

Stepping Up Finland's Global Role in Education

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Main Messages

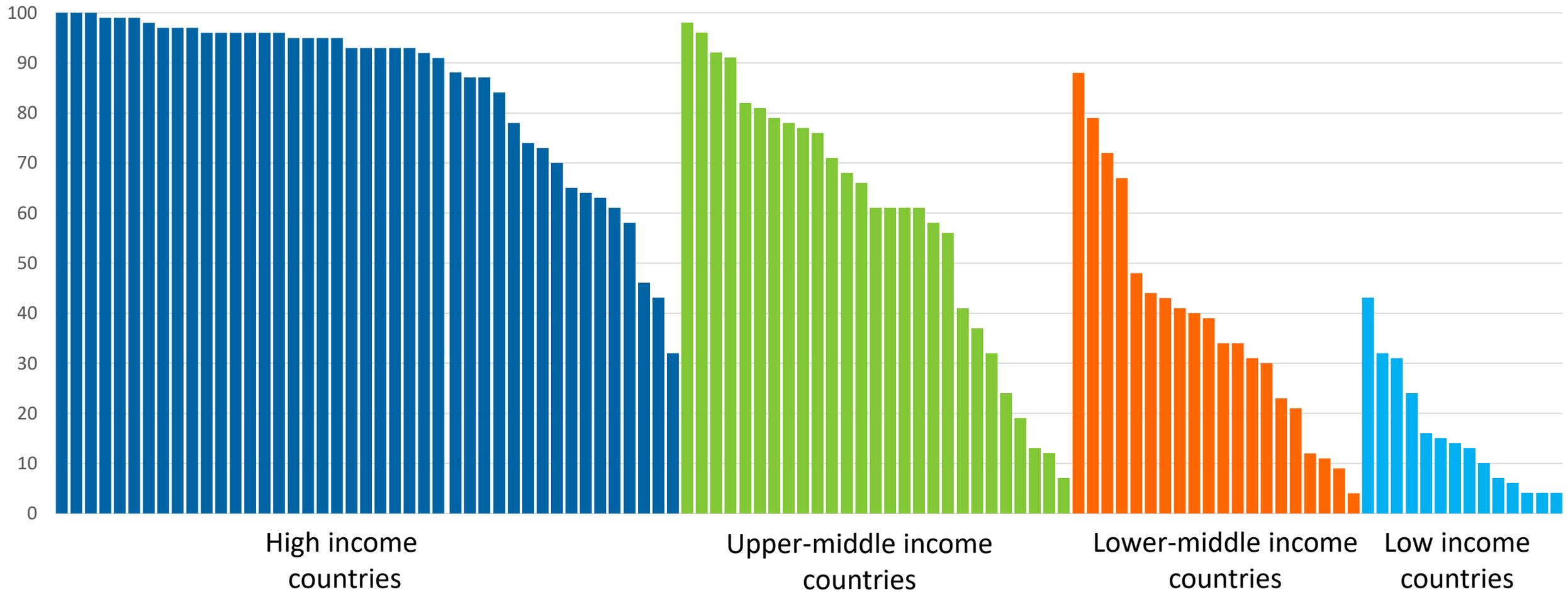
1. Finland to **step up** its global role in education. Why?
 - There is a Learning Crisis in basic education
 - Finland has strong international credibility in basic education
2. What does it take? **Impact requires**
 - Strategic thematic leadership
 - Cooperation among stakeholders
 - Knowledge of the local context
3. Make **quality of basic education and learning** a priority theme in Finnish aid
4. Strengthen the **Finnish human resource base** in education for global engagement

What does the Report cover?

- The Learning Crisis – facts and figures
- How Finland can help addressing the Learning Crisis
- Track record of Finnish aid in education
 - ✓ Success stories of Finnish aid in education
- Links to education exports, edtech and the private sector
- Practical ways for stepping up Finland's global role
- Practical ways to strengthen Finnish human resources to assume a meaningful and visible international role in education

Symptoms of the Learning Crisis: A global perspective

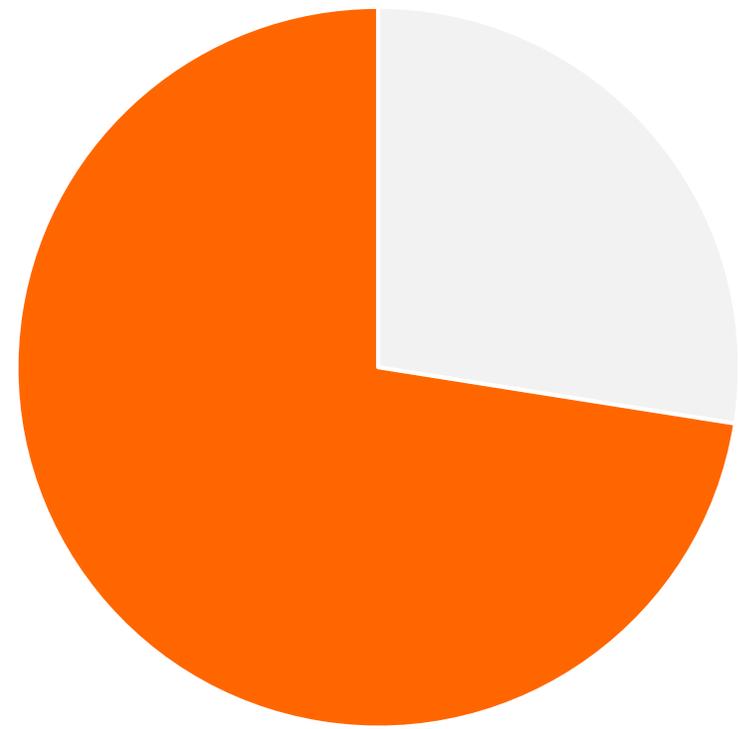
Percent of end-of primary students who meet a minimum proficiency threshold for learning in math





Rural India

$$\begin{array}{r} 46 \\ - 17 \\ \hline ? \end{array}$$



Could not solve

Grade 3



Rural India

$$\begin{array}{r} 46 \\ - 17 \\ \hline ? \end{array}$$



Could not solve

Grade 5



Brazil

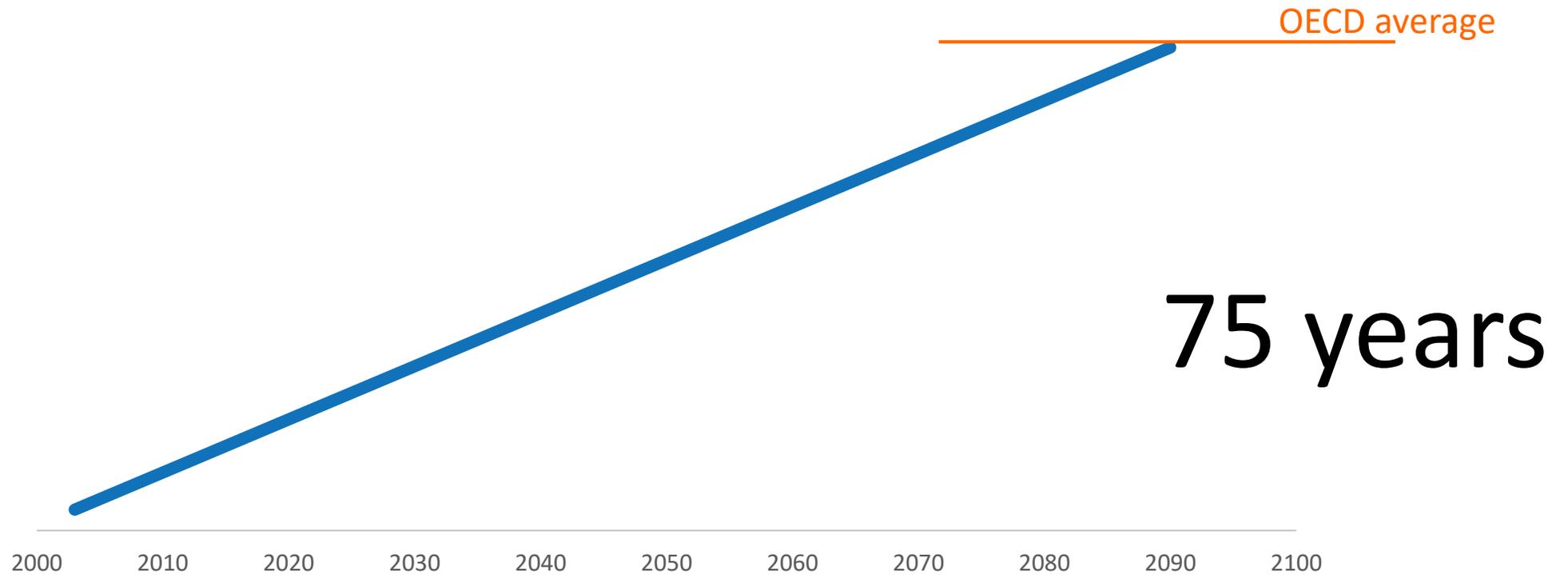
Progress in Math (PISA 15 year olds)





Brazil

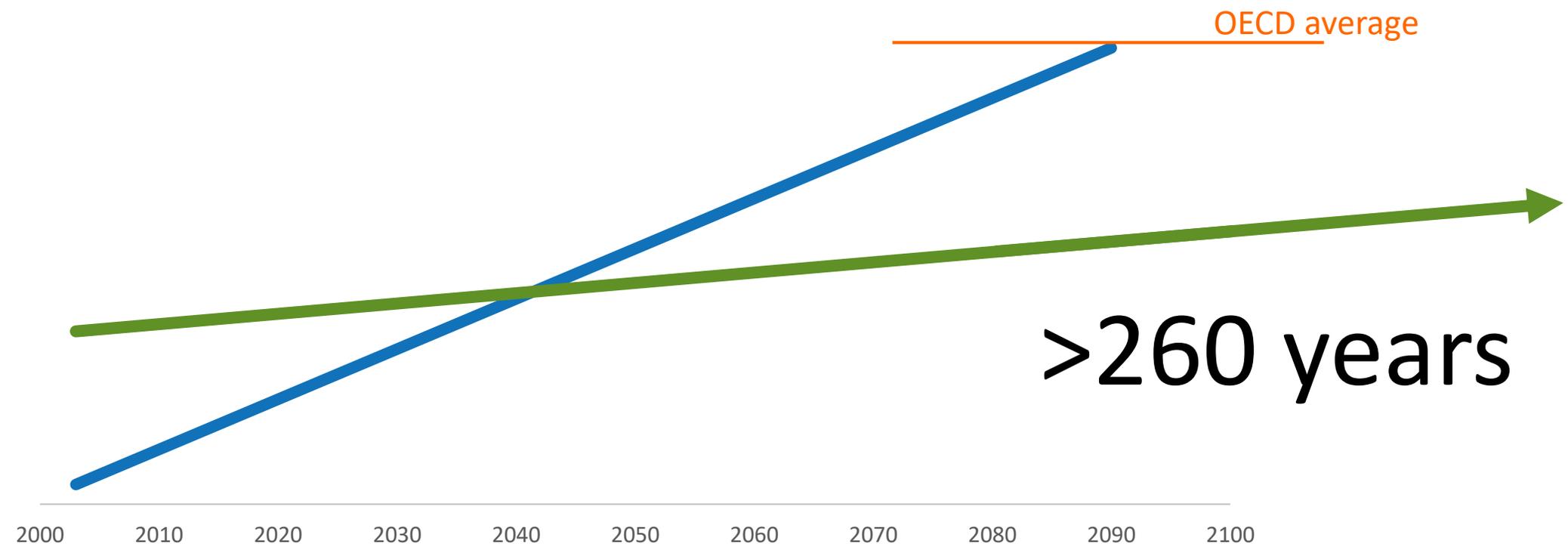
Time to reach OECD average in Math (PISA 15 year olds)





Brazil

Time to reach OECD average in Math and Reading (PISA 15 year olds)



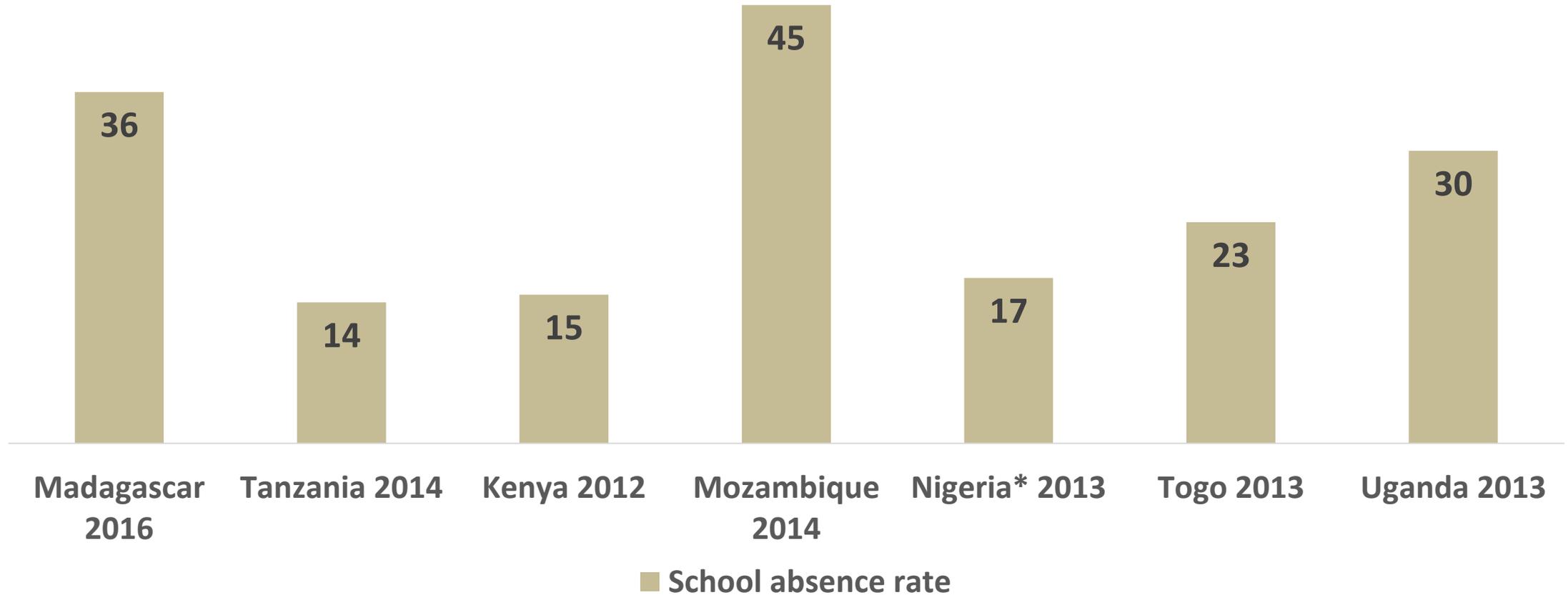
>260 years

The Learning Crisis in aggregate

- In three dozen developing countries, only 50% of adults aged 20 to 64 who have completed five years of school can read a single sentence (UNESCO 2014).
- Even if all Nigerian girls could complete 6 years of schooling, female illiteracy in Nigeria would fall only from 58% to 53% (Pritchett and Sandefur 2016).
- By 2030, about half of the world's children and young people—around 800 million, including 400 million girls—will not have the basic skills (Education Commission 2016).

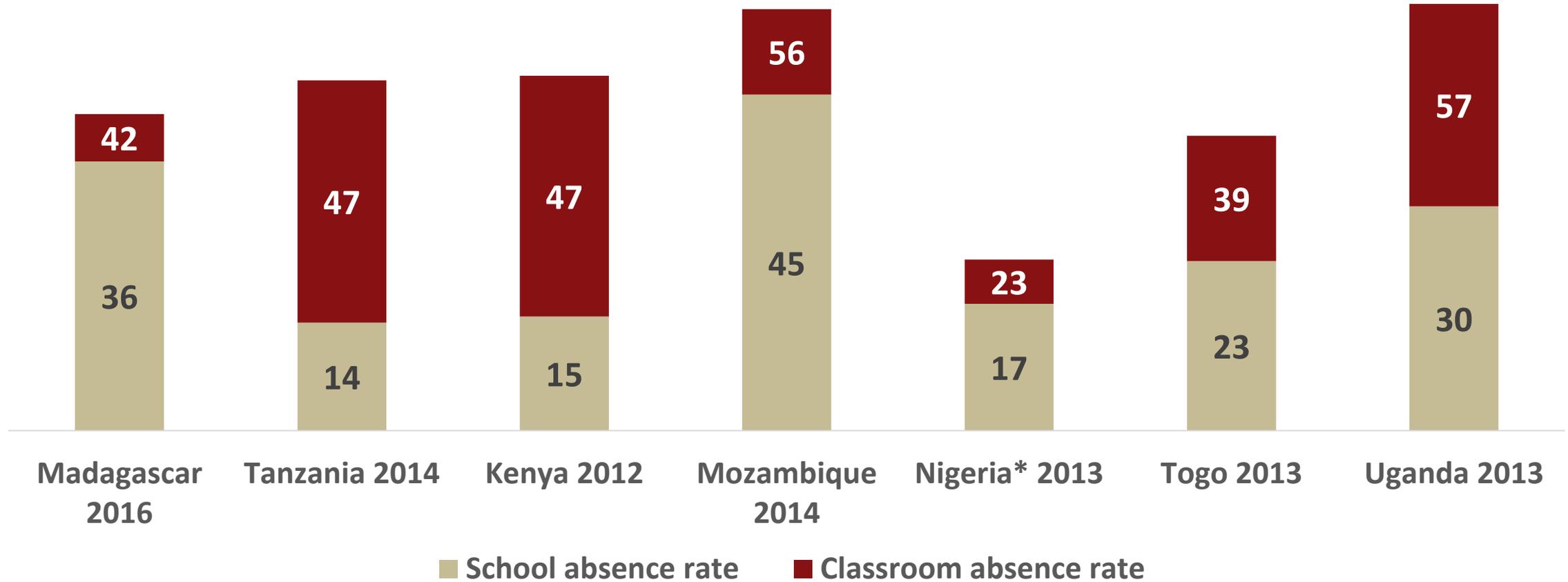
Diagnostics: What teachers do?

Many teachers do not show up to school



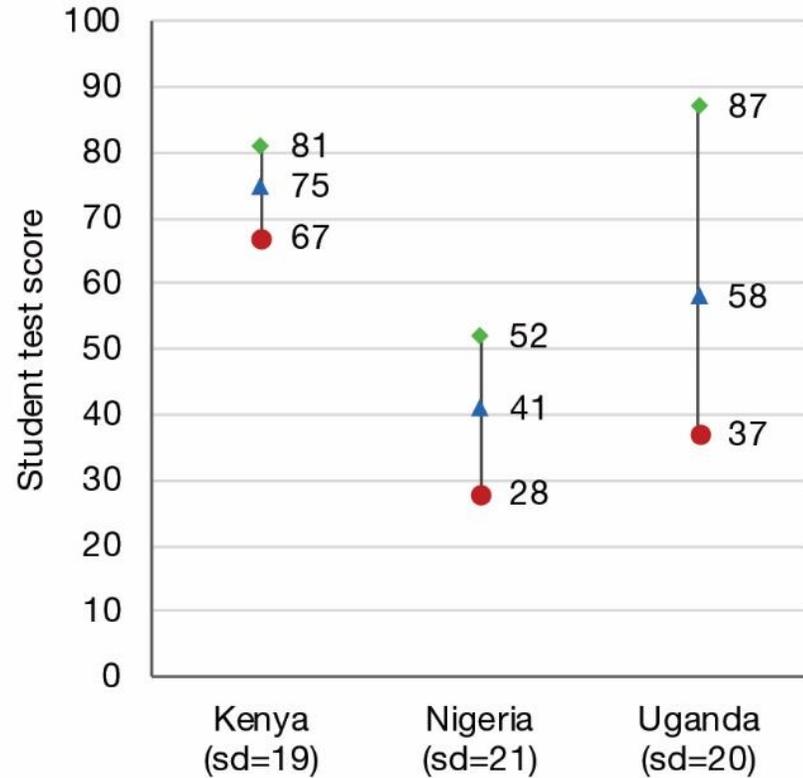
Diagnostics: What teachers do?

...and when they show up, many stay out of the classroom



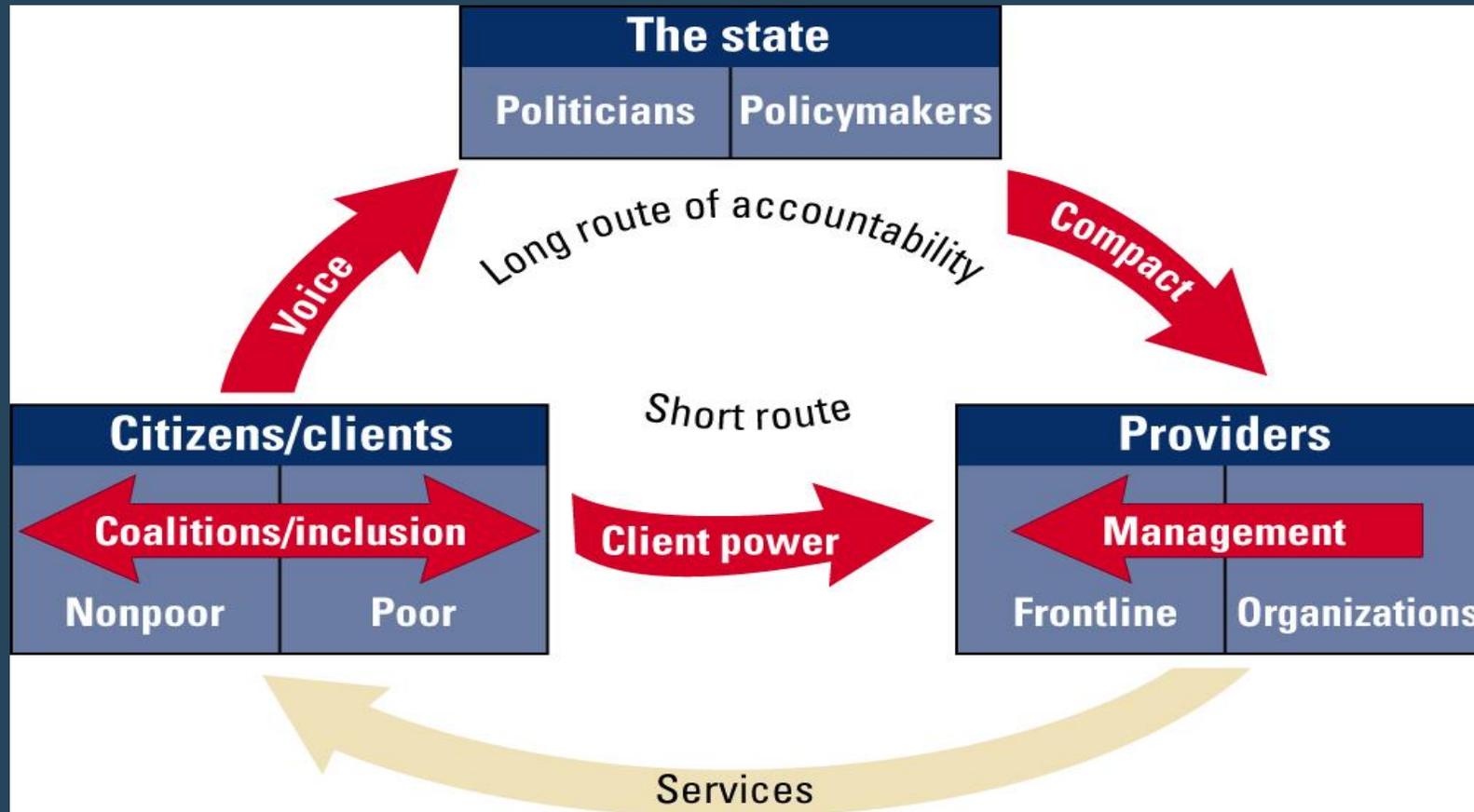
STUDENT TEST SCORES IN MATH IN BEST, AVERAGE AND WORST SCHOOLS

- Best Schools*
- ◆ In top deciles of teacher presence, and subject knowledge, and in bottom decile of pupil/teacher ratio
- Average Schools*
- ▲ In 45th - 55th percentile of teacher presence, and subject knowledge, and pupil/teacher ratio
- Worst Schools*
- In bottom deciles of teacher presence, and subject knowledge, and in top ventile of pupil/teacher ratio



◆ Best schools ● Worst schools ▲ Average schools

Short and long routes of accountability

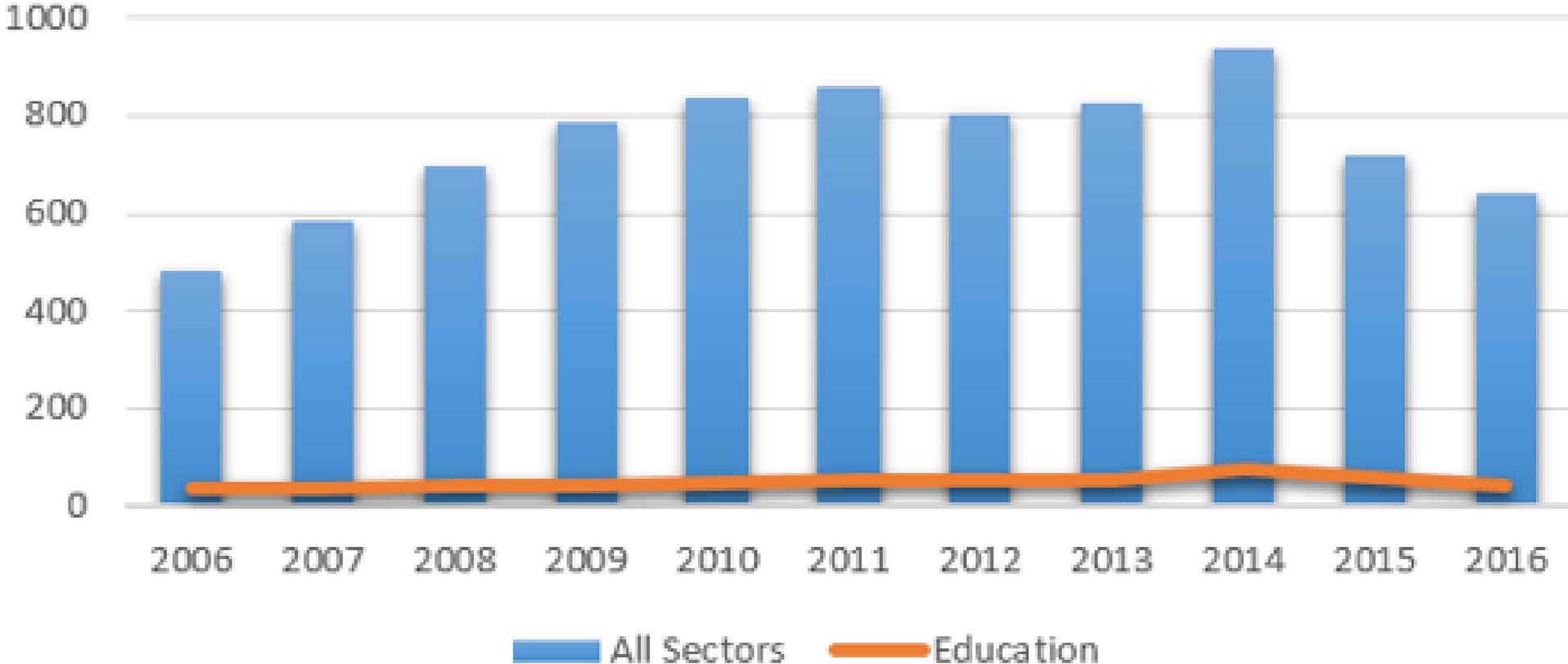


Bring Finland's voice to international educational forums

- UNESCO – Board membership 2017-21
- UNICEF – agenda aligned with Finnish priorities
- The European Union – a seriously missed opportunity
 - Finland to become an active member country in education and development
- Multilateral development banks – continue and intensify
- Global Partnership for Education – important to join
- Global public goods (i.e. research) – make use of them
- Education in humanitarian situations – become more active with key CSOs, incl. *Education Cannot Wait*

Education in Finnish Aid

Finnish ODA 2006-16, All Sectors and Education
Current prices (USD millions)



Source: OECD-DAC

Finnish government-to-government support

- Finland supports education sector programs in its long-term partner countries: Ethiopia, Mozambique, Nepal, Palestinian territories; also jointly with other donors in Afghanistan and Myanmar
- Ukraine is a newcomer on project basis
- Education sector programs are the best available way to help addressing the Learning Crisis
- The Learning Crisis requires taking on ‘big topics’
 - In Ethiopia **equity** agenda mainstreamed nationally (after 3 decades of Finnish support to inclusive education) – a great example of impact
- Find cost-efficient ways of engaging low and lower middle income countries in dialogue with Finnish education professionals

Civil Society Organizations (CSOs)

- Half (11) of CSOs receiving program-based support (22) work in education
- Only 3 work in basic education (although they are among the largest CSOs)
- For impact on the ground
 - More collaboration among CSOs
 - More coordination with bilateral programs
 - Consider more focus on education

Institutional cooperation in higher education (HEI-ICI)

- The Report recommended a more strategic approach, especially in the choice of sectors
 - In the latest round, which is open now, the Learning Crisis is a focus area, together with climate change and innovation
- **Research** to become an integral component and more thematic and strategic

Finland's basic education system (K-12)

- Strong global reputation since the first PISA results – a reference point to many countries
- Key characteristics
 - Strong equity policies
 - Highly professional teachers, with autonomy
 - Devolution of responsibilities
 - Trust in education and teachers
 - Education for all – and all for education
- Hundreds of delegations visit Finland every year
- How to facilitate professional exchanges with 'Learning Crisis' countries more effectively?

Suggested themes for Finland's global role in education

Overarching theme:

Learning and Quality of basic education

Sub-themes:

1. Support coherence of the entire educational system
2. Strengthening school leadership and teachers' professional development
3. Collaborating on teacher education
4. Sharing Finnish experience in education reform, including the political context
5. Learner focus

Strategic leadership and stakeholder cooperation

- Ministry for Foreign Affairs to establish a Steering Committee, co-chaired with the Ministry of Education and Culture
- Multi-stakeholder effort
 - EDUFI as key partner
 - Civil society organizations working in education
 - Universities
 - Education Finland
 - Others
- First task to oversee preparation of education policy for development cooperation

Finnish human resources in education and development

Working with the Steering Committee, MFA to find ways to

- Encourage Finnish universities to engage in education globally, including offering development-oriented programs and courses in educational sciences and economics of education
- Help make *Teacher without Borders*, a national volunteer program in education, to address the Learning Crisis
- Initiate exploratory work towards establishing a 'Finnish Expert Capacity Deployment Facility' in education, initially for selected UN agencies
- Strategic deployment of JPOs and internships opportunities for young people
- Help revive short-term courses in education and development

Thank you!

