In Finland, performance and literacy is declining not only in Finland, but also in other Nordic countries, Canada and Australia.

Reading proficiency in the rest of the Nordic countries was clearly weaker than in Finland. Nevertheless, the Danish and Norwegian scores were significantly above the OECD average, while Iceland ranked significantly below it. The lowest points in reading literacy in the whole assessment were recorded in the Philippines and the Dominican Republic. Among the participating countries, the difference between the highest and the lowest scores was 211 points, which corresponds to nearly three years of school education.

Finland's mean score fell by 6 points compared with the 2009 assessment, while the change was not statistically significant. A longer-term review shows that the trend in reading literacy over nearly two decades. In PISA 2018, reading literacy is defined as follows: Reading literacy is understanding, using, evaluating, reflecting on and engaging with texts in order to achieve one's goals, to develop one's knowledge and potential and to participate in society. According to the PISA framework, the phrase “texts” is meant to include all language as used in its graphic form: handwritten, printed or screen-based. Texts include pictures, diagrams, tables, maps and similar presentations that include some written language. The following four revisions can be considered the most significant differences between the 2009 assessment – the last time reading literacy was the main focus – and the current assessment: the inclusion of online texts, the use of multiple sources, adaptive testing and the assessment of reading fluency. • Altogether 79 countries and economies participated in PISA 2018. Of these, 37 were OECD countries and 42 were partner countries, economies or cities. In Finland, the PISA target group consists of students aged between 15 years and 3 months and 16 years and 2 months on the test day and who are at least in the seventh grade of their compulsory education. In Finland, the student participation rate was 100%. Special needs schools were also included in the sample. The student participation rate was approximately 93% of the original sample. The school cohort included roughly 57,500 students. In all, assessment results in reading literacy, mathematics and science were obtained from 5,649 students in the basic sample group. The student’s own assessment of their participation rate was mostly high.

The Programme for International Student Assessment (PISA) was implemented for the seventh time in 2018. The purpose of the assessment programme is to find answers to how education systems can improve students’ performance, and to what extent children are well-prepared for the world they will enter in 2025. PISA 2018 examines well-being as a domain – and the current assessment: the inclusion of online texts, the use of multiple sources, adaptive testing and the assessment of reading fluency. • Altogether 79 countries and economies participated in PISA 2018. Of these, 37 were OECD countries and 42 were partner countries, economies or cities. In Finland, the PISA target group consists of students aged between 15 years and 3 months and 16 years and 2 months on the test day and who are at least in the seventh grade of their compulsory education. In Finland, the student participation rate was 100%. Special needs schools were also included in the sample. The student participation rate was approximately 93% of the original sample. The school cohort included roughly 57,500 students. In all, assessment results in reading literacy, mathematics and science were obtained from 5,649 students in the basic sample group. The student’s own assessment of their participation rate was mostly high. The student participation rate was mostly high. The student participation rate was mostly high.
In PISA 2018, Finnish young people aged 15 were one of the best in reading literacy (mean score 529) in the OECD countries together with Estonia (523), Canada (529), Ireland (528) and Korea (524). Among all the participating countries and economies, Finland was preceded by China’s BSJZ area (Beijing, Shanghai, Jiangsu and Zhejiang 555) and Singapore (546). The scores of Macao-China (525) and Hong Kong-China (524) were also among those whose scores did not differ statistically significantly from those of Finland.

Reading proficiency in the rest of the Nordic countries was clearly weaker than in Finland. Nevertheless, the Swedish, Danish and Norwegian scores were significantly above the OECD average, while Iceland ranked significantly below it. The lowest points in reading literacy in the whole assessment were recorded in the Philippines and the Dominican Republic. Among the participating countries, the difference between the highest and the lowest scores was 311 points, which corresponds to nearly three years of school education.

Finland’s mean score fell by 6 points compared with PISA 2015, but the change was not statistically significant. A longer-term review shows that the trend in reading literacy is declining not only in Finland, but also in OECD countries in average. Finland’s mean score has been fairly high.

When examining the relationship between life satisfaction and performance, Finland stood out from other countries and economies. Finland was the only country where both life satisfaction and performance were at a high level, while in a large number of other countries and economies, life satisfaction was low in all countries with a high level of performance, and in countries with a high level of life satisfaction, performance was mostly poor.

The Programme for International Student Assessment (PISA) was implemented for the seventh time in 2018. The purpose of the assessment programme is to find answers to how students are doing in reading, mathematics and science. Each survey examines a new sample of students. The surveys are carried out every three years. The latest round is PISA 2018, which was carried out in 2018.

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### PISA Averages in Finland 2000–2018

<table>
<thead>
<tr>
<th>Year</th>
<th>Math</th>
<th>Reading</th>
<th>Science</th>
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<tbody>
<tr>
<td>2000</td>
<td>520</td>
<td>519</td>
<td>518</td>
</tr>
<tr>
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<td>530</td>
<td>520</td>
<td>520</td>
</tr>
<tr>
<td>2006</td>
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</tr>
<tr>
<td>2009</td>
<td>550</td>
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</tr>
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<td>560</td>
<td>550</td>
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</tr>
<tr>
<td>2015</td>
<td>570</td>
<td>560</td>
<td>560</td>
</tr>
<tr>
<td>2018</td>
<td>580</td>
<td>570</td>
<td>570</td>
</tr>
</tbody>
</table>

### Average Reading Proficiency Score Points in 2018

<table>
<thead>
<tr>
<th>Country</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Korea</td>
<td>519</td>
</tr>
<tr>
<td>Canada</td>
<td>518</td>
</tr>
<tr>
<td>Hong Kong-China</td>
<td>518</td>
</tr>
<tr>
<td>Korea</td>
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<tr>
<td>Canada</td>
<td>518</td>
</tr>
<tr>
<td>Hong Kong-China</td>
<td>518</td>
</tr>
</tbody>
</table>

### Students' Socio-economic Background Makes a Difference

The socio-economic background of students significantly influences their reading proficiency. Students from higher socio-economic backgrounds tend to have higher scores compared to those from lower backgrounds. In Finland, the average difference in reading proficiency between the highest and the lowest socio-economic groups is 56 points. Similarly, the difference in science proficiency between these groups is 37 points. The educational background and occupation of parents are also linked with reading proficiency."
FINNISH YOUTH AMONG THE BEST READERS

In PISA 2018, Finnish young people aged 15 were one of the best in reading literacy (mean score 520) in the OECD countries together with Estonia (523), Canada (529), Ireland (531) and Korea (524). Among all the participating countries and economies, Finland was preceded by China’s BJJSZ area (Beijing, Shanghai, Jiangsu and Zhejiang 555) and Singapore (549). The scores of Macao-China (527) and Hong Kong-China (524) were also among those whose scores did not differ statistically significantly from those of Finland.

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Finland’s mean score fell by 6 points compared with PISA 2009, but the change was not statistically significant. A longer-term review shows that the trend in reading literacy is declining not only in Finland, but also in OECD countries in average. Finland’s mean score has dropped by 16 points relative to 2009 and by 26 points relative to 2000.

When examining the relationship between life satisfaction and performance, Finland stood out from other countries and economies. Finland was the only country where both reading proficiency and satisfaction, for example, life satisfaction was low in all high-achieving with a high level of performance, and in countries with a high level of life satisfaction, performance was mostly weak.

In Finland, performance and satisfaction with life are at a high level.

The Programme for International Student Assessment (PISA) was implemented for the seventh time in 2018. The purpose of the assessment programme is to find answers to how successfully 15-year-olds, who have recently completed or will soon complete their lower secondary education, find, assess and apply information to solve tasks and problems that require written language. The following four revisions can be considered the most significant differences between the 2009 assessment – the last time reading literacy was the main focus – and the PISA 2018 assessments.

1. The widening of the PISA assessment to all language as used in its graphic form: handwritten, printed or screen-based. Texts include pictures, diagrams, tables, maps and similar presentations that include some written language. The following four revisions can be considered the most significant differences between the 2009 assessment – the last time reading literacy was the main focus – and the PISA 2018 assessments.

Finland

Finland

FINNISH STUDENTS FAIRLY SATISFIED WITH LIFE

The student’s own assessment of satisfaction with life (on a scale of 1 to 10) is a good indicator of general well-being, used in various studies both nationally and internationally. With a mean score of 7.61, life satisfaction among Finnish students is fairly high.

A longer-term review shows that the trend in reading literacy is declining not only in Finland, but also in OECD countries in average. Finland’s mean score has dropped by 16 points relative to 2009 and by 26 points relative to 2000.

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