

Briefing on the Regional workshop on evidence based
policy making, with focus on the sessions on external
student assessment and on the impact of
international assessments,
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AGENDA

- **Evidence Based Policy – Latest Trends and Challenges**
 - Reflection on the Role of Evidence in Everyday Policy Making**
 - Latest Trends and Challenges**
- **Teacher Evaluation**
- **External Student Assessment**
- **PISA - Impact of International Studies**
- **FINAL:**
 - Evidence informed policy making and implementation – how to move forward?**

A. The Evidence

1. Based on information and critical analysis

- i. availability
- ii. capacity to create evidence

2. Context matters

- i. international versus national versus community versus individuals
- ii. sectoral versus integrated
- iii. fragmented versus holistic

3. From research to action: communication between research and policy making

- i. participative approach
- ii. empowered participants/stakeholders

2. The Policy

- i. Includes all phases of the cycle. From papers to action and corrective measures supporting improvement

3. The Policy making Process

- i. Intended versus ad hoc or a mix of both
- ii. Authors and institutional capacity

Crisis and the evidence based policies

Proactive versus reactive

Crisis as opportunity to rethink visions and actions

- The researcher: Are policies using research evidence?
- The policy maker: Are research agendas addressing policy dilemmas?

3 reasons why evidence is more important in education

- Lay theories strong
- Learning cannot be legislated
- Even if it could be, changing atmosphere in education

General impression/SEE

- Context:
 - Politics/ideology flooding policy
 - Shrunk research potential (brain drain, lack of data, fragmented research space)
 - Development agenda does not prioritize education
 - Education underfunded, unattractive
- Expectation:
 - Evidence based policy making and using evidence is a far ideal

However:

- Evidence is increasingly important for policy decisions in SEE
 - Consequence of PISA
 - Consequence of political instabilities
 - Consequence of reporting requirements
 - Consequence of access to information
 - Consequence of project requirements
- Policy dilemmas are increasingly informing research agendas in SEE
 - Funds for policy related research
 - Researchers' fascination with big data sets
 - Motivational aspect: "Research can be relevant!"
- New niches of evidence-based policymaking appeared

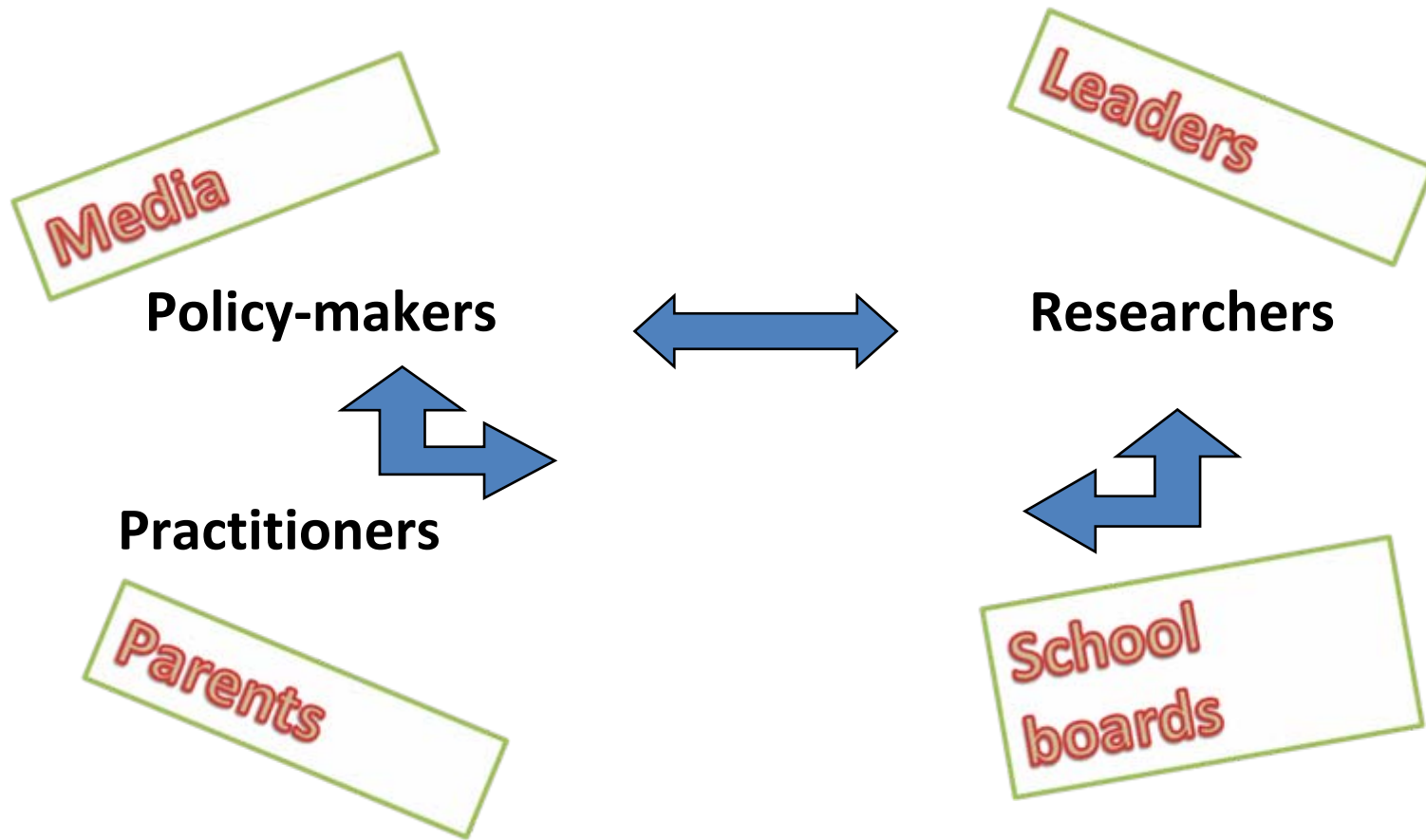
New niches of policy making

- Responding to the economic crisis (efficiency, rationalization, financing mechanisms, “more for less”)
- Responding to global policy challenges:
 - Inclusion/equity (Roma, SEN)
 - Early education
- Opening long-standing unresolved issues:
 - Teachers/teacher education
 - Introducing formative assessment
- Opening new agendas:
 - What is going on in the school? In the classroom?
 - Student academic motivation
 - Parent/student participation in decision-making

General points

- Low levels of investment in educational R&D
- Weak research-policy links
- Low system capacity
 - Methodology
 - Knowledge networks and brokerage
 - Scaling up and sustainability

Knowledge networks



Strengths/weaknesses of each link?

Brokerage agencies

External Student Assessment

- AUSTRIA – introduction of state matura
- CROATIA – introduction of state matura
- CITO – long going perspective in assesment and testing

- **CONCLUSION:**
need for regional cooperation ,
permanent exchange of expierience,
mutual recogintion of evideces

Teacher Evaluation

- introducing standards for teachers
- introducing competence-based curricula
- search for alternatives to overly theoretical and discipline-focused preparation of teachers in the region
- Meta-national perception of what makes a competent teacher
- Common tradition of valuing subject achievement and moral values as important educational goals
- Teacher competence in contribution to system essential for teachers to act as agents of change in decentralisation of education systems (but, also absent from TE programme)

- **Conclusion:**

Standards need to be broadly defined in consultation with teachers

Teacher education programmes need to build in links between the traditional focus on discipline and pedagogy with the broader context of educational practice

Competencies are developed through opportunities for practice, reflection, discussion and dialogue

PISA - Impact of International Studies

What lessons have we learned by participating in OECD-PISA?

- **There are no universal “recipes” for improvement at educational system level!**
- **Each education system must find its own way of dealing with specific problems!**
- **There are though, examples of good, efficient practice!**

CONCLUSUN:

PISA can make change but political will is esential

Need for small regional PISA

Need for more expert knowledge in using dana from all international testing

Evidence informed policy making and implementation – how to move forward?

- Regional cooperation is needed for:
 - (1) external evaluation of students
 - (2) efficient use of gathered data from international studies
 - (3) regional expert knowledge should be raised – but developing regional expertise
 - (4) PISA give us common stone for building further regionally

**LETs MAKE ASSEMENT DIFFERET AND CHANGE
SCHOOLS SYSTEM TO BE BETTER!**