



NATIONAL ADAPTATION PLAN CROATIA

Concept Paper

How can National Adaptation Plans support the adaptation procedure?

1. Summary of the country local focus as evident in the Country Report

Each participating learning country (HU, CZ, SI, HR) in the STAIRS project has a local/national focus. This focus is established based on the particular country's learning needs as evident in the Country Report. As an introduction to the formulation of national adaptation plans and for the convenience of the future readers of this document, it is necessary to provide a short summary of the country local focus in the STAIRS project, and the learning needs.

Thus, for this section we recommend writing a brief summary of your country's local focus based on the work done already in your country report.

Croatia is in the process of transforming the school system, which should result in better inclusion of children (in general) in education through more appropriate forms of educational content. According to that process, special attention will be paid to vulnerable groups of children in the education system (children with special needs, national groups such as Roma children, gifted students, children from socially disadvantaged families, etc.).



Considering the education system so far, the following problem has been identified:

1. The national centralized **education system is not flexible and effective enough**. Decisions are delayed and difficult to apply to certain vulnerable groups of pupils/children.
2. **Lack of a quality organizational process** which would clearly identify all the steps and procedures needed to resolve individual cases quickly and efficiently (improvement of IT systems, simpler and more accessible databases, improved results tracking system, etc.). Also, in the current system there are conflicts or duplications of responsibilities and tasks among different institutions. Therefore, parents, teachers and other professional staff (psychologists, pedagogues, rehabilitators, etc.) are not supported by timely and quality activities.
3. **Lack of good quality, available, systematic and free of charge courses for additional education** of all included stakeholders, primarily for parents/guardians, but also for the teachers/experts in educational institutions. It has been observed that a large proportion of parents need access to the information through workshops (especially families with financial difficulties, families in remote parts of rural areas in Croatia who do not have good access to activities for children in larger centers).
4. **Systematic resolution of the problem of peer violence** is also a problem that is not sufficiently recognized in society and it is resolved sporadically and declaratively without systematic prevention.
5. **Insufficient financial support for families** at risk of poverty, especially those families that have unsettled family relationships and have children with special needs. The issue of divorced parents and the alimony payments are particularly emphasized here.
6. **Lack of permanent financial sources** that will ensure the sustainability of the implemented activities (those that have been previously determined to give results and have been proven to be necessary and useful).
7. The system of **non-institutional assistance through specialized non-government organizations (NGO) is complicated to maintain**, often without sufficient financial support, and it is not an "extended hand" to specialized institutions.
8. **Lack of school counsellors** at all levels of the educational process (psychologists, pedagogues, social workers, therapists, educational rehabilitators) in such a way that they go regularly to educational institutions and provide their support.
9. **Parents' support** through educational content and examples of good practice in better organization of spending quality time with their children outside of school activities.
10. **Lack of cooperation with companies** that could employ (according to their capabilities) children with special needs and provide them with certain activities after graduation or finishing school.



There are solutions to these problems, which are most often declarative and sporadic. Without systematic and permanent solutions, which will be confirmed and included in the daily work with vulnerable groups of children / students and their adequate funding, it is not possible to make significant progress in the field of inclusion in Croatia. That's why it is necessary to strengthen the cooperation of social welfare institutions with the education and financial system in order to provide lasting and uniform assistance to beneficiaries (children, parents, school counsellors).

2. Study visits summary

Members of our study visit team were representatives of various educational institutions: the Tomislav Špoljar Centre for the education of students with significant difficulties (special facility), the Mechanics and Transport School (vocational school), the Faculty of Organization and Informatics and the Varaždin County – regional governmental body (founder of educational institutions in the Region).

That's why their interests were very different, but with a common goal: how to readjust the local educational system and improve the inclusion of all groups of children into the educational system with an emphasis on vulnerable groups such as students with special needs and members of other national minorities (in our case it is the Roma national minority).

a) Elementary schools or student with special needs (age 6-15 years)

For the representative of Tomislav Špoljar Centre the main topic was the possibility of transformation of special schools into the support centers specialized for providing support to the regular educational system (along with its main educational mission to educate students with more significant forms of difficulty). Croatia has some mismatching between the needs and programs of schools for the education of teachers (especially in general and vocational education / subjects).

The biggest support the children get is in groups of students with disabilities but not equally and students with other special educational needs (gifted, talented, minorities). The main obstacle in this situation is a negative attitude with related experience and a lack of competent support for students and teachers. The students with mental difficulties may not be forgotten, because they have severe limits in adopting educational contents. There is a lack of flexible curricula and possibilities for additional teaching during which the students would learn what they enjoy and are capable to learn, and not torture them with the things for which they have no capability.



All students (in Portugal and Ireland) have been included into the regular educational system and huge importance has been given to the cooperation with parents, after-school activities and projects. That was explained by the education of teachers and their preparation for such work, inclusive culture of the state and practice arise from it. Our concern is related to the population of students with severe disabilities and profoundly impaired, health issues. No matter what kind of disabilities and health problems, every child in age between 6-15 is obligatory to attend the school. It is still unknown are those children in partner countries also included in education or not.

b) Secondary education for students with disabilities (age from 15 onwards)

In Croatia, students with special needs after completing the educational process in primary (compulsory schools up to 15 years of age) and secondary (non-compulsory schools up to 18 years of age). After 18 years, it is impossible to enter the education system for free and it is almost impossible for young people without a profession and job to start a career. Some of the existing activities in the community are organized through specialized NGO-s or parents and teachers in the schools they attended. During the study visits, we noticed that Ireland and Portugal have recognized this problem and, through various educational initiatives, the education system creates more favorable conditions for the inclusion of students with special needs in society after graduation.

For the representatives of VET school, the most important was the fact that teachers, SEN assistants, psychologists and parents can work together, and the involvement of the whole community into the educational system is possible. Teachers can and should work together, so they have a more personalized approach and create activities tailored to the students' needs. Teachers from special schools can use their education and experiences to support colleagues in regular schools. Even a home-school teacher for the Roma population, but also for the other children with special education needs, can be engaged.

The engagement of schools' principals in Ireland and Portugal could be an example for inclusion at school. They should talk with parents on every occasion, even about some everyday things, in order to show the parents that we are partners with the same goal - help students become successful and independent in life. Initiatives like "open days" or other programs that include parents, can improve collaboration and be a good start to involve more students in secondary education. One of the possibilities for improvement of educational results could be to organize learning support centers in Croatian VET schools.

Follow up and preparing children should start from kindergarten, and the teachers have to familiarize themselves with their needs, in order to prepare them for a good school start. In order to achieve the above mentioned, the emphasis should be put on individual treatment of all children with difficulties and individual education plans for each child separately. All steps and procedures needed to resolve individual cases quickly and efficiently and have to be clearly identified. Also, forming a school integration committee (teachers, parents, principal, students) can help put the integration on the list of priority school goals.



Experts for career pathway planning and guidance should be included in work with children in primary schools, as well as founder (in Croatian case it is county).

Mediators (for Roma people, for solving conflicts between students and teachers, between parents and students, etc.) have been also examples of good practice, and they are needed in Croatia.

We cannot „force” the children and their parents to choose one of the offered secondary schools’ programs if they do not want to, but we could concentrate more on the children who want to learn and raise the level of knowledge and skills. It can be a good example for indecisive students and a pathway to their peers towards creating better quality life circumstances through education. Croatia should organize support for early school leavers in such a way that there are more possibilities of later access to the education system. That is important for those students who may later decide to go back to school because of many reasons (maturity, family situation, change of interest in life, etc.). This support includes the organization of the various channels for providing information and financial support, which must be held by the state and local / regional authorities. In addition, for financial support, it is necessary to provide real jobs which demand cooperation with companies and entrepreneurs who will provide internships and later employment opportunities. In this way, students who have dropped out of school will need support and a vision of their future which is the motive for education.

But, for every child with special needs or who is at risk of being able to drop out of school early, an effective communication system should be established. This communication system should be established between the school, parents and other stakeholders.

c) Higher education and its impact on the inclusion process in schools

For the representatives of higher education institutions, the most interesting was also the topic development of trust between schools and their principals, teachers, parents and students. The availability of teachers and school staff for parents may be the key to success. Greatest success can be achieved by encouraging collaboration rather than promoting competitiveness and a competitive atmosphere, at least in lower classes. The transfer of knowledge and skills by listening to each other and respecting other people's views and opinions can achieve a positive dialogue and thus take a step towards the desired transformation of the education system. Only creative ideas that follow the needs of stakeholders can achieve a successful transformation of the education system.

Strengthen the cooperation of higher education pedagogical institutions and harmonize them according to the needs of teachers and professionals in primary and secondary schools. It is also necessary to monitor and develop new curricula and propose changes to pedagogical standards when and if necessary. To this end, faculties must be in constant cooperation with schools and, based on analysis, adjust and improve student-teacher-parent relations.



[University of Zagreb, Faculty of Organization and Informatics \(FOI\)](#) is a leading institution in Croatia to provide education in applied information technology (IT) and information sciences.

In its study programmes, there are courses on the topics related to (digital) inclusion and social responsibility preparing students, future employees, but also employers / entrepreneurs, to listen and respond to the needs of vulnerable groups. Additionally, digital technologies (as a kind of assistive technology) are strong tools for empowering students with difficulties in their academic and professional achievements. In the IT related courses there are topics that relate to web and digital accessibility and similar topics that make future IT professionals aware of their responsibilities regarding it.

FOI is the only higher education institution as a partner involved in the project of digitalization of schools - E-Schools, both in pilot (e-Schools: Establishing a System for Developing Digitally Mature Schools) and in the main (secondary) phase (e-Schools: Development of the System of Digitally Mature Schools (II. phase)), promoting digital inclusion and providing teachers with needed competencies to effectively use digital technologies in teaching and learning.

Croatia has faculty of education and rehabilitation sciences for future experts in fields of special education and rehabilitation. At the Faculty of Education and Rehabilitation Sciences, University of Zagreb, **three undergraduate university studies** are conducted: Rehabilitation, Speech and Language Pathology and Social Pedagogy, **three graduate university studies**: Educational Rehabilitation, Speech and Language Pathology and Social Pedagogy. These experts can work in the system of education, health and social care. They mainly work in education from preschool level and above. In regular schools they are in the role of school counsellors, but in schools or institutions with special individualized programs they could be in teacher roles.

Within the framework of the graduate study of Educational Rehabilitation, the students acquire knowledge of diagnostic, educational, and therapeutic procedures, team work, professional ethics, and interdisciplinary communication in the following fields: visual impairments, motoric disorders, chronic diseases and art therapies, and inclusive education and rehabilitation. The study is based on knowledge from the interdisciplinary field of education-rehabilitation sciences which implies various diagnostic, educational and rehabilitation procedures linked with visual impairments, learning difficulties, attention deficit/hyperactivity disorder (ADHD), intellectual difficulties, disorders of the autistic spectrum, multiple difficulties, motoric disorders, chronic diseases and creative and art/expressive therapies (www.erf.hr).

The Speech and Language Pathology is a science engaged in prevention, detecting, diagnostics, and treatment of disorders in human communication which implies all those processes and functions linked with speech production, and with the perception and production of oral and written language, as well as forms of non-verbal communication (definition by the Standing Liaison Committee of EU Speech and Language Therapists - CPLOL). The holder of this qualification is authorized to perform expert tasks in the field of his/her academic degree. Upon the completion of the graduate study of Speech and Language Pathology, the speech and language pathologist become an independent expert engaged in prevention, evaluation, diagnostics, intervention treatment, and research in the field of speech-language pathology and hearing impairments, i.e., disorders in communication of all age groups regardless of the cause of impairments (www.erf.hr)



Social Pedagogy professionals are oriented toward children and youth, and adults. The study of Social Pedagogy trains the experts for scientific-research and practical work on the prevention, detection, evaluation, early interventions, and treatment, processing and subsequent care for children, youth, and adults at risk of behavioral disorders or with manifested behavioral disorders, and their social environment, in the function of education, socialization, rehabilitation, and social integration (www.erf.hr).

Further, Faculty for teacher training only in one segment prepare future teachers for inclusion of students with special education needs (disabilities, difficulties and gifted). That is obviously not sufficient if we, as a Country, plan to change our school's quality, in a way to respect the individual characteristics of children, develop child-centered learning and teaching strategies, ensure a safe and protective learning environment and highly professional educational staff.

d) The involvement of local / regional government as agents of change in education student with special needs

How to develop a partnership with all relevant stakeholders in the community regarding the educational system and inclusion of whole groups under threat of exclusion, was also the most important lesson for the representative of the local authority and founder of educational institutions in the region (County). The importance of constantly working on developing a partnership with all relevant stakeholders in the community was stressed during both study visits. Principals' networking for support in solving problems of children with difficulties and other vulnerable groups could be initiated in Croatia.

Activities, very similar to those we saw during the study visits, are implemented also in Croatian special schools and centers for children with significant difficulties, but also in other educational institutions, at least during the different EU funded projects. But there are enough flexible curricula only in special schools and centers for children with significant difficulties, although primary and secondary schools (among them also VET schools) have the obligation to develop individualized programmes and educational plans for each student with any kind of difficulties. These individualized programmes and educational plans are based exclusively on the valuation of capability and determination of student's needs. Because of misunderstandings and fear of parents, students and teachers, these individualized programmes and educational plans are not used as much as they should be. Students and parents don't want to be stigmatized because of the use of this opportunity in education.

Learning support centers; psychological help for students, parents and teachers; a partnership with all relevant stakeholders in the community; education of all relevant stakeholders in inclusive education; cooperation with teachers from special schools and exchange of knowledge and experiences; mediators; common school activities with parents and the whole community, and all other good practice cases we saw during the study visits, could be implemented or improve existing ones in Croatia too.



These activities could be implemented without much means and finance, with just a little goodwill and effort of all participants and in better coordination and planning (local/regional governmental bodies should be the main leaders).

Some of the things that we saw in Portugal cannot be implemented in our schools without the approval of the state and the Ministry of Science and Education. For example, our teachers have very strictly defined working hours and tasks, and they cannot go to other schools and work with other teachers during their working hours. They can do it just as a part of a private initiative, without payment.

Croatian educational system needs continuous evaluation. The whole school approach encompasses multi-disciplinary team work to provide inclusion and personalized approach to a particular student. It is important that the function of a national centralized education system has to be improved in relation to the support of children, delivering equality of opportunity in Croatian schools, which is not possible without the Ministry of Science and Education, who set the standards.

As our schools educate a significant number of Roma pupils, who need to be included in our society, we have to offer them educational resources that respect their differences. One of the solutions in Croatia can be to allow teachers to go to the students' homes for consultation with parents and help students with school adaptation. It is also necessary to strengthen the system of support for the education of Roma teachers as well as to educate the number of Roma helpers in schools with a larger number of Roma students. It is necessary to translate school textbooks into the language of the Roma minority and to adapt other school contents linguistically in order to promote their culture and diversity more strongly. This could also apply to all students with disabilities, with certain adjustments.

In Croatia, there is a problem of insufficient financial support for families at risk of poverty, especially those families that have unsettled family relationships and have children with special needs and other vulnerable groups.

It is necessary to strengthen the cooperation between schools and parents in Croatia, as we have seen a good example of the Irish program that allows teachers to visit students' homes in certain situations. This certainly contributes to a better relationship of understanding between teachers and parents while benefiting the students themselves.

The cooperation of local communities and the University in order to better training of teachers, expansion of educational inclusive programs and the introduction of substitute teachers for those who are at a certain extra education, is the goal to which the Croatian education system must strive towards the model presented from Ireland and Portugal.

Inclusive plans and programs for cooperation and activities in schools must be financially supported by the community that implements them and must be implemented continuously and persistently to ensure their sustainability and quality. Ongoing evaluation must be a mandatory part of any such plan. This is one of the more significant things we have learned from study visits to partner organizations. All this is not possible without also commitment and planning at the national level.



We should certainly mention the impact of the pandemic crisis, which no one was counting on, and it can already be seen that it has a great impact on changes in the inclusive approach in schools. By switching to an online schooling system for almost all categories of students (in shorter or longer periods of time), a major experiment in schools has begun and that also reflects on inclusive issues. This process is still ongoing and its results will certainly be useful in the future planning of education systems, not only in Croatia. So far, many questions have been raised: the impact of IT technology on student development and education; increased alienation; conducting practical classes in VET schools; the impact of the circumstances of the crisis on the emotional and physical development of children and young people, etc. These are all challenges that will need to be included in further reflections on the development of education systems in all countries and, in this context, inclusion issues.

Action which could be undertaken in current Croatian situation

According to Bulletin (2019)^[1], the author who is one of a leaders in promoting inclusion in Croatia, a key component of defining inclusive education is the right to non-discrimination, by any means and reason. Therefore, inclusive education is education that is appropriate to the needs, abilities and interests of all children, regardless of their biological, psychological and social characteristics, in an inclusive (non-discriminatory) manner, covering all components and participants' educational process: teachers, parents, children, educational policies, curricula, buildings and each other aspect of education. The international NGO Save the Children (2016)^[2] defines inclusive education as education that enables all children to learn together (collaboratively), with appropriate support meeting their individual educational needs. Inclusion is the process of addressing and responding to the different needs of children, aimed at strengthening their full participation in learning and the culture of a community.

The social model is manifested through the integration of the person into the community. He points out that the problems of people with disabilities do not arise from their diversity, but from the limitations imposed on them by society. The new approach is geared towards training, normalization, integration and participation, gaining self-confidence and self-esteem, and self-determination and self-representation. It emphasizes participation in selection, decision making, and takeover responsibilities of all members of society, including members of marginalized social groups (Bulletin, 2019)¹.

All of these issues have been detected and stressed from the Croatian participants during the study visits in Portugal and Ireland. In the existing Croatian education system, there are some solutions to these problems, but they are often declarative and sporadic, rather than systematic and permanent.

The Croatian team agreed, based on the seen examples, that it is currently possible to implement the following actions in our system relatively quickly and without major financial investments:



- conduct a survey and valuation of knowledge, attitudes, motivation, practices and competencies of teachers to the inclusion of students with difficulties (prepared by Tomislav Špoljar Centre, conducted by Varaždin County; deadline: 6 months after the project's end)
- based on survey's results, suggest changed or/and new subject of learning at the Faculty for teacher education (Varaždin County in cooperation with Tomislav Špoljar Centre, VET School and Faculty of Organization and Informatics; deadline: 6 months after the project's end)
- suggest and implement topics for the education of all relevant stakeholders in inclusive education and professional development of teachers through the LLL centers (prepared by Tomislav Špoljar Centre and schools, conducted by Varaždin County; deadline: 8 months after the project's end)
- organize the exchange of services between school counsellors in Tomislav Špoljar Centre and schools in Varaždin County (assure the financial means, promote, inform, implement / Varaždin County in cooperation with Tomislav Špoljar Centre and all schools; deadline: 18 months after the project's end)
- to initiate programs for inclusion in the framework of existing Centre of competence in Medical high School Varaždin (deadline 12 months from the completion of the project)
- develop and implement a regional skills forum for tracing early leavers, curriculum flexibility, promotion of the culture of education, evaluation, self-evaluation and self-responsibility for education etc. (Faculty of Organization and Informatics, Varaždin County in cooperation with all schools; deadline: 18 months after the project's end)
- develop special funds for schools for additional and special projects related to inclusion (Varaždin County; deadline: 24 months after the project's end)
- prepare the project proposal and find the funding for the implementation for mobile teams consisting of different experts which will work with children with any kind of difficulties, come to the school and help and educate the school staff (Varaždin County in cooperation with Tomislav Špoljar Centre, VET school and FOI; deadline: 24 months after the project's end)
- encourage secondary schools to provide more activities that include parents (VET school in cooperation with the County, deadline: 8 months after the project's end)
- encourage secondary schools to organize a learning support center (VET school in cooperation with the Count; deadline: 18 months after the project's end)
- encourage more intensive work of experts for career pathway planning and guidance in primary schools and improve cooperation between primary and secondary schools (Varaždin County as a lead partner in cooperation with schools; deadline: 24 months after the project's end)



- increase the number of Roma helpers and teachers in schools of Varaždin County, (Varaždin County in cooperation with schools; deadline 24 months).

3. National Adaptation Plans

3.1. Reflecting on national needs based on the lessons learned and examining starting points of good practice

It is crucial motivation and support of governmental and non-governmental institutions. Involvement of professionals and all stakeholders in the design, creation and implementation as well as evaluation of strategies related to education and inclusion of vulnerable groups of students. Solve the problem of sustainability of launched initiatives when, for example, projects which are initiated for this purpose finished. One of the important preconditions is to find human, material and financial resources for the sustainability of the initiated initiatives.

Program with SEN and PDST teachers.

Home school community teachers (in Croatia only for physical difficulties).

Regular evaluation of school success.

The function of national centralized education system has to be improved related to support of children.

Insufficient financial support for families at risk of poverty, especially those families that have unsettled family relationships and have children with special needs and other vulnerable groups.

Solutions are most often declarative and sporadic, without systematic and permanent solutions, and that's why it is necessary to strengthen the cooperation of social welfare institutions with the education and financial system in order to provide lasting and uniform assistance to beneficiaries (children, parents, school counsellors).

Sustainability of good projects.

In Croatia home-school teacher for Roma population, but also for all children with difficulties.

Education of teachers and making them aware that they should compete for each student and to enable each student to go to school with joy.

Principals' networking for support in solving problems of children with difficulties and other vulnerable groups.



The system of non-institutional assistance through specialized non-government organizations (NGO) is complicated to maintain, often without sufficient financial support, and it is not an "extended hand" to specialized institutions.

Suggest universities/departments for initial teacher education to design LLL or CPD programmes which relate to the SEN and inclusion.

Crucial is early intervention which means preparation from kindergarten and making familiar with children's needs in order to prepare everything for the school start. In order to achieve the above, it is crucial for individual treatment of children with difficulties and individual education plans. An important role in that plays partnership with parents and development of trust through common activities, or principal's availability for parents, or organizing nourishment even in the time of Covid-19 epidemic (lunch boxes), or principals' nets for exchange of knowledge and experiences and solving problems. Of great help can also be also programs with SEN and PDST teachers, home school community teachers (in Croatia only for physical difficulties). It is also of great importance for regular evaluation of school success.

It is important that the function of national centralized education system has to be improved related to support of children to delivering equality of opportunity in Croatian schools. Our school educates a large number of Roma pupils, who need to be included in our society, we have to offer them educational resources that respect their different and linguistic value system. The solution can be in Croatia home-school teachers for Roma population, but also for all children with difficulties.

In Croatia there is a problem of insufficient financial support for families at risk of poverty, especially those families that have unsettled family relationships and have children with special needs and other vulnerable groups. Also, the problem is that almost all solutions are most often declarative and sporadic, without systematic and permanent solutions, and that's why it is necessary to strengthen the cooperation of social welfare institutions with the education and financial system in order to provide lasting and uniform assistance to beneficiaries (children, parents, school counsellors). One of the biggest problems with all the initiatives launched is sustainability of good projects which are supported by both financial and human resources. It is necessary to clearly identify all the steps and procedures needed to resolve individual cases quickly and efficiently.

Of great importance is high quality and focused professional learning and collaborative learning, also that sustainability of each initiative is initially related to funding, relevant information and new similar projects when all projects related to the initiative are nearing completion.

Limerick DEIS Primary Schools' Literacy Initiative, this initiative in Croatia is applicable in the context of the Roma population, the population of migrants and the population of less developed rural areas of Croatia.

Implementing good practice for Croatia would be a regional skills forum, tracing early leavers, curricula flexibility, greater promotion of importance of the culture of education, evaluation, self-evaluation and self-responsibility for education. It is of great importance to focus on attitudes and values. Promotion of holistic approach and culture of high expectations. Consultation, creating management model, creating intervention model, conducting research, and finding sources of funding for the implementation and



realization of key activities and initiatives. Build and maintain partnerships with all relevant stakeholders. Set up strong rules and also adequately and effectively leadership.

In Croatia it is necessary to have more opportunities for practice and more support for career advice and guidance. Also, young people need to be motivated to have much more self-esteem, to have high expectations, and to promote mutual respect and dignity. It is necessary to create broad based curricula. It is important to promote an attitude towards youth - positive (values, strengths, skills) and a culture of high expectations.

3.2. Recommendations for different stakeholders

All stakeholders should be involved in promoting and implementing inclusion actions. Better networking as well as better communication and connection among all stakeholders is important. The critical factor is communication, both horizontal and vertical. Most success can be achieved by encouraging collaboration rather than promoting a competitive and competitive atmosphere. That the transfer of knowledge and skills by listening to each other and respecting other people's views and opinions can achieve a positive dialogue and thus take a step towards the desired transformation of the education system. Only creative ideas that follow the needs of stakeholders can achieve a successful transformation of the education system. That is the necessary implementation of complex activities (in-class, after school, school holiday, parent initiative).

- Government / municipalities (policy level)

State support and funding is key for sustainability. It is also important to have policy support on a national level.

- School leaders / teachers and other practitioners
 - Increase teacher knowledge - open days- school organized literacy lessons- small group literacy courses
 - Professional development - how to use data and how to use them to make decisions and empower schools with the help of data
 - Teachers had to introduce changes and not just teach children
 - Network of participating teachers - open doors - visits to schools and sharing of good practice - open door policy - much sharing of practice and problem solving together - joint learning



- Connection of staff and processes...
- Network where principals exchange once a year their ideas, their concerns, their good practice
- Successful implementation of interventions...
- Summer schools for continuous professional development of teachers
- Building partnerships with partners...
- Impact and continuous progress...
- Leadership over planned processes...
- Good communication between parents and teachers... parents come with difficulties and problems and inform the principals about their situation and private...
- Principals connect and help each other with support and their experiences... sharing good practice... schools are not closed... are open for communication cooperation...implementing good practice of other schools... principals work together and introduce other teachers and show good school practice... not coming to criticize
- Older people can come to school to learn English - school is a place where all kinds of services are offered - for society
- Children receive all possible support from psychological, material... support for filling free time after school... all this is taken care of by the school for children attending that school... but of course everything is done by listening to what society needs...
- Dialogue with society is very important
- Trying to understand the context of each child how the child survives for example if he is homeless... a lot of work is done with teachers and principals... in encouraging them to maintain good relations with parents... if the teacher has problems with the child then immediately call the parent...parental connection is very important...parents must have a positive experience when they come to school... if the principals have a good relationship with the parents then the parents can also rely on the principals to solve the problem...
- Holistic approach - the student will say his needs
- A culture of high expectations
- The curriculum is created according to the needs of the students themselves but also the teachers



- The curriculum is constantly changing in relation to what the needs are...
- Depends on the needs of the students
- Flexibility and response to needs are important
- You need a very large curriculum, but also people who can cover it... many specialists
- All staff work to ensure that each person is approached as an individual and can seek help in any aspect...
- Small groups to work with
- Strong leadership and management

All starts from teacher education that all stakeholders must be aware, motivated and involved in promoting and implementing inclusion actions. Cooperation, help and work with parents are also important. It is also an important and interesting educational programme for post-compulsory age schooling. It is important to focus on the individual learning needs of students and not on his diagnosis.

All starts from teacher education which should put more focus on special education and inclusion. State financial support should be provided of SEN support (assistants,)

Students' needs analysis and decisions on the support must be made on the level of a school. "Listening to students" & student-centered learning approach should be promoted, accepted and implemented.

It is crucial that they are teachers, among other things agents of change in their schools and that they must constantly work on their own teacher skills.

It would be of great help to educate teachers and make them aware that they should compete for each student and to enable each student to go to school with joy, extended stay at schools to do homework etc. It is also very important to build principals' networking for support in solving problems of children with difficulties and other vulnerable groups.

- Parents

It is important parent involvement, caring about children after the school time, supporting parents to support children, community involvement, summer schools and other activities outside the school, justice and service to others, openness of schools to the public, funding opportunities. In Croatia, the problem is related to lack of quality, available, systematic and free of charge courses for additional education primarily for parents / guardians. It has been observed that a large proportion of parents need access to information through workshops (especially families with financial difficulties and / or all kinds of problems with children). The system of non-institutional assistance through specialized non-government organizations (NGO) is complicated to maintain, often without sufficient financial support, and it is not an "extended



hand" to specialized institutions. Some of the solutions for Croatia are organization of workshops for parents (support parents to support children) and open schools (resources) to the public.

- Parents went to classes and listen to lectures were also trainings for the elderly - for parents - everything is done to bridge the gap between school and family and parents
- Programs of participation of parents and children together in school

Government / ministries / agencies		
Identified challenges	Best practices	Recommendations
<p>2. Lack of a quality organizational process</p> <p>6. Lack of permanent financial sources</p> <p>8. Lack of school counsellors</p>	<p>Mobile teams (Teachers for special education need to be support to teachers in all schools)</p> <p>There is legislation that allows centers to be involved, but we need methods to make the system work</p> <p>Better organization and distribution of resources among stakeholders</p>	<p>Laws and regulations:</p> <ul style="list-style-type: none"> - changes are needed - harmonize the legal frameworks for the inclusion of children with difficulties (provide a concrete framework of who, what, in what way includes students with difficulties) - determine strategy and criteria - WHO and HOW?



<p>1. The education system is not flexible and effective enough</p> <p>2. Lack of a quality organizational process</p> <p>6. Lack of permanent financial sources</p> <p>8. Lack of school counsellors</p> <p>9. Parents' support</p> <p>10. Lack of cooperation with companies</p>	<p>Organization of mobile teams (Teachers for special education need to be support to teachers in all schools)</p> <p>Flexible School curricula must be in line with inclusive students' needs</p> <p>New programs developed by the department of education in the way to gain financial and human resources for schools (TEIP)</p> <p>Cooperation with the companies</p> <p>Learning support centers at schools</p> <p>Psychological help</p> <p>Very useful for the parent is the possibility to leave the children in a safe and interesting environment during the school breaks (during the holidays) - financing?</p>	<p>Educational system:</p> <ul style="list-style-type: none"> - student in the center of individual educational program (it is written (in regulations), but it should be adhered to), individualization - inclusion of a mobile professional team for (primary) schools which do not have employed professionals in educational rehabilitation (rehab. educ. - educational rehabilitator), social pedagogy (paed. soc. - social pedagogue) or speech and language pathology (speech therapist); specialists for learning, behavioral and developmental disabilities - provide the support of professionals (primarily educational rehabilitators who are focused on providing support and not therapy like some other professions) in schools - improve the system of professional orientation; - provide flexibility in creating programs, schedules, teaching in general - to give a status and importance to personal assistants and involve them in the educational system (create and strengthen the occupation)
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<p>1. The education system is not flexible and effective enough</p> <p>2. Lack of a quality organizational process</p> <p>6. Lack of permanent financial sources</p> <p>8. Lack of school counsellors</p>	<p>Better organization and distribution of resources among stakeholders</p> <p>Mobile teams (Teachers for special education need to be support to teachers in all schools)</p>	<p>Human resources:</p> <ul style="list-style-type: none"> - hire more professionals (less workload and higher salaries); ensure the creation of new jobs (placements); increase the number of school counsellors - educational rehabilitators in schools and kindergartens, or at least form more mobile teams for institutions that do not meet the conditions / criteria of approval for new jobs (for hiring them) - throw out/eliminate the current criteria of educational rehabilitator employment in vocational schools of having 20 adopted solutions (20 children/students with difficulties) - work on completing the team and not just meet the form with the so-called experts of educational rehabilitation profile, because in this way mostly social pedagogues are employed who, frankly, do not have the breadth of knowledge, competencies and professional orientation to children with difficulties
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Government / ministries / agencies		
Identified challenges	Best practices	Recommendations
<p>2. Lack of a quality organizational process</p> <p>3. Lack of good quality, available, systematic and free of charge courses for additional education</p> <p>8. Lack of school counsellors</p>	<p>All starts from teacher education which should put more focus on special education and inclusion</p>	<p>Education of teachers and school conc. (Professionals):</p> <ul style="list-style-type: none"> - increase enrolment quotas at the faculty(faculties) of education and rehabilitation sciences - define early intervention as an intersectoral and not just a social service - to recommend the faculties of teacher education to increase the number of teaching hours, in the regular program for future teachers, dedicated to the work with children with disabilities - to increase the number of hours and trainings dedicated to the work with children with disabilities in CPD programs



Government / ministries / agencies		
Identified challenges	Best practices	Recommendations
<p>6. Lack of permanent financial sources</p> <p>8. Lack of school counsellors</p> <p>9. Parents' support</p> <p>10. Lack of cooperation with companies</p>	<p>Special funds for schools for additional and special projects</p> <p>Cooperation with the companies</p> <p>Learning support centers</p> <p>Psychological help</p> <p>Very useful for the parent is the possibility to leave the children in a safe and interesting environment during the school breaks (during the holidays) - financing?</p>	<p>Support:</p> <ul style="list-style-type: none"> - (give) more autonomy at the local level and more support programs that fund inclusion in schools - accelerate the process of approving personal assistants - selective organization of support upon application and needs assessment
<p>2. Lack of a quality organizational process</p>	<p>Better organization and distribution of resources among stakeholders</p> <p>Often and flexible evaluation</p>	<p>Quality assurance:</p> <ul style="list-style-type: none"> - more "inspections" and checks/controls of work in schools as well as professional visits

Final recommendations: Please see pages 41 to 55.

Local government (counties, cities, municipalities)		
Identified challenges	Best practices	Recommendations
<p>2. Lack of a quality organizational process</p> <p>6. Lack of permanent financial sources</p>	<p>Mobile teams (Teachers for special education need to be support to teachers in all schools)</p> <p>There is legislative that enables Centers for inclusion, but we need methods how to put them in life</p> <p>Better organization and distribution of resources among stakeholders</p>	<p>Laws and regulations:</p> <ul style="list-style-type: none"> - get stronger and more involved in the system of support for inclusion in education in your environment - plan support for children with difficulties from their birth and monitor their development and needs - it is necessary to listen to the appeals of schools, kindergartens and other institutions and act more proactively - more allocation of money for education, health, sports; co-finance didactic aids and didactic materials for students with disabilities (in a larger amount than it is now) - understanding and approval for projects



Local government (counties, cities, municipalities)		
Identified challenges	Best practices	Recommendations
<p>1. The education system is not flexible and effective enough</p> <p>2. Lack of a quality organizational process</p> <p>3. Lack of good quality, available, systematic and free of charge courses for additional education</p> <p>6. Lack of permanent financial sources</p> <p>8. Lack of school counsellors</p> <p>10. Lack of cooperation with companies</p>	<p>Better organization and distribution of resources among stakeholders</p> <p>Cooperation with the companies</p> <p>Learning support centers</p> <p>Psychological help</p> <p>Very useful for the parent is the possibility to leave the children in a safe and interesting environment during the school breaks (during the holidays) - financing?</p>	<p>Educational system:</p> <ul style="list-style-type: none"> - encourage the cooperation of different institutions in the local community, e.g., if the school does not have an educational rehabilitator, speech therapist or social pedagogue connect the school with an institution that has these experts
<p>2. Lack of a quality organizational process</p> <p>3. Lack of good quality, available, systematic and free of charge courses for additional education</p> <p>8. Lack of school counsellors</p>	<p>Better organization and distribution of resources among stakeholders</p> <p>Mobile teams (Teachers for special education need to be support to teachers in all schools)</p>	<p>Human resources:</p> <ul style="list-style-type: none"> - provide conditions for the return of educational rehabilitators to their communities, - create jobs by exerting "pressure" on the competent ministries



Local government (counties, cities, municipalities)		
Identified challenges	Best practices	Recommendations
		<ul style="list-style-type: none"> - providing funds for the engagement of educated teaching assistants in the process of upbringing and education - higher salaries, understanding and approval for projects, more allocation of money for education, health, sports
<p>3. Lack of good quality, available, systematic and free of charge courses for additional education</p> <p>8. Lack of school counsellors</p>	Better organization and distribution of resources among stakeholders	<p>Education of SE professionals:</p> <ul style="list-style-type: none"> - provide scholarships to educational rehabilitation experts as a deficient profession



Local government (counties, cities, municipalities)		
Identified challenges	Best practices	Recommendations
<p>2. Lack of a quality organizational process</p> <p>4. Systematic resolution of the problem of peer violence</p> <p>5. Insufficient financial support for families</p> <p>6. Lack of permanent financial sources</p> <p>7. Non-institutional assistance through specialized non-government organizations (NGO) is complicated to maintain</p> <p>8. Lack of school counsellors</p> <p>9. Parents' support</p> <p>10. Lack of cooperation with companies</p>	<p>Developing the culture of collaboration and inclusiveness in society</p> <p>Value of differences (17 nations)</p> <p>Special funds for schools for additional and special projects</p> <p>Cooperation with the companies</p> <p>Learning support centers</p> <p>Psychological help</p> <p>Very useful for the parent is the possibility to leave the children in a safe and interesting environment during the school breaks (during the holydays) - financing?</p>	<p>Support:</p> <ul style="list-style-type: none"> - organization of support centers, establishing more necessary institutions - education of public - providing transportation for parents of children with disabilities - ensure ongoing cooperation and support with NGOs in the field of inclusion in education
<p>1. The education system is not flexible and effective enough</p> <p>2. Lack of a quality organizational process</p> <p>3. Lack of good quality, available, systematic and free of charge courses for additional education</p>	<p>Better organization and distribution of resources among stakeholders</p> <p>Often and flexible evaluation</p>	<p>Quality assurance:</p> <p>-</p>

Final recommendations: Please see pages 41 to 55.

School principals, teachers, and other practitioners		
Identified challenges	Best practices	Recommendations
<p>1. The education system is not flexible and effective enough</p> <p>2. Lack of a quality organizational process</p> <p>3. Lack of good quality, available, systematic and free of charge courses for additional education</p> <p>10. Lack of cooperation with companies</p>	<p>Cooperation with the companies</p> <p>Principals' networking for support in solving problems of children with difficulties and other vulnerable groups</p>	<p>Laws and regulations, politics and procedures:</p> <ul style="list-style-type: none"> - cooperation between schools with a similar population of students - distinguish experts by diplomas and competencies during employment. - relieving professional associates from "other jobs" in which we do everything and anything - unburden teachers of bureaucracy - reduce the number of teacher replacements (professional associate substitutes teacher)



<ol style="list-style-type: none"> 1. The education system is not flexible and effective enough 2. Lack of a quality organizational process 4. Systematic resolution of the problem of peer violence 5. Insufficient financial support for families 6. Lack of permanent financial sources 8. Lack of school counsellors 9. Parents' support 10. Lack of cooperation with companies 	<p>Two teachers work together so they have more personalized approach and create activities tailored to the students' needs</p> <p>Better organization and distribution of resources among stakeholders</p> <p>Mediator for Roma people</p> <p>School open to the community and part of the community</p> <p>Cooperation with the companies</p> <p>Very useful for the parent is the possibility to leave the children in a safe and interesting environment during the school breaks (during the holidays) - financing?</p>	<p>Educational system:</p> <ul style="list-style-type: none"> - be flexible - creating a network of services and of human resources allocation - increase collaboration among teachers in different jobs/workplaces - to teachers: to accept the fact that not all children are the same, and they should be teachers for ALL students
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School principals, teachers, and other practitioners		
Identified challenges	Best practices	Recommendations
<p>1. The education system is not flexible and effective enough</p> <p>2. Lack of a quality organizational process</p> <p>8. Lack of school counsellors</p>		<p>Human resources:</p> <p>- fair distribution of responsibilities; relieve professional associates of "other jobs" and direct them to concrete work with students, parents, teachers</p>



School principals, teachers, and other practitioners		
Identified challenges	Best practices	Recommendations
<p>1. The education system is not flexible and effective enough</p> <p>2. Lack of a quality organizational process</p> <p>3. Lack of good quality, available, systematic and free of charge courses for additional education</p> <p>8. Lack of school counsellors</p> <p>9. Parents' support</p> <p>10. Lack of cooperation with companies</p>	<p>School open to the community and part of the community</p>	<p>Education of SE professionals and others:</p> <ul style="list-style-type: none"> - educate parents, teachers, professional/expert teams; encourage the education of all in the education system - more education and examples from practice - in today's time when so much education and professional training is available, it is not justified to say "I am not educated"; the working hours of teachers and professional associates are the same; you cannot rush home after completed classes (if it is necessary to do a council or education) and feel that you are staying overtime



School principals, teachers, and other practitioners		
Identified challenges	Best practices	Recommendations
<p>1. The education system is not flexible and effective enough</p> <p>2. Lack of a quality organizational process</p> <p>3. Lack of good quality, available, systematic and free of charge courses for additional education</p> <p>4. Systematic resolution of the problem of peer violence</p> <p>9. Parents' support</p> <p>10. Lack of cooperation with companies</p>	<p>Cooperation with the companies</p> <p>Very useful for the parent is the possibility to leave the children in a safe and interesting environment during the school breaks (during the holidays) - financing?</p>	<p>Support:</p> <ul style="list-style-type: none"> - understanding each other, respecting and working on yourself; listening to the profession, not politics, and fulfilling the unrealistic wishes of parents; looking at the child (child's interests)
		<p>Quality assurance:</p> <p>-</p>

Final recommendations: Please see pages 41 to 55.

Educational experts, academics, researchers		
Identified challenges	Best practices	Recommendations
<p>2. Lack of a quality organizational process</p> <p>3. Lack of good quality, available, systematic and free of charge courses for additional education</p> <p>4. Systematic resolution of the problem of peer violence</p> <p>6. Lack of permanent financial sources</p> <p>7. Non-institutional assistance through specialized non-government organizations (NGO) is complicated to maintain</p> <p>8. Lack of school counsellors</p> <p>9. Parents' support</p> <p>10. Lack of cooperation with companies</p>	<p>Developing the culture of collaboration and inclusiveness in society</p> <p>Value of differences (17 nations)</p>	<p>Laws and regulations, politics and procedures:</p> <ul style="list-style-type: none"> - think critically about inclusion through field research - inclusion is not always a good solution - positively promote good inclusive examples - increase the visibility of your research



Educational experts, academics, researchers		
Identified challenges	Best practices	Recommendations
<p>1. The education system is not flexible and effective enough</p> <p>2. Lack of a quality organizational process</p> <p>3. Lack of good quality, available, systematic and free of charge courses for additional education</p> <p>7. Non-institutional assistance through specialized non-government organizations (NGO) is complicated to maintain</p> <p>8. Lack of school counsellors</p> <p>9. Parents' support</p> <p>10. Lack of cooperation with companies</p>		<p>Educational system:</p> <ul style="list-style-type: none"> - modernization of educational programs - focus on examining the real inclusion of children, not only on teaching content, but also the satisfaction of a child with difficulties, but also children of typical development <i>so as not to lead to positive discrimination</i> which is (in the long run) also negative for children with difficulties; rethink the role of personal assistants who sometimes retaliate rather than help children inclusion



Educational experts, academics, researchers		
Identified challenges	Best practices	Recommendations
<p>1. The education system is not flexible and effective enough</p> <p>2. Lack of a quality organizational process</p> <p>3. Lack of good quality, available, systematic and free of charge courses for additional education</p> <p>8. Lack of school counsellors</p>		<p>Human resources:</p> <ul style="list-style-type: none"> - spend some time in practice - get out of the office, work more in practice, listen to "people in the field/practice", do not put emphasis on theoretical research, but design concrete materials that we could practically apply, work on textbooks and manuals for children with difficulties - selection of quality staff - to increase the number of hours and trainings dedicated to the work with children with disabilities in CPD programs
<p>1. The education system is not flexible and effective enough</p> <p>2. Lack of a quality organizational process</p>	<p>All starts from teacher education which should put more focus on special education and inclusion</p>	<p>Education of SE professionals and others:</p> <ul style="list-style-type: none"> - involvement of practitioners in lectures to students



Educational experts, academics, researchers		
Identified challenges	Best practices	Recommendations
<p>3. Lack of good quality, available, systematic and free of charge courses for additional education</p> <p>8. Lack of school counsellors</p>		<ul style="list-style-type: none"> - give young professionals specific knowledge and materials for work (lists of evaluation of effectiveness and inclusion, for example) - a lot more education
<p>2. Lack of a quality organizational process</p> <p>6. Lack of permanent financial sources</p> <p>8. Lack of school counsellors</p>	<p>Mobile teams (Teachers for special education need to be support to teachers in all schools)</p> <p>Better organization and distribution of resources among stakeholders</p>	<p>Support:</p> <ul style="list-style-type: none"> - connect/link all systems, monitor children with early intervention, with teaching assistants and anticipate their needs in adulthood - develop infrastructure across the entire vertical - research on the needs of parents and children



Educational experts, academics, researchers		
Identified challenges	Best practices	Recommendations
<ol style="list-style-type: none"> 1. The education system is not flexible and effective enough 2. Lack of a quality organizational process 3. Lack of good quality, available, systematic and free of charge courses for additional education 4. Systematic resolution of the problem of peer violence 5. Insufficient financial support for families 6. Lack of permanent financial sources 7. Non-institutional assistance through specialized non-government organizations (NGO) is complicated to maintain 8. Lack of school counsellors 9. Parents' support 10. Lack of cooperation with companies 	<p>Often and flexible evaluation</p>	<p>Quality assurance:</p> <ul style="list-style-type: none"> - more longitudinal research on the implementation of inclusion in schools (consider other parts of the Republic of Croatia, not only (mostly) the north and east of Croatia) - strengthen the coherence and practical application of your (research?) results - research to achieve the results of measuring the well-being of the individual, his quality of life and society as a whole due to the inclusive approach



Final recommendations: Please see pages 41 to 55.

Parents		
Identified challenges	Best practices	Recommendations
<p>2. Lack of a quality organizational process</p> <p>3. Lack of good quality, available, systematic and free of charge courses for additional education</p> <p>4. Systematic resolution of the problem of peer violence</p> <p>5. Insufficient financial support for families</p> <p>7. Non-institutional assistance through specialized non-government organizations (NGO) is complicated to maintain</p> <p>9. Parents' support</p> <p>10. Lack of cooperation with companies</p>	<p>Developing the culture of collaboration and inclusiveness in society</p>	<p>Laws and regulations, politics and procedures:</p> <p>-</p>



<p>2. Lack of a quality organizational process</p> <p>3. Lack of good quality, available, systematic and free of charge courses for additional education</p> <p>4. Systematic resolution of the problem of peer violence</p> <p>5. Insufficient financial support for families</p> <p>7. Non-institutional assistance through specialized non-government organizations (NGO) is complicated to maintain</p> <p>8. Lack of school counsellors</p> <p>9. Parents' support</p>		<p>Educational system:</p> <ul style="list-style-type: none"> - be open in seeking professional information, get in touch with the educational rehabilitator in your environment as soon as possible - active and permanent involvement and cooperation with the educational environment - be open to working with teachers and school professionals, all in the best interests of your child - collaborate with experts and accept your child - be realistic
		<p>Human resources:</p> <p>-</p>
		<p>Education of SE professionals and others:</p> <p>-</p>



<p>2. Lack of a quality organizational process</p> <p>3. Lack of good quality, available, systematic and free of charge courses for additional education</p> <p>4. Systematic resolution of the problem of peer violence</p> <p>5. Insufficient financial support for families</p> <p>6. Lack of permanent financial sources</p> <p>7. Non-institutional assistance through specialized non-government organizations (NGO) is complicated to maintain</p> <p>8. Lack of school counsellors</p> <p>9. Parents' support</p>	<p>Parent involvement, caring about children after the school time, support parents to support children</p> <p>Very useful for the parent is the possibility to leave the children in a safe and interesting environment during the school breaks (during the holidays) - financing?</p>	<p>Support:</p> <ul style="list-style-type: none"> - think about your own child and their real possibilities, and less about your own desires or needs when it comes to education. - encourage children in what they are good at because that way they will be happy. Don't burden yourself with academic success, prepare children for life. Involve them in the community and encourage them to do what they love; it can be their future occupation and their contribution to the community - be realistic
<p>2. Lack of a quality organizational process</p> <p>3. Lack of good quality, available, systematic and free of charge courses for additional education</p> <p>9. Parents' support</p>	<p>Often and flexible evaluation</p>	<p>Quality assurance:</p> <p>-</p>

Final recommendations: Please see pages 41 to 55.

University students (e.g., teachers in training but also to other professions)		
Identified challenges	Best practices	Recommendations
<p>1. The education system is not flexible and effective enough</p> <p>2. Lack of a quality organizational process</p> <p>3. Lack of good quality, available, systematic and free of charge courses for additional education</p>	<p>Developing the culture of collaboration and inclusiveness in society</p> <p>Value of differences (17 nations)</p>	<p>Laws and regulations, politics and procedures:</p> <ul style="list-style-type: none"> - to think that adaptation or individualization is not an area beyond the reach of teachers, but it is something that we can intuitively set up and implement very well... - do not generalize, analyze and critically think about what is true for one child, environment, school, family, will not be true for others - to observe each child as an individual, to cooperate with a professional team, to be educated continuously



<p>2. Lack of a quality organizational process</p> <p>3. Lack of good quality, available, systematic and free of charge courses for additional education</p>		<p>Educational system:</p> <ul style="list-style-type: none"> - collaborate with educational rehabilitators in your future jobs
		<p>Human resources:</p>
<p>2. Lack of a quality organizational process</p> <p>3. Lack of good quality, available, systematic and free of charge courses for additional education</p> <p>7. Non-institutional assistance through specialized non-government organizations (NGO) is complicated to maintain</p>		<p>Education of SE professionals and others:</p> <ul style="list-style-type: none"> - seek for and participate in volunteer practice and in implementing inclusion in the education system
		<p>Support:</p>
		<p>Quality assurance:</p>

Final recommendations: Please see pages 41 to 55.

FINAL RECOMMENDATIONS TABLE:

<p>Laws and regulations, politics and procedures:</p>	<p>Systematize, harmonize, systematically set and implement legislation and regulations, recommendations, politics and procedures related to inclusive education which are consistent, coherent, involve all informed stakeholders, it is tracked and its results are measured for the purpose of enhancement.</p>				
<p>Government / ministries / agencies</p>	<p>Local government (counties, cities, municipalities)</p>	<p>School principals, teachers, and other practitioners</p>	<p>Educational experts, academics, researchers</p>	<p>Parents</p>	<p>University students (e.g., teachers in training but also to other professions)</p>
<p>Transforming existing special schools and centers for rehabilitation in multigenerational community support centers for children and adults with disabilities (support to schools, social and health services, local government, long life learning)</p>	<p>Improve the system of representing the interests of the schools in which local authorities are founders, organize and collect opinions and needs of schools in a better way in order to improve legislation aimed at inclusive education</p>	<p>Insist on being regulated by law relieving professional associates from "other jobs" (of doing everything and anything) and unburden teachers of bureaucracy (by the competent ministries)</p>	<p>Focus on research of all aspects of inclusion in all scientific areas.</p>	<p>Be active and permanently involved in cooperation with the educational environment (teachers and school professionals)</p>	<p>During initial education as well as during one's own professional practice (in the workplace) be aware and up-to-date, and follow all legislation, regulations, guidelines / recommendations, procedures and good practices related to inclusion.</p>

Laws and regulations, politics and procedures:	Systematize, harmonize, systematically set and implement legislation and regulations, recommendations, politics and procedures related to inclusive education which are consistent, coherent, involve all informed stakeholders, it is tracked and its results are measured for the purpose of enhancement.				
Government / ministries / agencies	Local government (counties, cities, municipalities)	School principals, teachers, and other practitioners	Educational experts, academics, researchers	Parents	University students (e.g., teachers in training but also to other professions)
	Actively advocate on new proposals, through its representatives in governmental bodies, for changes and improvements (and if necessary for the creation of new legislation) for the introduction of inclusion in the education system at all levels	Insist on defining the legal framework in creating a network of services and of human resources allocation (by the competent ministries)	Include aspects of inclusion in their teaching practices and transfer the best practices and knowledge related to inclusion to students.	Insist on Roma mediator at secondary schools (with similar role as Roma helper at primary schools)	

Laws and regulations, politics and procedures:	Systematize, harmonize, systematically set and implement legislation and regulations, recommendations, politics and procedures related to inclusive education which are consistent, coherent, involve all informed stakeholders, it is tracked and its results are measured for the purpose of enhancement.				
Government / ministries / agencies	Local government (counties, cities, municipalities)	School principals, teachers, and other practitioners	Educational experts, academics, researchers	Parents	University students (e.g., teachers in training but also to other professions)
	Define the request to the Ministry of education for the permanent employment of school assistants	Insist on Roma mediator at secondary schools (with similar role as Roma helper at primary schools)	Promote inclusiveness and spread awareness of the needs for and importance of inclusion to the academic community and public		

Laws and regulations, politics and procedures:	Systematize, harmonize, systematically set and implement legislation and regulations, recommendations, politics and procedures related to inclusive education which are consistent, coherent, involve all informed stakeholders, it is tracked and its results are measured for the purpose of enhancement.				
Government / ministries / agencies	Local government (counties, cities, municipalities)	School principals, teachers, and other practitioners	Educational experts, academics, researchers	Parents	University students (e.g., teachers in training but also to other professions)
		Define the legal framework for increasing collaboration among teachers in different jobs / workplaces, as well as obligatory collaboration between the school system and economy (by school's created and developed rulebooks and strategic documents)	Actively contribute to the design of legislation, recommendations, policies and procedures related to inclusion		Actively contribute (individually or as a member of an association or public initiative) to the design of legislation, recommendations, policies and procedures related to inclusion.

Laws and regulations, politics and procedures:	Systematize, harmonize, systematically set and implement legislation and regulations, recommendations, politics and procedures related to inclusive education which are consistent, coherent, involve all informed stakeholders, it is tracked and its results are measured for the purpose of enhancement.				
Government / ministries / agencies	Local government (counties, cities, municipalities)	School principals, teachers, and other practitioners	Educational experts, academics, researchers	Parents	University students (e.g., teachers in training but also to other professions)
		By law required active and permanent involvement and cooperation of parents with the educational environment (teachers and school professionals), for example as a condition/requirement for the social support			



Educational system:	Ensure an educational system that is flexible, adapted to the needs of all participants, “user friendly” and self-improving.				
Government / ministries / agencies	Local government (counties, cities, municipalities)	School principals, teachers, and other practitioners	Educational experts, academics, researchers	Parents	University students (e.g., teachers in training but also to other professions)
Changing and accreditation of teacher education programs (Universities, Faculty) in a way that preschool teachers, primary, secondary and high school teachers at all levels are prepared to teach students with disabilities (more specific subjects and hours of education)	Take all necessary measures to ensure that their educational institutions have the conditions for the introduction of inclusive forms of education (ensure and financially support the education of teachers and educational staff, ensure appropriate technical conditions in schools, etc.)	Work on education of parents, teachers, professional’s /expert’s teams; encourage the education of all in the education system Encourage lifelong learning as a part of organizational culture of school Encourage cooperation between schools with similar population of students	Modernize educational / study programs / courses so that they are flexible and contribute more to inclusion.	Advocate for active and permanent involvement and cooperation with the educational environment (teachers and school professionals), all in the best interests of your child	During initial education, develop the practice of cooperating with educational rehabilitators and continue this practice during your own professional practice (in the workplace) in order to support and improve inclusion.



Educational system:	Ensure an educational system that is flexible, adapted to the needs of all participants, “user friendly” and self-improving.				
Government / ministries / agencies	Local government (counties, cities, municipalities)	School principals, teachers, and other practitioners	Educational experts, academics, researchers	Parents	University students (e.g., teachers in training but also to other professions)
Enable flexibility and give the opportunity for students to choose the programs (courses and subjects selected by interests and abilities; some of them with a minimum of obligatory content) in which they want to be educated (extra classes for some subjects, if there are some issues with regular programs because of their difficulties; partial integration / HNOS)	Support and organize joint projects that will promote an inclusive way of education in schools and colleges in the county, city or municipality where the school is located	Be persistent and listen to the profession, not politics and unrealistic wishes of parents Looking at the child and child’s interests!	Implement good practices regarding inclusion in teaching and be a good example to students	Be realistic and put your child’s interests in front of your own	Take each opportunity to further educate yourself and improve your own competencies through extracurricular activities as well as to share your own good practice of inclusion

Educational system:	Ensure an educational system that is flexible, adapted to the needs of all participants, “user friendly” and self-improving.				
Government / ministries / agencies	Local government (counties, cities, municipalities)	School principals, teachers, and other practitioners	Educational experts, academics, researchers	Parents	University students (e.g., teachers in training but also other professions)
			Take care that, in addition to ensuring the achievement of learning outcomes, the educational / study program also ensures the satisfaction and fulfilment of the maximum potential of each individual student		



Human resources:	Build and support a strong and effective community / network of professionals (and institutions) that enable inclusive education.				
Government / ministries / agencies	Local government (counties, cities, municipalities)	School principals, teachers, and other practitioners	Educational experts, academics, researchers	Parents	University students (e.g., teachers in training but also to other professions)
Employment of special education need and rehabilitation specialists in each school (part or full time)	Develop human resources in a way that finances certain educational activities through joint projects (for teaching staff and students)	Work on yourself and participate in education which can improve your teaching process in general, and particular work and inclusion of all risk groups Increase and encourage collaboration among teachers in different schools working with students who have similar difficulties	Continuously improve inclusion-related competencies	Work on yourself and participate in education which will help you to understand better your child's needs and collaborate better with the school system Share your experience of being a parent of a child with difficulties to help other parents	

Human resources:	Build and support a strong and effective community / network of professionals (and institutions) that enable inclusive education.				
Government / ministries / agencies	Local government (counties, cities, municipalities)	School principals, teachers, and other practitioners	Educational experts, academics, researchers	Parents	University students (e.g., teachers in training but also to other professions)
Changing and accreditation of teacher education programs (Universities, Faculty)	Organize education for employees of the county, city or municipality in order to understand better the inclusive way of education and make them familiar with how to work on its development		Share your own knowledge, experience and best practices outside of your typical workplace and function with other stakeholders in order to support inclusion	Be realistic!	
Permanent employment of school assistants without the fixed binding for one student / class / school and with the possibility that the founder (city, county)	Define the request to the Ministry of education for the permanent employment of school assistants		Implement and improve your own inclusive practice		

Human resources:	Build and support a strong and effective community / network of professionals (and institutions) that enable inclusive education.				
Government / ministries / agencies	Local government (counties, cities, municipalities)	School principals, teachers, and other practitioners	Educational experts, academics, researchers	Parents	University students (e.g., teachers in training but also to other professions)
determinate their allocation and schedules based on needs of students /class / school					

Education of SE professionals:	Ensure education which provides more SE professionals equipped with competencies for work on inclusive education and strengthens the position of the profession in the society / public.				
Government / ministries / agencies	Local government (counties, cities, municipalities)	School principals, teachers, and other practitioners	Educational experts, academics, researchers	Parents	University students (e.g., teachers in training but also to other professions)
Changing and accreditation of teacher education programs (Universities, Faculty)	Include the continuous implementation of education of teaching staff in the field of inclusive education in the areas for which they are responsible in the local government plans (county, city municipality)	Work on yourself and participate in education which can improve your teaching process in general, and particular work and inclusion of all risk groups	Regardless of the area of your own expertise / profession, actively contribute to the improvement of knowledge and skills and be involved in the education of students, future SE (special education) professionals related to various aspects of inclusion	Be a partner to professionals, give feedback, insist on changes depending on the needs of the child	Offer and improve your knowledge and skills (learn) through volunteer activities when being active support for inclusion of people in need

Education of SE professionals:	Ensure education which provides more SE professionals equipped with competencies for work on inclusive education and strengthens the position of the profession in the society / public.				
Government / ministries / agencies	Local government (counties, cities, municipalities)	School principals, teachers, and other practitioners	Educational experts, academics, researchers	Parents	University students (e.g., teachers in training but also to other professions)
Permanent employment of school assistants without the fixed binding for one student / class / school and with the possibility that the founder (city, county) determinate their allocation and schedules based on needs of students /class / school					

Support:	Ensure stable, continuous and effective support for inclusive education.				
Government / ministries / agencies	Local government (counties, cities, municipalities)	School principals, teachers, and other practitioners	Educational experts, academics, researchers	Parents	University students (e.g., teachers in training but also to other professions)
Transforming existing special schools and centers for rehabilitation in multigenerational community support centers for children and adults with disabilities	As founders of educational institutions in their field, county, sites and municipalities need to ensure permanent and stable support to the system of inclusive education through the budgets plans and projects	Participate in creating a network of services and of human resources allocation	Offer your knowledge, skills, best practices and time to institutions and all stakeholders that offer / provide support for inclusion to people in need	Get involved in support groups for parents of children with disabilities, share examples of good practice	
Changing legislative to enable mobile teams creating at local / regional / county level		Engage Roma mediator			

Quality assurance:	Build a strong quality assurance system in order to maintain and constantly improve quality and effectiveness of inclusive education.				
Government / ministries / agencies	Local government (counties, cities, municipalities)	School principals, teachers, and other practitioners	Educational experts, academics, researchers	Parents	University students (e.g., teachers in training but also to other professions)
Minimal standards in: teacher education teacher and school counsellors' employment (SEN specialists) Approving experimental and alternative educational programs	Provide a system for measuring and monitoring progress in the field of inclusive education in the area of the local self-government unit	Continuously evaluate the practice of inclusion and, based on the results, propose and implement improvements and promote good practices	Continuously evaluate the practice of inclusion and, based on the results, propose and implement improvements and promote good practices	Respond to school evaluation procedures, give feedback	



3.3. Emphasizing the role of your institution in the adaptation

Varaždin County is the founder of the educational institutions on its territory and it should be leader and initialize all suggested changes, as well as be mediator between the local stakeholders and national government (based on national law about its responsibilities and local rulebooks and budget).

[1] Bulletin, D. (2019). Inkluzivno obrazovanje: odabrane teme. Zagreb: Sveučilište u Zagrebu, Učiteljski fakultet.

[2] Save the Children (2016). Inclusive education: what, why and how. London: Save the Children