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Chile

Institutional Design for an Effective Education Quality Assurance

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ABBREVIATIONS AND ACRONYMS

ACE	Advisory Centre for Education Ltd., United Kingdom
AYP	Adequate Yearly Progress
BECTa	British Educational Communications and Technology Agency
BOE	Board of Education, Boston
BPE	Boston Plan for Excellence
BPS	Boston Public Schools
BTR	Boston Teacher Residency
CASEN	National Socioeconomic Profile Survey, Chile (<i>Encuesta de Caracterización Socioeconómica Nacional, Chile</i>)
CILT	National Centre for Languages, United Kingdom
CLD	Center for Leadership Development, Boston
CONACEP	National Corporation of Private Schools, Chile (<i>Corporación Nacional de Colegios Particulares, Chile</i>)
CPD	Continuing Professional Development
DENI	Department of Education for Northern Ireland
DfES	Department for Education and Skills, England
DOE	Department of Education, USA
DPR	Division of Performance Reporting, Texas
EAZ	Education Action Zone, England
ECET	Evaluation Council for Education and Training, Finland
ELB	Education and Library Board, Northern Ireland
ELL	English Language Learner
EQA	Office of Educational Quality and Accountability, Massachusetts
ERO	Education Review Office, New Zealand
ESL	English as a Second Language
FIDE	Federation of Private Education Institutions, Chile (<i>Federación de Instituciones de Educación Particular, Chile</i>)
FNBE	Finnish National Board of Education
GCSE	General Certificate of Secondary Education, United Kingdom
GTC	General Teaching Council, United Kingdom
HMI	Her Majesty's Inspectors, United Kingdom

IA	Inspection Authority, United Kingdom
IALS	International Adult Literacy Survey
INE	National Institute of Statistics, Chile (<i>Instituto Nacional de Estadística, Chile</i>)
ICA	Institute of Chartered Accountants of New Zealand
ICT	Information and Communications Technology
IDR	In-Depth Review, Boston
IES	Institute for Educational Sciences, United States
ILT	Instructional Leadership Team, Boston
INECSE	National Institute for Evaluation and Quality of the Education System, Spain
ISI	Independent Schools Inspectorate, United Kingdom
ISSP	Individual Student Success Plans, Massachusetts
K-12	Kindergarten to grade 12
KEDI	Korean Educational Development Institute
KERIS	Korea Education & Research Information Service
KICE	Korea Institute of Curriculum and Evaluation
LA	Local Authority
LLECE	Latin American Laboratory for the Assessment of Education Quality
MCAS	Massachusetts Comprehensive Assessment System
MIDE UC	Interdisciplinary Management of Student's Difficulties, Pontifical Catholic University of Chile (<i>Manejo Interdisciplinario de las Dificultades del Escolar, Pontificia Universidad Católica de Chile</i>)
MIDEPLAN	Ministry of Planning and Cooperation, Chile (<i>Ministerio de Planificación y Cooperación, Chile</i>)
MINEDUC	Ministry of Education, Chile (<i>Ministerio de Educación, Chile</i>)
MOE	Ministry of Education, Finland and New Zealand; Ministry of Education & Human Resources Development, Korea; Ministry of Education and Science, Spain
MPEA	Municipal and Provincial Education Authority, Korea
MPOE	Metropolitan and Municipal Office of Education, Korea
NAEP	National Assessment of Education Progress, United States
NAfW	National Assembly for Wales
NAGB	National Assessment Governing Board, United States
NAO	National Audit Office, United Kingdom
NCES	National Center for Education Statistics, United States
NCLB	No Child Left Behind, United States
NEMP	National Education Monitoring Project, New Zealand
OECD	Organisation for Economic Co-operation and Development
OF-CMO	Basic Objectives and Minimum Obligatory Contents (<i>Objetivos Fundamentales y Contenidos Mínimos Obligatorios</i>)
P-12	Pre-Kindergarten to grade 12
PIRLS	Progress in International Reading Literacy Study
PISA	Program of International Student Assessment
QA	Qualification Authority, United Kingdom
QTS	Qualified Teacher Status, United Kingdom

SACGE	Education Management Quality Assurance System, Chile (<i>Sistema de Aseguramiento de la Calidad de la Gestión Escolar, Chile</i>)
SAT	Scholastic Aptitude Test, United States; Scholastic achievement, Korea
SBOE	State Board of Education, Texas
SE	Special Education
SES	Socio-economic status
SIMCE	Education Quality Measuring System (<i>Sistema de Medición de la Calidad de la Educación, Chile</i>)
SNED	Performance Evaluation National System, Chile (<i>Sistema Nacional de Evaluación de Desempeño, Chile</i>)
SOFOFA	Manufacturing Promotion Society, Industrial Union Federation, Chile (<i>Sociedad de Fomento Fabril, Federación Gremial de la Industria, Chile</i>)
SSC	State Services Commission, New Zealand; School Site Council, Boston
TAKS	Texas Assessment of Knowledge & Skills
TEA	Texas Education Agency
THSP	Texas High School Project
TDA	Training and Development Agency for Schools, United Kingdom
TIMSS	Trends in International Mathematics and Science Study
WLB	Welsh Language Board
WSIP	Whole-School Improvement Plan, Boston

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I. Introduction and executive summary

1. Beginning in 1980, successive Chilean administrations have increased investment in the education sector and introduced multiple large-scale education reforms. Among the most important of these reforms are: (i) decentralization of public education service delivery to municipal governments; (ii) a shift to per-student (voucher style) funding for private and municipal schools; (iii) the implementation of performance-based bonuses for teachers; and (iv) the introduction of targeted compensatory programs for under-performing schools.

2. While these reforms have led to significant gains in educational coverage, substantial quality and equity problems remain. For instance, preschool and higher education expansions have yet to reach the lowest income quintiles, and national and international standardized tests show a worrying pattern of stagnation. Striking inequities in the national assessment results persist between municipal schools, which serve students primarily from socioeconomically disadvantaged backgrounds, and private schools, which tend to serve students from more advantaged backgrounds. Furthermore, a worrisome trend exists in terms of Chile's performance on international standardized tests, such as PISA and TIMSS. Students in Chile have been performing well below the average of students from OECD countries, indicating that Chile is confronting a serious challenge of improving education quality in order to better compete in a globalizing world. Indeed, concerns about quality and equity were the main reasons students cited for the nationwide secondary school student strike that took place in May and June of 2006.

3. In July of 2006, the Government announced a series of policy changes affecting the education sector, including the creation of a new Superintendency of Education. The creation of this new agency implies a reallocation of functions across the Ministry of Education, the Superintendency, and other education institutions. In addition to new education quality assurance functions, the Superintendency of Education will likely assume some of the roles and responsibilities that were previously exercised by the Ministry of Education. A redefinition of functions for quality assurance will inevitably expand beyond the new Superintendency, encompassing the realm of the Ministry of Education as well as all other institutions and individuals that participate in the provision of education.

4. The main objective of this report is to present the Government of Chile with policy options related to the institutional distribution of roles and responsibilities for effective quality assurance in education. These policy options derive from an analysis of education systems throughout the world that are comparable to Chile's current institutional system but have achieved high levels of academic achievement among a majority of their basic education students.

5. In order to propose options for the design of an institutional setup that may be effective in education quality assurance, the report first presents a conceptual framework for analyzing a country's education quality assurance system. This framework identifies

individuals and institutions that participate in the production of education quality as well as key functions that an education system geared towards quality assurance needs to perform.

6. The conceptual framework was then applied to Chile's education system and a group of selected countries. To select a sample of education systems which could provide the most useful information for Chile, the following criteria were employed: (i) for the most part, decentralized education systems such as Chile's; (ii) systems that explicitly aim for the achievement of high performance standards by all students; and (iii) systems that have demonstrated high performance in international assessments of student learning. Using these criteria, seven education systems were selected: Finland, New Zealand, three constituent countries of the United Kingdom (England, Wales, and Northern Ireland), and two districts of the United States of America (Boston, Massachusetts and Houston, Texas). Two additional systems were selected as comparisons that do not meet these criteria in order to have a more comprehensive sample of education systems. These additional two systems are: the Republic of Korea, a centralized education system that is also a high performer education system; and Spain, a medium-performing education system that has a more similar culture to Chile's.

7. In applying the conceptual framework to Chile's current education sector institutions, it became clear that a number of important functions are not explicitly defined. This gap in the definition of roles and responsibilities of participants in the education sector may be a factor impeding the functioning of an effective system of education quality assurance in today's Chile.

8. The review of the nine selected international education systems revealed the existence of four alternative "instructional visions" for the institutional design of an education system, which we have labeled as follows: (a) Limited State, (b) Quality Contracts, (c) Differentiated Instruction, and (c) Managed Instruction. One can identify countries that succeed in ensuring education quality in each of the three latter visions. In this sense, the decision to adopt a specific instructional vision can be based on social, political, cultural and historical reasons. However, once an instructional vision is adopted, the study suggests that its consistent application may be an important determinant of success in education quality assurance.

9. Finally, the distribution of roles and responsibilities for quality assurance across institutions varies depending on the instructional vision that is adopted. In this sense, the policy options that the report presents for the Chilean context are based on a particular mix of instructional visions which consider Chile's social, political and historical reality.

10. The remainder of the report is structured as follows. Chapter II presents background information on the evolution of Chile's education system since 1980. This information, together with an analysis of the current situation of the education sector, describes the motivation for the study and demonstrates the urgent need to shift the focus in education policy to quality assurance.

11. Chapter III describes the conceptual framework developed for the analysis of how successful systems carry out education quality assurance. The framework developed identifies education participants, including: students; teachers; principals and school administrators; schools; local governments (districts, municipalities); regional governments (states, provinces); and the national government. In addition, the framework lays out eight key functions that any effective education quality assurance system should define: performance standards; performance assessments; performance reporting; impact evaluation of policies and programs; requirements to operate; ensuring adequate and equitable resources; autonomy, intervention, and support; and accountability and consequences. In Chapter III, this framework is employed to analyze Chile's current education quality assurance system.

12. Chapter IV applies the framework to the nine education systems selected as comparisons and presents a summary of the quality assurance functions and institutions in each selected education system.

13. Chapter V describes the four alternative instructional visions for quality assurance in education developed as a result of the international review. Each instructional vision implies a different degree of school autonomy relative to government control. At the same time, different visions accommodate varying numbers of instructional models.

14. Finally, Chapter VI presents policy options for the distribution of roles and responsibilities for education quality assurance across individuals and/or institutions, which vary depending on the instructional vision followed. These options take into account Chile's social, political and historical reality.

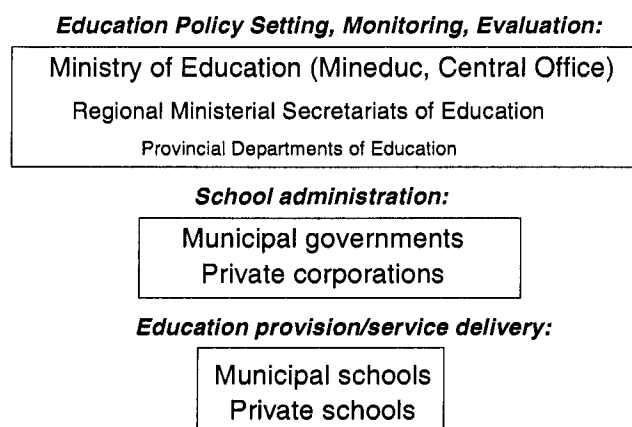
II. Background on Chile's Education System

15. The decentralization process initiated in Chile in the early 1980s transferred the administration of public schools to the municipal governments. The reform also opened the way for private sector participation as a provider of publicly financed education by establishing a voucher-type student-based subsidy. Three types of schools were established: municipal schools, financed by the student-based subsidy granted by the State and run by municipalities; private subsidized schools, financed by the State student-based subsidy and run by the private sector; and private fee-paying schools, financed by fees paid by parents and run by the private sector.

16. While education provision was decentralized to municipalities and private schools, a number of important policy decisions remained within the purview of the national Ministry of Education. These include, among others: determining public (municipal) school teachers' remuneration system and negotiating their contracts; setting operational requirements for schools, teachers, and administrative staffs; setting curricula and student assessment systems; and determining the size of the per-student subsidy. In addition to the Ministry of Education, the *Consejo Superior de Educación* (Superior Education Council) is charged with approving curricula and standards developed by the Ministry.

17. The institutional arrangements for education policy and provision in Chile are summarized in Figure 1. The Ministry of Education, whose maximum authorities (the Minister and Under-Secretary) are appointed by the President of Chile, has offices at the regional and provincial levels. At the regional level, these offices are the Regional Ministerial Secretariats (Secretarías Regionales Ministeriales, or SEREMIs), whose maximum authority (the Regional Ministerial Secretary of Education) is also appointed directly by the President of Chile. At the provincial level, the central Ministry has a Departmental office (Departamentos Provinciales, or DEPROVs) which is responsible of monitoring school service delivery. Public school administration is in the hands of the municipal government, whose maximum authority is the Mayor, an elected public official. Private schools are run by either individual entrepreneurs or corporations.

Figure 1: Institutional Arrangements in Chile's Education System



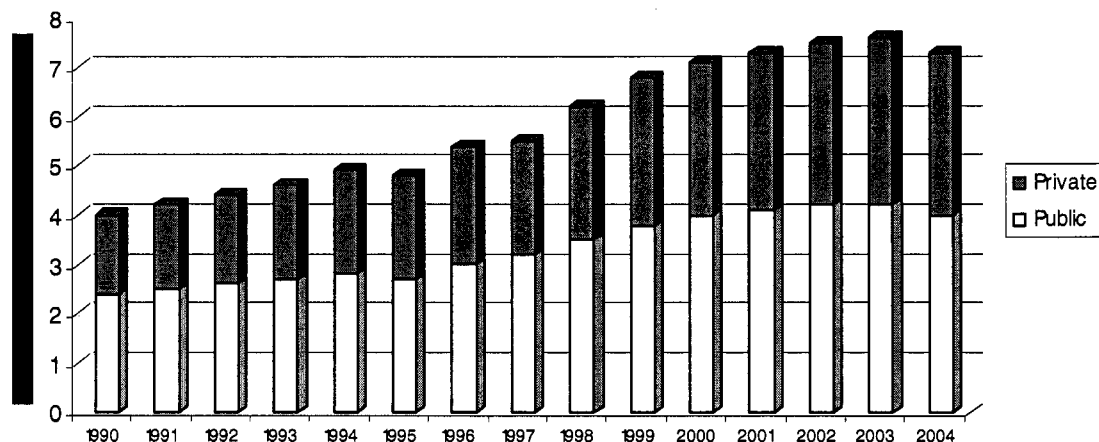
18. To date, the size of the per-student subsidy has been the same for both municipal and subsidized private schools. In addition, the size of the per-student subsidy has also been disassociated from student socioeconomic background, although Congress is currently reviewing a proposal to introduce a preferential subsidy which would provide more resources to students from disadvantaged households.

19. Fee-paying private schools are generally for profit, whereas subsidized private schools can be non-profit or for profit. Non-profit private schools include church schools and those dependent on foundations or private corporations, some of which are linked to sectors of industry. For-profit schools mostly operate like firms, generating returns for their owners.

20. There are two additional important differences between municipal and private schools: (i) student selection and (ii) teacher hiring and compensation. While subsidized private schools can (and regularly do) select their students, municipal schools are required to admit all students interested in enrolling. Regarding teacher contracts, private schools have the authority to directly hire and dismiss teachers and determine their compensation as long as they abide by the Labor Code. In contrast, municipal schools are required to pay teachers according to a national salary scale that is negotiated by the central Ministry of Education with the national teachers unions and their contracts are determined by the Teacher Statute, a more rigid regulation than is the Labor Code. Because municipal school teachers are governed by the Teacher Statute, their dismissal is also much more difficult than that of teachers in private schools.

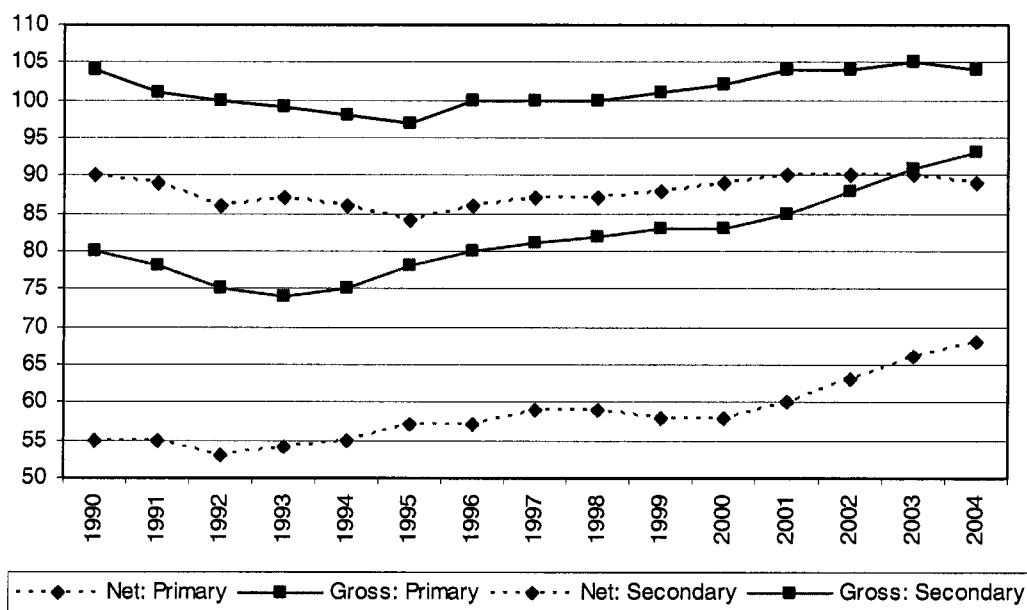
21. Since the return of democracy in 1990, successive governments have increased education investment significantly (see Figure 2), which has resulted in a substantial expansion in the quantity and quality of educational inputs as well as a substantial expansion of the time students spend in schools (Full-Time School reform). At the same time, compensatory programs were introduced aimed at increasing school coverage while expanding school infrastructure and facilities, especially for the most vulnerable students.

Figure 2: Evolution of Education Investment in Chile, 1990-2004¹



22. The rise in education investment has translated into significant gains in terms of educational coverage in primary and secondary education (see Figure 3). In spite of the increase in enrollments in primary and secondary, enrollment growth in preschool and higher education has been more limited and coverage is well below universal. Additionally, substantial gaps by income in access to preschool and higher education expansions persist (see Figure 4 and Figure 5).

Figure 3: Enrollment in Primary and Secondary Education, 1990–2004 (percent)²



¹ Source: Public education expenditure: Financial Resources Department, Budget and Planning Division (MINEDUC); private education expenditure: National Accounts Department's (MINEDUC) calculations based on data from Central Bank of Chile; GDP: Central Bank of Chile. The 2003 figure is provisional and the 2004 figure preliminary.

² Source: Development and Studies Department (MINEDUC); National Institute of Statistics (INE) "Chile hacia el 2050 - Proyecciones de Población 1990-2050", August 2005.

Figure 4: Preschool Enrollment Rates by Income Quintile (percent)³

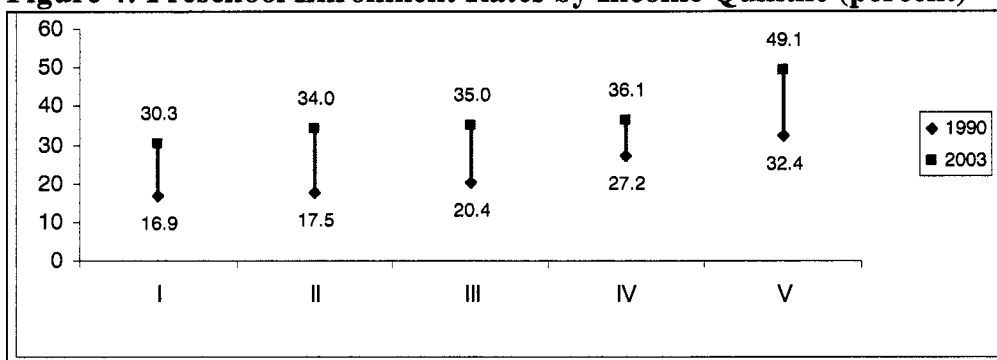
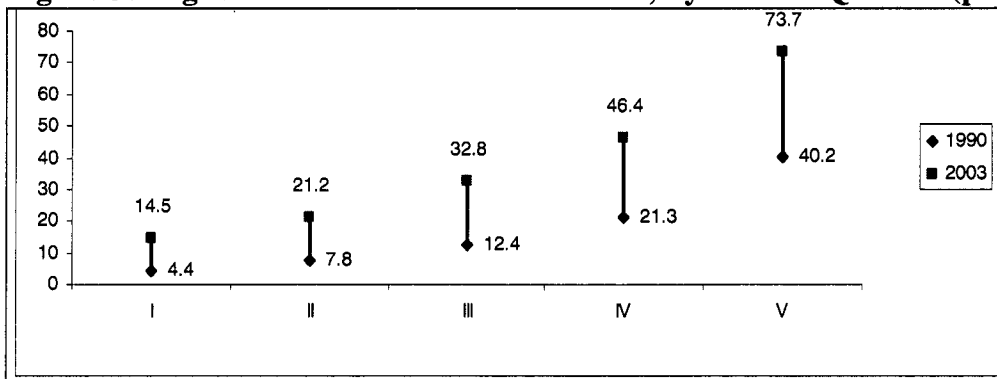


Figure 5: Higher Education Enrollment Rate, by Income Quintile (percent)⁴

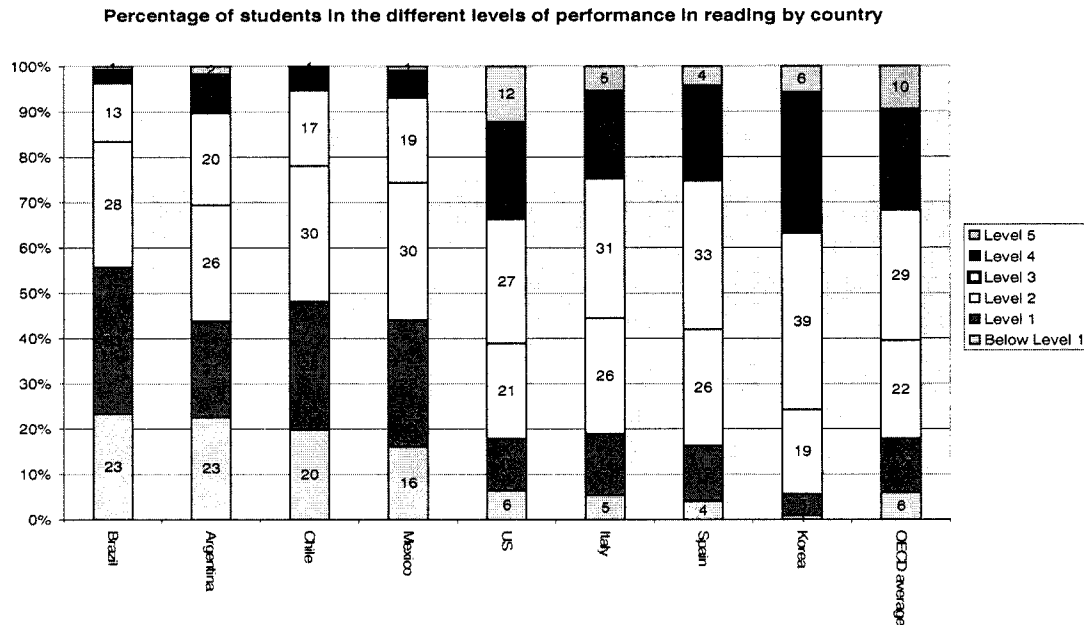


23. While the introduction of the per-student subsidy largely contributed to the expansion in enrollment in primary and secondary schools, the quality of services provided by these schools is an issue of concern. National standardized achievement tests show little improvement over time, even in primary education where enrollment has been near universal since the early 1970s, and the performance of Chilean students in international tests is well below that of students in OECD countries. For example, while 32 percent of 15-year old students in OECD countries have reading achievement levels in the Programme for International Student Assessment (PISA) that are in the top two levels, only 6 percent of students in Chile do so. Perhaps even more troubling is that while 20 percent of Chilean 15-year olds perform below the first level indicating that they cannot master basic reading skills, in OECD countries this figure is 6 percent (Figure 6).

³ Source: MIDEPLAN, CASEN Surveys 1990 and 2003.

⁴ Source: MIDEPLAN, CASEN Surveys 1990 and 2003.

Figure 6: Percentage of Students in the Different Levels of Performance in PISA 2000 reading, by Country⁵



24. The voucher system together with private provision of education was expected to promote competition between schools by attracting and retaining students, creating an “education market” that through competition would encourage efficiency and educational quality.

25. The extent to which school choice can raise education quality is a hotly debated issue among education economists worldwide. Proponents of privatization – or, as it is most often referred to in the United States, school choice – advocate in favor of allowing non-governmental groups to provide schooling with the funding partially or totally provided by government. They argue that private schools are more successful in retaining the best of their new teachers and in developing the teaching skills of their existing teachers, and as a result, they tend to generate better student outcomes. Some of the reasons include the private schools’ greater supervision and mentoring of new teachers, their ability to demand teachers with higher quality education, to attract teachers who exert more effort and independence, and, ultimately, their freedom to dismiss teachers for poor performance (Ballou and Podgursky 1998, Hoxby 2000). Opponents to school choice put forth that, because private schools can select students while public schools cannot, privatization leads to increased sorting by racial/ethnic, socio-economic, and cultural background, leaving the public sector with the difficult task of serving the most disadvantaged children while having less resources than in a fully public (both in terms of finance and provision) education system (see, for example, Fuller and Elmore 1996).

26. The question of whether competition among schools’ can lead to improvements in education quality in Chile is beyond the scope of this study. Previous research on the

⁵ Source: OECD.

relative effectiveness of private and public schools in Chile has yielded varying results. Rodriguez (1988), Aedo and Larrañaga (1994), Aedo (1997), find that private voucher schools achieve higher levels of student outcomes than do municipal schools. In contrast, Mizala and Romaguera (2001) and, in a series of papers, McEwan and Carnoy (1999 and 2000) have found that private voucher schools do not perform any differently from municipal schools. However, when distinguishing between non-religious and Catholic voucher schools, McEwan and Carnoy (2000) do find that Catholic voucher schools outperform municipal schools. The main differences among the studies include the samples used, the variables included in the analyses, and how the different sectors are categorized in the analyses. Given the confounding effects of student background, peer effects and other unobservable variables, empirically identifying the impact of competition on student outcomes is methodologically challenging. Thus, research findings remain inconsistent regarding the extent to which competition between private and public schools improves student outcomes and/or raises inequality across different groups of students.

27. However, it is useful to analyze the details of the education market system in Chile to better understand how it may contribute to increase student learning outcomes. Indeed, Chile has made important reforms in the direction of providing school choice to families, and by now these reforms are widely accepted by the majority of Chileans. A concrete achievement of the reform has been to increase coverage and retention. Going back to a system where money does not follow the student, in our view, is unlikely to yield the desired improvements in education quality and equity. In contrast, strengthening the quality assurance functions of each of the participants in the Chilean education system is more likely to produce the improvements in education quality and equity that Chilean society is demanding.

28. In what follows, we present a conceptual framework to analyze education quality assurance systems. We then apply this framework to the current Chilean education system and to selected education systems. Our analysis focuses on the best way to use lessons learned from other countries to build on what Chile has already achieved.

III. A conceptual framework for analyzing education quality assurance systems and its application to Chile's current system

29. Many individuals and institutions work together to generate and support student learning, and they together carry out a set of essential functions to ensure education quality. These education *participants* and the *functions* they carry out can be synthesized in a conceptual framework that is useful in analyzing how education quality assurance systems operate. The functions identified as essential quality assurance in the conceptual framework developed for this report build on the English education performance management system, as described in Barber (2004).

III.1. Conceptual framework for the analysis of education quality assurance systems

30. One can identify a set of *participants* (individuals and/or institutions) that work together to produce student learning: students, teachers, principals and school administrators, schools, local governments (districts, municipalities), regional governments (states, provinces), and the national government. In addition, an effective education quality assurance system should have well-defined *functions* for each of these *participants* and have strategies to measure and hold individuals and institutions accountable for how much students learn. In particular, we put forth eight key functions that any education system that is geared to ensuring that all students learn should have explicitly defined for each of its participants: (1) performance standards; (2) performance assessments; (3) performance reporting; (4) impact evaluation of policies and programs; (5) requirements to operate; (6) ensuring adequate and equitable resources; (7) autonomy, intervention, and support; and (8) accountability and consequences.⁶

31. While many of these functions are affected by a country's economic, political, and regulatory frameworks,⁷ the focus of the report is on the extent to which, and how, each of these functions is explicitly defined for all education participants. Further, the functions identified in this conceptual framework are inherent to the education system, and the report posits that unless education participants (from students to national governments) have clearly assigned roles and responsibilities in each of these eight functions, it is unlikely to achieve high education quality outcomes.

32. An important stakeholder in the educational process is the family. Research around the world has demonstrated the important role that parents and families play in the learning of their children, as well as the key role that schools play. However, from the

⁶ The framework for education quality assurance presented in this report was recently developed by The World Bank for the Government of Chile. We are grateful to Joseph Olchefske and Amy Walter, from the American Institutes for Research, for a productive collaboration in this activity.

⁷ For example, in Chile and in the Netherlands, national education laws have defined regulatory frameworks that grant private schools substantial freedom to make decisions over performance standards and methods of instruction. This regulatory framework can have direct effects on the extent to which Government can hold private schools accountable for performance.

institutional point of view, it is difficult to formally regulate the participation of parents in education. In other words, while certain things, such as performance standards and evaluation mechanisms, can be developed to apply to students, teachers, directors, schools, supporters, and government authorities working in the education sector, it is much more difficult to develop such standards and mechanisms for parents and families. Consequently, although it is important to recognize the vital role that families play in students' learning and in assuring the functioning and quality of educational institutions, this paper does not include recommendations aimed at families as formal participants in the quality assurance system. Table 1 summarizes the eight general functions and participants of an education quality assurance system according to this conceptual framework. Below, we define each of the functions in more detail.

Table 1: Participants and Functions of an Education Quality Assurance System

	Students	Teachers	School Directors	Schools	Local Government	State/Provincial Government	Regional Government	National Government
Performance Standards								
Performance Evaluation								
Performance Reporting								
Impact evaluation of policies and programs								
Requirements to operate								
Ensuring adequate and equitable resources								
Autonomy, support, and intervention								
Accountability and consequences								

33. ***Performance standards.*** For each individual or institution that participates in the production of education quality, there should be established targeted performance levels. For example, there should be clearly defined standards for students that lay out what they should know and be able to do at each grade and level of the education system. Similarly, there should be well-defined standards for what teachers at each education level should know and be able to do.

34. ***Performance evaluation.*** To be able to assess the extent to which individuals and institutions meet the agreed-upon standards, there must be methodologies in place. These include standardized methods for objectively measuring what students know and are able to do, as well as appraising the performance of teachers and school leaders. In addition, they include frameworks for analyzing institutional performance, such as the degree to which schools are meeting the learning needs of all students who attend. Such assessments are used to make decisions about levels of autonomy, intervention and support granted to individuals and institutions, as well as accountability and consequences for varying levels of performance.

35. ***Performance reporting.*** Just as important as are standards and assessments, an effective education system has established processes for disseminating the outcomes of the performance assessments, including evaluating the frequency, scope, quality, and audiences of information on education quality at all levels. For example, in terms of audiences, individual student assessment information can be made available to students themselves, to their parents or guardians, to their teachers, and to administrators. Teacher assessment information can be made available to school administrators, who can use it to provide differential support to teachers in order to achieve the established performance standards. Similarly, teacher assessment information could be made available to local government officials and parents. School assessment information can be made available to local and regional governments, and local and regional assessment information can be made available to national government authorities.

36. ***Impact evaluation of policies and programs.*** An effective quality assurance system must have in place methodologies to regularly evaluate the impact of policies and programs and to incorporate this information into existing and new policies and programs. Some key questions that should be evaluated for most interventions include: (i) Does the program raise student learning or other student-level outcomes (e.g. retention, labor market outcomes)? (ii) How does it improve student outcomes (e.g. process, service delivery)? (iii) At what cost, comparatively speaking, does it achieve the estimated impact? Answering each of these questions implies a different evaluation strategy. It is important to have mechanisms in place to design the impact evaluation of policies and programs *before* the policies or programs are introduced. Once a policy or program is introduced, it is much more difficult to construct a credible evaluation strategy.

37. ***Requirements to operate.*** An education system should have established norms for entry into and operation in the system for each of the individuals and institutions that operate in it. These range from age of entry requirements for students, to professional requirements for teachers, to basic conditions that all schools should meet in order to be allowed to operate.

38. *Ensuring adequate and equitable resources.* Education quality assurance systems should have established management, financing, and administration procedures to achieve the established standards. Although the capacity of an education system to ensure adequate and equitable resources is to a great extent determined by the larger macroeconomic and political context—which affects the total amount of resources devoted to the sector—education participants have scope to make policy decisions that affect resource allocation and distribution. These decisions range from school financing mechanisms—such as per-student subsidies or per-school allocations based on established norms—to the processes whereby resources are channeled to each of the individuals and institutions in the system.

39. *Autonomy, intervention, and support.* Besides ensuring adequate resources, it is important to have established instruments that assist individuals and institutions in meeting the performance standards. These instruments include autonomy in setting policy and managing resources, technical-pedagogic support to teachers and school administrators; as well as facilitating and coordinating with (government and private) support institutions and networks.

40. *Accountability and consequences.* Finally, an effective education quality assurance system must have in place mechanisms to reward and sanction individuals and institutions for meeting (or not meeting) the agreed-upon requirements and performance standards. Most education systems in Latin America have established direct consequences for students who do not meet the agreed-upon standards; indeed, most systems have secondary school-exit examinations or national university entrance examinations. These examinations have direct consequences for students, who may or may not continue pursuing their education goals based on how their performance on such assessments. In contrast, few education systems in the region have established consequences for teachers or schools who fail to meet performance standards.

III.2. Application of the conceptual framework to Chile's current education quality assurance system

41. To illustrate its application for the analysis of education quality assurance systems, we describe the institutional design of Chile's current education system under the lens of this framework. For each cell in Table 1, we address the following two questions: (i) Does the key function of quality assurance exist for this participant of the education system? and (ii) If so, which institution/individual is responsible for defining and/or mandating this function? When one or more functions do not exist for a given participant, the cell is left empty. Table 4 in the Appendix summarizes the application of our conceptual framework to Chile's current system of education quality assurance.

42. *Performance standards.* Primary and secondary school students in Chile follow a national curriculum that is defined by the Ministry of Education and sanctioned by the National Education Council. The curriculum, in its present state, only includes compulsory subjects and contents by grade. However, learning standards are currently being developed for each grade and are expected to be introduced nationwide in the next school year.

43. The standards that apply to schools as institutions in Chile are regulated by Ministry of Education's SACGE (Education Management Quality Assurance System). According to this system schools have the statutory duty to fulfill a number of school management standards. Compliance with compulsory standards is verified via a yearly evaluation that is nationally mandated by Ministry of Education. In addition, schools are also evaluated under Ministry of Education's SNED (National System for Performance Evaluation), a system that assesses school management practices and improvement in SIMCE (Education Quality Measurement System) awarding school level bonuses to the 25 percent best performing schools. SIMCE school averages are widely reported by Ministry of Education. Although currently there is no breakdown in the reporting of results, Ministry of Education plans to publish the report cards of those students benefiting from preferential subsidies.

44. *Performance evaluation.* Evaluation of student learning against the established curriculum is compulsory on a yearly basis in 4th grade and every two years in grades 8 and 10. The teacher evaluation system in Chile experienced a major reform in 2004-05. The recently approved evaluation system for teachers establishes four required competency levels based on teaching practice and a compulsory yearly evaluation mandated nationally by Ministry of Education. The performance evaluation system for school administrators is similar to that of teachers. Ministry of Education mandates nationwide that principals must satisfy four competency levels based on standards of behavior and actions for which they are evaluated on a yearly basis.

45. *Performance reporting.* There are no established mechanisms for reporting the outcomes of student performance evaluations and until very recently only school mean test scores were reported to parents and society in general. However, with the recent reforms in teacher performance evaluation, performance reporting mechanisms for teachers and school administrators have been introduced.

46. *Impact evaluation of education policies and programs.* In Chile, there are no formally established mechanisms for evaluating the impact of education policies and programs.

47. *Requirements to operate.* The main requirement for students to enter basic education is to comply with the statutory age, whereas remaining in the system is conditional on satisfying statutory competency levels by grade set by each school. Competency, determined by the individual teacher, not only determines the passing of grades but also affects future learning opportunities, since universities administer entrance examinations. Municipalities select teachers for public school posts. In order to be eligible for such posts, teachers must hold a teaching degree and may not have received more than two "below average" ratings in their regular assessments. Municipalities also select principals for public school posts. To access such posts, the only requirement that principals must conform with is a teaching degree. Selection, pay and work conditions for private school principals are determined by each school individually. Finally, to be able to operate, schools must comply with space and health requirements and observe maximum teacher/student ratios. In addition, the school sustainer is required to hold a secondary school degree.

48. ***Ensuring adequate and equitable resources.*** A per-student subsidy is provided to finance the education of students in basic, compulsory grades (1-12) in municipal and private schools. Although in its present form this subsidy is uniform, with no regard to individual student characteristics, Ministry of Education is in the process of developing a differential subsidy formula that takes into account the student's background. To ensure that all students can access compulsory education, tuition and textbooks are free in publicly financed schools (i.e. municipal schools and subsidized private schools). In addition, about 50 percent of low-income students receive free meals while in school.

49. ***Autonomy, intervention, and support.*** As a support mechanism, principals and provincial supervisors can provide autonomy and support to public school teachers. At present, most of the intervention that takes place is supervision to ensure that students are meeting the attendance required for schools to receive the full per-student subsidy. In the case of school principals, it is school owners and provincial supervisors that have the authority to support or intervene in their work. Public schools that require extra support can access central government compensatory programs, and, some municipalities have stronger capacity than others to support schools.

50. ***Accountability and consequences.*** Public school teachers are paid on a common salary scale, yet evaluation results have direct consequences on pay and job stability. Public school principals are paid on a common salary scale and, as in the case of teachers, evaluation results have direct consequences on pay and job stability. The per-student subsidy is a type of accountability mechanism for schools, as receiving the subsidy is conditional on student attendance. However, there are few accountability measures at the school level based on performance. The new differential subsidy would be accompanied by stronger supervision and consequences for schools based on student performance.

51. The quality assurance structure around the last four participants of the education system (service sustainers, provincial-, regional-, and national-level authorities) is less comprehensive than those for the previous participants (students, teachers, school directors, and schools). At present, no statutory performance standards apply to education sustainers or government levels, and consequently, no mandated evaluations. At the national level however, Ministry of Education is currently developing compulsory standards of supervision. The only performance reporting for government occurs at the national level through the publishing of national SIMCE trends and national results in international assessments (PISA, TIMSS and LLECE). Although there is a national evaluation department theoretically in charge of policy and program impact evaluations, this department is not very active. The finance chain that operates across the education sector starts at the national level, where Ministry of Education submits a budget proposal from the national budget to the Ministry of Finance. Regions receive operational funding from the national government, and in the same way, provinces receive their budgets from regions. It is finally the municipalities that receive the per-student subsidy to distribute between individual schools.

52. Applying the conceptual framework to Chile's current education system shows that there are various areas where essential quality assurance functions are not explicitly

defined. This evidence suggests that a need exists for the strengthening of quality assurance mechanisms in Chile's education sector.

53. As the Chilean case described above shows, the conceptual framework developed can be used to analyze, in a somewhat comprehensive way, the institutional design of a given education system with special emphasis on quality assurance mechanisms. The framework is based on the premise that proper quality assurance requires a system that addresses eight key functions. Namely, an education system geared towards quality assurance should, for each participant of the education system, set performance standards, evaluate performance against those standards, report the results of performance evaluations, establish mechanisms for policy and program impact evaluation, define requirements to operate in the system, ensure adequate and equitable resources for participation in the system, define an autonomy and control structure and put in place the corresponding support and intervention mechanisms and, finally, define and uphold an accountability and consequence framework relative to the achievement of standards. One of the benefits of the conceptual framework developed here is that it allows for a quick identification of specific areas needing improvement in terms of quality assurance. As evident in the description above, in the Chilean education system, many of the quality assurance functions identified need to be developed or strengthened. In the following chapter we synthesize the institutional structure of nine selected benchmark education systems.⁸

⁸ Chile is not the only country in which these functions are not explicitly defined. If one were to analyze the education quality assurance systems of countries in the Latin America and the Caribbean region, few – if any – countries would have explicit definitions for each of the eight key functions for all participants. However, since Chile is perhaps the lead education reformer in the region and has embarked in a different economic path toward development – marked by high growth rates, sound macroeconomic policies, and real reductions in the poverty rate – and in view of its aspirations to join the OECD, this report focuses on comparing Chile to countries of the reference group of which Chile is aspiring to become a member.

IV. Education quality assurance systems in benchmark systems

54. This section applies the conceptual framework developed to study and synthesize the education quality assurance institutional arrangements of the selected benchmark countries. We first describe the criteria employed to select adequate countries for comparison, and then we analyze each benchmark education quality system using the conceptual framework developed in Section III.

IV.1. Selection of benchmark education quality assurance systems

55. The conceptual framework developed in this study posits that an effective education quality assurance system explicitly addresses each of the eight functions described in Section III. In order to understand how these functions are distributed among the different participants of the education system, we first reviewed the institutional frameworks used in other countries with effective education quality assurance systems. To narrow the scope of our analysis, we used three criteria to select countries for comparison. Specifically, we selected countries that meet the following criteria: (i) countries with decentralized education systems; (ii) countries that explicitly aim for the achievement of high performance standards by all students; and (iii) countries that have demonstrated high performance in international assessments of student learning.

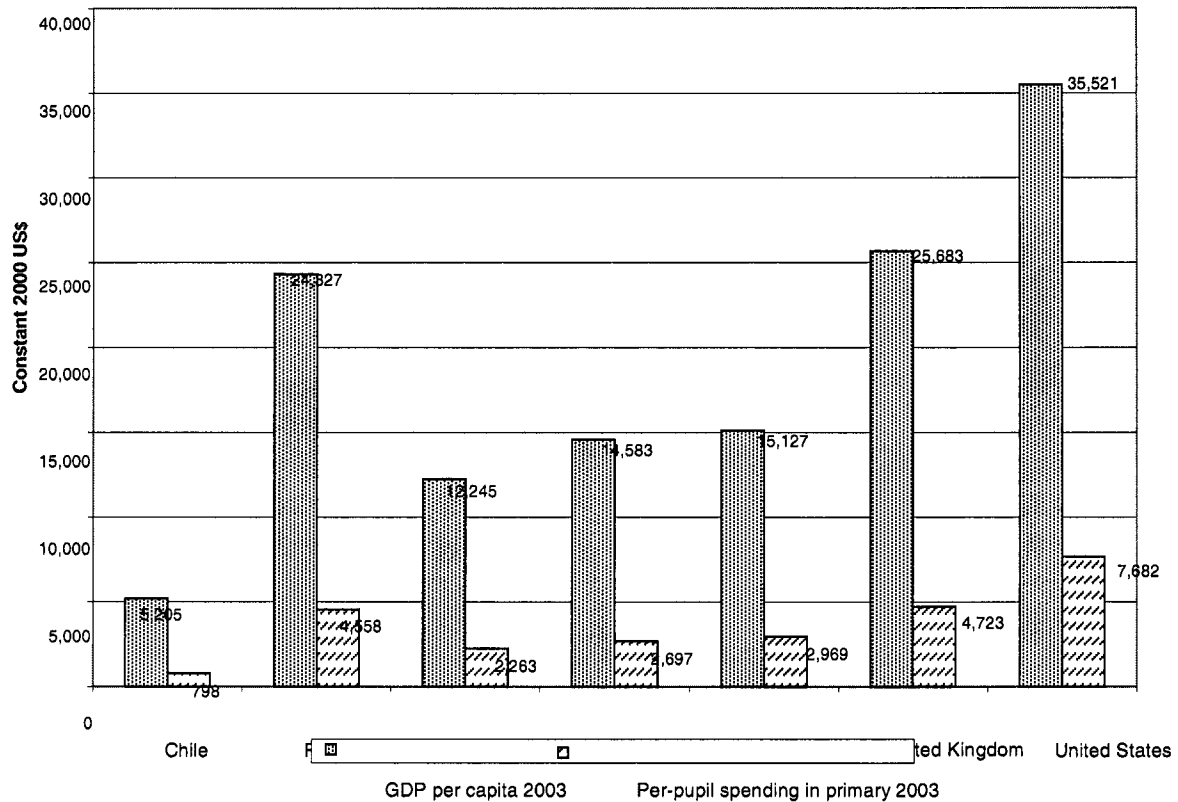
56. Based on these criteria, we first selected seven education systems: Finland, New Zealand, three constituent countries of the United Kingdom (England, Wales and Northern Ireland) and two districts in the United States of America (Boston, Massachusetts and Houston, Texas).⁹ To broaden the range of systems for comparing Chile's experience, we also analyzed two education quality assurance systems that do not meet some or all of the criteria above. First, we selected the Republic of Korea, which has a highly centralized education system. The decision to include this country however, stemmed from the desire to include a high performing Asian country in our sample of successful comparator countries. Finally, we chose to include Spain, which is not as high a performer in international assessments of student learning as the rest of the countries included in our study. However, the consultations carried out throughout the study suggested that it was important to include a country that was more culturally similar to Chile in our comparator sample.

57. There are important differences in the income per capita level of Chile and of the countries selected for comparison. These differences, of course, affect Chile's capacity to

⁹ While the Netherlands has an education system that is similar to Chile's with a large share of total enrollment in publicly-financed private schools, it does not meet the second selection criteria above, namely, that it has as an explicit goal to have high performance levels by all students. Indeed, currently there is political pressure in the Netherlands to reduce national attainment targets in primary education to provide schools with more autonomy in selecting achievement standards (Dutch Eurydice Unit, Ministry of Education and Culture 2006).

invest in education and, consequently, to have strengthened its education quality assurance system (see Figure 7). While our selection of benchmark education systems focuses on learning from their institutional design in order to derive useful lessons for Chile, our analyses recognize that it will take increased investment and time to implement the options we suggest to strengthen education quality assurance in Chile.

Figure 7: Per capita GDP and per-pupil spending in primary education (in constant US\$ from 2000) in Chile and selected countries



58. Table 4 through Table 12 in the Appendix describe, for each of the selected countries (including Chile), the eight quality assurance functions played by participants in the education system. The remainder of this section presents a brief overview of the main functions of the quality assurance institutional framework in each country.

IV.1.1. Finland

59. The education system in Finland is characterized by the vertical allocation of institutional responsibilities, though decentralization trends are evident throughout the system, not just at the local level but deeply ingrained at the school level. At the central administration level, education falls within the purview of two national institutions: the Ministry of Education and the Finnish National Board of Education (FNBE). Government authority at the regional level is exercised by the Provincial State Offices. Although these entities are endowed with an Education and Culture Department, education management

and administration is not primarily effected at the regional level.¹⁰ Local authorities are responsible for organizing basic education at a local level. The state grants some operating licenses for private schools, but almost all schools providing basic education are maintained by local authorities.¹¹ Private schools are publicly funded and under public supervision; in other words, they follow the national core curricula and the requirements of the competence-based qualifications confirmed by the FNBE.

60. Regarding the statutory distribution of functions, the Ministry is mainly responsible for preparing educational policy and legislation, while the FNBE, working in close co-operation with the Ministry, is the national agency in charge of education development. The FNBE elaborates and approves national curricula and qualification requirements, carries out evaluations of learning results and offers information and support services. Although ministries direct the central boards in general, they do not intervene in their individual decisions. Thus, the FNBE is comparatively independent within its own field and publicly liable for the legality of its actions.

61. Beyond the national level, the next substantial concentration of education authority is found within municipalities at the local level. Local authorities have the statutory duty to ensure education provision. In addition, they are also responsible for providing student welfare services and ensuring, through direct provision or outsourcing, the delivery of a number of educational services. Municipal governments share the responsibility of financing education with the central government (Ministry of Education).

62. As a result of decentralization, powers concerning the curriculum and its implementation have increasingly been transferred to schools. Education is steered in a more customer-oriented manner in accordance with the objectives set by the educational institutions and their maintaining bodies themselves. Consequently, educational institutions have become differentiated and the options they provide have multiplied, increasing the need for information through evaluation. In this sense, another national agency providing important support to the Ministry of Education is the Finnish Education Evaluation Council, responsible for planning, coordinating, managing and developing the evaluation of education.

IV.1.2. New Zealand

63. The institutional structure of the education system in place in New Zealand since the reform of 1989 can be described as a heavily decentralized framework. Individual schools have considerable responsibility for their own governance and management, working within the framework of requirements, guidelines and funding set by central government and administered through its agencies. Within this framework, the allocation of roles and responsibilities for quality assurance is distributed between individual schools and national government and agencies, with no significant participation of government entities at the regional or local levels.

¹⁰ The authority of Provincial State Offices does not extend significantly beyond the monitoring and evaluation of the serviceability of the school network and satisfaction of education demand.

¹¹ In 2004, private schools served roughly 3 percent of all compulsory school enrollment.

64. At the national level, central government responsibility for education is generally divided between the Ministry of Education and the Education Review Office (ERO). The faculties and responsibilities of the Ministry include setting education policy direction and overseeing the implementation of approved policies, developing curriculum statements, allocating funding and resources to schools, providing and purchasing services for schools and students, collecting and processing education statistics and information, and monitoring the effectiveness of the education system as a whole. ERO is accountable to a Minister separate from that of the Chief Executive Officers of the Ministry of Education. The principal remit of this institution is to evaluate the performance of individual schools and report evaluation results publicly.

65. Also at the national level, a number of agencies operate in an independent manner, accountable to individual governing boards and not reporting directly to any Minister of the Crown. Of particular relevance are the Teachers Council and the New Zealand Qualifications Authority (NZQA). The former is responsible for registering teachers, removing their practicing certificates and approving teacher education programs that can lead to registration. All practicing teachers fall under the remit of this agency, including those in private schools. Meanwhile, the NZQA sets and reviews standards as they relate to qualifications, provides awareness about qualifications quality, oversees the curriculum system and sets all secondary school and many tertiary examinations.¹²

66. Administrative authority for most education service provision is devolved away from central government to the educational institutions. For example, schools exercise discretion in the spending of their operational budget, teaching and area allocations. Schools have also earned important autonomy in terms of governance, as exemplified noticeably in the existence of school charters. The school charter is an integral part of school self-management because it reflects the mission, aims, objectives, directions and targets of the board that will give effect to the National Education Guidelines and the board's priorities. Although there is diversity in the forms of institutions through which education is provided, national policies and quality assurance provide continuity and consistency across the system. The school charter itself provides a base against which the school's performance can be assessed. In this sense, private schools (serving roughly 4 percent of all compulsory school enrolment) are also state regulated as their registration is dependent upon premise, equipment, staffing and curriculum standards.

IV.1.3. U.K.: England, Wales and Northern Ireland

67. England, Wales and Northern Ireland are three of the constituent nations of the United Kingdom.¹³ Government responsibility for education was radically altered by the UK Government devolution of legislative powers to Scotland, Wales and Northern Ireland in 1999. The Scottish Parliament and Northern Ireland Assembly gained legislative authority in domestic affairs, including the education field.¹⁴ While the

¹² The remaining national agencies are Special Education Services (SES), Career Services, Education and Training Support Agency (ETSA) and Early Childhood Development Unit (ECDU).

¹³ Scotland is the fourth and final constituent nation.

¹⁴ Due to political turbulence, the Northern Ireland Assembly was suspended in October 2002 and its powers returned to the Government at Westminster. The Secretary of State for Northern Ireland assumed responsibility for the direction of the Northern Ireland departments.

National Assembly for Wales (NAfW) acquired secondary legislation-making powers, the responsibility for primary legislation in Wales remained with the UK Parliament. These arrangements are clearly evidenced in the nature of education regulations in Wales, which are broadly similar to those in England.

68. Education in England, Wales and Northern Ireland is managed and administered at the national and local levels, and not generally affected at the regional level. DfES in England, DfTE in Wales and DE in Northern Ireland are the government departments responsible for education at the national level, while at the local level management and administration of education is the responsibility of Local Authorities (LAs) in England and Wales and Education and Library Boards (ELBs) in Northern Ireland. Governing bodies of educational institutions have a high degree of autonomy over the management of their institutions.

69. Central government has powers and responsibility for the total provision of the education services. The Education Departments in England, Wales and Northern Ireland determine national education policy and legislation and plan the direction of the system as a whole. They are also responsible for strategic planning and accordingly, for financial and resource allocation. Education Departments receive important support from two sets of national agencies: qualifications, curriculum and assessment authorities (QAs) and inspection authorities (IAs). QAs (QCA in England, ACCAC in Wales and CCEA in Northern Ireland) are non-departmental public bodies sponsored by and reporting to their respective Education Departments. Their main statutory function is to advise government on matters affecting the school curriculum, pupil assessment and publicly funded qualifications. IAs (Ofsted in England, Estyn in Wales and ETI in Northern Ireland) are non-ministerial government departments responsible for the independent management of the school regulation and inspection systems. Their duties include the inspection of educational services provided by local authorities.

70. Local government and individual institutions implement and administer national and regional policies and also have their own statutory powers and responsibilities. Local authorities are statutorily responsible for ensuring education provision and exercise discretion over, among others, the school funding formula and staffing of schools. The extent of local authority control over the education system however, has diminished in recent years, as public educational institutions themselves are increasingly being granted more administrative and managerial autonomy.¹⁵ Schools have delegated spending discretion on their budgets and hold autonomy over such aspects as the admission policy, teaching methodologies and the school term. A recent publication by the DfES explained the new relationship between local authorities and schools as one where “good schools manage themselves” and local authorities “only intervene in schools” management in inverse proportion to those schools’ success.¹⁶

¹⁵ Publicly-funded schools in England and Wales include: i) Community Schools, set by LAs; ii) Foundation Schools, owned by the school trustees or school governing body; and iii) Voluntary Controlled and Voluntary Aided Schools, owned by the school trustees or funding body. In Northern Ireland, publicly-funded schools include: i) Controlled Schools, owned by ELBs; Catholic-maintained Schools, owned by the Catholic Church; iii) Grant-maintained Integrated Schools, owned by school trustees of the board of governors; and iv) Voluntary Grammar Schools, owned by the school trustees or funding body.

¹⁶ Department for Education and Employment (DfEE). 2001. “*Code of Practice on Local Education Authority - School Relations (DfEE Circular 0027/2001)*”. London.

71. Maintained schools in England and Wales, and grant-aided schools in Northern Ireland, refer to schools, private or public, which are publicly funded. In addition to these schools, private schools also operate in England, Wales and Northern Ireland. Private schools define their own school ethos and are financed by parent fees. Although they are exempt from most regulations applicable to publicly-maintained schools, private schools are still subject to minimum operating requirements set by the state regarding health/safety, reporting, welfare and education quality standards. Consequently, private schools are also subject to external inspections.

IV.1.4. U.S.A.: Massachusetts/Boston and Texas/Houston

72. In contrast to the other countries described in this report, education in the U.S. has historically been the purview of states and local school districts, rather than the national government. States prescribe parameters such as the manner in which school districts are established and governed, age of compulsory student attendance, performance standards for students, licensing requirements for school personnel, school operating requirements, and provision of funding, through legislative statute and state board policy. District boards and administrations are then tasked with translating these parameters into policies and practices for the provision of education locally. The majority of states also authorize the operation of publicly funded charter schools, which receive freedom from state and district regulation in exchange for compliance with their charters, including student performance.

73. Given the U.S. emphasis on local control, this analysis focuses on two state-district pairs: Massachusetts/Boston and Texas/Houston. These education systems are characterized by strong standards and assessments at the state level, combined with autonomy and support at the school and district level that foster an array of curricular and instructional options. In addition, Boston Public Schools (BPS) and Houston Independent School District (HISD) have been noted for effectively serving diverse populations that include a high percentage of low-income students, which increases these systems' relevance to Chile despite the relative wealth of the U.S.

74. In the past two decades, standards-based reform has become the dominant paradigm in U.S. education. By national law, each state develops standards for what students should know and be able to do at each grade level and subject area. States are then required to assess and report student performance in different grades and subjects annually, for students as a whole and disaggregated by race/ethnicity, language status, and socioeconomic status, to spotlight any inequity in educational outcomes. Massachusetts has been lauded¹⁷ for the clarity and caliber of its standards, termed Curriculum Frameworks, which encompass the arts, English, foreign languages, health, history and social studies, mathematics, and science and technology from Pre-Kindergarten (age 4) to grade 12 (age 18). Texas has been recognized¹⁸ for linking its primary and secondary education system with postsecondary education and the

¹⁷ "2006: The State of State Standards", Thomas B. Fordham Foundation, August 2006

¹⁸ "Closing the Expectations Gap 2006", Achieve, Inc., February 2006

workplace, through academically rigorous graduation requirements, the use of secondary school assessments for postsecondary admissions and placement decisions, and a longitudinal data system that enables the State to track individual student outcomes from Pre-Kindergarten to the postsecondary level.

75. Both of these state-district systems provide autonomy and support to a diverse portfolio of schools, from which students and families can choose to meet their educational needs and interests. Massachusetts and Texas both offer charter schools, and students in Houston have the option of attending either Texas or HISD charter schools, in addition to traditional public schools. HISD grants traditional schools authority over their curriculum, instructional methods, personnel, and budgets in exchange for the demonstrated attributes of strong leadership, a high-functioning team, and a vision and plan for the school. Massachusetts mandates participatory management at the school level, and BPS aligns this decision-making authority with its broader whole school improvement framework. Under BPS policy, each School Site Council must approve its school's whole school improvement plan and discretionary budget, among other functions. BPS then evaluates the schools using a rubric aligned to its school improvement framework. Furthermore, BPS provides intensive support to new and existing teachers and principals. Both BPS and HISD have responsibility for intervening¹⁹ in under-performing schools and personnel.

IV.1.5. Republic of Korea

76. The centralized nature of the education system in South Korea makes it the most distinct from the group of countries analyzed. The education administration consists of three layers of authority: the Ministry of Education and Human Resources Development (MOE&HRD) at the national level, the supervisors of education at the metropolitan and provincial level, and the district boards of education. MOE&HRD drafts, plans and coordinates national education policies, develops the national curriculum, publishes and approves school textbooks and teaching guides, provides administrative and financial support for schools, supports local educational agencies and operates the teacher training system. The Ministry delegates some budget planning processes and administrative decisions to municipal and provincial education authorities (MPEAs), or metropolitan and provincial offices of education (MPOEs), at the regional level. MPEAs and MPOEs in turn delegate certain responsibilities to the local office of education (LOE). Under this structure, the role of individual education institutions is primarily to implement the policies and regulations defined by the government. Schools abide by nationally mandated subjects, contents, textbooks, time allocation, curriculum organization and implementation guidelines, teaching, assessment and reporting guidelines and school

¹⁹ While determining and imposing consequences for performance has traditionally fallen to districts and more recently to charter authorizers, the U.S. government became dramatically more prescriptive in this area with the 2001 No Child Left Behind Act, which lays out a graduated set of sanctions for schools failing to meet state-established performance targets. Students attending schools that fail to make Adequate Yearly Progress (AYP) are eligible to transfer to other schools or receive free tutoring services, for which districts must pay using a portion of their national funds. Schools that persistently fail to make AYP may be required to replace staff, adopt a new curriculum, decrease management authority at the school level, and ultimately face takeover by the state or another outside entity. Systems such as BPS and HISD must therefore comply with the accountability requirements set forth in the U.S. law, in addition to their own performance requirements.

administration guidelines as well as provincially determined staffing and operational guidelines. Even private schools, which account for roughly 30 percent of all education institutions,²⁰ are subject to the national curriculum, student enrolment and staff regulations.

77. Recent trends in Korean education policy have started to move the education system towards a more decentralized framework. In this sense, recent curriculum reviews have aimed to “loosen the rigid and centralized curriculum framework” and encourage schools and individual teachers to become actively involved in the decision and planning process for the curriculum (O’Donnell, 2002). In 1995, the Presidential Commission on Education Reform (PCER) recommended that, to improve the quality of school education, the process of increasing local self-government in education should continue, regional distinctiveness should be respected, and the autonomy of individual schools expanded. As a result, some schools were required to set up experimental School Management Committees comprising parents, teachers, principals, community leaders and education specialists with deliberative, consultative and decision-making powers. However, this initiative had limited success largely as a result of principals’ concerns about the possibility of excessive parental interference in school internal affairs. Albeit small adjustments, the education system in South Korea remains highly centralized.

IV.1.6. Spain

78. The education system in Spain distributes quality assurance roles and responsibilities among the State, Autonomous Communities, municipal authorities and education institutions. As stated in the constitution, the State retains authority to ensure the unity, homogeneity and equity of the education system and this power is held by the Ministry of Education. This right translates into a series of areas over which the State has exclusive competence, which include matters relating to the length of compulsory schooling, the levels and cycles of the system, minimum education standards, school operating requirement, staffing qualifications and levels, funding and inspection. Aside from its normative competencies, the State also holds executive responsibilities. Fundamental among these are the coordination and promotion of educational research and the High Inspection services that ensure compliance with legal requirements. Autonomous Communities assume all regulatory and executive responsibilities not included within the State's exclusive area of competence. Autonomous administrations’ responsibilities include the setting up and authorization of establishments, personnel administration, expansion and development of education programs, student counseling, grants and loans. Although Town Councils do not have ‘education authority’ status, Autonomous Communities can delegate powers to these municipal entities. Town Councils are usually responsible for the provision of land for building public establishments, conservation, maintenance and renovation of schools, development of programs for extra-curricular and complementary activities and supervision of compulsory school attendance.

²⁰ The majority of private schools in Korea are in the pre- and post-compulsory education levels.

79. Educational institutions in Spain maintain a great degree of autonomy. Schools' pedagogical, organizational and economic autonomy is officially asserted in the country's regulations. Pedagogical autonomy is manifest in the schools' right to choose pedagogical programs and determine an educational project, thereby setting its own education priorities and objectives. Schools exercise organizational autonomy in their definition of annual programs and internal regulations. Annual programs establish the schools' organizational and curricular plan while internal regulations address student rights, responsibilities and disciplinary requirements that observe State regulations. Finally, school economic management autonomy materializes in schools' discretionary power over expense allocations, construction and material sourcing. Individual institutions are supervised in their administrative and managerial work at two different levels. The State's High Inspection Service supervises and enforces compliance with basic state regulations. This inspection is effected, not only at the school level, but also within the Autonomous Community as a whole. At the same time, the Autonomous Community itself carries out a technical inspection of schools. This technical inspection evaluates the achievement of educational objectives by looking at management, administration, functioning, results, legal requirement compliance and education quality.

V. Instructional visions for education provision and quality assurance

80. The previous section reviewed a broad spectrum of institutional frameworks for quality assurance in education and revealed wide differences across the systems. This variability in education quality assurance systems suggests the existence of alternative instructional visions, which has direct implications for the institutional arrangements for education quality assurance within a system. Based on the sample of countries reviewed, this report identifies four alternative instructional visions. This section introduces these visions and describes their main characteristics.

81. The experience of benchmark countries reviewed suggests that success in ensuring education quality does not depend on the application of a specific institutional framework. For example, while in Finland the institutional functions of policy-making and administrative support are separated between two autonomous institutions (The Ministry of Education is responsible for the former and FNBE, working under the auspices of the Ministry for the latter), the Republic of Korea entrusts both these duties to a single institution (the Ministry of Education). Similarly, while in England, Wales and Northern Ireland, teacher certification is carried out by independent professional bodies (General Teaching Councils), in New Zealand this function is fulfilled by an arm of the Ministry of Education (New Zealand Teacher's Council). Although the evidence indicates marked differences in quality assurance functions across countries, with the exception of Chile and, to a lesser degree, Spain, all countries analyzed have effective education quality assurance systems.

82. While they vary in how education quality functions are carried out and by whom, successful comparator countries are consistent in having a regulatory framework for quality assurance functions that encompasses most education system participants. In addition, one common factor among the majority of countries with successful quality assurance systems is the institutional separation of bodies responsible for policy making and service provision, and for monitoring and evaluation, and oversight. In other words, although the institutions responsible for quality assurance functions differ across countries, there is a statutory attribution of quality assurance responsibilities for each participant of the education system to a specific institution. In contrast, the review of in Chile's current education quality assurance (Table 4) indicates that in many cases the main quality assurance functions identified in the conceptual framework are either not explicitly defined and, consequently, developed, or they are weakly defined and carried out.

83. The review of the benchmark systems suggests that each system studied has adopted a particular instructional vision that then guides its institutional framework. Indeed, it appears that a country's success in ensuring quality is intrinsically tied to the consistent and comprehensive application of its instructional vision. Based on the review of the quality assurance systems in Section III.2, we can distinguish four alternative instructional visions, which we have labeled: (i) limited state; (ii) quality contracts; (iii)

differentiated instruction; and (iv) managed instruction.²¹ Each of these visions implies a different institutional distribution of quality assurance functions. We can place these visions along a continuum describing the degree of coupling between what is dictated by the central government and what is implemented at the school level. Broadly speaking, as sequenced above, a gradual movement from a limited state vision at one end of the continuum to one of managed instruction at the other implies an incremental expansion of central government control along with a simultaneous reduction in school autonomy.

Figure 8: Four Alternative Instructional visions Placed along a Continuum of School Autonomy–Central Government Control



84. It is important to note that no country implements a perfect application of any one instructional vision. Although for the most part each country’s education system exemplifies a particular instructional vision, each system allows for certain exceptions to the general model, or elements of other visions, to coexist within the larger structure. In England, for example, while the lion’s share of the education system follows a differentiated instruction vision, some schools operate under conditions that are distinctive of a quality contracts vision. Similarly, while Finland has principally opted for a differentiated instruction vision, the State has held a very active role in the maintenance of some special education and language schools.

V.1. Analysis of alternative instructional visions

85. This subsection describes each of the instructional visions separately, analyzing each vision’s main characteristics. The instructional frameworks of the education system in Chile and in benchmark countries are described in the context of the corresponding instructional vision.

86. **Limited State.** The limited state instructional vision is based on the premise that market forces will act as a quality assurance instrument if the education system is allowed to function as a competitive market with minimal state intervention. In this system, the role of the central government is limited to: (i) establishing minimum operation requirements and reporting standards; (ii) financing schools on a per-student basis; and (iii) providing information to the market to facilitate informed school choice. Schools

²¹ The concepts presented in this section were strongly influenced by the work of Donald R. McAdams in “What School Boards Can Do: Reform Governance for Urban Schools” (2006).

have discretion over their choice of performance standards, performance assessment mechanisms and the model of instruction. Meanwhile, students have the right to decide which school to attend. In theory, school choice, perfect information on the quality of education provided by schools and free entry and exit of schools should ensure that only good schools survive while poor performing schools are driven out of business for lack of demand. In this sense, it is market forces that define the quantity and distribution of schools in the country.

87. Among the countries analyzed, Chile is the only one identified as having a limited state instructional vision. The Chilean education system is based on the premise that parents should have the freedom to select the most adequate school for their children, and that schools compete for students based on their quality. The government establishes minimum operation and reporting requirements regarding student attendance, finances public and private schools based on a per-student formula, and provides the market with information on school quality, arguably to an insufficient extent. While publicly financed schools must follow a national curriculum, to date the Government does not hold schools accountable for meeting established performance standards or adhering to specific instructional models.

88. Although Chile's instructional vision is identified broadly as limited state, since 1990, a number of education reforms have been implemented that in fact gradually introduced increased Government control in education. These reforms include:

- (i) *Mece Básica* and *Mece Media*, two large-scale programs partially financed by The World Bank that supported infrastructure improvements in primary and secondary schools, respectively, as well as provided libraries, teaching materials, technical assistance, and support to school administration and teaching staffs;
- (ii) Targeted compensatory programs, including: *P-900* (financial and technical assistance to under-performing primary schools, which reached around 11 percent of total primary school enrollment); Rural Education (targeted over 3,000 small rural schools by supporting teacher training and the provision of curricular and other teaching materials, which reached around 5.9 percent of total primary school enrollment); Montegrande (an innovation incentive that covered around 50 secondary schools and about 5 percent of total secondary school enrollment); and *Liceo para Todos* (technical and pedagogic support to underperforming secondary schools, which reached around 33 percent of total secondary school enrolment);
- (iii) Teacher Professional Development, including (i) initial teacher training reforms; a program to finance teacher internships abroad; and (iii) a teacher education curricular reform;
- (iv) *Enlaces*, an information and technology program that introduced computer labs in all secondary schools and 85 percent of primary schools in Chile, provided two years of training to teachers in IT, and developed a university network of technical support for the Enlaces program;
- (v) *Sistema de Medición de la Calidad de los Establecimientos Educativos*, or *SIMCE*, a national student learning assessment system introduced in 1988 that

has been regularly applied to all students in the 4th, 8th, and 10th grades every two years consistently.²²

89. In spite of these reforms, which represent a gradual shift from school autonomy to increased Government control, the fundamentals underpinning the limited role of the State in the education system in Chile remained unchanged throughout the past decades. In this sense, the system continued to be based on the notions that parental school choice and competition among schools should lead to high education quality. As a result, one can conclude that the Chilean education system is most closely aligned with a limited state instructional vision.

90. **Quality contracts.** As we move along the continuum towards an instructional vision based on quality contracts, the distribution of quality assurance functions starts shifting towards the central government. In this second instructional vision, in addition to the functions executed in a limited state vision, the state is responsible for: i) granting and revoking operating licenses; ii) establishing standards for performance and performance assessment; and iii) implementing performance assessment in schools. The power to grant and revoke licenses implies that under a quality contracts vision the state can actively influence the quantity and distribution of schools. Market forces however, continue to play an important role in this allocation, as the decision of individual schools to apply for licenses is still demand driven. Even though schools are obliged to comply with statutory performance standards, under a quality contracts vision individual establishments still hold discretion over the instructional model and evaluation methodologies used to achieve such given standards.

91. New Zealand is one of the most compelling examples around the world of a coherent application of a quality contracts instructional vision. Statutory performance standards for all schools are set by the central government. State schools however, serving 96 percent of all children, establish individual school charters with specific goals and targets for student outcomes. In order to be allowed to operate, all schools, including private ones, must register with the Ministry of Education. Registration is dependent on the outcome of an evaluation of premises, equipment, staffing, and curriculum carried out every three years. When a school evaluation suggests poor performance, the state exerts pressure for improvement by performing discretionary reviews. Although external help may be provided by trustee's/principal's/teacher's associations or purchased from counseling agencies, the state does not intervene directly in poor performing schools. Finally, the student's right to school choice implies that market forces have a strong influence on the creation and distribution of schools around the country.

92. **Differentiated instruction.** Under the differentiated instruction vision there is a significant increase in the quality assurance functions served by the central government. In addition to the duties performed under a quality contracts vision, the state holds the following responsibilities: i) establishing standards for staff accreditation; ii) coordinating among schools to guarantee a balance of educational options; iii) intervening differentially in educational establishments; and iv) providing diverse services for schools and professional development options for staff. The autonomy of schools under a

²² Source: C. Cox, ed., (2003).

differentiated instruction vision is generally limited to defining their instructional model, though it can also include decision-making about human resources, such as the recruitment and termination of personnel. The state has a very active role in creating networks of information sharing so as to promote successful models and programs. Although the central government decides on the ultimate number and distribution of educational establishments, market forces continue to operate, to a lesser degree, because students are allowed to choose between schools. A key difference between a differentiated instruction vision and one based quality contracts is that in the former when a school is performing poorly, the state actively intervenes to improve the quality of education provided rather than simply revoking its operating license.

93. A majority of the successful education systems analyzed here are based on a differentiated instruction vision. This is the case of the educational systems currently operating in England, Wales, Northern Ireland, Finland, Spain, Massachusetts/Boston and Texas/Houston. In all these systems, the central government permits an array of instructional models to coexist and bases its intervention on school performance. Those schools achieving good performance are granted a high degree of administrative autonomy while those exhibiting poor performance are intervened by the state. School intervention options are diverse as the central government tries to account for differences in existing instructional and administrative models.

94. **Managed instruction.** The final instructional vision is one based on a system of managed instruction. Under this vision, the central government takes responsibility for practically all quality assurance functions. Two state duties that are unique to this system are: i) defining a single statutory instructional model; and ii) centrally assigning students to school. These functions consequently affect the way in which the state serves its other functions. Thus, school services and professional development options provided are not diverse, but uniformly targeted to the instructional model in place. Similarly, intervention in poor performing schools is also uniform in nature. Market forces don't play any significant role in a managed instruction system and the role of schools is simply to act as implementing agencies for the policies centrally mandated by the state.

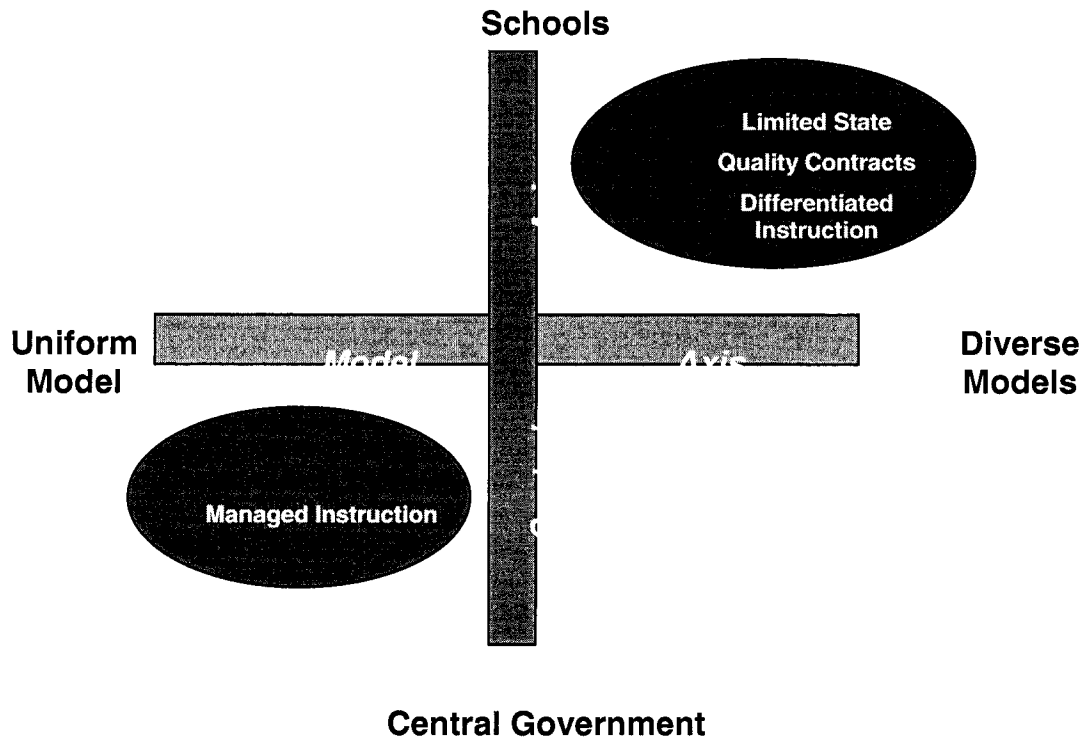
95. Among the countries analyzed, the Republic of Korea opted for an educational system based on an instructional vision of managed instruction. The central government establishes a national curriculum, performance standards and an instructional model. To support this model, the government publishes and authorizes permitted textbooks and provides them to students free of charge. Continual professional development and school improvement services are provided to ensure adherence to the instructional model. Finally, students are assigned to schools in their residential area by lottery, impeding market forces from influencing school allocation.

V.2. The control-model coordinates analysis

96. Based on the descriptions presented above, we can place the four alternative instructional visions in a "control-model coordinates" graph (Figure 9). The number of existing instructional models will determine the instructional vision's placement along the "model axis." Meanwhile, the degree of school autonomy versus central government

control in any given system will determine the vision's positioning along the "control axis."

Figure 9: Instructional visions in a "Control-Model Coordinates" Graph



97. Three instructional visions are located in the upper-right quadrant of the "control-model coordinates" graph. Visions in this quadrant permit different instructional models to coexist in a relatively decentralized control system. The degree of school administrative/managerial autonomy decreases and the degree of state control increases as we move from a limited state vision to one of quality contracts and subsequently to a vision of differentiated instruction (i.e. a movement down the "control axis"). The managed instruction vision is the only one situated in the lower-left quadrant. In this quadrant, a single or small number of instructional models exist in a relatively centralized control system.

98. As Table 2 shows, the roles and responsibilities of Government vary depending on the instructional vision adopted. Indeed, in a system that adopts a limited state instructional vision, many of the responsibilities that governments would have to undertake in the other visions are instead carried out by the market. Similarly, while in the quality contracts vision, the Government develops operating requirements and performance standards and grants or revokes licenses to participants based on whether they do or do not meet these requirements and standards, in the differentiated instruction vision, the Government also intervenes differentially in schools to support their achievement of established standards. In the managed instruction vision, in contrast, the Government enforces the adherence to a unique curriculum by directly managing schools.

Table 2: Role of Government by Quality Assurance Function According to Each of the four Instructional Visions

Quality Assurance Function	Instructional Vision 1: <i>Individualized Instruction</i>	Instructional Vision 2: <i>Individualized Instruction</i>	Instructional Vision 3: <i>Individualized Instruction</i>	Instructional Vision 4: <i>Individualized Instruction</i>
<p>Performance Standard</p> <ol style="list-style-type: none"> 1. Develops standards (learning, administration, teaching, teaching resources, etc.) 2. Develops curricular framework (OF-CMO) 3. Communicates standards and curricular frameworks to all stakeholders 	<ol style="list-style-type: none"> 1. Develops standards (learning, administration, teaching, teaching resources, etc.) 2. Develops curricular framework (OF-CMO) 3. Communicates standards and curricular frameworks to all stakeholders 4. Evaluates adoption and implementation of standards and curricular frameworks 5. Develops tools to support adoption of standards and curricula 	<ol style="list-style-type: none"> 1. Develops standards (learning, administration, teaching, teaching resources, etc.) 2. Develops curricular framework (OF-CMO) 3. Communicates standards and curricular frameworks to all stakeholders 4. Evaluates adoption and implementation of standards and curricular frameworks 	<ol style="list-style-type: none"> a. Develops standards (learning, administration, teaching, teaching resources, etc.) b. Develops curricular framework (OF-CMO) c. Communicates standards and curricular frameworks to all stakeholders d. Evaluates adoption and implementation of standards and curricular frameworks e. Enforces adoption of standards and curricula 	
<p>Performance Assessment</p> <ol style="list-style-type: none"> 1. Defines general framework of a system for measuring performance for all participants in the system 2. Establishes criteria for performance assessment of all participants 	<ol style="list-style-type: none"> 1. Defines general framework of a system for measuring performance for all participants in the system 2. Establishes criteria for performance assessment of all participants 3. Establishes levels of acceptable performance for all participants 4. Develops instruments for performance evaluation of all participants 5. Enforces implementation of performance evaluation systems for all participants 6. Evaluates participants' performance relative to international standards 	<ol style="list-style-type: none"> 1. Defines general framework of a system for measuring performance for all participants in the system 2. Establishes criteria for performance assessment of all participants 3. Establishes levels of acceptable performance for all participants 4. Develops instruments for performance evaluation of all participants 5. Enforces implementation of performance evaluation systems for all participants 6. Evaluates participants' performance relative to international standards 	<ol style="list-style-type: none"> 1. Defines general framework of a system for measuring performance for all participants in the system 2. Establishes criteria for performance assessment of all participants 3. Establishes levels of acceptable performance for all participants 4. Develops instruments for performance evaluation of all participants 5. Enforces implementation of performance evaluation systems for all participants 6. Evaluates participants' performance relative to international standards 	
<p>Performance Reporting</p> <ol style="list-style-type: none"> 1. Define reporting requirements for all participants 	<ol style="list-style-type: none"> 1. Define reporting requirements for all participants 2. Develop a structure for the reporting of participants' performance 3. Develop statistics and education management indicators 4. Maintain information systems 5. Inform diverse stakeholders on performance of system's participants 	<ol style="list-style-type: none"> 1. Define reporting requirements for all participants 2. Develop a structure for the reporting of participants' performance 3. Develop statistics and education management indicators 4. Maintain information systems 5. Inform diverse stakeholders on performance of system's participants 	<ol style="list-style-type: none"> 1. Define reporting requirements for all participants 2. Develop a structure for the reporting of participants' performance 3. Develop statistics and education management indicators 4. Maintain information systems 5. Inform diverse stakeholders on performance of system's participants 	

<p>1. Design impact evaluations of new and existing policies and programs</p> <p>2. Collect data to conduct specialized data collection and studies</p> <p>3. Use information and data to evaluate impact</p>	<p>1. Design impact evaluations of new and existing policies and programs</p> <p>2. Collect data to conduct specialized data collection and studies</p> <p>3. Use information and data to evaluate impact</p>	<p>1. Design impact evaluations of new and existing policies and programs</p> <p>2. Collect data to conduct specialized data collection and studies</p> <p>3. Use information and data to evaluate impact</p>	<p>1. Design impact evaluations of new and existing policies and programs</p> <p>2. Collect data to conduct specialized data collection and studies</p> <p>3. Use information and data to evaluate impact</p>	<p>1. Design impact evaluations of new and existing policies and programs</p> <p>2. Collect data to conduct specialized data collection and studies</p> <p>3. Use information and data to evaluate impact</p>	<p>1. Design impact evaluations of new and existing policies and programs</p> <p>2. Collect data to conduct specialized data collection and studies</p> <p>3. Use information and data to evaluate impact</p>
<p>1. Develop broad operating requirements for all participants</p> <p>2. Grant/revoke operating licenses to participants</p>	<p>1. Develop and define operating requirements for all participants</p> <p>2. Grant/revoke operating licenses to participants</p>	<p>1. Develop and define operating requirements for all participants</p> <p>2. Grant/revoke operating licenses to participants</p>	<p>1. Develop and define operating requirements for all participants</p> <p>2. Grant/revoke operating licenses to participants</p>	<p>1. Develop and define operating requirements for all participants</p> <p>2. Grant/revoke operating licenses to participants</p>	<p>1. Develop and define operating requirements for all participants</p> <p>2. Enforce that requirements are met by all participants</p>
<p>1. Establish mechanisms to ensure adequate administrative and financial operation of education establishments</p> <p>2. Distribute resources based on legislatively approved methodologies</p>	<p>1. Establish mechanisms to ensure adequate administrative and financial operation of education establishments</p> <p>2. Distribute resources based on legislatively approved methodologies</p> <p>3. Monitor the adequacy and equity of resource allocation</p>	<p>1. Establish mechanisms to ensure adequate administrative and financial operation of education establishments</p> <p>2. Distribute resources based on legislatively approved methodologies</p> <p>3. Monitor the adequacy and equity of resource allocation</p>	<p>1. Establish mechanisms to ensure adequate administrative and financial operation of education establishments</p> <p>2. Distribute resources based on legislatively approved methodologies</p> <p>3. Monitor the adequacy and equity of resource allocation</p>	<p>1. Establish mechanisms to ensure adequate administrative and financial operation of education establishments</p> <p>2. Distribute resources based on legislatively approved methodologies</p> <p>3. Monitor the adequacy and equity of resource allocation</p>	<p>1. Establish mechanisms to ensure adequate administrative and financial operation of education establishments</p> <p>2. Distribute resources based on legislatively approved methodologies</p> <p>3. Enforce the adequacy and equity of resource allocation</p>
<p>1. Develop and implement food and other welfare programs for vulnerable students</p>	<p>1. Develop framework for providing participants with differential autonomy, intervention and support based in performance</p> <p>2. Implement diverse support programs for infrastructure, equipment, instructional materials and staff development</p> <p>3. Develop and implement food and other welfare programs for vulnerable students</p> <p>4. Provide differentiated formative or support oriented supervision</p> <p>5. Support and intervene education establishment with persistent poor performance (directly or through a third party)</p>	<p>1. Develop and implement food and other welfare programs for vulnerable students</p> <p>2. Implement assessment oriented supervision or quality audit relative to use of support provided</p>	<p>1. Develop and implement food and other welfare programs for vulnerable students</p> <p>2. Implement assessment oriented supervision or quality audit relative to use of support provided</p>	<p>1. Develop and implement food and other welfare programs for vulnerable students</p> <p>2. Implement assessment oriented supervision or quality audit relative to use of support provided</p>	<p>1. Implement support programs for infrastructure, equipment, instructional materials and staff development</p> <p>2. Develop and implement food and other welfare programs for vulnerable students</p> <p>3. Provide formative or support-oriented supervision to ensure adherence to curricula</p>
<p>1. Develop a framework for accountability and consequences for all participants</p> <p>2. Revoke operating licenses of education establishments that do not meet operating requirements</p>	<p>1. Develop a framework for accountability and consequences for all participants</p> <p>2. Grant incentives and impose penalties based on performance</p> <p>3. Cancel operating licenses of education establishments</p>	<p>1. Develop a framework for accountability and consequences for all participants</p> <p>2. Revoke operating licenses of education establishments that do not meet operating requirements</p>	<p>1. Develop a framework for accountability and consequences for all participants</p> <p>2. Revoke operating licenses of education establishments that do not meet operating requirements</p>	<p>1. Develop a framework for accountability and consequences for all participants</p> <p>2. Revoke operating licenses of education establishments that do not meet operating requirements</p>	<p>1. Develop a framework for accountability and consequences for all participants</p> <p>2. Enforce rewards and penalties based on performance</p>

VI. Policy options to strengthen the institutional arrangements for education quality assurance in Chile

99. Based on the conceptual framework developed for this report, its application to benchmark education systems and the identification of instructional visions for education quality provision and assurance, in this section we discuss policy options to strengthen the institutional arrangements for education quality assurance in Chile. We first present a set of general guidelines in which our proposed institutional allocation of roles and responsibilities is grounded.

100. A key underlying guideline is to select an instructional vision and apply it consistently and comprehensively. A critical stumbling block faced by the Chilean education system in recent decades appears to have been a mismatch between its instructional vision, which was founded on a limited state vision, and its application to education provision and quality assurance functions. For example, the centralized definition of teacher compensation and weak education quality information systems are not fully consistent functions in a limited state instructional vision.

101. When selecting an instructional vision, it is important to realize that no single instructional vision is most effective in ensuring education quality. The international evidence reviewed for this report shows that countries with successful quality assurance systems have applied very different instructional visions. Indeed, there is evidence of successful countries in almost all the instructional visions identified here. The only exception to this rule is the limited state vision. Although we cannot discard the possibility that a proper application of a limited state instructional vision could lead to successful education quality assurance, we could not identify an exemplary country with a market instructional vision. One possible exception is the Netherlands, which has achieved impressive results in international assessments of student learning. However, in the Netherlands there is no explicit goal to achieve high performance levels among all students and, instead, from early grades students are tracked in different paths with varying performance expectations.²³ Thus, a second general guideline is that Chile may consider moving away from the limited state instructional vision.

102. As mentioned before, many instructional visions can potentially lead to successful quality assurance in education. Nonetheless, existing quality assurance mechanisms as well as historical, political and social factors, suggest that some models might be more cost- and time-effective than others in ensuring a quality education system for Chile. As Figure 9 shows graphically, the current limited state instructional vision places Chile's education system in the top right corner of the "control-model" coordinates' graph. In light of this starting point, a movement towards a managed instruction vision – in the opposite quadrant – would imply the most significant need for restructuring, and

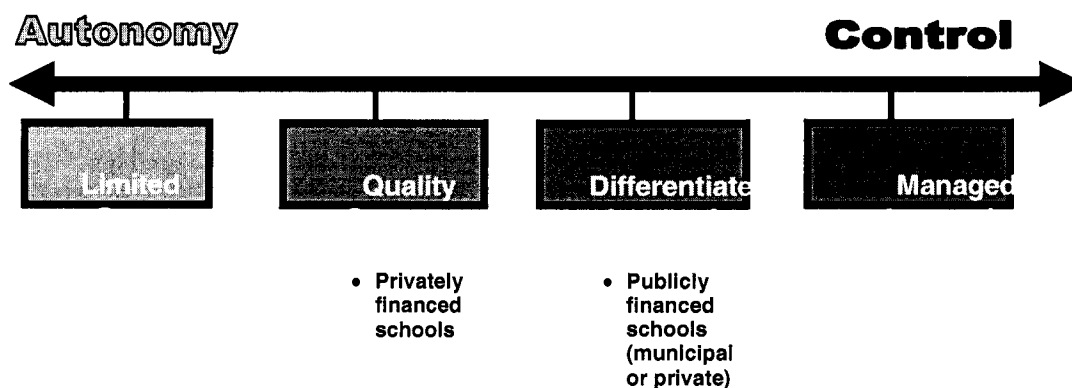
²³ For a recent review of the Dutch education system, see Dutch Eurydice Unit, Ministry of Education, Culture and Science (2006).

therefore, the most cost- and time-consuming avenue towards an effective education quality assurance system.

103. Given that effective quality assurance is possible via more efficient avenues (i.e. quality contracts or differentiated instruction), a more realistic option is for Chile to consider moving to a mix of the Quality Contracts and Differentiated Instruction visions. The coexistence of these visions within one system is actually not uncommon. In England and many districts of the U.S., for example, special character charter schools function under quality contract rules within dominantly differentiated-instruction systems.

104. The specific assignment of individual schools to one of the two instructional visions could be based on a number of alternative criteria. A first option is to maintain publicly-financed schools (municipal and private-subsidized schools) under a differentiated instruction vision, while allowing private-paid schools to function under a quality contracts vision (see Figure 10). This distinction would imply that private-paid schools would be managed in a Quality Contracts instructional vision, in which the main quality assurance mechanism is based on the granting or revoking of licenses to operate. Meanwhile, publicly-financed schools, when underperforming, would have the possibility to be intervened and supported by the State prior to closure. This distinction however, would (and perhaps should) not exclude private-paid schools from having to comply with the same operating/reporting requirements as well as student learning and school/staff assessment standards as the rest of the schools in the system.

Figure 10: Options for Chile's instructional vision



105. This first option for distributing schools between the Quality Contracts and Differentiated Instruction visions is based on the source of finance. A second option is to distribute schools by dependency, assigning municipal schools to a differentiated instruction vision while allocating all private schools, paid and subsidized, to a quality contracts' vision. A third option includes distributing schools based on their performance levels, irrespective of dependency or funding source. Under this criterion, high-performing schools would earn autonomy and be treated under quality contracts, while poor performing schools would lose autonomy and fall under the differentiated instruction realm.

106. Equity considerations may weigh against the latter two options. Assuming private-subsidized schools are not allowed to select students, there is no technical reason why a municipal school should access more support than a private school. Similarly, from an equity perspective it is difficult to justify the use of public resources (i.e. school intervention and support) to support private paid schools, which regularly select students. In contrast, the underlying notion to support the first option – that the decision for allocating schools into a Quality Contracts or Differentiated Instruction vision be based on the source of finance – is that any additional resources should be directed to ensuring high levels of education quality for all students, independent of his/her school choice (municipal or private). It is clearly important, however, that both types of schools (municipal and private) that receive public resources be subject to the same type of regulatory framework especially related to the ability to select students.

VI.1. Implications for the institutional allocation of roles and responsibilities

107. As mentioned earlier, adopting an instructional vision has some important implications for the allocation of educational assurance functions across institutions. In this section, we first concentrate on the allocation of quality assurance functions across the three main institutions in the proposed reformed education system, namely, the Ministry of Education, the Superintendency of Education and the National Education Council. Then, we discuss options for the institutional allocation of roles and responsibilities for different administrative and managerial levels within the former two institutions (the National Education Council operates only at the central level). It is important to highlight that this report focuses on quality assurance functions in the education sector. In this sense, the discussion that follows does not address the many other functions that the Ministry of Education carries out related to education provision, such as provision of scholarships, norms and regulations, etc.

108. **Allocation of functions across agencies.** An important characteristic of successful education quality assurance systems involves clarity in the roles and responsibilities of each institution. In this sense, the mandate of the three main agencies could be distinguished as described in

109. Table 3.

Table 3: Broad Mandates by Institution

Ministry of Education	Superintendency of Education	National Education Council
<ul style="list-style-type: none"> Policy and program design, implementation and intervention 	<ul style="list-style-type: none"> Oversight, measurement and reporting 	<ul style="list-style-type: none"> Approval of curricular frameworks

110. The main notion behind this allocation of general functions is to separate the oversight, measurement and reporting responsibilities from those related to policy and programming as a mechanism to introduce accountability at the national agency level. The Council's main role also relates to accountability. This entity embodies a warranty against government policy and programming conflicting with societal interests and thereby infuses democratic principles into the system.

111. The analysis of benchmark education systems discussed in Section IV suggests that a regulatory framework that explicitly assigns quality assurance functions for all participants of the education system may be a necessary condition for effective quality assurance. In this sense, and in light of the broad mandates described above, we propose roles and responsibilities for each institution in each of the eight quality assurance functions that integrate the conceptual framework. Appendix B provides a detailed description of the proposed function allocation.

112. The allocation of functions across institutions and within levels that is suggested in Appendix B remains faithful to the overarching institutional mandates proposed in

113. Table 3. Taking, as an example, the function *requirements to operate*, the Ministry's purview would relate to the design and implementation of policy and regulations. In this case, the Ministry would define the operating requirements for each of the system's participants and propose the appropriate legal mandates to Parliament. In the specific case of teachers, the Ministry would grant and revoke teaching licenses based on compliance with the established requirements (which would be verified and reported to the Ministry by the Superintendency). In addition, the Ministry would be responsible for ensuring that existing law and regulations stay updated by continually revising them and proposing modifications.

114. The competencies of the Superintendency related to the *requirements to operate* function would be consistent with its mandate to 'measure and report' in a similar way. Based on the legal requirements defined by the Ministry and sanctioned by Congress, the Superintendency would be responsible for monitoring and evaluating the compliance of relevant participants. The results of the evaluation would be employed to make recommendations to the Ministry licensure and/or accreditation of participants (e.g. teachers, school principals, schools). The Superintendency would also be responsible for analyzing the information gathered during regular evaluations to recommend to the Ministry of Education modifications to the administrative regulations of schools.

115. **Function allocation by level within agencies.** Having outlined the roles and responsibilities recommended for the three main national agencies in education, this section focuses on suggesting a possible distribution of quality assurance functions by the different administrative levels within each agency. Table 14 in the Appendix provides a detailed description of the recommended level distribution of functions within the Ministry of Education, Education Superintendency and National Education Council. This table also describes the roles and responsibilities of the education providers as this participant holds important quality assurance functions in the two instructional visions recommended. The suggested allocation of functions between agency levels varies by instructional vision. In other words, the relationship of the different agencies with the education providers will not be the same in the case of schools falling under a quality

contracts instructional vision as in the case of schools treated according to a differentiated instruction vision.

116. Although an analysis of institutional capacities is beyond the scope of this report, we recognize that the distribution of functions put forward implies a significant increase in state roles and responsibilities and will thus require considerable capacity building across the system. To carry out these recommendations effectively, it will be necessary for Chile to review the institutional recommendations in this report with an eye toward existing capacities and modify either the institutional recommendations or the existing institutional capacities so as to ensure efficiency.

VII. Conclusions and Next Steps

117. The creation of a new Superintendency of Education in Chile implies a reallocation of functions across the Ministry of Education, the Superintendency, and other education institutions. The main objective of this report has been to present a conceptual framework for evaluating education quality assurance systems that may aid in the analysis and definition of policy options for the allocation of education quality assurance functions across education institutions in Chile.

118. To do this, the report applied the conceptual framework to selected education systems throughout the world that are comparable to Chile's current institutional system but have achieved high levels of academic achievement among a majority of their basic education students. Among the systems selected as benchmarks using these criteria are: Finland, New Zealand, three subsystems of the United Kingdom, and two districts in the United States. In addition, to expand the typology of comparison countries, the report also analyzed the education quality assurance systems in the Republic of Korea and Spain.

119. The review of these nine different education systems revealed the existence of four alternative "instructional visions" for the institutional design of an education system, which we have labeled as follows: (a) Limited State, (b) Quality Contracts, (c) Differentiated Instruction, and (d) Managed Instruction. An important result from the empirical review of education systems in the world is that one can identify successful countries in terms of education quality assurance in each of the three latter visions. Thus, the decision to adopt a specific instructional vision should be based on social, political, cultural and historical reasons. However, once an instructional vision is adopted, the study indicates that its consistent application may be an important determinant of success in education quality assurance.

120. Countries that are most successful in ensuring quality tend to institutionally separate policy development and implementation functions from monitoring, evaluation and oversight functions. However, the distribution of roles and responsibilities for quality assurance across institutions varies depending on the instructional vision that is adopted. In this sense, this report's institutional guidelines and proposed policy options for Chile are based on a particular mix of instructional visions which are considered the most appropriate for Chile given its social, political and historical reality.

121. While the report makes some detailed suggestions, a necessary first next step for Chile is to first make a decision regarding the instructional vision that it wishes to adopt to guide its education quality assurance system. The Chilean education system of today falls under what we call a Limited State instructional vision. Given that, as the international evidence presented in this report indicates, other visions may obtain better results in assuring quality in education, one option for Chile is to consider the possibility of moving toward a combination of two visions: quality contracts and differentiated instruction. These visions capitalize on what Chile has already accomplished within the Limited State instructional vision, in terms of facilitating gains in the efficient use of

resources that result from the competition among schools and the per-pupil financing mechanism, by creating a larger quality assurance role for the State.

122. Once an instructional vision is adopted—with broad support from all important stakeholders—the discussion on the institutional allocation of roles and responsibilities across participants will likely be more constructive. This report suggests dividing the responsibility for education quality control between the Minister of Education, the Superintendency of Education, and the National Council on Education, thereby introducing an external system of checks and balances. Along these lines, we propose that, in general terms, the Ministry of Education be the agency responsible for designing, implementing and intervening in policies and programs. The Superintendency of Education would be responsible for oversight—evaluation, measuring and publicizing results—and the national Council on Education would maintain its current mandate of approving curriculum and learning standards.

123. The main idea behind dividing the assignment of general functions is to introduce accountability by separating evaluation and oversight functions from policy and program development. The principal role of the Council will also be related to accountability. The Council can guarantee against possible conflicts between government programs and policies and social interests and, therefore, incorporate democratic principles into the system.

124. This report has taken an in-depth look at the division of responsibility between the Ministry, the Superintendency and the Council, and suggests options for the eight essential functions that make up the study's conceptual framework. Additionally, the report outlines possible divisions of labor amongst the various levels within a single agency—national, regional, and provincial—and among government institutions and *sostenedores* (an individual, private company or municipality that opens and operates a private subsidized school in Chile). The options for division of labor among institutions outlined in the report correspond to the application of a new mixed instructional vision for Chile, as it would mean introducing quality contracts for private unsubsidized schools and differentiated instruction for subsidized schools, be they public or private.

125. Comprehensively implementing this vision of mixed systems in Chile, as this report proposes, is a long-term goal, since it requires the institutional capacity that at the moment does not exist, or is very weak. Although implementing such a system consistently across the entire education system will no doubt take many years, beginning the process with an explicitly defined instructional vision is an essential condition for fully realizing the process. In other words, without a clear idea of to where the Chilean education system should move, it is highly unlikely that it would ever get there.

126. In order to achieve success in ensuring quality education in Chile, it will be necessary to strengthen the capacity of all of the educational institutions in the country, from the Ministry of Education, to the Superintendency, to school owners, all the way down to schools and teachers. Although an analysis of the institutional capacity of the various participants in Chile's education system is beyond the scope of this paper, we can say with confidence that in order to implement the policy options outlined in this paper, it will be vital to strengthen the capacities of each of the participants for them to

successfully carry out their corresponding roles within an effective quality assurance system in Chile.

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Appendix A: Country reports

Table 4: Chile

Policy Area	Current Policy	Policy Objectives	Policy Instruments	Policy Outcomes	Policy Evaluation	Policy Funding	Policy Implementation	Policy Monitoring	Policy Review
Compulsory national curriculum ¹	<ul style="list-style-type: none"> 4 competency levels based on teaching practices¹ 	<ul style="list-style-type: none"> Standards for School Management (SACGE)¹ 	<ul style="list-style-type: none"> 4 competency levels based on behaviors and actions¹ 	<ul style="list-style-type: none"> 4 competency levels based on teaching practices¹ 	<ul style="list-style-type: none"> 4 competency levels based on behaviors and actions¹ 	<ul style="list-style-type: none"> 4 competency levels based on teaching practices¹ 	<ul style="list-style-type: none"> 4 competency levels based on behaviors and actions¹ 	<ul style="list-style-type: none"> 4 competency levels based on teaching practices¹ 	<ul style="list-style-type: none"> 4 competency levels based on behaviors and actions¹
Compulsory learning standards by grade being developed ¹	<ul style="list-style-type: none"> 4 competency levels based on teaching practices¹ 	<ul style="list-style-type: none"> Standards for School Management (SACGE)¹ 	<ul style="list-style-type: none"> 4 competency levels based on behaviors and actions¹ 	<ul style="list-style-type: none"> 4 competency levels based on teaching practices¹ 	<ul style="list-style-type: none"> 4 competency levels based on behaviors and actions¹ 	<ul style="list-style-type: none"> 4 competency levels based on teaching practices¹ 	<ul style="list-style-type: none"> 4 competency levels based on behaviors and actions¹ 	<ul style="list-style-type: none"> 4 competency levels based on teaching practices¹ 	<ul style="list-style-type: none"> 4 competency levels based on behaviors and actions¹
Compulsory evaluation at 4th grade yearly, 8th and 10th every two yrs. (SIMCE) ¹	<ul style="list-style-type: none"> Yearly evaluation¹ Voluntary Assessments leading to potential salary bonuses¹ 	<ul style="list-style-type: none"> Yearly evaluations (SACGE) Mineduc SNED, system for the evaluation of improvement in SIMCE scores and management practices leading to school level bonuses 	<ul style="list-style-type: none"> Municipal evaluation every yr. 	<ul style="list-style-type: none"> Yearly evaluation¹ Voluntary Assessments leading to potential salary bonuses¹ 	<ul style="list-style-type: none"> Municipal evaluation every yr. 	<ul style="list-style-type: none"> Yearly evaluations (SACGE) Mineduc SNED, system for the evaluation of improvement in SIMCE scores and management practices leading to school level bonuses 	<ul style="list-style-type: none"> Municipal evaluation every yr. 	<ul style="list-style-type: none"> Yearly evaluation¹ Voluntary Assessments leading to potential salary bonuses¹ 	<ul style="list-style-type: none"> Municipal evaluation every yr.
N/A	<ul style="list-style-type: none"> Regions report assessment results to teacher, principal, Municipality and Mineduc 	<ul style="list-style-type: none"> Mineduc reports SIMCE average scores widely, no breakdown of scores Plans to publish report cards with preferential subsidy¹ 	<ul style="list-style-type: none"> Regions report assessment results to principal, Municipality and Mineduc 	<ul style="list-style-type: none"> Regions report assessment results to teacher, principal, Municipality and Mineduc 	<ul style="list-style-type: none"> Regions report assessment results to principal, Municipality and Mineduc 	<ul style="list-style-type: none"> Mineduc reports SIMCE average scores widely, no breakdown of scores Plans to publish report cards with preferential subsidy¹ 	<ul style="list-style-type: none"> Regions report assessment results to principal, Municipality and Mineduc 	<ul style="list-style-type: none"> Regions report assessment results to teacher, principal, Municipality and Mineduc 	<ul style="list-style-type: none"> Regions report assessment results to principal, Municipality and Mineduc
N/A	<ul style="list-style-type: none"> Regions report assessment results to teacher, principal, Municipality and Mineduc 	<ul style="list-style-type: none"> Mineduc reports SIMCE average scores widely, no breakdown of scores Plans to publish report cards with preferential subsidy¹ 	<ul style="list-style-type: none"> Regions report assessment results to principal, Municipality and Mineduc 	<ul style="list-style-type: none"> Regions report assessment results to teacher, principal, Municipality and Mineduc 	<ul style="list-style-type: none"> Regions report assessment results to principal, Municipality and Mineduc 	<ul style="list-style-type: none"> Mineduc reports SIMCE average scores widely, no breakdown of scores Plans to publish report cards with preferential subsidy¹ 	<ul style="list-style-type: none"> Regions report assessment results to principal, Municipality and Mineduc 	<ul style="list-style-type: none"> Regions report assessment results to teacher, principal, Municipality and Mineduc 	<ul style="list-style-type: none"> Regions report assessment results to principal, Municipality and Mineduc
Compulsory schooling age ¹	<ul style="list-style-type: none"> Teaching degree¹ Less than 2. "Below Average" assessments Municipality selection to teaching posts 	<ul style="list-style-type: none"> Physical space and health operating requirements Required teacher: student ratios Required secondary school degree for school sustainer 	<ul style="list-style-type: none"> Teaching degree¹ Competitive application to posts, Municipality selection 	<ul style="list-style-type: none"> Teaching degree¹ Less than 2. "Below Average" assessments Municipality selection to teaching posts 	<ul style="list-style-type: none"> Teaching degree¹ Competitive application to posts, Municipality selection 	<ul style="list-style-type: none"> Physical space and health operating requirements Required teacher: student ratios Required secondary school degree for school sustainer 	<ul style="list-style-type: none"> Teaching degree¹ Competitive application to posts, Municipality selection 	<ul style="list-style-type: none"> Teaching degree¹ Less than 2. "Below Average" assessments Municipality selection to teaching posts 	<ul style="list-style-type: none"> Teaching degree¹ Competitive application to posts, Municipality selection
Compulsory school set competency level per grade	<ul style="list-style-type: none"> Common salary scale for public school teachers School determined salary for private school teachers 	<ul style="list-style-type: none"> School financing based on a per-student subsidy Differential per-student subsidy being developed 	<ul style="list-style-type: none"> Common salary scale for public school principals School determined salary for private school principals 	<ul style="list-style-type: none"> Common salary scale for public school teachers School determined salary for private school teachers 	<ul style="list-style-type: none"> Common salary scale for public school principals School determined salary for private school principals 	<ul style="list-style-type: none"> School financing based on a per-student subsidy Differential per-student subsidy being developed 	<ul style="list-style-type: none"> Common salary scale for public school principals School determined salary for private school principals 	<ul style="list-style-type: none"> Common salary scale for public school teachers School determined salary for private school teachers 	<ul style="list-style-type: none"> Common salary scale for public school principals School determined salary for private school principals
Free education in publicly-financed schools, fees permitted in private and co-financed schools	<ul style="list-style-type: none"> Operational resources from Regions 	<ul style="list-style-type: none"> Operational resources from Regions 	<ul style="list-style-type: none"> Operational resources from Regions 	<ul style="list-style-type: none"> Operational resources from Regions 	<ul style="list-style-type: none"> Operational resources from Regions 	<ul style="list-style-type: none"> Operational resources from Regions 	<ul style="list-style-type: none"> Operational resources from Regions 	<ul style="list-style-type: none"> Operational resources from Regions 	<ul style="list-style-type: none"> Operational resources from Regions
Operational resources from Nation	<ul style="list-style-type: none"> Operational resources from Nation 	<ul style="list-style-type: none"> Operational resources from Nation 	<ul style="list-style-type: none"> Operational resources from Nation 	<ul style="list-style-type: none"> Operational resources from Nation 	<ul style="list-style-type: none"> Operational resources from Nation 	<ul style="list-style-type: none"> Operational resources from Nation 	<ul style="list-style-type: none"> Operational resources from Nation 	<ul style="list-style-type: none"> Operational resources from Nation 	<ul style="list-style-type: none"> Operational resources from Nation
Operational resources from Regions	<ul style="list-style-type: none"> Operational resources from Regions 	<ul style="list-style-type: none"> Operational resources from Regions 	<ul style="list-style-type: none"> Operational resources from Regions 	<ul style="list-style-type: none"> Operational resources from Regions 	<ul style="list-style-type: none"> Operational resources from Regions 	<ul style="list-style-type: none"> Operational resources from Regions 	<ul style="list-style-type: none"> Operational resources from Regions 	<ul style="list-style-type: none"> Operational resources from Regions 	<ul style="list-style-type: none"> Operational resources from Regions
Municipalities receive per-student subsidy and distribute among schools	<ul style="list-style-type: none"> Municipalities receive per-student subsidy and distribute among schools 	<ul style="list-style-type: none"> Municipalities receive per-student subsidy and distribute among schools 	<ul style="list-style-type: none"> Municipalities receive per-student subsidy and distribute among schools 	<ul style="list-style-type: none"> Municipalities receive per-student subsidy and distribute among schools 	<ul style="list-style-type: none"> Municipalities receive per-student subsidy and distribute among schools 	<ul style="list-style-type: none"> Municipalities receive per-student subsidy and distribute among schools 	<ul style="list-style-type: none"> Municipalities receive per-student subsidy and distribute among schools 	<ul style="list-style-type: none"> Municipalities receive per-student subsidy and distribute among schools 	<ul style="list-style-type: none"> Municipalities receive per-student subsidy and distribute among schools
Submits budget proposal to Ministry of Finance from the national budget	<ul style="list-style-type: none"> Submits budget proposal to Ministry of Finance from the national budget 	<ul style="list-style-type: none"> Submits budget proposal to Ministry of Finance from the national budget 	<ul style="list-style-type: none"> Submits budget proposal to Ministry of Finance from the national budget 	<ul style="list-style-type: none"> Submits budget proposal to Ministry of Finance from the national budget 	<ul style="list-style-type: none"> Submits budget proposal to Ministry of Finance from the national budget 	<ul style="list-style-type: none"> Submits budget proposal to Ministry of Finance from the national budget 	<ul style="list-style-type: none"> Submits budget proposal to Ministry of Finance from the national budget 	<ul style="list-style-type: none"> Submits budget proposal to Ministry of Finance from the national budget 	<ul style="list-style-type: none"> Submits budget proposal to Ministry of Finance from the national budget
Some special allocations for poorer schools	<ul style="list-style-type: none"> Some special allocations for poorer schools 	<ul style="list-style-type: none"> Some special allocations for poorer schools 	<ul style="list-style-type: none"> Some special allocations for poorer schools 	<ul style="list-style-type: none"> Some special allocations for poorer schools 	<ul style="list-style-type: none"> Some special allocations for poorer schools 	<ul style="list-style-type: none"> Some special allocations for poorer schools 	<ul style="list-style-type: none"> Some special allocations for poorer schools 	<ul style="list-style-type: none"> Some special allocations for poorer schools 	<ul style="list-style-type: none"> Some special allocations for poorer schools

Table 5: England and Wales

Local authority	Local authority	Local authority	Local authority	Local authority	Local authority	Local authority
<ul style="list-style-type: none"> Maintained schools: compulsory curriculum with subjects, min. skill/ knowledge entitlements, attainment targets and performance standards¹ School set performance targets by key stage and subject 	<ul style="list-style-type: none"> GTC required code of practice with standards of conduct, practice, knowledge and skills Numeracy, literacy, ICT and SE knowledge standards¹ 	<ul style="list-style-type: none"> National Standards for Headteachers with expertise standards 	<ul style="list-style-type: none"> N/A 	<ul style="list-style-type: none"> N/A 	<ul style="list-style-type: none"> N/A 	<ul style="list-style-type: none"> N/A
<ul style="list-style-type: none"> QA set curriculum assessment: i) baseline assessment (W), ii) compulsory subject end-of-key-stage assessment (E), implemented/ marked by teacher (stage 1) with external audit, by external agency (2-3) or by GCSE/alternative qualification QA developed non-statutory standardized national tests for mid-stage testing 	<ul style="list-style-type: none"> Annual performance review process based on established objectives¹ Statutory numeracy, literacy, ICT and SE knowledge test for trainee teachers¹ 	<ul style="list-style-type: none"> N/A 	<ul style="list-style-type: none"> Maintained schools: <ul style="list-style-type: none"> Compulsory self-evaluation of i) statutory policy compliance (T) and ii) standards, education quality, leadership and management (W) every 3 (T) or 6 (W) yrs.¹ Statutory IA external inspection, every 3 (E) or 6 (W) yrs.¹ Non-statutory LA school performance monitoring and statutory unannounced visits to 10% of area schools¹ Independent schools: HMI/ISI fitness-to-be-registered inspection every 6 yrs. Follow-up inspections in schools causing concern 	<ul style="list-style-type: none"> Compulsory school ethnic data reporting (by age and gender) to LA, LA reporting to DfES/NARW Compulsory school publishing of GCSE/vocational qualification results Principal/governing body debriefing and public report of inspection results Compulsory reporting of school performance tables including attendance/examination information in comparable local schools Compulsory publishing of prospectus 	<ul style="list-style-type: none"> LA education services inspected by IA 	<ul style="list-style-type: none"> DfES/NARW policy, expenditure and administration examined by education committees Ad hoc Parliamentary committees investigate aspects of special interest NAO scrutinizes government department's public spending England participation in PISA, TIMSS and PIRLS, UK participation in IALS
<ul style="list-style-type: none"> Maintained schools: Compulsory academic achievement student records; statutory transfer to new school¹ Compulsory school board annual reporting to parents on subject progress, attendance and assessment results Compulsory parent-teacher meeting during student's 1st yr. (W)¹ Compulsory LA reporting to parents of student consideration for SE and SE assessment results¹ 	<ul style="list-style-type: none"> Statutory internal review statement recording review meeting outcomes, including training/development needs (E)¹ 	<ul style="list-style-type: none"> N/A 	<ul style="list-style-type: none"> N/A 	<ul style="list-style-type: none"> N/A 	<ul style="list-style-type: none"> Compulsory LA publishing of central and by-school expenditure statements¹ 	<ul style="list-style-type: none"> Education Committee inquiries results in report, published and available online DfES/NARW published national performance tables showing collective student achievement in GCSE and vocational qualifications
<ul style="list-style-type: none"> Compulsory schooling age, non-statutory school attendance¹ Aptitude-based entrance exam in 	<ul style="list-style-type: none"> Compulsory GTC registration¹ Compulsory pre-appointment 	<ul style="list-style-type: none"> Compulsory GTC registration (W)¹ Maintained schools: 	<ul style="list-style-type: none"> N/A 	<ul style="list-style-type: none"> Compulsory health, safety, welfare, educational quality, student development, staff suitability, premises, information and complaint handling 	<ul style="list-style-type: none"> Statutory responsibility for compulsory, SE and gifted education provision¹ 	<ul style="list-style-type: none"> Policy Hub, web-site developed by Government Social Research Unit, provides guidance on policy evaluation methods Awarding bodies must be accredited and regulated by QA

	<p>specialist, technology and grammar schools determined by school</p>	<p>criminal and medical checks' Maintained schools: <ul style="list-style-type: none"> • Compulsory QTS (via higher education or employment-based training; curriculum, pedagogical and subject knowledge) or special license' • Competitive application to posts, governing board selection • Compulsory 1 yr. induction' • Compulsory days of service/training a yr.' </p>	<p>Compulsory QTS (W)' <ul style="list-style-type: none"> • Compulsory headship qualification' • Competitive application to posts, selection by LA/governing body appointed selection panel </p>	<p>standards' <ul style="list-style-type: none"> • Independent schools: Compulsory DfES/NAFW registration' • Maintained schools: <ul style="list-style-type: none"> • Compulsory governing body assembly, admission/attendance register maintenance, max. class size, min. operating sessions a yr. and DfES/NAFW approval of external qualifications' • School governors elected by teaching and non-teaching staff • Required to set performance standards by key stage </p>	<p>Compulsory maintenance of school organization and asset management plans <ul style="list-style-type: none"> • LA councilors are community elected </p>	<p>NAFW members (including Education Minister) are community elected every 4 yrs. <ul style="list-style-type: none"> • Secretary of State, head of DfES, is appointed by Prime Minister </p>
<ul style="list-style-type: none"> • Free tuition in maintained schools, fees permitted in independent schools • Child Benefit per enrolled child irrespective of family income • Disability Living Allowance and tax credits for SE students 	<p>Maintained schools: <ul style="list-style-type: none"> • Placement/advancement along DfES set pay-scale based on geographic location and performance standards • Award payments in recruitment difficulty, staff shortage and SE areas/ subjects • Independent schools: school determined pay and work conditions </p>	<p>Maintained schools: <ul style="list-style-type: none"> • Pay determined by school size and SE provisions • Periodic and performance based salary increases • Independent schools: school determined pay and work conditions </p>	<p>Maintained schools: delegated spending discretion on LA funded recurrent/capital expenditure based on allocation formula including pupil roll, SE and social deprivation; LA decisions, DfES determined staff pay</p> <p>Independent schools: parent fee funded, discretion over staffing and staff pay</p>	<p>Maintained schools: delegated spending discretion on LA funded recurrent/capital expenditure based on allocation formula including pupil roll, SE and social deprivation; LA decisions, DfES determined staff pay</p> <p>Independent schools: parent fee funded, discretion over staffing and staff pay</p>	<p>DfES/NAFW earmarked grants for education priorities Maintained schools: <ul style="list-style-type: none"> • Recurrent expenditure financed through DfES/NAFW grants based on relative need and local Council Tax, part spent centrally with discretion and part transferred to schools with discretion over allocation formula which must include pupil roll and SE • DfES/NAFW provided building improvement grants and approval of capital investment borrowing </p>	<p>DfES/NAFW fund education and QAs <ul style="list-style-type: none"> • ACE, BECTa, CILT, TDA and WLB are wholly or mainly government funded </p>
<ul style="list-style-type: none"> • LA provided student welfare: meal, clothing, transport • Parental school choice subject to LA or governing body set non-academic based admission policy • Free textbooks/learning materials • Community service/ extracurricular activities • Compulsory career education • Work experience program • Special learning programs, extracurricular activities and summer schools for gifted students (E) • Flexible curriculum application, assessment/certification, 	<p>Teacher counseling and support <ul style="list-style-type: none"> • Information support for prospective teachers and training support for returning teachers • DfES/NAFW/QA produced guidance/curriculum documents • DfES' online catalogue of digital learning resources for teachers • QA curriculum development guidelines for SE and teaching immigrant students • LA provided CPD </p>	<p>DfES' Performance Management Toolkit <ul style="list-style-type: none"> • Professional development opportunities for first-time and experienced principals </p>	<p>Discretion over admission policy, school term (in foundation, voluntarily aided and independent schools), teaching groups design, operation hrs. and CPD needs <ul style="list-style-type: none"> • Ofsted develops optional self-evaluation criteria, TDA provides support for quality teacher staffing and training • Maintained schools causing concern: action plan preparation, HMI monitoring or LA issued warning notice • Schools with above average unauthorized absence rate: improvement target setting and good practice support • DfES's project to improve school </p>	<p>Discretion over admission policy, school term (in foundation, voluntarily aided and independent schools), teaching groups design, operation hrs. and CPD needs <ul style="list-style-type: none"> • Ofsted develops optional self-evaluation criteria, TDA provides support for quality teacher staffing and training • Maintained schools causing concern: action plan preparation, HMI monitoring or LA issued warning notice • Schools with above average unauthorized absence rate: improvement target setting and good practice support • DfES's project to improve school </p>	<p>Legal procedures against parents available to enforce attendance <ul style="list-style-type: none"> • Discretion over admission policy, school term (in community and voluntarily controlled schools), school size and school calendar • Teacher employing support (E) • DfES published legislation/regulation guidance, including SE responsibilities • EAZ (school cluster) created to set high targets for resource investment in areas of poor pupil </p>	<p>DfES manages teacher supply by setting targets for initial teacher training <ul style="list-style-type: none"> • BECTa develops strategic information and communications technology • CILT and WLB provide language expertise • QAs advice DfES/NAFW on curriculum, assessment and qualifications • National Advisory Group on SE provides policy support and produces SE action programs </p>

	<p>establishment options for SE students</p> <ul style="list-style-type: none"> • Language support, special assessment and achievement grant for minorities/immigrants • Welsh-medium instruction (W) 	<ul style="list-style-type: none"> • Replacement arrangements for maternity and training leave • Financial incentives for training 		disability access	performance or social exclusion (E)	
	<p><u>Maintained schools:</u></p> <ul style="list-style-type: none"> • Fixed-term or permanent school exclusion of students with threatening behavior • Rare skipping /repeating of yr. based on joint parent-school decision • <u>Independent schools:</u> school determined promotion and graduation system 	<ul style="list-style-type: none"> • Professional misconduct may lead to GTC deregistration <p><u>Maintained schools:</u></p> <ul style="list-style-type: none"> • Employer dismissal on terms of conduct, capability, redundancy, legal requirement contravention or criminal offences • Promotion depends on qualifications, experience, performance and CPD 	<p><u>Maintained schools:</u></p> <ul style="list-style-type: none"> • Employer dismissal on terms of conduct, capability, redundancy, legal requirement contravention or criminal offences 	<ul style="list-style-type: none"> • Maintained schools failing to improve: DFES/NAFW appointed governors, suspended delegated budget rights or closure • Independent schools failing to improve: deregistration or closure 	<ul style="list-style-type: none"> • N/A 	<ul style="list-style-type: none"> • N/A

Notes: In England and Wales education management and administration is not generally effected at the regional level | Nationally mandated by DfES/NAFW (E) Only applies to England and (W) only to Wales

	<ul style="list-style-type: none"> ● Pupil selection for further studies based on basic education final assessment ● 4 types of education certificates dependant on degree of education completion ● Subject failure can lead to yr. repetition ● Teaching disruption or school transgression can lead to detention, suspension, dismissal or order to leave 	<ul style="list-style-type: none"> ● Teacher may be dismissed if i) workload decreases significantly and permanently, ii) unable to carry out duties adequately or iii) neglects duties 	<ul style="list-style-type: none"> ● Civil servant dismissal rules apply 	<ul style="list-style-type: none"> ● Unlicensed private schools receive no public funding and cannot issue recognized certificates 	<ul style="list-style-type: none"> ● N/A 	<ul style="list-style-type: none"> ● N/A 	<ul style="list-style-type: none"> ● N/A
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Note: In Finland education management and administration is not generally effected at the regional level ¹ Nationally mandated by MOE, ² Local-authority mandated

Table 7: New Zealand

	<ul style="list-style-type: none"> State schools: Compulsory curriculum with subjects, desired knowledge/ understanding/skill levels and learning standards¹ Compulsory school board determined student outcome goals/targets¹ 	<ul style="list-style-type: none"> Teachers Council required 'satisfactory teacher' standards on knowledge, practice, relationships and leadership Compulsory school set performance standards to support school educational goals¹ 	<ul style="list-style-type: none"> Compulsory school board set performance expectations for state school principals¹ 	<ul style="list-style-type: none"> Compulsory school board annually determined student outcome goals/targets¹ 	<ul style="list-style-type: none"> N/A 	<ul style="list-style-type: none"> State Services Commissioner (SSC) set minimum standards of integrity/conduct for Public Service National statements of school system desirable achievements
	<ul style="list-style-type: none"> Compulsory school developed, teacher implemented student assessment¹ Nationally contracted NEMP annually testing 3% of yr. 4 and 8 students Voluntary school entry assessment 	<ul style="list-style-type: none"> State schools: Compulsory school board developed annual teacher performance appraisal against performance agreement and 'satisfactory teacher' standards, appraisal responsibility usually delegated to principal 	<ul style="list-style-type: none"> State schools: Compulsory school board developed annual principal performance appraisal against performance agreement, appraisal responsibility usually delegated to board chairperson Compulsory principal monthly report to school board 	<ul style="list-style-type: none"> State and integrated schools: statutory annual self-review Statutory ERO external evaluation of student engagement with learning, student knowledge/skills/ values, school governance/management every 3 yrs. Special review team for Māori- and home-schools More frequent evaluations or Specific Compliance Audits in underperforming schools 	<ul style="list-style-type: none"> ERO occasional school cluster reviews 	<ul style="list-style-type: none"> MOE/ERO senior officials questioned in Parliament on department activities Auditor-General audits use of public resources by public sector organizations SSC reviews result achievement of Public Service chief executives Internal audit of ERO self-review activities by Manager for Quality Development New Zealand participation in PISA, TIMSS, PIRLS and IALS
	<ul style="list-style-type: none"> State schools: Compulsory reporting of student achievement to student/parents¹ 	<ul style="list-style-type: none"> School board determined teacher appraisal reporting requirements, typically bi-annual progress reports 	<ul style="list-style-type: none"> School board determined principal appraisal reporting requirements, typically bi-annual progress reports 	<ul style="list-style-type: none"> Compulsory school annual reports –including financial statements– with self-review results to MOE Public 'confirmed report' with results of external evaluation sent to school board/MOE, summary sent to parents Home-schools: ERO reports on good performance and improvement needing areas to parents and MOE State schools: Compulsory annual report with achievement of high-risk and SE groups –inc. Māori students– against set goals/targets 	<ul style="list-style-type: none"> N/A 	<ul style="list-style-type: none"> Departments' annual financial statements to Auditor General, audit result reported to Parliament ERO national reports on specific education issues Statutory annual MOE/ERO report tabled in Parliament Department chief executives report quarterly to responsible Ministers
	<ul style="list-style-type: none"> N/A 	<ul style="list-style-type: none"> N/A 	<ul style="list-style-type: none"> N/A 	<ul style="list-style-type: none"> N/A 	<ul style="list-style-type: none"> N/A 	<ul style="list-style-type: none"> Learning and Evaluation Policy Division of the Ministry of Education
	<ul style="list-style-type: none"> Compulsory school enrollment age¹, non-statutory school attendance Uniform and homework policy determined by school State schools: Compulsory attendance and behavioral 	<ul style="list-style-type: none"> Publicly-funded schools: <ul style="list-style-type: none"> Compulsory Teachers Council registration and practicing certificate renewal every 3 yrs.¹ Required teaching diploma or 3-yr. bachelor teaching degree (pn.)¹ CPD 	<ul style="list-style-type: none"> Publicly-funded schools: <ul style="list-style-type: none"> Written annual performance agreement CPD 	<ul style="list-style-type: none"> Establish school charter and annually update Compulsory registration dependant on premise, equipment, staffing and curriculum appropriateness Required secretary for Education Certificate of Exemption for home-schools Compulsory administration, curriculum, welfare, personnel/financial/asset management, safety/health guidelines for state and integrated schools¹ 	<ul style="list-style-type: none"> N/A 	<ul style="list-style-type: none"> Department chief executives must demonstrate competencies in personal attributes, management and leadership Department chief executives must develop and sign chief executive performance agreements (CEPA) with responsible Minister Department chief executives appointed by SSC MOE-ERO Minister appointed by

	<ul style="list-style-type: none"> Free tuition in grant-aided schools, fees permitted in independent schools Child Benefit per enrolled child irrespective of family income 	<p>Grant-aided schools:</p> <ul style="list-style-type: none"> Placement/advancement along DENI set pay-scale based on geographic location and performance standards Award payments in recruitment difficulty, staff shortage and SE areas/ subjects Independent schools: school determined pay and work conditions 	<p>Grant-aided schools:</p> <ul style="list-style-type: none"> Pay determined by school size and SE Periodic and performance based salary increases Independent schools: school determined pay and work conditions 	<ul style="list-style-type: none"> DENI earmarked grants for education priorities Grant-aided schools: delegated spending discretion on DENI/ELB funded recurrent/capital costs based on allocation formula including pupil roll, premise factors and social/education need; staffing discretion in schools with delegated budgets 	<ul style="list-style-type: none"> Staffing discretion for controlled schools DENI fully funds ELB 	<ul style="list-style-type: none"> DENI funds CCEA Northern Ireland Consolidated Fund (Northern Ireland's share of UK taxes, revenue raised by Regional Rate and grant-in-aid from Exchequer) covers Northern Ireland Assembly's expenditure
<ul style="list-style-type: none"> ELB provided student welfare: meal, transport Grant-aided schools: <ul style="list-style-type: none"> Parental school choice subject to governing body set non-academic based admission policy Career counseling Flexible curriculum application, assessment/certification, establishment options for SE students Language support and special assessment for minorities/immigrants Irish-medium instruction 	<p>Grant-aided schools:</p> <ul style="list-style-type: none"> Teacher counseling and support DENI/QA produced teacher guidance, curriculum and CDP documents Grant-aided schools: <ul style="list-style-type: none"> Replacement arrangements for maternity and training leave 	<p>Grant-aided schools:</p> <ul style="list-style-type: none"> Employer dismissal on terms of conduct, capability, redundancy, legal requirement contravention or criminal offences 	<ul style="list-style-type: none"> Discretion over calendar yr. (except in controlled schools) teaching groups design, CPD needs and admission policy Grant-aided schools causing concern present action plan to DENI, subject to follow-up inspection Schools with above average unauthorized absence rate: improvement target setting and good practice support ELB provided curriculum advisory/support services, TDA provided support for quality teacher staffing and training 	<ul style="list-style-type: none"> Discretion over calendar yr. for controlled schools DENI code of practice with guidance on SE responsibilities 	<ul style="list-style-type: none"> DENI manages teacher supply by setting quotas for initial teacher training BECTa develops strategic information and communications technology CILT and Comhairle Na Gaelscolaiochta provide language expertise NICE promotes integrated education QA advises DENI on curriculum, assessment and qualifications 	
<p>Grant-aided schools:</p> <ul style="list-style-type: none"> Fixed-term or permanent school exclusion of students with threatening behavior Rare skipping /repeating of yr. based on joint parent-school decision Independent schools: school determined promotion and graduation system 	<ul style="list-style-type: none"> Professional misconduct may lead to GTC deregistration Grant-aided schools: <ul style="list-style-type: none"> Employer dismissal on terms of conduct, capability, redundancy, legal requirement contravention or criminal offences, cases investigated by GTC Promotion depends on qualifications, experience, performance and CPD 	<ul style="list-style-type: none"> N/A 	<ul style="list-style-type: none"> N/A 	<ul style="list-style-type: none"> N/A 	<ul style="list-style-type: none"> N/A 	

Notes: In Northern Ireland education management and administration is not generally effected at the regional level¹. Nationally mandated by DENI

	<ul style="list-style-type: none"> Free compulsory education tuition in public schools (not fully available at secondary level), fees permitted in private schools 	<ul style="list-style-type: none"> Seniority-based compensation paid by central government 10% of bonus based on performance (90% on seniority), performance share scheduled to increase gradually Excess hr. pay allowances 	<ul style="list-style-type: none"> Seniority-based compensation paid by central government 10% of bonus based on performance (90% on seniority), performance share scheduled to increase gradually 	<p>Public schools:</p> <ul style="list-style-type: none"> Local/central government funding through county office, unit cost per school, per class or per student distribution mechanism set by MPOE, spending discretion over operational expenses and designated uses for categorical grants MPOE special funds to finance MPOE projects, educational environment improvement and special school projects Private schools: MPOE personnel/operation costs deficit subsidy, tax exemptions, loan and teachers pension coverage for private schools 	<ul style="list-style-type: none"> County offices subordinate to local governments receive local/ central government funding through MPOE 	<p>elected by local council every 4 yrs.</p> <ul style="list-style-type: none"> Superintendent elected by MPEA/MPOE secret ballot. 	<ul style="list-style-type: none"> N/A
	<ul style="list-style-type: none"> Students allocated to schools in residential area by lottery MOE provided free textbooks for elementary school students MOE student welfare: meal Common paid private education to supplement state secondary education 1 science education center per district office of education Cyber and invention education Computers available in schools 1st grade orientation program Curriculum differentiated by academic ability Flexible establishment options for SE students, special education programs for gifted students Second-chance online and distance learning opportunities for adults 	<ul style="list-style-type: none"> According to new school evaluation system, MPOEs give awards and send teachers abroad on study trips for good performing schools Newly appointed teacher in-service training MPEA developed continual teacher training National Special Education Institute developed SE programs and SE teacher training 	<ul style="list-style-type: none"> N/A 	<ul style="list-style-type: none"> According to new evaluation system, MPOEs devise support plan and give administrative and financial counseling for poor performing schools KERIS developed educational software for schools School Consulting Project supports schools in improving education and management quality 	<ul style="list-style-type: none"> MOE targeted support/ funding to low educational/cultural conditions areas MPEA established committees for curriculum research and consultation 	<ul style="list-style-type: none"> N/A 	<ul style="list-style-type: none"> Discretion over choice of textbooks used nationally Advisory Council for Education and Human Resources Development Policy provides support to MOE Presidential Commission on Education and Human Resources Policy provides strategy/policy advice to President KEDI conducts research and establishes strategy/innovation/direction for education system

	<ul style="list-style-type: none"> ● Assessment results influence placement in ability-differentiated curriculum subjects ● Accelerated grade advancement system for talented students ● Some post-compulsory high schools administer admission exams or select students based on student records 	<p>Public schools:</p> <ul style="list-style-type: none"> ● Merit-based promotion and reward system ● Evaluation results utilized in personnel management and promotion ● Teachers can be dismissed by Superintendent only based on legal offences 	<p>Public schools:</p> <ul style="list-style-type: none"> ● Principals can be dismissed by Superintendent only based on legal offences 	● N/A	● N/A	● N/A	● N/A
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Note: In the Republic of Korea education management and administration is not generally effected at the regional level¹ Nationally mandated by MOE,³ Regionally mandated by MPEA

Table 10: Spain

Area	Public	Private	Public	Private	Public	Private	Public	Private
<ul style="list-style-type: none"> Compulsory national curriculum with knowledge areas, skill objectives, methodological principles, contents and assessment criteria¹, regionally adapted curricula² School set curricular projects/programs 	• N/A	• N/A	• N/A	• N/A	• N/A	• N/A	• N/A	• N/A
<ul style="list-style-type: none"> Compulsory end-of-cycle evaluation criteria establishing required level of ability and content learning for each knowledge area Statutory end-of-2nd-cycle diagnostic evaluation of basic competence acquisition (pri. and sec.) 	<ul style="list-style-type: none"> Teacher performance is evaluated as part of schools' external inspection 	<ul style="list-style-type: none"> Principal performance is evaluated as part of schools' external inspection 	<ul style="list-style-type: none"> Statutory self-evaluation Statutory MOE: High inspection of legal requirements compliance Statutory Autonomous Community technical inspection of educational objectives' achievement (management, administration, functioning, results, requirement compliance and education quality)¹ 	N/A	• N/A	• N/A	<ul style="list-style-type: none"> High Inspection Service supervise and enforce basic state regulation compliance 	<ul style="list-style-type: none"> INECSE: general diagnostic evaluations of education, research studies and production Spain participation in PISA and PIRLS
<ul style="list-style-type: none"> Official documents: i) Pupil's School Record with assessment outcomes and certificates; ii) Basic end-of-compulsory-education Education School Record with academic progress; iii) Personal Assessment Report for transfer students Unofficial progress update to parents every 8 months (pri.) Mandatory quarterly written progress report to parents (sec.) 	• N/A	• N/A	• N/A	<ul style="list-style-type: none"> Evaluation criteria, process and results are reported to School Council and made public 	• N/A	• N/A	• N/A	<ul style="list-style-type: none"> INECSE: publishes the results of its evaluations
<ul style="list-style-type: none"> Compulsory basic education School set disciplinary regulations 	<ul style="list-style-type: none"> Publicly-funded schools: <ul style="list-style-type: none"> Professional qualification requirements by teacher rank 	<ul style="list-style-type: none"> Public school principals: <ul style="list-style-type: none"> Required 5 yrs. work experience in official teacher category Compulsory initial 	• N/A	• N/A	• N/A	• N/A	• N/A	<ul style="list-style-type: none"> Public Policy Evaluation Society (SEE) promotes/implements research and evaluation practice sharing for the development /implementation of policy/ program/project evaluation N/A

	<ul style="list-style-type: none"> Free basic education in publicly-funded schools, fees permitted in non-subsidized schools Grants for low s.c.s. students 	<ul style="list-style-type: none"> Entrance exam on curriculum knowledge and pedagogical resources Nationality, age, health and work history requirements Statutory pedagogical and scientific permanent training¹ Compulsory weekly work timetable Selection to teaching posts based on work experience, academic merits and initial/continual qualifications 	<p>training program</p> <ul style="list-style-type: none"> Principal status conditional on approval of exam after 1-3 yrs. In post after 4 yrs. Selected for 4 yr. term by School Council among official teachers of specific rank based on academic/professional merit, experience and recommendations 	<ul style="list-style-type: none"> Max. class size, min. school days/teaching hrs.¹ Compulsory maintenance of School Council and Teachers' Assembly¹ Compulsory preparation of annual budget approved by School Council¹ Regulations on academic fees, work standards, expense/extra resource justifications, revenue sources and staff/service/supplies contracts² 	<p>N/A</p>	<p>N/A</p>	<ul style="list-style-type: none"> Total budgetary sum earmarked for education by the Ministry of Education from annual budget
<p>Secondary Education</p>	<ul style="list-style-type: none"> Incrant Support Units for pupils who cannot attend school regularly Vocational training for compulsory school dropouts Student welfare: transportation, boarding, residence, lunch Publicly-funded schools: Right to school choice, selection policy applies in schools with excess capacity Right to counseling Student participation thought Class Delegates and Pupil's Association Pupils accessing next cycle with 	<ul style="list-style-type: none"> Constitutional right to academic and religious/ideological freedom Publicly-funded schools: Discretion over teaching and assessment methods complying with school Teachers' Assembly guidelines Life-time posts 	<p>Public schools:</p> <ul style="list-style-type: none"> Base salary, seniority bonuses and 2 annual bonus salaries depend on senior official group based on required qualification, category and seniority Post complement corresponding to level of position occupied Specific complement, for particular position conditions (e.g. governance duties, in-service training) <p>N/A</p>	<p>Publicly-funded schools:</p> <ul style="list-style-type: none"> Financed by MOE and Autonomous Communities (private subsidizes schools through 'educational agreements') from the annual budget, spending discretion School financing based on 'class unit' cost by educational level Non-subsidized schools: Financed by parent fees and/or institutions 	<p>N/A</p>	<p>N/A</p>	<ul style="list-style-type: none"> MOE regulates min. school requirements, common education standards, recognized diploma/certificate and educational grants Community participation effected through nationwide State School Council
<p>Secondary Education</p>	<ul style="list-style-type: none"> Incrant Support Units for pupils who cannot attend school regularly Vocational training for compulsory school dropouts Student welfare: transportation, boarding, residence, lunch Publicly-funded schools: Right to school choice, selection policy applies in schools with excess capacity Right to counseling Student participation thought Class Delegates and Pupil's Association Pupils accessing next cycle with 	<ul style="list-style-type: none"> Constitutional right to academic and religious/ideological freedom Publicly-funded schools: Discretion over teaching and assessment methods complying with school Teachers' Assembly guidelines Life-time posts 	<p>Public schools:</p> <ul style="list-style-type: none"> Base salary, seniority bonuses and 2 annual bonus salaries depend on senior official group based on required qualification, category and seniority Post complement corresponding to level of position occupied Specific complement, for particular position conditions (e.g. governance duties, in-service training) <p>N/A</p>	<p>Publicly-funded schools:</p> <ul style="list-style-type: none"> Financed by MOE and Autonomous Communities (private subsidizes schools through 'educational agreements') from the annual budget, spending discretion School financing based on 'class unit' cost by educational level Non-subsidized schools: Financed by parent fees and/or institutions 	<p>N/A</p>	<p>N/A</p>	<ul style="list-style-type: none"> MOE regulates min. school requirements, common education standards, recognized diploma/certificate and educational grants Community participation effected through nationwide State School Council

Table 11: U.S.A Massachusetts/Boston

	<ul style="list-style-type: none"> State-developed learning goals and curriculum frameworks in core subject areas for grades P-12¹ Modified achievement standards for qualified students with disabilities¹ BPS-developed citywide learning standards in core subject areas for grades K-12 	<ul style="list-style-type: none"> State-developed Principles of Effective Teaching² BPS uses eight performance standards agreed upon by BPS and teachers' union² 	<ul style="list-style-type: none"> State-developed Principles of Effective Administrative Leadership² Districts encouraged by state statute to develop programs and standards that provide for a rigorous and comprehensive evaluation process² 	<ul style="list-style-type: none"> State-established, aggregated student proficiency targets in English and math, overall and by ethnicity, income, language level, and special needs¹ WSIP outlines expectations for BPS' "Six Essentials:" 1) effective instruction, 2) student work & data, 3) professional leadership, 4) shared development, 5) resources, and 6) families and communities 	<ul style="list-style-type: none"> State-established, aggregated student proficiency targets in English and math, overall and by ethnicity, income, language level, and special needs¹ BPS-developed 5-yr. plan articulates goals/strategies for increasing student proficiency and closing ethnic/income groups achievement gaps 	<ul style="list-style-type: none"> Content frameworks that are set by NAGB in reading, writing, math, and science for grades 4 and 8 are used for state comparisons 	<ul style="list-style-type: none"> NAGB sets content frameworks in reading, writing, math, science, U.S. history, civics, geography, and arts for grades 4, 8, and 12 All students proficient in reading and math by 2013-14¹
<ul style="list-style-type: none"> Compulsory, state-developed annual testing in reading and math in grades 3-8 and one high school grade and in science in one elementary, middle, and high school grade¹ Compulsory, state-developed annual testing in additional grades and subject areas² Alternate assessments administered to qualified students with special needs¹ BPS-developed benchmark assessments to monitor student progress 	<ul style="list-style-type: none"> Performance Assessment for Initial License² Compulsory annual appraisal² BPS evaluates teachers semi-annually as either <i>Meets or Exceeds Expectations</i> or <i>Does Not Meet Expectations</i> for each performance standard and overall 	<ul style="list-style-type: none"> Compulsory annual appraisal² 	<ul style="list-style-type: none"> Annual student assessment results, overall and by student group, determine if schools meet performance targets¹ BPS assessment is internal and external: ILTs use rubric to complete WSIP and place themselves on Self-Assessment Summary continuum; superintendent, deputy superintendents, chief operating officer and IDR teams use rubric to evaluate school implementation of the Six Essentials and improve instruction and school culture EQA conducts external programmatic and financial school audits² 	<ul style="list-style-type: none"> Annual student assessment results, overall and by student group, determine if districts meet performance targets¹ EQA conducts external programmatic and financial district audits² 	<ul style="list-style-type: none"> Static NAEIP assesses representative state samples of public school students in grades 4 and 8 States receiving compensatory funding must participate in State NAEIP in reading and math every two years; otherwise state participation is voluntary¹ ELL students or students with disabilities are assessed to extent possible¹ 	<ul style="list-style-type: none"> NAEP assesses nationally representative samples of public and private school students in grades 4, 8, and 12¹ U.S. participation in TIMSS, PIRLS and PISA 	
<ul style="list-style-type: none"> BPS schools issue student report cards to parents after each marking period³ BPS notifies parents when students are at risk of failing or being retained³ 	<ul style="list-style-type: none"> Documentation of appraisals must be submitted to district² 	<ul style="list-style-type: none"> Documentation of appraisals must be submitted to district² 	<ul style="list-style-type: none"> Public reporting on attendance, suspension, retention, test results, proficiency targets, SAT results, high school graduate plans² 	<ul style="list-style-type: none"> Public reporting on attendance, suspension, retention, test results, proficiency targets, graduate plans² 	<ul style="list-style-type: none"> Public reporting on retention, test results, proficiency targets, drop-out rates, and graduate plans² NCES produces reports and State Profiles on NAEIP performance and provides access to state data through its online NAEIP Data Explorer 	<ul style="list-style-type: none"> NCES reports on U.S. NAEIP performance and provides access to national data through its online NAEIP Data Explorer NCES reports annually on participation, learner outcomes, student effort / progress, school choice / climate, and more¹ 	

<ul style="list-style-type: none"> • N/A 	<ul style="list-style-type: none"> • N/A 	<ul style="list-style-type: none"> • N/A 	<ul style="list-style-type: none"> • N/A 	<ul style="list-style-type: none"> • N/A 	<ul style="list-style-type: none"> • BPE collaborates with BPS to accelerate school improvement and compels BPS to examine policies and practices that inhibit improvement 	<ul style="list-style-type: none"> • None 	<ul style="list-style-type: none"> • Office of Planning, Evaluation, and Policy Development at ED manages evaluations of federal programs and policies, including mandated evaluations¹ • IES houses four centers (including NCEES) supporting research and evaluation • President nominates U.S. ED Secretary, whose appointment must be confirmed by Congress¹
<ul style="list-style-type: none"> • Compulsory school attendance for students aged 6 to 16² • All schools in BPS establish a school uniform policy: Voluntary Uniform Policy, Mandatory Uniform Policy, or a No Uniform Policy³ 	<ul style="list-style-type: none"> • License requirements include exam and bachelor's degree² • License renewed every 5 years² • BPS teacher candidates appointed by recommendation to superintendent by SSC personnel and/or school principal 	<ul style="list-style-type: none"> • Required license, 3 yrs. teaching experience and master's degree² • License renewed every 5 yrs.² • BPS principal candidates evaluated by SSC and typically selected by search committee of teachers, parents and school-based and central administrators 	<ul style="list-style-type: none"> • Health and safety standards and special education requirements^{1,2} • Accreditation for all BPS schools by private, regional body³ • BPS SSC members selected after evaluation by search committee of teachers, parents and school-based and central administrators 	<ul style="list-style-type: none"> • District boards authorized to select and terminate superintendent and approve budgets and establish educational policies and goals² • BPS Superintendent is elected into office upon input from School Committee, stakeholders and public meetings/interviews 	<ul style="list-style-type: none"> • Members of BOE appointed by State Governor • BOE governs DOE and appoints State Commissioner of Education² 	<ul style="list-style-type: none"> • U.S. Congress appropriates funds to ED, overall and for individual programs, based on revenue available and funding priorities¹ 	
<ul style="list-style-type: none"> • Free, public, primary and secondary education • State funding formula weights per pupil amounts based on grade level, ELL, disability, and low-income status² 	<ul style="list-style-type: none"> • BPS salary schedule based on degree attained, in-BPS and other teaching experience, and professional credit¹ 	<ul style="list-style-type: none"> • BPS contracts are typically negotiated on an individual basis 	<ul style="list-style-type: none"> • Budget line items such as staffing determined primarily by formulas based on enrollment by grade level, disability and special education status³ 	<ul style="list-style-type: none"> • Minimum district budget to provide adequate education determined by weighted student formula² • State allocates state aid and U.S. compensatory funding^{1,2} 	<ul style="list-style-type: none"> • U.S. compensatory funds allocated to states based on their enrollments of low-income students and students with disabilities¹ 	<ul style="list-style-type: none"> • U.S. Congress 	
<ul style="list-style-type: none"> • School choice within BPS³ • ISSPs for students who fail state MCAS English language arts and/or math tests² • BPS-developed free supplemental tutoring • BPS Summer Review High School / Summer Transition Program • Diverse instructional options for BPS ELL students • Alternative education programs, school psychologists • BPS Advanced Work Classes for grades 4-6 	<ul style="list-style-type: none"> • BPS-developed curriculum frameworks and pacing guides • BPS coaching and professional development opportunities via CLD, New Teacher Developer Program and other resources • BTR develops and certifies new math and science teachers through 	<ul style="list-style-type: none"> • Principals can fill some teacher vacancies with teachers of their own choice³ • BPS develops new principals through School Leadership Institute • BPS trains aspiring principals in year-long Boston Principal Fellows program 	<ul style="list-style-type: none"> • Site-based management² • Mandated time on reading and math³ • Struggling schools receive more observation and support³ • Schools not meeting state-defined AYP for two consecutive school years receive technical assistance in developing a two-year plan to increase student progress. All students are given the option to transfer to another public school in BPS that has not been 	<ul style="list-style-type: none"> • State monitors districts failing to meet performance targets¹ • BPS must demonstrate that they are making AYP toward NCLB-mandated goal of 100% student proficiency by achieving state-established targets in English language arts and mathematics² 	<ul style="list-style-type: none"> • ED supports states through program offices and technical assistance centers 	<ul style="list-style-type: none"> • N/A 	

	<ul style="list-style-type: none"> ● BPS selective exam schools providing advanced high school curriculum ● Promotion and graduation depend on attendance and assessment^{2,3} ● Summer Transition Program mandatory for students who fail English language arts or ESL and mathematics and fail reading and math test; grade must be repeated if student fails both courses and reading test at end of program³ 	<p>one-year residency</p> <ul style="list-style-type: none"> ● Teachers may be dismissed, demoted, removed² ● Rating of <i>Does not Meet Expectations</i> must be accompanied by an explanation of problem and a prescription for improvement³ 	<ul style="list-style-type: none"> ● Principals may be dismissed, demoted, or removed² 	<p>identified as in need of improvement¹</p> <ul style="list-style-type: none"> ● Schools that fail to meet performance targets in English language arts or math face Corrective Action such as removal of personnel and ultimately restructuring by state or outside entity¹ ● Schools identified by state as underperforming after completion of Panel Review participate in intensive performance improvement mapping process to develop an improvement plan for approval from BOE² ● Plans developed by BPS and state officials to address achievement gaps and identify interventions² 	<ul style="list-style-type: none"> ● Withholding of state or U.S. funds for lack of legal compliance² ● Independent fact-finding teams appointed by Commissioner to schools determined to be under-performing by BOE ● Reports from EQA used to assess causes for under-performance and improvement prospects² 	<p>N/A</p>	<ul style="list-style-type: none"> ● U.S. Secretary of Education may be removed at discretion of U.S. President
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¹Nationally mandated, ²Province-/State-mandated, ³BPS-mandated

Table 12: U.S.A Texas/Houston

	<ul style="list-style-type: none"> • Compulsory state foundation and enrichment curricula and Texas Essential Knowledge and Skills for all public school students grades K-12^{1,2} • Districts set academic standards for promotion² • Public high school students must enroll in college preparatory curriculum and meet course, credit and exit examination requirements to graduate² 	<ul style="list-style-type: none"> • State-developed, 51 performance criteria in 8 domains, including impact on students' academic performance 	<ul style="list-style-type: none"> • Districts set principal performance standards • State recommends student attendance and performance as criterion for evaluation • HISD uses domains of leadership, management, academic excellence, and school-wide and personal goals 	<ul style="list-style-type: none"> • State-established, aggregated student proficiency targets in English and math, overall and by ethnicity, income, language level, and special needs¹ • School performance standards on state tests and drop-out and completion rates² 	<ul style="list-style-type: none"> • State-established, aggregated student proficiency targets in English and math, overall and by ethnicity, income, language level, and special needs¹ • District performance standards on state tests and drop-out/ completion rates² • HISD District Improvement Plan on goals and progress 	<ul style="list-style-type: none"> • Content frameworks that are set by NAGB in reading, writing, math, and science for grades 4 and 8 are used for state comparisons • State annual ratings for public schools and districts based on student academic performance² 	<ul style="list-style-type: none"> • NAGB sets content frameworks in reading, writing, math, science, U.S. history, civics, geography, and arts for grades 4, 8, and 12 to assess nationally representative student samples¹ • All students to be proficient in reading and math by 2013-14¹ • NAEP assesses nationally representative samples of public school students in grades 4 and 8, and 12¹ • U.S. participation in TIMSS, PIRLS and PISA
	<ul style="list-style-type: none"> • Compulsory, state-developed annual testing in reading and math in grades 3-8 and one high school grade, and in science in one elementary, middle, and high school grade¹ • Compulsory, state-developed annual testing in additional grades and subject areas² • Alternate assessments administered to qualified students with special needs¹ • HISD uses grades, standardized tests, and attendance used as criteria for promotion and graduation 	<ul style="list-style-type: none"> • Annual appraisal for teachers through a combined self-review and review by an appraiser assigned by school principal under Texas' Professional Development and Appraisal System 	<ul style="list-style-type: none"> • Annual appraisal² • Formative assessment every 5 years² 	<ul style="list-style-type: none"> • Annual student assessment results, overall and by student group, determine if schools have met performance targets¹ • TEA rates public schools based on student performance on state tests and completion and drop-out rates 	<ul style="list-style-type: none"> • Annual student assessment results, overall and by student group, determine if districts are meeting performance targets¹ • TEA rates districts based on student performance on state tests and completion and drop-out rates • HISD Board of Education assesses district progress toward goals using Board Monitoring System 	<ul style="list-style-type: none"> • State NAEP assesses representative state samples of public school students in grades 4 and 8 • States receiving compulsory funding must participate in State NAEP in reading and math every two years; otherwise state participation is voluntary¹ • ELL students or students with disabilities are assessed to extent possible² 	<ul style="list-style-type: none"> • NAEP assesses nationally representative samples of public school students in grades 4, 8, and 12¹ • U.S. participation in TIMSS, PIRLS and PISA
	<ul style="list-style-type: none"> • Student report cards sent to parents 6 times per year in middle and high school³ • Parents of academically challenged students alerted as needed³ 	<ul style="list-style-type: none"> • Performance reports available to principals through state electronic system 	<ul style="list-style-type: none"> • Performance reports made available to supervisory staff 	<ul style="list-style-type: none"> • TEA Division of Performance Reporting reports school-level attendance, performance, completion, drop-out, and college readiness data by population and grade level • DPR produces School Report Cards, which schools must provide to each student's family² 	<ul style="list-style-type: none"> • DPR reports district-level attendance, performance, completion, drop-out, and college readiness data and any commendation overall by population & grade level² • Houston Board Monitoring System produces publicly available reports on district's progress toward 	<ul style="list-style-type: none"> • NCES produces reports and State Profiles on NAEP performance and provides access to state data through its online NAEP Data Explorer 	<ul style="list-style-type: none"> • NCES reports on U.S. NAEP performance and provides access to national data through its online NAEP Data Explorer • NCES reports annually on participation, learner outcomes, student effort and

	<ul style="list-style-type: none"> • School choice within HISD¹ • HISD schools use formative and benchmark assessments to identify student learning needs • Two HISD programs for gifted and talented students¹ • Intensive reading support for struggling readers in K-2² • High schools must develop personal graduation plans for at-risk students² 	<ul style="list-style-type: none"> • HISD Professional Development Services Department provides ongoing professional development for new teachers and periodic professional development for existing teachers³ • Principals and appraisers develop intervention plans for teachers whose appraisals indicate assistance need² 	<ul style="list-style-type: none"> • HISD Professional Development Services Department provides professional development to principals • Appraisers develop growth improvement plans for principals that specify areas to be strengthened, corrective action to be taken, and consequences of not taking corrective action 	<ul style="list-style-type: none"> • Control over budgets, curriculum, instruction, and personnel granted for strong leadership, team, vision and plan³ • Sanctions for under-performance include campus intervention team & school improvement plan² • Schools not meeting state-defined AYP for 2 consecutive yrs. receive technical assistance¹ 	<ul style="list-style-type: none"> • TEA Performance Monitoring and Interventions Division implements graduated sanctions for unacceptable performance, e.g., a focused student achievement improvement plan and assignment of monitor or management team² • State monitor districts that fail to meet performance targets and ensure compliance with sanctions¹ 	<ul style="list-style-type: none"> • ED supports states through program offices and technical assistance centers • THSP carries out four strategic, state-wide initiatives focused on rigorous curriculum, effective teachers, building leadership, and multiple pathways to postsecondary success 	<ul style="list-style-type: none"> • N/A
	<ul style="list-style-type: none"> • All high school students must pass exit exam, TAKS² • Students failing to meet grade-level promotion standards may need to attend summer school or repeat grade • Extracurricular activity participation grade determined 	<ul style="list-style-type: none"> • Teachers not meeting performance standards may be reassigned, suspended or terminated³ 	<ul style="list-style-type: none"> • Principals receiving a “needs improvement”, or lower evaluation are ineligible for a pay increase³ 	<ul style="list-style-type: none"> • Schools failing to improve or comply with interventions can be reconstituted or closed² • Schools that fail to meet performance targets face corrective action or restructuring¹ 	<ul style="list-style-type: none"> • Districts failing to comply with interventions and/or improve may be investigated, annexed or closed² 	<ul style="list-style-type: none"> • With consent from State Senate, State Governor can remove Commissioner of Education from office 	<ul style="list-style-type: none"> • U.S. Secretary of Education may be removed at discretion of U.S. President

¹Nationally mandated, ²Province/State-mandated, ³Municipality/District-mandated

Acronyms

ACE: Advisory Centre for Education Ltd., independent national advice centre for parents. (UK)
AYP: Adequate Yearly Progress. (USA)
BECTa: British Educational Communications and Technology Agency. (UK)
BOE: Board of Education. (Boston)
BPE: Boston Plan for Excellence. (Boston)
BPS: Boston Public Schools. (Boston)
BTR: Boston Teacher Residency. (Boston)
CLT: National Centre for Languages. (UK)
CLD: Center for Leadership Development. (Boston)
CPD: Continuing professional development.
DENI: Department of Education for Northern Ireland. (Northern Ireland)
DFES: England's Department for Education and Skills, headed by the Secretary of State for Education and Skills. (England)
DOE: Department of Education. (USA)
DPR: Division of Performance Reporting. (Texas)
EAZ: Education Action Zone. (England)
ECET: Evaluation Council for Education and Training, separate and independent from MOE. (Finland)
ELL: Education and Library Board. (Northern Ireland)
ELL: English language learner.
EOA: Office of Educational Quality and Accountability. (Massachusetts)
ERO: Education Review Office. Independent public agency, government department. (New Zealand)
ESL: English as a Second Language.
FNBE: Finnish National Board of Education, operating under the auspices of MOE. (Finland)
GCSE: General Certificate of Secondary Education, examination most commonly taken at the end of key stage 4. (UK)
GTC: General Teaching Council. England, Wales and Northern Ireland have one GTC each. (UK)
HME: Her Majesty's Inspectors. (UK)
IA: Inspection Authority. In England: Office for Standards in Education (Ofsted), non-ministerial government department wholly separate from DFES. In Wales, Her Majesty's Inspectorate for Education and Training in Wales (Estyn). In Northern Ireland: Education and Training Inspectorate (ETI), part of the Department of Education. (UK)
IALS: International Adult Literacy Survey, international assessment of student learning.
ICA: Institute of Chartered Accountants of New Zealand. (New Zealand)
ICT: Information and Communications Technology.
IDR: In-Depth Review. (Boston)
IES: Institute for Educational Sciences. (USA)
ILT: Instructional Leadership Team. (Boston)
INECSE: National Institute for Evaluation and Quality of the Education System. (Spain)
ISI: Independent Schools Inspectorate. (England and Wales)
ISSP: Individual Student Success Plans. (Massachusetts)
K-12: Students from Kindergarten to grade 12
KEDI: Korean Educational Development Institute. (Korea)
KERIS: Korea Education & Research Information Service. (Korea)
KICE: Korea Institute of Curriculum and Evaluation. (Korea)
LA: Local Authority.
LLECE: Latin American Laboratory for the Assessment of Education Quality.
MCAS: Massachusetts Comprehensive Assessment System. (Boston)
MOE: Ministry of Education. (Finland and New Zealand). Ministry of Education & Human Resources Development (Korea), Ministry of Education and Science. (Spain)
MPEA: Municipal and Provincial Education Authority. (Korea)
MPOE: Metropolitan and Municipal Office of Education. (Korea)
NAEP: National Assessment of Education Progress. (USA)
NAFW: National Assembly for Wales. (Wales)
NAGB: National Assessment Governing Board. (USA)
NAO: National Audit Office. Office independent of government that audits the accounts of government departments and agencies as well as a wide range of other public bodies. (UK)
NCES: National Center for Education Statistics. (USA)
NCLB: No Child Left Behind. (USA)

NEMP: National Education Monitoring Project. (New Zealand)

P-12: Students from Pre-Kindergarten to grade 12

PIRLS: Progress in International Reading Literacy Study, international assessment of student learning.

PISA: Program of International Student Assessment, international assessment of student learning.

QA: Qualification Authority. In England: Qualifications and Curriculum Authority (QCA), England's national non-departmental public body for curriculum. In Wales: Qualifications, Curriculum & Assessment Authority for Wales/Awdurdod Cymwysterau Cwricwlwm ac Aseu Cymru (ACCAC), Wales's principal advisory body on all aspects of school curriculum, examinations, assessment and vocational degrees. In 2007, ACCAC will be merged with the Welsh Assembly Government. In Northern Ireland: Northern Ireland Council for Curriculum, Examinations and Assessment (CCEA), non-departmental public body reporting to DENI. (UK)

QTS: Qualified Teacher Status. (England and Wales)

SAT: Scholastic achievement tests that measure scholastic achievement for certain year groups and certain subjects. (Korea) Scholastic Aptitude Test is a college entrance exam. (USA)

SBQE: State Board of Education. (Texas)

SE: Special Education.

s.e.s: socio-economic status

SNED: (Sistema Nacional de Evaluación de Desempeño de los Establecimientos) National System to Evaluate School Performance. (Chile)

SSC: State Services Commission, government agency. Lead advisor on public management systems. Works with government agencies to support quality service delivery. (New Zealand) School Site Council. (Boston)

TAKS: Texas Assessment of Knowledge & Skills. (Texas)

TEA: Texas Education Agency. (Texas)

THSP: Texas High School Project. (Texas)

TDA: Training and Development Agency for Schools. (UK)

TIMSS: Trends in International Mathematics and Science Study, international assessment of student learning.

WLB: Welsh Language Board. (Wales)

WSIP: Whole-School Improvement Plan. (Boston)

Glossary

Adequate Yearly Progress: Individual state's measure of progress toward the goal of 100 percent of students achieving to state academic standards in at least reading/language arts and math. (USA)

Auditor-General: Parliament officer independent of executive government giving independent assurance over performance and accountability of public organizations. (New Zealand)

Awarding Bodies: Body approved by a recognized agency for the purpose of certifying learner's achievement. (UK)

Boston Plan for Excellence: Local education fund supported by regional businesses and foundations that works with BPS to improve professional development and literacy instruction in the district. (Boston)

Boston Teacher Residency: BPS-based teacher preparation and licensure program. (Boston)

Decile: MOE uses a decile rating system for school funding purposes. Each decile contains approximately 10% of schools. Schools in decile 1 have the highest proportion of students from low socio-economic backgrounds. Schools in decile 10 have the lowest proportions of these students. (New Zealand)

Education Action Zone: School clusters created in areas of poor pupil performance or social exclusion to set high targets for resource investment (England)

Key stage: Sections into which compulsory education is divided. In England and Wales: key stage 1 for pupils ages 5-7; key stage 2 for ages 7-11; key stage 3 for ages 11-14, and key stage 4 for ages 14-16. In Northern Ireland: key stage 1 for pupils ages 4-8 years; key stage 2 for ages 8-11; key stage 3 for ages 11-14 and key stage 4 for ages 14-16. (UK)

Māori : Indigenous people of New Zealand. (New Zealand)

Saame: Language of nomadic Lapps in northern Scandinavia and the Kola Peninsula. (Finland)

School Charter: Official document elaborated by individual schools reflecting the mission, aims, objectives, directions and targets of the board that will give effect to the National Education Guidelines and the board's priorities. (New Zealand)

Six Essentials: Boston Public Schools are engaged in an ongoing effort to improve instruction in every classroom and to support every student to reach proficiency. That effort, Whole-School Improvement, is organized around Six Essentials, which provide a framework for the work. These include: Effective Instruction, Student Work & Data, Professional Development, Shared Leadership, Resources, and Families & Community.

Teachers Assembly: Teachers' representative body. With a membership that includes all teachers and chaired by the principal, it is the body in charge of planning, coordinating and adopting all decisions regarding pedagogical and educational matters. (Spain)

Texas High School Project: Public-private partnership between Texas Education Agency, national foundations and others. (Texas)

Texas Professional Development and Appraisal System - Uses a criteria scoring guide and classroom observation. (Texas)

Type of schools:

England and Wales: *Maintained schools* are publicly funded schools. There are several types of maintained schools, including: i) *Community schools* are mostly set up by local authorities (LAs), school premises are owned by LA and schools are fully funded by LAs for both revenue and capital expenditure, LA employs staff and is the admissions authority; ii) *Foundation schools* are owned by the school governing body or by the school trustees, funded by LAs in a similar way to community schools, governing body is the admissions authority and employs staff; iii) *Voluntary controlled schools* and *voluntary aided schools* are owned either by school trustees or by school founding body (e.g. Church of England, Catholic Church), both types of school receive full funding for revenue expenditure, but voluntary aided schools are expected to contribute a small proportion of capital costs (usually around 10 per cent in England and 15 per cent in Wales), LA employs staff and is admissions authority in voluntary controlled

schools while governing body performs these functions in voluntary aided schools. *Independent (or private) schools* are not maintained by a local education authority. Most independent schools are financed by means of fees paid by parents and, in some cases, also by donations and grants received from benefactors.

Finland: Education providers may be local authorities (municipalities), joint municipal boards (federations of municipalities), the State or private bodies, such as registered associations or foundations. Local authorities provide almost all pre-primary, basic and general upper secondary education. In 2001, 98% of comprehensive schools were municipal establishments.

New Zealand: *State schools* are co-educational (mixed sexes) at primary and intermediate level but some offer single-sex education at secondary level. Lessons are based on the New Zealand curriculum. *Integrated schools* are schools that used to be private and have now become part of the state system. They teach the New Zealand curriculum but keep their own special character (usually a philosophical or religious belief) as part of their school program. Integrated schools receive the same Government funding for each student as state schools but their buildings and land are privately owned so they charge attendance dues to meet their property costs. *Independent (or private) schools* are governed by their own independent boards but must meet certain standards in order to be registered. Independent schools may be either co-educational or single-sex. They charge fees, but also receive some subsidy funding from the government.

Northern Ireland: *Grant-aided schools* are publicly funded schools, a several types of grant-aided schools, including: i) *Controlled schools* (including controlled integrated schools) are owned by ELBs, which also fund them for capital and revenue expenditure and employ staff, school board of governors decides on admissions; ii) *Catholic-maintained schools* are owned mainly by the Catholic Church, fully funded for revenue expenditure by ELBs but also receive capital funding direct from DENI, Council for Catholic-maintained Schools (CCMS) employs staff and school board of governors decides on admissions; iii) *Grant-maintained integrated schools* are owned by trustees or school board of governors, fully funded for both revenue and capital expenditure by DENI, school board of governors employs staff and decides on revenue and capital expenditure by DENI, but some contribute towards capital costs. *Independent (or private) schools* are not grant-aided by a local education authority. Most independent schools are financed by means of fees paid by parents and, in some cases, also by donations and grants received from benefactors.

Republic of Korea: Public and private schools co-exist in Korea. Private schools are often run by religious foundations. Of the 19,258 education institutions in Korea, 6,146 are in the private sector. However the majority of these are in the pre- and post-compulsory phases.

Spain: *Publicly funded establishments* provide compulsory free education. Within publicly-funded schools there is a distinction between *Public Schools* and *Subsidized Private Schools* (centros concertados). Subsidized private schools account for about three-quarters of all private education and may define their own distinguishing character, provided that they respect freedom of worship and that participation in religious services is voluntary. *Non-subsidized Private Schools* (centros no-concertados) are private establishments that operate under free market principles. These schools are financed wholly through family contributions and are subject to a general approval regime, but otherwise enjoy complete freedom of internal organization, choice of teachers, admissions requirements, rules of conduct and financial administration.

USA: Public schools are publicly funded and fall into two broad categories: public schools (sometimes called traditional public schools) and public charter schools. All 50 states, the District of Columbia (DC), and Puerto Rico offer traditional public schools, while 40 states and DC also permit the operation of charter schools. Traditional public schools are established and managed directly by school districts, which employ school staff and own the school premises. Charter schools, in accordance with an enabling state statute, have been granted a charter exempting them from selected state or local rules and regulations. Charter schools are typically governed by a group or organization (e.g., a group of educators, a corporation, or a university) under a contract or charter with the state. In return for funding and autonomy, charter schools must meet accountability standards. Charters are reviewed (typically every 3 to 5 years) and can be revoked if guidelines on curriculum and management are not followed or the standards are not met. Private schools, not discussed in this report, include Catholic schools, other religious schools, and non-sectarian schools that are privately funded by sources including fees, fundraising, and endowment proceeds. In a very small percentage of districts and states, public monies used to fund attendance at private schools through voucher programs.

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Appendix B: Institutional functions

Table 13: Distribution of Quality Assurance Functions by Agency

Performance Standards	Mineduc	Mineduc
Performance Assessment	<p>MINEDUC</p> <ol style="list-style-type: none"> 1. Define general framework of a system for measuring performance for all participants in the system 2. Establish criteria for performance assessment of all participants 3. Establish levels of acceptable performance for all participants <p>Superintendency</p> <ol style="list-style-type: none"> 1. Develop instruments for performance evaluation of all participants 2. Enforce implementation of performance evaluation systems for all participants (e.g. SIMCE) 3. Evaluate participants' performance relative to international standards <p>MINEDUC</p> <ol style="list-style-type: none"> 6. Define reporting requirements for all participants 7. Develop a structure for the reporting of participants' performance 8. Develop statistics and education management indicators 9. Maintain information systems <p>Superintendency</p> <ol style="list-style-type: none"> 1. Inform diverse stakeholders on performance of system's participants 2. Undertake studies and analysis required for fulfilling its functions 	<p>MINEDUC</p> <ol style="list-style-type: none"> 1. Develop standards (learning, administration, teaching, teaching resources, etc.) 2. Develop curricular framework (OF-CMO) 3. Communicate standards and curricular frameworks to all stakeholders 4. Respond to Superintendency's recommended modifications in adoption of standards and curricula <p>Superintendency</p> <ol style="list-style-type: none"> 1. Evaluate adoption and implementation of standards and curricular frameworks 2. Communicate to all stakeholders extent to which standards and curricular frameworks have been adopted 3. Identify strengths/weakness and recommend modifications in the adoption of standards and curricula <p>Council</p> <ol style="list-style-type: none"> 1. Approve proposals on curricular framework and standards (learning, administration, teaching, teaching resources, etc.) and modification proposals
Performance Reporting	<p>MINEDUC</p> <ol style="list-style-type: none"> 1. Develop standards (learning, administration, teaching, teaching resources, etc.) 2. Develop curricular framework (OF-CMO) 3. Communicate standards and curricular frameworks to all stakeholders 4. Respond to Superintendency's recommended modifications in adoption of standards and curricula <p>Superintendency</p> <ol style="list-style-type: none"> 1. Evaluate adoption and implementation of standards and curricular frameworks 2. Communicate to all stakeholders extent to which standards and curricular frameworks have been adopted 3. Identify strengths/weakness and recommend modifications in the adoption of standards and curricula <p>Council</p> <ol style="list-style-type: none"> 1. Approve proposals on curricular framework and standards (learning, administration, teaching, teaching resources, etc.) and modification proposals 	<p>MINEDUC</p> <ol style="list-style-type: none"> 1. Define general framework of a system for measuring performance for all participants in the system 2. Establish criteria for performance assessment of all participants 3. Establish levels of acceptable performance for all participants <p>Superintendency</p> <ol style="list-style-type: none"> 1. Develop instruments for performance evaluation of all participants 2. Enforce implementation of performance evaluation systems for all participants (e.g. SIMCE) 3. Evaluate participants' performance relative to international standards <p>MINEDUC</p> <ol style="list-style-type: none"> 1. Define reporting requirements for all participants 2. Develop a structure for the reporting of participants' performance 3. Develop statistics and education management indicators 4. Maintain information systems <p>Superintendency</p> <ol style="list-style-type: none"> 1. Inform diverse stakeholders on performance of system's participants 2. Undertake studies and analysis required for fulfilling its functions

	<p>MINEDUC</p> <ol style="list-style-type: none"> 1. Design impact evaluations of new and existing policies and programs 2. Collect data and/or direct Superintendency to conduct specialized data collection and studies 3. Use information and data to evaluate impact <p>Superintendency</p> <ol style="list-style-type: none"> 1. Undertake studies and analysis at the request of Mineduc 2. Provide data to Mineduc for its impact evaluations <p>MINEDUC</p> <ol style="list-style-type: none"> 1. Study laws and regulations and propose modifications 2. Prescribe regulation mandated by law 3. Develop and define operating requirements for all participants 4. Grant/revoke operating licenses to educational establishments 5. Grant/revoke accreditation to teachers/principals <p>Superintendency</p> <ol style="list-style-type: none"> 1. Evaluate and report on compliance with operating requirements 2. Recommend on granting/revoking operating licenses based on compliance 3. Recommend on granting/revoking teachers accreditation based on compliance with operating requirements 4. Recommend modifications to administrative regulations developed by legislature 	<p>MINEDUC</p> <ol style="list-style-type: none"> 1. Design impact evaluations of new and existing policies and programs 2. Collect data and/or direct Superintendency to conduct specialized data collection and studies 3. Use information and data to evaluate impact <p>Superintendency</p> <ol style="list-style-type: none"> 1. Undertake studies and analysis at the request of Mineduc 2. Provide data to Mineduc for its impact evaluations <p>MINEDUC</p> <ol style="list-style-type: none"> 1. Study laws and regulations and propose modifications 2. Prescribe regulation mandated by law 3. Develop and define operating requirements for all participants 4. Grant/revoke operating licenses to educational establishments 5. Grant/revoke accreditation to teachers/principals <p>Superintendency</p> <ol style="list-style-type: none"> 1. Evaluate and report on compliance with operating requirements 2. Recommend on granting/revoking operating licenses based on compliance 3. Recommend on granting/revoking teachers accreditation based on compliance with operating requirements 4. Recommend modifications to administrative regulations developed by legislature
<p>Ensuring Adequate Resources</p>	<p>MINEDUC</p> <ol style="list-style-type: none"> 1. Establish mechanisms to ensure adequate administrative and financial operation of education establishments 2. Distribute resources based on legislatively approved methodologies 3. Monitor the adequacy and equity of resource allocation 4. Recommend to Parliament modifications to the allocation process to improve adequacy and equity <p>Superintendency</p> <ol style="list-style-type: none"> 1. Evaluate and monitor use of resources 2. Evaluate schools relative to fiduciary compliance <p>MINEDUC</p> <ol style="list-style-type: none"> 1. Develop and implement food and other welfare programs for vulnerable students 	<p>MINEDUC</p> <ol style="list-style-type: none"> 1. Establish mechanisms to ensure adequate administrative and financial operation of education establishments 2. Distribute resources based on legislatively approved methodologies 3. Monitor the adequacy and equity of resource allocation 4. Recommend to Parliament modifications to the allocation process to improve adequacy and equity <p>Superintendency</p> <ol style="list-style-type: none"> 1. Evaluate and monitor use of resources 2. Evaluate schools relative to fiduciary compliance <p>MINEDUC</p> <ol style="list-style-type: none"> 1. Develop framework for providing participants with differential autonomy, intervention and support based in performance 2. Implement diverse support programs for infrastructure, equipment, instructional materials and staff development 3. Develop and implement food and other welfare programs for vulnerable students 4. Provide differentiated formative or support oriented supervision 5. Support and intervene education establishment with persistent poor performance (directly of through a third party)
<p>Autonomy, Support and Intervention</p>	<p>MINEDUC</p> <ol style="list-style-type: none"> 1. Develop and implement food and other welfare programs for vulnerable students 	<p>MINEDUC</p> <ol style="list-style-type: none"> 1. Develop framework for providing participants with differential autonomy, intervention and support based in performance 2. Implement diverse support programs for infrastructure, equipment, instructional materials and staff development 3. Develop and implement food and other welfare programs for vulnerable students 4. Provide differentiated formative or support oriented supervision 5. Support and intervene education establishment with persistent poor performance (directly of through a third party)

	<p>Superintendency 1. Implement assessment oriented supervision or quality audit relative to use of support provided 2. Provide data and information to Mineduc for its intervention and support functions</p>	<p>Superintendency 1. Implement assessment oriented supervision or quality audit relative to use of support provided 2. Provide data and information to Mineduc for its intervention and support functions</p>
<p>Accountability and Consequences</p>	<p>MINEDUC 1. Develop a framework for accountability and consequences for all participants 2. Cancel operating licenses of education establishments</p> <p>Superintendency 1. Report to Mineduc regarding the performance of all participants relative to established accountability framework 2. Advise Mineduc on the application of the system of accountability and consequences</p>	<p>MINEDUC 1. Develop a framework for accountability and consequences for all participants 2. Grant incentives and impose penalties based on performance 3. Cancel operating licenses of education establishments</p> <p>Superintendency 1. Report to Mineduc regarding the performance of all participants relative to established accountability framework 2. Advise Mineduc on the application of the system of accountability and consequences</p>

Table 14: Distribution of Quality Assurance Functions by Level within Agencies

Level	Agency	Functions
National	MINEDUC	<ol style="list-style-type: none"> 1. Develops national educational vision 2. Develops and communicate performance standards and curricular frameworks 3. Defines: <ul style="list-style-type: none"> • operational and reporting requirements • criteria for authorizing and revoking licenses • resource adequacy and equity (including student welfare) • scope and methodology of performance assessment systems 4. Conducts evaluations of policy/program impacts at national level 5. Develops indicators and statistics and maintain information systems
	Superintendency	<ol style="list-style-type: none"> 1. Develops performance assessment instruments following the Ministry's scope and methodological guidelines 2. Communicates results from performance assessments 3. Conducts studies and analyses using national-level data 4. Ensures consistency across regions in implementation of license granting/revoking criteria
Regional	MINEDUC	<ol style="list-style-type: none"> 1. Grants and revokes licenses to schools based on Superintendency's recommendations 2. Conducts evaluations of policy/program impacts at regional level 3. Accredits staff based on Superintendency's recommendations 4. Implements student welfare programs
	Superintendency	<ol style="list-style-type: none"> 1. Applies performance assessments 2. Conducts studies and analyses using regional-level data 3. Ensures consistency in the identification of schools for licensure across provinces based on nationally set criteria 4. Monitors compliance with operational and licensure requirements and performance criteria 5. Identifies schools/participants that meet/do not meet operational requirements and licensure criteria 6. Recommends schools for granting/revocation of licenses 7. Recommends staff for accreditation
Provincial	MINEDUC	<ol style="list-style-type: none"> 1. Monitors policy/program implementation in the localities within the province
Providers	MINEDUC	<ol style="list-style-type: none"> 1. Develops national educational vision 2. Develops and communicate performance standards and curricular frameworks 3. Defines: <ul style="list-style-type: none"> • operational and reporting requirements • resource adequacy and equity (including student welfare) • performance level criteria for intervention in schools • scope and methodology of performance assessment systems 4. Conducts evaluations of policy/program impacts at national level 5. Develops indicators and statistics and maintain information systems
	Superintendency	<ol style="list-style-type: none"> 1. Develops performance assessment instruments following the Ministry's scope and methodological guidelines 2. Communicates results from performance assessments 3. Conducts studies and analyses using national-level data 4. Ensures consistency across regions in implementation of license granting/revoking criteria
Regional	MINEDUC	<ol style="list-style-type: none"> 1. Develop and disseminate tools to support the adoption of standards and curricular frameworks 2. Conducts evaluations of policy/program impacts at regional level 3. Accredits staff based on Superintendency's recommendations 4. Implements student welfare programs
	Superintendency	<ol style="list-style-type: none"> 1. Applies performance assessment systems 2. Conducts studies and analyses using regional-level data 3. Ensures consistency in the identification of schools for licensure across provinces based on nationally set criteria 4. Monitors compliance with operational and licensure requirements and performance criteria 5. Identifies schools/participants that meet/do not meet operational requirements and licensure criteria 6. Recommends schools for granting/revocation of licenses 7. Recommends staff for accreditation
Provincial	MINEDUC	<ol style="list-style-type: none"> 1. Ensures adequate supply of school options in localities 2. Evaluates and monitor use of resources 3. Intervenes and support differentially based on performance
Providers	MINEDUC	<ol style="list-style-type: none"> 1. Manages schools 2. Meets operational requirements 3. Meets performance standards 4. Proposes new schools for licensure
	Superintendency	<ol style="list-style-type: none"> 1. Manages schools 2. Meets operational requirements 3. Meets performance standards 4. Proposes new schools for licensure

Appendix C: Consultation process

Having developed a conceptual framework, synthesized the experience of successful comparable countries and identified alternative instructional visions, the Bank team developed preliminary institutional recommendations for Chile. The team then traveled to Chile to undertake a broad consultative process. In Chile, the team met with key stakeholders in Chile's education system to present the conceptual model and preliminary recommendations (see Table 15). The team met with each group separately in order to gain a broad understanding of the political context in which the policy options should be grounded.

Table 15: Consultation Process Participating Organizations and Entities

Governmental Entities	Universities	NGOs/ Civil Society Organizations	Research Institutes
<ul style="list-style-type: none"> • Senate Education Commission • Chamber of Deputies Education Commission • Ministry of Education • Ministry of Finance 	<ul style="list-style-type: none"> • Universidad de Chile • Universidad Católica (MIDE UC, Centro de Estudios) • Universidad Alberto Hurtado • Universidad Adolfo Ibáñez 	<ul style="list-style-type: none"> • FIDE (Catholic private schools organization) • CONACEP (Private schools organization) • Asociación de Municipalidades (Public schools organization) • Secondary Education Student Leaders • University Student Leaders • Teachers Union • SOFOFA (Business sector organization) 	<ul style="list-style-type: none"> • Centro de Estudios Públicos • Centro de Estudios para el Desarrollo • Instituto Libertad y Desarrollo

Our analysis of Chile's education, quality assurance systems and the identification of instructional visions had strong resonance among those consulted. In this sense, a generalized discontent with the quality of the present education system and an appreciation of the urge for immediate action were evidenced. More importantly, there was unanimous recognition of the potential for improvement embedded in the current tensions. The conceptual model presented was well received and its value recognized. The need to increase state roles and capacities in terms of education quality assurance was consented upon. In regards to our specific recommendations, with very few exceptions, those consulted shared the view that a limited state instructional vision should

be abandoned in favor of some mix of the quality contracts and differentiated instruction visions. Finally, no one seemed to believe that a managed instruction vision would be an intelligent choice for Chile.

Disagreement began to materialize once broad conceptual recommendations narrowed down to practical application aspects. Among the parties consulted, various views were expressed regarding the preferred distribution formula for assigning schools among instructional visions. Broadly speaking, the 3 main stances in this regard were: i) a formula based on the source of financing assigning private-paid schools to a quality contracts vision and all other schools to a differentiated instruction vision; ii) a sustainer-based formula which would allocate all private schools (paid and subsidized) to a quality contracts vision and treat municipal schools according to a differentiated instruction vision; and iii) a performance-based formula whereby, independent of finance source and sustainer type, all good performing schools would earn autonomy and fall under a quality contracts vision while poor performing schools would lose autonomy and be treated according to a differentiated instruction vision. Naturally, this disagreement translated into differing opinions on the optimal amount and distribution of state financial resources among education providers. A final area in which there was little consensus is in the distribution of education quality assurance functions between the different levels of the state apparatus (i.e. national, regional, provincial and municipal).²⁴

²⁴ Although we recognize the complexities posed by the existence of diverse political and ideological standpoints in education for the application of the recommendations presented here, an analysis of political context implications is beyond the scope of this study.