

# Challenges in Professional Higher Education: Competences, Learning Outcomes and Convergence Through eyes of a soldier...

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# 1810 University of Berlin

- Based on Ideas of philosopher Friedrich Schleiermacher:
- The function of University is not to teach accepted knowledge, that could be directly used as the colleges did, but to demonstrate how that knowledge was discovered, awaken the idea of science in students' minds and...encourage them to think back to the fundamental laws of science in their every act..

# Competences, Learning outcomes In front of our own eyes...

- We are witnessing convergences of different goals, aims...not only because of Bologna but industry needs..., needs for mobility..
- What is the ratio of “C”( conceptualls) vs “P” (professionals)
- Whom we value more “C” or “P”
- Where do we put our money...in conceptual or professional (competences and learning outcomes)
- How to match titles and competences of an “end product”?
  - Bring it in sync within different countries.

- How do we avoid that “golden rule” brakes “small and new?” In order for all voices to be heard?
- How we value industry certificates as part of education achievements?
- Do we consider “C” and “P” equal but different?
- Qualification Frameworks: a maze to avoid local traps?
- The role of lawmakers: Is Professional Bachelor first level of education that you achieve at Classical Uni?

# Bologna Processes Influenced Changes

- Changes are good for us
- It should help us rotate an inverted pyramid back from top to the base
- It should increase the quality of our basic profile- a specialist and market value acceptance of our profiles.

# Factors Influencing Higher Education in Croatia

- Professional Higher Education has a long history in Croatia : majority has been established in 50's last century
- In the last decade, changing labour market and economic and social conditions have resulted in a clear demand for more and better education and training
- The rapid restructuring of the Croatian economy, with the decline of the large state enterprises following privatisation
- Education became attractive to private sector
- Bologna Processes

# Interest for Universities and University Colleges of Applied Sciences

- The result was increased interest in focused, efficient professional education that will provide a labor market with:
  - “Ready for a Job – profiles”
  - Right out of a School

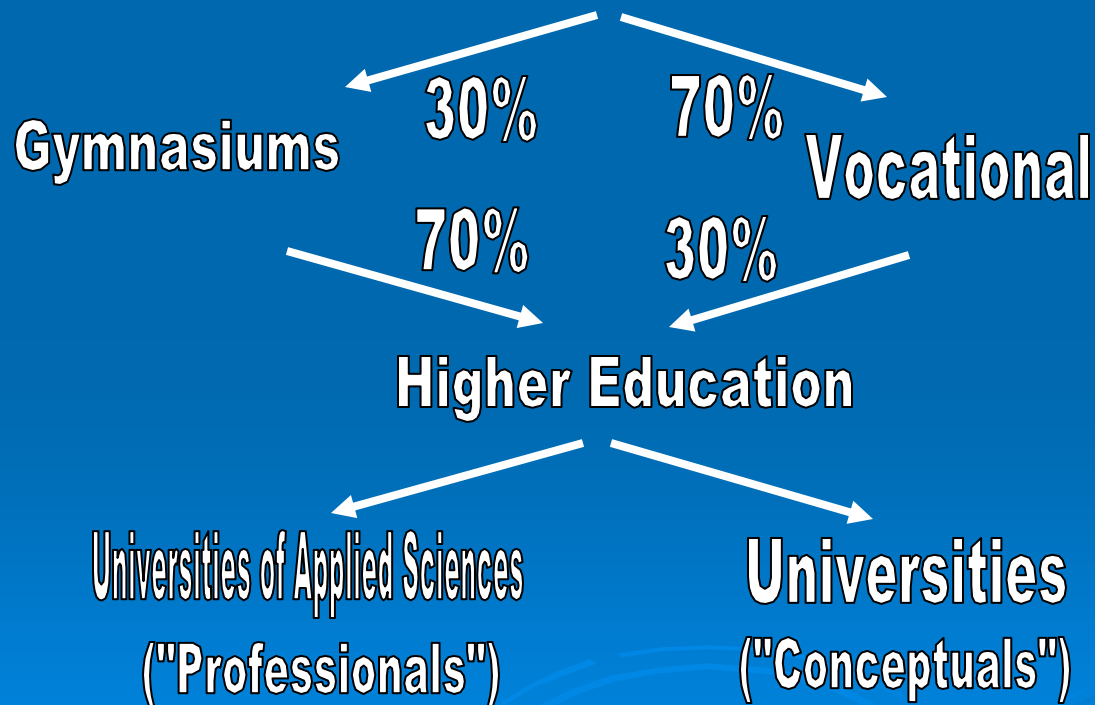
By such definition of “end product”

We were “Bologna ready” by default

# Input and output of Croatian HE system ...

Elementary 8 years

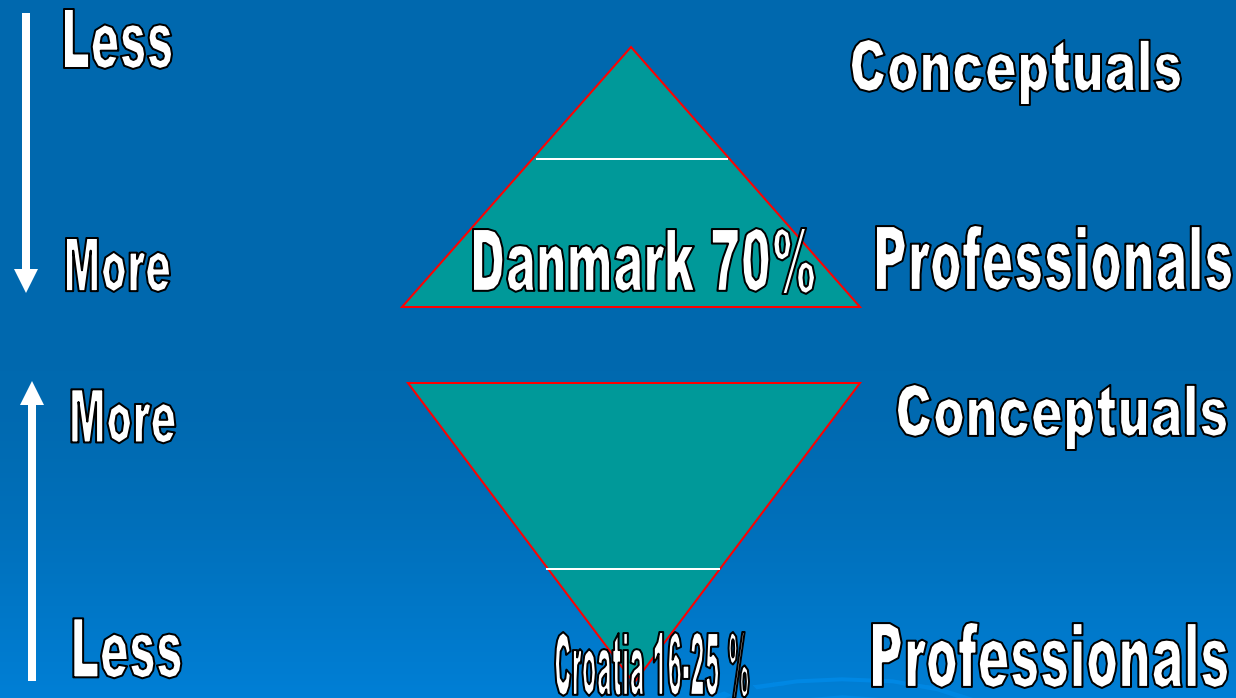
Secondary 4 years





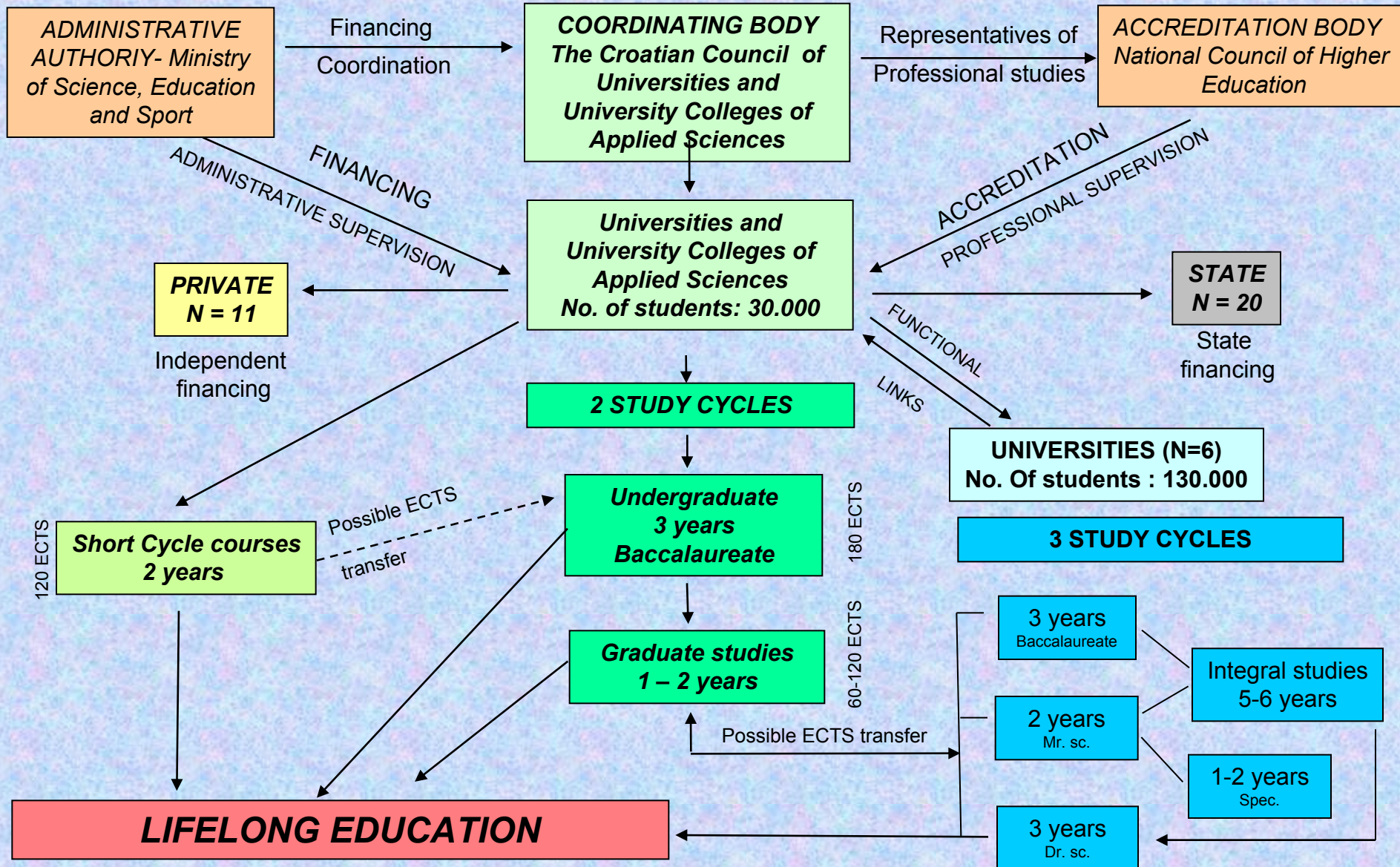
# The outcome of HE system... EU vs Croatia

- Croatia has inverted pyramid in term of produced profile



The area represent the number of finished students

# PROFESSIONAL HIGHER EDUCATION STUDIES IN CROATIA




# Legal Support for Professional Education

- Dual or Binary System was promoted (Humboldt concept, Haug i Tauch, 2001)
- *Professional programs are primarily to be delivered at Universities and University Colleges of Applied Sciences (Professional Higher Education)*
- **Only as an exception professional programs can be performed on Classic Universities**
- Universities to end enrolling students in professional programs, at the latest, **by year 2010./11.**

# Implementation of two-cycle study programs

- All our members modified their programs to support integrative process with other similar institutions in Croatia and in EU; as well as Bologna requirements
- Functional links to Universities do exist
- Work needs to be done in some cases for extensions to our study programs to be accepted (3 +2) in term of titles like in EU.
- Programs are open to students from Universities
- Some subjects show interest in keeping professional study programs although they are supposed to phase them out by year 2010.

# Harmonisation of Programmes

- 3 Years (180 ECTS) Undergraduate
  - 1-2 Years ( up to 120 ECTS)
  - Horizontal and vertical Mobility
  - Interdisciplinary and multidisciplinary orientation
- 

# Convergences: Financial support

- Government could consider providing more financial support or removing limits on student payments.
- More capital investments
- Lawmakers still need to provide solutions as in EU
- Ratio in financing: approaching  $\infty$   
UNI Classic / All Uni Colleges

# Conclusion

- Croatian System of HE is still in development and work is in progress
- What is clear is that we need to increase government support for Professional Education if we want to rotate the pyramid on its base as in EU.
- Titles & Competences – still not guaranteed that students competences will be recognized (in term of rights and titles)
  - It would be unfortunate if recognition is given in some countries only.
- Interest for Industry's recognized certificates
- Effort to avoid creation of second class citizens