KEY FINDINGS FROM PISA – WESTERN BALKANS

Belgrade, 4 June, 2019

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What we will provide

- **Policy Paper**
  - What does PISA tell us about school practices and outcomes in the Western Balkans
  - What does this mean for policy-makers

- **Set of country PowerPoints**
  - Key findings for governments
  - Key findings for teachers and school leaders

- **Set of country infographics**
  - My country at a glance
Partners & timeline

Joint project of:

- OECD
- EU
- UNICEF

Input from countries:
- Access to national data set
- Feedback on Analytical Framework (Dec. 2019)
- Feedback on draft Policy Paper (March 2020)

Public release – June 2020
### Evidence base – PISA 2018 plus …

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*This designation is without prejudice to positions on status, and is in line with UNSCR 1244/1999 and the ICJ Opinion on the Kosovo declaration of independence.*

*Plus – administrative data, assessments, policy reviews …*
**Areas of focus**

- **Performance**: how do students perform overall [special focus reading]

- **Equity**: how does performance vary according to student & school profile

- **Policy**: what does PISA reveal about policy & practice at system, school, classroom levels

*International comparison – trends over time – common features – outliers*
Questions for policy & practice

- How effectively are **resources** allocated?
- Are **teachers** qualified and prepared?
- Is the a good balance between **accountability** & **autonomy**?
- How to students perceive teacher **feedback & differentiation**?
- Does **participation in ECEC** bring learning gains – and for whom?
- Does the instructional system encourage **effective reading strategies**?