**Response of the Croatian Authorities regarding the Human Rights Council resolution 37/20 “Rights of the Child”**

1. **Ensuring access to inclusive education for children with disabilities is one key way which they can be empowered.**
   1. **Please identify laws and policies in your country intended to ensure the inclusion of children with disabilities in the general education system and the transition from segregated to inclusive settings.**

Regarding the laws and policies that ensure transition from a segregating to an inclusive environment - the MDFYSP encourages, coordinates, monitors and supervises the development of services for persons with disabilities in the community and implements the measures aimed at deinstitutionalisation of users and decentralization of services in accordance with the social model and model of human rights.

The Republic of Croatia's commitment to the process of transformation and deinstitutionalization is also reflected in the most important strategic documents for persons with disabilities - the National Strategy for Equalization of Opportunities for Persons with Disabilities from 2017 to 2020 (hereinafter: National Strategy), the Plan for Transformation and Deinstitutionalization of Social Welfare Homes and other legal entities performing social activities care in the Republic of Croatia 2011 - 2016 (2018), and the Operational Plan for the deinstitutionalization and transformation of social welfare homes and other legal entities performing social welfare activities in the Republic of Croatia 2014-2016.

The areas of action of the National Strategy refer to the following areas: family; community life; education and training; health care; social welfare; housing, mobility and accessibility; professional rehabilitation, employment, labor and retirement insurance; legal protection and protection against abuse; information, communication and awareness raising; participation in cultural life; participation in public and political life; research and development; recreation, entertainment and sport; risky situations and humanitarian crises; associations of persons with disabilities in civil society, and international cooperation.

Living in the family and the local community with affordable services and greater employability of people with disabilities are the fundamental goals of this new national strategic document for persons with disabilities.

* 1. **Please identify any specific measures or actions being taken in your country to empower children with disabilities in education settings, particularly children with disabilities with psychosocial and intellectual impairments.**

The Social Welfare Act (Official Gazette, Nos. 157/13, 152/14, 99/15, 52/16, 16/17 and 130/17) prescribes the principle of participation in decision-making which, inter alia, determines that in the procedures for deciding on the child's rights and interests, the child has the right to be informed about the important circumstances of the case in a suitable way, to obtain advice and to express his / her opinion and to be informed about the possible consequences of his or her opinion. The child's opinion is taken into account in accordance with his / her age and maturity.

The Family Act (Official Gazette No. 103/15) prescribes the right of the child to express an opinion, the duty of parents to respect the child's opinion, as well as the right of the child to express his / her opinion in all the proceedings in which decisions are taken concerning his / her rights and interests, irrespective of his / her age, if he / she is able to understand the meaning of the procedure. The child's opinion is taken into account in accordance with his / her age and maturity.

A child of the age of fourteen has the right to participate independently and to initiate proceedings independently before the competent authorities, in which decisions are taken concerning his or her personal and property rights and interests, to state the facts, to propose evidence, to file legal remedies and to take other actions in proceedings, on the basis of the decision of a body which conducts the proceedings, thereby recognizing the procedural ability in the relevant procedure. On the other hand, the child has the right to oppose self-determination and to oppose the enforceability of decisions on personal relationships with the parent he or she does not live with.

The child who is in the procedure of adoption expresses his or her opinion about the adoption, and the child of twelve years of age gives his / her consent to adoption.

1. **The empowerment of children with disabilities depends upon an environment in which they are fully included and supported in claiming their rights. Please identify laws, policies and good practices in your country aimed at the inclusion and empowerment of children with disabilities, including through:**
   1. **Awareness-raising and capacity building on the human rights of children with disabilities, both broadly to the general population and their families, and to children with disabilities themselves.**

The Office of the Ombudsperson for Children conducted a survey during 2015 on the opportunities for participation of pupils with disabilities in the implementation of education policy. The research covered six centres for education in the territory of the Republic of Croatia. Fifty-two (52) pupils with disabilities participated in the focus groups, age from 16 to 21 (third and fourth grade pupils). In relation to pupils' participation in decision-making in the implementation of education policy, pupils pointed out to the need for decision-makers in school to understand the importance of seeking their opinion and respecting the message they convey. Pupils do not perceive themselves as someone that can influence school-level decisions, they believe that they are not equal partners in decision-making and that school is not seeking their opinion. They also hesitate to express their own opinions and bear negative consequences in situations where attempts have been made to make a change. They highlighted the need to be encouraged, to strengthen and empower for advocacy, and all of that is expected from expert staff.

The National Strategy, within the area of ​​information, communication and awareness raising, includes activities related to raising the level of public awareness of the rights of persons with disabilities with a variety of activities that contribute to general tolerance for diversity in society, and the suppression of stereotypes and discrimination of persons with disabilities and activities related to the measure of the permanent promotion of the United Nations Convention on the Rights of Persons with Disabilities, relevant Recommendations of the Council of Europe, and information on the necessary changes in society with respect to the commitments undertaken and international agreements of which the Republic of Croatia is a party. These measures are implemented in cooperation with associations of persons with disabilities and other implementing institutions and organizations in the form of campaigns and education that contribute to the positive perception of persons with disabilities, the abilities and contributions of persons with disabilities, the awareness raising of the rights of persons with disabilities and the prohibition of their discrimination, and the promotion of the universal design.

Goals and expected results within this area from 2017 to 2020 are:  
- Provided greater degree of accessibility to the Web in accordance with the Web Content Accessibility Guidelines (WCAG) 2.0.  
- Public information, i.e. content at disposal of public authorities, is acceptable, available and accessible to persons with disabilities.  
- Provided access to internet content and e-Citizens project, access to public information and public service information in one place, secure access to personal information and electronic communication of all citizens and the public sector.  
- In further developing and expanding e-services in the IT public administration system, the emphasis has been put on ensuring accessibility for people with disabilities.

* 1. **Ensuring close consultation with and active involvement of children with disabilities in decision-making processes affecting them.**
  2. **Ensuring provisions of support to families, support networks and care-givers to enable the participation of children with disabilities in decision-making process according to their evolving capacities.**
  3. **Ensuring participation of children with disabilities in society and interconnectedness in their communities, promoting deinstitutionalization and combating isolation and segregation.**

With a view to more intensive involvement of children with developmental disabilities in community life, the permanent use of State Budget funds and European Structural and Investment Funds encourages the development of various community services, ensuring that services are distributed regionally and accessible to users. It is the intention of MDFYSP to continue this trend in the future as the development of adequate community support services is of utmost importance for the successful implementation of the deinstitutionalization policy.

A wide variety of community support services have been developed in the previous period, which are extremely important for the inclusion of children with developmental difficulties in community life: services of organized housing with support, counseling and support services through mobile teams, psychosocial support services, early intervention services and assistance services in the scope of the inclusion in education programs and regular education (integration).

In the National Strategy and the area of action *Life in the Community*, there are many activities aimed at implementing the deinstitutionalization and transformation process of social welfare homes and other legal entities performing social welfare activities in the Republic of Croatia, and developing and widening the networks of non-institutional services for children with developmental difficulties, and people with disabilities, focused on their full inclusion in community life and ensuring availability of services at the regional level.

Goals and expected outcomes from 2017 to 2020 are:  
- Improved early intervention system for children with developmental difficulties.  
- Continued process of transformation of homes and deinstitutionalization of users, children with developmental difficulties and adults with disabilities who are on long-term accommodation.  
- The legislative and institutional framework for providing services contributing to independent living has been upgraded.  
- Expanded scope and quality of social services in the community.

State homes for children with developmental difficulties and adults with disabilities which provide accommodation services, have recorded over the past years a reduction in the total number of users of accommodation services, and funding for the process has also been ensured from the European Social Fund (ESF) through the Operational Program Efficient Human Resources 2014-2020, and the Operational Program Competitiveness and Cohesion 2014-2020.

The National Strategy is a strategic document that focuses on the implementation of policies in the Republic of Croatia for children with developmental difficulties, i.e. persons with disabilities, and thus acts as the implementing document of the Convention on the Rights of Persons with Disabilities.

By adopting the "Plan of deinstitutionalization and transformation of social welfare homes and other legal entities in the Republic of Croatia 2011 - 2016 (2018)" and the Operational Plan for the deinstitutionalization and transformation of social welfare homes and other legal entities performing social welfare activities in the Republic of Croatia 2014 - In 2016, the foundations for launching the transformation and deinstitutionalization process and the planning of community-based social care activities have been set. A new Operational Plan for the deinstitutionalization and transformation of social service providers is underway for the next period.

In the process of deinstitutionalization from 2013 until today, a total of 689 persons with disabilities have been de-institutionalized and a total of 1491 children, while in homes for disabled persons, the founder of which is the Republic of Croatia, the number of beneficiaries has been reduced for 500, and in the homes for children, the founder of which is the Republic of Croatia, the number of beneficiaries has been reduced for 347 users.

Within the ESF, projects involving one of the target groups - children with developmental difficulties are being implemented, within the framework of the operations:

**Support to further deinstitutionalization and transformation of social care homes for persons with disabilities - Phase 1**, in the total amount of HRK 135,000,000.00.

On March 20, 2017, a limited permanent call for proposals was submitted to predetermined applicants (18 social welfare institutions providing services to persons with disabilities defined in the Operational Plan of deinstitutionalization and transformation of social welfare homes and other legal entities performing social welfare activities in the Republic of Croatia 2014 - 2016). There are three projects of social welfare institutions in the process of implementation in the total amount of HRK 33,432,675.13, one of which is aimed at children with developmental difficulties. Through these projects, it is planned to provide community services for 205 people with disabilities, of which 30 children with developmental difficulties, and to educate 147 experts. Other applications received are in the evaluation phase.

**Expansion of social services network - phase I**, total value 110,150,000.00 HRK. The call was launched on January 23, 2018, and the goal of the call is to improve social inclusion and promote reconciliation of business and family life by supporting the development of efficient and inclusive social services. Within one of the four components, activities are targeted at children and young people without proper parental care, children and young people with behavioral problems, unaccompanied children, children with developmental difficulties, members of their families, and experts working with target group members. There have been 484 submissions received which are in the evaluation phase.

**Improvement of services for children in the early and pre-school education system**, totaling HRK 300,000,000.00.

The call was launched on 8 March 2018, and the aim of the call is to improve the service and / or to prolong the working hours of kindergartens in order to provide a better reconciliation of the business and family life with the supported family members involved in early and pre-school education. Through the projects it is possible to finance the costs of the work of an additional educator for working with children with developmental difficulties and expert staff (pedagogues, psychologists and educational rehabilitation professionals).

30 contracts totaling HRK 139.39 million were signed.

**Inclusion of children and young people at risk of social exclusion and people with disabilities and children with developmental disabilities in the community through sport**, in the total value of HRK 50,000,000.00.

The call was published on 8 June 2018, and the aim is to increase the involvement of children and youth at risk of social exclusion and / or people with disabilities in the community through sport.

Specific Call Goals:

1. To increase the availability of free sports facilities with a view to involving children and young people at risk of social exclusion

2. To improve access to sports facilities and participation in sports activities for people with disabilities and children with developmental difficulties

with the goal of increasing social inclusion

The evaluation of received applications is under way.

Within the European Regional Development Fund (ERDF):

New Call **Improving the Infrastructure for Providing Community Social Services as a Support to the Deinstitutionalization Process** - the second phase is in the final stage of preparation after public consultation conducted in July and August 2018. Its value is 665 million HRK and the circle of potential applicants and user groups is spreading considerably.

The purpose of the Call is to support the process of deinstitutionalization of the social services provision in the Republic of Croatia through infrastructure investments in the conversion and equipping of institutions.

One project is in the implementation phase, in which one of the target groups are children with developmental difficulties.

The total value of the project is 8.166.249,81 and the total eligible costs are 7.989.192,97 HRK.

1. **Realizing the rights of children with disabilities can be particularly challenging in certain circumstances, such as conflict of humanitarian situations. If relevant to your country, what measures are in place to empower children with disabilities in such circumstances?**

The National Strategy includes measures relating to risky situations and humanitarian crises, and includes activities related to the normative provision of support to persons with disabilities in the case of disaster on an equal level with other citizens, preparation of disaster preparedness plans for provision of support to persons with disabilities, and training and preparation of civil protection staff to participate in the care for disabled persons in cases of disasters.

Goals and expected outcomes from 2017 to 2020 are:

- Concrete normative, planning and operational measures ensured non-discriminatory treatment by the participants and operational forces of the civil protection system towards persons with disabilities for the purpose of their protection and security in the case of disasters, natural or technical-technological, as well as in cases of armed conflict and humanitarian crises.

- Plans for the functioning of the civil protection system respect the specific needs of every person with disabilities, not of a group or a category of persons with disabilities.

- The public alert processes have been designed to cover, as far as possible, the individual needs of persons with disabilities and all capacities for accommodating persons with disabilities.

- Procedures from civil protection action plans have been elaborated in a way to avoid discrimination of persons with disabilities at all stages (cases of discrimination should be resolved quickly and fairly).

- Temporary accommodation for Disabled Persons is available and designed to meet their basic needs until the time the conditions are met for their return to the places they had been evacuated from.

1. **Please provide information on policies and programmes in your country aiming at respecting the participation in decision-making process of children with disabilities according to their evolving capacities.**

By adopting the National Strategy for Children's Rights in the Republic of Croatia for the period 2014-2020, the Government of the Republic of Croatia provided in 2014 a basic document promoting full and integrative access to children's rights. The purpose of the National Strategy for Children's Rights in the Republic of Croatia for the period 2014-2020 is to achieve more efficient promotion and protection of children's rights in the Republic of Croatia by implementing existing international and national standards in the field of children's rights, promoting a comprehensive and integrative approach to the rights of children.

The Strategy encompasses four basic strategic goals - Provision of Child-Friendly Services and Systems, Elimination of All Forms of Violence Against Children, Ensuring the Rights of Children in Vulnerable Situations, and Ensuring Active Participation of Children.

Concerning the participation of children with developmental difficulties in the decision-making process, we would like to point out that the strategic goal III. *Ensuring children's rights in vulnerable situations* covers the area G. *Children with Developmental Difficulties* which includes measures aimed primarily at ensuring the inclusion of children with developmental difficulties into early intervention services, as well as providing conditions for equal opportunities for children with developmental difficulties and promoting their full participation in all segments of life.

Furthermore, the strategic goal IV. *Ensuring the active participation of children* includes measures relating to the promotion of participation of children in the areas of exercising the right to participate in the family, the local community and in the creation of the policies for children. These measures relate to all groups of children, including children with developmental difficulties.

1. **Does your country have independent accountability mechanism to monitor the situation of children with disabilities and their access to essential services, including to inclusive education in the general system without discrimination?**

The independent mechanism in the Republic of Croatia is the Ombudsperson for Persons with Disabilities. Administrative and expert work of the Ombudsperson for Persons with Disabilities is performed in the Office of the Ombudsperson for Persons with Disabilities. In her work, the Ombudsperson for Persons with Disabilities has the competence that the Public Ombudsman does not have - the right to access the facilities and to have insight into the manner of providing care for persons with disabilities who reside, work or are temporarily or permanently resident in the premises of physical and legal persons and other legal entities based on special regulations.

Resources for the work of the Ombudsperson for Persons with Disabilities, her deputies and offices are provided from the budget of the Republic of Croatia. All state administration bodies, units of local and regional self-government, legal and natural persons must make available to the Ombudsperson for Persons with Disabilities all data, information and documents pertaining to the rights and protection of persons with disabilities.

The next independent mechanism is the Ombudsperson for Children. The scope of work and powers of the Ombudsperson for Children has been regulated in an analogous manner as with the Ombudsperson for Persons with Disabilities. The Ombudsperson for Children protects, monitors and promotes the rights and interests of children on the basis of the Constitution of the Republic of Croatia, international treaties, binding legal acts of the European Union and laws. The Ombudsperson for Children has an Ombudsperson Office and has established branch offices outside the headquarters Office of the Ombudsperson for Children. The Ombudsperson for Children is committed, among other things, to the protection and promotion of the rights and interests of children with developmental difficulties.

In carrying out the activities within its scope, the Ombudsperson for Children is authorized to warn, suggest and make recommendations. The Ombudsperson for Children is authorized to propose measures to prevent harmful effects that endanger the rights and interests of children and require reports on measures taken to the state administration bodies, to local and regional self-government units, and to legal and natural persons.

The Ombudsperson for Children has the right to access the premises and to have the insight into the manner of the care for children who are staying or are temporarily or permanently resident in the premises of the physical and legal persons and other legal entities on the basis of special regulations.

According to information provided by the Office of the Ombudsperson for Children, referring to data of the Annual Report in year 2017, the educational system is on second place as an area of child rights violation. Out of the 1573 notifications of violation received in 2017, violations of the educational rights of children are related to 310 notifications, of which 90 are related to violations of the educational rights of children with disabilities. Compared to other areas where the rights of children with disabilities are violated (social welfare system, health system, etc.), most of the notifications refer to the educational system. By analyzing the notifications received, the most common areas in which the rights of children with disabilities are violated are: providing support for children with disabilities in the form of assistants in kindergarten and a teaching assistant and/or communication mediators, enrolment in kindergarten, shortening of the child's stay in kindergarten, inadequate implementation of appropriate forms of education and exclusion of children from non-mandatory and extracurricular activities.

1. **Does your country monitor the inclusion of children with disabilities thought disaggregated national data?**
   1. **Please provide information on how the number of children with disabilities enrolled in education is recorded in national data.**
   2. **Please provide any available data on the number of children with disabilities living in institutions or care facilities in your country.**

According to the latest available official statistics of the MDFYSP, 786 children with developmental difficulties are accommodated in the institutions, of which 204 children due to the appropriate form of education which is not available in their place of residence.

The Republic of Croatia has adopted the Act on the Croatian Registry of Persons with Disabilities (2001) conducted at the Croatian Institute for Public Health and started its work in mid-2002. The Register of Persons with Disabilities has become the basic registry for the status of a disabled person. Every year, the Report on Disabled Persons is published, which is available on the website of the Croatian Institute for Public Health. Data on 35 367 children with more severe developmental disabilities (6.9%) were recorded in the Register, of which 13 334 (38%) girls and 22 033 boys (62%).

**Inclusive education of children with disabilities in Croatia – an overview and promising practices on the legislative level – provided by the Ombudsperson for Persons with Disabilities**

**General overview -** According to the data of the Croatian Public Health Institute, 66 % of persons with disabilities in Croatia have only primary school education or less, around 26 % have secondary school education, 5 % have special education while 3 % have high or higher education.

*According to the data from the Croatian Bureau of Statistics the number of children integrated into* ***primary schools*** *at the end of school year 2016/2017 was* ***17,124*** *(10,960 boys and 6,164 girls); 16,908 children completed the curriculum successfully.[[1]](#footnote-1) In the same school year* ***1,648*** *children with disabilities were enrolled at* ***79 special schools****. [[2]](#footnote-2) In the same year* ***1,439*** *pupils with disabilities were enrolled in 44* ***secondary schools for youth with disabilities****.[[3]](#footnote-3)* This number includes both special schools as well as those schools that have classrooms for students with disabilities but are otherwise regular.

***PROMISING PRACTICES ON THE LEGISLATIVE LEVEL***

***In 2015 the modified regulation on primary and secondary school education of children with disabilities was enacted.*** It defines different types of support and accommodation for children with disabilities, standards for those services and their providers. Among other things, the regulation has adapted the CRPD definition of pupils with disabilities and stipulated the obligation for schools to ensure conditions for equalising opportunities and support for ensuring the maximum development of potentials of each pupil. The regulation also defined adequate educational programmes as: regular programme with individualised procedures, regular programme with adjustment of content and individualised procedures, special programme with individualised procedures and special programme for gaining competence in daily living and work activities with individualised procedures. Such programmes can be carried out in regular classroom (full inclusion), part in regular and part in separate classroom (partial inclusion), separate classroom which can be located in a special school especially when a child needs additional rehabilitation procedures.

The most positive development in that regulation is a step away from the medical model: it is not only a child’s impairments that are assessed but also the level of required support. The concluding document suggests the required pedagogic and didactic modifications which the school is obliged to provide.

The regulation lists a number of experts and professionals who can provide expert assistance to schools such as special education teachers, medical doctors, health care and social care professionals as well as experts from civil organisations.

It also envisages establishing of Support centers which would specialise in working with a specific impairment and then conduct trainings of teachers on teaching children with that impairment, train personal assistants in classroom, provide advisory support to teachers and parents, develop innovative methodologies and teaching techniques and cooperate with the academic community.

Despite these positive developments the practice seems to lag behind and the complaints to the ombudswoman for persons with disabilities indicate that in practice a series of elements important for a successful inclusion is lacking: adequate curricula, teaching aids and methods, accessibility of schools, training of teachers on teaching differently abled children and a lack of defining the role of personal assistant in classroom which has emerged in recent years as the most significant type of support. In the school, year 2018/2019 around 3 000 personal assistants in classrooms have been hired. At present such assistants don’t assist teachers but individual students for instance by helping them with physical needs, such as grooming, hygiene, movement, and eating, copying from the board, with written assignments in general, facilitating communication, etc.)

Due to the lack of regulation, funding of personal assistants in the classroom and, accordingly, the availability of that support to children with disabilities has not been systematically ensured at the national level. The support is funded by local and regional self-government, through projects funded by the ESF, from the state budget and in some cases by charity fund raising or by parents themselves. In practice there are personal assistants in classroom available for children with one type of disability but not for others or the decision on their engaging depends on available funding and financial strength of a particular unit of regional or local self-government. For these reasons, personal assistants in the classroom as well as other forms of support do not present a permanent type of support which creates insecurity in providing inclusive education.

1. A positive development is also provision allowing for direct enrolment of children with disabilities in secondary schools based on the opinion issued by the Vocational orientation office. The Ombudsperson for Persons with Disabilities sees this provision as an extremely important measure for achieving de facto equality of education for children with disabilities. Despite their academic achievements and motivation children with disabilities are restricted in the choice of vocations so giving them priority access to vocations that are best suited for them is seen as an important measure of positive discrimination.

In 2014 the Ministry of Education issued a document listing vocational occupations and “medical contraindications” for enrolling in individual educational programmes thus completely ignoring support and reasonable accommodation available to children with disabilities in primary education and later on in employment and falling back on the medical model of disability. After a considerable pressure from the Ombudsperson for Persons with Disabilities and umbrella DPOs the Ministry of Science, Education and Sports modified the document and entered a provision which states that a certain medical condition will not be a contraindication for choosing a particular vocational training if there is accommodation available.

The other important issue is the lack of educational programmes that would correspond with the demands of the labour market. Children with disabilities are educated for jobs which no longer exist on the labour market and there is no systematic effort to change these trends. *There are attempts to innovate vocational education through the EU funds, but the results of those projects have not been integrated into the regular system.*

***The situation of children with autism is of special concern.*** *A significant number of persons with autism**that have been diagnosed with Autism Spectrum Disorder and have been registered, were diagnosed relatively late, there was a lack of early intervention and few have an adequate support in education. Most of them were educated in special programmes of education and rehabilitation together with children with more severe intellectual impairments or in a special programme for pupils with autism accompanied by intellectual impairments. A certain number of them was excluded from education or stopped education and were thus excluded from any form of education and rehabilitation. A small number of persons with autism completed their education in the regular programme or in a special programme for pupils with milder intellectual impairments. Persons who were not diagnosed with Autism Spectrum Disorder because it went unrecognised are in a far worse situation. It can be assumed that they live with the diagnosis of more severe intellectual impairments and/or mental health disorders or under a vague diagnosis from the area of communication (verbal linguistic) development.* This results in inadequate support in education and rehabilitation.

1. At the moment the Ministry of Education is drafting the Regulation on personal assistants in classroom and expert communication intermediaries. The Ombudsperson for Persons with Disabilities proposed the following amendments so that the principle of reasonable accommodation would be included and defined in the legislation in the area of education and not only in the antidiscrimination legislation.

The proposed amendments have been adopted as follows:

*Ensuring the support of the assistant and expert communication mediator represents a form of reasonable accommodation, that is adjustments of the teaching environment in order to ensure the participation of students with disabilities in accordance with their individual support needs on an equal basis with students without disabilities and in that way prevent their discrimination. Reasonable accommodation presuposes ensuring support of the assistant in accordance with the pre-determined individual needs, functional capacities and achieved level of independence.*

*The aim of ensuring this type of support support is equalisation of opportunities.*

*Ensuring of this supoort and other forms of reasonable accommodation doesn’t mean that the student should be exempt from carrying out certain tasks nor does it mean reducing the learning outcomes but only the adjustment of the way in which they are to be accomplished.*

*Ensuring the support of an assistant doesn’t exempt the school from the obligation to ensure all other forms of reasonable accommodation of the learning environment.*

1. *Croatian Bureau of Statistics (2013) Primary schools and kindergardens and other legal entities which conduct pre-school education programmes, end of the school year 2011/201 and the beginning of the school year 2012/2013 (Statistical reports 1496), Zagreb: Croatian Bureau of Statistics, p* *https://www.dzs.hr/Hrv\_Eng/publication/2017/SI-1597.pdf (accessed 19 September 2018)*

   *p. 17* [↑](#footnote-ref-1)
2. *Ibid. p. 13. This involves children and adults with mental retardation, persons with visual or hearing impairment, physically disabled or those who have behavioural disorders or multiple impairments .* [↑](#footnote-ref-2)
3. *Croatian Bureau of Statistics (2013) Secondary schools and boarding schools end of the school year 2015/2016 and the beginning of the school year 2016/2017 (Statistical reports 1497), Zagreb: Croatian Bureau of Statistics, https://www.dzs.hr/Hrv\_Eng/publication/2017/08-01-03\_01\_2017.htm (accessed 19 September 2018)* [↑](#footnote-ref-3)