



MINISTARSTVO ZNANOSTI, OBRAZOVANJA I SPORTA

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# **SIRIUS network Policy makers' FORUM OF EXPERIENCES**

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## I. NATIONAL INCLUSIVE EDUCATION POLICY

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- ❑ The Croatian inclusive educational policy is a sum of particular policies, and the school is the place where all of them meet.
- ❑ Croatia has a tradition of inclusive policy, since the 80s in the previous century, when it introduced the integration of children with development disabilities into regular pre-school institutions, primary and secondary schools.
- ❑ The introduction of confessional religious education in the beginning of the 90s made the school a place where rights of different religious groups is recognized.
- ❑ The rights of national minorities to education in their own language as well as learning the language and culture of national minorities transforms the atmosphere in schools, to which the introduction of the program of learning for democratic citizenship and human rights contributes.
- ❑ Integrational education policy for Roma since the 2000s gives the school a new momentum for internal transformation.
- ❑ The introduction of the Curriculum on Health education in 2012 raises awareness about the existence of gender differences and sexual orientations.
- ❑ **The migration strategy from 2013 guarantees the right to migrants to learn the Croatian language and the right to education in equal conditions as for Croatian students.**
- ❑ The Anti-discrimination Act is a comprehensive regulation which bans discrimination in all areas of public and social life, including the area of education.
- ❑ The efforts made in education aim to develop a friendly environment within the school.



## **Educational institutions as a friendly environment for all children and students**

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The National strategy on education, science and technology determines the aims of an inclusive educational policy which includes:

- ❑ transformation of kindergartens, schools and student residences into a friendly environment for all children and students where everybody feels to be equally worth and where there is continuous effort to eliminate obstacles to the full inclusion of all students;
- ❑ through regular and class community classes, lectures and workshops, students, parents and employees of kindergartens, schools and student residences will be sensitized about satisfying the needs of different groups of children and students;
- ❑ the network of support for inclusive education includes transforming a certain number of educational institutions in larger towns into centres of excellence in the area of inclusive education; such a network also functions as a system of support for schools and teachers.



## An efficient system of support

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- The development of inclusive capacities presupposes the preparation/revision of competency frameworks for expert associates (educationalists, psychologists, educational rehabilitators and others), teachers and principals, which includes changes in their initial education and professional development.
- Professional training of teachers, expert associates and principals for giving different forms of support to all students is a part of their life-long learning and is a continuous challenge to improve inclusive learning and the school atmosphere.
- An efficient system of support to students requires expert teams who give direct support to children and students as well as coordinate all forms of cooperation inside the school and between the school and other institutions, experts and organisations that care for children and youth.



## Participation and school autonomy

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- ❑ The basic principle on which the Strategy is founded is the autonomy of all institutions in the area of education, which includes connecting with various actors that participate in the life and work of the school.
- ❑ Strengthening the participation of parents' councils and students' councils in making decisions about the life and work in the school as well as for connecting with the community.
- ❑ With the establishment of autonomy, teachers are creators of activities in the learning process directed at the student.
- ❑ Autonomy presupposes taking responsibility for a successful outcome of the educational process, which is verified by the system of self-evaluation and external evaluation where the evaluation of inclusive learning and atmosphere in the school should be included.



## II. NATIONAL DATA COLLECTION ON MIGRANT EDUCATION

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- The Croatian migration policies go in line with the provisions contained in the regulations of most of the EU countries.
- Education policy provisions, laws, regulations with the focus on needs, support for migrant pupils and students, including national consultative mechanisms (boards, regular work groups, forums etc.) regarding immigrant education and related services for migrants.
- The Act on Education in Primary and Secondary Schools prescribes that the children of European Union citizens, asylees, asylum seekers and foreigners have the right to education under the same conditions as the children of citizens of the Republic of Croatia.
- The Act on Asylum prescribes that asylees and foreigners under subsidiary protection have the right to primary, secondary and higher education under the same conditions as a Croatian citizen according to special regulations, and that their foreign education qualifications are recognized under the same conditions as for Croatian citizens.



## Right to education

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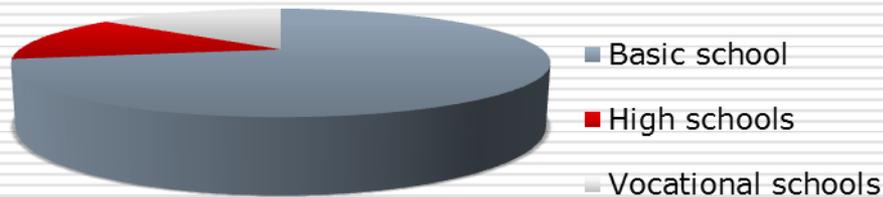
- If an asylee or a foreigner under subsidiary protection is unable to produce the relevant documentation proving a foreign professional qualification and has a justified reason for it, an assessment of their competencies acquired before («prior learning») will be conducted by authorities according to the Act on Regulated Professions and Foreign Professional Qualifications Recognition.
- The minister in charge of education delivers the program on learning the Croatian language and the conditions of implementing it, the expenses are covered by the state budget. Task Force for Implementation Policy on the Integration of Foreigners into Croatian Society that is attached to the Governmental Office for Human Rights and the Rights of National Minorities is the main consultative body regarding immigrant education and related services for migrants.



## Statistics on migrant pupils and students in Croatia

### Statistics on migrant pupils: elementary and high schools, vocational education establishments:

- In Croatian schools there are 2.177 migrant pupils altogether or 0,53% of all students in schools. Thus, there are 1.959 (0,59%) migrant pupils in the elementary school, 374 (0,60%) in the high school and 384 (0,31%) in the vocational education establishments.



### Statistics on migrant students: colleges, universities, technical universities etc.:

- There are altogether 684 (0,43%) third country national students in all the colleges, universities and technical universities of Croatia.



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## Thank you for your attention!

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