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Chapter D: The learning environment and organisation of schools

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INDICATOR D5: School Choice

General note
The indicator draws on data from the School Choice and Parent Voice Survey. Back_to_table

Notes on specific countries

Interpretation

General

Belgium: The Belgian constitution guarantees parents’ freedom of choice. Back_to_table

Denmark: The Danish folkeskole integrates the primary and lower secondary levels, and students typically do not change school from the primary to the lower secondary level. Back_to_table

Germany: One of the fundamental elements of the Basic Law (Grundgesetz), besides the principles of democracy and the rule of law, is the principle of federalism (Art. 20, Paragraph 1). A major characteristic of the federal state is that both the Federation and its constituent states, known as Länder, have the status of a state. One core element of this status is, according to the constitutional order laid down in the Basic Law, the so-called cultural sovereignty (Kulturhoheit), i.e. the predominant responsibility of the Länder for education, science and culture. Educational and cultural legislation is primarily the responsibility of the Länder. Accordingly, regulations with regard to the choice of school and parents’ rights of participation are laid down in the Länder Education Acts and school participation laws, respectively. The regulations vary between the individual Länder. The answers to the questions asked in the questionnaire are based on the legal provisions in the majority of the sixteen Länder. Exceptions and trends are addressed in the comments. Back_to_table

United States: The United States has a range of school options within and outside of the public education system. In the public school system, there are inter-district or intra-district public school choice plans, charter schools, magnet schools, and, in a few instances, publicly funded vouchers to attend private schools. Outside the public school system parents can elect to enrol their children in private schools (religious-based or secular) or decide to homeschool them (Grady and Bielick, 2010). All states allow homeschooling as an option. In addition to homeschooling, all but four states and the District of Columbia have some form of public school choice policy.

In the United States, the federal legislation in the No Child Left Behind (NCLB) Act of 2001, which reauthorised federal elementary and secondary education programmes, contains several provisions which expand school choice for students in schools in low-income areas that serve educationally disadvantaged children (known as Title I schools). If a child attends a Title I school that has been identified by the state for school improvement, corrective action, or restructuring, parents can choose to send the child to another public school in the district that is not so identified. Parents can choose another public school if the school their child attends is unsafe. The law also supports the creation of more independent charter schools, funds some services for children in private schools, and provides certain protections for homeschooling parents. Finally, it requires that states and local school districts provide information to help parents make informed educational choices for their child (Department of Education Website, 2010). Individual states and localities have also implemented legislation with the intent to expand school choice. Between 1993 and 2007, the percentage of children attending a “chosen” public school (a public school other than their assigned public school) increased from 11% to 16%, while the percentage of children attending an assigned public school decreased from 80% to 73% (Condition of Education, Indicator 32, 2009).


Department of Education Website, 2010: www2.ed.gov/parents/schools/choice/definitions.html.
Table D5.1. Freedom for parents to choose a public school for their child(ren) (2008)

**General**

**Austria:** Austria is divided into school districts of one or more municipalities. Children of statutory school age living in a school district must be admitted to a school in that district. A student’s application for admission to a school outside of his/her school district may be rejected. The lower secondary level consists of two branches: lower secondary schools and academic secondary schools. Generally students are free to choose between these two branches. However, if the lower secondary branch is chosen, an applicant can only be admitted to the school of the school district in which the student lives. Therefore, for this type of school only, initial assignment is based on the geographical area of the schools. Students are free to apply for admission at any academic secondary schools, but admission criteria may be applied. Back_to_table

**Belgium (Fl.):** The Belgian constitution guarantees parents’ freedom of choice. Each student has the right to enrol in the school of his/her (parents’) choice and is not related to a specific region. Only in a strictly limited number of cases can a school refuse an enrolment or refer a newly enrolled student to another school. Priority is given to pupils who already have a brother or sister registered in the institution. Back_to_table

**Belgium (Fr.):** The Belgian constitution (article 24) guarantees the parents' freedom of choice. The only restriction on the one hand, on conditions for basic teaching in educational institutions organised by cities and communes, applies to living on the communal territory or meeting the requirements of article 23, paragraph 4, of the law on co-ordinated primary education (20 August 1957), and on the other hand, applies to the number of places available in the school and the registration date (September 30 of the ongoing school year, Art 79 §1 of the Mission Decree 24/07/1997).

For the lower secondary level, Article 18 of the decree of 8 March 2007 states that priority is given to students who already have a brother or sister registered in the institution or a parent working in the school. Every other request is entered in a register by date of reception. Also, in order to avoid school ghettos, the legislation was modified to control the refusal of enrolment based on the lack of place (capacity of the waiting lists). Back_to_table

**Brazil:** According to Brazilian National Educational Law, students have the right to be enrolled in a school close to their home, however, since Brazil is a federative State, other criteria can coexist in different states or municipalities. Child(ren) are not assigned to schools. Parents have to go to a school close to the student’s home to enrol their child(ren). Parents can enrol them in another school, but students living closer to that school have priority for enrolment. Back_to_table

**Czech Republic:** Students are not necessarily assigned to a school, although some localities are defined as a catchment area for a particular school. Most students in the Czech Republic complete their primary and lower secondary level at one basic school (combining primary and secondary school). A small proportion of students at age 11 study at a secondary 6- or 8-year grammar school (viceleté gymnázium) or conservatoire after completing primary school or the first two years of the secondary level. Back_to_table

**Denmark:** Children are to be enrolled at the school in the district in which they live. Exceptions are possible in individual cases such as a child who requires special support for developing skills in Danish which can be better obtained at another school. All parents have the right to enrol their child in a public school (folkeskole) of their choice on condition that this can be done in accordance with the local regulations decided by the municipal council. Back_to_table

**Estonia:** According to the Basic Schools and Upper Secondary Schools Act: “Parents may freely choose a school for a child subject to the obligation to attend school if there are vacant places in the school they wish the child to attend.” “Students have the right to choose a school suitable for their interests and abilities, to choose subjects from among the elective subjects taught at the school, or to pursue studies on the basis of an individual curriculum pursuant to the procedure established by a regulation of the Minister of Education and Research....”

Most public schools are local government schools and assignment is mostly based on geographical area, because local governments are obligated to provide schooling to all inhabitants. It can be also based on specialisation/examination.
There are also special schools for children with special needs, such as blind or deaf children, who need treatment which regular public schools cannot provide. According to the Republic of Estonia Education Act, “Local governments shall provide persons with physical disabilities, speech impairments or sensory or learning disabilities and persons who need special support with the opportunity to study at a school of their residence. If suitable conditions are not found, the state and local governments shall provide such persons, pursuant to the procedure and under the conditions prescribed by legislation, with the opportunity to study at an educational institution established for that purpose.”

Finland: The local authority assigns children to a school. Students may apply to any other school than the one they are assigned to. Admission to the school is at the discretion of the education provider and the local authority has the right to give precedence to children of the same municipality. According to the Basic Education Act, education is to be arranged in municipalities so as to make students’ travel to and from school as safe and short as possible. Parents are free to apply for any other school (public or private, within or outside the municipality), but admission is subject to availability of places. If a child applies to a school for a special programme (e.g. education in a foreign language), admission may be based on an entrance test.

France: Enrolment is in the local school corresponding to the enrolment area defined by the local authority of the education ministry. The rule is to assign the school in the recruitment area in which the family lives. A student may enrol in another school if the school in the enrolment area does not teach a foreign language chosen by the student. Since 2007, derogations are possible for other reasons according to rules that vary among municipalities.

Germany: In Germany, the lower secondary level offers different school types. Pupils can choose between those according to their abilities and competencies.

Greece: At the primary level, there is free choice of other public schools if there are places available. If a school has not reached the maximum number of students it can serve, then it has "places" available for other students that may choose to apply. There is not a limitation when they choose an Experimental School. At the lower secondary level, there is not a limitation when they choose an Experimental / Music / Athletic /Art School.

Hungary: Enrolment at primary level is by law based on geographical area. Families are free to choose any school (Act No. LXXIX of 1993 on Public Education, 13 §). Schools can enrol children outside their catchment area only after all children who live within the catchment area have been enrolled and places are available. However, a smaller number of schools can organise specialised programmes (e.g. foreign language education) and enrol students on such criteria.

Iceland: A child usually attends the school closest to his/her home. In municipalities where there is more than one compulsory school, parents may request that their children be allowed to attend a school that is not in the school district where they live.

Ireland: At the primary level, children normally attend their local/nearest school. It is historically/traditionally accepted among schools that each has its own geographical catchment area, often aligned to parish boundaries, but not statutorily or administratively set down. Schools generally include this geographical criterion in their enrolment policy. If the local school is full, however, it is common for children to enrol in other adjacent schools. In cities, there is more “blurring” of catchment areas, but schools still exercise some geographical control over enrolment. At the lower secondary level, parents have a strong voice in the choice of lower secondary school for their child, although that choice may be modified because of availability of school places or advice from teachers, psychologists, or other education personnel regarding the suitability of a school for the child.

Israel: Parents give a prioritised list of schools (five minimum) that they would like their child to attend. It can be in the same geographical area or nationwide or between cities (i.e. parents can choose a school even if it is not the closest school to their home), that they would like to attend. They can also choose special schools like art or music schools that are not in their city.

Japan: Students are assigned to public schools in the local government. Most local governments assign students to a designated geographical area, but some assign students to public schools on the basis of parents’ views. If the public
school assigned does not fit the student’s situation or the parents’ needs, another public school in the same municipality can be chosen with permission of the local government. In addition, parents can choose a public school in another municipality if there is an agreement through given procedure between the municipalities that addresses this situation. 

Korea: Students at the primary and lower secondary levels are assigned to schools based on the distance between their home and school. Back_to_table

Luxembourg: Students are usually assigned to the nearest public school in the area in which they live. Back_to_table

Mexico: The parents choose a school near their home or close to their work. Availability of spaces is also taken in consideration and sometimes an afternoon shift in the school of their choice is assigned. Back_to_table

Netherlands: Parents in the Netherlands are free to choose a school. No school is assigned at the primary or secondary level. The choice of school for lower secondary education is affected by the advice of the primary school teachers, which is related to students’ performance and results. Since differentiation already exists in educational level in the Netherlands, children cannot choose freely at the lower secondary level. Back_to_table

New Zealand: Schools are not assigned to students at the primary or lower secondary level. Back_to_table

Norway: Primary and lower secondary school students have the right to attend the school that is closest to where they live or the school designated for the catchment area where they live. The municipality may issue regulations defining which schools are designated for specific catchment areas in the municipality. Upon application, a student may be accepted to another school than the one designated for the area where he/she resides. Back_to_table

Poland: For both primary and lower secondary levels, candidates for the first grade of the school may choose between: a school in their area of residence, a sports school, a school with sport classes, a sports masterclass school, or a school of fine arts of an appropriate level. Children with disabilities or disorders are qualified for special schools, including integrated schools and schools with integrated classes.

In the case of standard primary and lower secondary schools run by communities, children who live within the area of a particular primary school have priority for admission.

In general, children who reach the age of 7 in a given calendar year are accepted for the first grade of primary school. Upon parents’ request, a child who reaches the age of 6 before the first day of September of a given year may be accepted for the first grade of primary school at the discretion of the headmaster after consultation with a psychological educational counselling service. In justified cases, school admission may be postponed (no longer than one year) at the discretion of the headmaster after consultation with a psychological educational counselling service. Upon parents’ request, a child residing outside the school’s activity area can be accepted, providing the school has free tuition places.

At the lower secondary level, parents are allowed to choose another public school for their child but the final decision is made by the headmaster. The headmaster of a public school can refuse to assign a candidate to a particular school, even if the school has free places. If the number of candidates residing outside of the school’s activity area is higher than the number of free places, candidates are accepted on the basis of the criteria specified in the school’s statutes. The criteria and conditions for admission must be made public before the end of February of a given year. These criteria do not apply to the winners of competitions at the voivodship and national level, the programme of which is equal to or wider than the core curriculum of at least one subject. Back_to_table

Portugal: Students enrol for a specific level of education, prioritising the schools they want to attend. Parents need to state the reason(s) for their choice and this/these will be considered by the schools involved. Within a pedagogical area, schools meet and assign students based on mandatory criteria (geographical area - living place or the area where parents work) and schools capacity. Back_to_table
Scotland: Parents are allowed to choose another public school other than the one assigned for their child(ren), but this is restricted by education legislation. Parents can only apply for one school other than their designated school. Back_to_table

Slovak Republic: A student’s compulsory basic education takes place at the basic school in the school district in which he/she resides. Parent choice is allowed with the consent of the principal from the chosen school. After the student enrols, the principal of the new school communicates this to the student’s former principal. Back_to_table

Spain: Parents have the right to choose any school they wish for their children’s education. However, in order to guarantee a place for all, education administrations assign students to a school based on the geographical area in which they live. Back_to_table

Sweden: Parents have the right to choose another school, either municipal or independently organised. The right to choose does not guarantee that there will be places available in the chosen school, as the school may be full and the municipality may also have other restrictions, such as priority for children who live closer to the school or for siblings of children already enrolled. In sparsely populated areas there may not be several schools to choose from because of the small number of children. Back_to_table

Switzerland: Students are assigned to a public school on the basis of the geographical area. The local authority assigns the child to a school closest to the place where he/she lives. Parents are free to apply for another school, but admission in this case is only permitted if good cause can be claimed (for example facilitation of the way to school). Since Switzerland is a federal State possible criteria for dispensation from the initial assignment differ between cantons and municipalities. At the lower secondary level, performance-based types of school are offered. Not every municipality offers all types of school. Accordingly, assignment is based on the geographical area and the level of students’ performance. Exceptions from the initial assignment are possible. Back_to_table

United States: Student assignment to a public school is determined at the local district level. Typically, assignments are based on geographical area. Depending on the district, student placement may be determined by location of student residence, lottery system, income level or class size. While some districts request input about parental choice for public school assignment within the district, other districts assign students to schools based on geographical location/zone. Parents may formally request for their child to be assigned to a different school than their neighbourhood school. Families may have the right to petition to have their child attend a different school than that originally assigned, but may not be granted the desired placement. The choice of other public schools is generally restricted to the district or municipality. Students attending public schools outside their district may be required to pay some tuition. Back_to_table

Argentina: At the primary level, parents can choose another public school other than the one assigned to their children if there are vacancies. Every region establishes the order of the criteria mentioned before. At the primary and lower secondary level, to be a son of a school’s personal (teacher or not teacher) can access a vacancy. As well as having a brother in the school. When the demand is high, initial assignment based on geographical area is applicable. Back_to_table

Costa Rica: Parents are allowed to enroll their kids in the institution they want to. Back_to_table

Colombia: There is no school choice policy. The assignment of students is done by the secretaries of education (at the state or local level). This is normally done based on the availability of school places in nearby schools or the distance between the child’s house and the school. Back_to_table

Croatia: Parents may choose to enroll their children into a school with a different catchment area in some cases. For example, some schools offer before and after school care, certain foreign language instruction, experimental or alternative study programmes, etc. Parents may also choose a certain minority school for their children. Those schools can accept or refuse parents’ applications depending on their capabilities (number of enrolled students, facilities, etc.). After the primary level (the first four grades of a primary school) students automatically enter the lower secondary level because primary schools in Croatia comprise 8 grades (4 grades on a primary level and 4 grades on a lower secondary level).
Parents submit applications and all necessary documentation to a nearest school in their catchment area. A special school committee (consisting of a psychologist, doctor, pedagogues, defectologist, etc.) evaluates the child's maturity for school. If the child does not meet the maturity criteria, the committee can decide to delay his or her enrolment for one year. Transfer from ISCED 1 to ISCED 2 is done automatically because the basic (compulsory) education in Croatia consists of 8 years of schooling (4 years of ISCED 1 and 4 years of ISCED 2) within the same school buildings.

**Dubai:** if parents decide to change the school that’s assigned based on geographical areas, they will be taking the responsibility of transportation if there was no transportation available. The assignment of the students is based on geographical areas (we try to assign students to the nearest schools they can reach and we provide them with transportation facilities to make it easier for them such as buses). Students which have ended primary school will be directed to the nearest basic school. In most cases students continue learning in the same school.

**Hong Kong-China:** Parents can apply for change of school based on personal reasons such as moving house, having family financial problems or disputes, having different learning aptitudes or abilities, looking for alternative curriculum to cultivate their children, … etc. therefore these are rare cases. Source: [http://www.edb.gov.hk/index.aspx?nodeID=3854&langno=1](http://www.edb.gov.hk/index.aspx?nodeID=3854&langno=1). The Primary One Admission System is divided into 2 stages: (1) Discretionary Places Admission allocates about 50% of places. Parents apply to the school directly and school makes decision based on the above criteria. (2) Centre Allocation (administered by Hong Kong Government Education Bureau) allocates the remaining places based on the above criteria. The Secondary School Places Allocation System is divided into 2 stages: (1) Discretionary Places Admission allocates about 30% of places since 2006. Parents apply to the school directly (max 2 schools) and school makes decision based on the above criteria. (2) Centre Allocation (administered by Hong Kong Government Education Bureau) allocates the remaining places based on the above criteria.

**Kyrgyzstan:** At the primary level, according to the Legislation parents have the right to choose any form of education for their children.

**Latvia:** Parents can choose any particular district school according to their current official place of residence.

**Lithuania:** Parents can choose the nearest school for their child. They should come to the school and fill the application form. In some municipalities there is a centralized system of entering to the school. Parents must go to the municipality office and fill an application form. Their child will be assigned to the nearest school. Students which have ended primary school will be directed to the nearest basic school. In most cases students continue learning in the same school.

**Macao-China:** Students are not assigned a place for their primary schooling. Instead they are free to apply to study in public or private schools. Should they cannot secure a place in the private school, Macao education authority is obliged to place them in the public school. Students are not assigned a place for their secondary schooling. Instead they are free to apply to study in public or private schools. Should they cannot secure a place in the private school, Macao education authority is obliged to place them in the public school. Education and Youth Affairs Bureau, Macao (DSEJ) has the function to help parents and students seek enrollment in both private and public schools.

**Qatar (UAE):** if parents decide to change the school that’s assigned based on geographical areas, they will be taking the responsibility of transportation if there was no transportation available. For public schools, parents can decide to send their children to one of two types of schools. If they choose the MoE school model, their children must attend a school based on geographical consideration. Should they choose the independent school model, they can send their children to any independent schools. In case of limited availability of space the school uses a range of criteria to determine school entrance (e.g. nationality, existing family relationship, geographical location etc…).

**Panama:** At the lower secondary level, the admission of a student, in some cases depends on the requirement (prior school performance and behavior) that requires the director of the center.
Shanghai-China: If parents are not satisfied with the neighborhood public school that will be potentially assigned for their child(ren), they will probably buy a school district apartment or choose private school. However, many good public schools require the student to be a resident in the area for at least 3 years. The public schools in compulsory education stage (ISCED 1 & 2) should admit students nearby without any examination. The sub-regional education authority should differentiate the school service area and assign the school recruitment size based on the investigation of the number of potential neighborhood students and the available places of each school. Also, the sub-regional education authority should announce the recruitment information of all the schools in the sub-region, including the school service area, the available places (i.e. how many classes and students) of the year, and the result of the student recruitment. All the students will be assigned within a neighborhood public school. Back_to_table

Singapore: Parents apply to their school of choice directly and places are allocated based on their availability at the time of application. Where demand exceeds supply of places, a hierarchical set of criteria is used (as described above) to allocate places. At the end of Primary 6, students sit for the Primary School Leaving Examination (PSLE), which is a national examination that assesses their suitability for secondary education. Parents and students select their schools based on their child's performance in the PSLE and the central government tries to match the child to the school of choice based on merit. In the first place, parents can choose which school to send their child to. Where there are limited places and the child does not get a place in the school of choice, parents can appeal to be sent to another school, where there is a vacancy. Back_to_table

Chinese Taipei: Government will assign students based on students’ school district, which means students' household registration. Back_to_table

Thailand: Normally not, because the central prescribes that all public schools should have a same date for admitting students into schools. Only in the case that there is not enough places available in that particular school, the parents are advice to choose other schools that still have places available. This also implies that this later school is not recognized as good school as the school of the first choice. At the lower secondary level, by regulation, schools are supposed to have intake in their responsibility area. However, if parents do not consider that a particular school is a good school, they can apply for other school (by a selection exam), even though it is risk that they failed, or in the case that there are more students than places available, parents can apply for other schools. Back_to_table

Trinidad and Tobago: Students are only admitted to primary schools at the age of 5. Parents usually achhose schools within there geographical area, but it isn’t compulsory. At the end of primary school all students are required to sit the Secondary Entrance Assessment (SEA). The Ministry of Education (MOE) then assigns students based on the following criteria: Parental choice- Parents are given the option of selecting four schools of choice; Merit of student performance; Gender of students and Availability of space at the school. If students do not meet the above criteria, the MOE then has the responsibility for assigning students to schools within the students geographical area, once there is space available in the schools. Back_to_table

Table D5.2. Private schools and their role in providing compulsory education (2008)

Government-dependent private schools, Columns 4 to 6.<P_GD> <S_GD>

Finland: It is useful to recall that only 1% of schools at the basic education level (ISCED 1-2) are privately maintained. Back_to_table

Poland: In the Polish education system primary and lower secondary schools can function only as “schools with public school rights”, which means that non-public (private) schools have to fulfil following obligations: i) implementation of school curricula based on core curricula; ii) implementation of educational classes at a minimum, or above the minimum, scope defined in the outline timetable for a public school of particular type – where scope is understood as duration (length of the course) and number of teaching hours; iii) implementation of rules for assessment and promotion of students and organisation of examinations and tests; iv) maintenance of school records as defined for public schools; and v) employment of teachers with the qualifications for teachers in public schools who teach compulsory classes. Non-public schools with the rights of public schools are eligible for a grant calculated according to the number of students,
equal to 100% of the average cost of educating a student in a public school. Non-public schools in Poland have the right to issue school certificates that are recognised by all other schools and by higher education institutions. [Back_to_table]

**Switzerland:** Government dependent private schools typically sign an agreement on the conditions to be met for providing compulsory education between the school and the authority. The conditions can differ from one canton to another. Only about 1.8 percent of the pupils on ISCED levels 1 and 2 attend government depending private schools. [Back_to_table]

**Independent private schools. Columns 7 to 9.** <P_IP> <S_IP>

**Austria:** Private schools can operate under different legal conditions. The most decisive issue is whether or not the school has a public-sector counterpart. If it does, the school is usually granted a public-law status, and as a consequence, the school is subject to the same statutory provisions as the corresponding public schools. This is independent of the amount of public spending, because private schools with a public-law status sometimes receive considerably less than 50% of their funding from public sources. According to the definition, these schools would then be qualified as “independent” which they clearly are not. Therefore the answers refer to private schools without a public-sector counterpart (these schools also usually receive less than 50% of their funding from public sources). [Back_to_table]

**Belgium:** Information on these schools is not available within the Education Department. There are only a small number of these schools. They do not receive financial support from the government. The legislation of the government of the communities concerning education is not applicable on this type of schools (i.e. not recognised by the government).

**Belgium (FL):** Certificates or diploma's issued by independent private schools are not recognised by the Flemish government. In order to get recognition, students have to pass tests that are organised by the Flemish authority. Independent private schools are free to arrange education but have no permission to hand out legitimate diploma's. [Back_to_table]

**Belgium (Fr.):** A total of 9 186 minors were listed registered in an independent private school in 2007/08. [Back_to_table]

**Denmark:** The number of independent private schools is negligible. [Back_to_table]

**Finland:** The phenomenon of independent private schools is marginal in Finland and invisible in the UOE data collection. In practice, a small number of fully independent schools operate without a government licence or public funding. There are no special provisions for such schools; they can rather be viewed as a collective form of homeschooling. As in the case of homeschooling, parents are legally responsible for ensuring that children complete compulsory education, and the municipality of residence is expected to supervise the child’s progress. [Back_to_table]

**Japan:** School corporations are permitted to create independent private schools. In addition, after 2004, entities other than school corporations (e.g. business corporation or non-profit organisation) may also create schools as an exceptional measure. [Back_to_table]

**Netherlands:** In the Netherlands, about 1 000 students attend an independent private school for primary or secondary education. [Back_to_table]

**Norway:** There are less than five independent private schools in Norway. [Back_to_table]

**Homeschooling. Columns 10 to 12.** <P_HS> <S_HS>

**Austria:** At the primary level, parents may register their child for homeschooling at the district school board. The teaching can be carried out by parents but also by other persons, such as private teachers. At the end of the year the student must pass an exam at the local school of the school district. If the student does not pass the exam he/she will be assigned to the public school to repeat the grade. At the lower secondary level, if students choose to attend an academic
secondary school, homeschooling is not available. Data source for enrolments is a quick survey of the province school boards; reference year is 2008/09. Back_to_table

Belgium (Fl.): In Belgium, compulsory education does not mean compulsory attendance at a school, as children do not necessarily have to go to school. Parents may opt for homeschooling and must inform the Flemish Ministry of Education and Training. The authorities check whether all school-age students are actually complying with compulsory education. In practice very few parents choose homeschooling. The figure 321 refers to secondary education as a whole (12-17 year-olds). The number of 12-13 year-olds (= typical age category for ISCED 2) is 88 (12 year-olds: 43; 13 year-olds: 45). The link between lower secondary level and the total number is made on the basis of the age of the pupils. Back_to_table

Belgium (Fr.): Article 4 of the decree of 25 April 2008 states the obligations for schooling that takes place outside the teaching system organised or subsidised by the French Community. A declaration based on a compulsory template should be made before 1 October of the school year. Back_to_table

Chile: Students must participate in an exam at the nearest public school in order to demonstrate the achievement of a minimum standard. At the primary level, this type of education is allowed under “Freedom of Education” which allows any institution to provide education. Back_to_table

Czech Republic: Homeschooling can be permitted by head teacher of the school which enrolled the child for compulsory education. To obtain the permission, parents/carers must provide a judgment from the school advisory services. Permission is given if: i) there are serious reasons for homeschooling the child; ii) the material conditions for homeschooling are satisfactory and the student’s health is protected; iii) the person educating the student has upper secondary education with the school-leaving examination; and iv) appropriate textbooks and learning texts for the student are available. Homeschooling is terminated if the student’s results at the end of the school year are unsatisfactory. As per the Education Act in force since 1 January 2005.

At the primary level, a child must be formally enrolled in a basic school. The student is tested each semester on the school curriculum in which he/she was formally enrolled.

A report on experimental homeschooling at the secondary level is prepared every year by the Research Institute of Education in Prague. So far this not yet provided as a legal possibility. Back_to_table

Denmark: Estimated. The number of students participating in homeschooling is not known. It is estimated to be less than 200 for primary and lower secondary level. Back_to_table

England: Homeschooling (elective home education) is legal in all parts of the United Kingdom and always has been. In England, Wales and Scotland, homeschooling has equal status with schools. Section 7 of the 1996 Education Act and section 30 of the 1980 Education Act (Scotland) says: “The parent of every child of compulsory school age shall cause the child to receive efficient full time education suitable a) to their age ability and aptitude, and b) any special educational needs they may have, either by attendance at a school or otherwise.” See www.dcsf.gov.uk/everychildmatters/_download/?id=1905. Northern Ireland’s legislation is similar to that in England and Wales and is covered in section 45(1) of the Education and Libraries Northern Ireland Order 1986 SI 1986/594. Around 20 000 children (of all ages) registered with local authorities in England are home educated. However, as registration is not compulsory it is estimated that double that number and possibly more are home educated. See report on home education, http://publications.everychildmatters.gov.uk/DownloadHandler.aspx?ProductId=HC+610&VariantID=Report+to+the+Secretary+of+State+on+the+Review+of+E elective+Home+Education+in+England+PDF&. Back_to_table

Estonia: There is no part-time option permitted by law. Nevertheless, it does not mean that there is no opportunity to study part-time in the home. At the primary level, 63 parents choose to homeschool, and 409 homeschool for health reasons. At the lower secondary level, 26 parents choose to homeschool, and 565 homeschool for health reasons. The family is obliged to collaborate with the local school when homeschooling the pupil. Back_to_table
Finland: Homeschooling is possible (Finland has compulsory education, not compulsory schooling) but marginal. Even if a child is not enrolled in a school, the municipality of residence has a statutory duty to supervise his/her progress to ensure that the child obtains knowledge corresponding to the basic education syllabus. The figure for children in homeschooling covers all of compulsory education, i.e. both primary and lower secondary. The total number is around 400 for both levels combined. Back_to_table

France: Education is compulsory for all children from 6 to 16 years old. The number of students participating in homeschooling is negligible. Back_to_table

Greece: A certain degree of homeschooling is permitted and provided to children who are not able to attend school for some time due to health problems. It is delivered by state school teachers who teach the child at home/hospital. When the pupil is able to attend school s/he sits the national examinations to move to the next level. Back_to_table

Hungary: The opportunity to educate students at home is given by the Law of Public Education (7.§) under the category “private student”. However, less than 1% of students are educated in this way. The data are the division (into two) of the original raw data (given together for “general school” in ISCED 1 and 2). This form of schooling is state education; it is not considered to be part of non-governmental education. Back_to_table

Iceland: According to the Compulsory School Act of 2008, parents who wish exemption in order to teach their children at home, in part or totally, shall apply for such exemption from their municipality. A head teacher may provide an exemption in consultation with the school board and specialist services. Children who receive instruction at home are exempt from compulsory schooling but must comply with regular evaluation and monitoring and undergo evaluation. Back_to_table

Ireland: This is the number of children registered as being educated outside of recognised schools under Section 14 of the Education (Welfare) Act 2000, but excludes those educated in the category “independent private schools” as defined in this survey. Back_to_table

Italy: According the Regio Decreto n. 3725 (Legge Casati), families can provide for their children’s education on condition that they have the technical and economic capacity. The Law n. 230/2005 (Legge Moratti) confirms the possibility of parental education. Back_to_table

Luxembourg: At the primary level, parents need authorisation from primary school inspector. At the lower secondary level, families must apply at the central government for a derogation. Back_to_table

Netherlands: In principle, every child residing in the Netherlands must attend compulsory school from his/her fifth birthday. This means that she/he must be enrolled at a government approved school and attend this school whenever it is open, barring certain circumstances such as illness. Although home education is not recognised by law in the Netherlands, a growing number of families have qualified for an exemption from registration for compulsory school. The legality of home education is mostly based on Article 5, clause b, of the Compulsory Education Law, which exempts parents from registering their child at a school if they object to the orientation (richting) of the education given by all schools within a reasonable distance from their home (around 20 km, depending on the child’s age). Court precedents have made clear that orientation stands for the religion or philosophy on which the school is founded. Parents may object to public schools as well as other schools with a neutral orientation. However, objecting to educational methods or to legal requirements concerning education does not lead to legal exemption. The exact number of children participating in homeschooling is not known: between 200 and 2 000 for primary and secondary education. Back_to_table

The Nederlandse Vereniging voor Thuisonderwijs (NVvTO), the Netherlands Home Education Association, is an organisation of parents (and other adults who function as such) who homeschool their children, have done so in the past, or plan to do so in the future. The NVvTO is meant for all parents who (plan to) homeschool, regardless of their religion, personal philosophy, country of origin, ethnic identity, occupation, educational method, and state of health and/or handicap of parent or child. The association aspires to preserve its pluralistic nature. Back_to_table

Norway: Parents can only provide homeschooling for their own children. Back_to_table
Poland: The headmaster is entitled to grant permission to a student (on a request by the student’s parents) to be educated outside the school. The headmaster determines the necessary conditions. The student’s parents are obliged to provide their child with all means needed to acquire the core curriculum at a given education level. Back_to_table

Portugal: Teaching must be provided by a relative (up to the third degree) who lives with the student. This person must have sufficient qualifications. At the lower secondary level, enrolment in homeschooling must always be made in conjunction with a public school. At the end of the 3rd cycle (9th form), the student must take national exams in Portuguese and Maths. Back_to_table

Scotland: 0.1% of the population 5-15 years old is known to be homeschooled. Information on age and stage is not available and it is assumed here that the split is uniform for all sectors. It is recognised that there may be more children educated out of school who are not currently known to local authorities. Back_to_table

Slovak Republic: At the primary level, principals permit individual education based on the written application of the student’s legal representative. The legal representative arranges the education via a person with university qualifications of second degree for teachers on the first level of basic school. There are official statistics on students, but it is not possible to determine the number of homeschooled students. Back_to_table

Switzerland: Homeschooling is permitted if some requirements are met. Most cantons require that the person responsible for teaching at home have a recognised diploma for teaching at the primary or lower secondary level. Exact data for enrolments are not available. Back_to_table

Sweden: Parents have the right to homeschool their children, but they must apply to do so to their municipality. Homeschooling is very unusual and is only justified if there are special circumstances such as disease, phobia, etc. Back_to_table

United States: While regulations vary from state to state, all 50 states and the District of Columbia permit homeschooling as a means to provide compulsory education. Back_to_table

Table D5.3. Financial incentives and disincentives for school choice (2008)

Are school vouchers (also referred to as scholarships) available and applicable to each of the following categories of schools at the primary and lower secondary levels? Columns 1 to 6.

Belgium (Fl.): For public and government-dependent private schools at the lower secondary level, there is a system of student grants for parents with low incomes. To be eligible for a student grant the student must comply with the nationality requirement and meet a number of educational and financial conditions. From the 2008-2009 school year onwards, there are also student grants at the pre-primary and primary level. For the reference year of this questionnaire (2007-2008) student grants were not implicated yet for the pre-primary and primary level. Back_to_table

Denmark: For government-dependent private schools, parents can apply for a free place. This support is organised by the schools. Back_to_table

Estonia: For public schools and independent private schools, the vouchers provided by central or local governments (for school meals, or monetary grants in the beginning of the school year to families), are quite rare and depend on whether the student is enrolled in a public or private school. Back_to_table

France: This is called “allocation de rentrée scolaire (ARS)” (new school year voucher). Back_to_table
Germany: (With regard to public schools) So that pupils have access to all teaching aids used in lessons regardless of their economic and social circumstances, most Länder have regulations on the provision of financial assistance for pupils to purchase teaching aids (Lernmittelhilfe), or on their provision free of charge (Lernmittelfreiheit); this provision is, in part, staggered according to parents' income and number of children. Under these regulations, pupils are either exempt from the costs of teaching aids or only have to pay part of the costs. The funds are provided either by the Schulträger (the local authority responsible for establishing and maintaining the schools), or by the Land in question. In the majority of Länder, pupils at public-sector schools are lent textbooks and other expensive teaching aids (e.g. pocket calculators) for the time they require them. When teaching aids become the property of pupils, parents may be required to pay a portion of the costs of some items. Parents and pupils are expected to provide their own expendable materials (exercise books, pens and pencils) and other items (e.g. drawing instruments, material for use in crafts and needlework/metalwork lessons). In some Länder also provide expendable materials. The precise arrangements vary from Land to Land. It is also the responsibility of the Land to decide whether pupils at privately-maintained schools are to be supplied with teaching aids free of charge. Some Länder expect parents to pay a portion of the cost of teaching aids themselves, either in the form of a lump sum or by buying certain items directly. Others offer pupils the option of buying their own teaching aids by making a contribution (say 50 per cent) to the cost.

Japan: For public schools, Japan provides the option of school choice by other means than funding, including school vouchers. For independent private schools, subsidies to private schools are subsidies to educational institutions, so should not be regarded as school vouchers.

New Zealand: For public and government-dependent private schools, vouchers are available for boarding. For independent private schools, vouchers are available for fees and boarding.

Poland: Financial aid for compulsory education is available to: i) children and youth attending public schools as well as private schools with the rights of public schools; and ii) disabled children who attend special public and non-public educational centres.

Portugal: For public schools, students with a poorer economic background receive a scholarship. For independent private schools, simple contracts are awarded to students and depend on the family’s per capita income.

Slovak Republic: Scholarships or financial support are available for students in grades 1-4 of the eight-year gymnasium. This only applies to public and government-dependent private schools.

Spain: For government-dependent private schools, vouchers are mainly for textbooks, meals and transport.

Sweden: Formally there are no school vouchers for public and government-dependent private schools at the lower secondary level. However, the student’s home municipality is obliged to compensate the receiving school in another municipality for expenses equivalent to the home municipality’s own costs for the equivalent education.

Switzerland: School vouchers in the strict sense do not exist. However the pupils’ home municipality is usually obliged to compensate the receiving school in another municipality for the expenses.

Colombia: School vouchers are not used in Colombia. However there are subsidies to the supply of education: the central or state/local governments can hire or pay to private schools in order to guaranty that there is no child left without a place. There are also other programs such as “Familias en Acción” that give subsidies that are aimed at maintaining the children in school.

Croatia: With regard to public schools, in the form of school fee subsidy per student. With regard to independent private schools, fees are paid by parents.

Georgia: With regards to public and independent private schools, vouchers are available to all the students.
Macao-China: With regard to independent private schools, in the form of school fee subsidy per student. Back_to_table

Singapore: Most students do not have to pay school fees. Back_to_table

Are tuition tax credits available to offset costs of private schooling? Columns 7 to 12.
<13PGD> <13PIP> <13PHS> <13SGD> <13SIP> <13SHS>

Brazil: For independent private schools, it is not possible to deduct all the expenses of tuition fees. A limit is established by the legislation. Back_to_table

Estonia: For independent private schools, the expenditure on schooling is a deductible expense for income tax purposes. Back_to_table

Japan: For independent private schools, tuition tax credits are not applicable. Back_to_table

New Zealand: State-integrated schools, schools with a special character, typically a religious affiliation are classified as government-dependent private schools. Payments to those and other state schools may be eligible for a tax rebate if they are paid as a “donation”, or as “school fees” provided the payments are made to the school’s general fund. For independent private schools, the same tax rebate is available for donations. These tuition tax rebates are available for school donations of NZD 5 or more. Refer http://www.ird.govt.nz/income-tax-individual/tax-credits/dch-taxcredits/ Back_to_table

Colombia: Public schools usually request some tuition fee. However the school has to provide education to the child even if the family cannot pay this fee thus the fees requested by public schools are in some way more voluntary than compulsory. In many cases the local or state government covers these fees. Back_to_table

Croatia: Government-dependent private schools do not exist in Croatia. Homeschooling is not permitted in Croatia. Back_to_table

Macao-China: Students are always welcomed to study in the free public schools. Back_to_table

Chinese Taipei: With regard to homeschooling, for Special educational need students, they have the pension. Back_to_table

Compulsory and/or voluntary financial contributions from parents are permitted. Columns 13 to 18.
<12PSa> <12GDa> <12IPA> <12PSb> <12GDb> <12IPb>

Austria: In general schooling is free of any charge in Austria. At the compulsory school system financial contributions may only charged when students are attending a boarding school or taking part in a day care programme. This applies also to all other schools. Schools outside of the compulsory school system may also charge obligatory contributions for teaching and learning material. Voluntary donations are made only for public and government-dependent private schools. Both obligatory and voluntary financial contributions for independent private schools (without a public counterpart) are not subject to legal provisions and can decide independently on contributions. Back_to_table

Belgium (Fl.): For public schools and government-dependent private schools, the Belgian constitution provides that access to education is free of charge up to the end of compulsory education. Primary and secondary schools that are funded by the government are not allowed to charge an enrolment fee. In primary education, parents do not have to pay for school materials and activities which are vital to pursuing developmental objectives and to achieving attainment targets. From 1 September 2008 onwards in primary education, a twofold system of maximum fees referred to as “double maximum invoice” is applicable: a strict maximum invoice and a less strict maximum invoice. Schools are not allowed to go over this fixed amount and parents are obliged to pay bills that are equal or lower than this fixed amount. The strict maximum invoice covers activities such as theatre visits, sports activities, one-day school trips, etc. Also, materials that
children have to purchase through the school have to be paid under this invoice (e.g. a compulsory magazine subscription). This “strict maximum invoice” amounts to EUR 60 for a student in primary education per school year. That keeps costs down for all parents. The “less strict maximum invoice” corresponds to fees chargeable for trips of several days that take place wholly or partly outside school hours (e.g. journeys to the seaside, countryside). This invoice amounts to EUR 360 for the duration of primary education. Secondary education is not fully free of charge. Certain fees must be legally charged for certain educational activities and for teaching aids and parents are obligated to pay them. Furthermore, the school fees / costs have to be effective, demonstrable and justifiable in proportion to the characteristics of the target group – schools must focus on cost management and the government strongly stimulates steps towards cost savings. The list of charges, with possible derogations for deprived families, must be laid down in school regulations. Regarding voluntary financial contributions for public and government-dependent private schools, there can be informal activities to co-fund the school budget (e.g. selling of homemade cakes during open school days).

**Belgium (Fr):** Access to education is free; no financial contribution is required from parents. This rule was specified by the decree “mission” on 24 July 1997. Back_to_table

**Brazil:** Voluntary contributions for traditional public schools are not forbidden by any legislation, but in general this does not exist. Since Brazil is a federal state, some states or municipalities may have specific legislation regarding voluntary contributions. Back_to_table

**Czech Republic:** Compulsory financial contributions for public schools are prohibited by law. Back_to_table

**Denmark:** Parents of students in government-dependent private schools are obligated to make monthly financial contributions. Back_to_table

**England:** In public and government-dependent private schools, the Admissions Code prohibits schools from soliciting such contributions from parents. It can certainly never be obligatory. Back_to_table

**Estonia:** For public schools, although textbooks and some exercise books are free to all students (money for these is included in the central government’s grant-in-aid to local governments and to private schools), students may need to buy some exercise books themselves. Private schools are likely to collect contributions, but it cannot be said that they are obligated to do so. Back_to_table

**France:** All schools, public ones included, can receive voluntary donations. This is called “coopérative scolaire” in primary schools and participation in school trips in secondary schools. Back_to_table

**Finland:** According to the Basic Education Act, for public schools, moderate fees may be charged to students for education arranged abroad. Government-dependent private schools organising instruction in a foreign language can charge moderate tuition fees. Back_to_table

**Ireland:** For public schools, education is free to all students. Schools often supplement state grants with voluntary contributions. Back_to_table

**Israel:** Payment, including payment for additional study programmes, is obligatory. Voluntary payments can be made through the parents’ association. Back_to_table

**Japan:** For public and independent private schools, the answer to whether obligatory and/or voluntary financial contributions are permitted is based on the understanding that “contribution” refers to cash donations. For public schools, almost all voluntary contributions as cash donation go to local government, so schools do not receive it as their own income. Back_to_table

**Korea:** According to the Elementary and Secondary Education Act, schools are allowed to receive parents’ voluntary financial donations. Back_to_table
Mexico: In public and independent private schools, voluntary financial contributions can be made as cash or in-kind payments. Back_to_table

Norway: Obligatory financial contributions from parents are permitted for independent private schools and government-dependent private schools – for government-dependent private schools within the restrictions set by legislation. The school board decides the school fee. Contributors cannot demand any changes in the curriculum. Back_to_table

Poland: For independent private schools, parents are obliged to pay contributions that are determined by the body running the school. Parents often make voluntary contributions to support the parents’ council. Back_to_table

Portugal: Public and government-dependent private schools at the primary and lower secondary levels are free. Back_to_table

Spain: Independent private schools are likely to collect contributions, but it cannot be said that they are obligated to do so. For government-dependent private schools, contributions can only be for complementary services. Voluntary financial contributions are mainly for extra-curricular activities in public schools and for a wide range of activities in government-dependent private schools. Back_to_table

Switzerland: Compulsory education in public schools is free. For government depending schools and independent private schools financial contributions from parents are obligatory. Back_to_table

United States: In some cases public schools may require a modest fee for books, transport, uniforms, supplies, lab fees, and sports. Back_to_table

Croatia: Government-dependent private schools do not exist in Croatia.

Hong Kong-China: A fee called 'tong fei' - a fee to defer building costs) is applied in some schools. Schools can apply for approval of voluntary donation. With regard to public schools, Parents are encouraged to participate e.g. in school rehabilitation works etc. With regard to independent private schools, any kind of sponsorships. Back_to_table

Kyrgyzstan: Legislation prohibits obligatory financial contributions in public schools. For independent private schools, there are school fees. Back_to_table

Macao-China: With regard to private schools, parents are free to contribute voluntarily for special events and occasions. Back_to_table

Montenegro: With regard to public schools, compulsory education is free and voluntary financial contributions from parents are allowed. For the only government dependent music school, parents pay tuition fees. Back_to_table

Peru: For example, for maintenance or cleaning. Back_to_table

Singapore: There is no data available for independent private schools. Back_to_table

Extent to which public funding follows students when they leave for another public or private school. Columns 19 to 24.<14PPS1> <14PGD1> <14PIP1> <14P2PS> <14P2GD> <14P2IP>

Austria: Changes in the student population within one school year usually have no effect on the previously allocated resources. This fully applies when students leave a school. If new students enter a school during a school year, this might mean opening a new class or splitting up certain subjects into more groups. This has consequences for the allocation of resources. Changes in the student population usually only have an effect on resources allocated to schools if they occur from one school year to another. Back_to_table
Belgium (Fl.): The so-called independent private schools do not receive financial support from the government. For public and government-dependent private schools, school funding is based upon the number of enrolled students on a fixed date. Back_to_table

Belgium (Fr.): The contractual obligations established in subparagraph 4 are fixed by the general index of consumer prices of 25 September 1997, based in 1988. The amounts are indexed, each calendar year, on the general index of consumer prices at 1 January, calculated according to the number of students registered on 15 January, except for the teaching of social advancement of mode 1 where the number of students taken into account is the average of the number of regular students within the first and fifth tenth of the training unit. Adjustments to the funding can be made if the school gains or loses 10% of its manpower compared to the amount calculated in the previous year (on January 15th). Article 3 §3 of the law of 29 May 1959 (school pact). Back_to_table

Brazil: Most of the financial transfer programmes in Brazil for public schools are linked to student enrolments. Independent private schools do not receive public money, but they lose funding when students leave the school and thus do not pay the tuition fee. Back_to_table

Chile: Independent private schools do not receive public funding. Back_to_table

Denmark: There is no funding for independent private schools to lose. Back_to_table

Estonia: According to the Basic Schools and Upper Secondary Schools Act, “Based on the number of students in municipal (and private) schools, grants shall be allocated to rural municipality and city budgets from the state budget each year in order to cover the expenses related to the remuneration of, social tax for and in-service training of teachers of municipal schools and acquisition of textbooks.” This means that the money moves to another school with the student. When a school’s expenditures exceed the grant from the central government budget the school’s costs are covered by the local government’s budget.

Other rural municipalities or cities shall fully participate in covering the operating expenses of a municipal school in proportion to the number of students attending the school who permanently reside in their administrative territories.

Operating expenses consist of: i) staff expenditure, except the remuneration and social tax of teachers; ii) management expenses; and iii) the cost of acquiring teaching aids, except the cost of obtaining textbooks. A rural municipality or city government shall approve the calculated cost of the operating expenses of a student place per student for each budgetary year. Back_to_table

England: Public funding is not given to independent private schools. The central government funds local authorities based on the overall number of students, taking into account factors such as disadvantage, area costs and scarcity. Local authorities are free to decide how to allocate funding to individual schools. Public funding is not given to independent private schools. Back_to_table

Finland: The amount of the statutory government transfer (euros per student) is based on the number of students and the calculated unit costs defined the Ministry of Education for each education provider. Various factors are taken into account in calculating the unit costs of education providers including geographical circumstances. The same funding system covers both public and private education providers. If the student changes schools but the education provider remains the same, the government transfer does not change. Municipalities are free to decide how to allocate funding among schools in their area. In practice, funding is usually based on the number of students, which means that the school loses funding if a student changes schools. Back_to_table

Greece: Independent private schools in Greece do not get public funding, and this is the case both in Primary and Secondary Education. Back_to_table
**Ireland:** Public schools are funded on the basis of enrolment figures. This does not apply to independent private schools as these do not receive state grants. Back_to_table

**Israel:** Funding does not follow the student when the student leaves during the school year. Back_to_table

**Japan:** For independent private schools, number of students is just one of criteria in the funding formula, so funding does not always follow the number of students even in the long term. Back_to_table

**Korea:** In the long run, the number of students affects financial distributions to schools. Back_to_table

**Luxembourg:** Local authorities are responsible for funding at the primary level for public schools and adjustments can be made. Back_to_table

**Netherlands:** Public funding follows students only for public and government-dependent private schools. Back_to_table

**Norway:** In public schools, the municipality loses funding when a student moves to another municipality or a private school. Norway has less than five independent private schools. Two of them receive government support, but this is a result of bilateral agreements, not a consequence of the current law. Back_to_table

**Poland:** All public and private schools receive monthly fund per student. If a student changes schools, the subvention follows the student and is transferred to the new school. Back_to_table

**Portugal:** Some public funding is provided to government-dependent institutions, and a readjustment is made in the following year when they lose students, taking into account the number of classes/students described in the contract. In the case of simple contracts (first and second cycles), the funding is provided to independent private institutions in accordance with the household capitation and for the whole student body. Back_to_table

**Slovak Republic:** For public schools, funds remain at the school that registered the student as of 15 September of the school year. Back_to_table

**Spain:** For public schools (at the primary and lower secondary level) and government-dependent private schools (at the primary level), funding is according to the number of school units and not according to the number of students.

**Switzerland:** Independent private schools do not receive public funding. Back_to_table

**United States:** Public schools do not lose local funding when a student leaves a school. For public schools, most funding formulas are based on student enrolment. However, there are frequent “hold-harmless” provisions, by which schools may retain funding for a year or more after a student leaves. For independent private schools, school vouchers and tuition receipts are applied to the school a student attends. Back_to_table

**Croatia:** Government-dependent private schools do not exist in Croatia. Back_to_table

**Hong Kong-China:** With regard to government independent private schools, direct Subsidy Scheme schools only, where the subsidy amount is calculated on per head of students. Funding of GD schools under the "Direct Subsidy Scheme" is directly related to the number of students. With regard to independent private schools, student fee is the main source of income. Government-dependent private schools - We called Aided schools. The number of classes affect the amount of different types of funding provided to schools. Back_to_table

**Kyrgyzstan:** With regard to public schools, funding does not follow the student, though in 3 of 7 regions of the Republic the process of transforming to the per capita funding has stated and adjustments can be made overtime, although this is possible starting only from the following financial year since school budget is being planned only once at the beginning of the financial year. With regard to independent private schools, parents cover 100% of school fees. Back_to_table
Macao-China: With regard to public schools, there is no minimum of headcounts below which there is loss of funding for not recruiting enough students. With regard to government independent schools, funding depends on a certain minimum of headcounts, below which there is loss of funding for not recruiting enough students. Back_to_table

Peru: (With regard to public and government dependent private schools) Schools do not receive public resources directly. It is the central government the one in charges of the payment of teachers, the building of the infrastructure, and other capital/operating expenditures. (With regard to independent private schools) To the extent that every student pays school fees, when someone leaves school, the funds decrease. Back_to_table

Singapore: There is no data available for independent private schools. Back_to_table

Table D5.4. Government regulations that apply to schools at the primary and lower secondary level (2008)

Is there a standard curriculum or partially standardised curriculum required? Columns 1 to 4 and columns 25 to 28. <16P1 and 16S1>

Austria: For public and government-dependent private schools and homeschooling, curricula are public ordinances enacted by the Ministry of Education. Curricula allow schools a certain amount of autonomy in respect of subjects, number of lessons and distribution among the different grades. Back_to_table

Belgium (Fl.): About ten years ago Flanders introduced a core curriculum for public and government-dependent private schools. This core curriculum consists of attainment targets (eindtermen) and developmental targets (ontwikkelingsdoelen) and is endorsed by the Flemish parliament. The core curriculum sets minimal targets of knowledge, skills and attitudes to be met at the end of the applicable educational level. The Flemish government considers these targets crucial to ensure that young people gain the necessary competences to enter the labour market or to embark successfully on further education. Back_to_table

Chile: Each school can design its own curriculum but must consider the Curricular Framework of the Chilean Ministry of Education, in which are established the Compulsory Minimum Contents (CMO, by their acronyms in Spanish) and the Fundamental Transversal Objectives (OFT, by their acronyms in Spanish). Back_to_table

Czech Republic: For public schools, the school programme must meet the requirements of the framework for educational programmes. For homeschooling, students are tested twice a year in the school with their school programme. Back_to_table

Denmark: For private schools and homeschooling, schooling shall be equivalent to that in public schools and the curriculum required in public schools. Back_to_table

England: For public and government-dependent private schools, at the lower secondary level, the statutory subjects with statutory programmes of study required of all students are: English, mathematics, science, information and communications technology (ICT), citizenship and physical education; along with art and design, design and technology, geography, history, modern foreign languages and music for Key Stage 3 (ages 11 to 14). Schools also have a statutory duty to teach religious education, careers education and sex education (and work-related learning at KS4), though there are no statutory programmes of study in these areas. Back_to_table

Finland: Public and government-dependent private schools at the primary level which are assigned a special educational mission may deviate from the provisions concerning the content of education. At the lower secondary level, the National Core Curriculum gives a certain amount of flexibility to adopt the curriculum to local circumstances. Moreover, education providers that have been assigned a special educational mission may deviate from the provisions concerning content.
For homeschooling, the local authority has a statutory duty to supervise progress to ensure that the child obtains knowledge corresponding to the basic education syllabus. Back_to_table

**Hungary:** Content is regulated at three levels: i) the National Core Curriculum describes general values, principles and the main development tasks; ii) accredited frame curricula (not compulsory); and iii) school-level pedagogical programme. The system is not standardised either on the input or the output side. Back_to_table

**Ireland:** Public schools, at the primary level, are recognised schools under the Education Act 1998 and must follow the standard national curriculum. Independent private schools, though not recognised schools under the Education Act 1998, may, and do, register their pupils under the Education (Welfare) Act 2000 as receiving a certain minimum education, and almost all follow the national curriculum. At the lower secondary level, schools follow national subject syllabuses/ programmes on which state examinations are based. Homeschooling at the primary level, though not required to follow a standardised curriculum, will be assessed on the basis of age-appropriate learning targets and the norms of the national curriculum. For homeschooling at the lower secondary level, it is most likely that parent-educators do likewise. Back_to_table

**Israel:** There is a core requirement for public and government-dependent private schools. Back_to_table

**Japan:** For the general basis of the curriculum for public schools, the government establishes the Course of Study (Gakushu-Shido Yoryo). Back_to_table

**Norway:** For government-dependent private schools, the curriculum has to be approved, although it does not require a standardised or partially standardised curriculum. Back_to_table

**Poland:** For public and private schools and homeschooling, there is a national core curriculum developed and introduced in the National Education Act. The core curriculum constitutes a basis for preparing national tests for all graduates of primary schools. Back_to_table

**Slovak Republic:** Public schools, government-dependent schools, and homeschooling refer to a state educational programme. Back_to_table

**Switzerland:** Every canton or language region has its own standard curriculum. Back_to_table

**Colombia:** There is a general framework The General law of Education established that there are nine areas or subjects that are compulsory, have to be taught. For five of those subjects maths, spanish, natural science, social studies, english and citizenship) there are standardized learning goals that all children should meet (specifications on what has to be taught in each educational level). The learning goals are established in “Los estándares básicos de competencias”. Each school is free to design its curriculum within this framework. However the curriculum has to be aligned with the specifications of “los estándares básicos de competencias” and the “lineamientos curriculares”. Back_to_table

**Hong Kong-China:** (Government dependent private schools) DSS schools are exceptions. The government issue curriculum guides and monitor or controls the requirement of territory-wide exams. Back_to_table

**Perou:** All the schools have to follow the National Curricular Design which indicates the capacities students must fulfil in each curricular area. Back_to_table

**Singapore:** With regard to public schools, schools adopt the national curriculum. Back_to_table

Is a mandatory national examination required? Columns 5 to 8 and 29 to 32. <16P2 and 16S2>
Austria: No national examinations are currently required. Beginning with the school year 2013/14 standardised final examinations will be introduced in the academic secondary schools. It is planned to extend this project to all school types.

England: For public and government-dependent private schools, students at the end of Key Stage 2 (age 11, the end of primary) take national curriculum tests in English, mathematics and science (although the science test is discontinued as of 2010).

Greece: In the rare occasions that there is homeschooling due to a pupil's inability to attend school, when the pupil is able to go back to school, s/he sits exams to pass to the next level.

Italy: The national test was introduced for independent private schools for the third year of the lower secondary school as of the school year 2008/09.

Ireland: For public schools and independent private schools at the lower secondary level, state examinations, though technically not mandatory, are taken by almost all students who complete the two cycles involved. Those not taking examinations would technically be categorised as early school leavers. Eligibility to enter the Leaving Certificate examination course (ca. age 15-16) is dependent on having completed a Junior Certificate examination course.

Israel: There is an examination for public schools and government-dependent private schools.

Japan: Achievement tests for public schools are not required for graduation from public educational institutions at the primary level.

Norway: For private schools at the lower secondary level, this depends on the curriculum the school is approved for.

Poland: For public schools, private schools and homeschooling, all graduates of primary school (the end of grade 6) take a national test, which is prepared and conducted by the National Examination Commission. All students at the end of the third year of gymnasium at lower secondary school take an external national examination, which is also prepared and conducted by the National Examination Commission.

Switzerland: There is no examination at the national level.

Macao-China: There is no mandatory national examination at all grade levels in Macao.

Shanghai-China: Lower Secondary Achievement Examination is administered at the end of the study for every subject respectively. It has an impact upon the student progressing to upper secondary education.

Singapore: With regard to public schools, students sit for the Primary School Leaving Examination at the end of Primary 6 and results used for secondary school application. With regard to independent private schools, some students have to sit for the Primary School Leaving Examination under the Compulsory Education Act.
Is mandatory national assessment required? Columns 9 to 12 and 33 to 36

Austria: For public and government-dependent private schools, beginning with the school year 2008/09, national standards were introduced. At the primary level the first testing will take place 2013. Back_to_table

Belgium (Fl.): The Flemish government has opted for a national assessment programme (*periodieke peilingen*), a system of surveys in a representative sample of schools. Surveys are administered in mainstream primary and secondary education. The central question in the surveys concerns the extent to which students in compulsory education have mastered the targets of the national core curriculum for the given educational level. The tests and questionnaires are developed by a research team. No student, teacher or school is sanctioned in any way on account of the test results in the national assessment. All the results are published without revealing schools’ or students’ identities. The government does not know the names of the schools (and the pupils) in the sample. Schools in the representative sample are invited to participate. Participation is voluntary. More information on the national assessment can be found via EAC-EA (European Commission) in the publication *National Testing of Pupils in Europe: Objectives, Organization and Use of Results – Flemish Community of Belgium* (2009) (http://eacea.ec.europa.eu/). Back_to_table

Belgium (Fr.): Obligatory at the primary level since 2008/09. Back_to_table

Brazil: It is not required for all schools, only the ones selected in a sample. Back_to_table

England: With regard to primary public and government-dependent private schools, at the end of Key Stage 1 (age 7), teachers assess reading, writing, speaking and listening, mathematics and science. Back_to_table

Finland: In public and government-dependent private schools, at the primary and lower secondary level and in accordance with the Basic Education Act, education providers participate in external evaluations. In Finland, national assessments are based on samples. Back_to_table

Italy: National, but optional, assessment for the second and fifth year of the primary school. Beginning with 2009/10, the assessment will be compulsory at the primary and lower secondary levels. Back_to_table

Ireland: For public schools at the primary level, national assessments of reading and mathematics among a randomly selected cohort of schools/pupils are carried out every five years or so, but this is not mandatory. Independent private schools at the primary level are not recognised schools and are not included in official national assessments. Back_to_table

Luxembourg: Not every year. Back_to_table

Mexico: For public and independent private schools, at the primary and lower secondary level, external assessment of federal programmes is accomplished through ENLACE. Back_to_table

New Zealand: Introduced in 2010. Back_to_table

Slovak Republic: For public and government-dependent private schools at the lower secondary level, state-wide testing occurs for all students in grade 9 of basic schools. Back_to_table

Poland: For all schools and homeschooling at the primary and lower secondary levels, the criteria for the test are established by the National Examination Commission. Back_to_table

Portugal: For public and private schools at the primary level though grade 4, standardised tests do not influence students’ assessment. Back_to_table

Switzerland: There is no assessment at the national level, but in some cantons (states) assessments are conducted in public and government-dependent private schools. Back_to_table
United States: States are required to participate in mandatory national assessments in reading and mathematics every two years; schools are required to participate in these assessments; students can opt out. Back_to_table

Bulgaria: (With regard to public and independent private schools at the primary level) National assessment at 4th grade. (With regard to public and independent private schools at lower secondary level) National assessment at 5, 6, 7 grades. Back_to_table

Colombia: The ICFES- National Assesment Institute- has a periodical assesment (every 3 years) for all students finishing the primary and lower secondary levels. The assessment has no effects on promotion. Back_to_table

Costa Rica: At the lower secondary level, there is a diagnostic assessment. Back_to_table

Hong Kong-China: For public schools and government dependent private schools, territory-wide assessment administered by the government are set at various level of schooling for formative as well as summative (that will affect individual children's school career, such as those linked with Secondary School Places Allocation) evaluation. Back_to_table

Macao-China: Starting 2009, all 15-year-olds are obliged to take PISA assessments. Back_to_table

Shanghai-China: Lower Secondary Achievement Examination is administered at the end of the study for every subject respectively. Back_to_table

Singapore: There is no data available for independent private schools. Back_to_table

Trinidad and Tobago: At the lower secondary level, Independent private schools can do the national assessment if they choose to. Back_to_table

Can schools promote religion or religious practices? Columns 13 to 16 and columns 37 to 40 <16P4 and 16S4>

Austria: According to the Austrian constitution, schools (all types and levels) have to provide an education that is based on Christian values. In addition, all schools have to offer the subject “Religion”. Back_to_table

Belgium (Fl.): Religion is a compulsory subject in public and government-dependent private schools. Only in public schools may students choose between several religions or social studies. Dispensation is possible. In denominational private schools (which makes up 95% of the government dependent private schools), religion and religious practices are promoted. In non-denominational private schools, it is not. Back_to_table

Finland: According to the legislation, teaching of religion is denominational in public schools. Usually students who belong to a religious community are provided religious education in accordance with their religion and students who do not belong to any religious community are taught ethics (there are some exceptions, but this is the main rule). School celebrations or morning openings may include some religious elements (which are part of Finnish culture and tradition) but in this case the school has to organise a substitute programme for students who do not belong to a church. For government-dependent private schools, the government may grant an authorisation to provide education according to a particular ideology. Back_to_table

Italy: State schools teach the Catholic religion (two hours in primary schools and one hour in lower and upper secondary school). There are also private religious schools (Jewish or catholic schools). Back_to_table

Ireland: In public and independent private schools at the primary level, this is most likely if school “ownership” is denominational. Back_to_table
Israel: There are religion classes in public and government-dependent private schools. Back_to_table

Japan: For public schools, section 15, paragraph 1 of the Fundamental Law of Education stipulates an attitude of religious tolerance, general knowledge of religion, and respect for the status of religion in civil life. It is also stipulated in the same section, paragraph 2 that schools established by the government or local governments shall not engage in religious education or other activities for a particular religion.

Independent private schools are permitted to provide religious education by the School Education Law. Back_to_table

Korea: No religious practices are allowed in primary public and independent private schools and lower secondary public and government-dependent private schools established by the national or local government entity. Back_to_table

Norway: For private schools, this depends on the curriculum the school is approved for. Back_to_table

Poland: According to the Education System Act, public and private schools enable students to develop their national language and their religious identity. Back_to_table

Portugal: Students can attend religion classes in public and private schools on a volunteer basis. This may be compulsory in an independent private school owned by a religious entity. Back_to_table

Slovak Republic: For public and government-dependent private schools, either religious or ethics education is obligatory. Back_to_table

Switzerland: According to art. 15 of the Federal Constitution on freedom of religion and science, no one shall be forced to join or belong to a religious community, to participate in a religious act, or to follow religious teachings. Therefore, at least in the public sector, lessons in religion are offered but optional. Back_to_table

Bulgaria: Only in special classes with explicit consent of the parents. Back_to_table

Colombia: Decree 4500 of 2006 establishes religious education as fundamental within the compulsory curriculum for all public and private schools Back_to_table

Macao-China: With regard to public schools, Government school would promote harmony amongst religions, and respect for the diverse religious practices. With regard to private schools, there is large number of religious schools in Macao. However, students studying in these schools are free to adopt religious practices in accordance with their free will. Back_to_table

Perou: At the lower secondary level, students can be released from the Religion courses. Back_to_table

Are there employment and certification standards that personnel must meet? Columns 17 to 20 and columns 41 and 44  <16P5 and 16S5>

Austria: For public and government-dependent private schools, the requirements for entering a teaching job are laid down in the Civil Service Code. Back_to_table

Belgium (Fl.): Employment and certification standards that personnel must meet exist only for the public and government-dependent private schools. For instance, linguistic educators must meet health and diploma conditions for employment. Back_to_table

Czech Republic: For primary-level educators at public schools, requirements include graduation and specialisation. However, in practice, non-qualified personnel teach, too. This is mentioned in the inspection report. Homeschooling educators (at the primary level) must pass the exit examination from an upper secondary school. Back_to_table
England: For public and government-dependent private schools of both levels, teachers must demonstrate their ability to attain qualified teaching status (QTS). Also, Criminal Records Bureau (CRB) checks are required for people working with children or vulnerable adults (e.g. teaching those under age 18 or vulnerable adults). For independent private schools at the primary level, only Criminal Records Bureau (CRB) checks are required for people working with children or vulnerable adults. Back_to_table

Finland: For public and government-dependent private schools, the existing qualification standards pertain only to personnel in permanent employment positions. Substitute teachers can be hired without the relevant qualifications. Back_to_table

Ireland: Teachers in public schools must be appropriately qualified and receive professional recognition through the Teaching Council. For private independent schools at the primary level, it is probable that the practice is to employ only suitably qualified personnel. With regard to public schools at the lower secondary level, teachers are paid from public funds and Teaching Council registration is therefore mandatory. Back_to_table

Korea: For public and private schools, the Elementary and Secondary Education Act stipulates what is required of school personnel. Back_to_table

Mexico: For public schools at primary and lower secondary education, an entry examination is required for teaching staff. Back_to_table

Poland: For public, government-dependent private and independent private schools, the requirements and standards for school personnel are regulated by the national Teachers’ Charter. It also specifies requirements for subsequent levels of teachers’ career development. Back_to_table

Portugal: Public and private schools have minimal qualifications for teachers and non-teaching staff. In public schools, they must also comply with the objectives set at the beginning of the school year. For private schools at the lower secondary level, there are only minimal qualifications for teachers. Back_to_table

Slovak Republic: For public and government-dependent private schools and homeschooling, the second stage of the university programme of training for teachers is required. Back_to_table

United States: Employment requirements depend on state law. Back_to_table

Bulgaria: According to the Public Education Law school teaching personal at all levels shall hold academic degree "Bachelor" or "Master" in certain subject from the curriculum and shall have teaching experience. For school based vocational education and training school they shall hold academic degree in certain branch, license for teaching and teaching experience. Back_to_table

Colombia: There are minimal educational requirements for teaching staff of public schools and government dependent private schools. ALL SCHOOLS Back_to_table

Macao-China: Teacher certification qualification is a must in public schools. With regard to private schools, teacher certification qualification is desired. Those who do not meet criteria must fulfil standards in due course by in service teacher education. Back_to_table

Perou: Teachers must have professional or pedagogical title. For private schools, nevertheless, for some courses, specialists without pedagogic title are allowed. For example, a historian can teach History. Back_to_table

Shanghai-China: (With regard to public and independent private schools at the primary level) Associate degree. (With regard to public and independent private schools at the lower secondary level) University degree. Back_to_table

Singapore: With regard to public schools, trained teachers for full time employment. There is no data available for independent private schools. Back_to_table
**Are there restrictions on staffing and class size? Columns 21 to 24 and columns 45 to 48**

**Austria**: For public and government-dependent private schools, the regulations are laid down in the School Organisation Act. [Back to table](#)

**Belgium (FL)**: For public and government-dependent private schools, there is no restriction on class size but on staffing as this is in correspondence with the size of the school population. [Back to table](#)

**Czech Republic**: For public schools, the Ministry of Education determines the minimum and maximum class size. The founder can change these provided that the higher costs of very small classes are financed by the founder or that there is no decrease in the quality of education if the classes are very large. For homeschooling, “material conditions and health protecting conditions must be met”. [Back to table](#)

**Denmark**: For public schools, the maximum class size is 28. [Back to table](#)

**England**: For public and government-dependent private schools, the class size limit of 30 only applies to infant classes for 5, 6 and 7 year-olds. [Back to table](#)

**Germany**: With regard to public schools the restrictions on staffing differ between the Länder. At the lower secondary level, due to the tight budgetary situation, in several Länder, the parents’ contribution towards the costs of teaching aids has been increased or teaching aids are no longer supplied free of charge (except in cases of particular hardship). [Back to table](#)

**Israel**: In public and government-dependent private schools, special study programmes require a committee to confirm the programme as well as classroom size restrictions. [Back to table](#)

**Japan**: For public schools, the government imposes a ceiling on class size. For independent private schools, some restrictions are set by the establishment’s standards. [Back to table](#)

**Norway**: In public and private schools, class size must not be larger than what is justifiable in terms of pedagogy and security. In terms of staff restrictions, classes must have one or more contact teacher(s) with specific responsibilities for the practical, administrative and social educational tasks of the class and the students. This also includes contact with the home. [Back to table](#)

**Poland**: For public and private schools, staffing and class size restrictions are regulated by the national Teachers’ Charter and the order of the minister of education. More specifically, class size is regulated in accordance with the statutes of public pre-school institutions and public schools. [Back to table](#)

**Scotland**: For public schools, staffing and class size is restricted by education legislation. [Back to table](#)

**Slovak Republic**: For public schools at the primary level, eight is the minimum number of students in a class. The maximum number is 22 in grade 1, and 25 in grades 2 through 4. For public schools at the lower secondary level, the maximum number of students in a class is 28. [Back to table](#)

**Sweden**: For public and government-dependent private schools, class size is not centrally regulated, but determined locally by the municipality and the school. [Back to table](#)

**Bulgaria**: There is minimum and maximum limit of students' number in classes. [Back to table](#)
**Colombia:** Decree 3020 of 2002 establishes that the criteria by which teachers are to be allocated is the mean ratio of students to teaching staff. This ratio should be of 32 in urban areas and 22 in rural areas. For ISCED 2 there should be 1.36 teachers per group. This applies only to public schools. [Back to table]

**Kyrgyzstan:** With regard to public schools, maximum class size is regulated by the Minister's Order. With regard to independent private schools, these schools usually have small class sizes due to parents' requests. [Back to table]

**Macao-China:** With regard to public schools, there is maximum but no minimum in terms of class size. With regard to government dependent private schools, schools should organize classes within a certain range of class size, upon which government student subsidy is calculated for allocation purposes. [Back to table]

**Perou:** The maximum class size is established by law. [Back to table]

**Shanghai-China:** With regard to public and independent private schools, restriction is 30-40 students per class. [Back to table]

**Singapore:** With regard to public schools, Based on teacher-student ratio set by Ministry of Education. There is no data available for independent private schools. [Back to table]

**Table D5.5 (Web only). Criteria used by public and private schools when assigning and selecting students (2008)**

**General (Criteria used by public schools when assigning and selecting students at primary and lower secondary level)**

**Chile:** Families may choose to enrol their children in any school at any level of education, regardless of the characteristics of the institution (type of institution, location, size, etc.). [Back to table]

**Czech Republic:** Most students attend the same school for their primary and lower secondary education, the basic “fully organised” school. Basic schooling ends at the end of lower secondary education. Fully organised schools are attended by 150-2 000 students. In contrast, a number of very small basic “few-classrooms-school” are only primary schools, typically in rural areas, attended by some 20 to 50 students. Approximately 40% of all basic schools are schools of this type. The denotation comes from the fact that at least two grades are taught in one study group. Grades are combined depending on the number of students. [Back to table]

**Finland:** The nine-year basic education in Finland is not divided into primary and lower secondary education. [Back to table]

**Greece:** If there are more applications than places available it is by means of a drawing of lots that students are assigned to Experimental Primary and Lower Secondary Schools. [Back to table]

**United States:** Since states and local governments are primarily responsible for implementing education legislation and for funding public schools, the types of school choice available to families vary from state to state and locality to locality. [Back to table]

**Bulgaria:** Mainly the parents choose the school for their child (children). [Back to table]

**Colombia:** The assignment of students is done by the secretaries of education (at the state or local level). This is normally done based on the availability of school places in nearby schools or the distance between the child’s house and the school. Normally for the secondary level the child continues in the same school. [Back to table]

**Hong Kong-China:** Exam results only play a part at the lower secondary level, not in the primary level [Back to table]
Trinidad and Tobago: Students are only admitted to primary schools at the age of 5. Parents usually choose schools within their geographical area, but it isn’t compulsory. At the end of primary school all students are required to sit the Secondary Entrance Assessment (SEA). The Ministry of Education (MOE) then assigns students based on the following criteria: Parental choice- Parents are given the option of selecting four schools of choice; Merit of student performance; Gender of students and Availability of space at the school. If students do not meet the above criteria, the MOE then has the responsibility for assigning students to schools within the students geographical area, once there is space available in the schools. Back_to_table

How is assignment of students to public schools done at the primary and lower secondary levels?
Columns 1, 2, 4 and 5 <IP1> <IP2> <IS1> <IS2>

Austria: Austria is divided into school districts composed of one or more municipalities. Children of statutory school age living in a school district must be admitted to a school in that district. A student’s application for admission to a school outside of his/her school district may be rejected. “Yes” in 1S1 is only true for one branch of lower secondary school. The lower secondary level consists of two branches: lower secondary school and academic secondary school. Students are free to choose between these two branches. If the lower secondary branch is chosen the student will be admitted to the school in the district in which the student lives. Students may apply for admission to any academic secondary school. There may be admission criteria for academic secondary schools. Back_to_table

Belgium (Fl.): The Belgian constitution guarantees parents’ freedom of choice. Each student has the right to enrol in the school of his/her (parents’) choice and is not related to a specific region. Only in a strictly limited number of cases can a school refuse an enrolment or refer a newly enrolled student to another school. Priority is given to pupils who already have a brother or sister registered in the institution. Back_to_table

Belgium (Fr.): Apart from the restriction mentioned in 1P3_T, the choice is free (Article 24 of the Constitution). The only restriction applies to the number of places available in the school and the registration date (September 30 of the current school year, Article 79 §1 of the Mission Decree 24/07/1997). Back_to_table

Brazil: The most common criterion for assigning students is geographical area. Back_to_table

Czech Republic: Primary and lower secondary schools are often integrated. While students ordinarily remain in their integrated primary and lower secondary school, reasons such as small school size, academic achievement and a student’s wish to attend a grammar school may influence the selection of a specific lower secondary school. Parents may request enrolment in a school they selected for the start of their child’s compulsory education between January 15 and February 15 of the year in which the child reaches 6 years of age and compulsory schooling is expected to begin. Head teachers are obliged to accept children living in their school district. If a head teacher accepts a child from another school district, they must inform the head teacher of that school. The enrolment procedure involves a non-standardised assessment of the child’s readiness for school. It may result in a recommendation to parents to postpone the start of school. Most students stay in their basic (primary + lower secondary) school. Students may go (or may need to go) to another school for secondary education either because they attended only a primary school, or because they apply for enrolment in a grammar school with lower + upper secondary education. This typically concerns children attending very small schools in rural areas. Otherwise students usually continue in the same school. Students may apply (from the beginning of lower secondary education (grade 6) or from the middle of lower secondary education (grade 8) of their compulsory schooling) to a grammar school, an academically oriented school leading to the school leaving examination at the age of 19. Grammar schools last eight years or six years.

“For students coming from not fully organised but just primary school, there is a possibility to decide which ‘fully organised basic’ “school (grades 1-9) is going to serve the child for its lower secondary education, or which grammar school (grades 6-13 or 8-13) or conservatoire is going to serve the child for (part of) his/her lower and upper secondary education. A head teacher of a fully organised basic school is obliged to accept the students leaving primary school living in the catchment area of the fully organised basic school. If there is then free capacity in the school, head teachers set their own criteria for admission. The possibility to apply for a grammar school or conservatoire exists, however, for any student. The selection procedure is up to the head teacher of each grammar school or conservatoire. For the conservatoire, it is tests of a specific talent in the area of arts. For grammar school, it may be written/oral tests of knowledge/skills, IQ.
tests, psychological tests, etc., and the decision can also be made solely on the basis of final certificate of the school the student has left.”

**Denmark:** Education is compulsory for all children beginning 1 August of the year in which the child becomes 6 years old. Each child is enrolled in the school in the district in which he/she lives. Exceptions are possible in individual cases if a child needs special support for the development of skills in the Danish language which is better obtained at another school. All parents have the right to enrol their child in a public school (*folkeskole*) of their choice in accordance with the local regulations of the municipal council. Normally there is no school choice at lower secondary level because the Danish *folkeskole* has integrated primary and lower secondary level.

**England:** Public schools must accept all children who apply if there are enough places. If a school has more applicants than places available it must allocate places using its oversubscription criteria, as published by the (local) school admission authority which sets the parameters within which schools can set lawful criteria. The (national) School Admissions Code sets out the ways in which schools can admit children and forbids the use of other, unfair oversubscription criteria. Admission authorities must then follow the criteria laid down by their admission policies when allocating school places to children. See [www.dcsf.gov.uk/sacode/downloads/SchoolAdmissionsCodeWEB060309.pdf](http://www.dcsf.gov.uk/sacode/downloads/SchoolAdmissionsCodeWEB060309.pdf).

**Estonia:** Both primary and lower secondary public schools are local government schools and student assignment is mostly based on geographical area, because local governments are obliged to provide schooling to all their residents. Assignment can also be based on a specialisation exam. There are also special schools for children with special needs under the Education Act: “Local governments shall provide persons with physical disabilities, speech impairments or sensory or learning disabilities and persons who need special support with the opportunity to study at a school of their residence. If suitable conditions are not found, the state and local governments shall provide such persons, pursuant to the procedure and under the conditions prescribed by legislation, with the opportunity to study at an educational institution established for that purpose.”

**Finland:** The local authority assigns each child to a primary or lower secondary school, based on safe proximity to public transport and the school. Parents are free to apply for any other school (public or private, within or outside the municipality), but admission is subject to availability.

**France:** Students are assigned to school districts established by the Ministry of Education. Assignment can also be made for curricular or other reasons.

**Germany:** Parents are asked by the local school authorities to enrol their children at a certain date.

**Greece:** Common Secondary Education Schools do not require exams or specialisation. It is Art Schools, Music Schools and Athletic Schools that require specialisation and passing examinations in the special subjects they offer.

**Hungary:** Enrolment at the primary level is based on geographical area. A few schools have the opportunity to organise a specialised curriculum (*e.g.* foreign language education). At the lower secondary levels, at grades 5 and 7, it is possible to enrol in sixth- and eighth-grade gymnasia after taking an entrance examination. These schools enrol less than 10% of students.

**Japan:** Students at both primary and lower secondary levels are assigned to a public school within a local government’s geographical area. Most local governments assign students according to given regional partition, but some local governments refer to the parents’ opinions (which are collected in advance) when they allocate students to public schools.

**Korea:** Primary and lower secondary students are assigned to their school based on proximity to their home.
Luxembourg: Primary and lower secondary students are usually assigned to the public school nearest their homes. Back_to_table

Mexico: Public schools have morning and afternoon sessions. Parents can choose a school close to their home or work. Availability of spaces is considered when assigning students in public schools. Back_to_table

Netherlands: Parents are free to choose a school for their children. Back_to_table

Norway: Primary and lower secondary students have the right to attend the school in their district that is closest to their home. The municipality may issue regulations. Students may apply for and be accepted at a school in another district. Back_to_table

Poland: Children entering the first grade of either primary or lower secondary school may choose between a primary school in their area of residence, a sports school, a school with sports classes, a sports masterclass school or a school of fine arts. Children with disabilities or disorders are qualified for special schools and may also be placed in integrated schools.

In the case of standard primary and lower secondary schools run by communities, children who live within the community’s district have priority for admission to the primary school. In general, children who reach the age of 7 in a given calendar year are accepted for grade 1 of primary school. Upon parents’ application, a child who reaches the age of 6 before the first day of September of a given year may be accepted for grade 1 of primary school at the discretion of the headmaster after consultation with a psychological educational counseling service. School admission may be postponed (not longer than one year) at the discretion of the headmaster after consultation with a psychological educational counseling service. A child residing outside the school’s service area may apply and be accepted, providing the school has free tuition availability. Back_to_table

Portugal: Students who enrol for an educational level prioritise the schools they want to attend. Within a pedagogical area, students are assigned on the basis of the mandatory criteria and the school’s capacity. Students may not be assigned to their first or second choice, as vacant places may be filled by other applicants who better meet the school’s criteria. Back_to_table

Slovak Republic: A child is accepted for basic education when he/she fulfils the conditions of §19 of the law on education. A child younger than 6 years can be accepted, upon the recommendation from a specialist advisory centre and a paediatrician. Back_to_table

Spain: In order to guarantee a school place for all, students are assigned to a school based on the geographical area in which they live.

Switzerland: Primary students are usually assigned to a public school nearest to the place they live. On lower secondary level, performance based types of school (ability groups) are offered. Accordingly assignment is based mainly on the geographical area and the level of the students’ performance Back_to_table

United States: Student assignment to public primary and lower secondary schools is determined at the local district level. Typically, assignments are based on geographical area. Depending on the district, student placement may be determined by location of student residence, lottery system, income level or class size. Back_to_table

Argentina: At the primary level, every region establishes the order of the criteria mentioned before. At the lower secondary level, when the demand is high the system before is applicable (in some provinces there is a system by drawing lot to assignment to a public school. Be a brother of a pupil is priority to obtain a place). Back_to_table

Bulgaria: Assignment based on exams at primary level is valid for very small number of schools. Back_to_table

Colombia: The assignment of students is done by the secretaries of education (at the state or local level). This is normally done based on the availability of school places in nearby schools or the distance between the child’s house and the school. Normally for the secondary level the child continues in the same school. Back_to_table
Croatia: At the primary level, parents submit applications and all necessary documentation to a nearest school in their catchment area. A special school committee (consisting of a psychologist, doctor, pedagogue, defectologist, etc.) evaluates the child's maturity for school. If the child does not meet the maturity criteria, the committee can decide to delay his or her enrolment for one year. Transfer from ISCED 1 to ISCED 2 is done automatically because the basic (compulsory) education in Croatia consists of 8 years of schooling (4 years of ISCED 1 and 4 years of ISCED 2) within the same school buildings. After the primary level (the first four grades of a primary school) students automatically enter the lower secondary level because primary schools in Croatia comprise 8 grades (4 grades on a primary level and 4 grades on a lower secondary level).

Dubai: the assignment of the students is based on geographical areas (we try to assign students to the nearest schools they can reach and we provide them with transportations facilities to make it easier for them such as buses).

Georgia: Parents provide the documents to the schools and the decision is made according to the schools capacity for intake of students.

Hong Kong-China: Parents can choose a few preferences of schools in other school districts but the majority must be in the district where they reside. The Primary One Admission System is divided into 2 stages: (1) Discretionary Places Admission allocates about 50% of places. Parents apply to the school directly and school makes decision based on the above criteria. (2) Centre Allocation (administered by Hong Kong Government Education Bureau) allocates the remaining places based on the above criteria. The Secondary School Places Allocation System is divided into 2 stages: (1) Discretionary Places Admission allocates about 30% of places since 2006. Parents apply to the school directly (max 2 schools) and school makes decision based on the above criteria. (2) Centre Allocation (administered by Hong Kong Government Education Bureau) allocates the remaining places based on the above criteria. Using territory wide assessment combined with schools' internal exam results, together decide the priority among students choosing the same school. Source: http://www.edb.gov.hk/index.aspx?nodeID=1497&langno=1.

Lithuania: At the primary level, parents can choose the nearest school for their child. They should come to the school and fill the application form. In some municipalities exist a centralized system of entering to the school. Parents must go to the municipality office and fill an application form. Their child will be assigned to the nearest school. In most cases students continue learning in the same school.

Macao: Education and Youth Affairs Bureau, Macao (DSEJ) has the function to help parents and students seek enrollment in both private and public schools.

Montenegro: Students are assigned to a public school nearest to the place they live.

Perou: Families can choose where to enrol their children.

Qatar: We have a bimodal educational system. In the independent school model, decisions are made by parents. In the MOE school model, decisions are made by the MoE. For public schools, parents can decide to send their children to one of two types of schools. If they choose the MoE school model, their children must attend a school based on geographical consideration. Should they choose the independent school model, they can send their children to any independent school. In case of limited availability of space the school uses a range of criteria to determine school entrance (e.g. nationality, existing family relationship, geographical location etc...).

Shanghai-China: The public schools in compulsory education stage (ISCED 1 & 2) should admit students nearby without any examination. The sub-regional education authority should differentiate the school service area and assign the school recruitment size based on the investigation of the number of potential neighborhood students and the available places of each school. Also, the sub-regional education authority should announce the recruitment information of all the schools in the sub-region, including the school service area, the available places (i.e. how many classes and students) of the year, and the result of the student recruitment. All the students will be assigned with a neighborhood public school.
Singapore: Parents apply to their school of choice directly and places are allocated based on their availability at the time of application. Where demand exceeds supply of places, a hierarchical set of criteria is used (as described above) to allocate places. At the end of Primary 6, students sit for the Primary School Leaving Examination (PSLE), which is a national examination that assesses their suitability for secondary education. Parents and students select their schools based on their child's performance in the PSLE and the central government tries to match the child to the school of choice based on merit. 

Chinese Taipei: Government will assign students based on students’ school district, which means students' household registration.

Trinidad and Tobago: Parents have the choice of selecting outside their geographical location, once there is available space.

Other criteria used for assignment to public schools at the primary and lower secondary levels. Columns 3 and 6

Belgium (Fr.): “The Belgian constitution (article 24) guarantees the parents' freedom of choice. The only restriction on the one hand, on conditions for basic teaching in educational institutions organised by cities and communes, applies to living on the communal territory or meeting the requirements of article 23, paragraph 4, of the law on co-ordinated primary education (20 August 1957), and on the other hand, applies to the number of places available in the school and the registration date (September 30 of the current school year, Article 79 §1 of the Mission Decree 24/07/1997).

Brazil: According to the National Educational Law, students have the right to be enrolled in a school close to their home. However, since Brazil is a federal state, other criteria may apply in different states or municipalities.

Denmark: Other criteria used for assignment include the age of the child, parental request to enrol at a school other than the school in the district of residence, special education needs, and special needs for a child’s development of language skills.

England: Oversubscription criteria include: children in care; social and medical needs of the student or parent; whether siblings are already enrolled; random allocation; as well as a distance from home to school and geographical area; status of the waiting list.

Estonia: Special schools are provided for children with special needs.

Finland: A local authority with both Finnish- and Swedish-speaking residents has a statutory duty to arrange basic education separately based on native language.

France: Families may request and be granted enrolment in another school in the same or a different municipality. The only limit is the capacity of the school. If limited places are available the following priorities are applied subject to the approval of the academic inspector and the allocation commission: i) student with disabilities; ii) students requiring medical treatment near the destination school; iii) merit grant holders; iv) social grant holders; v) special scholar path; vi) siblings in the destination school; vii) proximity to enrolment boundaries; and viii) multiple combinations of the above.

Germany: At the primary level, in general, the assignment at primary level bases on geographical area (school districts). Pupils may also apply for admission outside his/her district on the condition that it can be realized in accordance with e.g. available places. Pupils with special needs are offered special schools which can be chosen. At the lower secondary level, the Länder have different regulations governing the transition from primary into secondary education. In some instances, a binding decision on the choice of school attended and/or course of education pursued in lower secondary education (Sekundarstufe I) is made in grade 4, and in others during grades 5 and 6, while in others still this decision is only made at the end of grade 6. No such decision has to be made if the pupil is entering an integrierte Gesamtschule (integrated...
comprehensive school). A current overview of the regulations of the individual Länder regarding the transition from primary to lower secondary education is available on the website of the Standing Conference.

During grade 4 in the primary school, a vote is taken by the school which the pupil is leaving that contains general information about the pupil’s progress in primary school and concludes with an overall assessment of her or his aptitude for certain types of lower secondary schools. This is accompanied by detailed consultations with parents. The vote of the primary school is either the basis for the decision or an aid in the decision regarding the pupil's future school career. Depending on Land legislation, various methods can be used to assess the pupil's suitability for a future school career at the Realschule or Gymnasium (trial half-year, trial lessons, entrance examination). The final decision is taken either by the parents or by the school or school supervisory authority. So far, Education Acts and education policy have tended to give increasing consideration to parental rights in the choice of the pupil's future school career.

The right of parents to choose a school for their children does not mean that a pupil has the right to be accepted by a specific school. The right to a free choice of the place of training which is laid down in the Basic Law does not refer to acceptance into a specific school. As a result, as long as attendance of another school of the same type is possible and can reasonably be expected, some Länder rule out a legal right to acceptance into a specific school in their Education Acts.

Pupils wishing to complete their compulsory schooling at the Hauptschule or Berufsschule must always attend the local school. This rule also applies to pupils at other types of secondary school if school catchment areas have been fixed for the type of school they have chosen. However, parents may choose a school other than that which is responsible for the local area and apply to the school authority to admit their child to that school. The school authority then decides on the merits of each particular case, following consultations with the parents and the authority maintaining the school, with the well-being of the pupil concerned being the decisive factor.

If no catchment areas have been fixed for a type of secondary school, parents are always able to choose which school their child attends. In this case, the capacity of the chosen school is the only limiting factor affecting the pupil's right to admission. Back_to_table

Greece: Other criteria apply to Experimental Schools and Cross-cultural Schools. State laws. Back_to_table

Mexico: Assignment is also based on the number of student spaces available at the school. Back_to_table

Netherlands: Provisions are made for children with special needs. Back_to_table

Poland: Children who reach the age of 7 in a given calendar year are accepted for grade 1 of the primary school. When changing schools, a transcript and report from the previous school is required. Applicants for admission at sports schools, schools with sport classes and schools which require sport proficiency must provide a valid health certificate with the recommendation of the issuing doctor, written permission of parents, the recommendation of the coach leading the sports classes, and successful completion of the physical fitness tests. For special needs and integration schools: students are qualified on the basis of a certificate of special educational needs issued by a commission at a psychological educational counselling service. In some cases, a test of language competence, provided by the school’s pedagogical council, may be required for admission to some schools/programmes. Back_to_table

Portugal: Students with special needs receive first priority. Siblings are assigned to the same school as a second priority. Proximity to home or parental workplace is a third priority. A fourth priority is to try to keep students in the same school facility as they move from primary to lower secondary level. Back_to_table

Sweden: Children are usually placed in the school nearest their home. However, parents have the right to choose another school, either municipally or independently organised. The right to choose does not guarantee that there will be places available in the chosen school. In addition, the municipality may have other restrictions (e.g. priority for children who live close to the school, provisions for siblings of current students). In sparsely populated municipalities there may not be alternate choices. Back_to_table

Switzerland: Special education needs are taken into account. Back_to_table
United States: Some districts place students in schools with consideration to home location, academic diversity, class size and income diversity. However, these criteria are not always applicable. Back_to_table

Argentina: Both parents working, one parent working in the geographical area, to have brothers in the school, student living in a shanty dwelling, student is a son of a single mother. In some provinces there is a system by drawing lot to assignment to a public school. Be a brother of a pupil is priority to obtain a place. Back_to_table

Croatia: Parents may decide to enroll their children into a school with a different catchment area (for example minority schools). Back_to_table

Georgia: Parents can choose the schools which may not be near the place the family resides in. Back_to_table

Hong Kong-China: The Primary One Admission System is divided into 2 stages: (1) Discretionary Places Admission allocates about 50% of places. Parents apply to the school directly and school makes decision based on the above criteria. (2) Centre Allocation (administered by Hong Kong Government Education Bureau) allocates the remaining places based on the above criteria. Stage 1: Whether applicants have sibling(s) studying or parent(s) working in the primary school, kindergarten or secondary section if of the same address, are graduates of this school, belong to the same religion or being members of the organization which operates the school. Stage 2: school preference indicated by parents combined with random assignment. At the lower secondary level, Stage 1: Criteria and weightings set by each school according to their educational philosophy and characteristics. Stage 2: Students' allocation band, parental choice of schools and random number. Stage 1: Interviews may be arranged but no written tests should be conducted. Stage 2: The calculation of students' allocation band is based on their internal assessment results at the end of P5, both at mid-year and end of P6; and then scaled with a territory wide assessment result. Back_to_table

Macao-China: 1. Parents opt for their children studying in the public schools. 2. Referred by the Macao Government when no other private school is available for student to enroll. Back_to_table

Panama: The choice of school is a decision of the guardian of the student, if there is no availability in a given center, the regional directorates will provide support. Back_to_table

Qatar: However, in one form of public schools (i.e. independent schools), if availability of space is limited, then other criteria are taken into account. These defining criteria include, inter alia, nationality and school family existing connections. Back_to_table

Chinese Taipei: There are three types of student's school district; normally parents will receive the enrollment notice of one assigned school. However some students live in the area where are the "Open district" and "Joint district". The Open district is a free district for all pupils, because this district normally has fewer residents. Joint district is the area where has two public schools and parents can choose one for child(ren). Back_to_table

Thailand: There is a special treatment to those who have given great assistance to schools (e.g. donors of funding, a piece of land to build the school on etc.) In practice this is likely to extend to those who have influence over schools in other ways. Back_to_table

Singapore: The main means of allocation is parents' choice of school for their children. Where demand exceeds supply of places in a particular school, other criteria kick in. e.g. The child has a sibling studying in the school of choice; the parent is a former student of the school and has joined the alumni association, or is a member of the School Advisory/Management Committee, or is a parent volunteer of the school. Back_to_table

Aside from special education for students with disabilities, can schools at the primary and lower secondary levels apply selective admission criteria? Columns 7-46
**Austria:** For public and government-dependent lower secondary schools, no admission criteria can be applied. Students applying for admission at an academic secondary school have to pass an entrance examination if their grades fall short of certain criteria in respect of their academic performance at primary school in language and mathematics. (27, 28, 32, 33).  
Back_to_table

**Belgium (Fr.):** With regard to geographical criteria or proximity to school, at the primary level, Article 87 of the Mission Decree 24/07/1997: conditions for basic teaching in educational institutions organised by cities and towns (*communes*): to live on the geographical territory or meet the requirements of Article 23, paragraph 4, of the law on co-ordinated primary education (20 August 1957) (30) Back_to_table

**Chile:** Gender criteria exist for some schools. (23, 41, 42, 43)  
In private schools at the lower secondary level, parents are supposed to agree with the educational philosophy of the schools, which in some cases may be based on religious or cultural ideology. (29, 40) Back_to_table

**Czech Republic:** In public schools at both the primary and the lower secondary levels, the head teacher is required to give preference to students residing within boundaries of the school district. This does not apply to grammar schools.  
Back_to_table

**England:** For public and private schools at both the primary and lower secondary levels, Section 102 of the School Standards and Framework Act 1998 allows the admissions authority of a school with a specialisation in certain prescribed subjects to give priority for up to 10% of students on the basis of aptitude in the prescribed subjects. Back_to_table

**Finland:** In public and government-dependent private schools, if the school has a special emphasis on one or several subjects or provides education in a foreign language, the selection of students may be based on an aptitude test. With regard to financial criteria, government-dependent private schools providing instruction in a foreign language may charge tuition fees. This means that parents must pay the fees in order to enrol their children. Back_to_table

**France:** In government-dependent private schools, this depends on availability. Independent private schools may have different criteria. Back_to_table

**Greece:** At the lower secondary level, only Athletic Schools, Art Schools and Music Schools can apply selective admission criteria which are relevant to the curricula of these schools. When selective criteria exist they are defined by national legislation. The law does not allow independent private schools to apply selective admission criteria. Sometimes independent private schools may ask prospective students to sit tests in order to determine the level of their knowledge in certain subjects, but Greek law does not give private schools the right to deny a student admission based on poor exam results. Back_to_table

**Italy:** At the primary level, families are free to choose the kind of school they want to send their children to. Each school establishes its own criteria for accepting applicants if there are more requests for enrolment than the capacity of the school or the school staff. Back_to_table

**Japan:** In public schools, most local governments assign students according to given regional partition and parents can choose another public school within the same municipality when the local government permits the parents’ claim. Local governments establish their own standards for such permissions. The independent private schools can establish their own admission criteria. Back_to_table

**Netherlands:** In public and government-dependent private schools at the lower secondary level classroom capacity is a criterion. Back_to_table

**Norway:** In government-dependent private schools classroom capacity may invoke other assignment criteria. Back_to_table
Poland: In public primary schools the assignment criteria are as follows: first-grade students within the school district’s geographical boundaries. However, parents of first-grade students may apply to a primary school outside of their geographical boundaries on a space-available basis.

For sports schools at both the primary and lower secondary levels, the assignment criteria are as follows: a valid health certificate, recommendation of the coach, test(s) of physical fitness.

Schools of the arts and bilingual schools at both the primary and lower secondary levels apply the following criteria: an admissions examination and a qualification test (if applicable).

In public lower secondary level schools, the assignment criteria are completion of the public primary education level and residence within the lower secondary school geographical boundaries. Parents may apply for a lower secondary school outside of their geographical boundaries on a space-available basis.

Assignment criteria for independent private schools are established by the school and may differ among schools.

Slovak Republic: In government-dependent church schools at the primary and lower secondary level, religious criteria can be applied.

In public and government-dependent schools at the lower secondary level, academic criteria is applied only to students in the first grade of the eight-year gymnasium.

Spain: Public schools can apply admission criteria when applications exceed available space. These criteria are regulated by law.

Switzerland: Unless contractually prohibited from doing so, government-dependent private schools can apply selective admission criteria, depending on performance mandate/service agreements.

United States: Most schools use geographical area criteria; however, a small percentage of schools may have additional criteria (e.g. magnet schools for gifted and talented students may apply selective admissions criteria). These schools are a small percentage of all secondary schools.

Colombia: Private schools have their own admissions criteria.

Croatia: Government-dependent private schools do not exist in Croatia.

Hong Kong-China: Independent private schools may use written admission exam.

Kyrgyzstan: Private schools are autonomous in choosing any enrollment criteria.

Macao-China: Private schools have complete autonomy in setting of admission criteria.

Montenegro: The only government dependent school in Montenegro is a music school. There are no independent private schools at lower secondary level.

Singapore: For public schools at the lower secondary level, the main allocation criteria is academic merit. Schools can admit a number of students based on other merits such as student leadership quality, performance in sports, performing arts, uniformed groups, services to community. For independent private schools, the data is not available.
Table D5.6 (Web only) Expansion of school choice within the public school sector over the past 25 years (2008)

General: This section contains comments that apply to more than one column in the table.

Denmark: By Act No. 335 of 18 May 2005, all parents have the right to enrol their child in a public school (folkeskole) in their municipality or another municipality of their choice if places are available. Parents also have the right to change their child’s school. Back_to_table

Estonia: Private schools and local government schools were not an issue before 1992 when the Constitution and the Education Act came into force. Back_to_table

Iceland: Parents have the right to choose a compulsory school for their children within their municipality according to the municipality’s rules. Back_to_table

Ireland: The expansion of the number and variety of recognised patron/trustee bodies under the Education Act 1998 may or may not have had the effect of increasing school choice. What is certain is that the increase in number of schools under these new patron bodies (or owners), even before the 1998 Act, has meant greater choice for parents within communities/geographical areas. Irish-language medium schools and multi-denominational/interdenominational schools are the fastest-growing sub-sectors. However, the opening up of patronage opportunities under the 1998 Education Act has not had the same expansionary effect on school choice in the lower secondary sector. Back_to_table

Luxembourg: For primary school, new school project. For lower secondary school, Waldorfscule, baccalauréat international. Back_to_table

Sweden: The skolvalsreformen (school choice reform) of the early 1990s made it possible for students (and parents) to choose a school (municipally or independently organised) other than the designated school according to the principle “the nearest school from home”. Back_to_table

United States: “Under current federal legislation, if a child attends a Title I school that has been identified by the state for school improvement, corrective action, or restructuring, parents can choose to send the child to another public school that is not so identified in the district. Also, parents can choose another public school if the school their child attends is unsafe. The law also supports the growth of more independent charter schools, funds some services for children in private schools, and provides certain protections for homeschooling parents. Finally, it requires that states and local school districts provide information to help parents make informed educational choices for their child. States and local governments may have additional legislation.” Back_to_table

Have opportunities for school choice among public schools at the primary and lower secondary levels expanded since 1985? Columns 1 and 6 <3P_E & 3S_E>

Belgium (Fl): Belgium has a long history of school choice. The Constitution guarantees the parents’ freedom of choice. Parents and children must have access to a school of their choice within a reasonable distance from their home. Each student has the right to enrol in the school of his/her (parents’) choice. Only in a strictly limited number of cases, can a school refuse to enrol a student or refer them to another school. Back_to_table

Czech Republic: “Since 1997, schools were formally operated under three different programmes: Základní škola, Obecná škola a Národní škola. It is unclear, however, the extent to which parents distinguished among programmes rather than among schools. Today each school’s programme should be unique, within a framework of educational programmes. Moreover, recently classrooms and even schools for children deemed as gifted and talented have been (and increasingly are being) established in some localities. Parents can try to have their children exposed to (non-standardised) tests of their ability and have them enrolled in these classrooms or schools.” Regarding the expansion of school choice at the lower secondary level, it was not possible to apply to a grammar school before 1989, but it was possible to apply to a conservatoire. Back_to_table

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England: The Schools White Paper, Higher Standards, Better Schools for All – More Choice for Parents and Pupils, published on 25 October 2005, set out the government’s plans to radically improve the school system and to ensure that it is increasingly driven by parents and choice. It included the commitment that, by 2008, every local authority would have a choice advice service to help least well-off parents exercise choice: http://publications.dcsf.gov.uk//DownloadHandler.aspx?ProductId=Cm+6677&VariantID=Higher+standards+-+Better+choice+for+all+PDF&.

Section 86 of the School Standards and Framework Act 1998 (as amended by Section 42 of the Education and Inspections Act 2006) places a duty on local authorities to provide advice and assistance to all parents in their area when they are deciding which schools they want to send their children to. The statutory School Admissions Code requires all local authorities to provide an independent choice advice service focused on supporting the families who most need support in navigating the secondary school admissions process. Back_to_table

Estonia: Education is compulsory for school-age children to the extent specified by law, and shall be free of charge in state and local government schools. To make education accessible, state and local governments shall maintain the requisite number of educational institutions. Other educational institutions, including private schools, may also be established and maintained pursuant to law. Back_to_table

France: Regulation at the national level has not changed in the last 25 years. At the local level, rules may be more or less flexible through the use of derogations. Possible choices among public schools at the lower secondary level have become wider since 1985. Since the start of the 2007 school year, derogation is easier to obtain. Back_to_table

Hungary: Changes in the economic, political and administrative systems in 1989 provided families with greater freedom to choose schools in general. This has resulted not only in better quality schools but also greater inequalities within the school system. Therefore, in recent years, the educational authorities have restricted schools’ possibility to select among students. Opportunities for school choice among public schools have expanded since 1985 (Act No. LXXIX of 1993 on Public Education, 66. §). Back_to_table

Iceland: Parents have the right to choose a compulsory school for their children within their municipality according to the municipality’s rules. Back_to_table

Israel: Parents can choose from a group of schools (minimum of five) in the same geographical area, whether nationwide or between cities, rather than register their child at the nearest school. Back_to_table

Japan: While an amendment of the law in 2003 made it clear that local governments can consider parents’ need before they assign students to public schools, this applies to school choice within the same municipality and does not change the amount of available schools in school choice. Back_to_table

Korea: In Korea, there have not been any legal changes at the primary or lower secondary levels regarding school choice over the past 25 years. Back_to_table

Germany: At the primary level, in several Laender (federal states), the Laender or the local governments have increased opportunities for school choice in the past years, i. e. bilingual schools or schools with a focus on mathematics and science. There is the tendency in several Laender to reform the school system especially on the lower secondary level. Back_to_table

Mexico: School choice has been subject to availability of spaces since before 1985. Back_to_table

Netherlands: Public schools in the Netherlands are autonomous and decentralised since about 1920. Back_to_table

New Zealand: Education policy in New Zealand allows parents to choose the school they send their children to. As a result, parents usually have options regarding the school they send their children to. However, enrolment may be subject to residence within geographically-based zones, which are determined by school boards in conjunction with the Ministry
of Education when schools are at risk of over-crowding. Students living within the zone of a school have a guaranteed right to attend that school. Otherwise their enrolment could be subject to a ballot if enrolment applications exceed the school’s capacity. Back_to_table

Poland: At the primary level, integration of schools and classes has been introduced, whereby children with and without certified special educational needs can learn together. Lower secondary schools have existed in Poland since 1999. Before that, education consisted of eight-year primary schools and four-year secondary schools. Now it consists of six-year primary schools, three-year lower secondary schools and three-year upper secondary schools. The integrated schools and schools with integrated classes have been introduced, where children with and without certified special educational needs can learn together. Bilingual schools have been created for students with extraordinary language competencies (the enrolment process is based on successful language aptitude test passing). Back_to_table

Portugal: The criteria for school choice are now more sensitive to factors beyond geographical criteria. For instance, there is a new school organisation. Kindergartens and primary and lower secondary schools have been grouped into school clusters and this has brought about some changes. Back_to_table

Spain: According to the Spanish Education Act, educational administrations regulate student admission to public and government-dependent private schools in order to guarantee the right to education, equal conditions of access, and freedom of choice for parents and guardians. When sufficient places are not available, the admission procedure is governed by priority criteria: siblings already attending the school, parents or guardians working there, proximity to the home or place of work of one of the parents or legal guardians, annual income of the family unit (with specific calculations applied in the case of large families), or disability of the student or one of the parents. None of these conditions are of an exclusive nature. Back_to_table

Switzerland: In some cantons there have been popular initiatives in recent years to establish a free school choice, but the majority of the voters has rejected them. Back_to_table

Argentina: In the last years the government increased the number of schools. Back_to_table

Bulgaria: At the lower secondary level, the number of schools increased. Back_to_table

Colombia: Although the amount of public schools has increased, the school choice is centralized in the state or local authorities. There is no legislation on this subject. Back_to_table

Costa-Rica: Since 1985 there have been many more schools founded, so parents have a wider range of options where to enroll their children. Back_to_table

Dubai: Due to increase in the UAE population, economic growth and globalization, demand for more schools and specialization has increased which led to the increase in the number of the schools. Back_to_table

Georgia: Although the legislation has changed the school choice at the primary level remains the same. Back_to_table

Hong Kong-China: At the primary level, compared to the past, more autonomous space of resource allocation is given to the school management under the SBM framework, leading greater diversity in school characteristics. For more information about SBM, visit the government's website http://www.edb.gov.hk/index.aspx?nodeID=1937&langno=1. At the lower secondary level, as mentioned above the school-based management scheme as well as the increase in the quota of discretionary places in the secondary school place allocation in the 2000s (20%) and then in 2006 (30%). Back_to_table

Kyrgyzstan: There appeared more types of schools, which had slightly different curriculum and funding depending on the type of the institution, i.e. lyceums, gymnasiums. Back_to_table

Lithuania: In more and more municipalities pupils learning flows are managed at the municipality level. Back_to_table
**Macao-China:** Compared to 1985, school choice among public schools was increased as a number of public primary schools were built to meet the baby boom in late 1980s to 1990s. In 2000s, the number of public primary schools decreased as low birth rate hit Macao since late 1990s, but the opportunities of school choice in public school are still greater than that in 1985. Before 1998, there were one public Portuguese school and one Luso-Chinese secondary school. One more public school in the form of vocational secondary school was established in 1998 to meet the needs of the society. However, the public Portuguese school was restructured as a government dependent private school since 1999. Hence, school choice among public secondary schools has not changed much since 1985 Back_to_table

**Montenegro:** Primary level is a part of compulsory education and is regulated by the government. The education reform in 2004 has not introduced changes in the amount of school choice at the lower secondary level. On the other hand, new schools have been opened. Back_to_table

**Perou:** It has increased the number of public schools in a significant amount. As a consequence, the coverage ratio has increased. Remember that, in our country, there are no legal restrictions for the families to choose schools. Back_to_table

**Qatar:** Reform introduced a new range of independent schools which expanded over time. Back_to_table

**Shanghai-China:** Before mid 1990s, students can go to other primary schools if passed the examination administrated by the school. After mid 1990s, primary school is not permitted to give test for recruiting the students. The students must go to the assigned public school or choose private school. After 1996, all the schools in ISCED 1 and ISCED 2 admit students only in its service area. Back_to_table

**Singapore:** Schools were given greater autonomy to admit students based on criteria other than academic merit, under the Direct School Admission (DSA) Exercise, starting with the Secondary One intake in 2005. Back_to_table

**Chinese Taipei:** At the primary level, the increase in public schools was about 58 schools since 2000. At the lower secondary level, the increase in public schools was about 31 schools since 2000. Back_to_table

**Trinidad and Tobago:** Since 1985 the MOE has built new primary schools, thereby expanding the amount of school choice. With the introduction of Universal Secondary Education in T&T in the year 2000, the MOE built a number of new secondary schools, to facilitate all students who wrote the SEA. Back_to_table

**Reforms have reduced restrictions to school choice among existing public schools at the primary and lower secondary levels. Columns 2 and 7 <3P1_D & 3S1_D>**

**Belgium (Fr.):** For schools at the lower secondary level, the desire to ensure social diversity and transparent registration methods may make it possible for disadvantaged students to benefit from access to the same schools. Back_to_table

**Finland:** The new school legislation of 1998 made it easier to apply to a school other than the one assigned. Back_to_table

**France:** For lower secondary schools, school choice is in accordance with availability after all children from the local area are enrolled. Students not living in an area may be enrolled with the permission of the academic inspector. In this case, the academic inspector allows the derogation, following approval by the allocation commission, in accordance with the following priorities: students with disabilities, students with a medical treatment near the destination school, merit grant holders, social grant holders, students following a special scholar path, student for whom a brother or sister is enrolled in the desired school, and students living at the boundary of the enrolment area. More than one reason may apply. Back_to_table

**Germany:** At the primary level, in several Laender (federal states), the Laender or the local governments have increased opportunities for school choice in the past years, i.e. bilingual schools or schools with a focus on mathematics and science. At the lower secondary level, parents can chose between half-day and all-day schools Back_to_table
Israel: The reform was the decision of the Ministry of Education to ensure parental choice and made this a monitored choice according to educational letters from a minimum of five institutions between authorities. Back to table

Luxembourg: Priority is given to students living near the school. Back to table

New Zealand: Education policy in New Zealand allows parents to choose the school they send their children to, subject to any restrictions imposed by school enrolment zones set by the school board in conjunction with the Ministry of Education. Back to table

Portugal: There is a new school organisation. Kindergartens and primary and lower secondary schools have been grouped into school clusters and this has brought about some changes. Back to table

Argentina: Because the offer is high.

Bulgaria: It was eliminated the restriction of choice by municipality or region. Back to table

Costa Rica: Because of children’s educational needs, parents are given a wider range of options where children can get a better service. Back to table

Dubai: There are number of schools available but still there are limited course choices are available in public schools sectors. Back to table

Hong Kong-China: the Secondary School Places Allocation System has increased the quota of discretionary places. One interpretation is that more parents can apply for a school of their own choice (before resorting to the central allocation system, which, though incorporated the indicated preference as one factor, are somewhat out of control of parents.) however, whether this is a choice of the schools or or the parents, it depends on how you see it. Back to table

Singapore: The introduction of DSA expands the definition of merit to include talent areas like sports, the arts and leadership. Back to table

Thailand: If more students want to enroll in a particular school where there is no place available, that particular school can suggest students to go to other school in its school network. But generally parents do not consider the schools in the network with the same quality as the node schools and they are unwilling to take their children to those schools. Back to table

Trinidad and Tobago: Due to the number of new primary schools, parents are now afforded a greater selection of schools for choice. At the lower secondary level, parents have available to them an expanded school choice. Back to table

Reforms have included the creation of new autonomous public schools, to offer new options from which parents can choose at the primary and lower secondary levels: Columns 3 and 8 <3P2_D & 3S2_D>

Czech Republic: The creation of new autonomous public schools followed the reform of the public administration which made it possible for public basic schools to be established by municipalities except for special schools; these continue to be established centrally by the Ministry of Education, Youth and Sports. Back to table

Germany: At the lower secondary level, in some Laender new types of schools leading to an ISCED 3A degree are established like “Sekundaschulen”, “Gemeinschaftsschulen”, schools which offer the Abitur after 12 years or after 13 years of schooling. Back to table

New Zealand: The number of state-integrated schools has increased. Back to table
Poland: Following the reform of the education system, public schools can be run not only by the local government authorities and ministers but also by other legal and natural persons. According to the UOE definition, Polish public schools run by legal and natural persons fall into the category of government-dependent private schools. Back to table

United States: As of 2007, 40 states and the District of Columbia have charter school laws. Back to table

Argentina: The new public schools are not autonomous. Back to table

Hong Kong-China: The School-based Management Policy launched in the mid 1990s required schools to set up their own 'Incorporated Management Committees' (IMC) in all schools including public (or government) schools. The composition of the IMC specified has a broader representation of the stakeholders. Within the legal framework, IMC is given more flexibility in the allocation of resources and other management practice. Back to table

Perou: During the last 10 years, there has been a decentralization process, which aims to give more autonomy to the school (for example, with the Maintenance Program or the participation of school in the second step of the hiring of teaching staff). Nevertheless, this autonomy is not in a wide way yet. Back to table

Qatar: One basic intent of the reform has been to give the newly opened independent schools more autonomy in what has to do with the teaching techniques and the textbooks to be used. Back to table

Singapore: New specialised schools such as School of the Arts, Sports School and School of Science and Technology set up in recent years to expand choice of schools. Back to table

Thailand: The existing schools are allowed to establish an autonomous special programme attached to the school. These programmes work as if these schools were independent from its mother schools. This gives more choice to parents. Back to table

Reforms have permitted greater autonomy for existing public schools, including decisions about enrolment procedures and policies, which can increase school choice at the primary and lower secondary levels. Columns 4 and 9 <3P3_D & 3S3_D>

Czech Republic: There are two parts to the question. Reforms have permitted greater autonomy for existing public schools, but there have been no new decisions about enrolment procedures and policies that may increase school choice. Back to table

Finland: The National Core Curriculum for Comprehensive School of 1994 was less detailed than its predecessor. It delegated more decision making to the local level and thus enabled differentiation among schools. Back to table

Germany: Schools have greater autonomy concerning their budget and their human resources. Back to table

Ireland: School authorities are obliged by legislation to set down clearly and openly their enrolment-related policies and procedures. The existence of such policies/procedures, along with the availability of a range of school types, means greater clarity for parents regarding choice of school for their child. Back to table

Israel: Criteria of learned registration and admission are in progress. There are a number of criteria for admission. For example: a)Equal opportunities- it is the student who chooses the school and not the school who chooses the student. There is no students’ classification according to achievements, and b) wise choice: - this gives the parents the “tools” to choose wisely. Parents are given information through marking channels (available in different languages), through the media (radio and television), local newspapers. Information about existing options regarding school choice are also given out at schools. Back to table

Luxembourg: Schools have greater autonomy for administrative and pedagogical decisions. Back to table
New Zealand: Schools are decentralised but must conform to the National Administration Guidelines (NAGs).

Slovak Republic: Schools’ educational programmes reflect regional needs, interests of students and their parents. School educational programmes have to abide by the rules and goals stipulated in Education Law No. 245/2008.

United States: Charter schools in the United States are public entities which have greater autonomy than traditional public schools. Reforms have not provided traditional public schools with greater autonomy with regard to enrolment procedures and policies.

Argentina: Because the offer is high.

Bulgaria: The schools got complete administrative autonomy.

Hong Kong-China: The Secondary School Places Allocation System has increased the quota of discretionary places. One interpretation is that more parents can apply for a school of their own choice (before resorting to the central allocation system, which, though incorporated the indicated preference as one factor, are somewhat out of control of parents.) however, whether this is a choice of the schools or the parents, it depends on how you see it.

Kyrgyzstan: At the lower secondary level, this refers to the statement above, i.e. depending on the type of public school, i.e. depending on whether it is lyceum, gymnasium or a general public school, there might be different enrollment procedures, e.g. for lyceums and gymnasiums - based on selection exams or based on a geographic criteria for general public schools.

Perou: During the last 10 years, there has been a decentralization process, which aims to give more autonomy to the school (for example, with the Maintenance Program or the participation of school in the second step of the hiring of teaching staff). Nevertheless, this autonomy is not in a wide way yet.

Singapore: Beyond academic merit, students’ talents and achievements in other areas such as music or sportscan be considered for school admission. To assess these qualities in applicants, schools may conduct tests, interviews or trials as necessary.

Thailand: It is designed by the central the method to admit students into schools, e.g. the proportion of students that are admit by residential areas, selection by examination, etc. Schools decide the number of the intake and the right to take intake by other criteria, like those who give help to schools, major donors resources to schools.

Reforms have included new funding mechanisms that promote school choice at the primary and lower secondary levels. Columns 5 and 10

Estonia: Change in the financial system as of 2001. Based on the number of students in municipal (and private) schools, grants are allocated to rural municipality and city budgets from the state budget each year to cover expenses related to the remuneration of, social tax for, and the in-service training of teachers of municipal schools, and the acquisition of textbooks. Basically, this means that as of 2001 the money moves to another school together with a student.

Finland: Since 1993, the funding for an education provider is defined according to a set of criteria, including the number of students. In the new system, the funding moves automatically with the student.

Israel: Funding for public transport is being implemented to promote school choice.

Luxembourg: Schools at the lower secondary level are given the opportunity to present themselves.
**Poland**: Under current regulations, a public school run by local government authorities covers its running costs from its own income and allocation of money in the budget of the body running the school assigned to educational tasks. The funds are allocated on the basis of the number of students and are equal to the expected expenses per student in schools of the same type run by a particular school body. Back_to_table

**Portugal**: For lower secondary schools, the state supports private schools through association contracts where public facilities do not exist or are insufficient, thereby enlarging parents’ choice. Back_to_table

**Slovak Republic**: Normative funding per pupil is integrated in the project. Back_to_table

**Sweden**: The 1992 friskolereform introduced the possibility of grant-aided independent schools owned by a body other than the state or municipality. The reform provided for tax-financed, privately managed schools and the number of students attending such schools has since increased. In 1992/93 1% of students at the primary/secondary levels were enrolled in privately managed schools. The corresponding proportion in 2007/08 was 9%. Back_to_table

**United States**: Some localities provide taxpayer-funded scholarships, tax credits, education spending deductions, or vouchers to enable students to attend primary and secondary schools of their choice, including private institutions. Back_to_table

**Argentina**: The funding mechanisms are not related with the choice of school. Back_to_table

**Bulgaria**: The new system of allocation of the resources to schools was introduced in 2008 that provided them financial autonomy. Back_to_table

**Hong Kong-China**: At the primary level, compared to the past, more autonomous space of resource allocation is given to the school management under the SBM framework, leading greater diversity in school characteristics. At the lower secondary level, the School-based Management Policy launched in the mid 1990s required schools to set up their own 'Incorporated Management Committees' (IMC) in all schools including public (or government) schools. The composition of the IMC specified has a broader representation of the stakeholders. Within the legal framework, IMC is given more flexibility in the allocation of resources and other management practice. Back_to_table

**Qatar**: With the new reform in place, larger funds were allocated to the construction of high standard schools, thereby promoting a wider range of school choice for parents. Back_to_table

**Thailand**: Since the Government introduces the Free Education Scheme recently, but this is not true with school choice. Back_to_table

**Table D5.7 (Web only). Government-dependent private schools and their role in providing compulsory education at the primary and lower secondary level (2008)**

**General**: This section contains comments that apply to more than one column in the table.

**Finland**: It is useful to recall that in Finland only 1% of schools at the basic education level (ISCED 1-2) are privately maintained. Back_to_table

**Poland**: In the Polish education system primary and lower secondary schools can function only as “schools with public school rights”, which means that non-public (private) schools have to meet the following obligations: implementation of school curricula based on core curricula; implementation of educational classes of a minimum, or higher than a minimum, scope defined in the outline timetable for a public school of particular type, where scope is understood as duration (length of the course) and the number of teaching hours; implementation of rules for assessment and promotion of students and
organisation of examinations and tests; maintaining of school records as defined for public schools; and employment of teachers with the qualifications required for the teachers in public schools teaching compulsory classes.

Non-public schools with the rights of public schools are eligible for a grant calculated according to the number of students that equals 100% of the average cost of educating a student in a public school. Non-public schools in Poland have the right to issue school certificates that are recognised by all other schools and by higher education institutions. Back_to_table

Sweden: The 1992 friskolereform introduced the possibility of grant-aided independent schools owned by a body other than the state or municipality. The reform provided for tax-financed, privately managed schools and the number of students attending such schools has since increased. In 1992/93 1% of students at the primary/secondary levels were enrolled in privately managed schools. The corresponding proportion in 2007/08 was 9%. Back_to_table

Switzerland: Only 1.8 percent of all pupils attend government-dependent private schools at the primary and lower secondary level. Back_to_table

Colombia: Although today there are more private schools that receive public funds, families have no choice on whether their child attends a public school or a government-dependent private school. By government-dependent private school we mean private schools that offer places for children who can’t get a place in a public school due to a lack of supply. There are not enough public schools for all children; this forces the government to pay the tuition of private schools for the children that can’t get a place in public schools. Back_to_table

Montenegro: There is only one private music school that is financially supported by the government. Back_to_table

Have opportunities for families to choose a government-dependent private school been expanded by legislation since 1985? Columns 2 and 8 <4PS_E>

Belgium (Fl.): The Belgian constitution guarantees parents’ freedom of choice. Each student has the right to enrol in the school of his/her (parents’) choice and is not related to a specific region. Only in a strictly limited number of cases can a school refuse an enrolment or refer a newly enrolled student to another school. Priority is given to pupils who already have a brother or sister registered in the institution. The legislation is the same for public as for government-dependent private schools. The legislation on this item has not changed since 1985. Back_to_table

Belgium (Fr.): At the lower secondary level, since the special law of 13 July 2001 on “refinancing the Communities and extending fiscal competences to the Regions”, barriers to access have been suppressed so that places are available and so that parents do not refuse the teaching project. The authority in a subsidised school is also obliged to take into account students over age 18 who request a school and underage students whose parents request a given school. Back_to_table

Czech Republic: Government-dependent private schools did not exist before 1989. Back_to_table

England: A programme of expansion has led to government-dependent schools being available in more local authorities. Back_to_table

France: The law governing the private sector dates from 1959: Law No. 59-1557 of 31 December 1959, on the relation between the state and private educational institutions (published in the Journal officiel, 2 January 1960). Back_to_table

Germany: The right to establish privately-maintained schools is expressly guaranteed by the Basic Law (Grundgesetz, Art. 7, Paragraph 4 – R1) and, to some extent, by provisions in the constitutions of the individual Länder. This freedom to establish privately-maintained schools is combined with a guarantee of the privately-maintained school as an institution. Thus, constitutional law rules out a state monopoly of education. The proportion of privately-maintained schools varies considerably from Land to Land and between the different types of school.
Under the Basic Law, privately-maintained schools are also under the supervision of the state. When establishing a privately-maintained school, general legal requirements must be observed first of all, for instance with regard to building and fire safety regulations, health protection and protection of children and young people. The personal suitability of maintaining bodies, managers and teachers also has to be vouched for.

In the primary sector, privately-maintained schools may only be established on very strict conditions (Art. 7, Paragraph 5 of the Basic Law). Their establishment is permitted only where the school authority finds that they serve a special pedagogical interest or where – at the request of parents – they are to be established as Gemeinschaftsschulen (non-denominational schools), denominational schools or schools pursuing a certain ideology and no public-sector primary school of that type exists locally. Privately-maintained primary schools are therefore the exception; in almost all cases they are either denominational primary schools, Freie Waldorfschulen (Rudolf Steiner schools), reformist schools or primary schools with an integrated boarding facility.

At the lower secondary level in the 5 Laender of the former GDR there have not been any private schools.

Hungary. Before 1989 and the change of the political system, the non-governmental sector did not exist, with the exception of ten schools. The political changes have opened up the possibility.

Iceland. There are more schools to choose from.

Israel: Such as orthodox, ethnic groups and additional ideological networks.

Korea: There have not been any legal changes at lower secondary level regarding school choice over the past 25 years.

Luxembourg: At the primary level, school choice has not changed. At the lower secondary level, the number of government-dependent schools has not changed since 1985.

Netherlands. Government-dependent schools are autonomous and decentralised since about 1920.

New Zealand: State-integrated schools have particular characteristics (e.g. catholic school). Most were integrated prior to 1985.

Norway: In 2003 more liberal legislation opened the possibility of more private schools. However, since 2006 that legislation has been restricted.

Poland: The first government-dependent private schools were established in the 1990s. More and more social organisations were carrying out educational tasks, including running public schools. A regulation specifying conditions and rules regarding licences for running public schools by legal and natural persons has been adopted.

Portugal: The legislation has not changed since 1980.

Slovak Republic: The selection of private or church schools began in 1991/92, when these schools started their activities. In 1991/92, 28 schools (1.1%); in 2007/08, 142 schools (6.3%).

Spain: According to the Spanish Education Act, educational administrations regulate student admission to public and government-dependent private schools in order to guarantee the right to education, equal conditions of access, and freedom of choice for parents and guardians.

Switzerland: School choice has not changed.

Argentine: There are more educative offer in the private sector (depend or independent of the state).

Dubai: (At the lower secondary level) as we don’t have many numbers so the choices are limited.
Hong Kong-China: the increase in the number of schools during these years is in the sector of private dependent schools rather than public schools. (i.e. the percentage of the former is increasing) moreover, coming to the 1900s the government aiming at strengthening the private sector, introduced a new category of private schools, Direct Subsidy Scheme schools, which received subsidy from the government directly proportional to the school's enrollment. This category of government dependent schools differs from the existing category of government dependent schools named as aided schools in that they have much more autonomy.


Latvia: Till 1990 (under USSR) we had no private schools at all. Now we have 31 private schools (inc. Primary, lower and upper secondary). Back_to_table

Macao: As no legislation regarding to school choice, parents are allowed to opt for their children studying in either public school or private school. Back_to_table

Panama: At the primary level, there are only two +D29 schools that apply in this issue. Back_to_table

Perou: The opportunities for families have increased as the number of this kind of schools has augmented; nonetheless, not in a significant way. Back_to_table

Thailand: At the lower secondary level, quite a few of the private schools closed. Back_to_table

Trinidad and Tobago: The government dependent private schools have also built new schools, therefore giving families a greater choice. Back_to_table

Reforms have reduced restrictions on school choice among existing government-dependent private schools. Columns 3 and 9 <4PS1_D>

Belgium (Fr.): At the lower secondary level, reforms have created the will to develop social diversity (i.e. the possibility for disadvantaged students to benefit from the same access to schools through transparency of registration methods). Back_to_table

England: A programme of expansion has led to the availability of government-dependent schools in more local authorities. Back_to_table

Finland: The new school legislation of 1998 made it easier to apply to another school than the one assigned to the child. Back_to_table

Iceland: There are more schools to choose from. Back_to_table

Israel: The reform was the decision of the ministry of education management to achieve parental choice and make it a monitored choice, according to educational letters from a minimum of five institutions between authorities. Back_to_table

Norway: Earlier liberal legislation has now been restricted. Back_to_table

Poland: Government-dependent private schools began to be established in the 1990s. Also, more and more social organisations were carrying out educational tasks and were interested in running public schools. A regulation specifying conditions and rules regarding licences for running public schools issued to legal and natural persons has been adopted. Back_to_table
Slovak Republic: School selection is based on the free choice of the student’s legal representative. Law No. 245/2008 establishes the principle of equality of status of schools and school facilities regardless of the school founder and the principle of equivalency of education acquired at the public, private and church schools. Back_to_table

Argentina: There is more offer and does not exist a common criteria for the admission.

Hong Kong-China: The objective of the Direct Subsidy Scheme is to develop a strong private school sector by providing high quality schools other than government and aided schools so that parents have greater choice in finding suitable schools for their children. Source: http://www.edb.gov.hk/index.aspx?nodeid=1475&langno=1.

Trinidad and Tobago: With more government dependent private schools, parents have a wider selection of schools to choose from. Back_to_table

Reforms have promoted the creation of additional government-dependent private schools to offer new options from which parents can choose. Columns 4 and 10 <4PS2_D>

England: Introduction of academies: the first opened in 2002 and by 2009 there were 200 with plans for a further 100 opening in 2010, with a commitment to have 400. The majority cater to secondary students, but 21 currently cover both primary and secondary students. Back_to_table

Finland: Amendments to the school legislation at the end of the 1980s strengthened the position within the school system of private schools that provide education according to a particular ideology. Back_to_table

Iceland: “The Minister of Education, Science, and Culture may provide accreditation to compulsory schools or parts thereof, which are run by parties other than the municipalities as non-profit organisations, as limited companies or as other recognised legal forms, given the consent of the municipality regarding the establishment of the school. The consent of the municipality may be subject to a certain maximum number of students. “The same law and regulations shall apply to those compulsory schools as to other compulsory schools, as applicable. “Compulsory schools that are accredited are entitled to receive a contribution from municipal funds for their activities for pupils that are residents in the municipality in which the school operates. The contribution shall account for at least 75% of estimated average total operational cost of each pupil in all compulsory schools that are operated by municipalities in the country according to calculations by Statistics Iceland. This proportion shall apply to schools with up to 200 pupils, but the contribution shall be at least 70% per additional pupil.” Back_to_table

Norway: Liberal legislation in effect from 2003 to 2006 made it possible to open more private schools. Back_to_table

Slovak Republic: A number of schools are established according to parents’ requests and interests and individual regional conditions. School selection is based on the free choice of the student’s legal representative. Law No. 245/2008 established the principle of equality of status of schools and school facilities regardless of school founder and the principle of equivalency of education acquired at the public, private and church schools. Back_to_table

Spain: Reforms have promoted the creation of additional schools in some autonomous regions. Back_to_table

Argentina: There is a context of crisis in the public school. As well, on the one hand, the economic crisis determine the creation of new private schools and on the other hand, this schools are more cheap for the families (in comparison with full private schools). Back_to_table

Hong Kong-China: At the primary level, the objective of the Direct Subsidy Scheme is to develop a strong private school sector by providing high quality schools other than government and aided schools so that parents have greater choice in finding suitable schools for their children. Source: http://www.edb.gov.hk/index.aspx?nodeid=1475&langno=1. At the lower secondary level, additional schools to satisfy the population's compulsory education need is in the sector of private dependent schools rather than public schools. Back_to_table
Latvia: it’s private business sector and after USSR collapse, it developed new type of schools and pre-school.  

Trinidad and Tobago: At the lower secondary level, at the selection phase of the SEA, parents are now afforded a wider selection of government dependent private schools to choose from.  

Reforms have permitted greater autonomy for existing government-dependent private schools, including decisions about enrolment procedures and policies, which can increase school choice: Columns 5 and 11 <4P3_D>  

Finland. The National Core Curriculum for Comprehensive School 1994 was less detailed than its predecessor and delegated more decision making to the local level and thus enabled differentiation among schools.  

Germany: Also schools have greater autonomy concerning their budget and their human resources.  

Israel: Will allow criteria of learned registration and admission.  

Poland: Government-dependent private schools have autonomy for enrolment procedures if they do not have fixed areas of activities. Schools that have fixed areas of activities apply the same admission procedures as schools run by local government authorities.  

Slovak Republic: The basic school document (i.e. the school educational programme) states that each school pursues education and selects its goals, forms of education and content. The document has to be in accordance with the educational principles and goals stipulated by Law No. 245/2008.  

Hong Kong-China: Under the Direct Subsidy Scheme, schools are free to decide on their curriculum, fees and entrance requirements. Source: http://www.edb.gov.hk/index.aspx?nodeid=1475&langno=1, for the existing category of private dependent schools, the aided schools, the School-based Management Governance Framework implemented in the early 2000s has endowed the schools more autonomy as well as accountability as mentioned in School Choice Section 1, while the School Places Allocation Systems move to higher quota for the discretionary places, where schools have more space for their own enrollment programmes apart from central allocation. For School Places Allocation Systems in Hong Kong, refer to http://www.edb.gov.hk/index.aspx?nodeID=1496&langno=1  

Perou: During the last 10 years, there has been a decentralization process, which aims to give more autonomy to the school (for example, with the Maintenance Program or the participation of school in the second step of the hiring of teaching staff). Nevertheless, this autonomy is not in a wide way yet.  

Reforms have included new funding mechanisms that promote school choice: Columns 6 and 12 <4P4_D>  

Czech Republic: Both decentralisation and a space for non-public (church and private) schools that widened school choice implied changes in financing and required establishing new funding mechanisms. These were therefore a consequence of changes rather than mechanisms to promote school choice.  

England: “The [national Education] Department aims to provide academies with funding for running costs that is equivalent to other state-funded schools in similar circumstances in their local authority. Achieving equivalence requires the Department to make certain adjustments, for example, to reflect a phased intake of students, or VAT status. In addition, academies are funded to buy services that local authorities would normally provide to other schools free of charge, such as education welfare services. The National Audit Office has examined the Department’s formula for calculating ongoing funding and found that it should achieve the intended equivalence. Academies also receive funding from non-profit sponsors who come from a wide range of backgrounds, including universities, individual philanthropists, businesses, the charitable sector, existing private schools, educational foundations, and the faith communities.”  

Back_to_table
Finland: The new system of statutory government transfers for operating costs in the field of education and culture was established in 1993. The funding for an education provider is defined according to a set of criteria, including number of students. In the new system, the funding moves automatically with the student. Back_to_table

Israel: Funding for public transport to promote school choice is in progress. Back_to_table

Poland: Schools of this type receive subsidies on the basis of the number of students from the budget of local government authorities assigned to educational tasks. The subsidies are equal to the expected expenses per student in schools of the same type run by the same authority, and cannot be lower than the minimal subsidy per student granted to local government authorities for running schools of the same type as a part of local government general subsidy. Back_to_table

Scotland: Funding is provided by government grants. Back_to_table

Slovak Republic: A school receives funds (normative funding per student). Back_to_table

Hong Kong-China: Under the Direct Subsidy Scheme, schools are free to decide on their curriculum, fees and entrance requirements. Source: http://www.edb.gov.hk/index.aspx?nodeid=1475&langno=1, for the existing category of private dependent schools, the aided schools, the School-based Management Governance Framework implemented in the early 2000s has endowed the schools more autonomy as well as accountability as mentioned in School Choice Section 1, while the School Places Allocation Systems move to higher quota for the discretionary places, where schools have more space for their own enrollment programmes apart from central allocation.

Table D5.8 (Web only). Independent private schools and their role in providing compulsory education at the primary and lower secondary level (2008)

General

Austria: Private schools can operate under particular legal conditions. The most decisive aspect is whether the school has a public-sector counterpart. If so, the school is usually granted a public-law status which means that the school is subject to the same statutory provisions as the corresponding public schools. This is independent of the amount of public spending, because private schools with a public-law status sometimes receive considerably less than 50% of their funding from public sources. According to the definition, these schools would then be qualified as “independent” which they clearly are not. Therefore, the answers refer to private schools without a public-sector counterpart (these schools also usually receive less than 50% of their funding from public sources). Back_to_table

Belgium (Fr.): There are only a small number of these schools. 9 186 minors were counted as registered in an independent private school in 2007/08. Back_to_table

Denmark: The number of independent private schools is negligible. Back_to_table

Finland: The phenomenon of independent private schools is marginal in Finland and invisible in the UOE data collection. In practice, however, there are a small number of fully independent schools that operate without a government licence and public funding. There are no special provisions for such schools; they can rather be seen as a collective form of homeschooling. As in the case of homeschooling, parents are legally responsible for ensuring that compulsory education is completed, and the municipality of residence is expected to supervise the child’s progress in this regard. Back_to_table

Netherlands: In the entire country about 1 000 students attend an independent private school for primary or secondary education. Back_to_table
Norway: There are less than five independent private schools in Norway. Back_to_table

Montenegro: General Law on Education (2002) permits the opening of independent private schools. At the moment there are no independent private schools that provide compulsory education in Montenegro. Back_to_table

**Have opportunities for families to choose an independent private school been expanded by legislation since 1985? Columns 2 and 8 <5P_E & 5S_E>**

Belgium (Fl.): As mentioned regarding earlier questions parents have the right to choose the school. They may choose an independent private school. Flanders has only a small number of these schools. They do not receive financial support from the government. The legislation of the Flemish government concerning education is not applicable to this type of schools (schools not recognised by the government). Certificates or diploma’s issued by independent private schools are not recognised by the Flemish Government. In order to get recognition, students have to pass tests that are organised by the Flemish authority. Independent private schools are free to arrange education but do not have permission to hand out legitimate diplomas. Back_to_table

Belgium (Fr.): The legal framework for private education is that for homeschooling which is regulated by the law on primary school education of 8/20/1957, Articles 8 and 10, and by the decree of the French Community of 25 April 2008 setting the conditions for satisfying compulsory education outside of schooling organised or subsidised by the French Community. Back_to_table

Brazil: Independent private schools existed prior to the 1980s. These categories of schools were not created following a reform. Families can choose freely which private school they prefer if they can afford it. Back_to_table

Estonia: Until 1991 Estonia was occupied by the Soviet Union. Since then, according to the Constitution, “Everyone has the right to education. Education is compulsory for school-age children to the extent specified by law, and shall be free of charge in state and local government general education schools. In order to make education accessible, the state and local governments shall maintain the requisite number of educational institutions. Other educational institutions, including private schools, may also be established and maintained pursuant to law.” Back_to_table

France: Private schools, hors contrat, did not sign the contract with the state defining the relations between the state and private educational institutions (Law No. 59-1557 of 31 December 1959). Back_to_table

Iceland: More government-dependent private schools to choose from. Back_to_table

Ireland: Legislation has not had the effect of expanding choice of independent private schools at the primary and lower secondary levels. Back_to_table

Israel: There are very few, relatively new, private schools. The choice of a private school depends on the parent’s ability to fund the student’s education. Back_to_table

Italy: Under certain conditions, private schools that have been transformed into scuole paritarie, under Law No. 62/2000, have the same status as state schools. Certificates issued by scuole paritarie have the same legal value as those issued by state schools. Law 62/2000 was not create to promote new private schools but wanted to recognise the parity to the existing ones. However, This recognition by the state played an important role in reducing restrictions. Back_to_table

Japan: School corporations are permitted to create independent private schools. In addition, after 2004, entities other than school corporations (e.g. business corporations or non-profit organisations) may also create such schools. Back_to_table

Korea: In Korea, there have not been any legal changes at primary level regarding school choice over the past 25 years. Back_to_table
Luxembourg: At the primary level, school choice has not changed. At the lower secondary level, the number of independent private schools has increased. Back to table

Mexico: Children of families who can afford tuition for a private school can apply for enrolment. Back to table

New Zealand: Few private schools have opened or increased their capacity since 1985. Back to table

Poland: Non-public schools began to appear after 1989 following Poland’s transformation. There were also more and more social organisations and private persons interested in running non-public schools. The legal provisions for founding schools of this type were adopted in the Education System Act of 7 September 1991. Back to table

Portugal: Legislation has not changed since 1980. Back to table

Scotland: Legislation amended to extend the definition of an independent school, thus capturing smaller establishments. Back to table

Spain: The Education Act 8/1985 which regulates the right to education establishes in its Preliminary Title, Article 4, that parents have the right to choose any type of school they wish for their children’s education. This right has not changed since then. Back to table

Switzerland: School choice has not changed. Back to table

United States: Public vouchers enable a small number of students in certain localities to attend independent private schools. Voucher programs are limited to particular localities and will differ in eligibility requirements by locality. They tend to target or give preference to low-income students or students that have been identified as requiring improvement. Back to table

Argentina: At the primary level, The offer is increasing. At the lower secondary level, these schools have not big restrictions. Back to table

Bulgaria: Decree in 2001 allowed the establishment of private schools. Back to table

Colombia: Although the number and variety of private schools has increased in the past years there is no legislation about the opportunities for families to choose an independent private school. The private school choice is an independent decision each family takes. Back to table

Costa Rica: More private schools have been founded in Costa Rica during the past 25 years. Back to table

Croatia: Private education in Croatia started in 1991 when Croatia formed a parliamentary democracy. Back to table

Dubai: Due to economic growth which lead to increase in the number of expat population in Dubai. Due to this the demand for more schools has increased this has lead to the opening of new schools with different curriculum. Back to table

Georgia: When the country belonged to the Soviet Union it was prohibited by the legislation to establish private schools. However, private schooling was permitted by the law since the independence gained in 1991. Back to table

Hong Kong-China: At the primary level, as mentioned before, the government policy beginning in the early 1900s is to strengthen the private sector. Under this policy, legislation was made to provide land and capital grant to "non-profit-making private independent school" operators. (Refer to: http://www.legco.gov.hk/yr99-00/english/panels/ed/papers/342e03.pdf). Independent private schools have always been very autonomous. Back to table
**Kyrgyzstan:** After the collapse of the Soviet Union in 1991, gradually the Government permitted establishment of private schools, including religious ones. [Back to table](#)

**Latvia:** Till 1990 (under USSR) we had no private schools at all. Now we have 31 private schools (inc. Primary, lower and upper secondary). [Back to table](#)

**Lithuania:** More private primary schools will be established. [Back to table](#)

**Macao-China:** As no legislation regarding to school choice, parents are allowed to opt for their children studying in either public school or private school. [Back to table](#)

**Montenegro:** General Law on Education (2002) permits the opening of independent private schools. At the moment there are no independent private schools that provide compulsory education in Montenegro. There are independent private schools for children of diplomats that are completely independent of our education system. [Back to table](#)

**Perou:** The opportunities for families have increased as the number of this kind of schools has significatively aumted. [Back to table](#)

**Qatar:** At the primary level, there has been no specific legislation since 1985; however independent private school choice has increased considerably due to the opening of many international community schools. [Back to table](#)

**Shanghai-China:** Since 1985, many new private schools were set up. The students can choose any private school within the resident district (sub-region). They can also go to private boarding schools in other district. [Back to table](#)

**Chinese Taipei:** At the primary level, the increase in independent private schools was about 15 schools since 1985. At the lower secondary level, the increase in independent private schools was about 8 schools since 1985. [Back to table](#)

**Trinidad and Tobago:** Parents are not restricted in there choice of primary schools, thus independent private schools have increased throughout T&T since 1985. At the lower secondary level, some private schools are available for choice when parents are selecting the schools for SEA. [Back to table](#)

**Reforms have reduced restrictions to school choice among existing independent private schools.**

**Columns 3 and 9 <5 P1_D & 5S1_D>**

**Estonia:** Until 1991 Estonia was occupied by the Soviet Union. Since then, according to the Constitution, “Everyone has the right to education. Education is compulsory for school-age children to the extent specified by law, and shall be free of charge in state and local government general education schools. In order to make education accessible, the state and local governments shall maintain the requisite number of educational institutions. Other educational institutions, including private schools, may also be established and maintained pursuant to law.” [Back to table](#)

**Italy:** Private schools that have been transformed into paritarie schools, according to Law No. 62/2000, are authorised to provide certificates with legal value. This recognition by the state played an important role in reducing restrictions. [Back to table](#)

**Japan:** School corporations are permitted to create independent private schools. In addition, after 2004, entities other than school corporations (e.g. business corporations or non-profit organisations) may also create such schools. [Back to table](#)

**Poland:** The first independent private schools were established in the 1990s. Since then, their number has grown regularly. New regulations concerning the social sector have been adopted (e.g. the Act on Public Benefit and Volunteer Work of 2003). [Back to table](#)

**Hong Kong-China:** Independent private schools have always been very autonomous. [Back to table](#)
Montenegro: There are independent private schools for children of diplomats that are completely independent of our education system.  

Chinese Taipei: The government has revised some rules of Private School Law and Elementary Education Law including the reduction of restrictions to private schools.  

Reforms have promoted the creation of additional independent private schools to offer new options from which parents can choose: Columns 4 and 10 <5P2_D & 5S2_D>  

Estonia: At the primary level, private schools and local government schools were not an issue before 1992 when the Constitution and the Education Act came into force.  

Iceland: The Minister of Education, Science and Culture may provide accreditation to compulsory schools or parts thereof. These schools are run by other parties than municipalities (e.g. non-profit organisations, limited companies or other recognised legal forms) and obtain the consent of the municipality to establish the school. That consent may be subject to a certain maximum number of pupils. The same laws and regulations apply to those compulsory schools as to other compulsory schools. Compulsory schools that are accredited are entitled to receive a contribution from municipal funds for their activities for pupils resident in the municipality in which the school operates. The contribution shall account for at least 75% of estimated average total operational cost of each pupil in all compulsory schools that are operated by municipalities in the country according to calculations by Statistics Iceland. This proportion shall apply to schools with up to 200 pupils, and the contribution shall be at least 70% per additional pupil.  

Italy: Law 62/2000 did not mean to promote new private schools but wanted to recognise parity with existing schools.  

Japan: Regarding the primary level, school corporations are permitted to create independent private schools. In addition, after 2004, entities other than school corporations (e.g. business corporations or non-profit organisations) may also create schools.  

Luxembourg: At the lower secondary level, a law of 2003 created new independent private schools.  

Argentina: Every school offer a different area for different public (e.g. art education, values education, etc.).  

Croatia: Since 1991 the law permits opening of private schools and introduction of alternative programmes.  

Dubai: due to the need of expat population more schools have opened up in Dubai which offers more options for parents to choose from.  

Georgia: The creation of new public schools are not limited by the legislation but it is affected by the market in the sphere. So with the increased demand the supply increases also.  

Hong Kong-China: As mentioned above, namely the Direct Subsidy Scheme and the legislative provision for the development of quality private independent schools Reference: http://www.legco.gov.hk/vr99-00/english/panels/ed/papers/342e03.pdf> Independent private schools have always been very autonomous.  

Kyrgyzstan: After the collapse Soviet Union, due to the transfer to the market economy people had an opportunity to invest in private education.  

Latvia: It's private business sector and after USSR collapse, it developed new type of schools and pre-schools.  

Lithuania: At the lower secondary level, more private schools will be established.  

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Perou: There has been a reduction on bureaucratic barriers that promotes the creation of independent private schools. Moreover, there is a legislation that encourages private investment and gives fiscal incentives to the investment in education sector. 

Shanghai-China: Many private schools have been set up since 1985. The proportion of students enrolled in private schools of ISCED 1 increased from 0% in 1985 to 6.6% in 2007. 

Chinese Taipei: The government has revised some rules of Private School Law and Elementary Education Law including the reduction of restrictions to private schools. 

Reforms have permitted greater autonomy for existing independent private schools, including decisions about enrolment procedures and policies, which can increase school choice. Columns 5 and 11 <5P3_D & 5S3_D>

Estonia: Private schools and local government schools were not an issue before 1992 when the Constitution and the Education Act came into force. 

Italy: Paritarie schools have to offer an educational project in accordance with the principles laid down in the Constitution as well as with current regulations and provisions. Compared to state schools, they must meet a larger number of conditions to obtain and maintain their equality status. 

Luxembourg: At the lower secondary level, a law of 2003 gave greater autonomy to independent private schools. 

Poland: Independent private schools have autonomy regarding enrolment procedures. 

Argentina: The autonomy of the private sector is increasing. 

Croatia: Before 1991 there were no private schools in Croatia. Private schools make their own decisions about enrollment procedures and admission policies. 

Dubai: private schools have independent procedures and policies for the enrollment based on the curriculum this is governed by the countries curriculum requirement. 

Hong Kong-China: Same as above, namely the introduction of DSS schools and School-based Management framework. 

Shanghai-China: Regulations for the implementation of the Law of the People's Republic of China on Promotion of Privately-run Schools in Shanghai stated that "private schools can set their own standard, method and range to recruit the students." 

Reforms have included new funding mechanisms that promote school choice. Columns 6 and 12 <5P4_D & 5S4_D>

Estonia: Regarding the change in the financing system in 2001: “Based on the number of students in municipal (and private) schools, grants shall be allocated to rural municipality and city budgets from the state budget each year in order to cover the expenses related to the remuneration of, social tax for and in-service training of teachers of municipal schools and acquisition of textbooks.” This means that the money moves to another school together with a student. 

Italy: Parents who have their children enrolled in a paritaria school can obtain a bonus to cover the enrolment fee.
**Luxembourg:** For lower secondary level, a law of 2008 allows some schools to give an international degree.  
[Back_to_table]

**Poland:** Subsidies for non-public schools with the rights of public schools, are allocated on the basis of the number of students. The subsidies cannot be lower than expenses per student covered by the budget of a given local government authority for public schools of the same type. Also, subsidies are given on the condition that the body running the school provides the number of students enrolled as of 30 September of the previous year to the authority that provides the subsidy.  
[Back_to_table]

**Croatia:** Since 1991 parents can pay for their child's schooling in private schools (public education is free).  
[Back_to_table]

**Dubai:** The funding mechanisms that promote school is with their own management policies  
[Back_to_table]

**Georgia:** Introducing vouchers, which follow the mechanism "money follows the student" promoted free choice from the part of students/parents. However, the fee is quite high in private schools and vouchers can only cover small percentage of it.  
[Back_to_table]

**Hong Kong-China:** Same as above, namely the introduction of DSS schools and School-based Management framework.  
[Back_to_table]

**Lithuania:** Private schools receive a student basket, what guarantees funding of teaching costs.  
[Back_to_table]

**Chinese Taipei:** Some revised rules were focused on reducing the restriction at the corporate body establishment registration and a school's corporate body.  
[Back_to_table]

**Table D5.9 (Web only). Homeschooling as a legal means of providing compulsory education at the primary and lower secondary level (2008)**

**General**

**Chile:** Students must take a free exam in the nearest public school in order to demonstrate minimum achievement of a given standard. At the primary level, this type of education is allowed under “Education Freedom”, by which any institution may provide education.  
[Back_to_table]

**Denmark:** The number of students being homeschooled is negligible, probably fewer than 200.  
[Back_to_table]

**Greece:** A certain degree of homeschooling is permitted and provided to children who are not able to attend school for some time due to health problems. It is delivered by state school teachers who teach the child at home/hospital. When the pupil is able to attend school s/he sits the national examinations to move to the next level.  
[Back_to_table]

**Iceland:** According to the Compulsory School Act of 2008, parents who wish an exemption in order to teach their children at home, in part or totally, shall apply to their municipality for such exemption. A head teacher may provide an exemption in consultation with the school board and specialist services. Children who receive instruction at home are exempt from compulsory schooling, but shall comply with regular evaluation and monitoring in which they shall undergo evaluation tests.  
[Back_to_table]

**Ireland:** A distinction is drawn here between homeschooling (a deliberate choice by parents not to send their children to recognised schools or independent private schools) and home tuition (a scheme whereby public funding is used to provide tuition in the home for children who are unavoidably unable to attend school (e.g. those with a long-term illness or those who cannot secure a school place in the short term).  
[Back_to_table]
Netherlands: With regard to the primary level, the Nederlandse Vereniging voor Thuisonderwijs (NVvTO) is the Netherlands Home Education Association. It is an organisation of parents (and other adults who function as such) who homeschool their children, have done so in the past, or plan to do so in the future. The NVvTO is meant for all parents who (plan to) homeschool, regardless of their religion, personal philosophy, country of origin, ethnic identity, occupation, educational method, and state of health and/or handicap of parent or child. The association aspires to preserve its pluralistic nature. Back_to_table

Argentina: In Argentina, it doesn't exist the alternative of homeschooling. Back_to_table

Croatia: Homeschooling is not permitted in Croatia. Back_to_table

Hong Kong-China: Home-schooling is illegal in Hong Kong, i.e. all age appropriate children has to go to a 'legally' defined school under the compulsory education policy. Back_to_table

Are families permitted to provide compulsory education in the home? Columns 2 and 9 <6PS1>

Austria: At the primary level, parents may register their child for homeschooling at the district school board. The teaching can be done by parents but also by other persons such as private teachers. At the end of the year the student must take an exam at the local school of the school district. If the student does not pass the exam he/she will be assigned to the public school and repeat the grade. At the lower secondary level, if students choose to attend an academic secondary school, home schooling is not available. Back_to_table

Belgium (Fl.): In Belgium, compulsory education does not mean compulsory school attendance. This means that children do not necessarily have to go to school to learn. Parents may opt for home education and must inform the Flemish Ministry of Education and Training. The authorities check whether all school-age students are actually complying with compulsory education. In practice very few parents opt for home education. Back_to_table

Belgium (Fr.): Article 4 of the decree of 25 April 2008, setting the obligations for schooling outside the teaching system organised or subsidised by the French Community, declares that the basis of a compulsory template should be made before 1 October of the current school year. Back_to_table

Czech Republic: Homeschooling can be permitted by the head teacher of the school that enrolled the child for her/his compulsory education. To receive the permission, parents/ guardian must provide the judgment of the school advisory services. The permission is given if: i) there are serious reasons for homeschooling the child; ii) conditions for homeschooling are satisfactory, especially material ones and those that protect health of the student; iii) the person educating the student has an upper secondary education and have passed the exit examination; and iv) there are appropriate textbooks and learning texts for the student. Homeschooling is permitted is not if the student’s results at the end of the school year are unsatisfactory. This information is quoted from the Education Act in effect since 1 January 2005. At the primary level, a child must be formally enrolled in a basic school. The student is tested for each semester of the curriculum at the school in which he was formally enrolled. A report on experimental homeschooling at the secondary level is prepared each year by the Research Institute of Education in Prague. So far it has not been decided to provide this as a legal possibility. Back_to_table

England: Homeschooling (elective home education) is legal in all parts of the United Kingdom and always has been. In England and Wales homeschooling is given equal status with schools under section 7 of the 1996 education act which states:
“The parent of every child of compulsory school age shall cause him to receive efficient full time education suitable a) to his age ability and aptitude, and b) any special educational needs he may have, either by attendance at a school or otherwise.” See: www.dcsf.gov.uk/everychildmatters/_download/?id=1905.
The Education (Scotland) Act 1980, section 30 states:
“(1) It shall be the duty of the parent of every child of school age to provide efficient education for him suitable to his age, ability and aptitude either by causing him to attend a public school regularly or by other means.
Northern Ireland legislation is similar to that in England and Wales and is covered in section 45(1) of the Education and Libraries Northern Ireland Order 1986 SI 1986/594. Back_to_table

**Estonia:** There is no part-time option permitted by law, nevertheless, this does not mean that there is no opportunity to study part-time in the home. Back_to_table

**Finland:** Homeschooling is possible (Finland has compulsory education, not compulsory schooling), but it is marginal. Even if a child is not enrolled in a school, the municipality of residence has a statutory duty to supervise his/her progress to ensure that the child obtains knowledge corresponding to the basic education syllabus. Back_to_table

**France:** Education is compulsory for all children from 6 to 16 years old. Back_to_table

**Hungary:** The legal opportunity is given by the Law of Public Education (7.§). The category is “private student”. The Law of Public Education provides the possibility to educate students at home, but it is relatively rare (under 1% of students are educated this way). This form of schooling belongs to state education; it is not considered to be part of non-governmental education. Back_to_table

**Ireland:** The Education (Welfare) Act 2000 provides that a child may receive a “certain minimum education” either in a recognised school or otherwise. If parents choose to educate their children (or have them educated) in a place other than a recognised school, they must apply to the statutory National Educational Welfare Board to have the child registered as so educated. The registration process involves an assessment of children’s educational development and progress. Back_to_table

**Israel:** The policy is according to the core programme in which tests are given. According to the law of mandatory education, all children that fall under the age category stated in the law must attend a recognised educational establishment. However, parents may ask for a derogation for home studies. The minister of education, or one of his warrantees, may approve the derogation if he/she is convinced that the children are receiving a thorough education at home. Back_to_table

**Italy:** According to Regio Decreto n. 3725 (Legge Casati), families can provide their children’s education on the condition that they have technical and economic capacity. Law No. 230/2005 (Legge Moratti) confirmed the possibility of parental education. Back_to_table

**Luxembourg:** At the primary level, parents need authorisation from the primary school inspector. At the lower secondary level, families must apply to the central government for permission. Back_to_table

**Netherlands:** In principle, every child residing in the Netherlands is subject to compulsory school attendance from his/her fifth birthday. This means that she/he must be enrolled at a government-approved school and attend this school whenever it is open, barring certain circumstances such as illness. Although home education in itself is not recognised by law in the Netherlands, a growing number of families have qualified for an exemption from compulsory school registration. The legality of home education is mostly based on Article 5, clause b, of the Compulsory Education Law, which exempts parents from registering their child at a school if they object to the orientation (richting) of the education given by all schools within a reasonable distance from their home (around 20 km, depending on the child’s age). Court precedents have made clear that orientation stands for the religion or philosophy on which the school is founded. Parents may object to public schools as well as other schools with a neutral orientation. However, objecting to educational methods or to legal requirements concerning education does not lead to legal exemption. Back_to_table

**New Zealand:** Section 21 of the Education Act 1989 says that the Secretary of Education may, by a certificate given to a person’s parent, exempt the person from the requirement of Section 20 of the Act. Therefore, that student is deemed to be “homeschooled”. Back_to_table

**Norway:** Parents can only provide homeschooling for their own children. Back_to_table
**Poland:** The headmaster is entitled to grant (upon request by the student’s parents) permission for a student to perform their educational duties outside the school. The headmaster determines the conditions under which the student’s duties can be fulfilled. The student’s parents, in this case, obliged to provide their child with all means needed to complete the core curriculum at a given education level. [Back to table](#)

**Portugal:** Teaching must be provided by a relative (up to the third degree) who lives with the student. This person must have sufficient qualifications. [Back to table](#)

**Slovak Republic:** At the primary level, principals permit individual education based on written application by the student’s legal representative. The legal representative arranges the education via a person who meets the qualifications required for a second university degree for teachers of the first level of basic school. [Back to table](#)

**Sweden:** Parents have the right to homeschool their children. However they must apply to their municipality. It is very unusual that parents apply to homeschool their children. Homeschooling is only justified or motivated if there are special circumstances (e.g., disease, phobia, etc.). [Back to table](#)

**Switzerland:** Homeschooling is permitted if some requirements are met. In the first place, in most cantons, the person responsible for teaching at home has to have a recognised diploma for teaching at the primary or lower secondary level. [Back to table](#)

**United States:** While regulations vary from state to state, all 50 states and the District of Columbia permit homeschooling as a means to provide compulsory education. [Back to table](#)

**Latvia:** From grade 1 till 4 parents can provide education process at home by themselves.[Back to table](#)

**Montenegro:** A possibility of providing compulsory education at home was introduced by Law on Primary Education in 2002. Parents are allowed to provide homeschooling at lower secondary level. [Back to table](#)

**Chinese Taipei:** Parents recommend Cities or Counties Education Bureaus that they should work for homeschooling since 1997. [Back to table](#)

**Thailand:** By law, every child at age of six and above must be in schools. Later, in 1999 Education Act, a homeschooling is introduced but old law is still implemented. Therefore, a child with home school must enroll in a school as full time students, though he/she studies at home. [Back to table](#)

**Trinidad and Tobago:** In T&T there is no legislation to enforce compulsory education at home. [Back to table](#)

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**Under your country’s compulsory education requirements, are families permitted to enrol their child(ren) in a government-sponsored school part-time and provide remaining education in the home? Columns 3 and 10 <6PS2>**

**Chile:** Only the education received at school is officially certified at the end of term. [Back to table](#)

**Czech Republic:** At the primary level, homeschooling is defined as compulsory education that takes place without regular attendance at school. In practice, part-time homeschooling (in the Czech language and in sections of the curriculum related to Czech culture and history) may occur if the family is living abroad. In this case, however, the student would have to be tested for Czech language and sections of the curriculum related to Czech culture and history at least once in two years. At the primary level, a child must be formally enrolled in a basic school. Students are tested for each semester of the curriculum at the school in which she/he was formally enrolled. [Back to table](#)

**England:** Flexi-schooling is a legal option if the parent is able to obtain the agreement of the head teacher of the school at which the student is registered. [Back to table](#)
Finland: If the child is completing compulsory education by studying at home, the local authority is not responsible for providing educational services or learning material to the child. There are, however, no legal constraints that would prevent municipalities from doing so on a voluntary basis. Back_to_table

Hungary: The Law of Public Education provides the possibility to educate students at home. Nevertheless, it is relatively rare (under 1% of students are educated this way). This form of schooling belongs to state education as it is not considered to be part of non-governmental education. Back_to_table

Luxembourg: At the primary level, it requires the authorisation of the primary school inspector. Back_to_table

Scotland: At the primary level, there is no legislative barrier. Agreement would require negotiation by individuals with relevant local authority. Back_to_table

Slovak Republic: At the primary level, the school provides individual education for at least two hours per week for students who cannot attend regular education due to their health condition. This has to be supported by a medical certificate. Back_to_table

United States: Some states allow for part-time enrolment of homeschooled students; others permit it, but do not require schools to admit homeschooled children. Back_to_table

Thailand: By law, every child at age of six and above must be in schools. Later, in 1999 Education Act, homeschooling is introduced but old law is still implemented. Therefore, a child with home school must enroll in a school as a full time student, though he/she studies at home.

*Have the opportunities for families to homeschool their children been expanded by legislation since 1985? Columns 4 and 11* <6PS3>

Belgium (Fr.): Article 11 of the decree of 25 April 2008 makes it compulsory to control the attainment level (via inspection) and for students to show proof of their level of education (Articles 16 and 25). However, the decree also regulates the type of teaching. Article 4 of the decree of 25 April 2008 sets the conditions for meeting school obligations outside the teaching systems organised or subsidised by the French Community; a declaration on the basis of a compulsory template should be made before 1 October of the current school year. Back_to_table

Czech Republic: At the primary level, homeschooling has been permitted since 1998 as an experiment of the Ministry of Education. It is now permitted by law since 2005. At the lower secondary level, homeschooling is permitted as an experiment; it is not permitted by legislation. Back_to_table

Denmark: This possibility has “always” existed in Denmark since education (and not schooling) became compulsory. Back_to_table

Estonia: At the primary level, homeschooling was legislated for primary school students in 1992. At the lower secondary level, homeschooling is now allowed for ISCED 1 and 2 students, whereas before 2002 it was not allowed. Back_to_table

Finland: The situation has remained the same. Back_to_table

Ireland: Though statistically insignificant, there is some evidence of a small but steady increase in applications for registration of children educated at home since the commencement of the Act of 2000. This may be due to the formalisation of registration requirements under the Education (Welfare) Act 2000 rather than an increase in numbers choosing this education pathway. The Education (Welfare) Act 2000 provides that a child may receive a “certain minimum education” either in a recognised school or otherwise. Where a parent chooses to educate, or have educated,
his/her child in a place other than a recognised school (the home in this case) she/he must apply to the statutory National Educational Welfare Board to have that child registered in a register of children so educated. The registration process involves an assessment of children’s educational development and progress. It should be noted that homeschooling numbers in the lower secondary sector appear to be relatively insignificant, even compared to primary-age children, probably owing to the demands of the state examination system. Back_to_table

**Israel:** Instructions and regulations of the chairman, published by the Ministry of Education, help applicants who wish to educate their children at home to know what is asked of them, and how they must act in order to have their application approved. The instructions are published on the website of the Ministry of Education, and there has been a rise in number of families receiving permission for home education. Back_to_table

**Luxembourg:** At the primary level, conditions for homeschooling have been further restricted. At the lower secondary level, there has been no change. Back_to_table

**New Zealand:** At the primary level, applications have increased since the act was introduced in 1989. At lower secondary level, applications have increased since 1985. Back_to_table

**Slovak Republic:** At the primary level, students of the first level of elementary education are permitted to choose an individual form of education at home. Back_to_table

**United States:** While regulations vary from state to state, all 50 states and the District of Columbia permit homeschooling as a means to provide compulsory education. However, some states have increased oversight of homeschooled students. Back_to_table

**Latvia:** Only from 1999 families permitted to provide primary (grade 1 - 4) compulsory education in the home. Back_to_table

**Montenegro:** A possibility of providing compulsory education at home was introduced by Law on Primary Education in 2002. Law on primary education, 2002, 2007. Back_to_table

**Chinese Taipei:** Homeschooling at the primary education are increasing because cities or counties government initiate homeschooling one after another. At the lower secondary level, more and more families apply to homeschools. Back_to_table

**Trinidad and Tobago:** The MOE has no legislation on home schooling of students. Back_to_table

*Reforms have reduced restrictions for homeschooling. Columns 5 and 12* <6PS4>

**Belgium (Fr.):** At the end of the school year during which the student reaches 12 years of age, those responsible for the minor must register the minor for the town external test which would allow homeschooled minors to obtain the certificate of basic studies at the end of primary school education. Article 18, Decree of 25 April 2008. Back_to_table

**Estonia:** Homeschooling was previously not an issue at the primary level. Homeschooling is now allowed for ISCED 1 and ISCED 2 students, but before 2002 it was not allowed at the lower secondary level. Back_to_table

**Ireland:** The Education (Welfare) Act 2000 provides that a child may receive a “certain minimum education” either in a recognised school or otherwise. Where a parent chooses to educate, or have educated, his/her child in a place other than a recognised school (the home in this case) she/he must apply to the statutory National Educational Welfare Board to have that child registered in a register of children so educated. The registration process involves an assessment of children’s educational development and progress. Though statistically insignificant, there is some evidence of a small but steady increase in applications for registration of children educated at home since the commencement of the Act of 2000. This may be due to the formalisation of registration requirements under the Education (Welfare) Act 2000 rather than an increase in numbers choosing this education pathway. Back_to_table
**New Zealand:** Section 21 of the Education Act 1989 says that the Secretary of Education may, by a certificate given to a student’s parent, exempt the student from the requirement of Section 20 of the Act. Therefore, that student is deemed to be “homeschooled”. Back_to_table

**Slovak Republic:** At the primary level, if there are reasons for individual education, the child follows the individual educational programme. This programme has to conform with the educational principles and goals of the government educational programme according to the education law. Back_to_table

**Latvia:** General Education law (1999) and Regulations of Cabinet of Ministers (2005). Back_to_table

**Montenegro:** A possibility of providing compulsory education at home was introduced by Law on Primary Education in 2002. At the lower secondary level, if a student does not meet the standards defined in the national curriculum, (s)he will have to continue education in a public school. Back_to_table

Reforms have included new funding mechanisms that promote homeschooling. Columns 6 and 13  
<6PS5>

**Estonia:** Until 2010, public funding per student was not the same for homeschooled students if the homeschooling was the parent’s wish and not for health reasons. Since 2010, some additional resources are provided to students who are studying at home because of the parents’ wishes (the financing is now the same as for students studying at home because of health problems). Back_to_table

**Israel:** Only insurance. Back_to_table

**New Zealand:** Parents and care givers receive an annual grant to cover learning materials and a supervision allowance is available. Besides the NZ Correspondence School, other groups (especially religious groups) prepare and distribute educational material for homeschoolers to purchase. Back_to_table

**Slovak Republic:** At the primary level, normative funding per pupil (a school receives funds). Back_to_table

Public funds are used to support homeschooling. Columns 7 and 14  
<10>

**Czech Republic:** The rules for offering basic school aids and textbooks are the same as for public schools. Basic school aids and textbooks from an approved list are only presented to first-grade students. At upper grades, students can borrow textbooks from approved lists at no fee. Students with disabilities or difficulties are offered the necessary aids for free. Back_to_table

**Hungary:** Public funding that is used to support homeschooling is designated only for schools, to cover the costs of the examination and certification of home-schooled students’ progress at the end of each school year: Act No. LXXIX of 1993 on Public Education, 120 §. Back_to_table

**Slovak Republic:** At the primary level, students exempted from obligatory school attendance receive funds according to Law 630/2008, Article 4. Back_to_table

**Latvia:** Data not available.

Table D5.10 (Web only). Use of public resources for transporting students (2008)

General
**Colombia:** This depends on the state or local authority. In some municipalities there are transportation programs financed with their own budget, in others there are not. There is no national, central policy on the subject. State and local authorities can formulate their policy autonomously. [Back to table]

**Hong Kong-China:** All full-time students (including university students) attending a regular school can apply for concessionary tickets of all public transportation means. In addition, needy, eligible students can apply for financial assistance in the Student Travel Subsidy Scheme. [Back to table]

Source: http://www.sfaa.gov.hk/eng/schemes/fts.htm

**Are public resources used for transport at the primary and lower secondary level? Columns 1 to 4 and 13 to 16**

**Austria:** Students use the public municipal transport system to go to and from school if the travel distance is more than 2km. Transport is funded so that students may travel without charge. Individual transport is also organised. A contract is signed between the federal state and a transport company for one school year. When setting up the contract schools are consulted. [Back to table]

**Belgium (Fl.):** For public and government dependent private schools, public resources for transport are only available for special education. Children in schools for special education receive bus transport to the nearest special school of the educational network. Public transport to primary or lower secondary school is not provided by the national government. In Community education transportation is organised (financing via the financial dotation to Community education). Provincial government and municipalities may budget funds for student transport but this is on the initiative of the local authorities (i.e. municipalities and provinces) with their own budget. Given that public schools cover both Community education and municipal/provincial education the answer to this question depends on the type of education covered in public schools. 25% of students refers only to Community education. The percentage is based on a survey in 2005 and refers to community education only (data for municipality education is not available). [Back to table]

**Belgium (Fr.):** At the primary level a decree took effect on 1 April 2004 relating to transport of school children and plans in support of parents' free choice of a school belonging to a network of schools. Public authorities have the obligation to provide transport when the distance exceeds 20 km from the pupil’s residence. [Back to table]

**Brazil:** At the lower secondary level in public schools, transport is offered to students that live in rural areas and those that are not enrolled close to their homes. [Back to table]

**Chile:** For public and government-dependent private schools, students must be enrolled in schools in localities with a rural population of at least 30%. [Back to table]

**Czech Republic:** Restrictions on which students may receive transport at the primary and lower secondary level is not available. [Back to table]

**Denmark:** Public transport is available for public school primary and lower secondary students attending the school within their district. Government-dependent private schools may have transport programmes which are not supported by public funding. For public schools there is no support for students choosing a school other than the school in his/her school district or for government-dependent private schools. For government-dependent private schools it is possible to apply for and have support. The support is organised by the schools and not by public authorities Public transport is not available if pupils live a short distance from the school (i.e. less than 2.5 km for students in form 0, 1, 2 and 3; less than 6 km for pupils in form 4-6; less than 7 km for pupils in form 7-9; and less than 9 km for pupils in form 10). [Back to table]

**England:** A child between 5 and 16 years old is automatically entitled to free transport if they attend the nearest suitable school and the school is further away than the “statutory walking distance”. The statutory walking distance is: two miles
for pupils under age 8 and three miles for those age 8 and over. In addition, the Education and Inspections Act of 2006 extended entitlement to free school to for pupils entitled to free school meals or whose parents receive the maximum working tax credit.

Since September 2007, primary school pupils over 8 years old are entitled to free travel to the nearest school when the nearest schools is more than 2 miles from their home. Since September 2008, secondary pupils between 11 and 16 years of age, attending a suitable school between 2 and 6 miles from their home (as long as there are not more than 3 nearer schools); and those attending their nearest preferred school on the grounds of religion and belief (private schools) which are between 2 and 15 miles from the pupils' home, are entitled to free transport. Back_to_table

Estonia: The government and local government councils provide transport and other benefits as a matter of legislation. For public schools in rural areas, the students' walking distance shall not be more than 3 km. When a pupil lives nearer to the school than 3 km, the local government is not obligated to provide transport.

Local governments must provide transport of pupils to their local school or to another school if there is no appropriate school (level) available in the local government or if the local school cannot provide the services that the pupil needs because of special educational or health needs. Back_to_table

Finland: All students are entitled to free school transport. Altogether, some 23% of pupils in basic education (2008) are entitled to free school transport. It is not possible to give percentages separately for primary and lower secondary or for public and government-dependent private schools.
For public schools, if the distance to school exceeds 5 km or if the travel is otherwise too difficult, the pupil is entitled to free transport. Back_to_table

France: For public schools and government-dependent private schools transport is funded by autonomous regional governments (collectivités territoriales).
For public and government-dependent private schools, each regional government has specific rules. The distance must be more than 3 km for pupils who take meals at the school and more than 10 km for boarders. Back_to_table

Greece: In most cases public resources for transportation are used to allow students who live in remote villages attend the nearest public school. Back_to_table

Italy: At the lower secondary level for public schools, transport is financed by local authorities which determine any restrictions. The criterion usually used is the location of the residence in the municipal school district. At the primary level, the service is mainly financed by local authorities, but families also contribute on the basis of their socioeconomic situation. Back_to_table

Ireland: State support for public transportation is to facilitate students from isolated rural communities mainly, but also those from our Traveller community and those with special needs. Back_to_table

Japan: Funding of transport for public schools is provided by law to promote education in remote areas. It is not provided to further or promote school choice. The government does not collect information on funding of transport by the local public authorities. Back_to_table

Korea: Drastic changes in economic and social environments force schools located in remote areas to merge. Schools provide transportation support for those who are marginalized from the phenomenon. Back_to_table

Mexico: Transportation scholarship funds for public schools are available for students in poor rural localities with no school services. Back_to_table

Netherlands: Under some conditions pupils can make use of public resources for transport to school. This concerns SEN students or students with special needs that cannot be provided by a nearby school. The subsidy differs between school
The school must be located at least 6 km from the student’s residence, but the limit does not apply for children with a disability.

**Norway:** Municipalities have the option to fund transport for primary independent private schools. For public and government-dependent private schools, students attending grades 2–10 who reside more than 4 km from the school have a right to free transport. For students in grade 1, the transport limit is 2 km. Students whose way to school is particularly dangerous or difficult have the right to free transport regardless of distance as do students who need transport as a result of disabilities or temporary injury or sickness.

**Poland:** The government does not fund transport to government-dependent private schools.

The body that runs the school defines the school's area of activity.

Pupils at the lower secondary level in public schools do not have the right to free transport to school.

**Portugal:** Municipalities fund transport for public school students up to grade 4. The Ministry of Education funds free transport for students in primary (grades 5 and 6) and lower secondary schools in public and government-dependent private schools. Students in public schools who reside less than 3 km from the schools do not qualify for transport.

**Scotland:** In public schools at the lower secondary level, transport is restricted by legislation.

**Slovak Republic:** Since 2004, Law 596/2003 provides for a public school travel allowance which does not include the state discount tickets. Government-dependent private school students receive a travel discount.

According to law No.596/2003, for the lower secondary level in public schools, a child’s legal representative can obtain a travel allowance when there is no local basic school and the pupil attends a school in a designated district.

**Spain:** For public and government-dependent private schools, access to transport is regulated by law. Schools and students have to meet the conditions established in this law.

**Sweden:** Municipalities are not required to provide transport to government-dependent private schools. However, several municipalities arrange transport free of charge.

For public schools, the criteria for the right to transport free of charge is not unconditional is decided by each municipality. The municipality is not obliged to arrange transport for a pupil who chooses a school other than the one assigned (either municipal or independently organised).

**Switzerland:** For private institutions and homeschooling, no transport is funded by public resources.

Government-dependent private schools typically sign a service agreement between the school and the government. They differ from one canton (state) to another. For public schools at the lower secondary level, transport is provided only if the distance to school is too far to walk or bicycle.

**United States:** In limited cases, public resources may be used to transport students with special needs to independent private schools. Some states provide transport to private school for general students.

There are restrictions on which students in public schools may receive transport at the lower secondary level. In general, students living within close proximity to the school are not provided with public transport. In some large urban school districts (New York City, Washington, DC), students may receive subsidies for public transport which is independent of the schools.

**Argentina:** We have not data about this. The public transport has a student pass for all the levels (primary and secondary).
Bulgaria: The schools that are central for a region are provided with school vehicles. The school vehicles were granted by the Ministry of Education, Youth and Science.  

Colombia: This depends on the state or local authority. In some municipalities there are transportation programs financed with their own budget, in others there are not. There is no national, central policy on the subject. State and local authorities can formulate their policy autonomously.  

Croatia: (With regard to independent private schools at the lower secondary level) All private schools receive state aid.  

Dubai: (With regard to public schools and independent private schools) Public buses, school buses.  

Hong Kong-China: Needy, eligible students can apply for financial assistance in the Student Travel Subsidy Scheme.  

Source: http://www.sfaa.gov.hk/eng/schemes/fts.htm  

Kyrgyzstan: With regard to public schools, Students can get a pass to all kinds of public transportation that partially covers their travel costs. With regard to independent private schools, all students have the right for the pass regardless of whether they study in a private or in a public school.  

Macao-China: Registered students are entitled for reduction of transportation fees, provided that public transportation is taken.  

Shanghai-China: With regard to public schools, to provide transportation for students in the case that their neighborhood school was merged into another school far from their home because of the rearrangement of school distribution in rural areas.  

Singapore: With regard to public schools at the primary level, school bus services run by private companies. At the lower secondary level, students can take public or private transport to schools.  

Chinese Taipei: There is no budget for transportation.  

Trinidad and Tobago: Students from 26 primary schools and 78 secondary schools throughout T&T receive transportation.  

Approximate percentage of students receiving transport at the primary and lower secondary level?  
Columns 5 to 8 and 17 to 20  
<8P1> and <8S1>  

Austria: Approximately 630 000 students receive publicly funded transport (2007/08). It is not possible to separate this figure by school types or levels. This figure means that 54% of the total number of students receive publicly funded transport.  

Belgium (Fl.): For public schools at the primary level, the 25% of students refers only to GO! Education! The percentage is based on a survey in 2005 and refers to community education only (data for municipality education is not available). The percentage receiving transport in lower secondary education is unknown. For lower secondary education, there no data are available.  

Belgium (Fr.): Publicly funded transport is free to students under 12 years of age in public and government-dependent primary schools. The lower secondary school percentage is for years 1-3 of secondary education only.  

Brazil: This percentage represents the total number of students enrolled in primary education in both public and private schools. Back_to_table

Czech Republic: No data available. Back_to_table

Denmark: While Denmark provides publicly funded transport, the percentage of students is unknown. Back_to_table

England: For public and government-dependent private schools, approximately 650 000 students across all schools in England use publicly funded transport (Dept for Transport survey, 2007). In private schools, the percentage is likely to be smaller. Back_to_table

France: No recent data. Back_to_table

Germany: There is no data available. Back_to_table

Greece: Children with disabilities have not been included, because all children with disabilities are entitled to free transportation from home to school. Back_to_table

Hungary: For public schools, the data are only an estimate. Back_to_table

Korea: The approximate figure could be negligible. Back_to_table

Netherlands: The number of students using public resources for transport is unknown. Back_to_table

Norway: The percentage of students receiving publicly funded transport is based on all types of schools and is 21.2% for both levels. Statistics for each type of school and each level are not available. This percentage is based on the number of students who have a statutory right to transport. The actual numbers using publicly funded transport is somewhat higher. Back_to_table

Poland: Data for public schools are for 2007/08. Back_to_table

Spain: For public and government-dependent private schools, this percentage includes primary and lower secondary students. Back_to_table

Switzerland: There is no reliable data available on the number of pupils receiving transportation. Back_to_table

United States: For public schools, this percentage is inclusive of primary and secondary students. Back_to_table

Bulgaria: No information. Back_to_table

Colombia: We have no data because the decision of whether children get transport is taken by state or local authorities. It can vary each year. Back_to_table

Croatia: Data for public schools are not available. Back_to_table

Dubai: (With regard to public and independent private schools) Varies from school to school. Back_to_table

Hong Kong-China: Some students live within walking distance from schools. Majority of those who need transportation take school bus and public transportation, a small number of students take private vehicle. Back_to_table
Kyrgyzstan: (With regard to public and independent private schools) This is practiced only in cities (Bishkek and Osh). Since majority of private schools are in these cities, the percentage is much higher than in public schools. It is important to note though that although 15% of students in public schools and 68% of students in private schools theoretically could apply for the pass, we don’t know how much actually do, since most of the schools are located in a walking distance to the students' places of residence.

Macao-China: It is up to students to apply for this benefit. Even though they have applied and are entitled to this benefit, students may still walk to their school by foot or their parents drive them to their schools.

Montenegro: In the areas with a small number of pupils, branch institutions are organised for pupils at primary level in the vicinity of their home. These classes have on average 7 pupils.

Singapore: Data is not available.

Trinidad and Tobago: A total of 16830 students (both primary and secondary) receive transportation. A breakdown by percentage is not available at this time.

Changes in transport support during the last 25 years to promote school choice. Columns 9 to 12 and 21 to 24

Belgium (Fr): At the lower secondary level, there has been a 50% reduction in transport for 12-14 year-olds since 2009.

Chile: A transport policy has been in place since 2005 to promote school choice.

Denmark: Some restrictions were placed on transport support in government-dependent private schools in 2005 which have had an impact on the promotion of school choice.

England: Since September 2007, the Education and Inspections Act of 2006 entitles students who are entitled to free school meals or whose parents receive the maximum working tax credit to free school travel. Primary school students over 8 years old are entitled to free travel to their nearest school when the school is more than 2 miles from their home.

Since 2008, secondary students between 11 and 16 years of age receive free transport to a school that is between 2 and 6 miles from their home (as long as there are not more than 3 nearer schools). In addition, students attending the nearest school chosen for religious beliefs are entitled to free transport if the school is between 2 and 15 miles from their home.

Greece: At the primary level, public resources are used for the transportation of students who have chosen to attend Experimental and Cross-Cultural Primary Schools. At the lower secondary level, public resources are used for the transportation of students who have chosen to attend Public Art Schools, Music Schools, Cross-Cultural and Athletic Schools.

Japan: There are no applicable systems of transport support to promote school choice.

Mexico: Students are assigned to the public school closest to their home.

Poland: Demographic trends result in shrinking number of students enrolled in schools which guarantee free transportation to educational facilities. As the distribution and accessibility of schools is also changing due to the demographic change, the number of students entitled for free transportation is rising.
Portugal: Improvements were made in 1984. The improvements include the issuance of a social pass to students in public, government-dependent lower secondary schools, and independent private primary schools. Some independent private schools have their own school bus. Back_to_table

Slovak Republic: For public schools, travel allowance is provided according to Law No. 596/2003 since 2004. Back_to_table

Bulgaria: The practice of designation of school vehicles to schools that are central for the region was introduced in 2007. Back_to_table

Costa Rica: With regard to public schools at the lower secondary level, in the past, this kind of help didn't exist. Back_to_table

Georgia: With regard to public and independent private schools, in the past there was no transportation provided for schools, nor it was free of charge. Back_to_table

Hong Kong-China: The measure in correspondence with school choice is the "cross-net transportation subsidy" only applicable to financially needy students who are attending schools not in the student's neighbourhood. Back_to_table

Macao-China: The benefit is meant to alleviate the burden of family. Back_to_table

Montenegro: New vehicles are available. Back_to_table

Singapore: With regard to public schools, the primary means of determining school choice is not based on geographical distance. There is no data available for independent private schools. Back_to_table

Table D5.11 (Web only). Responsibility for informing parents about school choices available to them (2008)

Does a government body take responsibility for providing detailed information on specific school choice alternatives within families’ location? Columns 1 and 9

Austria: For the primary level, parents are informed by the municipality about available schools within the school district. The information on available schools at the lower secondary level is provided by the primary schools. Parents are usually informed by the principal or the teachers of the primary school. Back_to_table

Belgium (Fl.): Parents can look for information on official government sites and in official brochures or flyers. In many cases parents get information by word of mouth advertising. In primary education, even house visits by local teachers are also possible. In secondary education, open school days can also play a part in helping students deciding where to go. Back_to_table

Chile: The main sources of information used by parents are: the Internet (schools’ web pages and the Ministry of Education's web page), and magazines which produce rankings (based on scores obtained by schools in standardised tests). Back_to_table

Czech Republic: Parents receive information from friends and relatives, kindergarten teachers, from primary school websites and visiting days, staff of educational and psychological guidance centres, media; possibly also from school inspection reports, municipal authorities. Back_to_table

Denmark: Parents normally choose the local primary school. Information about all schools is available on the Internet on the homepages of each school, local authorities and central government. Performance data are available at national level
for each school, but without direct relation to school choice information. At the lower secondary level, there is normally no change of school at this level. Back_to_table

**England:** Parents are sent on request (often routinely based on primary school registrations) a common application form (increasingly available online), which enables them to apply through their local authority to a range of schools irrespective of location. Reports of school inspections are routinely published by the inspectorate for perusal, often by parents of prospective pupils. Back_to_table

**Estonia:** The data on schools' performance indicators and results of national examinations are available via the Internet to everybody. Back_to_table

**Finland:** Municipalities provide at minimum a list of schools in the area. Parents may also independently seek information from other sources, such as the Internet.

At the primary level, even if municipalities are formally responsible only for assigning a school place, in practice they provide information (at least a list) of different schools in their area. Moreover parents may seek additional information (e.g. on the Internet). Back_to_table

**France:** There is more than one way to obtain information regarding schools choice: the Education Ministry, national, local or school level, the collectivités territoriales, parent associations, media, websites, flyers and information meetings. Back_to_table

**Greece:** Parents obtain information from the school itself. Back_to_table

**Italy:** Parents peruse the educational offer presented by each school in the plan for educational offer. During January, the enrolment phase, schools organise days for visits and guidance. Back_to_table

**Japan:** In some municipalities students and their parents are allowed to choose the school, but the local government does not take responsibility for informing parents about school choice. Most local governments provide information on the schools available to them (e.g. by preparing a brochure or holding school information sessions). Back_to_table

**Korea:** Generally, there are no alternative ways to choose school at lower secondary level. Students are assigned to schools based on their geographical area. Back_to_table

**Luxembourg:** At the primary level, parents can ask for information at the central government or at schools. At the lower secondary level, parents are given a short description about school alternatives from which they may choose. Back_to_table

**Mexico:** All mass media (TV, newspaper, magazines) and information at the schools help parents on the registration process of their children at the desired school. Back_to_table

**Netherlands:** This responsibility is not considered obligatory. The Inspectorate of Education does, however, publish information regarding all schools in the Netherlands on their website.

At the primary level, parents must take the initiative to obtain information. At the lower secondary level, they obtain information by visiting secondary schools on the prescribed visiting days, Back_to_table

**Norway:** Local authorities inform parents of the school to which their child is assigned. Parents must seek information about alternative schools. Back_to_table

**Poland:** Information is also available for government-dependent private schools operating within a defined area. Approved information to answer this question is not available. Presumably parents obtain information from the Internet, media and other parents. Back_to_table
Portugal: Schools organise meetings to inform parents, and have information available on their websites. Sometimes there are also external vocational fairs, or other similar events. Others sources of information include the schools themselves, the Regional Services of the Ministry of Education, or other parents. Back_to_table

Slovak Republic: The Ministry of Education approves the system of educational facilities. Each school posts this information on its website. Back_to_table

Spain: Educational administrations, local governments, schools and also the local press publish the list of schools from which parents may choose with the corresponding vacancies. Back_to_table

Sweden: The Swedish National Agency for Education is the central administrative authority for the Swedish public school system for children, young people and adults, as well as for preschool activities and child care for school children. One of the purposes of the statistics and the in-depth studies is to provide a basis for comparison and to encourage local and national debate on how to better achieve the intended goals of school and child care activities. The statistics and analyses are available on the National Agency for Education website, including the SIRIS system, which presents much of the data for the individual school level so that students, teachers and parents can get a picture of the results and follow local developments. The Agency also has a website called Utbildningsinfo which contains all schools at the primary and lower secondary level. Every school is listed with information about the principal organiser, profile, ratio number of students and teachers, performance in national assessments and inspection reports from Swedish Schools Inspectorate. Back_to_table

Switzerland: The government is not responsible for actively informing parents about school choice alternatives but will provide information if asked by parents. Information is available on the Internet (www.swissprivateschoolregister.ch) and via brochures and information communication. Parent organisations may also be involved in sharing information about schools. Back_to_table


Montenegro: Local authorities are responsible for providing detailed information on specific school choice alternatives within families’ location. Back_to_table

Chinese Taipei: Parents will obtain the notification from township office and a lot of information of the enrollment from many private schools. Back_to_table

Does the information contain performance data? Columns 8 and 16

Belgium (Fr.): Banned from publishing performance data by school (decree 27/12/1993). Back_to_table

Czech Republic: At the lower secondary level, regional offices and grammar school headmasters provide school capacity and information on availability during the admission process. Back_to_table

England: School achievement and attainment tables are published. They list national curriculum test results for primary schools. Local governments create an annual publication for parents which is a composite prospectus which also gives the admission process for schools in their area. Back_to_table

Finland: Finland does not have an accountability system with national test data; nor does it have an education inspectorate. Back_to_table

Germany: In 3 Laender performance data on schools are available regarding school inspections. Back_to_table
Greece: Schools in 2007-08 were not obliged to record their performance data or make them available to public; however it is likely that some schools might have provided such data, because there was no law hindering them from doing so.

Netherlands: The inspectorate publishes the performance data of schools on its website.

Poland: In 2007/2008 the Ministry of National Education’s internet portal Scholaris compiled the nationwide average results from the 6th grade primary and 3rd grade lower secondary final tests.

Portugal: Performance data cover career courses rather than general courses.

Mexico: Performance information is available for parents on the Internet.

United States: Under the No Child Left Behind (NCLB) legislation, for a school identified for Title I school improvement the local education authority or school district must:

1. Inform parents that their child is eligible to attend another public school within the district and may receive transport to the school.
2. Identify each public school (which may include charter schools) that parents may select.
3. Include information on the academic achievement of the schools that parents may select [34 C.F.R. §200.37(b)(4)].

In addition, local and state governments may have individual policies about school choice options.

Bulgaria: Data from national assessments and State Matriculation Exams.

Colombia: Parents can obtain this information by individual research. Information on performance of schools in national assessments is public and can be obtained through internet.

Croatia: Croatia does not have a federal structure.

Hong Kong-China: At the primary level, schools joining the central allocation systems (namely, public, government dependent schools) have obligation to provide standard information to the government, and the government would publicise the info > Independent private schools may also publish their info thr this channel. At the lower secondary level, information included in the standard school profiles published by the government primarily consists of factual data about the school curriculum, staffing, and facilities. Performance data, such as open exam results are not permitted. Source for primary and secondary schools respectively:


Macao-China: Macao education authority does not provide any performance data to inform parents school choices. On the contrary, schools will advertise themselves by highlighting their high tertiary education admission rates, awards and medals earned in competitions, as well as good performance in past PISA assessments.

Montenegro: Montenegrin primary education (ISCED 1 and 2) is compulsory. It covers primary education and general lower secondary education. Education at ISCED2 level is organised in primary schools. Students usually remain in the same school for 8 or 9 years of compulsory education. If they change school, it is usually because they move to another place.

Shanghai-China: The education authority does not provide any performance data to inform parent school choices. The information provided contains the range and size of the recruitment, the qualification of teachers and school infrastructure and facilities.

Thailand: Schools (particularly schools that are not well recognized) always provide data on how many students of the school can get the place in good school at higher level.
Table D5.12 (Web only). Availability of school vouchers (or scholarships) (2008)

Are school vouchers (also referred to as scholarships) available and applicable to each of the following categories of schools at the primary and lower secondary levels? Columns 1 to 3 and 7 to 9

Belgium (Fl): There is a system of pupil grants for parents with a low income. In order to be eligible for a pupil grant the pupil must comply with the nationality requirement and a number of educational and financial conditions. From the 2008/09 school year onwards, there are also pupil grants in nursery and primary education.

Denmark: For government-dependent private schools, parents can apply for free tuition. The support is provided by the schools.

Estonia: The central or local government provides small-value vouchers to public school and independent private school students for meals. Also, at the beginning of the year monetary grants may be provided to families at both the primary and lower secondary levels.

France: This is called allocation de rentrée scolaire (ARS) (new school year voucher).

Germany: So that pupils have access to all teaching aids used in lessons regardless of their economic and social circumstances, most Länder have regulations on the provision of financial assistance for pupils to purchase teaching aids (Lernmittelhilfe), or on their provision free of charge (Lern­mittelfreiheit); this provision is, in part, staggered according to parents' income and number of children. Under these regulations, pupils are either exempt from the costs of teaching aids or only have to pay part of the costs. The funds are provided either by the Schulträger (the local authority responsible for establishing and maintaining the schools), or by the Land in question. In the majority of Länder, pupils at public-sector schools are lent textbooks and other expensive teaching aids (e.g. pocket calculators) for the time they require them. When teaching aids become the property of pupils, parents may be required to pay a portion of the costs in some cases. Parents and pupils are expected to provide their own expendable materials (exercise books, pens and pencils) and other items (e.g. drawing instruments, material for use in crafts and needlework/metalwork lessons). In some Länder schools also provide expendable materials. The precise arrangements vary from Land to Land. It is also the responsibility of the Land to decide whether pupils at privately-maintained schools are to be supplied with teaching aids free of charge. Some Länder expect parents to pay a portion of the cost of teaching aids themselves, either in the form of a lump sum or by buying certain items directly. Others offer pupils the option of buying their own teaching aids by making a contribution (say 50 per cent) to the cost.

Poland: During compulsory education, students attending both public and private schools are entitled to financial aid. Disabled children attending both public and private special education centres are entitled to financial aid.

Slovak Republic: For public and government-dependent private schools at the lower secondary level, pupils in the grades 1 to 4 of the 8-year gymnasium receive vouchers.

Spain: For government-dependent private schools vouchers are provided for textbooks, meals and transport.

Sweden: Formally there are no school vouchers, but the students’ home municipality is obliged to compensate the receiving school in another municipality for expenses equivalent to the home municipality’s own costs for the equivalent education.
Colombia: School vouchers are not used in Colombia. However there are subsidies to the supply of education: the central or state/local governments can hire or pay to private schools in order to guaranty that there is no child left without a place. There are also other programs such as “Familias en Acción” that give subsidies that are aimed at maintaining the children in school.  

Croatia: With regard to public schools, basic education is free. With regard to independent private schools, fees are paid by parents. 

Macao-China: In the form of school fee subsidy per student. 

Montenegro: Students with lower socio-economic background receive free textbooks. 

Singapore: With regard to public schools, most students do not have to pay school fees. 

**Are vouchers only available for students from a lower socio-economic background at the primary and lower secondary levels? Columns 4 to 6 and 10 to 12**

Belgium (Fl.): For public and government-dependent private schools, three criteria are considered the conditions to be met to get a scholarship: income conditions, school participation and conditions concerning the type of education. For public and government-dependent private schools at the lower secondary level, there is a system of pupil grants for parents with a low income. To be eligible for a grant the pupil must comply with the nationality requirement and a number of educational and financial conditions. 

Brazil: There are no school vouchers. 

France: At the primary level, the *allocation de rentrée scolaire* (ARS) is given to low-income families with 6-18 year-old school children. The amount depends on the age of the child. 

Poland: Vouchers or scholarships are available not only for the students with lower economic status, but also for students with high academic achievement. 

United States: Voucher programmes are limited to particular localities and eligibility requirements differ. They tend to target or give preference to low-income students or students in schools that have been identified as requiring improvement. 

Bulgaria: The students at 1st grade with lower socio-economic background receive one-time aid. 

Georgia: With regard to public and independent private schools, vouchers are available to all the students. 

Montenegro: Students with lower socio-economic background receive free textbooks. Talented students have the right to scholarship. 

Table D5.13 (Web only). Extent to which funding follows students when they leave for another public or private school (2008) 

Table D5.13 presents the expanded responses and comments to the two questions (14PS1 & 14PS2) with respect to primary and lower secondary levels. Table D5.3 contains the same responses and comments combined, without respect to primary and lower secondary levels.
Austria: Changes in the student population within one school year for both the primary and lower secondary levels usually have no effect on the previously allocated resources. This fully applies to cases in which pupils leave a school. If new pupils enter a school within a school year it might mean opening a new class or splitting up certain subjects into more groups. This then has consequences on the resource allocation. Back_to_table

Belgium (Fl.): For public and government-dependent private schools, at both the primary and lower secondary levels, school funding is based upon the number of enrolled pupils on a fixed date. Independent private schools do not receive financial support from the government. Back_to_table

Belgium (Fr.): The contractual equipments established under subparagraph 4 are fixed at the general index of consumer prices of 25 September 1997, based in 1988. The amounts are indexed, each calendar year, on the general index of consumer prices at 1 January, calculated according to the number of pupils regularly registered at 15 January, except for the teaching of social advancement of mode 1 where the number of pupils taken into account is the average of the numbers of regular pupils within the 1st and 5th tenth of the formation unit. Art 3 §3 of the Law of 29 May 1959 (school pact). Back_to_table

Brazil: Most financial transfer programmes in Brazil for both the primary and lower secondary levels are linked to student enrolment. Independent private schools do not receive public money, therefore, they lose funding when students who leave the school do not pay the tuition fee. Back_to_table

Chile: Independent private schools for both the primary and lower secondary levels do not receive public funding. Back_to_table

Denmark: For independent private schools at both the primary and lower secondary levels, there is no funding to lose. Back_to_table

England: The central government provides funding to local authorities at both the primary and lower secondary levels, based on the overall number of students, taking into account factors such as disadvantage, area costs and scarcity. Local authorities are free to decide how to allocate funding to individual schools. Public funding is not given to independent private schools. Back_to_table

Finland: For both the primary and lower secondary levels, the amount of the statutory government transfer (euros per pupil) is based on the number of students and the calculated unit costs defined by the Ministry of Education for each education provider. Various factors, such as geographical circumstances, are taken into account in calculating the unit costs of education providers. The same funding system covers both public and private education providers. In practice, however, it mainly refers to municipalities which organise 99% of basic education. If the student changes school but the education provider remains the same, the government transfer does not change. It is part of the municipal autonomy to decide how to allocate funding between schools in their area. In practice, funding is usually based on the number of pupils, which means that the school loses funding if a pupil changes school. Back_to_table

Greece: Independent private schools in Greece do not get public funding, and this is the case both in Primary and Secondary Education. Back_to_table

Ireland: Schools are funded on the basis of enrolment figures each year. Back_to_table

Israel: Funding does not follow the student when the student leaves during the school year. Back_to_table

Japan: For independent private schools, at both the primary and lower secondary levels, the number of students is just one of criteria in the funding formula, so funding does not always follows the number of students even in the long term. Back_to_table

Korea: In the long run, the number of students affects financial distribution to schools. Back_to_table
**Luxembourg:** Local authorities are responsible for funding at primary level for public schools and adjustments can be made. [Back_to_table]

**Netherlands:** Public funding is only for public and government-dependent private schools at both the primary and lower secondary levels. [Back_to_table]

**Norway:** In public schools, at both the primary and lower secondary level, the municipality loses funding when a student moves to another municipality or a private school. There are fewer than five independent private schools. Two of them receive government support, but this is a result of bilateral agreement, not a consequence of the current law. [Back_to_table]

**Poland:** All public and private schools, at both the primary and lower secondary levels, each pupil receives a financial allocation each month. If a student changes schools, the financial allocation follows the student and is transferred to the new school. [Back_to_table]

**Portugal:** Funding is provided to public institutions at both the primary and lower secondary levels. Although funding is provided to government-dependent private schools, whenever they lose students, a readjustment is made in the following year, taking into account the number of classes/pupil described in the contract. In the case of simple contracts (first and second cycles), the funding is provided to independent private institutions based on household income and is for the whole student body. [Back_to_table]

**Slovak Republic:** For public and government dependent private schools, at both the primary and lower secondary levels, funds remain at the school that registered the student as of 15 September. [Back_to_table]

**Spain:** For public schools at the primary and lower secondary level, and government-dependent private schools at the primary level, funding is provided according to the number of school units and not according to the number of students. [Back_to_table]

**United States:** Public schools, at both the primary and lower secondary levels, do not lose local funding when a student leaves a school. For public schools, most funding formulas are based on student enrolment. However, there are frequent hold-harmless provisions, by which schools may retain funding for a year or more after a student leaves. For independent private schools, school vouchers and tuition receipts are applied to the school a student attends. [Back_to_table]

**Bulgaria:** The budget of the public schools is calculated according to the total number of students. The allowance for every student is determined at central level and differs in different school types. Every student in private schools pay tax for school attendance. [Back_to_table]

**Croatia:** With regard to public schools, schools receive funds from the state based on their enrollment. Government-dependent private schools do not exist in Croatia. [Back_to_table]

**Hong Kong-China:** With regard to government dependent private schools, Direct Subsidy Scheme schools only, where the subsidy amount is calculated on per head of students. With regard to independent private schools, student fee is the main source of income. [Back_to_table]

**Kyrgyzstan:** With regard to public schools, in 3 of 7 regions of the Republic the process of transforming to the per capita funding has stated. With regard to independent private schools, since parents cover 100% of school fees. [Back_to_table]

**Macao-China:** With regard to public schools, there is no minimum of headcounts below which there is loss of funding for not recruiting enough students. With regard to government dependent private schools, funding depends on a certain minimum of headcounts, below which there is loss of funding for not recruiting enough students. [Back_to_table]