FORESIGHT AND EFFECTIVE EVALUATION 2020
THE STRATEGY OF FINNISH EDUCATION EVALUATION CENTRE
02  Vision, mission and operating principle
04  Service promises
05  Strategic goals
06  FINEEC’s scorecard
08  Critical success factors
09  Focus areas regarding evaluation
12  Partnerships that support the strategy
Vision
Finland develops education based on the versatile and up-to-date evaluation information produced by the Finnish Education Evaluation Centre.

Mission
FINEEC is a nationally significant and internationally desired evaluation partner in the field of education and an inspiring developer that produces evidence-based evaluation information that has an impact on the development of education.

Operating principle
FINEEC develops, experiments, reforms, involves, and serves.
Service promises

Reliability
We base our evaluation activities on objectively collected data.

Equality
We treat education providers equally in our evaluation activities.

Transparency
We act openly and make our operating principles and practices transparent.

Reform
We reform and inspire our partners to reform.
Strategic goals

- **Impact**: The evidence-based evaluation information we produce is utilised in decision-making and development at different levels of the educational system. Based on the evaluation information, improvements are made to learners’ learning path.

- **Efficiency**: Our evaluation processes are streamlined, and the operations are profitable.

- **Competence of personnel**: Our personnel is competent and its well-being is a priority. We maintain a positive atmosphere and encourage each other.

- **Development**: We succeed in selecting the evaluation targets.

- **Reputation**: We are a well-known and respected evaluation organisation both nationally and internationally.

- **Accuracy**: We act as the centre of expertise for evaluation. We support education providers in matters pertaining to evaluation and quality management. We actively spread information regarding good practices as well as offer new types of forums for development.
FINEEC’s scorecard

Processes

- Improving the efficiency of evaluation processes
- Improving communication on and usability of evaluation results
- Standardising electronic evaluation environments
- Improving the data management of evaluation activities
- Continuous analysis of the operating environment concerning education and learning
- Strengthening partnership relations

Resources

- Securing budget funding
- Increasing external funding
- Ensuring cost-efficiency
- Developing HR processes
- Appropriate sizing of personnel structure and volume

Results and impact of evaluations

- Development and reform of the educational system
- Development of the quality of learning and competence
- Improvement in the operations of educational organisations
- Utilisation of evidence-based evaluation information in decision-making concerning education

Competence and reform

- Good reputation as an employer
- Ensuring competence
- Learning and well-being community
- Development of methods
- Strengthened internationalisation
Critical success factors

Forecasting changes in the operating environment and the accuracy and timeliness of the evaluation targets based on the analysis

Successful recruitment of personnel and evaluators as well as continuous development of competence

Allocating funds so that they enhance the impact of evaluations

FINEEC’s organisation model supports learning and development across different educational levels

Timing evaluations and developing processes so that the evidence-based evaluation information produced is up-to-date and useful

Reporting and communicating the evaluation results to the beneficiaries in a versatile, timely and clear manner

Successful external communication
Foresight and effective evaluation

- Functionality and development of the educational system
- Developing learning and competence with evaluation
- Supporting education providers in quality management and in strengthening an evaluation culture
- Themes which are central and critical in the society

Strategic focus areas of FINEEC's evaluation activities
Focus areas regarding evaluation

FINEEC’s evaluation activities have four strategic focus areas that are determined on the one hand by the analysis of the changes in the national and international operating environment and on the other hand by foresight and effective evaluation:

1. **Developing learning and competence with evaluation.** Evaluations implemented with different enhancement-led methods aim at improving learning outcomes and competence at all educational levels in both official language groups.

2. **Functionality and development of the educational system.** Evaluation activities that cover all educational levels provide information on the functionality of the entire educational system and policy. The evidence-based evaluation information forms a basis for development work. Evaluations are also targeted at the educational level boundaries and various transition phases.

3. **Themes which are central and critical in the society.** Evaluations are targeted at societally important and critical themes. Based on an analysis of the changes in the operating environment, significant development targets in education, which are not included in the Evaluation Plan, may be raised for evaluation.

4. **Supporting education providers in quality management and in strengthening an operating culture based on enhancement-led evaluation.** FINEEC supports education providers in developing quality management by evaluating their quality systems and producing information on good practices in quality management and development, as well as by spreading the information across different educational levels. Moreover, FINEEC supports schools, educational institutions and higher education institutions in utilising national evaluations and self-evaluations as well as in strengthening the enhancement-led evaluation approach.
Partnerships that support the strategy

Partnerships that support FINEEC’s strategy are divided into four categories:

1. **Strategic partners**, with which FINEEC carries out joint evaluation and/or development projects, simultaneously developing its evaluation processes and evaluation methodology. FINEEC primarily participates in such national and international cooperation that produces added value to the development of the quality of education and learning as well as the Finnish educational system.

2. **Tactical partners**, such as evaluators and education providers that FINEEC involves in the planning and implementation of evaluation as well as the utilisation of evaluation results.

3. **Stakeholders**, that FINEEC hears in order to find out and analyse national evaluation needs, with which FINEEC discusses the utilisation and impact of evidence-based evaluation information as well as aims to secure sufficient financial resources for the evaluation activities.

4. **Domestic and international networks** that are central for evaluation activities and in which FINEEC is actively involved. Being active in the networks strengthens the visibility of Finnish evaluation activities and enables influencing the development of European evaluation activities.
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