IEA ICCS 2016 in Croatia

59th General Assembly
Astana, Kazakhstan

Ines Elezović
ICCS 2016, eTIMSS 2019, ePIRLS 2021
National Research Coordinator
Department for Quality Assurance in Education, NCEE
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")
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.
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)
<table>
<thead>
<tr>
<th>PROJECT</th>
<th>Year of the main study</th>
<th>NEXT CYCLE</th>
</tr>
</thead>
<tbody>
<tr>
<td>ESLC</td>
<td></td>
<td>?</td>
</tr>
<tr>
<td>ECES (IEA)</td>
<td></td>
<td>?</td>
</tr>
<tr>
<td>ICCS (IEA)</td>
<td>- 2016. - 2022.</td>
<td></td>
</tr>
</tbody>
</table>
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 8th 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

<table>
<thead>
<tr>
<th>SCHOOL YEAR and PROGRAM</th>
<th>ACTIVITY</th>
<th>No. schools</th>
</tr>
</thead>
<tbody>
<tr>
<td>2012/2013 &amp; 2013/2014 CE Curricula</td>
<td>FFZG, AZOO, MMH (GONG, CMS) i NCVVO</td>
<td>12</td>
</tr>
<tr>
<td>2014/2015 Program of cross-curricular and interdisciplinary contents of CE for elementary and high schools</td>
<td>National monitoring and ICCS 2016 (FT)</td>
<td>40</td>
</tr>
<tr>
<td>2014/2015 Experimental non-obligatory program of CE for 8th grade elementary schools</td>
<td>ICCS 2016 (MS)</td>
<td>178</td>
</tr>
<tr>
<td>2016/2017 National curricula framework(s), cross-curricular theme of CE</td>
<td>Not implemented.</td>
<td></td>
</tr>
<tr>
<td>2017/2018/2019 ...</td>
<td>Curricular reform – restarting partially</td>
<td>all 74</td>
</tr>
</tbody>
</table>
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
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 Jelča, 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
Reporting on ICCS
Both samples included population of schools that introduced CE as a separate voluntary subject in 8th 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
Publications

- national report for CE evaluation(s) before ICCS 2016
- brochure for schools
- 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)
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?
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!
THANK YOU FOR YOUR ATTENTION!

https://www.ncvvo.hr/medunarodna-istrazivanja/iccs/
http://iccs.iea.nl

E-mail:
gradjanski@ncvvo.hr
ines.elezovic@ncvvo.hr