

# Chapter 60

## Zagreb Case: Improvement of Social Infrastructure

**Silvana Tomic Rotim**  
*ZIH, Croatia*

**Elizabeta Knorr**  
*The City of Zagreb, Croatia*

### ABSTRACT

*This chapter explains the manner of implementing FUPOL policy model and FUPOL platform in the process of creating the actual policies in the City of Zagreb. For that purpose, two pilot initiatives have been chosen, and based on them, the whole policy lifecycle has been covered. The background of these pilots is explained, as well as the challenges that the City of Zagreb has faced. In addition, the results of concrete actions and possible solutions are presented. All of them use a new integrated approach to policy design and implementation that consists of an advanced policy lifecycle and an IT-solution (FUPOL) with features supporting all phases of the proposed lifecycle.*

### INTRODUCTION

The City of Zagreb is involved in the FUPOL project as a pilot city and the evaluator of FUPOL models. The reasons and motivation for the City of Zagreb participating in this project are to be involved in the development of new technologies enabling citizens to participate in the creation of urban politics, as well as providing better understanding of the citizens' needs by public authorities.

It was noted that the current methods of consultation with the citizens do not reduce the risk of missing important details and the exclusion of certain groups of citizens, and ultimately it leads to the rejection of the political decisions and policies. For that reason the FUPOL consortium has elaborated a comprehensive approach to further advance the research and development in simulation, policy process modeling, semantic analysis and visualization (Sonntagbauer, 2013). The scientific approach is based on complexity science. It is aimed at reducing the complexity through a comprehensive policy spiral design lifecycle approach deemed appropriate for complex societal problems (Palmisano, 2012).

DOI: 10.4018/978-1-5225-0034-6.ch060

## **Zagreb Case**

Building on the current political environment and the public sector collective data FUPOL has enabled all stakeholders (interested citizens, companies, NGO etc.) to better forecast and understand future trends. While the approach and the technologies itself are generic and can be used in any policy domain, the projects focus is on urban policy challenges since the majority of the world's population is living in urban areas.

The City of Zagreb has tested the new FUPOL policy lifecycle and tool in the field of using the land for the purpose of social infrastructure improvement, applying them to different issues in this area.

The different social networks, such as Facebook and Twitter, as well as various electronic media, portals and blogs are channels that have been used in the new FUPOL tool for automatic collections and analysis. The City of Zagreb is able to interpret the results of the analysis and the opinions of the interested public. It provides a better understanding of the citizens' needs and more effective policy modeling.

## **BACKGROUND**

The City of Zagreb has implemented two pilots in the domain of Land Use & Improvement of Social Infrastructure (Jones, 2012), (Jones, 2013), (Topham, 2013). The first one consists of two tests, one regarding the policy setting in the field of social infrastructure, and the other one for gathering the opinions apropos the Centre for autism. The second pilot also consists of two tests, one for the policy setting in the field of social infrastructure as well, and the other one for gathering the opinions apropos the children's playground in Remete. This chapter presents only the first pilot that has already started and provided some initial results.

First pilot initiative was launched in May 2013. The aim of the pilot initiative was through FUPOL approaches and platforms to include a greater number of citizens in the campaign aimed to define the city's policy on the issue of improving the social infrastructure in Zagreb, and the construction of the Centre for Autism and accompanying sensory park. In this way accomplished are also the preconditions for the evaluation of the new FUPOL solutions.

### **Test 1: Social Infrastructure**

The City of Zagreb ensures the necessary infrastructure for the education of preschool (kindergartens) and school children as well as for their everyday sports activities and access to the city's cultural facilities. Taking part in sports activities and access to cultural facilities should be enabled for all other Zagreb's citizens and visitors, too.

In the drafting of the City's Development Strategy (Gradski ured za strategijsko planiranje i razvoj Grada, Zagreba, 2013), the principal of the City Office for Strategic Planning and Development of the City *con* the principal of the City Office for Education, Culture and Sports. The principal of that Office made an analysis of the existing state and problems arising from it. Further given is an overview and analysis of the perceived problems in the area of preschool education, elementary and secondary education, university education, culture and sports.

Preschool education (*Službeni glasnik Grada Zagreba* 18/12, 16/13):

- The existing number of the city's preschool institutions does not meet the need, especially in the areas of the city districts of Sesvete, Stenjevec, Podsused - Vrapče, and in certain parts of

10 more pages are available in the full version of this document, which may be purchased using the "Add to Cart" button on the publisher's webpage:

[www.igi-global.com/chapter/zagreb-case/151259](http://www.igi-global.com/chapter/zagreb-case/151259)

## Related Content

---

### The Confrontation With the Stranger and Intercultural Considerations in the Travel Report: The German Bildungsreise

Isabella Monika Leibrandt (2020). *International Journal of Curriculum Development and Learning Measurement* (pp. 66-78).

[www.irma-international.org/article/the-confrontation-with-the-stranger-and-intercultural-considerations-in-the-travel-report/260748](http://www.irma-international.org/article/the-confrontation-with-the-stranger-and-intercultural-considerations-in-the-travel-report/260748)

### VoiceThread and iPad Apps Supporting Biological Change Concept

Emily Bodenlosand Lesia Lennex (2015). *Cases on Instructional Technology in Gifted and Talented Education* (pp. 91-119).

[www.irma-international.org/chapter/voicethread-and-ipad-apps-supporting-biological-change-concept/118319](http://www.irma-international.org/chapter/voicethread-and-ipad-apps-supporting-biological-change-concept/118319)

### Self-Regulation and Adult Learners: Investigating the Factors Enhancing Deliberate Practice in Composition Classes

Hany Zaky (2021). *International Journal of Curriculum Development and Learning Measurement* (pp. 45-60).

[www.irma-international.org/article/self-regulation-and-adult-learners/285980](http://www.irma-international.org/article/self-regulation-and-adult-learners/285980)

### Supporting Communication between People with Social Orientation Impairments Using Affective Computing Technologies: Rethinking the Autism Spectrum

Jonathan Bishop (2016). *Special and Gifted Education: Concepts, Methodologies, Tools, and Applications* (pp. 873-886).

[www.irma-international.org/chapter/supporting-communication-between-people-with-social-orientation-impairments-using-affective-computing-technologies/151235](http://www.irma-international.org/chapter/supporting-communication-between-people-with-social-orientation-impairments-using-affective-computing-technologies/151235)

### Music Composition for Creative Thinking: An Educational Experience based on Creative Process

Maria Maddalena Erman (2014). *K-12 Education: Concepts, Methodologies, Tools, and Applications* (pp. 1473-1487).

[www.irma-international.org/chapter/music-composition-for-creative-thinking/88227](http://www.irma-international.org/chapter/music-composition-for-creative-thinking/88227)