



Towards Modern Assessment Policies and Practices in Croatia

Project MAT09/HR/8/7

To be carried out within the framework of the Matra-flex Programme



Proposal

Submitted by Cito, Institute for Educational Measurement

The Netherlands

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1 Introduction

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 put into place, among many other things. 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 implications of examinations, stakeholders - students and their parents, teachers and principals, and the universities - are much concerned about the new developments.

Cito, the Dutch National Institute for Educational Measurement has been invited by the EVD to tender for a project to support the NCEE in strengthening its capacity to achieve error-free, objective and dependable administration of the external evaluation of education. For the project two main results have been formulated:

Result 1

- An evaluation of the first National Assessment carried out for 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

Result 2

- Stakeholder made aware of (improvements in) the National Assessment procedure;
- Strong links between the Centre and the Ministry of Science, Education and Sports;
- A procedural relationship between curriculum development and assessment data is established.

In the present proposal Cito outlines how it intends to reach the Project Results as listed above.

2 Project context

2.1 Accession Relevance and bilateral relations

Terms of Reference

The project aims to contribute to the accession of Croatia to the European Union by means of improving education, in particular in strengthening external assessment of the education system in Croatia.

Consultant's position

Cito is aware of the need to strengthen external assessment of educational systems as part of the accession process. Cito is currently involved in the ERI SEE initiative to prepare countries in South-Eastern Europe to prepare for entrance to the European Union. Cito provides consultancy services in the following areas that are relevant to the present proposal:

- national developments in vocational education and Training (VET) and secondary general education in the ERI SEE area and their consequences for assessment;
- modernisation of VET teaching and assessment practices in Europe;
- possibilities for modernisation of VET teaching and assessment in SEE;
- final examinations in secondary education in Europe: policy, practices and developments;
- final examinations at the end of secondary education: possibilities and consequences for modernisation of teaching and assessment in secondary education in SEE.
- Issues in national and international assessment:
- the role of national assessments in education in shaping quality and equity in learning outcomes within the national educational, social and cultural context;
- target population and sampling;
- information collected in national and international assessments;
- instrument construction;
- administration, analysis, reporting;
- public awareness: use of results of national assessment to improve the quality of education at school and national level, support to policy making;
- international assessment in education as part of the process of globalisation: advantages and disadvantages for the developing countries of participating in international assessment.

As to bilateral relations, at the request of the Dutch Ministry of Education Cito carries out relevant surveying activities in the Dutch context: such as PISA and *Periodieke Peilingsonderzoeken* (National Assessment). The experiences gained in the Croatian context may be beneficial to the work in the Netherlands. In similar projects, such as in the Macedonian Educational Reform Project instruments have been developed that could later be used in the Dutch context.

2.2 Institutional setting

Terms of Reference

The Croatian National Centre for External Evaluation of Education (NCEEE) is responsible for external and more objective evaluation of the educational system and student performance. The NCEEE is also responsible for the development of test material, strategy planning and organisation of Matura examinations. 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 NCEEE 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.

The Ministry of Science, Education and Sports plays a policy-making part, and is responsible for funding the Centre. The Ministry has actively followed the work of NCEEE and has shown great interest in development of new methodology for monitoring and improving quality of educational system. This project would give the Ministry an opportunity to further discuss the introduction and impact of this new system and would yield valuable opinions on comparisons to European standards.

Consultant's position

Cito well understands the needs and obligations of the NCEEE as the latter's tasks and responsibilities much resemble those of Cito, be it that Cito's relations with the Ministry are less direct. In its 40 years of existence Cito has gone through the same process of improving assessment practices and advising the Ministry on education reform. Cito has since been re-established as a foundation, independent of the Ministry, but largely depending on funding by the Ministry. Interestingly Cito has been informed by the NCEEE's director that it is the NCEEE's strategy to work towards independence similar to that of Cito.

2.3 Problem definition

Terms of Reference

- 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 put into place, among many other things.
- 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 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.
- During the period February 2008 – September 2009 a MPAP project (MAT/07/HR/9/3) was executed by Stichting Cito. The following results were formulated for this project:
 - The capacity of the Centre is strengthened with regard to methods, strategic and implementation aspects of National Assessments;
 - The capacity of the expert groups is strengthened to enable them to develop adequate test materials for National Assessments;
 - A future strategy is developed for the implementation of NA surveys, including recommendations for improvement.

Consultant's position

The Consultant is well aware of the issues that Croatia is facing as listed in the terms of reference. Below we give Cito's position for these issues.

- One Cito's of important tasks is to advise the Dutch Ministry of Education, Culture and Science and its agencies, such as the Commission for the regulation of examinations, on issues regarding the administration of examinations and surveys. Cito has developed strong ties with all stakeholders through publications, presentations, memberships of relevant organisations.

- As in Croatia examination procedures are regularly revised and it has been Cito's experience to make sure that all stakeholders are properly informed.
- In the period 2008 - 2009 Cito has cooperated with the NCEEE in developing dependable procedures in assessment. It has emphasized that such procedures need to be evaluated and updated where necessary on the basis of continuous quality control procedures, much in the same way as all Cito procedures go through rigorous frequent evaluations.

2.4 Desired situation and project intervention

Terms of Reference

- The NCEEE will achieve an error-free, objective, dependable administration of external evaluation.
- It will also foster bilateral relations and strengthen governmental institutions with regards to national policy related to EU accession.
- It will pave the way for deeper analysis of assessment data to be used in the modernisation of Croatian education.
- The project will prepare for a 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.

Consultant's position

The Consultant is well aware of the issues that Croatia is facing as listed in the terms of reference. Below we give Cito's position for these issues.

- As prepared in the 2008-2009 project, Cito has been aiming valid external evaluation. Procedures that have been developed and tried out now need to be evaluated for their effectiveness and possibly improved.
- Through its contacts with the Dutch Ministry of Education, Culture and Sciences Cito has been able to strengthen relations between governmental bodies of the Netherlands and Candidate Countries of the European Union and the New Neighbouring Countries to the EU. Cito is aware of the issues here through working together with other former Yugoslav countries that are Candidate Countries of the European Union and the New Neighbouring Countries of the European Union on regional assessment issues within the EU frameworks for educational assessment.
- It is regular procedure for Cito to carry out deeper analyses of assessment data to be used in informing stakeholders on the state of education in the Netherlands and elsewhere in the context of National Assessment. Also in the context of International Assessment such as in the PISA project, Cito has played an important role in modernizing education systems all over the world.
- As will be seen in the next chapter on Project Design, all planned activities are geared towards a thorough analysis and possible revision of assessment procedures. Now that a first National Assessment of 2nd grade students in Croatia has taken place, all procedures as laid down in the strategy document need to be analysed to make sure that updated procedures will guarantee an error-free, objective, dependable administration of external assessment

3 Project Design

3.1 Project purpose

Terms of Reference

The Terms of Reference state that the general purpose of the project is

to help the Croatian National Centre for External Evaluation of Education achieving error-free, objective and dependable administration of the external evaluation of education.

Consultant's position

The project purpose as stated in the Terms of Reference contains a number of concepts that will be discussed below.

- By *external evaluation of education* we understand the assessment of student performance using external (not school-based) instruments for the purpose of the improvement of educational systems. Another term for external evaluation is National Assessment. The later term will be used in this tender.

It is possible to use the results of school-leaving examinations, such as Matura (which are external as well), for the evaluation of an education system. However, from the description of Result 1 (see the next section) it is clear that National Assessment is meant here. Yet, some of procedures in National Assessment resemble those used in Matura. Thus the development of Mature may also profit from this project.

- By *error-free* administration we here understand the presentation to students of cognitive items (tasks) and questionnaires whose *content* is the exact representation of what has been designed. In other words, What is presented to the student is exactly what stakeholders and test developers have wished to include in the survey.
- By *objective* administration we here understand the assessment of student performance in a way that is *independent of rater bias or the examiner's own beliefs*. This does not necessary mean that tasks need to be in the multiple-choice format. As long as tasks and questions with their correct answers have been pre-defined by a group of experts and have proved to be understandable for all students, such tasks can be called objective.
The analysis of data must also be objective, in the sense that National Assessment will result in an objective presentation of *facts*. There may then well be subjective reasons for stakeholders to ignore certain findings or interpret data in ways that suit them best. However, the research itself needs to be objective.
- By *dependable* administration we here understand an *efficient, logistically sound* assessment of student performance.

3.2 Project results

The Terms of Reference list two (interrelated) results. These will be discussed in the following two sections.

3.2.1 Result 1

Terms of Reference

Result 1 is described as follows:

- An evaluation of the first National Assessment carried out for 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

Consultant's position

- The first National Assessment, of which the results have now been published in a report (in the Croatian language), will be evaluated following the strategic plan for the implementation of national assessment: standards, guidelines, procedures, that was developed in the 2008-2009 Matra Project. This document describes a strategic plan for the implementation of National Assessment and provides standards, guidelines and procedures how to carry out such an assessment or survey.
- To the extent that procedures for the administration of National Assessment in *Primary Education* have indeed been developed by the NCEEE, these can then be revised making use of the experiences and the evaluation of the National Assessment carried out for Grade 2 in Gymnasium. For this the standards, guidelines and procedures in the Strategic Plan are to be used.

3.2.2 Result 2

Terms of Reference

Result 2 is described as follows:

- Stakeholder made aware of (improvements in) the National Assessment procedure;
- Strong links between the Centre and the Ministry of Science, Education and Sports;
- A procedural relationship between curriculum development and assessment data is established.

Consultant's position

- In the course of the 2008 – 2009 Matra Project a document was compiled on the necessity of the NCEEE developing a Communications Plan. This document was presented during the conference organised for the introduction of External Evaluation and School Self-evaluation in Croatian Educational System, which was also the wrapping up conference of the Matra project. This document emphasizes the necessity of transparency on the part of NCEEE to all stakeholders about all its activities. This presentation was well received by the participants of the conference. The document gives guidelines on how to set up a general communications plan and a media strategy. For institutes in countries in transition the idea of using the media to communicate with the general public is a rather new concept. Another discussion point could be if a form of institutionalized stakeholder discussion group would be desirable.
- During the 2008 – 2009 Matra Project there has been very much interest on the part of the Ministry for the developments in the Project. The Dutch Embassy has also shown its interest. The Ambassador has addressed the participants of the end conference. Cito is very much aware that projects with far-reaching consequences like the present project can only be successful if it is supported by the authorities.
- At the end conference of the 2008 – 2009 Matra Project a Dutch SLO expert gave a presentation on the role of the curriculum in Education Reform. It was emphasized that both the curriculum and assessment are important factors among other factors that all play a part in educational innovation. This presentation may well be used as a starting point for discussions

on how to report on the consequences for the curriculum of the outcomes of National Assessment.

3.3 Activity Scheme

The Terms of Reference list a number of (non-exhaustive) activities. We will list the proposed activities for each result separately although in practice many of these activities will serve *both* result.

3.3.1 Activities for Result 1

Terms of Reference

1. Fact Finding Mission
2. Long distance assistance
 - Analysis of administration procedures
 - Analysis of data/results
 - Analysis and advice
 - Drafting revised procedures
3. Two 5-day working visits to Zagreb
 - Discussion groups with the Centre-staff
 - Discussion with other stakeholders
 - Providing information and training on procedures to stakeholders
 - Review of draft procedures by stakeholders concerned
4. Study Visit
 - A 5-day study visit for 5 Croats to the Netherlands
 - Introduction on the Dutch education system and its institutions
 - Introduction on the Dutch system of administration of external assessment and monitoring of educational progress

Consultant's position

As is stated in the Terms of Reference the details of the above activities are to be discussed during the fact finding mission. Below we will give a short description of what these activities may entail.

Fact Finding Mission

During the fact finding mission the Consultant will discuss the present project proposal in detail with the Client and ask the Client for specific wishes and comments on the proposed activities and the proposed timeline.

The Consultant will also try and make a first estimation of the progress the NCEEE has made in the area of external assessment (both National Assessment and Matura) and may propose activities to the NCEEE to promote the present activities of the NCEEE in this area.

The Consultant will also contact the Dutch Embassy in Zagreb for their comments and suggestions for the execution of the project.

Long distance assistance

In order to achieve the project results the Consultant will work closely together with the NCEEE staff on analysing data, drafting proposals, providing advice on day-to-day issues in external assessment and preparing the planned activities. This will not only happen during the two missions

to Zagreb and the study trip to the Netherlands, as described below, but also by means of long-distance contact through e-mail and through telephone communication.

After the fact finding mission and between consultancy visits 1 and 2, the Client will thus be in very regular contact with the Consultant. These contacts have proved most effective in the earlier 2008-2009 project that the Consultant has carried out for the NCEEE.

In these contacts the Consultant will prepare, discuss and evaluate a great number of topics such as those that the Terms of Reference list:

- Analysis of administration procedures;
- Analysis of data/results;
- General analysis and advice;
- Drafting revised procedures;

But also:

- Preparing for discussions with Centre staff
- Preparing for discussions with other stakeholders (such as the Dutch Embassy, the Ministry)
- Drafting revised procedures
- Reviewing draft procedures in the light of stakeholder comments

Working visits

During these 5-day working visits the Consultant's experts together with the staff of the NCEEE will work on the evaluation of the first National Assessment. Discussion groups on National Assessment will be organised with NCEEE 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. During the fact finding mission the Consultant will discuss the agenda for the working visits with the Client and ask the Client for specific wishes and comments on the proposed activities and the proposed timeline.

In the present proposal it is not possible yet to give a detailed description of the activities during the working visits, but typically they would cover the topics mentioned above: analysis of administration procedures, analysis of data/results, general analysis and advice, drafting revised procedures, group discussions with Centre staff, discussions with other stakeholders (such as the Dutch Embassy and the Ministry), drafting revised procedures and reviewing draft procedures in the light of stakeholder comments.

The Consultant's experts intend to closely cooperate with their counterparts in the NCEEE responsible for managerial and policy issues, psychometric topics, questionnaire issues, mother tongue topics and mathematics issues.

Study visit

In the present proposal it is not possible yet to give a detailed description of the activities during the study visit, but typically they would cover the topics mentioned below. In Annex D a draft programme is presented. During the fact finding mission the Consultant will discuss this draft programme with the Client and ask the Client for specific wishes and comments on the proposed activities and the proposed timeline.

Some of the topics in the draft programme that are of specific relevance to reaching both Result 1 and Result 2 are:

The Dutch education system and its institutions

- General Introduction to the Dutch Education System
- Introduction to tasks of the National Examinations Agency
- Introduction to the role of the Dutch Ministry in national examinations; internationalisation of education; possibilities for cooperation between Croatia and The Netherlands

The Dutch system of administration of external assessment and monitoring of educational progress

- Tour through Cito: Information centre, Computer centre, Logistic centre;
- General Introduction to the Dutch programmes for student monitoring;
- General Introduction to National Assessment in the Netherlands;
- Setting, evaluating and maintaining standards;
- Development of procedures in maintaining standards in exams.
- Equating tests;
- Quality Assurance;
- Sustainability issues.

Analysis of data

- Similarities and differences between Classical Test Theory and Item Response Theory;
- Computer programs for Test Item Analysis (TIAPLUS);
- One Parameter Logistic Model (OPLM);
- Equating tests;
- How to use OPLM output to evaluate the quality of items;
- Setting, evaluating and maintaining standards;
- Content related interpretation of IRT scales and their use in National Assessment and National Exams;
- Application of standard setting and maintaining standards in Exams;
- Development of procedures in maintaining standards in exams;
- Introduction to Structural Analysis of Univariate and Latent variables: How to measure with IRT calibrated item sets;
- Using the computer programme SAUL; interpretation of output.

3.3.2 Activities for Result 2

Terms of Reference

1. Fact Finding Mission
2. Long distance assistance
 - Analysis of administration procedures
 - Analysis of data/results
 - Analysis and advice
 - Drafting revised procedures
3. Two 5-day working visits to Zagreb
 - Discussion groups with the Centre-staff
 - Discussion with other stakeholders
 - Providing information and training on procedures to stakeholders
 - Review of draft procedures by stakeholders concerned
4. Study Visit
 - A 5-day study visit for 5 Croats to the Netherlands
 - Introduction on the Dutch education system and its institutions
 - Introduction on the Dutch system of administration of external assessment and monitoring of educational progress

Consultant's position

As is stated in the Terms of Reference, the details of the above activities are to be discussed during the fact finding mission. Below we will give a short description of what these activities may entail.

Fact Finding Mission

The Fact Finding Mission must result in a detailed inception report. The inception report must reflect the consultancy and training needs of the NCEEE. In fact the contents and the training programmes of the working visits can be included in great detail. This will be possible as NCEEE knows on the basis of the previous project what its needs are and what they can expect from Cito. Cito in its turn knows on what points additional training would be beneficial for the NCEEE staff members.

Long distance assistance

A good working relationship is of the utmost importance for the momentum of a project. If no long-distance assistance (through e-mail or telephone) is asked, tasks tend to be left undone till shortly before the next working visit. Workable protocols that are backed by all parties concerned, need to be drawn up that secure a constant work-flow.

Working visits

During the Fact Finding Mission a detailed training programme needs to be drawn up for both working visits. The trainings should be given alternately in plenary sessions and in expert groups. This is to prevent tunnel vision in any of the expert groups. It should become apparent even more than is the case at present that Cito experts have their own expertise but that they cannot be successful without the input of the other experts. Cooperation is not a sign of weakness but of strength and should be part of all working procedures in professional organizations. Training on the organisation of stakeholder participation and on dissemination of information should result in a workable communications plan that should reflect an optimal communications situation with all stakeholders, the general republic and the authorities, including the Ministry of Science, Education and Sports. Relations with groups like the one that has developed the new curriculum should ideally be also included in the document.

During the first working visit the end result should be a rough draft of the plan. During the Study visit more in-depth input can be given by a larger variety of Cito experts. During the second working visit the document can be finalized.

Study Visit

The Study visit will typically serve both Results 1 and 2. See the section above on what will be discussed during the study visit.

3.4 Assumptions, risks, pre-conditions

Terms of Reference

Assumptions

- It is assumed that during project implementation there is a continued political commitment in both the EU and Croatia to European integration. As regards the transposition, implementation and enforcement of relevant *acquis communautaire*, it is assumed that possible changes at political level will not interfere with capacities built and organisational improvements achieved under the project.
- It is assumed that the organisations of the beneficiary's and its counterparts intend to implement the developed strategy and recommendations
- It is assumed that all Croatian parties involved (ministerial bodies, politicians, NGO's, others) are willing to co-operate in the framework of the project, and will make available (human) resources in order to fully support the project's activities.
- It is assumed that the government of Croatia will make available sufficient national resources in order to ensure the sustainability of the project's results.
- It is assumed that participants in training and dissemination activities have a good written and spoken command of the English language.

Risks

- It may be difficult to involve all relevant stakeholders

Consultant's position

It goes without saying that a successful execution of this project needs active support from all parties involved. Cito has worked in many countries in transition and is aware of this aspect. Many of the proposed members of the Consultant's expert team have a long standing experience in countries in transition in Central and Eastern Europe, and more specifically in Croatia. Nearly all experts have taken part in the 2008-2009 MPAP project.

The Terms of Reference mention five assumptions which we will briefly comment upon.

Political commitment

Recently, international developments have made the speedy entrance of Croatia into the EU most likely.

Intention to implement the developed strategy and recommendations

In the 2008-2009 MPAP project the Consultant has found that the NCEEE has been supported by the Ministry, by the Minister of Education and Sport and by Parliament in carrying out the tasks that the present project relates to. There would seem to be no reason why this support would not continue to be given.

Croatian parties involved willing to co-operate

In the 2008-2009 MPAP project the Consultant has found that the Ministry has been actively involved in carrying out the tasks that the present project relates to. Universities have also shown an active interest in that project. There would seem to be no reason why this cooperation would not continue.

Also, the Director of the NCEEE has shown many successful initiatives to set up a regional network of testing institutes that aim at cooperating in developing external assessment.

Sufficient national resources

The funding of the NCEEE is sufficient for the Centre to take part in all proposed activities. There would seem to be no reason why this funding would cease to be given.

Good written and spoken command of the English language

In the 2008-2009 MPAP project the Consultant's experts have found that their counterparts at the NCEE have an excellent command of the English language. When members of discussion groups had insufficient command of the language, translations were provided. This has in no way hampered progress. There would seem to be no reason to expect that this situation has changed.

Risks

The Terms of Reference mention one risk: the difficulty of involving all stakeholders. Both the opening and the closing conference were attended by most stakeholders. Their reactions have been very positive. Where the presence and support of stakeholders is needed there seems to be no reason that stakeholders would not show an interest for the present project. Also, the activities mentioned for Result 2 above indeed aim at involving as many stakeholders as possible.

3.5 Sustainability

As was indicated above, the NCEEE is responsible for carrying out national assessment. It is an agency that was recently created by the Croatian Government to carry out exactly the sort of tasks that this project relates to. It has now been staffed by a number of experts in various fields related to National Assessment. Now that some of these experts have been trained by Cito in the 2008-2009 MPAP project, they will be able to carry out similar surveys on other cohorts and for other subjects. They will also be able to carry out repeat studies in the coming years to measure trends. All procedures as discussed with the Consultant will be documented. The documents that the Consultant will provide will emphasize this.

It is not to be expected that large numbers of NCEEE staff will quit the institute in the near future. This is a rather specialist area of work and employment outside the NCEEE will not be easy to find. Even if an individual staff member leaves the institute, the consultancy is always aimed at training a number of staff members in each area, so that these can take over from each other in all sorts of situations.

The NCEEE is primarily dependent on assignments and funding from the Government. It is not likely that either of these will be affected in the near future. National Assessment is an essential requirement for educational policy development. The Consultant therefore feels confident that the Croatian Government will therefore continue to support the NCEEE and thus guarantee the sustainability of the project results

3.6 Monitoring

Terms of Reference

The tenderer is expected to propose when, how and by whom the effectiveness and sustainability of the project proposal and its results are to be monitored after the project *will have ended*.

Consultant's position

The project proposal and its two Results are closely tied to the two basic documents that were produced in the 2008-2009 MPAP project:

- The Strategic Plan for the Implementation of National Assessment: Standards, Guidelines, Procedures;
- The General Communication Plan.

In these two documents there is full documentation of how stakeholders need to be informed and consulted. Reversely these documents also discuss how stakeholders can indeed monitor the work

of the NCEE in the area of National Assessment. It may suffice here to only mention a few of the possibilities how such monitoring can take place:

- Organising discussion groups policy makers;
- Organising discussion groups educationalists;
- Producing Research Papers;
- Reports on Results of National Assessment;
- Giving newspaper interviews and producing newspaper articles;
- Development NCEEE Website;
- Organising Conferences.

All of the above activities have been undertaken by the NCEEE in the 2008-2009 MPAP project. There would seem to be no reason why such activities will not take place after the present project. It is through these activities that stakeholders can monitor whether the results as achieved by the present project have been effective and sustainable.

4 Project organisation

4.1 Consortium and expert team

Cito will provide all expertise needed in this project by consultants who are experienced staff members at Cito.

For content-related issues, Cito proposes the following experts:

- Managerial and Policy Issues: Mr José Noijons
- Psychometrics Mr Frans Kleintjes
- Questionnaires: Mr Jesse Koops
- Mother tongue: Ms Erna Gille
- Mathematics: Mr Paul van der Molen

4.2 Project management and monitoring

The Consultant will provide a Project Director with the following responsibilities:

- ensure proper co-ordination between the various project (sub-)components and activities;
- ensure proper co-ordination and collaboration with the counterpart and beneficiaries;
- ensure complementarity and avoid overlap with other assistance planned or under implementation;
- monitor project progress in cooperation with EVD, Dutch Embassy. Ministry and other relevant parties;
- financial implementation of the project; and
- project reporting.

Cito proposes Mr José Noijons for the position of Project Director. Mr Noijons is an experienced international consultant, who has recently been actively involved in several national assessment projects, such as in Croatia, Montenegro and Macedonia.

The day-to-day responsibility for this project will be carried out by the Project Manager. This person's responsibilities are the following:

- coordinates activities of content experts, workshops, seminars;
- submits inception report to all relevant parties;
- submits progress reports (excluding financial details) to all parties listed below;
- submits a final report to all relevant parties;

Cito proposes to combine the responsibility of Project manager with that of subject specialist for Mother Tongue: Ms Erna Gille, who has a much experience both as a language specialist and as project manager. Ms Gille is an experienced senior consultant with a long-standing international experience in PISA and other international surveys. She has a broad knowledge and experience in training and consulting on issues in national assessment.

The administrative and technical support will be the responsibility of Ms Jacqueline van Hagen, who will be in regular contact with the NCEEE on technical issues. She will also liaise with the EVD on administrative and technical issues.

Annex A Budget

Annex B Information about the consortium

Annex C Curricula Vitae

Annex D Draft Programme Study Visit

The following draft programme is a first tentative exploration of what may be interesting topics and activities to pursue during the five-day study visit to the Netherlands. Details need to be discussed during the Fact Finding Mission.

Arrival of participants

1st day: Assessment and Examinations

Group 1: **General National Assessment issues**

Group 2: **Specific Psychometrics issues in National Assessment**

9.00 Group 1 and 2: Welcome and introduction to Cito
Cito International

9.30 Group 1 and 2: Aims of the visit; discussing the programme
Cito International

10.30 *Break*

10.45 Group 1 and 2: Activities in Croatia: progress and questions
Cito International, Department of Psychometrics and all participants

11.30 Group 1: National Examinations: experiences and lessons to be learned
Department of Secondary Education

 Group 2: Item Response Theory (1) and Classical Test Theory. Similarities and differences between
Classical Test Theory and Item Response Theory
Department of Psychometrics

12.30 *Lunch*

13.30 Group 1: National Assessment: pitfalls, outcomes and policy implications
Department of Primary Education

 Group 2: Continuation of the programme

15.00 *Break*

15.15 Group 1: Tour through Cito: Information centre, Computer centre, Logistic centre
Cito International

 Group 2: Hands-on session:
Computer programs Test Item Analysis (TIAPLUS) and One Parameter Logistic Model (OPLM). Workshop for
Advanced users.
Department of Psychometrics

16.15 Group 1 and 2: Evaluation of today's programme (Group1 and Group 2)
Cito International all participants

16.30 *Closure*

2nd day: Use of Psychometrics in Evaluation of Assessment and Examinations

9.00 Group 1: Working with psychometric data (using data from the pilot National Assessment in Croatia)
Department of Psychometrics

Group 2: Equating tests
Department of Psychometrics

10.30 *Break*

10.45 Group 1 and 2: Continuation of the programmes

12.15 *Lunch*

13.15 Group 1: Analysis of data (using material from Croatia) with Cito subject experts
work in subject groups: Psychometrics, Mother tongue, Mathematics and English

Group 2: Hands-on session: OPLM continued: Equating tests
How to use OPLM output to evaluate the quality of items; advanced topics
Department of Psychometrics

14.45 *Break*

15.00 Group 1: Continuation of the programme

16.45 Group 1 and 2: Evaluation of today's programme

17.00 *Closure*

3rd day: Visit to CEVO (Utrecht) and the Ministry of Education (The Hague), Group 1 and 2

08.45 *Departure from hotel*

10.30 Visit CEVO (Utrecht)
Introduction to tasks of the CEVO for National Examinations

12.00 *Departure for The Hague*

13.30 Visit to the Ministry of Education (The Hague)
Topics: National Examinations;
Internationalisation of Education;
Developments in Europe;
Possibilities for cooperation between Croatia and The Netherlands

16.00 *Return to Arnhem*

4th day: Analyses, Standardisation and Communication on Assessment and Examinations

09.00 Group 1: Analysis of data (using material from Croatia) with Cito subject experts, work in subject groups: Psychometrics, Mother tongue, Mathematics, English
Department of Psychometrics

 Group 2: Setting, evaluating and maintaining Standards
Department of Psychometrics

10.30 *Break*

10.45 Group 1 and 2: Continuation of the programme

12.30 *Lunch*

13.30 Group 1: Introduction to Communication and Public Relations for Assessment and Examinations
Department of Communication

 Group 2: Hands-on session:
OPLM continued: content related interpretation of IRT scales and its use in National Assessment and National Exams. Application standard setting and maintaining standards in Exams
Department of Communication

14.30 Group 1: Administration and Logistics of Assessment and Examinations
Meeting with colleagues from Departments: Bureau for Examinations and Logistics

 Group 2: Continuation of the programme

15.30 *Break*

15.45 Group 1: Standardisation of test and items: Item banking
Department for Computerisation

 Group 2: Hands-on session: Development of procedures in maintaining standards in exams
Department of Psychometrics

16.45 Group 1 and 2: Evaluation of today's programme

17.00 *Closure*

5th day: Future developments

09.00 Group 1: New ways of teaching, learning and testing
Department for Psychometrics

Group 2: Introduction to Structural Analysis of Univariate and Latent variables (SAUL): How to measure with IRT calibrated item sets.
Department of Psychometrics

10.30 *Break*

10.45 Group 1: New ways of teaching, learning and testing (continued)

Group 2: Continuation of the programme

12.15 *Lunch*

13.30 Group 1: Future developments in Croatia for Assessment and Examination:
tasks for the NCEEE

Group 2: Hands-on session: Using the computer programme SAUL; interpretation of output.
Department of Psychometrics

16.00 Group 1 and 2: Evaluation of the study visit

17.00 *Closure*

Departure