

**TRAINING PACKAGE TO BUILD
CAPACITIES OF THE PROFESSIONAL
STAFF AT THE CENTRES FOR
DEVELOPMENT OF INCLUSIVE
PRACTICE AND REPRESENTATIVE OF
PARTNER ORGANISATIONS**

2016

1. SIGNIFICANCE OF TRAINING FOR THE CENTRES FOR DEVELOPMENT OF INCLUSIVE PRACTICE

In the modern developed countries, education and learning are the main drivers of development. They determine the quality of human resources, and their importance for the development of an inclusive society is increasingly emphasized. Efforts are made to qualify individuals for lifelong learning¹. The concept also incorporates the vital knowledge, skills and attitudes that an individual must acquire in order to fully adapt to the society. The purpose of lifelong education and learning is observed in the fact that it is necessary for all experts to respond to the challenges of change in the development of methods of support for children with disabilities, and thereby improve the quality of Centres for the development of inclusive practice. Lifelong learning today is a leading principle for the development of inclusive support systems. The special importance of lifelong learning lies in the fact that experts employed at the Centres are crucial for the success of the Centres themselves, and hence for the development of inclusive practices in the Una-Sana Canton. The purpose of contemporary social development is to improve the quality of life of individuals, specifically children with disabilities and their family members.

Inclusive practice is a dynamic process, especially in the countries where it is only in the preliminary stage, like in Bosnia and Herzegovina and the neighbouring countries. Insufficiently established attitudes of society towards inclusive practice pose additional responsibility for experts to prove the positive impacts of inclusion both on children with disabilities and on their peers, as well as the society as a whole. Only those experts who permanently work on their own professional development through formal and non-formal training programs can be the drivers of inclusive changes in the society. This training package includes the training that experts in the Centres for the Development of Inclusive Practices need to pass in order to provide good quality and effective support to children with disabilities. However, the indicated and described training cannot be seen as the final list of training for the future operation of the Centre, they only represent the initial segment and the incentive for continuous professional development on an annual basis. Centres and institutions that continuously invest in human resources excel in practice, such Centres and institutions are followed by inclusion innovations and they are drivers of social changes that influence the development of an inclusive society. An expert who supports children with disabilities, their family members and other professionals from different sectors must exercise the lifelong learning program and can never surpass sufficient levels of knowledge, skills and competencies needed throughout the engagement period at the Centre for Development of Inclusive Practices. Investing in human resources represents an investment in the quality and sustainability of the service and contributes to achieving the actual goals of the Centres' establishment, specifically, the continuous impact on the development of inclusive practice.

¹ The term "lifelong learning" implies the process of learning in order to acquire new and improved existing knowledge, skills and competencies

This training package presents training sessions chronologically over a period of three years, divided into several categories:

- training for the improvement of multidisciplinary cooperation and team management,
- specialized trainings related to the scope of work of the Centres, including speech therapy, sensory support, physiotherapy, occupational therapy and psycho-social support as well as the mobile expert teams; and
- training for representatives of partner organizations in the area of capacity building for the improvement of financial management and budget allocations to strengthen services for children with disabilities
- training in the form of study visits.

2. TRAINING PACKAGE

2.1. TRAINING FOR THE IMPROVEMENT OF MULTIDISCIPLINARY COOPERATION AND TEAM MANAGEMENT

This section will describe training, education and supervision aimed at strengthening the human resources of Centres for Development of Inclusive Practices in the area of team cooperation and team management. Although the services provided by the Centres are central to the Centres' operation, one should not ignore the importance of team work in maintaining the quality and making the greatest possible impact on beneficiaries. The specific features of the Centres should be emphasised, as they reflect in multidisciplinary nature of work, since the Centres provide home to divisions employing experts of different profiles. For their activities to be coordinated, the teams need to be prepared for cooperation. This will help avoid the risk that several professionals of different profiles work at the same Centre, but separately and with separate goals for beneficiaries. Planned education and training sessions will guide all experts to collaborative planning of service provision in order to deliver timely, quality and effective service.

In order to improve multidisciplinary cooperation and team management, the following education and/or training sessions are planned:

- ✓ Training in communication skills, time management and team work (2016),
- ✓ Practical training in introducing quality systems in the Centres for Development of Inclusive Practice (2016 and 2017),
- ✓ Service provision innovation (2017),
- ✓ Strategic and operational planning (2017),
- ✓ Team work supervision (2018).

2.1.1. TRAINING IN COMMUNICATION SKILLS, TIME MANAGEMENT AND TEAM WORK

TOPIC	METHODOLOGY	DURATION (day)	ACQUIRED COMPETENCES
Description of activities of the Centres for Development of Inclusive Practice	- lectures - discussion	0.5	- understand and describe the activities of the Centres for Development of Inclusive Practice
Managing team communication – formal and informal communication network	- lectures - practical workshop - presentation of practical example - role play	1	- identify communication channels within the Centre's team; - apply constructive, assertive communication; - understand the differences in communication media and their capacities; - manage a formal network and recognize informal communication network; - apply communication techniques;
Managing team conflicts	- lectures - role play - behaviour analysis	1	- recognise conflicts; - apply conflict management methods
Team meeting management	- lectures - practical workshop	1	- lead effective team meetings; - use templates for repeat communications;
Time management – model by Stephen Covey in 4 quadrants - urgent-important - urgent-not important - not urgent-important - not urgent-not important	- lectures - practical workshop based on 4 quadrants - content analysis	1	- determine working objectives; - differentiate important from not important and urgent from not urgent assignments; - plan working assignments and commitments towards beneficiaries and co-workers;
Priorities and obstacles in time management	- lectures - practical workshop - content analysis	0.5	- identify working priorities in view of the beneficiaries and co-workers; - apply methods and models of performing assignments; - recognise obstacles in time management and completion of working assignments;
TOTAL DURATION		5 days	
TIMEFRAME	November 2016		
PARTICIPANTS	All employees of the Centres for Development of Inclusive Practice		
TRAINERS	Darko Kobetić, prof.reh. Dr sc Ana Wagner Jakab		
INSTITUTION/ ORGANISATION	Knowledge Centre PROPECTUS Zrinski Frankopanska 18 10 450 Jastrebarsko Croatia Mob. +385 99 2401004		

	e-mail: razvoj.znanja@gmail.com
REFERENCES	<p>Knowledge Centre PROPECTUS has a long-lasting practice of strengthening human resources relating to teamwork, communication and time management. Some of the relevant assignments in this area include: The Program of Professional and Personal Growth and Development of Employees in the Social Welfare System at the Social Welfare Centre <i>Sveti Ivan Zelina</i>, Croatia; Training in Communication Skills, Teamwork and Time Management for the <i>Srce</i> Association Sv. Ivan Zelina, <i>Maslačak</i> Association Križevci, <i>Sveta Ana Lobar</i> Association, <i>Sunce Novi Marof</i> Association and <i>Mali Princ</i> Đurđevac Association; Training in Self-respect and Self-esteem in order to Preserve Integrity for the Special Educational Institution <i>Nad Lipom</i>, Zagreb and for the City Special Educational Needs Professionals of the City of Zagreb.</p> <p>The trainers have extensive experience in the development of training, education and lectures in the field of communication skills development, teamwork and time management following the Gestalt psychotherapeutic approach, which they specialised in at the Institute for integrative and Gestalt psychotherapy Wurzburg.</p>
SHORT TRAINING DESCRIPTION	<p>The training is conducted for a total duration of 5 days, led by one of the two experts in the field of communication skills development, time management and team work. In the course of the training, methods of theoretical lectures, practical work, content analysis and role play are used, and participants get familiar with successful functioning in a team environment, recognising and communicating conflict situations, while increasing their effectiveness through time planning based on the Covey's 4 quadrants model in which goals and priorities are identified through the assessment of the urgency and importance for the beneficiaries and the Centre. According to the Covey model, the tasks are divided into those that are urgent and important, those that are not urgent, but important, those that are urgent, but not important and those that are neither urgent nor important. This model divides the organization of time into operational work (urgent and important) and strategic work (not urgent but important). It also enables identification of tasks whose purpose is neither professional development nor development of the Centre (neither urgent nor important). Using the Covey model, the skills of organising daily, weekly, monthly, annual and perennial tasks are improved and more effective performance of the experts working at the Centres is achieved. In addition to the Centres' development, this model is also applicable in determining the support priorities for the beneficiaries and planning goals in beneficiary development. Proper sorting of interventions in the order of urgency (those that coincide with the development phase of the beneficiary are more urgent) and importance (those that are aimed at gaining independence of beneficiaries in performing everyday skills are more important). Stephen Covey is the author of the book <i>Seven Habits of Successful People</i>, which details the description of the Covey time management grid, which is also known as the Eisenhower Principle of Important-Urgent.</p> <p>Upon completion of the Training, all participants receive a certificate from the PROPECTUS Knowledge Centre on acquired competencies.</p>
TOTAL COST OF TRAINING (EUR)	2.950,00

2.1.2. PRACTICAL TRAINING IN INTRODUCING QUALITY SYSTEMS IN THE CENTRES FOR DEVELOPMENT OF INCLUSIVE PRACTICE

TOPIC	METHODOLOGY	DURATION (day)	ACQUIRED COMPETENCES
Measurable quality aspects at the Centres for Development of Inclusive Practice	- lectures	1	- recognise and identify quality aspects; - differentiate quality aspects by quality;
What is quality assurance system	- lectures	1	- identify and describe quality aspects relevant for the operation of the Centre
Thirteen quality areas	- lectures - practical examples	1	- identify quality area; - differentiate by quality and describe contents of each quality area;
Self-assessment of the Centres	- lectures - practical workshops - content analysis	1	- describe the method of self-assessment; - conduct self-assessment; - differentiate key elements of self-assessment;
Development of quality system of the Centres for Development of Inclusive Practice	- lectures - practical workshops - content analysis	2	- understand the quality system of the Centres; - develop quality system; - analyse the quality of the system's contents;
TOTAL DURATION		6 days	
TIMEFRAME	January 2017		
PARTICIPANTS	All employees of the Centres for Development of Inclusive Practice		
TRAINERS	Darko Kobetić, prof.reh.		
INSTITUTION/ ORGANISATION	Knowledge Centre PROPECTUS Zrinski Frankopanska 18 10 450 Jastrebarsko Croatia Mob. +385 99 2401004 e-mail: razvoj.znanja@gmail.com		
REFERENCES	Knowledge Centre PROPECTUS has an extensive practical experience in the development of quality of educational institutions, social care institutions and non-governmental organizations in Croatia and Montenegro. Some of the relevant assignments of the PROPECTUS Centre and trainers in this area include: Introduction of a quality system for the provision of social services for <i>Srce</i> Association Sv. Ivan Zelina, <i>Maslačak</i> Association Križevci, <i>Sveta Ana Lobar</i> Association, <i>Sunce</i> Novi Marof Association and <i>Mali Princ</i> Association Đurđevac; Introduction of Quality System in 3 Resource Centres in Montenegro: Centre for Education and Upbringing <i>1 June</i> ; Centre for Upbringing and Education of Children with Hearing Disability Kotor; Centre for Education and Upbringing Podgorica.		
SHORT TRAINING DESCRIPTION	The training is conducted for a total duration of 6 days, led by an expert in the field of quality development in educational and social care institutions/organizations. In the course of the training, methods of theoretical lectures, practical work and content analysis are used, and the participants are trained in introducing and monitoring the quality system in		

	the Centres for Development of Inclusive Practice, starting from self-assessment of the quality level according to the set standards, indicators and performance levels in each of the 13 quality areas. The quality areas included in this training are as follows: quality planning, good governance, management, customer orientation, employees, volunteers, training and development, money management, property and safety at work, activity management, networking and advocacy, monitoring and evaluation, and results. The quality system complies with ISO 9001:2008 standards, and is based on the SIMPLE approach to quality that includes: setting expectations, insisting on dedication, measuring progress, providing feedback, linking with consequences, and impact evaluation. Upon completion of the training, all participants receive a certificate from the PROPECTUS Knowledge Centre on acquired competencies.
TOTAL COST OF TRAINING (EUR)	1.710,00

2.1.3. SERVICE PROVISION INNOVATION

TOPIC	METHODOLOGY	DURATION (day)	ACQUIRED COMPETENCES
Dimension of social innovation	- lectures	0,5	- understand social services innovation, - foster introduction of social innovations
Development of innovation culture	- lectures	0,5	
Social innovation development models	- lectures - practical work by participants - work analysis - discussion	2	
Process towards innovative social services	- lectures - practical work by participants - work analysis - discussion	3	
Key steps in innovative development	- lectures - practical work by participants - work analysis - discussion	2	
TOTAL DURATION		8 hours	
TIMEFRAME	June 2017		
PARTICIPANTS	All employees of the Centres for Development of Inclusive Practice		
TRAINERS	Darko Kobetić, prof.reh.		
INSTITUTION/ ORGANISATION	Centar znanja PROPECTUS Zrinski Frankopanska 18 10 450 Jastrebarsko Croatia Mob. +385 99 2401004 e-mail: razvoj.znanja@gmail.com		
REFERENCES	The trainer has gained experience in introducing and fostering social innovations mostly in the field of inclusive practice which is at the core of his work. Through numerous projects funded by the European Social Fund, but also by national donors, the trainer has encouraged innovative processes in the provision of social services such as the introduction of		

	teaching assistants in schools and kindergartens in the Republic of Croatia, the development of inclusive standards of preschool institutions, promotion of the employment of persons with disabilities as working assistants, etc. The trainer delivers lectures, education, training and workshops on the topic of social innovations, and some of the non-governmental organizations that have passed one-day training include: <i>Maslačak</i> Association Križevci, <i>Sveta Ana Lobar</i> Association, Persons with Disabilities Association of Karlovac County, Croatian Union of Associations of Persons with Physical Disabilities of that institution: Kindergarten <i>Radost</i> Jastrebarsko, Kindergarten <i>Ivana Brlić Mažuranić</i> Zagreb, Kindergarten <i>Slavuj Strmec</i> etc.
SHORT TRAINING DESCRIPTION	The training lasts for 1 day, and it is intended for all employees of the Centres for Development of Inclusive Practice with the aim of fostering innovative social services for development of inclusive practice, and based on the objectives of the Centres to be leaders in following the trends and implementation of inclusive innovations in practice. Upon completion of the training, all participants receive a certificate from the PROPECTUS Knowledge Centre on acquired competencies.
TOTAL COST OF TRAINING (EUR)	295.00

2.1.4. STRATEGIC AND OPERATIONAL PLANNING

TOPIC	METHODOLOGY	DURATION (day)	ACQUIRED COMPETENCES
Importance and usefulness of strategic and operational planning	- lectures	1	- understand the process of strategic and operational planning - identifying key elements of strategic and operational planning - develop strategic and operational plan
Identifying priority areas of the Centre's operation	- lectures - group work - reporting and discussion	2	
SWOT² and PESTLE³ analysis	- lectures - group work - reporting and discussion	1	
Problem analysis by priority areas	- lectures - group work - reporting and discussion	2	
Identifying goals of the Centre	- lectures - group work - reporting and discussion	2	
Identifying activities and results based on the set goals	- lectures - group work - reporting and discussion	2	

²SWOT analysis is one of the tools that the Centre can use in developing the strategy of operation. This is a qualitative analytical method based on 4 factors that demonstrate the strengths, weaknesses, opportunities and threats in the strategic development period of the Centre. However, it should be taken into account that this is a subjective method.

³PESTLE analysis is the acronym (political, economic, sociological, technological and legal). It represents the basis for strategic planning as it analyzes the context from all relevant aspects that are often beyond the control of the Centre and can affect its work and development. By timely determination of risks and potentials in the analyzed areas it is possible to prevent undesirable consequences, but also to use positive changes and trends for the work and development of the Centre.

Identifying indicators, measurable sources of verification and necessary resources	- lectures - group work - reporting and discussion	2	
Development of the implementation plan	- group work - reporting and discussion	2	
TOTAL DURATION		14 days	
TIMEFRAME	January – April 2017		
PARTICIPANTS	All employees of the Centres for Development of Inclusive Practice		
TRAINERS	Darko Kobetić, prof.reh.		
INSTITUTION/ ORGANISATION	Centar znanja PROPECTUS Zrinski Frankopanska 18 10 450 Jastrebarsko Croatia Mob. +385 99 2401004 e-mail: razvoj.znanja@gmail.com		
REFERENCES	The PROPECTUS Knowledge Centre has so far carried out several strategic planning processes, of which the most significant for the trainer are the drafting of the Strategic Plan and Implementation Plan for inclusion of children with disabilities in the regular school system in the Una-Sana Canton; National Strategy for the Development of Inclusion in Montenegro, Strategic Development Plan and Implementation Plan for the Pedagogical Institute of the Tuzla Canton; Facilitating the process of strategic planning for the international organization Save the Children in BiH; Development of the Strategic Development Plan of the Blind Persons Association of the City of Zagreb.		
SHORT TRAINING DESCRIPTION	The training is conducted separately for each Centre, to be attended by all employees of the Centres and the training lasts for 7 days per each Centre. In the course of the training, through the practical work of participants, the Five-Year Strategic Plan and the Implementation Plan for each Centre are being developed. The plans will pertain to the period from 2017 to 2022. Upon completion of the training, the participants will be able to develop the Centre's Development Strategy and Implementation Plan on their own. Upon completion of the training, all participants will receive the PROPECTUS Knowledge Centre certificate on acquired competencies.		
TOTAL COST OF TRAINING (EUR)			4,130.00

2.1.5. SUPERVISION OF TEAM WORK

TOPIC	METHODOLOGY	DURATION (day)	ACQUIRED COMPETENCES
Supervision	- analysis of obstacles to team work - application of creative techniques - workshop	1	- implement procedures, communication and methods for good quality functioning of the team
Supervision	- analysis of obstacles to team work - application of creative techniques - workshop	1	

Supervision	- analysis of obstacles to team work - application of creative techniques - workshop	1	
Supervision	- analysis of obstacles to team work - application of creative techniques - workshop	1	
Supervision	- analysis of obstacles to team work - application of creative techniques - workshop	1	
Supervision	- analysis of obstacles to team work - application of creative techniques - workshop	1	
Supervision	- analysis of obstacles to team work - application of creative techniques - workshop	1	
TOTAL DURATION		7 days	
TIMEFRAME	January 2018 - September 2018		
PARTICIPANTS	All employees of the Centres		
TRAINERS	Darko Kobetić, prof.reh.		
INSTITUTION/ ORGANISATION	Centar znanja PROPECTUS Zrinski Frankopanska 18 10 450 Jastrebarsko Croatia Mob. +385 99 2401004 e-mail: razvoj.znanja@gmail.com		
REFERENCES	The Supervisor acquired expert knowledge in the field of team supervision through assignments in Croatia at the Centre for Social Welfare <i>Sveti Ivan Zelina</i> , the <i>Srce</i> Association (Supervision of Employees in Half-Day Care Centres), supervision of teaching assistants and kindergarten assistants in the Karlovac and Zagreb County, the Centre for Upbringing and Education Velika Gorica and through supervisory work in Montenegro in: Day Centre of Pljevlja, Resource Centres <i>June 1</i> , Podgorica Resource Centre and Kotor Resource Centre. His supervisory work is based on extensive experience in the field of development of inclusive practice and knowledge of specific methods of supporting children with disabilities (ABA, TEACCH, PECS, Floor Time, Baby Sign, Brain Gym, etc.). Also, in the course of the supervisory work, he uses creative techniques in finding solutions to the challenges in the team. Through his work he demonstrated the skills of dealing with significant conflict situations within the teams.		
SUMMARY OF SUPERVISION	Supervision is intended for the development of experts and the Centres, improving the professional life of experts with regard to their role in the Centres for Development of Inclusive Practice. The supervision of professionals by positions will enable: <ul style="list-style-type: none"> ▪ Support in reflecting and making professional decisions ▪ Support in challenging and demanding professional situations and conflicts ▪ Explaining and processing tasks, functions, and roles ▪ Support in managing change processes ▪ Innovative solutions to new challenges. 		

	<p>In the supervisory context, the starting point is the „presented material“ – a situation deemed challenging by the supervisor. Therefore, the starting points represent personal content and previous experience:</p> <ul style="list-style-type: none"> ▪ What happened? ▪ How do I feel/think about it? ▪ What is my previous experience? <p>This phase enables the supervisor to get an idea of how much a supervised person knows about a topic, how sensitive s/he is to the problems in that area, and what experiences s/he has about it. At the same time, curiosity, interest and motivation among the group is growing.</p> <p>In the further course of supervision, the supervisor leads the individual and the group through the process of discovering and understanding the meaning of questions:</p> <ul style="list-style-type: none"> ▪ What is going on and how does it affect me as a person/us as a group/the beneficiary and his system? ▪ What are the theoretical foundations of what is going on, what kind of methods, interventions are these? <p>In the course of the supervision, the supervised persons are expected to expand acquired experience or knowledge to a new life situation, or to spend a certain amount of time thinking about the newly acquired content:</p> <ul style="list-style-type: none"> ▪ Which segments were helpful in a specific case? ▪ What and how can they be used in the future? <p>The supervision will use a model of structured reflection that includes a description of the situation, circumstances that influenced the situation, a reflection on what they wanted to achieve in a particular situation, how come that the expert responded in a certain way and what were the consequences of the expert's behaviour on the beneficiary. Furthermore, the model includes an analysis of alternative management options regarding the same or similar situations and learning about the application of possible procedures in future situations.</p> <p>The supervision is conducted for each Centre separately, through a total of 7 supervisory meetings in each Centre, with duration of 0,5 day each. During supervision, team members present the difficulties they encounter in the functioning of the team and are encouraged to find solutions. The ultimate goal of the supervisory meetings is the professional and personal growth and development through raising personal responsibility for team relationships and fostering a collaborative environment in order to develop the quality of work in the 13 areas described in the quality system.</p>
TOTAL COST OF TRAINING (EUR)	2.065,00

2.2. SPECIALISED TRAINING RELATED TO THE SCOPE OF WORK OF THE CENTRE

This section indicates training and education pertaining to the specific scope of work of the Centres for Development of Inclusive Practices. Considering that the activities of the Centres include beneficiaries in need of early intervention, through pre-school, elementary and secondary school, as well as parents of children with disabilities and other members of their families, it is necessary to design in-service development programs that will ensure quality provision of services.

In order to develop the services, while ensuring their quality and promoting the Centres for Development of Inclusive Practice as the drivers of inclusive changes in the Una-Sana Canton, it is planned to cover specialized trainings pertaining to the scope of work of the Centres as follows:

- ✓ Training concerning the operation of the mobile expert teams (2016 and 2017),
- ✓ Training in the application of PPVT/III Peabody Picture Vocabulary (2017),
- ✓ Training in the application of Čuturić Development Test (RTČ) - Small children emotional development scale (2016/2017),
- ✓ Training in the application of the test KORALJE - communication development milestones (2017),
- ✓ Training concerning the implementation of non-standardized tests in physiotherapy (2016/2017),
- ✓ Gross Motor Function Measure (GMFM) and Classification System (GMFCS) course (2017),
- ✓ Occupational Therapy Assessment (2016/2017),
- ✓ „Sensory Integration in Pedagogy according to Ayres/SIAT for Educational Experts dealing with Development Rehabilitation“ (2017/2018),
- ✓ Psycho-social support for children with disabilities and their family members (2017),
- ✓ Application and use of the application MEI - Monitoring - Evaluation (2016./2017),
- ✓ Augmentative and alternative communication systems (2017),
- ✓ Implementation of fine arts in rehabilitation, therapy and integration (2017),
- ✓ Capturing skills development: assessment and intervention (2017),
- ✓ Supervision of professional work by resource room (2017/2018),
- ✓ Introduction to Brain Gym (2017).

2.2.1. TRAINING CONCERNING THE OPERATION OF THE MOBILE EXPERT TEAMS

TOPIC	METHODOLOGY	DURATION	ACQUIRED COMPETENCES
Models of inclusive environment	- lectures - examples of good practice	1	- describe models of inclusive environment
Scope of operation of the mobile expert teams	- lectures - practical workshop - content analysis	1	- describe scope of operation of the mobile expert teams
Education and rehabilitation procedures through advisory work in regular kindergartens and schools	- lectures - consultation - examples of good practice - practical workshop - content analysis	1	- list and describe procedures - implement procedures in inclusive practice
Collaborative nursing and educational institutions	- lectures - examples of good practice - practical workshop - content analysis	1	- describe functioning of collaborative institutions - foster development of collaborative institutions
Self-esteem and self-respect in support of safeguarding one-s own identity	- practical work through advisory support - one-on-one sessions	1	- empower personal processes in the course of performing assignments

Communication and consultation skills	- lectures - practical workshop - behaviour analysis	1	- describe the process of advisory work - use advisory work
Building capacities for conflicts and stressful situations	- lectures - practical workshop - behaviour analysis	1	- react constructively in conflict and stressful situations
Cooperation with regular institutions, parents and assistants	- lectures - examples of good practice - practical workshop - behaviour analysis	1	- cooperate with experts, parents and assistants in order to develop inclusive practise
TOTAL DURATION		8 days	
TIMEFRAME	January 2017 – July 2017		
PARTICIPANTS	All employees of the Centres for Development of Inclusive Practice and members of the Assessment and Monitoring Committee		
TRAINERS	Darko Kobetić, prof.reh. Dr sc. Natalija Lisak		
INSTITUTION/ ORGANISATION	Centar znanja PROPECTUS Zrinski Frankopanska 18 10 450 Jastrebarsko Croatia Mob. +385 99 2401004 e-mail: razvoj.znanja@gmail.com		
REFERENCES	The Knowledge Centre PROPECTUS implements the Program of transformation of special institutions into Resource Centres in the territory of Croatia and Montenegro. The program is implemented at the level of administration, human resources and the legal transformation. The level of human resources relates to the training concerning the operation of the mobile expert teams and covers all employees of the 3 national specialised institutions in Montenegro, the Centre for the Upbringing and Education of Children and Youth Velika Gorica, Zagreb Autism Centre, Zagreb Rehabilitation Centre, Centre for Education and Upbringing of Children and Youth Karlovac, Rehabilitation Centre Jaskovo Ozalj and many other special institutions in the territory of the Republic of Croatia. All transformation and training processes were led by Darko Kobetić, rehab.prof. assisted in one part of the training by the co-trainer dr sc. Natalija Lisak.		
SHORT TRAINING DESCRIPTION	The training lasts for 8 days, with a total duration of 64 hours over the period of 8 months (1 meeting per month). At the end of each session, participants get practical assignments that they implement in practice and that are analysed at the next session. They cover key issues to prepare members of the Mobile Expert Teams for good quality provision of support to regular educational institutions as well as health care and social care institutions in order to achieve a standard in service provision based on examples of good practice in the neighbouring countries, but also in Sweden and Italy. Upon completion of the training, all participants receive a certificate from the Knowledge Centre PROPECTUS on the acquired competences that is recognized for Mobile Expert Teams in the Republic of Croatia and Montenegro.		
TOTAL COST OF TRAINING (EUR)	4,720.00		

2.2.2. TRAINING IN THE APPLICATION OF PPVT/III PEARSON PICTURE VOCABULARY

TOPIC	METHODOLOGY	DURATION (hours)	ACQUIRED COMPETENCES
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PPVT/III – theoretical background and test	- lectures - discussion	1	The participants will learn about the psycho-diagnostic tool and learn how to properly apply it and interpret it in practice.
Language adaptation of the test	- lectures - examples from practice	1	
Test development	- lectures - examples from practice	1	
Test simulation	- practical workshop - interpretation of examples	1	
Exercise: pair work and interpretation of results	- practical workshop / exercise - discussion	2	
Application of the test for clinical purposes	- lecture - interpretation of examples	1	
Test advantages and limitations	- lectures - interpretation of examples - discussion	1	
TOTAL DURATION		8 HOURS	
TIMEFRAME	March 2017		
PARTICIPANTS	Speech therapists and members of the assessment and monitoring commission - speech therapists and psychologists		
TRAINERS	prof.dr.sc. Melita Kovačević dr. sc. Gordana Hržica Nevena Padovan, prof.		
INSTITUTION / ORGANISATION	Naklada Slap d.o.o. Dr. Franje Tuđmana 33 10450 Jastrebarsko Hrvatska Tel.+385 1 6281 774; +385 1 6284 001 e-mail: nslap@nakladaslap.com		
REFERENCES	<p>Slap Foundation has a long standing experience in the organization and management of training sessions intended for professionals from various sectors: psychologists, speech therapists, psychiatrists, pedagogues, social workers, doctors of different specialties, and other professionals in the areas of medicine, HR and law.</p> <p>One segment of the training relates to certain psychological instruments as available in our offer, and the goal is to train the participants in a proper use of the tools in practice.</p> <p>We also organize training sessions on different topics useful for professionals from different areas, such as: work with children, individuals with communication difficulties, persons with problematic behavior, work in the area of health and HR management.</p> <p>Every year, we update the program of our workshops with topic we recognize as needed and useful to different professionals.</p> <p>The proposed trainers are long-term associates of Slap Foundation.</p>		
SHORT TRAINING DESCRIPTION	<p>PPVT-III is a test of broad application which is used a measure of receptive (audio) knowledge of vocabulary and is intended for persons aged 2,5 - 90. It can be used as a triage procedure to check verbal abilities of children and adults, for the triage of employment candidates and as a measure of the knowledge of a foreign language (if applied in a non-mother tongue of the interviewee).</p> <p>Since this test does not require reading and writing skills and is easy to apply, PPVT-III is useful to establish a relationship between the interviewer and interviewee, testing of pre-school children, testing of persons with problems with written language, persons who are underachievers in group testing and for detecting speech impairment at all ages. It is used as measure of the linguistic potential of persons with speech impairment, as</p>		

	well as testing of persons with different disabilities (autism, cerebral palsy, psychotic symptoms, mild visual impairment, visual-perceptive problems). This test is applied individually. Its duration is not set in advance, but it is usually 10-15 minutes. The scoring is fast and objective and most of it can be done during the test application.
TOTAL PRICE OF TRAINING PER PARTICIPANT (EUR)	200,00 EUR

2.2.3. TRAINING IN THE APPLICATION OF ČTURIĆ DEVELOPMENT TEST (RTČ) - SMALL CHILDREN EMOTIONAL DEVELOPMENT SCALE

TOPIC	METHODOLOGY	DURATION (hours)	ACQUIRED COMPETENCIES
History of the test in the context of other development scales	- theoretical lecture - discussion	1	The participants will learn about the psycho-diagnostic tool and learn how to properly apply it and interpret it in practice.
Test description	- theoretical lecture	2	
Test application and scoring	- theoretical lecture - practical application - discussion	2	
Interpretation of test application on small and pre-school children	- interpretation of examples - discussion	3	
TOTAL DURATION		8 sati	
TIMEFRAME	12.12. 2016. At the Training and Research Centre in Zagreb / March 2017.		
PARTICIPANTS	The training is intended for psychologists and members of the assessment and monitoring commission - psychologists		
TRAINERS	mr.spec. Snježana Bilać		
INSTITUTION / ORGANISATION	Naklada Slap d.o.o. Dr. Franje Tuđmana 33 10450 Jastrebarsko Hrvatska Tel.+385 1 6281 774; +385 1 6284 001 e-mail: nslap@nakladaslap.com		
REFERENCE	<p>Slap Foundation has a long standing experience in the organization and management of training sessions intended for professionals from various sectors: psychologists, speech therapists, psychiatrists, pedagogues, social workers, doctors of different specialties, and other professionals in the areas of medicine, HR and law.</p> <p>One segment of the training relates to certain psychological instruments as available in our offer, and the goal is to train the participants in a proper use of the tools in practice.</p> <p>We also organize training sessions on different topics useful for professionals from different areas, such as: work with children, individuals with communication difficulties, persons with problematic behavior, work in the area of health and HR management.</p> <p>Every year, we update the program of our workshops with topic we recognize as needed and useful to different professionals.</p> <p>The trainer is a long-term associate of Slap Foundation.</p>		
SHORT TRAINING DESCRIPTION	RTČ test is intended for testing the psycho motor development of children aged 1 month - 8 years.		

	<p>It establishes the development of motor skills, oculomotor and communication skills of small children. The test is applied individually and takes 60 minutes on average.</p> <p>During the training, the history of the test will be presented in the context of other developmental scales, along with its description, application and scoring, and the interpretation of test results for small and pre-school children.</p> <p>The participants will be trained how to apply this test on their own.</p>
TOTAL PRICE OF TRAINING PER PARTICIPANT (EUR)	200,00 EUR

2.2.4. TRAINING IN THE APPLICATION OF THE TEST KORALJE - COMMUNICATION DEVELOPMENT MILESTONES

TOPIC	METHODOLOGY	DURATION	ACQUIRED COMPETENCIES
Early language development: theoretical concepts and guidelines	- lectures - interpretation of examples - clinical application - discussion	1	The participants will learn about the psycho-diagnostic tool and learn how to properly apply it and interpret it in practice.
Why Koraljje? Rationale of its application and use	- lectures - discussion	0,5	
Application of Koraljje	- lectures - discussion	0,5	
Description, application and scoring of Koraljje	- lectures - interpretation of examples - discussion	1	
Milestones for infants (08-16 months): Words and gestures Part I: First words Part II: Actions and gestures	- lectures - interpretation of examples - discussion	2	
Toddler milestones (16-30 months): Words and sentences Part I: Words used by toddlers Part II: Sentences and grammar	- lectures - interpretation of examples - discussion	2	
Clinical application of Koraljje	- clinical application - discussion	1	
TOTAL DURATION		8 sati	
TIMEFRAME	April 2017		
PARTICIPANTS	The training is intended for psychologists and speech therapists, as well as the members of the assessment and monitoring commission - psychologists and speech therapists		
TRAINERS	prof. dr. sc. Melita Kovačević prof. dr. sc. Jelena Kuvač Kraljević		

	doc. dr. sc. Maja Cepanec Naklada Slap d.o.o. Dr. Franje Tuđmana 33 10450 Jastrebarsko Hrvatska Tel.+385 1 6281 774; +385 1 6284 001 e-mail: nslap@nakladaslap.com
INSTITUTION / ORGANISATION	
REFERENCE	Slap Foundation has a long standing experience in the organization and management of training sessions intended for professionals from various sectors: psychologists, speech therapists, psychiatrists, pedagogues, social workers, doctors of different specialties, and other professionals in the areas of medicine, HR and law. One segment of the training relates to certain psychological instruments as available in our offer, and the goal is to train the participants in a proper use of the tools in practice. We also organize training sessions on different topics useful for professionals from different areas, such as: work with children, individuals with communication difficulties, persons with problematic behavior, work in the area of health and HR management. Every year, we update the program of our workshops with topic we recognize as needed and useful to different professionals. The trainers are long-term associates of Slap Foundation.
SHORT TRAINING DESCRIPTION	Koralje includes two standardized scales for assessing early language development. One scale, Words and Gestures, is used to assess the use of gestures and first words in infants aged 8-16 months. The second scale, Words and Sentences, is used to assess the vocabulary and grammar in toddlers aged 16-30 months. How to fill in the scales and how to make conclusions on a child's language development in early years of life based on the scales filled in by the parents; how to apply Koralje for clinical purposes; how to apply Koralje in older children with language difficulties - these are the key topics of the training.
TOTAL PRICE OF TRAINING PER PARTICIPANT (EUR)	200,00

2.2.5. TRAINING CONCERNING THE IMPLEMENTATION OF NON-STANDARDISED TESTS IN PHYSIOTHERAPEUTICAL ASSESSMENT

TOPIC	METHODOLOGY	DURATION (hours)	ACQUIRED COMPETENCES
Assessment in physiotherapy	- lectures - discussion	0.5	- understand assessment procedures in physiotherapy
Standardised tests in assessment	- lectures - discussion	0.5	- create assessment forms based on standardized assessment tests
Non-standardised tests based on standardised tests	- lectures - discussion	0.5	- use and score non-standardized forms
Use of non-standardised tests in physiotherapeutic assessment	- practical work of participants - analysis of work	2	- plan intervention based on the test results - understand the strengths and weaknesses of non-

	- analysis of practical examples - discussion		standardised assessment in physiotherapy
Scoring non-standardised tests in physiotherapeutic assessment	- lectures - practical work of participants - analysis of practical examples - discussion	1	
Planning interventions based on assessment	- lectures - practical work of participants - analysis of work	2	
Strengths and weaknesses of non-standardised assessment	- lectures - discussion	0.5	
TOTAL DURATION		8 hours	
TIMEFRAME	December 2016 - January 2017		
PARTICIPANTS	Physiotherapists		
TRAINERS	Marina Sakmardi, bacc. Physioth.		
INSTITUTION/ ORGANISATION	SRCE – Udruga roditelja djece s teškoćama u razvoju, odraslih s invaliditetom i njihovih obitelji Petra Preradovića 3 10 380 Sveti Ivan Zelina Hrvatska Tel. +385 1 2060462 Mob. +385 92 1313050 e-mail: info@udruqa-srce-zelina.hr		
REFERENCES	SRCE Foundation has implemented community- based support programs for children with disabilities and persons with disabilities for 11 years. As part of its support, it offers the services of physiotherapists, speech therapists, occupational therapists and sensory therapists, as well as half-a-day and full-day stay of young persons and persons with disabilities. Marina Sakmardi, bycc. physioth. is a physiotherapist who provides physiotherapy services on a daily basis, including detection / assessment of service users, planning and administration of treatments and periodical and final assessments once the treatment has been completed. She is involved in the continuing professional advancement program and conforms to high quality standards through expertise and modern knowledge in the area of physiotherapy. In addition to direct work, for over 7 year she has delivered seminars, education and training courses in the Republic of Croatia on different topics, such as physiotherapeutic assessment, planning and provision of support.		
FOUNDATION	The training is conducted for 8 hours during one day and is intended for physiotherapists working at the Centres for Development of Inclusive Practices aimed at improving their knowledge, skills and competencies in the field of beneficiary assessment through non-standardized tests that were created following standardized tests. Upon completion of the training, trainees will be able to independently use non-standardized assessment forms and plan physiotherapy based on the obtained results.		
TOTAL COST OF TRAINING (EUR)	295.00		

2.2.6. GROSS MOTOR FUNCTION MEASURE (GMFM) AND CLASSIFICATION SYSTEM (GMFCS) COURSE

TOPIC	METHODOLOGY	DURATION (hours)	ACQUIRED COMPETENCES
Gross Motor Function Measure (GMFM) and Classification System (GMFCS)	- lectures - practical examples	3	<ul style="list-style-type: none"> - understand the gross motor function measure - understand the classification system (GMFCS) - use the test for the measurement of gross motor functions - use the classification system - analyse the test results - select and use sets of assignments within the gross motor function measure test
Gross Motor Function Assessment of children (GMFM-66)	- practical test exercise - analysis	3	
Discussion on test results GMFM	- discussion	2	
Gross Motor Function Assessment of children - (GMFM)	- practical group work	2	
Analysis of test results, in GMAE system.	- discussion	2	
Selection and use of sets of assignments within GMFM test.	- lectures - practical work - discussion	2	
Standardised determination of reliability of assessment for each beneficiary	- analysis of work - discussion	2	
TOTAL DURATION		16 hours	
TIMEFRAME	April/May 2017		
PARTICIPANTS	Physiotherapists, occupational therapists and members of the Assessment and Monitoring Committee		
TRAINERS	Darko Milašević, dipl.physioth.		
INSTITUTION/ ORGANISATION	Akademija za razvojnu rehabilitaciju, Klinika za dječje bolesti Zagreb Klaićeva 16 10 000 Zagreb Croatia +385 1 4600111 online form available at: http://www.akademija-rr.hr/about/contact.php		
REFERENCES	<p>Over the past five years, the Academy has organized several courses, led by international experts. Some of these courses have already contributed to the implementation of these diagnostic and therapeutic methods in Croatia. <i>Munich Functional Development Diagnostics for Age 1-3</i> (Th. Hellbrugge, S. Rank), <i>Early Communication and Interaction and Regulatory Disorders</i> (H. and M. Papoushek), <i>Sensory Integration</i> by J. Ayres (Christiane Kull), all from the German Academy for Development Rehabilitation from Munich, followed by <i>Myofunctional Therapy of Orofacial Dyskinesia, Preparation of Body for Speech Therapy, Bones</i> (C. Hockenhos, Susanne Codoni, Basel, Switzerland).</p> <p>The trainer is a long-term expert associate of the Academy responsible for the course implementation.</p>		
SHORT TRAINING DESCRIPTION	<p>The course is conducted for 2 days, and it is intended for physiotherapists and occupational therapists. Upon completion of the course, participants will be able to independently use the test to measure gross motor functions and the classification system, and to select and use assignments in the test to measure gross motor functions. The course is designed in a way that participants should expand their knowledge and competencies in the field of measurement of gross motor functions following lectures, examples</p>		

	from practice, the practical work of the participants themselves and the analysis of their own work during the workshop.
TOTAL COST OF TRAINING (EUR)	507.00

2.2.7. OCCUPATIONAL THERAPY ASSESSMENT

TOPIC	METHODOLOGY	DURATION (hours)	ACQUIRED COMPETENCES
About standardised tests: - Canadian occupational performance measure, - Miller assessment for pre-schoolers, - Sensory Integration and Praxis test	- lectures	1.5	- understand standardized tests, - adjust and use tests in practice, - assess and analyse the test results, - plan support for beneficiaries of the Centre based on the obtained test results
Use of tests in practice	- examples from practice - discussion	1	
Test adjustment	- lectures - practical work of participants - analysis of work - discussion	1	
Assessment and analysis of test results	- lectures - practical work of participants - analysis of work - discussion	2.5	
Planning by using test results	- lectures - practical work of participants - analysis of work - discussion	2	
TOTAL DURATION		8 hours	
TIMEFRAME	December 2016 / January 2017		
PARTICIPANTS	Occupational therapists and physiotherapists, members of the Assessment and Monitoring Committee		
TRAINERS	Mara Juroš, dipl. radni terapeut, SI pedagog		
INSTITUTION/ ORGANISATION	SRCE – Association of parents of children with development disorders, adults with disabilities and their families Petra Preradovića 3 10 380 Sveti Ivan Zelina Croatia Tel. +385 1 2060462 Mob. +385 92 1313050 e-mail: info@udruga-srce-zelina.hr		
REFERENCES	The SRCE Association has been implementing programs to support children and persons with disabilities in the community for 11 years. As part of the support, they provide services of physiotherapist, speech therapist, occupational therapist and sensory therapist, as well as half-day care for young people and adults with disabilities. Mara Juroš is a graduate occupational therapist who provides occupational therapy services on a daily basis starting from the assessment of the		

	independence of beneficiaries in performing their everyday living skills, through planning and support services to periodic and final assessments after completion of support. She is involved in the continuous professional development program and implements high quality standards through expertise and contemporary knowledge in the field of occupational therapy. In addition to core activities, for more than 8 years she has been delivering seminars, trainings and education in the Republic of Croatia concerning occupational therapy assessment, planning and support provision.
SHORT TRAINING DESCRIPTION	The training is conducted for 8 hours during one day and is intended for occupational therapists and physiotherapists working in the Centres for Development of Inclusive Practice aimed at improving knowledge, skills and competencies in the field of beneficiary assessment by using the adjusted standardized tests. Upon completion of the training, the trainees will be able to independently assess and plan occupational therapy support based on the obtained results.
TOTAL COST OF TRAINING (EUR)	500.00

2.2.8. SENSORY INTEGRATION IN PEDAGOGY ACCORDING TO AYRES/SIAT FOR EDUCATIONAL EXPERTS DEALING WITH DEVELOPMENT REHABILITATION

TOPIC	METHODOLOGY	DURATION (day)	ACQUIRED COMPETENCES
Introduction to theory of sensory integration	- lectures	0.5	In the course of the training, participants will acquire knowledge on the neurological background of sensory integration disorders based on current neurobiological and neurophysiological research results. They will acquire knowledge that will enable them to effectively help children with sensory integration disorders and significantly improve their development results.
Link between sensory integration and learning abilities	- lectures	0.5	
Child development – senso-motor, cognitive, aptitude development – linking phylogenesis and ontogenesis with the learning and sensory integration disorders	- lectures - discussion - practical workshops - analysis of work	1	
Diagnostics of sensory integration disorders	- lectures - base line assessment - analysis - discussion	1	
Differentiating sensory integration and learning disorders, ADHD syndrome, autism and cerebral palsy	- lectures - practical examples - discussion	1	
Procedures to foster development and its planning, working with parents	- case studies - content analysis	1	
TOTAL DURATION		5 days	
TIMEFRAME	March 2017		

PARTICIPANTS	Sensory therapists, occupational therapists, physiotherapists, special needs experts of different specialisations, speech therapists, teachers, nursing experts
TRAINERS	Mara Juroš, graduated occupational therapist, pedagogue
INSTITUTION/ ORGANISATION	SRCE – Association of parents of children with development disorders, adults with disabilities and their families Petra Preradovića 3 10 380 Sveti Ivan Zelina Croatia Tel. +385 1 2060462 Mob. +385 92 1313050 e-mail: info@udruga-srce-zelina.hr
REFERENCES	The SRCE Association has been implementing programs to support children and persons with disabilities in the community for 11 years. As part of the support, they provide services of physiotherapist, speech therapist, occupational therapist and sensory therapist, as well as half-day care for young people and adults with disabilities. Mara Juroš is a graduated occupational therapist who provides occupational therapy services on a daily basis starting from the assessment of the independence of beneficiaries in performing their everyday living skills, through planning and support services to periodic and final assessments after completion of support. She is involved in the continuous professional development program and implements high quality standards through expertise and contemporary knowledge in the field of occupational therapy. In addition to core activities, for more than 8 years she has been delivering seminars, trainings and education in the Republic of Croatia concerning occupational therapy assessment, planning and support provision.
SHORT TRAINING DESCRIPTION	The training is intended for educational professionals working with children with disabilities, teachers, educators, psychologists, rehabilitators, therapists, social workers. In the course of the training, participants will acquire knowledge of the neurological background of sensory integration disorders based on current results of neurobiological and neurophysiological research. They will acquire knowledge that will enable them to effectively help children with sensory integration disorders and significantly improve their prospects for the future. Participants will be able to aptly promote the development of sensory integration based on individualized assessments and plans for each user who needs this form of support.
TOTAL COST OF TRAINING (EUR)	1,475.00

2.2.9. PSYCHO-SOCIAL SUPPORT FOR CHILDREN WITH DISABILITIES AND THEIR FAMILY MEMBERS

TOPIC	METHODOLOGY	DURATION (day)	ACQUIRED COMPETENCES
Advisory work Child acceptance stages	- lectures - discussion	0.5	- understand the purpose of advisory work and the acceptance stage that the parents and family members are going through,
Personality polarities	- lectures - empirical work of participants	0.5	- understand the basic structure of personality of an individual,
Building the relationship advisor - client	- lectures - practical work of participants	1	

	- analysis of work - discussion		- build a relationship of trust with the client,
Advisory work in providing support to family members of children with disabilities	- lectures - practical examples - practical work of participants - analysis of work - discussion	3	- provide advisory support to parents, family members, children and youth with disabilities, - understand the emotional development of a child with disabilities,
Emotional development of children with disabilities	- lectures - discussion	1	- use creative techniques, - understand and apply procedures for completion of the advisory process
Creative techniques in working with children and family members	- practical examples - practical work of participants - analysis of work - discussion	3	
Completing advisory process	- lectures - practical work of participants - analysis of work - discussion	1	
TOTAL DURATION		10 days	
TIMEFRAME	January 2017 / October 2017		
PARTICIPANTS	Advisors of the Division for Psycho-Social Support, other employees of the Centre, members of the Assessment and Monitoring Committee		
TRAINERS	Darko Kobetić, prof.reh. Ana Wagner Jakab PhD		
INSTITUTION/ ORGANISATION	Knowledge Centre PROPECTUS Zrinski Frankopanska 18 10 450 Jastrebarsko Croatia Mob. +385 99 2401004 e-mail: razvoj.znanja@gmail.com		
REFERENCES	The trainers have capacity to provide advisory and psychotherapeutic support acquired during the specialization in the Gestalt psychotherapy approach at the Wurzburg Institute for Integrative Gestalt Therapy. They have gained extensive practical experience through many years of practice in providing direct support to children and youth with disabilities and to their parents and family members. They also deliver workshops, lectures, trainings and education in the field of mental health of children and youth with disabilities, of their parents and family members. Ana Wagner Jakab PhD leads the program of support to siblings of children with disabilities, while Darko Kobetić, prof.rehab. manages the Division for Psycho-social Support for children and youth with disabilities and members of their families in Jastrebarsko. Also, Darko Kobetić, prof.rehab. was the head of the Division for Psycho-social Parental Support at the kindergarten <i>Radost Jastrebarsko</i> as part of the project <i>Development of Pre-school Inclusive Model</i> , and Ana Wagner Jakab PhD is active at the counselling Centre of the Education and Rehabilitation Faculty of the University of Zagreb.		
SHORT TRAINING DESCRIPTION	The training lasts for 10 days over a period of 10 months, considering that the processes take time to be acquired effectively in order for the acquired knowledge, skills and competences to be continuously used in practice. In the course of the training, participants enhance their knowledge and skills in the field of advisory work through practical work concerning the use of counselling techniques and creative techniques in order to empower clients. Upon completion of the training, all participants receive a certificate from the PROPECTUS Knowledge Centre on acquired competencies.		

TOTAL COST OF TRAINING (EUR)	5.900,00
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2.2.10. PARENTAL COMPETENCES DEVELOPMENT WORKSHOPS

TOPIC	METHODOLOGY	DURATION (day)	ACQUIRED COMPETENCES
Parenthood in the context of children with disabilities	- lectures - discussion	0,5	<ul style="list-style-type: none"> - to empower their own capacities for the parental role of a child with disabilities, - understand the importance of building relationships with children without any difficulties and encouraging the development of a positive image of oneself, - understand the importance of parenting through the provision of high-quality leisure time without the use of therapeutic procedures at home, - understand how to develop a positive relationship with a child with and without disabilities and ways of accepting a child with disabilities, - to awaken their own expectations from being in the parental role and expectations that others have from a parent of a child with disabilities
Parenthood in the context of brothers and sisters of children with disabilities	- lectures - empirical work of participants	0,5	
Parent therapist – strengths and weaknesses	- lectures - practical work of participants - analysis of work - discussion	1	
Building relationship with a child with disabilities	- lectures - practical examples - practical work of participants - analysis of work - discussion	1	
Being a „good“ parent – expectations from oneself and others	- lectures - discussion	1	
TOTAL DURATION		4 days	
TIMEFRAME	March / April 2017		
PARTICIPANTS	Parents of children with disabilities and members of the Assessment and Monitoring Committee		
TRAINERS	Darko Kobetić, prof.reh.		
INSTITUTION/ ORGANISATION	Knowledge Centre PROPECTUS Zrinski Frankopanska 18 10 450 Jastrebarsko Croatia Mob. +385 99 2401004 e-mail: razvoj.znanja@gmail.com		
REFERENCES	The trainer has capacity to provide advisory and psychotherapeutic support acquired during the specialization in the Gestalt psychotherapy approach at the Wurzburg Institute for Integrative Gestalt Therapy. He has gained extensive practical experience through many years of practice in providing direct support to children and youth with disabilities and to their parents and family members. He also delivers workshops, lectures, trainings and education in the field of mental health of children and youth with disabilities, of their parents and family members. He is also the head of the Jastrebarsko Division for Psycho-social Support to Children and Youth with Disabilities and to their family members. He was also the head of the		

	Division for Psycho-social Parental Support at the kindergarten <i>Radost Jastrebarsko</i> as part of the project <i>Development of Pre-school Inclusive Model</i> , and head of the Counselling Centre for parents at the Association for Professional Support to Children with Disabilities of the City of Zagreb.
SHORT TRAINING DESCRIPTION	The workshops are delivered for 4 days. In the course of the workshops, the parents will become aware of the importance of building a relationship with a child with disabilities that is not based on the use of home-based therapeutic procedures but on the provision of quality free time. Apart from that, parents will become aware of the importance of the relationship with children without any disabilities, as it affects the transfer of educational responsibility to other children and development of an image about themselves. Also, parents will be encouraged to develop a positive attitude about their parenting role as well as to accept the child's disabilities with the aim of leaving a positive impact on child's development and social inclusion of the child.
TOTAL COST OF TRAINING (EUR)	1.180,00

2.2.11. APPLICATION AND USE OF THE „MEI - Monitoring - Evaluation - Inclusion“ APPLICATION

TOPIC	METHODOLOGY	DURATION (hours)	ACQUIRED COMPETENCIES
On the application – possibility of monitoring progress in a child's development	- lectures	1	- understand how the application works, - enter data on a child's progress in the application, - use the data for qualitative and quantitative monitoring of a child's development
How to use the application – functions and data entry	- practical presentations - practical work of participants - discussion	3	
How to use the application for qualitative and quantitative analyses of a child's progress and reporting	- lectures - practical work of participants - discussion	4	
TOTAL DURATION		8 hours	
TIMEFRAME	December 2016 - January 2017		
PARTICIPANTS	All staff of the Center for Development of Inclusive Practices		
TRAINERS	Ivo Rezo, dipl.ing.inf.		
INSTITUTION / ORGANISATION	mikoNET d.o.o. Pavlenski put 5N 10 000 Zagreb Hrvatska Tel. +385 1 3011419 e-mail: info@mikronet.hr		
REFERENCES	For the past 10 years, the company mikoNET d.o.o. has worked to develop software solutions to improve the work with children with disabilities in the care and educational system, including web applications for systematic monitoring of support provided to children with disabilities. The company has established cooperation with the Health Insurance Fund of Croatia, the Ministry of Social Policy and Youth, as well as numerous care and educational institutions (kindergartens and elementary schools) and nongovernmental organizations in order to introduce assistive technology		

	and IT technology to monitor the work with children with disabilities. The educator himself is a person with a disability, who deeply understands the needs of children with disabilities and persons with disabilities from his personal and professional experience. The application developed by the company is based on a social approach and shows the qualitative development of children in the form of systematized reports compiling data from different developmental areas of the child.
SHORT TRAINING DESCRIPTION	The training takes 1 day and seeks to teach the Centre's staff how to use the MEI application to monitor the effects of the support provided to children. During the training, the participants will be acquainted with the details of its functions and will be able to use it in their everyday work.
TOTAL PRICE OF TRAINING (EUR)	295,00

2.2.12. AUGMENTATIVE AND ALTERNATIVE COMMUNICATION SYSTEMS

TOPIC	METHODOLOGY	DURATION (hours)	ACQUIRED COMPETENCES
Augmentative and alternative communication: what, who, why	- lectures - discussion	2	Explain the significance of augmentative and alternative communication
Focus: interaction and communication	- lectures - discussion - analysis of video clips	2	Identify potential beneficiaries of augmentative and alternative communication
Assessment of communication level of functioning	- analysis of video clips - group work	4	Assess and analyse the child's level of communication function
Total communication	- lectures - discussion	1	Indicate possible forms of alternative communication in dealing with beneficiaries with complex communication needs
System of specific and abstract symbols	- group work - lectures	1	Indicate possible forms of alternative communication in dealing with beneficiaries with complex communication needs
Technology as an opportunity	- lectures	1	Indicate the methods of using technological communication devices
Communication purpose	- analysis of video clips - discussion - group work	4	Recognise communication behaviours and messages Identify various communication functions expressed through communication behaviour
Strategy of promoting the use of communication systems	- analysis of video clips - discussion - group work - lectures	4	Use various forms and communication devices in direct work

Implementation of the elements of Augmentative and Alternative Communication model	- workshop - group work	5	Use different strategies in applying the alternative communication system Plan and shape the activity including the use of augmentative and alternative communication system
TOTAL DURATION		24 hours 3 days	
TIMEFRAME	February 2017		
PARTICIPANTS	Educational rehabilitators (special needs experts), speech therapists, social workers, social pedagogues, psychologists, pedagogues, occupational therapists, teachers, nursery workers		
TRAINERS	Martina Celezić, MSc in rehab.educ and Diana Korunić, speech therapist		
INSTITUTION/ ORGANISATION	Day-care Rehabilitation Centre <i>Mali dom</i> -Zagreb Baštijanova 1D 10 000 Zagreb Croatia Tel. +385 1 3746500 Mob. +385 91 4181128 e-mail: malidom@malidom.hr		
REFERENCES	<p>The main activity of the Educational Centre of the Day-care Rehabilitation Centre <i>Mali Dom</i>-Zagreb includes the development and implementation of educational programs intended for experts working in the field of assessment, education and (re)habilitation of children in the early childhood with development risks and development disorders.</p> <p>Along with its educational contents, the Centre aims at developing and strengthening professional competencies, as well as training experts for the development and implementation of specific methods.</p> <p>Educational programs are intended for the education and rehabilitation professions (rehabilitators, speech therapists, social pedagogues), psychologists, pedagogues, educators, occupational therapists, physiotherapists, nurses and doctors.</p> <p>The trainer is a long-term expert of the <i>Mali dom</i> Centre responsible for the implementation of the concerned training and has extensive practical experience.</p>		
SHORT TRAINING DESCRIPTION	<p>Augmentative and alternative communication is intended for beneficiaries with complex communication needs who cannot use the spoken language and/or have difficulties in linguistic understanding, like some children with the autism spectrum disorders, cerebral palsy, intellectual disabilities, or speech apraxia. Augmentative communication is one that includes symbols, aids, strategies, and techniques that users use to improve communication. An example of augmentative communication aid is the <i>Boardmaker</i> software that will be supplied to the Centres, and one of the more prominent systems of augmentative communication in the education rehabilitation of children with autism spectrum disorders is the PECS system (Pictures Exchange Communication System).</p> <p>The training will include thinking behind the identity of alternative communication, assessment of the communication level of functioning, and will give insight into the forms and functions of alternative communication. The content will also elaborate on the assumptions for using the augmentative and alternative communication model, explain the role of the active user and communication partner, and define the strategies for encouraging the use of the communication system.</p> <p>Finally, they will offer the necessary skills in the development of the alternative communication system for immediate use.</p>		
TOTAL COST OF TRAINING (EUR)	2.210,00		

2.2.13. IMPLEMENTATION OF FINE ARTS IN REHABILITATION, THERAPY AND INTEGRATION

TOPIC	METHODOLOGY	DURATION (hours)	ACQUIRED COMPETENCES
Creativity, art symbols and art language	Lectures Discussion	1	Recognise a typical/atypical development of fine art expression
Fine art expression development stages	Lectures Discussion	0.5	Recognise a typical/atypical development of fine art expression
History of fine art therapy development	Lectures Discussion	0.5	Understand the concept of art therapy and methods of use of art therapy methods in rehabilitation
Planning and goals of art therapy process	Lectures Discussion Analysis of video clips	1	Recognise the features of art process and art work as the basis for qualitative analysis
Methods, fine art techniques and fine art materials	Lectures Discussion Analysis of video clips	1	Adjust fine art techniques and tools to abilities and capacities of the client
Use of fine art media in education and rehabilitation	Analysis of video clips Discussion	2	Integrate art development of a child with other development areas
Possibilities and ways of using fine art media in integration	Analysis of video clips Discussion	2	Understand the possibility of using fine art media in integration
Exercises of artistic warming up and an example of artistic dialogue	Workshop	2	Use fine art techniques and art therapy methods in education and rehabilitation work
Art therapy group work	Workshop	2	Use fine art techniques and art therapy methods in education and rehabilitation work
TOTAL DURATION		12 hours (1.5 day)	
TIMEFRAME	March 2017		
PARTICIPANTS	Educational rehabilitators (special needs experts), speech therapists, social workers, social pedagogues, psychologists, pedagogues, occupational therapists, teachers, nursery workers, fine art teachers, psychotherapists		
TRAINERS	Mr. Margareta Vidmar, MSc in rehab. educ, art therapist		
INSTITUTION/ ORGANISATION	Day-care Rehabilitation Centre <i>Mali dom</i> -Zagreb Baštijanova 1D 10 000 Zagreb Croatia Tel. +385 1 3746500 Mob. +385 91 4181128 e-mail: malidom@malidom.hr		
REFERENCES	The main activity of the Educational Centre of the Day-care Rehabilitation Centre <i>Mali Dom</i> -Zagreb includes the development and implementation of educational programs intended for experts working in the field of assessment, education and (re)habilitation of children in the early childhood with development risks and development disorders.		

	<p>Along with its educational contents, the Centre aims at developing and strengthening professional competencies, as well as training experts for the development and implementation of specific methods.</p> <p>Educational programs are intended for the education and rehabilitation professions (rehabilitators, speech therapists, social pedagogues), psychologists, pedagogues, educators, occupational therapists, physiotherapists, nurses and doctors.</p> <p>The trainer is an employee of the <i>Mali dom</i> Centre responsible and long-term associate of the <i>Mali dom</i> for the implementation of the concerned training and has extensive practical experience in using fine art in daily work with <i>Mali dom</i> beneficiaries.</p>
SHORT TRAINING DESCRIPTION	<p>The training is designed to include 3 thematic sessions:</p> <ul style="list-style-type: none"> • theoretical framework of creativity and art therapy • use and adaptation of art therapeutic methods and techniques in education and rehabilitation work • getting familiar with the possibilities of using fine arts in the creation of socially engaged art projects and designing exhibitions through which people with disabilities, as well as other marginalized groups, can be actively involved in cultural and public life <p>Non-verbal expression entails many advantages compared to speech, especially in children who can communicate with drawings more easily, in children with verbal expression disabilities or whose experiences are too intense to be verbally expressed, or children who are „too-verbal“ and use speech as defence mechanism. Art therapy uses fine arts, techniques and materials that stimulate motor, sensory, cognitive and emotional development of a child with disabilities. Through fine art, a child exercises fine motor skills, gets a deep proprioceptive sensation (for example, through clay mixing and formation), develops an understanding and learns to adequately express the recognizable emotional conditions. By using art therapy, the overall development of a child is affected. The use of materials of different textures, children are encouraged to development sensory integration abilities of various stimuli, which is especially important in children who are hyper or hypo sensitive to environmental stimuli.</p>
TOTAL COST OF TRAINING (EUR)	1.675,00

2.2.14. CAPTURING SKILLS DEVELOPMENT: ASSESSMENT AND INTERVENTION

TOPIC	METHODOLOGY	DURATION (hours)	ACQUIRED COMPETENCES
Theoretical scope of capturing skills	Lectures Discussion	2	Explain terminology of capturing skills
Neurophysiological and anatomic postulates of capturing skills	Lectures Discussion	2	Indicate and explain neurophysiological and anatomic postulates of capturing skills
Development of capturing skills	Lectures Discussion Analysis of video clips	2	Recognise typical and atypical development of capturing skills
Classification of captures	Lectures Discussion Analysis of video clips Group work	2	Classify captures
Assessment of capturing skills	Workshop Group work Analysis of video clips	4	Assess capturing skills

Capturing skills in everyday life	Lectures Discussion Analysis of video clips	4	Identify the role of capturing skills in everyday activities
Intervention procedures	Lectures Discussion Analysis of video clips	4	Use intervention procedures in order to promote development of capturing skills
5-steps activity analysis	Workshop Group work Analysis of video clips	4	Use 5-steps activity analysis
TOTAL DURATION	24 h	24 hours (3 days)	
TIMEFRAME	April 2017		
PARTICIPANTS	Occupational therapists, physiotherapists, educational rehabilitators (special needs experts), speech therapists, social workers, social pedagogues, psychologists, pedagogues, occupational therapists, teachers, educators, members of the Assessment and Monitoring Commission		
TRAINERS	Dubravko Jurišić, BSc in occup. therap.		
INSTITUTION/ ORGANISATION	Day-care Rehabilitation Centre <i>Mali dom</i> -Zagreb Baštijanova 1D 10 000 Zagreb Croatia Tel. +385 1 3746500 Mob. +385 91 4181128 e-mail: malidom@malidom.hr		
REFERENCES	<p>The main activity of the Educational Centre of the Day-care Rehabilitation Centre <i>Mali Dom</i>-Zagreb includes the development and implementation of educational programs intended for experts working in the field of assessment, education and (re)habilitation of children in the early childhood with development risks and development disorders.</p> <p>Along with its educational contents, the Centre aims at developing and strengthening professional competencies, as well as training experts for the development and implementation of specific methods.</p> <p>Educational programs are intended for the education and rehabilitation professions (rehabilitators, speech therapists, social pedagogues), psychologists, pedagogues, educators, occupational therapists, physiotherapists, nurses and doctors.</p> <p>The trainer is a long-term associate of the <i>Mali dom</i> Centre responsible for the implementation of the concerned training and has extensive practical experience.</p>		
SHORT TRAINING DESCRIPTION	<p>The training will provide theoretical and practical knowledge about the capturing skills, their neurophysiological development and importance. Theoretical postulates will be followed by practical workshops. The participants will also get an overview of the elements of capturing skills assessment in the early childhood, and in particular the specific features of assessment in the activities of everyday life.</p> <p>Lectures, discussions, practical workshops and analysis of video clips will encourage participants to reflect on and design child-friendly appropriate approaches in order to achieve an optimal level of capturing skills needed for maximum participation in daily life activities. It will also be necessary to consider the specific needs of children with multiple disabilities in different environments in which capturing skills are used on a daily basis.</p>		
TOTAL COST OF TRAINING (EUR)	2.105,00		

2.2.15. SUPERVISION OF PROFESSIONAL WORK BY DIVISION

TOPIC	METHODOLOGY	DURATION (day)	ACQUIRED COMPETENCES
Supervision of speech therapist's work	- observation - exchange of experiences - technical discussion	3	- use methods and intervention in order to increase quality of work with Centre's beneficiaries
Supervision of physiotherapist's work	- observation - exchange of experiences - technical discussion	3	
Supervision of sensory therapist's work	- observation - exchange of experiences - technical discussion	3	
Supervision of advisor's work	- observation - exchange of experiences - technical discussion	3	
Supervision of occupational therapists work	- observation - exchange of experiences - technical discussion	3	
Supervision of work of the Knowledge Centre's head	- observation - exchange of experiences - technical discussion	3	
Supervision of MST work	- observation - exchange of experiences - technical discussion	3	
TOTAL DURATION		21 days	
TIMEFRAME	September 2017 – May 2018		
PARTICIPANTS	Experts employed in the divisions of the Centre		
TRAINERS	Robert Ciperman, prof.log. – supervisor for speech therapists Marina Sakmardi, bacc. Physioth. – supervisor for physiotherapists Mara Juroš, occupational therapist – supervisor for occupational therapists and sensory therapists Dr. sc. Ana Wagner Jakab - supervisor for advisors Dr. sc. Daniela Cvitković - supervisor for MST Darko Kobetić, prof. reh – supervisor for advisors, and heads of Knowledge Centres		
INSTITUTION/ ORGANISATION	Knowledge Centre PROPECTUS Zrinski Frankopanska 18 10 450 Jastrebarsko Croatia Mob. +385 99 2401004 e-mail: razvoj.znanja@gmail.com SRCE – Udruga roditelja djece s teškoćama u razvoju, odraslih s invaliditetom i njihovih obitelji Petra Preradovića 3 10 380 Sveti Ivan Zelina Hrvatska Tel. +385 1 2060462		
REFERENCES	Supervisors are experts with many years of practical experience in providing direct support to children with disabilities and their parents through daily work. All supervisors are involved in lifelong learning programs where they acquire the latest knowledge in the field of inclusive practice and support for children with disabilities and their family members. Also, the proposed supervisors are also trainers/educators in their respective fields. With their experience and expertise, they promote inclusion in the territory of the Republic of Croatia, and partly in the neighbouring countries.		
SUMMARY OF SUPERVISION	Supervision is intended for the professional development of experts and the Centres, improvement of the professional life of experts with regard to their		

	<p>role in the context of the Centres for Development of Inclusive Practice. Supervision of professionals by positions will enable:</p> <ul style="list-style-type: none"> ▪ Support in reflecting and making current professional decisions ▪ Support in challenging and demanding professional situations and conflicts ▪ Explaining and processing tasks, functions, and roles ▪ Support in dealing with the change processes ▪ Innovative solutions to new challenges. <p>In the supervision context, everything starts from the „presented material“ – a situation considered as a challenge by the supervisor. Therefore, the starting point is represented in personal content and previous experiences:</p> <ul style="list-style-type: none"> ▪ What happened? ▪ What do I think/feel about it? ▪ What is my previous experience? <p>This stage enables the supervisor to get an idea of how much a supervisor knows about a topic, how sensitive he is to the problems in that area, and what experiences he has about it. At the same time, the curiosity, interest and motivation among the group increases.</p> <p>In the further course of supervision, the supervisor leads an individual and the group through the process of discovering and understanding the meaning of questions:</p> <ul style="list-style-type: none"> ▪ What is happening and how does it affect me as a person/us as a group/the beneficiary and his system? ▪ What are the theoretical foundations of what is happening, what methods, interventions it is about? <p>During supervision, supervisors are required to extend acquired experience or knowledge to a new life situation, or to spend a certain amount of time thinking about newly acquired contents:</p> <ul style="list-style-type: none"> ▪ Was any of that helpful in this particular case and what? ▪ What can I use in the future? <p>The supervision will use a model of structured reflection that includes a description of the situation, circumstances that influenced the situation, a reflection on what they wanted to achieve in a particular situation, how come that the expert reacted in a certain way and what were the consequences of the behaviour of the expert on the beneficiary. Furthermore, the model includes an analysis of alternative options for dealing with the same or similar situations and learning about the use of possible procedures in future situations.</p> <p>The <i>SRCE</i> Association is responsible for the implementation of supervision of occupational, sensory and physiotherapists, while the <i>PROFECTUS</i> Knowledge Centre is responsible for the supervision of the speech therapist, advisor at the Psychosocial Support Centre, the Head of the Knowledge Centre and the members of the Mobile Expert Team. All experts will have a total of 6 supervisory meetings with a designated supervisor for their field of expertise, where each meeting will last 0.5 days. During supervision, the supervisor will take part in one therapeutic procedure, followed by addressing expert questions in order to review the support procedures which will indirectly lead to an increase in the quality of work.</p>
TOTAL COST OF SUPERVISION (EUR)	5.460,00

2.2.16. INTRODUCTION TO BRAIN GYM (R)

TOPIC	METHODOLOGY	DURATION (hours)	ACQUIRED COMPETENCES
Brain Gym method® Recommendations for work	- lectures	0.5	- Introduce and implement new methods of work in preschool, primary and

			secondary schools as well as Centres for Development of Inclusive Practices
Brain and body	- lectures	0.5	
PACE – procedure of finding personal balance and readiness to learn	- practical work of participants	1	- Create a positive atmosphere in working with the beneficiaries and staff
26 movements	- lectures - practical work of participants	2	- Detect difficulties and conduct mitigation measures
Dominance of hemispheres and learning styles	- lectures - practical work of participants	1	
Dimension, focusing, lateral and centred approach	- lectures - practical work of participants	1	
Activity implementation methods	- practical work of participants	1	
Recommendations for work	- discussion	1	
TOTAL DURATION		8 hours	
TIMEFRAME	October 2017		
PARTICIPANTS	The training is intended for all employees in the education system (educators, teachers, professors, special needs experts, rehabilitators, speech therapists, social pedagogues, occupational therapists, sensory and physiotherapists) who are included in the process of direct work with children and adults with or without development disabilities, with the aim of improving the ways and methods of work in the daily support process		
TRAINERS	Koraljka Žepec, prof.reh.		
INSTITUTION/ ORGANISATION	Edu-moveo j.d.o.o. Ulica Ljudevita Posavskog 36a 10 000 Zagreb Croatia Mob. +385 91 2661745 e-mail: edu.moveo@gmail.com		
REFERENCES	The company <i>Edu-moveo</i> is specialized in conducting training, education and lectures solely on the implementation of the Brain Gym method in practice. The trainer is one of two licensed Brain Gym instructors in Croatia. In addition to implementing the Brain Gym workshop, the trainer uses Brain Gym in day-to-day work in an educational institution providing support to children with disabilities.		
SHORT TRAINING DESCRIPTION	Education and training through a working form of work is used to teach and adopt the 26 basic movement activities of the Brain Gym® method that positively influences the balanced activity of the brain and the body. Such an integrated action leads to improved concentration, attention, motor skills, emotional state, socialization, school skills of writing, reading, computing and language skills, and to reducing tension and hyperactivity. There is no age limit for the implementation of the program, and it is intended for all kindergartens, primary and secondary schools, sports clubs, and children with disabilities. The training is enhanced by examples based on many years of practice.		
TOTAL COST OF TRAINING (EUR)	1.207,00		

2.2.17. LIVING DIVERSITY

TOPIC	METHODOLOGY	DURATION (day)	ACQUIRED COMPETENCES
Development of prejudice and stereotypes and conveying them to others	Lectures Workshop	1	- participants will become aware of their own prejudices and stereotypes and how they can be passed on to others through education - they will become aware of their own contribution to the development of prejudices and stereotypes and will develop strategies for influencing schools and societies in which behaviour is not driven by stereotypes and prejudice, but by respecting and creating an environment for development of potentials of every child regardless of any disabilities
How to overcome different starting positions	Lectures Workshop	1	
What is oppression and how does it affect everyday functioning	Lectures Workshop	1	
What is the individual and what group identity, how do they develop and how to preserve them What can we do to develop the school and society in which everybody is respected and develops their potentials	Lectures Workshop	1	
TOTAL DURATION		4 days	
TIMEFRAME	May 2017		
PARTICIPANTS	All employees of the Centres, members of the Assessment and Monitoring Commission, partners' representatives, directors of kindergartens and school principals, educators, teachers and professors		
TRAINERS	Sanja Brajković, and external trainers.		
INSTITUTION/ ORGANISATION	Pučko otvoreno učilište Korak po korak Ilica 73 10000 Zagreb Hrvatska Tel. +385 1 4854 935 Mob. +385 91 4674 980 e-mail: nives@korakpokorak.hr		
REFERENCES	The People's Open School <i>Step by Step</i> is a nongovernmental, non-for-profit organisation, whose main activity is to train care and educational workers who work in all settings, from preschool to secondary school education; another activity is publishing. It was founded in 2000 by way of a decision of the <i>Step by Step</i> association of parents. The purpose of this institution is to improve the quality of the care and educational process and create child-oriented kindergartens and schools, where children and young people are enabled to actively participate in the care and educational process, including free and creative expression, development of critical thinking, autonomy, responsibility, care for others and the environment, and fulfilling the full potential in line with their interests and abilities, in a setting that encourages democratic relationships and respects diversity. When promoting child-oriented kindergartens and schools, the institutions encourages partnerships with parents and broader community. The institution organizes workshops, educational and training sessions and seminars with a view to eliminating prejudice and stereotypes arising from differences based on disabilities, ethnic background, religious affiliation and		

	any other ground. The institution is active throughout the Republic of Croatia and all Western Balkan countries.
SHORT TRAINING DESCRIPTION	The seminar is conducted for 24 hours in two modules, and each module takes place for 2 days. In the course of the seminar, methods of presentations and workshops are used in order to make participants aware of their own prejudices and stereotypes, ways in which they convey them to other persons surrounding them through their actions and upbringing and their responsibility in fighting prejudices and stereotypes. Upon completion of the seminar, all participants receive a certificate of participation from the PROPECTUS Knowledge Centre.
TOTAL COST OF TRAINING (EUR)	200,00

2.2.18. TRAINING CONCERNING HOLISTIC APPROACH OF THE COMMUNITY ADDRESSING WELLBEING OF CHILDREN WITH DISABILITIES

TOPIC	METHODOLOGY	DURATION (day)	ACQUIRED COMPETENCES
Programming and planning for children	Lectures Workshop	0.5	- develop intersectoral cooperation for the wellbeing of children,
Funds for children	Lectures Workshop	0.5	
Support and assistance to children associations	Lectures Workshop	0.5	- understand the importance of participation of children and parents in the community,
Support and assistance to parents in caring and upbringing children	Lectures Workshop	0.5	- implement the UNICEF Convention on the Rights of the Child
TOTAL DURATION		2 days	
TIMEFRAME	September 2017		
PARTICIPANTS	Representatives of key stakeholders in the local community organising support to children		
INSTITUTION/ ORGANISATION	Savez Društava Naša Djeca Hrvatske Amruševa 10/4 10 000 Zagreb Hrvatska Tel. +385 1 4922 957 e-mail: info@savez-dnd.hr		
REFERENCES	The Alliance of associations Our Children of Croatia has been active since 1950 and advocates for and promotes children's rights, organises children's activities in leisure time and offers help and support to children and parents with regard to care and upbringing of children. Also, the Alliance organizes and conducts seminars, educational and training sessions and workshops for volunteers, members, associates and beneficiaries of projects. One of the most prominent projects is the implementation of UNICEF's global initiative Child Friendly Cities (since 1996). As part of this project, the Alliance is monitoring the capacities of the cities with regard to the organisation and provision of services to children and their parents..		
SHORT TRAINING DESCRIPTION	The training is conducted for 2 days during which participants cover the key topics that have an important impact on the lives of children with disabilities in the local community. The training is based on the UNICEF Convention on the Rights of the Child, and is aimed at strengthening the capacity of local governments and other key stakeholders to plan financial resources and activities for children with disabilities and their parents. In the course of the training participants get specific knowledge about the possibilities of		

	actively involving children and their parents in the life of the local community through the presentation of good practice.
TOTAL COST OF TRAINING (EUR)	2.000,00

2.3. TRAINING IN THE FORM OF STUDY VISITS

In order for employees of the Centres for Development of Inclusive Practice to gain insight into the functioning of similar systems on which their activities are partly based, international study visits are of great importance.

Study tours to Italy, Sweden and/or the Republic of Croatia are proposed.

2.3.1. STUDY TOUR TO ITALY

Reggio Emilia is an example of inclusive practices that emphasize the support of mobile expert teams and the inclusion of all children with disabilities in the regular education system, regardless of the type and degree of disability. The province of Reggio Emilia is also prominent for the concept of supported housing and employment, which can certainly be the perspective of the future development of Centres for Development of Inclusive Practice in order to expand the activity of the support system encompassing the early childhood intervention, through educational system interventions and later in providing support for a self-supporting housing or supported housing and involving young people with disabilities in the labour market. Reggio Emilia is an example of an inclusive culture where children have been included in the regular educational system since the onset of the first organized childcare until today. This example of good practice should be the main motive for the Centre's work to focus on the development of an inclusive culture that is the most effective inclusion model.

A study tour to the Reggio Emilia region would include visiting key institutions, institutes and cooperatives with a view to getting acquainted directly with the ways of organizing inclusive practice. The study tour programme proposes visiting at least 2 pre-school institutions, 2 primary schools, local self-governments and Nazareno⁴ cooperative. The proposed time of the study tour is during the international festival called *Different Abilities* during which the results of inclusive practice are presented in public places through emphasising the potentials and abilities of persons with disabilities. During the study tour, housing communities and protective workshops and work facilities employing people with disabilities will be visited.

Examples of the inclusive culture that the study tour participants will see influences strategic determination of the direction of the Centre for the development of inclusive practices in future work.

The anticipated duration of the study visit is 6 days.

⁴ Original name of the cooperative in the Italian language is: „Nazareno Cooperative Sociali“

2.3.2. STUDY TOUR TO SWEDEN

The standards of inclusion in Sweden are at a very high level and can certainly serve as an example of good practice and a roadmap showing which direction is advisable in order for the inclusive practice in Bosnia and Herzegovina to come to life in a systematic and high-quality manner. In Sweden, there are organizational units called Habilitation Centres, where key support to the education and health sector and to the social care sector is provided. These Centres also include support systems for children with disabilities, their parents and other family members.

A study tour to Sweden would be organised to the Habilitation Centre in which the entire support system would be introduced, after which there would be visits to kindergartens involving children with varying disabilities, that have continuous cooperation with the Habilitation Centre in order to see practical examples of cooperation presented in the Habilitation Centre. It is also planned to visit a school that trains young people with disabilities to be included in the labour market and a local self-government unit responsible for organizing inclusive practice where study tour participants would get familiar with the organization of work addressing the development of inclusion, financing of inclusive practice and examples of adjusting the environment to children with different functional disabilities.

The anticipated duration of the study visit is 5 days.

2.3.3. STUDY TOUR TO THE REPUBLIC OF CROATIA

For more than 16 years, the Republic of Croatia has been working intensively on the development of inclusive practice through the introduction of various support systems. Although many resources have been invested in inclusion, it cannot be said that it functions at a satisfactory level, but nevertheless, there are examples of extremely good practice. Considering the geopolitical similarity of Bosnia and Herzegovina with the Republic of Croatia, the experience gathered by this study tour could encourage further improvement of services in Bosnia and Herzegovina.

During the study visit participants would have the opportunity to visit a non-governmental association in a small local community that has developed a self-sustaining inclusion project and provides services of speech therapists, physiotherapists, occupational and sensory therapists, and psychological support for children and youth with disabilities, adult parents with disabilities, their parents and their family members. Also, during the study visit, the participants would visit the *Mali dom*, an early intervention and (re)habilitation institution in the City of Zagreb, which has been providing early detection services, early intervention and inclusion promotion for many years with extremely high standards of human and material resources. After visiting the *Mali dom*, a visit to the Zagreb Rehabilitation Centre will be provided as an example of a transformed special institution in the Resource Centre, which provides services to regular educational institutions, services of a mobile expert team (home visits) in families of children with disabilities, and organizes accommodation with support for adults with disabilities.

An example of good practice will be the kindergarten *Radost Jastrebarsko*, where the project *Development of Pre-school Inclusive Model* was implemented, within which the standards for inclusive preschool institutions were developed, and the Manual on standards in pre-school institutions was printed. Along with all of the above, a visit to the *Buba Bar* will also be provided, where adults with disabilities work in the field of serving beverages.

The anticipated duration of the study visit is 5 days.