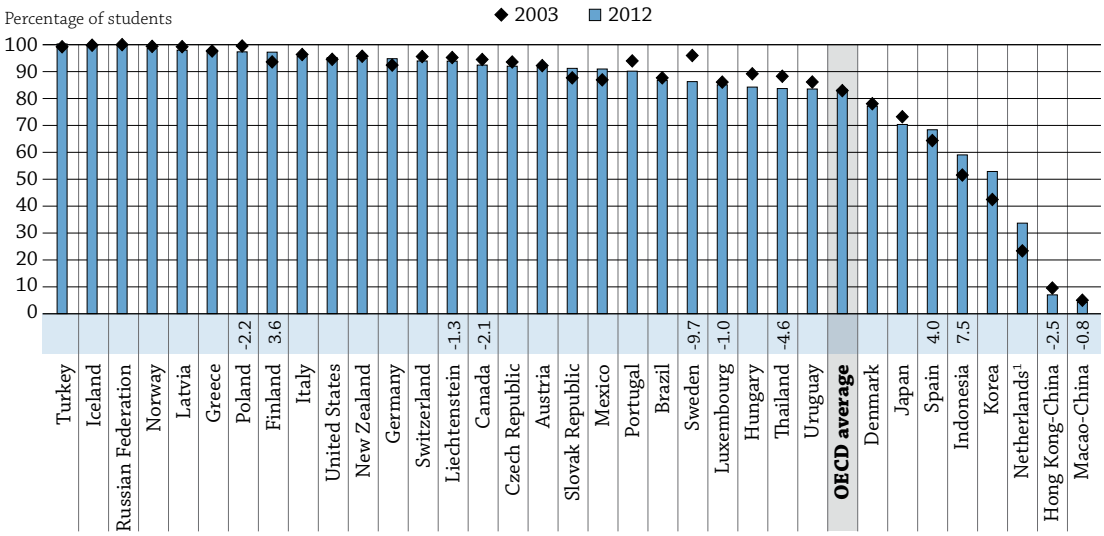
IN WHAT WAYS DO PUBLIC AND PRIVATE SCHOOLS/INSTITUTIONS DIFFER?

- In most countries, private schools provide education to a minority of students, from primary through upper secondary levels. Only about 3% of all primary and secondary students attended independent private schools in 2012. The proportions of pupils enrolled in private pre-primary schools are considerably larger. Some 11% of pupils in pre-primary education are enrolled in independent private schools.
- Students who attend private schools, either government-dependent or independent private schools, tend to perform significantly better in the OECD Programme for International Student Assessment (PISA) surveys than students who attend public schools; but students in public schools in a similar socio-economic context as private schools tend to do equally well.
- On average across OECD countries, class size in primary and secondary education is about the same in public and private schools. This suggests that in countries in which a substantial proportion of pupils and families choose private schools, class size is not a determining factor in their decision.

Chart C7.1. Percentage of 15-year-olds students who are enrolled in public schools (2003, 2012)



Notes: Only countries and economies with comparable data from PISA 2003 and PISA 2012 are shown.
The percentage-point difference in the share of students attending public schools in 2012 and 2003 (2012 - 2003) is shown above the country/economy name. Only statistically significant differences are shown.
OECD average 2003 compares only OECD countries with comparable data since 2003.
1. About 99% of 15 year old students in the Netherlands are in publicly-funded schools: 1/3 of these schools are publicly-governed while 2/3 are privately-governed.
Countries and economies are ranked in descending order of the share of students in public schools in 2012.
Source: OECD. Tables C7.2 and C7.3. See Annex 3 for notes (*www.oecd.org/edu/eag.htm*)
StatLink http://dx.doi.org/10.1787/888933119454

Context

At some point in their child's education, many parents have considered whether it would be worth the expense to enrol their child in a private school. Similarly, an increasing number of students have decided to enter private universities. For parents or students, private schools may offer a particular kind of instruction that is not available in public schools. Some education systems also promote private schools under the assumption that, with the flexibility that accompanies autonomy in designing curricula and allocating resources, private schools may be seen as stimulating innovation in the school system. However, private schools may segregate students and reinforce inequities in educational opportunities, particularly when these schools charge parents a fee. With greater financial resources, these schools can afford to attract and recruit the best students and teachers.

However, as of this writing, there is no clear evidence about the relationship between the prevalence of private schools and the academic performance of education systems. Studies in Chile (Lara, Mizala and Repetto, 2009), the Czech Republic (Filer and Munich, 2003), Sweden (Sandstrom and Bergstrom, 2005), the United Kingdom (Green et al., 2011) and the United States (Couch, Shugart and Williams, 1993; Peterson et al., 2003) show, for example, that larger proportions of private school enrolments are related to better performance, based on cross-sectional or longitudinal data. But the debate on performance is far from conclusive, as other studies report little, negative or insignificant effects, or show that results often depend on methodological choices.

For example, some studies based on state-level data from the United States concluded that higher private school enrolment is not significantly related to performance (Wrinkle et al., 1999; Sander, 1999; Geller, Sjoquist and Walker, 2006). A few studies show small negative effects (Smith and Meier, 1995), negative effects for low-income districts (Maranto, Milliman and Scott, 2000), or that the relationship depends on the education outcome that is measured (Greene and Kang, 2004). Across OECD countries and all countries and economies that participated in PISA 2012, the percentage of students enrolled in private schools is not related to a system's overall performance (see Volume IV of PISA 2012).

When analysing private schools, a distinction is made between government-dependent and independent private schools, depending on the degree of dependence on government funding. In fact, not all privately managed schools are privately funded, as often assumed.

Other findings

- **In most PISA-participating countries and economies, the average socio-economic background of students who attend government-dependent or independent-private schools is more advantaged than that of those who attend public schools**.
- **Private schools tend to have more autonomy in "allocating resources" or "in making decisions about curricula and assessments" than public schools**. However, the degree of autonomy of private schools significantly varies between countries and between government-dependent and independent private schools.
- **Principals in public schools reported more teacher shortage than those in private schools** in 34 out of 47 countries and economies.
- **On average across OECD countries, pupils enrolled in private schools spend one hour more per week doing homework, or other study set by teachers, than pupils enrolled in public schools** (5.6 and 4.7 hours, respectively). The additional time exceeds 1.5 hours in Australia, Austria, Canada, Colombia, New Zealand, Portugal, Qatar, the United States and the United Arab Emirates.
- In 2012, **72% of students in tertiary-type A education attended public institutions, 14% attended government-dependent private institutions, and 14% attended independent private institutions**. Enrolment in a private institution entails an additional cost for students because, in most countries, private institutions charge higher tuition fees than public institutions.

Trends

The share of 15-year-olds enrolled in private schools did not increase, on average, between 2003 and 2012, but some countries saw significant shifts toward public or private schools over this period.

By contrast, in 21 of the 29 OECD countries with available data for 2003 and 2012, the share of students enrolled in private institutions at the tertiary level increased significantly between 2003 and 2012. Similarly, enrolments in tertiary-type A (academically oriented) private institutions increased two percentage points, from 23% to 25%, on average across countries with available data for 2003 and 2012, while enrolments in tertiary-type B (vocationally oriented) private institutions increased by four percentage points, from 33% to 37% during the same period.

Analysis

Enrolment in public and private schools

Schooling mainly takes place in public schools around the world, defined as schools managed directly or indirectly by a public education authority, government agency, or governing board appointed by government or elected by public franchise. On average across OECD countries in 2012, almost 89% of primary pupils, 86% of lower secondary pupils and 81% of upper secondary pupils were enrolled in public schools.

When analysing private schools, a distinction is made between government-dependent and independent private schools, depending on the degree of dependence on government funding. In fact, not all privately managed schools are privately funded, as often assumed (see *Definitions and methodology* section). Thus, in Australia, Belgium, Chile and Spain and, to a lesser extent, Argentina, Denmark, France and Israel, significant proportions (14% or more) of students attend primary and lower secondary schools controlled by a non-government organisation but largely funded by public money (Table C7.1).

By contrast, on average across OECD countries, only about 3% of all pupils attend independent private schools in primary and secondary education (e.g. those that are managed directly or indirectly by a non-government organisation and receive less than 50% of their core funding from government agencies). However, as the level of education rises, so does enrolment in independent private schools. For example, 2% of primary pupils are enrolled in independent private schools while 3% of lower secondary and 5% of upper secondary students are (Table C7.1). In Brazil, Colombia, Indonesia, Japan, Mexico, Poland and Portugal, more than 10% of upper secondary students attend independent private schools.

The proportion of pupils enrolled in private pre-primary schools is considerably larger than the proportion of students enrolled in private primary and secondary schools. Some 11% of pupils in pre-primary education are enrolled in independent private schools. When considering pre-primary independent private and government-dependent private schools together, 31% of pupils are enrolled in pre-primary programmes. This proportion exceeds 50% in Australia, Belgium, Chile, Germany, Indonesia, Ireland, Japan, Korea and New Zealand (Table C7.1).

Change in enrolment in private school between 2003 and 2012

In 2003, on average across OECD countries, 83% of 15-year-old students attended public schools, 14% attended government-dependent private schools, and 4% attended independent private schools. These average proportions have remained stable since then, but with some variations among countries. In 2012, over 98% of 15-year-old students in Bulgaria, Croatia, Iceland, Israel, Lithuania, Montenegro, Norway, Romania, the Russian Federation, Serbia, Tunisia and Turkey attended public schools. By contrast, fewer than one in two 15-year-old students in Chile, Hong Kong-China, Macao-China and the Netherlands attends public schools; the majority of 15-year-old students in these countries attends government-dependent private schools (Tables C7.2 and C7.3).

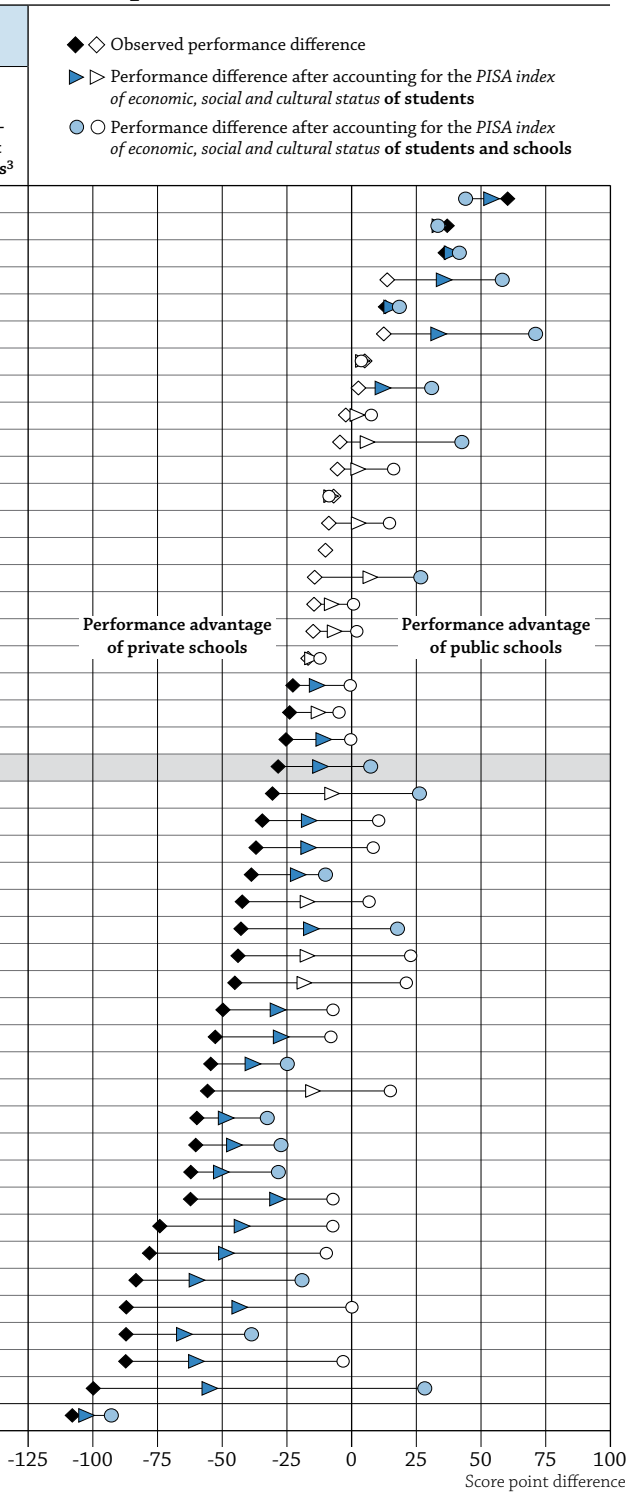
Trend data show different patterns among countries. Between 2003 and 2012, some countries and economies saw an increase in public school enrolments (e.g. Finland, Indonesia, Korea, Mexico, the Slovak Republic and Spain), while others, such as Canada, Hong Kong-China, Hungary, Japan, Poland, Portugal, Sweden, Thailand and Uruguay, saw a shift towards private schools. Among the most significant changes, in Finland, Indonesia, Mexico and Spain, a larger proportion of 15-year-old students attended public schools in 2012 than their counterparts did in 2003. In Indonesia, there was a 21 percentage-point reduction in the share of students attending independent private schools, with a consequent 13 percentage-point increase in enrolment in government-dependent private schools and a 7 percentage-point increase in public school enrolments. In Finland, Mexico and Spain, there was a four percentage-point increase in the share of pupils attending public schools. In Sweden, the share of pupils enrolled in public schools shrank by ten percentage points, with a consequently larger share of pupils attending government-dependent private schools. A similar shift in enrolment towards government-dependent schools was observed in Thailand and, to a lesser degree, Poland (Tables C7.2, C7.3 and Chart C7.1).

School type and student performance

When 15-year-old students' average performance in mathematics is compared between public and private schools, without accounting for differences in students' socio-economic status , private schools (either government-dependent or independent private schools) tend to show statistically significant better performance than public schools in 27 out of the 45 countries and economies with available data (Chart C7.2 and Table C7.2). The score-point difference ranges from 23 points in the United Kingdom to 108 points – or the equivalent of nearly three years of schooling – in Qatar.

Chart C7.2. School type and mathematics performance (2012)

	Percentage of students attending:		
	Government or public schools[1]	Government-dependent private schools[2]	Government-independent private schools[3]
Chinese Taipei	68	5	28
Hong Kong-China	7	92	1
Thailand	83	12	5
Viet Nam	93	0	7
Luxembourg	85	13	2
Switzerland	94	1	5
Indonesia	59	17	24
Italy	95	2	3
Kazakhstan	97	1	2
Japan	70	0	30
Czech Republic	92	7	1
Netherlands	34	66	0
Estonia	98	2	1
Albania	92	0	8
United States	95	0	5
Hungary	84	16	0
Sweden	86	14	0
Korea	53	31	16
United Kingdom	56	36	8
Finland	97	3	0
Denmark	77	19	4
OECD average	82	14	4
France	83	17	0
Shanghai-China	91	0	9
Australia	61	26	13
Spain	68	24	7
Slovak Republic	91	9	0
Mexico	91	0	9
Germany	95	5	0
Austria	91	8	1
Colombia	86	4	10
Chile	37	48	14
Canada	92	4	3
Poland	97	2	1
Jordan	83	1	16
Argentina	68	26	7
United Arab Emirates	55	1	45
Portugal	90	6	4
Peru	85	0	15
Costa Rica	87	4	10
Brazil	87	1	13
New Zealand	95	0	5
Malaysia	97	0	3
Slovenia	98	2	0
Uruguay	83	0	17
Qatar	62	1	37



Notes: White symbols represent differences that are not statistically significant.
1. Schools that are directly controlled or managed by: a public education authority or agency, or a government agency directly or a governing body, most of whose members are either appointed by a public authority or elected by public franchise.
2. Schools that receive 50% or more of their core funding (i.e. funding that supports the basic educational services of the institution) from government agencies.
3. Schools that receive less than 50% of their core funding (i.e. funding that supports the basic educational services of the institution) from government agencies.
Countries and economies are ranked in descending order of the score-point difference in mathematics performance between public and private schools (government-dependent and government-independent schools combined).
Source: OECD. Table C7.2. See Annex 3 for notes (*www.oecd.org/edu/eag.htm*).
StatLink http://dx.doi.org/10.1787/888933119473

The opposite (statistically significant better performance in public schools) is true in only 4 out of those 45 countries and economies: in Hong Kong-China, Luxembourg, Chinese Taipei and Thailand, public schools perform 13 to 60 points higher, on average, than private schools. Between 2003 and 2012, the overall difference in mathematics performance between public and private school students across OECD countries widened by nine points (and up to 28 points in favour of students in private schools) (Table C7.3).

A similar pattern is observed when public schools are compared with government-dependent private schools only. In these cases, government-dependent private schools show statistically significantly better performance than public schools in 16 out of the 30 countries and economies with available data (Table C7.2). The score-point difference ranges from 21 points in Australia to 112 points in Chinese Taipei. Only Italy and Switzerland present atypical patterns. In Switzerland, 15-year-old students enrolled in government-dependent private schools perform on average, statistically, significantly better than their counterparts enrolled in public or independent private schools, while the opposite is true for Italy.

However, this evidence is strongly influenced by the socio-economic status of 15-year-old students. In 37 participating countries and economies, students who attend private schools (either government-dependent or independent private schools) tend to be more socio-economically advantaged than pupils who attend public schools. In 2012, the difference between public and private schools in their students' average socio-economic status was particularly large in Brazil, Costa Rica, Mexico, Peru, Poland and Uruguay. Only in Chinese Taipei is the average socio-economic status of students who attend public schools more advantaged than that of students who attend private schools. On average, students enrolled in public schools have lower socio-economic status than pupils attending private schools by an order of around 0.5 points in the *PISA index of economic social and cultural status*. A similar pattern is observed when comparing public and government-dependent schools, but the difference is smaller. On average, students enrolled in public schools have lower socio-economic status than pupils attending government-dependent private schools by an order of around 0.3 points in the *PISA index of economic social and cultural status* (Table C7.2).

However, the performance advantage of private schools compared with public schools is no longer observed in most countries/economies when the socio-economic status of students and schools are taken into account. After accounting for the socio-economic status of students and schools, private schools outperform public schools in only 8 countries and economies, and public schools outperform private schools in 12 countries and economies. Thus, private schools – and public schools with students from socio-economically advantaged backgrounds – benefit the individual students who attend them; but there is no evidence to suggest that private schools help to raise the level of performance of the school system as a whole (Table C7.2 and Chart C7.2).

The learning environment in public and private schools

Teacher shortages

Teachers are an essential resource for learning: the quality of a school system cannot exceed the quality of its teachers. According to PISA results, schools that suffer from a high incidence of teacher shortage tend to have lower scores in PISA. Thus, attracting and retaining effective teachers is a priority for public policy, and the challenge is greater in public schools (but also, more globally, in disadvantaged schools), which report more teacher shortage than private schools do.

Teacher shortage is measured in PISA by the standard deviation of the *index of teacher shortage*. Higher values on the index indicate principals' perception that there are more problems with instruction because of teacher shortage. The overall value observed (for all schools) is comparatively large in Colombia, Israel, Jordan, Luxembourg, Shanghai-China Thailand and Turkey, and comparatively small in Bulgaria, Lithuania, Poland, Portugal, Serbia, Slovenia and Spain (Table C7.4).

Table C7.4 also shows that public schools suffer teacher shortages more often than government-dependent and independent private schools. In 33 out of 47 countries and economies, principals in public schools reported more teacher shortage than those in private schools. Particularly wide gaps in the incidence of teacher shortage between public and private schools are observed in Australia, Brazil, Italy, Jordan, Luxembourg, Mexico, New Zealand, Peru, Qatar, the United Arab Emirates, Uruguay and Viet Nam, where the difference is greater than 0.5 index points (i.e. half the standard deviation of this index). The gap narrows slightly when public schools are only compared with government-dependent private schools, but public schools still report more teacher shortage than these private schools in 20 out of the 33 OECD countries with available data (Table C7.4).

Time spent doing homework or other study set by teachers

Students who attend private schools also spend more time doing homework or other study set by teachers than their counterparts enrolled in public schools. To measure this, PISA asked 15-year-old students to report the average time they spend each week on various types of after-school study activities, all school subjects combined.

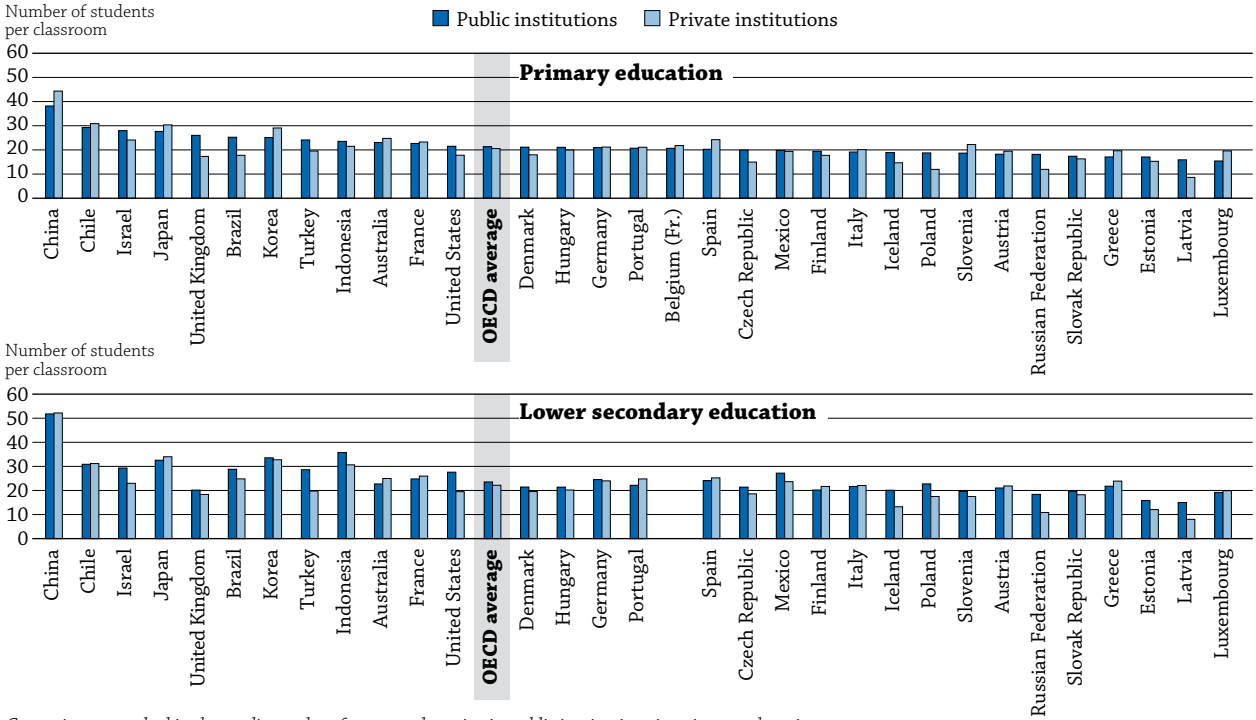
Across OECD countries, students reported that they spend 4.9 hours per week on homework or other study set by their teacher. Students in Italy, Kazakhstan, Romania, the Russian Federation, Shanghai-China and Singapore reported that they spend at least seven hours per week on homework or other study set by their teachers. By contrast, in Argentina, Brazil, Chile, Costa Rica, the Czech Republic, Japan, Liechtenstein, Portugal, the Slovak Republic, Slovenia, Sweden, Switzerland and Tunisia, pupils spend less than four hours per week on this (Table C7.4).

Differences in this measure are also observed between students in public and private schools. On average across OECD countries, students enrolled in private schools spend one hour more per week doing homework, or other study set by teachers, than students enrolled in public schools (5.6 and 4.7 hours, respectively). In 38 out of the 47 countries and economies with available data, students enrolled in private schools spend more time doing homework than students in public schools; the opposite is true in only 9 countries/economies. The additional time spent on homework by students enrolled in private schools exceeds 1.5 hours in Australia, Austria, Canada, Colombia, New Zealand, Portugal, Qatar, the United States and the United Arab Emirates (Table C7.4). The differences are also significant when government-dependent schools are compared to independent private schools. On average, students in independent private schools spend respectively 0.4 hours more and 2 hours more than their counterparts enrolled in government-dependent and public schools to do homework or other study set by their teachers (Table C7.4).

Class size

Class size is one factor that parents may consider when choosing a school for their children and that may have an impact on the learning environment. Among OECD and G20 countries for which data are available, average class size across OECD countries generally does not differ between public and private schools by more than two students per class in both primary and lower secondary education (Chart C7.3 and see Indicator D2).

Chart C7.3. Average class size in public and private institutions, by level of education (2012)



Countries are ranked in descending order of average class size in public institutions in primary education.

Source: OECD. Table D2.1. See Annex 3 for notes (*www.oecd.org/edu/eag.htm*).

StatLink http://dx.doi.org/10.1787/888933119492

But there are marked differences among countries. For example, in Brazil, the Czech Republic, Iceland, Israel, Latvia, Poland, the Russian Federation, Turkey, the United Kingdom and the United States, the average public school primary class is larger by four or more pupils than the average private school class. However, with the exception of Brazil and Israel, the private sector in education is relatively small in all of these countries (Table C7.1), representing 5% of pupils, at most, at the primary level. In contrast, in Spain, where 32% of primary pupils are enrolled in private schools, the average primary class in private schools is larger by four pupils (Chart C7.3 and see Indicator D2).

The comparison of class size between public and private schools shows a mixed picture at the lower secondary level, where private schools are more prevalent. In 12 countries, the average class in lower secondary schools is larger in private schools than in public schools, although the differences tend to be smaller than in primary education. In countries where private schools are more prevalent at the primary and lower secondary levels (i.e. countries where more than 10% of students at these levels are enrolled in private schools), there may be large differences in class size between public and private schools (Table C7.1 and see Indicator D2).

Similarly, PISA 2012 data show that there is no difference, on average across OECD countries, in class size between public and private schools in which 15-year-old students are enrolled. However, some differences are observed among countries: in 21 countries and economies, students tend to be in larger mathematics classes in public schools while in 26 other countries and economies, students tend to be in larger mathematics classes in private schools (Table C7.4). This suggests that in countries in which a substantial proportion of students and families choose private schools, class size is not a determining factor in their decision.

The degree of autonomy in allocating resources and in determining curricula and assessments

Among the many decisions that school systems and schools have to make, those concerning the curriculum and the way resources are allocated and managed have a direct impact on teaching and learning. Since the early 1980s, many school systems have granted individual schools increasing authority to make autonomous decisions on curricula and resource allocation, on the premise that individual schools are good judges of their students' learning needs and of the most effective use of resources. The rationale was to raise performance levels by encouraging responsiveness to student and school needs at the local level (Whitty, 1997; Carnoy, 2000; Clark; 2009; Machin and Vernoit, 2011). This has involved increasing the decision-making responsibility and accountability of principals and, in some cases, the management responsibilities of teachers or department heads.

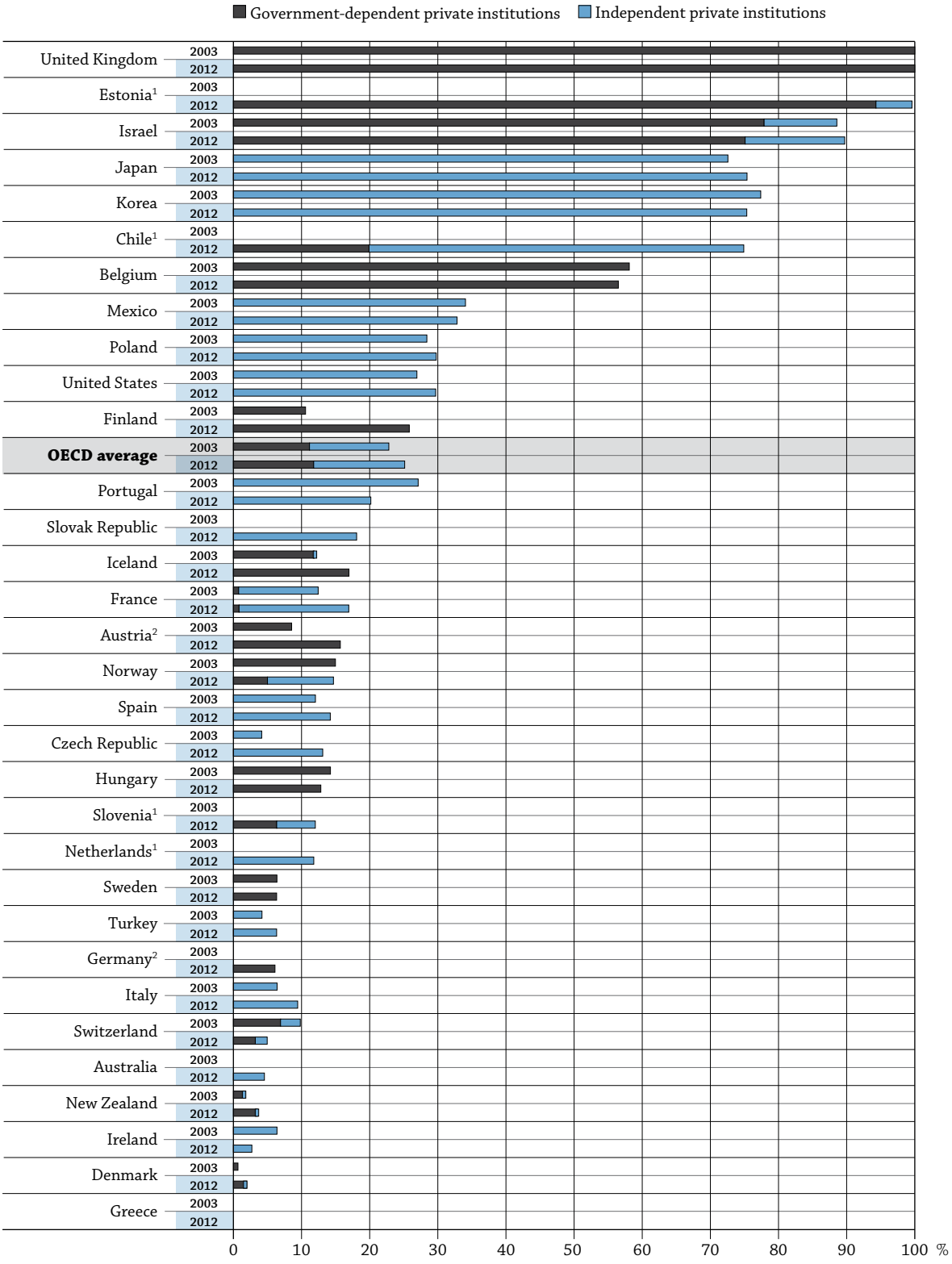
PISA 2012 asked school principals to report whether the teachers, the principal, the school's governing board, the regional or local education authorities or the national education authority had considerable responsibility for allocating resources to schools (appointing and dismissing teachers; determining teachers' starting salaries and salary raises; and formulating school budgets and allocating them within the school) and responsibility for the curriculum and instructional assessment within the school (establishing student-assessment policies; choosing textbooks; and determining which courses are offered and the content of those courses). This information was combined to create two composite indices: an *index of school responsibility for resource allocation,* and an *index of school responsibility for curriculum and assessment,* such that both indices have an average of zero and a standard deviation of one for OECD countries. Higher values indicate more autonomy for school principals and teachers (Table C7.5).

The results show that private schools tend to have higher degrees of autonomy than public schools on the two indices. However, it is particularly more pronounced on the *index of school responsibility for resource allocation*. On this index, in virtually all participating countries and economies, government–dependent and independent private schools have more autonomy in allocating resources than public schools. A similar hierarchy is observed when the two kinds of private schools are compared: in most countries, independent private schools have greater autonomy in allocating resources than government-dependent schools. The differences in the degree of autonomy between public and private schools are largest in Brazil, Colombia, Finland, Luxembourg, Malaysia, Mexico and Peru.

The difference between public and private schools is less strong for the index showing school autonomy in making decisions about curricula and assessments, especially when government-dependent schools are compared with public schools. In 26 countries and economies, private schools have greater autonomy in this index, but in Austria, Estonia, the Netherlands, New Zealand, the Slovak Republic, Slovenia and Chinese Taipei, the opposite is observed (Table C7.5).

School systems also differ in the degree of autonomy granted to private schools. Private schools in OECD countries, for example, show varying degrees of autonomy in allocating resources. School principals in Austria, Belgium, France, Germany, Korea and Spain reported relatively low levels of autonomy (index values of less than 2), while principals in the Czech Republic, Finland, the Netherlands, Sweden and the United Kingdom reported the opposite (index values of over 1.68) (Table C7.5).

Chart C7.4. Students enrolled in tertiary-type A and advanced research programmes, by type of private institutions (2003, 2012)



1. 2003 data are missing.
2. Including independent private institutions.

Countries are ranked in descending order of the share of 5A/6 students enrolled in private institutions in 2012.

Source: OECD. Table C7.6. See Annex 3 for notes (*www.oecd.org/edu/eag.htm*).

StatLink http://dx.doi.org/10.1787/888933119511

Enrolment and financing of public and private tertiary institutions

The proportion of students enrolled in independent private institutions is largest at the tertiary level of education. Some 17% of students in tertiary-type B programmes, and 14% of students in tertiary-type A and advanced research programmes are enrolled in independent private institutions. When considering tertiary-level independent private and government-dependent private institutions together, 41% of students are enrolled in tertiary-type B programmes and at least 28% of students are enrolled in tertiary-type A and advanced research programmes (Table C7.6).

In 2003, on average across OECD countries, 77% of students in tertiary-type A programmes attended public institutions, 11% attended government-depended private institutions and 12% attended independent private institutions. The share of students enrolled in private institutions at the tertiary level has increased in 21 of the 29 OECD countries with available data between 2003 and 2012. Similarly, enrolments in tertiary-type A private institutions in OECD countries grew by an average of two percentage points, from 23% to 25%, between 2003 and 2012, while the enrolments in tertiary-type B programmes increased by four percentage points, from 33% to 37%, during the same period. The countries showing the greatest growth in enrolments in tertiary-type A private institutions during this period are Austria, the Czech Republic, Finland, Germany, and the Slovak Republic, with observed increases exceeding 6 percentage points (Table C7.6 and Chart C7.4).

The expansion of private institutions at the tertiary level of education is a response to the significant increase in demand for tertiary education observed during the past few decades. However, in most countries, enrolment in a private institution entails additional costs for students. OECD and G20 countries differ significantly in the amount of tuition fees charged by their tertiary institutions. In eight OECD countries, public institutions charge no tuition fees, but in one-third of the 26 OECD countries with available data, public institutions charge annual tuition fees in excess of USD 1 500 for national students. In most countries, private institutions charge higher tuition fees than public institutions. Finland and Sweden are the only countries with no tuition fees in either public or private institutions. Variations within countries tend to be greatest in those countries in which the largest proportions of students are enrolled in independent private tertiary-type A institutions. In contrast, in most countries, tuition fees charged by institutions differ less between public and government-dependent private institutions than between public and independent private institutions. In Austria, there is no difference in the tuition fees charged by these two types of institutions (see Indicator B5).

With an increasing variety of education opportunities, programmes and providers, governments are forging new partnerships to mobilise resources for tertiary education and to design new policies that allow the different stakeholders to participate more fully and to share costs and benefits more equitably. Therefore, companies are also more involved in financing tertiary public institutions. In Australia, Austria, Canada, the Czech Republic, Israel, Japan, Korea, the Netherlands, the Slovak Republic, Sweden, the United Kingdom and the United States, 9% or more of expenditure on tertiary institutions is covered by private entities other than households. In Sweden, these contributions are largely directed to sponsoring research and development (see Indicator B3).

Definitions and methodology

School type: As the indicator is mainly based on the UOE and PISA data collection, the definitions of school type are the same in these two surveys. Schools are classified as either public or private, according to whether a public agency or a private entity has the ultimate power to make decisions concerning its affairs. This information is combined with information on the percentage of total funding that comes from government sources. The indicators include three categories: **independent private schools**, controlled by a non-government organisation or with a governing board not selected by a government agency, that receive less than 50% of their core funding from government agencies; **government-dependent private schools,** controlled by a non-government organisation or with a governing board not selected by a government agency, that receive more than 50% of their core funding from government agencies; and **public schools** controlled and managed by a public education authority or agency.

Teacher shortage: In order to assess how school principals perceive the adequacy of the supply of teachers, PISA 2012 asked the extent to which they think instruction in their school is hindered by a lack of qualified teachers and staff in key areas. This information was combined to create a composite *index of teacher shortage*, such that the index has an average of 0 and a standard deviation of 1 for OECD countries. Higher values on the index indicate principals' perception that there are more problems with instruction because of teacher shortage. Caution is required in interpreting these results: school principals across countries and economies, and even within countries and economies, may have different expectations and benchmarks to determine whether there is a lack of qualified teachers. Nonetheless, these reports provide valuable information that can be used to assess whether schools or school systems are providing their students with adequate human resources.

Note regarding data from Israel

The statistical data for Israel are supplied by and are under the responsibility of the relevant Israeli authorities. The use of such data by the OECD is without prejudice to the status of the Golan Heights, East Jerusalem and Israeli settlements in the West Bank under the terms of international law.

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Tables of Indicator C7

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Table C7.1. Students in pre-primary, primary and secondary education, by type of school (2012)

Distribution of students, by type of school

		Pre-primary education			Primary			Lower secondary			Upper secondary		
		Public	Government-dependent private	Independent private	Public	Government-dependent private	Independent private	Public	Government-dependent private	Independent private	Public	Government-dependent private	Independent private
		(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)
OECD	Australia[1]	22	78	m	69	31	a	64	36	m	63	36	m
	Austria	70	30	x(2)	94	6	x(5)	91	9	x(8)	90	10	x(11)
	Belgium[1]	47	53	m	46	54	m	39	61	m	43	57	m
	Canada[2]	m	m	m	94	6	x(5)	91	9	x(8)	94	6	x(11)
	Chile	34	60	6	40	53	7	45	48	7	38	55	7
	Czech Republic	98	2	a	98	2	a	97	3	a	86	14	a
	Denmark	81	19	n	85	15	n	73	26	1	98	2	n
	Estonia	97	a	3	96	a	4	96	a	4	97	a	3
	Finland	92	8	a	98	2	a	95	5	a	81	19	a
	France	87	12	n	85	14	n	78	22	n	69	31	1
	Germany	35	65	x(2)	96	4	x(5)	91	9	x(8)	92	8	x(11)
	Greece	93	a	7	93	a	7	95	a	5	96	a	4
	Hungary	93	7	a	89	11	a	88	12	a	76	24	a
	Iceland	88	12	n	97	3	n	99	1	n	79	20	1
	Ireland	2	a	98	99	a	1	100	a	a	99	a	1
	Israel	91	a	9	77	23	a	84	16	a	94	6	a
	Italy	70	a	30	93	a	7	96	a	4	91	4	5
	Japan	29	a	71	99	a	1	93	a	7	69	a	31
	Korea	16	84	a	98	a	2	82	18	a	56	44	a
	Luxembourg	91	n	9	91	n	9	81	10	9	84	7	9
	Mexico	86	a	14	92	a	8	89	a	11	83	a	17
	Netherlands	70	a	30	100	a	n	97	a	3	91	a	9
	New Zealand	1	99	n	98	a	2	95	a	5	85	8	7
	Norway	54	46	x(2)	98	2	x(5)	97	3	x(8)	90	10	x(11)
	Poland	84	1	14	97	1	3	95	1	4	85	1	14
	Portugal	53	30	16	88	4	8	85	7	8	78	5	17
	Slovak Republic	96	4	n	94	6	n	93	7	n	85	15	n
	Slovenia	97	2	n	99	1	n	100	n	a	96	2	2
	Spain	65	24	11	68	28	4	69	28	3	79	12	9
	Sweden	83	17	n	91	9	n	86	14	n	83	17	n
	Switzerland	96	n	4	95	2	3	92	3	5	87	9	4
	Turkey	91	a	9	97	a	3	97	a	3	97	a	3
	United Kingdom	63	31	6	93	3	5	55	40	5	33	62	5
	United States	60	a	40	92	a	8	92	a	8	92	a	8
	OECD average	68	20	11	89	8	3	86	11	3	81	14	5
	EU21 average	75	15	11	90	8	2	86	12	2	82	14	4
Partners	Argentina[2]	68	25	7	76	20	4	77	19	3	71	24	5
	Brazil	71	a	29	85	a	15	88	a	12	84	a	16
	China	51	49	x(2)	94	6	x(5)	91	9	x(8)	89	11	x(11)
	Colombia	64	a	36	81	a	19	81	a	19	77	a	23
	India	m	m	m	m	m	m	m	m	m	m	m	m
	Indonesia	3	a	97	83	a	17	64	a	36	50	a	50
	Latvia	95	a	5	99	a	1	99	a	1	98	a	2
	Russian Federation	99	a	1	99	a	1	99	a	1	98	a	2
	Saudi Arabia	59	41	x(2)	90	10	x(5)	92	8	x(8)	83	17	x(11)
	South Africa[2]	94	6	x(2)	96	4	x(5)	96	4	x(8)	96	4	x(11)
	G20 average	59	23	18	91	5	4	85	10	5	78	14	8

1. Excluding independent private institutions.
2. Year of reference 2011.

Source: OECD. Argentina, China, Colombia, Indonesia, Saudi Arabia, South Africa: UNESCO Institute for Statistics (World Education Indicators Programme).
See Annex 3 for notes (*www.oecd.org/edu/eag.htm*).

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

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Table C7.2. [1/2] School type and performance in mathematics (2012)

Results based on school principals' reports

		Public schools				Government-dependent schools				Independent private schools			
		Percentage of students		Performance on the mathematics scale		Percentage of students		Performance on the mathematics scale		Percentage of students		Performance on the mathematics scale	
		%	S.E.	Mean score	S.E.	%	S.E.	Mean score	S.E.	%	S.E.	Mean score	S.E.
		(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)
OECD	Australia	61.0	(0.7)	489	(2.3)	26.5	(1.0)	510	(2.9)	12.5	(0.9)	559	(3.6)
OECD	Austria	91.4	(2.3)	502	(3.2)	7.5	(2.1)	546	(15.9)	1.1	(0.9)	559	(14.5)
OECD	Belgium	w	w	w	w	w	w	w	w	w	w	w	w
OECD	Canada	92.2	(0.8)	514	(2.0)	4.3	(0.6)	570	(8.1)	3.5	(0.8)	566	(10.1)
OECD	Chile	37.5	(1.6)	390	(5.0)	48.1	(2.7)	424	(4.9)	14.5	(2.2)	503	(6.6)
OECD	Czech Republic	91.8	(1.9)	498	(3.8)	6.9	(1.6)	493	(17.3)	1.3	(0.9)	c	c
OECD	Denmark	77.0	(1.8)	494	(2.5)	18.9	(2.0)	517	(6.2)	4.2	(1.5)	527	(13.0)
OECD	Estonia	97.5	(1.0)	520	(2.0)	1.9	(1.0)	509	(36.3)	0.5	(0.0)	c	c
OECD	Finland	97.0	(0.7)	518	(2.0)	3.0	(0.7)	542	(7.2)	0.0	c	c	c
OECD	France	82.8	(1.4)	490	(3.2)	17.2	(1.4)	521	(6.6)	0.0	c	c	c
OECD	Germany	94.5	(1.6)	511	(3.5)	5.0	(1.6)	549	(19.4)	0.5	(0.4)	c	c
OECD	Greece	97.7	(0.7)	450	(2.7)	0.0	c	c	c	2.3	(0.7)	c	c
OECD	Hungary	84.0	(2.9)	475	(3.4)	16.0	(2.9)	489	(14.1)	0.0	c	c	c
OECD	Iceland	99.5	(0.1)	493	(1.7)	0.5	(0.1)	c	c	0.0	c	c	c
OECD	Ireland	w	w	w	w	w	w	w	w	w	w	w	w
OECD	Israel	100.0	c	466	(4.7)	0.0	c	c	c	0.0	c	c	c
OECD	Italy	95.3	(0.7)	487	(2.3)	1.8	(0.4)	437	(7.1)	2.9	(0.5)	515	(8.9)
OECD	Japan	70.1	(1.2)	535	(3.3)	0.0	c	c	c	29.9	(1.2)	540	(9.6)
OECD	Korea	52.7	(4.1)	546	(7.1)	31.4	(3.8)	539	(7.2)	15.9	(3.1)	609	(10.5)
OECD	Luxembourg	84.9	(0.1)	492	(1.3)	13.4	(0.0)	464	(2.4)	1.8	(0.0)	c	c
OECD	Mexico	90.7	(0.9)	408	(1.5)	0.1	(0.1)	c	c	9.2	(0.8)	452	(6.0)
OECD	Netherlands[1]	33.6	(4.4)	516	(10.0)	66.4	(4.4)	523	(5.6)	0.0	c	c	c
OECD	New Zealand	94.7	(1.4)	496	(2.5)	0.0	c	c	c	5.3	(1.4)	583	(6.8)
OECD	Norway	98.3	(1.0)	489	(2.8)	1.7	(1.0)	c	c	0.0	c	c	c
OECD	Poland	97.1	(0.4)	516	(3.6)	1.9	(0.4)	566	(22.1)	1.0	(0.2)	581	(14.9)
OECD	Portugal	89.9	(2.0)	481	(3.8)	5.8	(1.9)	516	(7.3)	4.2	(1.4)	581	(5.2)
OECD	Slovak Republic	91.0	(2.4)	478	(4.1)	8.6	(2.5)	520	(20.2)	0.5	(0.3)	c	c
OECD	Slovenia	97.6	(0.1)	501	(1.3)	2.4	(0.1)	589	(6.9)	0.0	c	c	c
OECD	Spain	68.2	(0.8)	471	(2.5)	24.4	(1.1)	506	(3.6)	7.4	(1.0)	523	(4.8)
OECD	Sweden	86.0	(0.7)	476	(2.4)	14.0	(0.7)	491	(7.9)	0.0	c	c	c
OECD	Switzerland	93.7	(1.3)	532	(3.3)	1.5	(0.8)	567	(18.4)	4.8	(1.0)	505	(13.0)
OECD	Turkey	100.0	c	447	(4.9)	0.0	c	c	c	0.0	c	c	c
OECD	United Kingdom	56.2	(3.1)	485	(3.6)	36.0	(3.2)	494	(7.6)	7.8	(0.7)	569	(12.7)
OECD	United States	94.9	(0.9)	482	(4.0)	0.0	c	c	c	5.1	(0.9)	496	(10.0)
	OECD average	81.7	(0.3)	489	(0.7)	14.2	(0.4)	517	(2.6)	4.1	(0.2)	542	(2.5)
Partners	Albania	91.7	(2.1)	393	(2.2)	0.0	c	c	c	8.3	(2.1)	403	(6.4)
Partners	Argentina	67.7	(2.3)	368	(4.1)	25.6	(2.9)	428	(5.7)	6.7	(2.2)	428	(14.3)
Partners	Brazil	86.5	(1.3)	376	(2.0)	0.6	(0.4)	c	c	12.8	(1.3)	461	(6.9)
Partners	Bulgaria	98.8	(0.9)	438	(4.1)	0.0	c	c	c	1.2	(0.9)	c	c
Partners	Colombia	85.9	(1.4)	369	(2.8)	4.0	(0.8)	362	(8.0)	10.1	(1.4)	441	(12.7)
Partners	Costa Rica	86.9	(1.4)	396	(3.3)	3.6	(0.9)	465	(17.1)	9.5	(1.5)	478	(9.5)
Partners	Croatia	98.2	(1.1)	471	(3.6)	0.8	(0.8)	c	c	0.9	(0.7)	c	c
Partners	Hong Kong-China	7.0	(0.2)	597	(9.5)	91.9	(0.8)	560	(3.5)	1.2	(0.7)	c	c
Partners	Indonesia	58.9	(2.6)	377	(5.0)	17.5	(2.3)	342	(5.6)	23.7	(2.7)	395	(10.7)
Partners	Jordan	83.3	(1.5)	376	(3.1)	0.9	(0.6)	c	c	15.8	(1.2)	440	(10.8)
Partners	Kazakhstan	97.2	(1.0)	432	(3.0)	0.7	(0.5)	c	c	2.1	(0.9)	436	(14.7)
Partners	Latvia	97.7	(1.5)	490	(2.9)	0.4	(0.4)	c	c	1.9	(1.3)	c	c
Partners	Liechtenstein	93.6	(0.4)	541	(3.9)	0.0	c	c	c	6.4	(0.4)	c	c
Partners	Lithuania	98.6	(0.7)	478	(2.7)	1.1	(0.6)	c	c	0.4	(0.4)	c	c
Partners	Macao-China	4.2	(0.0)	c	c	81.3	(0.0)	537	(1.1)	14.5	(0.0)	559	(2.9)
Partners	Malaysia	96.6	(0.7)	418	(3.2)	0.0	c	c	c	3.4	(0.7)	505	(27.3)
Partners	Montenegro	99.6	(0.0)	410	(1.1)	0.0	c	c	c	0.4	(0.0)	c	c
Partners	Peru	85.3	(1.8)	350	(3.2)	0.0	c	c	c	14.7	(1.8)	424	(11.3)
Partners	Qatar	61.9	(0.1)	335	(1.0)	0.9	(0.0)	c	c	37.2	(0.1)	442	(1.3)
Partners	Romania	99.4	(0.6)	444	(3.7)	0.0	c	c	c	0.6	(0.6)	c	c
Partners	Russian Federation	99.4	(0.6)	482	(3.0)	0.0	c	c	c	0.6	(0.6)	c	c
Partners	Serbia	99.6	(0.4)	448	(3.9)	0.0	c	c	c	0.4	(0.4)	c	c
Partners	Shanghai-China	90.7	(1.8)	609	(3.4)	0.0	c	c	c	9.3	(1.8)	644	(9.3)
Partners	Singapore	97.6	(0.7)	574	(1.2)	0.0	c	c	c	2.4	(0.7)	c	c
Partners	Chinese Taipei	67.6	(1.4)	581	(3.7)	4.6	(1.3)	469	(9.5)	27.9	(1.9)	529	(7.9)
Partners	Thailand	83.5	(0.6)	433	(3.8)	11.6	(1.5)	396	(5.1)	4.9	(1.3)	398	(23.2)
Partners	Tunisia	99.4	(0.4)	389	(3.9)	0.0	c	c	c	0.6	(0.4)	c	c
Partners	United Arab Emirates	54.5	(1.7)	399	(2.6)	0.6	(0.4)	c	c	44.9	(1.7)	461	(4.3)
Partners	Uruguay	83.3	(1.2)	393	(2.6)	0.0	c	c	c	16.7	(1.2)	492	(6.6)
Partners	Viet Nam	92.6	(1.1)	513	(5.1)	0.0	c	c	c	7.4	(1.1)	499	(11.6)

Note: Values that are statistically significant are indicated in bold (see Annex A3).

1. In the Netherlands, government-dependent private schools are publicly financed, they differ from public schools with regard to religious conviction and/or pedagogic orientation.

Source: OECD, PISA 2012 Database. See Annex 3 for notes (*www.oecd.org/edu/eag.htm*).

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

StatLink http://dx.doi.org/10.1787/888933119359

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Table C7.2. [2/2] School type and performance in mathematics (2012)

Results based on school principals' reports

		Difference in performance on the mathematics scale between public and government-dependent private schools		Difference in performance on the mathematics scale between public and private schools (government-dependent and government-independent schools combined)		Difference in performance on the mathematics scale between public and private schools after accounting for the PISA index of economic, social and cultural status of:			
						Students		Students and schools	
		Dif. (Pub. - Priv.)	S.E.	Dif. (Pub. - Priv.)	S.E.	Dif. (Pub. - Priv.)	S.E.	Dif. (Pub. - Priv.)	S.E.
		(13)	(14)	(15)	(16)	(29)	(30)	(31)	(32)
OECD	Australia	**-21**	(3.6)	**-37**	(3.4)	**-17**	(3.4)	8	(4.3)
OECD	Austria	**-43**	(16.9)	**-45**	(14.9)	-18	(13.3)	21	(15.7)
OECD	Belgium	w	w	w	w	w	w	w	w
OECD	Canada	**-56**	(8.3)	**-54**	(6.7)	**-38**	(6.5)	**-25**	(6.6)
OECD	Chile	**-34**	(7.1)	**-53**	(6.1)	**-27**	(6.0)	-8	(6.7)
OECD	Czech Republic	5	(17.9)	-6	(17.3)	3	(14.0)	16	(12.5)
OECD	Denmark	**-24**	(6.7)	**-25**	(6.4)	**-11**	(5.0)	0	(4.6)
OECD	Estonia	12	(36.4)	-9	(30.5)	3	(26.7)	15	(22.0)
OECD	Finland	**-24**	(7.7)	**-24**	(7.7)	-13	(6.9)	-5	(6.7)
OECD	France	**-31**	(7.4)	**-31**	(7.4)	-8	(6.6)	**26**	(7.9)
OECD	Germany	**-38**	(20.6)	**-44**	(19.7)	-17	(16.0)	23	(15.7)
OECD	Greece	c	c	c	c	c	c	c	c
OECD	Hungary	-15	(15.1)	-15	(15.1)	-8	(10.8)	1	(8.6)
OECD	Iceland	c	c	c	c	c	c	c	c
OECD	Ireland	**w**	w	w	w	w	w	w	w
OECD	Israel	c	c	c	c	c	c	c	c
OECD	Italy	**50**	(7.8)	3	(7.7)	**12**	(6.1)	**31**	(7.8)
OECD	Japan	c	c	-5	(10.3)	6	(8.7)	**43**	(6.7)
OECD	Korea	7	(11.2)	-17	(10.1)	-15	(8.4)	-12	(6.9)
OECD	Luxembourg	**28**	(2.8)	**13**	(2.7)	**15**	(3.0)	**18**	(2.8)
OECD	Mexico	c	c	**-43**	(6.5)	**-16**	(5.4)	**18**	(4.6)
OECD	Netherlands[1]	-7	(12.5)	-7	(12.5)	-8	(10.6)	-9	(7.8)
OECD	New Zealand	c	c	**-87**	(6.9)	**-43**	(7.2)	0	(9.4)
OECD	Norway	c	c	c	c	c	c	c	c
OECD	Poland	**-50**	(21.8)	**-56**	(12.9)	-15	(11.3)	15	(12.9)
OECD	Portugal	**-35**	(7.9)	**-62**	(9.4)	**-29**	(4.8)	-7	(7.2)
OECD	Slovak Republic	**-42**	(21.5)	**-42**	(20.4)	-17	(14.8)	7	(11.9)
OECD	Slovenia	**-87**	(6.9)	**-87**	(6.9)	**-60**	(7.4)	-3	(7.0)
OECD	Spain	**-35**	(4.0)	**-39**	(3.3)	**-21**	(3.3)	**-10**	(4.1)
OECD	Sweden	-15	(8.4)	-15	(8.4)	-7	(6.4)	2	(5.0)
OECD	Switzerland	**-35**	(19.0)	12	(14.8)	**34**	(14.3)	**71**	(15.5)
OECD	Turkey	c	c	c	c	c	c	c	c
OECD	United Kingdom	-10	(8.6)	**-23**	(8.1)	**-13**	(5.9)	-1	(5.2)
OECD	United States	c	c	-14	(11.4)	7	(8.1)	**27**	(6.4)
	OECD average	**-23**	(2.8)	**-28**	(2.1)	**-12**	(1.7)	**7**	(1.6)
Partners	Albania	c	c	-10	(6.8)	c	c	c	c
Partners	Argentina	**-60**	(7.3)	**-60**	(7.3)	**-45**	(6.3)	**-27**	(8.3)
Partners	Brazil	c	c	**-83**	(6.7)	**-60**	(6.0)	**-19**	(7.1)
Partners	Bulgaria	c	c	c	c	c	c	c	c
Partners	Colombia	7	(8.2)	**-50**	(11.0)	**-28**	(9.0)	-7	(8.2)
Partners	Costa Rica	**-68**	(17.4)	**-78**	(8.6)	**-48**	(8.4)	-10	(10.8)
Partners	Croatia	c	c	c	c	c	c	c	c
Partners	Hong Kong-China	**36**	(10.1)	**37**	(10.1)	**34**	(10.0)	**33**	(12.0)
Partners	Indonesia	**35**	(7.6)	5	(8.9)	4	(7.6)	4	(6.8)
Partners	Jordan	c	c	**-60**	(10.7)	**-48**	(9.7)	**-33**	(8.4)
Partners	Kazakhstan	c	c	-2	(12.4)	2	(11.3)	8	(10.6)
Partners	Latvia	c	c	c	c	c	c	c	c
Partners	Liechtenstein	c	c	c	c	c	c	c	c
Partners	Lithuania	c	c	c	c	c	c	c	c
Partners	Macao-China	c	c	c	c	c	c	c	c
Partners	Malaysia	c	c	**-87**	(27.8)	**-65**	(23.2)	**-39**	(18.9)
Partners	Montenegro	c	c	c	c	c	c	c	c
Partners	Peru	c	c	**-74**	(12.0)	**-42**	(9.0)	-7	(7.4)
Partners	Qatar	c	c	**-108**	(1.7)	**-102**	(1.7)	**-93**	(1.6)
Partners	Romania	c	c	c	c	c	c	c	c
Partners	Russian Federation	c	c	c	c	c	c	c	c
Partners	Serbia	c	c	c	c	c	c	c	c
Partners	Shanghai-China	c	c	**-35**	(10.1)	**-16**	(7.7)	10	(9.4)
Partners	Singapore	c	c	c	c	c	c	c	c
Partners	Chinese Taipei	**112**	(10.4)	**60**	(7.3)	**54**	(5.0)	**44**	(4.4)
Partners	Thailand	**37**	(6.3)	**36**	(8.9)	**39**	(6.4)	**42**	(5.2)
Partners	Tunisia	c	c	c	c	c	c	c	c
Partners	United Arab Emirates	c	c	**-62**	(4.9)	**-50**	(4.5)	**-28**	(4.4)
Partners	Uruguay	c	c	**-100**	(7.1)	**-55**	(5.9)	**28**	(8.8)
Partners	Viet Nam	c	c	14	(12.4)	**36**	(12.9)	**58**	(16.3)

Note: Values that are statistically significant are indicated in bold (see Annex A3).

1. In the Netherlands, government-dependent private schools are publicly financed, they differ from public schools with regard to religious conviction and/or pedagogic orientation.

Source: OECD, PISA 2012 Database. See Annex 3 for notes (*www.oecd.org/edu/eag.htm*).

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

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Table C7.3. [1/2] School type and performance in mathematics (2003)

Results based on school principals' reports

		Public schools				Government-dependent schools				Independent private schools			
		Percentage of students		Performance on the mathematics scale		Percentage of students		Performance on the mathematics scale		Percentage of students		Performance on the mathematics scale	
		%	S.E.	Mean score	S.E.	%	S.E.	Mean score	S.E.	%	S.E.	Mean score	S.E.
		(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)
OECD	Australia	w	w	w	w	w	w	w	w	w	w	w	w
	Austria	92.0	(1.9)	504	(3.4)	6.7	(1.6)	518	(12.6)	1.3	(0.6)	c	c
	Belgium	w	w	w	w	w	w	w	w	w	w	w	w
	Canada	94.2	(0.7)	529	(1.8)	3.8	(0.6)	573	(10.8)	1.9	(0.3)	563	(11.1)
	Czech Republic	93.3	(1.7)	517	(3.8)	5.8	(1.6)	505	(13.5)	0.9	(0.5)	c	c
	Denmark	77.8	(2.5)	515	(3.1)	21.7	(2.6)	511	(6.3)	0.5	(0.5)	c	c
	Finland	93.3	(1.6)	545	(1.8)	6.7	(1.6)	539	(12.2)	0.0	c	c	c
	France	w	w	w	w	w	w	w	w	w	w	w	w
	Germany	92.2	(1.7)	497	(3.7)	7.5	(1.8)	566	(12.7)	0.4	(0.4)	c	c
	Greece	97.4	(1.9)	442	(3.6)	0.0	c	c	c	2.6	(1.9)	507	(30.1)
	Hungary	88.9	(2.5)	489	(3.6)	9.8	(2.3)	504	(16.8)	1.2	(0.8)	c	c
	Iceland	99.5	(0.1)	515	(1.6)	0.0	c	c	c	0.5	(0.1)	c	c
	Ireland	w	w	w	w	w	w	w	w	w	w	w	w
	Italy	96.1	(1.2)	468	(3.1)	0.4	(0.2)	392	(61.4)	3.5	(1.3)	452	(35.4)
	Japan	73.0	(1.7)	544	(4.7)	0.6	(0.6)	c	c	26.4	(1.8)	513	(7.5)
	Korea	42.3	(3.7)	527	(6.1)	36.0	(4.1)	532	(7.5)	21.7	(3.4)	593	(9.6)
	Luxembourg	85.9	(0.1)	498	(1.1)	14.1	(0.1)	463	(2.9)	0.0	c	c	c
	Mexico	86.7	(1.9)	375	(3.5)	0.1	(0.1)	c	c	13.2	(1.9)	430	(8.9)
	Netherlands[1]	23.3	(4.2)	516	(14.0)	76.7	(4.2)	541	(4.5)	0.0	c	c	c
	New Zealand	95.4	(0.5)	522	(2.3)	0.0	c	c	c	4.6	(0.5)	579	(17.1)
	Norway	99.1	(0.7)	494	(2.4)	0.9	(0.7)	c	c	0.0	c	c	c
	Poland	99.2	(0.4)	489	(2.5)	0.4	(0.4)	c	c	0.4	(0.3)	c	c
	Portugal	93.7	(1.3)	465	(3.6)	4.2	(1.2)	459	(8.5)	2.1	(1.2)	c	c
	Slovak Republic	87.4	(2.7)	495	(3.7)	12.6	(2.7)	523	(9.3)	0.0	c	c	c
	Spain	64.2	(1.5)	472	(3.4)	28.1	(2.1)	505	(4.2)	7.7	(1.7)	520	(9.7)
	Sweden	95.7	(0.5)	509	(2.6)	4.3	(0.5)	516	(11.0)	0.0	c	c	c
	Switzerland	95.3	(1.0)	528	(3.8)	0.9	(0.7)	546	(34.2)	3.8	(0.7)	497	(23.2)
	Turkey	99.0	(1.0)	420	(6.6)	0.0	c	c	c	1.0	(1.0)	c	c
	United States	94.3	(1.0)	483	(3.6)	0.0	c	c	c	5.7	(1.0)	507	(9.1)
	OECD average (for countries with available data for 2003 and 2012)	82.7	(0.3)	494	(0.9)	13.6	(0.4)	514	(4.5)	3.7	(0.3)	516	(5.9)
Partners	Brazil	87.4	(2.3)	342	(6.2)	0.0	c	c	c	12.6	(2.3)	454	(11.3)
	Hong Kong-China	9.5	(0.4)	571	(11.4)	90.1	(0.5)	548	(4.8)	0.4	(0.3)	c	c
	Indonesia	51.4	(2.3)	373	(4.9)	4.1	(1.5)	326	(19.3)	44.5	(2.6)	345	(7.0)
	Latvia	99.0	(0.7)	485	(3.7)	0.0	c	c	c	1.0	(0.7)	c	c
	Liechtenstein	95.0	(0.3)	539	(4.1)	0.0	c	c	c	5.0	(0.3)	c	c
	Macao-China	5.0	(0.1)	c	c	49.3	(0.2)	528	(3.5)	45.8	(0.2)	529	(5.2)
	Russian Federation	99.7	(0.2)	468	(4.3)	0.0	c	c	c	0.3	(0.2)	c	c
	Thailand	88.0	(1.2)	416	(3.0)	6.0	(1.1)	419	(18.8)	6.0	(1.6)	428	(13.7)
	Tunisia	m	m	m	m	m	m	m	m	m	m	m	m
	Uruguay	85.9	(0.8)	409	(3.7)	0.0	c	c	c	14.1	(0.8)	501	(6.1)

Notes: Values that are statistically significant are indicated in bold (see Annex A3).

Only countries and economies with comparable data from PISA 2003 and PISA 2012 are shown.

1. In the Netherlands, government-dependent private schools are publicly financed, they differ from public schools with regard to religious conviction and/or pedagogic orientation.

Source: OECD, PISA 2003 Database. See Annex 3 for notes (*www.oecd.org/edu/eag.htm*).

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

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C7

Table C7.3. [2/2] School type and performance in mathematics (2003)

Results based on school principals' reports

		Difference in performance on the mathematics scale between public and government-dependent private schools		Difference in performance on the mathematics scale between public and private schools (government-dependent and government-independent schools combined)		Difference in performance on the mathematics scale between public and private schools after accounting for the PISA index of economic, social and cultural status of:			
						Students		Students and schools	
		Dif. (Pub. - Priv.)	S.E.	Dif. (Pub. - Priv.)	S.E.	Dif. (Pub. - Priv.)	S.E.	Dif. (Pub. - Priv.)	S.E.
		(13)	(14)	(15)	(16)	(17)	(18)	(19)	(20)
OECD	Australia	w	w	w	w	w	w	w	w
OECD	Austria	-14	(12.9)	-18	(12.0)	-6	(10.3)	10	(11.9)
OECD	Belgium	w	w	w	w	w	w	w	w
OECD	Canada	**-44**	(10.9)	**-41**	(8.3)	**-27**	(6.4)	**-14**	(6.6)
OECD	Czech Republic	12	(14.4)	3	(13.5)	12	(9.8)	17	(10.5)
OECD	Denmark	4	(7.2)	4	(7.1)	5	(5.2)	5	(4.8)
OECD	Finland	5	(12.3)	5	(12.3)	13	(11.0)	14	(11.2)
OECD	France	w	w	w	w	w	w	w	w
OECD	Germany	**-68**	(14.1)	**-66**	(13.7)	**-29**	(10.7)	17	(11.7)
OECD	Greece	c	c	**-65**	(30.4)	-19	(15.5)	**42**	(9.0)
OECD	Hungary	-15	(18.4)	-17	(18.1)	-4	(13.1)	8	(9.8)
OECD	Iceland	c	c	c	c	c	c	c	c
OECD	Ireland	**w**	w	w	w	w	w	w	w
OECD	Italy	**76**	(61.2)	22	(22.4)	31	(22.5)	46	(23.5)
OECD	Japan	c	c	**31**	(8.6)	**41**	(6.8)	**62**	(5.6)
OECD	Korea	-5	(11.1)	**-28**	(10.1)	-14	(8.2)	10	(7.1)
OECD	Luxembourg	**35**	(3.3)	**35**	(3.3)	**27**	(3.5)	**13**	(3.4)
OECD	Mexico	c	c	**-55**	(9.8)	**-25**	(8.0)	**19**	(8.1)
OECD	Netherlands[1]	-25	(16.4)	-25	(16.4)	-10	(10.7)	-2	(8.6)
OECD	New Zealand	c	c	**-57**	(17.3)	-23	(12.8)	12	(9.7)
OECD	Norway	c	c	c	c	c	c	c	c
OECD	Poland	c	c	c	c	c	c	c	c
OECD	Portugal	6	(9.3)	-19	(16.9)	-11	(9.9)	-2	(10.6)
OECD	Slovak Republic	**-27**	(10.3)	**-27**	(10.3)	-15	(7.8)	-2	(7.3)
OECD	Spain	**-32**	(5.7)	**-35**	(5.4)	**-20**	(4.4)	-6	(4.3)
OECD	Sweden	-8	(11.3)	-8	(11.3)	6	(8.2)	**17**	(7.0)
OECD	Switzerland	-18	(34.7)	21	(22.3)	**40**	(20.1)	**62**	(19.6)
OECD	Turkey	c	c	c	c	c	c	c	c
OECD	United States	c	c	**-24**	(9.9)	-6	(8.3)	11	(9.7)
	OECD average (for countries with available data for 2003 and 2012)	**-11**	-(4.7)	**-19**	(3.0)	-4	(2.2)	**14**	(2.1)
Partners	Brazil	c	c	**-112**	(13.5)	**-73**	(14.0)	12	(20.3)
Partners	Hong Kong-China	23	(12.3)	23	(12.3)	**22**	(10.0)	**20**	(8.9)
Partners	Indonesia	**47**	(20.1)	**29**	(8.1)	**27**	(7.2)	**23**	(6.1)
Partners	Latvia	c	c	c	c	c	c	c	c
Partners	Liechtenstein	c	c	c	c	c	c	c	c
Partners	Macao-China	c	c	c	c	c	c	c	c
Partners	Russian Federation	c	c	c	c	c	c	c	c
Partners	Thailand	-3	(19.1)	-7	(12.7)	3	(11.9)	13	(11.5)
Partners	Tunisia	c	c	m	m	m	m	m	m
Partners	Uruguay	c	c	**-92**	(6.8)	**-55**	(6.7)	16	(11.4)

Notes: Values that are statistically significant are indicated in bold (see Annex A3).

Only countries and economies with comparable data from PISA 2003 and PISA 2012 are shown.

1. In the Netherlands, government-dependent private schools are publicly financed, they differ from public schools with regard to religious conviction and/or pedagogic orientation.

Source: OECD, PISA 2003 Database. See Annex 3 for notes (*www.oecd.org/edu/eag.htm*).

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

StatLink http://dx.doi.org/10.1787/888933119378

Table C7.4. [1/2] Learning environment, by type of school (2012)

Results based on school principals' reports and students' self-reports

		Class size in which 15-year-old students are enrolled (PISA results based on students' self-reports)										Index of teacher shortage (PISA results based on school principals' reports)[1]					
		All schools		Public schools		Government-dependent schools		Independent private schools		Private schools		All schools		Public schools		Government-dependent schools	
		Mean	S.E.	Mean	S.E.	Mean	S.E.	Mean	S.E.	Mean	S.E.	Mean	S.E.	Mean	S.E.	Mean	S.E.
		(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)	(13)	(14)	(15)	(16)
OECD	Australia	22.6	(0.1)	22.4	(0.2)	23.4	(0.2)	21.6	(0.3)	22.8	(0.2)	0.2	(0.0)	0.4	(0.0)	0.1	(0.1)
OECD	Austria	20.7	(0.2)	20.7	(0.2)	21.4	(1.0)	21.4	(1.0)	21.4	(0.9)	-0.1	(0.1)	-0.1	(0.1)	-0.3	(0.3)
OECD	Belgium	18.8	(0.2)	18.1	(0.3)	18.9	(0.2)	c	c	18.9	(0.2)	0.3	(0.1)	0.3	(0.1)	0.2	(0.1)
OECD	Canada	24.3	(0.1)	24.0	(0.1)	29.3	(0.7)	24.3	(1.6)	27.1	(0.8)	-0.3	(0.0)	-0.3	(0.0)	-0.2	(0.2)
OECD	Chile	34.3	(0.4)	33.7	(0.7)	36.0	(0.7)	30.2	(1.1)	34.6	(0.6)	0.6	(0.1)	0.9	(0.2)	0.5	(0.1)
OECD	Czech Republic	22.1	(0.3)	22.2	(0.3)	23.0	(1.1)	c	c	22.6	(1.0)	-0.4	(0.0)	-0.4	(0.1)	-0.8	(0.1)
OECD	Denmark	19.7	(0.2)	19.8	(0.2)	19.4	(0.7)	19.9	(0.7)	19.5	(0.6)	-0.2	(0.1)	-0.1	(0.1)	-0.4	(0.1)
OECD	Estonia	20.6	(0.2)	20.6	(0.2)	18.8	(4.3)	c	c	19.7	(3.3)	0.0	(0.0)	0.0	(0.0)	-0.6	(0.3)
OECD	Finland	18.3	(0.2)	18.2	(0.2)	20.9	(1.0)	c	c	20.9	(1.0)	-0.4	(0.0)	-0.4	(0.0)	-0.3	(0.2)
OECD	France	27.1	(0.2)	27.1	(0.3)	27.8	(0.6)	c	c	27.8	(0.6)	-0.2	(0.1)	-0.2	(0.1)	0.0	(0.2)
OECD	Germany	24.1	(0.2)	23.8	(0.2)	25.9	(0.5)	c	c	25.7	(0.5)	0.4	(0.1)	0.4	(0.1)	0.0	(0.2)
OECD	Greece	22.9	(0.2)	22.9	(0.2)	c	c	c	c	c	c	-0.4	(0.1)	-0.4	(0.1)	c	c
OECD	Hungary	27.0	(0.3)	27.0	(0.3)	26.9	(1.1)	c	c	26.9	(1.1)	-0.6	(0.1)	-0.7	(0.1)	-0.5	(0.1)
OECD	Iceland	19.2	(0.1)	19.3	(0.1)	c	c	c	c	c	c	0.2	(0.0)	0.2	(0.0)	c	c
OECD	Ireland	w	w	w	w	w	w	w	w	w	w	w	w	w	w	w	w
OECD	Israel	27.1	(0.4)	27.1	(0.4)	c	c	c	c	c	c	0.7	(0.1)	0.7	(0.1)	c	c
OECD	Italy	21.3	(0.1)	21.5	(0.1)	19.9	(0.4)	19.0	(1.1)	19.4	(0.7)	0.2	(0.0)	0.3	(0.0)	0.0	(0.4)
OECD	Japan	37.2	(0.3)	37.3	(0.4)	c	c	37.0	(0.6)	37.0	(0.6)	-0.3	(0.1)	-0.3	(0.1)	c	c
OECD	Korea	30.5	(0.4)	30.8	(0.6)	28.5	(0.6)	33.6	(0.7)	30.2	(0.5)	0.1	(0.1)	0.0	(0.1)	0.3	(0.1)
OECD	Luxembourg	20.9	(0.1)	21.0	(0.1)	20.7	(0.2)	c	c	20.3	(0.1)	1.1	(0.0)	1.3	(0.0)	0.0	(0.0)
OECD	Mexico	33.8	(0.3)	34.6	(0.3)	c	c	28.9	(0.9)	28.6	(0.8)	0.5	(0.0)	0.6	(0.0)	c	c
OECD	Netherlands	24.4	(0.2)	24.1	(0.5)	24.4	(0.3)	c	c	24.4	(0.3)	0.6	(0.1)	0.6	(0.1)	0.6	(0.1)
OECD	New Zealand	23.9	(0.2)	24.1	(0.2)	c	c	21.3	(0.9)	21.3	(0.9)	0.1	(0.1)	0.1	(0.1)	c	c
OECD	Norway	23.4	(0.2)	23.4	(0.3)	c	c	c	c	c	c	0.3	(0.1)	0.3	(0.1)	c	c
OECD	Poland	22.8	(0.2)	23.0	(0.3)	19.1	(1.4)	15.7	(1.1)	17.8	(1.1)	-1.0	(0.0)	-1.0	(0.0)	-1.1	(0.0)
OECD	Portugal	21.7	(0.3)	21.5	(0.3)	23.7	(0.6)	24.1	(0.8)	23.9	(0.5)	-0.8	(0.1)	-0.8	(0.1)	-0.8	(0.1)
OECD	Slovak Republic	21.4	(0.3)	21.4	(0.3)	21.7	(1.3)	c	c	21.5	(1.3)	-0.3	(0.0)	-0.3	(0.1)	-0.5	(0.2)
OECD	Slovenia	24.8	(0.2)	24.8	(0.2)	29.0	(0.3)	c	c	29.0	(0.3)	-0.7	(0.0)	-0.7	(0.0)	-0.4	(0.0)
OECD	Spain	22.2	(0.1)	21.8	(0.2)	22.8	(0.3)	23.3	(0.6)	22.9	(0.3)	-0.7	(0.0)	-0.7	(0.0)	-0.8	(0.0)
OECD	Sweden	21.1	(0.3)	21.1	(0.3)	21.1	(1.0)	c	c	21.1	(1.0)	-0.1	(0.1)	-0.1	(0.1)	-0.1	(0.2)
OECD	Switzerland	19.0	(0.2)	18.9	(0.2)	20.6	(2.0)	19.0	(0.9)	19.4	(0.8)	0.1	(0.1)	0.1	(0.1)	-0.1	(0.8)
OECD	Turkey	23.2	(0.3)	23.3	(0.3)	c	c	c	c	c	c	0.9	(0.1)	0.9	(0.1)	c	c
OECD	United Kingdom	24.2	(0.1)	25.0	(0.2)	24.8	(0.3)	16.7	(0.7)	23.3	(0.3)	-0.2	(0.1)	-0.1	(0.1)	-0.2	(0.1)
OECD	United States	24.5	(0.4)	24.8	(0.4)	c	c	19.8	(1.2)	19.8	(1.2)	-0.4	(0.1)	-0.4	(0.1)	c	c
	OECD average	23.9	(0.0)	23.9	(0.1)	23.7	(0.2)	23.5	(0.2)	23.8	(0.2)	0.0	(0.0)	0.0	(0.0)	-0.2	(0.0)
Partners	Albania	26.0	(0.3)	26.0	(0.3)	c	c	24.5	(1.8)	24.5	(1.8)	-0.2	(0.1)	-0.2	(0.1)	c	c
Partners	Argentina	28.5	(0.4)	27.0	(0.4)	31.3	(0.7)	29.6	(1.6)	31.0	(0.8)	-0.1	(0.1)	0.0	(0.1)	-0.3	(0.2)
Partners	Brazil	32.8	(0.3)	32.6	(0.2)	32.6	(2.8)	32.8	(1.5)	32.9	(1.5)	0.2	(0.1)	0.3	(0.1)	0.9	(0.5)
Partners	Bulgaria	22.0	(0.3)	22.0	(0.3)	c	c	c	c	c	c	-0.8	(0.0)	-0.8	(0.0)	c	c
Partners	Colombia	33.5	(0.4)	33.7	(0.4)	34.7	(2.1)	33.9	(2.4)	34.1	(1.8)	0.7	(0.1)	0.7	(0.1)	-0.6	(0.2)
Partners	Costa Rica	25.6	(0.4)	25.6	(0.4)	31.2	(2.1)	23.2	(1.2)	25.6	(1.2)	0.0	(0.1)	0.0	(0.1)	-0.5	(0.4)
Partners	Croatia	26.9	(0.2)	27.0	(0.2)	c	c	c	c	c	c	-0.4	(0.1)	-0.4	(0.1)	c	c
Partners	Hong Kong-China	33.2	(0.3)	36.1	(0.9)	33.1	(0.3)	c	c	32.9	(0.3)	-0.2	(0.1)	-0.3	(0.4)	-0.2	(0.1)
Partners	Indonesia	31.8	(0.4)	32.8	(0.4)	28.9	(1.0)	31.8	(1.5)	30.6	(0.9)	0.3	(0.1)	0.2	(0.1)	0.9	(0.1)
Partners	Jordan	30.8	(0.4)	31.7	(0.5)	c	c	26.8	(0.6)	26.8	(0.6)	1.0	(0.1)	1.1	(0.1)	c	c
Partners	Kazakhstan	19.5	(0.3)	19.6	(0.3)	c	c	17.7	(1.3)	16.1	(1.4)	0.3	(0.1)	0.3	(0.1)	c	c
Partners	Latvia	18.7	(0.3)	18.8	(0.3)	c	c	c	c	c	c	-0.4	(0.1)	-0.4	(0.1)	c	c
Partners	Liechtenstein	17.6	(0.7)	17.8	(0.7)	c	c	c	c	c	c	0.1	(0.0)	0.0	(0.0)	c	c
Partners	Lithuania	23.8	(0.2)	23.9	(0.2)	c	c	c	c	c	c	-0.7	(0.0)	-0.7	(0.0)	c	c
Partners	Macao-China	35.7	(0.1)	c	c	35.7	(0.1)	39.5	(0.4)	36.3	(0.1)	0.0	(0.0)	c	c	0.1	(0.0)
Partners	Malaysia	30.3	(0.4)	29.9	(0.3)	c	c	39.6	(4.6)	39.6	(4.6)	0.2	(0.1)	0.2	(0.1)	c	c
Partners	Montenegro	29.1	(0.2)	29.2	(0.2)	c	c	c	c	c	c	-0.5	(0.0)	-0.5	(0.0)	c	c
Partners	Peru	26.9	(0.5)	26.8	(0.5)	c	c	26.9	(0.7)	26.9	(0.7)	0.6	(0.1)	0.8	(0.1)	c	c
Partners	Qatar	27.4	(0.1)	26.7	(0.1)	c	c	28.5	(0.1)	28.3	(0.1)	-0.1	(0.0)	0.2	(0.0)	c	c
Partners	Romania	27.5	(0.2)	27.5	(0.2)	c	c	c	c	c	c	-0.5	(0.1)	-0.5	(0.1)	c	c
Partners	Russian Federation	20.0	(0.2)	20.1	(0.2)	c	c	c	c	c	c	0.4	(0.1)	0.4	(0.1)	c	c
Partners	Serbia	26.4	(0.3)	26.4	(0.3)	c	c	c	c	c	c	-0.7	(0.1)	-0.7	(0.1)	c	c
Partners	Shanghai-China	35.9	(0.4)	35.4	(0.4)	c	c	40.1	(1.3)	40.1	(1.3)	0.8	(0.1)	0.7	(0.1)	c	c
Partners	Singapore	33.0	(0.1)	33.5	(0.1)	c	c	c	c	c	c	0.1	(0.0)	0.2	(0.0)	c	c
Partners	Chinese Taipei	39.0	(0.3)	35.5	(0.2)	45.2	(1.9)	45.3	(0.7)	45.3	(0.6)	-0.2	(0.1)	-0.2	(0.1)	0.1	(0.3)
Partners	Thailand	36.7	(0.4)	36.8	(0.5)	35.0	(1.6)	39.1	(2.0)	36.2	(1.3)	0.9	(0.1)	1.0	(0.1)	0.7	(0.3)
Partners	Tunisia	25.5	(0.3)	25.6	(0.3)	c	c	c	c	c	c	-0.1	(0.1)	-0.1	(0.1)	c	c
Partners	United Arab Emirates	24.5	(0.2)	24.1	(0.3)	c	c	24.4	(0.4)	24.3	(0.4)	0.1	(0.1)	0.5	(0.1)	c	c
Partners	Uruguay	24.8	(0.3)	24.7	(0.3)	c	c	25.6	(0.7)	25.6	(0.7)	0.3	(0.1)	0.5	(0.1)	c	c
Partners	Viet Nam	41.0	(0.3)	41.0	(0.3)	c	c	40.2	(1.1)	40.2	(1.1)	0.4	(0.1)	0.5	(0.1)	c	c

1. PISA 2012 asked the extent to which they think instruction in their school is hindered by a lack of qualified teachers and staff in key areas. This information was combined to create a composite *index of teacher shortage*, such that the index has an average of 0 and a standard deviation of 1 for OECD countries. Higher values on the index indicate principals' perception that there are more problems with instruction because of teacher shortage.

Source: OECD, PISA 2012 Database. See Annex 3 for notes (*www.oecd.org/edu/eag.htm*).

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

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C7

Table C7.4. [2/2] Learning environment, by type of school (2012)

Results based on school principals' reports and students' self-reports

		Index of teacher shortage (PISA results based on school principals' reports)[1]				Time spent (per week) doing homework or other study set by teachers (in hours) (PISA results based on students' self-reports)									
		Independent private schools		Private schools		All schools		Public schools		Government-dependent schools		Independent private schools		Private schools	
		Mean	S.E.	Mean	S.E.	Mean	S.E.	Mean	S.E.	Mean	S.E.	Mean	S.E.	Mean	S.E.
		(17)	(18)	(19)	(20)	(21)	(22)	(23)	(24)	(25)	(26)	(27)	(28)	(29)	(30)
OECD	Australia	-0.4	(0.1)	-0.1	(0.1)	6.0	(0.1)	5.1	(0.1)	6.6	(0.2)	9.0	(0.3)	7.4	(0.2)
OECD	Austria	-0.9	(0.2)	-0.4	(0.2)	4.5	(0.1)	4.4	(0.1)	6.0	(0.5)	8.5	(0.4)	6.3	(0.5)
OECD	Belgium	c	c	0.2	(0.1)	5.5	(0.1)	4.7	(0.2)	5.7	(0.1)	c	c	5.8	(0.1)
OECD	Canada	-0.6	(0.3)	-0.4	(0.1)	5.5	(0.1)	5.3	(0.1)	6.4	(0.4)	7.8	(0.7)	7.0	(0.4)
OECD	Chile	0.2	(0.2)	0.4	(0.1)	3.5	(0.1)	3.2	(0.1)	3.4	(0.1)	4.4	(0.2)	3.7	(0.1)
OECD	Czech Republic	c	c	-0.8	(0.1)	3.1	(0.1)	3.1	(0.1)	3.1	(0.3)	c	c	3.2	(0.3)
OECD	Denmark	-0.3	(0.2)	-0.4	(0.1)	4.3	(0.1)	4.2	(0.1)	4.4	(0.2)	4.6	(0.7)	4.4	(0.2)
OECD	Estonia	c	c	-0.4	(0.3)	6.9	(0.1)	7.0	(0.1)	4.8	(0.3)	c	c	5.3	(0.3)
OECD	Finland	c	c	-0.3	(0.2)	2.8	(0.1)	2.8	(0.1)	3.4	(0.3)	c	c	3.4	(0.3)
OECD	France	c	c	0.0	(0.2)	5.1	(0.1)	4.8	(0.1)	6.1	(0.3)	c	c	6.1	(0.3)
OECD	Germany	c	c	0.0	(0.2)	4.7	(0.1)	4.6	(0.1)	5.5	(0.3)	c	c	5.0	(0.5)
OECD	Greece	c	c	c	c	5.3	(0.1)	5.1	(0.1)	c	c	c	c	c	c
OECD	Hungary	c	c	-0.5	(0.1)	6.2	(0.1)	6.0	(0.1)	7.4	(0.5)	c	c	7.4	(0.5)
OECD	Iceland	c	c	c	c	4.1	(0.1)	4.1	(0.1)	c	c	c	c	c	c
OECD	Ireland	w	w	w	w	w	w	w	w	w	w	w	w	w	w
OECD	Israel	c	c	c	c	4.6	(0.1)	4.6	(0.1)	c	c	c	c	c	c
OECD	Italy	-0.4	(0.2)	-0.3	(0.2)	8.7	(0.1)	8.9	(0.1)	3.6	(0.5)	9.8	(0.5)	7.4	(0.6)
OECD	Japan	-0.3	(0.1)	-0.3	(0.1)	3.8	(0.1)	3.8	(0.1)	c	c	3.9	(0.3)	3.9	(0.3)
OECD	Korea	-0.2	(0.3)	0.1	(0.1)	2.9	(0.1)	2.7	(0.2)	2.6	(0.1)	3.9	(0.4)	3.1	(0.2)
OECD	Luxembourg	c	c	-0.1	(0.0)	4.6	(0.1)	4.4	(0.1)	5.1	(0.2)	c	c	5.4	(0.2)
OECD	Mexico	-0.1	(0.1)	-0.1	(0.1)	5.2	(0.1)	5.2	(0.1)	c	c	5.6	(0.2)	5.6	(0.2)
OECD	Netherlands	c	c	0.6	(0.1)	5.8	(0.1)	5.7	(0.3)	6.0	(0.2)	c	c	6.0	(0.2)
OECD	New Zealand	-0.4	(0.3)	-0.4	(0.3)	4.2	(0.1)	4.1	(0.1)	c	c	7.2	(0.6)	7.2	(0.6)
OECD	Norway	c	c	c	c	4.7	(0.1)	4.7	(0.1)	c	c	c	c	c	c
OECD	Poland	-1.0	(0.1)	-1.1	(0.0)	6.6	(0.1)	6.6	(0.1)	6.7	(0.7)	7.4	(0.7)	6.9	(0.5)
OECD	Portugal	-1.1	(0.0)	-0.9	(0.1)	3.8	(0.1)	3.7	(0.1)	4.7	(0.4)	6.1	(0.6)	5.3	(0.5)
OECD	Slovak Republic	c	c	-0.4	(0.2)	3.2	(0.1)	3.2	(0.1)	3.9	(0.4)	c	c	3.9	(0.4)
OECD	Slovenia	c	c	-0.4	(0.0)	3.7	(0.1)	3.7	(0.1)	4.4	(0.4)	c	c	4.4	(0.4)
OECD	Spain	-0.8	(0.1)	-0.8	(0.0)	6.5	(0.1)	6.2	(0.1)	7.1	(0.2)	7.5	(0.5)	7.2	(0.1)
OECD	Sweden	c	c	-0.1	(0.2)	3.6	(0.1)	3.4	(0.1)	4.4	(0.2)	c	c	4.4	(0.2)
OECD	Switzerland	-0.1	(0.3)	-0.1	(0.3)	4.0	(0.1)	3.9	(0.1)	4.9	(1.0)	5.2	(0.7)	5.1	(0.6)
OECD	Turkey	c	c	c	c	4.2	(0.1)	4.3	(0.1)	c	c	c	c	c	c
OECD	United Kingdom	-1.0	(0.1)	-0.3	(0.1)	4.9	(0.1)	4.5	(0.1)	4.7	(0.3)	9.1	(0.6)	5.4	(0.3)
OECD	United States	-0.2	(0.2)	-0.2	(0.2)	6.1	(0.2)	6.0	(0.2)	c	c	8.2	(1.1)	8.2	(1.1)
	OECD average	-0.5	(0.0)	-0.3	(0.0)	4.9	(0.0)	4.7	(0.0)	5.1	(0.1)	6.8	(0.1)	5.6	(0.1)
Partners	Albania	-0.4	(0.3)	-0.4	(0.3)	5.1	(0.1)	5.1	(0.1)	c	c	4.9	(0.3)	4.9	(0.3)
Partners	Argentina	0.0	(0.3)	-0.2	(0.1)	3.7	(0.1)	3.4	(0.1)	4.3	(0.2)	4.1	(0.3)	4.3	(0.2)
Partners	Brazil	-0.5	(0.1)	-0.4	(0.2)	3.3	(0.1)	3.1	(0.1)	4.0	(0.2)	4.2	(0.2)	4.2	(0.2)
Partners	Bulgaria	c	c	c	c	5.6	(0.2)	5.6	(0.2)	c	c	c	c	c	c
Partners	Colombia	0.7	(0.7)	0.4	(0.5)	5.3	(0.1)	5.1	(0.1)	5.8	(0.5)	7.0	(0.9)	6.7	(0.6)
Partners	Costa Rica	-0.2	(0.2)	-0.3	(0.2)	3.5	(0.2)	3.3	(0.2)	4.6	(0.4)	4.8	(0.7)	4.8	(0.5)
Partners	Croatia	c	c	c	c	5.9	(0.1)	5.9	(0.1)	c	c	c	c	c	c
Partners	Hong Kong-China	c	c	-0.2	(0.1)	6.0	(0.2)	6.0	(1.0)	6.0	(0.2)	c	c	6.1	(0.2)
Partners	Indonesia	0.1	(0.2)	0.4	(0.1)	4.9	(0.2)	5.2	(0.2)	3.7	(0.2)	5.1	(0.3)	4.5	(0.2)
Partners	Jordan	0.4	(0.3)	0.5	(0.3)	4.2	(0.1)	4.1	(0.1)	c	c	4.8	(0.4)	4.9	(0.4)
Partners	Kazakhstan	0.5	(0.3)	0.6	(0.2)	8.8	(0.2)	8.9	(0.2)	c	c	6.5	(0.6)	6.9	(0.6)
Partners	Latvia	c	c	c	c	6.2	(0.1)	6.1	(0.2)	c	c	c	c	c	c
Partners	Liechtenstein	c	c	c	c	3.3	(0.2)	3.2	(0.2)	c	c	c	c	c	c
Partners	Lithuania	c	c	c	c	6.7	(0.1)	6.7	(0.1)	c	c	c	c	c	c
Partners	Macao-China	-0.3	(0.0)	0.0	(0.0)	5.9	(0.1)	c	c	5.7	(0.1)	7.8	(0.3)	6.0	(0.1)
Partners	Malaysia	0.8	(0.4)	0.8	(0.4)	4.8	(0.1)	4.8	(0.1)	c	c	5.6	(0.7)	5.6	(0.7)
Partners	Montenegro	c	c	c	c	4.3	(0.1)	4.3	(0.1)	c	c	c	c	c	c
Partners	Peru	-0.2	(0.2)	-0.2	(0.2)	5.5	(0.1)	5.4	(0.1)	c	c	5.2	(0.3)	5.2	(0.3)
Partners	Qatar	-0.7	(0.0)	-0.7	(0.0)	4.3	(0.0)	3.5	(0.1)	c	c	5.4	(0.1)	5.5	(0.1)
Partners	Romania	c	c	c	c	7.3	(0.2)	7.3	(0.2)	c	c	c	c	c	c
Partners	Russian Federation	c	c	c	c	9.7	(0.2)	9.7	(0.2)	c	c	c	c	c	c
Partners	Serbia	c	c	c	c	4.4	(0.1)	4.4	(0.1)	c	c	c	c	c	c
Partners	Shanghai-China	0.9	(0.4)	0.9	(0.4)	13.8	(0.3)	13.7	(0.3)	c	c	14.9	(0.9)	14.9	(0.9)
Partners	Singapore	c	c	c	c	9.4	(0.2)	9.4	(0.1)	c	c	c	c	c	c
Partners	Chinese Taipei	0.0	(0.2)	0.0	(0.2)	5.3	(0.1)	5.9	(0.2)	3.4	(0.3)	4.6	(0.3)	4.4	(0.3)
Partners	Thailand	0.8	(0.3)	0.7	(0.3)	5.6	(0.1)	5.8	(0.2)	4.3	(0.2)	4.2	(0.8)	4.3	(0.3)
Partners	Tunisia	c	c	c	c	3.5	(0.1)	3.6	(0.1)	c	c	c	c	c	c
Partners	United Arab Emirates	-0.3	(0.1)	-0.3	(0.1)	6.2	(0.1)	4.9	(0.1)	c	c	7.1	(0.2)	7.0	(0.2)
Partners	Uruguay	-0.3	(0.2)	-0.3	(0.2)	4.7	(0.1)	4.5	(0.1)	c	c	5.4	(0.2)	5.4	(0.2)
Partners	Viet Nam	-0.7	(0.2)	-0.7	(0.2)	5.8	(0.2)	5.9	(0.2)	c	c	5.6	(0.7)	5.6	(0.7)

1. PISA 2012 asked the extent to which they think instruction in their school is hindered by a lack of qualified teachers and staff in key areas. This information was combined to create a composite *index of teacher shortage*, such that the index has an average of 0 and a standard deviation of 1 for OECD countries. Higher values on the index indicate principals' perception that there are more problems with instruction because of teacher shortage.

Source: OECD, PISA 2012 Database. See Annex 3 for notes (*www.oecd.org/edu/eag.htm*).

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

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Table C7.5. [1/2] School responsibility for resource allocation, curriculum and assessment, by type of school and education level (2012)

Results based on school principals' reports

		Index of school responsibility for resource allocation									
		All schools		Public schools		Government-dependent schools		Independent private schools		Private schools	
		Mean index	S.E.	Mean index	S.E.	Mean index	S.E.	Mean index	S.E.	Mean index	S.E.
		(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)
OECD	Australia	0.06	(0.03)	-0.43	(0.02)	0.44	(0.08)	1.46	(0.14)	0.77	(0.06)
OECD	Austria	-0.56	(0.03)	-0.57	(0.03)	-0.42	(0.04)	-0.32	(0.52)	-0.41	(0.06)
OECD	Belgium	-0.29	(0.01)	-0.38	(0.03)	-0.23	(0.01)	c	c	-0.23	(0.01)
OECD	Canada	-0.35	(0.03)	-0.48	(0.01)	0.83	(0.26)	1.46	(0.32)	1.11	(0.22)
OECD	Chile	0.57	(0.07)	-0.65	(0.02)	1.21	(0.14)	1.62	(0.19)	1.31	(0.11)
OECD	Czech Republic	1.22	(0.10)	1.47	(0.10)	1.87	(0.30)	c	c	2.01	(0.27)
OECD	Denmark	0.18	(0.06)	-0.04	(0.04)	1.18	(0.23)	0.73	(0.40)	1.10	(0.22)
OECD	Estonia	0.14	(0.04)	0.12	(0.05)	0.44	(0.52)	c	c	0.83	(0.47)
OECD	Finland	-0.28	(0.02)	-0.34	(0.02)	1.68	(0.39)	c	c	1.68	(0.39)
OECD	France	-0.54	(0.01)	-0.62	(0.01)	-0.26	(0.08)	c	c	-0.26	(0.08)
OECD	Germany	-0.58	(0.01)	-0.62	(0.01)	-0.49	(0.06)	c	c	-0.49	(0.05)
OECD	Greece	-0.70	(0.01)	-0.72	(0.01)	c	c	c	c	c	c
OECD	Hungary	0.46	(0.10)	0.26	(0.08)	1.57	(0.27)	c	c	1.57	(0.27)
OECD	Iceland	-0.04	(0.00)	-0.05	(0.00)	c	c	c	c	c	c
OECD	Ireland	w	w	w	w	w	w	w	w	w	w
OECD	Israel	-0.24	(0.04)	-0.24	(0.04)	c	c	c	c	c	c
OECD	Italy	-0.59	(0.02)	-0.70	(0.01)	1.03	(0.39)	1.08	(0.28)	1.06	(0.22)
OECD	Japan	-0.27	(0.04)	-0.64	(0.03)	c	c	0.61	(0.11)	0.61	(0.11)
OECD	Korea	-0.44	(0.05)	-0.68	(0.01)	-0.18	(0.11)	-0.14	(0.20)	-0.17	(0.09)
OECD	Luxembourg	-0.20	(0.00)	-0.51	(0.00)	1.49	(0.00)	c	c	1.54	(0.00)
OECD	Mexico	-0.31	(0.02)	-0.55	(0.01)	c	c	1.40	(0.15)	1.39	(0.15)
OECD	Netherlands	1.26	(0.10)	1.16	(0.15)	1.65	(0.12)	c	c	1.65	(0.12)
OECD	New Zealand	0.11	(0.05)	0.10	(0.05)	c	c	1.56	(0.42)	1.56	(0.42)
OECD	Norway	-0.18	(0.03)	-0.21	(0.03)	c	c	c	c	c	c
OECD	Poland	-0.34	(0.02)	-0.39	(0.02)	1.29	(0.47)	1.87	(0.57)	1.50	(0.36)
OECD	Portugal	-0.48	(0.03)	-0.58	(0.02)	0.07	(0.31)	0.85	(0.39)	0.40	(0.25)
OECD	Slovak Republic	0.78	(0.09)	0.77	(0.09)	0.80	(0.30)	c	c	0.90	(0.28)
OECD	Slovenia	-0.11	(0.02)	-0.13	(0.02)	1.03	(0.08)	c	c	1.03	(0.08)
OECD	Spain	-0.42	(0.03)	-0.69	(0.01)	0.10	(0.12)	0.28	(0.19)	0.14	(0.10)
OECD	Sweden	0.63	(0.07)	0.40	(0.08)	2.06	(0.17)	c	c	2.06	(0.17)
OECD	Switzerland	-0.13	(0.04)	-0.22	(0.04)	0.40	(0.21)	1.59	(0.29)	1.31	(0.24)
OECD	Turkey	-0.72	(0.01)	-0.73	(0.01)	c	c	c	c	c	c
OECD	United Kingdom	1.10	(0.08)	0.80	(0.09)	1.64	(0.14)	2.18	(0.21)	1.73	(0.11)
OECD	United States	0.08	(0.06)	0.01	(0.06)	c	c	1.26	(0.35)	1.26	(0.35)
	OECD average	-0.05	(0.01)	-0.20	(0.01)	0.75	(0.05)	1.09	(0.08)	0.92	(0.04)
Partners	Albania	-0.60	(0.04)	-0.70	(0.01)	c	c	0.37	(0.48)	0.37	(0.48)
Partners	Argentina	m	m	c	c	c	c	c	c	c	c
Partners	Brazil	-0.32	(0.04)	-0.73	(0.01)	0.01	(0.45)	1.82	(0.15)	1.74	(0.16)
Partners	Bulgaria	0.86	(0.10)	0.83	(0.09)	c	c	c	c	c	c
Partners	Colombia	-0.36	(0.04)	-0.68	(0.01)	1.30	(0.33)	1.43	(0.40)	1.39	(0.30)
Partners	Costa Rica	-0.36	(0.04)	-0.66	(0.01)	0.15	(0.39)	1.62	(0.33)	1.21	(0.27)
Partners	Croatia	-0.34	(0.03)	-0.36	(0.02)	c	c	c	c	c	c
Partners	Hong Kong-China	0.42	(0.09)	-0.48	(0.04)	0.45	(0.10)	c	c	0.48	(0.10)
Partners	Indonesia	0.33	(0.09)	-0.31	(0.10)	1.30	(0.18)	1.24	(0.21)	1.27	(0.14)
Partners	Jordan	-0.51	(0.03)	-0.67	(0.02)	c	c	0.32	(0.14)	0.26	(0.14)
Partners	Kazakhstan	-0.33	(0.04)	-0.38	(0.04)	c	c	0.91	(0.44)	1.34	(0.45)
Partners	Latvia	0.60	(0.08)	0.56	(0.08)	c	c	c	c	c	c
Partners	Liechtenstein	-0.08	(0.02)	-0.27	(0.01)	c	c	c	c	c	c
Partners	Lithuania	0.78	(0.08)	0.76	(0.08)	c	c	c	c	c	c
Partners	Macao-China	1.64	(0.00)	c	c	1.73	(0.00)	1.74	(0.00)	1.73	(0.00)
Partners	Malaysia	-0.49	(0.03)	-0.58	(0.01)	c	c	2.09	(0.45)	2.09	(0.45)
Partners	Montenegro	-0.33	(0.00)	-0.34	(0.00)	c	c	c	c	c	c
Partners	Peru	0.18	(0.07)	-0.51	(0.05)	c	c	2.32	(0.18)	2.32	(0.18)
Partners	Qatar	-0.37	(0.00)	-0.39	(0.00)	c	c	-0.33	(0.00)	-0.33	(0.00)
Partners	Romania	-0.57	(0.02)	-0.57	(0.02)	c	c	c	c	c	c
Partners	Russian Federation	0.03	(0.07)	0.01	(0.06)	c	c	c	c	c	c
Partners	Serbia	-0.39	(0.02)	-0.41	(0.02)	c	c	c	c	c	c
Partners	Shanghai-China	-0.28	(0.05)	-0.38	(0.04)	c	c	0.67	(0.30)	0.67	(0.30)
Partners	Singapore	-0.36	(0.01)	-0.40	(0.00)	c	c	c	c	c	c
Partners	Chinese Taipei	0.07	(0.06)	-0.41	(0.03)	0.52	(0.28)	1.00	(0.19)	0.93	(0.17)
Partners	Thailand	0.70	(0.08)	0.46	(0.08)	1.79	(0.22)	2.29	(0.31)	1.94	(0.20)
Partners	Tunisia	-0.20	(0.06)	-0.20	(0.06)	c	c	c	c	c	c
Partners	United Arab Emirates	0.39	(0.05)	-0.56	(0.03)	c	c	1.10	(0.10)	1.09	(0.10)
Partners	Uruguay	-0.46	(0.04)	-0.73	(0.01)	c	c	0.89	(0.20)	0.89	(0.20)
Partners	Viet Nam	-0.43	(0.06)	-0.54	(0.04)	c	c	1.03	(0.58)	1.03	(0.58)

Note: PISA 2012 asked school principals to report whether the teachers, the principal, the school's governing board, the regional or local education authorities or the national education authority had considerable responsibility for allocating resources to schools and responsibility for the curriculum and instructional assessment within the school. This information was combined to create two composite indices: an *index of school responsibility for resource allocation*, and an *index of school responsibility for curriculum and assessment*, such that both indices have an average of zero and a standard deviation of one for OECD countries. Higher values indicate more autonomy for school principals and teachers

Source: OECD, PISA 2012 Database. See Annex 3 for notes (*www.oecd.org/edu/eag.htm*).

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

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Table C7.5. [2/2] School responsibility for resource allocation, curriculum and assessment, by type of school and education level (2012)

Results based on school principals' reports

		Index of school responsibility for curriculum and assessment									
		All schools		Public schools		Government-dependent schools		Independent private schools		Private schools	
		Mean index	S.E.	Mean index	S.E.	Mean index	S.E.	Mean index	S.E.	Mean index	S.E.
		(11)	(12)	(13)	(14)	(15)	(16)	(17)	(18)	(19)	(20)
OECD	Australia	0.13	(0.04)	-0.06	(0.04)	0.35	(0.07)	0.50	(0.10)	0.40	(0.06)
OECD	Austria	-0.30	(0.06)	-0.29	(0.07)	-0.32	(0.17)	-0.47	(0.37)	-0.34	(0.16)
OECD	Belgium	-0.11	(0.05)	-0.19	(0.09)	-0.04	(0.06)	c	c	-0.05	(0.06)
OECD	Canada	-0.49	(0.03)	-0.56	(0.03)	0.11	(0.18)	0.43	(0.24)	0.25	(0.14)
OECD	Chile	0.12	(0.07)	-0.35	(0.11)	0.34	(0.12)	0.54	(0.17)	0.39	(0.10)
OECD	Czech Republic	0.75	(0.06)	1.03	(0.06)	1.01	(0.18)	c	c	1.05	(0.15)
OECD	Denmark	-0.05	(0.06)	-0.11	(0.07)	0.44	(0.17)	0.40	(0.32)	0.43	(0.14)
OECD	Estonia	0.49	(0.05)	0.50	(0.05)	0.12	(0.32)	c	c	-0.08	(0.24)
OECD	Finland	-0.05	(0.07)	-0.06	(0.07)	0.72	(0.17)	c	c	0.72	(0.17)
OECD	France	-0.10	(0.06)	-0.19	(0.06)	0.48	(0.21)	c	c	0.48	(0.21)
OECD	Germany	-0.19	(0.05)	-0.14	(0.05)	0.32	(0.31)	c	c	0.26	(0.29)
OECD	Greece	-1.15	(0.02)	-1.17	(0.01)	c	c	c	c	c	c
OECD	Hungary	0.02	(0.07)	-0.07	(0.07)	0.53	(0.19)	c	c	0.53	(0.19)
OECD	Iceland	0.15	(0.00)	0.16	(0.00)	c	c	c	c	c	c
OECD	Ireland	w	w	w	w	w	w	w	w	w	w
OECD	Israel	0.00	(0.06)	0.01	(0.06)	c	c	c	c	c	c
OECD	Italy	0.36	(0.04)	0.41	(0.04)	0.68	(0.19)	0.47	(0.20)	0.55	(0.15)
OECD	Japan	1.15	(0.05)	1.04	(0.07)	c	c	1.43	(0.01)	1.43	(0.01)
OECD	Korea	0.71	(0.08)	0.72	(0.11)	0.80	(0.14)	0.47	(0.23)	0.69	(0.11)
OECD	Luxembourg	-0.84	(0.00)	-0.89	(0.00)	-0.80	(0.00)	c	c	-0.54	(0.01)
OECD	Mexico	-0.87	(0.02)	-0.94	(0.01)	c	c	-0.31	(0.11)	-0.30	(0.11)
OECD	Netherlands	0.96	(0.08)	1.30	(0.07)	1.18	(0.07)	c	c	1.18	(0.07)
OECD	New Zealand	0.47	(0.07)	0.66	(0.07)	c	c	0.26	(0.31)	0.26	(0.31)
OECD	Norway	-0.55	(0.05)	-0.55	(0.05)	c	c	c	c	c	c
OECD	Poland	0.37	(0.07)	0.36	(0.07)	0.91	(0.30)	0.68	(0.40)	0.83	(0.25)
OECD	Portugal	-0.68	(0.03)	-0.72	(0.03)	-0.44	(0.27)	-0.04	(0.29)	-0.27	(0.21)
OECD	Slovak Republic	0.48	(0.08)	0.53	(0.08)	-0.11	(0.24)	c	c	-0.03	(0.20)
OECD	Slovenia	-0.35	(0.01)	-0.31	(0.01)	-0.79	(0.00)	c	c	-0.79	(0.00)
OECD	Spain	-0.47	(0.04)	-0.66	(0.04)	-0.03	(0.12)	-0.17	(0.18)	-0.06	(0.09)
OECD	Sweden	-0.25	(0.06)	-0.27	(0.06)	-0.09	(0.10)	c	c	-0.09	(0.10)
OECD	Switzerland	-0.60	(0.04)	-0.67	(0.04)	-0.38	(0.16)	0.75	(0.27)	0.48	(0.25)
OECD	Turkey	-1.12	(0.02)	-1.14	(0.02)	c	c	c	c	c	c
OECD	United Kingdom	0.93	(0.05)	0.93	(0.06)	1.21	(0.07)	1.44	(0.00)	1.25	(0.06)
OECD	United States	-0.39	(0.08)	-0.49	(0.07)	c	c	0.87	(0.27)	0.87	(0.27)
	OECD average	-0.04	(0.01)	-0.06	(0.01)	0.25	(0.04)	0.45	(0.06)	0.33	(0.03)
Partners	Albania	-0.27	(0.07)	-0.30	(0.07)	c	c	0.13	(0.36)	0.13	(0.36)
Partners	Argentina	-0.51	(0.06)	-0.57	(0.05)	-0.47	(0.10)	0.03	(0.40)	-0.37	(0.14)
Partners	Brazil	-0.42	(0.03)	-0.59	(0.03)	0.23	(0.76)	0.41	(0.14)	0.39	(0.14)
Partners	Bulgaria	-0.84	(0.03)	-0.84	(0.03)	c	c	c	c	c	c
Partners	Colombia	-0.08	(0.07)	-0.20	(0.07)	0.21	(0.21)	0.77	(0.17)	0.61	(0.14)
Partners	Costa Rica	-0.65	(0.05)	-0.88	(0.04)	0.10	(0.46)	0.75	(0.20)	0.57	(0.20)
Partners	Croatia	-0.86	(0.03)	-0.85	(0.03)	c	c	c	c	c	c
Partners	Hong Kong-China	0.96	(0.07)	0.98	(0.32)	0.99	(0.07)	c	c	0.99	(0.07)
Partners	Indonesia	0.65	(0.08)	0.49	(0.11)	0.85	(0.14)	0.87	(0.18)	0.86	(0.12)
Partners	Jordan	-1.04	(0.04)	-1.12	(0.04)	c	c	-0.58	(0.13)	-0.61	(0.13)
Partners	Kazakhstan	-0.76	(0.05)	-0.77	(0.05)	c	c	-0.73	(0.16)	-0.21	(0.34)
Partners	Latvia	-0.19	(0.06)	-0.21	(0.06)	c	c	c	c	c	c
Partners	Liechtenstein	-0.33	(0.02)	-0.45	(0.02)	c	c	c	c	c	c
Partners	Lithuania	0.66	(0.05)	0.65	(0.05)	c	c	c	c	c	c
Partners	Macao-China	0.78	(0.00)	c	c	0.86	(0.00)	0.52	(0.00)	0.81	(0.00)
Partners	Malaysia	-0.88	(0.04)	-0.95	(0.04)	c	c	1.07	(0.30)	1.07	(0.30)
Partners	Montenegro	-0.83	(0.00)	-0.84	(0.00)	c	c	c	c	c	c
Partners	Peru	-0.09	(0.05)	-0.41	(0.07)	c	c	0.99	(0.13)	0.99	(0.13)
Partners	Qatar	-0.90	(0.00)	-0.94	(0.00)	c	c	-0.84	(0.00)	-0.84	(0.00)
Partners	Romania	-0.52	(0.05)	-0.52	(0.05)	c	c	c	c	c	c
Partners	Russian Federation	-0.22	(0.05)	-0.22	(0.05)	c	c	c	c	c	c
Partners	Serbia	-0.86	(0.02)	-0.87	(0.02)	c	c	c	c	c	c
Partners	Shanghai-China	-0.56	(0.05)	-0.55	(0.05)	c	c	-0.57	(0.23)	-0.57	(0.23)
Partners	Singapore	-0.25	(0.01)	-0.24	(0.00)	c	c	c	c	c	c
Partners	Chinese Taipei	0.21	(0.07)	0.15	(0.09)	0.12	(0.30)	0.38	(0.12)	0.34	(0.12)
Partners	Thailand	0.98	(0.05)	0.95	(0.06)	1.02	(0.16)	1.44	(0.00)	1.15	(0.11)
Partners	Tunisia	-0.58	(0.08)	-0.58	(0.08)	c	c	c	c	c	c
Partners	United Arab Emirates	-0.44	(0.04)	-1.07	(0.04)	c	c	0.01	(0.07)	0.03	(0.07)
Partners	Uruguay	-0.83	(0.04)	-1.02	(0.02)	c	c	0.11	(0.21)	0.11	(0.21)
Partners	Viet Nam	-0.98	(0.03)	-1.05	(0.03)	c	c	-0.48	(0.38)	-0.48	(0.38)

Note: PISA 2012 asked school principals to report whether the teachers, the principal, the school's governing board, the regional or local education authorities or the national education authority had considerable responsibility for allocating resources to schools and responsibility for the curriculum and instructional assessment within the school. This information was combined to create two composite indices: an *index of school responsibility for resource allocation*, and an *index of school responsibility for curriculum and assessment*, such that both indices have an average of zero and a standard deviation of one for OECD countries. Higher values indicate more autonomy for school principals and teachers

Source: OECD, PISA 2012 Database. See Annex 3 for notes (*www.oecd.org/edu/eag.htm*).

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

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Table C7.6. Students in tertiary education, by type of institution (2003, 2012)

Distribution of students, by type of institution and programme destination

		2012									2003								
		Tertiary education			Tertiary-type B education			Tertiary-type A and advanced research programmes			Tertiary education			Tertiary-type B education			Tertiary-type A and advanced research programmes		
		Public	Government-dependent private	Independent private	Public	Government-dependent private	Independent private	Public	Government-dependent private	Independent private	Public	Government-dependent private	Independent private	Public	Government-dependent private	Independent private	Public	Government-dependent private	Independent private
		(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)	(13)	(14)	(15)	(16)	(17)	(18)
OECD	Australia[1]	**91**	4	5	**72**	20	8	**95**	a	5	**100**	n	n	**98**	2	n	**100**	n	nn
	Austria	**83**	17	x(2)	**74**	26	x(5)	**84**	16	x(8)	**88**	12	n	**65**	35	n	**91**	9	n
	Belgium[1]	**43**	57	m	**42**	58	m	**44**	56	m	**44**	56	m	**47**	53	m	**42**	58	m
	Canada	**m**	m	m	**m**	m	m	**m**	m	m	**m**	m	m	**m**	m	m	**m**	m	m
	Chile	**16**	12	72	**4**	2	94	**25**	20	55	**26**	18	56	**m**	m	m	**m**	m	m
	Czech Republic	**86**	2	12	**73**	27	n	**87**	a	13	**93**	3	4	**68**	31	1	**96**	n	4
	Denmark	**98**	2	n	**97**	3	1	**98**	2	n	**99**	1	a	**100**	n	a	**99**	1	a
	Estonia	**17**	72	11	**56**	20	24	**n**	94	5	**m**	m	m	**m**	m	m	**m**	m	m
	Finland	**74**	26	a	**100**	n	a	**74**	26	a	**89**	11	a	**83**	17	a	**89**	11	a
	France	**80**	3	17	**69**	10	21	**83**	1	16	**84**	3	13	**72**	9	19	**88**	1	12
	Germany[2]	**87**	13	x(2)	**54**	46	x(5)	**94**	6	x(8)	**95**	5	x(11)	**65**	35	x(14)	**100**	a	a
	Greece	**100**	a	a	**100**	a	a	**100**	a	a	**100**	a	a	**100**	a	a	**100**	a	a
	Hungary	**83**	17	a	**49**	51	a	**87**	13	a	**85**	15	a	**65**	35	a	**86**	14	a
	Iceland	**82**	18	n	**24**	76	n	**83**	17	n	**86**	14	n	**59**	41	n	**88**	12	n
	Ireland	**98**	a	2	**100**	a	n	**97**	a	3	**94**	a	6	**94**	a	6	**94**	a	6
	Israel	**14**	74	12	**30**	70	a	**10**	75	15	**1**	76	9	**33**	67	x(14)	**11**	78	11
	Italy	**91**	a	9	**88**	a	12	**91**	a	9	**93**	a	7	**84**	a	16	**94**	a	6
	Japan	**21**	a	79	**8**	a	92	**25**	a	75	**23**	a	77	**9**	a	91	**27**	a	73
	Korea	**19**	a	81	**2**	a	98	**25**	a	75	**19**	a	81	**15**	a	85	**23**	a	77
	Luxembourg	**m**	m	m	**29**	71	n	**m**	m	m	**m**	m	m	**m**	m	m	**m**	m	m
	Mexico	**68**	a	32	**96**	a	4	**67**	a	33	**67**	a	33	**96**	a	4	**66**	a	34
	Netherlands	**87**	a	13	**10**	a	90	**88**	a	12	**m**	a	m	**m**	a	m	**m**	a	m
	New Zealand	**87**	12	1	**57**	40	3	**96**	4	n	**91**	9	n	**70**	28	2	**98**	2	n
	Norway	**85**	5	10	**42**	32	26	**85**	5	10	**85**	15	x(11)	**78**	22	x(14)	**85**	15	x(17)
	Poland	**70**	a	30	**88**	a	12	**70**	a	30	**72**	n	28	**82**	n	17	**72**	a	28
	Portugal	**80**	a	20	**100**	a	n	**80**	a	20	**72**	a	28	**43**	a	57	**73**	a	27
	Slovak Republic	**82**	n	18	**75**	25	n	**82**	n	18	**99**	n	n	**90**	10	n	**100**	n	n
	Slovenia	**86**	6	7	**79**	5	17	**88**	6	6	**m**	m	m	**m**	m	m	**m**	m	m
	Spain	**85**	2	13	**79**	14	7	**86**	n	14	**86**	2	11	**76**	16	7	**88**	n	12
	Sweden	**91**	9	n	**54**	46	n	**94**	6	n	**93**	6	1	**66**	1	33	**94**	6	a
	Switzerland	**82**	9	9	**31**	32	37	**95**	3	2	**78**	13	8	**33**	38	29	**90**	7	3
	Turkey	**95**	a	5	**97**	a	3	**94**	a	6	**97**	a	3	**99**	a	1	**96**	a	4
	United Kingdom	**a**	100	n	**a**	100	n	**a**	100	n	**a**	100	n	**a**	100	n	**a**	100	n
	United States	**72**	a	28	**78**	a	22	**70**	a	30	**77**	a	23	**89**	a	11	**73**	a	27
	OECD average	**70**	14	15	**59**	23	17	**72**	14	14	**74**	12	13	**67**	19	14	**77**	11	12
	EU21 average	**73**	20	7	**67**	24	9	**76**	16	7	**83**	12	5	**72**	19	9	**84**	11	5
	OECD average for countries with 2003 and 2012 data	**71**	13	16	**63**	24	12	**75**	12	13	**74**	12	13	**67**	19	14	**77**	11	12
Partners	Argentina[3]	**74**	5	20	**64**	17	20	**79**	a	21	**78**	8	13	**m**	m	m	**m**	m	m
	Brazil	**29**	a	71	**15**	a	85	**31**	a	69	**32**	a	68	**m**	m	m	**m**	m	m
	China	**m**	m	m	**m**	m	m	**m**	m	m	**m**	m	m	**m**	m	m	**m**	m	m
	Colombia	**53**	a	47	**m**	a	m	**m**	a	m	**m**	m	m	**m**	m	m	**m**	m	m
	India	**m**	m	m	**m**	m	m	**m**	m	m	**m**	m	m	**m**	m	m	**m**	m	m
	Indonesia	**34**	a	66	**43**	a	57	**32**	a	68	**39**	a	61	**m**	m	m	**m**	m	m
	Latvia	**7**	64	29	**42**	17	41	**a**	74	26	**m**	m	m	**m**	m	m	**m**	m	m
	Russian Federation[2]	**86**	a	14	**95**	a	5	**84**	a	16	**91**	a	9	**m**	m	m	**m**	m	m
	Saudi Arabia	**95**	5	a	**100**	n	n	**95**	5	a	**m**	m	m	**m**	m	m	**m**	m	m
	South Africa	**m**	m	m	**m**	m	m	**m**	m	m	**m**	m	m	**m**	m	m	**m**	m	m
	G20 average	**m**	m	m	**m**	m	m	**m**	m	m	**m**	m	m	**m**	m	m	**m**	m	m

1. Excluding independent private institutions.
2. Excludes advanced research programmes.
3. Year of reference 2011 instead of 2012.

Source: OECD. Argentina, Colombia, Indonesia, Saudi Arabia: UNESCO Institute for Statistics (World Education Indicators Programme).
See Annex 3 for notes (*www.oecd.org/edu/eag.htm*).

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

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