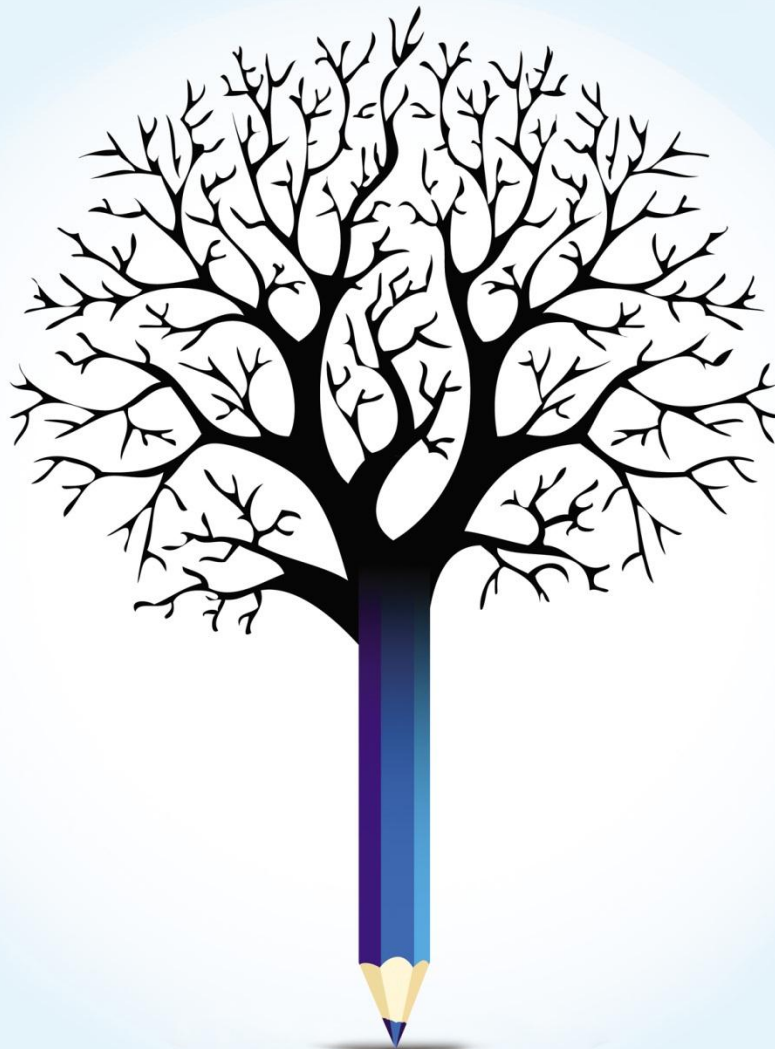




EDUCATION POLICY OUTLOOK **UNITED KINGDOM**



EDUCATION POLICY OUTLOOK

This **policy profile on education** in the United Kingdom is part of the new *Education Policy Outlook* series, which presents comparative analysis of education policies and reforms across OECD countries. Building on the substantial comparative and sectorial policy knowledge base available within the OECD, the series includes country profiles and a comparative report (first volume in 2015). It offers a comparative outlook on education policy by providing: a) analysis of individual countries' educational context, challenges and policies (education policy profiles) and of international trends and b) comparative insight on policies and reforms on selected topics.

Designed **for policy makers, analysts and practitioners** who seek information and analysis of education policy taking into account the importance of national context, the country policy profiles offer constructive analysis of education policy in a comparative format. Each profile reviews the current context and situation of the country's education system and examines its challenges and policy responses, according to six policy levers that support improvement:

- Students: How to raise outcomes for all in terms of 1) equity and quality and 2) preparing students for the future
- Institutions: How to raise quality through 3) school improvement and 4) evaluation and assessment
- System: How the system is organised to deliver education policy in terms of 5) governance and 6) funding.

Some country policy profiles contain spotlight boxes on selected policy issues. They are meant to draw attention to specific policies that are promising or showing positive results and may be relevant for other countries.

This profile provides an overall perspective on education policy in the United Kingdom prepared by the OECD Secretariat, complemented by snapshots on education policy prepared by England, Northern Ireland, Scotland and Wales, which each have responsibility for education policy. The snapshots are based on a common framework developed for the Education Policy Outlook to examine policy context, key issues and reforms.

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Sources: This UK profile draws on OECD indicators from the Programme for International Student Assessment (PISA), the Survey of Adult Skills, the Teaching and Learning International Survey (TALIS) and the annual publication *Education at a Glance*, and refers to country and thematic studies such as OECD work on early childhood education and care, teachers, school leadership, evaluation and assessment for improving school outcomes, equity and quality in education, governing complex education systems, vocational education and training, and tertiary education. Much of this information and documentation can be accessed through the Education GPS <http://gpseducation.oecd.org>.

Most of the figures quoted in the different sections refer to Annex B, which presents a table of the main indicators for the different sources used throughout the profile. Hyperlinks to the reference publications are included throughout the text for ease of reading, and also in the References and further reading section, which lists both OECD and non-OECD sources.

More information is available from the OECD Directorate for Education and Skills (www.oecd.org/edu) and its web pages on Education Policy Outlook (www.oecd.org/edu/policyoutlook.htm).



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HIGHLIGHTS

Students: In PISA 2012, the United Kingdom performed at around the OECD average in mathematics and reading, with above-average performance in science. Student performance has remained unchanged across PISA cycles for all three subjects. The impact of socio-economic background on students' performance in mathematics for the United Kingdom is slightly lower than the OECD average in PISA 2012 (although higher than average in Northern Ireland). Across the United Kingdom, 95% of 3-4 year-olds are enrolled in pre-primary education. In the Survey of Adult Skills¹, the combined scores for England and Northern Ireland amongst 16-65 year-olds were close to the overall average in literacy and significantly lower than the average in numeracy. Work is in process to reform the qualifications systems in England, Scotland and Wales. Attainment and graduation from tertiary education in the United Kingdom are high compared to the OECD average, with a comparatively high share of international students. Graduation rates are above OECD average for tertiary academic programmes.

Institutions: Students in the United Kingdom report positive learning environments, with school leaders providing pedagogical direction in a context of increasing school autonomy. Teachers are relatively young compared to their peers in other OECD countries. Depending on the UK country, school evaluation either has a greater focus on accountability through external evaluations (England), or is combined with internal self-evaluation (Northern Ireland and Scotland).

System: The United Kingdom is composed of four countries (England, Northern Ireland, Scotland and Wales) which each have devolved responsibility for education policy. Each country has its own governance system, but there are some similarities in governance structures. Most policies are defined within each of the four countries and aim to provide an increasing role to schools and teachers. Expenditure on education is around the OECD average, with the share of expenditure² received directly by education institutions from private sources particularly high compared to other OECD countries. Funding policies vary across the United Kingdom, with some similarities in the range of funding allocations or grants for specific population subgroups.

Key issues

One of the main challenges across United Kingdom countries is to improve student performance and reduce performance gaps between students of different socio-economic backgrounds. Attracting high quality teachers and school leaders – and providing them with the tools to manage improvement – is also a challenge. In this process, some countries also consider it important to establish efficient co-ordination among actors, by reducing bureaucratic procedures and ensuring that sufficient funding reaches the most disadvantaged schools. Providing qualifications for successful transition into the labour market is also an issue.

Selected policy responses

England's *Pupil Premium* programme (2011) aims to reduce inequities between students by providing additional school funding to support disadvantaged students and close attainment gaps. The Pupil Premium is available to students who have received free school meals at any point in the last six years. Schools decide how to use this funding. Funding for the programme in 2013/14 was GBP 1.875 billion (i.e. GBP 900 per disadvantaged student).

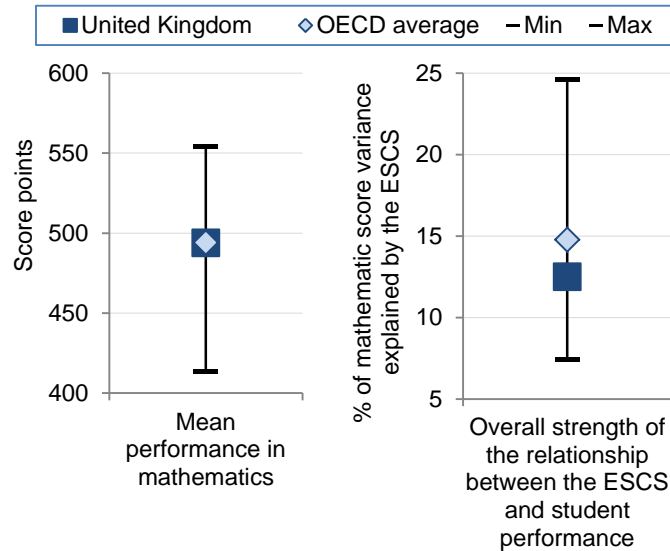
In Northern Ireland, *Every School a Good School* (ESaGS, 2009) is a policy for school improvement, which aims to support schools in raising standards and overcoming barriers to student learning.

Teaching Scotland's Future (2011), an extensive review of the teaching profession in Scotland, offers a series of measures to improve teacher professional learning, develop teachers' careers, status, skills, and leadership, which are currently being implemented through partnerships at national, local and school levels. Among these measures is establishing the Scottish College for Educational Leadership and introducing Master level study pathways for teachers.

In Wales, the *Qualifications Framework for 14-19 year-olds* was reviewed in 2011, with final recommendations in 2012. Portability of qualifications was identified as of key interest. The *National Literacy and Numeracy Framework* (LNF) was introduced on a statutory basis in September 2013. The LNF aims to provide a continuum of development, clearly setting out annual expected outcomes in literacy and numeracy for 5-14 year-olds.

In PISA 2012, 15 year-olds in the United Kingdom achieved scores around the OECD average in mathematics and reading, and above the OECD average in science. The strength of the relationship between students' socio-economic background and their performance in mathematics is slightly lower than the OECD average (although higher than the OECD average in Northern Ireland) (Figure 1).

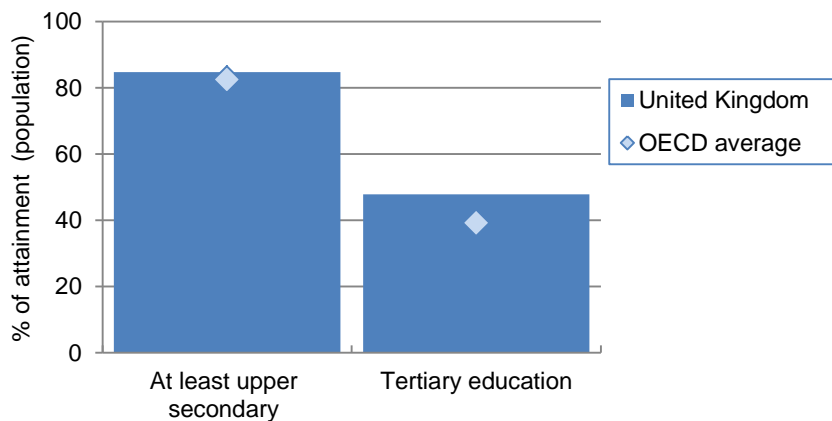
Figure 1. Performance of 15-year-olds in mathematics and relationship between student performance and economic, social and cultural status (ESCS) (PISA 2012)



Note: "Min"/"Max" refer to OECD countries with the lowest/highest values.
 Source: PISA 2012 Results: What Students Know and Can Do (Volume I, Revised edition, February 2014): Student Performance in Mathematics, Reading, and Science, OECD Publishing, Paris, <http://dx.doi.org/10.1787/9789264208780-en>; OECD (2013).

Secondary and tertiary education attainment in the United Kingdom is slightly higher than the OECD average: 85% of 25-34 year-olds have attained at least upper secondary education (compared to the OECD average of 82%) and 48% have attained tertiary education (compared to the OECD average of 39%) (Figure 2).

Figure 2. Upper secondary and tertiary attainment for 25-34 year-olds, 2012



Source: OECD (2014), Education at a Glance 2014: OECD Indicators, OECD Publishing, Paris, <http://dx.doi.org/10.1787/eaq-2014-en>.



UNITED KINGDOM COUNTRY SNAPSHOTS

1. ENGLAND

CONTEXT

Students: In PISA 2012, England had around average performance in mathematics and reading, and above-average performance in science (the highest science performance in the United Kingdom). Performance in mathematics remained unchanged compared to PISA 2009. Students performed significantly better in problem solving than the average student across other countries. Socio-economic background has a significant impact on students' performance in mathematics. 15 hours' pre-primary education is provided free of charge for 3-4 year-olds, and was extended to disadvantaged 2-year-olds in 2013. Attendance of more than one year of pre-primary education in England is around the OECD average. According to [OECD](#) evidence, some system-level policies in England can favour equity, such as compulsory education from age 5-17, a comparatively low grade repetition and lack of admission criteria in the majority of schools. Other policies, such as school choice, could hinder equity if not properly balanced. In vocational education and training, England has a broad and complex qualifications' system, which may prevent engagement of employers and result in overlapping qualifications. Among countries participating in the OECD Survey of Adult Skills, 16-24 year-olds in England have particularly low literacy and numeracy skills. Basic skills' performance of the entire working-age population (16-65) is around average for literacy but below average in numeracy.

Institutions: Students were more likely to report positive relations with their teachers compared to the OECD average in PISA 2012. Teaching time in England is lower than the OECD average in primary education and higher in upper secondary education. Teachers in England need a credential or license, in addition to an education diploma, to start teaching and they must provide evidence of their continuing professional development, linked to professional standards, to remain in the profession. School principals also require a specific qualification. Teachers receive slightly less competitive salaries than the average tertiary-educated professional in England, but they fare better than the average teacher across all OECD countries. School evaluation is carried out by the [Office for Standards in Education, Children Services and Skills](#) (Ofsted). Schools in England reported high autonomy over assessment and curriculum in PISA 2012.

System: The education system is centrally steered by the [Department for Education](#), which sets educational standards and regulations, and tertiary education is run by the Department for Business, Innovation and Skills. Education is publicly funded for schools run by local authorities, as well as for academies and free schools, which are independent from local authorities and have greater autonomy on areas such as staff and curriculum (see Spotlight 1).

KEY ISSUES AND GOALS

Students: England aims to reduce inequities due to students' backgrounds and close the gender gap in student performance. Reducing the numbers of young people not in education employment or training (NEET) has high priority, as do facilitating transition from education to employment and enhancing skills levels through high-quality and relevant qualifications.

Institutions: Key goals for England are to achieve stronger school leadership and teaching, including attracting well-qualified teachers, especially for science, technology, engineering and mathematics (STEM) and modern foreign languages. The country is also willing to better assess skills and capabilities of teachers alongside traditional performance measures for the profession (performance-related pay).

System: Improving co-ordination between multiple actors, and clarifying and optimising governance are considered key targets. England aims to achieve simplicity, efficiency, sustainability and accountability in funding, and to provide academies with robust information on use of funds via the Education Funding Agency.

SELECTED POLICY RESPONSES

- All 3-4 year-olds continue to be entitled to 15 hours of free early childhood education a week for 38 weeks of the year. This entitlement has been [extended to disadvantaged 2-year-olds](#) (around 20% of 2-year-olds in 2013 and a total of around 40% in 2014).
- England is implementing the Pupil Premium programme (2011) to provide additional funding to schools with a higher percentage of students from disadvantaged socio-economic backgrounds, aiming to reduce the achievement gap due to different socio-economic backgrounds (see Equity, United Kingdom section).
- To improve learning standards and better prepare students for the labour market, the new national curriculum framework was published in September 2013, and taught in maintained (publicly funded) primary and secondary schools from September 2014. The new curriculum aims to broaden skills and capabilities by



making subjects such as technology, foreign languages and arts compulsory, in addition to English, sciences and mathematics. The new curriculum also aims to give teachers more pedagogical autonomy.

- England has set forth a new national strategy, *Rigour and Responsiveness in Skills* (2013), to support the vocational education and adult training system (see *Preparing Students*, United Kingdom section).
- England aims to increase options and improve provision for children with special educational needs (SEN). The reform (*Support and aspiration: a new approach to special educational needs and disability*, 2011) adopted a consultative approach and was tested in 30 local authorities, with progress on implementation first reported in May 2012.
- Qualified teacher status (QTS) *standards* and initial teacher training (ITT) *criteria*, published in 2013, apply to all ITT programmes to ensure quality of teaching. England has also adopted a new model of Teacher Appraisal and Capability (2012) to support teachers' professional development (see *Evaluation and Assessment*, United Kingdom section). *New arrangements for managing teacher performance* in maintained schools in England (2012) also aim to give schools and local authorities more freedom to design appraisal policies that suit their own circumstances.
- In England, the School Teachers' Pay policy (2013) aims to increase the flexibility of the system (see *School Improvement*, United Kingdom section).
- Ofsted's new framework for school inspection (2012) focuses on four key areas: achievement; leadership and management; quality of teaching; and behaviour and safety. Additionally, following a consultation of teachers in 2013, a reform of school accountability is underway which aims to reduce the administrative burden on teachers and schools by limiting accountability measures to a minimum. Performance tables include a wide range of information about schools, such as attainment, expected progress, value added, and student performance within each school.
- The Organisational Reform (2010) redefined educational agencies' responsibilities and improved co-ordination to optimise and clarify governance (see *Governance*, United Kingdom section).
- England implemented the School Funding Reform (2012-13) to simplify and ensure sustainability of funding in the education system (see *Funding: United Kingdom* section).
- The Independent Review of Higher Education Funding and Student Finance (2010) presented measures to make higher education funding more sustainable (see *Funding*, United Kingdom section).

Spotlight 1. Academies and free schools in England

England is planning to *increase the number of academies and free schools* to give schools more control over their curriculum, budget and staffing in order to create a more diverse school system.

Academies are publicly funded independent schools. Like maintained (publicly funded) schools, they must follow the law and guidance on admissions, exclusions and special education needs and disabilities (SEND), but they benefit from greater autonomy, being independent from local authority control. They have the ability to set pay and conditions for their staff, decide how to deliver the curriculum or change the length of school terms.

The government introduced legislation (Academies Act, 2010) to make it possible for all schools to become academies, including primary and special schools. Academies may have sponsors, such as businesses, universities, other schools, and faith or voluntary groups.

The 2013 annual report (*Academies annual report: academic year 2011 to 2012*) provides analysis of academies' educational performance, along with information on the number, type and location of academies and their efforts to raise standards in their schools.

Free schools are all-ability state-funded schools set up in response to local demands. They are academies by law, and so are not under control of their local authority. The support framework for these schools is crucial, and England considers it important to track the impact of these developments on equity and quality of student outcomes.

Note: This snapshot was prepared by England based on a common framework developed for the Education Policy Outlook to examine policy context, key issues and reforms.



2. NORTHERN IRELAND

CONTEXT

Students: In PISA 2012, Northern Ireland had around-average performance in mathematics, reading, and science. Performance in mathematics decreased compared to PISA 2009. Socio-economic background had an impact on students' performance in mathematics (the highest in the United Kingdom). In PISA 2012, the percentage of 15-year-olds who reported having attended more than one year of pre-primary education is below the OECD average. Some system-level policies, such as comparatively low grade repetition, can favour equity. Other policies, such as student selection based on academic criteria and school choice, could hinder equity if not properly managed. In the survey of Adult Skills, 25-34 year-olds reported below-average upper secondary attainment and around-average tertiary attainment. In the same survey, 16-65 year-olds in Northern Ireland performed below the average of participating countries in numeracy and literacy.

Institutions: Schools in Northern Ireland have more autonomy over curriculum and assessment than the average across OECD countries. Students reported positive relations with their teachers (the highest score in the United Kingdom on the index of student-teacher relations) in PISA 2012. School improvement is based on self-evaluation by schools, leading to actions to improve student outcomes (see Spotlight 2). Legislation requires that schools monitor and report on students' progress. Pupils are assessed by teachers at the end of key stages, and school leavers are assessed by public examinations. School inspection aims to promote high learning and teaching standards and provide information about the quality of education and training offered. Inspection is at the centre of raising standards for all learners, identifying best practice or provision to be improved.

System: Northern Ireland's Department of Education provides central governance and management of education. Its main statutory areas of responsibility are pre-primary, primary, post-primary and special education and youth services. The Department for Employment and Learning is in charge of further education, training programmes for those above age 16, and higher education. Initial teacher education remits are shared between the two departments. Appointed boards of governors operate the schools, and are responsible for school development plans, curriculum provision and several other matters. Schools' autonomy in resource allocation is slightly above the OECD average.

KEY ISSUES AND GOALS

Students: Northern Ireland aims to raise educational standards and tackle underachievement, with a particular focus on disadvantaged socio-economic backgrounds and gender gaps, as well as to ensure high-quality early learning and educational experiences. This involves developing the essential skills of literacy and numeracy as well as cross-curricular skills to enable students to make a positive contribution to their community and the economy. It also involves improving students' access to a broad and balanced curriculum to enable them to reach their full potential regardless of the school they attend or where they live. Later in their education, it is considered key to provide students with access to high-quality career and education guidance and impartial advice to help them to make informed choices linked to their interests, aptitudes and future career aspirations.

Institutions: Key policy targets in Northern Ireland include highlighting best practices and areas of improvement, and enabling schools to encourage self-improvement.

System: Channelling funding to schools to break the link between social disadvantage and low educational outcomes involves streamlining education administration to ensure that resources are directed to supporting front-line services.

SELECTED POLICY RESPONSES

- [*Learning to Learn: A Framework for Early Years Education and Learning*](#) (2013) is a policy focus for investment in early years' education and learning provision. The Framework aims to support high-quality services across a range of providers and deliver better outcomes for children and their families.
- The Further Education Means Business review (2009) led to the development of the Further Education curriculum policy to ensure a balanced curriculum in Further Education institutions (see Preparing Students, United Kingdom section).
- [*Preparing for Success*](#) (2009-2014) will be followed up by a new strategic framework and action plan following an independent review of careers provision in Northern Ireland (2014).
- Success through Skills (2011) is a ten-year strategy to increase skills and productivity in the workforce by 2020 (see Preparing Students, United Kingdom section).



- A review of Apprenticeship and Youth Training (2013/14) recently took place in Northern Ireland (see Preparing Students, United Kingdom section).
- Every School a Good School (ESaGS, 2009) aims to ensure that every school in Northern Ireland has the following characteristics of good schools: a) child-centred provision; b) high quality teaching and learning; c) effective leadership; and d) a school connected to its local community (see School Improvement, United Kingdom section).
- The Education and Training Inspectorate developed guidelines in 2003 (revised in 2010) for schools self-evaluation, called *Together Towards Improvement* (TTI). The guidelines emphasise evaluation of the quality of leadership and management, the quality of provision, and the quality of achievements and standards (see Evaluation and Assessment, United Kingdom section).
- The *Corporate Plan for Education* (2012-15) describes how education services can contribute to wider economic and social priorities identified by the regional government, as specified in a Programme for Government set by the Northern Ireland Executive. Corporate goals include: a) raising standards for all; b) closing the performance gap; c) increasing access/equality; d) improving the learning environment; e) developing the education workforce; and f) transforming education governance and management.

Spotlight 2. The Entitlement Framework in Northern Ireland

The *Entitlement Framework* in Northern Ireland (introduced in 2007 and statutory since 2013) aims to guarantee students age 14 and above access to a broad and balanced curriculum on an area basis, by requiring the offer of a minimum number of courses. The Framework aims to help students reach their full potential by providing access to courses that best suit their needs and aspirations and are considered economically relevant and individually engaging. All post-primary schools and further education colleges are grouped into *Area Learning Communities* (ALC), which have been established to help them work collaboratively to ensure that the courses offered in a given area meet students' needs and the minimum required by statute.

To implement the *Entitlement Framework*, guidance has been provided to help schools in an ALC connect and collaborate. The number of courses to which access is offered has been gradually increasing since 2013 and, from 2015, it will reach 24 courses in Key Stage 4 (the last year of compulsory education) and 27 courses in post-compulsory education.

Note: This snapshot was prepared by Northern Ireland based on a common framework developed for the Education Policy Outlook to examine policy context, key issues and reforms.



3. SCOTLAND

CONTEXT

Students: Equity and quality of Scotland's education system appear close to and above the average among OECD countries, respectively. In PISA 2012, Scotland had average performance in mathematics (similar to that of PISA 2009), and above-average performance in reading and science. Socio-economic background had an around OECD average impact on students' performance in mathematics in PISA 2012, and has decreased from previous rounds. A slightly lower proportion of 15-year-olds than the OECD average reported having attended more than one year of pre-primary education. Compulsory education covers ages 5 to 16. All 3 and 4 year-olds are currently entitled to 475 hours per year of pre-primary education - rising to 600 per year, in 2014. Vulnerable 2-year-olds are also entitled to 600 hours pre-primary education from 2014. Scotland has system-level policies that can favour equity, such as low level grade repetition, limited school choice and limited school selection based on academic performance. [Summary statistics](#) for attainment leaver destinations and healthy living show that in 2012-13, fewer young people left school with no qualifications than at any point in the past. In 2013 the proportion of the population aged 16-64 with education at ISCED Levels 5 and 6 was 44%, and 10.3% had no qualifications.

Institutions: In PISA 2012, students in Scotland reported positive relations with their teachers. Compared to the OECD average, schools have low autonomy over curriculum and assessment. Schools are expected to work within the framework established by Curriculum for Excellence, which aims to give teachers considerable autonomy and flexibility on how to deliver the curriculum. Salaries and teaching time are above the OECD average for primary teachers and below the OECD average for secondary teachers. Students' progress is assessed as part of ongoing learning and teaching, both periodically and at key transitions, with the first formal assessment for qualifications, including examinations taken at the age of 15. [Education Scotland](#) is responsible for external evaluation of local authority education services. It inspects a sample of schools annually, while promoting self-evaluation and self-improvement.

System: The Scottish Government is the central education authority and sets education policy. The 32 Local Authorities in Scotland provide publicly funded pre-school and school education. Local Authorities have direct responsibility for schools, hiring school staff, providing and financing most educational services and implementing Scottish Government policies in education. Further education colleges (which may overlap with provision in the later years of secondary school, and also early years of tertiary education) in Scotland set their own curriculum in collaboration with Local Authorities, Community Planning Partnerships (CPPs – bodies in each local authority area where all public sector agencies meet to plan services) and local employers, under guidance of outcome agreements set by the Scottish Funding Council. Other key institutions in the overall education system are the Scottish Further and Higher Education Funding Council (SFC), Education Scotland and the Scottish Qualifications Authority (SQA).

KEY ISSUES AND GOALS

Students: Scotland aims to close the attainment gap between socio-economic groups at all levels of the system and widen access to higher education for lower socio-economic groups. This would involve a range of issues, such as improving early learning and childcare, breaking the link between deprivation and attainment in schools, and improving retention, progression and attainment in colleges.

Institutions: Scotland is working to ensure that its focus on improving teacher education (providing more learning opportunities at master's level and building leadership capacity across the profession) delivers better student learning outcomes. Providing schools with the tools they need to develop locally-based solutions to self-improvement is seen as important, as is the related goal of strengthening partnerships and collaborative work between schools and across Local Authority areas. A key target is to develop a skilled professional teaching workforce which can support assessment approaches, in particular reporting in broad general education phase (age 3-15), and to increase emphasis on internally assessed coursework.

System: The Scottish Government's budget is being cut by close to 11% in real terms between 2010-11 and 2015-16, and education funding is no longer ring-fenced at local-authority level.

SELECTED POLICY RESPONSES

- The Scottish Government and its partners are taking forward a number of initiatives to raise attainment and close the achievement gap. These include further developing [Curriculum for Excellence](#) (see Equity, United Kingdom section); the [Literacy Action Plan](#) (2010) to improve literacy and improving the quality of the teaching workforce and building leadership capacity; investing in early years, particularly through the expansion of early learning and childcare in the [Children and Young People Bill](#) (2014); developing the [Early Years Collaborative](#);



widening access to higher education and vocational education; and sharing learning through school improvement partnerships and the Self Improving Schools Pathfinder.

- Through [Opportunities for All](#) (2012), the Scottish Government commits to offer a place in learning or training to every 16-19 year-old in Scotland who is not currently in employment, education or training. Scotland has also recently reformed its qualifications system to support the new curriculum and ensure 21st century qualifications.
- New qualifications have been developed to assess what students have learned under CfE, and were first sat in 2014.
- Teaching Scotland's Future (2011), a review of the teaching profession in Scotland, aims to improve teaching condition and teachers' education (see School Improvement, United Kingdom section).
- The [School Improvement Partnership Programme](#) (SIPP, 2013) encourages schools to collaborate and learn from each other to enhance school improvement (see School Improvement, United Kingdom section).
- The [Self Improving Schools Pathfinder](#) (2013) and the National Assessment Resource (2011), part of the Scottish approach to school self-evaluation, provide resources to ensure consistency between self-evaluation and external evaluation (see Evaluation and Assessment, United Kingdom section).
- Since 2011, the Scottish Government has been working to improve the governance of upper-secondary schools (colleges) through [regionalisation](#). Thirteen [college regions](#) have been established to facilitate collaboration and better cater to local needs. Some colleges were merged to ensure efficient provision of education.
- The concordat signed by the Scottish Government and the Convention of Scottish Local Authorities (COSLA) (2007) commits all parties to producing Single Outcome Agreements (SOAs) and gives shared responsibility to ministers and COSLA over policy making and the National Performance Framework (see Governance, United Kingdom section).

Spotlight 3. Education Scotland

Created in 2011, [Education Scotland](#) is an independent agency whose goal is to support quality assurance and improvement in the Scottish Education System. It operates in the following areas:

- Support and resources for learning and teaching: Education Scotland took over the responsibilities of the former Learning and Teaching Scotland (LTS) in providing curriculum support and developing assessment materials.
- Inspection and review: The agency is in charge of school evaluation.
- Continuing professional development: The agency provides support for teachers and education, continuing professional development and teachers' appraisal.
- Positive relationships and behaviours: The agency promotes social and emotional well-being in schools and positive relationships.
- Raising attainment for all: The agency provides online support materials for teachers to help them improve their students' learning outcomes.
- [Teaching Scotland's Future](#): The agency works with partners to implement aspects of this programme.
- Research: The agency conducts evidence-based research in education.

Note: This snapshot was prepared by Scotland based on a common framework developed for the Education Policy Outlook to examine policy context, key issues and reforms.



4. WALES

CONTEXT

Students: In PISA 2012, Wales had below-average performance in mathematics, reading and science, and performance in mathematics decreased compared to PISA 2009. The impact of socio-economic background on student performance in Wales is the lowest in the United Kingdom. In PISA 2012, the number of students reporting that they attended more than one year of pre-primary education is below the OECD average. Wales has some system-level policies that favour equity, such as low grade repetition and limited use of school admission criteria based on academic performance. But other policies, such as school choice, could hinder equity if not properly managed. According to [national education statistics](#), fewer students leave full-time education without a recognised qualification since 2009/10. Also, fewer 16-18 year-olds are not in education, employment or training (NEET), although the share of 19-24 year-olds in this situation has increased in 2013. Employment rates in Wales rose in 2013, while young people made-up nearly two fifths of the unemployed.

Institutions: Students reported positive relations with their teachers in PISA 2012. Schools in Wales have positive levels of autonomy over curriculum and assessment. In Wales, the [Office of Her Majesty's Inspectorate for Education and Training](#) (Estyn) is responsible for inspecting quality and standards of pre-school education, schools, further education institutions and local authorities. In PISA 2012, leaders of secondary schools reported that student assessment is used for both formative and summative purposes in their schools.

System: The Department for Education and Skills manages education policy in Wales. Local authorities are in charge of public service delivery for education. Schools participating in PISA 2012 report not having autonomy over allocation of resources. Maintained schools (publicly funded schools) can set their budgets, make staffing decisions, and plan and deliver the national curriculum, including teaching hours. Further education institutions are autonomous in Wales and funded directly by the Welsh Government. Funding to schools is distributed to local authorities through the Revenue Support Grant, except for funding of post-16 (post-compulsory) education, which is distributed by the Department for Education and Skills to local authorities and further education institutions.

KEY ISSUES AND GOALS

Students: Wales aims to improve literacy and numeracy, as well as to reduce the impact of deprivation on educational outcomes to increase its overall PISA performance. Reducing the number of young people who are not in education, employment or training (NEET) remains a top priority for the Welsh Government. It is also considered essential that Wales identify those who are most at risk of disengaging, and ensure that they have the right education and training to support transition into employment at the appropriate time.

Institutions: Wales considers that the only way for schools to raise standards of achievement is to improve the quality of teaching and learning in the classroom. Thus, it is considered key to ensure that teachers remain at the centre of the government's approach to school reform in Wales, with a focus on building leadership capacity and teacher professional development.

System: Wales sees strong evidence that federating governance arrangements will benefit schools in Wales, in terms of both cost-effectiveness and education. Wales is also aiming to improve the efficiency of its constitutional and funding arrangements, implementing recent recommendations.

SELECTED POLICY RESPONSES

- The review of the Qualifications Framework for 14-19 year-olds provided recommendations (2012) to ensure that qualifications are up to international standards (see Preparing Students, United Kingdom section).
- The Jobs Growth Wales programme, which started in April 2012, aims to create 4 000 jobs per year for job-ready young people throughout Wales.
- The [Youth Engagement and Progression Framework: Implementation Plan](#) (2013) focuses on the following elements to reduce the rate of youth in NEET: identifying young people most at risk of disengagement; better brokerage and co-ordination of support; stronger tracking and transitions of young people through the system; ensuring provision meets the needs of young people; strengthening employability skills and opportunities for employment; and greater accountability for better outcomes for young people. Additionally, the [Jobs Growth Wales](#) programme (2012) provides unemployed young people age 16-24, with a job opportunity for a six-month period paid at national minimum wage.
- The [Improving Schools Plan](#) (2012) sets the strategic plan to reform education for students from age 3-16 through to 2015. It focuses on three key areas: 1) improving the quality of learning and teaching; 2) effective



leadership at all levels in schools; and 3) capacity building at school, regional and national levels. The plan has been renewed with the new Qualified for Life strategy (2014).

- Alongside their induction programme, newly qualified teachers can follow a new Masters in Educational Practice programme (2012) (see School Improvement, United Kingdom section).
- The Education Workforce Council (2014) will expand the scope of the former General Teaching Council to create a robust registration system for both teachers and educational staff (see School Improvement: United Kingdom section).
- The Literacy and Numeracy Framework (2013) was introduced to embed literacy and numeracy across all subjects in the curriculum and support all teachers to become teachers of literacy and numeracy (see School Improvement, United Kingdom section).
- Following a consultancy between 2012 and 2013, new [General Certificates for Secondary Education](#) (GCSEs) will be developed in English Language, Welsh First Language and mathematics (numeracy and mathematical techniques) to improve learning in core literacy and numeracy skills and ensure that students' qualifications meet the needs of the labour market.
- The 22 Local Authorities in Wales have formed four consortia to improve education services in Wales.
- The [Review of Future Delivery of Education Services in Wales](#) (2013) focused on the delivery of education by schools and local authorities and potential areas of improvement
- The Pupil Deprivation Grant and the School Effectiveness Grant (2014-15) are grants to local authorities to help reach national educational priority targets (see Funding, United Kingdom section).
- A recent review of Higher Education (2013/14) looked at issues of access, social promotion and education cost (see Funding, United Kingdom section).

Spotlight 4. Improving Schools in Wales, an OECD Perspective

As part of Wales' efforts to improve its school system, the country undertook an OECD education policy review in 2013-14. The conclusions of the review, [Improving Schools in Wales: An OECD Perspective](#), were published in April 2014. Using an international perspective, the review analysed the strengths and challenges of the Welsh school system, and provided a number of recommendations and policy options.

To better meet the learning requirements of students and deliver equity and quality in Wales, the OECD review recommended setting high expectations and promoting the use of differentiated teaching; simplifying and stabilising the use of targeted funding for students from socio-economically disadvantaged backgrounds; and recognising and investing in support staff involved in teaching and learning.

Moreover, the OECD review recommended that Wales further invest in building professional capital and a culture of collective responsibility for improved learning for all students. To do so, it suggested raising the status of teachers and committing to initial teacher training; ensuring quality continuing professional development at all career stages; streamlining and developing a Welsh strategy for school-to-school collaboration; and putting system leadership development at the centre of the reform.

The review also highlighted the need to create a coherent assessment and evaluation framework by aligning quality students' assessments to national objectives; simplifying professional standards; making sure that school evaluation processes are used for school improvement; and strengthening evaluation and assessment competencies at all levels. Finally, the review stressed the importance of ensuring that reforms of the school system follow a tangible long-term vision with effective governance and support structure to ensure its delivery.

A new Qualified for Life strategy (2014) was introduced that set four objectives covering 3-19 year-olds: 1) an excellent professional workforce with strong pedagogy based on an understanding of what works; 2) a curriculum which is engaging and attractive to children and young people and which develops within them an independent ability to apply knowledge and skills; 3) qualifications for young people that are nationally and internationally respected and act as a credible passport to future learning and employment; and 4) leaders of education at every level working together in a self-improving system, providing mutual support and challenges to raise standards in all schools. The strategy defined a number of programmes to deliver on these objectives.

Note: This snapshot was prepared by Wales based on a common framework developed for the Education Policy Outlook to examine policy context, key issues and reforms.



EQUITY AND QUALITY: INCLUSION AND FUNDING POLICIES TARGET DISADVANTAGED STUDENTS

The United Kingdom performed at around the OECD average in PISA 2012 in mathematics and reading, and above the OECD average in science. The United Kingdom's **equity indicators** are at around the OECD average regarding the proportion of 15-year-old students who performed below proficiency Level 2 (22% compared to the OECD average of 23%) (Figure 3) and the variation in student performance in mathematics that can be attributed to differences in socio-economic background (12.5% compared to the OECD average of 14.8%) (Figure 1). The percentage of resilient students³ in the United Kingdom (6%) is close to the OECD average (7%).

Fair and inclusive policies in **early childhood education** contribute to an equitable education system. About 95% of 3-4 year-olds in the United Kingdom are enrolled in public or private institutions one year before starting compulsory school. Attending pre-primary education has a positive impact on student performance later in life. In PISA 2012, 15-year-olds in the United Kingdom who had attended pre-primary school scored 36 score points more than those who did not (compared to the OECD average of 20 score points).

The United Kingdom has **some system-level policies** that favour equity, such as low grade repetition and comprehensive schools, but other policies, such as ability grouping or school choice could hinder equity if not properly balanced. Only 2.7% of 15-year-olds in the United Kingdom as a whole reported having repeated a grade at least once since primary school (compared to the OECD average of 12.4%). A broad, comprehensive schooling is available in Scotland and Wales until age 16 and age 17 in England, and students can then opt for a mixture of vocational and academic courses. Some aspects of vertical and horizontal *stratification* are low compared to other OECD countries. Stratification of students according to ability is higher within schools. About 62.9% of 15-year-old students in PISA 2012 are grouped by ability for at least some classes (compared to the OECD average of 39.7%). School competition is also relatively high – 82.1% of students attend a school that competes for enrolment with two or more other schools (compared to the OECD average of 60.7%).

Approximately 13% of students in the United Kingdom have an **immigrant background**, with proportions ranging from around 4% in Northern Ireland and Wales, to 14% in England. In PISA 2012, performance gaps between immigrant and non-immigrant students are smaller in the United Kingdom (6 score points) than the average across OECD countries (21 score points). After accounting for socio-economic background, immigrant students' performance was similar to that of their peers across UK countries, except in Scotland, where immigrant students scored 22 points more than their peers.

The challenge: Continuing to foster equitable learning opportunities that all students can access.

Recent policies and practices (see snapshots for more national level policies)

The *Equality Act* (2010) applies to England, Scotland and Wales, with some references to Northern Ireland and aims to protect individuals from discrimination or unfair treatment due to protected characteristics (disability, gender, pregnancy and maternity, race, religion and sexual orientation). The act places the responsibility to eliminate inequities and discrimination on public bodies, organisations and institutions. In education, the act covers the issues of admissions, accessibility and treatment.

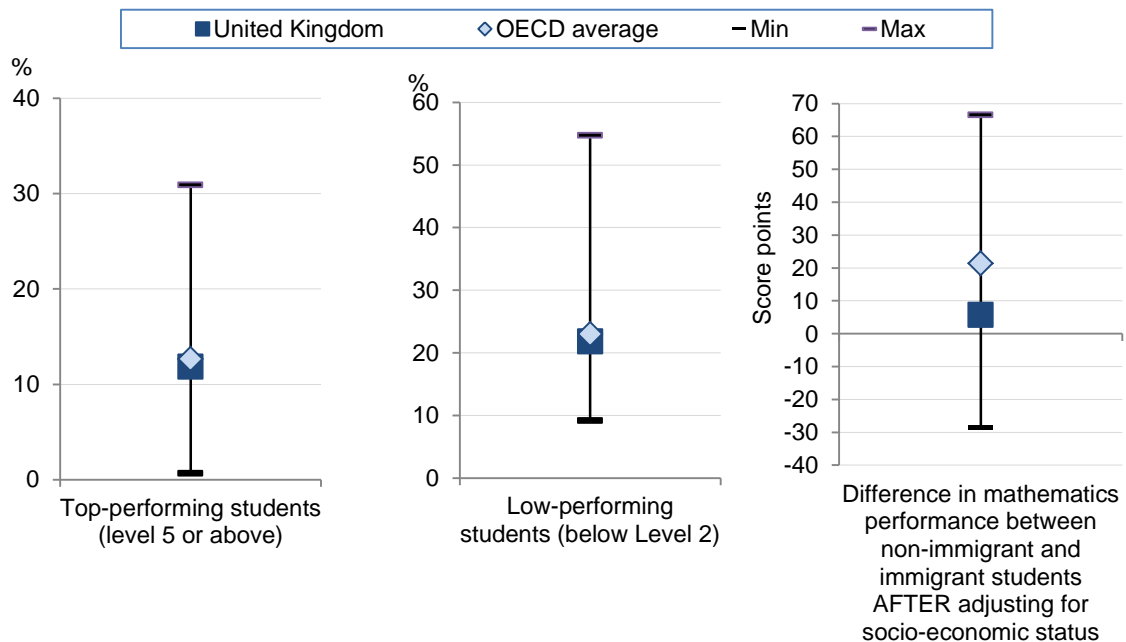
England's *Pupil Premium* programme (2011) aims to reduce inequities between students through additional school funding to support disadvantaged students and close attainment gaps. The premium of GBP 900 per disadvantaged student targets students who have benefited from free school meals at any point in the last six years. Schools decide how to use this funding. The overall programme funding reached GBP 1.875 billion in 2013/14.

The *Curriculum for Excellence*, Scotland's long-term education plan covering students from ages 3-18, aims to raise attainment in schools across all backgrounds (see Spotlight 5).

In Northern Ireland, the Education and Training Inspectorate has published inclusion support material such as *Special Schools: Journeys to Inclusion* (2011) and *Striving for Excellence* (2007) to build the capacity of mainstream schools to address pupil support and encourage special and mainstream schools to collaborate, drawing from the expertise of each sector.



Figure 3. Percentage of low and top performers and difference in mathematics performance between non-immigrant and immigrant students (PISA 2012)



Note: "Min"/"Max" refer to OECD countries with the lowest/highest values.

Source: OECD (2014), *PISA 2012 Results: What Students Know and Can Do (Volume I, Revised edition, February 2014): Student Performance in Mathematics, Reading and Science*, PISA, OECD Publishing, Paris, <http://dx.doi.org/10.1787/9789264208780-en>.

Spotlight 5. Raising performance through the curriculum in Scotland

Curriculum for Excellence (CfE) is the Scottish approach to learning and teaching for 3-18 year-olds. It is the result of wide-ranging engagement and consultation with parents, teachers, educationalists and other key stakeholders since a National Debate on Education in 2002. Implementation in secondary schools started in 2010. The CfE focuses on four key capacities to enable young people to be successful learners, confident individuals, responsible citizens and effective contributors.

These capacities are promoted by providing learners with a range of personalised learning experiences and qualifications that meet their individual needs and aspirations. It also aims to increase the autonomy of teachers in their selection of teaching strategies, providing a framework for learning through a set of experiences and outcomes in eight curricular areas (expressive arts, health and well-being, languages, mathematics, religious and moral education, sciences, social studies, and technologies). The CfE targets:

- Broad general education (BGE) from ages 3-15 to the end of Secondary 3 (students aged 14/15) to provide students with a common curriculum background, along with a sustained focus on literacy, numeracy, health and well-being. It also aims to develop skills for learning, life and work.
- New National Qualifications, are developed for delivery from 2013/14 for students in S4 (aged 15/16), flowing from the BGE phase of learning. Higher and Advanced Higher qualifications (generally taken in the final two years at school) are also being revised to reflect CfE.
- The Senior Phase (S4-S6) provides qualifications while also offering opportunities for wider recognition of skills, abilities and attributes. It is developed in consultation with learners and parents and delivered through a range of models to take local context into account.

Information on the impact of CfE includes independent inspection reports on individual establishments, produced by Education Scotland, as well as diagnostic survey data, including the Scottish Survey of Literacy and Numeracy, and routine information on school leaver destinations, and examination results. A comprehensive framework for evaluation of CfE is being developed. An OECD review of the reform is planned for 2015 to help ensure that the system can continue to learn and adapt over time.



PREPARING STUDENTS FOR THE FUTURE: BETTER FOUNDATIONS FOR FURTHER EDUCATION OR EMPLOYMENT

The capacity of education systems to effectively develop skills and labour market perspectives can play an important role in young people's educational decisions. In the United Kingdom as a whole, the share of 15-29 year-olds not in education and not employed is 16.3 %, above the OECD average of 15.0 %, but for those with below upper secondary attainment, it is much higher than the OECD average (25.2% compared to 15.2%). Since 2000, unemployment rates for all education levels have increased, but they remained below the OECD average for all education levels in 2012 (5.6% compared to 7.5%). England and Northern Ireland's combined average level of literacy skills for working age adults (16-65 year-olds) is around the average of the other countries participating in the Survey of Adult Skills, while adult numeracy skills are comparatively low. Young adults (16-24 year-olds) in England and Northern Ireland have lower literacy and numeracy skills than their peers in almost all other participant countries.

Participation in **upper secondary education** is compulsory until age 16 in Northern Ireland, Scotland and Wales, and until 17 in England, with 85% of 25-34 year-olds across the United Kingdom having attained this level of education (slightly above the OECD average of 82%). In most cases, general and vocational programmes in the United Kingdom are offered in upper secondary schools. Successful completers are awarded different types of upper secondary qualifications, including various types of vocational and academic qualifications. These qualifications aim to reflect what students need to know to succeed in further education or for employment.

Vocational education and training (VET) in the United Kingdom is provided at secondary and tertiary education levels, and employers are increasingly engaged in the system. VET can facilitate entry into the labour market through apprenticeship programmes, sixth form / sixth year courses to prepare for academic further education, further education institutes, and private training providers. There are large differences in vocational education across the United Kingdom. England, Wales and Northern Ireland share the [Qualifications and Credit Framework \(QCF\)](#) and the [National Qualifications Framework \(NQF\)](#). Scotland uses its own [Scottish Credit and Qualifications Framework \(SCQF\)](#). England has a well-established and flexible qualification system, characterised by a wide variety of vocational programmes (over 16 500 vocational qualifications at post-secondary level in 2011). The complexity of this system can hinder employer engagement and cause confusion between overlapping qualifications. In Scotland, employers work with the government on uniformity of the qualifications system to avoid similar problems. Scotland also created a [commission](#) to move youth into sustainable employment (see Spotlight 2).

As in other OECD countries, the expansion of **tertiary education** implies providing a sufficiently wide offer of studies to address both labour market skills needs and student interests. In the United Kingdom, 48% of 25-34 year-olds attain tertiary education (above the OECD average of 39%) (Figure 2). The graduation rate is among the highest in OECD countries for academic programmes (tertiary-type A level), and also above the OECD average for more technical programmes (tertiary-type B level). Around 17% of all tertiary students are international, the second highest rate of foreign tertiary students among OECD countries in 2012.

The challenge: Providing clarity in qualifications and developing skills for effective entry into the labour market or transition to further learning.

Recent policies and practices (see country snapshots for more national-level policies)

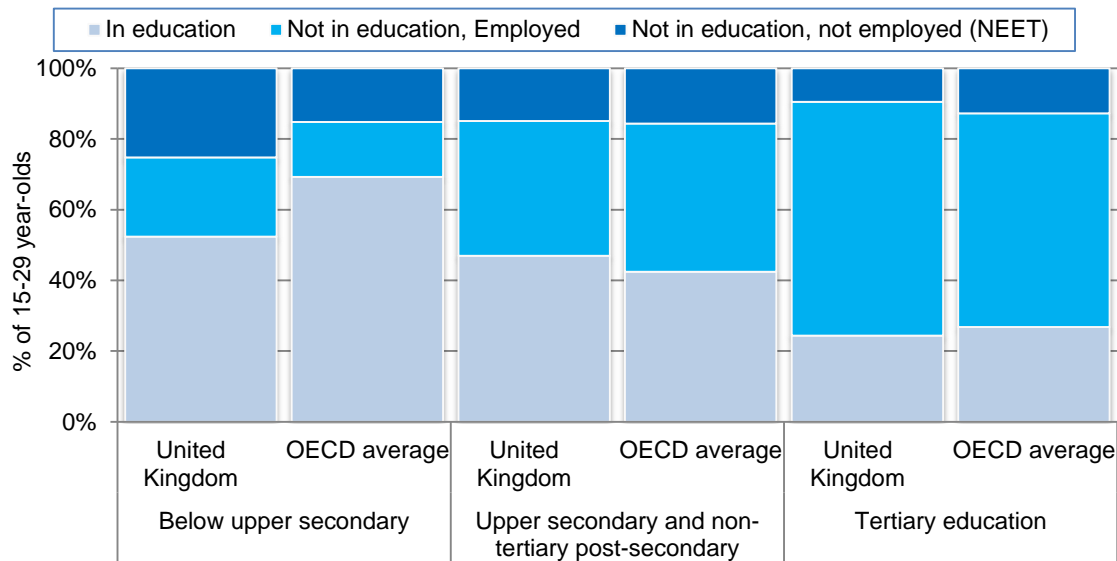
Among its many goals, the [Education and Skills Act](#) in England (2008) aims to retain youth in the education system for a longer time by extending compulsory education to age 18 (2015), thus improving youth transition to further education and training or to employment. The act also clarifies the duties of different actors to support engagement, attainment and transition of youth and adults from education to employment. England is also trying to increase the capacity and responsiveness of skills developed in VET (see Spotlight 2).

In Northern Ireland, the [Success through Skills - Transforming Futures](#) strategy (2011) sets out a vision of enabling people to access and progress up the skills ladder in order to raise the skills levels of the whole workforce; boost productivity; increase levels of social inclusion by enhancing employability of those currently excluded from the labour market; and secure Northern Ireland's future in the global marketplace. The strategy provides details on actions to be taken by 2020.

Also in Northern Ireland, in line with [Further Education Means Business](#) (2009), the Further Education Curriculum policy aims to provide clear quality progression routes for all learners. The policy has also been developed to ensure that, through their curriculum offer, further education colleges achieve a balance between strengthening economic and workforce development, enhancing social cohesion and advancing individuals' skills and learning. In Wales, the Qualifications Framework for 14-19 year-olds was reviewed in 2011 to ensure that Welsh qualifications are understood and valued and meet the needs of young people and the Welsh economy. Changes are now being introduced to the Welsh Baccalaureate, GCSEs, AS and A level qualifications, vocational qualifications and essential skills qualifications. An independent national body, Qualifications Wales, is to be established by the end of 2015.



Figure 4. Percentage of 15-29 year-olds in education and not in education, by educational attainment and work status, 2012



NEET: Neither Employed, nor in Education and Training

Source: OECD (2014), *Education at a Glance 2014: OECD Indicators*, OECD Publishing, Paris, <http://dx.doi.org/10.1787/eaq-2014-en>.

Spotlight 6. Reforming skills and qualifications

The United Kingdom has set forth a new national strategy *Rigour and Responsiveness in Skills* (2013) to strengthen the vocational education and training system. The strategy aims to reform apprenticeships to increase employers' flexibility to decide on standards for completing them; further simplify the system and make it more relevant, rigorous and recognised (removing up to 2 500 qualifications); make funding more responsive; introduce new tools such as loans to over 24-year-olds or direct employer funding; and provide clearer information to allow individuals and employers to make better choices.

In Northern Ireland, the Department for Employment and Learning recently undertook a major review of apprenticeships and youth training (2013/14). The review aimed to ensure that the training opportunities on offer closely match the needs of the economy and equip Northern Ireland's young people with economically relevant skills and qualifications and resulted in *findings and proposals on apprenticeships* (2014).

In Scotland, the Commission for Developing Scotland's Young Workforce (2013) focused on measures to strengthen engagement of employers in both education and youth employment. The *final report* (2014) included 39 recommendations, which propose that schools, colleges and apprenticeships be more attuned with the world of work by providing students with early career guidance, a college education more focused on employment opportunities, and apprenticeships in industries where they have the best chance to build a long-term career. The Scottish Government has also recently published a *Strategy and Implementation Plan* (2014) for implementing the recommendations from the Commission.

A 2014 *policy statement on skills* in Wales aims to provide a general framework of action in post-19 skills and employment policy for the coming ten years. The statement covers four priority areas for the Welsh Government: 1) stimulating demand for a more highly-skilled society and driving forward the economy in the pursuit of jobs and growth; 2) developing a skills system which reflects the needs of local communities; 3) engaging employers to participate in the skills system; and 4) providing the employment support necessary to assist individuals to move into employment and progress in work.



SCHOOL IMPROVEMENT: PEDAGOGICAL SCHOOL LEADERS AND POSITIVE LEARNING ENVIRONMENTS

Key to raising achievement in schools is developing the conditions for school leaders and teachers to succeed. Overall, students in the United Kingdom report positive **learning environments** compared to other OECD countries according to PISA 2012 Results (Figure 5).

School leaders are also highly involved in the day-to-day operation of their schools and in learning, according to self-reports in PISA 2012. Leadership standards and development for school leaders are provided through national leadership frameworks and institutions. School principals in the United Kingdom also perform tasks related to pedagogical leadership: about one-half (49.9%) reported ensuring that teachers work according to the school's educational goals (above the OECD average of 20.3%) and 45.7% said they praise teachers whose students are actively participating in learning (above the OECD average of 20.3%). School leaders have a growing level of autonomy. In England, for example, the status of many schools has recently changed to academies (see country snapshots). Other forms of autonomy include professional flexibility of teachers in the classroom by Curriculum for Excellence in Scotland.

Teachers in the United Kingdom are relatively young, have higher-than-average teaching time, and are well paid compared to other OECD countries. The United Kingdom has the largest proportion of teachers below age 30 among OECD countries and primary teachers cope with larger classrooms than the OECD average. Teaching time varies significantly between the four countries. Compared to the OECD average of 782 hours a year per teacher, teaching time is lower in England (680 hours) and higher in Scotland (855 hours). In secondary education, both England and Scotland have above-average annual teaching time in upper secondary education (692 hours in England and 855 hours in Scotland). All teachers must obtain teaching qualifications prior to joining the teacher workforce. Primary school teachers in England earn 86% of the average salary of a full-time worker with a tertiary education, and teachers in Scotland earn 83% (compared to the OECD average of 85%). At secondary level, teachers in England earn 95%, and teachers in Scotland 83% (compared to the OECD average of 88% for lower secondary education and 92% for upper secondary education).

The challenge: Ensuring that school principals have appropriate support and that favourable teaching conditions attract high-quality candidates into the profession.

Recent policies and practices (see country snapshots for more national-level policies)

The [National College for Teaching and Leadership](#) (2013) is a government agency created in England by merging two existing bodies that worked towards school leadership and teachers' development. It aims to support development of the education workforce by creating a school-led self-improving education system. A similar government body is being established in Scotland, the Scottish College for Educational Leadership, to provide support and coherence to leadership development across the education system at all levels of responsibility.

In England and Wales, the [school teachers' pay](#) policy (2013) aims to increase flexibility of the system, allowing schools to pay high performing teachers more. Teachers' pay used to be mainly linked to seniority, and this reform will result in pay being linked to performance, based on an annual appraisal.

In Northern Ireland, [Every School a Good School](#) (ESaGS, 2009) is a policy for school improvement which aims to support schools to raise standards and overcome barriers to student learning (see Spotlight 3).

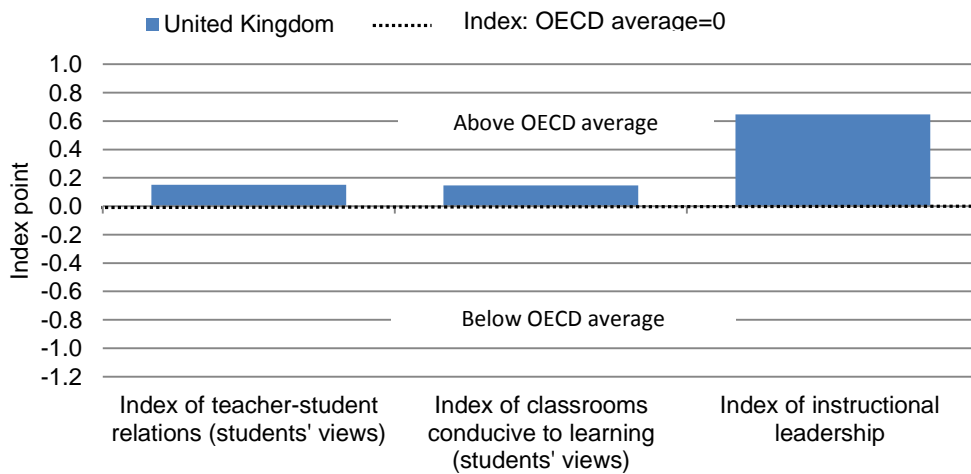
[Teaching Scotland's Future](#) (2011) is an extensive review of the teaching profession in Scotland. It offers a series of measures to develop teachers' careers, status, skills, and leadership, which are currently being implemented through partnerships at national, local and school levels.

In Scotland, the [School Improvement Partnership Programme](#) promotes partnerships between schools and across local authorities in order to share successful strategies for tackling educational inequality. An [evaluation of this programme](#) (2013/14) found progress in partnerships establishing collaborative networks that supported teachers' learning and teaching approaches to address inequality, as well as their ability to integrate research and enquiry to assess progress and inform developments.

In Wales (2012), Newly Qualified Teachers (NQTs) can follow a new [Masters in Educational Practice](#) alongside their Induction and Early Professional Development. As part of the [Education \(Wales\) Act 2014](#), the [Education Workforce Council](#) will be established, replacing the General Teaching Council. The aim of this policy is to create a more robust registration system for teachers and educational staff, as well as to introduce registration requirements for Further Education teachers.



Figure 5. The learning environment, PISA 2012



Source: OECD (2013), *PISA 2012 Results: What Makes a School Successful (Volume IV): Resources, Policies and Practices*, OECD Publishing, Paris, <http://dx.doi.org/10.1787/9789264201156-en>.

Spotlight 7. School improvement policies in Northern Ireland and Wales

In Northern Ireland, *Every School a Good School (ESaGS)*, launched in 2009, aims to embed in all schools the following characteristics of good schools: a) child-centred provision; b) high quality teaching and learning; c) effective leadership; and d) a school connected to its local community. It views schools themselves, through self-evaluation and other measures, as best placed to identify areas of improvement and drive changes to bring about better outcomes for all their students. In support of the ESaGS policy, further interventions continue to be developed, including: a) a literacy and numeracy capacity-building project for teachers of English and mathematics; b) specialist inspection support targeted at a selection of post-primary schools that are underperforming in either of these subjects; and c) education initiatives targeting communities with a history of educational disadvantage. The policy also recognises the importance of parental involvement, and includes an ongoing Education Works advertising campaign to advise parents on steps they can take to help their children achieve good educational outcomes. The Department's strategy *Count, read: succeed* was launched in 2011.

Wales introduced the *National Literacy and Numeracy Framework* (LNF, 2013) to embed literacy and numeracy across all subjects in the curriculum and support all teachers to become teachers of literacy and numeracy. The LNF is now a statutory curriculum requirement for students from Reception to Year 9. Wales also introduced *national reading and numerical procedure tests* from 2013, and will introduce numerical reasoning tests aligned with the LNF from 2014. A *Review of assessment and the National Curriculum in Wales* started in 2012. The first phase of the review focuses on supporting and strengthening the teaching of literacy and numeracy in schools following the introduction of the LNF, and proposes making wider skills a statutory element of curriculum arrangements in Wales. The second phase will look at assessment and curriculum arrangements in Wales more generally.



EVALUATION AND ASSESSMENT TO IMPROVE STUDENT OUTCOMES: A WELL-STRUCTURED ACCOUNTABILITY-DRIVEN EVALUATION SYSTEM

The United Kingdom has highly structured **evaluation and assessment frameworks**, which include both external and self-evaluations and learning standards that serve as the basis for evaluations. In the four countries of the United Kingdom, the evaluation and assessment framework is administered by either the education ministries or separate bodies. The system is characterised by high accountability and publication of evaluation results to the general public. Compared to other OECD countries, there is high use of evaluation data in school leaders' decision-making (Figure 6). At the same time, evaluation and assessment practices vary between the different countries (see below).

System evaluation has a high level of transparency with regard to performance measures for students and institutions. Learning objectives for students are well defined in the school curriculum. The education system is subject to some external review by national and international bodies. System evaluation can be improved by setting national aggregate educational goals, reviewing and monitoring the education system as a whole, and assessing its goals on a regular basis.

Schools are expected to perform self-evaluations and are also subject to external inspections. External inspections evaluate schools as a whole rather than singling out the performance of individual teachers. Annual self-evaluation reports are issued to the governing boards, and annual external reports (biennial in Northern Ireland) are also made public. These reports combine evaluation from school inspections and performance data on student test results. In Northern Ireland and Scotland, the governments have placed more emphasis on combining school self-evaluation with inspections aimed at external validation of these evaluations (see Spotlight 4). England, on the other hand, puts more emphasis on accountability by using more external evaluation and performance data of schools.

Teachers' performance is examined within schools against teaching standards and objectives. Scotland (2012) and England (2013) recently revised their teaching standards. **Teacher appraisals** are performed by school leaders on an annual basis, and are used to determine career development and pay progression (except in Scotland). New teachers are required to undertake a period of probation of 1-2 years, during which they are evaluated to confirm their capability or competence to teach.

In each country in the United Kingdom, there is a coherent **system** for **assessing student learning** against the curriculum at different stages. Student assessments in England and Wales are based on a combination of national assessment tests in mathematics and English and teacher-based assessments at several key stages in primary school, which vary by country. In upper secondary education, students are assessed within general qualifications frameworks. There is a strong culture of data analysis of student performance at both national and school levels. The prominence of performance data and the emphasis on knowledge within student assessment frameworks require attention to ensure that other educational goals not measured by these indicators (such as early development of competencies and skills) are not left behind. Recent reforms have addressed introducing these educational goals as part of student assessments.

The challenge: Ensuring that evaluation and assessment target improvement as a continuous process.

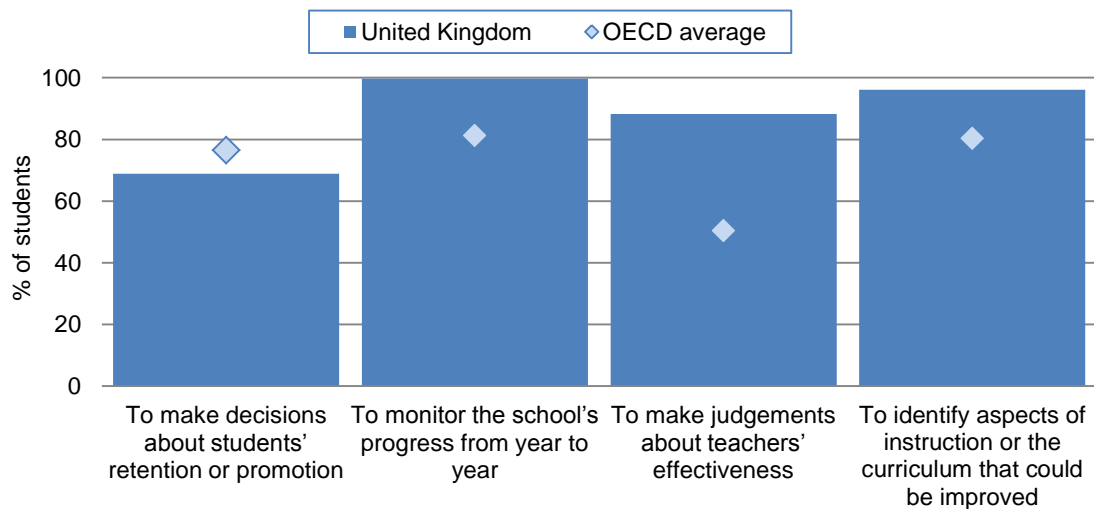
Recent policies and practices (see country snapshots for more national-level policies)

A new model of *Teacher Appraisal and Capability* (2012) has been developed in England to create a clear and uniform policy on teacher assessment. In addition to the traditional aim of improving teachers' educational provision and performance, the new appraisal model aims to support professional development. Teaching capabilities are assessed when there are major concerns about a teacher's performance.

In Northern Ireland, the Education and Training Inspectorate (ETI) worked with schools to develop a framework and a common set of quality indicators for self-evaluation called *Together Towards Improvement*, initially published in 2003 and adapted to each school sector and phase in 2010. Since 2010, ETI has developed inspection methodologies and worked with schools to align schools' self-evaluation and external evaluation.



Figure 6. Percentage of students in schools where the principal reported assessments of students in national modal grade for 15-year-olds (PISA 2012)



Source: OECD (2013), OECD (2013), *PISA 2012 Results: What Makes Schools Successful (Volume IV): Resources, Policies and Practices*, OECD Publishing, Paris, <http://dx.doi.org/10.1787/9789264201156-en>.

Spotlight 8. The approach to school evaluation in Scotland

School evaluation in Scotland focuses on ensuring alignment of two elements for formative purposes: external school evaluation and school self-evaluation.

External school evaluation ([Arrangements for inspecting schools in Scotland](#), 2011) includes a specific evaluation and a report on the evaluated school's capacity to improve. This approach aims to emphasise that the purpose of school evaluation activities is school improvement.

Scotland has also developed and promoted a self-evaluation model for schools including a set of quality indicators for schools to use ([How good is our school?](#), 2007). One of six key questions in the self-evaluation model is "What is our capacity for improvement?".

External school evaluation in Scotland aims to build capacity by providing more extended engagement and support to schools that most need it and developing scope for inspectors to work directly with school staff during the evaluation. External school evaluators validate a school's self-evaluation results. Only where there are concerns about the school's effectiveness will there be more intensive external school evaluations.

Scotland attaches much importance to ensuring that school self-evaluation and external school evaluation use "the same language". Literature on this policy argues that this can help teachers to view external inspection as an improvement process, rather than a judgemental one. As part of an effort to align internal and external evaluation, a [Self-Improving Schools Pathfinder](#) (2013) was introduced in a number of schools to test the utility of the [3-Step Improvement Framework for Scotland's Public Services](#) as a practical methodology to secure consistent improvement in raising attainment and has been extended to 100 early-adopter schools. An online platform, the [National Assessment Resource](#) (2011) provides assessment materials, developed by the Scottish Qualifications Authority, Education Scotland and teachers, including examples of practice which illustrate standards and expectations across curriculum areas, stages, experiences, outcomes and qualifications.



GOVERNANCE: SIMILAR CHALLENGES AND POLICY STRUCTURES

The United Kingdom is composed of four countries, England, Northern Ireland, Scotland and Wales. Each country has a different governance system and different actors who shape education policy. The education systems in England, Wales and Northern Ireland are similar. In Scotland, there are some differences in structure and qualifications. The main educational policy actors are outlined below:

- All four countries have a government department or directorate that leads educational policies: the Department for Education in England, the Department of Education in Northern Ireland, the Scottish Government in Scotland, and the Department for Education and Skills in Wales. Policy priorities in Wales are set out by new administrations and developed into a programme for delivery. In Northern Ireland, policy priorities are defined as part of a quadrennial Corporate Plan (Corporate Plan 2012-15, see country snapshots).
- In two of the four countries, a different government department or directorate leads vocational, skills, training and adult learning policies: the Department for Business, Innovation and Skills in England, and the Department for Employment and Learning in Northern Ireland.
- England, Northern Ireland and Wales maintain the National Qualifications Framework (NQF), which unifies all qualifications into one comprehensive framework. In Scotland, a public body, the Scottish Qualifications Authority is responsible for the Scottish Credit and Qualifications Framework (SCQF). These entities also play a substantial role in the process of formulating qualifications' policies and frameworks.
- In England, the Standards and Testing Agency, within the Department for Education, executes student-assessment policies and the DfE manages national data collection from schools and local authorities. In the other countries, this function is handled centrally by the aforementioned government departments.
- Each country has a separate body that performs school inspections: the Office for Standards in Education (Ofsted) in England, the Education and Training Inspectorate in Northern Ireland, Education Scotland in Scotland, and the Inspectorate for Education and Training (Estyn) in Wales.
- In England, the National College for Teaching and Leadership is responsible for development of teachers and school leaders and for implementing certain policies that concern these populations. A similar institution is being established in Scotland. In Northern Ireland, a local education agency provides a licensed version of the programme offered for aspiring school leaders in England.
- Other stakeholders include funding councils (e.g. the Education Funding Agency and the Higher Education Funding Council), national institutions (e.g. the National Foundation for Education Research), different teacher unions), industry groups (e.g. British Chambers of Commerce), non-government associations (e.g. the Independent Schools Council) and parent groups.

Most policies are made within the four countries, with no educational policy decisions (aside from all-encompassing laws) taken at the United Kingdom level. Intergovernmental arrangements and co-operation between national governments exist, but they are limited and sovereignty is maintained.

In England and Scotland, **most education decisions** are made at the local level and in schools (Figure 7). In England, most decisions are at the school level, although some authority (e.g. for school place planning) has been maintained within local governments. In Scotland, decision-making at schools has increased regarding the delivery of curriculum and general policy and resource decisions are shared with local authorities. Decision-making in **higher education** is shared by the countries' governments, their funding and quality assurance bodies, and higher education institutions.

The challenge: Improving co-ordination and synergies in a context of diversity of practice.

Recent policies and practices (see country snapshots for more national-level policies)

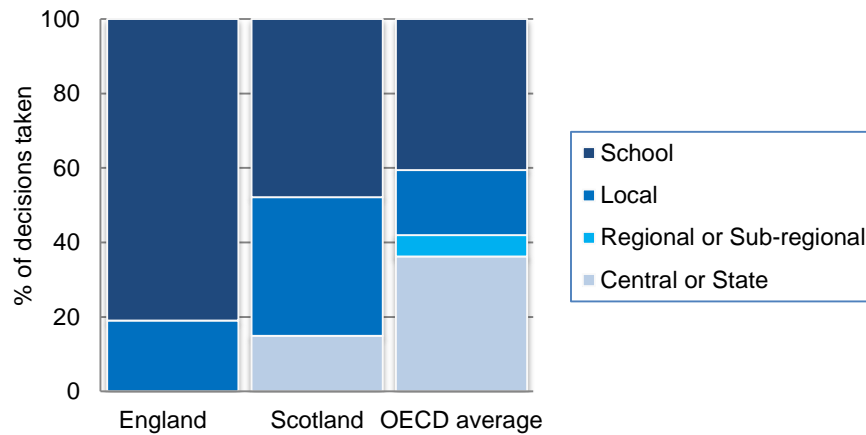
An [Organisational Reform](#) (2010) in England aimed to simplify planning and implementation of education policies. The responsibilities of the Department for Education and the Department for Business, Innovation and Skills were redefined, and many institutions (such as government councils and bodies) were closed, with their functions transferred to other new or existing institutions. Similar reforms have taken place in Northern Ireland, with the creation of the Education Authority (2015), and in Wales following the Government of Wales Act (2006).

The Scottish Ministers and the Convention of Scottish Local Authorities (COSLA) signed a [concordat](#) (2007) which shares the policy-making role with ministers and establishes joint responsibility for the National Performance Framework. The concordat commits all parties to producing Single Outcome Agreements (SOAs) and extending these to Community Planning Partnerships.

In Wales, the [Commission on Public Service Governance and Delivery](#) (2014) reviewed how public services are governed and recommended reducing the number of local authorities from 22 to 12.



Figure 7. Percentage of decisions taken in public lower secondary schools at each level of government, 2010



Source: OECD (2012), *Education at a Glance 2012: OECD Indicators*, OECD Publishing, Paris, <http://dx.doi.org/10.1787/eag-2012-en>.

Spotlight 9. Stakeholder consultation: Secondary school accountability reform

The *Civil Service Reform Plan* (2012) outlines the UK Government's aspirations to ensure that open policy making is the default and that the government gathers wide policy input, evidence and insight from external experts. Government departments across the United Kingdom use an official consultation process to help stakeholders engage, own and commit to policies; understand possible unintended consequences of a policy; and better shape implementation.

For example, the Department for Education in England (DfE) used the consultation process to gather proposals to *reform secondary school accountability* (2013) and make schools accountable for their pupils' progress across a broader range of subjects, instead of only on students' performance in the General Certificate of Secondary Education (GCSE). DfE received 412 written responses to the accountability consultation, and also held discussions with stakeholders at a series of events and conferences. Building on the results of the consultation, DfE has designed a new set of accountability measures in terms of the performance-based tables to be developed from exam results. They will be used starting in the academic year 2015/16.



FUNDING: TOWARDS A SIMPLE, SUSTAINABLE AND EFFECTIVE SYSTEM

The United Kingdom's **investment in educational institutions** is similar to the OECD average. Expenditure on educational institutions for all levels of education amounted to 6.4% of GDP in 2011 (slightly above the OECD average of 6.1%) (Figure 8). Between 2005 and 2011, spending on education as a proportion of GDP increased by 0.5 percentage points, similar to the average increase in OECD countries (0.4 percentage points). As in most OECD countries, a large portion of the expenditure on educational institutions is from public sources (74.9% in 2011, compared to the OECD average of 83.9%), while the share of private expenditure (25.1%) is among the highest in OECD countries. Most of the private funds are from household expenditure.

The United Kingdom allocates similar amounts of **annual expenditure per student** across the different levels of education, except in tertiary education where expenditure per student is higher. The annual expenditure per student from primary to tertiary education (USD 10 412) is above the 2011 OECD average (USD 9 487). Between 2000 and 2011, expenditure per student from the primary to the non-tertiary level increased by 41%, compared to the OECD average increase of 38%. At the tertiary level, there was a very substantial increase in expenditure per student (67% compared to the OECD average of 16%).

Approaches to funding schools vary across the United Kingdom. There are publicly funded, private government-dependent institutions (academies and free schools in England, and very few examples in Scotland), and independent private institutions. Publicly funded schools are resourced mainly through funding by the government and local authorities, along with a small proportion of self-income. Academies/free schools are independent of local authorities and funded directly by national governments. Independent private institutions are financed mainly through private funds. The vast majority of students attend government-funded schools and are entitled to free education, where families may have to pay for school supplies and some extra-curricular activities. Private independent schools enrolled around 6% of children in 2011, with tuition fees as high as GBP 30 000 per year.

Funding of higher education institutions in the United Kingdom has some variations across the four countries. Scotland, for example, has no tuition fees for higher education for Scottish students studying in Scotland. Recent reforms in England aimed to ensure financial sustainability of higher education by decreasing the relative part of public funding through an increase in tuition fees. The four country governments have primary responsibility for public funding, largely provided through the higher education funding councils. These councils also provide additional financial support for students with disadvantaged backgrounds. Funding for vocational education and training institutions also varies across the United Kingdom. England funds VET through the Skills Funding Agency and the Skills Funding Statement, and employers also directly fund some training and apprenticeships. Scotland set up a designated Scottish Skills Fund to finance different skills and training projects. In Wales, a series of measures are available to provide financial assistance to individuals in adult learning.

In the United Kingdom there are similarities in the range of funding allocations or grants available for particular groups of students, paid either directly to students or to the institutions they are attending. Wales, for example, currently provides a tuition fee grant for Welsh students wherever they study in the United Kingdom. It is important to ensure that these financial incentives are both transparent and well utilised.

The challenge: Achieving simplicity, efficiency, sustainability and accountability in funding.

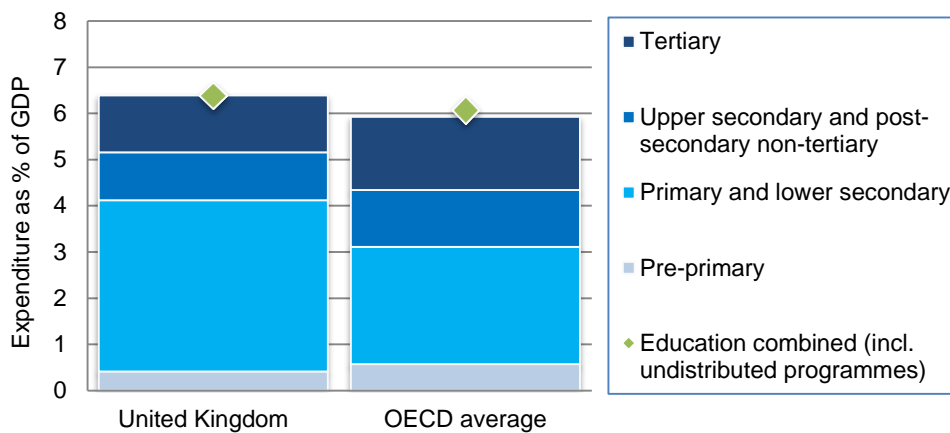
Recent policies and practices (see country snapshots for more national level policies)

The [school funding reform](#) in England (2013/14) aims to simplify the funding system and improve transparency and the quality of education choices. The reform tries to achieve more consistency and equivalence in allocations to schools, and to make the funding system more student-driven.

In England, the [Independent Review of Higher Education Funding and Student Finance](#) took place in 2010, and new legislation proposes measures to make higher education less dependent on public funding (see Spotlight 10).

In Wales, the [Pupil Deprivation Grant \(PDG\)](#) and the [School Effectiveness Grant \(SEG\)](#) are distributed directly to local authorities between 2012 and 2015 to support national priorities of improving literacy and numeracy and reducing the impact of poverty on school attainment.

In Wales, a [review of higher education](#) (2013/14) focused on issues such as widening access to higher education, promoting social mobility, tuition fee policies and student financial arrangements.

**Figure 8. Expenditure on educational institutions as a percentage of GDP, by level of education, 2010**

Source: OECD (2014), *Education at a Glance 2014: OECD Indicators*, OECD Publishing, Paris, <http://dx.doi.org/10.1787/eag-2014-en>.

Spotlight 10. Impact of increased tuition and reforms in higher education funding in England

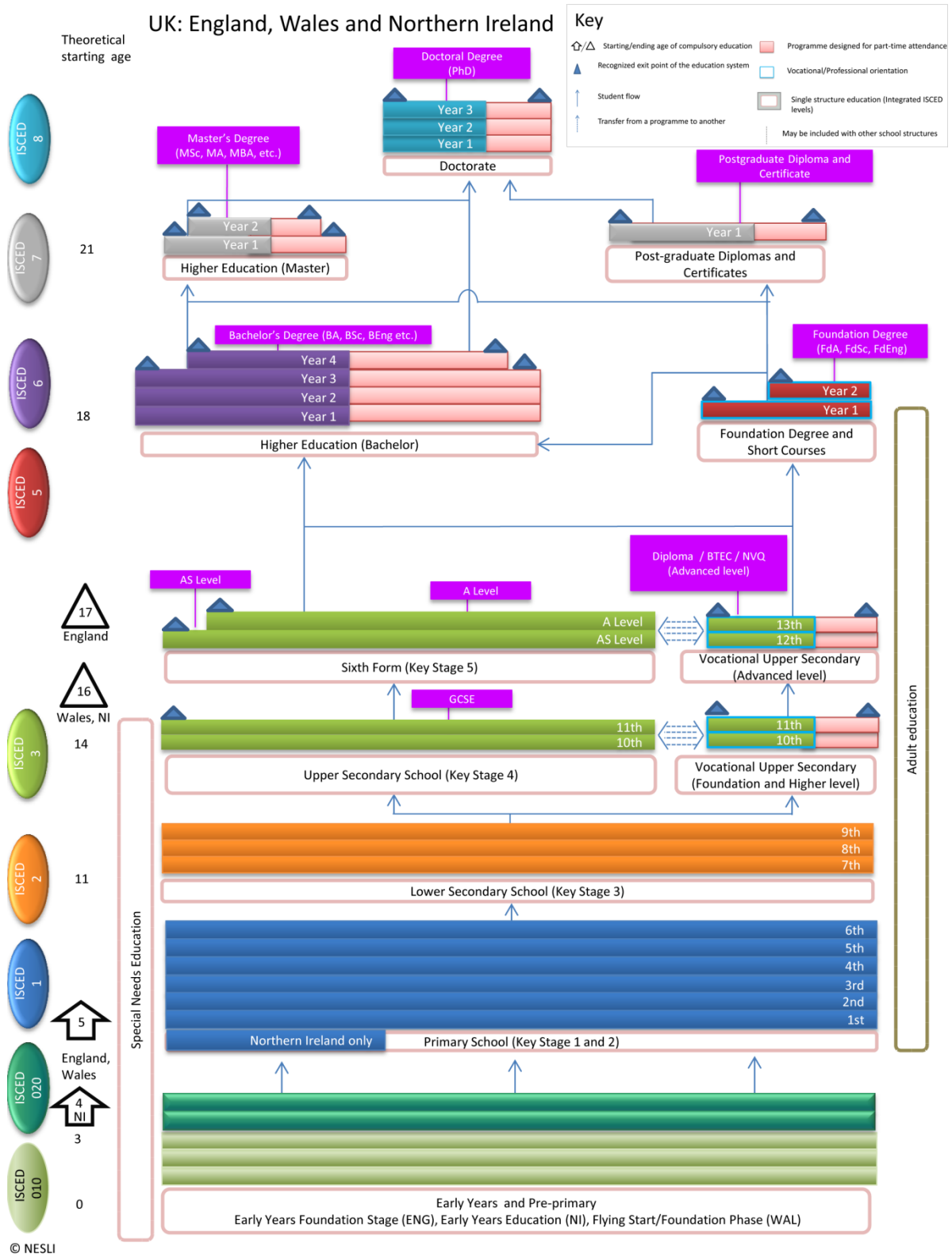
In 2009, England commissioned an Independent Review of Higher Education Funding and Student Finance. Its findings, issued in *Securing a Sustainable Future for Higher Education* (2010), were translated into a reform implemented in 2012. The main feature was a steep increase in tuition fees for UK/EU students.

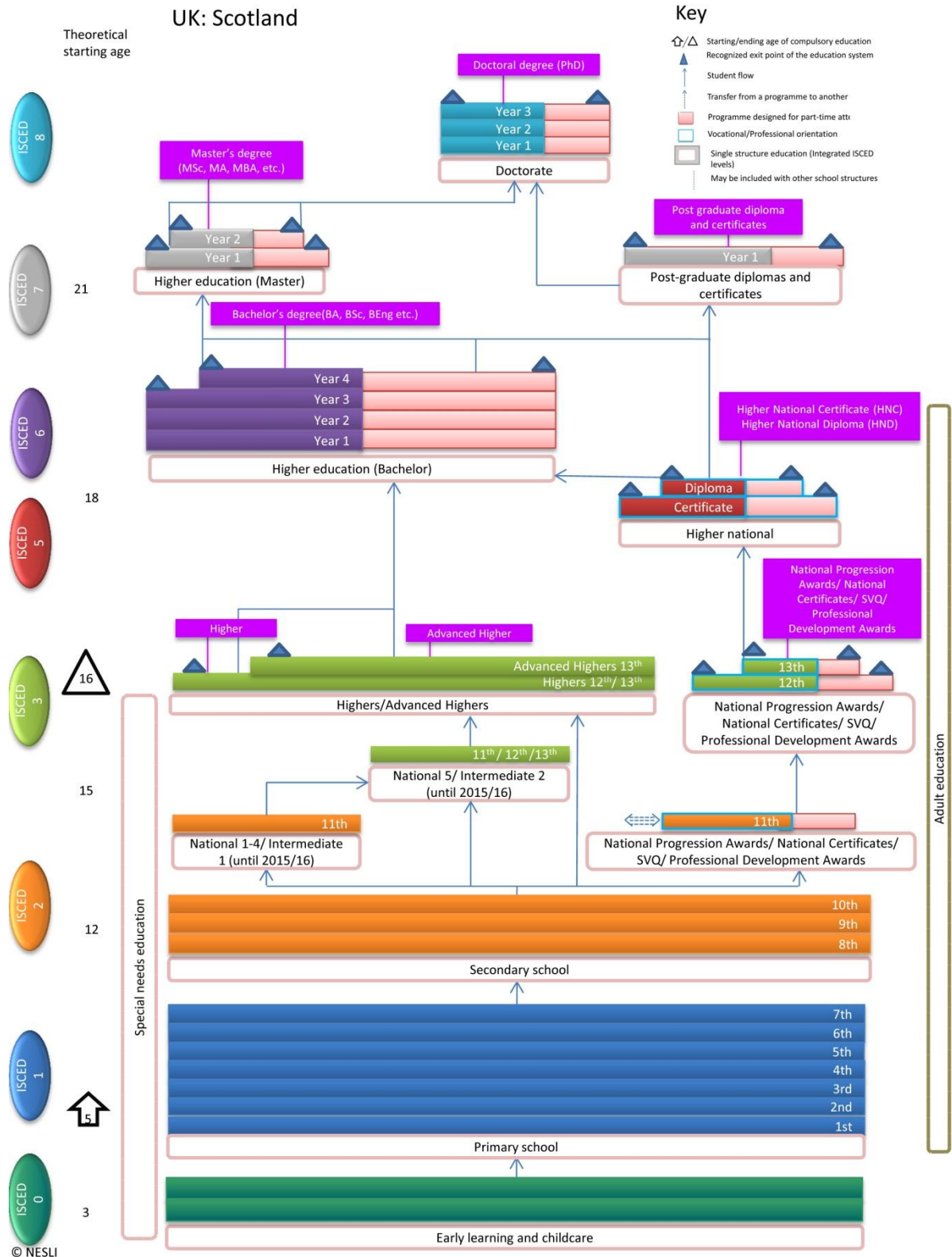
Research conducted by the *Higher Education Funding Council for England* (HEFCE) examined the impact of this reform one year after its implementation, with the following main conclusions:

1. Demand for higher education, as might have been expected, decreased by 12% as measured by enrolment in undergraduate studies in 2012/3 (the academic year following the implementation of the reform), but picked up slightly since. Moreover, the demand of non-EU international student applicants for UK-based higher education increased by 9% (tuition fees for these students did not increase much further due to the reform).
2. Disadvantaged students' participation in full-time higher education did not decrease. A possible explanation for this is that disadvantaged students are more reliant on financial assistance and less reliant on private funding sources. Another possible explanation is a distortion in the data due to an increase in deferred admissions. However, disadvantaged students are still three times less likely to enter higher education than advantaged students.
3. Mature and part-time students were affected more than other populations. Mature students were affected more than younger students, as the number of applicants age 20 and over dropped by 7.1%, compared to a decrease of 1.7% for applicants age 18 and younger. Part-time enrolment also decreased by 26%.
4. Financial stability of higher education was the main goal of the reform. Analysis of the first two years following the reform shows that the financial health of the higher education system is no longer at risk. This results from the high rise in income from tuition fees rather than from the decrease in public funding and reduced intake of students.



ANNEX A: STRUCTURES OF EDUCATION SYSTEMS







ANNEX B: STATISTICS FOR THE UNITED KINGDOM

#	List of key indicators	United Kingdom	Average or total	Min OECD	Max OECD
Background information					
<i>Political context</i>					
1	Public expenditure on education as a percentage of GDP, 2011 (EAG 2014)	6%	5.6%	3.8%	8.7%
<i>Economy</i>					
2	GDP per capita, 2011, in equivalent USD converted using PPPs (EAG 2014)	33 886	n/a	17 125	88 668
3	GDP growth 2013 (OECD National Accounts)	1.7%	1.3%	-3.9%	4.1%
<i>Society</i>					
4	Population density, inhab/km ² , 2010 (OECD Statistics)	254.2	138	2.9	492
5	Population aged less than 15 as a percentage of total population, 2010 (OECD Factbook 2014)	17.7%	18.6%	13.1%	29.6%
6	Foreign-born population as a percentage of total population, 2011 or latest available year (OECD Factbook 2014)	12%	0%	0.3%	42.1%
Education outcomes					
7	Mean performance in mathematics (PISA 2012)	494	494	413	554
8	Annualised change in mathematics performance across PISA assessments (PISA 2012) ^{4,5}	-0.3	-0.3	-3.3	4.2
9	Annualised change in reading performance across PISA assessments (PISA 2012) ^{4,5}	0.7	0.3	-2.8	4.1
10	Annualised change in science performance across PISA assessments (PISA 2012) ^{4,5}	-0.1	0.5	-3.1	6.4
11	Enrolment rates of 3-4 year-olds in early childhood education and primary education as a percentage of the population of the same age group, 2012 (EAG 2014)	95%	76%	12%	99%
12	% of 25-64 year-olds whose highest level of attainment is lower secondary education or below, 2012 (EAG 2014)	22%	24%	7%	66%
13	% of 25-34 year-olds whose highest level of attainment is at least upper secondary education, 2012 (EAG 2014)	85%	82%	46%	98%
14	% of 25-34 year-olds whose highest level of attainment is tertiary education, 2012 (EAG 2014)	48%	39%	21%	66%
15	% of 25-64 year-olds whose highest level of attainment is vocational upper-secondary or post-secondary non-tertiary education, 2012 (EAG 2014)	m	32.6%	8.2%	73.0%
Unemployment rates of 25-64 year-olds by educational attainment, 2012 (EAG 2014)					
16	Below upper secondary	10.5%	13.6%	2.6%	41.5%
	Upper secondary and post-secondary non-tertiary	5.6%	7.8%	2.3%	24.4%
	Tertiary education	3.6%	5.0%	1.6%	17.0%
Students: Raising outcomes					
<i>Policy lever 1: Equity and quality</i>					
17	First age of selection in the education system (PISA 2012)	16	14	10	16
Students performing at the highest or lowest levels in mathematics (%), (PISA 2012)					
18	Students performing below Level 2	21.8%	23%	9.1%	54.7%
	Students performing at Level 5 or above	11.8%	12.6%	0.6%	30.9%
Variance in mathematics performance between schools and within schools as a percentage of the OECD average variance in mathematics performance (PISA 2012)					
19	Between-schools percentage of variance	30%	37%	6%	65%
	Within-schools percentage of variance	76%	63%	34%	90%
20	% of students reporting that they have repeated at least a grade in primary, lower secondary or upper secondary schools (PISA 2012)	2.7%	12.4%	0.0%	36.1%



#	List of key indicators	United Kingdom	average or total	Min OECD	Max OECD
21	Percentage of variance in mathematics performance in PISA test explained by ESCS (PISA 2012) ⁴	12.5%	14.8%	7.4%	24.6%
22	Score difference in mathematics performance in PISA between non-immigrant and immigrant students AFTER adjusting for socio-economic status (PISA 2012) ⁴	6	21	-29	66
23	Score differences between boys and girls in mathematics (PISA 2012) ⁴	12	11	-6	25
<i>Policy lever 2: Preparing students for the future</i>					
Adjusted mean proficiency in literacy among adults on a scale of 500 (Survey of Adult Skills, 2012)					
24	Among 16-65 year-olds (adjusted)	NP	270.7	249.4	293.6
	Among 16-24 year-olds (adjusted)	NP	278.0	260.0	297.0
Upper secondary graduation rates in % by programme of orientation, 2012 (EAG 2014)					
25	General programmes	m	52%	18%	85%
	Pre-vocational/ vocational programmes	m	48%	4%	97%
26	Average annual growth rate of upper secondary graduation between 1995-2012 (EAG 2014)	m	m	0%	0%
First-time graduation rates by programme of orientation, 2012 (EAG 2014)					
27	Graduation rate tertiary-type A (general programme)	m	39%	9%	60%
	Graduation rate tertiary-type B (technical programme)	m	11%	0%	30%
28	% of 15-29 year-olds not in education, employment or training, 2012 (EAG 2014)	16.3%	15.1%	6.7%	29.2%
Institutions: Improving schools					
<i>Policy lever 3: School improvement</i>					
29	Mean index of teacher-student relations based on students' reports (PISA 2012)	0.15	0.00	-0.42	0.47
30	Mean index of disciplinary climate based on students' reports (PISA 2012)	0.15	0.00	-0.33	0.67
% of teachers above the age of 50 by education level, 2012 (EAG 2014)					
31	Primary education	21%	31%	16%	52%
	Lower secondary education	25%	34%	19%	58%
	Upper secondary education	29%	38%	25%	65%
Number of teaching hours per year in public institutions by education level, 2012 (EAG 2014)					
32	Primary education	m	782	569	1 131
	Lower secondary education	m	694	415	1 103
	Upper secondary education	m	655	369	1 103
Ratio of teachers' salaries to earnings for full-time, full-year adult workers with tertiary education, 2012 (EAG 2014)					
33	Primary education	m	0.85	0.43	1.36
	Lower secondary education	m	0.88	0.43	1.36
	Upper secondary education	m	0.92	0.43	1.36
34	Growth rate of teachers' salaries between 2005 and 2012 in lower secondary education, 2012 (EAG 2014)	0%	2%	-29%	31%
35	% of lower secondary education teachers who report a "moderate" or "large" positive change on their knowledge and understanding of their main subject field(s) (TALIS 2013)	NP	53.5%	26.7%	86.2%



#	List of key indicators	United Kingdom	average or total	Min OECD	Max OECD
Policy lever 4: Evaluation and assessment to improve student outcomes					
36	Percentage of lower secondary education principals who report that they use student performance and student evaluation results (including national/international assessments) to develop the school's educational goals and programmes	NP	88.8%	58.5%	99.5%
% of students whose school principals reported that assessments are used for the following purposes (PISA 2012)					
37	To make decisions about students' retention or promotion	69%	77%	1%	98%
	To monitor the school's progress from year to year	100%	81%	48%	100%
	To make judgements about teachers' effectiveness	88%	50%	14%	88%
	To identify aspects of instruction or the curriculum that could be improved	96%	80%	49%	99%
% of lower secondary education teachers reporting appraisal/feedback from the school principal on their work with this frequency (TALIS 2013)					
38	Once every two years or less	NP	33.9%	3.2%	88.8%
	Once per year	NP	41.5%	9.5%	82.1%
	Twice or more per year	NP	24.7%	1.0%	49.6%
Systems: Organising the system					
Policy lever 5: Governance					
% of decisions taken at each level of government in public lower secondary education, 2011 (EAG 2012)					
39	Central or state government	m	36%	0%	87%
	Regional or sub-regional government	m	6%	0%	36%
	Local government	m	17%	4%	100%
	School government	m	41%	5%	86%
Policy lever 6: Funding					
Annual expenditure per student by educational institutions, for all services, in equivalent USD converted using PPPs for GDP, 2011 (EAG 2014)					
40	Pre-primary education	9 692	7 428	2 412	25 074
	Primary education	9 857	8 296	2 218	23 871
	Secondary education	9 649	9 280	2 736	16 182
	Tertiary education	14 223	13 958	7 868	26 021
Relative proportions of public and private expenditure on educational institutions, 2011 (EAG 2014)					
41	Public sources	74.9%	83.9%	59.9%	97.6%
	All private sources	25.1%	16.1%	2.4%	40.1%
	Index of change in expenditure on educational institutions, public sources, (constant prices, 2005=100)	100	118	87	186
	Index of change in expenditure on educational institutions, all private sources, (constant prices, 2005=100)	134	119	76	170
Notes					
1. The average, total, minimums and maximums refer to OECD countries except in TALIS and the Survey of Adult Skills, where they refer to participating countries.					
2. "m": included when data is not available.					
3. "NP": included if the country is not participating in the study.					
4. Statistically significant values of the indicator are shown in bold (PISA 2012 only)					
5. The annualised change is the average annual change in PISA score points from a country's/economy's earliest participation in PISA to PISA 2012. It is calculated taking into account all of a country's/economy's participation in PISA. See www.oecd.org/pisa/keyfindings/pisa-2012-results-overview.pdf .					
6. "n/a": included when the category is not applicable.					



NOTE

¹ Participating countries in the Survey of Adults Skills from the United Kingdom were England and Northern Ireland.

² Private expenditure refers to household expenditure, and expenditure from other private sources, such as private businesses and non-profit organisations, as well as expenditure by private companies on work-based elements of school-based and work-based training of apprentices and students.

³ Resilient students are defined in PISA 2012 as students coming from a disadvantaged socio-economic background, relative to students in their country, who attain high scores by international standards.



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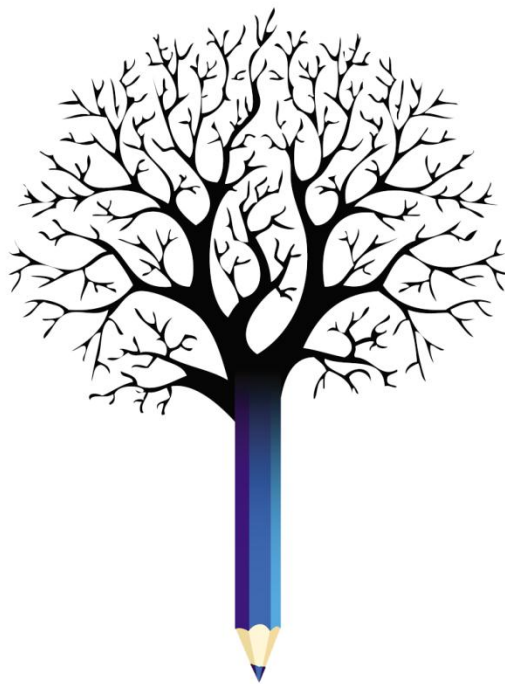
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