

THE VOICE OF
PARENTS
1985-2015

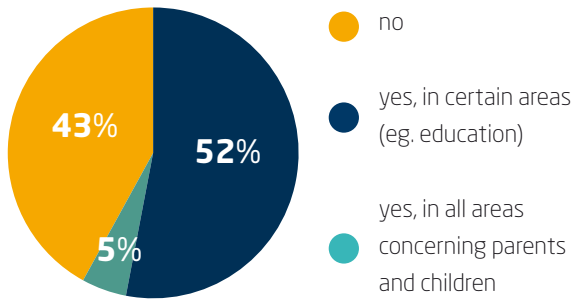


EUROPEAN PARENTS
Association

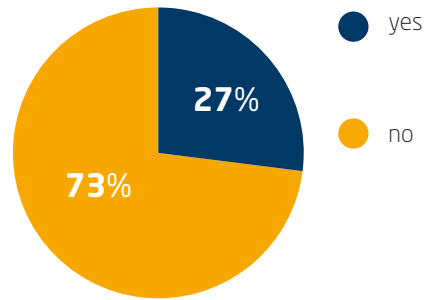
PARENTAL INVOLVEMENT IN SCHOOLS IN EUROPE

(OUTCOMES HIGHLIGHTS)

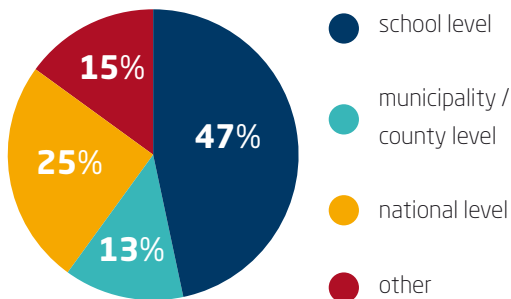
Is the government legally obliged to involve parents and other stakeholders in the decision making process?



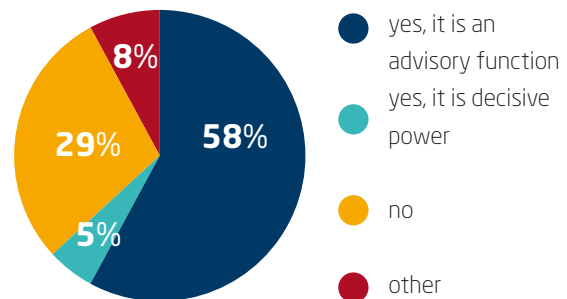
Is there equal, proportionate representation for all parents in your country in bodies involved in decision making?



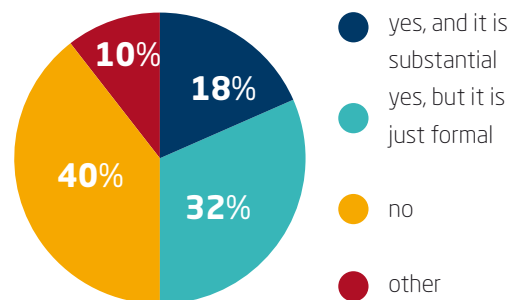
Is there an equal, proportionate representation of students / learners?



Is there an official way of involving parents in decision making in general when deciding on any school related issues on decision making level? (if decisions are made on municipality level then on municipality level, if on school level then there)



Is this involvement compulsory?



Legal basis: UNCRC Article 18

States Parties shall use their best efforts to ensure recognition of the principle that both parents have common responsibilities for the upbringing and development of the child. Parents or, as the case may be, legal guardians, have the primary responsibility for the upbringing and development of the child. The best interests of the child will be their basic concern.

We need all European parents to raise a child, ensuring their fundamental rights, with much love and dedication. That's why EPA is so important. Congratulations.
HERMINIO CORRERA
CONFAP, Portugal

School autonomy and sustainable financial provisions that ensures children and parents to have a real freedom to choose on all aspects of education.
CLAUDIO MASOTTI
AGeSC, Italy

Education for everybody means to give everybody a chance in Germany, in Europe, in the world. EPA is a strong partner on this way.
JASMIN KLINGAN
LEV Bayern, Germany

I first participated in 2000 in a GA organised by EPA in Paris. In 15 years a success story for the benefit of students!
NELLY GUET
Alert Education, France

The parents' hopes and wishes for the learning-success and the life-preparation of their children are all the same across whole Europe. As a member of EPA we have to speak and to act with one voice to strengthen all the parents in their mission and to get the most effective policy support.
JUTTA LUX-HENNECKE
President of FAPEL Luxembourg

EPA is where we meet our fellow parents of Europe to exchange experiences and ideas to develop home-school cooperation, always a pleasure
METTE WITH HAGENSEN
President of SoF, Denmark

European Parents have achieved a lot in 30 years, still the next three generations have a great task ahead to universally have the rights of parents as the primary responsible people for their children's upbringing acknowledged and the necessary support for good parenting provided. A strong agenda for the next 30+ years in Europe and beyond.
ESZTER SALAMON
EPA President (2013-)

EPA means fostering relations between parents all over Europe, exchanging views and good practices and promoting common issues on the level of European institutions.
ARJA KRAUCHENBERG
Vice President

Cooperation between school and home is important. Parents are very important for children's education. It is therefore important to support the organisation of parents at local, national, European and international level.

EPA is an important player for collaboration between parents. It is therefore important that EPA gets better conditions in the future. I hope that EPA will grow and develop to a stronger organisation.
CHRISTIAN HELLEVANG
Vice President, Treasurer

It is a pleasure to be part of this big EPA family that builds a better society by giving voice to parents throughout Europe
PA Step by Step, Croatia

When Apel discovered other school systems, thanks to EPA, we thought the grass was always greener on the other side of the fence : inclusion, happiness, fluency in English. Then we decided to water our own grass, and hope it would, one day, be just as green.
APEL, France

EPA has been and is today the organisation for active European parents. We have experienced the importance of parental representation in the field of education. Parents make a difference and can participate in creating a learning environment which supports children to succeed in school and find a meaningful role in society as adults. Parents must have the opportunity to play this important role. EPA has worked for parents for these past decades and FUG in Norway wishes progress in the years to come.
*ELISABETH STRENGEN GUNDERSEN
President of FUG, Norway*

EPA is an inexhaustible source of inspiration and an invaluable model of organised parents' functioning for the good of all schoolchildren.
*dr. TONE MEDEN
President of ZASSS, Slovenia*

For EPA, involving ZASSS was one step in its 30 years history, while joining EPA was a giant leap for ZASSS.
*JANKO KOROŠEC
ZASSS, Slovenia*

FAPEL belongs to EPA for 30 years because EPA exists to remind the world that we parents are the first educators, we have the right to education and freedom of choice, and we have to be involved in schools with teachers because we are responsible to educate good people, good citizens and good workers and professionals.
*JOSEP MANUEL PRATS
President of FAPEL and Vice President of EPA*

FAES believes in the vocation of parents as primary and principal educators and in EPA's mission in EU to support this task to educate children as the adults and citizens of tomorrow.
*STEFANO CRICO
FAES and Vice President of EPA*

EPA is

- a strong voice advocating for the future
- our children
- a vivid role model for active citizenship
- my personal network to hook on for any issue at any time

*BRIGITTE HAIDER
Project Manager, former Vice President*

EPA. has grown up. Then go ahead in responsible ways and with our best wishes as we may know that in biblical tradition before your 30th year your mistakes are the mistakes of your youth.
*WERNER VAN KATWIJK
Founding Father and EPA President
(1989-1993)*

Parents are the first Partners of Education. EPA is one of key partners of the Lifelong Learning Platform. Happy birthday!
DAVID LOPEZ
President
Lifelong Learning Platform
(former EUCIS-LLL)

Congratulations to EPA on reaching 30! The association is in the prime of its life. I wish us many more years of fruitful collaboration.
JANA HAINSWORTH
Secretary General
Eurochild

EPA and WKÖ have a common interest in raising our children to be responsible, resilient, and creative members of society. We are convinced that education has got to prepare our future citizens to succeed in disruptive economies and an unstable labour market.
FRIEDERIKE SÖZEN
WKÖ

AEDE-France sends EPA their congratulations and warmest wishes on their JUBILEE ! Best European greetings,
MARIE-FRANCE MAILHOS
President

Respecting EPA's work means listening to one voice for all parents in Europe, a network of engaged mothers & fathers enriching every debate about children. Every EPA meeting means new contacts, new ideas and new initiatives.
JOHANNES THEINER
EPA President (2009-2013)

EPA is a generous family sharing strategies and policies at national and European level, about the recognition of parents as experts in the fields of education and parenting.
MICHÈLE RETTER
former Vice President
Chair of the ALCUIN Committee

Congratulations EPA for your noble task! European parents are lucky since they have representation in educational forums and a voice to promote their rights and duties.
DIEGO BARROSO
EPA President (2004-2009)

The main success factor has been the support of most EPA members, not only in finance: they kept on to believe in the EPA mission to improve parent's participation in schools with all the people devoted to the best education of European children. Respect of the partners within schools and communities, good relationships within EPA were the "best practices" to restore our association and to meet the numerous new challenges in the broad field of education and family's involvement.
LÉOPOLD DE CALLATAÏ
former Treasurer



EPA is a vital and vibrant Association with immense responsibility, standing for the most valuable European Talent Resource, namely European children, by interconnecting their parents in all European countries and beyond, participating in the European Legislation process with high added value documents. EPA is a key stakeholder to harness the next generation from early school years to become responsible citizens standing for European values, like diversity, sustainability, ready to implement the changes necessary to save our environmental and societal standards in the digital interconnected world. Long term trends, like climate change or aging society can be faced only with the next generation commitment and assignment for future actions.

EDIT HERCZOG

MEP (2004-2014)

host of the Brussels 2013 EPA Conference

Policy cooperation and peer learning between European countries in recent years has confirmed that parental involvement is a key factor for educational success and prevention of early school leaving.

SOPHIE BEERNAERTS

Head of Unit European Commission

*DG EAC Unit B2 - Schools and Educators;
multilingualism*

I am proud for having participated in the founding of EPA. EPA is my European family to realise collaboration in partnership. This is the source of my life philosophy developing from lifelong learning to learning for a long life in dialogue among generations. We can only create the future of Europe joining forces and thus ensure a Europe for today's youth. EPA should keep being as active and innovative in the future as it was in the past to foster social cohesion and active citizenship - together with the generation of grandparents.

Dr. RENATE HEINISCH

Mitglied EWSA MdEP a. D.

Vorsitzende Elternverein

Baden-Württemberg e. V.

MANIFESTO 2015











OF EUROPEAN PARENTS

for a European future of our children in the 21st century



Celebrating 30 years of being the sole representative of parents in Europe, the European Parents' Association¹ (EPA) has reviewed its policy and activities to formulate a list of necessary measures in order to provide our children with an upbringing ensuring that they become responsible 21st century European citizens and reach their full potential for a happy and fulfilling life. This requires that the EU and national governments provide equitable (and not equal) and inclusive opportunities in education for children and their parents. Measures should be taken to support the reconciliation of work and family life and ensure fundamental rights within EU².

CONSIDERING THAT

-  *the future of Europe lies with our children, and parents are solely responsible³ for educating them in the format of their choice, to become lifelong learners and active citizens, helping them in the harmonious development physically, morally and intellectually;*
-  *challenges of the 21st century in the field of employability need an aptitude for learning, the ability to embrace change and entrepreneurial/intrapreneurial skills;*
-  *parenting is lifelong learning and participation in parents' organisations is the most hands-on possibility for parents to be active citizens;*
-  *challenges of the future, especially that of the digital age are huge for the adult population;*
-  *parents and their organisations need support and acknowledgement of their rights and responsibilities by the EU, governments, decision makers and schools;*
-  *there are several policy initiatives and EU-level recommendations affecting the lives of parents and children;*
-  *trust in European, national and other democratic institutions is at its lowest;*
-  *in the past years there has been substantial progress in the acknowledgement of parents as crucial stakeholders and EPA on European level and in some countries while some other countries made huge steps backwards in the field of parents' rights and participation;*
-  *little has happened in the field of acknowledging parenting as a valuable job, the legal recognition of parents' rights and responsibilities, and training is still not supported enough⁴;*
-  *the most important policies regarding children (especially education and social issues) belong to national competence in the EU and thus could only be influenced by financial incentives, lobbying and sharing of good practices.*

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1 The European Parents' Association (EPA) is an umbrella association of national level parents' organisations from 31 countries in Europe reaching out to 150 million parents. EPA has been advocating for the acknowledgement of parents as the first and most impacting educators or their children as well as the need for governments and the EU to support parents in this role especially by empowerment. EPA works without a centralised Brussels-based staff, managed by a board and a small staff from different countries thus having a live relationship with the field. As the sole representatives of parents as stakeholders EPA is involved in civil dialogue on European level in all aspects of parenting and children, especially education, social affairs and human rights. EPA advocates not only for the involvement of parents, but also of children in every aspect and level concerning their lives.

2 Charter of Fundamental Rights of the European Union, European Convention on Human Rights

3 UN Convention on the Rights of the Child Articles 3, 5 & 18

4 see the demands of Presidents of Parents' Associations in Manifesto 2000 at the 15th anniversary of EPA

The European Parents' Association and its members envisage a 21st century Europe where children and their parents are fully supported in the following

1. 21ST CENTURY EDUCATION

- A holistic approach to education should be adopted including a cradle-to-grave lifelong learning, a learning and learner centred approach focusing on key competences and skills instead of information and encouraging learning environment other than traditional.
- Fundamental rights of the child are to be ensured with special focus on the right to freedom, health, well-being, and play bearing in mind the harmonious development of their personality in all aspects.
- Education systems providing equitable learning environments for all children and their parents, a free and informed choice for parents of the education of their children, focusing on the well-being of children instead of competitiveness and standardised testing. This choice should never be restricted by the financial capacity of the family.
- A school leadership approach based on school autonomy and sustainable financial provisions that ensures children and parents to have a real impact on all aspects of education.
- Right to mother tongue and native culture as well as support to achieve an operating (B2) level knowledge of the official language of the country should be ensured to both parents and children while plurilingualism should be promoted in the whole of Europe. However it should also be acknowledged that the common language of Europe is English, and thus the learning of English as a second or third language should be encouraged not only by school systems but also the media (eg. by subtitling instead of dubbing).
- Schools should become autonomous community learning spaces providing settings for lifelong learning, mutual learning of parents, teachers, children and the whole community, open nearly every day of the year and every hour of the day depending on the needs of the community, in a true realisation of the principle of subsidiarity to help parents fulfil their rights and duties as primary educators as well as real child participation.
- With special education needs becoming more and more widespread, individual approach to the learning process should be adopted and supported on all levels of education.
- Teachers and parents alike need information, training and incentives to embrace new approaches to education including the importance of their own lifelong learning.



2. ACTIVE CITIZENSHIP AND PARTICIPATION

- Participation in parents' organisations on all levels (from institutional - eg. school, kindergarten - level to national/international level) should be promoted and encouraged as the most hands-on opportunity for active participation and democratic citizenship. This needs parents' organisations to have a meaningful role in all levels from policy making to school leadership and also to have financial support for their operation.
- No parent should be prevented from participation by their employment status. Time dedicated to parents' organisations should be acknowledged by governments and employers⁵. Incentives should be introduced to encourage employers to provide flexible working frameworks, but at the same time schools and other institutions supporting the parents in the education of their children are to adapt timeframes that are adjusted to parents' working hours.
- Policy frameworks should be adopted for all levels that ensure the consent of children and their parents when major decisions are made affecting them.
- The importance of active citizenship is to be promoted by incentives, trainings and the media with special focus on including people of low socio-economic status in democratic processes.

3. SUPPORTING PARENTING

- Support systems and training opportunities should be provided and promoted to all parents in order to empower them to be the best possible educators of their children from birth and also to become equal partners for teachers if/when the child enters formal education.
- Flexible, equitable quality services should be provided to parents from birth to provide day-care and education if they want to opt for them.
- Exchange of experiences and mutual support should be promoted by offering communication channels online and offline alike.

4. VALIDATION OF PARENTING SKILLS

- Policy should encourage the acknowledgement of various skills acquired during parenting, especially in the fields of education, social and health care, and management.
- Validation schemes are to be introduced for parents and employers to assess parenting skills, supported by focused training and assessment schemes.

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5 see Leave of Absence resolution 2009

5. RECONCILIATION OF WORK AND FAMILY LIFE

- Policy and financial incentives should be introduced to increase the employability of parents, to make flexible working hours, part-time work, distance work and other non-traditional work setting more widespread.
- Financial support systems are to be strengthened and/or set up to provide at least minimum living income for those caring for small children, elderly relatives or ill family members.
- Fundamental rights of parents, including the right to be mobile employees should be ensured by a European education framework guaranteeing smooth transition between schools (e.g. from one country to another) for their children.
- School holidays and compulsory school activities should be designed to serve the interest of children and their families and avoid to cater for the interests of the schools themselves or the tourist industry.⁶

6. DIGITAL LITERACY

- Awareness raising campaigns should be organised and supported in the field of digital literacy, including the features and challenges of the digital age, the use and nature of the internet, social networks, the great opportunities of digital tools and dangers associated with using them.
- Parents (and teachers) should be provided information and training to understand the digital age, the environment their children live in and to help them provide them with a warm, open and supportive climate to ensure digital comfort and safety for all.



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6 see the EPA Resolution on Vacations 2006

PREVIOUS EPA POLICY DOCUMENTS

BALANCING WORK AND FAMILY LIFE 2015

On the occasion of the unofficial European Year of Reconciling Work and Family Life EPA and Eurochild collected the most important issues for parents in this field, demanding a rights based approach to reconciliation and emphasis on free choice. It demands Member States and the EU to invest in training, employment schemes and parenting support, to introduce meaningful cooperation and stakeholder involvement with regards to reconciliation issues. The paper even raises the need for a compulsory EU framework for education to ensure a compulsory, holistic approach and also the EU's core value of mobility. These burning issues were not included in the final Reconciliation Package by decision of COFACE, so it was published as a parallel Position Paper.

POSITION PAPER ON CYBERBULLYING AND SOCIAL NETWORKS 2014

Following our Lisbon Conference on the Challenges of the Digital Age EPA published this Position Paper on the occasion of the cyberbullying prevention event, the Big March. The paper focuses on the need for prevention instead of bans, the important role of social networks in the lives of children today, the role of parents in protecting children from cyberbullying by becoming familiar with social networks and building trust. It also calls governments and the EU to install data and internet protection measures in line with the UNCRC¹

LEAVE OF ABSENCE 2009

This resolution for the overall recognition of parents as representatives is tackling the topics of a necessary cooperation of parents and schools and other institutions, and recognising parents as stakeholders, the positive impact of good parenting, the necessity to set up legal structures for parental involvement, the need for recognition of parental involvement as de facto voluntary activity, the need for professionalisation of parental representation and the need for training for it, and the need to recognise skills gained through parental representation.

APPEAL OF VIENNA 2008

This paper is dealing with the reform of final examinations in secondary education and is focusing on German speaking education systems demanding final examinations that would fit in the concept of an European Education Area, giving a proof of achievements in universal competences and suitable for admission to universities in Europe

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1 UN Convention on the Rights of the Child, New York 1989



ZARAGOZA DECLARATION 2008

The Preamble to the updated Charter of Rights and Responsibilities of Parents in Europe highlighted the necessary recognition of parents as the primary educators of their children, the role and benefits of informal learning in family settings and the need of cooperation to achieve the best possible results. It also calls the attention to the importance of educating children of present day to become truly European citizens in a spirit of democracy and benefiting from cultural diversity.

VIENNA MEMORANDUM 2003

On the occasion of the European Year of people with Disabilities highlight the rights of disabled children and their parents as it is declared in the UNCRC. It demands adequate training for educational staff, offering these children integration into education systems, offering them appropriate orientation, ensuring access to all necessary information and the need for establishing suitable evaluation frameworks for disabled children.

MANIFESTO 2000

Presidents of 49 EPA members have collected their demands regarding parental involvement in 2000, giving direction to EPA's work for the last 15 years. First and foremost the demands were that EPA should be acknowledged as the representative of parents on European level and that parents' rights should be acknowledged by authorities and institutions on all levels. Highlighted areas included

- the recognition of time devoted to involvement by parent
- training of both parents and teachers
- giving opportunities for quality second and third language learning
- supporting children with special needs as well as their families

COPENHAGEN JOINT DECLARATION OF ETUCE AND EPA 1996

The declaration is highlighting the necessity of parents and staff of education institutions to work together for a quality education that ensures the future, the preservation of European core values, in a way that ensures the integrity of all partners.



PARENTS' RIGHTS CHARTER

RIGHTS AND DUTIES OF PARENTS IN EUROPE

- 1.** Parents have the right to raise their children in a society without discrimination on the grounds of the color of their skin, sex, ethnic, social background, disability, nationality, beliefs, gender orientation or economic position.

Parents have the duty to raise their children towards a sense of responsibility for each other and for a humane world.

- 2.** Parents have the right to recognition of their primacy as educators of their children.

Parents have the duty to raise children in a responsible way and not to neglect them.

- 3.** Parents have the right to full access to the formal education system for their children on the basis of their needs, talents and merits. Everyone has the right to education and to have access to vocational training.

Parents have the duty to commit themselves as partners in education to the school of their children.

- 4.** Parents have the right of access to all information at educational institutions which concerns their children.

Parents have the duty to give to their children's schools all information relevant for the attainment of the educational goals on which they work together.

- 5.** Parents have the right to make a choice for the education which is closest to their convictions and to the values they hold dear in raising their children and the freedom to found educational establishments with due respect for democratic principles.

Parents have the duty to make well-informed and conscientious choices about the education their children should receive.



- 6.** Parents have the right to ensure the education and teaching of their children in conformity with their religious, philosophical and pedagogical convictions. The formal education system shall respect for the spiritual and cultural background of the children.

Parents have the duty to raise their children to respect and accept other people and their convictions.

- 7.** Parents have the right to public material assistance to take away financial impediments to the access to education for their children. This includes the right to receive free compulsory education.

Parents have the duty to give both time and personal commitment to their children and their school to support its efforts in attaining educational goals.

- 8.** Parents have the right to exert influence on the policy which their children's school implements.

Parents have the duty to be personally committed to their children's school as a vital part of the local community.

- 9.** Parents and their associations have the right to be consulted actively about the policy of public authorities in education at all levels.

Parents have the duty to maintain democratic representative organisations at all levels to represent themselves and their interests.

- 10.** Parents have the right to high quality educational provision from the responsible public authorities.

Parents have the duty to help each other to improve their skills as prime educators and partners in the home-school relationship.

[updated in 2008]



EPA AS A PARTNER IN EU PROJECTS

RECENT



EPNOSL

The European Policy Network on School Leadership, led by IACM-FORTH, Crete, Greece, has been a cooperation of universities, governments, civil society and individual experts. It was aiming at developing policy recommendations for school leadership as the most fruitful approach to school governance in present day Europe and also to give a scientific basis to help those who want to pursue this approach on national and even institutional level. The final output of the policy network was an implementation handbook with a separate chapter on involving stakeholders and sharing responsibilities with them, with special focus on parents, school students and teachers. Reading the chapter that was primarily drafted from a school leader/teacher point of view, you will find several action point for the future and possibilities for future cooperation with network members. EPA is part of the Transition Committee that has a mandate to find the best ways to sustain the network.

[schoolleadership.eu]

KEYCONET

The Key Competence Network, led by the European Schoolnet EPA was an associate member contributing to the events during the working of the network as well as to the final output, policy recommendations on introducing a key competence approach to curriculum design and execution. Based on the recommendation on key competences for lifelong learning, the network has been promoting a shift from content based education to a competence based, learning outcomes centred one, involving stakeholders and the broader community, promoting modern teaching methods as well as suitable assessment. *[keyconet.eun.org]*

SIRIUS

The SIRIUS Network on the Education of Migrants invited EPA as an external partner. The network was dealing with community involvement from the start, but EPA managed to introduce the topic of parental involvement as a core issue in education, part of but still different from community involvement. It was EPA that raised the issue of education of EU migrants that will be on the agenda of the follow-up of this network. The work of the second period has started and EPA is invited to be part of it. *[sirius-migrationeducation.org]*

SHARED HISTORIES FOR A EUROPE WITHOUT DIVIDING LINES

This Council of Europe (CoE) project was aiming at publishing an e-book aiming at encouraging learners and educators as well as providing support to explore issues on a pan-European basis, different perceptions of Europe, how far European's experience of events differed, Europe's heritage and the ways in which it is presented and to offer a particular focus on social, economic and cultural, rather than political aspects. The output is a fascinating book available free on the website of the CoE. EPA managed to have an input included on building on family histories when exploring diversity in the perception and interpretation of historic events.

[coe.int/t/DG4/EDUCATION/HISTORYTEACHING/Projects/SharedHistories/SharedHistories_en.asp]

PRESENT



Co-funded by the
Erasmus+ Programme
of the European Union

ELICIT+

The first EPA project within the framework of the new Erasmus+ programme is on European literacy and citizenship education. In a large consortium of universities, and NGOs, led by the University of Limoges, France. EPA is responsible for the development of a very special training programme that involves all main stakeholders of education, eg. school students, parents, teachers and school heads in the same training, even trying to involve local municipalities as a mutual learning exercise to raise European literacy and live active citizenship. *[elicitplus.eu]*

FAMILYEDUNET

In this virtual training project EPA is a member of the consortium led by FAPAC, a Catalan member of EPA, having responsibility for content development, communication and dissemination. The project involves two universities and two other EPA members, CONFAP (PT) and PiE (PL). The training programme is a European upscaling effort of a successful previous Catalan project Xarxa Clau, aiming at supporting parents in their parenting for educational success. The project, while aiming at parents in general, has three special target groups, parents living in rural areas, parents with hospitalised children and Roma parents. *[familyedunet.eu]*

PARENTNETS

Another Spanish project is aiming at making parents familiar with the digital, virtual world and supporting them in their effort to help their children avoid being bullied or becoming bullies, save them from potential dangers by becoming familiar with widespread technologies of the digital age, being able to engage in conversation with their children and being able to detect if a problem should arise. The project covers areas like browsing the internet, social networks, cyberbullying, phishing and online games. *[parentnets.com]*

EPA AS A MEMBER OF EUROPEAN CIVIL SOCIETY

LIFELONG LEARNING PLATFORM

The platform gathering about 40 EU-level organisations active in different areas of education, from early childhood to adult learning, formal, informal and non-formal learning has just changed its name from EUCIS-LLL to Lifelong Learning Platform. The main civil partner of the EU in the field of education has a holistic approach to lifelong learning as a cradle to grave activity. EPA has been a member for 5 years and is giving the platform a Vice President as of 2015.

SOCIAL PLATFORM

The Social Platform is a well-established coordination body of NGOs active in the field and thus the main partner of EU institutions in the social field. EPA became a member as a stakeholder representative organisation in 2014.

INGO CONFERENCE OF THE COUNCIL OF EUROPE

The INGO Conference is the standing body through which the Council of Europe involves civil society in its, mostly human rights based activities. EPA is mostly involved via the Education and Culture Committee and the Human Rights Committee and presently gives a Vice President of the former.

ALLIANCE FOR INVESTING IN CHILDREN

After the European Council recommendation 'Investing in Children' was published, a civil society alliance on gathering and disseminating good practices and commenting on policy development was set up, led by Eurochild. At the moment the Alliance is aiming at redirecting emphasis on the importance of the topic in the framework of the new EU Commission 2014-2019.

LEARNING FOR WELL-BEING COMMUNITY (L4WB)

This evolving community, established by the Universal Education Foundation is aiming at promoting a holistic approach to education by building core capacities in order to achieve a person's full potential. The community development is in its early stages, but EPA has been involved from practically the beginning.

ALLIANCE FOR CHILDHOOD

This long standing alliance organises several policy debates at the European Parliament, inviting leading experts from diverse fields that are all connected to childhood. The Alliance also publishes a collection of scholarly articles on improving the quality of childhood in Europe.

FORMER EPA PRESIDENTS

1985	ROB VAN VEEN
1986-1989	MARIO VISCOVI
1989-1993	WERNER VAN KATWIJK
1993-1998	MARY KILLEEN
1998-2002	DOMINIQUE BARILLER
2002-2004	KARIN SCHÜTZ
2004-2009	DIEGO BARROSO
2009-2013	JOHANNES THEINER
2013-	ESZTER SALAMON

EPA GENERAL ASSEMBLIES 1985-2015

1985	MILAN	2004	FRANKFURT
1988	STRASBOURG	2005	BARCELONA and DEN DOLDER
1989	ROTTERDAM	2006	ZAUCHENSEE and BRUSSELS
1994	LISBON	2007	BERLIN and WARSAW
1995	LUXEMBOURG	2008	ZARAGOZA and MALTA
1996	COPENHAGEN	2009	COPENHAGEN and NICOSIA
1997	PARIS	2010	MILAN and BARCELONA
1998	STOCKHOLM	2011	KRAKOW and HORNY SMOKOVEC
1999	WEIMAR	2012	LIECHTENSTEIN and PARIS
2000	REJKJAVIK	2013	DUBLIN and BRUSSELS
2001	ROTTERDAM	2014	LISBON and BUCHAREST
2002	TURIN	2015	PRAGUE and LUXEMBOURG
2003	VIENNA		

ALCUIN AWARD

WHAT IT IS

The ALCUIN award was launched in 1991 by EPA to highlight the role of parents in the education of their children. The Alcuin Award ceremony usually takes place during a General Assembly of EPA every year. It honours the best educational innovation in Europe by giving this recognition to a person, a school, a group or an activity nominated by EPA members, Ministries of Education in the EU countries or the European Commission. The nominated projects must fulfil the following five criteria:

- Originality
- Contribution to education
- Involvement of parents
- Home-school relationship in education
- Easy dissemination and role model for other associations

The tangible presentation of the Award is a trophy, statue or work of art that has been specially designed for this occasion.

WHO HAVE WON

2014	<p>“Xarxa Clau: Families for educational success” Submitted by FaPaC (Catalonia)</p> <p>Submitted and valued highly by the Jury:</p> <p>“School open to parents- parental involvement in schools” Submitted by Step by Step (Croatia)</p>
2013	<p>“Rencontre Parents-Ecole” by APEL (France)</p>
2012	<p>“Plattform Elterngesundheit (PEG)” (Parents’ Health Platform), submitted by APA (Austria)</p> <p>Two other projects were also honoured:</p> <p>A network “The ACTIVE FAMILY - PARENTS CO-WORKERS”, submitted by AGE</p> <p>“Zivilcourage -- Schau nicht weg” (Civil Courage - don’t look away), submitted by APA (Austria)</p>
2011	<p>No ALCUIN Award, but honoured ones::</p> <p>“Law of Selfconfidence” submitted by Skole og Forældre (Denmark)</p> <p>“The win-Win Game” from Belgium, developed by VCOV</p> <p>“Parents building desegregated neighbourhood schools”, from Netherland, submitted by Stichting Kleurrijke Scholen</p> <p>“Brug Folkesskolen”, from Denmark, submitted by Skole og Forældre</p>
2010	<p>The winner project was submitted by NPC-p (Ireland): “Supporting Migrant Parental involvement in the Irish Primary Education System”</p> <p>Honoured as second was “Face to Face Communication” (Finland)</p> <p>Third project honoured: “SurfSurr-we guide the kids on the net”, HoS (Sweden),</p>

2009	<p>“Ohne Eltern geht es nicht und ohne Eltern tun wir’s nicht” (We can’t do without parents – and we won’t do without parents) – the Parents’ Office at Schulzentrum Am Stoppenberg, Hauptschule in Essen, was rewarded. This project had been submitted by KED (Germany). A second and a third rank was also honoured: “Empowerment of Pupils’ Participation” (SchülerInnenmitgestaltung) submitted by APA (Austria) “Management for the Home” by FAPEL (Spain)</p>
2008	Platform for Ethnic Minority Parents (OUDERS & COO, Netherlands)
2007	No ALCUIN Award, but “Reaching parents through media” (Malta) was honoured for originality. “Ludotecas João de Deus – A contribution to prevention of social exclusion” (Portugal) was honoured for contribution to education. “Raval project” (Spain) was honoured for the involvement of parents. “Making parents aware of their rights and encouraging them to be active in school” (Poland) was honoured for the home-school relationship in education. “Grand Prix des Jeunes Dessinateurs” (France) was honoured for the easy dissemination.
2006	No ALCUIN Award
2005	No ALCUIN Award
2004	No ALCUIN Award
2003	The German project “LERN-WERK Hamburg” is a ZEIT Foundation sponsorship project supporting “Produktionsschule Altona” and seven Hamburg five-(and-6-)form secondary modern schools located in difficult social environments.
2002	The German project “Compassion – socially aware learning and action at school and in society” was developed by the Secretariat of the German Bishops’ Conference and the Schools Foundation [Schulstiftung] of the Archdiocese of Freiburg, and presented by the KED parents’ association.
2001	The Belgian project: “The meeting takes off” or “From the others to us...in passing by the street”, presented by the Minister of Education.
2000	The German project “The Ten Adventures of the Little Muck” presented by the German parents association BER.
1999	The Storysacks project presented by the English Ministry of Education.
1998	Mrs Anita Jans, (Belgium) for the „Analysis of images” workshop.
1997	Mrs Mulgannon, co-ordinator of the Home-school-community project in a primary school in Galway City (Ireland).
1996	The Finnish project “Together to good life” an initiative of the Parents Council of the Primary School in Laauka.
1995	The Italian association AGE for the project “This is my family”.
1994	The Dutch anti discrimination project NPCS – Anne Frank Foundation.
1993	Mrs Karin Rolsted (SOF, Denmark) for her approach to new parentteacher cooperation-methods.
1992	Le grand prix des jeunes lecteurs (PEEP, France) for its initiative in favour of reading.
1991	Mrs Rita Schwark (Bundeselternrat, Germany) for her efforts to help families and schools cope with dyslexia.

EPA MEMBERS IN 2015

FULL MEMBERS

AGE	Italy	FUG	Norway
AGESC NAZIONALE	Italy	HEIMILI OG SKOLI	Iceland
APA	Austria	ISRAELI PARENTS ASSOCIATION	Israel
APCCS	Malta		
APEL	France	KORAKPOKORAK	Croatia
BER	Germany	LEV BAYERN	Germany
DEV	Liechtenstein	MOIGE	Italy
ESZME	Hungary	NPC-P	Ireland
FAES	Italy	NPC-PP	Ireland
FAPAC	Spain	PCPAPE	Cyprus
FEPACE	Spain	PCPASE	Cyprus
FAPACEL	Spain	PARENTS IN EDUCATION	Poland
FAPAE	Spain	SKOLE OG FORAELDERE	Denmark
FAPEL Es	Spain	SRRZ	Slovakia
FAPEL Lux	Luxembourg	SPTC	Scotland

ASSOCIATE MEMBERS

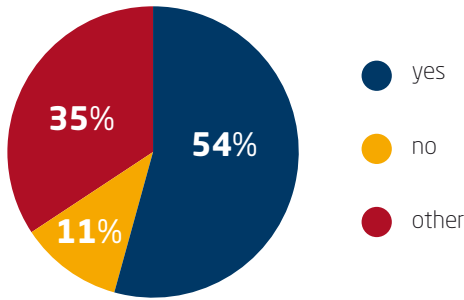
ASSOCIATION RODITELI	Bulgaria	JARDINS ESCOLAS	Portugal
ALERTEDUCATION CONSULTING	France	JOAO DE DEUS	
		LVA VISI	Latvia
CONCAPA	Spain	MPT	Hungary
FNAP	Romania	OUDERS VAN WAARDE	Netherlands
FOMENTO	Portugal	SVL	Finland
HEM OCH SKOLA Fin	Finland	VROSKS	BiH
INTERPARENTS	Europe	ZASSS	Slovenia

AFFILIATE MEMBERS

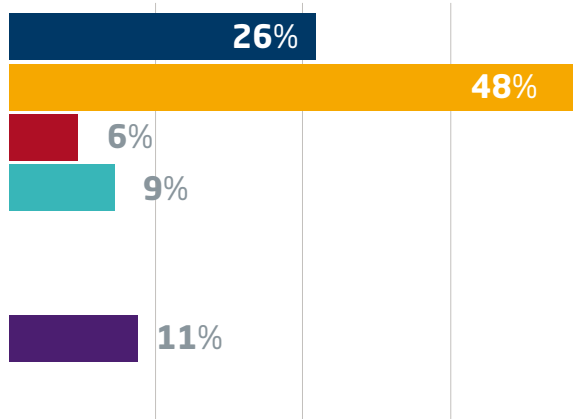
BALTIC OPEN PARENTS ALLIANCE	Estonia, Latvia, Lithuania
CONFAP	Portugal
FORUM RODICU	Czech Republic
PARENTS ALLIANCE OF SWEDEN	Sweden
PTA UK	UK

SCHOOL COSTS AND PARENTS IN EUROPE (OUTCOMES HIGHLIGHTS)

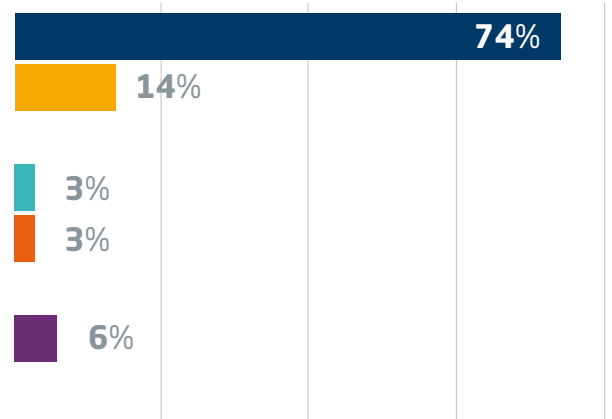
Are schools considered "free" in your country or do they ask for a school fee?



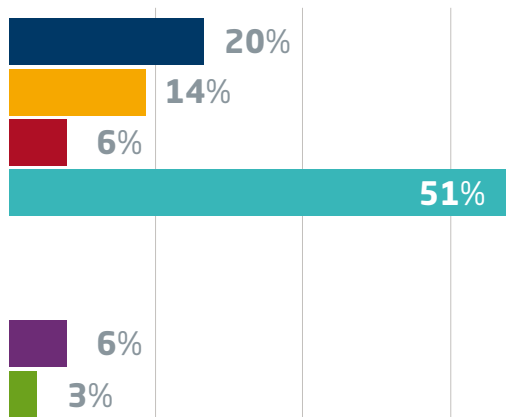
Who is paying for compulsory school material?
Course books



Who is paying for compulsory school material?
Stationery (pens, pencils, crayons, exercise books, paint etc.)



Who is paying for transportation to / from school?



- Directly paid by parents
- Free for parents
- Depends on income
- Depends on where you live
- Included in membership fee of parents' association
- Depends on number of children
- Partly paid by parents
- Do children with special needs (disabled) get it free?

Legal basis: CHARTER OF FUNDAMENTAL RIGHTS OF THE EUROPEAN UNION, Article 14

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.

THE VOICE OF
PARENTS
1985-2015



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