Improving learning outcomes
-the experience of Croatia-

Michelle Braš Roth
PISA IN CROATIA

**PISA 2006**
- 5636 students - 168 schools
  - 93% student response rate
  - 92% parents response rate

**PISA 2009**
- 5471 students - 160 schools
  - 92% student response rate
  - 90% parents response rate

**PISA 2012**
- 6853 students - 163 schools
  - 90% student response rate
  - 95% student response rate

**PISA 2015**
- 6930 students - 165 schools
  - Ongoing preparations for Field Trial in March 2014

Michelle Braš Roth, PISA NPM
RESULTS

- **Science**: 493, 486, 491
- **Reading**: 477, 476, 485
- **Math**: 467, 460, 471

- **Years**: 2006, 2009, 2012
**Mathematical literacy**

PISA 2006  28.6% students below level 2;  
           4.8% students on levels 5 & 6  
PISA 2009  33.2% students below level 2;  
           4.9% students on levels 5 & 6  
PISA 2012  30.6% students below level 2;  
           6.7% students on levels 5 & 6

**Reading literacy**

PISA 2006  21.5% students below level 2;  
           3.7% students on levels 5 & 6  
PISA 2009  22.5% students below level 2;  
           3.2% students on levels 5 & 6  
PISA 2012  18.6% students below level 2;  
           4.4% students on levels 5 & 6

**Scientific literacy**

PISA 2006  17% students below level 2;  
           5.1% students on levels 5 & 6  
PISA 2009  18.5% students below level 2;  
           3.7% students on levels 5 & 6  
PISA 2012  17.2% students below level 2;  
           4.6% students on levels 5 & 6
Dissemination of results

- PISA Center -

- National report
- School reports & student personalized reports for each student/parent
- Conferences for school principals and subject teachers
- Workshops for multipliers and mentor teachers
- Round tables on education
- TV and print media
- Translation of OECD publications
Ministry of Education, Education and Teacher Training Agency & National Center for External Evaluation of Education

- **Croatian National Educational Standard (HNOS)** – between PISA 2006 and 2009
- **National Curriculum Framework (NOK) 2006-2010**
  - students assessed in 2009 had been working according to the new program for only 2 years
- The State Graduation Exam
- Final Exams
- Self-evaluation of schools
- Proposal of structural reform 2015 (9-year compulsory education)
TEACHERS AND TEACHING PRACTICES

• TALIS 2013 – importance of the results and international comparison

• Teaching methods and techniques
  – Student active role
  – Problem-research approach in teaching
  – Teamwork
  – Collaborative partnership of students and teachers
  – Training for lifelong learning
  – Focus on self-evaluation
What next?

WEAKNESSES

• Learning contents - inconsistencies within the subject, inconsistencies between subjects, too extensive, too old, age inappropriate
• Focus on grades – loss of motivation for the development of competencies
• Biased grading of academic performance due to enrollment into secondary education
• Low rate of grade repetition – parents’ pressure

POSSIBILITIES

• Rationalization of the learning contents
• Pragmatism of the learning contents
• Modernization of the learning contents
• Enriching the learning contents with social, health and emotional skills
• Increase foreign language skills, ICT competencies and development of self-education skills
• Objectify knowledge levels and introduce external evaluation as a means of progress monitoring on all system levels