Technical notes and additional information on Annex B3 PISA 2022 system-level indicators

Disclaimers

This document, as well as any data and map included herein, are without prejudice to the status of or sovereignty over any territory, to the delimitation of international frontiers and boundaries and to the name of any territory, city or area.

Note on Israeli statistical data

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

Note on Cyprus

Note by the Republic of Türkiye: The information in this document with reference to “Cyprus” relates to the southern part of the Island. There is no single authority representing both Turkish and Greek Cypriot people on the Island. Türkiye recognises the Turkish Republic of Northern Cyprus (TRNC). Until a lasting and equitable solution is found within the context of the United Nations, Türkiye shall preserve its position concerning the “Cyprus issue”.

Note by all the European Union Member States of the OECD and the European Union: The Republic of Cyprus is recognised by all members of the United Nations with the exception of Türkiye. The information in this document relates to the area under the effective control of the Government of the Republic of Cyprus.

Note on Kosovo

This designation is without prejudice to positions on status, and is in line with United Nations Security Council Resolution 1244/99 and the Advisory Opinion of the International Court of Justice on Kosovo’s declaration of independence.

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Symbols for missing data

These symbols are used in the tables:

* a Data are not applicable because the category does not apply.
* d Includes data from another category.
* m Data are not available – missing.
* x Data are included in another category or column of the table (e.g. x(2) means that data are included in Column 2 of the table).

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Definitions

**First day of school year** (in Table B3.1.3) for students refer to the date at which official documents requires public education institutions to commence student attendance for the specified school year.

**Educational tracks** (in Tables B3.1.4 and B3.1.5) refer to distinct educational pathways that are listed in official documents at the national/central level in the education system. Students of the same grade may study in different educational tracks based on their vocational aspirations and/or their academic performance. In some countries and economies, there are distinct schools for distinct educational tracks; in others, single schools can offer more than one educational track. In many countries and economies, students at upper secondary level (ISCED 3) are sorted into different educational tracks. After entering an educational track, changing to another educational track should involve one or more formal procedure(s) and/or requirement(s) (based on official documents), such as entering a different school, selection process(es), and/or academic pre-requisite(s). Individual schools or local school networks may provide various mixes of subjects or courses at their own discretion. However, these do not qualify as educational tracks, unless these are acknowledged as specific educational tracks at the national/central level by the official documents.

**Official starting (or finishing) age to compulsory education** (in Table B3.1.1) refers to the age at which all children are required to start compulsory education (or the age at which they are no longer required to attend compulsory education) as stipulated by the official documents (e.g. law, regulation, circular) in the education system.

**Theoretical age** refers to the age established by official documents in the education system at which all or most students would typically be expected to start a cycle of education (*theoretical starting age of a cycle of education* in Table B3.1.2) or make first choices between different educational tracks/programmes (*theoretical age at which the students experience the first selection in the education system* in Table B3.1.4).

**Theoretical duration** of a cycle of education (in Table B3.1.2) refers to the number of years for the cycle of education established by official documents in the education system during which all or most students would typically be expected to complete a cycle of education.

Notes specific to data on each country/economy

#### Argentina

**Notes on interpretation:** As the school year goes from  February/March to December and the typical cut-off birthdate is 30 June, the students of common and artistical schools whose birth date is between 1 July and the end date of the school year (December), finish school with 18 years. Those whose birth date is between the end date of the school year and 30 June the following year finish with 17 years. Technical Schools have one extra year of schooling, so the official finishing age is either 19 (birth date is from July until end date of the school year) or 18 (birth date is from December after the end date of the school year until June). Despite some variation, the response is 18 because the idea is that students finish secondary school just for when they begin to be considered legal adults (18 years). (National Educational Law N° 26.206)

Argentina has two different curricular structures (as a federal country, the educational system is competency of each one of the 24 subnational governments). One structure has 6 years of primary and 6 years of (lower and upper) secondary education; and another structure has 5 and 7 years respectively. Thus, there are two different theoretical starting ages for lower secondary education (ISCED 24): ages 12 and 13. In the secondary schools with a theoretical duration of 6 years, both lower secondary general programmes (ISCED 24) and upper secondary general programmes (ISCED 34) each have a duration of 3 years. In those with a theoretical duration of 5 years, lower secondary programme (ISCED 24) has a duration of 2 years and upper secondary general programmes (ISCED 34) of 3 years. Technical Schools have one extra year of schooling. In those cases, the theoretical duration of upper secondary programmes (ISCED 34) is 4 years.

As a federal country with a highly decentralised school system and different regulations through the provinces the first day of school varies throughout the country. In 20 of the 24 subnational jurisdictions, the first day of the school year was 2 March 2022. Of the other four, in two cases it was 21  February 2022, in one case 22  February 2022 and in one other case 14  February 2022 (sub-national education calendars).

The first selection students make on education tracks is when they finish primary school and choose a secondary school. Argentina has different "modalities" for secondary education. The modalities are three separated programmes, taught in three different types of schools. Each of these modalities has different educational tracks. Depending on the track the student chooses, their secondary school title has a different name. Technical schools have 22 possible educational sub-tracks; Common schools have 10 possible educational sub-tracks and Artistical schools have 4 possible educational sub-tracks. Due to two different curricular structures, there are two different theoretical starting ages (age 11 and 12) for lower secondary education and, therefore, two different answers are possible for the theoretical age of first selection in the education depending on the province where the student goes to school. Also, as the school year goes from  February/March to December and the typical cut-off birthdate is 30 June, some of the students that have a six-year primary school might be 11 when they finish and some of the ones who go to a seven-year primary school 13.

#### Australia

**Notes on interpretation:** The official starting age to education is determined by each state and territory. Typically, schooling begins at the age of 5 and is compulsory from the age of 6. At the time of year when the PISA 2022 Main Study was conducted in Australia, the majority of 15-year-old students was in grade 10. Minimum age and cut-off eligibility birthdates for compulsory primary education are as follows: 5 years of age turning 6 by 31 July 2013 in New South Wales; 5 years of age turning 6 by 30  April 2013 in Victoria; 5 years of age turning 6 by 30 June 2013 in Queensland; 5 years and 6 months of age by 1  January 2013 in South Australia; 5 years of age turning 6 by 30 June 2013 in Western Australia; 6 years of age by 1  January 2013 in Tasmania; 5 years of age turning 6 by 30 June 2013 in Northern Territory; 5 years of age turning 6 by 30  April 2013 in Australian Capital Territory.

Under the National Youth Participation Requirement, all young people must participate in schooling until they complete Year 10; and if they have completed Year 10, in full time education, training or employment (or a combination of these) until 17 years of age.

The first day of the school year varies by jurisdiction and type of school (government or private institutions) across all levels of education. In 2022, the first day for most schools was between 28  January and 9  February.

In Australia, students do not generally decide between vocational and general education until leaving school. In Australia, 15-year-olds can enrol in solely vocational programmes. However, in practice only 1.5% of 15-year-olds are enrolled in purely vocational programmes. Further, students enrolled in purely vocational programs are unlikely to be studying at an institution that participates in PISA, since most VET education is delivered outside schools.

More information can be found in [National Report on Schooling in Australia](https://www.acara.edu.au/reporting/national-report-on-schooling-in-australia) (Australian Curriculum, Assessment and Reporting Authority).

#### Austria

**Notes on interpretation:** Vocational programmes can last between 1 and 4 years.

First day of school year varies between *Bundeslaender* (Regions): from 6 September 2021 to 13 September 2021. Earliest possible date is reported in the table. The starting dates for some vocational programmes (*Berufsschule*) can deviate substantially.

#### Baku (Azerbaijan)

**Notes on interpretation:** Compulsory education lasts 9 years, and students are usually 15 years old when they complete compulsory education. After completing compulsory education, students can continue their education at the upper secondary level (general programmes) or in the vocational education direction (vocational programmes). Students can choose one of the following options to continue their vocational education:

* After completing compulsory education, students can receive IVET in vocational education institutions. The duration of this education is 1 year.
* After completing compulsory education, students can receive TVET in vocational education institutions. The duration of this education is 2 years.
* After completing compulsory education, students can receive both upper secondary education and TVET in vocational institutions. The duration of this education is 3 years.

#### Flemish Community (Belgium)

**Notes on interpretation:** There are two streams in the first stage of (lower) secondary education (grades 7 and 8). The first stage consists of an A-stream (the standard option applying to pupils who have obtained the certificate of elementary education; this is the vast majority of pupils) and a B-stream (compulsory for all pupils who have not obtained the certificate of elementary education). Pupils who have a certificate from the B-stream (at the end of grade 8) can only proceed to vocational secondary education (BSO) in grade 9. For the vocational programmes students get a certificate of secondary education after 4 years, but a degree of secondary education can only be obtained after 5 years.

#### French Community (Belgium)

**Source of data:** [Décret](https://www.gallilex.cfwb.be/fr/leg_res_02.php?ncda=32760&referant=l01) organisant la différenciation structurelle au sein du premier degré afin d'amener l'ensemble des élèves à la maîtrise des socles de compétences, 07/12/2007; [Décret](http://www.gallilex.cfwb.be/document/pdf/40286_000.pdf) modifiant notamment le décret du 30 juin 2006 relatif à l'organisation pédagogique du 1er degré de l'enseignement secondaire, Moniteur belge, 07/08/2014

**Notes on interpretation:** Before the school year 2008/09, there was a differentiation at age 12. Besides the common stream, there was another stream with a first year named *Accueil* (reception), the second year was 2D vocational, meaning the orientation towards the vocational track.

Since 2008/09, in the first stage of secondary education (lower secondary) a common curriculum is offered. Pupils make a choice of study only at the start of the second stage. Possession of a Certificate of Basic Education (CEB) is not a condition for admission to secondary education. The first stage of secondary education (lower secondary) has two forms: 1C and 2C (Common), organised for pupils who hold the CEB and 1D and 2D (Differentiated) for pupils who do not hold it.

The main aim of this differentiated first stage is to enable such pupils to obtain the CEB to be integrated into the common first stage with a view to attaining the Core Skills set for 14-year-olds. Then all the tracks in upper secondary are possible if he/she gets the CE1D (Certificate of the first stage studies, external evaluation).

It defines a precise and flexible framework that enables educational teams to initiate original methods or projects designed to place each pupil in an emancipatory and successful school learning process.

To foster the mastery of basic skills, the timetable is adapted and adaptative, for instance in 1D, from 8 to 14 hours a week can be devoted to French and History (instead of 6 hours of French in 1C) and from 6 to 11 hours to math and science (instead of 4 hours in 1C).

Adaptation can be implemented at individual level, for instance, a student in 2D having succeeded in some parts of the CEB may attend courses of 1C or 2C. In this case, to facilitate information, communication and collaboration within the educational team as well as a reference tool for various decisions, an Individual Learning Plan (PIA, *plan individuel d’apprentissage*) has to be devised by the Class council. This Plan sets out the specific objectives to be achieved within a defined period (cross-disciplinary and disciplinary skills). It is devised from a formative assessment viewpoint.

Pupils who encounter difficulties in attaining the Core Skills may have compulsory complementary activities: individualised remedial and/or educational support activities, catch-up work; restructuring of acquired knowledge etc. The school has a certain latitude in organising such remedial periods. Two to four periods per week of remedial and/or reorientation activities are recommended (on average a maximum of 2 hours per week for the entire school year). The choice of subjects is unrestricted. The class council decides what is appropriate.

An additional year (2S) can be organised for the benefit of pupils who, at the end of the 2nd common or differentiated year, have such difficulties that an extra year is indispensable.

For pupils who, after attending the first stage for three years, have failed to attain the required level, a specific year is organised: the 3rd differentiation and orientation year of secondary education (3 S-DO).

Pupils who have successfully completed the sixth “Professionnal (qualifying) year” may attend the seventh year at the end, of which they may gain the certificate of upper secondary education (CESS), providing access to tertiary education.

#### German-speaking Community (Belgium)

**Notes on interpretation:** Some lower vocational education tracks can be four years long. The students who do an apprenticeship do not participate in PISA.

#### Brazil

**Notes on interpretation:** For the modal grade student cohort in PISA 2022, Brazilian Law 11.274/2006 is applied where compulsory education starts at age 6. From 2013 onwards, compulsory education starts at age 4 according to Brazilian Law 12.796/2013.

Duration of upper secondary general and vocational programmes (ISCED 34 and 35) may extend to 4 years.

#### Cambodia

**Notes on interpretation:** Cambodia's education system does not have compulsory education.

Based on UNESCO’s ISCED mapping, there are two educational tracks. Secondary general education and secondary technical education are under the Ministry of Education, Youth and Sport, and the Ministry of Labour and Vocational Training, respectively. Duration of upper secondary vocational programmes (ISCED 35) varies from 2 to 3 years.

#### Canada

**Notes on interpretation:** There is variation across jurisdictions in Canada in official ages for starting and finishing compulsory education. Kindergarten (ISCED 02), at age 5, is mandatory in three Canadian provinces: British Columbia, New Brunswick, and Prince Edward Island. Compulsory education begins at age 7 in Saskatchewan and Manitoba. Official finishing age to compulsory education for full-time students in general programmes is age 16 in most jurisdictions, while it is age 18 in Ontario, Manitoba, and New Brunswick.

In Quebec, typical cut-off birthdate to be eligible for compulsory education is 30 September 2006. The first day of the school year for students in public institutions for the school year 2021/22 was 1 September 2021. Almost exclusively in Quebec, students can choose at age 15 to attend either upper secondary general programmes or upper secondary vocational/technical programmes (that is, there are two educational tracks). Upper secondary vocational/technical programmes last for 3 years.

#### Colombia

**Notes on interpretation:** Information for the Southern Hemisphere school calendar is reported in the tables. The first day of the school year for students in public institutions in the school year 2022 was ranged from 17  January 2022 to 14  February 2022. Southern Hemisphere: 24  January 2022 refers to the day when most schools scheduled to start activities.

In the Northern Hemisphere, typical cut-off birthdate to be eligible for compulsory education is 1 September 2006. The first day of the school year for students in public institutions in the school year 2021/22 is 24 August 2021.

#### Costa Rica

**Notes on interpretation:** In the third (III) cycle (final three years of lower secondary education), students can choose among (i) technical learning, (ii) academical learning and (iii) artistic learning. At upper secondary level, there is only one educational track.

#### Cyprus

**Notes on interpretation:** For some private schools, the duration of upper secondary general programme (ISCED 35) is set to 4 years.

#### Czech Republic

**Notes on interpretation:** Duration of upper secondary vocational programmes varies from 2 to 5 years (2 years; 3 years; 2+2 years; 3+2 years).

In the Czech Republic, PISA population has always been divided between ISCED 2 (grade 9) and ISCED 3 (grade 10) approximately half and half. Three tracks are available for students at grade 9: (1) basic schools (general education); (2) conservatoires (vocational education); (3) gymnasiums (general education). All of the tracks can be offered by public and private institutions.

#### Denmark

**Notes on interpretation:** Children typically transition from ISCED 010 (nursery) to ISCED 020 (*Børnehave*) between 2 years and 10 months and 3 years of age. Children will start formal primary school in August in the year they turn six. Depending on the birthday of the child, children will be in ISCED 020 for a period of 2.5 to 3.5 years. Thus, theoretical duration of 3 years has been reported.

Theoretical duration of upper secondary vocational programmes varies from 2 to 5 years. The vast majority last around 3.5 to 4 years.

The formal, legal start of the school year at upper secondary level is 1 August. Typically, school does not start until 15 August 2021 for general programmes; and various start days in early August for vocational programmes.

The modal grade (Grade 9) is part of lower secondary education (ISCED 2), thus there is no direct access to tertiary education.

#### El Salvador

**Notes on interpretation:** Some students may start schooling at age 6 (General Education Law, LEPINA law (Law of protection for children and adolescents)).

An approximate date of the first day of school year is provided as it varies year by year and are announced by the Ministry of Education. Private institutions may stablish a different date for the beginning of their school year, for example, the bilingual institutions sometimes adopt Northern calendar, starting the school year in September.

#### Estonia

**Notes on interpretation:** The modal grade (Grade 9) is part of lower secondary education (ISCED 2), so there is no direct access to tertiary education. Duration of upper secondary vocational programmes varies from 2 to 4 years.

#### Finland

**Notes on interpretation:** The modal grade (Grade 9) is part of lower secondary education (ISCED 2), so there is no direct access to tertiary education.

The first day of the school year for students of secondary general programmes in public institutions varies from 10 August 2021 to 16 August 2021. Typical date is reported.

#### France

**Notes on interpretation:** Duration of upper secondary vocational programmes varies from 2 to 4 years.

#### Georgia

**Notes on interpretation:** From 2005 to 2015, the law on general education was changed several times, according to which the minimum school age was 5. Consequently, there are still some students who finish school at the age of 17 in full-time general programmes. The Law of Georgia on Vocational Education does not specify the finishing age of compulsory education in vocational programmes.

Duration of upper secondary vocational programmes (ISCED 35) is maximum of 3 years.

#### Germany

**Notes on interpretation:** The modal grade (Grade 9) is part of lower secondary education (ISCED 2), thus there is no direct access to tertiary education. Caution is needed on the use of data on vocational and special schools since the sample size in these schools is quite small in the PISA sample.

The first day of the school year for students in public institutions for the school year 2021/22 ranges from 2 August 2021 to 14 September 2021. Earliest possible date is reported in the table.

#### Hong Kong (China)

**Notes on interpretation:** Vocational programme is not offered as compulsory education. Students can opt to study vocational programme after graduating from Grade 9 (ISCED 24). Some vocational programmes (ISCED 25) can start at age 14.

#### Hungary

**Notes on interpretation:** After three years of vocational training in *Szakközépiskola* (Vocational School), the pupil is, by law, required to stay in school for an additional two years, preparing for the Upper Secondary School Leaving Examination. However, students do have the opportunity to opt out after completing vocational qualification.

#### Iceland

**Notes on interpretation:** Primary and lower secondary education (ISCED 1 and 2) are considered a single track in Iceland. The first selection of educational tracks students make is at upper secondary education (ISCED 3).

The first day of the school year for students in public institutions at lower secondary level is officially from 20 August but municipalities may decide on an alternative date of school start. For the school year 2021/22, the most common day for school start is the 23 August 2021. In upper secondary level, the first day was officially as of the 18 August each year but each upper secondary school may decide on a detailed date of school start, in consultation with the relevant school council and the school’s teachers. For the school year 2021/22, the most common date is 20 August 2021. (Directorate of Education Iceland)

#### Ireland

**Notes on interpretation:** In PISA 2022, Ireland changed its testing period from spring to autumn. The modal grade for PISA 2022 in Ireland was grade 10 (Transition Year in Ireland) whereas it was grade 9 (Third Year) in previous cycles. Transition Year is an optional one-year programme that focuses on student personal development in the absence of exam pressure and while the vast majority of schools and students opt to take this year, it is not mandatory. For this reason, and as PISA 2022 testing took place near the beginning of the 2022/23 school year, questions that ask about the modal grade in the School Questionnaire refer to grade 9, or Third Year (in the 2021/22 school year) as in previous cycles. Similarly, reference to the first school day in public institutions on the school year of PISA 2022 administration also refers to the year when students in the PISA modal grade were in grade 9 or Third Year (i.e., the 2021/22 school year).

A universal year of pre-primary education was introduced for children in  January 2010. In 2010, children aged between 3 years and 2 months and 4 years and 7 months (in September in the year they enrol) were eligible for the universal one-year pre-primary education (known as ECCE). This programme was expanded to two years of universal pre-primary education in 2018 for children from age 2 years and 8 months (in September in the year that they enrol).

Most children in Ireland start their first-level education in primary schools (also called national schools) at age 4 or 5. Legally, children can be enrolled at primary school from age 4 and over and must have started their formal education by age 6. For more information, see Notes to the Editor (funded weeks) in the [following press release](https://www.gov.ie/en/press-release/c3cce7-over-800000-children-avail-of-first-decade-of-free-pre-school-annual/).

The theoretical starting age of upper secondary education is age 15 to 16, because the possible age range for one grade cohort is broad (as large as two years). Students in Ireland can first make decisions about different educational programmes as they start upper secondary education (i.e. after Grade 9). The reported age of first stratification refers to the minimum age (i.e., age 15).

First day of the school year in lower and upper secondary public institutions can range from the last week of August until the start of September.

#### Italy

**Notes on interpretation:** The first day of the school year for students in public institutions ranges from 6 September 2021 to 20 September 2021. Earliest possible date is reported in the table.

#### Jamaica

**Notes on interpretation:** In Jamaica, secondary schools play a crucial role in providing a diverse range of subjects that cater to various educational pathways, including vocational courses. Notably, Knockalva and Trench Town Polytechnic Colleges offer comprehensive vocational education to their students. At these schools, students are exposed to curriculum that integrate both theoretical knowledge and hands-on training. Secondary schools in Jamaica provides an education that includes vocational subjects.

#### Jordan

**Notes on interpretation:** From Grade 1 until the end of Grade 10, all students are compulsorily enrolled in general academic education. Then the educational tracks are determined for students after they complete Grade 10.

From Grade 11, there are three different tracks offered at upper secondary level in both public and private institutions: two general programmes and one vocational programme based on the international classification. Students of the academic education track (التعليم الثانوي الأكاديمي) and vocational education track (التعليم الثانوي المهني) (classified as a general programme) apply for the general secondary certificate exam (*Tawjihi*), which qualifies students to either enrol in universities or community colleges. As for the applied vocational education track (التلمذة المهنية) (classified as a vocational programme), it leads the student to obtain a professional certificate that qualifies him to enter the labour market.

#### Kazakhstan

**Notes on interpretation:** Official starting age for compulsory education (Grade 1) is age 6 (and 7) according to the Decree of the Government of the Republic of Kazakhstan “[On the approval of the standard rules for admission to education in educational organisations that implement general education programs of elementary, primary and general secondary education](https://adilet.zan.kz/rus/archive/docs/P1200000127/19.01.2012)” from 2012. This means that both age 6 and 7 could enter Grade 1. This was applicable for academic year 2013/2014, as well. This means, students born in the year 2006 (1  January 2006 – 31 December 2006) are eligible to enter compulsory education in one cohort, since some part of them would reach age 7 (those who born in  January-August), and others would be 6 years old (those who born in September-December).

There is no official finishing age to compulsory education, explicitly stated in the national regulations, but usually students are 17-18 years old. However, secondary education is guaranteed by the [Constitution of the Republic of Kazakhstan](https://adilet.zan.kz/eng/docs/K950001000_) (Article 30) and is obtained by the citizens in the results of learning of general education training programs of primary, lower secondary and upper secondary education in accordance with the state obligatory standards of education. There are no vocational programmes in lower and upper secondary education.

Regarding early childhood education, there are following age groups that match the definition of two categories of ISCED 0 programmes: (i) early childhood educational development (ISCED 01) covering early age group (ages 0-1) and junior group (age 2), and (ii) pre-primary education (ISCED 02) covering middle group (age 3), senior group (age 4) and pre-school group (age 5). According to the Law on Education, pre-school preparation is obligatory and is carried out in the family, pre-school organisations, pre-school classes of general education schools. Pre-school preparation in state educational organisations is free. For more information, see [link](https://adilet.zan.kz/rus/docs/V2200029031) (on approval of state compulsory standards for preschool education and training, primary, basic secondary and general secondary, technical and vocational, post-secondary education. Order of the Minister of Education of the Republic of Kazakhstan dated August 3, 2022, No. 348).

The modal grade (Grade 9) is the last grade of lower secondary education (ISCED 2). After completing it, students decide whether they would proceed to upper secondary education (ISCED 3, Grades 10-11) or vocational programmes (ISCED 4), which are provided by technical and vocational institutions such as colleges.

First day of school in public institutions is defined by the Order of the Minister of Education of the Republic of Kazakhstan "[On determining the beginning, duration and vacation periods of the 2022-2023 academic year in secondary education organisations](https://adilet.zan.kz/rus/docs/V2200029108)".

#### Latvia

**Notes on interpretation:** Compulsory pre-school education starts at the age of 5. Compulsory integrated primary and lower-secondary education (basic education) begins in the calendar year in which the learner turns 7 years old. Depending on the state of health and psychological preparation, the learner can start primary education one year earlier in accordance with the parents' wishes or one year later based on the family doctor's opinion.

There are upper secondary vocational programmes (ISCED 35) of shorter duration (3 years) with 1 year bridging programme which allows access to tertiary education. The official regulation does not specify the exact date of the first day of school for VET students, but it is usually the same date as for general education students.

The modal grade (Grade 9) is part of lower secondary education (ISCED 2), thus there is no direct access to tertiary education.

#### Macao (China)

**Notes on interpretation:** Vocational programmes are offered only at upper secondary level, which means there is no vocational programmes in compulsory education ([Official reference source](https://portal.dsedj.gov.mo/webdsejspace/internet/Inter_main_page.jsp?id=7968)).

The first day of the school year for students in public institutions varies from 1 to 3 September 2021 ([Government of the Macao Special Administrative Region](https://bo.io.gov.mo/bo/ii/2021/12/avisosoficiais_cn.asp#dsedj3)).

#### Malta

**Source of data:** [Education Act](https://education.gov.mt/en/Documents/Malta_education_act_2010.pdf) (Chapter 327); [Options Handbook 2021/22](https://euroguidance.gov.mt/wp-content/uploads/2021/02/THE-OPTIONS-HANDBOOK_WEB.pdf); [A National Curriculum Framework for All 2012](https://curriculum.gov.mt/en/Resources/The-NCF/Documents/NCF.pdf); [Organisation of education system and its structure](https://eurydice.eacea.ec.europa.eu/national-education-systems/malta/organisation-education-system-and-its-structure) (Eurydice, 2023)

**Notes on interpretation:** Compulsory schooling commences with the six-year primary cycle, which commences at age 5 as per Education Act (Chapter 327 of the Laws of Malta). The secondary education cycle, starting from age 11, comprises five years of compulsory general education, that is three years at ISCED 2 and two years at ISCED 3. Students in the third year of the secondary education cycle have the option of choosing two VET subjects from the subjects on offer (this is not considered as ISCED 25 in this data collection). At the end of compulsory schooling, students sit for national exams, through which they can achieve certification at ISCED 2 or 3. Gaining this certification enables students to enter post-compulsory vocational or general education at ISCED 25, ISCED 3 or ISCED 4, as appropriate. Theoretical duration of ISCED 34 refers to the years included in compulsory education. Additional two years of ISCED 34 (which is not reported in Tables B3.1.2 and B3.1.4) is required to advance to tertiary education.

#### Mexico

**Notes on interpretation:** As of 12 November 2002, through a constitutional decree published in the Official Journal of the Federation, preschool education became compulsory starting at three years of age. Upper secondary education became compulsory on 9  February 2012, through a constitutional decree. Therefore, the official finishing age to compulsory education for full-time students is 18 years old. See Official Journal of the Federation (DOF, Nov 2002) for more information on ages of compulsory education.

The national database Upper Secondary Education Statistics, General Upper secondary / Technological Upper secondary and equivalent levels indicates that in the three educational tracks or programmes (General Upper secondary; Technical Upper secondary; Professional technical) and there are public and private schools. Since 2014, professional technical programme has access to tertiary education.

In public upper secondary schools with general programmes, the first day of classes ranged between 1 July 2021 and 30 October 2021. For public upper secondary schools with vocational programmes, it ranged between 12 July 2021 and 5 October 2021. The data reported are the most prevalent day. (Upper Secondary Education Statistics, General Upper secondary / Technological Upper secondary and equivalent levels. School year 2021-2022 (Forma 911))

#### Moldova

**Notes on interpretation:** Theoretical duration of upper secondary vocational programmes (ISCED 35) is 1-2 years, 2 years and 3 years depending on the bases of instructions.

The modal grade (Grade 9) is part of lower secondary education (ISCED 2), thus there is no direct access to tertiary education.

#### Montenegro

**Notes on interpretation:** Some students will be 16 when they finish compulsory education.

There are 3-year upper secondary vocational programmes.

#### Morocco

**Notes on interpretation:** There are some variations allowed in national regulations on official ages of compulsory education ([Decision of the Ministry of Education Number 2071.01](https://www.men.gov.ma/Ar/Documents/A_2071.01.pdf), Article 7).

Official starting age to compulsory education and theoretical starting age of primary education: Students who are 5 years and 6 months can also be accepted. Students who are beyond age 6 are integrated in any other way for social and equity reasons. The reported typical cut-off birthdate for students who entered Grade 1 in the school year 2012/13 refers to the cut-off birthdate without any exception.

Official finishing age to compulsory education: Compulsory education is fixed in the Framework law as age 15, yet there is tolerance of schooling until 16 years or so. (Official finishing age to compulsory education used to be age 16 before the Framework Law. The Framework Law was validated by the Ministry of Education in 2017 and made official in 2018. For details, see the Framework Law 17-51, article 19.) Students in vocational training enter vocational training centres from age 15 to spend at least one year of training to be recruited at age 16. The labour law in Morocco forbids students below age 16 to attend practicum in companies or be recruited.

#### Netherlands

**Notes on interpretation:** The number of grades in lower secondary education is three or four, depending on the track. The pre-vocational secondary education (lower secondary education) offers both general and vocational education over four years. In total, there are four sub-tracks within pre-vocational secondary education. In the lowest sub-track of vmbo, students receive 12 hours per week of vocational education, while in the other sub-track, there is just one hour per week of pre-vocational education or no vocational education. Therefore, they are all indicated as ISCED 24 (general programmes). The only fully vocational track in lower secondary education is practical education, aimed at students with special educational needs who are presumed not to be able to complete secondary education with a regular diploma.

The first day of the school year for students in public institutions for the school year 2022/23 ranges from 22 August 2022 to 05 September 2022. Earliest possible date is reported in the table.

#### New Zealand

**Notes on interpretation:** Official starting age to compulsory education and typical cut-off birthdate: Theoretical starting age is 5 as that is when they can legally enrol, but all students must legally be enrolled by age 6. Education is free between the ages of 5 and 19 thus most students are enrolled on or shortly after their 5th birthday. It is compulsory to be enrolled by their 6th birthday ([link](https://www.education.govt.nz/our-work/our-role-and-our-people/education-in-nz/#Early)). There is no official cut-off birthdate for a grade cohort.

See [link](https://www.education.govt.nz/school/school-terms-and-holiday-dates/) for more information on the school calendar.

#### Norway

**Notes on interpretation:** Theoretical duration of upper secondary vocational programmes (ISCED 35) can be 3, 4 or 5 years, depending on the model and vocation chosen.

The modal grade (Grade 10) is under ISCED 2, thus there is no direct access to tertiary education.

The first day of the school year for students in public institutions for the school year 2021/22 ranges from 16 August 2021 to 23 August 2021. Earliest possible date is reported in the table.

#### Palestinian Authority

**Notes on interpretation:** Students born before the birthdate 31  January 2007 enrolled in the first grade in public schools (government and UNRWA schools). In private schools, the cut-off birthdate was 31 March 2007, but the typical cut-off birthdate was 31  January 2007 for most of the students.

#### Paraguay

**Notes on interpretation:** More information on compulsory education can be found in [Law Number 1264 "General Law of Education"](https://www.bacn.gov.py/leyes-paraguayas/3766/ley-n-1264-general-de-educacion), on theoretical age and duration of different levels of education [here](https://www.mec.gov.py/cms/?ref=300786-educacion-media), and on the first day of school in public institutions [here](https://www.mec.gov.py/cms_v2/adjuntos/18120?1649784371).

The Agricultural Professional Initiation program (IPA) is an educational offer in Basic School Education (ISCED 24) and the required age is 12 years old, once they finish Grade 6. Students who graduate from the Vocational Program of "Secondary Professional Training" must take and approve a skills exam to have access to tertiary education (Ministry of Education and Sciences, Resolution 31,549/2018)

The Vocational Training program (ISCED 25) has as its target population 16-year-old students and older, so this population has been excluded from the PISA target population. The Vocational Training program (ISCED 35) allows the enrolment of students between 15 and 24 years old, for whom the graduation age would be between 17 and 27 years old.

#### Peru

**Notes on interpretation:** Typical cut-off birthdate to be eligible for compulsory primary education: In the Peruvian educational system, to start an educational level, the student must be the minimum age required until March 31 of the current year. For example, to enter the first grade of the primary level, the student must have turned 6 years old by March 31 of the year in which they are to enrol.

Although the theoretical starting age on lower secondary vocational programmes is indicated, it is important to note that they are not part of secondary level, since they are not compulsory educational modalities. Theoretical duration of these programmes is between 1 and 2 years. Vocational programmes provided in CETPRO is optional for students above age 14 and is not linked to compulsory education. However, it does not mean compulsory education ends at 14 years old. They can or cannot be studying at school at the same time.

The expected age for finishing compulsory education is age 17. As the Peruvian educational system intends for every Peruvian citizen complete basic education, it provides alternative programs for students who could not finish basic education on time. This program is called Alternative Basic Education (EBA).

Regular Basic Education (EBR) is the modality aimed to serving children and adolescents who go through the educational process in a timely manner. The students of the Alternative Basic Education (EBA) modality are those who did not enter the educational system in a timely manner, could not complete their EBR and need to reconcile work with study. According to the Law, the EBA has the same objectives and offers a quality equivalent to the EBR.

Technical-Productive Education (ETP) is an educational modality aimed to the acquisition of labour and entrepreneurship skills from a perspective of sustainable and competitive development, with emphasis on productive needs at the regional and local level. It is intended for people looking for an insertion in the labour market. It is not a compulsory educational modality. The training is given at the CETPRO (Centre for Productive Technical Education).

The first day of the academic year for vocational programmes depends on each CETPRO.

#### Philippines

**Notes on interpretation:** More information on the first day of school in public institutions can be found in DepEd Order No. 29, s. 2021.

#### Poland

**Notes on interpretation:** Due to the school entry age reform which was aimed at lowering the school entry age to 6, about 17% of students born in 2006 started primary school at the age of 6, not 7.

One of the possible vocational programmes lasts 3 years (I stage Sectoral VET school - ISCED 353) while another lasts five years (Technical secondary school - ISCED 354).

#### Portugal

The first day of the school year for students in public institutions for the school year 2021/22 ranges from 14 September 2021 to 17 September 2021. Earliest possible date is reported in the table.

#### Qatar

**Notes on interpretation:** Age 15 is the typical age of stratification for most students. The specialised preparatory stage program in science and technology (ISCED 25) allows entry to the specialised secondary stage in science and technology, but this is rare.

#### Romania

**Notes on interpretation:** Children who turn 6 years old by 31 August, inclusive, have to be enrolled in the preparatory class (the first year of primary education) the forthcoming school year, in accordance with the provisions of the National Education Law no. 1/2011. The Law refers to age 14 as the theoretical age of first stratification reached by 1 July of the school year concerned.

Following several changes to the Law of Education promulgated in 2019, upper secondary education and the last year of kindergarten become compulsory by 2020, whereas the official age of finishing compulsory education becomes 18. In practice, nevertheless, there is a blurry interpretation of this legal provision and there are no penalties applied (i.e. the enforcement of the new changes in the Law is very weak).

For the vocational programmes (high schools with military, sports, theological and pedagogical profile), the theoretical duration lasts 4 years. However, technical high schools last only 3 years.

#### Saudi Arabia

**Notes on interpretation:** Typical cut-off birthdate: Student's age is determined based on the lunar calendar instead of the Gregorian calendar. This results in a loss of 11 days for each (Gregorian) calendar year. Some flexibility (up to 90 days) is allowed.

Lower secondary vocational educational track is available for students who have completed grade 9. There are training centres (but not schools) that provide training courses in welding, carpentry, etc. These centres do not use a grading system and do not provide math or science instruction. Therefore, they are outside the scope of this data collection.

#### Serbia

**Notes on interpretation:** Official starting age to compulsory education varies from age 6.5 to 7.5 (Law on Foundations of the Education System).

Some vocational programmes last 3 years.

#### Singapore

**Notes on interpretation:** A child must attend a national primary school regularly if they are of compulsory school age (above 6 years old and under 15 years old) according to the Compulsory Education Act 2000. However, this act only covers primary education and not secondary education. Students, who fail the national assessment at Primary 6, can repeat Primary 6 as long as they are under 15 years old.

For more information on school terms, see [School Terms and Holidays for 2022](https://www.moe.gov.sg/news/press-releases/20210811-school-terms-and-holidays-for-2022).

There are private institutions in Singapore, but they do not have the educational tracks like those listed. Private institutions mostly follow their own respective system e.g., foreign system schools will follow their own respective education systems. Hence, listing all educational tracks for all private institutions is not possible.

#### Slovak Republic

**Notes on interpretation:** According to the law, compulsory education for all children begins at the age of 6 – when a child reach the age of 6 before the beginning of the school year that is from 1  January to 31 August, child starts to attend school (when there are no other circumstances, under which child start to attend school next school year, e.g. recommendation of psychologist or paediatrician) (later 10th grade for PISA). All other children born from 1 September to 31 December start to attend school next school year (later 9th grade for PISA).

Some gifted students can transfer to 8-year Gymnasium (ISCED 2 + ISCED 3) after completing 5th grade (5% from the whole population of 5th graders). Acceptance into the track is conditioned by successful passing of entrance exam. The number of students in this track is limited by law. Some gifted students in arts can enter conservatoire after completing 5th grade.

The next largest grade cohort of PISA participating students is Grade 9. In general, Grade 9 study in primary school (general programme) then stratify in Grade 10 according to their upper secondary study programme (general, vocational and arts).

Theoretical duration of upper secondary vocational programmes (ISCED 35) varies from 3 to 4 years.

#### Slovenia

**Notes on interpretation:** Duration of upper secondary vocational programmes varies (ISCED 35) from 2 to 5 years depending on programme.

#### Spain

**Notes on interpretation:** The information provided is based on the general national regulations. The Autonomous Communities may have made some adaptations to these regulations.

The first day of the school year for students in public institutions for the school year 2021/22 ranges from 07 September 2021 to 16 September 2021. Earliest possible date is reported in the table.

#### Sweden

The first day of the school year for students in public institutions for the school year 2021/22 varies at regional and municipality levels. The date reported in the table is indicative.

#### Switzerland

**Notes on interpretation:** Compulsory education lasts 11 years, including two years of pre-primary, starting at age 4. Official starting age to compulsory education varies between Cantons: from age 4 to 6. Typical cut-off birthdate to be eligible for compulsory education also varies from 3 July 2007 to 30 September 2007.

In Ticino, theoretical duration of primary education (ISCED 1) and lower secondary education (ISCED 24) is 5+4 years.

There are no vocational programmes in compulsory education. Duration of upper secondary vocational programmes (ISCED 35) varies between 2 and 4 years (majority is 3 years).

Typical age of first selection is reported in the table as regulations vary between Cantons. In some Cantons, age of first selection is from 10 or 11 to 12. The first selection at age 12 is not a selection into the tracks mentioned in the list, but a selection into tracks differentiated according to performance. All the educational tracks mentioned are all at upper secondary level.

The first day of the school year for students in public institutions for the school year 2021/22 varies between cantons: from 09 August 2021 to 29 August 2021. Earliest possible date is reported in the table.

#### Türkiye

**Notes on interpretation:** The first day of school in public institutions is taken from Circular order issued by the Ministry on 13 June 2021.

Listed educational tracks separate each other either from programme orientation or curriculum offered or selection of students.

#### United Arab Emirates

**Notes on interpretation:** The education system has changed for the students entering primary education since the school year 2020/21. The theoretical duration of education used to be 5 years of primary education, 4 years of lower secondary and 3 years of upper secondary education. Now it is 4 years for primary, 4 years for lower secondary and 4 years for upper secondary education.

In Al Ain and Al Dhafra, lower secondary vocational programme is available from grade 8 (age 13). In all other branches (located all over the Emirates), it starts from grade 9 (age 14).

#### England (United Kingdom)

**Notes on interpretation:** Data reported reflects the most common situation. Tertiary education does not follow directly after Key Stage 4, but after Key Stage 5.

Grammar schools select their pupils based on academic ability, but they are not considered different educational tracks as pupils study to the same qualifications as pupils in non-selective schools. In England, there are 163 selective grammar schools, making up approximately 5% of state-funded secondary schools and pupils take the grammar school selection test at ages 10/11 years.

#### Northern Ireland (United Kingdom)

**Notes on interpretation:** Data reported reflects the most common situation. Tertiary education does not follow directly after Key Stage 4, but after Key Stage 5.

Grammar schools select their pupils based on academic ability, but they are not considered different educational tracks as pupils study to the same qualifications as pupils in non-selective schools. In Northern Ireland, approximately 65% of Year 7 (ISCED 1) primary pupils aged 10/11 years take the Transfer Test for entry to selective grammar schools.

#### Scotland (United Kingdom)

**Notes on interpretation:** Data reported reflects the most common situation.

#### United States

**Notes on interpretation:** Official starting age to compulsory education varies from 5 to 8 and official finishing age to compulsory education for full-time students in general programmes from 16 to 19 ([Education Commission of the States](https://nces.ed.gov/programs/statereform/tab1_2-2020.asp)). Kindergarten starting age is distinct from the compulsory school age in many states. For more information, see [link](https://nces.ed.gov/programs/statereform/tab1_3-2020.asp) (kindergarten entrance birthdate cut-offs for the school year 2020/21).

The United States has a comprehensive education system and, as such, there are no separate programme orientations in the high school track. Students in U.S. high schools can choose to take vocational courses in addition to general/academic-oriented courses, but the exact same qualification will be earned by all students upon graduation.

The United States is a federal country where states and local jurisdictions are responsible for setting the start and end dates of the school year and scheduling holidays and other breaks. This results in substantial variation in school calendars at the state and local levels, hindering the provision of a general calendar at the national level. Many states have a "district option" for their start dates. (e.g. for the school year 2020/21, see [link](https://nces.ed.gov/programs/statereform/tab1_1-2020.asp)).

#### Uruguay

**Notes on interpretation:** There is no official finishing age to compulsory education, other than an age limit to finish compulsory education (General Education Law, Art 127). The only mention about age for attending compulsory education is that students with 21 years old or upper, must attend in programs for adults in compulsory education.

Theoretical duration for compulsory education in technical and vocational programmes is 3 years. Nevertheless, there are technical and vocational programmes with shorter duration and do not qualify for the accreditation of compulsory education.

#### Uzbekistan

**Notes on interpretation:** Educational reforms in the Republic of Uzbekistan have changed since 2017. According to the 1997 Law on Education, compulsory education in Uzbekistan is 12 years. However, according to the [new education law](https://lex.uz/docs/5700831) of 2020, compulsory education in Uzbekistan is set at 11 years. Accordingly, compulsory professional education is set as 2 years currently.

The stages of general education (grades I-XI) are: primary education (grades I-IV); basic secondary education (grades V-IX); and secondary education (X-XI grades). General education is carried out in general education organizations continuously, during the compulsory eleven years.

Children are admitted to the first grade of primary education in the year, when they reach seven years of age. Primary education is aimed at developing among students the foundations of literacy, knowledge, skills and abilities necessary to continue general secondary education.

Basic secondary education provides students, in accordance with the study programs, with the necessary amount of knowledge, abilities and skills, develops their independent thinking and analytical abilities. In order to form students' primary knowledge and skills in professions, within the framework of basic secondary education (after grade VII), measures are taken for their initial professional assessment and orientation. The procedures for organizing initial professional assessment and orientation, as well as preparing students for professions that do not require high qualifications, shall be established by law.

Secondary education provides students, in accordance with the study programs, with the necessary knowledge, skills and abilities and ensures the opportunity to select the subsequent type of education and master professions that do not require high qualifications. Secondary specialized education is carried out for two years, on the basis of nine-year basic secondary education, in academic lyceums and provides accelerated development of intellectual abilities, as well as in-depth, differentiated, professionally and personally oriented education of students. General secondary and secondary specialized education in non-state educational organizations may be carried out on a paid-contractual basis. The number of students in classes (groups) of general secondary and secondary special educational organizations should not exceed thirty-five.

Students are taught on the basis of the general program in primary and lower secondary education and are not taught (trained) in a specific vocational track or program. Instead, students are given a general understanding of various professions through the subject of "Technology". It helps students to determine the profession they are inclined to. Later the student can be trained for a profession in vocational schools at upper secondary level for two years (1st-2nd course).

To develop the abilities of gifted and talented children, may be established Presidential, creative and other specialized schools, as well as boarding schools. Children with physical, mental, sensory or mental disorders, as well as children in need of long-term treatment, receive education in state specialized educational institutions, general secondary and secondary specialized educational organizations in an inclusive form or individually at home.

The academic year in general education institutions lasts from 2 September to 25 May of the next year and is divided into four terms according to the Resolution of the Cabinet of Ministers of the Republic of Uzbekistan, No. 140 dated 15.03.2017. However, according to the Decree of the President of the Republic of Uzbekistan No. PF-6122 of 03.12.2020 the first day of the school year in 2021/22 assigned as 6 September 2021.

#### Viet Nam

**Notes on interpretation:** There are two general education programmes: "General education program 2006" refers to an innovative program from the year 2006 and "General education program 2018" is a program with approach towards the students' capacity development.

For more information on vocational programmes, see Law on Vocational Education 2014 No. 74/2014/QH13.

GDP per capita and total education expenditure (Tables B3.2.1 and B3.2.2)

List of tables

* Table B3.2.1: Gross domestic product (GDP) per capita (2021)
* Table B3.2.2: Total education expenditure on educational institutions per student (2019)

Definitions and methodology

**Gross domestic product (GDP) per capita** (in Table B3.2.1) refers to GDP per capita in current international dollar converted using purchasing power parities (PPPs).

**Total education expenditure** on all types of educational institutions (in Table B3.2.2) is the sum of direct expenditure for all types of educational institutions (public and private). Refer to the [2020 UOE data collection manual](http://uis.unesco.org/en/files/uoe-data-collection-manual-2020-en-pdf) (UIS-OECD-Eurostat, 2022) for detailed definition. Conversion into

Notes and sources specific to data on each country/economy

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| --- |
| Note on OECD countries and BrazilNotes specific to data on each country/economy for the OECD countries (as of September 2022) and Brazil (participant of the OECD-INES programme) is available in Annex 3 of *Education at a Glance 2022* ([Indicator B2](https://www.oecd.org/education/education-at-a-glance/EAG2022_X3-B.pdf?_ga=2.89589081.338443037.1679927245-1098612334.1635497562) for pre-primary level data and [Indicator C1](https://www.oecd.org/education/education-at-a-glance/EAG2022_X3-C.pdf?_ga=2.256207177.338443037.1679927245-1098612334.1635497562) for primary and secondary level data). |

#### Albania

**Financial year:** 1  January 2019 to 31 December 2019

**Source of data:** Ministry of Education and Sport

#### Argentina

**Financial year:** 1  January 2019 to 31 December 2019

**Source of data:** [Expenditure] National and Sub-National budgets, National Economy Census; [Number of students]: Annual Survey, National Ministry of Education

**Notes on methodology:** For the private sector, the values correspond to estimations about family expenditure on education produced by the National Ministry of Education. The family expenditure is estimated from: the rough value of economical production (source: National Economy Census 2004/2005) updated by the variations of prices and tuition fees, the net value of the subsidies given by the governments to private education and the costs of school materials (texts and school supplies) (source: National Home Expenditure Survey 2012/2013) updated by the variation of prices.

#### Baku (Azerbaijan)

**Financial year:** 1  January 2019 to 31 December 2019

**Source of data:** Ministry of Science and Education

#### Brunei Darussalam

**Financial year:** 1  April 2019 to 31 March 2020

**Source of data:** [Expenditure] Finance Section, Department of Administration and Services, Ministry of Education; Department of Islamic Studies, Ministry of Religious Affairs; [Number of students] Department of Planning, Development and Research, Ministry of Education

**Notes on methodology:** Only expenditure data of public schools is available because data from private and international schools are not easily accessible.

Data on secondary education cannot be disaggregated into lower and upper secondary levels.

#### Bulgaria

**Financial year:** 1  January 2019 to 31 December 2019

**Source of data:** [Expenditure] [Public and private expenditure by level of education](https://www.nsi.bg/en/content/3541/public-and-private-expenditures-level-education), National Statistical Institute; [Number of students]: National Statistical Institute ([link 1](https://www.nsi.bg/sites/default/files/files/data/timeseries/Edu_8.2.xls), [link 2](https://www.nsi.bg/en/content/3546/pupils-and-students-level-international-standard-classification-education-isced-2011))

**Notes on methodology:** Calculations on educational expenditure are done according to the Eurostat's methodology (UOE - Finance tables) which ensured international comparable data. Main subject of the survey is determination of the exact value of the public and private expenditure, distributed by the educational levels.

The number of students is for 2018/2019 school year.

#### Cambodia

**Financial year:** 1  January 2019 to 31 December 2019

**Source of data:** [Expenditure] Department of Finance and department of personnel, Ministry of Education, Youth and Sport; [Number of students] Public Education Statistics and Indicators (2018-2019), Ministry of Education, Youth and Sport

**Notes on methodology:** Total education expenditure reported is the sum of the school's operating budget and teachers' salaries, which are the only data available. Moreover data related to vocational programmes is not available. Those programmes are under the Ministry of Labour and Vocational Training.

#### Croatia

**Financial year:** 15  January 2019 to 15 December 2019

**Source of data:** [Expenditure] National budget accounts; [Number of students] National registers (e-Matica)

**Notes on methodology:** Education expenditure relates on capital investments as well as all financial support regarding education process and equipment from ISCED 02 to ISCED 3.

**Notes on interpretation:** Data for primary education (ISCED 1) and lower secondary education (ISCED 2) cannot be divided as both ISCED levels are combined into single institution (school). Financial data for upper secondary (ISCED 3) general and vocational programmes cannot be divided.

#### Cyprus

**Financial year:** 1  January 2019 to 31 December 2019

**Source of data:** Statistical Service of Cyprus; Ministry of Finance: [Statistics of Education 2019/2020](http://www.cystat.gov.cy/mof/cystat/statistics.nsf)

#### Dominican Republic

**Financial year:** 1 September 2019 to 31 August 2020

**Source of data:** [Expenditure] Financial Management Information System (SIGEF); Expenses in Public Establishments period 2019; [Number of students] Dominican Institute for Evaluation and Research of Educational Quality

**Notes on methodology:** Public expenditure estimated per student per level of education (expense not distributed to each level of education is not included). Family expenditure in private and public education estimated per variation of private and public consumption. Data is expressed in millions of Dominican Pesos in original data.

**Notes on interpretation:** Data of upper secondary expenditure includes the vocational programmes.

#### El Salvador

**Financial year:** 1  January 2019 to 31 December 2019

**Source of data:** Ministry of Education

**Notes on methodology:** Only government expenditure on education are considered as it was not possible to find a reliable indicator of total investment from all sources. The total expenditure in primary and lower secondary levels, which were only available as aggregated, has been distributed to primary and lower secondary levels proportional to the number of students.

#### Georgia

**Financial year:** 1  January 2019 to 31 December 2019

**Source of data:** Ministry of Education and Science of Georgia; Education Management Information System

#### Hong Kong (China)

**Financial year:** 1  April 2019 to 31 March 2020

**Source of data:** [Number of students] [Report on Student Enrolment Statistics](https://www.edb.gov.hk/attachment/en/about-edb/publications-stat/figures/Enrol_2021.pdf)

#### Indonesia

**Financial year:** 1  January 2022 to 31 December 2022

**Source of data:** [Expenditure] Ministry of Education, Culture, Research and Technology ([link](https://www.kemdikbud.go.id/main/index.php/files/download/a0618c0a1671532)); [Number of students] Central Bureau of Statistics, Ministry of Education, Culture, Research, Technology and Ministry of Religion Affair documents

**Notes on methodology:** Total of expenditure on education is IDR 542 trillion (542 830 000 000 000). This expenditure was distributed on several ministries, institutions, and functions. The distribution is as follows: 13.4% regulated by Ministry of Education, Culture, Research, Technology (MoECRT); 10.3% regulated by through Ministry of Religion Affair (MoRA); 5.5% regulated by State Treasury Office (Education expenditure under the authority of the Director-General for the Budget, Ministry of Finance); 4.4% regulated by other ministries and institutions; 53.5% allocated into region & village funding; 12.8% allocated into education program financing.

MoECRT and MoRA are authorised to regulate 23.7% of total expenditure on education: 79.1% of them are defined by level of education and 20.9% are blended across level of education.

The input for each ISCED level is the sum of education expenditure defined by ISCED level (79.1% of regulated expenditure by MoECRT and MoRA) and the remainder of total education expenditure proportional to the number of the student in the ISCED level.

**Notes on interpretation:** For the 2019 total of expenditure on education is IDR 492.5 trillion : IDR 163,1 trillion regulated by ministry, IDR 308,4 trillion for region & village funding, and IDR 21 trillion for education program financing. ([Source](https://visual.kemenkeu.go.id/anggaran-pendidikan-apbn-2019/)) Unfortunately, data cannot be disaggregated by level of education. So the data for 2022 is reported. There was increasement from the expenditure in 2021.

#### Jamaica

**Financial year:** 1  April 2019 to 31 March 2020

**Source of data:** Planning and Development Division, Ministry of Education and Youth

**Notes on methodology:** The enrolment figure for students at the primary level include both private and public institutions. The budget allocation for secondary schools is JMD 41 346 926 000, so this amount was pro-rated between lower secondary level and upper secondary level based on the number of students. There is only one school with a vocational programme. The allocation for that school is JMD 200 956 000. This amount was deducted from the total amount allocated to secondary schools and pro-rated between lower and upper vocational levels based on the number of students.

#### Jordan

**Financial year:** 1  January 2019 to 31 December 2019

**Source of data:** [Expenditure] General Budget Law 2019; [Number of students] Education Management Information System (Ministry of Education)

**Notes on methodology:** Expenditure statistics cover for the expenditure from the Ministry of Education only. The coverage of data on the number of students is consistent with the data on total expenditure.

**Notes on interpretation:** Data are available aggregated on basic education (grades 1-10), so the data on primary education is covered in the data on lower secondary education.

#### Kazakhstan

**Financial year:** 1  January 2019 to 31 December 2019

**Source of data:** [Expenditure] [Statistical Compendium](https://stat.gov.kz/official/industry/62/publication) "Education in the Republic of Kazakhstan: 2016-2020", Bureau of National Statistics of the Agency for Strategic Planning and Reforms of the Republic of Kazakhstan; [Number of students] National compendium "Statistics of the Education System of the Republic of Kazakhstan 2020".

**Notes on methodology:** Data on expenditure was taken from Statistical Compendium "Education in the Republic of Kazakhstan: 2016-2020" by Bureau of National Statistics of the Agency for Strategic Planning and Reforms of the Republic of Kazakhstan. They collect data from every educational organisation on expenditure from the republican and local budgets, grants, international sources and voluntary contributions and donations and calculate the sum.

Data on number of students was taken from National Compendium "Statistics of the Education System of the Republic of Kazakhstan 2020". For this publication, they take 2019 data from National Educational Database, system that collects and processes primary statistical data in the field of education directly from educational organisations.

It important to note that there is no division between early childhood educational development (ISCED 01) and pre-primary education (ISCED 02) regarding the statistical data both on expenditure and student number - these two levels are regarded as one unified level (ISCED 0) in Law "On the Education" and State compulsory standards of education. In fact, children, learning ISCED 01 and ISCED 02, go to the unified educational institutions, where the data on expenditure is not tracked in separate way. Which is why, the data on the expenditure on pre-primary education covers the expenditure for the whole early childhood education (ISCED 0). However, there is available data on the number of students in ISCED 0 based on their age groups: 219 077 children in ISCED 01 and 673 174 children in ISCED 02. Therefore the data in ISCED 02 refer to the aggregated data of ISCED 01 and ISCED 02. The same is applied to Secondary education (ISCED 2 and 3) - while there is a separate statistical data on the number of students of lower and upper secondary programs, no data regarding expenditure on educational institutions are collected as a separate figure.

There are no vocational programmes in lower and upper secondary education.

**Notes on interpretation:** There is a gradual increase in the expenditure on all levels of education from 2016.

#### Macao (China)

**Financial year:** 1  January 2019 to 31 December 2019

**Source of data:** [Expenditure] Government accounts; financial accounts of non-profit private educational institutions provided by Education and Youth Development Bureau; data of Household Budget Survey collected by Statistics and Census Service; [Number of students] Statistical Profile of Non-Tertiary Education in Macao 2020 (Education and Youth Development Bureau)

**Notes on methodology:** Actual expenditure is directly adopted, supplemented by estimates for items which cannot be separated in government accounts and administrative records as well as in the accounts of private institutions. The expenditure provided here includes direct expenditure for all education institutions (government sources), household expenditure on education (private sources); excludes subsidies to households and students (government sources and private sources), transfers and payments to the private sector (government sources).

**Notes on interpretation:** Data on total education expenditure data by level of education is not available. Total education expenditure from ISCED 02 to ISCED 3 is MOP 8 167 104 890. There are 79 622 full-time equivalent students from ISCED 02 to ISCED 2-3. Then the total education expenditure per full-time equivalent is MOP 102 573.

#### Malaysia

**Financial year:** 1  January 2019 to 31 December 2019

**Source of data:** UNESCO Institute for Statistics

**Notes on methodology:** The reported data on the total education expenditure covers public educational institutions only.

**Notes on interpretation:** Data on secondary education cannot be disaggregated into lower and upper secondary education.

#### Malta

**Financial year:** 1  January 2019 to 31 December 2019

**Source of data:** Expenditure of General Government Sector by Function: 2019 (NR014/2021), Pre-Primary, Primary and Secondary Formal Education: 2019-2020 (NR177/2021) ([National Statistics Office](https://oecd.sharepoint.com/teams/2022-T5YJ92/Shared%20Documents/01%20Team%20meeting/Meeting%20minutes/INES%20team%20meeting.docx?web=1))

**Notes on methodology:** Total education expenditure pertains to calendar year 2019 and covers only government expenditure on pre-primary education and compulsory education at primary and secondary levels. Number of students refers to the number of students in all types of institutions. It pertains to the school year 2018/19.

**Notes on interpretation:** Data for pre-primary level is included in the data of primary level. Data on secondary education cannot be disaggregated.

#### Moldova

**Financial year:** 1  January 2019 to 31 December 2019

**Source of data:** [Expenditure] Ministry of Finance of Moldova data from national public budget for year 2019; [Number of students] National Bureau of Statistics of the Republic of Moldova statistical publication: Education in the Republic of Moldova 2018/2019

**Notes on methodology:** Total education expenditure has been pro-rated between pre-primary and primary levels and between lower and upper secondary education levels based on the number of students. Data at upper secondary level cannot be disaggregated between general and vocational programmes.

#### Mongolia

**Financial year:** 1  January 2019 to 31 December 2019

**Source of data:** [Expenditure] National Case Study on Education Costing and Financing Mongolia UNESCO report 2021

#### Montenegro

**Financial year:** 1  January 2019 to 31 December 2019

**Source of data:** [Number of students] Ministry of Education Information System (on demand)

#### Morocco

**Financial year:** 1  January 2022 to 31 December 2022

**Source of data:** Direction of Statistics and planning in the Ministry of National Education Preschool and Sports

**Notes on methodology:** The data for the latest year (2022) is reported as the data for 2019 is not available.

#### North Macedonia

**Financial year:** 1  January 2019 to 31 December 2019

**Source of data:** [Expenditure] Ministry of Finance ([link](https://finance.gov.mk/wp-content/uploads/2021/12/Zavrsna-smetka-na-Budget-na-RSM-za-2019-god-1.pdf)); [Number of students] Statistics office ([pre-primary](https://www.stat.gov.mk/PrikaziSoopstenie.aspx?id=25&rbr=3228), [primary, lower secondary and upper secondary](https://www.stat.gov.mk/PrikaziSoopstenie.aspx?id=17&rbr=3261))

**Notes on interpretation:** The expenditure for lower secondary education refers to primary and lower secondary education combined (ISCED 1 and 2). There are no vocational programmes in lower secondary education. The expenditure for upper secondary are only calculated in total (cannot be separated into general programmes or vocational programmes).

#### Palestinian Authority

**Financial year:** 1  January 2022 to 31 December 2022

**Source of data:** [Expenditure] Ministry of Education, Directorate General of Educational Planning, Ministry of Education Report for the Implementation of the Annual Operational Plan 2021; [Number of students] Ministry of Education, Directorate General of Educational Planning, Statistical database 2021/2022.

**Notes on methodology:** All expenditures are reported in USD. Education expenditure cannot be separated between primary and lower secondary education. Expenditure for administrative services amounts to USD 187 168 234. Expenditure data for the year 2019 is not available but the latest data for the year 2021 is available.

**Notes on interpretation:** The USD value refers to the year 2021.

#### Panama

**Financial year:** 1  January 2019 to 31 December 2019

**Source of data:** Ministry of Education - Statistics Department

**Notes on methodology:** Total education expenditure is PAB 2 853 230 000, and the number of students is 941 212 (including the 3 686 students in initial programmes early childhood and care (ISCED 01) and 36 107 students in youth and adult education). The expenditure is then pro-rated based on the number of students in each ISCED category.

#### Paraguay

**Financial year:** 1  January 2019 to 31 December 2019

**Source of data:** [Expenditure] Ministry of Finance. Data from the General Budget of the Nation Expenditures; [Number of students] Ministry of Education and Sciences (MEC), Unique Students Registration (RUE)

**Notes on methodology:** The total expenditure in education includes the ones executed by the following State Organizations and Entities (OEE): Ministry of Education and Sciences (MEC), Governors Municipalities (80% Transfers from FONACIDE), National Universities and Other OEE.

**Notes on interpretation:** Data on lower secondary vocational programmes are included in the data for lower secondary general programmes. The same applies for the data on upper secondary level.

#### Peru

**Financial year:** 1  January 2019 to 31 December 2019

**Source of data:** [Expenditure] Expenditure from public sources: Integrated Financial Administration System (SIAF) by Ministry of Economy and Finance (MEF); Expenditure from households: National Household Survey (ENAHO) by National Institute of Statistics and Informatics (INEI); [Number of students] Educational Census by Ministry of Education.

**Notes on methodology:** Both in the case of public spending and that of families, it was not always possible to have spending data that was explicitly identified with all levels of education of the ISCED classification. For this reason, data on lower secondary education and upper secondary general programmes (ISCED 24, 25, and 34) have been estimated based on the percentage weight of the enrolment corresponding to each one of the levels mentioned. This explains why some figures on total education expenditure on all types of institutions per full-time equivalent student of different ISCED are equal. Regarding upper secondary vocational programmes (ISCED 35) it is not possible to distinguish it from upper secondary general programmes (ISCED 34) so it should be considered that the data ISCED 34 contains ISCED 35.

The data source for household spending (ENAHO) comes from a sample so the expenditure figures obtained from it are estimates.

**Notes on interpretation:** Although the expenditure and number of students on lower secondary vocational programmes is indicated, it is important to note that they are not part of secondary level, since they are not a compulsory educational modality.

#### Philippines

**Financial year:** 1  January 2019 to 31 December 2019

**Source of data:** [Expenditure] Appropriations FY 2019 GAA Level, Budget Division and Planning and Programming Division of the Department of Education; [Number of students] Key Education Statistics and Q&A FY 2020, Planning Service-Education Management Information System Division of the Department of Education

**Notes on methodology:** Total education expenditure are based on the General Appropriations Act for FY 2019 covering the public schools only. Only the full-time equivalent students in the public schools are included in the computation. Since the financial year data do not align with the academic year, the weighted average of the full-time equivalent number of students in the two adjacent academic years that overlap with the financial year was computed.

#### Qatar

**Financial year:** 1  January 2019 to 31 December 2019

**Source of data:** Statistical Report – Finance Statements from the Finance Office at the Ministry of Education and Higher Education

**Notes on methodology:** The budget of the Ministry of Education and Higher Education are reported according to the four chapters for the fiscal year 2019. The budget was distributed according to the percentage of students distributed to each stage out of the total number of students.

#### Romania

**Financial year:** 1  January 2019 to 31 December 2019

**Source of data:** [Expenditure] National budget accounts from Ministry of Education; [Number of students] System status from Ministry of Education

#### Saudi Arabia

**Financial year:** 1  January 2019 to 31 December 2019

**Source of data:** [Expenditure] Ministry of Education ([link](https://www.moe.gov.sa/ar/aboutus/aboutministry/Pages/budget.aspx) accessed 19 December 2022); [Number of students] Ministry of Education ([link](https://departments.moe.gov.sa/Statistics/Educationstatistics/Pages/GEStats.aspx) accessed 19 December 2022)

#### Serbia

**Financial year:** 1  January 2019 to 30 December 2019

**Source of data:** [Expenditure] [Balance Sheet of the Ministry of Education's budget for 2019](http://www.pravno-informacioni-sistem.rs/SlGlasnikPortal/eli/rep/sgrs/skupstina/zakon/2020/149/2/reg) (Official gazette, Republic of Serbia, No. 149/2020); [Number of students] *Dositej* database (Ministry of Education), [Statistical Yearbook 2020](https://www.stat.gov.rs/en-US/publikacije/publication/?p=12694) (Statistical Office of the Republic of Serbia)

**Notes on methodology:** These financial data are taken from the Balance Sheet of the Ministry of Education's budget for 2019. It includes all expenses and incomes from all sources of finance, excluding Higher Education, Science, and Technology expenses. Data on students on primary and lower secondary levels (ISCED 1 and 2) are from the *Dositej* database (Ministry of Education) since they are aggregated in the report of the Statistical Office of the Republic of Serbia. The rest of the data is from the Statistical Yearbook 2020.

**Notes on interpretation:** Total education expenditure data on pre-primary level (ISCED 02) needs to be used in caution. In Serbia, preschool education is partially funded by the Ministry of Education (only the monthly payments of teachers who work with the compulsory Preparatory Preschool Programme groups who start usually at ages 5.5 to 6) and by local self-governments (for children ages 0 to 6) which is supervised and funded by the Ministry of Public Administration and Local Self-government (LSGs). The infrastructure is financed mainly from local self-governments and only partially from the Ministry. However, there is a major Early Childhood Education and Care project, funded by a loan from the World Bank, which is supporting the preschool curricular reforms, investing in new buildings and rooms for preschool groups. By definition, it should be included in the data on financing preschool education, but it was not because the amount could not be separated into financing ages 0-2 (ISCED 01) and ages 3-6 (ISCED 02). Therefore, the data for ISCED 01 and 02 are combined for both total education expenditure and number of students. Four-hours compulsory Preparatory Preschool Programme lasting nine months is financed from the national level. (RSD 2 465 559.692, Balance Sheet of the Ministry of Education's budget for 2019 (Official gazette, Republic of Serbia, No. 149/2020).

ECEC in Serbia is predominantly financed by the LSGs. “Economic price per child” is the administrative monthly unit cost of an ECEC program in Serbia. Each LSG calculates its own economic price, which varies. Its calculation is regulated by the Rulebook on criteria for determining the economic price of education programs in preschool institutions (Official Gazette of RS, No. 146/2014). The price consists of the expenses for employees and other operating costs. The LSG periodically publishes an economic cost per child per month in the official local gazette. In the absence of more precise information, the information used is a one-year enrolment fee for a child in a full-day program is around EUR 1 500 (covering expenses such as salaries, utilities, and meals) according to UNICEF’s research study. More information is available in the [UNICEF report](file:///%5C%5Cmain.oecd.org%5CASgenEDU%5CPISA%5CBACKUP%5CPISA%5CPISA%202022%5CSystem%20Level%5CRound%202%20and%203%5C05_Final%20outputs%5C258.%09https%3A%5Cwww.unicef.org%5Cserbia%5Cmedia%5C7271%5Cfile%5CInvesting%20in%20Early%20Childhood%20Education%20in%20Serbia.pdf).

Singapore

**Financial year:** 1  April 2019 to 31 March 2020

**Source of data:** Education Statistics Digest 2020, 2021 and 2022, Ministry of Education

**Notes on methodology:** For Singapore Financial Year 2019 (FY2019) refers to the financial year beginning on 1  April 2019 and ending on 31 March 2020. This is consistent with the reporting for PISA 2018 where the reference year is 2019 and the financial year begins in 2019 and ends in 2020. Like in previous cycles all student enrolment data are adjusted to align to FY2019 by taking the weighted average of the student enrolments in 2019 and 2020. This is obtained using the formula: 0.75 × (enrolment for school year 2019) + 0.25 × (enrolment for school year 2020).

**Notes on interpretation:** Like in previous cycles, data on education expenditure and number of students in full-time equivalent is available only for selected ISCED levels in public institutions in Singapore. About 9 in 10 students are enrolled in public institutions.

#### Thailand

**Financial year:** 1 October 2018 to 30 September 2019

**Source of data:** Educational Statistics 2019, Office of the Permanent Secretary, Ministry of Education. (2020)

**Notes on interpretation:** For Thailand, the available data source on education expenditure is only the total expenditure aggregated from pre-primary level to upper secondary level: THB 347,778,500,000. There are 10,637,929 students in total in these levels of education. Therefore it is estimated that the total education expenditure on all types of institutions per full-time equivalent student from pre-primary level to upper secondary level is THB 32,692.

#### Chinese Taipei

**Financial year:** 1 August 2019 to 31 July 2020

**Source of data:** [Expenditure] [Total Educational Expenditure at All Levels of Schools - By School Year](https://stats.moe.gov.tw/files/ebook/Education_Statistics/111/111edu_A_3_3.xlsx); [Number of students] [Number of Students at All Levels of Schools - By Public and Private](https://stats.moe.gov.tw/files/ebook/Education_Statistics/111/111edu_A_1_4.xlsx)

**Notes on interpretation:** According to our official data source, the expenditure figures for primary education (ISCED 1) covers lower secondary education (ISCED 2). The number of students reported is the aggregated value for the number of students in primary education (1 170 614) and in lower secondary education (607 980).

#### Ukraine

**Financial year:** 1  January 2019 to 31 December 2019

**Source of data:** [Expenditure] Report on the Implementation of the Consolidated Budget of Ukraine (Report of the State Treasury Service). Subsection II.1 "Expenses for functional classification of budget expenditures and lending"; [Number of students] The data of the Institute of Educational Analytics (national statistics on secondary education), Unified National Database in Education (national statistics on vocational and higher education)

#### United Arab Emirates

**Financial year:** 1  January 2019 to 31 December 2019

**Source of data:** [Number of students] [Federal Competitiveness and Statistics Centre](https://fcsc.gov.ae/ar-ae/Pages/Statistics/Statistics-by-Subject.aspx)

**Notes on methodology:** For data aggregated for all levels of education, education expenditure is AED 10.41 billion and the number of students is 1 353 501.

#### Uruguay

**Financial year:** 1  January 2019 to 31 December 2019

**Source of data:** [Expenditure] Office of Planning and Budget (OPP): Budget Transparency Portal; [Number of students] 2019 National Education Statistics Report, Department of Research and Statistics, National Bureau of Education (MEC)

**Notes on methodology:** For the calculation, the executed expenditure of ANEP (the National Administration of Public Education) in 2019 was considered, for each level of education, with the following considerations:

* The expenditure of the DGEIP (pre-primary and primary education) that cannot be assigned to a specific level of education (e.g. administration expenses, building expenses, remuneration) were prorated, in order to assign to each level the expenditure corresponding to its weight in the total.
* The same was done with the expenses of the DGES (secondary education) and DGETP (technical professional education) that could not be assigned to a specific level of education and types of programmes.
* Expenditures on tertiary education included in the expenditure of the DGETP were not considered.
* CFE (Council of Education Training) expenditures were not considered.
* CODICEN (body within the National Administration of Public Education) expenditure was prorated in order to assign to each level of education, the expenditure corresponding to its weight in the total. The share corresponding to CFE was disregarded from CODICEN's expenditure.
* Education expenditure on private education institutions is not included.

#### Uzbekistan

**Financial year:** 1  January 2020 to 31 December 2020

**Source of data:** [Expenditure] Law of the Republic of Uzbekistan, [No. ORQ-589](https://lex.uz/uz/docs/4635016) of 09.12.2019 (), on the state budget of the Republic of Uzbekistan for 2020; [Number of students] Statistical sources from Ministry of Preschool and School Education

**Notes on methodology:** Until 2019, financing of educational institutions in the system of the Ministry of Public Education is financed from the local budget funds, and it is relatively difficult to get an accurate account of the funds spent on education expenses for 2019. Therefore the data on the year 2020 is reported according to the Law of the Republic of Uzbekistan, No. ORQ-589 of 09.12.2019, (Article 21. Features of implementation of State budget expenditures of the Republic of Uzbekistan in 2020).

The first and second group expenses (wages and equivalent payments) of secondary schools and preschool education organisations are paid through the Ministry of Public Education and the Ministry of Preschool Education of the Republic of Uzbekistan. The fourth group expenses of these institutions are carried out at the expense of the budgets of the relevant districts and cities. Local budget funds are also budget funds.

Limited amounts of funds are allocated according to the Law: UZS 20 364 400.7 million for the Ministry of Public Education of the Republic of Uzbekistan and UZS 4 878 535.4 million for the Ministry of Preschool Education of the Republic of Uzbekistan. The Law also allocates Ministry of Higher Education of the Republic of Uzbekistan UZS 2 600 392.1 million and has not been added to overall education expenditure reported (Only the number of students in vocational schools which are under Ministry of Higher Education can be provided).

**Notes on interpretation:** According to Article 41 of the Constitution of the Republic of Uzbekistan, everyone has the right to education. Free general education is guaranteed by the state. School affairs are under state control. (<https://lex.uz/uz/docs/20596>). In addition, in accordance with the Law of the Republic of Uzbekistan No. ORQ-637 of 23.09.2020 (Article 5. The right to education), regardless of gender, race, nationality, language, religion, social origin, faith, personal and social status, everyone is guaranteed equal rights to education and has the right to general secondary, secondary special education and primary vocational education free of charge (<https://lex.uz/docs/5700831>).

On  February 7, 2017, Decree No. PF-4947 of the President of the Republic of Uzbekistan “On the strategy of actions for the further development of the Republic of Uzbekistan” was adopted. In IV section of this decree “Priority directions of social sphere development”, part 4.4. “Development of education and science" and the tasks defined in it, attention to education has been increased and strengthened (<https://lex.uz/docs/3107036>).

Also, on  January 28, 2022, the Decree of the President of the Republic of Uzbekistan No. PF-60 “On the Development Strategy of the New Uzbekistan for 2022-2026" was adopted. In accordance with section 4 of this decree, the following tasks for improving the quality of education were defined in the Development Strategy. Accordingly, in 2022:

* starting from  April 1, exemption from income tax of payments of up to 3 million soums per month for the parents who send their children to non-state preschool education organizations and schools.
* in order to modernize the secondary education system as modern requirements: allocation of 605 billion soums from the State budget for the implementation of the textbook renewal program in general secondary educational institutions; and taking measures to create new educational places and vocational training of schoolchildren together with the Ministry of Public Education, the Ministry of Finance, the Ministry of Employment and Labour Relations and other interested ministries and agencies (<https://lex.uz/docs/5841063>).

#### Viet Nam

**Financial year:** 1  January 2019 to 31 December 2019

**Source of data:** Ministry of Education and Training

Impact of COVID-19 on education system in lower secondary education (Tables B3.3.1, B3.3.2, B3.3.3 and B3.3.4)

List of tables

* Table B3.3.1: Tracking students’ absence during the pandemic in lower secondary education (2020 to 2022)
* Table B3.3.2: Policies to bring in digitalisation into education in lower secondary education (2022)
* Table B3.3.3: Assessment of impact of COVID-19 crisis on lower secondary education (2021 to 2022)
* Table B3.3.4: Changes in education policies/regulations to mitigate the impact of learning loss/disruption and student well-being in lower secondary education (2021 and 2022)

Definitions

Please refer to fourth round of the Survey on National Education Responses to COVID-19 School Closures is available in the dedicated webpage for the Survey (https://covid19.uis.unesco.org/school-closures-survey/).

Notes and sources specific to data on each country/economy

|  |
| --- |
| Note on the countries and economies not included in this documentAdditional information for the participant of the OECD-INES programme (OECD countries as of September 2022 and Brazil) and non-OECD member countries and economies that participated in the fourth round of the Survey on National Education Responses to COVID-19 School Closures is available in the dedicated webpage for the Survey (https://covid19.uis.unesco.org/school-closures-survey/). |

#### Albania

**Source of data:** Ministry of Education and Sport

**Notes on interpretation:** During the period of the pandemic, periodic data were collected from each local education office on student absences for every school. Every day, each school reported on the participation of students and their absences accompanied by the reason for the absence.

Digitalisation of services is in the focus of state policies after the pandemic. In the National Education Strategy 2021-2026, the digitalization of education is a specific feature in which there are concrete products and measures. Another important document related to state policies is the Cross-Sectoral Strategy, Digital Agenda of Albania and its 2022-2026 action plan. Both documents have been approved by the decision of the Council of Ministers.

#### Baku (Azerbaijan)

**Source of data:** Ministry of Science and Education

**Notes on interpretation:** The statistics on the absence of students over those years have been collected only at the school level. For investigating the effects of the pandemic on teaching and learning, national assessment studies were organised.

The framework governing digital education has been regulated since the COVID-19 pandemic to ensure that many students can receive the knowledge they need. A great many parts of topics in each grade have been taught via television during this period. On the website, all topics in the subjects are also available.

#### Brunei Darussalam

**Source of data:** Department of Schools, Department of Private Education, Department of Islamic Education & Brunei Darussalam Leadership and Teacher Academy

**Notes on interpretation:** All schools report number of students absent due to COVID-19. Bring Your Own Device (BYOD) has been implemented during COVID-19.

#### Bulgaria

**Source of data:** Ministry of Education and Science

**Notes on interpretation:** Policies to bring in digitalisation into education include upcoming equipping of more schools with new IT technology, strengthening the training of teachers to work in an online environment, confirming the use of resources on platforms such as Teams and Google Classroom in the work of students and teachers and continued digitisation of learning resources and documentation.

#### Cyprus

**Source of data:** Department of Secondary General Education

**Notes on interpretation:** School Management Systems managed at school level to track students’ absence during the pandemic.

#### Dominican Republic

**Notes on interpretation:** Links to references related to tracking students’ absence during the pandemic ([link 1](https://www.ministeriodeeducacion.gob.do/media/banners/61d9613237f80bb1aad770258eefc57a72e0dfc2protocolo-general-para-el-retorno-a-las-aulas-actpdf.pdf), [link 2](https://www.ministeriodeeducacion.gob.do/sobre-nosotros/areas-institucionales/espacio-virtual-de-soporte-para-educacion-no-presencial), [link 3](https://ideice.gob.do/descargas.php?ruta=cGRmL3B1YmxpY2F0aW9ucy8=&nombre=MjAyMDA4MTMxMzI0MjcucGRm&descarga=Educaci%C3%B3n%20Dominicana%20en%20el%20Contexto%20de%20la%20COVID-19&return=transparencia/publicaciones)).

A new version of the curriculum, with prioritised content, was created for the 2020/21 and 2021/22 academic years. (link for [general programmes](https://www.ministeriodeeducacion.gob.do/docs/direccion-general-de-curriculo/dPOb-adecuacion-curricular-del-nivel-primariopdf.pdf); link for [vocational programmes](https://ministeriodeeducacion.gob.do/docs/direccion-general-de-curriculo/IgwQ-adecuacion-curricular-nivel-secudariopdf.pdf)).

#### El Salvador

**Source of data:** Expert consultation

**Notes on interpretation:** Please note that even though standardised evaluations continued to be implemented, those were not design with the purpose of assessing the impact of the pandemic on learning outcomes. Also, standardised evaluations that were implemented up until 2019 were suspended and new ones were designed to be applied starting in 2020 onward. For this reason there is no way of comparing learning outcomes from the years prior. Those national evaluations are not designed to guarantee comparability one year to the next.

No data or studies are available at the system level that tracked students’ absence during the pandemic. Schools, however, may independently keep their own statistical records.

Kazakhstan

Source of data:

* Law of the Republic of Kazakhstan dated July 27, 2007, [No. 319-III](https://adilet.zan.kz/eng/docs/Z070000319_). On education.
* On approval of the requirements for educational organizations to provide distance learning and the rules for organizing the educational process for distance learning and in the form of online learning for educational programs of higher and (or) postgraduate education. Order of the Minister of Education and Science of the Republic of Kazakhstan dated March 20, 2015, No. 137. Registered with the Ministry of Justice of the Republic of Kazakhstan on  April 22, 2015, [No. 10768](https://adilet.zan.kz/rus/docs/V1500010768).
* On approval of dates of completing the 2020-2021 academic year and conducting the final certification of students in secondary education organizations. Order of the Minister of Education and Science of the Republic of Kazakhstan dated May 5, 2021, No. 203. Registered with the Ministry of Justice of the Republic of Kazakhstan on May 6, 2021, [No. 22703](https://adilet.zan.kz/rus/docs/V2100022703).
* On approval of dates of completing the 2021-2022 academic year and conducting the final certification of students in secondary education organizations. Order of the Minister of Education and Science of the Republic of Kazakhstan dated  April 20, 2022, No. 159. Registered with the Ministry of Justice of the Republic of Kazakhstan on  April 21, 2022, [No. 27702](https://adilet.zan.kz/rus/docs/V2200027702).
* On approval of the List of documents mandatory for teachers to maintain preschool education and care organizations, secondary, special, additional, technical and vocational, post-secondary education, and their forms. Order of the Minister of Education and Science of the Republic of Kazakhstan dated  April 6, 2020, No. 130. Registered with the Ministry of Justice of the Republic of Kazakhstan on  April 6, 2020, [No. 20317](https://adilet.zan.kz/rus/docs/V2000020317).
* On determining the beginning, duration and vacation periods of the 2022-2023 academic year in secondary education organizations. Order of the Minister of Education of the Republic of Kazakhstan dated August 12, 2022, No. 363. Registered with the Ministry of Justice of the Republic of Kazakhstan on August 12, 2022, [No. 29108](https://adilet.zan.kz/rus/docs/V2200029108).
* On approval of the deadlines for completing the 2021-2022 academic year and conducting the final certification of students in secondary education organizations. Order of the Minister of Education and Science of the Republic of Kazakhstan dated  April 20, 2022, [No. 159](https://adilet.zan.kz/rus/docs/V2200027702). Registered with the Ministry of Justice of the Republic of Kazakhstan on  April 21, 2022, No. 27702.
* <https://www.gov.kz/memleket/entities/bala/press/events/details/14125?lang=ru>
* On approval of the Rules for conducting psychological service in organizations of secondary education. Order of the acting Minister of Education of the Republic of Kazakhstan dated August 25, 2022, No. 377. Registered with the Ministry of Justice of the Republic of Kazakhstan on August 26, 2022 [No. 29288](https://adilet.zan.kz/rus/docs/V2200029288).

**Notes on interpretation:** Apart from reading and math, students are required to choose one optional discipline from the list for their final examination: Physics, Chemistry, Biology, Geography, Geometry, History of Kazakhstan, World History, Literature (according to the language of instruction), Foreign language (English/French/German), Informatics. Science discipline is not mandatory for all students.

According to the Order of the Minister of Education and Science of the Republic of Kazakhstan dated April 6, 2020 "On approval of the List of documents mandatory for teachers to maintain in preschool education and care organizations, secondary, special, additional, technical and vocational, post-secondary education, and their forms", there are approved Forms of documents required to be maintained/filled out by teachers of organizations of secondary and special education that also include the tracking of students' presence/absence on the lessons in the online or paper journals. More than 70% of schools in Kazakhstan are using online journals. This means that education system has been collecting record on the student absence.

The competencies of the Ministry of Education (MOE) has expanded. According to the Law on Education (Chapter 2, Article 5, point 25, 2019), MOE is authorised to develop and approve the rules for organizing the educational process through distance learning technologies. Starting from January 2021, MOE also produces requirements for educational organisations to provide distance learning. What is more, starting from January 2021, a new article on distance learning (Chapter 5, Article 37-2) has been added to the Law on Education. The Article states that:

* 1. Distance learning shall be carried out in organisations of secondary, additional, technical and professional, post-secondary, higher and (or) postgraduate education in the manner determined by the authorized body in the field of education.
* 2. In cases of introduction of a state of emergency, restrictive measures, including quarantine, in the relevant administrative-territorial units, declaration of emergency situations, local executive bodies and educational organizations shall introduce distance learning for all students in the manner determined by the authorized body in the field of education.

Apart from the Law on Education, changes were brought to the "Rules for organising the educational process via distance learning technologies". According to the previous rules, distance learning technologies were applicable to vocational, post-secondary, undergraduate and postgraduate programs, shortened educational programmes (including primary, secondary, vocational, postsecondary and tertiary education) and certain categories of citizens. In November 2021, certain changes were made: in cases of a state of emergency, restrictive measures, including quarantine, in the relevant administrative-territorial units (at separate facilities), declaration of emergency situations is organized for all students on the basis of the order of the regional education departments. What is more, it is now explicitly stated that educational organizations that implement educational programs for primary, basic secondary, general secondary, technical and vocational, post-secondary, higher and (or) postgraduate, as well as additional education, provide conditions for organizing distance learning - access to the information system and electronic lesson schedule, electronic journal, electronic resources.

Changes in education policies/regulations on:

* Increased instruction time: According to the Order of the Minister of Education and Science On approval of the dates for completing the 2021-2022 academic year and conducting the final certification of students in secondary education organizations, summer schools are organized from 26 May 26 to 17 June 2022 to fill the gap in knowledge caused by pandemic and restrictive measures and improve the quality of education among students. According to the Order of The Minister of Education On determining the beginning, duration and vacation periods of the 2022-2023 academic year in secondary education organizations the academic year is extended from 34 to 36 weeks for lower secondary education classes.
* Psychosocial and mental health support to students: *Balaqorgau* (providing information on counselling support) website has been launched in 2022. ([link](https://www.gov.kz/memleket/entities/bala/press/events/details/14125?lang=ru))
* Rules for conducting psychological service in organizations of secondary education were established during the school year 2022/23.
* Strengthened / provided additional school nutrition services: As of the March 2023 in 9 regions of Kazakhstan all students at primary schools are provided with free meals regardless of their social-economic status. But this measure does not necessarily relate to post-COVID19 regulations. This initiative started slightly before the pandemic to ensure children are getting right nutrition.

#### Malaysia

**Source of data:** Ministry of Education Malaysia

**Notes on interpretation:** The data on students’ absence during the pandemic was collected through Home Based Teaching And Learning Reporting System (SPdPR) - online system. COVID-19 accelerated implementation of Malaysia Digitalisation Education Policy.

#### Malta

**Source of data:** Ministry for Education

**Notes on interpretation:** All schools in Malta record student attendance and absence and continued to do so during the pandemic. However, in 2019/20 attendance was recorded only when schools were open, and did not cover the period of school closures, which lasted from 16 March 2020 until the end of the scholastic year (26 June 2020). Furthermore, in 2020/21 schools reopened and attendance/absence was also recorded, but parents/guardians were given the choice as to whether to send their children to school (PR201820en published on 25 September 2020). During these two periods (that is, March-June 2020 and scholastic year 2020/21) parents of children who did not attend school (either remotely or in person) were exempt from being processed within the parameters of clause 59(1) of the Education Act (Chapter 605 of the Laws of Malta).

In 2020, the Ministry for Education purchased TEAMS licenses for all staff, including educators, and students. TEAMS access persists to this date. In 2020 and 2021, various Guidelines were issued regarding online teaching and learning ([link 1](https://www.gov.mt/en/Government/DOI/Press%20Releases/Pages/2020/March/13/pr200483.aspx?fbclid=IwAR0Qq0QP8jsDBF8t9US_5Oh72mgpDg03daZOAuRl9S-FMfWZaowJ3BHUAdw); [link 2](https://www.gov.mt/en/Government/DOI/Press%20Releases/Pages/2020/March/19/pr200525en.aspx); [link 3](https://digitalliteracy.skola.edu.mt/guidelines-for-educators/); [link 4](https://sway.office.com/lGjUQvT7Av6jNf52)).

Early warning systems to identify students at risk of dropping out, psychosocial and mental health support to students, school nutrition services, structured pedagogy programmes, teacher training in how to support students' mental health and wellbeing, and recruitment of specific personnel to support students' mental health and wellbeing were in place prior to and after the COVID-19 pandemic. They refer to absenteeism monitoring and social work follow-up, literacy assessments, monitoring by educators in school including the school leadership team, teacher monitoring, support and lesson sharing/co-development through Heads of Departments and Education Officers, teacher training including initial teacher education and mandatory/optional continuous professional development sessions).

Curricular changes have been made to the curriculum as a result of the introduction of the Learning Outcomes Framework (LOF), which started to be introduced gradually from 2018. Therefore, the changes anticipated by the new LOF, including their periodic review and finetuning, coincided with the pandemic, but not a result of the pandemic.

Individualised self-learning programmes were introduced for the first time, through teaching resources and recorded lessons being made publicly available on Teleskola.mt and synchronous online learning being made available through the Virtual School.

Programmes to increase instruction time is now being changed to catch-up classes. These were introduced in summer 2021 as a compensatory measure for children who dropped out of or missed out on learning during academic year 2020/21 and who could follow an accelerated programme during summer holidays to be better prepared for school year 2021/22. In summer 2022, catch-up classes were offered to all students. In school year 2022/23, catch-up classes were extended to Saturdays throughout the school year. Attending catch-up classes has always been voluntary for students.

School nutrition services were in place prior to the pandemic, but has been made available to more students, in addition to other financial supports.

Teacher training in how to support students' mental health and wellbeing was implemented by some schools/teachers on their own initiative, but not as part of a centralised/national initiative.

#### Moldova

**Source of data:** National regulations and methodologies in the field of education

**Notes on interpretation:** Statistics about absence are collected and can be accessed on the [management information system in education](http://www.sime.md). Moldova's digital transformation strategy for 2023-2030 has implications for education.

Regarding the item on disciplines assessed, there is not one discipline called Science in ISCED 24. The disciplines related to science such as Physics, Chemistry, Biology, Geography are separate disciplines and on these disciplines there are standardised tests.

#### Panama

**Source of data:** Ministry of Education ([link](https://www.meduca.gob.pa/))

#### Qatar

**Source of data:** Ministry of Education and Higher Education ([link](https://www.edu.gov.qa/en/Pages/Corona.aspx))

**Notes on interpretation:** Regulatory framework governing digital education depends completely on digital platforms such as teams then learning management system (LMS).

#### Romania

**Source of data:** Ministry of Education informative guide in the context of COVID-19

**Notes on interpretation:** The statistics on the absence of students was collected only at school level and there are no data available at national level.

Education Early Warning System (MATE) and The Implementation Methodology to use the MATE IT module to prevent early school leaving and drop out ([Order of the Ministry of Education](https://www.edu.ro/sites/default/files/OM_6000_aprobare_mecanism_MATE.pdf), Dec. 2021)

Saudi Arabia

**Source of data:** "[Back to School](https://external.backtoschool.sa/education/principal)", Ministry of Education (accessed 3  January 2023)

**Notes on interpretation:** Noor and Madrasati platforms generate periodic reports relevant to students' activities and accomplishments.

Policies to bring in digitalisation into education involved establishing a dedicated department for E-learning and Distance learning at the Ministry of Education.

#### Serbia

**Source of data:** EMIS database, The Ministry of Education of the Republic of Serbia, Sector for Digitalisation in Education and Science, Analytical Unit; https://zuov.gov.rs/strucno-uputstvo-za-organizaciju-obrazovno-vaspitnog-rada-u-osnovnoj-i-srednjoj-skoli/; https://prosveta.gov.rs/prosveta/digitalizacija-u-prosveti-i-nauci/; Strategy for Education Development in the Republic of Serbia by the Year 2030, ("Official Gazette of the RS", No. 63/21).

**Notes on interpretation:** Schools have kept record of absences in the E-gradebook, while the COVID-19-related absences have been recorded in EMIS (Education Management Information System). This data was shared with the National Crisis Committee that was the decision-making body when it came to COVID-19 prevention measures on the national and local levels.

Strategy for Education Development in the Republic of Serbia 2021-2030 included Measure 1.3.1 on Digital education development:

* 1.3.1.1 Preparing the Framework for Evaluating the Capacity of Primary and Secondary Schools for Organising Distance education in the case when classroom work with students is suspended,
* 1.3.1.2. Establishing the Coordination Body for the implementation of distance education in the case when classroom work with students is suspended,
* 1.3.1.3. Developing the aggregator of the repository of open educational resources,
* 1.3.1.4. Strengthening the capacity of schools for organising teaching in accordance with the Framework for Evaluating the Capacity of Primary and Secondary Schools for Organising Distance education in the case when classroom work with students is suspended (organisation of online and hybrid teaching),
* 1.3.1.5. Supporting schools in the implementation of distance teaching,
* 1.3.1.6. Revising the existing Framework of Digital Competencies – the teacher for the digital age,
* 1.3.1.7. Development of the Framework of Educators’ Digital Competencies,
* 1.3.1.8. Online training for the implementation of innovative pedagogical approaches that integrate information-communication technologies (ICT) in the education process, based on the Framework of Teachers’ Digital Competencies.

#### Singapore

**Source of data:** Singapore Ministry of Education (MOE)

**Notes on interpretation:** Schools used the school-based data on student attendance for their day-to-day operations while MOE HQ monitored student attendance at system-level on a more regular basis than the pre-COVID years.

Prior to the pandemic, MOE had already planned to equip all secondary school students with a personal learning device each, but originally planned for full roll-out to all students only by 2028. COVID-19 accelerated the adoption of technology and its use in teaching and learning. Thus, to ensure that all students are well-equipped for digital learning, MOE accelerated the full roll-out plan, completing the full roll-out of Personal Learning Devices to all secondary school students by the end of 2021, 7 years ahead of schedule. The accelerated roll-out of Personal Learning Devices has supported students’ self-directed learning during regular home-based learning days, which have been implemented in 2022 as part of the Ministry’s "Blended Learning" initiative.

There is no standardised national or subnational assessments at lower secondary level.

Changes in education policies/regulations on:

* Between the school years of 2020 to 2022, Singapore had strived to keep schools opened for as long as it was safe to do so, except between April and June 2020 when Singapore entered into a "circuit breaker" phase (i.e. a lockdown). During that period, students embarked on Home Based Learning (HBL), leveraging MOE's Student Learning Space which provided all public schools with curriculum-aligned teaching and learning resources. MOE HQ also developed additional resources to ensure continued student learning. When schools re-opened after the lifting of the "circuit-breaker" in June 2020, schools put in place safe management measures to ensure that student learning continued to take place under safe conditions in schools as far as possible. Leveraging our experience with HBL, we also introduced "Blended Learning" in our schools from 2022, which entails a mixture of learning in-person and virtually and has since become a feature in our curriculum. National examinations were conducted at Primary 6, Secondary 4/5 and Pre-University levels, with adjustments made to the scope of the assessment by reducing topics/skills to be examined in each subject.
* MOE had early warning systems in place to identify students at risk of dropping out even prior to the COVID-19 pandemic, but we further enhanced the systems due to the pandemic.
* MOE does not have accelerated/catch-up programmes in place as the number of students who dropped out of school is very low. Nonetheless, MOE has always had processes to facilitate re-enrolment of dropouts back to school.
* MOE has enhanced the meal subsidy provision for Singaporean primary and secondary students under MOE Financial Assistance Scheme (FAS) from 2023. However, this is part of MOE’s regular review of the financial assistance schemes and is not attributed to COVID-19 pandemic.
* Participation in "structured pedagogy" (e.g. teachers' guides, lesson plans, student materials and teacher training) is ongoing as part of teachers’ professional development.

#### Chinese Taipei

**Source of data:** [Compulsory Education Act](https://edu.law.moe.gov.tw/EngLawContent.aspx?lan=E&id=333), Article 8-1; [Department of Information and Technology Education](https://english.moe.gov.tw/cpview-4-15160-AF176-1.html)

**Notes on interpretation:** In cases of school-age citizens who are required to enrol in school but have not done so, or who have enrolled but dropped out, or who have long-term absences, schools shall submit a report to the city, township, or district compulsory education committee to dispatch personnel for a home visit. (Compulsory Education Act Article 8-1)

No certain regulatory framework existed in my education system before pandemic. Department of Information and Technology Education has been in charge of the digital education in Taiwan before pandemic, and so far, has no plan to change the institutional framework.

#### Ukraine

**Source of data:** Web-sites of the Departments of education of Military Civil Administration; [Regulation on the distance form of obtaining a complete general secondary education](https://zakon.rada.gov.ua/laws/show/z0941-20#n22)

**Notes on interpretation:** The information on students’ absence was collected only on school level, no detailed data on the country level was developed. Some institutions provided their own surveys, but the data is not representative.

The Regulation on the distance learning (obtaining complete general secondary education) was adopted ([link](https://zakon.rada.gov.ua/laws/show/z0941-20#n22)). Recommendations regarding the organisation of training in the conditions of a pandemic at the local and the state levels were prepared.

#### United Arab Emirates

**Source of data:** Ministry of Education

**Notes on interpretation:** There is a Data Centre responsible for collecting this data daily from schools to prepare the report on students’ attendance.

During the pandemic, the whole educational system shifted into a distance learning and remote working, and policies were created to support this shift.

Northern Ireland (United Kingdom)

**Source of data:** Department of Education Northern Ireland documents

**Notes on interpretation:** [Weekly Management Information on pupil attendance](https://www.education-ni.gov.uk/articles/management-information-attendance-pupils-schools) was collected by the Department of Education in response to the pandemic (August 2021 - June 2022). The annual pupil attendance data, a National Statistic, for pupils 2021/22 included bespoke categories for non-attendance due to COVID-19 ([link](https://www.education-ni.gov.uk/publications/attendance-grant-aided-primary-post-primary-and-special-schools-202122)). Data from 2020/21 was also collected and is available [here](https://www.education-ni.gov.uk/publications/attendance-grant-aided-primary-post-primary-and-special-schools-202021).

Wales (United Kingdom)

**Source of data:** Welsh Government documents; [Personalised Assessments](https://hwb.gov.wales/curriculum-for-wales/reading-and-numeracy-assessments/personalised-assessments)

**Notes on interpretation:** Additional information on standardised testing programmes: Personalised Assessments remained available online and schools were encouraged to use them flexibly during this period to provide information on learners' skills to support teaching, learning and planning for progression.

Data on students’ absence is available for 2020/21 and 2021/22, but was not collected in 2019/20 ([link](https://www.gov.wales/summary-absenteeism-school-and-during-coronavirus-covid-19-pandemic-september-2014-august-2022)). The data has not been linked to general/vocational programmes.

To ensure schools can prepare for learning disruption, new learning continuity guidance has been published which builds on the digital and blended learning practices which were accelerated during the pandemic ([link](https://www.gov.wales/learning-continuity-guidance-html)).

#### Uzbekistan

**Source of data:** Decisions by the Republican Special Commissions; Orders by the Minister of Public Education; International evidence from the Responses to Educational Disruption Survey (REDS), UNESCO, 2022; Education Continuity in COVID-19 Pandemic times: Impressions on Introducing Distance Learning in Basic Education in Uzbekistan, UNICEF Uzbekistan, 2020.

**Notes on interpretation:** On March 15, 2020, the first case of COVID-19 was registered in Uzbekistan. In response, the Uzbek government announced that all schools would be closed from March 18. There were relatively few positive test cases at the time. In the fall of 2020, schools gradually reopened, allowing families to assess their situation and decide whether or not to send their children back to school. In Uzbekistan, the school break period lasted an average of 8 months (Education Continuity in COVID-19 Pandemic times: Impressions on Introducing Distance Learning in Basic Education in Uzbekistan, UNICEF Uzbekistan, September 2020).

Uzbekistan is characterized as a centralized education system, with the Ministry of Public Education typically responsible for all aspects of school education. This slightly changed during the COVID-19 disruption. During the disruption, district councils or commissions with the input of sanitary and epidemiological centres, district public education, and district administration were able to make decisions over the learning format taking place in their schools. Therefore, responsibility for establishing directions and guidance for teaching and learning in schools was shared across multiple authorities (both national and local).

A number of decisions by the Republican Special Commissions, published as orders by the Minister of Public Education, outlined plans to address the COVID-19 disruption to school education (Cabinet of Ministers of the Republic of Uzbekistan, 2020). Prior to the COVID-19 pandemic, the public education system already used some online information systems and websites, however, some other sources were newly introduced during the disruption.

Beginning in March 2020, teachers and other specialists in public education were encouraged to begin preparing television and video lessons. Television lessons were broadcast across six TV channels of the National TV and Radio Company. Digital lessons or learning materials, physically distributed materials, assessments for student learning, and television broadcasts were all required during the disruption. A number of priorities were set through plans and policies aimed at addressing the COVID-19 disruption to education, such as professional development for teachers’ use of ICT, developing student ICT-related competencies, use of ICT to improve communication with parents, support of students falling parents, support of students falling behind, collaboration among teaching staff, guidance for schools on how to support parents/guardians, and social-emotional support for teachers. These continued to be priorities for Uzbekistan as they entered the 2020-21 academic year behind, collaboration among teaching staff, guidance for schools on how to support parents/guardians, and social-emotional support for teachers. These continued to be priorities for Uzbekistan as they entered the 2020-2021 academic year (International evidence from the Responses to Educational Disruption Survey (REDS), UNESCO, 2022).

Statistics on students’ absence have been collected by the Ministry of Pre-school and School Education through the kundalik.com (site and application).

Policies to bring in digitalisation into education include multimedia applications and QR codes placed in all textbooks.

Regulations on grade repetition (Tables B3.4.1, B3.4.2 and B3.4.3)

List of tables

* Table B3.4.1: Regulations regarding grade repetition in primary education (2022)
* Table B3.4.2: Regulations regarding grade repetition in lower secondary general programmes (2022)
* Table B3.4.3: Regulations regarding grade repetition in lower secondary vocational programmes (2022)

Definitions

**Grade repetition** (or grade retention) refers to the practice whereby, for various reasons, a student may be required to repeat a school year. Usually this is related to their perceived performance (cognitive or behavioural) during the year. If a student is deemed not to have reached an expected minimum performance level, he or she may be asked to repeat the grade (European Commission/EACEA/Eurydice, 2020. Equity in school education in Europe: Structures, policies and student performance. Eurydice report. Luxembourg: Publications Office of the European Union).

Notes and sources specific to data on each country/economy

#### Albania

**Source of data:** Ministry of Education and Sport

**Notes on restrictions on grade repetition:** All students in grades 1 to 3 progress automatically to the next grade. The only exception is that when parents request that they want their child to repeat the grade. Repetition of in these grades is done only once and only for one of the grades.

**Notes on bases to decide grade repetition of a student:** For grades 4 to 12, a student repeats the class in the following school year when the student (a) fails in at least three subjects; (b) fails in at least one subject in the second session; (c) has the disciplinary measure "reduction of grade in behaviour" and has not improved it until the end of the academic year; (d) appears unclassified because of absences. When the student of grades 4 to 9 misses more than 50% of the total annual hours of the curriculum, the student remains in the class and repeats the school year. Students with disabilities are exempted from this rule.

**Notes on the second chance given to students to avoid grade repetition:** When evaluated as failing in one or two subjects during the school year, students are evaluated in the second session. If they pass the second session, they can continue their schooling in the next grade.

**Notes on persons and stakeholders involved in the decision about grade repetition:** If one of the criteria for grade repetition is met for students in grades 4 to 9, the student repeats the class. It is not a decision made by an individual, the teacher or the school director.

In case of the consequence of the disciplinary measure, the ‘reduction of the grade in behaviour’ is notified in writing to the student and the persons exercising his parental responsibility or his legal representative, who must confirm that they have been informed of the measure.

Only for grades 1 to 3, parents can request that they want their child to repeat the grade in writing to the school director. The director, after reviewing the request in cooperation with the teacher, approves the attendance of the same class by the student and the documentation is stored in the school archive according to the legislation on archives.

#### Argentina

**Source of data:** *Resolución* CFE Nº 174/12 and National Educational Law N° 26.206

**Notes on interpretation:** As the school administration is sub-national, the responses to many of the items varies between the different educational jurisdictions. Thus answers consider the most common practices related to grade repetition. In those cases where national regulations exist, answers are based on national regulations.

**Notes on restrictions on grade repetition:** Grade repetition is not allowed for students in Grade 1 because the first two years of primary school are considered a pedagogical unit.

**Notes on bases to decide grade repetition of a student:** As the school administration is conducted at sub-national level, the response varies between the different educational jurisdictions. However, the reported responses refer the most used criteria to decide the grade repetition of a student.

**Notes on persons and stakeholders involved in the decision about grade repetition:** The persons involved in the decision about a student's grade repetition vary between schools.

**Notes on the change in regulations regarding grade repetition since the school year 2011/12 (or 2012):** In June 2012 the National Ministry of Education resolved that the first two years of primary school are considered a pedagogical unit. Since then grade repetition is no longer allowed for students in Grade 1.

Due to the COVID-19 pandemic grade repetition was suspended by a national level decision for all the grades for the school years 2020 and 2021. In those cases, it did not mean that students "automatically" passed the year, but that they had to recover those learnings they could not accomplish during the next school year.

#### Australia

**Notes on interpretation:** State and territory education authorities are responsible for schooling in Australia, and their policies concerning grade repetition vary. There are no national regulations concerning grade repetition.

#### Austria

**Source of data:** Schulunterrichtsgesetz

**Notes on restrictions on grade repetition:** Students in Grade 1 are entitled to advance to the next grade (i.e. no grade repetition). For Grade 2, if the annual report contains the grade "not sufficient" in two or more compulsory subjects, the student is entitled to advance to the next grade only with the consent of the school conference.

In lower secondary general programme (ISCED 24), a student can repeat a grade up to two times (exceptions may exist).

**Notes on bases to decide grade repetition of a student:** It is reflected in the decision of the committee who decides on progress/repeating in case of 1 negative mark.

**Notes on the second chance given to students to avoid grade repetition:** If a student received a "fail" mark in one or two compulsory subjects in the end-of-year report he/she can take an exam in this one or these two subjects at the beginning of the following school year. If the student fails, he/she is not entitled to progress to the next higher grade.

**Notes on persons and stakeholders involved in the decision about grade repetition:** All teachers of a class participate in class conference, which decide on grade repetition.

**Notes on the change in regulations regarding grade repetition since the school year 2011/12 (or 2012):** In primary education, grade repetition was only permitted in Grades 3 and 4 in the former regulation, but with the new regulation, repetition is permitted in Grade 2 of primary school.

#### Baku (Azerbaijan)

**Source of data:** Ministry of Science and Education

**Notes on restrictions on grade repetition:** Grade repetition is allowed only in Grades 5 to 8 (ISCED 24) and Grade 10 (ISCED 3).

**Notes on bases to decide grade repetition of a student:** Grade repetition at the primary education level is only allowed in the cases of long-term illness or absenteeism of students.

If lower secondary students fail in a minimum of four subjects, they are not allowed to progress to the next grade. To progress to the next level of education, students must pass the national assessments at the end of the education program (lower and upper secondary education).

**Notes on the second chance given to students to avoid grade repetition:** Students (at the levels of compulsory lower secondary and at upper secondary education) who fail in one to three subjects are given special summer assignments that must be completed before the start of the next academic year.

**Notes on persons and stakeholders involved in the decision about grade repetition:** After discussing in the school board with the participation of the students' parents (other legal guardians), the issues related to grade repetition, a relevant decision is made and formalised by an order for the educational institution.

**Notes on the change in regulations regarding grade repetition since the school year 2011/12 (or 2012):** Previously, the rules for evaluating student accomplishments and transitioning from class to class were based on a single document. Different rules have now been established for both.

#### Flemish Community (Belgium)

**Source of data:** Official regulations Flemish Community/Flemish Ministry for Education and Training

**Notes on bases to decide grade repetition of a student:** It is important to note that decisions concerning the progression of students are made by the class council and thus belong to the autonomy of every school. The reported responses refer to the factors which are normally considered by the class council.

Overall, academic achievements in certain subjects are not considered. But it is possible that a certain subject gets a larger weight in the school's decision when the pupil concerned wishes to pursue a certain field of study.

**Notes on persons and stakeholders involved in the decision about grade repetition:** Grade repetition decisions are made by the class council. The class council consists of the principal and all the teachers who have a meaningful relationship with the student. If other school staff also have a meaningful relationship with the student, they can be consulted as well. However, strictly speaking only the principal and the teachers have a vote.

Parents are not part of the decision making but they can object to the decision. This can then be resolved between the parents and the school; if not there are legal ways provided to come to a solution.

#### French Community (Belgium)

**Source of data:** Decree establishing Books 1 and 2 of the Code for Pre-Primary, Primary and Secondary Education and creating the common core ([Code Decree](https://www.gallilex.cfwb.be/document/pdf/49466_021.pdf), 2019)

**Notes on interpretation:** Under the Decree on the promotion of success at school in pre-secondary education (14 March 1995) and the Decree on the missions of school (24 July 1997), students’ progression must be continuous from their entry in pre-primary education through to the end of the second year of primary education, and from the third to the sixth primary year. In order to take account of each child’s individual pace of learning, schools have the option to enable pupils to receive a maximum of one extra year per phase. For pupils experiencing difficulties, the period of compulsory primary schooling may therefore be seven years, or even eight years by special dispensation.

In secondary school, no more than three years are allowed for the first stage, which theoretically is two years long. An additional year is organised for the benefit of pupils who, at the end of the second year, have such difficulties that an extra year is required.

Regulations specify that it is not a question of repeating a year but of benefiting, on an exceptional basis in primary school, from the possibility of a complementary year.

The gradual introduction of a common core as part of the Pact for Excellence in Teaching is intended to reduce the rate of grade retention through increased remediation and differentiation. See Code Decree, Appendix, Improvement Goal 4: Gradually reduce repetition and dropout.

**Notes on restrictions on grade repetition:** The restrictions are the consequence of the maximum length allowed for a cycle. In primary school, there is a possibility for a single complementary year in Cycle 1 (between the last pre-primary year and the end of Grade 2) and/or a single complementary year in Cycle 2 (between Grade 3 and Grade 6). In principle, this is not a repeated year in the proper sense of the term, but a complementary one, with a specific pedagogical dossier for each pupil. In secondary school, no more than 3 years are allowed for the first stage, which is in theory two years long. An additional year is organised for the benefit of pupils who, at the end of the second year, have such difficulties that an extra year is required. For any pupil oriented towards the additional year at the end of the first stage, the Class Council establishes at the beginning of the year an Individual Learning Plan (PIA) which defines, in particular, the weekly timetable followed by the pupil. For pupils who, after attending the first stage for three years, have failed to attain the required level, a specific year (differentiation and orientation year), which is not part of lower secondary, can be added.

**Notes on bases to decide grade repetition of a student:** The pupil's work done during the year (observations and grade resulting of formative assessments), as well as the results of the end-of-year tests (where organised) are basic elements are considered. In Grade 6 (end of primary school) and Grade 8 (end of lower secondary), national assessments (*évaluation externe certificative*) are compulsory. If the pupil fails these tests, the class council may still decide that he/she has passed the year.

Only in upper secondary school can a student who exceeds the maximum number of half days of unjustified absence (20 half days) be excluded from exams (see Code Decree, p. 76).

**Notes on the second chance given to students to avoid grade repetition:** Each Organizing Authority is free as regards pedagogical methods, including assessment methods and progression procedures, except the compulsory national assessments in Grade 6 and Grade 8. Second chance could be conditional progression to the next year, subject to success or progress during the first term of next school year. In secondary education, second chance could be a compulsory assignment during summer or new examinations just before the beginning of next school year, or restrictive progression allowed into some tracks only (end of lower secondary education (ISCED 2)).

As a kind of conditional progression, the Class Council may authorise a student in the last year of lower secondary a promotion to the next grade in lieu of repeating a year, but with restrictions: the student is only allowed to attend specific options or tracks. For example, a student in an intensive mathematics and science programme having troubles in mathematics may be allowed to pass to the next grade, but it is not so in a different programme where the mathematics course is less extensive (e.g. expressive arts). It happens also for students attending the general track and showing low performance in some courses to be allowed to pass the following year, but in the vocational track only. An appeal procedure is also possible against this kind of decision.

**Notes on persons and stakeholders involved in the decision about grade repetition:** Decisions about pupils’ progression to the next grade or cycle and the issue of diplomas, certificates and pass attestations within a secondary education institution are the responsibility of the Class Council. The Class Council is chaired by the school principal and consists of the members of the management and teaching staff responsible for educating a defined group of pupils. There are thus several Class Councils in an institution. The parents and pupils are not represented within the Council. However, the Centre for Psychological, Medical and Social Services (CPMS) is represented (advisory role).

After the Class Council meeting, a consultation is organized with the parents. The Class Council then either maintains or changes the decision. If parents do not agree, they can submit an internal appeal to the school. If the disagreement persists, parents can submit an external appeal.

#### Brazil

**Source of data:** Law 9.394/1996

**Notes on interpretation:** Law 9.394/1996 establishes school system can be organised in grades or cycles. In the case of cycles, students may repeat at the end of each cycle of four years/grades.

#### Brunei Darussalam

**Source of data:** Department of Schools, Department of Private Education, Department of Islamic Education

#### Bulgaria

**Source of data:** Ministry of Education and Science

**Notes on bases to decide grade repetition of a student:** A student who has an annual grade of "poor (2)" in academics subject or module, takes an exam to change the course grade. If the student did not show up or did not pass the grade change exam, the student repeats the class.

**Notes on the second chance given to students to avoid grade repetition:** In lower secondary general programme (ISCED 24), it refers to an exam to change the grade in the subject in which student failed.

**Notes on the change in regulations regarding grade repetition since the school year 2011/12 (or 2012):** Class teacher (or teacher who is mainly responsible for the student) suggests the student to repeat the class if s/he teaches the subject in which a student has a poor grade (2). Other teachers in the school can also suggest grade repetition. Other non-teaching staff in the school and parents (or legal guardians) can provide unbinding advice. School principal, school board and local education authorities approve the decision.

#### Cambodia

**Source of data:** [Directive No. 45/MoEYS](https://drive.google.com/file/d/19u47TFtuuWA8mhSbD6VeN108045QSPbd/view?usp=share_link) dated 5 December 2022 on the operation of public primary education institutions in the academic year 2022-2023; [Directive No. 46/MoEYS](https://drive.google.com/file/d/1zJUC066uqI-HbZz7bjwKOix03f5NZeHz/view?usp=share_link) dated 5 December 2022 on the operation of public secondary education institutions in the academic year 2022-2023

**Notes on bases to decide grade repetition of a student:** Both attendance record and overall academic achievements are considered jointly:

* If the student is absent more than 54 times per year without permission, this student will automatically be repeated for the same grade.
* If the student obtains a score higher than the average score and the student is absent less than 54 times per year without permission, this student has a chance to do one-time promotion test. If the student passes the promotion test, the student will go to the next grade. Otherwise, the student will repeat the same grade.
* If the student obtains a score lower than the average score and the student is absent more than 30 times per year without permission, this student will repeat the same grade.
* If the student obtains a score higher than the average score and is absent less than 30 times per year without permission, this student will go to the next grade.
* If the student obtains a score lower than the average score and is absent less than 30 times per year without permission, this student has a chance to do one-time promotion test. If the student passes the promotion test, the student will go to the next grade. Otherwise, the student will repeat the same grade.

**Notes on the second chance given to students to avoid grade repetition:** In primary schools, the promotion test is conducted twice (which is at the end of the old academic year and in the first week of the new academic year). Secondary schools conduct the promotion test once in the first week of the new academic year.

**Notes on persons and stakeholders involved in the decision about grade repetition:** Class teacher has a role to document the monthly and annual scores of each student and send the data to school principals for decision. Based on data on the number of absenteeism and the overall score of each student from the class teacher, school principals have the right to make decisions about whether each student can go next grade or study in the same grade.

#### Canada

**Source of data:** Provincial Education Acts; provincial policy frameworks and memorandums; local school board policies

**Notes on interpretation:** Regulations regarding grade repetition vary across the provinces. Provincial Education Acts across Canada generally devolve authority to local school boards/districts/divisions to draft and implement grade repetition policies.

#### Chile

**Source of data:** [*Decreto N° 67*](https://www.bcn.cl/leychile/navegar?idNorma=1127255). Ministerio de Educación 31.12.2018; Fundamentos del Decreto 67: Normas mínimas nacionales sobre evaluación, calificación y promoción. UCE. MINEDUC. 2017; Normas Mínimas Nacionales sobre Evaluación, Calificación y Promoción

**Notes on bases to decide grade repetition of a student:** Below 85% of attendance, the teachers and educational staff will decide every case in particular.

Student needs to receive a minimum overall average of 4 in a scale from 1 to 7. If the average of one subject is below 4, the overall average has to be 4,5. If there are two subjects below 4, the overall average has to be 5. There are spaces for special cases, taking in consideration student progress, distance between him/her and the classmates and socio-emotional aspects.

**Notes on the second chance given to students to avoid grade repetition:** Every school can decide specific considerations for these opportunities, but they have to be explicit in its specific promotion regulations. One of the common practices is additional examinations or socio-emotional considerations.

**Notes on the change in regulations regarding grade repetition since the school year 2011/12 (or 2012):** It is treated to make an adequation to the General Law in education enacted in 2009 and the following dispositions to increase inclusion and reinforce public education: elimination of the approval of Math and Language subjects as requirement to be promoted; general emphasis in evaluation over promotion or qualifications; explicit measures of support for student repetition; more flexibility in evaluation and promotion criteria for students in special situations; introduction of diversity in evaluation practices; accompaniment criteria are established to avoid school dropout; elimination of the exemption to promote an inclusive and diverse classroom.

#### Colombia

**Source of data:** Ministry of Education - Decreto 1290 of 2009. Article 6

**Notes on interpretation:** Schools are autonomous to determine evaluation systems and promotion criteria for their own students.

#### Costa Rica

**Source of data:** [Official document](http://www.pgrweb.go.cr/scij/Busqueda/Normativa/Normas/nrm_texto_completo.aspx?param1=NRTC&nValor1=1&nValor2=85815&nValor3=134969&param2=1&strTipM=TC&lResultado=2&strSim=simp)

**Notes on bases to decide grade repetition of a student:** All students are required to obtain a passing grade in order to promote to the next level. (Articles 41 and 44 of the [official document](http://www.pgrweb.go.cr/scij/Busqueda/Normativa/Normas/nrm_texto_completo.aspx?param1=NRTC&nValor1=1&nValor2=85815&nValor3=134969&param2=1&strTipM=TC&lResultado=2&strSim=simp))

**Notes on the second chance given to students to avoid grade repetition:** Students are given two chances (make-up tests) to pass to the next level.

**Notes on persons and stakeholders involved in the decision about grade repetition:** This responsibility is merely on the class teacher; however, the decision is based on the student's performance and achievement in every subject matter taught in that specific school year. It also based on what is stated on Section VI: the way the different components summed up result in the final grade (i.e. whether the student obtained or not a passing grade).

#### Croatia

**Source of data:** Primary and Secondary Education Act

**Notes on bases to decide grade repetition of a student:** Students have to obtain passing marks (i.e. positive final marks (marks 2, 3, 4 or 5) in all subjects (mark 1 is a negative mark)) to progress to the next grade. If a student was absent from school for a longer period of time for a valid reason (e.g. illness), they have to pass a grade exam or certain subject exams before they are allowed to progress to the next grade.

**Notes on the second chance given to students to avoid grade repetition:** If students obtain a negative final mark in three or more subjects, they automatically have to repeat a grade. However, if they obtain a negative mark in 1 or 2 subjects, they have to attend remedial classes in those subjects immediately after the end of regular classes at the end of the school year (10 to 25 classes per subject). If they achieve the expected results during the remedial classes, they receive a passing grade and are allowed to progress to the next grade. On the other hand, if they do not achieve the expected results, they have to sit a remedial exam in those subjects in front of the examination committee. They are allowed to progress to the next grade only when they pass these exams. However, there is an exception to this rule for students attending Grades 1 to 3. They are allowed to progress to the next grade after remedial classes at the end of the school year even if they obtained a negative mark in one subject. This scenario is only allowed once for each subject during Grades 1 to 3.

**Notes on persons and stakeholders involved in the decision about grade repetition:** At primary level (ISCED 1), a class teacher holds classes and gives final marks for all of the subjects (except foreign languages, religion and IT).

At lower secondary level (ISCED 2), subject teachers give final marks for their subject/s at the end of the school year. They also hold remedial classes for students with the final negative mark in their subject. They decide whether or not a student has achieved the expected results during the remedial classes. If students do not achieve the expected results, subject teachers are members of the examination committee for the remedial exam students have to pass in order to be able to progress to the next grade. Other teachers in the school can be members of the examination committee if students have to sit a remedial exam(s). Parents are involved only insofar as they can appeal the decision on the final mark a student is given in a subject by subject teachers.

**Notes on the change in regulations regarding grade repetition since the school year 2011/12 (or 2012):** Until 2014, students with a negative final mark in 1 or 2 subjects had to pass remedial exams in front of the examination committee in order to be able to progress to the next grade. In 2014, Primary and Secondary Education Act introduced remedial classes for those students, i.e. students with a negative mark in 1 or 2 subjects have to attend remedial classes first. They sit remedial exams only if they do not achieve expected results during remedial classes.

Also, in the 2019/2020 school year exceptionally and due to COVID-19 pandemic, students with a maximum of 4 negative final marks (instead of a maximum of 2 negative final marks) did not have to automatically repeat a grade but were allowed to attend remedial classes. At primary level only, students who had to sit remedial exam(s) and did not pass them were allowed to sit these exam(s) once again. These rules were abolished in the 2020/2021 school year.

#### Cyprus

**Source of data:** Departments of Secondary General Education and Department of Primary Education

**Notes on restrictions on grade repetition:** At primary level, grade repetition can only happen once during the child's attendance at primary school.

**Notes on bases to decide grade repetition of a student:** At primary level, mainly the student's academic performance in the Subjects of Greek Language and Mathematics and emotional immaturity are considered. Attendance record is considered only if it significantly affects his/her academic achievement.

**Notes on the second chance given to students to avoid grade repetition:** At primary level (ISCED 1), grade repetition can be avoided if a remarkable school progress has been recorded until the end of May. In lower secondary general programmes (ISCED 24), the second chance refers to second chance end-of-year exams.

**Notes on persons and stakeholders involved in the decision about grade repetition:** At primary level, other non-teaching staff refers to a school psychologist and local education authorities refers to a school inspector. In lower secondary general programmes (ISCED 24), the teaching staff at each school are involved in the decision making.

#### Czech Republic

**Source of data:** Act No. 561/2004 Collection of Law, on Pre-School, Basic, Secondary, Tertiary Professional and Other Education (Education Act), EACEA 2020 "Equity in School Education in Europe: Structures, Policies and Student Performance"

**Notes on restrictions on grade repetition:** A student can repeat a grade only once during primary education (ISCED 1) and once during lower secondary education (ISCED 2)

Notes on bases to decide grade repetition of a student: Serious health problems can also be considered.

Notes on the second chance given to students to avoid grade repetition: Students can take reparatory test or exam.

**Notes on persons and stakeholders involved in the decision about grade repetition:** Class teacher and other teachers in the school has an indirect role - by giving the final marks, the teacher is indirectly involved in the decision-making whether a student will or will not repeat the grade. The school principal makes the final decision about grade repetition based on student´s grades from teachers or based on a medical report in case a student has serious health problems.

#### Denmark

**Source of data:** [Ministerial Order](https://www.retsinformation.dk/eli/lta/2022/1396) on the law on *Folkeskolen*

**Notes on interpretation:** Grade repetition is the result of an overall assessment of the students' potential benefits of repeating a school year.

**Notes on restrictions on grade repetition:** Only exception is the grade repetition due to insufficient result in language tests for students receiving supplementary teaching in Danish as a second language, which is limited to only once. The students have four test attempts, and if they fail all four attempts, they have to repeat the school year.

**Notes on persons and stakeholders involved in the decision about grade repetition:** The principal makes the decision upon consulting the parents. It is not regulated, but class teachers, other teachers and non-teaching staff in the school are likely to be consulted. The principal can consult the local administration. The student is consulted, and the student’s views will be taken into consideration.

**Notes on the change in regulations regarding grade repetition since the school year 2011/12 (or 2012):** As of August 2019, language tests have been introduced at schools where more than 30 percent of the students live in a residential area with a high concentration of socially disadvantaged residents. Tests are mandatory for students in pre-primary education, and for students receiving supplementary teaching in Danish as a second language. The students have four test attempts, and if they fail all four attempts, they have to repeat the school year. Grade repetitions as a result of failed language test can only happen once.

#### Dominican Republic

**Source of data:** Ministry of Education

**Notes on restrictions on grade repetition:** In grades 1 and 2 of primary education, all students progress to the next grade automatically. Only one decision to repeat a year may be made during a student's schooling before the end of cycle 4 mentioned in Article D. 311-10, without prejudice to the provisions of article D. 351-7.

**Notes on bases to decide grade repetition of a student:** In primary education, the attendance is compulsory and is required to progress to the next grade. However, the regulation does not establish a criterion on the level of attendance required. In lower secondary education, at least 80% of class sessions attendance is required to progress to the next grade.

In grade 3 of primary education, the student is required to reach “minimum alphabetisation standard” in reading, writing and mathematics. In the second cycle of primary education (grades 4 to 6), it is required to pass all curricular subjects. If the student fails one of them, he/she attends a pedagogical recovery class, where the student has to pass an evaluation in the end to progress to the next grade. The student has a last opportunity with a special test at the beginning of the next academic year to progress to the next grade. In secondary education, students can progress to the next grade with two or less curricular subjects with non-passing grades, and have a year to take the evaluations to pass those subjects.

**Notes on the second chance given to students to avoid grade repetition:** Second chance in lower secondary general programmes (ISCED 24) refers to pedagogical recovery class.

**Notes on persons and stakeholders involved in the decision about grade repetition:** In primary education, class teacher has the responsibility for the decision on grade repetition until grade 4. From grade 5 of primary education and all of secondary education, the teacher is responsible for the grade on his curricular subject, and grade repetition depends on the overall academic performance and class attendance.

#### El Salvador

**Source of data:** Applicable laws and regulations (Evaluation for Learning and Development which regulates the requirements for promotion of students to next grade)

**Notes on bases to decide grade repetition of a student:** The student must pass all subjects (and each obligatory subject) with at least 5.0 (in a scale from 0 to 10). If they fail at most three subjects, they are entitled to a regular recovery program (second chance). This applies up to Grade 9. Grade 10 and above the minimum is 6.0.

Attendance alone is not legal criteria for repetition, but a minimum level of attendance is required to access the recovery programs (which would give the student a second chance).

**Notes on the second chance given to students to avoid grade repetition:** If attendance is above 85% they are entitled to enter a recovery program defined by each school. Recovery program ad-hoc to students needs in the last weeks of the school year. The grade they obtain for this special program is assigned as grade for the year if above the previous grades.

**Notes on persons and stakeholders involved in the decision about grade repetition:** There is a national regulation on the involvement of other stakeholders depending on student achievement in the subjects studied. Rules are established so that the different actors only have to follow these rules.

**Notes on the change in regulations regarding grade repetition since the school year 2011/12 (or 2012):** During the years 2020 and 2021 students were automatically promoted in order to prevent repetition of grades as its effects together with the impacts from the pandemic could lead to more students dropping out of school.

#### Estonia

**Source of data:** [Bases, conditions and procedure for assessing a student, transferring to the next class, additional study and not repeating the class course](https://www.riigiteataja.ee/akt/12753100)

**Notes on interpretation:** According to legislation, grade repetition is supported only exceptionally.

**Notes on bases to decide grade repetition of a student:** If students have failed or received unsatisfactory marks in three or more subjects, student repeats a grade.

**Notes on the second chance given to students to avoid grade repetition:** Additional studies after the school year following individualised curriculum.

**Notes on persons and stakeholders involved in the decision about grade repetition:** Class teacher knows the student the best and gives the recommendations. Subject teachers are also involved with their recommendations. School principal leads the school council. Parents (or legal guardians) are informed about the grade retention and should agree with that.

#### Finland

**Source of data:** Finnish National Agency for Education, Legislation for Basic Education, Act 21.8.1998/628

**Notes on the second chance given to students to avoid grade repetition:** Second chances refer to re-taking examinations, giving a proof of student's proficiency by other means (e.g. oral presentation, individualised learning goals for some subjects).

**Notes on persons and stakeholders involved in the decision about grade repetition:** All teachers of the student take part of the decision for grade repetition. The principal makes the decision together with the teachers.

#### France

**Source of data:** Ministry of Education ([link](https://www.education.gouv.fr/bo/18/Hebdo8/MENE1800673D.htm))

**Notes on restrictions on grade repetition:** Only one decision to repeat a year may be made during a student's schooling before the end of cycle 4 mentioned in article D. 311-10, without prejudice to the provisions of article D. 351-7. However, a second decision to repeat a year may be made before the end of cycle 4, with the prior agreement of the academic director of national education services.

**Notes on bases to decide grade repetition of a student:** Exceptionally, in cases where the assistance provided has not made it possible to overcome the significant learning difficulties encountered by the pupil, the teaching staff may propose that the pupil repeat the year. This proposal shall be the subject of prior dialogue with the pupil's legal representatives and shall include a support system for the pupil which shall be put in place when the decision is taken to repeat the year.

The council of teachers can only decide on one repetition or one shortening of a cycle during a pupil's entire primary education. (Article 1)

**Notes on persons and stakeholders involved in the decision about grade repetition:** A repetition can be proposed by the educational team, which includes the class teacher (or the teacher who is mainly responsible for the student) (Article 2). The decision to repeat a year is notified by the school principal to the student's legal representatives. They may appeal against this decision. The school board does not intervene in repetition decision or proposals. In case of disagreement between the school board and parents, a commission can be held. This commission is headed by local education authorities and can decide repetition. The commission is only held at the end of grade 9.

**Notes on the change in regulations regarding grade repetition since the school year 2011/12 (or 2012):** Grade repetition is limited to one year during the student schooling up until end of grade 9. In the previous system, there was no limit in the number of times a student can repeat a grade.

#### Germany

**Source of data:** Official documents

**Notes on interpretation:** Various people are involved in the decision about grade repetition of a student: class teacher or teacher who is mainly responsible for the student, other teachers in the school, school principal and school board. Local education authorities may also be involved in some federal states. For voluntary grade repetition, student and parents (of legal guardians) could be involved in the decision by making the initial request. There have been some changes in the regulations at the state level in some federal states.

#### Georgia

**Source of data:** Ministry of Education and Science of Georgia

**Notes on bases to decide grade repetition of a student:** Grade repetition is allowed if the student failed at least one subject, or did not attend 30% or more at least in one separate subject.

Notes on the second chance given to students to avoid grade repetition: It refers to re-taking examinations in failed subjects.

**Notes on persons and stakeholders involved in the decision about grade repetition:** The subject teacher, who is responsible for the student assessment. The student with his/her parents (or legal guardians) has the right to appeal an assessment at school. In the case where parents (or legal guardians) submit an appeal, the school assigns an exam for the student and group of other teachers from the school evaluate the student. The school principal is not involved in decision-making, but is responsible for following formal procedures. The school director issues an order to pass a class or repeat a class.

**Notes on the change in regulations regarding grade repetition since the school year 2011/12 (or 2012):** Parents (or legal guardians) were previously allowed make the request for grade repetition of their child. The reason mostly was unsatisfactory assessment (e.g. 8 or 9 points (out of 10) in separate subject points).

#### Greece

**Source of data:** [Primary Education] Presidential Decree 121/1995 (FEK Α’ 75/18-04-1995) and Ministerial Decision Φ.7Α/ΦΜ/212191/Δ1/04-12-2017; [Eurydice National Education Systems](https://eurydice.eacea.ec.europa.eu/national-education-systems/greece/assessment-primary-education); [Secondary Education] Presidential Decree 465/1981 (FEK A' 129/15-05-1981) and Ministerial Decisions 79942/ΓΔ4/21-05-2019 and 55831/Δ2/19-05-2021.

**Notes on interpretation:** According to Ministerial Decision 55831/Δ2/19-05-2021, in Lower Secondary Schools subjects are divided into three groups: For group A subjects, students are assessed through their overall performance in the two terms of the school year and through written exams at the end of the year (written progression examinations, for grades A and B, and school-leaving examinations, for grade C). For group B and C subjects, students are only assessed through their overall performance in the two terms of the school year. However, students' overall performance in every subject plays an equal role in their final assessment for their respective grade and, consequently, for their grade progress or retention. Students repeat grades only if their overall result is less than 10 in more than 4 subjects or if their overall result is less than 10 in 1-4 subjects and at the same time their average score on school-year performance is less than 13. The grading scale is 1-20.

**Notes on bases to decide grade repetition of a student:** At primary level (ISCED 1), regular attendance for a minimum time period of at least half of the school year is required.

At lower secondary level (ISCED 24), Students may be promoted to the next grade or graduate when they achieve a minimum score of at least 10 for each subject taught or an average score of at least 13 (if they get a score lower than 10 in up to four subjects (the grading scale is 1 to 20). At this level, Attendance is characterised as adequate or inadequate, based on the total number of absences. Absences are enumerated one per teaching hour and must not exceed 114 per school year (with some exceptions).

**Notes on the second chance given to students to avoid grade repetition:** At primary level, although grade repetition due to academic achievement is provided for by legislation, in practice every effort is taken so that students are given all kinds of support in order to overcome any difficulties, thereby minimizing the possibility of repeating the class. As far attendance is concerned, a minimum time period of at least half of the school year is required. However, in case of justified leave for a time period longer than half of the school year, a pupil can progress to the next grade as long as, upon agreement of their parents, the pupil undergoes and succeeds in a relevant examination within the first 10 days of June or the first 10 days of September.

At lower secondary level, if students do not meet the progression or school graduation requirements, they must repeat examination. These exams take place in the first ten days of September, before the start of the next school year; the students should repeat examination in the subjects on which they had got an average score lower than 10, provided that these school subjects are no more than four.

**Notes on persons and stakeholders involved in the decision about grade repetition:** In grades 1 and 2 at primary level, the class teacher may suggest grade repetition, making reasoned judgements according to the assessment criteria laid down by law and the student's attendance record. In the rest of the grades of primary and secondary education, all teachers that teach different subjects in the student's class/grade are responsible for assessing him/her on their subject according to the criteria laid down by law and their assessment contributes to the student's overall academic achievement which determines grade progression or retention. Also, the teacher responsible for the attendance record of the student's class keeps track of the student's attendance and reports on the final result which also determines grade progression or retention.

In primary and secondary education, school principals are responsible for convening a special pedagogical meeting of the teaching personnel of the school to discuss the student's overall academic achievement and his/her attendance record and then jointly approve the decision for grade repetition. All teachers in the school take part in these special pedagogical meetings. For primary education only, educational advisors (formerly educational work coordinators) provide unbinding advice concerning grade repetition.

School board does not exist in Greek education system.

**Notes on the change in regulations regarding grade repetition since the school year 2011/12 (or 2012):** At lower secondary level, there has been a change in legislation and there are not any subjects that take precedence over others. Scores achieved in all subjects weigh equally in students' assessment and results in all subjects play an equal role in student progression or grade retention. So, students' overall academic achievement in all subjects is now the criterion for grade progression or retention.

#### Hong Kong (China)

**Notes on interpretation:** Generally, the regulation regarding the grade repetition is a school-based decision/policy.

**Notes on restrictions on grade repetition:** Students should only be allowed to repeat once during their primary education. Students are not allowed to repeat in Primary 6. Also, the maximum number of repeaters of primary school and secondary school should not exceed 3% and 5% of the total enrolment, respectively.

#### Hungary

**Source of data:** [Act CXC of 2011](https://njt.hu/jogszabaly/2011-190-00-00) (Education Act)

**Notes on bases to decide grade repetition of a student:** The pupil whose total justified and unjustified absence from school exceeds the maximum permissible period specified by law – thus his/her performance during the school year could not be assessed with a grade – should repeat the grade unless he/she is allowed by the teaching staff to take a supplementary examination.

A pupil may pass to a higher school grade if he/she successfully fulfils the prescribed study requirements by the end of the school year, i.e. he/she has scored, on the basis of his/her mid-year study achievement or performance at the supplementary examination, at least a pass (2) mark in each subject. A pupil who has failed a subject at the end of the school year is allowed to sit a repeat exam before the start of the next school year.

Parents may request repetition if they deem it necessary in Grade 1 (only once).

**Notes on the second chance given to students to avoid grade repetition:** Second chance refers to successfully taking an exam before the beginning of the next academic year.

**Notes on persons and stakeholders involved in the decision about grade repetition:** It is the school’s teaching staff that should collectively decide on whether or not a pupil is allowed to pass to a higher grade after taking stock of the marks and grades awarded to the pupil at the end of the school year.

Parents may request repetition if they deem it necessary in Grade 1. It is also possible to request repetition in Grade 9 (ISCED 3) if it is necessary for the student to change study program. Both are possible only once per case for a student.

#### Indonesia

**Source of data:** [Regulation of MOEC No 21, 2022](https://jdih.kemdikbud.go.id/detail_peraturan?main=3104)

**Notes on interpretation:** Regulation of MOEC No 21, 2022 explains the standard of education assessment in early education, basic education, and secondary education level. The detail procedure is regulated by consensus of School Principals and the Vice Principals in charge of curriculum and assessment.

**Notes on the second chance given to students to avoid grade repetition:** Regulation of MOEC No 21, 2022 regulated the school have to provide remedial as a chance for underachieved student to improve. However, the detail procedure is again regulated by consensus of School Principals and the Vice Principals in charge of curriculum and assessment.

**Notes on persons and stakeholders involved in the decision about grade repetition:** Class teachers is the person who is mainly responsible for supervising the students in the specific class, therefore he/she is believed to be the one who understand the aspects to be observed from the students. At secondary level, class teacher is responsible for supervising the students. However, other teachers are in charge of specific subjects. Therefore, these other teachers also decide whether the students achieved the minimum competencies or not in the related subjects. School principals regulate the procedure of grade repetition and in charge of the procedure as a final decision maker in case class teacher and other teacher present different perspectives.

#### Iceland

**Source of data:** [National Education Systems](https://eurydice.eacea.ec.europa.eu/national-education-systems/iceland/assessment-single-structure-education), Eurydice.

#### Ireland

**Source of data:** [Primary level] [Circular 32/03](https://www.sess.ie/sites/default/files/Circular_32_03.pdf); [Lower secondary level] [Circular M02/95](https://circulars.gov.ie/pdf/circular/education/1995/M02.pdf)

**Notes on interpretation:** National policy underlines that children should only be allowed to repeat a year in exceptional circumstances and where they would benefit educationally by repeating a grade level. At primary level (ISCED 1), a principal teacher, following consultation with the class teacher, learning support/resource teachers and parents, must keep a record outlining the educational basis for the decision to allow a child to repeat a grade. At lower secondary level (ISCED 24), delegated authority within defined limits has been given to schools in certain circumstances to permit students to repeat a year. In other instances, individual applications have to be referred to the Department of Education for decision.

At post-primary level (ISCED 24), the circular does not specify who should be a part of the decision-making process. As specific practices cannot be incorporated into this submission and as individual schools may use different approaches, it seems more accurate to note that inclusion of certain stakeholders in the decision-making process is not specified rather than indicating that the stakeholders do not take part in the process at all.

**Notes on restrictions on grade repetition:** No pupil should repeat a grade more than once in a primary school. Except in very exceptional circumstances, a pupil will not be permitted to repeat more than one year of lower secondary level.

**Notes on bases to decide grade repetition of a student:** Various criteria are used in case-by-case basis at primary level. At lower secondary level, requests for individual students to repeat a grade are based on the following: prolonged absence, serious illness, serious family trauma, very poor academic record and change of school in certain circumstances. (Circular M02/95)

**Notes on persons and stakeholders involved in the decision about grade repetition:** At primary level, class teacher, other teachers and parents (or legal guardians) provide consultation to the principal teacher, who may conclude that a pupil would benefit educationally by repeating a grade level (Circular 32/03).

#### Israel

**Source of data:** Ministry of Education

#### Italy

**Source of data:** *Legge 13 luglio 2015 n. 107 e relativi decreti attuativi* [Law No. 107 of 13 July 2015 and related implementing decrees]

**Notes on restrictions on grade repetition:** The judgment of non-admission to the next class in primary school can be adopted "only in exceptional cases substantiated by specific reasons": therefore, the non-admission decision must explain in detail the reasons why advancement to the next class was not granted.

**Notes on bases to decide grade repetition of a student:** The decision on repetition should be considered only in exceptional cases and requires unanimity of the teachers who make up the class council.

**Notes on persons and stakeholders involved in the decision about grade repetition:** During the grade meeting, the principal casts their vote, which is decisive only if the number of votes in favour is equal to the number of votes against. It is always the class council that casts the grade. It is up to the principal to remind the current rule that in primary school the non-admission is only possible in exceptional cases substantiated by specific reasons.

**Notes on the change in regulations regarding grade repetition since the school year 2011/12 (or 2012):** The change occurred in regulations on primary level (ISCED 1). Amon implementing decrees of Law 107/2015 reformed assessment regulations, one of these (Decree 62/2017) stipulated that in primary school, non-admission is to be avoided: Primary school pupils shall be admitted to the next class and to the first class of secondary school even in the presence of levels of learning partially achieved or being acquired for the first time. The teachers of the class in the grade meeting, by a unanimous decision, may not admit the pupil to the next class only in exceptional cases substantiated by specific reasons. Art. 3).

#### Jamaica

**Source of data:** Ministry of Education and Youth; Education Regulation

**Notes on restrictions on grade repetition:** In the Jamaican education system, the practice exists wherein students are afforded the opportunity to repeat a grade, but typically to a single occurrence. At the primary school phase, where students have to transition to secondary education by the age of 13, students do not repeat a grade that would extend beyond the age of 13. At the secondary level, students are granted a wider window for educational maturation. This phrase allows enrolment in high school until the age of 20. During this time, students are presented with the possibility of repeating grades, subject to the individual policies established by each respective school.

**Notes on bases to decide grade repetition of a student:** Students performing poorly or below the attainment targets of the grade overall may need to repeat the grade in order to move on to a more advanced grade. Students failing or performing poorly in some subjects are not allowed to re-sit those subjects while in the present grade. Repeating the grade would therefore be recommended before the student moves to a more advanced grade. Students that were frequently absent from school (illness, displacement) would not have attained the achievement targets and would need to consider repeating the grade. Moreover, students that display disruptive behaviour most often do not perform well academically and would need to consider intervention and repeating the year as a solution.

**Notes on the second chance given to students to avoid grade repetition:** Second chances refer to summer school intervention, targeted subject or behavioural intervention.

**Notes on persons and stakeholders involved in the decision about grade repetition:** The class teacher is able to assess the student based on academic performance as well as other challenges the student might have faced during the year. Having worked closely with the student he/she will be able to determine the level of readiness for the next grade and may recommend repeating the grade if it is in the best interest of the student. If the behaviour and academic performance of the student was poor, the school principal will examine such, consult with the class teacher and the student's parents in order to determine if repeating the year is in the best interest of the student. The school board usually supports the decision of the school principal for the grade retention of students.

Based on the performance of their child, parents will request of the school that their child repeats the grade. The class teacher and or principal can also make the recommendation to the parent for the child to repeat the grade especially if there is a minimum performance requirement for the student to progress to the next grade. The parent may or may not agree with the schools' recommendation.

#### Japan

**Source of data:** [School Education Act](https://elaws.e-gov.go.jp/document?lawid=322AC0000000026).

**Notes on interpretation:** In special cases, when a student requires long-term hospitalization or medical treatment, or when there are special circumstances such as a returnee from abroad, and when the student or parents wish to do so and the school or relevant authorities such as the Board of Education permit it, the student can be retained in the original class.

#### Jordan

**Source of data:** Ministry of Education on regulation for success, completion and failure for the year 2021/2022

**Notes on restrictions on grade repetition:** There is no repeating in Grades 1 to 3 based on academic achievement.

**Notes on bases to decide grade repetition of a student:** The student repeats the grade if the student fails in any four subjects.

**Notes on the second chance given to students to avoid grade repetition:** If the student fails in four subjects, the student fails and does not get the second chance. However, if the student fails in three subjects, the student can re-take exams in these subjects. If the student succeeds, the student is promoted to the next grade.

**Notes on persons and stakeholders involved in the decision about grade repetition:** Parents (or legal guardians) of Grades 1 to 3 students can ask the school to allow the student to repeat the grade.

**Notes on the change in regulations regarding grade repetition since the school year 2011/12 (or 2012):** Changes may have resulted from the COVID-19 pandemic and distance education. Details are not available.

#### Kazakhstan

**Source of data:** On approval of the Model Rules for conducting ongoing monitoring of progress, intermediate and final certification of students for organizations of secondary, technical and vocational, post-secondary education. Order of the Minister of Education and Science of the Republic of Kazakhstan dated March 18, 2008 No. 125. Registered with the Ministry of Justice of the Republic of Kazakhstan on  April 21, 2008 [No. 5191](https://adilet.zan.kz/rus/docs/V080005191_).

**Notes on restrictions on grade repetition:** Grade 1 students do not repeat the grade, with the exception of students who are recommended for grade repetition based on the conclusion of a psychological, medical and pedagogical consultation at the request of their parents or legal guardians. The decision of grade repetition of Grade 1 students is issued by the pedagogical council.

**Notes on bases to decide grade repetition of a student:** Academic achievement of Grade 1 students is not evaluated. For students of Grades 2 to 11(12), their year-end grade - the arithmetic mean of term grades rounded to the nearest integer - in subjects is calculated by the end of the academic year. Based on this year-end grade, progression to the next grade takes place.

**Notes on the second chance given to students to avoid grade repetition:** Upon receiving year-end grades of "3", "4", "5" (on a scale of 5), students of Grades 2-8 (9) and 10 (11) are transferred to the next grade. However, if a student receives year-end grade of "2", there are following regulations:

* If a student receives grade of "2" on one or two subjects, a summative assessment for the academic year is organized, including the content of the material for the academic year. This assessment is carried out according to the schedule drawn up by the school. The final grade is set as the arithmetic mean of the year-end grade and the summative assessment grade, rounded to the nearest integer. Students, who have repeatedly received a grade of "2" in one or two academic subjects are required to take additional summative assessment for the academic year in these subjects before the beginning of the next academic year. The final grade is set as the arithmetic mean of the year-end grade and the additional summative assessment grade, rounded to the nearest integer. Upon receiving a grade of "2" for an additional summative assessment, students repeat the grade.
* If a student receives grade of "2" on three or more subjects, they repeat the grade.

**Notes on persons and stakeholders involved in the decision about grade repetition:** Previous Model Rules for conducting ongoing monitoring of progress, intermediate and final certification of students for organizations of secondary, technical and vocational, post-secondary education (2006) mentioned that decision on grade repetition is made by the school board and is issued through the Order of the educational institution. This Order is typically signed by the educational institution's principal. Even though the rules were updated, key actors in decision-making from previous regulation remain the same.

Parents (or legal guardians) can request grade repetition, providing record of conclusion of Medical Advisory Committee.

#### Latvia

**Source of data:** Regulation of the Cabinet of Ministers (11.01.2022., No.11) "Procedures for Enrolling Educatees in General Education Programmes and Discharging from Them, and also the Mandatory Requirements for Moving Educatees up into the Next Grade"

**Notes on restrictions on grade repetition:** In Grades 1 to 8 of the general basic education programme, a student may, by an order of the head, be kept for the second school year in the same grade once, making a relevant entry in the certificate and in the journal of the summary of the learning achievements. A student shall not be kept for the second year in a general secondary education programme.

A student who is completing a special basic education programme (implemented in regular schools) for student with mental development disorders or a special basic education programme for students with serious mental development disorders or several serious developmental disorders shall be moved up into the next grade with no conditions.

**Notes on bases to decide grade repetition of a student:** By making an appropriate entry in the certificate and in the journal of the summary of the learning achievements of students, a student shall be moved up into the next grade of the general education programme by an order of the head if:

* a student of Grades 1-3 has received assessments in all attainable results specified in the subjects (except for the subjects or attainable results from which the student has been released) at the end of the school year or has not received a reasoned recommendation of the pedagogical council for being kept for the second year in the same grade after the course of the specified additional learning measures and post-examinations.
* a student of Grades 4 to 8 has received an assessment in all subjects (except for the subjects from which the student has been released) which is not lower than four points (the lowest passing grade) at the end of the school year or has received an assessment which is lower than four points in not more than one post-examination subject.
* a student who has received a certificate regarding the completion of the general basic education programme shall repeatedly complete all the subjects of the education programme and the subjects included in the plan for study lessons in grade 9.

**Notes on the second chance given to students to avoid grade repetition:** Additional learning activities and post-examinations after the end of the school year for a student who cannot move up into the next grade are mandatory:

* in grades 1-3 in all attainable results specified by the subjects (except for the subjects or attainable results from which the student has been released) for which an assessment has not been received or for which a recommendation of the pedagogical council regarding the additional learning activities necessary for the student has been received
* in grades 4 to 8 in all subjects (except for the subjects from which the student has been released) in which the assessment of the study performance of the student at the end of the school year has been lower than four points (the lowest passing grade) or has not been received

Notes on persons and stakeholders involved in the decision about grade repetition:

Class teacher (or teacher who is mainly responsible for the student) and other teachers in the school suggest grade repetition. The class teacher and other non-teaching staff in the school may provide unbinding advice. Then the school principal makes a decision and determines the repetition by order.

Parents (or legal guardians) can dispute the assessment of the study performance of the student in a subject (course) in a year or in post-examinations.

**Notes on the change in regulations regarding grade repetition since the school year 2011/12 (or 2012):** It refers to the approval of a new regulation of the Cabinet of Ministers (11.01.2022., No.11) "Procedures for Enrolling Students in General Education Programmes and Discharging from Them, and also the Mandatory Requirements for Moving Students up into the Next Grade". The most significant change is related to the students studying in special basic education programmes.

#### Lithuania

**Source of data:** [Description of the order of sequential learning according to general education programs](https://e-seimas.lrs.lt/portal/legalAct/lt/TAD/TAIS.253802/cgDhWZHjSS)

**Notes on restrictions on grade repetition:** Restrictions are decided at the school's discretion.

**Notes on bases to decide grade repetition of a student:** Students in final grade of primary (Grade 4) or lower secondary education program (Grade 10) with an unsatisfactory evaluation in at least one subject (this includes also all extra and additional work which could be assigned by a teacher for a student with the aim to improve the achievements and gain at least satisfactory level) have to repeat the final grade. Also students must complete additional work and social activities that are compulsory.

**Notes on the second chance given to students to avoid grade repetition:** It refers to additional work given to a student if the student did not achieve at least satisfactory level, teacher can give him some extra assignments with the aim to improve and achieve at least satisfactory level.

**Notes on persons and stakeholders involved in the decision about grade repetition:** Teachers prepare a suggestion for students with at least some unsatisfactory evaluation, to repeat final grade. This suggestion is provided to the school principal. Then based on the suggestions of teachers, school principal makes final official decision of grade repetition. At the school’s discretion advisory role can be given to other teachers and non-teaching staff in the school, school board and/or parents (or legal guardians). Involvement of local education authorities is exceptional case, where there is some very problematic cases.

**Notes on the change in regulations regarding grade repetition since the school year 2011/12 (or 2012):** Students at the end of primary education program (final grade) which have an unsatisfactory evaluation in at least one subject have to repeat the final grade. Similarly, students at the end of lower secondary education program (final grade) which have an unsatisfactory evaluation in at least one subject have to repeat the final grade. However, at lower secondary level, for those who do not want to repeat all subjects, students can study only those subjects, where they had unsatisfactory evaluation. Students can choose the form of study according to the rules, established by the Ministry of Education, Science and Sports.

#### Macao (China)

**Source of data:** [Administrative regulation No.28/2020](https://www.dsedj.gov.mo/~webdsej/www/edulaw/202007/download/Regulation_28_2020e.pdf)

**Notes on interpretation:** Macao's schools can formulate their school-based student assessment/grade retention regulations without violating the restrictions on grade retention (Article 11 of administrative regulation No.28/2020).

**Notes on restrictions on grade repetition:** Based on the Item 1 of Article 11 (Grade Retention) of administrative regulation No.28/2020, for Grades 1 to 4 of primary education, schools shall not require students to repeat a grade, except for the cases authorised by the Education and Youth Development Bureau (DSEDJ) under the provisions of the Article 12. Based on the Items 2 and 3 of Article 11 (Grade Retention) of administrative regulation No.28/2020, for Grades 5 and 6 of primary education, the overall retention rate shall not exceed 4%; for lower secondary education, the overall retention rate shall not exceed 8%, both except for the cases authorised by the DSEDJ under the provisions of the Article 12.

**Notes on bases to decide grade repetition of a student:** When the student’s attendance rate does not meet the requirements in the school-based student assessment regulations, school may request from the DSEDJ the administration of grade retention to this student (Article 12 (Special Cases of Grade Retention) of administrative regulation No.28/2020). Otherwise, the schools can follow their school-based student assessment/grade retention regulations.

**Notes on persons and stakeholders involved in the decision about grade repetition:** “School(s)” stated in the administrative regulation No.28/2020 are the education institutions that implement formal education of local education system. Usually, in a school, decision of or request for grade retention to a student involves class teachers and/or school leaders (e.g. school curriculum coordinator and/or school principal). According to Article 12 (Special Cases of Grade Retention) of administrative regulation No.28/2020, when both the parents and the school agree that grade retention will cater to the student’s learning development, school may request from the DSEDJ the administration of grade retention to this student. Apart from this, no other national/central level regulations specify the roles or extent of involvement of parents for the decision about grade repetition.

**Notes on the change in regulations regarding grade repetition since the school year 2011/12 (or 2012):** Regulations for restrictions on and special cases of grade retention (see Article 11 & 12 in administrative regulation No.28/2020) have been launched in 2020.

#### Malta

**Notes on interpretation:** Grade retention is discouraged, viewing it as a last resort, because of its socio-emotional effects. In order to discourage grade retention/repetition, various complementary and compensatory learning opportunities are offered during the school year. These include complementary teaching in the primary and different tracks; a choice of applied, academic and vocational programmes in the secondary and the core competence programme throughout the middle and secondary years; nurture zones and learning support programmes; shared or individual Learning Support Educators; tutors in hospital/home for children who are recovering from medical conditions; social work, psychological, guidance and counselling services. Grade retention is only used when all measures have been exhausted and when parents and professionals deem it to be in the absolute best interests of the child. Generally, the child does not repeat the year but is held back a year because of extraordinary circumstances which have created a learning gap between the child in question and their peers (such as moving from a foreign education system to Malta's, where the two systems are not in sync; or having missed school for most/all of the previous scholastic year due to illness). Since grade retention/repetition is extremely rare, there are no restrictions surrounding when it can be implemented.

#### Mexico

**Source of data:** [Agreement 11/06/22](https://www.dof.gob.mx/nota_detalle.php?codigo=5656485&fecha=28/06/2022) Specific and extraordinary actions for the conclusion of the 2021-2022 school year; [Agreement DOF: 29/03/2019](https://www.dof.gob.mx/nota_detalle.php?codigo=5555921&fecha=29/03/2019) General regulations for the learning assessment, accreditation and promotion for basic education students (restored in November 2022)

**Notes on interpretation:** For the school cycle 2021-2022 the Mexican Ministry of Education established in the *Diario Oficial de la Federación* (DOF) a temporary agreement so that teachers would only assign ratings from 6 to 10 (passing grades for Mexico) to all students of primary and lower secondary because of the health emergency.

* Clause number 3 from the considerations (recitals) of the referred document: "...give greater flexibility for the entry, permanence, transit and graduation of students in the different types and educational levels, as well as coordinate actions to identify and prevent effectively the school desertion”
* Number Seventh: "In all cases in which a numerical grade is recorded in the evaluation report of the students of primary and secondary education, the rating that must be recorded may not be less than 6."

The previous regulations to this agreement (Agreement DOF: 29/03/2019) were restored in November 2022.

#### Moldova

**Source of data:** Regulation regarding the assessment and grading of learning outcomes, the promotion and graduation of primary and secondary education

#### Mongolia

**Source of data:** Law on Primary and Secondary education

**Notes on interpretation:** Due to the COVID-19 situation, the Ministry of Education and Science of Mongolia has been holding the policy that automatically promotes students to next grade. But according to the Law on Primary and Secondary Education, the school principal is the decision maker but decision has to be authorised by School Teachers Board/Committee. Each school has its own school and teachers' board. (Article 20.1.3). Principals make decisions on allowing a student skip or ascending to a next grade, repeating a grade, graduating, and expelling based on recommendations of teachers’ board.

#### Montenegro

**Source of data:** Law on Primary Education

**Notes on interpretation:** Primary education in Montenegro is a single-structure primary and lower secondary education, i.e. ISCED 1 and ISCED 2 are called primary school (*osnovna škola*).

In Montenegro, a class master (or a form master) is defined as one of the teachers who is mainly responsible for one specific class - a group of up to 28 students in one classroom. (S)he analyses educational and teaching results of the class, solves educational and learning problems of certain students, cooperates with parents, decides on disciplinary measures, etc. Class teachers refer to all other teachers who teach these students.

**Notes on restrictions on grade repetition:** Pupils in Grades 1 to 4 do not repeat the grade, but exceptionally, pupils can repeat the grade if the scope of the teaching content acquired does not enable him/her to continue further education. The decision about pupil's repeating is made by the class teacher based on the opinions from school advisory service and parents.

Primary school (a single-structure primary and lower secondary education) is compulsory for all children from ages 6 to 15. The principal may deprive the student older than 15 and younger than 17 of regular attending of school, if the student disrupts the schoolwork. These students have the right to sit for the grade exam in the subjects marked insufficient.

**Notes on bases to decide grade repetition of a student:** A student in Grade 5-9 is considered to have finished a grade if there are positive or pass marks in every one of the teaching subjects. A student who has four or more insufficient or negative marks (not pass marks) shall repeat a grade.

A student in Grade 5-9 who has one, two or three negative marks (not pass marks) shall sit for the remedial examination. If (s)he does not pass the remedial examination in any of the subjects, (s)he repeats a grade.

**Notes on the second chance given to students to avoid grade repetition:** In grade 5, pupils who have one or more insufficient marks (re)-take remedial examinations in June and August. In grades 6-9, pupils who have one or more insufficient marks (re)-take remedial examinations in June and August.

**Notes on persons and stakeholders involved in the decision about grade repetition:** The decision about student's repeating is made by the class teacher and the Board of Class teachers respectively based on acquired opinion from school advisory service (pedagogues, psychologists) and on parents’ opinion. In exceptional cases, parents (or legal guardian) may suggest grade repetition of their child.

#### North Macedonia

**Source of data:** Primary Education Act

**Notes on bases to decide grade repetition of a student:** Pupils from Grades 1 to 5 do not repeat the year, but exceptionally possible (see Notes on persons and stakeholders involved in the decision about grade repetition). A student who at the end of the school year in Grades 6 to 9 has more than two negative grades is kept in the same grade assembly approval, they may remain in the same year.

**Notes on the second chance given to students to avoid grade repetition:** The student who at the end of the school year in Grades 6 to 9 has a negative grade in up to two subjects is referred to a remedial exam. The student who will not submit the remedial exam after one or two subjects are kept in the same grade.

**Notes on persons and stakeholders involved in the decision about grade repetition:** Pupils from Grades 1 to 5 do not repeat the year, but exceptionally possible, due to poor school results, and upon teachers' or professional service's school proposal and parents' or teacher’s proposal and teachers’ assembly approval. This decision is on the school board. The student who at the end of the school year in Grades 6 to 9 has a negative grade in up to two subjects is referred to a remedial exam. The student takes it in front of an examination board. The members are subject teacher and two other teachers.

#### Netherlands

**Source of data:** Central Government of the Netherlands ([link](https://www.rijksoverheid.nl/onderwerpen/basisonderwijs/vraag-en-antwoord/wie-bepaalt-of-mijn-kind-blijft-zitten-of-overgaat-naar-de-volgende-klas))

**Notes on interpretation:** Lower secondary vocational programmes: Practical education is a vocational track aimed at SEN-students who are presumed not to be able to complete pre-vocational secondary education with a regular diploma. Students stay in practical education till they are 18 and follow an individual learning route. If a student needs to stay longer (one or two years) a permission has to be obtained by the National Inspectorate.

**Notes on restrictions on grade repetition:** The restrictions are set at the school's discretion, but most schools have the rule that grade repetition in the same track and year should be limited to one time.

**Notes on bases to decide grade repetition of a student:** The school determines the rules and criteria for grade repetition.

Notes on the second chance given to students to avoid grade repetition: The school determines the rules and criteria for grade repetition.

**Notes on persons and stakeholders involved in the decision about grade repetition:** The roles and involvements of various stakeholders are at the school’s discretion.

#### Palestinian Authority

**Source of data:** Ministry of Education, General Directorate of School Education, Educational Regulations 2021/2022.

**Notes on restrictions on grade repetition:** A student can repeat a grade at most twice. Also grade retention is limited to 5% of the number of students in each class in school.

**Notes on bases to decide grade repetition of a student:** If the student is absent from school for a specific number of days or more, he/she will repeat the grade (Ministry of Education regulation).

**Notes on the second chance given to students to avoid grade repetition:** At lower secondary level, students considered for grade repetition sit the completion exam in summer holiday before beginning of the school year. If the student pass in this exam he/she go to next grade, otherwise he/she will repeat the grade.

**Notes on persons and stakeholders involved in the decision about grade repetition:** There is no repetition for students in primary education, based on the Ministry of Education regulation. However, if the teacher sees a need for grade repetition, he/she discuss this issue with parents (or legal guardians). If parents (or legal guardians) agree, the student repeats the grade, otherwise the student will be promoted to next grade.

#### Paraguay

**Source of data:** Ministerial Resolution Number [1525/14](https://mec.gov.py/talento/archivo/materiales-concurso-sup-2014/const-leyes-decr-res/res_1525.pdf), Ministerial Resolution Number [772/11](https://www.mec.gov.py/cms_v2/resoluciones/385-resolucion-n-772), Ministerial Resolution Number [1503/09](https://www.mec.gov.py/cms_v2/resoluciones/389-resolucion-n-1503?idx=7), Ministerial Resolution Number [146/2022](https://mec.gov.py/cms_v2/resoluciones/416411-146-2022-zarate2), Document on Promotion and Repetition for ISCED 25 students ([link](https://www.mec.gov.py/cms_v2/adjuntos/9826); pages 33-35)

**Notes on interpretation:** The main Ministerial Resolution that regulates Grade Promotion and Repetition is Number 1525/14. The previous Ministerial Resolutions 772/11 and 1503/09 are the ones that has been updated by the 1525/14. However, changes were implemented in the process of evaluation not in the promotion and repetition. Ministerial Resolution Number 146/2022 and the Document "*Sistema de Evaluación y Criterios de Promoción*" from the year 2012 it is currently used to determined promotion and repetition for students in lower secondary vocational programmes.

**Notes on bases to decide grade repetition of a student:** Attendance does not affect the promotion of the student (Ministerial Resolution Number 1525/14 (page 15)). Behaviour also does not affect promotion of the students, however that criteria is not explicitly mentioned in official documents. Students must pass all subjects not to repeat a grade in the three different periods: the ordinary, the Complementary and the Regularization Period. The Ministerial Resolution 1525 does not establish academic achievement in specific subjects in order to repeat or be promoted but in general.

**Notes on the second chance given to students to avoid grade repetition:** There are two periods which are called: the Complementary Period and the Regularization Period to be promoted to the next grade. In primary education and lower secondary general programmes, students (depending on the grade and the number of subjects they failed) can have access to a test in the Complementary Period. If they do not pass the test in the Complementary Period, there is the Regularization Period as a last opportunity to pass the failed subjects. For students in lower secondary vocational programmes, students go through the Complementary period and if they do not pass most of the subjects mentioned in the Document, they can either repeat the grade or go to the Regularization Period.

**Notes on persons and stakeholders involved in the decision about grade repetition:** In primary education (ISCED 1), grade teachers are the ones that has the whole process of evaluation of their students, therefore they decide about their grades (just one teacher). In lower secondary general programmes (ISCED 24), different teachers are in charge of each subject, so these teachers decide specifically about their own subject.

#### Peru

**Source of data:** RM Nº 334-2021-MINEDU, RM Nº186-2022-MINEDU

**Notes on interpretation:** Students in the first grade of primary school are promoted to the next grade, regardless of the learning achieved. This promotion always occurs, not only in the context of a health emergency.

In 2021 and 2022, the figure of guided promotion has been applied in all grades of secondary education. In the context of a health emergency caused by COVID-19, the guidelines for the evaluation of learning became more flexible, since the heterogeneous conditions in which Peruvian students developed their learning were considered (RM Nº 334-2021-MINEDU). These guidelines have remained in force in 2022 (RM Nº186-2022-MINEDU). Regarding repetition, the current norm indicates that students who could not reach the level of achievement of the competencies expected for the grade do not repeat, but rather enter a situation of guided promotion. This means that the student can be enrolled in the next grade and opportunities must be generated so that they can consolidate the development of their skills. In this context, the student prepares a recovery folder that the teacher evaluates to decide whether or not he is in a position to be promoted. This norm will remain in force until the beginning of the 2023 school year. Then, the regular evaluation conditions will be returned in which repetition is considered when the student does not reach the learning achievement levels necessary to continue advancing in the subsequent grades.

#### Philippines

**Source of data:** DepEd Order 73, s. 2012; DepEd Order No. 8, s. 2015; DepEd Order No. 13, s. 2015

Notes on bases to decide grade repetition of a student: DepEd Order No. 8, s. 2015 details these conditions,

* A learner who incurs absences of more than 20% of the prescribed number of class or laboratory periods during the school year or semester should be given a failing grade and not earn credits for the learning area or subject.
* learners must have a final grade of at least 75 in all learning areas in order to be promoted to the next grade level; otherwise, the learner will have to undergo remedial classes or be retained in the same grade level, depending on the result of the remedial classes.
* learners who fail to meet expectations in no more than two learning areas must attend and pass "remedial classes" (any form of organized instructional interventions given to a learner during summer class to address his or her learning gaps or subject area deficiency (DepEd Order No. 13, s. 2018)) in order to be promoted; otherwise, the learner will be retained in the same grade level.

DepEd Order 8, s. 2015 did not specify any learning area or subject as the basis for grade-level retention/repetition. If a learner fails to meet expectations in three or more learning areas or fails to pass remedial classes, he or she will be retained in the same grade level, regardless of learning area or subject. Also behaviour is not explicitly stated in the Department Order as basis to decide grade level retention/repetition.

**Notes on the second chance given to students to avoid grade repetition:** Learners who fail to meet expectations in no more than two learning areas must attend and pass "remedial classes" in order to be promoted; otherwise, the learner will be retained in the same grade level. The school head may, at his or her discretion and in the individual case, exempt a learner who exceeds the 20% limit for reasons considered valid and acceptable to the school (DepEd Order No. 8, s. 2015). For example, on valid and justifiable absences, use of Alternative Delivery Modes (ADMs) is subject to the discretion and approval of the school head.

**Notes on persons and stakeholders involved in the decision about grade repetition:** Class teachers (defined as a class adviser or a subject teacher who facilitates instruction and directly assesses learners' academic performance) are involved in the decision about grade repetition because they are the ones who employ classroom assessment methods, assess learners in the classroom, keep track of learners' progress, provide immediate feedback to students about their learning progress, and eventually determine how well learners can demonstrate content knowledge and competencies articulated in the learning standards which are used as bases for computing grades.

Grade Level/Learning Area Coordinators, Master Teachers, and Head Teachers usually validate the final grade of learners. Though this was not explicitly stated in the department order, some schools conduct deliberation among the above-mentioned teachers in deciding whether a learner will be retained. Also, as per DepEd Order 013, s. 2018, other teachers in the school who may not be subject teachers but were identified by the school head to handle or teach specific subject areas during remedial classes, such as master teachers or regular teachers who are responsible for issuing the Certificate of Recomputed Final Grade, recommend the retention/repetition of a learner who still fails to pass the remedial classes.

School head reviews and approves the recommendations of subject teachers and class advisers in deciding whether or not a learner will be retained based on the policy guidelines. The primary responsibility of the school head is to notify the learner's parents or guardians of the school's decision. Also the school head ensures that remedial classes are provided before deciding whether or not to retain a learner who failed two subjects. School head may, at his or her discretion and in the individual case, exempt a learner who exceeds the 20% limit for reasons considered valid and acceptable to the school.

Though the involvement of the school board was not stated in DepEd Order No. 8, s. 2015, some private schools might have considered or included them as the decision-making body on grade retention/repetition.

**Notes on the change in regulations regarding grade repetition since the school year 2011/12 (or 2012):** DepEd Order No. 8, s. 2015 specifies the guidelines to be followed for learner promotion and retention. In DepEd Order 73, s. 2012, students whose proficiency level is Beginning (B) at the end of the quarter or grading period was required to undergo remediation after class hours so that they can immediately catch up as they move to the next grading period. If by the end of the school year, the students are still at the Beginning level, then they shall be required to take summer classes. Since DepEd Order 8, s. 2015, a final grade of 75 or higher in all learning areas allows students to be promoted to the next grade level for Grades 1 to 10. Learners who did not meet expectations in no more than two learning areas must pass remedial classes for learning areas with failing marks to be promoted to the next grade level. Otherwise, the learner will be retained in the same grade level. If the learner failed to meet expectations in three or more learning areas, the learner will also be retained in the same grade level.

Poland

**Source of data:** Ministerial Decree on Assessment and Promotion of Students 2019 (rozporządzenie w sprawie oceniania, klasyfikowania i promowania uczniów i słuchaczy w szkołach publicznych w 2019 r.)

**Notes on bases to decide grade repetition of a student:** Pupils are assessed in all compulsory subjects. If they receive one or two unsatisfactory marks, they can take a resit exam. In principle, if they fail this exam, they are not promoted to the subsequent grade. However, the teaching council may conditionally promote a pupil who has received an ‘unsatisfactory’ mark in one subject only.

**Notes on the second chance given to students to avoid grade repetition:** At lower secondary level, students can pass correction exams in two subjects and be promoted conditionally to the next grade if they failed one of those exams.

**Notes on persons and stakeholders involved in the decision about grade repetition:** School board is responsible for all decisions regarding grade retention. Class teacher, other teachers is a member of the school board, and the headmaster serves as president of school board.

**Notes on the change in regulations regarding grade repetition since the school year 2011/12 (or 2012):** The regulations allowing for a grade repetition in grades 1-3 have been introduced at primary level (ISCED 1). The regulations allowing for a grade repetition if student obtained two negative behaviour grades have been abolished at lower secondary level (ISCED 24).

#### Portugal

**Source of data:** [DL55/2018](https://dre.pt/dre/detalhe/decreto-lei/55-2018-115652962); [Portugal - Assessment in single-structure education](https://eurydice.eacea.ec.europa.eu/national-education-systems/portugal/assessment-single-structure-education) (EACEA, 2022)

**Notes on restrictions on grade repetition:** No student is retained in Grade 1, except when the class teacher makes this decision after having exceeded the number of unjustified absences permitted.

**Notes on the second chance given to students to avoid grade repetition:** The decision to retain a student can only be taken after pedagogical monitoring, applying measures designed and implemented to resolve difficulties detected.

Notes on the change in regulations regarding grade repetition since the school year 2011/12 (or 2012): Retention is considered exceptional in non-terminal grades of each cycle.

#### Qatar

**Source of data:** Evaluation Department, Ministry of Education and Higher Education

**Notes on bases to decide grade repetition of a student:** A student is required to repeat the grade if there are 14 or more days of absences. Not achieving 50% of each subject (or of three subjects) results in repetition of grade.

**Notes on the second chance given to students to avoid grade repetition:** It refers to re-taking examinations in the subjects which the student did not achieve 50%.

**Notes on persons and stakeholders involved in the decision about grade repetition:** No one is involved in the decision about grade repetition. The decision solely depends on the attendance record and/or academic performance of the student.

#### Romania

**Source of data:** The Framework regulation for organization and operation of pre-university education units

**Notes on restrictions on grade repetition:** At the end of the preparatory class and the first class, students cannot be allowed to repeat. Students who, during class, showed learning difficulties, mentioned in the assessment report of physical, socio-emotional, cognitive, language and communication development, as well as the development of capacities and attitudes against learning, they remain in the collectives where they learned and enter, during the following school year, in a school remediation/recovery program, carried out by the teacher/teacher/professor for primary education, together with a specialist from the County Center for Educational Resources and Assistance/Center (CMBRAE) Bucharest Municipality of Educational Resources and Assistance.

**Notes on bases to decide grade repetition of a student:** Student will have to repeat the grade if he/she obtained the annual qualification "insufficient" at behaviour or the qualification "Insufficient"/annual averages below 5.00 in more than two subjects of education/modules that are completed at the end of the school year. Attendance record is also stated as a basis in the Framework regulation.

**Notes on persons and stakeholders involved in the decision about grade repetition:** Class teacher (or teacher who is mainly responsible for the student), other teachers in the school and the School Board take role in decision-making.

#### Saudi Arabia

**Source of data:** Ministry of Education ([link](https://edu.moe.gov.sa/Qassim/Departments/Documents/%D8%A7%D9%84%D9%85%D8%B0%D9%83%D8%B1%D8%A9-%D8%A7%D9%84%D8%AA%D9%81%D8%B3%D9%8A%D8%B1%D9%8A%D8%A9-%D9%88%D8%A7%D9%84%D9%82%D9%88%D8%A7%D8%B9%D8%AF-%D8%A7%D9%84%D8%AA%D9%86%D9%81%D9%8A%D8%B0%D9%8A%D8%A9-%D9%84%D9%84%D8%A7%D8%A6%D8%AD%D8%A9-%D8%AA%D9%82%D9%88%D9%8A%D9%85-%D8%A7%D9%84%D8%B7%D8%A7%D9%84%D8%A8-1443__%D8%A8%D8%B9%D8%AF-%D8%A5%D8%B6%D8%A7%D9%81%D8%A9-%D8%A7%D9%84%D9%85%D8%B3%D8%A7%D8%B1%D8%A7%D8%AA.pdf) accessed 3  January 2023)

**Notes on restrictions on grade repetition:** Grade repetition is allowed maximum of three times in one grade.

**Notes on bases to decide grade repetition of a student:** Absence of more than 25% of school days, less than 50% in overall academic achievements or less than 50% in some subjects constitute bases for grade repetition.

Notes on the second chance given to students to avoid grade repetition: Second chance refers to retaking the final exam.

**Notes on persons and stakeholders involved in the decision about grade repetition:** Teacher, in general, is the decision maker depending on performance of student. The principal or the director of education in the region may form a committee of related teachers to examine students in some subjects in primary grades.

#### Serbia

**Source of data:** Law on the Fundamentals of the Education System (Official Gazette of the Republic of Serbia, No. 88/17-3, 27/18-3, 10/2019-5, 6/20, 129/21); The Law on Primary Education and and upbringing (Official Gazette of the Republic of Serbia, No. 30/18)

**Notes on restrictions on grade repetition:** Students cannot repeat the grade in the first grade of elementary school, because marking and the final marks are of descriptive nature.

**Notes on bases to decide grade repetition of a student:** At primary level, students in Grades 2 to 4 with more than two failing numerical marks at the end of the second semester (final marks) repeat a grade. At lower secondary level (ISCED 24), students in Grades 5 to 7 with more than two final failing numerical marks at the end of the second semester repeat a grade.

**Notes on the second chance given to students to avoid grade repetition:** Student in Grades 2 and 3 of elementary school who has up to two failing marks at the end of the second semester (final marks) is allowed into the next grade on the basis of the decision taken by the homeroom teacher's council. The grade from which the student has been allowed to pass into the next grade is recognised as completed, and individualised teaching activities accompanied by additional support in education are organised.

Student in Grades 4 to 7 with more than two final failing numerical marks at the end of the second semester or who failed to pass the remedial exam are obliged to repeat the grade. Student with up to two final failing numerical marks take a remedial exam during the exam term in August. The student completes a grade if he/she has successfully passed the remedial exam in each school subject. A student who takes a remedial exam is obliged to attend preparatory classes, which the school is obliged to organise immediately before the remedial exam.

Student of Grade 8 (final grade) who has not passed the remedial exam completes his/her education in the same school as a part-time student by taking an exam (during exam terms in June and August) and having to pay for the examination fees determined by the school.

**Notes on persons and stakeholders involved in the decision about grade repetition:** Remedial exams are organised before a committee of three members appointed by the school principal. Of these, at least two members must be subject experts. If the school does not have two teachers teaching the same subject, a member of the committee can be a teacher from another school, engaged on the basis of a contract. If it is an exam based on an objection to the mark obtained, the teacher who gave the mark (i.e. the teacher who proposed the student's mark) cannot be a member of the committee.

#### Singapore

**Source of data:** Singapore Ministry of Education

**Notes on interpretation:** For lower secondary, while grade repetition is allowed, the proportion of students who repeat is low.

The Ministry of Education provides broad guidelines to schools (e.g. under what circumstances grade repetition may be considered and the key considerations schools should take into account).

**Notes on restrictions on grade repetition:** Student can be restricted from grade repetition if he/she reached maximum age limit for grade.

**Notes on bases to decide grade repetition of a student:** The decision is made based on whether grade repetition is in the best interests of the child (e.g. whether that will better prepare him/her for the next stage of education and whether that will ensure his/her overall well-being). Students need to show general ability to cope with the overall curriculum (e.g. pass at least half the number of subjects) and are typically required to pass English Language.

**Notes on the second chance given to students to avoid grade repetition:** Schools have the discretion to advance students instead of having them repeat a grade if the schools assess that it is in the best interests of the child (e.g. whether that will better prepare him/her for the next stage of education and whether that will ensure his/her overall well-being).

**Notes on persons and stakeholders involved in the decision about grade repetition:** Teachers who have taught or interacted with the student (e.g. in co-curricular activity) provide school principal with information on whether grade repetition will be in the student's best interests. Other teachers in the same grade may sit in discussions involving students who may need to repeat the grade. These teachers could provide input on the key factors to consider in such discussions on a case-by-case basis. Non-teaching staff such as school counsellors may sit in discussions involving students who may need to repeat the grade. These counsellors could provide input on student’s mental health and social-emotional development as factors to consider in such discussions on a case-by-case basis. The school principal makes the final decision on each case after considering input from teachers and parents, in alignment with the broad guidelines provided by the Ministry of Education. Schools typically engage parents to explore whether grade repetition will be in the child's best interests, and what support can be rendered in the following academic year.

#### Slovak Republic

**Source of data:** [School legislations](https://www.minedu.sk/12272-sk/zakony/); [Education Act](https://www.slov-lex.sk/pravne-predpisy/SK/ZZ/2008/245/) § 55; [Methodical instruction](https://www.minedu.sk/data/att/21007.rtf) from Ministry of Education for schools to provide evaluation of students

**Notes on restrictions on grade repetition:** Student can repeat grade(s) until he/she reaches the age when compulsory school attendance ends. This means, there can be students ending compulsory education in lower grade than the expected Grade 9 of primary school. When student attends 8-year gymnasium, school principal can decide to exclude the student from this type of school and student will continue his compulsory education in regular primary school.

**Notes on bases to decide grade repetition of a student:** When student's performance is evaluated as insufficient in more than two school subjects, he/she will repeat the grade. Student can also repeat grade when serious reasons (e.g. illness) during school year occurs and this student cannot be assessed.

**Notes on the second chance given to students to avoid grade repetition:** When the student's performance is evaluated as insufficient in no more than two school subjects, he/she will get a chance to pass "commissioned exam" from the content of these subjects until the end of August of the given school year.

**Notes on persons and stakeholders involved in the decision about grade repetition:** Class teacher (or teacher who is mainly responsible for the student) suggests grade repetition and communicates continually with student's parents or guardians about student performance, especially when there is a risk of grade repetition. Other teachers in the school can also suggest grade repetition

There is a special case of 8-year gymnasiums (part of lower secondary level), that are meant to be attended by gifted students (it is a parallel education flow with common primary education). Students in 8-year gymnasiums are expected to handle wider content of some subjects than in primary schools. Sometimes there are students, who are not able to follow more difficult study contents. In these cases school principal can decide to exclude student from 8-year gymnasium to common primary school, where expectations for student's performance are not as high, rather than make student to repeat a grade at 8-year gymnasium.

#### Slovenia

**Source of data:** [Legislation](http://www.pisrs.si/Pis.web/pregledPredpisa?id=PRAV11583) on student grading and progression

**Notes on interpretation:** Some comments relate to the legislation on student grading and progression.

**Notes on restrictions on grade repetition:** Parental consent is necessary for repeating Grades 1 or 2. In all grades in primary and lower secondary education, parental consent is necessary for grade repetition on the basis of absenteeism, illness, resettlement or other reasons other than academic performance (Article 22).

**Notes on bases to decide grade repetition of a student:** Moving to different area/town can be considered as a basis for grade repetition (Article 22).

**Notes on the second chance given to students to avoid grade repetition:** If not more than two subjects are not passed at lower secondary level, there is an option of maximum two re-take exams during holidays (Article 22).

**Notes on persons and stakeholders involved in the decision about grade repetition:** Class teacher (or teacher who is mainly responsible for the student) makes decision on grade repetition of his/her student. Parents (or legal guardians) can propose grade repetition of their child and appeal the decision on grade repetition. School principal appoints the members of the committee if the student and parents object to grade repetition with at least one employee from the school (e.g. other teachers or other stakeholders). Appeal can be given by the student and parents (together or, namely, by guardians on student’s behalf) (Articles 22, 25).

Notes on the change in regulations regarding grade repetition since the school year 2011/12 (or 2012): Amendments were made in 2013. Details are not available.

#### Spain

**Source of data:** [Organic Law 2/2006](https://www.boe.es/eli/es/lo/2006/05/03/2/con), of May 3, on Education, consolidated version; Law 3/2020 (LOMLOE) Articles 20 & 28; Royal Decree 157/2022, of March 1, which establishes the organization and minimum teaching of Primary Education; Royal Decree 217/2022, of March 29, which establishes the organization and minimum teaching of Compulsory Secondary Education.

**Notes on restrictions on grade repetition:** Grade repetition us allowed only once in each level of education (exceptionally twice in the last year of compulsory education (Grade 10)). In primary education, it is only allowed in even grades (Grades 2, 4 or 6).

**Notes on bases to decide grade repetition of a student:** Primary education (ISCED 1) is organised in three cycles (two grades each). At the end of each of the cycle, the class teacher will issue a report on the degree of acquisition of the competencies referred to within the curriculum of each student, indicating, if necessary, the reinforcement measures to be considered in the following cycle or stage. If in any case and after having applied sufficient and personalised ordinary measures, it is considered that he/she should remain one more year in the same course, a specific reinforcement plan will be organised so that during that course he/she can reach the degree of acquisition of the corresponding competences. This decision can only be taken once during the stage and will be, in any case, exceptional.

Lower secondary education (ISCED 24) has three grades (Grades 7, 8 and 9). Decisions on the promotion of students from one year to another will be taken collegially by the teaching team, considering the achievement of the objectives, the degree of acquisition of the established competencies referred to within the curriculum. Students will be promoted to the next grade when the teaching team considers that the student will be successful in the following grade, and it is considered that such promotion will benefit their academic progress. Grade repetition is only allowed once during compulsory secondary education (Grades 7 to 10), but as an exceptional measure, twice in the last year of compulsory education (Grade 10).

**Notes on the second chance given to students to avoid grade repetition:** Second chance refers to conditional progression to next grade for students in primary education (ISCED 1) and to taking extra exams for students in lower secondary education (ISCED 24).

**Notes on persons and stakeholders involved in the decision about grade repetition:** At the end of each cycle in primary education (ISCED 1), the teaching team will make decisions regarding the promotion of students in a collegial manner, considering the information and criteria of the class teacher. At lower secondary level, decisions on the promotion of students from one year to another will be taken collegially by the teaching team among which is the class teacher, considering the achievement of the objectives, the degree of acquisition of the established competencies referred to within the curriculum.

Notes on the change in regulations regarding grade repetition since the school year 2011/12 (or 2012): Changes were the following:

* Repetition is now only allowed once in primary education and only in even grades (Grades 2, 4 or 6).
* Repetition is now not considered with regard to a number or failed subjects but considering the overall academic achievement based on achieved competencies (student exit profile at the end of lower secondary education).

#### Sweden

**Source of data:** Ordinance, Education Act

**Notes on interpretation:** Possibility to appeal the decision on grade repetition is available since 1  January 2023 (Education Act). This was not available in the school year 2021/22 (the reference year of the data)

**Notes on bases to decide grade repetition of a student:** Overall academic achievements are considered, if it is the most suitable option for the student. However it is not common and should not replace other support (Ordinance, Education Act).

**Notes on the second chance given to students to avoid grade repetition:** Schools are required to provide support to students that need it to achieve the objectives of their education (Education Act).

**Notes on persons and stakeholders involved in the decision about grade repetition:** According to the Ordinance, the principal makes the decision. The views of the student should be heard (Education Act) and opinion from parents (or legal guardians) should be sought. (Ordinance)

#### Switzerland

**Source of data:** Swiss Conference of Cantonal Ministers of Education

**Notes on interpretation:** Regulations on grade repetition are specified at cantonal level. In most cantons, decision is based on overall academic achievement and attendance record (e.g. long illness). Grade repetition is allowed in all grades, except grades 6 and 9.

#### Thailand

**Source of data:** [Rehearse understanding of repetition guideline](https://www.utdone.net/data%20utd1/nites22042559.pdf); [Guidelines](https://oer.learn.in.th/d/186757) for measuring and evaluating learning outcomes according to the Basic Education Core Curriculum

**Notes on bases to decide grade repetition of a student:** At primary level (ISCED 1), students will repeat a grade if they fail more than half of all subjects. Moreover, students in Grades 1 and 2 must repeat if they do not meet the reading, writing, or calculating standards, which will affect their future learning. They must take these specific standard assessments (reading, writing, or calculating), separate from their overall academic achievement. At lower secondary level (ISCED 24), students will repeat a grade if their GPA is lower than 1.00 or if they fail more than half of all subjects.

**Notes on the second chance given to students to avoid grade repetition:** Second chance refers to remedial exam, enrichment teaching, or repeating in the failed subject.

**Notes on persons and stakeholders involved in the decision about grade repetition:** Class teacher (or teacher who is mainly responsible for the student) and other teachers in the school suggest grade repetition and provide unbinding advice. School principal may approve the decision and provide unbinding advice, then school board approves the decision.

**Notes on the change in regulations regarding grade repetition since the school year 2011/12 (or 2012):** Change in regulations in primary education involved: (i) introduction of the requirement that students in primary school (Grades 1 and 2) must repeat if they do not meet the reading, writing, or calculating standards, which will affect their future learning, and (ii) removing the requirement about students who are inattentive in learning. Change in regulations in lower secondary education only involved removing the requirement about students who are inattentive in learning.

#### Türkiye

**Source of data:** Ministry of National Education ([link](https://www.mevzuat.gov.tr/File/GeneratePdf?mevzuatNo=19942&mevzuatTur=KurumVeKurulusYonetmeligi&mevzuatTertip=5))

**Notes on bases to decide grade repetition of a student:** In primary schools, it is essential that students do not repeat a grade. However, primary school students who have not reached the desired level of proficiency can be repeated for one time during primary school education, upon the written request of their parents. Parents can make this decision according to the student's behaviour, overall academic achievement or academic achievement in certain subjects. Also students who do not attend school for at least one semester except for certain excuses (going abroad, health status, being under arrest) are required to repeat a year.

At lower secondary level (ISCED 24), the branch teachers' committee decides in the last week of the second semester, whether the students who have been absent for 20 days without an excuse during the current academic year or who have a year-end score of less than 45 (out of 100) in any course will pass the grade or repeat the grade.

**Notes on persons and stakeholders involved in the decision about grade repetition:** At primary level, grade repetition is only possible with the written request of parents. At lower secondary level, parents can participate in meetings if the branch teachers' committee invite the parents. Other non-teaching staff in the school refers to school advisory teacher.

**Notes on the change in regulations regarding grade repetition since the school year 2011/12 (or 2012):** Change occurred at lower secondary level. The arithmetic average of the student's two semester grades cannot be lower than 2 out of 5 in all courses in order to continue or graduate in the next upper class in lower secondary education institutions. At the end of the academic year or at the end of the training course, the situation of the students who have failed course or courses is discussed at the branch teachers' committee according to the principles of student success evaluation. The grades of the students who pass the class with the decision of the board are not changed. "Passed by the Decision of the Branch Teachers Committee" or "The Grade Repetition Decided" is written on the school records. This is also indicated on the report card.

#### Ukraine

**Source of data:** [Order](https://zakon.rada.gov.ua/laws/show/z0924-15#Text) on the transfer of students of the general secondary education institutions to the next year of education; [Order](https://zakon.rada.gov.ua/laws/show/z0494-21#Text) on the transfer of students to the next year of education in institutions of specialized scientific education

**Notes on restrictions on grade repetition:** Students can repeat grades only once within one level of education (primary, lower secondary or upper secondary level). Students of Grades 1 and 2 may be asked to repeat the grade upon the request from their parents.

**Notes on the second chance given to students to avoid grade repetition:** In order to be taken to the next grade. students receive and individual catch-up plan to study the subjects that they failed.

**Notes on persons and stakeholders involved in the decision about grade repetition:** Students of Grades 1 and 2 may be asked to repeat the grade upon their parents’ request. For students in Grades 3 to 8, school board and one of the parents initiate grade repetition.

**Notes on the change in regulations regarding grade repetition since the school year 2011/12 (or 2012):** In 2015 the new regulation on grade repetition was introduced. This regulation clarifies the procedures of grade repetition (students can repeat grades upon their parents’ request, taking into account school board decision).

#### United Arab Emirates

**Source of data:** Student performance evaluation policy and exam application controls (For the academic year 2022/2023)

**Notes on bases to decide grade repetition of a student:** Student should pass the subjects that are main subjects (called subjects group A) in the performance evaluation policy. Attendance record is considered only for Grades 1 and 2: attendance of 65% of school days or procedures evaluated during the three semesters. Only disciplinary dismissal or transfer is imposed on students.

Notes on the second chance given to students to avoid grade repetition: Second chance refers to re-taking examinations.

**Notes on persons and stakeholders involved in the decision about grade repetition:** Local education authorities decide if the students take the repetition and the dates of the retake examination.

**Notes on the change in regulations regarding grade repetition since the school year 2011/12 (or 2012):** Previously, all students at primary level (from Grade 1 to 5) progressed automatically to the next grade at the end of the school year (i.e. no grade repetition). Now, only Grades 1 and 2 progress automatically to the next grade (as long as attendance requirement is met).

#### England (United Kingdom)

**Notes on interpretation:** Grade progression is automatic. Very rarely, grade repetition may occur in an exceptional arrangement (e.g. due to missed schooling through illness).

#### Northern Ireland (United Kingdom)

**Notes on interpretation:** Grade progression is automatic. Very rarely, grade repetition may occur in an exceptional arrangement (e.g. due to missed schooling through illness).

#### Wales (United Kingdom)

**Notes on interpretation:** Grade progression is automatic. Very rarely, grade repetition may occur in an exceptional arrangement (e.g. due to missed schooling through illness).

#### United States

**Notes on interpretation:** Regulations regarding grade repetition in the United States are determined at state and local levels. Many states have legislation that allows or requires schools to retain students who do not pass state reading examinations in Grade 3; however, school officials may also consider other factors when determining student retention ([link](https://reports.ecs.org/comparisons/state-k-3-policies-19)). In 2019, the retention rate for students in kindergarten through Grade 12 was 2.5% and 2.9% for the subset of students in Grades 9 to 12 ([link](https://nces.ed.gov/programs/digest/d20/tables/dt20_225.90.asp)).

#### Uruguay

**Source of data:** National Administration of Public Education (ANEP).

**Notes on interpretation:** A regulation was recently approved on automatic progression in some grades, but this will be applied from 2023.

**Notes on the second chance given to students to avoid grade repetition:** Second chance is practically not used in primary education (ISCED 1), though there are regulations (2019) that enable an extraordinary promotion.

For students of lower secondary general programmes (ISCED 24), as soon as the courses finish, the options are Total Promotion, Partial Promotion (up to four pending subjects) or Conditional Promotion (five or more pending subjects). Two months later, after a second instance of exams and/or educational support, the possibility of deciding grade repetition is enabled. For students of lower secondary vocational programmes (ISCED 25), as soon as the courses finish, the options are Total Promotion or Conditional Promotion. Two months later, after a second instance of exams, the possibility of deciding grade repetition is enabled.

**Notes on the change in regulations regarding grade repetition since the school year 2011/12 (or 2012):** In primary education (ISCED 1), class attendance is no longer considered a condition for grade repetition since 2019. In lower secondary education (ISCED 24 and 25), class attendance is not taken into account to define grade repetition (there is no limit of absences allowed which if exceeded, implies repetition) since the COVID-19 pandemic. In addition, the possibility of repetition at the end of the course is eliminated, and admission to the next grade is conditioned to a second chance of evaluation before the beginning of the courses. Educational supports are added between these instances.

#### Uzbekistan

**Source of data:** Resolution of the Cabinet of Ministers of the Republic of Uzbekistan, No. 140 of 15 March 2017; Approval of Regulations on General secondary education; Decree of the Minister of Public Education of the Republic of Uzbekistan No. 1778 of 20 March 2008.

**Notes on interpretation:** In accordance with the Model Regulation of the Minister of Public Education of the Republic of Uzbekistan No. 2799 of 9 June 2016 "On Approval of the Model Regulation on the Pedagogical Council of the General Secondary Education Institution", the Pedagogical Council is generally It is the supreme body that deals with the main issues related to the activity of the educational institution collegially, develops and improves the educational process in the educational institution, and coordinates all organizational issues related to its activity. The activities of the Pedagogical Council are organized on a public basis. The purpose of the Pedagogical Council is to implement the state's educational policy in a general educational institution, to develop the educational process based on the goals and tasks of the general educational institution, to determine the direction of the pedagogical team in its improvement, to monitor educational achievements and progress, to unify the pedagogical team in the implementation of pedagogical experiences, or to implement the management of the general educational institution based on the principles of democracy, transparency, and self-management. There are several main duties and rights of the Pedagogical Council, some duties are: conducting phased control and final state attestation, transferring students from one class to a higher class, allowing final state attestation, including attesting externals, issuing graduation documents to graduates, including their issuing a duplicate, making decisions on encouraging students with excellent performance and exemplary behaviour; at the end of the academic year, solving the issues of moving students to the next class or leaving them in the class.

**Notes on bases to decide grade repetition of a student:** According to the results of the annual evaluation and the final certification, the graduates who did not meet the requirements of the general secondary education state educational standards and received an "unsatisfactory" grade will be allowed to re-study in the same class (Decree of the Minister of Public Education of the Republic of Uzbekistan No. 1778 20 March 2008).

**Notes on the second chance given to students to avoid grade repetition:** Graduates who received an unsatisfactory grade in the final attestation of one or two subjects will be given the right to retake the final attestation of the subject in which they received an unsatisfactory grade two weeks after the last final attestation. Exam resit is permitted once (Decree of the Minister of Public Education of the Republic of Uzbekistan No. 1778 20 March 2008).

**Notes on persons and stakeholders involved in the decision about grade repetition:** Other teachers in the school refers to a teacher who teaches a particular subject to a student. In this case, this teacher can provide the student's mastery of subjects and various information. If the members of the school board, the deputy director for spiritual affairs, together with the school psychologist personally provide information based on the work they have done with the student, the documents they kept, the school director will make the final decision after considering all the issues.

#### Viet Nam

**Source of data:** Ministry of Education and Training

**Notes on bases to decide grade repetition of a student:** A student will repeat a grade if the student is absent over 45 days, or the student's GPA is less than 5 out of 10 and the student did not meet criteria in Physical Education subjects; Arts (Music, Fine Arts); Experiential activities, career guidance; Local educational content (Circular 22, 07).

**Notes on persons and stakeholders involved in the decision about grade repetition:** Class teacher (or teacher who is mainly responsible for the student) suggests grade repetition. School principal and school board approve the decision.

Regulations regarding teacher allocation in socio-economically disadvantaged public schools (Tables B3.5.1 and B3.4.2)

List of tables

* Table B3.5.1: Regulations regarding teacher allocation in socio-economically disadvantage public schools at lower secondary level (2022)
* Table B3.5.2: Regulations regarding teacher allocation in socio-economically disadvantage public schools at upper secondary level (2022)

Definitions

“**Socio-economically disadvantaged schools**” in PISA reports refer to schools in the bottom quarter of average index of economic, social and cultural status of their students4. This is a relative measure, and thus “socio-economically disadvantage schools” cannot be defined with a specific set of characteristics that can be apply to any education system. Due to this shortcoming, respondents of the system-level data collection refer to definitions of social and economic disadvantages experienced by schools in your national context. For example, “socio-economically disadvantaged schools” may refer to schools in low-income areas (neighbourhoods, municipalities, or entire regions); to schools with relatively high proportion of students from low-income families; or to schools in areas with limited access to cultural facilities.

Notes and sources specific to data on each country/economy

#### Albania

**Source of data:** Ministry of Education and Sport

#### Argentina

**Source of data:** Ministry of Education

**Notes on interpretation:** As the school administration is sub-national, the responses to many of items varies between the different educational jurisdictions. Where national regulations exist, responses are based on national regulations, otherwise, the most common practices related to teacher allocation are reported.

**Notes on criteria considered for selection among more than one candidate for a teaching position:** The criteria are defined by each one of the 24 educational governments. Years of teaching experience, qualifications and candidate's preference are some of the most common criteria used at the sub-national level.

#### Australia

**Source of data:** [National Report on Schooling in Australia](https://www.acara.edu.au/reporting/national-report-on-schooling-in-australia) (Australian Curriculum, Assessment and Reporting Authority); [My School](https://myschool.edu.au); [Guide to Understanding ICSEA Values](https://www.myschool.edu.au/media/1820/guide-to-understanding-icsea-values.pdf)

**Notes on interpretation:** State and territory governments are responsible for the delivery of schooling to all children of school age in Australia.

**Notes on criteria considered for selection among more than one candidate for a teaching position:** Policies for the recruitment and allocation of public-school teachers are determined at the subnational level. Policies and regulations vary by state or territory.

**Notes on financial incentives to attract teachers to socio-economically disadvantaged public schools:** There is no national policy or regulation. States and territories are responsible for any policies to place teachers in disadvantaged public schools.

**Notes on in-kind incentives to attract teachers to socio-economically disadvantaged public schools:** There is no national policy or regulation. States and territories are responsible for any policies to place teachers in disadvantaged public schools.

Notes on means specifically to attract teachers to socio-economically disadvantaged public schools: Policies and regulations vary across states and territories.

**Notes on how official documents determine socio-economically disadvantaged schools:** Definitions exist at both the national and subnational level. At the national level the Index of Community Socio-Educational Advantage (ICSEA) - a set of common definitions and measures - applies to most schools. Senior Secondary and Infant schools are excluded from the ICSEA.

#### Austria

**Source of data:** Beamten-Dienstrechtsgesetz 1979 – BGD 1979; Vertragsbedienstetengesetz 1948 – VBG; Landeslehrer-Dienstrechtsgesetz - LDG 1984; Landesvertragslehrpersonengesetz 1966 – LVG

#### Baku (Azerbaijan)

**Source of data:** Ministry of Science and Education

**Notes on financial incentives to attract teachers to socio-economically disadvantaged public schools:** As per the relevant rules, schools located 3 to 20 kilometres from the district centre and more than 20 kilometres away are eligible for incentive measures.

**Notes on how official documents determine socio-economically disadvantaged schools:** Socio-economically unsuitable schools are divided into two groups, according to their distance from the regional centre. They are called H1, H2. Teachers are paid additional allowances established by an official document.

#### Flemish Community (Belgium)

**Source of data:** Official regulations Flemish Community/Flemish Ministry for Education and Training

**Notes on means specifically to attract teachers to socio-economically disadvantaged public schools:** Part of the operational means of schools are linked to the socio-economic composition of their student body. These extra means are not specifically earmarked for ICT, facilities, etc.

**Notes on how official documents determine socio-economically disadvantaged schools:** Four student characteristics (educational attainment of the mother, language spoken at home, home neighbourhood and receiving a school grant) are used to determine the socio-economic composition of the student body.

#### French Community (Belgium)

**Source of data:** [Decree of  April 30, 2009](https://www.gallilex.cfwb.be/document/pdf/34295_024.pdf) organizing a differentiated support within the schools of the French Community in order to ensure that each student has equal opportunities for social emancipation in a quality educational environment; [Decree of  April 11, 2014](https://www.gallilex.cfwb.be/document/pdf/40701_028.pdf) regulating the titles and functions in basic and secondary education organized and subsidized by the French Community - Chapter II; [Decree of July 17, 2020](https://www.gallilex.cfwb.be/document/pdf/48238_000.pdf) with measures to address the teachers' shortage, Titre III - Measures to simplify the "titles and functions" regulations

**Notes on interpretation:** The underlying model of teacher allocation does not fit our education system as the top-level nor the intermediate authorities do not allocate teachers to schools.

Teachers who do not yet have a permanent position can send spontaneous job offers to the schools of their choice. In the education network organised by the French Community ("public"), they must also apply formally each year to the network to be included in the recruitment pool. In grant-aided education, the recruitment process is managed by individual schools, sometimes together with their intermediate level authorities (School Organising Authorities, grouped in Federations of Organising Authorities, linked to educational networks).

Separate employment statuses regulate the employment conditions and careers of teachers. These statuses depend on the network that employs the teacher, although much of their content is shared.

**Notes on criteria considered for selection among more than one candidate for a teaching position:** When there is more than one candidate for a teaching position, official documents which determine or delimit the criteria used for ranking candidates vary according to the Organising Authority. The only central regulation apply for *primo-recrutement* (i.e. the recruitment of a staff member who has not yet acquired statutory rights for the function either because he/she is a new staff member or because he/she does not have enough seniority to be temporary priority and/or “appointable” in this position (see the note on candidate's qualifications).

The reform of Titles and Functions that went into effect on September 1, 2016, established a common system of mapping between functions and titles for teaching, for all networks. A title is composed of a diploma, a pedagogical qualification, any additional certificate and/or useful experience. Each function is now linked to a list of titles broken down into required (TR), sufficient (TS) and shortage (TP) titles. In the case of *primo-recrutement*, a candidate with a TR always has priority over the TS, then the TS over the TP. If there is no TR/TS/TP, it is still possible, under certain conditions, to recruit a holder of another title, not listed (TNL). The implementation of this decree was evaluated, and the rules were adapted by the decree of July 17, 2020 in order to fight the shortage of teachers and to encourage full-time employment: required (TR) and sufficient (TS) qualifications are considered in the same category; in addition, administrative procedures have been simplified.

Usually, consideration for years of the candidate teaching experience in a particular type of school varies according to the Organising Authority. They are taken into account in a very specific situation: the Differentiated Management decree stipulates that after ten years in schools with differentiated management (disadvantaged ones), a candidate may be given priority in the school of his/her choice.

**Notes on means specifically to attract teachers to socio-economically disadvantaged public schools:** Priority in choosing their next teaching position is not frequently considered, with exception of serving 10 or more years in schools with differentiated management (see notes on criteria considered for selection among more than one candidate for a teaching position). The additional funding can be used for hiring teachers or other professionals.

See the Decree for differentiated management for additional funding for the school physical infrastructure and facilities and for the school ICT infrastructure. However, it should be noted that the first goal of the Differentiated support is probably not to attract teachers in those disadvantaged schools, but it may help, if not to attract them, at least to keep them in those schools.

**Notes on how official documents determine socio-economically disadvantaged schools:** Schools' placement on a socio-economic index (ISE) determines whether they are eligible to receive additional staff and funding. The index is based upon indicators about family background (per capita income, educational background, employment rate, social assistance rate and level of occupation) ([link](https://www.gallilex.cfwb.be/document/pdf/34295_024.pdf)).

In fact, each student is attributed a socio-economic index (ISE) according to his or her statistical sector (the statistical sector is the smallest administrative entity for which socio-economic and administrative data are available) of residence. The ISE measures the socioeconomic level of school children, although it is an indirect measure of that level via the sector of residence. The higher the ISE, the more students come from socioeconomically advantaged areas. Conversely, the lower the ISE, the more likely the students are to come from less socio-economically advantaged areas.

Primary and secondary schools are ranked separately in 20 categories by average ISE. The bottom five are considered to be in need of differentiated support. Criteria are to be identified each year and a list of primary and secondary schools is published each year. Smoothing mechanisms are implemented in the case of a change in the classification from one year to the next.

See the Decree for differentiated management and the official list of schools (updated each year) fulfilling the criteria defined by the decree.

#### Brazil

**Source of data:** [FUNDEB](https://www.fnde.gov.br/index.php/financiamento/fundeb/sobre-o-plano-ou-programa/sobre-o-fundeb) (*Fundo de Manutenção e Desenvolvimento da Educação Básica e de Valorização dos Profissionais da Educação*); [Law No. 14.113](https://www.planalto.gov.br/ccivil_03/_ato2019-2022/2020/lei/l14113.htm) of 25 December 2020

**Notes on criteria considered for selection among more than one candidate for a teaching position:** Public school systems select teachers based on public tender. Private schools may choose their own criteria.

Notes on financial incentives to attract teachers to socio-economically disadvantaged public schools: The use of one-time bonus may vary according to the government level.

**Notes on means specifically to attract teachers to socio-economically disadvantaged public schools:** The use of additional fundings for the specified purpose may vary according to the government level.

#### Brunei Darussalam

**Source of data:** Department of Schools & Department of Islamic Education.

#### Bulgaria

**Source of data:** Ministry of Education and Science

#### Cambodia

**Source of data:** [*Prakas* No. 2603/MoEYS](https://drive.google.com/file/d/13op6G0F4XuCcU-rwZkYppjNwQ-p3bxS8/view?usp=share_link) dated 01 October 2014 on the identification of units and schools located in remote and disadvantaged areas

**Notes on how official documents determine socio-economically disadvantaged schools:** Socio-economically disadvantaged schools are defined based on the following criteria: (i) areas experiencing transportation difficulties; (ii) population density less than 10 people per square kilometre; (iii) permanent flooding and/or naturally vulnerable areas; (iv) integrated areas and/or border areas; and (v) areas having schools with incomplete grades.

#### Canada

**Source of data:** Provincial Education Acts; provincial policy frameworks and memorandums; local school board policies

**Notes on interpretation:** Regulations regarding teacher allocations vary across the provinces. Provincial Education Acts across Canada may outline teacher recruitment and allocation criteria or devolve authority to local school boards/districts/divisions to draft and implement such policies.

#### Chile

**Source of data:** [Ministry of Education](https://www.mineduc.cl) (*ayuda mineduc: Subvenciones o Bonos destinados a docentes y asistentes de la educación*); Ministry of Education, Decree 292: Approves regulation on allocation for performance in difficult conditions, promulgated on 21 August 2003 ([National Library of Congress](https://bcn.cl/2fkv4))

**Notes on criteria considered for selection among more than one candidate for a teaching position:** Every school administrator, public (municipalities or Local Education service) or private (subsidized schools that receive public funds), applies his own criteria to hire and allocate teachers.

**Notes on financial incentives to attract teachers to socio-economically disadvantaged public schools:** Every two years the Ministry of Education make a national list of schools allowed to apply request for salary increase due to disadvantaged and challenging conditions: *Asignación de Desempeño Difícil* (Difficult Performance Assignment for teachers and education assistant). These are schools that receive public funds, and they are run by public or private administrators.

Teachers have right to receive temporary allocation between two and four years when they are qualified (e.g. "*destacado*" or "*competente*"), according to their performance in a national teacher assessment, and willingly submit the national pedagogical knowledge test.

There are other financial incentives available for teachers, but they not aimed to attract teachers to socio-economically disadvantaged schools.

**Notes on means specifically to attract teachers to socio-economically disadvantaged public schools:** There are certain funds to give incentives for teachers in rural areas and socioeconomic disadvantaged schools to which is necessary to apply.

Notes on how official documents determine socio-economically disadvantaged schools: There are three criteria, with detailed items:

* Criterion 1. Geographic Isolation and Rurality: (a) Distance of the school to the reference city, (b) Type and conditions of access roads between school and reference city, (c) Type and frequency of public transport between school and reference city, (d) Teacher residence status with respect to school location and availability of housing, and (e) Number of teachers in the school and multi-grade combined courses.
* Criterion 2. Condition of the student-served population: (a) Vulnerability Index (Indicator from JUNAEB: National Board of School Aid and Scholarships), (b) Type of students served by the school (share of bicultural and bilingual students or communities and integrated SEN students among total enrolment of the school), and (c) Residential situation of the students (share of students from boarding schools, student homes, family residences, juvenile homes, prisons and other similar institutions among the total enrolment of the school).
* Criterion 3. Impairment Special (it is applied in the urban sector and refers to those conditions inside or outside the school that affect the teacher's role): (a) Average number of students per course, (b) Subsector, quadrant or commune (municipality) crime complaint rate, (c) Commune (municipality) Poverty Index (based on National Socio-Economic Characterization Survey (CASEN)), and (d) Level of difficulty of access to the urban school (type of lighting, paving and general urbanization of the road and the environment to access the school).

#### Colombia

**Source of data:** Ministry of Education

**Notes on criteria considered for selection among more than one candidate for a teaching position:** The official document containing this information is the tasks manual which specifies the academic and professional experience required to be eligible for promotion.

Notes on financial incentives to attract teachers to socio-economically disadvantaged public schools: There is an extra allowance for teachers working in hard-to-reach areas.

**Notes on in-kind incentives to attract teachers to socio-economically disadvantaged public schools:** Other in-kind incentives refer to specific job postings for teachers who have degrees on rural education.

**Notes on means specifically to attract teachers to socio-economically disadvantaged public schools:** There is no general additional funding from the national government, however there are resources from a specially destined tax (*Recursos Ley 21*) which are specially destined to improving infrastructure and facilities in disadvantaged areas (affected by conflict, poverty, natural or anthropic risks, among others). Additional funding for the school ICT infrastructure is subject to meeting legal requirements, only for municipalities that are part of the development with a focus on territories program (PDET).

**Notes on how official documents determine socio-economically disadvantaged schools:** There is an economic stratification of schools but there is no defined threshold for classifying a school as “economically disadvantaged”.

#### Costa Rica

**Source of data:** [Indicators](https://www.mep.go.cr/indicadores_edu/BOLETINES/IndicadoresdelSistemaEducativo2010-2020.pdf) of the Costa Rican education system 2010-2020; [Eighth State of Education Report](http://hdl.handle.net/20.500.12337/8152)

**Notes on how official documents determine socio-economically disadvantaged schools:** There are not enough information available to describe how socio-economically disadvantaged schools are defined in the relevant official documents. However, some inferences can be made from the documents referred to in the data source.

#### Croatia

**Source of data:** Primary and Secondary School Act; Rulebook on the advancement of teachers, teachers, professional associates and principals in primary and secondary schools and student dormitories; Regulation on Job Titles and Complexity Coefficients of Jobs in Public Services; Collective contracts for school employees

**Notes on criteria considered for selection among more than one candidate for a teaching position:** Primary and Secondary Education Act stipulates a teacher recruitment when there is more than one candidate for teaching position.

According to Article 105 special conditions for teacher recruitment are knowledge of the Croatian language and the Latin script that enables the performance of educational work, as well as the appropriate type and level of education by which the persons are professionally qualified to carry out educational work.

Furthermore a person who has completed appropriate type of MA studies (300 ECTS, 55 ECTS of pedagogical competences included) can perform the work of subject teacher in lower secondary education programme. Also a person who has completed appropriate type of BA studies (180 ECTS) can perform the work of subject teacher in lower secondary education programme if no person with completed MA level responds to the tender.

According to Article 107 of the Primary and Secondary Education Act every school adopts its own regulation/rulebook approved by its founder, that regulates the method and procedure ensuring equal access to public services under equal conditions and evaluation of candidates in recruitment process.

According to Article 108 there is distinction between a person who is employed for the first time in the profession and is obliged to pass the professional exam within one year from the end of the internship and a person who already passed the professional exam and has more working experience in the profession.

The criteria used for employment of teachers in upper secondary education programmes is completion of appropriate type of MA studies (300 ECTS, 55 ECTS of pedagogical competences included).

According to the Rulebook on the advancement of teachers, teachers, professional associates and principals in primary and secondary schools and student dormitories there are three levels of advancement regarding levels and corresponding titles of teachers as well as conditions and method of their advancement.

Appropriate salaries for all the above-mentioned categories are prescribed by the Regulation on Job Titles and Complexity Coefficients of Jobs in Public Services. According to Collective contract for employees in primary schools a supplement to the basic salary is determined for special working conditions related to special statuses based on geographical, economic and other peculiarities. Special working conditions for all employees are:

* a) work in a school for which the status of a school with difficult working conditions has been established. For employees of the school with difficult working conditions, the basic salary is increased by 10% in case they do not use other rights from special regulations related to special statuses based on geographical, economic and other peculiarities.
* b) the work of employees who work in schools to which there is no public transport and the employee, because he does not have the possibility of arriving at work by public transport, must travel at least 50 km in one direction in one day in a personal organisation. Employees who work in schools to which there is no public transport and employees, because they do not have the possibility of arriving at work by public transport, in a personal organisation must travel at least 50 km in one direction in one day, exercise the right to an increase in the basic wage calculation in public services by 5%.
* c) the work of a subject teacher, who implements classes in three or more home or regional schools in one day. A subject teacher who teaches in three or more home or district schools in one day has the right to a 5% increase in basic salary as a percentage increase in daily earnings for that day. The aforementioned supplement is calculated and paid by those schools where the employee works in the specified manner and in proportion to the contracted working hours of the employee at the school.

If the employee realises the right to an increase in the basic salary on the basis of more than one right from this article, he/she is paid an increase in the basic salary based on a maximum of the two most favourable bases.

According to Collective contract for employees in secondary schools and due to the dispersion of vocational high school programs and staffing needs, due to the specificity of the area's environment, the encouragement of their sustainable development, the retention of teachers in these environments and due to their traffic connections, certain number of secondary schools have the status of secondary schools with difficult working conditions. Difficult working conditions is related to the work of all employees in a high school institution, which is located in the territory of municipalities - cities that have the status of hilly-mountainous and island areas in the Republic of Croatia. The basic salary is increased by 10% for employees of secondary school institutions with difficult working conditions.

Special working conditions for all employees is the work in schools to which, because there are no other options, they have to travel at least 100 km in both directions in one day in a personal organisation, so they have the right to an increase in their basic salary in the amount of 5% of the basic salary calculation in public services.

A teacher who holds classes in three or more secondary schools or separate locations in one day is entitled to a 5% increase in basic salary as a percentage increase of the daily earnings of that day.

Appropriate type and level of qualification matters when there is more than one candidate who apply for the tender for a teaching position. However, according to Article 107 of the Primary and Secondary Education Act, if a candidate who meets the requirements of Article 105 of this Act (appropriate type and level of education) does not apply for the tender, the temporary contract may be established with a person who does not meet the prescribed conditions. In this case the tender will be repeated within five months on the basis of the repeated tender.

A school can fill a position only after the competent administrative body of the county has informed it that there is no suitable person in the records or after the school has notified the same body stated in writing the reasons for not accepting the referred person. There is also a school selection process that matters the employment of candidate according to Article 107 of Primary and Secondary Education Act.

**Notes on financial incentives to attract teachers to socio-economically disadvantaged public schools:** Temporary salary supplement refers to 10% increase in the base salary while working in socio-economically disadvantaged schools according to collective contracts for school employees. Other financial incentives include salary increase while working in special educational institutions for students with special needs (21%) or working with students with special needs integrated in regular programmes in schools (7%), and salary increase while home-schooling students with serious health problems (21%).

**Notes on means specifically to attract teachers to socio-economically disadvantaged public schools:** According to collective contracts for school employees additional funding is related to salary increase working in hilly-mountainous and island regions, working with students with special needs, home-schooling, mentoring new employees, overtime workload, working in shifts, working by weekends, working by night (student dormitories), acquiring scientific degree (PhD), general medical examination every two or three years (less/more than 50-years-old employees). In addition, allowances are given for transportation to and from work for elementary school workers, daily meal for all elementary school students, transportation costs, special teaching aids and the costs of financing meals, as well as the costs of meals and accommodation in a dormitory for the education of students with disabilities.

**Notes on how official documents determine socio-economically disadvantaged schools:** Status of hilly-mountainous and island areas, weak or without traffic connections are considered socio-economically disadvantaged schools based on the collective contracts for school employees.

#### Cyprus

**Source of data:** Department of Secondary General Education

**Notes on criteria considered for selection among more than one candidate for a teaching position:** Other criterion refers to entry examinations and success in the initial teacher education program.

#### Czech Republic

**Source of data:** Act No. 561/2004 Collection of Law, in Pre-School, Basic, Secondary, Tertiary Professional and Other Education (Education Act), Act No. 563/2004

**Notes on criteria considered for selection among more than one candidate for a teaching position:** In general, the candidate possessing teaching qualification (as defined by the Act 563/2004) must be given priority over the candidates without qualifications. Candidates without qualification may be employed only for an "indispensable time period and required scale" and only when the school cannot "objectively assure the instruction by a worker with qualification" (par. 22).

**Notes on financial incentives to attract teachers to socio-economically disadvantaged public schools:** In general, the school principal has a considerable autonomy and is responsible for recruitment and remuneration of teachers. For example, the principal may decide about the bonus part of the salary, which is given on top of the salary prescribed by the state. This means that existing financial incentives for teachers are not centralised and are decided on the school level by the principal. Currently, the Ministry of education considers supporting socio-economically disadvantaged schools with additional funds, however not necessarily aimed to increase teacher salaries ([link](https://www.msmt.cz/ministerstvo/novinar/msmt-podpori-znevyhodnene-skoly-dvema-miliardami-korun?lang=1)).

**Notes on means specifically to attract teachers to socio-economically disadvantaged public schools:** The founder of the school (municipalities) may decide to donate further financial funds to the school, or the principal may seek additional funding elsewhere (e.g. sponsorships). Legal conditions on teacher hiring, curriculum and evaluation are the same for all schools.

#### Denmark

**Notes on interpretation:** Teachers' working conditions and wages are regulated by collective agreements between employer and employee (association of Danish local governments and the teacher union). These agreements are made at a national level, but there may also be local collective agreements. Allocation is thus not regulated by the state.

#### Dominican Republic

**Notes on interpretation:** Officially in 2023, the Ministry of Education is working on the design and delimitations of the criteria used for ranking candidates in teacher recruitment and teacher allocation decisions.

#### El Salvador

**Source of data:** Applicable laws (Teaching career law) and general experience

**Notes on criteria considered for selection among more than one candidate for a teaching position:** Year of graduation from teacher certification program, selection tests, domain specialisation, nationality are considered.

**Notes on financial incentives to attract teachers to socio-economically disadvantaged public schools:** Temporary salary supplement incentives exist mainly for rural and remote areas. Locally the school boards could create some other incentives for their teachers.

#### Estonia

**Source of data:** [Conditions and procedure for the distribution and use of the funds of the support fund assigned to local government units in the State Budget Act](https://www.riigiteataja.ee/akt/105072017020)

Notes on criteria considered for selection among more than one candidate for a teaching position: It is up to the principal to select the candidate they find most suitable.

#### Finland

**Source of data:** Finnish National Agency for Education / Legislation for Basic Education, Act 21.8.1998/628

**Notes on interpretation:** In general, there is no specific regulations for socio-economically disadvantaged public schools.

#### France

**Source of data:** Ministry of National Education and Youth ([link](https://eduscol.education.fr/1028/la-politique-de-l-education-prioritaire-les-reseaux-d-education-prioritaire-rep-et-rep))

**Notes on criteria considered for selection among more than one candidate for a teaching position:** Bonus point is given to teachers with experience in socio-economically disadvantaged schools. Teacher's health situation as well as marital status within the geographic area can play a role in allocation.

**Notes on how official documents determine socio-economically disadvantaged schools:** Two types of networks have been identified: the REP+ networks (*réseau d'éducation prioritaire renforcée*), which concern neighbourhoods or isolated sectors with the greatest concentrations of social difficulties that have a strong impact on academic success, and the REP networks (*réseau d'éducation prioritaire*), which are more socially mixed but have more significant social difficulties than those of middle schools and schools outside the priority education system. For more information, see the [link](https://eduscol.education.fr/1028/la-politique-de-l-education-prioritaire-les-reseaux-d-education-prioritaire-rep-et-rep).

#### Germany

**Source of data:** Official documents

**Notes on criteria considered for selection among more than one candidate for a teaching position:** Allocation of teachers (similarly to the training of teachers) is in the domain of the *Länder*, therefore the specific regulations need to be verified for each federal state individually. Other criterion that could considered is a special profile of the candidate that might fit the profile of the school.

#### Georgia

**Source of data:** Ministry of Education and Science of Georgia

**Notes on financial incentives to attract teachers to socio-economically disadvantaged public schools:** The temporary salary supplement for teaching is available for teaching in schools in high mountain areas, or teaching for ethnic minorities, or in borderline territories.

**Notes on how official documents determine socio-economically disadvantaged schools:** Schools located in high mountain area, in borderline territories and schools with small number of student (below 50 students) are considered socio-economically disadvantaged.

#### Greece

**Source of data:** Law 4589/2019 (FEK 13/A'/29-01-2019), Law 4823/2021 (FEK 136/A'/03-08-2021). See also [Eurydice National Education Systems](https://eurydice.eacea.ec.europa.eu/national-education-systems/greece/teachers-and-education-staff).

**Notes on criteria considered for selection among more than one candidate for a teaching position:** Social criteria (family or health related) of teachers are considered (e.g. the number of children teachers may have and any serious diseases or disabilities which teachers, their spouses or their children may suffer from). These criteria enhance teachers' ranking in teacher recruitment and allocation decisions.

#### Hong Kong (China)

**Notes on interpretation:** Basically, over 90% of the schools in Hong Kong are run by the government or subsidised by the government.

Notes on criteria considered for selection among more than one candidate for a teaching position: It is a school-based decision.

#### Hungary

**Source of data:** [Decree 326/213](https://net.jogtar.hu/jogszabaly?docid=a1300326.kor) (VIII.30.); [Decree 05/2015](https://net.jogtar.hu/jogszabaly?docid=a1500105.kor) (IV. 23.)

**Notes on how official documents determine socio-economically disadvantaged schools:** Two decrees define the allowance for teachers for working under difficult circumstances. The [Decree 326/213](https://net.jogtar.hu/jogszabaly?docid=a1300326.kor) (VIII.30.) on the teacher promotion system states that school and kindergarten teachers are eligible for an allowance if the school or kindergarten is situated in one of the townships listed on the list of beneficiary settlement. The latter is specified in the [Decree 05/2015](https://net.jogtar.hu/jogszabaly?docid=a1500105.kor) (IV. 23.) on the classification of beneficiary settlements and the criteria for classification. So the definition is not so much of a set of defined characteristics to be applied, but the fact of being included in the said list.

#### Indonesia

**Source of data:** Regulation of the MOEC No. 7 of 2010 (Fulfilment of demand, Increasing Professionalism, and Increasing the Welfare of Teachers, Principals, and Supervisors in Border Areas and Outermost Small Island), Regulation of the MOEC No. 34 of 2012 (Criteria for Special Regions and Provision of Special Allowances for Teachers)

**Notes on criteria considered for selection among more than one candidate for a teaching position:** Various might be considered differently in each province or district, as local government decides the minimum requirement for candidate's teaching experience (in any schools or in a particular type of schools), contractual status, evaluations of the candidate in previous position(s) etc.

Notes on financial incentives to attract teachers to socio-economically disadvantaged public schools: Availability of one-time bonus is decided at the level of local governments.

Notes on in-kind incentives to attract teachers to socio-economically disadvantaged public schools: Incentive of reduced workload is decided at the level of local governments.

**Notes on means specifically to attract teachers to socio-economically disadvantaged public schools:** Opportunities for accelerated career progression for teachers, and additional opportunities for teachers in professional development and additional funding for schools on teacher allowances/bonuses are decided at the level of local governments, therefore it might be different in each province or district.

**Notes on how official documents determine socio-economically disadvantaged schools:** Schools in the area which is categorised as socio-economically disadvantaged area by the government can be considered socio-economically disadvantaged schools.

#### Iceland

**Source of data:** Directorate of Education

**Notes on criteria considered for selection among more than one candidate for a teaching position:** The Directorate of Education publishes a guide detailing the evaluation and hiring process for teaching and management positions at ISCED 0 to 3. The guide does not include information specifically about ranking candidates.

#### Ireland

**Source of data:** [Delivering Equality of Opportunity in Schools (DEIS) identification process](https://assets.gov.ie/197884/58b91208-376c-46da-8911-3513e13c3fb5.pdf) (the identification of schools defined as having the highest concentrations of educational disadvantage); [Information](https://www.fssu.ie/primary/help/general-faqs/grants/) on the grant for socio-economically disadvantaged schools (the DEIS grant)

**Notes on criteria considered for selection among more than one candidate for a teaching position:** The recruitment and appointment of teachers to fill teaching posts is a matter for the individual school authority.

**Notes on means specifically to attract teachers to socio-economically disadvantaged public schools:** Schools with the highest concentrations of students from disadvantaged backgrounds receive additional funding under the Delivering Equality of Opportunity in Schools (DEIS) programme. These schools are expected to develop action plans focusing on attendance, retention, educational progression, literacy and numeracy, examination attainment, parent and community partnerships, partnership between schools and links with external agencies. The additional funding received by schools should be used to attain the targets set in the school action plan.

**Notes on how official documents determine socio-economically disadvantaged schools:** In Ireland, educational disadvantage is defined in legislation as “the impediments to education arising from social or economic disadvantage which prevent students from deriving appropriate benefit from education in schools” (Education Act 1998). Schools with the highest concentrations of students experiencing educational disadvantage are identified on the basis of the Pobal HP Deprivation Index – a small area measure derived from the census of the population which identifies three dimensions of affluence/deprivation (demographic profile, social class composition and labour market situation ). For all schools in Ireland, the home address of each student was matched to the HP deprivation score associated with the small area in which the student resides. Data were aggregated to school level and schools with the highest concentrations of students from disadvantaged backgrounds receive additional supports on an ongoing basis under the Delivering Equality of Opportunity in Schools (DEIS) programme.

#### Israel

**Source of data:** Ministry of Education

**Notes on criteria considered for selection among more than one candidate for a teaching position:** Criteria used for ranking candidates in teacher recruitment and teacher allocation decisions apply only for the Arabic-speakers schools, in which the criteria are: academic qualifications including the to what extent the scores are high, proficiency tests, experience in teaching and distance from home.

**Notes on means specifically to attract teachers to socio-economically disadvantaged public schools:** Priority in choosing their next teaching position applies only for the teachers in the Arabic-speakers schools. If teachers from the north of the country agree to teach in the south (in the *Beduin* sector) for a certain period, they will be ranked higher when they come back to the north.

**Notes on how official documents determine socio-economically disadvantaged schools:** School average is calculated based on the calculation of these categories for each enrolled student in school: (i) the education of the parents of each student; (ii) family income; (iii) peripherality of the school; and (iv) the extent the school include students with immigrant background.

#### Italy

**Source of data:** *Legge 29 giugno* 2022, n. 79 [Law No. 79 of 29 June 2022]

Notes on criteria considered for selection among more than one candidate for a teaching position: Other criterion refers to the placement of the candidate in the public examination.

**Notes on means specifically to attract teachers to socio-economically disadvantaged public schools:** Additional funding for the school physical infrastructure and facilities and for the school ICT infrastructure are not permanent funds but related to specific initiatives.

**Notes on how official documents determine socio-economically disadvantaged schools:** Based on national assessment results, schools are categorised on various socio-economic levels, but there is no official document that defines what is meant by a disadvantaged school.

#### Jamaica

**Source of data:** Education Regulation

Notes on criteria considered for selection among more than one candidate for a teaching position: Education Regulation document dictates the terms of engagement of teachers.

**Notes on financial incentives to attract teachers to socio-economically disadvantaged public schools:** Other incentives refers to an allowance for teachers who work in some remote schools. However, a remote school is not necessarily socio-economically disadvantaged.

#### Japan

**Source of data:** [Act on the Promotion of Education in Remote Areas](https://elaws.e-gov.go.jp/document?lawid=329AC0000000143); [Enforcement Regulations](https://elaws.e-gov.go.jp/document?lawid=334M50000080021) of the Act

**Notes on interpretation:** Eligible schools and payment level of the each "Remote areas (*Hekichi*)" additional payment is determined by ordinances of prefectures and designated cities based on Articles 5-2 and 5-3 of the Act on the Promotion of Education in "*Hekichi*" and the provisions of the Enforcement Regulations of the Act.

**Notes on how official documents determine socio-economically disadvantaged schools:** A ”*Hekichi*" school is defined in the above law as a school located in a mountainous area, isolated island, or other area that is not blessed with transportation, natural, economic, or cultural conditions.

#### Jordan

**Source of data:** Civil Service by-law No. 9 of 2020

**Notes on criteria considered for selection among more than one candidate for a teaching position:** The selection and appointment of employees in the civil service is based on the instructions for attracting, selecting and appointing employees in government jobs from the first, second, and third categories, and contracts that include all bonuses for the years (2022-2027) issued in accordance with Article 43/b of the Civil Service by-law No. 9 of 2020. Academic qualification, seniority of graduation and the seniority of applying for employment are taken into consideration. Other criteria refer to seniority of graduation and the seniority of applying for employment.

**Notes on financial incentives to attract teachers to socio-economically disadvantaged public schools:** Temporary salary supplement refers to site bonus (additional allowances if he is employed in a school outside the district in which he lives) and remote areas (areas far from the main residential centres) instructions. It is also possible to benefit from job housing in some areas.

**Notes on how official documents determine socio-economically disadvantaged schools:** Areas classified as poor areas are determined by the Department of Statistics and the Ministry of Planning and International Cooperation, and many times these areas are not announced. There is a statistical methodology in determining these areas based on income levels. In all these places, the teacher is given additional financial incentives. The Ministry of Planning treats these areas educationally differently, such as inclusion in school feeding programmes.

#### Kazakhstan

**Source of data:** Rules for the appointment to positions, dismissal of the school principals and teachers of state educational organizations. Order of the Minister of Education and Science of the Republic of Kazakhstan dated  February 21, 2012, No. 57.

**Notes on interpretation:** There are no such concepts as 'socio-economically disadvantaged public schools' and any regulations related to such schools. Therefore, all the incentives reported apply only to recruitment of teachers for rural area schools, not necessarily socio-economically disadvantaged public schools.

**Notes on criteria considered for selection among more than one candidate for a teaching position:** In the earlier years, school principals were responsible for hiring teachers, now there are criteria for hiring teachers (since 2021). Recommendation letters are used to evaluate the candidate in previous position(s). Other criteria refer to attendance in teacher training courses, certificates, publication of articles, books etc.

Notes on financial incentives to attract teachers to socio-economically disadvantaged public schools: Financial support (one-time bonus) is provided to obtain a house or flat.

**Notes on means specifically to attract teachers to socio-economically disadvantaged public schools:** Teachers of rural school have a privilege when applying for internships in international institutions.

#### Korea

Notes on financial incentives to attract teachers to socio-economically disadvantaged public schools: Points for promotion may result in financial incentives.

#### Latvia

**Source of data:** Republic of Latvia Cabinet Regulation No. 445, Adopted 5 July 2016 Regulations Regarding Remuneration of Teachers

**Notes on means specifically to attract teachers to socio-economically disadvantaged public schools:** Additional funding for the school physical infrastructure and facilities and for the school ICT infrastructure are provided within the arrangement of the network of general education institutions.

#### Lithuania

**Source of data:** [Description of the procedure for hiring and dismissing teachers](https://e-seimas.lrs.lt/portal/legalAct/lt/TAD/TAIS.406845/asr).

**Notes on interpretation:** The school principal is fully responsible for the selection of teachers. There could be some commission in the interview, consisting of school board representatives, but their role is advisory. The process and basic principles of teacher recruitment are described in the regulation “Description of the procedure for hiring and dismissing teachers”, signed by the Minister of Education. Various criteria can be used, but it is fully at the school's discretion.

Incentives to attract teachers to socio-economically disadvantaged public schools are provided at the municipality (as the founder of the school) or at the school's discretion. Some municipalities provide different incentives related to attract teachers to their schools, which have an issue with considerably high number of students from low socioeconomic background. At the national level, this is not regulated. General principles are noted in the [Law of Education](https://e-seimas.lrs.lt/portal/legalAct/lt/TAD/TAIS.1480/rRtzpxUszd).

#### Malaysia

**Source of data:** Ministry of Education Malaysia

**Notes on criteria considered for selection among more than one candidate for a teaching position:** Candidates from programmes as listed contain contracts in recruitment of teachers (Teacher Training Institute/Local University/ Excellent Student Programme/One-Off Teacher Recruitment Programme). Education Service Officer (PPP) Grade DG41 (COS) who do not specialize in education is required to attend the Postgraduate Diploma in Education (PDPP) Programme by "Course in Leave" conducted by Institute of Teacher Education (IPGM). Only PPP DG41 (COS) officers who have successfully completed PDPP and obtain an education diploma will be certified to Education Service Commission Malaysia (SPP) for consideration of permanent appointment as PPP Grade DG41. Eligible applicants are required to sit for the Teacher Candidate Qualification Test (UKGC) before being interviewed for Education Service Officer (PPP) Grade DG41 (COS) positions as seen in the PPP Grade DG41 (COS) Special Recruitment One-Off Year 2021 Advertisement. Education Service Officer (PPP) Grade DG41 (COS) is required to serve at least two years in the designated school and will not be considered for any application for transfer during the duration of the contract.

Referring to the Service Circular No. 2 in 2008 (Policy and Procedure for Appointment by Contract), General Policy 2 (v), stated that the agency (in this case, MOE) requires candidates with qualifications, experience, skills, expertise, and talent to perform their assigned duties. In principle, an all-rounder qualification involving intellectual and psychosocial aspects is needed. Years of candidate's teaching experience in schools involves placement and one-off teachers' allocation. Candidate preferences is considered only for state level allocation.

Notes on financial incentives to attract teachers to socio-economically disadvantaged public schools: Temporary salary supplement refers to Rural Area Allowance.

Notes on means specifically to attract teachers to socio-economically disadvantaged public schools: Additional funding for teacher allowances/bonuses can be provided for Rural Area Allowance.

Notes on how official documents determine socio-economically disadvantaged schools: Schools are categorised based on criteria of school location and characteristics.

#### Malta

**Source of data:** Ministry for Education, Sport, Youth, Research and Innovation - People Management Department, specifically Assistant Director Human Resources & Director Education Resources Department

**Notes on interpretation:** Recruitment and deployment of teachers within state schools is carried out at central level.

**Notes on criteria considered for selection among more than one candidate for a teaching position:** Other criteria refer to knowledge of subject/cycle applied for, assessment of students in class, classroom management, inclusion, education policies, including the National Curriculum Framework and the Learning Outcomes Framework etc.

#### Mexico

**Source of data:** [General Law](https://catalogonacional.gob.mx/FichaRegulacion?regulacionId=5729) of the System for the Career of Teachers; [Official Gazette of the Federation (DOF: 15/08/2022)](https://dof.gob.mx/nota_detalle.php?codigo=5661226&fecha=15/08/2022#gsc.tab=0) Notice announcing the increase in remuneration agreed for the personnel referred to in articles 26 and 26A of the Fiscal Coordination Law

**Notes on criteria considered for selection among more than one candidate for a teaching position:** Aspects considered for the admission process to teach in basic education (including lower secondary) are: overall career average; extracurricular courses; academic mobility programs; proficiency in a second language (only for teachers who aspired to a position in English); teaching skills course for the new Mexican school; knowledge and skills assessment tool; and domain of indigenous language (only for teachers who aspired to a place of indigenous language).

Aspects considered the promotion to take leadership and supervision roles in basic education (including lower secondary) are academic degree; years of service; experience and time working in areas of high marginalization, poverty and social decomposition; assessing of knowledge and skills according to the functions to be performed; and management skills questionnaire.

Aspects considered for the admission to teach in upper secondary education are score obtained in the accreditation of the course of exploration of skills for teaching in upper secondary education; extracurricular courses with recognition of official validity; didactic and pedagogical training; teaching experience; knowledge assessment instrument of the educational model; and, assessment instrument of aptitudes and abilities.

Aspects for the promotion process to positions with management and supervisory functions in upper secondary education are academic degree obtained by postgraduate studies; management or supervisory experience; interview by an examining committee; and, knowledge assessment instruments.

**Notes on financial incentives to attract teachers to socio-economically disadvantaged public schools:** In 2021, teachers who worked in socio-economically disadvantaged public schools and who participated in the horizontal promotion process by levels were awarded an additional score of 5 points out of 100 with respect to the other participants. Likewise, those participants who met all the requirements and obtained a position in the ordered nominal list of results that allowed them to enter the Horizontal Promotion Program by Levels with Incentives in Basic Education, were assigned an incentive of 41% with respect to their tabular salary, unlike the personnel who had a similar participation and worked in areas that do not have these characteristics, who obtained an incentive of 35% of their tabular salary. The incentive is not integrated into the salary, but it is maintained during working life and has an impact on vacation bonus, Christmas bonus and social security.

**Notes on means specifically to attract teachers to socio-economically disadvantaged public schools:** In accordance with the provisions of the General Law of the System for the Career of Teachers and the technical criteria to integrate the ordered list of results of the selection process for promotion to take leadership and supervision roles in basic education (vertical promotion) for the school year 2021-2022, the experience and working time in areas of high marginalization, poverty and social decomposition was only taken into account in the process of promotion to management and supervision functions in basic education.

#### Moldova

**Source of data:** National regulations and methodologies in the field of education

**Notes on interpretation:** There are no regulations for teacher incentives and support for schools to attract teachers to socio-economically disadvantaged public schools.

#### Mongolia

**Source of data:** Law on Primary and Secondary Education

**Notes on interpretation:** Teachers are evaluated by the following factors to receive incentives: Performance of students, result of examination, development of teacher, satisfaction of parents and students and involvement school in activities. Based on assessment result, 10-25% of salary is provided. Also, the Government of Mongolia provides the financial support for teachers in general: Internet data, health insurance, self-learning study, teaching materials.

**Notes on criteria considered for selection among more than one candidate for a teaching position:** According the Law on Primary and Secondary Education, recruiting teachers is solely the right of the school principal. Volunteering activities, team work etc. could be considered.

**Notes on financial incentives to attract teachers to socio-economically disadvantaged public schools:** A lump sum equal to 6 months’ pay once every five years to the teachers working in remote areas. (Article 43.1.7 of Law on Secondary Education)

**Notes on how official documents determine socio-economically disadvantaged schools:** Schools are not categorised in Mongolia. However, schools located in remote areas are considered differently from other schools based on the level of infrastructure as well teaching and learning conditions.

#### Montenegro

**Notes on interpretation:** There is no allocation of teachers in the sense described in the data collection. The allocation of schools is possible only if two teachers from different towns commute to school and agree to exchange places so that each of them teaches in the town in which he/she lives.

#### North Macedonia

**Source of data:** Ministry of Education and Science

#### Netherlands

**Source of data:** Central Government of the Netherlands ([link](https://www.rijksoverheid.nl/actueel/nieuws/2021/08/24/extra-beloning-voor-leraren-op-scholen-met-veel-achterstanden))

**Notes on interpretation:** Currently there is shortage of teachers in the Netherlands.

Notes on criteria considered for selection among more than one candidate for a teaching position: The hiring of teachers is at the school's discretion.

**Notes on financial incentives to attract teachers to socio-economically disadvantaged public schools:** For two years (2022 and 2023), teachers teaching in socio-economically disadvantaged public schools (primary and secondary) receive a temporary salary supplement of 8%. Permanent salary increases and other financial incentives may be provided at the school's discretion.

Notes on in-kind incentives to attract teachers to socio-economically disadvantaged public schools: Various in-kind incentives are at the school's discretion.

**Notes on how official documents determine socio-economically disadvantaged schools:** The school weight is based on the educational level of the parents of a student, the average educational level of all mothers of the students at the school, country of origin of the parents, the amount of time the mother is living in the Netherlands, and if the family is registered in a program for debt rescheduling. The weights are calculated by the Central Bureau for Statistics (CBS).

#### New Zealand

**Source of data:** [The Equity Index](https://www.education.govt.nz/our-work/changes-in-education/equity-index/#sh-equity%20index) (information about school funding); [People and employment](https://www.education.govt.nz/school/people-and-employment/) (information about employing teachers); [New Zealand School Teacher Association](https://www.nzstaresourcecentre.org.nz/helpforprincipals?aId=ka00o000000pNezAAE) (information about employing teachers for principals); [Employment agreements](https://www.education.govt.nz/school/people-and-employment/employment-agreements/) (information about incentives)

**Notes on interpretation:** For the purposes of this data collection, a broad definition of "regulations" have been taken, to include employment agreements and the rules of the voluntary bonding scheme for newly graduated teachers. The equity index and decile system are calculated as matters of policy rather than regulation.

**Notes on criteria considered for selection among more than one candidate for a teaching position:** School boards are responsible for the employment of teachers and staff, and it is their decision who they do or do not recruit if there is more than one candidate for a position. Boards can access support and advice from New Zealand School Trustee Association (NZSTA) who is contracted by the Ministry to support boards with a variety of topics, including employment and HR. On a general level, candidates must be suitably qualified and certificated (full or provisional), but where there are no suitable qualified candidates there is the option of seeking 'Limited Authority to Teach (LAT)' for an applicant who the school deems to have the skills they need, but who is not formally qualified or certificated. A LAT is only valid for a set period of time, so is not a permanent option.

**Notes on financial incentives to attract teachers to socio-economically disadvantaged public schools:** Teachers in socio-economically disadvantaged schools of certain school types (those providing both primary and secondary schooling) in certain regions are eligible for an additional allowance under their respective collective employment agreement(s). Principals receive a higher salary (compared to principals of other schools of the same size) while they remain principals of socio-economically disadvantaged schools. Other financial incentive refers to financial indirect (relocation allowance which includes transportation assistance, etc.), though teaching in socio-economic disadvantaged schools is not the sole eligibility criteria for this incentive.

Under the Voluntary Bonding Scheme, newly graduated teachers may apply for a payment towards their student loans if they are employed in specific socio-economically disadvantaged schools. Payments are made after the third, fourth- and fifth-year teaching at an eligible school. However, teaching in socio-economic disadvantaged schools is one of several eligibility criteria for this initiative.

**Notes on means specifically to attract teachers to socio-economically disadvantaged public schools:** Schools are funded for the allowances indicated in the financial incentives for teachers, for teachers funded from school staffing entitlements but not for teachers funded from school operating grants. Some school funding depends on socio-economic disadvantage. Schools may use this as they choose, and the way it is used may make the school a more attractive place to teach. Small and isolated schools may receive more assistance with ICT infrastructure, and often these happen to be more socio-economically disadvantaged than other schools. Greater involvement in teacher hiring decisions does not apply as all New Zealand schools make their own hiring decisions, not just socio-economically disadvantaged schools.

**Notes on how official documents determine socio-economically disadvantaged schools:** Until 2022 schools were categorised into 10 socio-economic 'deciles' based on census information about five socio-economic variables. From 2023, New Zealand is shifting to an Equity Index, based on 37 socio-economic variables that are predictive of education outcomes, with a scale ranging from 344 to 569 (higher values indicating more socio-economic barriers). The index determines schools' "Equity funding" according to a funding curve. The initiatives above are yet to be transitioned to the Equity Index. Further information can be found [here](https://www.education.govt.nz/our-work/changes-in-education/equity-index/).

#### Norway

**Notes on interpretation:** Socio-economically disadvantaged public schools are not delineated in the Norwegian system. Therefore, Incentive for teachers and support for schools to attract teachers to socio-economically disadvantaged public schools cannot be answered because this question does not apply.

#### Palestinian Authority

**Source of data:** Ministry of Education / General Directorate of Human Resources / Employment Criteria 2021/2022.

**Notes on criteria considered for selection among more than one candidate for a teaching position:** Scores depend on the candidate's qualification: Bachelor, MA/MSc, Ph.D. Other criteria include scores in *Tawjehi* exam (like matriculation exam at the end of high school), scores in tertiary degree programmes, scores in employment test.

If a teacher works for one year or more in place of another teacher who is away for vacation/travel/leave etc., then he/she will sign a contract for this duration. However, if the replacement duration is less than one year, he/she will not sign a contract, and in future all alternative teachers will have scores for that work during the process of recruitment and allocation of new teachers.

Notes on financial incentives to attract teachers to socio-economically disadvantaged public schools: Other financial incentive include cost of transportation.

#### Panama

**Source of data:** Ministry of Education ([link](https://www.meduca.gob.pa/))

**Notes on criteria considered for selection among more than one candidate for a teaching position:** Other criterion refer to education accumulated points. Every certification/degree of continuous education that the teacher/professor takes, is uploaded to the Ministry of Education Database, and is used to add points for eligibility when a vacancy is opened; the higher number of points will result on advantage for several candidates to the same vacancy.

#### Paraguay

**Source of data:** Ministry of Education - [Resolution Number 1331-2022](https://mec.gov.py/talento/cms/wp-content/uploads/2022/11/1331-2022-ZARATE.pdf); [Law Number 1725-01](https://mec.gov.py/talento/cms/wp-content/uploads/2019/07/LEY-1725-01-Estatuto-del-Educador.pdf); [Resolution Number 2031](https://mec.gov.py/talento/cms/adjuntos/resolucion_2031_2a_parte.PDF)

**Notes on interpretation:** The Ministry of Education does not have the categorization of socio-economically disadvantage schools. As there is no relevant official document, therefore "not specified" is used to respond to many items. The data on incentive for teachers and support for schools to attract teachers were provided with data from public school teachers and the Director of Planification Department has confirmed the reported data.

**Notes on criteria considered for selection among more than one candidate for a teaching position:** Candidate's qualifications are considered to be the first criterion to take in consideration if there is more than one candidate that has achieved equal total of point of the requirements to get the teaching position. Years of candidate's teaching experience in schools is considered additionally but not prioritised (Ministerial Resolution Number 1331-2022 - page 8)

#### Peru

**Source of data:** Law No. 29944 (Teacher Reform Law)

**Notes on criteria considered for selection among more than one candidate for a teaching position:** Law No. 29944 Teacher Reform Law (LRM) regulates the assignment of teachers in public educational institutions. Thus, to work in a public educational institution, the teacher can be either appointed or hired within the framework of the regulation of the Public Teaching Career (CPM). Teachers who wish to belong to the CPM must submit a public admission contest, which is carried out in two stages. In the first stage, general skills (reading comprehension and logical reasoning) and pedagogical knowledge are evaluated through a paper and pencil test. Teachers who pass the minimum scores in this test access the second stage. In this, the pedagogical competence is evaluated. For this, the teacher must carry out a learning activity and pass an interview. Additionally, at this stage the teacher's trajectory is evaluated; that is, their academic training, their recognitions and their years of experience as a teacher are considered. Those who do not pass the entrance evaluation and, therefore, fail to be appointed at the CPM, can be hired for a limited time period according to the order of merit obtained in the first stage.

In the public competition for admission to the CPM, the teacher chooses the educational institution(s) in which he wishes to be evaluated in the second stage. Thus, he competes with his peers who have made the same choices. In the end, the teacher who obtains the highest score enters the CPM and obtains a place in the educational institution in which he was the winner.

In the case of private educational institutions, the teacher is hired directly by the educational institution. For this, it is necessary to have the pedagogical title. Professionals with degrees other than education may teach in curricular areas related to their training.

**Notes on financial incentives to attract teachers to socio-economically disadvantaged public schools:** There are temporary economic assignments for teachers who provide services in educational institutions located in rural areas, border areas or in the VRAEM area (valleys of the Apurímac, Ene and Mantaro rivers); as well as in single-teacher, multigrade or bilingual educational institutions. They receive these allowances while they work in educational institutions with these characteristics and stop receiving them when they transfer to another institution that does not have the same characteristics.

**Notes on in-kind incentives to attract teachers to socio-economically disadvantaged public schools:** The teachers are categorised by teaching scales (from the first to the eighth teaching scale), previous evaluation (exam) and permanence (in years). In each magisterial scale, they can ascend to a higher scale. The higher the magisterial scale, the higher the remuneration they receive. For those who work in educational institutions located in rural or border areas, the number of years spent in one scale to move up to another is reduced.

**Notes on how official documents determine socio-economically disadvantaged schools:** There is no official definition of socio-economically disadvantaged public schools. However, the Teacher Reform Law establishes different benefits for teachers who provide services in educational institutions that are distinguished by their location (located in rural areas, border areas and in the VRAEM (valleys of the Apurímac, Ene and Mantaro rivers)) or type (e.g. single-teacher, multigrade and bilingual educational institutions).

#### Philippines

**Source of data:** DepEd Order No. 7, s. 2023 or the Guidelines on Recruitment, Selection, and Appointment in the Department of Education; DepEd Order No. 19, s. 2022 or the Merit Selection Plan of the Department of Education; DepEd Order No. 29, s. 2021 or the Guidelines on the Provision of Special Hardship Allowance for Public School Teachers; DepEd Memorandum No. 59, s. 2019 or the Prioritizing the Development of the Last Mile Schools)

**Notes on criteria considered for selection among more than one candidate for a teaching position:** The responses are based on DepEd Order No. 19, s. 2022 and DepEd Order No. 7, s. 2023 and DepEd Order No. 7, s. 2023 (Education; Training; Experience; Board Examination or Licensure Examination Rating; Classroom Observable Indicators; Non-classroom Observable Indicators).

**Notes on financial incentives to attract teachers to socio-economically disadvantaged public schools:** Temporary salary supplement and other incentives refer to Special Hardship Allowance (DepEd Order No. 39, s. 2021).

**Notes on means specifically to attract teachers to socio-economically disadvantaged public schools:** Additional funding for teacher allowances/bonuses refer to Special Hardship Allowance (DepEd Order No. 39, s. 2021). Additional funding for the school physical infrastructure and facilities and for the school ICT infrastructure are covered under Last Mile School Program (DepEd Memorandum No. 59, s. 2019).

**Notes on how official documents determine socio-economically disadvantaged schools:** Hardship Post refers to a workstation such as Public School/Community Learning Center, located in areas characterized by extraordinarily hard, uncomfortable and extreme difficulties based on the hardship factors measured by Hardship Index. The Hardship Index (HI) refers to any number from 0 to 1 representing the degree of hardship of a particular school combining all the variables identified as hardship factors; time and cost of transportation from school to Schools Division Office (SDO), human violence, availability of temporary learning spaces, level of poverty, and availability of basic amenities and services (telecommunication, water and electricity services).

#### Poland

**Source of data:** Act of 26/01/1982 on the Teachers' Charter, with further amendments

**Notes on criteria considered for selection among more than one candidate for a teaching position:** Official documents do not determine the criteria for ranking candidates in teacher recruitment. In general, the position of teacher may be held by a person who (i) has a university degree with teaching qualifications; (ii) respects basic moral principles; and (iii) meets health conditions necessary to practice the teacher profession. The school headmaster selects the appropriate person among the candidates. The choice may be based on qualifications or experience, etc.

**Notes on financial incentives to attract teachers to socio-economically disadvantaged public schools:** Special permanent salary increase is available for teachers working in rural areas (additional 10% of salary).

#### Qatar

**Source of data:** Ministry Database (Teacher Affair Office)

**Notes on criteria considered for selection among more than one candidate for a teaching position:** Years of candidate's teaching experience in schools is considered in both recruitment and allocation of teachers. Years of candidate's teaching experience in a particular type of schools is not mandatory but applicable when presented. Candidate's qualifications is considered only in recruitment phase. Evaluations of the candidate in previous position(s) is considered in teacher allocation. Candidate's preferences are considered in allocation only within the optional transfer time in March every year. Other criterion refers to age of the candidate.

#### Romania

**Source of data:** [Methodology of recruitment](http://titularizare.edu.ro/2021/info/metodologie/metodologie.html) (Ministry of Education, 2021)

**Notes on criteria considered for selection among more than one candidate for a teaching position:** The Methodology of recruitment gathers several official documents that are reviewed by the Ministry of Education every year. Other criterion refers to the candidate's results in a selection exam.

**Notes on financial incentives to attract teachers to socio-economically disadvantaged public schools:** The local authorities support commuting teachers (travel expenses reimbursement). The financial support depends on the local available funding.

**Notes on in-kind incentives to attract teachers to socio-economically disadvantaged public schools:** Projects targeting education in disadvantaged areas (funded by EEA, Norway Grants, European Social Fund) have been implemented in various counties/regions with the aim of supporting teachers (additional opportunities for professional development).

**Notes on how official documents determine socio-economically disadvantaged schools:** Only at lower secondary level, disadvantaged schools are identified by means of the School Vulnerability Index, which is composed of 5 indicators (ratios): number of grade 8 graduates out of number of grade 8 enrolled students; number of 8 grade students who sat the Final National Exam out of number of grade 8 graduates; number of drop-outs and grade retention students out of total number of students in the school; number of students whose grade are less than 6 in the Final National Exam out of number of students who sat the Exam; and, number of supply teachers out of total number of teachers in the school.

#### Saudi Arabia

**Source of data:** Bureau of Experts at the Council of Ministers ([link](https://laws.boe.gov.sa/BoeLaws/Laws/LawDetails/31823b35-4dea-42c0-bc1b-a9a700f2417c/1) accessed 3  January 2023)

Notes on financial incentives to attract teachers to socio-economically disadvantaged public schools: Permanent salary increase is applicable only to teachers who serve in remote and difficult areas.

#### Serbia

**Source of data:** Law on the Fundamentals of the Education System (Official Gazette of the Republic of Serbia, No. 88/17-3, 27/18-3, 10/2019-5, 6/20, 129/21)

**Notes on criteria considered for selection among more than one candidate for a teaching position:** Law on the Fundamentals of the Education System prescribes the required qualifications for the teaching profession, which the candidate must meet in order to work as a teacher. The school principal issues a special act that prescribes the criteria for ranking candidates for the position of teacher. Schools may have different ranking criteria.

#### Singapore

**Source of data:** Singapore Ministry of Education

**Notes on interpretation:** The Singapore Ministry of Education (MOE) centrally recruits and deploys teachers to all public schools. Teachers are deployed to schools based on school needs e.g., specific vacancy at the school (e.g., in terms of teaching subject or non-curricular duties). Teachers who have served in a school can also apply to work in another school, with school leaders advertising their vacancies and interviewing the suitability of teachers for their school. All teachers in public schools are placed on the same salary scheme. Because MOE centrally pays teachers, there are no specific financial or in-kind incentives offered to teachers to teach in any particular school, and these incentives are not needed to ensure socio-economically disadvantaged schools are able to attract teachers.

**Notes on means specifically to attract teachers to socio-economically disadvantaged public schools:** MOE Headquarters (HQ) actively encourage HQ Education Officers to take up positions in schools with higher needs.

**Notes on how official documents determine socio-economically disadvantaged schools:** MOE allocates additional resources to schools under the UPLIFT Enhanced School Resourcing programme to support whole-school approaches and targeted intervention for students with greater needs. Schools are identified for the programme based on various indicators such as the financial and family profile of its students and absenteeism rates.

#### Slovak Republic

**Source of data:** [School legislations](https://www.minedu.sk/12272-sk/zakony/); [Law on employees in pedagogical and professional positions at schools](https://www.slov-lex.sk/pravne-predpisy/SK/ZZ/2019/138/)

**Notes on criteria considered for selection among more than one candidate for a teaching position:** Only general criteria are stated by law: qualification to teach at certain school type, integrity, knowledge of national language and health fitness.

#### Spain

**Source of data:** [Organic Law 2/2006](https://www.boe.es/buscar/act.php?id=BOE-A-2006-7899), of May 3, on Education, consolidated version

**Notes on criteria considered for selection among more than one candidate for a teaching position:** Autonomous communities maintain two different list for teaching positions. One list for not fully qualified teachers covering temporary positions and another one for fully qualified teachers. These teachers are ranked according to different criteria listed below. Extra responsibilities are rewarded with extra point to rank the teachers (class teacher, coordinator positions, participation in CPD programmes, etc.)

**Notes on means specifically to attract teachers to socio-economically disadvantaged public schools:** Schools with socio-disadvantaged students or schools with a high number of students in risk of dropout have access to special programmes to support the schools or the students.

**Notes on how official documents determine socio-economically disadvantaged schools:** Autonomous communities identify some schools as "particularly difficult schools". These schools may be located in rural/isolated areas, socio-economically disadvantaged areas or that teachers avoid for different reasons, within others.

#### Sweden

**Source of data:** [Ordinance on State Grant for Education Equity](https://www.riksdagen.se/sv/dokument-lagar/dokument/svensk-forfattningssamling/forordning-201849-om-statsbidrag-for-starkt_sfs-2018-49); [Ordinance on State Grant for Career Positions](https://www.riksdagen.se/sv/dokument-lagar/dokument/svensk-forfattningssamling/forordning-20191288-om-statsbidrag-till_sfs-2019-1288)

**Notes on means specifically to attract teachers to socio-economically disadvantaged public schools:** At lower secondary level (ISCED 24), the State Grant for Education Equity (*Statsbidrag för likvärdig skola*) provides additional funding for teacher allowances/bonuses, for the school physical infrastructure and facilities and for the school ICT infrastructure. At lower and upper secondary education (ISCED 24 and 34), the State Grant for Career Positions (*Statsbidrag för karriärtjänster*) is used for salaries for specific teaching positions. Greater autonomy in curriculum and evaluation decisions is not possible as the curriculum is developed and decided at national level, not at teacher/school level.

**Notes on how official documents determine socio-economically disadvantaged schools:** For the purpose of allocating the State Grant for Education Equity (*Statsbidrag för likvärdig skola*) a socio-economic index is used. It is calculated at the school level, and it uses variables such as: level of education and income of student's guardian, number of siblings in student's home, student's sex, etc. The published list includes all schools at lower secondary level but does not include categorisations (such as disadvantaged or not disadvantaged).

#### Switzerland

**Source of data:** Swiss Conference of Cantonal Ministers of Education

**Notes on how official documents determine socio-economically disadvantaged schools:** A minority of cantons (with important socio-economic disparities between communities) use a social index for the allocation of number of teachers to schools.

#### Chinese Taipei

**Source of data:** [Act for Education Development of Schools in Remote Areas](https://edu.law.moe.gov.tw/EngLawContent.aspx?lan=E&id=293&KW=%e5%81%8f%e9%81%a0%e5%9c%b0%e5%8d%80)

**Notes on how official documents determine socio-economically disadvantaged schools:** The term 'schools in remote areas' means public schools at senior high school level or below which lack educational resources due to transportation, culture, amenities, internet access, social-economic conditions, or other factors (Article 4 of the Act for Education Development of Schools in Remote Areas)

#### Türkiye

**Source of data:** Ministry of National Education ([link](https://www.mevzuat.gov.tr/mevzuat?MevzuatNo=20694&MevzuatTur=7&MevzuatTertip=5))

**Notes on interpretation:** First-time appointed teachers in Türkiye have to work for a certain number of years in schools located in the regions designated as compulsory service area. In this context, six different service areas have been defined and service areas 4, 5 and 6 are defined as compulsory working areas. In addition, teachers working in schools in the defined service areas receive service points every year in return for their duties. When teachers want to be appointed to other provinces or schools, they are appointed according to their service score. For this reason, the service score is important in terms of relocating teachers.

**Notes on criteria considered for selection among more than one candidate for a teaching position:** As of 2016, the Ministry's need for teachers is met by employment of contracted teachers according to the additional article 4 of the Decree No. 652. An oral exam for candidate teachers is held by the Ministry and candidates up to three times the number of candidates for each position take the oral exam provided that they are placed in the order of KPSS (Public Personnel Selection Examination) scores. Candidates are employed according to the order of success of the oral exam.

**Notes on financial incentives to attract teachers to socio-economically disadvantaged public schools:** The sixth paragraph of the Article 40 of Regulation on Teacher Appointment and Relocation of the Ministry of National Education states that: "From the teachers who have completed the compulsory work obligation, those who continue to work in the educational institutions where compulsory work is foreseen, and after working in the educational institutions where compulsory work is not foreseen, the period of their duty in the educational institutions where compulsory work is foreseen for various reasons is limited and by taking into account the score foreseen for the service area they are working in, it is determined by increasing 50% for each year."

**Notes on how official documents determine socio-economically disadvantaged schools:** According to the Regulation on Teacher Appointment and Relocation of the Ministry of National Education, three service regions are formed by grouping the provinces that are similar in terms of geographical situation, economic and social development level, transportation conditions and meeting the service requirements. Educational institutions that are similar in terms of difficulty in assigning and employing teachers are also grouped and divided into six service areas. Those in the 1st, 2nd and 3rd service areas of educational institutions are out of the scope of compulsory work; Those in the 4th, 5th and 6th service areas are within the scope of compulsory work obligation.

#### Ukraine

**Source of data:** [State Law on Education](https://zakon.rada.gov.ua/laws/show/2145-19#Text); [State Law on General Secondary Education](https://zakon.rada.gov.ua/laws/show/463-20#Text)

**Notes on interpretation:** The schools in Ukraine are not categorised as socio-economically disadvantaged or advantaged. Local education authorities can motivate teachers to work in particular schools, but that is not connected to the advantaged/disadvantaged status of schools. This is just a way to motivate talented / young professionals. A lot of schools in Ukraine are lacking teachers so local authorities use local funds to motivate teachers to keep working in particular schools.

**Notes on criteria considered for selection among more than one candidate for a teaching position:** The laws deal with the general requirements for the positions of teaching staff, which are detailed in the professional standards, and also state that a competition can be held if there are more candidates.

#### United Arab Emirates

**Source of data:** [Qualifications to be a teacher](https://u.ae/ar-ae/information-and-services/education/school-education-k-12/joining-k-12-education/qualifications-to-be-a-teacher) (Official Portal of the UAE Government)

**Notes on interpretation:** No schools are classified socio-economically disadvantaged schools. Therefore there is no national regulation on incentives for teachers and support for schools to attract teachers to socio-economically disadvantaged schools.

**Notes on criteria considered for selection among more than one candidate for a teaching position:** Other criteria refer to certificate of criminal investigation or good conduct, and medical fitness certificate.

#### England (United Kingdom)

**Source of data:** [Levelling up premium payments for teachers](https://www.gov.uk/guidance/levelling-up-premium-payments-for-teachers)

**Notes on criteria considered for selection among more than one candidate for a teaching position:** Decisions on recruitment of teachers is done on individual school or academy trust level, not by government.

**Notes on financial incentives to attract teachers to socio-economically disadvantaged public schools:** One-time bonus refers to Levelling Up Premium. Teachers of priority subjects (maths, chemistry, physics and computer science) in the first five years of their career can claim an incentive payment of up to GBP 3 000 annually.

**Notes on how official documents determine socio-economically disadvantaged schools:** There is not a specific official document that categorises schools as socio-economically disadvantaged. Also schools are not categorised as disadvantaged in any publications, though pupils are categorised as disadvantaged and publish how many disadvantaged pupils each school has (through pupil premium funding allocations).

#### Northern Ireland (United Kingdom)

**Source of data:** Department of Education Northern Ireland documents; [Free school meal entitlement](https://www.education-ni.gov.uk/sites/default/files/publications/education/Free%20School%20Meal%20Entitlement%20202122.pdf)

**Notes on interpretation:** Teachers are employed by the Board of Governors (BoG) for each school setting, BoG decide the staffing complement for their school within the delegated budget for which they also have responsibility; with the recruitment, selection and appointment of teachers carried out in conjunction with the relevant employing authority (the Education Authority (EA), the Council for Catholic Maintained Schools (CCMS)). The employing authorities also provide HR consultancy and advice & guidance. In the case of Voluntary Grammar and Grant Maintained Integrated schools the individual BoG is both the employer and the employing authority.

**Notes on how official documents determine socio-economically disadvantaged schools:** Free School Meal entitlement is used as an indicator across the system. An average across each sector (e.g. primary, post-primary and special) enables stakeholders to see whether a school is above below the average.

#### Wales (United Kingdom)

**Source of data:** Welsh Government documents

**Notes on criteria considered for selection among more than one candidate for a teaching position:** Arrangements for recruiting teachers set out in the [Staffing of Maintained Schools Regulations](https://www.gov.wales/sites/default/files/publications/2018-03/10-staffing.pdf) and in the [guidance to Governing Bodies](https://www.legislation.gov.uk/wsi/2006/873/contents/made). Local decisions made by schools and local authorities.

**Notes on financial incentives to attract teachers to socio-economically disadvantaged public schools:** Permanent salary increase is to be determined by individual schools and local authorities in accordance with the [School Teachers Pay and Conditions (STPC(W)D)](https://www.gov.wales/school-teachers-pay-and-conditions-wales-document-2022).

**Notes on means specifically to attract teachers to socio-economically disadvantaged public schools:** School funding is a matter for local authorities ([link](https://www.gov.wales/school-funding)).

#### Scotland (United Kingdom)

**Source of data:** General Teaching Council for Scotland ([link](https://www.gtcs.org.uk/student-teachers/applying-for-provisional-registration/probation-allocations/))

**Notes on interpretation:** There is a Remote Schools Allowance and Distant Islands Allowance that is paid on top of teacher salaries in some rural and island schools, which can include socio-economically disadvantaged public schools. However, all schools in these areas would not be classified as being ‘socio-economically disadvantaged’ for the purpose of this data collection.

#### United States

**Source of data:** U.S. Department of Education [Title I Guidance](https://www2.ed.gov/programs/titleiparta/index.html) and [its non-regulatory guidance](https://www2.ed.gov/policy/elsec/leg/essa/essaswpguidance9192016.pdf)

**Notes on interpretation:** Additional comments below cite Title I as an example of national legislation that is targeted to economically disadvantaged schools; however, most school funding comes from state and local sources. State and local governments may also have funding formulas that provide additional funds for economically disadvantaged schools and school districts. These funding formulas and definitions differ across the 50 states. Local jurisdictions have some discretion in how they use the Title I funding, which may or may not flow to teachers directly.

Notes on criteria considered for selection among more than one candidate for a teaching position: State and local regulations, guidance, and practices determine hiring procedures.

**Notes on financial incentives to attract teachers to socio-economically disadvantaged public schools:** Title I funds, as well as state and local funds, can be used for recruitment and retention of effective teachers, particularly in high-need subjects, but how these funds are used is determined at the state or local level.

Notes on in-kind incentives to attract teachers to socio-economically disadvantaged public schools: In-kind incentives are determined at the state or local level.

**Notes on means specifically to attract teachers to socio-economically disadvantaged public schools:** Title I funding, as well as state and local funds, can be used to provide stipends for teachers and principals outside of contract hours or to hire additional staff. Title I funding can be used to improve instructional software and technology, to improve curriculum materials and instructional support (autonomy in curriculum and evaluation decisions vary by state and school district), and for any activity that supports the needs of students in the school as identified through a comprehensive needs assessment and articulated in a schoolwide plan, but cannot be used for construction, remodelling, or renovation projects.

Some states and school districts offer teachers financial incentives to teach at high-poverty schools. State and local funding may also be used on ICT infrastructure to support socio-economically disadvantaged public schools. State and local governments may have other types of state and locally funded incentives to support socio-economically disadvantaged public schools. However, the primary goal of these funding is typically to support students, rather than attract teachers. Principals in some types of schools may be granted more flexibility in hiring new teachers, which could include hiring teachers without standard credentials.

**Notes on how official documents determine socio-economically disadvantaged schools:** There is a definition of economically disadvantaged children for Title I funding purposes, but states may use other criteria for supplemental funding from state and local sources. Title I funding is a national level funding stream allocated to schools and district serving economically disadvantaged students. Though many schools may receive some Title I funds, schools in which children from low-income families make up at least 40 percent of enrolment are designated as Title I schools and eligible to use Title I funds to operate schoolwide programs that serve all children in the school in order to raise the achievement of the lowest-achieving students.

#### Uruguay

**Source of data:** National Administration of Public Education (ANEP)

**Notes on criteria considered for selection among more than one candidate for a teaching position:** Years of candidate's experience teaching in secondary schools in the education system, not in a particular school, are considered.

#### Uzbekistan

**Source of data:** Resolution of the Ministry of Public Education of the Republic of Uzbekistan, the Ministry of Finance of the Republic of Uzbekistan, the Ministry of Health of the Republic of Uzbekistan, No. 3271 registered on 30 June 2020

**Notes on interpretation:** Educational institutions are not determined as socio-economically "disadvantaged" or "advantaged". All public schools are considered the same. Therefore all the responses on incentive and support are responded as "not specified".

**Notes on criteria considered for selection among more than one candidate for a teaching position:** The schedule of class hours formed by general education institutions is reviewed by the pedagogical council of the general education institution, and class hours are allocated to teachers based on the priority sequence including past experiences leading talented students in international/national competitions, master's degree in pedagogical field, international certificates specialising in foreign languages and STEAM subjects etc.

Regulations on home-schooling (Table B3.6.1)

List of tables

* Table B3.6.1: Regulations regarding home-schooling in compulsory secondary general programmes (2022)

Definitions

**Home-schooling** is one form of private schooling. Some countries and economies allow home-schooling when it conforms to established regulations. Home-schooling involves the education of children at home, typically by parents but sometimes by tutors, which meets compulsory school requirements. Where permitted, home-schooling replaces compulsory education delivered at a school and it qualifies students for formal schooling at higher levels. However, supplemental instruction from parents or tutoring at home is not considered home-schooling if it supplements or supports compulsory education delivered at a school. In addition, home-schooling in this data collection does not refer to distance learning at home as a consequence of school closures due to the COVID-19 pandemic.

Notes and sources specific to data on each country/economy

#### Albania

**Source of data:** Ministry of Education and Sport

**Notes on interpretation:** Home-schooling is allowed only for a certain category of students. These students find it impossible to attend school because of blood feuds, a phenomenon that occurs in rural areas of the country. Currently there are no students who are in such conditions, but in the past, there have been cases and the Ministry of Education and Sports provided the textbooks and the teacher who went to the houses where these students were confined for fear of blood feud.

#### Australia

**Notes on interpretation:** State and territory education authorities are responsible for schooling and accredit and regulate arrangements that must be observed by parents who register their children for home-schooling. Parents must supply the proposed curriculum they will deliver to the authority for approval, and they will usually be subject to visits by the authority. Each jurisdiction has different rules and regulations which apply.

**Notes on interpretation:** There are no national requirements for home-schooling.

#### Austria

**Source of data:** § 11 Abs 2 des Schulpflichtgesetzes (SchPflG); Familienlastenausgleichsgesetz

#### Baku (Azerbaijan)

**Source of data:** Ministry of Science and Education

**Notes on interpretation:** Home-schooling is possible in the case of having some kind of disease.

According to the Resolution No. 108 of the Cabinet of Ministers of the Republic of Azerbaijan dated 15.04.2015, parents or other legal representatives of those involved in home education are given an allowance of AZN 20 per month for taking their children to and from health and rehabilitation centres and medical institutions. Indirectly, this impacts home-schooled students' attendance in the lessons.

#### Flemish Community (Belgium)

**Source of data:** Official regulations Flemish Community/Flemish Ministry for Education and Training

**Notes on interpretation:** There are possibilities to receive support from the school for children who are sick for a longer period of time. But that is not home schooling; the pupil is still enrolled in the school.

#### French Community (Belgium)

**Source of data:** [Code for Pre-Primary, Primary and Secondary Education](https://www.gallilex.cfwb.be/document/pdf/49466_021.pdf) (2019); [*Indicateurs de l'enseignement 2022*](http://enseignement.be/index.php?page=28610&navi=4936), pp. 32-33.

**Notes on interpretation:** This mode of education is governed by Articles 1.7.1-12 of the Code for Pre-Primary, Primary and Secondary Education which sets out the conditions and covers children educated at home *stricto sensu* (75%) as well as children enrolled in private schools whose education is not officially acknowledged (25%). Home-schooled children (and considered as such) account for 0.44% of compulsory school age children in the French Community of Belgium. They represent a very small proportion of pupils, slowly growing in recent years (*Indicateurs de l'enseignement 2022*, pp. 32-33)

#### Brunei Darussalam

**Source of data:** Department of Schools, Department of Private Education & Department of Islamic Education

#### Bulgaria

**Source of data:** Ministry of Education and Science

#### Canada

**Source of data:** Provincial Education Acts; provincial policy frameworks and memorandums; local school board policies

**Notes on interpretation:** Regulations regarding home-schooling allowances, along with financial and in-kind support, vary across the provinces.

#### Chile

**Source of data:** Ministry of Education ([link](https://www.ayudamineduc.cl/ficha/examenes-libres-menores-de-18-anos-11))

**Notes on interpretation:** The Chilean Constitution gives the right and duty to parents for the education of their kids. Under this frame, every family can choose to their children a home-schooling project. The students under 18 years and over 18 years have to register in order to take a national examination to certificate knowledges and skills for every grade of home-schooling (one grade every year), except the first four grades of primary education which can be assessed in only one year. There are two specific periods of two weeks every year to take the exam. One period is for any grade of primary and secondary education, and the other period is specific for the last grade of secondary education which is a requirement for tertiary education.

#### Colombia

**Source of data:** Ministry of Education

#### Cyprus

**Source of data:** Department of Secondary General Education

**Notes on interpretation:** Home-schooling is provided for students who cannot attend school because of illness or psychological matters after the approval of the District Committee for Special Education.

#### Czech Republic

**Source of data:** Act No. 561/2004 Collection of Law, on Pre-School, Basic, Secondary, Tertiary Professional and Other Education (Education Act)

**Notes on interpretation:** According to the Education Act, the school principal allows individual schooling (which involves home-schooling) if there are serious reasons for it. The most frequent reasons are the pupil's health does not allow him to attend school, frequent business trips of parents, conflicts (student - teacher, stress, bullying), special education needs, extraordinary talent. The law does not specify how education will be organised and it can be assumed that in some cases, home-schooling can be combined with school attendance. This is also supported by the data from the Czech School Inspectorate. The Ministry support schools to make an arrangement between the school and the educator so that all legal conditions are fulfilled.

#### Denmark

**Source of data:** [Act on Private Independent Schools and Private Schools](https://www.retsinformation.dk/eli/lta/2022/1166)

#### El Salvador

**Source of data:** General Education Law, Childhood and Youth Protection Law.

#### Estonia

**Source of data:** [Conditions and procedure for home-schooling and hospital education](https://www.riigiteataja.ee/akt/106032018001)

**Notes on interpretation:** Home-schooling permitted as a legal means of providing compulsory education only for health reasons or if requested by the parent. Schools are autonomous and can regulate such issues with the family on enrolling their child in a public or government-dependent private educational institutions part-time and provide remaining education in the home. The child can follow individual curriculum.

#### Finland

**Source of data:** Finnish National Agency for Education; Legislation for Basic Education, Act 21.8.1998/628

#### France

**Source of data:** [Instructions for families](https://www.service-public.fr/particuliers/vosdroits/F23429)

**Notes on the change in regulations regarding home-schooling since  January 2020:** Regulations regarding home-schooling changed in  February 2022. Home-schooling requirements are now more constraining, and families must receive institutional approval. In addition, there are more frequent controls (see [link](https://www.legifrance.gouv.fr/codes/section_lc/LEGITEXT000006071191/LEGISCTA000045175564) for more information).

#### Georgia

**Source of data:** Ministry of Education and Science of Georgia

#### Greece

**Source of data:** Law 2413/2016 (FEK Α' 124/17-06-1996) and Ministerial Decision 79942/ΓΔ4/21-05-2019

**Notes on interpretation:** A certain degree of home-schooling is permitted and provided to children who are not able to attend school for some time due to serious health problems or other exceptional reasons. It is delivered by state schoolteachers who teach the child at home/hospital. When the pupil is able to attend school, he/she sits the end-of-year examinations to move to the next grade.

#### Indonesia

**Source of data:** Regulation of MOEC [No 129, 2014](https://jdih.kemdikbud.go.id/detail_peraturan?main=982)

**Notes on interpretation:** The Regulation of MOEC No 129, 2014 explains that home schooling is an expansion of quality education access and a guarantee of legal protection for families and the environment that organises informal education.

#### Iceland

**Source of data:** *Reglugerð um heimakennslu á grunnskólastigi*, nr. 531 (2019) (Regulation on home schooling at the primary school level)

#### Ireland

**Source of data:** G[uidelines on the assessment of education in places other than recognised schools](https://www.tusla.ie/uploads/content/guidelines_assessment_education_outside_schools.pdf); [Information on financial supports](https://www.citizensinformation.ie/en/education/the_irish_education_system/home_education.html)

#### Israel

**Source of data:** Ministry of Education

**Notes on interpretation:** The parents put out a request to the Ministry of Education in which they ask for their child to be excluded from the Compulsory Education Law. The reasons could be either (i) their worldview or perception that parents should be responsible of their children's education and that they are fully committed to provide the child with the needed education and skills according to the Ministry of Education requests; or (ii) due to special educational needs or illness of their child. In both cases, the parents sign a declaration in which they elaborate how they will provide the educational needs to the child and that they are fully aware of all the consequences.

Notes on the change in regulations regarding home-schooling since January 2020: The changes were:

* The deadline for submitting an application for home-schooling has been changed and ended on  April 30 instead of submitting it any time during the academic year.
* The parents have to sign a declaration that they are aware of all the consequences of home-schooling.
* The Ministry of Education elaborated the language skills should be provided to the child and considered as compulsory for home-schooling children, to facilitate this to the parents.

#### Italy

**Source of data:** *Decreto legislativo 16  Aprile 1994*, n.297 [Legislative Decree No. 297 of 16  April 1994] (esp. art. 111); *Legge 11 ottobre 1990,* n. 289 [Law No. 289 of 11 October 1990]

#### Jamaica

**Source of data:** Ministry of Education and Youth

**Notes on interpretation:** Some circumstances for permitting as a legal means of providing compulsory education include religious affiliation and special educational needs of children.

#### Jordan

**Source of data:** Ministry of Education ([link](https://moe.gov.jo/sites/default/files/344_brnmj_ldrst_lmnzly.pdf))

**Notes on interpretation:** There is a direct support by the Ministry of Education to some institutions to support home schooling.

**Notes on the change in regulations regarding home-schooling since  January 2020:** Modifications allowed compatibility with pandemic conditions. During the pandemic, schools were closed for long periods, and distance learning became for all students using electronic learning platforms such as DARSAK platform. Then, after the severity of the pandemic subsided, the study method was by rotation. That is, generally part-time learning in schools is not allowed, but during the pandemic, students were divided into groups to ensure physical distancing, so that one group of students attended certain days of the week and the other group attended the remaining days. The study is now back as it was before, as all students in Jordan study in presence now.

#### Kazakhstan

**Source of data:** Law of the Republic of Kazakhstan dated July 27, 2007, [No. 319-III](https://adilet.zan.kz/eng/docs/Z070000319_). On education; On approval of state compulsory standards for preschool education and training, primary, basic secondary and general secondary, technical and vocational, post-secondary education. Order of the Minister of Education of the Republic of Kazakhstan dated August 3, 2022 [No. 348](https://adilet.zan.kz/rus/docs/V2200029031); On amendments and additions to the order of the Minister of Education and Science of the Republic of Kazakhstan dated October 30, 2018 No. 595 "On approval of the Model Rules for the Activities of Educational Organizations of the Relevant Types". Order of the acting Minister of Education and Science of the Republic of Kazakhstan dated December 29, 2021, No. 614. Registered with the Ministry of Justice of the Republic of Kazakhstan on December 30, 2021, [No. 26280](https://adilet.zan.kz/rus/docs/V2100026280#z2094); Rules for the provision of the state service "Reimbursement of costs for home-schooling children with disabilities". On some issues of the provision of public services in the social and labour sphere. Order of the Minister of Labour and Social Protection of the Population of the Republic of Kazakhstan dated March 25, 2021, No. 84. Registered with the Ministry of Justice of the Republic of Kazakhstan on March 26, 2021, [No. 22394](https://adilet.zan.kz/rus/docs/V2100022394#z292); [Constitution of the Republic of Kazakhstan](https://adilet.zan.kz/eng/docs/K950001000_), Article 30.

**Notes on interpretation:** Upper secondary education is considered as compulsory education in the context of home-schooling, because the Constitution of the Republic of Kazakhstan (Article 30) states that secondary education (including upper secondary education) is obligatory to Kazakhstani citizens.

According to the Law on Education, for citizens who due to health reasons cannot attend secondary education organizations for a long time, individual free education is organized at home or in organizations providing inpatient care, as well as restorative treatment and medical rehabilitation. Since home-schooling is permitted only in exceptional cases, there are special educational institutions that provide special conditions of providing education when the student is unable to attend the educational institution for a long time due to health reasons. In these special educational institutions, combined format of education (home-schooling, free or individual attendance of classes) is possible.

#### Latvia

**Source of data:** Regulation of the Cabinet of Ministers (11.01.2022., No.11) "Procedures for Enrolling Educatees in General Education Programmes and Discharging from Them, and also the Mandatory Requirements for Moving Educatees up into the Next Grade".

**Notes on interpretation:** Upon enrolment of a student in an educational programme, on the basis of the application from the parent, the head is entitled to determine by an order for one school year that the student shall complete the learning content provided for in the part of the education programme of the first stage of basic education, except for special basic education, in the family and that his or her parents are responsible for it. The application can be approved if:

* the application is accompanied by a statement issued by a family doctor or attending physician regarding the health condition of the student, or an opinion issued by a clinical and health psychologist on the psychological state of the student due to which the student needs to complete the learning content of the relevant part of the basic education programme in the family,
* the educational institution ensures the possibility for the parent to become continuously acquainted with the current plan of subjects and lessons, subject curricula, and learning content of the relevant basic education programme,
* the educational institution ensures a possibility for the parent to receive counselling of the teacher of the subject at least once a month, or
* the educational institution evaluates the study performance of the student at least twice a semester.

**Notes on the change in regulations regarding home-schooling since  January 2020:** Approved new regulation of the Cabinet of Ministers (11.01.2022., No.11) “Procedures for Enrolling Students in General Education Programmes and Discharging from Them, and also the Mandatory Requirements for Moving Students up into the Next Grade”. The most significant changes are the support for parents (e.g. acquainted with the current plan and contents of the relevant basic education programme) and the regularity of assessment.

#### Lithuania

**Source of data:** [Description of the procedure for the training of students in an inpatient personal health care institution and home organisation](https://e-seimas.lrs.lt/portal/legalAct/lt/TAD/TAIS.434013/asr); [Law of Education](https://e-seimas.lrs.lt/portal/legalAct/lt/TAD/TAIS.1480/rRtzpxUszd); [Description of the procedure for implementing Education in the family, signed by the Minister of Education and science in May 2020](https://www.e-tar.lt/portal/lt/legalAct/ddd218f09b6411ea9515f752ff221ec9).

**Notes on interpretation:** In Lithuania, there are two different forms of home schooling.

Home-schooling only allowed for exceptional cases. Home-schooling is possible for students in a period of illness or other special cases. It is regulated by the Ministry of Education and Science. See document "Description of the procedure for the training of students in an inpatient personal health care institution and home organisation".

Another form of home schooling is “Education in the family”, when family can decide to educate their child on their own. Education in the family since 2020 is regulated in the Law of Education and the document "Description of the procedure for implementing Education in the family".

Parents (guardians, caregivers) are helped to organise children's education in the family by state, municipal, non-state pre-school education schools and general education schools. The municipality approves the list of schools that help parents (guardians, caregivers) organise children's education in the family. The school with which the learning contract is signed (between school and a family) must provide the student with textbooks, appoint teachers to advise parents and/or students, organise the assessment of student achievements (evaluates the student's learning progress and achievements twice during the school year); provides opportunities for students to participate in non-formal education programs, events conducted by the school, etc. Education funds are allocated to schools that help parents (guardians, caregivers) organise the education of children in the family, according to the procedure for the calculation, distribution and use of education funds approved by the Government of the Republic of Lithuania.

Notes on the change in regulations regarding home-schooling since  January 2020: The law regarding Education in the family came into force from 1 June 2020.

#### Malta

**Source of data:** Chapter 605 of the Laws of Malta ([Education Act](https://legislation.mt/eli/cap/605/eng)); [Home Education Provision regulations](https://education.gov.mt/en/dqse/Documents/Home%20Education%20Provision%202022.pdf); [Home Education application form](https://education.gov.mt/en/Pages/Home%20Education%20Application/Application-for-temporary-licence.aspx)

**Notes on interpretation:** The reasons which may be considered as acceptable reasons for home-schooling are (i) health reasons, specific to the child’s individual needs; (ii) short time relocation; or (iii) following internationally recognized accredited programmes accepted by the Directorate for Quality and Standards in Education.

**Notes on the change in regulations regarding home-schooling since  January 2020:** The enactment of Chapter 605 of the Laws of Malta (Education Act) has legalised home education (subject to certain conditions).

#### Mexico

**Source of data:** [General Education Law](https://dof.gob.mx/nota_detalle.php?codigo=5573858&fecha=30/09/2019); [Agreement 286](https://www.dof.gob.mx/nota_detalle.php?codigo=5480031&fecha=18/04/2017)

**Notes on interpretation:** The General Education Law does not contain regulations on home-schooling for any education level. However, there is a regulation in Mexico called Agreement 286 (*Acuerdo* 286) that allows people who can demonstrate the knowledge and skills for upper secondary to obtain a certificate.

#### Moldova

**Source of data:** The education code of the Republic of Moldova; the order of the Minister of Education no. 98/2015

**Notes on interpretation:** Home-schooling is provided for a determined period of time for children and students who, due to health problems or disabilities, are temporarily unable to move.

#### Montenegro

**Source of data:** Law on Primary Education

**Notes on interpretation:** Primary education in Montenegro is a single-structure primary and lower secondary education, i.e. ISCED 1 and ISCED 2 are called primary school (*osnovna škola*) which is compulsory. Primary education is provided in primary school, resource centre and educational centre. Exceptionally, a parent or guardian can organise primary education of a child at home during one term, or one school year.

#### Netherlands

**Source of data:** [Compulsory Education Act](https://wetten.overheid.nl/BWBR0030281/2022-08-01)

**Notes on interpretation:** Home-schooling is forbidden, but parents can ask for a special permission at the local authority. Parent may be granted a permission if: (i) they are travelling a lot, (ii) there is no school in the region with the same religion or philosophy, and (iii) the child is not able to go to school (severe mental/physical reasons). However, these permissions are not often provided. If parents have permission for home-schooling, the student is excluded from compulsory education. The government wants to reduce home-schooling for both primary and secondary education, by being stricter when parents are applying for a permission with the reason that there is no school in the region with the same religion or philosophy.

#### New Zealand

**Source of data:** [Education and Training Act 2020](https://www.legislation.govt.nz/act/public/2020/0038/latest/LMS170676.html)

**Notes on interpretation:** An application for exemption to be home schooled has to be approved by the Secretary for Education through their agent in the Ministry. If a child is enrolled in educational institutions, an exemption certificate is nullified. However, families can arrange with schools to provide education services to a child as long as they are not enrolled.

#### Norway

Source of data: Education Act

**Notes on interpretation:** A few pupils are taught at home. In some cases, this is because the parents prefer this kind of family life and have objections to the official school policy. In other cases, the reason is that the local population is not sufficient to maintain a school. Instead of long travel or boarding, the child might stay at home and receive teacher guidance using different kinds of teaching aids ([link](https://eurydice.eacea.ec.europa.eu/national-education-systems/norway/organisational-variations-and-alternative-structures-single) for more information).

#### Palestinian Authority

**Source of data:** Ministry of Education / General Directorate of School Education / Educational Regulations 2021/2022.

#### Paraguay

**Notes on interpretation:** Paraguay Educational System does not provide home-schooling.

#### Peru

**Source of data:** RM N°186-2022-MINEDU

**Notes on interpretation:** In 2020, due to the context of the health emergency caused by COVID-19, distance learning was implemented to guarantee the continuity of the educational service. In 2021, that service remained remote with national and regional strategies. In 2022, RM N°186-2022-MINEDU (p. 15) recognises two types of educational service delivery: face-to-face and, exceptionally, remotely. The distance educational service, facilitated by technological means, is only possible in cases of change in the epidemiological condition established by the Ministry of Health due to quarantines and/or comorbidity status of the students. In the distance educational service, the student studies from home with an assigned teacher. The family accompanies, but the conduct of the learning process is the responsibility of the teacher.

**Notes on the change in regulations regarding home-schooling since  January 2020:** Home-schooling has been permitted as a legal means of providing compulsory education within the framework of the health emergency by COVID-19. In 2022 while the return to the classroom has been progressive, the remote service delivery remains available for exceptional cases.

#### Philippines

**Source of data:** DECS Memo 216, s. 1997 or the DECS Home Education Program; DepEd Order No. 1, s. 2022 or the Revised Policy Guidelines on Home-schooling Program

**Notes on interpretation:** Under the compulsory education requirements, families are permitted to enrol their child in an authorised public or private educational institution with a permit to offer home-schooling and provide remaining education at home.

Notes on the change in regulations regarding home-schooling since  January 2020: The changes are:

* Provider of home-schooling
	+ Before (DECS Memorandum 216, s. 1997): May be offered by accredited private schools, Home Education Program (HEP) Accredited School
	+ After (DepEd Order 1, s. 2022): May be offered by authorized public schools to be granted by Regional Director; May be offered by private schools with government recognition and permit to offer the program
* Requirement from parent
	+ Before (DECS Memorandum 216, s. 1997): The home-schooling parent must be Bachelor in Elementary Education, Bachelor in Secondary Education graduate or its equivalent; must be willing to undergo training on HEP; must have the time to teach
	+ After (DepEd Order 1, s. 2022): No qualifications set; must be willing to assume responsibility for their children’s education at home and are capable of providing instruction to their children or are willing to hire a tutor
* Learning resources
	+ Before (DECS Memorandum 216, s. 1997): Learning resources such as teaching guides, manuals and other instructional packages shall be provided by the School
	+ After (DepEd Order 1, s. 2022): Parents shall ensure availability of learning resources. The school may provide as needed.
* Other items introduced in DepEd Order 1, s. 2022:
	+ Home-schooling program may be offered to Kindergarten to Senior High School learners
	+ Learners who may be catered by the program are identified
	+ Only those residing in the Philippines shall be allowed to enrol in the Program
	+ Authorisation or permit to offer home-schooling may be revoked
	+ Authorisation or permit to offer is valid up to two (2) years
	+ All home-school learners shall be enrolled in the Learner Information System
	+ Signing of the Home-schooling Program Agreement Coordination Plan shall also be crafted
	+ Home-school learners may attend regular classes as needed and/or may participate in curricular, co-curricular activities organized by the school
	+ Home-school learners may use the school facilities, equipment and facilities when needed
	+ Presence of School Partnership Focal Person to help home-school learners for immersion
	+ Itemized requirements for the private school applying for permit to offer home-schooling
	+ Roles and responsibilities of each level of governance on home-schooling program are specified
	+ Availability of learning plan
	+ Shall follow the K to 12 assessment policy
	+ Summative tests shall be administered by the school
	+ All home-school learners shall take National Career Assessment Examination and National Achievement Test
	+ Home-school learners are not allowed to take Accreditation and Equivalency Test

#### Poland

**Source of data:** Education Bill 2016 (*Ustawa o Systemie Oświaty z 2016 r.*)

**Notes on interpretation:** After a student finishes primary school (covers primary and lower secondary education), they do not have the obligation to attend upper secondary school, but they still have the obligation to participate in education or training (e.g. by taking part in courses organised by their employer). As a part of the obligation to participate in education or training, home-schooling is one possibility.

**Notes on the change in regulations regarding home-schooling since  January 2020:** The specific rules regarding examinations for home schoolers have been changed.

#### Portugal

**Source of data:** [DL 70/2021](https://dre.pt/dre/detalhe/decreto-lei/70-2021-168903099)

**Notes on the change in regulations regarding home-schooling since  January 2020:** Under this legislation implemented in the beginning of 2021, home-schooling and individualized schooling is extended until the end of the upper secondary education that in Portugal corresponds to the end of the compulsory education. All students must be enrolled in a school that monitor, assess and certify the learnings of the students.

#### Saudi Arabia

**Source of data:** "[Education and Training](https://www.my.gov.sa/wps/portal/snp/aboutksa/EducationInKSA/%21ut/p/z0/04_Sj9CPykssy0xPLMnMz0vMAfIjo8zivQN9DDycTAz9LZxCHQ0CA91MQyzMgo0N3M30g1Pz9AuyHRUBreA86Q%21%21/)", United National Platform (accessed 3  January 2023)

**Notes on interpretation:** Home schooling is not permitted in Saudi Arabia. Instead, there is regular education and e-learning via *Madrasati* platform.

#### Serbia

**Source of data:** Law on the Fundamentals of the Education System (Official Gazette of the Republic of Serbia, No. 88/17-3, 27/18-3, 10/2019-5, 6/20, 129/21); Law on Primary Education and and upbringing (Official Gazette of the Republic of Serbia, No. 30/18); Rulebook on conditions for realization and method of quality assurance and evaluation of teaching at home for elementary school students (Official Gazette of the Republic of Serbia, No. 109/20).

**Notes on interpretation:** The right to receive education at home (home-schooling) has the student of every grade, except the first and eighth (the final grade) of primary education, who for justified reasons is not able to directly acquire education by attending the classes in the school in which he is enrolled. The student who has the right to acquire home-schooling:

* is an active athlete or a student of music or ballet school;
* needs to temporarily go abroad due to his parents' business obligations; or
* lives in a place with poor infrastructure, which makes it difficult to go to school (especially in winter).

Home education has to be applied to the whole school year.

A student who has a permission to be home-schooled may occasionally participate in class in person, based on the decision of the school principal.

The elementary school can, in accordance with a special law, carry out educational work of a special form for students on long-term home and hospital treatment.

**Notes on the change in regulations regarding home-schooling since  January 2020:** The Rulebook on the conditions for the realisation and quality assurance and evaluation of home-schooling for elementary school students was developed and published on August 21, 2020. Prior to that, there were no defined conditions for home-schooling.

#### Slovak Republic

**Source of data:** [School legislations](https://www.minedu.sk/12272-sk/zakony/); [Education Act](https://www.slov-lex.sk/pravne-predpisy/SK/ZZ/2008/245/) § 7a

**Notes on interpretation:** Students can be educated partly at school and partly at home in individual cases. Parents have to ask for "individual study plan". This is agreed by school principal only for gifted students (mainly for sports).

**Notes on the change in regulations regarding home-schooling since  January 2020:** Home-schooling for lower secondary students is permitted by law since September 2021.

#### Slovenia

**Source of data:** [Legislation on student grading and progression](http://www.pisrs.si/Pis.web/pregledPredpisa?id=PRAV11583)

**Notes on interpretation:** For more information, refer to Legislation on student grading and progression, Article 17.

#### Spain

**Source of data:** [Organic Law 2/2006](https://www.boe.es/buscar/act.php?id=BOE-A-2006-7899), of May 3, on Education, consolidated version

**Notes on interpretation:** According to the national legislation full-time compulsory education cannot be provided at home. Home education is authorised only in exceptional circumstances for health reasons. It concerns only pupils who cannot attend school due to a prolonged stay at home by medical prescription. It can be carried out at home or at the hospital, remaining so until the health condition leading to it ends.

#### Switzerland

**Source of data:** Swiss Conference of Cantonal Ministers of Education

**Notes on interpretation:** Home-schooling is regulated at cantonal level. Not all cantons permit home-schooling. Some cantons are about to regulate home-schooling more strictly, i.e. increase the requirements.

#### Thailand

**Source of data:** [Guidelines on home-schooling](https://lpgpeo.go.th/wp-content/uploads/2020/06/%E0%B9%81%E0%B8%99%E0%B8%A7%E0%B8%97%E0%B8%B2%E0%B8%87Homeschool.pdf)

#### Chinese Taipei

**Source of data:** [Enforcement Act for Non-school-based Experimental Education at Senior High School Level or Below](https://law.moj.gov.tw/ENG/LawClass/LawAll.aspx?pcode=H0070059)

#### Ukraine

**Source of data:** [Regulation on the individual form of obtaining a complete general secondary education](https://zakon.rada.gov.ua/laws/show/z0184-16#Text)

**Notes on interpretation:** Home-schooling was officially allowed in 2016. Families are not permitted to enrol their child in a public or government-dependent private educational institutions part-time and provide remaining education in the home, but students are able to obtain consultations.

**Notes on the change in regulations regarding home-schooling since  January 2020:** In 2021, some minor changes were implemented in the regulation regarding home-schooling. The previous regulation put the responsibility for students’ home-schooling on parents only. The new regulation shares this responsibility among different parties. The previous regulation had details about the opportunity of the schooling agreement, signed by parents and the school. The new regulation does not have those details. The information on the assessment is now in the other section of the regulation.

#### United Arab Emirates

**Source of data:** Ministry of Education ([link](https://www.moe.gov.ae/Ar/ImportantLinks/Assessment/Pages/Regulations2016.aspx))

**Notes on interpretation:** The student should have an acceptable reason (e.g. residing outside the country) to be enrolled as a home-schooling student.

#### England (United Kingdom)

**Source of data:** [Elective Home Education](https://www.gov.uk/government/publications/elective-home-education) (UK Government)

**Notes on interpretation:** Families are permitted to enrol their child in a public or government-dependent private educational institutions part-time and provide remaining education in the home. Whilst this is permitted, schools are not obliged to agree to this arrangement.

#### Northern Ireland (United Kingdom)

**Source of data:** [Elective Home Education](https://www.education-ni.gov.uk/articles/elective-home-education) (Northern Ireland)

**Notes on interpretation:** Families are permitted to enrol their child in a public or government-dependent private educational institutions part-time and provide remaining education in the home. Whilst this is permitted, schools are not obliged to agree to this arrangement.

#### Wales (United Kingdom)

**Source of data:** [Elective Home Education](https://www.gov.wales/elective-home-education) (Welsh Government)

**Notes on interpretation:** Families are permitted to enrol their child in a public or government-dependent private educational institutions part-time and provide remaining education in the home. Whilst this is permitted, schools are not obliged to agree to this arrangement.

#### Scotland (United Kingdom)

**Source of data:** [Home Education Guidance](https://www.gov.scot/binaries/content/documents/govscot/publications/advice-and-guidance/2008/01/home-education-guidance/documents/0055026-pdf/0055026-pdf/govscot%3Adocument/0055026.pdf) (Scottish Government)

**Notes on interpretation:** Under Section 35 of the Education (Scotland) Act 1980, parents of a child who has been attending a public school must seek the local authority’s consent before withdrawing their child from that school, and the authority must not unreasonably withhold consent. It should be noted that while consent is needed for withdrawal from school, consent is not needed to home educate in itself. Flexi-schooling is an agreement between a school and a family. There is no basis in education law for flexi-schooling.

#### United States

**Source of data:** Education Commission of the States ([link](https://www.ecs.org/clearinghouse/01/20/42/12042.pdf))

**Notes on interpretation:** While all U.S. states provide opportunities for home-schooling, specific statutes vary at the state and local levels. For the most recent information on the percentage of children participating in home-school activities, see [link](https://nces.ed.gov/programs/coe/indicator/tgk/homeschooled-children?tid=4). According to Education Commission of the States (2015), "More than half of states allow home-schooled students to participate in extracurricular or co-curricular activities during or after school, attend academic classes at a local public school part-time, or both." ([link](https://www.ecs.org/clearinghouse/01/20/42/12042.pdf)).

**Notes on the change in regulations regarding home-schooling since  January 2020:** States may or may not have updated their home-schooling regulations since 2020.

#### Uruguay

**Source of data:** National Administration of Public Education (ANEP)

#### Uzbekistan

**Source of data:** Resolution of the Cabinet of Ministers of the Republic of Uzbekistan, No. 638 of 12 October 2021 "On approval of normative legal documents regarding education of children with special educational needs"; Approval of regulatory and legal documents regarding education of children with special educational needs (SEN); Law of the Republic of Uzbekistan No. ORQ-641 of 15 October 2020 (The right to the family and family environment).

**Notes on interpretation:** Annex 4 of this decision contains the Regulation on the procedure for individual education at home for children with physical, mental, sensory or mental disabilities, as well as those who need long-term treatment. According to this Regulation, "Individual education at home is provided to persons with physical, mental, sensory or mental disabilities, as well as those who need long-term treatment and according to medical instructions, permanently or temporarily in general secondary education organizations and physical, is organized for children (pupils) who cannot attend state specialized educational institutions (schools, boarding schools) for children with mental, sensory or mental disabilities. The main goal of individual education at home is to ensure students' rights to education and to create the necessary conditions for their education.

In the organization of individual education of students at home, school principals identify and register students living in the area where the school is located and take measures to attract them to individual education at home. Determining whether the student will receive an individual education at home is carried out by the district (city) department of public education based on the medical decisions of the medical-advisory commission operating in the district (city) treatment-prophylactic institutions of his permanent residence.

In accordance with Article 20 of the Law of the Republic of Uzbekistan No. ORQ-641, the State recognizes the rights of children with disabilities to the family and family environment "providing, taking measures to reduce the number of children with disabilities placed in specialized institutions, to ensure their alternative care by involving relatives in family settings and other forms of placement of children with disabilities. The state provides financial, advisory and other support to families caring for children with disabilities.

**Notes on the change in regulations regarding home-schooling since  January 2020:** There are some updates in the content on the Resolution of the Cabinet of Ministers of the Republic of Uzbekistan, No. 638 (12 October 2021). Parents apply to the school director with an application to organize their children's individual education at home and attach the following documents to the application: a copy of the student's birth certificate; student's grades (mastery) (if he has received education); medical opinion of the medical advisory commission. Keeping the documents related to the lessons in a timely manner and adding the grades in the student's assessment book to the class journal or the students' attendance and introduced the electronic system of accounting of the development. (According to the decision No. 2691 of 2015, the student's learning results are recorded only in the class journal).

#### Viet Nam

**Source of data:** Ministry of Education and Training

**Notes on interpretation:** During the COVID-19 pandemic, students could acquire grades through schooling at home. However, after the pandemic, all the students are required to go to school, thus there is no home-schooling.