



FINNISH EDUCATION
EVALUATION CENTRE

Finnish Education Evaluation Centre (FINEEC)

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FINEEC produces reliable national evaluation information, competence and understanding regarding education and its quality. FINEEC's evaluation information is used to develop Finnish education to make it even better.



FINNISH EDUCATION
EVALUATION CENTRE

VISION

We build trust in a sustainable future through the evaluation of education

For the benefit of society and education

Our work is aimed at increasing competence, equity, non-discrimination and well-being.

We are responsible for evaluating the entire education system.

STRATEGIC OBJECTIVES

Raising the competence and education levels

Fostering social, ecological and economic sustainable development

Continuous improvement of the quality of education

Shared solutions nationally and internationally

We produce educational knowledge, competence and understanding that lead to wise decisions.

We value cooperation and interaction in our work approach.

VALUES

Impactful
Our assessments are enhancement-led, participatory, bold and transformative.

Independent
We carry out our assessments independently and impartially.

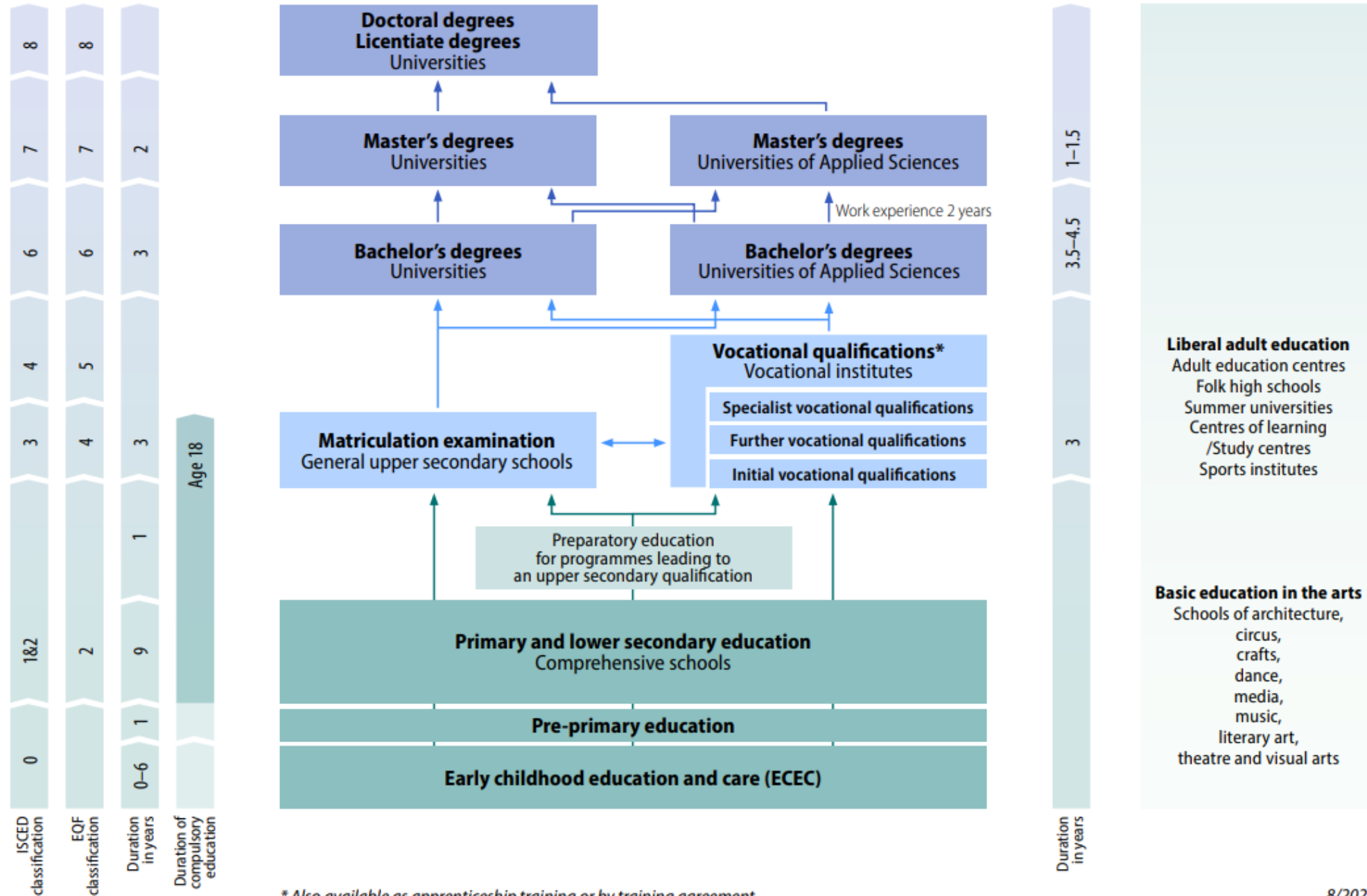
Trustworthy
We are a proficient, experienced and competent forerunner in evaluation.

We build confidence in a sustainable future through education evaluations

- We want to use our evaluations to build the best possible future for education and early childhood education and care
- Our aim is that the results of our evaluations are used at all levels of education and training
- Our evaluations are participatory, bold and transformative
- We support change and use our recommendations to take effective action
- We work for learners' competence, equality, equity, inclusion and well-being
- We actively interact with other knowledge providers.



EDUCATION SYSTEM IN FINLAND



* Also available as apprenticeship training or by training agreement.

FINEEC as an organisation

- **An independent expert organisation focusing on external evaluations of education and early childhood education and care**
 - Produces information for decision-making on education policy and the development of education and early childhood education and care
 - Around 50 employees
 - Approx. 200 external experts
 - Offices in Helsinki and Jyväskylä
 - An independent authority with status laid down in legislation

Provisions on the duties and organisation of FINEEC are laid down in Act 1295/2013 and Government decree 1317/2013.

In addition, according to Act 582/2015, early childhood education and care became part of FINEEC's evaluations, and according to Act 564/2016, FINEEC became a separate unit of the Finnish National Agency for Education.

FINEEC's task is to

- **Evaluate and assess**
 - the activities and quality management of early childhood education and care and education providers and higher education institutions
 - learning outcomes
- **Support**
 - education and training providers and higher education institutions in evaluation and quality management matters
- **Develop**
 - education evaluation

- FINEEC's work covers all levels of education from early childhood education and care to higher education



FINEEC's national evaluations

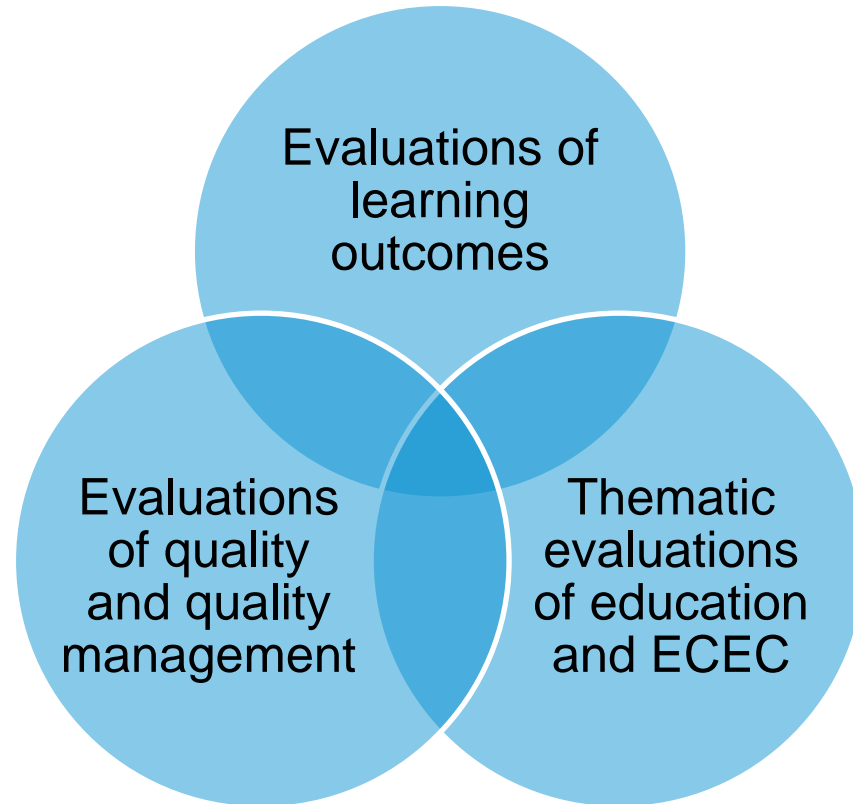
- **Evaluations of quality and quality management**
- **Evaluations of learning outcomes**
- **Thematic evaluations of education and ECEC**



FINEEC's evaluations across education levels

Evaluation plan 2024-2027

Evaluation activities



Strategic objectives

Raising the competence and education levels

Fostering social, ecological and economic sustainable development

Continuous improvement of the quality of education and early childhood education and care

Evaluations across levels of education

- Evaluations across levels of education
- Transition point evaluations
- Longitudinal assessments
- International evaluations



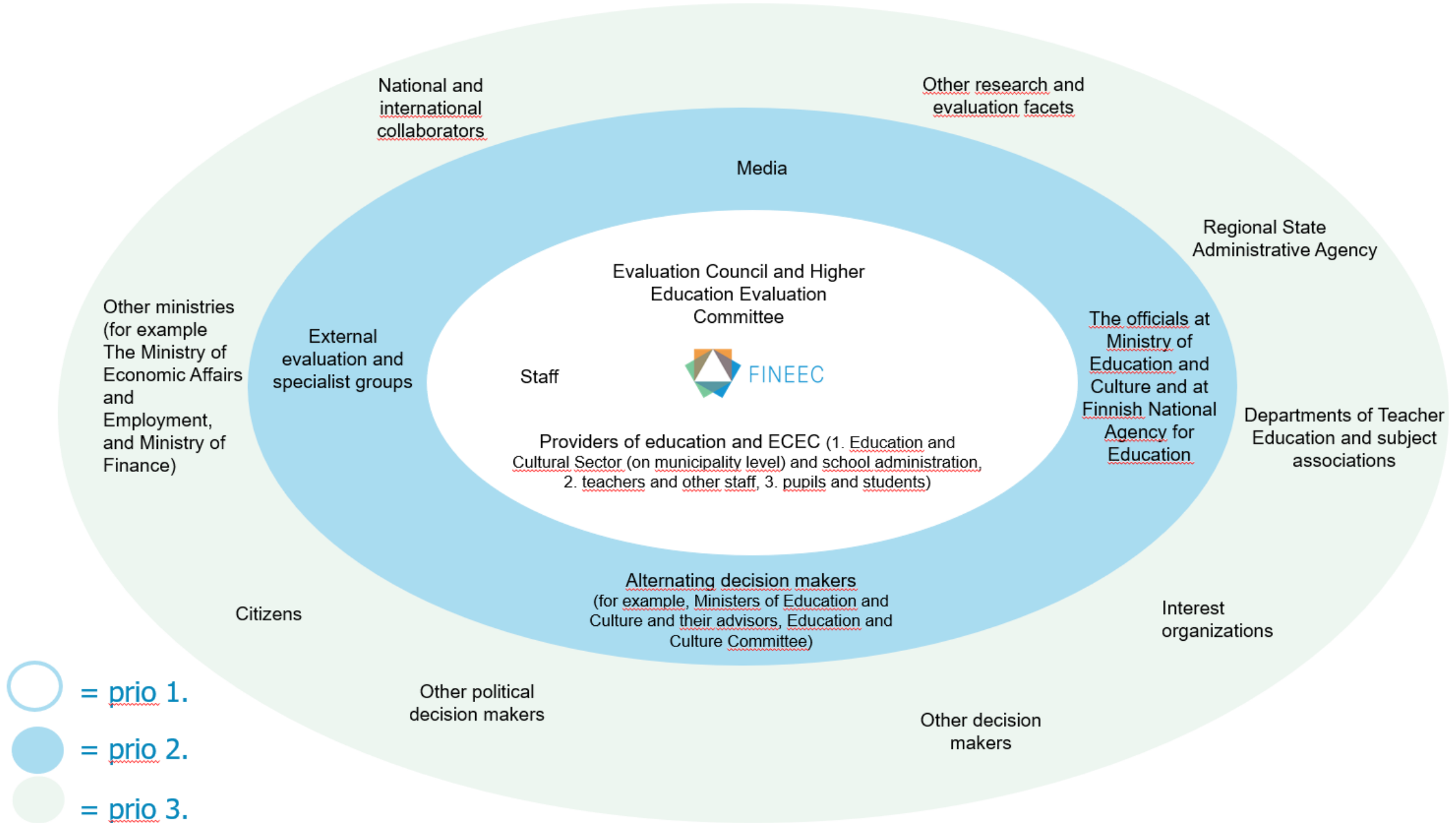
Work forms

- **National and international evaluations**
- **Fee-based services**
- **Statements**
- **FINEEC's representatives in external working groups and advisory bodies/committees**

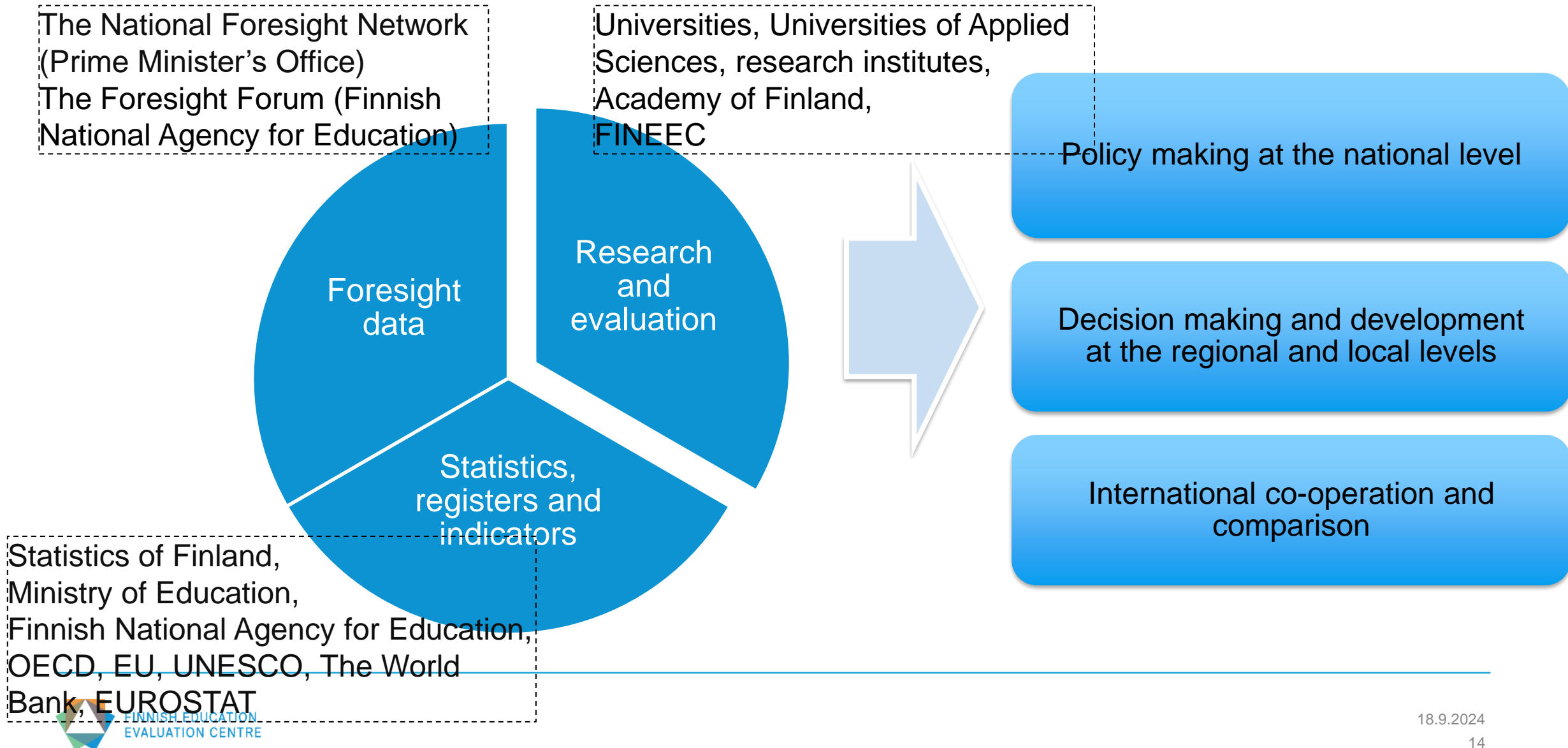


Photo: Kari Leo

Stakeholders and beneficiaries



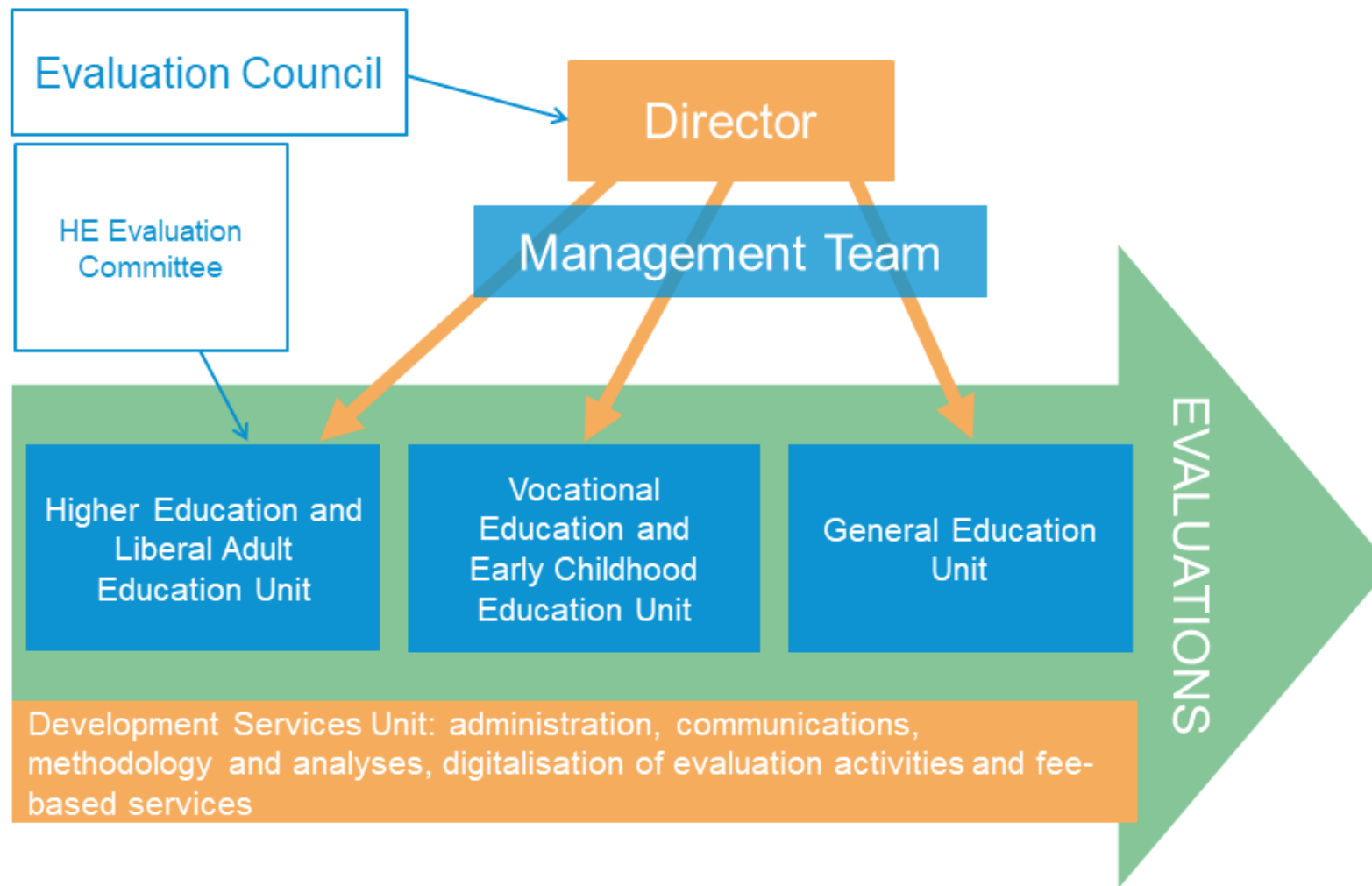
Knowledge and information base at the education sector



Fee-based services

- **Short and longer evaluation training programmes**
- **For education providers, universities of applied sciences and universities**
- **Evaluation and quality management services**
 - **evaluations and consultations to customer order** (analysis of an evaluation system's current state, preparation of evaluation plans, evaluation method and indicator development, support for self-assessments)
 - **project evaluations** (external evaluation of an individual project, consultation on self-assessment of project activities or a project)
 - training, seminars, lectures and visits

Administration model and organigram



Values

impactful, trustworthy, independent

- **Impactful**
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- **Trustworthy**
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- **Independent**
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National Education Evaluation Plan

2024–2027



Preparation of the evaluation plan

- The evaluation plan is drawn up and any modifications to it are made by the government-appointed Evaluation Council that operates in conjunction with FINEEC.
- The evaluation plan is approved by the Ministry of Education and Culture.
- Different stakeholders across a broad front are consulted when preparing the evaluation plan, and themes for future evaluations may also be proposed by any of them.
- Factors accounted for when preparing the evaluation plan include building a national knowledge base for education, tapping information acquired previously and produced by other actors, and education themes topical for society.

Plan for Education Evaluation 2024–2027

- The themes and schedules of FINEEC's future evaluations are determined in the National Plan for Education Evaluations.
- The evaluation plans are prepared for a four-year period at a time, and they cover all levels from early childhood education and care to higher education.
- In addition to individual evaluations and their schedules, the evaluation plan identifies the strategic goals of FINEEC's evaluations, or their key societal themes, for the four-year period in question.
- A single goal can be the umbrella theme for multiple evaluations, and equally, a single evaluation can produce information for multiple goals.

The strategic goals of the evaluations for the 2024–2027 evaluation plan period are:

- raising the competence and education levels
- fostering social, ecological and economic sustainable development
- continuous improvement of the quality of education and early childhood education and care

Developing the activity

Increasing the impact of evaluation at national and local level

- We will develop evaluation activities, evaluation designs and methods.
- Strengthening the use of information at national level

Strengthening cooperation between education and training information providers

- Responding in a timely manner to education and training information needs.
- Strengthen interaction with evaluation, foresight and research knowledge providers across sectors.

Syntheses and the production of knowledge at education system level

- The syntheses aim to synthesise and analyse the information generated by the different evaluations, as well as national statistical and register data.
- We will use syntheses to produce evaluation results in line with the strategic objectives of the evaluation plan.

Principle of enhancement-led evaluation

Goal-orientation and futures consciousness

Making the current
state and trends
visible

Continuous
improvement

Future-oriented
approach

Participatory and interactive approach

Trust

Participation

Cooperation

Tailored methods

Appropriateness

Multi-method
approach

Flexible approach to
methods

Supporting change

Evaluation as a
learning process

Information from
feedback: strengths,
best practices and
recommendations

Monitoring of
enhancement work
and change



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Rather than just a method,
enhancement-led evaluation is about
underlying values: participation, trust and
appreciation of the evaluation participants.

International activities

- **Nordic cooperation**

- Nordiska evalueringsnätverket
- Nordiska nätverket för prov och bedömning
- Nordic Council of Ministers
- NOQA - Nordic Quality Assurance Network in Higher Education

- **European cooperation**

- ENQA – European Association for Quality Assurance in Higher Education
- EQAR – European Quality Assurance Register for Higher Education
- ENAEE – European Network for Accreditation of Engineering Education
- Quality Audit Network
- SICI - Association of National and Regional Inspectorates of Education in Europe
- EES – European Evaluation Society

- **Global cooperation**

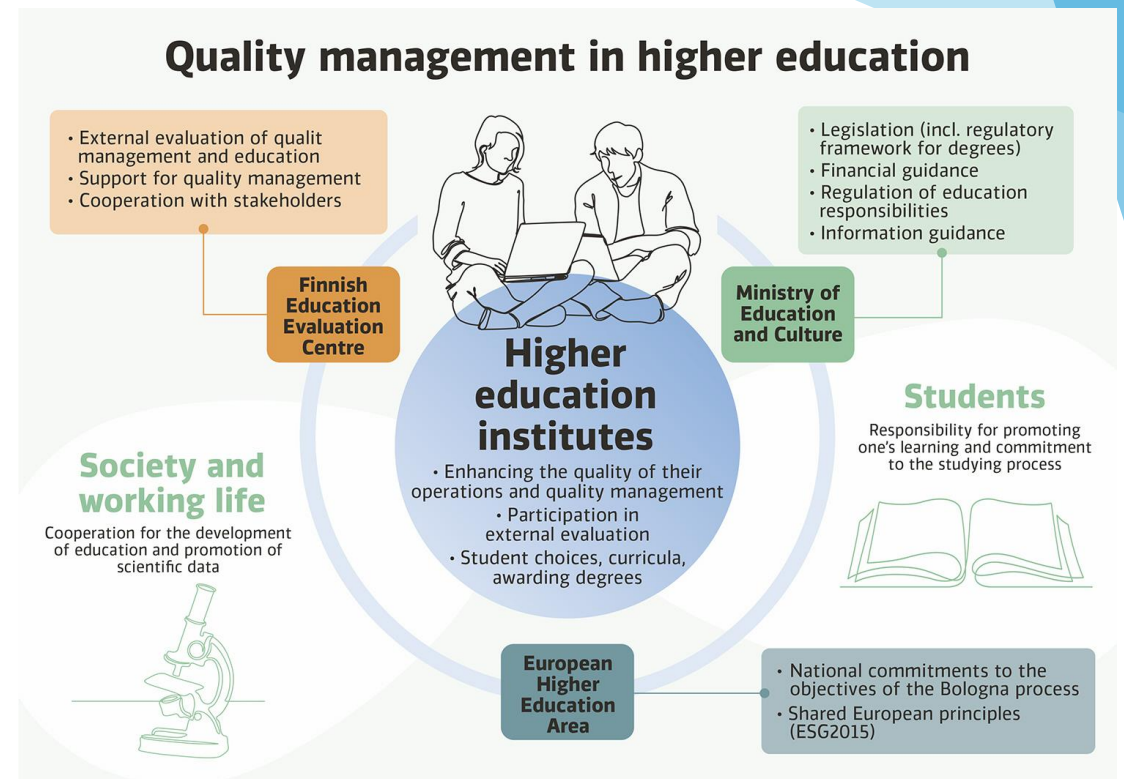
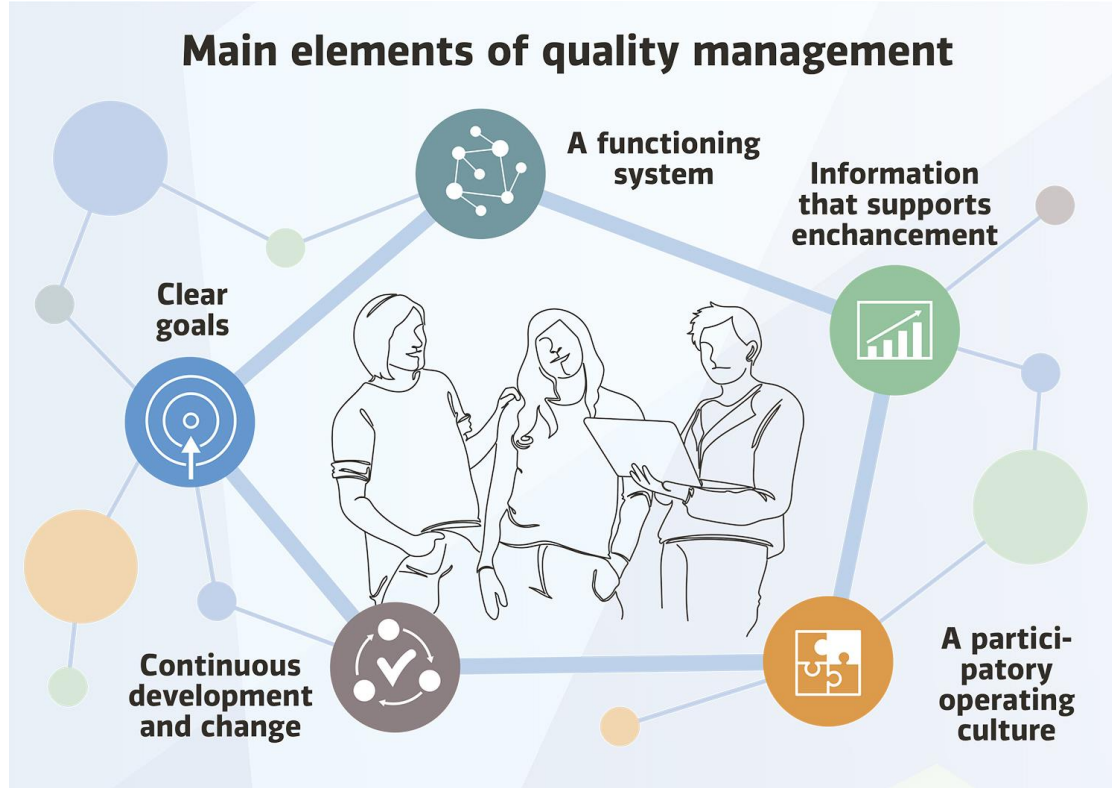
- PISA, Pirls, TIMMS, INQAAHE, etc.



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Continuous Quality Improvement in Finnish Education System

QA at local and national level in higher education



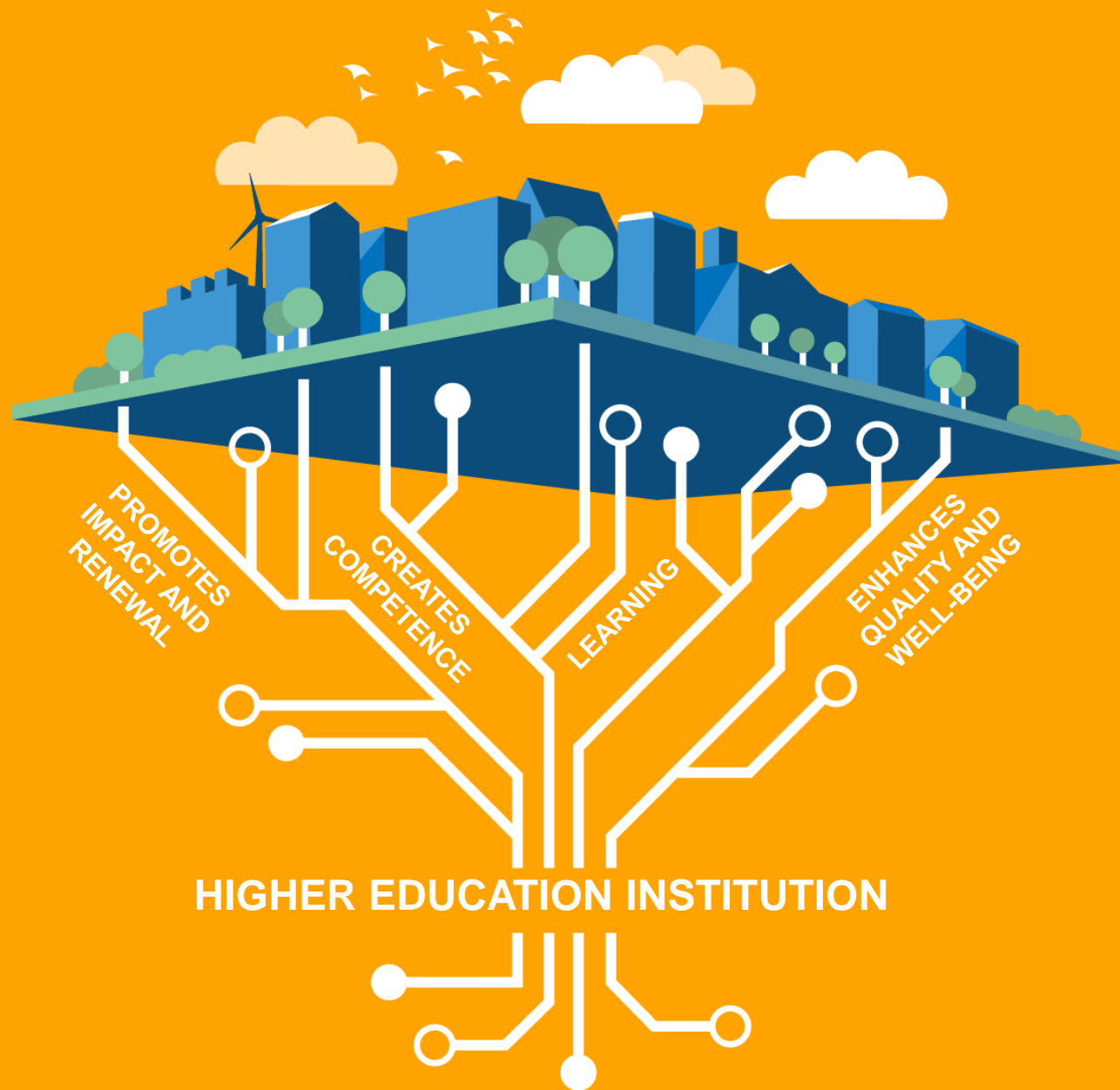
FINEEC audits 2019-2024

1 HEI creates competence

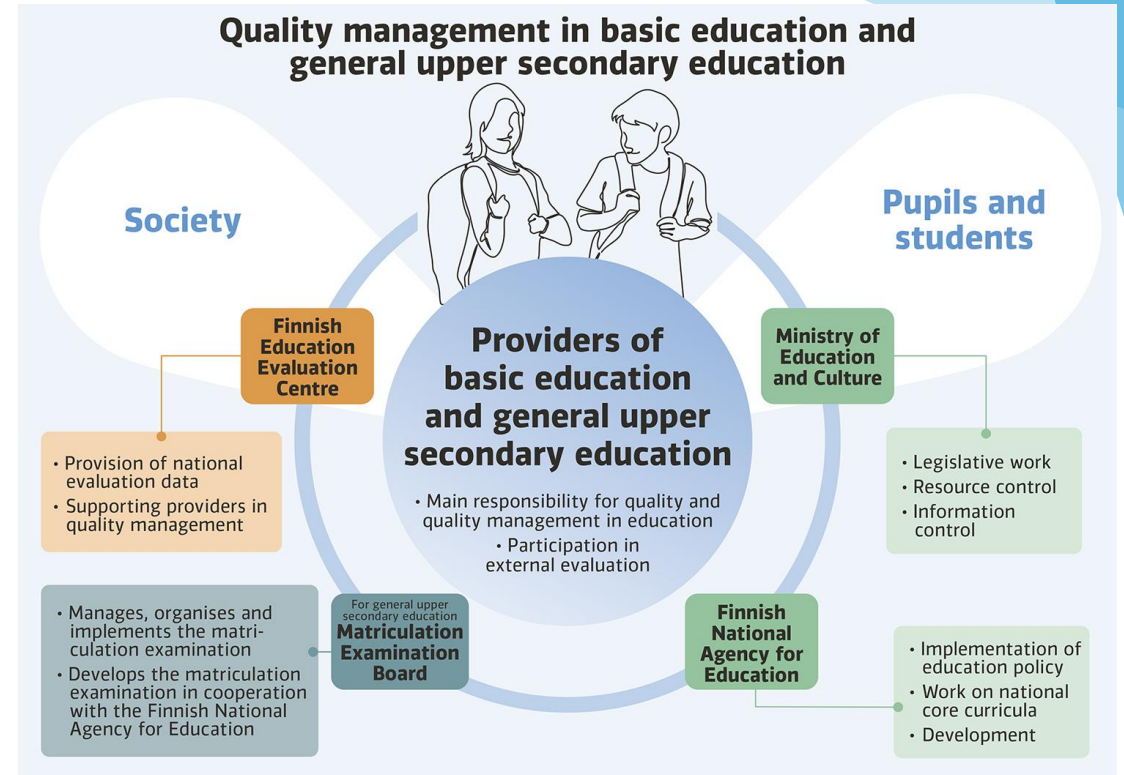
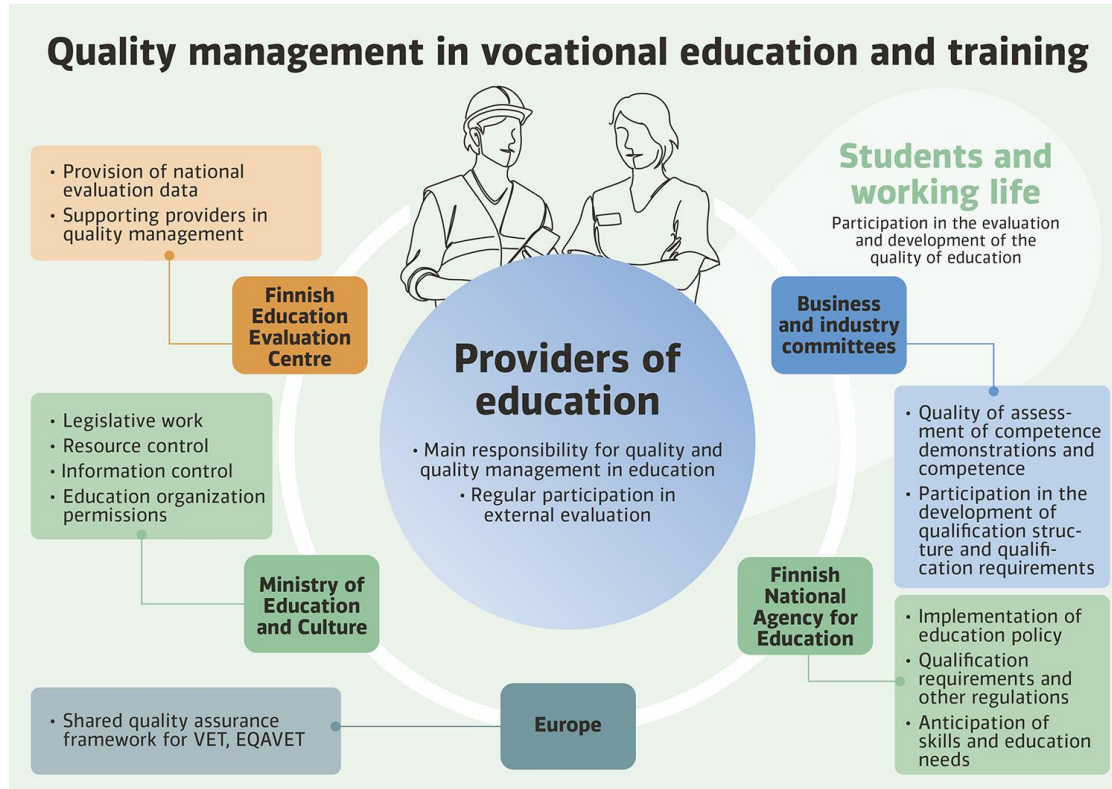
2 HEI promotes impact
and renewal

3 HEI enhances quality
and well-being

4 HEI as a learning
organisation



QA at national level in VET and general education





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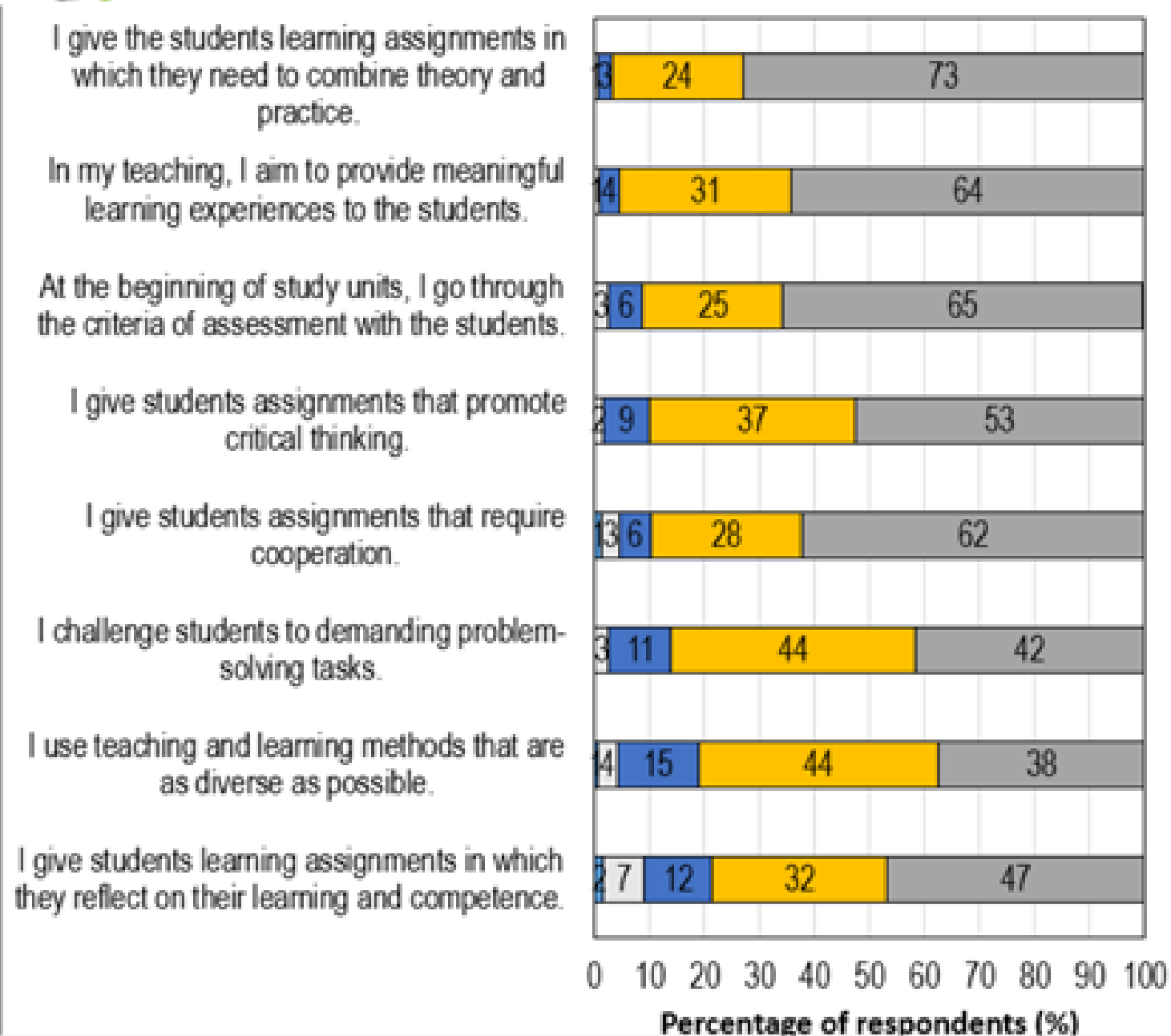
Evaluation of Teacher Education

Evaluation of Teacher Education Forum

- In order to reform teacher education, the Ministry of Education and Culture established a Teacher Education Forum.
- The Finnish Education Evaluation Centre (FINEEC) was commissioned to complete an external evaluation of the Forum.
- The evaluation produced information on whether the selected measures have been an effective way to improve teacher education, on the status of the implementation of the Teacher Education Development Programme in the teacher training institutions, and on the factors promoting and preventing reform.
- In addition, the evaluation produced recommendations on how the renewal of teacher education should be continued.

<https://www.karvi.fi/en/evaluation-teacher-education-forum>

HIGHER EDUCATION PEDAGOGY EVALUATION, example:



Operating principles

- **FINEEC makes its decisions **independently** of external parties**
- **FINEEC communicates actively about evaluation results**
- **FINEEC's work is developed and evaluated by means of external evaluations**
- **The principle of enhancement-led evaluation is followed, and the evaluations are based on FINEEC's values: impactful, trustworthy and independency**





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Effective evaluations in 2023



24

completed
evaluations

17

on-going
evaluations



5535

participants in
evaluations

Early childhood
education and care,
education and training
providers, educational
institutions and higher
education institutions



49

publications

25

articles and
blogs

119

papers



43

employees

193

evaluation team
members



109

events

7526

participants

ECEC, general education, VET, higher education, liberal adult education

Effective evaluations 2015–2022

169

**COMPLETED EVALUATIONS
IN 2015–2022**

33 on-going
evaluations in
2022

ECEC
General education
VET
Higher education and liberal adult
education

**53 employees
192 evaluation
team members**

in 2022



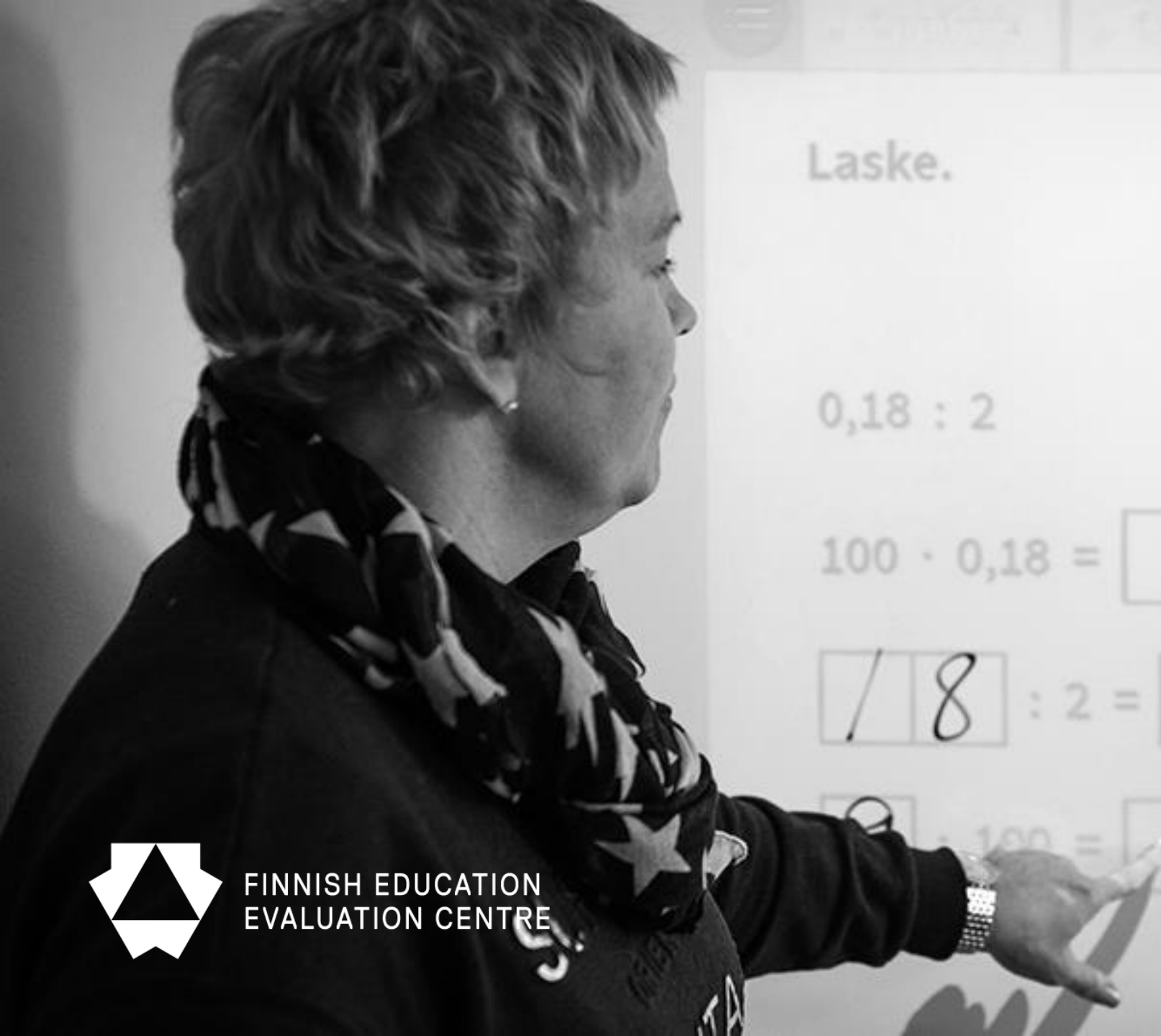
**489 events
25 352 participants**



**28,806 participants in
evaluations**



early childhood education and care,
education and training providers,
educational institutions and higher
education institutions



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The impacts of evaluation activities include the understanding produced by the evaluation information and competence as well as solutions, decisions and development measures at the national and local level.

Summaries, syntheses and article collections that describe the state of education



FINEEC's publications can be downloaded as pdf files from [FINEEC's website](#).

Evaluation and quality management guides





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Thank you!