

Review of governance structure in 12 leading education jurisdiction compared to England*

March 2022

Source: NCEE, OECD, EPI, WENR, Ministry sites, Wikipedia

(NCEE unless stated)

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*In summary pages

Tabular summary of Education Governance - 12 jurisdictions including England													?	= data gap
	S. Korea	Taiwan	Singapore	Shanghai	Poland	Japan	Hong-Kong	Finland	Estonia	Canada	NZ	DE	England	
Hierarchy	Min of Ed +Health<5 ??	Min of Ed Recruitment Training School fund Assessment	Min of Ed Teacher Recruitment + Funding Curriculum Assessment	Min of Ed Funding – Curriculum Textbooks	Min of Ed&Sc Teacher pay Curriculum Textbooks School inspection Minimum hours	MEXT Teacher pay Curriculum	EDB ?	MoEC Teacher accr Curriculum	Min of Ed Funding Curriculum Assessment	CMEC Post -secondary Equity Adult training Forum for Provinces	Min of Ed Teachers Curriculum Assessment Funding Failing schools Cross govt initiatives	MoER Research VET	Min of Ed Teacher accr Funding Curriculum Assessment School inspection Minimum hours	
Planning	Annual goals	Annual objs	7yr wide goals	15 years	3/13 years	5 years	3 years	4/10 years	6 years	4 years	5 years	?	Ad -hoc	
Advisers/ Consultation	100 member Council	?	“National Conversation” Comparative	?	“widespread”	Comparative ?	“Public Conversation”	? CEED new	Workgroups Public Comparative	“Public engagement”	Public & Mult advisory	?	Ad - hoc	
Institutions	Curriculum Research Vocational Child care	(8 departments) ?	Research Teacher training Assessment Vocational	?	?	Curriculum Research	Assessment Vocational	Administration Assessment Curriculum	Implementation Vocational Assessment Technology	Council of Ministers of Education (Provinces forum)	Qual/Assess Representation Careers Tertiary Research	KMK – Landers forum Vocational	Assessment Inspection Vocational	
Region	17 regions >autonomy elections	22 local governments	?	23 provinces 4 municipals >autonomy	16 provinces >autonomy	47 Prefectures	Regional Offices but more school autonomy	6 regional state Admin Agencies	15 Counties <Autonomy	10 Provinces Very high autonomy S integration	?	16 Lander Very high autonomy	333 local authorities Low autonomy	
Local	176 county offices Strong school councils Experience	?	Cluster superintendents Collaboration Experienced leadership	2,800 counties 30,000 townships	400 counties 2.400 municipalities Very high autonomy	Municipalities Implement within framework	IMC have limited autonomy within Sponsoring body policy	311 municipalities with >autonomy + LAs, associations and foundations	Municipal office runs schools, Autonomy reducing. Collaboration	Elected School Boards	Communities of Learning and hubs Elected school Boards	High school autonomy	Autonomy within tight framework	

High level summary

High level comparison

Tabular summary of Education Governance - 12 jurisdictions including England													? = data gap w = weak	
	S. Korea	Taiwan	Singapore	Shanghai	Poland	Japan	Hong-Kong	Finland	Estonia	Canada	NZ	DE	England	
Central framework	?	Broad and strong	Broad and strong	Broad and strong	Broad and strong	Broad and strong	Broad and strong	Narrow	Narrow	Negligible Facilitator	Narrow	Negligible Facilitator	Broad and strong	
Planning	Long term (w)	Long term (w)	Long term	Long term	Long term	Long term	Long term	Long term	Long term	Long term	Long term	Long term	Ad-hoc	
Advisers/ Consultation	Wide	?	Wide	?	Wide	Wide	Wide	Wide	Wide	Wide	Wide	?	Ad-hoc	
Institutions	Strong	?	Strong	?	?	Strong	Strong	Strong	Strong	Strong	Strong	Strong	Limited	
Region	Coherent Powerful Autonomy	Coherent Powerful	?	Coherent Powerful Autonomy	Coherent Powerful Autonomy	Coherent Powerful	Coherent Powerful Autonomy	Coherent Powerful Autonomy	Coherent Powerful Autonomy	Coherent Powerful Autonomy	?	Coherent Powerful Autonomy	Confused Variable	
Local (W)	Participative	?	Participative Collaboration	?	Very high autonomy	?	?	>Autonomy +	Autonomy reducing. Collaboration	Participative Autonomy	Participative <Autonomy	Autonomy	Autonomy within framework	

Observations

- A centralised frameworks exist in all non-federal jurisdictions, but are narrower in countries that afford more autonomy
- Strong long-term planning is evidenced in nearly all jurisdictions, with plans ranging from three to 15 years and averaging around five
- Advice is widely provided through statutory bodies and/or high levels of consultation, much of it engaging the public
- All countries (excluding gaps in evidence) boast strong institutions, many of them long-established. Aside from the usual curriculum and assessment, there are many national research institutions and statutory bodies to implement policy
- Middle tier regions are clearly defined, powerful and exercising autonomy in, for example, funding, curriculum, five year plans and inspection. In S. Korea, Shanghai and Poland this is within strong national frameworks; in Finland, Estonia, Canada, New Zealand and Germany, this is with weak or non-existent national frameworks
- National governments in Canada and Germany play important roles to create cooperation and learning between regional governments

- Again, there are relatively high levels of autonomy at a local level, seemingly paradoxically given national and regional frameworks, but autonomy through local participation, networks, collaboration and active elections might contribute to this sense of independence, while in other jurisdictions, local autonomy is genuinely wide ranging
- England is clearly at variance along all dimensions, other than sharing with many a strong central framework. England's structures and processes are more ad-hoc, planning weak, institutions and middle tier arrangements are incoherent

	South Korea	Taiwan	Singapore
Ultimate authority	The central Ministry of Education oversees Korea's education system and is responsible for setting national education policy for primary and secondary schools, including the national curriculum. The Ministry of Health and Welfare shares responsibility for children up to age 5 with the Ministry of Education.	The Ministry of Education sets policy governing public and private sector primary, secondary, and post-secondary schools; early childhood education (as of 2012); teacher recruitment, preparation, and training; school funding; and assessments. A separate ministry, the Department of Higher Education, oversees higher education. The Ministry also provides funding to private schools, which follow the same requirements	Singapore's education system is highly centralized. The Ministry of Education oversees kindergarten (ages four to five) through higher education and lifelong learning. The Ministry allocates funding for all schools, sets course syllabi and national examinations, oversees teacher credentialing, manages the teacher and principal evaluation and promotion system, and hires and assigns principals
Planning	Korea's Ministry of Education prepares annual reports outlining education policy goals for the coming year. The reports also analyze broad challenges facing Korea. For example, the Ministry's 2020 report analyzes the impact of artificial intelligence and related technologies on the economy and recommends the development of draft artificial intelligence education standards for primary and secondary schools to help students be better prepared for a changing economy. Each annual report also provides an evaluation of recently implemented education policies and initiatives. Results are generally presented in terms of progress against a quantitative indicator, such as employment rates of secondary school graduates	Each year, the Ministry of Education releases a set of objectives for that calendar year. These are used to guide educational improvement initiatives from early childhood to higher education and workforce preparedness. The documents are brief, summarizing high-level policy objectives and learning goals. The Ministry's policy objectives for 2021 include prioritizing educational equity for vulnerable students (including students living in rural regions and socioeconomically disadvantaged students), and continuing to refine implementation of the new 12-Year Basic Education curriculum. The Ministry also plans to expand access to affordable early childhood education and care and improve the practical training facilities of post-secondary vocational education and training providers The Department of Planning, which has become a crucial nexus of the Ministry of Education, has set its sights on creating a new educational department which includes a total of six divisions; Planning, R&D, Control and Assessment, News Media and Congressional	Singapore articulates clear and comprehensive system-wide goals for education. Singapore structures policy initiatives around its education goals and creates benchmarks to measure progress. Goals included improving character and citizenship education, strengthening digital literacy, building more knowledge and understanding of the history and cultures throughout Asia, expanding supports for disadvantaged students, and building more adult education opportunities.

Advisory bodies	The Ministry of Education’s Policy Advisory Council, an advisory body with more than 100 members, gathers information and opinions on education policy, both domestic and international, to advise the Ministry. Council members are appointed to three-year terms and can include regional superintendents of education, university presidents, and representatives of education organizations and other non-governmental organizations.		These goals, which the nation revisits regularly, emerge from widespread discussion with partners in the system and with the public, as well as from extensive benchmarking of other leading education systems. For example, in 2013, Singapore held a National Conversation to gather input on a vision for the 2030 education system strategic plan
Supporting Institutions	Korea also has a set of government-supported research institutes that focus on specific policy areas: the Korea Institute of Curriculum and Evaluation (KICE); the Korean Research Institute for Vocational Education and Training (KRIVET); the Korea Institute of Child Care and Education (KICCE); the Korean Education and Research Information Service (KERIS); and The Korean Education Development Institute (KEDI).	There are 8 ministry departments (ROC site)	While the Ministry sets the framework for the educational system, other entities operate within that framework. Independent or semi-autonomous agencies such as the National Institute of Education (teacher training), the Examinations and Assessment Board (national assessments), and the Institute of Technical Education (vocational education) have clearly defined areas of responsibility and work closely with the Ministry. Also: Office for Education Research Centre for Research in Pedagogy and Practice Singapore’s leaders monitor educational research and benchmark best practices from around the world so that the system can continue to match the performance of the world’s best.
Regional Organisation	Since 2008, there has been a shift toward greater autonomy for Korea’s 17 regional education offices, which oversee the education system in large metropolitan areas and provinces. These offices are now responsible for school budgets and school inspection, although the central Ministry retains control over national policy. Regional superintendents and school	The 22 local governments of Taiwan each have Bureaus of Education responsible for implementing Ministry of Education policies at the local level.	

Local organisation	Regional superintendents and school board members are elected positions. Superintendents must have at least three years' experience in education or educational administration, and more than 50 percent of board members must have at least 10 years' experience in education. Local education offices (numbering 176 at the county level) oversee local schools and implement national and regional policies. Each school has its own school council, which includes parents, educators, and other stakeholders. The school council has input into decisions around promotion, professional development,		Schools are grouped into geographic clusters, each overseen by a superintendent, to provide local support for the Ministry's policies and initiatives. The cluster superintendents, who are successful former principals, collaborate with principals in their cluster on how to implement the curriculum and which teaching materials to choose from among a set the Ministry approves and strongly encourages teachers to use. The cluster superintendents also facilitate the sharing of resources and best practices between cluster schools.
	Shanghai-China	Poland	Japan
Ultimate authority	Nationally, the Ministry of Education (MOE) oversees education at all levels, from early childhood through postsecondary. It is responsible for setting the national curriculum, establishing standard syllabi for required subjects, evaluating and approving textbooks and teaching materials, supervising provincial education departments, and providing special funding for underdeveloped school systems and teacher education programs. In the past few decades, China has begun to shift more responsibility for education management from the MOE to the provinces and municipalities	Until recently, Poland had two separate education ministries. The Ministry of National Education was responsible for preschool, primary, and secondary school education, including vocational education. The Ministry of Science and Higher Education was responsible for post-secondary education. In 2021, Poland consolidated the ministries into a single Ministry of Education and Science in an effort to improve efficiency and coordination. The Ministry sets national regulations for the minimum hours students must be in school; designs the national curricula and exams; establishes criteria for textbooks; and sets guidelines and performance ratings for school inspections. It also sets wage levels for teachers	At the national level, the Ministry of Education, Culture, Sports, Science, and Technology (MEXT) is responsible for the education system from early childhood to higher education, including establishing the national curriculum, operating teacher and administrator certification programs and pay scales, and developing requirements for setting up schools. MEXT also allocates funding to prefectural and municipal authorities for schools. Prefectures play a significant role in resource and personnel management. Municipalities are responsible for the supervision and day-to-day operation of schools.

Planning	<p>China has a long history of developing short- and long-range plans for the economy and public administration, dating back to the Mao era. In the mid-1980s, with the passage of the law establishing compulsory education, the government began to develop plans for education as well. In 2010, the government issued a ten-year plan for education development calling for universal preschool, a reduction in performance gaps between urban and rural schools, and the expansion and improvement of vocational education, among other goals.</p> <p>In 2019, the government issued a plan for 2035, the first time it extended planning to 15 years, which calls for improving equal access to education, particularly for students with disabilities; strengthening vocational education and training; completing the goal of universal preschool; expanding child care for children under age 2; making upper secondary school universal; and ensuring</p>	<p>Poland does not have a regular process for setting national education goals. However, when the current government adopted the Responsible Development Strategy in 2017 (for the period up to 2020, with a view to 2030) it identified education as a key element of Poland’s “inclusive social and economic development.” The document... does not articulate specific educational goals, but in proposing solutions to the skills gap in the marketplace notes that “emphasis must be put on creativity, innovative thinking and the use of new technologies as well as adjusting vocational education to the requirements put forward by the modern economy.”</p>	<p>The 2006 Basic Act on Education, the first revision of Japan’s foundational education law since the establishment of the education system after World War II, mandated that the Ministry of Education, Culture, Sports, Science, and Technology (MEXT) develop periodic plans for the “promotion” of education. The plans outline objectives for improvement as well as indicators of progress toward those objectives.</p> <p>Japan issued its first Basic Plan for the Promotion of Education in 2008. It called for a society-wide commitment to improve education; development of a strong and independent citizenry; development of human resources to support social development; safety and security for children; and a high-quality education environment. The second Basic Plan</p>
Advisory bodies/ Consultatio		The document, prepared after consultation with a wide range of stakeholders and the public,	Curriculum Advisory Committee (EPI)
Supporting Institutions			<p>National Institute for Educational Policy Research (NIER). The mission of NIER is described as using research to “plan and design strategic educational policies in the mid and long term” and policies which “flexibly address social needs”.</p> <p>Japan Educational Research Association (JERA) Educational Policy Research Institute (NFERI)</p>

<p>Regional Organisation</p>	<p>At the provincial level, there are 23 provinces and four municipalities, including Beijing and Shanghai, which have authority over higher education. Provinces and municipalities are divided into counties, of which there are approximately 2,800 throughout China. Counties manage primary and secondary education. Within counties there are roughly 30,000 townships, which have authority over local economic development and planning, among other services. Government at every tier of administration operates within the framework of national law and regulations.</p> <p>Every five years, provinces issue their own plans, often called Five-Year Guidelines, which indicate how they will implement the national plans. Once all of the provincial plans are released, the central government incorporates them into a national Five-Year Guideline. At the end of the five-year period, the government evaluates progress and uses the data to formulate its subsequent national</p>	<p>In Poland, there are 16 provinces (or regions), almost 400 counties and over 2,400 municipalities (or local governments). Most major cities are both a county and a municipality. Each tier of government has different areas of responsibility:</p> <p>The regional education authority supervises all schools in the region including postsecondary institutions, including conducting school inspections, and implements national education policies.</p> <p>Counties are responsible for the administration of secondary schools, including vocational schools, and schools for children with special needs</p>	<p>Japan's three levels of government are national, prefectural, and municipal. Each of the 47 prefectures has its own smaller municipalities, which can be cities, towns, and villages.</p> <p>At the prefectural level, there is a board of education composed of five members appointed by the governor. This board is responsible for appointing teachers to primary and lower secondary schools and funding municipalities. Until 2015, these boards appointed the superintendent of education at the prefectural level, but they now advise the governor of the prefect on the choice of superintendent. The governor makes the appointment</p>
<p>Local organisation</p>	<p>Provincial and municipal education departments are responsible for preparing the education development plans for their region, developing provincial curricula based on the national curriculum, choosing teaching materials from the nationally developed set of textbooks, administering school programs, and providing education subsidies to local governments. They have the power to customize the national examination for entry into upper secondary school (zhongkao) and to set additional standards for teacher training and continued employment.</p>	<p>Municipalities establish and manage preschools and primary schools. They oversee school facilities, decide when to open and close schools, set school budgets, hire and dismiss principals, and determine school staffing.</p> <p>Schools develop their own curricula based on the national core curriculum, hire and fire their own teachers, and select their own textbooks from a list approved by the Minister of National Education.</p> <p>Schools also establish their own teaching councils, which are made up of at least three teachers, as well as members of the school administration, including principals. Councils are responsible for the approval of curricular plans and decisions related to grading and promotion of students. They also provide guidance on</p>	<p>Within municipalities there are boards of education appointed by the mayor. These boards are responsible for making recommendations to the prefectural board of education on teacher appointments, choosing textbooks from the MEXT-approved list, conducting in-service teacher and staff professional development, and overseeing the day-to-day operations of primary and lower secondary schools. In the schools, principals are responsible for planning the school curriculum, based on the national curriculum, and for managing the schools' day-to-day activities. Teachers are responsible for determining how to teach the curriculum and for creating lesson plans, as well as being in contact with parents.</p>

Other		Education in Poland is in the midst of a radical transformation. Middle schools—previously the second stage of a three-tier, 6+3+3, school system—have been phased out. The length of the remaining two stages, elementary and secondary, have been extended, from six to eight and from three to four years, respectively. Reforms to vocational and tertiary education are also underway. (World Education News and Reviews)	
	Hong-Kong	Finland	Estonia
Ultimate authority	Hong Kong’s central education authority is the Education Bureau (EDB), led by the Secretary for Education. The EDB is responsible for the development, review, and implementation of education policies, programs, and legislation for pre-primary through post-secondary	The Ministry of Education and Culture oversees all publicly funded education, including the development of the national core curriculum and the accreditation of teacher training programs.	Estonia’s Ministry of Education and Research oversees all education, including preschool, primary and secondary education, higher education, and adult education. The Ministry sets national standards and curriculum as well as requirements for education
Planning	Each year, Hong Kong’s Chief Executive issues a detailed Policy Address that outlines key goals and policy initiatives across all government sectors, including education. The Policy Address reviews progress to date and sets concrete goals for the future. In the most recent 2020 Policy Address, new policy initiatives for the education sector included providing a broader range of secondary school Applied Learning courses (elective courses in professional and vocational fields) and investing HK\$2 billion (US\$258 million) over three years in developing technology and resources for blended	Until recently, Finland’s Ministry of Education and Culture developed its own four-year plans with specific objectives and measures to guide the education system during that period. In 2019, the country created a 10-year government-wide strategy so as to set more comprehensive national goals and to ensure stability of reform direction across all government agencies. The 2019 Government Strategy is called Inclusive and Competent Finland – a socially, economically and ecologically sustainable society.	In 2014, Estonia adopted the Lifelong Learning Strategy 2020 to guide education reforms for preschool, primary and secondary education, higher education, and adult learning. The Estonian government prepares periodic national development plans as well as implementation plans for each sector, including education. Estonia shifted from sector-based plans to a government-wide strategy with its more recent strategic plan. Estonia 2035: A Smart and Active Estonia, adopted in 2021. The Education Ministry developed its own 2021-24

Advisory bodies	Hong Kong government launched a broad public conversation about the goals of the education system that included public forums and involved a broad range of stakeholders. Hong Kong leaders also carefully studied education in many other countries. The result was a new design for education in Hong Kong, focused on preparing students for a 21st century economy. Hong Kong abolished the exams following primary school and developed a new curriculum designed to encourage learning for understanding and active engagement. This shift away from rote learning and toward more creative, interactive classrooms has enabled students to demonstrate understanding through the use of real-life situations as part of the instructional process	Curriculum Advisory Committee (EPI) The Centre of Expertise in Education and Development at EDUFI has started its operation in September 2021 and provides expertise for solving the global learning crisis (FNAE)	The planning process includes multiple opportunities for input from educators, students, parents, and employers, as well as from the general public. In 2018 expert workgroups were formed in three areas: values and responsibility; welfare and cohesion; and competitiveness. Estonia also has a long history of collaborating with and learning from other high-performing education systems, particularly neighbouring Finland. For example, Estonia’s decision in 1996 to give schools more flexibility in curriculum development was modelled on similar reforms in Finland. In 2018, Estonia and Finland formally agreed to strengthen collaboration around education, including
Supporting Institutions	The EDB also monitors the work of several key organizations in education, including the Hong Kong Examinations and Assessment Authority, an independent statutory body responsible for administering jurisdiction-level assessments, and the Vocational Training Council, the largest vocational and professional education and training provider in Hong Kong.	The Finnish National Agency for Education is the operational arm of the Ministry, responsible for administering education programs. (EPI) Finnish Education Evaluation Centre (FINECC) - Within Finnish National Agency for Education (EDUFI) Independent “freedom” of evaluation methods, organisation and results	The Ministry established seven national nonprofit foundations to support implementation of its policies. These include the Innove Foundation, responsible for specific tasks within general and vocational education, such as administering national assessments, and the Information Technology Foundation for Estonia (HITSA), which promotes the development and use of technology skills in education. In 2020, these seven foundations were consolidated under the Education and Youth
Regional Organisation	While the EDB and the Regional Education Offices retain a central role in education governance, curriculum reforms and a shift to school-based management in the early 2000s increased school autonomy and responsibility.	Below the national level, six Regional State Administrative Agencies administer some discretionary funds for education, such as for school construction. Primarily, however, administration of local basic schools falls to 311 municipalities, which determine funding allocations, local curricula, and recruitment of personnel. The municipalities can also grant autonomy to schools to perform those functions.	Each of Estonia’s 15 counties has a municipal education office that oversees over 560 schools across the country. These offices are responsible for managing school operations, including selecting school leaders and providing support for extracurricular activities and other school services. In some cases, municipalities have come together to share resources, such as teachers, services, or extracurricular facilities. Schools have a high level of

Local organisation	To facilitate school-based management, aided schools have been required to establish school-based Incorporated Management Committees (IMCs) since 2004. In addition to representatives of the “school sponsoring body,” the organization that operates the aided school, an IMC includes the principal, an independent member, and at least one representative teacher, parent, and graduate. The IMC is responsible for creating policies consistent with the goals of the school sponsoring body; managing financial and human resources; promoting student learning; and participating in school improvement.	There are more than 2,000 schools in Finland, of which one-third teach fewer than 100 students. However, larger schools exist, with the largest comprehensive schools enrolling more than 900 students. For upper secondary education, the Ministry of Education and Culture provides licenses to local authorities, municipal authorities, and registered associations and foundations to establish schools. The local municipal authority in any given region appoints principals for six- or seven-year terms. Once appointed, the principal is responsible for managing the school, including its staff, budget, and the well-being	[While most schools are still managed by municipalities, a 2013 law mandated that the central government assume responsibility for all upper secondary schools, including academic, vocational, and special education schools. The goal of this reform was to ensure quality and consistency across secondary schools, as well as to consolidate small schools scattered across municipalities into larger, regional ones. By 2023, each of Estonia’s 15 counties will have one upper secondary school managed by the central government]
Other		There are very few private schools in Finland; those that exist are granted the same government funds as public schools and are required to use the same admissions standards and provide the same services as public schools. The majority of the private schools in Finland are religious.	The ProgeTiger program, launched in 2012, built on Tiger Leap by providing schools with instructional resources and professional learning opportunities around digital literacy. The ProgeTiger program continues today and is focused on building skills in three areas: design and technology; engineering sciences; and information and communication technologies.
	Canada	New Zealand	Germany
Ultimate authority	In Canada, there is no federal level education ministry; instead, each of the 10 provincial and three territorial governments is responsible for developing curriculum and determining major education policies and initiatives. The federal government does fund postsecondary education, adult occupational training, and programs intended to promote educational equity for speakers of minority languages and members of Canada’s Indigenous	The government sets education policy and the Ministry of Education develops it. The Ministry oversees the education system, develops curriculum and assessment standards for students and teachers, intervenes in instances of school failure, provides funding and leads cross-government initiatives. (OECD)	Germany’s governance of education is highly decentralized. The federal Ministry of Education and Research oversees vocational education (VET), education research, and some aspects of higher education. The Länder have responsibility for the school portion of the Dual System as well as full-time VET schools.

<p>Planning</p>	<p>Strategic plans and visions for education are established at the province level. However, the CMEC serves as a forum for the ministers of education to identify areas of collective action and country-wide priorities. The 2017-21 CMEC strategic plan names eight priorities: improving Indigenous education, facilitating postsecondary transitions, expanding use of technology in elementary and secondary education, improving math skills in elementary and secondary education, sustaining postsecondary training, making universities economic drivers, attending to student well-being and developing global competencies.</p> <p>British Columbia’s Ministry of Education published its most recent strategic plan in 2018 with the Vision for Student Success. The plan was created to ensure alignment with the CMEC priorities and includes five priority areas: quality teaching and leadership, student-centered learning, future orientation, high and measurable standards, and healthy and effective learning environments.</p>	<p>Every year, the Ministry sets objectives in a Statement of Intent, a planning and accountability document with a five-year horizon. Other bodies help shape national education policy The Blueprint for Education System Stewardship (2016) is the result of a process that took place during 2015 and 2016, where various governmental education agencies came together with the New Zealand State Services Commission (SSC) to identify how best to collaborate on priority outcomes for the education system over four- and ten-year horizons. The process included the Ministry of Education, the Education Review Office, the New Zealand Qualifications Authority, the Tertiary Education Commission, Education New Zealand and the Teaching Council of Aotearoa New Zealand. The agency members collectively agreed on four priority areas of joint action (OECD)The Blueprint for Education System Stewardship replaced the previous Performance Improvement Framework (PIF, 2009), (OECD)</p> <p>New Zealand’s Better Public Services (2012) programme included ten public sector targets to be achieved by 2017, including three for education. (OECD)</p> <p>New Zealand’s Tertiary Education Strategy (TES, 2014-19) focuses on developing relevant skills for entry</p>	<p>Significant reform has taken place in last two decades?</p>
<p>Advisory bodies</p>	<p>Ontario released its latest vision for education in March 2019, Education that Works for You. This vision was created with significant public engagement. It was updated in 2021</p>	<p>In 2017, the education ministry began a sweeping review of the NCEA and the qualifications framework of which it is a part. While the ministry maintains that the overall structure is sound, there are concerns that the NCEA was no longer adequately measuring student progress, that achievement gaps remain large, and that over-testing may be affecting the well being of students and teachers. The ministry solicited input from the general public, a ministerial advisory group, and an advisory group composed of principals and teachers. Based on these comments, the government is expected to propose changes to the NCEA that could go into</p>	

<p>Supporting Institutions</p>	<p>There is a Council of Ministers of Education (CMEC) in Canada, there is no federal Ministry of Education The CMEC is a forum for the ministers of education from the provinces to exchange information and benchmark each other's systems.</p>	<p>The Education Review Office evaluates and reports on quality of education. • The New Zealand Qualifications Authority develops the Qualifications Framework, oversees the National Certificate of Educational Achievement, and ensures quality of qualifications and of tertiary education organisations outside the university sector. • The New Zealand Teachers Council is responsible for maintaining professional standards of the teaching profession. • Careers New Zealand provides advice on career planning, jobs and training. • The Tertiary Education Commission manages tertiary education funding and provides support to tertiary education institutions and organisations. • Other stakeholders include the School Trustees Association, the Council for Educational Research, principals' associations, principals' and teachers' unions, and specific types of school associations and groups from business and cultural sectors.</p> <p>Established in 1934, NZCER is Aotearoa New Zealand's independent research and development organisation, operating under its own legislation since 1975. NZCER is a not-for-profit organisation.</p>	<p>Two federal institutions play a key role in education:</p> <p>Standing Conference of the Ministers of Education and Cultural Affairs (KMK): This is an organization of Länder education ministers designed to promote coordination and consistency across Länder. Ministers vote on policy changes, which become non-binding recommendations, with the understanding that ministers will help these recommendations become binding through the legislative processes in their home Länder. Agreements to coordinate and align standards and assessments for schools and standards for teachers have been agreed to across the Länder through the KMK, and the KMK has become an increasingly key player in reform over the last two decades.</p> <p>Federal Institute for Vocational Education and Training (BiBB): This institution is responsible for setting policy and conducting research in VET. It oversees the development of national qualifications for the VET system in partnership with unions and companies. BiBB is funded by and accountable to the</p>
<p>Regional Organisation</p>	<p>Each Canadian province has its own Ministry of Education; Canada's elected Prime Minister appoints a Minister of Education to oversee each Ministry. The Ministry sets academic standards; determines curricula; allots funding to the schools in its province; manages the teacher certification process; and handles provision of school support services (transportation, health and food services, and libraries)</p>	<p>In 2014, New Zealand introduced Communities of Learning Kāhui Ako (CoLs) as part of the Investing in Educational Success initiative, which aimed to raise educational achievement by improving the quality of leadership and teaching to spread best practice across the school network. This new structural approach to education in New Zealand adopted a networked approach, bringing schools at different levels of the education system together to establish a clearer learner pathway. This approach has aimed to help to overcome issues of school isolation and a lack of collegial networking, previously identified within the school system. The model also aimed to bring together schools to share challenges and goals and to enhance teaching practice and leadership through opportunities for collaborative enquiry and knowledge sharing. Three new professional roles have been introduced:</p>	<p>The Länder design the school curricula and train and pay the teachers. Industry groups of employers prepare the curriculum, supervise the workplace training, and assess student progress. The federal government sets regulations for the civil service workforce, which includes the majority of the teacher workforce, although salary levels are set at the state level. The 16 states (Länder) have primary responsibility for all other aspects of the early childhood, primary, secondary, and higher education systems.</p>

Local organisation	Locally elected school boards typically oversee individual school districts, working in conjunction with the provincial government. School boards are responsible for all major hiring and personnel decisions, from the chief superintendent to the teachers. They also set annual budgets and may have some oversight of new programs and policies. Some of the provinces, such as Alberta and Ontario, provide public funding to a sizable sector of religious schools, primarily Catholic	Schools in New Zealand are among the most autonomous schools across OECD countries. Since 1988, there has been a devolution of management responsibilities to schools along with increased power for the Ministry to intervene in failing schools since 2001. In 2007, 24% of decisions at lower secondary level were taken centrally, with schools taking the remaining 76% of decisions (see Figure 7 for 2010 OECD average). The government is also proposing changes to streamline school governance by replacing a system in which each school has its own board of trustees to one in which “education hubs” provide support to networks of schools; to improve the recruitment and preparation of teachers; to strengthen education for Maori students; and to revamp vocational education and training by placing the 16 polytechnic institutions under	There are local authorities in each state, although their role is generally focused on oversight of school buildings, transportation, and other non-teaching areas of school management. Decision-making for the organization of instruction, including grouping of students, choice of textbooks, and student assessment, lies mainly with the schools.
Other		Elected governing boards run individual early childhood education providers, and are responsible for staffing, financial management, compliance, reporting, and setting and measuring performance targets. Boards of Trustees govern each school. Elected every three years, they are accountable to the central government and the community. They are responsible for maintaining the school charter and short-term and long-term plans, ensuring compliance with the National Education Guidelines, setting the school’s education policies, managing finances and employing staff, and holding	Realschule and hauptschule graduates (and a small number of gymnasium graduates) typically enroll in a vocational upper secondary program at age 15 or 16. Vocational programs are the choice for about half of all upper secondary students. There are two main options: 1) The Dual System, which is the most popular vocational option and is focused on the trades; and 2) Full-time vocational schools that last for two to three years for students interested in industries that are not craft or industrial-based. They lead to VET qualifications (and some offer the option