



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



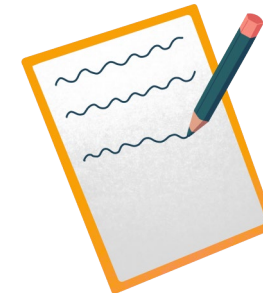
53 FINEEC employees

193 evaluation team members

42 articles and blogs

58 papers

36 publications



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

## 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?

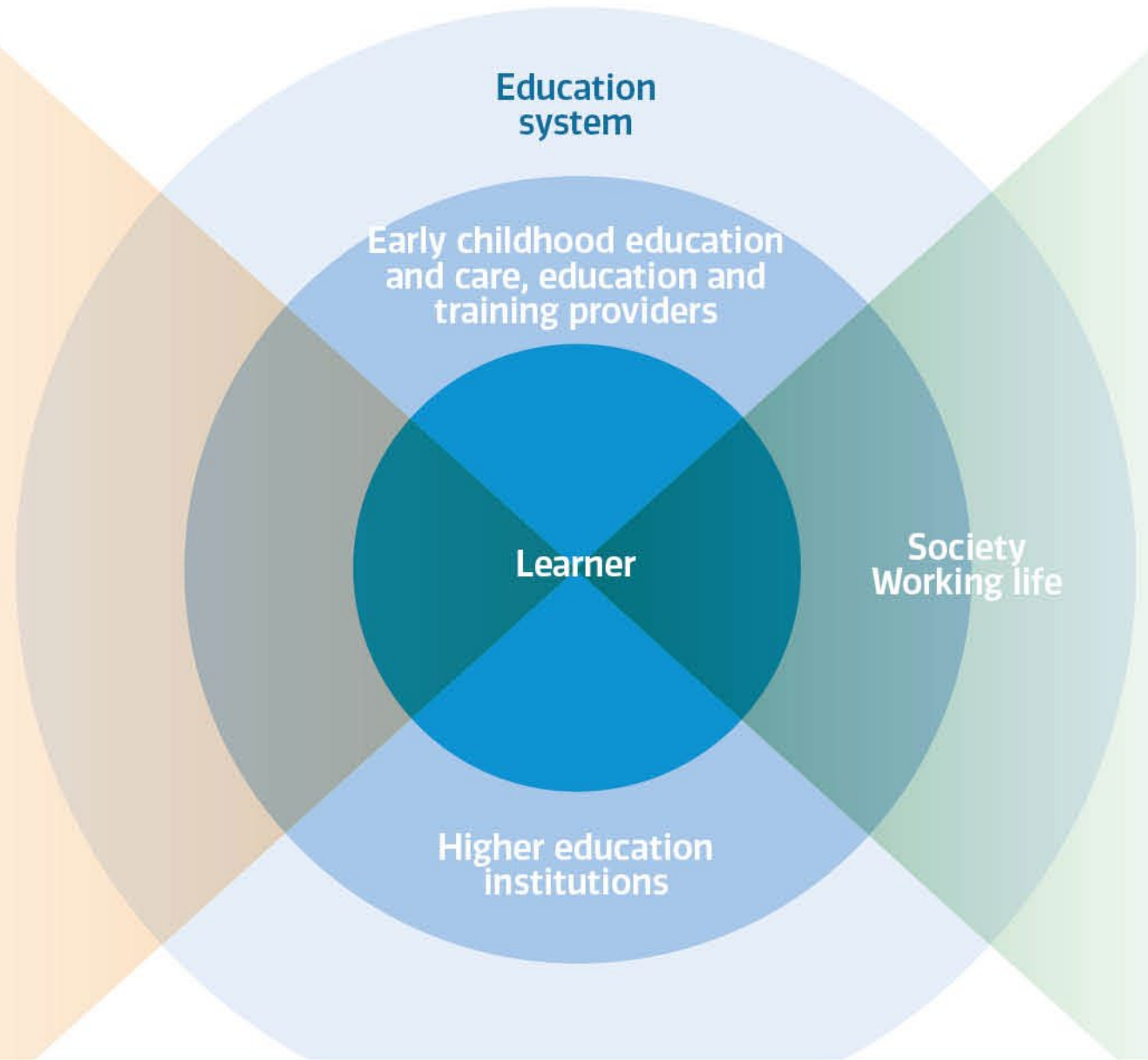
**What** is the capacity of the education system to react to changes in the operating environment?

## Supporting continuous development

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

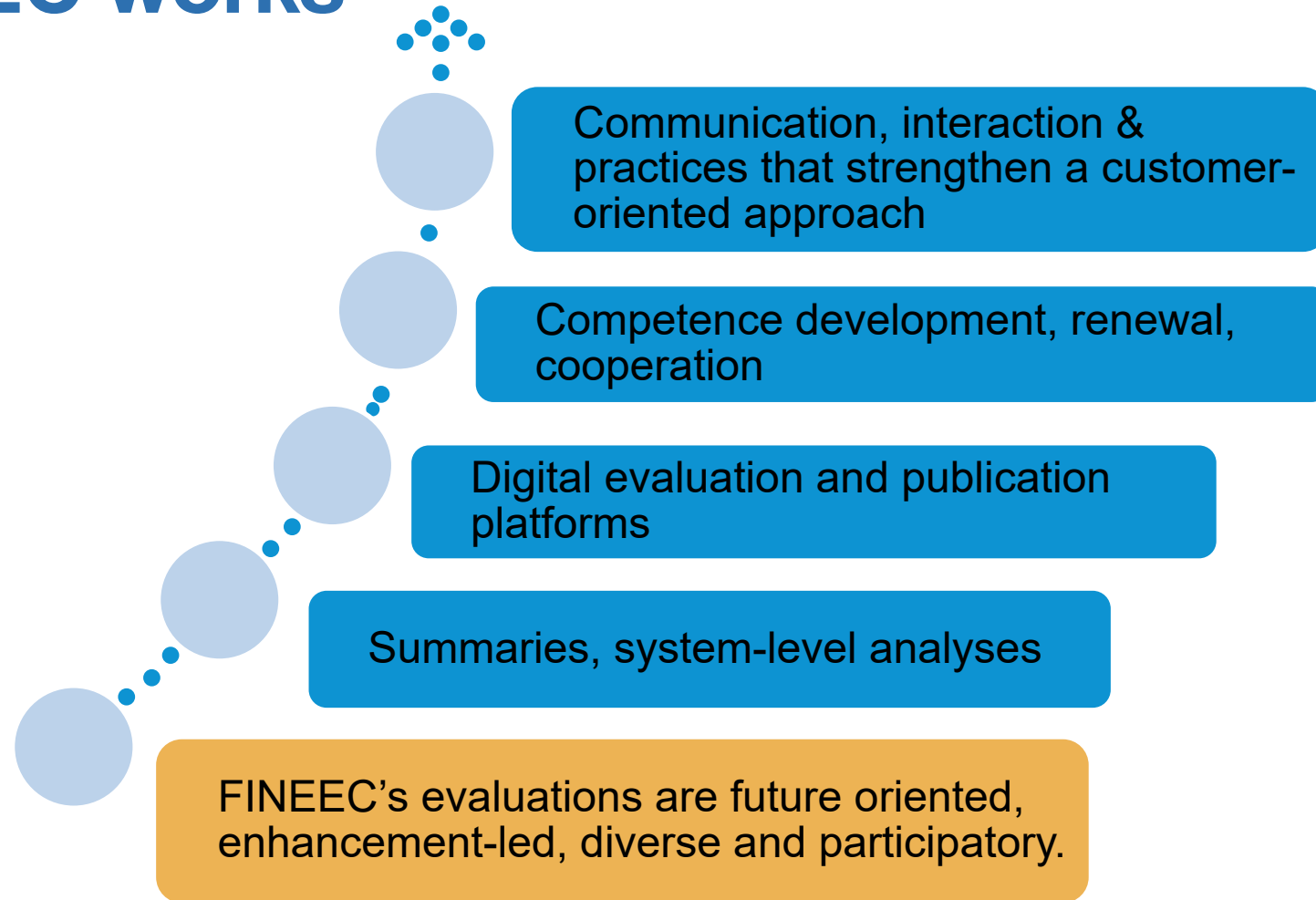
**How** does the operating culture support the achievement of the goals set for the activities?

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

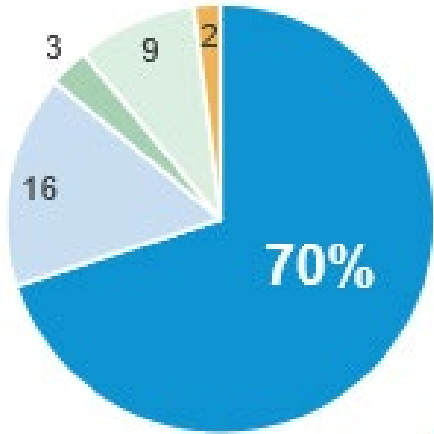


# Focus areas of the evaluation activities

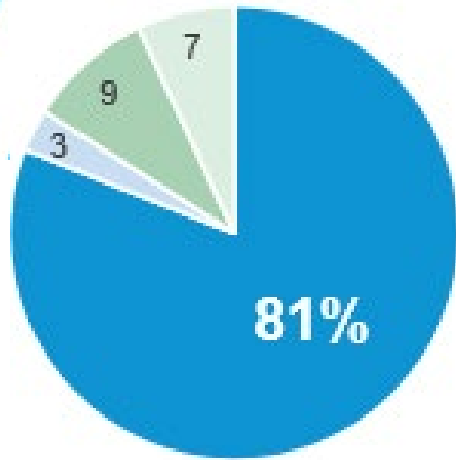
# Improving the effectiveness of evaluations – This is how FINEEC works



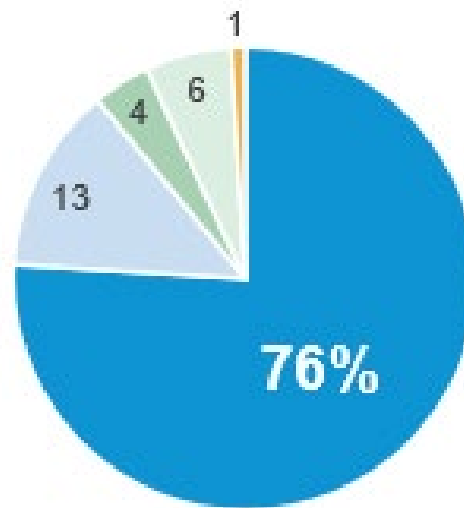
# Effectiveness in figures



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 3<sup>rd</sup> cycle of audits?**



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**Thank you!**