

## Annex C (II)

**Annex C (II) – Format project proposal  
Matra-flex Programme  
For New Member States (NMS), Candidate Countries (CC), Potential  
Candidate Countries (PCC) and other eligible countries**

<b>Project title:</b>	<b>Towards Modern Assessment Policies and Practices in Croatia</b>
<b>Submitter of the project:</b>	<b>National Centre for External Evaluation of Education</b>
<b>Project beneficiary:</b>	<b>National Centre for External Evaluation of Education</b>  <b>Contact details:</b> Name of Director: Goran Sirovatka, dipl.ing. Name of contact person: Jasmina Muraja, PhD. Position: Head, Department for Quality Improvement in Education Address: Trg M. Marulića 18, Zagreb Telephone: 385-1-4501-835 GSM: 385-91-4895-203 Fax: 385-1-4501-801 E-mail: jasmina.muraja@ncvvo.hr
<b>Project counterpart:</b>	<b>Ministry of Science, Education and Sports</b>  <b>Contact details:</b> Name of Director: Želimir Janjić, prof. Name of contact person: Monika Vričko, prof. Position: Head, Department of Quality Assurance of Education Address: Donje Svetice 28, 10000 Zagreb Telephone: 385-1-4569-024 E-mail: monika.vricko@mzos.hr
<b>Project purpose:</b>	With this Project the Centre will achieve error-free, objective, dependable administration of the external evaluation. Also, this project will foster bilateral relations and strengthen governmental institutions in the development, enforcement and implementation of national policy related to EU accession. Pave the way for deeper analysis of assessment data to be used in the modernization of Croatian education.
<b>EU (accession) relevance:</b>	<b>Education and Training 2010</b> – The Lisbon Strategy adopted in 2004 with the main objective to improve the quality of education and training systems making lifelong learning more accessible.

	<p><b>Education Sector Development Plan 2005-2010</b> is a strategic document developed by the Ministry of Science, Education with the main goal of improvement educational system on national level as well as for accession to the EU. This included establishing the Centre as independent organization that would provide new monitoring system in form of external evaluation.</p> <p><b>Law on elementary and secondary education</b> was adopted in August, 2008 and clearly implies that schools are obliged to conduct external evaluation in a form of National Assessment as monitoring system for quality assurance and improvement.</p> <p><b>Law on National Centre for External Evaluation of Education</b>, Official Gazette No. 151/2004 (act 1) describes the Centre and defines its important role in the educational system, which is to plan and organize external exams in order to have transparent and objective results, as well as to set new standards and improve quality of education (act 4) in accordance with EU legislation.</p>
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<p><b>Summary of institutional setting in your country:</b></p>	<p><b>The National Centre for External Evaluation of Education (NCEEE)</b> (referred to here as the “Centre”) was established in 2006 and immediately organized the first Exams in May 2006 in secondary school. It has been established for external and more objective evaluation of educational system and student performance. Centre is responsible for the national examinations and instruments for monitoring educational progress (National Assessment). Both in the case of an evaluation of Matura procedures and in the case of developing instruments for monitoring educational progress on the basis of the new curriculum, the Centre needs to cooperate with the other stakeholders inside and outside the Ministry of Education and Science. The Centre needs to cooperate with the Committee of Principals of Schools, Teacher Unions and the Committee of Rectors of the Universities.</p> <p><b>Ministry of Science, Education and Sports</b> plays a policy-making part, and is responsible for funding the Centre. Ministry has actively followed the work of NCEEE and showed great interest in development of new methodology for monitoring and improving quality of educational system. This project would give Ministry possibility to further discuss introduction and impact of this new system and valuable opinions on comparison to European standards.</p> <p><b>Expert Groups and Item writers</b> – teachers (Croatian language and Mathematic) that were involved in production of all test materials for National Assessment in 2<sup>nd</sup> grade gymnasium and would benefit to further extend their knowledge in analysis of NA results. They have been coordinated, trained and funded by the NCEEE.</p>
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<p><b>Description of the problem:</b></p>	<p>Croatia has implemented an extensive Education Modernization Process in which the national curriculum has been completely revised, new final examinations have been announced and new systems of monitoring educational progress have been implemented, among many other things.</p> <p>The issue that Croatia is facing now is that all these new developments are quite challenging, especially in the area of external evaluation. Both in the case of low-stakes monitoring systems and in the case of high-stakes</p>
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	<p>implications of examinations, stakeholders - students and their parents, teachers and principals, and the universities - are much concerned about the new developments. The government and indeed the whole nation has high expectations of the new examination system that is to make assessment more transparent than it was before.</p> <p>Croatia is therefore in need of a knowledgeable Centre that can advise the Ministry and all stakeholders on procedures to implement the above assessments and is capable of administering these. The underlying project aims to provide the necessary assistance to the Croatian Government and, more specifically, to the National Centre for External Evaluation of Education.</p> <p>This project will also enable the strengthening of relations between governmental bodies of the Netherlands and the New Member States (NMS), the Candidate Countries (CC) of the European Union (EU) and the New Neighbouring Countries (NNC) to the EU. Working together on the implementation and enforcement of <i>acquis communautaire</i>, and the harmonisation of national legislation with <i>acquis communautaire</i>. Also, working together with other former Yugoslav countries that are NMS or CC of the EU on regional assessment issues within the EU frameworks for educational assessment are of future interest and encouraged with project.</p> <p>The project will also prepare for thorough analysis of assessment procedures. It is of great importance that after the administration of external assessment all procedures are analysed to make sure that possible flaws and irregularities will be amended and updated procedures will guarantee an error-free, objective, dependable administration of external assessment: what will be the effect of the results of the monitoring reports, how will these results lead to improvements in the educational system?</p>
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Project results (maximum of 4 results):	Activities:
<p><b>Result 1:</b> An evaluation of the first National Assessment conducted/carried out of Grade 2 in Gymnasium with a view to improve its content and its procedure. Revised procedures for the administration of National Assessment in Primary Education have been produced and implemented</p>	<p><b>Activities:</b></p> <ul style="list-style-type: none"> <li>• Analysis of administration procedures</li> <li>• Analysis of data/results</li> <li>• Analysis /advice</li> <li>• Discussion groups with Centre staff</li> <li>• Discussion groups with other stakeholders</li> <li>• Drafting revised procedures</li> <li>• Review of draft procedures by stakeholders concern</li> </ul>
<p><b>Result 2:</b> Stakeholders made aware of (improvements in) National Assessment procedure. Strong links with Ministry of Science, Education and Sport and establishing relationship between curriculum development and assessment data.</p>	<p><b>Activities:</b></p> <ul style="list-style-type: none"> <li>• Providing information on procedures to stakeholders</li> <li>• Training representatives of stakeholders in the understanding and application of the revised procedures</li> </ul>

### **Long distance assistance**

In order to achieve the project results the Cito will work closely together with the Centre staff on analysing data, drafting proposals and advices and preparing the planned activities. This will not only happen during two missions to Zagreb and a study trip to the Netherlands, as described below, but also by means of long distance contact over the telephone or per email.

### **Two 5-day working visits to Zagreb**

During these 5-day working visits Cito experts together with the Centre staff will work on the evaluation of the first National. Discussion groups about National Assessment will be organised with Centre staff and other stakeholders.

During the second of these 5-day working visits a seminar will be organised to present the new procedures to a broader audience, notably Ministry officials and to train the stakeholders in application of the procedures

### **A study trip to the Netherlands**

During a four day study trip to the Netherlands, 5 Centre staff members will meet their Netherlands colleagues, learn about the Netherlands educational system and more specifically the administration of external assessment and monitoring of the educational progress.

<b>Risk and assumptions:</b>	Risks: knowledge could be lost and relationships could be ended if many staff members leave the Centre to change jobs. Assumption: It is assumed that the Croatian government will use the procedures and standards that will be developed during the project
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<b>Sustainability:</b>	The sustainability of the project results will be guaranteed through detailed scenarios on <ul style="list-style-type: none"><li>• how to administer external assessment</li><li>• how to analyse results</li><li>• how to inform stakeholders</li></ul>
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<b>Related projects:</b>	<ul style="list-style-type: none"><li>• <i>Development of Instruments in Croatian National Assessment</i> is Matra project (MAT07/HR/9/3) started in Feb 2008 with a goal of introducing National Assessment as a new methodology for quality assurance. It was accepted by EVD organisation and Ministry for foreign affair, NL and recognized by Croatian Ministry of Science and Education. The Project involved Cito as a main partner from Netherland and that was foundation for collaboration between NCEEE and Cito. New proposal will be the actual follow up of current activities with introduction of new themes and it will in no way overlap with MAT07/HR/9/3 project and their activities.</li><li>• A donor project that is related to this proposal has been the World Bank Project: <i>Introduction of State Matura in Croatian educational system</i> which has aimed at providing funds to develop and administer Matura examinations.</li></ul>
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<b>Miscellaneous:</b>	The Centre has been closely cooperating with Cito for the past 18 months. Cito is one of the leading testing organisations in the world. Cito has been active in most of the former Yugoslav countries and thus knows much about the challenges in this part of the world. Cito can help the Centre link up with other former Yugoslav countries in the development of reliable and valid assessment instruments.
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