

The Finnish Education for Sustainable Development

17.05.2016

Hannele Niemi
University of Helsinki





Warm
school
lunch
every day

The main
reason for
success?



In PISA

Finland's results	2000 OECD, 28/32	2003 OECD, 30/41	2006 OECD, 30/56	2009 OECD, 33/65	2012 OECD, 32/65
Reading literacy	1 st (1 st)	1 st (1 st)	2 nd (2 nd)	2 nd (3 rd)	3 rd (6 th)
Mathematical literacy	4 th (4 th)	1 st (2 nd)	1 st (2 nd)	2 nd (6 th)	6 th (12 th)
Science literacy	3 rd (3 rd)	1 st (1 st)	1 st (1 st)	1 st (2 nd)	2 nd (5 th)

OECD countries/All participant countries

Table 2. Problem-solving in PISA measurement in 2012 (OECD, 2014).

OECD average	500
Singapore	562
Korea	561
Japan	552
Macao-China	540
Hong Kong-China	540
Shanghai-China	536
Chinese Taipei	534
Canada	526
Australia	523
Finland	523

Big changes in 1970-1980

Comprehensive school for all

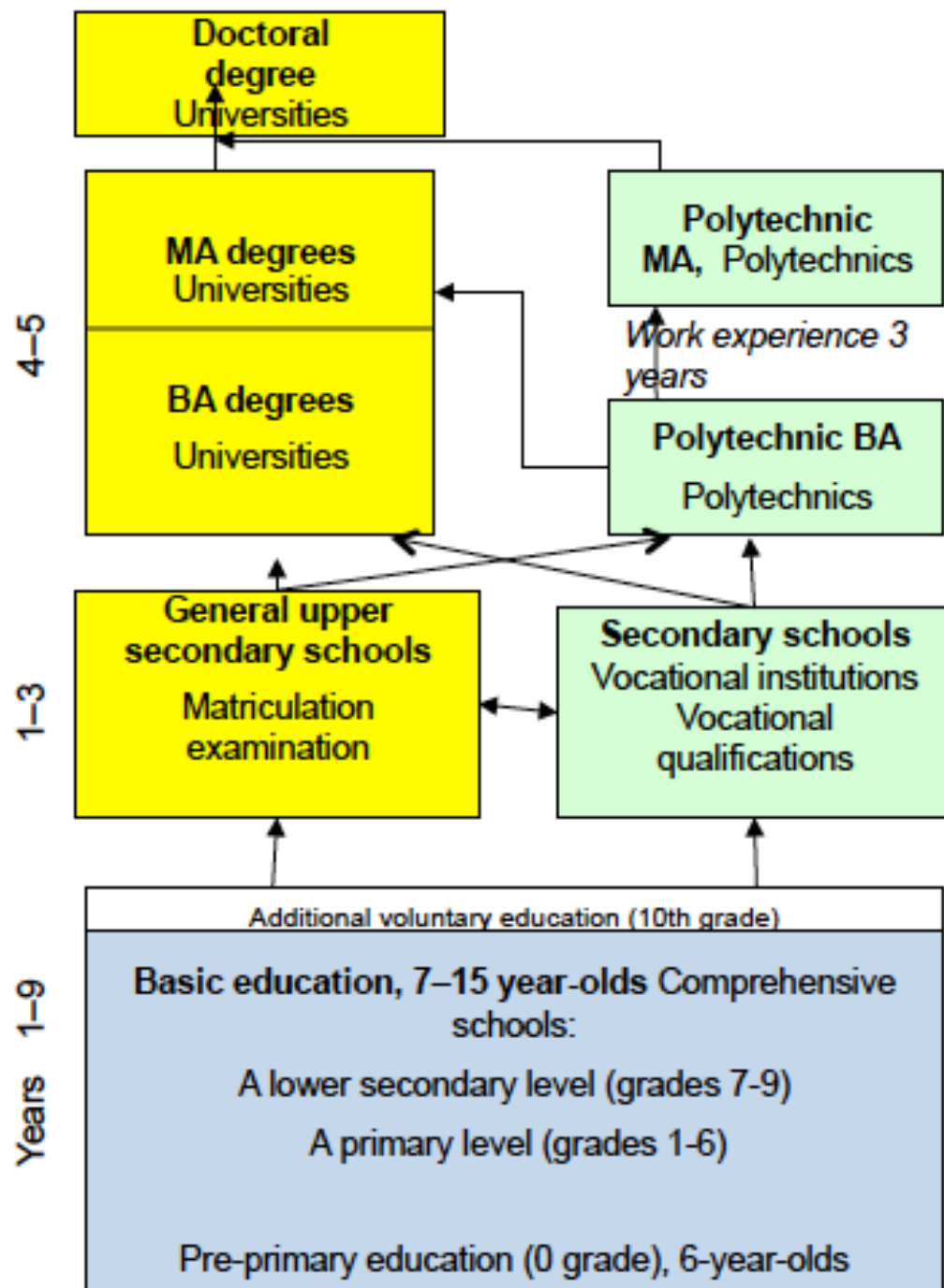
- ◆ 1980's no streaming
- ◆ Mixed ability groups
- ◆ Special need education support
- ◆ Inclusion
- ◆ No dead ends – a learner can always continue in the system

Teacher education

- ◆ All must have 5 years MA degree
- ◆ Very popular academic career
- ◆ Only 10 % are selected from talented and motivated applicants



Leena Saari -09



Equity as a Basic Value of the Finnish education policy

- ◆ The main objective is to offer all citizens equal opportunities to receive education, regardless of age, domicile, financial situation, gender or mother tongue. Education is considered to be one of the fundamental rights of all citizens. (FNBE, 2014)
- ◆ Covers the entire educational system from early education to higher education and beyond into adult education
- ◆ Everyone needs sufficient learning skills and opportunities to educate and develop themselves in different learning environments throughout their lifespan (MEC, 2014).

Common objectives and value basis

- Readiness to continue studying in the next level
 - Learning to learn
 - Personal growth

Pre-school

Comprehensive school

Upper Secondary school

Higher Education

Adult Education

Leading principles:

- Equity
- Flexible structures
- High level education to all

Fundamental basis of the educational system:

Public funding, high quality teachers, education as a basic service

TEACHING AND LEARNING

SCHOOL CURRICULUM

MUNICIPAL CURRICULUM

values

Municipal

strategies

guidelines

decisions

Municipal

National Core Curriculum

Government Decree on the General National Objectives and
Distribution of lesson hours

Basic Education Act

Evaluations for improvements

enhancement-led evaluation

- Some countries have chosen standardized testing, which stresses competition between schools and focuses on measurable performances.
- The Finnish choice has been enhancement-led evaluation at all levels of education. The assessment of outcomes is regarded as an important tool to improve education.**
- Enhancement-led/ Improvement-led/ Development-led/ Communicative evaluation system

Enhancement-led/ Improvement-led/ Development-led/ Communicative evaluation system



- ◆ (a) **Revelation** - where we are now
- ◆ (b) **Anticipation** – heading for the future
- ◆ (c) **Communication and partnership** -how we can and should move forward together

Encouraging assessment and evaluation



- 💧 The student assessment and evaluation of education and learning outcomes are encouraging and supportive by nature.
- 💧 The aim is to produce information that supports both schools and students to develop.
- 💧 National testing, school ranking lists and inspection systems do not exist.
- 💧 <http://www.oph.fi/english/education>