Firstly, it would appear that ...

- The influence of PISA on policy formation, both nationally and locally, is increasing over time.
- The influence of PISA seems to be greater at a national level, rather than at a local level, and has less impact on school practices and instruction.
- PISA tourism and education export markets have opened
Educational reforms and/or initiatives most likely to be adopted in light of PISA have been:

- Development of national standards;
- Establishment of national institutes of evaluation;
- Changes in the curriculum or the introduction of national curricula;
- Introduction of educational programmes targeting specific groups of students;
- Increase in the allocation of resources to schools;
- Increase in collaboration amongst key stakeholders of the education system within and across countries.
Educational reforms and/or initiatives already taken in place in Ukraine:

✓ Development of national standards;

✓ Establishment of national institutes of evaluation;

✓ Changes in the curriculum or the introduction of national curricula;

✓ Introduction of educational programmes targeting specific groups of students;

✓ Increase in the allocation of resources to schools; and

✓ Increase in collaboration amongst key stakeholders of the education system within and across countries.
...And also

✓ Changes in school policies and practices
✓ (e.g. increased autonomy of schools, establishment or further development of accountability systems, discussion on increasing the number of hours spent in school, introduction of selection examinations);

✓ Focus on the development of life skills and those valued by the labour market;

● LET’s hope also for the development of an interest in empirical educational research and more fine-grained data analyses.
Unexpected or unplanned impacts of PISA on policy and practice:

- Increasing public interest in the PISA results;
- Debate in light of PISA amongst different stakeholder groups;
- Search for those who are responsible of country’s performance:
  
  A Culture of Blaim

- Increased collaboration between different stakeholders and schools for improving their country’s results in PISA and their education system in general;
- Increase in the interest in empirical educational research.
Kiitos! Дякую!

Pasi Reinikainen
pasi.reinikainen@fcg.fi