

EDUCATION & BUSINESS CROATIA



EDUCATION AND BUSINESS STUDY

Croatia

Final version of 12 July 2010

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List of acronyms

AMEUP	Agency for Mobility and EU Programmes
ASHE	Agency for Science and Higher Education
AVET	Agency for Vocational Education and Training
CCE	Croatian Chamber of Economy
CCTC	Croatian Chamber of Trades and Crafts
CEA	Croatian Employers' Association
CES	Croatian Employment Service
CROQF	Croatian Qualifications Framework
CSO	Croatian Statistical Office
ERP	Economic Recovery Programme
ESF	European Social Fund
ETF	European Training Foundation
HRD	Human Resource Development
IDE	Institute for the Development of Education
IPA	Instrument for Pre-accession Assistance
MoELE	Ministry of Economy, Labour and Entrepreneurship
MoSES	Ministry of Science, Education and Sports
NCC	National Competitiveness Council
NCEEE	National Centre for External Evaluation of Education
OP	Operational Programme
VET	Vocational Education and Training

Introduction

The need to make education more responsive in terms of matching and anticipating the demands of the economy is essential for the partner countries neighbouring the EU. In addition to the challenges of the recent two decades where they have been involved in multiple transitions: political, economic, social, and demographic they have also been badly affected by the world economic downturn.

Knowledge available on the current forms and modes of co-operation between the education and economic sectors, and the roles and responsibilities of the different stakeholders is limited and fragmented. The European Commission's Directorate General for Education and Culture (DG EAC) has asked the ETF to carry out a study on education and business co-operation in its partner countries. The study will include education and business cooperation at the secondary, initial VET level as well as education and business cooperation in the higher education and post secondary non tertiary education sector. The ETF cross country report will build on four regional studies in addition to the country specific studies on education and business cooperation in each of the partner countries. A similar study is currently underway in the Member States to capture developments between higher education institutions and public and private sector organisations.

This document is the country specific contribution for Croatia. It has been elaborated on the basis of an analytical framework consisting of desk studies, cooperation and data exchange with partner institutions as well as meetings in the country in March and June 2010. In these discussions the main stakeholders (representatives from ministries, the business sector and experts from the education system) reflected on the state of the play, advantages and disadvantages of public-private cooperation and provided recommendations for its improvement. The draft study was peer reviewed by ETF colleagues Evgenia Petkova and Søren Nielsen. It was then discussed and validated at a national workshop on 17 June 2010 organised jointly with the National Competitiveness Council and the Croatian Chamber of Economy and the Ministry of Science, Education and Sports. The feedback from Croatian stakeholders has been incorporated in this final version of the text. The ETF would like to thank the Ministry of Science, Education and Sports, the National Competitiveness Council, the Croatian Chamber of Economy and other Croatian partners for providing their support and comments to draft versions of the report.

The area of education and business cooperation will be further explored as part of the ETF country review of human resource development in Croatia, to be carried out by the ETF country team in consultation with Croatian partners in the second half of 2010. That review, as agreed with the Employment, Social Affairs and Equal Opportunities Directorate General of the European Commission, will analyse key issues and challenges related to education and training, employment, and social inclusion, as an input in human resources development/European Social Fund programming.

A. Executive summary

Thanks to Croatia's industrial and crafts tradition, there is a stronger infrastructure in place as a basis for education and business collaboration than in other transition countries. The relation between education on one side and economy / business / labour market on the other has been a matter of debate in Croatia throughout the last decade. The country has quite a comprehensive strategic framework for developing education and business cooperation, now brought up-to-date with a focus on mitigating the impact of crisis through the Economic Recovery Programme. However, the elaborate policy framework has not led to systemic changes as yet. Results are mostly at an initial stage and good practice still seems isolated. Though some of the policies and strategies have been in place for more than five years, their implementation appears to be slow. Reasons for that may lie in the implementation mechanisms, allocation of resources, inter-institutional cooperation, feasibility and ownership of the strategies.

The governance, support and implementation structures for education and business cooperation encompass a range of institutions at different levels. Several approaches and methodologies for cooperation between education and business with examples of good practice have been identified: involvement of employers in developing qualifications and curricula, cooperation in teaching, apprenticeship training and student practice in enterprises, business education, training and career

guidance as part of employment policy, networking for better education and business cooperation, entrepreneurship learning, projects supporting education and business cooperation, and use of European reference tools for lifelong learning.

The main challenges for education and business cooperation identified in the report are the gap between skills supply and demand, very low participation of adults in lifelong learning, and the lack of dialogue and partnership. Education programmes and schools need restructuring for new skill requirements. Given that productivity depends very much on the skill levels of employees, the lack of interest by companies in training their staff needs to be further analysed and stronger incentives put in place. The policies and strategies are government-led, but it would be important for the business side to more effectively articulate their own interests and establish their own interplay with the political system. To addressing these challenges, the recommendations indicate how cooperation could be improved and implementation structures supported through new policies and capacity development.

B. Context / policy

The major political goal for Croatia is to turn EU candidacy into full membership. The main outstanding issues in relation to EU accession are those related to public administration reform, judicial reform and implementation of effective anti corruption measures. Croatia is expected to have a certain leadership role in the region, based on its own capacities and commitment to reform (e.g. of vocational training and labour market institutions, in implementing the Croatian Qualifications Framework, competence based curricula and lifelong learning concept in the education sector).

The macroeconomic situation in Croatia is affected by the global economic downturn. After real GDP growth of about 5% every year since 2001, in 2009 GDP declined by 5.8%. The unemployment rate went down from 16% in the first half of 2006 to 13.8% in August 2007, but reached 17.9% in April 2010. Croatia remains a country with high potential for foreign direct investment, although it is still hampered by red tape, corruption, an inefficient judiciary and legal regulations. The government's policy for economic recovery focuses on fiscal policy, functioning of the public administration, state property management, judiciary reform, social security and pension systems, a dynamic labour market and accelerating reforms. Three major economic challenges on the path towards EU membership are (i) reducing Croatia's external vulnerability; (ii) completing its transition to a market economy; (iii) fostering competitiveness.

A feature unique to Croatia and Slovenia within the former Yugoslav federation is that these two countries retained the legacy from their Austro-Hungarian past. They kept structures and practices from this period including strong Chambers, social partnership, some self-regulation of trades, apprenticeship, etc. (like in Austria). Consequently, there is a stronger infrastructure in place (around the Chambers) as a basis for business and education collaboration compared to other transition countries.

As regards current developments in education and business cooperation, Croatia is similar to other central European countries with a period of planned economy in their recent history. The former links between state or socially owned enterprises and vocational schools and colleges have been changed due to economic restructuring, with apprenticeship remaining in one way or another in the crafts sector¹.

The relation between education on one side and economy / business / labour market on the other has been a matter of debate in Croatia, and it is now receiving increased attention thanks to the economic and financial crisis. The main national policies and strategies that cover the issue of education and business cooperation are listed below.

Strategic Development Framework 2006-13 (Government of Croatia, 2006)² aims at a competitive market economy in a European welfare state and sets targets on Croatia's path to EU membership. The framework includes goals on balancing labour force supply and demand, modernising vocational

¹ The crafts tradition remains quite strong in Croatia: though abandoned in 1961, apprenticeship and master training programmes were reintroduced in 1994 and nowadays represent a significant share of VET which is under the responsibility of the Croatian Chamber of Trades and Crafts. Related to that, the tradition of family business succession is regaining ground among young people - an example can be the young wine producers in Istria.

² Under revision.

education in line with economic demands, and stimulating the participation of the private sector in financing education and training. It is linked to the Strategic Coherence Framework which provides the key strategic direction to the priorities, specific objectives and measures of the ***Operational Programme for Human Resources Development 2007-09*** of the EU's ***Instrument for Pre-Accession Assistance***.

National Employment Promotion Plan 2009-10 (Government of Croatia, 2009) lays down the main principles of the government employment policy and launches a new cycle of active employment measures in Croatia. The plan pays particular attention to increasing labour supply, attracting and retaining more people in employment, improving the adaptability of workers and enterprises, and increasing investment in human capital through better education and skills.

Education Sector Development Plan 2005-10 (Ministry of Science, Education and Sports, 2005) defines the main strategic goal of making Croatia a knowledge-based society. The plan subsumes developing links between education and labour market under the priority of improving the quality and efficiency of education. It foresees secondary level VET programmes adapted to the needs of the labour market but it does not include a comparable development objective for higher (professional) education.

VET Development Strategy 2008-13 (Government of Croatia and Ministry of Science, Education and Sports, 2008) sets the key objectives of developing qualifications based on competences and learning outcomes, harmonising education with labour market needs, creating a VET system that allows for lifelong learning and mobility, defining the role of teachers in the learning outcomes-oriented system, and establishing a quality assurance system.

Vocational Education and Training Act (Croatian Parliament, 2009a) defines the objectives and principles of VET, acquisition of qualifications, VET quality assurance, stakeholder cooperation through joint advisory and expert bodies, and conditions for organising student practice in companies. The Act also sets the time frame for introducing new standards of occupations and vocational qualifications by the end of 2012, and for new vocational curricula by the end of 2013. The ***Adult Education Act*** (Croatian Parliament, 2007) establishes the Adult Education Council and the Agency for Adult Education. It also enables adults to demonstrate their knowledge, skills and abilities, regardless of the means by which these were acquired. The ***Act on Scientific Activity and Higher Education*** (Croatian Parliament, 2004) refers to education and business cooperation in regard to the establishment of Science and Technology Parks, possibility for universities to set up companies, state aid to small and medium business for research and development. The amendments of the aforementioned Act have introduced: a system of tax reductions for scientific research, commercialisation of scientific research and the entry of private funding into higher education. The Act is currently under revision and a new Act on Universities is being drafted.

Croatian Qualifications Framework (Ministry of Science, Education and Sports, 2009) under development since 2008 under the leadership of the National Committee for the Croatian Qualifications Framework, as a governmental body in which representatives of all stakeholders and social partners participate. After the adoption of the ***Action Plan for the development of the CROQF 2008-12*** an Operating Team was established to support the National Committee for the CROQF. The CROQF is a reference tool designed to facilitate employability and personal development, collating learning outcomes gained in all education institutions and referencing them in Croatia and internationally. The framework sets criteria for quality assurance of learning outcomes and competences, which a person participating in education should expect to have upon completing training for a qualification at a particular level or to a particular extent.

The new ***Economic Recovery Programme*** (Government of Croatia, 2010) encompasses 10 policy areas, three of them focusing on the links between education and the economy:

- ***Dynamic labour market*** stresses among other measures (re)training of labour force, cooperation of stakeholder institutions and focus on lifelong learning;
- ***Education and science*** contains the following short, medium and long-term measures related to education and business cooperation:
 - By the end of 2010:
 - action plan and inter-sector body for assessing knowledge and skill needs

- improved enrolment and quality in maths, science and technology studies
- promotion of lifelong learning
- entrepreneurship learning strategy and curricula
- By the time Croatia becomes an EU member:
 - education reform underway based on labour market needs
 - enrolment quotas and school network changed accordingly
 - law on Croatian Qualifications Framework adopted (2011)
 - increased capacity and role of sector councils, analyses of sector needs
 - national examinations implemented
 - international mobility at all levels of education and science
- By 2020:
 - education programmes in line with labour market needs
 - teacher and school leader competences upgraded accordingly
 - models of co-financing education and training implemented
 - ESF projects utilised for linking education to economy and social inclusion;
- *Protection of Environment* foresees among other measures an action plan on education for sustainable development (2011).

The **Charter on the Development of the Republic of Croatia to 2025**, under development (National Competitiveness Council, 2010) sees Croatia as an EU member state with high value added sophisticated products and services, as an efficient social state that stimulates and values knowledge, responsibility and work, to ensure cultural diversity, social equality and the prosperity of all of its citizens.

As can be seen from the above, Croatia has quite a comprehensive strategic framework for developing education and business cooperation, now brought up-to-date with a focus on mitigating the impact of crisis through the economic recovery programme. Given the proximity of EU accession, Croatia's strategic planning is coherent with EU policies, which is apparent in the area of employment policy and in education and training. The concepts of lifelong learning, competence based education, Croatian Qualifications Framework and skill needs assessment resonate throughout the strategic documents.

However, information about examples of improving education and business cooperation is hard to find. Though some of the policies and strategies have been in place for over five years, their implementation appears to be slow. Reasons for this need to be analysed; they may lie in the implementation and delivery mechanisms, allocation of human and financial resources, inter-institutional cooperation, and the feasibility of strategies³. These may not always be realistic or their full national ownership is questionable in cases of donor involvement in their preparation. It seems that there has been a proliferation of policy papers and legal acts but their coordination and consistency has not always been assured. It also appears that some of the policy and legal acts are conceived mainly from the perspective of the education sector, not fully reflecting the interests of business or learners⁴.

C. Structures / Methodologies / Approaches

The governance, support and implementation structures for education and business cooperation encompass the following institutions:

³ According to Ministry of Science, Education and Sport, the reasons are partially in the legislative incoherence between the economy and education, the need to define economic development priorities so that the education sector can respond to the needs, methodology for better implementation of strategic and policy goals must be developed, collecting data improved, etc.

⁴ For instance the VET Act gives the responsibility for establishing the sector councils to the Minister of Science, Education and Sports, or the 17-member VET Council has only three members representing employers.

- **Government of the Republic of Croatia**, namely the Ministry of Science, Education and Sports, and the Ministry of Economy, Labour and Entrepreneurship;
- **Executive agencies**, such as the Croatian Employment Service, Agency for VET, Agency for Adult Education, Agency for Science and Higher Education, National Centre for External Evaluation of Education⁵, Agency for Mobility and EU Programmes, Agency for SME Support, Regional Development Agencies;
- **Social partners**, such as the Croatian Employers Association and Trade Union Associations;
- **Chambers**, such as the Croatian Chamber of Economy, and the Croatian Chamber of Trades and Crafts;
- **Multi-stakeholder bodies**, such as the Economic and Social Council, National Competitiveness Council, Council for VET, Council for Higher Education, Council for Adult Education, and Sector Councils;
- **Research institutes and NGOs**, such as the Institute of Economics, Institute of Public Finance and the Institute for the Development of Education;
- **Education and training institutions**, such as universities, colleges, schools and their associations; and other training providers in the public, private and civil sectors;
- **Companies** such as learning and innovative organisations.

The section below attempts to identify methodologies and systematic approaches, providing an initial list of good examples of education and business cooperation, or initiatives supporting such cooperation, some of which can be further explored and possibly extended:

Involvement of employers in developing occupational and qualification standards and curricula

- National and sector levels: growing engagement of employers in curriculum development, for example through the Croatian Qualifications Framework, or in the Sector Councils (each of the 13 Councils currently developing a selected qualification standard, occupational standard and curriculum standard from the sector);
- Examples of good cooperation between schools and companies in shaping curricula and organising student practice.

Cooperation in teaching

- Envisaged internships of vocational teachers in companies, and increased engagement of company staff in teaching and training.

Apprenticeship training and student practice in enterprises, or simulation of business environment in schools

- Apprentice work-place learning, Trades and Crafts Education Centres in Zagreb and Koprivnica for retraining craftsmen, and the Croatian Chamber of Trades and Crafts' "I Want to be a Master" programme;
- Higher professional schools associated under the Council of Croatian Institutions of Higher Professional Education⁶;

⁵ Responsible for the state maturity examination; in the future possibly a body for recognition of all knowledge and skills.

⁶ The Council associates 43 higher education institutions (*veleučilište* and *visoke škole*) with a total of around 30,000 students. Their programmes consists of 50% lessons and 50% practice and leads to bachelor (3 years) or master/specialist (3+2 years) professional degrees (ISCED 5B). According to the Council, graduate employment is not a problem (contrary to academic universities) and the market could absorb even higher numbers.

- Training firms in vocational schools coordinated by the Agency for VET through its Central Office for Training Firms (SUVT).

Business education and company training

- Business development programme for mid-level managers provided by CEA (since 1997 around 15,000 people have been trained);
- Croatian Internet Portal of Business Education (HITPOP) attached to Ministry of Economy, Labour and Entrepreneurship website (<http://eobrazovanje.mingorp.hr/default.aspx>);
- Since 2006 the Croatian sweets company Kraš has run the Kraš Academy divided into a business school, master confectioner school using retired brand managers as trainers, and initial and/or refresher courses.

Labour market surveys

- CES annual surveys among employers about the employment situation and occupational needs, in close contact with CEA, CCE and CCTC;
- CES new analysis of youth employment and unemployment, surveying young people and employers.

(Re)training and career guidance

- Training and education programmes for employees and unemployed subsidised by the Croatian Employment Service (CES);
- Better matching skills supply and demand through vocational counselling and career guidance;
- Institute for the Development of Education (IDE) has been involved in introducing career advisory services at three Croatian universities (University of Dubrovnik, University of Rijeka and University J.J. Strossmayer in Osijek) as a result of two Tempus projects in 2009.
- IDE also published a handbook “Career Advising Services in Croatian Universities” (2006): http://www.iro.hr/userdocs/File/IRO_CAREER_prirucnik_eng.pdf

Networking for better education and business cooperation

- IDE launched the Higher Education Policy Network which includes a “Community for Higher Education and the Labour Market”: <http://www.iro.hr/hr/javne-politike-visokog-obrazovanja/projekti-i-inicijative-instituta/mreza-za-javne-politike-visokog-obrazovanja-/>;
- New university network aiming at influencing higher education policy and improving labour market and higher education links, e.g. through university enrolment quotas (initiated by ASHE together with NCEE and consisting of CCE, CSO, CES and universities);
- Croatian Association of School Cooperatives (HUUZ); there were 240 such cooperatives registered in 2009/10 (<http://www.huuz.hr/index.html>);

Entrepreneurship learning

- Education for Entrepreneurship E4E initiative led by CCE and involving the Ministries of Education and Economy, CCTC, CEA and CES;
- South East European Centre for Entrepreneurial Learning (SEECEL), co-founded by the Ministry of Economy and CCE, located in Zagreb and supporting policies and practice in lifelong entrepreneurial learning.

Projects supporting education and business cooperation

- IPA Science and Innovation grant scheme run by the Ministry of Science, Education and Sports (second call) aims at linking education and the private sector;
- SME training needs analysis (Croatian Chamber of Economy, 2009);
- Numerous projects supporting education and business cooperation at different levels, funded from national sources and by the EU or other donors, such as EU CARDS, IPA, Tempus and Lifelong Learning Programmes, or the World Bank's Education System Development Programme. In the education sector, the following IPA projects started in 2009-10:
 - Access to education for students with disabilities
 - Further development of the Croatian Qualifications Framework
 - Strengthening the institutional framework for the development of VET curricula
 - Implementation of new curricula
 - VET quality assurance development
 - Strengthening the provision of adult learning - regional network of local learning institutions
 - Comprehensive strengthening of AVET.

Use of European reference tools for lifelong learning

- Emerging focus on key competences, quality assurance in VET and higher education, mobility, validation of non-formal and informal learning, lifelong guidance, and European Qualifications Framework;
- Europass Diploma Supplement issued to graduates of higher education institutions along with their degree or diploma, helping to ensure that higher education qualifications are better understood⁷.

D. Challenges

There is clear evidence of increased attention to the relation between education and economy, as described in section B. However, the elaborate policy framework has not lead to systemic changes as yet. Results are mostly at an initial stage, without substantial effect so far, and good practice is still isolated. Below the main challenges to education and business cooperation are summarised, as reported by the different sources.

Gap between supply and demand of knowledge, skills and competences

Education and training do not connect well with the world of work. There is a gap, often referred to as mismatch, between the supply and demand of knowledge, skills and competences, documented by several Croatian and international studies (Institute of Public Finance, 2004; National Competitiveness Council, 2004 and 2008; Skjolstrup, 2008; World Bank, 2009).

According to the Croatian Employers' Association, education programmes and schools need restructuring for the new skill requirements, but education is conservative and hard to change. This applies to higher education as well; more engineers and ICT specialists are needed. The Croatian Chamber of Economy considers that enrolment in higher education technical programmes is low, and notes the high expectations of young people for getting jobs in the public sector (preferred by two thirds of population). A recent ETF study (Crnković-Pozaić, 2009) found there are signs that students of four-year vocational schools have inadequate practical training which limits their employability. Three-year vocational schools are better prepared for the labour market but there is an overproduction of certain craft occupations and no development of new qualifications in demand.

⁷ All students graduating from the reformed Bologna study programmes at Croatian higher education institutions from 2007 receive their diploma supplements automatically, free of charge, in Croatian and English and in the EU/CoE/UNESCO format. The Ministry of Science, Education and Sports issued a nation-wide handbook in 2008.

According to the Council of Croatian Institutions of Higher Professional Education, the higher education enrolment pyramid with a base of professional studies and the top made of academic studies seems to be upside down. The government has recently chartered the Council to come up with a plan to develop and improve access to higher professional education.

Low participation of adults in lifelong learning

Croatia has recorded little or no progress in improving its very low level of participation of adults in lifelong learning (Masson, ETF 2010). The proportion of people aged 25-64 having participated in education and training in Croatia was 2.4% in 2007, compared to Serbia's 3.0% and EU-27 9.7% (EUROSTAT, 2009).

When the interest of enterprises in training their employees is so small, it is important to carry out further analyses to explain why this is so and how barriers could be overcome. Why are employers so keen to invest in machinery but not in their labour force? Productivity depends very much on the skills levels of employees, so how can we explain this lack of interest, and what can be done about it?

The Croatian Employers' Association argues that company training is not sufficiently supported by the state; big companies have their own training, but SMEs do not recognise the need to develop their human capital. Croatian employers also state that VET financing is still insufficient, that there is a lack of support for public-private partnership and that funding should go directly to the students and other beneficiaries in order to support the demand for training (Masson, ETF 2010).

Lack of dialogue and partnership between education and business

As described, the system is almost completely government-led, but it is important for the business side to more effectively articulate its own interests and establish its own interplay with the political system. Some self-regulating mechanisms, which would complement the government approach, will need to be put forward by the two Chambers, the social partners, strong companies, etc. In the end they are the actors/stakeholders who will ultimately have to approve skills and make profitable use of qualifications in the labour market. Social partners have a genuine interest in getting the skills question right: employers need a highly skilled workforce and trade unions need qualified members to have something of value for collective bargaining. These two institutions have objective interests in creating the appropriate matching.

The Croatian Chamber of Economy points to the gap at the regional and local levels where there is no official body to take care of education and business cooperation. Local partnerships for employment and school participation in local networks worked well under donor projects (e.g. EU CARDS), and it will be supported again by the IPA HRD Programme, but sustainability is a challenge; when projects finish the partnerships disappear.

The CROQF development appears to be too education driven; understanding of the process and its support by businesses need to be improved. There is also a certain over-reliance on the qualifications framework as the main tool to bring education and the labour market closer.

The degree of integration between governance structures of education and the labour market from the national to the local level is low and labour market actors are not adequately prepared, especially at local level, to work in partnership and design meaningful integrated policies (Crnković-Pozaić, 2009).

E. Recommendations

The measures defined by the Economic Recovery Programme (Government of Croatia, 2010) and other strategic documents do address the challenges of education and business cooperation formulated in the previous section. The challenge is HOW cooperation could be improved and the implementation structures supported. The recommendations outlined below aim at both the policy and implementation levels. They also include capacity development aspects.

Develop mechanisms to bring the supply and demand of qualifications closer together

- Analyse the interface between the labour market and the education system⁸;
- Develop a labour market information system so that it can also serve vocational guidance and curricular innovation;
- Design skill needs assessment and anticipation mechanisms at different levels (macro-economic, regional, enterprise);
- Improve career guidance and counselling and placement and referral systems;
- Expand higher professional education as a labour market-oriented tier with increasing participation and good job perspectives for graduates, and finance it on a par with other forms of higher education;
- Join European research efforts for ascertaining future skill needs (Cedefop);
- Create an environment for student practical work through a project approach and ensure high quality practical training in schools and enterprises.

Stimulate adult lifelong learning

- Support the demand for adult learning by raising awareness, improving the understanding of the impact of education and training on productivity and competitiveness, through needs assessment and by providing incentives to learners, employees, and employers;
- Explore co-funding mechanisms in public-private partnership and empower learners to take responsibility for investing in their education and training;
- Make companies more sensitive to learning and introduce stronger incentives for company training with a particular focus on SMEs (including training for owners/managers of SMEs);
- Facilitate training, teaching and lecturing by business people at schools and, where necessary, provide them with methodological and didactic support;
- Increase the share of short work-related programmes in vocational schools, colleges and universities.

Support dialogue, partnership and networking between education and business

- Make the benefits and good practice of education and business cooperation more visible in the media;
- Provide support to partnership and networking between education and business at national, regional and local level;
- Enable better integration of governance, policies and strategies in the areas of regional development, education and the labour market;
- Introduce tripartite governing boards to inter-sector bodies and agencies;
- Involve more social partners, enterprises, researchers, counsellors and vocational guidance experts in the Sector Councils and make the CROQF better understood and supported by the public and by employers.

⁸ Development of the National information system for science and higher education will aid this analysis. Also, Action plan for Economic Recovery Programme stipulates establishment of a interdepartmental work group to monitor the labour market needs and adapt the education policies and recommendations accordingly.

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