



Erasmus+



Dr.sc. Rosana Lucijetić

Tamara Žufić Košara

**LEGAL FRAMEWORK ANALYSIS OF DUAL EDUCATION
IN CROATIA**

Pula, June 2018

588378-EPP-1-2017-1-DE-EPPKA2-KA



Erasmus+



T4.1: OVERVIEW OF NATIONAL AND LEGAL REGULATIONS IN HR

1. The legal situation in the Croatia

Currently in Croatia an insufficient amount of vocational learning is provided in real work environment in enterprises. According to a 2014 survey of employers (Zaposlimo Hrvatsku), one of the main problem they face is a skills gap, i.e. the skilled labour shortage, especially among young people. Employers indicate that the competencies acquired in the traditional education system are not adequate to the competencies required for successful performance of activities in the workplace. This may be partly the reason of low levels of youth employment in Croatia. This is especially prominent in vocational occupations.

This situation calls for measures to enhance the attractiveness and quality of VET in Croatia. Currently students gain limited practical experience during schooling, mainly through traineeship in schools where the real working conditions are simulated, and only in a small part through traineeship in companies or through apprenticeships in bound crafts. WBL in companies increases employers' access to workers with relevant skills and knowledge and helps students transition to the world of work. Countries with strong dual vocational education and training systems where learning and practice occur in the company have the lowest youth unemployment rates (OECD 2010). VET programe must respond to society's structural changes especially high unemployment rates among young people. It is necessary to adapt the education system, so that students can gain quality work experience during education, and not to be additionally trained through expensive measures, which only keep them from the negative statistics.

For work-based learning (WBL) to become a common practice in Croatia the effort has to be twofold. On the one hand it is crucial to engage companies, through familiarizing them with benefits such as avoiding skills mismatch when recruiting new talent, possibility to choose the best talents for future employment and benefits from their productive capacity. On the other, it is necessary to attract young people to vocational training. Unfortunately, the students and parents perception of VET is mostly negative. Vocational occupations are not considered prospective and are usually students' last choice or are more likely option for students of lower academic achievement. For students, work-based learning experiences provides exposure to professional and organisation setting, helps them to focus their interests and choose suitable career path.

We need a core and tailored approach in designing national policies that strengthen the links between education and training and practices in the workplace, and that are tailored to local needs. Employers demand for talent is an important context for curriculum development and educational reform. EU strategies have recognized the importance of learning in the



Erasmus+

workplace and lifelong learning in all levels of education, as acquiring, maintaining, and upgrading skills is an essential characteristic for all employees.

A way to establish system of quality is through partnership of all stakeholders that have a role development of VET policy including the ministries, agencies, chambers, schools, enterprises, local communities, parents and employment service. In Croatia there is no thorough statistics/register of apprenticeship as it is divided between ministry and Chamber of Trades and Crafts, counties, etc. Clearer regulations and guidelines have to be created in the implementation of WBL as well as strategy to encourage enterprises to get involved in VET through ensuring incentives for enterprises, establishing better programs for training of in-company mentors that are suitable to their capacities, licensing of mentors, accreditation of companies involved in WBL and creating the register of companies and mentors. In addition, it is important to ensure quality standards in companies involved in WBL and to make sure that apprentices do not compete with employed workers and are not exploited as a cheap labour supply.

Employers are looking for qualified workers, but at the same time they face multiple challenges in an increasingly competitive and unstable economy. A lot of companies have downsized over the past two decades and it is costly and risky to train new employees who have no previous work experience.

Croatian VET programs have not had significant changes over the past two decades, they do not reflect the development of technologies and trends in the profession and are not compatible with the labour market needs. Companies, mostly SMEs, are not actively engaged in providing work-based learning due to the lack of human and financial resources, low appreciation or other reasons. While ongoing educational reform is emphasizing wider implementation of work-based and entrepreneurial learning, there is no unique institution in Croatia which could act as a one-stop point for SMEs interested in apprenticeship. SME's need assistance in legal, administrative and logistical issues regarding WBL.

We need employers to have more opportunities to collaborate with other VET institutions and participate in shaping vocational programmes that reflect the up-to-date needs of occupations and workplaces as a way to enhance conditions and quality of work-based learning. It is necessary to establish platform for the selection of apprentices among training companies and for the applicants to find apprenticeship posts in SME's, which calls for deeper involvement of chambers in planning and implementation of VET and also making legal and regulatory changes to enable them to enhance their capacities.

Higher education in the Republic of Croatia is performed within university and professional courses. University study programmes qualify students to work in science and higher education, private and public sector and society in general, as well as to develop and apply scientific and professional knowledge. Professional study programmes provide students with an appropriate level of knowledge and skills required to work in applied professions, as well as a direct integration in the working process.



Erasmus+

University study programmes have three levels: undergraduate, graduate and postgraduate. Professional study programmes are split into: short professional studies, undergraduate professional studies, and specialist graduate professional studies.

Undergraduate programmes normally last three (180 ECTS) to four (240 ECTS) years. Upon completion, students are awarded an academic title of Bachelor (prvostupnik) with reference to a specialisation. Graduate programmes normally last one (60 ECTS) to two (120 ECTS) years. The total number of credits earned after completing both undergraduate and graduate studies is at least 300 ECTS. Upon completion of both undergraduate and graduate studies, students are awarded an academic title of Master (magistar struke) with reference to a specialisation. Postgraduate university studies are divided into specialist and doctoral studies. Specialist studies last for one to two years. Upon completion, the student is awarded the title of University Specialist with reference to a specialisation (univ. spec.). Doctoral studies last three years (180 ECTS). Upon completion of doctoral study, the academic title of Doctor of Science or Doctor of Arts is awarded (dr. sc. or dr. art.).

Professional studies are divided into short professional studies, undergraduate professional studies, and specialist professional graduate studies. Short professional studies last two (120 ECTS) to two and a half (150 ECTS) years.

Upon completion, students are awarded a professional title of stručni pristupnik/pristupnica with reference to a specialisation. Undergraduate professional studies last three (exceptionally four) years and students earn 180-240 ECTS credits. Upon completion of professional studies students are awarded a professional title of stručni pristupnik/pristupnica with a reference to a specialisation. Specialist professional graduate studies last one to two years and students can earn 60-120 ECTS credits. Upon completion, students are awarded a title of a specialist of the respective profession. The total number of credits earned after completing both undergraduate and graduate professional studies is at least 300 ECTS.

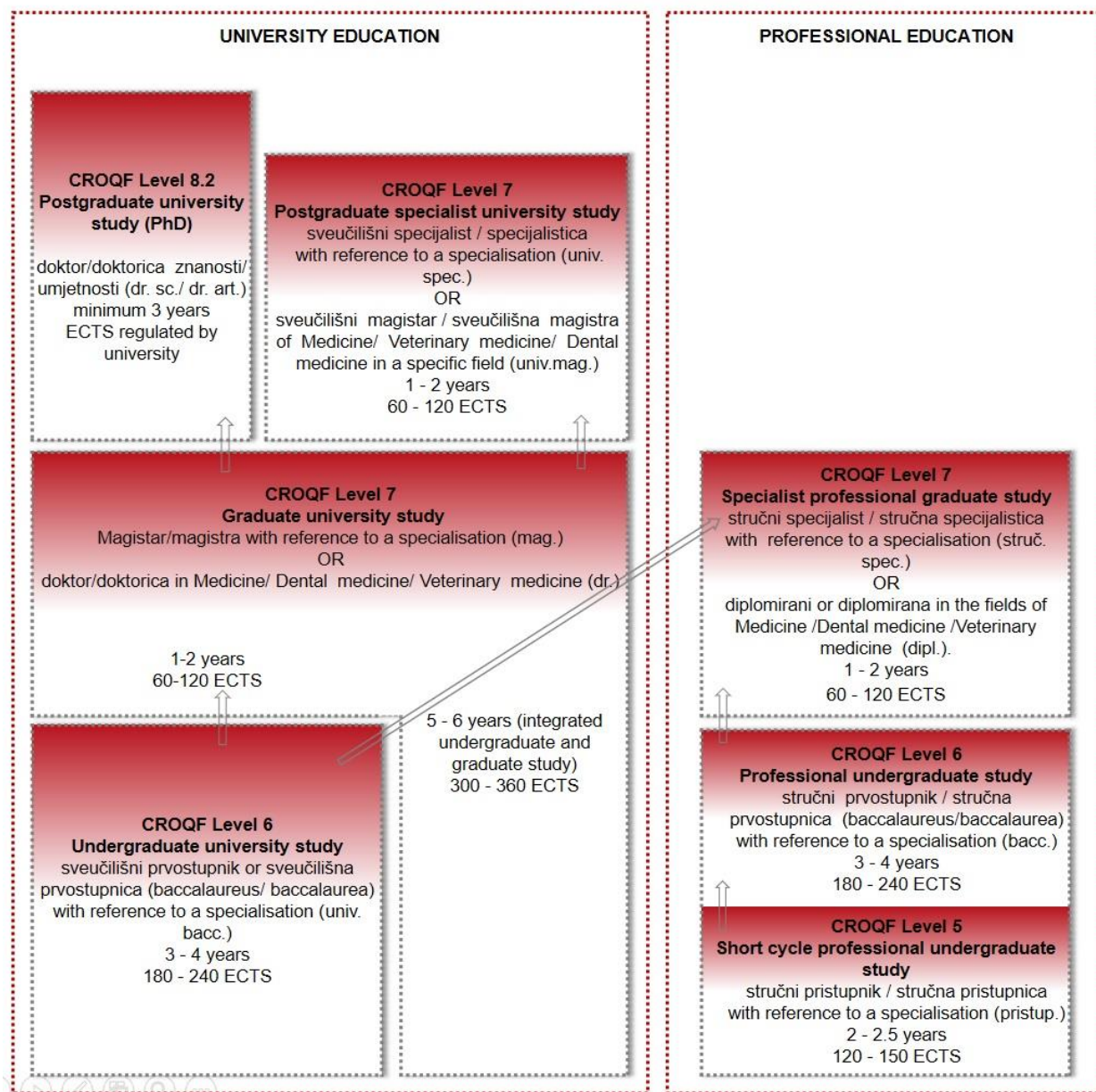
There are currently 1358 accredited study programmes in the Republic of Croatia.



Erasmus+



SCHEME OF HIGHER EDUCATION SYSTEM IN CROATIA



Evaluation procedures in higher education:

- Initial accreditation of study programmes
- Initial accreditation of higher education institutions
- Re-accreditation of higher education institutions
- Theatic evaluation in higher education
- Reaccreditation of part of the activity of higher education institutions
- Feasibility of the public financing of study programmes of public universities
- Evaluation of amendments to approved study programmes
- Audit of higher education institution

Evaluation procedures in science:



Erasmus+



- Initial accreditation of scientific organisations
- Re-accreditation of scientific organisations
- Thematic evaluation in science
- Evaluation of research quality for the purpose of establishing centres of excellence in research

2. The legal regulations of the chamber that work when working with mentors from the industry

There is no co-operation between the chamber and industry mentors in Croatia, and there is no legal regulation for the chambers to act.

Croatia is just about to have a complete analysis and profile of mentors in companies.

In Croatia, according to the Law on Vocational Education (Official Gazette No. 30/2009) and the Crafts Act (Official Gazette 143/2013), practical training and exercises with the employer can not be performed by the person appointed by the employer to the student as a mentor if there is no acquired pedagogic competence or passed an examination that proves the basic knowledge about teaching students. At present, the Program of Acquiring Pedagogical Competences for Vocational Teachers, Teaching Associates and Mentors for 225 Hours and a Load of 60 ECTS credits is in effect. This program does not meet the needs and capabilities of most companies in the Republic of Croatia (90% are small and medium-sized enterprises). It is necessary to adopt legal frameworks regulating company-employer obligations in relation to organization and implementation of professional practice and to provide certain benefits for companies employers who practice.

- There is insufficient number of trades and companies to admit students to professional practice. Specifically, mentors from companies do not know how to evaluate students' knowledge and skills. Some mentors give good grades even though the student does not show the acquired knowledge and skills. Mentors "liar" the presence of students in practice.
- There is no communication between companies working with the same students. When a student changes a business because his behavior is "chasing", there is no communication between a former and a future mentor in a company - students are still acting irresponsibly.
- Some schools because of the specificity of educational programs and conditions can organize school practice in a real work environment, within school teaching. The financial and real estate situation is not similar to other forms of enterprise-based learning.

Training of craftsmen and employers is needed to work with disadvantaged students.



Erasmus+

- The aforementioned assistance should be real and not declarative.
- Possibility of a Chamber for Additional Education of Students if School or Enterprise Do Not Have Opportunities (Space, Tools, etc.), and within the curriculum - chambers should have training centers (as in Germany). The Chamber should carry out exams with independent assessment of the acquired knowledge and skills.
- The Chamber must assume much of the competence over vocational education not only through non-financial but also financial assistance and the provision of competence centers such as Germany
- Provisions should be made to release entrepreneurs from certain schemes if they are to receive apprentices.
- Qualitative evaluation of the impact of mentors who are in charge of non-classroom professional practice
- Scholarships for missing professions are needed.

D4.1: LIST OF NATIONAL AND LEGAL REQUIREMENTS (M8)

1. LAWS OR OTHER ACTIVITIES RELATED TO VOCATIONAL EDUCATION:

Law on Vocational Education ("Official Gazette", 30/2009)

Craft Law (Official Gazette 143/2013)

Ordinance on the manner of organizing and conducting classes in vocational schools (Official Gazette, No. 140/2009)

Ordinance on Procedure and Method for Applying Examination Exam (Official Gazette, No. 63/2014)

Ordinance on procedure and method of issuing licenses (licenses) for performing practical training and apprenticeships (Official Gazette 37/2015).

Ordinance on Minimum Conditions for Learning Contracts (Official Gazette 63/2014)

Decision on the adoption of a program for acquiring pedagogic competences for vocational teachers, teaching assistants and mentors (Official Gazette No. 8/2016)

Rulebook on conditions and ways of continuing education for a higher level of qualification (Official Gazette No. 08/2016)

Labor Law (Official Gazette, 93/2014)

Ordinance on jobs that can not be used by a minor (Official Gazette 89/2015)

Rulebook on jobs where juveniles can work and activities to be attended (Official Gazette 62/2010)

Vocational Education and Training System Development Program for the period from 2016 to 2020



Erasmus+

Education, Science and Technology Strategy
Croatian Qualifications Framework Act

2. LAWS OR OTHER ACTIVITIES RELATED TO HIGHER EDUCATION:

Law on Quality Assurance in Science and Higher Education (Official Gazette, No. 45/09)

Law on Scientific Activities and Higher Education (Official Gazette 123/03, 198/03, 105/04, 174/04, 46/07)

Law on Recognition of Foreign Educational Qualifications (Official Gazette 158/03, 198/03, 138/06)

Law on ratification of conventions on recognition of higher education qualifications in Europe (Official Gazette 9/02, 15/02)

Act on Academic and Professional Names and Academic Degrees (Official Gazette 107/07)

Ordinance on the conditions for selection in scientific sound (Official Gazette 84/05, 138/06, 42/07, USRH Decision 120/07)

Rulebook on Conditions and Procedure for Issuing Licenses for Performing Scientific Activities ("Official Gazette", No. 97/07)

Rulebook on Evaluation of Scientific Organizations (Official Gazette, No. 39/05, 104/08)

Ordinance on Scientific and Artistic Areas, Fields and Branches (Official Gazette 118/09)

Ordinance on the organization and manner of work of regional councils and parent committees (Official Gazette, No. 76/05, 113/05, USRH Decision, 118/05, 55/09)