

# Parents Edu



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



# PaREntSEdU

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



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### Contact



[parents-edu.eu](http://parents-edu.eu)



@ParentsEduProject



[kczia@komesnet.com.pl](mailto:kczia@komesnet.com.pl)

### Coordinator



### Partners



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# **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 different 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 1<sup>st</sup> 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 rising, 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.





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[parents-edu.eu](http://parents-edu.eu)



[kczia@komesnet.com.pl](mailto:kczia@komesnet.com.pl)



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