



MINISTRY OF EDUCATION AND CULTURE
FINLAND

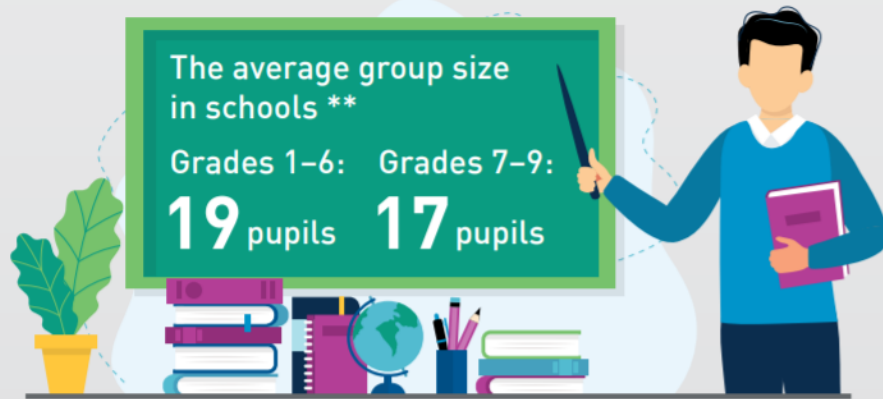
Operation SKY

Engaging school community work

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Pupils go to local school

All pupils can go to local school near home. The differences between schools in learning outcomes are small in Finland*.



2 279

schools in 2019***

243

pupils on average
in a school**

33%

of schools has pupil
count smaller than 100

*OECD: Programme for International Student Assessment (PISA) 2018.

Teachers and Principals in Finland study 2019. * Vipunen Educational Statistics Finland.

School attendance problems in Finnish basic education

- The Finnish National Agency for Education has published a survey about the current situation in municipalities struggling with SAP
- According to the survey there is a multitude of different local models to tackle SAP in the absence of national guidelines. Absences are often addressed too late and the models have not sufficiently taken into account preventive measures and early intervention. National monitoring of absences is currently lacking.
- The number of learners whose absenteeism clearly affects their learning is estimated to be over 4,000 in lower-secondary schools in Finland; approximately 2–3% of learners
- The COVID-19 pandemic has also contributed into absenteeism



Engaging school community work (SKY)

The essential goal of the program is to produce a national frame for

- promoting school attendance and for tackling absence
- developing practices to harmonize the monitoring and gathering the data about school attendance and absenteeism

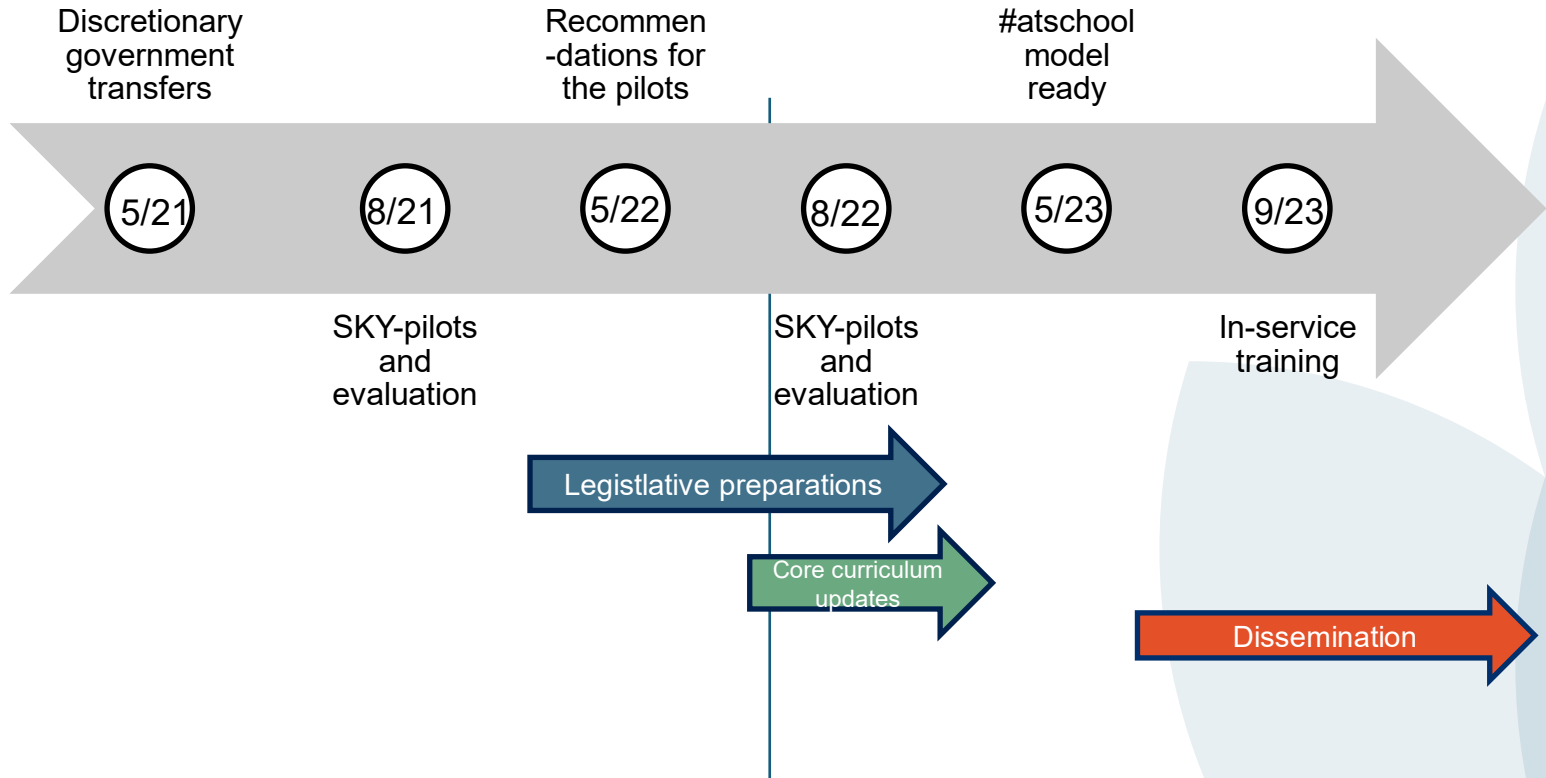
The national model will be prepared on the basis of local pilots.

- Changes in legislation are made by the **Ministry of Education and Culture**
- **Finnish Education Evaluation Centre, FINEEC's** developmental assessment work supports national development
- Core curriculum updates are done by the **Finnish National Agency for Education**, who is also in charge of dissemination

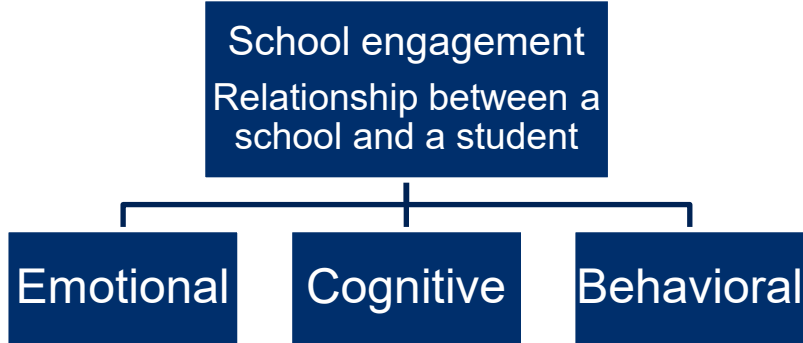


PHASE I

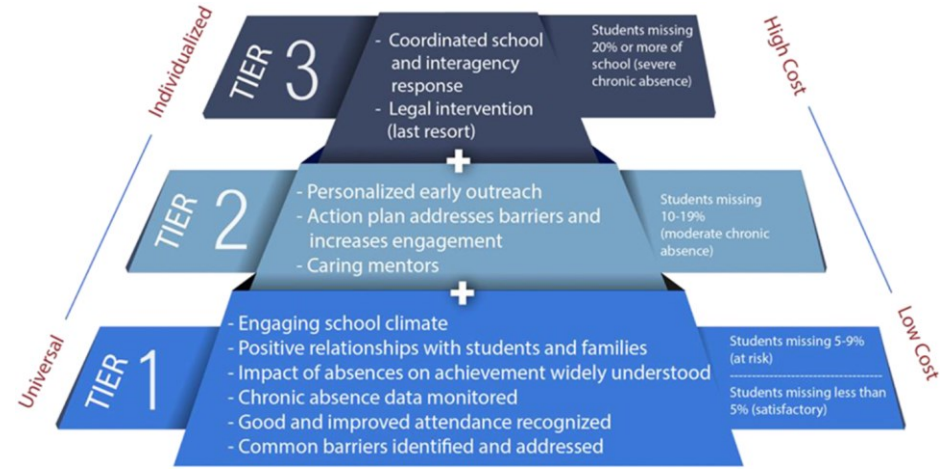
PHASE II



Theoretical framework



Appleton et al. 2006; Fredricks et al. 2004



A Change in the Frame: From Absenteeism to Attendance
Carolyn Gentle-Genitty, James Taylor, Corinne Renguette
Front. Educ., 21 January 2020
| <https://doi.org/10.3389/feduc.2019.00161>

Piloting

24 pilots

- 126 education providers (121 municipalities)

549 schools

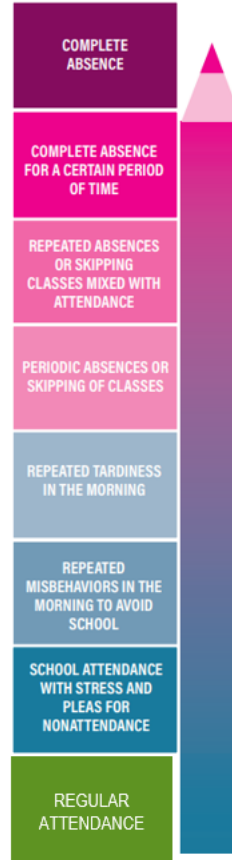
- 268 schools with grades 1 - 6
- 94 schools with grades 7 - 9
- 187 schools with grades 1 - 9

Development work is done by

- 30 coordinators
- 105 school coaches
- 154 teachers who are involved in the process
- 10 other experts

117 000 students

- From grades 5 - 9



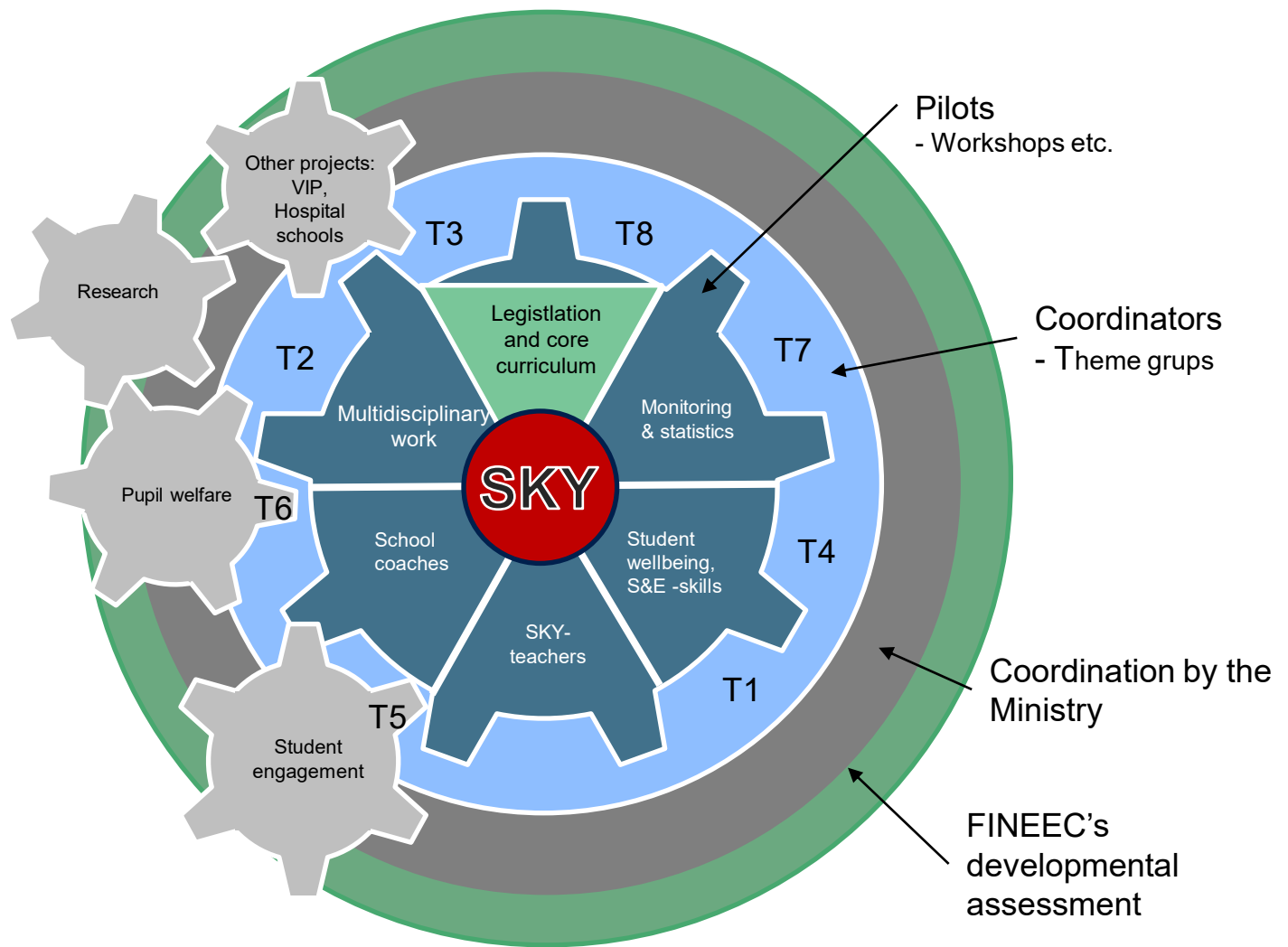
Discretionary government transfers

Creating a model for service pathways, multidisciplinary work and coordination

Working with parents
School coaches

Lessons and support in social and emotional skills

Production process of the SKY-model



Finnish Education Evaluation Centre implements an evaluation project

- FINEEC implements an evaluation project assessing the implementation and effectiveness of those projects that receive discretionary government transfers.
- The evaluation will:
 - produce information for the development of a nationwide model for engaging school community work.
 - produce a proposal on how statistics on and monitoring pupils' absences should be improved at the national level.
- Two reports published in 2022:
 - Evaluation of the Engaging School Community Work – [Intermediate report](#) (with an English abstract)
 - [Action plans for preventing and intervening in school absences – Results from initial survey for education providers participating in SKY-pilot projects](#) (only in Finnish)



Evaluation questions

Administrative and structural practices that promote engaging school community work

- How administrative and structural practices can promote engaging school community work?
- What kind of absenteeism monitoring and reporting system supports the prevention and response to school absenteeism both national and local level?

Early interventions that promote school engagement and prevent school absenteeism

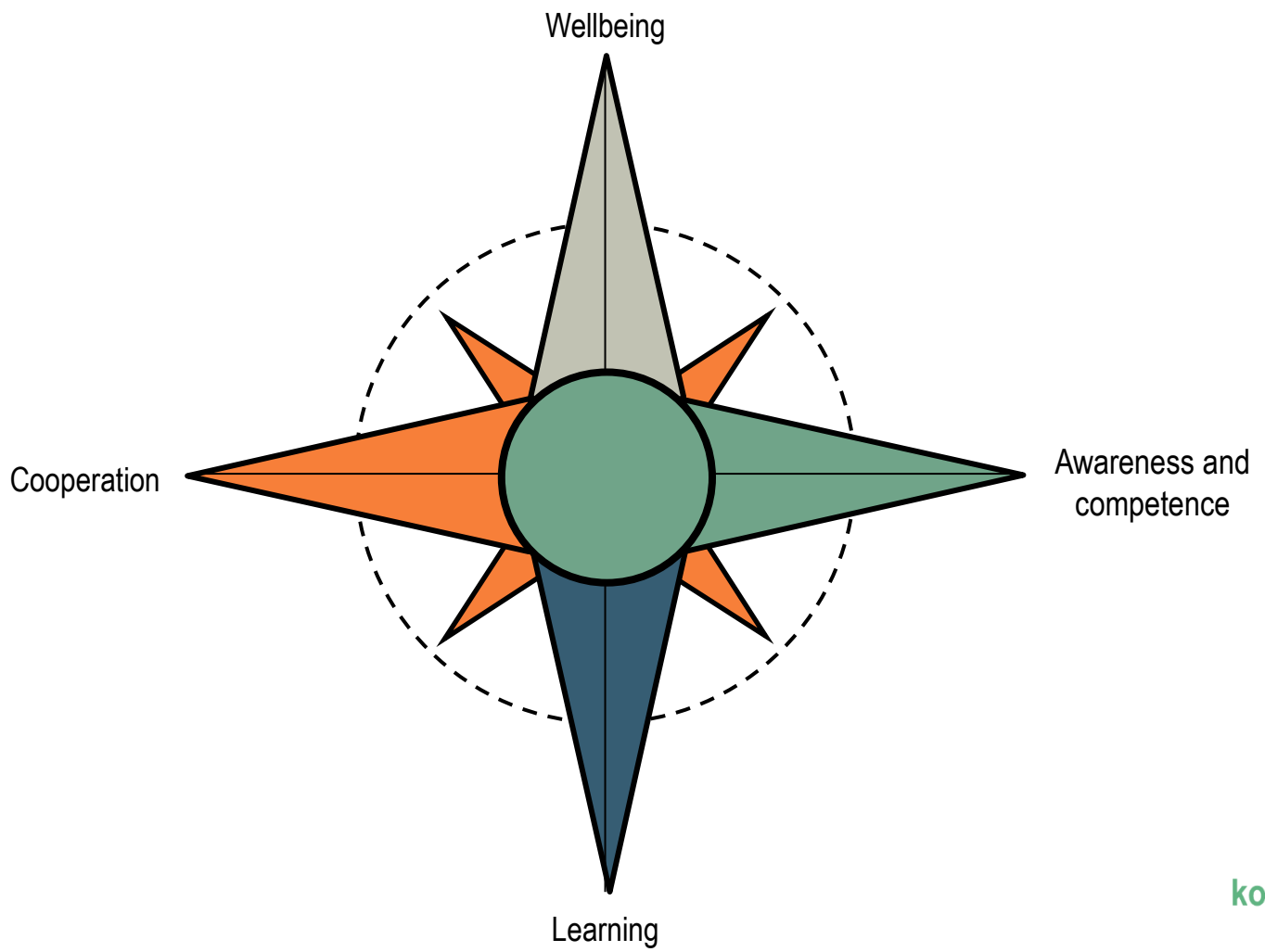
- What kind of policies education providers have to prevent and tackle absences?
- How community-based practices support school engagement and prevent absenteeism?
- How pedagogical methods support school engagement and prevent absenteeism?

Targeted and intensive interventions for school absenteeism

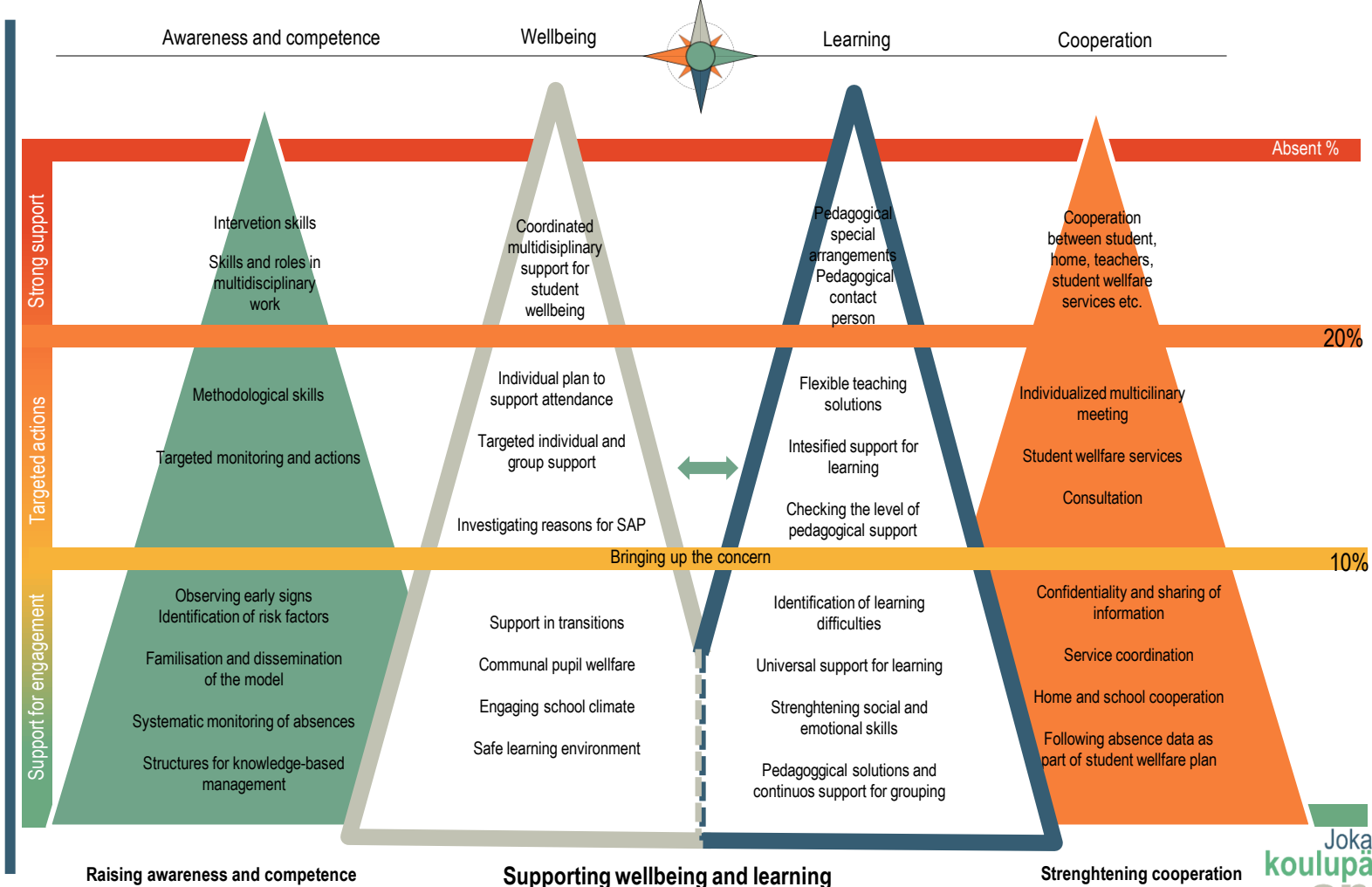
- How effective are the methods and tool of tackling prolonged school absences?

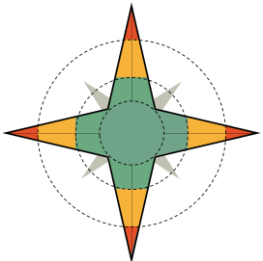


Compass for
engaging
school
community
work – work in
progress



#ATSCHOOL Attendance model





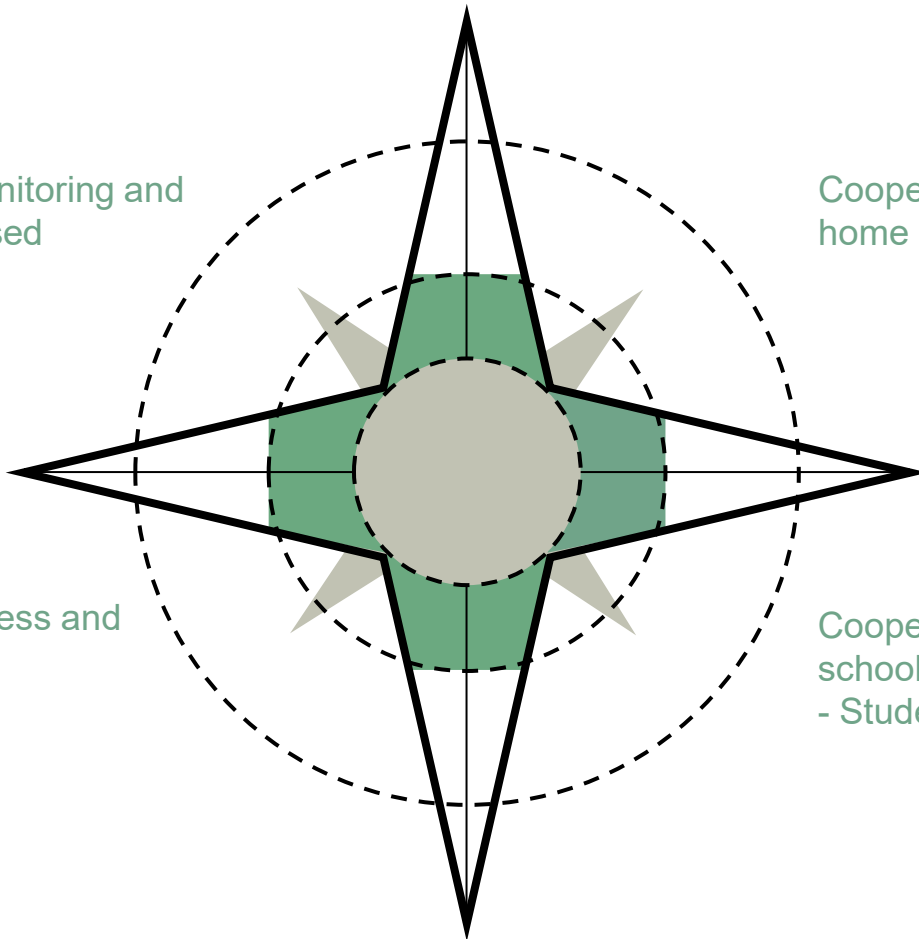
Support for engagement is part of the model, in phase II our focus is going to be:

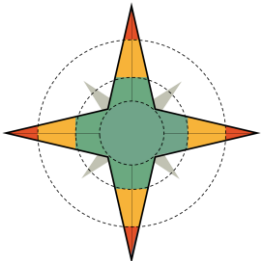
Systematic monitoring and knowledge-based management

Cooperation between home and school

Raising awareness and competence

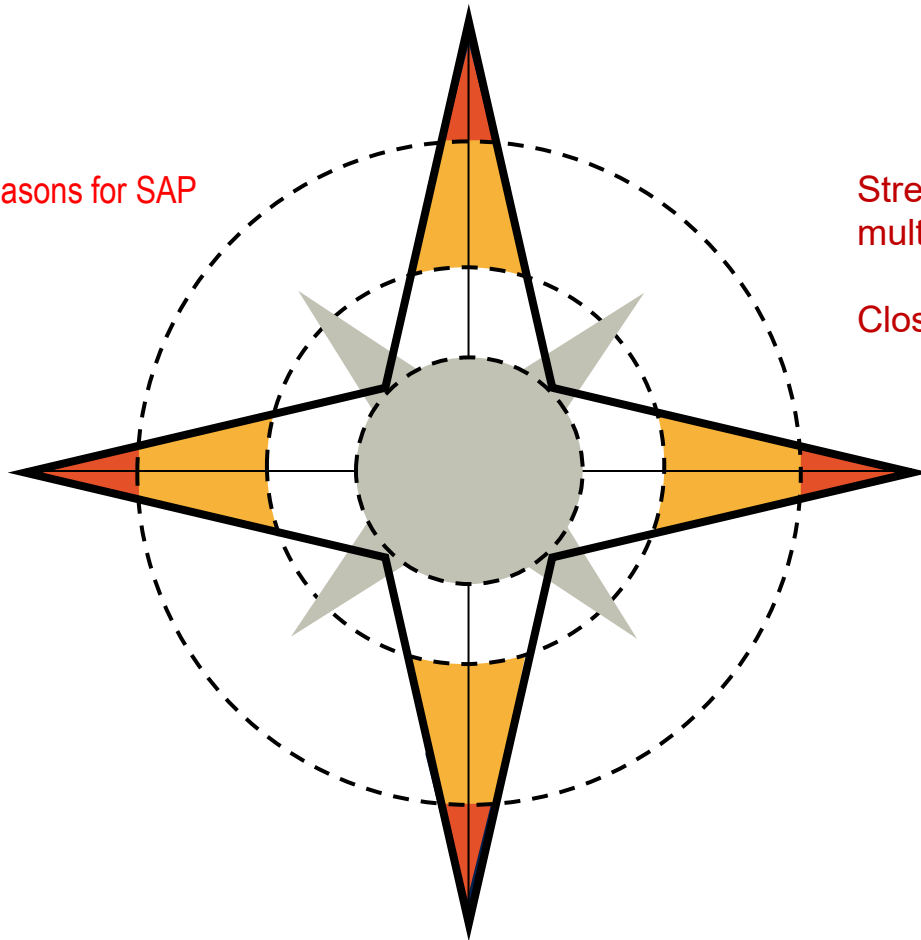
Cooperation inside schools
- Student participation





Targeted actions
and strong support,
in phase II our
focus is:

Investigating reasons for SAP



Strengthening
multidisciplinary work

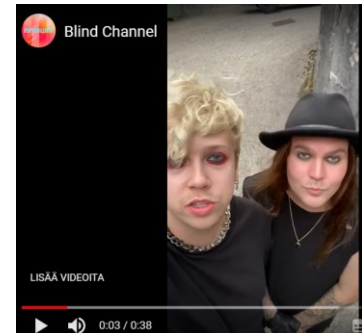
Closing the gap

Lessons learned

- Evidence based practises – Is there enough time?
- We still lack common defenitions
- National data collection is not a piece of cake!
- Communication at different levels!

#atschool campaing

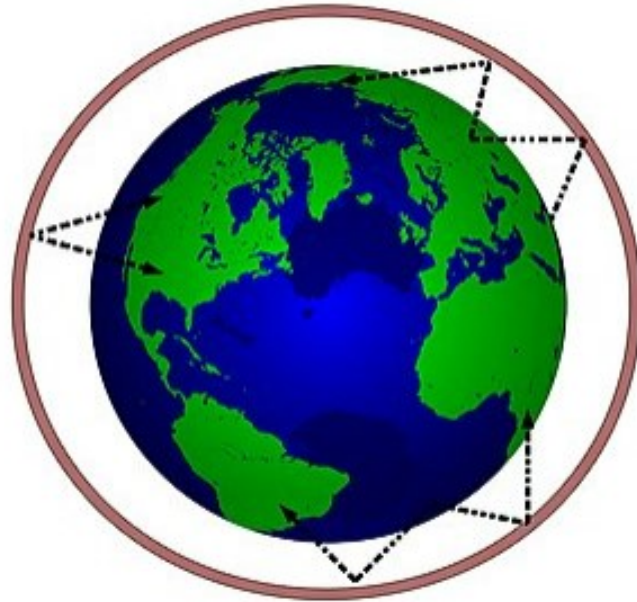
www.skykoulussa.fi



sky + wave = ?

Skywave propagation can be used to communicate beyond the horizon, at intercontinental distances.

Only sky is the limit!





Thank you!

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