

Education Policy Outlook Finland Oecd

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EDUCATION POLICY OUTLOOK: FINLAND © OECD 2013 6 EQUITY AND QUALITY: ENSURING EDUCATIONAL OPPORTUNITY FOR ALL Finland is among the top performing and most equitable countries according to PISA performance of 15-year-olds, but students' background and gender matter. Finland has both a large percentage of top performers

EDUCATION POLICY OUTLOOK FINLAND - OECD

Attainment rates in upper secondary and tertiary education are higher than the OECD average, with one of the highest enrolment rates in upper secondary vocational education and training (VET) in OECD countries. School dropout is lower in Finland than in other EU countries, and is higher among people with an immigrant background.

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Finland Overview of the education system (EAG 2020) On average, 72% of all upper secondary students enrol in VET programmes in Finland, a higher proportion than the OECD average of 42%. In 2019, 42% of 25-34 year-olds had a tertiary degree in Finland compared to 45% on average across OECD countries.

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Data and research on education including skills, literacy, research, elementary schools, childhood learning, vocational training and PISA, PIACC and TALIS surveys., The Education policy Outlook is a new publication that uses existing knowledge to review education policies and reforms across OECD countries.

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File Type PDF Education Policy Outlook Finland Oecd Although the share of tertiary-educated young adults (25-34 year-olds) has increased over the past decade, it remains below the OECD average.Finland's admission system is

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This policy profile on education in Finland is part of the new Education Policy Outlook series, which will present comparative analysis of education policies and reforms across OECD countries. Building on the substantial comparative and sectorial policy knowledge base available within the OECD, the series will result in a biennial publication (first volume in 2014).

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The Education Policy Outlook is designed to help education policy makers with reform choices. It addresses the need for improvement in education in a comparative manner, while taking into account the importance of national context.

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