



2014 Annual report

2015 Activity plan



agency for science and higher education croatia



2014 Annual report

2015 Activity plan



Contents

	DIRECTOR'S INTRODUCTION	06
01	EXTERNAL QUALITY ASSURANCE PROCEDURES IN SCIENCE AND HIGHER EDUCATION	11
	Re-accreditation	12
	Thematic Evaluation	24
	Initial Accreditation	25
	Justifiability of Public Funding of New Study Programmes at Public Universities	26
	Scientific Centres of Excellence	26
	External Audit of Higher Education Institutions' Quality Assurance Systems	29
02	PROFESSIONAL AND ADMINISTRATIVE SUPPORT TO STRATEGIC AND EXPERT BODIES IN THE SYSTEM OF SCIENCE AND HIGHER EDUCATION	37
	National Council for Science, Higher Education and Technological Development	38
	Scientific Field Committees	39
	Council of Polytechnics and Colleges	50
	Field Committees for Appointment to Scientific-Teaching and Teaching Grades at Polytechnics and Colleges	51
	Committee for Ethics in Science and Higher Education	54
	National Council for the Development of Human Potential	54
03	APPLICATIONS TO STUDY PROGRAMMES IN CROATIA	55
04	RECOGNITION OF FOREIGN HIGHER EDUCATION QUALIFICATIONS	64
	National ENIC/NARIC Office	65
	Recognition of Foreign Higher Education Qualifications	65
	Improvement of the Legislative Framework for the Recognition of Foreign Higher Education Qualifications	68
	National Contact Point for Providing Information on the Recognition of Professional Qualifications	69
05	ANALYTICS AND STATISTICS IN SCIENCE AND HIGHER EDUCATION	70

06

INTERNATIONAL ACTIVITIES of ASHE in 2014

72

ASHE Membership in International Associations

73

Cooperation with International Experts from the Area of Higher Education and Science

74

International Projects

77

Conference Presentations and Texts / Articles Published in 2014

84

07

INTERNAL QUALITY ASSURANCE

85

08

PUBLIC RELATIONS

87

09

2014 FINANCIAL REPORT

89

10

2015 ACTIVITY PLAN

93

GLOSSARY

96

ABBREVIATIONS AND ACRONYMS

101

APPENDIX 1

102

APPENDIX 2

103

CONTACTS

106

ABOUT THE AGENCY FOR SCIENCE AND HIGHER EDUCATION

The Agency for Science and Higher Education (ASHE) was founded in line with the European model of agencies for quality assurance in higher education, with the aim of conducting procedures of external evaluation and improving the quality of science and higher education in Croatia.

In accordance with the Act on Quality Assurance in Science and Higher Education, ASHE performs a part of the procedure of initial accreditation, procedures of re-accreditation, thematic evaluation of scientific organisations, higher education institutions and study programmes as well as external audit of higher education institutions' quality assurance systems.

ASHE's scope of work also combines activities related to applying and meeting the conditions for enrolment to higher education institutions (Central Applications Office - CAO) with professional recognition of foreign higher education qualifications and providing information on the national and foreign education systems (National ENIC/NARIC Office). Furthermore, ASHE provides professional and administrative support to the National Council for Science, Higher Education and Technological Development, Council of Polytechnics and Colleges, 23 Scientific Field Committees for all scientific fields and areas in Croatia (Office for Scientific Field Committees), seven Scientific Area Councils and seven Field Committees for Appointment to Scientific-Teaching and Teaching Grades at Polytechnics and Colleges.

ASHE is working on the inclusion in the international system of quality assurance in higher education and science, whose recognised and active member it already is. Among other organisations, ASHE is a full member of the European Association for Quality Assurance in Higher Education (ENQA), the European umbrella quality assurance association, and is listed in the European Quality Assurance Register for Higher Education (EQAR). Consequently, ASHE has the right to conduct quality assurance procedures not only in Croatia, but in the entire European Higher Education Area (EHEA).

Director's introduction

DIRECTOR'S INTRODUCTION

Dear readers, associates and friends,

it is time for another review of our activities, time to look back at the most important events of the previous period and plan for the future.

These are times of rapid changes, in higher education as well as other areas, which require quick reactions but also clearly defined strategic goals. That is why the establishment and continuous development of the higher education quality assurance system is so important. In this system, ASHE's external evaluation procedures contribute to the quality assurance and improvement of higher education institutions in Croatia, and consequently, recognisability and credibility of Croatian higher education qualifications. More importantly, these procedures are expected to encourage higher education institutions to start performing all those activities that are a necessity for them and a benefit for the whole society.

Last year will be remembered for several important events – the pronouncement of scientific centres of excellence whose importance lies not only in the recognition and promotion of scientific excellence, but also in their contribution to the economy and, finally, the recognisability of Croatian science in the international framework.

In 2014, the Agency finalised the evaluation of public research institutes and began the re-accreditation of scientific organisations outside the system of universities and public research institutes. This procedure will result in the first Register of Scientific Organisations with fully re-accredited scientific organizations, which is a prerequisite for further development of the public as well as the private sector.

In the academic year 2013/2014, ASHE re-accredited higher education institutions that deliver study programmes in humanities and social sciences. Size, number and profile of higher education institutions in this area are very heterogeneous, which is why this Report contains detailed information on the conducted re-accreditation procedures and their results. Judging by expert panels' grades, this area does not significantly differ from other, previously accredited scientific areas. As in other scientific areas, this one also has areas of excellence as well as those that need to be improved, which is especially true for the international visibility and scientific production of higher education institutions.

I would like to point out that, during the five-year re-accreditation cycle which began in the academic year 2010/2011 and will end this academic year, ASHE visited and evaluated 94 from the total of 129 higher education institutions; as of January 2015, this procedure is fully finalised for 94 higher education institutions. Higher education institutions that have been evaluated so far deliver 917 out of 1337 study programmes in Croatia. The evaluated institutions deliver



programmes in technical, biotechnical and social sciences and humanities, while those that deliver programmes in natural and biomedical sciences and the art field will be evaluated this year.

The academic year 2014/2015 is the last year of the first re-accreditation cycle which will encompass all higher education institutions in Croatia. This is a notable success for several reasons – we achieved what five years ago seemed almost impossible, even to our colleagues from Brussels. Furthermore, this will be the first time that we will have comprehensive information about the state of higher education, which will serve as the basis for better decision-making in this very important area for Croatia’s development. First results can already be seen: higher education institutions gave positive reviews about the procedure and pointed out the usefulness of expert panels’ recommendations. We have also noticed an increased awareness of the importance of quality culture, which is the desired result – we want quality assurance to become an integral part of higher education institutions’ everyday activities, or rather to strengthen the institutional internal quality assurance systems. All previous re-accreditation procedures have shown that the number of existing study programmes is too high and that the labour market should be monitored more closely.

We should not forget about applications to higher education study programmes. In addition to higher education applications, last year was the first time that our Central Applications Office conducted the process of enrolling candidates from outside the regular Croatian education system in the first grade of secondary school. The National Information System of Application to Higher Education Institutions (*Nacionalni informacijski sustav prijava na visoka učilišta* - NISpVU) handles some 46000 candidates each year. It is worth mentioning that the system has not encountered any major difficulties, to the satisfaction of candidates, higher education institutions and ASHE itself.

I would also like to highlight a publication from June of last year. This is the study *Becoming a Student in Croatia*, which presents main findings of the project *Analysis of entrance to study programmes of tertiary education in the Republic of Croatia based on the results of the State Matura 2009/10 – 2013/14*, and whose purpose is to draw attention to certain educationally and socially important topics related to the entry to higher education. This publication is useful to young people who want to enrol in higher education institutions in Croatia, teaching professionals from secondary and higher education, researcher and creators of public policy, so it is highly recommended. (https://www.azvo.hr/images/stories/publikacije/Postati_student_u_Hrvatskoj.pdf)

In the previous year, we continued our international activities with the aim of fostering and actualising cooperation and strengthening ASHE’s position outside Croatia, thereby also presenting the Croatian system of higher education and science.

In October, the Agency hosted the annual ENQA General Assembly. Some hundred international experts raised many important questions from the area of quality assurance, and it was an excellent opportunity to strengthen ASHE’s international position.

Same as in previous years, last year we also hosted many prominent members of the international academic and scientific community such as Prof. Michael Adewumi, PhD, from the US Penn State University and Stamenka Uvalić

Trumbić, long-term Chief of UNESCOs Higher Education Section and a respectable international expert on various questions from the area of higher education. It was also a great pleasure to welcome representatives of the Zhejiang province (China) academic community, as well as professors from one of the oldest universities in Japan - Meiji Gakuin – and establish cooperation on behalf of ASHE as well as several other institutions. We are always happy to be able to introduce our international colleagues to our work and the wider higher education and science system in Croatia. This will surely open the way for future cooperation with these, but also some new institutions and individuals.

At the end of 2014, we received a valuable recognition from the Croatian Society for Quality - Charter for Contribution in Education and Promotion of Quality. This was an award for our continued work on quality assurance in science and higher education and for raising awareness of the importance of internal and external quality assurance – at the level of individuals, study programmes and processes, higher education institutions and the entire system of higher education.

The only thing that remains is to thank all our foreign and domestic reviewers and students who took part in the re-accreditation process, but also all those who “pitch in” when necessary throughout the year, and those who work with us continuously. I would also like to thank all professional and administrative bodies and all other associates.

They all gave their contribution to evaluation procedures and other activities that have been accomplished so far.

I would especially like to thank ASHE staff for their efforts, contributions and faultless compliance with the work discipline, but also their professionalism in communication with our users, evidenced by numerous oral and written acknowledgments.

At the end of this introduction, I would like to say that we have set ourselves goals for the next year and will try to successfully accomplish them, as always. I would say that we are moving at a steady pace and according to plan, of which I am very proud. We are also planning a number of new projects, which we are already looking forward to!

Prof. Jasmina Havranek, PhD
Zagreb, 27thFebruary 2015

*Education is the most powerful weapon which
you can use to change the world.*

Nelson Mandela

* The Management Board of the Agency for Science and Higher Education adopted the ASHE Annual Report for 2014 and 2015 Activity Plan via e-mail.

2014 IN REVIEW

- re-accreditation of 17 faculties, 24 university departments, four polytechnics and two colleges that deliver study programmes in social sciences and humanities.
- fully finalised re-accreditation of 25 public research institutes.
- initiated re-accreditation of 70 scientific organisations outside the system of universities and public research institutes.
- conducted 14 procedures of initial accreditation for performing new study programmes, and one procedure of initial accreditation for performing scientific activity.
- issued 20 positive and one negative opinion on the funding of new study programmes at public universities.
- establishment of seven scientific centres of excellence.
- audited six higher education institutions.
- conducted two thematic evaluations.
- held 80 Field Committees' sessions, issued 960 positive and 78 negative decisions on the appointment to scientific grades.
- held 27 sessions of Field Committees for Appointment to Scientific-Teaching and Teaching Grades at Polytechnics and Colleges, issued 344 positive opinions.
- in the summer application period, from the total of 46898 candidates, 30288 secured their right of enrolment to higher education institutions in Croatia.
- in the autumn application period, from the total of 8634 candidates, 3813 secured their right of enrolment to higher education institutions in Croatia.
- National ENIC/NARIC Office fully recognised 1309 foreign higher education qualifications, responded to 105 requests for advice in academic recognition of foreign higher education qualifications, issued 188 explanations of Croatian and foreign higher education qualifications and replied to more than 1900 e-mail inquiries.
- ASHE has been taking part in 13 international projects as project holder or partner.
- annual ENQA General Assembly organised by ASHE.
- ASHE received the Charter for Contribution in Education and Promotion of Quality from the Croatian Society for Quality.

External quality assurance procedures
in science and higher education

RE-ACCREDITATION

RE-ACCREDITATION OF HIGHER EDUCATION INSTITUTIONS IN THE ACADEMIC YEAR 2013/2014

In the previous, fourth year of the first re-accreditation cycle, ASHE conducted the re-accreditation of higher education institutions that deliver study programmes in social sciences and humanities¹.

According to the Re-accreditation Plan, the procedure covered 17 faculties, 24 university departments, four polytechnics and two colleges. Just like in previous years, this was a comprehensive procedure that included a large number of foreign and domestic experts and students.

We should mention that the re-accreditation of higher education institutions also included the re-accreditation of scientific activity for 21 higher education institutions listed in the Register of Scientific Organisations. These procedures were joined so as to avoid placing additional burden on evaluated higher education institutions.

It is also important to say that last year's re-accreditation procedure involved as many as 103 expert panel members – teachers, businessmen and students. Most members (69) came from abroad, from reputable European and global institutions, while 12 experts and 22 students came from Croatia. Students are full and equal panel members and their participation is very important for the entire procedure.

The procedure of re-accreditation is conducted in several stages: drafting a higher education institution's self-evaluation, expert panel's visit to the institution, writing the final report, adopting the Accreditation Recommendation and the follow-up. Due to its comprehensiveness, the procedure always requires exceptional commitment of ASHE staff. This is especially true for the technical support provided to higher education institutions in writing the self-evaluation document, finding potential expert panel members, coordinating visits to higher education institutions and the drafting of the final report, preparing documents for the Accreditation Council discussions and the drafting of accreditation recommendations, and many other duties.

By the end of 2014, re-accreditation procedure was fully finalised for 94 out of 129 higher education institutions in Croatia. The remaining institutions should be re-accredited by the end of 2015, which will mark the first time that the entire higher education system is fully evaluated, and provide a clear insight into the state of higher education in Croatia.

The new re-accreditation cycle should begin in 2016, which is why ASHE is preparing a new model of evaluation.

¹ Except higher education institutions that deliver study programmes from the field of economy (re-accredited in the academic year 2010/2011) and law (covered by the re-accreditation plan for the academic year 2014/2015).

Basic idea for the new cycle is to put more emphasis on study programmes and learning outcomes, which is in line with the Strategy for Education, Science and Technology as well as plans for further implementation of the Croatian Qualifications Framework (CQF), and should also have a positive impact on the development of study programme quality. In planning and developing the new re-accreditation cycle, ASHE will include representatives of the academic community.

Academic year 2014/2015 is the final year of the first re-accreditation cycle, but it is worth mentioning that we have already seen some positive developments. The re-accreditation marked the first time that most higher education institutions had to write a self-evaluation and develop a more systematic approach to collecting various data on their own activities; institutions' feedback often singles this out as one of the biggest advantages of the procedure. For most of them, this was also the first opportunity to present their work to an international expert panel. Furthermore, each higher education institution received the expert panel's final report with an opinion on the quality of their work and recommendations for improvement. We should also not forget the resulting consolidation of the teaching staff and internal quality assurance mechanisms, as well as an increased awareness of the importance of quality culture. All of the above represents the main benefit of conducted re-accreditation procedures, and can be expected to have a positive influence on the system of quality in higher education which will become fully visible during the next couple of years.

It is also important to mention that all final re-accreditation reports and recommendations are public documents that are published on ASHE website. Expert panels' final reports serve as the basis for ASHE synthesis whose purpose is to recognise the main strengths and weaknesses, and to offer certain recommendations for improving the quality of the entire system. So far, syntheses have been made for re-accreditation procedures conducted in the technical sciences and the field of economy, while this year's Annual Report includes the synthesis of biotechnical and social sciences and humanities.

By establishing a reliable and functional quality assurance system, with a built-in experiences of countries with a much longer history of such systems, ASHE made an important step forward for the well-being of the higher education system and the society in general.

Prof. Pero Lučin, PhD, Rector of the University of Rijeka

RE-ACCREDITATION OF HIGHER EDUCATION INSTITUTIONS THAT DELIVER STUDY PROGRAMMES IN BIOTECHNICAL SCIENCE: SYNTHESIS

Higher education institutions that deliver study programmes in the area of biotechnical sciences and private higher education institutions evaluated in the academic year 2012/2013:

- 1. Faculty of Agriculture, University of Zagreb
- 2. Department of Aquaculture, University of Dubrovnik
- 3. Department of Ecology, Agronomy and Aquaculture, University of Zadar
- 4. Faculty of Agriculture, Josip Juraj Strossmayer University of Osijek
- 5. Faculty of Food Technology, Josip Juraj Strossmayer University of Osijek
- 6. Faculty of Food Technology and Biotechnology, University of Zagreb
- 7. University Department of Marine Studies, University of Split
- 8. Faculty of Forestry, University of Zagreb
- 9. International Graduate Business School
- 10. RRIIF College for Financial Management
- 11. TV Academy - College of Multimedia and Communication in Split
- 12. Polytechnic Velika Gorica
- 13. University College of Applied Sciences "Minerva" in Dugopolje
- 14. Business College with Public Rights, Višnjan
- 15. College of Economics, Entrepreneurship and Management "Zrinski"
- 16. College of Management and Design "Aspira"
- 17. College of Business and Management "Baltazar Adam Krčelić"
- 18. Technical College in Bjelovar
- 19. College of Agriculture in Križevci
- 20. College for Finance and Law "Effectus"

This synthesis will cover the evaluation of study programmes in the area of biotechnical sciences and its outcomes.

Biotechnical sciences in Croatia – re-accreditation procedure and outcomes

Study programmes in the area of biotechnical sciences were evaluated by reviewers from reputable institutions from Austria, Hungary, Germany, Denmark, Great Britain, Finland, Greece and Switzerland. A notable fact is that this was the first time that the re-accreditation procedure included reviewers from the United States, from prestigious Cornell University and Texas Tech². Also, one panel member was always a student who had the same voting right as other members and who led all meetings with students.

² List of reviewers who took part in the 2012/2013 re-accreditation procedure can be found in the Appendix 1 of this Report.

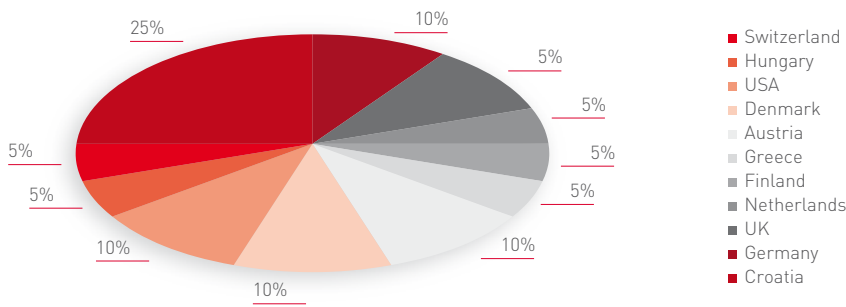


Chart 01 Distribution of reviewers by country of employment

From the total number of students in Croatia, 5% are enrolled in biotechnical study programmes, mostly at the Universities of Zagreb and Osijek.

We should mention the positive example of the teacher - student ratio in the biotechnical area which is comparable to the ratio at leading international universities. This is especially true for two largest higher education institutions in this area which operate within the University of Zagreb (1:10 ratio, with a trend of decreasing towards 1:8) and the University of Osijek (1:18 ratio).

Table 01 Re-accreditation outcomes for the academic year 2012/2013

Confirmation on compliance with conditions for continued activity in higher education	Letter of expectation	Denial of licence
10 higher education institutions	7 higher education institutions	2 higher education institutions

Assessment of the re-accreditation procedure in the academic year 2012/2013

With the aim of collecting feedback on the conducted procedure, questionnaires on the usefulness of the re-accreditation procedure were sent to higher education institutions and expert panel members; the procedure was modified in accordance with questionnaire results.

- according to the survey taken by Croatian panel members, satisfaction with the overall procedure was graded as 4.57, while the worst grades went to the re-accreditation criteria (3.62).
- according to the survey taken by foreign panel members, the overall procedure was given the grade 3.88.
- according to the survey taken by higher education institutions, the overall procedure was rated with a 4.0. The

highest grades went to the usefulness of the procedure for the institution itself (4.46) and the level of information supplied by ASHE staff (4.69), and the worst to the evaluation criteria (3.69)³.

If we look at the grades that higher education institutions received from expert panels, average criteria grades are rather high (only one institution received one 2.5 grade, while all other grades were higher). In this context, we can conclude that higher education institutions that deliver study programmes in the area of biotechnical sciences received the highest re-accreditation grades so far.

It is important to clarify that quality grades cannot be used to rank higher education institutions; they are just one element of the re-accreditation procedure, and are based on a more comprehensive written report aimed at a specific institution, its strengths and weaknesses.

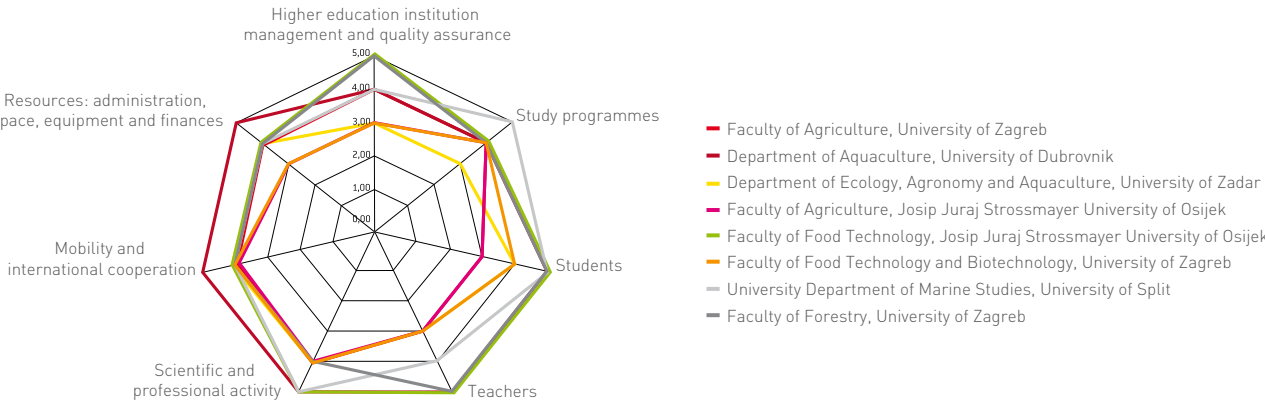


Chart 02 A comparison of quality grades

RE-ACCREDITATION OF HIGHER EDUCATION INSTITUTIONS IN THE AREA OF SOCIAL SCIENCES AND HUMANITIES: SYNTHESIS

In the academic year 2013/2014, the second to last year of the first re-accreditation cycle, the procedure covered higher education institutions that deliver study programmes in the area of social sciences and humanities.

The evaluated institutions, especially those that deliver university study programmes, are very important for the country because they train teachers for all levels of education – from preschool to the university.

³ https://www.azvo.hr/images/stories/vrednovanja/reakreditacija_vu/Kriteriji_sveucilista_2013.pdf
https://www.azvo.hr/images/stories/vrednovanja/reakreditacija_vu/Kriteriji_sveucilista_2013.pdf

In accordance with the 2013/2014 Re-accreditation Plan⁴, the procedure covered 14 faculties, 24 university departments, four polytechnics and two colleges that deliver university and professional study programmes.

1. Faculty of Special Education and Rehabilitation, University of Zagreb
2. Faculty of Political Sciences, University of Zagreb
3. Faculty of Philosophy of the Society of Jesus, University of Zagreb
4. Faculty of Humanities and Social Sciences, Josip Juraj Strossmayer University of Osijek
5. Faculty of Humanities and Social Sciences, University of Rijeka
6. Faculty of Humanities and Social Sciences, University of Split
7. Faculty of Humanities and Social Sciences, University of Zagreb
8. University Centre for Croatian Studies, University of Zagreb
9. Catholic Faculty of Theology, University of Zagreb
10. Catholic Faculty of Theology in Đakovo, Josip Juraj Strossmayer University of Osijek
11. Catholic Faculty of Theology, University of Split
12. Faculty of Kinesiology, University of Zagreb
13. Faculty of Kinesiology, University of Split
14. Department of Mass Communication, University of Dubrovnik
15. Department of Culturology, Josip Juraj Strossmayer University of Osijek
16. Department of Humanities, Department for Studies in Italian Language, Teacher Training Department of the Juraj Dobrila University of Pula
17. Department of Pedagogy, Department of Psychology, Department of Sociology, Department of Teachers' and Preschool Teachers' Education of the University of Zadar
18. Department of Archaeology, Department of Philosophy, Department of Ethnology and Cultural Anthropology, Department of History, Department of History of Art of the University of Zadar
19. English Department, Department of French and Ibero-Romance studies, Department of Classical Philology, Department of Croatian and Slavic Studies, Department of German Studies, Department of Italian Studies, Department of Linguistics of the University of Zadar
20. Faculty of Teacher Education, University of Zagreb
21. Faculty of Education, Josip Juraj Strossmayer University of Osijek
22. Faculty of Teacher Education, University of Rijeka
23. Polytechnic of Karlovac
24. Polytechnic of Požega
25. Medimurje Polytechnic in Čakovec
26. Polytechnic of Rijeka
27. Police College
28. College for Management in Tourism and Informatics in Virovitica

⁴ <https://www.azvo.hr/images/stories/vrednovanja/Plan%20reakreditacije%20VU%202013-2014.pdf>

Due to the specific nature of each listed higher education institution, as well as their programmes and groups, the composition of expert panels was very heterogeneous. The 2013/2014 re-accreditation procedure included the biggest number of reviewers so far⁵. This was necessary because the evaluated programmes had a stronger international component and because ASHE had to cover a large number of sometimes small (considering the number of students) philological groups within the faculties of humanities and social sciences.

In line with the existing practice, every expert panel had a student member from Croatia, while panels which evaluated higher education institutions that deliver professional study programmes included a representative of the business community. As can be seen from the graph, most reviewers came from the United Kingdom, Croatia and Germany.

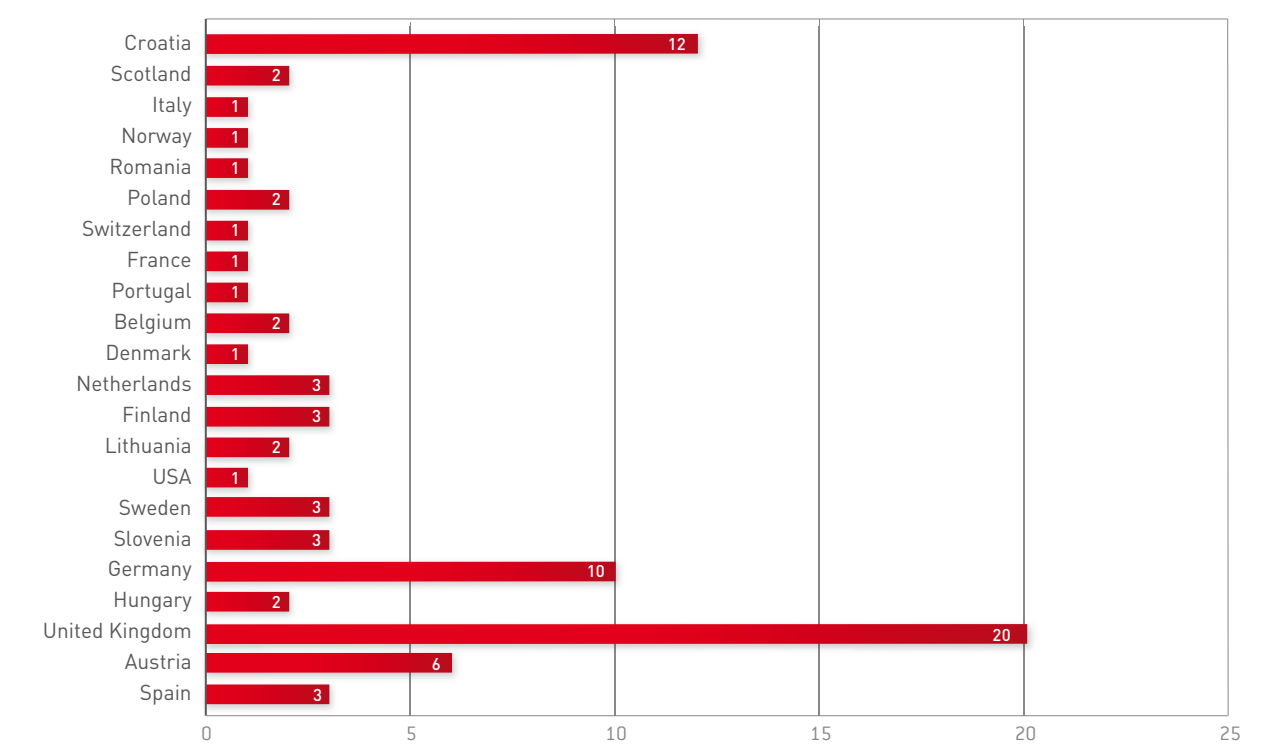


Chart 03 Distribution of reviewers by country of employment

⁵ List of reviewers who took part in the 2013/2014 re-accreditation procedure can be found in Appendix 2 of this Report.

Area of social sciences and humanities in Croatia

In the academic year 2012/2013, more than half (56%) of all students in Croatia were enrolled in programmes from the area of humanities and social sciences. From that number, 47% of students studied social sciences and 8% humanities.

In the Croatian system of higher education, most students are enrolled in social sciences study programmes. If we set aside students of economy and legal sciences⁶ (34%), the number of social science students is 22%.

From the total of 129 higher education institutions in the system, 64 deliver study programmes in the area of social sciences. It is indicative that, from the number of institutions with social sciences study programmes (same as with the number of students) almost 90% deliver study programmes in the fields of economy and law. The rest deliver study programmes in other fields of social sciences (education-rehabilitation sciences, information and communication sciences, interdisciplinary programmes, kinesiology, logopedics, pedagogy, political science, psychology, security and defence, social work and sociology)⁷.

Croatia has 22 higher education institutions that deliver humanities study programmes, with some delivering study programmes from both areas. From the scientific fields covered by higher education institutions that deliver study programmes in humanities, the most frequent one is history, while archaeology, ethnology and anthropology the least popular. What is interesting is that higher education institutions that deliver philology study programmes (11 of them) have the biggest number of study programmes, but those programmes have very few students⁸.

These areas include many different programmes and study groups of varying size – from philology programmes which have a small number of students, to law and economy which cover almost half of students in Croatia, which makes them the largest study programmes in the country (by the number of students).

Table 02 Re-accreditation outcomes for the academic year 2013/2014

Confirmation on compliance with conditions for continued activity in higher education	Letter of expectation	Denial of licence
9 higher education institutions (7 faculties and 2 colleges)	7 faculties, 23 university departments and 4 polytechnics	1 university department

⁶ The field of economy was evaluated in the academic year 2010/2011, https://www.azvo.hr/images/stories/vrednovanja/Sinteza_2010_2011.pdf, and the field of law will be re-accredited in the academic year 2014/2015

⁷ <https://www.azvo.hr/hr/statistike/broj-studenata-po-raznim-kriterijima>

⁸ <https://www.azvo.hr/hr/statistike/broj-studenata-po-raznim-kriterijima>

Assessment of the re-accreditation procedure in the academic year 2013/2014

Questionnaires on user satisfaction with the re-accreditation procedure were sent to evaluated higher education institutions and expert panel members:

- according to the survey taken by Croatian panel members, the level of satisfaction with the overall re-accreditation procedure is 5.00, while the worst graded category was the applicability of standards and criteria (3.94).
- in the survey taken by foreign panel members, the overall procedure received the grade 4.69.
- survey taken by higher education institutions yielded a 3.77 grade for the overall procedure; the expertise and profile of expert panel members received the highest mark (4.33), while the lowest went to the criteria evaluation (3.12)⁹. The criteria can always be subject to discussion, but the academic criteria should not be lowered because that would also mean lowering the required high academic standards.

Visual presentation of quality grades

As previously mentioned, the synthesis represents a general overview of conducted re-accreditation, a procedure that is designed for the evaluation of individual higher education institutions. In this context, the presented expert panels' grades for all higher education institutions cannot be considered as academic ranking.

Re-accreditation is a model of external evaluation which assesses the compliance with the minimum criteria (academic threshold) and gives a quality grade. Higher education institutions cannot be compared according to this kind of assessment because the criteria and the procedure do not comply with the majority of methodological requirements for academic ranking.

Average criteria grades for the re-accredited higher education institutions that deliver study programmes in humanities in social sciences are very diverse. The highest graded criteria were study programmes and student standard, while the criteria for teaching capacities, scientific and professional activities and mobility and international cooperation of all evaluated institutions received the "mostly implemented" grade or lower.

⁹ https://www.azvo.hr/images/stories/vrednovanja/reakreditacija_vu/Kriteriji_sveucilista_2013.pdf
https://www.azvo.hr/images/stories/vrednovanja/reakreditacija_vu/Kriteriji_sveucilista_2013.pdf

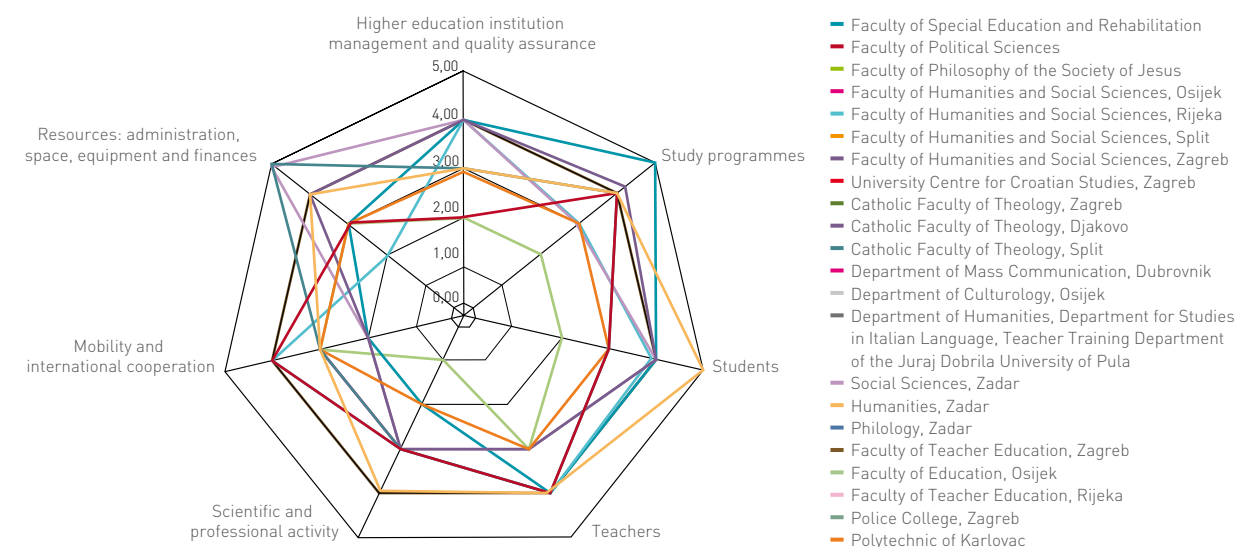


Chart 04 Expert panels' grades for individual criteria for all higher education institutions evaluated in the academic year 2013/2014

RE-ACCREDITATION OF PUBLIC RESEARCH INSTITUTES

In 2013, ASHE initiated the re-accreditation of 25 public research institutes in order to determine whether they meet the necessary standards.

The procedure was finished in early 2014 with the issuing of ASHE’s accreditation recommendations for all public research institutes.

The re-accreditation was conducted by 42 expert panel members from different European and US research and higher education institutes who were educated on the specificities of the Croatian scientific community. Same as with other procedures conducted by ASHE, members of expert panels were chosen for their research excellence, management and assessment experience and, in this case, specialisation in the area covered by the institute.

Most reviewers came from United Kingdom, Germany, Netherlands and Belgium (Chart 05).

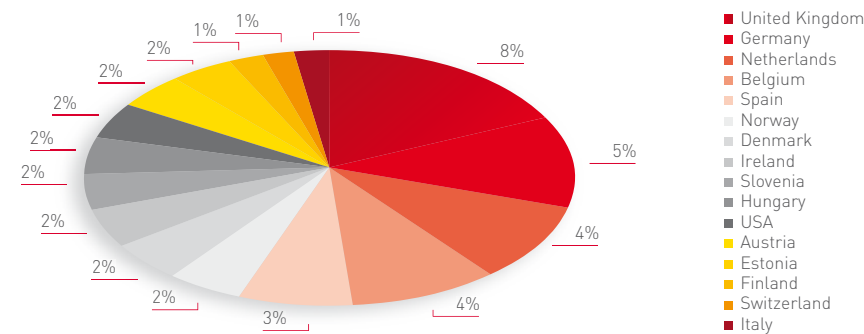


Chart 05 Distribution of reviewers in the re-accreditation of public research institutes by country of employment

The re-accreditation of public research institutes was completed in the first half of 2014 with the following recommendations:

- nine institutes to receive a letter of expectation with a three-year deadline,
- one institute to receive a letter of expectation with a one-year deadline,
- 15 institutes to receive a licence, with recommendations for the improvement of quality.

In 2014, the completed re-accreditation procedure was succeeded by the follow-up, whose aim was to improve the

work of evaluated research institutes in accordance with expert panels’ recommendations. ASHE was continuously receiving action plans which showed distinctly positive trends of improvement, as well as other working and strategic institutes’ documents. ASHE also carried out and analysed questionnaires on the satisfaction of users - representatives of public research institutes.

RE-ACCREDITATION OF UNIVERSITY POSTGRADUATE (DOCTORAL) STUDY PROGRAMMES

Following the thematic evaluation of all doctoral study programmes¹⁰ in 2013 and 2014, in May 2014 the Ministry of Science, Education and Sports (MSES) requested that ASHE performs a re-accreditation of university postgraduate (doctoral) study programmes.

ASHE’s recommendation to the Minister was to consult the stakeholders in order to prepare good evaluation criteria and to postpone the procedure so that institutions that deliver doctoral studies could prepare for the new requirements. For that purpose, the Accreditation Council appointed a working group for drafting criteria for the re-accreditation of doctoral studies. The group is made up of vice-rectors for science of all public universities, research institute representatives and the Accreditation Council which will propose the new evaluation criteria in 2015.

RE-ACCREDITATION OF RESEARCH ORGANISATIONS OUTSIDE THE SYSTEM OF PUBLIC UNIVERSITIES AND PUBLIC RESEARCH INSTITUTES

In July 2014, ASHE initiated the re-accreditation of 70 scientific organisations outside the system of universities and public research institutes. This will result in the first Croatian Register of Scientific Organisations with fully accredited scientific organisation, which is a prerequisite for receiving state funding for science in the public and private sector.

Re-accreditation will be conducted according to the new procedure designed for such research organisations which will ascertain the compliance with the minimum requirements for renewing the status of a scientific organisation listed in the Register of Scientific Organisations.

This procedure is expected to be finished in the first half of 2015.

¹¹ More on this in chapter *Thematic Evaluation of Doctoral Studies*

THEMATIC EVALUATION

THEMATIC EVALUATION OF DOCTORAL STUDIES

Thematic evaluation of postgraduate university (doctoral) studies in Croatia was initiated in early 2013. ASHE appointed a working group with a task to propose indicators for assessing postgraduate (doctoral) education in Croatia. The group is made up of vice-rectors for science of all public universities and other stakeholders (public research institutes). A web application for gathering information on doctoral studies from higher education institutions was also developed.

Upon receiving reports from higher education institutions, ASHE carried out an analysis and presented it to the working group and the Accreditation Council. The final report was adopted by the Accreditation Council in early 2014, after which it was published on ASHE website and sent to the relevant stakeholders (rectors, vice-rectors, Croatian Rectors' Conference, MSES, etc.).

After receiving the final report, MSES requested the re-accreditation of all doctoral study programmes; however, ASHE cautioned the Minister about the need for a serious reform of postgraduate (doctoral) education and for a public and expert debate on the criteria for the evaluation of doctoral study programmes.

THEMATIC EVALUATION OF SCIENTIFIC RESEARCH VESSELS

In 2013, at the request of MSES, ASHE initiated a thematic evaluation of scientific research vessels, or rather, the scientific infrastructure for marine research.

- Subject of the evaluation were six scientific research vessels used by three scientific institutions:
- Institute for Marine and Coastal Research, University of Dubrovnik (vessels: Baldo Kosić II and Naše more),
 - Institute of Oceanography and Fisheries, Split (vessel Bios II),
 - Ruđer Bošković Institute (vessels: Burin, Triton and Vila Velebita).

At the same time, the Agency was also conducting the re-accreditation of higher education institutions working in the area of oceanography as well as public research institutes, some of which also specialise in that area. In order to rationalise spending, part of the thematic evaluation of research vessels was conducted as part of the re-accreditation procedure.

Based on expert panels' reviews for the re-accreditation procedure and the analysis of data on funding, equipment and scientific productivity, the final report was drafted in early 2014 and sent to MSES.

INITIAL ACCREDITATION

INITIAL ACCREDITATION IN HIGHER EDUCATION

As in previous years, during 2014 ASHE conducted procedures of initial accreditation in higher education. The Agency received 14 requests for initial accreditation of new study programmes from polytechnics and colleges, and one from a private university.

- Initial accreditation includes the following stages:
- reviewing study programme's compliance with the strategic document *Network of Higher Education Institutions and Study Programmes*
 - reviewing the submitted documentation
 - site-visit of the expert panel to the higher education institution
 - writing the final report
 - issuing the Accreditation Recommendation.

On the basis of conducted procedures, the Minister received a recommendation for issuing licence for eight study programmes, while two requests for new study programmes received a negative opinion from the Accreditation Council. Other procedures are ongoing.

INITIAL ACCREDITATION IN SCIENCE

ASHE also conducts part of the procedure of initial accreditation for scientific activity or the establishment of research organisations. In 2014, ASHE received one request for initial accreditation, which was successfully completed the same year.

All public research institutes and other scientific organisation established by the Republic of Croatia can begin to perform scientific activity and enter such an activity in the court register based solely on the awarded licence for scientific activity¹¹. Licence for scientific activity is also a condition for proposing projects and requesting public research funding.

¹¹ Private scientific organisations can also request a licence for scientific activity..

JUSTIFIABILITY OF PUBLIC FUNDING OF NEW STUDY PROGRAMMES AT PUBLIC UNIVERSITIES

Based on received requests for funding new study programmes at public universities, in 2014 ASHE issued 20 positive and one negative opinion.

ASHE’s opinion on the justifiability of public funding of new study programmes at public universities, set up by their senates, is based on their alignment with the document *Network of Higher Education Institutions and Study Programmes*.

SCIENTIFIC CENTRES OF EXCELLENCE

The evaluation of scientific quality for the purpose of establishing scientific centres of excellence (SCE) began in February 2013, when the National Council for Science (NCS) formulated the final proposal for the evaluation criteria.

The year 2013 saw the launch of the website www.zci.hr, which is a portal for submitting and evaluating proposals, as well as the appointment of reviewers and the National Committee for Evaluation. The Agency received 55 applications from all scientific areas, but most from biomedical, natural and technical sciences.

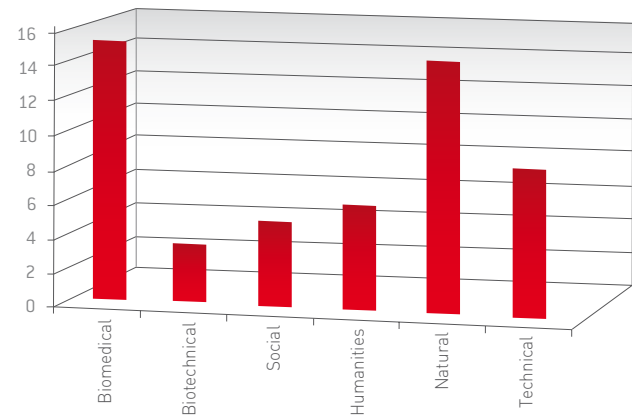


Chart 06 Project proposals for the establishment of SCEs by scientific areas

- Comprehensive evaluation of submitted proposals included:
- reviewing the compliance with formal requirements
 - project proposal evaluation by foreign reviewers
 - final grading by the Evaluation Committee.

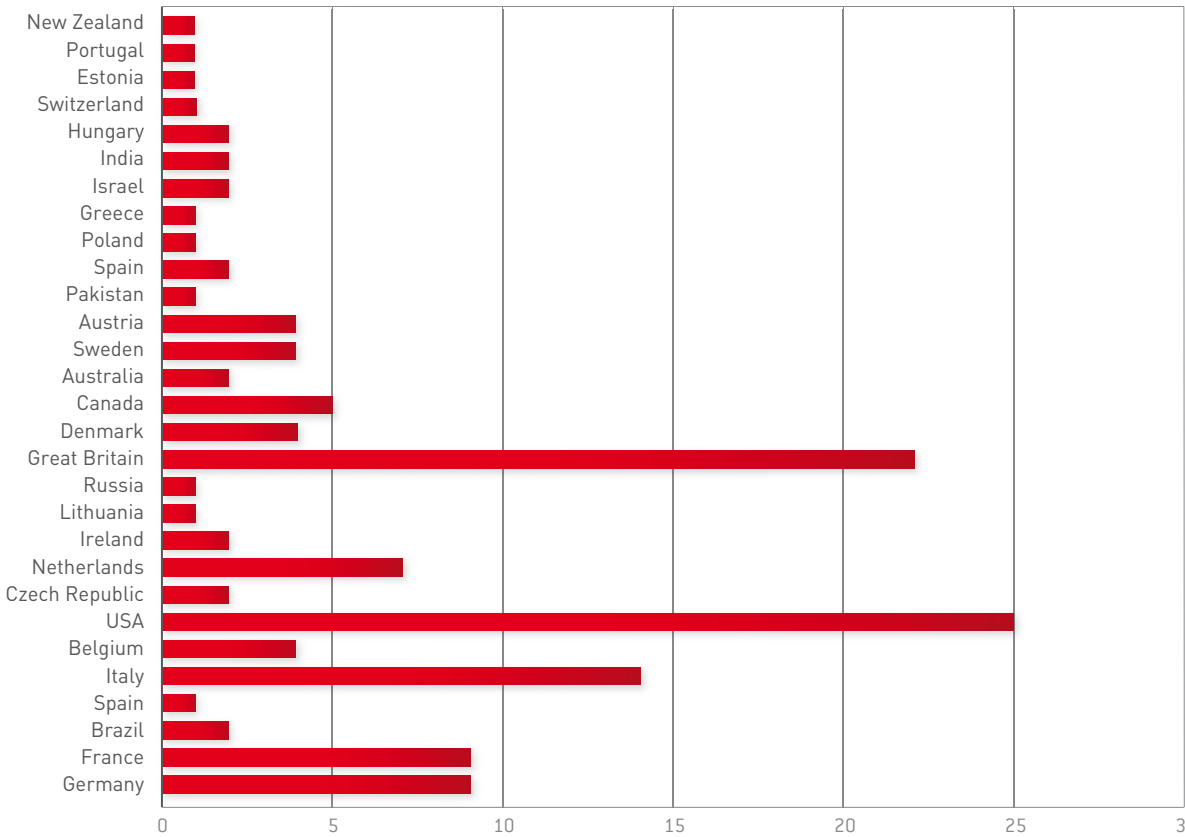


Chart 07 Foreign reviewers by country of origin

The procedure included 134 reviewers from 29 countries, mostly from USA, Great Britain and Italy.

Following the proposal evaluation and drafting of the final report, in December 2014 the National Council for Science, Higher Education and Technological Development (NCSHETD)¹² made a recommendation to the Minister of Science, Education and Sports that he should pronounce seven scientific centres of excellence, taking into account the representation of individual scientific areas:

SCEs in the area of natural sciences

1. SCE for Advanced Materials and Sensors - CEMS.

- Research unit: New Functional Materials

Host institution: Ruđer Bošković Institute

- Research unit: Graphene and Related 2D structures

Host institution: Institute of Physics

- Research unit: Photonics and Quantum Optics

Host institution: Ruđer Bošković Institute

- Research unit: Physics and Ion Beams Technology

Host institution: Ruđer Bošković Institute

2. SCE for Science and Technology (STIM): Host institution: University of Split

SCEs in the area of biomedicine:

3. SCE for Reproductive and Regenerative Medicine

Host institution: Faculty of Medicine, University of Zagreb

- Research unit: Biomedical Research of Reproduction and Development
- Research unit: Regenerative medicine

4. SCE for Viral Immunology and Vaccines

Host institution: Faculty of Medicine, University of Rijeka

SCEs in the area of humanities:

5. SCE for Integrative Bioethics

Host institution: Faculty of Humanities and Social Sciences, University of Zagreb

6. SCE for Croatian Glagolism

Host institution: Old Church Slavonic Institute

SCE in the area of social sciences:

7. SCE for School Effectiveness and Management

Host institution: Faculty of Economics and Business, University of Zagreb.

¹² The founding session of this body was held on the 27th May 2014, when NCSHETD replaced two bodies: National Council for Science (NCS) and the National Council for Higher Education (NCHE).

EXTERNAL AUDIT OF HIGHER EDUCATION INSTITUTIONS' QUALITY ASSURANCE SYSTEMS

In accordance with the principle that higher education institutions bear the primary responsibility for the quality of their activities, and based on the Act on Quality Assurance in Science and Higher Education, in the period from 2010-2014 higher education institutions continued to develop their quality assurance systems (QAS). The effectiveness of those QAS was assessed by higher education institutions themselves through internal assessment whose purpose was to identify their strengths and areas which could be improved.

Unlike the internal audit, the external audit of higher education institutions' quality assurance systems (hereinafter: external audit) is carried out by ASHE.

This procedure is primarily oriented towards grading the effectiveness of higher education institutions' internal quality assurance systems. Another goal is to motivate higher education institutions to overcome the observed disadvantages and to transmit the good practice in their own work as well as at the national and international level of the system of higher education.

Procedures of external and internal audit are complementary. They are catalysts for desired changes that steer higher education institutions towards changing the institutional quality culture; they have a direct impact on employees and students and encourage active participation and cooperation.

All external audit procedures at higher education institutions covered by the 2013 Audit Plan were completed in 2014, except for the external audit of the Polytechnic of Varaždin¹³.

¹³ During the external quality audit of the Polytechnic of Varaždin, the Polytechnic ceased to exist because it joined with the University North; the external audit procedure was therefore discontinued.

Table 03 Effectiveness grades for internal QA systems of higher education institutions covered by the 2013 Annual Audit Plan

*University of Split was covered by the 2012 Annual Audit Plan, but it requested a delay, so the procedure was postponed till 2013

Higher education institution	ESG 1.1.	ESG 1.2.1.	ESG 1.2.2.	ESG 1.3.	ESG 1.4.	ESG 1.5.	ESG 1.6.	ESG 1.7.	Final QA system grade
Polytechnic of Šibenik	Preparatory/Initial phase	Preparatory/Initial phase		Initial phase	Initial/Developed hase	Initial/Developed phase	Initial phase	Initial phase	Initial phase
VERN Polytechnic	Developed/Advanced phase	Developed/Advanced phase		Developed phase	Developed/Advanced phase	Advanced phase	Advanced phase	Developed/Advanced phase	Developed/Advanced phase/Certifikat
Polytechnic “Marko Marulić” in Knin	Initial phase	Initial phase		Developed phase	Initial/Developed phase	Initial/Developed phase	Initial phase	Initial/Developed phase	Initial phase
Polytechnic “Nikola Tesla” in Gospić	Initial/Developed phase	Initial/Developed phase		Developed phase	Initial/Developed phase	Initial/Developed phase	Initial/Developed phase	Developed phase	Initial/Developed phase
Polytechnic of Varaždin	Discontinued								
Polytechnic of Applied Health Studies in Zagreb	Initial phase	Initial phase	Initial phase	Initial phase	Initial phase	Initial phase	Developed phase	Developed phase	Initial phase
University of Split	Preparatory/Initial phase	Initial phase	Developed phase	Preparatory/Initial phase	Initial/Developed phase	Developed phase	Developed phase	Developed phase	Initial/Developed phase

According to ASHE criteria for awarding the certificate¹⁴, evaluated higher education institutions’ QAS should be at least in the developed phase, which was the case only with VERN Polytechnic whose system is in the transitory phase between developed and advanced phase. Other higher education institutions covered by the 2013 Annual Plan did not meet the conditions for certification. The Accreditation Council adopted expert panels’ recommendations for re-audit after 18 months. Final audit reports also contain recommendations for the development of QAS in the following period until the next external audit. Higher education institutions were given guidelines on the elements they should improve in order to increase their effectiveness and meet the criteria for certification. Review of the effectiveness grades for evaluated QAS for individual ESG standards (Table 3) clearly shows that the biggest challenge for higher education institutions remains meeting the criteria related to ESG standards 1.1. and 1.2.

The 2014 Annual Audit Plan covered 6 higher education institutions:

- Polytechnic of Zagreb
- Polytechnic “Lavoslav Ružička” in Vukovar
- Polytechnic “Hrvatsko Zagorje” in Krapina
- Faculty of Mechanical Engineering and Naval Architecture, University of Zagreb

¹⁴ ASHE certificate is awarded for a period of five years to higher education institutions which have proven their compliance with the necessary criteria (through external audit procedure)..

- Faculty of Civil Engineering, University of Rijeka
- Faculty of Metallurgy, University of Zagreb (re-audit).

In the past year, expert panels visited those higher education institutions and all procedures are in the follow-up phase, except for Polytechnic “Lavoslav Ružička” in Vukovar whose comments and Activities Plan for the follow-up phase are due in early February 2015. All procedures are expected to be finished during 2015.

Each year, ASHE gathers data on the development of quality culture at higher education institutions and performs analyses of the stage of development and efficiency of higher education institutions’ QAS.

By analysing the 2014 questionnaires, ASHE obtained the following data:

- 155 internal quality assurance units have been established at higher education institutions
- 128 QA ordinances were adopted
- 105 manuals were accepted
- 91 internal quality assurance audits have been carried out.

At the university level, the Agency obtained the following information: Universities of Zagreb and Split did not adopt a strategy, all universities have ordinances and manuals on QA systems, and all of them conducted internal assessments.

Table 04 Basic information on public university documents for external audit

Name of the university	Full ordinance title	Full manual title	Internal assessment conducted
Josip Juraj Strossmayer University of Osijek	Regulation on Establishment and Function of Quality Assurance System at Josip Juraj Strossmayer University of Osijek	Quality Manual	YES
University of Pula	Regulations on the Quality System	Quality Assurance Manual of the Juraj Dobrila University of Pula	YES
University of Dubrovnik	Regulations on the Internal Quality Assurance and Improvement System of the University of Dubrovnik	Quality Manual	YES
University of Rijeka	University of Rijeka - Code on Quality Assurance System	Quality Assurance System Manual	YES
University of Split	University of Split - Quality Assurance Policy	University of Split - Quality Assurance Handbook	YES
University of Zadar	Quality Policy of the University of Zadar	Manual of Quality at the University of Zadar	YES
University of Zagreb	Regulations on the Quality Assurance System at the University of Zagreb	Quality Assurance Manual of the University of Zagreb	YES

Basic information on the level of university constituents, as well as polytechnics and colleges, is demonstrated by the following charts:

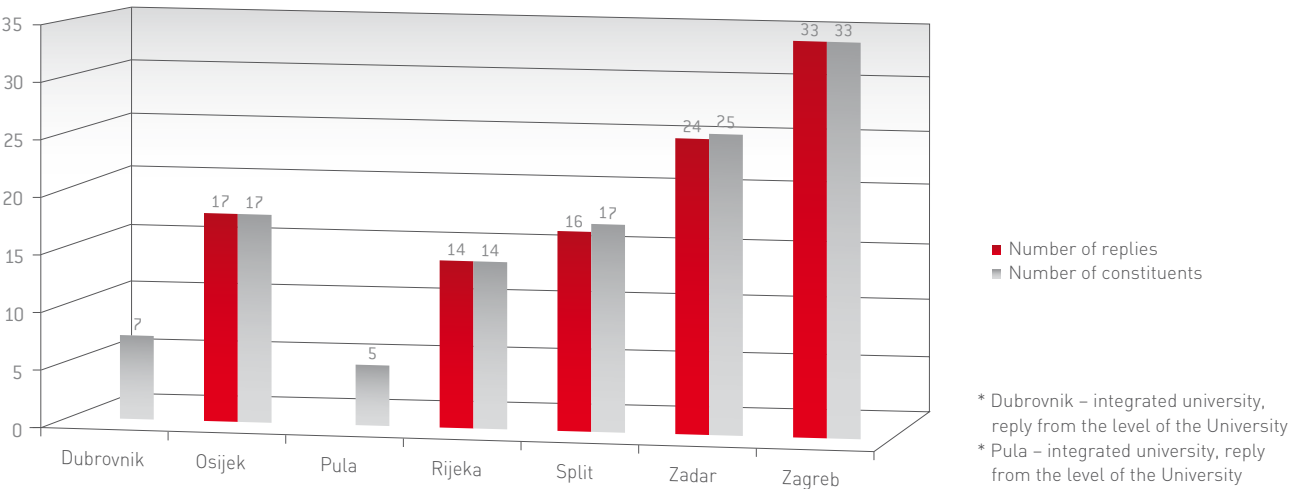


Chart 08 University constituents that took part in the survey

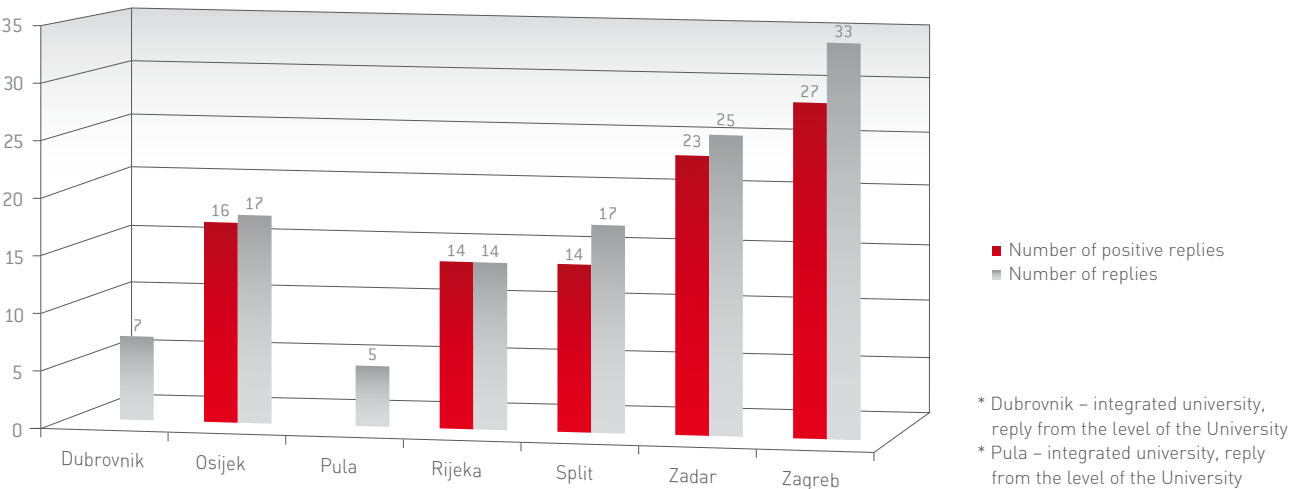


Chart 09 Quality Manuals adopted at the level of university constituents

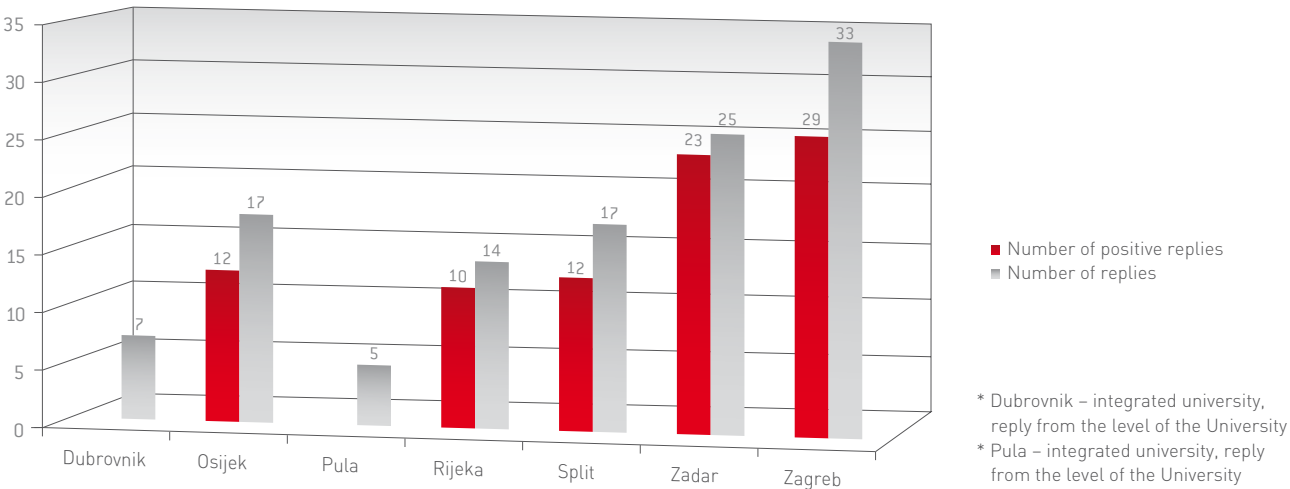


Chart 10 Quality Ordinances adopted at the level of university constituents

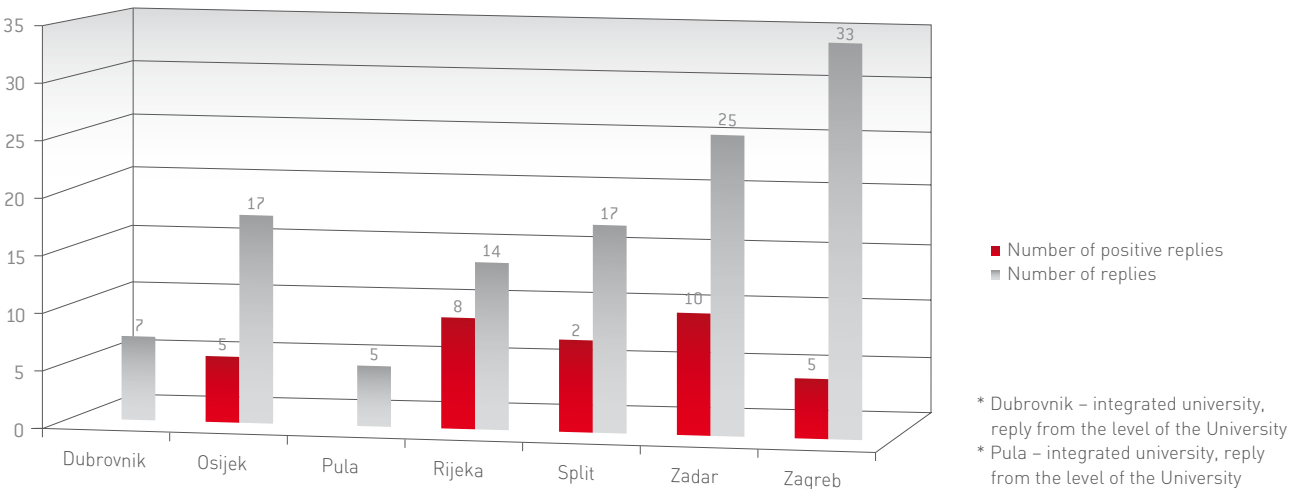


Chart 11 Number of internal audit reports by university constituents

POLYTECHNICS' SURVEY ANALYSIS

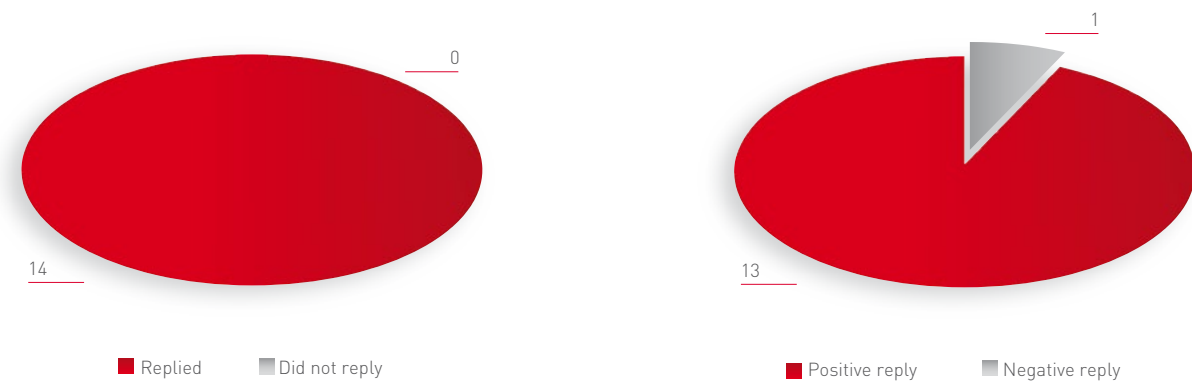


Chart 12 Number of polytechnics that participated in the survey

Chart 13 Number of Quality Ordinances adopted at polytechnics

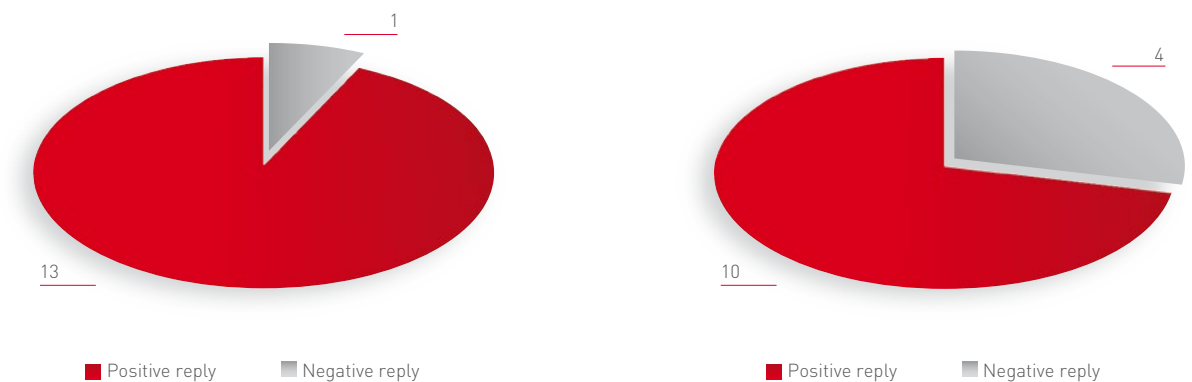


Chart 14 Number of Quality Manuals adopted at polytechnics

Chart 15 Number of internal quality reports adopted at polytechnics

COLLEGES' SURVEY ANALYSIS

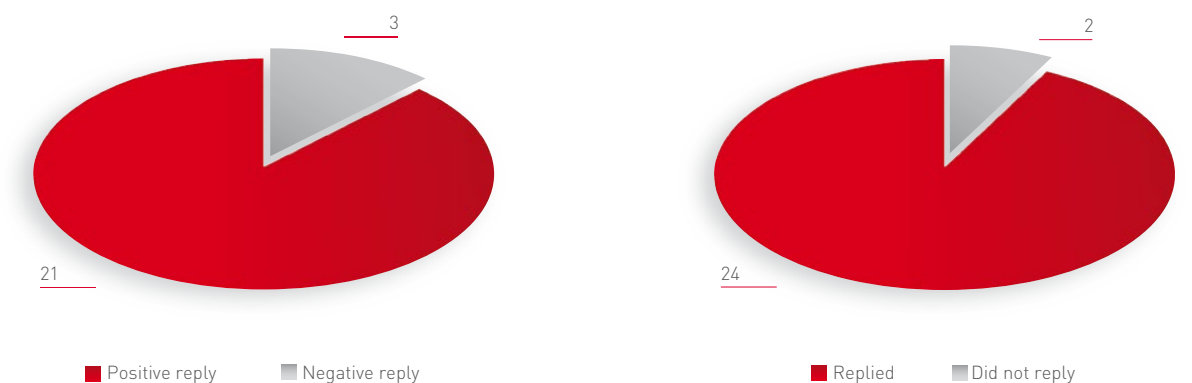


Chart 16 Number of Quality Ordinances adopted at colleges which participated in the survey

Chart 17 Number of colleges which participated in the survey

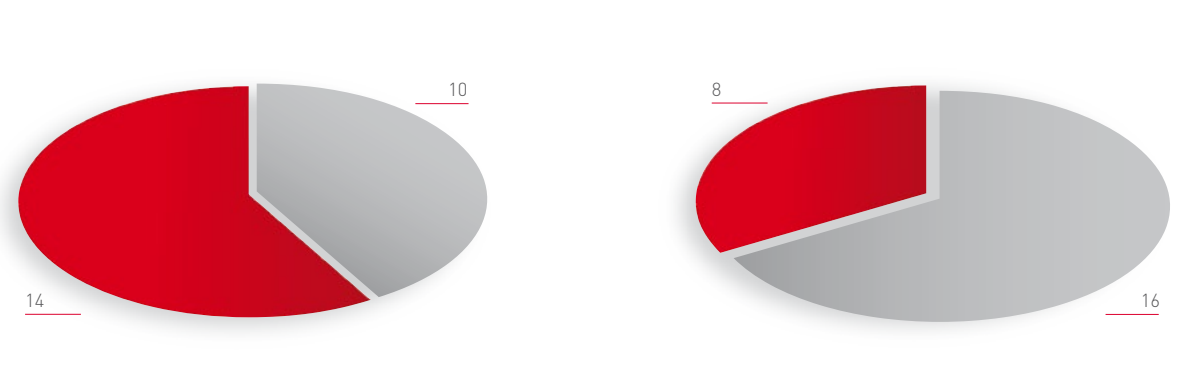


Chart 18 Number of Quality Manuals adopted at colleges which participated in the survey

Chart 19 Number of internal quality reports adopted at colleges which participated in the survey

From the total of 155 established quality assurance units, 91 performed an internal audit. Collected data shows that some higher education institutions did not conduct a single internal audit procedure. Since ASHE does not have information on QAS efficiency grades which are the result of conducted internal audit procedures, and since only 11 out of 33 conducted external audit procedures resulted in certification, it seems that some higher education institutions still do not have a functional QAS.

Strengthening higher education institutions' responsibility for acting in accordance with national and international standards and good practice is a prerequisite for achieving strategic goals, the desired quality and better positioning of higher education institutions. It is imperative that we continue to educate higher education institutions and develop awareness of added value which a functional quality assurance system can have in the development of internal quality culture and the recognisability of the national system of higher education and science within EHEA and the European Research Area [ERA].

In 2014, we continued to encourage the development and improvement of quality culture, and to cultivate partnerships with stakeholders in the system of higher education.

Each autumn, ASHE's External Audit Department organises seminars for higher education institutions that are covered by next year's Annual Audit Plan in which representatives of management and quality assurance units are educated about the external audit procedure and its outcomes. This year, we educated 17 representatives of 6 higher education institutions covered by the 2015 Annual Plan. The seminar was marked with an average grade of 4.4.

At the request of stakeholders from the system of science and higher education and the business sector, but also when needed, ASHE's External Audit Department holds thematic seminars and workshops. On their request, this year the Agency held educations for the Faculty of Medicine of the University of Zagreb, Karlovac Polytechnic, Faculty of Humanities and Social Sciences of the J. J. Strossmayer University of Osijek, as well as two trainings for the Polytechnic of Vukovar. We also took part in discussions on the outcomes of external audit procedures conducted by ASHE, the implementation of recommendations given in external audit reports, and the adjustment and implementation of the new version of ESG which will be adopted in May 2015 by Senates of the Universities of Zadar, Osijek and Split.

Audit expert database¹⁵ now includes three new foreign experts who have successfully completed basic online education.

Professional and administrative support to strategic and expert bodies in the system of science and higher education

¹⁵ List of educated and trained independent experts for external audit of higher education institutions' quality assurance system.

One of the ASHE tasks is to administer and support the activities of the National Council for Science, Higher Education and Technological Development, Scientific Field Committees, Field Committees for appointment to scientific-teaching and teaching grades at polytechnics and colleges, the Council of Polytechnics and Colleges, and the Science and Higher Education Ethics Committee. It should also be mentioned that ASHE has its representative in the National Council for Development of Human Potential.

NATIONAL COUNCIL FOR SCIENCE, HIGHER EDUCATION AND TECHNOLOGICAL DEVELOPMENT

In 2014, the Agency continued to ensure the successful functioning of the National Council for Science, Higher Education and Technological Development, the most prominent professional body that is concerned with development and quality of scientific activity and the system of science, higher education and technological development in the Republic of Croatia.

The president and members of the Council the National Council for Science, Higher Education and Technological Development were appointed by the Croatian Parliament on April 11th April 2014, and its constituent session was held on May 27th 2014. Seven more sessions were held in the period from June to December 2014.

ASHE prepares and organises sessions of the Council by preparing the necessary materials and information as well as drafting minutes, decisions, conclusions and other documents. The Agency also assists the Council by conducting other administrative and professional tasks¹⁶.

The most important topics discussed in 2014 at the National Council for Science, Higher Education and Technological Development sessions were the establishment of Scientific Centres of Excellence, the extension of employment contracts for scientists and teachers over the age of 65, and drafting the Proposal of the Ordinance on Criteria for Appointment to Scientific Positions.

Before the members of the National Council for Science, Higher Education and Technological Development were appointed, the members of National Councils for Science and Higher Education, still within their mandates (in

accordance with the Act on Amendments of the Act on Scientific Activity and Higher Education which entered into force in July 2013) held two sessions.

ASHE also continued to organise sessions of Scientific Area Councils. Out of five sessions held in 2014, one was held by the Scientific Area Council for Technological Sciences, while the Scientific Area Council for Biomedicine and Health, and the Scientific Area Council for Humanities held two sessions each. The topic discussed was the Ordinance on Criteria for Appointment to Scientific Positions.

In terms of administrative support to these strategic and expert bodies, ASHE also carried out a number of other activities such as: drafting Activity Report 2014 of the National Council for Science, Higher Education and Technological Development, and updating the website of the National Council for Science, Higher Education and Technological Development (www.nvzvotr.hr) and ASHE (www.azvo.hr/en).

SCIENTIFIC FIELD COMMITTEES

The Agency continued supporting the work of 23 Scientific Field Committees which participate into appointment to scientific grades.

In 2014, a total of 80 sessions were held, passing 960 positive decisions on appointment to scientific grades, or artistic and teaching grades, and 78 negative decisions on appointment to scientific grades.

The data indicate that the largest number of decisions on appointment to scientific grades was passed by the Scientific Field Committee for Biomedicine and Health - fields of Fundamental Medical Sciences, Clinical Medical Sciences, Public Health and Health Protection, Dentistry and Pharmacy, followed by the Scientific Field Committee for Social Sciences - fields of Economics, and the Scientific Field Committee for Biotechnological Sciences - fields of Agricultural Sciences, Forestry, Wood Technology, Biotechnology and Food Technology.

Total number of appointments to scientific grades upon individual request in 2014 was 770, while those implemented on the basis of a public call amounted to 268. This means that 74.18% appointments were done upon individual request, and 25.82% on the basis of calls.

These numbers do not include the appointments done by the Committee for Arts - fields of Dramatic Arts (theatre and media), Film Arts (film, electronic and media art of motion pictures), Music Art, Visual Art, Applied Arts, Dance Art and Art of Movement and the Committee for the Interdisciplinary Field (science; arts). Out of these appointments, 626 were into the grade of Scientific Associate, 164 into the grade of Senior Scientific Associate, and 113 into the grade of Scientific Advisor.

By July 11th 2014 Scientific Field Committees passed four negative and 31 positive decisions on meeting criteria for research excellence in the selection procedure for conclusion of employment contracts for employees over the age of 65.

¹⁶ Administrative and professional tasks that ASHE carried out for the National Council for Science, Higher Education and Technological Development in 2014 were linked to: the Rules of Procedure and Draft Activity Plan for 2014 of the National Council for Science, Higher Education and Technological Development; initiating a public discussion on the Proposal of the Ordinance on Criteria for Appointment to Scientific Positions; the procedure for the selection of researchers and teachers for the extension of employment contracts after the age of 65 before the adoption of the National Council for Science, Higher Education and Technological Development Criteria; analysis and discussion on implementation of technology development programmes/strategies of the Croatian Government; a joint session with the Croatian Science Foundation Management Board; Decision by the Council to pass the cases relating to conditional licences to ASHE; requests for issuing permissions to universities for conducting professional studies; establishment of Scientific Centres of Excellence; authorisation for conducting the part of the procedure for appointment into scientific grades; accepting the Statute; solving cases and appeals from the area of science; drafting Annual Report, appointment and drafting Financial Plan of the National Council for Science for the fiscal year.

Table 05 Scientific Field Committees’ sessions and number of positive and negative decisions

* Act on Scientific Activity and Higher Education, (NN 123/03, 198/03, 105/04, 174/04, 02/07
Decision of the Constitutional Court, 46/07, 45/09, 63/11, 94/13 i 139/13).

* Ordinance on Criteria for Appointment to Scientific Positions, (NN 84/05, 100/06, 138/06, 120/07, 71/10, 116/10 i 38/11).

Scientific Field Committee (SFC)	Number of sessions held in 2014	Number of positive decisions on appointment to scientific grades passed in 2014	Number of negative decisions on appointment to scientific grades passed in 2014
Biology	3	22	2
Physics	4	33	1
Geosciences	2	12	0
Chemistry	4	21	1
Mathematics	3	21	0
Architecture...	3	37	1
Electrical Engineering...	3	42	2
Chemical Engineering...	3	24	3
Mechanical Engineering...	3	38	5
Medicine...	7	261	6
Veterinary Medicine	3	16	6
Biotechnological Sciences	3	68	0
Economics	5	80	4
Information Sciences...	3	34	4
Pedagogy...	3	25	5
Political Science...	3	26	2
Law	4	22	1
Psychology	3	6	6
Philosophy and Theology	4	24	0
Philology	4	59	6
History...	3	32	6
Art Field	3	28	7
Interdisciplinary Field	4	29	10
TOTAL	80	960	78

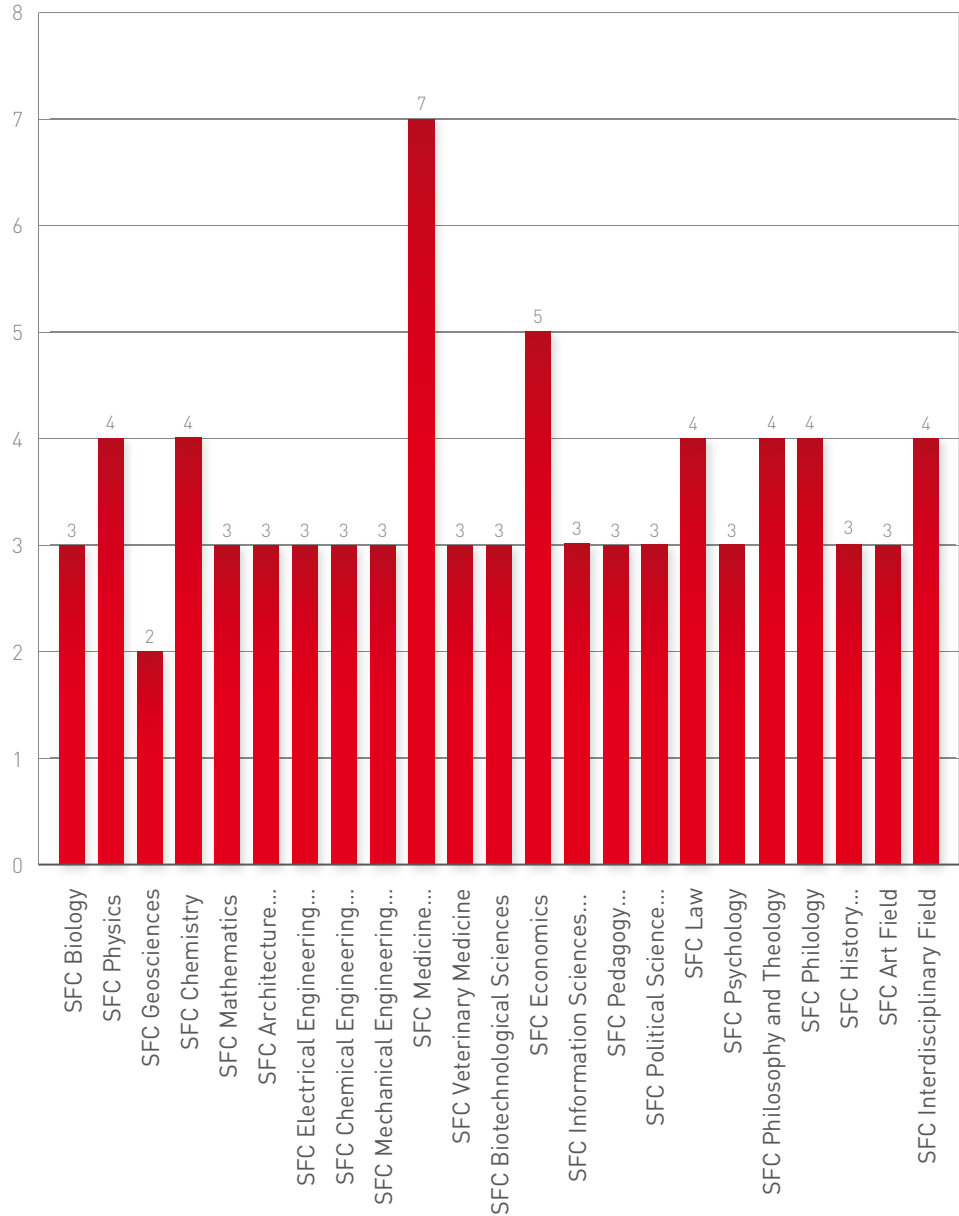


Chart 20 Number of Scientific Field Committees’ sessions held in 2014

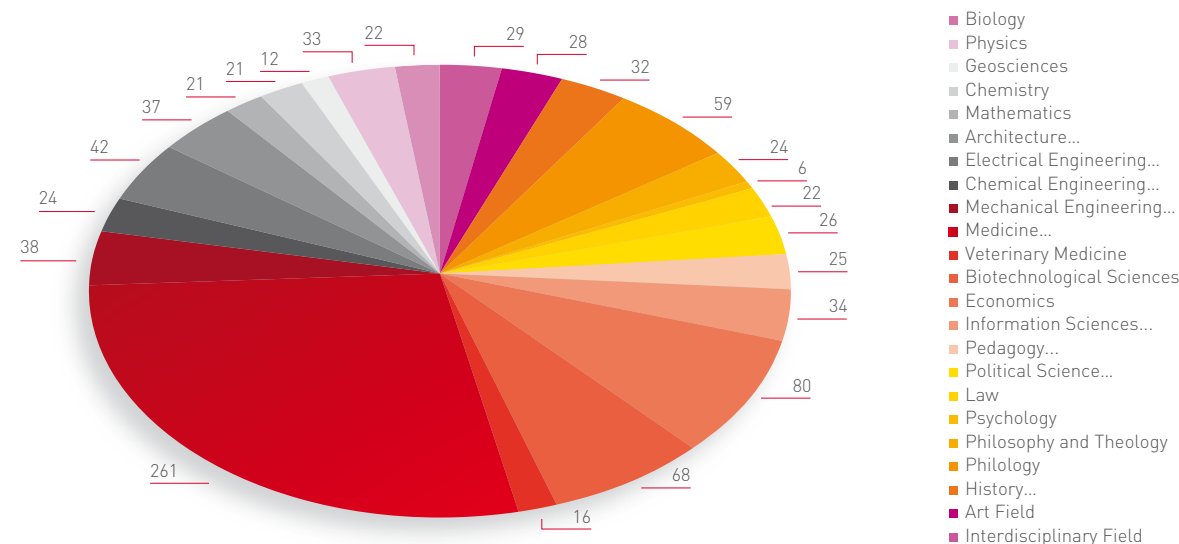


Chart 21 Positive decisions passed by Scientific Field Committees in 2014

SCIENTIFIC FIELD COMMITTEES FOR NATURAL SCIENCES

Scientific Field Committee for Natural Sciences - Biology

Three sessions were held in 2014:

- at the 1st session held on February 25th 2014 twelve decisions on appointments to scientific grades were passed,
- at the 2nd session held on May 20th 2014 two negative and five positive decisions on appointments to scientific were passed,
- at the 3rd session held on October 2nd five decisions on appointments to scientific grades were passed.

A total of 22 decisions on appointments to scientific grades and two negative decisions were passed.

Scientific Field Committee for Natural Sciences – Physics and Geophysics

Four sessions were held in 2014:

- at the 1st session held on March 7th 2014 one negative and eleven positive decisions on appointments to scientific grades were passed,
- at the 2nd session held on May 23rd 2014 nine decisions on appointments to scientific grades were passed,

- at the 3rd session held on September 5th 2014 five decisions on appointments to grades were passed,
 - at the 4th session held on November 28th 2014 eight decisions on appointments to scientific grades were passed.
- A total of 33 decisions on appointments to scientific grades and one negative decision were passed.

Scientific Field Committee for Natural Sciences – Geology

Two sessions were held in 2014:

- at the 1st session held on April 9th 2014 eight decisions on appointments to scientific grades were passed,
 - at the 2nd session held on September 23rd 2014 four decisions on appointments to scientific grades were passed.
- A total of 12 decisions on appointments to scientific grades were passed.

Scientific Field Committee for Natural Sciences - Chemistry

Four sessions were held in 2014:

- at the 1st session held on March 12th 2014 one negative and nine positive decisions on appointments to scientific grades were passed,
- at the 2nd session held on June 13th 2014 one decision on appointment to scientific grades were passed,
- at the 3rd session held on July 16th 2014 six decisions on appointment to scientific grades were passed,
- at the 4th session held on October 29th 2014 five decisions on appointments to scientific grades were passed.

A total of 21 decisions on appointments to scientific grades and one negative decision were passed.

Scientific Field Committee for Natural Sciences – Mathematics

Three sessions were held in 2014:

- at the 1st session held on January 28th 2014 eight decisions on appointments to scientific grades were passed,
- at the 2nd session held on April 29th 2014 six decisions on appointments to scientific grades were passed,
- at the 3rd session held on September 2nd 2014 seven decisions on appointments to scientific grades were passed.

A total of 21 decisions on appointments to scientific grades were passed.

SCIENTIFIC FIELD COMMITTEES FOR TECHNOLOGICAL SCIENCES

Scientific Field Committee for Technological Sciences – Architecture and Urbanism, Geodesy and Civil Engineering

Three sessions were held in 2014:

- at the 1st session held on April 4th 2014 one negative and seventeen positive decisions on appointments to scientific grades were passed,

- at the 2nd session held on July 9th 2014 ten decisions on appointments to scientific grades were passed,
- at the 3rd session held on November 21st 2014 ten decisions on appointments to scientific grades were passed.

A total of 37 decisions on appointments to scientific grades and one negative decision were passed.

Scientific Field Committee for Technological Sciences – Electrical Engineering and Computing

Three sessions were held in 2014:

- at the 1st session held on March 14th 2014 one negative and 16 positive decisions on appointments to scientific grades were passed,
- at the 2nd session held on July 11th 2014 one negative and 12 positive decisions on appointments to scientific grades were passed,
- at the 3rd session held on November 20th 2014 fourteen decisions on appointments to scientific grades were passed.

A total of 42 decisions on appointments to scientific grades and two negative decisions were passed.

Scientific Field Committee for Technological Sciences – Chemical Engineering, Mining, Petroleum and Geological Engineering, Metallurgy, Textile Technology and Graphic Technology

Three sessions were held in 2014:

- at the 1st session held on March 6th 2014 three negative and twelve positive decisions on appointments to scientific grades were passed,
- at the 2nd session held on June 3rd 2014 seven decisions on appointments to scientific grades were passed,
- at the 3rd session held on October 15th 2014 five decisions on appointments to scientific grades were passed.

A total of 24 decisions on appointments to scientific grades and three negative decisions were passed.

Scientific Field Committee for Technological Sciences – Mechanical Engineering, Shipbuilding, Traffic and Transport Technology, Aviation, Rocket and Space Technology

Three sessions were held in 2014:

- at the 1st session held on February 19th 2014 three negative and ten positive decisions on appointments to scientific grades were passed,
- at the 2nd session held on May 22nd 2014 one negative and eleven positive decisions on appointments to scientific grades were passed,
- at the 3rd session held on September 10th 2014 one negative and seventeen positive decisions on appointments to scientific grades were passed.

A total of 38 decisions on appointments to scientific grades and five negative decisions were passed.

SCIENTIFIC FIELD COMMITTEES FOR BIOMEDICINE AND HEALTH

Scientific Field Committee for Biomedical Sciences and Healthcare - Fundamental Medical Sciences, Clinical Medical Sciences, Public Health and Health Protection, Dentistry and Pharmacy

Seven sessions were held in 2014:

- at the 1st session held on February 5th 2014 fifty-eight decisions on appointments to scientific grades were passed,
- at the 2nd session held on April 2nd 2014 two negative and sixty-four positive decisions on appointments to scientific grades were passed,
- at the 3rd session held on May 29th 2014 one negative decision and forty-six positive decisions on appointments to scientific grades were passed,
- at the 4th session held on July 2nd 2014 twenty decisions on appointments to scientific grades were passed,
- at the 5th session held on September 17th 2014 two negative and twenty-nine positive decisions on appointments to scientific grades were passed,
- at the 6th session held on October 27th 2014 twenty decisions on appointments to scientific grades were passed,
- at the 7th session held on December 10th 2014 one negative and twenty-four positive decisions on appointments to scientific grades were passed.

A total of 261 decisions on appointments to scientific grades and six negative decisions were passed.

Scientific Field Committee for Biomedical Sciences and Healthcare - Veterinary Medicine

Three sessions were held in 2014:

- at the 1st session held on January 31st 2014 six negative and nine positive decisions on appointments to scientific grades were passed,
- at the 2nd session held on May 14th 2014 four decisions on appointments to scientific grades were passed,
- at the 3rd session held on October 22nd 2014 three decisions on appointments to scientific grades were passed.

A total of 16 decisions on appointments to scientific grades and six negative decisions were passed.

SCIENTIFIC FIELD COMMITTEE FOR BIOTECHNOLOGICAL SCIENCES

Scientific Field Committee for Biotechnological Sciences – Agricultural Sciences, Forestry, Wood Technology, Biotechnology and Food Technology

Three sessions were held in 2014:

- at the 1st session held on April 11th 2014 thirty seven decisions on appointments to scientific grades were passed,
- at the 2nd session held on July 11th 2014 eighteen decisions on appointments to scientific grades were passed,

- at the 3rd session held on November 7th 2014 thirteen decisions on appointments to scientific grades were passed. A total of 68 decisions on appointments to scientific grades were passed.

SCIENTIFIC FIELD COMMITTEES FOR SOCIAL SCIENCES

Scientific Field Committee for Social Sciences - Economics

Five sessions were held in 2014:

- at the 1st session held on February 14th 2014 twenty-seven decisions on appointments to scientific grades were passed,
- at the 2nd session held on May 9th 2014 two negative and twenty-two positive decisions on appointments to scientific grades were passed,
- at the 3rd session held on July 10th 2014 twelve decisions on appointments to scientific grades were passed,
- at the 4th session held on October 10th 2014 one negative and nine positive decisions on appointments to scientific grades were passed,
- at the 5th session held on December 5th 2014 one negative and ten positive decisions on appointments to scientific grades were passed.

A total of 80 decisions on appointments to scientific grades and four negative decisions were passed.

Scientific Field Committee for Social Sciences - Information and Communication Sciences

Three sessions were held in 2014:

- at the 1st session held on March 20th 2014 twenty-three decisions on appointments to scientific grades were passed,
- at the 2nd session held on June 30th 2014 eight decisions on appointments to scientific grades were passed,
- at the 3rd session held on October 16th 2014 four negative and three positive decisions on appointments to scientific grades were passed.

A total of 34 decisions on appointments to scientific grades and four negative decisions were passed.

Scientific Field Committee for Social Sciences – Pedagogy, Educational and Rehabilitation Sciences, Logopedics and Kinesiology

Three sessions were held in 2014:

- at the 1st session held on March 25th 2014 five negative and fourteen positive decisions on appointments to scientific grades were passed,
- at the 2nd session held on July 4th 2014 seven decisions on appointment to scientific grades was passed,
- at the 3rd session held on October 28th 2014 four decisions on appointment to scientific grades was passed.

A total of 25 decisions on appointments to scientific grades and five negative decisions were passed.

Scientific Field Committee for Social Sciences – Political Science, Sociology, Social Geography and Demography, Social Work and Security and Defence

Three sessions were held in 2014:

- at the 1st session held on March 24th 2014 one negative and ten positive decisions on appointments to scientific grades were passed,
- at the 2nd session held on June 4th 2014 seven decisions on appointment to scientific grades was passed,
- at the 3rd session held on November 14th 2014 one negative and nine positive decisions on appointment to scientific grades was passed.

A total of 26 decisions on appointments to scientific grades and two negative decisions were passed.

Scientific Field Committee for Social Sciences – Law

Four sessions were held in 2014:

- at the 1st session held on February 19th 2014 ten positive decisions on appointments to scientific grades were passed,
- at the 2nd session held on May 23rd 2014 seven decisions on appointments to scientific grades were passed,
- at the 3rd session held on July 9th 2014 three decisions on appointments to scientific grades were passed,
- at the 4th session held on November 13th 2014 one negative and two positive decisions on appointments to scientific grades were passed.

A total of 22 decisions on appointments to scientific grades and one negative decision were passed.

Scientific Field Committee for Social Sciences – Psychology

Three sessions were held in 2014:

- at the 1st session held on February 21st 2014 three negative and four positive decisions on appointments to scientific grades were passed,
- at the 2nd session held on July 3rd 2014 one decision on appointment to scientific grades was passed,
- at the 3rd session held on September 30th 2014 three negative and one positive decision on appointment to scientific grades were passed.

A total of six decisions on appointments to scientific grades and six negative decisions were passed.

SCIENTIFIC FIELD COMMITTEES FOR HUMANITIES

Scientific Field Committee for Humanities - Philosophy and Theology

Four sessions were held in 2014:

- at the 1st session held on January 16th 2014 ten decisions on appointments to scientific grades were passed,
- at the 2nd session held on April 15th 2014 six decisions on appointments to scientific grades were passed,
- at the 3rd session held on July 8th 2014 five decisions on appointments to scientific grades were passed,
- at the 4th session held on November 18th 2014 three decisions on appointments to scientific grades were passed.

A total of 24 decisions on appointments to scientific grades were passed.

Scientific Field Committee for Humanities – Philology

Four sessions were held in 2014:

- at the 1st session held on February 10th 2014 one negative and twenty-one positive decisions on appointments to scientific grades were passed,
- at the 2nd session held on April 24th 2014 three negative and seventeen positive decisions on appointments to scientific grades were passed,
- at the 3rd session held on July 8th 2014 one negative and nine positive decisions on appointments to scientific grades were passed,
- at the 4th session held on October 23rd 2014 one negative and twelve positive decisions on appointments to scientific grades were passed.

A total of 59 decisions on appointments to scientific grades and six negative decisions were passed.

Scientific Field Committee for Humanities - History, Art History, Art Science, Archaeology, Ethnology and Anthropology

Three sessions were held in 2014:

- at the 1st session held on March 27th 2014 one negative and twelve positive decisions on appointments to scientific grades were passed,
- at the 2nd session held on July 7th 2014 one negative and eleven positive decisions on appointment to scientific grades was passed,
- at the 3rd session held on November 12th 2014 four negative and nine positive decisions on appointment to scientific grades were passed.

A total of 32 decisions on appointments to scientific grades and six negative decisions were passed.

SCIENTIFIC FIELD COMMITTEE FOR ARTS

Scientific Field Committee for Arts - Dramatic Arts (theatre and media), Film Arts (film, electronic and media art of motion pictures), Music Art, Visual Art, Applied Arts, Dance Art, Movement Art

Three sessions were held in 2014:

- at the 1st session held on February 27th 2014 two negative and eight positive decisions on appointments to artistic-teaching grades were passed,
- at the 2nd session held on July 3rd 2014 five negative and ten positive decisions on appointments to the artistic component of artistic-teaching grades, and one positive decision on appointments to artistic-teaching grades were passed,
- at the 3rd session held on November 19th 2014 seven decisions on appointments to the artistic component of artistic-teaching grades and two decisions on appointments to artistic-teaching grades were passed.

A total of 28 decisions on appointments artistic-teaching grades and seven negative decisions were passed.

SCIENTIFIC FIELD COMMITTEE FOR THE INTERDISCIPLINARY FIELD

Scientific Field Committee for the Interdisciplinary Field

Four sessions were held in 2014:

- at the 1st session held on March 21st 2014 three negative and seventeen positive decisions on appointments to scientific grades were passed,
- at the 2nd session held on May 30th 2014 three negative and five positive decisions on appointments to scientific grades were passed,
- at the 3rd session held on July 1st 2014 two negative and two positive decisions on appointments to scientific grades were passed,
- at the 4th session held on October 24th 2014 two negative and five positive decisions on appointments to scientific grades were passed.

A total of 29 decisions on appointments to scientific grades and 10 negative decisions were passed.

-
- a total number of appointments to grades upon individual request: 696 + 21 (interdisciplinary)
 - appointments into the grade of Scientific Associate: 502 + 9 (interdisciplinary)
 - appointments into the grade of Senior Scientific Associate: 122 + 8 (interdisciplinary)
 - appointments into the grade of Scientific Advisor: 72 + 4 (interdisciplinary)

- a total number of appointments to grades on the basis of a public call: 207 + 8 (interdisciplinary)
- appointments into the grade of Scientific Associate: 124+ 4 (interdisciplinary)
- appointments into the grade of Senior Scientific Associate: 42 + 4 (interdisciplinary)
- appointments into the grade of Scientific Advisor: 41 + 0 (interdisciplinary)

- Arts filed:
- Number of appointments: 35
 - Assistant Professor: 16
 - Associate Professor: 7
 - Full Professor: 5

COUNCIL OF POLYTECHNICS AND COLLEGES

The Council currently has 40 members, of which 15 polytechnics and 25 colleges. Fourteen of these institutions are public while 26 are private.

In 2014 the Agency organised three regular sessions of the Council of Polytechnics and Colleges, and three special sessions. Main topics covered at the meetings were issues of common interest for functioning and development of polytechnics and colleges, and topics related to professional studies.

During the last year the Agency also organised several thematic presentations by external experts, such as the presentation by dr. sc. Boris Jokić on the analysis of enrolment to higher education institutions in the last five years; the presentation by dr. sc. Borka Bobovec, Assistant Minister for Construction and Energy Efficiency in the Buildings Sector, on the implementation of EU Directive on energy efficiency; and the report by prof. dr. sc. Jasmina Havranek, ASHE director, on the results of completed external evaluations and plans for the future.

Furthermore, the Council of Polytechnics and Colleges was one of 11 partners in the project Harmonising Approaches to *Professional Higher Education in Europe* (HAPHE) that started in October 2012, coordinated by *European Association of Institutions in Higher Education* (EURASHE). The project resulted in giving the definition and characteristics of professional higher education. Within the project a set of quality criteria which contribute towards the best-case fulfilment of those characteristics was proposed together with examples of best practice on how institutions can adopt the criteria.

FIELD COMMITTEES FOR APPOINTMENT TO SCIENTIFIC-TEACHING AND TEACHING GRADES AT POLYTECHNICS AND COLLEGES

One of the Agency’s tasks is to support the work of Field Committees which participate in the procedure of appointment to scientific-teaching and teaching grades at polytechnics and colleges. Last year, Field Committees held 27 sessions and passed 344 positive decisions on appointment to scientific-teaching and teaching grades.

The data does not include the number of amendments and negative opinions passed at the sessions. In addition, the Field Committees Coordination Board held one session in 2014.

The processed data indicate that the largest number of decisions on appointment to teaching grades was passed by the Field Committee for Social Sciences (207 opinions), followed by the Field Committee for Technological Sciences (58 opinions). The largest number of positive opinions on appointments to teaching grades was passed in the field of Economics (121 opinions).

It should be noted that the Field Committee for Technological Sciences passed one positive opinion on meeting criteria for teaching excellence, in accordance with Art. 102 (9) of the Act on Scientific Activity and Higher Education (OG 123/03, 198/03, 105/04, 174/04, 02/07, 46/07, 45/09, 63/11, 94/13, 139/13), while two procedures have been suspended, in accordance with the Decision of the Constitutional Court (No U-15578/2013; U-I-3633/2014 of July 18th 2014).

Table 06 Number of sessions held by Field Committees for appointment to scientific-teaching and teaching grades at polytechnics and colleges and positive opinions passed in 2014

Field committee	Social sciences	Technological sciences	Humanities	Natural sciences	Biotechnological sciences	Biomedicine and health	Arts	Total
Number of sessions	6	4	4	4	3	3	3	27
Number of opinions	207	58	17	15	9	32	6	344
College professor – Permanent title	6	-	-	-	2	3	-	11
College professor	17	7	-	-	-	5	-	29
Senior lecturer	43	14	9	1	3	3	-	73
Lecturer	141	37	7	14	4	21	6	230
Lector	-	-	1	-	-	-	-	1

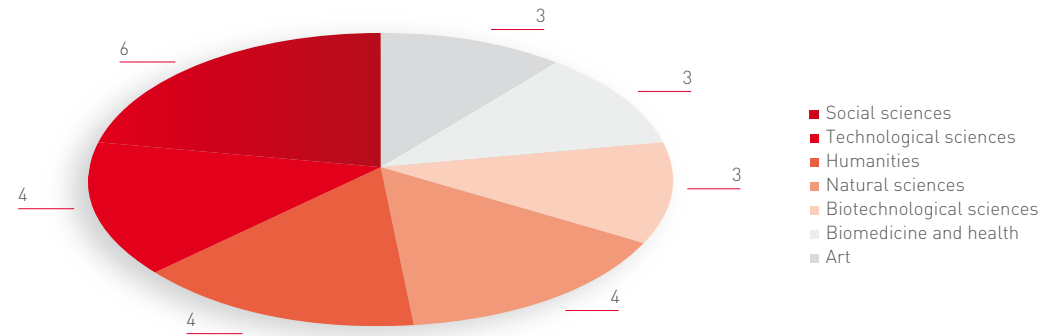


Chart 22 Number of Field Committees for appointment to scientific-teaching and teaching grades at polytechnics and colleges sessions in 2014

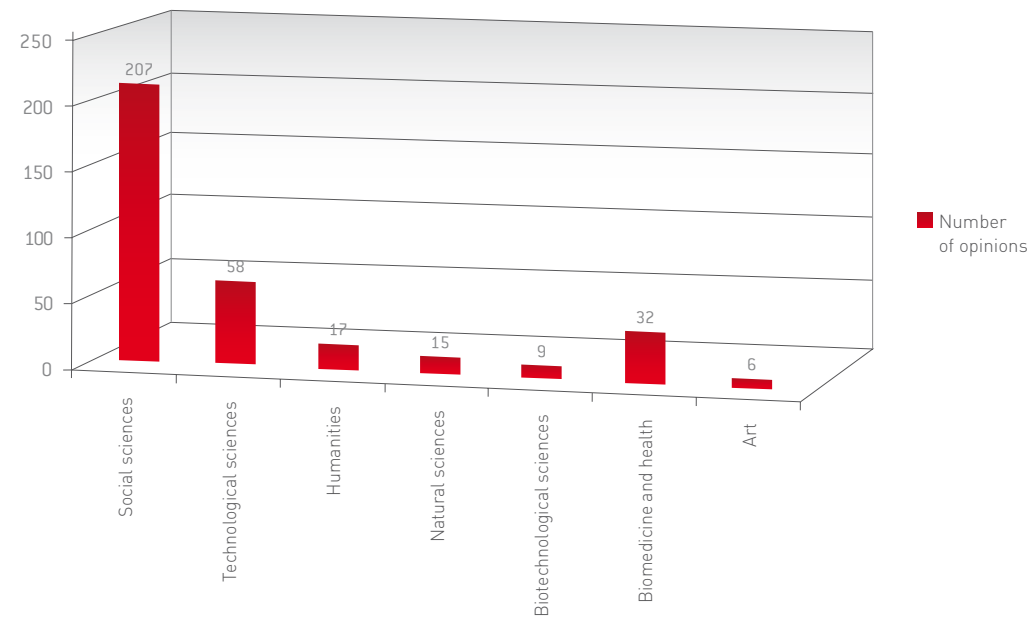


Chart 23 Positive opinions passed at the sessions of Field Committees for appointment to scientific-teaching and teaching grades at polytechnics and colleges in 2014

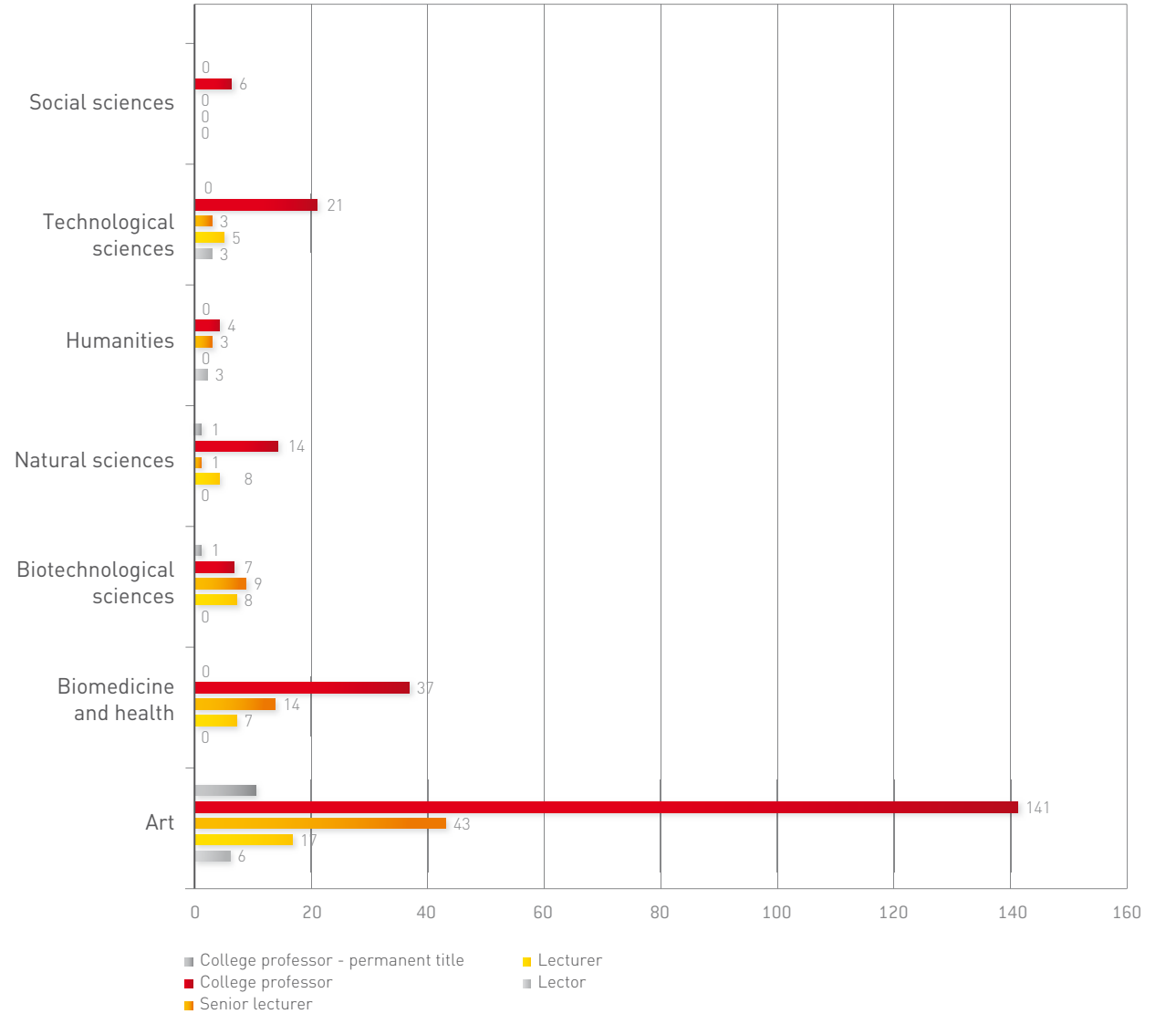


Chart 24 Positive opinions passed at the sessions of Field Committees for appointment to scientific-teaching and teaching grades at polytechnics and colleges, by teaching grades

COMMITTEE FOR ETHICS IN SCIENCE AND HIGHER EDUCATION

Since September 2014, ASHE has been offering professional and administrative support to the Science and Higher Education Ethics Committee, the most prominent advisory and professional body for the promotion of ethical principles and values in science and higher education, business, public relations, the application of modern technology and environmental protection.

At three sessions of the Science and Higher Education Ethics Committee held in 2014, the most important topics were the Rules of Procedure, the Code of Ethics and the plan of activities of the Science and Higher Education Ethics Committee. The ethicality of Croatian Science Foundation tendering procedures, ethics in scientific institutions, and individual cases by rapporteurs were also among the topics discussed.

NATIONAL COUNCIL FOR DEVELOPMENT OF HUMAN POTENTIAL

A representative of ASHE is a member of the National Council for Development of Human Potential, a central strategic body for the development of the CROQF in the Republic of Croatia.

The National Council monitors and validates the impact of the CROQF and respective qualifications, the work of Sectorial Councils and based on their regular reports, gives recommendations on how to better connect the educational offer and the labour market needs. Furthermore, the Council gives recommendations on planning and developing human potential according to a development strategy of the Republic of Croatia and conveys its opinion on Sectorial Councils' recommendations referring to admission policy, admission quotas and financing of qualifications from public sources to the minister responsible for education and science.

Applications to study
programmes in Croatia

For the fifth year in a row, the Agency's Central Applications Office (CAO) has successfully carried out applications to undergraduate, professional and integrated study programmes of Croatian public and private higher education institutions via NISpVU system.

Applications to study programmes in the summer application took place from December 1st 2013 until July 17th 2014, and from July 22nd to September 21st 2014 in the autumn application period. Prior to the beginning of the application process for the 2014/2015 academic year, during November of 2014, HEIs submitted information on study programmes' admission requirements to CAO, which were then entered into NISpVU and made available to the candidates on www.postani-student.hr.

One the main tasks of CAO is to conduct processing of applications in an efficient manner, by making sure that applicants' data is valid and entered into NISpVU system based on the documentation of candidates applying for admission to institutions of higher education. CAO receives documentation and verifies the accuracy of data for the candidates who have finished secondary education before 2010 and the candidates who have finished their secondary education abroad. These candidates apply only to study programmes and they are not obliged to take state matura exams.

During the summer application period, CAO received and processed 918 candidates' documents from the total of 40,423 candidates who applied for study programmes, while in the autumn application period CAO processed 358 candidates' documents from the total of 8,634. CAO also collects and registers data for the advanced enrolment for all candidates. During the summer application period, the Office processed 134 valid requests, and in the autumn application period 19 requests were found valid and granted. In this area of work, the aim is to reduce the number of candidates who need validation by introducing the personal identification number (PIN) system for data verification.

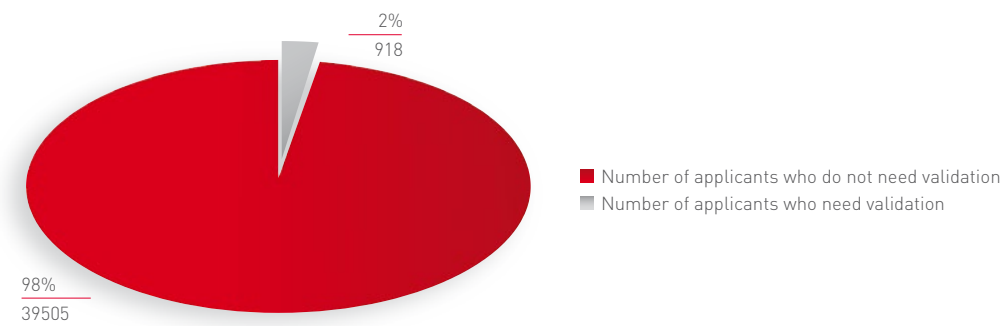


Chart 25 Number of applicants in the summer enrolment period (2014)

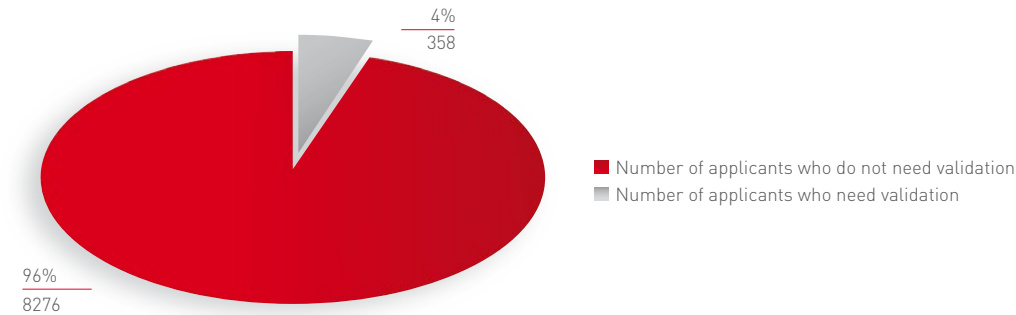


Chart 26 Number of applicants in the autumn enrolment period (2014)

According to NISpVU data, figures for the academic year 2014/15 show a decrease in enrolment quotas and the total number of candidates in relation to the academic year 2013/14.

In the summer enrolment period, there were a total of 35,728 slots available at all Croatian higher education institutions, and out of 46,898 candidates that applied, 30,288 candidates (or 65%) secured their right of enrolment. In the autumn enrolment period, a total of 7,711 slots remained, and of 8,634 candidates that competed for admission to higher education institutions, 3,813 candidates (or 44%) secured their right of enrolment.

In comparison, there were a total of 37,572 slots available at all Croatian higher education institutions in the summer enrolment period of academic year 2013/14. Out of 46,623 candidates that applied, 28,425 candidates (or 61%) secured their right of enrolment. In the autumn enrolment period of the same academic year, a total of 8,354 slots remained, and of 9,360 candidates that competed for admission to higher education institutions, 4,441 candidates (or 47%) secured their right of enrolment.

In 2014 CAO recorded a slightly higher number of applications by foreign nationals in relation to the year 2013. In both enrolment periods there were a total of 165 such applications.

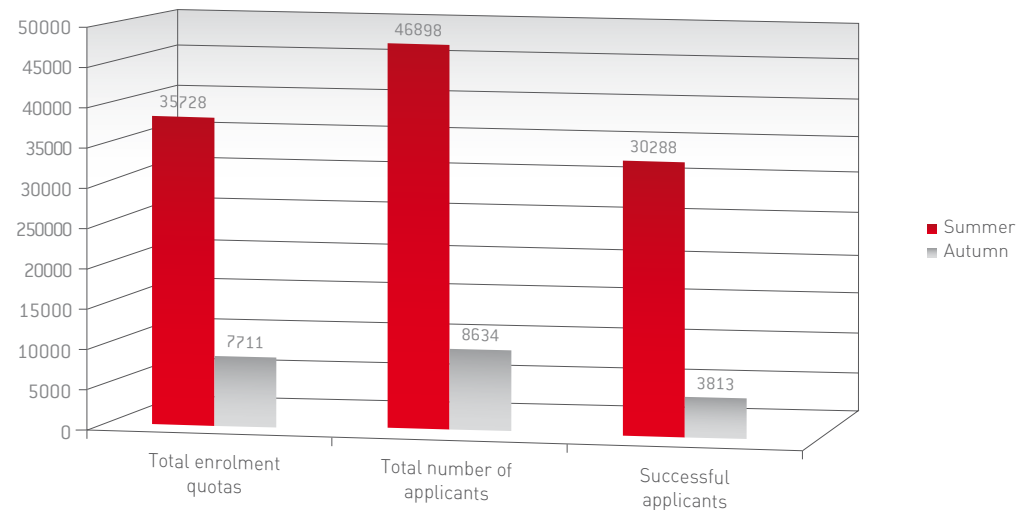


Chart 27 Number of applicants securing their right of enrolment in relation to the total number of applicants and in relation to enrolment quotas in the academic year 2014/15

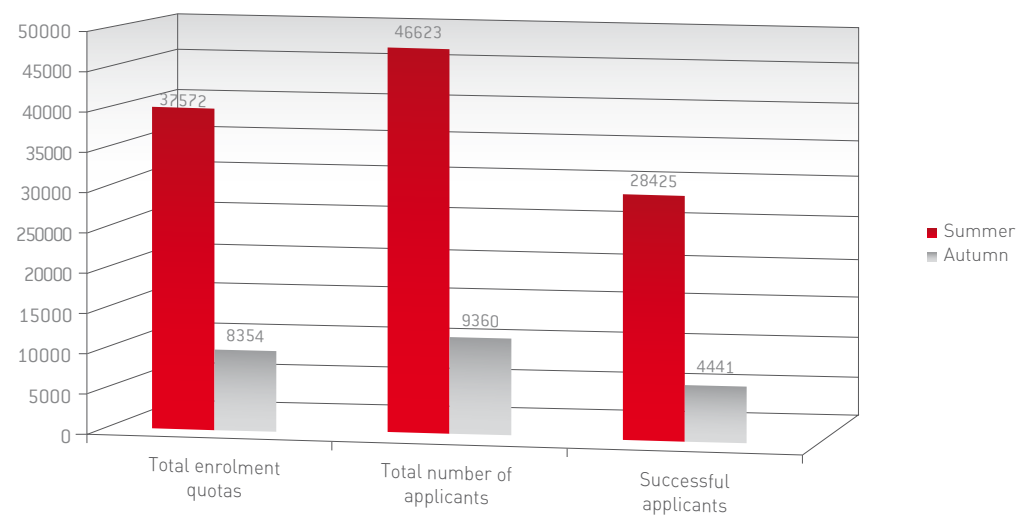


Chart 28 Number of applicants securing their right of enrolment in relation to the total number of applicants and in relation to enrolment quotas in the academic year 2013/14

The data in the table 7 shows the number of applications and the number of applicants who secured their right of enrolment by science/arts field. Studies in the field of social sciences have the largest number of applications, along with the largest number of slots available. Programmes in the technical sciences and humanities have a considerable number of applications, while the smallest number of applications and slots available can be found in the field of Arts and disciplinary sciences.

Table 07 Number of applicants securing their right of enrolment by scientific field

Discipline	Number of study programmes	Total enrolment quota	Number of applications	Number of successful applicants
Social Sciences	242	16176	71872	12188
Technological Sciences	176	10328	45702	8904
Humanities	118	3811	24539	3303
Biomedicine and Health	48	2318	20478	2286
Natural Sciences	38	1620	8898	1409
Biotechnical Sciences	54	2470	13401	1942
Arts	77	705	2288	473
Interdisciplinary Sciences	12	259	1337	229

The data on the number of applications by the type of higher education institution in Table 8 shows that the study programmes of public higher education institutions have the highest number of applications, particularly study programmes of public universities, which also have the largest number of slots available.

Table 08 Number of applicants securing their right of enrolment by type of higher education institution

	Number of study programmes	Total enrolment quotas	Number of applications	Number of successful applicants
Public universities	567	27157	329125	24579
Public polytechnics	90	4655	50444	3590
Public colleges	5	315	1797	226
Private universities	23	655	7016	491
Private polytechnics	27	940	3221	493
Private colleges	49	3301	7663	909

If we consider the data on the attractiveness of individual study programmes, i.e., the ratio between enrolment quotas and the number of first choice applications in Table 9, the most appealing study programmes are those in the artistic field, the field of social sciences and biomedicine and health.

Table 09 Attractiveness of study programmes by the level of interest

Institution	Study programmes	The ratio between enrolment quotas and first choice applications
Academy of Dramatic Art, University of Zagreb	Film and TV Directing	8
Music Academy, University of Zagreb	Instrumental studies – Guitar	6,67
Faculty of Kinesiology, University of Zagreb	Coach Education – Fitness (professional)	6
University of Applied Health Sciences	Physiotherapy (professional)	4,64
Academy of Dramatic Art, University of Zagreb	Editing	4,6
Music Academy, University of Zagreb	Instrumental studies - Percussions	4,5
Faculty of Kinesiology, University of Zagreb	Coach Education – Fitness Training of Athletes (professional)	4,5
Academy of Dramatic Art, University of Zagreb	Cinematography	4,5
Department of Health Studies, University of Split	Physiotherapy	4,23
Faculty of Health Care Studies, University of Rijeka	Physiotherapy (professional)	4,1

A very important role of CAO is also supporting candidates competing for admission to higher education institutions and answering their queries regarding the submission of the required documentation, general conditions of enrolment, scoring and ways of creating ranking list. During the summer enrolment period CAO answered a total of 18,266 telephone calls and 5,405 e-mail queries. In the autumn enrolment period the Office received a total of 2,340 phone queries and 222 e-mail queries from candidates. Since year 2014 candidates can make queries via the application form available at the website www.studij.hr. The Office received 187 such queries in the summer and 92 in the autumn enrolment period.



In addition to publishing its brochure on www.postani-student, CAO was sharing all relevant information in the course of the year on the website www.postani-student.hr with the purpose of providing more detailed information to candidates on the process of application to study programmes. In order to assist foreign candidates in the applying to higher education institutions the entire content of the website www.postani-student.hr has been translated into English.

Based on queries and feedback received in their daily communication with candidates, CAO redesigned www.studij.hr website by making it more accessible and user-friendly for candidates.

One of the crucial things in the process of application to study programmes is cooperation between CAO and the staff of higher education institutions, i.e., NISpVU coordinators who also have a role in consolidating the data on compliance with requirements of candidates who enrol at higher education institutions.

In March and April of 2014, CAO organised trainings for NISpVU coordinators in Osijek, Rijeka, Split and Zagreb, that included an overview of possibilities offered by NISpVU, the most important dates and upcoming activities of coordinators in the process of applications to higher education institutions. Furthermore, the application for NISpVU coordinators, developed by CAO, has been presented, containing user instructions for NISpVU, relevant information, timetable of activities, as well as the rules and recommendations regarding the application process. Also, an additional application containing details on admission requirements, which can be printed, has been developed.

In order to improve the overall admission procedure, CAO held three meetings in 2014 with the members of the Body for Improving the Enrolment Procedure at Higher Education Institutions. In accordance with a decision of the ASHE Management Board, the Body operated until December 12th 2014, when the Committee for Improving the Enrolment Procedure at Higher Education Institutions for the academic year 2015/16 was appointed. The Committee consists of seven former and two new members, representatives of higher education institutions. The Commission has an advisory role and adopts opinions, recommendations and suggestions in order to achieve better cooperation between CAO and higher education institutions, with the aim of improving the process of enrolment to higher education institutions.



CAO is continuously working on improving the information structure for the provision of services to higher education institutions and candidates. Thus for better integration and management of the Office's business processes, over the course of 2014 NISpVU system with integrated CRM (Customer Relationship Management) system, the application for NISpVU coordinators and the application for content management at website www.studij.hr were developed.

In addition, CAO received candidates' documentation, registered them in the system, allocated user data for registration and entered all necessary data into the system. Therefore, candidates outside the regular educational system were given the same opportunities as candidates who finished their primary education within the regular education system in the Republic of Croatia.

During the summer enrolment period CAO answered a total of 3,815 e-mail queries and 4,399 telephone calls. In the autumn enrolment period the Office received a total of 1,300 e-mail queries and 3,570 phone queries from candidates. During both enrolment periods 699 candidates outside the regular educational system applied for enrolment in secondary schools.

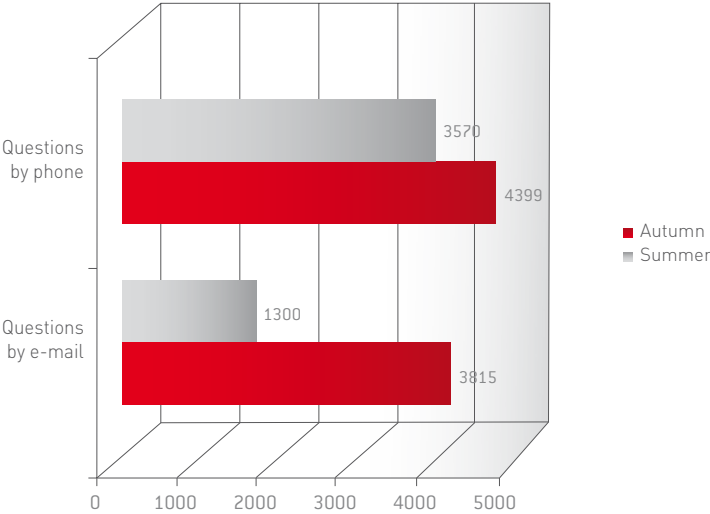


Chart 29 Queries of candidates outside the regular educational system of the Republic of Croatia

It should be noted that CAO conducted the first national survey of student satisfaction with study programmes and employment opportunities in April and May of 2014. The survey was carried out among the students who enrolled at undergraduate, professional or integrated studies at Croatian higher education institutions in 2010. The aim was to collect data on studies and extra-curricular activities, transition from education into the labour market, labour market experience and competencies obtained. The results of the survey will serve as guidelines for improving the quality of higher education and its better connection with the labour market.

Furthermore, in June 2014 ASHE presented the study titled *Becoming a Student in Croatia* (Postati student u Hrvatskoj), which is a result of the Agency's cooperation with the Institute for Social Research in Zagreb. The study, co-authored by dr. sc. Boris Jokić and dr. sc. Zrinka Ristić Dedić, presents the results of the project *Analysis of study programmes of higher education institutions in the Republic of Croatia* based on the results of state matura exams in the period from the academic year 2010/11 to 2013/14. The aim of the study was to point to certain educational and socially important topics related to entry into higher education, especially regarding the transition from secondary education to higher level of education.

In the end of 2014 ASHE presented the results of the survey on interests of Croatian high school graduates for studies in computing, information and communication technologies and business informatics and mathematics, carried out within the project *eSkills for Jobs 2014*. Data from the previous five years during which the applications to higher education institutions in Croatia had been carried out via NISpVU system was analysed, and the results of the project were presented at CARNet users' conference held on November 19th – 21st 2014 in Zagreb and at the final project conference held in Rome.

During 2014 the construction of the server and the client part of the National System of Applications to graduate studies, which is also a part of the NISpVU2 system began. After successful implementation, testing and post-production period within a pilot project of the University of Rijeka, the plan is to gradually implement the system at constituents of other Croatian universities. Data synchronisation link between NISpVU and ISVU systems has also been set up.

Regarding international cooperation, CAO participated at the meeting of admission offices association IAAO (*International Association of Admissions Organisations*), which was held in September 2014 in Berlin. The Office presented novelties in the application process for study programmes in Croatia.



Recognition of foreign higher education qualifications

NATIONAL ENIC/NARIC OFFICE

The National ENIC/NARIC Office of the Agency serves as an information centre on academic mobility and recognition of foreign higher education qualifications. As a member of the European Network of National Information Centres on academic recognition and mobility (ENIC/NARIC) the Office was an active member of the Network in 2014 and participated regularly at its meetings, on-line discussions and as a partner in a number of European projects.

ENIC network (European Network of National Information Centres on academic recognition and mobility) was founded by the Council of Europe and UNESCO with the purpose of academic mobility and quality application of principles of the Convention on Recognition of Higher Education Qualifications in Europe (so called Lisbon Convention). The network is consisted of information centres of the member states of European Cultural Convention or UNESCO Europe Region, with government bodies as their founders.

NARIC network (National Academic Recognition Information Centres) was founded on the initiative of the European Commission with the improvement of academic recognition of qualifications in member states of European Union, European Economic Community (European Economic Area, EEA) and joint members of Central and Eastern Europe and Cyprus, as its purpose. The aim of the Network is encouragement of academic mobility.

In 2014 the Office implemented a number of activities aimed at supporting the strategic goals of encouraging international mobility in Europe and beyond and participated in developing quality assurance platforms for all levels of education.

The Office activities, primarily the procedures of recognition of foreign higher education qualifications, are based on European policy guidelines and criteria which help the Office contribute to encouraging mobility.

RECOGNITION OF FOREIGN HIGHER EDUCATION QUALIFICATIONS

Supporting the lifelong learning policy, the national ENIC/NARIC Office provides various levels and forms of training and professional education to the bodies tasked with recognising qualifications, professionals working on evaluating qualifications or recognising foreign ones, and staff working in human resources, thus helping them in their work with different levels and types of education, training and professional development.

In 2014, special attention was devoted to increasing the diversity of information provided to applicants in the process of the recognition of their foreign qualifications in Croatia, but also in recognition of Croatian qualifications abroad.

With the same aim, the Office regularly passes opinions and explanations providing all the information on the

status of a qualification in the country of origin, and the comparability of an educational level to the levels of education in Croatia by using mobility instruments aimed at promoting the transparency of qualifications (qualification frameworks, diploma supplement, etc.). In this way, the Office contributes to the final decision on employing a person or enrolling him or her to a study programmes in Croatia, which is in line with the European best practice on recognition of foreign higher education qualifications.

The National ENIC/NARIC Office performs the full procedure of recognising foreign higher education qualifications and, upon request by higher education institutions' Offices for Academic Recognition of Foreign Higher Education Qualifications, participates in academic recognition by issuing recommendations for recognition of qualifications and periods of study abroad.

In addition to providing expertise in administrative procedures, the Office replies on daily basis to the questions of foreign and Croatian legal and physical persons interested in national and foreign educational systems and national and foreign higher education programmes and qualifications.

The National ENIC/NARIC Office carried out the following activities in 2014:

- fully recognised 1309 higher education qualifications (for the purpose of entering the labour market),
- responded to 105 requests for advice in academic recognition of foreign higher education qualifications,
- issued 188 explanations of higher education qualification,
- replied to more than 1900 e-mail queries on professional recognition of foreign higher education qualifications in Croatia and abroad, as well as on foreign and Croatian higher education systems and foreign and Croatian higher education study programmes and qualifications.

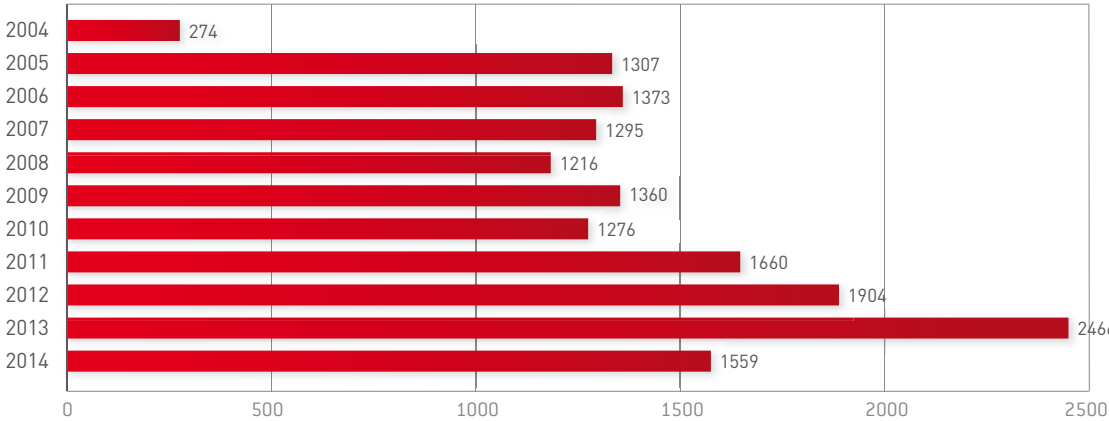


Chart 30 Recognition of foreign higher education qualifications in Croatia – a statistical overview

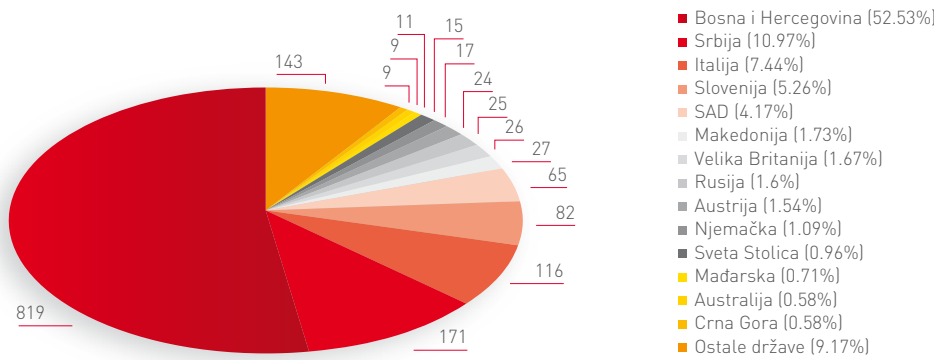


Chart 31 Percent of higher education qualifications the Office received in 2014, by the country of origin

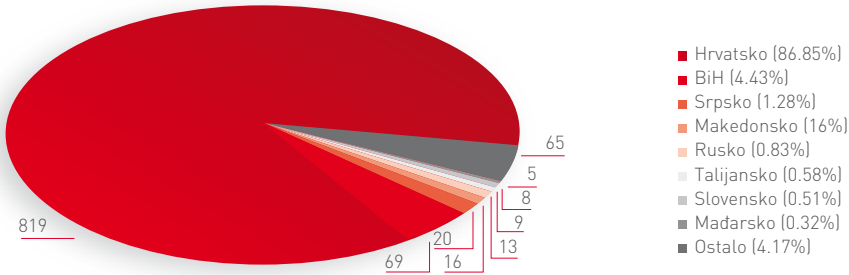


Chart 32 Percent of higher education qualifications the Office received in 2014, by the holder's citizenship

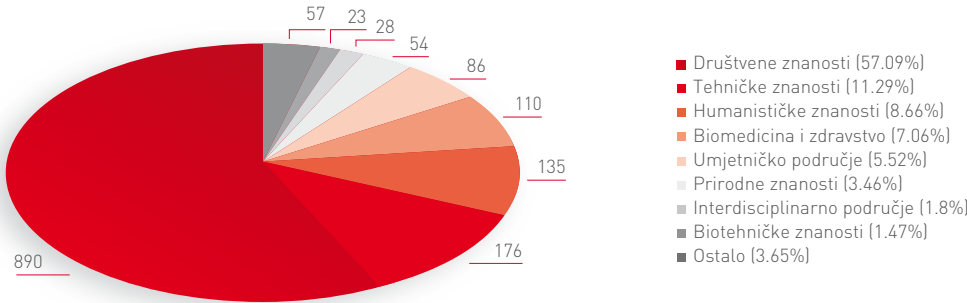


Chart 33 Percent of higher education qualifications the Office received in 2014, by the scientific field

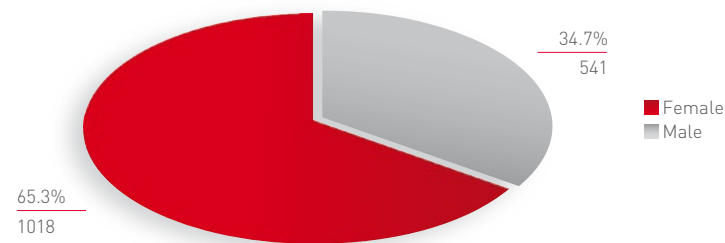


Chart 34 Percent of higher education qualifications the Office received in 2014, by the holder’s gender

Out of the total number of applications, around 90% were submitted by Croatian citizens, while the remaining 10% were submitted by foreign nationals, mostly the citizens of Bosnia and Herzegovina, thus making around 5% of the overall number of requests.

Most of the submitted foreign higher education qualifications were obtained in some of the neighbouring countries, mainly in Bosnia and Herzegovina (more than 50% of the total number of applications).

IMPROVEMENT OF THE LEGISLATIVE FRAMEWORK FOR THE RECOGNITION OF FOREIGN HIGHER EDUCATION QUALIFICATIONS

In 2014, the Office continued participation in the activities of the Working Group for Improvement of the Legislative Framework for Recognition of Foreign Higher Education Qualifications, and the Committee for Inter-sectorial Coordination for Regulated Professions.

In working with these bodies, the Office provides systematic reviews of international qualification recognition, the connected processes, best practice examples and guidelines for work in the Croatian context. This is based on years of experience with working with the ENIC/NARIC network and the Lisbon Recognition Convention Committee.

In 2014, the Office participated in the activities of the Working Group for Improvement of the Legislative Framework for Recognition of Foreign Higher Education Qualifications, working on the new Act on Recognition of Foreign Higher Education Qualifications. It also worked with the Committee for Inter-sectorial Coordination for Regulated Professions, drafting the changes and amendments of the Act on Regulated Professions and Recognition of Foreign Professional Qualifications and the Regulations for issuing EU Certification.

One of the tasks of the Office was devising a plan to align Croatian legislation regarding the recognition of foreign professional qualifications, as a precondition for access to regulated professions, with the *acquis communautaire* in this area.

NATIONAL CONTACT POINT FOR PROVIDING INFORMATION ON THE RECOGNITION OF FOREIGN PROFESSIONAL QUALIFICATIONS

Since Croatia’s accession to the European Union, the Office has been continuously working on developing its role as a national contact point for providing information on the recognition of foreign professional qualifications.

In accordance with the Act on Regulated Professions and Recognition of Foreign Professional Qualifications, and Directive 2005/36/EC, Croatian National ENIC/NARIC Office is responsible for providing citizens and contact points of other European Economic Area (EEA) Contracting States with:

- 1. Information on the recognition of foreign professional qualifications in the Republic of Croatia – information about national legislation which governs the access to and pursuit of regulated professions, including social legislations and, if necessary, ethical rules
- 2. Assistance in achieving rights arising from the Act on Regulated Professions and Recognition of Foreign Professional Qualifications
- 3. Information on regulated professions and how to access them in other EEA Contracting State
- 4. Information on the Database of regulated professions and the recognition of foreign professional qualifications in the Republic of Croatia.

Table 10 The number of requests for the recognition of foreign professional qualifications in 2014

* From the Database of Regulated Professions and Recognition of Foreign Professional Qualifications

Competent authority in Croatia	Number of applications for the recognition of foreign professional qualifications (2014)
Croatian Chamber of Architects	8
Ministry of Entrepreneurship and Crafts	7
Croatian Chamber of Mechanical Engineers	22
Croatian Chamber of Civil Engineers	90
Croatian Chamber of Electrical Engineers	3
Croatian Council of Physiotherapists	48
Croatian Chamber of Dental Medicine	61
Croatian Nursing Council	137
Croatian Chamber of Midwives	1
Total	377



Analytics and statistics in science and higher education

ASHE Department of Analytics and Statistics is tasked with collecting and processing the data on the system of higher education and science. These tasks include updating and management of MOZVAG (ASHE evaluation module) and the Directory of Study Programmes, which - based on information from MOZVAG - provides statistical data on accredited study programmes.

The Agency also develops and maintains internal databases that support various operational processes.

MOZVAG information system is updated regularly. It currently contains 1337¹⁷ active accredited study programmes (more than 1770 study programmes in total). Based on MOZVAG data, Directory of Study Programmes is maintained on the Agency website, in both Croatian and English, providing basic information on study programmes to national and international public: names of issuing institution and programmes provider, scientific field, number of ECTS, duration of the programmes, location where the programmes is offered and link to the website of the relevant institution or study programmes. In this sense, Directory provides a brief overview of the higher education system in Croatia.

Data from the Directory is annually provided to the Institute for the Development of Education, to be published on their portal *Study in Croatia*.

Since autumn 2014, Directory of Higher Education Institutions in Croatia with a list of 129 accredited higher education institutions can also be found at the Agency website. Search can be done by: category and type of institution, issuing institution, institution location and scientific field.

An update of the MOZVAG system is needed in 2015, given that currently it does not monitor the whole procedure of re-accreditation, but it is used primarily for the analysis of conditions for performing study programmes. Since the Agency is starting with the new re-accreditation cycle in 2015, it is important to define the role of MOZVAG in this process.

Statistics on the Agency website are regularly updated. An overview of number of students and study programmes over the last five years is being developed and the data is being aligned with the Register of higher education institutions and study programmes, which will serve as a basis for future registers on higher education data at MSES. The aim is to have comprehensive and high quality data for the development of quantitative and qualitative system wide analyses of higher education and science sector.

¹⁷ According to March 2015 data



ASHE international activities

Since the improvement of international cooperation i.e., further strengthening of ASHE's role in international context when it comes to higher education and science, particularly in the area of quality has been set as one of ASHE's strategic objectives for 2014, a number of new international projects, conferences and other forms of international cooperation were implemented during the year.

As in previous years, ASHE appeared as a competent conversation partner in topics related to the enhancement of the external evaluation procedures in higher education and science, recognition of foreign qualifications, transnational education, the recognition of non-formal and informal learning, etc.

ASHE MEMBERSHIP IN INTERNATIONAL ASSOCIATIONS

As a result of its cooperation with the colleagues from Europe, Asia, the United States of America, ASHE actively contributes to recognisability of Croatian science and higher education. This is also supported by the fact that ASHE is a member of established international organizations.

The Agency is a full member of the European Association for Quality Assurance in Higher Education (ENQA), the International Network for Quality Assurance Agencies in Higher Education (INQAAHE), the Network of Central and Eastern European Quality Assurance Agencies in Higher Education (CEENQA) and it is included on the European Quality Assurance Register for Higher Education (EQAR). In 2014, the Agency continued its participation in projects within these networks that started in 2012 and 2013.

The Agency is also a member of the Council for Higher Education Accreditation (CHEA) International Quality Group, a member of European Consortium for Accreditation (ECA), an observer member in the Asia-Pacific Quality Network (APQN), and a member of the Organization for Economic Co-operation and Development Institutional Management in Higher Education (OECD IMHE) Forum.

As already mentioned, ASHE actively participates in the activities of the European and global networks for mobility and recognition of foreign higher education qualifications (ENIC - NARIC network). Its National ENIC/NARIC Office has been involved in the number of international projects funded from the Lifelong Learning Program (LLP) budget and projects funded by the EU countries' funds (bilateral agreements) on development of criteria for encouraging mutual recognition of foreign higher education qualifications and academic and professional mobility, development and assessment of learning outcomes and mutual recognition of national accreditations of higher education institutions and programmes at European level.

As the Agency is strategically oriented towards not only European, but also regional networking, in 2014 it continued its work within the regional Network of Central and Eastern European Quality Assurance Agencies in Higher Education (CEENQA).

COOPERATION WITH INTERNATIONAL EXPERTS FORM THE AREA OF HIGHER EDUCATION AND SCIENCE

During 2014, ASHE hosted prominent international experts in the field of higher education and science with the aim of establishing or continuing cooperation and exchange of experience and good practice.

In October 2014, Penn State University prof. Michael Adewumi paid ASHE a visit. The subject of discussion during the visit was the existing cooperation between US higher education institutions and the Agency as well as the possible cooperation with this renowned American University. The Agency also presented its activities and emphasised their significance for the Croatian system of science and higher education and the promotion of Croatian higher education in the European and international academic community. The meeting was attended by ASHE Director, prof. dr. sc. Jasmina Havranek, other Agency representatives, the Rector of the University of Zagreb, prof. dr. sc. Damir Boras, and prof. dr. sc. Dragan Primorac.



prof. Michael Adewumi, from Penn State University, visiting ASHE



The 2014 ENQA General Assembly in Zagreb

The 2014 ENQA General Assembly on the topic of quality assurance in higher education took place on 16 -17 October in Zagreb, hosted by ASHE. This two day event gathered around one hundred participants, representatives of QA agencies, ENQA members and other QA experts in higher education from Croatia and Europe who used this opportunity to discuss topics of quality assurance. The first day of the Assembly was open to all interested parties. The main themes were the ENQA Strategic Plan 2016-2020, the revision of the ENQA review process, and findings on the SEQUENT project on promoting excellence in using information and communication technologies in higher education. The second day, reserved to members and affiliates only, was dedicated to formal organisational and administrative proceedings.

In July 2014, the ASHE was visited by Ms Stamenka Uvalić Trumbić, an international expert in the field of higher education. The Agency presented its activities, especially the work of the Central Applications Office as a national centre for applications to higher education institutions' study programmes. Ms Stamenka Uvalić Trumbić is a former Chief of UNESCO's Higher Education Section, and today is a consultant in the International Quality Group (CIQG) of the US Council for Higher Education Accreditation (CHEA).

As part of his official visit to Croatia, Minister of Education, Science and Technological Development of the Republic of Serbia, dr. sc. Srđan Verbić, with his delegation, visited ASHE in June 2014. During the visit, experiences in the field of quality assurance in higher education were discussed. The meeting opened new possibilities for further cooperation with the Ministry of Education, Science and Technological Development of the Republic of Serbia in the field of higher education and science.



Dr. sc. Srđan Verbić, Minister of Education, Science and Technological Development of the Republic of Serbia, visiting ASHE

In May 2014 representatives of the academic community of Zhejiang Province, China, visited ASHE with the aim of establishing economic cooperation and friendly relations. The meeting was attended by the Dean of the Academy of Fine Arts, University of Zagreb, prof. dr. sc. Peruško Bogdanić, and representative from the Music Academy in Zagreb – the Vice Dean for Education and Lifelong Learning prof. dr. sc. Marina Novak. Representatives of Zhejiang province in China expressed a wish for more intensive cooperation in the field of higher education and student exchange between the Croatian and their province.

A meeting by the Working Group for internationalisation of accreditation and quality assurance of the European Consortium for Accreditation in higher education (ECA) was organised by ASHE on May 9th 2014 in Zagreb. The purpose of this meeting of European Quality Assurance Agencies in Higher Education is project collaboration, mutual recognition of accreditation procedures and the exchange of good practices. Before the meeting, ASHE was visited by representatives of the Netherlands Agency for Quality Assurance in Higher Education (The Accreditation Organisation of the Netherlands and Flanders - NVAO). During the visit, the guests presented their experiences related to the reform of accreditation practices aimed at ensuring quality of obtained learning outcomes and were introduced to the activities of ASHE.

On 6th of March 2014, professors Yoshii Atsushi, Makoto Kanda and Keiko Tanaka from the Japanese Meiji Gakuin University, one of the oldest Japanese universities, visited ASHE. At a meeting with the director, prof. Jasmina Havranek, PhD, and other ASHE representatives, professors from Japan had a chance to learn more about the role of the Agency. Meiji Gakuin University participates in exchange programmes with universities from around the world,



Professors from the Japanese Meiji Gakuin University with prof. dr. sc. Jasmina Havranek

Congratulations to the whole ASHE team for building a very innovative and successful organisation.

Keiko Tanaka, PhD, Meiji Gakuin University, Japan

and is interested in establishing formal partnerships and exchange programmes with Croatian universities. As part of their visit to Croatia, the professors held a meeting with the Rector of the University of Zagreb.

During the visit of the delegation of the European Commission to Zagreb in January 2014, a meeting was held with representatives of the ASHE and its director, prof. Jasmina Havranek, PhD. The purpose of the visit to Zagreb was collecting information for the future European Semester – the annual cycle of economic policy coordination implemented in the scope of the Europe 2020 Strategy (the EU's ten-year growth strategy). At the meeting with Ms. Nadija Bonifačić from the European Commission, DG Education and Culture, which is responsible for the analysis of development of Croatia within the programme Education and Training 2020 the topics discussed were the outlook and the efficiency of the Croatian higher education system and the ASHE quality assurance activities within the system. Other topics, such as the latest information on the system of higher education, results of external evaluations of universities and polytechnics during 2012, the role of ASHE in financing study programmes of public universities, as well as achieving the objectives of the Europe 2020 Strategy and the harmonisation of Croatian higher education with the systems of higher education in Europe were also discussed during the meeting.

INTERNATIONAL PROJECTS OF ASHE IN 2014

In 2014, ASHE participated in 13 international projects as a coordinating institution or a partner.

Table 11 EU projects and other programmes

Project title	Partners	Coordinating institution	Project duration	EU programme/
Competitive Croatian Higher Education for better Employment	University of Split and University College for Applied Computer Engineering	ASHE	Aug 2013 - Feb 2015	IPA
E-Quality: Linking Quality and Social Inclusion in Higher Education in Croatia	Institute for Social Research in Zagreb University of Rijeka University of Zadar The University of Applied Sciences "Marko Marulić" in Knin Association for Development of Higher Education "Universitas" ASHE	Institute for the Development of Education	Aug 2013 - Feb 2015	IPA
Development of the national qualification standard for teachers as a basis for the implementation of a teacher licensing system	Institute for Social Research in Zagreb, Teacher Faculty University of Zagreb, Primary School Pučišća on the Island of Brač, School of Agriculture in Zagreb, ASHE ASHE employees were also involved in the activities of the expert group within this project	National Center for the External Evaluation of Education	Aug 2013 - Feb 2015	IPA
The Changing Role of NARICs II: Stakeholder Perspective	NARIC centres	UK Naric	May 2014 - Sept 2015	Erasmus+
Samples & Copies of Academic National DIPLOMAS - SCAN - DIPLOMAS	NARIC centres	Naric Italia - CIMEA	May 2014 - Sept 2015	Erasmus+
Enhancing the use of mobility tools for recognition	Higher education institutions, public administration and business partners from Italy, Lithuania, Latvia, Netherlands, France and Croatia	Centre international d'études pédagogiques – CIEP	May 2014 – May 2016	Erasmus+
FAIR - Focus on Automatic Institutional Recognition	ENIC/NARIC centres, ministries and higher education institutions from Spain, Italy, Belgium, Germany, Netherlands and Croatia	NUFFIC, the Netherlands organisation for international cooperation in higher education	Dec 2014 – April 2017	Erasmus+
EQArep - Transparency of European higher education through public quality assurance reports	QA agencies from Estonia, Ireland, Switzerland and Croatia	European Network of QA agencies in higher education (ENQA)	Oct 2012 – Sept 2014	LLP

<i>CeQuInt - Certificate for the Quality of Internationalisation</i>	11 European QA agencies – from Austria, Germany, Slovenia, France, Poland, Spain, Finland and Croatia; Academic Cooperation Association (ACA), and German Academic Exchange Service (DAAD)	European Consortium for Accreditation – ECA	rujan 2012. – veljača 2015	LLP
<i>QFs-UHSE - The use or potential use of qualifications frameworks as a tool of mobility by HEIs and other stakeholders</i>	ENIC and NARIC centres from Ireland, Belgium, Lithuania, Latvia, Italy, France, Netherlands and Croatia	Centre international d'études pédagogiques – CIEP	veljača 2012. – veljača 2014.	LLP
Enic Capacity Building	ENIC centres from Bosnia and Herzegovina, Serbia and Croatia	ASHE and UK NARIC Centre	veljača 2012. – veljača 2014.	LLP
HEISEE - The Higher Education Initiative for South-eastern Europe	Institute for the development of education, Institute for Social Research in Zagreb, the United States of America Embassy in Zagreb, ASHE	Institute of Higher Education University of Georgia	end of 2012 – ongoing	United States of America Embassy in Zagreb
Removing Obstacles for Cross-Border Cooperation (ROCCO)	ASHE	Ministry of Science, Education and Sports	Nov 2014 – April 2016	Erasmus+

IPA PROGRAMME

Competitive Croatian Higher Education for Better Employment

The project, funded from the IPA call Further Development of the Croatian Qualifications Framework, is implemented by ASHE, in cooperation with project partners – the University of Split and the University College for Applied Computer Engineering. The project was launched in the end of August 2013 and lasted for 18 months. The overall objective of the project is to contribute to the implementation of the Croatian Qualifications Framework (CRQF) and reform of the Croatian higher education by developing new qualifications standards and study programmes in ICT and Physics. Specific objectives are to develop 6 qualifications standards and study programmes, which include development of learning outcomes and assessment criteria and procedures, and to introduce Recognition of Prior Learning (RPL) as an integral part of the CROQF.

The first part of the project is dedicated to the development of RPL procedures, looking into stakeholders' attitudes towards validating non-formal and informal learning and best European and global practices, supported by a study visit and resulting in a comprehensive publication. The second part of the project aims to implement the developed procedures in the field of physics and ICT by developing qualification standards in cooperation with stakeholders and awarding the developed qualifications to qualified applicants within a pilot RPL program. In November 2014, Zagreb hosted two workshops for representatives of Croatian universities, polytechnics and colleges on the implementation of validation and recognition of informal and non-formal learning. Two workshops were held at the University of Split for their employees who will be involved in the recognition of informal and non-formal learning intended for

the award of developed partial qualifications in physics, while another workshop on the topic of assimilating external quality assurance of learning outcomes into ASHE processes was held by prof. dr. sc. Mile Dželalić, at the premises of the Agency. Furthermore, two round tables on the guidelines for the implementation and recognition of non-formal and informal learning were held in 2014, one for the representatives of partner institutions, higher education institutions, employers, trade unions, students and civil society, and the other one for representatives of MSES, the Ministry of Labour and Pension System and ASHE. Final conference of the project was held on February 6th 2015 in Zagreb, when the results of the project, including the publication of the Guidelines and Procedures for RPL as the basis for the implementation of recognition and validation of non-formal and informal learning in Croatia were presented. In addition to the presentations of local experts, participants had the opportunity to hear the experiences of international experts Ms Margaret Cameron (Scotland) and Mr Eduard Staudecker (Austria). Also, a short promotional film entitled *Recognition of non-formal and informal learning*, which is available via Youtube video channel of the Agency for Science and Higher Education, was presented: https://www.youtube.com/channel/UCRd8VmWjHGsjX7JF_bDJrMA.

E-quality: Linking quality and social inclusion in higher education in Croatia

ASHE is a partner of this project co-funded by the European Union through the European Social Fund (*IPA for Human Resources Development Component in Croatia 2007 – 2013; Integration of Disadvantaged Groups in Regular Education System*). The project is implemented by the Institute for development of education, project applicant, in cooperation with project partners – Institute for Social Research in Zagreb, University of Zadar, University of Rijeka, the University of Applied Sciences “Marko Marulić” in Knin, Association for Development of Higher Education “Universitas”, and ASHE. Project objectives are: identifying needs of disadvantaged students, developing socially inclusive quality assurance procedures and creating a „quality label“ in this area.

Development of the national qualification standard for teachers and a basis for the implementation of teacher licensing system

ASHE employees participate in the project Development of the national qualification standard for teachers and a basis for the implementation of teacher licensing system, funded from the IPA call Further Development of the Croatian Qualifications Framework, coordinated by the *National Centre for External Evaluation of Education*. Partners in this project are: the *Institute for Social Research* in Zagreb, Teacher Faculty, the University of Zagreb, Primary School Pučišća on the Island of Brač, School of Agriculture in Zagreb, and ASHE.

The final project conference was held on February 17th 2015, with the aim of presenting developed qualification standard for teachers that should serve as a basis for the development of a licensing system for teachers in pre-tertiary education. Conference participants also had a chance to learn about how the developed standard should contribute to the development of the CROQF, modernization of study programmes at higher education institutions that educate teachers and the autonomy of teaching profession was held.

THE EUROPEAN UNION'S LIFELONG LEARNING PROGRAMME (LLP)

EQArep

Transparency of European Higher education through Public Quality Assurance Reports – EQArep is a 24-month long project which started in September 2012, coordinated by ENQA. The aim of the project is to get an overview of current practices in writing external quality assurance reports in the European Higher Education Area (EHEA), examine the attitudes of stakeholders and HEIs, and develop European guidelines for summary QA reports with the aim of making them more approachable and useful to higher education institutions, policy makers, students and the wider public. In addition to ASHE, project partners are quality assurance agencies from Estonia, Ireland and Switzerland. Several project team meetings, two surveys - Survey on stakeholders' requirements for transparency and Survey on publication of QA results: purpose, structure and content, and two workshops - Workshop on publication of QA results: purpose, structure and content and Workshop on stakeholders transparency needs have been held within the project. Detailed analysis of QA agencies reports has been carried out. ASHE employees developed the draft Guidelines for summary quality assurance reports for higher education which were then presented in Brussels, on May 6th 2014, to EHEA representatives, so-called E4 group (ENQA, EUA, ESU, and EURASHE). The final version of the Guidelines was presented at the final conference of the project, which was held in Brussels, on 23rd September 2014.

CeQuInt

Certificate for the Quality of Internationalisation - CeQuInt is an 18-month long project which started in September 2012. Coordinated by European Consortium for Accreditation in higher education - ECA, the project aims to develop a methodology for evaluation of the internationalisation of higher education, developing a quality stamp for institutions which managed to develop international exchange and cooperation which benefits their students, staff and local community. The project involves 12 European quality assurance agencies, coming from Austria, Germany, Slovenia, France, Poland, Spain and Finland, as well as organisations specialising in internationalisation of higher education - ACA and DAAD.

QFs-UHSE

The use or potential use of qualifications frameworks as a tool of mobility by HEIs and other stakeholders - QFs-UHSE is a project of the ASHE ENIC/NARIC Office, coordinated by the French agency Centre international d'études pédagogiques (CIEP). In 24 months, from February 2012 to February 2014, the project looked at ways in which transparency tools built in the European higher education reforms, such as diploma supplements and qualification frameworks, facilitated qualification recognition, and developed methods for training and informing higher education institutions, employers and hiring agencies to further support labour mobility within Europe.

ENIC Capacity Building

As obvious from the title, the project aims at building ENIC capacities in countries from the region, looking into their best practices, developing common recognition methods for third country qualifications, improving the system for

detecting false diplomas and developing internal archival and information systems. The project lasted for 24 months, from February 2012 to February 2014. ASHE was one of the project grantholders.

ERASMUS+ PROGRAM

The Changing Role of NARICs II: Stakeholder Perspective

The Changing Role of NARICs II: Stakeholder Perspective, as a continuation of the project Changing Role of NARICs I, proposes to build upon the findings of the previous project, as well as on the experience of NARIC centres and key stakeholders in the recognition of qualifications. The aim of this project is the development of new International Recognition Guidelines for the recognition of qualifications, acknowledging examples of best practice and the experience of expert practitioners in recognition with particular emphasis on transnational education, non-formal/informal learning, the role of learning outcomes and the use of emerging qualifications frameworks in the process of recognition. Another goal of this project is to enhance awareness of the EU initiatives amongst stakeholders whilst acknowledging the complex and varying roles of each of the ENIC/NARIC centres. This highlights the added value centres are able to provide for the implementation of the Europe 2020 Strategy. The holder of this project is UK NARI, and the Agency's ENIC/NARIC Office is one of partners in the project.

Samples & Copies of Academic National DIPLOMAS – SCAN-DIPLOMAS

National ENIC/NARIC Office of the Agency for Science and Higher Education is a partner in the Samples & Copies of Academic National DIPLOMAS – SCAN-DIPLOMAS project, which is led by NARIC Italia – CIMEA. The project SCAN-DIPLOMAS aims to collect samples of national degree certificates from participating ENIC-NARIC network members. With these samples, a final online database will be created and made available as a useful tool for improve fair recognition processes within the whole network. The diploma samples database would be a useful recognition tool for improving the recognition process: 1) method of control for diminishing fraud or misunderstandings during the recognition process, 2) source of information for all ENIC and NARIC centres on the national academic qualifications from other countries, which will increase coherence and make processes more transparent. The project is supposed to last 18 months.

Enhancing the Use of Mobility Tools for Recognition

In line with the Europe 2020 Strategy and the Europe Higher Education Area (Bologna Process), the main objective of the Enhancing the Use of Mobility Tools for Recognition project is to promote the existing European recognition tools and to facilitate academic and professional mobility of students and workers. The use of the mobility and recognition tools will increase transparency of foreign qualifications and facilitate a fairer recognition, thus enhancing the chances to improve employability across Europe. The activities within the project will therefore consist of joint face-to-face trainings and transnational seminars for higher education institutions, public administration bodies and employers in the participating countries: Croatia, Italy, Latvia, Lithuania, Netherlands and France. The national trainings

[theoretical and practical modules] and transnational seminars will aim at promoting and sharing good practices related to the use of the existing mobility and recognition tools, such as the European qualifications framework, national qualification frameworks, Europass, Diploma Supplement, ECTS credits and the EAR-HEI manual. National ENIC/NARIC Office of the Agency for Science and Higher Education, as one of the partners in this project coordinated by the French CIEP, organised a workshop Enhancing the Use of Mobility Tools for Recognition of Qualifications. The duration of the project is two years.

Focus on Automatic Institutional Recognition project (FAIR)

The objective of the Focus on Automatic Institutional Recognition project (FAIR) is to improve European recognition as practiced by higher education institutions by implementing elements of automatic recognition. Automatic recognition is a fairly new concept that is explored by the ‘pathfinder group on automatic recognition’ in preparation of the Bologna Ministerial Conference in Yerevan 2015. The measure to be tested is the introduction of automatic recognition in institutional recognition procedures. FAIR aims to test how the recommendations can best be implemented in institutional recognition practices, making use of the collected good practice of the European Area of Recognition (EAR) manuals. Automatic recognition is expected to simplify institutional recognition decisions, because substantial parts of the recognition procedure will be standardized. The experience and recommendations on how to do this at national level will be made available by the FAIR project team for all EHEA countries. This will lead to faster and smoother recognition decisions. National ENIC/NARIC office of the Agency for Science and Higher Education is one of the partners in this project that is coordinated by the Dutch NUFFIC. The duration of the project is 28 months.

Removing obstacles for cross-border cooperation –ROCCO

The project Removing Obstacles for Cross-Border Cooperation – ROCCO is funded within the Erasmus + Program, and implemented by the Ministry of Science, Education and Sports in cooperation with the Agency for Science and Higher Education and stakeholders’ representatives in project working groups. The project is aiming at improving conditions for development and accreditation of joint study programmes and contributing to more efficient and fruitful cross-border cooperation of Croatian higher education institutions. After training and consultation with all interested stakeholders, the project should result in legislative changes, as well as practical instructions for higher education institutions that will help them to participate in a large number of existing forms of cross-border cooperation.

OTHER PROGRAMMES

HEISEE

The implementation of the activities started at the end of 2012 within the Initiative for Higher Education in South-Eastern Europe continued in 2014. This developmental project of Institute of Higher Education University of Georgia, USA, in its initial phase is carried out jointly by the Zagreb Institute for Social Research, Institute for Development of Education, a Zagreb NGO, the Agency and the United States of America Embassy in Zagreb. In the long term, HEISEE

seeks to expand this collaborative model throughout the region utilizing carefully constituted partnerships with other countries in South-Eastern Europe and the appropriate institutes, agencies, and NGOs within these countries, which logically might fit its mission. In so doing, HEISEE strives to build capacity within the higher education community throughout the region by effectively bringing together resident experts as well as those from the international community. In September 2014 a new project - Implementing trial module from the study program in higher education management and governance – has been developed within HEISEE. The new study programmes for university leaders (management structures), administrative and academic staff which will be offered at the University of Rijeka has also been developed within this initiative. One of the modules of the new study programmes will be implemented in the forthcoming period.

I am impressed with the work and the diversity of activities of the Agency for Science and Higher Education.

Stamenka Uvalić Trumbić, international expert for development of higher education

CONFERENCE PRESENTATIONS AND PUBLICATIONS IN 2014

In 2014 Agency representatives participated and gave presentations at numerous international conferences and seminars on the topic of quality assurance in science and higher education, external evaluation and the role of ASHE in the Croatian higher education system. The Agency also produced a considerable number of publications.

Table 12 Participation and presentations at conferences and publications in 2014

Year	Participation and presentations at conferences/seminars/workshops	Publications
2014.	<p>The 14th Croatian Conference on Quality and 5th Scientific Assembly of the Croatian Society for Quality, Baška, Croatia</p> <p>HEIR 2014 - 7th Annual UK and Ireland Higher Education Institutional Research Conference, Oxford Brookes University, Oxford, United Kingdom</p> <p>DAAD - Academy Seminar, Berlin, Germany</p> <p>Ministry of Science, Higher Education and Sports Seminar: Joint studies as a way of Internationalisation in higher education; presentation on experiences in external quality assurance of joint studies, Zagreb, Croatia</p> <p>Workshops within the project Competitive Croatian Higher Education for better Employment, Zagreb, Split, Croatia</p> <p>Final project conference Transparency of European higher education through public quality assurance reports (EQAreps), presentation European Guidelines for Summary Reports, Brussels, Belgium</p> <p>International conference within ME4CatalOgue project, Slavonski Brod, Croatia</p> <p>EDULEARN 2014, Barcelona, Spain</p> <p>Subject - specific frameworks, Tempus Align project workshop, IADT, Dublin, Ireland</p> <p>Recognition of foreign professional qualifications – international and national context, project ERASMUS+ Enhancing the use of mobility tools for recognition, Zagreb, Croatia</p>	<p>Dodiković-Jurković, V., Havranek, J., Androic, D., Briški, G., Arlović, I. (2014) Systems of quality assurance at Croatian public universities, Proceedings of the 14th Croatian Conference on Quality and 5th Scientific Assembly of the Croatian Society for Quality, Baška, Croatia</p> <p>Dragojević, Đ., Matešić, M. (2014) External quality assurance of learning outcomes in higher education - European and Croatian experience, Proceedings of the International Professional Conference ME4CatalOgue, Slavonski Brod, Croatia, link: http://me4catalogue.sfsb.hr/Data/Dokumenti/Konferencija/ME4CatalOgue%20ZBORNIK%202014.pdf</p> <p>Havranek, J., Grubišić, M., (2014) Mobility in a binary three level education system: Case study of Croatia, Conference Proceedings EDULEARN 2014, Barcelona, Spain</p> <p>Bach et.al. (2014) Transparency of European higher education through public quality assurance reports, ENQA Occasional Papers, link: http://www.enqa.eu/indirme/papers-and-reports/occasional-papers/Transparency%20of%20European%20higher%20education%20through%20public%20quality%20assurance%20reports%20%28EQAreps%29.pdf</p>

Internal quality insurance

ASHE's internal audit of quality management system according to ISO 9001, which covered all its constituent units, was conducted in September 2014. The procedure consisted of gathering and analysing data on the satisfaction of users and ASHE staff and the implementation of annual quality goals which form the basis for following long-term trends and developing guidelines for the development of internal quality culture. These procedures, along with the analysis of quality indicators, resulted in the Management Review Report.

At the end of September 2014, external certification body Det Norske Veritas (DNV) conducted the annual external audit of ASHE's quality assurance system. Based on the Management Review Report, internal audit reports, individual departments' realisation of annual plans and supporting system documentation, and in accordance with the requirements of ISO 9001:2008, ASHE's quality management system was evaluated as effective and fit for purpose.

ISO 9001:2008 Quality Management System is part of an integrated Quality Assurance System (QAS), which was developed in line with ESG standards and best international practice in the field of quality assurance. QAS includes analyses of the effectiveness of planned and implemented activities (as specified in the operational plan), the results of internal and external QMS audits, and compliance with ESG standards and best international practice of other organisations of which the Agency is a member.

Last year, ASHE received a valuable recognition when it was awarded the Charter for special contribution in education and promotion of quality by the Croatian Society for Quality. We consider this to be an additional confirmation of the quality of ASHE's cooperation with higher education institutions and scientific organisations, as well as the quality of our educational activities in the system of science and higher education whose purpose is to integrate European and other international standards and good practice in the quality assurance of Croatian system of science and higher education.

Working with many people, experts in their field, expanded my area of interest and general knowledge. Besides new insights into the area of science and education in Croatia, I am very happy with the acquired experience in interpersonal relations at ASHE and the communication with numerous external associates and users ASHE cooperates with.

Alma Agović, student

Public relations

Communication with the public and regular reporting on ASHE's activities is an important part of everyday activities. Communication activities are planned in order to provide information about our activities and their outcomes, exchange useful information within the system of science and higher education and with the interested public, strengthen the positive perception of ASHE's work and gain support for current and future activities.

Communication with the public happens on several levels:

- ASHE website, <https://www.azvo.hr/en/>, contains information on the Agency, its structure and procedures, final reports of the expert panels and other information.
- The website also regularly publishes news from the Agency, its completed and planned activities, and news from the area of science and higher education in Croatia and the world.
- Public Relations Department communicates with the relevant media and their representatives who follow topics from higher education and science, promptly replies to journalists' questions and keeps the media informed via announcements and other channels of communication.
- In order to improve the communication with the media, the Agency expanded and updated the media list.
- The Agency also follows and analyses print and electronic media content on a daily basis.
- ASHE 2013 Annual Report and the 2014 Activities Plan was published in April 2013 in the Croatian and English language. The Annual Report was sent to higher education institutions, scientific organisations, government representatives and other relevant stakeholders in the system of higher education and science in Croatia. The Report was also sent to some European agencies for quality assurance in science and higher education and other associates in Europe and the world. The entire Annual Report in the Croatian and English language was published on ASHE website.
- During the last year, the Agency published and distributed by email two editions of the electronic newsletter in the Croatian and English language, whose purpose is to provide current information and announce future plans.
- With the aim of strengthening its international recognisability, ASHE publishes news from its domain in the electronic bulletins of ENQA, CEENQA (Central and Eastern European Network of Quality Assurance Agencies in Higher Education) and INQAAHE (International Network for Quality Assurance Agencies in Higher Education).
- Considering the growing number of social networks users in Croatia and abroad, ASHE regularly announces new information on its Facebook and Twitter profiles, and answers all questions posted by other users.

In the following period, the Agency plans to continue publishing publications and other informative content on its activities and the system of science and higher education, and come up with new promotional activities. The Agency will also continue with up-to-date reporting on its activities and work on improving the communication with the academic community, citizens, the media, other public authorities and the interested public.

2014 Financial report



ASHE is funded by the Ministry of Science, Education and Sports. Its revenue in 2014 was comprised of 10 accounts¹⁸:

- A621155 – Administration and general transactions
- A621179 – National Council for Science, Higher Education and Technological Development
- A621182 – Council of Polytechnics and Colleges
- A621186 – Evaluation of scientific institutions
- A621187 – Evaluation of higher education institutions
- A621190 – External audit of higher education institutions and scientific organisations
- A621191 – Monitoring employment of graduates
- A621192 – Central Applications Office
- K621178 – Equipment and maintenance
- K621194 – National Information System for Applications to Higher Education Institutions

Based on financial reports, total revenue in 2014 amounted to 19.437.917 kn.
It consisted of:

- state budget resources for 2014- 18.039.597 kn
- own-source revenue– 579.892 kn
- other revenue - 79.309 kn
- IPA project Competitive Croatian Higher Education for Better Employment, funded by the European Union - 597.669 kn
- smaller projects funded by the European Commission - 141.450 kn

The Agency expenditure in 2014 amounted to 19.637.313 kn, which consisted of business expenditure - 19.135.185 kn (from that, expenditure for the IPA project were 607.173 kn) and expenditure for acquisition of non-financial assets - 502.128 kn. The expenditure funded from the state budget amounted to18.039.597 kn.

¹⁹ The Management Board of the Agency for Science and Higher Education adopted the Financial Report at its session held on March 9th 2015.

Table 13 2014 expenditure

	EXPENSES	kn
A.	Business expenditure (1+2+3)	19.135.185,00
1.	Staff expenditure	8.405.167,00
1.1.	Salaries (gross)	7.153.671,00
1.2.	Salary contributions	1.189.698,00
1.3.	Other staff costs	61.798,00
2.	Material costs	10.688.084,00
2.1.	Service costs	7.358.837,00
2.2.	Travel costs and other remunerations	2.484.292,00
2.3.	Material and energy expenditure	321.402,00
2.4.	Other costs	523.553,00
3.	Financial expenditure	41.934,00
B.	Acquisition of non-financial assets	502.128,00
	TOTAL EXPENDITURE (A+B)	19.637.313,00

A. Business expenditure

Item 1. Staff expenditure includes:

- salaries (gross)
- other staff expenditure (gifts for children, severance pay, help after an extended sick leave, etc.).

Item 2. Material costs include:

- 2.1. Service costs
- 2.2. Travel costs and other remunerations
- 2.3. Material and energy expenditure
- 2.4. Other costs.

Item 2.1. Service costs:

- contracts for maintenance and upgrading of the NISpVU system (National Information System for Applications to Study Programmes in Croatia), maintenance and upgrading of the information system MOZVAG, information equipment maintenance costs and archiving
- maintenance of other information systems - Centrix system for administration and data management, IP telephone

- centre and contact centre, software for financial administration, etc.
- rent (offices, spaces for seminars, workshops, training courses and sessions of committees, working groups and other bodies working with the Agency)
- intellectual services:
 - temporary work contracts with Croatian and foreign members of expert panels working on external quality assurance procedures implemented by the Agency (initial accreditation, re-accreditation, thematic evaluation of higher education institutions and research organisation, scientific centres of excellence, and external audits)
 - temporary work contracts with members of professional and administrative bodies working with the Agency (members of the Accreditation Council, NCSHETD, Scientific Field Committees, Scientific Area Councils, CPC, and other committees established in accordance with the work plan and as required)
 - student work for Central Applications Office and Scientific Field Committees, translation, editing etc.
- telephone, postage (Scientific Field Committees, ENIC/NARIC, SPU) and transport costs
- promotion and information services (annual report, leaflets and materials for conferences and other Agency events)
- communal services
- design and printing costs, other services.

Item 2.2. Travel costs and other remunerations include:

- travel costs and remunerations for members of expert panels and professional bodies (as listed above), remunerations for employees' transport costs
- costs of professional trainings, seminars and other educational programmes.

Item 2.3. Material and energy expenditure:

- office material, energy, material for current and investment maintenance

Item 2.4. Other costs:

- costs of the Agency's Management Board
- insurance premium
- membership fees-domestic and foreign

B. Acquisition of non-financial assets:

- software licences
- investment for computer programmes
- office, computer and communication equipment, equipment for the maintenance of heating and ventilation system, etc.
- furniture, etc.

The estimated budget for 2015 amounts to 16.989.039 kn

Activity plan for 2015



• implementation and improvement of external evaluation procedures
• conducting re-accreditation of higher education institutions in accordance with the plan
• finalising the re-accreditation of scientific organisations in accordance with the Accreditation Council 2014/2015 plan
• at MSES request, the Agency plans to initiate the re-accreditation of 126 doctoral study programmes in 2015
• conducting thematic evaluation upon request
• monitoring the follow-up procedures of all higher education institutions and scientific organisation re-accredited in the period between 2010 and 2014
• conducting external audit procedures in accordance with the Accreditation Council 2015 plan (six higher education institutions) and completing the external evaluation of six higher education institutions covered by the 2014 plan
• evaluating proposal for the establishment of scientific centres of excellence for 2015
• developing new external evaluation models
• conducting external evaluations outside Croatia
• providing consulting services in the area of evaluation procedure development and other business processes to organisations involved in internal and external quality assurance in Croatia and abroad
• start tracking graduate employability (on the national level)
• monitoring student satisfaction with study programmes (on the national level)
• educational activities – education of expert panels which perform external quality assurance, thematic education at the request of individual higher education institutions and scientific organisations
• exchange of experts
• establishing a national network of quality assurance units at higher education institutions
• supporting the work of strategic and expert bodies in the system of science and higher education (National Council for Science, Higher Education and Technological Development, Council of Polytechnics and Colleges, Field Committees for Appointment to Scientific-Teaching and Teaching Grades at Polytechnics and Colleges, Scientific Field Committees for Appointment to Scientific Grades, scientific and artistic area councils and the Science and Higher Education Funding Council)
• performing analyses which form the basis for decision-making and the formulation of public policies in science and higher education
• active cooperation with external stakeholders (MSES, State Archives, Croatian Employment Service, Ministry of Public Administration, etc.)
• establishing a single ASHE database with the most important information from the system of higher education and science

• providing IT support to ASHE business processes
• improving NISpVU
• developing a ranking system of candidates for enrolment to study programmes
• introducing a centralised system of application to graduate study programmes
• collecting and analysing data of candidates who are not covered by existing national information systems
• informing candidates about study programmes
• cooperating with members of the Committee for Improving the Enrolment Procedure at Higher Education Institutions
• collecting and analysing data of candidates outside the regular education system in Croatia who want to enrol into the first grade of secondary school
• informing users about professional opportunities (for continuing education or further professional development)
• further investment of resources and human potential in international projects whose aim is to improve instruments which facilitate and foster fair, quality recognition of foreign qualifications
• further development of the cooperation with professional associations, chambers etc., on the national and international level
• continue performing quantitative and qualitative data analysis on the recognition of foreign higher education and professional qualifications
• developing the integrated internal quality system in line with the new ESG and ISO 9001
• developing human potential – LLL (education of ASHE employees)
• initiating activities for renewing ASHE's status as a full member of internationally recognised associations (ENQA and EQAR)
• strengthening cooperation with non-governmental and non-profit organisation
• cooperating with institutions from the public and private sector
• recognition of foreign higher education qualifications
• providing information on the national and foreign education systems and the recognition of foreign higher education qualifications
• organising domestic, regional and international conferences, seminars and workshops
• taking part in ongoing international projects and applying for new ones
• presentations at expert conferences
• promotional activities.

GLOSSARY

ACADEMIC RECOGNITION –recognition of foreign higher education qualifications for the purpose of continued education in the Republic of Croatia.

ACCREDITATION COUNCIL – ASHE’s expert body which is composed of 11 members, representatives of the system of higher education and science, business community and non-governmental organisations.

ACCREDITATION RECOMMENDATION – ASHE’s independent expert opinion adopted on the basis of conducted evaluation which is sent to the Ministry in charge of science and higher education that decides on the outcome of the evaluation procedure.

ACCREDITED STUDY PROGRAMMES – study programmes which, after the conducted re-accreditation procedure, receive MSES’ licence that confirms the compliance with prescribed conditions.

CENTRAL APPLICATIONS OFFICE (CAO) – national information centre for applications for study programmes at higher education institutions in Croatia. CAO combines activities related to applications for study programmes and those related to the compliance with the requirements for enrolment at higher education institutions. CAO also handles applications of candidates coming from outside the regular Croatian educational system for enrolment into the first grade of the secondary school.

CRITERION – measure, control point and reference value which is used to assess the achievement of certain goals and/or standards. Criterion gives a relatively detailed description of the necessary requirements and conditions, thus providing the basis for the assessment decision.

CROATIAN QUALIFICATIONS FRAMEWORK (CQF) – instrument which defines the entire system of qualifications on all educational levels in Croatia through standards of qualifications that are based on learning outcomes and harmonised with the needs of the labour market, individuals and the society.

EUROPEAN ASSOCIATION FOR QUALITY ASSURANCE IN HIGHER EDUCATION (ENQA) – umbrella European association for quality assurance in higher education whose primary task is taking care of the quality of higher education in the entire European Higher Education Area.

EXTERNAL EVALUATION – the process whereby a specialized agency collects data, information, and evidence about an institution, a particular unit of a given institution, or a core activity of an institution, in order to make a statement about its quality. External evaluation is carried out by a team of external experts, i. e. representatives of the academic community or experts in a particular area from other socio-economic branches.

FIELD COMMITTEES FOR APPOINTMENT TO SCIENTIFIC-TEACHING AND TEACHING GRADES AT POLYTECHNICS AND COLLEGES – issue opinion on whether applicants meet the minimal conditions for appointment into scientific-teaching or teaching grades.

FINAL REPORT OF THE EXPERT PANEL – written by the expert panel following the site-visit to the institution under evaluation. The report contains quality grade of the evaluated institution, which is based on materials submitted by the higher education institution and insights from the site-visit. Quality grade is given by each member of the expert committee on a separate template, which serve to calculate the average grade. The report should also mention recommendations for improvement. The panel’s final report and the optional comment of the higher education institution are sent to the Accreditation Council.

FOLLOW-UP – in cases where the outcome of the re-accreditation is a letter of expectation, the Accreditation Council determines the period for the follow-up. After the end of that period, higher education institution sends a report about the measures taken to ASHE. On the basis of this report, the Accreditation Council analyses to what extent has the higher education institution implemented recommendations for improvement, and publishes its report.

HIGHER EDUCATION INSTITUTIONS – higher education institutions in Croatia are universities (with their constituent units – faculties and art academies), polytechnics and colleges. University is an institution that organizes and delivers university studies, and can also organise and deliver professional studies. Polytechnics and colleges are institutions that organise and deliver professional studies.

HIGHER EDUCATION INSTITUTIONS’ RE-ACCREDITATION PLAN – re-accreditation is carried out in accordance with the annual plan determined by ASHE’s Accreditation Council and published on the website www.azvo.hr.

INITIAL ACCREDITATION – procedure of external quality evaluation of new institutions and/or new study programmes whose aim is to determine whether they meet the necessary requirements and standards. The outcome of this procedure is the accreditation recommendation for the purpose of issuance of license to higher education institutions for performing higher education activity and/or delivering study programmes, and the issuance of licence to scientific organisations for performing scientific activity.

INTERNAL EVALUATION – procedure of systematic gathering of administrative data and students’ opinions, followed by moderated interviews with lecturers and students, which results in a self-evaluation report. Basically, self-evaluation represents collective institutional reflection and an opportunity for quality enhancement.

LEARNING OUTCOMES – competencies that a person acquires through learning and proves after the learning procedure; learning outcomes describe what a student should know, understand and be able to do on successful completion of the learning process.

LICENCE – administrative document issued by MSES on the basis of conducted evaluation which has determined that the evaluated institution meets the conditions for performing activity and/or delivering study programmes.

MOZVAG – information system which supports ASHE’s external quality assurance procedures. In addition to ASHE, other users of the Mozvag system are Croatian higher education institutions, NCSHETD, and numerous domestic and foreign reviewers, reporters and auditors.

NATIONAL COUNCIL FOR SCIENCE, HIGHER EDUCATION AND TECHNOLOGICAL DEVELOPMENT (NCSHETD) – the highest expert body which takes care of the development and quality of all scientific activities and the system of science, higher education and technological development.

NATIONAL ENIC/NARIC OFFICE – ASHE’s information centre on academic mobility and the recognition of foreign higher education qualifications.

NATIONAL INFORMATION SYSTEM OF APPLICATION TO HIGHER EDUCATION INSTITUTIONS (NISpVU) – system which handles the entire process of application to study programmes, or rather higher education institutions in Croatia. The system contains information on secondary school grades, State Matura exam results, categorisation of athletes, results of national and international academic competitions and other special achievements of all candidates, regardless of where and when they finished secondary school. This data forms the basis for the development of rankings used by higher education institutions to enrol students.

NETWORK OF HIGHER EDUCATION INSTITUTIONS AND STUDY PROGRAMMES – strategic document that contains guidelines and criteria for the establishment of higher education institutions and study programmes, adopted by the Croatian Parliament at the proposal of the then National Council for Higher Education.

PROFESSIONAL STUDY PROGRAMME– delivered at polytechnics and colleges (can also be delivered at universities with the approval of NCSHETD), includes two levels: professional and graduate specialist professional .

PUBLIC SCIENTIFIC INSTITUTE – scientific institute founded by the Croatian government in order to conduct scientific programmes of strategic importance for the Republic of Croatia.

QUALITY (in higher education) – a multidimensional concept which pertains to contextual settings of an educational model, institution’s mission and goals, and specific standards of a given system, education institution, study programme or scientific area.

QUALITY ASSURANCE – continuous process of evaluating (assessing, monitoring, guaranteeing, maintaining and improving) the quality of a higher education system, institution or programme. Many systems differentiate between internal quality assurance (e.g. intra-institutional practice with the purpose of monitoring and improving the quality of higher education) and external quality assurance (e.g. within or above the institutional scheme of quality assurance of higher education institutions and study programmes).

QUALITY CULTURE – pertains to a number of shared, accepted and integrated quality patterns (better known as quality principles) which can be found in the organisational culture and systems of management of a particular institution. They can be defined as the ability of an institution or a programme to develop a quality assurance system in everyday work and thus achieve continuous quality assurance.

QUALITY GRADE – awarded by the expert panel on the basis of standards set in the documents Criteria for the Assessment

of Quality of Higher Education Institutions within Universities or the Criteria for the Assessment of Quality of Polytechnics and Colleges.

RE-ACCREDITATION CYCLE – all public and private higher education institutions, as well as all research organisation listed in the Register of Scientific Organisations, are subject to re-accreditation which is conducted in five-year cycles. First re-accreditation cycle began in the academic year 2010/2011 and is expected to finish in the academic year 2015/2016, when a new cycle will begin.

RE-ACCREDITATION MODEL – Croatia has a combined model of re-accreditation which investigates two elements: compliance with the minimal academic quality threshold and the quality grade. The procedure assesses whether institutions have processes and mechanisms for self-evaluation and continuous improvement of programmes as well as all other institutional segments.

RE-ACCREDITATION OF HIGHER EDUCATION INSTITUTIONS – external evaluation procedure that assesses compliance with minimal requirements (academic threshold) and gives a quality grade.

The goal of the re-accreditation is to determine whether the evaluated higher education institution meets the minimum criteria prescribed by the Ordinance on the Content of a Licence and Conditions for Issuing a Licence for Performing Higher Education Activity, Carrying out a Study Programme and Re-Accreditation of Higher Education Institutions.

Re-accreditation outcomes:

- issuing confirmation on compliance with conditions for continued activity or part of activity,
- denial of license for activity or part of activity,
- issuing a letter of expectation with the deadline for resolving deficiencies of up to 3 years.

RE-ACCREDITATION OF SCIENTIFIC ORGANISATIONS – the procedure of re-accreditation of scientific organisations listed in the Register of Scientific Organisations.

RE-ACCREDITATION OF SCIENTIFIC ORGANISATIONS OUTSIDE THE SYSTEM OF HIGHER EDUCATION AND PUBLIC SCIENTIFIC INSTITUTES – scientific organisations listed in the Register of Scientific Organisations that are not universities or their constituents, higher education institutions or public research institutes are subject to period re-accreditation every 5 years. These are scientific organisations founded by the Republic of Croatia, private scientific organisations and other legal entities listed in the Register of Scientific Organisations. The goal of the re-accreditation is to determine the compliance with conditions for continued scientific activity, which is a prerequisite for future funding from the state budget.

REGISTER OF SCIENTIFIC ORGANISATIONS – maintained by MSES; entry is based on the Licence for Performing Scientific Activity.

REGULATED PROFESSION – professional activity or group of professional activities, access to which or the pursuit of which is subject to the possession of specific professional qualifications, as well as professional activity or group of professional activities pursued by members of professional organisations with a professional title.

SCIENTIFIC CENTER OF EXCELLENCE (SCE) – scientific organisation, its constituent unit or a group of scientists whose originality, importance and relevance of research results puts them among the best organisations or groups in the world within their scientific discipline.

SCIENTIFIC FIELD COMMITTEES – take part in the appointment to scientific, scientific-teaching and artistic-teaching grades in accordance with the Act on Scientific Activity and Higher Education and accompanying regulation.

SCIENTIFIC RESEARCH VESSEL – vessel that was built or modified for oceanographic, meteorological and/or some other kind of scientific research.

SELF-EVALUATION – document produced by the institution under evaluation in line with Instructions for Self-Evaluation of Higher Education Institution. The prepared self-evaluation is sent to all members of the expert panel, who are obliged to study it and prepare comments on the perceived advantages and disadvantages of the institution under evaluation.

STANDARDS AND GUIDELINES FOR QUALITY ASSURANCE IN THE EUROPEAN HIGHER EDUCATION AREA (ESG) – an agreed set of standards, procedures and guidelines on quality assurance in higher education that are used in the European Higher Education Area (EHEA).

SYNTHESIS – on the basis of expert panels’ reports, ASHE prepares syntheses whose purpose is to highlight the main strengths and weaknesses of a particular scientific area, and come up with recommendations for the improvement of quality of the entire system.

THEMATIC EVALUATION – performed by ASHE on the basis of Accreditation Council’s decision; can also be performed upon a corroborated request from the Minister, higher education institution or student council of the higher education institution. The outcome of the thematic evaluation is the final report by the expert panel which includes the level of compliance with the subject of evaluation. In case of a negative review, ASHE can initiate a re-accreditation procedure on official duty, or at the suggestion of the Minister.

UNIVERSITY STUDY PROGRAMME –delivered at universities which qualifies students for performing jobs in science and higher education, business community, public sector and the society in general, and trains them to achieve and apply scientific and professional achievements. University study programmes consist of three levels: undergraduate, graduate and postgraduate.

ABBREVIATIONS AND ACRONYMS

ASHE – Agency for Science and Higher Education
CAO – Central Applications Office
CEENQA – Central and Eastern European Network of Quality Assurance Agencies in Higher Education
CPC – Council of Polytechnics and Colleges
CQF – Croatian Qualifications Framework
ECA – European Consortium for Accreditation
EHEA – European Higher Education Area
ENQA – European Association for Quality Assurance in Higher Education
ERA – European Research Area
EQAR – European Quality Assurance Register for Higher Education
ESG – Standards and Guidelines for Quality Assurance in the European Higher Education Area
INQAAHE – International Network for Quality Assurance Agencies in Higher Education
MSES – Ministry of Science, Education and Sports
NCHS – National Council for Higher Education
NCS – National Council for Science
NCSHETD – National Council for Science, Higher Education and Technological Development
NISpVU – National Information System of Application to Higher Education Institutions
QAS – Quality Assurance System
SCE – Scientific Centres of Excellence
SFC – Scientific Field Committee

Appendix 1

The re-accreditation procedures conducted in the academic year 2012/2013 included the following reviewers (alphabetical order):

- Dr. Eberhard von Borell, Professor of Animal Husbandry & Ecology, Martin-Luther-University Halle-Wittenberg, Germany
- Dr. sc. Jasna Čačić, Croatian Association of Drink Producers, Croatia
- Prof. Mark Davies, Professor of Bioscience, University of Sunderland, Great Britain
- Doc. dr. sc. Jelena Đugum, Ministry of Agriculture, Croatia
- Dr. Ralf Hartemink, Department of Food Microbiology, Wageningen University, Netherlands
- Prof. Jarmo Juga, PhD, Department of Agricultural Sciences, University of Helsinki, Finland
- Dr. Aristomenis Karageorgis, Institute of Oceanography, Hellenic Centre for Marine Research, Athens, Greece
- Dr. Jes Christian Knudsen, Department of Food Science, University of Copenhagen, Denmark
- Prof. Mohácsiné Farkas Csilla, Corvinus University of Budapest, Hungary
- Dr. Lyn Glanz, Les Roches-Gruyère University of Applied Sciences, Switzerland
- Prof. em. Dr. Rainer Gömmel, Fachhochschule für angewandtes Management (Erding), Germany
- Dr. John Kelly, University of Edinburgh, Great Britain
- Dr. sc. Mirjana Najdek-Dragić, Ruđer Bošković Institute, Center for Marine Research, Rovinj, Croatia
- Dr. Kendra Nightingale, Department of Animal and Food Sciences, Texas Tech University, USA
- Prof. Clemens Karl Peterbauer, PhD, University of Natural Resources and Life Sciences, Vienna, Austria
- Prof. Charlotte Poschenrieder, Universidad Autònoma de Barcelona, Spain
- Prof. dr. sc. Tomislav Treer, Faculty of Agronomy, University of Zagreb, Croatia
- Dr. Johann Vollmann, Dept. Crop Sciences, Division of Plant Breeding, University of Natural Resources and Life Sciences, Austria
- Dr. Martin Wiedmann, Department of Food Science, Cornell University, USA
- Prof. dr. sc. Tito Žimbek, Faculty of Agronomy, University of Zagreb, Croatia.

Appendix 2

The re-accreditation procedures conducted in the academic year 2013/2014 included the following reviewers (alphabetical order):

- Prof. Carmen Alba Pastor, Universidad Complutense de Madrid, Spain
- Prof. Assumpta Aneas Alvarez, Facultad de Pedagogía de la Universidad de Barcelona, Spain
- Prof. Arnold Baca, Faculty of Sport Science, University of Vienna, Austria
- Prof. Martin Bauer, Karl-Franzens-Universität Graz, Institute of Education, Austria
- Prof. Tina Beattie, The Digby Stuart Research Centre for Religion, University of Roehampton, United Kingdom
- Prof. Gabor Betegh, Central European University, Hungary
- Prof. dr. sc. Petar Bezinović, Institute for Social Research in Zagreb, Croatia
- Prof. Eugenio Biagini, Cambridge University, United Kingdom
- Prof. Katrin Boeckh, Ludwig-Maximilians Universität München, Germany
- Prof. Guido Bonsaver, University of Oxford, United Kingdom
- Prof. Ulf Brunnbauer, Universität Regensburg, Germany
- Prof. dr.sc. Maja Bučar Pajek, Univerza v Ljubljani, Fakulteta za šport, Slovenia
- Prof. dr. sc. Mihael Budja, Univerza v Ljubljani, Slovenia
- Prof. Nihad Bunar, Stockholm University, Sweden
- Prof. Claire Cameron, Institute of Education University of London, United Kingdom
- Prof. Francesco Capello, University of Kent, United Kingdom
- Prof. Ann-Christin Cederborg, Department of Child and Youth studies, Stockholm University, Sweden
- Prof. Stefano Colangelo, Università di Bologna, Italy
- Prof. Gudrun Dahl, Stockholm University, Sweden
- Prof. Kevin Deegan Krause, Department of Political Science, Wayne State University, Detroit, United States of America
- Prof. Ger Duijzings, School of Slavonic and East-European Studies, UCL, United Kingdom
- Prof. Romualdas Dulskis, Faculty of Catholic Theology, Vytautas Magnus University, Lithuania
- Prof. Zlata Đurđević, Faculty of Law of the University of Zagreb, Croatia
- Prof. Rudolf Egger, Karl-Franzens-Universität Graz, Austria
- Prof. Jan Fellerer, University of Oxford, United Kingdom
- Prof. Eleanor Gordon, University of Leicester, United Kingdom
- Prof. Harm Goris, School of Catholic Theology, Tilburg University, Netherlands
- Prof. Erika Harris, Department of Politics, University of Liverpool, United Kingdom
- Prof. Kimmo Himberg, Police College of Finland, Finland
- Prof. Bernhard Hommel, University of Leiden, Netherlands
- Prof. Kurt Vilads Jensen, University of Southern Denmark, Denmark
- Prof. Haldor Jochim, Aachen University of Applied Sciences, Germany

- Prof. dr. sc. Marija-Maja Jokić, Institute for Social Research, Croatia
- Prof. Lasse Kannas, Faculty of Sport and Health Sciences, University of Jyväskylä, Finland
- Prof.dr.sc. Matej Klemenčič, Univerza v Ljubljani, Slovenia
- Gordan Kožulj, MBA, Deloitte Advisory Services, Croatia
- Prof. Johanna Laakso, Universitat Wien, Austria
- Prof. Kate Lacey, School of Media, Film and Music, University of Sussex, United Kingdom
- Prof. Peter Lautner, Pázmány Péter Catholic University, Hungary
- Prof. Karen Leeder, University of Oxford, United Kingdom
- Prof. Carlinda Leite, Faculty of Psychology and Sciences of Education, University of Porto, Portugal
- Prof. Gerhard Leitner, Freie Universität Berlin, Germany
- Prof. Annette Leonhardt, Faculty of Psychology and Educational Sciences, Ludwig-Maximilians, Universität München, Germany
- Prof. Lucien Van Liere, Universiteit Utrecht, Netherlands
- Prof. Lasse Lipponen, University of Helsinki, Finland
- Doc. dr. sc. Goran Livazović, Department of Pedagogy, Faculty of Humanities and Social Sciences, J. J. Strossmayer University of Osijek, Croatia
- Prof. Robert Logie, University of Edinburgh, Scotland
- Prof. Roland Marti, Universität des Saarlandes, Germany
- Prof. Annemarie Mayer, Faculty of Theology and Religious Studies, Catholic University of Leuven, Belgium
- Prof. Monika Metykova, School of Media, Film and Music, University of Sussex, United Kingdom
- Prof. Boris Mlačić, Institute of Social Sciences Ivo Pilar, Zagreb, Croatia
- Prof. Michael Mullaney, St Patrick's College Manooch, Ireland
- Prof. dr. sc. Sunčica Oberman Peterka, Faculty of Economics, Josip Juraj Strossmayer University of Osijek, Croatia
- Prof. Alan O'Leary, University of Leeds, United Kingdom
- Prof. Elzbieta Osewska, Uniwersytet Kardinala Stefana Wyszyńskiego, Poland
- Dr.sc. Ivan Pogarčić, prof. v. š., Polytechnic of Rijeka, Croatia
- Prof. Heike Raddatz, Trier University of Applied Sciences, Germany
- Izv. prof. dr. sc. Leo Rafolt, Faculty of Humanities and Social Sciences, University of Zagreb, Croatia
- Prof. dr. sc. Gordan Ravančić, Croatian Institute of History, Croatia
- Prof. Elisabeth Regnault, Faculté de Psychologie et des Sciences de l'éducation, Université de Strassbourg, France
- Prof. Ljiljana Reinkowski, Universität Basel, Switzerland
- Prof. Edeltraud Röbe, Ludwigsburg University of Education, Germany
- Prof. Regina Römhild, Institut für Europäische Ethnologie, Humboldt Universität, Germany
- Prof. Javier Rosales, Facultad de Educación, Universidad de Salamanca, Spain
- Prof. Ninetta Santoro, Faculty of Humanities and Social Sciences, University of Strathclyde, Scotland
- Prof. Helga Schwalm, Humboldt Universität, Germany
- Prof. John Charles Smith, Faculty of Linguistics, Philology and Phonetics, University of Oxford, United Kingdom

- Prof. Peter Stachel, Austrian Academy of Sciences, Austria
- Prof. Reinhold Stipsits, Institut für Bildungswissenschaft, Universität Wien, Austria
- Prof. Silvia Sumedrea, Transilvania University of Brasov, Romania
- Prof. Benas Ulevičius, Department of Religious Studies, Faculty of Catholic Theology, Vytautas Magnus University, Lithuania
- Prof. Christian de Valkeneer, Catholic University of Leuven, Belgium
- Prof Claudio Vignali, University of Central Lancashire, United Kingdom
- Dr. sc. Dražen Vrhovski, prof. v. š, VERN Polytechnic, Croatia
- Prof. Robert Wallace Vaagan, Faculty of Social Sciences, Department of Journalism and Media Studies, Oslo, Norway
- Prof. Linda Watson, School of Education, University of Birmingham, United Kingdom
- Prof. James Wickham, Trinity College Dublin, Ireland
- Prof. Maria Wyke, University College London, United Kingdom
- Dr. Natalia Wyszogrodzka, Uniwersytet Gdanski, Poland
- Prof. dr. sc. Tito Žimbek, Faculty of Agronomy, University of Zagreb, Croatia



Contacts

Agency for Science and Higher Education
Donje Svetice 38/5, 10 000 Zagreb
<https://www.azvo.hr/en/>
Phone: 01/6274 800

Director's Office
T: 01/6274 895
F: 01/6274 801
ured@azvo.hr

Department of Accreditation in Science
T: 01/6274 853
F: 01/6274 814
akreditacija-znanost@azvo.hr

Public Relations
T: 01/6274 837
F: 01/6274 801
javnost@azvo.hr

Department of Science
T: 01/6274 823
F: 01/6274 801
znanost@azvo.hr

Central Applications Office
T: 01/6274 844
F: 01/6274 849
spu@azvo.hr

Department of Higher Education
T: 01/6274 811
F: 01/6274 814
visoko@azvo.hr

National ENIC/NARIC Office -recognition
of foreign higher education qualifications
T: 01/6274 888
F: 01/6274 889
enic@azvo.hr

Department of Audit
T: 01/6274 832
F: 01/6274 814
kvaliteta@azvo.hr

Office for Scientific Field Committees
T: 01/6274 828
F: 01/6274 822
matichni@azvo.hr

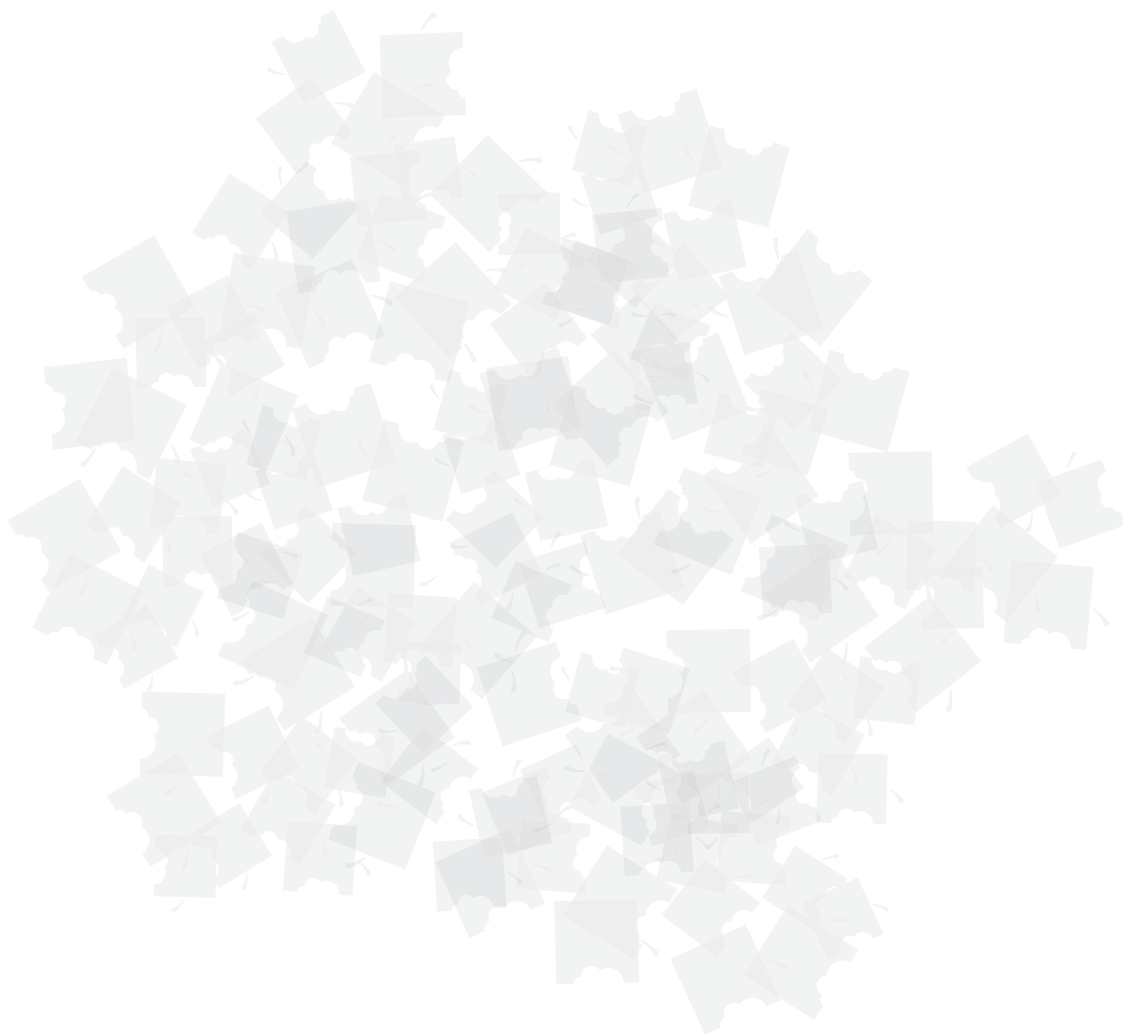
Department of Analytics and Statistics
T: 01/6274 864
F: 01/6274 814
analitika@azvo.hr

International Cooperation
T: 01/6274 880
F: 01/6274 889
medjunarodna@azvo.hr

Department of Research and Development
T: 01/6274 879
F: 01/6274 814
razvoj@azvo.hr

Department of Accreditation in Higher Education
T: 01/6274 846
F: 01/6274 814
akreditacija-visoko@azvo.hr

General Administration
T: 01/6274 890
F: 01/6274 892
opci-poslovi@azvo.hr



<https://www.azvo.hr/en/>

