

Sveučilište u Zagrebu
Fakultet prometnih znanosti
University of Zagreb
Faculty of Transport and Traffic Sciences



Vodič

za studente s invaliditetom
i ostalim zdravstvenim
teškoćama

Guide

for Students with
Disabilities and other
health difficulties



Zagreb, 2020



V O D I Č

G U I D E



Vodič je namijenjen
studentima s invaliditetom te
studentima koji imaju određeni stupanj
zdravstvenih teškoća tijekom studija.

The guide is intended for students with
disabilities and students who have a
certain degree of health problems
during their studies.



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Predgovor Preface

Fakultet prometnih znanosti visoko je učilište i sastavnica Sveučilišta u Zagrebu koja us- trojava i izvodi sveučilišne studije te razvija znanstvenoistraživački i stručni rad u znan- stvenom području tehničkih znanosti, u polju Tehnologija prometa i transport. U sklopu definirane misije Fakulteta prometnih znanosti nalazi se pružanje kvalitetnog preddiplomskog, diplomskog i poslijediplomskog obrazovanja te omogućavanje znanstvenoistraživačkog i stručnog rada za uspješno sudjelovanje u djelotvornom i učinkovitom razvoju prometa, logistike i aeronautike. Posljednjih desetak go- dina nastavnici Fakulteta prometnih znanosti uključeni su u brojne projekte usmjerene na raz- voj i primjenu pomoćnih tehnologija za različite skupine korisnika, kao i sustava razvoja podrške studentima tijekom studiranja, osiguravanje posebnih uvjeta i podrške tijekom studiranja studentima s invaliditetom te edukacije stu- denata o potrebama osoba s invaliditetom i ostalim zdravstvenim teškoćama. Fakultet pro- metnih znanosti ima imenovanog nastavnika – koordinatora za studente s invaliditetom – koji u suradnji s prodekanom za nastavu i stu-

The Faculty of Transport and Traffic Sciences is a higher education institution and a constitu- ent of the University of Zagreb, which organizes and conducts university studies and develops scientific research and professional work in the scientific field of technical sciences, area of traf- fic technology and transport. Within the defined mission of the Faculty of Transport and Traffic Sciences is the provision of quality undergradu- ate, graduate and postgraduate education and the provision of scientific research and profes- sional work for successful participation in the effective and efficient development of trans- port, logistics and aeronautics. For the last ten years, the teachers at the Faculty of Transport and Traffic Sciences have been involved in nu- merous projects focused on the development and application of assistive technologies for different user groups, as well as systems for developing student support during their stud- ies, providing special conditions and support for students with disabilities and educating students about the needs of persons with dis- abilities and other health issues. The Faculty of Transport and Traffic Sciences has a designated

dente te stručnim službama Fakulteta brine o potrebama studenata s invaliditetom i ostalim zdravstvenim teškoćama tijekom studiranja. Studentima s invaliditetom koji odluče studirati na Fakultetu prometnih znanosti, uz osiguranu stručnu podršku osigurani su i posebni uvjeti studiranja (nastava i prilagodba nastavnih materijala, ispiti – organizacija i prilagodba ispitnih tehnologija, terenska nastava, stručna praksa i dr.), sudjelovanje u izvannastavnim aktivnostima organiziranim na Fakultetu i Sveučilištu u sklopu kojih mogu usvojiti kompetencije koje predstavljaju nadogradnju kompetencija odabranog studijskog programa i upis stečenih kompetencija u dopunsku ispravu o studiju, sudjelovanje u stručnim projektima koje Fakultet provodi u suradnji s udrugama za osobe s invaliditetom, sudjelovanje u radu studentskih udruga, individualan pristup i prilagođen program obvezne nastave iz predmeta Tjelesna kultura (TK).

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teacher – coordinator for students with disabilities who, in cooperation with the Vice-Dean for Students and Academic Affairs and the professional services at the Faculty, takes care of the needs of students with disabilities and other health difficulties during their studies.

Students with disabilities who choose to study at the Faculty of Transport and Traffic Sciences are provided with professional support and special study conditions (teaching process and adaptation of teaching materials, exams – organization and adaptation of exam technologies, fieldwork, professional practice, etc.), participation in extracurricular activities organized at the Faculty and the University within which they can acquire competences representing the upgrade of the competences of the chosen study program and the entry of acquired competences in the supplementary study certificate, participation in professional projects carried out by the Faculty in cooperation with associations for persons with disabilities, participation in the work of student associations, one-on-one approach and a tailored program of the compulsory subject Physical Education (PE).

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Fakultet prometnih znanosti

1

Faculty of Transport and Traffic Sciences

Tradicija Fakulteta veže se uz 1962. godinu kada je utemeljen studij PTT prometa. Godine 1965. osnivanje specijalizirane institucije – Instituta prometnih znanosti – iniciralo je i financijski pomoglo trinaest tvrtki i asocijacija Republike Hrvatske. Fakultet je doživio brojne transformacije. Od 10. listopada 1984. godine Fakultet prometnih znanosti Sveučilišta u Zagrebu registriran je kao samostalna znanstveno-nastavna i znanstveno-istraživačka organizacija čija je djelatnost od posebnog društvenog interesa. Fakultet prometnih znanosti ima tri studijske razine: preddiplomski studij u trajanju od tri godine, diplomski u trajanju od dvije godine i poslijediplomski (specijalistički u trajanju od jedne godine i doktorski u trajanju od tri godine). Znanstveno-nastavne jedinice prikazane su Slikom 1.

Misija Fakulteta prometnih znanosti Sveučilišta u Zagrebu jest pružiti kvalitetno preddiplomsko, diplomsko i poslijediplomsko obrazovanje te omogućiti znanstveno-istraživački i stručni rad za uspješno sudjelovanje u djelotvornom i učinkovitom razvoju prometa, logistike i aeronautike. Fakultet provodi znanstvena, razvojna i stručna istraživanja u skladu sa strateškim interesom Republike Hrvatske. Sve se zadaće Fakulteta ostvaruju radi održivoga razvoja

The tradition of the Faculty dates back to 1962 when the study of PTT traffic was established. In 1965, the establishment of a specialized institution – the Institute of Transport and Traffic Sciences – was initiated and financially assisted by thirteen companies and association of the Republic of Croatia. The Faculty has undergone numerous transformations. Since October 10, 1984, the Faculty of Transport and Traffic Sciences, University of Zagreb, has been registered as an independent scientific-teaching and scientific-research organization whose activity is of special social interest.

The Faculty of Transport and Traffic Sciences has three study levels: undergraduate study lasting three years, graduate two years and postgraduate (specialist lasting one year and doctoral three years). The scientific-teaching units are shown in Figure 1.

The mission of the Faculty of Transport and Traffic Sciences at the University of Zagreb is to provide quality undergraduate, graduate and postgraduate education and to enable scientific-research and professional work for successful participation in the effective and efficient development of transport, logistics and aeronautics. The Faculty conducts scientific, developmental and professional research in ac-



Slika 1

Znanstveno-nastavne jedinice
Fakulteta prometnih znanosti





University of Zagreb
FACULTY OF TRANSPORT AND TRAFFIC SCIENCES

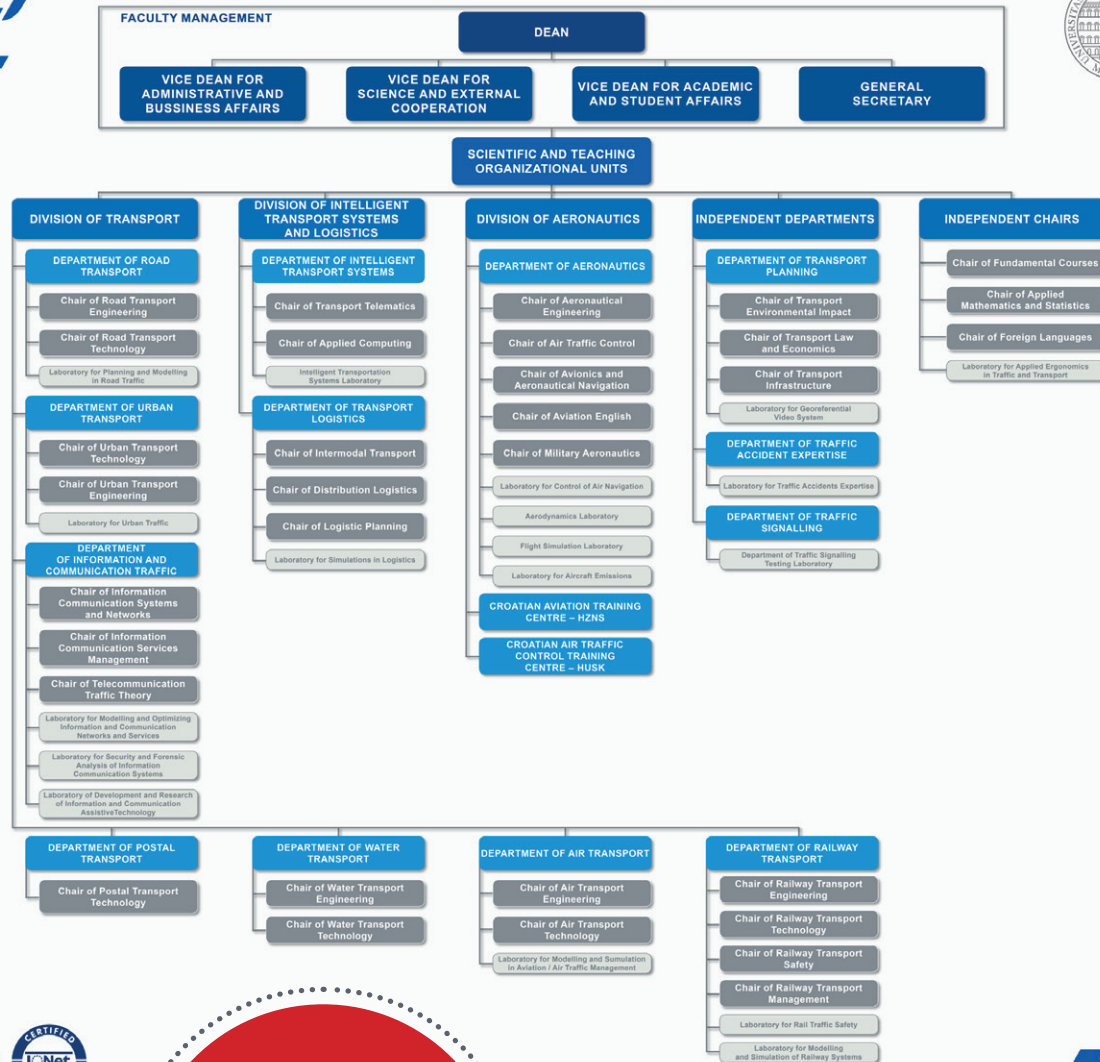


Figure 1

Scientific-teaching units
at the Faculty of Transport
and Traffic Science

prometa, gospodarstva i društvene zajednice. Fakultet sustavno razvija nacionalno i međunarodno prepoznatljivu izvrsnost u obrazovanju i istraživanju u području tehničkih znanosti, u polju tehnologija prometa i transport. Vizija Fakulteta prometnih znanosti Sveučilišta u Zagrebu jest biti prepoznatljivom visokoobrazovnom sveučilišnom ustanovom u području tehničkih znanosti, u polju tehnologija prometa i transport koja je integrirana u Europski prostor visokoga obrazovanja i u Europski istraživački prostor kao potpora razvoju gospodarstva i društvene zajednice. Fakultet viziju ostvaruje stalnim unaprjeđenjem nastavnih planova i programa, znanstveno-istraživačkim i stručnim radom te razvojem ljudskih potencijala.

Jedan je od ciljeva Fakulteta prometnih znanosti, primjereno njegovoj misiji i viziji, omogućiti studiranje svim osobama neovisno o vrsti oštećenja.

Radi toga Fakultet pruža podršku studentima s invaliditetom preko imenovanog nastavnika – koordinatora za studente s invaliditetom – čije je djelovanje u suradnji s prodekanom za nastavu i studente i stručnim službama Fakulteta. Fakultet prometnih znanosti prepoznao je važnost uključivanja osoba s invaliditetom u proces studiranja i tom su prilikom neki djelatnici sudjelovali na znanstveno-stručnoj konferenciji



cordance with the strategic interest of the Republic of Croatia. All the tasks of the Faculty are accomplished for the sustainable development of transport, the economy and the community. The Faculty systematically develops nationally and internationally recognized excellence in education and research in the field of technical sciences, area of transport and traffic technologies. The vision of the Faculty of Transport and Traffic Sciences at the University of Zagreb is to be a recognizable university education institution in the field of technical sciences, area of transport and traffic technologies, which is integrated into the European Higher Education Area and into the European Research Area in support of economic and social development. The Faculty realizes its vision by constantly improving its curricula, scientific-research and professional work as well as developing human resources.

One of the goals of the Faculty of Transport and Traffic Sciences, in accordance with its mission and vision, is to enable students to study regardless of the type of impairment. For this reason, the Faculty supports students with disabilities through a designated teacher - coordinator for students with disabilities - whose work is in collaboration with the Vice-Dean for Academic and Student Affairs and the Faculty's

i radionici na temu: *Izjednačavanje mogućnosti za studente s invaliditetom u visokom obrazovanju u Republici Hrvatskoj*.

Studentima s invaliditetom koji odluče studirati na Fakultetu prometnih znanosti, uz osiguranu stručnu podršku osigurani su i:

- prilagođeni način studiranja (nastava, ispiti, terenska nastava, stručna praksa i dr.),
- sudjelovanje u izvannastavnim aktivnostima organiziranim na Fakultetu u sklopu kojih mogu usvojiti kompetencije koje predstavljaju nadogradnju kompetencija odabranog studijskog programa i upis stečenih kompetencija u dopunsku ispravu o studiju,
- sudjelovanje u stručnim projektima koje Fakultet provodi u suradnji s udrugama za osobe s invaliditetom,
- sudjelovanje u radu studentskih udruga,
- individualizirani pristup i prilagođen program obvezne nastave tjelesne kulture.(TK)

Fakultet prometnih znanosti na svojoj mrežnoj stranici www.fpz.unizg.hr pruža sve relevantne sadržaje, informacije te dokumente za osobe oštećenog vida, što je dokazano potvrdom Udruge Up2date.

professional services. The Faculty of Transport and Traffic Sciences has recognized the importance of including people with disabilities in the study process and on this occasion some employees participated in a scientific-professional conference and workshop on: *Equalizing opportunities for students with disabilities in higher education in the Republic of Croatia*.

Students with disabilities who choose to study at the Faculty of Transport and Traffic Sciences are provided with the following professional support:

- a tailored way of the study (teaching, examinations, fieldwork, professional practice, etc.),
- participation in extracurricular activities organized at the Faculty within which they can acquire competences that represent the upgrade of the competences of the chosen study program and an entry of acquired competences in the supplementary study certificate;
- participation in professional projects carried out by the Faculty in cooperation with associations for persons with disabilities,
- participation in the work of student associations,
- individualized approach and a tailored program of compulsory Physical Education (PE).

The Faculty of Transport and Traffic Sciences on its website www.fpz.unizg.hr provides all relevant contents, information and documents for the visually impaired, as evidenced by the confirmation of the Up2date Association.



Studenti s invaliditetom i vrste oštećenja

2

Students with disabilities and types of impairments

U Republici Hrvatskoj ne postoje pouzdani podaci o broju studenata s invaliditetom, no prema grubim podacima (prikupljenim od udruga) na Sveučilištu u Zagrebu, na kojem studira oko 70 000 studenata, svega je oko 350 studenata s invaliditetom koji primaju neki oblik potpore ili realiziraju prava putem svojega statusa. Pojam invaliditet bitno se razlikuje od bolesti: ishod bolesti može biti ozdravljenje, smrt ili oštećenje određenih organa i smanjivanje sposobnosti za rad i samostalan život, odnosno potpuni gubitak radne sposobnosti i visok stupanj ovisnosti o skrbi drugih, odnosno invaliditet. Stoga, invaliditet predstavlja stanje, odnosno posljedicu bolesti ili oštećenja [1].

Prema Pravilniku o organizaciji i djelovanju Ureda za studente s invaliditetom Sveučilišta u Zagrebu (2007.) i Pravilniku o izmjenama i dopunama Pravilnika o organizaciji i djelovanju Ureda za studente s invaliditetom Sveučilišta u Zagrebu (2013.), studenti s invaliditetom su svi studenti koji zbog bolesti ili oštećenja ili poremećaja bez obzira na rješenje o utvrđenom postotku tjelesnoga oštećenja, imaju stalne, povremene ili privremene teškoće u realizaciji svakodnevnih akademskih aktivnosti [2]. Studente s invaliditetom te studente s ostalim zdravstvenim problemima dijelimo prema vrs-

There are no reliable data on the number of students with disabilities in the Republic of Croatia, but according to rough data (collected from associations), at the University of Zagreb, which is attended by about 70,000 students, there are only about 350 students with disabilities who receive some form of support or exercise their rights through their status. The concept of disability differs significantly from the illness: the outcome of the illness can be healing, death or damage to certain organs and a decrease in the ability to work and live independently, i.e. complete loss of working capacity and a high degree of dependence on the care of others, i.e. disability. Therefore, disability is a condition, i.e. a consequence of illness or damage [1].

According to the Rules on the Organization and Operation of the Office for Students with Disabilities, University of Zagreb (2007) and the Rules on Amendments to the Rules on the Organization and Operation of the Office for Students with Disabilities, University of Zagreb (2013), students with disabilities are all students who, because of illnesses or impairments or disorders, regardless of the Decision on the established percentage of physical impairment, have persistent, intermittent or temporary difficulties in the implementation of daily academic

tama oštećenja na:

- studente oštećenjima vida,
- studente s oštećenjima sluha,
- studente s motoričkim poremećajima,
- studente s kroničnim bolestima,
- studente s psihičkim bolestima i poremećajima,
- studente s teškoćama u učenju (disleksija, disgrafija, ADHD) te
- studente s ostalim zdravstvenim stanjima ili teškoćama koje mogu utjecati na tijek studija.

Studenti s invaliditetom kod kojih postoji takva potreba imaju pravo zatražiti prilagođeni način praćenja nastave i polaganja ispita (regulirano Postupnikom donošenja preporuke za prilagodbu nastavnoga procesa i polaganja ispita Sveučilišta u Zagrebu, 2017.)

[3]. Od strane koordinатора za studente s invaliditetom kao i u Uredu za studente s invaliditetom Sveučilišta u Zagrebu, studenti se mogu informirati i o drugim pravima u visokom obrazovanju (primjerice, pravu na novčanu potporu za prijevoz, povlasticama u financiranju troškova studija, stipendijama, smještaju...). Svoj status student s invaliditetom dužan je dokazati odgovarajućom dokumentacijom.

Važno je napomenuti da studenti koji se ne žele deklarirati kao studenti s invaliditetom

activities [2]. Students with disabilities and students with other health problems are divided according to the types of impairment into:

- students with visual impairments,
- hearing impaired students,
- students with motor disorders,
- students with chronic illnesses,
- students with mental illnesses and disorders,
- students with learning disabilities (dyslexia, dysgraphia, ADHD);
- students with other medical conditions or difficulties that may affect the course of study.

Students with disabilities, who have such needs, have the right to request a tailored way of teaching and taking exams (regulated by the

Procedure of Adoption of a Recommendation for Adaptation of the Teaching Process and Taking Exams

at the University of Zagreb,

2017) [3]. Students can

also be informed about other rights in higher

education (for example, the right to finan-

cial support for transportation, benefits in

financing study costs, scholarships, accom-

modation...) by the

coordinator for students with disabilities, as well

as at the Office for Students with Disabilities, University of

Zagreb. The student with disabilities is obliged to prove his / her status with appropriate documentation.



nemaju tu obvezu u sustavu visokog obrazovanja, no u tom slučaju ne realiziraju pravo na posebne akademske prilagodbe.

U radu sa studentima s invaliditetom važno je poznavati neke od pojmova:

osoba s invaliditetom – svaka osoba u koje postoji tjelesno, osjetilno ili mentalno oštećenje koje ima trajnu ili na najmanje 12 mjeseci smanjenu mogućnost zadovoljavanja osobnih potreba u svakodnevnom životu [4].

studenti s invaliditetom – svi studenti koji zbog bolesti ili oštećenja (bez obzira na rješenje o invaliditetu) imaju teškoća u realizaciji svakodnevnih akademskih aktivnosti. Ova definicija, uz studente s oštećenjem vida i sluha te tjelesnim invaliditetom, uključuje studente s kroničnim bolestima, psihičkim poremećajima i specifičnim teškoćama u učenju [5].

akademski standardi – demonstrirana sposobnost postizanja određene razine akademskog postignuća; to je izmjerena kompetencija određene osobe u postizanju specifičnih ciljeva kolegija, operacionaliziranih pomoću izvedbe na određenom zadatku.

posebne akademske prilagodbe – prilagodbe nastavnih metoda koje studentima s invaliditetom omogućavaju dostupnost akademskih aktivnosti tako da ne kompromitiraju akademske standarde [5].

individualizirani pristup – skup prilagodbi, prije svega nastavnih metoda i tehnika, konkretnom studentu s invaliditetom tako da ne kompromitira definirane akademske standarde [5].

integracija osoba s invaliditetom – sudjelovanje osoba s invaliditetom u svim društvenim aktivnostima tako da se osobe s invaliditetom

It is important to note that students who do not wish to declare themselves as students with disabilities do not have this obligation in the higher education system, but in this case they cannot exercise the right to make special academic adjustments.

When working with students with disabilities, it is important to know some of the concepts:

A person with a disability – any person with a physical, sensory or mental impairment who has a lasting or reduced ability to meet their personal needs in daily life for at least 12 months [4].

students with disabilities – all students who, due to illness or impairment (regardless of the Decision on disability), have difficulty completing their daily academic activities. This definition, in addition to students with visual and hearing impairments and physical disabilities, includes students with chronic illnesses, mental disorders and specific learning disabilities [5].

academic standards – demonstrated ability to achieve a certain level of academic achievement; it is the measured competence of a particular person in achieving the specific goals of the course, operationalized by performance on a specific task.

special academic adaptations – adaptations of teaching methods that make academic activities accessible to students with disabilities so as not to compromise academic standards [5].

individualized approach – a set of adaptations, primarily teaching methods and techniques, to a particular student with a disability so as not to compromise defined academic standards [5].

integration of persons with disabilities – par-

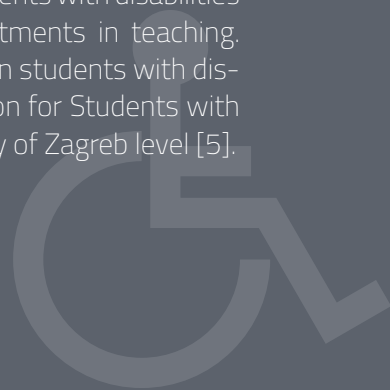
„prilagođavaju“ kako bi se uklopile u društvo [5].
inkluzija osoba s invaliditetom – ravnopravno sudjelovanje osoba s invaliditetom u društvenom životu tako da društvo prilagođava svoje aktivnosti mogućnostima osoba s invaliditetom [5].

koordinatori za studente s invaliditetom – osobe, uglavnom iz redova sveučilišnih nastavnika (u izuzetnim slučajevima moguće je da to budu i pripadnici administrativnog ili stručnog osoblja sveučilišta), koje su zadužene za ostvarivanje prava studenata s invaliditetom na razumne prilagodbe u nastavi. Oni su također poveznica između studenata s invaliditetom i Povjerenstva za studente s invaliditetom na razini Sveučilišta u Zagrebu [5].

participation of persons with disabilities in all social activities so that persons with disabilities are “adapted” to fit into society [5].

inclusion of persons with disabilities – equal participation of persons with disabilities in social life so that society adapts its activities to the capabilities of persons with disabilities [5].

Coordinators for students with disabilities – persons, mainly from the ranks of university teachers (in exceptional cases it may be the members of the administrative or professional staff at the university), who are charged with exercising the rights of students with disabilities to make reasonable adjustments in teaching. They are also a link between students with disabilities and the Commission for Students with Disabilities at the University of Zagreb level [5].





Prava i obveze studenata s invaliditetom na Fakultetu prometnih znanosti

3

Rights and obligations of students with disabilities at the Faculty of Transport and Traffic Sciences

Na osnovi razgovora sa studentom i s obzirom na posebnosti studijskog programa, koordinator za studente s invaliditetom i prodekan za nastavu i studente upoznat će studenta s postupkom donošenja preporuke prilagodbe nastavnog procesa i polaganja ispita te ostalim oblicima potpore kojima se želi djelovati na izjednačavanje mogućnosti i osiguravanje uvjeta za uspješno i kvalitetno studiranje.

Kako bi pravovremeno pristupio potrebnim prilagodbama u nastavi i polaganju kolokvija i ispita, student s invaliditetom koji ima rješenje o invaliditetu, kao i student koji ima veće zdravstvene teškoće dužan je pokrenuti postupak donošenja preporuke prilagodbe nastavnog procesa i polaganja ispita na samom početku nastave u tekućoj akademskoj godini. Zahtjev i potrebnu dokumentaciju (npr. Odluka o prilagodbi ispitne tehnologije na ispitima državne mature, Rješenje o kategorizaciji invaliditeta, Rješenje o primjerenom obliku odgoja i obrazovanja/ Nalaz i mišljenje centra za socijalnu skrb/ Nalaz i mišljenje jedinstvenoga tijela vještačenja i dr.) student upućuje direktno Uredu za studente s invaliditetom Sveučilišta u Zagrebu uz prethodnu najavu i konzultaciju s Uredom.

Nakon provedenog postupka Ured za studente s invaliditetom Sveučilišta u Zagrebu na te-

Based on an interview with a student and the specificities of a study program, the Coordinator for students with disabilities and the Vice-Dean for Academic and Student Affairs will introduce the student to the process of making a recommendation for adjusting the teaching process and passing the exams, as well as other forms of support that aim to equalize opportunities and ensure conditions for successful and quality study.

In order to timely approach the necessary adjustments in the teaching process and passing of the mid-term exams and final exams, a student with a disability who has a Decision on disability as well as a student who has major health problems, is obliged to initiate the process of making a recommendation for adjusting the teaching process and passing the exams at the beginning of teaching in the current academic year. The student sends requests and necessary documentation (eg Decision on adaptation of the examination technology at the State Matura examinations, Decision on the categorization of disability, Decision on the appropriate form of education / Findings and opinion of the Social Welfare Center / Findings and opinion of the unique expert body, etc.) directly to the Office for Students with Disabilities at the Uni-

melju liječničke potvrde upućuje Preporuku za prilagodbu nastavnog procesa i polaganja ispita prodekanu za nastavu i studente Fakulteta prometnih znanosti koji dokument dostavlja na znanje i za arhivu koordinatoru za studente s invaliditetom na Fakultetu prometnih znanosti. Studentu koji jednom ishodi Preporuku za prilagodbu nastavnoga procesa i polaganja ispita Ureda za studente s invaliditetom Sveučilišta u Zagrebu, Preporuka vrijedi do završetka studija, osim u slučaju akutnih i prolaznih teškoća te drugih novonastalih stanja, što je navedeno u liječničkoj potvrdi. Detaljne informacije o postupku za donošenje preporuke i zahtjev nalaze se na poveznici.

Koordinator za studente s invaliditetom u suradnji sa studentom obavještava predmetne nastavnike o potrebama studenta kako bi pravovremeno prilagodili nastavu, kolokvije, ispite, terensku nastavu i stručnu praksu. Radi transparentnosti koordinator cjelokupnu korespondenciju s predmetnim nastavnicima dostavlja na uvid studentu.



versity of Zagreb with prior announcement and consultation with the Office.

After completing the procedure, the Office for Students with Disabilities at the University of Zagreb, on the basis of a medical certificate, sends a Recommendation for the adaptation of the teaching process and taking the exams to the Vice Dean for Academic and Student Affairs at the Faculty of Transport and Traffic Sciences, who also sends the document to the coordinator for students with disabilities at the Faculty of Transport and Traffic Sciences. Once a student has received the Recommendation for Adaptation of the teaching process and taking the exams from the Office for Students with Disabilities at the University of Zagreb, the Recommendation is valid until the completion of studies, except in case of acute and transient difficulties and other newly acquired conditions, as stated in the medical certificate. Detailed information on the procedure for making a recommendation and request can be found at the link.

The Coordinator for students with disabilities, in collaboration with the student, informs the subject teachers of the student's needs in order to make timely adjustments to classes, mid-term exams, exams, fieldwork and professional practice. For the sake of transparency, the coordinator submits all the correspondence with the subject teachers to the student.



Univerzalni dizajn i akademski standardi

4

Universal Design and Academic Standards

Prema Konvenciji o pravima osoba s invaliditetom **univerzalni dizajn** označava oblikovanje proizvoda, okruženja, programa i usluga tako da se njima mogu koristiti svi ljudi u najvećoj mogućoj mjeri, bez potrebe prilagođavanja ili posebnog oblikovanja. Ipak se napominje da univerzalni dizajn neće isključivati pomoćne naprave za određene skupine osoba s invaliditetom u slučajevima kada je to potrebno [6].

Koncept univerzalnog dizajna nastao je upravo na osnovi dizajna za osobe s invaliditetom, kao svojevrсна generalizacija. U osnovi koncepta jest stvaranje proizvoda, komunikacije i uređenog okruženja kojima se, uz minimalan trošak ili bez dodatnih troškova, može koristiti veći broj ljudi. Taj je koncept usmjeren na ljude svih uzrasta, tjelesnih dimenzija i sposobnosti i oslanja se na pojmove: ravnopravnost, jednak tretman i jednake zasluge, kojima je svojstven ideal da svatko treba raspolagati istim mogućnostima za sudjelovanje u različitim područjima života (Mogućnosti primjene koncepta „univerzalni dizajn“ i „dizajn za sve“ u obrazovanju, www.inkluzija.org). Univerzalni dizajn ima svoje polazište u načelu ravnopravnosti i podrazumijeva multidisciplinarnost, odnosno zajednički rad stručnjaka iz područja planiranja, arhitekture i dizajna. Uz to sadrži i sudjelovanje

According to the Convention on the Rights of Persons with Disabilities, universal design means designing products, environments, programs and services so that they can fully be used by all people possible without the need for customization or special design. However, it is noted that universal design will not exclude assistive devices for certain groups of people with disabilities when needed [6].

The concept of universal design was created precisely based on design for people with disabilities, as a kind of generalization. The core of the concept is to create products, communication and a tidy environment that can be used by a large number of people at minimal or no additional cost. This concept is aimed at people of all ages, physical dimensions and abilities and relies on the concepts of equality, equal treatment and equal merit, which is the ideal that everyone should have the same opportunities to participate in different areas of life (Possibilities of applying the concept of “universal design” and “Design for All” in Education, www.inkluzija.org). Universal design has its starting point in the principle of equality and implies multidisciplinarity, that is, the joint work of experts in the field of planning, architecture and design. It also includes the participation of rep-

predstavnik različitih grupa stanovništva jer se tako povećava stupanj stručnog znanja i osigurava da se u ranoj fazi planiranja uzmu u obzir njihove potrebe, čime se povećava mogućnost ostvarivanja univerzalnog dizajna i jednakih mogućnosti korištenja proizvodima i uslugama. Danas se univerzalni dizajn osim za dizajn prostora sve više odnosi i na dizajn usluga i sadržaja (informacija). Tako se dolazi i do pojma **univerzalni dizajn za učenje** (ili inkluzivni dizajn kako ga se također naziva jer omogućava inkluziju, odnosno uključivanje) koji je moguće definirati kao pristup koji ispravlja primarnu prepreku tomu da sve učenike/studente učini uspješnim. Ta je prepreka nefleksibilni, prosjeku primjeren obrazovni program, koji postavlja nenamjerne prepreke učinkovitom učenju (CAST, 2008). Kada se ovo stavi u kontekst obrazovanja studenata s invaliditetom, autori zaključuju da su naši obrazovni programi, češće nego studenti, „invalidni“ [6].

Univerzalni dizajn za učenje pomaže nastavnicima u suočavanju s izazovima različitosti u sustavu obrazovanja, predlažući upotrebu prilagodljivih nastavnih materijala, tehnika i strategija koje mogu osnažiti nastavnike da zadovolje edukacijske potrebe velikog broja učenika i studenata toliko različitih obrazovnih

representatives from different population groups, as this increases the level of expertise and ensures that their needs are taken into account at an early stage of planning, thus increasing the possibility of universal design and equal opportunities to use products and services.

Today, in addition to space design, universal design is increasingly referring to the design of services and content (information). Thus, the concept of **universal learning design** (or inclusive design as it is called because it enables inclusion) comes up, which can be defined as an approach that corrects the primary barrier to making all students successful. This barrier is an inflexible, average training program that places unintended obstacles to effective learning (CAST, 2008). Putting this in the context of the education of students with disabilities, the authors conclude that our educational programs, more often than students, are “disabled” [6].

The Universal Learning Design assists teachers in meeting the challenges of diversity in the education system by proposing the use of adaptive teaching materials, techniques and strategies that can empower teachers to meet the educational needs of many students with so many different educational needs. Thus, the Universal Learning Design is made up of adapt-



potreba. Dakle, univerzalni dizajn za učenje čine prilagodljive nastavne metode (materijali, tehnike, strategije), koje omogućuju učinkovito stjecanje ishoda učenja za što veći broj studenata različitih obrazovnih potreba. Zbog njihove osobitosti, univerzalni dizajn za učenje ne isključuje dodatne prilagodbe za neke studente s invaliditetom [6].

Akademski standardi osnovni su kriterij određivanja kvalitete u visokom obrazovanju. Zapravo, pojam osiguravanje kvalitete u visokom obrazovanju podrazumijeva procese i aktivnosti kojima se osigurava održavanje kvalitete u visokom obrazovanju u skladu s definiranim akademskim standardima.

Akademski standardi predstavljaju demonstriranu sposobnost postizanja određene razine akademskog postignuća. Obično je to izmjerena kompetencija određene osobe u postizanju specifičnih (ili implicitnih) ciljeva kolegija, operacionaliziranih izvedbom na određenom zadatku. Akademski standardi opisuju što je potrebno znati i naučiti, kako i na kojoj razini studija. Standardi se definiraju kako bi se omogućila kontrola procesa i varijabilnosti, komparativnost i definiranje minimalne razine postignuća. **Akademski standardi** opisuju ciljeve obrazovanja, odredište na koje bi student trebao stići nakon završetka određene razine obrazovanja. Akademski standardi primjenjivi su na sve studente (nadarene studente, studente s teškoćama u učenju, studente s invaliditetom i dr.).

able teaching methods (materials, techniques, strategies), which enable the effective acquisition of learning outcomes for as many students of different educational needs as possible. Due to their specificity, universal learning design does not preclude additional adjustments for some students with disabilities [6].

Academic standards are the basic criterion for determining quality in higher education. In fact, the term quality assurance in higher education implies processes and activities that ensure the maintenance of quality in higher education in accordance with the defined academic standards.

Academic standards are a demonstrated ability to achieve a certain level of academic achievement. Usually, this is the measured competence of a particular person in achieving the specific (or implicit) goals of the subject, operationalized by performance on a particular task. Academic standards describe what you need to know and learn, how and at what level of study. Standards are defined to allow for control of process and variability, comparability and definition of a minimum level of achievement. **Academic standards** describe the goals of education, a destination that a student should reach after completing a particular level of education. Academic standards are applicable to all students (gifted students, students with learning disabilities, students with disabilities, etc.).



5

Gledišta studiranja i dostupnosti za sve

Viewpoints of study and accessibility for all

Pravo na obrazovanje kao jedno od temeljnih ljudskih prava definirano je u brojnim međunarodnim dokumentima u kojima se navodi kako svaki pojedinac ima pravo na pristup obrazovanju na osnovi načela jednakosti i nediskriminacije, i to na svim razinama. Odgovornost za realizaciju prava na obrazovanje preuzimaju vlade koje su potpisale spomenute dokumente i time uključile ove odredbe u svoje zakone. Ovo uključuje i Hrvatsku, koja je pravo na obrazovanje definirala u članku 65. Ustava Republike Hrvatske: „Osnovno je školovanje obvezatno i besplatno. Svakomu je dostupno, pod jednakim uvjetima, srednjoškolsko i visokoškolsko obrazovanje u skladu s njegovim sposobnostima“ (Ustav RH, 2001). Obrazovanje je temeljno ljudsko pravo koje je neophodno za ostvarivanje svih drugih ljudskih prava. Prema Katarini Tomaševski, prvoj izaslanici Ujedinjenih naroda za pravo na obrazovanje (1998. – 2004. godine), pravo na obrazovanje sadrži četiri osnovne dimenzije koje moraju biti ispunjene kako bi se uistinu poštovalo pravo na obrazovanje u praksi:

- **raspoloživost** (engl. *availability*): postoji li dovoljan broj adekvatno opremljenih obrazovnih ustanova i jesu li regionalno distribuirane?
- **pristupačnost** (engl. *accessibility*): jesu li

The right to education as one of the fundamental human rights is defined in numerous international documents stating that every individual has the right to access education based on the principles of equality and non-discrimination, at all levels. The responsibility for the realization of the right to education rests with the governments that have signed the said documents, thereby incorporating these provisions into their laws. This includes Croatia, which defined the right to education in Article 65 of the Constitution of the Republic of Croatia: “Primary education is compulsory and free. Secondary and tertiary education is available to everyone, on equal terms, in accordance with his or her abilities” (Constitution of the Republic of Croatia, 2001). Education is a fundamental human right that is necessary for the enjoyment of all other human rights. According to Katarina Tomashevsky, the first United Nations envoy for the right to education (1998-2004), the right to education contains four basic dimensions that must be fulfilled in order to truly respect the right to education in practice:

- **availability**: is there a sufficient number of adequately equipped educational institutions and are they regionally distributed?
- **accessibility**: are these institutions physically

te ustanove fizički i ekonomski dostupne, odnosno je li pristup jednak za sve društvene skupine?

- **prihvatljivost** (engl. *acceptability*): omogućuju li obrazovni programi kvalitetno obrazovanje, jesu li uvjeti studiranja u skladu s minimalnim međunarodnim standardima?
- **prilagodljivost** (engl. *adaptability*): je li sustav fleksibilan, odgovara li interesima učenika/studenata, roditelja, manjina, šire društvene zajednice i tržišta rada; prilagođava li se sustav adekvatno osobama s invaliditetom, manjinama i drugim marginaliziranim skupinama?

Načelo jednakih prilika u obrazovanju postaje sve veći prioritet država i obrazovnih ustanova na globalnoj razini. Dvije najveće globalne inicijative o uključenosti svih osoba u proces obrazovanja predstavlja pokret „Obrazovanje za sve” (engl. Education for All) Organizacije Ujedinjenih naroda za obrazovanje, znanost i kulturu (UNESCO-a) te određene mjere u sklopu „Milenijskih ciljeva razvoja” (engl. *Millenium Development Goals*) Ujedinjenih naroda [7]. Načelo jednakih prilika u obrazovanju uključuje osobe s invaliditetom, koje predstavljaju jednu od najranjivijih društvenih skupina suočenu sozbiljnim preprekama na svim razinama obrazovanja. Naime, na globalnoj razini trećina sve djece koja ne pohađaju školu djeca su s invaliditetom, odnosno teškoćama u razvoju (UNESCO, 2009). Načelo jednakih prilika obuhvaća i brojne druge skupine koje su isključene iz sustava obrazovanja ili su u njemu nedovoljno zastupljene u odnosu na njihov broj u općoj populaciji.

Ako se želi razumjeti kako i zašto osigurati jednakost pristupa visokom obrazovanju i kvalitet-

and economically accessible, i.e. is access equal for all social groups?

- **acceptability**: do educational programs provide quality education, are the study conditions in line with minimum international standards?
- **adaptability**: is the system flexible, responsive to the interests of pupils / students, parents, minorities, the wider community and the labor market; does the system adequately adapt to people with disabilities, minorities and other marginalized groups?

The principle of equal opportunities in education is becoming a growing priority for states and educational institutions globally. The two largest global initiatives for the inclusion of all persons in the education process are “Education for All” of the United Nations Educational, Scientific and Cultural Organization (UNESCO) and certain measures under the Millennium Development Goals [7]. The principle of equal opportunity in education includes people with disabilities, who represent one of the most vulnerable social groups facing serious obstacles at all levels of education. Specifically, at the global level, one third of all children who do not attend school are children with disabilities or developmental difficulties (UNESCO, 2009). The principle of equal opportunity encompasses many other groups who are excluded from or underrepresented in the education system in relation to their numbers in general population. In order to understand how and why to ensure equality of access to higher education and quality education for students with disabilities in Croatia, it is necessary to understand the

no obrazovanje za studente s invaliditetom u Hrvatskoj, potrebno je razumjeti načela jednakih prilika u obrazovanju u puno širem kontekstu, dakle, za sve ranjive skupine, na svim razinama obrazovanja i u globalnoj perspektivi.

„Društvo znanja“ termin je koji se na globalnoj razini zadnje desetljeće upotrebljava za ekonomiju koja je utemeljena na znanju, i to primarno na znanosti i tehnologiji. U društvu znanja visoka razina obrazovanosti i kvalitetno obrazovanje igraju presudnu ulogu. Europska unija je u svojoj novoj strategiji do 2020. godine, „Europa 2020“, kao jedan od glavnih ciljeva postavila povećanje razine obrazovanosti u Europi. To planira postići sprečavanjem ranog napuštanja obrazovanja te aktivnim povećanjem udjela generacije koja ima završeno visoko obrazovanje (s trenutačnih 31 % na barem 40 % do 2020. godine) [7].

U usporedbi s osnovnim i srednjim obrazovanjem pitanje jednakih prilika u visokom obrazovanju prije 2000. godine imalo je relativno marginalnu poziciju na međunarodnoj razini – i u nacionalnim prioritetima i na samim visokim učilištima. Međutim, u zadnjem se desetljeću ova slika mijenja i pitanje pristupa visokom obrazovanju penje se na popisu prioriteta u području obrazovne politike, ali i u širem društvenom kontekstu. Danas gotovo

principles of equal opportunity in education in a much wider context, therefore, for all vulnerable groups, at all levels of education and from a global perspective.

“Society of Knowledge” is a term used globally for the last decade for a knowledge-based economy, primarily in science and technology. In the Society of knowledge, high levels of education and quality education play a crucial role. In its new 2020 strategy, “Europe 2020”, the European Union has set one of its main objectives to increase its level of education in Europe. It plans to achieve this by preventing early school leaving and actively increasing the proportion of a generation that has completed higher education (from the current 31% to at least 40% by 2020) [7].

Compared to primary and secondary education, the issue of equal opportunities in higher education prior to 2000 had a relatively marginal position at the international level – both in national priorities and in higher education institutions themselves. However, in the last decade this picture has changed and the issue of access to higher education is rising on the list of priorities in the field of educational policy, but also in the wider social context. Today, almost all participants in higher education at European level have embedded



svi sudionici visokog obrazovanja na europskoj razini imaju ugrađene stavove i preporuke o pitanju jednakih prilika u visokom obrazovanju u svojim strateškim dokumentima. Navedene institucije uključuju institucije Europske unije, vlade potpisnice Bolonjskog procesa, Organizaciju za ekonomsku suradnju i razvoj (OECD), Organizaciju Ujedinjenih naroda za obrazovanje, znanost i kulturu (UNESCO), Međunarodno udruženje sveučilišta (pri UNESCO-u), Europsko udruženje sveučilišta (EUA) i Europski studentski zbor (ESU). Kad se govori o načelu jednakih prilika u visokom obrazovanju, problem terminologije nije zanemariv. Na međunarodnoj razini često je različita i neusklađena među zemljama i/ili institucijama i često je bez jasnih definicija ključnih pojmova. Međutim, javljaju se novi trendovi u upotrebi terminologije te slijede pojmovi koji se danas najčešće upotrebljavaju [7]:

- **povećanje pristupa:** ovaj termin odnosi se na povećanje broja pojedinaca koji ulaze u visoko obrazovanje.
- **proširivanje sudjelovanja:** ovaj je termin proizašao iz Velike Britanije (widening participation in higher education) primarno zbog nepreciznosti samog pojma „jednak pristup“. Naime, riječ „sudjelovanje“ obuhvaća ne samo pristup nego i zadržavanje i dovršavanje studija što je ključno za jednakost ishoda. S druge strane, riječ „proširivanje“ podrazumijeva aktivno uključivanje novih skupina studenata koji dosada nisu bili dovoljno zastupljeni u visokom obrazovanju.
- **pravednost:** ovaj termin više ne govori o pristupu, nego o pravednosti obrazovnih sustava u cjelini (engl. equity in education). Najviše

views and recommendations on the issue of equal opportunities in higher education in their strategic documents. These include institutions of the European Union, the signatory governments of the Bologna process, the Organization for Economic Co-operation and Development (OECD), the United Nations Educational, Scientific and Cultural Organization (UNESCO), the International Association of Universities (at UNESCO), the European Union of Universities (EUA) and the European Student Union (ESU). When it comes to the principle of equal opportunity in higher education, the problem of terminology is not negligible. At the international level, it is often different and inconsistent between countries and / or institutions and is often without clear definitions of key terms. However, new trends in the use of terminology are emerging and the following are the most commonly used terms [7]:

- **accessible to an increased number:** this term refers to an increase in the number of individuals entering higher education.
- **widening participation:** this term originated in the UK (widening participation in higher education) primarily because of the imprecision of the term “equal access” itself. Specifically, the word “participation” covers not only access but also retention and completion of studies, which is crucial for equality of outcomes. On the other hand, the word “enlargement” implies an active involvement of new groups of students who have so far not been sufficiently represented in higher education.
- **equity:** this term no longer refers to access, but to equity in education as a whole. It is

ga upotrebljavaju institucije Europske unije i OECD, a njegovo značenje u visokom obrazovanju obuhvaća uklanjanje prepreka za uspjeh u obrazovanju na temelju socijalnih ili osobnih okolnosti, što pokriva i pristup i dovršavanje obrazovanja [6].

- **socijalna dimenzija:** ovo je najnoviji termin koji je proizašao iz Bolonjskog procesa i upotrebljava se kao krovni pojam koji označava da bi europsko studentsko tijelo trebalo odražavati raznolikost populacija Europe te da bi studenti trebali upisati i dovršiti studij bez zapreka vezanih za svoje porijeklo. U dokumentima o socijalnoj dimenziji poziva se i na načela jednakih prilika, proširivanja pristupa i proširivanja sudjelovanja.

Važno je naglasiti koliko je značajno da je u okviru Bolonjskog procesa socijalna dimenzija izdvojena čak kao prva na popisu prioriteta do 2020. godine.

Hrvatska je također prepoznala presudnu ulogu obrazovanja te je donijela strateški dokument „Nacionalni plan za unaprjeđenje socijalne dimenzije visokog obrazovanja u Republici Hrvatskoj 2019. – 2021.“ te niz drugih dokumenata o uključenosti osoba s invaliditetom u obrazovni proces (Stručna studija: Podzastupljene i ranjive skupine u visokom obrazovanju u Republici Hrvatskoj te Smjernice za unaprjeđenje sustava potpore studentima s invaliditetom u visokom obrazovanju u Republici Hrvatskoj).

most used by the institutions of the European Union and the OECD, and its importance in higher education includes the removal of barriers to success in education on the basis of social or personal circumstances, which covers both access to and completion of education [6].

- **Social dimension:** this is the latest term that originated in the Bologna Process and is used as an umbrella term to signify that the European student body should reflect the diversity of Europe's populations and that students should enroll and complete their studies without their origin being a hindrance. Documents on Social dimension also call for the principles of equal opportunity, broadening access and widening participation.

It is important to emphasize how crucial it is that, under the Bologna Process, the social dimension is even singled out as the first in the priority list by 2020.

Croatia also recognized a crucial role of education and adopted the strategic document “National Plan for Improving the Social Dimension of Higher Education in the Republic of Croatia 2019 – 2021” and a number of other documents on the inclusion of persons with disabilities in the educational process (Professional Study: Underrepresented and Vulnerable Groups in Higher Education in the Republic of Croatia and the Guidelines for Improving the Support System for Students with Disabilities in Higher Education in the Republic of Croatia).



Primjena pomoćne tehnologije u nastavnom procesu

6

Application of assistive technology in the teaching process

Ured za studente s invaliditetom Sveučilišta u Zagrebu posjeduje opremu za studente s oštećenjima vida i studente s oštećenjem sluha pomoću koje se studentima omogućava pristup literaturi i lakše praćenje nastave. Prema potrebi Ured za studente s invaliditetom u suradnji s udrugama osoba s invaliditetom može osigurati pomoćne tehnologije za prilagodbu nastavne literature. Student s invaliditetom kojem je potrebno prilagoditi nastavne materijale (predavanja, vježbe, seminari), sukladno preporuci, o tome se dogovara s predmetnim nastavnikom tijekom semestra.

Radi prilagodbe nastavnog materijala osobama s teškoćama u učenju, Fakultet prometnih znanosti dizajnirao je predložak za nastavne materijale (.ppt prezentacije) prema preporučenim smjernicama.



The Office for Students with Disabilities at the University of Zagreb has equipment for students with visual impairments and students with hearing impairments to help them gain access to literature and easier follow-up.

Where appropriate, the Office for Students with Disabilities, in collaboration with disability associations, may provide assistive technology to adapt the teaching literature. A student with a disability who needs to adjust teaching materials (lectures, exercises, seminars), as recommended, discusses the issue with the subject teacher during the semester.

In order to adapt teaching materials to people with learning disabilities, the Faculty of Transport and Traffic Sciences has designed a template for teaching materials (.ppt presentations) according to recommended guidelines.



Nastava tjelesne kulture za studente s invaliditetom

7

Physical Education classes for students with disabilities

Studenti s invaliditetom, uključujući i studente koji su zbog većih zdravstvenih problema privremeno ili trajno oslobođeni nastave tjelesne kulture, obvezni su izabrati jednu od ponuđenih aktivnosti iz tablice 1. Student je obavezan donijeti dokumentaciju u predviđenom roku. Na osnovi dokumentacije nastavnici će u razgovoru sa svakim studentom dogovoriti njegove obveze za svaki semestar, odnosno za predmete: TK1, TK2, TK3 i TK4.

Tablica 1. Aktivnosti i opis obveza za studente s invaliditetom

AKTIVNOST	OBVEZE STUDENTA
PRILAGOĐEN PROGRAM VJEŽBANJA PREMA PREPORUCI LIJEČNIKA	Redoviti dolasci na vježbe iz izabrane aktivnosti i u dogovorenom terminu. Studentima je omogućen individualni pristup i prilagođene vježbe iz programa fitnessa, plivanja, badmintona, pješačkih tura i dr.
ADMINISTRATIVNI POSLOVI U NASTAVI I OSNOVNI ORGANIZACIJSKI POSLOVI NA VJEŽBAMA	Dolazak na konzultacije i pomoć predmetnom nastavniku u administrativnim poslovima.

Students with disabilities, including students who are temporarily or permanently discharged from Physical Education classes due to major health problems, are required to select one of the activities offered in Table 1. The student is required to submit documentation within the stipulated deadline. Based on the documentation, teachers will discuss their obligations for each semester with each student, ie subjects: PE1, PE2, PE3 and PE4.

Table 1. Activities and obligations for students with disabilities

ACTIVITY	STUDENT'S OBLIGATIONS
EXERCISE PROGRAM ADJUSTED BY DOCTOR'S RECOMMENDATIONS	Regular visits to classes from the chosen activity and at an agreed time. Students are given individual access and customized exercises from fitness, swimming, badminton, hiking tours and more.
ADMINISTRATIVE AFFAIRS IN TEACHING AND BASIC ORGANIZATION WORKS ON TRAINING	Arrivals to consultations and assistance to the subject teacher in administrative affairs.



Uključivanje studenata s invaliditetom u izvannastavne aktivnosti

8

Involvement of students with disabilities in extracurricular activities

Studenti, uključujući studente s invaliditetom, mogu tijekom studija sudjelovati u velikom broju izvannastavnih aktivnosti koje se provode na Fakultetu, od kojih ističemo: demonstrator u nastavi, angažman u studentskim udrugama registriranim na Fakultetu, volonter u organizaciji znanstvenostručnih skupova, ljetnih škola, radionica i sl. u organizaciji Fakulteta ili Sveučilišta, rad u stručnim aktivnostima (istraživački projekti, laboratorijski rad, praktične vještine) i/ili angažman u grupama koje vode nastavnici Fakulteta.



Students, including students with disabilities, can participate in a number of extracurricular activities during their study at the Faculty, of which we emphasize: teaching demonstrator, engagement in student associations registered at the Faculty, volunteer in organizing scientific-professional meetings, summer schools, workshops etc. organized by the Faculty or the University, working in professional activities (research projects, laboratory work, practical skills) and / or engaging in groups led by faculty teachers.



9

Međunarodne i nacionalne strategije

International and national strategies

Vijeće Europe promiče, štiti i prati provedbu ljudskih prava svih osoba, uključujući osobe s invaliditetom. Potrebno se, stoga, pri izradi nacionalnih strategija koje uređuju pravo na pristup informacijama osobama s invaliditetom voditi *Strategijom Vijeća Europe za osobe s invaliditetom 2017. – 2023.* [8].

Cilj je te strategije utvrđivanje obveza Vijeća Europe i njegovih država članica da prava učine stvarnima za sve osobe s invaliditetom, neovisno o njihovim poteškoćama. Strategijom se želi obuhvatiti sva građanska, politička, gospodarska, socijalna i kulturna prava. To uključuje djecu s teškoćama u razvoju i mlade s invaliditetom, neovisno o tome gdje su smješteni i bez diskriminacije, a sve u skladu sa *Strategijom Vijeća Europe za prava djeteta 2016. – 2021.* i *UN-ovom Konvencijom o pravima djeteta*. Opći cilj Strategije Vijeća Europe za osobe s invaliditetom 2017.–2023. jest postići jednakost, dostojanstvo i jednake mogućnosti za osobe s invaliditetom u svim procesima, pa tako i u visokom obrazovanju. To zahtijeva osiguravanje neovisnosti, slobode izbora, potpunog i učinkovitog sudjelovanja u svim područjima života i društva.

U društvima koja se neprestano mijenjaju pojavljuju se nove situacije. Trenutačni gospodarski izazovi i sve veći broj izbjeglica i tražitelja azila

The Council of Europe promotes, protects and monitors the implementation of human rights of all persons, including persons with disabilities. Therefore, the development of national strategies governing the right of access to information for persons with disabilities should be guided by the Council of Europe Disability Strategy 2017-2023. [8].

The aim of this strategy is to set out the obligations of the Council of Europe and its Member States to make the rights real for all persons with disabilities, regardless of their difficulties. The strategy seeks to cover all civil, political, economic, social and cultural rights. These include children with disabilities and young people with disabilities, regardless of where they are placed and without discrimination, all in accordance with the Council of Europe Strategy for Children's Rights 2016-2021 and the UN Convention on the Rights of the Child. The overall objective of the Council of Europe Disability Strategy 2017-2023 is to achieve equality, dignity and equal opportunities for persons with disabilities in all processes, including higher education. This requires ensuring independence, freedom of choice, full and effective participation in all areas of life and society.

New situations are emerging in ever-changing

u državama članicama promijenili su prioritete te su utjecali na osobe s invaliditetom i njihove službe za potporu. Kako bi se ublažili izazovi, donositelji odluka, osobe s invaliditetom, njihove organizacije i članovi njihovih obitelji, pružatelji usluga te stanovništvo općenito trebaju kontinuirano paziti na prava osoba s invaliditetom te djelovati u vezi s njima.

Jedna od ključnih točaka Strategije jest obrazovanje i osposobljavanje. U tom se smjeru podrazumijeva pojam **Kvalitetno obrazovanje** kao preduvjet da bi osobe s invaliditetom uživale svoja ljudska prava na jednakoj osnovi s ostalima. **Kvalitetno obrazovanje** podrazumijeva **obrazovanje za sve**, uključujući članove obitelji osoba s invaliditetom, vodeći brigu o invaliditetu i ljudskim pravima, sposobnostima osoba s invaliditetom i preprekama s kojima se suočavaju (tj. podizanje razine svijesti).

U kontekstu Vijeća Europe to znači **poboljšani pristup osoba s invaliditetom informacijama, programima obrazovanja i osposobljavanja**. To također znači uključivanje osoba s invaliditetom kao dionika i korisnika u projektima obrazovanja i osposobljavanja koje Vijeće Europe financira, podupire, kojima upravlja ili koje provodi. **Programi, kampanje i materijali obrazovanja** i osposobljavanja usmjereni stručnjacima moraju uključiti dimenziju invaliditeta kako bi se osiguralo da stručnjaci imaju potrebne vještine i znanje da svoje dužnosti provode na jednak i inkluzivan način. Takvi programi u obzir trebaju uzeti potrebno poštovanje prava osoba s invaliditetom te jamčiti visoku kvalitetu usluga koje se provode, kako zahtijevaju međunarodni standardi i u skladu s njima.

societies. The current economic challenges and the increasing number of refugees and asylum seekers in Member States have changed priorities and affected people with disabilities and their support services. In order to mitigate the challenges, decision-makers, people with disabilities, their organizations and their families, providers and the general population should continually monitor and act on the rights of persons with disabilities.

One of the key points of the Strategy is education and training. In that direction, the term **Quality Education** is a prerequisite for persons with disabilities to enjoy their human rights on an equal basis with others. **Quality education** involves **education for all**, including family members of persons with disabilities, taking care of disability and human rights, the abilities of persons with disabilities and the obstacles they face (i.e. raising awareness).

In the Council of Europe context, this means **improved access for persons with disabilities to information, education and training programs**. It also means involving people with disabilities as stakeholders and beneficiaries in education and training projects funded, supported, managed, or implemented by the Council of Europe. **Specialist education and training programs, campaigns and materials** must incorporate a dimension of disability to ensure that professionals have the necessary skills and knowledge to carry out their duties in an equal and inclusive manner. Such programs should consider the necessary respect for the rights of persons with disabilities and guarantee the high quality of the services provided, as

Stoga je cilj i ovoga vodiča informirati studente s invaliditetom o mogućnostima primjene asistivnih tehnologija u nastavnom procesu, ali i ostalih mogućnosti u prilagodbi nastavnih procesa na Fakultetu prometnih znanosti i to sve u skladu sa smjernicama Strategije te Nacionalne strategije izjednačavanja mogućnosti za osobe s invaliditetom od 2017. do 2020. godine i prema njima [9]. Nacionalna strategija u području obrazovanja kao cjeloživotnog procesa te stjecanja znanja i vještina, odnosno razvoja sposobnosti, predstavlja važan aspekt života svakog pojedinca. Obrazovanje u Republici Hrvatskoj dostupno je svakom, pod jednakim uvjetima, u skladu sa sposobnostima te je unutar obrazovnog sustava osigurana horizontalna i vertikalna prohodnost. Obrazovni sustav utemeljen je na znanstvenim spoznajama te osigurava poštovanje ljudskih prava i prava djece kao i pravo svakog pojedinca na inkluzivno obrazovanje. Inkluzivno obrazovanje podrazumijeva uvažavanje različitosti svakog pojedinca te prilagodbu obrazovnog sustava i školskih ustanova potrebama, mogućnostima, sposobnostima i interesima svojih korisnika kako bi osobnost svakog pojedinca došla do punog izražaja. Cilj mjere 7. Nacionalne strategije jest povećanje dostupnosti visokog obrazovanja putem aktivnosti **unaprjeđenja studentskog standarda** uz posebnu skrb za socijalnu dimenziju studiranja studenata s invaliditetom.

required by and in accordance with international standards.

Therefore, the aim of this guide is to inform students with disabilities about the possibilities of using assistive technologies in the teaching process, as well as other possibilities in the adaptation of teaching processes at the Faculty of Transport and Traffic Sciences, all in accordance with the guidelines of the Strategy as well as the National Strategy for Equal Opportunities for Persons with Disabilities from 2017-2020[9]. A national strategy in the field of education as a lifelong process and the acquisition of knowledge and skills, i.e. the development of skills, is an important aspect of each individual's life. Education in the Republic of Croatia is accessible to everyone, under the same conditions, in accordance with their abilities and horizontal and vertical mobility is ensured within the education system. The education system is based on scientific knowledge and ensures respect for human and children's rights as well as the right of every individual to inclusive education. Inclusive education involves respecting the diversity of each individual and adapting the educational system and school institutions to the needs, capabilities, abilities and interests of their users so that each individual's personality is fully expressed. The objective of measure 7 of the National Strategy is to increase the accessibility of higher education through activities to **improve the student standard**, with particular care for the social dimension of studying students with disabilities.



Podrška studentima s invaliditetom tijekom studiranja na Fakultetu prometnih znanosti

10

Support for students with disabilities while studying at the Faculty of Transport and Traffic Sciences

Ured za studente s invaliditetom Sveučilišta u Zagrebu (www.unizg.hr/uredssi) referentni je centar koji kandidatima i studentima s invaliditetom pruža informacije u prostorima Ureda i drugim prostorima Sveučilištima, telefonom, e-poštom te na internetskoj stranici i u tiskanom materijalima. Ured i podrška studentima na sastavnicama Sveučilišta u Zagrebu u vidu koordinatora za SSI namijenjen je svim studentima s bolestima ili oštećenjima vida i sluha, motoričkim poremećajima, kroničnim bolestima, psihičkim poremećajima i bolestima, specifičnim teškoćama u učenju, kao, primjerice, s disleksijom, disgrafijom i ADHD-om te ostalim zdravstvenim stanjima i teškoćama koje mogu utjecati na tijek studiranja.

Kome se možete obratiti za pomoć tijekom studiranja?

Za pomoć i pitanja koja se mogu javiti tijekom studiranja, možete se obratiti koordinatoru za studente s invaliditetom na Fakultetu, prodekanu za nastavu i studente Fakulteta i Uredu za studente s invaliditetom Sveučilišta u Zagrebu.

The Office for Students with Disabilities at the University of Zagreb (www.unizg.hr/uredssi) is a reference center that provides information to applicants and students with disabilities at the premises of the Office and other premises of the University, by telephone, e-mail and on the Internet and in printed materials. The Office and Student Support at the Faculties of the University of Zagreb, as a coordinator for SSI, is intended for all students with illnesses or impairments of vision and hearing, motor disorders, chronic diseases, mental disorders and illnesses, specific learning difficulties, such as dyslexia, dysgraphia and ADHD and other medical conditions and difficulties that may affect the course of study.

Who can you turn to for help while studying?

For assistance and questions that may arise during your studies, you can contact the Coordinator for Students with Disabilities at the Faculty, the Vice Dean for Academic and Student Affairs and the Office for Students with Disabilities at the University of Zagreb.





11

Ostale informacije

Other information

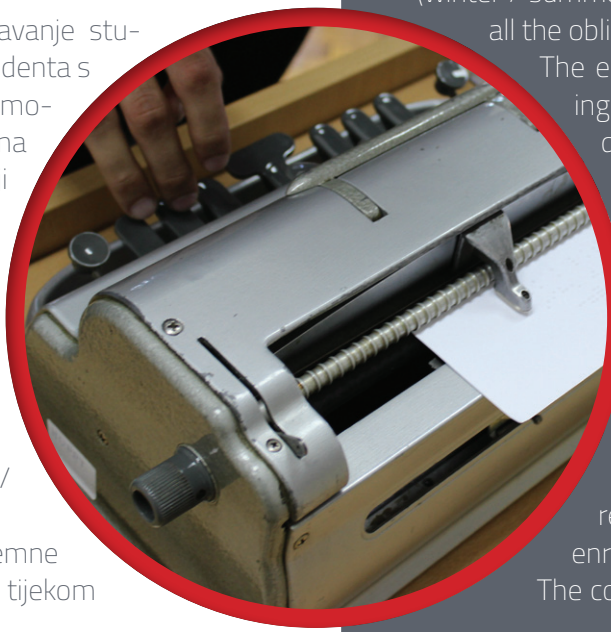
U sklopu studiranja na Sveučilištu u Zagrebu studenti s invaliditetom mogu pohađati sveučilišni kolegij „Vršnjačka potpora studentima s invaliditetom”. Nositelj kolegija je Sveučilište u Zagrebu, a izvoditelj Edukacijsko-rehabilitacijski fakultet. Kolegij je dostupan na preddiplomskoj, diplomskoj i poslijediplomskoj razini studija.

Opće informacije o kolegiju:

Trajanje kolegija je jedan semestar (zimski/ljetni) te student koji ispuni sve obveze, ostvaruje 5 ECTS bodova.

Uvjet za upis jest poznavanje studenta s invaliditetom (studenta s oštećenjem vida, sluha ili motorike) kojem je potrebna vršnjačka potpora te koji pristaje da mu student koji upisuje kolegij, bude student asistent („par”). Isto je tako potrebno da „par” bude s istog studijskog programa i iste razine studija s obzirom na upisani semestar/godinu.

Kolegij se sastoji od pripreme radionice koja se realizira tijekom



As part of their studies at the University of Zagreb, students with disabilities can attend the university course “Peer Support for Students with Disabilities”. The course holder is the University of Zagreb and it is held at the Faculty of Education and Rehabilitation Sciences. The course is available at the undergraduate, graduate and postgraduate levels.

General Course Information:

The duration of the course is one semester (winter / summer) and the student who fulfills all the obligations, earns 5 ECTS credits.

The enrollment requirement is having knowledge of a student with a disability (a student with visual, hearing or motor impairment) who needs peer support and who agrees that a student enrolling in the course is his/her student assistant (“couple”). It is also necessary for the “couple” to be from the same study program and at the same level of study with regard to the semester / year enrolled.

The course consists of a preparatory

dvaju vikenda na početku semestra te izvođenja vršnjačke potpore uz obveznu superviziju svaka dva tjedna.

Cilj je osposobiti studente za pružanje kvalitetne vršnjačke potpore studentima s invaliditetom u akademskom okruženju.

Potpora u okviru kolegija može se, primjerice, manifestirati kao potpora u kretanju, pisanju bilježaka, nabavci literature, opisivanju tablica i slika, rješavanju administrativnih procedura na fakultetu i slično.



workshop, which takes place over two weekends at the beginning of the semester as well as providing peer support with mandatory supervision every two weeks.

The goal is to enable the students to provide quality peer support to students with disabilities in an academic setting.

Support within the course may, for example, be manifested as support in moving, writing notes, obtaining literature, describing tables and figures, resolving administrative procedures at a faculty and the like.

Zaključak Conclusion

Fakultet prometnih znanosti kontinuirano razvija sustav osiguravanja kvalitete koji se poboljšava na temelju rezultata dosadašnjih vrednovanja (certifikacija sustava kvalitete sukladno ISO normi 2012., 2015. i 2018. godine od strane ovlaštene certifikacijske kuće, reakreditacija od strane Agencije za znanost i visoko obrazovanje, 2012. i 2018. godine i dr.). Sve zadaće i aktivnosti Fakulteta ostvaruju se u skladu s potrebama održivog razvoja, kako prometa tako i gospodarstva i društvene zajednice u kojoj djeluje. Fakultet kontinuirano razvija nacionalno i međunarodno prepoznatu izvrsnost u obrazovanju i istraživanju svih grana i podstavlja prometnog sustava te sinergijske učinke njihove interakcije i razvoja radi uspostave sustava prijenosa i primjene znanja vezanog za interes i prosperitet cijelog društva.

U suradnji s udrugama za osobe s invaliditetom i ostalim zdravstvenim teškoćama, nastavnici Fakulteta sudjeluju u projektima koji su orijentirani na razvoj i primjenu informacijsko-komunikacijskih pomoćnih tehnologija za različite skupine korisnika (primjerice slijepi i slabovidne osobe i dr.). Izuzetno je izražena društvena aktivnost nastavnika na studiju Promet, smjeru Informacijsko-komunikacijski promet koji su

The Faculty of Transport and Traffic Sciences is continuously developing and improving its quality assurance system on the basis of previous evaluations (certification of fulfillment of ISO quality standards in 2012, 2015 and 2018 by an authorised firm, re-accreditation by the Agency for Science and Higher Education in 2012 and 2018 etc). All tasks and activities at the Faculty aim to support the sustainable development of transport and traffic and of the economy and society in which the Faculty operates. The Faculty continuously works to develop its nationally and internationally recognised excellence in education and research in all areas of transport and traffic. It works to harness the synergistic benefits of education and research with the aim of creating a system in which knowledge is transferred and applied in society's interest and for society's prosperity.

In cooperation with associations for persons with disabilities and other health problems, the Faculty teachers participate in projects that are oriented towards the development and application of information and communication-assistive technologies for different groups of users (for example, blind and partially sighted persons, etc.). The social activity of the teachers in the study program Traffic – Department of Information and Communications is very pronounced. They are engaged with blind and partially sighted persons as well as persons with disabilities, which is a very good example of the use of scientific and teaching methods for social purposes and the cooperation of the Faculty of Transport and Traffic Sciences and the Faculty of Education and Rehabilitation Sciences, Univer-

angažirani oko slijepih i slabovidnih osoba te osoba s invaliditetom, što je vrlo dobar primjer upotrebe znanstvenih i nastavnih metoda u društvene svrhe te suradnje Fakulteta prometnih znanosti i Edukacijsko-rehabilitacijskog fakulteta Sveučilišta u Zagrebu. U suradnji s Udrugom Up2Date u Laboratoriju za razvoj i primjenu informacijsko-komunikacijskih pomoćnih tehnologija studenti smjera Informacijsko-komunikacijskog prometa i odsjeka za vid Edukacijsko-rehabilitacijskog fakulteta Sveučilišta u Zagrebu imaju mogućnost edukacije i rada na razvoju novih inovativnih usluga u području primjene pomoćnih (asistivnih) tehnologija za osobe s invaliditetom. U edukaciji se studenti upoznaju s korisničkim potrebama prilikom svakodnevnog kretanja prometnom mrežom te mogućnostima primjene novih informacijsko-komunikacijskih rješenja i usluga. U okviru razvoja održivih partnerstava visokobrazovnih ustanova i organizacija civilnoga društva u razvoju i provedbi programa društveno korisnog učenja, Fakultet od 2015. godine pruža Udruzi za promicanje istih mogućnosti potporu u održavanju Inkluzivne pčelarske škole za osobe s invaliditetom. Radi se o integrirano-inkluzivnoj edukaciji koja je prilagođena osobama s invaliditetom.

Fakultet će i dalje raditi na sustavnom unaprjeđenju uvjeta studiranja svih skupina studenata i biti konstruktivna potpora osobama iz ranjivih i podzastupljenih skupina. U tom smislu posebno će se voditi briga o razvoju programskih, organizacijskih, ali i osiguravanju infrastrukturnih uvjeta svih objekata Fakulteta prometnih znanosti.

sity of Zagreb. In cooperation with the Up2Date Association in the Laboratory for Development and Application of Information and Communications Assistive Technologies, the students of the Information and Communications Traffic and the Department of Visual Impairments at the Faculty of Education and Rehabilitation Sciences, University of Zagreb, have the opportunity to educate and work on the development of new innovative services in the field of application of assistive technologies for people with disabilities. In the course of education, students are introduced to user needs when navigating the traffic network on a daily basis, as well as the possibilities of applying new information and communication solutions and services.

As part of the development of sustainable partnerships between higher education institutions and civil society organizations in the development and implementation of socially beneficial learning programs, the Faculty has, since 2015, provided support to the Association for the Promotion of Equal Opportunities in maintaining an Inclusive Beekeeping School for Persons with Disabilities. This is an integrated and inclusive education adapted to persons with disabilities. The Faculty will continue to work on the systematic improvement of the study conditions of all groups of students and will be a constructive support for persons from vulnerable and under-represented groups. In this regard, special attention will be given to the development of programmatic, organizational conditions as well as ensuring the infrastructural conditions for all the facilities of the Faculty of Transport and Traffic Sciences.

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Bilješke
Notes

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