

# Access to Education by Students with Disabilities

EuropeAid/127470/D/SER/HR  
*Draft Final Report*

2 November 2011



This project is funded by  
the European Union



A project implemented by  
GET Germany Education and Training GmbH Consortium

This project is implemented by **GET German Education and Training GmbH, in consortium with Tau on line (MojPosao), Aarhus Tech, S.I.C.I. Dominus, Gesellschaft für Versicherungswissenschaft und –gestaltung e.V. (GVG)**. The views expressed in this report do not necessarily reflect the views of the European Commission.

## CONTENT

<b>Table of Abbreviations</b>	<b>4</b>
<b>Executive Summary, Findings and Recommendations</b>	<b>6</b>
<b>1 Review of Implementation Framework</b>	<b>14</b>
1.1 Institutional set-up and overall project organisation	14
1.2 Staff and experience	15
1.3 Monitoring and coordination arrangements	16
<b>2 Review of Project Performance and Impact</b>	<b>18</b>
2.1 Activities planned and implemented	18
2.1.1 Results achieved and review of indicators – Component 1	18
2.1.2 Results achieved and review of indicators – Component 2	26
2.1.3 Results achieved and review of indicators – Component 3	30
2.2 Resources planned and used	33
2.2.1 Identification and Recruitment of Non-key Experts	33
2.2.2 Arrangements for holding meetings with the Relevant Stakeholders	34
2.2.3 Meetings with Other Donors/Team Leaders of other Projects	35
2.2.4. Ensuring Project Awareness for Stakeholders	35
2.2.5 Setting up of Working Groups (activity 1.1.1 & 2.1.1)	36
2.2.6 Project Steering Committee	36
2.3 Linkages with other operations and complimentary coordination	36
<b>3 Detailed Work Plan (results achieved and for remaining project duration)</b>	<b>38</b>
3.1. Activity schedule, including milestones and results produced	38
3.1.1 Component 1: Modernised selected VET curricula for students with disabilities	38
3.1.2 Component 2: Appropriate set of harmonised relevant legal acts in the field of education of students with disabilities is drafted	47
3.1.3 Component 3: Employers acquired better capacity to provide apprenticeship mechanisms to students with disabilities	50
3.2 Assumptions and risks	55
3.2.1 Assumptions	55
3.2.2 Risks	56
3.3 Resource schedule	57
3.4 Experts' Input during first sixteen months of the Implementation Phase	57
<b>4 Sustainability</b>	<b>61</b>
4.1 Participation and ownership by all beneficiaries	61
4.2 Appropriate technology and programme changes made for specific activities	62
4.3 Economic and financial viability	63
<b>5 Annexes</b>	<b>65</b>
Annex 5.1 Updated Logical Framework	65
Annex 5.2 Updated overall Workplan Chart	77
Annex 5.3 Updated Resource Schedule of Working Days per Month	78
<b>6 External Annexes</b>	<b>80</b>

## Table of Abbreviations

AVETAE	Agency for Vocational Education and Training and Adult Education
CA	Contracting Authority
CBS	Croatian Bureau of Statistics
CARDS	Community Assistance for Reconstruction, Development and Stabilization
CES	Croatian Employment Service
DAP	The EU Disability Action Plan
DEFCO	Department for Financing and Contracting of IPA Programme (AVETAE)
ECVET	European Credit System for Vocational Education and Training
ECTS	European Credit Transfer and Accumulation System
EFA	Education for All
ENIC	European Network of Information Centres in the European Region
ENQA	European Association for Quality Assurance in higher education
EQF	European Qualification Framework
ESDP	Education Sector Development Plan
ETF	European Training Foundation
ETTA	The Education and Teacher Training Agency
EUD	Delegation of the European Union to the Republic of Croatia
FUND	The Fund for Professional Rehabilitation and Employment
ISTE	International Short Term Experts
GDP	Gross Domestic Product
HE	Higher Education
HRD	Human Resource Development
HRDOP	Operational Programme for Human Resources Development
IPA	Instrument for Pre-Accession
ISSA	The International Step by Step Association
LFS	Labour Force Survey
LSTE	Local Short Term Experts
MIPD	Multi-annual Indicative Planning Document
MoELE	Ministry of Economy, Labour and Entrepreneurship
MoHSW	Ministry of Health and Social Welfare
MPR	Monthly Progress Report
MoSES	Ministry of Science, Education and Sport
N/A	No Activities
NAPE	The National Action Plan for Employment
NCCROQF	National Committee for CROQF
NCEEE	National Centre for External Evaluation of Education
NGO	Non Government Organisation
NQF	National Qualification Framework
OECD	Organisation for Economic Cooperation and Development
PIU	Project Implementation Unit
PSC	Project Steering Committee
QA	Quality Assurance

QPR	Quarterly Progress Report
TAT	Technical Assistance Team
TL	Team Leader
TNA	Training Needs Analysis
ToT	Training of Trainers
ToR	Terms of Reference
VET	Vocational Education and Training

## Executive Summary, Findings and Recommendations

### EXECUTIVE SUMMARY

The project had a smooth and productive start and implementation in 2010, delivering the vast majority of outputs (more than) on time. The Ministry, pilot schools, contracting authority, EU Delegation, other stakeholders and the TA-team mostly joined forces in accomplishing the ambitious goals of this project. Apart from the project's strategy and good personal relations this was made possible because of:

- A generally good project design in the ToR, challenging though not over-ambitious and clear in the demanded outputs
- A good infrastructure between the related projects due to the Ministry's coordination provisions
- A shared 'drive for change' among the key players in the project (schools, relevant NGO's)
- A gradually upcoming awareness of issues related to corporate social responsibility in the private sector.

Furthermore it should be noted that also the Contracting Authority generally facilitated the project with thorough and fast decisions, in particular in the last half year of implementation.

In one phase of the implementation the project suffered from a period of reduced activity. This was due to the replacement procedure for the new Team Leader. The replacement, Henry Leerentveld, became operational on 14 April 2011. This meant that the preparation of important decisions suffered delays for more than 3 months.

It took energy, creativity and perseverance from all directly concerned to get the project on track again. Apart from the frustrating temporary break in the flow of results, some of the project's activities needed redesign within the limits of the ToR.

### **Results of the ACCESS project**

At the end of the project's life cycle **all activities** have been finalised in line with the ToR, the log frame and the agreed adaptations made. The following main results were achieved:

- The project managed to create the conditions to enhance the educational accomplishments of students with disabilities, according to their needs, and their overall labour-market prospects/overall social integration.
- The project has developed the essential building blocks for innovative mechanisms at national and regional level that enable access of the students with disabilities into the VET system and to the labour market:
  - In Component 1, two modernised VET curricula adapted to the needs of students with disabilities were developed, based on labour market needs
  - Four VET schools were selected for experimenting and supported in the experimentation process
  - Enrolment criteria were developed to ensure easier and better guaranteed access to education for students with disabilities
  - A high quality VET in-service training system, including curriculum, was developed, based on a review of the current learning methods and the future needs

- Applicants/beneficiaries to/of a related Grant Scheme were informed and familiarised with the procedures and mechanisms regarding IPA grant schemes and – beyond the ToR requirements - unsuccessful applicants received additional support
- In Component 2 current legislation and regulation was reviewed and analysed, consequently compared with EU legislation and an appropriate set of legislative amendments to harmonise relevant legal acts in the field of education of students with disabilities has been drafted using extensive stakeholder consultations.
- Component 3 analysed the current facilities and needs of employers and the relations between schools and employers. Toolkits and other support mechanisms, such as workplace and apprentice assessment, were developed to increase employers' capacities to provide apprenticeship mechanisms to students with disabilities. And – beyond the ToR requirements – also schools received support to improve their capacity in developing employers' relations. The analysis done in this component revealed several aspects for improvement of the apprenticeship system. With this stakeholders' awareness has been raised on their role in this process. Furthermore, the benefits of apprenticeships (of students with disabilities) have been demonstrated clearly to the employers.

In more detail, the following results were achieved in Component 1:

- Two working groups, involving line institutions (MoSES, MoHSW, AVET, ETTA), employers' and trade unions' representatives, employment service counsellors, VET service providers, and other VET/relevant fields experts (e.g. Education Rehabilitation Faculty, non-governmental organisations working with special education needs/disabled children and students, etc.), were established before the end of the 3rd month of the project implementation (each group at least 5 members selected from aforementioned institutions) (1.1.1);
- A review of the discrepancies between labour market demands and specific needs and abilities of students with disabilities at national/regional/county level has been carried out (1.1.2);
- 1 workshop of one day for each working group on analysing, gathered information related to discrepancies between labour market demands and specific needs of VET students with disabilities in selected sectors was conducted (1.1.3);
- An analysis of relevant existing curricula for VET students with disabilities based on the outputs of aforementioned activities and in compliance with AVET's methodology has been carried out. (1.1.4);
- 2 study visits of 5 days for respectively 12 working group members in Denmark and 10 working group members in Spain (working groups members under Component 1 and Component 2) as well as other key experts (in general) was organised and conducted (1.1.5);
- Modified competence-based curricula for VET students with disabilities for at least two occupations per sector drafted (at least 4 occupations in total) (1.1.6) has been developed;
- New curricula were piloted in 4 selected VET schools (1.1.7);
- A proposal for enrolment criteria of students with disabilities into relevant educational institutions was delivered to the MoSES/relevant agencies in field of education (1.1.8);

- Base-line study on existing teaching methods for VET students with disabilities and recommendations for improvements of teaching methods and competences suitable for developing competences of VET students with disabilities has been delivered and presented to AVET and ETTA's advisors in relevant field of education (1.2.1);
- Training needs assessment for VET teachers has been delivered and a proposal for in-service training of relevant VET teachers/other relevant experts was drafted and sent to AVET for piloting (1.2.2);
- Help-desk for the Grant Scheme was established (1.3.1);
- 2 trainings for grant applicants/beneficiaries has been delivered (1.3.2);

In more detail in Component 2 the following results were accomplished:

- Legislative Working group was established in the 5th month (2.1.1);
- Four one-day workshops on existing legislative practices at the EU/national level were delivered to the working group members (2.1.2);
- A report on analysis of the existing laws and other regulations in relevant field has been delivered (2.1.3);
- Three consultations at the inter-county level (Zagreb, Split, Osijek) were carried out on the proposed amendments to existing legal acts and by-laws in relevant field (2.1.4);
- Set of amendments to existing legal acts and by-laws in relevant fields has been delivered (2.1.5);

### Component 3

- A review on the current scope and arrangements of apprenticeship mechanisms for the VET students with disabilities and existing incentives for subsequent employment of persons with disabilities based on databases of Fund for professional rehabilitation and employment of disabled persons and data provided by "Guide for employers" was developed under IPA project Fostering effective inclusion of the persons with disabilities into the labour market (3.1.1);
- Three one-day seminars to raise awareness of employers (at least 15 employers per region) on apprenticeship mechanisms for students with disabilities and existing incentives for subsequent employment of persons with disabilities organised at the county level (three regions) and tool-kits (bilingual copies in English and Croatian) were drafted (3.1.2);
- Training needs analysis for selected employers has been delivered (3.1.3);
- Training and support modules for selected employers on apprenticeship mechanisms for students with disabilities have been designed (3.1.4);
- Modified implementation of first round of training and support modules for selected employers and schools has been delivered (3.1.5);

### ***Schedule of activities***

Some activities faced simple rescheduling, such as the final report on legislative changes (Activity 2.1.5.).

Other activities were rescheduled because of the shift of tasks from KE1 to KE2: this relates to the enrolment criteria for students with disabilities (Activity 1.1.8) and the curriculum for in-service teacher training (Activity 1.2.4).

And then there were activities with a need for redesign due to the findings in the cause of the project. The piloting of curricula (Activity 1.1.7) needed some redesign due to the situation that some schools were unable to fully implement the curricula in the targeted



school year. The activities 3.1.4 and 3.1.5 related to promotion of apprenticeships and practical learning for employers were in need of fundamental redesign due to the outcome of the assessment among employers (3.1.3).

With this in mind it was a good and necessary step to extend the project's lifetime. This enabled to finalise the project having accomplished its targets.

### **Reports**

The revised summary of implementation and revised timetable has formed the basis of the monthly reports. An updated Log Frame is detailed in Annex 5.1.

The Inception phase of the project began on the 25<sup>th</sup> Jan 2010 and was completed on the 25<sup>th</sup> March 2010.

Due dates for interim reports agreed with the Contracting Authority were:

23rd July 2010, 25th January 2011, 25th July 2011

The first 6 monthly Interim Report (Narrative) was submitted on the 20<sup>th</sup> October 2010.

The second 6 monthly Interim Report (Narrative) was submitted on the 15<sup>th</sup> February 2011. The third 6 monthly Interim Report has been submitted on August 02, 2011.

Each Interim report includes a review of the proposed methodology and work plan for the implementation of the three components of the project.

Initially agreed due date for final report was: 25th September 2011 (draft final report), and 25th November 2011 (final version)<sup>1</sup>. As the project was extended for 2 months, the due dates for the final report will also be prolonged for the same period.

This narrative part of the Final Report has been drafted and submitted on November 25, 2011, following an initial draft submitted on 2 November 2011 and presented in the Steering Committee meeting on 16 November 2011.

The project team members have continued to meet with many stakeholders in this last stage of the project and further research has been conducted. This will have an impact on the reports and recommendations provided by the Access team members. The final outputs of the project are completed. The last outputs have been submitted after the closing conference. The agenda for the future (challenges) can be provided.

### **Activities**

All of the following planned activities have been completed:

- In cooperation with the MoSES Project Manager (Ms Mirna Štajduhar), the creation of the Project Steering Committee was established and the roles of its members defined;
- The first meeting was convened on Wednesday 31<sup>st</sup> March and details of the proposed project implementation were explained to the PSC members.
- The second Project Steering Committee meeting was held on the 3<sup>rd</sup> September 2010, and the next meeting was scheduled for January 31<sup>st</sup> 2011 but was delayed due to the team leader replacement process.

---

<sup>1</sup> Due to the extension of the project implementation these dates have been revised by Addendum no 1, which came into force on 13 April 2011

- The third Project Steering Committee meeting was held on the 11<sup>th</sup> May 2011, and the next meeting is scheduled for end August / beginning September 2011.
- The fourth Project Steering Committee (PSC) meeting was held on 16th September 2011
- And the last PSC meeting was held on 16 November 2011.
- Maintaining contact with principal stakeholders and continuation of good working relationships;
- Continued Liaison with the EU Delegation Task Manager;
- Working relations with other EU Projects were successfully concluded:
  1. Curriculum methodologies and standards have been developed in cooperation with the Further development of the Croatian Qualifications Framework / CROQF, the Strengthening of the Institutional Framework for the Development of the VET Occupational Standards Qualifications and Curricula and with the Implementation of New Curricula projects
  2. The piloting of the selected units of the modified curricula within the 4 selected schools has been developed in close coordination with the VET Quality Assurance Development project who are also conducting an in school self assessment programme in 20 schools with the assistance of the National Centre for External Evaluation of Education (NCEEE).
  3. Harmonisation of Legislation has been coordinated with the legal specialists from the CROQF project to ensure that all relevant legislation drafted includes the views and changes requested by the various working groups from within each of these projects.
  4. The review of the Apprenticeship mechanisms and arrangements for organisation of informative sessions to raise awareness of employers (with specific emphasis on Students with Disabilities) has been coordinated with the project Fostering Effective Inclusion of Persons with Disabilities into the Labour Market (CES), together with the FUND and BBRZ (Austria)
  5. The design and implementation of the initial trainings for grant beneficiaries together with the help desk activities were successfully coordinated with the "Implementation of new Curricula" and the "Regional network of Local Learning Institutes" projects.
- All planned activities in the three components have been completed.

### **Communication**

A Stakeholder Communications Strategy has been developed to specifically define the key messages to be conveyed and sustained by the project and this strategy could be adopted for the future use and sustainability of the project outcomes. The Project Managers from MoSES and AVETAE/DEFCO have continued to support the project team in the

coordination of meetings, external consultations, delivery of training sessions and day to day involvement of the project team.

The recruitment of Non-Key Experts has been implemented according to the work plan schedule and reports from the various individual specialists have been submitted to AVETAE/DEFCO and MoSES.

A regular monthly meeting involving all EU funded projects working with MoSES, AVETAE/DEFCO, and CODEF has been regularly conducted each month, chaired by MoSES staff members.

The project team concluded its activities with an audiovisual documentary, in which a lively overview of the project results by the key players was presented.

## **FINDINGS & RECOMMENDATIONS:**

### **FINDINGS**

- During all the meetings a high degree of interest in the continued objectives of the project was expressed by all stakeholders consulted, and they underlined their interest in supporting the various project activities. Enthusiasm and commitment are likely to become common expressions of the sympathy among stakeholders for this project. The implementation phase of the Access project has increased the development of further awareness for issues faced by people with disabilities and profiled the need to develop teachers, apprenticeships, qualifications and curricula which are more appropriate to the needs of students with disabilities and correspond to the required EU levels. It has further increased the dialogue between the various social partners involved in the VET system and helped to increase the understanding of the need for wider access to employment for people with disabilities and the lifelong learning approach of their educational needs.
- The pilot schools have had to deal with many upcoming activities for many other projects as well. This has led to the risk of an overflow of obligations for these schools, factually leading to lacking overview of schools in their 'project activities calendar. This implied for the ACCESS project that two pilot schools were lagging behind with piloting of the experimental curricula.
- Regarding the legislation and regulation, in general the EU requirements are reflected in the legislation for VET of students with disabilities in secondary school. However, the analysis revealed that the legislation contains some inconsistencies, duplications, and uncertain concepts, which are preventing the readers of the legislation from having a common understanding of the meaning of the legislation. This lack of common understanding has the effect of hindering the effective implementation of the legislation.
- It seems that Croatian employers show awareness of responsibility for the occupational integration of people with disabilities. In particular the employers' organisations are committed to the (economic and social) necessity of inclusion, although they show only limited interest in the issue of "praktična nastava"/practical teaching and/or apprenticeship of people with disabilities. Given the very little support and incentives provided to these employers, the rather small number of apprentices with disabilities is understandable. Also lacking employers' relations strategies and methodologies, together with a protective approach of

schools towards students with disabilities have an impact on the number of apprenticeships.

- Stakeholder organizations involved in the design and delivery of apprenticeship for people with disabilities provided very committed support to the project activities. Despite their high level of interest they are not yet sufficiently coordinated in their efforts to effectively promote apprenticeship for people with disabilities as an effective VET approach. The activities for employers in this project can be considered as a first and important step to improve this inter-institutional cooperation.
- Analyses of the interviews among employers and other stakeholder organizations learned that merely developing training materials and organising workshops for employers would not serve to sustainable solutions. A more practical approach consisting of developing apprenticeship agreements with employers, providing practical HR and organisational assessment support, delivering in-company training, coaching and guidance, toolboxes for schools and employers and inter-relating the various (national policy) stakeholders in this regard was necessary to accomplish the project's goals and remains necessary after the lifetime of the project.

## **RECOMMENDATIONS**

- There is a need to provide cost recovery funding policies and mechanisms for the long-term sustainability, development and delivery of employment-oriented training. This initiative would provide funds to the institutes and funding incentives for teachers, students and employers. It would also increase access to a broad range of career-oriented education and training programmes relevant to the needs of employers, students with disabilities, youth and communities.
- Reduce the pressure on schools willing to participate in projects by offering them incentives to compensate for the efforts and investments they make while participating in projects. In the case of our project, schools have shown a need for an extra psychologist/staff and project management support.
- The piloting phase with the experimental curricula needs to be prolonged and stretched over this school year. Based on recent experiences in implementing activities, the TAT has intensely monitored the progress, commencement of pilot activities to the end of the project. Provisions after this period might be considered.
- In line with the results with the experimental curricula also other curricula will need to be developed, adapted to the needs of persons with disabilities/ persons with individual learning needs. Eventually all students will benefit from modular and more individual based learning.
- Stable enrolment criteria for students with disabilities are important; they should be linked to general developments in disability criteria.
- Students, schools and employers can benefit from investments in individualised and labour market oriented career guidance in VET institutions.
- In-service teacher training will require investments: training teachers will require trainers and working hours.
- The further development of this specific VET-policy – and most probably also the general VET- and educational policies – can benefit from legislation based on:
  - Frameworks rather than detailed regulation
  - Possibilities for experiments and pilots.

- The function of the Educational Inspection might benefit from a change from 'emphasis on controlling regulation' to 'support to set innovation'. With this the Inspection may enrich their role and function from merely control on regulation towards:
  - Control on essentials,
  - Support in innovation according to agreed mid-term policies and
  - An intermediate role between the schools and the Ministry.
- Developing employers' relations remains important for the schools. Schools need to be monitored about their concrete performances in this respect (i.e. number of apprentices (with disabilities), number of participating employers). In-school apprenticeships seem to be also part of a culture among teachers.
- Within the legislative analysis report it is recommended that certain amendments be made to the legislation to remove these inconsistencies, duplications and uncertain concepts.
- The current funding mechanisms for the employment of apprentices do not recognise that traditional apprenticeships are seen as a formal employment contract between the apprentice and the employer. It is currently accepted by the CES and the FUND as training only and therefore persons with disabilities who seek to take up an apprenticeship do not qualify for a funding grant for their prospective employer. This obviously demotivates any prospective employer to employ a disabled person as an apprentice. It is recommended that the relevant legislation be reviewed to formally recognise that an Apprenticeship is a contract of employment, and would therefore qualify employers for a funding grant / subsidy, thus creating more motivation for employers to employ students with disabilities as Apprentices.
- Employers have often very limited information on apprenticeship schemes in general and on apprenticeship for people with disabilities in specific. The different stakeholders involved in this issue like FUND, Chamber of Trades and Crafts, CES fail to present their support and incentives effectively. Further efforts are required in this regard. Events like the "Information Seminar for Employers" proved to be appropriate instruments to raise the awareness of employers for apprenticeship for people with disabilities and should be implemented in all regions of the Republic of Croatia.
- The issue of apprenticeship for people with disabilities needs promotion on inter-ministerial and inter-governmental level. A user-friendly and attractive support-package should be one of the major results of these promotion activities.

# 1 Review of Implementation Framework

## 1.1 Institutional set-up and overall project organisation

The **overall objective** of the project in accordance with the ToR was "To enhance educational accomplishments of students with disabilities, according to their needs, their overall labour-market prospects and their overall social integration."

The **purpose of this project** was "To develop essential building blocks for innovative mechanisms at national and regional level that enable access of the students with disabilities into the VET system and to the labour market."

The project team composition and management allowed for effective implementation of all the activities of the project, with an emphasis on sustainability and capacity building as structured in the technical proposal.

The Team Leader was responsible for day-to-day internal management of the project, and was supported from within the project by the office manager as well as by a strong backstopping team from GET Head Office via the Project director and the Project manager.

The Consortium (GET, Tau Online - Moj Posao, ATC, SICI Dominus and GVG) assisted the project team in:

- Overall contract management;
- Financial control;
- Human resource management / Short term expert deployment;
- Logistical support;
- Technical inputs;
- Supervision, monitoring and evaluation;
- Management of backstopping;
- Management of relationships with MoSES;
- Transfer of best practice from other projects in the wider region;
- Support in the design and implementation of capacity building activities.

The Project Steering Committee has supervised the implementation of the project.

The EU Delegation in Zagreb operated as an observer at all Steering Committee meetings.

The Ministry of Science, Education and Sports (MoSES) ensured effective inter-ministerial co-ordination and appropriate partnerships / liaison with all other relevant ministries, state agencies, other organisations and institutions that have in any way participated in the project delivery.

In June 2011 the ACCESS project manager from DEFCO, Ms Jelena Plavčić, was replaced due to internal organisational changes within DEFCO. Ms Kristina Singer replaced Ms

Plavčić. In October 2011 Ms Singer was replaced by a new project manager, Ms Ana Koruga.

## 1.2 Staff and experience

An experienced team of experts from Australia, Austria, Croatia, Germany, Netherlands and United Kingdom undertook the assignment of the project.

Four Key experts have been working on the project. The support experts were responsible for organisational and financial issues as well as for translation and interpretation.

Due to health problems Mr David Lowther, Team Leader (Key Expert 1 – KE1) until 15 January 2011, unfortunately had to resign. Mr Henry Leerentveld replaced Mr Lowther. This replacement came into force on 14 April 2011. Due to a different professional profile of Mr Leerentveld – with more focus on policies and actions related to socio-economic inclusion and less on curriculum development – Mr Lowther's previous responsibility for curriculum development was transferred to Mr Robert Blum (Key Expert 2 – KE2). The transfer of this responsibility came with a shift of expert days: 20 days went from KE1 to KE2.

### Key experts

Name	Position	Specialist areas of Knowledge
Henry Leerentveld	Team Leader (Key Expert 1 – KE1)	Interim & Project management; TVET reform; (socio-economic) Inclusion of vulnerable groups; Labour market and employment policies; Social security policies; Labour relations and social partnership.
Robert Blum	Teacher Training & Curriculum development (Key Expert 2 – KE2)	Vocational Education and Training; VET policy; Quality Assurance in Education; Curriculum development Teacher/Trainer Training; European Qualification Framework; Capacity building
Susan Larsen	Legislative Expert (Key Expert 3 – KE3)	Vocational Education and Training / Higher Education / and Education legislation; Legislative aspects of VET development; Stakeholder consultation;
Juergen Becker	Apprenticeships / Grants / Capacity Building Expert (Key Expert 4 – KE4)	Apprenticeship mechanisms and practises Social and occupational integration of people with disabilities; Active Labour Market policies for people with disabilities Grant Scheme Expert Trainer Institutional capacity building;

## Support experts

Name	Position	Specialist in areas of Knowledge
Antonio Matković	Project Office Manager	Labour market integration of socially marginalised groups Grant project implementation Project office management (logistical organisation, administrative and financial issues & translation)
Albina Štimac	Office interpreter until 01 August 2011	
Luka Frlan	Office interpreter from 01 August 2011	

## 1.3 Monitoring and coordination arrangements

The arrangements for regular reporting, monitoring, review, evaluation and submission and approval of the progress reports were set out in the ToR and the kick-off meeting. The Inception Report was submitted eight weeks from the commencement date. (25th March)

The Monthly Progress Reports have been submitted each month during the first week following the reporting period (25th to 29th of each month).

This first Interim report (narrative part) was submitted four months after the submission of the Inception Report (23rd July 2010). However, the process of preparing the Expenditure verification and the related financial part of the Interim report was significantly prolonged by the auditor and therefore the complete 1<sup>st</sup> interim report was submitted on October 20<sup>th</sup>, 2010.

The second Interim Report (narrative part) was submitted on 15<sup>th</sup> February 2011 and approved in June 2011. The third Interim Report (narrative part) was submitted on 04<sup>th</sup> August 2011 and approved in October 2011.

Two copies of this Draft Final Report will be submitted in English in electronic format with hard copies to:

- the Head of the Department for lifelong learning and EU funds management at the MoSES;
- the Official Representative of Body Responsible for Priority/Measure;
- the Contracting Authority (AVETAE/DEFECO);
- Ministry of Science, Education and Sports (MoSES);
- the Task Manager at the Delegation of the European Union to the Republic of Croatia in Zagreb;
- The Central Office for Development Strategy and Coordination of the EU Funds (CODEF).



In addition to the formal reports, the project has regularly informed the Ministry and the Contracting Authority of any political or institutional developments of relevance, which could affect the outcomes of the project.

The project has provided the Contracting Authority and the beneficiary with electronic and hard copies of training materials prepared under this project as well as mission and technical reports of the short-term experts where appropriate. The project will continue to do so until the end of the project.

## **2 Review of Project Performance and Impact**

### **2.1 Activities planned and implemented**

#### **2.1.1 Results achieved and review of indicators – Component 1**

##### **1.1.1 – Creation of Working Groups for the Selected VET Sectors**

The Inception report recommended creating Working Groups consisting of direct stakeholders and additional members who represent the specific disability sectors, schools and NGOs who are specialising in providing services, facilities and training for students with disabilities. Both the Agriculture and Tourism working groups representing the Access and CROQF projects have been combined – and have conducted joint workshops and information sessions. Two representatives from the disability sector participated in these working groups. The Access project also established a much smaller working group that has been formed to specifically develop educational adjustment programmes for students with disabilities within the 'pilot' programme conducted in the four selected schools. (See Annex 6.1– Participants of Access WG)

The combined Agriculture and Tourism working groups representing the Access and CROQF projects completed its work in the first semester of the project.

Two members from the Tourism working group continued to participate in working groups of the CROQF Project until the final stage of that project.

The final ACCESS-relevant outputs of the CROQF project have been evaluated by KE2. The results of this evaluation have been included in one of the modules of the curriculum for In Service Teacher Training (1.10). (See also Annex 6.2)

##### **1.1.2 – Information gathering on Labour Market Needs of VET students with disabilities**

**AND**

##### **1.1.3 – Working Group analysis of Labour Market data and selection of Occupational Curricula**

**AND**

##### **1.1.4 – Analysis of relevant curricula for VET students with disabilities**

People with disabilities seek jobs for much the same reasons as 'non-disabled' people. They wish to earn a living, live independently, and make social contacts. As with other job-seekers, finding a job and progressing in it is important for their self-esteem. Therefore when analysing data on the needs of the labour market, people with disabilities should not be excluded or treated as separate job market „entities“. The data that shows the general market needs also applies to people with disabilities, and so in analysing this data the areas that show a high demand for the general public will also apply to people with disabilities

Two junior researchers were contracted during the period of May 17<sup>th</sup> to June 4<sup>th</sup> 2010 to conduct desk research on data available through the following sources:

### Quantative

- CES: Annual Employers' survey; Employment record in general (per occupation, sector) and specific for persons with disabilities
- Statistical office
- MoSES: e-matica data base - information on graduated students
- Fund: information on the employees with disabilities from the employers' subsidies requests
- Register of persons with disabilities

### Qualitative:

- UNDP research
- Register of persons with disabilities research
- Data from Employer of the Year for Persons with Disabilities Award

The information gathered and analysed was then made available to the members of the Access WG in a workshop and information session conducted on Tuesday 15<sup>th</sup> June 2010, together with an analysis of the relevant curricula researched by the NK2 experts - who also provided a detailed breakdown of the findings and recommendations from their fact finding mission conducted during the period of the 17<sup>th</sup> May and 18<sup>th</sup> June 2010. (See Annex 6.3 for a copy of the modified competence based curricula).

The broad concept of industry competency concerns the ability to perform particular tasks and duties to the standard of performance expected in the workplace. Competency requires the application of specified skills, knowledge and attitudes relevant to effective participation in an industry, industry sector or enterprise. Competency standards in Training Packages are determined by industry to meet identified industry skill needs. Members of the WGs were introduced to a typical training package and shown how each of the chosen occupations training package can be developed with modifications to be applied for people with disabilities.

The working groups then conducted a question and answer discussion and presented their proposals regarding the final selection of appropriate occupations, curricula and the four schools to participate in the 'pilot' programme, which began in September 2010.

These activities were completed in the first and second reporting period.

#### **1.1.5 – Study visits for the Working Groups to different EU countries**

On the basis of an initial agreement with MoSES on the 9th February 2010, the Agriculture WG would visit Denmark and the Tourism WG would visit Spain. Both groups had also participants from the Legislative WG.

Based on joint assessment with MoSES on the priority issues which should be covered during the study visits, clear instructions were given to the consortium partners (Aarhus Tech in Denmark and SICI Dominus in Spain) on how to design the study visit programme.

A pre-visit briefing was conducted on the 19<sup>th</sup> October 2010 for both study visit groups, and a list of issues covered during the briefing, an agenda together with tables illustrating the visit programmes and participant lists is attached. Similarly a post visit de-briefing session was conducted on the 23<sup>rd</sup> November 2010

A study tour checklist is shown in Annex 6.4. Study tour reports are in Annex 6.5.

This activity was completed in the second reporting period.

#### **1.1.6 – Drafting of modified Competence Based Curricula**

The assessment and evaluation of the existing teaching practice concerning VET students with disabilities addressed two different school situations:

1. VET students with disabilities integrated into the general VET school system and
2. VET students being taught in schools specializing in meeting the specific needs of students with specific disabilities.

The orientation towards the competence based / learning outcome curricula marks a change in focus away from the teacher centred view of the pedagogical interaction towards a learner focused approach. So it is necessary to define what is meant by the term "competence-based curriculum" and what effects are to be expected concerning the methods used by teachers.

Competency based training is

- A structured approach to training and assessment that is directed toward achieving specific outcomes.
- It is about assisting individuals to acquire skills and knowledge so they are able to perform a task to a specified standard under certain specified conditions.

During the WG workshop conducted on the 15<sup>th</sup> June 2010 the NK2 experts presented the proposed modified draft competence based curricula, which was analysed and discussed by the Agriculture and Tourism working groups. By the end of the workshop the individual groups presented their proposals for a draft competence based curricula for the two occupations to be 'piloted' within each sector. A decision was also made on the four schools to be involved in the 'piloting programme':

- CENTAR ZA ODGOJ I OBRAZOVANJE "SLAVA RAŠKAJ" in Zagreb
- GRADITELJSKA ŠKOLA ZA INDUSTRIJU I OBRT in Rijeka
- OBRTNIČKA ŠKOLA in Koprivnica
- POLJOPRIVREDNA I VETERINARSKA ŠKOLA "ARBORETUM OPEKA" in Vinica

The modified curricula developed by the NKE 2 specialists were submitted to MoSES as part of the first Interim report. Due to the reduced time frame – a decision was taken by MoSES to implement selected units from the modified curriculum into the four pilot schools on an experimental basis.

This activity was completed in the second reporting period.

#### **1.1.7 – 'Piloting' the newly modified curricula in the four schools**

It needs to be noted that the 'piloting' of newly modified curricula was actually an experiment, as piloting is a formal process within MoSES. To avoid confusion, it was decided with MoSES to call our activity "experimenting".

Some basic requirements were established for schools that could take part in a experimental programme.

They should clearly already be working with students with disabilities and be offering at least one of the existing occupational areas to be covered by the new curriculum. As a consequence they should have teachers with appropriate technical qualifications and experience.

In order to deliver the new curriculum the schools should have their own practical training facilities.

A final general consideration was that the schools should have a positive ethos with staff who are enthusiastic and committed to change.

Effective piloting should be carried out in schools offering contrasting situations. This would ensure that the results are more widely relevant throughout Croatia. As a consequence the following factors were considered:

Smaller school	v	larger school
Rural school	v	urban school
Located inland	v	located at coast
Larger practical area	v	smaller practical area

Taking into consideration all these factors the following schools have been proposed for the testing of the curriculum

1. Poljoprivredna i veterinarska škola "Arboretum Opeka", Vinica
2. Graditeljska škola za industriju i obrt, Rijeka
3. Slava Raškaj special school, Zagreb
4. Obrtnička škola, Koprivnica

All the schools have a good standard of vocational training facilities and appropriately trained professional teaching staff. The schools run programmes for cooks/pastry and assistant cooks/pastry and horticulture worker and florist worker so all would be able to pilot these disciplines.

Each school has been assigned an external evaluator (in cooperation with the VET Quality Assurance Development project) whose task it was to introduce the specific teachers and the internal school assessors to the concept of Educational Adjustment Programmes and to conduct an assessment of the specific areas of focus required by the individual schools based on the number and specific disabilities of the disabled students involved.

Assessment was provided by external (four NK4 experts) and internal assessors, and observation visits to each pilot school were initially conducted on a monthly basis by the team leader; in a later stage KE2 maintained the contacts with the schools in this regard. Initial feedback from the four experimental schools indicated that the individual teachers and principals were very enthusiastic about the methodology proposed for implementing the various units, and initial reaction of students indicated more awareness and individual achievement.

Initial general concerns from the schools were:

1. Some teachers are not flexible enough in implementing the modified curricula - and they expressed the need to have some form of "permission" from MoSES directing them that it is acceptable to be flexible in their adaptation of the new units - and that students with disabilities need to have a more "adjusted" programme to enable them to progress.
2. Teachers expressed that it is very difficult to teach the modified curriculum in an integrated class - as they are then supposedly were required to implement 2 units of curricula - (1 for students with disabilities and 1 for the "able" students).
3. School principals were concerned that the "local school inspectors" needed to be made aware by MoSES that these schools are participating in this "experiment" - the schools would like to see flexibility ensured compared to the normal inspection regime.
4. Teachers and Principals were expressing the need for more professional development training for teachers of Students with disabilities and that for this experimental period there should be Assistant teachers provided to assist in the implementation of the educational adjustment programmes for students with disabilities.
5. The Rijeka school in particular highlighted the fact that they now have 8 integrated students in 1 class - and that the MoSES ruling is a maximum of 5 to 6 integrated students in one class. The Principal has previously applied to have an extra teacher recruited to rectify this situation - but the request was not processed by MoSES causing constant human resource shortages in the school.

The four experimental curricula (selected units) were prepared for implementation by the project. Also a monitoring facility and system were set up, in cooperation with the VET Quality Assurance Project. Monitoring visits were carried out by 4 national short-term experts during the reporting period (NK4). A first monitoring visit by the KE1 was carried out in October 2010. Due to the resignation and replacement of the Team Leader a second monitoring and evaluation visit to the four pilot schools by the core TAT was carried out in June 2011.

During the monitoring and evaluation visits it unfortunately became clear that the school in Koprivnica had not been able to pilot the assigned curricula due to mis-understandings and/or mis-communication. Arrangements were made to compensate for this; these arrangements consisted of a special (training) seminar for involved teachers, piloting during the next school year and possible other guidance needs (based on the seminar outcome). While preparing this seminar and trying to involve the other pilot school with the food processing curriculum, the TA team had to unfortunately learn that also this school (Slava Raškaj) had not been able to fully experiment with the curricula. This only became clear after the monitoring and evaluation visit. Also with this school comparable compensating arrangements were made. These findings led to the preparation and organization of an extra (training) seminar for head masters and involved teachers from the four pilot schools. During this seminar all experiences with the curricula were shared and related needs for implementation measures and facilities were discussed among each other and with representatives from the MoSES. (see Annex 6.6.)

Further analyses of these findings by the project team indicated that the resignation of the previous Team Leader and the period for replacement had an important role in the late discoveries of the implementation problems. The two months prior to his resignation the

KE1 was not able to give personal follow up to the initial implementation activities to the four schools. The abruptness of the resignation increased the standstill in this regard and the length of the replacement procedure was another complicating factor. As stated before in the Executive Summary, the schools had to deal with a different kind of complexity: a probable overflow of projects in which they are involved, limiting their ability to maintain a clear scope on activities from the various projects.

Considering the circumstances the project team found that the compensating arrangements (seminar and extended experimental phase) have covered the project's needs and goals.

The monitoring and evaluation visits during the first half of 2011 offered a good opportunity to take stock.

Based on these visits the following general evaluation points were noted:

Positive aspects:

- The new curriculum had been developed by experienced practitioners
- The new curriculum stresses more the practical skills learning, which is very positive, especially for the disabled students
- The modules are fitting better to the needs of students with disabilities
- There are additional contents, which are necessary and useful.
- The structure brings more change in methods.
- The new curriculum improves the self-evaluation skills of teachers and students.
- Repeating sequences is positive, especially in special classes.
- Individualisation enables the more competent students to get additional exercises.
- Students have a higher self-esteem.
- Team spirit and cooperation has been improved.
- More levels of competence have become possible to develop.
- The new curriculum presents contents less separated and more complex and combined (more realistic).
- The focus on the practical part is very important.
- Teaching materials fit all situations.
- It enables and facilitates project work.

Negative aspects:

- Too much emphasis on physical disabilities, the focus on intellectual and psychic disorders should be intensified.
- Theoretical contents of the gardening programme are foreseen for the third year; this creates problems with the Education inspectorate.
- There are topics to be included like marketing, culture, history, tourism.
- Assessing the individual student has become more difficult, since there are repetitions and other support offers for the students.

- New curriculum needs more time.

(see Annex 6.7. for more details)

These findings were also confirmed during the seminar in September 2011.

### **1.1.8 – Developing a proposal for Enrolment Criteria of Students with Disabilities into relevant Educational Institutions**

Due to the shift of activities from KE1 to KE2 and the involvement of KE2 in the activity 1.1.7 the delivery of the proposal for enrolment criteria of students with disabilities into relevant educational institutions was postponed compared to the initial planning. The proposal was drafted and finalised in October 2011. The results were presented and discussed during a workshop with the Legislative Working Group and special guests on 26<sup>th</sup> October 2011. The participants of the workshop received the proposal positively. The final draft Enrolment Criteria have been submitted on 24 November 2011 after considering the comments from the various external experts. The proposal is Annex 6.19

### **1.2.1 – Base-Line Study on existing Teaching methods for VET Students with Disabilities**

In order to get a realistic picture of the status of teaching methods - the reference frame of teachers had to be included in any review, since a new curriculum perspective may otherwise discredit competent and experienced teaching experts

In order to get this realistic and adequate understanding of the situation in Croatia an expert group of Croatian specialists in the field of teaching students with disabilities was established. This group participated actively in defining the assessment instrument, and identification of the target groups to be questioned. The group also provided advice when drafting the base line report. The group consisted of the following persons:

#### **Expert group for Component I - In-service teacher training**

<b>Name</b>	<b>Surname</b>	<b>Institution</b>	<b>Contact</b>
Mihaela	Dubravac-Šigir	MoSES	<a href="mailto:mihaela.dubravacsigir@mzos.hr">mihaela.dubravacsigir@mzos.hr</a>
Mirna	Štajduhar	MoSES	<a href="mailto:Mirna.Stajduhar@mzos.hr">Mirna.Stajduhar@mzos.hr</a>
Vlatka	Klašnja	AVET	<a href="mailto:vlatka.klasnja@asoo.hr">vlatka.klasnja@asoo.hr</a>
Željka	Šemper	Centre for Rehabilitation and Education "Dubrava"	<a href="mailto:daisy0211@net.hr">daisy0211@net.hr</a>
Majda	Fajdetić	Education and Teacher Training Agency	<a href="mailto:majda.fajdetic@azoo.hr">majda.fajdetic@azoo.hr</a>
Sanja	Milović	Education and Teacher Training Agency	<a href="mailto:sanja.milovic@azoo.hr">sanja.milovic@azoo.hr</a>
Jelena	Matković	Agency for Adult Education	<a href="mailto:jelena.matkovic@asoo.hr">jelena.matkovic@asoo.hr</a>
Jasna	Martinko	Agency for Adult Education	<a href="mailto:jasna.martinko@asoo.hr">jasna.martinko@asoo.hr</a>



Marija	Tomić-Preiner	CUPDPA	<a href="mailto:mariatomic2000@yahoo.com">mariatomic2000@yahoo.com</a>
Ivona	Salaj	Association Dodir	<a href="mailto:dodir@dodir.hr">dodir@dodir.hr</a>
Sanja	Tarcazy	Association Dodir (President)	

The personnel in this group were not short-term experts but they were formed to represent their own/ NGO / employer's interest and perspective.

By utilising this strategy the expectation was to be able to address the main stakeholders concerns and the issues experienced by the final beneficiaries - the students with disabilities.

The base-line study report is attached in Annex 6.8.

### **1.2.2 – Recommendations on improvements in Teaching methods for Students with Disabilities**

#### **AND**

### **1.2.3 – Assessment of educational needs of VET teachers**

The proposal for the in-service training for relevant VET teachers and other experts should focus on the sectors chosen (Agriculture and Tourism). It should also define the specific target groups: teachers, teaching assistants, expert assistants in schools (psychologists, pedagogues), practical trainers, and the staff required and necessary to cope with specific types of disabilities.

The proposal for the in-service training would also need to include the experts required conducting the piloting. It is important that they take ownership of the methodology, the contents and the teaching dynamics. With this a close contact strategy will be established. The TNA was completed by the end of November 2010, and this analysis is attached in Annex 6.9.

### **1.2.4. – Develop a proposal for training of vocational teachers**

In the development of the in-service teacher training all relevant sources were used. Hence, the baseline study on existing training methods, the recommendations on improvements in teaching methods and the Training Needs analyses served as sources for the proposal for in-service teacher training.

Due to the shift of activities from KE1 to KE2 and the involvement of KE2 in activity 1.1.7 the delivery of the proposal for in-service teacher training was drafted and finalised. The proposal has been sent to the MoSES by the end of October 2011. (Annex 6.2.)

### **1.3.1 – Establishment of a help desk for Grant Beneficiaries**

#### **AND**

### **1.3.2 – Training for Grant Beneficiaries**

Elaboration of Training and help desk materials

These activities started in May 2010. The TA team initially worked closely with AVET DEFCO to produce the relevant documents, such as the training materials for the grant scheme implementation workshop, the design of the procurement manual and materials for additional workshops for the grant beneficiaries. These materials provide comprehensive guidance on procedures, rules and practices (PRAG rules) in connection with the implementation of Grant Scheme projects. As agreed with AVETAE DEFCO the

training materials would not be used only by two other projects providing grant scheme components (Implementation of New Curricula and Regional Network of Local Learning Institutions), but also for future grant scheme components in connection with IPA and/or Community Programme funding. This has to be considered as substantial “added value” for the Croatian administration in charge of the implementation of grant scheme programmes.

In June 2010 these draft-materials were discussed with AVET DEFCO and additional materials due to a change in the standard reporting obligations of grant beneficiaries, would have to be developed. Also further procedural arrangements were made regarding the role of AVET.

(See Annex 6.10 and 6.11)

Immediately after the approval of the training materials the two-days initial training for grant beneficiaries was held on 28<sup>th</sup> and 29<sup>th</sup> September 2010. Based on this training, the grant beneficiaries undertook their first steps towards implementation of their grant projects. Follow up and ongoing support to grant beneficiaries was secured by the provision of the help-desk activities. In the beginning special focus was given to secondary procurement procedures and to the proper design of quarterly financial and narrative reports. In order to also increase the capacity of the AVETAE DEFCO, it was agreed that AVETAE DEFCO firstly would screen beneficiaries’ requests and if indicated experts from the ACCESS team would be consulted additionally. This modus of cooperation proved to be successful not only for the grant beneficiaries, but also to AVETAE DEFCO.

In January 2011 it was agreed with MoSES and DEFCO that the remaining help desk assistance on behalf of Access project expert (NK8 Expert) will be utilised to support the unsuccessful applicants within the grant scheme. This resulted in a training for unsuccessful applicants to the grant scheme.

This training for unsuccessful applicants to the grant scheme, aimed at supporting the development, application and implementation of future calls for projects has been carried out in May 2011.

With this the additional training the activity has been completed.

## **2.1.2 Results achieved and review of indicators – Component 2**

This component included activities related to the drafting of harmonised legislation in the field of education of students with disabilities.

The Legislative Experts’ activities have been coordinated with the legal expert from the CROQF project since the resulting legislation should support the outputs in both projects.

### **2.1.1 – Establishment of the Working Group for the analysis of Legislation**

The final list of WG members was formed in the early May 2010. It was planned that the members would have the time between the International Legislative Expert’s first and second inputs (a period of 5 months) to familiarise themselves with the Project’s background material, and with the existing legislation.

This timetable was based on the understanding that, in the Legislative Expert’s absence, the WG members will have limited time, in between performing their primary work

functions, to familiarise themselves with these documents. The Legislative Working Group consisted of:

<b>Access to education by students with disabilities (legislative WG)</b>		
<b>Institution</b>	<b>Name of nominated person</b>	<b>E-mail</b>
MINISTRY OF ECONOMY, LABOUR AND ENTREPRENEURSHIP	Gordana Dragičević	<a href="mailto:Gordana.Dragicevic@mingorp.hr">Gordana.Dragicevic@mingorp.hr</a>
AGENCY FOR VOCATIONAL EDUCATION AND TRAINING	Vlatka Klasnja	<a href="mailto:Vlatka.Klasnja@aso.hr">Vlatka.Klasnja@aso.hr</a>
MINISTRY OF HEALTH AND SOCIAL WELFARE	Vesna Mihanović	<a href="mailto:Vesna.Mihanovic@mzss.hr">Vesna.Mihanovic@mzss.hr</a>
MINISTRY OF THE FAMILY, VETERANS' AFFAIRS AND INTERGENERATIONAL SOLIDARITY	Željka Grbac	<a href="mailto:zeljka.grbac@mobms.hr">zeljka.grbac@mobms.hr</a>
EDUCATION AND TEACHER TRAINING AGENCY (ETTA)	Darko Tot	<a href="mailto:Darko.Tot@azoo.hr">Darko.Tot@azoo.hr</a>
CROATIAN EMPLOYMENT SERVICE	Tajana Križanec	<a href="mailto:Tajana.Krizanec@hzz.hr">Tajana.Krizanec@hzz.hr</a>
CROATIAN ASSOCIATION OF EMPLOYERS	Petra Ovčarić	<a href="mailto:petra.ovcaric@hup.hr">petra.ovcaric@hup.hr</a>
NGO IDEM	Darko Kobetić	<a href="mailto:idem@idem.hr">idem@idem.hr</a>
NGO ZAMISLI	Svjetlana Marijon	<a href="mailto:ured@zamisli.hr">ured@zamisli.hr</a>
OFFICE FOR STUDENTS WITH DISABILITIES	Jagor Bučan	<a href="mailto:jbucan@alu.hr">jbucan@alu.hr</a>
MINISTRY OF SCIENCE, EDUCATION AND SPORTS	Hrvoje Bakić	<a href="mailto:hrvoje.bakic@mzos.hr">hrvoje.bakic@mzos.hr</a>
MINISTRY OF SCIENCE, EDUCATION AND SPORTS	Edita Ružić	<a href="mailto:edita.ruzic@mzos.hr">edita.ruzic@mzos.hr</a>

### **2.1.2 – Training for the Working Group members to review existing legislation**

Once the WG members had familiarised themselves with the existing legislation and background material before the training, they were able to better apply the training to the documents. The training began in the early September and continued through to November 2010 with a total of four workshops.

### **2.1.3 – Analysis of the existing laws and other regulations in the relevant field**

The first major task under this Activity was to analyse all available background material to the Project (including policy statements, reports from related projects, and legal advices or decisions, for example), to ascertain the desired outcomes that were to be achieved under the Government's policy on access to education by students with disabilities.

The Legislative expert then assisted the WG to:

- Analyse all available relevant documents, to ascertain the objectives that are intended to be achieved under the Government's policy on access to education by students with disabilities
- Analyse the Constitution and the existing legislation, and relevant EU and other overseas legislation, to determine how the existing legislation may need to be amended to include the Government's policy
- Identify any policy, legal and practical problems that might arise when the Government's policy is included in the existing legislation
- Explore possible options to resolve those problems
- Identify the best option to resolve those problems
- Prepare a report on the analysis of the existing legislation
- Deliver a draft of the report to MoSES for their consideration and comment

A report on analysis of the existing laws and other regulations in relevant field has been delivered in the fall of 2010 (Annex 6.12)

The Ministry commented and adapted the draft report in December 2010. In preparing for the consultations at Inter-County level, meetings with the Legislative Working Group were conducted. The results of these meetings completed the draft-analyses and this activity.

#### **2.1.4 – Working Group consultations with stakeholders at Inter-County level**

Implementation of the consultations was dependant on the initiation of activity 2.1.5 – drafting amendments to existing legislation. Furthermore, the drafting of the amendments was dependant on submission and approval of the Analysis of the existing laws on behalf of MoSES. As the approval of the legislative analysis report was received from MoSES on December 14, 2010, only 3 days before the Legislative expert left Croatia (in line with the Work plan), there was no sufficient time to complete the activity 2.1.5 and initiate implementation of activity 2.1.4. The reorganisation of the work plan for this activity was planned in January, but due to the resignation of the team leader, this reorganisation has been agreed with the Legislative expert, MoSES and DEFCO and the new team leader in May 2011.

The initial plan for the implementation of the consultations was to have WG members to conduct a series of consultations together with the legislative expert. Due to the mentioned need for change of work plan for this activity, the legal expert (NK 1) has taken the lead in organisation of the consultations and providing feedback on comments to amendments.

The stakeholder's feedback has been included in the proposed amendments after MoSES' approval. The consultation with stakeholders started immediately after the WG members had analysed the existing legislation and had proposed amendments.

The Legal expert assisted the WG to:

- Determine the number of, and places where, consultation workshops are to be held
- Identify relevant stakeholders who are to participate in the consultation workshops
- Prepare PowerPoint presentations about the results of the WG's analysis of the existing legislation and the proposed amendments
- Book venues for workshops
- Notify participants of times, dates and venues for workshops
- Arrange the preparation of venues for workshops (including any catering)

- Conduct of the workshops
- Record the participant's opinions, perspectives and concerns about the proposed amendments
- Present the participant's concerns to MoSES, for the determination of the Government's policy in relation to those concerns

After the finalisation of the Analyses of existing laws in a meeting with the Legislative Working Group, the consultations on Inter-County level were prepared and organised. These consultations were organised in three regions and were held in June 2011 in Zagreb, Osijek and Split. The results of these consultations were observed and discussed with the (national) Legislative Working Group and were an important input for the drafted legislative amendments.

(Annex 6.13.)

### **2.1.5 – Drafting amendments to existing legislation and bye-laws in relevant field**

After amending and approving on the report prepared under Activity 2.1.3 and after the Inter-County consultations, the draft-amendments for existing legislation and bye-laws were finalised. In drafting these amendments, the Legislative expert and the Legal Expert have assisted the WG to:

- Develop a reader-friendly structure for the proposed amendments
- Prepare the amendments (in harmony with EU legislation) that are needed to the following legislation:
  - National Pedagogical Standard for Secondary Education (adopted on 16 May 2008)
  - Elementary and Secondary Education Act (OG, 87/08)
  - Ordinance on Secondary Education of Pupils with Disabilities (OG 86/92)
  - Act on Vocational Rehabilitation and Employment of Disabled Persons (OG 143/02, 33/05)
  - Declaration on the Rights of People with Disabilities (OG 47/05)
  - Act on Croatian Register of Disabled Persons (OG 64/01)
  - VET Act (adopted in February 2009)
- Prepare any amendments that must be made to ensure the transition from the existing legislative framework to the proposed legislative framework
- Prepare any amendments to other legislation that must be made as a consequence of the proposed amendments
- Refine the proposed amendments, as necessary, to ensure the proposed amendments dovetail with other education legislation, and also legislation that applies generally in Croatia (e.g. legislation relating to employment, rehabilitation, and statutory interpretation)
- Refine the proposed amendments to incorporate those of stakeholder's concerns that MoSES (under Activity 2.1.4) has approved for incorporation into the proposed amendments
- Send a draft of the proposed amendments to MoSES for consideration and comment
- Refine the draft of the proposed amendments to incorporate MoSES comments
- Send amendments to MoSES for approval.

In summary, the draft-report discusses the results of the analysis of the legislation for VET of students with disabilities in secondary school.

The relevant legislation for VET of students with disabilities in secondary school consists of the Law on Vocational Education and the Law on Primary and Secondary Schools (together with the Draft Ordinance that is soon to be made under that Law specifically for students with disabilities). This legislation was analysed for consistency with the EU requirements for the education of persons with disabilities, as set out in the Convention on the Rights of Persons with Disabilities. This Convention affirms the right of persons with disabilities to an inclusive education, without discrimination and on an equal basis with others. In general, the EU requirements are reflected in the legislation for VET of students with disabilities in secondary school. However, the analysis revealed that the legislation contains some inconsistencies, duplications, and uncertain concepts, which are preventing the readers of the legislation from having a common understanding of the meaning of the legislation. This lack of common understanding has the effect of hindering the effective implementation of the legislation. The report recommends that certain amendments be made to the legislation to remove these inconsistencies, duplications and uncertain concepts. The report on amendments can be found in Annex 6.13.

### **2.1.3 Results achieved and review of indicators – Component 3**

#### **3.1.1 - Review of the Current Scope and Arrangements of Apprenticeship Mechanisms for VET Students with Disabilities**

During the period May to July 2010 the first draft of the "Review of the Current Scope and Arrangements of Apprenticeship Mechanisms for VET Students with Disabilities" was elaborated.

In line with the benchmarks the apprenticeship review was submitted in late September 2010. NKE 9 provided very valuable input in this regard especially concerning the "schooling approach" of the Croatian apprenticeship schemes. An essential part of this review was an analysis of:

- the distinction between "apprenticeship" and non-apprenticeship forms of education with practical parts
- the description of insufficiencies in the Croatian support mechanisms for apprenticeship for people with disabilities
- the elaboration of recommendations for the set-up of more efficient national structures for apprenticeship for people with disabilities

The report provided comparative assessment and a compact analysis of the Croatian system for apprenticeship and for apprenticeship for people with disabilities.

In early October 2010 KE 4 presented this report to key experts in the MoSES. (Annex 6.14)

### **3.1.2 – Informative Seminars**

This activity initially experienced start-up problems, as it was difficult to establish the first contacts with various stakeholder institutions.

The experts of the stakeholder institutions – FUND, MoSES, CES, MES, Chamber of Trades and Crafts - received the Invitation Letters for the seminars sent out to the employers and were regularly updated on the developments in the activities 3.1.2, 3.1.3 and 3.1.5.

The Informative Seminars for Employers were held successfully in the three Croatian regions of Osijek, Zagreb and Rijeka. Over all more than 40 employers participated, teachers from 8 VET schools, 7 NGOs for people with disabilities – over all 110 participants. The representatives of the stakeholder institutions made very committed presentations, which were very well received by employers and representatives of schools. Lively discussions were the result, which were always held in a constructive and cooperative attitude. It can be concluded that the approach of including experts from the different stakeholder institutions in the concrete delivery of the trainings proved to be very successful. Not only that: the training participants received first-hand information; also the experts gained a better understanding of the situation of companies in the field. Additionally important inter-institutional networking did happen between the experts giving presentations and direct contacts between them and the entrepreneurs were promising for concrete results. On the other hand employers participating in the trainings appreciated that “high level representatives from Zagreb” came to listen to their issues and recommendations, which enforced their commitment to further pursue their interest in apprenticeship for people with disabilities.

Around 800 tool kits (comprising contact sheets, leaflets, folders, etc) were distributed to the participants of the trainings and the stakeholder institutions for distribution at a later stage. These materials were produced interactively with the stakeholder institutions to increase their ownership – The tool kits were highly appreciated as – for the first time - they provided comprehensive information on apprenticeship and on apprenticeship for people with disabilities in specific. Especially the contact sheets – comprising the contact details of all relevant institutions per region – were assessed as very practical.

The seminars also successfully served the purpose to establish contacts to employers for activity 3.1.3 and 3.1.5. Special focus was given to the representation of SMEs and bigger scale companies, entrepreneurs from different sectors and from geographical regions. Consequently reliable commitments from companies covering all these criteria were achieved promising for a successful implementation of the following activities under this component.

### **3.1.3 – Training needs analysis for employers**

During 2010 pre-selections of experts supporting the implementation of this sub-component were completed. Commitments from the FUND, Chamber of Crafts, CES, AVETAE, MELE and other stakeholders were achieved for participation in this event. This was vital for the further promotion of apprenticeships for people with disabilities as the inter-institutional and inter-sectorial commitment has considered being essential.

In the first half of 2011 various interviews were held with employers and related stakeholders to prepare the training needs analyses. After contacting more than 350 companies in the regions of Zagreb, Osijek and Rijeka, the sample companies were

identified based on their expressed interest/experience in providing "praktična nastava"/practical teaching, apprenticeship and/or (subsequent) employment of people with disabilities.

Based on the above mentioned semi-structured questionnaires and in depth interviews (in average around 2 hours) were conducted with structures providing people with disabilities the possibility for "praktična nastava"/practical teaching, the practical training part of apprenticeships and/or (subsequent) employment; 16 companies and 3 schools were included in these structured interviews.

The draft training needs analyses was submitted to the Ministry in July 2011. (Annex 6.15)

The results of the structured interviews, together with the results evolving from activities 3.1.1 and 3.1.2 made it necessary to review the planned methodology for implementation of activities 3.1.4 and 3.1.5. The TA-team concluded that the experience gained in the implementation of activities 3.1.1, 3.1.2 and 3.1.3 showed that employers have only demonstrated limited interest in the issue of "praktična nastava"/practical teaching and/or apprenticeship of people with disabilities. Essentially this situation was in fact worse than policies related to employment of people with disabilities, as apprenticeships (policies, measures and practices) for PwD were non-existing, whereas employment policies for PwD were getting higher on the political agenda.

The apparent assumption was, that the missing link between the needs of employers and the support provided by the stakeholder institutions to employers could be bridged with providing specific information to employers and by transferring specific abilities for employers in a one-day seminar. This one-day seminar should then lead to an increased number of people with disabilities in apprenticeship, "praktična nastava"/practical teaching and subsequent employment. This apparent assumption had proved to be not realistic after the results of activity 3.1.3. became clear. Therefore the TA team together with the Ministry decided to develop a more sustainable approach for the activities 3.1.4 and 3.1.5.

### **3.1.4 – Training modules for employers**

Based on the conclusions of the previous activities in this component, KE4 initiated the redesign of the activities 3.1.4. and 3.1.5. In close cooperation with the office manager and KE1 this redesign was based on a 'top-down' and a 'bottom-up' approach. 'Top-down' was aiming at seeking cooperation with other relevant projects and stakeholders, assuring sustainability of the projects' findings and activities, while sharing the 'legacy' of the ACCESS project.

In the 'bottom-up' activity a showcase would be build by actively establishing apprenticeships and introducing 'sustainability measures' such as organisational and HR assessment and support for employers. Emphasis would be put on 'on the job' training and coaching (job = creating apprenticeships). Further support for schools and employers was provided by a toolbox for apprenticeships and "praktična nastava"/practical teaching. The proposal was discussed and further developed with the MoSES and approved. Further formal and operational arrangements were also made. Between August 2011 and October 2011 most of these activities have been implemented; the project team will continue these activities during November in order to finalise the planned activities.

'Top-down' activities have already started in July 2011 with meetings with the project managers within the relevant reach of the Ministry of Economy, Labour and



Entrepreneurship, HUP – the Croatian Employers Organisation, the Global Compact project, British Council and Association for Promotion of Inclusion.

This change in the design of the activities did however not lead to a deviation from the ToR. Information, promotion and training, coaching and guidance materials will be developed for employers. These materials for training and guidance will not only be produced for employers, but also for the schools. An organisational and HR assessment methodology has completed the set of materials produced in this activity. The resulting two toolkits – one for employers and one for schools – are annexed in Annexes 6.20 and 6.21

### **3.1.5 – Delivery of training modules for employers**

As indicated above also the implementation strategy for activity 3.1.5. had to be reviewed bases on the outcome of activity 3.1.3. There was a need for more emphasis on a practical, results based orientation: finding ways and methodologies to successfully create apprenticeships, with a focus on 'learning by doing'. This lead to the following results:

- Six employers have been narrowly targeted and contacted using the outputs of activity 3.1.4.
- Further in-depth project presentations were organised for four employers (Vincek, McDonalds, Podravka and Bauman)
- With these employers initial arrangements for apprenticeship agreements were made
- Effectively three employers were – within this limited time frame – engaged in apprenticeship agreements (Vincek, McDonalds, Bauman)
- ACCESS has delivered in-company workplace assessment, training, coaching and guidance in these three companies for 8 students.
- Furthermore 2 workshops were held with two schools involving teachers and apprentices/students
- ACCESS has invited at least 15 employers on closing conference.

## **2.2 Resources planned and used**

During this reporting period from 27.03.2011 to 27.10.2011, the project team continued to be engaged in open and inclusive consultation and discussion with the Main Project Partner MoSES, the Contracting Authority AVETA and other representatives of the government of Croatia and other relevant stakeholders, to collect and assimilate all relevant information.

This has also resulted in a deeper cooperation with other complementary IPA Component IV projects, which ensured more meaningful utilisation of available resources and achievement of better results. All planned resources, including the additional (short-term) resources were used to achieve all intended project results. Sometime even more results were agreed and accomplished, such as the training for unsuccessful applicants for grants, the apprenticeship assessment methodology and the apprenticeship toolkits for schools.

### **2.2.1 Identification and Recruitment of Non-key Experts**

Detailed job descriptions and person specifications were prepared for the recruitment of non key experts required for the various components. The recruitment process was

conducted in an open and transparent way by the GET lead consortium utilising local agencies, websites, networks and media. The list of required STE is listed in the work plan and requests for approval of STE were sent to the AVETAE / DEFCO prior to personnel being contracted.

The non-key experts recruited were:

- **NKE 1: Senior Legal expert**
- **NKE 2: Content & Curriculum Design Experts (2) in Agriculture & Tourism**
- **NKE 4: Senior External Evaluators for pilot schools (4)**
- **NKE 5: Vocational Rehabilitation specialists (3)**
- **NKE 6: Curriculum Development expert for in service Teacher Training (1)**
- **NKE 8: Grant Schemes Expert (1)**
- **NKE 9: Apprenticeship/Legal Expert (1)**
- **NKE 10: Senior Training Expert**
- **NKE 11: Researchers (3)**
- **NKE 12: Organisational development expert**
- **NKE 13: Human Resources Disability expert**

Short term experts were evaluated and chosen by members of the project team in coordination with all consortium partners. For the positions NKE 1, NKE 4, NKE 12 and NKE 13 due to the change of implementation strategy of the activities, new Terms of References were sent to AVETAE DEFCO for preliminary approval, which were obtained. A new NKE 4 ToR was developed by the VET Quality Assurance Development project, as the same profile of experts was required in both projects, and cooperation in implementing the activity 1.1.7 was agreed between both projects.

The ToR's for NKE 12 and NKE 13 were a result of the review of activities 3.1.4. and 3.1.5. The ToR's are attached in Annex 6.16.

### **2.2.2 Arrangements for holding meetings with the Relevant Stakeholders**

The initial purpose of these meetings was to introduce the project and the project activities and gather further information to help improve our understanding of the current state of development and to ensure that we have an up-to-date picture of the current status of understanding about the project objectives from the stakeholder perspective. These meetings continued to obtain commitment and support in implementation of specific project activities, and thus increase local ownership over the outputs of those activities.

The team has met with representatives from the following organisations-

- Ministry of Science, Education and Sport;
- Ministry of Economy, Labour and Entrepreneurship;
- AVETAE;
- Agency for Adult Education
- Chamber of Crafts and Trades;
- Croatian Employers' Association (Agriculture and Tourism);
- Various schools (both inclusive VET schools, and special schools).

- NGO,s representing the various specialist disability sectors
- Disabled student representatives from the pilot schools

These meetings have served to help raise awareness about the project and seek commitment for taking forward the various initiatives. The response has been very positive with all parties recognising the need for the project's activities and expressing their willingness to support the achievement of the outcomes.

The working groups formed included representatives from the disability sector, the project targeted industry sectors, and employers, various government departments and the Legislative sector

### **2.2.3 Meetings with Other Donors/Team Leaders of other Projects**

Contact and coordination was established with the following projects, which are working in the fields of education/training, standard and curricula development and drafting of new legal regulations:

- Strengthening the Institutional Framework for the Development of the VET Occupational Standards/Qualifications and Curricula;
- Further Development of the Croatian Qualification Framework;
- Youth in the Labour Market;
- Local Partnerships for Employment Phase 3;
- VET Quality Assurance Development.
- Implementation of New Curricula;
- Regional Network of Local Learning Institutions;
- Comprehensive Strengthening of the Capacities of the AVETAE
- Fostering Effective Inclusion of Persons with Disabilities into the Labour Market

Regular meetings were held to explore in more detail potential areas for co-operation. Sustained efforts were spent to allow for synergies between the grant scheme components of the following projects:

- Implementation of New Curricula
- Regional Network of Local Learning Institutions

### **2.2.4. Ensuring Project Awareness for Stakeholders**

In consultation and agreement with the beneficiary it has been decided to develop a Stakeholder Communications Campaign / Strategy as an added value of the project which will involve members of MoSES, CODEF HRDOP Operating structure, AVETAE/DEFCO, MELE, MHSW, CES and DFC to ensure that the strategy is sustainable after the completion of the project. This led to a stakeholder awareness seminar which was held in December 2010.

The TAT is – in close cooperation with the MoSES - now preparing for a second stakeholder event in November 2011, in combination with the final conference of the project. During this event the focus and emphasis will be on presenting and disseminating the (key) project outputs to decision makers, stakeholders and end-users such as employers and schools. This event will furthermore contribute to a change in the mindset:

from thinking in limitations to exploring opportunities: from orientation on handicaps towards orientation on talents, possibilities and opportunities.

The project also published an article about apprenticeship and practical learning promotion in the magazine 'Poslovni dnevnik' of employers' organisation HUP. (Počnimo koristiti brojne potencijale osoba s invaliditetom! - Annex 6.17.)

#### **2.2.5 Setting up of Working Groups (activity 1.1.1 & 2.1.1)**

Working groups for components 1 (Curriculum) and 2 (Legislation) were established. The members of the Legislative working group are listed in Annex 6.18 and the Curriculum working groups are listed in Annex 6.1

All working groups have completed their work.

#### **2.2.6 Project Steering Committee**

The first PSC meeting was held on the 31<sup>st</sup> March 2010 –

The second Project Steering Committee was held on 3<sup>rd</sup> September 2010. The third PSC meeting was planned for 31<sup>st</sup> January 2011, but due to the resignation of the team leader, it was agreed with MoSES and AVETAE DEFCO that this meeting should be postponed until the new team leader is in place.

As an value-added element to the project, the GET-led consortium, together with organisation BBRZ from Austria, has organised and financed a 2-day study visit to BBRZ in Linz, Austria, for the members of the PSC. This objective of the study-visit was to demonstrate to the PSC members a functioning model of VET for persons with disabilities and their inclusion into the labour market.

The third Project Steering Committee was held on 11<sup>th</sup> May 2011. The meeting specifically paid attention to the upcoming activities in the legislative component and the necessity for a redesign of the activities 3.1.4. and 3.1.5.

The fourth PSC meeting was held on 16<sup>th</sup> September 2011. In this meeting the third interim report was presented together with an overview of activities towards the end of the project. Discussions were as usual lively but efficient.

The fifth and final PSC meeting was held on 16<sup>th</sup> November 2011. In this meeting the Final Report will be presented and initially discussed.

### **2.3 Linkages with other operations and complimentary coordination**

As mentioned previously the Access project team has had regular contacts with the below listed EU funded projects in order to coordinate activities, to achieve maximum complimentary synergies and ensure that the minimum of duplication occurred. This coordination was further supported through the monthly meetings of team leaders of all IPA technical assistance projects, which relate to the education sector. Additionally, with support of the Access's Project Assistant, Google-calendars on activities of each project were developed and shared with other project's in order to support mutual planning of activities and avoid overlapping.

- Strengthening the Institutional Framework for the Development of the VET Occupational Standards/Qualifications and Curricula;
- Further Development of the Croatian Qualification Framework;
- Youth in the Labour Market;
- Local Partnerships for Employment Phase 3;
- VET Quality Assurance Development.
- Implementation of New Curricula;
- Regional Network of Local Learning Institutions;
- Comprehensive Capacity Building of the AVETAE
- Fostering Effective inclusion of Persons with Disabilities

## 3 Detailed Work Plan (results achieved and for remaining project duration)

### 3.1. Activity schedule, including milestones and results produced

#### 3.1.1 Component 1: Modernised selected VET curricula for students with disabilities

Scheduled Activities	Deadlines and Milestones	Results to be produced and Experts responsible	Results achieved? Outputs & Indicators
<b>Activity 1.1.1.1</b> In close coordination with the Main Project Partner, define membership, required profiles of representatives, responsibilities, decision-making mechanisms and accountability of the working groups for the analysis of curriculum requirements related to the Agriculture and Tourism sectors of education of students with disabilities and launch its activities	30 <sup>th</sup> April 2010	Working Groups for the Agriculture and Tourism sectors were formed by the 30 <sup>th</sup> May 2010	<b>YES</b> The Working groups for each industry sector have been convened.

Scheduled Activities	Deadlines and Milestones	Results to be produced and Experts responsible	Results achieved? Outputs & Indicators
<b>Activity 1.1.1.2</b> Gather information on labour market needs and data on specific	Data gathering and analysis period was 17 <sup>th</sup> May to 4 <sup>th</sup> June 2010	Produce a report on the data analysis of the specific needs and	<b>YES –</b> A report on the data analysis of the

needs and abilities of VET students with disabilities		abilities of VET students with disabilities 2 NKE11 researchers for 25 working days	specific needs and abilities of VET students with disabilities was delivered by 4 <sup>th</sup> June 2010
---	--	--	---

Scheduled Activities	Deadlines and Milestones	Results to be produced and Experts responsible	Results achieved? Outputs & Indicators
<b>Activity 1.1.3</b> Organize a workshop on analysing gathered information related to discrepancies between labour market demands and specific needs of VET students with disabilities in selected sectors	14 <sup>th</sup> to 30 <sup>th</sup> June 2010	One workshop of one day for each working group on analysing the gathered information in the selected sectors  KE 1 with assistance from the NK2 and NK11 experts	<b>YES –</b> One workshop of one day for each working group on analysing the gathered information in the selected sectors was organised and conducted on June the 15 <sup>th</sup> 2010.

Scheduled Activities	Deadlines and Milestones	Results to be produced and Experts responsible	Results achieved? Outputs & Indicators
<b>Activity 1.1.4</b> Organise analysis and training for the Working Group members to review existing curricula for VET students with disabilities in Croatia and other best practise countries in the relevant sectors	Starting 17 <sup>th</sup> May through to 18 <sup>th</sup> June 2010	Senior STE in Curriculum development (with emphasis on Disabilities) for 25 working days each from May 16 <sup>th</sup> 2010- to review the existing curricula in Croatia & EU countries and draft	<b>YES –</b> One workshop of one day for each working group on analysing the gathered information in the selected sectors and drafting of a CB curriculum was organised and



		<p>a modified competence-based curricula for VET students with disabilities</p> <p>A one day workshop for each WG, delivered to the working group members on existing curricula practices at the EU/ Croatian National level and how these may be modified in line with best practise and the CROQF standards &amp; methodology</p> <p>KE 1 with assistance from the NK2 experts</p>	conducted on June the 15 <sup>th</sup> 2010.
--	--	--	--

Scheduled Activities	Deadlines and Milestones	Results to be produced and Experts responsible	Results achieved? Outputs & Indicators
<p><b>Activity 1.1.5</b></p> <p>Organise study tours for the working groups' members to various EU countries</p>	<p>Starting late October through to mid November 2010</p>	<p>Organisation of study tours to EU countries having well established and innovative VET systems, for the 2 sectors chosen</p> <p>Countries which take into account both the needs of the labour market and the needs of students with disabilities will be given priority.</p>	<p><b>YES –</b></p> <p>The visits followed on from the workshop on analysis and initial drafting of modified curricula (1.1.4)</p> <p>The dates for the visits were the 7<sup>th</sup> to the 12<sup>th</sup> November for Denmark (Agriculture) and the 24<sup>th</sup> to the 29<sup>th</sup> October for Spain (Tourism)</p>



		KE1 in liaison and coordination with Ms. Mirna Štajduhar (Project Manager on behalf of MoSES )	
--	--	--	--

Scheduled Activities	Deadlines and Milestones	Results to be produced and Experts responsible	Results achieved? Outputs & Indicators
<b>Activity 1.1.6</b> Assist the working groups in drafting of modified competence based curricula	7 <sup>th</sup> to 18 <sup>th</sup> June 2010.	Production of a draft modified competence-based curricula for VET students with disabilities for two occupations per sector drafted ( 4 occupations in total)  KE 1 with assistance from the NK2 experts	<b>YES –</b> One workshop of one day for each working group on analysing the gathered information in the selected sectors and drafting of a CB curriculum was organised and conducted on 16 <sup>th</sup> June 2010.

Scheduled Activities	Deadlines and Milestones	Results to be produced and Experts responsible	Results achieved? Outputs & Indicators
<b>Activity 1.1.7</b> Pilot the newly developed curricula in the 4 chosen occupations	End of October 2011 (completion of monitoring phase).	New competence-based curricula for selected parts of the Apprenticeship programmes and mechanisms is piloted in 4 selected VET schools, and in 4 selected occupations The piloting of the modified curriculum will be conducted	<b>YES</b> The piloting of the selected units of the modified curriculum has been carried out in full by the pilot schools in Rijeka and Vinica. For the pilot schools in Koprivnica and Zagreb complementary and compensating programmes were

		concurrently with the Quality Assurance pilot programme and will be monitored both externally and internally utilising the QA framework developed by the QA project. By utilising the existing QA framework it became unnecessary to utilise the services of the NK4 expert. The newly vacant expert days will be allocated to other experts depending on the upcoming needs.	developed. This activity was concluded with a final workshop on 31 <sup>st</sup> August 2011 attended by principals and teachers from all pilot schools and the MoSES. (See also paragraph 2.1.1. and Annex 6.7)
--	--	--	--

<b>Scheduled Activities</b>	<b>Deadlines and Milestones</b>	<b>Results to be produced and Experts responsible</b>	<b>Results achieved? Outputs &amp; Indicators</b>
<b>Activity 1.1.8</b> Develop a proposal for enrolment criteria of students with disabilities into relevant educational institutions and present it for approval	November 2011	A proposal for enrolment criteria of students with disabilities into relevant educational institutions will be drafted in consultation with the WG,s and MoSES and other relevant agencies in the field of education.  KE 1 in coordination with One Senior Expert (NKE 3) in Social Inclusion & Special Needs contracted for 10 to 15 working	<b>YES</b> Due to the changes in tasks for KE2 the proposal for enrolment criteria of students with disabilities into relevant educational institutions was delayed. The report on enrolment criteria has been presented to the MoSES/relevant agencies in field of Education and the Legislative Working Group on 26 October 2011. The final draft has been sent on 24 November 2011. (Annex 6.19)

		days	
--	--	------	--

Scheduled Activities	Deadlines and Milestones	Results to be produced and Experts responsible	Results achieved? Outputs & Indicators
<b>Activity 1.2.1.</b>  In line with the modified competence-based curricula for students with disabilities in selected VET sectors, (i) carry out a base-line study on existing teaching methods for VET students with disabilities	Early May through to Mid June 2010	A Base-line study on existing teaching methods for VET students with disabilities. Recommendations for improvements of teaching methods and competences suitable for developing competences of VET students with disabilities delivered and presented to AVETAE and ETTA's advisors in relevant field of education  KE2 plus three NK5 Senior specialists on assessment and evaluation in vocational education and rehabilitation in Croatia for a total of 35 days input	<b>YES</b> The base-line study was completed by mid June – and a report detailing the findings and recommendations was submitted on the 18 <sup>th</sup> June 2010 A copy of the draft report is attached in Annex 6.8

Scheduled Activities	Deadlines and Milestones	Results to be produced and Experts responsible	Results achieved? Outputs & Indicators
<b>Activity 1.2.2.</b>  In line with the modified	End of September - Mid October	Draft version of recommendations	<b>YES</b>

competence-based curricula for students with disabilities in selected VET sectors, provide recommendations for the improvements of teaching methods and competencies suitable for developing competencies of VET students with disabilities	2010	delivered Report "Recommendations for improvements of teaching methods and competences suitable for developing competences of VET students with disabilities" finalized Recommendations delivered and presented to AVETAE and ETTA's advisors in relevant field of education Senior STE Expert (NKE 6) on curriculum development (5 days)	The recommendations for improvements of teaching methods of students with disabilities into relevant educational institutions was delivered to MoSES and the relevant agencies in field of education by the milestone date of mid October 2010
<b>Scheduled Activities</b>	<b>Deadlines and Milestones</b>	<b>Results to be produced and Experts responsible</b>	<b>Results achieved? Outputs &amp; Indicators</b>
<b>Activity 1.2.3.</b>  Taking into account CARDS VET projects, carry out a training needs assessment for VET teachers	Early November 2010 - End February 2011	Draft version of recommendations delivered Report "Recommendations for improvements of teaching methods and competences suitable for developing competences of VET students with disabilities" finalized Recommendations delivered and presented to AVETAE and ETTA's advisors in relevant field of education  1 Junior NKE 11 for research from	<b>YES</b> A Draft version of the training needs of VET students with disabilities has been completed.  The draft Training needs assessment for VET teachers is attached in Annex 6.9

			1 <sup>st</sup> to 12 <sup>th</sup> November 2010 - (10 days)	
Scheduled Activities	Deadlines and Milestones	Results to be produced and Experts responsible	Results achieved? Outputs & Indicators	
<b>Activity 1.2.4.</b> Taking into account CARDS VET projects, deliver a proposal for in-service training for relevant VET teachers and other relevant experts.	October 2011	Define training needs Verification with group of Croatian experts Develop with group of Croatian experts a proposal for in-service training Present and discuss proposal with relevant stakeholders Include remarks and suggestions KE 2 in consultation with established expert group	<b>YES</b> Due to the changes in tasks for KE2 a finalized draft-proposal for in-service training was delayed. The proposal has been send to MoSES / AVETAE on 31st October 2011. 9Annex 6.2)	

### Activity 1.3.1:-

**Establish help - desk2 (MoSES staff and/or trained independent experts) that provides information and assistance to potential grant applicants/beneficiaries3 (leaflets and brochures)**

Scheduled Activities	Deadlines and Milestones	Results to be produced and Experts responsible	Results achieved? Outputs & Indicators
<b>Activity 1.3.1</b>  <b>Establish help desk (MoSES staff and/or trained independent experts)</b>	May 2010	Establishing the help desk  Drafting of the training toolkit for grantees with a special focus on sec. procurement; approval from AVET/DEFCO  KE 4 and NKE 8	<b>YES</b> Draft Training Toolkit with a special focus on secondary procurement was submitted to AVET DEFCO on 19 <sup>th</sup> May 2010.

### Activity 1.3.2 Deliver training for grant applicants/beneficiaries

Scheduled Activities	Deadlines and Milestones	Results to be produced and Experts responsible	Results achieved? Outputs & Indicators
<b>Activity 1.3.2</b>  <b>Deliver initial training to grant beneficiaries plus individual consultations with unsuccessful applicants; running the help desk services</b>	May 2010 until May 2011	Initial training for grant beneficiaries conducted; follow up trainings will be held on demand. Individual consultations with unsuccessful applicants held;	<b>YES</b> The training for grant beneficiaries was successfully conducted on the 28 <sup>th</sup> and 29 <sup>th</sup> September 2010 It was agreed with AVETAE/DEFCO

2 T.P. pg 21. - Help Desk (information and assistance resource) will be established in order to support the potential applicants in preparing successful grant proposals.

3 T.P. – pg 21 (e.g. VET schools and other institutions involved in the provision of services for students with disabilities)

<b>for grant beneficiaries throughout the duration of the grant projects;</b>		Provision of help services throughout the duration of the grant projects; special focus given to the secondary procurement and submission of the first quarterly report; KE 4 and NKE 8	to utilise the remaining help desk assistance on behalf of the Access project expert (NKE8) to support the unsuccessful applicants within the grant scheme. This training took place on 9 May 2011. Help desk services were successfully provided; intensive support was delivered on secondary procurement procedures;
---	--	---	--

### 3.1.2 Component 2: Appropriate set of harmonised relevant legal acts in the field of education of students with disabilities is drafted

Scheduled Activities	Deadlines and Milestones	Results to be produced and Experts responsible	Results achieved? Outputs & Indicators
<b>Activity 2.1.1:</b> In close coordination with the Main Project Partner, define membership, required profiles of representatives, responsibilities, decision-making mechanisms and accountability of the Working Group for the analysis of legislation related to the education of students with disabilities, and launch its activities	24 <sup>th</sup> June 2010 - (5 <sup>th</sup> month)	In close coordination with MoSES, determine: <ul style="list-style-type: none"> <li>the responsibilities of the WG</li> <li>the decision making mechanisms of the WG</li> <li>the accountability of the WG</li> <li>the required profiles of members of the WG</li> <li>the possible membership of the WG</li> </ul> Invite possible members to join the WG, after informing the possible members of the responsibilities of the WG	<b>YES</b> Working group was established by May 2010



Scheduled Activities	Deadlines and Milestones	Results to be produced and Experts responsible	Results achieved? Outputs & Indicators
<b>Activity 2.1.2:</b> Organise training for the Working Group members to review existing legislative practices (both in Croatia and the EU)	To be completed before the 30 <sup>th</sup> November 2010	At least 2 of 1 day workshops on existing legislative practices at the EU/national level delivered to the Working Group members	<b>YES</b> The 4 workshops were conducted during the month of September, October and November 2010 – and were completed by the 30 <sup>th</sup> November 2010.

Scheduled Activities	Deadlines and Milestones	Results to be produced and Experts responsible	Results achieved? Outputs & Indicators
<b>Activity 2.1.3:</b> Carry out analysis of the existing laws and other regulations in the relevant field ("the existing legislation"), and send them to MoSES for approval	Analysis to be completed by November 2010	A report on analysis of the existing laws and other regulations in relevant field delivered  KE 3 with assistance of the Working Group	<b>YES</b> The report on analysis of the existing laws and other regulations in relevant field was completed and submitted by the end of October 2010; the translation of the report, needed for the purpose of collecting opinions from other departments within the Ministry was submitted by the end of November. MoSES returned its comments on the proposed amendments to the



			WG on the 10 <sup>th</sup> December 2010, to enable the WG to finalise the drafting of the amendments.
--	--	--	--

Scheduled Activities	Deadlines and Milestones	Results to be produced and Experts responsible	Results achieved? Outputs & Indicators
<b>Activity 2.1.4:</b> The Working Group conducts a series of consultations with stakeholders at the inter-county level	June 2011	At least 3 consultations at the inter-county level (3 to 4 regions – centres: Zagreb, Split, Rijeka, Osijek) on the proposed amendments to existing legal acts and by-laws in the relevant fields (“the existing legislation”)  KE 3 with assistance of the Working Group and NKE 1	<b>YES</b> After preparatory meetings with the Working Group, inter-county level consultations were organised and conducted in Zagreb, Osijek and Split in June 2011.

Scheduled Activities	Deadlines and Milestones	Results to be produced and Experts responsible	Results achieved? Outputs & Indicators
<b>Activity 2.1.5:</b> The Working Group drafts amendments to existing legal acts and by-laws in relevant field (“the existing legislation”), and send them to MoSES for approval	August 2011	A Set of amendments to existing legal acts and by-laws in relevant fields (“the proposed amendments”) is prepared and submitted to MoSES KE 3 with assistance of the Working Group and NKE 1	<b>YES</b> After the inter-county level consultations, inter-ministerial consultations and a closing Working Group meeting, the draft amendments report has been finalised and submitted to the MoSES in October 2011. The draft report is Annex 6.13.

### 3.1.3 Component 3: Employers acquired better capacity to provide apprenticeship mechanisms to students with disabilities

Scheduled Activities	Deadlines and Milestones	Results to be produced and Experts responsible	Results achieved? Outputs & Indicators
<b>Activity 3.1.1</b> Undertake a review of the current scope and arrangements of Apprenticeship mechanisms for the VET students with disabilities and the existing incentives for subsequent employment of persons with disabilities	July 2010  Milestone is the end of September	A review on the current scope and arrangements of Croatian apprenticeship mechanisms for VET students with disabilities and existing incentives for subsequent employment of persons with disabilities based on databases of the Fund for professional rehabilitation and employment of disabled persons. KE 4 and NKE 9	<b>YES</b> The final submission of the review was submitted by the milestone date of the end of September 2010.

Scheduled Activities	Deadlines and Milestones	Results to be produced and Experts responsible	Results achieved? Outputs & Indicators
<b>Activity 3.1.2</b> Organise informative seminars and draft tool-kits (based on the above mentioned review of apprenticeship mechanisms and incentives) to raise awareness of employers on apprenticeship mechanisms for students with	The seminars will be conducted during November 2010	At least 3 one day seminars to raise awareness of employers (at least 15 employers per region) on apprenticeship mechanisms for students with disabilities and existing incentives for subsequent employment of persons with	<b>YES</b> The seminars were conducted on the 4 <sup>th</sup> 9 <sup>th</sup> and 11 <sup>th</sup> of November 2010; the overall number of participants is in line with the benchmarks; tool kits were produced and delivered to the

disabilities and existing incentives for subsequent employment of persons with disabilities		disabilities organised at the county level (three regions) and tool-kits (bilingual copies in English and Croatian) drafted – 2000 copies (3.1.2); KE 4 and NKE 10 (Training expert )	participants and to the stakeholder organizations;
---	--	---	--

<b>Scheduled Activities</b>	<b>Deadlines and Milestones</b>	<b>Results to be produced and Experts responsible</b>	<b>Results achieved? Outputs &amp; Indicators</b>
<b>Activity 3.1.1.3. –</b> Conduct a Training needs assessment for potential employers	July 2011	Production of a training needs analysis and report by :- Identification of experts from the Croatian Employment Services, Fund for Professional Rehabilitation and Employment of People with Disabilities, MoSES and MELE; providing basic training to these experts in applying the assessment tools Applying the assessment instruments and systematically collecting relevant data; analysing this data KE 4 and 2 NKE 11 Junior researchers for 25 days	<b>YES</b> The training needs assessment including major findings and recommendations has been carried out. Methods such as direct observation on work place, interview and surveys, consultations with key staff and work examples were used to understand the deficiencies in the employers' capacity to provide apprenticeship places for people with disabilities. The draft report was translated and submitted to the MoSES on 25 <sup>th</sup> July 2011. The report is Annex 6.15

Scheduled Activities	Deadlines and Milestones	Results to be produced and Experts responsible	Results achieved? Outputs & Indicators
<b>Activity 3.1.4. –</b> Based on a training needs analysis, deliver training modules for employers on apprenticeship mechanisms of students with disabilities in relevant field;	End October 2011	Training modules for selected employers on apprenticeship mechanisms for students with disabilities designed  KE 4, NKE 12 and NKE 13	<b>YES</b> Due to the findings in Activity 3.1.3. and further evaluation of Activities 3.1.1. and 3.1.2. a new design of Activities 3.1.4. and 3.1.5 was necessary. The TA team drafted the redesign, discussed the changes with the MoSES and other stakeholders and requested permission. The necessary permissions were given and initial activities commenced. As a result of this, outputs in this activity consist of:  Toolkit for employers (Annex 6.21) Toolkit for schools (Annex 6.20) These outputs have been sent to MoSES/AVETEA and distributed to employers and schools on 25 November 2011.

Scheduled Activities	Deadlines and Milestones	Results to be produced and Experts responsible	Results achieved? Outputs & Indicators
<b>Activity 3.1.5 –</b>			

Organise a pilot training for employers based on the above mentioned training modules	End October 2011	Organise a pilot training for employers based on the above mentioned training modules	<p><b>YES</b></p> <p>As indicated above also the implementation strategy for activity 3.1.5. had to be reviewed bases on the outcome of activity 3.1.3. There was a need for more emphasis on a practical, results based orientation: finding ways and methodologies to successfully create apprenticeships, with a focus on 'learning by doing'. This lead to the following results:</p> <ul style="list-style-type: none"> <li>- Six employers have been narrowly targeted and contacted using the outputs of activity 3.1.4.</li> <li>- Further in-depth project presentations were organised for four employers (Vincek, McDonalds, Podravka and Baumax)</li> <li>- With these employers initial arrangements for apprenticeship agreements were made</li> <li>- Effectively three employers were – within this limited time frame – engaged in apprenticeship agreements (Vincek, McDonalds, Baumax)</li> <li>- ACCESS has delivered in-</li> </ul>
---	------------------	---	--

			<p>company workplace assessment, training, coaching and guidance in these three companies for 8 students.</p> <ul style="list-style-type: none"> <li>- Furthermore 2 workshops were held with two schools involving teachers and apprentices/students</li> <li>- ACCESS has invited at least 15 employers on closing conference</li> </ul>
--	--	--	--

## 3.2 Assumptions and risks

### 3.2.1 Assumptions

Identified Assumption from ToR	How we Propose to Monitor and Manage Assumptions to Ensure they Continue to Apply
Relevant resources of other IPA projects in the field of VET/labour market have been duly available and maximum level of synergy has been ensured throughout the projects' implementation;	<p>During the Inception Phase the project supported the co-ordination with other projects to create synergy with the specific measures in the other related projects, especially those projects focusing on strengthening the institutional framework, implementation of educational standards and development of new curricula.</p> <p>During the implementation phase we have continued to meet with the other team leaders.</p> <p>Coordination was also ensured through regular monthly meetings at MoSES but also through direct contact with each relevant project. Furthermore ACCESS has proactively approached the CROQF and QA projects to incorporate the "disability" aspect in their work, while Access was covering the costs for these activities.</p> <p>The projects did also support MoSES and other agencies in ensuring this synergy by making drafts outputs available to them and by providing them with an opportunity to comment.</p> <p>Indeed, looking back at the end of the project, necessary cooperation and synergy was achieved.</p>
A High level of interest of the key stakeholders/various VET providers in the selected VET sectors (Agriculture, Food Processing and Animal Health; Tourism and Catering) for the development of modernised approaches in the curriculum development specifically for VET students with disabilities;	<p>We agreed with this assumption although the commitment and availability of the working group members is a potential risk.</p> <p>In addition, we have ensured that our planning was conducted in association with working group members to optimise the likelihood of their availability at meetings, training and discussions and study visits.</p> <p>A joint calendar of meetings/activities between the 5 other projects relating to CROQF and curricula development has been established with support of Access team to provide the minimum demands on WG representatives and aid appropriate scheduling of activities.</p> <p>At the end of the project we have concluded that this assumption has become true for the vast majority of the stakeholders. Congestion of projects in which VET providers were participating was (and is) a potential risk but our 'approach to commit' mitigated this risk to an acceptable level.</p>
Active cooperation is sought with relevant agencies in the field of education so as to ensure full ownership of the proposed innovations & modernisations related to in-service training of VET teachers & other experts related to the VET students with disabilities;	<p>We have worked with the members of the networks of teacher training and curriculum development. The achievement of the project results depended on the active support and involvement of the members of all the relevant education Agencies. The overwhelming reaction from teachers and experts working with disabled students showed their strong expectations concerning the in-service trainings. A constant feed back to the participating schools has reinforced this motivation.</p>
MoSES and other agencies (AVETAE, ETTA etc.) in the field of education will continue implementing in-service training designed/delivered with the support of this project;	<p>As above - We have worked with the members of the networks of teacher training and curriculum development. The achievement of the project results depended on the active support and involvement of the members of all the relevant education Agencies. At the end of the project we look back at a very constructive and active cooperation.</p>
The following additional assumptions were identified.	
That the start of the project is in accordance with the published timescales to optimise the synergy between them and provide the members of the working groups in the chosen sectors within this project to be able to contribute fully to all components	<p>The project team was mobilised on time and started work immediately upon arrival in country. First contacts and proposal for common work were agreed.</p> <p>A co-ordinated and coherent approach to the development of the Access to Education for Students with Disabilities project team, the working groups, teacher training and development of the curricula will secure the same approach to these topics.</p> <p>At the end of the project we should also note that the resignation of the former Team Leader Mr D. Lowther and in particular the replacement procedure caused delays and led to disturbances in the project order, in particular because project activities were to some extent bound to the school calendar. Joint forces of all main project partners – MoSES, AVETAE/DEFCO, consortium and TA team – helped reducing this risk and turning the project</p>

	back on its track.
That relevant high quality international and local expertise is available to support the project activities.	It was important to have had the adequate short term experts on time during both the inception and the implementation phases of the project. The team in coordination with the consortium partners has identified suitable experts and defined the requirements for their inputs to secure the highest quality of these experts. The project has delivered to the experts a fixed timetable to optimise their availability whilst in country.

### 3.2.2 Risks

The ToR points two potential risks facing this project. We have assembled a highly professional, competent team, which can draw on years of experience in addressing the issues and carrying out the tasks envisaged in the ToR. We accept and agree with the identified risks - they seem both reasonable and realistic.

Identified Risk from ToR	Potential Adverse Impact	Risk Management and Mitigation Strategy	Probability of Occurrence with Mitigating Action
Lack of Cooperation among working group members in order to reach consensus for efficient project implementation	Inability to reach conclusions and agree the way forward on the individual tasks resulting in a threat to achievement of the outputs	There are two aspects to this risk; Lack of cooperation within individual working groups and lack of co-operation between the different working groups across the project. This risk was very real. Good facilitation has been essential to promoting co-operation within the groups as is developing an open climate of trust and respect. Our experience in Croatia suggested that this can be achieved with appropriate facilitation and support. Our team was very experienced in facilitation and have worked either in Croatia or similar countries where similar activities and issues have been addressed. At the end of the project the TA team concluded that the taken measures were sufficient and that all Working Groups (members) cooperated effectively in a consensus-driven manner.	Low
Necessary co-ordination between various institutional actors in the country to implement proposed institutional and policy recommendations is limited	A fragmented and uneven approach to implementation	We agree that this represents a significant risk and have rated it accordingly at the beginning of the project. Co-ordination between the various national institutions and the actors within them at a formal level is to some extent outside the influence of the consultants. However, the project team has helped to ensure co-ordination within project activities through their working methods which will required collaboration and coordination between different institutions as part of the WG and training activities; We recognised the need for consensus across institutions in terms of development for students with disabilities. We have build this into the various activities together with awareness-raising regarding what needed to occur at institutional level (within all institutions) to enable the move from policy to actual implementation. Though there are still some challenges to face in the further (regulatory) implementation, the TA	Medium



		team concludes that the strategic and operational cooperation between the various institutions has been established.	
--	--	--	--

### 3.3 Resource schedule

### 3.4 Experts' Input during first sixteen months of the Implementation Phase

During the period from 25.01.2010 to 02-11.2011 –which includes the Inception phase and the first 19 months of the Implementation phase - the **Key Experts delivered 766** working days. Involvement of the **Non – Key Experts totalled 317 working days** and individual inputs are shown in the table below.

Key Experts	Name of Experts	Results	Days
Key expert Team Leader / Curriculum Development expert	David Lowther (up to January 2011)	Overall operation of the project office Recruitment of staff Co-ordination with other donors Liaison with project partner and Contracting Authority Arrangements for working groups and Steering Committees Co-ordination with other project leaders Awareness raising and coordination of all stakeholders Meetings and review of documentation re Component 1 Compilation and Production of Monthly Reports (August, September, October, November) and draft Interim Report (December 2010 )	<b>183</b>
Key expert Team Leader	Henry Leerentveld (from April 2011 onwards)	Overall operation of the project office Liaison with project partner and Contracting Authority Arrangements for Steering Committee Co-ordination with other project leaders Awareness raising and coordination of all stakeholders Meetings and review of documentation re Component 1 and Component 3 Compilation and Production of Monthly Reports (April, May, June 2011) and Draft Interim report (July	<b>109</b>

Key Experts	Name of Experts	Results	Days
		2011)	
Key Expert 2 Teacher Training expert	Robert Blum	Awareness raising with expert group Meetings and review of documentation re sub component 1.2 Organising and operation of Base-Line study Preparation for development of in-service teacher training curricula Pilot teacher training event Taking over the implementation of activity 1.1.7. and 1.1.8. -	<b>152</b>
Key expert 3 Legal expert	Susan Larsen	Analysis of legislation on VET education of students with disabilities Series of trainings for WG members Legislative analysis report developed and submitted to MoSES Organisation of inter-county consultations with stakeholders Legislative amendments compiled and finalised	<b>105</b>
Key expert 4 Apprenticeships and Grant scheme expert	Juergen Becker	Preparation of training materials for trainings with grant beneficiaries, support for the administration of grant schemes provided to AVETAE DEFCO, meetings and review of documentation re sub component 1.3, mobilization of employers to participate in the activities 3.1.2, 3.1.3 and 3.1.5; Preparation and coordination of training needs assessment of employers, analysis report submitted and developed. Work on redesign of activities 3.1.4 and 3.1.5.	<b>217</b>
<b>KEY EXPERTS</b>		<b>Total</b>	<b>766</b>

Non-Key Experts	Name of Expert	Result	Days
Senior Non-Key expert NK1	Štefica Čolić	Coordinated work with the Legislative WG and organised 3 inter-county consultations  Provided support to KE3 in drafting	<b>15</b>

Key Experts	Name of Experts	Results	Days
		legislative amendmends.	
Senior Non-Key expert NK2	Larry Bowman	Key content review and modification of curriculum. Development of training materials for Tourism sector occupations	<b>25</b>
Senior Non-Key expert NK2	Robert Walter	Key content review and modification of curriculum. Development of training materials for Agriculture sector occupations	<b>25</b>
Senior Non-Key expert NK3	Lidija Japec	Senior Social Inclusion/Special Needs expert to support development of modified VET school enrolment criteria for students with disabilities	<b>10</b>
Senior Non-Key expert NK4,s	Juliette Janušić, Andreja Rosandić, Tatjana Hip, Dražen Maksimović	Provide support for the 4 pilot VET schools in their implementation of a quality assurance system and monitoring of the modified curriculum	<b>20</b>
Senior Non-Key expert NK5	Zrinjka Stančić	Base-line assessment on the methods and strategies applied by teachers working with students with disabilities. Development of recommendations	<b>12</b>
Senior Non-Key expert NK5	Daniela Bratković	Base-line assessment on the methods and strategies applied by teachers working with students with disabilities. Development of recommendations	<b>12</b>
Senior Non-Key expert NK5	Lidija Japec	Base-line assessment on the methods and strategies applied by teachers working with students with disabilities. Development of recommendations	<b>11</b>
Senior Non-Key expert NK6	Ljiljana Igrić	Based on base-line assessment - Development of recommendations for improving teaching methods by teachers working with students with disabilities	<b>5</b>
Senior Non-Key expert NK7	Romanita Milojević	Senior Didactics & Methodology expert / Interactive teaching to support development of in-service teacher training curriculum for teachers of VET students with disabilities	<b>5</b>
Senior Non-Key expert NK8	Ana Fresl	Design of information packages and training materials for grant	<b>75</b>

Key Experts	Name of Experts	Results	Days
		beneficiaries; support to AVETAE DEFCO in the administration of grant schemes; Provided help desk to grant beneficiaries, especially in preparation of first quarterly reports; Provided support to unsuccessful grant applicants.	
Senior Non-Key expert NK9	Tom Zuljevic	Assessment of the Croatian conditions for apprenticeship for people with disabilities; recommendations on how the Croatian mechanisms for apprentices with disabilities can be improved	<b>10</b>
Senior Non-Key expert NK10	Jelena Festini	Conducting trainings with Croatian employers and people with disabilities in cooperation with the Key Expert 4 and other experts invited in Zagreb and various cities in Croatia	<b>17</b>
Senior Non-Key expert NK12	Lana Načinović	Organisational development expert to support piloting of supported apprenticeship model	<b>12</b>
Senior Non-Key expert NK13	Marijana Janković	Human resources disability expert to support analysis of apprenticeship workplace for pilot apprenticeship model	<b>3</b>
<b>Total Senior NK Experts</b>			<b>257</b>
Junior Non-Key expert NK11	Ivona Salaj	Conduct research with the designed instruments and documented data and disseminate this into analysis and formulate findings	<b>28</b>
Junior Non-Key expert NK11	Lana Načinović	Conduct research with the designed instruments and documented data and disseminate this into analysis and formulate findings	<b>22</b>
Junior Non-Key expert NK11	Lidija Japec	Conduct research with the designed instruments and documented data and disseminate this into analysis and formulate findings for training needs assessment 1.2.3	<b>10</b>
<b>Total Junior NK Experts</b>			<b>Total 60</b>
<b>Total NK Experts</b>			<b>317</b>

## 4 Sustainability

### 4.1 Participation and ownership by all beneficiaries

A bottom up approach and involvement of the stakeholders was considered as the pathway towards change. Once the direction of change has been defined within the inception phase, a number of mechanisms were to be designed and implemented. These constituted the basis for the systems that will provide for that change to be sustained in the future.

With respect to “sustainability”<sup>4</sup>, a distinction is made between “economic, environmental, social, institutional and ultimately political” dimensions (as per the EC Project Cycle Management Guidelines). These different dimensions were the basis of our approach to the project.

#### **Institutional sustainability**

Obviously MoSES has an essential role and responsibility in ensuring the institutional sustainability of the outcomes and results of the ACCESS project, in particular after its lifetime. During the lifetime of the project, the project management of the MoSES has been active and supportive for the TAT and in accomplishing the project goals. If this approach is continued in the further formalisation of the project’s results, institutional sustainability should be considered as guaranteed.

During the lifetime of the project Institutional sustainability has been enhanced by a strong emphasis on capacity building at different levels (MoSES, NGOs, institutes, schools), and by the processes of consultation and networking between stakeholders in the whole disability and special education sectors. It is expected that a further change of culture will take place with regard to how the various stakeholders relate to each other, and ultimately how they approach strategic and everyday management issues within their own management structures.

Since institutional sustainability at project level could be affected by turnover among key staff involved in project implementation, it was vital that the minimum of disruption occurs and that there was consistent consultation and feedback with the responsible project authorities.

The implementation period confirmed the initial impression from the inception phase that in general there was a good acceptance of the support provided by the TAT to increase the institutional sustainability of the different stakeholder institutions. In some cases this positive prospects were limited due to limited administrative capacity of the beneficiary institutions. An excessive work load together with high fluctuation of the staff created shortages in the absorption capacity for institutional know-how.

---

<sup>4</sup> Sustainability according to the EC Project Cycle Management Guidelines refers to “[an] assessment of the likelihood of benefits produced by the project to continue to flow after external funding has ended, and with particular reference to factors of ownership by beneficiaries, policy support, economic and financial factors, socio-cultural aspects, gender equality, appropriate technology, environmental aspects, and institutional and management capacity” [page 49].  
GET German Education and Training GmbH Consortium

In general we conclude that the applied concepts for 'learning by doing', the broad definition of stakeholders (Ministries, institutions, professional associations, employers, schools, client organisations, projects), the participative approach and the direct links between macro (for example Ministry) and micro (for example schools) level 'paid of' in accomplishing sustainability.

### **Social sustainability**

As highlighted above in the EC Project Cycle Management Guidelines: "Participation and ownership are fundamental to ensuring relevance, effectiveness and sustainability of project goals" [page 126]. The Consortium's emphasis on a participatory approach to implementation of the project has been highlighted on several occasions in this report and has worked in accomplishing the project goals.

- **Participatory approach & active dialogue:** involvement of all stakeholders throughout the project by keeping them well informed about all steps of the project, and by supporting their participation in the Project Steering Committee and other relevant committees.
- **Supportive capacity building** to increase and maintain willingness to accept the "process of change" i.e. motivating the participants through supportive activities to understand that change is possible and reforms, including modern and usable tools make the everyday work and practises of individuals involved smoother and more effective. This includes engaging the employers in the project by emphasizing the business benefits and resources that can be utilized in the mid and long-term perspectives.
- **Collaboration with other related projects and activities:** analysing the main results of the previous related projects and cooperating actively with the ongoing related project to avoid duplication of events and "project exhaustion" by the participants.
- **Awareness raising:** making sure that not only the stakeholders, but also the 'public' will be aware of the importance of improving the access of students with disabilities into the VET system and to the labour market.

## **4.2 Appropriate technology and programme changes made for specific activities**

### **Activity 1.1.7 - Piloting the newly modified curricula in the four schools**

As already described in chapter 1 this activity had to face delays in experimenting the curricula in two schools. This phase of experimenting was therefore extended to the next school year with project support until the end of October. The support consisted of an extra training seminar and monitoring in the first two months of the school year. Furthermore, in addition to the ToR requirements, it should be noted that the ACCESS project established a cooperation with the VET QA project; with this the ACCESS in fact already integrated disability issues in a VET project with a general focus.

### **Activity 3.1.4 and 3.1.5 – Tool kits and Pilot training**

Due to the redesign of these activities, preparation and implementation has continued until the end of the project (i.e. November 2011)

Based on the conclusions of the previous activities in this component, this redesign is based on a 'top-down' and a 'bottom-up' approach. 'Top-down' is aiming at seeking cooperation with other relevant projects and stakeholders, assuring sustainability of the projects' findings and activities, while sharing the 'legacy' of the ACCESS project.

In the 'bottom-up' activity a showcase has been build by actively establishing apprenticeships and introducing 'sustainability measures' such as organisational and HR assessment and support for employers. Emphasis has been put on 'on the job' training and coaching (job = creating apprenticeships). Further support for schools and employers was provided by a toolkit for apprenticeships and "pratična nastava"/practical classes. The proposal was discussed and further developed with the MoSES and approved. Further formal and operational arrangements were also made, so that these activities could be implemented.

#### **3.1.4 – Toolkits**

This change in the design of the activities did however not lead to a deviation from the ToR. Information, promotion and training, coaching and guidance materials have been developed for employers. These materials for training and guidance were not only produced for employers, but also for the schools. An organisational and HR assessment methodology completed the set of materials produced in this activity.

#### **3.1.5 – Delivery of training modules for employers**

As indicated above also activity 3.1.5. had to be reviewed bases on the outcome of activity 3.1.3. . There is a need for more emphasis on a practical, results based orientation: finding ways and methodologies to successfully create apprenticeships, with a focus on 'learning by doing'. In close cooperation with the Ministry the following goals were eventually set and results were achieved:

- Six employers have been narrowly targeted and contacted using the outputs of activity 3.1.4.
- Further in-depth project presentations were organised for four employers (Vincek, McDonalds, Podravka and Baumax)
- With these employers initial arrangements for apprenticeship agreements were made
- Effectively three employers were – within this limited time frame – engaged in apprenticeship agreements (Vincek, McDonalds, Baumax)
- ACCESS has delivered in-company workplace assessment, training, coaching and guidance in these three companies for 8 students with disabilities
- Furthermore 2 workshops were held with two schools involving teachers and apprentices/students
- ACCESS invited at least 15 employers on closing conference

### **4.3 Economic and financial viability**

A summary of the financial status of the implementation of the project can be found in the Financial Report attached to this Final Report.