



Teaching and learning in the Croatian HE system

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The Ministry's **National Plan for the Development of the Education System until 2027**

- Objective: increase completion and achieve 45% of people aged 25-34 with HE qualifications
- Measures:
 - Foster self-evaluation aimed at developing the quality culture
 - **Digitalization**: provide comprehensive evidence base; ensure all teachers and learners improve their digital skills
 - **Inclusion**: increase flexibility of HE, better support enrolment and completion of vulnerable and underrepresented groups
 - **Internationalization**: ensure sustainability of programmes in foreign languages; introduce automatic recognition; support transnational projects and European Alliances
 - **Sustainability**: support qualifications relevant for the double transition, especially in STEM



Croatian Bologna Action Plan until 2027

- Increase the **completion rates**: a TSI project with OECD includes analyses & support to teachers
- Establish the National **T&L Forum** in cooperation with HEIs (supported by ESF+)
- **Digitalization**: fully digitalized external QA; a large EU funded project to equip all HEIs for remote learning (videoproduction, cameras for online meetings etc.)
- **Inclusion**: provide training for teachers and other HE staff in supporting vulnerable groups (ESF+ funded); create the national RPL network
- **Internationalization**: increase the number of joint programmes; provide automatic recognition at system (centralized enrolment) and HEI level (mobility)
- **Sustainability**: measures to support academic integrity and combat academic misconduct, which will take into account also AI tools & green transition



The national system of T&L in HE

- Teaching and teachers are fully within HE autonomy; they are legally obliged to provide quality and act ethically
- Promotion of teachers is done according to the nationally accepted criteria (currently being drafted; so far they have primarily been research-focused) – they are proposed by the Rectors' Council and passed by the stakeholder body, National Council for HE
- Students assess teaching quality via annual surveys, and are represented in governing bodies at all levels, including external quality assurance
- Performance funding objectives include social dimension, for which teaching quality is highly relevant
- The national QA agency assesses both teaching quality and performance



Challenges and good practices

Good practices:

- A number of HEIs have services for teacher support and providing lifelong learning (their work provided impetus for the PROFFORMANCE tool)
- EU funding available for teacher training, especially in digital skills and to support employability and the social dimension
- Student involvement supported at all levels
- In addition to the beformentioned projects, one of the private HEIs participates in EUA/EURASHE/ESU project “Bologna Process for Learning and Teaching (BP4LnT)” which just started and aims to explore the implementation of SCL across EHEA

Challenges:

- It is necessary to achieve a minimum of teaching quality, but training/development is not obligatory
- Teaching quality is rarely a priority
- Less than 50% of Croatian students have stated in the Eurostudent survey that their lecturers “are extremely good at explaining things”, “give helpful feedback” and “motivate me to do my best work”



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