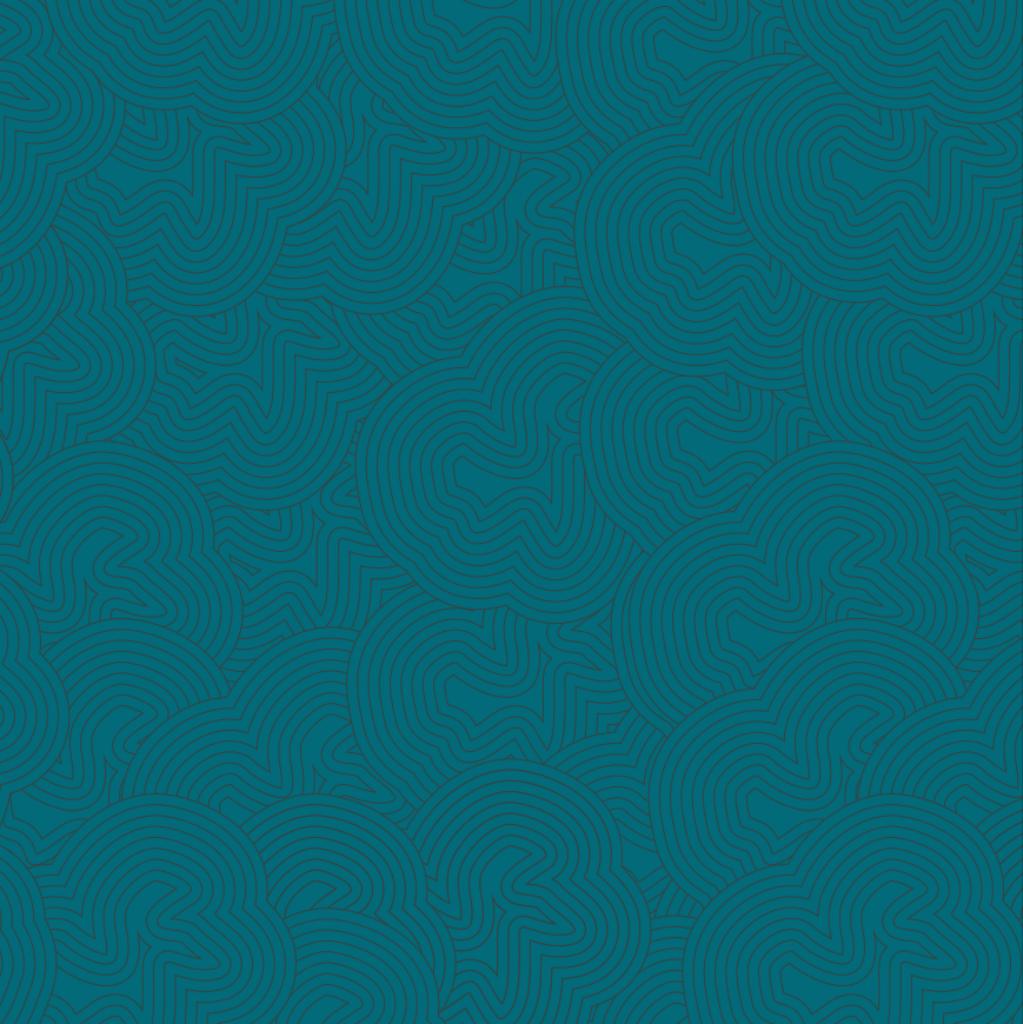




# RINKLUZIJA

RInclusion



## O PROJEKTU

about the project

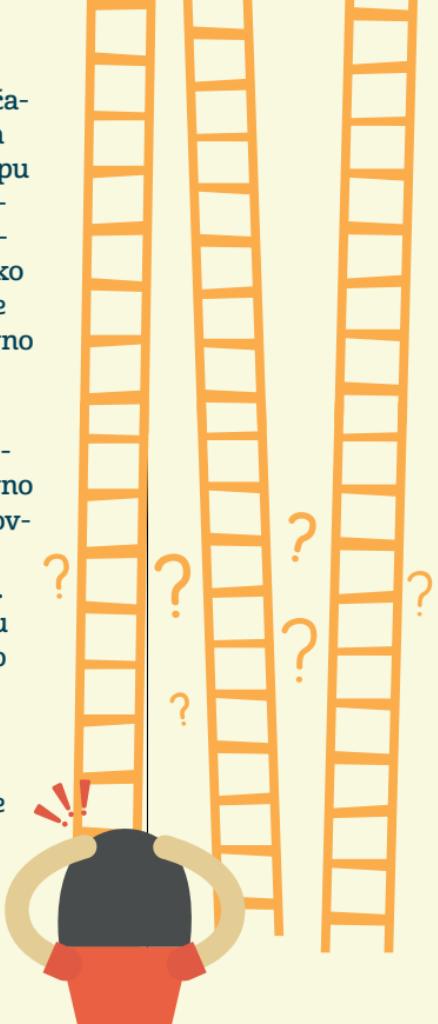
Projekt „RInkluzija“ usmjeren je učenicima s teškoćama i njihovu pravu na jednake obrazovne mogućnosti, temi o kojoj Grad Rijeka promišlja već dugi niz godina. Grad također ide u korak sa svjetskim i europskim trendovima te prati, provodi i financira projekte s idejom inkluzivnog obrazovanja. Pravo na kvalitetno obrazovanje imaju svi učenici, pa i oni s teškoćama, koji predstavljaju posebno ranjivu skupinu. U riječkim osnovnim školama u redovan odgojno-obrazovni sustav trenutačno su integrirana 544 učenika s teškoćama. Uz svladavanje nastavnog programa, neki od tih učenika imaju i niz drugih potreba koje nastavnik ne može uvijek zadovoljiti. Ovim projektom tim učenicima želimo osigurati pomoćnika u nastavi, čime ćemo doprinijeti kvaliteti integracije u razredu. Pomoćnik u sklopu ovog projekta predstavlja neposrednu potporu učeniku i posrednu potporu učitelju te ostalim učenicima u razredu, no pritom nije zamjena za druge oblike pomoći. Dakle, projektom „RInkluzija“ povećava se socijalna uključenost i olakšava integracija učenika s teškoćama u riječkim školama. Velika važnost ovog projekta jest u tome što djelujemo na dvije

ciljane skupine: primarno na učenike s teškoćama, ali i na nezaposlene osobe registrirane na tržištu rada. Angažiranjem pomoćnika u sklopu ovog projekta utječemo na povećanje zaposlenosti u Rijeci, a to se posebice odnosi na stručnjake iz područja odgoja i obrazovanja koji tako stječu iskustvo rada s djetetom s teškoćama te nova znanja i kompetencije za rad, čime izravno djelujemo na povećanu zapošljivost.

- Na projektu „Rinkluzija” zaposlena su 44 do sad nezaposlena građanina koja svakodnevno rade s čak 50 djece u našim odgojno-obrazovnim ustanovama. To je najveća, a ujedno i iznimno humana, sastavnica ovog projekta. Usto, projekt otvara mogućnosti čitavu nizu popratnih sadržaja s ciljem širenja svijesti o važnosti inkluzivnog obrazovanja.

Nadamo se i vjerujemo da će rezultati ovog projekta poslužiti kao primjer dobre prakse te postati dijelom naše svakodnevnice.

Projektni tim „RInkluzije“



The “RInkluzija” (RInclusion) project is aimed at students with disabilities and their right to education, an issue the City of Rijeka has been tackling for many years and is now finally keeping up-to-date with global trends in terms of the implementation and financing of inclusive education projects. Every student has the right to a good education, including those with disabilities, who represent an especially vulnerable demographic. Currently, 544 students with disabilities have been integrated into the regular educational system of Rijeka's elementary schools. Certain of these students have additional needs other than the need to cope with the curriculum which is something that the teacher cannot always meet. The purpose of this Project is to ensure these students have at their disposal a teaching assistant, which will contribute to the quality of integration within the classroom. Within this project, an assistant represents direct support to the student, and indirect assistance to the teacher and other children in the class, yet this does not substitute for other forms of help. Therefore, the “RInkluzija” project boosts the social inclusion and facilitates the integration of students with disabilities in the schools of Rijeka.

*This Project is especially significant as it includes two target groups: most importantly children with disabilities, but equally the registered unemployed. By hiring assistants under this project we positively contribute to the rise of the employment rate in our city, primarily in terms of experts in the area of education, who can thus acquire experience in working with a disabled child, as well as new knowledge and skills for work, which directly increases their chances of employment.*

*44 previously unemployed citizens of Rijeka are now employed under the Project; on a daily basis they work with as many as 50 children within our educational facilities, which is the largest and an extremely humane component of this Project. Furthermore, the Project opens the possibility of a myriad of other activities aimed at raising awareness of the importance of inclusive education.*

*We hope and sincerely believe that the results of this Project will serve as an example of good practice and become a part of our everyday lives.*

*The "RInkluzija" project team*

### MIŠLJENJA UČITELJA comments by teachers

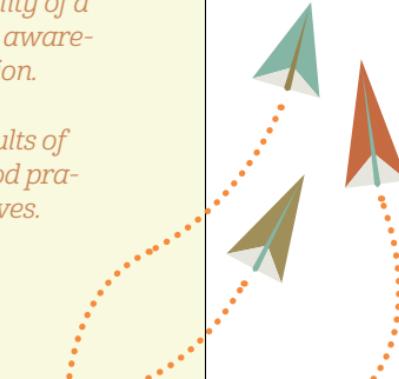
- Biljana Grbić

Aktivnim zajedničkim planiranjem i stalnim dogovaranjem učiteljice s asistentom ostvaruju se optimalni preduvjeti za izvođenje kvalitetne nastave u cijelome razrednom odjelu. Mislim da učenici s posebnim potrebama ili teškoćama u razvoju u redovnoj školskoj sredini više napreduju i u spektru svojih teškoća i razvijajući niz vještina koje ih osposobljavaju za samostalan život.

- Cooperation in planning and constant consultations between the teacher and the assistant mean we can achieve ideal conditions for high quality teaching within the entire class. I believe that students with disabilities or special needs integrated into a regular school enjoy better progress within the spectrum of their disabilities and develop a set of skills preparing them for independent life.

- Vanja Valčić

Asistenti već nekoliko godina sudjeluju u mojoj nastavi pomažući mi i moja su iskustva vrlo pozitivna. Tijekom ove školske godine radi



ekipa asistenata koja u rad s djecom s posebnim potrebama ulaže mnogo truda (kao i mnogo empatije).

*After a few years of participating in classes and receiving help from assistants, I have nothing but positive experiences. This school year we have a team of assistants who invest a great effort in working with special needs children and show a great deal of empathy.*

¬ Manuela Stančić

Uvođenjem asistenata u nastavu učenici s teškoćama u razvoju dobili su priliku i pravo koje im pripada: obrazovati se sa svojim vršnjacima u redovnom sustavu školovanja.

*With the introduction of teaching assistants, children with disabilities have been given the opportunity and the inherently right that belongs to them: the right to receive an education alongside other children of their age within the regular education system.*

¬ Ivona Biondić

Uvođenjem pomoćnika u nastavi uvelike je unaprijedena kvaliteta nastavnog procesa i za učenike s posebnim potrebama kao i za sve ostale. Kada učitelj jednom "isproba" rad uz osobnog asistenta, ne može više zamisliti kako mu je bilo ranije.

-

*The introduction of teaching assistants has seen a great boost in the quality of the teaching process, not only for children with special needs, but also for everyone else. Once a teacher gets a glimpse of working with a personal assistant, they cannot go back to what it was like before.*



¬ Dubravka Dolušić

Svakoga dana dolazim po svojeg sina nakon nastave. Za mene je to poseban trenutak u danu jer ga nalazim kako sjedi ili u krilu svoje asistentice ili pored nje, što pokazuje njegovu privrženost pomoćnici i sposobnost pomoćnice koja je uspjela izgraditi takav odnos.

*It is very touching to come to school every day to pick up my son, only to find him sitting on the teaching assistant's lap or next to her, always leaning against her, which shows his affection for the assistant and attests to her ability to build such relationship.*

¬ Jelica Lulić

Primjećujem svaki mogući napredak (i u ponašanju i u ocjenama). Motivira ga i potiče te se veseli skupa sa mnom. Njihov je odnos odličan, vrlo su bliski i međusobno se uvažavaju (puni su međusobnog povjerenja). Zajedno su i u teškim trenutcima, a zajedno se i vesele napretku.

*I can attest to every possible form of progress (both in terms of behaviour and in terms of grades). My*

*son is motivated and encouraged and we are both happy. Their relationship is excellent; they are very close and share mutual respect (and confidence). They stand by each other during difficult times, but also rejoice at every sign of progress.*

¬ Loreno i Rikardo Jurčić

Patrik i pomoćnica u nastavi imaju fantastičan odnos. Sve odraduju uz smijeh i veselje, Patrik čak traži da idu što prije raditi (vježbati). Vidimo kako veliki napredak, svakoga je dana sve samostalniji. Posebne trenutke njihova odnosa čine upravo ta želja za radom i obostrano veselje koje je pomoćnica uspjela razviti.

*Patrik and his teaching assistant have a fantastic relationship and they complete their tasks happily; Patrik even asks to get to work as soon as possible. The progress is astounding; he is getting more independent by the day. What makes their relationship special is precisely this willingness to work and mutual joy, which the assistant has contributed to.*



¬ Janja Malkoč

Budući da je Nikša dijete s velikim poteškoćama, pomoćnik mu pomaže u svim oblicima školovanja koje bi mu inače bilo gotovo nemoguće.

-

*Seeing as Nikša is a child with severe disabilities, the teaching assistant helps him in all aspects of his education; it would be almost impossible without him.*

¬ Jasmina Vojnović

Moje dijete uz pomoćnika sazrijeva s osjećajem da postoji netko tko će mu pomoći i uz koga će se lakše nositi sa svakodnevnim izazovima u školi, što mnogo pridonosi razvoju njegove slike o sebi.

-

*With the assistant, my child is becoming more mature and has the feeling that there is someone to help him cope with the everyday challenges he faces at school, which vastly contributes to the development of his self-image.*

MIŠLJENJA UČENIKA  
opinions of students

¬ Borna Dolušić

Marija je moja učiteljica. Ona je dobra i lijepa. Volim je zato jer mi pomaže u školi. Radi sa mnom na tjelesnom, češka me po kosi, čuva me u hodniku dok mama i tata ne dođu po mene. Osjećam da me Marija Brezac jako voli.

Tvoj Borna.

*Marija is my teacher. She's good and pretty. I love her because she helps me with school. She goes to gym class with me, she rubs my hair, and she takes care of me in the hallway until my mum and dad come to pick me up. I feel that Marija Brezac loves me very much.*

Borna.

¬ Antonio Kučan

Ja sam zadovoljan sa svojom asistenticom zato što mi mnogo pomaže u učenju. Jako sam sretan jer sam počeo lijepo čitati.

-

*I'm very happy with my assistant because she helps my study. I'm very happy because I've started to read well.*



¬ Vid Gržalja

Jako volim svoju učiteljicu Tamaru jer mi u svemu pomaže kad mi treba. S njom sam mnogo naučio. Jako volim ići u školu. Moj razred je odličan i zato sam s cijelim svojim 5.c jučer na bazenu proslavio rođendan. Bilo nam je super!

*I love my teacher Tamara very much because she helps me with everything I need. I've learned a lot with her. I love going to school very much. My class is great and that's why I had a pool party yesterday to celebrate my birthday with my entire class 5.c. It was awesome!*

¬ Antonio Radelić

Moja učiteljica Koni jako je dobra, strpljiva i blaga. Volim je i smatram članom svoje obitelji. Draga Koni, hvala ti na tvojoj pomoći. Voli te tvoj Antonio!

*My teacher Koni is very good, patient and kind. I love her and consider her a member of my family. Dear Koni, thanks for your help. Love, Antonio!*

## MIŠLJENJA POMOĆNIKA opinions of teaching assistants

¬ Danijela Ćepulić

Mogućnost preispitivanja svojih iskustava, aktivnosti, znanja kroz mogućnosti djeteta koje to isto stjeće na drugi način. Učim svakoga dana!

*I have the opportunity to re-examine my experiences, activities and knowledge through the abilities of a child, who also acquires them, but in another way. I learn something new every day!*

¬ Vedrana Pavić

Kada mi učenik kaže: "Mislio sam da (to nešto) ne mogu, ali kad ti radiš sa mnom i potičeš me, onda mogu sve".

*When a student tells me: "I thought I couldn't do it, but when you work with me and encourage me, I can do anything".*

¬ Ivana Radošević

Trenutak kada dijete samostalno ispunite zadatku i svo veselo kaže: „Vidi, ovo sam napravio sam!“ ispunjava me ponosom i zadovoljstvom.

*The moment when a child completes an assign-*



*ment on their own and says happily: "Look, I did everything myself!" makes me proud and happy.*

¬ Kristina Tustanovski

Znate da se trud isplatio kada u djetetu, koje isprva odbija suradnju, probudite želju i volju da samo predlaže suradnju.

*When you have incited a will and desire to learn in a child who has previously refused to cooperate to the point that the child suggests cooperation himself, that's when you know all the hard work has paid off.*

¬ Helena Štimac Vuković

Dvije stvari koje me usrećuju jesu kada mi Mia kaže: "Hvala ti što si tu!" i "Volim te".

*Two things make me happy; when Mia tells me: "Thank you for being here!" and "I love you".*

## MIŠLJENJA ŠKOLSKIH KOORDINATORA

Opinions of teaching assistants

¬ Maja Draščić

Svaki dan kod učenika se otkriva novi dio njihova skrivenog svijeta. Na nama je da damo sve od sebe da svojim znanjima i metodama otkrijemo taj svijet i njihove mogućnosti.

*Every day we can see another part of the students' hidden world. It is up to us to give everything we can to discover that world and their capabilities by employing our knowledge and methods.*

¬ Orjana Marušić Štimac

Značajna potpora u radu s potrebitom djecom. Lijepo je pratiti ubrzani tempo napretka djeteta otkad je dobilo asistenta. Ponos i zadovoljstvo tog mališana, ali i asistenta i učiteljice.

*Significant support in working with children with special needs. It is lovely to observe the fast pace the children are developing at since being assigned an assistant. The pride and joy of the child, but also of the assistant and the teacher.*

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Grad Rijeka

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RAZVOJ  
LUDIŠKIH  
POTENCIJALA  
HUMAN  
RESOURCES  
DEVELOPMENT

