

Indicator	Results ¹	Comments
<p>1. Relevance of quality assurance systems for VET providers</p> <p>a) share of providers applying internal quality assurance systems defined by law/at own initiative</p> <p>b) share of accredited VET providers</p>	<p>a) 82% of the total number of VET schools (VET institutions/providers) with IVET programmes conducted self-evaluation (assessment) in school year 2014/2015.</p> <p>b) All VET schools (300 schools) are accredited for implementation of IVET programmes, 187 VET schools are accredited for adult education and approximately 569 adult education institutions are accredited for education of adults. VET schools usually offer CVET education/programmes and in the process of self-assessment they monitor and evaluate the quality of adult education in their institutions.</p>	<p>According to the VET Act the VET quality assurance system is characterised by permanent evaluation of participants, VET institutions and the VET process, VET institutions are also obliged to conduct self-evaluation and external evaluation. In relation to self-evaluation, AVETAE collects data for this indicator through analysis of the VET school yearly reports on self-evaluation. This data is used to manage the self-evaluation process and help schools evaluate their work, and to create national standards for quality in VET. The self-assessment of adult education institutions is neither obligatory nor defined by the law.</p> <p>External evaluation is conducted by the National Centre for External Evaluation of Education which includes the State "Matura" exams and other national exams for external evaluation of schools.</p> <p>Regarding the accreditation of VET providers, VET activities are carried out by VET institutions (IVET and CVET) based on decisions of the Ministry responsible for education. Ministry is responsible for issuing licences which entitle VET institutions to provide training or/and education and implementation of IVET and/or CVET program.</p>

¹ Please indicate where applicable the data are for IVET and/or CVET and specify the year

<p>2. Investment in training of teachers and trainers</p> <p>a) share of teachers and trainers participating in further training b) amount of funds invested</p>	<p>a) In the period from 2010 to 2015 approximately 21% of the total number of VET teachers participated in teacher training events organised for teachers in IVET programmes. In 2015 about 196 andragogy educators participated in training events organised for educators in adult institutions which conduct formal CVET programmes.</p> <p>b) According to Eurostat (Year of extraction: 2014) in period from 2004 to 2011 investments in education and training expressed as total public expenditure on education as % of GDP for all levels of education in Croatia was, on average, between 3.8% and 4.2%. And due to the economic crisis it is still declining in recent years.</p>	<p>AVETAE conducts in-service teachers training in VET area and implements in-service teacher training of employees in the system of initial and continuous VET on yearly basis.</p> <p>AVETAE collects data for this indicator through VETIS information system and makes reports on in-service teachers training. Data is used to plan and ensure adequate education and continuous training of VET teachers. Apart from the state-funded in-service training in-service training of VET teachers and educators is also implemented by different professional associations, public open universities, Croatian Chamber of Crafts, international institutions.</p>
<p>3. Participation rate in VET programmes: Number of participants in VET programmes (1), according to the type of programme and the individual criteria (2)</p>	<p>(1) On average, the four-year programmes (including one five-year program) are attended by 65-67% of the total number of the secondary VET school students (IVET) and it has been relatively stable in recent years, in the period from 2010-2015. On average, the three-year programmes are attended by 35-36% of the total number of the secondary VET school students (IVET) and has been in steady decline in recent years, in period from 2010-2015. One-year and two-year programmes, on average, are attended by 1-2% of the total number of the secondary VET schools students.</p> <p>Enrolment of adults in different types of adult education (CVET) is very low, in 2014 only 2.5% of adults (age 25-64) participated in education and training.</p> <p>(2) In relation to the individual criteria in school year 2012/2013 48% female students were enrolled in four-year technical and related schools and 35% of female students enrolled in 3-year industrial and craft schools. (Source: Croatian Bureau of Statistics, Labour Force Survey, accessed on 10.11. 2014).</p>	<p>Ministry of Science, Education and Sports collects data for this indicator through information system named Ematica.</p>

<p>4. Completion rate in VET programmes: Number of persons having successfully completed/abandoned VET programmes, according to the type of programme and the individual criteria</p>	<p>(1) The share of early school leavers/dropouts from secondary education system is low, and according to Eurostat the rate of early school leavers (people in the age from 18 to 24 who have only lower secondary education or less and are no longer in education or training) was 4.5% in 2013. According to the Labour Force Survey which was conducted by Croatian Bureau of Statistics in 2014 the share of early school leavers in 2014 were 2.7%.</p>	
<p>5. Placement rate in VET programmes:</p> <p>a) destination of VET learners at a designated point in time after completion of training, according to the type of programme and the individual criteria (3)</p> <p>b) share of employed learners at a designated point in time after completion of training, according to the type of programme and the individual criteria</p>	<p>a) After completion one-year and two-year IVET programmes students receive lower professional qualification, level 3/CROQF, and enter labour market. They may continue their VET education or apply for master craftsman exam after then years of work experience.</p> <p>After completion three-year IVET programmes students receive professional qualification, level 4.1/CROQF, and enter labour market. They may continue their VET education to complete the fourth year and take the State "Matura" exams that enable enrolment into higher education or they can apply for a master craftsman exam after 2 years of work experience.</p>	<p>Although there is a need for data collection regarding transition of VET students to employment and higher education, a mechanism for systemic data collection has not yet been implemented at national level. Data is collected through some national studies.</p> <p>National Centre for External Evaluation of Education collects data about VET students who take the State "Matura" exams.</p>

<p>b) success rate of disadvantaged groups according to age and gender</p>	<p>After completion of four-year IVET programmes students receive professional qualification, level 4.2/CROQF, and enter labour market. They may take the State "Matura" exams that enable enrolment into higher education.</p> <p>Students who are older than 16 and have dropped out can continue their education and have several possible routes open to them. They may apply to the Croatian Employment Bureau and use one of the available active labour market measures. Also they can enrol in adult education and CVET programmes. After completion of CVET programmes adult learners receive professional qualification at levels 2, 4.1 or 4.2/CROQF and enter the labour market or can continue their education.</p> <p>b) After completion of education in IVET programmes students enter labour market. Research which was conducted by Agency for period 2006-2011 for persons younger than 21 year who were registered at Croatian Employment Service, shows that the share of young people completing three-years programmes and finding work in the year after completion of education was 52%, 27% were employed in occupations with lower qualifications and 49% were employed in occupations which match sector profile while the share of young people who completed four-years programmes and found work in the year after completion of education was 45%, 22% were employed in occupations with lower qualifications and 43% were employed in occupations which match sector profile. Also after completion of education in IVET programmes students may take the State "Matura" exams to continue their education. According to the research conducted by Agency for Science and Higher Education in 2014 (authors: B. Jokić and Z Ristić Dedić) in the academic year 2010/2011 78.08% of the total number of the secondary VET schools students in fourth grade successfully passed obligatory State "Matura" exams and 60.7% of them successfully continued to tertiary education.</p>	
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<p>6. Utilisation of acquired skills at the workplace:</p> <p>a) information on occupation obtained by individuals after completion of training, according to type of training and individual criteria</p> <p>b) satisfaction rate of individuals and employers with acquired skills/competences</p>	<p>a) Completion rate for students in IVET programmes is, on average, 95% of the total number of secondary VET schools students. According to the Labour Force Survey which was conducted by Croatian Bureau of Statistics in 2014, 48% of female students graduated in four-year technical and related schools and 28% of female students graduated in three-year industrial and crafts school.</p> <p>b) According to the survey conducted by ETF and Croatian Chamber of Crafts in 2013 (VET and social inclusion in Croatia) regarding three-year VET students who finished apprenticeship programmes and the quality of skills acquired, most employers (65.0%) think that students in education for trades and crafts occupations do not have enough practical training during their education. Also the survey shows that the level of soft skills of new employees can be rated with very highly.</p>	
<p>7. Unemployment rate (4) according to individual criteria</p>	<p>According to the Labour Force Survey which was conducted by Croatian Bureau of Statistics in 2014 the unemployment rate was 17.4% (Unemployed persons comprise persons aged 15 to 74 who were: a) without work during the reference week, b) currently available for work, that is, available for paid employment or any work in a two-week period following the reference period, c) actively seeking work.)</p>	
<p>8. Prevalence of vulnerable groups:</p> <p>a) percentage of participants in VET classified as disadvantaged groups (in a defined region or catchment area) according to age and gender</p>	<p>a) Disadvantaged groups in VET education in Croatia are Roma and other minority students and students with special needs. According to Agencies data from 2014 percentage of students with special needs was about 3.8% of the total number of the secondary VET schools students.</p>	

<p>9. Mechanisms to identify training needs in the labour market:</p> <p>a) information on mechanisms set up to identify changing demands at different levels</p> <p>b) evidence of their effectiveness</p>	<p>a) The procedures and bodies for linking VET with the labour market as well as methodology for the development of VET qualifications are defined by Croatian Qualifications Framework Act (CROQF Act) which was adopted in 2013. One of the mechanisms for linking VET education with labour market needs is CROQF Sector councils. CROQF sector councils are advisory bodies ensuring the development of human potential in line with labour market needs within respective sector, there are 25 sectors for different areas of education/work and one interdisciplinary sector. Another mechanism is the ALMIS portal-Labour Market Information System which offers information about labour market supply and demand.</p> <p>b) System is still in development and evidence of its effectiveness is not yet available at national level. More information can be found at www.kvalifikacije.hr & www.hkoportal.hr</p>	<p>In recent 10 years the Croatian VET education system is in the process of continuously developing and introducing procedures for linking VET education (IVET and CVET) with the labour market and developing VET qualifications. AVETAE develops and implements those mechanisms for the purpose of quality assurance of VET education.</p>
<p>10. Schemes used to promote better access to VET:</p> <p>a) information on existing schemes at different levels</p> <p>b) evidence of their effectiveness</p>	<p>a) There are different measures for increasing the attractiveness and relevance of VET, promotional activities organised by different stakeholders in VET, ESF funding aimed at enhancing VET attractiveness and relevance, guidance and counselling for VET students organised by Croatian Employment Service etc.</p> <p>b) VET institutions collect data for this indicator in the process of self-evaluation.</p> <p>Once a year, the Croatian Employment Service conducts the ‘Survey of Vocational Intentions of Primary Schools Pupils and Secondary School Students’, on the basis of which the expert teams consisting of schools and the Croatian Employment Service representatives define the target groups that need specific career guidance services.</p>	

(1) For IVET: a period of 6 weeks of training is needed before a learner is counted as a participant. For lifelong learning: percentage of population admitted to formal VET programmes. (2) Besides basic information on gender and age, other social criteria may be applied, e.g. early school leavers, highest educational achievement, migrants, persons with disabilities, length of unemployment. (3) For IVT: including information on the destination of learners who have dropped out. (4) Definition according to ILO and OECD: individuals aged 15-74 without work, actively seeking employment and ready to start work.