

Quality Assurance in VET: Croatia

This document provides an overview of quality assurance in VET in the respective country. It covers information on VET systems and how quality assurance takes place, which organisations are responsible for VET policy and any recent developments in VET policy.

VET system and quality assurance



Overview of the VET system and how quality assurance takes place

VET is formed by two routes - IVET and adult learning/continuing training for adults. The Ministry of Science and Education (MoSE) has the overall responsibility for VET and is supported by the Agency for VET and Adult Education (AVETAЕ).

Upon completion of 8 years of compulsory education, students may continue their education in IVET programmes which last from 1 to 5 years.

At upper secondary level, almost 70% of learners participate in initial vocational education and training (IVET). VET has two main roles:

- Preparing students to enter the labour market.
- Allowing progression to tertiary education, primarily through four-year VET programmes.¹

Learners start VET upon completion of compulsory education at the age of 14 or 15. Two thirds of VET learners are in four-year school-based programmes, which allow students to enrol tertiary education after completing external 'Matura' exams (Leaving Certificate). One third of students are in three-year programmes that give access to the labour market and include apprenticeships.

All VET programmes combine professional and general competences to varying degrees and most include mandatory work-based learning (WBL). Almost 80% of VET graduates take State 'Matura' exams and around about 50% continue onto higher education.²

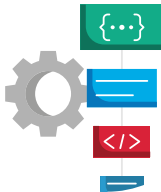
Vocational further training, as part of continuous VET, is described as education for the acquisition of further additional competences of the same or higher qualification level inside the same educational sector.

Continuous VET is provided at adult education institutions and in VET schools.

The quality assurance system in initial VET is defined through its legal framework (i.e., Primary and Secondary School Education Act, Vocational Education and Training Act, Pedagogical and Professional

¹ <https://www.cedefop.europa.eu/en/tools/vet-in-europe/systems/croatia-u2>


² https://www.cedefop.europa.eu/files/vet_in_croatia.pdf

	<p>Supervision Act, Educational Inspection Act, etc.) and involves an institutional framework comprising:</p> <ul style="list-style-type: none"> • MoSE. • AVETAE. • Education and Teacher Training Agency (ETTA). • National Centre for External Evaluation of Education (NCEEE). • Educational Inspection (EI). <p>Self-assessment at VET schools is part of the quality assurance system, developed in line with EQAVET. Adult education and training in Croatia (for those over 15 years old) covers a broad range of options, mainly in the form of short (re)training programmes, ranging from basic or technical skills courses to complete formal secondary education and training. Entry requirements for post-secondary adult VET programmes generally include relevant IVET training and/or a number of years of professional experience.</p> <p>The quality assurance system in continuous VET is defined by the Adult Education Act, Ordinance on the manner of external evaluation of adult education institutions and learning outcomes as well as the manner of work and appointment of the complaint commission on the External Evaluation Report,³ the VET Act,⁴ and the Croatian Qualifications Framework Act (CROQF).⁵</p> <p>More information about the VET system in Croatia can be found on Cedefop's VET in Europe database: https://www.cedefop.europa.eu/en/tools/vet-in-europe/systems/croatia</p>
 <p>System-level QA arrangements</p>	<p>The responsibility for quality assurance at the national level is shared between MoSE, AVETAE, ETTA, and NCEEE. The quality assurance system of VET in Croatia has four levels:</p> <ul style="list-style-type: none"> • Curriculum network and the network of VET providers. • Database for monitoring and system management. • Evaluation system and evaluation data gathering. • Stimulating and corrective measures. <p>AVETAE developed an online tool which supports VET providers with their self-assessment procedures by:</p> <ul style="list-style-type: none"> • Providing a common framework for entering the necessary data. • Helping to measure the success of vet providers according to the established quality criteria. • Providing information on areas of improvement and generating reports.

³ https://narodne-novine.nn.hr/clanci/sluzbeni/2023_02_19_326.html

⁴ <https://www.zakon.hr/z/383/Zakon-o-strukovnom-obrazovanju>

⁵ <https://www.cedefop.europa.eu/en/tools/vet-in-europe/systems/croatia-u2>

	<p>AVETAE is responsible for the establishment of a quality assurance system for CVET.⁶ Currently underway is the development of the model of self-evaluation and external evaluation of adult education institutions. So far, self-evaluation was piloted in 25 institutions and training was organised for stakeholders. In 2023 the piloting of external evaluation of institutions was underway, based on the Protocol and the guidelines for the implementation of external evaluation of adult education institutions.</p> <p>In IVET, the NCEEE is tasked with the external evaluation of student learning outcomes through state Matura exams and external evaluation of VET providers. The self-assessment of VET providers is steered by AVETE.</p>
 <p>Provider-level QA arrangements</p>	<p>The Vocational Education and Training Act states that IVET vocational training providers are obliged to undertake self-assessment once a year following the quality cycle:</p> <ul style="list-style-type: none"> • Planning and programming of work. • Teaching and learning support. • Student achievements. • Material conditions and human potential. • Professional development. • Human relations. • Management and leadership. • Cooperation with other stakeholders. <p>Following this process, a self-assessment report and a school improvement plan must be developed.</p> <p>In CVET, self-assessment is carried out on a voluntary basis; however, a comprehensive quality assurance system for adult education providers is under development. The AVETAE recommends providers to undertake a self-assessment once a year and use the outputs (self-assessment report and improvement plan) to compare against the previous year's reports and examine what has worked well and what needs to be improved.⁷</p>

⁶ <https://op.europa.eu/en/publication-detail/-/publication/205aa0ac-460d-11e9-a8ed-01aa75ed71a1/language-en>

⁷ <https://op.europa.eu/en/publication-detail/-/publication/205aa0ac-460d-11e9-a8ed-01aa75ed71a1/language-en>



Which organisation(s) are responsible for VET policy?

The institutions involved in quality assurance at national level are:

- Ministry of Science and Education (MOSE).
- Agency for VET and Adult Education (AVETAЕ).

The Adult Education Act defines that the Agency for VET and Adult Education is responsible for monitoring, development and evaluation of the adult education system.



Recent policy developments (in the last 12 months)

An important step in the direction of further development and improvement of the quality insurance system in adult education is an ESF project, Development of a quality assurance system in adult education, the beneficiary of which is AVETAЕ.⁸

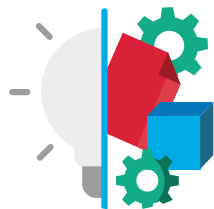
The main goal of the project is the development of models of self-evaluation and external evaluation of adult education institutions. So far, self-evaluation has been piloted in 25 institutions and training for stakeholders in the adult education system has been carried out. Also, a manual for internal assurance of quality in adult education, as well as guidelines, areas, and tools for self-evaluation were developed for the support of institutions in the launch of the self-evaluation process. Activities related to the support system in implementing self-evaluation began in 2022.

In 2023 the piloting of the external evaluation of institutions was initiated, and a Protocol of the external evaluation of institutions and Guidelines for the implementation of the external evaluation of adult institutions were developed.

Training for the Adult Education providers was also held on the topic of external evaluation, which became the legal obligation of the institution with the adoption of the new Adult Education Law of 2021. Within this initiative Croatia is also undertaking the first national PIAAC survey.

Specific projects in the country (optional)

⁸ <https://www.asoo.hr/en/quality-assurance/adult-education/project-development-of-a-qa-system-in-adult-education/>



Please provide a short description of recent projects or initiatives in the field of QA in VET that you would like to highlight for your country

From 2017 until 2021, AVETAE developed graduate tracking methodology and survey instrument at VET provider level, piloted by seven VET providers in two tracking cycles.

The aim of the initiative was to gain insight into placement rates and destinations of VET graduates, the utilisation of acquired skills at the workplace, and feedback on VET provision, to facilitate monitoring of the EQAVET indicators number 5 and 6. Participating VET providers reflected different VET sectors and geographical areas across the country. VET providers achieved outstanding survey response rates, ranging from 30% to 70% (above 50% for most providers).

AVETAE offered guidance and training to VET providers, and processed survey questionnaires to ensure data quality. VET providers reported using graduate tracking data for improving teaching and learning (e.g., work-based learning, pedagogical approaches), planning enrolment, improving VET provision, enhancing cooperation with companies, and the promotion to prospective learners.

Providers notably used the survey results to upgrade support to learners in attaining competences requested at the labour market and in further education, and other aspects of VET provision rated less favourably in the survey.

Finally, providers found the model represented a ready-made, convenient tool for collecting feedback from former students, ensuring a wealth of detailed and reliable data for further interpretation in line with the individual needs and goals of providers. Survey results were also used in the annual VET provider self-assessment, complementing quality assurance arrangements at provider level.

The graduate tracking model was developed within two EQAVET NRP project cycles with the support of the Erasmus+ programme.



Which organisation(s) are responsible for the project / initiative

Agency for VET and Adult Education (AVETAE).

Use of EQAVET labels

**Do you use an
EQAVET label or
seal to certify VET
providers in your
country?**

No

Yes