



Foreword

The OECD's Programme for International Student Assessment (PISA) represents a commitment by governments to monitor student achievement within an internationally agreed framework. In the decade since its first report was issued, PISA has become the most comprehensive and rigorous student assessment programme in the world. The countries participating in PISA together make up close to 90% of the global economy.

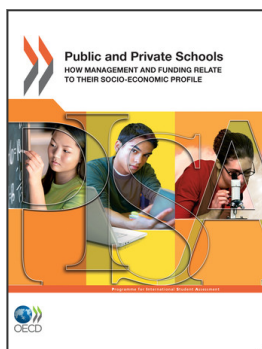
PISA 2009 focused on reading literacy, although students' skills in mathematics and science were also assessed. This report uses data from the *PISA 2009 Database* and *Education at a Glance 2011: OECD Indicators* to investigate public and private involvement in managing and funding schools, and examines how these types of involvement are related to socio-economic stratification between publicly and privately managed schools. It also shows that in those countries with less socio-economic stratification between publicly and privately managed schools, privately managed schools receive higher proportions of public funding. However, the results of the analyses do not suggest that providing more public funding for privately managed schools will reduce stratification between publicly and privately managed schools in all countries. The mechanisms used to finance privately managed schools with public funds vary across school systems, and they may also be related to stratification in different ways. Furthermore, other school characteristics, such as a school's student-admittance criteria, academic performance, policies, practices and learning environment are also partly related to stratification. These aspects, which are not related to funding, also need to be considered when devising policies to reduce stratification between publicly and privately managed schools.

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