

Education at a Glance
OECD Indicators 2011

Annex 3: Sources, methods and technical notes

Chapter D: The learning environment and organisation of schools

INDICATOR D5: School accountability

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| Australia | | Gen. 5-11 12-17 | Gen. 5-11 18-23 | | | | Gen. | Gen. | | | | | | | | | | | | |
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| Belgium(Fr) | | Gen. 5-11 | Gen. | | | Gen. 7-9 10-12 16-18 22-24 | | Gen. | | | | Gen. | 1,2,4,5,7& 8 3,6&9 10-59 | | Gen. | | Gen. | 1-4,13- 16,25-28. 5-8,17- 20,29-32. 9-12,21- 24,33-36 | 8,16&24 | |
| Chile | | Gen. | Gen. 5-11 12-17 18-23 | Gen. | Gen. 13-19 | 10-12 16-18 22-24 | | | | Gen. | | Gen. | Gen. | 10-59 | | Gen. | | Gen. | 1-4,13- 16,25-28 9-12,21- 24,33-36 | 1,9&17 |
| Czech Republic | Gen. | | | | Gen. 20-26 | 10-12 22-24 | | | | | 20-27 | | Gen. | 1,2,4,5,7& 8 10-59 | | | | Gen. | 1-4,13- 16,25-28 | 1,9&17 8,16&24 |
| Denmark | Gen. | Gen. 5-11 12-17 18-23 | Gen. 5-11 12-17 18-23 | | Gen. | 7-9 10-12 13-15 16-18 22-24 | Gen. | | Gen. | Gen. | Gen. 13-19 20-27 | Gen. | Gen. | 1,2,4,5,7& 8 3,6&9 | 1-3,7-9,13- 15 | Gen. | | Gen. | 1-4,13- 16,25-28 9-12,21- 24,33-36 | 1,9&17 |
| England | | Gen. 5-11 12-17 18-23 | Gen. 5-11 12-17 18-23 | | Gen. 2-7 13-19 20-26 | 10-12 16-18 22-24 | | Gen. | | | Gen. 13-19 2-7 | | | 1,2,4,5,7& 8 3,6&9 10-59 | | Gen. | | Gen. | 1-4,13- 16,25-28 5-8,17- 20,29-32 9-12,21- 24,33-36 | 1,9&17 8,16&24 |

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| Estonia | | Gen. 5-11 18-23 | Gen. 5-11 12-17 | | Gen. 2-7 20-26 | 4-6 10-12 13-15 19-21 22-24 | Gen. | | | | Gen. 2-7 20-27 | | Gen. | 1,2,4,5,7&8 3,6&9 | 1-3,7-9,13-15 | | Gen. | Gen. | 1-4,13-16,25-28 | 1,9&17 |
| Finland | Gen. | 5-11 18-23 | Gen. 5-11 12-17 18-23 | Gen. | | 4-6 7-9 10-12 16-18 22-24 | Gen. | Gen. | | | 2-7 13-19 20-27 | Gen. | Gen. | 1,2,4,5,7&8 3,6&9 10-59 | | Gen. | | Gen. | 1-4,13-16,25-28 | 1,9&17 8,16&24 |
| France | | Gen. 5-11 18-23 | 5-11 12-17 18-23 | Gen. | Gen. 2-7 | 10-12 13-15 22-24 | Gen. | | | Gen. | 13-19 | | Gen. | 1,2,4,5,7&8 3,6&9 10-59 | 1-3,7-9,13-15 4-6,10-12,16-18 | | | Gen. | 1-4,13-16,25-28 | 1,9&17 |
| Germany | Gen. | | Gen. | | | 13-15 | | | | | 20-27 | | Gen. | 1,2,4,5,7&8 3,6&9 | 1-3,7-9,13-15 | | | | | 8,16&24 |
| Greece | | Gen. 5-11 18-23 | | Gen. | | 10-12 16-18 | Gen. | | | | | Gen. | Gen. | Gen. 1,2,4,5,7&8 3,6&9 10-59 | | Gen. | | | 1-4,13-16,25-28 5-8,17-20,29-32 9-12,21-24,33-36 | 1,9&17 8,16&24 |
| Hungary | | Gen. | Gen. 12-17 18-23 | Gen. | | 10-12 | Gen. | | | | Gen. 13-19 20-27 | | Gen. | 1,2,4,5,7&8 | | | | Gen. | 5-8,17-20,29-32 | |
| Iceland | | | Gen. 5-11 12-17 18-23 | Gen. | Gen. 2-7 13-19 20-26 | 10-12 | | | | Gen. | 13-19 20-27 | | Gen. | | | | | | | |
| Ireland | | Gen. 5-11 12-17 18-23 | 5-11 12-17 18-23 | Gen. | Gen. 2-7 20-26 | 16-18 22-24 | Gen. | | | | | | Gen. | | | Gen. | | Gen. | 1-4,13-16,25-28 | |

| | D5 | D5.1 | D5.2 | D5.3 | D5.4 | D5.5 | D5.6 | D5.7 | D5.8 | D5.9 | D5.10 | D5.11 | D5.12 | D5.13 | D5.14 | D5.15 | D5.16 | D5.17 | D5.18 | D5.19 |
|--------------------|--------------------|---|---|----------------------|--|---|----------------------|----------------------|----------------------|----------------------|--------------------------------------|-----------------------|-----------------------|--|-----------------------|-----------------------|-----------------------|-----------------------|---|--|
| Israel | | Gen. 5-11 12-17 18-23 | Gen. 5-11 18-23 | Gen. | 20-26 | 16-18 22-24 | | Gen. | | | Gen. 13-19 20-27 | Gen. | Gen. | 1,2,4,5,7& 8 10-59 | | Gen. | | Gen. | | 1,9&17 |
| Italy | | Gen. 5-11 | Gen. 5-11 | | | 10-12 | Gen. | | | | | | | 10-59 | | | | | 1-4,13- 16,25-28 | 1,9&17 |
| Japan | | | Gen. 5-11 18-23 | | 20-26 | 7-9 16-18 19-21 22-24 | | | | | Gen. 2-7 20-27 | Gen. | Gen. | 1,2,4,5,7& 8 10-59 | | Gen. | Gen. | Gen. | 1-4,13- 16,25-28 | 1,9&17 |
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| Luxembourg | | 5-11 | | | | 10-12 16-18 | | | | | | | Gen. | 1,2,4,5,7& 8 | | Gen. | | | | 1,9&17 |
| Mexico | | | 18-23 | Gen. | Gen. | 22-24 | | | | | | | Gen. | 1,2,4,5,7& 8 3,6&9 | | | | Gen. | 1-4,13- 16,25-28 | 1,9&17 8,16&24 |
| Netherlands | | Gen. 5-11 12-17 18-23 | Gen. 5-11 12-17 18-23 | Gen. | Gen. 2-7 13-19 20-26 | 7-9 10-12 16-18 | | | | Gen. | Gen. 13-19 20-27 | Gen. | Gen. | 1,2,4,5,7& 8 3,6&9 10-59 | | Gen. | | | 1-4,13- 16,25-28 | 1,9&17 8,16&24 |
| New Zealand | | | | | | 19-21 | | | | | | | Gen. | | | | Gen. | | | |

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|-----------------|----------------------|---|---|----------------------|--|---|----------------------|----------------------|------|----------------------|--|----------------------|----------------------|---|--|----------------------|-------|----------------------|--|---|
| Norway | | Gen. 5-11 12-17 18-23 | Gen. 5-11 12-17 18-23 | Gen. | Gen. 2-7 13-19 20-26 | 7-9 10-12 16-18 22-24 | Gen. | Gen. | | | Gen. 2-7 20-27 | | Gen. | 1.2,4,5,7&8 10-59 | | Gen. | | Gen. | 1-4,13-16,25-28 5-8,17-20,29-32 | 1,9&17 |
| Poland | Gen. | Gen. 5-11 12-17 18-23 | Gen. 5-11 12-17 18-23 | Gen. | Gen. 2-7 13-19 20-26 | 4-6 10-12 13-15 16-18 22-24 | Gen. | | | | Gen. 13-19 | Gen. | Gen. | 1.2,4,5,7&8 3,6&9 10-59 | 1-3,7-9,13-15 4-6,10-12,16-18 | Gen. | | Gen. | 1-4,13-16,25-28 5-8,17-20,29-32 9-12,21-24,33-36 | 1,9&17 8,16&24 |
| Portugal | | Gen. | Gen. | Gen. | Gen. 2-7 13-19 20-26 | 10-12 16-18 22-24 | | | | Gen. | Gen. 2-7 13-19 20-27 | Gen. | Gen. | 1.2,4,5,7&8 3,6&9 | | Gen. | | Gen. | 1-4,13-16,25-28 9-12,21-24,33-36 | 1,9&17 8,16&24 |
| Scotland | | Gen. 5-11 12-17 18-23 | | Gen. | Gen. 13-19 20-26 | 10-12 | | | | Gen. | Gen. 2-7 13-19 20-27 | Gen. | Gen. | | | | | | 1-4,13-16,25-28 | |
| Slovak Republic | | Gen. 18-23 | Gen. 5-11 18-23 | | Gen. 2-7 13-19 20-26 | 10-12 13-15 16-18 | | | | | Gen. | | Gen. | 1.2,4,5,7&8 10-59 | 1-3,7-9,13-15 | Gen. | | | 1-4,13-16,25-28 9-12,21-24,33-36 | 1,9&17 |
| Slovenia | | | | | | | | | | | | | | | | | | | | |
| Spain | | Gen. | Gen. 5-11 12-17 18-23 | Gen. | Gen. | 13-15 16-18 22-24 | | Gen. | | | | | Gen. | 1.2,4,5,7&8 10-59 | 1-3,7-9,13-15 | Gen. | | Gen. | 1-4,13-16,25-28 5-8,17-20,29-32 | 1,9&17 |
| Sweden | | | Gen. 5-11 12-17 18-23 | Gen. | Gen. 2-7 13-19 20-26 | 4-6 7-9 10-12 13-15 | | Gen. | | | 20-27 | | Gen. | 3,6&9 10-59 | 1-3,7-9,13-15 | | | | 1-4,13-16,25-28 | 1,9&17 |

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| Switzerland | | | | | | <u>4-6</u> <u>10-12</u> <u>22-24</u> | | | | | | | <u>Gen.</u> | <u>1,2,4,5,7&8</u> <u>3,6&9</u> <u>10-59</u> | | | | <u>Gen.</u> | <u>1-4,13-</u> <u>16,25-28</u> | <u>1,9&17</u> |
| Turkey | | <u>5-11</u> <u>12-17</u> | <u>5-11</u> <u>12-</u> <u>17</u> <u>18-</u> <u>23</u> | | <u>Gen.</u> <u>13-19</u> | | <u>Gen.</u> | | | | <u>Gen.</u> <u>2-7</u> <u>13-19</u> <u>20-27</u> | | <u>Gen.</u> | | | | | | <u>1-4,13-</u> <u>16,25-28</u> | |
| United States | | <u>Gen.</u> <u>5-11</u> <u>12-17</u> <u>18-23</u> | <u>Gen.</u> <u>5-11</u> <u>12-</u> <u>17</u> <u>18-</u> <u>23</u> | <u>Gen.</u> | <u>Gen.</u> <u>2-7</u> <u>20-26</u> | <u>Gen.</u> <u>10-12</u> <u>16-18</u> <u>22-24</u> | | | <u>Gen.</u> | <u>Gen.</u> | <u>Gen.</u> <u>2-7</u> <u>20-27</u> | <u>Gen.</u> | <u>Gen.</u> | <u>General</u> <u>1,2,4,5,7&8</u> <u>3,6&9</u> <u>10-59</u> | <u>4-6,10-</u> <u>12,16-18</u> | <u>Gen.</u> | | <u>Gen.</u> | <u>1-4,13-</u> <u>16,25-28</u> <u>5-8,17-</u> <u>20,29-32</u> | <u>8,16&24</u> |
| Brazil | | | <u>Gen.</u> <u>5-11</u> <u>12-</u> <u>17</u> <u>18-</u> <u>23</u> | <u>Gen.</u> | <u>Gen.</u> | <u>16-18</u> <u>19-21</u> <u>22-24</u> | | | | | <u>Gen.</u> | | <u>Gen.</u> | <u>1,2,4,5,7&8</u> <u>3,6&9</u> | <u>4-6,10-</u> <u>12,16-18</u> | <u>Gen.</u> | <u>Gen.</u> | <u>Gen.</u> | <u>1-4,13-</u> <u>16,25-28</u> <u>5-8,17-</u> <u>20,29-32</u> | |
| Indonesia | | <u>12-17</u> | <u>Gen.</u> <u>12-</u> <u>17</u> <u>18-</u> <u>23</u> | | <u>Gen.</u> <u>20-26</u> | | | | | | <u>20-27</u> | <u>Gen.</u> | | | | | | | | |
| Russian Federation | | <u>Gen.</u> <u>5-11</u> <u>12-17</u> <u>18-23</u> | <u>Gen.</u> <u>5-11</u> <u>12-</u> <u>17</u> | | <u>Gen.</u> <u>2-7</u> | | | <u>Gen.</u> | | | | <u>Gen.</u> | | <u>10-59</u> | | | | | <u>1-4,13-</u> <u>16,25-28</u> | <u>8,16&24</u> |

INDICATOR D5: School accountability

General note

The indicator draws on data from the School Accountability Survey. [Back to table](#)

Notes on specific countries

Interpretation

General

Czech Republic: Most students attend the same school for their primary and lower secondary education, the basic “fully organised” school. Basic schooling ends at the end of lower secondary education. Fully organised schools are attended by 150-2 000 students. In contrast, a number of very small basic “few-classrooms-school” are only primary schools, typically in rural areas, attended by some 20 to 50 students. Approximately 40% of all basic schools are schools of this type. The denotation comes from the fact that at least two grades are taught in one study group. Grades are combined depending on the number of students. [Back to table](#)

Denmark: The Danish *folkeskole* integrates the primary and lower secondary levels, and students typically do not change school from primary to lower secondary level. [Back to table](#)

Finland: The nine-year basic education is not divided into primary and lower secondary education. [Back to table](#)

Germany: One of the fundamental elements of the Basic Law (Grundgesetz), besides the principles of democracy and the rule of law, is the principle of federalism (Art. 20, Paragraph 1). A major characteristic of the federal state is that both the Federation and its constituent states, known as Länder, have the status of a state. One core element of this status is, according to the constitutional order laid down in the Basic Law, the so-called cultural sovereignty (Kultur-hoheit), *i.e.* the predominant responsibility of the Länder for education, science and culture. Educational and cultural legislation is primarily the responsibility of the Länder. Accordingly, regulations with regard to the choice of school and parents’ rights of participation are laid down in the Länder Education Acts and school participation laws, respectively. The regulations vary between the individual Länder. The answers to the questions asked in the questionnaire are based on the legal provisions in the majority of the sixteen Länder. Exceptions and trends are addressed in the comments. [Back to table](#)

Poland: Vocational programmes exist only at ISCED 3. [Back to table](#)

Table D5.1. National examinations (2009)

General

Australia: There are no national examinations; however each state and territory has its own standardised student examinations. Most states and territories have mandated examinations at the lower secondary level and all of them have some form of examination at the upper secondary level. The year in which national examinations were first established varies from state to state. [Back to table](#)

Belgium (Fr.): The system is federal with examinations administered by the French community. [Back to table](#)

Chile: There is a national test which is required for access to university and is administered by one of the universities. [Back to table](#)

Denmark: At the lower secondary level, the current national examinations were introduced in 1975. In 2006 these examinations became compulsory for all students in public schools.

At the upper secondary level, national examinations for general upper secondary schools have existed in some form for more than 200 years but they have been changed many times. They were introduced in 1805 and changed in 1848, 1903

and 1988, among other times. The present variation is from 2005. Examinations in vocational schools date back to the 19th century. The current variation was first used in 2001. [Back to table](#)

England: The vast majority of pupils in England take GCSE examinations at the end of compulsory education, at the upper secondary level (Year 11, aged 16). Pupils typically take several (up to a dozen) different subjects and receive a grade in each one individually. An growing minority undertake vocational programmes in addition or as an alternative. Around 40% of pupils then continue in full-time education in a general programme leading to A-Level examinations at age 18, which provides access to university.

The first examinations at this level were introduced in 1917. In 1951 examinations in a similar style to those currently used were implemented but the current examinations were first established in 1988, based on the programmes introduced in 1986.

English, mathematics, science, ICT, citizenship and physical education are all statutory subjects with statutory Programmes of Study. Schools also have a statutory duty to teach religious education, careers education, work-related learning and sex education, though there are no statutory Programmes of Study in these areas. Students are also entitled to follow a course of study in a subject within each of four entitlement areas covering: the arts; design and technology; humanities; and modern foreign languages. [Back to table](#)

Estonia: At the lower secondary level, examinations are devised at the central government level and graded at the school level. At the upper secondary level, examinations are devised and graded at the central government level. [Back to table](#)

France: “*Le brevet des colleges*”, the examination at the lower secondary level, was first established in 1947. One part of the examination (the written test) is devised by the central authority. The other part (continuous assessment) depends on the school.

At the upper secondary level, the national examination, “*Le baccalauréat*”, was first established in 1808. [Back to table](#)

Greece: In lower secondary education, there is an internal evaluation system for students and examinations at the intra-school level. This evaluation system is not standardised at a national level.

At the upper secondary level, a Certificate of Graduation gives access to the labour market and higher education, through national examinations. In order to obtain a Certificate of Graduation, students in general programmes are tested nationally in six or seven subjects, depending on the scientific field chosen, and at the intra-school level for the remaining (six or seven) subjects. Students in general programmes can choose among three domains and five scientific fields. Usually they are tested in four domain subjects and two general education subjects.

Students in vocational programmes who want a Certificate of Graduation are tested only at the intra-school level. Only if they want to have access to university and technical education institutions do they participate in national exams. In this case, if they belong to Group A (students of this group can have access to technological educational institutions), it is compulsory for them to sit the national examinations in four subjects. If they belong to Group B (students of this group can have access to universities and technological educational institutions), it is compulsory for them to be examined nationally in six subjects (or seven subjects if students have opted for the fifth scientific field). In vocational education, Group A includes two subjects of general education and two subjects of a particular vocational domain. Group B includes four subjects of general education and two subjects of a particular vocational domain.

National examinations are devised by the Directorate of Organising and Conducting Examinations in the Head Offices of the Hellenic Ministry of Education Lifelong Learning and Religious Affairs. However, they are graded by state secondary education teachers at the provincial/regional level, following guidelines issued by the Directorate of Organising and Conducting Examinations.

National examinations for students in general programmes were established in their current form by Hellenic Laws 2525/1997 and 2909/2001. National examinations for students in pre-vocational/vocational programmes were established in their current form by Hellenic Law 3748/2009. [Back to table](#)

Hungary: A new final examination was launched in 2005 at the upper secondary level. The examination is uniform, standardised and competence-based. It can be taken at two levels: intermediate or higher levels. The intermediate-level examination takes place in the students' school; the higher level examinations are organised externally. The examination is designed to be taken at the 12th grade, but it is possible to take it earlier or later than that in some subjects. [Back to table](#)

Ireland: The State Examinations Commission devises and grades the examinations. [Back to table](#)

Israel: At the upper secondary level there is a matriculation examination in general and vocational programmes. Schools are offering the exams, but it's the student's choice whether to take it or not. Most of the students take the matriculation exams. [Back to table](#)

Italy: Only part of the lower secondary level examination is a criterion-referenced test. The lower secondary examination was first established in 1962, but the part of the examination that is criterion-referenced was established in the school year 2007/2008. [Back to table](#)

Netherlands: At the primary level, the CITO final test is one of the sources that can be used to advise access to higher levels of education, but is considered as an assessment, not an examination.

At the lower secondary level, only four-year ISCED2 programmes have an examination. One of them is general (“vmbo-t”) and the other three are prevocational (“vmbo-g, -k and -b”). Only a small proportion of students who receive practical education do not take the central examination. Some special education students at the secondary level might not be able to take a central examination.

At the upper secondary level, “havo” and “vwo” are ISCED3 programmes with a central examination. Vocational ISCED3 programmes do not have an examination.

On the basis of the examination forms, CITO gives detailed feedback on mastery of subject criteria at the school and system levels.

For certain parts of secondary education, central examinations have been administered since the late 1800s. [Back to table](#)

Norway: In addition to national examinations, some local exams are administered by local authorities for the lower secondary level and by regional authorities for the upper secondary level.

At the upper secondary level, national examinations in vocational programmes are devised nationally but graded by regional authorities.

The first national exam in the current reform (The Knowledge Promotion) was administered in 2007, but national examinations existed prior to that year. [Back to table](#)

Poland: National examinations at the end of ISCED 2 are obligatory, while at the end of ISCED 3, schools have to offer the exams, but students do not have to take them (in practice over 90% of general programme students and 50% of vocational programme students take the exams).

The basis for the examinations is the attainment standards signed by the Minister of National Education and Sport in 2003. They were formulated after extensive consultations with teachers and the academic community, and are based on the educational goals written down in the National Core Curriculum. The establishment of uniform and precisely formulated attainment standards has direct influence over objectivity and standardisation of the external assessment.

The Central Examination Board supervises the process of testing, and eight regional examination boards are responsible for devising the national tests, administering and grading them. Although the suggestions about the tasks and the question sets are devised by the regional examination boards, the decision about the final content of the tests is taken by the Central Examination Board. The responsibility is thus shared, as it is for grading the tests: grading is, in principle, the responsibility of the regional examination boards, but the examiners who do the grading must be certified by the Central Examination Board.

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Portugal: Between 2002 and 2004 these examinations were national assessments. Since 2005, the national examinations are mandatory for student certification. [Back to table](#)

Russian Federation: National examinations have existed for a long time. [Back to table](#)

Scotland: At the lower secondary level, the current examinations, standard grade, were phased in during the 1980s and 1990s. The original examinations at the upper secondary level date from 1888, but the current form was introduced in 1999. [Back to table](#)

Slovak Republic: There is an external part of school-leaving exams, which is the same for all students who complete ISCED 3A programmes. Tests are elaborated by the National Institution for Certified Educational Measurements. The second part of school-leaving exams – the internal – involves questions elaborated by the school. Some universities take into consideration the results of external school-leaving exams to admit students into the first grade of ISCED 5A programmes. [Back to table](#)

Spain: At the end of upper-secondary education, it is compulsory to pass an exam to access university. The examination is designed by schools and universities together. "La prueba de acceso a la Universidad" (PAU) is not an upper secondary level examination, in that it is not required for graduation at that level, yet nor is a university examination, as it is based on upper secondary content. To enter a specific career, the examination mark (40%) and average upper secondary marks from the first and second years (60%) are averaged. The exam is administered on university premises but by upper secondary education teachers. The results are made public; however, schools are not ranked and there is no implication at any level even if each school can have the aggregated results of its students. [Back to table](#)

United States: The United States does not employ one national examination. However, by federal policy each state must maintain an annual standard examination in reading/language arts and mathematics in grades 3 through 8 and assessments administered at least once in grades 10 through 12. In addition, states are required to administer an examination in science at least once in each of three grade spans: 3-5, 6-9, and 10-12. The outcome of these exams sometimes has a direct impact on the student's academic progression, depending upon state or district policy though the extent varies by state, although often there are no direct consequences to the student. The overall performance of the school and school district has consequences for the district and school, which are outlined in the federal policy.

The federal law allows for either norm-referenced or criterion-referenced assessments to be administered and the choice is dependent on the state in which the exam is administered.

While many states had their own systems using testing for accountability purposes prior to 2001, federal law required all states to establish a state exam with the passage of the reauthorisation of the Elementary and Secondary Education Act in 2001. [Back to table](#)

Administration of national examinations, Columns 5 to 11

Australia: The percentage of students exempted from taking examinations differs from state to state. [Back to table](#)

Belgium (Fr.): Some "special education" students are exempt from the national examination at the primary level. [Back to table](#)

Denmark: The number of independent private schools is negligible.

At the lower secondary level, national examinations are not compulsory for private schools. Students who have not taken the examinations have to pass an examination at a general upper secondary school to have access to this educational level. [Back to table](#)

England: There are no compulsory exams as such, but in practice, mathematics, English and science are compulsory curriculum subjects in upper secondary; and given a requirement for schools to enter students for exams for which they have been prepared to measure performance, it means that the exams are almost universally sat, although there is an increasing use of alternatives to GCSE in science. Other GCSEs have variable take-up. Physical education and religious studies are compulsory subjects with lower GCSE take-up, as they are not recognised with specific performance measures (although there is significant take-up of a short-course GCSE in religious studies). Government-dependent private schools tend to have greater freedom to use alternatives.

98% of pupils (across all school types) take GCSE exams. In some independent private schools, pupils take different exams, such as the International Baccalaureate or the International GCSE. Only 35% of pupils in special schools (for pupils with special educational needs) take GCSEs. [Back to table](#)

Estonia: At the upper secondary level, there are only two independent private schools for vocational programmes. As examinations are a requirement to complete the school level, there cannot be any exemptions. [Back to table](#)

Finland: The national matriculation examination is not compulsory but in practice required for studies in higher education. [Back to table](#)

France: There is no exemption from the national examinations. [Back to table](#)

Greece: In the head offices of the Hellenic Ministry of Education, Lifelong Learning and Religious Affairs, the Directorate of Organising and Conducting Examinations is responsible for organising and administering the national examinations in order to safeguard and preserve the reliability of the national examinations. All kinds of schools (public and private) support and follow the guidelines set by the Directorate of Organising and Conducting Examinations of the Hellenic Ministry of Education, Lifelong Learning and Religious Affairs. Students with insufficient school attendance are exempt from taking the examination because they must repeat the school year in the same class. [Back to table](#)

Ireland: Even if they are not compulsory, most independent private schools do take the State examinations. Certain students can claim exemption from the study of Irish. [Back to table](#)

Israel: The percentage of public schools that administer the examination (100%) only refers to schools under the responsibility of the Minister of Education (95% of all schools). In these schools, there is no distinction between general and vocational schools as the distinction refers only to the studying track. Schools that belong to the Ministry of Trade and Labour are not included. Matriculation exams in Israel are not compulsory for students. [Back to table](#)

Italy: For students with learning difficulties the examination is easier. [Back to table](#)

Luxembourg: Pupils from private schools go to public schools to take the national examination. [Back to table](#)

Netherlands: For preliminary school-leavers and to enter into upper secondary vocational education, no examination is required. The percentages of exempted students are estimates. [Back to table](#)

Norway: National examinations are compulsory for all private schools approved for the National Curriculum for Knowledge Promotion in Primary and Secondary Education and Training. Students in special education or adapted-language training are exempt from taking the examination at the lower secondary level, according to the Regulations to the Education Act. Thirteen percent of the students had exemption on the basis of adapted-language training. At the upper secondary level, students in special education or adapted-language training are exempt from taking the examination. Students with adapted-language training take exam in another subject. [Back to table](#)

Poland: At the upper secondary level, students who attend vocational programmes can take two types of the national examinations. The first one in general education is organised at school by the regional examination board. The second one in vocational skills is also organised by the regional examination board, but is conducted partly at school and partly at the vocational examination centres. The tests in general education for students in vocational programmes are exactly the same as for the students in general programmes. The results of the national examination in general education determine students' prospects for being admitted to higher education programmes. Emigration, health problems and other difficult life situations can be reasons for student exemptions to the national examination. [Back to table](#)

Russian Federation: Students can be exempt from taking the examination for health reasons. [Back to table](#)

Scotland: Although not compulsory, all public and independent private schools administer the examinations. Examinations are not compulsory for students. [Back to table](#)

Turkey: "Level Assessment Examination" (SBS) conducted for entry into secondary education is reported as a national examination. Although taking this examination is not compulsory for entrance into secondary education, it is compulsory for schools, such as Anatolia High School or Science High School, to which entry is dependent on success in the national examination. The examination is not compulsory, but almost all students take the examination and schools are obliged to administer the examination upon students' request.

"Student Selection Examination" (ÖSS), conducted for entry into tertiary education, is reported as a national examination. This examination is compulsory for entrance into tertiary education and schools are obliged to conduct the transactions of students who wish to take the exam. [Back to table](#)

United States: Private institutions are not required to participate in state assessments, but if a student attends a private school receiving public funding, then that student is required to participate in the state testing. Students may be excluded from examinations if their limited English proficiency precludes their participation or if they have a severe disability, for which there are no accommodations available to make test-taking possible. Each state or local district determines its own standard for excluding students in these cases. In many cases an alternate exam is implemented. [Back to table](#)

Sharing of results from school examinations, Columns 12 to 17

Australia: The sharing of results differs from state to state. [Back to table](#)

Denmark: The averages of results are published on internet. [Back to table](#)

England: School-level results are available on the Internet:
http://www.education.gov.uk/performancetables/schools_10.shtml [Back to table](#)

Indonesia: Results are shared internally from district to central level, but not individual results nor an aggregate number. Schools share the results with parents and discuss their children's weaknesses. [Back to table](#)

Ireland: Results are shared only in the form of national aggregated grade performance, not school- or student-based. Individual students' results are sent to school authorities who distribute them directly to parents and students. It is a matter for school authorities how and when they disseminate and use results for school analysis, for planning of teaching and learning. [Back to table](#)

Israel: The aggregate test results are published by the Minister of Education and by CBS. In order to get the test results, classroom teachers should apply to school administrators for them. [Back to table](#)

Netherlands: Examination results are used by the inspectorate of education to judge the quality of results of the school. Media have a right to demand data from the inspectorate (public data) and make rankings of schools with these data. [Back to table](#)

Norway: School-level statistics on national examinations are published online. Results at school level are only available if candidates cannot be identified. [Back to table](#)

Poland: The individual (student-level) results are directly shared with the school headmaster and with the student to whom the results refer. However, a classroom teacher can also learn the individual results of his/her students on request. In such cases, she/he needs to follow the law on data protection. The aggregated results of the exams are published on the website of the Central Examination Board. [Back to table](#)

Russian Federation: School administrators and classroom teachers only receive the results of their own school. Parents and students only receive individual results. Media only receive aggregated results. [Back to table](#)

Scotland: Results are published on the Scottish Qualifications Authority website and are therefore available to anybody and are also published in a news release. [Back to table](#)

Turkey: General information on the results of the examinations is shared with the media. [Back to table](#)

United States: Results at the school, district, and state level are shared with the public, including the media. Student-level results are not made public. [Back to table](#)

Features used when reporting results, Columns 18 to 23

Denmark: A list of all schools at national level, and their results, is published on the Internet for comparisons. Results are used - especially bad results - with the intention to have better results next time. The marks are used as one indicator among others. [Back to table](#)

England: Contextual Value Added is measured at individual pupil level, but we only publish results at school level. In 2008-2009 the KS4 Tables (age 16) included two new indicators based on expected progress from KS2-KS4 alongside KS2-KS4 Contextual Value Added. These were:

Percentage of students making the expected level of progress in English

Percentage of students making the expected level of progress in mathematics.

The comparison groups are: national, regional and local averages; gender; school type; ethnicity. KS2-KS4 CVA and the KS2-KS4 English and mathematics expected levels of progress are only published at school level, so there are no comparisons published/available at national or local authority (regional) level. Publication at national and local authority level is under consideration for the future. [Back to table](#)

Estonia: The comparison groups are national average and similar schools' averages. [Back to table](#)

Finland: Schools receive data on national averages in different subjects. [Back to table](#)

France: For aggregate data at the school level, indicators of performance are published to appreciate the added value of each school. They take into account the students demographics (age, social background and gender).

The comparison groups are the national average, age, social background and gender.

Trois indicateurs sont publiés pour juger des résultats de chaque lycée public ou privé sous contrat (government-dependent). Ils sont établis à partir des résultats des élèves à la session 2009 du baccalauréat et des données liées au déroulement de leur scolarité :

* le taux de réussite au baccalauréat,

* le taux d'accès de seconde et de première au baccalauréat. Ce taux ne tient pas compte du nombre d'années nécessaire,

* la proportion de bacheliers parmi les sortants.

Ces indicateurs donnent des points de vue complémentaires sur les résultats des lycées. Ils proposent une appréciation relative de la valeur ajoutée de ces établissements, en tenant compte de leur offre de formation et des caractéristiques de leurs élèves en termes d'âge, d'origine sociale et de sexe. [Back to table](#)

Greece: Rewards are given at times only to students who have excelled in the national examinations by agents of the private sector, such as banks or associations of employees. [Back to table](#)

Ireland: Results do not show "value added" or growth in student achievement because the examinations are terminal. [Back to table](#)

Israel: Results are reported with personal and demographic characteristics (e.g. gender, district, socio-economic factors) and school characteristics (e.g. sector, supervision, etc.).

The average results are described on the national level and by demographic and socio-economic variables. The results are also presented by school characteristics.

From 2012, it is planned to reward schools that show improvement in national examinations results. [Back to table](#)

Netherlands: The inspectorate publishes judgements of quality of results and others aspect of the school on its website, in two separate documents. Data on mean student school careers and examination results are available via Onderwijs in Cijfers, a governmental website (www.onderwijsincijfers.nl).

The quality of results during three consecutive years is an important indicator for the total quality judgement of a school. [Back to table](#)

Norway: The statistics online can be compared between gender, schools, municipalities and between public and private institutions. Results are published with indicators on structural and process quality. The central government does not use national examinations for sanctions or rewards, but the school owner might use the results in this way. [Back to table](#)

Poland: External examinations are based on national examination standards, which reflect requirements of the National Core Curriculum, and are conducted at the end of particular stage of education to assess its results. Therefore, only the final effects of education and results achieved from a completed stage of education are checked and compared. The comparison groups are gender, urban and rural areas, local districts, public and non-public schools, regions. [Back to table](#)

Russian Federation: In some territories the results from national examinations at the upper secondary level in general programmes are sometimes used by authorities for sanctions/rewards. [Back to table](#)

Scotland: Results are context-sensitive but not when results are initially published. Contextual information is analysed and published later in the school year. The comparison group is the national average. [Back to table](#)

Slovak Republic: The comparison groups are the national average and the local district average. [Back to table](#)

United States: Some states and districts may incorporate value-added models in their testing programmes, but it is not a current requirement.

Under federal legislation, student achievement data must be disaggregated by race, ethnicity, gender, disability status, migrant status, English proficiency, and status as economically disadvantaged.

At the upper secondary level, graduation rates are required to be reported together with the results of the examination. School-level results contribute to a school's rate of Adequate Yearly Progress. If a school does not meet state goals of raising student proficiency, interventions and sanctions are potential outcomes. [Back to table](#)

Table D5.2. National assessments (2009)

General

Australia: Australia's National Assessment Program (NAP) comprises of the National Assessment Program-Literacy and Numeracy (NAPLAN), which is a census assessment administered to Years 3, 5, 7 and 9. As part of the NAP there are also triennial sample assessments in science literacy, civics and citizenship, and ICT literacy. The Programme in International Students Assessment (PISA) and Trends in International Mathematics and Science Study (TIMSS) are also included in Australia's NAP and have been referenced in the answers. Australia's results in international assessments are reported in various national reports.

International assessments are devised internationally and are graded by a contractor to the Australian government and state and territory governments.

Sample assessments began in 2003 with Science Literacy, followed by Civics and Citizenship in 2004 and ICT Literacy in 2005. Full cohort literacy and numeracy testing began in 2008. [Back to table](#)

Belgium (Fl.): The first national assessment at the upper secondary level was in 2009-2010.

The national assessments are devised by the Flemish Government. However, the tests are developed, administered, graded and analysed by a research team of the Katholieke Universiteit Leuven.

In order to determine the standard or "cut score", a group of external experts examines and discusses the test items that are arranged in order of level of difficulty for each measuring scale. This expert group consists of teachers, educational counsellors, teacher trainers, school inspectors and policy makers. They have to establish which test items pupils should at least be able to solve to say that they have reached the attainment targets. Based on the positions of pupils on the

measuring scale compared to the standard, it is then determined what percentage of pupils truly achieve the attainment targets. [Back to table](#)

Belgium (Fr.): The French community of Belgium usually conducts yearly assessments at every school level (primary, lower and upper secondary) but assessment times were modified during the specific school year 2008-09. [Back to table](#)

Brazil: Saeb is the national system for evaluation of the basic education (ISCED 1, 2 and 3) based on a rigorous sample methodology and conducted bi-annually since 1993. It assesses the quality of instruction in schools by measuring the achievement and performance of students at different points in their studies and monitors changes in these accomplishments over the time, considering the existing conditions in the education system.

Saeb has been regularly conducting assessments of samples of the nation's students from public and private schools attending the last year of primary (ISCED 1), lower secondary (ISCED 2) and upper secondary (ISCED 3) levels.

Scientific sampling procedures are used to ensure reliable national and state samples.

"Prova Brasil" is another national assessment programme based on student achievement tests implemented in conjunction with Saeb. The tests are the same from Saeb, however the "Prova Brasil" is administered to all students of public schools attending the last year of primary (ISCED 1) and lower secondary (ISCED 2) levels, every two years since 2005.

Both programmes are the reference for evaluation of basic education quality at a national level. They provide a great part of data used for the construction of Basic Education Development Index (Ideb), the main indicator of quality of basic education in Brazil.

There is also a minor version of "Prova Brasil", called "Provinha Brasil", that is administered to a sample of students of public schools attending the second year of primary level (ISCED 1). The tests of the "Provinha Brasil" aim to assess the level of literacy of those students. [Back to table](#)

Chile: 4th grade is assessed yearly on a census basis. 8th and 10th grades are assessed every other year.

At the upper secondary level, the Ministry of Education is working on criterion-referenced tests.

National assessments were first established in 1988 but performance levels for every subject were defined in 2006.

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Denmark: National assessments were introduced in 2009 for development. They are compulsory from 2011.

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England: At the primary level, Key Stage 1 tasks and tests (usually age 7) are designed to be administered informally as part of normal classroom activity, at any time during the year, so children may not know that they are taking a test. The results inform teachers' overall assessment, which is reported. Key Stage 2 tests (usually age 11) are externally marked; schools also report teacher-assessment judgements for each pupil. Since 2009, there have been no national curriculum Key Stage 3 (KS3) tests. However, teachers are still required to make teacher-assessment judgements in the core and non-core subjects at the end of KS3, and to report them to parents. In 2010, tests at KS3 in English, mathematics and science were still available on an optional basis.

Assessments at the primary level were introduced in 1991 for Year 2 and in 1995 for Year 6. [Back to table](#)

Estonia: The tests are devised at the central level. For the schools of the sample, for which the tests are compulsory, the tests are also graded centrally. Other schools grade the tests themselves. [Back to table](#)

Finland: Assessments are irregular both in terms of subjects assessed and intervals of these. [Back to table](#)

Germany: Assessments are implemented in grade 3 (subjects German and mathematics). Spot tests were implemented in 2007 in grade 8 (subjects German, English and mathematics). In 2009 there was a national assessment in German, English and French; in 2012 mathematics and sciences will be tested. The aim is to see on which level the national standards are achieved, so not all students are tested but a representative quantity. [Back to table](#)

Hungary: The National Assessment of Basic Competences was launched in 2001. It evaluates mathematical and reading literacy at the 4th grade (primary level), at the 6th grade (lower secondary level) and at the 10th grade (upper secondary level). [Back to table](#)

Iceland: The tests are based on the national tests established in 1976 at the primary level and 1977 and the lower secondary level. [Back to table](#)

Indonesia: Indonesia National Assessment Program (INAP). [Back to table](#)

Ireland: National assessments are carried out by the Educational Research Centre, an independent, but State-funded institution. [Back to table](#)

Italy: A national assessment at the upper secondary level has been gradually introduced since 2010. [Back to table](#)

Japan: The data provided from the government for each student is both norm-referenced and criterion-referenced. [Back to table](#)

Netherlands: At the primary level, the CITO final test is one of the sources that can be used to advise entry into higher levels of education, but is considered as an assessment, not an examination.

CITO is a private organisation, delivering tests to the whole country.

CITO also studies the subject-matter criteria that pupils have reached, at the school and system levels. [Back to table](#)

Norway: National assessments were first established in 2004. In 2006 there was a pause for revision. From 2007 the national assessments have been executed in their current form. [Back to table](#)

Poland: National assessment is applied at the end of primary school (grade six). The test is obligatory for all pupils and taking this test is one of the conditions for graduation from primary schools. The test aims at the assessment of skills defined in the national standards announced in the regulation of the minister. All pupils take this test, as the results are used for informational purposes only, and it does not give basis for any selection or ranking of pupils. The Central Examination Board supervises the process of testing. Eight regional examination boards are responsible for devising the national tests, administering and grading them. Although the suggestions about the tasks and the question sets for the tests are devised by the regional examination boards, the decision about final content of the tests is taken by the Central Examination Board. The responsibility is thus shared, as is responsibility for grading the tests. Grading is, in principle, the responsibility of the regional examination boards, but the examiners who do the grading must be certified by the Central Examination Board. [Back to table](#)

Portugal: Since 2007 the national assessment at the primary level is universal.

The Regional Authority of Azores devises and grades its own assessment. [Back to table](#)

Russian Federation: Assessments are a part of the accreditation process. Rules and standards are devised at central level but assessments are conducted at the regional level.

Assessments have existed for a long period of time. [Back to table](#)

Slovak Republic: Assessments are part of monitoring. It is the national test that all students in 9th grade of basic school attend (the final grade of ISCED 2). The tests are elaborated by National Institutes for Certified Educational Measurements. The test is not required for enrolment to a higher level of education (ISCED 3), but many secondary schools take into consideration the results of the test when admitting students into the first grade of ISCED 3 programmes. [Back to table](#)

Spain: Assessments are both norm- and criterion-referenced. [Back to table](#)

Sweden: The national assessments are devised by the central government but are graded at the school level.

Before 2009, the tests in grade 5 at the primary level were not compulsory. At the lower secondary level, tests in mathematics, national language and modern foreign language were introduced in 1998 and tests in science in 2009.

Before 2001, tests at the upper secondary level were not compulsory.

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United States: The United States has a congressionally mandated National Assessment of Educational Progress (NAEP) programme that uses national and state representative samples to indicate what America's students know and can do.

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Administration of national assessments, Columns 5 to 11

Australia: Students may qualify for exemption because of their lack of proficiency in the English language or because of significant intellectual and/or functional disability. The percentage of students exempted differs for each assessment.

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Belgium (Fl.): A representative sample of the population of public and government-dependent private schools is used. Independent private schools are not included in the sample because the Flemish attainment targets tested in the national assessment are not compulsory for these schools.

Only mainstream schools are in the sample of the national assessment. However all pupils of participating mainstream schools/classes are expected to take part - even pupils with special needs in these mainstream schools. An exception is made for the special needs pupils that need special tools/software or very specific testing conditions. These are, however, rare exceptions. Schools for special education do not take part. [Back to table](#)

Brazil: "Prova Brasil" is compulsory for students of public schools attending the last year of primary and lower secondary levels. It is not compulsory for public schools in the upper secondary level; however students of schools included in the sample of SAEB are required to take the tests.

It is not compulsory for independent private schools; however students in schools included in the sample of SAEB are required to take the tests.

There are no exemptions for students on the national assessments at the primary and lower secondary levels. At the upper secondary level, all students in schools included in the sample of SAEB are required to take the tests. [Back to table](#)

Chile: Students with permanent special needs for which there are no tests with accommodations are exempted to take them. Since 2009, a test with accommodations has been developed at the primary level for blind, low sight and hard-of-hearing students. This project is not yet implemented nationally. Percentages are approximate because official data include many kinds of special needs. [Back to table](#)

Denmark: National assessments are compulsory from 2011. In 2010, one hundred schools participated in the development. Private schools were not included in the sample. [Back to table](#)

England: At the primary level, around 1% of pupils attend special schools (for pupils with special educational needs) and are exempt from taking the national assessment. [Back to table](#)

Estonia: Assessments at the primary level are compulsory only for randomly selected schools (ca 10% of all the schools every year). But many other schools administer these assessments voluntarily. About 90% of schools administer the national assessment. [Back to table](#)

Finland: The evaluations are sample-based. The samples are based on a randomised and stratified two-step cluster sample. The stratification is done to ensure the representativeness of different parts of Finland, different types of municipalities, schools, etc. Thus, public and government private schools are first chosen randomly and then, in large schools, the students are selected randomly. In the case of small schools, all pupils are selected. In the Swedish-speaking population, oversampling is used. [Back to table](#)

France: A national assessment at the lower secondary level was established in 1989 but it was cancelled in 2009. At the primary level, the national assessment established in 1989 was reformed in 2009. [Back to table](#)

Iceland: Students with certain types of disabilities or with foreign nationalities with short-term residence are exempted from taking the national assessments. [Back to table](#)

Ireland: The assessments are the National Assessments of Mathematics and English reading, conducted every five years. The target populations are all pupils at ages 8 and 12 years. A sample of 150 schools (out of around 3 250) is selected from a stratification of the 3 250 schools according to enrolment, SES status, area/language of instruction, and proportion of female pupils. [Back to table](#)

Israel: In a given year, all schools participate in the standardised national assessments in four subjects: mother tongue (Hebrew or Arabic), mathematics, science and modern foreign language (English). In accordance with the new programme of national assessments (from 2007), schools were divided into four mutually exclusive groups, using stratified sampling methods, such that each of the four groups is a representative sample of the population. Every year, the standardised assessments of two groups are graded by external evaluators on the governmental level: one group in science and in modern foreign language (English) and one group in the mother tongue (Hebrew or Arabic) and in mathematics. The rest of the annual standardised national assessments are internally graded. Students of special education and new immigrants (up to one year) are exempted from taking the national assessments. [Back to table](#)

Italy: For students with learning difficulties, the examination is easier. [Back to table](#)

Japan: In principle, the national assessment was aimed at all students in 2009 although it was not compulsory. The assessment was administered in 100% of public schools and all students were tested. [Back to table](#)

Netherlands: Schools have to provide arguments for their advice to pupils for next levels of education. Among others, they need information on student progress for this advice. The CITO final test can be used for this, but some schools use other instruments. In some cities, public schools are obliged to use the CITO-test (Amsterdam).

Reasons for exemptions of students are:

1. School has another quality test for monitoring progress of pupils (which is allowed)
2. Foreign pupils who entered Dutch primary education in grade 3 or higher
3. Pupils who are expected to proceed to practical education or secondary special needs education (sometimes this decision is made for strategic reasons). [Back to table](#)

Norway: According to the regulations of the Private Education Act, schools may apply for exemption. Students in special education or adapted-language training are exempted from taking the assessment, according to the Regulations to the Education Act. [Back to table](#)

Poland: Only students with moderate and severe mental handicaps are exempted from the assessment. Emigration, health problems and other difficult life situations can be reasons for allowing the student to take the test in different time. In addition to the exemption there is also a group of students (about 0, 15%) who automatically receive the highest grades on the national assessment tests as the winners of the regional and national school contests. They are not supposed to complete the national tests, but are calculated as tested. [Back to table](#)

Russian Federation: Every school has to be assessed once every twelve years or more often in ad hoc cases. Every educational institution at ISCED 3 (vocational programme) has to be assessed once every six years or more often in ad hoc cases. [Back to table](#)

Slovak Republic: Students from special schools are exempt from the national assessment. [Back to table](#)

Spain: There is no exemption from taking the assessments. [Back to table](#)

Sweden: It is not compulsory for children with learning disabilities to sit the national assessments. The principle is that all students, as far as possible, shall take part in the national assessments. There is a possibility, though, for the school to exempt a student if the student lacks a fair/reasonable chance to succeed. As far as possible the teacher shall try to adjust the test and the test situation in order to make it possible for the student to participate. Exemptions can be made for students with disabilities or students whose native language is other than Swedish. [Back to table](#)

Turkey: The sampled schools are randomly selected to represent all seven geographical regions. The schools to be sampled in the selected provinces are determined using stratified sampling methods.

Independent private schools were not included in the sample for the national assessment conducted in school year 2008-2009.

Since special education institutions are excluded from the sample, students in these schools are exempt from the national assessment from the beginning. There is no exemption for students in the sampled schools. [Back to table](#)

United States: Federal law specifies that NAEP is voluntary for every student, school, school district, and state, yet there are requirements for states and schools to participate if receiving federal funding. The requirements for public schools to participate in the National Assessment of Educational Progress (NAEP) differ, depending on the subject of the exam and type of federal funding received by a school. Public schools are effectively required to participate in NAEP for reading and mathematics, as federal funding is tied to state and district participation. However, federal law also requires all states that receive Title I funds (a federal grant of which all states receive) to participate in NAEP reading and mathematics assessments at fourth and eighth grades. Similarly, school districts that receive Title I funds (98% of schools) and are selected for the NAEP sample are also required to participate in NAEP reading and mathematics assessments at fourth and eighth grades. All other NAEP assessments are voluntary. In 2011, 21% of public schools are included in the NAEP samples.

The National Assessment of Educational Progress is a sampled assessment. School staff make determinations for participation of students with disabilities or limited English proficiency. [Back to table](#)

Sharing of results from school assessments, Columns 12 to 17

Belgium (Fl.): Results at the system level are made public through a colloquium to which all participating schools and relevant stakeholders are invited. The results are also published in a widely disseminated brochure and are published on a website of the ministry. In some cases the minister also organises a press conference. Later on, all relevant stakeholders are also invited to participate in a written consultation and an open conference based on the system-level results. During this conference stakeholders discuss possible explanations for the results and suggest improvement measures.

The results of a specific school are not public and are not even communicated to other stakeholders than the school itself. Results at the school level are only communicated to the school itself through a confidential school feedback report comparing their results at school level with the Flemish mean and with the anonymous results of other participating schools with a similar pupil population. This report only contains information at school and class level, not at pupil level. The principal can communicate this information with his staff *e.g.* to start a self-evaluation process. He/she cannot use this information for commercial goals (*e.g.* to advertise the school results). Results at pupil level are not made public, not even to the school. [Back to table](#)

Brazil: Prova Brasil has an Internet site that presents the tests results summarised by school (just for public schools), municipality and state levels. (<http://provabrasil2009.inep.gov.br>). School administrators, classroom teachers, parents, students, media and society in general can consult the test results of schools or regions of their interest. At the upper secondary level, Saeb has an Internet site that presents the tests results summarized by state. [Back to table](#)

Chile: Schools receive a report by grade and class, as long as the number of students is 6 or higher. The press publishes the results by grade for each school. [Back to table](#)

Denmark: It is forbidden by law to publish assessment results at the school level, but it's allowed at municipal and national levels. [Back to table](#)

England: School-level results are published. [Back to table](#)

Estonia: The aggregated results are not directly shared with all parents, students or media; but if they ask, the results will be sent to them. Every student and parent will directly know about his/her (child's) results. [Back to table](#)

Finland: Generally the national body informs the school administration, which then informs teachers and possibly parents and students. [Back to table](#)

France: Individual student results are shared with students and parents. Class and school-level aggregated results are shared with teachers, headmasters and school inspectors. Only regional and national aggregated results are shared with media and the general public. [Back to table](#)

Hungary: The results are sent to every school and also to their maintainers. The results are analysed at the school level typically by the principal and a few members of the school staff who have a special responsibility for that. The results are communicated by the principal to parents and students, but in most cases these are available in the homepage of the schools too. [Back to table](#)

Iceland: Results of tests for the whole country and the performance of each school are made public and freely available by the National Assessment Institute online on their website. [Back to table](#)

Indonesia: Results are shared to compare student performance among provinces. [Back to table](#)

Ireland: A national report on the results is published. The results for individual schools cannot be extracted from the national report. [Back to table](#)

Netherlands: Before 2008, schools reported on the mean final test results to the inspectorate. From 2008, schools provide information to the central government about individual pupil data, *i.e.* final test results and advice for next school level. The inspectorate uses these data (after making them anonymous) to judge the quality of results of the school. [Back to table](#)

Norway: Statistics on national assessments are published online. Results on school level are only readily available for school owners. However external audiences might be granted limited access if they apply to the Norwegian directorate for education and training. [Back to table](#)

Poland: The individual (student-level) results are directly shared with the school headmaster and with the student or with his/her parents. However, a classroom teacher can also get information on individual results of her/his students on the request. In such cases a teacher needs to respect the regulation on protection of information. Moreover, the Central Examination Board publishes the aggregated results of the tests on the website. [Back to table](#)

Russian Federation: School administrators and classroom teachers only receive the results of their own school. [Back to table](#)

Spain: It is not possible to do rankings of students or schools with the results. [Back to table](#)

Sweden: The results are presented at school level on the agency webpage, for grade 5 at the primary level and for grade 9 at the lower secondary level. For the upper secondary level only a sample of the test results from about 10 percent of the schools are gathered and shared.. Since the tests are graded at school level by the teachers they have access to the results. The results are directly shared with the students in practice but it is not a formal requirement. [Back to table](#)

Turkey: General findings related to the assessment (regional assessments, general assessments according to school type, etc.) are shared with the designated groups. Assessment results of an individual school or student are not directly shared. [Back to table](#)

United States: As NAEP is a representative sampled assessment, data on individual students and individual schools are not made public. Results are reported at the state and national levels. Results are released to the public at once. [Back to table](#)

Features used when reporting results, Columns 18 to 23

Australia: Results are compared with the national averages. [Back to table](#)

Belgium (Fl.): Results show level of school performance for most recent year only in the confidential school feedback report for the school. At the system level, we only get information about the number of schools that perform significantly better or worse than the Flemish mean and than schools with a similar pupil population.

Results do not show growth in student achievement except for one national assessment (mathematics in the first stage of secondary education B-stream) in which also a starting test was administered at the beginning of the first year of secondary education. For that particular national assessment, school means corrected for differences in the pre-test were calculated. However, normally no longitudinal data are collected through a national assessment. In every national assessment school means corrected for differences in certain school characteristics and characteristics of the pupil population are calculated by the research team.

Results are context-sensitive: questionnaires are also distributed during the survey (pupil, parent, teacher and principal questionnaires). These questionnaires shed light on the home situation of pupils, on the way the teachers instruct them, and on the framework the school presents them with. In further analysis of the system-level results, the differences between pupils, classes and schools are investigated, as well as the variables with which these differences are linked. In the school feedback reports the results of a school are compared to the national average, and to the results of similar schools with similar pupil populations in a number of characteristics (*e.g.* gender, languages at home, SES, learning difficulties and handicaps, age, number of books at home) and also for a number of school characteristics (school type, school size, province, degree of urbanisation, SES index of the school population).

Results are reported with descriptive statistics based on the background questionnaires for pupils, parents, teachers and school heads at the system level (*e.g.* descriptive statistics about pupil characteristics, teacher and school characteristics, characteristics of the lessons and school policy). These descriptive statistics can also be valuable information for discussions about quality of education at system level (*e.g.* number of teachers reporting that they haven't been able to offer all the required attainment targets to their pupils).

Results are not used by authorities external to the school for sanctions or rewards, as the results at school level are not disseminated to authorities external to the school. Moreover, during a school audit/inspection the inspectorate is not allowed to ask for the results on national assessments. [Back to table](#)

Brazil: The results provide most of the data used for the construction of Basic Education Development Index (Ideb), the main indicator of quality of basic education in Brazil. The Ideb is used by policy makers and researchers for planning, implementation and evaluation of educational policies. Every municipality has a target index to be achieved at each cycle of Ideb, and there is also a national target index for 2021. [Back to table](#)

Chile: Results are compared with the national average, region, schools' socio-economic status, gender, funding and administrative relation with the state. [Back to table](#)

Denmark: It will be possible to show “value added” or growth in student achievement once the system is fully implemented.

The assessments are done by use of online ICT systems and test results are given to each school. Average results for all schools in a municipality are given to the local authorities. Those results are used in a quality report from the local authorities to national authority.

The assessment system is not fully implemented before 2011. It is a pedagogical instrument for teachers, schools, pupils and parents for better teaching and learning. It might also be used by local authorities for sanctions or rewards.

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England: Contextual Value Added is measured at individual pupil level but we only publish results at school level.

In 2008-2009 the KS4 Tables (age 11) included two new indicators based on expected progress from KS2-KS4 alongside KS2-KS4 Contextual Value Added. These were:

% making the expected level of progress in English

% making the expected level of progress in mathematics

The comparison groups are: national, regional and local averages; gender; school type; ethnicity. -KS2 CVA and the KS1-KS2 English and mathematics expected levels of progress are only published at the school level so there is no comparisons published/available at national or regional level. Publication at national and regional level is under consideration for the future. [Back to table](#)

Finland: The reports received by the schools contain data on their results in relation to the national outcomes.

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France: Test results can be reported together with other indicators of school quality at a regional or local level.

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Hungary: From 2010, it is possible to measure growth in student achievement between grades 6 and 8, and 10. Information related to students' family background is reported and taken into consideration.

The data are presented at national, local, school and classroom level, comparison is possible between these categories.

Data of special needs children are not collected separately, the comparison in that dimension is not possible.

Only underachieving schools have to face certain sanctions: schools that couldn't achieve a minimum standard, have to work out a development plan. [Back to table](#)

Iceland: Results are compared with national and regional averages. [Back to table](#)

Indonesia: In the first three years the focus is on the preparation of the instruments.

The comparison groups are the provincial and local district average. The results are reported with teacher, student and school background. [Back to table](#)

Ireland: To the extent that trends in national performance (as between the assessments conducted every five years) are published, this can be construed as 'value added' on a national scale.

The most recent assessments included parent and pupil questionnaires, which focused on family characteristics, home atmosphere and support, attitudes and engagement, characteristics of the learning environment, and socio-economic status issues. [Back to table](#)

Israel: The comparison groups are the national average and averages of similar groups of students according to school programme, language of instruction (Hebrew or Arabic) and SES group.

Test results are reported together with survey data on school climate and pedagogical setting. The surveys are designed to provide a detailed picture about the school climate and pedagogical processes that occur within it, as depicted in the information gathered from questionnaires administered to students and interviews held with teachers. The questionnaires provide comprehensive and relevant information on important dimensions in this area, including: the level of student motivation; the relationship between teachers and students; violent events and students' feelings of safety; team work among faculty; and more. [Back to table](#)

Japan: The baseline is the average percentage of correct answers in the nation and prefectures. [Back to table](#)

Mexico: The users of information can realise several analyses. [Back to table](#)

Netherlands: At this moment, data about educational level of one or more parents are used to weigh results.

National/cultural background is also used for this purpose. Pupils are compared to other pupils with same background characteristics.

The inspectorate publishes judgements of quality of results and others aspect of the school at its website, in two separate documents.

The quality of results during three consecutive years is an important indicator for the total quality judgement of a school.

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Norway: At the school level, level of performance for the most recent year is only available for school owners.

The statistics online can be compared by gender, municipalities and between public and private institutions. School owners can also compare schools and students.

At the school level, other indicators of school quality are only available for school owners. [Back to table](#)

Poland: External assessment is based on national examination standards that reflect requirements of National Core Curriculum. The final effects of education and results achieved from completing primary education are checked and compared only nationally. Additionally, internal evaluation is carried out by school teachers on the basis of requirements defined in relation to the curricula implemented in given school. This results of this evaluation are taken into account in the end -of- year assessment.

The comparison groups are gender, urban and rural areas, local districts, public and non-public schools, regions. [Back to table](#)

Slovak Republic: The comparison groups are the national average and the local district average. [Back to table](#)

Spain: The comparison groups are the national and state averages. [Back to table](#)

Sweden: Results show the level of school performance for all schools in grades 5 and 9 and also for the schools that were included in the sample at the upper secondary level.

Comparisons can be made with other indicators of school quality. [Back to table](#)

Turkey: Results are compared with the results of the national examination by subject. [Back to table](#)

United States: While NAEP reports show trends in student achievement over time, the same cohort of students is not tracked.

NAEP provides a common metric for all states, allowing student performance to be compared by state. Data is also disaggregated so various groups can be compared. NAEP reports state results by racial/ethnic groups, gender, private or public schools, teacher experience, and hundreds of other variables including student, school, and community factors. NAEP data highlights the rigor of standards and tests for individual states: if there is a large discrepancy between children's proficiency on a state's tests and their performance on NAEP, that would suggest that the state needs to take a closer look at its standards and assessments and consider making improvements.

(<http://www2.ed.gov/nclb/accountability/ayp/testing-faq.html#1>).

Participation is required of schools to obtain federal funding, yet results are not a determinant in that funding.

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Table D5.3. Regulatory accountability: Domains in which schools are expected to submit compliance-oriented reports (2009)

General

Belgium (F1): Schools and their boards have the autonomy to decide together the domains in which schools are expected to submit compliance-oriented reports to the school boards.

The school accountability questionnaire has been filled by the Flemish Ministry of Education and Training (basis for the responses are found in the regulations/demands which schools need to fulfil). Information on the submission of compliance-oriented reports to the other authorities (for example school board, local government, ...) is not available at the level of the Ministry.

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Brazil: In order to receive national resources for basic education, municipalities are required to maintain councils of monitoring and social control of FUNDEB (the National Fund for the Maintenance and Development of Basic Education). Those councils are formed by representatives of school direction, local government, teachers, parents and students. The School Census of Basic Education is a legal requirement for all Brazilian schools. It is carried out annually and covers data from students, teachers and schools of primary and secondary levels. [Back to table](#)

Chile: For the public schools, whose administration depends on the municipalities, information about financial matters is given by the mayor of a city to its municipal council, as a part of the Annual Plan for Education Development. The proposed budget can be accepted or denied. For government-dependent private schools, information about financial matters is only asked of those that are co-funded (which are a proportion of total government-dependent private schools). Information related to students, teachers, curriculum and governance issues is provided every year by the school to the national authority. Information about safety and infrastructure issues is provided by the school when it asks for official recognition by the Chilean State (official authorisation for functioning). [Back to table](#)

Denmark: The domains in which schools are expected to submit compliance-oriented reports include: programmes and subjects offered to students, established classes and subjects for examination, detailed curriculum for examiners appointed by the national authorities. [Back to table](#)

Finland: For public schools, the legal body is the local authority, which is for example in charge of providing the mentioned data to regional and national authorities.

For government-dependent private schools, the national "authority" in question is the national statistics authority. The reporting obligation lies with the education provider. In case of private providers, this is commonly the same as one school. [Back to table](#)

France: Data on teachers' qualifications, curriculum, and facilities and grounds are stored in a database and do not need to be reported by schools. Data on safety issues concern the civil security. Only secondary public schools have to report on proposed budgets for subsequent years and the closing budget. Issues related to governance are reported within the school project ("*Projets d'école et d'établissement*"). [Back to table](#)

Greece: Teachers' qualifications and credentials are submitted to regional education authorities by the teachers themselves when they are appointed. Teachers' qualification files are kept in both schools and education authority offices. Public school teachers are appointed to schools in all areas of the country by the Ministry of Education, Lifelong Learning and Religious Affairs. So the Ministry is fully aware of the teachers' qualifications, credentials and experience before they are appointed to a specific school.

No school board is required for independent private schools according to Law 1566/1985, par.52. [Back to table](#)

Hungary: Schools have to work out school-level documents (*e.g.* school-level curricula and pedagogical programme, school level quality assurance); these have to be updated with new requirements (*e.g.* changes in regulations). These documents have to be sent for approval to the school maintainer. For public schools, the school maintainer is the local government in most cases, but it can also be county government and universities. For government-private school, the school maintainer is a church or a foundation.

Student data is submitted to the National Statistical Office. The Educational Office occasionally carries out inspections of schools in specific areas of accountability. However, for government-private schools, it can review the budget account only to the extent of state support. [Back to table](#)

Iceland: School boards monitor schools on behalf of teachers, parents, students and community. School boards work in accordance with a regulation issued in December 2008.

Information is made available through self-assessment reports to national government, only in some cases are schools required to report directly.

In most cases information is available to parents even though the school is not required to report directly to them. School curricula are published on school website. [Back to table](#)

Ireland: As independent-private schools are independent of State intervention, it is assumed (but not categorically certain) that the school board and parents are kept informed on these issues. [Back to table](#)

Israel: The reports submitted to general public regarding teachers' qualifications and student data are not reported by school level. The report can be submitted by region level, sector level etc. [Back to table](#)

Mexico: Several independent private schools have a web site with information on curriculum and facilities and grounds. [Back to table](#)

Netherlands: Public and government-dependent private schools are owned by the school board, so the school board is responsible for providing information to external partners. [Back to table](#)

Norway: Public schools shall regularly assess the extent to which organization, arrangements and implementation of training contribute to achieving the objectives set out in the Core Curriculum Reform. The school owner is responsible for ensuring that the assessment will be conducted according to aptitudes.

Private school owners must ensure that the school carries out self-evaluation to verify that they are compliant with the goals described in the National Curriculum for Knowledge Promotion in Primary and Secondary Education and Training.

The Norwegian Labour Inspectorate has the responsibility for inspecting health, environment and safety in all schools.

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Poland: Schools provide data to the System of Educational Information (SEI) introduced at the beginning of 2005 based on a separate law. This is an electronic database that collects data twice a year for monitoring and statistical purposes. Additionally, schools prepare compliance-oriented reports for the entities that run the schools (local, district and regional authorities and in case of public schools). If information is not protected by laws it can be submitted to parents and students under request.

As for school curricula it is prepared and approved at the school level, but it reflects national core curriculum issued as national law.

School boards do not have to exist in each school. [Back to table](#)

Portugal: Schools do not have to submit compliance-oriented reports to external entities. Instead, they have to provide data and report on the categories whenever asked.

Municipalities are responsible for most issues concerning public primary and pre-school levels (except teachers pay). They are represented in the school boards, as well.

Parents and students have a voice on school management.

Reports from government-dependent private schools happen in different moments. For instance, safety is a pre-condition to obtain a permission to function, whereas data on students is annual (otherwise schools would not be granted) and curriculum is reported and analysed from time to time, in order to obtain recognition. [Back to table](#)

Scotland: School Boards were replaced by Parent Councils in 2006.

The public school-level data is collected by the local government who provides this as needed to national government. The Scottish government is considered a national government since it is top level for decision-making for the education system and the data is reported for Scotland separately from other countries in the UK. [Back to table](#)

Spain: Public schools are expected to submit compliance-oriented reports to the municipal or local government and to parents and students through the school board. [Back to table](#)

Sweden: The responsible authorities of public schools are obliged to report the student data to the national government. For government-dependent private schools, the responsible organisations are obliged to do it. [Back to table](#)

United States: Private schools are generally exempt from the same regulations as public schools. As private schools are generally non-profit businesses, it is likely that curriculum, issues, and school and teacher information are reported to a board, the parents, and the student body. [Back to table](#)

Table D5.4. School inspection (2009)

General

Austria: At the lower secondary level, the inspection of the general secondary schools (Hauptschulen) is organised by the local authorities. For academic secondary schools, school inspections are organised by the provincial authorities. It is not laid down legally how an inspection is organised: it can be one person or a team. [Back to table](#)

Belgium (Fl.): School inspections devised and organised at the state government level, *i.e.* at the level of the Flemish Community.

At the primary level, school inspections involve two (or occasionally three) inspectors, possibly supported by one or more external experts, depending on the size of the school and the scope of the inspection focus. At the secondary level school inspections involve three to six inspectors, possibly supported by one or more external experts (depending on the size of the school and the scope of the focus).

Since 2009, the Inspectorate has been able to adjust the focus of the inspection. Therefore instead of a full inspection of all aspects of the school, a deeper investigation into a limited set of processes, study areas, etc. is conducted. Differentiation in intensity of inspection addresses the need to provide schools with a deeper understanding of their quality and more specifically their attainment of educational goals. The inspection determines the focus of the inspection during a preliminary risk assessment consisting of a study of the available data and a short preliminary school visit.

The differentiated inspection is tailored to the specific school's profile. The preliminary investigation shapes an image of the school with its strengths and weaknesses. Based on this, the focus of the actual inspection is determined. When a school shows structural deficiencies, or when deficiencies are non-structural but the school is not judged to have the necessary policy-making capacities to tackle these deficiencies, it is given a 'negative' recommendation. With the Decree of 2009 in case of a negative recommendation low performing schools with poor policy-making capacities can opt for an improvement trajectory in cooperation with the School Advisory Services. [Back to table](#)

Brazil: There is not any national obligation or national norm about school inspections. Brazilian municipalities are responsible for the administration and regulation of primary and lower secondary education. Due to the heterogeneity of its 5500 municipal governments, school inspections may not exist or present considerable variations. Brazilian states are responsible for the administration and regulation of upper secondary education. Due to the heterogeneity of its 27 states, school inspections may not exist or present considerable variations. [Back to table](#)

Chile: The Ministry of Education has regional and provincial units, which depend directly to the central unit (at national level). School inspections can be devised and organised from national to provincial levels. School inspections can involve one person or a team, according to the specific needs. [Back to table](#)

Czech Republic: School inspections involve usually one person, but sometimes a team depending on type of inspections (financial, quality of instruction, etc.). [Back to table](#)

Denmark: There is a yearly supervision of 10% of the vocational schools at selected fields (*e.g.* teacher qualifications). Supervision - and maybe inspection - takes place as needed judged from indicators. [Back to table](#)

England: Central government sets the statutory basis for school inspections. The inspectorate is responsible for the inspection framework which is published. The self-evaluation process mirrors the evaluation schedule for inspections. The weakest schools have monitoring visits each term and 40% of satisfactory schools receive a monitoring visit between regular inspections.

Sometimes a single inspector will visit (for a very small school), but more commonly a team of two to four inspectors will be overseen by a 'lead inspector'. [Back to table](#)

Estonia: School inspections sometimes involve two or three persons, but more often one. [Back to table](#)

France: School inspections are a component of the school accreditation process only for private schools. [Back to table](#)

Iceland: Local authorities also carry out school inspections.

School inspections are carried by a team of two independent professional contractors; one or both need to be specialist at the school level and one a specialist in evaluation. [Back to table](#)

Indonesia: The implementation of school inspections can vary depending on the school conditions. They are targeted for all schools but the priority is given to low performing schools. [Back to table](#)

Ireland: It is not mandatory that school inspections are a component of a school accreditation process, but it generally happens.

In schools of four or fewer teachers, only one inspector is assigned. Otherwise, teams are two or three persons, and they share roles and functions equally, with the reporting inspector generally taking a lead on school management issues.

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Mexico: The functions performed by school supervision/inspection are the technical administrative and education; information, communication and liaison, monitoring, control and evaluation as well as assistance and support to schools.

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Netherlands: The approach is risk-based. School visits are to examine possible risks further. A core framework exists but the school visit can cover any topic that relates to the risks detected. [Back to table](#)

Norway: Inspections are carried out at the school, independent of the programme. Numerous schools have both general and pre-vocational programmes.

Private schools might lose their accreditation if school inspections reveal serious violations.

The Norwegian Directorate for Education and Training is responsible for school inspections, but it is the county governor who executes the inspections.

School inspections are carried by a team of two to four supervisors employed by the county governor. [Back to table](#)

Poland: The system of school supervision was changed significantly in the school year of 2009/2010, so provided information is for the year of 2009/2010. In general, administrative and pedagogical supervision have been separated. Pedagogical supervision over the school is exercised by the regional education authorities, while general supervision (organisational, administrative and financial) is carried out by the bodies running the schools (local, district or regional authorities). Moreover, pedagogical supervision may have three different forms - control, evaluation and support - and the evaluation may be external conducted by the regional educational authorities or internal conducted by the school headmaster.

School accreditation process does not result from the school inspection. In order to get permission to open a school, the documents required by the law need to be submitted to the certifying body.

If the results of the inspection are below standards private school can be closed down while in case of public school the contract with the headmaster can be terminated.

The schools inspections are structured and take into account four aspects of schools operation (quality of teaching, other processes taking place in the school, co-operation of the school with local community, and quality of school management). Each of these aspects is assessed during evaluation (inspection) process according to certain criteria. The final result of the evaluation is rated. The best performing and operating schools receive "A" category on the rating scale from A to E. If a school is classified as "E" level it is obliged to prepare a plan of improvement implementation of which is checked during the subsequent inspection.

School inspections are devised at central level (regulation of the Minister of National Education), but it is organised and executed at the regional level. The Minister of education prepares every year the schedule of the schools' supervision, in which the leading area of interest is specified. The schedule of the minister constitutes the basis for preparing the regional schedules of the schools' supervision, which may additionally stress the aspects of schools' operation important from regional point of view.

Inspection may have a form of control and in such case it is usually conducted by one person. It may, however, have also a form of evaluation that is usually conducted by two certified evaluators. If needed it can be also a team. [Back to table](#)

Portugal: Though most inspection activities meet the 'highly structured' type, a few enable different approaches aligned with collected data.

Low-performing results can be selection criteria.

For school external evaluation, the team has three members (two inspectors and an external expert). For thematic inspections, it is usually two members. [Back to table](#)

Russian Federation: Rules are established at national levels, but inspections are organised and performed at regional levels. [Back to table](#)

Scotland: The inspection process does not accredit schools; there is separate legislation dealing with this. However inspectors do provide advice to ministers when schools are being considered for closure. Some schools, such as Montessori and Steiner, have different regulatory bodies but are still inspected by HMIE.

There is a generic inspection framework for consistency across the sectors. The same benchmarking standards of HMIE Quality Indicators are used but they are proportionately applied according to size of school and context. The HMIE inspections are carried out "with" the schools not "to" them. HMIE is an agency. It is independent of central government. Scotland has devolved responsibility for education.

All schools are included in the selection process for inspection.

Inspections can comprise of either individuals or a team depending on the size of the school being inspected. If a team is required then at the primary level there will be a managing inspector, an associate inspector, a lay person (parent perspective) and another team member. If a team is required at the secondary level, then there will be a managing inspector, a deputy managing inspector and subject specialists. There could be learning community involvement in the team. The web addresses below will give an explanation of the member of the inspection team

- Primary: <http://www.hmie.gov.uk/NR/exeres/E0230FB4-EA52-4D9D-A908-56FBF420E0FB.frameless.htm>

- Secondary: <http://www.hmie.gov.uk/NR/exeres/845BEF87-895E-4E8E-8DB6-BB2AF8B2369D.frameless.htm>
[Back to table](#)

Slovak Republic: Inspection teams are from two to five persons, depending on the size of the school. [Back to table](#)

Spain: School inspection tasks are planned at different levels of specification by the Autonomous Communities inspection bodies and carried out by single inspectors in the assigned schools. [Back to table](#)

Sweden: For government-dependent private schools, inspections can be seen as a component of a school accreditation. They have to apply for license, which subsequently follows up with an inspection. From 2008/2009 a follow-up is done the first year. [Back to table](#)

Turkey: There is no school accreditation process.

Priority is given to low-performing schools in the inspection of secondary education schools, but inspections are targeted for all schools.

Information on school inspections are submitted to central government. [Back to table](#)

United States: The implementation of general school inspections varies by state. Control over finances, curriculum, instruction, and school management are largely controlled at the local level. States may have different requirements of these areas and school districts most likely have to prove compliance with state policies, yet formal inspections may not take place.

Regarding student performance, under the federal policy, if schools are not maintaining Adequate Yearly Progress as determined by state test results, then additional services or options are provided to students in schools identified for improvement. Sanctions including school restructuring apply if the school's performance does not improve. In these cases, oversight by the state may increase as well as inspections of school services and facilities.

In general, states require safety inspections for compliance with Federal or State Occupational Safety and Health Administration regulations. Transportation inspections of school buses are also typical of most states; however they vary greatly between states.

Schools can be accredited through regional organisations. Some require site visits as a necessary to obtain accreditation.

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Frequency of school inspections, Columns 2 to 7

Belgium (Fl.): On average, schools are inspected every six years. Within a cycle of ten years the inspectorate audits all schools. The frequency differs depending on the school's profile, which is based upon the information gathered in the data warehouse, previous inspection reports.

A private non-recognised school is legally considered as a collective form of home education. A small but growing number of pupils are attending these institutions. The Ministry of Education and Training is not authorised to impose measures on these private schools or on the parents of the students who attend. The Belgian constitution only authorises the Inspectorate of education to control whether the children's rights are being respected and whether all talents and aspects of students are being developed at individual student level. In 2008-2009 sporadically audits of individual pupils that attend private non-recognised schools took place. Since regulation does not allow for school-level audits, none were performed. The Inspectorate recently offered a policy advice to the Minister that pleads for a regulation that establishes more detailed standards (education goals) for home schooling and allows collective audits of private non-recognised schools. [Back to table](#)

England: For public and government-dependent private schools, schools judged to be 'Outstanding' (the top of four categories) or 'Good' are inspected within five years. 'Satisfactory' schools are inspected every three years. Poorly performing schools (a small proportion of the total) are inspected again after one to two years but also have monitoring visits in the interim.

The majority of independent schools are members of the Independent Schools Council and are inspected by the Independent Schools Inspectorate every three years. 65 schools belonging to the Association of Muslim Schools or the Christian School Trust are inspected by the Bridge Schools Inspectorate and some 40 schools in membership of Focus

Learning Trust are inspected by the School Inspection Service. The rest are inspected by Ofsted every three years. [Back to table](#)

Estonia: Not all institutions are inspected every year, only 10% which are randomly selected. [Back to table](#)

France: The answer doesn't include the individual inspection of the teachers, which takes place in public schools, every three years at the primary level and every five years at the secondary level. [Back to table](#)

Iceland: Primary and lower secondary are one and the same school level and in most cases one and the same institution. External inspections are not required by law but are carried out on an ad hoc basis. The combined annual proportion of schools inspected for both primary and lower secondary is about 8%. [Back to table](#)

Ireland: Independent-private schools are not liable to school inspection by the State. [Back to table](#)

Netherlands: School inspection is risk based. Each year, the risks of a school to be very weak are calculated on the basis of mean pupil achievement. As a result of this risk detection, 45% of the schools are seen as having no risks so do not receive an inspection that year. The other 55% have risks or serious risks. The group with the serious risks (8%) always receives a full inspection (after which, 8% of them are judged as very weak). The group with risks (47%) might receive a full inspection, but the examination can also be restricted to a focused inspection or an investigative meeting with the board of the school. Within this group, 1% is finally judged as very weak. [Back to table](#)

Norway: The percentages of the public schools inspected each year are estimates. [Back to table](#)

Poland: The percentages of the public schools inspected each year reflect the minimum of the required school inspections. In practice, more are conducted. [Back to table](#)

Portugal: Schools are evaluated every three years. However, schools can be inspected more often in the scope of thematic inspections addressing specific issues.

Although private schools are inspected, there is no compulsory sample: it is determined every year. [Back to table](#)

Russian Federation: In accordance with laws, schools should be inspected every 12 years, and each educational institutions at ISCED 3 (vocational) - every six years. There are also several ad hoc inspections that are held by local and regional authorities. Therefore schools can be inspected even every year on different issues (fire safety, finance, pupils' performance, etc). The situation is similar for private schools but, by estimation, inspections of private schools are held much more rarely than public ones. [Back to table](#)

Slovak Republic: Inspection is carried every five years as set by the law. In case of a request from parents, teachers, etc., an inspection is carried out of the cycle. [Back to table](#)

Sweden: In 2008/2009, the schools were inspected every six years, but from 2010 the intended cycle will be 4,5 year. All schools in approximately 17% of the municipalities are inspected every year. [Back to table](#)

United States: Not all public schools are inspected to the same extent. Schools struggling to meet Adequate Yearly Progress will have more thorough state school inspections than academically well-performing schools. Regular safety inspections are conducted in compliance with local codes and may vary from locality to locality.

Private schools may receive accreditation from regional or state authorities and may be subject to inspections based on those organisation's requirements. [Back to table](#)

Areas addressed during school inspections, Columns 13 to 19

Austria: It has to be noted that there are no formal requirements for the sharing of results of school inspections in Austria (except the quality scheme at the vocational school system, which is also not based on laws but on some other official documents enacted by the Ministry). It may well be the case that in school inspections the areas are covered completely. However, there is no data on this available at the Ministry. [Back to table](#)

Belgium (Fl.): Financial management is not addressed as such during an inspection visit. Checking the correct use of financial resources by schools is the domain of the Agency of Educational Services (AGODI - part of the Ministry of Education and Training). If during an inspection visit questions arise about the financial management, the Agency of Educational Services is informed.

'Output' is the key component in the CIPO-Framework (Context, Input, Process, Output) used by the Inspectorate during the external school inspection. The output created by a school is the basis for a positive, restricted positive or negative recommendation about the school (or a component of the school). Context, Input and Process are underlying components that provide information on how the output was achieved: the Inspectorate assesses the extent to which the school manages to develop and monitor efficient processes relying on the school-specific context and input variables in order to increase the results on the output indicators. Apart from 'student performance' and 'satisfaction/wellbeing' of the involved parties, also 'School career' (students' progress and effective enrolment) and 'Outcomes' (towards subsequent educational programmes and towards the job market) are regarded as significant output indicators. [Back to table](#)

Chile: Safety and infrastructure are also addressed during school inspections. [Back to table](#)

England: Leadership, quality of provision, attendance, and behaviour, the school's capacity for sustained improvement, well-being, spiritual, moral, social and cultural development of pupils and the contribution to community cohesion are also addressed during school inspections. However, independent schools are only inspected against the regulations set out for registration as an independent school. These do not include all aspects of other school inspections. Obvious examples are independent schools are not judged against financial management or management and leadership more generally for the purposes of registration. [Back to table](#)

Iceland: Educational leadership, reform-oriented development planning, school climate and ethos are also addressed during school inspections. [Back to table](#)

Korea: General administration and relationships between schools and society are also addressed during school inspections. [Back to table](#)

Netherlands: The school visit can cover any topic that relates to the risks detected (see [comment to columns 2-7](#)) [Back to table](#)

Norway: The local governments risk-management system is also addressed during school inspections. [Back to table](#)

Poland: Co-operation of schools with local community and safety are also addressed during school inspections. [Back to table](#)

Portugal: Self-evaluation and monitoring activities, inclusiveness and equity and innovation are also addressed during school inspections. [Back to table](#)

Scotland: Self-evaluation and the curriculum are also addressed during school inspections. There will be issues with compliance as it relates to child protection that will be considered in an inspection, but the follow-up, if any is required, will be done by other bodies. [Back to table](#)

Slovak Republic: Another area addressed is the condition of teaching. [Back to table](#)

Sweden: For government-dependent private schools, financial management is addressed during school inspections. [Back to table](#)

Turkey: Satisfaction of the school environment is also addressed during school inspections. [Back to table](#)

Sharing of results from school inspections, Columns 20 to 26

Austria: There are no formal requirements for the sharing of results of school inspections in Austria (except the quality scheme at the vocational school system, which is also not based on laws but on some other official documents enacted by

the Ministry). It may well be the case that results of school inspections are shared with the stakeholders cited in the questionnaire. However, there is no data on this available at the Ministry.

In the vocational branch of the upper secondary level, all schools are involved in a comprehensive quality-management scheme. All levels of the administration are part of this system and results are always shared with a higher level (school-provincial authority, provincial authority ministry). [Back to table](#)

Belgium (Fl.): Regulation makes it compulsory for the school management to discuss the inspection report with the teachers at a staff meeting within 30 days after receiving the report. The school presents a copy of the inspection report to be viewed at by all pupils and parents. The school head is obliged to inform pupils and parents about this opportunity. Since 2007 the reports are published on the public website of the Inspectorate. This corresponds with a policy of 'active publicity' held by authorities. [Back to table](#)

Czech Republic: Results are available in paper reports from upon request or on Internet. [Back to table](#)

England: The report of school inspection is sent to parents and is also available on the Ofsted website (for anyone to access or download). A letter summarising the outcome of the inspection is also sent to the school to share with students. [Back to table](#)

Estonia: The results are shared upon request. In addition a book on main results, problems is published annually. Parents and students can peruse the results if they ask. Media can peruse the aggregated data upon request. The main results and conclusions are also published as a paper report and on the Internet. [Back to table](#)

Iceland: Results of school inspections are published by the relevant authority, central or local. Results from centrally organised inspections are published online on the ministry website. [Back to table](#)

Indonesia: The inspector makes a report on findings to the school and gives suggestions to improve the schooling process. Results are shared with the local office of education. [Back to table](#)

Ireland: Reports on schools are published on the web. It is a matter for the school to disseminate the findings of an external evaluation/school inspection to its parents and students (where appropriate) and wider community. [Back to table](#)

Israel: As a rule, the results of school inspections are not shared with classroom teachers. Only when the quality of instruction is evaluated, teachers directly get feedback regarding their performance. [Back to table](#)

Japan: Results of school inspections are posted on the Internet. [Back to table](#)

Netherlands: Only 'very weak schools' are reported to the Ministry of Education and published on the inspectorate's website. For parents and other stakeholders, inspection information is published on the inspectorates' website. [Back to table](#)

Norway: Results from school inspections are published online. [Back to table](#)

Poland: Pedagogical supervision of schools may have three different forms - control, evaluation and support. The evaluation may be external conducted by the regional educational authorities or internal conducted by the school headmaster. The results of external evaluations are published on the website of the regional educational authority. [Back to table](#)

Portugal: The results of school external evaluation are posted on Internet (available to the public in general) and some paper copies are sent to schools, which are responsible for their dissemination among the school community. Other school inspection individual reports are not posted on the Internet and schools have the responsibility to disclose them. [Back to table](#)

Scotland: The inspection findings are issued to parents. Students can have access to the results if they require it. The inspection findings are placed on the HMIE website. [Back to table](#)

Slovak Republic: The results are shared with parents only when the inspection was the result of a complaint from parents. [Back to table](#)

Sweden: Results are posted on the Internet and available in paper reports from upon request and thereby shared with the general public.
From 2011 the results will be directly shared with parents. An information letter will be sent to them after the inspection. [Back to table](#)

United States: How information is disseminated regarding inspections is dependent on the type of inspection. Inspections of classroom teachers may not be made public. [Back to table](#)

Table D5.5. Existence of school choice options and financial incentives for school choice (2009)

General

Belgium: The Belgian constitution guarantees parents' freedom of choice. [Back to table](#)

United States: The United States has a range of school options within and outside of the public education system. In the public school system, there are inter-district or intra-district public school-choice plans, charter schools, magnet schools, and, in a few instances, publicly funded vouchers to attend private schools. Outside the public school system parents can elect to enrol their children in private schools (religious-based or secular) or decide to homeschool them (Grady and Bielick, 2010). All states allow homeschooling as an option. In addition to homeschooling, all but four states and the District of Columbia have some form of public school-choice policy.

The federal legislation in the No Child Left Behind (NCLB) Act of 2001, which reauthorised federal elementary and secondary education programmes, contains several provisions that expand school choice for students in schools in low-income areas that serve educationally disadvantaged children (known as Title I schools). If a child attends a Title I school that has been identified by the state for school improvement, corrective action, or restructuring, parents can choose to send the child to another public school in the district that is not so identified. Parents can choose another public school if the school their child attends is unsafe. The law also supports the creation of more independent charter schools, funds some services for children in private schools, and provides certain protections for homeschooling parents. Finally, it requires that states and local school districts provide information to help parents make informed educational choices for their child (Department of Education Website, 2010). Individual states and localities have also implemented legislation with the intent to expand school choice. Between 1993 and 2007, the percentage of children attending a "chosen" public school (a public school other than their assigned public school) increased from 11% to 16%, while the percentage of children attending an assigned public school decreased from 80% to 73% (*Condition of Education*, Indicator 32, 2009).

Grady, S. and S. Bielick (2010), *Trends in the Use of School Choice: 1993 to 2007* (NCES 2010-004), National Center for Education Statistics, Institute of Education Sciences, US Department of Education. Washington, DC, <http://nces.ed.gov/pubs2010/2010004.pdf>.

Department of Education Website, 2010: www2.ed.gov/parents/schools/choice/definitions.html.

2009 *Condition of Education*, Indicator 32: <http://nces.ed.gov/programs/coe/2009/charts/chart32.asp?popup=true>.

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Government-dependent private schools, Columns 4 to 6

Austria: At the upper secondary level, education is not compulsory. [Back to table](#)

Estonia: The differentiation, between whether the private general schools are government-dependent or independent is not so clear. According to recent finance statistics, private schools belong to the government-dependent private schools,

because slightly more than 50% of all their expenditure is covered by public resources (there are also some doubts in the quality of private schools' finance statistics). Additionally, public resources are allocated to the private general schools for teachers' salaries and textbooks with the same conditions as for local government schools. Previously, private general schools were reported as government-independent schools. Based on the latest finance statistics, they are now classified as government-dependent. [Back to table](#)

Finland: It is useful to recall that only 2% of schools at the basic education level (ISCED 1-2) are privately maintained. [Back to table](#)

Poland: Primary and lower secondary schools can function only as “schools with public school rights”, which means that non-public (private) schools have to fulfil following obligations: *i*) implementation of school curricula based on core curricula; *ii*) implementation of educational classes at a minimum, or above the minimum, scope defined in the outline timetable for a public school of particular type – where scope is understood as duration (length of the course) and number of teaching hours; *iii*) implementation of rules for assessment and promotion of students and organisation of examinations and tests; *iv*) maintenance of school records as defined for public schools; and *v*) employment of teachers with the qualifications for teachers in public schools who teach compulsory classes. Non-public schools with the rights of public schools are eligible for a grant calculated according to the number of students, equal to 100% of the average cost of educating a student in a public school. Consequently, non-public schools have the right to issue school certificates that are recognised by all other schools and by higher education institutions. [Back to table](#)

Sweden: At the upper secondary level, education is not compulsory. [Back to table](#)

Switzerland: At the primary and lower secondary level, government dependent private schools typically sign an agreement on the conditions to be met for providing compulsory education between the school and the authority. The conditions can differ from one canton to another. Only about 1.8% of the pupils on ISCED levels 1 and 2 attend government depending private schools. [Back to table](#)

Independent private schools, Columns 7 to 9

Austria: At the primary and lower secondary level, private schools can operate under different legal conditions. The most decisive issue is whether or not the school has a public-sector counterpart. If it does, the school is usually granted a public-law status, and as a consequence, the school is subject to the same statutory provisions as the corresponding public schools. This is independent of the amount of public spending, because private schools with a public-law status sometimes receive considerably less than 50% of their funding from public sources. According to the definition, these schools would then be qualified as “independent” which they clearly are not. Therefore the answers refer to private schools without a public-sector counterpart (these schools also usually receive less than 50% of their funding from public sources). At the upper secondary level, education is not compulsory. [Back to table](#)

Belgium: Information on these schools is not available within the Education Department. There are only a small number of these schools. They do not receive financial support from the government. The legislation of the government of the Communities concerning education is not applicable on this type of schools (*i.e.* not recognised by the government).

Belgium (FL): Certificates or diplomas issued by independent private schools are not recognised by the Flemish government. In order to get recognition, students have to pass tests that are organised by the Flemish authority. Independent private schools are free to arrange education but have no permission to hand out legitimate diplomas. [Back to table](#)

Belgium (Fr.): A total of 9 186 minors were listed registered in an independent private school in 2007/08. [Back to table](#)

Denmark: The number of independent private schools is negligible. [Back to table](#)

Finland: The phenomenon of independent private schools is marginal in Finland and invisible in the UOE data collection. In practice, a small number of fully independent schools operate without a government licence or public funding. There are no special provisions for such schools; they can rather be viewed as a collective form of homeschooling. As in the

case of homeschooling, parents are legally responsible for ensuring that children complete compulsory education, and the municipality of residence is expected to supervise the child's progress. [Back to table](#)

Japan: School corporations are permitted to create independent private schools. In addition, after 2004, entities other than school corporations (*e.g.* business corporation or non-profit organisation) may also create schools as an exceptional measure. [Back to table](#)

Netherlands: In the Netherlands, about 1 000 students attend an independent private school for primary or secondary education. [Back to table](#)

Norway: There are fewer than five independent private schools in Norway. [Back to table](#)

Sweden: At the upper secondary level, education is not compulsory. [Back to table](#)

Homeschooling, Columns 10 to 12

Austria: At the primary level, parents may register their child for homeschooling at the district school board. The teaching can be carried out by parents but also by other persons, such as private teachers. At the end of the year the student must pass an exam at the local school of the school district. If the student does not pass the exam he/she will be assigned to the public school to repeat the grade. At the lower secondary level, if students choose to attend an academic secondary school, homeschooling is not available. Data source for enrolments is a quick survey of the province school boards; reference year is 2008/09. At the upper secondary level, education is not compulsory. [Back to table](#)

Belgium (Fl.): In Belgium, at the primary and lower secondary level, compulsory education does not mean compulsory attendance at a school, as children do not necessarily have to go to school. Parents may opt for homeschooling and must inform the Flemish Ministry of Education and Training. The authorities check whether all school-age students are actually complying with compulsory education. In practice very few parents choose homeschooling. [Back to table](#)

Belgium (Fr.): Article 4 of the decree of 25 April 2008 states the obligations for schooling that takes place outside the teaching system organised or subsidised by the French Community. A declaration based on a compulsory template should be made before 1 October of the school year. [Back to table](#)

Chile: Students must participate in an exam at the nearest public school in order to demonstrate the achievement of a minimum standard. At the primary level, this type of education is allowed under "Freedom of Education" which allows any institution to provide education. [Back to table](#)

Czech Republic: Homeschooling can be permitted by the head teacher of the school which enrolled the child for compulsory education. To obtain the permission, parents/carers must provide a judgement from the school advisory services. Permission is given if: *i)* there are serious reasons for homeschooling the child; *ii)* the material conditions for homeschooling are satisfactory and the student's health is protected; *iii)* the person educating the student has upper secondary education with the school-leaving examination; and *iv)* appropriate textbooks and learning texts for the student are available. Homeschooling is terminated if the student's results at the end of the school year are unsatisfactory (as per the Education Act in force since 1 January 2005).

At the primary level, a child must be formally enrolled in a basic school. The student is tested each semester on the school curriculum in which he/she was formally enrolled.

A report on experimental homeschooling at the secondary level is prepared every year by the Research Institute of Education in Prague. So far this not yet provided as a legal possibility. [Back to table](#)

Denmark: The number of students participating in homeschooling is estimated to be less than 200 for primary and lower secondary level. [Back to table](#)

England: Homeschooling (elective home education) is legal in all parts of the United Kingdom and always has been. In England, Wales and Scotland, homeschooling has equal status with schools. Section 7 of the 1996 Education Act and section 30 of the 1980 Education Act (Scotland) says:

“The parent of every child of compulsory school age shall cause the child to receive efficient full time education suitable a) to their age ability and aptitude, and b) any special educational needs they may have, either by attendance at a school or otherwise.” See www.dcsf.gov.uk/everychildmatters/_download/?id=1905. Northern Ireland’s legislation is similar to that in England and Wales and is covered in section 45(1) of the Education and Libraries Northern Ireland Order 1986 SI 1986/594. Around 20 000 children (of all ages) registered with local authorities in England are home educated. However, as registration is not compulsory it is estimated that double that number and possibly more are home educated. See report on home education,

<http://publications.everychildmatters.gov.uk/DownloadHandler.aspx?ProductId=HC+610&VariantID=Report+to+the+Secretary+of+State+on+the+Review+of+Elective+Home+Education+in+England+PDF&>. [Back to table](#)

Estonia: At the primary and lower secondary level, there is no part-time option permitted by law. Nevertheless, it does not mean that there is no opportunity to study part-time in the home. At the primary level, 63 parents choose to homeschool, and 409 homeschool for health reasons. At the lower secondary level, 26 parents choose to homeschool, and 565 homeschool for health reasons. The family is obliged to collaborate with the local school when homeschooling the pupil. [Back to table](#)

Finland: Homeschooling is possible (Finland has compulsory education, not compulsory schooling at the primary and lower secondary levels,) but marginal. Even if a child is not enrolled in a school, the municipality of residence has a statutory duty to supervise his/her progress to ensure that the child obtains knowledge corresponding to the basic education syllabus. The figure for children in homeschooling covers all of compulsory education, *i.e.* both primary and lower secondary. The total number is around 300 for both levels combined. [Back to table](#)

France: Education is compulsory for all children from 6 to 16 years old. The number of students participating in homeschooling is negligible. [Back to table](#)

Greece: At the primary and lower secondary level, a certain degree of homeschooling is permitted and provided to children who are not able to attend school for some time due to health problems. It is delivered by state school teachers who teach the child at home/hospital. When the pupil is able to attend school s/he sits the national examinations to move to the next level. [Back to table](#)

Hungary: At the primary and lower secondary level, the opportunity to educate students at home is given by the Law of Public Education (7.§) under the category “private student”. However, fewer than 1% of students are educated in this way. The data are the division (into two) of the original raw data (given together for “general school” in ISCED 1 and 2). This form of schooling is state education; it is not considered to be part of non-governmental education. [Back to table](#)

Iceland: According to the Compulsory School Act of 2008, parents who wish exemption in order to teach their children at home for the primary and lower secondary level, in part or totally, shall apply for such exemption from their municipality. A head teacher may provide an exemption in consultation with the school board and specialist services. Children who receive instruction at home are exempt from compulsory schooling but must comply with regular evaluation and monitoring and undergo evaluation. [Back to table](#)

Italy: According the *Regio Decreto* n. 3725 (*Legge Casati*), families can provide for their children’s education at the primary and lower secondary level on condition that they have the technical and economic capacity. At upper secondary level, homeschooling is allowed until the first two years of the second cycle, corresponding to the age of compulsory education (16). The Law n. 230/2005 (*Legge Moratti*) confirms the possibility of parental education. [Back to table](#)

Luxembourg: At the primary level, parents need authorisation from primary school inspector. At the lower secondary level, families must apply at the central government for a derogation. [Back to table](#)

Netherlands: In principle, every child residing in the Netherlands must attend compulsory school from his/her fifth birthday. This means that she/he must be enrolled at a government approved school and attend this school whenever it is open, barring certain circumstances such as illness. Although home education is not recognised by law, a growing number

of families have qualified for an exemption from registration for compulsory school. The legality of home education is mostly based on Article 5, clause b, of the Compulsory Education Law, which exempts parents from registering their child at a school if they object to the orientation (*richting*) of the education given by all schools within a reasonable distance from their home (around 20 km, depending on the child's age). Court precedents have made clear that orientation stands for the religion or philosophy on which the school is founded. Parents may object to public schools as well as other schools with a neutral orientation. However, objecting to educational methods or to legal requirements concerning education does not lead to legal exemption. The exact number of children participating in homeschooling is not known: between 200 and 2 000 for primary and secondary education. [Back to table](#)

The *Nederlandse Vereniging voor Thuisonderwijs* (NVvTO), the Netherlands Home Education Association, is an organisation of parents (and other adults who function as such) who homeschool their children, have done so in the past, or plan to do so in the future. The NVvTO is meant for all parents who (plan to) homeschool, regardless of their religion, personal philosophy, country of origin, ethnic identity, occupation, educational method, and state of health and/or handicap of parent or child. The association aspires to preserve its pluralistic nature. [Back to table](#)

Norway: Parents can only provide homeschooling for their own children. [Back to table](#)

Poland: At the primary and lower secondary level, the headmaster is entitled to grant permission to a student (on a request by the student's parents) to be educated outside the school. The headmaster determines the necessary conditions. The student's parents are obliged to provide their child with all means needed to acquire the core curriculum at a given education level. [Back to table](#)

Portugal: At the primary and lower secondary level, teaching must be provided by a relative (up to the third degree) who lives with the student. This person must have sufficient qualifications. At the lower secondary level, enrolment in homeschooling must always be made in conjunction with a public school. At the end of the 3rd cycle (9th form), the student must take national exams in Portuguese and mathematics. [Back to table](#)

Scotland: 0.1% of the population of 5-15 year-olds is known to be homeschooled. It is recognised that there may be more children educated out of school who are not currently known to local authorities. [Back to table](#)

Slovak Republic: At the primary level, principals permit individual education based on the written application of the student's legal representative. The legal representative arranges the education via a person with university qualifications of second degree for teachers on the first level of basic school. There are official statistics on students, but it is not possible to determine the number of homeschooled students. [Back to table](#)

Switzerland: At the primary and lower secondary level, homeschooling is permitted if some requirements are met. Most cantons require that the person responsible for teaching at home have a recognised diploma for teaching at the primary or lower secondary level. [Back to table](#)

Sweden: At the primary and lower secondary level, parents have the right to homeschool their children, but they must apply to do so to their municipality. Homeschooling is very unusual and is only justified if there are special circumstances such as disease, phobia, etc. At the upper secondary level, education is not compulsory. [Back to table](#)

United States: While regulations vary from state to state, all 50 states and the District of Columbia permit homeschooling as a means to provide compulsory education at the primary and lower secondary level. [Back to table](#)

School vouchers at the lower secondary level, Columns 13 to 15

Belgium (Fl): See comment to Table [TD5.14](#). [Back to table](#)

Denmark: See comment to Table [TD5.14](#). [Back to table](#)

Estonia: See comment to Table [TD5.14](#). [Back to table](#)

France: See comment to Table [TD5.14. Back to table](#)

Germany: See comment to Table [TD5.14. Back to table](#)

Israel: See comment to Table [TD5.14. Back to table](#)

Poland: See comment to Table [TD5.14. Back to table](#)

Slovak Republic: See comment to Table [TD5.14. Back to table](#)

Spain: See comment to Table [TD5.14. Back to table](#)

Sweden: See comment to Table [TD5.14. Back to table](#)

Extent to which public funding follows students at the lower secondary level, Columns 16 to 18

Austria: See comment to Table [TD5.15. Back to table](#)

Belgium (Fl.): See comment to Table [TD5.15. Back to table](#)

Belgium (Fr.): See comment to Table [TD5.15. Back to table](#)

Brazil: See comment to Table [TD5.15. Back to table](#)

Chile: See comment to Table [TD5.15. Back to table](#)

Denmark: See comment to Table [TD5.15. Back to table](#)

England: See comment to Table [TD5.15. Back to table](#)

Finland: See comment to Table [TD5.15. Back to table](#)

Greece: See comment to Table [TD5.15. Back to table](#)

Ireland: See comment to Table [TD5.15. Back to table](#)

Israel: See comment to Table [TD5.15. Back to table](#)

Japan: See comment to Table [TD5.15. Back to table](#)

Korea: See comment to Table [TD5.15. Back to table](#)

Luxembourg: See comment to Table [TD5.15. Back to table](#)

Netherlands: See comment to Table [TD5.15. Back to table](#)

Norway: See comment to Table [TD5.15. Back to table](#)

Poland: See comment to Table [TD5.15. Back to table](#)

Portugal: See comment to Table [TD5.15. Back to table](#)

Slovak Republic: See comment to Table [TD5.15. Back to table](#)

Spain: See comment to Table [TD5.15. Back to table](#)

United States: See comment to Table [TD5.15. Back to table](#)

Tuition tax credits at the lower secondary level, Columns 19 to 21

Brazil: See comment to Table [TD5.16. Back to table](#)

Estonia: See comment to Table [TD5.16. Back to table](#)

Japan: See comment to Table [TD5.16. Back to table](#)

New Zealand: See comment to Table [TD5.16. Back to table](#)

Obligatory financial contributions from parents at the lower secondary level, Columns 22 to 24

Austria: See comment to Table [TD5.17. Back to table](#)

Belgium (Fl.): See comment to Table [TD5.17. Back to table](#)

Belgium (Fr): See comment to Table [TD5.17. Back to table](#)

Brazil: See comment to Table [TD5.17. Back to table](#)

Chile: See comment to Table [TD5.17. Back to table](#)

Czech Republic: See comment to Table [TD5.17. Back to table](#)

Denmark: See comment to Table [TD5.17. Back to table](#)

England: See comment to Table [TD5.17. Back to table](#)

Estonia: See comment to Table [TD5.17. Back to table](#)

Finland: See comment to Table [TD5.17. Back to table](#)

France: See comment to Table [TD5.17. Back to table](#)

Ireland: See comment to Table [TD5.17. Back to table](#)

Israel: See comment to Table [TD5.17. Back to table](#)

Japan: See comment to Table [TD5.17. Back to table](#)

Korea: See comment to Table [TD5.17. Back to table](#)

Mexico: See comment to Table [TD5.17. Back to table](#)

Norway: See comment to Table [TD5.17. Back to table](#)

Poland: See comment to Table [TD5.17. Back to table](#)

Portugal: See comment to Table [TD5.17. Back to table](#)

Spain: See comment to Table [TD5.17. Back to table](#)

Switzerland: See comment to Table [TD5.17. Back to table](#)

United States: See comment to Table [TD5.17. Back to table](#)

Table D5.6. (Web only) Subjects covered in national examinations (2009)

General

Australia: The subjects examined often depend on the choice of the students, which differs from state to state.
[Back to table](#)

Denmark: At the upper secondary level, other subjects tested in general programmes include sport, innovation and cross-curricula subjects.

For vocational programmes, there are too many programmes with different demands for examinations to detail the subjects tested. There are around 2000 different subjects with a lot of variations between programmes. However, all vocational programmes end with an examination where knowledge, skills and competences from different subjects are necessary. [Back to table](#)

Estonia: At the upper secondary level, mathematics, science, national language or language of instruction, social studies and modern foreign languages are not applicable for vocational programmes because mathematics is not considered as a pre-vocational/vocational programme. However, there is a possibility to take the national examination (*i.e.*, in mathematics) in vocational schools, but the administration of these examinations is not compulsory for those schools.
[Back to table](#)

Finland: The cumulative years are based on the most common path: general upper secondary education can be taken in two to four years but most students take it in three years. The exam comes at the end of general upper secondary school.
[Back to table](#)

France: The elements of the examination ("brevet des collèges") at the lower secondary level are:
-A written exam for three subjects: national language, mathematics and history/geography/civics;
-The marks obtained through the 9th year in every subject except history/geography/civics;
-The validation of two core competences: modern foreign language (students have to reach the level "A2" of competences) and the obtaining of a certificate for IT skills ("B2i");
- The mark of conduct ("vie scolaire"); and
- The marks in the optional subjects like ancient Greek or Latin, etc. [Back to table](#)

Greece: In both general and vocational education, there are "compulsory" and "optional" subjects depending on the domain or scientific field chosen by the students.

In vocational education, it is compulsory for all students to be tested in mathematics. Also, students in Group B that opt for the 5th scientific field must be tested in mathematics and elements of statistics.

In vocational education, students in Group B must necessarily be tested on the subject of physics.

In vocational education, students in Group B who opt for the 5th scientific field must be tested in principles of economic theory.

Modern foreign languages (English, French, German, and Italian) are tested in national examinations as a special subject prerequisite for applying to specific university schools, for students of both general and vocational education. In vocational schools, it is compulsory for students attending the domains of electronics and computer studies to be tested in two subjects of the study area of technology.

Arts (harmony, assessment of musical listening skills, drawing and linear design) are tested in national examinations as a special subject prerequisite for applying to specific university schools, for students of both general and vocational education.

It is compulsory for students attending vocational schools to opt for two domain subjects offered by the particular domain they have chosen to attend. [Back to table](#)

Hungary: The potential number of subjects that are covered is very high: in 2006 these were 103 in the intermediate level and 73 in the higher level of the examination. However, the number of subjects is going to be reduced to approximately 20 subjects. [Back to table](#)

Ireland: The first State exam is taken after three years of lower secondary education. The second State exam is taken after three years of upper Secondary education, after a two-year course in the 5th and 6th years (the 4th year is a non-exam, transition year). [Back to table](#)

Italy: At the upper secondary level, subjects tested depend on type of school except for national language which is the same for all students. [Back to table](#)

Norway: Most students in pre-vocational/vocational programmes are tested in year 12-13. However students participating in programmes with simultaneous work-based and school-based training are tested before the apprenticeship examination (year 14). [Back to table](#)

Poland: National examination is obligatory at the end of lower secondary schools (ISCED 2). At the end of upper secondary education (ISCED 3) the exams in general education are offered, but the students don't have to take them. However, once a student decides to take the exam he/she has to take tests in national language and modern foreign languages while other subjects he/she can select according to his/her preferences.

More than 80% of the upper secondary students attend the schools that provide opportunity for taking national exams in general education. More than 90% of these students actually take the national exams in order to have opportunity for continuing their education at higher level.

The examination confirming vocational qualifications (vocational examination) is organised for graduates of: vocational schools, technical schools and supplementary technical schools. These exams are not compulsory, but more than 50% of the graduates of these schools pass the exams. [Back to table](#)

Turkey: It is not compulsory to take the examination at the lower secondary level. However, all students who choose to it are tested in mathematics, science, national language, social studies and modern foreign languages. The questions on religion are optional, *i.e.*, students who don't prefer to answer the religion questions answer other alternative questions on social sciences. Students who want to study in schools such as Fine Arts High School or Sports High School are subject to separate aptitude examinations in which subjects other than those listed above are also tested. Modern foreign languages were not covered in the national examination for grade 8 in the school year 2008-2009. However, modern foreign languages were tested in the national examination for grade 8 in the subsequent years.

At the upper secondary level, subjects tested in the examination vary according to the tertiary fields that students are applying for. Thus, "students can choose to take the test" is chosen. Separate aptitude examinations are conducted in addition to the national examination for entrance into tertiary education fields for which aptitude is required (*e.g.* art, drama). [Back to table](#)

Table D5.7. (Web only) Subjects covered in national assessments (2009)

General

Australia: Primary school national assessments: National Assessment Program- Literacy and Numeracy (NAPLAN) – Years 3, 5 –all students; Science Literacy (sample of Year 6 students); Civics and Citizenship (sample of Year 6 students); Information and Communication Technology literacy (ICT) (sample of Year 6 students); Trends in International Mathematics and Science Study (TIMMS) (sample of year 4 students)

Secondary school national assessments:

•National Assessment Program- Literacy and Numeracy (NAPLAN) – Years 7, 9 – all students; Civics and Citizenship (sample of Year 10 students); Information and Communication Technology literacy (ICT) (sample of Year 10 students); Trends in International Mathematics and Science Study (TIMMS) (Sample of year 8 students); Programme in International Student Assessment (PISA) (sample of 15-year-old students in reading, mathematics and science).

[Back to table](#)

Belgium (F1): In the school year 2008-2009 only mathematics was tested at the end of primary education and at the end of lower secondary education. In other school years other subjects or transversal skills are tested. Science was tested in

2005 in primary (environmental studies: nature) and in 2006 in lower secondary (biology). In 2009-2010 'environmental studies: time, space, society and consulting information sources' was tested in primary education. Dutch as the language of instruction was tested in 2002 and 2007 in primary and in 2010 in upper secondary. It will also be tested in 2013 in primary. French as a foreign language was tested in 2008 in primary and in 2007 in lower secondary. It will be tested at the end of upper secondary in 2012. A practical test on ICT-skills as part of the national assessment will take place in 2012 in primary education; tests on information processing (including the understanding of technical drawings, maps and manuals) have been/will be tested in 2002 and 2011 in the first stage of secondary education and in 2012 in primary education. There are no national attainment targets for religion, therefore no national assessments on this subject are planned. There are no national attainment targets for the vocational skills in vocational programmes, therefore no national assessments are planned for vocational skills preparing for specific occupations. Transversal skills like information processing (combining attainment targets from subjects and from cross-curricular themes) are/were tested in lower secondary education in 2004 and 2011, in 2013 in vocational upper secondary education and in 2012 in primary education.

National assessments test whether pupils reach the obligatory attainment targets. These targets only have to be reached by the end of primary education or the end of a stage in secondary education, therefore national assessments only take place at the end of an education level or stage.

At the primary level, if a school in the sample participates in the national assessment, all pupils of the 6th year of primary education take part. At the lower secondary, if a school in the sample participates, two to four classes of that school are selected by the research team to participate (the whole selected class then participates). [Back to table](#)

Belgium (Fr.): The assessment in modern foreign languages took place only in 2008-09 and was a test project. [Back to table](#)

England: From 2010, Year 6 science tests for the whole cohort have been discontinued, although schools are still required to provide teacher assessments. In order to continue to monitor national standards in science at Year 6, externally-marked science sampling (5%) has been introduced from 2010. [Back to table](#)

Finland: The assessments are irregular both in terms of subjects assessed and intervals of these. Although all the subjects marked as “yes” were assessed in 2009, it was only for a selection of student (as testing of all students is spread over an interval). Mother tongue and mathematics are the only subjects that are recurrent. For all other subjects, the decision whether they are assessed is based on the assessment programme of the Ministry of Education. For example, the current programme is the following:

- Mathematics grade 6 (2008–2009)
- Second national language grade 9 (2008–2009)
- Mother tongue grade 9 (2009–2010)
- Arts and crafts (2009–2010)
- Cross-curricular topics in 1-9 (2009–2011)
- Mathematics and science (2010–2011)
- Civics (2010–2011)
- Foreign languages (2011–2012) [Back to table](#)

Israel: Only religions schools are obliged to administer the religion examination. [Back to table](#)

Norway: For the assessment in national language or language of instruction, only reading literacy is assessed. There is no writing in this test; however the test is in the language of instruction. The test consist of six texts of which one is fictional, but the other five might be related to other subjects such as social science, science, etc. [Back to table](#)

Russian Federation: The cumulative years of schooling depend on the grade in which the national assessment is held. It could be any grade from the first to the eleventh. [Back to table](#)

Spain: There are no subjects assessed but key competences. [Back to table](#)

Sweden: In the special schools the tests are taken in grades 4 and 6 instead of 3 and 5 at the primary level and in grade 10 instead of 9 at the lower secondary level. The special schools are for deaf children or those with hearing impairments, severe language disturbance or visual impairment in combination with additional functional disorders.

At the upper secondary level, a test is taken in the semester the student finishes the course. In mathematics and modern foreign language, the number of compulsory tests depends on the programme and which courses a student chooses within the programme. It is therefore not possible to specify a certain grade level when the tests are taken. [Back to table](#)

Table D5.8. (Web only) Existence and use of other forms or measures of performance accountability (2009)

General

Denmark: The development of an annual report for each school with information of ten indicators of quality is ongoing and will be implemented from 2011. [Back to table](#)

United States: Individual schools, districts, or states may set their own policies for performance accountability that may include other measures. Teacher evaluations are conducted by an individual school or district. These evaluations vary by locality, but often include observation and review of classroom management and quality of lesson planning to meet stated objectives. [Back to table](#)

Table D5.9. (Web only) Means and methods for collecting and reporting data related to regulatory accountability (2009)

General

Belgium (Fl.): Internet-based forms include also information in databases and other means of electronics data transmission. [Back to table](#)

Chile: The information reported to the Ministry of Education is checked in school inspections. The data submitted via electronic forms must be supported by paper documents. [Back to table](#)

Denmark: For government-dependent private schools, data collected during inspection depend on the situation and the reason for inspection. [Back to table](#)

France: Other means for collecting data include management database. [Back to table](#)

Iceland: Primary and lower secondary schools report through a nationwide web-based school management tool. Upper secondary schools report online to a central database.

Other means of collecting and reporting data include the Statistics Office's electronic data collection. [Back to table](#)

Netherlands: Public and government-dependent private schools are required to make a "competence portfolio" for each teacher, which is available at the school. Information on the curriculum is provided by means of the "school plan", a document also available to parents. Information on quality of education and student results is provided in the "school plan". [Back to table](#)

Portugal: Other means for collecting data in public school include school verbal report and interviews with representatives of the school community. [Back to table](#)

Scotland: Data is not collected on these topics specifically within inspections but for background information in the case of teacher qualifications. For information with regard to the curriculum, as it is not a regulatory requirement to follow the Scottish curriculum, it is provided as a guide to what could be included. Also, if issues were noticed during an inspection

relating to safety of facilities, the information would be recorded and handed to the appropriate body to take any requirements forward. [Back to table](#)

United States: Each school district or state may have its own method for how this information is reported. [Back to table](#)

Table D5.10. (Web only) School self-evaluation (2009)

General

Belgium (Fl.): The Decree on Quality of Education (2009)⁷¹ states that each school has a responsibility to provide good quality education and to support educational processes in an optimal manner. Each school defines ‘quality education’ according to its own pedagogical plan. This means that ‘quality’ might differ from school to school. However, the school’s conceptualisation of ‘quality education’ is restricted by the setting of attainment targets and development objectives.

Although, formally, self-evaluation is not mandatory for schools in the Flemish Community, schools need to be able to account for their efforts to monitor and enhance their quality. Nowadays schools receive more and more autonomy. This implies that schools need to develop their policy-making capacities in order to make use of their relative freedom to create an open, positive, efficient and innovative education environment. The Inspectorate invites schools to provide them with an overview of their strengths and weaknesses in the course of the preliminary investigation, in order to help determine the focus of the actual inspection.

With the Decree the importance of self-evaluation by schools grows. As mentioned above, the Inspectorate inspects whether the school respects the relevant regulations and whether it systematically monitors its quality. The Decree on Quality of Education (2009) states that in the event of a ‘negative’ recommendation, the Inspectorate inspects whether or not the school is capable of independently setting up a policy to enhance its quality and to address the shortcomings found by the Inspectorate: therefore the so-called ‘policy-making capacities of schools’ are explicitly evaluated in the event of a ‘negative’ recommendation. When the Inspectorate asserts that the school disposes of insufficient policy-making capacities on its own, the school improvement plan will only be approved if the school accepts external support appointed by the Inspectorate.

The Inspectorate will not make explicit judgments on the ‘policy-making capacities’ of schools that received either a ‘positive’ or ‘restricted positive’ recommendation. Implicitly the policy-making capacities are assessed anyway:

Inspecting whether the school complies with the regulatory requirements in terms of their school-specific policy, implies a de facto judgment on schools’ policy-making capacities. Not merely whether or not the school has developed a policy, but also the extent to which different actors in the school are operating in a coherent manner (e.g. do teachers act in accordance with the official school policy?) is subject of inspection. Policy-making capacities are screened as well when the Inspectorate evaluates whether the school complies with its obligation to monitor its own quality.

Schools that receive funds within the framework of the Equal Educational Opportunities Policy (GOK, ‘Gelijke Onderwijskansenbeleid’) are obliged to perform a self-evaluation in order to draw up plans for the effective application of the extra resources. The Decree on Equal Educational Opportunities also gives the Inspectorate the task of performing specific inspections to check whether schools correctly implement those regulations.

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Brazil: There is no national obligation or national norm about school self-evaluation. Brazilian municipalities are responsible for the administration and regulation of primary and Lower secondary education. Due to the heterogeneity of its 5500 municipal governments, school self-evaluations may not exist or present considerable variations. Brazilian states are responsible for the administration and regulation of upper secondary education. Due to the heterogeneity of its 27 state governments, school self-evaluations may not exist or present considerable variations. [Back to table](#)

Denmark: School self-evaluation is organised by schools in accordance with regulations from central government.

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England: Self-evaluations are recommended but are voluntary.

The format of self-evaluation is set by Ofsted. Schools access the online form via Ofsted through a secure link. The format follows the structure of the inspection framework and mirrors the inspection evaluation schedule. Previous self-evaluations are viewed by inspectors before an external inspection and inform the specific focus of the inspection.

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Estonia: School self-evaluations are targeted for all the schools. They are devised and graded at the school level but the framework is provided by central government (ministry). [Back to table](#)

Hungary: The development of self-evaluation programmes is compulsory for schools. They are done typically by the principal, and have to be approved by the school community and the school maintainer. School-level self-evaluation programmes are devised at school level, but in their development the local governments' evaluation programme should be considered too. In addition to self-evaluation programmes, low-performing schools have to work out a development plan. The implementation and the results of the plan are supervised by the school maintainer and if there is no improvement, by the Educational Office. [Back to table](#)

Israel: There are two kinds of tools for self evaluation: inside evaluation tools and outside evaluation tools. The inside evaluation tools are composed by school itself. The outside evaluation tools are structured by outside authorities for the needs of self evaluation. About 2/3 of self-evaluation is devised by the schools and about 1/3 is devised by sub-regional and central government. [Back to table](#)

Japan: There is no “school accreditation” process in Japan. The self-evaluations are required for all schools and not only the low performing ones. [Back to table](#)

Netherlands: If no school self-evaluation is available, the inspectorate examines other quality reports. Umbrella organisations and co-operating schools may have developed a common format for school self-evaluations that schools are free to use. The umbrella organisations for schools have developed a specific framework for low performing schools that schools are free to use. [Back to table](#)

Norway: The municipality/county authority and the school owner of a private school shall have a satisfactory system for assessing compliance with the requirements of the Education Act and regulations issued pursuant to the Act. The municipality/county authority and the school owner of a private school shall have a satisfactory system for following up the results of these assessments and national quality assessments conducted by the Ministry. National regulations regarding self-evaluation allow a wide local discretion. [Back to table](#)

Poland: Pedagogical supervision of schools may have three different forms - control, evaluation and support - and the evaluation may be external conducted by the regional educational authorities or internal conducted by the school headmaster. External evaluations (inspections) and internal evaluations (self-evaluations) examine the same areas of schools' operation, which are described in the regulation, and use the same criteria (described in the annexes to the regulation), so the two types of evaluations are interrelated. In addition to the areas specified in law external and internal evaluations may also assess other aspects of school operation. These additional aspects may be included into the yearly schedules of evaluation or may be checked in a form of ad hoc evaluation if needed. Regulation of the Minister of National Education determines the areas and criteria of self-evaluation, which is then conducted according to them by the school. Self-evaluation may, however, cover additional aspects of school operation if needed. [Back to table](#)

Portugal: School self evaluations are a component of school inspections only for school external evaluations. There is a legal framework defining the evaluation foci, but schools can approach them differently. They also can add different areas. Although self-evaluation is mandatory, schools are free to choose their evaluation models, or they build their own model and prepare the necessary tools for data collection. [Back to table](#)

Scotland: A consistent set of Quality Indicators are considered. Guidance is provided by HMIE. Rigorous monitoring within the schools is not always applied. The quality of the self-evaluation can vary. The self-evaluation tool and guidance was developed by HMIE. This is an agency of the Scottish Government which is a devolved administration. There are other types of self-evaluation that are organised by the Scottish Government. [Back to table](#)

Slovak Republic: School self-evaluations are based on the regulations from the Ministry of Education. [Back to table](#)

Turkey: Schools conduct self-evaluations as part of quality implementations rather than accountability implementations. Whether self-evaluation is conducted or not by the school may be checked during school inspections. However, it is not compulsory for the inspectorate to associate the self-evaluation results with the inspection.

The rules and principles related to self-evaluation as well as the criteria and indicators to be used during the self-evaluation process are set by the central government. However, the date and mode of the self-evaluation process is planned by the School Development and Management Team. [Back to table](#)

United States: Self-evaluation requirements and purposes may vary from state to state. [Back to table](#)

Frequency of school self-evaluations, Columns 2 to 7

England: Although not a requirement for public and government-dependent private schools, schools are encouraged by Ofsted to update their self evaluations annually. Independent schools do complete self evaluations sent by either Ofsted or the other independent school inspectorates prior to inspection. [Back to table](#)

Estonia: Public schools are required to conduct a self-evaluation once a year. Once every three years, every school must also provide the report to the ministry. [Back to table](#)

Finland: The legislation states that schools are required to evaluate their performance and operations, not the frequency. [Back to table](#)

Japan: It is not defined in the regulations about frequency of conducting self-evaluation. However, it is indicated on the guideline as a reference of schools' approach that self-evaluation should be conducted at least once a year. For independent private schools, the percentage is based on the implementation status in the school year of 2008.

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Norway: The school shall regularly assess the extent to which organisation, arrangements and implementation of training contribute to achieving the objectives set out in the Core Curriculum Reform. The school owner is responsible for ensuring that the assessment will be conducted according to aptitudes. Self-evaluation in independent private schools is not required by national regulation. [Back to table](#)

Portugal: Public schools are supposed to prepare a self-evaluation report every year. Nevertheless, the scope of self-evaluation may differ, except for student performance and school library, which happen every year. Based on the mandatory regulations, all private schools are required to conduct self-evaluation every year. However, it is not certain that all the schools undertake self-evaluation on a yearly-basis. [Back to table](#)

Scotland: The Education Authority expects schools to continuously carry out self-evaluation. Each school will produce its Standards and Quality report annually. There is an expectation by HMIE that self-evaluation would be carried out by independent private schools but they are not required to do it. HMIE's guidance on self-evaluation is shared across Scotland. This means that there is consistency of approach when it is undertaken. [Back to table](#)

Turkey: It is compulsory for schools to conduct a self-evaluation once a year. However, whether schools conduct the self-evaluations or not is not monitored. [Back to table](#)

United States: There are no nation-wide requirements for schools to conduct self evaluations as part of the accountability system. [Back to table](#)

Areas addressed during school self-evaluations, Columns 13 to 19

Denmark: Educational environment is also addressed during school self-evaluations. [Back to table](#)

England: Leadership, quality of provision, pupil well-being, behaviour, attendance, contribution to community cohesion, spiritual, moral, social and cultural development of pupils and the school's capacity for sustained improvement are also addressed during school self-evaluations. [Back to table](#)

Finland: There are no regulations regarding the issues to be addressed as there is local autonomy. There are recommendations, however, of issues to address. [Back to table](#)

France: School self-evaluation is part of the school plan. Topics that are addressed during the school self-evaluation are defined according to the objectives of the school plan. Quality of education and student performance are the core of the objectives of the school plans. The other topics can be included, depending on the content of the school plan. [Back to table](#)

Hungary: Teacher evaluation is also addressed during school self-evaluations. [Back to table](#)

Iceland: Educational leadership, reform-oriented development planning and school climate and ethos are also addressed during school self-evaluations. [Back to table](#)

Israel: The compliance to instructive objectives is also addressed during school self-evaluations. [Back to table](#)

Netherlands: The school plan has to address all or most of the topics mentioned. These topics are also part of the inspectorates' quality framework. If the school self-evaluation covers all topics of the inspectorate's framework, is reliable and is ambitious enough in setting goals, the inspectorate does not have to perform a further inquiry. [Back to table](#)

Poland: Co-operation of schools with local community and safety are also addressed during school self-evaluations. [Back to table](#)

Portugal: The degree of achievement of the targets in the school development plan is also addressed during school self-evaluations:

- Fulfilment of the annual plan of activities;
- Performance of the school management bodies; and
- Collaboration with the school community. [Back to table](#)

Scotland: The impacts of decisions on the outcomes for young people are considered to know whether they are appropriate and whether they made a difference. [Back to table](#)

Turkey: Schools' strategic plans, development plans and other plans, co-operation activities and knowledge-management, management and development of school processes and social responsibility activities are also addressed during school self-evaluations. [Back to table](#)

Sharing of results from school self-evaluations, Columns 20 to 27

Czech Republic: Results are available in paper reports from upon request or on the Internet. [Back to table](#)

Denmark: Results are published on the Internet. [Back to table](#)

Germany: Results are shared directly with parents by parent-teacher conference. They are shared directly with parents during the lessons. [Back to table](#)

Estonia: Results are shared on request with parents and students. For media, results are shared on request, but not detailed information. The internal evaluation is quite new for schools (compulsory for all the schools since 2010), so the formal reports are not yet elaborated; but they will probably be similar to external evaluations in the future. [Back to table](#)

Finland: With the principle of local autonomy, schools and education providers can share their result if they wish so. [Back to table](#)

Hungary: The evaluation report is shared with the parent association. [Back to table](#)

Iceland: Schools are required to share self-evaluation reports on the school website. [Back to table](#)

Indonesia: Results are shared with the local office of education. [Back to table](#)

Israel: School self-evaluation is composed of number of topics/areas. Two of these topics ("students' performance" and "satisfaction and perceptions of students") concerns students directly, in micro level. For that reason, the results regarding these topics can be shared with parents of the child and in some complex cases, with regional authorities or school inspectors. The results concerning the students are shared with them in a confidential way by private conversation or a letter. [Back to table](#)

Japan: The results are provided to parents through the assembly of PTA and newsletters for parents. [Back to table](#)

Netherlands: The inspectorate examines the results of a school self-evaluation when on visit, but results are only sent to the inspectorate when part of the school plan (in which the quality policy of a school has to be described). [Back to table](#)

Norway: The school owner decides if and how school self-evaluation reports are to be published. Some reports must, by law, be discussed by school owner (municipal council/school board). [Back to table](#)

Portugal: There is not a mandatory way for sharing the results and there is not a unique process of doing that. Some do it internally addressing the management bodies, whereas others may organise meetings with broader audiences. In the scope of the external evaluations, inspectors always ask for the evaluation report, but it is not very common that schools send it to education authorities.

Results are shared with parents mostly through their representatives in the school-management boards. Sometimes there are meetings where the results are shared with parents, in general.

Results are shared with students mostly through their representatives in the school management boards. Sometimes meetings are organised, led by the class tutor, who shares with students, in general.

Some schools may post the self-evaluation results or report on the Internet, others may provide it upon request or hold a meeting with the school community. [Back to table](#)

Scotland: The results of self-evaluations are put on the Internet. [Back to table](#)

Sweden: The schools are obliged to send the self-evaluation to the National Agency for Education. The evaluations are available at the agency webpage. [Back to table](#)

Turkey: It is not compulsory to share the results of school self-evaluations. However, schools may apply to the "MoNE Quality Award" to display their institutional performance and quality by preparing and submitting a report demonstrating the extent to which they meet the self-evaluation criteria. The results of the successful schools which receive the "quality certificate" are shared with the public. However, application for the award is optional. [Back to table](#)

United States: Self-evaluations are not regulated. The purposes for self-evaluation may vary by locality; therefore dissemination of information would reflect the purpose of the evaluation. [Back to table](#)

Table D5.11. (Web only) Possible influence of school inspections, school self-evaluations, national examinations and national assessments (2009)

General

Belgium (Fl.): The evaluation of school performance by the Inspectorate can indirectly lead to evaluation of individual teachers, which is the responsibility of the school management.

In the event the school structurally does not respect regulations, the administration will reclaim school funding. The Inspectorate visits schools that receive extra funding in the framework of Equal Opportunities at the end of every three-year cycle. Depending on the recommendations of the Inspectorate, the funding is maintained at the same level or ended.

For schools participating in the national assessment and receiving a school feedback report, the results can be very useful for school self-evaluation purposes. This report is also useful for the teachers (in most cases feedback at the level of a class group in primary education or a course of study is included in the feedback report), indirectly this can influence in-service training or support provided to certain teachers. The impact on school policy can be high. The possible impact is rather low on school administration (in the meaning of the school secretariat). However, schools decide for themselves whether they use the feedback report as a basis for self-evaluation or not.

At system level the results of the national assessments should be the onset to reflect on education and to spark off a profound discussion about educational quality. The minister invites all partners to participate in this discussion: designers of teaching and learning aids, publishers, teacher trainers, in-service trainers, inspectors, policy makers, social partners, interest groups, parents, students and especially teachers. Consequently, everyone knows which measures can be taken to optimise the Flemish education and can take up the responsibility to start actions in their own educational domain. The results of recent surveys are already used for the review of parts of the core curriculum. For the moment it is not clear if and in what way other stakeholders implement the recommendations for improvement. [Back to table](#)

Chile: School inspections are established mainly for financial control of public and government-dependent schools. If an undue use of resources is discovered, the school can receive financial sanctions or even be closed.

The results obtained by a school in the National Assessment are considered in the Performance Assessment National System (SNED by its acronyms in Spanish), among a wide range of factors. SNED assesses the performance of the schools, and the teachers who work on a well-rated school receive a supplementary payment from this source (Excellence Bonus). In addition, the Ministry of Education brings support to public schools that have shown low results on the latest period. [Back to table](#)

Denmark: There is no formal inspection of public schools. The effect and consequences of inspection of private schools depends of the situation. All mentioned effects are possible.

Self-evaluation is used for general quality development by the school; in which way depends of the situation.

The national examinations are first of all used to document the quality of education at the individual level. The use of the results at school level depends of the situation.

National assessment was not implemented fully before 2011. [Back to table](#)

Finland: The possible influence of school self-evaluation, national examinations and national assessments cannot be determined as there is local autonomy for these matters. [Back to table](#)

Greece: The national examinations in upper secondary education are linked to university entrance and the secondary education graduation certificate for the labour market. They have not been established formally for assessing school quality. [Back to table](#)

Indonesia: There is no other remuneration and bonuses except for additional teaching. [Back to table](#)

Israel: One of the goals of evaluation (self-evaluation, school inspections, assessments or examinations) is to improve the accomplishments of the students and consequently, school results. [Back to table](#)

Japan: In general programmes, these domains are the affairs under the jurisdiction of school administrators or prefectural boards of education, etc. Therefore it is not clear that the results of national assessment affect these items. [Back to table](#)

Netherlands: If a school is judged as weak or very weak, the evaluation of the school inspectorate has a specific influence.

School self-evaluations depend on format and importance. The influence might be the same as the inspections' influence. National examinations and assessments have an influence on budget and school closure only if a school is judged as very weak and does not succeed in improving for three consecutive years. [Back to table](#)

Poland: Independent private schools can be closed if they are assessed to be at "E" level (on the scale from A to E) during inspection. However, it refers to very small percentage of the schools.

There are some subjects taught at schools that are not tested on the national examinations. So for some teachers, the results of the exams cannot be taken into account in their evaluations. [Back to table](#)

Portugal: Regarding the influence of evaluation by the school inspectorate, the answers report to the public sector. The percentage of teachers likely to be awarded with 'Very Good' and 'Excellent' is dependent on the number external evaluation domains (there are five) rated with 'Very Good'.

The influence of self-evaluations may vary between schools and it depends on the regulatory capacity of its leaders. National examinations and assessments may influence general public opinion on the quality of school provision. [Back to table](#)

Russian Federation: National assessments exist only within the process of schools inspections. [Back to table](#)

Scotland: The closure of a school is separate from the Inspection mechanism in Scotland and is under new legislation. The evaluation of school administration is taken to mean the leadership for the school. [Back to table](#)

United States: The National Assessment results for reading and mathematics are available at the state level and for a limited number of the largest urban districts, but not for individual schools. States may choose to use the data to evaluate their own state standards. [Back to table](#)

Table D5.12. (Web only) Freedom for parents to choose a public school for their child(ren) (2009)

General

Austria: At the primary and lower secondary level, Austria is divided into school districts of one or more municipalities. Children of statutory school age living in a school district must be admitted to a school in that district. A student's application for admission to a school outside of his/her school district may be rejected. The lower secondary level consists of two branches: lower secondary schools and academic secondary schools. Generally students are free to choose between these two branches. However, if the lower secondary branch is chosen, an applicant can only be admitted to the school of the school district in which the student lives. Therefore, for this type of school only, initial assignment is based on the geographical area of the schools. Students are free to apply for admission at any academic secondary schools, but admission criteria may be applied. [Back to table](#)

Belgium (Fl.): The Belgian constitution guarantees parents' freedom of choice. Each student has the right to enrol in the school of his/her (parents') choice and is not related to a specific region. Only in a strictly limited number of cases can a school refuse an enrolment or refer a newly enrolled student to another school. Priority is given to pupils who already have a brother or sister registered in the institution. [Back to table](#)

Belgium (Fr.): The Belgian constitution (article 24) guarantees the parents' freedom of choice. The only restriction on the one hand, on conditions for basic teaching in educational institutions organised by cities and communes, applies to living on the communal territory or meeting the requirements of article 23, paragraph 4, of the law on co-ordinated primary education (20 August 1957), and on the other hand, applies to the number of places available in the school and the registration date (September 30 of the ongoing school year, Art 79 §1 of the Mission Decree 24/07/1997).

For the lower secondary level, Article 18 of the decree of 8 March 2007 states that priority is given to students who already have a brother or sister registered in the institution or a parent working in the school. Every other request is entered in a register by date of reception. Also, in order to avoid school ghettos, the legislation was modified to control the refusal of enrolment based on the lack of place (capacity of the waiting lists). [Back to table](#)

Brazil: According to national educational law, students have the right to be enrolled in a school close to their home, however, since Brazil is a federative State, other criteria can coexist in different states or municipalities. Child(ren) are not

assigned to schools. Parents have to go to a school close to the student's home to enrol their child(ren). Parents can enrol them in another school, but students living closer to that school have priority for enrolment. [Back to table](#)

Czech Republic: At the primary and lower secondary level, students are not necessarily assigned to a school, although some localities are defined as a catchment area for a particular school. Most students in the Czech Republic complete their primary and lower secondary level at one basic school (combining primary and secondary school). A small proportion of students at age 11 study at a secondary 6- or 8-year grammar school (*víceleté gymnázium*) or conservatoire after completing primary school or the first two years of the secondary level. At the upper secondary level, admission criteria based on entrance exams can be applied. [Back to table](#)

Denmark: At the primary and lower secondary level, children are to be enrolled at the school in the district in which they live. Exceptions are possible in individual cases such as a child who requires special support for developing skills in Danish which can be better obtained at another school. All parents have the right to enrol their child in a public school (*folkeskole*) of their choice on condition that this can be done in accordance with the local regulations decided by the municipal council. Normally there is no school choice at lower secondary level because the Danish *folkeskole* has integrated primary and lower secondary level. [Back to table](#)

Estonia: According to the Basic Schools and Upper Secondary Schools Act:

“Parents may freely choose a school for a child subject to the obligation to attend school if there are vacant places in the school they wish the child to attend.”

“Students have the right to choose a school suitable for their interests and abilities, to choose subjects from among the elective subjects taught at the school, or to pursue studies on the basis of an individual curriculum pursuant to the procedure established by a regulation of the Minister of Education and Research....”

Most public schools are local government schools and assignment is mostly based on geographical area, because local governments are obligated to provide schooling to all inhabitants. It can be also based on specialisation/examination. There are also special schools for children with special needs, such as blind or deaf children, who need treatment which regular public schools cannot provide. According to the Republic of Estonia Education Act, “Local governments shall provide persons with physical disabilities, speech impairments or sensory or learning disabilities and persons who need special support with the opportunity to study at a school of their residence. If suitable conditions are not found, the state and local governments shall provide such persons, pursuant to the procedure and under the conditions prescribed by legislation, with the opportunity to study at an educational institution established for that purpose.” [Back to table](#)

Finland: At the primary and lower secondary level, the local authority assigns children to a school. Students may apply to any other school than the one they are assigned to. Admission to the school is at the discretion of the education provider and the local authority has the right to give precedence to children of the same municipality. According to the Basic Education Act, education is to be arranged in municipalities so as to make students' travel to and from school as safe and short as possible. Parents are free to apply for any other school (public or private, within or outside the municipality), but admission is subject to availability of places. If a child applies to a school for a special programme (*e.g.* education in a foreign language), admission may be based on an entrance test. [Back to table](#)

France: Enrolment is in the local school corresponding to the enrolment area defined by the local authority of the education ministry. The rule is to assign the school in the recruitment area in which the family lives. A student may enrol in another school if the school in the enrolment area does not teach a foreign language chosen by the student. Since 2007, derogations are possible for other reasons according to rules that vary among municipalities. [Back to table](#)

Germany: In Germany, the lower secondary level offers different school types. Pupils can choose between those according to their abilities and competencies. [Back to table](#)

Greece: At the primary level, there is free choice of other public schools if there are places available. If a school has not reached the maximum number of students it can serve, then it has "places" available for other students that may choose to apply. There is not a limitation when they choose an experimental school. At the lower secondary level, there is not a limitation when they choose an experimental/music/athletic/art school. [Back to table](#)

Hungary: Enrolment at primary level is by law based on geographical area. Families are free to choose any school (Act No. LXXIX of 1993 on Public Education, 13 §). Schools can enrol children outside their catchment area only after all children who live within the catchment area have been enrolled and places are available. However, a few schools have the opportunity to organise a specialised curriculum (*e.g.* foreign language education). At the lower secondary levels, at grades 5 and 7, it is possible to enrol in sixth- and eighth-grade gymnasiums after taking an entrance examination. These schools enrol fewer than 10% of students. [Back to table](#)

Iceland: At the primary and lower secondary level, a child usually attends the school closest to his/her home. In municipalities where there is more than one compulsory school, parents may request that their children be allowed to attend a school that is not in the school district where they live. [Back to table](#)

Ireland: At the primary level, children normally attend their local/nearest school. It is historically/traditionally accepted among schools that each has its own geographical catchment area, often aligned to parish boundaries, but not statutorily or administratively set down. Schools generally include this geographical criterion in their enrolment policy. If the local school is full, however, it is common for children to enrol in other adjacent schools. In cities, there is more “blurring” of catchment areas, but schools still exercise some geographical control over enrolment. At the lower secondary level, parents have a strong voice in the choice of lower secondary school for their child, although that choice may be modified because of availability of school places or advice from teachers, psychologists, or other education personnel regarding the suitability of a school for the child. [Back to table](#)

Israel: At the upper secondary level, initial assignment is based on geographical area schools. Only if a student is interested in a subject of study that is not offered in the locality where he resides, is he entitled to look for such a subject of study in another municipality or even in another district. [Back to table](#)

Japan: At the primary and lower secondary level, students are assigned to public schools in the local government. Most local governments assign students to a designated geographical area, but some assign students to public schools on the basis of parents’ views. If the public school assigned does not fit the student’s situation or the parents’ needs, another public school in the same municipality can be chosen with permission of the local government. In addition, parents can choose a public school in another municipality if there is an agreement through given procedure between the municipalities that addresses this situation. [Back to table](#)

Korea: Students at the primary and lower secondary levels are assigned to schools based on the distance between their home and school. [Back to table](#)

Luxembourg: Students are usually assigned to the nearest public school in the area in which they live. [Back to table](#)

Mexico: At the primary and lower secondary level, public schools have morning and afternoon sessions. Parents choose a school near their home or close to their work. Availability of spaces is also taken in consideration and sometimes an afternoon shift in the school of their choice is assigned. [Back to table](#)

Netherlands: Parents are free to choose a school at the primary level. At the lower and upper secondary levels, the only restriction is that applications are based on primary school assessment scores and recommendation of the primary school for type of secondary. Since differentiation exists in educational level, children cannot choose freely their school at the lower secondary level and then at the upper secondary level. [Back to table](#)

New Zealand: Schools are not assigned to students at the primary or lower secondary level. [Back to table](#)

Norway: Primary and lower secondary school students have the right to attend the school that is closest to where they live or the school designated for the catchment area where they live. The municipality may issue regulations defining which schools are designated for specific catchment areas in the municipality. Upon application, a student may be accepted to another school than the one designated for the area where he/she resides. At the upper secondary level, students have the right to attend a school within the county. They apply to three schools and the assignment is decided based on student grades. [Back to table](#)

Poland: For both primary and lower secondary levels, candidates for the first grade of the school may choose between: a school in their area of residence, a sports school, a school with sport classes, a sports masterclass school, or a school of fine arts of an appropriate level. Children with disabilities or disorders are qualified for special schools, including integrated schools and schools with integrated classes.

In the case of standard primary and lower secondary schools run by communities, children who live within the area of a particular primary school have priority for admission.

In general, children who reach the age of 7 in a given calendar year are accepted for the first grade of primary school. Upon parents' request, a child of 6 can be accepted for the first grade of primary school at the discretion of the headmaster after consultation with a psychological educational counseling service. In justified cases, school admission may be postponed (no longer than one year) at the discretion of the headmaster after consultation with a psychological educational counseling service. Current reform encourages parents to send their children to school at the age of 6, which will become an obligation in 2012/2013. Upon parents' request, a child residing outside the school's activity area can be accepted, providing the school has free tuition places.

At the lower secondary level, parents are allowed to choose another public school for their child but the final decision is made by the headmaster. The headmaster of a public school can refuse to assign a candidate to a particular school, even if the school has free places. If the number of candidates residing outside of the school's activity area is higher than the number of free places, candidates are accepted on the basis of the criteria specified in the school's statutes. The criteria and conditions for admission must be made public before the end of February of a given year. These criteria do not apply to the winners of competitions at the *voivodship* and national level, the programme of which is equal to or wider than the core curriculum of at least one subject. [Back to table](#)

Portugal: Students enrol for a specific level of education, prioritising the schools they want to attend. Parents need to state the reason(s) for their choice and this/these will be considered by the schools involved. Within a pedagogical area, schools meet and assign students based on mandatory criteria (geographical area - living place or the area where parents work) and schools capacity. [Back to table](#)

Scotland: At the primary and lower secondary level, parents are allowed to choose another public school other than the one assigned for their child(ren), but this is restricted by education legislation. Parents can only apply for one school other than their designated school. [Back to table](#)

Slovak Republic: At the primary and lower secondary level, a student's compulsory basic education takes place at the basic school in the school district in which he/she resides. Parent choice is allowed with the consent of the principal from the chosen school. After the student enrolls, the principal of the new school communicates this to the student's former principal. [Back to table](#)

Spain: Parents have the right to choose any school they wish for their children's education. However, in order to guarantee a place for all, education administrations assign students to a school based on the geographical area in which they live. [Back to table](#)

Sweden: At the primary and lower secondary level, parents have the right to choose another school, either municipal or independently organised. The right to choose does not guarantee that there will be places available in the chosen school, as the school may be full and the municipality may also have other restrictions, such as priority for children who live closer to the school or for siblings of children already enrolled. In sparsely populated areas there may not be several schools to choose from because of the small number of children. Whether there is an initial assignment in upper secondary school or not depends on where the student live and what education he/she applies for but there is a free choice within the municipality. [Back to table](#)

Switzerland: At the primary and lower secondary levels, students are assigned to a public school on the basis of the geographical area. The local authority assigns the child to a school closest to the place where he/she lives. Parents are free to apply for another school, but admission in this case is only permitted if good cause can be claimed (for example facilitation of the way to school). Since Switzerland is a federal State possible criteria for dispensation from the initial assignment differ between cantons and municipalities.

At the lower secondary level, performance-based types of school are offered. Not every municipality offers all types of school. Accordingly, assignment is based on the geographical area and the level of students' performance. Exceptions from the initial assignment are possible. [Back to table](#)

Turkey: At the upper secondary level, the initial assignment based on geographical area applies to schools accepting students without examination. This kind of assignment is not applicable for specific schools (e.g. Anatolia High School, Science High School...) to which entrance depends on the success in the national examination. [Back to table](#)

United States: At the primary and lower secondary levels, student assignment to a public school is determined at the local district level. Typically, assignments are based on geographical area. Depending on the district, student placement may be determined by location of student residence, lottery system, income level or class size. While some districts request input about parental choice for public school assignment within the district, other districts assign students to schools based on geographical location/zone. Parents may formally request for their child to be assigned to a different school than their neighbourhood school. Families may have the right to petition to have their child attend a different school than that originally assigned, but may not be granted the desired placement. The choice of other public schools is generally restricted to the district or municipality. Students attending public schools outside their district may be required to pay some tuition. [Back to table](#)

Table D5.13 (Web only). Criteria used by public and private schools when assigning and selecting students (2009)

General (Criteria used by public schools when assigning and selecting students)

Chile: Families may choose to enrol their children in any school at any level of education, regardless of the characteristics of the institution (type of institution, location, size, etc.). [Back to table](#)

Greece: If there are more applications than places available it is by means of a drawing of lots that students are assigned to experimental primary and lower secondary schools. [Back to table](#)

United States: Since states and local governments are primarily responsible for implementing education legislation and for funding public schools, the types of school choice available to families vary from state to state and locality to locality. [Back to table](#)

How are students assigned to public schools at the primary and secondary levels? Columns 1, 2, 4, 5, 7 and 8

Austria: See comment to [Table TD5.12](#). [Back to table](#)

Belgium (Fl.): See comment to [Table TD5.12](#). [Back to table](#)

Belgium (Fr.): See comment to [Table TD5.12](#). [Back to table](#)

Brazil: The most common criterion for assigning students is geographical area. [Back to table](#)

Czech Republic: Primary and lower secondary schools are often integrated. While students ordinarily remain in their integrated primary and lower secondary school, reasons such as small school size, academic achievement and a student's wish to attend a grammar school may influence the selection of a specific lower secondary school. Parents may request enrolment in a school they selected for the start of their child's compulsory education between January 15 and February 15 of the year in which the child reaches 6 years of age and compulsory schooling is expected to begin. Head teachers are obliged to accept children living in their school district. If a head teacher accepts a child from another school district, they must inform the head teacher of that school. The enrolment procedure involves a non-

standardised assessment of the child's readiness for school. It may result in a recommendation to parents to postpone the start of school. Most students stay in their basic (primary + lower secondary) school. Students may go (or may need to go) to another school for secondary education either because they attended only a primary school, or because they apply for enrolment in a grammar school with lower + upper secondary education. This typically concerns children attending very small schools in rural areas. Otherwise students usually continue in the same school. Students may apply (from the beginning of lower secondary education (grade 6) or from the middle of lower secondary education (grade 8) of their compulsory schooling) to a grammar school, an academically oriented school leading to the school leaving examination at the age of 19. Grammar schools last eight or six years.

“For students coming from not fully organised but just primary school, there is a possibility to decide which ‘fully organised basic’ “school (grades 1-9) is going to serve the child for its lower secondary education, or which grammar school (grades 6-13 or 8-13) or conservatoire is going to serve the child for (part of) his/her lower and upper secondary education. A head teacher of a fully organised basic school is obliged to accept the students leaving primary school living in the catchment area of the fully organised basic school. If there is then free capacity in the school, head teachers set their own criteria for admission. The possibility to apply for a grammar school or conservatoire exists, however, for any student. The selection procedure is up to the head teacher of each grammar school or conservatoire. For the conservatoire, it is tests of a specific talent in the area of arts. For grammar school, it may be written/oral tests of knowledge/skills, IQ tests, psychological tests, etc., and the decision can also be made solely on the basis of final certificate of the school the student has left.” [Back to table](#)

Denmark: See comment to [Table TD5.12. Back to table](#)

England: Public schools must accept all children who apply if there are enough places. If a school has more applicants than places available it must allocate places using its oversubscription criteria, as published by the (local) school admission authority which sets the parameters within which schools can set lawful criteria. The (national) School Admissions Code sets out the ways in which schools can admit children and forbids the use of other, unfair oversubscription criteria. Admission authorities must then follow the criteria laid down by their admission policies when allocating school places to children. See www.dcsf.gov.uk/sacode/downloads/SchoolAdmissionsCodeWEB060309.pdf. [Back to table](#)

Estonia: See comment to [Table TD5.12. Back to table](#)

Finland: See comment to [Table TD5.12. Back to table](#)

France: See comment to [Table TD5.12. Back to table](#)

Germany: At the primary and lower secondary levels, parents are asked by the local school authorities to enrol their children at a certain date. [Back to table](#)

Greece: Common secondary education schools do not require exams or specialisation. It is art, music and athletic schools that require specialisation and passing examinations in the special subjects they offer. [Back to table](#)

Hungary: See comment to [Table TD5.12. Back to table](#)

Israel: At the upper secondary level, there is no initial assignment as a national policy based on specialisation or exam. Still, in some schools with unique orientation (for example, arts or religious schools) the selection of students can be based on religious orientation of student, gender or his/her qualifications. [Back to table](#)

Japan: See comment to [Table TD5.12. Back to table](#)

Korea: See comment to [Table TD5.12. Back to table](#)

Luxembourg: See comment to [Table TD5.12. Back to table](#)

Mexico: See comment to [Table TD5.12. Back to table](#)

Netherlands: See comment to Table [TD5.12. Back to table](#)

Norway: See comment to Table [TD5.12. Back to table](#)

Poland: See comment to Table [TD5.12. Back to table](#)

Portugal: See comment to Table [TD5.12. Back to table](#)

Slovak Republic: A child is accepted for basic education when he/she fulfils the conditions of §19 of the law on education. A child younger than six years can be accepted, upon the recommendation from a specialist advisory centre and a paediatrician. [Back to table](#)

Spain: See comment to Table [TD5.12. Back to table](#)

Switzerland: See comment to Table [TD5.12. Back to table](#)

United States: See comment to Table [TD5.12. Back to table](#)

Other criteria used for assignment to public schools at the primary and secondary levels, Columns 3, 6 and 9

Belgium (Fr.): “The Belgian constitution (article 24) guarantees the parents' freedom of choice. The only restriction on the one hand, on conditions for basic teaching in educational institutions organised by cities and communes, applies to living on the communal territory or meeting the requirements of article 23, paragraph 4, of the law on co-ordinated primary education (20 August 1957), and on the other hand, applies to the number of places available in the school and the registration date” (September 30 of the current school year, Article 79 §1 of the Mission Decree 24/07/1997). [Back to table](#)

Brazil: See comment to Table [TD5.12 . Back to table](#)

Denmark: At the primary and lower secondary levels, other criteria used for assignment include the age of the child, parental request to enrol at a school other than the school in the district of residence, special education needs, and special needs for a child's development of language skills. [Back to table](#)

England: At the primary and lower secondary levels, oversubscription criteria include: children in care; social and medical needs of the student or parent; whether siblings are already enrolled; random allocation; distance from home to school and geographical area; and status of the waiting list. [Back to table](#)

Estonia: Special schools are provided for children with special needs. [Back to table](#)

Finland: A local authority with both Finnish- and Swedish-speaking residents has a statutory duty to arrange basic education separately based on native language. [Back to table](#)

France: Families may request and be granted enrolment in another school in the same or a different municipality. The only limit is the capacity of the school. If limited places are available the following priorities are applied subject to the approval of the academic inspector and the allocation commission: *i*) student with disabilities; *ii*) students requiring medical treatment near the destination school; *iii*) merit grant holders; *iv*) social grant holders; *v*) special scholar path; *vi*) siblings in the destination school; *vii*) proximity to enrolment boundaries; and *viii*) multiple combinations of the above. [Back to table](#)

Germany: At the primary level, in general, the assignment is based on geographical area (school districts). Pupils may also apply for admission outside his/her district on the condition that it can be realised in accordance with available places. Pupils with special needs are offered special schools which can be chosen. At the lower secondary level, the Länder have different regulations governing the transition from primary into secondary education. In some instances, a

binding decision on the choice of school attended and/or course of education pursued in lower secondary education (Sekundarstufe I) is made in grade 4, and in others during grades 5 and 6, while in others still this decision is only made at the end of grade 6. No such decision has to be made if the pupil is entering an integrierte Gesamtschule (integrated comprehensive school). A current overview of the regulations of the individual Länder regarding the transition from primary to lower secondary education is available on the website of the Standing Conference.

During grade 4 in the primary school, a vote is taken by the school the pupil is leaving that contains general information about the pupil's progress in primary school and concludes with an overall assessment of her or his aptitude for certain types of lower secondary schools. This is accompanied by detailed consultations with parents. The vote of the primary school is either the basis for the decision or an aid in the decision regarding the pupil's future school career. Depending on Land legislation, various methods can be used to assess the pupil's suitability for a future school career at the Realschule or Gymnasium (trial half-year, trial lessons, entrance examination). The final decision is taken either by the parents or by the school or school supervisory authority. So far, Education Acts and education policy have tended to give increasing consideration to parental rights in the choice of the pupil's future school career.

The right of parents to choose a school for their children does not mean that a pupil has the right to be accepted by a specific school. The right to a free choice of the place of training which is laid down in the Basic Law does not refer to acceptance into a specific school. As a result, as long as attendance of another school of the same type is possible and can reasonably be expected, some Länder rule out a legal right to acceptance into a specific school in their education acts.

Pupils wishing to complete their compulsory schooling at the Hauptschule or Berufsschule must always attend the local school. This rule also applies to pupils at other types of secondary school if school catchment areas have been fixed for the type of school they have chosen. However, parents may choose a school other than that which is responsible for the local area and apply to the school authority to admit their child to that school. The school authority then decides on the merits of each particular case, following consultations with the parents and the authority maintaining the school, with the well-being of the pupil concerned being the decisive factor.

If no catchment areas have been fixed for a type of secondary school, parents are always able to choose which school their child attends. In this case, the capacity of the chosen school is the only limiting factor affecting the pupil's right to admission. [Back to table](#)

Greece: Selection criteria are applied to specific types of public schools, *i.e.* intercultural, athletic, music, experimental and art schools. [Back to table](#)

Mexico: Assignment is also based on the number of student spaces available at the school. [Back to table](#)

Netherlands: Provisions are made for children with special needs. [Back to table](#)

Poland: Children who reach the age of 7 in a given calendar year are accepted for grade 1 of the primary school. When changing schools, a transcript and report from the previous school is required. Applicants for admission at sports schools, schools with sport classes and schools which require sport proficiency must provide a valid health certificate with the recommendation of the issuing doctor, written permission of parents, the recommendation of the coach leading the sports classes, and successful completion of the physical fitness tests. For special needs and integration schools: students are qualified on the basis of a certificate of special educational needs issued by a commission at a psychological educational counselling service. In some cases, a test of language competence, provided by the school's pedagogical council, may be required for admission to some schools/programmes. [Back to table](#)

Portugal: At the primary and lower secondary levels, students with special needs receive first priority. Siblings are assigned to the same school as a second priority. Proximity to home or parental workplace is a third priority. A fourth priority is to try to keep students in the same school facility as they move from primary to lower secondary level. [Back to table](#)

Sweden: See comment to Table [TD5.12](#). [Back to table](#)

Switzerland: Special education needs are taken into account. [Back to table](#)

United States: At the primary and lower secondary levels, some districts place students in schools with consideration to home location, academic diversity, class size and income diversity. However, these criteria are not always applicable.

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Aside from special education for students with disabilities, can schools at the primary and secondary levels apply selective admission criteria? Columns 10-59

Austria: For public and government-dependent lower secondary schools, no admission criteria can be applied. Students applying for admission at an academic secondary school have to pass an entrance examination if their grades fall short of certain criteria in respect of their academic performance at primary school in language and mathematics. (27, 28, 32, 33).

At the upper secondary level, students are not assigned to certain schools based on criteria. However, schools are entitled to define school-specific admission criteria in full autonomy based on three factors, which are laid down legally: geographic area, family relations between students, academic performance. [Back to table](#)

Belgium (Fr.): See comment to Table [TD5.12](#). [Back to table](#)

Chile: Gender criteria exist for some schools. (26, 44, 45, 46)

In private schools at the lower secondary level, parents are supposed to agree with the educational philosophy of the schools, which, in some cases, may be based on religious or cultural ideology. (32, 43) [Back to table](#)

Czech Republic: In public schools at both the primary and the lower secondary levels, the head teacher is required to give preference to students residing within boundaries of the school district. This does not apply to grammar schools.

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England: For public and private schools at both the primary and lower secondary levels, Section 102 of the School Standards and Framework Act 1998 allows the admissions authority of a school with a specialisation in certain prescribed subjects to give priority for up to 10% of students on the basis of aptitude in the prescribed subjects. [Back to table](#)

Finland: In public and government-dependent private schools at the primary and lower secondary levels, if the school has a special emphasis on one or several subjects or provides education in a foreign language, the selection of students may be based on an aptitude test. With regard to financial criteria, government-dependent private schools providing instruction in a foreign language may charge tuition fees. This means that parents must pay the fees in order to enrol their children.

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France: In government-dependent private schools, Criteria depend on availability. Independent private schools may have different criteria. [Back to table](#)

Greece: At the lower secondary level, only athletic, art and music schools can apply selective admission criteria that are relevant to the curricula of these schools. When selective criteria exist they are defined by national legislation. The law does not allow independent private schools to apply selective admission criteria. Sometimes independent private schools may ask prospective students to sit tests in order to determine the level of their knowledge in certain subjects, but Greek law does not give private schools the right to deny a student admission based on poor exam results. [Back to table](#)

Israel: In religious schools the criteria can be religion and gender. [Back to table](#)

Italy: At the primary level, families are free to choose the kind of school they want to send their children to. Each school establishes its own criteria for accepting applicants if there are more requests for enrolment than the capacity of the school or the school staff. [Back to table](#)

Japan: In public primary and lower secondary schools, most local governments assign students according to given regional partition and parents can choose another public school within the same municipality when the local government

permits the parents' claim. Local governments establish their own standards for such permission. The independent private schools can establish their own admission criteria. [Back to table](#)

Netherlands: In public and government-dependent private schools at the lower secondary level, classroom capacity is a criterion. [Back to table](#)

Norway: In government-dependent private schools classroom capacity may invoke other assignment criteria. At the upper secondary level, qualification requirements might apply for admission to the programme for Music, Dance and Drama and the Programme for Sports and Physical Education. [Back to table](#)

Poland: In public primary schools the assignment criteria are as follows: first-grade students within the school district's geographical boundaries. However, parents of first-grade students may apply to a primary school outside of their geographical boundaries on a space-available basis.

For sports schools at both the primary and lower secondary levels, the assignment criteria are as follows: a valid health certificate, recommendation of the coach, test(s) of physical fitness.

Schools of the arts and bilingual schools at both the primary and lower secondary levels apply the following criteria: an admissions examination and a qualification test (if applicable).

In public lower secondary schools, the assignment criteria are completion of the public primary education level and residence within the lower secondary school geographical boundaries. Parents may apply for a lower secondary school outside of their geographical boundaries on a space-available basis.

Assignment criteria for independent private schools are established by the school and may differ among schools. [Back to table](#)

Russian Federation: For advanced schools at all levels of education, selection is made on academic criteria. A gender criterion is applied in special military schools at all levels of education. [Back to table](#)

Slovak Republic: In government-dependent church schools at the primary and lower secondary levels, religious criteria can be applied.

In public and government-dependent schools at the lower secondary level, academic criteria are applied only to students in the first grade of the eight-year gymnasium. [Back to table](#)

Spain: At the primary and lower secondary levels, public schools can apply admission criteria when applications exceed available space. These criteria are regulated by law. [Back to table](#)

Sweden: Schools with specialisations can get permission to use exams when selecting students at all three levels, for example in music. [Back to table](#)

Switzerland: Unless contractually prohibited from doing so, government-dependent private schools can apply selective admission criteria, depending on performance mandate/service agreements. [Back to table](#)

United States: Most schools use geographical area criteria; however, a small percentage of schools may have additional criteria (*e.g.* magnet schools for gifted and talented students may apply selective admissions criteria). These schools are a small percentage of all secondary schools. [Back to table](#)

Table D5.14 (Web only). Availability of school vouchers (or scholarships) (2009)

Are school vouchers (also referred to as scholarships) available and applicable to each of the following categories of schools at the primary and secondary levels? Columns 1 to 3, 7 to 9 and 13 to 15

Belgium (Fl): There is a system of pupil grants for parents with a low income. In order to be eligible for a grant the pupil must comply with the nationality requirement and a number of educational and financial conditions. From the 2008/09 school year onwards, there are also grants for nursery and primary education. [Back to table](#)

Denmark: For government-dependent private schools at the primary and lower secondary levels, parents can apply for free tuition. The support is provided by the schools. [Back to table](#)

Estonia: The central or local government provides small-value vouchers to public school and independent private school students for meals. Also, at the beginning of the year monetary grants may be provided to families at both the primary and lower secondary levels.

France: This is called *allocation de rentrée scolaire* (ARS) (new school year voucher). [Back to table](#)

Germany: At the primary and lower secondary levels, most Länder have regulations on the provision of financial assistance for pupils to purchase teaching aids (Lernmittelhilfe), or on their provision free of charge (Lernmittelfreiheit); this provision is, in part, staggered according to parents' income and number of children. Under these regulations, pupils are either exempt from the costs of teaching aids or only have to pay part of the costs. The funds are provided either by the Schulträger (the local authority responsible for establishing and maintaining the schools), or by the Land in question. In the majority of Länder, pupils at public-sector schools are lent textbooks and other expensive teaching aids (e.g. pocket calculators) for the time they require them. When teaching aids become the property of pupils, parents may be required to pay a portion of the costs in some cases. Parents and pupils are expected to provide their own expendable materials (exercise books, pens and pencils) and other items (e.g. drawing instruments, material for use in crafts and needlework/metalwork lessons). In some Länder, schools also provide expendable materials. The precise arrangements vary from Land to Land. It is also the responsibility of the Land to decide whether pupils at privately-maintained schools are to be supplied with teaching aids free of charge. Some Länder expect parents to pay a portion of the cost of teaching aids themselves, either in the form of a lump sum or by buying certain items directly. Others offer pupils the option of buying their own teaching aids by making a contribution (say 50%) to the cost. [Back to table](#)

Poland: During compulsory education, students attending both public and private schools are entitled to financial aid. Disabled children attending both public and private special education centres are entitled to financial aid. [Back to table](#)

Slovak Republic: For public and government-dependent private schools at the lower secondary level, pupils in the grades 1 to 4 of the eight-year gymnasium receive vouchers. [Back to table](#)

Spain: Vouchers are provided for textbooks, meals and transport. [Back to table](#)

Sweden: Formally there are no school vouchers, but at the primary and lower secondary levels, the students' home municipality is obliged to compensate the receiving school in another municipality for expenses equivalent to the home municipality's own costs for the equivalent education. [Back to table](#)

Are vouchers only available for students from a lower socio-economic background at the primary and secondary levels? Columns 4 to 6, 10 to 12 and 16 to 18

Belgium (Fl.): For public and government-dependent private schools, three criteria are considered the conditions to be met to get a scholarship: income conditions, school participation and conditions concerning the type of education.

For public and government-dependent private schools at the lower secondary level, there is a system of pupil grants for parents with a low income. To be eligible for a grant the pupil must comply with the nationality requirement and a number of educational and financial conditions. [Back to table](#)

France: At the primary level, the *allocation de rentrée scolaire* (ARS) is given to low-income families with 6-18 year-old school children. The amount depends on the age of the child. [Back to table](#)

Poland: Vouchers or scholarships are available not only for the students with lower economic status, but also for students with high academic achievement. [Back to table](#)

United States: Voucher programmes are limited to particular localities and eligibility requirements differ. They tend to target or give preference to low-income students or students in schools that have been identified as requiring improvement. [Back to table](#)

Table D5.15. (Web only) Extent to which public funding follows students when they leave for another public or private school (2009)

Austria: Changes in the student population within one school year for both the primary and lower secondary levels usually have no effect on the previously allocated resources. This fully applies to cases in which pupils leave a school. If new pupils enter a school within a school year it might mean opening a new class or splitting up certain subjects into more groups. This then has consequences on the resource allocation. [Back to table](#)

Belgium (Fl.): For public and government-dependent private schools, at both the primary and lower secondary levels, school funding is based upon the number of enrolled pupils on a fixed date. Independent private schools do not receive financial support from the government. [Back to table](#)

Belgium (Fr.): At the primary and lower secondary levels, the contractual equipments established under subparagraph 4 are fixed at the general index of consumer prices of 25 September 1997, based in 1988. The amounts are indexed, each calendar year, on the general index of consumer prices at 1 January, calculated according to the number of pupils regularly registered at 15 January, except for the teaching of social advancement of mode 1 where the number of pupils taken into account is the average of the numbers of regular pupils within the 1st and 5th tenth of the formation unit. Art 3 §3 of the Law of 29 May 1959 (school pact). [Back to table](#)

Brazil: Most financial transfer programmes in Brazil for both the primary and lower secondary levels are linked to student enrolment. Independent private schools do not receive public money, therefore, they lose funding when students who leave the school do not pay the tuition fee. [Back to table](#)

Chile: Independent private schools for both the primary and lower secondary levels do not receive public funding. [Back to table](#)

Denmark: For independent private schools at both the primary and lower secondary levels, there is no funding to lose. [Back to table](#)

England: The central government provides funding to local authorities at both the primary and lower secondary levels, based on the overall number of students, taking into account factors such as disadvantage, area costs and scarcity. Local authorities are free to decide how to allocate funding to individual schools. Public funding is not given to independent private schools. [Back to table](#)

Finland: For both the primary and lower secondary levels, the amount of the statutory government transfer (euros per pupil) is based on the number of students and the calculated unit costs defined by the Ministry of Education for each education provider. Various factors, such as geographical circumstances, are taken into account in calculating the unit costs of education providers. The same funding system covers both public and private education providers. In practice, however, it mainly refers to municipalities which organise 99% of basic education. If the student changes school but the

education provider remains the same, the government transfer does not change. It is part of the municipal autonomy to decide how to allocate funding between schools in their area. In practice, funding is usually based on the number of pupils, which means that the school loses funding if a pupil changes school. [Back to table](#)

Greece: Independent private schools in Greece do not get public funding, and this is the case both in primary and secondary education. [Back to table](#)

Ireland: Schools are funded on the basis of enrolment figures each year. [Back to table](#)

Israel: At the primary and lower secondary levels, funding does not follow the student when the student leaves during the school year. [Back to table](#)

Japan: For independent private schools, at both the primary and lower secondary levels, the number of students is just one of criteria in the funding formula, so funding does not always follows the number of students even in the long term. [Back to table](#)

Korea: In the long run, the number of students affects financial distribution to schools. [Back to table](#)

Luxembourg: Local authorities are responsible for funding at primary level for public schools and adjustments can be made. [Back to table](#)

Netherlands: Public funding is only for public and government-dependent private schools at both the primary and lower secondary levels. [Back to table](#)

Norway: In public schools, at both the primary and lower secondary levels, the municipality loses funding when a student moves to another municipality or a private school. There are fewer than five independent private schools. Two of them receive government support, but this is a result of bilateral agreement, not a consequence of the current law. [Back to table](#)

Poland: In all public and private schools, at both the primary and lower secondary levels, schools receive a financial allocation per student each month. If a student changes schools, the financial allocation follows the student and is transferred to the new school. [Back to table](#)

Portugal: Funding is provided to public institutions at both the primary and lower secondary levels. Although funding is provided to government-dependent private schools, whenever they lose students, a readjustment is made in the following year, taking into account the number of classes/pupil described in the contract. In the case of simple contracts (first and second cycles), the funding is provided to independent private institutions based on household income and is for the whole student body. [Back to table](#)

Slovak Republic: For public and government dependent private schools, at both the primary and lower secondary levels, funds remain at the school that registered the student as of 15 September. [Back to table](#)

Spain: For public schools at the primary and lower secondary levels, and government-dependent private schools at the primary level, funding is provided according to the number of school units and not according to the number of students. [Back to table](#)

United States: Public schools, at both the primary and lower secondary levels, do not lose local funding when a student leaves a school. For public schools, most funding formulas are based on student enrolment. However, there are frequent hold-harmless provisions, by which schools may retain funding for a year or more after a student leaves. For independent private schools, school vouchers and tuition receipts are applied to the school a student attends. [Back to table](#)

Table D5.16. (Web only). Financial incentives and disincentives for school choice (2009)

Brazil: For independent private schools, it is not possible to deduct all the expenses of tuition fees. A limit is established by the legislation. [Back to table](#)

Estonia: For independent private schools, the expenditure on schooling is a deductible expense for income tax purposes. [Back to table](#)

Japan: For independent private schools, tuition tax credits are not applicable. [Back to table](#)

New Zealand: State-integrated schools, schools with a special character, typically a religious affiliation are classified as government-dependent private schools. Payments to those and other state schools may be eligible for a tax rebate if they are paid as a “donation”, or as “school fees” provided the payments are made to the school’s general fund. For independent private schools, the same tax rebate is available for donations. These tuition tax rebates are available for school donations of NZD 5 or more. Refer <http://www.ird.govt.nz/income-tax-individual/tax-credits/dch-taxcredits/>
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Table D5.17. (Web only). Compulsory and/or voluntary financial contributions from parents are permitted (2009)

Austria: At the primary and lower secondary level, schooling is free of any charge in Austria. At the compulsory school system financial contributions may only charged when students are attending a boarding school or taking part in a day care programme. This applies also to all other schools. Schools outside of the compulsory school system may also charge obligatory contributions for teaching and learning material. Voluntary donations are made only for public and government-dependent private schools. Both obligatory and voluntary financial contributions for independent private schools (without a public counterpart) are not subject to legal provisions and can decide independently on contributions. [Back to table](#)

Belgium (Fl.): For public schools and government-dependent private schools, the Belgian constitution provides that access to education is free of charge up to the end of compulsory education. Primary and secondary schools that are funded by the government are not allowed to charge an enrolment fee. In primary education, parents do not have to pay for school materials and activities which are vital to pursuing developmental objectives and to achieving attainment targets. From 1 September 2008 onwards in primary education, a twofold system of maximum fees referred to as “double maximum invoice” is applicable: a strict maximum invoice and a less strict maximum invoice. Schools are not allowed to go over this fixed amount and parents are obliged to pay bills that are equal or lower than this fixed amount. The strict maximum invoice covers activities such as theatre visits, sports activities, one-day school trips, etc. Also, materials that children have to purchase through the school have to be paid under this invoice (*e.g.* a compulsory magazine subscription). This “strict maximum invoice” amounts to EUR 60 for a student in primary education per school year. That keeps costs down for all parents. The “less strict maximum invoice” corresponds to fees chargeable for trips of several days that take place wholly or partly outside school hours (*e.g.* journeys to the seaside, countryside). This invoice amounts to EUR 360 for the duration of primary education. Secondary education is not fully free of charge. Certain fees must be legally charged for certain educational activities and for teaching aids and parents are obligated to pay them. Furthermore, the school fees/costs have to be effective, demonstrable and justifiable in proportion to the characteristics of the target group – schools must focus on cost management and the government strongly stimulates steps towards cost savings. The list of charges, with possible derogations for deprived families, must be laid down in school regulations. Regarding voluntary financial contributions for public and government-dependent private schools, there can be informal activities to co-fund the school budget (*e.g.* selling of homemade cakes during open school days).

Belgium (Fr): Access to education is free; no financial contribution is required from parents. This rule was specified by the decree “mission” on 24 July 1997. [Back to table](#)

Brazil: Voluntary contributions for traditional public schools are not forbidden by any legislation, but in general this does not exist. Since Brazil is a federal state, some states or municipalities may have specific legislation regarding voluntary contributions. [Back to table](#)

Chile: There are two kinds of government-dependent private schools: those that can receive contributions from parents (co-funded government-dependent private schools) and those that are completely funded by the Chilean State. This classification applies over all the education levels. [Back to table](#)

Czech Republic: Compulsory financial contributions for public schools are prohibited by law. [Back to table](#)

Denmark: Parents of students in government-dependent private schools are obligated to make monthly financial contributions. [Back to table](#)

England: In public and government-dependent private schools, the Admissions Code prohibits schools from soliciting such contributions from parents. It can certainly never be obligatory. [Back to table](#)

Estonia: For public schools, although textbooks and some exercise books are free to all students (money for these is included in the central government's grant-in-aid to local governments and to private schools), students may need to buy some exercise books themselves. Private schools are likely to collect contributions, but it cannot be said that they are obligated to do so. [Back to table](#)

Finland: According to the Basic Education Act, public primary and lower secondary schools, moderate fees may be charged to students for education arranged abroad. Government-dependent private schools organising instruction in a foreign language can charge moderate tuition fees. [Back to table](#)

France: All schools, public ones included, can receive voluntary donations. This is called "*coopérative scolaire*" in primary schools and participation in school trips in secondary schools. [Back to table](#)

Hungary: At the upper secondary level, a majority of government-dependent private schools do not require financial contributions. However there is a small number of schools, maintained by foundations, where financial contributions are compulsory. [Back to table](#)

Ireland: For public schools, education is free to all students. Schools often supplement state grants with voluntary contributions. [Back to table](#)

Israel: Public education is free. There are a number of contributions that parents should pay. These contributions are divided into obligatory and voluntary contributions. Obligatory contributions refer, for example, to additional study programmes. [Back to table](#)

Japan: For public and independent private schools, the answer to whether obligatory and/or voluntary financial contributions are permitted is based on the understanding that "contribution" refers to cash donations. For public schools, almost all voluntary contributions as cash donation go to local government, so schools do not receive it as their own income. [Back to table](#)

Korea: According to the Elementary and Secondary Education Act, schools are allowed to receive parents' voluntary financial donations. [Back to table](#)

Mexico: In public and independent private schools, voluntary financial contributions can be made as cash or in-kind payments. [Back to table](#)

Norway: Obligatory financial contributions from parents are permitted for independent private schools and government-dependent private schools – for government-dependent private schools within the restrictions set by legislation. The school board decides the school fee. Contributors cannot demand any changes in the curriculum. [Back to table](#)

Poland: For independent private schools, parents are obliged to pay contributions that are determined by the body running the school.

In public and private government dependent private schools parents often make voluntary contributions to support the parents' council. [Back to table](#)

Portugal: Public schools are free at the primary, lower secondary and upper secondary levels and government-dependent private schools are free at the primary and lower secondary levels. [Back to table](#)

Spain: Independent private schools are likely to collect contributions, but it cannot be said that they are obligated to do so. For government-dependent private schools, contributions can only be for complementary services. Voluntary financial contributions are mainly for extra-curricular activities in public schools and for a wide range of activities in government-dependent private schools. [Back to table](#)

Switzerland: Compulsory education in public schools is free. For government depending schools and independent private schools financial contributions from parents are obligatory. [Back to table](#)

United States: In some cases public schools may require a modest fee for books, transport, uniforms, supplies, lab fees, and sports. [Back to table](#)

Table D5.18. (Web only) Use of public resources for transporting students (2009)

Are public resources used for transport at the primary and secondary levels? Columns 1 to 4, 13 to 16 and 25 to 28

Austria: Students use the public municipal transport system to go to and from school if the travel distance is more than 2km. Transport is funded so that students may travel without charge. Individual transport is also organised. A contract is signed between the federal state and a transport company for one school year. When setting up the contract schools are consulted. [Back to table](#)

Belgium (Fl.): For public and government dependent private schools, public resources for transport are only available for special education. Children in schools for special education receive bus transport to the nearest special school of the educational network. Public transport to primary or lower secondary school is not provided by the national government. In community education transportation is organised (financing via the financial donation to community education). Provincial government and municipalities may budget funds for student transport but this is on the initiative of the local authorities (*i.e.* municipalities and provinces) with their own budget. Given that public schools cover both community education and municipal/provincial education the answer to this question depends on the type of education covered in public schools. [Back to table](#)

Belgium (Fr.): At the primary level a decree took effect on 1 April 2004 relating to transport of school children and plans in support of parents' free choice of a school belonging to a network of schools. Public authorities have the obligation to provide transport when the distance exceeds 20 km from the pupil's residence. [Back to table](#)

Brazil: At the lower secondary level in public schools, transport is offered to students that live in rural areas and those that are not enrolled close to their homes. [Back to table](#)

Chile: For public and government-dependent private schools, students must be enrolled in schools in localities with a rural population of at least 30%. Students enrolled in public and government-private schools can obtain a Student Transport Pass. A student enrolled in an independent private school can also obtain a Pass, if she or he proves to have a disadvantaged socio-economic background. [Back to table](#)

Czech Republic: Restrictions on which students may receive transport at the primary and lower secondary level is not available. [Back to table](#)

Denmark: Public transport is available for public school primary and lower secondary students attending the school within their district. Government-dependent private schools may have transport programmes that are not supported by public funding.

For public schools there is no support for students choosing a school other than the school in his/her school district or for government-dependent private schools. For government-dependent private schools it is possible to apply for and have support. The support is organised by the schools and not by public authorities.

Public transport is not available if pupils live a short distance from the school (*i.e.* less than 2.5 km for students in form 0, 1, 2 and 3; less than 6 km for pupils in form 4-6; less than 7 km for pupils in form 7-9; and less than 9 km for pupils in form 10). [Back to table](#)

England: A child between 5 and 16 years old is automatically entitled to free transport if they attend the nearest suitable school and the school is further away than the “statutory walking distance”. The statutory walking distance is two miles for pupils under age 8 and three miles for those age 8 and older. In addition, the Education and Inspections Act of 2006 extended entitlement to free school to for pupils entitled to free school meals or whose parents receive the maximum working tax credit.

Since September 2007, primary school pupils over 8 years old are entitled to free travel to the nearest school when the nearest schools is more than two miles from their home. Since September 2008, secondary pupils between 11 and 16 years of age, attending a suitable school between two and six miles from their home (as long as there are not more than three closer schools); and those attending their nearest preferred school on the grounds of religion and belief (private schools) which are between two and 15 miles from the pupils’ home, are entitled to free transport. [Back to table](#)

Estonia: The government and local government councils provide transport and other benefits as a matter of legislation. For public schools in rural areas, the students' walking distance shall not be more than 3 km. When a pupil lives nearer to the school than 3 km, the local government is not obligated to provide transport.

Local governments must provide transport of pupils to their local school or to another school if there is no appropriate school (level) available in the local government or if the local school cannot provide the services that the pupil needs because of special educational or health needs. [Back to table](#)

Finland: All students are entitled to free school transport. Altogether, some 23% of pupils in basic education (2008) are entitled to free school transport. It is not possible to give percentages separately for primary and lower secondary or for public and government-dependent private schools.

For public schools, if the distance to school exceeds 5 km or if the travel is otherwise too difficult, the pupil is entitled to free transport. [Back to table](#)

France: For public schools and government-dependent private schools transport is funded by autonomous regional governments (*collectivités territoriales*). [Back to table](#)

For public and government-dependent private schools, each regional government has specific rules. The distance must be more than 3 km for pupils who take meals at the school and more than 10 km for boarders. [Back to table](#)

Greece: In most cases public resources for transportation are used to allow students who live in remote villages attend the nearest public school. [Back to table](#)

Italy: At the lower secondary level for public schools, transport is financed by local authorities that determine any restrictions. The criterion usually used is the location of the residence in the municipal school district. At the primary level, the service is mainly financed by local authorities, but families also contribute on the basis of their socio-economic situation. [Back to table](#)

Ireland: State support for public transportation is to facilitate students from isolated rural communities mainly, but also those from our traveller community and those with special needs. [Back to table](#)

Japan: Funding of transport for public schools is provided by law to promote education in remote areas. It is not provided to further or promote school choice. The government does not collect information on funding of transport by the local public authorities. [Back to table](#)

Korea: Drastic changes in economic and social environments force schools located in remote areas to merge. Primary and lower secondary schools provide transportation support for those who are marginalised from the phenomenon. [Back to table](#)

Mexico: At the primary and lower secondary, transportation scholarship funds for public schools are available for students in poor rural localities with no school services. [Back to table](#)

Netherlands: Under some conditions pupils can make use of public resources for transport to school. This concerns SEN students or students with special needs that cannot be provided by a nearby school. The subsidy differs between school types. The school must be located at least 6 km from the student's residence, but the limit does not apply for children with a disability. [Back to table](#)

Norway: Municipalities have the option to fund transport for primary independent private schools. For public and government-dependent private schools, students attending grades 2–10 who reside more than 4 km from the school have a right to free transport. For students in grade 1, the transport limit is 2 km. Students whose way to school is particularly dangerous or difficult have the right to free transport regardless of distance as do students who need transport as a result of disabilities or temporary injury or sickness. [Back to table](#)

Poland: The government does not fund transport to government-dependent private schools. The body that runs the school defines the school's area of activity. Pupils at the lower secondary level in public schools do not have the right to free transport to school. [Back to table](#)

Portugal: Municipalities fund transport for public school students up to grade 4. The Ministry of Education funds free transport for students in primary (grades 5 and 6) and lower secondary schools in public and government-dependent private schools. Students in public schools who reside less than 3 km from the schools do not qualify for transport. [Back to table](#)

Russian Federation: Students of independent private schools have special transport prices. [Back to table](#)

Scotland: In public schools at the lower secondary level, transport is restricted by legislation. [Back to table](#)

Slovak Republic: Since 2004, Law 596/2003 provides for a public school travel allowance which does not include the state discount tickets. Government-dependent private school students receive a travel discount.

According to law No.596/2003, for the lower secondary level in public schools, a child's legal representative can obtain a travel allowance when there is no local basic school and the pupil attends a school in a designated district. [Back to table](#)

Spain: At the primary and lower secondary level, access to transport is regulated by law for public and government-dependent private schools. Schools and students have to meet the conditions established in this law. [Back to table](#)

Sweden: Municipalities are not required to provide transport to government-dependent private schools. However, several municipalities arrange transport free of charge.

For public schools, the criteria for the right to transport free of charge is not unconditional and is decided by each municipality. The municipality is not obliged to arrange transport for a pupil who chooses a school other than the one assigned (either municipal or independently organised). [Back to table](#)

Switzerland: For private institutions and homeschooling, no transport is funded by public resources. Government-dependent private schools typically sign a service agreement between the school and the government. They differ from one canton (state) to another. For public schools at the lower secondary level, transport is provided only if the distance to school is too far to walk or bicycle. [Back to table](#)

Turkey: At the primary level, the use of public resources for transport is only applicable for students who are transported to schools in nearby areas due to the lack of schools in their area. [Back to table](#)

United States: In limited cases, public resources may be used to transport students with special needs to independent private schools. Some states provide transport to private school for general students. There are restrictions on which students in public schools may receive transport at the lower secondary level. In general, students living within close proximity to the school are not provided with public transport. In some large urban school districts (New York City, Washington, DC), students may receive subsidies for public transport which is independent of the schools. [Back to table](#)

Approximate percentage of students receiving transport at the primary and lower secondary level, Columns 5 to 8, 17 to 20 and 29 to 32

Austria: Approximately 630 000 students receive publicly funded transport (2007/08). It is not possible to separate this figure by school types or levels. This figure means that 54% of the total number of students receives publicly funded transport. [Back to table](#)

Belgium (Fr.): Publicly funded transport is free to students under 12 years of age in public and government-dependent primary schools. The lower secondary school percentage is for years 1-3 of secondary education only. [Back to table](#)

Brazil: The percentage at the primary level represents the total number of students enrolled in both public and private schools. [Back to table](#)

England: For public and government-dependent private schools, approximately 650 000 students across all schools in England use publicly funded transport (Dept for Transport survey, 2007). In private schools, the percentage is likely to be smaller. [Back to table](#)

Greece: Children with disabilities have not been included, because all children with disabilities are entitled to free transportation from home to school. [Back to table](#)

Hungary: All students are entitled to a 50% reduced rate in all public transportation. [Back to table](#)

Korea: The approximate figure could be negligible. [Back to table](#)

Norway: The percentage of students receiving publicly funded transport is based on all types of schools and is 21.2% for both primary and lower levels. Statistics for each type of school and each level are not available. This percentage is based on the number of students who have a statutory right to transport. The actual numbers using publicly funded transport is somewhat higher. [Back to table](#)

Poland: Data for public schools are for 2007/08. [Back to table](#)

Spain: For public and government-dependent private schools, the percentage is inclusive of primary and secondary students. [Back to table](#)

United States: For public schools, the percentage is inclusive of primary and secondary students. [Back to table](#)

Changes in transport support during the last 25 years to promote school choice, Columns 9 to 12, 21 to 24, 33 to 36

Belgium (Fr): At the lower secondary level, there has been a 50% reduction in transport for 12-14 year-olds since 2009. [Back to table](#)

Chile: A transport policy has been in place since 2005 to promote school choice. [Back to table](#)

Denmark: Some restrictions were placed on transport support in government-dependent private schools in 2005 which have had an impact on the promotion of school choice. [Back to table](#)

England: See comment to [Columns 1 to 4, 13 to 16 and 25 to 28](#). [Back to table](#)

Greece: At the primary level, public resources are used for the transportation of students who have chosen to attend experimental and cross-cultural primary schools. At the lower secondary level, public resources are used for the transportation of students who have chosen to attend public art, music, cross-cultural and athletic schools. [Back to table](#)

Poland: Demographic trends result in shrinking number of students enrolled in schools which guarantee free transportation to educational facilities. As the distribution and accessibility of schools is also changing due to the demographic change, the number of students entitled for free transportation is rising. [Back to table](#)

Portugal: Improvements were made in 1984. The improvements include the issuance of a social pass to students in public, government-dependent lower secondary schools, and independent private primary schools. Some independent private primary schools have their own school bus. [Back to table](#)

Slovak Republic: See comment to [Columns 1 to 4, 13 to 16 and 25 to 28](#). [Back to table](#)

Table D5.19 (Web only). Responsibility for informing parents about school choices available to them (2009)

Does a government body take responsibility for providing detailed information on specific school choice alternatives within families' locations? Columns 1, 9 and 17

Austria: For the primary level, parents are informed by the municipality about available schools within the school district. The information on available schools at the lower secondary level is provided by the primary schools. Parents are usually informed by the principal or the teachers of the primary school. [Back to table](#)

Belgium (Fl.): Parents can look for information on official government sites and in official brochures or flyers. In many cases parents get information by word-of-mouth advertising. In primary education, even house visits by local teachers are also possible. In secondary education, open school days can also play a part in helping students deciding where to go. [Back to table](#)

Chile: The main sources of information used by parents are: the Internet (schools' web pages and the Ministry of Education's web page), and magazines that produce rankings (based on scores obtained by schools in standardised tests). [Back to table](#)

Czech Republic: Parents receive information from friends and relatives, kindergarten teachers, from primary school websites and visiting days, staff of educational and psychological guidance centres, media; possibly also from school inspection reports, municipal authorities. At the lower secondary level, the government is responsible for providing detailed information on multiyear secondary schools only (gymnasium and conservatories). [Back to table](#)

Denmark: Parents normally choose the local primary school. Information about all schools is available on the Internet on the homepages of each school, local authorities and central government. Performance data are available at national level for each school, but without direct relation to school-choice information. At the lower secondary level, there is normally no change of school at this level. [Back to table](#)

England: Parents are sent, on request (often routinely based on primary school registrations), a common application form (increasingly available online), which enables them to apply through their local authority to a range of schools irrespective

of location. Reports of school inspections are routinely published by the inspectorate for perusal, often by parents of prospective pupils. [Back to table](#)

Estonia: The data on schools' performance indicators and results of national examinations are available via the Internet to everybody. [Back to table](#)

Finland: Municipalities provide at minimum a list of schools in the area. Parents may also independently seek information from other sources, such as the Internet.

At the primary level, even if municipalities are formally responsible only for assigning a school place, in practice they provide information (at least a list) of different schools in their area. Moreover parents may seek additional information (e.g. on the Internet). [Back to table](#)

France: There is more than one way to obtain information regarding schools choice: the Education Ministry, national, local or school level, the *collectivités territoriales*, parent associations, media, websites, flyers and information meetings. [Back to table](#)

Greece: Parents obtain information from the school itself. [Back to table](#)

Israel: Until 2010, parents could only choose schools with unique orientation. From 2011, there is a pilot project in some local authorities where school choice is extended beyond schools with unique orientation. [Back to table](#)

Italy: Parents peruse the educational offer presented by each school in the plan for educational offer. During January, the enrolment phase, schools organise days for visits and guidance. [Back to table](#)

Japan: In some municipalities students and their parents are allowed to choose the school, but the local government does not take responsibility for informing parents about school choice. Most local governments provide information on the schools available to them (e.g. by preparing a brochure or holding school information sessions). [Back to table](#)

Korea: Generally, there are no alternative ways to choose school at lower secondary level. Students are assigned to schools based on their geographical area. [Back to table](#)

Luxembourg: At the primary level, parents can ask for information at the central government or at schools. At the lower secondary level, parents are given a short description about school alternatives from which they may choose. [Back to table](#)

Mexico: All mass media (TV, newspaper, magazines) and information at the schools help parents on the registration process of their children at the desired school. [Back to table](#)

Netherlands: This responsibility is not considered obligatory. The Inspectorate of Education does, however, publish information regarding all schools in the Netherlands on their website.

At the primary level, parents must take the initiative to obtain information. At the lower secondary level, they obtain information by visiting secondary schools on the prescribed visiting days, [Back to table](#)

Norway: At the primary and lower secondary level, local authorities inform parents of the school to which their child is assigned. Parents must seek information about alternative schools. [Back to table](#)

Poland: Information is also available for government-dependent private schools operating within a defined area. Approved information to answer this question is not available. Presumably parents obtain information from the Internet, media and other parents. [Back to table](#)

Portugal: Schools organise meetings to inform parents, and have information available on their websites. Sometimes there are also external vocational fairs, or other similar events. Others sources of information include the schools themselves, the Regional Services of the Ministry of Education, or other parents. [Back to table](#)

Slovak Republic: The Ministry of Education approves the system of educational facilities. Each school posts this information on its website. [Back to table](#)

Spain: Educational administrations, local governments, schools and also the local press publish the list of schools from which parents may choose with the corresponding vacancies. [Back to table](#)

Sweden: The Swedish National Agency for Education is the central administrative authority for the Swedish public school system for children, young people and adults, as well as for preschool activities and child care for school children. One of the purposes of the statistics and the in-depth studies is to provide a basis for comparison and to encourage local and national debate on how to better achieve the intended goals of school and child care activities. The statistics and analyses are available on the National Agency for Education website, including the SIRIS system, which presents much of the data for the individual school level so that students, teachers and parents can get a picture of the results and follow local developments. The Agency also has a website called *Utbildningsinfo* which contains all schools at the primary and lower secondary level. Every school is listed with information about the principal organiser, profile, ratio number of students and teachers, performance in national assessments and inspection reports from Swedish Schools Inspectorate. Having said that, -in the decentralized Swedish school system, it is the principal organizers, - the municipalities and the owners of independent schools - who has the primary responsibility to inform pupils and parents about possible schools. [Back to table](#)

Switzerland: The government is not responsible for actively informing parents about school choice alternatives but will provide information if asked by parents. Information is available on the Internet (www.swissprivateschoolregister.ch) and via brochures and information communication. Parents' organisations may also be involved in sharing information about schools. [Back to table](#)

Does the information contain performance data? Columns 8, 16 and 24

Belgium (Fr.): Banned from publishing performance data by school (decree 27/12/1993). [Back to table](#)

Czech Republic: At the lower secondary level, regional offices and grammar school headmasters provide school capacity and information on availability during the admission process. [Back to table](#)

England: School achievement and attainment tables are published. They list national curriculum test results for primary schools. Local governments create an annual publication for parents which is a composite prospectus which also gives the admission process for schools in their area. [Back to table](#)

Finland: Finland does not have an accountability system with national test data, nor does it have an education inspectorate. [Back to table](#)

Germany: In 3 Laender, performance data on schools are available regarding school inspections. [Back to table](#)

Greece: Schools in 2008-09 were not obliged to record their performance data or make them available to public; however it is likely that some schools might have provided such data, because there was no law hindering them from doing so. [Back to table](#)

Netherlands: The inspectorate publishes the performance data of schools on its website. [Back to table](#)

Poland: In 2008/2009 the Ministry of National Education's internet portal *Scholaris* compiled the nationwide average results from the 6th grade primary and 3rd grade lower secondary final tests. [Back to table](#)

Portugal: Performance data cover career courses rather than general courses. [Back to table](#)

Mexico: Performance information is available for parents on the Internet. [Back to table](#)

Russian Federation: Performance data is not compulsory. [Back to table](#)

United States: Under the No Child Left Behind (NCLB) legislation, for a school identified for Title I school improvement the local education authority or school district must:

1. Inform parents that their child is eligible to attend another public school within the district and may receive transport to the school.
2. Identify each public school (which may include charter schools) that parents may select.
3. Include information on the academic achievement of the schools that parents may select [34 C.F.R. §200.37(b)(4)].

In addition, local and state governments may have individual policies about school choice options. [Back to table](#)