**Croatian PHE/HVET SWOT analysis**

**Strenghts**

* 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 positiv
* 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
* To few work places for certain areas
* Insufficient quality in certain institutions
* Insufficient student involvement in policy and strategy creation of PHE/HVET
* Insufficient avareness in the society on the importance of PHE/HVET education
* Students coming out of secondary school have low level of competence
* General missunderstanding 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 acchievable 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.
* 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 od 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 shell decline for 27%)
* HKO (CQF) and position of PHE are endagered by change in law after the Highest Court decision in April of 2016.