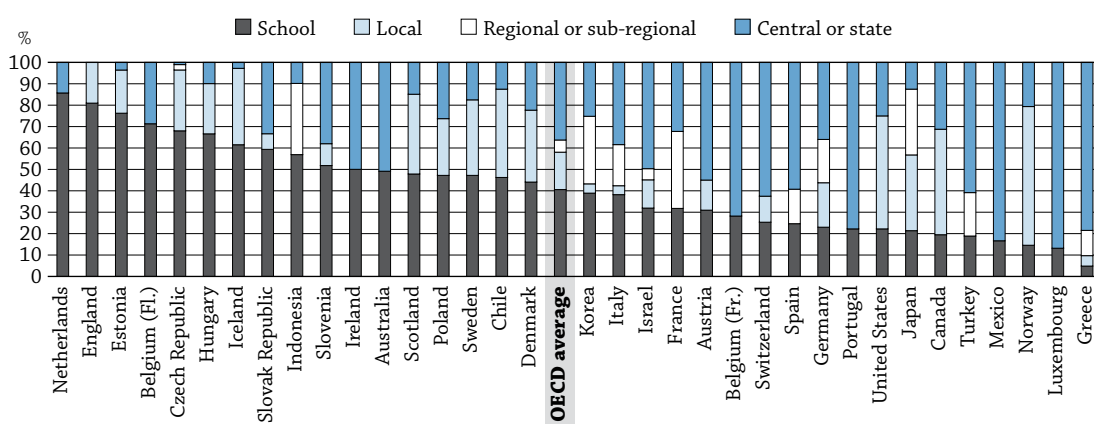


WHO MAKES KEY DECISIONS IN EDUCATION SYSTEMS?


- Decisions about diverse aspects of lower secondary education are most commonly made at the school level in a majority of countries.
- While in most countries decisions on the organisation of instruction are predominantly taken at the school level, decisions related to personnel management, planning and structures, and resources are more likely to be made at higher levels of authority, although countries vary widely in this regard.
- Since 2003, there has been a pattern of fewer decisions taken at the school level in countries with available data.

Chart D6.1. Percentage of decisions taken at each level of government in public lower secondary education (2011)



Countries are ranked in descending order of the percentage of decisions taken at the school level.

Source: OECD, Table D6.1. See Annex 3 for notes (www.oecd.org/edu/eag2012).

StatLink  <http://dx.doi.org/10.1787/888932663872>

Context

The division of responsibility among national, regional and local authorities, and schools is a much-debated topic in education policy. Since the early 1980s, a key aim of education reform has been to place more decision-making authority at lower levels of the education system. At the same time, many countries have strengthened the influence of central authorities in setting standards, curricula and assessments. For example, a loosening of “process” and financial regulations has often been accompanied by an increase in the central level control of outputs.

There are many reasons for changes in patterns of decision making and responsibility, and they vary from country to country. The most common reasons to decentralise decision making are increased efficiency and improved financial control; reduced bureaucracy; increased responsiveness to local communities; more creative management of human resources; improved potential for innovation; and the creation of conditions that provide better incentives for improving the quality of schooling.

Although decentralisation initiatives attract considerable attention in policy debates, this indicator finds that decision making at the school level has decreased over the past decade. In most countries, the largest proportion of itemised decisions tracked in this survey are still taken at the school level, but this share is clearly shrinking in 10 of 21 countries, while only 4 countries show an increase in the proportion of decisions taken at the school level. Some of the shift towards more centralised decision making can be explained by the heightened interest in measures of accountability that involve national assessments and national examinations that are

based on centrally established curricula or frameworks. Setting centrally determined frameworks in which individual schools make decisions is a possible counterbalance to full school autonomy.

This indicator shows where key decisions are made in public institutions at the lower secondary level of education. The indicator does not capture the totality of decisions made within a school system. Instead, a representative set of 46 key decisions, organised across four domains, are considered. These decisions are based on earlier rounds of data collection in 2003 and 2007, and were developed with input from representatives from the participating countries. Additional information is available in the *Methodology* section at the end of this indicator and in Annex 3, available at www.oecd.org/edu/eag2012.

This indicator presents results from data collected in 2011 on decision making at the lower secondary level of education and updates the previous survey, which took place in 2007. Responses were compiled in each country by a panel of experts representing different levels of the decision-making process at the lower secondary level. Information on the composition of these panels and the methods and process used to complete the survey can be found in the “Notes on methodology” in Annex 3, available at www.oecd.org/edu/eag2012. While the questionnaire was largely the same during each round of data collection, the composition of the panel in each country changed, in most cases.

■ Other findings

- **In 16 of 36 countries, decisions are most often taken at the school level.** Countries that are most decentralised in terms of decision making include the Netherlands, with 86% of decisions taken at the school level, followed by England (81%), Estonia (76%), the Flemish Community of Belgium (71%), and the Czech Republic (68%).
- **In 12 of 36 countries, decisions made at the state or central level were the most prevalent.** Countries with the most centralised decision making include Luxembourg, with 87% of decisions taken at the state or central level, followed by Mexico (83%), Greece (78%), Portugal (78%), and the French Community of Belgium (72%).
- **Decisions on the organisation of instruction are predominantly taken by schools** in all countries included in the survey, except Greece, Luxembourg and Norway. Most decisions on personnel management and the use of resources are taken at the local or school level in around one-half of countries. Decisions on planning and structures are mostly taken at one of the more centralised tiers of government.
- There are substantial differences between countries in the ways in which decisions are taken. On average in OECD countries, **half of the decisions taken at the school level are taken in full autonomy.** Around 40% of decisions taken by schools are taken within a framework set by a higher authority. Decisions taken by schools in consultation with other levels of authority are relatively rare, although in the United States, most decisions taken by schools are taken in consultation with local school district authorities.
- **Schools are least likely to make autonomous decisions related to planning and structures.**

■ Trends

Between 2003 and 2011, decisions were taken at a more central level in about half of the countries, most notably in Luxembourg and Portugal. The opposite trend was evident in Australia and Iceland. In 10 of these 21 countries, trends show clearly that fewer decisions were being taken at the school level, while only 4 countries showed a clear pattern of greater decision making occurring at the school level (Australia, the Czech Republic, Iceland and the Slovak Republic). In the remaining seven countries, there was no clear pattern or substantial change in the proportion of decisions taken at the school level.

Analysis

Level of decision making in public lower secondary schools

The tables with results indicate six distinct levels of government or education authority at which decisions can be taken (see *Definitions* section at the end of this indicator). The charts, however, group the findings across four different levels of government: the school level, the local level, the regional or sub-regional level, and the state or central level. This grouping allows federal countries and non-federal countries to be compared more readily. For example, the state and national levels are grouped together, since the most central level at which decisions about education are taken in a federal country is typically the state level, and the most central level in a non-federal country is the national level. Similarly, the regional and sub-regional levels refer to the second-most central level in federal and non-federal countries, so it was logical to group these together as well.

The results reveal that the largest share of decisions is taken at the school level. Across the 34 OECD countries with available data, an average of 41% of all decisions itemised in the survey are taken at the school level. On average, 36% of all decisions were made centrally (i.e. the central or state level). Some 17% of the decisions were made at the local level, which is the level just above the school level; and 6% of the decisions were made at the regional or sub-regional level (Table D6.1 and Chart D6.1).

Sixteen of 36 countries reported that the largest proportion of decisions that affect lower secondary education is taken at the school level. The school is by far the most important level of decision making in the Netherlands, with 86% of decisions made at that level, followed by England (81%), Estonia (76%), the Flemish Community of Belgium (71%) and the Czech Republic (68%).

Twelve of 36 countries reported that the largest share of decisions is taken at the state or central level. Luxembourg reports the highest proportion of decisions made at the state or central level (87%), followed by Mexico (83%), Greece (78%), Portugal (78%) and the French Community of Belgium (72%).

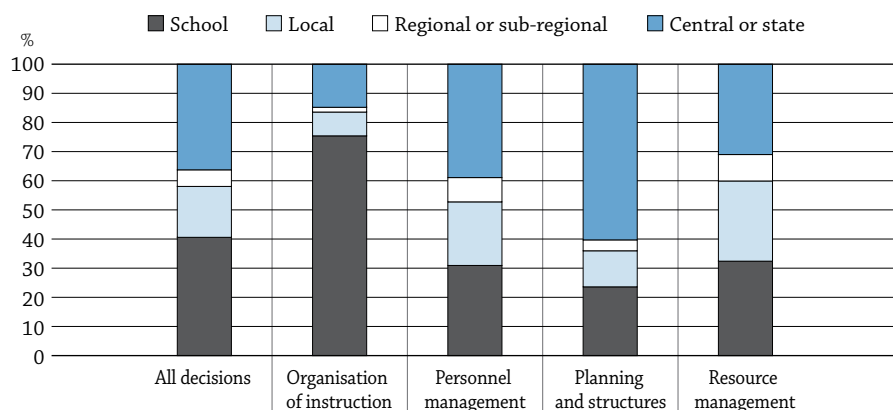
The three countries that reported that the largest share of decisions is taken at the local level, meaning by local school districts or local or municipal education authorities, are Norway (65%), the United States (53%) and Canada (49%). In Finland, although the local authorities are, as education providers, responsible for most decisions, in practice many decisions are delegated to schools, particularly those related to staffing. In France, Germany, Italy and Korea, decision making is more evenly distributed among the central, intermediate, and local or school levels (Table D6.1).

Domains of decision making


Decisions about education systems are organised across four general domains of decision making: organisation of instruction, personnel management, planning and structures, and resource management (Tables D6.2a and D6.2b and Chart D6.2). There are large differences in where decisions are made, depending on the domain. Decisions related to the organisation of instruction are predominantly made at the school level (75%), while decisions about planning and structure are most likely to be made at the central or state level (60%).

The left-most bar in Chart D6.2 illustrates the distribution of all decision making across various levels of government or education authority. The next four bars illustrate the breakdown of decision making across four distinct domains. Because a general assessment of the roles played in the decision-making process includes decisions made about different domains, an aggregate measure can mask differences in the degree of centralisation in those areas. For example, a country may centralise almost all decisions about the curriculum, whereas schools may have nearly complete control over decisions about teaching methods. The distribution of decisions taken by each administrative level across the four domains of decision making (see *Definitions* and *Methodology* sections) is an indicator of “functional decentralisation”, which takes into account the fact that decision making may be decentralised in certain activities and centralised in others.

Chart D6.2. Percentage of decisions taken at each level of government in public lower secondary education in OECD countries (2011)



Source: OECD, Tables D6.2a and D6.2b. See Annex 3 for notes (www.oecd.org/edu/eag2012).

StatLink  <http://dx.doi.org/10.1787/888932663891>

Organisation of instruction

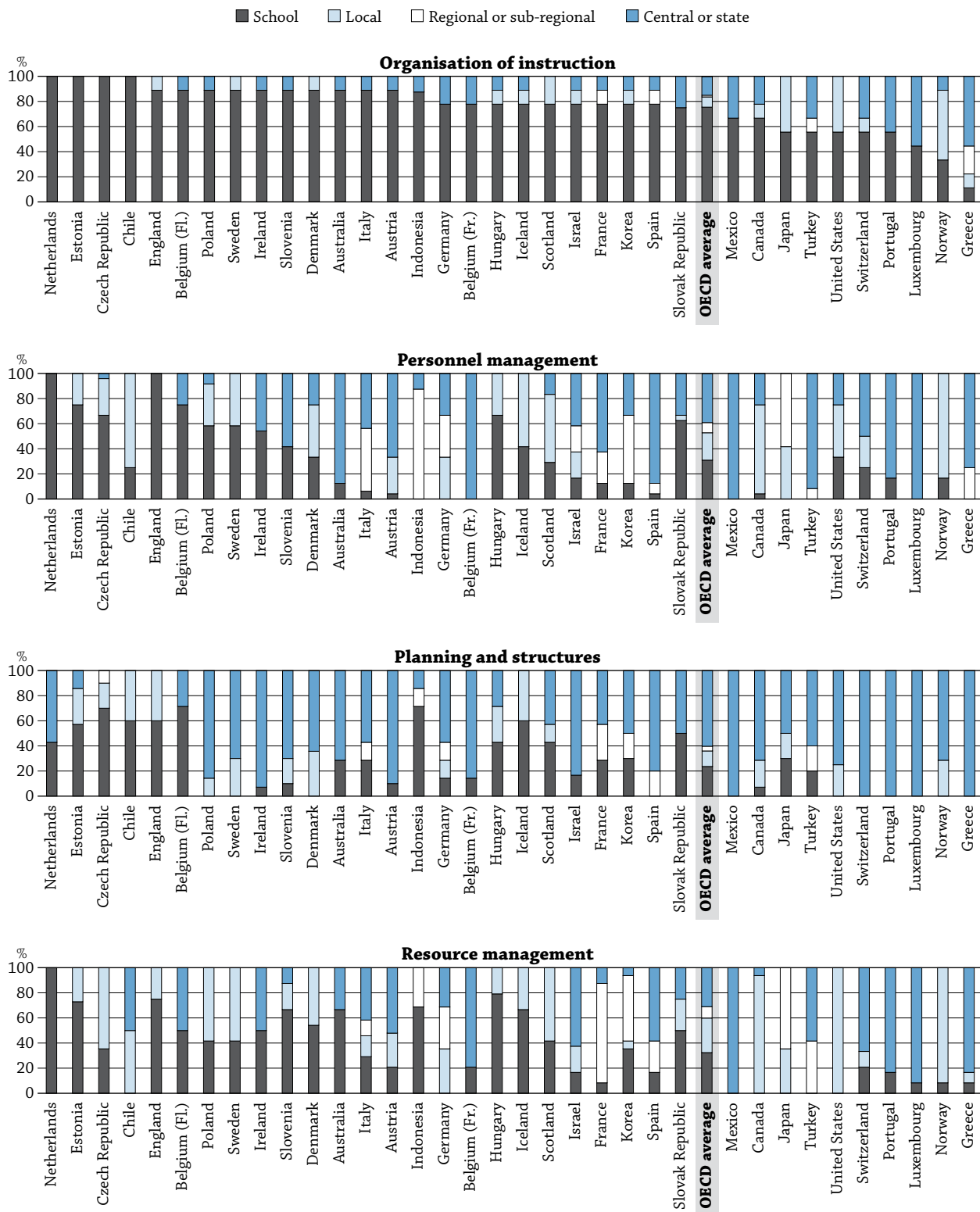
When decisions are differentiated according to domain, the data show that decisions about the organisation of instruction are predominantly taken by schools in all countries except for Greece, Luxembourg and Norway. Relative to the other domains, decisions on the organisation of instruction are predominantly taken at the school level and this finding is much more consistent across countries (Table D6.2a and Chart D6.3). While the majority of decisions about the organisation of instruction (i.e. pupils' school careers, grouping of pupils, choice of textbooks and software, teaching methods, assessment of pupils' regular work and assistance to pupils) are taken by schools in at least 70% of countries, most decisions about instruction time are made at the state or central level (24 of 37 countries with available data). However, in 11 of the remaining 13 countries, decisions on instruction time are taken at the local or school level, but within a centrally established framework. Only in England and Indonesia is instruction time decided autonomously by schools (Table D6.7, available on line and see Indicator D1).

Planning and structures

For decisions within the domains of personnel management, planning and structures, and resource management, schools generally take fewer decisions and the patterns are more mixed. On average, schools are least likely to have decision-making responsibility in the area of planning and structures, ranging from decisions to open or close a school, through to programme design and accreditation. In 25 of the 36 countries for which data are available, at least 50% of decisions related to planning and structures were taken at the state or central level. In Greece, Luxembourg, Mexico, Portugal and Switzerland all decisions in this domain were made at the state or central level. Even in countries that tend to be more decentralised (i.e. less than 50% of all decisions taken centrally), such as the Netherlands and the Flemish Community of Belgium, the central government has an important role in decision making concerning planning and structures of the education system (Tables D6.1 and D6.2b, and Chart D6.3).

Within the domain of planning and structures, most decisions about programmes of study and learning resources (i.e. the definition of course content, selection of subjects taught in a particular school, selection of programmes of study offered in particular schools, and designing programmes of study) are decided at the state or central level in more than half of the countries (see Indicator D1). In countries where national examinations are administered, decisions about formulating qualifying examinations for a certificate or diploma are taken at the state or central level, except in Indonesia and Israel, and decisions about accreditation (i.e. defining examination content, marking and administration) are also taken at the state or central level, except in Belgium, Estonia, France, Indonesia, Italy and the Slovak Republic (Table D6.9, available on line).

Chart D6.3. Percentage of decisions taken at each level of government in public lower secondary education, by domain (2011)



Countries are ranked in descending order of the percentage of decisions about organisation of instruction taken at the school level.

Source: OECD, Table D6.2a and D6.2b. See Annex 3 for notes (www.oecd.org/edu/eag2012).

StatLink <http://dx.doi.org/10.1787/888932663910>

In 16 of 36 countries, authority over the creation and closure of schools are in the hands of local authorities. In the Flemish Community of Belgium, these decisions are taken at the school level, but within a framework set by the state government. For the remaining 19 countries, this decision is taken at the state or central level in 14 countries and at the sub-regional or regional level in 5 countries. In contrast, decisions about the creation or abolition of a grade level are mostly taken at the state or central level (21 of 35 countries with available data). In Belgium (Flemish Community), Canada, Chile, the Czech Republic, Denmark, Estonia, Finland, Iceland, Norway and Turkey, these decisions are taken at the school or local level, either exclusively or within a framework established by a higher authority, whereas in Hungary, this decision is taken by local authorities in consultation with school authorities. In England, this decision is taken by local authorities in consultation with central authorities. Only in Germany and Spain is the creation or abolition of grade levels decided at the sub-regional or regional level.

Personnel management

In 18 of 36 countries, more than 50% of decisions about personnel management, including decisions on the hiring and dismissal of staff and on setting salary schedules and conditions of work, are taken at the school or local level. Most decisions in this domain are taken at the school level in Belgium (Flemish Community), the Czech Republic, England, Estonia, Hungary, Ireland, the Netherlands, Poland, the Slovak Republic and Sweden, and at the local level in Canada, Chile, Iceland, Norway and Scotland. In Finland, although the local authorities are, as education providers, responsible for most decisions, in practice many decisions about personnel management are delegated to schools. In Australia, Austria, Belgium (French Community), France, Greece, Luxembourg, Mexico, Portugal, Slovenia, Spain and Turkey, most of these decisions are taken at the state or central level (Table D6.2a and Chart D6.3).

In 21 of 36 countries, authority over hiring and dismissing principals belongs to local or school leaders. In contrast, in Australia, Austria, Belgium (French Community), France, Luxembourg and Mexico, the authority for deciding these matters rests with state or central administrators. In Germany, Greece, Italy, Korea, Spain and Turkey, all such authority rests with sub-regional or regional administrators, but within a framework established by the state or central government. In Japan, the prefectural boards of education have jurisdiction over hiring and dismissing staff (principals and teachers) whose salaries are paid from the prefectural budget, but these decisions are made after receiving recommendations from the municipal boards of education (Table D6.8, available on line).

Authority over setting principals' salaries belongs largely to state or central administrators (23 of 36 countries). Although individual states in the United States often determine a minimum salary schedule for staff (principals, teachers and non-teaching staff), this may be supplemented by local districts. In Denmark, the salary scale is a part of the collective agreement reached between the teachers' union on the one hand and the Danish municipalities and the central government on the other. In contrast, principals' salaries are decided at the local level in full autonomy in Estonia and Sweden and within a framework either established centrally or negotiated with teachers' unions in Chile, the Czech Republic, Finland, Hungary, Iceland, Norway and Poland. In England, although school administrators set salaries, these decisions are made within an overarching framework set by the central government. Only in the Netherlands is the entire salary system the responsibility of both the unions and employer organisations, even if the central level plays a role by setting the financial framework.

In 18 of 36 countries, decisions on the conditions of service of school principals are taken at the school or local level. In contrast, these decisions are taken at the state or central level in 14 countries. Only in Greece, Indonesia, Japan and Korea are these decisions taken at the sub-regional or regional level. Decisions concerning the duties of school principals are made by state or central authorities in 19 of 36 countries, whereas these decisions are taken by local authorities in 12 countries. Only in Belgium (Flemish Community), England, Iceland, Ireland and the Netherlands are decisions concerning the duties of principals decided at the school level, either autonomously or within a centrally established framework.

D6

While authority over non-teaching staff is in the hands of local or school authorities in two-third of countries, decisions regarding their salary are made at the state or central level (19 of 34 countries with available data). In Finland, although the local authorities are, as education providers, responsible for deciding what the duties of non-teaching staff are, they can decide if they wish to delegate decision making to the schools, and to what extent. In practice, decisions concerning duties are largely made at the school level. A similar pattern is evident with regard to authority over teaching staff (see Indicator D5).

Resource management

Decisions about the allocation and use of resources are made slightly less frequently at the central level. In 10 of 36 countries with available data, central authorities made more than half of the decisions related to resource management. In 2011, there were four countries with highly centralised decision making in this domain: Greece, Luxembourg, Mexico and Portugal. In these countries, at least 80% of decisions related to resources were made at state or central level. In the Czech Republic, Denmark, England, Estonia, Finland, Hungary, Iceland, the Netherlands, Norway, Poland, Scotland, Sweden and the United States, all decisions related to resource management were taken at either the school or local level (Tables D6.2b and Chart D6.3). Since 2007, the proportion of decisions taken at the intermediate levels has declined across all countries, except for France, where it increased slightly (Table D6.6d, available on line).

Although state and central authorities in half of the countries decide on how resources are allocated for a school's teaching staff, decisions on how resources are allocated for non-teaching staff are typically taken at the local level. In contrast, in two-thirds of countries, the use of resources for school staff is decided at the school level. Decisions on the allocation and use of resources for a school's capital expenditure are taken by local authorities in at least half of the countries. While the allocation of resources for a school's operating expenditure is largely decided by local authorities, the use of these resources is predominantly decided at the school level (26 of 35 countries). Decisions on the allocation and use of resources for principals' and teachers' professional development are taken at the school or local level in around half of the countries (Table D6.10, available on line).

Influence of non-governmental entities

In addition to recognising the influence of different levels of government on decision making (Tables D6.7, D6.8, D6.9 and D6.10, available on line), many countries have noted that non-governmental entities may also be consulted or may be involved in establishing a framework for decisions taken at lower levels. The most common non-governmental participants are teachers' unions. For example, when teachers' unions negotiate with education authorities to set pay scales, they are helping to establish a framework for decisions related to teachers' salaries for specific teachers. In many countries, teachers' unions are involved in decisions relating to duties and conditions of work, salary scales and instruction time. The participation of teachers' unions in decision making on these issues is notable in Belgium, Denmark, Finland, Iceland, Israel and Sweden (see Annex 3, available at www.oecd.org/edu/eag2012).

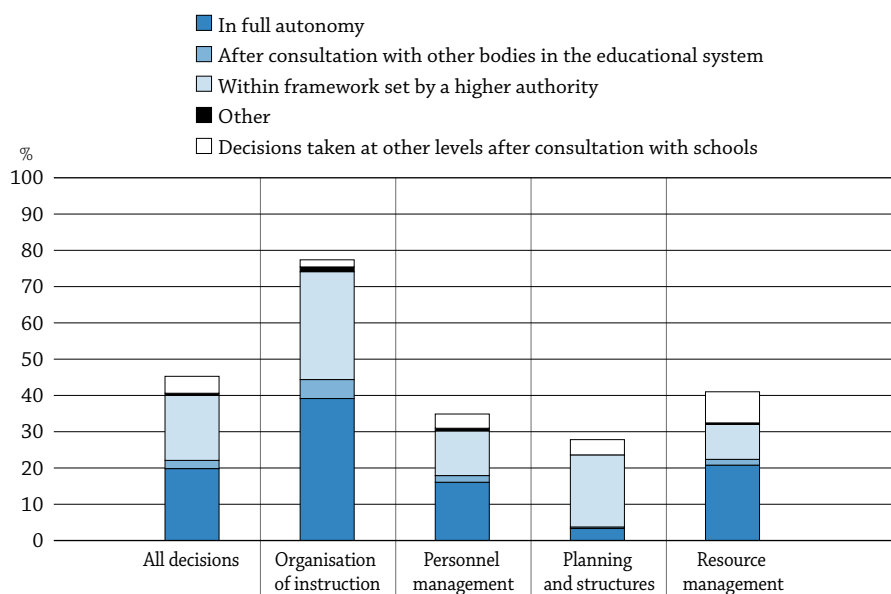
In the Flemish Community of Belgium, for example, decisions on minimum and maximum instruction times are taken by the state governments, but in consultation with non-governmental entities such as teaching unions and education networks. Teachers' unions, some of which are called trade unions, can sometimes influence decisions on professional development of teaching staff and their careers, as happens in Italy. In Finland and Norway, employers' associations (organisations) are involved in decisions about personnel management, including salaries.

Parents and parents' organisations also have an influence on decision making (see the indicator, "How can parents influence the education of their children?" in OECD, 2010). In Scotland, for example, parent councils often participate in the selection of principals. Schools in Scotland consult with both staff and parents in designing programmes of study, selecting subjects taught in particular schools and defining course content. In Turkey, some decisions, including those on allocation of resources, are taken by the central government with the involvement of parent-teachers' associations. Portugal involves teachers' associations, experts and scientific societies in establishing a framework for instruction time and designing programmes of study.

Decisions taken at the school level and the mode in which these decisions are taken

The mode of decision making refers to whether decisions are made autonomously, after consulting with other bodies, or within a framework set by a higher authority. On average in OECD countries, 41% of all decisions are made at the school level and around half of these decisions are made in full autonomy. Around 44% of decisions taken by schools are taken within a framework set by a higher authority. Decisions taken by schools in consultation with others levels are relatively rare, although in the United States, most decisions taken by schools are taken in consultation with local school district authorities. In addition, 5% of all decisions, on average, are taken at other levels after consultation with schools (Table D6.3 and Chart D6.4).

Chart D6.4. Decisions taken at the school level in public lower secondary education in OECD countries, by mode of decision making and domain (2011)



Source: OECD. Tables D6.4a and D6.4b. See Annex 3 for notes (www.oecd.org/edu/eag2012).

StatLink <http://dx.doi.org/10.1787/888932663929>

How to read this chart

The left-most bar on Chart D6.4 represents all decisions that are taken at the school level across the 34 OECD countries. The percentages up to 100% that are not captured by the bars are decisions made at local, intermediate or central level. The remaining four bars depict the four domains of decision making. Each bar is broken into four sections to indicate whether the decisions taken at the school level are made in full autonomy, within a framework set by a higher authority, after consultation with other bodies or other. The white portion of the bar represents the portion of the decisions taken at higher levels that are made after consultation with schools.

Planning and structures is the domain with the lowest proportion of decisions made at the school level. This domain also has the lowest proportion of school-level decisions that are made in full autonomy. Some 32% of all decisions related to resource management are made at the school level. In addition, another 9% of decisions related to resource management are made by higher levels of government, but they are made after consulting with schools. Organisation of instruction is the domain with the highest proportion of decisions made at the school level (Tables D6.4a and D6.4b and Chart D6.4).

There are substantial differences among countries in the mode in which decisions are made (Chart D6.7, available on line). Among the ten OECD and other G20 countries in which most decision making is in the hands of schools, more than 50% of these decisions are taken in full autonomy in Belgium (Flemish Community), England, Iceland, Indonesia, the Netherlands and the Slovak Republic. Such decisions are more often taken within a framework set by a higher authority in the Czech Republic, Estonia, Hungary and Slovenia. For the first six countries, the remainder of decisions is mainly taken within a framework set by a higher authority.

For the latter four countries, they are taken in full autonomy (Table D6.3). In Finland, although the local authorities are responsible for most decisions, they can decide if they wish to delegate decision making to the schools, and to what extent.

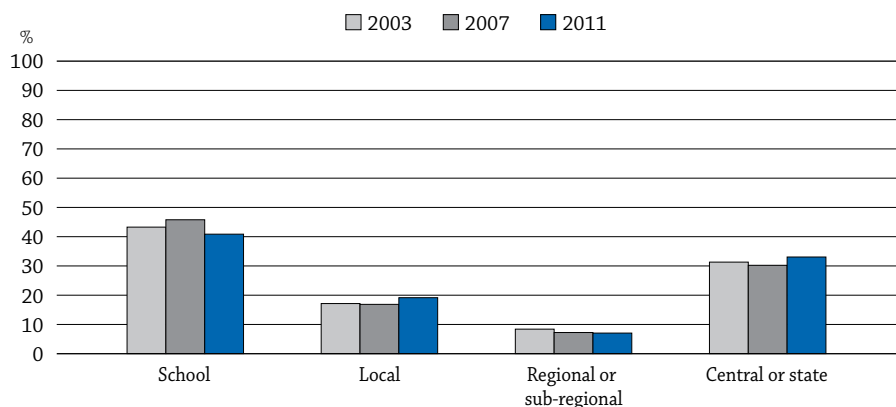
Perhaps predictably, decisions taken by schools in countries that tend to have more centralised decision making are more likely to be subject to an overarching framework. This is the case in Austria, Greece and Turkey. However, in the French Community of Belgium, where most decisions are taken centrally and only 28% are taken by schools, schools have full autonomy for most of the decisions they take. In Australia, Denmark, Luxembourg, Portugal, Scotland, Slovenia and the United States, at least 10% of all decisions are taken at other levels, but after consultation with schools.

Changes in decision making over time


Nineteen countries reported data on decision making in 2003, 2007 and 2011; the Slovak Republic and Turkey reported data on decision making in 2003 and 2011 only. On average, changes over time are relatively small, except for the five percentage-point drop in the proportion of decisions made at the school level between 2007 and 2011 (Chart D6.5). Generally, the findings suggest a gradual trend towards centralisation and a decrease in decision making at the lowest level (Table D6.5 and Tables D6.6a, D6.6b, D6.6c and D6.6d, available on line).

Chart D6.5. Changes in decision making over time, by level of government (2003, 2007, 2011)

OECD average for countries with data available for all reference years

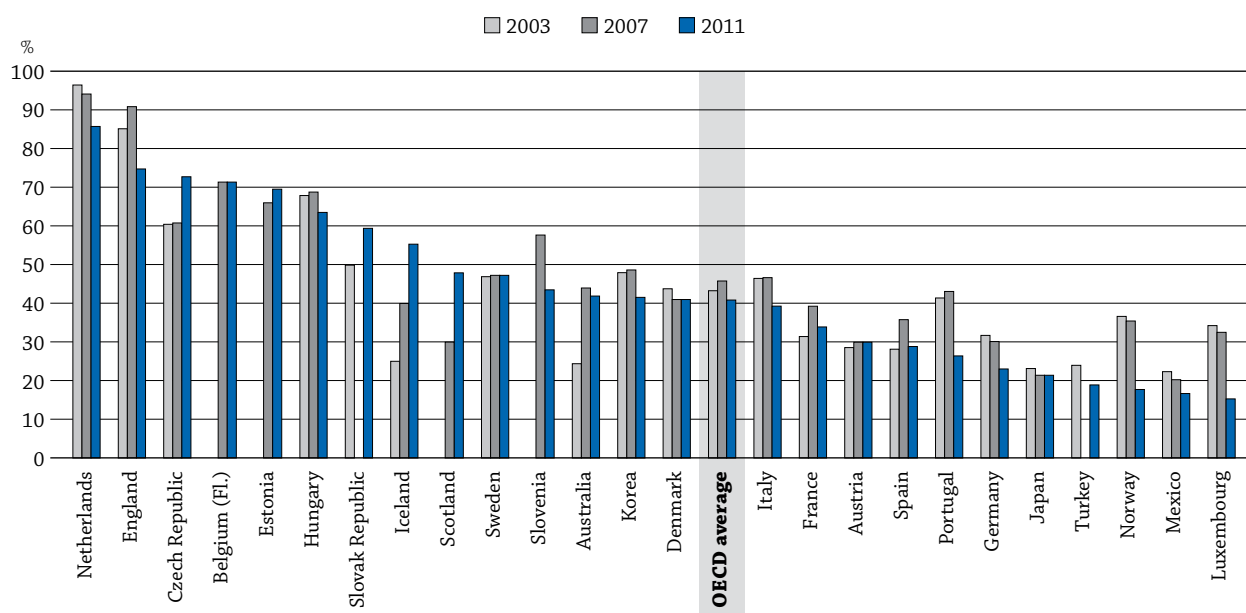


Source: OECD. Table D6.5. See Annex 3 for notes (www.oecd.org/edu/eag2012).

StatLink  <http://dx.doi.org/10.1787/888932663948>


Between 2003 and 2011, decisions were taken at a more central level in about half of the countries, most notably in Luxembourg and Portugal. The opposite trend was evident in Australia and Iceland. Ten of these 21 countries had clear trends showing that fewer decisions were being taken at the school level, while only four countries – Australia, the Czech Republic, Iceland and the Slovak Republic – showed a trend towards more decision making at the school level. In the remaining seven countries, there was no clear pattern or substantial change in the proportion of decisions that was taken at the school level (Chart D6.6).

The Netherlands has one of the most decentralised decision-making patterns; however, the proportion of decisions taken by schools has declined from 96% in 2003 to 86% in 2011. In the countries with relatively more centralised decision making, such as Luxembourg and Mexico, there was a steady decline in the proportion of decisions taken at the school level and an increase in decisions taken at the central level. In the case of Norway, there was a decrease in decision making at both the school and central levels, which was the result of a sharp increase in decision making at the local level over time.

Chart D6.6. Share of decisions taken at the school level (2003, 2007, 2011)

Countries are ranked in descending order of the percentage of decisions taken at the school level in 2011.

Source: OECD, Table D6.5. See Annex 3 for notes (www.oecd.org/edu/eag2012).

StatLink  <http://dx.doi.org/10.1787/888932663967>

Definitions

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

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.

The **province** or **region** is the first territorial unit below the national level in countries that do not have a “federal” or similar type of government 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 level.

School, school board or committee refers 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: an external school board, which includes residents of the larger community; an internal school board, which could include headmasters, teachers, other school staff, parents, and students; and both an external and an internal school board. “School networks”, “networks of schools”, “didactic circles”, and “groups of schools” should be considered as schools.

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 level. For countries other than federal or similar, where the extent of the state is identical with that of the country, this level is non-existent.

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 level.

Methodology

Data are from the 2011 OECD-INES Survey on Locus of Decision Making and refer to the school year 2010-11. This indicator shows the percentage of education decisions taken at specific levels in public lower secondary education. Decentralisation is concerned with the division of power between levels of government. This concept has two dimensions: the locus of decision making, that is, the level of decision-making authority; and the mode of decision making, which relates to the degree of autonomous or “shared” decision making.

The questionnaire distinguished between six levels of decision making: central government, state governments, provincial/regional authorities or governments, sub-regional or inter-municipal authorities or governments, local authorities or governments, schools or school boards or committees (see *Definitions* section).

The questionnaire provided information on four domains:

Organisation of instruction: student admissions; student careers; instruction time; choice of textbooks; choice of software/learningware; grouping of students; additional support for students; teaching methods; day-to-day student assessment.

Personnel management: hiring and dismissal of principals, teaching and non-teaching staff; duties and conditions of service of staff; salary scales of staff; influence over the careers of staff.

Planning and structures: opening or closure of schools; creation or abolition of a grade level; design of programmes of study; selection of programmes of study taught in a particular school; choice of subjects taught in a particular school; definition of course content; setting of qualifying examinations for a certificate or diploma; accreditation (examination content, marking and administration).

Resource management: allocation and use of resources for teaching staff, non-teaching staff, capital and operating expenditure, professional development of principals and teachers.

The questionnaire also sought information on how autonomously decisions are taken. The most important factor in determining the mode is “who decides”. The following categories are provided: full autonomy; after consultation with bodies located at another level within the education system; independently but within a framework set by a higher authority; other. More detailed information on specific countries (e.g. decentralisation in Denmark; main objectives of Greek education policy; recruitment, selection and allocation of teachers in Norway) is available in the 2004 edition of *Education at a Glance* available at www.oecd.org/edu/eag2004.

Some 46 general decisions were included in the survey. These were separated into four domains described above. The number of decisions within each of these domains was not equal, and two of the domains (planning and structures, and resource management) contain fewer than ten items. Adjustments were made to give equal weight to each of the four domains. Because there are different numbers of items (i.e. decisions) in each domain, each item is weighted by the inverse of the number of items in its domain. Some items are split up into sub-items. The sum of weights of sub-items is equal to the weight of an item (in the same domain) without sub-items. Missing and not applicable items receive weight zero, causing other weights to change within a domain.

Notes on definitions and methodologies for each country are provided in Annex 3 at www.oecd.org/edu/eag2012.


The statistical data for Israel are supplied by and 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.

References

OECD (2010), *Education at a Glance 2010: OECD Indicators*, OECD Publishing.

The following additional material relevant to this indicator is available on line:

- **Chart D6.7. Decisions taken at the school level in public lower secondary education, by mode of decision making and domain (2011)**

StatLink  <http://dx.doi.org/10.1787/888932663986>


- **Table D6.6a. Trends in the percentage of decisions about organisation of instruction taken at each level of government in public lower secondary education (2003, 2007, 2011)**
StatLink  <http://dx.doi.org/10.1787/888932668641>
- **Table D6.6b. Trends in the percentage of decisions about personnel management taken at each level of government in public lower secondary education (2003, 2007, 2011)**
StatLink  <http://dx.doi.org/10.1787/888932668660>
- **Table D6.6c. Trends in the percentage of decisions about planning and structures taken at each level of government in public lower secondary education (2003, 2007, 2011)**
StatLink  <http://dx.doi.org/10.1787/888932668679>
- **Table D6.6d. Trends in the percentage of decisions about resource management taken at each level of government in public lower secondary education (2003, 2007, 2011)**
StatLink  <http://dx.doi.org/10.1787/888932668698>
- **Table D6.7. Level of government at which different types of decisions about organisation of instruction are taken in public lower secondary education (2011)**
StatLink  <http://dx.doi.org/10.1787/888932668717>
- **Table D6.8. Level of government at which different types of decisions about personnel management are taken in public lower secondary education (2011)**
StatLink  <http://dx.doi.org/10.1787/888932668736>
- **Table D6.9. Level of government at which different types of decisions about planning and structures are taken in public lower secondary education (2011)**
StatLink  <http://dx.doi.org/10.1787/888932668755>
- **Table D6.10. Level of government at which different types of decisions about resource management are taken in public lower secondary education (2011)**
StatLink  <http://dx.doi.org/10.1787/888932668774>

Table D6.1. **Percentage of decisions taken at each level of government in public lower secondary education (2011)**

	Central	State	Provincial/ regional	Sub-regional	Local	School	Total
	(1)	(2)	(3)	(4)	(5)	(6)	(7)
OECD	Australia	n	51	a	a	49	100
	Austria	33	22	n	a	31	100
	Belgium (Fl.)	n	29	n	a	71	100
	Belgium (Fr.)	n	72	n	a	28	100
	Canada	n	31	a	49	19	100
	Chile	13	n	a	41	46	100
	Czech Republic	1	a	3	n	68	100
	Denmark	22	a	n	a	44	100
	England	n	a	a	19	81	100
	Estonia	4	a	a	20	76	100
	Finland ¹	n	a	n	100	x(5)	100
	France	32	a	16	20	n	100
	Germany	n	36	13	8	21	100
	Greece	78	a	12	a	5	100
	Hungary	10	a	a	n	23	100
	Iceland	3	a	a	a	36	100
	Ireland	50	a	a	a	n	100
	Israel	50	a	5	a	13	100
	Italy	38	a	19	a	4	100
	Japan	13	a	31	a	35	100
	Korea	25	a	32	a	4	100
	Luxembourg	87	a	a	a	13	100
	Mexico	41	43	a	n	a	100
	Netherlands	14	n	n	n	86	100
	New Zealand	m	m	m	m	m	m
	Norway	21	a	a	a	65	100
	Poland	26	a	n	n	26	100
	Portugal	78	a	n	a	n	100
	Scotland	15	a	a	a	37	100
	Slovak Republic	33	a	n	a	7	100
	Slovenia	38	a	n	n	10	100
	Spain	16	43	16	a	n	100
	Sweden	18	a	a	a	35	100
	Switzerland	n	63	a	a	12	100
	Turkey	61	a	20	a	a	100
	United States	n	25	a	a	53	100
	OECD average ¹	24	12	5	1	17	100
	EU21 average ¹	27	9	4	1	13	100
Other G20	Argentina	m	m	m	m	m	m
	Brazil	m	m	m	m	m	m
	China	m	m	m	m	m	m
	India	m	m	m	m	m	m
	Indonesia	10	a	n	33	a	100
	Russian Federation	m	m	m	m	m	m
	Saudi Arabia	m	m	m	m	m	m
	South Africa	m	m	m	m	m	m
	G20 average	m	m	m	m	m	m

1. Finland is not included in the averages.

Source: OECD. See Annex 3 for notes (www.oecd.org/edu/eag2012).

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


StatLink  <http://dx.doi.org/10.1787/888932668508>

Table D6.2a. **Percentage of decisions taken at each level of government in public lower secondary education, by domain (2011)**

		Organisation of instruction						Personnel management								
		Central	State	Provincial/ regional	Sub- regional	Local	School	Total	Central	State	Provincial/ regional	Sub- regional	Local	School	Total	
																(1)
OECD	Australia	n	11	a	a	a	89	100	n	88	n	n	n	13	100	
	Austria	11	n	n	a	n	89	100	25	42	n	a	29	4	100	
	Belgium (Fl.)	n	11	n	a	n	89	100	n	25	n	a	n	75	100	
	Belgium (Fr.)	n	22	n	a	n	78	100	n	100	n	a	n	n	100	
	Canada	n	22	a	a	11	67	100	n	25	a	a	71	4	100	
	Chile	n	n	n	a	n	100	100	n	n	n	a	75	25	100	
	Czech Republic	n	a	n	n	n	100	100	4	a	n	n	29	67	100	
	Denmark	n	a	n	a	11	89	100	25	a	n	a	42	33	100	
	England	n	a	a	a	11	89	100	n	a	a	a	n	100	100	
	Estonia	n	a	a	n	n	100	100	n	a	a	n	25	75	100	
	Finland ¹	n	a	n	n	22	78	100	n	a	n	n	100	x(12)	100	
	France	11	a	n	11	n	78	100	63	a	25	n	n	13	100	
	Germany	n	22	n	n	n	78	100	n	33	25	8	33	n	100	
	Greece	56	a	22	a	11	11	100	75	a	25	a	n	n	100	
	Hungary	11	a	a	n	11	78	100	n	a	a	n	33	67	100	
	Iceland	11	a	a	a	11	78	100	n	a	a	a	58	42	100	
	Ireland	11	a	a	a	n	89	100	46	a	a	a	n	54	100	
	Israel	11	a	n	a	11	78	100	42	a	21	a	21	17	100	
	Italy	11	a	n	a	n	89	100	44	a	50	a	n	6	100	
	Japan	n	a	n	a	44	56	100	n	a	58	a	42	n	100	
	Korea	11	a	n	a	11	78	100	33	a	54	a	n	13	100	
	Luxembourg	56	a	a	a	a	44	100	100	a	a	a	a	n	100	
	Mexico	33	n	a	n	a	67	100	42	58	a	n	a	n	100	
	Netherlands	n	n	n	n	n	100	100	n	n	n	n	n	100	100	
	New Zealand	m	m	m	m	m	m	m	m	m	m	m	m	m	m	
	Norway	11	a	a	a	56	33	100	n	a	a	a	83	17	100	
	Poland	11	a	n	n	n	89	100	8	a	n	n	33	58	100	
	Portugal	44	a	n	a	n	56	100	83	a	n	a	n	17	100	
	Scotland	n	a	a	a	22	78	100	17	a	a	a	54	29	100	
	Slovak Republic	25	a	n	a	n	75	100	33	a	n	a	4	63	100	
	Slovenia	11	a	n	n	n	89	100	58	a	n	n	n	42	100	
	Spain	n	11	11	a	n	78	100	25	63	8	a	n	4	100	
	Sweden	n	a	a	a	11	89	100	n	a	a	a	42	58	100	
	Switzerland	n	33	a	a	11	56	100	n	50	a	a	25	25	100	
	Turkey	33	a	11	a	a	56	100	92	a	8	a	a	n	100	
	United States	n	n	a	a	44	56	100	n	25	a	a	42	33	100	
	OECD average ¹		11	4	1	n	8	75	100	24	15	8	n	22	31	100
	EU21 average ¹		12	3	2	1	4	80	100	28	12	6	n	15	39	100
Other G20	Argentina	m	m	m	m	m	m	m	m	m	m	m	m	m	m	
	Brazil	11	n	n	n	n	89	100	m	m	m	m	m	m	m	
	China	m	m	m	m	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	
	Indonesia	13	a	n	n	a	88	100	13	a	n	88	a	n	100	
	Russian Federation	m	m	m	m	m	m	m	m	m	m	m	m	m	m	
	Saudi Arabia	m	m	m	m	m	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	
	G20 average		m	m	m	m	m	m	m	m	m	m	m	m	m	m

1. Finland is not included in the averages.

Source: OECD. See Annex 3 for notes (www.oecd.org/edu/eag2012).

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


StatLink  <http://dx.doi.org/10.1787/888932668527>

Table D6.2b. **Percentage of decisions taken at each level of government in public lower secondary education, by domain (2011)**

	Planning and structures							Resource management						
	Central	State	Provincial/ regional	Sub- regional	Local	School	Total	Central	State	Provincial/ regional	Sub- regional	Local	School	Total
	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)	(13)	(14)
OECD														
Australia	n	71	a	a	a	29	100	n	33	a	a	a	67	100
Austria	70	20	n	a	n	10	100	25	27	n	a	27	21	100
Belgium (Fl.)	n	29	n	a	n	71	100	n	50	n	a	n	50	100
Belgium (Fr.)	n	86	n	a	n	14	100	n	79	n	a	n	21	100
Canada	n	71	a	a	21	7	100	n	6	a	a	94	n	100
Chile	n	n	n	a	40	60	100	50	n	n	a	50	n	100
Czech Republic	n	a	10	n	20	70	100	n	a	n	n	65	35	100
Denmark	64	a	n	a	36	n	100	n	a	n	a	46	54	100
England	n	a	a	a	40	60	100	n	a	a	a	25	75	100
Estonia	14	a	a	n	29	57	100	n	a	a	n	27	73	100
Finland ¹	n	a	n	n	100	x(5)	100	n	a	n	n	100	x(12)	100
France	43	a	n	29	n	29	100	13	a	38	42	n	8	100
Germany	n	57	n	14	14	14	100	n	31	25	8	35	n	100
Greece	100	a	n	a	n	n	100	83	a	n	a	8	8	100
Hungary	29	a	a	n	29	43	100	n	a	a	n	21	79	100
Iceland	n	a	a	a	40	60	100	n	a	a	a	33	67	100
Ireland	93	a	a	a	n	7	100	50	a	a	a	n	50	100
Israel	83	a	n	a	n	17	100	63	a	n	a	21	17	100
Italy	57	a	14	a	n	29	100	42	a	13	a	17	29	100
Japan	50	a	n	a	20	30	100	n	a	65	a	35	n	100
Korea	50	a	20	a	n	30	100	6	a	52	a	6	35	100
Luxembourg	100	a	a	a	a	n	100	92	a	a	a	a	8	100
Mexico	60	40	a	n	a	n	100	27	73	a	n	a	n	100
Netherlands	57	n	n	n	n	43	100	n	n	n	n	n	100	100
New Zealand	m	m	m	m	m	m	m	m	m	m	m	m	m	m
Norway	71	a	a	a	29	n	100	n	a	a	a	92	8	100
Poland	86	a	n	n	14	n	100	n	a	n	n	58	42	100
Portugal	100	a	n	a	n	n	100	83	a	n	a	n	17	100
Scotland	43	a	a	a	14	43	100	n	a	a	a	58	42	100
Slovak Republic	50	a	n	a	n	50	100	25	a	n	a	25	50	100
Slovenia	70	a	n	n	20	10	100	13	a	n	n	21	67	100
Spain	40	40	20	a	n	n	100	n	58	25	a	n	17	100
Sweden	70	a	a	a	30	n	100	n	a	a	a	58	42	100
Switzerland	n	100	a	a	n	n	100	n	67	a	a	13	21	100
Turkey	60	a	20	a	a	20	100	58	a	42	a	a	n	100
United States	n	75	a	a	25	n	100	n	n	a	a	100	n	100
OECD average ¹	43	17	2	1	12	24	100	19	13	8	1	28	32	100
EU21 average ¹	49	11	2	2	11	25	100	19	11	5	2	22	40	100
Other G20														
Argentina	m	m	m	m	m	m	m	m	m	m	m	m	m	m
Brazil	m	m	m	m	m	m	m	m	m	m	m	m	m	m
China	m	m	m	m	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
Indonesia	14	a	n	14	a	71	100	n	a	n	31	a	69	100
Russian Federation	m	m	m	m	m	m	m	m	m	m	m	m	m	m
Saudi Arabia	m	m	m	m	m	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
G20 average	m	m	m	m	m	m	m	m	m	m	m	m	m	m

1. Finland is not included in the averages.

Source: OECD. See Annex 3 for notes (www.oecd.org/edu/eag2012).

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


StatLink  <http://dx.doi.org/10.1787/888932668546>

Table D6.3. **Percentage of decisions taken at the school level in public lower secondary education, by mode of decision making (2011)**

	In full autonomy	After consultation with other bodies in the educational system	Within framework set by a higher authority	Other	Total, decisions taken at the school level	Decisions taken at other levels after consultation with schools ¹	Total, decisions taken at the school level or after consultation with schools
	(1)	(2)	(3)	(4)	(5)	(6)	(7)
OECD							
Australia	11	n	38	n	49	10	59
Austria	5	2	20	3	31	2	33
Belgium (Fl.)	45	n	27	n	71	n	71
Belgium (Fr.)	25	n	n	3	28	6	34
Canada	6	n	14	n	19	n	19
Chile	18	n	28	n	46	n	46
Czech Republic	19	n	49	n	68	n	68
Denmark	23	5	16	n	44	14	58
England	56	4	21	n	81	n	81
Estonia	31	n	45	n	76	n	76
Finland	m	m	m	m	m	m	m
France	18	6	5	3	32	6	37
Germany	8	3	12	n	23	3	26
Greece	n	n	5	n	5	n	5
Hungary	18	5	44	n	67	7	73
Iceland	36	6	20	n	62	n	62
Ireland	10	n	40	n	50	4	54
Israel	12	3	17	n	32	4	36
Italy	19	n	19	n	38	n	38
Japan	8	n	13	n	21	4	26
Korea	29	n	10	n	39	n	39
Luxembourg	10	n	n	3	13	15	28
Mexico	11	6	n	n	17	n	17
Netherlands	57	n	19	9	86	n	86
New Zealand	m	m	m	m	m	m	m
Norway	4	6	5	n	15	6	20
Poland	24	3	20	n	47	n	47
Portugal	13	n	9	n	22	13	35
Scotland	25	3	20	n	48	26	74
Slovak Republic	40	6	14	n	59	1	60
Slovenia	18	1	33	n	52	15	66
Spain	15	3	7	n	25	n	25
Sweden	38	n	9	n	47	n	47
Switzerland	11	3	11	n	25	5	30
Turkey	3	3	13	n	19	n	19
United States	6	12	5	n	22	20	43
OECD average	20	2	18	1	41	5	45
EU21 average	24	2	20	1	46	5	51
Other G20							
Argentina	m	m	m	m	m	m	m
Brazil	m	m	m	m	m	m	m
China	m	m	m	m	m	m	m
India	m	m	m	m	m	m	m
Indonesia	54	3	n	n	57	n	57
Russian Federation	m	m	m	m	m	m	m
Saudi Arabia	m	m	m	m	m	m	m
South Africa	m	m	m	m	m	m	m
G20 average	m	m	m	m	m	m	m

1. The number of decisions taken at other levels but in consultation with schools as a percentage of all decisions.

Source: OECD. See Annex 3 for notes (www.oecd.org/edu/eag2012).

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


StatLink  <http://dx.doi.org/10.1787/888932668565>

Table D6.4a. **Percentage of decisions taken at the school level in public lower secondary education, by mode of decision making and domain (2011)**

	Organisation of instruction							Personnel management						
	In full autonomy	After consultation with other bodies in the educational system	Within framework set by a higher authority	Other	Total, decisions taken at the school level	Decisions taken at other levels after consultation with schools ¹	Total, decisions taken at the school level or after consultation with schools	In full autonomy	After consultation with other bodies in the educational system	Within framework set by a higher authority	Other	Total, decisions taken at the school level	Decisions taken at other levels after consultation with schools ¹	Total, decisions taken at the school level or after consultation with schools
	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)	(13)	(14)
OECD														
Australia	11	n	78	n	89	n	89	8	n	4	n	13	17	29
Austria	11	n	78	n	89	n	89	n	n	4	n	4	n	4
Belgium (Fl.)	67	n	22	n	89	n	89	42	n	33	n	75	n	75
Belgium (Fr.)	67	n	n	11	78	n	78	n	n	n	n	n	8	8
Canada	22	n	44	n	67	n	67	n	n	4	n	4	n	4
Chile	56	n	44	n	100	n	100	17	n	8	n	25	n	25
Czech Republic	22	n	78	n	100	n	100	33	n	33	n	67	n	67
Denmark	33	n	56	n	89	n	89	33	n	n	n	33	8	42
England	89	n	n	n	89	n	89	58	17	25	n	100	n	100
Estonia	33	n	67	n	100	n	100	25	n	50	n	75	n	75
Finland ²	33	n	44	n	78	n	78	m	m	m	m	m	m	m
France	56	11	n	11	78	n	78	8	4	n	n	13	n	13
Germany	33	11	33	n	78	n	78	n	n	n	n	n	13	13
Greece	n	n	11	n	11	n	11	n	n	n	n	n	n	n
Hungary	44	11	22	n	78	n	78	29	n	38	n	67	4	71
Iceland	44	22	11	n	78	n	78	33	n	8	n	42	n	42
Ireland	22	n	67	n	89	n	89	17	n	38	n	54	n	54
Israel	22	n	56	n	78	11	89	n	13	4	n	17	4	21
Italy	56	n	33	n	89	n	89	n	n	6	n	6	n	6
Japan	33	n	22	n	56	n	56	n	n	n	n	n	17	17
Korea	78	n	n	n	78	n	78	13	n	n	n	13	n	13
Luxembourg	33	n	n	11	44	n	44	n	n	n	n	n	n	n
Mexico	44	22	n	n	67	n	67	n	n	n	n	n	n	n
Netherlands	78	n	11	11	100	n	100	58	n	17	25	100	n	100
New Zealand	m	m	m	m	m	m	m	m	m	m	m	m	m	m
Norway	n	22	11	n	33	11	44	17	n	n	n	17	n	17
Poland	67	11	11	n	89	n	89	8	n	50	n	58	n	58
Portugal	44	n	11	n	56	22	78	8	n	8	n	17	n	17
Scotland	33	11	33	n	78	n	78	n	n	29	n	29	17	46
Slovak Republic	75	n	n	n	75	n	75	58	n	4	n	63	4	67
Slovenia	22	n	67	n	89	n	89	n	4	38	n	42	25	67
Spain	44	11	22	n	78	n	78	n	n	4	n	4	n	4
Sweden	56	n	33	n	89	n	89	54	n	4	n	58	n	58
Switzerland	n	11	44	n	56	11	67	25	n	n	n	25	8	33
Turkey	11	11	33	n	56	n	56	n	n	n	n	n	n	n
United States	22	22	11	n	56	11	67	n	25	8	n	33	8	42
OECD average ²	39	5	30	1	75	2	77	16	2	12	1	31	4	35
EU21 average ²	45	3	30	2	80	1	81	20	1	17	1	39	4	43
Other G20														
Argentina	m	m	m	m	m	m	m	m	m	m	m	m	m	m
Brazil	89	n	n	n	89	n	89	m	m	m	m	m	m	m
China	m	m	m	m	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
Indonesia	88	n	n	n	88	n	88	n	n	n	n	n	n	n
Russian Federation	m	m	m	m	m	m	m	m	m	m	m	m	m	m
Saudi Arabia	m	m	m	m	m	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
G20 average	m	m	m	m	m	m	m	m	m	m	m	m	m	m

1. The number of decisions taken at other levels but in consultation with schools as a percentage of all decisions.

2. Finland is not included in the averages.

Source: OECD. See Annex 3 for notes (www.oecd.org/edu/eag2012).

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


StatLink  <http://dx.doi.org/10.1787/888932668584>

Table D6.4b. **Percentage of decisions taken at the school level in public lower secondary education, by mode of decision making and domain (2011)**

		Planning and structures						Resource management								
		In full autonomy	After consultation with other bodies in the educational system	Within framework set by a higher authority	Other	Total, decisions taken at the school level	Decisions taken at other levels after consultation with schools ¹	Total, decisions taken at the school level or after consultation with schools	In full autonomy	After consultation with other bodies in the educational system	Within framework set by a higher authority	Other	Total, decisions taken at the school level	Decisions taken at other levels after consultation with schools ¹	Total, decisions taken at the school level or after consultation with schools	
		(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)	(13)	(14)	
OECD	Australia	n	n	29	n	29	14	43	25	n	42	n	67	8	75	
	Austria	10	n	n	n	10	n	10	n	8	n	13	21	8	29	
	Belgium (Fl.)	29	n	43	n	71	n	71	42	n	8	n	50	n	50	
	Belgium (Fr.)	14	n	n	n	14	14	29	21	n	n	n	21	n	21	
	Canada	n	n	7	n	7	n	7	n	n	n	n	n	n	n	
	Chile	n	n	60	n	60	n	60	n	n	n	n	n	n	n	
	Czech Republic	n	n	70	n	70	n	70	19	n	17	n	35	n	35	
	Denmark	n	n	n	n	n	n	n	25	21	8	n	54	46	100	
	England	n	n	60	n	60	n	60	75	n	n	n	75	n	75	
	Estonia	n	n	57	n	57	n	57	67	n	6	n	73	n	73	
	Finland	m	m	m	m	m	m	m	m	m	m	m	m	m	m	
	France	n	7	21	n	29	14	43	8	n	n	n	8	8	17	
	Germany	n	n	14	n	14	n	14	n	n	n	n	n	n	n	
	Greece	n	n	n	n	n	n	n	n	n	8	n	8	n	8	
	Hungary	n	7	36	n	43	14	57	n	n	79	n	79	8	88	
	Iceland	n	n	60	n	60	n	60	67	n	n	n	67	n	67	
	Ireland	n	n	7	n	7	14	21	n	n	50	n	50	n	50	
	Israel	17	n	n	n	17	n	17	8	n	8	n	17	n	17	
	Italy	n	n	29	n	29	n	29	21	n	8	n	29	n	29	
	Japan	n	n	30	n	30	n	30	n	n	n	n	n	n	n	
	Korea	n	n	30	n	30	n	30	27	n	8	n	35	n	35	
	Luxembourg	n	n	n	n	n	n	n	8	n	n	n	8	58	67	
	Mexico	n	n	n	n	n	n	n	n	n	n	n	n	n	n	
	Netherlands	n	n	43	n	43	n	43	94	n	6	n	100	n	100	
	New Zealand	m	m	m	m	m	m	m	m	m	m	m	m	m	m	
	Norway	n	n	n	n	n	n	n	n	n	8	n	8	13	21	
	Poland	n	n	n	n	n	n	n	21	n	21	n	42	n	42	
	Portugal	n	n	n	n	n	29	29	n	n	17	n	17	n	17	
	Scotland	43	n	n	n	43	43	86	25	n	17	n	42	46	88	
	Slovak Republic	n	n	50	n	50	n	50	25	25	n	n	50	n	50	
	Slovenia	n	n	10	n	10	n	10	50	n	17	n	67	33	100	
	Spain	n	n	n	n	n	n	n	17	n	n	n	17	n	17	
	Sweden	n	n	n	n	n	n	n	42	n	n	n	42	n	42	
	Switzerland	n	n	n	n	n	n	n	21	n	n	n	21	n	21	
	Turkey	n	n	20	n	20	n	20	n	n	n	n	n	n	n	
	United States	n	n	n	n	n	n	n	n	n	n	n	n	63	63	
	OECD average		3	n	20	n	24	4	28	21	2	10	n	32	9	41
	EU21 average		4	1	20	n	25	6	31	25	2	12	1	40	9	50
Other G20	Argentina	m	m	m	m	m	m	m	m	m	m	m	m	m	m	
	Brazil	m	m	m	m	m	m	m	m	m	m	m	m	m	m	
	China	m	m	m	m	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	
	Indonesia	71	n	n	n	71	n	71	56	13	n	n	69	n	69	
	Russian Federation	m	m	m	m	m	m	m	m	m	m	m	m	m	m	
	Saudi Arabia	m	m	m	m	m	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	
G20 average		m	m	m	m	m	m	m	m	m	m	m	m	m	m	

1. The number of decisions taken at other levels but in consultation with schools as a percentage of all decisions.

Source: OECD. See Annex 3 for notes (www.oecd.org/edu/eag2012).

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


StatLink  <http://dx.doi.org/10.1787/888932668603>

Table D6.5. **Trends in the percentage of decisions taken at each level of government in public lower secondary education (2003, 2007, 2011)¹**


	Central			State			Provincial/regional			Sub-regional			Local			School		
	2003	2007	2011	2003	2007	2011	2003	2007	2011	2003	2007	2011	2003	2007	2011	2003	2007	2011
	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)	(13)	(14)	(15)	(16)	(17)	(18)
OECD	Australia	n	n	n	76	56	58	a	a	a	a	a	a	a	a	24	44	42
	Austria	27	27	27	22	22	22	n	n	n	a	a	a	23	22	22	29	30
	Belgium (Fl.)	m	n	n	m	29	29	m	n	n	m	a	a	m	n	n	m	71
	Belgium (Fr.)	m	m	n	m	m	67	m	m	n	m	m	a	m	m	n	m	33
	Canada	m	m	n	m	m	33	m	m	a	m	m	a	m	m	48	m	19
	Chile	m	m	n	m	m	n	m	m	n	m	m	a	m	m	53	m	47
	Czech Republic	7	6	1	a	a	a	1	n	3	n	n	n	32	33	24	60	73
	Denmark	19	19	22	a	a	a	n	n	n	a	a	a	38	40	37	44	41
	England	11	4	n	a	a	a	a	a	a	a	a	a	4	5	25	85	75
	Estonia	m	4	4	m	a	a	m	a	a	m	n	n	m	30	27	m	69
	Finland ²	m	m	n	m	m	a	m	m	n	m	m	n	m	m	100	m	x(15)
	France	24	27	29	a	a	a	10	6	6	35	28	31	n	n	n	31	34
	Germany	4	4	n	30	31	31	17	17	5	n	n	10	17	18	31	32	23
	Greece	m	m	74	m	m	a	m	m	12	m	m	a	m	m	7	m	7
	Hungary	4	4	10	a	a	a	a	a	n	n	n	29	27	27	68	69	63
	Iceland	25	23	3	a	a	a	a	a	a	a	a	a	50	37	42	25	55
	Ireland	m	m	50	m	m	a	m	m	a	m	m	a	m	m	n	m	50
	Israel	m	m	40	m	m	a	m	m	3	m	m	a	m	m	19	m	37
	Italy	23	31	36	a	a	a	16	16	16	a	a	a	15	6	8	46	39
	Japan	13	13	13	a	a	a	21	21	21	a	a	a	44	45	45	23	21
	Korea	9	7	27	a	a	a	34	36	26	a	a	a	8	8	6	48	42
	Luxembourg	66	68	85	a	a	a	a	a	a	a	a	a	a	a	a	34	15
	Mexico	30	30	46	45	48	37	2	2	a	n	n	n	a	a	a	22	17
	Netherlands	4	6	14	n	n	n	n	n	n	n	n	n	n	n	n	96	86
	New Zealand	25	24	m	n	n	m	n	n	m	n	n	m	n	n	m	75	m
	Norway	32	25	21	a	a	a	a	a	a	a	a	a	32	40	62	37	18
	Poland	m	m	26	m	m	a	m	m	n	m	m	n	m	m	29	m	45
	Portugal	50	57	74	a	a	a	8	n	n	a	a	a	n	n	n	41	26
	Scotland	m	17	15	m	a	a	m	a	a	m	a	a	m	53	37	m	48
	Slovak Republic	33	m	40	a	m	a	2	m	n	a	m	a	15	m	1	50	59
	Slovenia	m	38	41	m	a	a	m	n	n	m	n	n	m	4	15	m	43
	Spain	n	9	16	57	42	39	15	10	16	a	a	a	n	3	n	28	29
	Sweden	18	18	18	a	a	a	a	a	a	a	a	a	36	35	35	47	47
	Switzerland	m	m	n	m	m	67	m	m	a	m	m	a	m	m	7	m	26
	Turkey	49	m	63	a	m	a	27	m	18	a	m	a	a	m	a	24	19
	United States	m	m	n	m	m	25	m	m	a	m	m	a	m	m	51	m	24
	OECD average ²	21	19	23	10	9	12	7	5	4	2	1	1	15	17	19	44	40
	OECD average for countries with data available for all reference years	19	20	23	12	10	10	7	6	5	2	1	2	17	17	19	43	41
	EU21 average for countries with data available for all reference years	20	21	26	8	7	7	5	4	4	3	2	3	15	15	16	49	45
Other G20	Argentina	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Brazil	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	China	m	m	m	m	m	m	m	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
	Indonesia	m	m	10	m	m	a	m	m	n	m	m	35	m	m	a	m	55
	Russian Federation	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Saudi Arabia	m	m	m	m	m	m	m	m	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
G20 average		m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m

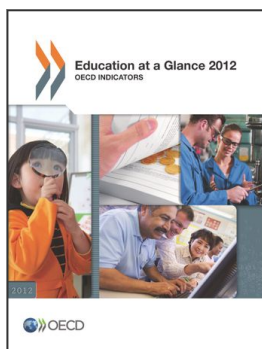
1. In order to compare 2011 data with data from previous years, three new items in the 2011 survey were not included in the calculations.

2. Finland is not included in the averages.

Source: OECD. See Annex 3 for notes (www.oecd.org/edu/eag2012).

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

StatLink  <http://dx.doi.org/10.1787/888932668622>



From:

Education at a Glance 2012

OECD Indicators

Access the complete publication at:

<https://doi.org/10.1787/eag-2012-en>

Please cite this chapter as:

OECD (2012), "Indicator D6 Who makes key decisions in education systems?", in *Education at a Glance 2012: OECD Indicators*, OECD Publishing, Paris.

DOI: <https://doi.org/10.1787/eag-2012-34-en>

This document, as well as any data and map included herein, are without prejudice to the status of or sovereignty over any territory, to the delimitation of international frontiers and boundaries and to the name of any territory, city or area. Extracts from publications may be subject to additional disclaimers, which are set out in the complete version of the publication, available at the link provided.

The use of this work, whether digital or print, is governed by the Terms and Conditions to be found at <http://www.oecd.org/termsandconditions>.