

Olja Jovanović graduated Psychology at the Faculty of Philosophy in Belgrade in 2009. In 2011 she undertakes PhD studies in Psychology. At the same time she won Ministry of Education, Science and Technological Development scholarship, and therefore has been engaged in project run by Institute for Psychology. Starting from the school year 2011/12 she has been engaged in teaching courses on inclusive education, alternative dispute resolution and psychology for pre-service teachers at Faculty of Psychology, University of Belgrade. Since May 2014, Olja has been engaged as a project assistant to support work of the National Education Council in the area of inclusive education and drop-out prevention. Currently, she works as an education project assistant in UNICEF Serbia. Olja has been doing researches regarding quality of inclusive education, drop-out prevention, role of ICT in education, teachers' implicit theories of students at risk, teacher education and many others. Moreover, she has been participating in large-scale projects aimed at structural changes in education, and society as whole, in order to create least restrictive environment for all.

### **Projects:**

- June 2014 – now – A evaluation of inclusive education in Serbia, aimed at designing instruments for monitoring of inclusive education and assessing current state of the art of inclusive education in Serbia – engaged as a researcher;
- March 2013 – May 2014 – Development of Comprehensive Framework for Monitoring of Inclusive Education in Serbia. Based on comparative analysis of international frameworks for monitoring of quality of inclusive education, national research results and overview of existing resources framework for monitoring of inclusive education on school, local and national level has been developed – engaged as a researcher;
- February 2013 – October 2014 - Enable network of ICT Supported Learning for Disabled People (Grundtvig). ENABLE is a network of ICT-supported learning for disabled people. Project aimed at preparing state of the art in 17 countries and presented and promoted innovations in ICT support for disabled learners – engaged as a researcher;
- December 2012 – October 2014 – „Equal access for all“ (Tempus EQUI-ED SM 516851-2011) – engaged as a creator of the programme aimed at supporting students from vulnerable groups to study at the University;

- March 2012 – June 2013 – Legacy – Concentration camps survivors remember atrocities in the Independent State of Croatia 1941-1945 – engaged as interviewer;
- October 2010 – October 2014 – „Master programme for subject teachers education“(Tempus IV MASTS511170) – engaged as a researcher, curriculum developer, lecturer and programme evaluator;
- March – September 2010 – Supporting Families of Children with Special Needs, aimed at identifying categories of needs for financial support of families of children with special needs and to produce recommendations for establishment of supporting fund – engaged as a researcher.

### **Selected publications:**

- Jovanovic, O., Simic, N., Rajovic, V. (2014). Students at risk: Perceptions of Serbian teachers and implications for teacher education. *European Journal of Teacher Education*, 37 (2), 220-236.
- Rajović, V., Jovanović, O. (2014). Medijacija u inkluzivnom obrazovanju [Mediation in Inclusive Education]. U T. Džamonja-Ignjatović (ur.), *Medijacija – principi, proces, primena* (423–443). Beograd: Centar za primenjenu psihologiju.
- Jovanović, V., Pavlović Babić D., Jovanović, O. (2014). Opštinski nivo [Local Government Level]. U I. Latinović (ur.), *Okvir za praćenje inkluzivnog obrazovanja u Srbiji* (66–78). Beograd: Tim sa socijalno uključivanje i smanjenje siromaštva i UNICEF.
- Kovač Cerović T., Pavlović Babić D., Jovanović, O. (2014). Oslonci za izradu Okvira za praćenje razvoja inkluzivnog obrazovanja u Srbiji [Foundations for Development of Framework for Monitoring of Inclusive Education in Serbia]. U I. Latinović (ur.), *Okvir za praćenje inkluzivnog obrazovanja u Srbiji* (12–37). Beograd: Tim sa socijalno uključivanje i smanjenje siromaštva i UNICEF.
- Pavlović Babić D., Jovanović, O., Jovanović, V. (2014). Školski nivo [School level]. U I. Latinović (ur.), *Okvir za praćenje inkluzivnog obrazovanja u Srbiji* (79–103). Beograd: Tim sa socijalno uključivanje i smanjenje siromaštva i UNICEF.
- Petrovic, N., Jovanovic, O., Murtagh, E., McCarthy, S., Miheljak, V., Polič, M., Tsatsaroni, C., Medvedeva, A., Yalcinkaya, A. (2013). Achieving World Peace – Views from Russia, Serbia, Slovenia and Greece. In Malley-Morrison, K. and McCarthy, S. (Eds.).

*International Handbook of Peace and Reconciliation, Vol. 2* (499–520). Peace Psychology Book Series. New York: Springer.

Rajović, V., Jovanović, O. (2013). The Barriers to Inclusive Education: Mapping 10 Years of Serbian Teachers' Attitudes towards Inclusive Education. *Journal of Special Education and Rehabilitation, Vol. 14, 3-4*, 78-97.

Stančić, M., Jovanović, O., Simić, N. (2013). Perspektive o nastavi budućih nastavnika: U šta veruju, čemu bi težili i šta bi radili u nastavi [Teaching Perspectives of Pre-service Teachers: Beliefs, Intentions and Actions]. *Andragoške studije, br. 1*, 131–146.

Rajović, V., Jovanović, O., Radević, B. (2012). *Individualni razvojno-obrazovni program – Priručnik za vaspitače, nastavnike i druge profesionalce [Individual Education Plan – Handbook for Teachers and Other Professionals]*. Podgorica: Zavod za udžbenike i nastavna sredstva.

Jovanović, O., Bogdanović S. (2012). Odlučivanje u situaciji neizvesnosti kod intravenskih korisnika droga [Decision Making of Injection Drug Users under Uncertain Situations]. U S. Dušanić (ur.), *Zbornik radova sa naučnog skupa Psihološka istraživanja učenja i ponašanja*. Banja Luka: Filozofski fakultet, 87 – 104.

Rajović, V., Jovanović, O. (2010). Profesionalno i privatno iskustvo sa osobama sa posebnim potrebama i stavovi nastavnika redovnih škola prema inkluziji [Professional and Private Experience with Special Needs Persons and Regular School Teachers' Attitudes Toward Inclusion]. *Psihološka istraživanja, vol. 13, br.1/2010*, str. 91-106.