**Education and training in figures**

- **Upper secondary students (ISCED 2011 level 3) enrolled in vocational and general programmes**
  - % of all students in upper secondary education, 2014

- **Lifelong learning**
  - % of population aged 25 to 64 participating in education and training over the four weeks prior to the survey, 2015

- **Early leavers from education and training**
  - % of early leavers from education and training, 2015

- **Employment rates of young graduates**
  - % of 20 to 34 year-olds no longer in education and training, 2015

**Further information**


**Spotlight on VET**

- This Spotlight is based on input from the Agency for Vocational Education and Training and Adult Education (ReferNet Croatia 2016).
Vocational education and training (VET) plays a major role in Croatia. Overall responsibility for VET lies with the Ministry of Science and Education supported by the Agency for VET and Adult Education (ASDO). The agency is responsible for developing VET curricula, continuous professional development of VET teachers and promoting cooperation with other stakeholders. It also established multipurpose VET sector skills councils that informed VET on the needs of the labour market and higher education. Since the 2013 Act on the Croatian Qualifications Framework (CROQF), 20 sector skills councils cover general, vocational and higher education. The Human Resource Development Council assesses, validates and coordinates education, employment, and linking professional guidance policies, regional policy and CROQF development, aiming to encourage human potential development, stimulate competitiveness and achieve Croatia’s strategic goals.

All VET programmes combine professional and general competencies, to varying degrees; most include mandatory work-based learning (WBL), with duration and type varying among different VET programmes. Learners from lower-level programmes can progress to higher levels at the discretion of their schools.

**Possible progression rates**

| Initial VET level | Possible progression | Non-formal and informal learning is being promoted through increased cooperation with employers. The system for quality assurance started in 2005 and involves the comprehensive online tool e-Kvaliteta (http://e-kvaliteta.asoo.hr). The tool also allows comparison between schools.

The education ministry and ASDO launched VET in Croatia and focus on the national and sectoral VET curricula, and improving work-based learning in all types of VET. The VET system development programme 2016-20 adopted in September 2016, addresses these issues with a series of measures, which, among others, aim to align VET with labour market needs, develop new curricula and strengthen the WBL model.

**Youth unemployment** is high (43% in 2015 among 15–24 year-olds) and 18.5% of youth (aged 15 to 24) were neither in employment nor in education and training (NEET) in 2015. Youth guarantee schemes are expected to help young people get into employment, apprenticeship, training or get the chance to continue their education or training within four months of leaving school or becoming unemployed. Both the education, science and technology strategy (October 2014) and the VET system development programme 2016-20 aim to improve the skills and competitiveness of Croatia’s citizens and the country’s economic competitiveness.

**Challenges and policy responses**

Despite initial VET reform efforts, most curricula need to be updated, and it is necessary to link them to market needs. The share of work-based learning and its quality need to be increased. Most first-level VET was placed on widening VET reform with the support of EU structural funds in 2015-20. Special emphasis will be put on curriculum reform, the development of national and sectoral VET curricula, and improving work-based learning in all types of VET. The VET system development programme 2016-20, adopted in September 2016, addresses these issues with a series of measures, which, among others, aim to align VET with labour market needs, develop new curricula and strengthen the WBL model.

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Vocational education and training (VET) plays a major role in Croatia. Overall responsibility for VET lies with the Ministry of Science and Education supported by the Agency for VET and Adult Education (ASOO). The agency is responsible for developing VET curricula, continuous professional development of VET teachers, monitoring of programme offerings and programme quality assurance. The 2010 Act on VET strengthened cooperation through increased involvement of line ministries, social partners, chambers of trades and crafts, the employment service, professional associations and other stakeholders. It also established multipurpose VET sector skills councils that informed VET on the needs of the labour market and higher education. Since the 2013 Act on the Croatian Qualifications Framework (CROQF), 20 sector skills councils cover general, vocational and higher education. The Human Resource Development Council assesses, validates and coordinates education, employment, and linking professional guidance policies, regional policy and CROQF development, aiming to encourage human potential development, stimulate competitiveness and achieve Croatia’s strategic goals.

All VET programmes combine professional and general competencies, to varying degrees; most include mandatory work-based learning (WBL), with duration and type varying among different VET programmes. Learners from lower-level programmes can progress to higher levels at the discretion of their schools. Initial VET is publicly funded and free of charge. Learners start VET on completion of compulsory education (general, vocational or professional, age 14 or 15). At upper secondary level, 71% of learners participated in VET. Until the beginning of the 2015/16 school year. Around two thirds of qualified learners were in four-year school-based programmes, with one third in three-year programmes. Some learners participated in shorter, one- to two-year VET programmes (ISCED-P 351). The four-year, mostly school-based VET programmes (ISCED-P 354) with a WBL component, lead to qualifications at CROQF level 4.1 EQF level 4. These ‘technical’ programmes allow progression to tertiary education, after completing external exams administered by the National Centre for External Evaluation of Education (NCVVO). Most students in four-year VET programmes use this opportunity (in 2011, 91.94% entered the matura exam, and 77.7% passed).

The three-year VET programmes (ISCED-P 352) give access to the labour market and lead to qualifications at CROQF level 4.1 EQF level 4; they are mostly run as apprenticeships, with significant work-based learning support from companies. Since 2014, graduates from these programmes can enter an optional one- or two-year bridge programme and, if successful, take matura exams to qualify for higher education access. This programme corresponds to the fourth year of the school-based programme. VET is provided at higher education level in polytechnics in the form of short-cycle programmes (ISCED-P 554) and professional studies (ISCED-P 650) with focus on applied sciences. Learning in these programmes typically involves extensive practical work experience and leads to a qualification at CROQF and EQF levels 5 and 6. Shorter programmes also exist. Adult education and training (for people above age 16) covers a broad range of options, mainly in the form of short (retraining) programmes, which range from basic or technical skills courses to complete formal secondary education and training. Entry requirements for post-secondary adult VET programmes include relevant IVET training. Entry requirements for post-secondary adult VET programmes include relevant IVET training. Examination authorities determine the qualifications required for entry to VET programmes. Entry and ongoing qualification requirements for professional education and training (retraining) are based on the need of the VET field for qualified personnel. Overall, the quality of VET needs to be increased. More effort will be put on curriculum reform, the development of national and sectoral VET curricula, and improving work-based learning in all types of VET. The VET system development programme 2016-20, adopted in September 2016, addresses these issues with a series of measures, which, among others, aim to align VET with labour market needs, develop new curricula and strengthen the WBL model.

Education ministry and ASOO launched VET in Croatia VET in Croatia's education and training system Distinctive features of VET

VET in Croatia has two main roles. Alongside preparation for the labour market, it enables progression to tertiary education, primarily through occupations or four-year programmes. In 2015, learners spent half of their time acquiring general competences, skills competencies and qualifications. The Human Resource Development Council assesses, validates and coordinates education, employment, and linking professional guidance policies, regional policy and CROQF development, aiming to encourage human potential development, stimulate competitiveness and achieve Croatia’s strategic goals. All VET programmes combine professional and general competencies, to varying degrees; most include mandatory work-based learning (WBL), with duration and type varying among different VET programmes. Learners from lower-level programmes can progress to higher levels at the discretion of their schools. Initial VET is publicly funded and free of charge. Learners start VET on completion of compulsory education (general, vocational or professional, age 14 or 15). At upper secondary level, 71% of learners participated in VET. Until the beginning of the 2015/16 school year. Around two thirds of qualified learners were in four-year school-based programmes, with one third in three-year programmes. Some learners participated in shorter, one- to two-year VET programmes (ISCED-P 351).

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Vocational education and training (VET) plays a major role in Croatia. Overall responsibility for VET lies with the Ministry of Science and Education supported by the Agency for VET and Adult Education (ASOE). The agency is responsible for developing VET curricula, continuous professional development of VET teachers, and ensuring the quality of education and training provision. The 2009 VET Act strengthened cooperation through increased involvement of line ministries, social partners, chambers of trade and crafts, the employment service, professional associations and other stakeholders. It also established multipurpose VET sector skills councils that informed VET on the needs of the labour market and higher education. Since the 2013 Act on the Croatian Qualifications Framework (CROQF), 25 sector skills councils cover general, vocational and higher education. The Human Resource Development Council assesses, validates and coordinates education, employment, and lifelong professional guidance policies, regional policy and CROQF development, aiming to encourage human potential development, competitiveness and achieve Croatia’s strategic goals.

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In Croatia the education system comprises a range of school levels from primary education to higher education. The main feature of the education system is a large and diverse number of educational institutions, including VET schools, general schools, and universities. The education system is designed to meet the needs of all learners, and to provide a high-quality education that prepares them for further education and training or the labour market. The Education Act of 2008 provides the legal framework for the education system and establishes the responsibilities of the Ministry of Science and Education and the National Centre for External Evaluation of Education (CROKVE)

Primary education, grades 1-4 (ISCED 351)

Secondary education, grades 5 and 6 (ISCED 353)

Post-secondary and higher education

Higher education, 1 year (ISCED 354)

Higher education, 2 years (ISCED 345)

Higher education, 3 years (ISCED 354)

Higher education, 4 years (ISCED 244)

Higher education, 5 years (ISCED 354)

Higher education, 6 years (ISCED 354)

Higher education, 7 years (ISCED 354)

Higher education, 8 years (ISCED 354)

Higher education, 9 years (ISCED 354)

Higher education, 10 years (ISCED 354)

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Higher education, 12 years (ISCED 354)

Higher education, 13 years (ISCED 354)

Higher education, 14 years (ISCED 354)

Higher education, 15 years (ISCED 354)

Higher education, 16 years (ISCED 354)

Higher education, 17 years (ISCED 354)

Higher education, 18 years (ISCED 354)

Higher education, 19 years (ISCED 354)

Higher education, 20 years (ISCED 354)

Higher education, 21 years (ISCED 354)

Higher education, 22 years (ISCED 354)

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Higher education, 34 years (ISCED 354)

Higher education, 35 years (ISCED 354)

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Higher education, 72 years (ISCED 354)

Higher education, 73 years (ISCED 354)

Higher education, 74 years (ISCED 354)

Higher education, 75 years (ISCED 354)

Higher education, 76 years (ISCED 354)

Higher education, 77 years (ISCED 354)

Higher education, 78 years (ISCED 354)

Higher education, 79 years (ISCED 354)
Education and training in figures

**CROATIA**

**Upper secondary students (ISCED 2011 level 3) enrolled in vocational and general programmes**

<table>
<thead>
<tr>
<th>Year</th>
<th>Vocational</th>
<th>General</th>
</tr>
</thead>
<tbody>
<tr>
<td>2014</td>
<td>26.6%</td>
<td>73.4%</td>
</tr>
<tr>
<td>2015</td>
<td>29.3%</td>
<td>70.7%</td>
</tr>
<tr>
<td>2016</td>
<td>30.2%</td>
<td>69.8%</td>
</tr>
<tr>
<td>2017</td>
<td>31.0%</td>
<td>69.0%</td>
</tr>
<tr>
<td>2018</td>
<td>33.2%</td>
<td>66.8%</td>
</tr>
</tbody>
</table>

**Lifelong learning**

% of population aged 25 to 64 participating in education and training over the four weeks prior to the survey, 2015

<table>
<thead>
<tr>
<th>Country</th>
<th>2015</th>
<th>2020 Target</th>
</tr>
</thead>
<tbody>
<tr>
<td>EU-28</td>
<td>47.4%</td>
<td>47.4%</td>
</tr>
<tr>
<td>HR</td>
<td>35.4%</td>
<td>37.4%</td>
</tr>
<tr>
<td>AT</td>
<td>35.3%</td>
<td>37.3%</td>
</tr>
<tr>
<td>SI</td>
<td>34.2%</td>
<td>36.2%</td>
</tr>
</tbody>
</table>

**Employment rates of young graduates**

% of 20 to 34 year-olds no longer in education and training, 2015

<table>
<thead>
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<th>Country</th>
<th>2015</th>
<th>2020 Target</th>
</tr>
</thead>
<tbody>
<tr>
<td>EU-28</td>
<td>68.5%</td>
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</tr>
<tr>
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<td>59.0%</td>
</tr>
<tr>
<td>AT</td>
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<td>49.0%</td>
</tr>
<tr>
<td>SI</td>
<td>57.9%</td>
<td>59.0%</td>
</tr>
</tbody>
</table>

Further information

CROATIA

Further information
- http://www.nusa.hr Ministry of Science and Education
- http://www.asoo.hr Agency for VET and Adult Education
- http://www.aovz.hr Education and Teacher Training Agency
- http://www.facebook.com/Agency for Science and Higher Education
- http://www.novce.hr National Centre for External Evaluation of Education
- http://www.nosip.hr Ministry of Economy, Entrepreneurship and Crafts
- http://www.kop.hr Croatian Employers Association
- http://www.kgp.hr Chamber of Economy
- http://www.bol.hr Chamber of Trades and Crafts
- http://www.ksz.hr/ Employment Service

This Spotlight is based on input from the Agency for Vocational Education and Training and Adult Education (ReferNet Croatia 2016).