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# **IEA ICCS 2016 in Croatia**

**59<sup>th</sup> General Assembly  
Astana, Kazakhstan**

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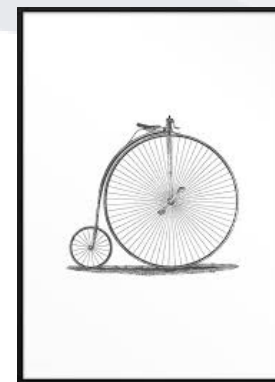


# Content of the presentation

- ✓ Conducting international studies (cycling story)
- ✓ ICCS 2016 in Croatia (background story)



- ✓ Reporting on ICCS (never-ending story)
- ✓ Conclusions or discussion questions (naval story or "all hands on deck")





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# CONDUCTING INTERNATIONAL STUDIES



# National Centre for External Evaluation of Education (NCEEE – NCVVO)

... is responsible for external evaluation of education at pre-tertiary educational level(s) in the Republic of Croatia.

- ✓ conducts assessments based on which national standards of educational achievement are set (e.g. state matura exams, national exams, experimental programs' and other external evaluations)
- ✓ responsible for the international studies (IEA & OECD)
- ✓ analyse and reports on the results of implemented examinations
- ✓ conducts scientific work in the field of educational research and external evaluations of achievement, skills and competencies
- ✓ based on gathered data offers recommendations to the Ministry of Science and Education and taking part in improving the quality of national education system



# Why are we taking part in international studies in education?

- ✓ **On international level:** enabling to better determine and measure quality and state-of-the-art in education, levelling and scaling of standards for educational achievements and to compare achievement between different countries and/or multiple areas (contents) ...
- ✓ **On national level:** enabling to direct national educational policy making, promote modern examination theories, practices and technologies, possibility of monitoring national trends in achievement ...

The GOAL is to **increase motivation** of all agents in education system (teachers, principals, educators, scientists...) and general public **to use the results of international studies for improvement** of their own work and the work of others.



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# Active IEA research studies in Croatia (school year 2018/19)



- ✓ **ICCS 2016** – reporting
- ✓ **ICCS 2022** – start of the new cycle
- ✓ **ePIRLS 2021** – start of the new cycle
- ✓ **eTIMSS 2019** – main study implementation (2019)



PROJECT	Year of the main study									NEXT CYCLE
ESLC	–	–	–	2012.	–	–	–	–	–	?
ECES (IEA)	–	–	–	–	–	–	–	–	–	?
ICCS (IEA)	–	–	–	–	–	–	2016.	–	–	2022.
ICILS (IEA)	–	–	–	–	2013.	–	–	2018.	–	2023.
PIRLS (IEA)	–	–	2011.	–	–	–	2016.	–	–	2021.
PISA (OECD)	2006.	2009.	–	2012.	–	2015.	–	2018.	–	2021.
TALIS (OECD)	–	–	–	–	2013.	–	–	2018.	–	2023.
TIMSS (IEA)	–	–	2011.	–	–	2015.	–	–	2019.	2024.



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# ICCS

**... going above and beyond the CE  
implementation conundrum**





## Introducing CE into Croatian education system – 1999 and ongoing ...

- ✓ first national documents on CE boosted by the Council of Europe activities and UN decade for HRE (1995-2005)
- ✓ the implementation issues were not formulated until first proposal of CE as an cross-curricular theme (National Framework Curricula, 2010)
- ✓ in 2012 first comprehensive curricula for CE (with 6 dimensions)
- ✓ in 2014 implemented as cross-curricular programme on all levels (and experimentally in 8<sup>th</sup> grade elementary schools – voluntarily)
- ✓ since 2016 part of larger curricular reform (still as a cross-curricular theme, among others, coming from EQF for Lifelong learning)

Gradually ... → HRE, DCE and CE became „civic competence”, sometimes referred as even broader „social competence”.



## External evaluations and assessments of CE

SCHOOL YEAR and PROGRAM	ACTIVITY	No. schools
2012/2013 & 2013/2014 CE Curricula	FFZG, AZOO, MMH (GONG, CMS) i NCVVO	12
2014/2015 Program of cross-curricular and interdisciplinary contents of CE for elementary and high schools	National monitoring and ICCS 2016 (FT)	40
2014/2015 Experimental non-obligatory program of CE for 8 <sup>th</sup> grade elementary schools		
2015/2016 —	ICCS 2016 (MS)	178
2016/2017 National curricula framework(s), cross-curricular theme of CE	Not implemented.	
2017/2018/2019 ...	Curricular reform – restarting partially	all 74



## Views on CE implementation

- ✓ diverse, polarized and influenced by many factors
- ✓ arguments need to be contextualized
- ✓ CE is "stuck" as the rest of the reform processes (for the time being)
- ✓ emerging again bottom up (cities organize implementation relatively independent of central authority)
- ✓ ICCS 2016 "in the middle" result gave ground for further discussion





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## Working group CE-ICCS



*Appointed by NCEEE to conduct in-depth national analysis of Croatian ICCS 2016 results. Members:*

Prof. dr. sc. **Vedrana Spajić-Vrkaš**, Faculty of Humanities and Social Sciences, UNIZG

Prof. dr. sc. **Berto Šalaj**, Faculty of Political Sciences, UNIZG

**Monika Pažur**, Faculty of Teacher Education, UNIZG

**Izvor Rukavina**, Faculty of Humanities and Social Sciences, UNIZG

**Mateja Čehulić**, Faculty of Law, UNIZG

**Snježana Romić**, Elementary school Lijepa naša, Tuhelj

**Zdenka Blaslov**, Naval school, Split

**Bosiljka Jelača**, Elementary school Vežica, Rijeka

**Maja Lisska**, Elementary school Frana Galovića, Zagreb

**Jasmina Šahović Žabka**, Technical school Nikola Tesla, Vukovar

**Mario Bajkuša**, Forum for Freedom of Speech (NGO)

**Tajana Crnobrnja-Miljković i Ines Elezović**, NCEEE



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## Reporting on ICCS



## ICCS 2015 - FT ICCS 2016 - MS



- ✓ **40** elementary schools (May 2015) – up to 2 000 students from 113 classes; 600 teachers and 40 principals
- ✓ **178** elementary schools (April 2016) – up to 4 500 students from 229 classes; 3 000 teachers and 176 principals

Both samples included population of schools that introduced CE as a separate voluntary subject in 8<sup>th</sup> grade (30 decreasing to 23 and further).

**Multiple research purposes and goals** which is a strength and a hazard in the same time – popularization, promotion, evaluation, trends monitoring, making comparisons, contextualizing, improvement in teaching in learning practices ...



# Media and public communication

- ✓ press-conference (November 2017, international release)
- ✓ pre and post informing of officials at study milestones
- ✓ communicating materials to media
- ✓ visiting conferences and other invited events on CE
- ✓ web refinements and constant communication with general public
- ✓ answering researchers' questions
- ... and more





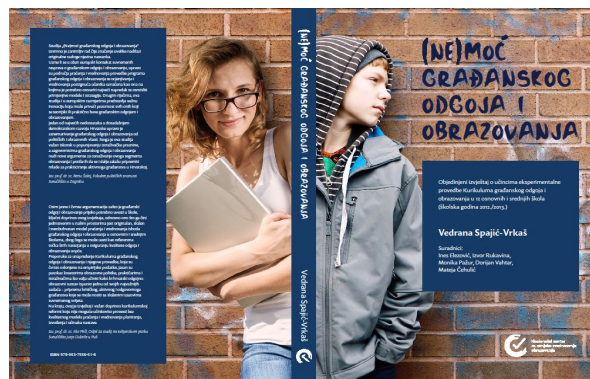


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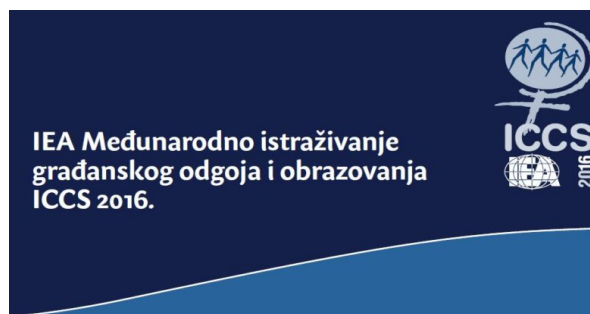
# Publications



✓ brochure for  
schools



✓ national report for  
CE evaluation(s)  
before ICCS 2016



✓ ICCS 2016  
framework in  
national language

Currently in the publication process:

International and European report translation into Croatian & separate national report (in paper and online)





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# **Conclusion(s) ... and boarding for ICCS 2022**



# Challenges for policy and decision makers related to international studies results

Important questions:

- 1. What is the goal, what do we want to find out** by conducting these studies and why do we want to know more on this?  
Concrete subject, aim, research question - not just wondering on how well is our education system
- 2. What do we plan to do when the results come in?**
- 3. Is there a point in repeating the cycles** if we don't change anything in the education system?
- 4. What is most important use of the results ...** ranking (achievement) or monitoring trends of the quality in education?



## Challenges, potentials ... conclusions

### ***TO DO LIST:***

- ✓ to encourage assessments of teaching and learning processes (and outcomes) and more complex schooling phenomena
- ✓ to prepare the education system for e-assessments, to enhance the technological aspects of assessments
- ✓ to motivate teachers to further educate and get involved in development and implementation of assessments
- ✓ to plan in-depth secondary analysis and allocate resources to it in due time
- ✓ to be transparent, open and share data – to use the data!



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# THANK YOU FOR YOUR ATTENTION !



<https://www.ncvvo.hr/medunarodna-istrazivanja/iccs/>  
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