

HOW CAN PARENTS INFLUENCE THE EDUCATION OF THEIR CHILDREN?

This indicator considers whether parents have opportunities to influence the education of children in schools and, if so, how they may do so. It focuses on three formal types of parent voice: *i*) participation in governance, *ii*) involvement in advising (non-governance), and *iii*) complaints or grievances. Although there have been earlier studies that have examined some specific forms of parent involvement, this is the first international study to look at the formal structures and regulations related to parent voice.

Key results

Chart D6.1. Opportunities for parents to exercise voice at the school level within the public school sector (2008)


Most OECD countries report that parents have a range of opportunities for participating in the governance of public schools (70%) or in associations that advise public schools (90%). Most (90%) also report that regulations provide for a formal process by which parents can file complaints, and 60% report the existence of a designated ombudsman or agency for receiving complaints and appeals. Informally, parents may also complain or attempt to appeal decisions made by public schools.

Yes
 No, although they might exist
 No

	Schools have a governing board in which parents can take part	Parent associations exist that can advise or influence decision making	Regulations provide a formal process that parents can use to file complaints	There exists a designated ombudsman or agency that receives complaints
Austria	Yes	Yes	Yes	Yes
Belgium (Fl.)	Yes	Yes	Yes	Yes
Belgium (Fr.)	Yes	Yes	Yes	Yes
Czech Republic	Yes	Yes	Yes	Yes
England	Yes	Yes	Yes	Yes
Estonia	Yes	Yes	Yes	Yes
France	Yes	Yes	Yes	Yes
Greece	Yes	Yes	Yes	Yes
Iceland	Yes	Yes	Yes	Yes
Luxembourg	Yes	Yes	Yes	Yes
Netherlands	Yes	Yes	Yes	Yes
New Zealand	Yes	Yes	Yes	Yes
Portugal	Yes	Yes	Yes	Yes
Slovenia	Yes	Yes	Yes	Yes
Hungary	No, although they might exist	Yes	Yes	Yes
Israel	No, although they might exist	Yes	Yes	Yes
Norway	No, although they might exist	Yes	Yes	Yes
Poland	No, although they might exist	Yes	Yes	Yes
Sweden	No, although they might exist	Yes	Yes	Yes
Chile	Yes	Yes	Yes	No, although they might exist
Denmark	Yes	Yes	Yes	Yes
Germany	Yes	Yes	Yes	Yes
Ireland	Yes	Yes	Yes	Yes
Italy	Yes	Yes	Yes	Yes
Korea	Yes	Yes	No, although they might exist	Yes
Slovak Republic	Yes	Yes	Yes	Yes
Spain	Yes	Yes	Yes	Yes
Finland	No, although they might exist	Yes	Yes	Yes
Switzerland	No, although they might exist	Yes	Yes	Yes
United States	No, although they might exist	Yes	Yes	Yes
Scotland	Yes	Yes	Yes	Yes
Brazil	No, although they might exist	Yes	Yes	Yes
Mexico	Yes	Yes	Yes	Yes
Japan	No, although they might exist	Yes	Yes	Yes
OECD percent (Yes)	70	90	90	60

Countries are ranked in descending order of the opportunities for parents to exercise voice at the school level within the public school sector.

Source: OECD, Tables D6.1, D6.2 and D6.3. See Annex 3 for notes (www.oecd.org/edu/eqq2010).

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Other highlights of this indicator

- There are few differences among countries in terms of opportunities for parent voice at the primary and the lower secondary level.
- Formal provisions for parent voice are most prevalent in public schools and government-dependent private schools. Independent private schools tend to have fewer provisions for parent voice.
- In terms of parents' involvement in the governance of public schools, 18 out of 30 OECD countries require parent participation on school boards. A similar proportion of OECD countries (13 out of 23) require parent participation on school boards for government-dependent private schools. This however drops to less than a third of OECD countries (6 out of 19) for independent schools. In addition, a number of countries have governing boards with optional parent involvement.
- Parent associations have a formal role in providing advice, as the government is obliged to consult with them on major policy decisions in 10 out of 26 OECD countries. Parent associations play an informal role in advising the government in 24 out of 27 OECD countries. Only in England and Korea do parent associations play neither a formal nor an informal role in relation to the government. Parent associations are most common at the school and the national levels. They are less commonly reported at the local or regional levels.
- Regulations which provide parents with a formal process for filing complaints regarding public schools are reported in 27 out of 30 OECD countries (the exceptions being Japan, Korea and Mexico). A similar proportion have such regulations for government-dependent schools. Only 12 out of 20 OECD countries report a formal mechanism for filing complaints for independent private schools.
- Around two-thirds of OECD countries have an ombudsman or an agency to receive complaints related to public schools and government-dependent private schools. Such an arrangement applies to independent private schools in only one-third of countries (Greece, Iceland, Korea, New Zealand, Norway, Poland, Portugal and the partner countries Estonia and Israel).

Policy context

“Voice” refers to opportunities for parents to influence or change the schools that educate their children. It is one of three options – exit, voice, loyalty – which Hirschman (1970) considered consumers to have in the face of a deteriorating quality of goods or services. In the context of schools, “exit” refers to school choice (see Indicator D5) and “loyalty” refers to a situation in which parents do not have exit or voice options, or choose not to exercise them.

D6

School choice and parent voice are inextricably linked. When school choice is limited there is likely to be more parent voice. Similarly, when there are ample opportunities for “voice”, parents are less likely to “exit” and choose another school for their children.

Both school choice and parent voice can draw attention to a decline in school quality. Exit can serve as a signal of dissatisfaction or decline, while voice can provide specific details about the nature of or reason for the perceived decline. The two may be less complementary in countries in which parents are not (yet) used to expressing their will or opinion by “exit” or “voice”, basically because they were assumed to be loyal (for example, in the countries of the former communist block).

A review of the literature and information from teacher associations in a number of OECD member countries reveals that forms or mechanisms of parent voice may exist at various levels ranging from the school level to the national level. For this reason, a number of items parse out the levels at which parent voice can be formally exercised.

Evidence and explanations

What this indicator does and does not cover

This indicator attempts to capture formal types of parent voice that are either specified in regulations or recognised and measurable at the central or national level. It is, of course, common for parents to exercise voice in informal ways, especially by directly communicating with teachers and school administrators. Even when countries have similar regulations and similar mechanisms for parent voice, large differences are still likely to exist among countries in the extent to which parents make use of the formal mechanisms. Unfortunately, this indicator is not able to capture actual practice.

Parent involvement in governance

Parent participation on school governing boards of public schools is required in 18 out of 30 OECD countries (Table D6.1). The same is true for government-dependent private schools in 13 out of 23 OECD countries. Only seven countries (Denmark, Greece, Iceland, Italy, Korea, Luxembourg and the partner country Estonia) reported that this was required for independent private schools. In addition, Belgium (French Community), Luxembourg (primary level) and the Netherlands reported having governing boards with optional parent involvement for public schools. The same is true in Belgium (French Community), the Netherlands, Scotland and the Slovak Republic for government-dependent private schools. Finland, Hungary, Japan, Norway, Poland, Sweden, Switzerland, the United States and the partner countries Brazil and Israel reported that school governing boards are not required for public schools, although they may exist. For government-dependent private schools, this is also the case in Finland, France, Poland, Portugal, Sweden, Switzerland and the partner countries Israel and Slovenia. For independent private schools, it is also the case in 12 out of 19 OECD countries. Only Mexico reported that school governing boards did not exist.

Parent associations

Parent associations are common in all but a few countries and can play a number of roles. They are a means of advising or influencing education (Table D6.2). In 10 out of 26 OECD countries (Belgium [Flemish Community], Denmark, France, Hungary, Iceland, Ireland, Norway, Poland, Portugal and Spain), parent associations play a direct or formal role in providing advice, as the government is obliged to consult with them on major policy decisions. In 24 out of 27 OECD countries and in all partner countries, parent associations play an indirect or more informal role in advising government. Only in England and Korea do parent associations play neither a formal nor an informal role with regard to the government. In 15 out of 25 OECD countries, these associations also serve to inform parents about relevant developments in education.

Parent associations can represent and serve various types of educational institutions. The data suggest that differences among educational institutions (public or private) are relatively small. Except in public schools in Japan, Scotland and the Slovak Republic, government-dependent private schools in the Slovak Republic, and independent private schools in Austria and Denmark, parent associations exist in every public and private school in all OECD countries. Parent associations exist in homeschooling in nine OECD countries and one partner country.

Parent voice is considered to exist at four levels: national, state or regional, local/district, and school. With the exception of Luxembourg and the partner countries Estonia and Slovenia, parent associations for public schools are most commonly organised at the school level. The existence and distribution of parent associations for public and private schools are similar at the national, state or regional, and school level. Just over 70% of OECD countries reported parent associations for public and private schools operating at the national level, more than half reported that they also exist at the regional level and around 40% have them at the local level. There are some small differences, however, between the two types of private school at the local/district level. Government-dependent private schools have slightly fewer parent associations than independent private schools (in seven versus eight OECD countries) at the local/district level. It is likely that some parent associations at the local, regional, and national levels may represent and serve both public and private schools. The ten countries (the Czech Republic, England, Finland, France, Iceland, the Netherlands, Poland, Switzerland, the United States and the partner country Estonia) with parent associations for homeschooling all report that these are organised at the national level. France, Poland, Switzerland and the United States also reported parent associations for homeschooling at the state or regional level, and England, Poland and the United States reported associations at the local/district level.

Parent-teacher associations are less common than parent associations, although a number of countries reported having both (see Table D6.4, available on line). A total of eight OECD countries (the Czech Republic, England, Italy, Japan, New Zealand, Poland, Scotland and the United States) reported the existence of parent-teacher associations connected with public schools. For private schools, four countries with government-dependent private schools reported parent-teacher associations, and seven countries with independent private schools reported having parent-teacher associations. In the Czech Republic, England, Italy, Japan, New Zealand, Poland and the United States, parent-teacher associations exist in every type of school.

Formal processes and mechanisms that parent can use to file complaints or appeal decisions

Except for Japan, Korea, Mexico and the partner country Brazil, all countries reported having regulations that provided a formal process which parents can use to file complaints regarding public schools. Such regulations were just as common for government-dependent schools (21 out of 23 OECD countries). Only 12 out of 20 OECD countries reported a formal mechanism for filing complaints against independent private schools (Table D6.3).

An ombudsman or an agency to receive complaints related to public schools exists in 18 out of 30 OECD countries, compared to 15 out of 23 for government-dependent private schools. Such an arrangement exists for independent private schools only in Greece, Iceland, Korea, New Zealand, Norway, Poland, Portugal and in the partner countries Estonia and Israel. Table D6.3 contains the detailed results by country.

Appeals by parents against decisions by schools (i.e. school board or school administrator)

Most countries reported that parents were able to appeal decisions by public, government-dependent private and independent private schools. For public schools, in all countries but Denmark, Japan and Korea, parents could appeal decisions made by the school. Parents of students attending government-dependent private schools were able to appeal decisions by the school in 21 out of 23 OECD countries. The exceptions were Denmark and Korea. For independent private schools, 15 out of 19 OECD countries reported that parents were able to appeal decisions made by the school (see Table D6.5, available on line).

Parents can appeal decisions made by schools in several areas: decisions about special needs provisions, school fees and voluntary financial contributions, regulation of assessments and examinations, and disciplinary actions. The most commonly cited areas for appeals involved decisions made by schools about special needs provision and disciplinary action.

Appeals to overturn decisions made by schools can theoretically be made at multiple levels: the central government, the state government, the provincial/regional authorities or government, sub-regional or inter-municipal authorities or governments, and local authorities or government. In more than half of countries parents could appeal decisions made by schools to multiple levels of government. Table D6.5 (available on line) contains details regarding mechanism for appeals.

Definitions and methodologies

Data are from the 2009 OECD-INES Survey on School Choice and Parent Voice and refer to the school year 2007-08.

Governance as a form of parent voice occurs when parents serve on boards or councils with a direct role in making decisions about budgets, hiring and firing, curriculum, and school policies.

Advising (non-governance) as a form of parent voice occurs when parents serve on boards, councils, or associations and may thus influence school policies by expressing their wants, needs or desires to those with direct decision-making authority.

Complaint/grievance as a form of parent voice occurs when parents express their concerns about their children's education or school to a representative of the educational institution, file a formal complaint, and/or appeal a decision made by educational authorities.

The questionnaire distinguished between six levels of government at which decisions made at the school level can be appealed by parents:

- **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; or (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.

Further references

Hirschman, A.O. (1970), *Exit, Voice, and Loyalty: Responses to Decline in Firms, Organizations, and States*, Harvard University Press, Cambridge, MA.

The following additional materials are available on line at:

StatLink  <http://dx.doi.org/10.1787/888932310567>

- **Table D6.4. Existence and purpose of parent-teacher associations (2008)**
- **Table D6.5. Appeals by parents against decisions by schools (i.e. school board or school administrator) (2008)**

Table D6.1.

Requirement for schools to have a governing board in which parents can take part (2008)

	Primary			Lower secondary			
	Public schools	Government-dependent private schools	Independent private schools	Public schools	Government-dependent private schools	Independent private schools	
	(1)	(2)	(3)	(4)	(5)	(6)	
OECD countries	Austria	■	■	△	■	■	△
	Belgium (Fl.)	■	■	a	■	■	a
	Belgium (Fr.)	▲	▲	a	▲	▲	a
	Chile	■	■	△	■	■	△
	Czech Republic	■	■	a	■	■	a
	Denmark	■	■	■	■	■	■
	England	■	■	△	■	■	△
	Finland	△	△	a	△	△	a
	France	■	△	△	■	△	△
	Germany	■	■	m	■	■	m
	Greece	■	a	■	■	a	■
	Hungary	△	m	a	△	m	a
	Iceland	■	■	■	■	■	■
	Ireland	■	a	△	■	a	△
	Italy	■	a	■	■	a	■
	Japan	△	a	△	△	a	△
	Korea	■	a	■	■	■	a
	Luxembourg	▲	■	■	■	■	■
	Mexico	—	a	—	—	a	—
	Netherlands	▲	▲	m	▲	▲	m
	New Zealand	■	■	m	■	■	m
	Norway	△	■	△	△	■	△
	Poland	△	△	△	△	△	△
	Portugal	■	△	△	■	△	△
	Scotland	■	▲	△	■	▲	△
	Slovak Republic	■	▲	a	■	▲	a
Spain	■	■	△	■	■	△	
Sweden	△	△	a	△	△	a	
Switzerland	△	△	m	△	△	m	
United States	△	a	△	△	a	△	
Partner countries	Brazil	△	a	△	△	a	△
	Estonia	■	a	■	■	a	■
	Israel	△	△	△	△	△	△
	Slovenia	■	△	△	■	△	△

Note: Federal states or countries with highly decentralised school systems may experience regulatory differences between states, provinces or regions. Please refer to Annex 3 for additional information.

■ : Yes, and some parent representation is required.

▲ : Yes, but parent representation is optional.

△ : No, boards are not required, although they may exist.

— : No such boards exist.

Source: OECD. See Annex 3 for notes (www.oecd.org/edu/eag2010).

Please refer to the Reader's Guide for information concerning the symbols replacing missing data.


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Table D6.2.

Existence and role of parent associations (2008)

	Existence of parent associations for education				Levels at which parent associations exist														Formal and informal roles of parent associations				
					Public schools				Government-dependent private schools				Independent private schools				Home-schooling						
	Public schools	Government-dependent private schools	Independent private schools	Homeschooling	National level	Regional/state/provincial level	Local/district/municipal level	School level	National level	Regional/state/provincial level	Local/district/municipal level	School level	National level	Regional/state/provincial level	Local/district/municipal level	School level	National level	Regional/state/provincial level	Local/district/municipal level	A formal role in the sense that the government is obliged to consult them on major policy decisions	An informal role in advising government	An informal role in informing parents about relevant developments in education	
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)	(13)	(14)	(15)	(16)	(17)	(18)	(19)	(20)	(21)	(22)		
OECD countries	Austria	Yes	Yes	No	No	Yes	Yes	No	Yes	Yes	Yes	No	Yes	a	a	a	a	a	a	a	m	Yes	m
	Belgium (Fl.)	Yes	Yes	a	No	No	Yes	No	Yes	No	Yes	No	Yes	a	a	a	a	a	a	a	Yes	No	No
	Belgium (Fr.)	Yes	Yes	a	No	No	Yes	No	Yes	No	Yes	No	Yes	a	a	a	a	a	a	a	No	Yes	No
	Chile	Yes	Yes	Yes	No	No	No	Yes	No	No	No	No	No	No	No	No	No	a	a	a	m	m	m
	Czech Republic	Yes	Yes	a	Yes	Yes	Yes	Yes	Yes	Yes	No	Yes	Yes	a	a	a	a	Yes	No	No	No	Yes	No
	Denmark	Yes	Yes	No	No	Yes	No	Yes	Yes	No	No	No	Yes	a	a	a	a	a	a	a	Yes	Yes	No
	England	Yes	Yes	Yes	Yes	No	No	No	Yes	No	No	No	Yes	Yes	No	No	Yes	Yes	No	Yes	No	No	Yes
	Finland	Yes	Yes	a	Yes	Yes	No	Yes	Yes	Yes	No	Yes	Yes	a	a	a	a	Yes	No	No	No	Yes	Yes
	France	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	No	Yes	Yes	No
	Germany	Yes	Yes	m	a	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	m	m	m	m	a	a	a	No	Yes	Yes
	Greece	Yes	a	Yes	a	Yes	Yes	Yes	Yes	a	a	a	a	Yes	Yes	Yes	Yes	a	a	a	No	Yes	Yes
	Hungary	Yes	Yes	a	No	Yes	No	No	Yes	Yes	No	No	Yes	a	a	a	a	a	a	a	Yes	Yes	No
	Iceland	Yes	Yes	Yes	Yes	Yes	No	No	Yes	Yes	No	No	Yes	Yes	No	No	Yes	Yes	No	No	Yes	Yes	Yes
	Ireland	Yes	a	Yes	No	Yes	No	No	Yes	a	a	a	a	Yes	No	No	Yes	a	a	a	Yes	Yes	a
	Italy	Yes	a	Yes	No	No	Yes	Yes	Yes	a	a	a	a	No	Yes	Yes	Yes	a	a	a	No	Yes	No
	Japan	No	a	Yes	a	a	a	a	a	a	a	a	a	Yes	Yes	No	Yes	a	a	a	No	Yes	No
	Korea	Yes	Yes	Yes	a	No	No	No	Yes	No	No	No	Yes	No	No	No	Yes	a	a	a	No	No	Yes
	Luxembourg	Yes	Yes	Yes	No	Yes	No	No	No	Yes	No	No	No	Yes	No	No	No	a	a	a	No	Yes	Yes
	Mexico	Yes	a	Yes	a	Yes	Yes	No	Yes	a	a	a	a	Yes	Yes	No	Yes	a	a	a	No	Yes	Yes
	Netherlands	Yes	Yes	m	Yes	Yes	No	No	Yes	Yes	No	No	Yes	m	m	m	m	Yes	No	No	No	Yes	Yes
	New Zealand	Yes	Yes	Yes	No	m	Yes	m	Yes	m	Yes	m	Yes	m	Yes	m	Yes	a	a	a	No	Yes	Yes
	Norway	Yes	Yes	Yes	No	Yes	No	No	Yes	Yes	No	No	Yes	Yes	No	No	Yes	a	a	a	Yes	Yes	No
Poland	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Portugal	Yes	Yes	Yes	No	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	a	a	a	Yes	Yes	No	
Scotland	No	m	Yes	No	a	a	a	a	m	m	m	m	No	No	No	Yes	a	a	a	m	m	m	
Slovak Republic	No	No	a	No	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	
Spain	Yes	Yes	Yes	a	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	a	a	a	Yes	Yes	Yes	
Sweden	Yes	Yes	a	No	Yes	Yes	m	Yes	Yes	Yes	m	Yes	a	a	a	a	a	a	a	No	Yes	Yes	
Switzerland	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	No	No	Yes	Yes	
United States	Yes	a	Yes	Yes	Yes	Yes	Yes	Yes	a	a	a	a	Yes	Yes	Yes	Yes	Yes	Yes	Yes	No	Yes	Yes	
Partner countries	Brazil	Yes	a	Yes	a	No	Yes	Yes	Yes	a	a	a	a	No	Yes	Yes	Yes	a	a	a	No	Yes	Yes
	Estonia	Yes	a	Yes	Yes	Yes	No	No	No	a	a	a	a	Yes	No	No	No	Yes	No	No	No	Yes	Yes
	Israel	Yes	Yes	Yes	a	Yes	No	Yes	Yes	Yes	No	Yes	Yes	Yes	No	Yes	Yes	a	a	a	m	Yes	m
	Slovenia	Yes	No	No	No	Yes	No	No	No	a	a	a	a	a	a	a	a	a	a	a	No	Yes	No

Note: Federal states or countries with highly decentralised school systems may experience regulatory differences between states, provinces or regions. Please refer to Annex 3 for additional information.

Source: OECD. See Annex 3 for notes (www.oecd.org/edu/eag2010).

Please refer to the Reader's Guide for information concerning the symbols replacing missing data.


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Table D6.3.
Regulations that provide a formal process which parents can use to file complaints
regarding the education of their children (2008)


	Regulations provide a formal process that parents can use to file complaints			A designated ombudsman or agency receives complaints			Number of times parents made use of the formal complaint process in 2008			
	Public schools	Government-dependent private schools	Independent private schools	Public schools	Government-dependent private schools	Independent private schools	Public schools	Government-dependent private schools	Independent private schools	
	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	
OECD countries	Austria	Yes	Yes	No	Yes	Yes	No	750	m	a
	Belgium (Fl.)	Yes	Yes	a	Yes	Yes	a	116	x(7)	a
	Belgium (Fr.)	Yes	Yes	a	Yes	No	a	m	m	a
	Chile	Yes	Yes	Yes	No	No	No	m	m	m
	Czech Republic	Yes	Yes	a	Yes	Yes	a	m	m	a
	Denmark	Yes	No	No	No	No	No	m	a	a
	England	Yes	Yes	Yes	Yes	Yes	No	m	m	m
	Finland	Yes	Yes	a	No	No	a	m	m	a
	France	Yes	Yes	No	Yes	Yes	No	2 665	303	a
	Germany	Yes	Yes	m	No	No	m	m	m	m
	Greece	Yes	a	Yes	Yes	a	Yes	m	a	m
	Hungary ¹	Yes	Yes	a	Yes	Yes	a	1 589	m	a
	Iceland	Yes	Yes	Yes	Yes	Yes	Yes	m	m	m
	Ireland	Yes	a	No	No	a	No	a	a	a
	Italy	Yes	a	Yes	No	a	No	m	a	m
	Japan	No	a	No	No	a	No	a	a	a
	Korea	No	No	No	Yes	Yes	Yes	a	a	a
	Luxembourg	Yes	Yes	Yes	Yes	No	No	10	m	m
	Mexico	No	a	No	No	a	No	a	a	a
	Netherlands	Yes	Yes	m	Yes	Yes	m	m	m	m
	New Zealand	Yes	Yes	Yes	Yes	Yes	Yes	m	m	m
	Norway	Yes	Yes	Yes	Yes	Yes	Yes	2 699	x(7)	x(7)
	Poland	Yes	Yes	Yes	Yes	Yes	Yes	m	m	m
	Portugal	Yes	Yes	Yes	Yes	Yes	Yes	m	m	m
	Scotland	Yes	m	No	No	m	No	m	m	a
	Slovak Republic	Yes	Yes	a	Yes	Yes	a	216	m	a
	Spain	Yes	Yes	Yes	No	No	No	m	m	m
Sweden	Yes	Yes	a	Yes	Yes	a	850	103	a	
Switzerland	Yes	Yes	Yes	No	No	No	m	m	m	
United States	Yes	a	a	No	a	No	m	a	a	
Partner countries	Brazil	No	a	No	No	a	No	a	a	a
	Estonia	Yes	a	Yes	Yes	a	Yes	m	a	m
	Israel	Yes	Yes	Yes	Yes	Yes	Yes	m	m	m
	Slovenia	Yes	Yes	No	Yes	Yes	No	224	1	a

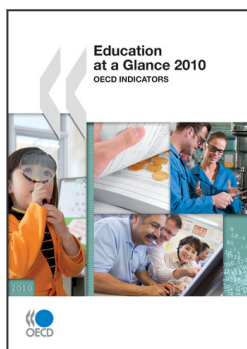
Note: Federal states or countries with highly decentralised school systems may experience regulatory differences between states, provinces or regions. Please refer to Annex 3 for additional information.

1. Reference year 2007.

Source: OECD. See Annex 3 for notes (www.oecd.org/edu/eag2010).

Please refer to the Reader's Guide for information concerning the symbols replacing missing data.

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