

Work based learning in higher education in Croatia

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Brief information about the project

- **Commissioned by:** Ministry of Science and Education
- **Main purpose:** analysis of the existence and modes of work-based learning in higher education institutions in Croatia
- Ultimate goal: finding and supporting best practices of work-based learning in higher education in order to enhance the link between higher education and labor market
- EIZ researchers: Valerija Botrić

Higher education in Croatia

- Higher education institutions are universities, polytechnics and schools of professional higher education with all its constituents.
- **7 universities:** of Dubrovnik, University of Josip Juraj Strossmayer in Osijek, University of Rijeka, University of Split, University of Zadar, University of Zagreb and University of Juraj Dobrila in Pula
- **13 public polytechnics**
- **3 public schools of professional higher education**
- **3 private polytechnics**
- **25 private schools of professional higher education**

Before the analysis

- The ‘selling point’ of private higher education institutions as well as polytechnics was that they provide more direct link to the labor market in contrast to public institutions whose curricula is more ‘theory oriented’
- No evidence
- The Survey conducted in the period February 2015 – October 2016, data collected from higher education institution, based on 947 different programmes

Elements of the study

- Existence of work-based learning
 - Character – mandatory/voluntary
 - Duration and ECTS
 - Quality – learning outcomes
 - Employers and mentors
 - Evaluation methods of work-based learning
 - Participation of mentors in evaluation
 - Cooperation between employers and higher education institutions
 - Cooperation between students and employers (students' status, remuneration)
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- Types of studies, types of HEI, founder, scientific areas

Existence of work-based learning

Types of studies	Percentage of programs	Percentage of students
University studies	53	49
-Undergraduate	42	42
-Graduate	57	50
- Integrated undergraduate and graduate	85	66
Professional studies	74	73
- Professional study	84	78
- Specialist professional graduate study	46	36
Total	57	56

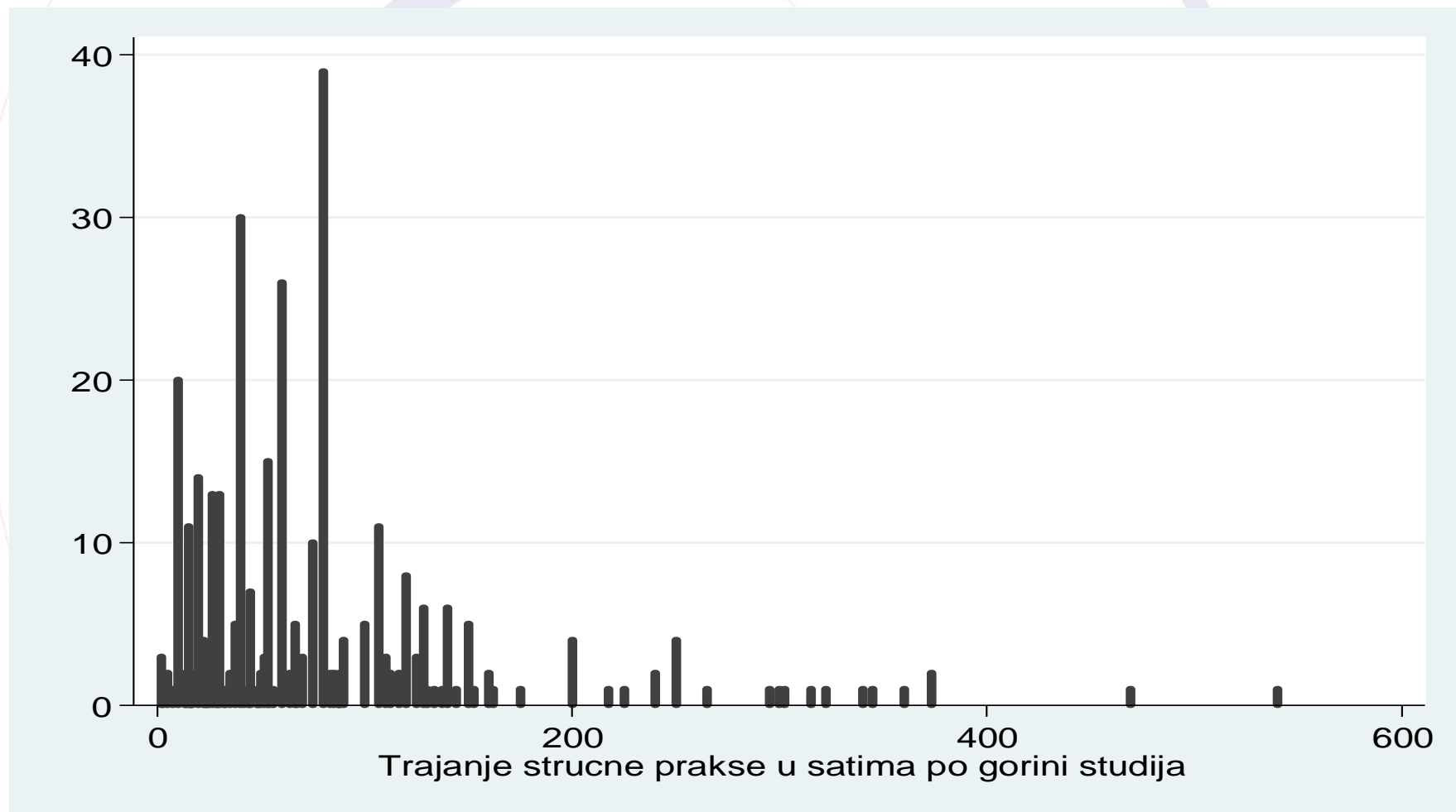
WBL existence according to scientific areas

	Percentage of programs	Percentage of students
Natural sciences	54	45
Technical studies	50	52
Biomedicine and health	86	96
Biotechnical studies	79	83
Social sciences	49	37
Humanistic studies	36	36
Arts	67	59
Interdisciplinary areas sciences	61	64
Interdisciplinary areas arts	-	-
Total	53	49

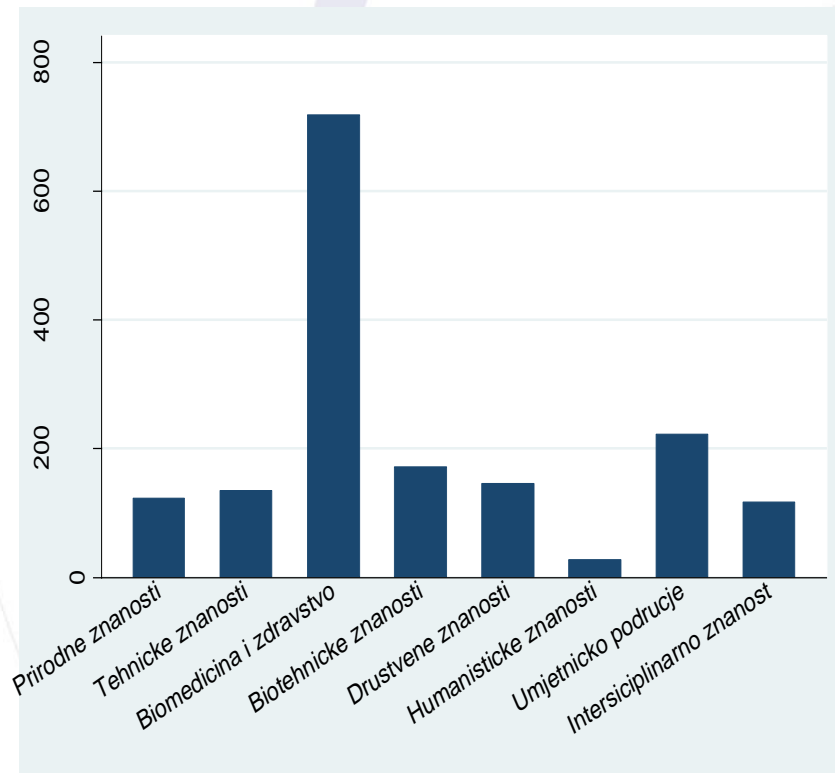
Characteristics of existing WBL

Types of studies	% stand-alone course	% mandatory course	% ECTS
University studies	71	75	93
-Undergraduate	64	75	86
-Graduate	72	76	95
- Integrated undergraduate and graduate	85	72	100
Professional studies	91	98	95
- Professional study	91	98	95
- Specialist professional graduate study	92	100	100
Total	77	82	93

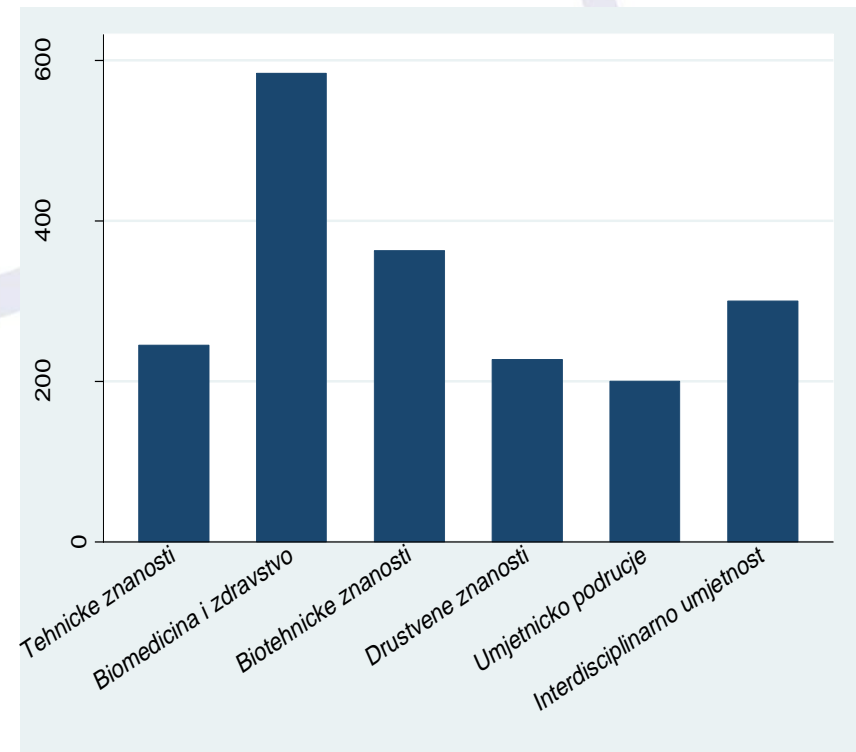
Duration of existing WBL



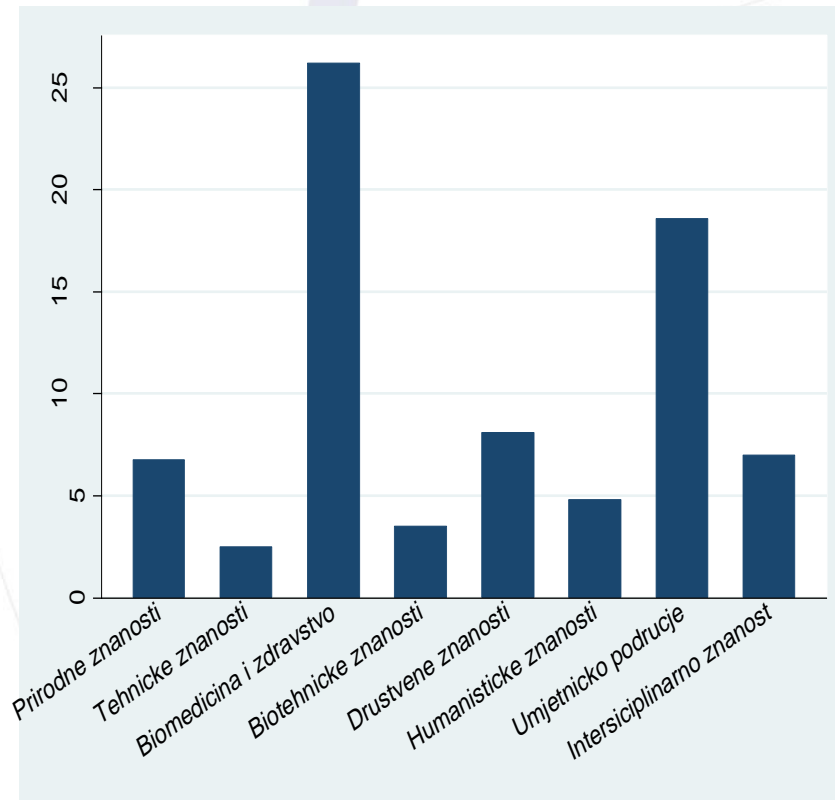
University studies



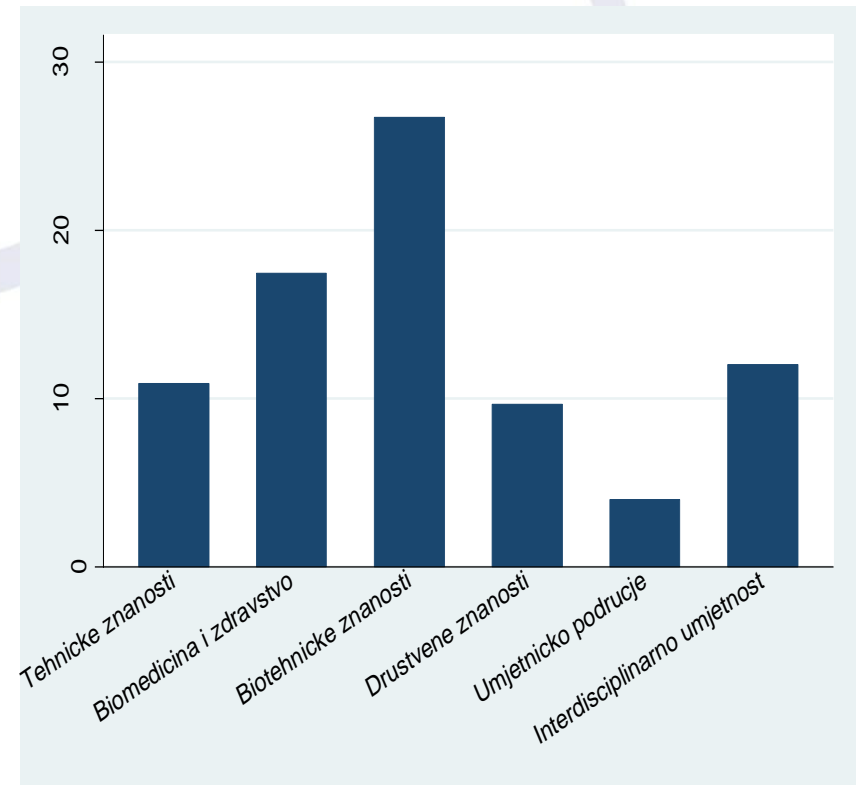
Professional studies



University studies



Professional studies



WBL with defined learning outcomes

Types of studies	% of programs	% of students
University studies	78	37
-Undergraduate	72	27
-Graduate	80	39
- Integrated undergraduate and graduate	91	60
Professional studies	84	61
- Professional study	84	65
- Specialist professional graduate study	85	34
Total	80	44

Additional results...

- Percentage of students on WBL programs who have ensured mentors (relatively low)
- Mentors are frequently not engaged in the student evaluation
- Methods of WBL evaluation highly diversified
- Cooperation between HEI and employers is frequently not formalised with any type of contract
- Students rights and obligations during WBL rarely formalised
- Students extremely rarely remunerated for their work

- WBL highly represented in different HEI
 - still not at all clear whether it provides any link to the labor market?
- Learning outcomes frequently specified
 - Unclear whether employers find those learning outcomes relevant?
- Mentorship exists within WBL
 - Necessary to further develop mentorship
- Further support to different cooperation mechanisms (students-employers, HEI-employers) necessary