

GrEAT

Green Education for Active Talents

INTELLECTUAL OUTPUT 2

TRAINING MODULES AND MATERIALS

Disability and green economy



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1. TOPIC FRAME

1.1. GENERAL ABOUT CROATIA

On the July 1st 2013, Croatia became a full member of the European Union. According to the 2011 Census, Croatia has a population of 4.2 million. The country is divided into 20 counties and the City of Zagreb, which is capital and the largest city in Croatia. Tourism dominates the Croatian service sector and accounts for up to 20% of Croatian GDP. Annual tourist industry income for 2017 was estimated at €9.5 billion. Petrochemical industry had a great role before the recession. The potential of the domestic economy lies in wind power, hydropower and solar energy, substantial agricultural areas, significant fresh water resources, along with the traffic infrastructure.

(<http://www.hr.undp.org/content/croatia/en/home/countryinfo.html>)

1.2."GREEN ECONOMY" AND OPPORTUNITY FOR CROATIA

The United Nations Environment Program (UNEP) defines the green economy as „an economy that results in improved human well-being and social equity, while significantly reducing environmental risk and ecological scarcity“ (UNEP, 2010) with a significant reduction in environmental risks and further environmental degradation. In the green economy, there are fields such as ecological agriculture, green technology development, recycling or waste management, water economy and water management, green architecture and design and related activities.

Other organisations such as The Organisation for Economic Cooperation and Development (OECD) defines green growth as “fostering economic growth and development while ensuring that natural assets continue to provide the resources and environmental services on which our well-being relies.” (OECD, 2011).

Therefore, the story about green economy is not just preserving the environment, but also thinking about what kind of society we want. We must take care about growing social inequalities and lead to the strengthening of democratization within the economic system itself. We need to think more in the categories of economy that contributes to the well-being of people, not only economies whose imperative is economic growth, especially economic growth that has adverse environmental consequences.

Green economy is a great opportunity for Croatia, which is in a position to think about new direction for socio-economic development. The more accurate picture of the attitude of Croatians about the green economy will be clearer with the results of this research: in one study in which the views of Croatians on the preferred primary energy source were examined, more than 60 percent of them were selected the Sun as the most preferred option (ISSP in 2001). We can conclude these results are indicator that “green economy” has opportunity to be developed in Croatia.

At the Conference on Environmental Protection and Energy Efficiency it was concluded that Croatia has been planning to invest about 15 billion euros in energy development.

Until now, Croatia has invested 16.55 million euros in 28 projects for strengthening the capacities of the relevant institutions for the implementation of national laws and strategies. In the financing of projects of NGOs dealing with environmental protection, 1.81 million euros was invested in 20 projects, and 2.41 million euros was invested in cross-border cooperation with member countries in 19 projects.

In the field of ecology, Croatian recognition in the world for its natural beauty and for being one of the most ecologically preserved countries in Europe comes in favour of foreign policy specialization, as well as the results of research on the perception of the country. But because of a lack of resources, Croatia, as a small country, has to think harder, be smarter, and operate creatively, and must constantly adapt (Bach, 2015).

In the following text, it will be presented 10 fields of „green economy“ with a short review of the situation in Croatia.

1.2.1. URBAN PLANNING

Healthy urban planning provides the optimum opportunities for preserving and improving the health of all community inhabitants, supporting projects that promote healthy living, accessibility of public areas for all citizens and environmental connectivity, space planning, removal of architectural barriers, conservation of green areas, planting of neurlgic plants, planning energy efficiency measures...

The general aim of healthy urban planning throughout the world is to create a more comfortable, better and healthier environment for the lives of residents of an urban area. The European Department of World Health Organization (EU WHO) project "Healthy Cities" is a long-term international developmental project with aims to put the health at the top of the priority of political factors in European cities and promoting a comprehensive local health and sustainable development strategy based on the principles of the strategy „Health 2020“ (WHO).

Today in Europe there are more than 90 cities involved in project, gathered around the implementation of the sixth phase of the European Health Project "Healthy City" (including representatives of Croatia, Rijeka and Zagreb) and thirty national networks of "Healthy Cities".

The members of the national networks in Croatia: Biograd na Moru, Čazma, Dubrovnik, Gospić, Karlovac, Koprivnica, Labin, Metković, Opatija, Osijek, Poreč, Pula, Rab, Rijeka, Slatina, Split, Varaždin, Vinkovci, Zabok, Zadar, Zagreb County, Istria County, Krapina-Zagorje County, Primorje-Gorski kotar County, Dubrovnik-Neretva County, Varaždin County, Vukovar-Srijem County, Bjelovar-Bilogora County, Zagreb County, Osijek-Baranja County, Sisak-Moslavina County, Međimurje County, Zadar County, Požega-Slavonia County, Karlovac County and Koprivnica-Križevci County.

(<http://www.zdravi-gradovi.com.hr/home/o-mrezi/hrvatska-mreza-zdravih-gradova.aspx>)

1.2.2. GREEN CHEMISTRY

Green chemistry is science-based, nonregulatory, economically driven approach toward sustainable development that has grown substantially, since the concept fully emerged a decade ago. Green chemistry is defined as the design, development, and implementation of chemical products or processes, which reduce or eliminate the use of generation of hazardous and toxic substances, as well as replace non-renewable feedstocks with renewable materials (Jukić et al.,2004).

Despite the limited and insufficient budgets investing in chemistry research in Croatia, scientists from the Croatian Department of Chemistry at the Faculty of Natural Sciences and Mathematics have been awarded with national and international awards on the field of chemistry and also green chemistry for several years.

Croatian scientist Krunoslav Užarević, with his mentor prof. dr. sc. Marin Cindrić, received the award of the Ministry of Science for Excellence for his work in 2008. He developed synthetic method that belongs to the field of "green chemistry", which tries to reduce the amount of waste products in chemical processes.

(http://www.novolist.hr/Znanost-i-tehnologija/Znanost/Mladi-i-uspjesni-Kemicari-zagrebackog-PMF-a-dokazali-da-vrhunska-znanost-moze-nastati-i-u-losim-uvjetima?meta_refresh=true)

1.2.3. RENEWABLE ENERGY

Renewable energy sources in the Croatian Energy Law are defined as "energy sources that are preserved in nature and that are completely or partially renewable, especially water, wind, solar energy, biodiesel, biomass, biogas, geothermal energy etc."

Renewable energy sources are:

- kinetic wind energy (wind energy)
- Solar energy
- biomass
- thermal energy of the Earth's interior and hot springs (geothermal energy)
- potential water resources (water power)
- potential energy of oceans and sea waves
- thermal energy of the sea

Croatia, as a member of the European Union, has pledged to accept the European Climate Energy Package, which also includes Directive 2009/28 / EC about promotion of the use of renewable energy sources. By adopting the Directive, Croatia has assumed an obligation to increase the use of renewable energy sources; the share of energy from renewable sources in gross consumption in 2020 shall be at least 20%, observed at EU level.

(http://www.fzoeu.hr/hr/energetska_ucinkovitost/obnovljivi_izvori_energije/)

In the Republic of Croatia (on January 30th, 2015) were installed 1,070 renewable energy plants (OIE) and the total installed power of these plants was 412,594 MW. Compared to the last report (from the end of September 2014), it is visible the increase for 65 power plants with total power of 47,044 MW. Thus, in total power system there is one wind power plant, 62 solar power plants, one hydro power plant, one biogas plant more.

(<http://www.croenergo.eu/U-Hrvatskoj-je-u-pogonu-1070-elektrana-na-obnovljive-izvore-energije-instalirane-snage-412594-MW-25209.aspx>)

1.2.4. WASTE MANAGEMENT

Waste is a direct consequence of human activity and the quantity of generated waste is often an indicator of the economic strength and development of a community. This paper presents the figures indicating quantities of waste generated in the EU countries and Croatia. The framework of the waste management system is determined by law, governing bodies and institutions. In Croatia, the governing bodies include the parliament, relevant ministries, county and town administration, and local offices for environmental protection, all within their authorities and responsibilities. Current waste management in Croatia is characterized by the lack of accurate information about who produces what type of waste in what quantities, how it is further treated and disposed; then by inadequate treatment of waste, by the lack of adequate facilities within waste management system (treatment, disposal); by difficulties in finding appropriate location for disposal sites (difficulties in obtaining approvals by local communities and permits by relevant authorities). Only recently a database of dumps has been established. The regulatory framework is relatively good in Croatia, and in spite of problems, there is a growing activity and interest in waste management (Kučar, Dragičević et al., 2006).

In the Treaty of Accession of the Republic of Croatia to the European Union it is defined that all existing municipal waste disposal in Croatia must comply with the requirements of the Directive; the Republic of Croatia has been obliged to build all waste management centers and to treat properly all landfills until 31st December, 2018. (http://www.fzoeu.hr/hr/eu_sufinanciranje/gospodarenje_otpadom/)

1.2.5. SUSTAINABLE TRANSPORT

Sustainable transport development of the Republic of Croatia develops within the overall sustainable development of the country, which implies cohesion between transport development and other economic, social and environmental aspects of sustainable development. Summing up all the data collected, it comes to the conclusion that sustainable transport development only began its existence with emphasis on establishing adequate infrastructure and development of intelligent transport systems (ITS). The competent authorities of the Republic of Croatia and the European Union are responsible for encourage and adoption of various documents and laws which could on appropriate and realistic way implement sustainable transport development. With all this, it is noted that the ecological aspect is the most "nurtured" in this whole process where is primarily considered at drastically reduction of emissions of harmful substances into the atmosphere which have negative impact on health of the population (Dragičević, 2014).

Urban transport is responsible for about a quarter of CO₂ emissions from transport. The gradual phasing out of 'conventionally-fuelled' vehicles from the urban environment is a major contribution to significant reduction of oil dependence, greenhouse gas emissions and local air and noise pollution. Fully Electric Vehicles (FEV), for public and private transport, can contribute significantly to the lowering of the current pollution levels. However, the FEV use is currently facing several weaknesses which are delaying its wider deployment, mainly related to overall limited efficiency and limited driving range.

Energy Institute Hrvoje Požar and Croatian Telecom, two organizations from Croatia, are involved in project MOBINCITY which is mostly funded from EU funds. A general aim of this project is to expand the use of electric cars. MOBINCITY aims at the optimization of FEV autonomy range and the increase in energy efficiency thanks to the development of a complete ICT-based integrated system able to interact between driver, vehicle and transport and energy infrastructures, taking advantage of the information provided from these sources in order to optimize both energy charging and discharging processes (trip planning and routing).

(https://www.ho-cired.hr/images/SEMINARI/Smart_city_2015/Tema-3---Odrivi-promet-u-gradovima.pdf)

1.2.6. SUSTAINABLE TOURISM

The World Tourism Organization defines sustainable tourism as resource management by achieving economic, social and aesthetic needs by respecting cultural integrity, basic ecological processes, biodiversity and systems based on life, generating the welfare and prosperity of the whole society, caring about needs of tourists and their hosts.

Sustainable tourism development implies:

- Optimum use of natural resources with the preservation of ecological processes, natural heritage and biodiversity.
- Respecting the social and cultural values of the community, preserving cultural heritage and traditional values with intercultural understanding and tolerance.
- Long-term planning for improving economic opportunities and alleviating poverty, with a constant contribution to social opportunities within the community.

Sustainable tourism in Croatia has been popular for the last ten years. There were a significant number of conferences, educations, publications and many important information and references are available on the web site: odrzivi.turizam.hr.

In sustainable tourism priority is development of rural areas in Croatia where tourism can play a significant role as well as in mass tourism destinations where sustainability is necessary to prevent the devastation of natural and cultural resources.

Sustainable construction is the most acceptable construction which enables and improves the current standard of living, without uncompromising exploitation and destruction of nature, environment pollution, high costs of utilisation and maintenance of buildings (Ovčar, 2010).

1.2.7. SUSTAINABLE BUILDINGS

It is the construction that assures healthier and more comfortable space for life. It is based on natural laws, uses the natural potential, without destroying it. It does not exploit it nor use its unrenovable resources. It relies on the renewable energy sources that support the requirements of modern constructions – solar, wind, thermal energy stored in the Earth, natural airflow and air exchange, the already used air is utilised for heating fresh, cold air... (Ovčar, 2010.)

1.2.8. AGRICULTURE AND FOOD PRODUCTION

Ecological production is a comprehensive management system for agricultural enterprises and food production that includes the best environmental and climate practices, high biodiversity, conservation of natural resources, high standards for animal welfare and production standards. All of the above should be connected with increasing demand for products produced with the implementation of natural substances and processes. Maintaining high standards in the field of health, environment and animal welfare in the production of ecological products is connected with the high quality of these products. There is also a significant growth trend in Croatia: during the year of 2016 there were 3,546 eco-producers with an area of 93,814 ha, which represent 6.07% of the total agricultural area.

(<http://www.mps.hr/hr/poljoprivreda-i-ruralni-razvoj/poljoprivreda/ekoloska>)

1.2.9. SMART CITIES AND ECO-INNOVATIONS

The smart city concept implies the city in which the quality of human life, as well as its relation to the natural environment, will be at a much higher level. It is mainly based on the use of smart grids, the frequently use of ICT technology, the Internet connection all of objects (Internet of Things-“IoT”), the application of M2M (machine to machine) communications, the reduction of environmental pollution, the implementation of intelligent transport systems and the increase of energy efficiency by applying smart measurement and implementation of innovative solutions in construction industry. Cities and infrastructure are extremely complex systems that need to answer to a wide range of needs every day. Solutions to smart cities take into account the different requirements, constraints and challenges that individual cities face.

At the Conference that was held in April in Zagreb ("Smart Cities - Smart Solutions to Sustainable Development") it was concluded that smart cities are "the first new industry in the 21st century". In Croatia, the number of cities that apply smart solutions is significantly increasing: there are 128 cities in Croatia and approximately 40 of them use and invest in smart solutions every year.

At the Conference it was said that Čakovec is the first town in Croatia which will have smart public lighting. Čakovec used 800,000 kuna (more than 100 000 €) from EU funds for this smart solution. Pula has introduced electronic administration in public business in 2008. The City of Zagreb have already complete the energetic renewal of social facilities, and this year in February they applied for EU grant for energy efficiency project in the area of New Zagreb.

<https://www.tportal.hr/biznis/clanak/pametni-gradovi-su-prva-nova-industrija-21-stoljeca-20170407>

1.2.10. NATURE CONSERVATION

Pursuant to the Nature Protection Act there are 9 categories of protection in the Republic of Croatia. They are: strict reserve, national park, special reserve, nature park, regional park, nature monument, significant landscape, park forest and park architecture monument.

According to the Ministry of Environmental Protection and Energy (2018) „each national park and nature park is managed by a separate public institution established by the Government of the Republic of Croatia. The other protection categories are managed by public institutions established by the representative body of a regional self-government unit and founder's rights over the public institution may be transferred by the representative body of a regional self-government unit to the local self-government unit in the territory of which the protected area is located“.

Currently, there are 444 protected nature areas designated in various categories, covering a total area of 5124.80 km² (9.05% of total territory). The most of the protected territory are nature park or national park categories (State Institute for Nature Protection, 2006).

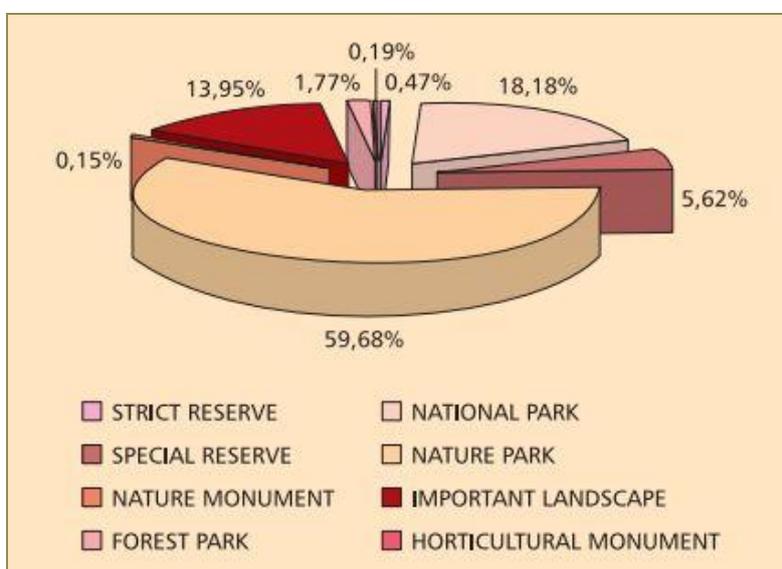


Figure 1. Categories of protected areas (State Institute for Nature Protection, 2006)

There are 2 strict reserves, 8 national parks and 11 nature parks already protected.

Three of the eight national parks (Kornati, Brijuni and Mljet) are insular and characterised by rich marine life. The Northern Velebit, Risnjak and Paklenica National Parks are mountainous areas characterised by particular relief features with numerous limestone rocks and scree, high-mountain meadows and vast forest complexes.

Plitvice Lakes is the oldest and largest national park in the Republic Croatia. With its exceptional natural beauty, this area has always attracted nature lovers, and already on 8 April 1949, it was proclaimed Croatia's first national park (Plitvice Lakes National Park, 2018).

Six of ten Croatian nature parks cover mountain areas (Medvednica, Žumberak-Samoborsko gorje, Učka, Biokovo, Velebit and Papuk). The Kopački rit and Lonjsko polje Nature Parks are large flooded areas of the Pannonian lowland, and each includes a special ornithological reserve (State Institute for Nature Protection, 2006).

Croatia has signed the United Nations Convention on Biological Diversity (Rio de Janeiro, 1992) and one of the main goals of the Convention is preserving biodiversity. Biodiversity is, according to the aforementioned Convention, the totality of all living organisms that are constituent parts of land, sea and other aquatic ecosystems and ecological complexes; including diversity within species, between species, and diversity

between ecosystems. Croatia is considered as one of Europe's richest biodiversity countries (Croatian Agency for Environment and Nature, 2017).

The vast diversity of habitats has also resulted in a great wealth of wild species. The current number of wild species in Croatia is unfortunately still unknown. Until now, there are about 40,000 known species. However, the number of wild species assumed is much higher, with estimates ranging from 50,000 to more than 100,000. Every year, scientists find and describe new species and subspecies (Croatian Agency for Environment and Nature, 2017).

1.3. ABOUT OUR SCHOOL

Secondary school - Centar za odgoj i obrazovanje is a vocational secondary school for students with intellectual and learning disabilities. In our school, students are educated within various programmes, such as: assistant florist, assistant gardener, assistant cook and confectioner, assistant autobody painter, assistant bookbinder, assistant wall painter etc. During the schooling time, our students also attend practical training in the open labour market. Since our School is very job oriented, and even has it's own service providing Supported employment monitoring for ex students, being a partner at the GrEAT project is a very valuable experience for our School. The School is very active at monitoring and mediating the employment also in the "green job" market, within the employment possibilities and market job offers.

In this document, the reader will be provided with the information and data about:

- Reference law considering disabilities and green jobs at national level,
- Main policy instruments that enable the practical implementation of the law,
- Job market offers and employment possibilities regarding the persons with intellectual difficulties,
- List and more detailed description of professionals at the green job market in Croatia – including both professionals with disabilities and professionals without disabilities,
- Case studies and experiences concerning green job and disability,
- Materials on the "green jobs" topic suitable for teaching activities with special needs students,
- Glossary
- Bibliography and Sitography.

1.4. GENERAL DEFINITIONS

The following are the general definitions concerning the Croatian partner's theme "Disability and green jobs".

1.4.1. PERSONS WITH DISABILITIES

Croatia is among the parties that have signed and ratified United Nation's Convention on the Rights of Persons with Disabilities (OG - International Agreements, 6/07). The purpose of the Convention is "to promote, protect and ensure the full and equal enjoyment of all human rights and fundamental freedoms by all persons with disabilities, and to promote respect for their inherent dignity. Persons with disabilities include those who have long-term physical, mental, intellectual or sensory impairments which in interaction with various barriers may hinder their full and effective participation in society on an equal basis with others." (Article 1)

The term "persons with special needs" is often used in the Republic of Croatia. This concept is the consequence of ever more inclusive (educational, but also wider) inclusion, which is based on basic human rights and implies equal participation in social life, that is, a just chance for everyone. This is a precondition (when it comes to people with disabilities, but also to other vulnerable social groups), awareness and active engagement of the community in creating conditions (measures of "positive discrimination") to meet the daily needs of persons with disabilities. Some people with disabilities, however, point out the inadequacy of this concept because, as they argue, it is not about meeting specific, but usual, human needs.

1.4.2. LIST OF DISABILITIES

1. Vision Loss - Visual problems range from blurred or fuzzy vision to total blindness. Individuals with visual problems differ widely in their needs, skills, personalities, and attitudes.
2. Hearing Loss - Hearing loss can vary from slight loss to complete deafness. Some individuals may wear hearing aids. Some persons with hearing loss use sign language to communicate, others read lips and are able to speak, and some use a combination of both methods. People with hearing loss face challenges in communicating, particularly in crowds. This difficulty may result in feelings of loneliness, frustration, anger, low self-worth, hopelessness, and depression.
3. Speech and Language Disabilities and Specific Learning Difficulties - Speech and language disorders are varied and can occur at any age. Regardless of the severity of speech and language disorders, a person's ability to interact and communicate with others will be affected. Speech and language disorders can interfere with a person's ability to understand, to express his or her thoughts, or to be understood. Specific learning difficulties include dyslexia, dysgraphia, dyscalculia, dyspraxia etc.
4. Organic disorders - psychological issues caused by issues in the brain that may be native or inherited. Changes in a person's brain can have a huge effect on how they function day-to-day. They can lead to changes in the way a person thinks or behaves.
5. Intellectual Disability - refers to significant limitations in learning, thinking, solving problems, making sense of the world, and developing everyday life skills. All people with intellectual disabilities are capable of at least some learning and can live a worthwhile life.
6. Behavioral Disorders and Mental Illness – Behavioral Disorders affect intellectual, emotional and social functioning, and are characterized by a consistent or chronic inappropriate type of behavior or feelings under normal conditions. Mental illness refers to a wide range of mental health conditions — disorders that affect one's mood, thinking and behavior. Examples of mental illness include depression, anxiety disorders, schizophrenia, eating disorders and addictive behaviors.
7. Joined Disabilities within Psychophysical Development – existence of two or more disabilities from this list, or existence of two or more types of disabilities not included in this list, but whose simultaneous appearance demands appropriate schooling and training approach.

1.5. EDUCATION OF PERSONS WITH DISABILITIES

According to UN Convention on the Rights of Persons with Disabilities (OG - International Agreements, 6/07), States Parties, therefore also Croatia, recognize the right of persons with disabilities to education. With a view to realizing this right without discrimination and on the basis of equal opportunity, States Parties shall ensure an inclusive education system at all levels and lifelong learning directed to:

- a) The full development of human potential and sense of dignity and self-worth, and the strengthening of respect for human rights, fundamental freedoms and human diversity;
- b) The development by persons with disabilities of their personality, talents and creativity, as well as their mental and physical abilities, to their fullest potential;
- c) Enabling persons with disabilities to participate effectively in a free society (Article 24).
- d) In realizing this right, persons with disabilities in Croatia are not excluded from the general education system on the basis of disability. General education system consists of compulsory primary education and from secondary education. Persons with disabilities receive the support required, within the general education system, to facilitate their effective education. Effective individualized support measures are provided in environments that maximize academic and social development, consistent with the goal of full inclusion.

GrEAT Project Partner, Secondary school - Centar za odgoj i obrazovanje is a special school whose majority of employers are special education teachers, trained to teach and train students using appropriate individualized habilitation and rehabilitation methods and techniques.

1.6. WORK AND EMPLOYMENT OF PERSONS WITH DISABILITIES

According to UN Convention on the Rights of Persons with Disabilities (OG - International Agreements, 6/07), Croatia recognizes the right of persons with disabilities to work, on an equal basis with others; this includes the right to the opportunity to gain a living by work freely chosen or accepted in a labour market and work environment that is open, inclusive and accessible to persons with disabilities. (Article 27).

In 2015, the Strategy for the Development of Social Entrepreneurship in the Republic of Croatia was adopted for the period from 2015 to 2020. The strategy envisions a whole series of activities that will encourage the creation of conditions and an appropriate legislative framework for quality development of social entrepreneurship. The strategy brings significant financial stimulus to the development of social entrepreneurship.

Persons with disabilities may be employed in the open labor market or under special conditions, with the obligation to ensure a reasonable adjustment of the workplace by the employer. According to Article 8 of the Law on Professional Rehabilitation, employers employing at least 20 workers are obliged to employ a certain number of persons with disabilities and the employment quota for persons with disabilities can not be less than 2% or more than 6% of the total number of employed persons.

1.7. GREEN JOBS AND PERSONS WITH DISABILITIES

Verified „green job“ programs for persons with disabilities are exceptionally small in Croatia. There is a narrow range of occupations in agriculture for people with disabilities, and needs to be updated and modernized. In the green economy sector, given the growing need for employment, provision should

be made for the possibility of education in green jobs, in particular those related to the waste management and ecological agriculture.

Among the „green job“ schooling programmes, our school provides education in the following: assistant gardener and assistant florist. Those programmes will be described in a more detailed way in the further text.

Besides, assistant bookbinder and assistant cook programmes also partially meet the criteria of „green jobs“ – using eco-friendly and recycled papers and materials/organic food ingredients.

Based on the indicator in the Republic of Croatia, the green sector has a lot of room for growth and development. As for the employment of people with disabilities in the green sector, especially those with a lower level of education, their employment is currently below the European average. It is well known that this population has the highest risk of poverty and social exclusion. Employment in the "green sector" has great potential for long-term unemployed people with a lower level of qualification.

2. REFERENCE LAW

2.1. DISABILITY IN THE CONTEXT OF CROATIAN LAW

According to the Law on Professional Rehabilitation and Employment of Persons with Disabilities:

- a person with disability is a person who has long-lasting physical, mental, intellectual or sensory impairments that, in interaction with various obstacles, may prevent her from being fully and effectively involved in society on an equal basis with others,
- a person with disability with the remaining work ability is a person whose disability with respect to the ability of a person without disability of equal or similar age, equal or similar education, in equal or similar working conditions, in equal or similar jobs, has the consequence of reduced ability to work and employ,
- a person with disability with remaining work ability is considered to be a person with a disability whose work performance is within the expected limits, but on the basis of reduced actual and estimated general abilities of such a person, it is in the interest of the preservation of her physical, sensory and mental abilities.

2.2. EMPLOYMENT OF PERSONS WITH DISABILITIES IN THE CONTEXT OF CROATIAN LAW

Employment of persons with disabilities is primarily defined as for all other persons, while special laws and statutory acts on general rights and obligations attach special rights that should facilitate and encourage the employment of this group. Therefore, the following laws for the employer are important when discussing employment of people with disabilities:

- Work Act (N.N. 149/09 and 61/11 - further on ZOR)
- Law on Professional Rehabilitation and Employment of Persons with Disabilities (Nos. 143/02 and 33/05 - hereinafter: ZPRZOI),
- Anti-Discrimination Act (N.N. 85/08 - further on ZSD),
- Pension Insurance Act (Official Gazette No. 102/98, 127/00, 59/01, 109/01, 147/02, 117/03, 30/04, 177/04, 92 / 05, 43/07, 79/07, 35/08, 40/10, 121/10, 130/10 - consolidated text, 61/11 and 114/11 - further on ZOMO),
- <http://www.zakon.hr/z/307/> (Useful Legislation Portal, Labor Law),

- <http://www.hzz.hr/default.aspx?id=5121> (Legislative frameworks for professional rehabilitation and employment of persons with disabilities),
- <http://narodne-novine.nn.hr/clanci/sluzbeni/340327.htm> (Anti-Discrimination Act),
- <http://www.zakon.hr/z/91/Zakon-o-mirovinskom-osiguranju> (Pension Insurance Act).

The Act on Professional Rehabilitation and Employment of Persons with Disabilities protects the rights of persons with disabilities and promotes their employment and self-employment on the basis of mandatory quotas prescribed by the Act and on the basis of the employment advantages under the same conditions that employers must respect.

For the purpose of exercising the right of persons with disabilities, the following provisions shall apply:

- Law on Professional Rehabilitation and Employment of Persons with Disabilities (Official Gazette 157/13, 152/14 onwards: Law on Professional Rehabilitation),
- Rules on the Content and Method of Keeping the Record of Employed Persons with Disabilities (Official Gazette 44/14, 97/14),
- Provision of the quota for employment of persons with disabilities (Official Gazette 44/14)
- Guidelines on incentives for the employment of persons with disabilities (Official Gazette 44/14).

Council Directive 2000/78 / EC of 27 November 2000 on the establishment of a general framework for equal treatment in employment and occupation (OJ L 303, 02/12/2000) - Article 2 of the Law on professional rehabilitation in the legal order of the Republic of Croatia Law on Professional Rehabilitation.

The Law on Professional Rehabilitation stipulates:

- The rights of persons with disabilities to professional rehabilitation, employment and work,
- Employment and work of persons with disabilities in the open labor market and under special conditions,
- Employment and administrative and expert bodies at the Center for Occupational Rehabilitation, Integrative Workshop and Protective Workshop,
- Measures to encourage the employment and work of persons with disabilities,
- Competence and competence of the Institute for Expertise, Professional Rehabilitation and Employment of Persons with Disabilities and responsibility for violations of the provisions of the Act (Article 1 of the Law on Professional Rehabilitation).

The recently adopted Strategy for the Development of Social Entrepreneurship in the Republic of Croatia for the period from 2015 to 2020 defines social entrepreneurship in Croatian conditions. Social / Social Entrepreneurship is defined as "business based on the principles of social, environmental and economic sustainability, whereby the generated profit / surplus of income is wholly or mainly invested in the welfare of the community" (Government of the Republic of Croatia, 2015).

The Republic of Croatia has not yet sufficiently exploited the opportunities provided by the Social Entrepreneurship for Employment of Persons with Disabilities. Croatia is characterized by a significantly later development of social entrepreneurship compared to other analyzed countries, with a small share of social enterprises for labor integration. Some of the possible recommendations for the Croatian context with regard to the experience of analyzes of other countries may relate to increasing the amount of resources for employment of persons with disabilities and creating a stimulating environment for the development of social entrepreneurship by informing and sensitizing the wider public. In addition to the issues of social entrepreneurship in general, the obstacle is certainly the lack of support for political structures, as well as the lack of skills to start this type of social entrepreneurship. Therefore, it is necessary to encourage education

through formal education by introducing compulsory social entrepreneurship courses in relevant education programs at Croatian universities and higher schools through the improvement of segments of informal education.

2.3. EMPLOYING PERSONS WITH DISABILITIES – SOCIAL ENTREPRENEURSHIP

In 2015, the Strategy for the Development of Social Entrepreneurship in the Republic of Croatia was adopted for the period from 2015 to 2020. The strategy envisions a whole series of activities that will encourage the creation of conditions and an appropriate legislative framework for quality development of social entrepreneurship. The strategy brings significant financial stimulus to the development of social entrepreneurship. Also, the Institute for Expertise, Professional Rehabilitation and Employment of Disabled Persons in its Employment Incentives Program for Disabled Persons for 2015-2016 foresees subsidies of HRK 29,900,000 for the employment of persons with disabilities through integrative and protective workshops. This financial framework also represents a certain potential that could provide the means for the work and business of social enterprises for labor integration in Croatia.

Persons with disabilities may be employed in the open labor market or under special conditions, with the obligation to ensure a reasonable adjustment of the workplace by the employer. According to Article 8 of the Law on Professional Rehabilitation, employers employing at least 20 workers are obliged to employ a certain number of persons with disabilities and the employment quota for persons with disabilities can not be less than 2% or more than 6% of the total number of employed persons. Employees with disabilities, disadvantaged students and disabled students are covered by the employer in the fulfillment of the quota of employment of disabled persons, practitioners in practice with the employer, students with disabilities under the contract of work of a regular student, persons with disabilities in professional qualification for work without establishing a working relationship and a person with a disability whose regular education is paid by the employer. As an example of good practice, we would mention the cooperation of our school with other institutions and companies where our students are involved in practical training. That is why our students make up a replacement quota, and employers are exempted if they do not have an employee with a disability.

2.4. STATISTICAL INDICATORS ON EMPLOYMENT OF PERSONS WITH DISABILITIES IN CROATIA

It is shown that in recent years the number of persons recruited from the register of the Croatian Employment Service has increased, with the simultaneous increase of the number of unemployed in the register of the Croatian Employment Service. Namely, such a tendency can be explained by the fact that the inflow into the register of unemployed persons with disabilities is higher than the outbreak of employment in the CES base, resulting in an increase in the total number of unemployed persons with disabilities in the unemployment register.

According to the Croatian National Institute of Public Health Report (HZJZ, 2015), in March 2015, 508 350 people with disabilities were present in Croatia, accounting for 12% of the total population of the Republic of Croatia. The largest number of people with disabilities, 259,887 or 51.1%, were in working age. In the register of the Croatian Employment Service on September 30th 2015 (CES, 2015), there were 6786 registered unemployed persons with disabilities, which is 2.6% of the population of unemployed persons registered in the CES Register.

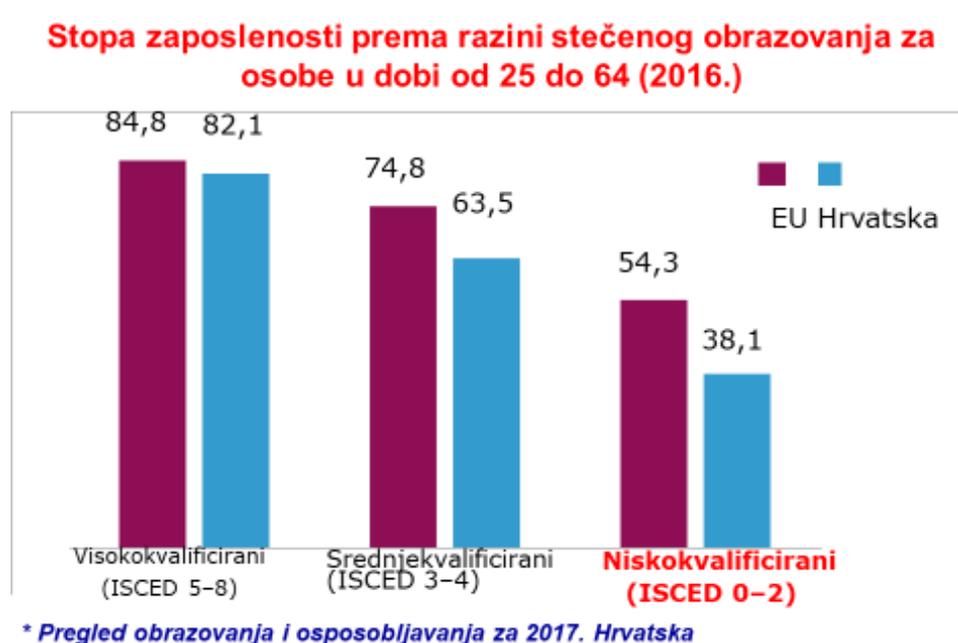
During 2016, according to data provided by the Ombudswoman for Persons with Disabilities, a total of 218,834 persons were newly recruited from the CES Register, out of which 2,853 persons with disabilities. The share of employed persons with disabilities in the total number of persons employed in CES records is 1.3%.

In 2016, there was a rise in employment of persons with disabilities by 9.18% compared to the same period in 2015, when 2,613 persons with disabilities were employed and to increase by 34,21% over the same period 2014 (when 1,877 persons with disabilities were employed). The most disadvantaged persons in 2016 are in the group of persons with intellectual disabilities (985 or 34.53%), followed by persons with multiple

combined disorders (624 or 21.87%) and persons with physical disabilities (592 or 20.75%). With regard to employment, most people with disabilities, as in 2015, are employed in the manufacturing industry (20.92% of the total number of persons with disabilities) and in construction (12.51%), administrative activities (11, 28%), trade (9.52%) and services (9.22%). The ten most numerous occupations employing disabled persons are auxiliary chef / assistant cooker, cleaner / cleaner, administrative officer / administrator, maintenance worker / gardener, garden worker / gardening worker for simple gardening and horticultural works, chef / chef, kitchen worker / kitchen worker, worker / worker on production line, auxiliary florist / auxiliary florist and auxiliary carpenter / auxiliary stool.

The greatest prejudice and at the same time the biggest obstacle to the employment of persons with disabilities is the belief that disability automatically implies the inability of a person to perform his / her job well. Due to the large number of complaints and complaints of persons with disabilities in the employment of the Gender Equality Ombudsperson, a series of education of employers active in the open labor market aimed at raising the level of awareness of the need for employment of persons with disabilities, ensuring a reasonable adaptation and information on the support system or measures is encouraged to recruit persons with disabilities.

Figure 2. Employment rate by level of education acquired for persons aged 25 to 64 (2016)



Improving labor market conditions has reduced unemployment, although it is a reflection of the loss of labor (due to emigration and retirement) and many temporary employment. During 2016 there were 82.1% of highly educated persons aged 25 to 64 and only 63.5% of persons with completed secondary education. The biggest difference compared to the EU average is seen in persons with a lower level of education: only 38.1% of them are employed in Croatia, while the EU average is 54.3% (Figure 1). Much evidence suggests that it is necessary to invest in education and training, including adult education, and that reform is necessary to raise skill levels and to make qualifications more relevant to employment.

According to the data of the Croatian Employment Service, the level of education affects employment. Unemployment is higher among people with a lower level of education - a significantly higher share of long-term unemployed. Thus, the share of long-term (more than one year) of the unemployed in the total number of unemployed without a school and with an uncompleted elementary school was 71.4%, and with completed elementary school 59.4%. The share of long-term unemployed was significantly lower in persons with three year or four-year secondary school (45.0% and 39.3% respectively). The lowest share of long-term unemployed had groups of unemployed people with higher or higher education (30.0% and 29.7% respectively).

CONCLUSION: Based on the indicator in the Republic of Croatia and based on a number of cited EU sources, employment in the green sector has potential for growth and development. As for the employment

of people with disabilities in the green sector, especially those with a lower level of education, their employment is currently below the European average. We emphasize that on the basis of adult education indicators Croatia (Education and Training Overview, 2017) enables people significantly below the European average (around 3%, and the EU around 10%). There is therefore a huge space for retraining long-term unemployed people. It is well known that this population has the highest risk of poverty and social exclusion. Employment in the "green sector" has a great potential for long-term unemployed people with a lower level of qualification.

3. ITALIAN AND FRENCH NATIONAL LEGISLATION – SPECIAL EDUCATION

3.1. ITALY

In Italy, since the beginning of the '70s, students with disabilities frequent normal schools, together with all the other students (Law n.118/71); after a few years it is introduced the professional of support teacher (DPR n.970/1975), who is a teacher that both helps the disable student at school and supports the class teacher with the whole class, with a strong focus on the acceptance and wellness of the student with disability.

Since then there have been continuous progresses on the way, first with the purpose of integration, today aiming at a real inclusion. Main tools for reaching this objective are a series of very specific documents and plans, tailored on the single student:

- the Functioning Profile, made by the local health agency in accordance with the family, that describes the disability and the functioning skills of the student;
- the Individual Educational Plan, made by the class teacher together with the support teacher, in accordance with the family and the local health agency, starting from the Functioning Profile; it establishes the needs and the support measures useful for the inclusion of the student at school;
- the Individual project, made by the support teacher in accordance with the class teacher, that defines the learning objectives for the student.

3.2. FRANCE

The 2005-102 Law of 11 February 2005 on the equal rights and opportunities, participation and citizenship of people with disabilities (transposed into the Education Code Articles L112-1–112-5, legislative part: the right to education and schooling in mainstream settings) provides the basis for school inclusion in France, though it does not use this expression.

Article 19 of the law provides that:

Any child or adolescent with a disability or a disabling health disorder shall be enrolled in the school, collège (lower-secondary school) or lycée (upper-secondary school) closest to home, which shall be considered their reference institution.

Thus, no child or adolescent with disabilities should necessarily be kept outside mainstream schooling for their school career. If it subsequently appears necessary to enrol a learner with disabilities in a special school, they retain the right to be enrolled in a mainstream school close to the special institution and to spend some or all of their school career in the mainstream school.

Decree No. 2005-1752 of 30 December 2005 determines the training plan for learners with disabilities. It presents the various modes of schooling for learners with disabilities, emphasising that the mainstream curriculum must always be the reference for building their school career.

Circular 2006-126 of 17 August 2006 on the implementation and monitoring of the individual education plan (PPS) provides for different schooling situations, while giving explicit priority to enrolment in the learner's

reference school:

- The learner with disabilities is enrolled solely in a mainstream school. The learner's schedule is therefore organised to comply with the number of hours decided by the Commission on the Rights and Autonomy of People with Disabilities (CDAPH) if it is not full time, as well as the constraints related to the learner's transport and any obligations arising from care provided outside the school.
- The learner alternates between schooling in a mainstream school and a teaching unit in a medical-social or healthcare establishment. The same factors are taken into consideration in organising the learner's schedule, but an effort is made to divide up the time in such a way as to give priority to schooling in the reference school, even if this can only be achieved gradually. Attendance that is only occasional or limited to a few hours a week would be contrary to the very idea of the individual education plan.
- The learner's schooling takes place entirely outside the reference school in a medical-social or healthcare establishment. In this case, it is essential that the team monitoring the schooling be able to guarantee the same conditions as above. The principal or head of the 'reference' school must nevertheless receive the summary of the conclusions of each meeting and, at least once a year, of the learner's school booklet as provided by Article D. 321-10 of the Education Code.

The Law of 11 February 2005 for the equal rights and opportunities, participation and citizenship of people with disabilities has made it possible to strengthen actions in favour of the schooling of learners with disabilities. The inclusive dimension of the school is explicitly stated for the first time in the Law on the Reform of the Schools of the Republic of 8 July 2013, which recalls the right of every individual to be schooled in the mainstream setting closest to their residence, and to a continuous and adapted school career.

Between September 2006 and September 2014, the schooling of learners with disabilities progressed very quickly at every level of the education system: +223% in primary school, +209.5% in collège, +147.6% in lycée, and +554.6% in vocational school.

In 2015–2016, 278,978 learners with disabilities were schooled. Among them, 160,043 were schooled in primary education, including 111,682 in mainstream classes and 48,361 in specialised classes (classes for school inclusion/local units for educational inclusion). Some 118,935 learners with disabilities were enrolled in a public secondary school, 82,875 in mainstream classes, and 36,060 in local units for educational inclusion (ULIS). The number of learners receiving human assistance was 105,110 on 30 June 2014 (versus 90,049 on 30 June 2013 and 26,341 for the 2006–2007 school year). Human assistance prescriptions from the CDAPH within the département-based centres for people with disabilities are constantly increasing. The share of individual human assistance is still predominant, but prescriptions for collective human assistance, established by the decree of 23 July 2012, are rapidly progressing.

Special Educational Needs in French Schools

If your child has special educational needs the French education system makes specific provision for children with particular difficulties to be given appropriate assistance. The assistance may either be given on an individual or collective basis within mainstream schools, or within a specialist establishment. As a result of recent legislation there is now a general policy of seeking to integrate those with special needs (including those with behavioural difficulties) into mainstream education, or within specific units with schools.

Where pupils attend a mainstream school a child may be provided with more personalised education provision through the use of speciality appointed staff (*auxiliaire de vie scolaire*) and the provision of appropriate equipment and facilities. In practice, most schools suffer from a lack of suitably qualified staff to offer personalised assistance to all children who need it. Where a child would benefit more from being taught at a collective level, then there are specialist classes within a certain schools. Clearly, these specialist classes or sections cannot be available in all schools, but it is possible to find at least one or more in most areas.

Outside of the mainstream schools, there are special educational establishments, collectively called *Etablissements Régionaux d'Enseignement Adapté - (EREA)* but which are also more particularly called *IME (Institute Médico-éducatif)* *IMPro (Institut médico-professionnel)* or *ITEP (Institute thérapeutique, éducatif et pédagogique)*. In terms of organisational structure for the assessment of the needs of the child, a more streamlined approach is being adopted, although the results of the reorganisation still leaves a complex structure in place. At a national level, the government have created the *Commission des droits et de l'autonomie (CDA)*. At a local level, assessment teams are located in a newly created structure called the *Maison Départementale des Personnes Handicapées (MDPH)*. It is their responsibility to determine how your child is to be taught.

3.3 SPAIN

Among the ordinary measures (offered to all pupils) contemplated by the education system for attending to diversity, the following must be mentioned: successive levels of curricular formulation, involving the progressive adaptation of the official curriculum and optional areas and subjects, which constitutes a resource for learners to enhance and develop their personal preferences; the organisation of reinforcement and support activities in educational establishments, a very generalised measure of attention to diversity which is usually aimed at the instrumental areas (mathematics and language); and specific grouping. Once ordinary measures of attention to diversity have been applied and have proved to be insufficient to respond to the educational needs of an individual pupil, the education system considers a series of extraordinary measures. These include repeating a cycle or school year, significant curricular adaptations, support measures for pupils with special educational needs, curricular diversification and, as a last resort, Basic Vocational Training programmes.

Curricular adaptations are made for one specific pupil. When the learner has special educational needs that, in view of their permanent nature, source or type, require modification of central features of the curriculum followed by the majority of the learners of that age, significant curricular adaptations may be carried out. The application of these extraordinary measures involves the change of contents, objectives and assessment criteria of the mainstream curriculum. The necessary point of departure for such measures is a previous psycho-pedagogical assessment (performed by the specialised guidance services) and an on-going follow-up that allows the learner access to the standardised curriculum whenever possible.

Learners with special educational needs can attend both special education and mainstream schools. Schooling should preferably be provided in mainstream schools, adapting such programmes to each learner's capacities.

Hence, in mainstream infant education, primary education and secondary education, these pupils are enrolled as part of the mainstream pupil body. These schools should adapt the physical and material conditions to the needs of the pupils enrolled there, have the necessary resources available (special teachers, qualified professionals, etc.) and must likewise take the pedagogical, organisational and operational measures for accommodating pupils with special educational needs within their programmes. Furthermore, all the autonomous communities consider the possibility of appointing preferred centres for the enrolment of pupils with specific special educational needs, who may require a particular type of environment or a professional specialisation difficult to find in many places. In this way, suitable educational attention may be guaranteed for such pupils.

The schooling of pupils with special educational needs in non-compulsory education stages, if the requirements are met, will be one form of inclusion with the necessary curricular adaptations or the total or partial exemption of subjects. The establishments providing such education must have the necessary physical and material adaptations in order to guarantee the principle of equal opportunities.

4. MAIN POLICY INSTRUMENTS

Croatian Parliament has been proactive in adopting laws in the sector of energy and environment. It is adopted several strategies and action plans (Bogović, Drezgić, Čegar, 2016) :

- 1) The national waste management strategy identifies the problems and obstacles and establishes the framework for waste reduction and sustainable waste management. The strategy is being implemented through a national waste management implementation plan 2007-2015.
- 2) The water management strategy is a fundamental national long-term strategic water management document, establishing a unified water management policy and an integral and coordinated approach to improving the water system in line with international commitments.
- 3) The air quality protection and improvement plan for 2008-2011 is an enforcement document which sets up fundamental objectives of air quality protection/improvement and long-term measures for their accomplishment.
- 4) The strategy and action plan for the protection of biological and landscape diversity for 2008-2018 focuses on conservation of biological and landscape diversity, harmonization of legislation with the relevant EU directives and regulations, meeting the obligations resulting from the international agreements, etc.
- 5) The energy strategy has a purpose to define the development of Croatian energy sector by 2020 while acknowledging accession process and adoption of the EU Acquis thus ultimately building sustainable energy.
- 6) The national forest policy and strategy aims at increasing the contribution to the national economy by sustainable management, use and comprehensive protection of forest resources and biodiversity.
- 7) The strategy for the development of industrial processing of wood and paper recognizes that the ecosystem management should become one of the priority activities for each branch of this sector.
- 8) The main purpose of the strategy for agriculture and fisheries is to determine the dynamics of the realization of the objectives defined by the law on agriculture. A few of those objectives refer to sustainable management and efficient use of national resources.

Croatians are concerned about climate changes but in spite of the growing awareness of the significance of climate change and climate energy policies as well as environment problems and the existence of a number of strategic documents there still not enough knowledge or application of the concept of sustainable development in the design and implementation of economic and social development policy.

Since 2013, as a full member of the European Union, the Republic of Croatia has continued to develop a policy towards disabled people at national level, while respecting contemporary international standards as a framework for further developing the rights of persons with disabilities by removing everyday obstacles in their lives.

The United Nations Convention on the Rights of Persons with Disabilities (Adopted in conjunction with the Optional Protocol to the United Nations General Assembly, December 13, 2006), which was the basis for adopting the National Strategy for Equalization of Opportunities for Persons with Disabilities from 2007 to 2015, it was ratified in 2008.

4.1. POLICY INSTRUMENTS

Significant international documents, that Croatia is signatory for persons with disabilities, point out:

- United Nations Declaration on the Rights of Persons with Disabilities – Ensures people with disabilities all rights as well as other citizens without any discrimination and full human dignity with the recognition of special rights,
- UN Standard Rules on Equalization of Opportunities for Disabled Persons – state that for the purpose of achieving equal opportunities for persons with disabilities, it needs help to assume full responsibility as members of the community, which implies providing support in accordance with the individual needs of each community service user,
- The European Social Charter – emphasizes the right to education, rehabilitation and employment irrespective of the nature and origin of the disability,
- European Strategy for Disabled Persons 2010–2020 – provides framework for action at European level, supports actions of EU member states and promotes overall goal of implementation of the UN Convention on the Rights of Persons with Disabilities,
- Sustainable Development Program up to 2030 – adopted with a view to eradicating poverty, combating inequality and injustice and addressing climate change issues,
- European Parliament and Council Directive (EU) 2016/2102 of 26 October 2016 on access to Internet sites and mobile applications by public sector bodies – to establish accessibility requirements for internet sites and mobile applications of public sector bodies to apply them to the extent that they do not impose on them a disproportionate burden,
- Council of Europe's Disability Strategy 2017-2023 – establishes the priority areas of the Council of Europe in this field for the period 2017-2023.

By adopting the National Disability Strategy Strategy for Persons with Disabilities from 2003 to 2006 and the National Strategy for Equalization of Opportunities for Persons with Disabilities from 2007 to 2015, the Government of the Republic of Croatia has shown its commitment to the efforts made so far in creating a multi-sectoral policy on promoting the rights of persons with disabilities. In the eighth period of implementation of the most important national document for persons with disabilities, the National Strategy for Equalization of Opportunities for Persons with Disabilities 2007-2015 has achieved significant results in the area of the protection of the rights of persons with disabilities, as recognized by the UN Disability Rights Committee and praised the Republic of Croatia on a large number of achievements The Strategy for Lifelong Career Orientation and Career Development in the Republic of Croatia for the period 2016-2020 has been adopted, among other things, which aims to improve the vocational guidance system for students with disabilities and people with disabilities.

4.2. OBJECTIVES AND EXPECTED OUTCOMES OF THE NATIONAL STRATEGY FOR EQUALIZATION IN THE PERIOD 2017-2020.

The common goals of all services in the field of professional rehabilitation and employment of persons with disabilities are as follows:

- To improve their integration, increase employability, facilitate career choices and facilitate the transition to the labor market;
- To improve their employment opportunities through the development of disability training programs;
- To regularly update records of the number of persons with disabilities in the public sector (every three months) on which the growth / decrease of their number can be monitored.

"The EU Growth and Jobs Strategy" aims to increase the employment rate of people with disabilities. It also deals with the "European Employment Strategy", which requires member states to fight discrimination and help people with disabilities, both on the labor market and in the workplace. In addition, "The European

Strategy for People with Disabilities (2003-2010)" encourages the full and active integration of people with disabilities into society and provides the means to pursue these goals in practice. It is used to ensure the integration of people with disabilities into all relevant EU policies. Mainstreaming the issues of people with disabilities or the equality of people with disabilities means that the issues and interests of persons with disabilities should not be isolated and considered separately but should be equally included in the general provisions, legislation and society as a whole.

4.3. THE EMPLOYMENT ACTION PLAN FOR PERSONS WITH DISABILITIES

The "Action Plan for Persons with Disabilities" (DAP) takes center stage in the strategy and establishes a series of measures on job and employment issues. The Action Plan for People with Disabilities focuses on accessibility and indicates that "detailed approach is needed to increase the employment rate for people with disabilities". The aim is to encourage the inclusive participation of persons with disabilities and to act in the direction of their full enjoyment of fundamental rights. This is done inter alia through:

- Access to labor market accessibility (through recruitment and employment with public employment offices),
- enhancement of accessibility of goods, services and infrastructure,
- the more intensive inclusion of people with disabilities in the labor market, etc.

The EU's legislative activity in relation to persons with disabilities is Council Directive 2000/78 / EC, which establishes a general framework for equal treatment in employment and occupation. The Directive refers to all situations where there is a lack of equality of treatment or the possibility of discrimination. This Directive supplements the principle of equal treatment in employment, taking into account gender, certain aspects of sexual orientation, belief or belief, age and disability.

5. JOB MARKET

5.1. EMPLOYMENT WITHIN GREEN BUSINESS

The Europe 2020 strategy highlights the need for sustainable growth, with the need to build a low-carbon economy in which resources are efficiently utilized. Achieving these goals will result in rapid growth within the "green economy", for example, the goal of increasing renewable energy and energy efficiency by 20% compared to 1990 levels will lead to the creation of more than a million new jobs in the EU, in "green" jobs, which include information, technology or environmentally friendly materials, are among the jobs whose number in Europe is growing fastest.

"Green jobs" include jobs in the following areas:

- Recycling,
- Biodiversity,
- Isolation to increase energy efficiency,
- Improving the quality of air,
- Renewable energy technologies.

The EU has found that directing the economy to these sectors is crucial to achieving sustainable growth. It was estimated that 20 million new jobs could be opened up to 2020 in the green economy. Source:

http://ec.europa.eu/news/employment/140702_en.htm

In the environment and goods sector (EGSS), often referred to as the "green jobs" sector, many jobs have been created, even in times of economic crisis. Employment in the EU from 2002 to 2011 increased from 3 to 4.2 million, including an increase of 20% over the years of the recession.

According to the European Commission's data, more than 20 million jobs in Europe are already linked to the environment. Future jobs are linked to green jobs.

Green growth is at the same time a challenge and opportunity for the labor market and skills that are again the main factors that enable green growth. Breakthroughs will lead to radical changes across the economy and in a large number of sectors: new jobs will be created, some jobs will be replaced by others, and some will be defined by the OECD (2012).

In the Employment Guidelines COM (2013), it emphasizes that Member States should promote job creation in all areas, including green employment. It is generally acknowledged that a successful transition to a green economy in which resources and energy will be efficiently reshaped into the labor market should happen. Therefore, it is necessary to understand the implications for labor markets in order to better anticipate structural adjustments and manage them (Cambridge Econometrics, GHK and Warwick Institute for Employment Research (2011)).

According to the European Environment Agency's data, the sector of green goods and services grew by more than 50% between 2000 and 2011, thanks to which more than 1.3 million jobs are open and since according to the calculations of the Commission's economy based on renewable energy sources to enable 20 million new jobs in Europe by 2020.

5.2. COURSES AND TRAINING PROGRAMS IN GREEN ECONOMY

The Republic of Croatia has the ideal natural prerequisites for the development of ecological agriculture, and especially of the clearly expressed agroecological diversity of the national agricultural area, ecological agriculture is still not sufficiently developed and according to the available data under the planned 8% of the total agricultural production, as the Action Plan for Development ecological agriculture in the Republic of Croatia for the period 2011-2016. was planned by the end of 2016.

In the Republic of Croatia we have the following agricultural occupations for youth training in the Agriculture, Food and Veterinary sector:

- General Agricultural Technician,
- Agroturist technician,
- Agro technician,
- Farm economist,
- Gardener and assistant gardener,
- Florist and assistant florist,
- Fruit and wine grower,
- Agricultural Phytopharmaceutic,
- Mechanic of agricultural mechanization.

5.2.1. PROGRAMS OF TRAINING IN AGRICULTURE

- Ecological producer of vegetables, fruits and aromatic plants,
- A wine and vineyard technician,
- Training Program for olive production,
- Training program for the producers of prosciutto,
- Training program for the jobs of breeders and mushroom collectors,
- Training program for brandy and other aromatized drinks producers,
- Grower, collector and processor of aromatic, medicinal and spice plants Fruit juice and grape vine cutter,
- Flower breeder,
- Vegetable growers,
- Beekeeper,
- Producer of fruit brandies,
- Potato breeder,
- Tractor tractor with connectors,
- Agricultural vehicle driver.

5.2.2. PROGRAMS OF TRAINING IN GREEN ECONOMY FOR PEOPLE WITH DISABILITIES

Verified programs for people with disabilities are exceptionally small. Mostly, the whole offer of training program is for the so-called “regular population”. There is a narrow range of occupations in agriculture for people with disabilities and needs to be updated and modernized. In the green economy sector, given the growing need for employment, provision should be made for the possibility of education in green jobs, in particular those related to the classification of waste and the production of organic food.

Regarding the green economy programs, students at our school are educated in the following programs:

- assistant gardener
- assistant florist

The aim of the programs is to provide students with basic knowledge about breeding one-year or biennial plants, flowers and perennials, as well as knowledge about the care and application of pots. Through schooling, they learn to distinguish beautifully from the "knuckle" and how to apply it to the fabrication of flower buds. In the future workplace, knowledge acquired should know how to apply for landscaping, decorating the interior, and creating cut flowers arrangements.

Students of our school practice practical lessons for assistant florist and assistant gardener to attend outside the school under the guidance of our school staff. This proved to be very successful, as students with the familiar person feel secure and this gives them a greater incentive to work. At the beginning of practical teaching, it takes a lot of time to find the place where practical teaching is to take place, and to learn the rules regardint protection at work (without which pupils aren't allowed to start attending practical classes).

5.2.2.1. METHODOLOGY OF APPROACH AT TRAINING STUDENTS WITH DISABILITIES

After successfully passing the test of protection at work, students may start obtaining their practical classes / practical training within the company. Having been accustomed to the new environment, they start with simpler tasks. Each exercise is tailored individually, taking one's own abilities and boundaries into consideration. Teachers are investing a lot of effort in explaining the contents to the students in the clearer and more picturesque way, using a lot of resources.

Following are some of the adjustments that teachers (mentors) carry out during the practical lessons to ensure that each student has acquired the necessary knowledge and exercises:

- Multiple Repeat Instructions,
- Extended time in performing theoretical and practical tasks,
- More frequent breaks during work,
- Help with manipulation of materials and tools,
- More frequent change in activity during work,
- Adapting the job to the physical needs of the student,
- Practicing Small Business Steps Check the understanding of the instructions,
- Collapse the scope of tasks,
- Enable frequent repetitions of work operations, etc.

Our school aims to provide students with the optimal skills, encouraging them to establish an appropriate relationship with their working environment and labor market. Pupils who achieve good results at work in private florists or garden centers sometimes get the opportunity to hire half-time, full-time or seasonal jobs, since a lot of farm jobs are seasonal.

5.2.2.2. PRACTICAL CLASSES/PRACTICAL TRAINING HOLDERS

Our students's practical classes take place at the following facilities:

- Faculty of Agriculture,
- University of Zagreb, Zagreb Holding-Zrinjevac,
- Private florist and garden centers.

6. GREEN JOBS PROFESSIONALS

In the following text there is a more detailed description of some of the green job professions. It is important to note that we have focused on describing professions that require secondary vocational education, not university education. Reason for that is the fact that students with disabilities, mainly intellectual disabilities – prevailing population of our students, aren't expected to meet the required level of university demands.

6.1. ASSISTANT GARDENER

Activity description:

- Forming of beams, soil treatment
- Soil fertilization
- Sowing, planting and harvesting of vegetables
- Care and protection of vegetable crops
- Maintenance and protection of fruits and grape vines
- Berry and processing of fruits
- Maintenance and protection of flowers, lawns, and ornamental greenery

Competences:

- knowledge and compliance with the rules on occupational safety
- knowledge of tools, machines and accessories
- knowledge and application of cultivation measures in gardening: sowing, planting, watering, replenishing, burglary, digging, tapping, plant protection, growing and harvesting
- knowledge and distinction of basic types of vegetables, fruits and ornamental plants: vermilion, fruitful, rooted, lukewarm; mahogany and leafy vegetables
- knowledge of climate and weather impacts on growth and development of plants
- knowledge of the characteristics of vegetable plant production in greenhouses, hot-melted greenhouses
- knowledge of the characteristics and nutritional values and conditions of production of different types of vegetables
- knowledge how to store and use vegetables
- knowledge of basic species and conditions of breeding and techniques of harvesting, storing and processing of fruit and grape vines
- knowledge of basic types of flowers and ornamental plants as well as their breeding characteristics

Reference job market and economical treatment:

- gardening in social or private ownership

- orchards in social or private ownership
- greenhouses in social or private ownership
- public green maintenance companies

Course of study

Education lasts for 3 years and gives lower qualification. The program is intended mainly for students with intellectual disabilities. Qualification is on 2nd level of HKO (Croatian Qualifications Framework) and EQF (European Qualification Framework).

Networks

Qualification program – assistant gardener students can attend their education in secondary vocational schools in Čakovec, Ludbreg, Lug, Marčan, Pula, Vinkovci, Zagreb and Zaječda.

Summary

Assistant gardener performs easier operations in gardening production or in the cultivation of vegetables, fruits, flowers and ornamental greens in the form of soil treatment, sowing, planting, plowing, weeding, digging, protection, fertilization, harvesting and harvesting of garden plants under the supervision of a qualified worker. He is hired in gardening, orchards and greenhouses as well as in public greenery maintenance. The education lasts for 3 years and the 2nd level of EQF is achieved. Facilities Providing Career Education assistant gardener are secondary vocational schools throughout the Republic of Croatia.

6.2. ASSISTANT FLORIST

Activity description

In a plastic, tiled, greenhouse or outdoors:

- charging the client
- sowing, planting and plant transplantation
- multiplication of perennials
- maintenance of beams, bursting, wounding
- protection, fertilization and replenishment of plants

In the Flower Shop:

- flowering and planting of flowers
- water change
- preparation of materials for arranging bouquets, wreaths, holidays and festivals arrangements
- housing of plant material on wire

Competences:

- to recognize and adhere to the rules on occupational safety

- recognition of florist's tools, materials and accessories
- recognition and application of cultivation measures in floristry: watering, replenishing, bursting, shading, swelling
- recognition and application of breeding procedures: swelling, pinching, decapitation
- identifying and distinguishing basic species of one year old and two-year flowers, perennials, pots, bulbs, and relatives
- applying techniques for preparation of material for arranging
- preparation of wicker bases
- waving flowers and fruits
- pressing of plant material

Reference job market and economical treatment:

- in the public maintenance and park maintenance sector
- in private and socially owned gardening
- in a flower shop

Course of study

Education lasts for 3 years and gives lower qualification. The program is intended mainly for students with intellectual disability. Qualification is on 2nd level of HKO (Croatian Qualifications Framework) and EQF (European Qualification Framework).

Networks

Qualification program - assistant florist students can attend in secondary vocational schools in Čakovec, Dubrovnik, Karlovac, Koprivnica, Knin, Nehaj, Osijek, Požega, Pula, Rijeka, Sisak, Sibenik, Varaždin, Zadar, Zagreb and Županija.

Summary

Assistant florist performs easier operations of breeding and care of flowers, pots and nurseries in a nursery, greenhouse or outdoors, as well as auxiliary work in a flower shop with the supervision of a qualified worker. He is hired in gardening, flower shops and public maintenance workshops and parks. The education lasts for 3 years and the 2nd level of EQF is achieved. Facilities Providing Career Education auxiliary florists are secondary vocational schools throughout the Republic of Croatia.

6.3. INSTALLER OF PHOTOVOLTAIC SYSTEMS

About solar energy

Renewable energy is a trend: a new trend in the way energy is exploited, but also a trend that is ecologically aware and renewable. In addition to large investors, there are more and more consumers who want their own home solar collector system, so the production and installation of private photovoltaic cells and solar water heaters is expanding. On the one hand, the market for photovoltaic systems in the world for the last decade has been growing rapidly (EPIA photovoltaic industry's research results show that growth will continue), on the other hand, the geographic position of the Republic of Croatia enables a large number of sunny days in the year, which ensures the possibility of using and storing solar energy. Based on this it can

be expected that the number of solar photovoltaic systems will be sought in the market, and entrepreneurial ventures, attracting investment and innovation are still some of the potential for subsequent activities after graduation.

Activity description:

- To measure surface and shade of space or roof at the plant site,
- To collect the power plant based on the prepared technical documentation,
- To let go of power and monitor the operation of photovoltaic power plants connected to the power grid,
- To support, connect and commission an autonomous power plant,
- To provide power plant operation over the Internet,
- To perform regular maintenance procedures and repair malfunctions during power failure,
- To use protective equipment and protective equipment when installing the power plant and working at the height.

Reference job market and economical treatment

- in the construction sector
- in the tourism sector
- in the primary energy supply sector
- in the energy distribution sector
- in the installation and maintenance sector of photovoltaic plants
- in the sector of development of renewable energy sources
- in auto industry and shipbuilding

Course of study

A training program may be enrolled in a postgraduate program in the field of mechanical engineering or electrical engineering at the age of 18 and a medical certificate on the health performance of the photovoltaic system.

Networks

Qualification Program - Installer Photovoltaic Systems is implemented in

Education Center "Ivora" Zagreb, Varaždin, Rijeka and Karlovac,

Education Center "Suvremeno učilište" Split

Summary

The transformation of solar energy into electrical solar photovoltaic installations is the most recognizable way of using solar energy. Since solar photovoltaic cells are semiconductor devices, they have a lot of common processing and production techniques with other semiconductor devices such as computers and memory chips. Photovoltaic systems will continue to develop in the direction of the key factor in the production of electricity for households and the economy.

6.4. AGROTURIST TECHNICIAN

Activity description

The agrotourist technician deals with ecological production, preparation of agro-cultural and food products and supply of food from his own farm. It can also provide other tourist services. The aim is to enable students to provide quality catering services, accommodation services and other tourist services (organization of harvesting, medicinal herbs collection, riding ...). Additionally, it is important to train students for the ecological production of agricultural and food products, and to prepare and supply food from their own farm. Ecological agriculture is also linked to eco-tourism, and it has the potential to become the most promising type of tourism, because it protects natural and cultural heritage on the one hand and, on the other, enables the realization of economic benefits. Therefore, comprehensive education is required for these two areas. This educational program is designed to unify the area of eco-farming with the area of traditional hospitality and tourism, thus creating a new profile for work in rural tourism.

Competences

- Increase contemporary agrotechnical interventions in the cultivation of cultural plants while respecting the principles of ecology and sustainable development.
- Priming modern technology in domestic animal breeding respecting the principles of ecology and sustainable development.
- Develop the skills of horticultural design of the garden of the agrotouristic economy using traditional gardening elements.
- Create skills in preparing and serving food by nurturing traditional cuisine and customs.
- Organize interesting public-educational events for the purpose of promoting the natural beauties of rural Croatia.
- Enter the basics of entrepreneurial business and organization work.
- Follow and apply the legal regulations on occupational safety and environmental protection

Work conditions

An agrotourism technician can work in the open and in the open. Working in the open

space is exposed to different weather conditions. The job performs in different positions (on a walk, on a hill or on a climb). When working with different tools, machines and devices, it is important to comply with the safety and security measures at work. An agrotourist technician must comply with prescribed rules, which are governed by existing laws and regulations, and adapt to the existing situation in agriculture, tourism and hospitality.

Contraindications for the work are: weakness / blindness, color discrepancy, deafness/heavier hearing impairment, lack of voice, speech impairment and / or communication-related speech, chronic disorders that disable neural cognitive and emotional functioning, more severe damage to musculo-skeletal function and cardiovascular system, respiratory distress with more severe lung function impairment, more severe skin function impairment in detected body parts and established allergy to professional allergens.

Reference job market and economical treatment

An agrotourism technician can be employed on smaller tourist and / or catering

facilities that have a catering and agricultural economy and are engaged in food

production. They can also work in companies that deal with various aspects of rural, ecological or recreational tourism. There is also the possibility of self-employment.

Course of study

Education lasts for 4 years and earns secondary education.

Networks

The Agrotourism Technician qualification program is being implemented in secondary schools and schools across the Republic of Croatia:

Agrocultural School, Zagreb

Economic and Tourism School, Daruvar

Matija Antun Reljkovic High School, Slavonski Brod

Central Vocational School, Šibenik

Secondary Vocational School of Antun Horvat, Đakovo

Agricultural, Food and Veterinary School Stanko Ožanić, Zadar

Libar Open University, Zagreb / Slavonski Brod

Studium University, Osijek

Summary

Education in the four-year program is a good complement to the existing education system in agriculture, tourism and hospitality. These educational areas are united in this new curriculum as they are united in the economic development of Croatia.

Agrotourism - rural tourism can be developed in all regions of Croatia while respecting the authenticity and tradition of space, agricultural production and tourist offer itself. Thanks to the natural, cultural and historical resources of Croatia, Agrotourism is becoming more and more interesting. It extends the tourist offer to those areas that are beyond the road, but because of its ecologically pure, unpolluted nature and preserved traditional way of life. It is an activity that can provide a source of income for a large number of people who want to stay on their farms, deal with agriculture and through rural tourism to place their products. This form of tourist activity is very developed and popular in Central Europe (Germany, Austria, Slovenia) and in our country it would enable faster development of the economy not only of the continental but also the coastal part, especially the island. This is indicated by the need for training of staff who, in addition to basic knowledge of hospitality and tourism, also gained education in the field of organic production of agricultural and food products. It is an interest in the rural tourism facilities that offer food products of their own production that strictly respect the laws of ecology.

6.5. ECOLOGICAL TECHNICIAN

Description of activities (business / activities)

Ecological technician is an interest in the future. With its expert knowledge, it participates in all forms of nature protection and the environment.

The program enables students to independently perform chemical, biological and microbiological analysis of the most modern methods. As part of the course, a professional practice is being developed in which the applied knowledge, knowledge and skills from all natural sciences are expanded.

Ecological technician organizes and performs tests of chemical, microbiological and biological properties of the input and output of the substance of a technological process, and participates in other activities geared towards caring about nature and the environment.

In his work, an ecologist takes samples, observes and monitors the state of nature and the environment and analyzes the raw materials and other substances involved in the technological process. In its work, it cooperates with all experts in the field of chemical technology and other branches of the chemical industry, as well as experts in other areas of human activity such as nature and environment protection, food, pharmaceutical and cosmetics, energy, construction and the like.

In most jobs, cooperation with a senior engineer is foreseen. As an independent waste disposal manager, an ecologist must cooperate with other workers. If he is acting as a communal officer, he will be autonomous within the scope of his authority, but subordinate to the communal inspector, the environmental inspector or the head of the appropriate service.

Competences

In addition to good knowledge of chemistry, biology, physics and mathematics, an ecologist must be able to handle precise laboratory equipment, use computer in everyday work and know well the organization and standards of environmental protection in the world and in the Republic of Croatia, the organization of the state administration that cares about the communal order, to protect nature and the environment, and laws and regulations in these areas.

It must also know and abide by a work safety measure to avoid the dangers arising during laboratory and field work.

It is necessary to know and respect the rules for the use and storage of toxic and flammable materials.

Due to the constant advancement of science and technology, an ecologist must be prepared for continuous professional training at additional seminars and trainings, and to follow expert literature, regulations and laws from his / her scope.

Jobs require work accuracy, hand and fingers, and good eye sharpness.

Work conditions

The ecologist most often works in a closed and artificially illuminated space (laboratory, industrial plant). It also works outdoors when participating in field sampling and conducting analysis of these samples. The terrain can be in various areas (village, town, sea, land water), and field conditions are different depending on the season and weather conditions. Sometimes field work also implies height work.

The ecologist performs jobs sitting or standing, with occasional lifting of the cargo. On field work, the job may require long-term walking, sagging and squatting.

It is very important to work with hands and fingers and correct alignment of movements with visual information (ocular motor coordination).

It is also necessary to have the right color differentiation. When doing the job, an ecologist may be exposed to the dangers of burns and injuries caused by various chemicals. It is also exposed to hazardous waste handling as well as other dangers in the field (height, water, adverse climatic conditions, etc.). People who show allergic reactions can not deal with these interests.

Contraindications to the operation are visual function impairment, color discrepancy, deafness and heavy hearing impairment in the speech area. The lack of smell. Chronic disorders that hinder cognitive and emotional functioning

Related professions

Chemical technician, sanitary technician

Job Market/Employment Opportunities

Environmental technicians work in the field of chemical technology, nature protection and the environment and communal activities. Engage in city or county offices dealing with environmental protection, waste management companies, environmental testing companies, national parks and nature parks

- National Parks
- Nature Parks
- County for Nature Protection (other protected categories)
- County / Municipal Communal Services
- County / City Administrative Departments for Physical Planning and Environmental Protection
- County Public Health Institutes
- County / city Water treatment facilities
- County / City Waste Management Companies, Waste Disposal
- Natural science museums
- Zoo
- Aquariums
- Collections at PMF
- Botanical gardens
- Family farm
- Eco-Village / Economy within County / Town
- Recycled yard
- Paper Recycling Facilities
- Plant for the production of artificial fertilizers
- Plant for the production of pesticides and protective agents
- Oilfields Other industrial plants
- County / city laboratories for soil, air, water analysis
- County / City Environmental Monitoring Service.

Education / Program

Education lasts for 4 years and earns secondary education.

Network of institutions

The Environmental Technician's Qualification Training Program is implemented in secondary schools of science and technology throughout the Republic of Croatia:

School of natural sciences Vladimir Prelog, Zagreb

Technical School, Sisak

Natural Science School, Split

School of Science and Graphic School, Rijeka

Matija Antun Reljkovic High School, Slavonski Brod,

Graduation, Natural History and Mining School, Varaždin

Abstract

The environmental technician performs examination, conducting, monitoring and monitoring of processes in industrial, craft, utility and utility activities, public environmental institutions and scientific research, control, testing and measurement laboratories, with special emphasis on environmental protection, in order to preserve the environment , biosphere, pedophones and lithosphere and nature conservation.

The work involves a broad spectrum of activities and implies knowledge of the basics of natural sciences (chemistry, biology, geology, physics and mathematics) and technical (chemical engineering, geological engineering, engineering, civil engineering, electrical engineering, metallurgy). Four-year education provides students with an excellent basis for continuing their studies in natural, medical and technical sciences.

7. CASE STUDIES / EXPERIENCES

The “Visoki Jablani” Association and their project "Responsible Business Clean the World!" Is an innovative model of circular economy, social entrepreneurship and public-private partnership for sustainable social development. A small recycle of soap from the hotel was established; two work centers that educate people with disabilities for recycling soaps and market new products, while simultaneously removing the tons of chemical waste generated by the hotel sector from the landfill, as part of a response to the global environmental challenge.

During the project, which started on May 1, 2015 and ended on August 31, 2016, education for soap recycling, packaging, promotion and management of the social enterprise passed 46 people with disabilities.

The objectives of the project are:

- increase the employability of people with disabilities in the sector of green jobs;
- open new jobs in the green economy;
- secure a market for new products;

Social cooperative Humana Nova encourages employment of socially excluded people through the process of creating new values discarded items and production of high-quality and innovative products. In this way, the Co-operative actively contributes to the sustainable development of the local community, to the reduction of poverty and to the preservation of nature. Social cooperative Humana Nova Čakovec was established in 2011 as part of the ESCO - "Education for social cooperatives - New Opportunities for Persons with Disabilities" which was implemented by Autonomous center - ACT. The main objective of the project was to increase employment opportunities for people with disabilities in Međimurje County, promote social inclusion and raise awareness about the possibilities of employment of persons with disabilities develop sustainable models on the local and national level.

Social Cooperative Humana Nova is the leading Croatian example of a social enterprise for work integration and reuse. The cooperative contributes to the development of tolerant social relations and the balanced use of resources.

Association for Adult Education "Zdravi grad"

In the Association Zdravi grad, they have created a project "Green and White Skills for New Jobs" aimed at increasing the offer of specialized education for unemployed persons with completed formal education in the region. This is a so-called. green and white jobs for which there is great interest, that is, the possibility for the unemployed to get re-qualified to the job they are considering in the Association.

The program is developed according to the recommendations of the European Commission, with assistance co-financed with 180.819,80 euros and lasts for 12 months. Interested persons can be re-qualified for the jobs of chefs of the specialist of the macrobiotic cuisine, the chefs for healthy eating and the exterminators (green jobs - the sector of the green economy), ie the carers of persons with disabilities, socio-cultural mediator and family assistant (white jobs - health sector and provision of social service). Of course, each program lasts 150 hours.

The specific goal of the project is the development of at least six curricula that will all progressively develop ICT skills, social entrepreneurship and self-employment, and will be geared to appropriate market demands and aligned with the latest EU recommendations, namely the Europe 2020 strategy for smart, sustainable and inclusive economy in the Republic of Croatia, opinions are in the Association.

The Zdravi grad, in co-operation with the Adult Education Institution, Stella Polaris, conducted an experimental implementation of the project, involving 78 participants who were awarded certificates at the final project conference. Education programs were co-funded by the European Commission and the Office of the Government of the Republic of Croatia and were free of charge for the participants.

8. TRACKS FOR ACTIVITIES IN CLASS

Secondary school - Centar za odgoj i obrazovanje is an institution which educates and care for young people with disabilities in secondary school programs. In our rich and highly content school curriculum, we strive for each of our students to be independent and fulfilled life in personal, social and professional level. In our everyday work, we don't put the difficulties in the first plan, but the many talents our students have.

When we talk about "green economy" and "green jobs", within the school we provides activities that are closely related to these concepts in two fields: within regular teaching program and through extracurricular activities:

- In addition to the aforementioned programs for auxiliary gardener and auxiliary florist, we carry out eco activities that are systematized in the eco curriculum of the school as part of regular teaching. During the school year, we carry out a lot of activities to encourage students to conserve the environment, waste recycling, ecology learning, marking important ecology dates, all of which is systematically described in the eco curriculum that is being delivered every year. All class teachers with their classes are engaged in scheduled activities within the classroom hours. The Eco Curriculum is attached in the text below.
- Through extracurricular activities, pupils learn about "green economy" and "green jobs" within a few groups at school: active students at the student cooperative "DAR-MAR", groups for high-risk students and educational groups for students who do not have the capacity to finish one of programs offered at our school.

The student cooperative "DAR-MAR" (gifted and diligent) was founded in 2007. Within the cooperative there are five sections: the ceramic section, the section for making decorative and useful items, the section for making paper and board items, the catering section and florist section. Cooperative members are current and former school students, and our school teachers are sections leaders. Within all the sections we try to introduce the concepts of "green economy", so we use mainly recycled materials while making the product.

The products made in the student cooperative, as well as in other groups operating in the school, are also exhibited at sales and donation exhibitions. From earned money, pupils with poorer property status go on a tour, material is acquired for further work pupil cooperative and other groups, we fund the rewards for students in competitions and so on. Through sales exhibitions, students have an opportunity to learn how the open labor market works and earned money is a concrete proof of how "green jobs" have their value and can be profitable. The ultimate goal is to show students how to create with their own hands profitable products, and all of that we are trying to link with "green jobs". Students are encouraged to innovate and creativity, as well as to the development of motor skills and other skills needed for making objects from recycled materials. Although our students are most likely not to be involved in more complex jobs in the "green economy" field, teachers are working to encourage them to maximize their capacity and train them for "green jobs" in the area they can participate in.

Below are the following:

1. Product photographs that students make from recycled materials
2. Two instructions for making products from recycled materials (recycled owl and sailing boat from walnut shell)
3. Eco curriculum of our school for academic year 2017/2018
4. Preparation for teaching unit "Items that can be reused/recycled" (for students with disabilities)

8.1. PHOTOS OF PRODUCTS THAT STUDENTS ARE MADE FROM RECYCLED MATERIALS

- Angels from the egg box, the log, scallops



- Angels from the remains of fabric and angels from the jar



- Nursery made from straw and nursery made from egg boxes



- Owls and dumplings from the cones



- Flowers made of cones



- Clocks made of old tiles and old pans



- Recycled bags



rabbits from wood and ceramic jars



- Recycled jars from stone and recycled jars from old newspapers and from concrete



- Christmas tree decorations from old CDs and notebooks made from CD's



- Christmas tree made from fabric remnants, birch branch and cones



- Baskets made of plastic bottles and wool scraps



- Birds made from wool



- Fish and little pig of chipped paper



- Recycled cups and recycled snowmen



- Recycled dress



- Image made of shells



- Recycled vase and advent wreath



- Recycled magnetic hats



- Decorating pumpkins



- Lavender bags



- Sailing boat from walnut shell



- Christmas tree decorations



8.2. PREPARATIONS FOR MAKING PRODUCTS FROM RECYCLED MATERIALS

8.2.1. RECYCLED OWL



Making recycled owls

INSTRUCTIONS

Necessary material (Required material)

- Pinecone
- Fabric
- Artificial leather
- Cork
- Wire
- Felts
- Plastics eyes



TOOLS:

- Scissors
- Hot glue gun
- Knife



STEPS:

1. Pick one pinecone
2. Make a two rings from a cork



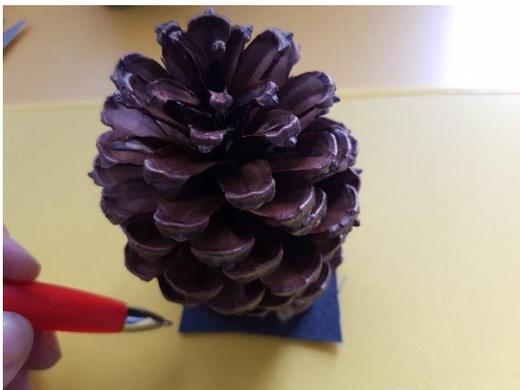
3. From wire make the legs. Form the wire in to the shape as shown on picture.



4. Glue the legs as shown.



5. From the artificial leather cut the base on which owl will stand and glue it.





6. To make the body of the owl pick a fabric of felts of any colors.

7. Cut the felts in the shape of rectangle and glue in to the pinecone.



8. Take a white felts and cut the base for the eyes.



9. Take the artificial leather and cut the eyebrows.



10. Glue the eyes and eyebrows on a white surface.



11. Take a felts and make a wings as shown and glue them on the pinecone.



12. Cut the beak out of the yellow fabric and glue it in place.



CONGRATULATIONS, YOUR OWL IS ALIVE!

8.2.2. SAILING BOAT FROM WALNUT SHELL



Making a sailboat out of a nutshell

INSTRUCTIONS

Necessary material (Required material):



- Nutshell
- Stone

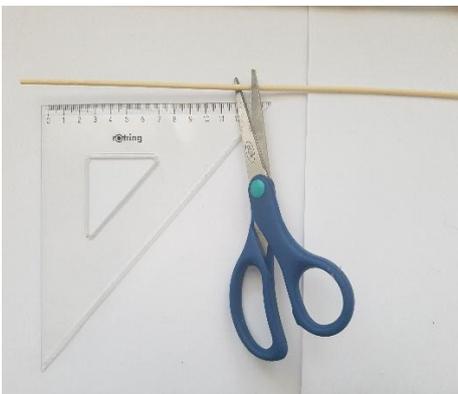
- Nylon thread
- Acrylic paint
- Paint brush
- Handicraft glue
- Hot glue gun
- Wooden stick
- Knife
- Scissors
- Triangle

Production process:

1. Paint the nutshell with the acrylic paint.



2. Cut the wooden stick to a length of 12 cm



3. Cut a small slot (1 mm) in which you will put the nylon thread



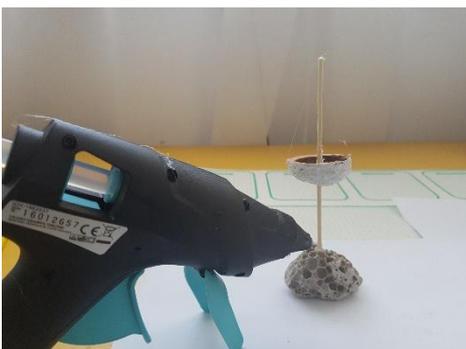
4. Take a nylon thread 25 cm in length and pass it through the holes on the nutshell. Make the knots and cut the excess thread.



5. Put the wooden stick through the hole in the nutshell and glue it in place.



6. Glue the wooden stick on to the stone.



7. To form a sail cut a triangle out of a cardboard and glue it on the sailboat.



8. Your boat is ready to sail!



8.3. ECO CURRICULUM OF OUR SCHOOL



FOR ACADEMIC YEAR 2017/2018

OBJECT OF THE ACTIVITY:

- Installing care for the environment in all segments of education and everyday life of students and faculty
- Development and strengthening of environmental awareness, guidance towards actions that will allow students to contribute to the preservation of the environment as well as educating them of the human impact on the environment

PURPOSE OF THE ACTIVITY:

- Developing interest and care for the environment and ecology related themes
- Comprehending the need for protecting and preserving nature
- Developing habits of rational use of water and electricity in students as well as indirectly teaching them the link between these habits and qualitative and financial aspects of life
- Showing the importance of preserving endangered species of animals and plants and its link with the quality of human life
- Teaching of different kinds of waste, ways of storing it, different ways of recycling, and the possibility of reusing certain materials
- Recognizing the importance of sorting waste
- Inciting class teachers and students to integrate eco themes in all classes
- Drawing attention to the importance of keeping the environment clean as well as the importance of enriching the environment we live in

PROJECT MANAGER: school teacher

PROJECT HOSTS: School's Eco Committee: School principal, class teachers, students, parents and all other faculty (the janitor, cleaners, secretariat, accounting)

MEANS OF REALIZATION AND ACTIVITES FORESSEN

- Throughout the whole year, posting on the eco signboard interesting facts and eco news as well as informing students, faculty and parents of the conducted eco actions in school
- Celebrating ecologically important dates with students making posters and, in that way, educating themselves about the eco subject at hand. Posters will be presented at weekly student meetings on Mondays and displayed on the eco signboard. Important eco dates that will be marked this way are: 22 September-World Car Free Day, 4 October- World Animal Day, 3 November- Clean Air Day, 19 December- No Plastic Bag Day, 22 February- World Ecology Day, 21 March- International Day of Forests, 22 April- Earth Day, 31 May- No Tobacco Day, 5 June- World Environment Day
- Organizing eco patrols in a way that students rotate throughout the year so that they gain the habit and experience of monitoring the situation. One patrol is to be made of 4 students. Monitoring would take place once a week on Fridays, after recess. Their duty would be checking if the water taps are closed, lights are off, waste is in the bins, the classrooms are tidy, if recycling bins need emptying, what the overall state of the school yard is, as well as how much waste has been collected. Condition would be noted in adequate charts in Eco diary. Smaller problems may be dealt with by student, and bigger ones should be reported to a teacher. Data collected by the Eco patrol will be processed by members of the Eco team at Eco board's meetings, as well as monthly analysis of collecting, selecting and disposal. There will be a monthly report on the Eco pinboard.

- In the course of the school year, conducting an eco-action under the slogan « Plastic bags, no thank you ». Warn students that plastic bags are big polluters that cause great damage to the environment and endanger animals like fish and birds. Encourage students to use linen bags. Every class will get a linen bag that they will be able to decorate with appropriate eco messages. The most successful ones will be displayed on the Eco pinboard.
- Putting a plastic bag container at the school entrance and motivating students to sort waste into appropriate containers
- Putting a container for plastic bottles at the school entrance and encouraging students to put bottles in them. With money acquired from collecting bottles the school will buy flower for the school's garden rockery.
- Placing containers for used batteries and in that way shine light on the problem of battery disposal with batteries being legally categorized as dangerous waste. Students will be informed of the dangerous compounds that batteries contain and encouraged to collect old and used batteries. This project is conducted in collaboration with company «Friš» from Križevci that buys-out collected batteries
- Re-engaging in the humanitarian project «Plastičnim čepovima do skupih lijekova » (In translation: Plastic bottle caps in exchange for expensive medicine). Carrier of the project, Croatian Association of Leukemia and Lymphoma will sell the collected bottle caps and buy medicine with the acquired money.
- Placing a bottle cap container and motivate students to use it
- Checking if all Eco reminders are where they are supposed to be. Warning about ecologically acceptable behaviours such as preserving energy, especially electricity and water as well as keeping the classrooms neat.
- During the half day excursion to ZOO park Maksimir, informing students about the endangered species. Goal is to turn their attention to human involvement in the endangered status of these animals.
- Marking the World Animal Day with each class choosing an endangered animal and making a poster or a presentation. The best one will be displayed at the pinboard and school's web page as well as presented at the weekly student meeting on Monday.
- Tracking the amount of old paper being collected along with the amount of used paper in school, accompanied with monthly analysis of collecting, selecting and disposing of paper waste.
- Organizing an Eco-workshop in which students, parents and volunteers will make Christmas decoration and greeting cards from recycled materials.
- Handing out "Eco-books" to every class at the beginning of the school year. Students will fill out the book at their class meetings with drawings, eco activities conducted and actions taken. During May there will be an Eco-book exhibition at the school library. Class with most eco-activities during the year and the fullest Eco-book will be rewarded.
- During March, buying flower seedlings with money acquired from selling the collected plastic bottles. Seedlings will be planted in the school's garden rockery. Grown plants are to be placed in classrooms and other rooms in the school, thus enriching the school environment.
- Marking World Water Day at class meetings, appropriately decorating the pinboard.
- During April, organizing a big action of collecting old paper, plastic bottles, batteries and other waste. We will include local community via public invitation displayed at frequent locations as well as an invitation on school's website.
- Marking Earth Day 22 April by cleaning and decorating the school's environment

- Organizing a workshop for students: Making decorative objects from waste materials
- Choosing a group of students that will, under teacher guidance, be involved in action under the name of “Zelena čistka”- a group of students will, under guidance of their teacher, collect and carry waste (batteries, old cell phones...) to the recycling yard.
- Parents, students and faculty will be frequently informed of actions taken through the Eco pinboard, School’s website and School magazine

EVALUATING AND WAYS OF USING THE RESULTS

Evaluation will be achieved through these criteria:

- Cleanness of the school and its environment
- Decrease in water and electricity usage
- Amount of plants collected and planted
- Amount of paper, plastic and other waste collected and sorted
- Involvement of students and faculty in conducted actions

8.4. PREPARATION FOR TEACHING UNIT „UNITS THAT CAN BE REUSED“ (for students with disabilities)

Educational topic: Familiarizing with school and work environment

Educational subject: Environment/Nature

Educational Unit: Items that can be reused/recycled

Type of lesson: Development lesson

Objectives: Developing a proper attitude towards nature, recognizing the need for protecting and preserving the environment, understanding the difference between waste and trash, as well as the importance of sorting waste

Tasks:

Educational: Understanding the importance of sorting waste, differentiating waste from trash and sorting it in adequate containers

Nurturing: Developing ecological consciousness, enabling for active involvement in protection, preservation and improvement of the environment

Functional: Development of thinking, deducing and connecting terms

Type of instructing: frontal, individual

Teaching methods: verbal presentation, reading and working on text, conversing, writing

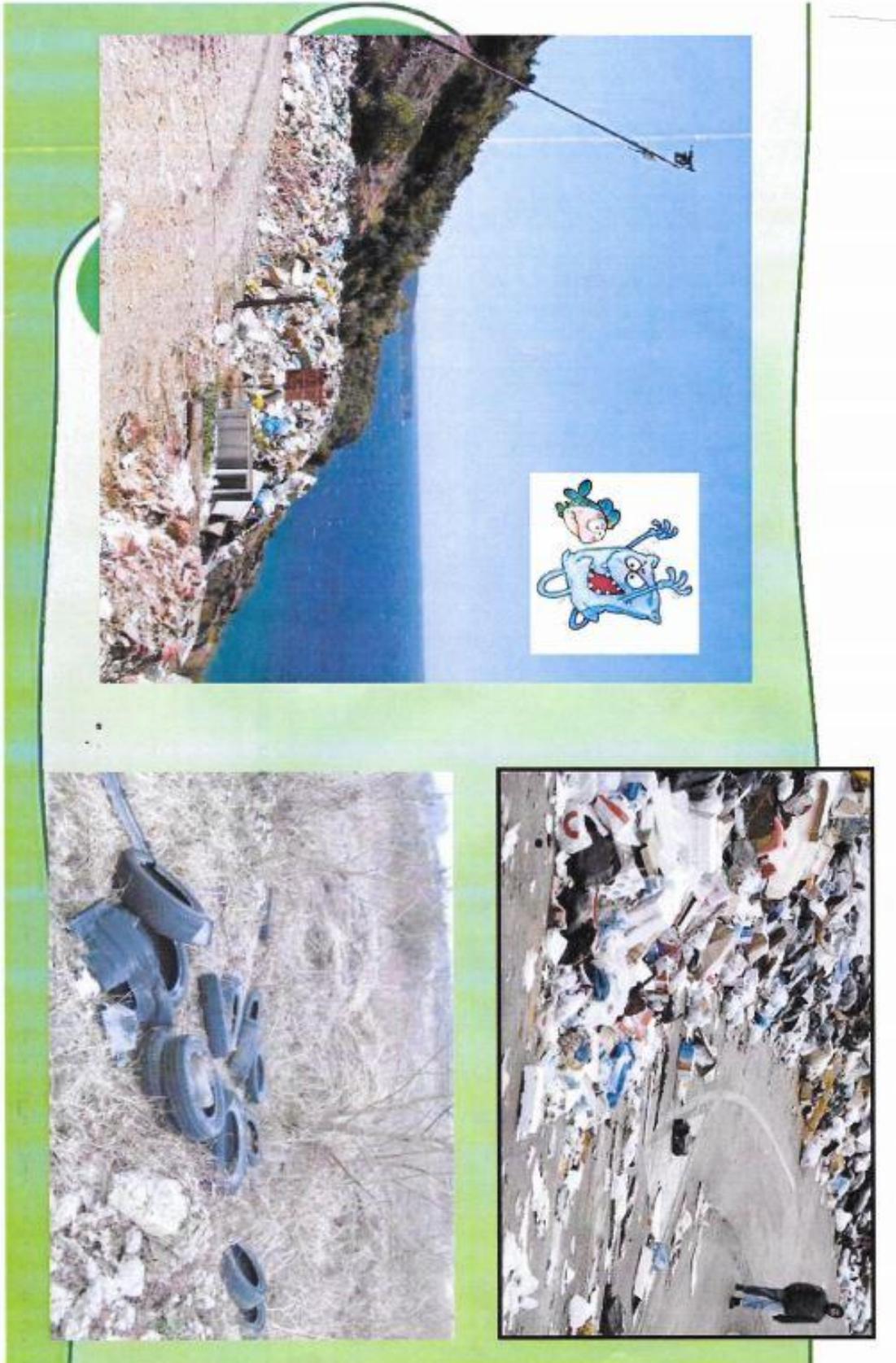
Teaching resources and equipment: text material, pictures, drawings, photographs

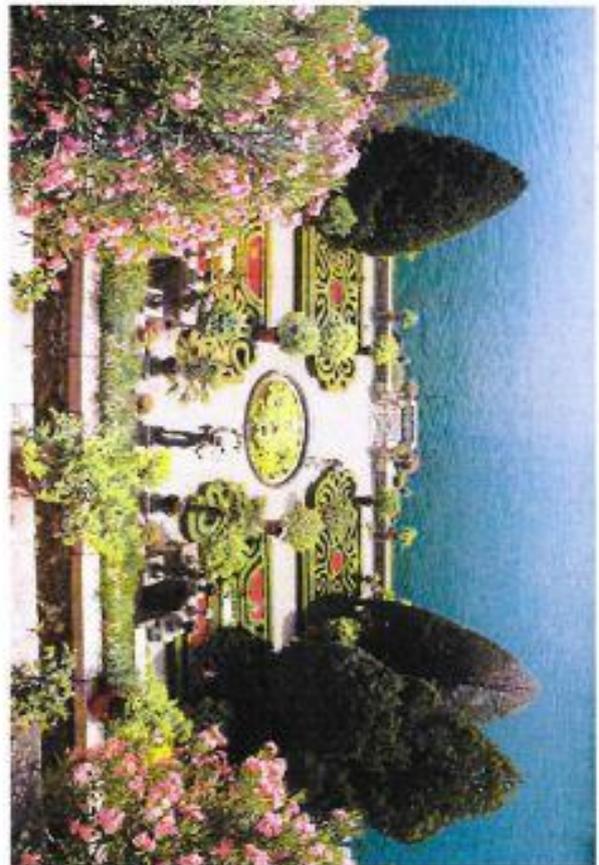
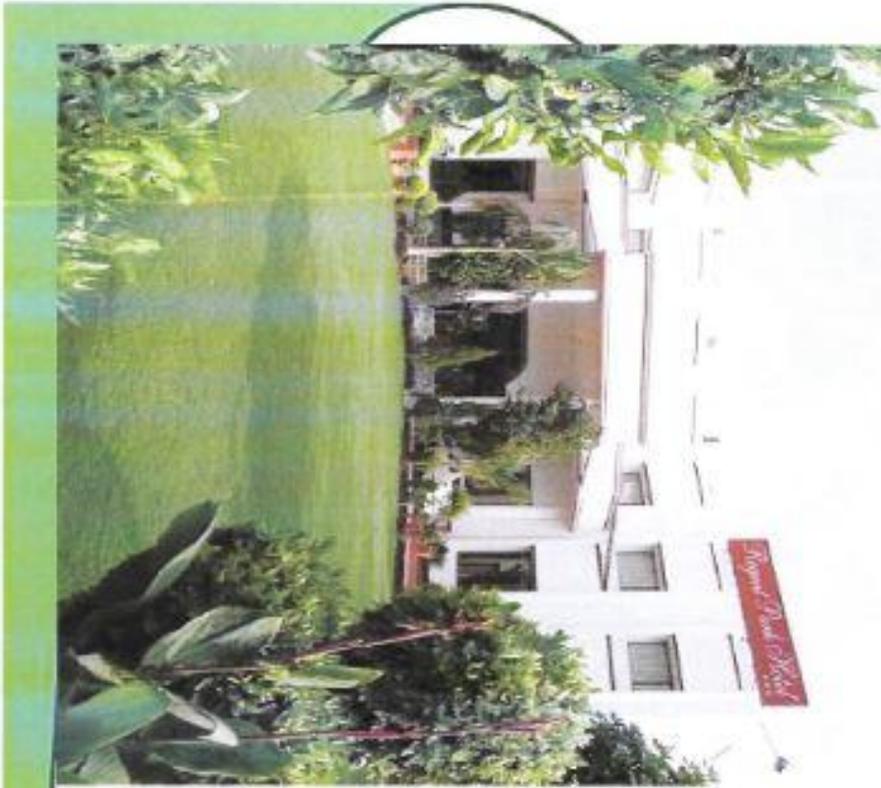
Course of the lesson:

Motivation:

In induction I show the students two photographs: one of clean environment and one of polluted environment. Which photograph do you like better? Where would you like to be? On the photograph of the polluted environment we can see a lot of garbage. Today we are going to learn what each of you can do to reduce that amount of garbage.

you can do to reduce that amount of garbage.





Induction:

Each household accumulates a lot of trash.

What are things that you throw away at you household? Make a list!

(food leftovers, paper, bottles, batteries, packaging...)

Thrown away and mixed like that these different objects make up household trash.

In that trash there are a lot of useful item that could be reused/recycled. That thrown items are called waste. Today we are going to learn what are the things that can be reused. (Headline on blackboard: Things that can be reused/recycled)

Elaboration:

Reading a comic on the topic of recycling. Students role play the text.



Discussing the text:

Where did Miss Zbrkić want to throw away the paper?

What did the kids say to her?

Where are we supposed to put paper waste?

Where are we supposed to put bottles and other glass waste?

Where are we supposed to put plastic bottles?

What is the difference between waste and trash?

Waste can be recycled into object we can use.

Today we are going to learn what can be recycled.

I give out educational leaflets. We observe the pictures and discuss:

Describe what you see in the pictures:

In the first picture we see a piece of paper. If we put it in the paper bin it will be remade into a new piece of paper. From the old piece of paper, we will get a new one. That way we protect our forests from being cut down.

In the second picture we see plastic bottles. When we put them in the bin for plastic they will be remade in the factory into new plastic items. From old plastic we will get new plastic items.

In third picture we see glass bottles that can also be remade and reused.

By collecting waste, processing it and reusing it we reduce the amount of waste and preserve the environment.

Students glue the leaflets in their notebooks.

I conclude:

Nature can be protected from pollution by:

Putting old and used paper in paper bins

Putting plastic bottles in plastic bins

Putting glass bottles in glass bins.

Text is written on an educational leaflet from which students of better abilities are going to copy into their notebooks.

Students with lower capacity will glue the leaflet into their notebooks.

Revision and assessment

What is the difference between waste and trash?

- Waste can be reused into useful items, trash cannot.

What can we recycle/reuse?

- Used paper, plastic bottles, glass bottles

What results in recycling paper, plastic and glass?

- recycled paper, plastic and glass

How can you preserve the environment?

- By recycling waste: putting paper in the paper bin, plastic in plastic bin, glass in glass bin

Students fill out revision and assessment leaflets.

Students of lower capacity get individualized leaflets.

At the end of lesson, I review the leaflets, we analyse the answers and make corrections.

The leaflets are in the attachment.



What can be reused/recycled?

1. Fill out!

_____ can be remade into useful items we can use again.

2.

Nature can be protected from pollution by:

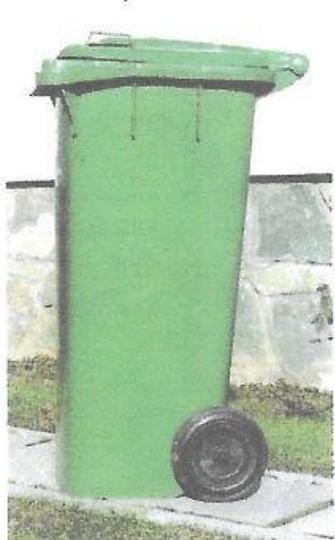
Putting used paper in _____.

Putting plastic bottles in _____.

Putting glass in _____.

3. Connect type of waste with the corresponding bin!

What can be reused/recycled?



Answers the questions:

1. What is the difference between waste and trash?
2. List the things that can be recycled/remade?
3. What is made by recycling used paper?
4. How can you preserve the environment?
5. Connect type of waste with the corresponding bin!

What can be reused/recycled?

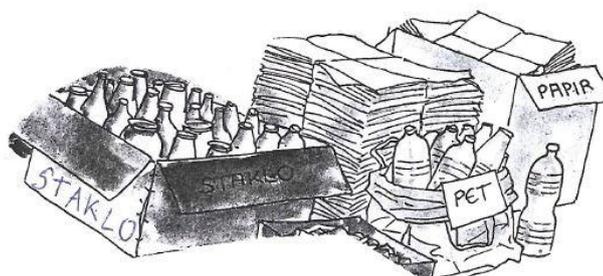
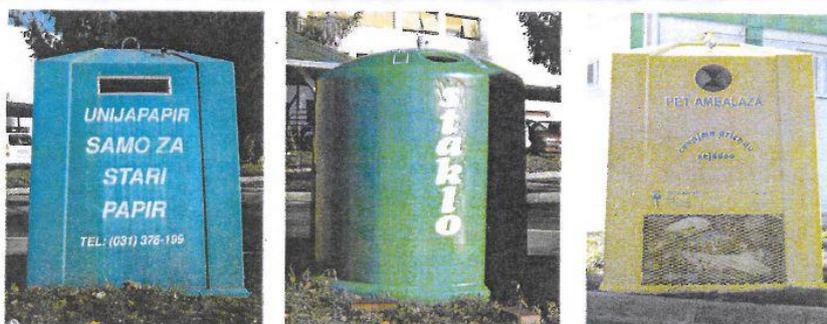
WASTE can be recycled into used items that can be used again.

Used paper, plastic and glass bottles can be recycled.

We can protect the environment from pollution by:

- putting used paper in paper bins
- putting plastic bottles in plastic bins
- putting glass bottles in glass bins

What can be reused/recycled?





old and used paper



in paper bin.



From the old piece of paper, we will get a new one



plastic bottles



in plastic bin



From old plastic we will get new plastic items.



glass bottles



in glass bin



glass bottles can also be remade and reuse

WASTE

-items thrown in household trash that can be recycled:

- Old paper
- Plastic bottles
- Glass bottles

ITEMS THAT CAN BE RECYCLED

HOUSEHOLD TRASH

-Different thrown and mixed items

-A lot of useful items can be found in that trash

9. GLOSSARY

“biodiversity”- generally refers to the variety and variability of life on Earth. According to the United Nations Environment Programme (UNEP), biodiversity typically measures variation at the genetic, the species, and the ecosystem level.

“disability”- is the result of interaction between people with disabilities and obstacles arising from their environment and obstacles that exist in the environment, which prevents their full and effective participation in society on an equal footing with other people.

„ecology“- is the branch of biology which studies the interactions among organisms and their environment

“green economy” - is defined as an economy that aims at reducing environmental risks and ecological scarcities, and that aims for sustainable development without degrading the environment.

“green job”- work in agricultural, manufacturing, research and development, administrative, and service activities that contribute(s) substantially to preserving or restoring environmental quality.

„labor market“ - the nominal market in which workers find paying work, employers find willing workers, and wage rates are determined.

“recycling”- is the process of converting waste materials into new materials and objects. Recycling can prevent the waste of potentially useful materials and reduce the consumption of fresh raw materials, thereby reducing: energy usage, air pollution (from incineration), and water pollution (from landfilling).

“renewable energy” - is energy that is collected from renewable resources, which are naturally replenished on a human timescale, such as sunlight, wind, rain, tides, waves and geothermal heat.

„school curriculum,“ is broadly defined as the totality of student experiences that occur in the educational process. The term often refers specifically to a planned sequence of instruction, or to a view of the student's experiences in terms of the educator's or school's instructional goals.

“social entrepreneurship“- is the use of start up companies and other entrepreneurs to develop, fund and implement solutions to social, cultural, or environmental issues.

“solar energy” - is radiant light and heat from the Sun that is harnessed using a range of ever-evolving technologies such as solar heating, photovoltaics, solar thermal energy, solar architecture, molten salt power plants and artificial photosynthesis

“waste management”- are all the activities and actions required to manage waste from its inception to its final disposal. This includes amongst other things collection, transport, treatment and disposal of waste together with monitoring and regulation.

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