

Education at a Glance
OECD Indicators 2010

Annex 3: Sources, methods and technical notes

Chapter D: The learning environment and organisation of schools

INDICATOR D6: PARENT VOICE

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OECD countries					
Austria	<u>AUT</u>	<u>AUT</u>	<u>AUT</u>		
Belgium (Fl.)	<u>BFL</u>	<u>BFL</u>	<u>BFL</u>		
Belgium (Fr.)		<u>BFR</u>			<u>BFR</u>
Chile	<u>CHL</u>	<u>CHL</u>	<u>CHL</u>	<u>CHL</u>	
Czech Republic		<u>CZE</u>	<u>CZE</u>	<u>CZE</u>	
Denmark			<u>DNK</u>		
England	<u>ENG</u>	<u>ENG</u>	<u>ENG</u>		<u>ENG</u>
Finland		<u>FIN</u>			
France				<u>FRA</u>	
Greece	<u>GRC</u>	<u>GRC</u>	<u>GRC</u>		<u>GRC</u>
Hungary		<u>HUN</u>	<u>HUN</u>		
Iceland					
Ireland	<u>IRL</u>	<u>IRL</u>		<u>IRL</u>	<u>IRL</u>
Italy		<u>ITA</u>	<u>ITA</u>		
Japan	<u>JPN</u>	<u>JPN</u>	<u>JPN</u>	<u>JPN</u>	
Korea		<u>KOR</u>	<u>KOR</u>	<u>KOR</u>	
Luxembourg			<u>LUX</u>		
Mexico		<u>MEX</u>		<u>MEX</u>	
Netherlands		<u>NLD</u>			
Norway	<u>NOR</u>	<u>NOR</u>	<u>NOR</u>	<u>NOR</u>	
Poland	<u>POL</u>	<u>POL</u>	<u>POL</u>	<u>POL</u>	
Portugal	<u>PRT</u>		<u>PRT</u>		
Scotland					
Slovak Republic			<u>SVK</u>		
Spain		<u>ESP</u>			
Sweden		<u>SWE</u>	<u>SWE</u>		
Switzerland	<u>CHE</u>	<u>CHE</u>	<u>CHE</u>		
United States			<u>USA</u>	<u>USA</u>	<u>USA</u>
Partner countries					
Brazil	<u>BRA</u>	<u>BRA</u>	<u>BRA</u>		
Estonia			<u>EST</u>		
Israel	<u>ISR</u>	<u>ISR</u>		<u>ISR</u>	<u>ISR</u>

INDICATOR D6: Parent voice

General note

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

Table D6.1. Requirement that schools have a governing board in which parents can take part (2008)

■ Notes on specific countries

Interpretation

Austria: It is a legal requirement to install a board with teacher, parent and pupil representation (school forum), except in the case of independent private schools. [Back to table](#)

Belgium (Fl.): Schools are obligated to allow parents to take part in the school's advisory committee on education. There is also a possibility to start a parents' association. Such an association has to be organised if at least one-third of parents request this. This does not pertain to independent private schools. [Back to table](#)

Brazil: Primary and lower secondary public schools and independent private schools are not obliged to install a governing board. However this is encouraged by the National Education Law. In schools where such a board exists, representation of parents is required. [Back to table](#)

Chile: It is established by law that public and government-dependent private schools must have a governing board, called the school council. [Back to table](#)

England: In most cases, except independent private schools, governing boards comprise between 9 and 20 individuals and include: parents; teachers; a representative of the local (education) authority, community representatives, and in some cases governors of foundation/partnerships and sponsors. The School Governance (Constitution) (England) Regulations (2007) apply: www.opsi.gov.uk/SI/si2007/uksi_20070957_en.pdf. [Back to table](#)

Greece: According to the law 1566/1985 the governing body for every school of Primary and Secondary Education is comprised by the Principal (School Director), the Assistant Principal and the Teachers' Association. Representatives of the Parents' Association participate in the School Council and the School Committee that take decisions about school budgets and school policies. [Back to table](#)

Ireland: For public schools, under the Education Act of 1998, it is required to have a board of management in which parents can take part. [Back to table](#)

Israel: Almost all schools have a parent's committee. [Back to table](#)

Japan: In primary and lower secondary public schools, the School Administrative Council has the power to approve the basic operations policy of the school principal. Councils only exist for public schools. [Back to table](#)

Norway: The head teacher is, by law (Opplæringsloven), the head of public schools, but some municipalities (e.g. Oslo) have arranged a school board (driftsstyre) for each individual school. These school boards might be seen as a governing board, but they are municipal bodies above school level. [Back to table](#)

Poland: School councils may be established at primary and lower secondary schools, consisting of an equal number of teachers elected by all teaching staff and parents elected by the parents' assembly. In lower secondary schools, school councils may also consist of students elected by all students attending the school. [Back to table](#)

Portugal: Primary and lower secondary public schools are obliged to install governing boards in which parents can take part according to, the legal framework regarding autonomy, administration and management (Decree-law No. 75/2008 - 22 April). When these boards exist, they are defined internally in primary and lower secondary government-dependent private schools and primary and lower secondary independent private schools. [Back to table](#)

Switzerland: In only two cantons (states) are such boards installed. In some cantons parent voice is a part of quality development (external evaluation). [Back to table](#)

Table D6.2. Existence and role of parent associations (2008)

■ Notes on specific countries

Interpretation

Austria: The Ministry of Education has a parent advisory board for public schools and government-dependent private schools. Regional organisations can be formed on a voluntary basis and occasionally exists for public schools and government-dependent private schools. The School Education Act allows for the establishment of a parents' association at the school level for public schools and government-dependent private schools. The principal of the school has to promote its establishment and the association's activities. The parent association is entitled to bring forward suggestions, requests and complaints to the head teacher and the principal.

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Belgium (Fl.): Although parent associations for public schools and government-dependent private schools exist, this is obligatory only at the level of the Flemish Community (considered to be the regional/state level), not at the school level. There is an association for each system (community education, subsidised public authority for education and subsidised private authority for education). See D6.1 regarding parent associations at the school level for public schools and government-dependent private schools. Parent associations have a formal role as they are represented in the Flemish Advisory Council for Education (VLOR). They advise on every new measure taken by the government. [Back to table](#)

Belgium (Fr.): A decree of 30 April 2009 on associations of parents of pupils and the representative organisations of associations of parents of pupils in the French Community came into effect on 1 September 2009. [Back to table](#)

Brazil: There is no government regulation on parent associations in public schools and independent private schools. These organisations can determine who will participate. Therefore, there are many different kinds of parent associations. For instance there are associations specifically for: parents of students in a public school of a specific state, parents of private and public schools of a municipality, parents and teachers of a school in a specific city, etc. Parent associations can have a role in advising government and informing parents about relevant developments in education, but they usually play an important role in issues relating to a specific school. [Back to table](#)

Chile: In public schools, parents must take part in the school council and are represented by a parents' centre in every school. Although independent private schools are not obliged to have a school council, they usually have a parents' centre. [Back to table](#)

Czech Republic: Parent associations for education were established after the Velvet Revolution in 1989 (the change of political system) and are not restricted to public or private schools. There are various parent clubs at the school level in public schools. The association for homeschooling at the national level works as a partner of the Ministry of Education for legal issues and as a support for parents interested in or providing homeschooling.

By law, the school board (one-third of which is elected by parents and pupils over 18) approves the yearly report and expresses its views on the budget (but does not approve it). [Back to table](#)

England: A parent council is a body of parents that represents parents and provides a forum for them to put forward their views to the head teacher and the governing body of their children's school. Although it is not compulsory for public schools, it is recommended. In certain government-dependent private schools a parent council is compulsory but recommended in others. In independent private schools, parent councils may exist on an informal basis at the national and school level. For homeschooling, several organisations/groups offer advice and support to home educators: www.education-otherwise.org/, www.heas.org.uk/. Governing bodies of public schools and government-dependent private schools are under a legal duty to have regard to any views expressed to them by parents of registered pupils of the school in exercising their functions. This can be discharged by consulting with the parent council if the school has one. [Back to table](#)

Finland: The member organisations of the national parent association(s) include parent associations of both public and private schools. Parents involved in homeschooling have their own association. In addition to parent associations within public schools at the municipal level, a couple of parent associations operate on an inter-municipal level. The Finnish Parents' Association and its sister association for the Swedish-speaking population strive to influence national opinion and decision making. They are regularly consulted and represented in educational reforms and governance. At the same time, their main tasks include supporting the upbringing of children and youth and providing information and advice. The information that there are no parent associations related to homeschooling at the local level is not based on official data. It is an assumption based on the small number of children in homeschooling. [Back to table](#)

Greece: Parent associations for education can be found at school level (Parents' Association), local level (Parents' Union), regional (Parents' Federation) and national level (Parents' Confederation). Although genuine "parent-teacher associations" do not exist in Greece, there is the School Council which is comprised by the Teachers' Association, elected members of the Parents' Association, representatives of local government and in the case of Lower Secondary Schools there are representatives of the students. [Back to table](#)

Hungary: Refer to Act No. LXXIX of 1993 on Public Education, 59. 60. 61 § regarding parent-teacher associations at the school level. Refer to Act No. LXXIX of 1993 on Public Education, 97. § regarding the formal role of a parent-teacher association in the sense that the government is obliged to consult it on major policy decisions. Refer to Act No. LXXIX of 1993 on Public Education. 13.§ (6) regarding regulations that provide a formal process that parents can use to file complaints. [Back to table](#)

Italy: Parent associations are consulted for their opinion on particular issues (*e.g.* the disabled, dropouts, student charter). [Back to table](#)

Ireland: Parents are regarded as key partners in education. National parent representative bodies are recognised under the Education Act 1998 as bodies to be consulted on issues covered by statute. They are also consulted automatically on issues of policy and practice across all sectors and on a wide range of issues. With regards to public schools, there are two recognised parent bodies at the national level, one for primary and one for secondary level (this one acts as a common framework for five separate parents bodies representing different school sub-sectors or patronage types). Most schools have a parent association, but not all are affiliated to national representative bodies. There is some parent representation in independent private schools. [Back to table](#)

Israel: There is a national parents' committee at the national level, parental representation at the local level, and a school parents' committee at the school level. [Back to table](#)

Japan: The boundary between parent associations and parent-teacher associations (PTAs) is not precisely defined. In addition, some organisations called parent associations engage in the same activities as PTAs. Not

all private institutions have associations such as parent associations; however some private institutions have PTAs instead of parent associations. [Back to table](#)

Korea: Most public schools, government-dependent schools and independent private schools have parent associations. [Back to table](#)

Mexico: Parent associations for education exist in our country: 1) at school level, each school has a parent association. These associations take part on several activities at the school level. They have an informal role in advising government. 2) At national and state level, there are some independent civil associations and non-government organizations. Their role is mostly to create a social space, of plural character, for the reflection of the education problems of the country and to propose ideas to improve them. [Back to table](#)

Netherlands: Central parent associations exist in public schools and government-dependent private schools. They are independent, mostly have a religious orientation, and are not steered by the government. In public schools and government-dependent private schools, at the school level, all schools are obliged to set up a parent council and a representative advisory board. The latter includes parents (in addition to teachers). Parent associations make information available and may be consulted. [Back to table](#)

Norway: The National Parents' Committee for Primary and Lower Secondary Education (*Foreldreutvalget for grunnsopplæringen*) exists to serve public schools, government-dependent private schools, and independent private schools at the national level. There are some national parents' committees at municipal level as well, but these are not mandatory. The Parents' Council Working Committee (*Foreldrerådet*) exists to serve public schools, government-dependent private schools, and independent private schools at the school level. [Back to table](#)

Poland: In public schools and educational institutions, parents' councils represent the parent assembly which consists of all parents of students attending the school. The parent councils consist of:

- in schools - one representative of each class council, elected by secret ballot by the parents assembly of each class;
- in educational institutions - at least 7 representatives elected by secret ballot by the parents assembly of the institution;
- in art schools - at least 7 representatives elected by secret ballot by the parents assembly of the school.

At the national level, the National Alliance of Parents and Parents' Councils is a voluntary, apolitical, civil alliance consisting of: students, parents, parents' councils, school councils and councils of pedagogical institutions, parental networks, associations, and informal groups. Many associations with the status of a legal person are entitled to establish and run a school. Some of them act as social partners of government-run institutions; this enables them to voice their opinion on legislation proposed within their scope of activity.

At the national level, the activities of national associations of parents and parents' councils aim at creating a nationwide support platform for: parents and parents' councils, counselling regarding administrative problems of parents' representations [in public schools](#), counselling in contentious issues, providing opinions and proposals in educational matters for the Sejm, the Senate, the president, the government, the Ministry of National Education and other governing bodies, institutions and offices, giving opinion on legislation drafts concerning education, drawing up and disseminating independent public reports on the condition of public schooling.

With respect to parent associations for public schools at regional, local and school levels, parents' councils can apply to the regional education authorities responsible for pedagogical supervision (regional level), the bodies running the school (local level), and the school headmaster (school level) with motions and opinions on all matters concerning the school or educational institution.

Parents who opt for homeschooling can take part in the parents' council in the school in which their child is registered. The formal and informal role of parent associations applies only to parent associations and parents'

councils at the national level. The role of informing parents about relevant developments pertains only to parents' councils at the school level. [Back to table](#)

Spain: Parents are informed about all major policy decisions taken by the government through the National School Council on which parent associations are represented. [Back to table](#)

Sweden: At most compulsory schools there is a parent association through which parents can influence the work of the school. They play an informal advisory and consultant role to individual parents. The influence of parents varies a lot among schools. There are also parent associations at the central level. The government always invites the National Parent-School Association (*Riksförbundet hem och skola*) to give its views on new proposals in the school area. [Back to table](#)

Switzerland: As for a formal role in the sense that the government is obliged to consult them on major policy decisions, two cantons are obliged to consult parent associations. [Back to table](#)

Table D6.3. Regulations that provide a formal process which parents can use to file complaints regarding the education of their children (2008)

■ Notes on specific countries

Interpretation

Austria: For public schools and government-dependent private schools, the School Education Act allows parents to appeal decisions of the school in various fields. For complaints, both types of school have an organisation unit at the Ministry of Education. Sometimes there is an ombudsman at the regional, or even at the school level to receive complaints. These units are not part of the formal structure of the education system but can advise parents on school issues. For public schools and government-dependent private schools, the figures regarding the number of times parents made use of the formal complaint process (which was based on a survey) and number of court cases initiated by parents against compulsory-level schools refer to both school types as it is not possible to separate public and government-dependent private schools. [Back to table](#)

Belgium (Fl.): In public schools and independent private schools, everybody has the right to formulate a complaint concerning the handling of an administrative. This only covers administrative issues. There is an ombudsman (covering all sectors). At the Ministry for Education and Training there is a central complaints co-ordinator and a complaints co-ordinator per division. In 2008, 219 complaints were registered of which 203 were received. The complaints are registered according to the source (*e.g.* directly by citizens, via the Flemish ombudsman, via the cabinet of the Minister for Education and Training, etc.). The figure 116 refers to the number of complaints formulated directly by citizens. It includes more than complaints of parents and covers all levels of education (not only primary education; information by level of education is not available). There is no information available on court cases. [Back to table](#)

Brazil: The procedure for lodging complaints changes, depending on the federal entity, but usually each school establishes its own procedure. For independent private schools, each school can establish its own formal procedure or even not have one. There are no data available on the number of court cases. [Back to table](#)

Chile: The Ministry of Education of Chile has a Citizen Assistance Office (*Oficina de Atención Ciudadana*) which works to protect the rights of parents and students. As part of its activities, this unit receives parents' complaints. Information classified by type of institution regarding the number of complaints is not available. No information is available for the number of court cases. [Back to table](#)

Czech Republic: Information on the number of times parents made use of the formal complaint process in 2008 and on the number of court cases initiated by parents against compulsory-level schools is not available. However, there are many authorities at different levels to which formal complaints can be made. Statistical data would be very difficult to gain as the parents can complain at many different places and institutions.

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Denmark: The regulations on complaints mostly serve to describe how the local school shall handle them. The ombudsman is not specifically designated for educational matters. Parents may address the ombudsman not only for complaints about decisions concerning the school, but also for complaints about decisions of public authorities. There is no information available about the number of complaints or court cases. Almost all complaints are handled at the school level. [Back to table](#)

England: Currently, public schools and government-dependent private schools have to have a complaints policy in place and have to publicise it. The policy generally states that the parent may complain to the class teacher or head teacher. If the parent remains unsatisfied they may approach the governing body. Some schools' complaints procedures refer parents to the local authority if they are dissatisfied with the decision of the governing body. However, this practice is voluntary on the part of the school and the local authority and without specific statutory basis. Parents may also approach Ofsted (the Office for Standards in Education), which has powers to investigate and if necessary conduct an inspection of the school. For most everyday issues related to the conduct of the school (*e.g.* policy on uniforms, complaints related to bullying, issues about coursework, etc.) the next stage for parents who are dissatisfied with the decision of the governing body is to complain to the Secretary of State under ss 496/497 of the Education Act 1996 or to take action through judicial review in the courts. Applying to the courts is, of course, an avenue of last resort and not a route that most parents would choose to take. From 2010 an independent national service (hosted by the local government ombudsman) will be tested to replace the Secretary of State's role. School adjudicators consider both objections by parents to school admission arrangements and appeals from schools against a direction from the local authority to admit a particular pupil. The number of court cases issued by parents against compulsory-level schools is unknown. Independent private schools also have to have a complaints policy in place and have to publicise it.

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Estonia: For public schools and independent private schools, in the case of disagreement with a decision of the teachers' council and of points of dispute concerning teaching and education, students and their parents have the right to address the board of trustees of the school and the official exercising state supervision over the school. A school shall display the contact details of the authority exercising state supervision of the school in a visible place so that students have access to the contact details. There are no statistics on complaints or court cases.

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France: The data on the number of complaints for public schools concern ISCED 0, 1, 2 and 3 levels. Government-dependent private schools have to have a complaints policy in place and have to publicise it.

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Greece: Parents can address their complaints to teachers, principals, District Education Offices, Regional Directorates of Primary and Secondary Education and the Ministry of Education. Complaints can be received by the Children's Ombudsman or the Greek Ombudsman. About the number of court cases, this number is given with certain reservations, because it is the number of court cases that Education Directorates have been informed about. There is a possibility that there are court cases about which the Education Directorates were not notified by parents or teachers. It has been impossible to retrieve relevant data from other sources. Independent Private Schools are included in the answer given for Public Schools. [Back to table](#)

Hungary: The complaint data for public schools and government-dependent private schools are for 2007. Complaints are registered in the Office of Commissioner for Education Rights. (23% of these are parental complaints.) [Back to table](#)

Italy: Data on the number of complaints and court cases are not available. [Back to table](#)

Japan: The government does not have detailed information on the number of court cases since educational institutions at the primary and lower secondary levels are operated by local government. [Back to table](#)

Korea: There is Committee for School Management playing an important role in the school decision making process which consists of parents and teachers. [Back to table](#)

Luxembourg: Information is not available for government-dependent private schools and independent private schools. [Back to table](#)

Norway: The number of formal complaints is for all types of schools. Statistics for each type of school are not available. Data are not available on the number of court cases. [Back to table](#)

Poland: Students' parents may file complaints regarding all matters of concern. The Constitution gives everyone the right to file petitions, complaints and motions with all government agencies, local government authorities, and social organisations and institutions. In Poland there is an ombudsman for citizen rights as well as an ombudsman for children's rights. Full information on the number of complaints is not available to the Ministry of National Education. Data on the number of court cases are not available. [Back to table](#)

Portugal: There are national administrative regulations that make what is stated in the Fundamental Law operational at different levels. All citizens have the right to complain and must receive a response. All services, schools included, can perform the ombudsman role. Depending on the matter of the complaint and on its target, it is forwarded to a responsible entity. Data on the number of complaints are not available. Complaints can be processed by the school or by the regional or by the central services of the Ministry of Education. Data on court cases are not aggregated by issue, responsibility and school level. [Back to table](#)

Slovak Republic: The Slovak school inspectorate is used as a designated ombudsman or agency that receives complaints. Data regarding the number of complaints refer to public schools and private schools only. [Back to table](#)

Spain: There are no data available at the national level on the number of complaints. In terms of court cases, these complaints use an administrative procedure and very, very rarely go to court. [Back to table](#)

Sweden: The Swedish Schools Inspectorate ensures that those responsible for schools (*i.e.* primarily local authorities and those in charge of running independent schools) follow the laws and regulations that apply. It is also possible for students, parents and others to file a complaint about the shortcomings of a particular school with the Swedish Schools Inspectorate. Following an investigation, the Swedish Schools Inspectorate may criticise the authority/party in charge of the school and demand measures to remedy the situation. BEO (the Child and School Student Representative) is a part of the Swedish Schools Inspectorate though it also functions independently. BEO works to remedy offences against children and students by investigating complaints of offensive treatment. It is also possible for BEO to demand that the authority/party in charge of a school or preschool pay damages on behalf of a child or student. [Back to table](#)

Switzerland: There are no data available on the number of complaints or court cases. [Back to table](#)

United States: In addition to federal guidelines, public schools often have district policies for addressing parent complaints and concerns. As regards a designated ombudsman or agency that receives complaints, some districts and states have a position designated for this purpose. Some independent private schools may have a designated person to receive complaints. The number of complaints and court cases is unknown. [Back to table](#)

Table D6.4. (Web only) Existence and purpose of parent-teacher associations (2008)

■ Notes on specific countries

Interpretation

Chile: Parents and teachers interact in many ways, but parent-teacher organisations in this strict sense do not exist. [Back to table](#)

Czech Republic: Not only do parent-teacher associations exist in public schools, but other associations that include these two categories also exist. At the national level, PAU (which stands for "For students' commitment to learn") was established as an expert group in 1992 and then as an independent civic association in 1994. It joins together teachers, parents, students, education officials and politicians interested in education reform. There is no specific affiliation to any kind of school. In terms of a parent-teacher association at the school level, a school council is established by the founder of the school who determines the number of its members. One-third are appointed by the founder, one-third by parents, and one-third by teachers in the school. PAU co-operated (voluntarily) on both Green and White Paper of Education. [Back to table](#)

Ireland: For public schools, section 28 of the Education Act 1998 provides for a formal process which parents can use to file complaints, but it had not yet taken effect in the 2007/08 reference year. Parents who have approached the Ombudsman for Children on education issues have been referred to the school or to the Department of Education for redress. As independent private schools are not recognised schools, they are not subject to section 28. [Back to table](#)

Israel: A parent may appeal to the local authority, the Ministry of Education, public complaints commissioner, the spokesmen of the office or management, the Supreme Court, the parents' organization and the parents' committee. [Back to table](#)

Japan: Parent-teacher associations (PTAs) in Japan are defined as follows: The association that is dedicated to sound growth of children and that with cooperation between parents and teachers. They engage in mutual learning between members and other activities necessary for better understanding on school and home education, promotion of such education, and for provision of guidance about daily life in school and improvement of educational environment in community. Some PTAs are called as Parent Associations. [Back to table](#)

Korea: Parent-teacher associations consist of teachers, parents, and local personnel. Their purpose is to promote autonomy of school management by involving teachers, parents and local personnel in public schools, government-dependent private schools and independent private schools. No formal process exists, but there are some opinion agencies to file complaints on behalf of parents. [Back to table](#)

Mexico: At school level, parent-teacher associations do not exist, but at national and state level, there are some independent civil parent-teachers associations, some of them also include social researchers, journalists, leaders, students, and citizens. [Back to table](#)

Norway: At each primary and lower secondary school there shall be a co-ordinating committee with two representatives for the teaching staff, one for other employees, two for the parents' council, two for the pupils and two for the municipality. One of the representatives for the municipality shall be the head teacher of the school. The pupils' representatives shall not be present when matters subject to confidentiality pursuant to statutes or regulations are dealt with by the co-ordinating committee. The co-ordinating committee has the right to express its views on all matters relating to the school. [Back to table](#)

Poland: Pursuant to the Act of 24th April 2003 on Public Benefit and Volunteer Work (Official Journal № 96 pos. 873 with later amendments) the non-governmental organizations acting in Poland can execute activities of

public benefit within the scope of public tasks specified by law, including the fields of science, higher education, education, and childcare.

There are many foundations and associations (acting at various levels) run by parents and teachers. Some of them, especially those acting at the national level, take part in consulting legal drafts concerning education. As the number and area of activity of those organizations change frequently, the Ministry of National Education does not possess accurate data on them. [Back to table](#)

United States: Homeschooling associations comprised of parents and other homeschooling advocates operate at the national, state and local levels. See www.hslda.org/orgs/default.asp. The National Parent Teacher Association has a strong advocacy presence. Some private schools may have parent teacher associations at the national and state levels as well as at the diocesan and school levels. Going from school to local to state to national levels, the advising government function takes on a larger role. Going from national to state to local to school levels, the information sharing function takes on a larger role. [Back to table](#)

Table D6.5. (Web only) Appeals by parents against decisions by schools (*i.e.* school board or school administrator) (2008)

■ Notes on specific countries

Interpretation

Belgium (Fr.): It is initially necessary to make an internal appeal by registered mail to the school so that it arrives within the deadlines (two business days, Saturday and Sunday excluded), or present the appeal to the secretariat of the school against a receipt. Appeals on internal school regulations can envisage a longer time of appeal. Following the decision on the internal appeal, an external appeal must be made within the next ten days to the appeals court with a copy to the principal by registered mail. An independent commission of the school will re-examine the decision of the staff meeting. [Back to table](#)

England: A decision on whether a child has special educational needs can be appealed to a Special Needs Tribunal (in response to 23IPa2). [Back to table](#)

Greece: For Independent private schools, parents can file complaints about school decisions addressing the school director, the Regional Education Directorate, the District Education Office, the Greek Ministry of Education, Life Long Learning and Religious Affairs. Parents can also appeal decisions in court on the grounds that the decisions are not in accordance with the law. [Back to table](#)

Ireland: For public schools, under section 29 of the Education Act 1998, parents may appeal decisions of school authorities to refuse to enrol, or to exclude, a child from a school (*i.e.* refusal to enrol *ab inito*). This provision applies in the case of any school recognised under the Act of 1998. [Back to table](#)

Israel: The involvement of parents greatly affects school decisions. [Back to table](#)

United States: As consumers, parents can always voice their complaints or concerns with an individual institution. Additionally, parents retain the right to pursue legal action should they feel their student's rights have been violated. [Back to table](#)