



EUROPEAN
Higher Education Area

**National Report regarding the Bologna
Process implementation
2009-2012**

Republic of Croatia

Part 1.0 BFUG Data Collection: administrative information

For which country do you fill in the questionnaire?

Croatia

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

Luka Juros

Email address of the responsible BFUG member(s)

luka.juros@mzos.hr

Contributors to the report

Government representatives = Jasmina Skocilic, Tomislav Vodicka, Vladimira Ivankovic Bradic

Contributors to the report

Employer representatives = -

Contributors to the report

Student representatives = Student councils of Croatian universities, polytechnics and colleges

Contributors to the report

Academic and other staff representatives = All higher education institutions in Croatia were invited to submit contributions to the report. Contributions were received from most universities.

Contributors to the report

Other (please specify) = Contributions were received from the Agency for Science and Higher Education

Part 1.1 BFUG Data Collection on Context and Structures

1. Do your steering documents for higher education policy explicitly take account of demographic projections for your country?

No

2. How do these projections affect higher education policy planning?

3. Which of the following statements correspond to your higher education system?

- Higher education institutions can be either academically or professionally oriented
- Higher education institutions are only academically oriented
- Higher education institutions are either public or private
- All higher education institutions are public

4. What is the number of institutions in the categories identified?

There are: 100 public institutions 34 private institutions Data provided is from MSESs' own database, due to the fact that Central Bureau of Statistics still has not publically provided data set for a reference year 2010/2011.

5. GENERAL DATA ON HIGHER EDUCATION SYSTEMS

5.1. Please provide the (approximate) percentages of first cycle study programmes across the following categories:

180 ECTS = 86

240 ECTS = 12

Other number of ECTS = 2

5.2. Please provide the (approximate) percentage of the total number of first cycle students enrolled in programmes of the following length:

180 ECTS = 84

240 ECTS = 14

Other number of ECTS = 2

5.3. Do degree programmes exist outside the typical Bologna 180-240 ECTS first cycle model (and/or calculated in years rather than credits)?

These may include integrated/long programmes leading either to a first or a second cycle degree.

Yes

5.4. In which study fields do these study programmes exist?

Short course study programmes are mostly in economics, computing, shipbuilding and mechanics. Integrated study programmes exist in study field of law, dental medicine, medicine, pharmacy and arts.

5.5. What is the typical length of these degree programmes outside the Bologna 180-240 ECTS model?

For short-course study programmes typical length is 2 or 2,5 years. Typical length of integrated study programmes is 5 or 6 years.

5.6. What (approximate) percentage of all students studying for a first degree (including students enrolled in the Bologna cycle structures) is enrolled in these programmes?

There is no official data available at the moment, but according to our internal reporting system, 19% of first cycle students study on integrated studies, while 3% at short-course study programmes.

5.7. Please provide the (approximate) percentage of second cycle (master) programmes of the following length:

60-75 ECTS = 16

90 ECTS = 1

120 ECTS = 75

Other = 8

5.8. Please provide the percentages of the total number of second cycle students enrolled in programmes of the following length.

60-75 ECTS = 7

90 ECTS = 1

120 ECTS = 42

Other = 50

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

Yes

5.10. What is the typical length of these second cycle programmes outside the typical Bologna model?

With this programmes, we are referring to 'old', pre-Bologna programmes, which last 4, 4,5 and 5 years. Those study programmes are not allowed, from year 2005/2006, to enrol and the legal obligation for all of those students to finish their studies is 2011

5.11. What percentage of all second cycle students is enrolled in these programmes?

15

5.12. In which study fields to these programmes exist?

In all study fields. Students studying in those studies are mostly in a status of 'apsolventi', which means that they have completed their study courses, seminars and lectures and have a certain number of exams left. The 15% is from total numbers of students across all cycles, and not the percent of students from the 2nd cycle, because these students did not study in cycles.

5.13. Please provide any additional relevant comments for consideration regarding general data on your country's higher education system.

6. PROGRESSION BETWEEN CYCLES

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

>75%<100%

Due to the fact that in Croatia exists a small number of study programmes that last shorter than three years, most of the programmes, if not all, give access to at least one second cycle programme.

6.1.1. Please provide a source for this information.

Higher education legislation cross-referenced with issued accreditations for study programmes.

6.2. What percentage of first cycle students continue to study in a second cycle programme after graduation from the first cycle (within two years)?

>75-<100 %

There is no certain data on this topic, although most of the students, especially on university studies, continue their higher education. If we estimate it rough, it would be at least 80%. Main reason for such a high percentage lies in the fact that labour market still does not recognise in a proper way competences, skills and knowledge of the baccalaureus level.

6.2.1. Please provide the source for this information.

According to our own reporting system and the data provided by Central Bureau of Statistics, the ratio between students that graduate on first level cycle and the students that next year enrol to second-cycle study is almost similar.

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

All students (Scale 1) Yes No Some No answer

All students (Scale 2) Yes No Some No answer

Holders of a first degree from a different study field (Scale 1) Yes No Some No answer

Holders of a first degree from a different study field (Scale 2) Yes No Some No answer

Holders of a first degree from a different higher education institution (Scale 1) Yes No Some No answer

Holders of a first degree from a different higher education institution (Scale 2) Yes No Some No answer

6.3.1. When you selected 'some' in any of the answers above, please explain.

Reason why we have selected 'some' in all three categories is that certain number of students switching e.g. from a first level on professional studies to second level of university studies should meet additional requirements, such as additional exams. It is important to point out that, according to the legal definitions, there is no strict legal obstacle for any kind of vertical mobility. Also, holders of a first degree from the same study field would normally not be required to fulfil any extra requirements (except of course the admissions process).

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

>75->100 %

6.4.1. Please provide a source for this information.

Legal stipulations. Students who completed second cycle professional programmes must in all cases complete additional courses before enrolling into a doctoral programme.

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

Less than 10%. For example, in the academic year 2010/2011 according to the Ministry statistics, there were 4535 third-cycle doctoral students. In comparison to the Central Bureau of Statistics data, a year earlier over 12500 students completed second cycle or equivalent degrees. If an average doctorate lasts 4 years, 10% or less is an approximately accurate estimate.

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

No

6.6.1. Under which criteria is this possible?

6.7. What percentage of third cycle students enter into that cycle without a second cycle qualification?

0%

From legislative point of view, precondition for entering the third cycle is to obtain a second-cycle qualification.

6.8. Please provide any additional relevant comments for consideration regarding the progression between cycles.

Students that completed regular pre-Bologna studies of duration of minimum of 4 years are allowed to enter the third-cycle doctoral studies with the same preconditions as a students that complete second-cycle studies.

7. LINKING BOLOGNA AND NON-BOLOGNA PROGRAMMES

7.1. Is access to degree programmes outside the typical Bologna model organised in a different manner than for Bologna first cycle programmes?

No

7.1.1. Please explain the differences.

7.2. Is access to the second cycle specifically regulated for students holding a degree from a programme outside the typical Bologna model?

No

7.2.1. Please specify how it is regulated.

7.3. Is it possible for graduates of a first cycle degree outside the typical Bologna model to enter a third cycle programme without a second cycle degree?

No

7.3.1. Please specify for which graduates.

8. DEVELOPMENT OF THIRD CYCLE PROGRAMMES

8.1. What types of doctoral programmes exist in your higher education system? (These may include, but are not restricted to, traditional supervision-based doctoral education, structured doctoral programmes, professional doctoral programmes etc).

Doctoral studies include taught courses and independent research. The supervisory and assessment are an integral part of the doctoral studies, with supervision being conducted through the work of an individual mentor with a student, while assessment is done by an expert committee in which the mentor is a member.

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

No

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

8.3. Is the length of full-time third cycle (PhD) study programmes defined in your steering documents?

Yes

8.3.1. Please specify the number of years.

3 is the formal duration, though usually the real duration is 4 years.

8.3.2. What is the average length (in years) of full-time third cycle (PhD) study programmes?

3

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

Yes

Doctoral studies have been included in the proposal for the Croatian Qualification Framework (CROQF) as the final, eighth level.

8.5. Are ECTS credits used in doctoral programmes?

Yes

Higher education institutions are not legally obliged to use ECTS credits in doctoral programmes. ECTS credits are however included and used in a sizeable number of doctoral studies, and higher education institutions are free to determine the number of credits necessary for the achievement of the all-but-dissertation status.

8.6. Please provide any additional relevant comments for consideration regarding development of third cycle programmes.

9. TREATMENT OF SHORT CYCLE HIGHER EDUCATION PROGRAMMES

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

Yes

9.2. How are short cycle higher education programmes linked to the Bologna structures? Please tick the most appropriate case(s) for your country.

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

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

Yes, part of higher education

9.4. Please provide any additional relevant comments for consideration regarding the treatment of short cycle higher

education programmes.

10. INTERNATIONAL JOINT DEGREES AND PROGRAMMES

10.1. Does national higher education legislation mention joint degrees?

Yes

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

Article 76, paragraph 1, Act on scientific activity and higher education (Official Gazette, issue 103/03, 104/04, 174/04, 46/07)

10.2. Does higher education legislation allow:

- Establishing joint programmes Yes No Legislation not clear Legislation doesn't mention joint degrees
 No answer
- Awarding joint degrees Yes No Legislation not clear Legislation doesn't mention joint degrees
 No answer

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

- Award joint degrees > 75-100% > 50-75% > 25-50% > 10-25% > 5-10% > 0-5%
 0% No answer
- Participate in joint programmes > 75-100% > 50-75% > 25-50% > 10-25% > 5-10% > 0-5%
 0% No answer

10.4. Please estimate the percentage of students in your country that graduated in the academic year 2009/10 ...

- 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

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

Yes

10.5.1. Please explain briefly.

Biomedicine, Humanistic and social sciences, Arts and Interdisciplinary field.

10.6. Please provide any additional relevant comments for consideration regarding your joint degrees and programmes.

Part 1.2 BFUG Data Collection on student-centred learning

1. Do your steering documents mention the concept of student -centred learning?

No

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

1.2. How important ('1' not important, '5' very important) are the following categories in your steering documents and national policies?

- | | | | | | | | | | | |
|--|-----------------------|---|-----------------------|---|-----------------------|---|-----------------------|---|-----------------------|---|
| Independent learning | <input type="radio"/> | 1 | <input type="radio"/> | 2 | <input type="radio"/> | 3 | <input type="radio"/> | 4 | <input type="radio"/> | 5 |
| Learning in small groups | <input type="radio"/> | 1 | <input type="radio"/> | 2 | <input type="radio"/> | 3 | <input type="radio"/> | 4 | <input type="radio"/> | 5 |
| Initial or in-service training in teaching for staff | <input type="radio"/> | 1 | <input type="radio"/> | 2 | <input type="radio"/> | 3 | <input type="radio"/> | 4 | <input type="radio"/> | 5 |
| Assessment based on learning outcomes | <input type="radio"/> | 1 | <input type="radio"/> | 2 | <input type="radio"/> | 3 | <input type="radio"/> | 4 | <input type="radio"/> | 5 |
| Recognition of prior learning | <input type="radio"/> | 1 | <input type="radio"/> | 2 | <input type="radio"/> | 3 | <input type="radio"/> | 4 | <input type="radio"/> | 5 |
| Learning outcomes | <input type="radio"/> | 1 | <input type="radio"/> | 2 | <input type="radio"/> | 3 | <input type="radio"/> | 4 | <input type="radio"/> | 5 |
| Student/staff ratio | <input type="radio"/> | 1 | <input type="radio"/> | 2 | <input type="radio"/> | 3 | <input type="radio"/> | 4 | <input type="radio"/> | 5 |
| Student evaluation of teaching | <input type="radio"/> | 1 | <input type="radio"/> | 2 | <input type="radio"/> | 3 | <input type="radio"/> | 4 | <input type="radio"/> | 5 |

1.3. Are there any other important concepts on student-centred learning in your steering documents?

Please choose..

1.4. Please specify.

2. Please provide a reference for your steering documents covering student-centred learning.

3. Please provide any additional relevant comments for consideration regarding the student-centred learning.

4. LEARNING OUTCOMES

4.1. Are learning outcomes defined in your national steering documents? If so, please provide the definition.

Yes, they are, in the Baseline for the Croatian Qualifications Framework. The definition is: "learning outcomes are knowledge and skills and corresponding autonomy and responsibility which a person has gained by learning and proves after the learning process"

4.2. 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.)

In the majority (>50-<100 %) of programmes

The accreditation regulations stipulate that all learning programmes must assign ECTS credits based on learning outcomes. This is a new regulation and it is still being introduced in practice, however.

4.3. 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.)

4.3.1. Does your country provide specific support measures on the national level?

Yes, through the work of Bologna Experts and specific grant schemes funded by EU funds.

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

Yes, this is done through advisory measures (guidelines, recommendations etc)

The Croatian higher education community is starting a project on this topic in May 2011.

4.5. 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

4.5.1. Please specify for whom and give approximate % that participate.

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

Yes

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

The use of learning outcomes in study programmes is stipulated in the Article 13 of the Regulations on the content of accreditation and the conditions for the issuance of accreditation for provision of higher education, implementation of study programme and reaccreditation of higher education institutions. Both internal and external quality assurance procedures monitor the implementation of this article. Available at: http://www.azvo.hr/images/stories/propisi/Ordinance_Licence_Content.docx

4.6. Please provide any additional relevant comments for consideration regarding learning outcomes.

5. IMPLEMENTATION OF THE EUROPEAN CREDIT TRANSFER AND ACCUMULATION SYSTEM (ECTS)

5.1. In your country, do you use

ECTS

5.1.1. Please provide details of how it is linked to ECTS (when applicable) and its main characteristics (e.g. how credits are calculated and whether the system is based on learning-outcomes).

5.2. In your country, what percentage of higher education institutions use ECTS for accumulation and transfer for all elements of study programmes?

100%

5.3. In your country, what percentage of programmes use ECTS for accumulation and transfer for all elements of study programmes?

75-99%

5.4. In the majority of higher education institutions and/or programmes, what is the basis to award ECTS in your country?

Combination of student workload and teacher-student contact hours

5.4.1. Please specify.

5.4.2. For student workload, is there a standard measure for the number of hours per credit?

No

5.4.3. What is the number of hours per credit?

0

5.4.4. What is the number of student teacher contact hours per credit?

0

5.4.5. Please provide any additional relevant comments for consideration regarding ECTS implementation.

As regards question "What is the number of student teacher contact hours per credit?", there is no national regulation. Instead, higher education institutions which use the contact hours in ECTS estimated the contact hours required and assigned ECTS credits themselves.

6. DIPLOMA SUPPLEMENT

6.1. Is the Diploma Supplement issued in higher education institutions and to students in all fields of study?

- | | | | | | | |
|----------------------------|---|--------------------------------------|---|--|-------------------------------------|---------------------------------|
| All students | <input checked="" type="radio"/> >75% of HEIs | <input type="radio"/> 50-75% of HEIs | <input type="radio"/> 25-49% of HEIs | <input type="radio"/> 0-24% of HEIs | <input type="radio"/> 0% | <input type="radio"/> No answer |
| Some students | <input type="radio"/> >75% of HEIs | <input type="radio"/> 50-75% of HEIs | <input type="radio"/> 25-49% of HEIs | <input type="radio"/> 0-24% of HEIs | <input checked="" type="radio"/> 0% | <input type="radio"/> No answer |
| Upon request | <input type="radio"/> >75% of HEIs | <input type="radio"/> 50-75% of HEIs | <input checked="" type="radio"/> 25-49% of HEIs | <input type="radio"/> 0-24% of HEIs | <input type="radio"/> 0% | <input type="radio"/> No answer |
| In certain fields of study | <input type="radio"/> >75% of HEIs | <input type="radio"/> 50-75% of HEIs | <input type="radio"/> 25-49% of HEIs | <input type="radio"/> 0-24% of HEIs | <input checked="" type="radio"/> 0% | <input type="radio"/> No answer |
| No students | <input type="radio"/> >75% of HEIs | <input type="radio"/> 50-75% of HEIs | <input type="radio"/> 25-49% of HEIs | <input checked="" type="radio"/> 0-24% of HEIs | <input type="radio"/> 0% | <input type="radio"/> No answer |

6.1.1. Please identify those fields.

6.1.2. Please specify to which students.

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

No

6.2.1. Please provide the most recent results regarding the level of satisfaction of employers.

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

Yes

6.3.1. Please provide the most recent results regarding the level of satisfaction of institutions.

At the end of 2010 the Ministry of Science Education and Sports conducted a survey on Diploma Supplement implementation on higher education institutions. The survey showed that a number of HEIs have organisational difficulties regarding efficient issuance of Diploma Supplements to their graduates. Hence, they advocate for upgrade of data delivery information system at the national level. Nearly all HEIs stress the importance of transparency and clarity that Diploma supplements provide.

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

Most HEIs issue Diploma Supplements on Croatian language. Some of them also issue the English version, while some issue the English version only upon request. A few HEIs can also issue Diploma Supplement on other language upon request.

6.5. Is the Diploma Supplement issued

free of charge

6.5.1. Please provide the amount and the reason for the fee.

6.6. Please provide an example of your national Diploma Supplement (in pdf or similar format) and send it to data.collectors@ehea.info

6.7. Please provide any additional relevant comments for consideration regarding your diploma supplement.

7. NATIONAL QUALIFICATIONS FRAMEWORKS (NQFs)

7.1. Have you started the process to develop a National Qualification Framework in your country?

Yes

7.2. The BFUG working group on qualification frameworks has developed the following steps to assess the progress made in establishing a national qualification framework.

Please choose below the stage that best describes your national situation.

5. Consultation / national discussion has taken place and the design of the NQF has been agreed by stakeholders

The Croatian Government has approved the final Report on Croatian Qualifications Framework (CROQF) development in Decemeber 2009. In 2010 new Committee and Expert Team for the Implementation of the CROQF were established, and during 2010 suggested the draft of the Decree on CROQF. It was decided to turn this text into a law, and it the Law on CROQF is currently being drafted based on extensive multi-annual public consultations. Its passing is expected in third quarter of 2011.

7.2.1 Please provide the date when the step was completed.

01.12.2010

7.2.2. Please provide a reference for the decision to start developing a NQF.

Following the development of the EQF, in 2006 the Croatian Government formed a task group within the Ministry of Science, Education and Sports with the goal of creating the basis for the development of a NQF. After consultations with the stakeholders and reviews of initial draft documents, the Baseline of the Croatian qualification framework targeting all levels of education was

approved by the Government in July of 2007.

7.2.3. Please provide a reference outlining the purpose of the NQF.

7.2.4. Please provide a reference to a document establishing or outlining the process of NQF development. Please also report, which stakeholders have been identified and which committees have been established.

7.2.5. Please provide a reference describing the agreed level structure, level descriptors and credit ranges.

7.2.6. Please provide a reference outlining the form and the results of the consultation. Please provide a reference for the design of the NQF as agreed by the stakeholders.

Level structure was defined in July 2007 and level descriptors (learning outcomes) and credit ranges were defined in December 2008. Eight complexity levels of learning outcomes have been introduced into the CROQF. Furthermore, additional sublevels have been set out for the qualification reference levels. In the CROQF, level indicators (descriptors) are laid down in such a way that they encompass the whole spectrum of learning outcomes, independent of the form of learning or the institution through all educational levels. In the CROQF, level indicators of the reference level of learning outcomes are depicted in terms of the complexity of the following competences: Knowledge (factual and theoretical), Skills (cognitive, practical and social) and the associated autonomy and responsibility. In developing level indicators for the CROQF, the EQF descriptors were partially used, thus serving for orientation and better understanding of their idea and role. The volume of learning outcome denotes the amount of the competences gained and it is determined in terms of the totality of time spent on their acquisition. It has been agreed that in describing the qualifications the relevant time unit is 25 to 30 hours (60-minute hours). The amount of competences acquired in that time is equal to 1 credit-ECTS, ECVET, ES/G (credits for general education). In between 2006 and 2009 more than 10000 individuals were consulted via meetings, seminars, forums, conferences or lectures. These consultations were conducted parallel to CROQF design development to maximise efficiency. In this consultations process Croatia has received assistance from European Training Foundation. Since the beginning of the CROQF development several national conferences were held on this topic including Referencing of the Croatian Qualifications Framework to the European Qualifications Framework and the Qualifications Framework of the European High Education Area National Conference held in March 2011.

7.2.7. Which stakeholders have been consulted and how were they consulted?

Representatives of students, non governmental organizations, educational institutions, teachers, employers, trade unions, research institutes, chambers, ministries and other public bodies have been included in the CROQF development process as members of the Committee for the development of the CROQF. Consultations were held in forms of workshops, conferences, presentations, video-conferences, meetings, etc.

7.2.8. Please provide a reference document for the adoption of the NQF.

7.2.9. Are ECTS included in the NQF?

Please choose..

7.2.10. Please provide a reference for the decision to start the implementation of the NQF, including a reference to the roles of the different stakeholders.

Part 1.3 BFUG Data Collection on Quality Assurance

1. CHARACTER OF EXTERNAL QUALITY ASSURANCE SYSTEM

1.1. Which situation applies in your country?

A single independent national agency for quality assurance has been established.

1.1.1. Please explain the main elements of your external quality assurance system. Which ministry or government-dependent agency is responsible for quality assurance? How is this responsibility managed in practice? If there are external evaluations of institutions and/or programmes, by whom are these evaluations undertaken, how often, and how are the outcomes of evaluation used?

1.1.2. Please explain the main elements of your external quality assurance system (if it exists). If there is no system of quality assurance, please state this explicitly.

1.2. What are the main outcomes of an external review undertaken by the different QA agencies?

Please choose..

1.3. 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

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

Yes

1.4.1. Please specify the normal impact of an external review.

The impact on funding applies only to public universities' programmes. The outcome of the external review recommends to the Ministry whether it should fund the provision of the study programme from the state budget.

1.5. Does the agency cover:

All higher education institutions

1.5.1. Collectively, do the agencies cover:

Please choose..

1.6. What is the main "object" of the external evaluations undertaken?

Institutions and programmes

1.6.1. Are all institutions subject to external evaluation?

Please choose..

1.6.1.1. Please specify

1.6.2. Are all programmes in all cycles subject to external evaluation?

Please choose..

1.6.2.1. Please specify

1.6.3. Are all institutions and all programmes subject to external evaluation?

No

1.6.3.1. Please specify

All institutions and most programmes are subject to external evaluation. The only exception are programmes of public universities, which are accredited by universities themselves.

1.7. How are the positive outcomes of Quality Assurance evaluations made available to the public?

Through the Agency web site, as well as by being present in the relevant accreditation registers. Most of the documents developed as part of reaccreditation processes are public and published on the Agency web site.

1.8. How are the negative outcomes of Quality Assurance evaluations made available to the public?

Through the Agency web site, as well as by being absent from the relevant accreditation registers.

1.9. Which of the following issues are typically included in external quality assurance evaluations?

- Teaching
- Student support services
- Lifelong Learning provision
- Research
- Employability
- Internal Quality Assurance/Management system
- Other (please specify)

1.9.1. For those issues that are typically included in external Quality Assurance evaluation, please briefly explain the approach.

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 is available on <http://www.azvo.hr/en/regulations>. The standards used in the re-accreditation procedure as the basis for the quality assessment of higher education institutions are available on <http://www.azvo.hr/en/evaluations/reakreditacija-vu>. In short: an expert panel including students is appointed, a self-evaluation is submitted, training is conducted, site visit is conducted, a report is drafted, commented and submitted to the accreditation council.

1.10. Please provide any additional relevant comments for consideration regarding your external Quality Assurance system.

2. CROSS-BORDER EVALUATION

2.1. Does your national quality assurance system or legislative framework allow higher education institutions to choose a quality assurance agency from outside your country (instead of your national quality assurance agency)?

Yes, all institutions are able to choose

2.1.1. If some institutions are able to choose, please specify which ones.

2.1.2. If no, please go to section XVII.

2.2. Which conditions apply to the choice of a quality assurance agency from another country?

Other (please specify)

Higher education institutions are free to seek and gain accreditations from other quality assurance agencies as an additional seal of quality, but in order to operate and deliver higher education in Croatia, only the national agency's accreditation is valid.

2.3. Please provide any additional relevant comments for consideration regarding Cross-Border Evaluation.

Higher education institutions are free to seek and gain accreditations from other quality assurance agencies as an additional seal of quality, but in order to operate and deliver higher education in Croatia, only the national agency's accreditation is valid.

3. EVALUATION OF THE EXTERNAL QUALITY ASSURANCE SYSTEM AGAINST THE STANDARDS AND GUIDELINES FOR QUALITY ASSURANCE IN THE EUROPEAN HIGHER EDUCATION AREA (ESG)

3.1. Has the agency been evaluated against the European Standards and Guidelines?

- Yes, for the purpose of ENQA membership
- Yes, for an application to EQAR
- Yes, independently of ENQA/EQAR
- Such an evaluation is planned but has not yet taken place
- No

3.2. If an evaluation has been conducted, was the application successful?

The evaluation process is currently under way.

4. INVOLVEMENT OF STAKEHOLDERS IN EXTERNAL QUALITY ASSURANCE

4.1. Is there a formal requirement that students are involved in any of the following? For each answer, please specify the relevant source.

- Student involvement in governance structures of national quality assurance agencies
- As full members in external review teams
- As observers in external review teams
- In the preparation of self evaluation reports
- In the decision making process for external reviews
- In follow-up procedures

While no such formal requirement exists, participation of students is encouraged

Students participate in the writing of the evaluation reports on an equal footing with other review team members

Other, please specify

4.2. Is there a formal requirement that international peers/experts are involved in any of the following:

- In governance structures of national QA agencies
- As full members in external review teams
- As observers in external review teams
- In the decision making process for external reviews
- In follow-up procedures
- Other (please specify)

4.3. Is there a formal requirement that academic staff are involved?

- In governance structures of national QA agencies
- As full members in external review teams
- As observers in external review teams
- In the preparation of self evaluation reports
- In the decision making process for external reviews
- In follow-up procedures
- Other (please specify)

4.4. Are there any formal requirements regarding the involvement of employers in external QA processes.

Yes

Employers are represented in the Accreditation council of the Agency.

4.5. Please provide any additional relevant comments for consideration regarding the involvement of stakeholders in external QA.

5. INTERNAL QUALITY ASSURANCE

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

Yes

5.1.1. Please specify these requirements and the relevant source.

The requirement is too detailed to describe in amount of space provided. This requirement is stipulated by the Law on quality assurance in science and higher education: http://narodne-novine.nn.hr/clanci/sluzbeni/2009_04_45_1031.html and further elaborated 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

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

Higher education institutions

5.2.1. Please specify.

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

Yes

5.3.1. Please go to Question 5.6.

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

No

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

Yes

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

More than 75%

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

More than 75%

5.5.1. Please describe what kind of arrangements are in place.

In order to submit programmes for accreditation, both university-level accreditation and national accreditation, higher education institutions must develop a comprehensive set of practices. Without these, the national accreditations would not normally be successful. The minimum requirements are set out in the Ordinance, which is available in English at the web pages of the Agency: http://www.azvo.hr/images/stories/propisi/Ordinance_Licence_Content.docx

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

More than 75%

5.7. How many higher education institutions publish critical and negative outcomes of quality assurance evaluations?

None

5.7.1. Please provide a source for this information, and links to examples of critical/negative evaluations.

The first cycle of evaluations following the passing of new laws hasn't been completed so no negative evaluations are available yet. They will be available by the end of 2011.

5.8. Please provide any additional relevant comments for consideration regarding Internal Quality Assurance.

Part 1.4 BFUG Data Collection on Lifelong Learning

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

Yes

2. How do your steering documents define lifelong learning?

Lifelong learning is achieved through formal, informal and natural learning. The process of lifelong learning is aimed at personal development, the acquisition of new knowledge and more efficient adjustment to the labor market and new life circumstances.

3. What is the common understanding of lifelong learning in your country?

4. What are the main forms of lifelong learning provision in which higher education institutions are involved in your country?

Professional development courses and part time studies. (continued from previous question) Also, "Croatian Qualifications Framework- Introduction to Qualification" introduces lifelong learning as one of the basic concepts of CROQF with the following definition: Lifelong Learning denotes the activity of all forms of learning undertaken during one's lifetime and aimed at advancing one's knowledge and skills and the associated autonomy and responsibility for individual, social and professional demands.

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

Yes, of some institutions

Lifelong learning is not a nationally stipulated mission for higher education institutions. As such, institutions autonomously decide whether they wish to include it in their mission or not.

6. For which institutions is lifelong learning a recognised mission?

Lifelong learning is not a nationally stipulated mission for higher education institutions. As such, institutions autonomously decide whether they wish to include it in their mission or not. University of Rijeka, Osijek, Dubrovnik, Pula, as well as several polytechnics and colleges specifically state lifelong learning as their university mission in their university statutes.

7. Are there legal requirements for higher education institutions to offer lifelong learning provision?

Yes

8. Please provide a reference to the relevant legislation or regulation.

There is no obligation, per se, to provide lifelong learning *programmes*. However, by virtue of a ban on discrimination based on age, as well as possibility of provision of part-time education, lifelong learning is promoted in Croatian higher education. That being said, the provision of lifelong learning in Croatian higher education needs to be considerably strengthened.

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

No

10. Please explain these restrictions, and provide a reference to relevant legislation/regulations

11. Which are the three (maximum) most significant groups of intended users of lifelong learning services offered by higher education institutions?

- Adults in employment
- Unemployed adults
- Retired citizens
- Part-time students
- Adults without higher education qualifications
- Other, please specify

12. Where does the funding of lifelong learning provision in higher education come from?

- general higher education budget
- special budget for lifelong learning
- private contributions from students
- private contributions from business and industry

13. To what degree is the provision of lifelong learning in higher education funded from the public budget?

The provision of lifelong learning in higher education is funded from the public budget to a smaller extent than the provision for full-time higher education. Block grants to higher education institutions do not differentiate between funding for full-time and part-time students. However, part-time students are not entitled to many of the benefits of full-time students, and all part-time students pay tuition fees. In addition, there is no line item budget for professional education programmes, so higher education institutions usually charge fees to all participants of such programmes (the state budget however still covers the cost of salaries for academic staff teaching at such programmes). The system of funding of lifelong learning is in need of reform, and a law is currently being discussed which would allow this reform to happen.

Part 2.1 BFUG Data Collection on policies to widen participation and increase flexibility

1. Do you want to answer this section now or later?

Now

2. Do individuals that meet higher education entry standards have a guaranteed right to higher education?

Yes in all fields

2.1 Please specify.

3. Which statement best describes your country's policy approach regarding the goal that the student body entering, participating and completing higher education should reflect the diversity of the population?

There is a combination of the two previous approaches.

4. UNDERREPRESENTED GROUPS

4.1. Please describe how your country's steering documents define underrepresented groups (e.g. based on socio-economic status, gender, ethnicity, disability, geography, other).

According to National Implementation Plan for Social Inclusion 2009-2010, and regarding system of education, members of underrepresented groups are: Roma youth, youth with disabilities, children from single parent families and young people in rural areas. According the Eurydice Questionnaire, section The social dimension of higher education which focuses on national action to meet the Ministerial commitment expressed in the London Communiqué that the student body entering, participating in and completing higher education at all levels should reflect the diversity of our populations, members of the societal groups are: - Students with disabilities - Students belonging to category based on socio economic status (including those affected by Homeland war) - Students belonging to category based on ethnicity (primarily Roma students) - Mature students and persons with full – time employment - Students belonging to category based on geographic region

4.2. For each of these groups, please briefly describe the national/regional policies and measures that are put in place to address under-representation. These may include, but are not restricted to laws, regulations, campaigns, incentives, other actions etc.

According to National Implementation Plan for Social Inclusion 2009-2010, regarding Roma youth, measures are: co-financing of preschool programs, training staff to work with pupils, members of the Roma national minority, increasing the number of classes in which the pupils, members of Roma national minority are integrated, provision of free literature and transport. Also, Roma students have dedicated scholarships. Regarding other underrepresented groups, students from lower income families have dedicated scholarships and priority in receiving dormitory accommodation. Homeland war affected students also have dedicated scholarships and under special conditions also have priority in admissions and free course literature. Students who lived in foster families and child care homes have dedicated scholarships, priority in receiving dormitory accommodation. Students with disabilities have dedicated scholarships, special admission regulations, significant funding of disabled students' NGOs (including transportation and adaptation of study materials) and dormitory accommodation.

4.3. How does your higher education system determine whether an individual belongs to a particular group (e.g. self-declaration)?

Croatia joined the Eurostudent project in the 2010/2011 round. This will be a major source of information about underrepresented groups. - Students with disabilities –confirmations of Institute of Public Health and Croatian Pension Insurance Institute, as well as self-identification. This is a process in which further work is necessary. - Students belonging to a category based on socio economic status (including students from lower income families, persons affected by Homeland war, students who live in socially disadvantaged areas and students who lived in foster families or in child care homes): • confirmations of income of household members for students from lower income families, which is issued by the tax authorities; • for those affected by Homeland War, confirmations of Ministry of Interior and Ministry of Defence; • for those living in socially disadvantaged areas – certificates of residence which are issued by relevant units of the Ministry of Interior - Students belonging to a category based on ethnicity – self-declaration in census data, or self-declaration at higher education institutions - Mature students and students with full-time employment – age, employment status The statistics on the numbers of students who belong to some of the above categories are collected either through the Central Bureau of Statistics, or through the data collected at individual higher education institutions.

4.4. Is there any funding reserved for measures to increase participation of under-represented groups?

Yes

4.4.1. Please specify.

There are funds in the state budget for the implementation of above mentioned measures.

4.5. Do you have national targets/goals for participation of those groups that you identify as under-represented in higher education?

Yes

4.5.1. Please explain these targets briefly and name the groups to which they apply.

We answered the question with "yes" because targets/goals exist for some groups of students. The groups to which such targets/goals apply are not numerous and the Eurostudent data will be used in assessing the further development of policies. In this moment Croatia is in the preparation phase of IPA project regarding integration of disadvantaged groups in regular educational system (students at a disadvantage and members of national minorities). We set several indicators regarding the number of educational institutions involved in the development of educational programmes, number of institutions provided with any kind of equipment, number of persons assisted through the grant scheme and number of educational programmes developed. Also, there are indicators/targets for participation in higher education of Roma youth, youth with disabilities, children from single parent families and young people in rural areas. These indicators are set in National Implementation Plan for Social Inclusion 2011-2012.

4.6. Does your country offer more public funding to higher education institutions to stimulate access for underrepresented groups?

No

4.6.1. Please specify and identify variation between different groups, where they exist.

4.7. Is the effect of measures to increase participation of each of the groups monitored in your country?

Yes

4.7.1. Please specify.

By participation in the Eurostudent project, social status of students in Croatia will be continuously monitored across all groups. In addition, here is the breakdown by groups we identified above: Roma students – how many of them received dedicated scholarships and how many enrol into higher education programmes Students from lower income families and students who lived in foster families and child care homes – how many of them received dedicated scholarships and dormitory accommodation (under the special conditions that apply to them) Homeland war affected students – how many of them received dedicated scholarships and special admissions regulations Students with disabilities – how many of them received dedicated scholarships, special admission regulations and dormitory accommodation. There is, however, need to provide a stronger time-series of data on differences in status, a task at which the Eurostudent project will provide large assistance.

4.8. Please provide details on how the higher education participation and graduation of each of the groups that you identify as underrepresented is monitored in your country.

No national statistics exist to monitor participation and graduation rates of groups of underrepresented students. Following up on Croatia's 2008 report, we developed a legal foundation for national statistics collection, and an EU funded project for the implementation of a national higher education statistics and analysis system is currently under way. Individual higher education institutions, as a rule, do not monitor these data. The participation in the Eurostudent project will assist immensely in the development of expertise in the monitoring of this data.

4.8.1. What data is collected?

All data in the Eurostudent project is collected. Apart from this, the other data that is collected is aggregated and therefore of limited use. Croatia is also implementing a Tempus project which will provide advice on the kinds of data to collect. Bologna Process cooperation in this matter would be of large assistance.

4.9. Is there a system to monitor the composition of the student body (in terms of groups identified as under-represented) by subject?

No

There currently exists no national system to monitor the composition of the student body (in terms of groups identified as under-represented) by subject. A development of an information and statistics system with such capabilities, however, is under way. Some higher education institutions do collect these types of data.

4.10. When are data generally collected?

Please choose..

4.10.1. Where an approach different from the general approach is used for any group, please specify.

4.11. Where is information provided by this monitoring system published (provide a reference and link)?

N/A

5. GENERAL POLICY APPROACH TO WIDENING PARTICIPATION

5.1. If your country has a general policy approach to increase and widen participation and to overcome obstacles to access, please explain your approach briefly and provide reference to relevant documents.

There is a high level of indirect student support (outlined elsewhere in this report), as well as payment of tuition fees for all full time students enrolling first and second cycle degrees for the first time. These rights are outlined in the Act on Scientific Activity and Higher Education, as well as bylaws.

5.2. How does your country's policy explicitly identify the obstacles that it addresses?

The obstacles as such have been identified only for some groups of students, eg. disabled students, Roma students, students who were affected by the Homeland war, etc. Obstacles which are more complex in nature (eg. needs of student parents, students in need of temporary assistance or advising) will be identified based on Eurostudent data.

5.3. What are the criteria used to measure and evaluate the success of specific initiatives and measures?

We outlined the criteria for targeted groups above. As regards general criteria, the enrolment numbers, as well as numbers of student graduating from higher education is one criterion. The numbers of students who received services is the other. Overall, there is need to develop a more complex analysis system which may operate with a larger number of variables - such a system is currently being proposed through an EU funded project.

5.4. In your country, is the composition of the student body monitored according to certain criteria?

No

5.4.1. Who monitors on the basis of which criteria?

5.5. How is this data used in higher education policy?

At the moment, it is not. The development of a national information and statistics system, as well as Eurostudent data, will allow for collection and analysis of this data.

5.6. How are measures to remove obstacles to access primarily funded? If your country has a mixed system, please choose all adequate boxes. Please only indicate the most important source(s).

From the general higher education budget

From a specific budget

There are specific budgets for support of some underrepresented groups, usually for scholarships and other financial assistance.

- From university budget
- There are no measures to remove obstacles to access

6. DIFFERENT APPROACH TO WIDENING PARTICIPATION

6.1. Please explain the characteristics of your country's policy to achieve the goal that the student body reflects the diversity of the population.

6.2. Does your country's policy approach explicitly identify obstacles to higher education?

Please choose..

6.2.1. Please describe these obstacles.

6.3. Does your country's policy approach make reference to parts/groups in the population?

Please choose..

6.3.1. Please describe these groups.

6.4. What measures does your country's policy take?

6.5. How does your country assess whether its policy has been successful?

7. COMPLETION OF STUDIES

7.1. Does your country have policies aiming to increase the level of completion of studies?

Yes

7.1.1. Please describe the main features of these policies.

The major form of incentives are complete coverage of tuition fees for all students who are studying regularly, as well as availability of scholarships. There exists need for stronger development of support measures, including student services. Croatia is currently developing an EU project to support these measures. Unfortunately, the current legal framework makes it impossible to develop more specifically targeted measures to increase completion. Discussion is under way about laws which would allow new policies to be introduced.

7.2. Are student completion rates monitored in your country?

Yes, at the level of higher education institutions

7.2.1. What use is then made of the data?

The use depends on individual higher education institutions. Due to the current legal framework, this data is not available at the national level and cannot be used in the development of national policies.

7.3. Are there any incentives for higher education institutions to improve student completion rates?

No

7.3.1. Please specify the nature of these incentives.

7.3.2. Are there any other incentives (e.g. it is a subject covered in external quality assurance procedures)?

Student completion rates would be checked as part of the external and internal quality assurance procedures.

8. STUDENT SERVICES

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

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

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

8.1.1. Please specify.

Many higher education institutions have a dedicated office for students with disabilities. Several universities also provide career counselling services.

8.2. Who are the main users of the services?

All students

8.2.1. Please specify.

8.3. Please provide the main source(s) of funding.

The regular higher education institutions' budget.

8.4. What are the main tasks of the services?

It is hard to list verbatim all the tasks that these services provide. They usually provide the kinds of services which are indicated in their name. By and large, the kinds of services addressed in this question are not sufficiently developed in the Croatian higher education.

8.5. Please provide any additional relevant comments for consideration regarding your national policies to widen participation.

A new law is currently in discussion which would greatly improve all issues discussed in this section.

9. Do you want to answer this section now or later?

Now

10. Does your country's higher education policy focus on promoting the flexible provision of higher education (e.g. changing the intensity of study programmes according to personal circumstance through part-time study, distance learning and e-learning)?

Yes

10.1. Please provide details of specific policy measures.

The major way in which this is promoted is the provision of part-time study. Recently there has also been a strong growth of e-learning. Flexible provision, however, is still an overall underdeveloped concept in the Croatian academic community. According to The Act on Scientific Activity and Higher education HEIs autonomously set rules for studying. Students can have a full-time or a part-time status. The fore mentioned Act prescribes that student has the right to: to completion of his/her study in the shortest period; taking courses from other programs, according to the statute and university's regulations based on the statute; suspension of student obligations during military service, during pregnancy and during longer illness and in other justified cases of discontinuing a study.

11. Does your country's policy on flexible provision of higher education contain a special focus linked to the goal of widening participation for underrepresented groups?

No

11.1. Please explain how higher education policy aims to attain this goal.

12. Are there regulations or other policy measures regarding the relationship between employers and higher education institutions in fostering flexible learning?

No

13. Please provide details of these measures.

14. 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) and, if possible, provide approximate percentages of students entering through this route in parenthesis (). If less than five main routes exist, please write "n/a" in the remaining fields.

Route 1: = National school leaving certificate (state matura - 95%)

Route 2: = Foreign qualification (2%)

Route 3: = Adult education for completion of secondary education (1%)

Route 4: = The rest

Route 5: = n/a

15. Do higher education regulations and steering documents promote flexible entry to higher education, e.g. through alternative access routes?

No

15.1. Please briefly describe these measures.

16. PART-TIME STUDY

16.1. In your country, is there any official status other than full-time student?

Yes

16.1.1. If yes, what formal status does exist?

Part-time students ("izvanredni studenti")

16.1.2. How do you define it?

According to Act on Scientific Activity and Higher Education part-time students are those who participate in the educational programme while they work or perform some other activity requiring an adjusted programme. The costs of such study shall be fully or partially borne by the student.

16.1.3. What are the reasons for offering a different student status?

Originally, to enable mature students and persons holding employment access to higher education. In practice, it has developed into an alternative method for 18-year-olds to bypass numerus clausus on full time status students.

16.1.4. How are these students treated differently (e.g. fees, student support, etc.)?

Delivery of part-time study programmes is lightly regulated on the national level; higher education institutions autonomously determine study regulations for part-time students, including flexible delivery methods. All part-time students pay tuition fees and do not have the right to many student benefits, including subsidized board and lodging, health insurance and others. The part-time student status is largely recognized to be in need of reform.

16.1.5. Please describe the most common understanding/concept of part-time studies.

16.2. In your country, do you have an explicit policy to encourage part-time study provision by higher education institutions?

No

16.2.1. Please describe briefly the main elements and provide the source.

16.3. Which one of the following statements best describes the current situation in your country?

Higher education institutions have autonomy to decide, but most of them offer part-time studies

16.3.1. Please specify

17. RECOGNITION OF PRIOR LEARNING

17.1. In your country, is there a legislation regulating recognition of prior non-formal and informal learning?

Yes

17.1.1. How does your legislation in higher education define prior learning?

The Act on Adult Education formally introduced informal and non-formal learning into the Croatian educational system. According to this Act non formal adult education denotes organized learning processes aimed at training adults for various social activities and personal development while in formal adult learning denotes the activities in which adults accept attitudes and positive values and skills and knowledge from daily experience and various other influences and sources in their environment. This act also stipulates that adults can demonstrate the knowledge, skills and abilities, regardless of the manner in which they are acquired, by taking exam. Based on this Act, it is possible for higher education institutions to recognize informal or non-formal learning. This rule, however, only sees application in practice in cases of enrolment into study programmes for those students who enrol mid-programme.

17.1.2. Do your steering documents in higher education define prior learning?

Please choose..

17.1.3. How do your steering documents in higher education define prior learning?

17.2. In your country, apart from formal learning, what can be taken into account and recognised as prior learning in higher education?

- Prior non-formal learning (e.g. various non-certified courses)
- Prior informal learning (e.g. work experience)
- Other: This topic is not nationally regulated.

17.3. Prior learning as defined by your steering documents can ...

- be used to gain admission to a higher education study programme
- be taken into account as partial fulfilment of a higher education study programme (e.g. to reduce the required amount of courses to be taken/credits to be gained)

17.4. Based on your steering documents or legislation, can applicants for higher education have prior non-formal or informal learning assessed and recognised?

Legislation neither expressly permits nor prohibits higher education institutions to implement procedures for validation of non-formal and informal learning

17.5. If recognition of prior non-formal or informal learning is permitted by legislation but is not a right, is it:

Very unusual practice in higher education institutions (less than 5%)

17.6. What measures are in place to ensure that assessment of learning is based on reliable and valid evidence?

Act on Quality Assurance in Science and Higher Education from 2009 provided for full autonomy of higher education institutions in conducting internal quality assurance procedures. Also, national project for development of National recommendations for assesment of learning outcomes in higher education in Croatia (examination procedures) is underway. Adoption of the Law on Croatian Qualifications Framework will further facilitate quality assurance procedures.

17.7. Is institutional practice in recognition of prior learning explicitly included in the quality assurance processes used to evaluate institutions and/or programmes?

No

17.8. Please provide any additional relevant comments for consideration regarding flexibility of higher education studies.

The new draft Law on Higher Education envisages provisions for further development of flexibility in higher education in Croatia.

Part 2.2 BFUG Data Collection on student contributions and support

1. STUDENT FEES AND CONTRIBUTIONS

The focus of the questions is on students, and is not limited to full-time daytime students. Furthermore, all first and second cycle students are included. 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.

1.1. Do you want to answer this section now or later?

Now

2. 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

3. In which currency are contributions to higher education institutions and other study costs paid in your country?

Croatian kuna (HRK)

4. In principle, which home students at public higher education institutions have to pay fees?

- During studies All students Specific groups of students No answer
After studies All students Specific groups of students No answer

4.1. Which main exemptions to this principle exist in your country?

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

- Need
 Merit
 Part-time/Full-time/Distance learning Part time students almost always pay fees.
 Field of study

5. With regard to fees, are home students in the second cycle treated differently to those in the first cycle?

No

5.1. In principle, which second cycle students at public higher education institutions have to pay fees?

- During studies All students Specific groups of students No answer
After studies All students Specific groups of students No answer

5.2. What main exemptions to this principle exist in your country?

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

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

6. What is the minimum, maximum and most common amount of fees payable by home students in the first cycle? Please multiply any annual fees (including registration, tuition, administration, graduation and other fees) by the most common length of programmes in this cycle and add fees to be paid only once to that amount.

Minimum amount = 1500

Maximum amount = 42000

Most common amount = 23000

6.1. Which home students pay the minimum and the maximum amount in the first cycle? (e.g. students in certain subjects, students in need, students with good academic performance, part-time students, other...)

The minimum amount is paid by full time students who enrol their studies for the first time. The state budget pays higher education institutions a lump sum for these students so they pay no tuition fee, and are only charged administrative fees. In absolute terms, the largest tuition fees are paid by students of private higher education institutions, but these are few in number. The maximum tuition fee in public institutions is paid by students who have failed a year in their studies and who are studying in the field of biomedicine.

6.2. Please provide the percentage of students paying the minimum and the maximum amount in the first cycle. If precise data are not available, please provide an estimate.

There is no national statistics on payment of tuition fees and as such this number is an estimate. Minimum fees are paid by around 40% of students. Largest fees are paid by around 5% of students.

7. What is the minimum, maximum and most common amount of fees payable by home students in the second cycle? Please multiply any annual fees (including registration, tuition, administration, graduation and other fees) by the most common length of programmes in this cycle and add fees to be paid only once to that amount.

Minimum amount = 1500

Maximum amount = 32000

Most common amount = 17000

7.1. Which home students pay the *minimum* amount in the second cycle? (e.g. students in certain subjects, students in need, students with good academic performance, part-time students, other...)

The minimum amount is paid by full time students who enrol their studies for the first time. The state budget pays higher education institutions a lump sum for these students so they pay no tuition fee, and are only charged administrative fees.

7.2. Which home students pay the *maximum* amount in the second cycle? (e.g. students in certain subjects, students in need, students with good academic performance, part-time students, other...)

In absolute terms, the largest tuition fees are paid by students of private higher education institutions, but these are few in number. The maximum tuition fee in public institutions is paid by students who have failed a year in their studies and who are studying in the field of biomedicine.

7.3. Please provide the (approximate) percentage of students paying the minimum and the maximum amount in the second cycle. If precise data are not available, please provide an estimate.

There is no national statistics on payment of tuition fees and as such this number is an estimate. Minimum fees are paid by around 40% of students. Largest fees are paid by around 5% of students.

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

Yes

8.1. What is the minimum, maximum and most common amount of fees (including registration, tuition, administration and graduation fees) payable by international students in the first cycle?

Minimum amount = 18000

Maximum amount = 65000

Most common amount = 26000

8.2. According to your country's steering documents, students from which countries are considered international students?

All students who are not citizens of Croatia.

9. Who defines the fee amounts for any student in the first cycle?

- Each higher education institution defines its own fees
- Higher education institutions can define their fees, but there are limits set by the central/regional authority
- Higher education institutions can define their fees, but they have to be approved by the central/regional authority
- Central/regional authority defines the value range of fees

The tuition fee system in Croatia is completely liberalized.

10. Who defines the fee amounts for any student in the second cycle?

- Each higher education institution defines its own fees
- Higher education institutions can define their fees, but there are limits set by the central/regional authority
- Higher education institutions can define their fees, but they have to be approved by the central/regional authority
- Central/regional authority defines the value range of fees

The tuition fee system in Croatia is completely liberalized.

11. Do students have to pay compulsory contributions to student unions/representations?

No

11.1. Please provide the payable amounts and explain differences between cycles and students, where they exist.

12. Do you want to answer this section now or later?

Now

12.1. Please identify the main focus of your country's student support system.

A combination of grants for students and tax benefits for parents

The provided answers do not allow to describe the Croatian system precisely. Croatia uses an indirect support system by which the higher education institutions receive funding from the state budget for education of students, and the provision of many services for students is directly subsidised from the state budget. As such, there is a lot of indirect funding, and relatively few students depend only on direct grants and direct scholarship for study support.

12.2. The following questions deal with public grants and loans separately. If there is a combined system of grants and loans in your country, please provide information about your system here. In this case, please still answer the questions on grants/scholarships and loans, keeping in mind the relevant parts of your combined system.

13. PUBLIC GRANTS AND SCHOLARSHIPS

13.1. Does any student receive public financial support in the form of grants and/or scholarships?

Yes, students of all cycles

All full time students entering first and second cycle of higher education for the first time are entitled to the state coverage of the costs of their tuition fees. They do not receive the funds personally: the funds are directly paid to the higher education institutions. In addition, there are special calls for applications for state-funded scholarships, as well as scholarships funded by local and regional authorities. The answers in this question will refer to all kinds of support, including tuition fee support.

13.2. Which first cycle students are eligible for grants and/or scholarships?

All students

13.2.1. Which groups of students receive grants and/or scholarships?

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

13.2.2. What percentage of first cycle students receives a grant and/or scholarship?

75

13.3. What is the minimum, maximum and most common value of grants/scholarships available to first cycle students in higher education?

Minimum = 500

Maximum = 10000

Most common = 5000

13.4. Which second cycle students are eligible to receive grants and/or scholarships?

All students

Please refer to answer to question above.

13.4.1. Which groups of students receive grants and/or scholarships?

- Need

students who undertake to work in socially disadvantaged areas of the country after graduation, who are children of persons with war-related disabilities, students from lower income families, students who lived in foster families or in child care homes, students with disabilities, students who were disadvantaged in access to higher education due to being in the Croatian Army during the Homeland War, or their children, students from the Roma minority

- Merit Students receiving top grades in their studies.
- Part-time/Full-time/Distance learning All full time students enrolling studies for first time.
- Field of study

13.4.2. What percentage of second cycle students receives a grant and/or scholarship?

80

13.4.3. What is the minimum, maximum and most common value of grants/scholarships available to second cycle students in higher education?

3000 kuna is paid to higher education student to higher education institution per study year as a lump sum

13.5. What percentage of all students receives a grant and/or scholarship?

75

14. STUDENT LOANS

14.1. In your country, can any student take out publicly subsidised or guaranteed loans to cover their expenses of higher education studies?

No student

14.2. Are all first cycle students eligible to receive loans?

Please choose..

14.2.1. On what criteria are the groups of first cycle students eligible for loans differentiated?

- Need-based criteria
- Merit-based criteria
- Full-time, part-time, distant learners, etc.
- Field of studies
- Based on cycle the student is enrolled in

14.2.2. What is the minimum, maximum and most common value of loans that first cycle students receive? Please provide the amount per year.

Minimum first cycle =

Most common first cycle =

Maximum first cycle =

14.2.3. Are all second cycle students eligible to receive loans?

Please choose..

14.2.4. On what criteria are the groups of second cycle students eligible for loans differentiated?

- Need-based criteria
- Merit-based criteria
- Full-time, part-time, distant learners, etc.
- Field of studies
- Based on cycle the student is enrolled in

14.2.5. What is the minimum, maximum and most common value of loans that second cycle students receive? Please provide the amount per year.

Minimum second cycle =

Most common second cycle =

Maximum second cycle =

14.3. If different types of loans exist in your country, please provide the details here.

14.4. What percentage of students takes out loans?

In the first cycle = 0

In the second cycle = 0

Of all students = 0

14.5. Are student loans publicly subsidised or guaranteed?

Please choose..

14.5.1. Please explain the form of this guarantee/subsidy.

14.5.2. What conditions govern the cancellation or reduction of a state guaranteed/subsidised debt incurred by students after completion of their study period?

- Income too low
- Studies successfully completed on time
- Exceptional merit in studies
- Age or length of period in debt
- Disability
- Parenthood
- Death
- Early repayment of loan
- No debt cancellation
- No debt reduction

14.6. Please provide any additional relevant comments for consideration regarding your grants and loan system.

Apart from covering of costs of fees for all full-time students enrolling first year of studies, students are also entitled to scholarships, and over 20% of Croatian students receive a scholarship. Scholarships are not tied to covering the cost of tuition fees.

15. Do you want to answer this section now or later?

Now

16. Do any student's parents receive tax-related benefits (tax relief of any kind, which is not limited to income tax) for tertiary education expenses?

1st cycle Yes No No answer

2nd cycle Yes No No answer

17. Which students' parents are eligible to receive such non-tax based benefit?

Some

17.1. What are the criteria upon which eligibility is decided?

- Income of parents too low
- Income of student too low
- Age of student (child)
- Disability
- Parenthood of student (child)
- Other

17.1.1. Please specify.

The student must be a full-time student. Students also need to be under a certain legally prescribed age and must not have had income over a certain annual threshold.

17.2. Are parents of students in the first or in the second cycle treated differently?

No

17.2.1. Please explain the difference.

18. Can the parents of any student enrolled at a higher education institution receive tax-based financial benefits (tax relief)?

No

19. What are the forms and values of the granted tax relief? The information you enter may be an absolute amount or a share of a person's taxable income expressed as percentage.

19.1. Is there a difference for parents whose children are first or second cycle students?

No

19.2. Please explain the difference.

20. Please provide any additional relevant comments for consideration regarding your benefits for students' parents (including guardians).

I am unsure of the meaning of the question "*Which students' parents are eligible to receive such non-tax based benefit?". What does non-tax refer to? It was not defined earlier, and may be an error. In short, the rule is: one of the parents of all full time students in first and second cycle of studies are entitled to tax benefits on their income. It is not possible for both parents to claim tax deduction on the same student child. Parents of part time students are not entitled to tax benefits.

21. Do you want to answer this section now or later?

Now

22. Does any student receive tax-related benefits (tax relief of any kind, which is not limited to income tax) for tertiary education expenses?

1st cycle Yes No No answer

2nd cycle Yes No No answer

22.1. What are the criteria to determine who is eligible?

They are enrolled as a student at a recognised higher education institution

They are under a certain age (please specify)

They have another particular civil status (e.g. married, parenthood, other)

Income-dependent

Student work

Students must be full time students and they must have worked as students. They are then entitled to tax-free work up to 50,000 kuna annual income.

23. In your country, do any forms of public non-cash student support exist?

1st cycle Yes No No answer

2nd cycle Yes No No answer

24. What forms of public non-cash student support exist?

Subsidised accommodation:1st cycle

Subsidised accommodation:2nd cycle

Subsidised health insurance:1st cycle

Subsidised health insurance:2nd cycle

24.1. Please specify the details of existing subsidies.

- costs of student meals are regulated – a full-course meal costs 2.5 euro - in addition, the regulated cost of meals is subsidised by 75% for all full-time students - subsidised accommodation for full-time students accommodated in student dormitories - financial support for those accommodated in private facilities - free local transportation for around 50% of students in Croatia, and subsidised transportation for an additional 20% - free health insurance for all full-time students - tax relief for parents of every child who is a full-time student - students who have no parents receive a special national allowance - students who were disadvantaged in access to higher education due to being in the Croatian Army during the Homeland War, or their children are entitled to free literature, subject to a means test

25. Who is eligible to receive such non-cash support?

- Subsidised accommodation All students Specific groups of students based on pre-defined criteria No answer
- Subsidised health insurance All students Specific groups of students based on pre-defined criteria No answer
- Other subsidies All students Specific groups of students based on pre-defined criteria No answer

25.1. What are the criteria to determine who is eligible?

- Income of parents too low
- Income of student too low
- Age of student
- Disability
- Parenthood of student

For all non-cash support types, only full time students are eligible. All full time students are entitled to free health insurance (not just subsidised!) under no additional conditions. All students are entitled to subsidised accommodation, but additional merit and need-based criteria are used to determine who receives a room.

25.2. Is there a difference in eligibility between first and second cycle students?

No

25.3. Please explain the difference.

There is no difference; I do not understand what difference should be explained.

26. Please provide any additional relevant comments for consideration regarding public non-cash student support.

27. Do you want to answer this section now or later?

Now

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

- Student
- They hold and employment contract with a HEI

28.1. Please explain why you selected multiple options?

There are three kinds of PhD students in Croatia: - junior researchers, who work on a research project, - assistants, who are employed at a HEI but not on a project - other PhD students.

28.2. Are there differences between students of different subject areas?

No

28.3. Please explain the difference.

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

The sources of funding are divided broadly equally between three sources: the candidates' employees, the Ministry and the candidates themselves.

30. Please explain any differences in the fees they 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 20,000 kuna or more). The tuition fee coverage which exists in first and second cycle does not exist in the same form at the third cycle. The government is seeking to urgently reform this system.

31. Please explain the nature of the contracts candidates preparing a PhD have with their higher education institution.

As noted above, two contractual relations may exist between a candidate and their HEI. First are junior researchers ("znanstveni novaci"), who work on a research project. Second are assistants ("asistenti"), who are employed at a HEI as part of a grant from the Ministry to the HEI as a teaching/research position which is not tied to a project.

32. Please specify any fees third cycle candidates that are typically neither "fully student" nor "fully employee" have to pay, as well as any support that may be provided.

The answer to this question is the same as above.

33. Please provide any additional relevant comments for consideration regarding your doctoral education.

It is a national consensus that the current doctoral education system in Croatia is in need in reform. It would be good if doctoral education as a topic was taken up on the level of the Bologna Process again.

Questionnaire on student and staff mobility

A Preliminary remarks

In the Leuven/Louvain-la-Neuve Communiqué, the European Ministers responsible for higher education agreed that “mobility shall be the hallmark of the European Higher Education Area”. They called upon each country to increase mobility of students, , to ensure its high quality and to diversify its types and scope. At least 20% of those graduating in the European Higher Education Area should have had a study or training period abroad in 2020”. They also called for mobility of teachers, early-stage researchers and staff. At the same time, the Ministers underlined the importance of more balanced mobility across the European Higher Education Area. The findings of the Bologna Process Independent Assessment which were presented on the occasion of Bologna Ministerial Anniversary Conference in Budapest/Vienna on 11/12 March 2010 again underlined the need for action to enhance and better balance student and staff mobility.

This questionnaire on mobility is part of the general questionnaire used to collect information for the 2012 integrated implementation report. To give the BFUG Working Group on Mobility sufficient time and the necessary material to fulfil its terms of reference of drafting a European Higher Education Area Strategy for Mobility to be decided by the Ministers in 2012, the questions on mobility are being asked a few months earlier than the questions on the other themes. However, when the general questionnaire is sent out in early 2011, each country will have the opportunity to update its responses to the mobility questions should any significant changes have occurred.

When completing this questionnaire, please pay particular attention to the following two points:

- Information provided in this questionnaire should be supported by references whenever they are available. Please include the title and internet links, where available, for all publications and texts (national policy documents, national and/or international empirical surveys etc) which you have used to provide your responses to the specific questions.
- When providing a response for your country, please be aware that different stakeholders in the higher education system may have varying opinions or experience with regard to the issue at hand. Please make every effort to consult with stakeholders before finalising your answers to ensure that a balanced and consensual response is provided.

Please return this questionnaire to the Bologna Secretariat until 30 September, 2010 at the latest. If you have any queries on the questionnaire, please contact: secretariat@ehea.info.

B Details on the completion of the questionnaire

B.1. Who contributed to the completion of this report? Please provide the names and functions.

B.1.a Government representatives

Ivana Puljiz, Director, Directorate for International Cooperation and European Integrations, Ministry of Science, Education and Sports (MoSES)

Ana Tecilazić-Goršić, Directorate for International Cooperation and European Integrations, Ministry of Science, Education and Sports (MoSES); member of BFUG WG Mobility

Luka Juroš, Directorate for Higher Education, Ministry of Science, Education and Sports (MoSES), BFUG member

B.1.b Stakeholder representatives

Tina Šarić, Director of the Agency for Mobility and EU Programmes (AMEUP), National Agency for the Youth in Action and the Lifelong Learning Programme

B.1.c Other contributors

C National strategies and action plans

The following questions look at national quantitative targets and at policies aiming to foster mobility.

C.1. Does your country have national strategies or action plans to foster mobility?

Yes

No → please continue with section C.6.

C.1.a If yes, please provide a reference.

Action Plan for removing obstacles to and fostering international learning mobility for 2010-2012

C.1.b If yes, when was the national strategy or action plan adopted, and when was the most recent revision?

Adopted: September 2010

Most recent revision:

C.2. Does the strategy include national quantitative targets for the different forms of student mobility in higher education?

Please specify the target, including the date, in the appropriate box (e.g. 20% by 2020).

	All forms of mobility	Credit mobility ¹	Degree mobility ²
Inbound			
Outbound			
No target	X		

C.2.a Please provide a reference for the target.

C.2.b Are these targets the same for students in all cycles or are there differences?

Same

¹ Mobility to a different country in the context of a programme in the home institution for which credits are awarded

² Mobility for an entire degree programme

Differences

C.2.b.i If there are differences according to the degree cycle, please specify.

C.3. Does your country's national strategy/action plan include staff mobility in higher education?

Yes

No

C.3.a If yes, does it include quantitative targets for staff mobility?

Yes

No

C.3.a.i If yes, please specify

C.4. Does your national strategy/action plan prioritise particular geographic regions for student and/or staff mobility?

Yes

No

C.4.a If yes, please complete the following table by ticking the boxes where applicable.

Priority Region	Incoming students	Outgoing students	Incoming staff	Outgoing staff
EHEA	X	X	X	X
USA/Canada				
Latin America				
Australia, New Zealand				
Middle East				
Africa				
Asia				
Other (please specify)				

C.4.b If you have regional priorities, please give reasons.

With the full participation of the Republic of Croatia in the Lifelong Learning Programme (ERASMUS) in 2011, mobility of students and staff to the ERASMUS participating countries (EU Member States, EFTA, Turkey, Switzerland) is being additionally promoted.

C.5. Does your country monitor the impact of your national strategy or action plan?

Yes

No

C.5.a If yes, please provide information on how this monitoring is undertaken. Who is responsible, how regularly is monitoring conducted, and what have been the most recent results?

In 2009 the MoSES set up a Working Group with the objective of smoothing the progress of increasing international mobility in education sector. The Working Group for Removing Obstacles to and Fostering International Learning Mobility (WG) is composed of representatives from various governmental and public institutions namely the MoSES, Ministry of Finance, Tax Office, Ministry of Interior, Ministry of Foreign Affairs and European Integrations, Ministry of Family, Veteran Affairs and Intergenerational Solidarity, Ministry of Health, Croatian Institute for Health Insurance, Agency for Mobility and EU Programmes, Agency for Science and Higher Education, higher education institutions, Institute for Development of Education and the students' representative. Main task of the WG is to prepare proposals for amendments to the existing legislation regulating temporary residence and health insurance of foreign pupils, students, teachers and non-teaching staff in Croatia, and regulating the awarding of scholarships to pupils, students, teachers and non-teaching staff for study trips abroad. The proposals are structured in the multiannual Action Plan. The Action Plan for Removing Obstacles to and Fostering International Learning Mobility for 2010-2012 (AP) includes measures on funding, taxation, optimising the management of EU funds, regulating of temporary residence and health insurance of foreigners, on equalising rights of foreign and national students, on improving recognition of international cooperation and mobility as strategic priority for institutional development, on capacity building of education institutions including increasing number of modules in foreign languages at the HEIs, on promotion and data collection of mobility and improving recognition of study periods abroad. The AP was proposed by the WG and adopted by the Government of Republic of Croatia in September 2010. Since its establishment, the WG has worked in small groups focusing on specific obstacles to mobility and it will continue to monitor the implementation of the measures proposed with the AP by regular meetings initiated and coordinated by the MoSES. Interim Report on the implementation of the AP will be presented to the Government in December 2011 and the Final Report in December 2012.

C.6. Are there, in your country, any strategies or programmes below the national level (e.g. regional, institutional) to foster mobility?

Yes

No

C.6.a If yes, please explain and/or give examples.

The HEIs' strategies and policy documents that include international mobility are as follows: University of Zagreb: Iskorak 2001, International mission and policy 2002, Strategic plan of internationalisation of study programmes of the University of Zagreb for 2005-2010, Declaration on encouraging participation in the international exchange programmes, 2007, Action plan of measures for encouraging international exchange, 2007, Ordinance on double degrees, 2009 and Ordinance on mobility, 2010 (www.unizg.hr); Strategy of the University of Rijeka 2007-2013 (www.uniri.hr); Development measures of the University of Zadar for 2006-2010, (www.unizd.hr);

Strategy for international development of the University of Dubrovnik for 2009-2015
(www.unidu.hr).

Moreover, students exchange programmes are being established on the interinstitutional basis.

C.7. Can national students who study in a higher education institution in another country receive a grant/scholarship under the same conditions as students studying in the country?

- Yes, for degree mobility
- Yes, for credit mobility
- Yes, for both
- No

C.7.a If yes, do the following restrictions apply?

	Degree mobility	Credit mobility
Grants/scholarships are restricted to specific countries (if so, please specify which countries, e.g. EU member states, EHEA countries, other countries/world regions)		
Grants/scholarships are restricted to specific programmes (if so, please specify)		
Other restrictions apply (please specify)		
No restrictions apply	X	

C.8. Has your country implemented any of the following financial support measures to foster student mobility?

Measure	Credit mobility	Degree mobility
loans for incoming students	NO	NO
grants/scholarships for incoming students	YES	YES
Loans for outgoing students	NO	NO
Grants/scholarships for outgoing students	YES	YES
Other: (please specify)	NO	NO

C.9. Has your country implemented other support measures or programmes to foster student mobility? (Measures may include, but are not restricted to, accommodation/transport subsidies for international students, improvements in recognition practice, exchange programmes, targeted guidance services etc.)

The Action Plan for Removing Obstacles to and Fostering International Learning Mobility 2010-2012 includes measures on assuring, at least same, and preferably, additional rights to international students, both in nutrition and in housing. All international students at HEIs are given the same facilities as national students have - subsidies for meals at very economic price (a full-course meal costs less than 1 euro). Besides, international students are in most cases given accommodation in student dormitories at very economic price from 15 € up to 80 € per month.

Finally, having in mind the fact that the incoming mobility could be additionally stimulated if the offer of courses in foreign languages at the HEIs would be more extensive, the MoSES introduced the possibility of developing curricula in foreign languages as one of the eligible activity under the IPA Grant Scheme for further development of the Croatian Qualifications Framework.

D Identifying and removing obstacles to mobility

D.1. Has your higher education policy been informed by any surveys or research that have considered obstacles to student mobility?

Yes

No

D.1.a If yes, please provide references to those surveys and/or research that have influenced your policy on mobility?

Enhancing Academic Mobility in Croatia: Croatia's Entry into Erasmus, survey done through the TEMPUS project "Enhancing Mobility of the Croatian Academic Community (MOBIL)" in 2008

Survey conducted by the Ministry of Science, Education and Sports, Directorate for International Cooperation and European Integrations in June 2010 on students' rights for foreign students studying in Croatia in the framework of different exchange programmes.

D.2. In this context, please rank the three most important obstacles to incoming and outgoing student mobility addressed in national programmes and measures? (Most important = 1, second most important = 2, and third most important = 3)

Obstacles to student mobility	Incoming mobility	Outgoing mobility
Funding		1
Recognition		2
Language	2	
Curriculum/Study organisation		3
Legal issues	1	
Motivating and informing students	3	
Other, please specify:		

D.3. Are at least some of the obstacles that you ranked above particularly important in specific study cycles?

Yes

No

D.3.a If yes, please specify.

D.4. Are at least some of the obstacles that you ranked above particularly important in specific fields of studies?

Yes

No

D.4.a If yes, please specify.

D.5. Are the obstacles that you ranked above particularly relevant for credit mobility?

Yes

No

D.5.a If yes, please specify.

Some of them, such as recognition issues and curriculum

D.6. Are the obstacles that you ranked above particularly important for degree mobility?

Yes

No

D.6.a If yes, please specify.

D.7. What measures/programmes has your country implemented to tackle and remove the obstacles to student mobility that you mentioned?

Measures are incorporated in the Action Plan for removing obstacles to and fostering international learning mobility for 2010-2012. (Please see C.5.a.)

D.8. Has your country monitored the effects of these measures/programmes?

Yes

No

D.8.a If yes, please provide information on how this monitoring is undertaken. Who is responsible, how regularly is monitoring conducted, and what have been the most recent results?

The first report on the results of the measures implemented under the Action Plan will be available in December 2011.

D.9. Has your higher education policy been informed by any surveys or research that have considered obstacles to staff mobility?

Yes

No

D.9.a If yes, please provide references to those surveys or research that have influenced your policy on staff mobility?

D.10. In this context, please rank the three most important obstacles to incoming and outgoing staff mobility? (Most important = 1, second most important = 2, and third most important = 3)

Obstacles to staff mobility	Incoming mobility	Outgoing mobility
Immigration restrictions		
Recognition issues		
Language issues	3	3
Incompatibility of pension and/or social security systems	2	2
Legal issues	1	1
Other, please specify:		

D.11. What measures/programmes has your country implemented to tackle and remove the obstacles to staff mobility that you mentioned?

Action Plan for Mobility of Researchers for 2009-2010

Action Plan for removing obstacles to and fostering international learning mobility for 2010-2012. (Please see C.5.a.)

D.12. Has your country monitored the effects of these measures/programmes?

Yes

No

D.12.a If yes, please provide information on how this monitoring is undertaken. Who is responsible, how regularly is monitoring conducted, and what have been the most recent results?

The Working group for Mobility of Researchers, coordinated by the Ministry of Science, Education and sports organises Working Group meetings four times per year. Implementation of measures and assessment of results achieved is being regularly monitored during quarterly meetings and Report on the implementation of the Action Plan will be drafted and submitted to the Minister of Science, Education and Sports in December 2010.

E Balanced student mobility flows

When looking at global and intra-European mobility flows, significant imbalances between continents, countries, regions and institutions become visible. In the Leuven/Louvain-la-Neuve Communiqué, the European Ministers therefore asked the BFUG to consider how balanced mobility could be achieved within the EHEA. With the 2009 Bologna Policy Forum Statement, Ministers from across the world declared that they “advocate a balanced exchange of teachers, researchers and students between [their] countries and promote fair and fruitful ‘brain circulation’”.

The following questions aim at collecting information on the understanding of the term “balanced mobility and on national strategies and measures to achieve more balanced mobility.

E.1. Which of the following situations for student mobility applies to your country?

	Total mobility	Credit mobility	Degree mobility
more incoming than outgoing students			
more outgoing than incoming students	X	x	x
approximately the same number of incoming and outgoing students			
No information available			

E.1.a What is the statistical source for this information? Please supply statistical data.

Internal databases of the universities in the Republic of Croatia.

E.2. Is the situation described above regarded as balanced mobility?

Yes

No

E.2.a Please explain and include a definition of “balanced mobility” as it is used in your country.

Approximately the same number of incoming and outgoing mobile students.

E.3. Does your country have significant imbalances of student mobility flows with particular countries or regions?

Yes

No

E.3.a If yes, with which countries or regions are mobility flows most imbalanced?

In terms of outgoing mobility, the imbalance is the highest with the Western European countries.

There is also an imbalance in incoming mobility, where a large number of students from Bosnia and Herzegovina, with dual Croatian citizenship, come to study in Croatia.

E.4. Does your mobility strategy/action plan for higher education address the issues of balance of student mobility flows?

Yes

No

E.4.a If yes, what are the main concerns addressed?

E.4.b If yes, which measures have been undertaken to address these concerns regarding the balance of student mobility flows?

Space for Comments:

Errata for the Croatian National Report regarding the Bologna Process implementation 2009-2012
Reference date: 1 May 2011

Part 1.2. – Agency for Science and Higher Education criteria require universities to have at least 50, and colleges and polytechnics at least 33% of their own teachers, assumption being that full-time teachers will have more time to devote to students.

section 1.1., 5.4. In which study fields do these study programmes exist?

Answer now: „Short course study programmes are mostly in economics, computing, shipbuilding and mechanics. Integrated study programmes exist in study field of law, dental medicine, medicine, pharmacy and arts.“

The following fields of integrated study programmes should be added: physics, religious studies, mathematics, geography, teacher education, veterinary medicine and kinesiology.

section 2.1, 16.1.2. How do you define it?

According to Act on Scientific Activity and Higher Education part-time students are those who participate in the educational programme while they work or perform some other activity requiring an adjusted programme. The costs of such study shall be fully or partially borne by the student.

Part 1.3 (Quality Assurance):

1.1.1. Agency for Science and Higher Education is the only Croatian institution that organises external quality assurance in higher education and science. External QA can be carried out as accreditation (initial or re-accreditation), audit or thematic evaluation of higher education institutions and their study programmes as well as scientific organisations. Reaccreditation and audit are carried out in 5-year cycles, while initial accreditation and thematic evaluation are carried out upon request from institutions, the ministry or the student organisation.

1.2. Outcomes of accreditation are accreditation recommendations issued by the agency which can propose to the minister of education to give or deny the license to operate a HEI/scientific organisation or a study programme, or to postpone the decision for a maximum of 3 years. The minister acts upon the accreditation recommendation of the agency. Outcomes of audit are certificate issued by the agency which state the level of development of internal quality assurance system. Outcomes of thematic evaluation are reports on specific issue with the aim of providing additional information and analysis for an informed decision-making by the authorities.

1.6. Institutions, programmes and HEI's internal QA systems.

1.6.1. – Yes.

1.6.2. – Yes.

1.6.3. – Yes.

1.6.3.1 – All institutions and all programmes are subject to reaccreditation. All institutions are subject to audit. All programmes, with the exception of those offered by public universities, are subject to initial accreditation. Public universities may self-accredit their own study programmes which are then checked during the re-accreditation procedure, along with the system of internal review which has to precede their introduction.

1.7 All documents are available on the Agency website both in Croatian and English.

1.9. Also “other” should be ticked and added in 1.10. learning outcomes, internationalization, transparency and management of HEIs .

3.1. Yes, for the purposes of ENQA membership (it has already been carried out).

4.1. Also “In the preparation of self-evaluation reports” should be ticked.

4.2. Tick from “decision-making” should be removed because foreigners do not participate in the decision-making bodies (Accreditation Council of the Agency).

4.4. “and as panel members in the audit procedure and, optionally, in other procedures” should be added.

4.5. In addition to the involvement of employers, a representative of an NGO active in the field of higher education and science is a member of the Accreditation Council without voting rights.

5.2.1. Croatian legislation and good practice is in line with the ESG. According to ESG Part 1, HEIs are responsible for developing fitness for the purpose internal QA system.

5.3. In this regard, the Croatian legislation follows standards and guidelines 1.1. of the ESG, which suggests active involvement of students in internal quality assurance.

5.3.2. Yes, for the audit procedure. Guidelines suggest that all stakeholders, including students, participate in internal audit and are represented in audit panels. Students are also included in the writing of internal audit report, a basic document for ASHE's external quality assurance audit.

Part 1.4 (Lifelong learning):

2. The definition of lifelong learning should be substituted with the definition presented in point 4.