



Kansainvälinen liiketoiminta ja yhteistyön keskus  
Centre for international mobility and international cooperation  
Centre for International Mobility

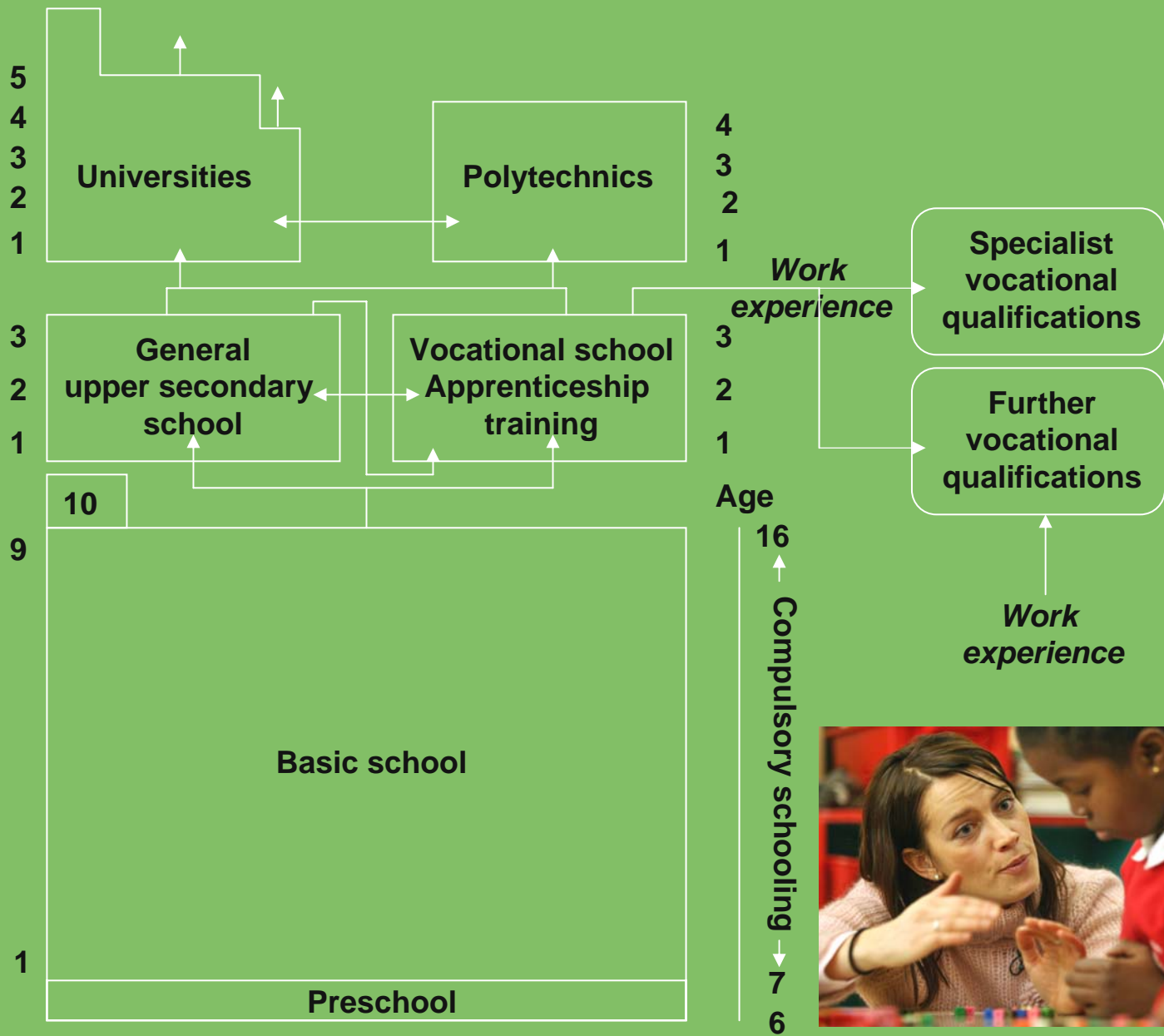


The Finnish Model:  
Excellence through equity  
and autonomy

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CIMO, Helsinki, FINLAND

Paris, FRANCE

14 Dec 2009



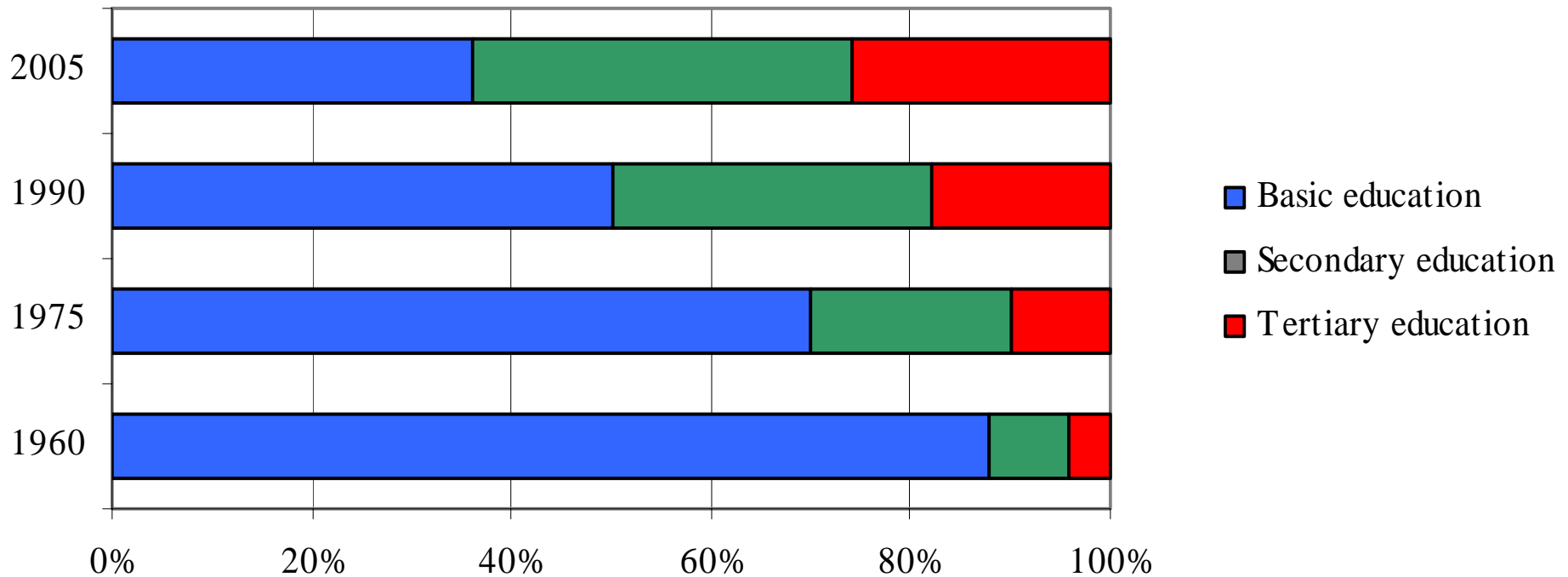
## Progress since the 1970s

- participation
- equity
- achievement
- productivity

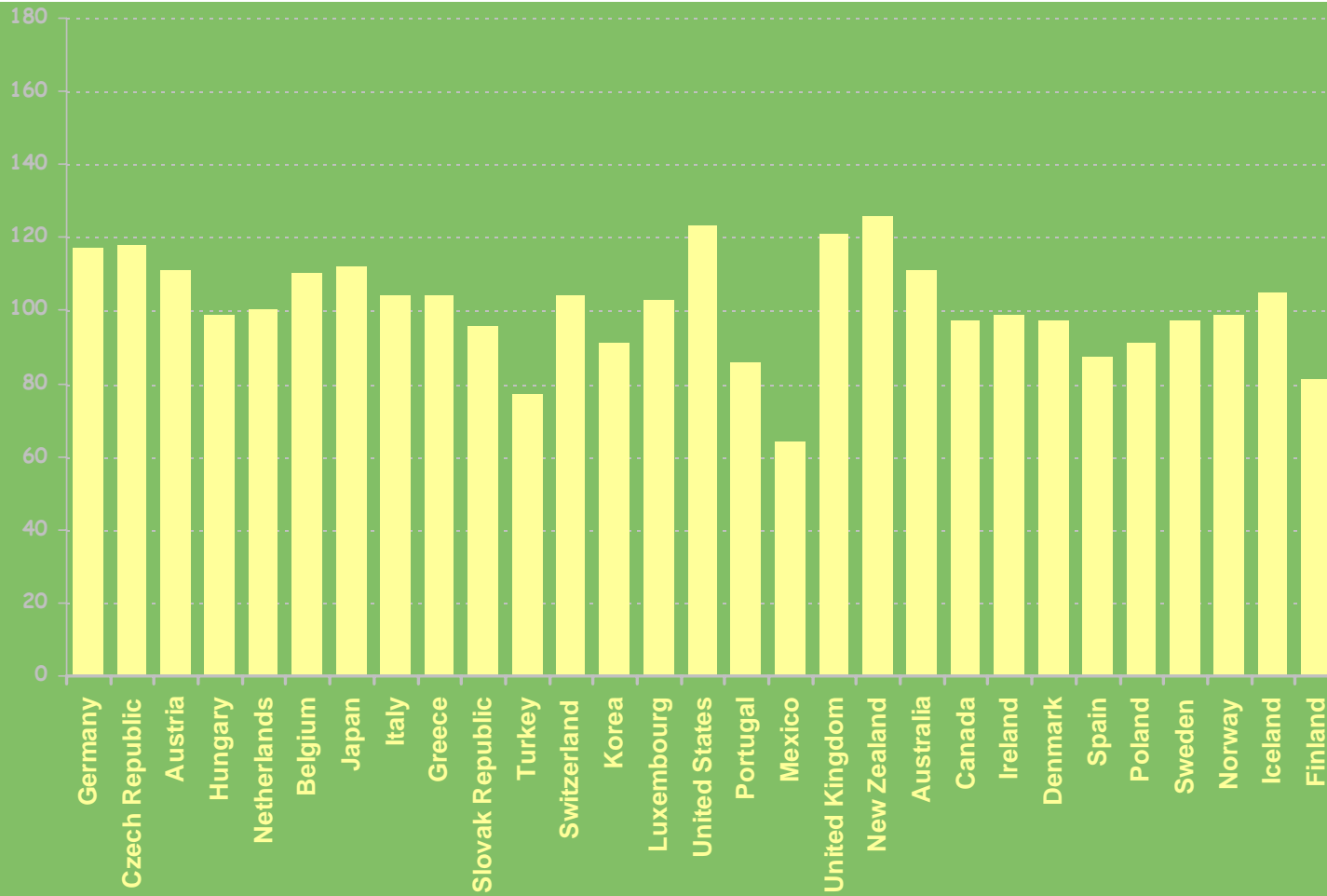


# Participation

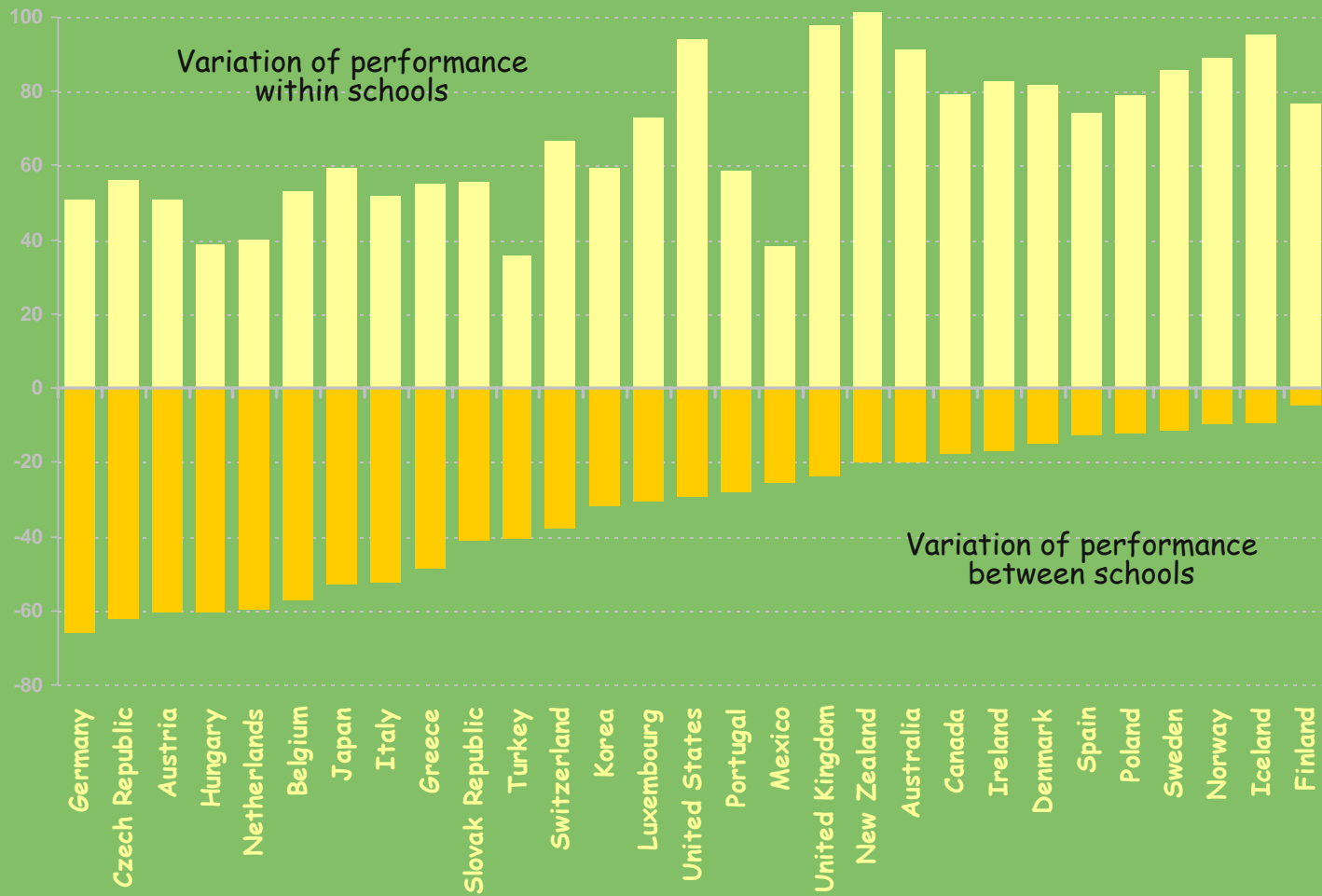
Development of level of education among adult population (15 years and older) in Finland between 1960 and 2005



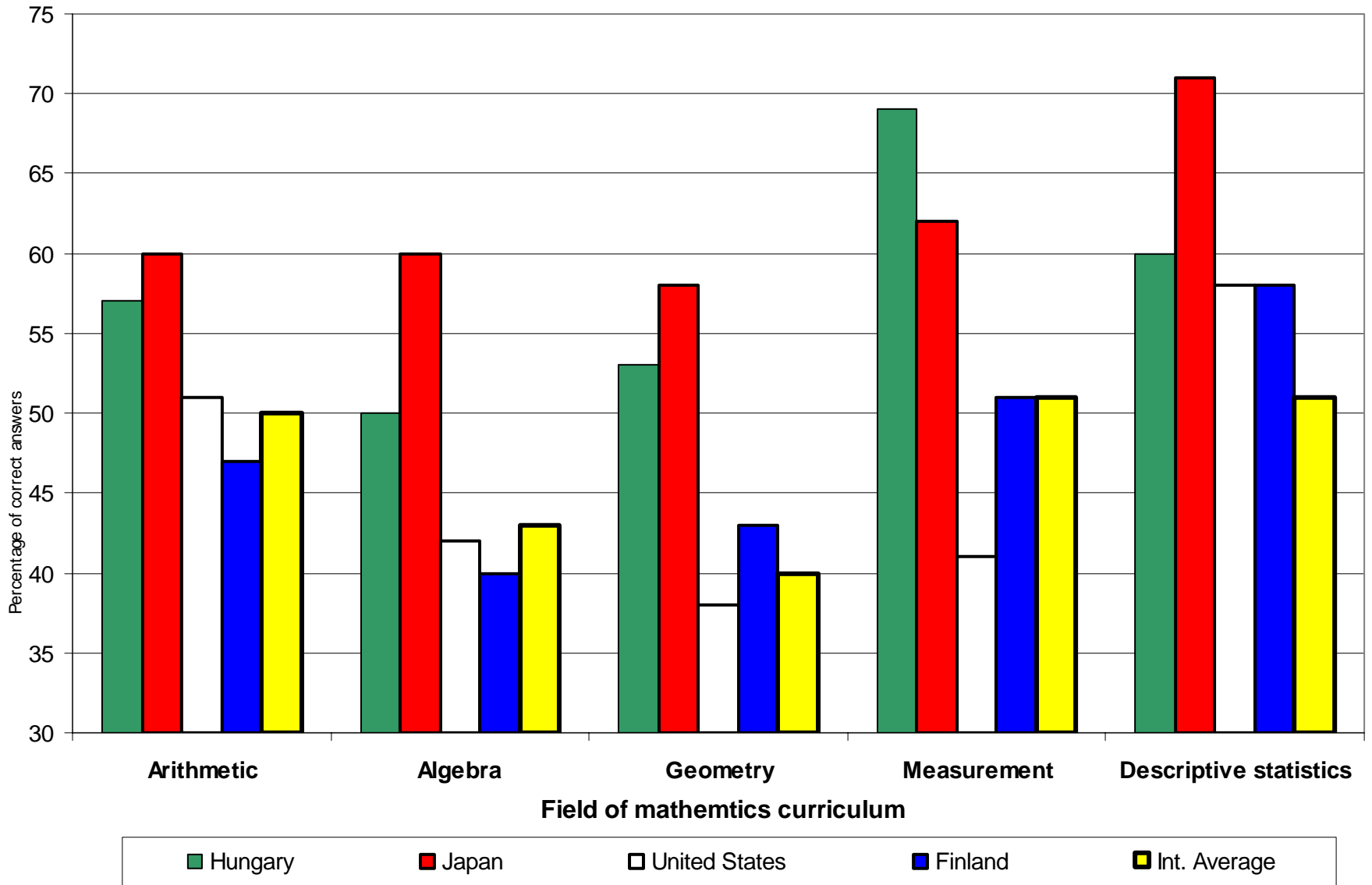
# Equity (1)



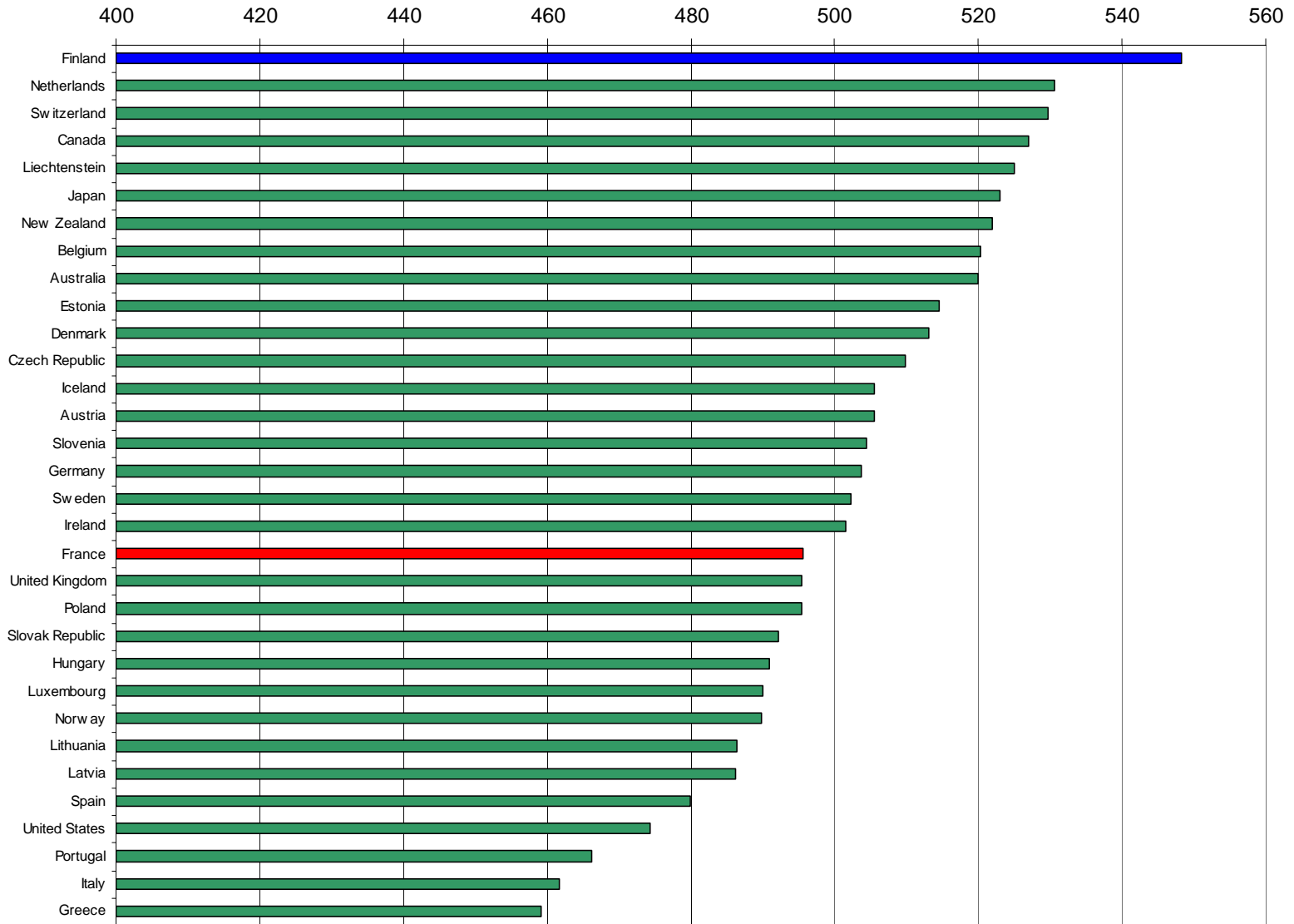
# Equity (2)



# Achievement (1)



# Achievement (2)

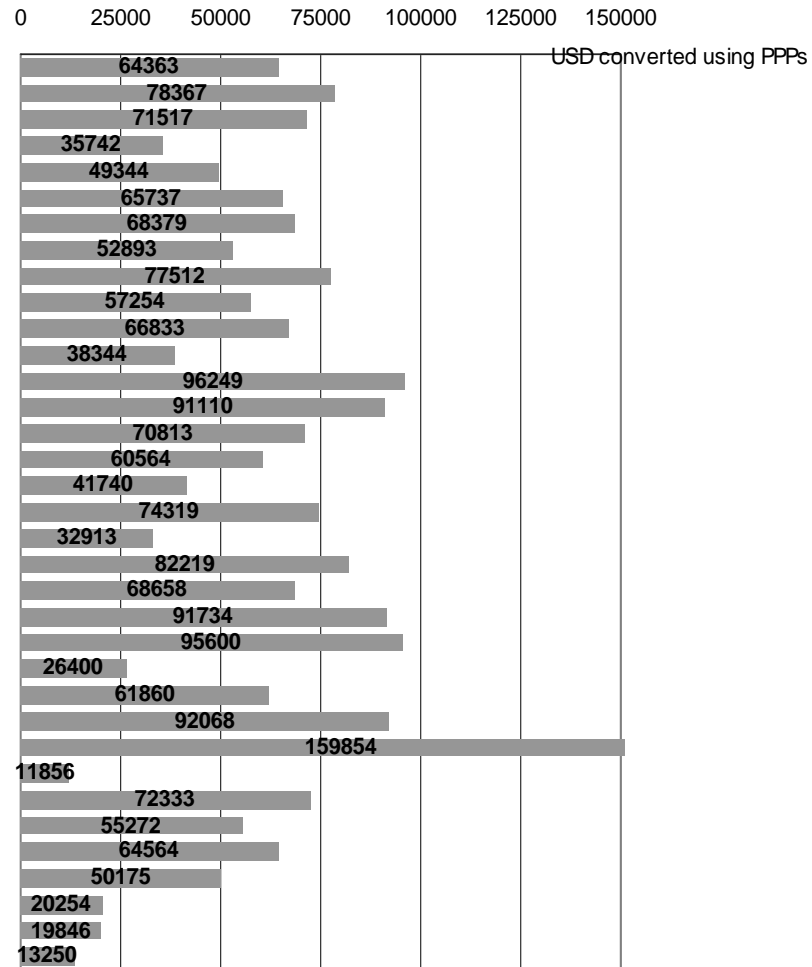
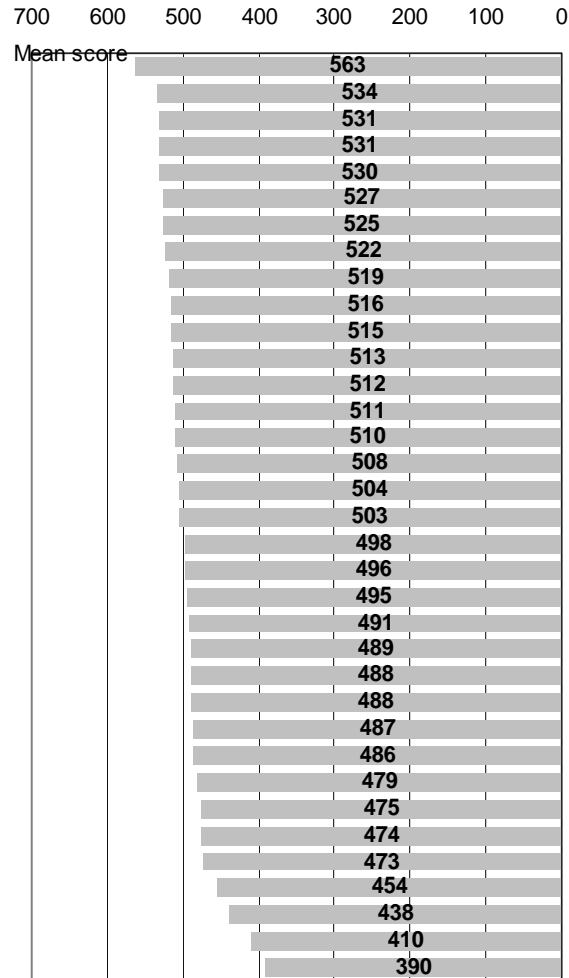




# Productivity

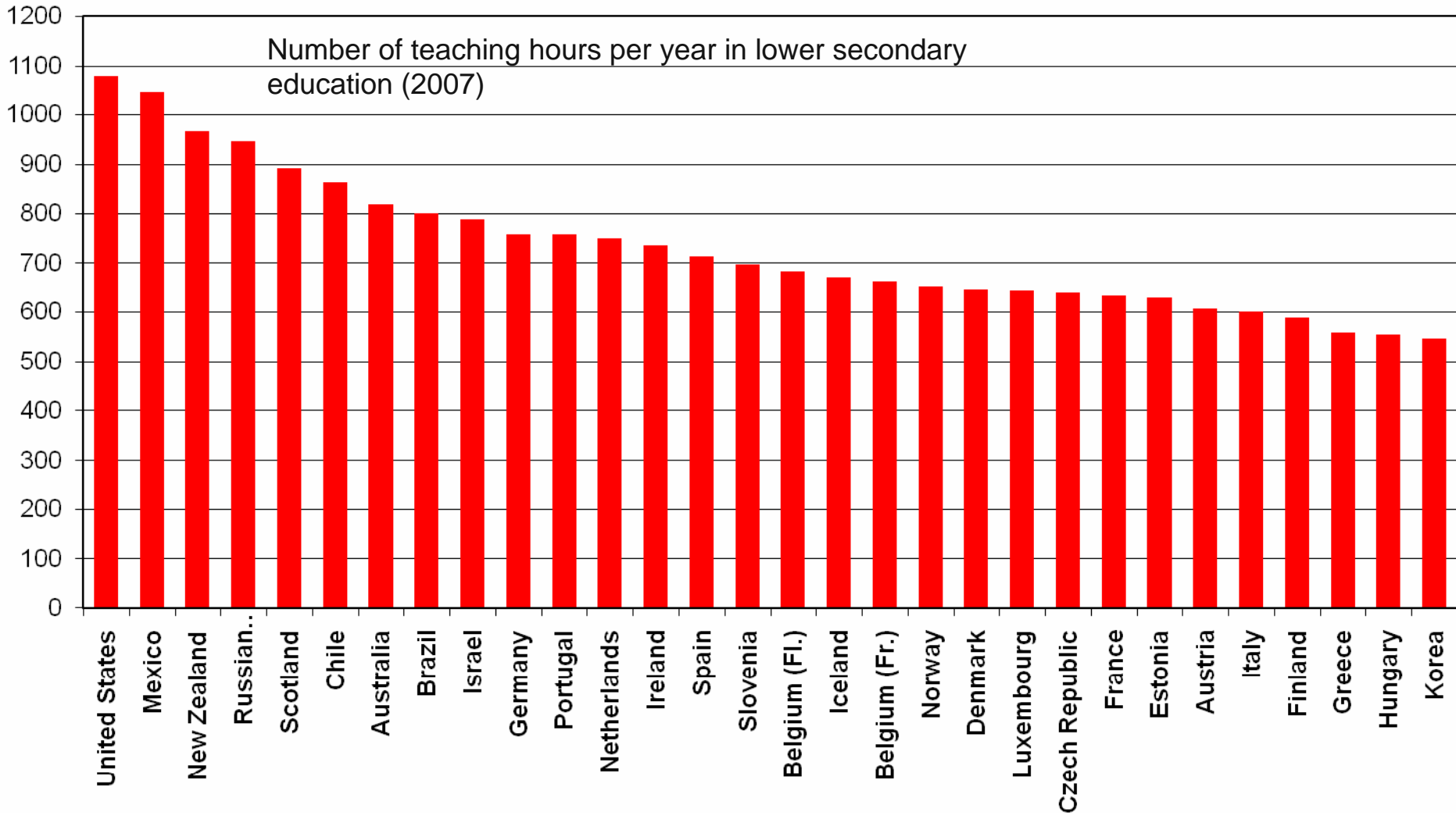
PISA performance in science (2006)

$R^2 = -0.15$



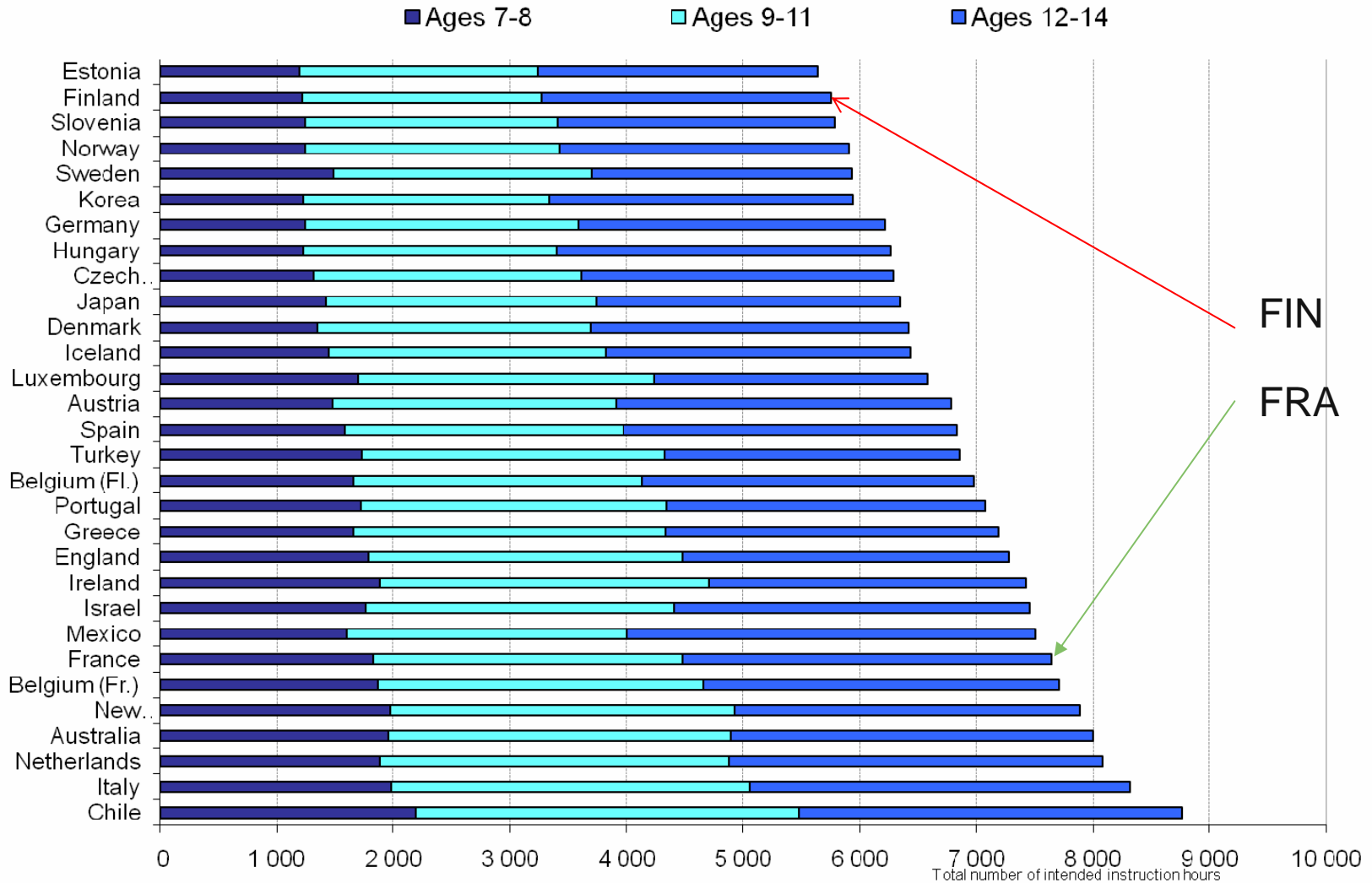
# Paradox 1: Less is more

Hours per year

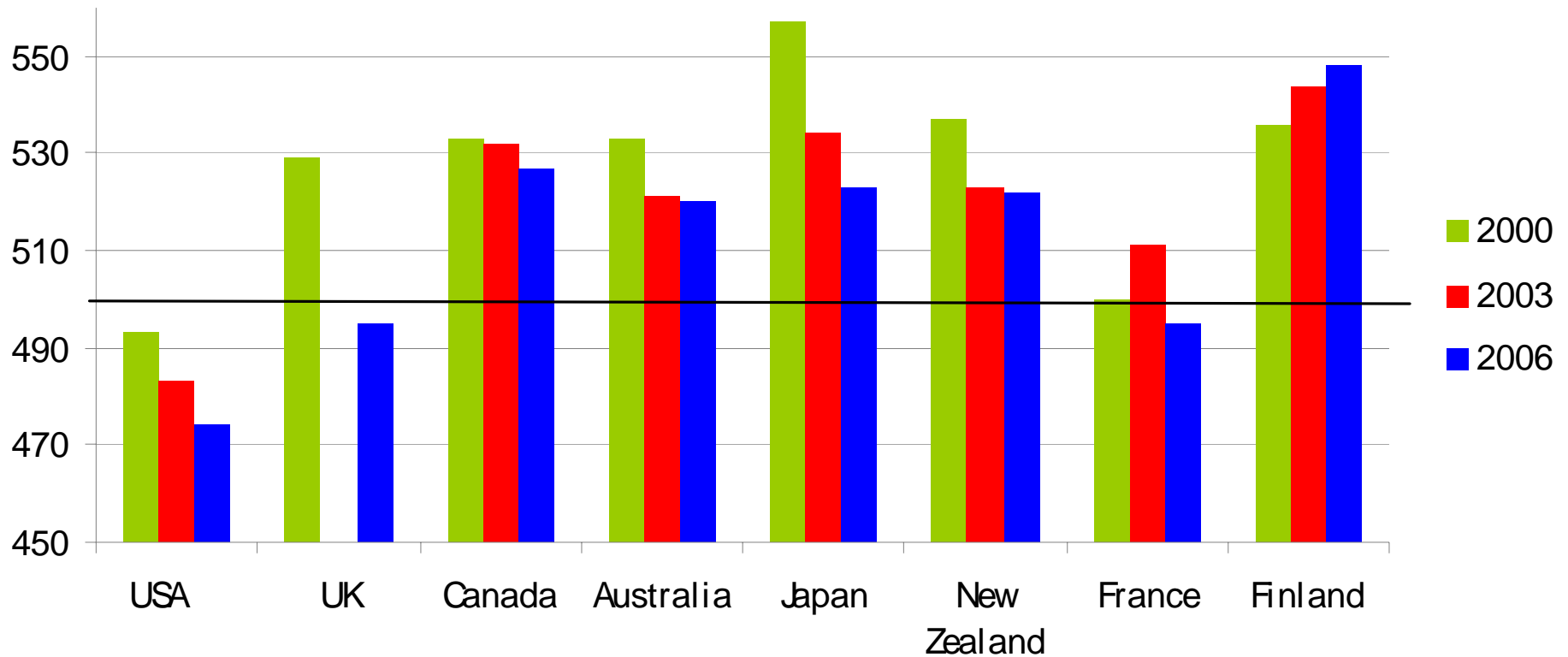


# Paradox 1: Less is more

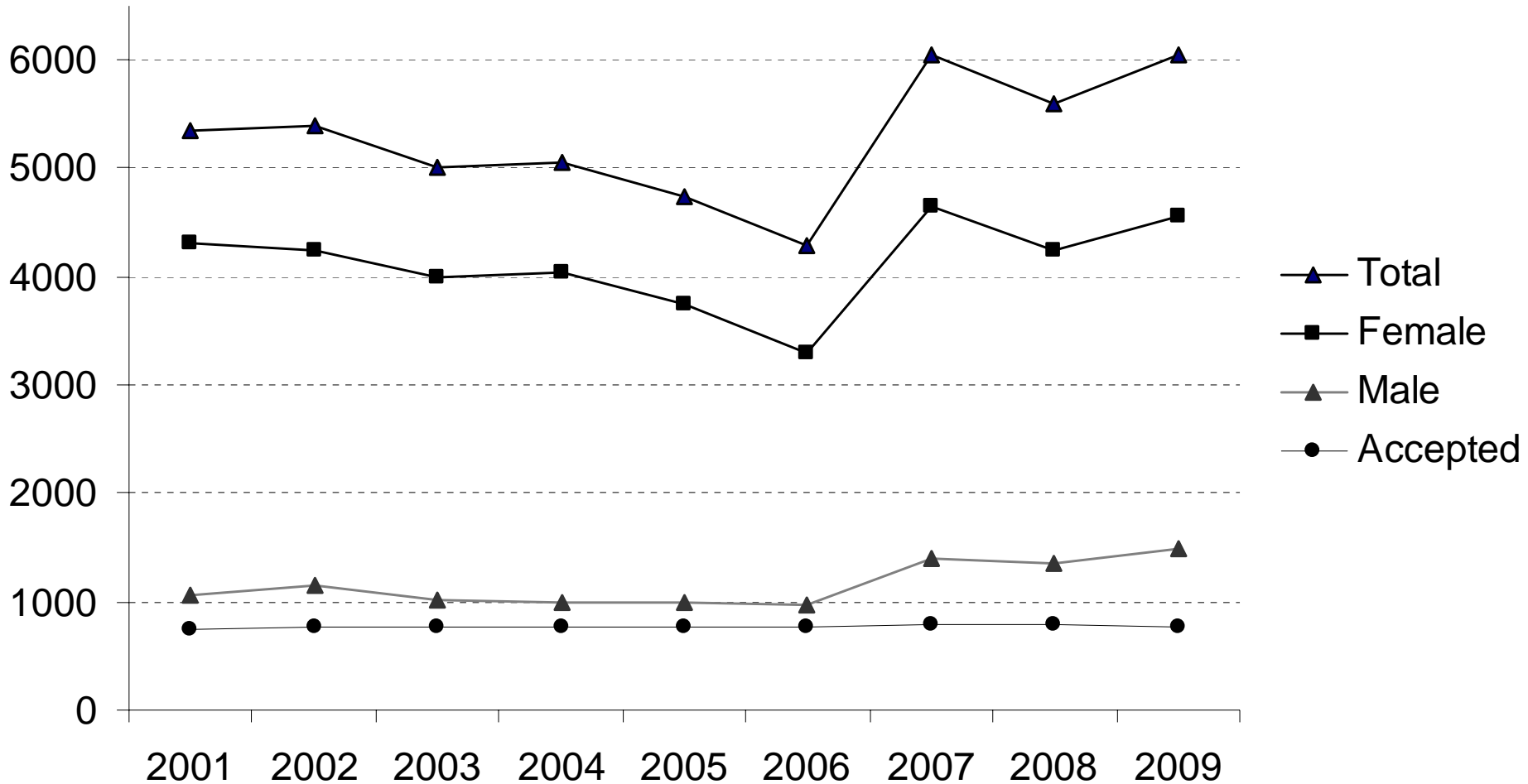
Total number of intended instruction hours in public institutions between the ages of 7 and 14 (2007)



## Paradox 2: Test less, learn more



# Paradox 3: The better the high school graduate, the more likely she will become a teacher



# Education policies and the spirit of change

*Global education reform movement (germ)*

Disciplined focus on core subjects

Prescribed curriculum

More reform

Test-based accountability

Standardisation

Control



# Education policies and the spirit of change

<i>Global education reform movement (germ)</i>	<i>Reform policies in Finland</i>
Disciplined focus on core subjects	Relaxed creative learning
Prescribed curriculum	School curriculum
More reform	Learning from others and the past
Test-based accountability	Shared responsibility
Standardisation	Loose guidelines and targets
Control	Trust



MERCI!