



EUROPEAN
Higher Education Area

**National Report regarding
the Bologna Process
implementation
2012-2015**

Croatia

Data entry: (VIII QUESTIONNAIRE DETAILS)

For which country have you completed the questionnaire?

Croatia

Name(s) of the responsible BFUG member(s)

Ana Tecilazić Goršić
Ivana Krznar

Email address of the responsible BFUG member(s)

ana.gorsic@mzos.hr;
ivana.krznar@mzos.hr

Contributors to the report:

• Government representatives "Biljana Birač, Marina Cmčić Sokol, Loredana Maravić, Vladimira Ivanković Bradić, Dunja Morović, Ksenija Rukavina"

Contributors to the report:

• Employer representatives "x"

Contributors to the report:

• Student representatives "x"

Contributors to the report:

• Academic and other staff representatives "All HEIs"

Contributors to the report:

• Other representatives (please specify) "Agency for Science and Higher Education"

Data entry: (I_Degrees_qualifications)

I.1. Do your higher education steering documents address demographic projections for your country?

Yes

I.1.1. How do these projections affect higher education policy planning?

According to the draft national Strategy for Education, Science and Technology (to be adopted in 2014), demographic projections have been used in order to forecast needs for additional teaching staff up to 2020 as well as for assessing and revising enrolment quotas.

I.2. Please indicate the types of higher education institutions that exist in your country.

- Universities
 Higher education institutions other than universities

I.2.1. Please specify

Universities are founded in order to implement activities related to higher education, scientific, professional and artistic activities.
Polytechnics and colleges are founded in order to implement higher education activities in the form of organising and implementing professionally oriented studies.

I.3. Which of the following statements correspond to structural distinctions in your national higher education system?

- Higher education institutions are either academically or professionally oriented
 The profile of higher education programmes is either academic or professional
 Higher education institutions are either public or private
 Other distinction between higher education institutions or programmes (Please specify in the text field on the right!)
 None of the above

I.3.1. What is the number of institutions in the categories identified?

10 universities (83 constituents)
13 polytechnics
26 colleges

I.4. Comments

I.5. Please provide the percentages of first cycle (bachelor) study programmes for each duration in ECTS:

180 ECTS "86"

I.5. Please provide the percentages of first cycle (bachelor) study programmes for each duration in ECTS:

210 ECTS "1"

I.5. Please provide the percentages of first cycle (bachelor) study programmes for each duration in ECTS:

240 ECTS "13"

I.5. Please provide the percentages of first cycle (bachelor) study programmes for each duration in ECTS:

Other duration "0"

I.5.1. What other duration do bachelor programmes have, if it is not 180, 210 or 240 ECTS?

I.6. Please provide the percentages of 1st cycle students enrolled in programmes (full time and part time) of the following length:

180 ECTS "90"

I.6. Please provide the percentages of 1st cycle students enrolled in programmes (full time and part time) of the following length:

210 ECTS "2"

I.6. Please provide the percentages of 1st cycle students enrolled in programmes (full time and part time) of the following length:

240 ECTS "8"

I.6. Please provide the percentages of 1st cycle students enrolled in programmes (full time and part time) of the following length:

Other duration "0"

I.6.1. Please specify

I.7. Please note that short cycle programmes are treated in a separate section below.

I.8. Are there differences in the structure of programmes depending on whether they are academically or professionally oriented (or are located in HEIs that are academically or professionally oriented)?

No

I.9. Do degree programmes exist with more than 240 ECTS which are considered as first cycle programmes?

No

I.9.1. In which study fields do these study programmes exist?

L9.2. What is the typical duration of these degree programmes outside the Bologna model?

L9.3. What percentage of first cycle students is enrolled in these programmes?

L10. Please provide the percentages of second cycle (master) study programmes for each duration in ECTS:

60-75 ECTS "33"

L10. Please provide the percentages of second cycle (master) study programmes for each duration in ECTS:

90 ECTS "6"

L10. Please provide the percentages of second cycle (master) study programmes for each duration in ECTS:

120 ECTS "61"

L10. Please provide the percentages of second cycle (master) study programmes for each duration in ECTS:

Other duration "0"

L10.1. What other duration do second cycle programmes have, if it is not 60-75, 90 or 120 ECTS?

L11. Please provide the percentages of the second cycle students enrolled in programmes of the following length:

60-75 ECTS "30"

L11. Please provide the percentages of the second cycle students enrolled in programmes of the following length:

90 ECTS "1.62"

L11. Please provide the percentages of the second cycle students enrolled in programmes of the following length:

120 ECTS "68.38"

L11. Please provide the percentages of the second cycle students enrolled in programmes of the following length:

Other duration "0"

L11.1. Please specify

L12. Do integrated/long programmes leading to a second cycle degree exist?

Yes

L12.1. Is the duration of the above programmes calculated in...

ECTS credits (or other credits)

L12.2. What is the typical duration of these degree programmes?

300-360 ECTS (5-6 years)

L12.3. In which study fields do these study programmes exist?

biomedical, law, teaching profession and arts

L12.4. What percentage of first cycle students is enrolled in these programmes?

15,37 %

L13. Do second cycle degree programmes exist outside the typical Bologna model (i.e. other than 60-120 ECTS and/or calculated in years rather than credits)?

No

L13.1. What is the typical duration of these second cycle programmes outside the Bologna model?

L13.2. What percentage of second cycle students is enrolled in these programmes?

L13.3. In which study fields do these study programmes exist?

L14. Is the minimum total duration of the Bachelor & Master programmes set nationally in your country?

Yes

L14.1. What is the minimum duration of the Bachelor & Master together?

300 ECTS (5 years)

L15. Comments

L16. What percentage of first cycle programmes give access to at least one second cycle study programme?

100%

L16.1. Please provide a source for this information.

As stipulated by the Act on Scientific Activity and Higher Education

L17. What percentage of first cycle graduates continue to study in a second cycle study programme (within one year)?

76-99%

L17.1. Please provide a source for this information.

Data collected from HEIs

L18. What are the requirements for holders of a first cycle degree to access a second cycle programme?

L18.1. All students...

- ...must sit an entrance exam Yes No In some cases No answer
- ...must complete additional courses Yes No In some cases No answer
- ...must have work experience Yes No In some cases No answer
- ...must meet other requirements (please specify below) Yes No In some cases No answer

L18.2. If other requirements apply and/or requirements apply only in some cases, please specify:

The HEIs are fully autonomus in defining entry requirements as this falls under their academic responsibility. Therefore, there might be cases where additional requirements are set by the HEIs themselves.

L18.3. Holders of a first cycle degree from a different study field...

- ...must sit an entrance exam Yes No In some cases No answer
- ...must complete additional courses Yes No In some cases No answer
- ...must have work experience Yes No In some cases No answer
- ...must meet other requirements (please specify below) Yes No In some cases No answer

L18.4. If other requirements apply and/or requirements apply only in some cases, please specify:

The HEIs are fully autonomus in defining entry requirements as this falls under their academic responsibility. Therefore, there might be cases where additional requirements are set by the HEIs themselves.

L18.5. Holders of a first cycle degree from the same study field coming from a different higher education institution...

- ...must sit an entrance exam Yes No In some cases No answer
- ...must complete additional courses Yes No In some cases No answer
- ...must have work experience Yes No In some cases No answer
- ...must meet other requirements (please specify below) Yes No In some cases No answer

L18.6. If other requirements apply and/or requirements apply only in some cases, please specify:

The HEIs are fully autonomus in defining entry requirements as this falls under their academic responsibility. Therefore, there might be cases where additional requirements are set by the HEIs themselves.

L18.7. Holders of a professionally oriented first cycle degree seeking access to an academically oriented second cycle programme...

- ...must sit an entrance exam Yes No In some cases No answer
- ...must complete additional courses Yes No In some cases No answer
- ...must have work experience Yes No In some cases No answer
- ...must meet other requirements (please specify below) Yes No In some cases No answer

L18.8. If other requirements apply and/or requirements apply only in some cases, please specify:

The HEIs are fully autonomus in defining entry requirements as this falls under their academic responsibility. Therefore, there might be cases where additional requirements are set by the HEIs themselves.

L19. What percentage of all second cycle programmes give access without further studies to third cycle studies?

76-99%
Only second cycle professional study programme (68 from 715) doesn't give access to 3 cycle studies

L19.1. Please provide a source for this information.

Data collected from the HEIs

L20. What percentage of second cycle graduates eventually enter into a third cycle programme?

10.0000000000

L20.1. Please provide a source for this information.

Data collected from the HEIs

L21. Is it possible for first cycle graduates to enter a third cycle programme without a second cycle degree?

No

L21.1. Please specify the criteria

L21.2. What percentage of third cycle students enter without a second cycle qualification?

Please choose

L22. If you would like to make any additional comments on the progression between cycles, please provide them here

L23. Do higher education steering documents mention doctoral education/training?

Yes

L23.1. Please provide a reference to the relevant steering document(s):

Two main documents that provide with the legislative and strategic framework for doctoral education are the Act on Scientific Activity and Higher Education and its secondary legislation. Draft Strategy for Education, Science and Technology

L24. Do the following types of doctoral programmes exist in your higher education system?

Please indicate for each type of programme the approximate % of the total of all doctoral programmes

Traditional supervision-based doctoral education "100"

L24. Do the following types of doctoral programmes exist in your higher education system?

Please indicate for each type of programme the approximate % of the total of all doctoral programmes

Structured doctoral programmes "0"

L24. Do the following types of doctoral programmes exist in your higher education system?

Please indicate for each type of programme the approximate % of the total of all doctoral programmes

Professional doctoral programmes "0"

L24. Do the following types of doctoral programmes exist in your higher education system?

Please indicate for each type of programme the approximate % of the total of all doctoral programmes

Industrial doctoral programmes "0"

L24. Do the following types of doctoral programmes exist in your higher education system?

Please indicate for each type of programme the approximate % of the total of all doctoral programmes

Other "0"

L24.1. Please specify which other types of doctoral programmes exist

L25. Do doctoral and/or graduate schools exist in your higher education system?

No

L25.1. What are the main features of these schools and how many doctoral schools are there?

L25.2. Please provide an estimate of the share of doctoral candidates who study in doctoral/graduate schools

Please choose

L26. What is the most common length of full-time third cycle (PhD) study programmes?

In theory / according to regulations: "3"

L26. What is the most common length of full-time third cycle (PhD) study programmes?

In empirical reality: "6"

L27. Are doctoral studies included in your country's qualifications framework?

Yes

L28. Apart from doctoral degrees, are there other degrees /qualifications referenced to level 3 of the QF-EHEA (level 8 EQF) in your national qualifications framework?

No

L28.1. Please specify

What are the names of such degrees? ""

L28.1. Please specify

What is the typical duration of programmes leading to such degrees? ""

L28.1. Please specify

What is the purpose/function of those degrees? ""

L29. Are ECTS credits used in doctoral programmes?

Yes

L30. Comments

The use of ECTS for describing doctoral study programmes was compulsory up to 2013 when the legislation changed and allowed for the universities to either use or not the ECTS credits in doctoral programmes.

L31. In your system, do short cycle programmes linked to the first cycle of higher education exist?

Yes

L31.1. Please specify the name(s) of the qualification(s) awarded at completion of short cycle programme(s)

The qualification awarded is a short professional study programme with the professional title: "stručni pristupnik"

L32. How are short cycle HE programmes linked to the Bachelor-Master structure?**Holders of short cycle qualifications when continuing their studies in the same field towards a bachelor degree....**

- gain full credit for their previous studies
- gain full credit, but only if there is agreement between the institution providing the short cycle programme and the institution where the bachelor programme is taught
- gain full credit for their previous studies but in professional bachelor programmes only
- gain substantial (>50%) credit for their previous studies
- gain some (<50%) credit for their previous studies
- gain little (<5%) or no credit for their previous studies

L33. Are short cycle programmes legally considered to be an integral part of your higher education system?

Yes, part of higher education

L34. Comments**L35. Do your steering documents mention the concept of student-centred learning?**

Yes

L35.1. How do steering documents in your country define student-centred learning in higher education?

The concept of student-centred learning is not explicitly mentioned in the steering documents. However, the concept is being introduced with the implementation of the LOs approach in designing study programmes as well as with development and implementation of the QA system.

L35.2. How important are the following elements of student-centred learning in your steering documents in a scale from 0 (not important) to 5 (very important)?

- | | | | | | | | |
|---------------------------------------|------------------------------------|-------------------------|-------------------------|------------------------------------|------------------------------------|------------------------------------|---------------------------------|
| Independent learning | <input type="radio"/> 0 | <input type="radio"/> 1 | <input type="radio"/> 2 | <input checked="" type="radio"/> 3 | <input type="radio"/> 4 | <input type="radio"/> 5 | <input type="radio"/> No answer |
| Learning in small groups | <input type="radio"/> 0 | <input type="radio"/> 1 | <input type="radio"/> 2 | <input type="radio"/> 3 | <input checked="" type="radio"/> 4 | <input type="radio"/> 5 | <input type="radio"/> No answer |
| Training in teaching for staff | <input type="radio"/> 0 | <input type="radio"/> 1 | <input type="radio"/> 2 | <input type="radio"/> 3 | <input type="radio"/> 4 | <input checked="" type="radio"/> 5 | <input type="radio"/> No answer |
| Assessment based on learning outcomes | <input type="radio"/> 0 | <input type="radio"/> 1 | <input type="radio"/> 2 | <input type="radio"/> 3 | <input type="radio"/> 4 | <input checked="" type="radio"/> 5 | <input type="radio"/> No answer |
| Recognition of prior learning | <input type="radio"/> 0 | <input type="radio"/> 1 | <input type="radio"/> 2 | <input type="radio"/> 3 | <input type="radio"/> 4 | <input checked="" type="radio"/> 5 | <input type="radio"/> No answer |
| Learning outcomes | <input type="radio"/> 0 | <input type="radio"/> 1 | <input type="radio"/> 2 | <input type="radio"/> 3 | <input type="radio"/> 4 | <input checked="" type="radio"/> 5 | <input type="radio"/> No answer |
| Student/staff ratio | <input type="radio"/> 0 | <input type="radio"/> 1 | <input type="radio"/> 2 | <input type="radio"/> 3 | <input type="radio"/> 4 | <input checked="" type="radio"/> 5 | <input type="radio"/> No answer |
| Student evaluation of teaching | <input type="radio"/> 0 | <input type="radio"/> 1 | <input type="radio"/> 2 | <input type="radio"/> 3 | <input type="radio"/> 4 | <input checked="" type="radio"/> 5 | <input type="radio"/> No answer |
| Other | <input checked="" type="radio"/> 0 | <input type="radio"/> 1 | <input type="radio"/> 2 | <input type="radio"/> 3 | <input type="radio"/> 4 | <input type="radio"/> 5 | <input type="radio"/> No answer |

L35.2b. Please evaluate the following elements of student-centred learning in a scale from 0 (not important) to 5 (very important)

- | | | | | | | | |
|---------------------------------------|-------------------------|-------------------------|-------------------------|-------------------------|-------------------------|-------------------------|--|
| Independent learning | <input type="radio"/> 0 | <input type="radio"/> 1 | <input type="radio"/> 2 | <input type="radio"/> 3 | <input type="radio"/> 4 | <input type="radio"/> 5 | <input checked="" type="radio"/> No answer |
| Learning in small groups | <input type="radio"/> 0 | <input type="radio"/> 1 | <input type="radio"/> 2 | <input type="radio"/> 3 | <input type="radio"/> 4 | <input type="radio"/> 5 | <input checked="" type="radio"/> No answer |
| Training in teaching for staff | <input type="radio"/> 0 | <input type="radio"/> 1 | <input type="radio"/> 2 | <input type="radio"/> 3 | <input type="radio"/> 4 | <input type="radio"/> 5 | <input checked="" type="radio"/> No answer |
| Assessment based on learning outcomes | <input type="radio"/> 0 | <input type="radio"/> 1 | <input type="radio"/> 2 | <input type="radio"/> 3 | <input type="radio"/> 4 | <input type="radio"/> 5 | <input checked="" type="radio"/> No answer |
| Recognition of prior learning | <input type="radio"/> 0 | <input type="radio"/> 1 | <input type="radio"/> 2 | <input type="radio"/> 3 | <input type="radio"/> 4 | <input type="radio"/> 5 | <input checked="" type="radio"/> No answer |
| Learning outcomes | <input type="radio"/> 0 | <input type="radio"/> 1 | <input type="radio"/> 2 | <input type="radio"/> 3 | <input type="radio"/> 4 | <input type="radio"/> 5 | <input checked="" type="radio"/> No answer |
| Student/staff ratio | <input type="radio"/> 0 | <input type="radio"/> 1 | <input type="radio"/> 2 | <input type="radio"/> 3 | <input type="radio"/> 4 | <input type="radio"/> 5 | <input checked="" type="radio"/> No answer |
| Student evaluation of teaching | <input type="radio"/> 0 | <input type="radio"/> 1 | <input type="radio"/> 2 | <input type="radio"/> 3 | <input type="radio"/> 4 | <input type="radio"/> 5 | <input checked="" type="radio"/> No answer |

L35.3. Please specify which other elements of student-centred learning are referred to in your steering documents.**L35.4. Please provide a reference for your steering documents on student-centred learning**

<https://www.azvo.hr/index.php/en/o-nama/propisi>

L36. Comments

The most important legislative document where different elements of student-centered learning have been prescribed is the •Ordinance on the Content of Licence and Conditions for Issuing Licence for Performing Higher Education Activity, carrying out a Study Programme and Re-accreditation of Higher Education Institutions (OG 24/10)

L37. In your country, do you use...

ECTS

L37.1. Please provide details of how your national credit system is linked to ECTS and describe its main characteristics (e.g. how credits are calculated and whether the system is based on learning-outcomes)**L37.2. Please describe the main characteristics of your national credit system (e.g. how credits are calculated and whether the system is based on learning-outcomes)****L38. In your country, what percentage of higher education institutions and programmes use ECTS for accumulation and transfer for all elements of study programmes?**

- | | | | | | | |
|---|--|-------------------------------|-------------------------------|------------------------------|---------------------------|---------------------------------|
| Percentage of higher education institutions | <input checked="" type="radio"/> 100 % | <input type="radio"/> 76-99 % | <input type="radio"/> 51-75 % | <input type="radio"/> 1-50 % | <input type="radio"/> 0 % | <input type="radio"/> No answer |
| Percentage of programmes | <input checked="" type="radio"/> 100 % | <input type="radio"/> 76-99 % | <input type="radio"/> 51-75 % | <input type="radio"/> 1-50 % | <input type="radio"/> 0 % | <input type="radio"/> No answer |

L39. In the majority of higher education INSTITUTIONS in your country, what is the basis to award ECTS?

Combination of student workload and teacher-student contact hours

L39.1. Please specify

L40. In the majority of higher education PROGRAMMES in your country, what is the basis to award ECTS?

Combination of student workload and teacher-student contact hours

L40.1. Please specify

L41. If student workload is part of the award of ECTS credits, is there a standard measure of the number of hours per credit?

Yes
According to Act on Scientific Activity and Higher Education

L41.1. What is the number of hours per credit?

30 hours on average for achieving prescribed LOs for 1 ECTS

L42. Are ECTS credits linked with learning outcomes in higher education programmes in your country? (This means that learning outcomes are formulated for all programme components and credits are awarded only when the stipulated learning outcomes are actually acquired.)

Yes, in a few (<5%) programmes
The ECTS have been allocated to all HE programmes with the introduction of Bologna in Croatia (in 2005). However, they have not been linked to the achievement of learning outcomes in that time. Therefore, with further implementation of the Bologna process all HEIs have started to revise their study programmes in terms of allocating the ECTS as linked to achievement of respective LOs.

L43. Does national policy steer and/or encourage the use of learning outcomes in developing curricula?

Yes, this is done through compulsory measures (law, regulations, etc.)

L43.1. Does your country take specific support measures on the national level?

Revision of study programmes in terms of LOs is an activity that is supported by the projects funded by the Pre-accession and Structural Funds.

L44. Does national policy steer student assessment procedures to focus on learning outcomes?

Yes, this is done through advisory measures (guidelines, recommendations etc)
This is being done through the implementation of the NQF.

L45. Is there an offer of training programmes on topics such as student-centred learning and learning outcomes for academic staff?

Compulsory Yes, for all academic staff Yes, for some academic staff No No answer
Voluntary Yes, for all academic staff Yes, for some academic staff No No answer

L45.1. Please indicate the approximate percentage that participate

11%

L45.2. Please specify for which members of academic staff training programmes are offered

L46. Is the use of learning outcomes in curricula development and student assessment monitored by Quality Assurance procedures?

Yes

L46.1. Please explain how, and provide a reference to further information

Conditions for accreditation (both institutional and programme):
- expected learning outcomes acquired by carrying out particular study obligations, study modules, and an entire study programme;
- teaching methods and study programme content that ensure acquisition of expected learning outcomes;
- every student is awarded certain number of ECTS points for each learning achievement; (Ordinance on the Content of Licence and Conditions for Issuing Licence for Performing Higher Education Activity, carrying out a Study Programme and Re-accreditation of Higher Education Institutions (OG 24/10)); <https://www.azvo.hr/index.php/en/o-nama/propisi>

L47. If you would like to make any additional comments on ECTS and/or learning outcomes, please provide them here

L48. Is the Diploma Supplement issued in higher education institutions and to BA/MA students in all fields of study?

The Diploma Supplement is issued..

...automatically to all students:by 100% of HEIs

...automatically to all students:by 76-99% of HEIs

...automatically to all students:by 51-75% of HEIs

...automatically to all students:by 26-50% of HEIs

...automatically to all students:by 1-25% of HEIs

...automatically to all students:by 0% of HEIs

...automatically to some students:by 100% of HEIs

...automatically to some students:by 76-99% of HEIs

...automatically to some students:by 51-75% of HEIs

...automatically to some students:by 26-50% of HEIs

...automatically to some students:by 1-25% of HEIs

...automatically to some students:by 0% of HEIs

...upon request:by 100% of HEIs

- ...upon request:by 76-99% of HEIs
- ...upon request:by 51-75% of HEIs
- ...upon request:by 26-50% of HEIs
- ...upon request:by 1-25% of HEIs
- ...upon request:by 0% of HEIs
- ...in certain fields of study:by 100% of HEIs
- ...in certain fields of study:by 76-99% of HEIs
- ...in certain fields of study:by 51-75% of HEIs
- ...in certain fields of study:by 26-50% of HEIs
- ...in certain fields of study:by 1-25% of HEIs
- ...in certain fields of study:by 0% of HEIs
- ...to no students :by 100% of HEIs
- ...to no students :by 76-99% of HEIs
- ...to no students :by 51-75% of HEIs
- ...to no students :by 26-50% of HEIs
- ...to no students :by 1-25% of HEIs
- ...to no students :by 0% of HEIs

I.48.1. Please specify to which students

I.48.2. Please identify the fields of study in which the Diploma Supplement is issued

I.49. Is the Diploma Supplement issued to graduates in the third cycle?

No

I.49.1. Please specify

I.50. Is there any monitoring of how employers use the Diploma Supplement?

No

I.50.1. Please provide the most recent results regarding the level of satisfaction of employers:

I.50.2. Please provide a reference to the source of this information:

I.51. Is there any monitoring of how higher education institutions use the Diploma Supplement?

Yes

I.51.1. Please provide the most recent results regarding the level of satisfaction of institutions:

The most recent survey among the HEIs on the use of the DS was conducted in 2012.

I.52. In what language(s) is the Diploma Supplement issued?

Croatian, English upon request

I.53. The Diploma Supplement is issued..

free of charge

I.53.1. Please specify the categories of students

I.53.2. Please provide the amount and the reason for the fee

I.54. Comments

I.55. Do national higher education steering documents mention joint or double degrees?

Yes

I.55.1 Please provide a reference to the legislation and/or cite the relevant articles

Act on Scientific Activity and Higher Education, Article 76

I.56. Does higher education legislation explicitly allow:

- Establishing joint programmes Yes No Legislation not clear Legislation does not mention joint degrees No answer
- Awarding joint degrees Yes No Legislation not clear Legislation does not mention joint degrees No answer
- Recognition of QA decisions on joint degrees Yes No Legislation not clear Legislation does not mention joint degrees No answer

I.57. Please estimate the percentage of institutions in your country that award joint degrees / are involved in at least one joint programme.

- Award joint degrees 100% >76-99% >51-75% >26-50% >11-25% >6-10% >1-5% 0% No answer
- Participate in joint programmes 100% >76-99% >51-75% >26-50% >11-25% >6-10% >1-5% 0% No answer

I.58. Please estimate the percentage of students in your country that graduated in the academic year 2012/13...

- ...with a joint degree >10% >7.5-10% >5-7.5% >2.5-5% >0-2.5% 0% No answer
- ...from a joint programme >10% >7.5-10% >5-7.5% >2.5-5% >0-2.5% 0% No answer

L59. Please estimate the share of joint programmes in the three cycles

First cycle (%) "25"

L59. Please estimate the share of joint programmes in the three cycles

Second cycle (%) "50"

L59. Please estimate the share of joint programmes in the three cycles

Third cycle (%) "25"

L60. Do you have information about study fields in which joint programmes / joint degrees are most common?

Yes

L60.1. Please explain briefly and mention/link to the source of this information

Based on the information gathered from the survey conducted for the purpose of this report, the joint programmes are in the following fields: Sociology, Conservation and Restauration, Geoingeenering and Management.

More information can be found on:

www.unizd.hr, www.unizg.hr, www.unidu.hr

L61. Comments

L62. The BFUG working group on qualification frameworks has developed the following steps to assess the progress made in establishing an NQF. Please choose below the stage that best describes your national situation.

10: The Framework has self-certified its compatibility with the European Framework for Higher Education

The Referencing and Self-Certification Report demonstrates the referencing and self-certification of generic qualifications as stipulated by the CROQF Law. However, there are no programmes that have been revised, assessed according to the procedures as stipulated by the Ordinance on the CROQF Register and formally included in the CROQF Register. This is expected to be implemented in the course of 2014.

L62.1. Please provide the date when the step was completed.

03-14-2012

L62.2. Is information on the development and/or revision of your NQF available through a national QF website?

Yes

L62.3. Please provide the link to the website:

www.kvalifikacije.hr

L63. At what level of the European Qualifications Framework (EQF) do you place school leaving qualifications giving standard access to higher education?

EQF level 4 or equivalent

L64. Have you referenced your higher education qualifications against EQF levels?

Yes: first, second and third cycle qualifications have been referenced against EQF levels 6,7,8

L64.1. Please provide a reference to official documents

Act on the CROQF

Ordinance on te CROQF Register

Croatian Referencing and Self-certification Report

L65. Have you referenced your short-cycle higher education qualifications against EQF levels?

Yes: short-cycle qualifications have been referenced against EQF level 5

L65.1. Please provide a reference to official documents

Act on the CROQF

Ordinance on te CROQF Register

Croatian Referencing and Self-certification Report

L66. Which institution/organisation makes final decisions on recognising foreign qualifications for the purpose of ACADEMIC STUDY in your country?

Higher education institution whose decision is made based on ENIC/NARIC centre advice

L67. Which institution/organisation makes final decisions on recognising foreign qualifications for the purpose of PROFESSIONAL EMPLOYMENT in your country?

National ENIC/NARIC centre

With the exception of qualifications for regulated professions that are recognised by the competent authorities according to the Directive 2005/36.

L68. Which of the following statements is specified in national legislation?

- Applicant's right to fair assessment of qualification Law on ratification of Lisabon Convention
- Recognition of qualification provided that no substantive differences can be proven Law on ratification of Lisabon Convention
- Where recognition is not granted or is granted only partly, demonstration of substantial differences by the competent authority Only for accademic recognition and for recognition of professional qualifications
- Where recognition is not granted or is granted only partly, the applicant has the right to appeal Applicable to all
- None of the above

L68.1. Please provide a reference to the relevant legislation

Law on ratification of Lisabon Convention

Law on recognition of foreign qualifications

Law on regulated professions and recognition of professional qualifications

L68.2. What measures exist to ensure that these legal statements are implemented in practice?

Firstly, if a party appeals there are mechanisms that are used to solve the appeals. The Ministry of Science, Education and Sports is the body responsible for appeals. Secondly, the Ministry of Science, Education and Sports regularly monitors the work of the ENIC/NARIC Office through its yearly reports.

L69. How is a foreign qualification giving access to first cycle higher education in another country considered in an application for a first cycle higher education programme in your country?

The qualification is considered in the same way as the qualification in the national context

The central admission office (at the national level) assures equal treatment of all the students with regard to specificities of different education systems. All students, national and international, undergo tests of the State Matura while there is a possibility for the automatic recognition of the comparable assessments done abroad.

L69.1. Please specify

L70. How is a foreign qualification giving access to second cycle higher education in another country considered in an application for a second cycle higher education programme in your country?

The qualification is considered in the same way as the qualification in the national context

According to the survey on academic recognition implemented by the PF Group in March 2014, foreign qualifications are considered in the same way as the national. However, there is a formal administrative procedure of recognition of a foreign qualification that precedes admission to a HEI for a holder of a foreign degree.

L70.1. Please specify

L71. How is a foreign qualification giving access to third cycle higher education in another country considered in an application for a third cycle higher education programme in your country?

The qualification is considered in the same way as the qualification in the national context

Foreign qualifications are considered in the same way as the national. However, there is a formal administrative procedure of recognition of a foreign qualification that precedes admission to a HEI for a holder of a foreign degree.

L71.1. Please specify

L72. Do higher education institutions typically:

make recognition decisions at central level (this may include employing or involving experts who are competent in various HE systems and recognition of qualifications, a decision making body consisting of members belonging to various parts of the HEI who have experience in credential evaluation; or other)

L72.1. Please explain

L72.2. If you wish, please comment on the (possibly several) practical procedures of recognition at institutional level

Recognition is done centrally, as prescribed by the Law on recognition of foreign qualifications while admission to a study programme is under responsibility of a faculty or department.

L73. What measures exist to ensure that higher education institutions have fair recognition procedures for study and training periods abroad?

Students usually sign learning agreements with their HEI prior to leaving for study period abroad.

L74. Comments

Data entry: (II_Quality_assurance)

II.1. Which situation applies in your country?

A single independent national agency for quality assurance has been established

II.1.1. Please specify

II.2. What is the main outcome of an external review?

A decision granting permission for the institution or programme to operate, or that is a pre-requisite for the institution or programme to operate

II.2.1. For each of the agencies, what is the main outcome of an external review?

II.2.2. Please specify

II.3. Does the outcome of an external review normally have an impact on the funding of the institution or programme?

In some cases

II.3.1. Please specify the normal impact of an external review

It is proscribed by the Law that, if a negative accreditation decision has been granted, the HEI cannot be funded by the state budget.

II.4. Does the agency cover:

All higher education institutions

II.4.1. Considered together, do the agencies cover:

II.5. Do the agencies cover:

II.5.1. Please specify:

II.6. What is the main focus of the external evaluations undertaken?

Institutions and programmes

II.6.1. Are all institutions included?

Please choose.. ▾

II.6.2. Please specify

II.6.3. Are all programmes in all cycles included?

Please choose.. ▾

II.6.4. Please specify

II.6.5. Are all institutions and all programmes included?

Yes

II.7. Are the outcomes of Quality Assurance evaluations made available to the public?

All reports are publically available

II.8. Are the following issues typically included in external Quality Assurance Evaluations?

- | | | | | |
|--|--------------------------------------|--------------------------|-------------------------------------|---------------------------------|
| Teaching | <input checked="" type="radio"/> Yes | <input type="radio"/> No | <input type="radio"/> In some cases | <input type="radio"/> No answer |
| Research | <input checked="" type="radio"/> Yes | <input type="radio"/> No | <input type="radio"/> In some cases | <input type="radio"/> No answer |
| Student support services | <input checked="" type="radio"/> Yes | <input type="radio"/> No | <input type="radio"/> In some cases | <input type="radio"/> No answer |
| Lifelong learning provision | <input checked="" type="radio"/> Yes | <input type="radio"/> No | <input type="radio"/> In some cases | <input type="radio"/> No answer |
| Admissions processes | <input checked="" type="radio"/> Yes | <input type="radio"/> No | <input type="radio"/> In some cases | <input type="radio"/> No answer |
| Student progression, drop-out and completion | <input checked="" type="radio"/> Yes | <input type="radio"/> No | <input type="radio"/> In some cases | <input type="radio"/> No answer |
| Employability | <input checked="" type="radio"/> Yes | <input type="radio"/> No | <input type="radio"/> In some cases | <input type="radio"/> No answer |
| Internal Quality Assurance / Management system | <input checked="" type="radio"/> Yes | <input type="radio"/> No | <input type="radio"/> In some cases | <input type="radio"/> No answer |
| Recognition policy and practice | <input checked="" type="radio"/> Yes | <input type="radio"/> No | <input type="radio"/> In some cases | <input type="radio"/> No answer |

II.8.1. Please specify

II.8.2. For those issues that are typically included in external QA evaluation, please provide details on the criteria used. Please also provide the full reference to relevant documents

Documents for re-accreditation including Criteria for re-accreditation: <https://www.azvo.hr/index.php/en/evaluations/evaluations-in-higher-education/re-accreditation-of-higher-education-institutions/postupak-reakreditacije-visokih-ucilista-i-dokumenti-za-reakreditaciju-2012-2013>

Documents for audit:
<https://www.azvo.hr/index.php/cn/vrednovanja/postupci-vrednovanja-u-visokom-obrazovanju/audit-visokih-ucilista>

II.8.3. Additional comments

II.9. Does your national Quality Assurance system or legislative framework explicitly allow higher education institutions to choose a Quality Assurance Agency from outside your country as part of the initial and/or periodic external QA review?

No

The legislation allows for foreign QAA to perform external evaluations of HEIs in Croatia, but the outcomes of these evaluations have no impact on decisions made by the Minister on issuing licence for operating. Accreditation performed by the national QAA is compulsory for all HEIs and it is carried out in five years period.

II.9.1. Please explain the differences

II.9.2. Please specify which institutions are able to choose

II.10. Which conditions apply to the choice of a Quality Assurance Agency for cross border review?

II.10.1. How many higher education institutions have used this opportunity?

II.11. In the case of international joint and double degree programmes, are quality assurance decisions of QA agencies registered abroad recognised in your country?

Other (e.g. the agency must be also a member of the European Association for Quality Assurance in Higher Education (ENQA).
Other, but not the example as offered.

II.11.2. Please specify

In case of joint or double degrees, they should be accredited if the joint degree programmes and the institutions implementing them have been accredited according to the ESG.

II.12. Additional comments

II.13. Does your legislation or steering documents encourage your national QA agency(ies) to be:

- Listed in EQAR
- Member of ENQA
- There is no specification within the current legislation or steering documents
 - Yes, for an application to EQAR
 - Yes, for the purpose of ENQA membership
 - Yes, for other purposes
- An evaluation is planned before the 2015 Ministerial Meeting in Yerevan but has not yet taken place
 - No

II.15. Is there a formal requirement that students are involved

- In governance structures of national QA agencies Yes, it is compulsory Yes, it is advised No In some cases No answer
- As full members in external review teams Yes, it is compulsory Yes, it is advised No In some cases No answer
- As observers in external review teams Yes, it is compulsory Yes, it is advised No In some cases No answer
- In the preparation of self evaluation reports Yes, it is compulsory Yes, it is advised No In some cases No answer
- In the decision making process for external reviews Yes, it is compulsory Yes, it is advised No In some cases No answer
- In follow-up procedures Yes, it is compulsory Yes, it is advised No In some cases No answer

II.15.1. Please specify

II.16. Is there a formal requirement that international peers/experts are involved?

- In governance structures of national QA agencies? YES, it is compulsory YES, it is advised NO In some cases No answer
- As full members in external review teams YES, it is compulsory YES, it is advised NO In some cases No answer
- As observers in external review teams YES, it is compulsory YES, it is advised NO In some cases No answer
- In the decision making process for external reviews YES, it is compulsory YES, it is advised NO In some cases No answer
- In follow-up procedures YES, it is compulsory YES, it is advised NO In some cases No answer

II.16.1. Please specify

II.17. Is there a formal requirement that academic staff are involved

- In governance structures of national QA agencies? Yes, it is compulsory Yes, it is advised No In some cases No answer
- As full members in external review teams Yes, it is compulsory Yes, it is advised No In some cases No answer
- As observers in external review teams Yes, it is compulsory Yes, it is advised No In some cases No answer
- In the decision making process for external reviews Yes, it is compulsory Yes, it is advised No In some cases No answer
- In follow-up procedures Yes, it is compulsory Yes, it is advised No In some cases No answer

II.17.1. Please specify

II.18. Is there a formal requirement that employers are involved

- In governance structures of national QA agencies?** Yes, it is compulsory Yes, it is advised No In some cases No answer
- As full members in external review teams** Yes, it is compulsory Yes, it is advised No In some cases No answer
- As observers in external review teams** Yes, it is compulsory Yes, it is advised No In some cases No answer
- In the decision making process for external reviews** Yes, it is compulsory Yes, it is advised No In some cases No answer
- In follow-up procedures** Yes, it is compulsory Yes, it is advised No In some cases No answer

II.18.1. Please specify

II.20. Are there formal requirements for higher education institutions to develop internal quality assurance systems?

Yes

II.20.1. Please specify these requirements and the relevant source

Act on Quality Assurance in Science and Higher Education: https://www.azvo.hr/images/stories/o_nama/Act_on_Quality_Assurance_in_Science_and_Higher_Education.pdf

II.21. Who is primarily responsible for deciding the focus of internal quality assurance processes?

Higher education institutions

II.21.1. Please specify

II.22. Are there formal requirements for students to be involved in internal quality assurance systems?

Yes

There is no formal requirement to involve student in preparation of self-evaluation reports, but so far all the HEIs have included students.

II.22.1. Please specify

II.23. Is there a requirement for students to be involved in the preparation of self-evaluation reports?

- Yes
 No
 In some cases

II.23.1. Please specify

II.24. Is there a requirement for students to be involved in decision-making as an outcome of evaluation?

Yes

II.24.1. Please specify

II.25. How many higher education institutions have published a strategy/policy for the continuous enhancement of quality in the past 5 years?

50 - 74%

II.26. How many higher education institutions have arrangements in place for the internal approval, monitoring and periodic review of programmes and awards?

75 - 99%

II.26.1. Please describe what kind of arrangements are in place.

II.27. How many higher education institutions publish up to date and objective information about the programmes and awards offered?

50 - 74%

II.28. How many higher education institutions publish critical and negative outcomes of Quality Assurance evaluations?

0%

II.29. Are higher education institutions' recognition policy and practice typically evaluated in Internal Quality Assurance processes within the institution?

Sometimes

II.29.1. Please explain

Since recently, this has been included in the external QA criteria and thus, not all the HEIs have included it in the internal QA systems.

Data entry: (III_Social_dimension)

III. Policy background: In the framework of the Bologna Process, the ministers responsible for higher education agreed that the student body entering, participating in and completing higher education at all levels should reflect the diversity of the population living in the different European regions (London Communiqué, 18 May 2007).

III.1. How is the objective of widening participation reflected in steering documents of your country?

It is reflected through a set of concrete measures

III.1.1. Please indicate these measures in the form of bullet points:

The draft Strategy for Education, Science and Technology as well as the framework for the launch of Pilot Programme Agreements, envisage implementation of measures related to increasing capacity of student accommodation, removing architectural obstacles for students with disabilities, improving learning environment for all students, reforming student subsidies schemes on the basis of needs.

III.2. Do steering documents of your country refer to any quantitative objectives to be reached regarding the population entering, participating in and/or completing higher education?

Yes, there are quantitative objectives WITHOUT reference to any underrepresented groups of the student population

III.2.1. Please indicate which statement(s) best describe(s) your country-specific situation: The quantitative objectives are formulated in terms of...

- student population entering HE
- student population participating in HE
- student population completing HE
- graduates entering the labour market

III.2.2. Please specify the quantitative objectives and the period they cover. Please also indicate the steering documents in which they are stipulated (reference and link).

On the national level, according to the Croatia's Economic programme and based on the Europe 2020 strategy, by 2020 the share of 30-34 year olds with tertiary educational attainment should be at least 35%

On the institutional level, HEIs itself defined quantitative targets regarding completion of study.

III.2.3. Please indicate which underrepresented groups are covered by the quantitative objectives, what they are and which period they cover. Please also indicate the steering documents in which they are stipulated (reference and link).

Students with disabilities: Objective set and period covered

Students with disabilities: Policy document (reference and link)

Adults/mature students: Objective set and period covered

Adults/mature students: Policy document (reference and link)

Students from lower socio-economic background/lower socio-economic group: Objective set and period covered

Students from lower socio-economic background/lower socio-economic group: Policy document (reference and link)

Male/female (gender groups): Objective set and period covered

Male/female (gender groups): Policy document (reference and link)

Ethnic, cultural, religious or linguistic minorities (please specify): Objective set and period covered

Ethnic, cultural, religious or linguistic minorities (please specify): Policy document (reference and link)

Students living in specific geographical areas (e.g. rural areas): Objective set and period covered

Students living in specific geographical areas (e.g. rural areas): Policy document (reference and link)

Migrants: Objective set and period covered

Migrants: Policy document (reference and link)

Migrants' children: Objective set and period covered

Migrants' children: Policy document (reference and link)

Other groups: Objective set and period covered

Other groups: Policy document (reference and link)

III.2.4. Comments

III.3. Are there any mechanisms in your country, which encourage or oblige higher education institutions to participate in a systematic monitoring of the composition of the student body?

No ▼

III.3.1. Please provide a short description of the mechanisms in place:

III.4. Please indicate the stages at which the composition of the student body is subject to systematic monitoring and the student characteristics which are taken into account at these stages. If there is no systematic monitoring at the given stage, please tick "not applicable".

Disability: At entry to HE

Disability: During HE studies

Disability: At graduation

Disability:After graduation	<input type="text" value="0"/>
Labour market status prior to the entry to HE:At entry to HE	<input type="text" value="1"/>
Labour market status prior to the entry to HE:During HE studies	<input type="text" value="0"/>
Labour market status prior to the entry to HE:At graduation	<input type="text" value="0"/>
Labour market status prior to the entry to HE:After graduation	<input type="text" value="0"/>
Age:At entry to HE	<input type="text" value="1"/>
Age:During HE studies	<input type="text" value="0"/>
Age:At graduation	<input type="text" value="0"/>
Age:After graduation	<input type="text" value="0"/>
Type and level of qualification achieved prior to entry to HE:At entry to HE	<input type="text" value="1"/>
Type and level of qualification achieved prior to entry to HE:During HE studies	<input type="text" value="0"/>
Type and level of qualification achieved prior to entry to HE:At graduation	<input type="text" value="0"/>
Type and level of qualification achieved prior to entry to HE:After graduation	<input type="text" value="0"/>
Socio-economic background:At entry to HE	<input type="text" value="0"/>
Socio-economic background:During HE studies	<input type="text" value="1"/>
Socio-economic background:At graduation	<input type="text" value="0"/>
Socio-economic background:After graduation	<input type="text" value="0"/>
Gender:At entry to HE	<input type="text" value="1"/>
Gender:During HE studies	<input type="text" value="0"/>
Gender:At graduation	<input type="text" value="0"/>
Gender:After graduation	<input type="text" value="0"/>
Ethnic, cultural, religious or linguistic minority status (please specify in comments):At entry to HE	<input type="text" value="1"/>
Ethnic, cultural, religious or linguistic minority status (please specify in comments):During HE studies	<input type="text" value="0"/>
Ethnic, cultural, religious or linguistic minority status (please specify in comments):At graduation	<input type="text" value="0"/>
Ethnic, cultural, religious or linguistic minority status (please specify in comments):After graduation	<input type="text" value="0"/>
Religion:At entry to HE	<input type="text" value="0"/>
Religion:During HE studies	<input type="text" value="0"/>
Religion:At graduation	<input type="text" value="0"/>
Religion:After graduation	<input type="text" value="0"/>
Migrant status (migrants or migrants' children):At entry to HE	<input type="text" value="0"/>
Migrant status (migrants or migrants' children):During HE studies	<input type="text" value="0"/>
Migrant status (migrants or migrants' children):At graduation	<input type="text" value="0"/>
Migrant status (migrants or migrants' children):After graduation	<input type="text" value="0"/>
Other characteristics:At entry to HE	<input type="text" value="0"/>
Other characteristics:During HE studies	<input type="text" value="0"/>
Other characteristics:At graduation	<input type="text" value="0"/>
Other characteristics:After graduation	<input type="text" value="0"/>
Not applicable (no systematic monitoring at the given stage):At entry to HE	<input type="text" value="0"/>
Not applicable (no systematic monitoring at the given stage):During HE studies	<input type="text" value="0"/>
Not applicable (no systematic monitoring at the given stage):At graduation	<input type="text" value="0"/>
Not applicable (no systematic monitoring at the given stage):After graduation	<input type="text" value="0"/>

III.4.1. Please specify how ethnic, cultural, religious or linguistic minority status is taken into account:

According to the Act on personal data protection students are not obliged to give their personal data that are not relevant for the work of the institution.

III.4.2. Please specify which other student characteristics are taken into account in the monitoring:

III.4.3. Comments

III.5. Please specify who monitors the composition of the student body

HEIs, WITHOUT obligation to submit data to another body (e.g. ministry, statistical agency/office):At entry to HE	<input type="text" value="0"/>
HEIs, WITHOUT obligation to submit data to another body (e.g. ministry, statistical agency/office):During HE studies	<input type="text" value="0"/>
HEIs, WITHOUT obligation to submit data to another body (e.g. ministry, statistical agency/office):At graduation	<input type="text" value="0"/>
HEIs, WITHOUT obligation to submit data to another body (e.g. ministry, statistical agency/office):After graduation	<input type="text" value="0"/>
HEIs, WITH obligation to submit data to another body (e.g. ministry, statistical agency/office):At entry to HE	<input type="text" value="1"/>
HEIs, WITH obligation to submit data to another body (e.g. ministry, statistical	

agency/office):During HE studies

HEIs, WITH obligation to submit data to another body (e.g. ministry, statistical agency/office):At graduation

HEIs, WITH obligation to submit data to another body (e.g. ministry, statistical agency/office):After graduation

Ministry/governmental body:At entry to HE

Ministry/governmental body:During HE studies

Ministry/governmental body:At graduation

Ministry/governmental body:After graduation

Independent bodies/agencies:At entry to HE

Independent bodies/agencies:During HE studies

Independent bodies/agencies:At graduation

Independent bodies/agencies:After graduation

Other:At entry to HE

Other:During HE studies

Other:At graduation

Other:After graduation

No systematic monitoring:At entry to HE

No systematic monitoring:During HE studies

No systematic monitoring:At graduation

No systematic monitoring:After graduation

III.5.1. Please specify which other organisation monitors the composition of the student body

III.5.2. If at certain stages you chose several options, please explain the distribution of responsibilities between different parties involved:

Croatian Bureau of Statistics, as stipulated by the Official Statistics Act, monitors, among others, the composition of the student body.

According to the Act on Scientific Activity and Higher Education, HEIs keep records of personal data of students at the institutional level while the Ministry of Science Education and Sports keep records on students at the national level. In addition, according to the draft Ordinance on Evidence, gathering data at the national level will be strengthened.

III.5.3. Comments

III.6. In your country, are there legal restrictions on collecting or publishing data on certain student characteristics (e.g. ethnic background of students)?

...collect data on certain student characteristics No legal restrictions apply to... Some legal restrictions apply to... No answer

...publish data on certain student characteristics No legal restrictions apply to... Some legal restrictions apply to... No answer

III.6.1. Please specify which data cannot be collected or published and why.

According to the national legislation, data on individuals can be collected by not published. Only aggregated data can be published.

III.7. Are the results of monitoring activities related to different stages (i.e. at entry, during studies, at graduation, after graduation) publicly available?

III.7.1. How are these results published?

Information is aggregated

III.7.2. Please provide details on where the results of the monitoring activities can be consulted.

Croatian Bureau of Statistics collects and publishes data on certain student characteristics. These data are available on website <http://www.dzs.hr/>

III.8. From the data collected in your monitoring system, what have been the main changes in the composition of the student body during the last ten years?

No comparative data are available for the period of last ten years.

III.9. Please choose the statement that best describes your country-specific situation:

Individuals that meet standard entry requirements have...

a guaranteed right to higher education in ALL fields and they are commonly accepted to the institution of their own (first) choice:Universities

a guaranteed right to higher education in ALL fields and they are commonly accepted to the institution of their own (first) choice:HEIs other than universities

a guaranteed right to higher education in ALL fields but they are often offered a place at an institution that is NOT their own (first) choice:Universities

a guaranteed right to higher education in ALL fields but they are often offered a place at an institution that is NOT their own (first) choice:HEIs other than universities

a guaranteed right to higher education in SOME fields and they are commonly accepted to the institution of their own (first) choice:Universities

a guaranteed right to higher education in SOME fields and they are commonly accepted to the institution of their own (first) choice:HEIs other than universities

a guaranteed right to higher education in SOME fields but they are often offered a place at an institution that is NOT their own (first) choice:Universities

a guaranteed right to higher education in SOME fields but they are often offered a

place at an institution that is NOT their own (first) choice:HEIs other than universities

no guaranteed right to higher education:Universities

no guaranteed right to higher education:HEIs other than universities

III.9.1. Please specify which fields are excluded:

III.9.2. Comments

As the enrollment quotas are limited to the capacities of HEIs, there is no guaranteed right to unlimited number of student to enrol in a certain study programme.

III.10. Please explain on what basis higher education institutions most commonly select students:

Level of achievement in standard entry requirements:Universities

Level of achievement in standard entry requirements:HEIs other than universities

Entry examinations for all programmes:Universities

Entry examinations for all programmes:HEIs other than universities

Entry examinations for some programmes, and level of achievement in standard entry requirements for others:Universities

Entry examinations for some programmes, and level of achievement in standard entry requirements for others:HEIs other than universities

Other:Universities

Other:HEIs other than universities

III.10.1. Please specify which other criteria apply:

The criteria that are used are: secondary school grades, results of the State Matura exams and optionally,additional entry exams.

III.10.2. Comments

III.11. Please describe up to five main access routes to higher education (including, but not limited to, entry with a school leaving certificate, entry with a vocational education certificate, entry without formal certification).

Route 1 "Gymnasium and State Matura exam"

III.11. Please describe up to five main access routes to higher education (including, but not limited to, entry with a school leaving certificate, entry with a vocational education certificate, entry without formal certification).

Route 2 "4-year VET and State Matura exam"

III.11. Please describe up to five main access routes to higher education (including, but not limited to, entry with a school leaving certificate, entry with a vocational education certificate, entry without formal certification).

Route 3 "Foreign Qualification and State Matura exam"

III.11. Please describe up to five main access routes to higher education (including, but not limited to, entry with a school leaving certificate, entry with a vocational education certificate, entry without formal certification).

Route 4 "Adults (25+) without State Matura exam"

III.11. Please describe up to five main access routes to higher education (including, but not limited to, entry with a school leaving certificate, entry with a vocational education certificate, entry without formal certification).

Route 5 ""

III.12. The different routes are opening access to...

{III_11_SQ001} all HEIs /HE programmes some HEIs / HE programmes No answer

{III_11_SQ002} all HEIs /HE programmes some HEIs / HE programmes No answer

{III_11_SQ003} all HEIs /HE programmes some HEIs / HE programmes No answer

{III_11_SQ004} all HEIs /HE programmes some HEIs / HE programmes No answer

{III_11_SQ005} all HEIs /HE programmes some HEIs / HE programmes No answer

III.12.1. For routes that only open access to some HEIs or programmes, please specify to which institutions/programmes they do open access and to which institutions/programmes they do not open access:

Only those HEIs that have established internal procedures and quotas for adults (25+) open access to this category of non traditional students.

III.13. Please provide the percentages of students entering through each access route. If you cannot provide the exact percentages, please provide at least approximate data (estimates). Please indicate in the appropriate text field whether the information is based on official data or an estimate.

{III_11_SQ001}:% of students entering HE through this access route 43

{III_11_SQ001}:Official data based on central level monitoring, including surveys

{III_11_SQ001}:Estimates

{III_11_SQ001}:Impossible to say (no official data and impossible to estimate)

{III_11_SQ002}:% of students entering HE through this access route 54

{III_11_SQ002}:Official data based on central level monitoring, including surveys

{III_11_SQ002}:Estimates

{III_11_SQ002}:Impossible to say (no official data and impossible to estimate)

{III_11_SQ003}:% of students entering HE through this access route 3

{III_11_SQ003}:Official data based on central level monitoring, including surveys

{III_11_SQ003}:Estimates

{III_11_SQ003}:Impossible to say (no official data and impossible to estimate)

{III_11_SQ004}:% of students entering HE through this access route

{III_11_SQ004}:Official data based on central level monitoring, including surveys

{III_11_SQ004}:Estimates

{III_11_SQ004}:Impossible to say (no official data and impossible to estimate) x

{III_11_SQ005}:% of students entering HE through this access route

{III_11_SQ005}:Official data based on central level monitoring, including surveys

{III_11_SQ005}:Estimates

{III_11_SQ005}:Impossible to say (no official data and impossible to estimate)

III.13.1. Please indicate the source of the official data:

III.13.2. Comments

Access to HEIs for non traditional students has been recently recognised as one of the strategic priorities. Therefore it has not yet been fully implemented by all the HEIs.

III.14. Are there any incentives for higher education institutions to admit non-traditional students?

Yes

III.14.1. Please indicate which incentives exist and how they operate.

Do they apply to all HEIs or only to some HEIs? If they only apply to some HEIs, please indicate to which ones.

According to the Pilot funding agreements signed by the HEIs and the Ministry for the period 2012-2015, HEIs will be awarded with additional funding if they meet the objective of facilitating access for students who are older than 25 years, as agreed in the contract.

III.15. Comments

III.16. In your country, are there any bridging programmes for HE candidates who do not possess standard qualification(s) opening access to higher education?

- Yes, such programmes exist and they are targeted at those who left school prior to the completion of any type of upper secondary education.
- Yes, such programmes exist and they are targeted at those who have completed an upper secondary programme which does not allow direct access to higher education.
- No, such programmes do not exist.

III.16.1. Please provide details on these programmes, the qualifications they lead to (e.g. standard upper secondary school leaving certificate, qualification/certificate that differs from the standard upper secondary school leaving certificate) and the number of participants completing the courses (latest available statistics):

According to the Primary and Secondary Education Act candidates who have completed a three-year secondary school programs, can enrol in a one-year course at the secondary school level without any financial obligations. After successful completion of this course, these pupils may take State Matura exams that allow them to continue their education at the tertiary level.

III.17. Comments

III.18. Can higher education candidates without standard qualifications be admitted to higher education on the basis of the recognition of their prior non-formal and informal learning?

No, this is not possible (i.e. all HE candidates must hold a HE entry qualification).

III.18.1. Please indicate the steering documents on which admission to HE on the basis of recognition of prior non-formal and informal learning is based (if any):

III.19. Please choose the statement that best applies to your country-specific situation:

III.20. In your country, do steering documents refer to any specific requirements for HE candidates who would like to gain access to HE based on the recognition of their non-formal and informal learning?

- Yes, steering documents refer to specific age requirements
- Yes, steering documents refer to requirements related to the duration of prior professional experience
- Yes, steering documents refer to other requirements
- No, there is no reference in steering documents to any requirements

III.20.1. If steering documents contain references to specific requirements, please provide the details on the exact formulation here:

III.20.2. Please also provide the full reference(s) to relevant document(s) here:

III.21. Based on official statistics or estimates please indicate the proportion of students entering higher education through the recognition of non-formal and informal learning (i.e. without standard HE entry qualifications):

Please choose

III.21.1. Please indicate the source of this information

Please choose

III.21.2. Please specify:

III.22. Comments

III.23. Is student retention and/or completion defined as an objective in the steering documents in your country?

Yes

III.23.1. Please specify how this objective is defined:

According to the Pilot funding agreements between the HEIs and the Ministry for the period 2012-2015, one of the strategic objectives is shortening time for graduation and reducing dropout rate in the STEM fields. Each HEI defines this indicator by itself.

III.23.2. Please also provide the full reference(s) to all relevant document(s).

Pilot funding agreements for the subsidies of study costs in the Republic of Croatia 2012-2015. (<http://public.mzos.hr/Default.aspx?art=12404&sec=3329>)

III.24. In your country, are targets set to measure progress regarding student retention and/or completion?

Yes

III.24.1. Please describe the targets:

There is no target at the national level. The targets are set at the institutional level.

III.24.2. Please also provide the full reference(s) to all relevant document(s).

Pilot funding agreements for the subsidies of study costs in the Republic of Croatia 2012-2015 (<http://public.mzos.hr/Default.aspx?art=12404&sec=3329>)

III.25. Are under-represented groups of students specifically targeted in your policies to increase completion rates?

No, the aim is to improve completion rates for all students

III.25.1. Please specify the groups of students that are targeted:

III.25.2. Please also provide the full reference(s) to all relevant document(s):

III.26. In your country, are there any specific measures to improve retention rates of first year students?

Yes

III.26.1. Please describe the measures:

The students who achieve 55+ ECTS in the previous academic year are entitled to full subsidies of their tuition fees.

III.26.2. Please also provide the full reference(s) to all relevant document(s):

Pilot funding agreements for the subsidies of study costs in the Republic of Croatia 2012-2015 (<http://public.mzos.hr/Default.aspx?art=12404&sec=3329>)

III.27. Are there any incentives in your country encouraging students to complete their studies within a limited period of time (e.g. 3-4 years for a bachelor degree)?

Yes, there are financial incentives encouraging students to complete their studies within a limited period of time

III.27.1. Please provide details on the incentives that exist in your country:

The students who achieve 55+ ECTS in the previous academic year are entitled to full subsidies of their tuition fees.

III.27.2. Please also provide the full reference(s) to all relevant document(s):

Pilot funding agreements for the subsidies of study costs in the Republic of Croatia 2012-2015 (<http://public.mzos.hr/Default.aspx?art=12404&sec=3329>)

III.28. Does the improvement of completion/drop-out rates have an impact on HEIs' funding?

- Yes, within a funding formula
 Yes, as a performance-based mechanism
 No

III.28.1. Please provide details how:

According to the Pilot funding agreements for the subsidies of study costs in the Republic of Croatia 2012-2015, higher education institutions, based on their students' performance can get additional funding up to 10 %.

III.28.2. Please also provide the full reference(s) to all relevant document(s):

Pilot funding agreements for the subsidies of study costs in the Republic of Croatia 2012-2015 (<http://public.mzos.hr/Default.aspx?art=12404&sec=3329>)

III.29. Are there any other non-financial mechanisms/incentives in place to help HEIs improve student completion rates?

Yes

III.29.1. Please provide details:

There are incentives to improve student completion rates at the institutional level such as mentoring programs for first year students, career guidance and counselling services organising workshops and presentations as well as individual counselling; offices for students with disabilities, additional instructions provided by professors, assistants or students' peers.

III.29.2. Please also provide the full reference(s) to all relevant document(s):

Pilot funding agreements for the subsidies of study costs in the Republic of Croatia 2012-2015 (<http://public.mzos.hr/Default.aspx?art=12404&sec=3329>) as well as web sites of each HEI.

III.30. Comments

III.31. Are student completion rates systematically measured in your country?

- Yes, at the end of the 1st cycle
 Yes, at the end of the 2nd cycle
 No, completion rates are not measured

III.31.1. Please also provide the full reference(s) to relevant document(s):

n/a

III.31.2. Comments

Student completion rates are systematically measured in Croatia from the beginning of the academic year 2013/2014.

III.32. In your country, are completion rates calculated for underrepresented groups of students?

No

III.32.1. Please specify for which underrepresented groups data is calculated:

III.32.2. Please also provide the full reference(s) to relevant document(s):

III.33. Based on your official data, please provide the following information:

Completion rate of 1st cycle programmes, most recent available year:% according to official data based on central level monitoring
Completion rate of 1st cycle programmes, most recent available year:Year
Completion rate of 1st cycle programmes, most recent available year:not available x
Completion rate of 1st cycle programmes 5 years earlier (than most recent available year):% according to official data based on central level monitoring
Completion rate of 1st cycle programmes 5 years earlier (than most recent available year):Year
Completion rate of 1st cycle programmes 5 years earlier (than most recent available year):not available x
Completion rate of 2nd cycle programmes, most recent available year:% according to official data based on central level monitoring
Completion rate of 2nd cycle programmes, most recent available year:Year
Completion rate of 2nd cycle programmes, most recent available year:not available x
Completion rate of 2nd cycle programmes 5 years earlier:% according to official data based on central level monitoring
Completion rate of 2nd cycle programmes 5 years earlier:Year
Completion rate of 2nd cycle programmes 5 years earlier:not available x
Completion rate of programmes not divided into two cycles, most recent available year:% according to official data based on central level monitoring
Completion rate of programmes not divided into two cycles, most recent available year:Year
Completion rate of programmes not divided into two cycles, most recent available year:not available x
Completion rate of programmes not divided into two cycles 5 years earlier :% according to official data based on central level monitoring
Completion rate of programmes not divided into two cycles 5 years earlier :Year
Completion rate of programmes not divided into two cycles 5 years earlier :not available x

III.34. Comments

Student completion rates are systematically measured in Croatia from the beginning of the academic year 2013/2014.

III.35. Are student drop-out rates systematically measured in your country?

Yes, at the end of each year

III.35.1. Please also provide the full reference(s) to relevant document(s):

Student drop-out rates are systematically measured through the National Information System for student subsidies.

III.36. In your country, are drop-out rates calculated for underrepresented groups of students?

No

III.36.1. Please specify for which groups data is calculated:

III.36.2. Please also provide the full reference(s) to relevant document(s):

III.37. In your country, how are students who change study programme considered?

They are counted only in the cohort of their new programme

III.37.1. Please specify

III.38. Are data on drop-out rates publicly available in your country?

No

III.38.1. Please specify by which organisation and how frequently:

III.38.2. Please also provide the full reference(s) to relevant document(s) or websites:

III.39. Based on your official data, please provide the following information:

Drop-out in first year of 1st cycle programmes, most recent available year:% according to official data based on central level monitoring 27%
Drop-out in first year of 1st cycle programmes, most recent available year:Year
Drop-out in first year of 1st cycle programmes, most recent available year:not available
Drop-out in first year of 1st cycle programmes 5 years earlier (than most recent available year):% according to official data based on central level monitoring

Drop-out in first year of 1st cycle programmes 5 years earlier (than most recent available year):Year	
Drop-out in first year of 1st cycle programmes 5 years earlier (than most recent available year):not available	x
Drop-out in 1st cycle programmes, most recent available year:% according to official data based on central level monitoring	
Drop-out in 1st cycle programmes, most recent available year:Year	
Drop-out in 1st cycle programmes, most recent available year:not available	x
Drop-out in 1st cycle programmes 5 years earlier:% according to official data based on central level monitoring	
Drop-out in 1st cycle programmes 5 years earlier:Year	
Drop-out in 1st cycle programmes 5 years earlier:not available	x
Drop-out in 2nd cycle programmes, most recent available year:% according to official data based on central level monitoring	
Drop-out in 2nd cycle programmes, most recent available year:Year	
Drop-out in 2nd cycle programmes, most recent available year:not available	x
Drop-out in 2nd cycle programmes 5 years earlier:% according to official data based on central level monitoring	
Drop-out in 2nd cycle programmes 5 years earlier:Year	
Drop-out in 2nd cycle programmes 5 years earlier:not available	x
Drop-out in programmes not divided into two cycles, most recent available year:% according to official data based on central level monitoring	
Drop-out in programmes not divided into two cycles, most recent available year:Year	
Drop-out in programmes not divided into two cycles, most recent available year:not available	x
Drop-out in programmes not divided into two cycles 5 years earlier :% according to official data based on central level monitoring	
Drop-out in programmes not divided into two cycles 5 years earlier :Year	
Drop-out in programmes not divided into two cycles 5 years earlier :not available	x

III.40. Comments

Systematic monitoring of students' drop out is mainly done for the students of the first year of study.

III.41. Note: While higher education institutions offer multiple services, in the following questions the focus lies on academic guidance services, career guidance services and psychological guidance services.

III.42. What kind of student services are commonly provided by higher education institutions?

- Academic guidance services
- Career guidance services
- Psychological counselling services
- Other
- No services

III.42.1. Please specify

III.43. In your country, can prospective higher education students receive professional advice about their further studies and careers?

Yes, advice is available to ALL prospective students

III.44. Information, advice and guidance services are provided to prospective HE students...

by upper secondary schools:free of charge	<input type="text" value="1"/>
by upper secondary schools:for a fee	<input type="text" value="0"/>
by higher education institutions:free of charge	<input type="text" value="1"/>
by higher education institutions:for a fee	<input type="text" value="0"/>
by external services:free of charge	<input type="text" value="0"/>
by external services:for a fee	<input type="text" value="1"/>
by other service providers:free of charge	<input type="text" value="1"/>
by other service providers:for a fee	<input type="text" value="0"/>

III.44.1. Please specify which other service providers offer information, advice and guidance services:

Croatian Employment Service gives professional advice to pupils/students on further education, employment and other relevant areas important regarding their future career.

III.44.2. If steering documents refer to professional advice about further studies and careers for prospective students, please provide the details on the exact formulation here:

According to the draft Strategy for education, science and technology it is envisaged to strengthen services for lifelong personal and professional guidance.

III.44.3. Comments

III.45. Do information, advice and guidance services specifically target certain categories of prospective higher education students? If yes, please provide details on the groups targeted and the services provided:

No

III.46. Are there any measures/incentives in your country encouraging HEIs to provide support for the transition of newly admitted students to higher education?

Yes ▾

III.46.1. There are measures/incentives encouraging HEIs to provide...

- introductory courses
- tutoring or mentoring programmes
- support to acquire learning skills and/or organisational skills
- other measures / incentives

III.46.2. Please provide details on each measure indicated and the mechanisms through which it is promoted (e.g. policy documents, specific funding for HEIs, etc.):

introductory courses "Pilot Funding Agreements provide with the strategic background and specific funding"

III.46.2. Please provide details on each measure indicated and the mechanisms through which it is promoted (e.g. policy documents, specific funding for HEIs, etc.):

tutoring or mentoring programmes "Pilot Funding Agreements provide with the strategic background and specific funding"

III.46.2. Please provide details on each measure indicated and the mechanisms through which it is promoted (e.g. policy documents, specific funding for HEIs, etc.):

support to acquire learning skills and/or organisational skills "Pilot Funding Agreements provide with the strategic background and specific funding"

III.46.2. Please provide details on each measure indicated and the mechanisms through which it is promoted (e.g. policy documents, specific funding for HEIs, etc.):

other measures / incentives ""

III.46.3. Comments

III.47. In your country, is public funding allocated to improve career guidance services in HEIs?

- Yes, to career guidance services for current students
- Yes, to career guidance services for graduates/alumni
- No

III.47.1. Please provide the details here:

As providing support to students during course of their study has been recognised as one of the strategic measures to improve completion, funding of the implementation of such measures is included in the Pilot funding agreements for the subsidies of study costs in the Republic of Croatia 2012-2015

III.47.2. Please also provide the full reference(s) to relevant document(s):

Pilot funding agreements for the subsidies of study costs in the Republic of Croatia 2012-2015, (<http://public.mzos.hr/Default.aspx?art=12404&sec=3329>)

III.48. In your country, are there any career guidance services targeting underrepresented groups of students?

Yes ▾

III.48.1. Please provide the details on such services here:

Assistance for students with disabilities is provided either by the offices for students with disabilities which have been established at certain HEIs, either by persons designated by their HEIs.

III.48.2. Please also provide the full reference(s) to relevant document(s):

Managing and activities of such centres are defined by internal acts of the HEIs.

Data entry: (IV_Fees_support_portability)

IV. The focus of the questions is on all first and second cycle students and is not limited to full-time daytime students. Third cycle students are excluded except when explicitly mentioned. Similarly, the focus is on home students or equivalent. International students are only included when explicitly mentioned.

IV.1. In your country, does any higher education home student at a public higher education institution have to pay a fee of any kind? (Contributions to student unions are not included!)

Yes ▾

IV.2. Which home students at public higher education institutions have to pay fees?

- 1st cycle All students Specific groups of students No students No answer
2nd cycle All students Specific groups of students No students No answer

IV.3. Which amount of fees do home students at public higher education institutions pay in the first and second cycle?

1st cycle:Most common amount 500 €
1st cycle:Minimum amount 12 €
1st cycle:Maximum amount 1600 €
2nd cycle:Most common amount 500 €
2nd cycle:Minimum amount 12 €
2nd cycle:Maximum amount 1600 €

IV.3.1. Which amount of fees do home students at public higher education institutions pay in the first cycle?

1st cycle:Most common amount
1st cycle:Minimum amount
1st cycle:Maximum amount

IV.3.2. Which amount of fees do home students at public higher education institutions pay in the second cycle?

2nd cycle:Most common amount
2nd cycle:Minimum amount
2nd cycle:Maximum amount

IV.4. Which of the following criteria determine whether a student has to pay fees?

- Need
 Merit
 Part-time/Full-time/Distance learning
 Field of study

IV.5. Concerning fees, are international students treated differently in your country from home students?

Yes ▾

IV.6. Which amount of fees do international students pay in the first and second cycle?

1st cycle international students:Most common amount 930 €
1st cycle international students:Minimum amount 930 €
1st cycle international students:Maximum amount 2000 €
2nd cycle international students:Most common amount 930 €
2nd cycle international students:Minimum amount 930 €
2nd cycle international students:Maximum amount 2000 €

IV.7. Who defines the fee amounts?

- 1st cycle home students HEIs HEIs, within limits set by government Government Other No answer
2nd cycle home students HEIs HEIs, within limits set by government Government Other No answer
1st cycle international students HEIs HEIs, within limits set by government Government Other No answer
2nd cycle international students HEIs HEIs, within limits set by government Government Other No answer

IV.7.1. Please specify

IV.8. Comments

IV.9. This section concerns only 1st and 2nd cycle studies. Only national support should be taken into account. Support from EU programmes or private initiatives are not within the scope of this section.

IV.10. Please shortly describe what kinds of student financial support are offered in your country.

According to the Act on Scientific Activity and Higher Education full-time students are entitled to health insurance, subsidised accommodation and meals, state grants, as well as to subvention of tuition fees.

IV.11. Please shortly describe what student financial support arrangements from your home country can students use if they study abroad.

Only state grants are portable for spending a period of time abroad under an exchange student programme.

IV.12. Do at least some students receive public financial support in the form of grants/scholarships?

First cycle Yes No No answer

Second cycle Yes No No answer

IV.13. What is the proportion of students receiving grants/scholarships by cycle?

% of students receiving grants:First cycle 4,1%

% of students receiving grants:Second cycle 3%

IV.14. Can students use grants/scholarships for studying abroad?

Some grants are portable

IV.15. Are there any additional requirements for using the grant/scholarship abroad?

Yes ▼

IV.16. Which additional requirements need to be met for using the grant/scholarship abroad? Please check any that apply.

- Citizenship:Grant 1 ▼
- Citizenship:Grant 2 ▼
- Citizenship:Grant 3 ▼
- Citizenship:Grant 4 ▼
- Residency:Grant 1 ▼
- Residency:Grant 2 ▼
- Residency:Grant 3 ▼
- Residency:Grant 4 ▼
- Recognised HEIs/programmes only:Grant 1 ▼
- Recognised HEIs/programmes only:Grant 2 ▼
- Recognised HEIs/programmes only:Grant 3 ▼
- Recognised HEIs/programmes only:Grant 4 ▼
- Course load (e.g. full-time):Grant 1 ▼
- Course load (e.g. full-time):Grant 2 ▼
- Course load (e.g. full-time):Grant 3 ▼
- Course load (e.g. full-time):Grant 4 ▼
- Only certain countries:Grant 1 ▼
- Only certain countries:Grant 2 ▼
- Only certain countries:Grant 3 ▼
- Only certain countries:Grant 4 ▼
- Only certain study programmes (e.g. where mobility is mandatory):Grant 1 ▼
- Only certain study programmes (e.g. where mobility is mandatory):Grant 2 ▼
- Only certain study programmes (e.g. where mobility is mandatory):Grant 3 ▼
- Only certain study programmes (e.g. where mobility is mandatory):Grant 4 ▼
- Equivalency condition:Grant 1 ▼
- Equivalency condition:Grant 2 ▼
- Equivalency condition:Grant 3 ▼
- Equivalency condition:Grant 4 ▼
- Programme not available in the national system:Grant 1 ▼
- Programme not available in the national system:Grant 2 ▼
- Programme not available in the national system:Grant 3 ▼
- Programme not available in the national system:Grant 4 ▼
- Other:Grant 1 ▼
- Other:Grant 2 ▼
- Other:Grant 3 ▼
- Other:Grant 4 ▼

IV.16.1. If there is more than one type of grant, please specify:

Grant 1 - State Grants

Grant 2 - Bilateral exchange programmes

IV.16.2. Which other requirements exist?

IV.17. Can at least some students take publicly subsidised or guaranteed student loans to cover their expenses during their higher education studies?

First cycle Yes No No answer

Second cycle Yes No No answer

IV.18. What is the proportion of students who take out student loans? Please provide link(s) or full reference(s) to relevant document(s).

IV.19. Can students use loans for studying abroad?

Please choose

IV.20. Are there any additional requirements for using the loan abroad?

Please choose.. ▾

IV.21. Which additional requirements need to be met for using the loan abroad? Please check any that apply.

Citizenship:Loan 1 ▾

Citizenship:Loan 2 ▾

Citizenship:Loan 3 ▾

Citizenship:Loan 4 ▾

Residency:Loan 1 ▾

Residency:Loan 2 ▾

Residency:Loan 3 ▾

Residency:Loan 4 ▾

Recognised HEIs/programmes only:Loan 1 ▾

Recognised HEIs/programmes only:Loan 2 ▾

Recognised HEIs/programmes only:Loan 3 ▾

Recognised HEIs/programmes only:Loan 4 ▾

Course load (e.g. full-time):Loan 1 ▾

Course load (e.g. full-time):Loan 2 ▾

Course load (e.g. full-time):Loan 3 ▾

Course load (e.g. full-time):Loan 4 ▾

Only certain countries:Loan 1 ▾

Only certain countries:Loan 2 ▾

Only certain countries:Loan 3 ▾

Only certain countries:Loan 4 ▾

Only certain study programmes (e.g. where mobility is mandatory):Loan 1 ▾

Only certain study programmes (e.g. where mobility is mandatory):Loan 2 ▾

Only certain study programmes (e.g. where mobility is mandatory):Loan 3 ▾

Only certain study programmes (e.g. where mobility is mandatory):Loan 4 ▾

Equivalency condition:Loan 1 ▾

Equivalency condition:Loan 2 ▾

Equivalency condition:Loan 3 ▾

Equivalency condition:Loan 4 ▾

Programme not available in the national system:Loan 1 ▾

Programme not available in the national system:Loan 2 ▾

Programme not available in the national system:Loan 3 ▾

Programme not available in the national system:Loan 4 ▾

Other:Loan 1 ▾

Other:Loan 2 ▾

Other:Loan 3 ▾

Other:Loan 4 ▾

IV.21.1. If there is more than one type of loan, please specify:

IV.21.2. Which other requirements exist?

IV.22. Additional comments on public grants and loans

IV.23. This section concerns only outbound mobility, namely the opportunities to take financial support from the home country for studies abroad. It includes only 1st and 2nd cycle studies, for which both credit mobility and degree mobility are considered. Only national support should be taken into account.

Additional support for studying abroad in this context means funding that is available from national sources in addition to regular student grants or loans that might be portable.

IV.24. Is there any additional public financial support for studying abroad?

Yes ▼

IV.25. What kinds of additional public financial support are available for studying abroad?

Grants/scholarships for...

- 1st cycle credit mobility:Study costs/ fees abroad (host institution)
- 1st cycle credit mobility:Travel costs
- 1st cycle credit mobility:Living cost difference
- 1st cycle credit mobility:Language courses
- 1st cycle credit mobility:Other
- 2nd cycle credit mobility:Study costs/ fees abroad (host institution)
- 2nd cycle credit mobility:Travel costs
- 2nd cycle credit mobility:Living cost difference
- 2nd cycle credit mobility:Language courses
- 2nd cycle credit mobility:Other
- 1st cycle degree mobility:Study costs/ fees abroad (host institution)
- 1st cycle degree mobility:Travel costs
- 1st cycle degree mobility:Living cost difference
- 1st cycle degree mobility:Language courses
- 1st cycle degree mobility:Other
- 2nd cycle degree mobility:Study costs/ fees abroad (host institution)
- 2nd cycle degree mobility:Travel costs
- 2nd cycle degree mobility:Living cost difference
- 2nd cycle degree mobility:Language courses
- 2nd cycle degree mobility:Other

IV.25.1. Please specify which other additional public grants/scholarships are available:

IV.26. Higher loans for...

- 1st cycle credit mobility:Study costs/ fees abroad (host institution)
- 1st cycle credit mobility:Travel costs
- 1st cycle credit mobility:Living cost difference
- 1st cycle credit mobility:Language courses
- 1st cycle credit mobility:Other
- 2nd cycle credit mobility:Study costs/ fees abroad (host institution)
- 2nd cycle credit mobility:Travel costs
- 2nd cycle credit mobility:Living cost difference
- 2nd cycle credit mobility:Language courses
- 2nd cycle credit mobility:Other
- 1st cycle degree mobility:Study costs/ fees abroad (host institution)
- 1st cycle degree mobility:Travel costs
- 1st cycle degree mobility:Living cost difference
- 1st cycle degree mobility:Language courses
- 1st cycle degree mobility:Other
- 2nd cycle degree mobility:Study costs/ fees abroad (host institution)
- 2nd cycle degree mobility:Travel costs
- 2nd cycle degree mobility:Living cost difference
- 2nd cycle degree mobility:Language courses
- 2nd cycle degree mobility:Other

IV.26.1. Please specify which other additional public loans are available for studying abroad:

There are no (portable) loans.

IV.27. Additional comments

Specificities of grants and scholarships for studying abroad vary on the basis of bilateral government agreements. All grants and scholarships mostly cover credit mobilities.

IV.28. Are there any specific eligibility criteria for receiving additional public financial support?

Yes ▼

IV.29. Please specify the eligibility criteria for receiving additional public financial support.

If there are more types of additional support, please add them in the text field below.

Need-based criteria:Grant/loan 1

Need-based criteria:Grant/loan 2

Need-based criteria:Grant/loan 3

Need-based criteria:Grant/loan 4

Merit-based criteria:Grant/loan 1

Merit-based criteria:Grant/loan 2

Merit-based criteria:Grant/loan 3

Merit-based criteria:Grant/loan 4

Course load (e.g. full time):Grant/loan 1

Course load (e.g. full time):Grant/loan 2

Course load (e.g. full time):Grant/loan 3

Course load (e.g. full time):Grant/loan 4

Criteria based on field of studies:Grant/loan 1

Criteria based on field of studies:Grant/loan 2

Criteria based on field of studies:Grant/loan 3

Criteria based on field of studies:Grant/loan 4

Other criteria (e.g. age, disability, parenthood, other):Grant/loan 1

Other criteria (e.g. age, disability, parenthood, other):Grant/loan 2

Other criteria (e.g. age, disability, parenthood, other):Grant/loan 3

Other criteria (e.g. age, disability, parenthood, other):Grant/loan 4

IV.29.1. If there is more than one type of grant or loan, please specify:

There are three main types of grants.

1. ERASMUS
2. CEEPUS
3. Bilateral governmental agreements

IV.29.2. If there are more than 4 types of additional support, please specify and provide details on the eligibility criteria here:

IV.30. Please provide links and/or full references to relevant documents related to public funding of grants and loans:

www.mobilnost.hr (web site of the National Agency, Agency for Mobility and EU Programmes)

IV.31. Additional comments

IV.32. What is the typical status of a candidate preparing a third cycle (PhD) qualification?

Student

IV.32. What is the typical status of a candidate preparing a third cycle (PhD) qualification?

IV.33. What are the main funding sources for candidates preparing a third cycle (PhD) qualification?

Out of the total number of doctoral candidates, 54.5% of them paid for doctoral study/process of obtaining a doctorate themselves, 31.6% were supported by the employer, 10.4% were supported by the Ministry of Science, Education and Sports and 3.5% belonged to the category Other

IV.34. Please explain any differences in the fees that third cycle candidates are required to pay, compared to your answers for first and second cycle students, as well as differences in grants, loans and other support that may be provided.

There are no regulations on the fees for third cycle students in Croatia. As such, third cycle studies are considerably more expensive than first or second cycle (annual tuition fees may reach 2.500 € or more).

IV.35. Additional comments on doctoral education

Data entry: (V_Employability)

V.1. Do higher education steering documents focus on issues related to employability (e.g. higher education institutions' need to respond to labour market demands, involving employers, their responsibility in educating graduates who can find employment soon after graduation, etc.)?

Yes

V.1.1. Please provide the details on the exact formulation here, including references to the 1st or the 2nd cycle if necessary. Please also provide the full reference(s) to relevant document(s).

Conditions for issuing consent for the establishment of a university are, among others: students' employability study upon the completion of the study programme, including the opinion on adequacy of learning outcomes acquired upon the completion of studies and necessary for the labour market, which shall be provided by three organisations connected with the labour market (for example: professional associations, employers and their associations, unions, public services).

CONDITIONS FOR CARRYING OUT A UNIVERSITY STUDY PROGRAMME include, among others: employability study upon the completion of a study programme, including the opinion of three organisations connected with the labour market on adequacy of learning outcomes acquired upon the completion of studies (such as professional associations, employers and their associations, unions, public services). This has been regulated in the ORDINANCE ON THE CONTENT OF LICENCE AND CONDITIONS FOR ISSUING LICENCE FOR PERFORMING HIGHER EDUCATION ACTIVITY, CARRYING OUT A STUDY PROGRAMME AND RE-ACCREDITATION OF HIGHER EDUCATION INSTITUTIONS:

V.1.2. Are there references made to under-represented groups of students in connection with employability issues in the steering documents?

No

V.1.3. Please define the under-represented groups of students mentioned in relation to the above issues and indicate the nature of the connection. Please also provide the full reference(s) to relevant document(s).

V.2. In your country, are there any initiatives in the area of labour market/skills forecasting?

Yes

V.2.1. Are there initiatives in labour market/skills forecasting on national level?

Yes

V.2.1.1. Is forecasting on national level done in regular intervals or on an ad hoc basis?

- In regular intervals
 On an ad hoc basis

V.2.1.2. Are there initiatives in labour market/skills forecasting on regional level?

Yes

V.2.1.3. Is forecasting on regional level done in regular intervals or on an ad hoc basis?

- In regular intervals
 On an ad hoc basis

V.2.1.4. Please provide the details here (institutional mechanisms, sectors included, regularity, scope of forecasting studies, etc.). Please also provide the full reference(s) to relevant document(s).

Croatian Employment Service carries out an analysis of qualifications required by the labour market as well as forecasting that results with Recommendations for enrolment policy. This includes recommendations both for increase and decrease of enrolment quotas. It is usually done for 20 sectors and on bi-annual basis.

V.2.2. Do educational authorities systematically take account of their results in higher education programme planning or for other purposes?

Yes

V.2.2.1. Please specify which educational authorities use this kind of labour market information and indicate the mechanisms through which such information is used (e.g. through quantitative targets for study fields in the 1st or the 2nd cycle etc.). Please also provide the full reference(s) to relevant document(s).

According to the Act on Scientific Activity and Higher Education Croatian parliament adopted the strategic document on the network of HEIs, containing guidelines and criteria for establishing HEIs and study programmes as well as projections of establishment of the new HEIs, as part of external system of quality assurance and development, following proposal of the national council in charge of higher education. One of the criteria for establishing new study programmes or institutions is also recommendations for enrolment policy from Croatian Employment Service.

V.3. In your country, are employers involved in higher education planning and management?

Yes

V.3.1. How are they involved?

- | | | | | |
|--|--|--|--|---------------------------------|
| Curriculum development in higher education | <input type="radio"/> Employers have to be involved | <input checked="" type="radio"/> Employers can be involved | <input type="radio"/> Employers are not involved | <input type="radio"/> No answer |
| Teaching | <input type="radio"/> Employers have to be involved | <input checked="" type="radio"/> Employers can be involved | <input type="radio"/> Employers are not involved | <input type="radio"/> No answer |
| Participation in sectoral/national/regional bodies that influence decision-making in higher education institutions | <input checked="" type="radio"/> Employers have to be involved | <input type="radio"/> Employers can be involved | <input type="radio"/> Employers are not involved | <input type="radio"/> No answer |
| Participation in governing bodies of HEIs | <input type="radio"/> Employers have to be involved | <input checked="" type="radio"/> Employers can be involved | <input type="radio"/> Employers are not involved | <input type="radio"/> No answer |

V.3.2. Please provide the details and the source of evidence here.

According to Act on Scientific Activity and Higher Education, National Council for Science and Higher Education, which is the highest expert body for HE appointed by the Croatian Parliament has 2 representatives of employers out of 14 members.

Criteria for the assessment of quality of higher education institutions in reaccreditation procedure include stakeholders involvement in development and implementation of strategic plans, study programmes and quality procedures.

According to the Act on Quality Assurance in Science and Higher Education representatives of employers could be involved in delivering of study programmes.

V.3.3. If employers can be, or they have to be involved in other ways than described in the previous question, please provide the details and the source of evidence here.

V.3.4. In your country, is public funding allocated into cooperation projects between the higher education sector and business?

Yes

V.3.5. Please provide the details on how public funding aims to facilitate university-business cooperation projects. Please also provide the full reference(s) to relevant document(s).

One of the examples on university-business cooperation is the Unity through Knowledge Fund program; Research in Industry and Academia Grant Scheme. The aim of this grant scheme is to open new opportunities for cooperation between academia and industry, foster the exchange of people and ideas, advance innovations within industrial R&D projects and develop highly skilled professionals. Besides this Croatian science foundation has strong collaboration with industrial sector, especially pharmaceutical industry, namely CSF alongside with one of the private companies issued open call for scholarships for postdoctoral research.

V.3.6. In your country, are there any specific degree programmes that have been developed with the close involvement of employers?

Yes

V.3.7. Please describe these specific higher education degree programmes here. Please also provide the full reference(s) to relevant document(s).

Some HEI reported that several study programmes have been developed in cooperation with representatives of employers:
Universities: mostly programmes in regulated professions in biomedical and technical fields and few programmes in field of management.
Public polytechnics: majority of study programmes have been developed in cooperation with employers.
Private polytechnics and colleges: more than half institutions reported that majority of their study programmes have been developed in cooperation with employers.

V.4. Within the European Union, Directive 2013/55/EU on the recognition of professional qualifications regulates the insertion of practical training into certain, professionally oriented study programmes (these programmes lead to the following professions: doctor/specialised doctor, midwife, nurse responsible for general care, dental practitioner/specialised dental practitioner, veterinary surgeon, pharmacist and architect).

In your country, are there requirements on the inclusion of work placements/practical training in higher education programmes leading to other qualifications?

No, higher education institutions are autonomous beyond the scope of Directive 2005/36/EC (if this Directive applies)

V.4.1. Please provide the details on the regulatory framework here. Please also provide the full reference(s) to relevant document(s).

There are no legal requirements on the inclusion of work placements/practical training in higher education programmes leading to other qualifications beyond the scope of Directive 2005/36/EC.

V.4.2. Please provide the (approximate) proportion of students participating in work placements/practical training during their studies as part of the programme they are studying in for the latest available year.

1st cycle	<input type="radio"/> 0%	<input type="radio"/> 1-10%	<input checked="" type="radio"/> 11-30%	<input type="radio"/> 31-50%	<input type="radio"/> 51-70%	<input type="radio"/> 71-99%	<input type="radio"/> 100%	<input type="radio"/> Not available	<input type="radio"/> No answer
2nd cycle	<input type="radio"/> 0%	<input type="radio"/> 1-10%	<input checked="" type="radio"/> 11-30%	<input type="radio"/> 31-50%	<input type="radio"/> 51-70%	<input type="radio"/> 71-99%	<input type="radio"/> 100%	<input type="radio"/> Not available	<input type="radio"/> No answer
1st and 2nd cycle combined	<input type="radio"/> 0%	<input type="radio"/> 1-10%	<input checked="" type="radio"/> 11-30%	<input type="radio"/> 31-50%	<input type="radio"/> 51-70%	<input type="radio"/> 71-99%	<input type="radio"/> 100%	<input type="radio"/> Not available	<input type="radio"/> No answer

V.4.2.1. Please provide the source information here.

This has been calculated on the basis of the replies on the questionnaire by the HEIs.

V.4.3. In your country, are there any incentives given to higher education institutions to include work placements/practical training for students in the 1st or 2nd cycle or both in higher education programmes (e.g. through covering the costs of internships by public funding)?

No

V.4.3.1. Please provide the details on the incentives given. Please also specify if initiatives target under-represented groups of students. Please also provide the full reference(s) to relevant document(s).

V.4.3.2. Please provide the details on the incentives given. Please also specify if initiatives target under-represented groups of students. Please also provide the full reference(s) to relevant document(s).

V.5. Besides quality assurance (QA), are there any other mechanisms to evaluate the employability performance of higher education institutions/programmes?

No

V.5.1. Please provide the details on these mechanisms, their compulsory/optional nature and the consequences of evaluation (financial or other). Please also provide the full reference(s) to relevant document(s).

V.5.2. Do graduate employment rates have an impact on higher education institutions' funding?

- Yes, within a funding formula
- Yes, as a performance-based mechanism
- Yes, within a different funding mechanism (please specify)
- No

V.5.2.1. Please provide details how. Please also provide the full reference(s) to all relevant document(s).

V.6. In your country, is the labour market situation of recent graduates examined through graduate tracking/tracer studies?

Yes

V.6.1. Are there tracer studies conducted on national level?

Yes

V.6.1.1. Are tracer studies conducted in regular intervals or on an ad hoc basis?

- In regular intervals
- On an ad hoc basis

V.6.1.2. Are there tracer studies conducted on regional level?

No

V.6.1.3. Are tracer studies conducted in regular intervals or on an ad hoc basis?

- In regular intervals
 On an ad hoc basis

V.6.1.4. Are there tracer studies conducted on institutional level?

Yes ▼

V.6.1.5. Are tracer studies conducted in regular intervals or on an ad hoc basis?

- In regular intervals
 On an ad hoc basis

V.6.1.6. Please provide the details about tracer studies here. Please also provide the full reference(s) to relevant document(s), especially to results published.

At the national level: the Ministry of Science, Education and Sports started an ad hoc collection of data with a perspective to develop National tracing system for all graduates (Survey time: September 2013 - December 2013; Target group: graduates from professionally oriented study programmes delivered by polytechnics and professional schools of higher education who graduated starting from academic year 2005/2006; All 39 public and private polytechnics and colleges were included, total number of 23052 persons (11576 men - 50,21% and 11476 women - 49,76%). Collected data has been forwarded to Croatian Employment Service for matching with data on unemployed and Croatian Service for Pension System for matching with data on employed persons. The data will be analysed by October 2014 when the results will be published.

At the institutional level: University of Zagreb, Faculty of Law carried out an ad hoc survey in the period January-December 2012; Target group: graduates of social work in year 2003 and 2011 and graduates of law in 2011; total number of 472 graduates). The results were presented at the conference Evidence-based Policy Making in Education and Training, Zagreb, 12 February 2013 <http://www.kvalifikacije.hr/medunarodna-konferencija-kreiranje-obrazovnih-poli>

V.6.2. Do educational authorities systematically take account of their results in higher education programme planning or for other purposes?

Yes ▼

V.6.2.1. Please specify which educational authorities use information on the labour market situation of graduates and indicate the mechanisms through which such information is used (e.g. through performance evaluation/payment by results/Quality Assurance). Please also provide the full reference(s) to relevant document(s).

Educational authorities do not systematically take account of their results in higher education programme planning. However, the first steps have been done in order to develop such a system as explained in the reply under previous question. After the first phase and collecting data on graduates from professionally oriented study programmes delivered by polytechnics and colleges of higher education the Ministry will focus on graduates at the professionally oriented study programmes delivered by the universities. The second phase is expected to start at the beginning of October 2014 when the analysis of data collected in the first phase will be completed. The development of the National tracing system for all graduates is expected to start in second half of 2015. The higher education institutions are encouraged to develop their own internal tracking systems. However, the Ministry of science education and sports started development of the National Information System of Higher Education with the aim of enabling data collection and exchange of data between higher education institutions and the Ministry. The National Tracking System will be compatible with the National Information System of Higher Education. It is envisaged that the data and the analysis will be used for strategic development of higher education, especially in preparation of new study programs according to the labour market needs. The National Tracking System will enable creation of legal preconditions for better performance evaluation of higher education institutions, as well as more transparent financing models.

Data entry: (VI_Lifelong_learning)

VI.1. Do steering documents for higher education in your country contain a definition of lifelong learning?

Yes ▼

VI.1.1. Please provide the details on the exact formulation here (including references to relevant steering documents):

Croatian Qualifications Framework Act defines Lifelong learning as "all forms of learning during one's lifetime, aimed at acquiring and upgrading competences referring to personal, social and professional needs.

VI.1.2. Please explain the common understanding of lifelong learning in higher education in your country:

VI.2. Is lifelong learning a recognised mission of higher education institutions?

Yes, some institutions

VI.2.1. Please indicate whether there are any legal requirements for higher education institutions to offer lifelong learning provision. Please also provide references to relevant steering documents:

VI.2.2. Please provide details on the institutions for which it is/it is not a recognised mission:

HEI that stated that LLL is recognised mission of institution:
6 of 7 public universities
7 of 10 public polytechnics
13 of 14 private polytechnics and colleagues

VI.2.3. If necessary, please provide comments here:

VI.3. What are the main forms of lifelong learning in which higher education institutions are involved? For each form, please indicate approximate % of institutions involved.

Formal HE programmes provided under flexible arrangements	<input type="radio"/> 0% (no institution involved) <input type="radio"/> 1-25% <input type="radio"/> 26-50% <input checked="" type="radio"/> 51-75% <input type="radio"/> 76-99% <input type="radio"/> 100% (all institutions involved) <input type="radio"/> % impossible to provide <input type="radio"/> No answer
Non-formal courses open to all (e.g. languages)	<input type="radio"/> 0% (no institution involved) <input type="radio"/> 1-25% <input type="radio"/> 26-50% <input checked="" type="radio"/> 51-75% <input type="radio"/> 76-99% <input type="radio"/> 100% (all institutions involved) <input type="radio"/> % impossible to provide <input type="radio"/> No answer
Preparatory courses for HE entrance examinations	<input type="radio"/> 0% (no institution involved) <input checked="" type="radio"/> 1-25% <input type="radio"/> 26-50% <input type="radio"/> 51-75% <input type="radio"/> 76-99% <input type="radio"/> 100% (all institutions involved) <input type="radio"/> % impossible to provide <input type="radio"/> No answer
Professionally-oriented upgrading of already achieved qualifications	<input type="radio"/> 0% (no institution involved) <input type="radio"/> 1-25% <input type="radio"/> 26-50% <input checked="" type="radio"/> 51-75% <input type="radio"/> 76-99% <input type="radio"/> 100% (all institutions involved) <input type="radio"/> % impossible to provide <input type="radio"/> No answer
Tailor-made provision for industry	<input type="radio"/> 0% (no institution involved) <input type="radio"/> 1-25% <input checked="" type="radio"/> 26-50% <input type="radio"/> 51-75% <input type="radio"/> 76-99% <input type="radio"/> 100% (all institutions involved) <input type="radio"/> % impossible to provide <input type="radio"/> No answer

VI.3.1. Are there any other forms of lifelong learning in which higher education institutions are involved?

No ▼

VI.3.2. Please specify which forms and provide % of HE institutions involved.

VI.3.3. If you have any comments regarding different forms of lifelong learning in which HE institutions are involved, please provide them here.

VI.4. Are there legal restrictions or constraints for higher education institutions to offer lifelong learning provision?

No

VI.4.1. Please explain these restrictions.

VI.5. Which forms of funding contribute to the budget for lifelong learning? Please indicate approximate % of each form of funding contributing to lifelong learning.

General public higher education budget (%) "0"

VI.5. Which forms of funding contribute to the budget for lifelong learning? Please indicate approximate % of each form of funding contributing to lifelong learning.

Special budget for lifelong learning (%) "0"

VI.5. Which forms of funding contribute to the budget for lifelong learning? Please indicate approximate % of each form of funding contributing to lifelong learning.

Private contributions from students (%) "95"

VI.5. Which forms of funding contribute to the budget for lifelong learning? Please indicate approximate % of each form of funding contributing to lifelong learning.

Private contributions from business and industry (%) "5"

VI.5. Which forms of funding contribute to the budget for lifelong learning? Please indicate approximate % of each form of funding contributing to lifelong learning.

Other (%) "0"

VI.5.1. If relevant, please specify the option "other" here. You can also use this space to provide any comments regarding the previous question.

VI.5.2. If you have any further comments regarding this section, please provide them here:

VI.6. In your higher education policy, is there a focus on promoting the flexible provision of higher education studies/programmes (e.g. changing the intensity of study programmes according to personal circumstances)?

No, there is no specific focus in HE policy on promoting the flexible provision of HE studies/programmes

VI.6.1. Please provide a short description of specific policy measures that exist in your country.

VI.7. Which of the statements on student statuses best describes the situation in your country?

There are several student statuses (e.g. 'full-time', 'part-time', etc.)

VI.7.1. Please explain what student statuses exist in your country and how you define them.

Full-time students shall study according to a curriculum based on full teaching load (full time). Pursuant to enactments of a university, polytechnic or a school of professional higher education, a cost of full-time study (curriculum) shall be subsidised partially or completely from the state budget.
Part-time students attend their study in addition to their job or other activity requesting a special program. Pursuant to enactments of a university, polytechnic or a school of professional higher education, a cost of part-time study shall be borne partially or completely by a student.

VI.7.2. If there is only one student status without any further distinctions, please specify whether HE students in your country can change the pace of their studies (e.g. apply for a limited number of credits) and follow de facto part-time studies.

VI.7.3. Please indicate which fees apply to students studying part-time.

Students studying part-time pay (or are likely to pay) higher fees for the same volume of study (i.e. the same number of credits) than students following typical study arrangements

Full time students enrolling in the first year of first and second cycle are fully subsidised and do not have to pay any tuition fees. Other full time students pay fees according to their academic success: if they accumulate 55 and more ECTS in previous academic year they don't have to pay tuition fees, from 30 to 55 ECTS they have to pay according to accumulated numbers of ECTS and for less than 30 ECTS they have to pay full tuition fee. All part time students have to pay full tuition fee.

VL7.4. Please indicate which fees apply to de facto part-time students.

VL7.5. Please indicate the amount of financial support, to which are eligible students holding a formal alternative student status.

No financial support for students studying part-time

VL7.6. Please indicate the amount of financial support, to which are eligible de facto part-time students.

VL8. Are there any higher education programmes in your country designed as 'part-time' programmes?

Yes ▼

VL8.1. Please provide details on these programmes (in particular, how they differ from conventional higher education programmes). Please also specify whether students following these programmes pay the same amount of fees (or higher/lower fees) and are eligible for the same amount of support (or higher/lower support) as students enrolled in conventional programmes.

Full time students are enrolled in conventional HE programmes while part time students are enrolled under different conditions. There are two major differences between them. Firstly, delivery of these programmes is adjusted to specific needs of the part time students and secondly, the part time students are not exempted from paying tuition fees.

VL9. Which of the following statements best describes the extent to which HE institutions offer part-time studies or other alternative forms of study?

Higher education institutions have autonomy to decide but most of them offer part-time studies or other alternative forms of study

VL9.1. If you have any further comments regarding this section, please provide them here:

VL10. In your country, can prior non-formal and informal learning be taken into account/accredited towards fulfilment of a higher education study programme?

No

VL10.1. Please choose the statement that best applies to your country-specific situation.

VL10.2. Please specify whether the process can lead to a complete award of a higher education qualification or whether it can only lead to a limited number of credits.

VL10.2.1. Please specify whether this possibility applies to all higher education qualifications or only to some higher education qualifications.

Please also specify whether this possibility is commonly used in practice.

VL10.3. If your answers to the three preceding questions were based on steering documents please specify the source (i.e. title of the document and link). If they are based on other sources (e.g. common practice of HE institutions), please specify it as well.

VL10.4. Do steering documents in your country refer to any specific requirements towards those HE candidates/students who would like to fulfil their higher education modules/programme through the recognition of non-formal and informal learning?

VL10.4.1. Please specify these requirements.

Specific age requirements (please specify)

Requirements related to the duration of prior professional experience (please specify)

Other (please specify)

VL10.5. Is it possible to provide data on the proportion of HE institutions which commonly use the recognition of prior non-formal and informal learning as a means of progression in HE studies (i.e. towards fulfilment of studies)?

Please choose

VL10.5.1. Please indicate the proportion of higher education institutions which use the recognition of prior non-formal and informal learning as a means of progression in HE studies (i.e. towards fulfilment of studies).

VL10.5.2. Please indicate the source and the reference year.

VL10.6. Is it possible to provide data on the number of students who participated in the recognition of non-formal and informal learning and were exempted from some/all HE programme requirements?

Please choose

VL10.6.1. Please indicate the number of students who participated in the recognition of non-formal and informal learning and were exempted from some/all HE programme requirements.

VL10.6.2. Please indicate the source and the reference year.

VL10.7. Are there any plans to create such a possibility? If yes, please provide details on the on-going debates.

There are no explicit obstacles in the legislation for the HEIs to take into account prior non-formal and informal learning in the admission process. However, there is no such practice. Therefore, the need has been recognised to develop appropriate legislative framework for VNFIL that is quality assured and in line with development of the NQF.

VL10.6.3. If you have any further comments regarding this section, please provide them here:

VL11. Besides the approaches mentioned throughout the LLL section, are there any other approaches to enhancing lifelong learning and flexibility of higher education in your country?

No ▼

VL11.1. Please specify what they are.

Data entry: (VII_Internationalisation_mobility)

7.1. Do higher education steering documents refer to internationalisation of higher education?

Yes ▼

7.1.1. In your higher education steering documents, there are:

- Clear aims and objectives regarding internationalisation of higher education
- Concrete measures for implementing internationalisation of higher education

7.1.2. Please specify:

Aims and objectives regarding internationalisation:

Objective 1: increase incoming and outgoing mobility of students and teachers

Concrete measures:

- increase spending for mobility in order to reach a mobility target of 10 % of outgoing students and 5 % of incoming students by 2020
- remove internal barriers to mobility at higher education institutions (notably related to recognition of ECTS)
- introduce professional development of teachers abroad as a criteria for appointment into scientific-teaching grades
- introduce a scholarship scheme to attract foreign postdoctoral students at higher education institutions in Croatia
- introduce a scholarship scheme for citizens of Croatia to pursue a doctoral programme at higher education institutions abroad.

Objective 2: increase provision of higher education in foreign languages

Concrete measures:

- secure additional funding for provision of higher education in foreign languages (both modules and study programmes)

Objective 3: encourage joint degree programmes with prominent EU and non-EU higher education institutions

Concrete measures:

- identify strategic partnerships of HEIs and agree on establishing joint degree programmes, facilitate the accreditation procedure for joint degree programmes
- secure additional funding apart from existing opportunities within the E+ programme
- elaborate joint degree programmes and start with their implementation

Objective 4: increase a number of foreign teaching staff at HEIs

Concrete measures:

- include a percentage of foreign teaching staff into the human resources plan of each HEI referring to the period 2014-2025 (and identify workplaces that would refer to foreign teaching staff).

7.2. Which national level public institutions are involved in the internationalisation of higher education in your country?

- No designated institution
- Specific Department in the Ministry responsible for Higher Education
- Agency for the internationalisation of higher education
- Stakeholder organisations
- Other

7.2.1. Please specify the name and provide a link to its website (if available) and a brief description of its main activities:

7.3. Does your country have a formal national strategy for internationalisation of higher education?

Yes ▼

7.3.1. Please provide a reference and link to the document (if available, also in English):

A Draft Strategy for Education, Science, and Technology will be adopted in the third quarter of 2014.

It includes objectives and measures referring to internationalisation of higher education. It is not available in English yet.

7.3.2. Has the impact of the strategy been assessed?

No ▼

7.3.2.1. Please specify by whom, and provide a reference/link:

7.3.3. What percentage of higher education institutions have adopted an internationalisation strategy?

76-99%

7.3.3.1. Please provide a source for this information:

Survey implemented on all, public and private, HEIs, for the purpose of gathering data for the 2015 Bologna Report.

7.3.4. What percentage of higher education institutions are engaged in internationalisation actions without having adopted a formal strategy?

1-25%

7.3.4.1. Please provide a source for this information:

Survey implemented on all, public and private, HEIs, for the purpose of gathering data for the 2015 Bologna Report.

7.4. Has your country defined targets for mobile students (if yes, please state the target)?

Credit mobility: Outgoing mobility n/a

Credit mobility: Incoming mobility n/a

Degree mobility:Outgoing mobility n/a

Degree mobility:Incoming mobility n/a

7.4.1. Has your country defined targets for incoming international students with a first degree obtained outside the EHEA?

No

7.4.1.1. Please specify:

7.4.2. Has your country defined other targets related to the internationalisation of higher education (e.g. mobile academic staff, types of partnership in higher education and research etc.)?

No

7.4.2.1. Please specify:

7.5. Is there a specific budget for funding internationalisation activities in higher education in your country?

Yes

7.5.1. Please specify:

The Ministry of Science, Education and Sports / Directorate for Higher Education has allocations for internationalisation activities, as well as the Agency for Mobility and EU Programmes and the Agency for Science and Higher Education.

7.6. Are there other incentives for higher education institutions to engage in internationalisation activities in your country?

Yes

7.6.1. Please name and describe them:

Within Pilot Programme agreements concluded between the Ministry and HEIs on funding of teaching activities, some higher education Institutions have chosen the internationalisation as a specific aim and they are entitled to a bonus (upon fulfilling the aim of internationalisation). Besides, some measures have been envisaged by the Operational Programme Efficient Human Resources for 2014-2020.

7.7. Does your country provide specific, additional funding to higher education institutions for the development and implementation of joint/double degree programmes?

No

7.7.1. Please explain this funding, and how it is allocated:

7.8. Is there a legal requirement for higher education institutions to publish vacancy notices for academic staff in media operating outside your country?

Yes, this is required by legislation

7.8.1. Please provide a reference:

This requirement is stipulated by the Act on Scientific Activity and Higher Education.

7.9. Do any higher education institutions have campuses abroad?

No

7.9.1. How many campuses do your higher education institutions have abroad?

7.9.2. In which countries do they have these campuses?

7.10. Do any higher education institutions (HEIs) in your country offer massive open online courses (MOOCs) in your country?

No

7.10.1. Please provide:

The percentage of HEIs offering MOOCs (%) ""

7.10.1. Please provide:

The number of MOOCs currently offered (1,2,3 n) ""

7.11. Does your country have main regions of operation for international student mobility?

Yes

7.11.1. Which are the main regions of operation for student mobility?

- EHEA
- Non EU EHEA
- EU only
- USA/Canada
- Latin America
- Asia
- China specifically
- India specifically
- Middle East
- North Africa
- Central and southern Africa
- Australia, New Zealand
- Other

7.11.2. Please specify

7.11.3. Does your country have main regions of operation for joint/double degrees?

Yes

7.11.4. What are the main regions of operation for joint/double degree programmes?

- EHEA
- No EU EHEA
- EU only
- USA/Canada
- Latin America
- Asia
- China specifically
- India specifically
- Middle East
- North Africa
- Central and Southern Africa
- Australia/New Zealand
- Other

7.11.5. Please specify

7.11.6. Does your country have main regions of operation for campuses abroad?

No

7.11.7. What are the main regions of operation for campuses abroad?

- EHEA
- No EU EHEA
- EU only
- USA/Canada
- Latin America
- Asia
- China specifically
- India specifically
- Middle East
- North Africa
- Central and Southern Africa
- Australia/New Zealand
- Other

7.11.7.1. Please specify

7.11.8. Does your country have main regions of operation for international cooperation in research?

Yes

7.11.9. What are the main regions of operation for international cooperation in research?

- EHEA
- Non EU EHEA
- EU only
- USA/Canada
- Latin America
- Asia
- China specifically
- India specifically
- Middle East
- North Africa
- Central and Southern Africa
- Australia/New Zealand
- Other

7.11.9.1. Please specify

7.11.10. Does your country have main regions of operation for other forms of internationalisation (please specify the forms)?

No

7.11.11. What are the main regions of operation for other forms of internationalisation (please specify the form)?

- EHEA
- No EU EHEA
- EU only
- USA/Canada
- Latin America
- Asia
- China specifically
- India specifically
- Middle East
- North Africa
- Central and Southern Africa
- Australia/New Zealand

Other

7.11.11.1. Please specify

7.12. Comments:

Source of information is a survey implemented on all, public and private, HEIs, for the purpose of gathering data for the 2015 Bologna Report.

7.13.1. Please tick the three most important obstacles to incoming student mobility for your country.

- Funding
- Recognition
- Language
- Curriculum/Study organisation
- Legal issues
- Motivating and informing students
- Personal and family life

7.13.1.1. Please specify:

7.13.2. Please tick the three most important obstacles to outgoing student mobility for your country:

- Funding
- Recognition
- Language
- Curriculum/study organisation
- Legal issues
- Motivating and informing students
- Personal and family life

7.13.2.1. Please specify:

7.14. Are at least some of the obstacles that you ranked above particularly important in / relevant for:

- Specific study cycles Yes No No answer
- Specific fields of studies Yes No No answer
- Credit mobility Yes No No answer
- Degree mobility Yes No No answer

7.14.1. Please specify:

7.15. What measures/programmes has your country implemented to tackle and remove the obstacles to student mobility that you mentioned?

- 1) Funding-increasing the financial grant amount for Erasmus student mobility was envisaged and the Action plan for removing obstacles and enhancing learning mobility for the period 2010-2012. It was implemented in 2011: students receiving a grant for a study period abroad continued to be entitled to national scholarship awarded by the Ministry of Science, Education and Sports (MSES).
- 2) Language-MSES gave policy recommendation to HE institutions related to the increase in the number of courses and study programmes in foreign languages in line with their capabilities and encouraged HE institution participation in Erasmus Mundus projects.
- 3) Legal issues-the fact that these issues do not represent obstacles to mobility is largely the result of the implementation of the Action plan for removing obstacles and enhancing learning mobility for the period 2010-2012. The elaboration and the implementation of this Plan was coordinated by the MSES. The Plan covered a number of the most critical issues such as: improving the system of taxes applying to scholarships, facilitating a procedure for issuing residence permit, tuning the health insurance procedure etc.
- 4) Motivating and informing students-a web site www.studyincroatia.hr has been set up offering a single point of information for foreign students on all aspects related to incoming mobility. Regarding national students, the Agency for Mobility and EU programmes regularly holds info days and webinars for HE institutions (EU coordinators).

7.16. Has your country monitored the effects of these measures/programmes?

Yes

7.16.1. Please provide information on how this monitoring is undertaken:

Who is responsible (which institution(s)) "Ministry of Science, Education and Sports"

7.16.1. Please provide information on how this monitoring is undertaken:

How regularly is monitoring conducted (annually, biannually, etc.) "biannually"

7.16.1. Please provide information on how this monitoring is undertaken:

The most recent results (please specify) "See comments below"

7.17. Comments:

- Source: Report on the implementation of the Action plan for removing obstacles and enhancing learning mobility for the period 2010-2012.
- Funding – the new Regulation on Awarding State Scholarships from December 2013 stipulates that all students (not only Erasmus) receiving a grant for study period abroad continue to be entitled to national scholarship awarded by the Ministry of Science, Education and Sports (MSES).
 - Residence permit – the majority of obstacles was removed by new Act on Foreigners.
 - Health insurance- procedures have been facilitated.
 - System of taxes applying to scholarships – certain improvements have been achieved. Nevertheless, further activities in this area are needed.
 - Portal www.studyincroatia.hr is fully operational and updated regularly.

7.18. Do you have a central website which provides information about all mobility schemes for national and international students?

Yes

7.18.1. Please provide a link to the website:

www.mobilnost.hr;
 www.studyincroatia.hr
 www.stipendije.info/hr

7.18.2. Is the website linked to Bologna website?

No ▼

7.19. Do your national institutions/agencies responsible for internationalisation:

Provide information on the EHEA, with links to other national systems and European programmes
 The Ministry of Science, Education and Sports provides information on the Bologna process, the EHEA, with direct link to the Bologna website. Agency for Science and Higher Education, which is Croatian national quality assurance agency as well as the host for the ENIC/NARIC office provides information both on national programmes and HEIs as well as information on the EHEA with links to other national systems.
 Agency for Mobility and EU Programmes, which is the NAational Agency for the E+ programme, provides information on mobility schemes with no links to other national systems.

7.19.1. Please provide a link to such information:

MoSES - <http://public.mzos.hr/Default.aspx?sec=2268>;
 ASHE - <https://www.arvo.hr/index.php/hr/medunarodne-aktivnosti/ured-enic-naric/informacije-o-obrazovnim-sustavima-56-zemalja>
 AMEUP - www.mobilnost.hr

7.20. Do higher education programmes taught in widely spoken, non-native languages fall under the same legal regime as programmes taught in official languages of the country?

Yes ▼

7.20.1. Do students have to pay additional fees?

Please choose.. ▼

7.20.2. Are there any other differences? Please specify:**7.21. Comments:****7.22. Since 2012, has your higher education minister participated in:**

- the 2012 Bologna Policy Forum
 other bilateral and/or multilateral ministerial dialogues
 international events other than ministerial meetings

7.22.1. Please specify with which countries:

Bilateral meetings with ministers of Armenia, Serbia, Kosovo, Spain.
 Multilateral ministerial conference: CEEPUS (held in Austria in 2013), Council of Ministers (EU).
 Education World Forum, London, UK (2013 and 2014).

7.22.2. What were the main higher education issues addressed in these events?

The main issues on bilateral intergovernmental meetings are revising or establishing formal framework for further cooperation including mobility schemes and research.
 At the occasion of the Council meetings the issues that were most discussed were the ones that were relevant on the EU agenda (digital agenda, internationalisation, quality assurance).

7.23. Comments:**7.25. Are there national policy goals regarding staff mobility in higher education?**

No ▼

7.25.1. Please specify and provide reference:**7.26. Are there any national mobility programmes for higher education staff?**

- Researchers** Yes No No answer
Teaching staff Yes No No answer
Doctoral candidates Yes No No answer
Technical staff Yes No No answer
Administrative staff Yes No No answer
International officers Yes No No answer
Guidance counsellors Yes No No answer
Others Yes No No answer

7.26.1. Please provide details and a link for further information on relevant programmes

n/a

7.27.1. Does your country define quantitative targets for any incoming staff mobility?

- Researchers** Yes No No answer
Teaching staff Yes No No answer
Doctoral candidates Yes No No answer
Technical staff Yes No No answer
Administrative staff Yes No No answer
International officers Yes No No answer
Guidance

counsellors Yes No No answer

Others Yes No No answer

7.27.1.1. Please specify any targets that exist:

n/a

7.27.2. Does your country define quantitative targets for any outgoing mobility?

Researchers Yes No No answer

Teaching staff Yes No No answer

Doctoral candidates Yes No No answer

Teaching staff Yes No No answer

Administrative staff Yes No No answer

International officers Yes No No answer

Guidance counsellors Yes No No answer

Others Yes No No answer

7.27.2.1. Please specify any targets that exist:

n/a

7.28. For each staff group, is information collected on participation rates in mobility?

Researchers Yes No No answer

Teaching staff Yes No No answer

Doctoral candidates Yes No No answer

Technical staff Yes No No answer

Administrative staff Yes No No answer

International officers Yes No No answer

Guidance counsellors Yes No No answer

Others Yes No No answer

7.28.1. Which organisation(s) collect this information? Please provide a link.

Each HEI collect information on its own.

7.29. Are there any mechanisms to reward staff who participate in mobility?

Career development advantages Yes No No answer

Financial benefits Yes No No answer

Non-financial benefits Yes No No answer

Other Yes No No answer

7.29.1. Please specify how staff who participate in mobility are rewarded:

Survey was implemented on all, public and private, HEIs, for the purpose of gathering data for the 2015 Bologna Report. Two out of seven public universities reported that there are some career development advantages. However, they have not given the specifics.

50% of private HEIs reported that mobility is recognised in promotion of teaching staff.

Two universities reported that there are non financial benefits, but have not given the specifics.

2 universities reported positive answer, but have not given the specifics.

7.30. Is there a website which provides information about all international mobility schemes for staff?

No

7.30.1. Please provide a link:

7.31.1. Please rank the following potential obstacles to incoming staff mobility from most important (1) to least important (8)

Immigration restrictions "5"

7.31.1. Please rank the following potential obstacles to incoming staff mobility from most important (1) to least important (8)

Recognition issues "1"

7.31.1. Please rank the following potential obstacles to incoming staff mobility from most important (1) to least important (8)

Language issues "2"

7.31.1. Please rank the following potential obstacles to incoming staff mobility from most important (1) to least important (8)

Lack of funding "6"

7.31.1. Please rank the following potential obstacles to incoming staff mobility from most important (1) to least important (8)

Administrative burden "4"

7.31.1. Please rank the following potential obstacles to incoming staff mobility from most important (1) to least important (8)

Lack of personal motivation and interest "8"

7.31.1. Please rank the following potential obstacles to incoming staff mobility from most important (1) to least important (8)

Incompatibility of pension and/or social security systems "7"

7.31.1. Please rank the following potential obstacles to incoming staff mobility from most important (1) to least important (8)

Legal issues "3"

7.31.1.1. Additional comments:

7.31.2. Please rank the following potential obstacles to outgoing staff mobility from most important (1) to least important (8):

Immigration restrictions "7"

7.31.2. Please rank the following potential obstacles to outgoing staff mobility from most important (1) to least important (8):

Recognition issues "8"

7.31.2. Please rank the following potential obstacles to outgoing staff mobility from most important (1) to least important (8):

Language issues "4"

7.31.2. Please rank the following potential obstacles to outgoing staff mobility from most important (1) to least important (8):

Lack of funding "1"

7.31.2. Please rank the following potential obstacles to outgoing staff mobility from most important (1) to least important (8):

Administrative burden "5"

7.31.2. Please rank the following potential obstacles to outgoing staff mobility from most important (1) to least important (8):

Lack of personal motivation and interest "2"

7.31.2. Please rank the following potential obstacles to outgoing staff mobility from most important (1) to least important (8):

Incompatibility of pension and/or social security systems "6"

7.31.2. Please rank the following potential obstacles to outgoing staff mobility from most important (1) to least important (8):

Legal issues "3"

7.31.2.1. Additional comments:

7.32. What measures/programmes has your country implemented to tackle and remove the obstacles to staff mobility that you mentioned?

Draft Strategy for Education, Science, and Technology foresees professional development of teachers abroad as a criteria for appointment into scientific-teaching grades. In order to achieve this the Strategy includes measures for removing major obstacle to staff mobility which is lack of funding: to secure additional funding apart from existing opportunities within the Erasmus+ programme, to secure additional funding for provision of higher education in foreign languages (both modules and study programmes).

7.33. Has your country monitored the effects of these measures/programmes?

No

7.33.1. Please provide information on how this monitoring is undertaken:

Who is responsible (which institution(s)) ""

7.33.1. Please provide information on how this monitoring is undertaken:

How regularly is monitoring conducted (annually, biannually, etc.) ""

7.33.1. Please provide information on how this monitoring is undertaken:

The most recent results (please specify) ""

7.34. Please provide any additional comments on internationalisation and mobility that should be taken into consideration: