



FINNISH EDUCATION
EVALUATION CENTRE

FINEEC – Changes and Challenges

NOQA-meeting 19 October 2021

Staff of Higher Education and Liberal Adult Education Unit



Business almost as usual

Quality Audits: 6 Finnish institutions + University of Graz, Austria

Evaluations of fields of study in higher education: Social and health care, Law, Natural Sciences and the key bioeconomy sectors (agriculture, forestry, food processing and the environmental sector).

Thematic Evaluations:

- Impacts of the exceptional teaching arrangements on the realisation of equality and equity (Covid-19)
- The capacity of the education system to respond to rapid structural changes
- The state and reform of higher education pedagogy

EUR-ACE - engineering programme accreditation:

- Aim to extend our mandate to Master programmes

Online implementation is possible at all stages of the audit and the EUR-ACE accreditation process:

- o benchlearning,
 - o agreement negotiations between FINEEC and the HEI,
 - o committee meetings,
 - o HEI's self-assessment,
 - o training and meetings of the evaluation team,
 - o briefing and discussion event,
 - o visit,
 - o final seminar and
 - o the evaluation team's and the HEI's feedback on the process.
- + ENQA external review on-line in September**

Effective evaluations in 2020

40 evaluations

General education
and ECEC: 19

VET: 8

Higher education and
liberal adult education 13



53 FINEEC employees

193 evaluation team
members

41 events

3,565
participants

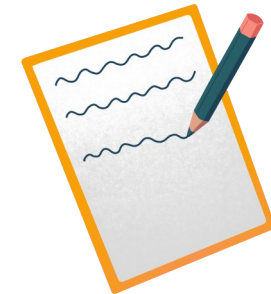
3,750
participants in
evaluations

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

42 articles
and blogs

58 papers

36 publications



Developing learning and competence

How well are the objectives set to learning and competence achieved?

Which factors enhance or hinder learning and strengthening competence?

How is the development of learning and competence towards future competence needs and continuous learning enhanced?

Promoting equality

What is the state of equality and equal opportunities in education in Finland?

Which factors enhance or hinder the implementation of equality in education?

Increasing the functionality of the education system

How does the education system work as a whole?

What have been the effects of the education reforms?

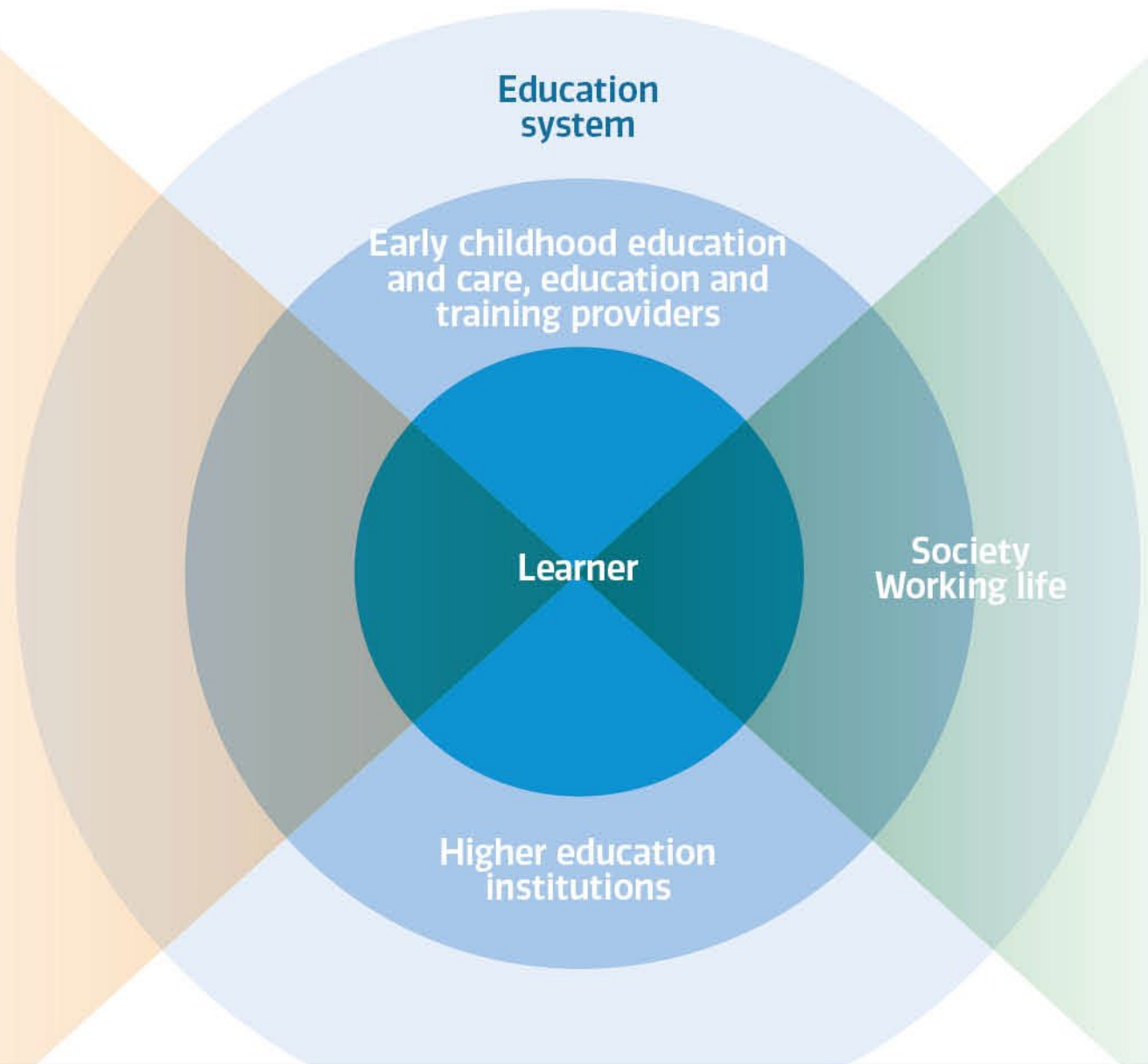
What is the capacity of the education system to react to changes in the operating environment?

Supporting continuous development

How does quality management work and support the management and continuous development?

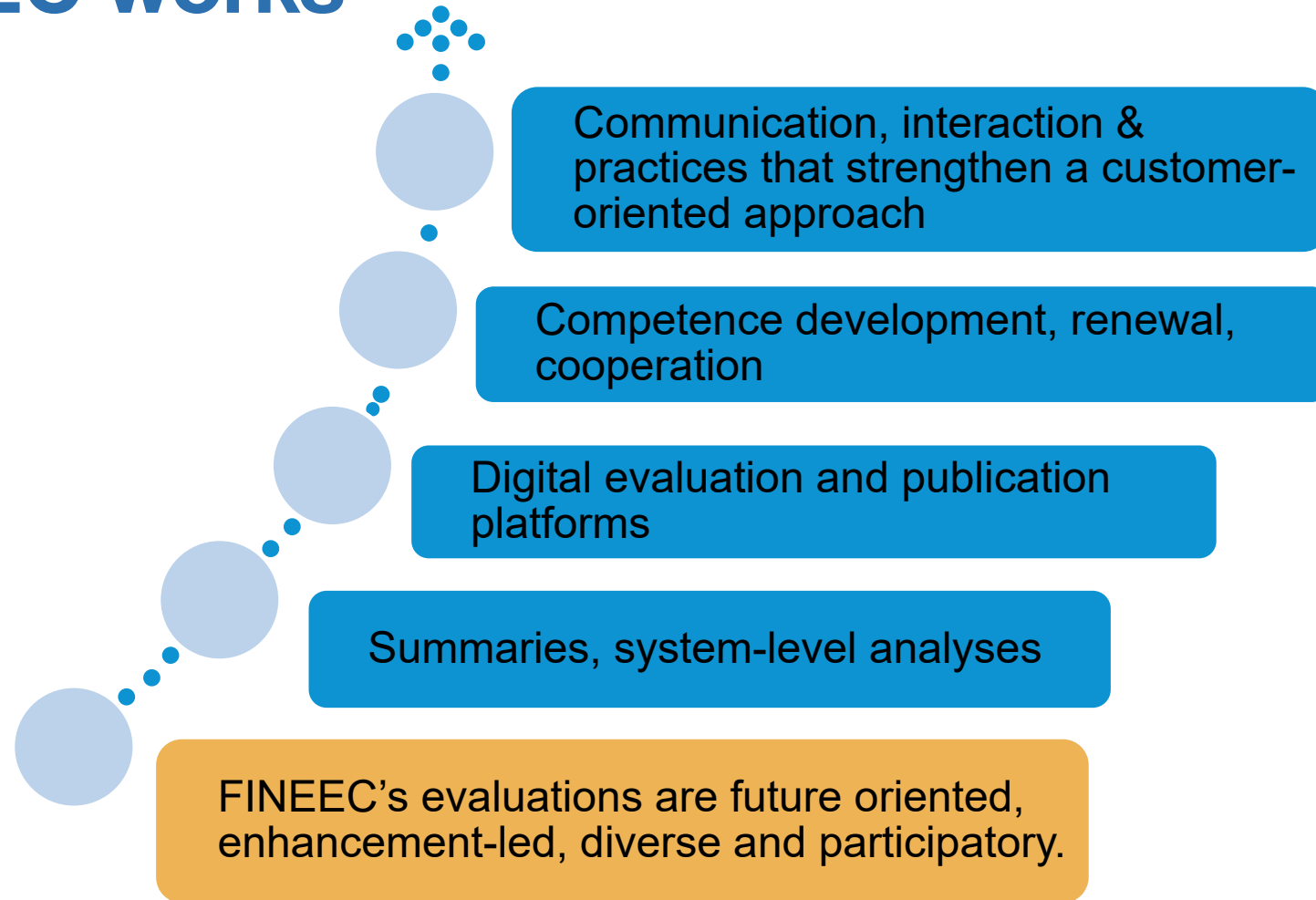
How does the operating culture support the achievement of the goals set for the activities?

How is sense of community and participation of various actors in the development efforts achieved?

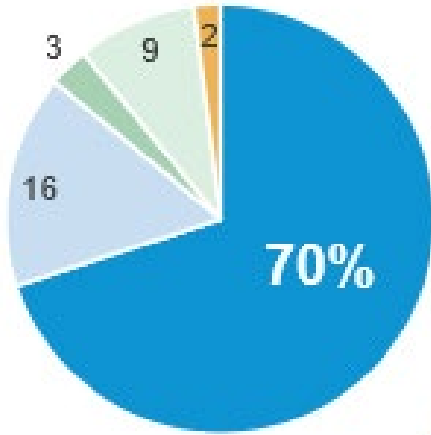


Focus areas of the evaluation activities

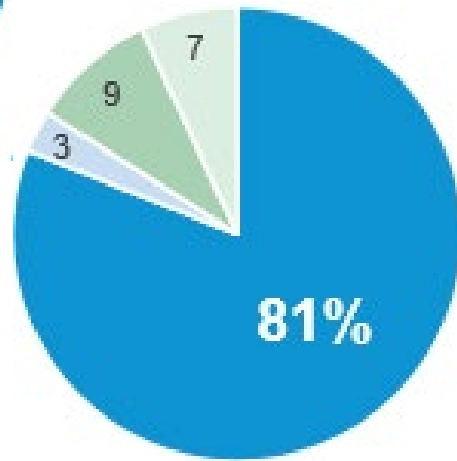
Improving the effectiveness of evaluations – This is how FINEEC works



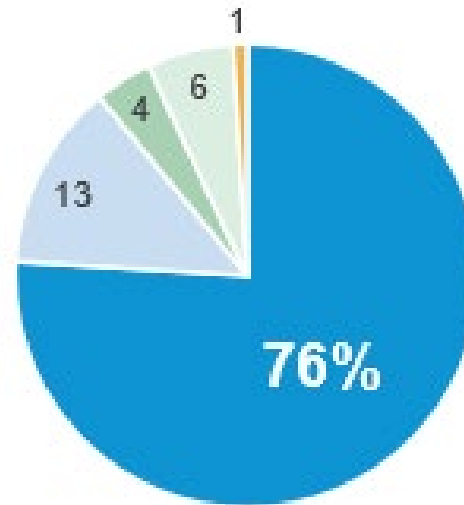
Effectiveness in figures



70% of respondents consider that the information produced by FINEEC improves* the quality of education



81% find that FINEEC produces topical information on important issues*



76% believe that FINEEC'S evaluations support the development of the Finnish education system*

Impact at practical level

At the national and regional level, information produced by FINEEC is used for:

- Influencing policy-makers
 - Member organisations' advocacy and statements
 - Public statements and reports
 - Backing up international studies
 - Educational institution development
 - Disseminating information to member organisations
 - Supporting information-based steering
 - Definition and development of quality standards
 - Adoption of evaluation plans (ministry)
 - Steering of quality work
 - Educational institution development
 - Advocacy
- (Study on Boosting effectiveness in FINEEC's work, Futurelab 2019)

Challenges

- **Changing working life: work moved to homes, 30% under capacity in offices, no personal space at work – constant cocktail party, increased distance work, no common rules and practices yet, new problems: new employees – how to integrate them, isolation and loneliness, new challenges for management and leadership etc.**
- **Methodology: How to develop a mature system that already develops itself? What shall we do after the 3rd cycle of audits?**



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Thank you!