



REPUBLIC OF ESTONIA
MINISTRY OF EDUCATION
AND RESEARCH

PISA as one of the levers for shaping Estonian education policy

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Estonian context in terms of PISA results



- Good performance
- Strong position among countries
- Low share of low-performers

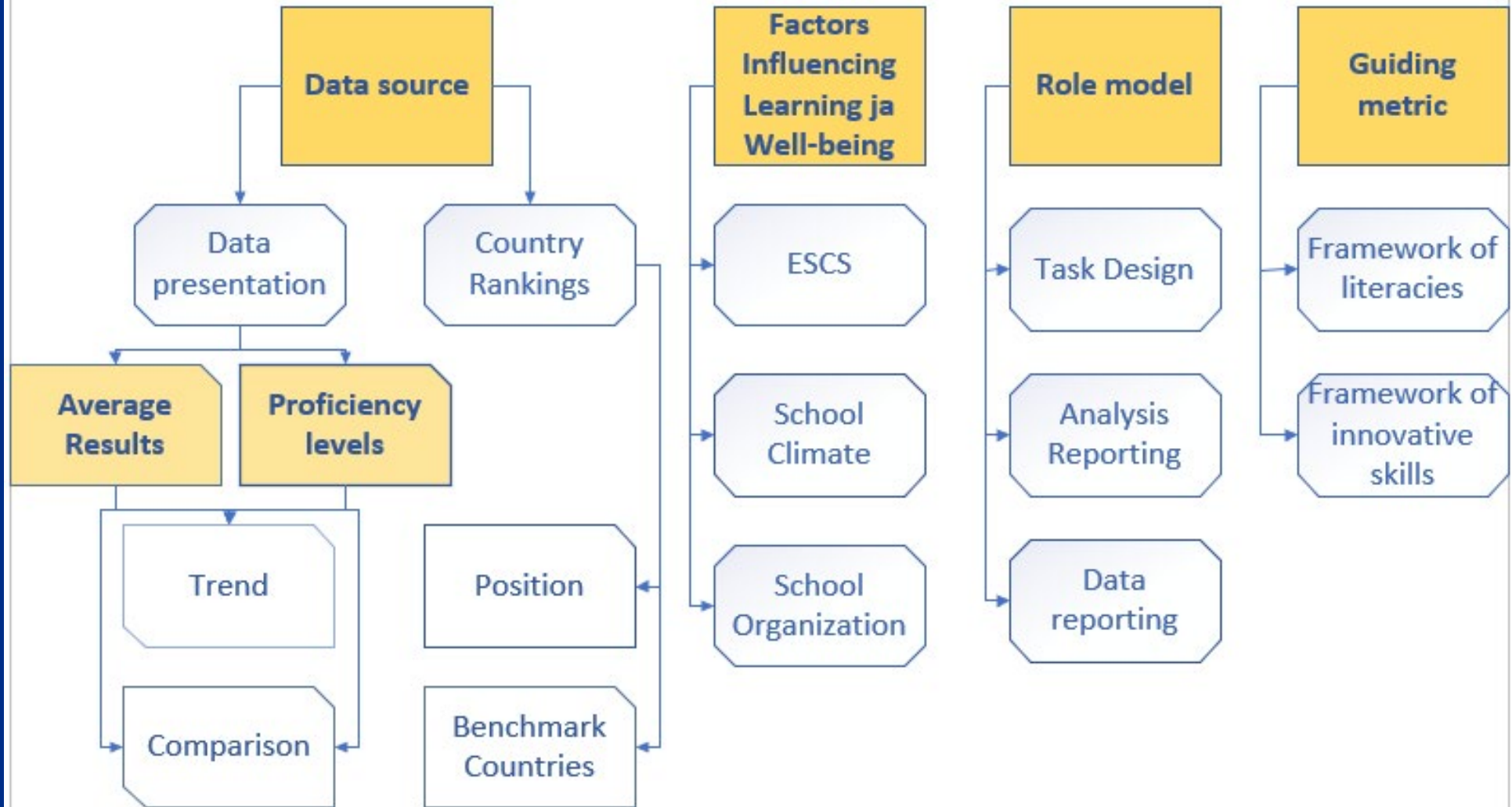


- Issues with school climate
- Increasing impact of socioeconomic status on student knowledge and skills



- Negative trend in science performance
- Large disparity in performance between Estonian-medium and Russian-medium schools
- Significant gender gap in reading skills

Practical Benefits of PISA: An Estonian Perspective



PISA as a Tool for Evaluating Implementation of the National Education Strategy

The Estonian Lifelong Learning Strategy 2020

1. Measuring the general aim: Top achievers in basic skills (the percentage of top performers)

- a) Reading
- b) Mathematics
- c) Science

2. Change in the approach to learning

Low-performing students (%)—
Under level 2

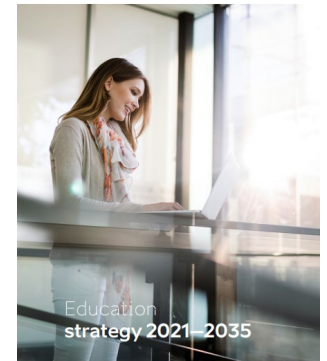
- a) Reading
- b) Mathematics
- c) Science



Education Strategy 2021-2035

1. Measuring the general aim:
Top achievers in basic skills (%)

- a) Reading
- a) Mathematics
- b) Science

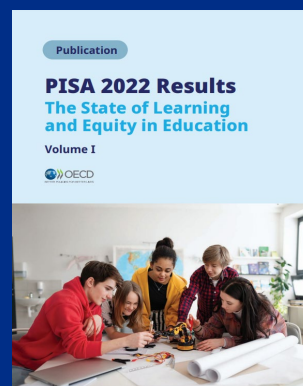
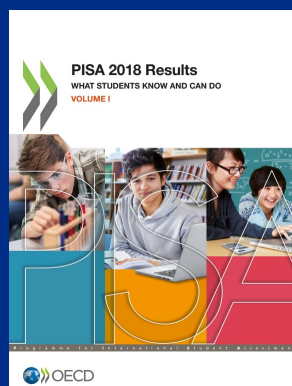
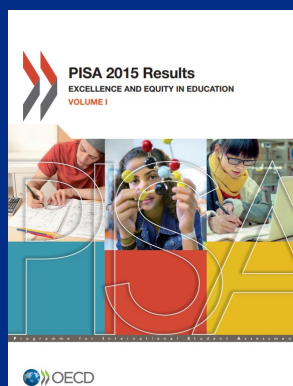
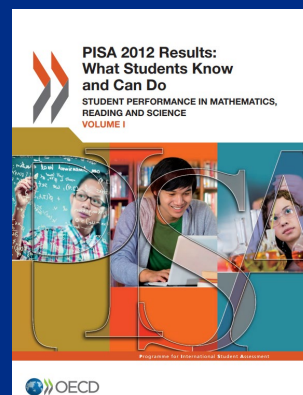
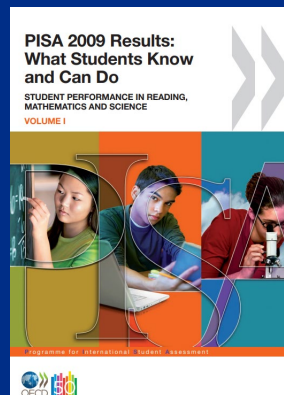
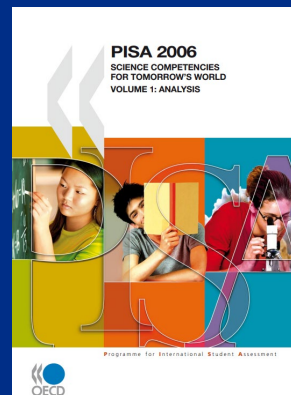


2. Competent and motivated teachers and heads of school, a diverse learning environment and learner-centred approach: Low-performing students (%)—
Under level 3

- a) Reading
- b) Mathematics
- c) Science

PISA as a Tool for Changing Educational Policy in Specific Areas

Since PISA 2006



From the homepage of the MoER: OECD PISA results show that Estonia offers the best Russian-language education in the world, but it lags behind Estonian-language education by an average of one academic year.



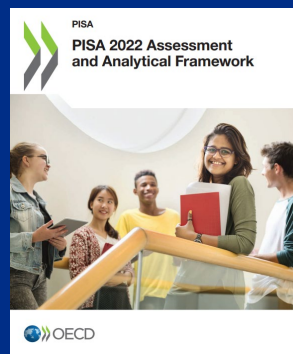
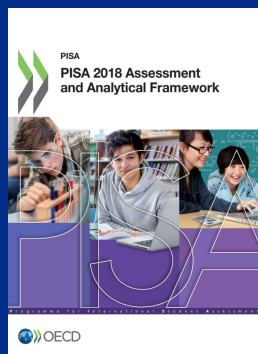
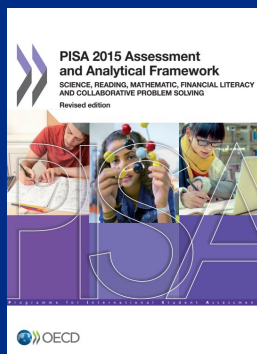
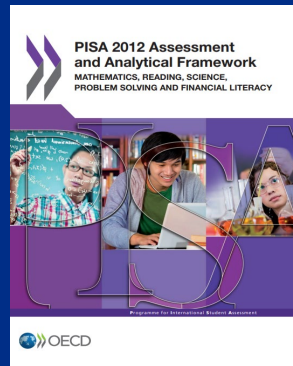
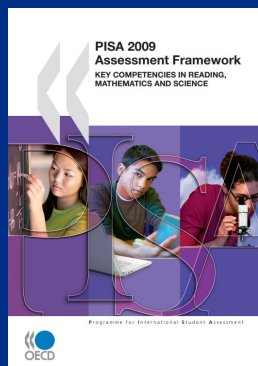
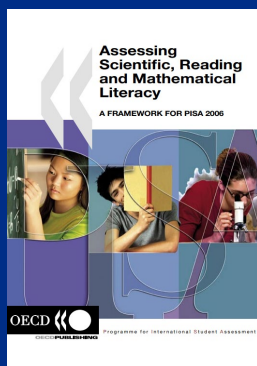
On December 12th, 2022, the Riigikogu (Parliament) adopted the necessary amendments for a full transition to Estonian-language education (concerns less than 10% of schools).

PISA as a Tool for updating the National Curriculum for Estonian Basic and Upper Secondary Schools

2011, 2014, 2018, 2023

Examples:

- Enhancing learning outcomes based on Bloom's taxonomy
- Expanding the list of general competencies with scientific, digital, and technological literacy
- Increasing focus in mathematics on discovering patterns, formulating hypotheses, and developing basic proof skills
- Fostering students' intrinsic motivation
- Developing creativity
- Purposefully shaping school culture and school climate
- Etc.



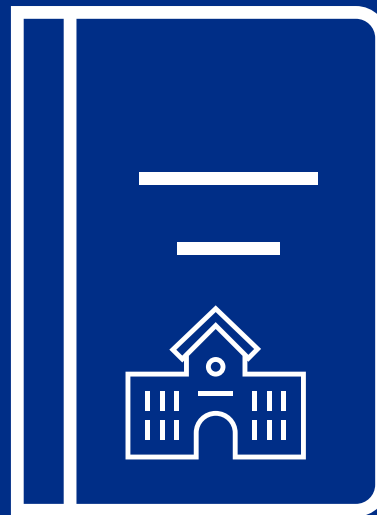
PISA's impact on monitoring curriculum implementation, supporting teaching, raising awareness of learning

1997 ...

Currently: Descriptive feedback

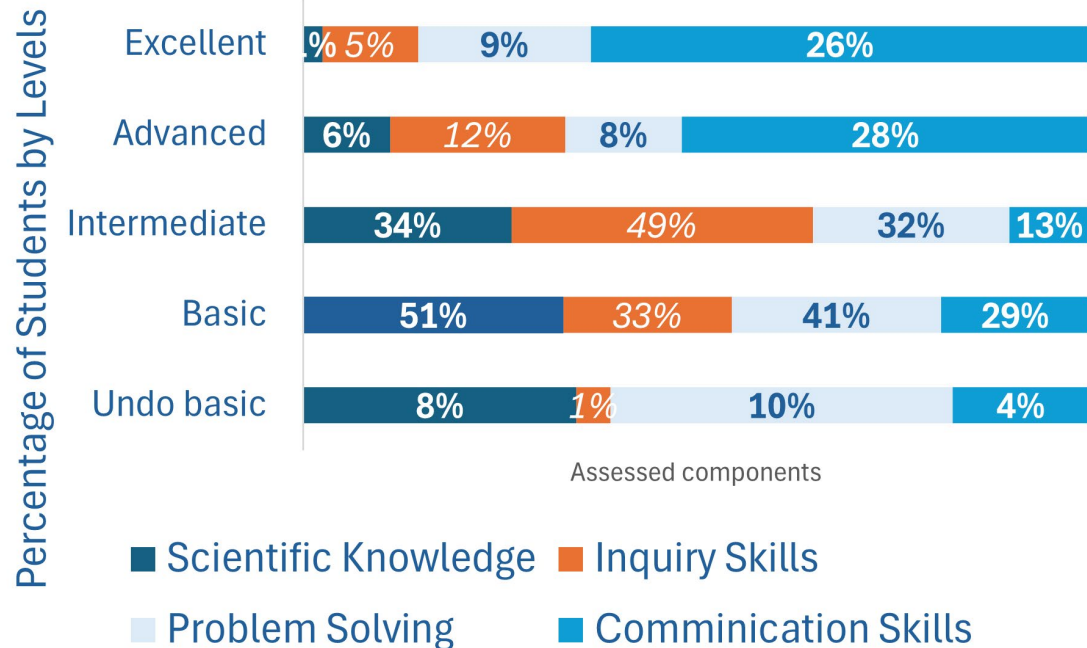
Test results:

- overall average score in percentages,
- highest score in percentages, lowest score in percentages,
- range (difference between the highest and lowest score)

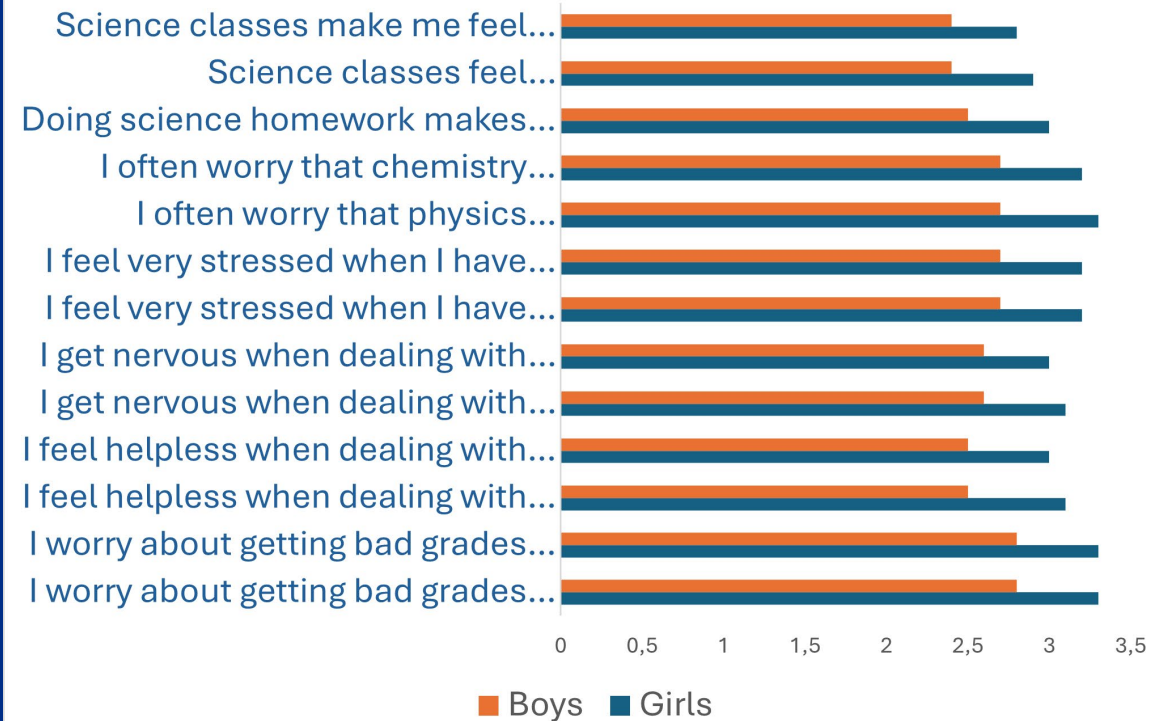


Feedback about test results is presented in a way that enables the teacher to adjust teaching and understand the student's learning

Distribution of respondents' achievement levels across the four scientific literacy (SL) components



Boys' (N=374) and girls' (N=418) ratings of anxiety towards learning science



The utilization of PISA results varies according to each country's objectives and specific contextual factors

Especially when
the country's
human and
financial resources
are limited

Based on the long-term goals of the national education strategy, the PISA database is a good source (high-quality tasks and analysis, objectively assessed, regular).

Through the identification of systemic weaknesses, the application of PISA results can play a pivotal role in advancing national education policy.

PISA provides:

- ideas for updating national curricula

- ideas for developing national tests, surveys, as well as analyses



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Thank you

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