



Pisa (OECD Programme for International Student Assessment)

The Finnish success in Pisa and some Reasons behind it

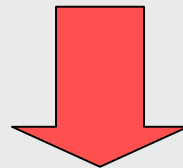
”NORTHERN LIGHTS”

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Mayor´s Office City of Tampere**



Pisa- interpreting the results

**Are students well prepared for future challenges?
Can they analyse, reason and communicate
effectively? Do they have the capacity to continue
learning throughout life?**



evaluation, assesement



**”Without data
you have just
another opinion!”**



Andreas Schleicher, OECD



Why do we do so well in Finland? PISA in Finland

- PISA 2000, 43 countries; reading
- PISA 2003, 41 countries; mathematics
- PISA 2006, 57 countries; sciences Competencies for Tomorrow's World
- PISA 2009, 62 countries are participating in the assessment





Key findings 2007 (source:OECD)

Finland, with an average of 563 score points, was the highest-performing country on the PISA 2006 in science scale.

Six other high-scoring countries had mean scores of 530 to 542 points: Canada, Japan and New Zealand and the partner countries/economies Hong Kong-China, Chinese Taipei and Estonia.



Key findings 2007 (source:OECD)

Korea, with 556 score points, was the highest-performing country in reading. Finland followed second with 547 points and the partner economy Hong Kong-China third with 536 points.

Canada and New Zealand had mean reading scores between 520 and 530, and the following countries still scored significantly above the OECD average of 492 score points: Ireland, Australia, Poland, Sweden, the Netherlands, Belgium and Switzerland, and the partner countries Liechtenstein, Estonia and Slovenia.



Key findings 2007 (source:OECD)

- Finland and Korea, and the partners Chinese Taipei and Hong Kong-China, outperformed all other countries/economies in PISA 2006 in Mathematics Performance.



Key findings 2007 (source:OECD)

- **Ninety-three per cent of Finnish students reported that science was important for understanding the natural world, 92% said that advances in science and technology usually improved people's living conditions, but only 57% said that science was very relevant to them personally.**



Key findings 2007 (source:OECD)

The majority of Finnish students reported that they were motivated to learn science, but only a minority reported interest in a career involving science: 72% said that it was important for them to do well in science; 67% said that they enjoyed acquiring new knowledge in science; 56% said that science was useful for further studies; but only 37% said they would like to work in a career involving science and 21% said that would like to spend their life doing advanced science.



Pisa in Finland

- **There is no one, single explanation for the results**
- **factors may be:**
 - comprehensive pedagogy**
 - student's own interest and leisure activities**
 - education system in Finland**
 - teachers training**
 - school practices**
 - Finnish culture**



Education in Finland

Quality

- education system
- students' own interests and leisure activities
- teacher training
- school practices
- Finnish culture

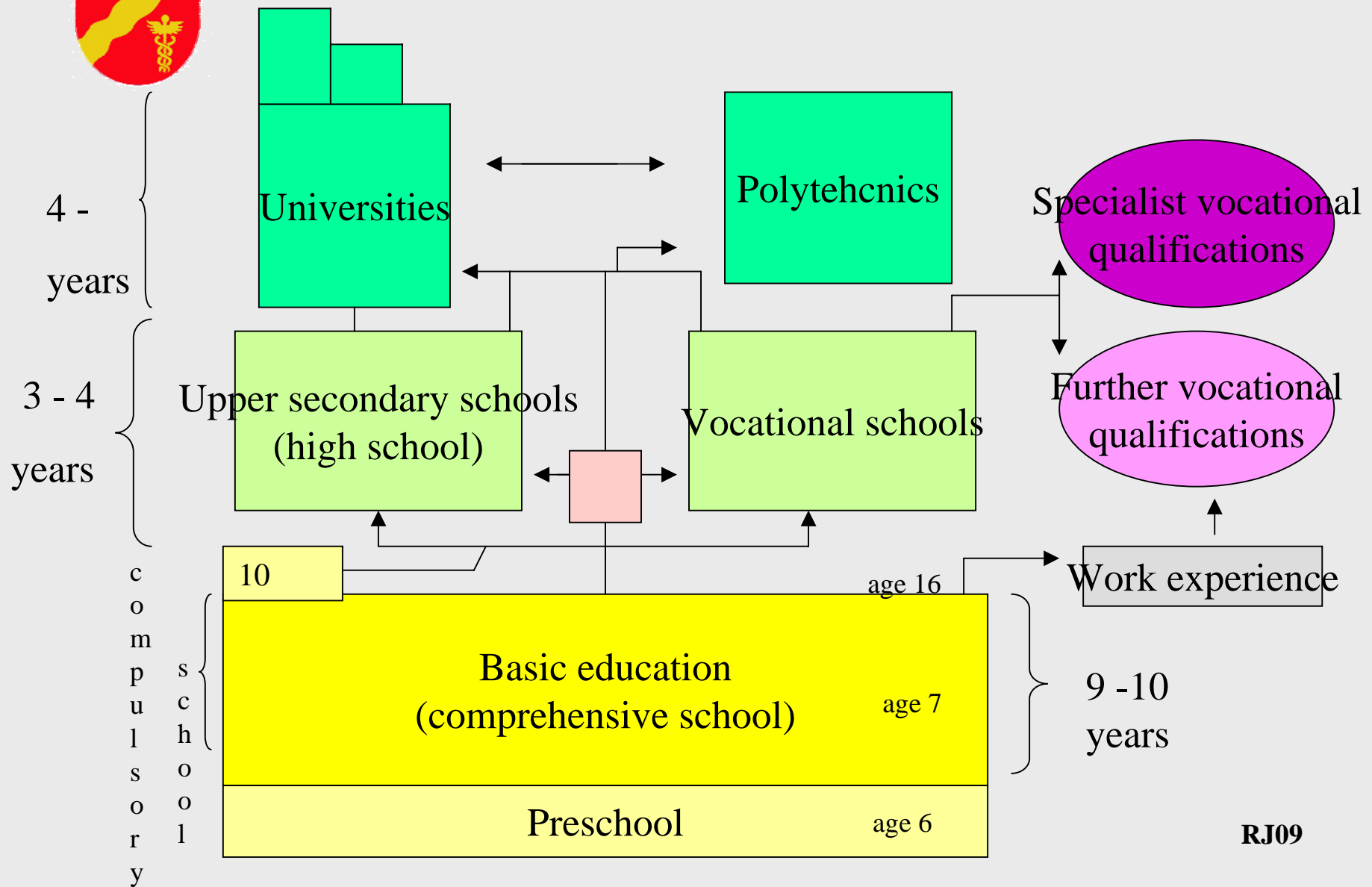
Equality

- all children are provided with equal opportunities to learn
- removing obstacles to learning (special teachers)
- learning to learn -attitude
- lifelong learning -attitude
- a flexible Path of Education
- from Early Education to Pre-primary school





The Finnish education system

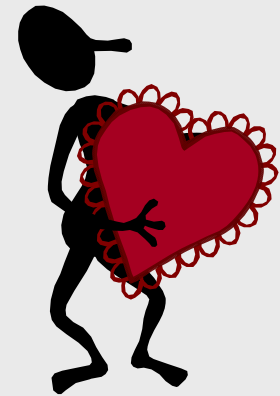


RJ09



School net in Finland (2006)

- about 3400 comprehensive schools
- about 470 upper secondary schools
- 190 vocational schools
- 20 universities, 29 polytechnics
- a large number of educational institutions
- 5,3 million inhabitants



(in 2013 there'll be 30 000 pupils less than there were in 2006)



Pisa in Finland

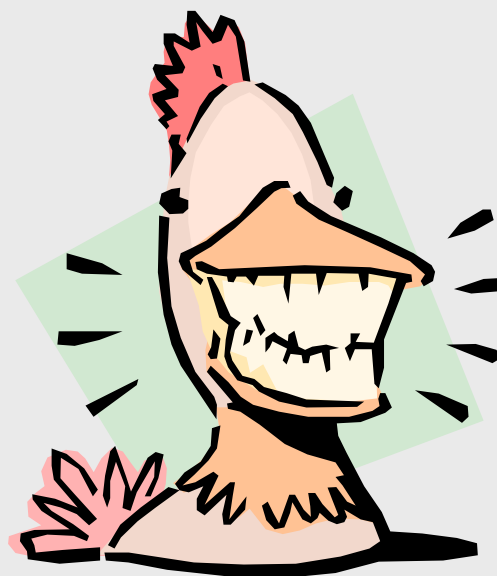


- **Our school system produces very small variation (successful students- the least successful students)**
- **This is also a problem**
- **What about the talented students?**
- **Only 5 % of the variation between pupils' performances can be explained by the schools in Finland (Pisa)**
- **Finnish girls perform exceptionally well. Boys did very well, too (Gender gap especially in reading literacy)**
- **Do we treat girls and boys equally in schools?**



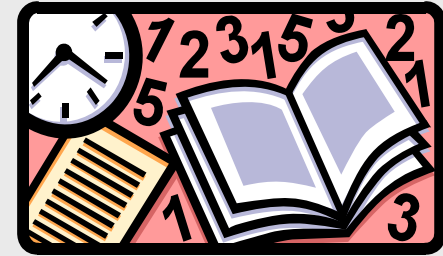
What about our future?

- take care of quality!
- take care of equality!
- take care of evaluation!
- take care of resources!
- take care of good teachers and principals!





Pisa in Finland



- Atmosphere in schools in Finland is, on average, more negative than in other countries in the OECD.
- Homework in Finnish schools is more a method of controlling than a method of supporting class interaction.
- We have to develop further effective learning strategies



How are things now?

- **Positive school experiences are increasing**
- **But at the same time the amount of those who do not like school at all is increasing, too**
- **Schools are safe (no school violence events happend at the surveytime)**
- **Bullying is declineing**
- **Home-school cooperation is stable(could be more!)**



Evaluators in Finland

- Ministry of Education
- National Board of Education (NBE)
- Finnish Education Evaluation Council and The Finnish Higher Education Evaluation Council
- provincial covernments (Regional Councils)
- municipalities or municipal consortiums
- schools
- teachers
- pupils



Principles of Evaluation in Tampere

Evaluation is independent

Evaluation involves active participation

Evaluation aims at quality

Evaluation is based on openness

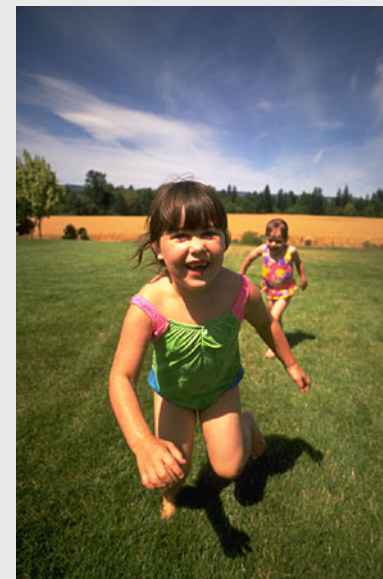
Evaluation promotes development

Evaluation is efficient and economical





*”Once in a century
a small country can be big
not only for a moment
but years
maby even longer !”*



Pekka Arinen (Pisa - researcher)

