



European
Commission

Home Education Policies in Europe

*Primary
and Lower Secondary
Education*

Eurydice Report

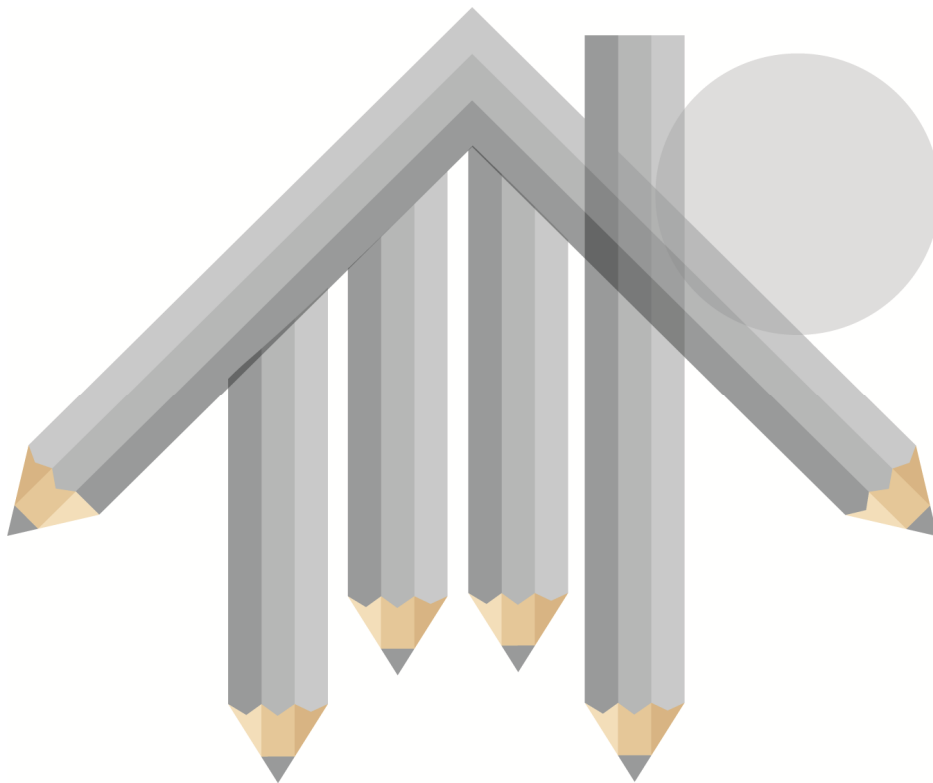


Education and
Training



Home Education Policies in Europe

Primary and
Lower Secondary Education



Eurydice Report

Education and
Training

This document is published by the Education, Audiovisual and Culture Executive Agency (EACEA, Education and Youth Policy Analysis).

Please cite this publication as:

European Commission/EACEA/Eurydice, 2018. *Home Education Policies in Europe: Primary and Lower Secondary Education*. Eurydice Report. Luxembourg: Publications Office of the European Union.

PDF: EC-06-18-180-EN-N

ISBN 978-92-9492-816-0

doi:10.2797/04352

Text completed in October 2018.

© Education, Audiovisual and Culture Executive Agency, 2018.

Reproduction is authorized provided the source is acknowledged.

Education, Audiovisual and Culture Executive Agency
Education and Youth Policy Analysis
Avenue du Bourget 1 (J-70 – Unit A7)
BE-1049 Brussels
E-mail: eacea-eurydice@ec.europa.eu
Website: <http://ec.europa.eu/eurydice>

CONTENTS

Introduction.....	3
Summary	3
Country Codes	4
Part I: Comparative Overview.....	5
Part II: Short National Descriptions.....	9
Acknowledgements	27

INTRODUCTION

In most European education systems, full-time compulsory education/training starts at the beginning of primary education and lasts 9-10 years ending at the age of 15-16 (1). Compulsory education/training refers to a period of full-time educational/training attendance required of all students. This period is regulated by law and is usually determined by the students' age. However, compulsory education is not a synonym of compulsory school attendance – even if almost all pupils and students are enrolled in a school in European countries throughout basic compulsory education.

This analysis of a short survey provides information on the policies regarding home education in the 38 Eurydice countries. While other terms exist to describe the same phenomenon (e.g. 'home schooling') this report uses the term 'home education' systematically.

The report covers mainstream primary and lower secondary education which is part of compulsory education in all countries. Provision for children with special education needs (SEN) is not covered specifically.

The first part of the report provides a short comparative overview. It focuses on four regulated criteria where home education exists: authorisation needed, qualification of educators, monitoring of progress and examinations to pass. Short national descriptions are presented in the second part of the report, and the content is under the responsibility of the Eurydice National Units.

The year of reference is 2018/19.

SUMMARY

This report shows that home education at the request of families is possible in a majority of educational systems. In a dozen countries, it is possible only in exceptional circumstances. In many cases, parents have to ask for authorisation from top level or local authorities. The qualification or the minimum educational level of the educator is defined in half of the countries. Students' progress is monitored and assessed everywhere except in the United Kingdom. Students must pass examinations at the end of the education level in some cases.

(1) For more information on the duration of compulsory education see [Compulsory Education in Europe, 2018/19](#).

COUNTRY CODES

BE	Belgium	PL	Poland
BE fr	Belgium – French Community	PT	Portugal
BE de	Belgium – German-speaking Community	RO	Romania
BE nl	Belgium – Flemish Community	SI	Slovenia
BG	Bulgaria	SK	Slovakia
CZ	Czech Republic	FI	Finland
DK	Denmark	SE	Sweden
DE	Germany	UK	United Kingdom
EE	Estonia	UK-ENG	England
IE	Ireland	UK-WLS	Wales
EL	Greece	UK-NIR	Northern Ireland
ES	Spain	UK-SCT	Scotland
FR	France	EEA and candidate countries	
HR	Croatia	AL	Albania
IT	Italy	BA	Bosnia and Herzegovina
CY	Cyprus	CH	Switzerland
LV	Latvia	IS	Iceland
LT	Lithuania	LI	Liechtenstein
LU	Luxembourg	ME	Montenegro
HU	Hungary	NO	Norway
MT	Malta	RS	Serbia
NL	Netherlands	(*)	The former Yugoslav Republic of Macedonia
AT	Austria	TR	Turkey

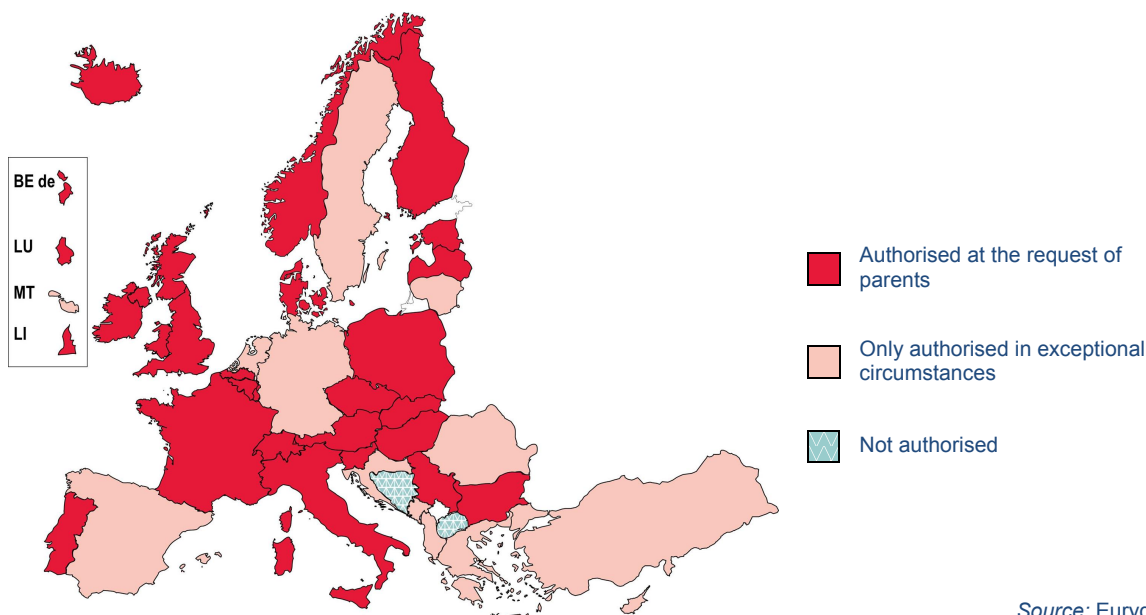
(*) Provisional code

PART I: COMPARATIVE OVERVIEW

Home education is authorised at the request of parents in the majority of countries

In primary and lower secondary education, home education is authorised in the majority of European countries (see Figure 1).

Figure 1: National legislation on home education during primary and lower secondary education, 2018/19



Source: Eurydice.

Indeed, it is considered unauthorised in two countries only (Bosnia and Herzegovina and the former Yugoslav Republic of Macedonia). In 13 other countries⁽²⁾, it is possible only in exceptional circumstances – mainly for health reasons. In this group of countries, an authorisation must be requested (see Figure 2) and a medical certificate must often be provided.

In **Germany**, home education is only permitted with regard to children who are unable to move due to illness.

In **Spain**, home education concerns only pupils who cannot attend school due to a prolonged stay at home by medical prescription. It can be carried out at home or at a hospital. These pupils can keep such distance education while the health condition remains.

In **Croatia**, teaching is organised at home or in a health institution for students who cannot attend school because of severe motor disorders or chronic illnesses for a longer period of time. The teaching activity can be organised as distance learning with the use of digital technology.

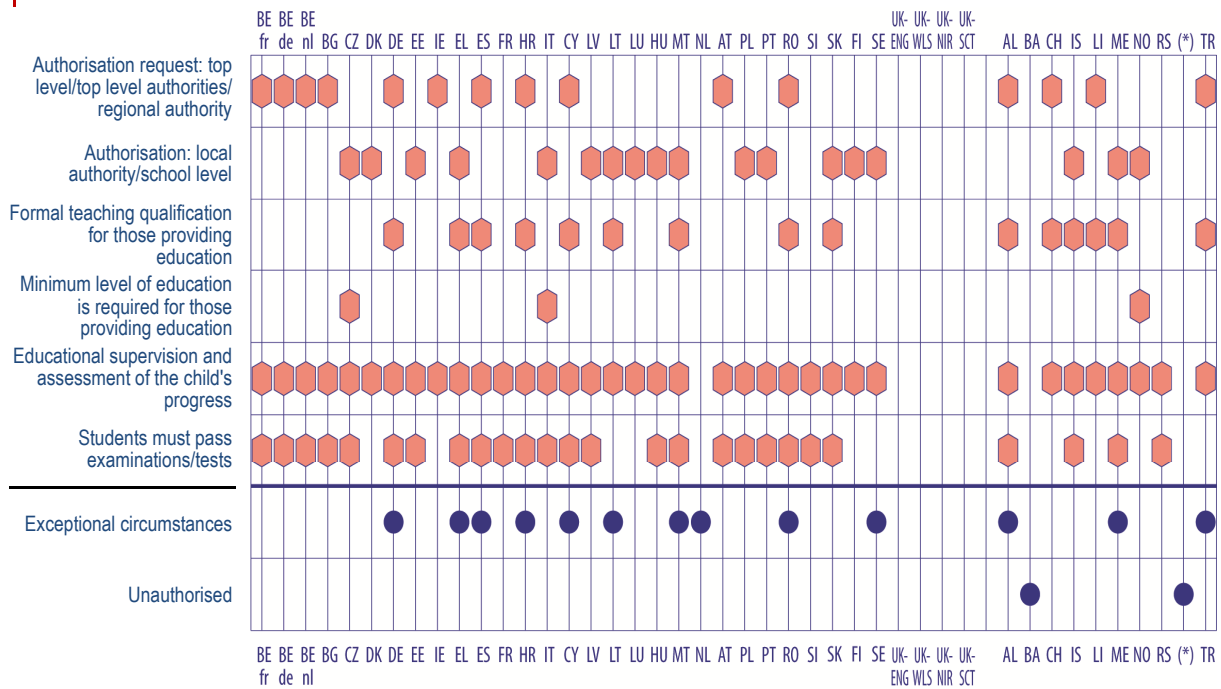
In **Cyprus**, home education is only allowed for special education students who are approved by the Ministry to be taught at home.

In the **Netherlands**, in exceptional cases, children can be fully exempted from the obligation to enrol in a school according to the Compulsory Education Act article 5.under b. if parents have an objection to the philosophical vision of the schools in their area.

In **Sweden**, home education is only allowed in exceptional circumstances. Religion or philosophical reasons are not considered as exceptional circumstances. Health reasons or family travel could be considered as such exceptional circumstances. The idea is to be very restrictive with home education and ensure that the child returns to school as soon as possible.

⁽²⁾ DE, EL, ES, HR, CY, LT, MT, NL, RO, SE, AL, ME, TR

Figure 2: Top level criteria defined for home education in primary and lower secondary education, 2018/19



Source: Eurydice.

Country-specific notes

- Latvia:** The authorisation for home education is limited to the first six years of integrated primary and lower secondary education.
- Netherlands:** No regulation exists yet. A new law is being developed to include the possibility to educate children at home.
- Portugal:** A new legislation on home education is being prepared and will be published soon.
- Slovakia:** The authorisation is limited to the first five years of primary education.
- Switzerland:** Regulation varies between cantons.

In 28 educational systems, home education is authorised if parents want it (see Figure 1). They have to request the authorisation to top level authorities in six countries (all communities of Belgium, Bulgaria, Ireland, Austria, Switzerland and Liechtenstein). In 14 countries⁽³⁾ including most of the Nordic and Baltic countries, parents make a direct request to local authorities or schools. In France, Slovenia and Serbia, parents do not have to ask for authorisation. They just have to notify and declare it. In the United Kingdom, parents who wish to withdraw a child from school must notify the school of their intention. There is no requirement to notify the education authorities if a child does not attend school in the first place.

In **France**, parents make a simple declaration of instruction in the family and the National Education services simply acknowledge receipt of this declaration.

In **Slovenia**, if parents decide to educate their child at home they just notify in writing the basic school about their decision (at least three months before the beginning of the school year).

In **Serbia**, parents are required to notify the school about their decision at the end of the school year prior to the school year in which they want to provide home education for their child.

⁽³⁾ CZ, DK, EE, IT, LV, LU, HU, PL, SK, FI, IS, NO, RS

In half of the countries, educators must have a teacher qualification or a minimum education level

In almost all countries where home education is possible only in exceptional circumstances – mainly for health reasons – educators must be qualified as a teacher. The exceptions are the Netherlands and Sweden where no regulation exists.

Parents are free to educate their children themselves or to choose a tutor in all countries where home education is authorised if they request it. However, the educator must have a teaching qualification in three countries (Slovakia, Switzerland and Liechtenstein) or a defined minimum level of education in three countries (Czech Republic, Italy and Norway).

In the **Czech Republic**, the person educating the pupil for the first stage of the basic school is required to have at least an upper secondary education level (ISCED 344/354) qualification. The person educating the pupil at the second stage of the basic school is required to have at least a bachelor (ISCED 645) qualification.

In **Italy**, parents are required to certify that they hold the technical skills and have the economic capacity to carry out this kind of education.

In **Norway**, no formal education for parents is required, but they must have the necessary qualifications to teach their children. It is up to the municipality to decide whether the parents have sufficient qualifications.

In the rest of the countries where home education is authorised (14 ⁽⁴⁾), there are no requirements regarding the level of qualifications of educators. Parents have full autonomy to choose who will be in charge of their children's education. It is the case, for instance:

In **France**, no specific qualification is required to ensure this education. However, a large number of families are supported in their efforts by distance learning courses. They enrol their children either at the *Centre National d'Enseignement à Distance* (CNED) which provides, on behalf of the State, the public service of distance education, or in a private distance learning organisation.

In **Denmark**, according to the law, parents or guardians are not obliged to be qualified teachers, but they are obliged to provide qualified teaching. The obligation is fulfilled if the parents themselves can teach or provide teaching comparable to *Folkeskolen*.

In the **United Kingdom**, legislation only requires parents to ensure that the education provided, at school or otherwise, is efficient, full-time and suitable to the child's age, ability, aptitude and any special educational needs the child may have.

Progress of learning is monitored in almost all countries

In all countries, where home education is authorised, except the United Kingdom, students' progress is monitored and assessed. In many cases, they have to pass the written tests often organised by schools. In the United Kingdom, local authorities (or in Northern Ireland, the Education Authority) do not have a duty to monitor the quality of home education on a routine basis. In many countries if progress is not considered optimal or if the child fails the exam, they have to return to school. The frequency of assessment varies between countries. In eight countries – Czech Republic, Estonia, France, Italy, Hungary, Austria, Norway and Montenegro – it is organised (in diverse forms) each year or even more frequently.

In the **Czech Republic**, pupils take an examination every semester verifying the level of attainment of the relevant educational contents. The form of the examination/verification of the level of attainment is decided by particular schools.

In **Estonia**, the school assesses the achievement of learning outcomes provided in the individual curriculum at least once in the semester. The school has the right to interrupt the home education if the assessment reveals that the student has not achieved learning outcomes specified in the individual curriculum.

⁽⁴⁾ BE, BG, EE, IE, FR, LV, LU, HU, AT, PL, SI, FI, UK, RS

In **France**, the pedagogical control carried out by the inspectorate takes place at least once a year, starting from the third month after the declaration of instruction in the family. It is essential that it is not too late in the school year so that, if necessary, a second check may be undertaken before the end of the school year. If the results of the second check are also considered insufficient, the IA-DASEN requires parents to enrol the child in a (public or private) school within 15 days of notification.

In **Italy**, children who fulfil compulsory education through parental school are required to sit an aptitude exam every year both to continue home education and, if they are willing, to enrol in mainstream schools (Legislative Decree No. 297 of 1994).

In **Hungary**, students must pass examinations twice a year.

In **Austria**, children being taught privately must take examinations at the end of the school year to demonstrate that they have attained the educational goals of the school they would have to attend. Otherwise, private tuition will be disallowed in the following school year, and the child will have to repeat the school year in a public school or school with public status.

In **Montenegro**, the school is obliged to organise the assessment of students being educated at home in all subjects of a certain class, at the end of a semester or at the end of the school year.

In **Norway**, the municipality has a duty and a right to supervise home education. As part of the supervision, the municipality may ask the pupil to sit for special tests, to make sure that the children receive teaching in accordance with the curriculum.

In some countries, students must pass examinations at least to obtain the certificates at the end of the level of education concerned.

For instance, in the **French Community of Belgium**, those responsible for the young people still of compulsory education age have two obligations: to inspect the level of studies; to enrol the minor in the certificate tests (i.e. at the end of primary education, this corresponds to the common external test organised with a view to issuing the certificate of primary education). The General Inspection Service gives an opinion about the level of studies. If it is inadequate, the Commission for Distance Education, in accordance with the defined procedure, decides if the minor must be enrolled in an educational institution.

In the **Flemish Community of Belgium**, pupils who attend home education are obliged to take examinations organised by the Examining Board of the Flemish Community. Home-educated pupils must pass these examinations at two points in time: at the end of primary education and at the age of 15-16. The right to continue home education depends on passing these examinations. In the event of two failures, the pupil is expected to enrol in a recognised and subsidised school.

In **Albania**, students taking compulsory education at home undergo the same examinations as students in primary education and follow the same forms of assessment. In order to complete the nine years of obligatory education, they should complete required examinations (*provimet e lirimit*).

Among the countries where a certification procedure is organised at the end of lower secondary education, students are not obliged to pass examinations to obtain the certificate in Denmark, Ireland and Liechtenstein, but they have the right to do so if they wish. Finally, in Norway, pupils with home education do not receive a school leaving certificate, but they are entitled to documentation from the municipality that they have completed compulsory education.

For instance, in **Denmark**, the local authority/municipality supervises the teaching of home-educated children and the local authority/municipality is entitled to test the children annually. Contrary to students in *Folkeskolen*, home-educated children are not obliged to sit for *Folkeskolen*'s school-leaving examinations (at the conclusion the 9th year). However, if the children wish to sit for these examinations they have a right to do so.

PART II: SHORT NATIONAL DESCRIPTIONS

Belgium – French Community

Minors may, under certain conditions, satisfy the compulsory schooling requirement by being home schooled. Minors subject to compulsory schooling who are not enrolled in an educational institution which is organised or grant-aided by the French Community or recognised as providing education that satisfies the compulsory education requirement fall within the Home Education category (instruction by the parents, by a tutor, in an unrecognised private school, or in a youth protection institute, for example).

Home education requires a declaration, based on a compulsory model, which must be submitted by 1st October in the school year. In addition to the declaration requirement, those responsible for the minor of compulsory schooling age are subject to two other obligations:

- to submit the minor for the inspection of the level of studies;
- to enrol the minor in the common external certificate tests organised at the end of primary education and at the end of lower secondary education. Both tests are organised respectively with a view to issuing the certificate of primary education and to obtain the certificate issued to students who have successfully completed the first stage of secondary education.

The controls of the level of studies occur at least at 8 and 10 years old. However, they may be required at any time by the Government (and the Administration) or the General Inspection Service.

The General Inspection Service gives an opinion about the level of studies. If it is inadequate, the Commission for Distance Education, in accordance with the defined procedure, decides if the minor must be enrolled in an educational institution.

The number of home-schooled children is very low (0.2 % of the whole school population).

Belgium – German-speaking Community

Home education is legal and is governed by the decree of 31 August 1998 regarding the responsibilities entrusted to school providers and staff members and with general provisions of an educational nature for pre-primary, primary and secondary mainstream and special needs education.

Home-schooled students must be registered with the Ministry of Education at the latest three days before the start of the school year. Home education of compulsory school-aged children has to be organised and financed by the legal guardians. Parents must guarantee that their children will receive proper instruction and submit to the oversight of the school inspectorate. It is fixed by law that home-schooled children must at set points pass exams in front of the school external Examination Board of the German-speaking Community (*Prüfungsausschuss der Deutschsprachigen Gemeinschaft*): The exam for obtaining the Primary School Leaving Certificate (ISCED 1) must be passed at the latest in the school year in which they reach the age of 11 before the 1st January; the exam for obtaining the Certificate of Completion of Lower Secondary Education (ISCED 2) must be passed at the latest in the school year in which they reach the age of 14 before the 1st January; the exam for obtaining the Secondary School Leaving Certificate (ISCED 3) must be passed at the latest in the school year in which they reach the age of 17 before the 1st January.

Belgium – Flemish Community

Home education is legal within the Flemish Community. §6 of the Compulsory Education Act of 29 June 1983 states that home education satisfies compulsory education requirements. Home education is further regulated by the Decree on Elementary Education of 25 February 1997 (elementary school level), the Decisions of the Flemish government of 16 September 1997 and 12 November 1997 (secondary level) and [Parliamentary Act XXIII](#), adopted in July 2013.

Parents who opt for home education must notify the Department of Education and Training in writing at the latest on the day home education commences. In addition, they need to hand in a compulsory statement to the Government, in which they provide information on their home education activities.

They must undertake to provide education which meets the following minimum requirements:

- The education provided is aimed at the development of the child's full personality and talents and at preparing the child for an active adult life;
- The education provided promotes respect for basic human rights and for the cultural values of the child himself and for others.

The Education Inspectorate has the authority to check whether or not the home education provided complies with the objectives described. As part of the quality assurance system, pupils who attend home teaching are obliged to take part in exams organised by the Examining Board of the Flemish Community. Home-schooled pupils must pass these exams at two points in time: at the end of primary education and at the age of 16. The right to continue home education depends on passing these exams: in the event of two failures, the pupil must enrol in a recognised and subsidised school. Home-schooled students are not automatically awarded a diploma upon completion of study; also at the end of their home educational trajectory they must pass an exam before the Examination Board of the Flemish Community.

Bulgaria

The form of instruction shall be chosen by the pupil in accordance with Pre-school and School Education Act (Promulgated, State Gazette No. 79/13.10.2015, effective 1.08.2016).

The bespoke form of instruction may be offered to:

- Pupils in the compulsory school age bracket who, for health reasons, as certified with a medical document issued by the relevant medical expert commission in accordance with the [Health Act](#), are unable to attend a day form of instruction;
- Pupils in the compulsory school age bracket at the request of the pupil or the parent;
- Pupils of outstanding talent;
- Persons aged 16 or above.

In the legal educational framework of Bulgaria, there is no requirement for a formal teaching qualification for those providing education. There is no requirement to hold a minimum level of education for those providing home education.

The bespoke form of instruction shall include self-studies and exams to give the annual mark in the relevant subject from the school syllabus.

Pupils, who are involved in the bespoke form at their parents' request and fail to achieve the competences required for the relevant grade, shall continue their education in another form of instruction.

Czech Republic

Compulsory education can take the form of individual tuition (home education) without regular attendance at school. Permission for individual tuition can be granted by the head of school where the pupil was accepted for compulsory education on the basis of a written application by the legal guardian of the pupil. In this school, the individually educated pupil performs every semester an examination verifying the level of attainment of the relevant educational contents. The form of the examination/verification of the level of attainment is up to particular school.

If an individually educated pupil cannot be assessed at the end of the relevant semester, the school head sets a substitute date for his/her evaluation so that the assessment is made no later than two months after the end of the semester.

If the pupil does not pass successfully at the end of the second semester of the respective school year or cannot be assessed at all, the school head terminates the individual education.

The person educating the pupil of the first stage of the basic school is required to have at least ISCED 344/354 qualification. Since the 2016/17 school year, pupils of the second stage of basic school (ISCED 244) can also fulfil the compulsory school attendance through this form of education. The preconditions are the permission of the school head and the higher education qualification (at least ISCED 645) of the person educating the pupil.

Denmark

Compulsory education (from age 6 to 16-17 at the latest) means an obligation to participate in the teaching of the *Folkeskole* (primary and lower secondary school) or in teaching comparable to the requirements of the *Folkeskole*. Parents or guardians, who themselves can teach or provide teaching comparable to *Folkeskolen*, can do so. If parents wish to undertake home education, they submit a written declaration to their local authority/municipality. The local authority/municipality supervises the teaching of home-educated children and the local authority/municipality is entitled to test the children annually. In practice, it is often the school inspector at the district school who appoints a teacher or agrees with an employee from the educational-psychological advisory service to carry out the test. Some municipalities make books available for home education if the parents wish this. Contrary to students in *Folkeskolen*, home-educated children are not obliged to sit for *Folkeskolen's* school-leaving examinations (at the conclusion the 9th form). However, if the children wish to sit for these examinations they have a right to do so.

Germany

In Germany, regulations vary between the *Länder* but home education is only permitted under exceptional circumstances. If for health reasons a child cannot attend school he/she may receive home education. The decision is taken by the school supervisory authorities in coordination with the responsible physician. A written declaration of consent by the parents is required. Home education is prepared and organized by the school supervisory authority or, depending on *Land* regulations, the student's school. It is provided by teachers of the student's school and the objectives and the curricula as well as the examination regulations of the student's school apply as well as school exams. The necessity of continuing home education is to be assessed on a regular basis.

Estonia

Home education may be conducted on the request of parents or for health reasons.

Home education for health reasons is carried out by the school at the request of a parent and upon recommendation of an external advisory team. The decision on the implementation of home education is made by the director. The external advisory team can recommend home education for up to three years, after which the need for extending home education is reviewed. The school together with the parent prepares an individual curriculum for the student on the basis of school curriculum. The student will be given consultation for at least 8 hours a week. The assessment of a student studying at home for health reasons is determined in an individual curriculum.

Study carried out outside school at the request of a parent is organized and financed by the parent who is also responsible for learning outcomes. The decision on the implementation of home education is made by the school board. No minimum requirement regarding the educators. The school together with the person carrying out instruction prepare an individual curriculum for the student on the basis of school curriculum. The assessment of a student studying at home on the request of parents is determined in an individual curriculum. The school assesses the achievement of learning outcomes provided in the individual curriculum at least once in the semester. The school has the right to interrupt the home education decision by the decision of the teachers' council if the assessment of learning outcomes reveals that the student has not achieved learning outcomes provided in the individual curriculum.

Ireland

The Irish constitution recognises the parents as the primary educator of the child and defines duties and responsibilities for parents and the State in the education of children. Section 14 of the Education (Welfare) Act 2000 makes provision for parents to educate their children in places other than recognised schools, such as in the home or in private schools where they are not required to follow a national curriculum. If a parent chooses to home-school his/her child, he/she does not need a formal teaching qualification. The Act states that parents must ensure their child receives a certain minimum education. While what constitutes a minimum education is not defined in legislation, Guidelines on the Assessment of Education (Section 16 of the Act) in places other than recognised schools provide a working definition of 'a certain minimum education'. The guidelines also describe home-based education and offer guidance on how it may be assessed. They also cover the legal background of home education.

The parent is also required to register the child for home education with the Child and Family Agency under the aegis of the Department of Children and Youth Affairs. The parent can adopt the approach that he/she feels best suits the learning needs of his/her child to make sure that the child is learning successfully and making reasonable progress, given his or her age, ability, aptitude and learning needs.

To be registered for home education, an assessor appointed by the Child and Family Agency carries out an assessment to determine if a certain minimum education is being provided to the child at home. The Child and Family Agency appoints a person experienced in education to carry out the assessment. The assessment involves a preliminary assessment based on the registration application form and an interview with the child's parent(s). The assessment focuses on the details of the education that is being provided to the child, the materials covered in the course of the education and the time spent providing that education. If arising from the preliminary assessment, the Child and

Family Agency is not able to determine whether the child is receiving a minimum education at home, the assessor carries out a comprehensive assessment. This more detailed assessment involves the assessor spending some time with the parent, observing how the parents teach and work with the child, inspecting the educational materials used by the parent, and talking with the child.

The assessor takes due account of the information on the child's learning that has been provided by the parent and may explore aspects of this learning through the course of the conversation with the child or by inviting the child to undertake activities in which he/she can demonstrate certain skills or abilities. The assessment also draws upon any available assessment data and on a scrutiny of work completed or under completion by the child. The assessment may also involve the administration of standardised assessment instruments/tests if the circumstances warrant their use and if conditions are appropriate.

If the Child and Family Agency decides that a parent(s) is/are not providing a certain minimum education for the child, it can refuse to register or remove the child's name from the register. The implementation of such decisions is subject to appeal by the parent. Where appeals are unsuccessful, actions are taken to ensure that the child receives a minimum education including where necessary the return of the child to school.

Students educated at home are not obliged to sit State examinations although parents are advised of the implications of not doing so, including those for entry to third-level education. Arrangements for these examinations can be made through the Education and Training Boards (ETBs) or adult education classes. Junior and Leaving Certificate examinations can also be sat at any school by the parent registering the student with the school in early January of the year that the exams will be taken.

Greece

According to Law 3699/2008 and 4186/2013, teaching at home is provided only in case of severe short term or chronic health problems, not allowing for pupils transport and school attendance.

In such cases, home education does not fall within the framework of the full-time compulsory education.

Home education is approved by the decision of the head of education of the respective level, in which the student is enrolled, following a recent authorized medical assessment in which the period of residing at home should be indicated. The Directorates of Primary and Secondary Education (prefecture at local level) have the overall responsibility for the administration and control of the operation of the schools in their area of responsibility.

Formal teaching qualification for those providing education is requested. It should be highlighted that in case of pupils with disability and/or special educational needs who are in home education the teaching is provided by educators qualified in special needs education, following a diagnosis-consultation by the Centres of Differential Diagnosis, Diagnosis and Support of Special Education Needs (KEDDY soon to be KESY).

The supervision and assessment of the child's progress is organized based on Presidential Decree 79/2017 'Organization and operation of Pre-primary and Primary Education School' and Presidential Decree 126/2016 on 'assessment of general lower secondary school students'. The teacher/teachers monitor(s) and assess(es) the child's progress whereas at the end of school year, he/she is obliged to pass Written Progression or School-leaving Examinations.

Pursuant to Article 14 of the Presidential Decree 126/2016 (A 211) in the wider category of the pupils individually taught (without school attendance in the secondary education, the following category can be included: 'Secondary school pupils who discontinue attendance due to illnesses requiring long-term hospitalization or home hospitalization, military service, temporary custody, stay abroad, work in the merchant navy or for other exceptional reasons, which prevent their attendance can be characterized as individually taught and may be referred to written progression or school-leaving examinations for the courses of the class level they were required to attend'.

Spain

According to national legislation full-time compulsory education cannot be provided at home.

Home education is authorized only in exceptional circumstances for health reasons. It concerns only pupils who cannot attend school due to a prolonged stay at home by medical prescription. It can be carried out at home or at hospital. These pupils can keep such distance education while the health condition remains.

In this specific situation, legal regulation of home education depends on the Autonomous Communities. The criteria for application and authorization vary between Autonomous Communities. Generally, the authorization must be given by top level authorities and educators are qualified teachers. Taking into account their health circumstances, they pass exams at home or at hospital.

France

Instruction is compulsory for any child from 6 to 16. Home education is a family choice. Instruction can be provided either in public or private schools or in families by parents, or one of them, or by any person of their choice as codified in Article L131-1, Article L.131-2 and Article L.131-5 of the Education Code. No specific qualification is required to ensure this education. However, a large number of families are supported in their efforts by distance learning courses and enrols their children either at the *Centre National d'Enseignement à Distance* (CNED) which provides, on behalf of the State, the public service of distance education, or in a private distance learning organization.

Meanwhile, the persons responsible for a child subject to compulsory education, who have not enrolled their child in a public or private school and who wish to learn at home, must annually report to the mayor of the municipality of residence and the inspector district, *académie* inspector and director of departmental services of National Education (IA-DASEN) that they will provide instruction in the family.

Access to compulsory instruction is controlled by the mayor via a census of children of school age living in his/her municipality. Children who are instructed in their family are, from the first year, and every two years, the subject of an investigation by the mayor, solely for the purpose of establishing the reasons alleged by the persons responsible, and if they are given instruction to the extent compatible with their state of health and the living conditions of the family.

As for pedagogical control, it includes both the content of the education provided and the acquisition of skills and knowledge acquired by the child and the child's progression. The persons in charge of the child specify during an interview the approach and the teaching methods that they implement, while the child is given exercises to check the knowledge he/she acquired. The control therefore focuses on the content of the education provided and on the skills and knowledge acquired by the child and progression.

The provisions of Article L. 131-10 of the Code of Education stipulate that 'State authority responsible for education must (...) make sure that the home education provided is consistent with the child's right to education (i.e. instruction) as defined in Article L. 131-1-1', which states that 'the purpose of a child's right to instruction is to guarantee him, on the one hand, the acquisition of the basic instruments of knowledge, basic knowledge, elements of general culture and, depending on choice, vocational and technical training, the education enabling him to develop his personality, moral sense and critical thinking, to raise his level of initial and continuous training, to integrate socially and professionally, to share the values of the Republic and to exercise citizenship'.

The IA-DASEN must ensure that the instruction the child is receiving is intended to lead him, at the end of compulsory instruction, to master all the requirements of the common core of knowledge, skills and culture. If parents choose to educate their child in the family, it is important to ensure that the teaching provided meets this objective.

Six to 16-year-old children who are educated in their family, including when enrolled in a distance education institution, are investigated by the competent authority (mayor) in the first year and every two years, solely with a view to establishing what are the reasons for home education, and if children are given an instruction which is compatible with their state of health and the family's living conditions. The result of this survey is communicated to the state authority responsible for education.

Pedagogical control carried out by the inspectorate takes place at least once a year, starting from the third month following the declaration of instruction in the family. It is essential that it is not too late in the school year so that it allows, if necessary, to conduct a second check before the end of the school year. The content of the children's' required knowledge is set by decree (cf. Article L.131-10 of the Education Code).

However, even if parents are free to choose between these three methods of instruction (i.e. in public or private schools or in families), in 1998, the law laid down the principle, codified in Article L. 131 -1-1 of the Education Code, that education must be provided in priority within educational institutions.

Croatia

According to the Act on Education in Primary and Secondary Schools (*Zakon o odgoju i obrazovanju u osnovnoj i srednjoj školi*, Official Gazette 87/2008, 86/2009, 105/2010, 90/2011, 5/2012, 16/2012, 86/2012, 126/2012, 94/2013, 152/2014, 07/2017), compulsory education can be provided at home in exceptional circumstances (because of health reasons). Article 42 of the Act allows that the teaching activity is organized at home or in a health institution for students who cannot attend school because of severe motor disorders or chronic illnesses for a longer period of time (Ministry has to approve that the teaching activity is organized at home for specific students). Also, it is possible for students to write exams and the teaching activity can be organized as distance learning with the use of digital technology. Home education/distance learning and education in a health institution are defined by the top level document 'Regulations on primary and secondary education of students with developmental disabilities' (*Pravilnik o osnovnoškolskom i srednjoškolskom odgoju i obrazovanju učenika s teškoćama u razvoju*, Official Gazette 24/2015) which refers to education of students with developmental disabilities and students with health issues.

Top level authority (Ministry of Science and Education) needs to give permission to the school to organize education at home or in a health institution for students who are suffering from chronic illnesses or severe motor disorders. Home education is allowed only for the students in question., only top level authority can give permission.

Qualified teachers who are teaching at school are also teaching the students at home. For children in lower secondary education, grades five to eight, Home education is provided by their school teachers, but for children who are in one of the first four grades often a new teacher is employed working only with the child educating at home. If the latter is the case, education is provided in less instruction time than prescribed. The required level of education for teachers is ISCED 7 in the appropriate field and their professional competency needs to be confirmed after completion of ITE. The requirements are the same as for teacher in schools.

There are no top level regulations defining specifically educational supervision/monitoring and assessment of the child's progress and frequency of exams in education at home, but in practice education at home or in a health institution is similar or the same with the one provided in school. The same educational supervision, monitoring and assessment of the child's progress as for children in school is in place, because the students after the period of education provided at home or in a health institution return to the school. Students do not lose their continuity of study, they do not have to compensate for the lessons learned at home and they do not have to write exams in school afterwards.

Schools need to provide the conditions for students who are educating at home to write exams. Students who are healthy enough and able to take exams their knowledge is assessed in accordance with the curriculum. In order for the students to be transferred to the next class, their knowledge needs to be assessed and positively graded at the end of the school year.

Italy

It is given the possibility to fulfil compulsory education through home education (*scuola familiare*) or at private institutions which are neither State-run nor publicly-subsidised (*paritarie*) schools. By parental school it is meant the provision of primary education undertaken directly by parents or by a person appointed by the parents. These latter are required to certify they hold both technical skills and economic capacity to deliver this kind of education on their own, through a declaration addressed to the head teacher of the school the pupil was meant to attend. The school head verifies the veracity of this declaration, which must be submitted every year.

Children who complete compulsory education through home education are required to sit an aptitude examination every year both to continue home education and if they are willing to enrol in mainstream schools (Legislative Decree 297 of 1994). Pupils attending private schools must take the aptitude examination if they are willing to return to a mainstream school and on completion of primary school, in order to enrol to the first year of lower secondary education. Examinations are held at State and publicly subsidized primary schools.

Cyprus

Home education is allowed for [special education students](#) who are either handicapped or with special needs. Home education policy in Cyprus also includes students who have very serious health problems and have great difficulty in attending classes and also students who have serious problems for a short period of time due to a number of reasons which inhibit them to attend classes. Home education is allowed only if it is approved by the Ministry of Education and Culture. Only Ministry of Education teachers are approved to teach and simpler versions of exams are given to home education students according to the official curricula in order to help students be promoted successfully to the next grade.

Students with special needs are those who have serious learning or special learning, functional or adaptive difficulty due to physical (including sensory), mental or other cognitive or mental deficiencies and there is a need for provision of special treatment and education.

Latvia

Home education is legal in Latvia. The law currently requires families to partner with a school. Parents must agree about the frequency of monitoring and the regular examinations recommended by the school. According to the Education Law, the following are the forms of acquisition of education:

- 1) Extramural education; a sub-category of the extramural education method – distance education;
- 2) Self-education;
- 3) Education in the family.

In the first six years of integrated primary and lower-secondary education, there is a possibility for parents to organize learning at home if a child has difficulties to communicate with classmates, or is at bad health, or the school does not have a possibility to ensure the necessary specific learning conditions. At the end of each school year, such a pupil has to pass a test in order to transfer to the next class.

Lithuania

Home education is assigned according to the recommendations of pedagogical psychological service or doctors for pupils who have special educational needs or in cases of other illnesses. The school where a pupil is registered is responsible for his/her home education.

Home education was banned in 2012, due to the passage of the new Law of Education. The law published a list of accepted education forms, and purposefully excluded home education.

Luxembourg

The law of 6 February 2009 on school attendance foresees the option for parents to choose home education to be given to their children. The law on the organization of fundamental education published the same date, sets out the conditions applicable to home education. Article 21 states that parents who intend to have their child given home education/instruction must indicate their reasons in the application and seek authorisation from the director of elementary education of the respective district. The application may be made at any time during the school year. This authorisation may be limited in time. Home instruction should aim at acquiring the basic skills defined by the curriculum.

Distance learning is a different form of home education. Rather than the parents being the teachers, the child can also learn by means of online courses, If the curriculum of these courses differs from the Luxembourgish school curriculum, the director may grant a dispensation from one or more subjects referred to in article 7 which defines the areas of learning and development for fundamental education.

In case it is established that the education provided does not meet the criteria defined above, the child is automatically registered at the school of the municipality of residence. Home education is subject to the supervision of the above mentioned director. In case it is established that the education provided does not meet the criteria defined above, the child is automatically registered at the school of the municipality of residence. In case of refusal by the parents to let the director carry out controls, it is, nonetheless, within his authority to register the child at school.

Art. 60. states that the director supervises the functioning of the public schools for fundamental education in the district and this supervisory task includes the supervision and control of home education.

Hungary

As stated in CXC Act of 2011 § 45 (5)-(6), taking part in compulsory education can be carried through either by attending school, or as a private pupil/student upon parental request, provided the private status does not affect the development, successful learning and completion of studies disadvantageously. The school principal is entitled to approve or deny the parents' request for private status based on the opinion of the court of guardians and the organisation for children's well-being services. Private students have to take exams twice a year. Those students who fail exams at the end of the school year have to repeat the year. There is no regulation stipulating the removal of the private student status but in practice the school may advise it for parents.

Malta

Under exceptional circumstances, a home tuition service is provided to students following mainstream curriculum (from Year 1 to Year 11) who cannot attend school for a period of at least three consecutive weeks due to illness, injury, medical condition, or other causes as long as the disease/condition is not contagious.

Home tuition is equally covered by the legislation since it is an extension of compulsory schooling coverage which the State is obliged to offer as affirmed in the [Education Act](#).

The aim of this service is to provide continuous education covering the three basic subjects: English, mathematics and Maltese. As soon as students are fit to attend school, this home tuition service is stopped. The home tuition service shall be referred to the National School Support Services (NSSS) by the school with the parents/guardians' consent. The referral shall be accompanied by the appropriate medical certificates (endorsed by a Medical Consultant or Hospital). The Certificate shall indicate the illness, injury, medical condition or other causes and reasons that impede the student from attending school.

The NSSS have Standard Operation Procedures for home tuition to ensure quality and standard. An adult shall always be present when the teacher is providing home tutoring to the student, although not necessarily in the same room where the lesson is being held.

The qualification requirements for home tuition teachers are the same as those for the regular school teachers. Schools are expected to liaise with the home tuition teachers with respect to school books, lesson plans, appropriate hand-outs etc., to ensure streamlining when the learners eventually reintegrate at school.

If the student is fit to sit for examinations, s/he will undertake the same school exams (they would have sat for if they had been at school). The home tuition teachers collect the exam papers from the student's school, and examination conditions apply.

Netherlands

Full-time compulsory education at home is not (yet) regulated by national legislation. However, in exceptional cases children can be fully exempted from the obligation to be enrolled in a school according to the Compulsory Education Act article 5. under b. The parents have an objection to the philosophical vision of the schools in their area.

Austria

General compulsory education (school years 1-9) may be completed in private tuition programmes (= *Häuslicher Unterricht*). The *Landesschulrat* (regional school board) must be notified of private tuition arrangements before the beginning of the school year. Private tuition may be started, if it is not disallowed within one month of notification. Private tuition can only be disallowed if, at all likelihood, the suggested private tuition arrangements are inferior to instruction at public school. Intended private tuition must be reported before the beginning of the school year, it cannot be taken up during the year.

Children being taught privately must take exams at the end of the school year to demonstrate that they have attained the educational goals of the school they would have to attend. Otherwise, private tuition will be disallowed in the following school year, and the child will have to repeat the school year in a public school or school with public status.

Poland

The Law on School Education of 14 December 2016 (art. 37) specifies that children can follow full-time compulsory education outside of school, e.g. at home where they are taught by their parents. This arrangement should be formally endorsed by a decision issued by the head of the school in a given catchment area upon parents' request. Parental request is accompanied by an opinion issued by a counselling and guidance center and parents' declaration that they will secure the learning conditions suitable for the implementation of the core curriculum at the level corresponding to the child's age. No minimum qualification for educators is required.

The Law on School Education also specifies that a child educated at home receives yearly marks in subjects included in the core curricula for the relevant stage of education on the basis of end-of-year exams administered by the school, the head of which had authorized him/her to receive education at home. Parents are obliged to make sure that the child takes these examinations every year. The child's conduct is not assessed.

The school, the head of which authorizes a child to receive education at home, continues to support the child by offering him/her a possibility to participate in some classes such as extracurricular classes, classes developing pupils' talents and interests, revalidation classes for pupils with disabilities as well as school counselling and guidance provision. The child is also provided with access to textbooks, learning materials, and teaching aids available at school and consultations preparing for yearly exams.

The home education arrangement is ended either at parents' request, or in the case of unjustified absence of the child during yearly exams, or exam failure.

Portugal

These types of schooling are exceptional and are designed to help families who, for reasons of professional mobility and other strictly personal reasons, wish to choose how their children are taught.

The responsibility for the quality of the student's education lies with the parent/guardian or with the student him/herself, when no longer a minor.

Home education is taught at the home of the student, by a relative or by a person with whom the student lives.

Assessment of learning is supervised and monitored via the presentation of assessment of learning that demonstrates progress at the school where the student is enrolled.

Home education and Individual tuition require an agreement between the school where the student is enrolled and the parent/guardian where the responsibilities of both parties are established.

New legislation on home education is being prepared and will be published soon.

Romania

According to Law of National Education, Art. 52.

For the children, pupils and young people with chronic diseases or with illnesses requiring at least four weeks of hospitalization, groups or classes may be organized, as the case may be, within the healthcare institution in which they are hospitalized.

For the children, pupils, and young people who, for medical reasons, or due to a disability, are not able to travel, home education is organized for a determined period.

These are temporary situations, where students go back to mainstream education or special education as soon as they no longer are in that impossibility.

Parents cannot request home education if they don't have a certificate from the County Centre of Educational Assistance and Resources; the existing cases in Romania (isolated) appeal to an artifice, where the student appears formally enrolled in another education system (and is exempted from national regulations).

In these situations, students are entitled to proper education, in other words, they are entitled to qualified teachers and the recognition of their progress (in the transcript); therefore, students can advance to the next school year and they can register for the national examinations (there is also an examination methodology adapted for such situations).

School has the obligation to take all necessary measures so as the concerned student may study throughout the period when he or she cannot attend school.

Home education or the set-up of classes or groups within hospitals is performed by the school inspectorate, at the proposal of County Centre for Resource and Educational Assistance (CJRAE) / Bucharest City Centre for Resource and Educational Assistance (CMBRAE), based on a framework methodology, elaborated by the Ministry of National Education

Slovenia

Parents have the right to decide to educate their child at home. If parents decide to educate their child at home they just notify in writing the basic school about their decision (at least 3 months before the beginning of the school year). The notice must include the name of the child and of the person who will provide instruction, and place of instruction. The knowledge of the pupil is assessed and examined at the end of each school year. If the assessment committee ascertains that the pupil does not meet the required knowledge standards, he/she must continue education in school from the next school year. In Slovenia, in 2018/19, 333 pupils are home-educated, up from 163 pupils in 2013/14.

Slovakia

Following the Education Act, home education is one of the special ways of fulfilling the compulsory school attendance. It is permitted to pupils of the 1st stage of primary school (grades 1-4) – ISCED 1.

Home education can provide qualified teacher for the first stage of primary school. Pupil's guardian should arrange it.

The Education Act has opened the chance of individual education of children at home, namely, up to grade 5 of primary school, upon a parent's request, and if the latter secures a person fulfilling qualification requirements of higher education of the second level qualified for teachers of the lower stage of primary school.

Permission for individual education is decided by the director of the school in which the pupil was admitted ('primary school'), based on a written request from the legal representative of the minor pupil or at the written request of an adult pupil.

The pupil, who was allowed individual training, performs commission tests at a tribal school. The commission tests will be made from the relevant curriculum of each compulsory subject for each semester. Based on the results of the commission examination, the school will issue a certificate unless the law stipulates otherwise.

The control of the quality of education and training in individual education is carried out by the State School Inspectorate according to a special regulation.

Finland

Compulsory education does exist; however, school attendance is not compulsory, and hence parents may also arrange instruction for their children at home. In such cases, the task of the municipality of residence is to supervise that the compulsory education syllabi are completed.

Fewer than 400 of the 540 000 compulsory school-aged pupil population are studying at home, and not attending school. Home education is therefore currently quite a marginal phenomenon.

Sweden

Home-schooling is only allowed in exceptional circumstances according to Education Act from 2010. Religion or philosophical reasons are not considered exceptional circumstances. Health reasons or family travel could be considered as such though. The idea is to be very restrictive with home-schooling and that the child as soon as possible should return to school. The municipality or a private school is responsible for controlling the quality of education in home-schooling. It is the municipality who decides if home-schooling is allowed but in case of illness a physician can decide against home-schooling. There are no detailed rules on the contents of home-schooling other than that it should be as long as possible similar to ordinary school.

United Kingdom – England

Full-time education is compulsory between the ages of 5 and 16, but school is not: under section 7 of the [Education Act 1996](#), a child may be educated either by regular attendance at school or otherwise.

Parents who choose to educate their child at home are responsible for ensuring that the education provided is efficient, full-time and suitable to the child's age, ability, aptitude and any special educational needs they may have. They are not required to register or seek approval to educate their child at home. Nor are they required to follow the [National Curriculum](#), provide a broad and balanced education, have a timetable or to formally assess progress.

Although they do not have a duty to monitor the quality of home education on a routine basis, local authorities have a duty, under section 436A of the [Education Act 1996](#), to intervene if it appears that a

child is not receiving a suitable education. After all reasonable steps have been taken to resolve the situation, such as through informal enquiries, the local authority may serve parents with a school attendance order. Local authorities also have a duty, under section 175 of the [Education Act 2002](#), to safeguard and promote the welfare of children.

The Department for Education (DfE) issued a [call for evidence](#), which ran until 2 July 2018, on greater oversight of children whose parents elect to educate them at home, and consulted on revised DfE guidance documents. As at October 2018, DfE was analysing the feedback received.

Further information: House of Commons Library Briefing, [Home education in England](#) (2018)

United Kingdom – Wales

Full-time education is compulsory between the ages of 5 and 16, but school is not: under section 7 of the [Education Act 1996](#), a child may be educated either by regular attendance at school or otherwise.

Parents who choose to educate their child at home are responsible for ensuring that the education provided is efficient, full-time and suitable to the child's age, ability, aptitude and any special educational needs they may have. They are not required to register or seek approval to educate their child at home. Nor are they required to follow the [National Curriculum for Wales](#), provide a broad and balanced education, have a timetable or to formally assess progress.

Although they do not have a duty to monitor the quality of home education on a routine basis, local authorities have a duty, under section 436A of the [Education Act 1996](#), to intervene if it appears that a child is not receiving a suitable education. After all reasonable steps have been taken to resolve the situation, such as through informal enquiries, the local authority may serve parents with a school attendance order. Local authorities also have a duty, under section 175 of the [Education Act 2002](#), to safeguard and promote the welfare of children.

In January 2018, the Welsh Government announced a [consultation](#) on developing a database of children not on a school register, to help local authorities in monitoring home education.

Further information: Welsh Government guidance, [Elective home education](#) (2017)

United Kingdom – Northern Ireland

Full-time education is compulsory between the ages of 4 and 16, but school is not: in accordance with the article 45 of the [Education and Libraries \(Northern Ireland\) Order 1986](#), a child may be educated either by regular attendance at school or otherwise.

Parents who choose to educate their child at home are responsible for ensuring that the education provided is efficient, full-time and suitable to the child's age, ability, aptitude and any special educational needs they may have. They are not required to register or seek approval to educate their child at home. Nor are they required to follow the [Northern Ireland Curriculum](#), provide a broad and balanced education, have a timetable or to formally assess progress.

Although it does not have a duty to monitor the quality of home education on a routine basis, the [Education Authority \(EA\)](#) has a duty, in accordance with the [Education and Libraries \(Northern Ireland\) Order 1986](#): Schedule 13, to intervene if it appears that a child is not receiving a suitable education. After all reasonable steps have been taken to resolve the situation, such as through informal enquiries, the EA may serve parents with a school attendance order.

Further information is available on the government information website, [nidirect](#).

United Kingdom – Scotland

Ministers may issue guidance as to the circumstances in which parents may choose to educate their children at home; and education authorities shall have regard to any such guidance.

This guidance is issued under Section 14 of the Standards in Scotland's Schools etc. Act 2000. This means that education authorities must have regard to the guidance.

Home education is a right conditional upon the parents providing an efficient education suitable to the age, ability and aptitude of the child and choosing this option does not in itself require permission.

Under Section 35 of the Education (Scotland) Act 1980, parents of a child who has been attending a public school must seek the local authority's consent before withdrawing their child from that school, and the authority must not unreasonably withhold consent. It should be noted that while consent is needed for withdrawal from school, consent is not needed to home educate in itself.

Parents are not required to have any qualifications or training to provide their children with an appropriate education. Their commitment to providing an efficient education that is suitable for their child may be demonstrated by them providing some indication of their objectives and resources.

There is no legal requirement for children to sit a particular set of examinations. If parents want a child to take a particular qualification, they should investigate thoroughly whether, and how easily, their child will be able to access examination and assessment arrangements. Where the local authority can reasonably conclude that they have insufficient information to satisfy themselves that the education is clearly efficient and suited to the age, ability and aptitude of the child, the authority is required to take appropriate action.

Parents should be aware that some qualifications and awards may be, wholly or in part, internally assessed by teachers or lecturers – which may present particular difficulties for home educated learners. Parents should note that access to Scottish Qualification Authority (SQA) qualifications and awards must be through a suitably accredited centre.

Albania

Based on the 'Law No. 69/2012 on pre-university education system in the Republic of Albania', the article 17 defines that the education in home conditions shall be provided only in exceptional cases such blood feud illness or other circumstances that obstacle children to attend school, for the entire forms of initial education or only some of them. The Minister shall determine the separates cases, criteria and procedures for the education in home conditions.

Persons educating the pupils of the first class of the basic school shall in principle complete higher education first cycle programmes for teaching in higher education institutions. Furthermore, given that teaching is a regulated profession, they are required to pass the state exam prior to be entitled to exercise their profession. This type of teachers is sporadically engaged also regarding home education.

Students taking compulsory education at home undergo the same exams as students in primary education and follow the same assessment form as the last. In order to complete the nine years obligatory education, they should complete respective exams (*provimet e lirimit*).

Bosnia and Herzegovina

Unauthorised

Switzerland

The compulsory school attendance requirement can be complied with by attending a public school, a private school or through private teaching (home education). Provision of home education falls under cantonal legislation.

Cantonal regulations vary, but in the majority of cantons, home education is subject to approval and supervision by the cantonal ministry of education. In order to meet the requirements for approval, the following criteria may, among others, be laid down in school legislation: the educational objectives are in accordance with those of the public schools, the curriculum and teaching material meet cantonal rules and the teachers (parents) have the required teacher training, in most cantons a regular teaching diploma.

The cantonal ministry of education has the right to monitor – usually once a year – whether the level of education meets the requirements.

If the private lessons do not meet the legal requirements, approval can be withdrawn and privately-taught pupils can be required to transfer into the state school system.

Iceland

According to the [Compulsory School Act](#) 2008, and on the basis of issued regulation (no 531/2009) on the requirements for home education, parents may apply for permission to their municipality for their children to receive instruction at home. If the permission is granted, the municipality has to make a contract with a compulsory school in the municipality concerning advice, supervision and various services.

Children who receive instruction at home and must undergo the nationally coordinated examinations in grades 4, 7 and 9 and may be subject to regular evaluation and monitoring in the core subjects. Home education is rare in Iceland and in order to be able to have your children in home education, parents or those designated to give the instruction must be qualified with a license to teach in compulsory schools.

Liechtenstein

The Liechtenstein law allows for private education as long as it meets the legal stipulations in respect of learning time, learning goals and the facilities in the public schools. Home education must be approved by the Office of Education and is initially limited to one year ([School Law of 15 December 1971](#), Art. 73).

Teachers/persons offering home education need to have a teaching qualification or equivalent, approved by the Office of Education. An annual report on the educational progress must be submitted to the Office of Education as basis for re-authorisation.

The national administration authority thus supervises, whether the national curricula/learning objectives are followed and how, but there is no national final examination or national certification.

Montenegro

In accordance with Law on Primary Education and Upbringing, compulsory education can be provided at home. Education at home is allowed only in circumstances such as health reasons and other reasons justifiable by the Law on Primary Education and Upbringing. Teachers who provide teaching

at home have to satisfy the same conditions as teachers at public schools. A parent who organises child's education at home shall notify in writing the school in which the child is enrolled at least two months before the start of education. The notice shall contain: name and surname of the child, address where education will be provided and name and qualifications of a person who will educate him/her. Based on the information stated in the notice, the Council of School Teachers shall decide on the child's education at home. The school maintains records and documentation on students' education at home.

Through education provided at home, students must acquire the standard of knowledge in accordance with the curriculum. The school is obliged to organize the assessment of students being educated at home in all subjects of a certain class, at the end of a semester or at the end of the school year. The manner and the procedure of assessment of students (Rulebook) who are educated at home are prescribed by the Ministry of Education.

The student, who does not gain the required standard of knowledge at the end of the school year, repeats a year and must continue education at the school.

The knowledge assessment is carried out by the commission for the assessment of students' knowledge. Knowledge testing is done at the institution where the student is enrolled. Exceptionally, when it is not possible to conduct testing of knowledge at the institution due to student illness, the institution may also allow testing of knowledge at another appropriate place (home, health institution, etc.). The knowledge test procedure is initiated by submitting the application to the institution on the printed form. The application is submitted by the parent or guardian of the student.

Norway

Children and young people are obliged to attend primary and lower secondary education, and have the right to a public primary and lower secondary education in accordance with the Education Act § 2-1 and regulations pursuant to the Act. The obligation may be met by means of publicly maintained primary and lower secondary schools or by means of other equivalent education. This means that there is an obligation for education, but not to go to school, as education can also be given by parents in the home. The municipality has also a duty provide teaching in the home Children who are sick and staying at home for a longer period.

No formal education for parents is required, but they must have the necessary qualifications to teach their children. It is up to the municipality to decide whether the parents have sufficient qualifications.

Home teaching must follow the national regulations on the purpose and content of the teaching, that is, it must follow the national curriculum. However, home teaching is exempt from the regulations on individual assessment (§ 2-3) and competence requirement for teachers 8§ 10-1).

Pupils with home education do not receive a school leaving certificate, but they are entitled to documentation from the municipality that they have completed compulsory education. They have a right to attend upper secondary education, like other pupils, but intake will be handled on an individual basis.

The municipality has a duty and a right to supervise home education. As part of the supervision, the municipality shall ask the pupil to sit for special tests, to make sure that the children receive teaching in accordance with the curriculum.

Serbia

According to the Law on Education System Foundations and the Law on Primary Schools, compulsory education can be provided at home, at parents' request. Parents are required to notify the school about that decision until the end of the school year prior to the school year in which they want to provide home education for their child. The school is required to organize final exams in all subjects according to the official curricula. Home education has to be provided in accordance with all official education goals, learning outcomes and achievement standards.

For pupils with developmental difficulties or disabilities that need to follow individual learning plan 2, home education and upbringing is provided with adopted learning outcomes and objectives. The school is obliged to keep evidence on home education of the pupils.

The by-Law on home education is yet to be adopted and it is expected to provide more guidance regarding the provision of home education.

It is expected that the forthcoming by-Law on home education define qualifications required from educators at home and their level of educational attainment. As the by-Law is not yet adopted educators' qualifications and required level of educational attainment cannot be specified

The former Yugoslav Republic of Macedonia

Unauthorised

Turkey

Home education is a service provided for children unable to participate in formal education institutions due to health problems as justified by a medical report. It is available at pre-school, primary school, middle school and high school, and may last a minimum of four months.

The decision to grant this service is taken by a special training assessment board established in the Guidance and Research Centre, and parents are notified in writing. The board takes into consideration all relevant conditions and individual needs to ensure that an appropriate education environment is created, and that the education lasts not less than 10 (ten) hours per week. Follow-up support for students who have received home education is also provided where necessary. Planning for this supplementary support is undertaken by the provincial/district special education services board directorate, the body also responsible for appointing teachers.

Students benefiting from home education services must follow the programmes implemented at the school/institution where they are registered. However, individualised learning programmes are prepared on the basis of the educational performance of students according to their needs and capacity.

Evaluation of the students' performance is made using the same evaluation criteria as in schools. Results are registered by the teachers, and the school administration is notified of the outcomes.

**EDUCATION, AUDIOVISUAL AND CULTURE
EXECUTIVE AGENCY**

Education and Youth Policy Analysis

Avenue du Bourget 1 (J-70 – Unit A7)
B-1049 Brussels
(<http://ec.europa.eu/eurydice>)

Managing editor

Arlette Delhaxhe

Authors

Agathina Sicurella, Arlette Delhaxhe

Graphics and layout

Patrice Brel

Cover

Virginia Giovannelli

Production coordinator

Gisèle De Lel

EURYDICE NATIONAL UNITS

ALBANIA

Eurydice Unit
European Integration and International Cooperation
Department of Integration and Projects
Ministry of Education and Sport
Rruga e Durrësit, Nr. 23
1001 Tiranë

AUSTRIA

Eurydice-Informationsstelle
Bundesministerium für Bildung, Wissenschaft und Forschung
Abt. Bildungsentwicklung und -monitoring
Minoritenplatz 5
1010 Wien

BELGIUM

Unité Eurydice de la Communauté française
Ministère de la Fédération Wallonie-Bruxelles
Direction des relations internationales
Boulevard Léopold II, 44 – Bureau 6A/008
1080 Bruxelles

Eurydice Vlaanderen
Departement Onderwijs en Vorming/
Afdeling Strategische Beleidsondersteuning
Koning Albert II-laan 15
1210 Brussel

Eurydice-Informationsstelle der Deutschsprachigen
Gemeinschaft
Ministerium der Deutschsprachigen Gemeinschaft
Fachbereich Ausbildung und Unterrichtsorganisation
Gospertstraße 1
4700 Eupen

BOSNIA AND HERZEGOVINA

Ministry of Civil Affairs
Education Sector
Trg BiH 3
71000 Sarajevo

BULGARIA

Eurydice Unit
Human Resource Development Centre
Education Research and Planning Unit
15, Graf Ignatiev Str.
1000 Sofia

CROATIA

Eurydice Unit
Agency for Mobility and EU Programmes
Frankopanska 26
10000 Zagreb

CYPRUS

Eurydice Unit
Ministry of Education and Culture
Kimonos and Thoukydidou
1434 Nicosia

CZECH REPUBLIC

Eurydice Unit
Centre for International Cooperation in Education
Dům zahraniční spolupráce
Na Poříčí 1035/4
110 00 Praha 1

DENMARK

Eurydice Unit
Ministry of Higher Education and Science
Danish Agency for Science and Higher Education
Bredgade 40
1260 København K

ESTONIA

Eurydice Unit
Analysis Department
Ministry of Education and Research
Munga 18
50088 Tartu

FINLAND

Eurydice Unit
Finnish National Agency for Education
P.O. Box 380
00531 Helsinki

FORMER YUGOSLAV REPUBLIC OF MACEDONIA

National Agency for European Educational Programmes and
Mobility
Porta Bunjakovec A2-1
1000 Skopje

FRANCE

Unité française d'Eurydice
Ministère de l'Éducation nationale et de la Jeunesse (MENJ-
DEPP)
Ministère de l'Enseignement supérieur, de la Recherche et
de l'Innovation (MESRI- DGESIP-SIES)
61-65, rue Dutot
75732 Paris Cedex 15

GERMANY

Eurydice-Informationsstelle des Bundes
Deutsches Zentrum für Luft- und Raumfahrt e. V. (DLR)
Heinrich-Konen Str. 1
53227 Bonn

Eurydice-Informationsstelle der Länder im Sekretariat der
Kultusministerkonferenz
Taubenstraße 10
10117 Bonn

GREECE

Eurydice Unit
Directorate for European and International Affairs
Ministry of Education, Research and Religious Affairs
37 Andrea Papandreou Str. (Office 2172)
15180 Maroussi (Attiki)

HUNGARY

Hungarian Eurydice Unit
Educational Authority
19-21 Maros utca (room 517)
1122 Budapest

ICELAND

Eurydice Unit
The Directorate of Education
Víkurbær 3
203 Kópavogur

IRELAND

Eurydice Unit
Department of Education and Skills
International Section
Marlborough Street
Dublin 1 – DO1 RC96

ITALY

Unità italiana di Eurydice
Istituto Nazionale di Documentazione, Innovazione e Ricerca
Educativa (INDIRE)
Agenzia Erasmus+
Via C. Lombroso 6/15
50134 Firenze

LATVIA

Eurydice Unit
State Education Development Agency
Valņu street 3 (5th floor)
1050 Riga

LIECHTENSTEIN

Informationsstelle Eurydice
Schulamts des Fürstentums Liechtenstein
Austrasse 79
Postfach 684
9490 Vaduz

LITHUANIA

Eurydice Unit
National Agency for School Evaluation of the Republic of
Lithuania
Geležinio Vilko Street 12
03163 Vilnius

LUXEMBOURG

Unité nationale d'Eurydice
ANEFORÉ ASBL
eduPôle Walferdange
Bâtiment 03 – étage 01
Route de Diekirch
7220 Walferdange

MALTA

Eurydice National Unit
Directorate for Research, Lifelong Learning and Employability
Ministry for Education and Employment
Great Siege Road
Floriana VLT 2000

MONTENEGRO

Eurydice Unit
Vaka Djurovica bb
81000 Podgorica

NETHERLANDS

Eurydice Nederland
Ministerie van Onderwijs, Cultuur en Wetenschap
Directie Internationaal Beleid
Rijnstraat 50
2500 BJ Den Haag

NORWAY

Eurydice Unit
Ministry of Education and Research
Kirkegata 18
P.O. Box 8119 Dep.
0032 Oslo

POLAND

Eurydice Unit
Foundation for the Development of the Education System
Aleje Jerozolimskie 142A
02-305 Warszawa

PORTUGAL

Unidade Portuguesa da Rede Eurydice (UPRE)
Ministério da Educação e Ciência
Direção-Geral de Estatísticas da Educação e Ciência
(DGEEC)
Av. 24 de Julho, 134
1399-054 Lisboa

ROMANIA

Eurydice Unit
National Agency for Community Programmes in the Field of
Education and Vocational Training
Universitatea Politehnică București
Biblioteca Centrală
Splaiul Independenței, nr. 313
Sector 6
060042 București

SERBIA

Eurydice Unit Serbia
Foundation Tempus
Ruze Jovanovic 27a
11000 Belgrade

SLOVAKIA

Eurydice Unit
Slovak Academic Association for International Cooperation
Křížkova 9
811 04 Bratislava

SLOVENIA

Eurydice Unit
Ministry of Education, Science and Sport
Department of Educational Development and Quality
Education Development Office
Masarykova 16
1000 Ljubljana

SPAIN

Eurydice España-REDIE
Centro Nacional de Innovación e Investigación Educativa
(CNIIE)
Ministerio de Educación y Formación Profesional
c/ Torrelaguna, 58
28027 Madrid

SWEDEN

Eurydice Unit
Universitets- och högskolerådet/
The Swedish Council for Higher Education
Box 450 93
104 30 Stockholm

SWITZERLAND

Eurydice Unit
Swiss Conference of Cantonal Ministers of Education (EDK)
Speichergasse 6
3001 Bern

TURKEY

Eurydice Unit
MEB, Strateji Geliştirme Başkanlığı (SGB)
Eurydice Türkiye Birimi, Merkez Bina 4. Kat
B-Blok Bakanlıklar
06648 Ankara

UNITED KINGDOM

Eurydice Unit for England, Wales and Northern Ireland
Centre for Research Planning and Knowledge Management
The Mere, Upton Park
Slough, Berkshire, SL1 2DQ

Eurydice Unit Scotland
Learning Directorate
Scottish Government
2-C (North)
Victoria Quay
Edinburgh EH6 6QQ

Home Education Policies in Europe: Primary and Lower Secondary Education

This short report provides information on home education policies for primary and lower secondary level of education. It is structured in two parts: a comparative overview followed by national descriptions. The analysis shows that home education at the request of families is possible in a majority of educational systems. In many cases, parents have to ask for authorisation from top level or local authorities. The educators' qualification or their minimum educational level is defined in half of the countries. Students' progress is monitored almost everywhere and examinations are organised in many cases.

This report covers all countries participating in the Eurydice network.

The Eurydice Network's task is to understand and explain how Europe's different education systems are organised and how they work. The network provides descriptions of national education systems, comparative studies devoted to specific topics, indicators and statistics. All Eurydice publications are available free of charge on the Eurydice website or in print upon request. Through its work, Eurydice aims to promote understanding, cooperation, trust and mobility at European and international levels. The network consists of national units located in European countries and is co-ordinated by the EU Education, Audiovisual and Culture Executive Agency.

For more information about Eurydice, see <http://ec.europa.eu/eurydice>.

