

Parents Edu



THE PARENTS' ROLE IN
THE OUT-OF-SCHOOL
EDUCATION



PaRENTSEdU

The Parents' Role in the out-of-school Education of their children



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



Contact



parents-edu.eu



@ParentsEduProject



kczia@komesnet.com.pl

Coordinator



Partners



Project number: 2017-1-PL01-KA204-038295

This project has been funded with the support from the European Union. This publication reflects the views only of the author, and the European Commission or Fundacja Rozwoju Systemu Edukacji – National Agency of Erasmus+ in Poland cannot be held responsible for any use which may be made of the information contained herein."

Once upon a time, there was a singular meeting between seven European organizations established in the (formal and informal) educational field.

Every organization participating in this project has a different cultural setting and they join forces to reach the purpose of education which is to satisfy the essential conditions to live together in peace. Parents Edu Project was designed to give parents the will to educate and get a better grip with parenthood matters: concerns and authority, self-confidence, family history transmission, development of key features, protection and child development.

What is the role of parents in their children's education after school?

What are their options and their tools?

Over the course of this European project, we have built bridges amongst educators, teachers, parents and children who are the contributors of this educational process.

This project provided an opportunity to confront ideas, rich in all aspect, about nature but also the evolution of relations between parents and educators through seminars, researches on the parent's role in schools and the implementation of educational activities available to parents for the after-school time. Facing the parents' requests and expectations regarding their kids' educational success, we offer a set of many possible answers.

Our project is based on the transmission of information involving different educational systems in Europe and the networking of an educational and intercultural tool. That toolbox is in fact a catalogue of educational activities intended for parents for their kids. It is an invitation to communicate to bounce back and develop new skills.

We look forward for the reinforcement of the parents' role in the long process of their kids' education. We are confident in that we will make them want to fulfill the role of co-educator they are assigned to, regardless of their social, economical or cultural environment.

In the following material, you will find: Analysis of legal type of out-of-school education in partner countries, then description of different forms and practices of out-of-school education that involve parents in partner countries, next, Guide - tips and recommendations for parents on how to organize different types of the out-of-school

learning activities for the children. In addition, the Toolkit contains collection of Good practices. In the end of the material you can find also a list of other resources that may be useful for educators and parents.

The handbook was elaborated as one of the products of the “Parents Edu – The Parents’ Role in the out-of-school Education of their Children” Project, implemented within the framework of Erasmus+ Strategic Partnership for Adult Education Program and co-financed by the European Union. Apart from this Toolkit, the partnership elaborates the Training materials for parents. The products of our project are available on the project’s website <http://parents-edu.eu/>, accessible for free to anybody interested in the topic of improvement of parental skills and capacity of the whole families in the area of children education.

Table of Contents

TITLE OF THE LEGAL ACTS IN PARTNER COUNTRIES.....	1
1. HOMESCHOOLING.....	1
2. NON PUBLIC SCHOOLS	9
a) Alternative Schools (Waldorf Steiner, Montessori schools)	9
b) Religious schools.....	13
c) Democratic schools	17
d) Other types of schools	20
3. ADDITIONAL SCHOOLS / SECOND SCHOOLS	21
a) Language schools	21
b) Music schools	23
c) Sport schools.....	26
d) Other types of schools	30
4. ADDITIONAL ACTIVITIES IN SCHOOLS.....	31
a) Extracurricular activities in school	31
b) After school activities provided by teachers	34
c) After school activities provided by volunteers.....	37
d) Other type of activities in schools.....	40
5. AFTER SCHOOL ACTIVITIES ORGANIZED OUT OF SCHOOLS TO ENRICH THE EDUCATIONAL ACHIEVEMENTS	45
a) University lessons open or organized for pupils	45
b) Laboratory schools	47
c) Lessons organized by libraries, botanic gardens, zoos, museums, exc.....	50
d) Lessons organized in libraries, botanic gardens, zoos, museums, etc. provided by teachers.....	55
6. AFTER SCHOOL ACTIVITIES ORGANIZED OUT OF SCHOOLS TO ENRICH STUDENTS / PUPILS INTERESTS (HOBBIES)	56
a) Art, music clubs	56
b) Reading and / or writing clubs.....	59
7. OUTDOOR ACTIVITIES	62
a) Scouting	62
b) Hiking, climbing, group games, etc.	65
8. VOLUNTEERING ACTIVITIES	69
a) Volunteering clubs in schools.....	69
b) Volunteering out of schools (eg. in NGOs, in animal shelters).....	71
c) Charity actions.....	74
9. EXPERIMENTAL EDUCATION	78
a) Adventure education (Eg. School on sea - «school under sails»).....	78

b) Environmental education - EE (eg. green schools)	80
c) Forest schools	81
10. SUMMER ACTIVITIES.....	84
a) Summer language schools	84
b) Summer placement in NGOs and voluntary organizations	86
c) Summer placement in companies.....	89
d) Summer placement in universities, research institutions etc.....	93
11. OTHER ACTIVITIES.....	96
12. ADDITIONAL INFORMATION - SOME STATISTICS	97

Homeschooling



TITLE OF THE LEGAL ACTS IN PARTNER COUNTRIES

Country	Title of the legal acts regulating the educational system and the possibility of the extra-school learning (activities):
Poland	Ustawa z dnia 7 września 1991 r. o systemie oświaty, Ustawa z dnia 14 grudnia 2016 r. Prawo oświatowe
Portugal	Basic Law of the Educational System n. ° 46/86.
Spain	Organic Law 8/2013 on Education. Besides, Regions in Spain have powers for further development of educational issues (and they have their own laws on education, but always respecting the national one to guarantee equal opportunities)
Macedonia	Ministry of Education and Science in Macedonia
France	Code Of Education Jules Ferry Lawson 16 June 1981
Turkey	MEB, Milli Eğitim Temel Kanunu, 1739
Romania	National Education Law No 1/2011

1. HOMESCHOOLING

Homeschooling and individual teaching

Homeschooling, or home education, is the education of children at home or a variety of other places, generally by their parents, carers or groups of parents.

When homeschooling is legal, families consider homeschooling the best option to educate their children due to philosophical or religious reasons, because they have children with special needs or they do not have a stable workplace or residence.

For parents, becoming a teacher, developing an educational philosophy tailored to their child, navigating national education requirements and still parenting could be very hard to handle and stressful, especially for those just starting out with these responsibilities. Below are described some tips for parents that are considering homeschooling as an option.

Advantages:

- Greater focus on the child,
- More individual approach,
- Modern teaching methods,

- Greater control over the knowledge gained by the child,
- Students can learn more about what they really care about,
- Strengthening family relations.

Disadvantages:

- Lack of access to school scientific aids,
- More difficult to make friends in the real world,
- The child's knowledge depends on the knowledge of the parent/tutor,
- Professionally devoted to one of the parents.

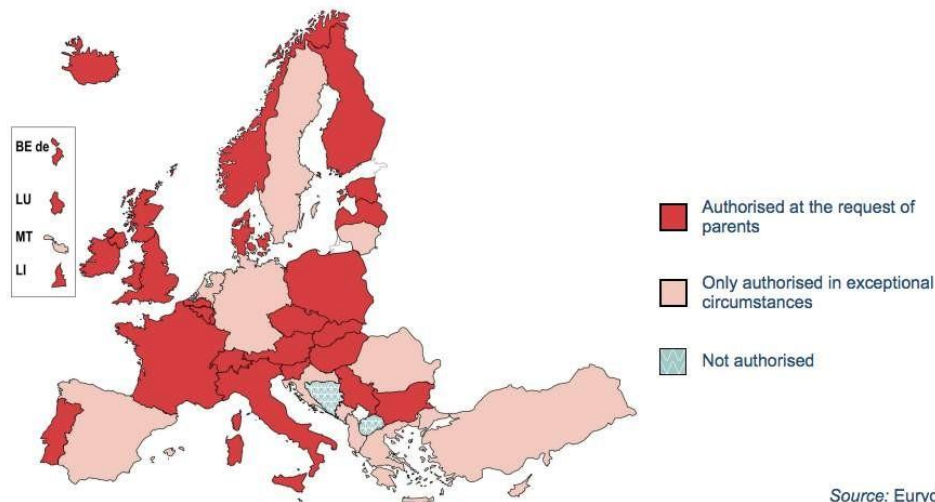
1. Check out the legal framework

The first step when it comes to homeschooling is to know what is the legal situation of this educational option in the country.

According to the Eurydice Report 2018/19, in primary and lower secondary education home education at the request of families is possible in a majority of educational systems in Europe. 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 with the exception of Netherlands and United Kingdom, where no regulation exists. Students must pass examinations at the end of the education level in some cases.

Detailed information about national legislation in Europe for 2018/19 is included in the Eurydice Report Home Education Policies in Europe. Primary and lower Secondary Education.

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



2. Think about pros and cons of homeschooling and the educational goals for children.

Parents can answer themselves questions like what are the schools like where you live? Do they match your educational goals for your children? What do you want your children to accomplish through their education? Why do you want to educate them at home? Do you have enough time for homeschooling to consider it as an option? Do you have the necessary economical and technical resources to teach your children? Do you have the knowledge, skills and competences to teach your children? How long will you implement homeschooling? Etc.

3. To decide on an approach and a schedule.

Teaching children at home is not about replicating school in family's home. One of the advantages of homeschooling is that it allows parents the freedom to determine what, how, where and when their kids learn. Parents have to find what they are most comfortable with and what fits their child best. They can make use of the flexibility and creativity to work out a plan that suits their own family and also take cues from other homeschoolers.

Another advantage of home education is the child-led learning. Learning is more effective and fun when we learn about the stuff we like. Parents can also go at the child's pace, rather than the child having to go at the class's pace.

The latter does not mean that parents may teach some contents and avoid others when thinking about homeschooling. It is highly recommended to follow the general school curricula to match the knowledge and abilities of the children according to their age.

4. To tap into the local homeschooling community.

In many places, there are local groups where parents can meet other families who are in the same situation and share skills to teach children. Home education groups can provide more information and there are also groups on social media.

Furthermore, as homeschooling is gaining in popularity, many zoos and museums are instituting events designed specifically for homeschooling parents.

Parents can find resources, support groups and contacts in different platforms and websites (check bibliography).

5. To learn about teaching.

It is very important to know how to apply parents' knowledge in a way that the child will understand. Reading books on teaching and taking teaching courses are recommended. In some local homeschooling communities homeschooler parents switch with other parents to teach some specific knowledge so they move from a house to another to teach other families' children.

6. To prepare financially.

Homeschooling *could be* expensive taking into consideration that one parent will need to be at home as the primary educator. It is needed to consider the curricula, the supplies, the expense of transforming the home office into a classroom, etc.

7. To consider socialization and life skills.

Homeschooling may never imply on the isolation of children. While education takes place at home, it is very important to involve kids in their community. To do so, parents can sign them up for sports, scouts, and home-school groups. Take field trips with other children and make sure to include activities where the child has to do teamwork

in a group will help them to develop their social skills. It's needed to be very certain the child's social needs are being met and that they will have a peer group.

8. Be patient and flexible.

For starters, it is required the patience to wait for the kid to be ready to learn something, to trust that something that looks like a frivolous pursuit with no discernible academic benefits may actually be a worthwhile endeavour for the kid, to wait out the long, seemingly fallow periods when not much learning seems to be going on, to trust that when keeping offering kids new experiences they will keep learning and growing, to keep offering new experiences , to make changes in the previous plans, etc.

Individual teaching, this term is the combination of some different concepts. During individual teaching teacher works with only one student. Individualization of teaching focuses on the maintenance and further development of student's intellectual and personal potential. Very often individual teaching is delivered to a student with disabilities or special needs and it is granted to them due to the national regulations.

Advantages:

- Greater focus on individual characteristics of the student and the pace of her/his work is observed,
- Greater knowledge of the student's weaknesses, gaps in knowledge,
- Greater focus on the idea of the general knowledge level of the student and her/his readiness for school work,
- More individual approach.

Disadvantages:

- Time-consuming process to determine a plan to work with each student (especially difficult for young teachers),

- Difficult contact with other students.

Analysis of legal forms of out-of-school education in partner countries

Poland

At the request of the parents, the director of a public or non-public kindergarten, primary school and secondary school, to which the child has been admitted may, by decision, allow the child to fulfill the obligation education outside of kindergarten, primary or secondary school.

The permit referred to in paragraph 1, may be issued before the start of the school year or during the school year if:

1) A kindergarten, primary school or secondary school, to which the child has been admitted, is located in the province where the child resides.

2) The application for authorization has been accompanied by:

a) The opinion of the public psychological and pedagogical counselling center,

b) Parents' statement on providing the child with conditions enabling the implementation of the core curriculum applicable at a given stage of education,

c) The obligation of parents to join each school year by a child who fulfils the obligation school or compulsory education for the yearly classification examination.

Portugal

The modality of Homeschooling comes to be, in terms of paragraph a) of nº 4 of article 3 of Decree-Law no. 553/80, of November 21, which approves the Statute of Private and Cooperative Education - the one who is taught at the student's home by a relative or by a person who lives with him ". During the compulsory school each Child must enrol each year and stick the box Domestic Learning and add the CV of the relative or parent.

Macedonia

Illegal, public education is mandatory without known exceptions.

France

It's legal in France to home school your child. Education is obligatory (between 6 and 16 years old) not schooling. You have to make an annual declaration at your local municipality and at the educational institution. You will also be inspected every year by the schools inspector. This education is made by the parents of the children, but can be realized by tutors or a parent's group.

Turkey

Attendance to school is obligatory in Turkey. However, there are some exceptions where homeschooling can be possible. Only when there is a health condition which prevents the child from attending the school, can home/hospital schooling be arranged. Special permission has to be obtained and the process is regulated by the National Education Authorities.

Romania

No. According to the Penal Code (Art. 377 paragraph 1) "the parent or the person to whom a minor has been entrusted, according to the law, and who, unjustifiably, withdraws or prevents him by any means from attending compulsory general education is punishable by imprisonment from 3 months to one year or a fine "

There is an exception in the National Education Law No 1/2011, which targets children unable to move for medical reasons. "For children with special educational needs or unable to move for medical reasons, it is possible to organize education at home or at healthcare facilities."

Under the conditions in which the Romanian law is not permissive with home-schooling, the alternative that parents have is to enrol their child in "umbrella schools", numerous abroad. Practically, the child appears in papers in a private school that offers recognized degrees in some countries, equivalent to those in public schools. Thus,

those who have completed such an "umbrella school" can, for example, take the baccalaureate exam and then continue their studies.

Spain

For compulsory education it is forbidden; however, some home-schooling is done in pre-school (depending on the parents and the organisations).

An open book is shown from a low angle, with its pages fanned out. The book is resting on a dark wooden surface. The background is blurred, showing a white object and a wooden surface. The image is framed by yellow diagonal shapes in the top-left and bottom-right corners. A horizontal line of yellow dots is positioned between the two lines of text.

Non public

.....

schools

2. NON PUBLIC SCHOOLS

a) Alternative Schools (Waldorf Steiner, Montessori schools)

Alternative school - an educational establishment with a curriculum and methods that are differ from traditional ones. Such schools represent a wide range of philosophies and teaching methods. There exist schools with strong political, scholarly, or philosophical orientations, while others are organizations of teachers and students who are not satisfied with some aspect of mainstream or traditional education. Most of them represent the person-centered education approach.

Advantages:

- More individualized approach,
- Integration of children of different socio-economic status and mixed abilities,
- Experiential learning which is applicable to life outside school,
- Collective ownership, teachers, students, support staff, administrators, parents all are involved,
- Integrated approach to various disciplines.

Disadvantages:

- overgrowth of practical knowledge,
- exaggeratedly giving the child a central position in educational processes,
- lack of discipline is very likely.

Analysis of legal forms of out-of-school education in partner countries

Poland

There are many private alternative schools in Poland. This includes the cities of Warsaw, Kraków, Poznań, Wrocław, Łódź, Gdańsk , Szczecin, Bydgoszcz, Lublin, and Rzeszów .

There are several different kinds of private and non-public schools in Poland. This includes alternative schools. Alternative schools are especially popular at the preschool and elementary level. They're also offered in middle and high school, though.

Common alternative schools in Poland are Montessori, Waldorf, IB, and special education schools. These schools are a great option for both international and domestic students.

Portugal

The school must respected the law, Decree-Law no. 553/80, of November 21, which approves the Statute of Private and Cooperative Education. Mostly are Private Schools. Public schools the Teacher could apply some orientations but must be accepted by the Pedagogical council. All public schools could introduce changes and adjustments till 25% of the national curriculum.

Macedonia

Montessori school in Macedonia is a private preschool for children age 2-6. It is established in 1991. They follow Maria Montessori principles and advocate her work (see <http://www.montessori.mk/eng/>). Nova International School is an independent, college preparatory, co-educational day school in Skopje, Macedonia that offers an educational program from pre-kindergarten through grade 12 for over 600 students from over 40 different countries. The School is governed by a 9-member School Board.

It is accredited by the Northwest Accreditation Commission (NWAC), by AdvancED, by the International Baccalaureate Organization (IBO), and by the Macedonian Ministry of Education. The majority of NOVA students matriculate to universities in the EU and the US. QSI International School of Skopje is private non-profit institution with English language instruction for elementary and secondary students. It serves students aged 3 through age 18. In addition to the regular Quality Schools International curriculum, QSI International School of Skopje offers students the opportunity to study Macedonian, French, German, and Italian. It is accredited by MSA.

The American School of Macedonia is accredited by the Commission on International and Trans-Regional Accreditation. This international school provides its students with an opportunity to attend classes solely in English in a small-group environment. The school provides SAT and TOEFL exams. Students are also prepared for the Macedonian State Matura Examinations and University of Cambridge ESOL examinations (FCE, CAE and CPE). International High School (IHS) is a private high school with education in Macedonian and English language.

France

The alternative pedagogies exist in France. These schools are private and paying. An independent school does not depend on national education, that's mean it doesn't get financial support from the state. The content of teaching and the learning are free for the teachers. The independent school are also called non contract school in the way that there are not linked to the state and the government.

Among the diversity, we can find different pedagogy: Montessori, democratic, Waldorf Steiner, Freinet, Decroly and languages schools, forest schools.

There is today more than 1453 independant and alternativ schools in France (census from the 1st october 2018). Those are primary schools, middle schools, high schools and boarding schools.

Turkey

These schools can be opened under the law numbered 26434 and named "Özel Öğretim Kurumları Kanunu" (Law for Private Education Institutions). They have to act according to the law.

Romania

The national undergraduate (pre-primary, primary and secondary level) education system consists of all authorised / accredited public, private and confessional educational units.

The state provides basic funding for all students in all authorised / accredited public, private and confessional educational units.

Private schools are available at all levels of education and have a high degree of autonomy with the option of opting out of the public curriculum.

(1) Private and confessional education is organised according to the non-profit principle in undergraduate education units, at all levels and forms, according to the legislation in force.

(2) The criteria, standards and performance indicators that private and confessional pre-tertiary education institutions have to fulfil are the same as those to be met by state education units.

(3) The private educational units are independent, autonomous units, both organisationally and economically-financial, based on the private property guaranteed by the Constitution.

(4) The temporary functioning authorisation, the accreditation and the periodical evaluation of the private and confessional undergraduate education are performed by the Romanian Agency for the Quality in Undergraduate Education (ARACIP), according to the legislation in force. (But if, for example, a private school in Bucharest follows National Curriculum of England and Wales, it needs to seek accreditation from

the UK Ministry of Education and authorisation from the Romanian ARACIP. For this, the school has to pay the ARACIP to visit and evaluate the school.)

(5) The accredited private and confessional undergraduate education are supported by the state, the conditions being determined by a Government decision.

(6) The State shall support and coordinate private and confessional education in accordance with the law, in full respect of its rights.

(7) The directors of the private education units are appointed by the management of the founding legal person, in compliance with the competence criteria. The act of appointment shall be notified to the school inspectorate in which the respective unit operates.

Public and private schools (pre-primary level, primary level and secondary level) as well as groups / classes / structures integrated into public or private units which are accredited or provisionally authorised on the non-profit principle, according to the law.

All these forms of alternative education are components of the public, state sponsored education, and not of the private system.

b) Religious schools

One of the biggest dilemmas parents have to face when their children start compulsory education is the choice of the educative center. This is a free choice for families based on many factors, as detailed below.

Concerning Religious schools and religious instruction at the Curricula, they are different options across European countries according to the religious influence and the competent authority running the school (local municipalities, federal states, private organizations, etc.). In some countries, for example, there is an agreement between Catholic Church and government to allocate resources to some schools.

When choosing a Religious school, parents should think about if they are interested in that their children are guided, in the school life, by training in a way that is appropriate to their own beliefs and religious convictions and also that this will be a priority, above

the other factors, due that they also can receive this guide through religious organizations and other activities out of school.

The largest religion in Europe is Christianity but there are also schools that follow other religion doctrines as Islam and Judaism, depending on the local religious majorities.

The main factors that should be taken into account when choosing a religious school are the following:

- Logistics (location, schedules and services),
- Philosophy (values of the school, role of the family in the education),
- Methodology (project work, use of IT, bilingualism, international exchanges, etc.),
- Educational offering (optional subjects, educational itineraries),
- Grade level expectations (academic score in external tests),
- Other families' advices and recommendations,
- Protocols and rules of coexistence (e.g. programs against bullying, protocol with students with special educative needs).

It is very useful to attend the Open Day, which most of schools organize, in special when families have doubts about the schools. Parents will have the opportunity to get more information and clarifying doubts, to meet other families already participating in the school and to "taste" the atmosphere of the school. There is also the possibility to ask a local representative of the religion that parents profess, relatives or friends that may have more information about the school.

"Parent Associations", made up for student's families, are responsible to advice other families about the choice of the school and also to organize complementary activities in school, as well as afterschool activities. In religious schools, despite the usual afterschool activities that most of the schools offer, there are some specific activities

organized according to their religious values and to promote a specific religious doctrine. Some examples of these activities are:

- The organization of spiritual retreat addressed both parents and students,
- Parent School (a continuous training project addressed to parents related to the education they can provide to their children),
- Trips to set of pilgrimage (Lourdes, Fatima, Santiago...). participation in Charity actions (markets, fund raising, volunteering),
- Summer camps based on the religious doctrine, etc.

Beside Parent Associations, parents can obtain useful information related to religious schools in other local religious settings (a church for instance).

Analysis of legal forms of out-of-school education in partner countries

Poland

In Poland there are many religious schools, especially catholic schools.

*Catholic education in Poland - a network of schools run by the so-called church legal persons (religious congregations, dioceses or parishes), or by various associations and foundations, as well as by private individuals. In 2009, there were 500 Catholic schools in Poland, and over 54 thousand students were studying there, which is a relatively small percentage in relation to the number of all students in the country, which in 2009 was 4.4 million.

Portugal

Decree-Law no. 553/80, of November 21, which approves the Statute of Private and Cooperative Education. Schools can have a confessional contents and a course of Moral and religion.

Spain

There is a special legal form by agreement between Spanish Government and Catholic Church, the so-called 'Concertada' School (~concerted-agreed-arranged), a mix of public-private funded School.

France

There are religious schools: Jewish, Muslim, Catholic and Protestant. Those are private institution under contract with the state (Ministry of National Education).

In 2016, there were 7435 institutions for the catholic schools under contract: 4518 primary schools, 1568 middle schools, 1147 high schools, 202 agricultural high schools for 2 085 000 pupils. Including 865 165 pupil in the first degree (primary schools) and 1 172 795 pupils (middle and high schools) in the second degree.

Macedonia

Religious high schools in Macedonia from 2015 is a public institution. In 2015 the minister of Education and Science announced that the religious high schools in Macedonia, working under the auspices of religious communities, will be under the jurisdiction of the Ministry of Education and Science. The goal is students who graduate from religious schools – theological high schools or Islamic high schools (madrasas) – to be able to enroll not only at the Faculty of Theology i.e. the Faculty of Islamic Studies, but also at many other faculties, which means they will have to take the state examination.

Romania

Religious cults recognised by the state have the right to organise confessional education by setting up and administering their own private education establishments and institutions, in accordance with the provisions of the National Education Law No 1/2011.

c) Democratic schools

The oldest democratic school still in operation today was founded in England in 1921: Summerhill, Alexander Neill.

Democratic education is modeled on the Sudbury Valley School, which opened in 1968 in Massachusetts (USA).

The Sudbury Valley School was itself inspired by Summerhill School.

The fundamental principles of the democratic school:

- The courses are optional,
- We learn without coercion,
- The children themselves decide the course of their day,
- School management is based on equality of votes of its members,
- Students make their own rules governing school, after joint discussion,
- A kind of "court" meets weekly to solve problems and make decisions together,
- Children and accompanying persons participate in these councils.

The association EUDEC France was born in May 2016. It is the French network of the European Association EUDEC (European Democratic Education Community), created in 2006.

"Its purpose is to promote an approach that allows children to make their own choices about their learning and all other areas of life."

Independent schools offert advantages:

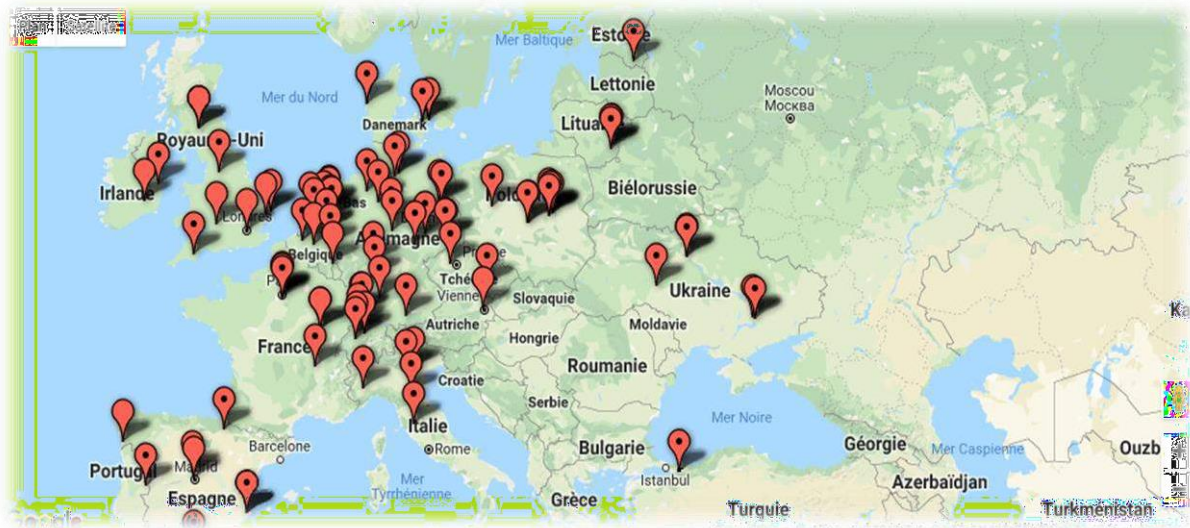
- Independent schools recruit teachers freely, allowing the director to build cohesive teams, cooperative and united, working hand in hand for the benefit of children,

- Schedules are adapted to the needs of the field, and not according to national guidelines. Thus, the fundamental subjects often benefit more hours than in regular schools,
- Teachers are left free to their educational means (they can adapt with great reactivity, creativity and flexibility to the needs of children). They can work in level groups,
- Parents and the director are very attentive to the academic performance and growth of children,
- Institutions develop a variety of teaching and learning approaches, offering a real choice to families and thus allows more atypical profiles to find a facility that helps them succeed in school. This educational freedom guaranteed status allows these schools to adopt both a traditional approach to teaching that is no longer found in public schools, and innovative approaches that implement new pedagogical protocols.

They also have disadvantages:

- They are more expensive than other schools, since public authorities, the state, the government does not subsidize at all,
- They are less known because less ancient than the other, which does not always facilitate the admission after these schools, preparatory classes or prestigious public high schools practicing a selection,
- Students must pass the « middle school certificate » in full,
- Students must pass a placement test to join a public school,
- The reception by schools under contract to the children in independent schools is very variable.

The map of democratic schools in Europe.



Analysis of legal forms of out-of-school education in partner countries

Poland

Democratic education is an educational ideal in which democracy is both a goal and a method of instruction. It brings democratic values to education and can include self-determination within a community of equals, as well as such values as justice, respect and trust. Democratic education is often specifically emancipatory, with the students' voices being equal to the teacher's. Democratic schools operate in Poland, eg. Szkoła demokratyczna w Krakowie, Zielna 57.

Portugal

The school must respected the law, Decree-Law no. 553/80, of November 21, which approves the Statute of Private and Cooperative Education.

Spain

Almost the majority of democratic school in Spain lack over homologation/accreditation, but there are some approved by the Regions

France

This school is for the children from 6 to 19 years old.

A democratic school respects two conditions:

- A free education. We consider the child is free of his learning. He can do his own on choices who engage his education. The child choice his program.
- Democratic management. The school is manage by the whole community: children and adults. All decisions are taken together: one person = one voice.

Since 2016, 50 schools have been created.

Romania

According to the paragraph: „All authorised / accredited public and private schools are available at all levels of education and have a high degree of autonomy with the option of opting out of the public curriculum, according to the legislation in force.” It has to be possible to organise them. But according to my research, there are no democratic schools in Romania.

d) Other types of schools

Analysis of legal forms of out-of-school education in partner countries

Portugal

Vocational schools.

Turkey

Foreign schools can be opened under the scope of international agreements.

Romania

All authorised / accredited public and private schools are available at all levels of education and have a high degree of autonomy with the option of opting out of the public curriculum, according to the legislation in force.



Additional schools
.....
Second school

3. ADDITIONAL SCHOOLS / SECOND SCHOOLS

a) Language schools

* Example: Language Diwan School from France, Bretagne

« *Diwan* » is a parents' movement and teachers making the choice to live a culture by means of school taking as main support the Breton language, modern tool of thought, expression and communication.

Each « *Diwan school* » is managed by an association law 1901 non-profit.

The first school date from 1977. Diwan is a complete network in Brittany: 40 kindergartens and schools, 6 middle school, a high school, a teacher training center.

Diwan network host children from kindergarten to university. The Diwan school is open to all Breton-family or not, without distinction of origin, race or language, religion.

Each school is a self-financing organization, called « Association d'éducation populaire », which bear its own costs (rent, heating, water, salaries of assistants, etc ...), and those participate in the network cost (administrative costs, salaries of the new teacher, teacher training).

Language schools offert advantages:

- The benefits of early bilingualism on cognitive development of children,
- Facilitates learning new languages, development of mathematical abilities,
- The attachment to the language and the Breton culture,
- The desire for a smaller structure, small classes,
- Desire as a parent to participate significantly to the school's life and meet other parents who invest,
- Fostering a child's openness to other cultures to enable it to adapt to the world of tomorrow,

- Allow children to learn their story, in the language common to their ancestors,
- It is a factor of socialization, based on tolerance and the taste for exchange.

Language schools offert disadvantages:

- Parents need to should organize events throughout the year to fund local and non-teaching staff.

Analysis of legal forms of out-of-school education in partner countries

Poland

There are many different language schools in Poland. Classes there are additional (after school) and usually require payment. In Poland there are also bilingual primary and secondary schools, classes there are provided in two languages.

Portugal

Private schools organized by providers as the official Languages Institutes (British council, Cervantes, Alliance Française...) and also other Language schools with special agreements with the previous one (diploma Cambridge...) These schools deliver diplomas recognized international Universities. There are not any correlation with the compulsory school but could be recognized by universities and accreditation regarding the level of the diploma.

Macedonia

The British Children's Academy in an English language nursery. Additional languages of French, Italian or German are available. Ecole française Internationale de Skopje - French language school that caters to Ecole maternelle students.

France

There are many different language schools.

Language specialities by Region: “*Basque, Breton, Catalan, Corse, Créole, Gallo, Occitan / Langue d’Oc, langues régionales d’Alsace*”

The law DEIXONNE (law n°51 - 48 of January 11th, 1951 relative to the languages teaching and local dialects) is the first one, and the only one until today, that relates specifically to teaching regional languages. It establishes official recognition of the existence of certain regional languages.

Romania

All authorised / accredited public and private schools are available at all levels of education and have a high degree of autonomy with the option of opting out of the public curriculum, according to the legislation in force.

b) Music schools

Example in Poland

In Poland like in many other countries pupils can attend not only to typical public schools with standardized educational programme but also to music schools. The program is based on the research and training of music. Instruction consists of training in the performance of musical instruments, singing, musical composition, conducting, musicianship, as well as academic and research fields such as musicology, music history and music theory.

If you consider enrolling your child in the music school, you should be aware of all advantages and disadvantages.

Strong sides of music schools:

- Music schools are smaller than public one which means that no one is anonymous. This gives a chance to better response to students’ needs. Also is

much more comfortable to lead some additional educational projects with a smaller group of youth,

- Many music schools have an innovative approach based on techniques related to music. It can have a positive impact on our intellectual development, for instance: it stimulates the activity of both cerebral hemispheres, it affects the memory, perceptiveness, reflex. What is more learning music is sometimes engaging for the whole body, from the head to the use of arms and legs,
- Student will have a vast repertoire that is able to perform with and without musical notation,
- Student will read and write music with understanding,
- Student will continue, as an adult, to be able to listen to music of various styles with understanding.

Weaknesses of music schools:

- Sometimes the child has no predisposition to learn in a music school and any encouragement or forcement to this kind of education can discourage or frustrate him,
- Focusing solely on the musical development of the child, although it has a positive effect on the whole of his development, can cause that there is no time to deepen other interests like sport, art etc.;
- It is also worth paying attention to the aspect of competition, sometimes it is motivating to have achievements greater than others and sometimes jealousy appears for successes and ruthlessness appears,
- It is worth listening to the needs of the child to be sure that the music school is really the right direction of the child or rather the fulfillment of parents' ambitions.

Analysis of legal forms of out-of-school education in partner countries

Poland

Musical education in Poland creates a system separate from general schools, which creates musically talented children and young people the possibility of individual, unpaid education in the field of music. The school's governing bodies are:

Ministry of Culture and National Heritage and subordinate institutions: Department of Arts and Cultural Education of the Ministry of Culture and Arts and Center for Artistic Education; local government units; natural persons or associations.

The system is based on a three-level educational model, covering primary (1st level), secondary (2nd level) and higher education (music school, formerly a conservatory or a higher music school, currently a music academy or a music university).

Schools run by the Ministry of Culture and National Heritage and local government units (as well as a few others) have the status of public schools, and run by private individuals or associations - non-public. Some non-public schools have identical qualifications in education as public schools.

Portugal

Public Schools or private schools providing or double diploma (music and academic) or providing only music studies and degree (in this case the pupil or students must be enrol on the school via academic) and integrate or Supplement in Music school. The Frame is the Artistic Education law n. ° 225/2012, 30th July.

Macedonia

Musical school is a public school in Macedonia so called: "Public school for ballet and Music".

France

There are music school and the "*music conservatories*".

Children's practice music and singing at school.

Turkey

A special type of school called "Fine Arts High School" gives arts training to students selected to this school through an examination. Students can receive music, drawing, drama etc. Training in these schools.

Romania

All authorised / accredited public and private schools are available at all levels of education and have a high degree of autonomy with the option of opting out of the public curriculum, according to the legislation in force.

c) Sport schools

Sport is very important part of our lives which can bring lots of benefits, both physically and mentally. Sport is also important for children: by playing sports children develop lot of skills, have opportunity to make new friends, learn to be a team member, learn about play fair, etc. But the most important contribution of sports for children and not only is enhancement of physical and mental development. Because of that be a participant in school athletic activities provides a means for students to more meaningfully engage with their education, increase academic performance and attendance and provide life skills taught through sports-based youth development.

Benefits:

- Opportunity to make a new friendships,
- Opportunity to learn how to lose,
- Opportunity to learn respect to authority,
- Opportunity to learnt how to control emotions,
- Opportunity to raise self-esteem,
- Opportunity to learn how to be patient,

- Opportunity to work together,
- Opportunity to learn how to be less selfish,
- Opportunity to learn how resilience.

Fair play – is important in the process of kids' character and moral formed. Playing sports enables them to create friendships. Practicing sports teaches tolerance, because sport does not know something like religious belief, orientation, nationality or skin color. Another important thing is social interaction among children: kids learn that, they are part of a team where every element and member is just as important and cannot fail. Losing is an important element of any challenge that teaches strength of character and perseverance. They learn to respect authority, rules, team colleagues and opponents. Sport is also a good tool for leveling and coping with stress. During sporting, many emotions are released that are helpful when we go through a difficult period in life.

Sport is an important learning environment for children. Numerous studies have shown that children who play sports perform better at school. It is also within sport that peer status and peer acceptance is established and developed.

Overall, there are many benefits of playing sport by children. This is not actually matter if you child prefer a team sport or an individual sport like tennis, because what your kids can learn goes beyond the physical. In the same time it has to be will of the children – decision about playing any sport. So if your child isn't sporty or interested in a particular sport, you should not be worried.

Guide for parents:

If you can afford it, it is worth investing in developing the sports passion and skills of your child. As has been shown, sport brings many benefits in the proper development of the child. It is worth showing the child different possibilities in sport, if it turns out that the child is not a fan of individual sports, maybe it is worth to show him the team and vice versa:

- Be an example

- Do Sports Together
- Keep It Fun
- Encourage, Don't Force

Some children, despite your encouragement and support, will not like sport. Instead of worrying about it, it will be best to pour out other hobbies for your child that will allow you to develop such skills as team work, strength of character, etc.

Analysis of legal forms of out-of-school education in partner countries

Poland

A kind of schools in Poland in which there is a sports training in one or several sports disciplines, in at least two sports branches (classes) of at least 15 students in a branch, in at least three subsequent classes of a given type of school. Sports schools can be primary schools, junior high schools and high schools for youth.

Students of sports schools hold at least 10 hours of sports every week.

In sports schools, the following stages of sports training are carried out:

Targeted - implemented in grades 4-6 of the primary school and all junior high school classes; Its main purpose is to reveal the predispositions and talents of students and determine the discipline or field of sport in which further training will take place;

Specialist - carried out in high schools.

The exceptions are disciplines such as swimming, artistic gymnastics, sports gymnastics, sports acrobatics, figure skating, alpine skiing and table tennis, in which a targeted sports training phase can be implemented from the first class of primary school, and specialized from the first grade of junior high school.

Sports schools conduct less-hour sports training than sports championships.

Portugal

The Sports schools almost are Clubs or Associations based on civil society. They are under legislation of Portuguese Institute for Sports and Youth. And if they provide federative sports they are framed by the regulations of different Federations of the each Sport.

Macedonia

Sport school is a public school in Macedonia.

France

In middle and high schools, the option sport study allows the pupils to reach a high level of practice in their sport. Children practice trainings and competitions. Many sports are proposed in more than 600 high schools of France (UNSS: National Union School Sport).

In University: sciences and techniques of physical and sports activities (option STAPS). After the high school, there are specialized sports schools. More 100 different sports are proposed within the framework of these sections sport-studies.

Turkey

Sports High School" is a type of school which selects talented students through an exam and trains them in sports.

Romania

All authorised / accredited public and private schools are available at all levels of education and have a high degree of autonomy with the option of opting out of the public curriculum, according to the legislation in force.

d) Other types of schools

Analysis of legal forms of out-of-school education in partner countries

Macedonia

School of Design and Art, School of Telecommunication, School of Architecture.

France

For Handicap children / teenagers: The networks of helps specialized to the underachieving students (Razed): the units located for the school inclusion (ULIS), A class Segpa (section of adapted general and professional education), the devices relay (classes and workshops) and the EREA (The regional establishments of adapted education).

In schools, it is a question in the special education, in the primary sector, the RASED and the ULIS School. In the secondary education, it is SEGPA and ULIS in middle and High school. The EREA-LEA is the only establishments at the same time purely school and purely specialized.



Additional activities in school

4. ADDITIONAL ACTIVITIES IN SCHOOLS

a) Extracurricular activities in school

Extracurricular activities in school are those outside the normal curriculum of school education, performed by students. Such activities are generally voluntary (as opposed to mandatory), social, philanthropic, while sometimes they can aim at strengthening and/or widening the curricular competencies.

Advantages:

- Keep students busy,
- Give students the chance to explore their interests,
- Help teach students the important trait of being responsible,
- Increase the chance for students to be accepted in a particular university.

Disadvantages:

- Extra expenses in the schedule (child's timetable is filled in with a number of classes that do not leave space for anything else),
- Extra pressure on the students,
- Put learning at risk due to tiredness.

* Example from Macedonia

Very often teachers are trying to include their students/pupils in different after school activities such as sports, hobbies, math competition etc.

Sports – Teachers of sports are organizing competitions in different disciplines such as: Football, Basketball, Handball, Volleyball, table tennis. The teacher always is asking the pupils if they want to have a competition with other schools, so they start preparation. At first the teacher selects the best players, make a team depends on the

sport and later he starts to train with them. In the main time other schools are doing the same. At some point they come up with idea to make a competition inside the municipality which in this case the municipality helps the teachers to organize and give some kind of gift for winners. This is happening very often in primary and secondary schools.

Hobbies – In this case pupils are those who are asking the teachers to do extra activities related to their hobbies. There is not a specific group or club where you could join and you can share your hobby, everything is individually made. One opportunity for those who wants to share their hobby with others is when the day of the school is (date where the school started working). We do celebrate it with different kind of activities and usually pupils show their hobbies here.

Math Competition – Each year there is a math competition called **Mathematical Kangaroo** (also known as **International Mathematical Kangaroo**) so teachers are selecting the best pupils in math, training them after school each week and later there is a selection criteria for those who will go further in the competition.

Generally, a big impact have organization's here. Teachers are in contact with organization and those who need pupils/students for any kind of activity teachers suggest them to go and get involved in it.

Aims:

- Make pupils more open minded and creative,
- Meet pupils with other pupils from other schools,
- Make them ready for further steps in their life,
- Make them be competitive in future and especially in working place,
- Find the talents inside the groups.

Analysis of legal forms of out-of-school education in partner countries

Poland

Extracurricular activities – classes taking place in or outside of the school that are not part of the compulsory school curriculum and are of an optional nature. There are different types of classes: to prepare for exams, to acquire additional knowledge in issues of interest to students, to learn foreign languages, etc. The purpose of organizing extracurricular activities is to arouse and develop the interests of students.

Portugal

Each School proposes each year the Educative plan by Pedagogical council to School Council which approves it. This council is composed with representatives of the civil society, local authority, teachers, Student association and Parents association among others. This plan proposes all extracurricular activities in school or provide by school.

In primary Schools there are AEC - Extracurricular activities for those interested on it 2 hours a day.

Spain

Each student is free to join these courses.

Macedonia

In rare cases teachers provide extra lessons to the pupils (Maths teachers usually).

France

It is a time of activities organized and taken care by the municipality in continuation of the day of class. These activities aim at favouring the access of all the children to the cultural, artistic, sports practices, etc.

These times of extracurricular activities should allow the children to discover diverse manual or intellectual activities. It is about a discovery or about a raising awareness of a practice as the dance, the plastic arts, the theatre, the music, the badminton, the gardening, etc.

Turkey

At the beginning of the year, a plan is made to arrange all the extracurricular activities in the school. The limitations are stated in the law and also schools act according to their own conditions; for example in order to open a chess class there must be a teacher in the school who has a certificate entitling them to teach chess.

Romania

They may be carried out during the school year and on the basis of the planning remaining at the decision of each educational establishment, according to the order of the Minister of National Education and Scientific Research on the structure of the school year valid for the respective school year.

b) After school activities provided by teachers

Extracurricular activities in school (additional lessons provided by teachers)

Usually we know that some students are good in some subjects and not so good in others subjects. Because of this teachers are providing additional lessons for free after school or when they are free.

We do have many cases where parents are asking the teachers to give their kids additional lessons after school so they can learn and be updated with everyday lessons.

These additional lessons mostly of the time are math lessons and pupils coming from our country are bad in math. But not only also there are additional lessons in languages, science subjects and some social subjects.

It is very common for teachers to hold additional lessons before the exams. They practice past exams, exams that teacher has have in the previous year and make them ready for the new exam.

Objectives of these additional lessons:

- Help pupils with their difficulties,

- Try to make the subject easier for them and understandable,
- Give to pupils more so they can receive more (regarding the knowledge).

Analysis of legal forms of out-of-school education in partner countries

Poland

In Poland there are many different after school activities provided by teachers at schools – the type of activity usually depends on pupils' needs and also teachers' interests.

Portugal

Parents associations in each school or/and local authorities providing After schools activities as a Help to family because they stay till later hours according they labour hours.

Macedonia

Teachers of sports and music usually provide extra lessons for their pupils or high school students (for example: Teachers of sport usually make small football teams so they will play with other teams or schools).

France

For teenagers in middle school: the national union sport school (UNSS) is the French federation of sport. Multisport, is open to all the young schoolchildren on Wednesdays. Professors organize different clubs in lunch time.

Turkey

At the beginning of the year, a plan is made to arrange all the extracurricular activities in the school. The limitations are stated in the law and also schools act according to their own conditions; for example in order to open a chess class there must be a teacher in the school who has a certificate entitling them to teach chess.

Romania

All these extracurricular activities can be done in partnership with students, parents, institutions, non-governmental organizations and / or economic operators.

I. The "Other way to make school" national program has a duration of 5 consecutive working days during the school year and can be run on the basis of a planning that remains at the decision of each school according to the order of the Minister of National Education and Scientific Research on the Structure of the School Year, the respective school year. (OMENCS No 5034/29.08.2016)

II: The "School after School" program: (1) Educational establishments may, by decision of the board of directors, extend their activities with pupils after school hours through "School after School" programs. (2) In partnership with local public authorities and parents' associations, the "School after School" program offers educational, recreational, leisure time activities to enhance acquired or accelerated learning skills as well as remedial learning activities. Wherever possible, partnership can be achieved with non-governmental organizations with competencies in the field. (3) "School after School" programs shall be organized on the basis of a methodology approved by order of the Minister of Education, Research, Youth and Sport. (4) The state may finance the "School after School" program for children and pupils in disadvantaged groups, according to the law." (Article 58, Nation Education No 1/2011). More information in OMECTS No 5349/7.09.2011.

III. Extracurricular activities carried out during the school year and may be carried out on the basis of the planning remaining at the decision of each educational establishment, according to the order of the Minister of National Education and Scientific Research on the structure of the school year valid for the respective school year.

IV. Other extracurricular activities occurring during the school year with the approval of school leadership.

c) After school activities provided by volunteers

There are many ways to organize after school activities provided by volunteers. It can be as well one-time meeting with a specialist ("guest speaker") organized as an extra-curriculum activity, or a series of meetings, workshops and discussions on various topics, such as ecology, entrepreneurship, finances etc. Students can also get a chance to attend workplace activities, such as job shadowing. There are also many attractive initiatives organized in cultural institutions, by religious communities, day care centers, NGOs and municipal authorities. Very interesting example of activities provided by volunteers is also "corporate volunteering" organized for pupils in schools¹.

Benefits:

- An opportunity for pupils to improve their professional skills, mostly through learning-by-doing and lessons which provide more detailed knowledge of the subject,
- Pupils essentially get a glimpse into the everyday life of the speaker/volunteer, which they probably cannot get anywhere else. Another added benefit is the link that students get between what they learn in their textbooks and what they learn from the volunteer,
- Shaping the students' initiative and entrepreneurial attitudes,
- Students can get inspired by successful people,

¹"Corporate Volunteering" is "the strategy linked to the Corporate Social Responsibility" consisting of "voluntary activities and personal commitment made by employees in an organized and on an informal manner, unpaid, and for the benefit of other individual's framework.

- Many programs/activities allow students to develop life and soft skills (like cooperation, communication, team working) and to increase their self-esteem and their feeling of self-worth and usefulness,
- Students with educational difficulties can get a chance for a supportive relationship with a volunteer, by systematic one to one meetings,
- If parents will be involved in this activity they can gain a better understanding of their children's school life, new useful skills and satisfaction.

If you, as a parent, are interested in organizing such an activity for your child, you should take this into consideration:

- Check if this kind of practice is already working in your child's school. Maybe a teacher invites "guest speakers", parents or other specialists to the school?
- There are also many organizations (very often linked to corporations) which cooperate with schools and provide this type of activity, for example, Capgemini, The Economic Information Office (TAT) in Finland, Fundación Princesa de Girona (FPdG), etc.
- Maybe you are the person, who can get involved in your child's education and volunteer? Think, if you have anything to share, maybe your professional experience, maybe a passion and knowledge about ecology? Maybe even there is a chance to invite a student/group of students to your workplace and show them how everyday work life looks like? Maybe other parents from the school also will be ready to get involved?
- Take a look at your contacts, maybe you already know fascinating people who like to share their knowledge? Both volunteer and a child can benefit from this experience.
- If you are a low-income parent or your child has educational difficulties you can probably find many supportive initiatives dedicated to your child: find out what

offers daycare centre near to you or initiatives such as Akademia Przyszłości², which involve volunteers work.

Analysis of legal forms of out-of-school education in partner countries

Poland

It is possible for a teacher to invite a specialist for a lesson of his/her subject or for an additional lesson. It is also, for example, popular to invite students graduated from high school, who are university students now, to tell pupils about their experiences.

Portugal

Civil society organizations provide pupil and student support in some school contents or helping to do the home work during the school year. This facility is done by volunteers.

France

In second degree, the institution invites their students graduated from high school who are in university now to present their university and testify to their studies. In order to help pupils to think about what they want to do after graduating.

In primary and second degree, volunteers can help pupils to learn differently and understand better the lessons.

Turkey

These activities can be arranged according to demand, but again there are some condition; at least 10 students is necessary in order to arrange such an activity, special permit should be received from the Local Directorate of National Education.

² Akademia Przyszłości – it's a project coordinated by Wiosna Foundation in many schools in Poland. A child with learning difficulties gets a chance to build a supportive relationship with a tutor (a volunteer). They meet once a week to learn or just spend time together. There is also an offer of various events, such as visits to museums, theatres etc. Find out more: <https://akademiaprzyszlosci.org.pl/o-akademii>

Romania

They can be done only with the approval of school leadership.

d) Other type of activities in schools

“Tell me and I forget. Show me and I remember. Involve me and I understand.” — Chinese proverb

What is Project - Based Learning?

“Project Based Learning, or PBL, is an instructional approach built upon learning activities and real tasks that have brought challenges for students to solve”. It is usually done by groups of students who work as a team to achieve a common goal. The tasks could be: solving give problems, participating in simulations, conducting case studies, designing case studies on different areas of science. A teacher here is a tutor who can give advice or guidelines and gives assessment after the project is finished, but he or she does not give a certain “package of knowledge” to the students. They have to find the needed information and data on their won, using multiple sources. Besides, they gain such skills as: communication, presentation, organization, time management, research, inquiry, self-assessment, reflection, team working, leadership and critical thinking, etc.

Why is it worth to implement PBL? It:

- Puts students/pupils in a position to use the knowledge that they get,
- Effective in helping students/pupils understand, apply, and retain information,
- Can give students/pupils an opportunity to work with professional experts who enrich and support the teachers/parents knowledge and how it connects to the real world,
- Can be more effective than traditional instruction, and increase academic achievement,

- Benefits include building skills such as critical thinking, communication and collaboration,
- Students/pupils who work on projects show increased motivation and engagement in their studies”.

Advantages:

- encourages students to discuss,
- opportunity to use differentiated instruction approaches,
- can increase student’s engagement – it can be an interesting break from normal lessons and common exercises,
- helps students develop skills that are useful in the real world,
- Improves teamwork and interpersonal skills.

Disadvantages:

- there is a possibility that students will perform poorer on tests – (it is because many tests reward fact-based learning with multiple choice and short answer questions, not skills related to collaboration and justifying reasoning),
- some may feel disengaged as a result of not being ready to handle this type of exercise for a number of reasons (immaturity, unfamiliarity, lack of prerequisite knowledge),
- time-consuming assessment.

Tips for parents regarding PBL of their children:

Do not worry that your child would learn less through project than in a traditional classroom. Actually, s/he will not only find the information on a certain area of inquiry, but also gain a lot of transversal skills that will equip her/him for facing the challenges of today’s world. “The top skill sets for the future require agency, adaptability, problem-

solving, teamwork and communication– all prominent features of PBL. Educational technology is another integral part of PBL, and this integration allows students to work with the very tools of the future while digital access sets the stage for cross-cultural examination and communication”³.

Be supportive and show that you are interested in your child’s school assignment. Try to motivate a child to team work, efficient planning and managing their time, efficient search and selection of resources and data. Listen to the project’s presentation before it is given in the classroom and give feedback – this will help your child gain confidence to present the project in front of the classroom and an overview how to improve the presentation.

After the project is concluded by your child (in cooperation with her/his school mates), again express your interest. This will also help your child to reflect on the outcomes of her/his learning. Ask questions like: “What did you find easy? What was most challenging? What did you enjoy the most? (...) It is also a great idea to find opportunities for your child to share what they have just learned and accomplished with friends and family members. It will serve as another way for your child to reflect on their project, and the well-earned chance to brag a little is a great way to build confidence”.

You can initiate a project at home! This does not have to be related to the school work. Identify a problem or a need which is close to the real problems your child faces in everyday life. “Pay attention to the things your child expresses interest in, the questions they come to you with, the frustrations you watch them go through, and the activities that really make them light up”⁴. Have the child produce something concrete. Here are some examples⁵:

³ <https://www.gettingsmart.com/2017/09/what-parents-need-to-know-about-project-based-learning/>.

⁴ Ibidem.

⁵ Ibidem.

- “Have your child take over as family chef for a week. They can start by finding dinner recipes, and making a grocery list on their own. Then, do the shopping, and prepare the meals together, letting your child take the lead while teaching them about healthy, balanced eating. Be sure to take pictures of your week of family feasts!
- If your child does some neighborhood lawn-mowing or babysitting, have them take their enterprise to the next level (along with their earning potential!). Ask them to do the research to create a formal business plan and some simple promotional materials like flyers and business cards. Encourage them to get the word out by posting advertising for their new business around your community (...).
- In addition, of course, if you have a budding innovator on your hands, encourage them to start bringing their big ideas to life! Look to these child inventors for inspiration—each of their creations was born out of a simple need they recognized and took upon themselves to fill!”

Analysis of legal forms of out-of-school education in partner countries

Spain

Computering, meals provision (breakfast, lunch and/or snack) and any other activity with the express permission from the Directorate of Education of the Region.

France

«Green Classroom» is a stay which can go of a few days to a few weeks to the campaign or a thematic (sea, farm, mountain....). This travel is without their parents. The trip is supervised by their teachers. Green Classroom is especially for the pupils of primary school. During this stay, the pupils discover the environment and participate in several outdoor activities. The organization of their stay allow them to alternate between the courts (courses, prices, and yards).

Romania

Education for children and young people capable of high performance:

(1) The State shall support high-performing children and young people both in educational establishments and centers of excellence. Centers of excellence are set up by order of the Minister for Education, Research, Youth and Sport.

(2) Coordination of the actions provided in paragraph (1) is provided by the National Center for Differentiated Training, established by Government Decision, initiated by the Ministry of Education, Research, Youth and Sport.

(3) Human resources, curricular, informational, material and financial resources for supporting children and young people capable of high performance are provided by the educational units and the school inspectorates, according to the methodological norms developed by the Ministry of Education, Research, Youth and Sport.

(4) To support children and youth capable of high performance, the Ministry of Education, Research, Youth and Sports organizes olympiads and competitions, profile camps, symposiums and other specific activities and grants scholarships and other forms of material support.

(5) High-performing children and young people benefit, regardless of their age, from educational programs that respect their learning and performance orientations. These programs are deepening learning, grouping on skills, enriching the curriculum with new areas, mentoring and transferring competencies, accelerating promotion according to the individual learning rhythm.” (Article 57, Law on National Education. Law No 1/2011)



**AFTER SCHOOL
.....
ACTIVITIES**

**ORGANIZED OUT OF
SCHOOLS TO ENRICH
THE EDUCATIONAL
ACHIEVEMENTS**

5. AFTER SCHOOL ACTIVITIES ORGANIZED OUT OF SCHOOLS TO ENRICH THE EDUCATIONAL ACHIEVEMENTS:

a) University lessons open or organized for pupils

Additional classes for children provided by the university

The idea of organizing additional classes for young students appeared in Germany. Then it spread to other countries and became very popular form of education. This concept is very easy to explain: children may be able to participate in ordinary lectures (just like faculty students) conducted by professors. They observe experiences, ask questions, discuss with scientists. It is a unique opportunity for young people to gain a real passion, broaden the horizon, meet new friends and, of course, have an adventure. In Poland, for instance we can find various offers concerned on the specific field of knowledge like economics, medicine, engineering, chemistry, law, geography, maths and many others. Sometimes such activities are extremely useful for children preparing for various competitions at the national level.

If you think about enrolling your offspring for this class, remember all its pros and cons:

Advantages:

- Your child is learning from an early age that science can be a real passion, which encourages them to independent research,
- The child is encouraged to ask questions and can get the answer from professionals in their fields,
- The child can establish long-lasting friendships between the peers supporting each other for the development of their passion,
- They learn through the practice,
- This programme can also be an encouragement of studying themselves,
- It is also an incentive for parents to learn together with their children,

- Children are naturally interested in the world so use their willingness to explore knowledge.

Weaknesses of classes:

- Despite matching the programme to the development of students, sometimes the issues that are discussed may be too difficult and incomprehensible for youth.
- The first rivalry between children can occur in terms of their personal achievements.

As you can see there are much more pros than cons of this form of education. Therefore, we encourage you to familiarize yourself with the academic offer of various universities which are located in your city. Maybe your child will be really interested in one of the fields of knowledge and classes conducted at the university will be a chance for him to develop his passion.

Analysis of legal forms of out-of-school education in partner countries

Poland

The idea of university lessons for pupils exists in Poland, there is, for example, non-profit organization “Uniwersytet dzieci”, which organizes many different activities of this kind.

Portugal

Students Associations or University departments provide courses as students Extension that could be recognized or not by credits. They are open not only for students but also for open to everybody according a rules of access.

Spain

Open days for families and students of high-school grades and BaccaLaureate.

Macedonia

Universities promote themselves when it comes to the registration of students, so those days there are some lessons organized for pupils otherwise there is nothing coming from Universities!

France

University organize open door for families and especially for graduates in order to meet the teachers and the current students who will share their experiences. University propose a discovery day which allows participating in the lectures with the students.

Romania

Universities usually organize open lessons or free lessons for pupils, especially to help them for admission exam or in order to make their educational offer known.

b) Laboratory schools

A very broad definition of “laboratory schools” includes campus-based schools, and others with diverse university affiliations, such as charter schools, professional development schools, child study institutes, research and development schools, etc. Three complementary activities are associated with this type of school: education, training and research. The history of laboratory schools is very long and Lab schools grew considerably in the United States between the mid-19th and 20th centuries and have played a major role in the field of educational research. Nowadays laboratory schools are less popular (more of them exist in the United States than in Europe).

Firstly, if you consider enrolling your child in the lab school, you should be aware of all the advantages and disadvantages.

There are a few important strengths of this type of education:

- Lab schools are smaller than the public one and this can be an important value. In a small school, each student can be known and be at the centre of attention. No one gets lost in the crowd. All the adults in the school can know all the

students. Small schools can be more flexible in response to individual students and their circumstances. They also have much lower drop-out rates.

- Lab schools are usually situated in the university campus or close to the university, which gives children a chance to, since the very beginning, learn in an academic atmosphere, which promotes students interest in higher education. They are more likely to choose to take a higher education and transfer is less stressful to them.
- Many laboratory schools have an innovative, experimental approach to teaching. They can offer a way of learning which is hard to find in any public schools. They can, for example, **provide an extended-year, extended-day, mixed-age program with a project-based learning approach**. These techniques empower students to take ownership of their learning.

Weaknesses of Laboratory Schools:

- The frenzied environment can be perceived as an important disadvantage. Most lab schools are designed to train teacher candidates. This requires student teachers and other school and university personnel to frequently enter and exit classrooms to facilitate observation of teacher candidates and the instructional methods used in the classroom throughout the year. This type of activity can be disruptive to children, who are trying to concentrate on their class material, as well as instructors trying to teach.
- Lab schools tend to produce homogenous environment – it might be an advantage or disadvantage, depends on the perspective. Most lab schools are so small that children share a classroom with the same children they did in kindergarten through high school. Some parents would prefer a public school for their children to broaden their social spectrum, which would allow them to learn how to meet new people in a more diverse environment.

If you consider enrolling your child in the lab school:

- Check if there are any lab schools in your city – in (especially eastern) Europe it's not the most popular type of school. You can also check the members of the International Association of Laboratory Schools: <https://www.laboratoryschools.org/>. Maybe you can find there a school close to your place of living?
- If you successfully found an interesting school, check carefully what this school has to offer? Any interesting additional lessons? Various after-school activities? An innovative approach to teaching?
- Visit the school (maybe there is organized an "open day"?), see how it is functioning and talk to the teachers. Be prepared for this conversation. What do you want to ask about? What is the most important for you in choosing a school? Think about your child's needs – what is the most important from their perspective, will they feel comfortable in that school?
- Maybe you know or you can meet parents of kids who are already attending that school? Ask them about their opinion; do their children like that school?
- Compare the lab schools with other schools your child can attend. Is it the best choice, taking into considerations all circumstances?

Analysis of legal forms of out-of-school education in partner countries

Poland

In Poland laboratory schools do not exist.

Macedonia

This is possible only for Medical students.

France

The Experimental High school is a public school which proposes an alternative pedagogy based on the joint management between pupils and members of the educational team. Concretely, Staff, Members of the educational team and student, chose to work together (decision, organisation), equally of rights (one person = one vote), «They build the high school».

Objectives: a differentiated pedagogy, a personalized follow-up of the pupils and an education in the autonomy.

Romania

According to the Romanian laws they may be organised, but according to our research, there are no laboratory schools in Romania.

c) Lessons organized by libraries, botanic gardens, zoos, museums, exc.

When the bell rings after the last class, it usually signals the end of the school day for most pupils. After that, some of them go to extracurricular activities but many of them head home to socialize with their friends. Unfortunately, what they do not know is the fact that there are many opportunities for them to learn different things trough after school activities provided by public institutions.

These kind of activities can take many forms. The volunteers from religion communities, day care centers, NGO's and so on help organizing them.

There are many activities which can take place in spaces like libraries, botanic gardens, zoos, museums, etc. We will exemplify these below.

In libraries:

- Author Event. Author visits school/library and gives 30-40 min. presentation followed by either an activity (writing workshop) or Q/A. Local authors often will appear free, or for the cost of transportation.

- Battle of the Books. Participating teams read a list of several books, trying to remember the story details and then battle it out against other teams. Librarians ask progressively more difficult questions.
- Book Builders. Kids are taught about different ways to create a blank book. The librarians might give them some story starter ideas or ideas for illustration.

In botanic gardens:

- Ready, Set, Grow! Participants will learn where our food comes from and how can we reduce our environmental footprint. They will also learn about growing their own food.
- Nature Play. Seek inspiration from nature and create art with leaves, flowers, stones and twine. Children will also enjoy an exploration of the senses through nature play.

In museums:

- Learn by visit. During the visit the guide makes the children familiar with the history of the relics. Doing so, he creates a space for learning and reflection, very efficient when it comes to learn new things.
- Volunteering. Children and parents can volunteer in museum as there is always something to do. It is a great way to spend time in a museum, not only by helping the personal with the organization, but also by learning many things in a more particular way. For volunteering in a museum you just have to talk to the contact person of the museum and you will be told exactly the enrollment procedure.

The benefits for the participants would be:

- A chance for students to get better knowledge of different topics by real practice,

- Students can link between what they learn in their textbooks and what they learn from the volunteer,
- An opportunity for pupils to improve their social and cultural skills,
- They get better understanding on the importance of education,
- Shaping the students' initiative and entrepreneurial attitudes,
- Students can get inspired by successful people,
- Many of those activities will help children to develop their cooperation, communication and team working; also they will be more aware of their self-worth and they will feel like taking part in something big,
- Students with educational difficulties can get support.

If you, as a parent, are interested in organizing such an activity for your child, you should take this into consideration:

- Check if there is already an activity like this in your child's school,
- There are also many organizations (very often linked to corporations) which cooperate with schools and provide this type of activity, for example Accenture (in Romania) – they organize some job shadowing days,
- Think if you can get involved in your child's education by sharing some professional experience or maybe a passion, or a knowledge about something,
- Check if you have some important contacts, some successful people who would like to share some advice.

In a controller environment such as a library or a museum, many activities can take place. For example, a child can learn from a lesson in the library how to arrange things, how the books are alphabetized and how that can help them in their day to day activities and how to do proper research on a topic.

In a museum, a “treasure hunt” can be organized, where the children receive a paper with information about the year, the event and what they are supposed to find and then sent around the place to find all the items. The history lesson is included only by the simple search.

Also, at the zoo, a lesson about nature and animals would be taught in a bit. The children will see with their own eyes exotic animals, their behavior and the interaction with their mate. A lot of plants and fish are also available in almost any zoo. A little goes a long way when it comes to show in an interactive way and at the same time teach a child something new and useful.

Benefits:

- The experience of learning through their own research and hard work,
- Interaction and bonding with other children and the feeling of team work,
- Sharpening research and observational skills by reading and searching for information's,
- Better organization skills, completing tasks a child will have to face day to day as an adult,
- Enrich general knowledge (about animals, history, etc.),
- Shaping children to have a thirst of knowledge which can be satisfied by finding new information all the time,
- Increase interactional skills, develop soft skills (team work) and also help them feel connected to the environment,
- Parents can participate to lessons and guide the children through their mission of discovery.

These kinds of lessons can be held by either a teacher or a group of parents. It is recommended for teachers to have interactive lessons in which the approach to nature is encouraged. Zoos, for example, have different regions where children aren't allowed so a safe environment can always be ensured.

Also, parents can organize such lessons. The parent, who takes the initiative and talks with the other parents, can gather a number of children to take care of and entertain.

They can organize treasure hunts and make maps with clues for the children to discover. They can play interactive games such as guessing the animal or find an important painting among many others.

Parents can participate actively and be around the kids, involved in their journey of discovery. They can guide them and keep an eye on them while building a strong foundation for their relationship. Playing games and giving them clues gains trust and creates the feeling of support between parent and child.

Analysis of legal forms of out-of-school education in partner countries

Poland

Organizing lessons in museums, zoos, etc., which are prepared especially for pupils is a common activity in Poland.

Portugal

In Portugal all Museums, Laboratories as alive Science and Universities, Libraries, garden, zoos, etc., provide Lessons or Workshops, some for free, some with a fee. It's a way in Portugal for raising funds.

France

Libraries, botanic gardens, zoos, museums organize workshops with students, parents, institutions.

Romania

These can be done by them and in partnership with students, parents, institutions, non-governmental organizations and / or economic operators with the approval of their leadership.

d) Lessons organized in libraries, botanic gardens, zoos, museums, etc. provided by teachers

Analysis of legal forms of out-of-school education in partner countries

Poland

It is possible for a teacher to organize a lesson in a museum, zoo etc., as a part of his/her subject or as an additional lesson.

Romania

These can be done in a multilateral partnership with teachers, students, parents, institutions, non-governmental organizations and / or economic operators with the approval of their leadership.

France

It is possible for a teacher to organize a lesson in libraries, botanic gardens, zoos, museums for children.



AFTER SCHOOL ACTIVITIES

.....

**ORGANIZED OUT OF
SCHOOLS TO ENRICH
STUDENTS / PUPILS
INTERESTS (HOBBIES)**

6. AFTER SCHOOL ACTIVITIES ORGANIZED OUT OF SCHOOLS TO ENRICH STUDENTS / PUPILS INTERESTS (HOBBIES):

a) Art, music clubs

Art is an important element of our life in culture and in social life. The development of the sense of aesthetics and artistic skills among children is important because it is easier to express emotional states through art. Developing children's sense of aesthetics and artistic skills makes them more sensitive and open to otherness.

Music is another indispensable element of culture. Developing a sense of rhythm and musical skills is important for the child's correct educational development. By learning the game on instruments we not only expand our children's chances, but also give them the opportunity to share time with others. People express themselves through music. Young people who play instruments have a chance to make a number of additional friendships.

Benefits:

- Creativity. In today's world and on the job market, creative thinking is very appreciated. Creative people dictate how society works, in which direction the companies are developing. The development of creativity is important already in the youngest years, and music and art is a tool for its development. Through art, it is easier to develop creativity than through mathematics or other exact sciences,
- Learning results. The development of soft skills allows you to achieve better results in learning,
- Motor skills and coordination. Children who deal with music and art have better coordination skills,
- Confidence. By learning these skills, we raise our self-esteem and feel a lot more confident. Opening up to others thanks to music has a very positive effect on our self-esteem,

- Visual science. For small children, spatial understanding comes a lot easier if they learn art and music,
- Decision-making. In art, we have to make many choices, like how we play, etc.
- Discipline: Learning to play an instrument or drawing teaches discipline. In such things as music and art, we must be very disciplined to achieve results,
- Focus. Focusing on results and on your own needs and goals is necessary in music. By developing these skills, it is also easier in other areas of knowledge,
- Cooperation. In music, teamwork is a very important element. If we do not listen to others, we will not achieve a common goal,
- Accountability. Kids in the arts learn that they are accountable for their contributions to the group.

Guide for parents:

- Find out if there are choir or drawing classes at your child's school. Schools often offer it as additional activities for children,
- Contact your local art college for advice,
- Talk to people who play the instrument or paint. They will certainly give you lots of advice on how to develop these skills among children,
- You can ask at local theaters and culture centers if they offer some extra activities for children,
- You can also contact a music teacher on how to develop the passion and sensitivity of a child at home,
- Be involved in the process of learning your child. Children will be more motivated and open, if they are sensitive parent support.

Analysis of legal forms of out-of-school education in partner countries

Poland

Participating in art and music club is a popular activity for pupils in Poland. These clubs are organized in schools or for example in some cultural institutions by teachers or by people without pedagogical education.

Portugal

There a huge number of clubs of all matters and providing after schools activities. Is very important in the field of leisure times.

Spain

Depending on the decisions of the parents.

Macedonia

In each school there are different types of clubs such as: Arts, music, math, sport, dancing.

France

There is a diversity of clubs for children to grow in their activities of interest.

Turkey

These hobby clubs can be organised in "Youth Centres" which are public institutions and they are organised out of school hours. They are free for all.

Romania

"School after School" programs shall be organized on the basis of a methodology approved by order of the Minister of Education, Research, Youth and Sport. The state may finance the "School after School" program for children and pupils in disadvantaged groups, according to the law." (Article 58, Nation Education No 1/2011).

The “School After School” program can be organized in the available spaces of their own educational unit or in the spaces of other educational units, school consortia, etc., as well as in the palaces and clubs of children, school sports clubs or other places provided by the authorities local, non-governmental organizations with competencies in the field, church etc.” (OMECTS No 5349/7.09.2011)

b) Reading and / or writing clubs

In the educational plan program of primary and secondary schools is mandatory for pupils to read extra books and literature when it comes to the subject of languages. Usually those who are teaching language are organizing extra clubs for reading and writing. In FYROM (Macedonia) pupils are obliged to learn 3 new languages excluding the native one. Basically, in native language there are more pupils who are attending the clubs and trying to benefit from it. Teachers of native language they give to pupils extra books such as romans, novella’s, poesies and different books so they can read and benefit from them. Later after the books are read they come together and discuss about the meaning and evaluate it.

Teachers are trying to organize clubs for writing as well. Usually those pupils who attend the reading clubs are also involved in the writing clubs. They prepare different topics, write them and publish them in different newspapers, online Medias, social pages etc.

Aims of the clubs:

- Make pupils to read more books despite the literature (including also international books),
- By reading new books and different kind of them they improve the skills of expression and later they can express themselves much easier,
- To enrich their vocabulary of words,
- To know the global literature from different authors and nationalities and make reading a habit to pupils,

- Make them write different essays from different topics,
- Discover their talent if they have talent for writing for example,
- Make competition in writing between pupils.

Benefits of the activities:

- Be able to gain knowledge from different sphere's,
- Make new friends with same aim (reading or writing),
- Make them feel more confident while they are speaking or writing something.

Analysis of legal forms of out-of-school education in partner countries

Poland

Participating in reading and writing clubs is a popular activity for pupils in Poland. These clubs are organized in schools or for example in some cultural institutions by teachers or by people without pedagogical education.

Portugal

There a huge number of clubs of all matters and providing after schools activities. Is very important in the field of leisure times.

Spain

Depending on the decision of the parents.

Macedonia

In some schools the teacher of language and literature usually establishes different groups where he/she initiates a writing or reading groups (primary school and secondary/high school students).

France

A lot of reading, writing, drawing and design clubs opportunities.

Romania

Children's palaces and clubs are public educational establishments, with legal personality, special activities extracurricular activities, in which instructive actions are carried out - specific, through which it deepens and diversifies knowledge, skills are being developed and practiced according to the vocation and option of the children and themselves value your leisure time of children through their involvement in educational projects. (MECS Order No 4624/2015)". There is different kind of classes: foreign languages, ICT, sport, art & craft, music, dance, speech & debate.



Outdoor activities

7. OUTDOOR ACTIVITIES

a) Scouting

Scouting is one of the most popular after-school activities all over the world: it includes outdoor activities, such as hiking, camping, exploring, survival techniques, aquatics, backpacking and other outer sports, but it is also an informal method of education, since most of the activities seeks also for the development of intellectual, social and spiritual potentials of participants, with the aim of forming them as citizens and active members of their communities and based on the “learning by doing” principle .

The scouting movement is, generally, non-political, open to all people without distinction of origin, race or creed. Some of them are mixed while many others are only for men or women. It is important to know that most of the scouting organisations set the minimum age of 6 years old for getting involved in the activities.

Scouting organisations are spread all over Europe, with a great presence in many countries and a strong network at national, European and international levels. This is the reason why we recommend that parents individually or Parents Associations contact the scouting organisations rather than trying to organise by themselves scouting activities. Besides, most of the activities and materials that children use are usually for free, despite some of the activities, like camping and other that require a displacement, have a little cost (depending on the organisation).

Scouting organisations usually meet every week in specific local centres, where they organise the outdoor activities and emphasizing “good citizenship” values, loving nature and decision-making by young people in an age-appropriate manner. Groups are made up of similar aged children.

Scouting may be a great option for parents for after-school activities, because:

- It comprises physical activity, but activities go further with arts and crafts, citizenship development, community service, etc., trying to find a good balance among them,

- It emphasizes respect for nature, loyalty, obedience (to family, superiors), friendliness, cheerfulness, partnership, sportsmanship, self-sufficiency, among many other values,
- The activities and the methods are oriented to develop leadership skills and social participation,
- It is a good way of establishing social relationships and meet people from diverse origins,
- The high range of activities are focus on promote healthy lifestyle,
- Some of the activities (specifically camping) are planed during summer time,
- In recent times many Scouting organisations are introducing a new curriculum of informal education that comprises science, technology, engineering, and math, critical skills that may be relevant for the future.

It is very important that parents and/or Parents Associations make a first contact with scouting organisations in order to get to know each other and ensure that parents' values coincide with the scouting organisations, as well as to know if the child feels comfortable.

Regardless of the positive purposes and values scouting may transmit, it has to be noted that some type of families may not feel identified with organisations that have an important religious component and a remarkable number have problems to accept diversity.

Analysis of legal forms of out-of-school education in partner countries

Poland

“Harcerstwo” – Polish social and educational / pedagogical movement, which is part of the scout movement. Based on service, self-improvement (working on yourself) and brotherhood. The rules of the Scout's behaviour are determined by the Scouting and Scout Law. The principles of the behaviour of the student are determined by the Promise of the “Zuch” and the Law of the “Zuch”. The scout movement is formalized in a number of scouting organizations working in the country and abroad (among Polish migrants), based on the above principles and the unique scouting method.

Currently, the name “harcerstwo” is usually used as the term for the Polish version of scouting, often also (e.g. in films, literature) scouts from other countries are called “harcerze”, but there are large differences in scouting in individual countries, and sometimes the distinction between scouting and scouting is justified.

Portugal

The Movement scouting is present in Portugal both confessional and no confessional organized as federations and recognized by the Portuguese Institute of Sport and Youth.

Spain

In association with Scouting Clubs.

Macedonia

The Scout association of Macedonia is a non-governmental organization which functions on the entire territory of Republic of Macedonia with 14 active scout groups. With our scout method and informal education we tend to impose on the young as an organization in which the young will find their place and to hoist their character, actively including themselves in the society making decisions which make the world a better place to live in.

France

6 youth associations supported by the Minister of the Youth and Sports and state-approved: *“les Eclaireuses et Eclaireurs de France, les Eclaireuses et Eclaireurs Israélites de France, les Eclaireurs de la nature, les Eclaireuses et Eclaireurs Unionistes de France, les Scouts et Guides de France et les Scouts Musulmans de France”*.

In France, more than 125 000 scouts and guide among whom 30 000 voluntary between 17 and 25 years old which represents 814 groups.

Turkey

Schools can organise scouting activities and camps are organised with special permits.

Romania

Romanian Scouts; in full "National Organization of Romanian Scouts" is the primary national Scouting organization of Romania. Founded in 1913, it became a member of the World Organization of the Scout Movement (WOSM) in 1993.

Romania was a founding member of the WOSM, having formally had Scouts between 1913 and 1937.

After the Revolution of 1989, former Scouts and others acted for the revival of Scouting in Romania. Cercetaşii României was again established in 1991, and in 1993 gained recognition by the World Bureau of the WOSM. It is co-educational and is present in more than 50 localities and has about 4000 members.

b) Hiking, climbing, group games, etc.

Hiking, climbing and, in general, outdoor activities, are much recommended for children: they need to spend time outside, learn about nature and exploring the environment. This type of activities allows children to learn about animals and their habitats as well as about plants and eco-systems that are nearby their living place. To reinforce this learning it is very interesting to carry out group games about many

aspects, such as nature games, make art with natural materials, fire safety, fire building, tracking, wild edible plant identification and shelter building, among many others.

This kind of activities is recommended for children above 5, in groups no bigger than 12, with at least two adults, preferably parents. To this end, most of the hiking, climbing and outdoor activities are usually carried out on weekends. Thus, a high level of commitment by parents and engagement with Parents Associations and school is very important to make these activities real and affordable. In any case, clubs for this kind of activities are a very good option, too; they are very common in Europe, but it may be hard to find them in urban settings.

Hiking, climbing and outdoors activities have clear benefits in children:

- Extend children's knowledge about nature and the importance of taking care of it,
- Will be more confident about them, since the activities are conceived to develop their abilities and knowledge,
- Positive health effects: endurance and breath fresh air,
- Will increase their sociability and empathize with animals and nature, as well as their awareness about protecting the environment,
- If parents participate, these activities will strength their relationship.

Hiking, climbing and outdoor activities require, firstly, planning. This could include doing some research on the places you are going to visit in order to choose which fits better for the characteristics of the group in terms of time, weather conditions, difficulty, length, the best paths, etc. It is also important to think about the materials needed if you are going to apply group games, clothing, food and water, first aid kits, location tools, batteries and mobile phones, among others. Parents' meetings before the date of the activity are a good idea in order to clear up doubts and concerns.

It is important to engage with the school community (parents, students, staff), in order to disseminate the activities and find support for the activities. Contact with other groups or organisations, such as hiking clubs or authorities (staff from the parks, forest guards, etc.) can also play an important role in the success of these activities. Information is therefore essential: sharing the plan with parents and sending a permission form, explaining children what are you going to do, etc.

Children will learn from everything they see on the outdoor activity; for that reason it is important that parents set good examples (don't throw rubbish and pick it up if you find it, talk with everyone and try everyone is comfortable, etc.). In this regards, group games are a good way for children to learn about nature and preserve it: invite participants to observe the environment to find some objects in nature and writing down in a piece of paper, prepare bags for picking up rubbish and make a contest to see who can collect the most garbage in 5 to 10 minutes, are good example of group games while hiking or climbing.

Group games are also very important at the moment the children will get tired. This will happen: hiking can be hard work and downright enjoyable if they feel like they're on a forced march. The best way to cope with these events is to stop and play these games.

Analysis of legal forms of out-of-school education in partner countries

Poland

It is possible to find those activities in Poland. There may be provided by private companies (requires payment) or by some foundation working with children.

Portugal.

There a huge number of clubs of all matters and providing after schools activities. Is very important in the field of leisure times.

Macedonia

Different associations are provisions these kinds of outdoor activities for youth but usually is limited or pupils can't take part on it!

France

Mountain sport activities; for those who live near the mountains, it is easy to find and practice activities such as climbing, hiking, skiing, etc.

Romania

These activities can be done on themselves, with friends or organized groups by public and / or private schools / institutions / organizations.



Volunteering



activities

8. VOLUNTEERING ACTIVITIES

a) Volunteering clubs in schools

Volunteering clubs in schools – clubs for students involved in volunteer work. Students attending those clubs can, for example, together visit the hospitals, animal shelters, retirement's homes etc. They sometimes organize cyclic events or charity actions.

Benefits:

- “Age-appropriate volunteering is the perfect way to explore children’s talents and feel – often for the first time – that they are a part of something larger than themselves,
- Recent studies show that children and teens who volunteer are more likely to do better in school, avoid engaging in risky behaviour, and even graduate from college”.

Tips:

- The same as in a case in any other volunteering activity – volunteering shall not be compulsory, it must involve an element of choice,
 - There is a possibility that volunteering clubs already exist in your child school. If so, you can encourage your kid to get involved,
 - You can, as a parent, support pupils and teachers in organizing volunteering clubs. Those steps about how to start a volunteering club in school can be very helpful at the beginning, both for parents, teachers and pupils:
1. **Make sure that you really want to start the club. Find people who want to get involved** and develop with them a focused, specific mission – you need the strong support and willingness to work as a team. For example, rather than being a general volunteering club, without any plan, try to focus on one topic: for example charity actions or volunteering with seniors.

2. **Get the support.** Find an advisor for your club. Pick someone who will help you promote and organize events for your club and is well known in your community. If your school has a process established for starting a club, talk to the teachers in charge of that to fill out any necessary paperwork.
3. **Find a venue.** Think of the best place to meet (usually it is a classroom, but it can be also someone's house, a park or a library, or any place close to you). Make sure that everyone has safe transportation that allows attending the meetings.
4. **Decide when to meet.** Think how often your club should meet – it can be, for example, once/twice in a week, once in a month or even once in few months, depends what your mission is. Also remember to pick a convenient time and day when most club members will be free.
5. **Advertise your club at school.** Everyone in a school should know about your club – it will help you to find members and more support for your work. Think of as many ways as possible, to attract more attention – you can use a school newspaper, a school radio, website, or any other media. You can also make bright, colorful, informative posters, that all people will be able to notice. In your message, include the most important information – when and where your club will meet and what your club does. You can also ask your principal if you can make a small presentation on assembly.
6. **Plan volunteering events.** Work with a few other members of the club to plan and organize your events, and advertise them to your whole school to get even more people involved. Take into consideration that everyone should be able to participate in those events.

Analysis of legal forms of out-of-school education in partner countries

Poland

In some schools there are volunteering clubs, pupils can take part in some charity actions, they sometimes together visit hospitals, retirement homes etc.

Portugal

The student associations are volunteer and sometimes gather volunteering from the parents and teachers.

Spain

Volunteering in Spain is permitted up to 16 years (with parents' permission)

b) Volunteering out of schools (eg. in NGOs, in animal shelters)

Most of a student ordinary day is represented by spare time. Why to waste this time looking at TV or playing video games when there are so many other activities funnier which may help students to improve their abilities and develop their skills? Keeping students engaged into activities is proved to be the best way to make them accumulate information. There are plenty of places where students can volunteer, for example NGOs, religious communities, cultural institutions or municipal help. There is no need for volunteering to be related to school in order to develop student skills.

Benefits:

- Students develop new skills, gain experience or even qualifications, achieve personal goals or discover hidden talents,
- Integrating a student into a community and making him go outside his comfort zone makes him gain confidence,
- The student feels that he is part of community by making connections with the people he helps and cultivate friendships with other volunteers,

- Social interaction is improved and so, the mental and physical health do. It is proved that socializing helps brain functions and eliminate the risk of student to suffer from depression,
- Self-esteem and the feelings of self-worth are improved. The students can realize that they really count in a society and they can see the difference that their help can make,
- Volunteering helps students not to waste their times but having fun with other people, regardless of why they do it,
- Volunteering side by side with the parents can help the family communication and can create better relationships between them.

If you are a parent interested in organizing a volunteering activity for children or enrolling your children in such kind of activities you should know:

- Most volunteer positions require filling out an application and in some cases, providing a resume and references as well as undergoing an interview and training program,
- Volunteering shall not be compulsory, it must involve an element of choice;
- Not only the personal development is expected but also working for goods and services that can help the society,
- There is no expectation of compensation, other than reimbursement of reasonable expenses and subsistence allowance necessary for the accomplishment of the tasks.

There are many approaches for regulating volunteerism varying for every country:

- Some country does not recognize the volunteers in their legal frameworks (for example Turkey, Albania, etc),
- Some country has not national law regulating the distinct legal status of volunteer (for example Scandinavian countries or United Kingdom),

- Some country has the regulation included in other laws affecting volunteerism:
 - Poland has the law of public benefit status: the volunteers shall provide services to support non-governmental organizations, public administration authorities and organizational units reporting to public administration authorities in their activities;
 - France has two forms of volunteering engagement: Bénévolat and Volontariat. In "Bénévolat" the people are free to conduct additional activities and in "Volontariat" the people have the status of volunteer and their engagement is exclusive;
- Some country has separate and comprehensive law on volunteering: the most frequent in Europe (including Macedonia, Romania and Spain). In many cases the tax conditions applying to volunteers are not specified in this law but they are regulated in relevant tax laws.

Analysis of legal forms of out-of-school education in partner countries

Poland

Students, if they are interested, they are able to easily find NGOs in which they can volunteer.

France

Big cities have one or several "houses of associations" to find volunteering with all the possible actions. With parent's permission kids up to 16 can start volunteering.

Feel useful and to to make something for others is the mandate of these volunteers who get involved in fields of activity: sport, culture, leisure activities, the humanitarian worker, the health, and social action, the defence of the rights or education.

Portugal

The majority of the civil society clubs, associations, NGO's and Charities promote the volunteering.

Spain

Volunteering in Spain is permitted up to 16 years (with parents' permission).

Macedonia

There are NGO's which are providing volunteering work out of schools.

Romania

According to Romanian law, volunteering is the participation of the individual volunteer in activities of public interest for the benefit of other persons or of society, organized by private or public law bodies, without remuneration, individually or in groups.

c) Charity actions

Charity actions – it's a voluntary giving of help to those in need, as a humanitarian act. Charity actions can be organized by non-profit organizations, by religious communities or even by individuals. Sometimes pupils can organize such action in school or get involved in actions which are organized by others. Why get children (and yourself) involved in charity actions?

Benefits:

- It can help them understand their role within the community and the ways in which small acts can have a greater effect,
- It can also help them think about others. Which can be a good thing; especially if you find them becoming too focused on their own needs and wants.

Tips:

- Remember that volunteering shall not be compulsory; it must involve an element of choice,
- Act as a good role model. Let children see you drop money into charity boxes, ask them to help you pick out canned foods during a food drive or bring them

along when you participate in fundraising events. It gives you an opportunity to discuss why it's important to give and how rewarding it can be,

- Suggest some causes to your child and let them choose one that matters to them. They're more likely to want to support a cause that they know about and identify with,
- Remember also about the value of time. With limited financial means, it can be hard for children to donate money. Use this as a chance to teach them that they have a much more valuable resource than cash - they have time, which can be just as powerful,
- When your children give, tell them that you're proud of them. Show them pictures and thank you notes from the places they have helped, so they can see the impact and feel appreciated for their contributions.

When talking to your children about sharing and charity, perhaps the following conversation starters might prove useful:

- Talk about why sharing is important,
- Ask them how sharing with other people makes them feel,
- Ask them how do they feel when people share with them,
- Ask them how they would feel if they couldn't have something they needed.

Once you've talked to them about the importance of sharing and charity, you can start putting some ideas into practice. Here are just some examples of how to start:

- If your children see a natural disaster on TV, talk about how these people could have no home or possessions, and explain how small donations of items or money could make a big difference to their lives,
- You could also set a time each month or two to go through the things you do not use anymore and take them to a charity together,

- Some parents also like their children to dedicate a percentage of their allowance to sharing (you could sit down with them and work out how much they will spend, save and share each week),
- If you donate to a charity, involve your child in choosing the charity. **Include giving in family rituals and traditions.** For example, donating toys to a children's charity at Christmas time can be a good idea,
- Make charity a family event. Research your local charities to see if they are looking for volunteers. This can be very rewarding and also a great day out for the entire family,
- Check if there are any charity actions in your children school – that can be a good opportunity for your child to get involved. There are also situations when it's pupil's initiative to organize a charity action – children sometimes, for example, want to help their friend or a kid from their neighbourhood, who has health problems.

Analysis of legal forms of out-of-school education in partner countries

Poland

Charity action can be as well students initiative or cyclical actions organized for example in a Christmas time.

Spain

Volunteering in Spain is permitted from 16 years-old (with parents' permission).

Macedonia

Red Cross, Humanitarian associations, volunteering in different actions when there is a Natural Disasters.

Romania

- Donations,
- Redirecting 2% from the personal income tax,
- Directing 20% of the profit income from companies in the limit of 0.5% from their total fiscal value.



EXPERIMENTAL EDUCATION

9. EXPERIMENTAL EDUCATION

a) Adventure education (Eg. School on sea - «school under sails»)

Adventure education is the way of learning through adventure centered experiences. Because people experience adventure differently, adventure education can include a wide variety of activities, such as outdoor sports, challenge courses, races, and even indoor activities. Adventure education it is an active process rather than a passive process of learning that requires active engagement from the learners as well as the instructors. Usually, learning concentrates on soft skills.

Benefits:

- Adventure education introduces pupils to risk assessment in a supportive environment,
- It is a unique chance for pupils to work on their confidence and self-esteem,
- It can increase self-efficacy, mindfulness and subjective well-being,
- It may reduce feelings of time pressure and mental stress amongst participants,
- It is a chance to practice teamwork skills,
- Outdoor adventure activities provide opportunities for the connection of individuals with nature (the natural environment), direct connection with other people (interpersonal), and importantly, with themselves (personal).

Be aware that:

- Participants usually are in the unfamiliar environment, this creates some level of anxiety for them, as well as the perception of risk – it might be perceived as dangerous, but it is also a challenge and overcoming this through the mastery of specific tasks results in positive benefits to the individual, such as increased self-esteem,

- Rather than activities themselves, it is the qualities of activities that are responsible for achieving program outcomes. The combination of challenge, mastery, and success in activities is what led to participant growth. Challenges should be holistic in order to maximize positive outcomes. Programs should include mental, emotional, and physical challenges, and encourage concurrent mastery in all three domains.

If you are ready to allow your child to enjoy the benefits of adventure education, here is what you can do:

- Do your research – what are your options, depends on your place of living? Are there any adventure education programs that your child can participate in? Maybe a school or any other organization offers activities that give a chance for kids to experience adventure,
- If your school does not have such an offer and your relationship with the teacher is good enough, you can think of inspiring him/her. Parent's support for experiments such as adventure activities can be very valuable for the teachers,
- It is important to remember that activities should be well organized and matched to suit the particular needs and requirements of the participants. Check the offer that you found also from this perspective. Think carefully also about your child's needs – his/her personality is rather introverting, fearful or full of energy, hyperactive and risk-taking. Maybe you will need to encourage your child to take a risk,
- If you did not find any organized adventure education programs for your child, you can also consider some activities inspired by the idea of adventure education. Maybe climbing, horse riding, taking part in a race can become a good chance for your child to challenge his/her skills.

Analysis of legal forms of out-of-school education in partner countries

Poland

There is an initiative called "School under sails". Pupils take part in a competition (important is their involvement in charity/volunteering) and as a prize, some of them spend a semester on a sea cruise, learning school subjects as well as sailing.

Portugal

The Portuguese army and some organizations provide adventure education (e.g.. Ex. Navy provide an educational adventure in a historic sailboat) during the summer time.

Romania

1. BLACK SEA DIVING SCHOOL (<http://www.cursuriscufundari.ro>)
2. Black Sea Sailing School (<http://www.scoalarya.ro/en/node/34>)
3. Regional Air Support (<http://www.regional.ro>)
4. The Sea Survival School, as a part of Regional Air Services is the first training provider from the Eastern Europe for emergency situations response, both in gas and oil industry and in air transportation.(<http://www.sea-survival.ro/en/about-us>) etc.

b) Environmental education - EE (eg. green schools)

Analysis of legal forms of out-of-school education in partner countries

Poland

In Poland environmental education is usually implemented as "Green school" - a form of implementation of the curriculum at school (most often in primary school), during a few-day trip of the whole branch together with teachers to towns with natural values. The trip should be a continuation of classes conducted during the normal course of teaching.

The name “white school” is often used to implement this type of activity in winter.

Portugal

Some schools are part of Eco-Schools network.

Macedonia

There are some initiatives for better environmental education. Taking care of environment and cleaning the environment but these initiatives are coming from non-public sectors and not the schools.

France

“Branféré Nicolas Hulot’s school” is a wildlife and botanical park, ground of observation and delight! It is a center of raising awareness and educational to the environment.

“La Ferme des Enfants” (children’s farm). It is a school within ecologic village and a farm. The school and the middle school has for general object to favour a respectful education of the child and favourable to its needs. It also takes care to pass on tools and ways of popularization for the education to the environment. The association also has for vocation the development of intergenerational projects.

Romania

Examples:

1. Green School Romania
2. The Romania Green Building Council (RoGBC) organizes a nationwide contest for Romania's schools to award a prize package of green building materials, services and technology to help create a demonstration project that is beneficial to the winning school and informative and inspiring to visitors.

c) Forest schools

The concept was developed in Laona, Wisconsin in 1928 which claims the world's first School Forest. Other resources reveal that the Forest School concept was originated

in Scandinavia in 1950's. The idea was developed and expanded throughout the United States and other countries.

Forest school is an outdoor education learning model and it has been defined as “an inspirational process that offers children, young people and adults regular opportunities to achieve and develop confidence through hands-on learning in a woodland environment”⁶.

The first school in Romania appeared in April 2016 in Brasov where kids all ages planted a forest. The project is quickly expanding throughout the country in larger cities. The schools strive to get the best out of the outdoors and give unique experiences to the children.

Benefits:

- The lessons are based on cognitive, emotional and physical development,
- Taking the classes outside on all seasons, the kids can observe up close the changes from season to season (walking on ice, planting vegetables in the spring, harvest their own vegetables in summer and run through leaves on autumn⁷),
- Creativity and imagination are activated and used more in outdoor classes,
- Attention to details is sharpened throughout curiosity,
- The program can be integrated into schools,
- Experiential learning is provided,
- Grows soft skills and interpersonal relationships.

⁶ O'Brien, Liz; Murray, Richard (2008), *Forest School Research Summary* (PDF), Forest Research

⁷ <http://forestscool.ro>

Parents can participate to classes from a far and observe their children. The environment is safe, the staff is professional, and every child receives equal amounts of attention.

The lessons are interactive and catch the kids' attention. Everything they learn is useful and will be used in their future lives as adults. Also, the kids are learning ethical matters about nature.

The diversity of activities from gardening to planting trees helps in the kids' personal development. The group activities help with soft skills and with bonding.

Adaptation to the environment all year round is also helpful for their integrity society and help to their future lives as adults.

Analysis of legal forms of out-of-school education in partner countries

Romania

Forest School (<http://forestschool.ro/about>)

France

Forest School (<https://www.autourdufeu.org/>)

A low-angle photograph of several palm trees against a clear sky. The image is framed by yellow triangular shapes in the top-left and bottom-right corners. The text 'Summer' is in white, and 'Activities' is in red, separated by a dotted line of yellow dots.

Summer

.....

Activities

10. SUMMER ACTIVITIES

a) Summer language schools

Despite the fact that students learn new languages at school, parents often send their children to private courses to improve language skills and learn new languages. There are many private language schools where you can learn languages of the whole world. But often in the multiplicity of duties and extra-curricular children, does not have time for the next classes of the week.

In this case, summer schools are a good solution.

Their mission is to strengthen and support the development of students and anyone interested in teaching foreign languages. Summer schools are a very good solution to fill in a constructive way of free time during the holidays of our children. Summer schools have a positive influence not only on language learning, but also on the friendship and social life of our children. Participation in classes offered by the school gives you the chance to make new acquaintances, including those with people of different origins. Summer language schools are often run by native speakers - people who use a given language on a daily basis. Classes with them give children the opportunity to learn the informal language used by people in a given place.

If we are well aware of the market, we can find really attractive school offers. Some of them are also organized free of charge. For example, at other cultural institutions.

The mission of summer language schools is therefore to provide high quality and educational standards; increasing self-confidence, by improving language skills, which nowadays are the basis for building your position in the labor market.

Tips:

- Check the offers of cultural institutions - they often offer holiday training courses,
- If you can afford it financially - check the offers of language schools that offer foreign summer language schools abroad,

- Look for informal "student exchange" programs - there are many places on the Internet where parents of children from different countries offer accommodation and participation in an unformed language course in exchange for the possibility of a later departure of their child,
- Remember that the excess of knowledge can overwhelm your child, so listen to their needs, and if you see that some classes are a burden for them, do not press them to participate in them.

Analysis of legal forms of out-of-school education in partner countries

Poland

There are summer language schools/language courses/language camps organized by private companies (attending usually requires payment).

Portugal

Private schools organized by providers as the official Languages Institutes (British council, Cervantes, Alliance Française...) and also other Language schools with special agreements with the previous one (diploma Cambridge...). These schools deliver diplomas recognized by international Universities. There are not any correlation with the compulsory school but could be recognized by universities and accreditation regarding the level of the diploma.

Spain

It depends on the Region, but most of them consider this possibility.

Macedonia

International Balkan University in Skopje is providing a "summer language school" for high school students so when they will get in university they will know the language.

France

A very wide offer of language study holidays for children and the teenagers. There are also private lessons of languages. The offer range from internships (training courses), remedial course, revision, school support to tutoring. Summer camps are collective receptions with accommodation (hosting) for the young people from 4 to 17 years old during their school, professional vacation or during their leisure activities.

Romania

They can be organized groups by public and / or private schools / institutions / organizations.

b) Summer placement in NGOs and voluntary organizations

Summer placements are an excellent way for young people to gain voluntary and work experience, with a typical length of 4 – 6 weeks or even the entire summer period. Summer placements are a great opportunity to develop the volunteering and work competences and skills, as well as to increase the abilities of youth: the aim of the summer placement is to promote the social impact of young people in the field of volunteering, rise their social awareness and build up contacts in different NGO and voluntary organizations, helping them to get a foot in the door of this organizations.

There are some European countries where summer placement in NGOs and voluntary organisations is quite common for youngsters, from 14 years old, mainly in UK and Northern Europe. There are many organizations that offers structured summer placement, usually offering positions in social areas. However, some other countries don't allow or don't have a clear legislation about this kind of activities, due to the legal age for being involved in this type of social actions. Before thinking on involving your children in this kind of activities, you should consult Parents Association, the school administration or the NGO about the possibility and conditions.

If you are interested, as a parent, in finding summer placements for your child, you should take into account the following considerations:

- Check out your child social interests, in order to help him/her to find a summer placement according to his/her priorities,
- Make sure you choose NGOs or voluntary organizations properly, finding out exactly what the placement will involve: it is important to know the size of the organization, the social aim, the location, the level of support that the organization offers, the sector, and the skills that your child would like to develop,
- There are many ways to apply to this summer placements. The organizations usually use an online application form: by website or sending CV to an e-mail address. Make sure your child has elaborated his/her CV. It is recommended to use the Europass CV format. Of course, your children will not have any job experience, but NGOs and voluntary organizations are more interested in their hobbies, previous volunteer experiences, or their interests,
- If your child application is approved, then he/she will be probably invited to an interview. It is convenient to prepare the interview: visit the organization's website, get to know its mission, values and objectives,
- If the young volunteers are between 12 and the legal age of majority, parents will have to sign a permission. This permission must assess whether volunteering affects child' development, growth and formation. However, there is not a clear regulation about summer placement in the European Union: in all European countries children needs their parents authorization to start this kind of activities, at least until they have 16 years old, although each legislation is different in each European country,
- It is important to consider the number of weekly hours in which he/she will participate as a volunteer,
- It is important that both the organization and the volunteer sign a collaboration agreement, in which the volunteer's duties, rights and obligations are established. Likewise, the volunteer must have an insurance that covers the damages or accidents during the Summer Placement period.

Some benefits that summer placements in NGOs and voluntary organisations may have on youngsters are:

- It improves the professional skills of young people in different areas,
- It improves the professional competences of young people in different areas,
- Summer placements favour the relationship between organizations and young workers,
- It allows young people to know the internal structure of an NGO,
- It allows young people to gain social awareness on those issues that may affect at national and international levels,
- It empowers young people in social issues,
- It sensitizes young people and relatives about the social needs present today,
- It allows young people to acquire new social skills,
- It favours the positive social impact from early ages,
- It facilitates the acquisition of useful knowledge for the professional development of young people,
- It facilitates job promotion in the social field,
- It favours the relationship between parents and children.

Analysis of legal forms of out-of-school education in partner countries

Poland

Students are able to volunteer in companies or NGOs (but they usually have to find a place by themselves, there is no open call for such volunteering).

Portugal

There are national programs for occupation of Youth in Summer and school holidays for youngsters from 13 to 30 years old. One is based on the methodology of adventure camp organised by weeks and other is based on placements with special tasks like a summer events guiding etc. Both programs are under the rules of Sport and Youth Portuguese Institute.

Macedonia

There are no summer placements in NGO's or in voluntary organizations, at least there are no calls for that but a student can get involved in NGO and after few months can leave it! It's free of will!

c) Summer placement in companies

Summer placements known as internships are an excellent way of gaining great work experience. Learning the practical skills offered by internships and practices is very important in the education process of each person. In today's employers' minds, the practical skills of potential employees are particularly valued. Sometimes even more than theoretical knowledge itself, that is why you need to remember about it when planning the child's educational process. It is worth following the training and training offer of companies that are within the reach of our child.

Our children learn a lot through summer internships. Not only practical knowledge but also cooperation with other people. How the market works. Depending on the offer, we have paid or free internships. If the apprenticeship period is paid, we teach the child the value of money.

Benefits:

- **Develop critical work skills:** this is a very important skill in everyday life. Getting to know how the market works and how it works in companies is very important for future employees at the stage of study,

- **Get the edge over the competition:** Gaining the advantage of having experience is very important in the recruitment process. This knowledge your child will acquire now will allow them to easily enter the labor market and be competitive,
- Having practical skills facilitates the theoretical learning process. Therefore, if we send a child to an internship, we can count on it achieving better academic results,
- **Network:** one of the most valuable resources is to have a network of connections and acquaintances. Thanks to internships, we can increase the number of contacts in the industry that interests us,
- **Secure future employment:** Internships in a given company can also lead to long-term cooperation,
- It is worth taking internships also to find out if your child's career path is right for them,
- **Explore unexpected avenues:** Internships can give your child the chance to try out roles, departments and industries they have never considered, which may help narrow down their options, or even open up a whole new career path,
- **Gain experience beyond the textbooks,**
- **Avoid the uni-to-work culture shock:** The first year at work is very difficult for everyone. Through the experience of apprenticeships in the 5th year of study or high school, your child can try to prepare for it,
- **Earn as you learn:** Unfortunately, there are many free practices offered by companies. However, if searched well, your child can find something for which they will get a salary.

Guide for parents:

- Check your school careers service board for more opportunities,

- Research companies properly and find out exactly what the placement will involve,
- Check filling out an online application form on the company's website or sending a CV and a covering letter.

Tips:

- You must remember that nowadays people with post-graduate education also benefit from internship offers. Sometimes in some companies it is required to complete studies to take up internships, so you should read this beforehand,
- If your child has any previous experience, be sure they write about it in their CV. Also, remember about the experience they gained during the studies, working in an interest club or in a school government,
- Your child will probably need to apply well in advance, as plenty of companies close their deadlines seven months or more before the placement starts.

Parent's support is very important at this stage. Very often when taking an internship, students may feel frustrated that they do not have time or that they do not earn money for their work. During this period, parental support is important, both financial and emotional.

- Be your child's mentor, adviser and supporter. Be there to guide, give advice, and provide a listening ear, but let your child do the work and take the lead,
- Share leads about jobs, but then let your student act on those that are interesting to her,
- Proofread letters, resumes, etc.
- Talk to your child about professional expectations, business demeanor, workplace behavior, professional dress,

- Talk to your child about good interviewing skills, what kinds of questions to expect, how to prepare for follow-up questions, how to make small talk, how to prepare answers to likely questions,
- Help your child define and clarify their goals and create a plan of action.
- Help with write your child's resume, cover letters, etc.,
- Help with contacting a potential employer,
- Go to career fairs with your child.

Analysis of legal forms of out-of-school education in partner countries

Poland

Students are able to work in companies during summer if they are more than 16 years old. They can also do an internship (but they usually have to find a place by themselves).

France

Legal age in France is 16 years old.

Portugal

The Sport and Youth Portuguese Institute, provide a program of placements in companies from 16 to 30 years old.

Spain

Not permitted under legal age for working (16 years old).

Macedonia

Some companies are "employing" students and high school students to get knowledge about the work that they do and also to help them during the summer holidays which for high school students is almost 3 months!

Turkey

Vocational school students are placed in various companies during the summer.

Romania

It is possible as an unpaid volunteer, as a paid employee or as a person working for a beneficiary on the basis of service contract.

d) Summer placement in universities, research institutions etc.

There are various opportunities of programs dedicated to students, especially from secondary schools, that are organized by universities, colleges and research institutes, and their aims can include:

- Research and science promotion among young people, for example, summer schools on certain topics, courses, etc.,
- Trying-out programs (e.g. in medicine field) to experience the science before actually choosing this career path, for example, medical internships, summer programs, community service projects, shadowing a doctor, volunteering in a hospital, etc.,
- Preparing for the final exams, e.g. courses delivered by universities,
- Strengthening the college/university application, e.g. courses and summer research programs delivered by universities,
- Exploring interests and various career fields, e.g. internships at research institutes.

“An internship is essentially an introductory work experience in a professional career field. It is sometimes paid, though usually at the lowest end of the pay scale, and it is sometimes unpaid. The function of an internship is to gain experience and insight into a certain field while also performing some functional work in exchange for the experience”.

Some of the programs charge a fee to attend, some are paid for, and some even pay a *student* to attend. Practically all of them help the participant to get hands-on learning and valuable research experiences in the science over the summer breaks.

Tips:

- Search, search, search! Yourself or get your child to look for the opportunities of summer placements, internships, summer schools, courses, programs, etc. Browse the Internet – some educational blogs (or press) have catalogues of available placements. Check at the websites of the institutions your child is especially interested in,
- Ask in your child's school – the teachers or career counsellors may have the information about available opportunities,
- Use your contacts – there may be some options for organizing, for example, the job shadowing activities or summer internships in a research institute,
- Motivate your child to boost his/her interest in such programs,
- However, do not put a pressure on a child to take part in such activities. Their motivation should be internal, coming from their passions and interests. Control less, respect the choices of your child and help them maintain their passions. Do not urge your child to fulfill your dreams. Examine your own motivations, whether you are not pushing your child into a kind of career because of your own sense of pride or triumph,
- If your child asks you for helping him/her in application for the placement or in some tasks regarding the placement itself, try to be supportive as much as you can. If you do not have certain knowledge to help, say it sincerely. Together you can look for support somewhere else.

Analysis of legal forms of out-of-school education in partner countries

Poland

Students, if they are interested, are able to find a summer placement in universities or research institutions, but there is no open call for that.

France

Legal age in France is 16 years old.

Portugal

There are several Summer placements in universities, research institutions specially for the students from 15-17 years old but also for university students, most of them with aim to promote research interest among them, both in Sciences and Humanities field.

Spain

Not permitted under legal age for working (16 years old).

Macedonia

There is no open call for any kind of placements in universities or institution's, but students can search themselves of such opportunities.

A collage of art supplies including paint tubes, brushes, and a palette on a wooden surface. The tubes are labeled 'FINE OIL COLOURS' and 'VAN GOGH'. One tube has a 'WES' label. A brush is visible on the left, and a palette is at the top. The background is a wooden surface with yellow diagonal accents in the top-left and bottom-right corners.

Other Activities

11. OTHER ACTIVITIES

Analysis of legal forms of out-of-school education in partner countries

Turkey

Optional activities:

- 1) Literacy courses offered to parents
- 2) Visits to the houses of the students
- 3) Seminars to the families about various issues
- 4) Career days where people from certain professions are invited to the schools and they give info about their profession
- 5) Coding and robotics classes"

Romania

Example: - adult education - The mission assumed by the National Qualifications Authority is to provide the general framework for continuing vocational training and the development of qualifications needed to support a competitive national human resource capable of functioning effectively in today's society and in a knowledge-based community.

France

“*Civique Service*” is a voluntary commitment in the service of the general interest open to 16-25 year olds, extended to 30 years to young people with disabilities. Accessible without condition of diploma, the Civic Service is indemnified and carried out in France or abroad.



Additional informations

Some statistics

12. ADDITIONAL INFORMATION - SOME STATISTICS

Analysis of legal forms of out-of-school education in partner countries

Spain

In Spain, 90% of compulsory education students (from 6 to 16 years old) are involved in after school activities. Over half of them develop two or more "extracurricular" throughout the week. Sports (72.8%), followed by languages (28.4%), music or dance (24.9%), painting (22.3%) and computer science (21.2%) are the most extracurricular frequent among students of our country (according to National Institute for the Evaluation of Educational System - Ministry of Education).

Turkey

Out of 63 schools in the town of Turgutlu:	
50	The number of schools that offer extracurricular activities (additional lessons provided by teachers).
42	The number of schools that offer after school activities provided by teachers (eg. hobby clubs, sport's clubs, art , dance lessons).
19	The number of schools that offer after school activities provided by volunteers (eg. additional lessons about the finance provided by bank workers).
52	The number of schools that offer educational clubs, such as; environmental class, literature class, first aid class etc.
27	The number of schools that offer other types of activities.

Bibliography



1. HOMESCHOOLING

<https://en.wikipedia.org/wiki/Homeschooling>.

<http://edukacjadomowa.pl/ustawa-z-dnia-14-grudnia-2016-r-prawo-oswiatowe>

<https://www.service-public.fr/particuliers/vosdroits/F23429>

<http://ecole-vivante.com/homeschooling.html>

2. NON PUBLIC SCHOOLS

a) Alternative Schools (Waldorf Steiner, Montessori schools)

<http://www.ourkids.net/pl-en/alternative-schools-in-poland.php#maincontent>

<http://creer-son-ecole.com/choisir-son-ecole/les-ecoles-independantes-en->

<https://www.fondationpourlecole.org/nous-connaitre/les-ecoles-independantes/>

<http://b.collot.pagesperso-orange.fr/b.collot/index2.htm>

<https://www.icem-pedagogie-freinet.org/node/19090>

<https://www.montessori-france.asso.fr>

<https://steiner-waldorf.org/>

<http://www.ecoledecroly.be/>

b) Religious schools

https://pl.wikipedia.org/wiki/Szkolnictwo_katolickie_w_Polsce_

<https://enseignement-catholique.fr/chiffres-cles-2017/etablisements.html>

c) Democratic schools

https://en.wikipedia.org/wiki/Democratic_education

<http://www.eudec.fr/>

<http://lecarrelibre.fr/>

<http://ecoledelacroiseedeschemins.fr/>

<https://www.bretagne-grainedesens.bzh/>

<https://ecolenoesis.org/accueil/bienvenue>

<https://ecole-democratique-paris.org/>

<http://www.ecole-dynamique.org/>

d) Other types of schools

3. ADDITIONAL SCHOOLS / SECOND SCHOOLS

a) Language schools

<https://journals.openedition.org/edso/2272?lang=en>

http://www.fr.brezhoneg.bzh/UTB_RESET/1/5-chiffres-cles.htm

<http://www.diwan.bzh/>

<http://dinan.diwan.bzh/fr/>

b) Music schools

https://en.wikipedia.org/wiki/Music_school [8.02.2019]

More information on the polish website: <http://tatawatarapatach.com/dlaczego-wlasnie-nauka-muzyki-co-muzyka-da-twojemu-dziecku/> [8.02.2019]

https://pl.wikipedia.org/wiki/Szko%C5%82a_muzyczna

<http://www.dmbuc.edu.mk/index.htm>

<http://conservatoires-de-france.com/association>

c) Sport schools

<https://novakdjokovicfoundation.org/the-importance-of-sports-for-children/>

http://raisingchildren.net.au/articles/activities_for_school_kids.html

<https://uqsport.com.au/10-psychological-and-social-benefits-of-sport-for-kids/>

<https://www.spookynooksports.com/blog/how-to-get-kids-interested-in-sports>

[https://pl.wikipedia.org/wiki/Szko%C5%82a_sportowa_\(Polska\)](https://pl.wikipedia.org/wiki/Szko%C5%82a_sportowa_(Polska))

<https://www.orientation.com/sections-sports-etudes-dossier/sport-etudes-lycee-info/>

<https://unss.org/>

d) Other type of schools

<http://eduscol.education.fr/pid23264/dispositifs-relais.html>

<http://eduscol.education.fr/cid46766/les-etablissements-regionaux-d->

<http://www.unapei.org/Les-missions-de-l-IME.html#enseignement-adapte.html>

<http://eduscol.education.fr/cid53163/les-unites-localisees-pour-l-inclusion-scolaire-ulis.html>

4. ADDITIONAL ACTIVITIES IN SCHOOLS

- a) Extracurricular activities in school

https://pl.wikipedia.org/wiki/Zaj%C4%99cia_pozalekcyjne

- b) After school activities provided by teachers

- c) After school activities provided by volunteers

See the collection of good practices which is the result of the CVPlus project on this subject:

http://www.cvplus.eu/wp-content/uploads/2017/01/CV-PLUS-Good-Practices-collection_EN.pdf

http://www.cvplus.eu/wp-content/uploads/2017/01/CV-PLUS-Good-Practices-collection_EN.pdf

- d) Other type of activities in schools

https://www.fsmilitary.org/pdf/Project_Based_Learning.pdf

<https://hqpbl.org/wp-content/uploads/2018/03/FrameworkforHQPBL.pdf>

<https://educationnorthwest.org/sites/default/files/projectbased.pdf>

<https://www.gettingsmart.com/2017/09/what-parents-need-to-know-about-project-based-learning/>

<https://www.edutopia.org/project-based-learning-parent-resources>

<http://blog.edmentum.com/parent-tips-project-based-learning-home>

https://www.bie.org/blog/building_parent_support_for_project_based_learning

5. AFTER SCHOOL ACTIVITIES ORGANIZED OUT OF SCHOOLS TO ENRICH THE EDUCATIONAL ACHIEVEMENTS

- a) University lessons open or organized for pupils

<https://www.uniwersytetdzieci.pl>

- b) Laboratory schools

<https://www.laboratoryschools.org/about-us>

<https://theconversation.com/laboratory-schools-a-new-educational-phenomenon-79071>

Cotton, Kathleen (1996). Affective and Social Benefits of Small-Scale Schooling. ERIC Clearinghouse on Rural Education and Small Schools. EDO-RC-96-5 (December 1996). Retrieved August 14, 2008, from <http://ruraledu.org>, s. 2

<https://www.privateschoolreview.com/blog/lab-schools>

https://en.wikipedia.org/wiki/Laboratory_school#cite_note-1

<https://khanlabschool.org/what-lab-school>

<http://cepmo.pagesperso-orange.fr>

<http://www.fespi.fr/les-espis/le-lycee-autogere-de-paris>

<https://lycee-experimental.org>

- c) Lessons organized by libraries, botanic garden, zoos, museums

- d) Lessons organized in libraries, botanic garden, zoos, museums provided by teachers

6. AFTER SCHOOL ACTIVITIES ORGANIZED OUT OF SCHOOLS TO ENRICH STUDENTS / PUPILS INTEREST (HOBBIES)

- a) Art, music, clubs

<https://www.learningliftoff.com/10-reasons-arts-in-education-important-kids/>

<https://nafme.org/20-important-benefits-of-music-in-our-schools/>

<http://ryanwoodwardart.com/info/advice-for-parents-with-artistic-children/>

<http://www.pbs.org/parents/education/music-arts/encouraging-your-childs-exploration-of-the-arts/>

- b) Reading and / or writing clubs

7. OUTDOOR ACTIVITIES

- a) Scouting

<https://www.scout.org/nso> <https://www.waggs.org/en/our-world/europe-region/member-organizations/>

<https://pl.wikipedia.org/wiki/Harcerstwo>

<https://www.sgdf.fr/>

<http://www.eedf.fr/>

- b) Hiking, climbing, group games etc.

8. VOLUNTEERING ACTIVITIES

a) Volunteering clubs in schools

<https://www.handsonmaui.com/benefits-of-volunteering-as-a-youth/>

<https://www.wikihow.com/Start-a-Volunteering-Club-at-Your-School>

b) Volunteering out of schools (eg. In NGOs, in animal shelters)

<https://www.prodigygame.com/blog/advantages-disadvantages-problem-based-learning/>.

<https://en.wikipedia.org/wiki/Volunteering>.

Informations from VOLUNTEERING: EUROPEAN PRACTICE OF REGULATION, European Center for Not-for-Profit Law, June 30, 2014

c) Charity actions

<https://www.parents.com/parenting/money/donate-to-charity/9-ways-to-teach-your-child-about-charity/>

<https://www.cafonline.org/my-personal-giving/long-term-giving/resource-centre/5-ways-to-teach-your-children-about-charity>

<https://www.canadahelps.org/en/giving-life/giving-strategy/10-ways-to-teach-charitable-giving-this-school-year/>

<https://www.parents.com/parenting/money/donate-to-charity/giving-back-on-a-budget/>

<https://www.commbank.com.au/guidance/blog/how-your-children-can-benefit-from-learning-about-charity-201406.html>

9. EXPERIMENTAL ADUCATION

a) Adventure education (eg.school on sea – « school under sails »)

Priest, S., & Gass, M. A. (2005). *Effective Leadership in Adventure Programming*. Champaign, IL: Human Kinetics.

<https://www.schoolhousemagazine.co.uk/education/benefits-adventure-education/>

McKenzie, M.D. (2000). How are the adventure education program outcomes achieved?: A review of the literature. *Australian Journal of Outdoor Education*, 5(1), 19-28.

Walsh, V. & Golins, G. (1976). *The exploration of the Outward Bound process*. Denver, CO: Colorado Outward Bound School.

<https://researchdirect.westernsydney.edu.au/islandora/object/uws:24236/datastream/PDF>

www.szkolapodzaglami.com.pl

<http://www.ecoledelamer.com>

- b) Environmental education – EE (eg.green schools)

<http://www.green-school.ro/who-we-are.html>

<http://la-ferme-des-enfants.com/presentation/lassociation-la-ferme-des-enfants/>

<http://www.branfere.com/ecole-nicolas-hulot-2-159.html>

<http://www.classe-decouverte.info/classe-verte/> na

- c) Forest schools

O'Brien, Liz; Murray, Richard (2008), [Forest School Research Summary](#) (PDF), Forest Research

Romania : <http://forestschool.ro>

France : <https://www.autourdufeu.org/>

10. SUMMER ACTIVITIES

- a) Summer language schools

- b) Summer placement in NGOs and voluntary organizations

- c) Summer placement in companies

<http://placement-uk.com/students-how-to-get-the-perfect-placement/>

<https://www.internships.com/student/resources/prep/resume/howto>

<https://www.wikijob.co.uk/content/internships/advice/why-take-internship>

<https://www.parenttoolkit.com/college-and-career/advice/internships/why-your-college-student-should-be-thinking-about-summer-internships-in-january>

<https://blog.collegevine.com/14-awesome-internships-for-high-school-students/>

<https://www.collegeparentcentral.com/2012/02/college-parents-role-in-the-job-or-internship-hunt/>

- d) Summer placement in universities, research institutions etc.

<https://www.bestcollegereviews.org/features/pre-college-summer-science-programs-high-school-students/>

<https://blog.prepscholar.com/medical-programs-for-high-school-students>
<https://blog.collegevine.com/14-awesome-internships-for-high-school-students/>
<http://www.apa.org/ed/precollege/ptn/2012/11/student-opportunities.aspx>
<https://www.oxford-royale.co.uk/wszystkie-letnie-kursy>
<http://www.fuw.edu.pl/wo/lsf/>
<https://www.marine-mammals.com/>
https://www.umb.edu.pl/s,17441/wrzesien_2018-marzec_2019
<https://www.uo.sggw.pl/pl/oferta-kursow/matura/>

11. OTHER ACITIVITIES

Romania : http://www.anc.edu.ro/?page_id=219

Good Practices Collection



of

the project

PaRentsEdu

- The Parents' Role in the out-of-school Education of their children.



CONTENTS

Chapter 1. Poland	1
1.1 “Budząca się szkoła” “Waking up school”	2
1.2 “Niebieska szkoła” (“Blue school”)	5
1.3 “Uniwersytet dzieci”, “Children's university”	7
Chapter 2. Macedonia	10
2.1 Educate, argue! Your voice helps the society!	11
2.2 “First Aid”	14
2.3 “Учиме Право (Uchime Pravo)” We learn justice.....	15
Chapter 3. Romania	17
3.1 “Step by step”	18
3.2 „Forest school”	21
3.3 „Umbrella school”	25
3.4 „Green school”	28
3.5 Doing School Differently (“Școala altfel”).....	32
3.6 Teach for Romania.....	35
Chapter 4. France	38
4.1 “Diwan” language school, Made in Bretagne	39
4.2 Programs for children with handicap	42
4.3 Democratic School “Graine de Sens”	45
4.4 “Holiskol” À L'école des intelligences multiples	47
4.5 Public school “Le Blé en Herbe”	50
4.6 “Marmaille et Patalo” (Micro Nursery).....	53
Chapter 5. Portugal.....	55
5.1 Escola das Emoções – School of Emotions	56
5.2 Scholé	59
5.3 Bio gardens	61
5.4 “Making the Bridge” Project, known by “Escola da Ponte” - “School of the Bridge”	64
Chapter 6. Turkey	67
6.1 SARDES CHESS SPORTS CLUB.....	68
6.2 Children’s Games and Kite Festival by Zirve Mountaineering Club	70
6.3 KODLA(MA)N İSA	72
6.4 TALE WORKSHOPS	74
Chapter 7. Spain	76
7.1 Amara Berri After-School Activities	77

7.2 “Entre Iguales” project. Workshop for families: diversity, tolerance and non-discrimination.....	80
7.3 “Without training there is no changing” (Sin formación no hay transformación) (WTTINC)	83
Chapter 8. Other countries.....	86
8.1 USA North Star Self-Directed Learning for Teens.....	87
8.2 FAST (Families & Schools Together)	90



PO | ANd



1.1 “Budząca się szkoła” “Waking up school”

1.	Country:	Poland
2.	Name of the initiative:	“Budząca się szkoła” “Waking up school”
3.	Location - (big city with over 500 000 citizens, smaller city, village) - description of the location	Many schools from all over the Poland can join the community and take part in the project.
4.	Who runs the initiative (a person/parents, an organization, an informal group, etc.)	Non-governmental organization “Fundacja Ludzi Otwartej Wyobraźni Flow”
5.	Start date of the initiative:	2011
6.	Source of financing:	No government funding, only income from educational events/workshops.
7.	Where does the idea come from? How did it start?	Mission : - It supports the transformation of the school culture from the knowledge-based to the development-based potential and from teaching to learning. - It strengthens school inspirers of change - people who change their school reality from the bottom and the inside on a daily basis. - It puts attention to the development of teachers. - It promotes best practices and the latest discoveries in the area of education. - It believes in the individual potential of each School and each President, Teacher and Student. - It helps schools to build relationships and exchange experiences. - It is politically, religiously and ideologically neutral.
8.	Description of the initiative,	This initiative supports schools (presidents, teachers




This project has been funded with the support from the European Union. This publication reflects the views only of the author, and the Commission or Fundacja Rozwoju Systemu Edukacji – National Agency of Erasmus+ in Poland cannot be held responsible for any use which may be made of the information contained herein.

<p>rules, any other useful information:</p>	<p>and students) in making innovative changes. It is a source of many inspiring educational ideas for schools. Every school, if there is a will, can become a member of this community and start making changes with the support of others.</p> <p>“School on the way - how to join the initiative of "Waking up schools"?”</p> <p>Step I:</p> <p>Diagnosis of the school - filling in the self-reflection questionnaire, discussing it and submitting the conclusions.</p> <p>Where do we start and where are we going? - recording a short film with the participation of representatives of the school community, who will explain what changes they intend to implement. The film is to answer the question - why do we want to be a "waking up school"?</p> <p>After sending to organization’s address the conclusions from the self-reflection questionnaire and the movie "Why do you want to be BsS?" The school will be marked on the map at www.budzacasieszkola.pl. This means that the school has entered a path of bottom-up change.</p> <p>Step II:</p> <p>Implementation of bottom-up changes:</p> <ul style="list-style-type: none"> From teaching culture to the learning culture From the culture of "making mistakes" to the culture of developing the potential From discipline to responsibility From the traditional school to the school developing autonomy, creativity and innovative thinking of students From competition to a school that teaches respect and cooperation. <p>Step III:</p> <p>Schools - BSS Leaders - can create clubs that are local centres. The aim of BsS clubs is to create a network</p>
--	---



This project has been funded with the support from the European Union. This publication reflects the views only of the author, and the Commission or Fundacja Rozwoju Systemu Edukacji – National Agency of Erasmus+ in Poland cannot be held responsible for any use which may be made of the information contained herein.


		of schools that inspire each other, support and share ideas and experiences”.
9.	Web page. E-mail / other contact:	http://www.budzaciaszkola.pl/
10.	Specify the age range of the children / young people concerned:	School-age children
11.	Photo that illustrates the idea (if possible):	

1.2 “Niebieska szkoła” (“Blue school”)

1.	Country:	Poland
2.	Name of the initiative:	“Niebieska szkoła” (“Blue school”)
3.	Location - (big city with over 500 000 citizens, smaller city, village) - description of the location	Students from various cities and schools in Poland take part in a sea cruise (they visit many ports in the world).
4.	Who runs the initiative (a person/parents, an organization, an informal group, etc.)	Project Niebieska Szkoła, Foundation STS Fryderyk Chopin
5.	Start date of the initiative:	Year 1992
6.	Source of financing:	Foundation STS Fryderyk Chopin and children’s parents
7.	Where does the idea come from? How did it start?	<p>School programs had many authors and assumed different names. As the first one on Fryderyk Chopin, there was the School of Sailing Captains Krzysztof Baranowski and Ziemowit Barański.</p> <p>The tradition of sea education is not only the history of the sailing ship Fryderyk Chopin. There are similar programs all over the world based on the same message: the sea is the best educator. Just enter the term 'school boat' or 'schoolship' into a web browser to discover that there are many references.</p> <p>By launching the Blue School program, organizers wanted to make this invaluable educational form of Polish youth available in a cyclical manner. Their</p>



This project has been funded with the support from the European Union. This publication reflects the views only of the author, and the Commission or Fundacja Rozwoju Systemu Edukacji – National Agency of Erasmus+ in Poland cannot be held responsible for any use which may be made of the information contained herein.

		dream is that participation in the Blue School will become a constant and valued element of the school's education.
8.	Description of the initiative, rules, any other useful information:	<p>Teaching under sail is carried out on board STS Fryderyk Chopin. The Blue School combines regular education according to the school curriculum with sea shipping.</p> <p>During numerous hours at sea, the youth learn about the charms of sailing, the basics of navigation and working on sails, and by visiting foreign ports, discovering the world, different cultures and traditions. During the cruises participants learn about life on the ship, responsibility for themselves and others, cooperation in the group, facing their own weaknesses and overcoming them, and above all experiencing the amazing adventure of life.</p> <p>During the Blue Schools, pupils from various cities and schools in Poland take part in class activities implementing the didactic program of mother schools and receive a certificate of study at the Blue School.</p>
9.	Web page. E-mail / other contact:	http://www.niebieskaszkola.pl/
10.	Specify the age range of the children / young people concerned:	13-18 years old
11.	Photo that illustrates the idea (if possible):	



This project has been funded with the support from the European Union. This publication reflects the views only of the author, and the Commission or Fundacja Rozwoju Systemu Edukacji – National Agency of Erasmus+ in Poland cannot be held responsible for any use which may be made of the information contained herein.

1.3 “Uniwersytet dzieci”, “Children's university”

1.	Country:	Poland
2.	Name of the initiative:	“Uniwersytet dzieci”, “Children's university”
3.	Location - (big city with over 500 000 citizens, smaller city, village) - description of the location	Big cities/smaller cities in Poland: Warsaw, Krakow, Wroclaw , Olsztyn
4.	Who runs the initiative (a person/parents, an organization, an informal group, etc.)	Non-profit organization
5.	Start date of the initiative:	2007
6.	Source of financing:	Non-profit organization
7.	Where does the idea come from? How did it start?	On foundation’s website there is written: “For over 10 years we have been working with children, to whom we want to prove that science and learning can be fascinating. The attractive classes that the Children’s University organizes are conducted by leading scientists and are filled with experiments and creative tasks. We want to inspire our young students to discover their passions through practical and plain methods of learning about science that we offer. Together with scientists we create free-of-charge lesson plans that can be used during school classes to make them more entertaining, creativity-boosting and promoting self-learning. It is with the activity and help of teachers that we want to reach as many Polish schools as we can.”
8.	Description of the initiative,	The Children's University is the first children's




This project has been funded with the support from the European Union. This publication reflects the views only of the author, and the Commission or Fundacja Rozwoju Systemu Edukacji – National Agency of Erasmus+ in Poland cannot be held responsible for any use which may be made of the information contained herein.

<p>rules, any other useful information:</p>	<p>university in Poland. The number of students in the academic year 2017/2018 reached 8,500 people. The Children's University cooperates with scientists, among others from such centers as: University of Warsaw, Jagiellonian University, University of Wrocław, University of Warmia and Mazury, AGH University of Science and Technology, Warsaw University of Technology, Academy of Special Education.</p> <p>Between the years 2007-2017 over 21 thousand children aged 6-16 have participated in university's classes, through which they actively gained knowledge from various sciences and fields of studies. Every year Children's University organizes approximately 600 lectures and workshops presented and led by over 500 scientists.</p> <p>On foundation's website there is written: "In our everyday work we focus on sharing the best practices and knowledge about science popularization. The Children's University Foundation is one of the founder of the SPiN Network, connecting research centers and other institutions working on making science more familiar.</p> <p>Children's University is open to everyone. We strongly believe that financial boundaries of parents can not restrain the children who would want to join us. We believe that our lessons should not be free-of-charge, but the fee cannot constitute an obstacle for the child to develop a passion. It is for families of children who cannot afford independently attending to our classes that we created 10 years ago a scholarship fund. The main concept of this fund is to allow all parents to declare the amount they are able to pay. The rest of the payment is financed by the Foundation."</p>
--	--



This project has been funded with the support from the European Union. This publication reflects the views only of the author, and the Commission or Fundacja Rozwoju Systemu Edukacji – National Agency of Erasmus+ in Poland cannot be held responsible for any use which may be made of the information contained herein.

9.	Web page. E-mail / other contact:	https://www.uniwersytetdzieci.pl/ https://fundacja.uniwersytetdzieci.pl/en/ krakow@ud.edu.pl pr@ud.edu.pl
10.	Specify the age range of the children / young people concerned:	6-16 years old
11.	Photo that illustrates the idea (if possible):	 The logo for Fundacja Uniwersytet Dzieci features the text "Fundacja Uniwersytet Dzieci" in a blue, sans-serif font. The text is enclosed within a stylized blue circular graphic that resembles a planet with a ring, surrounded by several small yellow stars.



MacEDonia



2.1 Educate, argue! Your voice helps the society!

1.	Country:	Macedonia (FYROM)
2.	Name of the initiative:	Educate, argue! Your voice helps the society! (Edukou, debato! Zëri yt ndihmonë shoqërinë)
3.	Location - (big city with over 500 000 citizens, smaller city, village) - description of the location	Skopje, a big city with more than 500 000 citizens. Including almost all high schools in the trainings and lectures of this initiative.
4.	Who runs the initiative (a person/parents, an organization, an informal group, etc.)	Center for Educational and Cultural Development “RACIO” – non-governmental organization
5.	Start date of the initiative:	2009 (During the school year)
6.	Source of financing:	Private businesses, Municipality, private companies
7.	Where does the idea come from? How did it start?	The development of every society is an inductive process, closely dependent on the active participation of every individual in social life, so that the overall state of each community derives from the specific actions and activities that individuals carry out as a constituent part of the collective. Among other things, one of the most important elements of democratic progress is the way of communication between citizens, inside and outside the community. Communication can be expressed in verbally different forms: dialogue, monologue, debate, daily exchange of information, and nonverbal form through various physical gestures and visual visualization of people. Lack of communication or ignorance of communication often result in regressions, different



This project has been funded with the support from the European Union. This publication reflects the views only of the author, and the Commission or Fundacja Rozwoju Systemu Edukacji – National Agency of Erasmus+ in Poland cannot be held responsible for any use which may be made of the information contained herein.

		<p>deviations, stagnation in development, destructive conflicts and tragedies of varying proportions that consequently have anti-countervailing power, disregarding different thoughts, increasing prejudices and stereotypes, using language of hate and violence, conservation and ghettoization of groups of different backgrounds, and in the worst case even human casualties.</p>
8.	<p>Description of the initiative, rules, any other useful information:</p>	<p>The initiative "Educate, argue!" consists of training on communication skills (public speeches & debates) and lectures by university professors on topics related to youth development. Aim of this initiative is to develop the intellectual trends among students of secondary (high) schools and educate them on the development of healthy personalities.</p> <p>The Project Workshops are being realized in the premises of the Center for Educational and Cultural Development "Racio", in the premises of primary and secondary schools. In this initiative are included 30 to 60 students from secondary schools that gravitate to Skopje and the surrounding area. Part of the project is also visits the Universities in Skopje and Pristina where are held scientific presentations prepared by the students who participate in the training project. This activity is promoting the capacities and intellectual potentials of young people living in Skopje. In addition to distinguished students we organize night speeches where students perform on their own topics. For all students, we try to provide media coverage through youth programs.</p>
9.	<p>Web page. E-mail / other contact:</p>	<p>http://eduratio.org/educate-argue-your-voice-helps-society/ ngo.ratio@gmail.com</p>
10.	<p>Specify the age range of the children / young people concerned:</p>	<p>14 -18 years old (high school students)</p>



This project has been funded with the support from the European Union. This publication reflects the views only of the author, and the Commission or Fundacja Rozwoju Systemu Edukacji – National Agency of Erasmus+ in Poland cannot be held responsible for any use which may be made of the information contained herein.

11 .	Photo that illustrates the idea (if possible):	https://www.facebook.com/gendra.racio/media_set? set =a.971231109582428.1073741849.100000866447241&t ype=3
---------	---	--



This project has been funded with the support from the European Union. This publication reflects the views only of the author, and the Commission or Fundacja Rozwoju Systemu Edukacji – National Agency of Erasmus+ in Poland cannot be held responsible for any use which may be made of the information contained herein.

2.2 “First Aid”

1.	Country:	Macedonia (FYROM)
2.	Name of the initiative:	“First Aid”
3.	Location - (big city with over 500 000 citizens, smaller city, village) - description of the location	The program is implemented in public and private schools, primary and secondary level education around Macedonia
4.	Who runs the initiative (a person/parents, an organization, an informal group, etc.)	Red Cross – being implemented and organized by trained volunteers who are working or volunteering in Red Cross
5.	Start date of the initiative:	Year 1863, these 10 years is being implemented also in Macedonia
6.	Source of financing:	Public Founds and own funds
7.	Where does the idea come from? How did it start?	Founding and early years of the RC (1863 - 1914). The Red Cross came into being at the initiative of a man named Henry Dunant, who helped wounded soldiers at the battle of Solferino in 1859 and then lobbied political leaders to take more action to protect war victims.
8.	Description of the initiative, rules, any other useful information:	<i>First Aid</i> is for the purpose to teach the youth to save others lives, to be ready for misfortune and not to be afraid of blood.
9.	Web page. E-mail / other contact:	http://ckrm.org.mk/en/
10.	Specify the age range of the children / young people concerned:	11 - 17 years old (primary and high school students)
11.	Photo that illustrates the idea (if possible):	http://ckrm.org.mk/en/training-volunteers-providing-first-aid-realistic-presentation-injuries/?hilite=%27first%27%2C%27aid%27



2.3 “УЧИМЕ ПРАВО (Uchime Pravo)” *We learn justice*

1.	Country:	Macedonia (FYROM)
2.	Name of the initiative:	“УЧИМЕ ПРАВО (Uchime Pravo)” <i>We learn justice</i>
3.	Location - (big city with over 500 000 citizens, smaller city, village) - description of the location	This initiative is being held in 6 cities around Macedonia: 1. Skopje, capital of Macedonia > 500 000 citizens 2. Tetovo - small city 3. Kumanovo – small city 4. Bitola – second biggest city in Macedonia 5. Struga – small city 6. Veles – very small city
4.	Who runs the initiative (a person/parents, an organization, an informal group, etc.)	Youth Educational Forum – non-governmental organization
5.	Start date of the initiative:	2010
6.	Source of financing:	Civica Mobilitas
7.	Where does the idea come from? How did it start?	The general idea is to promote and to teach the students about justice and law around the country. In high schools not everyone decide to study law or subjects related with law and systems so the initiative is to help also the others to know general knowledge about the justice system and their rights. At least every week there is an hour training and lectures about the law, justice, legal systems etc.
8.	Description of the initiative, rules, any other useful information:	<i>We learn justice</i> is a program within the Youth Educational Forum which aims to introduce young people to their rights, democracy, the legal system and the concept of the rule of law. As part of the program, we are working with the right clubs in several cities throughout Macedonia, trainings for



This project has been funded with the support from the European Union. This publication reflects the views only of the author, and the Commission or Fundacja Rozwoju Systemu Edukacji – National Agency of Erasmus+ in Poland cannot be held responsible for any use which may be made of the information contained herein.

		high school students, seminars, public lectures are organized and the Advisory Service for Youth Rights works. Lectures are being hold by students who are studying law.
9.	Web page. E-mail / other contact:	http://mof.mk/ucimepravo2017 ucimepravo@mof.org.mk
10.	Specify the age range of the children / young people concerned:	14 – 18 years old (high school students)
11.	Photo that illustrates the idea (if possible):	



This project has been funded with the support from the European Union. This publication reflects the views only of the author, and the Commission or Fundacja Rozwoju Systemu Edukacji – National Agency of Erasmus+ in Poland cannot be held responsible for any use which may be made of the information contained herein.



RomANIa



3.1 “Step by step”


1.	Country:	Romania
2.	Name of the initiative:	“Step by step”
3.	Location - (big city with over 500 000 citizens, smaller city, village) - description of the location	The program is implemented in public and private schools from various cities at pre-school, primary and secondary level education.
4.	Who runs the initiative (a person/parents, an organization, an informal group, etc.)	Centre for Education and Professional Development (CEPD) Step by Step, in Romania
5.	Start date of the initiative:	Year 1994
6.	Source of financing:	public funds, own funds, fees/taxes and other sources
	Where does the idea come from? How did it start?	<p>In 1994, the Open Society Foundations launched the Step by Step Program, an early childhood education reform initiative in 15 countries in Central Europe and Eurasia. Twenty years later, Step by Step has developed into the International Step by Step Association, a network of NGOs and individuals working together to improve the lives of young children and families through a vibrant learning community active in national and regional reform projects. Its core members are non-governmental organizations from more than 40 countries.</p> <p>https://www.opensocietyfoundations.org/voices/first-steps-brief-history-step-step-program</p> <p>In Romania, the program started in 1994 as a regional program of the Open Society Foundation</p>



		<p>Romania.</p> <p>It was initiated, supported and funded by the Soros Foundation during the period 1994-1999. Since 1999, the educational alternative extends at a national level and the Ministry of Education ensures the payment for the second teacher.</p> <p>The implementation of the program was covered by the Convention signed in June 1994 with the Ministry of Education; the Convention was updated every school year as the program expanded.</p> <p>Step by Step program has been recognized by the Ministry of Education as an alternative education, in accordance with Council's approval for Alternative no. 10015 in May 1995. In March 1998, the Step by Step Centre for Education and Professional Development was registered by court order as a nongovernmental, nonprofit organization.</p> <p>Currently, Step by Step CEPD develops jointly with Ministry of Education, a program of training and education for pre-school, primary and secondary education.</p> <p>Step by Step alternative education takes place under the Plan - framework for education and curricula approved by the Ministry of Education. http://www.stepbystep.ro/wp-content/uploads/2013/10/CV-CEDP-EN.pdf</p>
--	--	--



This project has been funded with the support from the European Union. This publication reflects the views only of the author, and the Commission or Fundacja Rozwoju Systemu Edukacji – National Agency of Erasmus+ in Poland cannot be held responsible for any use which may be made of the information contained herein.

8.	Description of the initiative, rules, any other useful information:	<p>Step by Step is an educational alternative for preschool, primary and secondary education which implements child-centered teaching methods and encourages family and community involvement in the educational process.</p> <p>Through the Step by Step alternative, children are encouraged to make choices, to assume responsibility for their decisions, to express their ideas in a creative way, to help each other, to develop their critical thinking skills and to think freely. Children educated in the Step by Step spirit are able to define and solve problems they are facing, to communicate easily with others, to understand and to negotiate. The educational alternative complies with the Ministry of Education curriculum for pre-school, primary and secondary education.</p> <p>http://www.stepbystep.ro/wp-content/uploads/2013/10/CV-CEDP-EN.pdf</p>
9.	Web page. E-mail / other contact:	<p>http://www.stepbystep.ro</p> <p>https://www.opensocietyfoundations.org</p> <p>https://www.issa.nl</p>
10	Specify the age range of the children / young people concerned:	3-14 years old
11	Photo that illustrates the idea (if possible):	

3.2 „Forest school”

1.	Country:	Romania
2.	Name of the initiative:	„Forest school”
3.	Location - (big city with over 500 000 citizens, smaller city, village) - description of the location	Young children between 3 and 7 years old from Brasov, Bucurest, Cluj, Arad, Timisoara and Sibiu
4.	Who runs the initiative (a person/parents, an organization, an informal group, etc.)	Asociatia Forest School in Romania
5.	Start date of the initiative:	Year 1927 in USA Year 2016 in Romania
6.	Source of financing:	public funds, own funds, fees/taxes and other sources




This project has been funded with the support from the European Union. This publication reflects the views only of the author, and the Commission or Fundacja Rozwoju Systemu Edukacji – National Agency of Erasmus+ in Poland cannot be held responsible for any use which may be made of the information contained herein.

<p>7.</p>	<p>Where does the idea come from? How did it start?</p>	<p>The concept was developed in Laona, Wisconsin in 1927 which claims the world's first school forest.</p> <p>„In 1928, Wisconsin established the first school forest program in the nation. At that time, the goal of school forests was to encourage student involvement in replanting forests and to instill a conservation ethic in young people. Today, school forests are exceptional outdoor education sites that are available to:</p> <ul style="list-style-type: none"> • Integrate environmental education into schools’ curriculums • Provide experiential learning • Meet state education standards • Demonstrate sustainable natural resources management • Strengthen school-community relations • Provide income for education activities” <p>(https://www.uwsp.edu/cnr-ap/leaf/Documents/School%20Forest%20Handbook%202013.pdf)</p> <p>Nowadays the forest schools are spread in all over the world.</p> <p>The Forest School concept in Romania was launched in April 2016 with the initial phase of the project, The Forest Kindergarten being implemented in Brasov in September 2016. Recognizing the need for quality outdoor education, The Forest School Association’s near future projects included the opening of Forest Kindergartens in Bucharest, Cluj, Arad, Timisoara and Sibiu. Furthermore, a Forest School for grades 0-4 will be established by the year 2020 in Brasov. They strive to offer an authentic Forest School education where children spend each day outdoors with certified Forest School / Waldorf trained teachers and staff. The unique curriculum offers children the opportunity to develop, evolve and learn through a kinesthetic approach in which nature is the classroom.</p>
-----------	--	--



This project has been funded with the support from the European Union. This publication reflects the views only of the author, and the Commission or Fundacja Rozwoju Systemu Edukacji – National Agency of Erasmus+ in Poland cannot be held responsible for any use which may be made of the information contained herein.

8.	<p>Description of the initiative, rules, any other useful information:</p>	<p>They believe that the outdoors offers children the ideal environment. Rich in natural materials that can be used creatively and imaginatively, it stimulates curiosity and fascination, and motivates discovery – essential ingredients for learning and development.</p> <p>There is time, space, and opportunity for exploration, and the freedom to move around and adapt to the environment. Experiencing nature all year round enables children to observe change, introducing them to the patterns and cycles of seasons which provide an ever-changing and diverse environment with infinite possibilities and opportunities – planting vegetables in the spring, foraging for berries in the summer, building dens and rolling around in a blanket of leaves in autumn, or crunching frost and ice underfoot in winter.</p> <p>They offer a curriculum that covers age appropriate cognitive, emotional and physical development based on the Waldorf alternative educational approach coupled with the Romanian national curriculum.</p> <p>All teachers and assistants are attested in Forest School Level 1 -3 through the International Forest School accreditation system in the UK. (http://forestschool.ro)</p>
9.	<p>Web page. E-mail / other contact:</p>	<p>http://forestschool.ro/</p> <p>http://www.laonahistory.com</p> <p>https://www.uwsp.edu/</p>

10.	Specify the age range of the children / young people concerned:	3-7 years old
11.	Photo that illustrates the idea (if possible):	

3.3 „Umbrella school”

1.	Country:	Romania
2.	Name of the initiative:	„Umbrella school”
3.	Location - (big city with over 500 000 citizens, smaller city, village) - description of the location	"Umbrella schools" are numerous abroad
4.	Who runs the initiative (a person/parents, an organization, an informal group, etc.)	- Romanian Home Schooling Association - parents’ initiative
5.	Start date of the initiative:	Year 2000 in Romania
6.	Source of financing:	Romanian Home Schooling Association and children’s parents
7.	Where does the idea come from? How did it start?	<p>Homeschooling in Romania got its official start in 2000 when Romanian church planters under Westminster Biblical World Mission (WBWM) were encouraged to practice it by WBWM and HSLDA’s Chris Klicka.</p> <p>The Romanian Homeschool Association was established in 2002, and functions much like an “umbrella school” or a “satellite school,” as operated in the United States.</p> <p>"Romanian Home Schooling Association guides/advices parents and promotes homeschooling in Romania.</p> <p>Under the conditions in which the Romanian law is not permissive with homeschooling, the alternative that parents have is to enroll their child in "umbrella schools", numerous abroad. Practically, the child appears in papers in a</p>



		<p>private school that offers recognized degrees in some countries, equivalent to those in public schools. Thus, those who have completed such an "umbrella school" can, for example, take the baccalaureate exam and then continue their studies.</p> <p>There are similar situations all over the world. Each state sets its own legal requirements for the education of children. Education is mandatory for children in each state, but there is wide diversity of what is required and most states allow for several different ways that the mandatory school requirements can be met. The most obvious and mainstream solution is to attend the public schools of the state. All states also allow students to be educated at accredited private schools.</p> <p>An umbrella school is an alternative education school which serves to oversee the homeschooling of children to fulfill government educational requirements.</p>
8.	<p>Description of the initiative, rules, any other useful information:</p>	<p>Umbrella schools vary greatly in what they offer and cost. Some offer group classes, a defined curriculum, sports, field trips, standardized testing, and more. Others exist only to meet the minimum legal requirements, allowing parents choice in their curriculum and methods of teaching, as well as freedom from an annual evaluation or testing requirements. Additionally, some umbrella schools follow a specific faith, while others are secular.</p> <p>In the United States, the responsibilities of umbrella schools vary from state to state. Many states require schools to collect immunization and attendance records, and similar records as required for any publicly run school. Often</p>



		<p>umbrella schools operate under the same legal guidelines as independent schools. Some states have course and daily time requirements. In others, students are bound to the normal standard school year and records must be kept to prove that students fulfill the required amount of time.</p> <p>Homeschooling is legal in many countries. Countries with the most prevalent home education movements include Australia, Canada, New Zealand, the United Kingdom, and the United States. Some countries have highly regulated home education programs as an extension of the compulsory school system; others, such as Germany, have outlawed it entirely. In other countries, while not restricted by law, homeschooling is not socially acceptable or considered undesirable and is virtually non-existent.</p> <p>In Romania homeschooling is legal under restrictive conditions. Children with disabilities, special needs or whose condition does not allow them to be physically present in a school may be home-schooled, under the supervision of an accredited teacher.</p>
9.	Web page. E-mail / other contact:	<p>http://www.homeschooling.ro/</p> <p>https://hsllda.org/content/</p>
10.	Specify the age range of the children / young people concerned:	0-18 years old

3.4 „Green school”

1.	Country:	Romania
2.	Name of the initiative:	„Green school”
3.	Location - (big city with over 500 000 citizens, smaller city, village) - description of the location	Young children between 3 and 11 years old from Cluj-Napoca
4.	Who runs the initiative (a person/parents, an organization, an informal group, etc.)	Asociatia Green School, from Cluj-Napoca
5.	Start date of the initiative:	Year 2017 in Romania
6.	Source of financing:	own funds, fees/taxes and other sources



This project has been funded with the support from the European Union. This publication reflects the views only of the author, and the Commission or Fundacja Rozwoju Systemu Edukacji – National Agency of Erasmus+ in Poland cannot be held responsible for any use which may be made of the information contained herein.

<p>7. Where does the idea come from? How did it start?</p>	<p>Green School has opened in September 2017 with a kindergarten and primary school (class 0). Each K-group or school-group has maximum 12 learners and 1 teacher.</p> <p>Green School does not work within the National Curriculum and does not use the authorisation/accreditation from ARACIP. They are working on a strategic partnership project to recognise nature based pedagogies as educational alternatives, that will in the future be recognised by the State.</p> <p>They work with an „Emergent Curriculum”, where the learning process is guided by both children and educators. Through this learning process they also look at the results of the children, so they can easily transfer to/from Green School and can adapt to a new environment. A fourth grade Green School graduate will be able to adapt to the 5th grade in another school. (http://www.green-school.ro)</p>
---	---



This project has been funded with the support from the European Union. This publication reflects the views only of the author, and the Commission or Fundacja Rozwoju Systemu Edukacji – National Agency of Erasmus+ in Poland cannot be held responsible for any use which may be made of the information contained herein.

<p>8. Description of the initiative, rules, any other useful information:</p>	<p>Being a research-based school, they take the inspiration to create new educational methods and tools from the most recent and relevant research, and from learning and adapting various best practices from pedagogues such as Free Schools, Forest Schools, Gaia Schools, Montessori Schools, Waldorf Schools, Democratic Schools, Reggio Emilia Schools, Finnish Schools, Mother Nature and from anyone who can teach us something. They work on their curriculum constantly and adapt their learning designs to be a school that fits to children and responds to their specific needs, not to work with children that fit our school.</p> <p>In Green School they are educating in Romanian and English, using the language animation technique, children also learn the languages of the community: Romanian, Hungarian, German.</p> <p>The learning process happens mostly outdoors, where children can choose to eat and sleep as well. The children learn from the nature, play around, learn values, attitudes, behaviours and also relevant skills and knowledge. In Green School the children learn the value of a good education while childHOODing and having authentic learning experiences.</p> <p>In kindergarten the children are not separated by age or by the native language, having the possibility to interact with all the other children in well-planned activities and recesses.</p> <p>In primary school they extend the curriculum with project-based and phenomenon-based activities from which the children can extract learnings in different school subjects. For instance, in the afternoon, helped by their teachers and international volunteers, and using vegetables, herbs and produce from the pedagogical garden and farm, kids can learn how to cook different recipes. The next day, in Maths, they can talk about quantities, addition, subtraction, weight. In communication (and language) they can discuss about the way they communicated with each other and with the educators, what new words they learned from the recipes or from the adults and they can also write their own recipes book. (http://www.green-school.ro)</p>
--	---



This project has been funded with the support from the European Union. This publication reflects the views only of the author, and the Commission or Fundacja Rozwoju Systemu Edukacji – National Agency of Erasmus+ in Poland cannot be held responsible for any use which may be made of the information contained herein.

9.	Web page. E-mail / other contact:	http://www.green-school.ro
10.	Specify the age range of the children / young people concerned:	3-11 years old
11.	Photo that illustrates the idea (if possible):	



This project has been funded with the support from the European Union. This publication reflects the views only of the author, and the Commission or Fundacja Rozwoju Systemu Edukacji – National Agency of Erasmus+ in Poland cannot be held responsible for any use which may be made of the information contained herein.

3.5 Doing School Differently (“Școala altfel”)

1.	Country:	Romania
2.	Name of the initiative:	Doing School Differently (“Școala altfel”)
3.	Location - (big city with over 500 000 citizens, smaller city, village) - description of the location	The program is implemented in public and private schools across the country at all levels of education.
4.	Who runs the initiative (a person/parents, an organization, an informal group, etc.)	“Școala Altfel” is an educational project proposed and implemented into school life in 2011 by the Prime Minister's Order no. 4292 from May that completed Education Law no. 1/2011 and by the Government Decision no. 81/2010.
5.	Start date of the initiative:	2011
6.	Source of financing:	Ministry of Education
7.	Where does the idea come from? How did it start?	A relatively recent addition to the Romanian education system, the week called "Școala Altfel" ("Doing School Differently") has generated, as any novelty in formal education would, extensive for and against debates among teachers. “Școala Altfel” is an educational project proposed and implemented into school life in 2011 by the Prime Minister's Order no. 4292 from May that completed Education Law no. 1/2011 and by the Government Decision no. 81/2010. Each year, going forward, in the Annex to the Prime Minister's Order on the structure of the school year, the Ministry provides indications and suggestions as to the



This project has been funded with the support from the European Union. This publication reflects the views only of the author, and the Commission or Fundacja Rozwoju Systemu Edukacji – National Agency of Erasmus+ in Poland cannot be held responsible for any use which may be made of the information contained herein.

		<p>approach, the understanding and planning for these days in the school year, when the program completely changes. They are grouped into the following categories of problems</p> <p>(see Annex to the Ministry of Education, Research, Sports and Youth's Order no. 4292/2011 on the structure of school year 2011-2012, The Annex to the Ministry of Education, Research, Sports and Youth's Order no. 3637 / 19.06.2014 on the structure of the school year 2014-2015):</p> <ul style="list-style-type: none"> x General provisions; x Planning and approval of the program; x Program content and organization; x Monitoring and evaluation; x Leveraging examples of good practice
8.	<p>Description of the initiative, rules, any other useful information:</p>	<p>The "School otherwise" program contributes to the development of learning competence and socio-emotional skills among pre-school / pupil children. By including educational activities: transdisciplinary; experienced /learning by experience; designed in partnership with pupils, parents, institutions, non-governmental organizations and / or economic agents; innovative for the context in which they are carried out; based on the findings of recent research and best practices in the field of education.</p> <p>According to the conceptualization agreed by the European Commission, learn to learn is a transversal ability. Learning competence consists of knowledge, skills, values and attitudes (see below). People who have this competence are able to use and apply knowledge and experiences past in a variety of contexts: home, workplace, in institutions education and training. [Education Council (2006) Recommendation of the European Parliament and the Council of Europe 18 December 2006 on key competences for lifelong learning (2006/962 / EC).</p>



This project has been funded with the support from the European Union. This publication reflects the views only of the author, and the Commission or Fundacja Rozwoju Systemu Edukacji – National Agency of Erasmus+ in Poland cannot be held responsible for any use which may be made of the information contained herein.

		The question is: what needs to acquire, master the students to develop their learning skills? This competence does not hold account of the subject of any discipline. Whether students learn about cars races or bees, the way they approach learning - more consciously, more structured, more systematically - reflects their level of competence in learning. Must remember that you cannot learn to learn in the absence of things to learn. On the other hand, any opportunity you learn - from driving a car to atomic physics - can be exploited to develop your learning competence in parallel. In the "School otherwise" program, teachers have the opportunity to experience development learning competence approaching thematic content proposed by students.
9.	Web page. E-mail / other contact:	Web page: https://www.edu.ro/etichete/%C5%9Fcoala-altfel
10.	Specify the age range of the children / young people concerned:	Youngsters between 3 years old and 18 years old
11.	Photo that illustrates the idea (if possible):	https://ac.els-cdn.com/S1877042815049526/1-s2.0-S1877042815049526-main.pdf?_tid=3af16548-1e07-4dd4-ac7b-c891ed4b64d5&acdnat=1527192673_75a2ec19c26b9e34150b41f0b01410f6 https://www.edu.ro/sites/default/files/Ghid_program_%E2%80%9EScoala%20altfel%E2%80%9D.pdf



This project has been funded with the support from the European Union. This publication reflects the views only of the author, and the Commission or Fundacja Rozwoju Systemu Edukacji – National Agency of Erasmus+ in Poland cannot be held responsible for any use which may be made of the information contained herein.

3.6 Teach for Romania

1.	Country:	Romania
2.	Name of the initiative:	Teach for Romania
3.	Location - (big city with over 500 000 citizens, smaller city, village) - description of the location	Small towns and villages with a low budget and a high dropout rate.
4.	Who runs the initiative (a person/parents, an organization, an informal group, etc.)	Teach for Romania is part of the Teach for All network, which today comprises over 40 countries on 5 continents. The Teach for Romania model has served as the inspiration for implementing new government policies. In February 2016, Prime Minister Dacian Ciolos announced the implementation of measures inspired by the Teach for Romania model as part of the Anti-Poverty Package.
5.	Start date of the initiative:	2015
6.	Source of financing:	In 2015 the “Best Company Sponsorship Project” Award, won with Vodafone Romania for Teach for Romania’s Leading Change, Contributing to Education project, within the People for People Gala. Funding comes from different sources, such as: companies; foundations; individual donors; public funds; others.
7.	Where does the idea come from? How did it start?	Because: - 50% of the candidates for the qualification examination do not get a pass grade - more than 20% of Romanian pupils abandon



This project has been funded with the support from the European Union. This publication reflects the views only of the author, and the Commission or Fundacja Rozwoju Systemu Edukacji – National Agency of Erasmus+ in Poland cannot be held responsible for any use which may be made of the information contained herein.

		<p>the school before completing their compulsory higher education</p> <ul style="list-style-type: none"> - Only 50% of the 12th grade graduates get a baccalaureate exam mark in the year of graduation - 50% of Romanian children are exposed to poverty and social exclusion <p>A teacher can make a difference in the life of a child with a difficult social situation. However, the low prestige of the profession and the often difficult conditions of teaching discourage Romania’s most promising talents to choose the profession of teacher.</p> <p>Teach for Romania recruits valuable Romanians, prepares them as model teachers or professors, and supports them to become factors of transformation in education.</p>
8.	<p>Description of the initiative, rules, any other useful information:</p>	<p>The teacher according to our program is the young man with a strong motivation to make positive changes and to contribute to the development of those around him, eager to become a teacher / teacher who also inspires a change agent in long-term education.</p> <p>Through the performance and attitude of the course classes Teach for Romania Teachers / Teachers will become model teachers, tutors, inspirational people, able to create an open relationship with their students based on trust, respect and communication. All these elements will contribute to the level of pupil involvement in learning (reducing the dropout rate) and to improving school performance (learning outcomes).</p> <p>All teachers / teachers Teach for Romania will represent (after the two years of teaching) an undoubtedly valuable resource, both for the education system and for society. Regardless of</p>



This project has been funded with the support from the European Union. This publication reflects the views only of the author, and the Commission or Fundacja Rozwoju Systemu Edukacji – National Agency of Erasmus+ in Poland cannot be held responsible for any use which may be made of the information contained herein.


		their later choices, they will be supported by the Teach for All international network and by Teach for Romania. The options are unlimited and very valuable: they can continue their careers in education, they can work in related fields (entrepreneurs in education, school administration, business-CSR), this alumni network will continue to actively support the reform of the Romanian educational system.
9.	Web page. E-mail / other contact:	e-mail: office@teachforromania.ro web page: http://en.teachforromania.org/
10.	Specify the age range of the children / young people concerned:	Between 3 and 18 years old
11.	Photo that illustrates the idea (if possible):	http://teachforromania.org/ http://en.teachforromania.org/wp-content/uploads/Annual-Report-Teach-for-Romania-2015-2016.pdf





FraNcE



4.1 ”Diwan” language school, Made in Bretagne

1.	Country:	FRANCE
2.	Name of the initiative:	Diwan School and Network Made in Bretagne (Bzh)
3.	Location - (big city with over 500 000 citizens, smaller city, village) - description of the location	Dinan, a little medieval town, population 10 823 people in 2018. Dinan is located close to Rennes
4.	Who runs the initiative (a person/parents, an organization, an informal group, etc.)	Diwan is a movement of parents and teachers choosing to make live a culture by a school as main support the Breton language, the modern tool of thought, expression and communication. Date of creation of the 1st school: 1977. Diwan is a complete network in Bretagne : 40 maternal and primary schools, 6 colleges, a high school and a training center for the professors. Every school is a self-financed association named “ <i>association d’éducation populaire</i> ” (AEP), which supports its own loads (rents, heating, water, salaries of the auxiliaries / assistants ..) and which participates in those of the network (freshly administrative, salaries of the new teachers, training formation of the professors).
5.	Start date of the initiative: 	Created in 2000, the Diwan school of Dinan practises the immersive method in Breton. The school trains (form) in the multilingualism (Breton, French, English). It allows an opening on the world and the cultural diversity. In 1900, Paul Sébillot (French ethnologist Breton) estimated at 1 300 000 the number of Bretonnants. Today, there are 400 000 people. The Breton represents approx. 35 000 students today.

6.	Source of financing:	<p>The city of Dinan has an associative school DIWAN BRO AR RENK. Under contract with the National Education, this school is associative, secular and free for all. Graduate teachers are paid by the Ministry of National Education.</p> <p>The school relies on the association “Kuzul Yezhou Breizh E Dinan” to organize events (FestDeiz..) all year round to finance the premises and non-teaching staff or the “Comité de soutien aux langues de Bretagne de Dinan”.</p>
7.	Where does the idea come from? How did it start?	<p>Through Diwan, it is the survival of the Breton language that is played out and the possibility of transmitting our language to the generations</p>
8.	<p>Description of the initiative, rules, any other useful information:</p> 	<p>The objectives of DIWAN schools: Offer a schooling with an instruction in Breton: from kindergarten to bachelor, Rely on a culture rooted in a living environment: many schoolchildren still have one or more people in their family, for whom Breton was the mother tongue. Allow children to learn their story, in the common language common to their ancestors, By early bilingualism, to promote a rich psychological, intellectual and social development, and to prepare effectively for the mastery of several languages. The role of the school is not only to transmit knowledge but also to allow each child to build his own personality. It is a factor of socialization, based on tolerance and the taste for exchange.</p>
9.	Web page. E-mail / other contact:	<p>https://www.facebook.com/diwandinan/ http://dinan.diwan.bzh</p>
10.	Specify the age range of the children / young people concerned:	<p>The Diwan network welcomes children from kindergarten to university. Diwan School is open to all Breton family or not, regardless of origin, race or language, religion. It consists of five classes with a hundred students. The lessons of the subjects of national education are practiced in Breton. Classes consist of 20 students with working hours from 8:30 to 16:30. The children are aged from 2 to</p>


		<p>12 years old. A sponsorship system is being implemented between younger and older students as part of a student autonomy project.</p>
<p>11</p>	<p>Photo that illustrates the idea (if possible):</p>	<p>In France, the law DEIXONNE (Law n ° 51 - 48 January 11, 1951 on the teaching of local languages and dialects) is the first, and the only one until today, specific to the teaching of regional languages. It constitutes an official recognition of the existence of certain regional languages (Occitan, Breton, Basque and Catalan, other languages will be concerned later), until then ignored in the official texts.</p> <p>In the European Union itself alone, in addition to the 23 official languages, about 60 regional or minority languages are spoken by 40 million people. Source of the Federalist Union of European Ethnic Communities (Fuen).</p> 

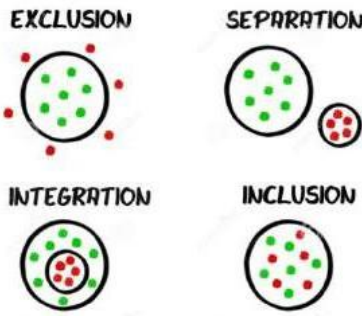
4.2 Programs for children with handicap

1.	Country:	FRANCE
2.	Name of the initiative:	Existing programs for children with handicap
3.	Location - (big city with over 500 000 citizens, smaller city, village) - description of the location	Dinan /Léhon, public primary school, Mosaique Classe Ulis Dinan, Class School College Segpa, Collège Roger Vercel Dinan / Taden EREA (special class college) Saint Malo Classe Relais Châteaubriand
4.	Who runs the initiative (a person/parents, an organization, an informal group, etc.)	The Ministry of National Education All collective schooling schemes /programs are called localized units for inclusive education (ULIS): ULIS-school, ULIS-middle school, ULIS-high school. They allow schooling in the first and second grade of a small group of students with compatible disorders. In schools, it is, in primary, RASED and ULIS School. RASED specialized teachers and psychologists (specialist support networks for students in difficulty) provide specialized help to pupils in kindergarten and elementary schools in difficulty. In secondary education school, these are SEGPA middle school and ULIS College and High School. EREA-LEA are the only institutions that are both purely academic and purely specialized.
5.	Start date of the initiative:	The law of February 11, 2005 for equal rights and opportunities, the participation of the citizenship of disabled people has led to major advances in the schooling policy of students with disabilities. Since 2006, the number of students with disabilities attending mainstream schools has more than



This project has been funded with the support from the European Union. This publication reflects the views only of the author, and the Commission or Fundacja Rozwoju Systemu Edukacji – National Agency of Erasmus+ in Poland cannot be held responsible for any use which may be made of the information contained herein.

		<p>doubled.</p> <p>The Ministry of Education has made unprecedented efforts to improve normal mainstream schooling for students with disabilities/ handicap.</p> <p>The various schooling systems, individualized learning paths and personalized arrangements according to the needs of students are all measures contributing to inclusive education.</p>
6.	Source of financing:	The School of the Republic, public, by notification of the MDPH (Departmental House of Children in situation of Handicap, the child is evaluated to identify its needs).
7.	Where does the idea come from? How did it start?	ULIS students have cognitive or mental disorders, specific language and learning disabilities, pervasive developmental disorders (including autism), motor function disorders, hearing impairment, impaired visual function or multiple disorders associated plurihandicap disabling diseases.
8.	Description of the initiative, rules, any other useful information:	<p>A Segpa class (adapted general and vocational education section) welcomes young people who do not central master all the knowledge and skills expected at the end of primary school.</p> <p>Integrated in middle school, the class includes a small group of students (16 at the most) to individualize the course of each student.</p> <p>The relay systems (classes and workshops) allow a temporary welcome suitable for middle school students with a risk of school marginalization: serious and repeated breaches of rules, chronic absenteeism not justified, deep demotivation in learning.</p> <p>The relay schemes (program plan) aim to promote the re-schooling and resocialization of these students.</p>
9.	Web page. E-mail / other contact:	http://eduscol.education.fr/cid53163/les-unites-localisees-pour-l-inclusion-scolaire-ulis.html

		<p>https://www.service-public.fr/particuliers/vosdroits/F327525 http://eduscol.education.fr/pid23264/dispositifs-relais.html http://eduscol.education.fr/cid46766/les-etablissements-regionaux-d-enseignement-adapte.html</p>
10	Specify the age range of the children / young people concerned:	<p>In primary schools: RASED and ULIS School up to 11 years. In secondary school: SEGPA and ULIS up to 15 years old and High School. EREA-LEA are the only institutions that are both purely academic and purely specialized.</p> <p>In 2016-2017, 300,815 children with disabilities / handicap were enrolled in schools and institutions under the Ministry of Education (public and private): 172 145 in the first degree and 128 670 in the second degree.</p> <p>That is an increase of 7.5% of students with disabilities enrolled in normal mainstream schools compared to the 2015-2016 school year.</p>
11	Photo that illustrates the idea (if possible):	 <p>The image contains four diagrams illustrating different social models:</p> <ul style="list-style-type: none"> EXCLUSION: A large circle contains several green dots, while several red dots are scattered outside the circle. SEPARATION: A large circle contains several green dots, and a separate, smaller circle contains several red dots. INTEGRATION: A large circle contains several green dots, and a smaller circle inside it contains several red dots. INCLUSION: A single large circle contains a mixture of both green and red dots.

4.3 Democratic School “*Graine de Sens*”

1.	Country:	FRANCE
2.	Name of the initiative:	Democratic School “ <i>Graine de Sens</i> ” in Brocéliande , Association law 1901
3.	Location - (big city with over 500 000 citizens, smaller city, village) - description of the location	The town of MUËL is located 40 km from RENNES, in the department of Ille et Vilaine (35). MUËL is also in the heart of Brocéliande and part of the legendary Brocéliande forest is on its territory. 2018: 905 inhabitants and Area: 2,896 hectares or 28.9km ² .
4.	Who runs the initiative (a person/parents, an organization, an informal group, etc.)	Today, 9 members anchored in their mission, with a dozen people who accompany them in their actions (educational professionals, politicians, administrations, legal skills, associations ...).
5.	Start date of the initiative:	Monday, June 4, 2018, Opening of the democratic school in the village of Muel
6.	Source of financing:	It is a private school out of contract and does not benefit from any public fund (price 180 € / month over 10 months). Operating, equipment, and salary expenses are funded only by tuition and donations. (+ 150 € Administration spent / expense)
7.	Where does the idea come from? How did it start?	“ <i>Graine De Sens</i> ” is modeled on the Sudbury Valley School, which opened in 1968 in Massachusetts (U.S.A.). Sudbury Valley School was inspired by the Summerhill School founded by Alexander S. Neill in England 100 years ago (the first democratic school). Democratic schools are based on the same model:



		<p>let young people of all ages interact with each other, give each member equal voting rights in any decision made about school life, and not impose a program. Every impulse to create and learn will come from his initiative and from his natural curiosity.</p> <p>Today there are 40 schools in the United States of Sudbury type and 28 in the rest of the world. The Sudbury Valley School in the U.S. welcomes about 150 young people a year.</p>
8.	Description of the initiative, rules, any other useful information:	<p><i>"Graine de Sens"</i> School is rooted in educational values of enthusiasm and benevolence. Its goal is to provide a structure that allows the child to learn freely, accompanied in a respectful way in his pace and skills.</p> <p>Democracy, placed at the heart of the organization of the school, leads it to take responsibility within the collective.</p> <p>Interaction between children of different ages promotes cooperation in learning. In a safe environment and a healthy environment, the members of the school will develop their eco-citizenship by opening up to the world!</p>
9.	Web page. E-mail / other contact:	<p>https://www.bretagne-grainedesens.bzh/grainedesens.ecole@gmail.com</p>
10.	Specify the age range of the children / young people concerned:	<p>From 4 years old to 19 years old. The member must be retentive be haviour, autonomous and able to think in order to be able to distance himself from a situation encountered.</p>
11.	Photo that illustrates the idea (if possible):	<p>EUDEC: We are engaged in the network EUDEC France (European Community for Democratic Education).</p> <p>http://www.eudec.fr/</p>

4.4 “Holiskol” À L’école des intelligences multiples

1.	Country:	FRANCE
2.	Name of the initiative:	Holiskol À L’école des intelligences multiples
3.	Location - (big city with over 500 000 citizens, smaller city, village) - description of the location	The city of Rennes
4.	Who runs the initiative (a person/parents, an organization, an informal group, etc.)	Ségolène de Nouël is the principal of the primary school and is responsible for teacher training. She is the initiator of the project of this establishment, fruit of the putting into practice of the teaching methods that she used during her private lessons.
5.	Start date of the initiative:	First school of this kind in France, it was opened in Rennes with 39 students at the beginning of September 2017 with fifteen teachers who teach by discipline, from primary school
6.	Source of financing:	Holiskol is an independent non-state school: price of annual schooling are the primary source of funding. (Normal price: 250 € / month for the primary and 275 € / month for the middle school and per student (10% reduction for the second and 20% reduction for the third child). Price for ten months of payment + the registration




This project has been funded with the support from the European Union. This publication reflects the views only of the author, and the Commission or Fundacja Rozwoju Systemu Edukacji – National Agency of Erasmus+ in Poland cannot be held responsible for any use which may be made of the information contained herein.

		<p>file, they ask the payment of 50 € / child of administrative fees, and a deposit of 150 €. Meals are provided by parents or through a restaurant owner .</p>
7.	Where does the idea come from? How did it start?	<p>Because each child is unique, a personalized progression allows him to progress at his own pace, according to his own abilities.</p> <p>This pedagogy, based on multiple intelligences, deploys an environment that seeks the maximum physiological and psychological abilities of the child. Thanks to varied and adapted teaching aids each child will be able to learn and progress, whatever his or her dominant form of intelligence.</p>
8.	Description of the initiative, rules, any other useful information:	<p>This pedagogy is based on the theory of Multiple Intelligences, developed by Howard Gardner and the latest research in neuroscience. These eight forms of intelligence, of which we are all endowed, are differently or partially exploited by each of us.</p> <p>The educational objective is to exploit them all, in order to reveal to him all his capacities. This holistic experience allows him to participate actively in his learning, thus promoting his motivation and confidence.</p> <p>Holiskol gives each child the opportunity to progress at their own pace, with their abilities and the pedagogical materials they need to acquire a concept and notion.</p> <p>The education provided meets the standards of knowledge and programs required by the National Education at the end of the period of compulsory education.</p> <p>This school reserves the freedom to go beyond the programs and to use the teaching aids of our choice.</p>
9.	Web page. E-mail / other	<p>https://www.holiskol.fr/ https://www.facebook.com/holiskolRennes/</p>



This project has been funded with the support from the European Union. This publication reflects the views only of the author, and the Commission or Fundacja Rozwoju Systemu Edukacji – National Agency of Erasmus+ in Poland cannot be held responsible for any use which may be made of the information contained herein.

10	Specify the age range of the children / young people concerned:	Holiskol is an independent school that has been welcoming children from primary school to the end middle school since September 2017. Children are maximum 17 students per class.
11	Photo that illustrates the idea (if possible):	<p>“HOLI”, in reference to the holistic vision of the human person, that is to say taken in all its dimensions (body, heart and mind) "SKOL" which means "school" in Breton.</p> 

4.5 Public school “*Le Blé en Herbe*”

1.	Country:	FRANCE
2.	Name of the initiative:	The School of the Republic “ Le Blé en Herbe” Redevelop and expand the school “ <i>Le blé en Herbe</i> ” to breathe new life into the small village of Trébédan, this was the subject of the intervention of the French designer Matali Crasset.
3.	Location - (big city with over 500 000 citizens, smaller city, village) - description of the location	Trébédan little village with 400 residents, fifteen minutes by car from Dinan (- 11 000 inhabitants)
4.	Who runs the initiative (a person/parents, an organization, an informal group, etc.)	Nolwenn Guillou director of the school with her two colleagues, Valérie Ronsoux and Manuela Armand, all three teachers decided to rely on the essential renovation of their school to launch a project combining educational openness, environmental and social. During the restructuring of the school, the teachers, the mayor, parents and other residents wanted to make it a place of shared life, the heart of the village, from which the generations cross, where the Inhabitants live with children, where culture, education and ecology re-establish the social bond. It was a cooperative work in sharing. This artistic command was initiated by the Eternal Network's New Sponsors program by a group of sponsors who wanted to "make visible and strengthen the social and cultural role of the school" within the community. To do sobthis, Matali Crasset proposes, on the one hand, to reorganize the teaching space and on the other hand, to open the school to the rest of the population, thanks to spaces provided for common use and microarchitectures called “ <i>generosity extensions</i> ”, located in and near the school. An eminently innovative project.





This project has been funded with the support from the European Union. This publication reflects the views only of the author, and the Commission or Fundacja Rozwoju Systemu Edukacji – National Agency of Erasmus+ in Poland cannot be held responsible for any use which may be made of the information contained herein.

05 /1 0/ 19	Start date of the initiative:	Launch of the project in 2007. Opening on September 4, 2015. The initiative is creating a new lease of life in this rural sector and the creation of a group of sponsors gathered around a project for the school.
6.	Source of financing:	For parents it is free, it is a public school. Cost of renovations 1.384 million euros (1.8 million with the art project which has been the subject of specific funding).
7.	Where does the idea come from? How did it start?	As part of the restructuring of the buildings necessary for a number of years, the sponsors have asked for an artist. Indeed, their approach is not only to upgrade and improve the functionality of different spaces. Their request involves the desire, even the need, to make visible and strengthen the social and cultural role of the school within the village.
8.	Description of the initiative, rules, any other useful information:	Redevelop and expand the school " <i>Le Blé en Herbe</i> " to breathe new life into the small village of Trébédan (Côtes-d'Armor), this is the subject of the intervention of the French designer Matali Crasset. The specificity of this order is primarily the commitment of the teachers whose pedagogy relies on openness to others. Thus, parents, elected officials, residents, local associations are regularly invited to invest the school and take part in the activities. Together, they decided to involve an artist to "make visible and strengthen the social and cultural role of the school" within the village.
9.	Web page. E-mail / other contact:	http://www.lemonde.fr/festival/visuel/2016/06/17/ceux-qui-ont-dans-le-morbihan-l-ecole-de-trebedan-recreer-du-lien-social_4952853_4415198.html http://www.gazette-sante-social.fr/32881/renovation-ecole-lien-social
10	Specify the age range of the children / young people concerned:	Kindergarten and primary school, 69 students (3 - 11 years) in three classes. The three teachers are trained to the Freinet pedagogy. They share the same vision of a school open to the world where we learn to




This project has been funded with the support from the European Union. This publication reflects the views only of the author, and the Commission or Fundacja Rozwoju Systemu Edukacji – National Agency of Erasmus+ in Poland cannot be held responsible for any use which may be made of the information contained herein.

		<p>cooperate as we learn to read.</p> <p>11 Photo that illustrates the idea (if possible):</p> <p>Inside the three classrooms, the furniture is very colorful and totally ergonomic. "I thought about the design of the equipment, taking inspiration from the demands of the children and the active teaching methods implemented," says Matali Crasset.</p> <p><i>“Le blé en Herbe”</i>, the first passive school in France in terms of energy, today presents an enlarged and remodeled space, both reserved for school life and resolutely open to the village. Fully glazed for maximum transparency, the canteen, renamed "sharing room" opens on one side of the school yard and the other on the village square.</p> <p>After school and weekends, the room is devoted to cultural and associative activities, especially those of the Club des Anciens, for intergenerational sharing. As for the library-cyberspace, open to all inhabitants, it is always full.</p>  
--	--	---

4.6 “Marmaille et Patalo” (Micro Nursery)

1.	Country:	FRANCE
2.	Name of the initiative:	Marmaille et Patalo (Micro Nursery)
3.	Location - (big city with over 500 000 citizens, smaller city, village) - description of the location	Lanvallay (4000 résidents) , next to city Dinan (10 823 peoples), in Region Country Bretagne.
4.	Who runs the initiative (a person/parents, an organization, an informal group, etc.)	Manuela Quinton and Muriel Cotteceau opened a micro nursery for children from 2 months and a half up to four years: it is called 'Marmaille and Patalo'. The two young women are co-managers. The first holds a CAP (diplom) Early childhood, the second is a specialized young children's educator.
5.	Start date of the initiative:	November 2015
6.	Source of financing:	The micro nursery offers a regular or occasional welcome. It is open to all, without priority in the choice of children. The price are based on the family quotient of the dispositif “CAF”, is parents' income. “CAF is Caisse d’Allocation Familiale”. It is a grant aids money to help family and parents paid.
7.	Where does the idea come from? How did it start?	Both professionals wanted to open a structure in accordance with their values and ethics!



8.	Description of the initiative, rules, any other useful information:	<p>The micro nursery offers a regular or occasional welcome. It is open Monday to Friday from 7:30 to 18:30. The micro nursery has a license for 10 children full time.</p> <p>The team is composed of four professionals with a auxiliary pediatric and a second person with a CAP early childhood certificate.</p> <p>The micro-nursery, (spacious and bright), offers 140 m² on one level with a large entrance hall that can serve as a motor room, but also a living room of 30 m², an activity room overlooking the terrace and the garden, two bedrooms, one for children and one for the little ones, a room of exchange and a kitchen.</p>
9.	Web page. E-mail / other contact:	<p>marmaille.patalo@gmail.com http://marmailleetpatalo.fr</p>
10.	Specify the age range of the children / young people concerned:	<p>From two months to four years, the pedagogical project is inspired by alternative methods (Maria Montessori and Emmy Pikler) based on respect for the rhythm of the child: free motor skills, autonomy and benevolent communication.</p> <p>In addition, the project of setting up the micro- nursery encourages an attitude of openness and solidarity towards children with disabilities and their families.</p>
11.	Photo that illustrates the idea (if possible):	



PorTUgaL



5.1 Escola das Emoções – School of Emotions

1.	Country:	Portugal
2.	Name of the initiative:	Escola das Emoções – School of Emotions
3.	Location - (Big city with over 500 000 citizens, smaller city, village) - Description of the location	Based on Leiria town with 126 879 inhabitants in the center of Portugal.
4.	Who runs the initiative (a person/parents, an organization, an informal group, etc.)	The School of Emotions is run by the AEE – Association of Emotions School, is a non-profit organization, formalized in March 2014. It is run by parents, teachers and Animators and Psychologists.
5.	Start date of the initiative:	The School of Emotions was born in March 2014.
6.	Source of financing:	Private funds and action activities and own funds
7.	Where does the idea come from? How did it start?	<p>The School of Emotions is the result of the will of some parents and technicians to work for the emotional growth of society.</p> <p>It aims to inform and spread the importance of emotional education in children, families, and organizations and in each individual.</p> <p>We intend to promote emotional education in order to achieve the social and emotional development of children/youth, families and the individual through the knowledge of the body, mind and origin of emotions.</p> <p>With our intervention we want to contribute to a society where each one can live in a harmonious and full way, recognizing their emotions and those of the others.</p>
8.	Description of the initiative, rules, any other useful information:	Emotional education activities include emotional assessment as well as relaxation and self-control activities that bring benefits to children / young people so that they can take full advantage of their abilities and positively and constructively manage their emotions.



	<p>Since it is in childhood that we have developed many of the skills that will make a difference in adulthood, it is at this stage that children must be led to make use of the information contained in the emotions in order to develop the:</p> <ul style="list-style-type: none">– Concentration– Motivation– Self-confidence– Autonomy– Self-esteem– Empathy– Assertiveness– Reasoning– Optimism– Communication– Creativity– Interpersonal relationship <p>The activities are developed weekly by a facilitator of emotional development (trained by AEE), who through group dynamics, games, short stories, activities of plastic and corporal expression, and other play activities that work the emotions and the feelings, creating a space of reflexing and exercise of emotional competencies.</p> <p>The defined methodology on which the implementation of the emotional education classes is based on:</p> <ul style="list-style-type: none">– What is behavior?– How to control behaviors?– Ways to learn behaviors.– What is emotion?– What are the main emotions?– What are feelings?– What are thoughts? <p>Children and Adult Meditation</p> <p>Meditation is the process of experiencing a pure state of consciousness. When we calm the mind and the emotions we can experience a state of peace and tranquility.</p> <p>Meditation is a simple technique that can be learned in a few minutes but mastering it requires</p>
--	--



		<p>continued and guided practice throughout the process.</p> <p>Through the practice of meditation and the observation of thoughts, we develop the power to discriminate between those thoughts that are useful and those that are not.</p> <p>The mind is seen as an instrument that is used to perceive the world.</p> <p>We can then choose the thoughts with which we want to identify ourselves and which discards to be irrational and destructive.</p> <p>This activity is open to parents and children groups.</p>
9.	Web page. E-mail / other contact:	http://www.escoladasemocoes.pt/
10.	Specify the age range of the children / young people concerned:	Between 3 up 14 years old (kindergarten 3 to 6, 1 st Cycle 6 to 9, 2 nd Cycle 10 to 11, and 3 rd Cycle 12 to 14, and Secondary school 15- to -17, all these cycles as part of compulsory school in Portugal)
11.	Photo that illustrates the idea (if possible):	



This project has been funded with the support from the European Union. This publication reflects the views only of the author, and the Commission or Fundacja Rozwoju Systemu Edukacji – National Agency of Erasmus+ in Poland cannot be held responsible for any use which may be made of the information contained herein.

5.2 Scholé

1.	Country:	Portugal
2.	Name of the initiative:	Scholé
3.	Location - (Big city with over 500 000 citizens, smaller city, village) - Description of the location	Based on Matosinhos town with 130 000 inhabitants in the north of Portugal.
4.	Who runs the initiative (a person/parents, an organization, an informal group, etc.)	The Scholé was created and is run by parents and teachers.
5.	Start date of the initiative:	2017
6.	Source of financing:	Private funds and action activities and own funds
7.	Where does the idea come from? How did it start?	Scholé, a school located in Matosinhos, came from the hand of a group of parents and educators who wanted to find new ways of practicing Education.
8.	Description of the initiative, rules, any other useful information:	<p>"Help create happy minds and intelligent hearts"</p> <p>Scholé is a school. It may not look like a school, it may not have wallets and bells, it may not even have school food... but it is a school.</p> <p>In Scholé we take the triple H pedagogy seriously and use the Hands, the Head and the Heart to learn. At Scholé we embrace the chaos but a good chaos, that gives us the courage to explore, that gives meaning to our action and that allows us to always find the way.</p> <p>At Scholé we co-construct projects that allow us to explore, experience and experience learning (our mentors say they do Project Based Learning with influences from Reggio Emilia, Playful Learning, Montessori, Thinking Design and other words from the language of the teacher...).</p> <p>At Scholé, we are not hippies, we are “happies”!</p> <p>Scholé, a school focused on the student and its</p>



		<p>integral development, this school breaks with the traditional one and brings us a modern approach of the Education resorting to the alternative educational approaches more recently developed. This school aims to develop responsible learning, stimulating the natural curiosity of the students and respecting the rhythms of each one, promoting a cognitive, social and emotional development. We leave here an excerpt of the educational project of Scholé that can be consulted in the site www.projetoschole.eu and that it enumerates the main objectives:</p> <p>"The Scholé ambition:</p> <ul style="list-style-type: none"> * Affirm itself as an educating and learning agent with a strong insertion in the surrounding community, strengthening cooperation ties and sharing resources with local and global players, in order to contribute positively to human and sustainable development. * Promote the integral learning of children, in the cognitive, affective, motor, ethical, aesthetic and civic dimensions, respecting and fostering their natural desire to understand the world and to intervene in it. * To establish itself as a participative, critical and innovative educational community that values and strengthens the diversity of its actors - children, counsellors, families, members and the surrounding community - and who imagines and experiences in everyday school life the same values, relationships and attitudes that longs for life."
9.	Web page. E-mail / other contact:	http://www.schole.pt/
10.	Specify the age range of the children / young people concerned:	Kindergarten 3 to 6, 1 st Cycle 6 to 9, 2 nd Cycle 10 to 11
11.	Photo that illustrates the idea (if possible):	



This project has been funded with the support from the European Union. This publication reflects the views only of the author, and the Commission or Fundacja Rozwoju Systemu Edukacji – National Agency of Erasmus+ in Poland cannot be held responsible for any use which may be made of the information contained herein.

5.3 Bio gardens

1.	Country:	Portugal
2.	Name of the initiative:	Bio gardens
3.	Location - (Big city with over 500 000 citizens, smaller city, village) - Description of the location	The ABAE, Association Blue Flag Portugal, is a national level association with its headquarter in Lisbon (506 000 inhabitants).
4.	Who runs the initiative (a person/parents, an organization, an informal group, etc.)	The Blue Flag Association of Europe (ABAE) is a non-profit organization dedicated to Education for Sustainable Development and the management and recognition of good environmental practices.
5.	Start date of the initiative:	ABAE runs the Bio gardens in Eco-Schools project in Portugal since 1996.
6.	Source of financing:	Private and Public funds and action activities and own funds
7.	Where does the idea come from? How did it start?	ABAE is a part of the Foundation for Environmental Education (FEE), which brings together international entities that jointly promote Environmental Education for Sustainability activities from more than 60 countries. It is an aggregator of people of all ages and professions, who have in common concerns about the quality of food, health, the environment and the defence of a healthier agricultural practice.
8.	Description of the initiative, rules, any other useful information:	ABAE - Blue Flag Association of Europe and AGROBIO - Portuguese Association of Organic Agriculture invite Schools, of any level of education, to participate in a competition of school gardens. Projects are recognized that: Promote school gardens in accordance with the principles of Organic Agriculture (A.B.). They constitute a model of sustainability and of the



		<p>involvement of the school and surrounding community.</p> <p>Promote an approach that focuses on the inclusion and active participation of students, contributing to their personal and social development as well as their food education.</p> <p>Promote interdisciplinary and demonstrate an integrated planning of activities throughout the year and its curricular integration.</p> <p>The objectives of this project are: (In)form on the organic production mode encourage practical activities associated with food production promoting a healthier and sustainable diet in the school and community highlight the importance of acquiring local products</p> <p>CHALLENGES 2017-18: Schools can apply for their garden at one of the following levels:</p> <ul style="list-style-type: none"> • small vegetable garden - up to 50m² • large vegetable garden - more than 50m² • flower garden (any dimension) <p>CHALLENGE "SEEDS Bank" Challenge launched for the academic year 2017-18, in which the Eco-Schools is proposed to create a seed bank, which objectives are:</p> <ul style="list-style-type: none"> • (in)train young people and parents teachers, about the diversity of seeds in their region; • Contribute to the preservation of agricultural species and / or local varieties; • Create a collection of seeds for later cultivation in the school's Bio Garden; • Motivate the school community to collect seeds in Bio Garden, in their family gardens, or in areas near the school. <p>Collection of seeds: it must be done in the garden itself, but other forms may be used (grandparents' gardens, community gardens, etc.).</p>
9.	Web page. E-mail / other contact:	www.ecoescolas.abae.pt



This project has been funded with the support from the European Union. This publication reflects the views only of the author, and the Commission or Fundacja Rozwoju Systemu Edukacji – National Agency of Erasmus+ in Poland cannot be held responsible for any use which may be made of the information contained herein.

10 .	Specify the age range of the children / young people concerned:	Kindergarten 3 to 6, 1 st Cycle 6 to 9, 2 nd Cycle 10 to 11, and 3 rd Cycle 12 to 14, and Secondary school 15- 17, all these cycles as part of compulsory school in Portugal)
11 .	Photo that illustrates the idea (if possible):	



This project has been funded with the support from the European Union. This publication reflects the views only of the author, and the Commission or Fundacja Rozwoju Systemu Edukacji – National Agency of Erasmus+ in Poland cannot be held responsible for any use which may be made of the information contained herein.

5.4 “Making the Bridge” Project, known by “Escola da Ponte” - “School of the Bridge”.

1.	Country:	Portugal
2.	Name of the initiative:	“Making the Bridge” Project, known by “Escola da Ponte” - “School of the Bridge”.
3.	Location - (Big city with over 500 000 citizens, smaller city, village) - Description of the location	The Basic School “Escola da Ponte” is located in São Tomé de Negrelos, town of Santo Tirso. The town of Santo Tirso has 80000 inhabitants. It is located in the Oporto surrounding (second big Portugal city) in the North Region of Portugal.
4.	Who runs the initiative (a person/parents, an organization, an informal group, etc.)	Teachers and parents launched in 1976 the “Making the Bridge Project”, known by “Escola da Ponte” has been developed in logic of progressive autonomy, anticipating, on the one hand, curricular and pedagogical innovations that the educational administration ends up later to welcome. It was only in 2004 that the autonomy protocol with Ministry of Education, was established as a Public school (for pupils, from 3 to 15 years old).
5.	Start date of the initiative:	1976
6.	Source of financing:	National Budget of Ministry of Education.
7.	Where does the idea come from? How did it start?	In 1976 a group of teachers and parents lead by the Teacher José Pacheco thought that it was necessary to rethink the school, to question it. The one that existed did not work; the teachers needed more questions than certainties. They concluded that there can only be one project when everyone knew each other and recognized themselves in common goals. Today, this School is based on student autonomy.
8.	Description of the initiative, rules, any other useful information:	The “Escola da Ponte” School of Bridge, is a basic school with educational practices that deviate from the traditional model. It is organized according to project and team logic, structuring itself from the



This project has been funded with the support from the European Union. This publication reflects the views only of the author, and the Commission or Fundacja Rozwoju Systemu Edukacji – National Agency of Erasmus+ in Poland cannot be held responsible for any use which may be made of the information contained herein.

		<p>interactions between its members.</p> <p>"Light rays"</p> <p>Being one of the best-known cases, Escola da Ponte receives many visitors. It is the students who make the visits. Rafaela Oliveira, 16 years old, in 9th grade, has been to another school, prefers Ponte: "When I arrived, I was the most ashamed student. It was the teachers, especially my tutor, who encouraged me to make these visits. Now and then I even get compliments. "</p> <p>Rafaela Oliveira and David Braga, 10 years, 5th year, explain that the school works in three levels of project: initiation, consolidation and deepening. The kids go from one level to another, but not all at the same time. There are no tests; notes only in the 3rd period.</p> <p>In the rooms, they sit at round tables, in groups of various ages. They study the subjects they have defined in the so-called "plan of the day" and "fortnight", and counsellors and colleagues help. For Professor Alexandra Ferreira, coordinator of the deepening core, the biggest challenge is to be approached by students from different years: "There is a kind of help for one, another for another." There are spaces that generate "meaningful learning" and contribute to the students becoming, through the curriculum, "smarter, more educated and more humanly capable".</p> <p>The organizational structure, from space, time and the way of learning, requires a greater participation of the students, with the intention of their effective participation in conjunction with the educational advisors, in the planning of activities, in their learning and in evaluation.</p> <p>There are no classrooms, in the traditional sense, but spaces of work, where various resources are available, such as: books, dictionaries, grammars, internet, videos... that is, various sources of</p>
--	--	---



This project has been funded with the support from the European Union. This publication reflects the views only of the author, and the Commission or Fundacja Rozwoju Systemu Edukacji – National Agency of Erasmus+ in Poland cannot be held responsible for any use which may be made of the information contained herein.

		<p>knowledge.</p> <p>This project, based on values such as Solidarity and Democracy, is guided by several principles that led to the creation of a great diversity of pedagogical devices that, together, carry a work dynamic and promote a responsible and solidary autonomy, exercising permanently the use of the word as an autonomous instrument of citizenship.</p> <p>Parents, like their children and educational leaders, are also strongly involved in the learning process of the students and in the direction of the School. The contacts are made whenever necessary, through the tutor, who accompanies, guides and evaluates daily the activities carried out by their tutors. The parents are part of the Board of the school.</p>
9.	Web page. E-mail / other contact:	www.escoladaponte.pt/
10.	Specify the age range of the children / young people concerned:	Between 3 up 14 years old (kindergarten 3 to 6, 1 st Cycle 6 to 9, 2 nd Cycle 10 to 11, and 3 rd Cycle 12 to 14)
11.	Photo that illustrates the idea (if possible):	



This project has been funded with the support from the European Union. This publication reflects the views only of the author, and the Commission or Fundacja Rozwoju Systemu Edukacji – National Agency of Erasmus+ in Poland cannot be held responsible for any use which may be made of the information contained herein.



TurKEY



6.1 SARDES CHESS SPORTS CLUB

1.	Country:	TURKEY
2.	Name of the initiative:	SARDES CHESS SPORTS CLUB
3.	Location - (big city with over 500 000 citizens, smaller city, village) - description of the location	MANISA CITY – SALIHLI (SARDES) DISTRICT (Salihli has a population of 160.810 people)
4.	Who runs the initiative (a person/parents, an organization, an informal group, etc.)	MR GURKAN AYDENIZ – Founder of the club, Chess Trainer, International Arbiter (IA)
5.	Start date of the initiative:	2008
6.	Source of financing:	Students fee
7.	Where does the idea come from? How did it start?	Chess is very important for education to children (strategic thinking skills, focus in thinking, mindfulness). It teaches us to think analytically and be more successful in life, no matter what our profession. In chess, both players are provided with equal opportunities and they use strategy and intelligence to win. So why is chess more than a game? Playing the game of chess is essential for transforming a child into a responsible, disciplined, and wise human being.
8.	Description of the initiative, rules, any other useful information:	Started as individual courses to small groups, grown in time into a chess sports club attending national and international tournaments.




9.	Web page. E-mail / other contact:	www.salihlisatranc.com
10.	Specify the age range of the children / young people concerned:	Starting from the age of 6, usual practice tournaments up to age of 12
11.	Photo that illustrates the idea (if possible):	 A group of children and adults are gathered for a trophy ceremony. The children, some wearing orange and white sports gear, are holding up their trophies. Behind them is a large Turkish flag and a portrait of Mustafa Kemal Atatürk. A banner with the text 'SALİHLİSATRANC' is also visible.

6.2 Children’s Games and Kite Festival by Zirve Mountaineering Club

1.	Country:	TURKEY
2.	Name of the initiative:	Children’s Games and Kite Festival by Zirve Mountaineering Club
3.	Location - (big city with over 500 000 citizens, smaller city, village) - description of the location	The village of Ovacık; inside the woods.
4.	Who runs the initiative (a person/parents, an organization, an informal group, etc.)	Turgutlu Branch of Zirve Mountaineering Club.
5.	Start date of the initiative:	This event was first organized in 2013. Now it is an annual event and this year it was organized for the 5 th time.
6.	Source of financing:	The club and sponsors, such as catering factories for the food that is served to the children there, municipality for transportation and donations by members of the club.
7.	Where does the idea come from? How did it start?	<p>This was the idea of the leader of the Turgutlu branch of Zirve Mountaineering Club. He once read an article about kite making in Japan which has been turned into a kind of art.</p> <p>Then they had discussions in the club and they wanted to organize an event which aims to:</p> <ul style="list-style-type: none"> - celebrate the official festival of 23rd April National Sovereignty and Children's Day - introduce mountaineering to children and teach them basics of surviving in nature and how to hike in nature. - Help children gain awareness of sports and its




		<p>importance.</p> <ul style="list-style-type: none"> - help children gain awareness of nature and teach them importance of protection of the environment.
8.	<p>Description of the initiative, rules, any other useful information:</p>	<p>The festival is a daily event and is always organized on the Saturday which follows 23rd April National Sovereignty and Children's Day. About 700 children from primary schools of Turgutlu participate in the event. This is the programme of the event:</p> <ul style="list-style-type: none"> - Transfer of the children to the area where the event will take place. - Breakfast. - A brief instruction on hiking; who is a mountaineer and what they do, how to walk in nature, information about environment and how to protect the environment. - Hiking (about an hour) - Back in the area. - Playing children’s games. - Flying of the kites prepared beforehand. - Offering traditional sweets to children. <p>RULES: No money is demanded from children. Everything that is served in the area is provided by sponsors.</p>
9.	<p>Web page. E-mail / other contact:</p>	<p>https://www.facebook.com/groups/zirve.turgutlu</p>
10.	<p>Specify the age range of the children / young people concerned:</p>	<p>Students from different primary schools aged between 6-9. There are some older children too, but they are there to help the organisers</p>
11.	<p>Photo that illustrates the idea (if possible):</p>	

6.3 KODLA(MA)N İSA

1.	Country:	TURKEY
2.	Name of the initiative:	KODLA(MA)N İSA
3.	Location - (big city with over 500 000 citizens, smaller city, village) - description of the location	Turgutlu, a town with 160.000 citizens.
4.	Who runs the initiative (a person/parents, an organization, an informal group, etc.)	Governorship of Manisa has launched this large-scale project. Turgutlu National Directorate of Education; a local public office is responsible for carrying out this project in Turgutlu
5.	Start date of the initiative:	201 5
6.	Source of financing:	Public funds
7.	Where does the idea come from? How did it start?	Coding is a basic literacy in the digital age, and it is important for children to understand and be familiar with the technology around them. Basic programming knowledge can change the way these children interact with the technologies they use daily. They are encouraged to not only consume digital media and technology, but to create it. Instead of simply playing a video game or using an app, they can imagine making their own video game. Thus, this improves their imagination and creativity. When children learn coding, they also see what it is like to approach a problem the way a software engineer does, with logical thinking. This logical approach to problem solving is very powerful tool in life and work. Last but not least,



This project has been funded with the support from the European Union. This publication reflects the views only of the author, and the Commission or Fundacja Rozwoju Systemu Edukacji – National Agency of Erasmus+ in Poland cannot be held responsible for any use which may be made of the information contained herein.


		<p>computed-oriented jobs will be in high demand in the very near future, so children will have to grow up learning not only to use it, but also to create it. Taking these facts into consideration, the Governorship has launched this project in 2015 and has been running it since then.</p>
8.	Description of the initiative, rules, any other useful information:	<p>Within the scope of the project;</p> <ul style="list-style-type: none"> - A coding laboratory has been set up in the town of Turgutlu. - This laboratory has been promoted in schools. - IT teachers had in-service training on how to teach coding and using coding laboratory. - IT teachers in schools taught students about the basics of coding. - Students from different schools has visited this laboratory with their teachers and applied what they learned at school. - Now that laboratory is open with all kind of software necessary for coding. Students can visit it out of school hours and work with the volunteer teachers there.
9.	Web page. E-mail / other contact:	<p>http://www.kodlamanisa.gov.tr/kodlama-atolyeleri/turgutlu-kodlama-atolyesi</p>
10.	Specify the age range of the children / young people concerned:	<p>10-14 year old children</p>
11.	Photo that illustrates the idea (if possible):	

6.4 TALE WORKSHOPS

1.	Country:	TURKEY
2.	Name of the initiative:	TALE WORKSHOPS
3.	Location - (big city with over 500 000 citizens, smaller city, village) - description of the location	Manisa; a big city of about 1.000.000 citizens.
4.	Who runs the initiative (a person/parents, an organization, an informal group, etc.)	The storyteller and trainer Didem KÖKTAŞ
5.	Start date of the initiative:	2014
6.	Source of financing:	Schools and parents
7.	Where does the idea come from? How did it start?	Tales are very important in the education of a child for various reasons. First of all; they boost the child’s imagination. They can grow up to be productive and problem-solving adults. G.K. Chesterton once said, “Fairy tales do not tell children the dragons exist. Children already know that dragons exist. Fairy tales tell children the dragons can be killed.” Tales are the carriers of cultures. Tales often include different cultures and ways of doing things. They teach children about cultural differences in the world and also make them curious to learn new things and explore new places. Tales usually have a moral lesson too, so they help to teach children an understanding of right and wrong not through direct teaching, but through implication. Most of all, they are fun to listen. Thus, children should listen and read a lot of tales. This is the starting



This project has been funded with the support from the European Union. This publication reflects the views only of the author, and the Commission or Fundacja Rozwoju Systemu Edukacji – National Agency of Erasmus+ in Poland cannot be held responsible for any use which may be made of the information contained herein.

		point of the initiative they storyteller Didem KÖKTAŞ started.
8.	Description of the initiative, rules, any other useful information:	The first rule in these workshops is “There is no right or wrong here.” Students can express any feeling or idea they have and they will never be labeled as “right”, “wrong” or “nonsense.” This helps to increase their self-confidence. The children are not passive listeners in these workshops. They are involved in activities like drawing, writing and drama that improve students’ ability of expressing themselves.
9.	Web page. E-mail / other contact:	http://didemkoktas.com/
10.	Specify the age range of the children / young people concerned:	These workshops are suitable for children between 6-14.
11.	Photo that illustrates the idea (if possible):	



Spain



7.1 Amara Berri After-School Activities


1.	Country:	Basque Country, Spain
2.	Name of the initiative:	Amara Berri After-School Activities
3.	Location - (big city with over 500 000 citizens, smaller city, village) - description of the location	San Sebastián, population: 186.064. Located in the Basque Country, near the French border, is a province capital. Basque Country is characterized, among other aspects, by the coexistence of two languages: Euskara (Basque language) and Spanish. This is reflected in the educational system, wherein Basque language is promoted and fostered and it is used as “vehicular language” for most of the curricula and programs in public and the majority of private schools.
4.	Who runs the initiative (a person/parents, an organization, an informal group, etc.)	Asociación de Padres y Madres Amara Berri (Amara Berri Parents’ Association). The PA is formed by the vast majority of parents of the Amara Berri School. In regards to the participation of parents in out-of-school activities, there is a parents’ volunteer program in which they can participate in these activities, both on workweek and on weekends.
5.	Start date of the initiative:	1980 – ongoing
6.	Source of financing:	Amara Berri Parents’ Association is a non-profit organisation, funded both mainly by fees of the associates (parents) and by public grants (from the San Sebastian Municipality).
7.	Where does the idea come from? How did it start?	Amara Berri PA was born in 1980, as an initiative of the parents that brought their children to the Amara Berri School. Since the beginning the PA aim is to promote a democratic and participatory management of all the activities they do, bringing the school closer to families and advising them. Every year parents members of the Amara Berri PA decide the activities they will offer to their children and the way they will collaborate, since there are a number of permanent activities carried out every term.
8.	Description of the initiative, rules, any other useful	The PA organise various recreational and didactic activities throughout the course, wherein participate



<p>information:</p>	<p>pupils, parents and school staff. The activities are conceived differently from the Amara Berri’ didactic approach (see the abovementioned document for more info), since the intention is to offer pupils and parents non-related to school activities (i.e., support classes in language, mathematics, etc.), such as social participation, sports, outdoors activities, etc. It is important to note that these activities are possible because of the high engagement level of the school staff together with the PA. These are the main activities they offer for pupils and parents:</p> <ul style="list-style-type: none">• Mountain climbing: organised by a group of parents, this activity is made 5-6 times per year. Taking advantage of the surroundings (a mountainous environment), and with the participation of parents who are biologists, historiographers, etc., everyone learns from the others while climbing.• Solidarity actions: parents, pupils and school staff carry out every year a solidarity campaign, promoted and agreed by all, such as Christmas markets, clothing donations, Western Sahara’ conflict advocacy campaigns, etc.• Cinema Club: Every second and fourth Sunday of the month. Amara Berri PA sets up the facility and the film, and both parents and pupils can watch together a movie and then discuss about it, for just 1€.• After-school activities: during the workweek but also on weekends the Amara Berri PA prepares each term sport activities, such as jogging, cross, jai-alai (Basque sport), among many others. While in the activities set for the workweek only few volunteer parents participate in, every weekend there are matches between teams from the Amara Berri School, where all parents meet and some of them join as referees, providing assistance, etc. By involving parents in the activities of their children and the presence of parents they build a more profound sense of belonging and engagement with the school.
----------------------------	---



This project has been funded with the support from the European Union. This publication reflects the views only of the author, and the Commission or Fundacja Rozwoju Systemu Edukacji – National Agency of Erasmus+ in Poland cannot be held responsible for any use which may be made of the information contained herein.

		Another interesting aspect is that parents can join the activities simply by filling a registration form on the website, using an intranet system, or by mail. Then, Amara Berri PA schedule the activities, sometimes putting together parents and their children, sometimes separating them, always using the best didactic criteria.
9.	Web page. E-mail / other contact:	amaraberrigurasoak@gmail.com (general information) abgekintzak@gmail.com (out-of-school activities information) http://amaraberrigurasoak.org/ (Parents’ Association webpage)
10.	Specify the age range of the children / young people concerned:	Activities are divided in terms of the age of the pupils: <ul style="list-style-type: none"> • Primary 1-2 grades (6-7 years old) • Primary 2-3 grades (8-9 years old) • Primary 4-5 grades (10-11 years old)
11.	Photo that illustrates the idea (if possible):	

7.2 “Entre Iguales” project. Workshop for families: diversity, tolerance and non-discrimination.

1.	Country:	Spain.
2.	Name of the initiative:	“Entre Iguales” project. Workshop for families: diversity, tolerance and non-discrimination.
3.	Location - (big city with over 500 000 citizens, smaller city, village) - description of the location	<p>Southern area of Comunidad de Madrid: Alcorcón and Leganés (over 165.000 citizens per city).</p> <p>Comunidad de Madrid is a special area suitable for the treatment of problems related to interculturality, tolerance and respect, due to its high diversity, not only because of the foreign population, but also due to other factors, such as youth, different social contexts, economy, culture, religions...</p> <p>The 13.10% of the population of the Community of Madrid are foreign, adding a total of 864,485 people. Of the 10 municipalities with greater foreign population of the Community of Madrid, 6 are in the Southern Metropolitan Crown of the Community of Madrid (CMS), the municipality of Alcorcón should be mentioned, with 11.89% of the foreign population, and Leganés, with 10.22%.</p>
4.	Who runs the initiative (a person/parents, an organization, an informal group, etc.)	Solidaridad Sin Fronteras (SSF).
5.	Start date of the initiative:	01/01/2018 – ongoing
6.	Source of financing:	Directorate of Social Services and Social Integration of Comunidad de Madrid.
7.	Where does the idea come from? How did it start?	Family-oriented activities (Entre Iguales project), arise from the need to offer extra support to facilitate the conflicts resolution, favoring tolerance and respect in the



This project has been funded with the support from the European Union. This publication reflects the views only of the author, and the Commission or Fundacja Rozwoju Systemu Edukacji – National Agency of Erasmus+ in Poland cannot be held responsible for any use which may be made of the information contained herein.

		<p>family context.</p> <p>These workshops are aimed at fathers, mothers or other family members, because in the family environment many discriminatory behaviors can arise, and parents do not always know how to act before these events or how to facilitate their social development.</p> <p>Entre Iguales project arises from the needs expressed by schools, to involve family members in extracurricular activities and to know tools and strategies for conflict resolution in the family context.</p>
8.	Description of the initiative, rules, any other useful information:	<p>Family-oriented activities are carried out collectively, in groups between 5 and 20 people. All of the parents, mothers or other relatives who want to receive non-formal education about non-violent communication styles, strategies and skills to improve coexistence at home. The workshop with families contemplates the following fundamental points:</p> <ol style="list-style-type: none"> 1) Evaluation. The specific needs of family members are evaluated to guide the workshop to specific cases. 2) Theoretical-practical contents. Family members work with specific content to improve coexistence in the family environment, according to the needs expressed. These contents can be: conflict resolution, violence at home, communication styles, self-care and emotional education. 3) Conclusion. Each session is finished by asking what they would like to learn the next day, in order to carry out the workshop in the most specific way. <p>The role of SSF is to "intermediate" between family members, facilitating resources of the organization, as well as the expression of the participants' own resources, for their sharing.</p> <p>When the workshops end, a follow-up session with teachers and family members is held to discuss the usefulness of the activities.</p>
9.	Web page. E-mail / other contact:	<p>www.ssf.org.es info@ssf.org.es ssf@ssf.org.es proyectos@ssf.org.es</p>
10.	Specify the age range of the children / young people concerned:	<p>The direct beneficiaries are parents of young people between 11 and 18 years old. Educational staff and young people can also participate in the activities.</p>



11 . Photo that illustrates the idea (if possible):



This project has been funded with the support from the European Union. This publication reflects the views only of the author, and the Commission or Fundacja Rozwoju Systemu Edukacji – National Agency of Erasmus+ in Poland cannot be held responsible for any use which may be made of the information contained herein.

7.3 “Without training there is no changing” (*Sin formación no hay transformación*) (WTTINC)

1.	Country:	Spain
2.	Name of the initiative:	“Without training there is no changing” (<i>Sin formación no hay transformación</i>) (WTTINC)
3.	Location - (big city with over 500 000 citizens, smaller city, village) - description of the location	Spain, Ceuta Autonomous City, located in the North of Africa. Population: 85,000. Ceuta is located near the borders with Morocco. In this city there are, on the one hand, a plurality of cultures, specially people from Morocco, and, on the other side, Ceuta is considered by migrants from Africa as the first point of entry to reach Spain and Europe.
4.	Who runs the initiative (a person/parents, an organization, an informal group, etc.)	“AMPA Reina Sofía” (Reina Sofía Public School Parents Association).
5.	Start date of the initiative:	Since 2014 – present time Every school term From January to June
6.	Source of financing:	Public finance – funds to Parents Associations.
7.	Where does the idea come from? How did it start?	Reina Sofía Public School in Ceuta is located in one of the most deprived districts of Spain, nearby the border area between Spain and Morocco. 100% of the student body is of Arab origin and Muslim culture/religion, and both parents and youngsters are Arab native speakers; the contact with Spanish language takes place just barely at school. As a result, social inclusion and participation is a hard issue. In this context, the project seeks to train families and students in several subjects, in afterschool time, as a basis for social change and social inclusion.
8.	Description of the initiative, rules, any other useful	The main objectives of the WTTINC afterschool activity are: <ul style="list-style-type: none"> • To develop personal abilities of parents and



	<p>information:</p>	<p>students.</p> <ul style="list-style-type: none"> • To provide Family educational training. • To offer an open space for discussion and decision-taking for both parents and youth. <p>In terms of interest for this project, one activity delivered by WTTINC is a dialogic literary gathering, in which both parents (generally mothers) and youngsters (pupils), with the support of educators or teachers, share views and opinions in regards to the books proposed by the Parents Association. As an open space for discussion (but keeping in mind that some fears and barriers may appear), parents and pupils interact among them and treat several subjects related to its roles, the way to boost youth participation in family matters, etc.</p> <p>Activities may be carried out at the School facilities, as it eases the engagement of parents. It is advisable to do it in an enclosed space rather than in public, as many participants may feel uncomfortable.</p> <p>As it is possible that some of the participants are illiterate, the lecture of the book takes place in the facility; literate participants read out some pages, in turns (no more than five in total).</p> <p>The intention is to develop a dialogue, a debate, inspired by the reading, maybe not related to it. The educator/teacher introduces some interesting points, to invite people who are afraid to talk to do it, and especially, to provoke the participation of participants and to try their opinions are listened.</p> <p>After some minutes of dialogue, moderator list the subjects treated and possible solutions. Both parents and youngsters participates in the election of solutions.</p> <p>The activity takes place every 15 days.</p>
9.	<p>Web page. E-mail / other contact:</p>	<p>http://www.ceipreinasofia.es/ https://www.facebook.com/AMPA-Reina-Sof%C3%ADa-395313190654721/ http://www.ceapa.es/content/sin-formaci%C3%B3n-no-hay-transformaci%C3%B3n</p>
10	<p>Specify the age range of the children / young people concerned:</p>	<p>Youngsters-pupils from the School, from 5 to 12 years old. Parents of these pupils.</p>



This project has been funded with the support from the European Union. This publication reflects the views only of the author, and the Commission or Fundacja Rozwoju Systemu Edukacji – National Agency of Erasmus+ in Poland cannot be held responsible for any use which may be made of the information contained herein.

11
.
**Photo that illustrates the
idea (if possible):**





Other

CoUnTrY



8.1 USA North Star Self-Directed Learning for Teens

1.	Country:	The United States of America (USA)
2.	Name of the initiative:	North Star Self-Directed Learning for Teens
3.	Location - (big city with over 500 000 citizens, smaller city, village) - description of the location	Sunderland (Massachusetts), small city
4.	Who runs the initiative (a person/parents, an organization, an informal group, etc.)	An organization, Centre of Education
5.	Start date of the initiative:	1996
6.	Source of financing:	No government or foundation funding, only fees/donations. “North Star’s Board of Directors and Staff remain committed to making North Star available to all interested families. When necessary, families are invited to use installment plans to spread out the payments as needed. We also invite families who cannot pay the full fee to make a proposal for Fee Reduction. In general, the maximum amount of Fee Reduction will be \$2,500 per year; however, families seeking further assistance can meet with our Board of Directors’ Fee Reduction Committee to discuss options. No family has ever been turned away from North Star for lack of ability to pay the fees.”
7.	Where does the idea come from? How did it start?	“Liberated Learners is a network supporting the creation of centers based on the North Star model. There are now more than a dozen centers across North America using the North Star model to support teens living and learning without school, with several more in development and planning. Liberated Learners offers consulting and training to groups interested in creating new centers, and




This project has been funded with the support from the European Union. This publication reflects the views only of the author, and the Commission or Fundacja Rozwoju Systemu Edukacji – National Agency of Erasmus+ in Poland cannot be held responsible for any use which may be made of the information contained herein.

		<p>organizes the network of independent programs sharing this approach. We work together in the areas of outreach, fundraising, and providing learning opportunities to their members.</p> <p>Find out more at http://liberatedlearners.net.”</p>
8.	<p>Description of the initiative, rules, any other useful information:</p>	<p>On the website there is written:</p> <p>“A Customized Academic Plan Together we envision and map a personal educational approach. The academic plan is based on the teen’s interests while also fulfilling the family’s needs. North Star facilitates this process through discussion and recommendations based on more than two decades of experience.</p> <p>If the teen is younger than 16, we will help you prepare this plan as a homeschooling proposal for submission to your local superintendent. This is a very straightforward process. Your superintendent’s office will certify you as a homeschooler. This is the contract that makes leaving school legal for students 16 years of age or younger.</p> <p>A Personal Advisor Each teen is assigned a personal advisor. Through regular meetings we help imagine and realize goals, track progress, and facilitate tutorials and community connections. This relationship is at the core of the North Star experience.</p> <p>Parent Conferences Your advisor will meet with your family at least three times per year to envision possibilities and to review achievements. More meetings are scheduled as requested. Parental involvement is encouraged. There are many opportunities for parents to be a part of our community.</p> <p>Classes, Workshops, and Tutorials North Star offers classes, workshops, and</p>



This project has been funded with the support from the European Union. This publication reflects the views only of the author, and the Commission or Fundacja Rozwoju Systemu Edukacji – National Agency of Erasmus+ in Poland cannot be held responsible for any use which may be made of the information contained herein.

		<p>tutorials between the hours of 9:00 AM and 4:00 PM, four days per week. Our classes represent the interests and passions of our current collection of staff and include a wide range of topics. Most classes have fewer than 10 students.</p> <p>We have a core staff of caring professionals and a large, extended staff composed of work-study students from all of the Five Colleges, interns, and community volunteers.</p> <p>North Star provides individual one-on-one meetings in a wide range of subjects, such as mathematics, foreign language, guitar, and computer programming, as available.</p> <p>A New Way to Approach Learning, Education, and Life</p> <p>Our focus is on individuals and their particular strengths, needs, and goals. We meet teens where they are and support them in becoming whomever they want to be. Rather than focusing on weaknesses, we ask: “What are you good at? What do you love to do?” and build from there.”</p>
9.	Web page. E-mail / other contact:	http://www.northstarteens.org/
10.	Specify the age range of the children / young people concerned:	13-19 years old
11.	Photo that illustrates the idea (if possible):	 <p>The logo for North Star self-directed LEARNING FOR TEENS. It features the text 'North Star' in a large, serif font, with 'self-directed LEARNING' in a smaller, sans-serif font below it, and 'FOR TEENS' in a very small, sans-serif font at the bottom. There are several small, dark triangles scattered around the text, some pointing towards the 'North Star' text.</p>

8.2 FAST (Families & Schools Together).

1.	Country:	United States of America, United Kingdom and another 18 countries.
2.	Name of the initiative:	FAST (Families & Schools Together).
3.	Location - (big city with over 500 000 citizens, smaller city, village) - description of the location	Parents and students, generally low-income families, from different cities of the US and UK take part of different extracurricular activities together. The activities are carried out in different educational spaces. The activities are carried out from Child Education (Pre-K Level: families with children ages 3–4) to High School education (families with children ages 14–18).
4.	Who runs the initiative (a person/parents, an organization, an informal group, etc.)	FAST was developed by Dr. Lynn McDonald, who is a Social Work Research Professor at Middlesex University (London). The FAST project is carried out by Save the Childrens and Middlesex University of London.
5.	Start date of the initiative:	Year 1988.
6.	Source of financing:	Save the Children provides full training and covers programme costs.
7.	Where does the idea come from? How did it start?	Dr. McDonald started the FAST project, which is based on the scientific model, in order to improve the well-being of parents and children around the world to build a family strengthening program. Dr. McDonald launched the project 30 years ago. At that time, FAST was one of the first early intervention and prevention programs, which aimed to develop practical applications to strengthen mental health and family theory research findings.




This project has been funded with the support from the European Union. This publication reflects the views only of the author, and the Commission or Fundacja Rozwoju Systemu Edukacji – National Agency of Erasmus+ in Poland cannot be held responsible for any use which may be made of the information contained herein.

		<p>The FAST project is born from the idea that it is the parents who are the most able to favor in the development of the capacities of their children. The programme, nowadays, continues involving new findings to be integrated in the FAST project. It is a dynamic program that produces statistically significant improvements in the emotional well-being of parents and children, the behavior and academic performance of children.</p> <p>The Project has already been implemented in 20 countries, and has a retention rate of 80%, being one of the highest rates among the parenting skills programs, specifically among low-income, stressed and isolated parents.</p>
8.	<p>Description of the initiative, rules, any other useful information:</p>	<p>The main function of the FAST project is to include parents in the academic activity of their children, through extracurricular support.</p> <p>For this, each FAST cycle involves different phases to ensure that the program is carried out correctly:</p> <ol style="list-style-type: none"> 1) Learning. One FAST team coach begins the cycle by offering training and guidance to prepare FAST team members to work properly. 2) Plan. Logistics, location, calendar, activities between parents and children and materials are prepared and organized. It is also planned how families and young people will be recruited to participate in the program. 3) The FAST project team launches open invitations to families and young people to be part of the project. 4) The FAST cycle lasts eight weeks, and has the monthly monitoring of a professional to assess the specific needs of young people and families. <p>This eight-week programme helps children improve their skills in reading, writing and maths, as well as encouraging a positive attitude to learning. Activities are also programmed to promote the learning of young people at home, with the support of the parents</p>



This project has been funded with the support from the European Union. This publication reflects the views only of the author, and the Commission or Fundacja Rozwoju Systemu Edukacji – National Agency of Erasmus+ in Poland cannot be held responsible for any use which may be made of the information contained herein.

		With all this, extracurricular activities are adapted to the academic needs of young people, being the families the main protagonists of the project.
9.	Web page. E-mail / other contact:	https://www.savethechildren.org.uk/what-we-do/uk-work/in-schools/fast http://www.familiesandschoolstogether.com/answers@familiesandschools.org
10.	Specify the age range of the children / young people concerned:	The project is aimed at young people of the following ages: <ul style="list-style-type: none"> • Pre-K Level (for families with children ages 3–4) • Elementary School level (for families with children ages 5–10) • Middle School level (for families with children ages 11–14) • High School level (for families with children ages 14–18)
11.	Photo that illustrates the idea (if possible):	



ParentsEduProject



parents-edu.eu



kczia@komesnet.com.pl



Scan me