



GOVERNMENT OF SERBIA



Secondary Analyses of Data Acquired through the PISA Survey

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- Deputy Prime Minister Office for European Integration, since 2007;
- To introduce EU relevant policies within the Social Inclusion Agenda;
- To mainstream social inclusion in Government agenda;
- To empower cooperation within different governmental structure as well as between Governmental bodies and CSOs, expert and research community;
- To empower monitoring mechanisms, introduce EBPM and influence transparent and accountable policy making.

Secondary Analyses of Data Acquired through the PISA Survey

- To better understand factors impacting the quality and equality of education in Serbia;
- To formulate efficient evidence based education policies;
- To maximize usage of data acquired through the PISA.

AND

- To raise the capacities of the researchers;
- To promote and advance the capacities of decision makers, academic and research communities for policy creation and analyses .

Research Topics

- 6 research projects have been supported/43 applied;
- Research topics:
 - The Relationship between Students' Learning Approaches, Perception of the Relationship with the Teacher and Teaching Strategies with Reading Literacy;
 - Profiles of Students with High and Low Achievements on PISA Reading Literacy Test: Characteristics, Differences and Possible Interventions;
 - Factors of Student Achievements in Reading Literacy Tests
 - Math Anxiety: Is Mathematics a Bogeyman?
 - Factors in Developing High Levels of Reading Literacy – Argumentation Skills in Educational Practice;
 - Preschool Education and Student Achievement in Serbia: Evidence from PISA;
 - Methodical Approach as a Factor of Development of Reading Literacy

Program Implementation

- Training: Evidence Based Policy Making in Education;
- Mentoring support;
- Support of the Republic Statistical Office;
- Support of the Ministry of Education and Science;
- Team meetings and joint discussions.

Follow up activities

- Presentation of the research findings and recommendations at the Congress of Psychologist;
- Presentation of the research findings and recommendations at the regional conference (EBPM cluster of knowledge);
- Publication of the research studies;
- Training for the students of psychology.

How we influence policy makers

- PISA data changed the mind-set of policy makers, key is to identify, describe and multiply the successful schools;
- IPA Project: Support Human Capital Development and Research - General Education and Human Capital Development;
- Ministry of Education, science and Technological Development lead the Regional EBPM cluster of knowledge;
- Ministry initiated development of MBIPA project: EBPM in Education.

Lessons learned

Policy makers and researchers functioning in the different universe.

- Improving communication and cooperation between the research community and policy makers is necessary;
- Identifying the mechanisms for a more effective utilization of data and findings of research by decision makers;
- Advancing the research practices in creating education policies;
- Mapping and launching analyses relevant for creating education policies;
- More efficient utilization of EU mechanisms and funds for advancing evidence-based policy-making in education.

Open questions

- How to create incentives for researchers to be more active in policy making processes?
- How to build capacities of the researchers and expert community for policy making?
- How to create sustainable understanding, culture and knowledge of policy makers?
- How to transfer more effectively research results into the practice?



Thank you!

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