

# **Education at a Glance**

## **OECD Indicators 2004**

### **Annex 3: Sources, methods and technical notes**

#### **Chapter D: The learning environment and organisation of schools**

##### **(Indicator D6)**

## **INDICATOR D6: Decision-making in education systems**

### **General note**

The 2003 Survey on Decision-Making encompasses the following key areas in educational statistics:

Levels of decision-making in lower secondary education institutions, by type of authority;  
Autonomy in decision-making in lower secondary education institutions, by type of authority.

### **Definitions**

#### *Levels of decision-making*

The questionnaire used to collect the data distinguished between six levels of decision-making:

*Central Government* - The central government consists of all bodies at the national level that make decisions or participate in different aspects of decision-making.

*State Governments* - The state is the first territorial unit below the nation in “federal” countries or countries with similar types of governmental structures. State governments are the governmental units that are the decision-making bodies at this governmental level.

*Provincial/Regional Authorities or Governments* - The province or the region is the first territorial unit below the national level in countries that do not have a “federal” – or similar type of governmental structure and the second territorial unit below the nation in countries with “federal” or similar types of governmental structures. Provincial/regional authorities or governments are the decision-making bodies at this governmental level.

*Sub-Regional or Inter-Municipal Authorities or Governments* - The sub-region is the second territorial unit below the nation in countries that do not have a “federal” – or similar type of governmental structure. Sub-regional or inter-municipal authorities or governments are the decision-making bodies at this governmental level.

*Local Authorities or Governments* - The municipality or community is the smallest territorial unit in the nation with a governing authority. The local authority may be the education department within a general-purpose local government or it may be a special-purpose government whose sole area of authority is education.

*School, School Board or Committee* - The school attendance area is the territorial unit in which a school is located. This level applies to the individual school level only and includes school administrators and teachers or a school board or committee established exclusively for that individual school. The decision-making body – or bodies – for this school may be: (1) an external school board, which includes residents of the larger community; (2) an internal school board, which could include headmasters, teachers, other school staff, parents, and students; and (3) both an external and an internal school board. ‘School networks’, ‘networks of schools’, ‘didactic circles’ and ‘groups of schools’ should be considered as schools.

Parents and teachers are considered as one element of the school level, rather than a separate level. The school level also includes any individual employee (e.g., a teacher) in the school who is allowed to take decisions.

The actual decision-making process is intended to reflect who makes decisions in practice. In some cases, a higher level of government may have formal or legal responsibility for decision-making, but in practice, that level of government delegates its decision-making

authority to a lower level of government. In describing the actual decision-making process, the lower level of government is identified as the decision maker. Similarly, a higher level of government may provide a lower level of government with choices in a particular area of decision-making, (e.g., the selection of textbooks for particular courses). In that case too, the lower level of government is the actual decision maker, but within a framework established by a higher level of government. In the end, there is always one level that makes the final decision, either after consultation, or within a framework.

Finally, there are cases in which one level of government may have the responsibility for an individual decision, but inaction by the higher level results in a decision being made by a lower level within the educational system. If a decision is left to the discretion of a lower level through the lack of determination of higher levels, then *the level which actually makes the decision is indicated*.

### ***Domains***

The questionnaire contained 38 items seeking information on four domains, namely:

*The organisation of instruction:* bodies determining the school attended, decisions affecting school careers, instruction time, choice of textbooks, grouping pupils, assistance of pupils, teaching methods, assessment of pupils' regular work;

*Personnel management:* hiring and dismissal of staff, duties and conditions of service of staff, fixing of salary of staff;

*Planning and structures:* creation or closure of a school, creation or abolition of a grade level, designing programmes of study, selection of subjects taught in a particular school, selection of programmes of study offered in a particular school, setting of qualifying examinations for a certificate or diploma, credentialling;

*Resource allocation and use:* allocation of resources, use of resources.

### ***Modes of decision-making***

The most important factor in determining the mode is '*who decides*'. The questionnaire sought information on *how autonomously decisions are taken*. The following categories were provided:

*Full autonomy* - subject only to any constraints contained in the constitution or in legislation that is of a general nature and not specifically aimed at education.

*After consultation with bodies located at another level* within the education system.

*Independently, but within a framework set by a higher authority* (e.g., a binding law, a pre-established list of possibilities, a budgetary limit, etc.).

*Other mode, to be specified.*

Consultations with other bodies located at the same level in the educational system should be included under 'other'.

The interpretation of 'within the educational system' was not interpreted too narrowly. E.g. the central government as a whole is considered part of it. If decisions are taken by the Ministry of Finance (e.g., on salaries) or by the Parliament, the level of central government was indicated.

Consultations with bodies outside the administrative system (e.g., Labour Unions) are not taken into consideration, because they are outside the formal administrative levels and are to

be seen as corporate organizations. The Ministry could consult these organisations, but the Ministry makes the decisions.

#### Data collection procedure

The questionnaire was completed by a panel of national experts at lower secondary education in order to avoid problems with ambiguities and differences of opinion as much as possible. This panel comprised one member from each of the following three decision-making levels: highest level (central government), middle levels (state governments, provincial/regional authorities or governments, sub-regional or inter-municipal authorities or governments, local authorities or governments), and lowest level (individual school). The group completed the questionnaire and arrived at consensus on all questions. The INES Network C Representative then reviewed the results of the survey in consultation with the National Coordinator.

#### Calculating the indicators

The indicators were calculated to give equal importance to each of the four domains. Each domain contributes 25 per cent to the results of the indicators. Because there are different numbers of items in each domain, each item is weighted by the inverse of the number of items in its domain. Some items are split up in sub-items. The sum of weights of sub-items is equal to the weight of an item (in the same domain) without sub-items.

Missing and not applicable items receive weight zero, causing other weights to change within a domain.

#### Notes on countries

##### *Names and numbers of decision-making units per decision-making level*

#### Australia

Standard Territorial Unit	Territorial Unit (country name)	Number of Units
Nation	Australia	1
States	States	6
	Territories	2
Provinces/Regions		
Sub-regions		
Municipalities/Communities		
School Attendance Areas	Schools – Government (August 2002)	
	<ul style="list-style-type: none"> <li>• Secondary (ISCED 2/3) 1081</li> <li>• Primary/Secondary combined (ISCED 1-3) 441</li> </ul>	

#### Austria

Standard Territorial Unit	Territorial Unit (country name)	Number of Units
Nation	Österreich	1
States	Länder, also: Provincial Educational Authorities*	9
Provinces/Regions	Bezirke	121
Sub-regions		
Municipalities/Communities	Ortsgemeinden	2.380
School Attendance Areas	Schulsprängel	

\* The provincial educational authorities (Landesschulrat) are federal institutions. However, they can be classified as "State"-Administration, because they execute federal administration at the state-level. Furthermore, in matters pertaining to general compulsory education, the "Landesschulrat" acts as the school authority of the second instance.

#### Czech Republic

Standard Territorial Unit	Territorial Unit (country name)	Number of Units
Nation	Czech Republic	1
Regions	KRAJ	14
Sub-regions	District - OKRES	86*
Municipalities/Communities	OBEC	6.716**
School Attendance Areas	ŠKOLA	5.314

\* According to National Statistics the Czech Republic is divided into 77 districts and 10 for Capital Prague. They are only territorial units, but there are no decision made.

\*\* We distinguish municipalities (obec) 6.234 + towns (město) 482 = 6.716. Some of these units have statutes of accredited municipality – and there are made decision in this local level.

### France

Standard Territorial Unit	Territorial Unit (country name)	Number of Units
Nation	France	1
Provinces/Regions	Régions/Académies	26/30
Sub-regions	Départements/Inspections d'académie	100/100
Municipalities/Communities	Communes	36 678*
School Attendance Areas	Collèges ISCED 2	5 168

\* 12 039 (32,8%) of these communes have no schools. These data are relative to 2002-2003.

### Greece

Standard Territorial Unit	Territorial Unit (country name)	Number of Units
Nation	Hellas/Greece	1
Provinces/Regions	Periferia	13
Sub-regions	Nomos (Prefecture)	54
Municipalities/Communities	Dimos (Municipality)/Koinotita (Community)	901
School Attendance Areas*	Directorate of Educational Administration	67

\* One school attendance area may include many municipalities under its administration.

### Hungary

Standard Territorial Unit	Territorial Unit (country name)	Number of Units
Nation	Ország (country)	1
Sub-regions	Megye (county)	20
Municipalities/Communities	Helyi önkormányzat	3.177

### Iceland

Standard Territorial Unit	Territorial Unit (country name)	Number of Units
Nation	Iceland	1
Municipalities/Communities	Sveitarfélög	105
School Attendance Areas	Skólahverfi	190

### Italy

Standard Territorial Unit	Territorial Unit (country name)	Number of Units
Nation	Italia	1
Provinces/Regions	Regione/Provincia	20/103
Municipalities/Communities	Comuni	8.101
School Attendance Areas	Istituti Comprensivi e Scuole Medie	7.453

**Japan**

Standard Territorial Unit	Territorial Unit (country name)	Number of Units
Nation	Japan	1
Provinces/Regions	Prefectural board of education	47
Municipalities/Communities	Municipal board of education	670
School Attendance Areas	Lower secondary schools	10,358

**Luxembourg**

Standard Territorial Unit	Territorial Unit (country name)	Number of Units
Nation	Luxembourg	1
Sub-regions	Cantons	12
Municipalities/Communities	Communes	118
School Attendance Areas	Ecoles ISCED 0, 1	384
	Lycées ISCED 2+3	22
	Lycées ISCED 3	4

**Mexico**

Standard Territorial Unit	Territorial Unit (country name)	Number of Units
Nation	México	1
States	Estados	31
Sub-regions	Zonas escolares	2275 *
School Attendance Areas	Escuelas	29,749 **

\* Scholar year 2002-2003

\*\* Only schools of general programs, scholar year 2002-2003

**Netherlands**

Standard Territorial Unit	Territorial Unit (country name)	Number of Units
Nation	Kingdom of the Netherlands	1
States		0
Provinces/Regions		12*
Municipalities/Communities		430*
School Attendance Areas		10.000

**New Zealand**

Standard Territorial Unit	Territorial Unit (country name)	Number of Units
Nation	New Zealand	1
School Attendance Areas	School Boards of Trustees	2594

**Portugal\***

Standard Territorial Unit	Territorial Unit (country name)	Number of Units
Nation	Portugal	1
Provinces/Regions	- Portugal Continental 5 regiões**, 2 Regiões Autónomas (Madeira and Açores)	7
Municipalities/Communities	Municípios (Portugal Continental 278, Madeira 11, Açores 19)	308
School Attendance Areas	Escolas	9497***

\* School year of reference 2002/03.

\*\*For administration purposes the mainland is divided into regions.

\*\*\*Only public schools but Kindergartens in the Mainland were considered. The total number of schools, encompassing public and private schools and Kindergartens was 15 782.

**Slovak Republic**

Standard Territorial Unit	Territorial Unit (country name)	Number of Units
Nation	Slovenská republika	
Provinces/Regions	kraj/vyšší územný celok	8/8
Sub-regions	okres	79
Municipalities/Communities	obec	2887
School Attendance Areas	škola/školský obvod	2 396

**Spain**

Standard Territorial Unit	Territorial Unit (country name)	Number of Units
Nation	ESPAÑA	1
States	Comunidades Autónomas	17
Provinces/Regions	Provincias	52
Municipalities/Communities	Municipios	8.108
School Attendance Areas	<b>Centros escolares</b> Centros de Primaria * ISCED 1 Institutos de Educación Secundaria ISCED 2	2,190 ** 3,613 **

\* Primary education schools providing also the first two years of lower secondary education.

\*\* School year 2001-2002

**Sweden**

Standard Territorial Unit	Territorial Unit (country name)	Number of Units 2002/03
Nation	SVERIGE	1
Provinces/Regions	Landsting	20
Municipalities/Communities	Kommuner compulsory (year 1-9) upper secondary (year 10-12)	290* 274***
School Attendance Areas	Skolor compulsory (year 1-9) upper secondary (year 10-12)	5109** 717****

\* Communities 290 Samic 6; independent 166.

\*\* Communities 4565; Samic 6; independent 528

\*\*\* Independent 73.

\*\*\*\*Communities 487; Landsting 30; independent 200.

**Notes on methodology**

**Italy:** "Full autonomy" does not exclude that decision-makers have to act within the framework of existing legislation.

**Netherlands:** Rectification setting of qualifying examinations for a certificate or diploma. This decision is made by the central government in full autonomy (and not by the schools as mentioned in the indicator)

**New Zealand:** Parents, in general, decide which school is attended, but where there is pressure on a school's capacity, provision exists for an enrolment scheme, involving the definition of a geographic zone, to apply. Students residing within this zone are guaranteed right of entry to the school. Students living outside the zone may be enrolled by ballot only if there is room available at the school. Enrolment schemes are devised by the school board in consultation with the Ministry of Education, which must approve each scheme. National

legislation provides for a minimum number of half days in the school year that schools must be open for instruction. Choice of textbooks and other learning materials is entirely a matter for schools to decide.

**Slovakia:** For primary and lower secondary education, division into school districts is applied. The parents may choose another school for their children according to their wishes and interests, but there is no duty for a principal to admit children outside the school district (reason e.g. lack of places, in-sufficient abilities and skills in the schools for extraordinary gifted pupils). The students who wish to study at gymnasium at ISCED 2 (long form of the gymnasium combining ISCED 2 and ISCED 3), which is understood as a school for gifted students are admitted based on the results of the admission examination.

**Spain:** Since 2000, the power in education is transferred to all the Autonomous Communities in Spain, so the answers to this questionnaire are valid, for the first time, for the whole country. Only the Spanish cities in the North of Africa –Ceuta and Melilla- have remained under the power of the Ministry of Education.

Approximately, 40% of the schools where students can attend lower secondary education across the country are private (government dependent or independent) and the percentage of students attending private schools at this level is 35%. As the answers to this questionnaire refer only to public education, they apply to about 65% of the student population at ISCED 2 in the school year 2003-2004. Some responses would be the same for both public and private schools, but many others would be different as private schools are more autonomous, especially regarding organization, personnel management and use of resources than public schools.

All the decisions that are said to be taken by the Autonomous Communities in full autonomy are, ultimately, within a general framework (of basic principles and regulations) set by the Central Government in agreement with all the Autonomous Communities.

Most decisions in the Spanish educational system are made “in cascade”. This is, the central government establishes the general framework, the state governments adapt this general framework making more concrete or prioritizing certain aspects or introducing some new ones that do not contradict the general guidelines, and finally the schools made the last decisions and adaptations according to the special needs and characteristics of their students. In this context, it is not always possible to clearly define which level of authority is responsible for the largest percentage of the decision.

Some decisions are made, in the last term, by a low level of authority, but within such a restrictive framework that the possibility of a decision being made is virtually nil. In those cases, the response to the questionnaire is “by the lower level” and “within a framework” but, in fact, the body establishing the framework is determining the largest part of the decision.

**Turkey:** This questionnaire is completed concerning primary education. In Turkey primary education (ISCED 1) includes lower secondary education (ISCED2).

There are four levels in the system: central government (ministry of national education), provincial/ regional authorities or governments (Provincial National Education Directorate), local authorities or governments (District National Education Directorate) and School (school board or committee).

### *Notes on interpretation*

#### **Australia**

*Organisation of instruction:* There are variations across schools and jurisdictions

*Personnel management:* National/legal conditions can be broadly relevant to pay and conditions in the school system

*Planning and structures*

*Selection of subjects taught in a particular school:* May vary across States and Territories

*Credentialling:* There are no credentials for lower secondary education

*Resource allocation and use*

*Allocation of resources:* The decision made by State governments – commonly needs would be identified by principles or school board.

**Austria**

*Organisation of instruction*

*Bodies determining the school attended:* The matter is stipulated in the School Instruction Act that determines the criteria (e.g. age, maturity, performance in other schools, priority given to children with brothers/sisters in that school, domicile of the pupil) a student who wants to attend a certain school has to fulfil. It is up to the school to choose among those who meet the conditions for being admitted. The framework (provisions of the School Instruction Act) is set by the Parliament.

*Decisions affecting school career:* The School Instruction Act lays down the conditions affecting the school career of pupils (e.g. for being transferred to a higher grade). The conference of teachers decides who has met them. The framework is set by the Parliament.

*Instruction time:* The number of periods per week is determined in the curricula, which are ordinances (Rechtsverordnungen) of the Minister of Education based on the School Organization Act. Before a curriculum is issued the Federal Provincial School Authorities (Landesschulräte) have the right of being consulted (they comment on the draft).

*Choice of textbooks:* Textbooks are chosen by the schools from a List (Schulbuchliste) handed to them by the Ministry of Education. All the books on the list have been approved by experts.

*Grouping pupils:* Ability grouping only takes place at the school level, but only at the main subjects (Mathematics, Modern Foreign Language and Reading and Writing). The School Organization Act determines the ability group levels and the subjects in which ability grouping takes place. The curriculum, issued by the Minister of Education contains the criteria regarding the placement of pupils into the various groups and the transfer of pupils from one ability group to another. The framework is therefore partially set by Parliament (School Organization Act; ability group levels; subjects) and partially determined by the Minister of Education through an administrative act. According to the legal system of Austria curricula are regarded as acts of the administration (ordinances, Rechtsverordnung).

With regard to gender the schools are almost free to decide whether they would have mixed classes or not. However, non-coeducational classes are not very common.

*Assistance to pupils:* The School Organization Act and the curricula stipulate the type of assistance (compulsory or voluntary), the category of pupils assistance is to be aimed at and the maximum amount of periods that may be devoted to it. The framework is composed of an Act of Parliament (School Organization Act; type of assistance) and an act of the school administration. Within this framework it is up to the school to decide to whom of its pupils assistance should (must) be given.

*Teaching method:* School (the teacher) may choose the applied teaching methods in full autonomy.

*Assessment of pupils' regular work:* Assessment of pupils has different aspects. Although the schools enjoy some certain amount of autonomy, assessment is generally executed on the basis of a certain framework. In the curricula the content of teaching is determined and by doing so indirectly this also determines the content of examinations. In the main subjects the respective curricular also stipulates also determines the method and frequency of the examinations (e.g. written tests). The scale of notation is stipulated in the School Instruction

Act (five marks, ranging from „Very good“ to „Insufficient“), which is an act of the Parliament.

#### *Personnel management*

*Hiring and dismissal of staff:* The appointment of a principal for a school is stipulated by the Staff Act on Compulsory School Teachers (Landeslehrer-Dienstrechtsgesetz/ LDG) which is a federal law. It lays down the conditions a person applying for an appointment has to fulfil and the legal procedure that has to be observed by the responsible authority. The appointment is carried out by the State Government (Landesregierung). Two things have to be added: 1) the appointment is carried out after a consultation of the school board (Schulforum) and the Federal Provincial Educational Authority (Landesschulrat) and 2) the legislation of some provinces (Bundesländer) has transferred the right to appoint principals or teachers from the State Government (Landesregierung) to the Federal Provincial Educational Authority (Landesschulrat).

Dismissal of a principal is carried out by different administrative authorities, depending on the category of teachers and the reason for dismissal. The law only acknowledges two reasons for a dismissal: (1) insufficient working results and (2) disciplinary misconduct.

(1) In case of insufficient working results the responsible authority is the State Government (Landesregierung), (2) In case of disciplinary reasons only an independent commission to whose members no orders may be given (weisungsfreie Disziplinarbehörde) is entitled to pronounce a dismissal. A person who is dismissed can appeal against the commission's decision to the superior authority and in last instance to the Administrative Court in Vienna.

The legal provisions concerning dismissals are laid down in the Staff Service Act for Compulsory School Teachers.

Compulsory school teachers are employed by the State Government (Landesregierung). Although compulsory schools are maintained by the local communities (Ortsgemeinden) the responsibility for providing them with teaching personnel lies with the provinces (Länder).

Against a dismissal of a teacher employed by a private law contract an appeal to the private law courts can be made. For teachers who hold a public law appointment compare dismissal of a principal.

The local community (Gemeinde) can decide independently on the hiring and dismissal of the non-teaching staff.

*Duties and conditions of service staff:* Duties and conditions of service of the principal, teaching staff and non-teaching staff are decided by the Parliament and contained in the staff laws for the respective categories of teachers. Besides being responsible for the hiring of the non-teaching staff, the local communities also define duties and conditions of service. It is decided by the local community under which conditions a principal has to work (e.g. Office conditions, ICT-equipment, etc.). The duties are laid down in legal acts (e.g. school instruction act); there is very little autonomy for the schools.

*Fixing of salary levels of staff:* Salaries for principals and teachers are laid down in the Salaries Act (Gehaltsgesetz) and are based upon negotiations between the Federal Government and the Trade Unions. At the end of the negotiations the Federal Government submits the draft of an amendment to the Salaries Act to Parliament which contains the results upon an agreement has been reached. Legally the Parliament is not obliged to put the draft into law. Therefore the Parliament is the formal decision maker. The salary-scales of the non-teaching staff are determined by the state governments (Länder) by means of laws.

*Influence over the careers of staff:* For answering this question three options have been chosen: (1) becoming a principal, (2) being permanently appointed as a teacher and (3) being awarded a permanent position at a certain school (Verleihung einer schulfesten Stelle). The options two and three happen far more often than option one. Option two happens more often than Option three. (1) For becoming a principal compare comments on hiring of a principal

(2) Permanent appointments of compulsory school teachers on the basis of public law are carried out by the State Government (Landesregierung) which has to consult the Federal Provincial Educational Authority (Landesschulrat) in advance. As both authorities which belong to different political units have responsibilities in the field of education and schooling

the law obliges them to coordinate. (3) Teachers who already hold a public law appointment can be awarded an additional appointment to a specific school (schulbeste Stelle). An appointment to a specific school guarantees -within limits- a lifelong position as a teacher at this school and not just as a teacher. At compulsory schools appointments to a specific school are awarded by the State Government (Landesregierung) which consults the Federal Provincial Educational Authority (Landesschulrat). The procedure is the same as with appointments described under (2).

The decision makers for non teaching staff in compulsory schools are the local communities (Ortsgemeinden). The framework consists of various federal laws and regulations (Verwaltungsverordnungen) of the Minister of Education.

#### *Planning and structures*

*Creation or closure of a school:* The decision to create or to close a school is taken by the State Government (Landesregierung). It has to consult the Federal Provincial Educational Authority (Landesschulrat) but also the local community (Gemeinde). In the questionnaire only State Government was ticked.

*Creation or abolition of a grade level:* As a rule the number of grades is stipulated by the School Organization Act. Its provisions are binding for the school authorities and cannot be changed by a mere act of administration. Only the Parliament may reduce or enhance the number of grades by an amendment of the law.

*Designing programmes of study and selection of subjects taught in a particular school:* The programmes of study for a particular school type are laid down in the curriculum which is an administrative act issued by the Minister of Education. The provincial educational authorities have the right to be consulted. Parts of the curricula are open to school autonomy. In this respect schools can freely determine the actual programme (subjects, number of lessons devoted to subject, content of subjects). However, this can only happen within the framework of the respective curriculum.

*Selection of programmes of study offered in a particular school;* If the question refers to which program (curriculum) is offered at a particular school, the decision is made at the school level after the consultation of the State Government (Land).

*Definition of course content:* Basically the course content can be found in the curricula. However, schools making use of school autonomy can decide on the course content within a framework set by the central government (curricula).

*Setting of qualifying examinations for a certificate or diploma:* At ISCED 2 (General Secondary Schools) no diplomas or certificates are taken.

*Credentialing:* At ISCED 2 (General Secondary Schools) no credentials can be awarded.

#### *Resource allocation and use*

*Allocation of resources:* The decision is taken by the local communities (Ortsgemeinden). For covering expenditures caused by construction and renovation the State Government (Landesregierung) often provides substantial financial assistance.

*Use of resources for staff:* The decision is taken by the State Governments, which get information about the demand for teachers from the schools.

## **England**

#### *Organisation of instruction*

*Decisions affecting school careers:* Students and parents decide, within the curriculum framework available. Advice may be offered by the "Connexions" personal adviser

*Choice of textbooks:* There is a National Curriculum and various Examination Boards. Schools would refer to guidance from the boards and the Qualification and Curriculum Authority, but final decisions lie with the school

*Assistance of pupils:* The level at which decisions are taken depends on whether the pupil was "statemented" or not. A statemented pupil has the support required set out in a "statement of

special educational need” – and additional funding is provided by the Local Education Authority to support the delivery of the statement.

*Teaching methods:* There is a wide range of guidance and support for decisions determining the choice of teaching methods. LEAs have advisers for each subject and the National Strategies for Literacy and Numeracy have consultants who work with schools. Central Government sets the framework for the National strategies. But decisions remain with the schools.

*Assessment of pupils' regular work:* The school will have a policy on regular assessment of pupils' work. It is likely that there would be a dialogue with the LEA, and maybe OFSTED.

#### *Personnel management*

*Hiring and dismissal of staff:* The Governing Body of the school would take the decision about who to hire, but the Local Education Authority has a right to be involved in the process and can veto the decision of the governing body. National and local guidance is available, and the relevant Union would generally be included in discussions about dismissal.

*Duties and conditions of service staff:* National expectations are set out and a local framework would be provided.

*Fixing of salary levels of staff:* Central government sets salary “bands”.

*Influence over the careers of staff:* Other bodies consulted in certain cases

#### *Planning and structures*

*Selection of subjects taught in a particular school:* Central Government sets a National Curriculum with core subjects

***Setting of qualifying examinations for a certificate or diploma: This is the responsibility of individual exam bodies but overseen by the Qualifications and Curriculum Authority (QCA) which is a Government agency***

#### *Resource allocation and use*

*Allocation of resources:* Differences depending what allocation is for, e.g. the LEA is responsible for major capital assets. Government would be consulted on major changes, e.g. new build of a school.

## **Finland**

#### *Organisation of instruction*

*Bodies determining the school attended and Decisions affecting school careers:* School, stated in school act.

*Instruction time:* Framework stated in statute of council of state

#### *Personnel management*

*Duties and conditions of service staff:* Duties are stated in the collective agreement on the terms of employment in the civil service.

*Fixing of salary levels of staff:* Salary levels are fixed in the agreement made by labour market organization and Teacher Union.

#### *Planning and structures*

*Setting of qualifying examinations for a certificate or diploma:* Finland doesn't have this kind of examination.

#### *Resource allocation and use*

*Use of resources for staff:* the answer is excluding teaching material/ schools are the decision makers

## **France**

### *Organisation of instruction*

*Teaching methods:* In fact, it's a level under school: each teacher may determine the choice of teaching methods taken.

*Assessment of pupils' regular work:* Each teacher may decide how pupils' regular day-to-day work is assessed.

### *Personnel management*

*Hiring and dismissal of staff:* The decision on hiring or dismissal guidance counsellors, attendance officers and librarians is taken at regional level within a frame work decided by central government. But the decision on hiring or dismissal "assistant d'éducation" and supervisors is taken at school level in full autonomy. The decision on hiring or dismissal social staff is taken at sub-regional level in full autonomy.

*Duties and conditions of service staff:* The duties of the teaching staff and non-teaching staff are decided at national level (central government) but the school makes the timetable.

*Influence over the careers of staff:* When the teacher's specialism is in an other position (principal or inspector for example), the decision is taken at national level and based on national examination. The career options of the non-teaching staff within the school system are a national decision. The "assistant d'éducation" and supervisors have no career because they have a temporarily job.

### *Planning and structures*

*Definition of course content:* In fact, the decisions on the determination of course content may be taken by each teacher.

### *Resource allocation and use*

*Allocation of resources:* Sub-regional government (IA) allocates posts of teachers (in mathematic, mother language, etc.) to schools, but the salaries of these teachers depend on national rules.

## **Greece**

### *Personnel management*

*Hiring and dismissal of staff:* In Greece 'Hiring of principals' doesn't apply. Instead of this they have 'Promotion to Principals' since the principals are teachers who are promoted to principals.

### *Resource allocation and use*

*Allocation of resources:* Sub-regional authorities (Prefectures) are responsible for the sharing of the amounts of constructions, and Local authorities (Municipalities) are responsible for the sharing of the amounts of the major repairs in buildings

## **Hungary**

### *Organisation of instruction*

*Bodies determining the school attended:* Local municipalities define schools district, within which schools have to enrol every student. (Nevertheless, it is not compulsory for parents to send their child to the local school; they can decide to choose another school).

*Instruction time:* NCC and Education Act specify areas and the minimum number of classes per week. Within this framework the school can specify subjects and study time, beyond this framework, schools may offer even more classes.

*Choice of textbooks:* There is a list of approved textbooks, schools and teachers can choose from this list.

*Assessment of pupils' regular work:* In Hungary, only the assessment scale is uniform and the rules of certification of whether the student met the grade requirements.

#### *Personnel management*

*Hiring and dismissal of staff:* Although the local education authority is autonomous in its decision, in practice staff approval is seriously considered and it rarely occurs that a principal is appointed against the vote of the staff.

The Act on Public Employees specifies the conditions of appointing managers. Typically, if a principal's managerial position is denied, he/ she still remains a teacher in the same school. Dismissal of public employee entails 'pecuniary compensation'.

R1-4a Act on Public Employees.

*Duties of service principals, teachers and non-teaching staff:* Act of Public Education

*Conditions of non-teaching staff:* Act of Public Education

*Influence over the careers of teachers:* Act of Public Education

*Fixing of salary levels of principals and teachers:* Minimum salary according to pay scale

*Fixing of salary levels of non-teaching staff:* The budget of local municipalities defines the possibilities and limit.

#### *Planning and structures*

*Setting of qualifying examinations for a certificate or diploma:* No examinations exist at the ISCED2 level. However, the central curriculum frame describes compulsory subjects and, the type and content of the certificate schools are supposed to issue.

*Credentiailling:* Evaluation is the responsibility of the school.

#### *Resource allocation and use*

*Allocation of resources:* Local Municipalities (communities) receive money from the budget on per-capita basis for various functions (e.g. according to the number of pupils by age cohort). The Act of Public Education and the Act on Public Employees determine the minimum salaries on the teacher pay scale. Within this frame local municipalities determine the allocation of budget to their institutions.

## **Italy**

#### *Personnel management*

*Duties and conditions of service staff:* Decisions on duties and conditions of service of the principal are taken after consultation with trade unions.

*Influence over the careers of staff:* In Italy there is no official career system. Schools may decide to allocate added salary incentives but these have no influence on their career.

#### *Planning and structures*

*Selection of programmes of study offered in a particular school:* Core subjects to be taught are chosen by the Central Government in full autonomy, whereas optional subjects are chosen by schools and families according to student and territory needs

## **Japan**

#### *Organisation of instruction*

*Instruction time:* Central government determines fundamental standards for schools to formulate their education curricula. In accordance with this, each school has been organizing and implementing its own distinctive curricula, taking into consideration the condition of the

local community and school itself, the stages of mental and physical growth and the characters of children, pupils or students.

*Choice of textbooks:* (locus of decision making) Prefectural and municipal lower secondary schools → the respective boards of education. In adapting textbooks to be used in municipal lower secondary schools, prefectural boards of education set several adoption areas whereby municipal boards of education in the same adoption area jointly adopt the same textbooks for each other.

*Assistance to pupils:* Central government determines fundamental standards for schools to formulate their education curricula. In accordance with this, each school has been organizing and implementing its own distinctive curricula, taking into consideration the condition of the local community and school itself, the stages of mental and physical growth and the characters of children, pupils or students.

#### *Personnel management*

*Hiring and dismissal of staff:* Prefectural educational boards have jurisdiction of hiring and dismissal of staff paid by prefectural budget. Principals can offer some comments about hiring and dismissal of the staff to municipal educational board and then municipal educational board recommend to prefectural board with the comment. After that prefectural educational board decide the hiring and dismissal

*Duties and conditions of service staff:*

*Duties of the principal:* Decision-making levels depend on the situation. Ex.) Among the work of principals, minimum working hours per week/year are decided by prefectural level, maintenance of schools are decided by municipal level, one of the administration of school equipments /facilities are decided by school level.

*Duties of the teachers:* Decision making levels are dependent on the situation. Ex.) Basic contents of teacher's duties are decided on a national law. However prefectural level or municipal level have final decision making rights of specific matter like working hours, contents of the job. And principals decide more specific matter like allocating duties.

To say more specific, as Jurisdiction of personnel management of municipal compulsory education school teachers belongs to prefectural level, so prefectural level decides frame of their working conditions like working hours and day offs of them by its ordinances. However specific contents of working conditions are decided municipal educational board and principals under final responsibility of educational board.

*Duties of non-teaching staff:* Decision making levels depends on the situation. Basic contents of non-teaching staff's duties are decided on ordinances and national laws. However prefectural level or municipal level have final decision making rights of specific matter like working hours, contents of the job. And principals decide more specific matter like allocating duties. To say more specific, as Jurisdiction of personnel management of partial municipal compulsory education school non-teaching staffs (school nutrition, school condominium counsellor) belongs to prefectural level, so prefectural level decides frame of their working conditions like working hours and day offs of them by its ordinances. However other specific contents of working conditions are decided municipal educational board and principals under final responsibility of educational board.

#### *Planning and structures*

*Selection of programmes of study offered in a particular school:* Central government determines fundamental standards for schools to formulate their education curricula. In accordance with this, each school has been organizing and implementing its own distinctive curricula, taking into consideration the condition of the local community and school itself, the stages of mental and physical growth and the characters of children, pupils or students. The curriculum of lower secondary school includes compulsory subjects, optional subjects, moral education, special activities and comprehensive school hours. Compulsory subjects include Japanese Language, Social Studies, Mathematics, Sciences, Music, Fine Arts, Health and Physical Education, Industrial Arts and Foreign Language. Optional subjects are configured at

every schools taking into account of actualities of areas, schools, characteristics of students e.g., by the standard that was decided at national level

*Selection of subjects taught in a particular school:* There are only general education course for the lower secondary schools in Japan. And National curriculum is provided for that purpose.

*Definition of course content:* Central government determines fundamental standards for schools to formulate their education curricula. In accordance with this, each school has been organizing and implementing its own distinctive curricula, taking into consideration the condition of the local community and school itself, the stages of mental and physical growth and the characters of children, pupils or students.

#### *Resource allocation and use*

*Allocation of resources:* Based on the public compulsory education schools cost of buildings law, when municipal level authorities want to be paid some national grant about the expense for the construction of the school facilities e.g., they need to apply for new construction of buildings e.g. to the national authority and have to be authorized from it.

*Use of resources for staff:* Based on the public compulsory education schools cost of buildings law, when municipal level authorities want to be paid some national grant about the expense for the construction of the school facilities e.g., they need to apply for new construction of buildings e.g. to the national authority and have to be authorized from it.

The budget of public schools will be concluded when the head of the municipal authority's formation and the parliament's resolution. However the head of the municipal authority can assign to the principal about the execution of the education budget according to a law. The principal has jurisdictions in the range to be assigned. That's why the right of the school level is in the range that is assigned from upper level.

## **Luxembourg**

### *Organisation of instruction*

*Decisions affecting school careers:* Taken by teachers' council per class according to official framework.

*Choice of textbooks:* Depends to some extent upon teachers.

*Grouping pupils, Assistance to pupils and Teaching methods:* School according to framework issued by central authority.

### *Personnel management*

*Duties and conditions of service staff:* Details are fixed at school level.

## **Netherlands**

### *Organisation of instruction*

*Assistance to pupils:* Schools can receive additional budgets for pupils with special needs if these pupils are indicated by a test following a general procedure.

### *Personnel management*

*Duties and conditions of service staff:* Agreements between employers and unions on the duties; annual workload total numbers of teaching hours per year defined by Minister.

*Fixing of salary levels of staff:* (costs of salary for the principal are part of a total lump sum budget).

### *Planning and structures*

*Setting of qualifying examinations for a certificate or diploma:* This decision is made by the central government in full autonomy.

*Credentiailling:* Part of examinations are central (defined at national level), parts are defined by schools.

*Resource allocation and use*

*Allocation of resources:* The total of the lump sum for a school is defined by government (a formula with numbers of pupils and type of education). How to spend this budget is decided in the school.

## **New Zealand**

*Organisation of instruction*

*Bodies determining the school attended:* Parents, in general, decide which school is attended, but where there is pressure on a school's capacity, provisions exist for enrolment restrictions to apply. These are devised by the school board, subject to approval by the Minister of Education.

*Instruction time:* The total number of half days per year is determined by the central government but schools can decide how to divide this total time into periods of instructions.

*Personnel management*

*Hiring and dismissal of staff:* Principals and teachers are covered by one of six separate national collective agreements that are negotiated by the Ministry of Education (Central Government) and the relevant union(s). Non-teaching support staff may be covered by one of several centrally negotiated national collective agreements that cover particular occupational classes. Decisions to hire and fire staff are made by individual school boards of trustees within the frameworks provided by the relevant national collective agreement(s) and the general requirements of New Zealand's employment law. *Duties and conditions of service staff:* The conditions of service for both teaching and non-teaching employees in the compulsory education sector are determined through nationally negotiated collective agreements. *Fixing of salary levels of staff:* Actual rates of pay for teaching staff are set through the national collective agreements, negotiated between the Ministry of Education and the relevant union(s). Limited scope exists for schools to agree to pay in excess of these rates. Salaries for non-teaching staff can be determined by schools but must be no less than the minimum rates outlined in the relevant national employment agreement for the occupation concerned.

*Planning and structures*

*Setting of qualifying examinations for a certificate or diploma and Credentiailling:* There are no certificates or diplomas at ISCED2 level.

## **Norway**

*Organisation of instruction*

*Decisions affecting school careers:* Not applicable. Every child has the right and an obligation to ten years of education. There is no repetition of grades.

*Teaching methods:* Central government has decided that project work has to be included in the teaching methods.

*Personnel management*

*Hiring and dismissal of staff:* The 'framework' refers to a general framework on qualifications.

*Duties and conditions of service staff and fixing salary levels of staff:* 2003/2004 is a year of transition. From 01.04.2004 the responsibility for determining the duties and conditions of

service of staff is transferred from the Ministry of Education to the association of local and regional authorities.

*Influence over the careers of staff:* Not applicable. The individual teacher has to apply for a different position.

## **Portugal**

### *Organisation of instruction*

*Bodies determining the school attended:* Only the promotion and repetition of grades were considered. The decision of transferring a student can only be taken in the circumstances strictly determined by law and the permission of the Central government is always necessary.

*Grouping pupils:* The school Pedagogic Council can define grouping criteria, as far as they do not collide with the general law. When this law does not match some particular needs for grouping, the school reports it to the Regional authority, which is entitled to give permission whenever justifiable.

*Assistance to pupils:* Usually, the consultation bodies are both inside (i.e. psychologist) and outside the school (such as the Coordination of the Provision aimed at Special Needs Children, which belongs to Sub-regional authorities). Also, there is a legal framework establishing some criteria that Special needs children must fulfil in order to benefit from special programmes support.

### *Personnel management*

*Hiring and dismissal of staff:* When it concerns hiring temporary non-teaching staff, the school can decide with full autonomy.

### *Planning and structures*

*Creation or abolition of a grade level:* In small towns the local authorities are consulted very often.

*Selection of programmes of study offered in a particular school:* In lower secondary education, there is little flexibility when the subjects of the study programme are concerned. However the schools are autonomous to manage the contents of each subject, so that they meet the students' needs.

### *Resource allocation and use*

*Allocation of resources:* Schools have two budgets: the one coming from the State budget and the other resulting from school activities and initiatives (sales, protocols with the community, renting rooms for external use, etc.). The first one is allocated to school resources (either capital or operating expenditure) on a yearly basis by the Central Government, whereas schools are free to allocate monetary resources coming from the second. It is to be stressed the growing importance of the last one in the school total income. The answers given in the questionnaire refer exclusively to the first type of budget.

## **Slovak Republic**

### *Organisation of instruction*

*Bodies determining the school attended:* For primary and lower secondary education, division into school districts is applied. The parents may choose another school for their children according to their wishes and interests, but there is no duty for a principal to admit children outside the school district (reason e.g. lack of places, insufficient abilities and skills in the schools for extraordinary gifted pupils). The students who wish to study at gymnasium at lower secondary education (long form of the gymnasium combining lower and upper secondary education) which is understood as a school for gifted students are admitted based on the results of the admission examination.

*Choice of textbooks:* Basic textbooks for compulsory subjects are approved by the central government, it means by the Ministry of Education, but the schools are free to decide which of the approved textbooks they will use. Simultaneously, the teachers/ schools may use the non-approved textbooks, too, but only as an additional supportive tool.

*Assistance to pupils:* Decisions are taken as a rule after the consultation with the special psychological guidance centre.

#### *Personnel management*

*Hiring and dismissal of staff:* The decision on hiring of the person for principal for lower secondary education is taken by local authorities based on proposal of the school board based on proposal of the territorial school board. Decision on dismissal of personal may take local authorities in certain cases also without statement of the school board.

*Duties and conditions of service staff:* The compulsory teaching duty of teachers is given by the Governmental Regulation, but the principal decides about the total scope of the teachers' work: about the out-school activities, function of a classroom teacher, execution of guidance service etc. For example, the framework for the school psychologist is set by generally binding laws and regulations, but the concrete work is determined in the job description set by the principal.

*Influence over the careers of staff:* The teacher may be promoted to the function of the principal after the selection procedure declared by the municipality on the proposal of the School board. The principal is nominated by the decision of the municipality.

#### *Planning and structures*

*Creation or closure of a school:* The decision is made by the Ministry of Education based on proposal of the local authority after the statement of the local school board.

*Designing programmes of study:* The programmes of study are elaborated by State Institute of Education by the groups of experts, including teachers, but they are finally approved by the Ministry of Education.

*Definition of course content:* Based on the proposal of the so called Subject commission, the principal may approve the correction of the course content up to 40%, for example, enriching it by the regional topics in the subjects such as History, Geography, but also in Chemistry (chemical industry in the region).

*Setting of qualifying examinations for a certificate or diploma:* There is no final examination at lower secondary education, the students receive semester and year certificates in each grade, including grade 9 of basis school.

#### *Resource allocation and use*

*Allocation of resources:* The resources from the State budget are allocated in the whole scope directly to municipalities, but based on the standards defined by the Ministry of Education. Some local governments (municipalities) voluntarily participate in financing of schools; for example by financial contribution for repair of roofs of the school buildings or equipment of the schools, but the main responsibility remains in the competence of the central government.

*Use of resources for staff:* The schools receive the resources allocated into four categories: salaries, capital expenditure, payments tot insurances and other costs. The schools may use these resources only in accordance with their allocation. In the case, they would like to change the allocation they have to ask the Ministry of Finance. The schools have to their disposal the resources outside the State budget, e.g. from sponsorship and international grants, also about the use of these finances they decide independently. Some local governments (municipalities) financially support the schools in the field of capital expenditure, also (according to the needs and the possibilities).

## **Spain**

### *Organisation of instruction*

*Bodies determining the school attended:* According to the law, parents have the right to decide the school their child will be attending. However, when the demand for a school is higher than the number of posts (what is very frequent in certain schools and in populated areas), the provincial authorities make the final decision (within the list of schools, by order of preference, provide by parents).

*Assistance to pupils:* The school makes the decision and pedagogical proposal, but its final implementation also depends on organizational aspects and – above all – on the availability of the necessary human resources. The State governments decide when and to which schools these resources will be provided.

*Teaching methods:* In accordance with the law, teachers are free to choose the teaching methods they will use. The educational laws only establish the general didactical principles, which should inspire the teaching and learning process at each educational level. On the other hand, the study plans to be implemented in the classrooms are not the personal decision of every single teacher, but they have to be agreed upon by all teachers belonging to each didactical department in a school. The study plans may have some methodological implications but each teacher is, in the end, free to decide the methodology he or she will use to achieve the planned goals.

*Assessment of pupils' regular work:* The concrete methods to assess pupil's regular work are decided by teachers at school level. However, there is a framework set by the Autonomous Communities including the assessment criteria as well as the periodicity, scales of notation and the administrative and legal requisites to be fulfilled.

#### *Personnel management*

##### *Hiring and dismissal of staff:*

Principals: In Spain, principals are not a different category to teachers. The principal of a school is a permanent teacher of that school with a minimum number of years of experience and having received a special training that entitles him/her to take that position. To become a principal they present their candidacies and must be elected by the School Board. The duration of each mandate is four years. In case of candidates' absence (what is a quite frequent situation in many schools), the provincial authority appoints a principal for the period of one school year.

The headship is not an individual body, but it is a collegial body made up of at least three members: head teacher, deputy head teacher and secretary (all the three permanent members of the teaching staff of the school).

Teachers: In Spanish public educational system teachers are not hired by schools. They are civil servants who have passed an official competitive examination at state level (Autonomous Community) and can be appointed to any public school in that Community by the educational authorities. Every year of experience, the realization of professional development activities, etc. allow teachers to sum up a punctuation that, after a certain number of years, will lead them to a permanent position in a school. From then on, teachers can decide whether or not to move to another school and they can only be obliged to move in case a reduction in teaching staff is needed in the school.

Professional support staff: In the Spanish public educational system most of the professional categories are covered by teachers with the respective specialization, and all of them, apart from their professional tasks, have teaching duties; e.g. school counsellors are teachers whose speciality is Pedagogy and Psychology. Other professional categories (librarians, educational media or ICT specialists) are covered by teachers. Specialists who are external to the educational system provide the health and social support.

Dismissal of staff: As civil servants, teachers cannot be dismissed from their job except in case of a serious failure to comply with their duties. These are very exceptional cases and must be carried out through disciplinary proceedings.

In case of dismissal of any member of the school headship before the end of their mandate, the educational authorities at state level must make this.

*Influence over the careers of staff:* There is not a professional career, as such, for teachers in the Spanish educational system. The possibilities of promotion are not permanent, but they

consist of the temporary performance of certain positions (head of department, secretary, deputy head teacher, head teacher). The only actual possibility of promotion for teachers in ISCED level 2 consists of becoming “catedráticos”. “Catedráticos” who are teachers with the same initial training but higher requisites to gain access to the teaching profession. For a teacher to promote into “catedrático” he/she must pass a new competitive examination.

#### *Planning and structures*

*Creation or closure of a school:* The decision to create or close a school is made by the Autonomous Community although the initiative can start or at this level or at the provincial level. It consists of a long and complex procedure in which many different bodies (within and without the educational system) take part.

*Creation or abolition of a grade level:* This question is not applicable, literally, to the Spanish education system. The decision to be taken is whether or not an educational level will be provided in a particular school. Once this decision is made, it implies that all grades constituting that educational level (e.g. lower secondary education consists of four grades) will be provided.

*Designing programmes of study:* The general design of the programmes of study is made at central level, including the total number of instruction periods per week for each subject. Then the Autonomous Communities can add some extra instruction period of a particular subject for all schools in that Community and a particular school can decide as well to add some extra instruction time. Adding extra instruction periods is not a common practice at state or school level as the time prescribed by the central government already covers 30 periods per week.

*Selection of programmes of study offered in a particular school:* The decision is made by the Autonomous Communities in consultation with the provincial authorities in order to plan a balanced school offer according to the social demand.

*Selection of subjects taught in a particular school:* All schools must provide the subjects established by the central and the state governments for lower secondary education. Only a small percentage of time devoted to optional subjects (about 15% on average) is left to the discretion of the particular schools.

*Definition of course content:* The contents to be included in each particular course are defined by the Autonomous Communities within the framework established by the central government (core national curriculum). The schools can adapt these contents and the levels of difficulty to the special characteristics of their pupils.

#### *Resource allocation and use*

*Allocation of resources:* This question is not applicable in Spain in strict sense. The resources for teaching and non-teaching staff never reach the schools as the staff is directly paid by the Autonomous Communities according to the established salary scales. The same applies for resources for capital expenditure that are directly managed by the Autonomous Communities.

*Use of resources for staff:* Teachers are not hired but appointed to the schools by the Autonomous Community according to their demand. Schools are sent a total number of teachers corresponding to the number of students/grades/subjects they provide. The matching of teachers to particular subjects and grades is organized within the schools. Regarding the resources for capital expenditure, decisions are made by the provincial authorities within the total budget sent by the Autonomous Community for these issues and according to the schools' demands. These resources are managed directly by the provincial authorities. Resources for operating expenditure are sent and directly managed by the schools according to the guidelines set by the provincial authorities.

## Sweden

### ISCED 2 (grundskola 7-9, särskola 7-10, grundläggande komvux)

#### *Organisation of instruction*

*Bodies determining the school attended:* Most children attend a municipal school close to their home. However, pupils and their parents have the right to choose another municipal school, or a privately run (independent) school. About 6 % of compulsory school pupils attend one of the country's approved independent schools (2002).

#### *Decisions affecting school career:*

Decisions to promote a pupil to a higher grade or repeat a grade are taken at the school level. Pupils and their parents usually decide about a transfer to another school.

#### *Instruction time:*

The minimum number of guaranteed teacher-directed instruction hours for subjects in compulsory school is given in a general timetable decided by the government. Within this framework, municipalities and schools are free to adapt content, organization and work methods to local conditions.

#### *Choice of textbooks:*

Individual schools are, within school budget limits, free to choose their textbooks.

*Grouping pupils:* In general, schools independently decide on the grouping of pupils. There are a few exceptions when the local authority decides about the number of groups and organization.

#### *Assistance to pupils:*

Individual schools decide about additional support activities to pupils within the schools.

#### *Teaching method:*

Schools and individual teachers decide about the teaching methods employed.

#### *Assessment of pupils' regular work:*

Individual teachers decide on the assessment of their pupils. Nation-wide tests in English, Maths and Swedish are given at school year 9. These tests are compulsory for schools, but not for individual pupils. Teachers utilize the nation-wide tests as help in their assessment and grading of pupils.

#### *Personnel management*

##### *Hiring and dismissal of staff:*

Hiring and dismissal of staff is regulated through legislation and trade unions/employee agreements. The rules are very strict in Sweden and intend to safeguard employees' rights.

##### *Duties and conditions of service of staff:*

The school decides on the number of working hours per week, while the number of working hours per year is decided through collective agreements between teacher trade unions and employees. Decisions are generally taken at school level, but the labour unions have a strong influence on the process.

##### *Fixing of salary levels of staff:*

In Sweden an individual pay system is applied. Staff and employer agree on the salary to be paid. The labour unions play an active role in the Swedish system.

##### *Influence over the careers of staff:*

Decisions on the careers of staff are taken at the school level.

#### *Planning and structures*

##### *Creation or closure of a school:*

The municipality decides on creation or closure of a municipal school. Independent schools must be approved by the National Agency for Education, which may withdraw its approval if the school does not comply with applicable regulations.

##### *Creation or abolition of a grade level:*

Decisions on creation or abolition of a grade level are made by the central government.

##### *Designing programmes of study*

Programmes of study are approved by the central government.

*Selection of subjects taught in a particular school*

The main subjects of study are decided by the central government. The school decides on its general pedagogical orientation.

*Selection of programmes of study offered in a particular school:*

The municipalities generally decide on local needs of schooling, but are obliged to provide compulsory education to all inhabitants.

*Definition of course content:*

The central government decides on course content.

*Setting of qualifying examinations for a certificate or diploma:*

Special certificates or diplomas do not exist in Sweden.

*Credentialing:*

At the end of compulsory schooling, pupils receive final grades from comprehensive school. Individual teachers make decisions on grades awarded to their pupils. The nation-wide test system in school year 9 supports decision-making on grading.

*Resource allocation and use*

*Allocation of resources:*

Government subsidies to the local authorities (municipalities) in combination with local taxes provide resources, which municipalities then allocate into different areas; education among others.

*Use of resources for staff:*

The municipalities generally decide on resources for staff. In independent schools, schools themselves decide on resources for staff.

## **Turkey**

*Organisation of instruction*

*Grouping pupils:* In regular schools, there is no permission of grouping students concerning ability, gender, age, interest, subject (except students in need for special education). This is a decision taken by central government. Therefore classes/ groups are created randomly by the school administration in the general.

*Personnel management*

*Hiring and dismissal of staff:* Principals of primary schools are selected between teachers. The decision on selecting and deposition of the principal for a school is taken by provincial government (except primary boarding schools). When a principal dismisses from the principal position then he/ she keeps on the job as teaching personnel. Otherwise, making a decision on hiring and layoff of a principal is same as the way of taking decision for teachers

There are no professional support personnel in school organization, except guidance teachers in all of the schools and health staff especially in primary boarding.

*Influence over the careers of staff:* In the current system, there is no promotional structure concerning proficiency in teaching profession. However, there is a promotional way in non-teaching administrative level for teachers optionally. The criteria are determined by the Ministry of National Education (central government) for that kind of promotion.

*Planning and structures*

*Setting of qualifying examinations for a certificate or diploma:* There is no any application like an exam to graduate at the last year for students. Determining the score to give a diploma is calculated by taking a weighted mean based on the weight given to subject over last each five year.

*Credentialing:* It is answered concerning practical arrangements.

*Resource allocation and use*

*Allocation of resources:* Except primary boarding, schools that are controlled by the ministry.