

**Preparation of the 2008 Joint Interim Report on the implementation of the Education and Training 2010 work programme**

**CROATIA**

Authors of the report:

- Ms **Marina Crnčić Sokol**, Directorate for Secondary Education, Ministry of Science, Education and Sports - MSES
- Ms **Luka Juroš**, Directorate for Higher Education, MSES
- Ms **Marija Ivanković**, Directorate for Pre-school and Primary Education, MSES
- Ms **Loredana Maravić**, Directorate for International Cooperation, MSES

Contributions to the report:

- Ms **Višnja Barać**, Directorate for Pre-school and Primary Education
- Ms **Edita Štefančić-Dundović**, Directorate for Pre-school and Primary Education
- Ms **Tea Rado**, Directorate for Pre-school and Primary Education
- Ms **Mihaela Dubravac-Šigir**, Directorate for Secondary Education
- Ms **Ana Goršić**, Directorate for International Cooperation

## CHAPTER 1: PRESENTATION OF THE NATIONAL LIFELONG LEARNING STRATEGY (MAX. 4 PAGES)

Please provide a presentation of your country's **lifelong learning strategy**, including the following:

### 1.1. Current state of play:

1.1.1 whether a lifelong learning strategy was established in your country by the end of 2006, and if not what is the timetable for its establishment

The Government of the Republic of Croatia adopted in 2005 *the Education Sector Development Plan 2005 – 2010* as a strategic document for the the development of pre-school education, primary education, secondary education, higher education and adult education. The Development Plan is founded on the principles and goals of the Lisbon Declaration *Education and Training until 2010*, the *Copenhagen Declaration*, as well as the *Bologna Declaration*. The Development Plan integrates the principles of lifelong learning at all levels of education by focusing on developing learning-to-learn attitudes and skills.

1.1.2 plans for future adjustment, completion or modification of the strategy  
There is a need for analysing to what extent the *Education Sector Development Plan 2005 – 2010* could be used for the elaboration of the lifelong learning strategy.

1.1.3 any obstacles encountered in the establishment of your strategy

During the establishment of *the Education Sector Development Plan 2005 – 2010* it was crucial to assess the implementation capacity, i.e. to assess the speed of reforms based on:

- building new pre-school institutions so that all children could be included into the pre-school programmes
- building new primary schools so that all schools work in one shift only (not two or even three)
- securing up-to-date equipment and teaching tools to all primary and secondary schools
- remove architectural barriers to facilitate education of children with disabilities
- teacher training based on up-to date methods, and employment of additional staff (e.g. to assist teachers, carry out prevention programmes etc.)
- enhancing IT system of schools and providing IT training to school staff
- legal measures (new acts, rules of procedure, adoption of new pedagogic standards).

### 1.2. Comprehensiveness, coherence and relevance:

1.2.1 which systems and levels of education and training are covered

The *the Education Sector Development Plan 2005 – 2010* covers: pre-school, primary, secondary and tertiary education, as well as adult education. Special attention is given to the principle of lifelong learning, and including adults and the unemployed in flexible educational and training programs to prepare them for active participation in the labour market.

The aim of the *Development Plan* is to:

- direct educational policy to improve the education system, so that it is a system that includes legal aspects, human resources, financial matters, scientific aspects and expertise
- increase the quality of education that will cater to the needs of local culture, the economy and societies based on knowledge and democratic principles, and
- ensure the right to education for all.

It defines the content and activities that will contribute to better quality, more accessible, more flexible and effective educational system, and create human capital. Special attention is focused on modernisation of programmes and introducing new methodology, evaluating achievements, and teacher training.

1.2.2 the challenges addressed by the strategy, including improving the efficiency and equity of education and training systems, and how these have been identified (evidence base)

The challenge related to the efficiency and equity of education is primarily related to **the strategy of managing the education system**. Taking into account the process of globalization and the stabilization process Croatia is undergoing, economic restructuring and the pressures of competition, demographic factors, as well as the need for modernization and the development of a knowledge-based society and economy, there is a need for more effective planning and management of the education system. To ensure continuity, new educational policies rely on preserving the fundamental values of the Croatian society and previous educational strategies and successful practices, while also utilizing new guidelines and activities in order to develop the Croatian educational system in line with the state-of-the-art standards in Europe and the rest of the world.

A major challenge related to efficiency is **a participation in the educational system** that range from an almost full inclusion rate of children in primary education to, according to European standards, a below-average participation rate in the tertiary education system. According to official data, participation in primary education is at 96.5 percent. Approximately 79.2 percent of primary school graduates enrol in secondary education, and approximately 69.5 percent of secondary school students complete their studies on time. The challenge is to increase the persistence rate in higher education. During the academic year 2000/2001, a total of 120,000 students, or 31 percent of youth aged 20 to 24, enrolled in tertiary education. According to official statistics, only 33 percent of the students completed their university studies and only 8 percent of the students graduated within the expected time. Only 4.08 percent of the population has completed two-year college programs, and 7.82 percent of the population holds Bachelor/Master/Ph.D. degrees.

Another challenge related to equity of education relates to **providing education to children with disabilities** in their local community since in order to have access to education in some cases such children need to move and reside in the student halls or live with another family. In case of children who need to attend special programmes, the measure for solving this issue is the establishment of special programmes at pre-school institutions and primary schools in all regions (counties). In case of children who are able to master regular programmes but cannot attend classes at school due to physical impairment, there is a possibility to have classes at

their homes. The number of classes is lower than in regular programmes. The number of children receiving this type of education is low, especially in case of secondary education.

A part of the legacy of the Yugoslav educational system is the multiple shift arrangement in schools. According to MSES data for the school year 2004/2005, 25.45 percent of elementary schools have double-shifts, while 6.21 percent have triple-shifts. According to the same data, the proportion of high schools that have double-shifts is 76.24 percent.

Accession to the European Union creates new challenges for the Croatian educational system, such as attaining greater levels of quality, flexibility, mobility and responsiveness to changes in Croatian society and the EU. The EU policy of labour force mobility may result in young people leaving the country, especially those with higher education (brain drain). In order to avoid these risks, concerted action by the entire social and political community is necessary.

Croatian education system also faces the challenges related to the information-based society, in which the use of information and communication technologies opens a wide range of possibilities for sustainable learning opportunities. There is a need for expanding the use of ICT, and advancing the concept of flexible and individualized education for all.

1.2.3 the **priorities** for action and policy development within the strategy, in the light of these challenges.

**Key priorities** of the Development Plan are:

1. improving the quality and effectiveness of education;
2. encouraging continuing professional training of teachers and other education sector employees;
3. improving the management and efficiency of the education system;
4. promoting education for social cohesion and economic growth and development.

Specific **priority areas** in the Development Plan through 2010 include:

- rationalizing and decentralizing the educational system;
- promoting lifelong learning;
- improving teaching and learning in schools, developing knowledge and skills of all educational staff and improving their social status;
- improving management of educational institutions and introducing a system of monitoring and evaluating education;
- improving working conditions in schools and upgrading school equipment;
- increasing the use of information and communications technology;
- increasing direct support to regional development;
- increasing family participation, local community and other partners in improving the educational system;
- innovative approaches to educational process and harmonization with EU programmes on all levels;
- increase persistence rates in higher education thus increasing students' employment opportunities
- encouraging various means of assisting pupils in the learning process including extra-curricular activities;
- strengthening the role of schools in preventing socially unacceptable behaviour;
- increase participation of children in pre-school programmes, especially in a one-year programme prior to primary school

- providing various pre-school programmes for gifted children (e.g. early foreign language programmes; programmes in fine arts, music, dancing), children with disabilities and national minorities;
- strengthening the awareness of belonging to the European cultural circle.

### 1.3. Main policy measures:

#### 1.3.1 the main **policy measures** in the strategy and how these fit together

Main policy measures include:

- new legislative framework (new act on pre-schools and primary education, and the new act on vocational education to be adopted in 2008, amendments to the Act on Scientific Activity and Higher Education adopted in 2007)
- increased investment in improving the quality of learning at all educational levels;
- establishment of the Croatian National Education Standards;
- strengthening the policy development and monitoring by MSES;
- introduction of a system for the long-term support of professional training for teachers and principals;
- adjustment of the methodology for collecting education-related statistics in order to monitor the performance of the education system in line with the EU practice
- enhancing the administrative capacity of the National Examination and Assessment Center for the implementation of the National “Matura” Examination (secondary school-leaving exam) and the National Primary School-leaving Exam
- support for information technology education for teaching staff;
- participation of all interested social and economic partners in the conception, development and application of education policies at all levels;
- introduction of education in entrepreneurship within the existing educational framework of pre-school and primary schools right up to higher education and adult education;
- provision of education suitable to the needs of national minorities in line with the Constitutional Law (guarantees obligatory and free primary education to all) on Rights of National Minorities and the Law on Education in National Minority Languages and Scripts;
- introduction of new forms of lifelong learning;
- development of measures for promotion of equal educational opportunities for all during tertiary education;
- implementation of the requirements of the Bologna process for teacher education;
- preparation of the national strategy for implementing the new curriculum includes professional development programmes for pre-school, primary and secondary school teachers, trainers and instructors in vocational education and training, as well as teachers and trainers in adult education and training who will implement it;
- improvement of the management skills of principals (launching a licensing project for school principals/head teachers. By 2010, ensure that 10 percent of pre-school principals, 50 percent of primary school principals and 75 percent of secondary school principals have completed the minimum required management training)
- establishment of the Education Management Information System (EMIS) by 2008.

1.3.2 outline the measures designed to address progress towards the EU benchmarks, including any national targets in these areas

Major measures related to progress towards the EU benchmarks are as follows:

**- reduce the percentage of early-school leavers**

A net enrolment ratio in primary education (96.5% in 2004) and a completion rate of 91% (see Annex 1) are satisfactory. Measures aimed at increasing this rate include:

- a) increase enrollment rates in pre-primary programmes from the current rate of 43% to 60% and to increase the participation of children in pre-school (one year prior to primary education) from the current rate of 96% to 98% in order to prepare children for primary school and reduce the percentage of early-school leavers
- c) extension of state support for adults who wish to complete their primary education and
- b) decreasing a drop-out of Roma children by introducing the position of Roma teaching-assistant.

**- increase the completion ratio in secondary programs and increase percentage of population with the upper secondary education**

- a) promotion of flexible secondary education by innovative 'bridging programmes' to allow students to switch between vocational and general programmes and vice versa
- b) preparation for the introduction of the compulsory secondary education

Based on data of MSES and the Central Bureau of Statistics, in the period 2003/2004 – 2006/2007 15.62% of students did not start/complete secondary education within the formal education system. The estimate of MSES is that in the next 10 years, unless secondary education becomes compulsory, as many as 80.000 students will not complete secondary education. Preparation includes the elaboration of two studies: a study on the model of compulsory secondary education, and a study on the assessment of the budgetary resources in the compulsory secondary education in Croatia.

- c) free bus transportation for students having to commute to their schools
- d) extension of state support for adults who wish to complete their secondary education.

The objectives to be reached by 2010 are:

- a) to increase the net enrollment ratio in secondary schools from the current rate of 79.2% to 83% of pupils who have completed primary school
- b) to increase the completion ratio in secondary programs from the current rate of 69.5% to 75% of the same generation of students, and
- c) to increase the number of pupils in grammar school programs from the current rate of 29% to 35% of the total number of pupils enrolled in secondary school programmes.

**- reduce drop-out in the age group 18-24**

Comparing the share of *tertiary education graduates* (ISCED 5 and 6), Croatia lags behind the EU-25 average. *Eurostat* 2002 data shows 24.3% of EU-25 population in 30-34 age bracket with a tertiary-level qualification while the corresponding figure for Croatia was only 16.3%. This is partially resulting from a low persistence rate of students at higher education institutions (the goal is to increase persistence to 70-80% in the mid-term period). However, the actual number of tertiary-level graduates has been steadily increasing since 2000 and major measures contributing to this target include:

- a) introduction of the three-cycle programmes (especially the first phase of the Bologna process) enabled students to get a first university degree in 3-4 years (in the former system the student overload demanded at least five years to obtain the first university degree)

b) state student scholarship programme (state financial aid programme) includes incentives for completing education, as well as subsidized housing and board.

- increase the rates of reading literacy

The first standardized national test of reading literacy was conducted in 2006 within the framework of the PISA project. A sample of pupils included 5600 pupils, and 96% of them took the test. Data will be available in December 2007.

- increase the percentage of adults participating in lifelong learning:

- a) promoting the lifelong learning and developing the lifelong learning system in which credit points could be accumulated during the entire life
- b) developing a system of professional information and counselling services in order to provide education and training for those who do not complete primary and secondary education
- b) training adults who have less schooling in literacy and math and vocational skills, in order to contribute to their employability.

- increase the number of students able to communicate in two foreign languages: the first foreign language has been introduced into the first grade of primary school (age 6), and the second foreign language into the fourth grade of primary school (age 9)

- increase the spending per higher education student: The overall funding of tertiary education has increased in the reporting period, both from the state budget and from own income of tertiary education institutions. Additional funds have been provided for employment of additional teachers to satisfy the Bologna student-teacher ratio. However, the funding formula is not based on financing students but on financing institutions. The majority of budget allocation for higher education institutions represents expenditures on salaries of higher education staff (about 65%) and capital expenditures.

In order to modernize the system of financing higher education institutions in 2006 started the transfer of financial support to universities (as opposed to the previous system of transferring funds to each university constituent that has a status of the legal entity (faculty). This lump-sum financing gave universities a chance to develop their strategies.

The next step that presents a prerequisite for determining a spending per student is the calculation of the real cost of each study programme.

- attract new qualified teachers:

- a) modernization of teacher education
- b) increasing teachers' salaries
- c) introduction of a continuing professional training for teachers and a teaching license
- d) modernization of pre-service teacher education in order to better understand the scientific basis of the subject. Modernization will also focus on the adoption of pedagogical skills necessary for efficient practices in an education system that needs to respond to the needs of a contemporary society.

- increase mobility of students: preparations are underway for association of Croatia to the Lifelong Learning Programme (the establishment of the national agency) and increasing absorption capacity of Croatian universities for ERASMUS.

See also 3.2.4., 3.3.2. and 3.4.7.

### 1.3.3 allocation of resources to main policy measures, including any national targets for more / more efficient use of funds and the use of EU funds to support lifelong learning (eg Structural Funds, European Investment Bank)

In order to secure funding for the implementation of the main policy measures, the budget of the Ministry of Science, Education and Sports in 2007 has been increased by 34,21 % in comparison to the 2003 budget. In addition, the World Bank supported the implementation of *the Education Sector Development Plan 2005 – 2010* with the loan in the amount of 67.8 mil EUR.

This includes the funds for:

- improving the educational infrastructure: building of new schools so that all school operate in one shift
- the employment of additional teachers at all levels of education

In the 2004/2005 academic year only 25.4 schools operated in a single shift. Majority operated in two shifts (68.3%). In order to increase the quality of education a large school-building project was launched. Funds were secured by combining state budget with the funds approved by the *World Bank* loan, the *European Investment Bank* (EIB II) and the *Council of Europe Development Bank* (CEB V), as well as with funds of private investors in Croatia (public-private partnerships). In the period 2004-2006 these funds were used for 253 schools (building of new schools and adding new wings to existing schools). Forty new schools were built on islands. It is important to note that in the 2004/2005 schools year there were 837 schools in Croatia.

The school building project will be continued with funds allocated in the state budget and the World Bank loan so that by 2010 majority of schools operates in a single shift.

- the increase of funds for equipment for primary and secondary schools by 50%
- free textbooks for pupils in primary schools, and the first grade of secondary school
- free transportation for commuting secondary school students.

The implementation of main policy measures has been also financed by the pre-accession funds (CARDS, PHARE/IPA) and bilateral assistance programmes (e.g. MATRA – Dutch Government Assistance). Projects refer to the areas of vocational education (reform within the framework of the Copenhagen process), higher education (quality assurance), adult education, teacher training.

Croatia is also a beneficiary of the TEMPUS programme (financed from CARDS/PHARE) that contributed significantly to the higher education reform within the framework of the Bologna process.

### 1.3.4 measures to change attitudes to learning

Measures aimed at changing the attitudes to learning include:

- adjusting secondary school curriculum so that it responds to the needs of young people
- securing sufficient IT equipment for all primary and secondary schools
- modernization and integration of vocational education programmes aimed at harmonization with the job market needs
- introducing obligatory teacher training.

### 1.3.5 strengthening evidence-based policy making, using a culture of evaluation, leading to innovation in education and training

The evidence-based policy making has been strengthened by the establishment of the National Examination and Assessment Center (government agency) responsible for external assessment of **pre-school and primary education** and the Agency for Science and Higher Education, responsible for quality assurance in **higher education** (see 3.1.6.).

Assessment data are used by respective authorities, educational institutions, economic sector, parents and other stakeholders.

### 1.3.6 measures to target the needs of disadvantaged people (e.g. immigrants, ethnic minorities, the disabled).

Measures for the disadvantaged include:

- disabled pupils:

a) removing architectural barriers in existing schools and applying new standards for facilities under construction so that learners with permanent disability may exercise their right and obligation to gain primary education in the vicinity of their residence, implying growing up with their family. In co-operation with the Croatian Association of NGOs of Disabled Persons, MSES has launched a project entitled *A Network of Schools without Architectural Barriers* in order to determine current state and needs for modifications at schools. This project has secured pre-conditions for adopting a plan for making schools more accessible for disabled children based on precise data and needs. The overall aim of the project is to enable children with disabilities to attend school in their local community. At present in Croatia there are 27 schools that satisfy all the criteria for education of children with disabilities. In 2006 MSES allocated funding for adaptation of eight primary and nine secondary schools. MSES is elaborating a model for complete solution of this issue and the model is based on joint investments by local authorities aimed at creating a network of schools adapted to the needs of disabled children in each county. MSES has secured initial funding and additional funds will be secured by private-public partnerships and international loans (World Bank, EIB etc.).

b) providing professional assistance to children and youth with disabilities attending regular schools by expert teams from schools with special programmes (for children with impaired hearing etc.)

- immigrants: MSES is providing funding for additional Croatian language classes for immigrants (see 3.1.3.)

- minorities: increased funding has been allocated in the 2007 budget for minority education, especially for those who are insufficiently integrated into society, such as the Roma population. MSES introduced the position of Roma teaching assistants in order to increase a rate of completion of primary education by Roma children.

## 1.4. Development, implementation and dissemination of the strategy:

### 1.4.1 coordination and consultation mechanisms involving all relevant stakeholders

The strategy (*Education Development Plan*) has been developed in co-operation with the Ministry of Economy, Labour and Entrepreneurship, government agencies in the area of education, National Council for Competitiveness, Croatian Employment Service, eight trade unions, Association of Principals of Primary and Secondary Schools, The Croatian Employers Association and the Croatian Chamber of Trades and Crafts.

The implementation is overseen by MSES and respective committees attached to MSES that include experts representing the abovementioned stakeholders.

#### 1.4.2 implementation arrangements, including publicity and dissemination.

The strategy (Education Development Plan) is implemented by MSES, four government agencies in the area of education and educational institutions. Information on its implementation is regularly posted to the web site of MSES, respective government agencies and educational institutions.

## **CHAPTER 2: IMPLEMENTATION OF TRANSVERSAL POLICY OBJECTIVES (MAX 4 PAGES)**

This chapter concerns the implementation of transversal policy objectives focused on breaking down barriers between the different levels and systems of education and training, so as to provide flexible learning pathways and effective transition points and to avoid dead-ends. The chapter should not include the policy measures described in chapter 3 for the different levels of education and training.

### 2.1 the establishment of national qualification systems and frameworks (in line with the European Qualifications Framework), and the elimination of obstacles between levels and systems

In February 2006 MSES established a working group for the development of the National Qualifications Framework (CROQF). The working group was formed after consultations with relevant line ministries, professional organizations and stakeholders. The mission of this group was to elaborate a document entitled *Basic foundations for developing CROQF*. This document was completed in December 2006 and presented to all the relevant stakeholders at the conferences organized by the working group or the European Training Foundation, in addition to consultations with relevant partners. It has been submitted to the Croatian Government for formal adoption. In 2007 this working group will create general guidelines, principles and procedures for developing CROQF. The subgroups will be formed to work on particular tasks: developing common standards and description of all educational levels, as well as catalogues of measurable learning outcomes and competencies acquired through each particular level etc.

CROQF will encompass eight levels, with additional four sublevels reflecting special characteristics of the national education system. Levels six, seven and eight correspond to three cycles in the overarching Framework for Qualifications of the EHEA. So far, these levels have been described only through credit ranges and qualifications gained after the completion of studies within a certain level. The subgroup within the Agency for Vocational Education and Training has already defined descriptors and key competencies for the first four levels of the CROQF within the CARDS 2002 VET project. Following the study of the labour market, 13 Sector Councils were established. The mechanisms and methodology for developing new VET qualifications (and curricula) have been developed. The main principle was coherent and direct cooperation among systems of VET education and the economic sector. Additionally, a pilot-project will be initiated in order to develop detailed description for one or more specific qualifications, using the catalogue of measurable learning outcomes and competencies which are acquired separately for each qualification. Each qualification will have to be described in terms of student's workload, level, measurable learning outcomes,

obtained competencies and professional profile and firmly attached to the national and institutional quality assurance systems. The finalisation of the basic CROQF is scheduled at the end of 2008.

## 2.2 identification and validation on non-formal and informal learning

There is a need for facilitating the validation of non-formal and informal learning.

## 2.3 widely accessible lifelong guidance policies and systems

The implementation of the Strategy for Adult Education includes:

- 1 promoting lifelong learning as a right and an obligation of all the citizens of the Republic of Croatia;
- 2 developing a system of adult education that will offer equal opportunities for quality learning throughout life to all people, and in which education is based on and results from the demands and needs for learning;
- 3 measures for joint and coordinated action of the relevant ministries, social partners and educational institutions;
- 4 creating legal and professional prerequisites for establishing comprehensive adult education as an integral part of the Croatian education system;
- 5 adjusting educational planning and programming, the strategies and ways of teaching and learning, so that individuals' knowledge and skills match their abilities and needs, as well as demands of jobs and occupations, work and the social environment;
- 6 encouraging and enabling individuals to participate in all spheres of modern life, especially in social and political life at all levels, including European level;
- 7 encouraging the use of new information and communication technology in lifelong learning and adult education, thus enabling an individual approach to learning
- 8 speeding up the integration of labour and learning – in line with the OECD economies thus creating a continuous link between education and labour, instead of the traditional separation between formal education and lifelong learning.

## 2.4 measures to reinforce transnational mobility in all sectors, including through the removal of administrative and legal obstacles, the implementation of Europass, or by the provision of financial or other support.

MSES has been granted the accreditation for the European Language Portfolio, a component of EUROPASS. It has been produced by expert teams of MSES. The Portfolio includes documents and data for (self)evaluation of pupils' competence in foreign languages in comparison to European standards. MSES uses this mechanism to encourage foreign language learning in Croatia, and expand knowledge on foreign cultures. Portfolio has been available in Croatian bookstores since October 2006.

Major EUROPASS documents have been translated into Croatian and posted to the EUROPASS web site maintained by CEDEFOP. MSES encourages use of all EUROPASS elements.

### **CHAPTER 3: IMPLEMENTATION OF POLICY OBJECTIVES IN SCHOOLS, HIGHER EDUCATION, VOCATIONAL EDUCATION AND TRAINING, AND ADULT EDUCATION (MAX 12 PAGES)**

#### 3.1 Elements to be reported on for **all** levels (schools, higher education, vocational education and training, adult learning):

- 3.1.1 governance and leadership of education and training institutions (eg organisational and administrative reforms, autonomy and accountability measures, public/private initiatives)

Ongoing reform in **higher education** stands on increasing its quality and excellence. This focus follows after the nation-wide introduction of Bologna-adapted study programmes, whereby more than 800 study programmes were evaluated under the guidance of the National Council for Higher Education and the Agency for Science and Higher Education, and the implementation of new programmes started in 2006. The main challenges ahead are the functional integration of universities, strengthening of the binary system of education (particularly by strengthening polytechnics and schools of professional higher education), ensuring vertical and horizontal mobility of students in a binary system, further development of quality assurance and control, and greater synchronization of higher education with the needs of the labour market. In terms of financing of higher education, it will be necessary to provide support for the implementation of the lump sum system of financing of higher education, increase financing from other sources besides the state budget, and develop a model of financial support for students that uses available resources more efficiently.

During the reporting period governance and leadership in higher education in Croatia has seen a high level of activity. The participation of main stakeholders in governance of higher education institutions is guaranteed by law at all higher education institutions. At least 15% of Senate or Council members are student representatives (10% first and second cycle, 5% third cycle students). The same applies to representative bodies of the universities' constituent parts. Non-academic staff is also represented in the Senate, while trade union representatives participate in the work of the Senate without voting rights. By law, representatives of students, local government and business are also members of the university Council, which is a university's supervisory and strategic development body.

In 2006 the lump sum financing of higher education institutions was introduced, whereby the total amount of funds (salaries, material costs, scholarships, student activities, etc.) is transferred from the state budget directly to universities which then divide the funds among their constituent parts. This change marks the transfer of financial decision-making from the state to universities and has led to a substantially increased level of financial autonomy of the universities. As an additional result of this change, discussions at the central university administrations and university senates have gained in importance and provided a step forward in strengthening of university management and the functional integration of universities. On a wider level, this change allows for easier implementation of further policy measures related to financial management of higher education.

At the end of 2006 the Croatian constitutional court abolished several provisions of the Act on Scientific Activity and Higher Education. Abolished was the deadline for the legal integration of universities (whereby faculties would no longer have had legal entity status by the end of 2007) and the removal of professional studies from universities (whereby only schools of professional higher education would have been entitled to offer professional study programmes by 2010). The Court ruled that it was unconstitutional to stipulate such deadlines

by law in matters essentially pertaining to the constitutionally guaranteed university autonomy. Two initiatives are currently in place in relation to the faculties' legal entity status. Firstly, the National Foundation for Science, Higher Education and Technological Development in 2006 selected for financing a project that will investigate the legal and organizational aspects of an integrated university. Secondly, the MSES has decided to place greater emphasis on supporting the central university administrations and now requires all substantive affairs related to faculties to be conducted with participation from the central university staff.

In order to support the development of higher education management and scholarship in Croatia, in 2004 Croatia joined the 24 countries that took part in the OECD project Thematic Review of Higher Education. During 2005 a team of Croatian experts prepared the country background report, on the basis of which in June 2006 an OECD expert team visited Croatian higher education institutions and relevant authorities. The result is a first comprehensive review of Croatian tertiary education using a standardized research methodology<sup>1</sup>.

The administrative reform in the area of **adult education** relates to the foundation of the National Agency for Adult Education, established by Government of the republic of Croatia in May 2006. The main responsibilities of the Agency include monitoring, evaluation, developing and improving the system of adult education in Croatia. The Agency has an important role in continuous professional training of teachers who participate in education and training programs for adults.

In the area of **primary and secondary education**, MSES is considering modification of the school governance and introducing measures such as licensing principles.

### 3.1.2 stimulating private investment from enterprises, households and individuals

In April 2007 the Parliament passed Amendments to the Act on Scientific Activity and Higher Education<sup>2</sup> which introduced two significant changes to the system of incentives for investments from enterprises into the higher education sector. Firstly, the definition of persons and legal entities who can apply for state funding of scientific research projects was broadened. Secondly, a system of tax reductions was introduced in which scientific research allows for a reduction of tax obligations. Both of these incentives encourage the collaboration between higher education institutions, research institutes and private enterprises. This also facilitates the commercialization of scientific research and the entry of private capital into the higher education sector.

A large proportion of private funding of higher education originates from tuition fees. The tuition fee system in Croatia is currently being reviewed and it is planned that it will be reformed in the near future. In the current system, there are three main categories of students in Croatia: full-time students supported by the MSES (43% of the total number of students in 2005), full-time students who pay for their studies (28.5%), and part-time students who also pay for their studies (28.5%). Undergraduate students who pay for their studies do not pay a total price of study, but a portion equalling of 800-1.300 euro per academic year at public

---

<sup>1</sup> Available from: [www.oecd.org/edu/tertiary/review](http://www.oecd.org/edu/tertiary/review)

<sup>2</sup> The Amendments were passed at the end of April 2007. Draft of the Amendments are available from: [http://www.sabor.hr/Download/2007/03/28/PZ\\_655.pdf](http://www.sabor.hr/Download/2007/03/28/PZ_655.pdf).

higher education institutions. The paying status of full-time students is determined by the student's placement in a competitive merit-based admissions system.

In early 2007, following an incentive from the University of Osijek, the MSES provided a recommendation for the founding of the UNESCO Chair in Entrepreneurship. Through this Chair, a PhD programme in entrepreneurship will be established and entrepreneurial studies ideas disseminated throughout the country.

There are examples of successful public-private partnerships in implementing primary / secondary education policy measures e.g. building public schools by private investors.

### 3.1.3 widening access, and improving equity of participation, treatment and outcomes, especially for disadvantaged learners (e.g. migrants, ethnic minorities, the disabled)

A draft Primary Education Act contains provisions on improving equity of participation for minorities, children with disabilities and migrants (harmonization with the relevant EC Directive). State already supports special programmes for learners with disabilities and ethnic minorities beginning with the pre-school programme (one year prior to primary education).

The project for adult literacy entitled *The Way to a Desirable Future – The Decade of Literacy in Croatia 2003-2012* is becoming decentralised, and an increasingly important role is played by local authorities (counties) that have been given a role of project facilitators. The facilitators also explicitly include institutions accredited for the primary school education of adults. The project is financed by the state budget.

Members of ethnic minorities in the Republic of Croatia exercise their right to education in their language and script pursuant to the Constitution of the Republic of Croatia, Constitutional Law on the Rights of Ethnic Minorities and the Act on Education in the Language and Script of Ethnic Minorities. Members of ethnic minorities have the possibility to be educated in their native language on all educational levels. Members of an ethnic minority alone propose and chose a model and programme pursuant to the current laws and their ability for program realization. In addition to measures for ethnic minorities MSES implements the National Program for Roma (covers various fields, MSES is the authority responsible for measures aimed at better integration of Roma into the education system).

Higher education is provided on the principle of equal opportunity for access and participation. The rights of all full-time students in Croatia include subsidised meals (provided to all full-time students), subsidised accommodation (provided competitively with preference given on basis of academic merit and social need), health insurance (provided to all full-time students), and subsidised transportation (depending on financial contribution by the local administration). Full-time students are also allowed to seek temporary employment, in which case their work is covered by special regulations under which relevant taxes are significantly reduced.

Equal opportunity for participation in the higher education is also supported by a system of state scholarships. They are provided to low-income full-time students, gifted students, war veterans, citizens of the town of Vukovar, those who plan to begin their professional careers in regions under special state care, and students who lived in child care facilities or foster families. Scholarships amount to an equivalent of €70 – 110 per month and are provided for the entire period of studying under conditions of continued academic success.

A special system of support is in place for the Roma minority students, who are entitled to a yearly scholarship in the amount of €1.200. The state scholarship is also automatically provided for students with disabilities. Some higher education institutions also provide automatic admission to the full-time non-paying status to students with disabilities if they achieve a minimum number of points on the entrance examination.

Access to Croatian higher education system for migrants is facilitated by the national ENIC/NARIC office, which closely follows the standards set by the Lisbon Recognition Convention. In December 2006 Amendments to the Act on the Recognition of Foreign Education Qualifications<sup>3</sup> were adopted in order to separate more clearly academic from professional recognition and transfer the academic recognition procedure to the higher education institutions. In these amendments the requirement was abolished for foreign citizens to demonstrate legal interest in the recognition of qualifications. The principles of the supplementing documents to the Lisbon Convention are taken into full account during the recognition procedure.

3.1.4 measures to address gender aspects in education and training  
No change has occurred in this area since the 2005 Report.

3.1.5 the use of learning outcome based approaches for the definition and design of education and training objectives, standards and curricula, and their relevance to the needs of society and the economy

The national exams for primary and secondary education apply the learning outcome approach. (Please see 3.1.6)

The Adult Education Act stipulates that adults shall have the opportunity to demonstrate their knowledge, skills and abilities, regardless of mean by which these were acquired, by taking an examination. Such exams shall be organised and conducted by the adult education institutions offering programmes for the acquisition of such types of knowledge, skills and abilities, except for the graduation examination [*state matura*], which is conducted by the National Centre for External Evaluation of Education.

In the area of higher education, the review and accreditation procedure of all undergraduate study programmes requires that all study programmes should consider, plan and list the learning outcomes that the students will have gained by completing the programme. There is a need for further elaboration of the learning outcome based approaches in higher education study programmes. The initiatives for this elaboration are one of the focal areas of the Bologna process and plans for further harmonisation are to be made on the basis of the London Communiqué.

---

<sup>3</sup> The Act on the Recognition of Foreign Education Qualifications is available at <http://www.nn.hr/clanci/sluzbeno/2003/2258.htm>, while the amendments are available at: <http://www.nn.hr/clanci/sluzbeno/2006/3114.htm> (both in Croatian).

### 3.1.6 quality assurance systems

External assessment of **pre-school and primary education** is carried out by the National Examination and Assessment Center (government agency). The National Examination and Assessment Center conducts national exams and national graduation examination (*Matura*). The goal is to monitor educational achievements with the purpose of improving the quality of education. The first national exams for **secondary schools** were held in May 2006 with 13.358 pupils. It is expected that in 2007 around 50.000 pupils will be included in the national exams. Preparations for the national exams for primary education were carried out in 2006, and the first exams were held in April 2007. In addition, the evaluation of pre-school education has been carried out by monitoring quality as self-evaluation and the evaluation by the Education and Teacher Training Agency.

The experimental phase of the Croatian National Educational Standard has been evaluated by *Ivo Pilar* Institute of Social Sciences. The initial and final testing of 13.439 pupils recorded an increase in individual work, importance of school's role in pupils' life, as well as in the atmosphere in schools.

Within the framework of the OECD PISA project, the Education and Teacher Training Agency assessed pupils aged 15 on their ability to analyse, draw conclusions, successfully communicate, as well as gain sustainable learning skills. In 2006, 5250 pupils from 159 schools were assessed and the results will be published in 2007.

The bodies responsible for quality assurance in **higher education** are the National Council for Higher Education, an expert and advisory body tasked with the development and quality of higher education system in Croatia, and the Agency for Science and Higher Education (ASHE) which provides professional support to the National Council and has responsibility, through its Quality Assurance Department, to provide assistance in the development of the quality assurance systems at higher education institutions and in the process of their evaluation. Quality assurance units were established at universities of Zagreb, Rijeka and Osijek in 2006 through the Development of Institutional Quality Assurance Units programme of the National Foundation for Science, Higher Education and Technological Development.

In May 2006 the National Council for Higher Education adopted a Manual for Quality Assurance Systems at Higher Education Institutions, prepared under the CARDS 2002 programme, which fully incorporates Standards and Guidelines for Quality Assurance in the EHEA. The manual is used by the newly established quality assurance units at Croatian universities. During 2006, in accordance with the standards and guidelines for internal quality assurance within higher education institutions, these units performed an analysis of the current state of quality assurance, a SWOT analysis and a benchmark analysis. They have also defined quality indicators for teaching and learning processes and designed the structure of their quality assurance system. Full internal evaluation at these universities is expected to be completed by mid 2007, to be followed by the external evaluation based on the same standards and guidelines.

### 3.1.7 developing learning partnerships with stakeholders (policy-makers at national, regional and local levels, social partners, learners and representatives of civil society).

All the activities conducted in modernisation of VET system in Croatia have been done on the principle of tripartite partnerships (e.g. developing the White VET Paper, developing the content for the VET legislation, developing the methodology for new VET qualifications and curricula, Sector Councils, developing Concept Paper for Teacher Training).

Learning partnership at the national level has been achieved through stakeholder participation in all relevant **higher education** bodies. The National Bologna Follow-up Group, which discusses avenues for further change in the Bologna process, includes representatives of universities, polytechnics and schools of professional higher education, trade unions, the Croatian Student Council, business sector, the National Council for Higher Education, ASHE and NGOs active in the higher education sector. The National Councils for Higher Education and Science includes representatives of non-academic sector. Students, trade union representatives and members of the academia are all represented in the national delegations for the ministerial conferences on the Bologna Process.

## 3.2 Schools

### 3.2.1 increasing investment in and strengthening pre-primary education

In the reporting period significant steps were taken in order to achieve the related objectives of *the National Education Development Plan 2005-2010*:

- in 2005 there were 503 pre-school institutions (kindergardens) in Croatia. In 2006 their number increased to 594: 91 new pre-school institutions were established by various founders. In 2006, local authorities established 17 pre-school institutions, while 55 were established by private founders (individuals or religious communities)
- in 2006, 15 new pre-school programmes were set up as well as four shorter programmes affiliated with health-care centres, libraries or NGOs
- MSES secured additional funding for gifted children programmes, children with disabilities programmes, and minority children programmes.

### 3.2.2 modernising school curricula and assessment arrangements (inter alia to address learning outcomes and the attainment of key competences)

A significant progress in modernising primary school curricula has been achieved by introducing **the Croatian National Educational Standard (CNES)** into all primary schools in Croatia. CNES is a comprehensive approach to the educational process comprising educational goals, curricula, proposals for teaching methods, expected results of both learning and teaching, and the teaching environment. The purpose of the CNES is abandoning redundant educational programmes, introducing modern teaching methods based on research-based classes and individual and group work and applicable knowledge and skills. CNES has received strong support from the World Bank.

CNES promotes creativity, innovativeness, and assists the development of special talents in pupils. Its basic principle is to focus the instruction onto a pupil. In addition, CNES encourages co-operation between a school and its local community, and envisages that a monthly work plan for a school need to be developed jointly by all the staff.

In the school year of 2005/2006, CNES elements were experimentally introduced in 5% of elementary schools (49 schools) in the Republic of Croatia. In the school year of 2006/2007, all elementary schools started implementing the CNES. The assessment of CNES will be conducted by the national exams at the end of the eight grade of primary school (before entering secondary education).

A major strategy document relevant for modernising schools curricula will be the National Curriculum Strategy for Pre-school, Primary and Secondary Education. In September 2006 Minister of Science, Education and Sports, appointed members to the Council for Educational Standard and the National Curriculum Council for pre-school, elementary and secondary educational system in the Republic of Croatia. The task of **the Council for Educational Standard** is to create a pedagogical standard that will comprise spatial-architectural, medical-hygienic, technical-information, personnel-related and other prerequisites essential for the standards of physical planning, equipment, organizational structure, ratio of the number of children and employees, criteria for the number of children and pupils, organizational structure of schools on islands and in mountainous areas, as well as of after-school programmes and pupils' schoolwork, special educational programmes (music, dancing and sports education), pupils' minimum needs and organizational structure of institutions for adult education.

The tasks of the members of **the Curriculum Council** are to introduce a conception, strategy and principles for creating and realizing the national curriculum for pre-school, elementary and secondary education level, to form commissions and other expert bodies necessary for creating the curriculum, its monitoring and coordination, to create a framework for the national curriculum, educational standards and other components of the national curriculum, as well as to propose amendments to relevant legislation.

Modernising curricula of vocational secondary schools started in 2005 with the adoption of 57 new programmes for crafts occupations according to the unified programme for crafts occupations. Other 22 VET programmes (curricula) have been revised. The work on the analysis and modernisation of VET programmes is still in progress: 46 new VET programmes for low skilled occupations are being prepared.

3.2.3 addressing the specific learning / training needs of teachers (including pre-primary) to enable them to cope with their changing roles in the knowledge-based society

During summer 2006 almost 26.000 primary school teachers attended a teacher training programme designed to enable them to apply the Croatian National Educational Standard. In the second phase of teacher training (November and December 2006) 2.517 teachers including representatives of all schools were trained to become a teacher trainer in CNES.

The quality of teacher training was increased since the last report. Training of pre-primary and primary school teachers has been carried out by the Agency for Education and Training in co-operation with MSES. Seminars offered by the Agency include ECDL courses, seminars on the EU, foreign language courses etc.

3.2.4 measures to reduce early school leaving, to increase rates of completion of upper secondary education, to reduce the proportion of low-achieving 15 year olds in literacy, and to increase the take-up of mathematics, science and technology subjects (EU benchmarks)

In order to reduce early school leaving, data on pupils leaving primary education were collected and analysed. The results will be used for the elaboration of a strategy containing measures for reducing early school leaving. The Constitution and Primary Education Act stipulate that primary education (eight years) is obligatory for all. The percentage of population without primary education is less than 1%, mostly Roma children. MSES introduced the position of Roma teaching assistants in order to increase a rate of completion of primary education by Roma children.

Measures for reducing early school leaving also include special programmes for pupils, teachers and parents (especially children showing risk of school leaving and children with disordered behaviour).

In order to increase the take-up of mathematics and technology these courses have been under a special consideration during the adoption of the National Plan and Programme for Primary Education. In addition, Information Science has been introduced into all primary schools as an optional course.

MSES prepared the National Programme of Measures for the Introduction of Compulsory Secondary School Education. Starting with the autumn 2007, a number of stimulating measures will be introduced, such as free textbooks for first-grade students in secondary schools, free transportation, and free accommodation in student dormitories. The Government approved funding for the implementation of these measures in order to ensure that secondary school education is accessible to everyone under equal conditions in accordance with their respective abilities, as stipulated in the Constitution. The National Programme of Measures for the Introduction of Compulsory Secondary School Education will be submitted to the Parliament.

### 3.3 Higher education

3.3.1 measures to reinforce the knowledge triangle between education, research and innovation:

Principal measures for the period 2007-2010 include:

- to promote and support academic entrepreneurship
- to support cooperation between universities and business sector (eg. co-finance projects, finance targeted PhDs, etc)
- to generate awareness for commercial exploitation of academic projects via promo campaigns in various media, organizing events for target groups, developing dedicated web sites
- permanent training of academic staff in project business plans, feasibility analysis, commercialization methods, valuation, IPR, as well as educating science & engineering students in project business plans, feasibility analysis, commercialization methods, valuation, IPR
- to intensify R&D demand from business sector in universities.

(Also see the second paragraph of the answer to the question 3.1.2.)

### 3.3.2 any participation targets and measures to achieve them

Priorities of the Education Sector Development Plan 2005-2010<sup>4</sup> include increasing a percentage of population with a higher education degree. An important measure aimed at achieving this target is the polycentric development of higher education, i.e. setting up new higher education institutions in smaller urban areas, especially institutions carrying out professional study programmes (polytechnics and schools of professional higher education).

In addition to increasing the overall participation in higher education this measure will provide education adapted to the needs of the local community and the local business. Since 2005, five public polytechnics (in Vukovar, Knin, Gospic, Sibenik, and Slavonski Brod), one university (in Pula), and four private schools of professional higher education have been founded. In this manner, higher education in Croatia is being made accessible to a wider number of students and new avenues for local cooperation with the private enterprises are being opened.

In addition, Croatia is following the activities of Eurostudent and it is planned that Croatia will join the 2008 round of the Eurostudent survey. This will provide an accurate estimate of the social status of students in Croatia

### 3.3.3 measures to increase excellence

In line with the current focus of higher education reforms in Croatia, the measures to increase excellence depend on strengthening quality assurance mechanisms and the financial support for higher education development. The quality assurance mechanisms were addressed in the answer to the question 3. 1. 6., while the data on financial support are as follows:

- the amount earmarked for higher education in 2007 State Budget is over 300 million euro, which is an increase by more than 30% since 2004<sup>5</sup>
- in the period 2004-2006, the number of employees in the higher education sector increased by 1.300 new positions, and the number of positions for early stage researchers by almost 800<sup>6</sup>. These new positions were opened up as a measure to increase teaching quality and central university management capacity.
- in the 2007 State Budget, funds were allocated for the establishment of 400 new professional and academic positions, and 500 positions for early stage researchers
- in late 2006 the Government signed the Agreement on Salaries with the trade unions to compensate for the comparably low salaries of employees in the education and science sectors. The projected salary growth is approximately 60% over the next six years, and the amount secured in the 2007 State Budget for the increase of salaries is 60 million euro
- since 2003, 230 million euro have been secured in loans for the construction of new university campuses in Zagreb, Rijeka, Split, Zadar, Osijek, and Dubrovnik.

---

<sup>4</sup> <http://public.mzos.hr/Default.aspx?sec=2544>

<sup>5</sup> state budgets 2004, 2005, 2006, 2007

<sup>6</sup> MSES data, 2007

3.3.4 measures to increase the number of graduates in mathematics, science and technology (EU benchmark).

No change has occurred in this area since the 2005 Report.

### 3.4 Vocational education and training and adult learning

3.4.1 measures to improve the quality and attractiveness of vocational education and training and of adult education

The Agency for Vocational Education is in process of adapting the employment profiles and programmes to fit the labour market, social and economic needs, modernizing the content and methods of vocational education and training, and providing opportunities to continue with education after completing a vocational school.

The new National Curriculum (guidelines) for secondary schools will define the duration and content of secondary school education in line with labour market needs, higher education and lifelong learning requirements. It will be completed by 2010, and will follow the principles and methodology of the Croatian National Education Standard for primary schools.

3.4.2 measures to reinforce the link between VET and labour market needs including early identification of skills needs, improving the relevance of curricula and qualifications

The Vocational Education Agency established thirteen Sector Councils (for 13 VET sectors). These bodies are comprised of representatives of relevant stakeholders but app. half of its members are representatives of the economic sector. In the content proposed for VET legislation, the role of Sector Councils has been defined accordingly. Sector Councils are bodies that define the needs of the labour market, provide analysis and data, evaluate and approve occupational standards, as well as propose new learning programmes network in accordance with labour market needs. Moreover, each occupational standard will be developed by the occupational expert group whose members are coming directly from the economic sector.

3.4.3 opening up pathways to further and higher education

Ongoing reforms on all levels of education form preconditions which will enable every person to acquire and update their abilities, interests, knowledge and qualifications, thus enabling them to choose and create their own learning pathways. Opening learning pathways to individual needs and demands have been recognized as a priority of the ongoing education reform.

The reform of the adult education is especially important in opening pathways to further and higher education. Secondary education curricula are adopted at national level and apply to regular education as well as for adult education. Therefore, after finishing vocational school it is possible to enroll an adult education programme and acquire a formal certificate in general secondary education. Afterwards it is possible to continue higher education without any restraints.

Adult education programmes are flexible and open to all generations (from the age of 15) and therefore play an important role in creating educational opportunities. The Adult Education Act (February 2007) stipulates that adult education is an integral part of the education system of the Republic of Croatia. Pursuant to the Act, adult education can be conducted as formal, non-

formal, informal and/or self-guided learning. This is viewed as a possibility for adults to choose their own learning path that will eventually be recognized within the educational system.

Implementation of the Bologna process in higher education is a precondition for opening individual learning pathways on higher education level.

3.4.4 addressing the specific learning / training needs of vocational and adult teachers and trainers to enable them to cope with their changing roles in the knowledge-based society

Preparation of the national strategy for implementing the new curriculum includes targeted professional training and support for vocational and adult teachers and trainers who will implement the new curriculum.

3.4.5 measures which reinforce social partner involvement in training, in particular sectoral approaches to skills and qualifications

All developments done by the Agency for Vocational Education have been accomplished in cooperation with the committees consisting of representatives of different stakeholders including unions, chambers and the economic sector.

A public call for members of the National Council for Adult Learning was announced in April 2007. The setting up of the Council was stipulated by the Adult Education Act.

3.4.6 enhancing access and opportunities for learning among the disadvantaged, and alternative pathways, including for early school leavers

The following programmes have been implemented by MSES at the national level:

Equality of genders programme

Programme of activities for prevention of violence among children and youth

School safety programme

Programme against addictions in the school

Human rights programme.

3.4.7 measures to increase the rate of adult participation in lifelong learning, and to reinforce key competences among adult learners and older people whether employed or not (EU benchmark)

The Adult Education Act provides legal basis for more coherent and transparent development of all aspects of adult education. The Act was adopted in February 2007. MSES is currently preparing regulations on educational standards in adult learning, monitoring and statistical evaluation of adult learning system, and certificates in adult learning. It is important to note that the Act enables recognition of knowledge and skills acquired in different forms of informal education.

## ANNEX

### Education Sector Development Indicators

System Performance Indicator	Present level		Progress		
	2004 <sup>7</sup>	EU average <sup>8</sup>	2007	2010	
<b>A</b>	<b>Net enrollment ratio</b>				
1	<p><i>The net enrollment ratio</i> is the ratio of enrolled children of the official age for the education level indicated to the total population at that age. Net enrollment ratios exceeding 100% indicate discrepancies between these two data sets.</p>				
	<ul style="list-style-type: none"> <li>▪ Pre-school education</li> <li>▪ Primary school education</li> <li>▪ Secondary school education</li> <li>▪ <b>Grammar and art schools/vocational schools</b></li> </ul>	<p>43.0</p> <p>96.5</p> <p>79.2</p> <p><b>29/71</b></p>	<p>75.0</p> <p>95.0</p> <p>85.0</p> <p><b>55/45</b></p>	<p>50.0</p> <p>97.5</p> <p>81.0</p> <p><b>31/69</b></p>	<p>60.0</p> <p>98.0</p> <p>83.0</p> <p><b>35/65</b></p>
<b>A</b>	<b>Completion rate</b>				
2	<p><i>Primary completion rate</i> is the ratio of the total number of pupils of the same generation successfully completing the last year of primary school to the total number of children of official graduation age in the population.</p>				
	<ul style="list-style-type: none"> <li>▪ Primary education</li> <li>▪ <b>Secondary education</b></li> </ul>	<p>91.0</p> <p><b>69.5</b></p>	<p>96.0</p> <p><b>78.7</b></p>	<p>92.0</p> <p><b>71.0</b></p>	<p>95.0</p> <p><b>75.0</b></p>

<sup>7</sup> Statistical data on schools for 2004, MSES

<sup>8</sup> [http://www.eurostat.gov.uk/publications/publicationlist/Eurostat\\_yearbook\\_2004.asp](http://www.eurostat.gov.uk/publications/publicationlist/Eurostat_yearbook_2004.asp).

A 3	<p><b>Participation in tertiary education</b></p> <p><i>Participation in tertiary education</i> is the proportion of the population aged 18 and over, enrolled in formal tertiary education leading to a recognized Croatian degree qualification.</p>			
	<ul style="list-style-type: none"> <li>▪ <b>Enrollment in universities</b></li> <li>▪ Enrollment in institutions outside universities</li> <li>▪ The number of people aged 18-29 enrolled in higher education</li> <li>▪ Drop-out rate</li> <li>▪ <b>Length of study (in years) (universities)</b></li> </ul>	122,000	125,000	130,000
		26,300	31,500	36,000
		15.0	16.0	17.0
		69.5	60.0	50.0
		<b>7.1</b>	<b>6.9</b>	<b>6.5</b>

A 4	<b>Education expenditures</b>				
	▪ Public education expenditures as a share of GDP (%)	4.4	4.94 (EU 25)	4.6	4.9
	▪ Private expenditures on education institutions as share of GDP	0.003	0.62	0.01	0.1
	▪ Current expenditures for pre-tertiary education as a proportion of overall government expenditures	95	80	92	88
	▪ Recurring non-salary expenditures for education quality as a proportion of public expenditures for pre-tertiary education	9.6		11	13
	▪ <b>Investments in new school buildings and renovation as a percentage of education budget</b>	0.28 8.4 <sup>9</sup>		1	2
A 5	<b>Students who leave school early</b>				
	▪ Percentage of population aged 18-24 with only vocational secondary education and did not continue their education/training	58	16.4	50	40
	▪ <b>Percentage of those aged 22 who have successfully completed four-year secondary education (ISCED 3)</b>	55	75.4 (EU 15) <b>78.7 (EU 25)</b>	60	65
A 6	<b>Education provisioning</b>				
	▪ Percentage of primary schools in single shift	25.45	N/A	30	40
	▪ Percentage of primary schools in three shifts	6.21	N/A	4	0
	▪ Percentage of primary pupils in single shift	17.5	N/A	30	50

<sup>9</sup> The Ministry of the Sea, Tourism, Transport and Development.

	<ul style="list-style-type: none"> <li>▪ Percentage of primary pupils in triple shifts</li> </ul>	10.8	N/A	5	0
	<ul style="list-style-type: none"> <li>▪ Percentage of secondary schools in single shift</li> </ul>	23.76	N/A	26	32
	<ul style="list-style-type: none"> <li>▪ <b>Percentage of secondary students in single shift</b></li> </ul>	<b>12.0</b>	<b>N/A</b>	<b>20</b>	<b>25</b>
<b>A</b>	<b>Student achievement</b>				
<b>7</b>	<ul style="list-style-type: none"> <li>▪ Mean performance (and distribution) of students (age 15) on PISA reading literacy scale</li> </ul>	N/A	494	480	490
	<ul style="list-style-type: none"> <li>▪ Mean performance (and distribution) of students (age 15) on PISA mathematics literacy scale</li> </ul>	N/A	475	470	475
	<ul style="list-style-type: none"> <li>▪ <b>Mean performance (and distribution) of students (age 15) on PISA natural science literacy scale</b></li> </ul>	<b>N/A</b>	<b>499</b>	<b>480</b>	<b>490</b>

1. TABLE 4. INSTITUTIONS, PUPILS/STUDENTS, STAFF, AND A PRESENTATION OF WORK IN SHIFTS (2004-2005)<sup>10</sup>

	<i>Number</i>	<i>Total number of pupils/students</i>	<i>Total number of teaching staff</i>	<i>No. of institutions with one shift</i>	<i>No. of institutions with two shifts</i>	<i>No. of institutions with three shifts</i>
<b>Preschool</b>	<b>1,192</b>	<b>163,747</b>	<b>7,020</b>			
<b>Primary school<sup>11</sup></b>	<b>837</b>	<b>394,325</b>	<b>28,335</b>	<b>213</b> <b>(25.45%)</b>	<b>572</b> <b>(68.34%)</b>	<b>52</b> <b>(6.21%)</b>
<b>Secondary school</b>	<b>402</b>	<b>195,340</b>	<b>16,738</b>	<b>96</b> <b>(23.76%)</b>	<b>308</b> <b>(76.24%)</b>	
<b>Tertiary</b>	<b>102</b>	<b>148,300</b>	<b>5,820</b>	<b>94</b> <b>(92.16%)</b>		
<b>Total</b>	<b>2,533</b>	<b>901,712</b>	<b>57,913</b>	<b>403</b>	<b>880</b>	<b>52</b>

#### Bibliography:

1. Education Sector Development Plan 2005-2010 (ESDP)
2. Adult Education Act (OJ 17/07)
3. Decree on Establishing the Agency for Adult Education (OJ 159/06)
4. Adult Learning Strategy, July 2004
5. The Act on the National Centre for the Evaluation of Education (OJ 151/04)
6. Croatian National Educational Standard (CNES)

<sup>10</sup> Source: Education Database MSES 2004/2005.

<sup>11</sup> There are a total of 837 central primary schools with 1,412 local branch schools.