the period 2004 – 2007