Teacher support in the Croatian Strategy of Education, Science, and Technology
STRATEGY

PRETERTIARY EDUCATION

HIGHER EDUCATION

SCIENCE AND TECHNOLOGY

LIFE LONG LEARNING CONCEPT

STAREGY IMPLEMENTATION
STRATEGY

PRETERTIARY EDUCATION

HIGHER EDUCATION

LIFE LONG LEARNING CONCEPT

SCIENCE AND TECHNOLOGY

STAREGY IMPLEMENTATION
MAJOR GOALS

- INCREASE IN THE OVERAL QUALITY OF HIGH EDUCATION
- ACCESS TO HIGH EDUCATION FOR ALL IN ACCORDANCE WITH THEIR INDIVIDUAL ABILITIES, INTERESTS, AND SOCIAL DEMANDS
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• INCREASE IN THE OVERAL QUALITY OF HIGH EDUCATION

• ACCESS TO HIGH EDUCATION FOR ALL IN ACCORDANCE WITH THEIR INDIVIDUAL ABILITIES, INTERESTS, AND SOCIAL DEMANDS
OBJECTIVES

• 1: IMPROVE STUDY PROGRAMMES BY CONSISTENTLY IMPLEMENTING THE PRINCIPLES OF THE BOLOGNA REFORM AND BY RE-DEFINING ACQUIRED COMPETENCES

• 2: ESTABLISH AN EFFICIENT BINARY HIGHER EDUCATION SYSTEM THAT IS ALIGNED WITH NATIONAL NEEDS AND WITH THE PRINCIPLE OF EFFICIENT MANAGEMENT OF HIGHER EDUCATION INSTITUTIONS

• 3: ENSURE A HIGH-QUALITY HUMAN RESOURCE STRUCTURE AT HIGHER EDUCATION INSTITUTIONS AS A FOUNDATION FOR IMPROVING THE QUALITY OF HIGHER EDUCATION

• 4: DEVELOP AN EFFICIENT HIGHER EDUCATION FUNDING SYSTEM THAT STIMULATES DEVELOPMENT

• 5: SECURE APPROPRIATE PREMISES AND INFORMATION AND COMMUNICATION TECHNOLOGIES INFRASTRUCTURE FOR HIGHER EDUCATION INSTITUTIONS

• 6: IMPROVE THE STUDENT FINANCIAL SUPPORT SYSTEM WITH A SPECIAL EMPHASIS ON THE SOCIAL DIMENSION OF HIGHER EDUCATION

• 7: INTERNATIONALISE HIGHER EDUCATION AND ENHANCE ITS INTEGRATION INTO THE EUROPEAN AND GLOBAL HIGHER EDUCATION AREA

• 8: FURTHER DEVELOP A CULTURE OF QUALITY AND ACCOUNTABILITY IN HIGHER EDUCATION
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3. ENSURE A HIGH-QUALITY HUMAN RESOURCE STRUCTURE AT HIGHER EDUCATION INSTITUTIONS AS A FOUNDATION FOR IMPROVING THE QUALITY OF HIGHER EDUCATION

• 3.1. INCREASE THE QUALITY OF RESEARCH AND TEACHING AMONG TEACHING STAFF
• 3.2. RE-DEFINING MECHANISMS FOR STRUCTURING THE WORKING HOURS AND TASKS OF TEACHING STAFF
• 3.3. SETTING STANDARDS FOR THE HUMAN RESOURCE STRUCTURE OF HIGHER EDUCATION INSTITUTIONS AND DEFINING STAFF STRUCTURE AND EMPLOYMENT POLICY
POSITION OF A TEACHER IN HIGHER EDUCATION

• FACING EVER INCREASING DEMANDS:
  – FAST CHANGES OF COMPETENCES STUDENTS HAVE TO ACHIEVE THROUGH THEIR STUDIES
  – CHANGES IN EDUCATION TECHNOLOGY
  – INCREASED STUDENTS’ AWARENESS OF THE IMPORTANCE OF EDUCATION
  – NEW LEARNERS
  – COMPETITIVENESS IN THE WORLD EDUCATION MARKET
POSITION OF A TEACHER IN HIGHER EDUCATION

• WHILE IN THE SAME TIME:
  – FINANCING OF HIGHER EDUCATION DECREASES FROM YEAR TO YEAR
  – HE PREMISES AND INFRASTRUCTURE DO NOT FOLLOW REQUIREMENTS OF TODAY’S STUDIES
  – NUMBER OF TEACHING STAFF REMAINS THE SAME
  – NO SYSTEMATIC SUPPORT IN TERMS OF LIFE LONG EDUCATION PROGRAMMES FOR HE TEACHING STAFF
  – EVALUATION MECHANISMS ARE GETTING MORE AND MORE STRINGENT
SITUATION IN EHEA

- Most European countries have some kind of support for HE staff but in most countries the support is not systematically introduced.

- BFUG WG3 has identified most important topics for discussion in the 2015–2018 period:
  - New learners
  - Digital education
  - Teachers’ support
  - Competences and their relevance
  - Involvement of research in teaching
EXPECTATIONS FROM EDUCA-T FROM THE POINT OF VIEW OF THE STRATEGY

• TO SYSTEMATISE THE EXISTING EFFORTS AND ACTIVITIES OF INDIVIDUAL HEI IN PROVIDING SUPPORT TO THE TEACHING STAFF

• TO CREATE A SYSTEMATIC SCHEME OF SUPPORT PROGRAMMES TO ENABLE HE STAFF TO PROVIDE STUDENTS WITH ADEQUATE COMPETENCES

• TO COORDINATE DIFFERENT ACTIVITIES AIMED TO IMPROVE THE POSITION OF A UNIVERSITY TEACHER