



European  
Commission



# Education and Training Monitor 2015

## Croatia

This publication is based on document SWD(2015)199. The Education and Training Monitor 2015 was prepared by the Directorate-General of Education and Culture (DG EAC), with contributions from the Directorate-General of Employment, Social Affairs and Inclusion (DG EMPL) and the Eurydice Network. DG EAC was assisted by the Education and Youth Policy Analysis Unit from the Education, Audiovisual and Culture Executive Agency (EACEA), the JRC's Centre for Research on Education and Lifelong Learning (CRELL) and Institute of Prospective Technological Studies (IPTS), Eurostat and Cedefop. The Members of the Standing Group on Indicators and Benchmarks (SGIB) were consulted during the drafting phase.

*Manuscript completed in September 2015*

*Additional contextual data can be found online ([ec.europa.eu/education/monitor](http://ec.europa.eu/education/monitor))*

*Europe Direct is a service to help you find answers  
to your questions about the European Union.*

**Freephone number (\*):  
00 800 6 7 8 9 10 11**

(\*) The information given is free, as are most calls (though some operators, phone boxes or hotels may charge you).

More information on the European Union is available on the internet (<http://europa.eu>).  
Cataloguing data can be found at the end of this publication.

Luxembourg: Publications Office of the European Union, 2015

ISBN 978-92-79-51665-8

doi: 10.2766/514294

Cover image: © Shutterstock.com

© European Union, 2015

Reproduction is authorised provided the source is acknowledged.

*Printed in Belgium*

PRINTED ON ELEMENTAL CHLORINE-FREE BLEACHED PAPER (ECF)

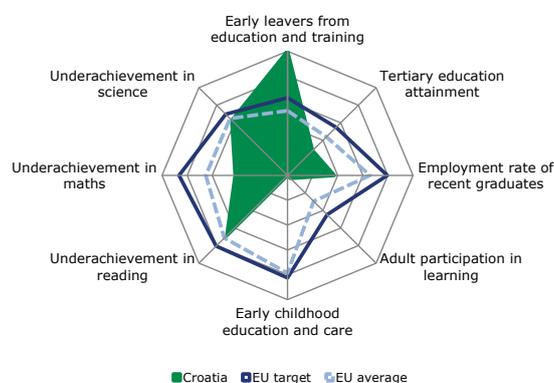
# CROATIA

## 1. Key Indicators and Benchmarks

		Croatia		EU average	
		2011	2014	2011	2014
<b>Educational poverty and spending cuts: challenges for the education sector</b>					
Share of 15 year-olds with underachievement in:	Reading	•	: 18.7% <sup>12</sup>	:	17.8% <sup>12</sup>
	Maths	•	: 29.9% <sup>12</sup>	:	22.1% <sup>12</sup>
	Science	•	: 17.3% <sup>12</sup>	:	16.6% <sup>12</sup>
Education investment	Public expenditure on education as a percentage of GDP		4.9%	5.1% <sup>13</sup>	5.1%
	Public expenditure on education as a share of total public expenditure		10.5%	11.2% <sup>13</sup>	10.5%
<b>Education attainment levels of young people across Europe</b>					
Early leavers from education and training (age 18-24)	Men		5.9%	3.1% <sup>u</sup>	15.2%
	Women		4.0%	2.3% <sup>u</sup>	11.5%
	Total	•	5.0%	2.7% <sup>u</sup>	13.4%
Tertiary education attainment (age 30-34)	Men		19.5%	25.6%	31.0%
	Women		28.5%	39.0%	38.7%
	Total	•	23.9%	32.2%	34.8%
<b>Policy levers for inclusiveness, quality and relevance</b>					
Early childhood education and care (participation from age 4 to starting age of compulsory education)		•	71.0%	71.4% <sup>13</sup>	93.2%
Teachers' participation in training	Any topic (total)		:	96.8% <sup>13</sup>	:
	Special needs education		:	46.1% <sup>13</sup>	:
	Multicultural settings		:	9.1% <sup>13</sup>	:
	ICT skills for teaching		:	58.2% <sup>13</sup>	:
Foreign language learning	Share of ISCED 2 students learning two or more foreign languages		50.0%	51.8% <sup>12</sup>	63.0%
Share of ISCED 3 students in vocational education and training (VET)			71.5%	71.1% <sup>13</sup>	50.4%
Employment rate of recent graduates by education attainment (age 20-34 having left education 1-3 years before reference year)	ISCED 3-4		56.8%	47.3%	71.3%
	ISCED 5-8		68.5%	72.2%	82.5%
	ISCED 3-8 (total)	•	62.7%	62.0%	77.1%
Learning mobility	Inbound graduates mobility (bachelor)		:	: <sup>13</sup>	:
	Inbound graduates mobility (master)		:	: <sup>13</sup>	:
Adult participation in lifelong learning (age 25-64)	ISCED 0-8 (total)	•	2.6%	2.5%	8.9%

Sources: Eurostat (LFS, UOE, GFS); OECD (PISA, TALIS). Notes: • ET 2020 benchmark; data refer to weighted EU average, covering a different number of Member States depending on the source; b= break in time series, d= definition differs, p= provisional, u= low reliability, <sup>12</sup>= 2012, <sup>13</sup>= 2013. Further information is found in the respective section of Volume 1 (ec.europa.eu/education/monitor).

**Figure 1. Position in relation to highest (outer ring) and lowest performers (centre)**



Source: DG Education and Culture calculations, based on data from Eurostat (LFS 2014 and UOE 2013) and OECD (PISA 2012, TALIS 2013). Note: all scores are set between a maximum (the highest performers visualised by the outer ring) and a minimum (the lowest performers visualised by the centre of the figure).

## 2. Main strengths and challenges

The main strengths of Croatia's education and training system are a low early school leaving rate and a high proportion of secondary vocational school graduates going onto higher education. Positive developments in the country include the adoption of a comprehensive Strategy for Education, Science and Technology, which will be the main driver of reform in the coming years. The strategy assesses the state of the Croatian education system in depth and sets an ambitious agenda for improving educational outcomes in all educational sectors.

At the same time, the Croatian education system faces a significant number of challenges. These include: improving educational outcomes in mathematics in primary and secondary schools; modernising initial vocational education curricula in line with the needs of the labour market; increasing access to higher education and reducing drop-out rates. Further issues arise before and after compulsory education, with low participation in early childhood education and care and in lifelong learning alike. Croatia also faces significant structural problems in the form of stretched capacities in pre-school establishments and an under-regulated and underfunded adult learning system.

## 3. Investing in education and training

Croatia's GDP has fallen by 12.5% since the beginning of the economic crisis in 2008. Although general government expenditure on education as a proportion of GDP rose incrementally from 4.7% of GDP in 2007 to 5.1% in 2013, slightly above the EU average in 2013 of 5.0%, absolute expenditure has been falling.<sup>1</sup> The last five years have witnessed a 5-10% contraction in the absolute amount of public funding for higher education (PL4SD 2014, p.28).

In 2014, the European Commission launched the procedure to end Croatia's excessive government deficit, putting it under more pressure to cut back its deficit and make public spending more efficient. In the context of these budgetary saving programmes, European structural funds account for a significant proportion of Croatia's investment in education. Croatia is set to receive financial assistance from the EU to support educational reform during the 2014-20 period, with around EUR 450 million coming from the European Social Fund and EUR 270 million from the European Regional Development Fund. By way of comparison, Croatia's overall expenditure on education in 2011 was approximately EUR 2.7 billion.

Progress has been made on achieving greater efficiency in higher education spending, with the signing of three-year pilot performance-based agreements with higher education institutions. These cover 10% of public funding until the end of the 2014/15 academic year. In 2014, joint committees of university and ministry staff carried out a first round of monitoring of performance-based agreements. The results of the monitoring will be used as a basis for assessing each higher education institution's readiness for the launch of full funding agreements in the 2015/16 academic year.

## 4. Tackling inequalities

Croatia has the lowest early school leaving rate in the EU (2.7% in 2014, compared to the EU average of 11.1%) and has therefore met its Europe 2020 national target of 4%. However, this rate needs to be interpreted with caution, as challenges over the inclusiveness and quality of primary and secondary education continue to affect many students' educational performance and later labour market outcomes. A recent study found that due to the early division (i.e. at the age of 14/15) of education into vocational and general pathways, some groups of students have limited opportunities to progress to higher education. This includes students from low socio-economic backgrounds and male students in general (PL4SD 2014). Girls make up almost two thirds of those enrolled in the general education (*gymnasia*) track, which leads directly to

<sup>1</sup> Source: Eurostat, General government expenditure by function (COFOG) database.

universities, whereas boys are more likely to attend vocational schools, which have a more direct link to non-university tertiary programmes (PL4SD 2014).

The 2012 OECD Programme for International Student Assessment of 15-year-olds found that 29.9% of students in Croatia failed to achieve basic skills in the mathematics test compared to the EU-25 average of 22.1% (OECD 2013b). In reading and science, Croatia is around the EU average, although there are striking gender differences in reading (27.6% of boys are low achievers, compared to 9.5% of girls). This confirms earlier findings from the 2011 PIRLS (Progress in International Reading Literacy) and TIMSS (Trends in International Mathematics and Science) studies, which showed that while reading and science skills of 10-year-olds in Croatia matched those of their counterparts in other EU Member States, their mathematics skills were much weaker.

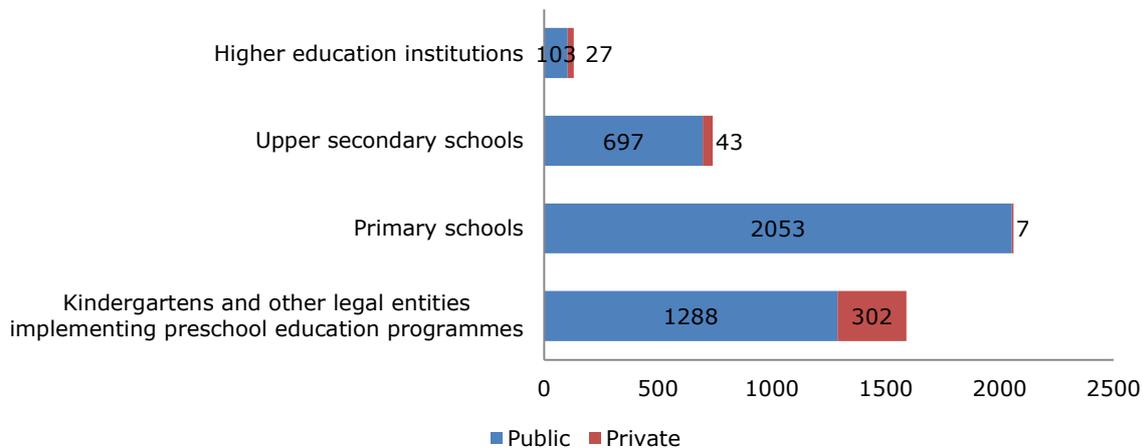
The proportion of qualified teachers in socio-economically-advantaged schools (99.2%) in Croatia is much higher than the proportion of qualified teachers in disadvantaged schools (89.2%, OECD 2013a). Only 9.1% of teachers have received training on how to teach in a multicultural or multilingual setting. This reflects the homogeneity of classrooms but also a lack of awareness of the current pedagogical trends. As regards teaching of students with special educational needs, the situation is reversed, with just under half of all primary school teachers in Croatia having been trained (46%). This is more than in any other researched EU country except for Poland (56%).

The participation rate in early childhood education and care has steadily increased over the last decade, but is still one of the lowest in the EU (71.4% compared to the EU average of 93.1% in 2013). Analysis of sub-indicators shows that this is due to Croatia's higher-than-average level of informal care.<sup>2</sup> An additional factor is the insufficient number of kindergarten places in cities and smaller villages, which hinders access. Lack of state provision has in places been substituted by private provision (Figure 2). Due to the governance structure, kindergartens and pre-school institutions have different levels of technical, financial and human resources and there is a lack of profound analysis of the 'state-of-the-art' of those institutions. On the other hand, Croatia has taken steps to raise and harmonise the quality of pre-school education by issuing a national curriculum for early childhood education and care. The curriculum, the first of its kind in Croatia, will be implemented starting from the 2015/16 school year (Croatian Official Gazette No 5/2015). This decision follows the entry into force in the 2014/15 school year of an earlier piece of legislation laying down a compulsory pre-school programme to be followed by all children in the year prior to enrolling in primary school (Croatian Official Gazette No 107/2014).

A comprehensive reform of the structure and curriculum of primary and lower secondary education system, as announced by the strategy for education, science and technology, will see a gradual transition from the current eight-year system to a nine-year single structure system.<sup>3</sup> In February 2015, an expert working group, aided by a wide range of stakeholders, began work on general curricular reform for early and pre-school education. The work on subject curricula should begin in autumn 2015. The plan is to run the new curricula on an experimental basis in the 2016/17 school year, before fully implementing them in the 2017/18 school year. The changes should make parents more involved in their children's education and in school life, and will provide clearly-stated expectations, more objective assessment and evaluation and more meaningful and more frequent feedback for parents on their children's achievements. Teachers and education staff expect the reform to strengthen their role and usher in a higher level of professionalism, as well as allowing them more autonomy and creativity in their work.

<sup>2</sup> Author's calculations based on Eurostat tables on: Formal childcare by age group and duration -% over the population of each age group (code: ilc\_caindformal) and Children cared only by their parents by age group -% over the population of each age group (code: ilc\_caparents).

<sup>3</sup> A system where the primary and lower secondary cycles are integrated into one continuous 8-year long school programme and typically taught within a single establishment.

**Figure 2. Private provision across education sectors**


Source: Croatian Bureau of Statistics; Agency for Science and Higher Education

## 5. Modernising school education

In terms of transversal skills such as digital skills, foreign language skills, entrepreneurship and others, Croatia is around the EU average, although it lags behind on the digitalisation of teaching practices. Less than 10% of students in Croatia are in primary schools that are classified as 'digitally-supportive' and on average there are 26 students for every computer in Croatian schools, compared to Slovenia, for instance, where the ratio is 10/1. Students' confidence in using ICT safely, responsibly and operationally is just below the EU average, and is particularly low among students in vocational schools (European Schoolnet 2012). Croatia is one of the very few EU countries that do not begin ICT education at ISCED (International Standard Classification of Education) level 1 (European Commission 2012).

The average number of foreign languages learnt per student in secondary education matches the EU average of 1.5 per student. The share of ISCED 2 students learning more than 2 languages is also satisfactory with 51.8% in 2012. Croatian 14-year-olds perform around the EU average in reading and listening in their first foreign language (English), but lag behind in their English writing skills. They are much less successful in their second foreign language skills when compared to their counterparts in other EU countries, with only 5% of students achieving a satisfactory reading level, compared to 15% in the EU as a whole (European Commission 2011).

The feedback given by teachers about their professional development and ICT use in classrooms was positive on the whole, although there is room for improvement. According to the 2013 OECD Teaching and Learning International Survey (TALIS), 96.8% of teachers in lower secondary schools (upper years of so-called basic schools), compared to 84.6% in the EU, report having been trained within the last year (OECD 2014). Also, 58.2% have specifically been trained in ICT, putting Croatia at the top end of participating EU countries. However, the proportion of teachers who report frequently using ICT in lessons is less encouraging (23.5%, compared to the EU average of 34%). On the other hand, the proportion of teachers assigning different work to students based on their individual needs is above the EU average (51.2%, compared with 46%).

Recent developments in quality assurance included a revision of the Act on education in primary and secondary schools, which created the basis for developing licensing schemes for teachers and head teachers. These schemes will ensure that schools commit themselves to providing regular professional development and are an important part of quality assurance in schools. The implementation of this measure is pending.

Croatia began to implement citizenship education in the 2014/15 school year as a cross-curricular and interdisciplinary topic in primary and secondary schools and as an experimental optional subject for eighth graders (14/15-year-olds) in 34 schools. Its approach was based on the results of the experimental implementation over two years of citizenship education in 12 schools and a public consultation on the draft curriculum in 2014. A gradual roll-out of citizenship education is expected in the coming years.

### Box 1. E-Schools

*eSchools* is a ground-breaking initiative for the comprehensive digitalisation of infrastructure, teaching and administration processes in schools in Croatia. The project's strategic vision is to create digitally mature schools for the 21st century. The objectives of the project are to:

- fully equip schools for ICT;
- train teachers in how to make the most of ICT in education;
- enable school staff to use computers to make administration more efficient;
- create critically-minded, creative and digitally-educated students ready to meet the demands of the labour market.

The project is due to run from 2014 to 2022. It has a total value of EUR 180 million, with 85% of funding coming from EU funds and 15% from national and local budgets. The project's dual goal of improving infrastructure and skills is reflected in the EU financing, which comes partly from the European Regional Development Fund and partly from the European Social Fund. The project will run in two phases: the pilot project phase lasts from April 2015 to December 2017 and the main project phase will run from 2019 to 2022.

The first public call for expressions of interest was launched in December 2014 and attracted 705 school applications. Out of these, 150 schools (around 10% of schools in Croatia) were chosen to participate in the three-year pilot phase due to start in autumn 2015. The pilot project will be continuously monitored and a final evaluation will be carried out in order to prepare the ground for a smooth implementation of the main project from 2019 to 2022. The main expected results of the pilot project are as follows:

- a 'digital maturity system' developed, tested and recommended to all schools;
- transparent processes in the 'school cloud' with main services deployed and tested;
- developed digital educational resources for science, technology, mathematics and engineering (STEM) subjects in chosen classes;
- integration of modern technologies, educational resources, methods and tools into teaching and learning in STEM subjects in chosen classes;
- creating a 'community of practice', i.e. networks of teachers and schools to share best practices
- sufficient level of digital competence of teachers, headmasters, expert and administrative staff;
- sufficient level of ICT infrastructure.

The pilot project will start with an empirical survey of the level of digital maturity that schools in Croatia are currently at. The scale used for measuring digital maturity comprises four levels of development:

1. basic (zero) — no vision or planning for ICT in schools;
2. initial — internet used only in the offices of the school management, ICT is understood as equipment;
3. e-Enabled — ICT used for administration, elements of ICT in teaching and learning, support service for teachers, ICT is understood as more than an equipment issue;
4. e-Confident — ICT is integrated into the school's vision, both in administration and in teaching and learning, ICT infrastructure is available at all levels, active participation in continuous professional development in this area;
5. e-Mature — ICT is fully integrated in the school's vision, school acts as a community centre using the potential of ICT, school is active in international collaboration projects using ICT.

The ultimate target is to increase the level of 'digital maturity' in 60% of Croatian primary and secondary schools by at least one level by 2022.

The strength of this large undertaking is its recognition of the fact that infrastructure (equipment, high speed internet, school cloud, electronic applications, digital learning content, digital and interactive textbooks) goes hand in hand with the development of digital skills (disposing of paper in school administration, using ICT for communication with parents and partners, integrating ICT in classroom practices and curricula, becoming confident in using internet and ICT in learning). A large reform like this is entirely dependent on the cooperation of teachers and education staff as well as students and parents and the readiness of national and local authorities to provide sufficient support in the transition process. This will be a crucial determinant of success of this ambitious project.

## 6. Modernising higher education

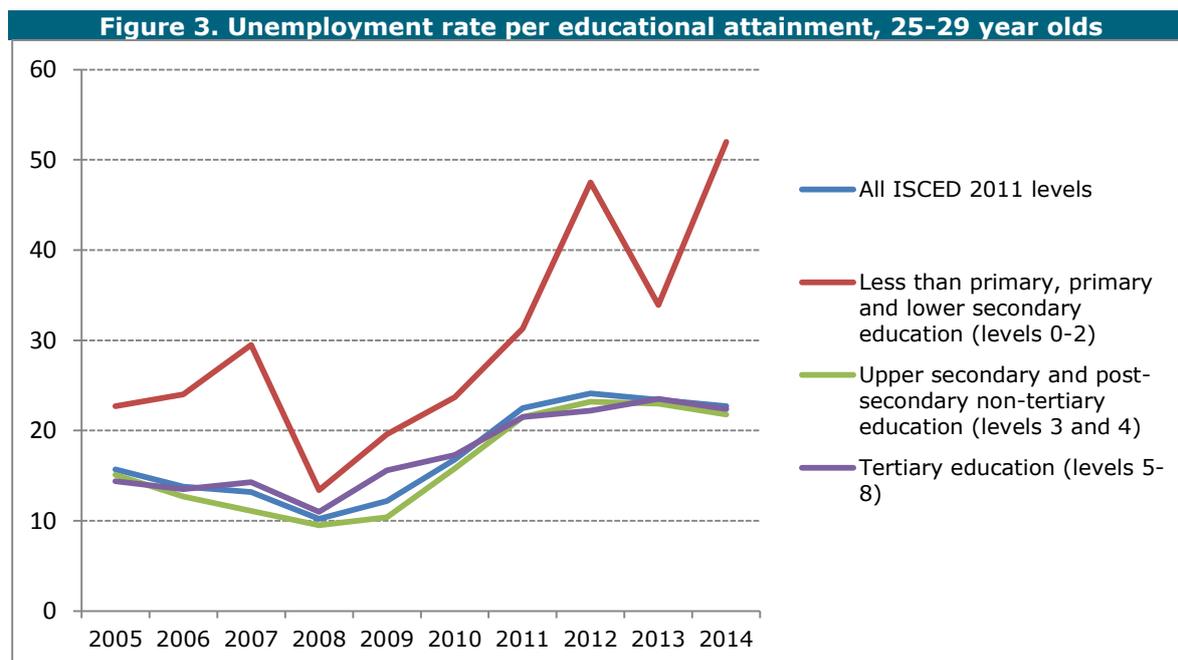
The proportion of 30-34 year-olds with tertiary education in Croatia significantly increased in 2014. From being at the very tail in 2013 with 25.6% (the third worst percentage after Romania and Italy), Croatia jumped to 32.2%, which is closer to its Europe 2020 national target of 35% but still significantly below the EU average of 37.9%. This unusual surge in the percentage of people with tertiary education can be explained by the large expansion of tertiary education admissions in late 1990s and early 2000s (Matkovic 2009a). Nevertheless, looking at the entire working-age population, the ratio of tertiary graduates is still one of the lowest in the EU (18.5%, compared to the EU average of 26% and compared to the best achievers in the EU, which have passed 35%). High drop-out rates are part of the problem, and these are especially acute in traditionally underrepresented subjects such as STEM. Research has found that the high drop-out rates also result from a lack of necessary entry competences, limited academic and career counselling and lack of financial means (IRO 2011).

The employment outcomes of tertiary graduates are a challenge in Croatia. Only 72.2% of recent tertiary graduates<sup>4</sup> find employment within one to three years of graduation (the EU average being 80.5%), contributing to one of the highest rates of youth unemployment in the EU. A very high share of Bachelor graduates continue their studies at Master's level (more than 75%), which can be an indication of poor recognition of Bachelor's degrees on the labour market. Croatia is one of only six EU Member States that exhibit such a high share of continuation in a second-cycle programme (European Commission 2015). Consequently, the number of tertiary graduates in jobs for which they are overqualified reportedly rose significantly between 2010 and 2013 (European Commission 2015). At the same time, the higher education degree could not provide a safeguard for young people against the impacts of the crisis in Croatia (Figure 3). Besides low economic growth and the weak absorption of the labour market, there are also structural problems in the education system contributing to high youth unemployment.

One of the problems is the weakness of the quality assurance mechanism in higher education. The current system of reaccreditation of study programmes is effective, but does not go beyond institutional quality criteria. There is, therefore, a lack of reliable data on the quality of teaching and learning outcomes of students.

Another challenge is the mismatch between the knowledge and skills students acquire during their studies and those required by employers on the labour market. Some 60% of all tertiary education enrolments are in the fields of social sciences and humanities, with economics students making up over 30% (Agency for Science and Higher Education 2014). Croatia has also a disproportionately high number of higher education institutions compared to the size of its student population.

<sup>4</sup> People aged 20-34 who left education between one and three years before the reference year.



Source: Eurostat

In addition, higher education participation in Croatia has a strong social dimension. The division between academic and professional degrees divides students largely along socio-economic lines, although this actually starts earlier when students opt for either general or vocational tracks in secondary school. The system of tuition fees penalises students on professionally-oriented programmes, as half of them study part-time and are therefore not entitled to government subsidies for tuition fees, accommodation and transport. Not only are such students more likely to be from lower socio-economic backgrounds in the first place, but they are also academically weaker, having come from vocational schools and due to their part-time employment. As a result, they are more likely to pay penalties for every European credit transfer and accumulation system (ECTS) point they have not acquired during the year. This is a specific feature of the Croatian higher education financing system.

Recognising the difficulties faced by tertiary graduates in entering the labour market, since December 2013 the Croatian Government has been running a pilot graduate careers tracking scheme in all polytechnics and schools of professional higher education, linking data on students from universities with the employment database. This scheme will make it possible in future to:

- compare institutions against the best performers on graduate employability;
- determine whether the competences obtained are suitable for the labour market;
- determine whether employers are satisfied with graduate employees' skills;
- determine what salaries graduates can expect to achieve.

An exercise to map the distribution of work-based learning across all higher education programmes was commissioned by the Croatian Ministry of Education in order to inform policy developments in this area and integrate this criterion into the future quality assurance criteria for higher education institutions. Finally, enrolment quotas for students over 25 have been increased, contributing to widening access to higher education. State scholarships will also be offered to prospective and current students of STEM subjects to encourage enrolment in and completion of degrees in those subjects.

The implementation of the Croatian qualifications framework is ongoing. The framework is intended to modernise higher education and secondary vocational education and training (VET)

curricula by bringing them into line with labour market needs. In the long run, the aim is also to reduce the skills mismatch by bringing study choices into line with occupations needed in the economy. The reduction in the skills mismatch is to be achieved by mapping sectors and occupations and subsequently aligning qualification standards and education programmes with them. Until the end of June 2015, 6 out of 25 sector skills councils have been formed for that purpose. The whole project is coordinated by the National Council for Human Resources Development, which was designated in June 2014 and which has started elaborating recommendations on effective human resources management to relevant stakeholders.

## 7. Modernising vocational education and training and promoting adult learning

The level of participation in VET at upper secondary level in Croatia is one of the highest in the EU (71.1%, compared to the EU average of 48.9% in 2013). However, the employment rate for recent upper secondary graduates<sup>5</sup> is significantly below the EU average (47.3% in 2014, compared to the EU average of 70.8%) and is the third lowest percentage in Europe after Italy and Greece. The employment gap between youth with upper secondary and tertiary education is more significant than in other EU countries, especially 1-3 years after gaining a qualification. National studies have so far shown that transition to employment for 3-year vocational programmes was slightly better than for 4-year vocational programmes both in terms of job match and employment outcomes. However, fewer than half of VET graduates end up employed in a job that matches their field of study (Matkovic 2009b). Therefore, overall, the difficult transition from school to the labour market comes as a result of outdated VET curricula and limited opportunities for work-based learning, leading to a skills mismatch.

Adult education in Croatia suffers from weak governance. In 2014, only 2.5% of Croatian adults participated in education and training, compared to the EU average of 10.7%, and the percentage has been decreasing for the last two years. Incentives for employers to offer training have been increased in 2014. Employers can now claim tax deductions of up to 60% of general adult education costs and 25% of specialised training costs. Small and medium-sized enterprises benefit from up to 80% tax deductions (Croatian Parliament 2014a). However, the uptake by companies is low, partly because of a lack of awareness and partly because of the complexity of the administrative procedures involved (Rinaldi et al. 2012).

The Strategy for Education, Science and Technology was adopted in 2014 (Croatian Parliament 2014b). It puts the emphasis on the importance of linking education and training more closely to the labour market, and on improving learning outcomes and skills. Its guiding principles are:

- flexible VET through modular programmes;
- delaying specialisation to the final grades to increase flexibility of the future workforce;
- providing general education and key competences as a basis for further education and lifelong learning;
- gradually introducing work-based learning;
- preparing and implementing a forecasting model based on needs, plans and trends in VET sectors at county, regional and national levels;
- easing the transition from upper secondary VET to various forms of higher education through additional educational programmes.

The strategy also aims to set up regional VET competence centres and improved programme offers at VET schools, based on needs analyses that take into account regional development strategies.

<sup>5</sup> People aged 20-34 who left education between one and three years before the reference year.

In addition, the Croatian Ministry of Science, Education and Sports is currently drafting a Programme for the Development of Vocational Education and Training, to be adopted by the end of 2015. The Programme will be the first step in initiating a systematic vocational education and training reform, in line with the Croatian qualifications framework methodology. At the same time, pilot VET curricula continue to run in 54 schools in 2014/15. The pilot curricula are based on learning outcomes and competences recommended by 27 occupational and qualifications standards set by sector skills councils. The funding of VET in Croatia is organised according to a traditional model, with the private sector playing a minor role. As a result, the sustainability of VET reform is highly dependent on funding from the European Social Fund and the capacity of human resources in schools. In the 2014-20 programming period, the European Social Fund will support the development of additional VET curricula for priority sectors (tourism and catering, mechanical and electrical engineering, information and communications technologies (ICT), agriculture and healthcare), and a national VET curriculum will be developed using national funding.

## References

Agency for Science and Higher Education (2014), Broj studenata po područjima od akademske godine 2008/09 do 2012/13, <https://www.azvo.hr/hr/statistike/broj-studenata-po-raznim-kriterijima/44-statistike/559-broj-studenata-po-podrujima-i-poljima-u-akademskej-godini-20092010>

Croatian Parliament (2014a), Odluka o proglašenju zakona o izmjenama i dopuni zakona o drzavnoj potpori za obrazovanje I izobrazbu, [http://narodne-novine.nn.hr/clanci/sluzbeni/2014\\_02\\_14\\_288.html](http://narodne-novine.nn.hr/clanci/sluzbeni/2014_02_14_288.html)

Croatian Parliament (2014b), Strategy for Education, Science and Technology, [http://narodne-novine.nn.hr/clanci/sluzbeni/2014\\_10\\_124\\_2364.html](http://narodne-novine.nn.hr/clanci/sluzbeni/2014_10_124_2364.html)

European Commission (2011), First European Survey on Language Competences, [http://ec.europa.eu/languages/policy/strategic-framework/documents/language-survey-final-report\\_en.pdf](http://ec.europa.eu/languages/policy/strategic-framework/documents/language-survey-final-report_en.pdf)

European Commission (2012), Developing key competences at school in Europe: challenges and opportunities for policy, [http://eacea.ec.europa.eu/education/eurydice/documents/thematic\\_reports/145en.pdf](http://eacea.ec.europa.eu/education/eurydice/documents/thematic_reports/145en.pdf)

European Commission (2015), The European Higher Education Area in 2015: Bologna Process Implementation Report, [http://eacea.ec.europa.eu/education/eurydice/documents/thematic\\_reports/182EN.pdf](http://eacea.ec.europa.eu/education/eurydice/documents/thematic_reports/182EN.pdf)

European Schoolnet (2012), Survey of schools: ICT in education — country profile Croatia, <https://ec.europa.eu/digital-agenda/sites/digital-agenda/files/Croatia%20country%20profile.pdf>

IRO (2011), Higher education funding and the social dimension in Croatia: analysis and policy guidelines

Matkovic T. (2009a), Pregled statističkih pokazatelja participacije, prolaznosti i režima plaćanja studija u Republici Hrvatskoj 1991-2007, *Revija za Socijalnu Politiku*, Vol. 16, Issue 2, pp.239–250, <http://hrcak.srce.hr/39487>

Matkovic (2009b), UNDP and Croatian Ministry of Health and Social Welfare, Youth between education and employment: is it worthwhile going to university?

OECD (2013a) PISA 2012 results: Excellence through Equity: Giving Every Student the Chance to Succeed (Volume II), <http://www.oecd.org/pisa/keyfindings/pisa-2012-results-volume-II.pdf>

OECD (2013b) PISA 2012 results: What Students Know and Can do. Student Performance in Mathematics, Reading and Science (Volume I), <http://www.oecd.org/pisa/keyfindings/pisa-2012-results-volume-I.pdf>

OECD (2014), TALIS 2013 Results: An International Perspective on Teaching and Learning, Paris: OECD Publishing

PL4SD (2014), Peer learning for the Social Dimension, Country Review on the Social Dimension in higher education in Croatia, Background Report, [http://www.pl4sd.eu/images/Country\\_Reviews/CR\\_Background\\_Report\\_Croatia.pdf](http://www.pl4sd.eu/images/Country_Reviews/CR_Background_Report_Croatia.pdf)

Rinaldi, S., Klenha, V., Feiler, L. and Petkova, E. (2012), Croatia — Review of human resources development

Comments and questions on this report are welcome and can be sent by email to:  
Nadia BONIFACIC  
[nadia.bonifacic@ec.europa.eu](mailto:nadia.bonifacic@ec.europa.eu)  
or  
[EAC-UNITE-A2@ec.europa.eu](mailto:EAC-UNITE-A2@ec.europa.eu)

European Commission  
Directorate-General for Education and Culture

Education and Training - Monitor 2015

Luxembourg: Publications Office of the European Union

2015 — pp. 10 — 21 x 29.7cm

ISBN 978-92-79-51665-8

ISSN 2466-9997

doi: 10.2766/514294

## HOW TO OBTAIN EU PUBLICATIONS

### **Free publications:**

- one copy:  
via EU Bookshop (<http://bookshop.europa.eu>);
- more than one copy or posters/maps:  
from the European Union's representations ([http://ec.europa.eu/represent\\_en.htm](http://ec.europa.eu/represent_en.htm));  
from the delegations in non-EU countries ([http://eeas.europa.eu/delegations/index\\_en.htm](http://eeas.europa.eu/delegations/index_en.htm));  
by contacting the Europe Direct service ([http://europa.eu/europedirect/index\\_en.htm](http://europa.eu/europedirect/index_en.htm)) or  
calling 00 800 6 7 8 9 10 11 (freephone number from anywhere in the EU) (\*).

(\* ) The information given is free, as are most calls (though some operators, phone boxes or hotels may charge you).

### **Priced publications:**

- via EU Bookshop (<http://bookshop.europa.eu>).

