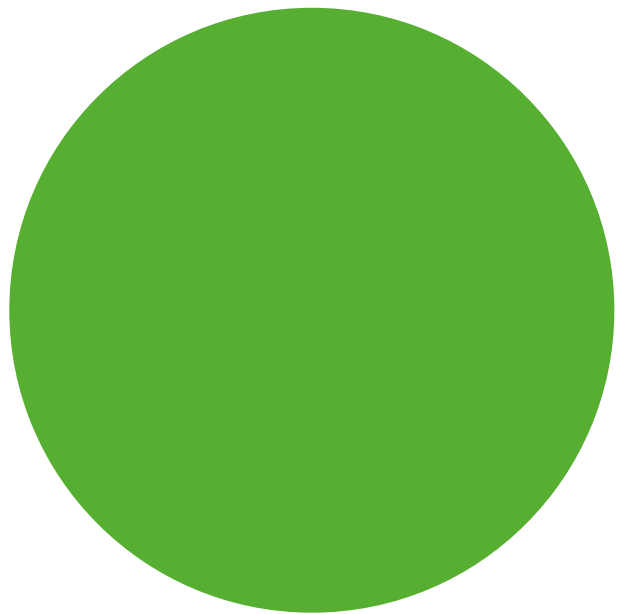
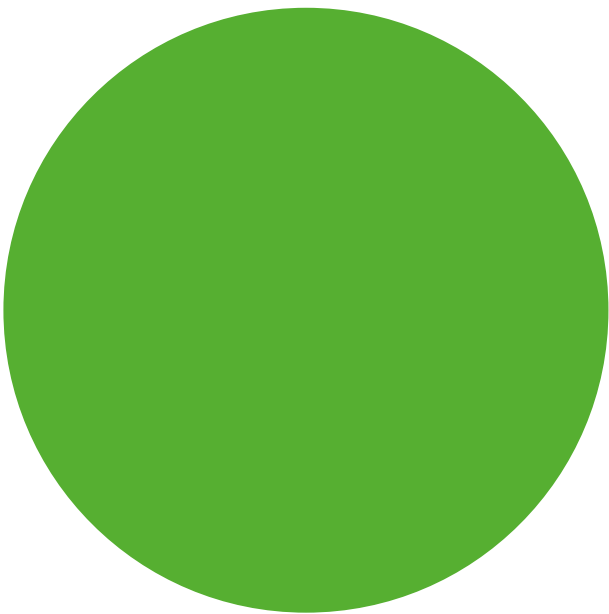


**New landscapes
for independent schools**
opportunities and boundaries

European Council
of National Associations
of Independent Schools
25th anniversary 1988-2013



ECNAIS vision

It is our vision that Independent Schools are perceived as:
Socially responsible and value based entrepreneurs in education;
Leading to bottom-up innovation in education;
Having a strong connection to the community as a whole;
Responsive to the new demands of the modern society;
Proactive towards the growing diversity in society;
Promoters of strong social cohesion, stimulating integration.



We are specially grateful to Peter Owen for the multiple ‘hidden’ roles he undertook. In particular, for the fact that our eyes see through his lenses, as most of the pictures were taken by Peter and that we read through his pen as the text has been revised by Peter and, in some cases, (re)written in proper English. All persisting errors are authors’ or editors’ fault not his. Without Peter’s commitment and hard work this booklet would not have been the same.

The title *New landscapes for Independent Schools: opportunities and boundaries* is taken from the title of ECNAIS 25th anniversary Conference, held in The Hague 2013: *Schools as reservoirs of hope – The new landscapes for Independent Schools: opportunities and boundaries*

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25 years of diversity and free parental school choice ensured by civil society

ECNAIS is a non-political, non-confessional, international association for collaboration between national associations of independent schools in European countries. We use the term 'independent' in our statutes, but more common all over Europe is the term 'private' schools, meaning not governed or owned by the state. ECNAIS concerns schools which are strongly connected to the civil society. ECNAIS acts as a network for sharing experience, information and knowledge between national associations.

We gather 20 National Associations not only from Western and Northern Europe, including Iceland, but also a growing number from Central and Eastern European countries. Furthermore The Independent Schools Council of Australia and The Steiner Waldorf Schools Fellowship are associate members.

Over the years we have seen changes in the membership of ECNAIS.

In the beginning there were existing associations of independent schools which were well organized in their own countries. They were interested in sharing knowledge about European educational developments and how these developments could influence the situation of their own schools.

Nowadays we have a growing number of associations who are representing new social initiatives strengthening parental participation in education or establishing a wider diversity in the national educational system. This is inspiring for the 'old' members of ECNAIS and it gives pleasure and satisfaction that we can be of help to new members.

We support, for example, the national educational platform of the Ukraine and the Ukrainian Associa-

tion of private schools in their efforts to convince their politicians that it is to the benefit of the whole society that they make room, in the national legislation, for independent schools, based on religious, philosophical or pedagogical ideas. Another example is a social initiative in Austria where active parents strive for more room for pedagogical diversity in education. We are pleased also that we succeeded in making connections with a Swiss association that lobbies for a stronger influence of parents in education.

Independent education is not a right that once acquired, will last forever. In a way it has to be 'earned' and embedded into society continuously. For these reasons, independent schools should continue to publish and promote the broader results of independent education and show how it contributes to solving the questions society faces today.

The economic crises is putting our welfare states under pressure and the constant message in the public debate is that the next generation will have less prosperity than their parents. But children need to be encouraged and should feel themselves challenged by an optimistic perspective for the future. We hope - as said in the Common Declaration about the role of Independent Schools in the European Society - that the European society, governments and citizens will understand and value the vital role of independent schools in our societies and, on behalf of generations to come, will help us to improve and strengthen their contribution to a plural and democratic Europe.

Simon Steen
Chairman



Simon Steen was born in a small town near Amsterdam, worked for many years as a juridical and policy advisor of schoolboards. He is general director of the Dutch Organization of Independent Schools VBS since 1998. He was for a long time president of the European Platform, centre for internationalization of Dutch education. Nowadays he is president of the National Support Centre for Community Schools in the Netherlands and participates in the board of the Dutch foundation for internationalization of education and the Dutch-Flemish comparative education society.

PAST



Peter Mason (1914–2009) was born at Handsworth, Birmingham, England. He was educated at King Edward’s School, Birmingham, and Christ’s College, Cambridge, where he took a First in Classics.

A headmaster from the age of 35, he was interested in far more than merely running the schools of which he was in charge. He arrived at Manchester Grammar School as High Master in 1962.

After retirement, in 1978, his interest in Independent Schools guided his research, which produced various publications, and ultimately led to the creation of ECNAIS.

He served on a number of bodies and from 1981 he was honorary director of research at the Independent Schools Council.

In 1982, Peter Mason, the former High Master of Manchester Grammar School, initiated the founding of ECNAIS

What? Who? When? Why?

The European Council of National Associations of Independent Schools, ECNAIS, is an international association for collaboration between national associations of independent schools in European countries.

In 1982, the former High Master of Manchester Grammar School, Peter Mason, already retired, visited a number of Associations of Independent schools in Europe. These visits revealed how very little contact and knowledge national associations of independent schools had of their counterparts in other countries. Consequently, in 1988, Peter Mason initiated the founding of ECNAIS.

To bring together national associations of independent schools in European countries.

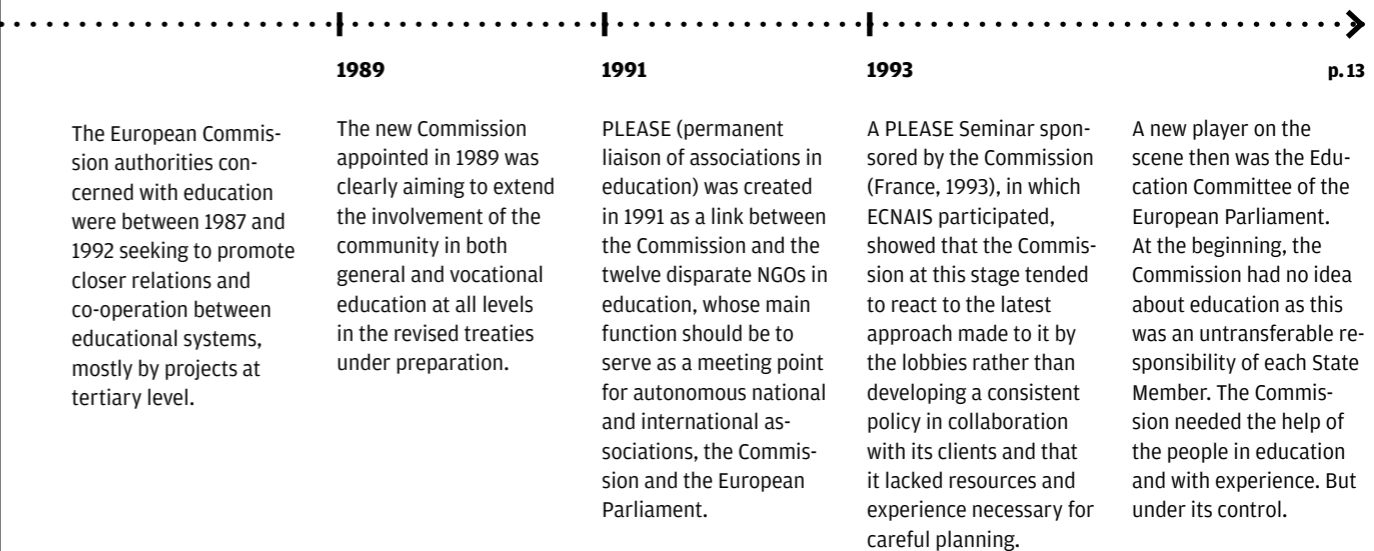
To assist its members in promoting understanding of the rights of pluralism in the national systems, of education and of parental choice of education for their children and of the

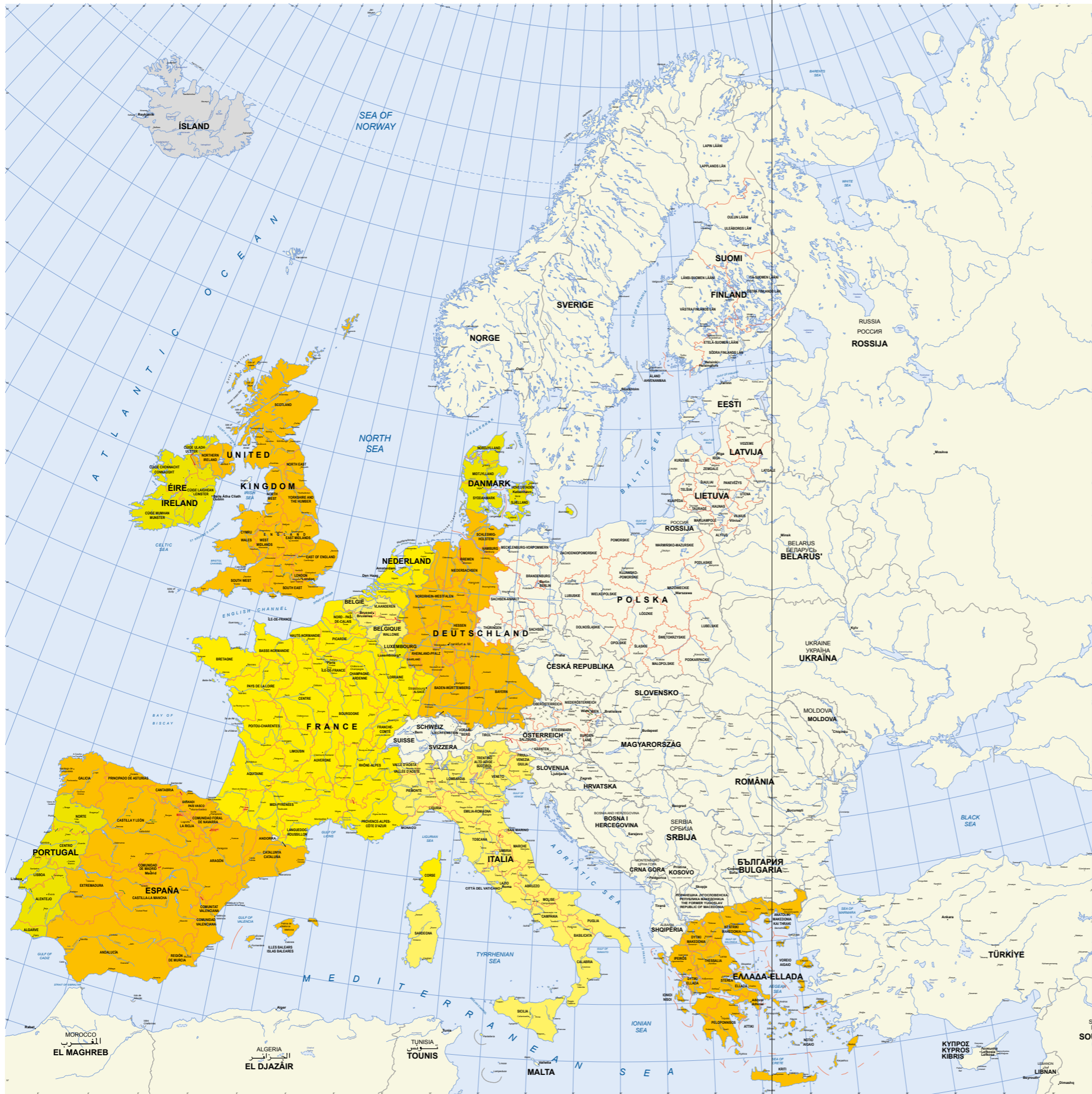
vital role of independent schools in a modern democratic society.

To further the interests of all kinds of independent education, confessional and lay, whose principles conform to those set out in the Universal Declaration of Human Rights.

When so requested, to make agreed representation to the Council of Europe, the European Parliament, the European Union Commission and other international organisations on matters of joint concern.

ECNAIS timeline





European Community, 1986

Council of Europe

The Council of Europe is an international organization promoting co-operation between all countries of Europe in the areas of legal standards, human rights, democratic development, the rule of law and cultural co-operation. It was founded in 1949, has 47 member states with some 800 million citizens.

http://en.wikipedia.org/wiki/Council_of_Europe

The primary aim of the Council of Europe is to create a common democratic and legal area throughout the whole of the continent, ensuring respect for its fundamental values: human rights, democracy and the rule of law.

COUNCIL OF EUROPE

Article 2
Right to education

No person shall be denied the right to education. In the exercise of any functions which it assumes in relation to education and to teaching, the State shall respect the right of parents to ensure such education and teaching in conformity with their own religious and philosophical convictions.

http://www.echr.coe.int/Documents/Convention_ENG.pdf

Protocol to the Convention for the Protection of Human Rights and Fundamental Freedoms
Paris, 20.III.1952



Dinner at Peter Mason's house, 1998. From left to right: Lia de Raadt, Simon Steen, Lone Ahlmann Olesen, Peter Mason, Carlos Díaz, Cor de Raadt and Ahlmann Olesen.

Foundation

As a result, with the help of the British Independent School Joint Council and the encouragement of friends mostly from the National Associations of Independent Schools in Scandinavia and Finland, Germany and the Low Countries, we drafted proposals for statutes for an international association of national associations and invited all the associations with whom I had made contact, including, Italy, Ireland, Switzerland, Spain, Portugal, and France to meet in London on July 8th and 9th, 1987. (...) it was decided to meet again early in 1988 in Brussels to consider the detailed proposal for the establishment of an European Council of National Associations of independent schools and in April this final step was taken and ECNAIS was born at what was virtually its first Annual General Meeting.

Peter Mason
1998, Ten Years of Ecnais

At the end of the 80s the founders of ECNAIS perceived the growing importance of the educational role of the European Communities and the wide differences in the constitutional, legal and financial position of the independent schools in the different member countries, and decided to cooperate to strengthen public understanding of their key concerns.

- 1 The need to ensure in independent schools the widest degree possible of parental choice;
- 2 Aware of the conflict between true autonomy and funding, to strive for equality of opportunity and to provide as high a degree as possible of social mobility and choice irrespective of parental resources;
- 3 To complement national educational systems with all patterns of education, both lay and confessional;
- 4 To admit to membership only schools whose goals were truly educational.

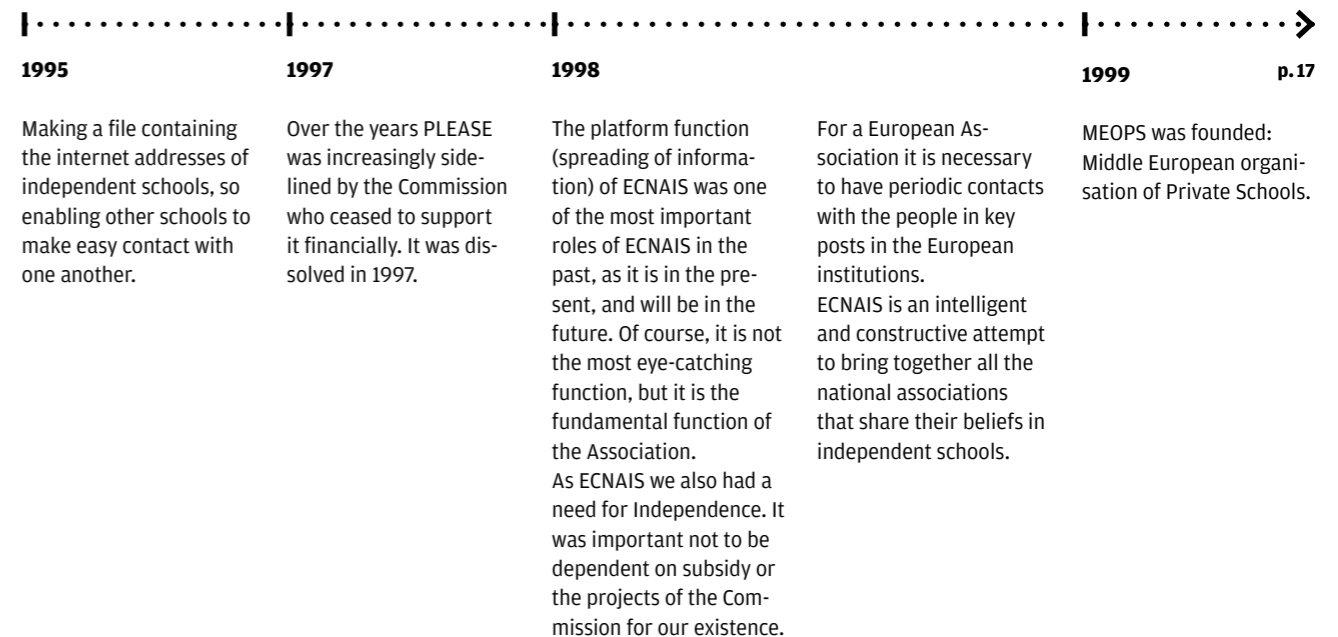
First Annual General Meeting

- Belgium:** Comité Européen pour l'Enseignement Catholique
- Denmark:** Frie Grundskolers Faellesrad
- England:** British Independent Schools Joint Council
- Germany:** Steiner Schools and Bundesverband Deutscher Privatschulen
- Ireland:** Protestant Irish Schoolmasters Association
- Norway:** Norske Privatskolers Landsforbund
- Portugal:** AEEP
- Spain:** EyG, FERE and CECE
- Switzerland:** Swiss Association of Private Schools Union
- The Netherlands:** NSKR (Catholic), BPCO (Protestant) and VBS (non-denominational)

The Finnish Private Schools Union, the Scottish Council of Independent Schools and the Italian ANINSEI were absent but apologised for absence and declared their wish to join. The Swedish and the Austrian associations expressed an interest at some later stage.

ECNAIS Statutes were formally approved by seventeen national organizations, which are Foundation Associations.

The first Annual General Meeting of ECNAIS took place in April 1988 in Brussels.



Statutes | Functioning

EXECUTIVE COMMITTEE

The day-to-day conduct of ECNAIS business is the responsibility of the Executive Committee: the Chairman, the Secretary-General and the Treasurer, who must be of different nationalities, and shall be elected every two years by the Management Committee from amongst its members.

Executives meet several times a year.

MANAGEMENT COMMITTEE

For the purpose of the management of the affairs of the Company a Management Committee shall be appointed which shall consist of one representative from each national association in membership of ECNAIS.

Management Committee Meetings (MCM) take place twice a year, and in Autumn it is combined with a Seminar.

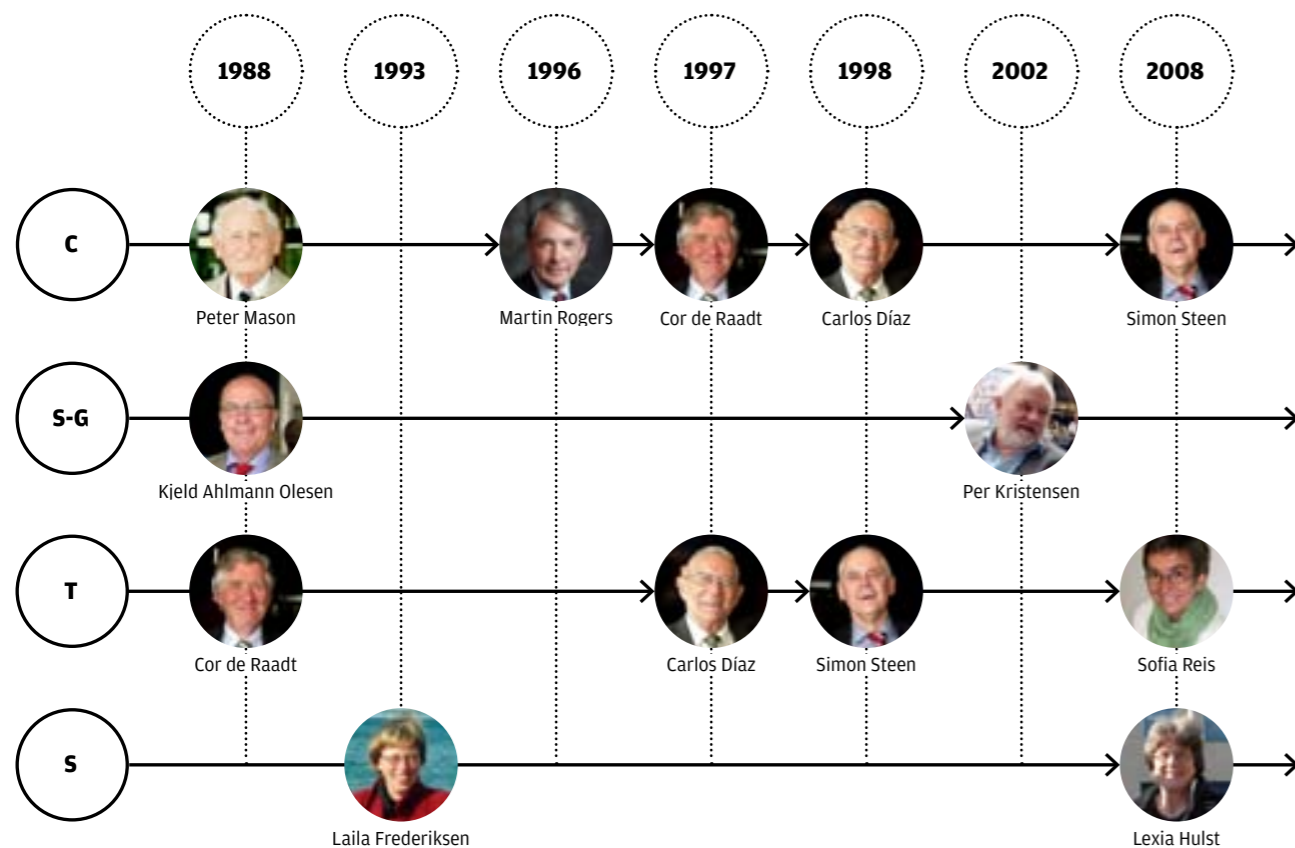
GENERAL ASSEMBLY

A General Meeting shall be convened by the Management Committee in ordinary session once a year.

Decisions shall be taken by a simple majority except when otherwise stated in the statutes.

Annual General Meetings (AGM) take place every year, in the Spring combined with a Conference.

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C - Chairman; S-G - Secretary-General; T - Treasurer; S - Secretariat

Ideals

ECNAIS looks forward to: promoting variety and freedom of choice in national systems of education; providing differing parental preferences (e.g. for education based on religious beliefs or educational philosophies such as Waldorf or Montessori) and to stimulate experiment; enhancing variety and freedom of choice in the educational process which are ultimately the best way of ensuring that future generations of voters in the adult society will have common loyalties but differing views on how best to organise society and respect for the varied views and interests of their fellow citizens on which democracy depends.

15

We made our first contacts with Eastern Europe in the same year, 1992, when Ahlmann Olesen and I attended a conference on Youth and Education organized by the European Foundation Centre in Brussels. There we met for the first time representatives of the Polish civic organization STO and delegates from Czechoslovakia, Hungary and Bulgaria. STO subsequently asked for Associate membership and was followed in the later years by KFON.

The AGM in Oxford [1992] was noteworthy for the presence for the first time of a Government Minister, Beret Hansen from Denmark, of Helen Lebedeva from Russia and of Peter Balasz from Hungary, the forerunners of many more enthusiasts for independent education from Eastern European countries seeking support and practical help from their Western kin.

Meanwhile contact with Eastern Europe grew steadily. In February [1993] FGF, with government support, invited thirty representatives of state authorities and independent schools in Russia, Belarus, the Baltic Republics, Poland (where there were already some 500 independent schools), Hungary, Romania and Bulgaria to spend six days in Denmark conferring and visiting schools.

Peter Mason
1998, Ten Years of Ecnais

The ways of life

So many things have changed enormously over the last twenty years! The approach and the possible relations between ECNAIS and the European Institutions have deeply changed too and are now, at this very moment, on the verge of new significant changes.

Twenty years ago, everything in the scheme of the constitution of Europe was basically centralized and the European Institutions, the Parliament and the Commission were the centre and the core of the political, administrative social and economic European action. Everything and everyone had to refer to them and even the name 'Brussels' became a synonymous with the European Institutions as centres of power and decision.

Two facts that change the role

The enlargement of the European Union by the new countries made evident that the functioning of the Institutions had to be readjusted and that a new kind of governance was necessary for the management and efficacy of the Union. It was evident also that the way for getting

agreements and consensus was dialogue and not votes, nearness and mutual knowledge and calculation of yes or nos. A new way for the free and direct speech had been opened.

What does this mean?

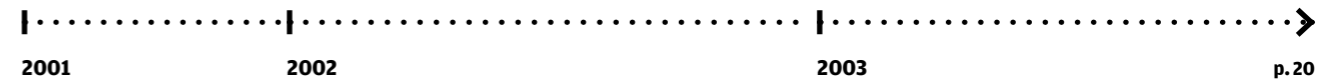
Looking back, it is clear that never in these twenty years has ECNAIS been dependent on the European Institutions we have always been free and independent. Every time we have addressed the European Institutions we have done so as free citizens in the exercise of their rights, and not only the Institutions but also the whole of the European Society.

Thus, in the same way, we made our contacts and visits to the European Commissioner for Education, and in all our contacts with other European organizations and when proposing to them the drafting and publication of the Declaration of Associations and Organizations in the Independent Sector of Education.

Carlos Díaz
Honorary vice-president of ECNAIS



Carlos Díaz Muñiz was born in Asturias, Spain, and lives in Madrid. For twenty eight years he was a headmaster of Claret Schools: Las Palmas in Gran Canaria, Don Benito in Extremadura, and Seville. Actively working in EyG (Educación y Gestión/ Escuelas Católicas) since the eighties, he was Secretary-General and, among other responsibilities he was in charge of international relations and led FEREuropa. In 2004 he was elected president of EyG. His passion and international orientation combined with a wide and rich network allowed him to be a very active member in European Council of Independent Schools Associations since the foundation.



2001

Investigating the possibility of establishing a kind of videoconference that could bring all together in an appropriate atmosphere, so that the increased activities of ECNAIS did not imply further travelling expenses.

2002

It was essential to continue in the vein: very rich in enthusiasm but with the lowest economic burdens for our member national associations. We had to be really independent, relying on our good will, on our voluntary and unselfish work and on our imaginations to find a different way of financing ECNAIS. At the time of our 15th anniversary we were a mature organisation after overcoming internal crisis, ready to face the future.

2003

ECNAIS is a truly European Council, involving National associations in the Greater Europe and not just within the limits of the Union. In spite of being Independent, we demanded the funding to make it possible for all European citizens to exercise the right to choice in education. This is the meaning of ECNAIS: all together. Once again we have to reaffirm that we are

poor in means but rich in enthusiasm. The only way for us to cope is that everyone should play their part, even if it is small, in the running of our matters and activities.

p.20

The Role of Independent Schools in the European Society Declaration by their representative associations

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A message to the European society

At the beginning of the new Century, formal education, which provides the basis for lifelong learning and training is a key foundation for the 'society of knowledge' and for 'accomplishing Europe through education and training'.

It is with this in mind that the European Organisations of Non-Governmental Schools and European Organisations which promote the right to education and freedom of education, in total representing twelve million pupils and their parents, make this Declaration.

With it we want to call the attention of European public opinion and its political representatives to the vital contribution independent education makes to a free, democratic and pluralistic society (whether in free subsidized schools, independent schools under contract or in non-subsidized schools, be they denominational or non-denominational, general or vocational).

Within a new context

Worldwide society is increasingly evolving towards 'a learning society', a 'society of knowledge'. The extent of change that will result from the new information and communication technologies cannot be foreseen, but they will have a profound effect on education.

At the same time, Globalisation influences patterns of education urging the consolidation of national and regional systems and values. As this strengthens economic and competitive aspects of citizens' lives, a new, balanced and creative approach to achieve integral education has to be taken.

In Europe, this is the first time in history that an attempt is being made to build a united - though not uniform - Europe, based on common ideas shared between member countries instead of by force, conquest and imposed decree.

Human rights and European citizenship are consolidated values in the new European society, just as social coherence and equality of opportunity for all are general aspirations.

Political boundaries, like some national currencies, are tending to disappear as countries become more aware of their place in a multiethnic, intercultural and religiously plural European community.

As a consequence, most people perceive the need 'to accomplish Europe through education and lifelong learning'. This is leading towards a convergence in educational approaches, even though each individual country preserves its own educational system.

Pluralism

Our European society is clearly developing as a pluralistic one. This plurality is one of the essential dimensions of European citizenship, to which all of us are entitled.

Such a plural and learning society requires national educational systems which recognise the need for a variety of educational possibilities to meet citizens' different requirements, parental and student choice.

This is the way to ensure equal opportunity for all and to lay a firm foundation for lifelong learning. Combined with open access, it will help to generate the healthy sense of social cohesion needed in the new Europe.

Independent schools, recognised as they are by constitutions, long traditions, laws and international documents, including art.14 of the recent Charter of Fundamental Rights of the European Union, offer a positive answer to the new social context and to the consequent educational needs in the wider European community.

Independent schools provide all citizens with the possibility of choosing their education: the way to give a sense and a soul to their existence and to the personal history of their children. At this time both these aspects are essential to channel the cataracts of information and knowledge in which, through the new technologies, the children and the young of all stages are engulfed.

Education in a plural society

Education is the top priority of our society.

To build the best European society of knowledge with a background of lifelong learning and training, clear ideas about education, learning, knowledge, formation and schooling are necessary: All these similar, but not equal, aspects must be well understood now if they are to be properly developed in the future.

Education in Independent schools stresses the development of the whole human being as more important than mere knowledge, teaching and learning facts, and beyond the simple acquisition of the new information and communication technologies. Together with the transmission of skills, competencies and knowledge, their ultimate aim is the acquisition and development of human, cultural and spiritual values.

Independent schools play a vital role in any educational system by ruling out any tendency towards educational monopoly. They are an important ingredient in all educational systems due to their capacity to promote the educational innovation required by social change.

Furthermore, there is ample evidence, as governments are well aware, that independent schools make a real contribution to the development and quality of education nationally in terms both of management and pedagogy.

This means that national states must trust and acknowledge the independent schools and demonstrate their understanding that they are an essential element in the educational system of a plural free and democratic society.

Autonomy and subsidy

European Society gives parents the right to choose for their children an education which matches their

religious, philosophical or pedagogical convictions, as it is ensured by article 14 of the Charter of Fundamental Rights of the European Union.

To help parents exercise real parental choice, national governments must give a clear response to the needs of Independent schools and recognize their responsibility for their support.

To fulfil their educational and social role in a free society, Independent schools need adequate autonomy and realistic funding by the State.

Pedagogical autonomy in different aspects is essential if the Independent sector is to respond to the needs and beliefs of citizens, and to be able to develop innovative educational programmes.

Realistic funding is also necessary, in accordance with the long standing Resolution of the European Parliament of 14 March 1984, which has so far largely been side-lined by member governments.

Aspirations and hopes

Independent schools aspire to contributing, as they have long been doing, to educational quality in all schools and for all pupils in our respective countries and in the new plural Europe to which we belong. This is the vocational aim and the essence of our activity and dedication.

We hope that the European society, governments and citizens, will understand and value our role in our societies and, on behalf of generations to come, will help us to improve and strengthen our contribution to education.

Brussels, 2002

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EMIE

ECNAIS - European Council of National Associations of Independent Schools

CADEICE - Confédération d'Associations d'Ecoles Independantes des Communautés Européennes

CEEC - Comité Européen pour l'Enseignement Catholique

CoGREE - Coordination Group for Religious Education

ECSWS - European Council of Steiner Waldorf Schools

EFFE - European Forum for Freedom of Education

FUNDEL - Fundación Europea Educación y Libertad

IV - International Association for Christian Education

OIDEL - Organisation Internationale pour le Développement de la Liberté d'Enseignement

It is necessary to remember that all member States of the European Union keep their absolute sovereignty in education matters, according to the treaties of the Union (...) twenty seven sovereign European countries have unanimously decided that all their students have to acquire eight precise educational competencies. This is an historical event. Never before had something similar happened in the history of mankind. Are we fully aware of the significance of this historic event?

Carlos Díaz
2008, Executives' Report

EIGHT KEY COMPETENCES (EU 2006)

- communication in the mother tongue
- communication in foreign languages
- mathematical competence and basic competences in science and technology
- digital competence
- learning to learn
- social and civic competences
- sense of initiative and entrepreneurship
- cultural awareness and expression

2004

The organizers' idea was that it would be splendid if all ladies should join in the full program of the Conference.

2008-2013

Conferences' themes

2008, Porto
How does the leadership **include the parents in the school life** without losing the committed involvement of the professionals?

2009, Sofia
Independent schools have been dedicated to the promotion of values and the concept of the 'whole child' as an essential part of an education.

2010, Helsinki
The concept of 'self evaluation' was presented and formed part of the discussion about the development of independent schools.

2011, Madrid
Can we recognize clear tendencies in public policies, in the sphere of education, regarding the **balance between public and independent sectors?**

2011, Kijkduin & Warsaw
Diversity in education gives a space for otherness: creating a learning society. A grant from the Lifelong Learning Programme: Jean Monnet supported the conferences.

2012, Bratislava
Entrepreneurship is not exclusively for commercial education, but can be integrated as an important element in a wider educational culture.

2013, Kijkduin
Society should acknowledge **independent schools as true reservoirs of hope**.



EMIE declaration, Brussels, 2002. From left to right: Detlef Hardrop (ECSWS), Ingo Krampen (EFFE), Gregorio Romera (FUNDEL), Etienne Verhac (CEEC), Carlos Díaz (ECNAIS), Álvaro Fernández (CADEICE), Jürgen Erdmenger (EFFE), Miguel Ángel Sancho (OIDEL), Ulrich Klemens (IV), Per Kristensen (ECNAIS) and Simon Steen (ECNAIS).

European Meeting of Independent Education

Although EMIE takes place only once a year and for one single day, the preparations in order to guarantee the best result and the consequent actions of communication and networking have required our close attention.

(...) EMIE acts as a meeting-point or platform for a variety of European stakeholders which cooperate in advocating the importance of the freedom of Education and the freedom of parental choice as fundamental rights of the citizens of the European Union and the whole of Europe. EMIE has been one of our initiatives as at the appropriate time we took an active part in the drafting of the Charter of Fundamental Rights of the European Union.

We have clarified the values that ECNAIS stands for and has to stand for in the future. Born as an association-platform of Independent Schools in Western European countries we have evolved into an international network with members all over Europe and with the prospect of larger growth beyond the limits of today's EU.

Certainly living and acting together requires understanding, generosity and solidarity.

Carlos Díaz
2008, Executives' Report - Porto

An independent contribution

How did you get involved in ECNAIS?

It was probably in the 1980s. At that time I was a relatively young staff member at the Besturenraad PCO (a Dutch national association of independent schools and member of ECNAIS). It was a normal working day at the office, situated in a big country-house in an English style garden, in Voorbourg, near The Hague. Suddenly a man presented himself at the door of the office. He was an already older sophisticated man, with sharp eyes and somewhat long and silver-grey hair. If you tried to imagine a typical English gentleman; then there he was!

Because I was one of the few staff members capable of using the English language more or less fluently, I had the honour to receive the gentlemen.

How did Peter Mason introduce himself?

Peter introduced himself, told me about the book he was writing on the position of independent schools in Europe and about his dream to start an association of independent schools in Europe. From that moment on we had meetings in Denmark, London and finally ECNAIS was, I would say, 'born' in 1987 in London and in 1988 it was registered in Brussels.

What was Peter Mason's idea? What he had in mind?

When Peter Mason started his European journey and tried to make contact with associations of independent schools in the different European countries, governments on the European level were making more and more contact in the field of education. There was an enthusiasm to learn from each other and to discuss a beginning of a European policy. It was really visible in higher education, introducing the bachelor and master phase in all the programs in Europe, but also at other levels of education.

It was therefore important to create a platform for schools and associations in the independent sector to learn to know each other and to present the position of independent education and the importance of free parental choice on the European level.

What was the 'map' of Ecnais in those days?

The first period of ECNAIS was strongly focused on Western Europe, the northern countries, Spain and Portugal. In the following phase of ECNAIS the focus was shifted to the Eastern countries. During the cold war, there had already been connections with schools and associations behind the iron curtain, for instance Denmark with the Baltic countries, Holland with Eastern Germany.

Did things change after the fall of the Berlin wall in 1989?

After the fall of the Wall the contacts became very intense. In countries like Poland, the Baltic countries and later in countries like Romania, people wanted to start independent schools, focusing on the importance of parental choice in non-governmental education. ECNAIS was very well placed and active in helping those initiatives and supporting the truly motivated people who were busy creating an independent sector.


For me it was a very important and exciting period of the association, with inspiring meetings in Eastern European cities, meeting remarkable people and learning a lot of the essence of independence in education.


And now? 25 years later?

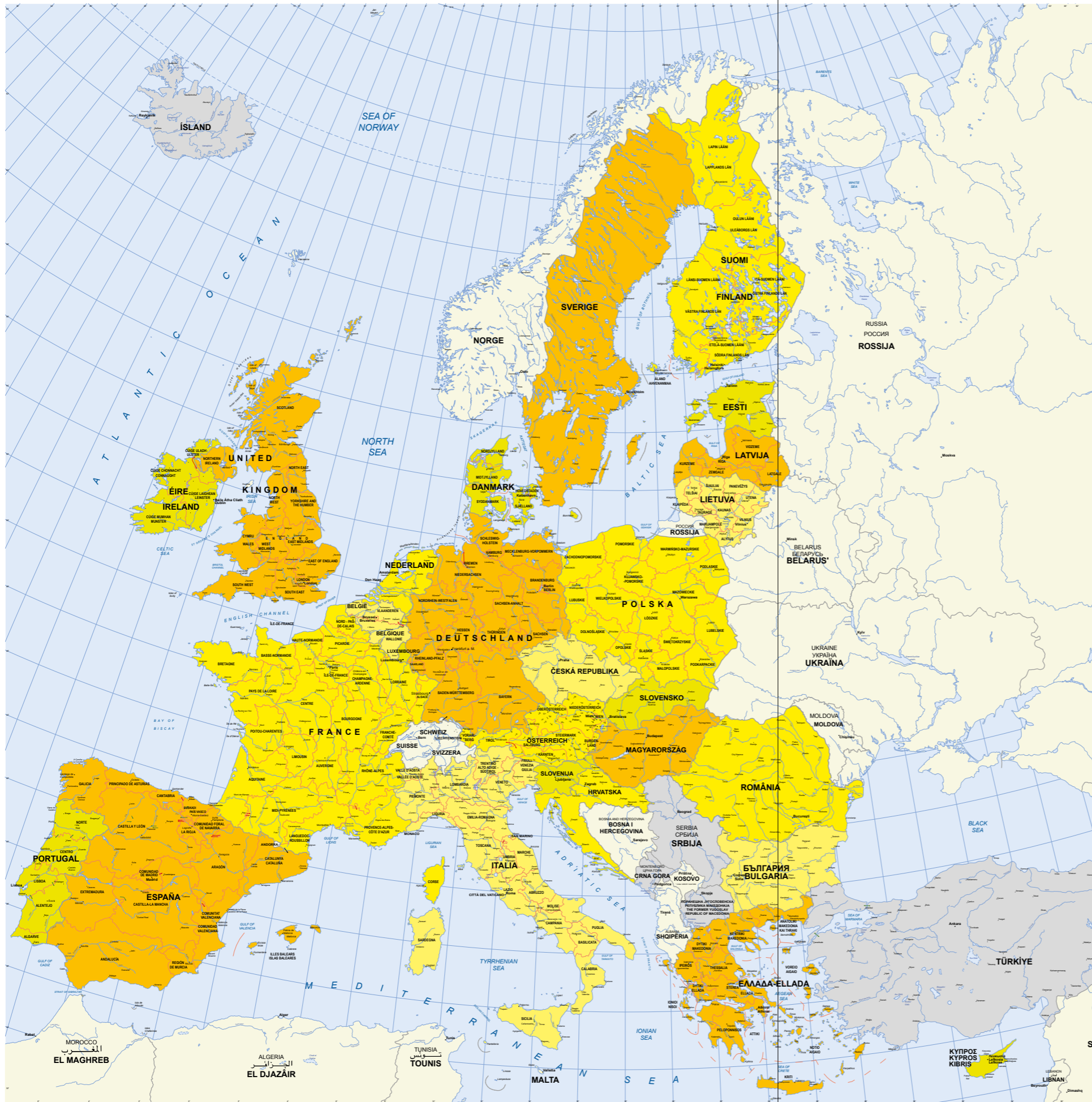
When an association like ECNAIS is reaching its twenty-fifth birthday, it is worth celebrating that moment. What started as a small initiative of founding father Peter Mason developed itself into a full-grown association, well-known at the European level.

Although the history of ECNAIS is a history of the role, the targets and the development of the association, it is also, and especially a history of people. The strength of ECNAIS is based on the connection of people with the same educational ideas and background. It is in the first place a group of friends, a platform for exchanging thoughts and ideas, to find mutual inspiration.

Cor de Raadt
Honorary vice-president of ECNAIS



 Cor de Raadt was born in a small village near Amsterdam. After his primary and secondary education he studied Sociology at the Vrije Universiteit. He started his career as a teacher in secondary education. For about 15 years he worked at the Besturenraad PCO first as employee and later as a director. During this period he was Treasurer and Chairman of ECNAIS. In 1995 he became general manager of the Teachers training Institute of the Vrije Universiteit. Ten years later he became Dean of the Teacher Training Institute of Inholland University. In his career he was fully involved with the quality of teachers and teacher training. At the moment Cor de Raadt works as an independent advisor and interim manager.



European Union, 2013

European Union

The European Union (EU) is an economic and political union of 28 member states that are located primarily in Europe. The EU operates through a system of supranational independent institutions and intergovernmental negotiated decisions by the member states.

https://en.wikipedia.org/wiki/European_Union#cite_note-Britannica-16

Each EU country makes its own education policy, but the EU supports them in setting joint goals and sharing good practice. The EU's future economic success depends on having a highly educated population, so we can compete effectively in a globalised knowledge-based economy.

http://europa.eu/pol/educ/index_en.htm

CHARTER OF FUNDAMENTAL RIGHTS OF THE EUROPEAN UNION

Article 14
Right to education

- 1 Everyone has the right to education and to have access to vocational and continuing training.
- 2 This right includes the possibility to receive free compulsory education.
- 3 The freedom to found educational establishments with due respect for democratic principles and the right of parents to ensure the education and teaching of their children in conformity with their religious, philosophical and pedagogical convictions shall be respected, in accordance with the national laws governing the exercise of such freedom and right.

Education targets for EU in 2020

- reducing school drop-out rates below 10%
- at least 40% of 30-34-year-olds completing third level education

<http://ec.europa.eu/europe2020/targets/eu-targets/>

PRESENT

A map of diversity

To portray the Independent Educational sector in Europe we gathered data from different available sources: Eurydice, the European database on education; OECD and UNESCO. The data collected concerns exclusively pupils and teachers and their interactions. Our purpose is to offer a clearer image of a complex reality with very distinctive local, regional and national characteristics.

Diversity and autonomy being the motto for independent education, simplifications, in order to allow comparisons, do not always permit the highlighting of its most distinctive characteristics. Statistical interpretation enables a large scale image and to help in reading the tables, we have added our own highlights.

Thus we made use of some of the more common classifications in use by the International Organizations producing statistics on education: ISCED.

ISCED stands for International Standard Classification of Education. It was designed by UNESCO in the early 1970's to serve 'as an instrument suitable for assembling, compiling and presenting statistics of education both within individual countries and internationally', and has been updated since.

http://www.unesco.org/education/information/nfsunesco/doc/isced_1997.htm

ISCED 0: pre-primary education

Programs at level 0, (pre-primary) defined as the initial stage of organised instruction are designed primarily to introduce young children to a school-type environment, i.e. to provide a bridge between the home and a school based atmosphere. Upon completion of these programs, children continue their education at level 1 (primary education).

ISCED 1: primary education or first stage of basic education

Programmes at level 1 are normally designed on a unit or project basis to give students a sound basic education in reading, writing and mathematics along with an elementary understanding of other subjects such as history, geography, natural science, social science, art and music. In some cases religious instruction is featured. The core at this level consists of education provided for children, the customary or legal age of entrance being not younger than five years or older than seven years. This level covers, in principle, six years of full-time schooling.

ISCED 2: lower secondary education or second stage of basic education

The contents of education at this stage are typically designed to complete the provision of basic education which began at ISCED level 1. In many, if not most countries, the educational aim is to lay the foundation for lifelong learning and human development. The programmes at this level are usually on a more subject oriented pattern using more specialised teachers and more often several teachers conducting classes in their field of specialisation. The full implementation of basic skills occurs at this level. The end of this level often coincides with the end of compulsory schooling where it exists.

ISCED 3: upper secondary education

This level of education typically begins at the end of full-time compulsory education for those countries that have a system of compulsory education. More specialisation may be observed at this level than at ISCED level 2 and often teachers need to be more qualified or specialised than for ISCED level 2. The entrance age to this level is typically 15 to 16 years. The educational programmes included at this level typically require the completion of some nine years of full-time education (since the beginning of level 1) for admission or a combination of education and vocational or technical experience.

http://www.cedefop.europa.eu/en/files/Table_III_Qualifications.pdf

Total number of pupils attending educational systems 2011

	ISCED 1	ISCED 2	ISCED 3	TOTAL
Austria	326,351	352,576	374,830	1,053,757
Belgium	736,062	337,534	853,312	1,926,908
Bulgaria	255,086	228,383	308,112	791,581
Cyprus	54,371	30,066	33,698	118,135
Czech Republic	468,273	369,468	447,863	1,285,604
Denmark	470,807	247,566	300,964	1,019,337
Estonia	73,054	39,940	50,777	163,771
Finland	345,615	190,023	367,927	903,565
France	4,171,826	3,265,817	2,622,571	10,060,214
Germany	2,989,678	4,824,957	2,725,758	10,540,393
Greece	637,020	334,691	362,337	1,334,048
Hungary	387,262	402,646	542,022	1,331,930
Iceland*	29,432	13,107	25,168	67,707
Ireland	511,466	186,082	151,758	849,306
Italy	2,863,060	1,823,443	2,842,838	7,529,341
Latvia	113,729	61,475	87,745	262,949
Lithuania	115,602	227,558	108,469	451,629
Luxembourg	35,099	21,349	23,424	79,872
Malta	24,324	25,763	9,355	59,442
Netherlands	1,291,665	793,945	806,369	2,891,979
Norway*	423,333	192,640	244,370	860,343
Poland	2,191,896	1,287,298	1,727,915	5,207,109
Portugal	742,883	463,833	440,895	1,647,611
Romania	828,853	862,588	921,081	2,612,522
Slovakia	209,213	274,204	265,707	749,124
Slovenia	107,123	55,292	95,169	257,584
Spain	2,869,783	2,019,676	1,228,342	6,117,801
Sweden	683,012	343,473	546,264	1,572,749
Switzerland*	487,436	286,907	318,093	1,092,436
United Kingdom	4,419,840	2,566,141	3,514,278	10,500,259
European Union 27 countries	27,922,953	21,635,787	21,759,780	71,318,520
United States of America	24,431,662	12,404,923	11,809,382	48,645,967
Japan	7,029,265	3,600,314	3,684,553	14,314,132

* Non EU countries

Compulsory Education in Europe

2012-2013

	Full-time										Part-time Ending age	Duration of full-time (years)
	Starting age					Ending age						
	4	5	6	7	14	15	16	17	18			
Austria			•			•					na	9
Belgium flemmish community			•			•					18	9
Belgium french community			•			•					18	9
Belgium german speaking community			•			•					18	9
Bulgaria				•				•			na	9
Croatia			•		•						na	8
Cyprus	4 (+ 8 m.)					•						10 (+ 4 m.)
Czech Republic			•			•					na	9
Denmark			•					•			na	10
Estonia				•				•			na	9
Finland				•				•			na	9
France			•					•			na	10
Germany 12 Länder			•			•					18	9
Germany 5 Länder			•					•			19	10
Greece		•				•					na	10
Hungary		•						•		18*	na	11 (13)
Iceland			•					•			na	10
Ireland			•					•			na	10
Italy			•					•			na	10
Latvia		•						•			na	11
Lithuania				•				•			na	9
Luxembourg	•							•			na	12
Malta		•						•			na	11
Norway			•					•			na	10
Netherlands		•							•		na	13
Poland		•								18	na	11
Portugal			•						•		na	12
Romania			•					•			na	9
Slovakia			•					•			na	10
Slovenia			•			•					na	9
Spain			•					•			na	10
Sweden				•				•			na	9
Turkey					6 (+ 6 m.)					17 (+ 6 m.)	na	12
UK - England and Wales		•							•		na	11
UK - Northern Ireland Republic	•								•		na	12
UK - Scotland		•							•		na	11
Serbia		5 (+ 6 m.)				14 (+ 6 m.)					na	9
Switzerland 11 cantons			•			•					na	9
Switzerland 9 cantons		•				•					na	10
Switzerland 6 cantons	•					•					na	11

* Under the Public Education Act of 2011, education will be compulsory only until the age of 16. The change is being phased in: the new lower age (16) will be applied to students starting in grade 9 from the 2012/13 school year; the higher school leaving age (18) will continue to apply to students in the grades above.

Recommended annual taught time in compulsory education

2012-2013

Austria

Volksschule and AHS (Gymnasium)

G	hours
1	660
2	660
3	690
4	690
5	840
6	900
7	930
8	930
9	930
10	
11	
12	

Austria

Volksschule and AHS (Realgymnasium)

G	hours
1	660
2	660
3	690
4	690
5	840
6	900
7	900
8	960
9	930
10	
11	
12	

Austria

Volksschule and Hauptschule

G	hours
1	660
2	660
3	690
4	690
5	870
6	885
7	885
8	960
9	
10	
11	
12	

Austria

Volksschule and Neue Mittelschule

G	hours
1	660
2	660
3	690
4	690
5	840
6	900
7	930
8	930
9	
10	
11	
12	

Belgium

Flemmish community

G	hours
1	840
2	840
3	840
4	840
5	840
6	840
7	960
8	960
9	960
10	960
11	960
12	960

Belgium

French community

G	hours
1	845
2	845
3	845
4	845
5	845
6	845
7	965
8	965
9	845
10	845
11	845
12	845

Belgium

German speaking community

G	hours
1	831
2	831
3	831
4	831
5	831
6	831
7	955
8	955
9	955
10	955
11	955
12	955

Bulgaria

G	hours
1	398
2	411
3	533
4	533
5	765
6	765
7	765
8	765
9	864
10	837
11	864
12	744

Croatia

G	hours
1	473
2	473
3	473
4	473
5	578
6	604
7	683
8	683
9	
10	
11	
12	

Cyprus

G	hours
1	812
2	812
3	812
4	812
5	812
6	812
7	864
8	864
9	864
10	809
11	809
12	809

Czech Republic

G	hours
1	
2	
3	3416
4	
5	
6	
7	3474
8	
9	
10	
11	
12	

Denmark

G	hours
1	600
2	690
3	713
4	803
5	803
6	833
7	840
8	870
9	990
10	930
11	840
12	

Estonia

G	hours
1	
2	1785
3	
4	
5	2179
6	
7	
8	2468
9	
10	
11	
12	

Finland

G	hours
1	569
2	569
3	640
4	640
5	679
6	630
7	868
8	868
9	867
10	
11	
12	

France

G	hours
1	864
2	864
3	864
4	864
5	864
6	964
7	928
8	1036
9	1036
10	1036
11	
12	

Greece

G	hours
1	578
2	578
3	709
4	709
5	788
6	788
7	788
8	788
9	788
10	
11	
12	

Norway

G	hours
1	
2	1629
3	
4	
5	
6	3605
7	
8	
9	2508
10	
11	
12	

Netherlands

Primary and HAVO

G	FT	hours
1	•	
2	•	
3	•	
4	•	7520
5	•	
6	•	
7	•	
8	•	
9	•	
10	•	4820
11	•	Including one additional year
12	•	

Netherlands

Primary and VMBO

G	FT	hours
1	•	
2	•	
3	•	
4	•	7520
5	•	
6	•	
7	•	
8	•	
9	•	
10	•	3780
11	•	
12	•	

Netherlands

Primary and VWO

G	FT	hours
1	•	
2	•	
3	•	
4	•	7520
5	•	
6	•	
7	•	
8	•	
9	•	
10	•	5820
11	•	Including two additional years
12	•	

Germany

Grundschule and Gymnasium

G	hours
1	564
2	592
3	705
4	733
5	846
6	959
7	959
8	931
9	902
10	846
11	
12	

Germany

Grundschule and Hauptschule

G	hours
1	564
2	792
3	705
4	733
5	677
6	677
7	677
8	620
9	620
10	716
11	
12	

Germany

Grundschule and Realschule

G	hours
1	564
2	792
3	705
4	733
5	846
6	846
7	959
8	987
9	1043
10	902
11	
12	

Hungary

G	hours
1	608
2	555
3	555
4	624
5	692
6	624
7	694
8	694
9	830
10	763
11	833
12	720

Poland

G	hours
1	
2	1744
3	
4	
5	2297
6	
7	
8	2531
9	
10	
11	
12	

Portugal

G	hours
1	936
2	936
3	936
4	936
5	972
6	945
7	954
8	918
9	945
10	972
11	945
12	656

Romania

G	hours
1	593
2	593
3	593
4	653
5	712
6	771
7	831
8	890
9	890
10	890
11	890
12	

Slovakia

G	hours
1	
2	
3	2722
4	
5	
6	
7	4139
8	
9	
10	879
11	
12	

Iceland

G	hours
1	
2	
3	2860
4	
5	
6	2520
7	
8	
9	2726
10	
11	
12	

Ireland

G	hours
1	915
2	915
3	915
4	915
5	915
6	915
7	935
8	935
9	935
10	935
11	
12	

Italy

G	hours
1	792
2	792
3	792
4	792
5	891
6	990
7	990
8	990
9	891
10	891
11	
12	

Latvia

G	hours
1	515
2	554
3	577
4	623
5	669
6	715
7	761
8	807
9	849
10	
11	
12	

Slovenia

G	hours
1	581
2	608
3	634
4	686
5	739
6	739
7	831
8	844
9	776
10	
11	
12	

Spain

G	hours
1	875
2	875
3	875
4	875
5	875
6	875
7	1050
8	1050
9	1050
10	1050
11	
12	

Sweden

G	hours
1	
2	
3	
4	
5	6665
6	
7	
8	
9	
10	
11	
12	

Turkey

G	hours
1	720
2	720
3	720
4	720
5	864
6	864
7	888
8	888
9	810
10	810
11	810
12	810

Lithuania

G	hours
1	981
2	
3	1080
4	
5	1472
6	
7	1706
8	
9	1851
10	
11	1964
12	

Luxembourg

G	hours
1	1008
2	1008
3	1008
4	1008
5	1008
6	1008
7	1014
8	1014
9	1014
10	1014
11	
12	

Malta

Primary and College Secondary Schools

G	hours
1	877
2	877
3	877
4	861
5	861
6	845
7	848
8	848
9	848
10	848
11	
12	

Malta

Area Secondary Schools*

G	hours
1	
2	
3	
4	
5	
6	
7	
8	
9	803
10	803
11	803
12	

* gradually being phased out

United Kingdom

England

G	FT
1	•
2	•
3	•
4	•
5	•
6	•
7	•
8	•
9	•
10	•
11	•
12	

United Kingdom

Wales

G	hours
1	798
2	798
3	893
4	893
5	893
6	893
7	950
8	950
9	950
10	950
11	950
12	

United Kingdom

Northern Ireland

G	hours
1	570
2	570
3	570
4	570
5	855
6	855
7	855
8	855
9	855
10	855
11	855
12	855

United Kingdom

Scotland

G	FT
1	•
2	•
3	•
4	•
5	•
6	•
7	•
8	•
9	•
10	•
11	•
12	•

Percentage of pupils enrolled by type of private institution 2011

	ISCED 1	ISCED 2	ISCED 3
Austria	5.8	9.1	9.8
Belgium	53.8	60.7	57.1
Bulgaria	0.7	3.9	2.8
Cyprus	7.8	18.1	17.6
Czech Republic	1.6	2.7	14.0
Denmark	14.4	26.8	1.8
Estonia	4.2	3.6	3.3
Finland	1.6	4.6	17.8
France	14.8	21.9	31.5
Germany	4.3	9.3	7.8
Greece	6.9	4.9	4.4
Hungary	9.2	9.8	22.0
Iceland	2.2	1.0	20.0
Ireland	0.8	-	1.5
Italy	6.8	4.0	11.3
Latvia	1.1	0.8	1.7
Lithuania	1.1	1.5	0.8
Luxembourg	8.9	18.7	16.0
Malta	40.7	37.9	9.5
Norway	2.4	3.3	12.0
Netherlands	68.5*	79.3*	92.7*
Poland	3.0	4.6	14.7
Portugal	12.3	16.0	22.1
Romania	0.3	0.2	3.3
Slovakia	6.2	6.4	14.5
Slovenia	0.4	0.1	3.7
Spain	31.6	31.1	21.1
Sweden	8.6	12.6	16.9
Switzerland	4.9	8.2	11.1
United Kingdom	5.1	28.7	51.7
European Union 27 countries	10.4	14.9	22.2
United States of America	8.7	8.3	8.2
Japan	1.1	7.2	31.0

* Data from 1998

Distribution of pupils attending public and private independent schools (ISCED 1-3) 2009

	Public	Private government dependent	Private independent	Private TOTAL
Austria	91.6	8.4	na	8.4
Belgium flemmish community	37.3	62.7	na	62.7
Belgium french com. and german speaking com.	52.8	47.2	na	47.2
Bulgaria	97.7	na	2.3	2.3
Czech Republic	93.7	6.3		6.3
Cyprus	87.5	na	12.5	12.5
Denmark	86.5	13.1	0.4	13.5
Estonia	96.3	na	3.7	3.7
Finland	93.0	7.0	na	7.0
France	78.5	20.9	0.6	21.5
Germany	92.9	na		7.1
Greece	93.3	na	6.1	6.1
Hungary	86.9	13.1	na	13.3
Iceland	91.4	8.5	0.1	8.6
Ireland	99.4	na	0.6	0.6
Italy	93.1	1.3	5.6	6.9
Latvia	98.8	na	1.2	1.2
Lithuania	99.1	na	0.9	0.9
Luxembourg	86.7	5.0	8.3	13.3
Malta	69.4	23.6	7.0	30.6
Norway	95.6	4.4	na	4.4
Netherlands	28.8*		71.2*	71.2*
Poland	93.6	1.0	5.4	6.4
Portugal	82.5	4.0	13.0	17.4
Romania	98.8	na	1.2	1.2
Slovakia	91.2	8.8		8.8
Slovenia	98.4	0.9	0.7	1.6
Spain	70.0	25.2	4.8	30.0
Sweden	89.4	10.6		10.6
Switzerland	94.0	2.2	3.8	6.0
Turkey	97.6	na	2.4	2.4
United Kingdom	78.7	15.8	5.5	21.3
European Union	82.0	10.2	2.9	14.1

* Data from 1998

Situation of teachers in independent schools in Europe

Data Collection by Beatrice Lukas (AT)

As of November 2012

Questions

1

Are teachers of private schools employed by the state, or are they employed by the carrier-organisation?

2

In case teachers are employed by the carrier organisation, up to what percentage will the state contribute to wage costs?

3

In case the state contributes to the wage costs, which conditions do the teachers have to meet? The same as teachers in public schools?

4

Do private schools have the right to free choice of teachers, and the right to dismiss a teacher who does not match their pedagogical requirement or philosophy or school culture?

Answers

1

Employment of teachers

2

Salary costs covered by the state

3

Conditions for employment

4

Free choice of teachers

Austria

By the carrier-organisation. Except for teachers in denominational schools, who are employed by the state. This is due to the Concordat, a state treaty with the Vatican.

Non-denominational schools have no legal right to receive financial state aids. If the school meets a certain set of criteria, however, voluntary government subsidy, in the height of about 15-20% of the amount spent on a public school is given. In denominational schools, and in schools with a special contract (namely mentioned in the law, or as an international school) 100% of the cost of teachers' wages are carried by the state.

Non-denominational private schools can employ whichever teacher they need - according to the requirements of their confirmed statute. They have full responsibility for their choice. However, new teachers need to be reported to the Board of Education. In case of state funding through employment of teachers by the state (in denominational schools and in schools with a special contract), these teachers must have the same education as teachers in state-schools.

Non-denominational private schools have the right to choose their teachers by themselves. The state, however, assigns teachers to denominational schools, who in turn have the right to reject a teacher that does not match their religious requirements. This, however, is only allowed when other teachers are available. If absolutely no suitable teacher can be found, by law the money for the employment of a non-state-teacher can be allocated.

Belgium

By the state.

100%, due to state-employment.

Same conditions as for teachers of state-schools. Only teachers with the same education as teachers in public schools will be approved of: University or college, according to grade.

Private schools have full autonomy in teacher selection. The state has no right to interfere with the choice of teachers. If a teacher has the required qualifications, he can apply for employment, the school authorities will decide on the admission.

1

Employment of teachers

2

Salary costs covered by the state

3

Conditions for employment

4

Free choice of teachers

Bulgaria

By the carrier-organisation.

0%. The umbrella organisation of private schools is presently in negotiations with the Ministry. The Acting Minister of Education is just aiming to secure state funding for private schools.

Despite the lack of subsidy, only university education and teaching qualifications corresponding to state teachers are acknowledged. This, the working conditions, as well as the teachers' education is controlled and ensured by state inspections. Access to government training is currently not covered (as of Nov 2012).

There is no assignment of teachers, Bulgarian private schools choose their teachers by themselves. Teachers must have a special university training and certain educational qualifications to be employed.

Czech Republic

By the carrier-organisation.

If the private school is included in the public school register (which means, it practically has the same standard as state-schools), the government covers the expense of the private school to 50%, 80%, up to 100% of the cost of a public school. This corresponds approximately to the costs of teachers' wages.

The aim is generally to comply with the public standard, to even exceed this, - meeting this standard is also a condition to obtain financial assistance from the state. Therefore practically only government-trained teachers are employed.

(Response pending ...)

Denmark

By the carrier-organisation.

From the subsidies which are paid by the state to the school in a special key 'per child', the school can cover all costs, including the teachers' employment. The money may also be used elsewhere, in sole discretion, yet only within the school system, and not for profit.

The school must decide which teachers they need, and which are suitable. Condition for this trust in the ability to decide for themselves is a transparent quality management (mandatory publication of examination results and self-evaluations on the school website), as well as the participation of parents. The employment must of course match the usual statutory requirements for employees. Compliance with these criteria is strictly monitored by the state.

The school chooses its teachers freely in self-management. Teachers in private schools can have any form of education which corresponds to the type of school and to the pedagogical requirements, as long as a transparent evaluation of the school is given. By the obligation to take responsibility for themselves, and to provide a record of their quality, great attention is paid to the choice of teachers who are really suitable.

	1 Employment of teachers	2 Salary costs covered by the state	3 Conditions for employment	4 Free choice of teachers
England	By the carrier-organisation.	The teachers' wages will be covered principally by the school and are taken from the school fees. Since the school fees are often very high, some schools have a Bursary system, so that children from poorer homes can get subsidised fees based on parental income, assuming that they meet the academic standards. There are a few schools, which own lands and properties which generate income as well.	Private schools are basically allowed to employ teachers who do not have state-approved teacher education, but as schools are worried about the their reputation and quality, they usually strive to employ teachers whose education matches at least those of teachers in public schools.	Private schools can employ whoever they want. Practically, teachers without state qualifications are only hired, if they are specialists of some sort. Because of the Unions, it is relatively difficult to dismiss a teacher if no misconduct can be proven.
Finland	By the carrier-organisation.	100% in 'state-approved' private schools, otherwise nothing.	In 'state-approved' private schools, the same guidelines apply as in public schools, but there is a possibility of exceptions. There are special arrangements for Waldorf teachers, and other special arrangements for Montessori teachers. There are no inspections and no inspectors. The school is committed to self-evaluation. Admission to the teaching profession is connected to aptitude tests.	The school has autonomy in their choice of teachers. In a kind of principle of trust it is assumed that each school has the interest to employ the best teachers available, which it does with great care, due to the necessity of self-evaluation.
France	Teachers are employed by the state, if they meet the same academic standards as teachers in public schools. Otherwise they are employed by the carrier-organisations, where the teachers do not necessarily have to have an academic education, - however, students must then take external examinations. Waldorf schools have a special position: their teachers are employed by the school, but the employment costs are reimbursed in part by the state.	100% for state-employed teachers of private schools that meet the academic standards. These schools often get additional money from the municipalities. No payment is made for schools that run their own program (other alternative forms of education). 'Freedom must be paid for.' State takes over 50% of salary costs of teachers in Waldorf schools.	For state-employment same conditions as for teachers in the public school system, even implementation of the state curriculum. In Waldorf schools, the problem is that the Waldorf curriculum can not be implemented if the state curriculum must be implemented, and therefore there is no coverage of the full costs of teachers. At the same time it is not possible to offer a 100% Waldorf education.	Teachers in private schools with academic standards are indeed assigned, but may be rejected by the Director, or even selected in advance.

	1 Employment of teachers	2 Salary costs covered by the state	3 Conditions for employment	4 Free choice of teachers
Germany	By the carrier-organisation.	If teachers are recognized (approved) by the state (according to the required standard, which is the same as of most public schools), the state will cover all personnel costs. Only in case of teacher shortages, it is possible that teachers without state-conform education can be approved of and paid for. Generally teachers without state-approved education must be paid by the school itself.	Teachers must be applied for - and be given recognition by the state (usually precondition is the same education as for teachers in public-schools, but there are exceptions, at least in theory).	The school is asking the state for approval of the teacher, in this way it has the right to free choice. Nevertheless the fact that teachers with specific (alternative) training courses are not approved by the state and are therefore not funded by the state, regardless of their suitability for particular forms of pedagogy, in practice creates 'second-class teachers'.
Hungary	By the carrier-organisation.	Funding of private and denominational schools is based on a formula that estimates the number of required teachers (= normative funding, which is 60-70% of the average budget), and on the additional financial aid. Only those private schools get the additional aid, which have a 'public education agreement' with the Ministry of Human Resources or with the municipality, whereas this additional aid is given to all denominational schools due to an agreement between Hungary and the Vatican. A new remuneration system was introduced for teachers in Hungary in September 2013, accordingly the funding of private institutions is also changing.	They have to meet the same conditions (and must have the same education) as teachers in public schools. Teachers, who work for private or denominational schools shall not earn less than teachers in public institutions. However, the average earning of the teachers in private and denominational schools is lower than the average earnings in public schools.	Private schools have the right to choose teachers, as well as the right to dismiss a teacher who does not match their pedagogical requirement.
Italy	By the carrier-organisation.	Due to legislation the state does not cover any teacher- or school fees. In practice however, 'recognised' infant and primary schools (who are essentially equal to public schools) receive lump sums per class as a form of subsidy. Lower or higher secondary schools can participate in some call for financing particular programs or projects.	'Recognized' schools ('parificate') may only employ teachers who have the same education as teachers of state-schools - in case of teacher shortage there are exceptions. If schools that do without 'state recognition', should employ teachers with different training, however, they are not allowed to issue legal certificates.	'Recognized' private schools have a right to employ only those teachers who meet their special requirements, in addition to the requested ones. It is therefore possible (even if not easy) to fire teachers if they do not meet the ethical principles, or the required performance standard.

	1 Employment of teachers	2 Salary costs covered by the state	3 Conditions for employment	4 Free choice of teachers
Netherlands	By the carrier-organisation.	The carrier-organisations of independent schools are state-funded to 100% through a lump sum proportional to the number of students. 'Money per child.' With this amount of money they can have as many teachers employed, as the school wants.	Private schools receive exactly the same care by the state as public schools. There is virtually no big difference: for private and state schools there are the same payment, equal working conditions and same training/education.	Of the subsidy amount, the private schools can employ how many teachers they want.
Poland	By the carrier-organisation.	100%. Government subsidies are calculated per child per year, and they do cover the cost of teachers' wages. The subsidies cover to about 60% -80% of the total costs of the school.	To give subsidies, the state determines and controls the education of teachers who are employed in these schools. This must be a university or college education, and a special additional training in education.	Teachers can be chosen freely as long as they meet the minimum requirements for teachers of the state system. The state does not interfere with the school's choice of teachers, actually teachers search for their jobs themselves.
Portugal	By the carrier-organisation.	Some private schools are subsidized through a fix yearly global amount per class paid by the state, that covers staff costs (salaries and taxations), but most of them are not subsidized at all. To receive subsidies they must have a special contract with the state. Pay scales (wage differentiation based on the level of education and years of experience) are the outcome of employers' and unions' bargaining.	For wage costs of private school teachers of those schools that have special contracts to be reimbursed by the state, these teachers have to meet the same education level as the teachers of public schools for the same grade and school-type.	Private schools have the right to choose their teachers freely as long as they meet the minimum requirements for teachers of the state system. These teachers are obliged to sign a contract with the school in which they are made aware of the specific philosophical and ethical background of the school, and to this they must agree. If they do not match then, the school has the right to dismiss them.
Romania	By the carrier-organisation.	0%.	Due to the new Education Act, requirements (standards) for teachers' training have increased. The private schools are generally keen to employ state-trained teachers, and expect these often to have additional (eg. foreign language-) training, as some schools teach according to a foreign curriculum. In private schools there is a tendency to prepare the students for studying abroad.	Today there is - in contrast to the past - no more state interference with the selection of teachers: The choice of teachers is left entirely to the school. Choice can also be done in accordance with ethical or religious guiding lines.

	1 Employment of teachers	2 Salary costs covered by the state	3 Conditions for employment	4 Free choice of teachers
Spain	Some by the state, some by the carrier-organisation.	100%, when the teacher is employed by the government. This covers about 50% of the total costs of a private school. State employment of teachers requires state approval of the school, and there is a strict set of criteria, upon settlement on these a contract for financing is made. Otherwise no coverage of costs.	For employment, private school teachers as well as state teachers need an allowance to work as teachers, and that means university education, Master's degree or Bachelor.	If the school has a contract with the state, then the school announces which teachers they need, the state then provides a list of possible candidates available from which the school management then can choose. In this list the school itself can also set a candidate whom they know, and who has the required training.
Sweden	By the carrier-organisation.	Establishment of the 'school vouchers'. In the form of voucher system, all costs of the schools are paid by the state, whether private school or public school. In Sweden, the idea of 'school vouchers' was implemented, but this is connected to a rather strict adherence to rules.	The same rules exist for private and public schools, generally accredited educations are compulsory, but there is also the possibility of making exceptions.	Free choice of teachers.
Switzerland	By the carrier-organisation.	0%. Private schools do not receive any subsidy from the state. Only the canton of Jura reimburses 45% of teachers costs, but reduces this amount if more than 10% of teachers of a school does not have recognized qualifications. There are also a few other exceptions: A business school and two long-established religious schools receive state-aid because of special contracts and long tradition. Each of the 26 cantons has slightly different rules.	State-approved training, but there are exceptions. In the large number of cantons, there is a variety of different local rules and special regulations.	The teachers are generally selected by the private school itself.
Ukraine	By the carrier-organisation. The height of the teachers' salary is fixed by the director, and may not be lower than that of public teachers, it is usually higher.	0%. No subsidies by the state.	In spite no subsidies are given, private school teachers must meet the same academic standard as teachers in the public school system, eg. a university degree. Not adequately trained teachers can be employed as an 'assistant', and this way be integrated in the school.	The school selects the teachers itself. Teachers must have state-approved training. The teacher selection has to be done in collaboration with the Ministry of Education. It is not allowed to independently hire a teacher who does not have state education (even if he/she is needed due to a specific pedagogy).



ECNAIS meetings

Annual General Meetings and Conferences

- 1989 - Leiden, The Netherlands
- 1990 - Fribourg, Switzerland
- 1991 - Helsinki, Finland
- 1992 - Oxford, United Kingdom
- 1993 - Berlin, Germany
- 1994 - Madrid, Spain
- 1995 - Elsinore, Denmark
- 1996 - Prague, Czech Republic
- 1997 - Doorn, The Netherlands
- 1998 - Warsaw, Poland
- 1999 - Oslo, Norway
- 2000 - Lisbon, Portugal
- 2001 - Paris, France
- 2002 - Prague, Czech Republic
- 2003 - Edinburgh, Scotland
- 2004 - Rome, Italy
- 2005 - Vilnius, Lithuania
- 2006 - Vienna, Austria
- 2007 - Budapest, Hungary
- 2008 - Porto, Portugal
- 2009 - Sofia, Bulgaria
- 2010 - Helsinki, Finland
- 2011 - Madrid, Spain
- 2012 - Bratislava, Slovakia
- 2013 - The Hague, The Netherlands

Management Committee Meetings and Seminars

- 1999 - Strasbourg, France
- 2000 - Leuven, Belgium
- 2001 - Doorn, The Netherlands
- 2002 - Minsk, Belarus
- 2003 - Munich, Germany
- 2004 - Barcelona, Spain
- 2005 - Barcelona, Spain
- 2006 - Copenhagen, Denmark
- 2007 - Seville, Spain
- 2008 - Cheltenham, United Kingdom
- 2009 - Rome, Italy
- 2010 - Berlin, Germany
- 2011 - Warsaw, Poland
- 2012 - Berlin, Germany



AGM 2013, The Hague, Netherlands

ECNAIS is important and inspiring for Dutch Christian schools

Our schools receive 100% funding, we have a long tradition of freedom of education and a considerable amount of autonomy and the independent sector is very popular educating about three quarters of all pupils.

For this reason we have always felt a strong responsibility to engage in ECNAIS. We hope to inspire independent schools in other countries which still have to struggle with their authorities, by showing the good results of our school system with much less tight and rigid controls.

From the European level comes a strong impetus to focus education policy on the interests of employers and to concentrate on international rankings. We have a different philosophy and within ECNAIS we find many close allies.

That's what makes ECNAIS inspiring and important for us, as it is too when it comes to our lobbying activities both on the national and European level. Moreover it provides a platform to share new ideas and visions on education and innovative experiences in many different countries and circumstances. And last but not least I am able to have a very good time with colleagues that share the dreams and ideals that are characteristic for the independent school sector.

Wim Kuiper (NL)

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Truth matters I have found ECNAIS to be an informal cooperative movement of people committed to independent education. The inspiring leadership of Simon Steen encourages everyone to reflect on the importance of education in a European context and to contribute ideas. ECNAIS may be a small player in European education but it performs to an exceptionally high standard. That is due chiefly to the personal inspiration of its seminars, which can be explored to gain even greater insights. By bringing together national associations of independent schools from across Europe, lobbying in Brussels can be more effective and European educational institutes of all denominations can raise the quality of their value-oriented education. Congratulations to ECNAIS, its governing board and actually to all of us! *Ad multos annos!* **Dick Wijte (NL)**

AGM 2011, Madrid, Spain



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As a representative of KFON (PL), the National Forum of Independent Education in Poland, I have been taking part in ECNAIS activities since 1992 that is almost since I founded my own independent school. Participation in ECNAIS gives me an insight into member countries' educational systems details, as well as economic, historical and political factors that impose certain tasks on education. Sharing this knowledge is helpful in bringing solutions and making suggestions to overcome difficult situations in my own country. This is particularly visible during the meetings of the Management Committee.

Similarity of problems and joint participation in a challenging task of building independent education, emerging along with democracy since Autumn of Nations in 1989-1991, inspired us to create a forum to promote exchange of ideas and good practice, to share the news of successes and to invent new solutions and ways to succeed. This approach, of openly sharing information resulted, in 1998, in the creation of MEOPS - Middle European organisation of Private Schools - the association of private schools from the Czech Republic, Slovakia and Poland, which I have the honour to co-chair.

My expectations towards ECNAIS

... my dream is that we call together the Ministers of Education of ECNAIS member countries to encourage their reflection and to make them share the knowledge about independent education and acknowledge the equality of public and independent schools. My dream is to make clear that independent education is not only for the rich and those who have succeeded in life, but above all, it is the freedom of choice, the fundamental right. And without the freedom of choice true democracy does not exist.

Jolanta Kaluza (PL)

MCM 2010, Berlin, Germany



AGM 2012, Bratislava, Slovakia



AGM 2011, Madrid, Spain



AGM 2012, Bratislava, Slovakia



ECNAIS in the era of globalization and information In education: what is lost in uniformity should be gained in diversity. This aspect is what I most value in ECNAIS. Our meetings and conferences have helped us to know each other, to exchange experiences, to know the richness and diversity of our educational projects. Learning from each other without concerns for uniformity. **João Alvarenga (PT)**

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As Chairman of the board of the Dutch Independent Schools, I am very content with the European activities of ECNAIS. In my opinion education happens in a partnership from parents, teachers and government. Independent schools are known for the strong involvement of parents in the education of their children. ECNAIS provides an international forum for independent schools. It provides an ecosystem for inspiration, for consultancy between peers and provides support for schools in the contacts with their own government. Sometimes people see independent schools as a threat to government schooling. I view independent schools as the best form of responsible citizenship: parents involved with the education of their children. What more do you want?

Wobine Buijs-Glaudemans (NL)



AGM 2012, Bratislava,
Slovakia

Meeting the participants of the conferences enriches life and ECNAIS has brought me many friendships. That ECNAIS will develop itself into a knowledge center for independent education is a good and worthwhile cause. A good education is the foundation for a child's good future. And that is all we want and what connects us within ECNAIS.

I'm sure the ECNAIS knowledge center for independent education can be of help for at least another 25 years.

Lexia Hulst (NL)
Secretariat ECNAIS

Reflecting and exchanging views with pedagogues from different countries opened horizons and perspectives for me. Contact with best practices that were included in the visits to Independent Schools, wherever we held meetings, were also key points for my educational enrichment.

The fellowship and friendships are important aspect of ECNAIS meetings, which are noteworthy enriched cultural moments, where a community reinforces ties and engages strengths to fight for freedom of choice in education.

Inácio Casinhas (PT)

Ecnaïs Sonnet Josef Vondráček

♩ = 145

Flute

Oboe

Clarinet in Bb

Trumpet in Bb

Horn in F

Trombone

Trumpet in Bb

Timpani

Cymbals

Drum Set

Orchestra Hit

Violin I

Violin II

Viola

Violoncello

Double Bass

Organ

2013, The Hague

- 1 Koen Groeneveld, The Netherlands
- 2 Maarten Knoester, The Netherlands
- 3 Niels Kampuhuis, The Netherlands
- 4 Edward Moolenburgh, The Netherlands.
- 5 Andreea Bejanariu, Romania
- 6 António Pereira, Portugal
- 7 Luísa Botto, Portugal
- 8 Dick den Bakker, The Netherlands
- 9 Agostinha Pereira, Portugal
- 10 Anke Tästensen, Denmark
- 11 Maria del Socorro Sánchez, Spain
- 12 Kurt Ernst, Denmark
- 13 María del Socorro Fuentes, Spain
- 14 Jácoo Hernandez-Lería, Spain
- 15 Ana Cristina Mariz Fernandes, Portugal
- 16 Vítor Hugo Felício Pereira, Portugal
- 17 Oleksii Grekov, Ukraine
- 18 Eric Bloemkolk, The Netherlands
- 19 Roman Nebozhuk, Ukraine
- 20 Yulia Kocherhan, Ukraine
- 21 Marco Matthijsen, The Netherlands
- 22 Yana Gredynarova, Ukraine
- 23 Aki Holopainen, Finland
- 24 Zsofia Bak, Hungary
- 25 Jukka Tanska, Finland
- 26 Viktoriia Gamaiunova, Ukraine
- 27 Dick Wijte, The Netherlands
- 28 Markku Moisala, Finland
- 29 Oksana Balakshyna, Ukraine
- 30 Michal Musil, Czech Republic
- 31 Alan Flintham, England
- 32 Anke Buiteveld, The Netherlands
- 33 Roel Schoonveld, The Netherlands
- 34 Renato Lopes Carvalho, Portugal
- 35 Rodrigo Queiroz e Melo, Portugal
- 36 Diogo Luís Casa Nova, Portugal
- 37 Claus Diedrichsen, Denmark
- 38 Luba Skrypnik, Ukraine
- 39 Oksana Kochergan, Ukraine
- 40 Olena Gredynarova, Ukraine
- 41 Olena Movchun, Ukraine
- 42 Svetlana Moskalyk, Ukraine
- 43 Victoria Yefymenko, Ukraine
- 44 Liudmyla Parashchenko, Ukraine
- 45 Siru Vainio, Finland
- 46 Inna Hredynarova, Ukraine
- 47 Pieter Moens, The Netherlands
- 48 Ercan Torun, The Netherlands
- 49 Tiago Henriques Coelho, Portugal
- 50 Eugenio Gil Villén, Spain
- 51 Cor de Raadt, The Netherlands
- 52 Aske Janbroers, The Netherlands
- 53 Gerda Margine, Romania
- 54 Mónica Lopes Carvalho, Portugal
- 55 Robyn Yates, Australia
- 56 Simon Steen, The Netherlands
- 57 Carlos Díaz-Muñiz, Spain
- 58 Olena Brytova, Ukraine
- 59 Inna Kaliuzhna, Ukraine
- 60 Pia Amacher, Switzerland
- 61 Viorel Enea, Romania
- 62 Peter Warnders, The Netherlands
- 63 Geoff Newcombe, Australia
- 64 Cil Wigman, The Netherlands
- 65 Hedy Booij, The Netherlands
- 66 Jolanta Kaluza, Poland
- 67 Sofia Reis, Portugal
- 68 Lia Steen, The Netherlands
- 69 Lexia Hulst, The Netherlands
- 70 Piet Jansen, The Netherlands



Ooops!
Per Kristensen
Denmark

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FUTURE

And the future...

In an ever more globalized world, we educate in and for diversity.

Therefore, schools themselves must be players in a broader field: from Europe but in the world. In this context, ECNAIS' challenge for the future is to create global networks of trust for national education associations of independent schools.

As once Europeans set sail into uncharted territories, so must our schools develop a much more global educational perspective. ECNAIS should be a facilitator in this quest into the future. A facilitator for sharing best practices, professional training and support for fair regulatory contexts for independent schools all over.

Rodrigo Queiroz e Melo (PT)

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ECNAIS: a living knowledge centre

We want to develop ECNAIS in the near future as a living knowledge center where we can meet and share experiences and expertise on inspiring themes and as always by visiting independent schools all over Europe.

Simon Steen (NL)

To draw a line...

ECNAIS, being a Council of National Associations, to me it is absolutely clear that the key figures for the future are the potential (past-present-future) presidents and chair persons of the associations, and/or the members of their Boards.

To-day's pupils in our independent schools, as those coming after them, will undoubtedly perform their lives within Europe's frame: within the large vital space of Europe.

Despite all difficulties in the construction of Europe, seven countries are now waiting their turn to join in. They want to be in.

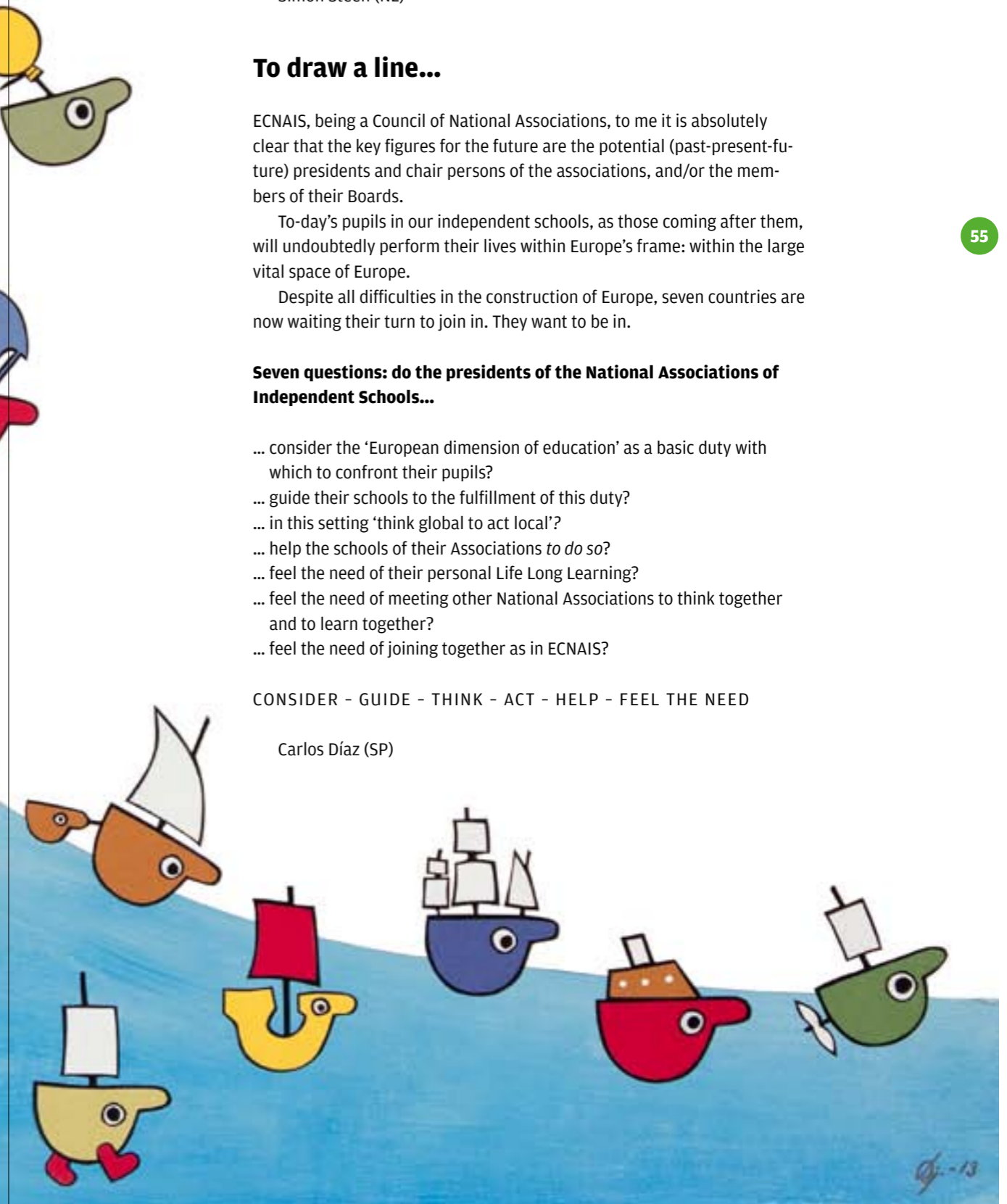
Seven questions: do the presidents of the National Associations of Independent Schools...

- ... consider the 'European dimension of education' as a basic duty with which to confront their pupils?
- ... guide their schools to the fulfillment of this duty?
- ... in this setting 'think global to act local'?
- ... help the schools of their Associations *to do so*?
- ... feel the need of their personal Life Long Learning?
- ... feel the need of meeting other National Associations to think together and to learn together?
- ... feel the need of joining together as in ECNAIS?

CONSIDER - GUIDE - THINK - ACT - HELP - FEEL THE NEED

Carlos Díaz (SP)

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Member organizations

Belarusian Association of Innovative Pedagogics - Belarus

Bulgarian Association of Private Schools - Bulgaria

Association of Private Schools of Bohemia, Moravia and Silesia - Czech Republic

Danish Council for International Cooperation for Independent Schools - Denmark

Association of Private Schools in Finland - Finland

Fondation pour l'école - France

Federation of Waldorf Schools - Germany

Association of Hungarian Independent Schools - Hungary

Federation of Independent Schools - Iceland

National Forum of Non-public Education - Poland

Association of Independent Schools - Portugal

National Union for the Development of Independent Education in Romania - Romania

Association of Private Schools - Slovakia

Spanish confederation of Education and Training - Spain

Catholic Schools: Education and Management School Centres - Spain

Fomento Education Centres - Spain

Besturenraad - The Netherlands

Association of Catholic Schoolboards - The Netherlands

Association of Independent Schools in the Netherlands - The Netherlands

Association of Kyiv Private Schools - Ukraine

Associated members

Independent Schools Council of Australia - Australia

Steiner Waldorf Schools Fellowship - United Kingdom

