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## **National Priority Statement: Croatia**

### **Meeting of the National Committee for PHE Excellence**

**Zagreb, September 5<sup>th</sup> 2016**

#### **Croatian PHE/HVET SWOT analysis**

##### **Strengths**

- Study programs developed in cooperation with world of work
- Shorter education cycles
- Education connected with practical exercises (50:50)
- There are some existing strategic directives for PHE/HVET development
- Good connection with local and regional government
- Perception of world of work regarding PHE/HVET students competences are positive
- Joined development programs with industries
- Widening access to HE: improving social dimension
- Helps decrease differences in regional development

##### **Weaknesses**

- Inside quality control varies from institution to institution
- The law does not recognize changes in qualification introduced by Bologna process
- Lack of strategy/ directions from government
- Legislation regarding PHE/HVET not sufficient / changes possible in all directions
- Too few work places for certain areas
- Insufficient quality in certain institutions
- Insufficient student involvement in policy and strategy creation of PHE/HVET
- Insufficient awareness in the society on the importance of PHE/HVET education
- Students coming out of secondary school have low level of competence



- General misunderstanding what PHE really is
- No proper education in order to acquire skills arequired to manage PHE.
- Sallaries and promotion levels can not attract the best people.
- Missing separate strategies for PHE only.
- Student degrees and titles are not consistent and recognizable in EU and are inconsistent with EQF.
- Programs in PHE not attractive to international students
- About 1/3 of PHE students are studying on classical UNI where they are „considered second class students“
- Vertical mobility is a problem
- Weak international attaractiveness of Croatia (but also of institutions)
- Accrediatation process is not equal for PHE and UNIs ( besides, it is much slower)
- Quality and focus of PHE students studying on UNI not lined up with the rest of the system (Mixed focus with 37% of students studying on the University).
- PHE titles are not recognized and are not in compliance
- Weak vertical mobility ( PhD not achievable for majority of students)
- Insufficient knowledge/competence level of secondary school students from which our system does not get the best of.

## Opportunities

- Better connection with world of work
- World of work influence to study programs creation
- E learning and modernisation of learning approach with emphasis on practical excercises
- Ustanove potiču nove privredne aktivnosti
- Institutions to influence new industrial activities
- Establishment of Regional Center for PHE excellence
- Connection of PHE/HVET institutions with regional and local government on joined strategic development project
- Networking of PHE/HVET institutions on regional level
- Introduction of quality parameters, one of them being employment and change of Act on Quality assurance regulating joined stydy programs.
- Financing mentor work on employer site.



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**PROCSEE** >

- Attracting international students ( especially from the region, due to EU diplomas)
- Increase level of secondary school quality
- Implementation of CQF (Croatian) and a chance for schools that are proactive to move faster

### Threats

- Legislation constantly changing
- No equal opportunities in comparison to classical UNI
- Elimination of PHE institutions/ integrating them with classical UNI
- Moving programs away from world of work
- Resistance of classical UNI to adapt system solving PHE/HVET issues
- Declining population ( from 2014 to 2021 the number of students available shall decline for 27%)
- HKO (CQF) and position of PHE are endangered by change in law after the Highest Court decision in April of 2016.