SELF-EVALUATION
UNIVERSITY OF ZAGREB
FACULTY OF EDUCATION AND REHABILITATION SCIENCES

- APPENDIX-

2008. – 2013.

Zagreb, January, 2014.

Table of Contents

APPENDIX TO SELF-EVALUATION 1.1.

STRATEGIC DEVELOPMENT PLAN OFFACULTY OF EDUCATION AND REHABILITATION SCIENCESUNIVERSITY OF ZAGREB2014 - 2018

Zagreb, December 2013.

*The Strategic Development Plan of the Faculty of Education and Rehabilitation Sciences was prepared by the **Committee for Preparation of Strategic Document of Faculty of Education and Rehabilitation Sciences**, appointed at the first special session of the Faculty Council held on 22 October 2012 with the following list of members:*
prof. DraženkaBlaži, PhD, Head of Speech and Language Pathology study programmes
prof. Daniela Bratković, PhD, associate professor, Vice Dean for Science
prof. EmicaFarago, PhD, associate professor, president of Quality Management Committee
prof. Martina FerićŠlehan, PhD, Vice Dean for Academic Affairs
prof. Lelia Kiš-Glavaš, PhD, Head of Rehabilitation and Educational Rehabilitation study programmes
prof. Valentina Kranželić, PhD, Head of Social Pedagogy study programmes
prof. Ljiljana Mikšaj-Todorović, PhD, dean.

The preparation of the Strategic Plan was conducted under the leadership and support by prof. ŽeljkoDobrović, PhD. As of June 2013, prof. AntonijaŽižak, PhD, the newly appointed dean for the upcoming term, joined the Committee.

The Faculty Council adopted the Strategic Development Plan of the Faculty of Education and Rehabilitation Sciences for period 2014 – 2018 at its third regular session held on 23 December 2013.

1.   Introduction

1.1. Faculty of Education and Rehabilitation Sciences: Past and Present

Development of professional identity in vocations dealing with persons with disabilities and people with problems of social inclusion complies with the rule that states how traditional relation of a certain society towards vulnerable groups corresponds to their relation towards experts and professionals who live and work with such groups. It was only in the second half of 20th century that new research in different scientific areas revealed full complexity of developmental difficulties, needs and human rights of these people. Consequently, the need for higher education of experts from the fields of education, training, care, protection and rehabilitation of persons with disabilities and people with problems of social inclusion has been recognized relatively late.

In the context of the Croatian higher education, this trend became visible with enactment of the Decision on establishment of the **College of Defectology in Zagreb** by the Parliament of the Socialist Republic of Croatia on 10 July 1962. The Decision stipulated that specialists of Educational Rehabilitation were trained in fields of „diagnostics, therapy and rehabilitation of persons with problems in their psycho- physiological development". In May 1965 the College of Defectology became part of the higher education system and a constituent unit of the University of Zagreb. In 1973 the Senate (then 'Science and Education Council') adopted the Decision by which the College of Defectology changed its name into the **Faculty of Defectology on the University of Zagreb**. The Decision was approved by the Parliament of the Republic of Croatia at the Education and Cultural Council session of 13 June 1973 and the Republic Council session of 20 June 1973. Future development in social and biomedical sciences and humanities dictated the way the society perceived vulnerable groups, which imposed the need to change the Faculty's name. The new name – **Faculty of Education and Rehabilitation Sciences** – was first proposed at the Faculty Council Session of 18 July 1996 and approved at the session of the Managing Board of the University of Zagreb of 14 April 1998. Following the adoption of the Decision, the Faculty Council proclaimed 14 April as the Faculty Day.

Today, the Faculty of Education and Rehabilitation Sciences on the University of Zagreb is the only institution of higher education in Croatia that establishes and offers study programmes in the fields of Speech and Language Pathology, Rehabilitation / Educational Rehabilitation and Social Pedagogy, and develops high-quality research in scientific fields of Educational Rehabilitation and Speech and Language Pathology.

The Faculty management is regulated by the Statute, adopted in 2005. Apart from the Dean and the Faculty Council, the Faculty's development is determined by the Dean's Collegium (members including the Dean, Vice Dean for Academic Affairs, Vice Dean for Scienceand Faculty Secretary), which occasionally involves other representatives. Faculty constituents (different Departments, Departments for Physical Education and Recreation, Institute for Educational Rehabilitation Research, Centre for Rehabilitation - responsible for teaching, research and other professional activities, the Faculty library and Secretariat) draft, propose and implement decisions adopted by the Dean and the Faculty Council. Apart from the Statute, other internal acts and decisions by the Dean and the Faculty Council regulate the work of the Faculty. The last couple of years have demonstrated that the existing Faculty structure might not be the most appropriate framework for equal development of all Faculty fields of activity. In accordance with the Faculty Council's decision, in 2012 and 2013 discussions were taking place at the Faculty level about putting in place some alternative, more appropriate, structure which would provide

for better monitoring practice and quality improvement in terms of teaching, research activities and expert work.

Quality assurance at the Faculty level is supported by the Faculty Council's acting bodies (committees, boards) and working bodies that meet occasionally. The Quality Management Committee was first appointed in 2007. Today, it acts in accordance with the Ordinance on Quality Assurance System of the Faculty of Education and Rehabilitation Sciences, adopted at the sixth regular Faculty Council's session of 25 March 2013. The Committee submits its annual report and activities' plan to the Faculty Council on a regular basis. Most of its previous work focused on quality in the teaching process (participation in the Teaching Committee, organization, execution and analysis of students' surveys on assessment of teachers). It was agreed that the Committee should put more emphasis on comprehensive planning, organization and implementation of activities in all dimensions of internal quality assurance and improvement (teaching, scientific, research and editorial activities, mobility and international cooperation, IT system, PR and visibility, administration). The Committee priorities earmarked for the future period include monitoring on how meaningful and available the information on the Faculty website is and ensuring that the Faculty work is in line with the European Standards and Guidelines for Quality Assurance (ESG).

The above-mentioned aspects of internal development, alongside other trends, make the Faculty management process much more complex and demanding compared to the previous periods. This fact becomes more obvious in light of demands placed by competent national and European institutions / authorities in area of science and higher education before institutions of higher education. Consequently, on its first special session held on 22 October 2012, the Faculty Council of the Faculty of Education and Rehabilitation Sciences decided that it was necessary to develop a strategic document which would establish Faculty management in line with a value-based framework, strategic objectives harmonized with both national and international quality standards and needs for development of all professional disciplines and scientific fields under Faculty's competence.

1.2. Basis for Creation of Strategic Development Plan

1.2.1 Study programmes and Students

Some of the main Faculty tasks are to establish and implement study programmes. The Faculty of Education and Rehabilitation Sciences offers three undergraduate programmes – Rehabilitation , Social Pedagogy and Speech and Language Pathology – and three graduate programmes – Educational Rehabilitation, Social Pedagogy and Speech and Language Pathology. All of the above-mentioned programmes are carried out in line with the Bologna model principles. Apart from undergraduate and graduate studies, the Faculty offers a postgraduate doctoral programme titled "Prevention Science and Disabilities Studies" which was first introduced in 2008/2009 academic year and Specialist study titled "Early Intervention in Education and Rehabilitation", first introduced in 2006/2007 academic year. Currently, 813 students attend undergraduate and graduate programmes at the Faculty of Education and Rehabilitation Sciences. In addition, 79 students attend postgraduate doctoral and specialist study programmes.

Lately, investment in quality assurance system in institutions of higher education has allowed for more transparent definitions of demands in terms of quality in teaching process. This, in its turn, has led to simpler improvements of the teaching process. The student-centred learning, which represents an

important new paradigm in education closely linked to the Bologna model, forms a basis for improvement of quality of study programmes at the Faculty of Education and Rehabilitation Sciences.
Ever since the Faculty introduced undergraduate and graduate programmes according to the Bologna Declaration, all study programmes were subject to procedure of reviewing study programmescarried out by the University of Zagreb in 2008. The review procedure mostly covered issues such as more appropriate ECTS credit allocation (student workload had to be in line with course requirements), changes in organization of teaching and changes of course titles (smaller amendments to the programme up to 20%). The graduate programme Educational Rehabilitation was subject to an additional University review for small-scale amendments since a new elective course was introduced to the programme.

Students' feedback on implementation of the Bologna model at the Faculty[1] reveals that, in terms of the teaching process, students perceive some positive, as well as negative sides to it. Generally, students are satisfied with the way the Bologna model is implemented (especially in terms of high-quality lectures). On the other hand, the results show a number of things that need improvement, such as: communication about key aspects of the Bologna system which students need to be aware of, Faculty administration, students' mobility, taking into account results on evaluation of teachers' work, availability of literature in Croatian language and methods to encourage students to engage in research work.

The analysis of the present state-of-affairs at the Faculty in terms of implementation of study programmes has helped to set strategic objectives in the following areas: enhancement of the teaching process, improvement of international activities and upgrading quality of postgraduate studies. Although we have witnessed significant efforts to improve programme quality in the last couple of years, programmes, teaching methods and resources need to be upgraded to a higher degree. This is especially true of the programme content and teaching methods in terms of expected learning outcomes levels (set in line with the Croatian Qualifications Framework), investment in learning resources and student support and investment in other necessary resources (human and physical resources, equipment). For sure, quality of education would be improved if international activities in teaching were enhanced. Currently, teaching process with an international focus is not sufficiently developed at the Faculty level. This practice would also contribute to better visibility and recognisability of the Faculty at the international level.

1.2.2. Research Activities

Research activities represent a basic guideline for development of the Faculty of Education and Rehabilitation Sciences as a university-level scientific institution and higher education institution. The research dimension is continuously manifested and upgraded at the national and international level thanks to implementation of relevant research/projects; publication of peer-reviewed journals; scholarly editions (scholarly journals: *Hrvatskarevijazarehabilitacijskaistraživanja*(*Croatian Review of Rehabilitation Research*, HRRI) and *Kriminologijaisocijalnaintegracija* (*Criminology & Social Integration Journa*, KSI) – indexed in a number of international bibliographic databases; journal *Logopedija*(Speech and Language Pathology); organization and participation at scientific congresses; organization of science-based postgraduate studies; active participation in international scientific organizations and editorial boards and other scientific activities.

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[1]The survey was carried out among the student population during 2012/2013 academic year.

The Faculty staff is actively promoting scientific activities which contribute to visibility of certain scientific areas and fields and the Faculty as a whole, such as: scientific congresses and round tables with the aim of presenting scientific research results, scientific projects and opportunities to apply those in specific policies and practice; educational programmes and Open Days events; publication of peer-reviewed journals; presence in the media etc.

Until recently, projects were mostly funded by Ministry of Science, Education and Sports. After tenders in this field have been suspended, the Faculty uses other opportunities to fund national and international competitive projects. Certain projects were thus financed from the University of Zagreb Development Fund, the Unity through Knowledge Fund (UKF) and IPA research programme. Numerous projects were funded from other national sources. They are supported by line ministries, responsible for the specific field that the Faculty is professionally engaged in (Ministry of Justice, Ministry of Interior, former Ministry of Family Affairs, War Veterans and Intergenerational Solidarity and the present Ministry of Health and Ministry of Social Policies and Youth), Croatian Academy of Sciences and Arts, UNDP and UNICEF Office for Croatia, cities and counties in which research was carried out and economic operators. The Faculty has also received the ongoing financial support for research conducted at universities within the targeted multi-annual financing of scientific activities framework, according to the Agreement signed with the Ministry of Science, Education and Sports.

Since the Faculty has not adopted a special strategic document addressing the development issues up to date, its activities in the last five years were mostly based on the University of Zagreb Research Strategy 2008 – 2013, which puts emphasis on internationally recognised research excellence and research-based classes whose aim is to educate future leaders in terms of development of science and arts and society as a whole.

That being said, the Faculty has recently been engaged in a number of inter-disciplinary and international projects that can open up new possibilities to compare different theoretical background against novel research methods and approaches by fostering cooperation among disciplines, individuals and institutions that might initially seem diverse.

Scientific activities at the Faculty level are classified as Social Sciences Discipline. Up to 2008 the Faculty was treated as a part of Educational Discipline with special branches of Educational Rehabilitation (1) and Speech and Language Pathology (2). According to the 2009 Ordinance on Scientific and Artistic Disciplines, Fields and Branches, scientific activities at the Faculty can be classified as belonging to two new Scientific Fields:

1. Educational Rehabilitation (branches: Inclusive Education and Rehabilitation, Behavioural Disorders).
2. Speech and Language Pathology (branches: Communication and Language Disorders, Specific Learning Difficulties; Hearing Impairments and Dysphagia).

Several specialised units dealing with scientific fields act within the Institute for Education-Rehabilitation Research in an engaged and successful manner, both nationally and internationally: Centre for Prevention Research, Laboratory for Research of the Sign Language and Deaf Culture, Laboratory for Psycholinguistic Research, Laboratory for Developmental Neurolinguistics (now renamed into Laboratory for Child Communication Research), Laboratory for Hearing and Speech Acoustics. All of them use high-tech, clinically advanced research methods and they are equipped with contemporary research materials, leading IT and other technical equipment and programmes. On the other hand, the experience has shown that the purpose for setting up the Institute has not been completely met, i.e. the Institute was established with a view of comprehensive and systematic

coordination of scientific research activities at the Faculty level with a special emphasis on strategic networking. The document titled "Development and Transformation of University of Zagreb: Elaboration of Initial Assumptions" (proposal – www.unizg.hr), apart from other values, promotes the relevance of research topics for meeting society's needs and transformation from the individual researcher approach to well defined research teams. Although, to a certain degree, this direction can already be discerned in the present scientific based research approach of scientists employed at the Faculty (especially in terms of applied research whose aim is to enhance professional practice and public policies), it provides new possibilities for more transparent definition of the Institute's role, for example, in terms of evaluation of special intervention, implementation of action-based and inclusive research with human subjects or establishment of central methodological support.

In context of adoption of the present Strategy, the analysis of the existing state-of-affairs indicates that clear development goals need to be set with a view of improving infrastructure and support to researchers, raising quality of peer-reviewed journals published by the Faculty and fostering scientific excellence/productivity through a number of competitive scientific projects and publication of internationally recognizable articles.

In that respect, EU Strategy *Europe 2020*,which puts priority on the so-called knowledge innovation communities (KIC), can serve as an incentive for future activities in this field. The Strategy focuses on promotion of excellence, fostering cooperation with other, mainly scientific institutions, promotion of creativity and innovation in higher education and active support to knowledge-transfer policies in small and large-scale communities.

1.2.3. International Cooperation and Visibility

For any institution, inclusion in different forms of international cooperation and participation in different forms of international mobility programmes can serve as important performance targets and visibility criteria. Improved international visibility is closely connected to enhancement of scientific research work at a general level, focused on exchange of experience, knowledge transfer and interdisciplinary approach in humanities.

The Faculty has already recognized how important it is to be included in international activities. Additionally, it is constantly striving to establish new forms of cooperation (inter-institutional cooperation and participation in international projects) and to enhance the existing cooperation.

Participation of the Faculty in a number of international research projects, either as the project beneficiary, partner or a collaborator, proves its affiliation to the international research area. Up to date, such projects were financed through EU funds, IPA programme or EU Commission programmes (ESF, FP7), bilateral University or Faculty cooperation projects, research funds of international universities or the World Bank. Some international projects were co-financed by the Croatian Science Foundation, Ministry of Science, Education and Sports, other ministries and foreign embassies to the Republic of Croatia. Individuals or research teams employed at the Faculty take part in scientific networks which are visible at the European (COST) and world level.

The Faculty has taken part in numerous international expert programmes and higher education projects, either as a coordinator or partner (Erasmus Intensive Programmes, Tempus projects, Comenius etc.), as demonstrated by agreements signed with a number of renowned faculties and universities from Europe, Canada and USA. Thanks to its successful participation in ISHEDS (*Identification and Support in Higher Education for Dyslexic*) and EduQuality (*Education for Equal*

Opportunities at Croatian Universities) Tempus projects, the Faculty has contributed to development of support system for students with disabilities at the University of Zagreb and other Croatian universities. Intensive activities are underway to include the Faculty in international mobility programmes for students, teaching and non-teaching staff.

International activities are mostly covered within the Erasmus sub-programme of the Lifelong Learning Programme. In terms of mobility, during the last two academic years, some 20 individual cases of incoming or outgoing students were recorded, and such a situation has improved exchange of teaching and non-teaching staff.

International mobility is attained through the above-mentioned bilateral inter-faculty or inter-university agreements. For example, in 2012/2013 academic year, five students from the Faculty of Education and Rehabilitation Sciences attended university programmes abroad on the basis of inter-university agreements. Increase in the number of signed agreements and dissemination of successful cooperation opens up new possibilities for students and Faculty staff to participate in international mobility, which is an important segment of internationalization of the University of Zagreb.

In context of adoption of the present Strategy, the analysis of the existing state-of-affairs indicates that clear development objectives need to be set with a view of the future Faculty's role in implementation of international scientific and expert programme and projects. In that sense, it is extremely important to use all available resources to promote and encourage application of project proposals on EU and other international tenders. The outgoing student mobility, which is on the increase, needs to be promoted, as well as outgoing mobility of the teaching staff. It is highly important to encourage young scientists to engage in different forms of mobility and training abroad programmes, including post-doctoral programmes. In addition, it is necessary to increase the number of scholarly articles resulting from international cooperation projects co-authored by foreign scientists.

Increase in incoming mobility of students and teaching staff calls for stronger efforts than is currently the case. In terms of improving international visibility, it is important to continue active participation and (co)organization of international and professional congresses. The fact that the Faculty has been recognized as the leading institution at the regional level should be used to connect more closely with similar faculties.

The final goal of these guidelines should be to position the Faculty at a respectable level as an operator and partner in scientific, educational and expert activities with a visible international significance.

The future guidelines include the *Europe 2020* strategy which relies on strengthening of the European Research Area (ERA) and European Partnerships for Researchers (ERP) with the aim of connecting national research areas, enhancing skills and careers of European researchers (and young researchers in particular), improving mobility with the goal of transferring knowledge all over Europe and creating centres of excellence.

1.2.4. Professional Impact

One of important factors determining activities and development at the Faculty level lies in professional work carried out by the staff, assistants, junior researchers and expert associates at the Centre for Rehabilitation that operates within the Faculty of Education and Rehabilitation Sciences. Expertise at the Faculty of Education and Rehabilitation Sciences stands at a remarkable level which can be demonstrated in several areas of work:

1. Participation in national and international projects in which the Faculty acts as a project beneficiary or project partner
2. Active participation at congresses and publication of peer-reviewed publications
3. Participation in work of public bodies and line ministries in drafting legislation on children and persons with disabilities and people with problems of social inclusion (impact on policymaking)
4. Training activities in the Centre for Rehabilitation and Centre for Lifelong Learning
5. Provision of professional/clinical services targeting the entire community (covering a whole range of disorders and delays in development) at the Centre for Rehabilitation
6. Editor of numerous journals, participation in programme and organizing committees of congresses, peer review of publications and projects, both at national and international level.

The Centre for Rehabilitation operates as a practical work unit within the Faculty which, on the one hand, acts as a centre for direct professional work and, on the other hand, as a learning and practical work basis. The Centre's activities are based on recent scientific results. Speech therapists, Psychologists, Specialists of Educational Rehabilitation and Social Pedagogy at the Centre provide services for different target groups (ranging from young children suffering from speech and language difficulties and teenagers with behaviour disorders to elderly patients recovering from the stroke). We consider this work extremely important and valuable because it creates a synergy between professional work, teaching activities and research. The Centre develops innovative (preventive, rehabilitation and therapy-focused) services, recognized by experts, parents and the wider community alike. Nonetheless, the Centre's legal status and stable funding mechanisms remain unresolved.

Although the expertise at the Faculty of Education and Rehabilitation Sciences is highly valued, we want to promote the same expertise by participating in more international projects and use their results to influence policymaking and legislation in Croatia and thus improve the quality of life of children with developmental difficulties, persons with disabilities and people with problems of social inclusion. In order to ensure future development of the Centre for Rehabilitation and maintain the existing quality of its services, our aim is to employ more expert associates who would actively contribute not only to everyday practical work and creation of new services in the Centre for Rehabilitation, but also to development of educational and scientific Faculty activities, which are equally important.

2. Strategic Planning: Elements and Procedure

The modified strategic management model (Kaplan and Norton, 2011) was used in creation of the strategic development plan and an external expert explained the model to the Committee members. The diagram below, with each step concisely described, illustrates the procedure. Empirical background consists of a comprehensive analysis and map of strategic objectives (materials available at the Faculty management).

Diagram 1. Faculty of Education and Rehabilitation Sciences: Creation of the Strategic Development Plan – procedure

mission

organizational values

vision

strategic objectives

SWOT analysis according to strategic objectives

strategies for achievement of strategic objectives

activities, objectives, strategy measures

2.1. Mission

Definition of mission statement began in a way that the Committee members individually answered the following questions:

1. Who are we? What is our purpose? What are we dealing with?
2. What are the basic business, technological, social or political needs that we are established for? Or : What are the basic business, technological, social or political problems that we need to address?
3. What is it that we want to do to recognize, try to solve and tackle the needs and problems stated under questions 1 and 2 above?
4. How should we approach our users, sponsors and other stakeholders?
5. What is our philosophy and what are our fundamental values?

Individual answers were used to create a basis or a background for formulation of one universal answer to each question. The answers are listed in Table 1 below.

Table 1. Questions and answers in definition of the mission statement

Questions used for definition of mission statement	Committee's answers
1. Who are we? What is our purpose? What are we dealing with?	Scientific institution of higher education whose purpose is to <u>educate</u> experts on the basis of <u>scientific results</u> in area of <u>Educational Rehabilitation, Speech and Language Pathology, Social Pedagogy</u> and professional principles and influence policymaking.
2. What are the basic business, technological, social or political needs that we are established for? Or : What are the basic business, technological, social or political problems that we need to address?	We are established to contribute the creation of such a society in which we could <u>influence individuals and social environment</u> and in which each of its members will accomplish his/her potential and become fully <u>integrated into the community.</u>
3. What is it that we want to do to recognize, try to solve and tackle the needs and problems stated under questions 1 and 2 above?	Develop science in different areas, connect knowledge and knowhow and promote development of <u>knowledge, skills and professional values</u> among students and experts through lifelong learning principles and affect <u>policymaking</u>.
4. How should we approach our users, sponsors and other stakeholders?	We should offer high-quality, user-friendly information, services and solutions in order to generate <u>social benefits</u> by engaging in a partnership relation.
5. What is our philosophy and what are our fundamental values?	Science-based, high-quality education founded on strict <u>principles of professional ethics</u> and social <u>responsibility</u>.

The next step included selection of keywords (underlined items in Table 1 above) which would form a framework for definition of the Faculty mission statement. The keywords which form the 'backbone' of the mission statement are: education; scientific results; Educational Rehabilitation; Speech and Language Pathology and Social Pedagogy; influence on individuals and social environment; integration into community; policymaking; social benefits; principles of professional ethics; responsibility. The mission statement was formulated by putting them together.

Mission

The mission of the Faculty of Education and Rehabilitation Sciences is education founded on scientific results in areas of Educational Rehabilitation, Speech and Language Pathology and Social Pedagogy with the aim of including vulnerable groups / groups under risks into the community, by influencing individuals and social environment and affecting policymaking and social benefits in compliance with principles of professional ethics and responsibility.

2.2. Organizational Values

Among a group of values, the Faculty of Education and Rehabilitation Sciences has selected the following organizational values:

- **Professional ethics** – compliance with ethical codes within the profession
- **Responsibility** – fulfilling all tasks as set within or from the outside and bearing the risk for its decisions
- **Respect** – respect for different opinions and attitudes, compliance with legislation, legislative acts and regulations
- **Teamwork** – cooperation with experts who possess different competences with the aim of achieving the common objective
- **Excellence** – persistence in maintaining the leading position in the region and getting one step closer to the leading institutions in the world
- The organization values of the Faculty can serve as a basis for creation of the Ordinance on Stimulation / Sanction of Employees, depending on the fact whether a respective employee has enhanced or degraded an organization value.
- **Vision**

The Faculty vision statement was defined on the basis of the idea that such a statement should answer questions *what we are striving for* or *what it is that we want to be.*

Vision

The Faculty of Education and Rehabilitation Sciences aims to become an internationally visible institution of higher education known for its excellence in educational and scientific research work and professional influence on the environment in which it operates.

The following strategic areas were defined within the vision:

- **Professional influence on the environment** (PUO)
- This area covers the Faculty's representation in bodies creating social policies in the areas of educational rehabilitation, speech and language pathology, social pedagogy, organization of numerous trainings and projects, implementation of new cases of intervention.
- **International visibility** (MP)
- Compared to the present state of affairs, this area refers to more visible participation in implementation of international projects, more instances of presentations of scientific research at international congresses and more intensive mobility of teaching staff and students.
- **Teaching process** (NP)
- Teaching process refers to improvement of study programmes, technological infrastructure, student support system and upgrading of the communication system.
- **Research work** (ZIR).
- This area covers improvement of scientific research work, enhancement of quality of peer-reviewed journals published by the Faculty and increase in the number of scholarly articles.

2.3.   Strategic Objectives

The following Faculty strategic objectives were defined according to the analysis of the above-mentioned strategic areas:

- Increase the impact of the Faculty on social policies in areas of Educational Rehabilitation, Speech and Language Pathology and Social Pedagogy by 10%
- Increase professional activities at the international level by 10%
- Increase the quality of the teaching process by 10%
- Increase the teaching activities at the international level by 10%
- Increase the number (up to three) and quality (by 10%) of postgraduate programmes
- Establish fully efficient communication system (100%)
- Increase scientific productivity by 10%

A SWOT analysis was conducted for each strategic objective.

Strategic Objective No. 1

Increase the impact of the Faculty on social policies in areas of Educational Rehabilitation, Speech and Language Pathology and Social Pedagogy

strengths	weaknesses
competent experts experience in contribution to social policies support by the Faculty management motivation for participation	staff workload insufficiently transparent communication system insufficiently developed teamwork
social needs professional visibility the Faculty perceived as high-quality partner in the environment	unstable public policies limited budget
opportunities	**threats**

Strategic Objective No. 2

Increase professional activities at the international level

strengths	weaknesses
competent experts experience and credibility necessary infrastructure	staff workload in terms of teaching varied degrees of interest for expert work
established contacts at international level interest by partners at the national level internationally recognised need for professional work in this area	insufficient recognition of professional (expert) work limited co-financing opportunities at the national level lack of interest by competent institutions for legal regulation of professional activities
opportunities	**threats**

Strategic Objective No. 3

Increase the quality of the teaching process

strengths	weaknesses
competent teaching staff favourable student-teacher ratio availability of literature for students at satisfactory levels support by the Faculty management	documentation of teaching programmes not up-to-date documentation of the teaching process not up-to-date lack of premises insufficient numbers of student textbooks authored by the Faculty staff lack of systematic monitoring of external collaborators, including mentors – moderators of teaching practice
trainings on methodology of teaching University guidelines for quality assurance in the teaching process support by the University of Zagreb e-learning systems	impossibility to employ the existing junior researchers insufficient budget for quality assurance
opportunities	**threats**

Strategic Objective No. 4

Increase the teaching activities at the international level

strengths	weaknesses
students demonstrate interest competent teaching staff high-quality admin support flexibility in recognition of outgoing student mobility the Faculty management is ready to support mobility in terms of finance and organization	no defined related programmes abroad insufficiently motivated teaching staff
availability of international exchange programmes	low level of job security for expert associate for international mobility
opportunities	**threats**

Strategic Objective No. 5

Increase the number and quality of postgraduate programmes

strengths	weaknesses
experience in organization and implementation of postgraduate study programmes some of the necessary infrastructure is in place competent teaching staff	insufficient methodological focus in scientific-research work insufficient number of competitive projects insufficient number of employees experience in competitive project management study programmes do not cover all areas
need for lifelong learning in basic and related fields unique position in the country and part of the region well-established contacts at the international level possibility to offer PhD studies which would connect related areas **opportunities**	insufficient funding of PhD research insufficient recognition of competences acquired through the postgraduate study programmes **threats**

Strategic objective no. 6

Establish fully efficient communication system

strengths	weaknesses
support by the Faculty management experienced staff in organizational issues high motivation for work improvement	insufficient organizational 'climate' insufficiently defined responsibilities (both individual and collective) insufficient functional linkage between individuals and constituent units insufficient personal engagement for a collective cause
guidelines, standards and procedures defined by the University and the Agency positive experience of similar organizations available trainings for administrative and organizational affairs **opportunities**	unresolved issues in term of legal and formal status unclear requirements by the University, ministries etc. **threats**

Strategic Objective No. 7

Increase scientific productivity

strengths	weaknesses
competent scientists new innovative research topics significant presence at international congresses special units for promotion of scientific activities	insufficient number of competitive projects that the Faculty participates in insufficient number of published articles in international journals lack of coordination at the Institute level scientists' workload in terms of teaching and expert work insufficient administrative infrastructure
well-established contacts and successful cooperation with other institutions	Insufficient budget / funds for (co)financing at the national level
opportunities	**threats**

Institution's strengths and weaknesses thus defined, as well as opportunities and threats from the environment, were used as a basis for definition of strategies for accomplishment of each strategic objective. Strategies were defined after it was analysed how strengths within institution and opportunities from the outside can influence a weakness within the institution or a threat from the outside, respectively. Each strategy was then expressed in operational terms through the activity, activity outcome, measure to be applied and the method of measuring the respective activity and responsible person(s).

Strategic objectives were defined by using these elements, as indicated in the tables below.

Strategic Objective No. 1. Increase the impact of the Faculty on social policies in areas of Educational Rehabilitation, Speech and Language Pathology and Social Pedagogy

Strategy	Activity	Outcome	Measure	Method of measurement	Responsible person(s)
Make use of the Faculty management support to balance staff workload	Define and apply rules for balancing workload in the teaching process	Workload in terms of teaching is balanced	Scope of workload	Report on workload ratio in teaching by study programmes	Vice Dean for Academic Affairs
Make use of the Faculty management support to balance staff workload	Develop an efficient internal communication and information exchange system	Availability of necessary information is increased	Number of efficient solutions	Evaluation report on internal communication and information exchange system	Faculty management
Make use of staff motivation to improve teamwork at the Faculty	Establish teams based on mutual interests	Efforts in terms of influencing social policies are harmonized	Number of joint activities compared against individual ones	Report on the number of joint activities	Heads of study programmes
Make use of staff experience to foster teamwork	Establish teams led by experienced and professionally acclaimed staff	Intensity of teamwork is increased	Time dedicated for teamwork	Number of team activities	Heads of study programmes
Make use of need in the society to contribute to formulation of systematic and stable policies	Provide information to the wider public and issue recommendations for systematic and stable policies	Raised public awareness for systematic and stable solutions	Number of presentations and appearance in the media, public events, etc.	Reports on appearance in the media, public events, etc.	Heads of departments
Make use of need in the society to reallocate budgetary resources and find alternative sources of funding	Develop and implement a plan for lobbying at the local and national level	Resources are increased so that social needs are better met	Funds	Report on activities undertaken to increase available funds	Head of financial management and control
Make use of competent experts to make policies more stable	Develop and implement a plan for public engagement of competent experts	Public engagement of competent experts is increased	Number of activities carried out according to the plan	Number of implemented activities	Dean's Collegium at extended level
Make use of experience and credibility to make policies more stable	Publicly present acquired experience and knowledge	Public presence and visibility are increased	Number of presentations and appearance in the media, public events, etc.	Reports on appearance in the media, public events, etc.	Heads of departments
Make use of competent experts to raise awareness about social needs	Develop and implement a plan for public engagement of competent experts	Raised awareness about social needs	Number of activities carried out according to the plan	Number of implemented activities	Dean's Collegium at extended level

Make use of experience in order to meet social needs in an efficient and high-quality manner	Put forward measures / projects /activities to competent institutions	Social needs are met	Number of measures / projects / activities put forward by the Faculty and adopted by competent institutions	Report on the number of proposed measures that were adopted (part of the annual report)	Faculty management
Make use of competent experts to maintain and improve professional visibility	Introduce incentives for contribution to professional visibility	Professional visibility is improved	Engagement in meeting social needs (in numerical terms)	Report on such engagement	Heads of departments
Make use of experience in supporting social policies for improvement of professional visibility	Develop and implement a plan for presentation of experience at congresses / seminars etc.	Professional impact on the environment is increased	Number of congresses, seminars, forums	Number of events at which the Faculty participated	Heads of departments

Strategic Objective No. 2. Increase professional activities at the international level

Strategy	Activity	Outcome	Measure	Method of measurement	Responsible person(s)
Make use of internationally recognised need for professional activities to raise interest for professional work	Develop and implement action plan for dissemination of international need for professional activities	The staff is informed about international need for professional activities	Number of informed Faculty employees	Report on implementation of dissemination	Head of International Cooperation
Make use of internationally recognised need for professional activities to ensure appropriate recognition and evaluation of professional work	Present internationally recognised need for professional activities to competent institutions	Competent authorities are informed about internationally recognised need for professional activities	Number of informed employees in competent institutions	Report on organization of seminars and other awareness-raising public events	Faculty management
Make use of internationally recognised need for professional activities to regulate professional work	Present internationally recognised need for professional activities in order to regulate professional work	Professional activities are regulated by law	Number of adopted legal acts regulating professional activities	Report on the number of adopted acts produced by the Secretariat	Faculty secretary
Make use of internationally recognised need for professional activities to provide national co-funding for international activities	Develop and implement action plan addressing national institutions which could be potential co-sponsors for international activities	Co-funding at the national level is ensured	Number of sources of co-funding	Report produced by the Centre	Head of the Centre for Rehabilitation
Make use of experience and credibility in professional work to maintain the existing and establish new international contacts	Develop and implement action plan for strengthening the existing and establishing new international contacts	International contacts from the field are strengthened and built upon	Number of activities aimed at strengthening the existing and establishing new international contacts	Report produced by the Head of International Cooperation	Head of International Cooperation
Make use of the existing infrastructure for joint projects with national partners	Develop and implement action plan informing interested national partners about the infrastructure and its potential	Joint projects with national partners are concluded	Number of concluded projects	Report produced by the head of the Centre	Head of the Centre for Rehabilitation

Make use of experience and credibility in professional work to increase interest of national partners for professional activities	Develop and implement action plan informing interested national partners about experience and credibility earned in professional work	National partners demonstrate increased interest for professional activities	Number of joint projects	Report produced by the head of the Centre	Head of the Centre for Rehabilitation
Internal reallocation of workload in terms of teaching	Develop and implement plan on balancing the workload in teaching	Balanced staff workload in terms of teaching	Standard deviation of workload	Report produced by the Vice Dean for Academic Affairs	Vice Dean for Academic Affairs

Strategic Objective No. 3. Increase the quality of the teaching process

Strategy	Activity	Outcome	Measure	Method of measurement	Responsible person(s)
Make use of competences of the teaching staff to update teaching programmes	Introduce update of teaching programmes as a constant activity	Updated teaching programmes are provided	Number of updated courses (%)	Report on the number of updated courses (%)	Heads of study programmes
Make use of the Faculty management support to document the teaching process	Document the teaching process	A document defining the teaching process is developed and adopted	Percentage of finalization of documents	Report on finalization of documents	Vice Dean for Academic Affairs
Make use of the Faculty management support to promote development of textbooks produced by the Faculty staff itself	Develop and adopt a rulebook or an ordinance on such promotion	A rulebook or an ordinance on promotion of Faculty's textbooks is adopted	Percentage of finalization of rulebook (ordinance)	Report on finalization of rulebook (ordinance)	Faculty management
Make use of the Faculty management support to establish a procedure for monitoring the work of external collaborators / mentors	Establish and adopt a procedure for monitoring the work of external collaborators / mentors	A procedure for monitoring the work of external collaborators / mentors is established and adopted	Percentage of finalization of the procedure	Report on finalization of the document	Vice Dean for Academic Affairs
Make use of the Faculty management support to expand premises	Develop an internal study about expansion of premises within the campus construction project	Internal study about expansion of premises is developed	Percentage of finalization of the study	Report on finalization of the study	Faculty management
Make use of the Faculty management support to introduce e-learning systems	Develop and adopt a rulebook or an ordinance on such promotion	A rulebook or an ordinance on promotion of e-learning systems is adopted	Percentage of finalization of rulebook (ordinance)	Report on finalization of rulebook (ordinance)	Faculty management
Make use of the Faculty management support to implement University guidelines for quality assurance in the teaching process	Implement University guidelines for quality assurance in the teaching process	Guidelines are implemented	Number of implemented guidelines	Report on the number of implemented guidelines	Committee for Quality and Improvement of Teaching Process
Develop an activity plan for providing the Faculty's own resources to maintain the existing junior researchers	Develop an action plan for providing the Faculty's own resources to maintain the existing junior researchers	An action plan for providing the Faculty's own resources to maintain the existing junior researchers is developed and adopted	Percentage of finalization of the plan	Report on finalization of the plan	Faculty management

Develop an activity plan for providing the Faculty's own resources for quality assurance	Develop an activity plan for providing the Faculty's own resources for quality assurance	An activity plan for providing the Faculty's own resources for quality assurance is developed and adopted	Percentage of finalization of the plan	Report on finalization of the plan	Faculty management

Strategic Objective No. 4. Increase the teaching activities at the international level

Strategy	Activity	Outcome	Measure	Method of measurement	Responsible person(s)
Make use of competent teaching staff to define related programmes	Set up a working group for definition of related programmes	A working group for definition of related programmes is set up	Number of defined related programmes	Report on defined related programmes	Vice Dean for Academic Affairs
Make use of students' interest to define related programmes	Include students' representatives in the working group for definition of related programmes	Students' representatives included in the working group for definition of related programmes	Number of students involved in the work of the working group	Report on the number of students included	Vice Dean for Academic Affairs
Make use of high-quality admin support to motivate teachers	Set up an information system on opportunities and procedures for mobility of teachers	Teachers are informed about opportunities and procedures for mobility of teachers	Establishment of the system in percentages	Report on establishment of the system in percentages	Head of International Cooperation
Make use of the Faculty management's readiness to support mobility to motivate teachers financially and in organizational terms	Include recognition of shorter mobility period for teachers in Ordinance on Additional Conditions for Conferment of Senior Titles	Shorter mobility period is evaluated as an additional condition in Ordinance on Additional Conditions for Conferment of Senior Titles	Percentage of finalization of the Ordinance	Report on finalization of the Ordinance	Faculty management
Make use of available international exchange programmes to motivate teachers	Set up an information system on available mobility programmes for teachers	Teachers are informed about available international exchange programmes	Establishment of the system in percentages	Report on establishment of the system	Head of International Cooperation
Make use of the Faculty management's readiness to support mobility to provide for a post of expert associate for international mobility financially and in organizational terms	Set aside funds for post of expert associate for international mobility	Job security for expert associate for international mobility is increased	Share of external funding for the post	Share of external funding for the post	Faculty management

Strategic Objective No. 5. Increase the number and quality of postgraduate programmes

Strategy	Activity	Outcome	Measure	Method of measurement	Responsible person(s)
Make use of competent teaching staff to improve methodological focus in scientific research work	Involve staff with expertise in teaching methodology in implementation of postgraduate studies	Methodology of post graduate studies is enhanced	Number of staff with expertise in teaching methodology	Implementation plan for postgraduate studies	Heads of postgraduate study programmes
Make use of competent teaching staff to increase the number of competitive projects that the Faculty participates in	Develop a plan on how to include competent staff in project application and implementation	Number of awarded projects is higher	Number of projects	Annual reports on science	Vice Dean for Science
Make use of well-established international contacts to enrich experience of staff managing competitive projects	Develop a plan on staff engagement in international / cooperation projects	The number of staff experience in management of competitive projects is increased	Number of staff engaged in international / cooperation projects	Annual reports on science	Vice Dean for Science
Make use of experience in organization and implementation of postgraduate studies so that study programmes better cover 'our' areas	Set up teams for project development according to areas of interest	New postgraduate studies (specific and integrated) proposals are drafted	Number of draft proposals of new postgraduate studies	Team reports on development of new postgraduate studies programmes	Vice Dean for Science
Make use of potential that 'doctoral school' could offer to improve methodological focus in scientific research work	Involve staff with expertise in teaching methodology in activities of 'doctoral school'	Methodology in implementation of postgraduate studies in 'doctoral school' is enhanced	Number of staff with expertise in teaching methodology in 'doctoral school'	Annual reports on science and postgraduate studies	Vice Dean for Science
Make use of well-established international contacts to promote competences acquired through postgraduate studies	Develop a plan on staff engagement in international cooperation projects	Postgraduate studies are promoted at the international level	Number of ideas on how to promote postgraduate studies	Report on international cooperation	Head of International Cooperation
Make use of competent staff to connect the Faculty with related fields through the doctoral school of the University of Zagreb	Involve competent staff in development of programme of the doctoral school of the University of Zagreb	Interdisciplinary approach in postgraduate studies is improved by their inclusion to the doctoral school	Number of competent staff included in development of programme of the doctoral school	Report on engagement of competent staff in the doctoral school	Vice Dean for Science

Make use of experience in organization and implementation of postgraduate studies to meet needs for lifelong learning through introduction new postgraduate studies	Carry out needs analysis for postgraduate studies	Key needs for introduction of postgraduate studies are defined	Needs analysis for postgraduate studies is developed	Annual reports on science and postgraduate studies	Vice Dean for Science

Strategic Objective No. 6. Establish fully efficient communication system

Strategy	Activity	Outcome	Measure	Method of measurement	Responsible person(s)
Make use of the existing motivation among staff to change unfavourable organizational climate	Inform the staff about the state-of-affairs, objectives and clarify benefits which stem from achievement of objectives	The staff is convinced that organization of work needs to be improved	Number of informed staff	Report on information activities (meeting minutes etc.)	Faculty management
Make use of the Faculty management support to define responsibilities in a more transparent manner	Prepare and sign the decision on establishment of committee for definition of organizational responsibilities	Conditions for definition of responsibilities are in place	Percentage of finalization of documents	Report on finalization of documents	Dean
Make use of the staff experience to define responsibilities in a more transparent manner	Develop an ordinance on organizational responsibilities, communication and procedures	A new ordinance is developed and adopted	Percentage of finalization of the ordinance	Report on finalization of the document	Dean's Collegium at extended level
Make use of the Faculty management support to functionally connect individuals and constituent units	Within organizational units, define organizational structure and communication system	Organizational structure and communication system are defined	Percentage of finalization of the organizational structure	Report on the organizational structure	Faculty management
Make use of the existing motivation among staff to boost personal engagement to achieve a joint cause	Inform the staff on proposals of strategic objectives, further elaboration of proposals and harmonization of joint / strategic objectives	Strategic objectives are adopted	Percentage of finalization of documents	Report on finalization of documents	Committee for development of draft strategy proposals
Make use of guidelines defined by the University and Agency to identify individual and organizational responsibilities	Incorporate guidelines in ordinances (existing and new ones) and develop work-flow for key processes	Ordinances (rulebooks) are in line with guidelines	Percentage of harmonization	Report on the degree of harmonization	Faculty management
Make use of guidelines defined by the University and Agency to improve connections between individuals and constituent units at the functional level	Incorporate guidelines in ordinances (existing and new ones) and develop work-flow for key processes	Ordinances (rulebooks) are in line with guidelines	Percentage of harmonization	Report on the degree of harmonization	Faculty management

Make use of positive experience of other similar organizations for more transparent definition of individual and organizational responsibilities	Research, collect and adapt positive experience of other similar organizations and incorporate those in relevant documents	The existing documents on individual and organizational responsibilities are adapted and new ones are created	Percentage of finalization of documents	Report on finalization of documents	Faculty management
Make use of positive experience of other similar organizations to improve connections between individuals and constituent units at the functional level	Research, collect and adapt positive experience of other similar organizations and incorporate those in relevant documents	The existing documents on individual and organizational responsibilities are adapted and new ones are created	Percentage of finalization of documents	Report on finalization of documents	Faculty management
Make use of positive experience of other similar organizations to boost personal engagement to achieve a joint cause	Research, collect and develop models of mutual support, information sharing and connecting personal and joint causes	Individual activities are more in line with joint causes	Analysis of annual reports	Annual reports on work	Faculty management
Make use of the Faculty management support to implement guidelines defined by the University and Agency and for establishment of an efficient organizational system	Provide information about guidelines and develop a framework for their implementation	Framework for implementation of guidelines is defined (action plan)	Percentage of finalization of the action plan	Report on finalization of the action plan	Faculty management

Strategic Objective No. 7. Increase scientific productivity

Strategy	Activity	Outcome	Measure	Method of measurement	Responsible person(s)
Make use of competent scientists to increase the number of competitive projects	Develop a rulebook on motivation for project application, approval and management	A rulebook on motivation for project application, approval and management is developed	Percentage of finalization of documents	Report on finalization of documents	Vice Dean for Science
Make use of the existing innovative topics for application of competitive projects	Create a plan of systematic application to selective tenders	A communication and application plan of the Faculty is developed for selective tenders	Number of prepared project applications	Report on finalization of documents	Head of Institute
Make use of international congresses for networking and striking potential project partnerships	Standardize the template for the report on established contacts	Improve networking	Percentage of finalization of documents	Report on finalization of documents	Vice Dean for Science
Make use of competent scientists to increase the number of published articles in peer-reviewed journals	Organize training on how to structure and submit articles to peer-reviewed international journals	Number of articles which could be published in peer-reviewed international journals is increased	Number of training participants	Report on the number of training participants	Vice Dean for Science
Make use of topics presented at international congresses to prepare articles to be published	Organize training on how to structure and submit articles to peer-reviewed international journals	Number of articles which could be published in peer-reviewed international journals is increased	Number of training participants	Report on the number of training participants	Vice Dean for Science
Connect constituent units in order to develop scientific activities according to the coordination plan put forward by the Institute	Develop a rulebook on Institute's work	Coordination of scientific work at the Institute level is established	Percentage of finalization of the rulebook	Report on finalization of documents	Faculty management
Make use of well-established contacts with other institutions to increase the number of competitive projects	Create a plan of systematic application to selective tenders	A communication and application plan of the Faculty is developed for selective tenders	Number of prepared project applications	Report on finalization of documents	Head of Institute
Make use of stakeholders' interest to enter into partnership with the Faculty to increase the number of competitive projects	Create a plan of systematic application to selective tenders	A communication and application plan of the Faculty is developed for selective tenders	Number of prepared project applications	Report on finalization of documents	Head of Institute

APPENDIX TO SELF-EVALUATION 5.1.

Appendix to Chapter 5: Scientific and professional activities / answer to the question:

a) Describe the strategy of scientific activity for at least a five-year period, concerning research in the scientific area for which your institution is registered in the Register of Scientific Organisations.

STRATEGY OF SCIENTIFIC ACTIVITY OF
FACULTY OF EDUCATION AND REHABILITATION SCIENCES
UNIVERSITY OF ZAGREB
2014 - 2018

The strategy of scientific activity for at least a five-year period is based on the self-evaluation process carried out in early 2013 and it relies on the "Strategic Development Plan of Faculty of Education and Rehabilitation Sciences, University of Zagreb 2014 - 2018"(Appendix 1.1.), adopted at third regular session of the Faculty Council in the academic year 2013/2014, held on 23 December 2012.

The above-mentioned self-evaluation and the Strategic Development Plan for future development of the Faculty, define, *inter alia*, basic strategic background, objectives, measures and activities in research and its international visibility. Some of the key guidelines concerning the vision of future development are:

- improvement of the research support system, raising quality of journals published by the Faculty and increase in the number of published papers,
- more active participation in international projects and increase in the number of presentations of research activities at the international level.

Out of seven identified strategic objectives, the following are most closely related to scientific and professional activities:

- increase in scientific productivity,
- increase in professional activities at the international level,
- increase in the number and quality of postgraduate study programmes,
- increase in the impact of the Faculty on social policies in areas of Educational Rehabilitation, Speech and Language Pathology and Social Pedagogy.

The corresponding SWOT analysis was used as a basis for definition of strategies for accomplishment of each strategic objective. Strategies were defined after it was analysed how strengths within the institution and opportunities from the outside can influence a weakness within the institution or a threat from the outside, respectively. Each strategy was then expressed in operational terms through the activity, activity outcome, measure to be applied and the method of measuring the respective activity and responsible person(s).

Apart from indicators of the self-evaluation and strategic objectives for development of the Faculty of Education and Rehabilitation Sciences (2014 – 2018), the follow-up analysis of thematic areas, goals, types and results of research carried out in the period 2009 – 2013 was used for creation of the strategy of scientific activity for the next five-year period (2014 – 2018). This analysis has provided more precise data, i.e. more detailed answers to the following question: *"In terms of thematic areas, methodology and type of research, what was the focus of research conducted at Faculty's constituents (departments) at the level of study programmes in the period 2009 – 2013 and in terms of that, how do we compare with recent research in Europe and the world?"*

The answers to the following questions were elaborated at the level of respective study programmes: *"In terms of scientific topics, methodology and types of research/projects, what will be the focus of research of members of the study programme in the next five-year period (2014-2018) and which strategic guidelines will be used in the process?".* The answers to the question form the strategy of scientific activity for the next five-year period.

STUDY PROGRAMME REHABILITATION / EDUCATIONAL REHABILITATION
(Department of Inclusive Education and Rehabilitation, Department of Motor Disorders, Chronic Diseases and Art Therapy, Department of Visual Impairments)

1) In terms of thematic areas, methodology and type of research/projects, what was the focus of research conducted at the study programme Rehabilitation /Educational Rehabilitation in the last five years (2009 – 2013) and in terms of that, how do we compare with recent research in Europe and the world?

In the last five-year period, members of the study programme Rehabilitation/Educational Rehabilitation focused on the following **thematic areas and aims of research:**

1. **Inclusive Education and Rehabilitation**

Deinstitutionalisation and social inclusion:
- examination of key factors of deinstitutionalisation of persons with intellectual and multiple developmental difficulties and environmental factors for development of social inclusion,
- examination of key factors of inclusion of children with learning difficulties, ADHD and other developmental difficulties,
- analysis of position of children with more severe developmental difficulties in the system, starting from early intervention to primary school education,
- analysis of position of children with developmental difficulties who are institutionalised,
- assessment of quality of life of family with children with developmental difficulties,
- analysis of position of students with disabilities in higher education system.

Development, implementation and/or evaluation of the assessment system, intervention programmes and support for the youth and children with developmental difficulties and their environment:
- development and implementation of intervention programmes which contribute to exercise the rights of children with difficulties to inclusive education and improve tolerance among peers in their environment,
- evaluation of assistants' support in the classroom and support for teachers provided by mobile teams in teaching students /pupils with difficulties in regular /inclusive schools,
- improvement of the detection and early diagnostics and development of early intervention programmes/system for children with autism spectrum disorders and their parents,

- connection of curricular assessment, intervention (based on a child's activity) and evaluation in children with intellectual disabilities of preschool age,
- development and implementation of ICT in work with persons with complex communication needs (multiple difficulties, autism spectrum disorders),
- evaluation of different forms of institutional support to students with disabilities, their teachers and professional and administrative university staff.

2.   Motor Disorders, Chronic Diseases and Art Therapy

- implementation and evaluation of early intervention (developmental integration) programmes for children with neurorisk,
- development of early intervention programme in the family,
- analysis of biopsychosocial factors in early mother-child interaction ,
- research in psychosocial oncology in children and adults,
- development of complementary-supportive therapies (art/expressive therapy, sophrology).

3.   Visual Impairments

- research on different aspects of integration of children with visual impairments in the regular education system ,
- evaluation of tactile development as a precondition for learning,
- analysis of social skills and sexuality of persons with visual impairments,
- analysis of different aspects of undesirable behaviour in children and youth with visual impairments,
- development and application of computer technology in rehabilitation and other technologies in improvement of mobility of persons with visual impairments.

Types of research (basic / applied / developmental)
Most of the projects were applied and developmental in character. Their aim was to promote social changes in line with modern understanding of disability, with the goal of improving the support system, enhancing the assessment system and intervention programmes, improving the quality of support and quality of life of persons with disabilities, children with developmental difficulties and their families.
Such projects in the area of inclusive education and rehabilitation include the following: Intervention Programmes and Certain Environmental Factors of Educational Inclusion;Norwegian Cooperation program on Research and Higher Education with countries on the   Western Balkans (CPWB) - Development towards the Inclusive School: Practices – Research – Capacity Building; Early Detection of Autism – PRP and evaluation of early intervention programmes; Situational Analysis of Position of Institutionalised Children with Difficulties; Curricular Assessment and Intervention system in Work with Children with More Severe Intellectual Disabilities; ICT Systems for Persons with Complex Communication Needs.

Project "ICT Systems for Persons with Complex Communication Needs" was implemented in cooperation with the Faculty of Electrical Engineering and Computing, Faculty of Humanities and Social Sciences and Faculty of Graphic Arts – and this represents interdisciplinary cooperation that we are striving for.

Projects in the area of motor disorders, chronic diseases and art therapy were applied and their focus was on interdisciplinary approach and application of integrative approach in education and rehabilitation. The following projects were implemented: Developmental Integrative Programmes for Children with Neurodevelopmental Risk; Early Intervention in Families and Complementary Supportive

Therapies and Development of Life Potentials.

Although no competitive or cooperation projects were implemented in the area of visual impairments, members of the Department for Visual Impairments took part in creation and implementation of developmental and applied research which were conducted as a part of preparation for MA theses, which were successfully defended before the topic defence committees.

Methodology

In terms of methodology, the following types of research were carried out:

- longitudinal research,
- experimental and quasi-experimental design,
- quantitative and qualitative data processing, combined approach (so far, quantitative methods were mostly used, but the qualitative approach in research was also implemented).

Comparability with Europe and the world

Research activities carried out by the members of study programme Rehabilitation / Educational Rehabilitation is thematically relevant and comparable to similar research in Europe and the world.

Project topics (social inclusion, deinstitutionalisation, social policies, curricular assessment systems, early intervention, inclusive education – factors and support programmes, ICT, quality of life of families with children with difficulties and persons with disabilities, forms of support to students with disabilities, integrative approaches in education and rehabilitation) are the same topics that are covered in the international and European research area. Project outcomes are continuously presented at numerous international scientific conferences.

In that sense, the following projects have helped to establish important international cooperation: "Norwegian Cooperation program on Research and Higher Education with countries on the Western Balkans (CPWB) - Development towards the Inclusive School: Practices – Research – Capacity Building" (the topic was evaluation of assistants' support and support provided by mobile teams in teaching) and "Preparing for Deinstitutionalisation in Croatia through participatory action research – PrePARe" (thematically connected to the deinstitutionalisation process).

On the other hand, our research can be compared to international research only to a limited degree. Limitation of comparison stems from restricted national funds, which put limits to certain processes, such as methodological harmonization of cultural differences in terms of standardization of measuring instruments, availability of international publications and opportunities to conduct research together with international partners. Certain limitations are due to socioeconomic and cultural specificities of social development in Croatia and the region which only recently became important and urgent for researchers (e.g. research covering the process of deinstitutionalisation and quality of life). In the developed countries of Europe and the world the same processes started to be addressed in earlier periods.

2) In terms of scientific topics, methodology and types of research/projects, what will be the focus of research of members of the study programme Rehabilitation /Educational Rehabilitation in the next five-year period (2014-2018) and which strategic guidelines (national and international) will be used in the process?

In the upcoming five-year period, members of the study programme Rehabilitation /Educational Rehabilitation will continue conducting research within the same thematic areas:

- Inclusive Education and Rehabilitation;
- Motor Disorders, Chronic Diseases and Art Therapy;

- Visual Impairments.

1. Inclusive Education and Rehabilitation

Topics and aims of research will continue to focus on the deinstitutionalisation process, educational and social inclusion and development/implementation/or evaluation of system of assessment, intervention programmes and community-based support models. Issues regarding development of competences of educational rehabilitators with the aim of promoting social inclusion will be tackled as well.

Deinstitutionalisation and social inclusion:
- educational inclusion of children with developmental difficulties, peer relations, family relations and relation between children with developmental difficulties and a teacher (financial support by the University of Zagreb was granted for research into violence in children with ADHD, which will be implemented in 2014),
- research into effects of deinstitutionalisation on quality of life and support to persons with intellectual disabilities,
- development of contemporary standards, roles and support services in the community and enhancement of active engagement of persons with disabilities in creation of policies and decision-making process that address their lives and support systems,
- quality of life of children with developmental difficulties,
- analysis of different aspects of inclusion of children and their parents in activities of the local community,
- analysis of appropriate forms of support based on the stage of development of children of early preschool age,
- developmental research of networks of services for persons with complex communication needs,
- assessment of quality of inclusive school with emphasis on differentiated teaching,
- analysis of support provided to students with disabilities in higher education system, different performance measures during the course of study and in the follow-up period in terms of different measures of professional and social engagement of former students with disabilities,
- implementation of IPA project "MultidimensionalAnalysisof Social Inclusionof Childrenand Students with Disabilitiesin the Educational Process" started in 2013. The project is led by Dodir, the Croatian Association of Deaf-blind Persons. The Faculty of Education and Rehabilitation Sciences is a partner in this project whose implementation will continue in 2014,
- the University of Zagreb has granted financial support for research titled "From Early Communication to Literacy of Children with Autism Spectrum Disorders: Role of Executive Functions", which will be implemented in 2014. The research will address the effect of specific cognitive functions on communication characteristics, use of language, gestures and development of literacy in children with autism.

Development, implementation and/or evaluation of the assessment system, intervention programmes and support for the youth and children with developmental difficulties and their environment:

- development of culturally appropriate assessment system, preparation for deinstitutionalisation and prevention of social exclusion of persons with intellectual difficulties and their parents/families through the international cooperation project "Developing a culturally-attuned tool for assessing the needs of residents with intellectual disabilities for transition from one Croatian asylum to community living" in partnership with Anglia Ruskin University (Cambridge & Chelmsford, UK), Faculty of Health, Social Care & Education, Department for Family & Community Studies(2013 – ongoing),
- development of diagnostic protocol with robot use and its testing in clinical conditions in

cooperation with researchers from the Faculty of Electrical Engineering and Computing in project "Autism Diagnostic Observation with Robot Evaluator" (ADORE),

- examination of social inclusion and quality of support through EU-funded research within IPA component IV: Examining Social Inclusion and Quality of Support in Preschool, Elementary and Secondary Educational Institutions for Children and Students with Autism Spectrum Disorder (ASD) and Attention Deficit Hyperactivity Disorder (ADHD), which will be implemented in the period 2014-2015,
- the project "ICT Competence Network for Innovative Services for Persons with Complex Communication Needs (CCN)" is in the implementation phase. The project results include design of different services for people with CCN. Use of research drafts on individual cases will be used in evaluation of services.

Topics related to the promoting and spread of ideas of social inclusion and development of competences of educational rehabilitators:

- networking with scientists and researchers from institutions in the region, to bring about desirable changes, use the existing advantages of the system and apply international standards in ensuring quality of the support system – which is connected to the fact that the Republic of Croatia has adopted and ratified a number of European and other strategic international documents on protection and exercise of rights of children with developmental difficulties and persons with disabilities,
- applied research on development of competences of educational rehabilitators in education systems, healthcare and social policy systems.

2. Motor Disorders, Chronic Diseases and Art Therapy

Studies are planned to be implemented in accordance with the strategic goals that include participation in international research projects, EU funding, cooperation with scientific and university institutions from the country and abroad and application of research results in practical work. The topic fields also include the following:

- development of programmes and rehabilitation methods in early intervention (early integrative developmental programmes for children with neurorisk, early intervention in family),
- development of programmes and rehabilitation methods in different problem areas of motor disorders and chronic diseases,
- psychosocial oncology (in children and adults),
- art/expressive and other complementary-supportive methods in therapy, education and rehabilitation of children with developmental difficulties and persons with disabilities (problem areas of motor disorders, chronic diseases, intellectual difficulties, ADHD, visual impairments etc.),
- psychophysiological parameters in methods of clinical assessment,
- assistive and rehabilitation technology.

3. Visual Impairments

Plans are to launch research and projects which will cover visually impaired adults to a wider scope:

- developmental research of different aspects of quality of life of middle-aged and elderly persons facing difficulties in visual functioning,
- applied research of new and assistive technologies in rehabilitation,
- examination of the effect of social policy on exercise of rights of persons with difficulties in visual perception.

Methodology of future research:
- cross-sectional studies,
- longitudinal studies,
- experimental and quasi-experimental design,
- quantitative and qualitative data processing, combined approaches,
- case studies.

Review of research specialisation of the study programme Rehabilitation /Educational Rehabilitation in the next five-year period:

All research topics of the study programme Rehabilitation / Educational Rehabilitation will continue to focus on social inclusion, i.e. development of a social model in rehabilitation of children with developmental difficulties and persons with disabilities of all ages and degree of disability, implementation / or evaluation of the assessment system, intervention programmes and community-based support models.

For that reason, research will still be developmental and applied, but thematic areas will be expanded to include epidemiology and phenomenology of the research areas (basic research).

Concerning methodology, in order to implement the above-mentioned process, future research should be more focused on qualitative user perspective, i.e. more active inclusion of persons with intellectual disabilities, families with children with intellectual and other developmental difficulties and persons with disabilities in general in creation and implementation of research, by applying the inclusive model of participative and emancipatory research.

Special attention will be devoted to competences of educational rehabilitators in education systems, healthcare and social policy systems with the aim of promoting social inclusion.

As a whole, research interests will be more directed at consolidation of research teams and thematic areas within the study programme Rehabilitation / Educational Rehabilitation. They will also focus on cooperation with the study programmes Speech and Language Pathology and Social Pedagogy and networking in larger research teams with research community in Croatia (other faculties / universities and scientific institutions) and the international research area.

Compared to the current situation, scientific activities will be more directed at international cooperation through partner seeking and implementation of comparative research (especially in Europe), identification of common research interests and generation of results which can be applied in wider research area and related scientific disciplines.

One of the goals which is very important is to monitor and implement strategic guidelines as a part of social impact of scientific and professional activities conducted by members of the study programme Rehabilitation / Educational Rehabilitation. The strategic guidelines are included in the following strategic documents:
- UN Convention on Rights of Persons with Disabilities (2006), adopted and ratifies by the Republic of Croatia in 2007**,**
- UN Convention on the Rights of the Child (1989),
- National Strategy of Equalization of Opportunities for Persons with Disabilities (2007 – 2015),
- WHO QoL Study Protocol (1993),
- Charter of Fundamental Rights of the European Union (2000),
- European Commission's program "Towards a Coherent European Approach to Collective Redress" (2011).

STUDY PROGRAMME SPEECH AND LANGUAGE PATHOLOGY
(Department of Speech and Language Pathology, Department of Hearing Impairments)

> **1) In terms of thematic areas, methodology and type of research/projects, what was the focus of research conducted at the study programme Speech and Language Pathology in the last five years (2009 – 2013) and in terms of that, how do we compare with recent research in Europe and the world?**

In the last five-year period, members of the study programme Speech and Language Pathology focused on the following **thematic areas and aims of research:**

1.   **Communication and Language Disorders and Specific Learning Difficulties**

- language acquisition, development and processing,
- cognitive prerequisites for acquisition of communication, language and speech,
- neurodevelopmental risks regarding language acquisition,
- traumatic brain injury,
- brain injury and communication,
- acquired and developmental language disorders,
- bilingualism,
- reading and writing readiness , reading and writing skills, literacy ,
- augmentative and alternative communication (AAC) in different users,
- autism spectrum disorders (communication and language),
- neurodegenerative diseases and related communication difficulties,
- therapeutic procedures in speech and language pathology.

2.   **Speech Sound Disorders**

- auditory processing disorder,
- subjective voice assessment,
- speech fluency disorders,
- therapeutic procedures.

3.   **Hearing Impairments and Sign Language**

- communication of persons with congenital or early acquired hearing impairment (spoken language acquisition/learning, speech characteristics, use of hearing aids and cochlear implantation and early intervention),
- communication of adults with acquired hearing impairment (early detection of hearing impairment acquired in adulthood and directing rehabilitation towards measurements of functional hearing difficulties),
- Croatian Sgn Language structure (HZJ - basic vocabulary and grammatical characteristics).

Types of research (basic / applied / developmental)
Basic projects, such as the project "Higher Cortical Function and Language", were aimed at defining and describing   basic language processing, language acquisition, language, speech and communication development and cognitive processes behind language and speech development.

Most of the projects were applied and developmental(e.g. Auditory Processing Disorders (PSP) in

Primary School Children; Cognitive and Language Development in Children with Neurorisk; Aphasia and Traumatic Brain Injuries; Bilingual Communication of Deaf and Hearing Persons), with the goal of applying knowledge acquired in projects by working with persons (individuals) with language, speech and communication difficulties and their education and every-day lives.

Project results in the area of hearing impairments are applied in education programmes in which hearing persons learn Croatian Sign Language as a foreign language and programmes in which children and youth with hearing impairments acquire Croatian. In addition, results are used for improving functional usage of hearing aids by persons with hearing impairment

Apart from communication of children and adults with hearing impairments, the programme covers the area of application of manual symbols / signs as a type of augmentative and alternative communication (AAC) in persons with complex communication needs.

Methodology
In terms of methodology, the following types of research were carried out:
- experimental and quasi-experimental design,
- longitudinal research,
- transversal research,
- case studies,
- behavioural research,
- on-line research,
- interlanguage research.

Comparability with Europe and the world
Research activities carried out by the members of Speech and Language Pathology programme is thematically comparable to similar research in Europe and the world. Project topics (language difficulties, traumatic brain injuries, communication difficulties etc.) are also being dealt with in the European Research Area, as demonstrated by a number of projects receiving financial support from EU (cases in point are COST projects: Language Impairment in a Multilingual Society: Linguistic Patterns and the Road to Assessment; and Cross-linguistically Robust Stages of Children's Linguistic Performance with Application to the Diagnosis of Specific Language Impairment).

In the area of hearing impairments, research concerning sign languages and bilingual education of deaf children is being carried out in Europe and the world. On the other hand, theory and application of such research are in the initial stage of development in Croatia. Research related to functional hearing difficulties and possibilities of measuring the effects of hearing aids use is corresponds directly to research regarding quality of life of persons with late acquired (adulthood) hearing impairments. It is especially applicable in early detection of acquired hearing impairment, in line with trends and recommendations of ASHA and CPLOP.

On the other hand, from the research methodology perspective, there are numerous methodological constraints (i.e. lack of standardized measurement instruments, limited availability of functional brain imaging; approach to participants burdened by administrative complexity). Poor funding (national funds) for scientific projects also poses a problem. All these barriers affect quality of research and, consequently, comparability of Croatian research achievements with similar achievements in Europe and the world.

2) In terms of scientific topics, methodology and types of research/projects, what will be the focus of research of members of the study programme Speech and Language Pathology in the next five-year period (2014-2018) and which strategic guidelines (national and international) will be used in the process?

In the upcoming five-year period, members of the Speech and Language Pathology programme will continue conducting research within the same thematic areas:

- communication and language disorders and specific learning difficulties,
- speech sound disorders,
- hearing impairments and sign language,
- dysphagia.

Topics within these areas will focus on language, speech and communication development in children and adults, and elderly persons in particular given that, with the decrease in birth rate, the share of this population has increased in the Croatian society. Special attention will be devoted to medical phenomena which have not been sufficiently researched in the context of language, speech and communication development up to now (e.g. neurodegenrative diseases, thyroid diseases, presbycusis, etc.).

Some examples of specific topics earmarked for research within the above-mentioned thematic areas:

1. **Communication and Language Disorders and Specific Learning Difficulties**

- language processing in children and adults,
- selection of diagnostic procedures in language difficulties and disorders of autism spectrum,
- executive functions in children with autism,
- ICT-based development of augmentative and alternative communication (AAC) for persons with complex communication needs,
- inclusion of children with speech and language difficulties in educational processes,
- inclusion of children with autism spectrum disorders in pre-school education system.

2. **Speech Sound Disorders**

- speech sound disorders in people with Parkinson's disease,
- quality of voice in women with thyroid diseases,
- auditory processing disorder.

3. **Dysphagia**

4. **Hearing Impairments and Sign Language**

- Croatian sign language (HZJ) linguistics,
- linguistic knowledge of deaf children and youth,
- preparation and evaluation of education programme "Croatian as the Second Language (L2) for Deaf Persons" ,
- early detection of hearing impairments acquired in adulthood and strengthening the support to new users of hearing aids.

Methodology in future research:
- longitudinal research,
- transversal research,
- case studies,
- behavioural research,
- on-line research,
- interlanguage research.

Review of research specialisation of Speech and Language Pathology programme in the next five-year period:

Thematically, research will be directed at novel topics in areas of language, speech and communication, in compliance with guidelines set in numerous international documents (United Nations Standard Rules on Equalization of Opportunities for Disabled Persons, Salamanca Statement, European Parliament Resolution on Sign Languages, Recommendation of the Council of Europe on the protection of sign languages in the Member States of the Council of Europe, to which Croatia is a signatory), development of preventive and rehabilitation programmes and diagnostic methods in children with hearing impairments and language, speech and communication difficulties and development of monitoring systems. These policies are in line with objectives of national social policy and priority IV of the National Healthcare Strategy and priorities of the Strategic Plan of Public Healthcare.

At the national level, the goal of research activities carried out by the members of Speech and Language Pathology programme is the following:
- increase the number of competitive interdisciplinary and multidisciplinary projects, i.e. in terms of research, connect to a larger number of constituents of the University of Zagreb and other institutions, with the aim of consolidating and strengthening internationally renowned research teams,
- increase scientific productivity by increasing the number of scientific projects and publications,
- apply research findings to education of doctoral students who represent new potentials for further development of research activities in this area.

At the international level, the goal of research activities carried out by the members of Speech and Language Pathology programme is the following:
- improve involvement/visibility and participation in European and world projects (such as COST, FP7, Horizon 2020),
- increase the number of papers published in cooperation with researchers from different European and world universities and institutions,
- increase mobility of researchers.

STUDY PROGRAMME SOCIAL PEDAGOGY
(Department of Criminology, Department of Behavioural Disorders)

> **1) In terms of thematic areas, methodology and type of research/projects, what was the focus of research conducted at the study programme Social Pedagogy in the last five years (2009 – 2013) and in terms of that, how do we compare with recent research in Europe and the world?**

In the last five-year period, members of the study programme Social Pedagogy focused on the following **thematic areas and aims of research:**

1. **Problems in Behaviour of Children and Youth from Multiple Perspective**

   Research into behavioural problems:
   - terminology and glossary of behavioural problems in children and youth,
   - characteristics of children and youth with behavioural problems in the Republic of Croatia within the intervention continuum (non-, semi- and institutional intervention),
   - examination and standardization of measurement instruments for assessment of problems, risks and needs of children and youth,
   - examination of aetiology and phenomenology of risk behaviour among youth with the goal of creating and planning further social and professional intervention in the specific area,
   - behavioural problems and related phenomena in adolescence and adulthood,
   - examination of phenomenological characteristics among juvenile offenders within execution of sanctions passed in offences proceedings.

   Prevention research:
   - understanding of development of social-emotional skills in children of preschool and primary school age with the purpose of planning efficient prevention of behavioural problems,
   - research connected to assessment of presence of risk and protection factors in children and youth,
   - examination of quality, implementation and efficiency of larger number of prevention programmes with the goal of determining predictors and moderators of prevention programmes' efficiency and deeper understanding of development of efficient behavioural problems' prevention.

2. **Development, Implementation and/or Evaluation of Socio-pedagogical Intervention for Children and Youth and their Environment**

   - examination of matching interventions and risk level/needs of children and youth with behavioural problems,
   - foster care from children's perspective,
   - participation of users (e.g. participation of children in kindergartens),
   - unemployment from perspective of the unemployed youth,
   - evaluation of special obligation of out-of-court settlement,
   - creation, implementation and evaluation of risk behaviour prevention programmes among the youth (e.g. gambling, substance abuse) based on the existing research results.

3. **Status of Profession and Professional Identity from Perspective of Social Pedagogues**

   - analysis of issues pertinent to socio-pedagogical theory, practice and science and higher

education in that area, determination of scientific basis for social pedagogy, definition of its subject matters, social basis and determination of basic competences for efficient socio-pedagogical work,

- exploring self-perceived competencies of future psychosocial professionals- social pedagogy, social work and psychology students,
- exploring self-perceived competency of social pedagogues and international theoretical analysis of social pedagogy position and professional work areas in Europe.

4. Criminology, Penology and Victimology

- attitudes towards and stigmatization of offenders, students' attitudes towards crime, fear of crime,
- criminogenic risks and needs,
- psychological characteristics of sex offenders,
- phenomenology of crime, criminal lifestyle, criminal mindset,
- criminal record, illegal and legal drugs, organized crime,
- violence in penal institutions,
- quality of life, emotional well-being and burnout of staff working in penal institutions,
- victimology, probation, rehabilitation in penology, current state-of-affairs and development of penology.

Types of research (basic / applied / developmental)
Of a number of basic, applied and developmental projects, applied research accounts for the majority of projects; such as PATHS-RASTEM; Communities that care; Matching interventions with needs of children and youth at risk: creating a model; Peer pressure in adolescence; Stigmatization of offenders; Self-perceived competency of social pedagogues and international theoretical analysis of social pedagogy position and professional work areas in Europe; Exploring self-perceived competencies of future psychosocial professionals - social pedagogy, social work and psychology students; Exploring phenomenological characteristics of young offenders conducting criminal sanctions; Research of youth risk behaviour aetiology and phenomenology with the goal of creating and planning further social and professional intervention in the specific area; Research of job satisfaction among social pedagogues; Research of adolescent gambling phenomenology; Foster care from children's perspective; Counselling centres for the youth and possibility to implement special obligation of inclusion in individual or group psycho-social treatment at the youth counselling centre.

Developmental research includes the following examples: PATHS-RASTEM; Communities that care; Development, implementation and evaluation of youth gambling prevention programme based on results of the existing research; Implementation and evaluation of substance abuse prevention programmes.

Base research includes the following examples: Needs assessment study – Questionnaire for children and other questionnaires for such purposes; Matching interventions with needs of children and youth at risk: creating a model; Peer pressure in adolescence.

Methodology
In terms of methodology, the following types of research were carried out:
- transversal correlation research, combination of transversal-correlation and longitudinal research,
- experimental and quasi-experimental design,quantitative and qualitative data processing, combined approach (so far, quantitative methods were mostly used, but the Faculty has also

started implementing qualitative approach in research).

Comparability with Europe and the world
Research into prevention science is highly comparable and similar to the world practice in the area of prevention. Other topics / research areas / projects of members of the study programme Social Pedagogy (research into peer pressure, stigmatization of offenders) are being tackled in Europe and the world. Research results from those areas are comparable to the current international research and they are presented in early project phases on numerous international / foreign conferences.

We must emphasise how important it is to invest more resources in development and application of new and sophisticated data processing methods that the Faculty lacks or that it has just started using in ongoing research. Such methods are essential for processing and presentation of results in a methodologically appropriate way. In addition, their outcomes help to improve socio-pedagogical practice. Results of the existing research/projects have proved a certain inappropriateness of the methodological approach in research of certain topics (e.g. peer pressure) applied so far. Nevertheless, new methodological standards have been put in place recently (e.g. within doctoral dissertation which was a part of a project on peer pressure), which underlines the effect or research carried out by members of the study programme Social Pedagogy on the wider scientific community, even beyond the borders of Croatia.

Members of the study programme Social Pedagogy directed their research at topics which are currently being addressed in the world and region. These are the topics from the area of criminology (state-of-affairs and development of criminology, attitudes towards criminology and offenders, fear of crime, phenomenology of crime: violence, organized crime, substance abuse, criminal record), penology (evaluation of rehabilitation programmes, emotional wellbeing and burnout of staff working in penal institutions, probation) and victimology (violent victimology of children, inmates, prison officers and police officials). Research is comparable even in terms of research methodology (combination of quantitative and qualitative approach).

Networking of members of the study programme Social pedagogy with international scientific community, exchange, application and development of instruments and dissemination of research results at international conferences make their research comparable and novel in international research area.

2) In terms of scientific topics, methodology and types of research/projects, what will be the focus of research of members of the study programme Social Pedagogy in the next five-year period (2014-2018) and which strategic guidelines (national and international) will be used in the process?

It has beenassessed that the **existing thematic differentiation** in research of members of the study programme Social Pedagogy is valuable and that it should thus serve as a guideline in planning research in the next five years (2014-2018), used in a more contemporary manner in line with world trends.

The thematic differentiation regards the following:
- **Aetiology** (topics: examination of risk and protection factors in the Republic of Croatia, longitudinal research),
- **Phenomenology** (topics: new forms of behaviour, phenomenology of crime, insight into behaviour that seems familiar, although it is not so any more, systematic monitoring of incidence and prevalence, longitudinal research),

- **Treatment and Posttreatment**(topics: characteristics of treatment, new forms of treatment and posttreatment, alternatives and evaluation),
- **Prevention** (topics: preventive programmes at different levels, development, implementation and evaluation of programmes, evidence-based prevention programmes in all domains of application– youth / peers, family, preschool / school, community, needs assessment, research of internalized and externalized behavioural problems, positive development and promotion of mental health).

Apart from the stated differentiation, we can recognize **new, contemporary approaches, topics and areas** covered by social pedagogy. They are becoming specialisations in research and projects of members of social pedagogy in the upcoming five-year period. We can divide them into the following three thematic units:

- social justice, social inclusion, focus on positive development and strengthening of children, youth and adults, especially those at risk of developing behavioural problems and those with behavioural problems,
- evaluation-based research of socio-pedagogical intervention for children, youth and adults,
- development of instruments and methodological approaches in line with research areas.

Examples of topics covered by the three above-mentioned specialisations (as indicated in individual responses of members of the study programme Social Pedagogy):

- user perspective in relation to judgement and experience of intervention (non-formal and alternative in particular),
- restorative justice,
- participatory rights of a child and best interest of a child,
- deinstitutionalisation,
- further development of measurement instruments for assessment of risks and needs,
- ethical aspects of intervention,
- intervention in families with children at high risk,
- peer pressure in adolescence,
- research into risky and delinquent behaviour of children, youth and adults,
- evaluation research of different intervention (preventive, treatment intervention for children, youth and adults),
- research and analysis of legal regulations which define position and intervention in case of children and youth with behavioural problems,
- research focused on characteristics of social pedagogy and its position in science and other assistive professions,
- research focused on volunteering of students of social pedagogy,
- research focused on standardization of questionnaire for risk assessment and criminogenic needs and level of motivation of forensic patients in the Republic of Croatia,
- evaluation of application of certain techniques of work with children and youth at risk (e.g. Lifebook),
- counselling centres for youth and opportunity to implement special obligation of their inclusion in individual or group psycho-social treatment at the youth counselling centre,
- development, implementation and efficiency of prevention programmes - development of databases of efficient programmes which would cover the entire Europe and serve the needs of any country, with adaptations in the environment in which it is used is especially important in that respect,
- development of socio-emotional skills in children,
- promotion of mental health,

- family-based prevention programmes,
- prevention in the community and prevention campaigns,
- resilience of children and youth in institutions,
- development and evaluation of rehabilitation programmes in the penal system,
- violence in the penal system,
- characteristics of offenders (criminology),
- characteristics of different forms of criminal and other victimization (victimology).

Methodology of future research:
- qualitative and quantitative, combined approach .

Review of research specialisation of the study programme Social Pedagogy in the next five-year period:
All thematic areas addressed by members of the study programme Social Pedagogy in their work are still novel and important.

The emphasis in the upcoming period will be on continuation of epidemiological and phenomenological research given that such research is basic. It will supplemented by research on efficiency of prevention, treatment and posttreatment strategies / interventions / programmes (applied and/or developmental research).

The plan is to focus more on competitive projects, international and comparative research (especially in the EU context) because researchers' interests in these areas are quite similar – researchers face similar problems and find potentially applicable solutions that can be applied internationally.

Furthermore, it is necessary to consolidate research teams / areas within the study programme Social Pedagogy and engage in networking in larger research teams with scientific community in Croatian and foreign research area.

In addition to larger, more complex projects, researchers will put priority on participation-action research which includes users (research participants) to a larger extent.

Strategic guidelines, included in numerous national strategies/public policies and population statistics (which should be unified), will definitely be taken into consideration as a part of social impact of research conducted by members of the study programme Social Pedagogy.

It is also important to define new research directions which would set implementation and monitoring of certain activities at research level (monitoring, quality of implementation, evaluation).

Croatian and European strategic documents are manifold so they need to serve as appropriate background and a guideline for implementation of any project.

In addition, it is planned to develop capacities for application and development of methodologies in line with research topics –especially in terms of education of members of the study programme Social Pedagogy for certain methodological approaches, alongside continued application of quantitative and qualitative methodology and, to a larger extent, combined approach – all of which, according to contemporary demands of this area and experience of the existing research, mostly correspond to the current thematic specialisations.

APPENDIX TO SELF-EVALUATION 5.2.

Appendix to Chapter 5: Scientific and professional activities / answer to the question:

g)   **Comment on the number of scientific publications produced within international cooperation of your teachers and associates, with foreign scientists and artists as co-authors. Compare those results with the practice of other similar HE institutions.**

List of scientific publications produced within international cooperation of Faculty teachers and associates, with foreign scientists and artists as co-authors:

- Katsos, N.; Ezeizabarrena, M.; Gavarró, A.; **KuvačKraljević, J.; Hržica, G**.; A. Skordi; Jensen de López, K.; Sundahl, L.; van Hout, A.; Hollebrandse, B.; Overweg, J.; Faber, M.; van Koert, M.; Cummins, C.; Smith, N.; Vija, M.; Parm, S.; Kunnari, S.; Morisseau, T.; Yatsushiro, K.; Hubert, A.; Varlokosta, S.; Konstantzou, K.; Farby, S.; Guasti, M. T.; Vernice, M.; Balčiūnienė, I.; Ruzaitė, J.; Grech, H.; Gatt, D.; Asbjørnsen, A.; Torkildsen, J.; Haman, E.; Miękisz, A.; Gagarina, N.; Puzanova, J.; Andjelković, D.; Savić, M.; Jošić, S.; Slančová, D.; Kapalková, S.; BarberánRecalde, T.; Özge, D.; Hassan, S.; van der Lely, H.; Sauerland, U.; Okubo, T.; Noveck, I. (2012): The Acquisition of Quantification across Languages: Some Predictions. U: Biller, Alia K., Chung, Esther Y., Kimball Amelia E. (eds): BUCLD 36: Proceedings of the 36th Annual Boston University Conference on Language Development. 258-268.
- Levstek, T; Brebant, T; Podlesek, A; **Palmović, M**; Sušac, A. (2012): Eye movement correlates for complex subtraction in healthy adolescents. Proceedings of the 15th International Multiconference: Information Society - IS 2012. Ljubljana: Institut, 2012. 287-292.
- **Palmović, M**; Šilar, J. (2012): Suppression of μ-rhythm as a trace of mirror neuron system. Proceedings of the 15th International Multiconference: Information Society - IS 2012. Ljubljana: Institut "Jožef Stefan". 307-309.
- Eriksson, M.; Marschik, B. P.; Tulviste, T.; Almgren, M.; Pérez Pereira, M.; Wehberg, S.; Marjanovič Umek, L.; Gayraud, F.; **Kovačević, M.;** Gallego, C. (2011): Differences between girls and boys in emerging language skills: Evidence from 10 language communities. British journal of developmental psychology**,** 30. 326**-**326.
- Polšek, D.; Jagatić, M.; **Cepanec, M.;** Hof P.R.; Šimić, G. (2011): Recent developments in neuropathology of autism spectrum disorders. Translational Neuroscience, 2(3). 256-264.
- **Prstačić, M.;** Allesandrini, C. D.; Carvalho, M. M.; Vrkljan, M.; Eljuga, D. (2011): Croatian-Brazilian project breast cancer and clinical research on creative and arts-expressive/supportive (Psycho)therapies. Libri Oncology, 39(1-3). 83-91.
- Xanthos, A.; Laaha, S., Gillis S.; Stephany, U.; Aksu-Koç, A.; Christofidou, A.; Gagarina, N.; **Hržica, G.;** Ketrez, N. F.; Kilani-Schoch, M.; Korecky-Kröll, K.; **Kovačević, M.;** Laalo, K.; **Palmović, M.;** Pfeiler, B.; Voeikova, M. D.; Dressler, W. U. (2011): On the role of morphological richness in the early development of noun and verb inflection. First Language. 31(2), 461-479.
- Roy, S.; Novak T; **Mikšaj – Todorović, Lj.** (2010): Job Burn out among Prison Staff in the United States and Croatia: A Preliminary Comparative Study. International Journal of Criminal Justice Sciences 5 (1), 284-533.
- Kobolt, A.; **Žižak, A.** (2010): Prispevak supervizije k uspešnosti in vzdušju v delovnih skupinas in timih. U: Kobolt, A. (ur.): Supervizija in koučing. Ljubljana: Univerza v Ljubljani, Pedagoška

fakulteta i Zavod Republike Slovenije za šolstvo, 151-188. *(eng. Kobolt, A.; Zizak, A. (2010): Contribution of supervision to working groups and teams climate and success. In: Kobolt, A. (Ed.): Supervision and Coaching. University of Ljubljana, Faculty of Education and the National Education Institute of the Rebulic of Slovenia, 151-188.).*

- Martinot, C.; **KuvačKraljević, J.;**Bošnjak-Botica, T.; Chur, L. (2009): Predication principale vs seconde à: l`épreuve des faitsd`acquisition. U: Helmy, A (ur.) Prédicat, prediction et structures prédicatives. Pariz: Cellule de recherché en Linguistique, 50-81.

- Zaretsky, E.; **KuvačKraljević, J.;** Core, C.; **Lenček, M.** (2009): Literacy predictors and early reading and spelling skills as a factor of orthography: Cross-linguistic evidence. Written Language and Literacy, 12(1), 52-81.

- Meško, G.; **Kovčo Vukadin,** I.; Muratbegović, E. (2008): Social – demographic and social – psychological perspectives of fear of crime in Slovenia, Croatia and Bosnia and Herzegovina. In: Kury, H. (ed.): Fear of crime – punitivity. New developments in Theory and Research. Crime and Crime Policy, Vol.3, Universitaetsverlag Brockmeyer, Bochum: 173-197.

APPENDIX TO SELF-EVALUATION 5.3.

Appendix to Chapter 5: Scientific and professional activities / answer to the question:

i) **Specify the content and character of 10 most important scientific projects of your institution in the last 5 years (numerical data in table 5.2). State your opinion on the quality of work and results**

ABSTRACTS OF THE 10 MOST IMPORTANT SCIENTIFIC PROJECTS ACTIVELY CONDUCTED IN LAST FIVE YEARS (MSES PROJECTS)

1. **Title of the project: Higher Cortical Functions and Language: Developmental and Acquired Disorders (2007-2013)**

Principal investigator: MelitaKovačević, PhD, Full professor

Abstract:

Interdisciplinary research in higher cortical functions, primarily language, i.e. language processing, language development and language impairments makes use of the new technologically advanced methods of functional brain imaging. The employment of these methods allows for establishing correlations between cognitive or functional architecture on the one hand, and neural architecture on the other hand resulting in better understanding of language processing and language impairments and their causes. The research that has been carried out in this project was based on the combined approach with behavioural and electrophysiological methods. This methodology provides explanations of the phenomena directly linked to the language processing, but also making hypotheses about causes of language impairments (e. g. manipulation of the syntactic or semantic features of the experimental stimuli in the electrophysiological measurements). The results gained during the project allowed for the development of new diagnostic procedures that are based on the causal knowledge, i.e. neural substrate of the impairment and specific traits of Croatian (this sort of the research should take into account typological characteristics of a language). The results have been compared to other relevant research both on the neurocognitive and typological dimensions resulting in published studies made in the international collaboration (11 studies). During the course of the project the researchers have been published 49 articles in scientific journals, books and conference proceedings classified as A1 or A2, however, special significance was given to the publishing of the first diagnostic logopaedic tests for assessing language competence in children and adults and skills necessary for reading and writing for preschool children.

2. Title of the project: Cognitive and Language Development in Children at Neurodevelopmental Risk (2007-2013)

Principal investigator: Marta Ljubešić, PhD, Full professor

Abstract:
Medical conditions such as hypoxia, perinatal brain injuries, developmental brain disorders and other forms of neurodevelopmental disorders alter the path of predverbal and early verbal communication. Perinatal risk factors, as well as documented neurological impairments in childhood could be considered as variables in a naturally designed experiment. In this experiment, the neurobiological parameters of risk or impairment are independent variables which are manipulated by biological processes, and they are objectively measurable in medicine, yet not preventable, while the parameters of the cognitive, communicative and language outcome are viewed as dependent variables. Neurological impairments do not result in clearly determined consequences, because developmental processes in the brain have the characteristics of dynamism and plasticity. This means that, in the course of development, the brain is capable of reorganizing patterns and systems of connections and that plasticity is the central feature of brain development and learning (under normal as well as under abnormal circumstances). The main goal of the project was to investigate characteristics of language development in children with different developmental risk factors. The project consisted of separate studies with a shared focus on the developing brain, communication, language, and cognition relationships in preschool children. Each of these studies were trying, through a specific methodological approach resulting from an integral research design and a defined research protocol, to contribute to the understanding of the interplay between these systems and thus to improve the insight into the neurobiological underpinnings of developmental language disorders as well as of language development itself. For the sake of a better interdisciplinary research of interaction between genetic and environmental factors, the project was an integral part of a program implemented by the Croatian Institute for Brain Research „Neurodevelopmental basis of cognitive, mental and neurological disorders" (program package "Development and plasticity: interaction of genetic and environmental factors"). The project was conducted with a purpose of gathering new information on the developmental brain-behavior relationship, by way of comparison between language and cognitive characteristics of different cohorts of children.Five PhD thesis were made based on the results of this project. Moreover, the obtained results have also been applied in clinical practice, allowing better understanding of different developmental profiles in preschool children, as well the improvement of early detection and early intervention.

3. Title of the project: Matching Interventions with Needs of Children at Risk: Creating a Model (2007-2013)

Principal investigator: AntonijaŽižak, PhD, Full professor

Abstract:
The main goal of the project is creation of an intervention model for children and youth at risk and/or with behavioural problems which will be matched with their intervention needs. In order to accomplish that goal, as a first step three up-today instruments for assessment of risk and intervention needs were translated and applied. Psychometric properties of the instruments have confirmed that it is justified to use them in our conditions. Also, specific advantages of each instrument have been recognised. In the second step, risk areas and levels of risk for children and youth of both gender (age 7 – 22.5), who were at the time of study included in some kind of intervention (N=998), or were about to

be included (618) were determined. Results show that beneficiaries from institutional treatment, day treatment and community treatment programs differ significantly in most of the assessed risk areas. The expectation that the higher risk intensity will be followed by intervention intensity has been partially confirmed. The successfulness of intervention programs was evaluated by quantitative and qualitative approach. Interventions in preliminary criminal proceeding (i.e. special obligations- among which the most out-of-court settlement following individual counselling) proved to be most successful. Intensified care and supervision and correctional institution treatment were assessed as especially unsuccessful interventions. In the final project phase, results are summarised and presented in the manner which is acceptable to practitioners. Based on results, guidelines for improving of existing intervention model for children and youth with behavioural disorders in Croatia are generated. These include: risks levels as a criterion for conceptualisation of intervention level, standardised risk assessment and assessment of other characteristics of beneficiaries for purpose of choosing and planning of intervention, assessment of strengths/resources of beneficiaries when choosing and planning appropriate interventions.

4. **Title of the project: Auditory Processing Disorders (APD) in Elementary School Children (2008-2013)**

   Principal investigator: Mladen Heđever, PhD, Full Professor

Abstract:
The aim of the project was explore auditory processing in elementary school children. The realization of the determined aims of the project encompassed the construction and standardization of the first Croatian auditory processing disorders test named *Test PSP-1*. Auditory processing disorders (APD) are not hearing impairments, or a matter of altered reception or hearing sensitivity, but rather disorders caused by difficulties in comprehension of auditory signals. APD represents deficit in the processing of auditory presented information, which is further compromised by inadequate surrounding acoustic conditions. APD are in correlation with poor abilities of language comprehension and production, difficulties in reading and writing, poor discrimination of speech sounds, inability to keep notes during the class, difficulties in acquiring second language, low short-term memory and behavioral problems, which are the result of learning difficulties and problems in mastering the school curriculum. Considering wide range of consequences of APD, it is important for them to be timely diagnosed and treated in order to minimize their negative educational, behavioral and socio-emotional implications. Thus – the construction of *Test PSP-1* was carried out. The test consists out of 4 subtests: Filtered Words Test, Speech in Noise Test, Dichotic Words Test and Dichotic sentences Test. The research included 550 elementary school level pupils. During the statistical analysis of obtained data and the standardization of the *Test PSP-1* it became clear that APD is present in 3 – 5% inspected children. So far, except for the production of Test PSP-1, collaborators on the project published 8 scientific papers, the results of the project were presented on 10 national and international conferences, and 23 final theses were defended that analyzed the data collected on the project. The significance of this research is in construction and standardization of the first Croatian set of tests for idfentification of APD (Test PSP-1).

5.   Title of the project: Scientific Establishment and Development of Social Pedagogy in Croatia (2007-2010)

   Principal investigator: Zdravka Poldrugač, PhD, Full Professor

Abstract:
On a conceptual level, the aim of this research was to explore the scientific establishment of social pedagogy as an interdisciplinary science, focussing on its' subject of interest, tasks and methods. Social foundations of social pedagogy were examined and discussed through social processes, especially those in the Republic of Croatia, which led to the growing need for social pedagogues. Along with that, the research attempted to answer the question to what extent the education of social pedagogues' suits the needs of Croatian society and the needs of individuals, groups and communities to which professional activity of social pedagogy is directed. In order to achieve these goals, the empirical part of the research was conducted on a sample of Croatian social pedagogues using self-report method. The most important elements of professional competences, both in the field of professional and personal competency, were identified and evaluated. In that way, through this research, the prerequisites for improvement of the university (as well as other programs regarding the education of social pedagogues) are met. Therefore, this project represents a significant contribution to the quality of professional and social activities aimed at social integration of deprived social groups.

6.   Title of the project: Bilingual Communication of Deaf and Hearing People (2007-2013)

   Principal investigator: Sandra Bradarić-Jončić, PhD, Full Professor

Abstract:
As a base for development and evaluation of Croatian as a second language curriculum for the deaf fluent sign language users, some aspects of Croatian language skills (lexical skills, present, perfect and future tense skills, noun morphology skills) in deaf students attending elementary and secondary regular and special schools in Zagreb have been examined. Furthermore, in order to improve current Croatian Sign Language (HZJ) teaching practice, motivation for learning this language and the language learning strategies in hearing HZJ students at the University and course takers in associations of deaf and deaf-blind persons in Zagreb have been examined as well. Next to the quantitative insight in the deaf children's and youth's language skills, which show significant reduction in all skills measured, the results provide also a qualitative insight in their processing of verb and noun morphology. These results will be helpful in the development of Croatian as a second language for the deaf curriculum.Research in motivation and HZJ learning strategies used by the university students and course takers, show that there is a need for certain changes in actual teaching practices, which include, first of all, the development of adequate visual-spatial teaching material, as well as offering students more opportunities for interactions with different fluent sign language users.

7. Title of the project: The Intervention Programmes for School Enviroment and the Educational Inclusion (2007-2010)

Principal investigator:Ljiljana Igrić, PhD, Full Professor

Abstract:
The aim of thisproject was toinvestigate the effectsof programmedactivities focused on theschoolenvironmentto acton theobstacles of the inclusion of childrenwith disabilities in theimmediate(family, school, peers) andwider(localcommunities)environment and to influence on thedevelopmentof toleranceand acceptanceof diversity.Inorder to achievethe goal,program"Toleranceto the schoolfor all", which lasted3 months, and was implementedwith students, teachers andparents inregular schoolsin the Zagreb was implemented.The program ismonitoredthroughweeklyobservationsof studentsin class, focus groupinterviewswith students, teachersand parents, interviewswithmaster teachersand throughvideorecordings ofteacher andstudentworkshops. Effectsof experimentalprogramswereevaluatedthroughmultipletestsbefore,during andafterprogram implementation. Also the qualitativeevaluationof programsthatcontribute towiderunderstanding ofthe themeof toleranceand acceptanceof diversity was designed, conducted and implemented. Resultsof initialtestsof students, teachersand parentspoint tothe importantfactors for thedevelopmentof tolerancein the school, whichis a prerequisite forthe acceptanceof diversity. Program aims to encouragefriendly relationsamong children,proved to be acontribution tobetter children satisfactionby themselves and with schooland develops tolerantattitude towardsothers.Qualitativeanalysisfor the purposeof monitoringthe program impact and by respecting perspective ofstudentteachersand parentsis stillin progressand the first resultsrelated to theparentspointed tothe successof the programin theareaof empowermentof parentsof childrenwith disabilitiesandtheir awarenessabout the benefits ofpeerinclusionand the importanceof implementation ofthe rights of childrenwithdisabilities to inclusive environmentinregular schools.

8. Title of the project: Peer Pressure in Adolescence (2008-2013)

Principal investigator: Marija Lebedina-Manzoni, PhD, Full Professor

Abstract:
Peer is a significant element of the socialization of adolescents. Their influence is more pronounced as the children grow older, while it decreases with formation of an autonomous identity and achieving independence from parents. Early adolescence is a period in which peer pressure is the strongest. The aim of research is to investigate relationship between subjects' susceptibility to peer pressure, gender and age, with their self-esteem, anxiety symptoms and depression (adolescent characteristics), as well as with parental behavior and quality of friendship relations (environmental characteristics). The total number of participants included 960 adolescents in four Croatian cities that are administrative and economic regional centers (Zagreb, Split, Rijeka, and Osijek). Adolescents included in the sample were primary (seventh and eight grade) and high school (first, second and third grade) students. Interpretation of the results explained the relationship between peer pressure, personality characteristics certain environmental factors (dimensions of parental behavior and the quality of friendship relations). From the collected data, seceded were variables that had the highest predictive value for susceptibility to peer pressure. The project results were presented at international conferences of psychologists around the world. Project has also resulted in the book published in Germany with title: Peer Pressure in Adolescence - Boundaries and Possibilities / Lebedina Manzoni, Marija; Lotar, Martina; Ricijaš, Neven, Saarbrücken: LAP Lambert Academic Publishing, 2011.

9. **Title of the project: Evaluation of Criminal and Drug Lifestyle Theory in Prison System (2008-2010)**

   Principal investigator: Milko Mejovšek, PhD, Full Professor

Abstract:
The aim of the project was to investigate the concepts of the lifestyle theory in the area of crime and addiction in the Croatian prison system(Walters, 1998, 2000a, 2000b). Given that the theory has precisely defined and structured concepts with adequate measuring instruments, and thus verifiable, the first objective was to test the characteristics of the measuring instruments (reliability, homogeneity, representativeness, validity). Furthermore, the second goal of the project was to test this theory by comparing it with the known theory of criminogenic risk and need (measured by the LSI-R instrument), which has been already evaluated in Croatia. The third objective was to determine the involvement in the life styles of crime and drugs of the prison population in Croatia, who were at the Centre for Psychosocial diagnosis located within the Zagreb Prison. The results showed that some instruments had satisfactory psychometric characteristics, but also that some instruments needed to be improved before they could be used in every day penological and treatment practice. It was also shown that most measuring instruments were in good correlation with the criterion instrument LSI-R and specifics related to criminal recidivism and criminal careers.

10. **Title of the project: Early Detection of Autism – PDD and Early Intervention Program Evaluation (2008-2010)**

    Principal investigator: Jasmina Frey-Škrinjar, PhD, Full Professor

Abstract:
Autism is a pervasive developmental disorder that is characterized by impairments in a) reciprocal social interaction, b) verbal and nonverbal communication, c) limited and repetitive patterns of behavior, interests and activities. Positive outcomes largely depend on early identification and early intervention. Research has shown that combination of structured discrete trial teaching (DTI) and natural environment teaching is most effective behavioral early intervention program (Kasari, 2002; Wolery et al., 2002; Baker at al., 2003; Baird, 2006). Clinical evidence in the last 10 years emphasizes developmental approach based on interaction and individual differences (Greenspan, 1998). There is no research till date that compares those two approaches. In Croatia, autism spectrum disorders are diagnosed late, and early intervention system is still not developed. The main goal of this study is to compare and evaluate two different early intervention programs. Following main hypothesis was set accordingly: H1 There is differences in the developmental outcome of children included in the developmental early intervention program and those included in behavioral early intervention program. The following sub hypothesis were defined: H1.1 There will be differences in the communication of children included in developmental and those included in behavioral early intervention program, H1.2 There will be differences in the adaptive behavior of children included in developmental and those included in behavioral early intervention program, H1.3 There will be differences in the cognitive functioning of children included in developmental and those included in behavioral early intervention program, H1.4 There will be differences in the symbolic play of children included in developmental and those included in behavioral early intervention program. The research sample consisted of 20 children in two samples of 10. Participants in two samples were matched according to chronological age, sex, the level of intellectual functioning and education and marital status of parents. One group of participants was included in the developmental early intervention program,

and the other group in the behavioral early intervention program. In both programs children were included 20 to 25 hours a week. Initial and final assessment was conducted. All hypotheses were confirmed.

APPENDIX TO SELF-EVALUATION 5.4.

Appendix to Chapter 5: Scientific and professional activities / answers to the questions:

l) **Specify the content and character of professional projects of your institution in the last 5 years (numerical data in table 5.3). State your opinion on the quality of work and results.**

m) **Specify the impact of your professional and developmental projects and services on the development of Croatian economy, service sector and state.**

CENTRE FOR REHABILITATION
FACULTY OF EDUCATION AND REHABILITATION SCIENCES
UNIVERSITY OF ZAGREB

The Centre for Rehabilitation is a teaching base and practical work unit of the Faculty of Education and Rehabilitation Sciences (referred to as the Centre in the following text), which celebrated 15 years of existence in 2012. The Centre is a training base for students studying at undergraduate, graduate and postgraduate levels at the Faculty of Education and Rehabilitation Sciences. The practical work activities provided in the Centre are an example of the successful interaction between science, practice and teaching. This makes the Centre, as a site of practical work excellence in a number of specific fields, unique in Croatia. The professors and assistants of the Faculty of Education and Rehabilitation Sciences and two associates provide professional support for clients diverse chronological age that have different developmental difficulties or disorders (ranging from newborns at neurodevelopmental risk to adults who have suffered from brain damage). A continuous increase in the number of clients as well as waiting lists for some particular services demonstrate that the Centre has been recognized among the academic, professional and wider community at local, regional and state levels as a place of scientific and professional expertise and a centre of excellence in the provision of direct counselling, educational and professional support. The activities in the Centre are organized into 12 units that are each highly specialized for providing support to persons with different developmental or acquired difficulties as well as for working on preventive programs:

- Education-Rehabilitation Support Unit
- Hearing Impairments Unit
- Visual Impairments Unit
- Autism Spectrum Disorder Unit
- Psychotherapy Unit
- Early Communication Unit
- Early Psychomotor Stimulation Unit
- Developmental Assessment and Support Unit
- Sensory Integration Unit
- Adult Communication Disorders Unit
- Speech and Language Pathology Unit
- Risk Prevention and Juvenile Counselling.

All listed units organize training work activities, conduct scientific research and professional projects and organize promotional activities (www.centar.erf.hr):

a) Professional practical work in the field of Developmental Difficulties and Disorders (counselling, prevention, diagnostic, assessment, treatment/therapy)

Analysis of data recording the total number of clients served each year, from the year the Centre was founded (1997) to the present, demonstrate a significant increase in the number of clients per year (Graph 1).

Graph 1.A review of the total number of clients in the period from the foundation of the Centre until 2014.
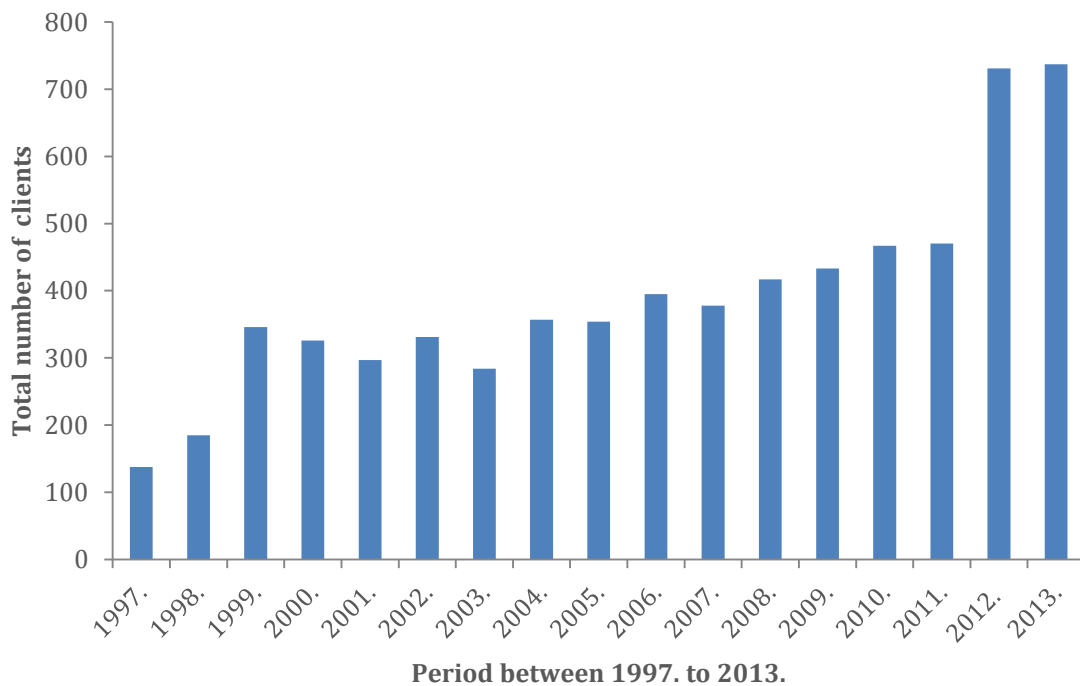

Since the foundation of the centre, the number of clients has increased five times. This growth trend is especially evident in the striking increase observed over the last two years. The total number of clients is especially high when one considers that all activities in the Centre are provided by teaching and research staff from the Faculty (who have numerous other obligations) and only two full time associates.

Practical work includes counselling, prevention, assessment, treatment, therapy and (re)habilitation in the following fields:

- parents' concern about the child's development, behaviour or learning,
- neurodevelopmental risk,
- hearing impairments,
- visual impairments,

- intellectual disabilities,
- autism spectrum disorders,
- motor disorders and chronic illness,
- behaviour disorders,
- language, speech and voice difficulties,
- reading and writing disabilities,
- learning disabilities,
- attention deficit/hyperactivity disorder (ADHD),
- emotional problems,
- communication problems,
- difficulties in social communication,
- selective mutism,
- sensory integration difficulties,
- swallowing and feeding disorders.

Graph 2. Intensity of work among the units of the Centre during 2013.
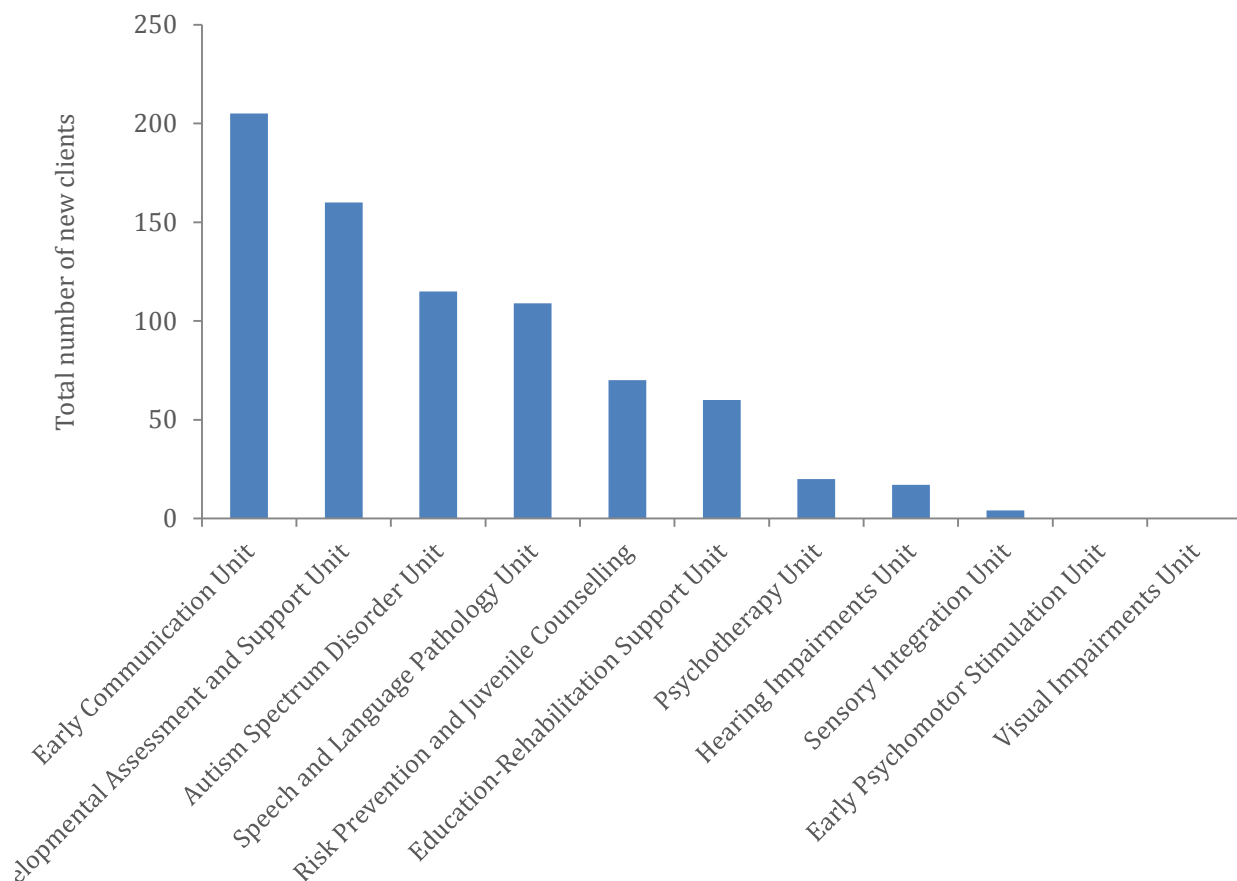
The activities conducted in each unit have a different pace and intensity (Graph 2). According to the total number of new clients per year, the *Early Communication Unit, Developmental Assessment and Support Unit, Speech and Language Pathology Unit, Autism Spectrum Disorder Unit, Risk Prevention and Juvenile Counselling and Education-Rehabilitation Support Unit* are the most active units of the Centre. At present, the *Early Communication Unit,* one of the oldest units of the Centre, is a well-known service among professionals and parents specializing in the developmental assessment of young children who do not speak or have weak communication skills. This assessment is conducted together by a Speech and Language Pathologist and a Psychologist. During the last few years, 60% of clients using the services from this Unit are children aged six years or younger. Unfortunately, the *Early Communication Unit* has a long waiting list. Many families wait for a whole year for a developmental assessment, a period that is too long for young children.

Other units are also recognized based on the type of services provided and its quality in both professional and wider communities, where clients are often referred by other associates, teachers and preschool teachers. A waiting list also exists for the services of the *Developmental Assessment and Support Unit,* specializing in psychological assessment from the early preschool period to adolescence and adulthood (for example: different developmental difficulties, academic failure, 'assessment of need for accommodations during state exam, diagnostic of ADHD in adulthood, problems of mental health, and..), treatment of emotional difficulties (play therapy), parental counselling (adoptive families, families of children with development difficulties and learning disorders), and for the *Speech and Language Pathology Unit (*for example: specific learning difficulties like difficulties in reading and writing, dyslexia and assessment of students for the state graduation exam). In many of these circumstances, professional teams from preschool institutions and schools insist on a professional report and opinion from the Centre.

The *Risk Prevention and Juvenile Counselling* unit collaborates on an ongoing basis with state Welfare Offices and provides socio-pedagogic treatment for many adolescents (obligatory inclusion into individual or group psychosocial treatment within the youth counselling service).
Reasons for seeking support from the Centre are varied, with 14% of clients stating behavioural problems The majority of clients come due to issues related to voice, speech and language and learning difficulties (44%), which parents state as the main reason for seeking professional help.

b)   Teaching

The Centre for Rehabilitation is a teaching base for students of the Faculty of Education and Rehabilitation Sciences. Over the past fifteen years, there have been three major changes in location. The Centre began providing services in the premises of the Preschool institution Vrbik. In 2005, thanks to financial support from the University of Zagreb and approval from the Ministry of Health and Social Welfare, the Centre was moved to Ilica 83 (as part of the premises of Centre for training and education SlavaRaškaj). During the relocation of the Faculty of Education and Rehabilitation Sciences to its current Borongaj Campus, the Centre was allocated 800 m² for service provision. These premises were equipped through the financial support of the University of Zagreb. Several units have equipment for videotaping and one-sided mirrors, which enable direct work with students (observing assessment or therapy directly or from behind the mirror) and the collection of video examples. The new premises at the Borongaj Campus also provided an opportunity for more teaching and practical work hours in the Centre.
Numerous practical courses have been organized in the Centre for students of undergraduate and graduate programmes in Speech and Language Pathology and Educational Rehabilitation (Table 1).

Table 1. List of courses with the practical work part realized in the Centre for Rehabilitation

SPEECH AND LANGUAGE PATHOLOGY	Name of the course
Undergraduate programme	Speech and Language Practice Differential Diagnosis Reading and Writing Disorders I Articulation Disorders Volunteer Work Aphasia I
Graduate programme	Augmentative and Alternative Communication Speech and Language Assessment Social Communication Disorders Phonological Disorders Hearing and Speech Rehabilitation Stuttering Speech and Language Practice Specific Learning Disability Articulation and Phonological Disorders Reading and Writing Disorders II
EDUCATIONAL REHABILITATION	
Undergraduate programme	Early Developmental Rehabilitation Practicum in Early Developmental Rehabilitation Development of Persons with Autism Spectrum Disorders Volunteer work Rehabilitation Programmes for Children with Intellectual Disabilities Perceptual Motor Abilities Facilitation Behavioural Approach to Learning Teaching Persons with Autism Spectrum Disorders
Graduate programme	Programming in Work with Persons with Autism Spectrum Disorders Practicum in Play Therapy Methods in Educational and Occupational Rehabilitation
Specialist study	
"Early Intervention in Education and Rehabilitation"	Early Intervention Programs in Speech and Language Pathology Guided Practicum in Early Intervention Programs in Speech and Language Pathology

In the summer semester, a large number of students in their final year of study in the Speech and Language Pathology and Educational Rehabilitation programme carry out their individual practice in the Centre. Students are a valuable and unique contribution to the Centre, where their participation gives a new quality to services for clients as well as the opportunity for students themselves to gain valuable practical work experience and enrich theoretical knowledge. Observational materials and research data are also used also for teaching purposes (for example: video clips) while always taking

into consideration the well-being of the client and ethical principles. During the two last academic years, thirty student volunteers contributed to the provision of different activities (within the 'Volunteer work' course).

c)   Research and professional projects

The Centre has been collaborating with other service providers, most often non-governmental organizations, to coordinate and carry out numerous professional projects. This collaboration has shown to be useful for transferring new knowledge to practice, but also for spreading and widening the type and number of services for clients of the Centre. A list of all projects realized in the Centre over the past five years can be found in Table 5.3, in Section 5 of the Self-analysis document.

Some of the Centre's units have conducted smaller research projects (for example: as part of the completion of a specialist thesis or postgraduate doctoral thesis). The Faculty of Education and Rehabilitation Sciences is a partner institution in the Early Intervention in Children with Developmental Difficulties and Disorders (2011.-2014.) programme supported by the Ministry of Social Politics and Youth. This collaboration is significant for the youngest clients from the Centre, who underwent an assessment procedure and who was subsequently provided with family support and parental counselling. It is important to emphasize that partnering with a non-governmental association proved to be successful because it resulted in the inclusion of more than 50 families in various early intervention services who would otherwise have continued to search for appropriate professional help. A number of different activities housed within this programme take place in the premises of the Centre.

Another project aimed at vocal professionals, *Healthy Voice for All of Us,* was realized in the Speech and Language Pathology Unit during 2012 and 2013 (directed by Ana Bonetti, PhD). This project was supported by The City of Zagreb (City Office for Health). The publication of a brochure entitled *Multidisciplinary Education on Prevention of Voice Disorders* was a result of this project.

The project *ICT Systems for Persons with Complex Communication Needs*, conducted by the Faculty of Electrical Engineering and Computing together with the Faculty of Education and Rehabilitation Sciences, tested different applications for children with complex communication needs. This project was supported by the *Development Fund of the University of Zagreb,* and introduced innovative services based on current information-communication technology. The current EU project *ICT Competence Network for Innovative Services for Persons with Complex Communication Needs (http://ict-aac.hr)* also has its facilities for practical work at the Centre and has enriched the Faculty with a new employee (Speech and Language Pathologist).

d)   Promotional activities

Promotional activities arise from the presentation of professional projects or different events marking. While appearances in the media have been numerous (radio and TV shows, daily and weekly news), the staff from the Centre is very careful to limit their presence in the media due to the very small capacity of the Centre to accept new clients. Successful collaboration has also been achieved with various non-governmental associations, including the Croatian Logopedic Association, Croatian Association of Social Pedagogists, Croatian Association on Early Childhood Intervention, Croatian Dyslexia Association, Association for Early and Educational-rehabilitation Intervention, Brave Phone, Inclusive Support Centre IDEM.

APPENDIX TO SELF-EVALUATION 6.1.

Leaflet for international students

LIST OF COURSES AVAILABLE TO EXCHANGE STUDENTS (IN ENGLISH) FOR ACADEMIC YEAR 2012/2013:

	COURSE TITLE	Semester (Winter/ Summer)	ECTS	STUDY LEVEL (BA/BSc, MA/MSc)
	UNDERGRADUATE STUDIES			
1.	Psycholinguistic	Winter	5	BA
2.	Planning Programme in Rehabilitation of Children and Youth with Intellectual Disabilities	Winter	4	BA
3.	Learning Disabilities	Winter	4	BA
4.	Development of Persons with Intellectual Disabilities	Summer	3	BA
5.	Voice Disorders I	Summer	5	BA
6.	Neurolinguistic I	Summer	4	BA
7.	Developmental Psycholinguistic	Summer	5	BA
8.	Comparative Criminology 1	Summer	3	BA
	GRADUATE STUDIES			
1.	Development of Children with Learning Disabilities	Winter	4	MA
2.	Juvenile Delinquency – Theory, Research and Interventions	Winter	4	MA
3.	Individual Education Programmes	Winter	5	MA
4.	Program of Perceptual-Motor Stimulation	Winter	3	MA
5.	Neurolinguistic II	Winter	4	MA
6.	Comparative Criminology 3	Summer	3	MA

Courses taught in English are offered according to the needs of students from abroad (on the principle of individual consultations in English with the professors).
Please see the course description on the English page of www.erf.unizg.hr.

FOR MORE INFORMATION PLEASE CONTACT INTERNATIONAL RELATIONS OFFICE OF THE UNIVERSITY OF ZAGREB (www.unizg.hr).

LEARN CROATIAN
CROATICUM – Center for Croatian as a Second and Foreign Language (www.croaticum.ffzg.hr)
For the EILC Croatian course (beginners level) in September, before the start of the winter semester/academic year visit www.mobilnost.hr.

CONTACT INFORMATION & ADDRESS:
Faculty of Education and Rehabilitation Sciences
University of Zagreb
Znanstveno učilišni kampus
Borongajska cesta 83f
10 000 Zagreb, Croatia
www.erf.unizg.hr

Head of the international relations:
Anamarija Žic Ralić, Ph.D.
medunarodna@erf.hr

ECTS-koordinator:
Ana Wagner Jakab, Ph.D.
awagner@erf.hr

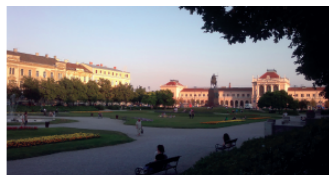**Coordinator for international relations:**
Vesna Čavić
vcavic@erf.hr

University of Zagreb
Faculty of Education and Rehabilitation Sciences

www.erf.unizg.hr

INSTITUTIONAL PROFILE

The Faculty of Education and Rehabilitation Sciences is an institution of higher education of the University of Zagreb. It is the central and unique higher education institution in the Republic of Croatia providing education for professionals who will work with persons who have special needs and with their environment. The core activities of the Faculty of Education and Rehabilitation Sciences are scientific and educational, including scientific-research and professional training.

UNDERGRADUATE STUDY PROGRAMMES

BACHELOR'S STUDY PROGRAMMES	DURATION (SEMESTERS)	ECTS	LANGUAGE OF INSTRUCTIONS
Rehabilitation	6	180	Croatian
Social Pedagogy	6	180	Croatian
Speech-Language Pathology	6	180	Croatian

GRADUATE STUDY PROGRAMMES

MASTER'S STUDY PROGRAMMES	DURATION (SEMESTERS)	ECTS	LANGUAGE OF INSTRUCTIONS
Educational Rehabilitation	4	120	Croatian
Social Pedagogy	4	120	Croatian
Speech-Language Pathology	4	120	Croatian

1. **EDUCATIONAL REHABILITATION STUDY** - students acquire competencies in assessment, education and rehabilitation, art therapy, research and social inclusion related to the people with disabilities.

2. **SOCIAL PEDAGOGY STUDY** - trains professionals for scientific research and professional work with individuals, groups and communities at risk of developing/existing behavior disorders. Professional activities cover the area of detection, diagnostics and prevention, treatment and post-treatment interventions in the field of behavior disorders in children, youth and adults.

3. **SPEECH-LANGUAGE PATHOLOGY (SLP) STUDY** - trains professionals for work on prevention, detection, diagnostics, and rehabilitation of various voice, speech and language disorders, hearing impairment and rehabilitation of dysphagia, dyslexia, dysgraphia, as well as augmentative and alternative communication.

INTERNATIONAL COOPERATION
From the academic year 2011/12 Croatia is a full member of the LLP Programme.

INFORMATION FOR ERASMUS STUDENTS:
- contact the international office of the institution where you study at home - according to your preferences and wishes, they can help you find the possible host institutions, explain the selection procedure and financial support you can receive
- if there is an agreement with the University of Zagreb within your area of studies, your home university can nominate you for student exchange period at the Faculty of Education and Rehabilitation Sciences University of Zagreb
- in order to be accepted you will need to fill in the online application at the University of Zagreb's website (www.unizg.hr)

APPLICATION DEADLINES
(to receive complete application documents from students)
- 10 May - winter (1st) semester / academic year (starting in October)
- 10 November - summer (2nd) semester (starting in March)

WINTER (1st) SEMESTER:
October 1 to February 28/29
Winter examination period (no classes):
February
SUMMER (2nd) SEMESTER:
end of February/beginning of March 1 to June 30
Summer examination period (no classes):
June 15 to July 15

INFORMATION FOR FACULTIES:
- if you wish to sign Erasmus bilateral agreement with the Faculty of Education and Rehabilitation Sciences please contact us for more information www.erf.unizg.hr
- Deadline for signature: November 01 of the current academic year for the next academic year