



National Centre
for External Evaluation
of Education

DEVELOPMENT STRATEGY OF THE NATIONAL CENTRE FOR EXTERNAL EVALUATION OF EDUCATION 2016 – 2020

The Development Strategy of the National Centre for External Evaluation of Education 2016 – 2020 encompasses key strategic objectives and tasks for development, and represents a general development framework of the institution.

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DEVELOPMENT STRATEGY OF THE NATIONAL CENTRE FOR EXTERNAL EVALUATION OF EDUCATION 2016 – 2020

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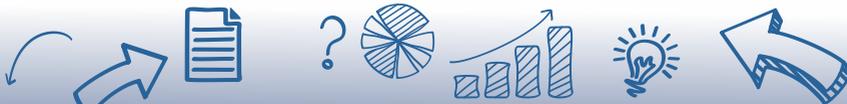
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Chapter 1

INTRODUCTION

The National Centre for External Evaluation of Education (NCEEE; further in the text: the Centre) is the institution in charge of conducting the external evaluation of the Croatian pre-tertiary education system, including pre-school, primary and secondary education. Through a unique and objective system of the external evaluation and self-evaluation, the Centre assures that each stakeholder in education receives feedback on meeting the pre-defined performance criteria. This system is based on identifying and promoting quality, recognizing and sharing good practices and positive achievements. The Centre's vision is to become an internationally recognized institution within the European Union, a leading regional institution in quality assurance in education, as well as a partner in regional infrastructure projects in education, and a promoter of the quality of education.

The Centre's work is based on measurable learning outcomes, and on assessing the acquired competences which, instead of indicating a formal improvement in quality, indicates an improvement in student performance. Based on that, the Centre supports pre-school teachers, teachers, expert collaborators and principals in their work so as to improve the quality of the education system, and so that students are able to continually develop and train for their future life and work.

The Centre's core activities, according the National Centre for External Evaluation of Education Act,¹ are the following: external evaluation in the education system of the Republic of Croatia, and administering exams based on national standards. One of the key acts on which the Centre's core activity is based, in addition to the National Centre for External Evaluation of Education

¹ National Centre for External Evaluation of Education Act. "Official Gazette", no. 151/2004.



Act, is the Primary and Secondary Education Act.² Its Article 82 defines the Centre's role and obligations regarding the State Matura; Article 88 defines the Centre's obligations regarding the external evaluation of school institutions, and Article 117 pertains to the implementation of the licensing of teachers, expert collaborators and principals.

With the adoption of the Strategy for Education, Science and Technology³ in October 2014, the Centre's importance and role as an independent, objective and professional institution responsible for the external evaluation of education in the pre-tertiary education system were confirmed. According to the Strategy for Education, Science and Technology, the Centre is in charge, independently or in collaboration with the competent ministry and/or education agencies, of preparing and implementing 33 measures. According to the European Commission's report on the external evaluation of schools (2015),⁴ the Republic of Croatia is one of seven European countries that does not have a system for the external evaluation of education that is fully compliant with the European framework for Assuring Quality in Education. In the Strategy for Education, Science and Technology, in the section on external evaluation of pre-tertiary education system it is stated that: "In Croatia, there is no clearly structured and coherent system for assuring quality in education. Neither is there an established quality evaluation of the system government nor is there monitoring of the efficiency of the agencies' work within the system. There is no systematic external evaluation of educational institutions, nor an established and systematic monitoring of the quality of work of the most important stakeholders of the

² Primary and Secondary Education Act (consolidated version). "Official Gazette", no. 87/2008, 86/2009, 92/2010, 105/2010, 90/2011, 5/2012, 16/2012, 86/2012, 126/2012, 94/2013, 152/2014, Article 82, 88 and 117.

³ Strategy for Education, Science and Technology (Strategija obrazovanja, znanosti i tehnologije). "Official Gazette", no. 124/2014.

⁴ European Commission/EACEA/Eurydice, 2015. Assuring Quality in Education: Policies and Approaches to School Evaluation in Europe. Eurydice Report. Luxembourg: Publications Office of the European Union.





system (principals, pre-school teachers, teachers, and expert collaborators).

It is necessary to define the outcomes of each and every education segment in a clear way, and to establish the system of assuring quality which will monitor the success of education processes.”

In the context of the reform and development of the Croatian education system in 2014, we perceived the need to draft a long-term strategic plan of the Centre. This draft is based on the EU and the Republic of Croatia laws and strategic policies on education. The aim of writing a long-term strategic document on the Centre’s work is to establish better connections between the Centre’s employees, create a basis for devising projects, operative planning and creating a culture of self-evaluation, planning and accomplishing goals, and providing evidence of their accomplishment. The objectives of producing a long-term strategic plan are: defining core values, a mission, vision and strategic objectives, and empowering employees for self-evaluation, collaboration and strategic planning.

In 2014, the Centre undertook preliminary preparatory actions in order to produce a strategic plan that aimed at improving the Centre’s existing mission and vision in accordance with the adopted Strategy for Education, Science and Technology (October 2014). In 2015 and at the beginning of 2016, the Centre came up with the elements of the development strategy for 2016 – 2020, which includes key strategic objectives and development tasks, and represents the general development framework of the Centre in compliance with the relevant legal and strategic documents.

The process of producing the strategy included the preparation of planning, conducting long-term strategic planning, and finishing up the plan based on feedback provided by all participants.

In the preparatory phase of writing the Centre’s strategic work plan, in collaboration with the Centre we conducted a survey among stakeholders in education, with the aim of obtaining



feedback on the Centre's work and quality of collaboration, and with the aim of collecting suggestions for the Centre's improvement. Furthermore, we conducted self-evaluation among the Centre' employees, both where respondents were anonymous and where respondents were identified. Through the identified evaluations we obtained feedback on employees' competences and interests, their level of work satisfaction, and suggestions for their professional development. Through the anonymous evaluations we obtained feedback on the specific aspects of management, organization, work environment and the Centre's business in general. Moreover, we obtained suggestions for improving efficiency, work conditions, and employees' satisfaction in the Centre, as well as suggestions for its future growth and development. That feedback was used as a starting point for developing the Centre's strategic plan.

In the long-term strategic planning phase, we defined key elements of the Centre's strategic work plan, as well as an activities plan, in order to achieve our aims. A working group was assembled, consisting of a head of a department and one to two department representatives. During the process of developing the strategic plan, the working group met eleven times. In some phases of the process, all of the Centre's employees were also included.

According to the elements set in the Centre's strategic work plan, core services, and the activities and tasks of particular organizational units, each department prepared elaborations on the reason for its existence, on its values and mission, SWOT analysis, job descriptions within the department, its employees' competences and achievements, as well as a vision for development in the next five years. These materials were used for developing the elements of the Centre's strategic work plan. First, we came up with suggestions for the Centre's motto and defined the Centre's values, and put it to vote by employees. Then, based on the SWOT analysis at the department level, the working group drew up and agreed on the key elements in the Centre's SWOT analysis. Following the same principle, we defined and voted on the Centre's mission and vision. Based on those elements, the working group defined a group of strategic





objectives, which was agreed on at a one-day workshop with all of the Centre's employees. The development of those elements was preceded by choosing and analyzing the legal and regulatory background and strategic documents, which served as the starting point and framework for developing the Centre's strategic work plan.

In the last phase, all those elements were integrated into a single document, agreed on by the working group, and this marked the end of the drafting process. Following these phases, we defined the key indicators for the implementation of the Centre's strategic work plan.

The developed strategy will enable the Centre to apply for projects funded from different sources; primarily EU funds, which will contribute not only to the Centre's development, but to the development of the pre-tertiary education as well.







Chapter 2

LEGISLATIVE – LEGAL BACKGROUND AND STRATEGIC DOCUMENTS AS THE STARTING POINT FOR THE DEVELOPMENT STRATEGY OF THE NCEEE 2016 – 2020

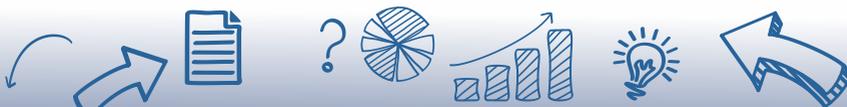
The Centre's position and domain, as well as its relationship with various stakeholders and institutions in education, are defined by law and other legal acts or regulations: the National Centre for External Evaluation of Education Act,⁵ and by the acts regulating pre-school, primary and secondary education. These documents, at the same time, represent the legislative and legal basis for the Development Strategy of the National Centre for External Evaluation of Education 2016 – 2020.

The National Centre for External Evaluation of Education Act⁶ defines the Centre as the public institution which conducts the external evaluation of education in the Republic of Croatia, and administers exams based on national standards. The Act, as well as the National Centre for External Evaluation of Education's Statute,⁷ adopted in 2006, more closely defines the activities of the Centre in the area of the external evaluation of students' accomplishment (development, organization, implementation and analysis of national exams and State Matura, as well as conducting international research, defining standards, creating the item bank) and the external evaluation of educational institutions. An important aspect of the Centre's work and activity is scientific research in the domain of educational measurement

⁵ National Centre for External Evaluation of Education Act. "Official Gazette", no. 151/2004.

⁶ National Centre for External Evaluation of Education Act. Article 4, paragraph 1.

⁷ National Centre for External Evaluation of Education Statute, "Official Gazette", no. 01/2006. Available at: http://dokumenti.ncvvo.hr/Dokumenti_centra/Zakoni/statut_ncvvo.pdf



and external evaluation, collaboration with various stakeholders and institutions in education, as well as conducting different trainings in the area of external evaluation.

Conducting the external evaluation of school institutions, State Matura and national exams, licensing for jobs in school institutions, and the Centre's authority over the stated activities are stipulated in the Primary and Secondary Education Act.⁸ The Vocational Education Act⁹ stipulates that institutions for vocational education are obliged to administer an external evaluation by the Centre, and the Art Education Act¹⁰ stipulates that "students finishing art education curriculum at the secondary school level lasting for at least four years can also sit the State Matura under the conditions stipulated by the act which defines the activity of primary and secondary education". The Centre is mentioned in the Adult Education Act,¹¹ as the institution responsible for administering the State Matura for candidates encompassed by that law (adult candidates). Although the Pre-School Education Act¹² does not explicitly mention the Centre nor external evaluation, it defines the elements of the national curriculum for preschool education, and evaluation is mentioned as one of them. According to the National Curriculum for Early Childhood and Preschool Education,¹³ the Centre is proposed as one of the bodies in charge of the external evaluation of the kinder-

⁸ Primary and Secondary Education Act (a revised version). "Official Gazette", no. 87/2008, 86/2009, 92/2010, 105/2010, 90/2011, 5/2012, 16/2012, 86/2012, 126/2012, 94/2013, 152/2014, articles 82, 88 and 117.

⁹ Vocational Education Act. "Official Gazette", no. 30/2009, 24/2010, Article 11.

¹⁰ Art Education Act. "Official Gazette", no. 130/2011, Article 10, paragraph 2.

¹¹ Adult Education Act. "Official Gazette", no. 17/2007, 107/2007, 24/2010, Article 11.

¹² Pre-School Education Act. "Official Gazette", no. 10/1997, 107/2007, 94/2013, Article 15.

¹³ Ministry of Science, Education and Sports (2014). National Curriculum for Early Childhood and Preschool Education. Zagreb: Ministry of Science, Education and Sports. pp. 55.





garten curriculum. The Croatian Qualifications Framework Act¹⁴ is important for the activity and strategic planning of working in school institutions because the Centre takes part or will take part in developing the qualification standards for teachers and principals.

In addition to legislative/legal documents, the Center also bases its strategic planning and goals on key national strategic documents in education; namely, on the Strategy for Education, Science and Technology¹⁵ adopted in 2014 in the Croatian Parliament, and in the Strategic Plan of the Ministry of Science, Education and Sports 2016 – 2018.¹⁶

The Strategy for Education, Science and Technology¹⁷ defines the strategic objectives and measures through different areas and levels of education with the aspiration to create “a complete, flexible and efficient education system”. The measures related to the Centre’s domain are stated in the development goals for

¹⁴ Croatian Qualifications Framework Act. “Official Gazette”, no. 22/2013.

¹⁵ Strategy for Education, Science and Technology. “Official Gazette”, no. 124/2014.

¹⁶ Ministry of Science, Education and Sports. (2015). Strategic Plan for 2016 – 2018. Taken from the following link: <http://public.mzos.hr/Default.aspx?art=10679>.

¹⁷ The Strategy for Education, Science and Technology, pp. 2. The aims of the Strategy for Education, Science and Technology are in compliance with the aims laid out in European strategic documents and frameworks such as Europe 2020, Rethinking Education, and the European Qualifications Framework (see the Strategy for Education, Science and Technology, pp. 42 and 122), and these documents have also been taken into consideration during our development of the Centre’s Strategy. Moreover, the Strategy for Education, Science and Technology represents a continuation of the goals and principles laid out in the National Curriculum Framework (2011) in which the external evaluation system is recognized as an important component in improving and assuring the quality of education. According to the National Curriculum Framework, the system of external evaluation implies the evaluation of all curriculum components, administering the State Matura and national exams, evaluating educational institutions, but also the performers of educational work in educational institutions.



early childhood, preschool, primary and secondary education, which are as follows:

2nd objective: to implement curriculum reform in full scale

4th objective: to raise teachers' quality of work and social status

5th objective: to improve the quality of management in educational institutions

8th objective: to organize a system for assuring the quality of education.

Within the aforementioned goals, the Centre is mentioned in 33 measures as the institution authorized for a particular measure or as one of the institutions in charge of implementing measures for evaluating the implementation of new curricular documents, the development of different models for evaluating student performance, the external evaluation of learning goals in primary and secondary schools, reconceptualising the State Matura, establishing a digital system for evaluating and monitoring the accomplishment of learning outcomes, certifying vocational qualifications in the regular vocational education system, licensing principals in educational institutions, and licensing teachers.

Within the general aim of the Ministry of Science, Education and Sports Strategic Plan for 2016 – 2018: “Assuring and improving the quality, as well as increasing the availability, efficiency and relevancy of the education system at all levels” – these define seven specific goals, from which only three are directly related to the Centre’s work in the next three years. These are:

- establishing an efficient network of educational institutions and qualifications / programs / curricula focused on developing human potential, and adjusted to the needs of society and the labor market
- improved quality assurance on all levels of the education system





- improved vocational education and adult education.

The key indicators of the results related to the Centre's work, which are expected within the stated specific goals are: conducting the external evaluation on the level of pre-tertiary education (State Matura, exams which enable evaluating the work of schools, systems, programs and curricula); developing an item bank for the State Matura; establishing a system of licensing teachers, principals and expert collaborators; establishing a system of external evaluation according to specified measures for all pre-tertiary education institutions; proposing recommendations and guidelines for planning the improvement and development of quality based on the performance of Croatian students and other indicators obtained by European and international assessments (ECLS, ICCS, ICILS, PIRLS, PISA, TALIS, TIMSS); changing the State Matura model based on the reconceptualising and certifying vocational qualifications in vocational education and training.

In the next five years, the Centre will continue performing its core activities defined by the relevant laws, and in accordance with the measures in the Strategy for Education, Science and Technology, and with the general and specific goals of the Strategic Plan by the Ministry of Science, Education and Sports for 2016 – 2018.







Chapter 3

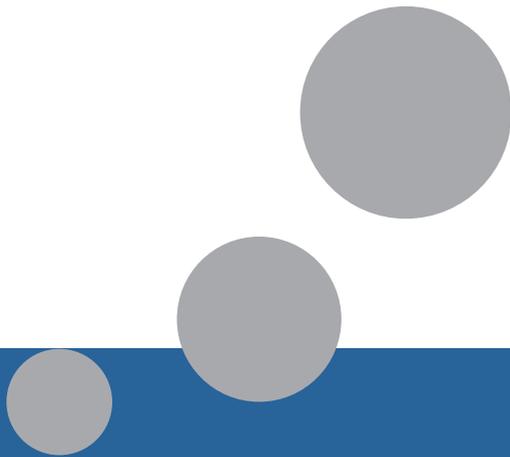
OPINION SURVEY AMONG STAKEHOLDERS IN EDUCATION ON THEIR COLLABORATION WITH THE NATIONAL CENTRE FOR EXTERNAL EVALUATION OF EDUCATION

The Centre conducted a survey of the opinions of stakeholders in the education system in order to evaluate its own work, and with the aim of surveying the level of satisfaction stakeholders had concerning their collaboration with the Centre thus far. The aim of the survey was to perceive positive and negative aspects of the Centre's work. The survey was filled out by 4953 respondents, and the analysis involved 4503 (90.9%) of the respondents who had collaborated with the Centre or were familiar with its work.

The respondents who had collaborated with the Centre evaluated their communication with the Centre, the Centre's professionalism, how informed they were about the Centre's work, their wish to collaborate with the Centre, the perception of the Centre in public and the institution in which the subject is employed, as well as some general aspects of the Centre's work.

The survey shows that the Centre is an important part of the education system, and that it plays an important role in the system's evaluation and improvement. The Centre's strengths are its professionalism, quality, objectivity, transparency, organization and its role in advancing, improving and monitoring the education system. The Centre's weaknesses are that it does not provide enough feedback on the results of the research it conducts and that those results are not used enough to improve the quality of the education system. The survey identified the areas where there is room for improvement with the aim of providing more thorough and more frequent feedback to the expert public on the results of the Centre's projects and work. Moreover, it was established that the surveyed subjects were very satisfied with their collaboration with the Centre and that they wanted to maintain it.





Through knowledge evaluation to quality in education.



Chapter 4

THE VALUES AND MOTTO OF THE NATIONAL CENTRE FOR EXTERNAL EVALUATION OF EDUCATION

VALUES

The values that we deeply believe in and that make up an integral part of our activity are:

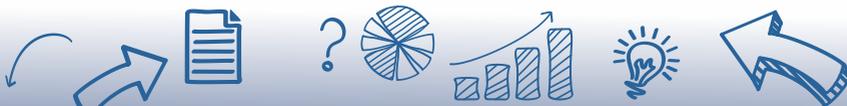
- autonomy and responsibility
- professionalism
- objectivity
- collaboration.

AUTONOMY AND RESPONSIBILITY

The Centre is an independent institution that conducts the external evaluation of Croatia's education system. We perform all our activities conscientiously and according to an ethical code, regulations and laws, and we take responsibility for the quality of our work.

PROFESSIONALISM

In our work we uphold high professional standards, whereby we follow the principles of ethics and competence. We continually develop both professionally and personally, following the trends in the area of educational measurement and exchange experiences with similar international institutions.



OBJECTIVITY

In our everyday work we follow the principle of objectivity, complying with the rules of the profession and high professional standards. By conducting different forms of external evaluation, we try to fulfill the preconditions for improving the quality of the whole education system.

COLLABORATION

We promote open communication, respect a difference of opinion, and foster a relationship of mutual trust and respect among our employees. We achieve our goals in collaboration with other stakeholders in education and international institutions.

MOTTO

Through knowledge evaluation to quality in education.





Chapter 5

THE MISSION AND VISION OF THE NATIONAL CENTRE FOR EXTERNAL EVALUATION OF EDUCATION

MISSION

Our mission is to provide valid and objective monitoring and the external evaluation of the national education system, in collaboration with its stakeholders in order to define and improve the quality of education.

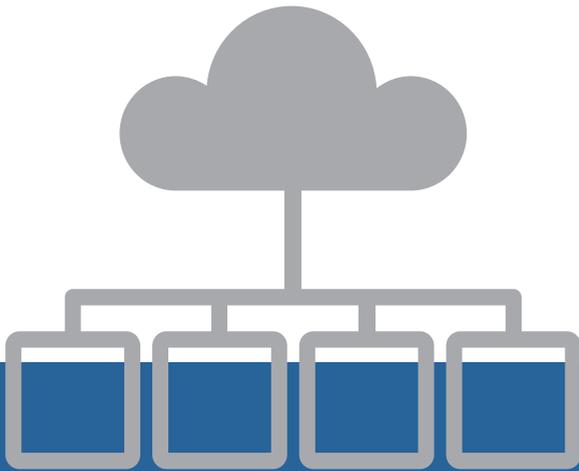
VISION

We are a leading national and regional, as well as internationally acclaimed institution, which through

- the objective and transparent external evaluation of learning outcomes,
- the development and implementation of the system of external evaluation of education,
- the licensing and certification of key stakeholders in education,
- the conducting of international research in education,
- educating stakeholders on the quality of education at all levels of the system,
- research and development in educational measurement,
- and assuring self-sustainability and strengthening partnerships with other institutions,

continually promotes and develops the quality of the education system and fosters positive change within it.







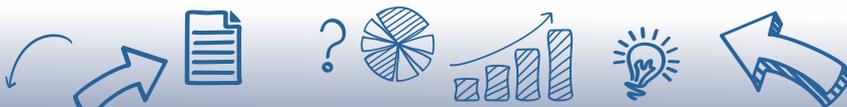
Chapter 6

SWOT ANALYSIS OF THE NATIONAL CENTRE FOR EXTERNAL EVALUATION OF EDUCATION

Based on the Centre's work so far, the survey on the quality of the Centre's work taken among employees, external collaborators and users, as well as the SWOT analysis at the level of all departments, we conducted a SWOT analysis of the Centre as a whole. Through that analysis we have identified the Centre's strengths, weaknesses, the opportunities for improving its activities, and threats, i.e. external influences that could, or do affect the Centre's work. The SWOT analysis has been agreed upon, and its results accepted by all Centre's employees and departments.

STRENGTHS

The Centre stresses its institutional autonomy as its main strength. The high level of specialization in the area of educational measurement and competence in assuring the quality of pre-tertiary education are the Centre's strong sides, which can affect the quality and permeability of education. Since its foundation, the Centre has successfully conducted and is still conducting international research, which based on international comparisons of educational achievement also assists in monitoring the changes in Croatian education. Based on the precise, objective and transparent indicators of external evaluation, the Centre conducts analyses and reports on the results of research, and fosters scientific research in education. Related to the aforementioned strengths, the Centre's further strengths are the representation of different professions, professionalism and ethics, a willingness to learn and professionally develop, and the ability to adjust to business challenges. In the Centre we have developed a logistical system for the preparation, administration and analysis of exams at the national level. We have also developed good communication practices with a large number



of external collaborators and users, as well as the collaboration with different local and international institutions in education.

WEAKNESSES

The Centre's weaknesses are generally related to the internal organization of its work and business procedures, and the flow of information. The key weaknesses are insufficient professional representation, managing human resources, the excess of administrative and technical jobs in relation to professional jobs, partial violation of procedures and set deadlines within the Centre, inexistent sanctions for not meeting deadlines, insufficiently developed criteria for decision-making on issues concerning human resources, an insufficient definition of the obligations, responsibilities, and domains of all employees, the lack of information affecting the quality of work within the Centre, the incomplete organization of documentation, faults within the system which would prescribe security protocols and procedures, especially concerning the ICT system, and a partially negative public image of the Centre. All of the stated weaknesses are the result of inexistent systemic strategic planning concerning all types of business processes and procedures, as well as procedures relevant to the Centre's core activity. This strategic plan is the first step towards dealing with those weaknesses.

OPPORTUNITIES

For its opportunities the Centre highlights improving the organization of work, a more successful handling of human resources, restructuring in accordance to real work dynamics, establishing new departments for human resources and projects funded by the EU, making use of the available EU funds, opening the possibility of commercializing the Centre's professional activity, improving the Centre's image and increasing its impact on education. There are special opportunities in strengthening the Centre's human resources, employees' continual professional development according to the Centre's mission and vision, improving its core activity and establishing an all-encompassing and coherent system of external evaluation, including the external evaluation of learning outcomes, the external evaluation



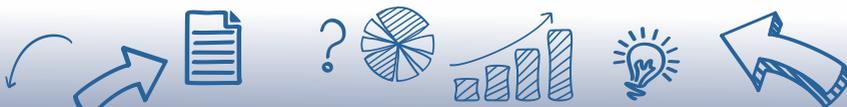


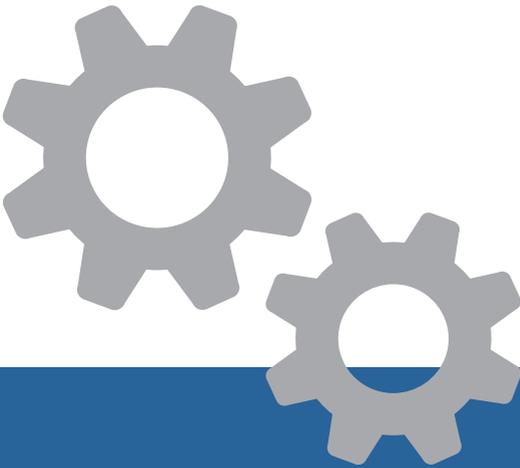
of educational institutions and licensing all key stakeholders in pre-tertiary education in the Republic of Croatia. In addition to the opportunities for empowerment within the Centre, we have identified the opportunities for the Centre to continually improve its collaboration and communication with educational institutions in Croatia, and with international organizations conducting research and external evaluation. The development of this communication strategy will additionally improve collaboration within the Centre and with external stakeholders.

THREATS

As a potential threat the Centre recognizes the loss of its institutional and legal independence, whereby we stress that the strictly defined National Centre for External Evaluation of Education Act and the NCEEE's Statute can be altered only by the Croatian Government and Parliament. Thereby the Centre's reorganization and development in accordance with its professional needs are rendered difficult. With the loss of institutional and legal independence, it is impossible to strengthen the Centre's human and professional resources, and increase the salary coefficient according to the complexity of the jobs that the employees perform. Another potential threat is an incorrect and inadequate interpretation of the results of the Centre's work by the media, professional public and competent bodies, or the insufficient use of those results with the aim of improving education. Additional threats are related to unclear tasks, too short deadlines for projects assigned to the Centre by competent bodies, breaching legal regulations, not upholding the Centre's defined procedures, the risk of the theft of exams, not owning the original code for accessing the application for applying for the State Matura and accessing their results, violating procedures for securing data secrecy, and disrespecting the professional standards by the providers of the IT infrastructure and maintenance services for the State Matura item bank.

The elements of the SWOT analysis were used to develop categories for the Centre's strategic objectives for the next five years.







Chapter 7

CATEGORIES OF STRATEGIC OBJECTIVES OF THE NATIONAL CENTRE FOR EXTERNAL EVALUATION OF EDUCATION

In addition to the elements of the SWOT analysis for developing categories of strategic objectives, we made use of the Centre's mission, vision, legal background and strategic documents defining the Centre's current and future work and activities. We have agreed upon three categories of strategic objectives, elaborated further on.

FIRST CATEGORY OF STRATEGIC OBJECTIVES

AUTONOMY, ORGANIZATION AND SELF-SUSTAINABILITY

The first category of strategic objectives has to do with maintaining and strengthening the autonomy of the Centre as a unique institution in the country dealing with the external evaluation of pre-tertiary education, and which can be maintained and further strengthened through the necessary legal and regulatory changes, changes in the organization of the institution, and through the core business, with the aim of self-sustainability. The first precondition for meeting these goals is the alteration of the National Centre for External Evaluation of Education Act and all sub-legal acts, which would enable the reorganization of the Centre's inner organization and a partial focus on satisfying new needs in society and education. By strengthening the Centre's human and material resources, the Centre, would, in the near future, secure the most important factors necessary for the realization of the second category of strategic objectives. What's more, the partial commercialization of the Centre would diminish the risks of insufficient financial (budgetary) resources for the implementation of other evaluation projects stemming from end users' and stakeholders' needs in pre-tertiary education.



The first includes the following strategic objectives of the Centre:

- 1.1** maintain legal independence and strengthen autonomy in decision-making;
- 1.2** alter the National Centre for External Evaluation of Education Act, which will enable changes in its organization and activities;
- 1.3** reorganize the existing and to establish new departments and sections according to the Centre's needs;
- 1.4** strengthen the Centre's capacities in the area of financial and legal support, government procurement, human resources and public relations;
- 1.5** hire professional staff according to the Centre's needs;
- 1.6** develop and implement the system of awards and promotions for employees;
- 1.7** assure continual professional development of employees in the area of the Centre's core activity and to prepare for and conduct EU-funded projects;
- 1.8** apply and implement EU-funded projects;
- 1.9** partially commercialize the Centre's activity;
- 1.10** build its own business space;
- 1.11** assure the quality of business processes and risks and information security with the aim of meeting the ISO standards;
- 1.12** (re)define the area of obligations and responsibilities for all employees and to improve the processes and procedures;
- 1.13** improve security protocols and procedures for developing and conducting exams and their application;
- 1.14** redefine the levels of secrecy of data, documents and procedures.





SECOND CATEGORY OF STRATEGIC OBJECTIVES

STRENGTHENING AND EXPANDING THE CENTRE'S CORE ACTIVITY

The second group of strategic objectives defines the activities necessary for expanding the Centre's core activities. After adopting the Strategy for Education, Science and Technology, and Comprehensive Curriculum Reform, new demands are cropping up to which the Centre has to respond. Therefore, some goals have become clear and will enable a quality upgrade of the Centre's core activity, so that the Centre can increase its competence, enabling it to have a greater, positive impact on education.

The second includes the following strategic objectives of the Centre:

- 2.1** to develop and implement the application of an item bank as a starting point for developing standardized exams and a unique and comprehensive system of external evaluation of learning outcomes
- 2.2** to develop and apply standardized measuring instruments
- 2.3** to develop the system of national exams and other forms for external evaluation of educational outcomes
- 2.4** to reconceptualise the State Matura
- 2.5** to develop and implement a system of external evaluation of educational institutions
- 2.6** to develop and implement a system for licensing teachers and principals
- 2.7** to evaluate experimental programs in education
- 2.8** to conduct scientific research and assure the use of its results for improving the education system
- 2.9** to develop efficient reporting systems in relation to end users.



THIRD CATEGORY OF STRATEGIC OBJECTIVES

STRENGTHENING THE CENTRE'S INFLUENCE AND IMPROVING COOPERATION WITH NATIONAL AND INTERNATIONAL INSTITUTIONS

The Centre's tasks are to suggest measures for improving the education system and influencing political decision-making based on precise indicators provided by external evaluation. Therefore, the Centre should systematically provide more information on its work, and increase its collaboration with national institutions in education, and in this way influence educational policy, so that the results of external evaluation and international research indicators can be used more widely in creating and improving a positive change in education. Through its collaboration with international institutions the Centre can expand its professional competences and in this way their implementation is enabled in the national context.

The third includes the following strategic objectives of the Centre:

- 3.1** to improve how the Centre systematically informs agencies in education, the Ministry of Science, Education and Sports, the Republic of Croatia's Government, the Croatian Parliament and end users on the Centre's work, and how the Centre disseminates the results of its external evaluations
- 3.2** to strengthen collaboration with national institutions in education and science
- 3.3** to strengthen collaboration with international institutions in the areas of examination and the evaluation of education, and to conduct the most relevant international research
- 3.4** to improve and develop the Centre's public image.





Chapter 8

KEY ACTIVITIES FOLLOWING THE ADOPTION OF THE STRATEGY OF THE NATIONAL CENTRE FOR EXTERNAL EVALUATION OF EDUCATION 2016 – 2020

Following the adopted Strategic Plan for the Centre's work, we will develop operative plans according to the strategic objectives. The operative plans shall be developed on the level of individual strategic objectives with elaborated activities, identifying specific stakeholders for each activity, explicitly stating indicators of success, developing deadlines required for implementing individual activities, identifying the necessary resources and desired results.

Based on our developed operative plans, according to our priorities and available resources, we will plan a yearly work program for the Centre. The success in realizing that program will be monitored periodically, throughout the year, with the possibility of redefining individual elements, and with the aim of increasing the success of implementing the Centre's program. After that we will prepare a yearly report on the success of implementing the set strategic objectives.

After a period of five years, the implemented activities and accomplished results shall be analyzed and reported on, and based on this report, a strategic plan for the following period shall be developed.



