

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



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Good Practices Collection



of
the project
PaRentsEdu

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



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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



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	rules, any other useful information:	<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 cultureFrom the culture of "making mistakes" to the culture of developing the potentialFrom discipline to responsibilityFrom the traditional school to the school developing autonomy, creativity and innovative thinking of studentsFrom 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>
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		of schools that inspire each other, support and share ideas and experiences”.
9.	Web page. E-mail / other contact:	http://www.budzaciaszkoła.pl/
10.	Specify the age range of the children / young people concerned:	School-age children
11.	Photo that illustrates the idea (if possible):	 Budząca Się Szkoła

1.2 “Niebieska szkoła” (“Blue school”)

1.	Country:	Poland
2.	Name of the initiative:	“Niebieska szkoła” (“Blue school”)
3.	Location <ul style="list-style-type: none">- (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>



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		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):	

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?	<p>On foundation's website there is written:</p> <p>“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.</p> <p>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.”</p>
8.	Description of the initiative,	The Children's University is the first children's




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	rules, any other useful information:	<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>
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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):	



MacEDonla



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



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		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.
8.	Description of the initiative, rules, any other useful information:	<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.	Web page. E-mail / other contact:	<p>http://eduratio.org/educate-argue-your-voice-helps-society/</p> <p>ngo.ratio@gmail.com</p>
10.	Specify the age range of the children / young people concerned:	14 -18 years old (high school students)



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



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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



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		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):	



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>
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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):	 <div data-bbox="1177 1469 1380 1825">  <p>Fiecare om e unic. Ce îl face special pe copilul tău? Descoperim și cultivăm talentul copilului tău. Iar el prinde aripi!</p> </div>

3.2 „Forest school”

1.	Country:	Romania
2.	Name of the initiative:	„Forest school”
3.	Location <ul style="list-style-type: none">- (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

7.	Where does the idea come from? How did it start?	<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>
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8.	Description of the initiative, rules, any other useful information:	<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.	Web page. E-mail / other contact:	<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/advises 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.	Description of the initiative, rules, any other useful information:	<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:	http://www.homeschooling.ro/ https://hsllda.org/content/
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



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7.	Where does the idea come from? How did it start?	<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>
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8.	<p>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>
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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):	



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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?	<p>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.</p> <p>"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.</p> <p>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</p>



		<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.	Description of the initiative, rules, any other useful information:	<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)</p> <p>Recommendation of the European Parliament and the Council of Europe 18 December 2006 on key competences for lifelong learning (2006/962 / EC).</p>



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		<p>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.</p>
9.	Web page. E-mail / other contact:	<p>Web page: https://www.edu.ro/etichete/%C5%9Fcoala-altfel</p>
10.	Specify the age range of the children / young people concerned:	<p>Youngsters between 3 years old and 18 years old</p>
11.	Photo that illustrates the idea (if possible):	<p>https://ac.els-cdn.com/S1877042815049526/1-s2.0-S1877042815049526-main.pdf?_tid=3af16548-1e07-4dd4-ac7b-c891ed4b64d5&acdnat=1527192673_75a2ec19c26b9e34150b41f0b01410f6</p> <p>https://www.edu.ro/sites/default/files/Ghid_program_%E2%80%9EScoala%20altfel%E2%80%9D.pdf</p>

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



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		<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.	Description of the initiative, rules, any other useful information:	<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>



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		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 <ul style="list-style-type: none"> - (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.)	<p>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.</p> <p>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.</p> <p>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).</p>
5.	Start date of the initiative:	<p>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.</p> <p>In 1900, Paul Sébillot (French ethnologist Breton) estimated at 1 300 000 the number of Bretonnants. Today, there are 400 000 people.</p> <p>The Breton represents approx. 35 000 students today.</p>

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?	Through Diwan, it is the survival of the Breton language that is played out and the possibility of transmitting our language to the generations
8.	Description of the initiative, rules, any other useful information:	<p>The objectives of DIWAN schools:</p> <p>Offer a schooling with an instruction in Breton: from kindergarten to bachelor,</p> <p>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.</p> <p>Allow children to learn their story, in the common language common to their ancestors,</p> <p>By early bilingualism, to promote a rich psychological, intellectual and social development, and to prepare effectively for the mastery of several languages.</p> <p>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:	https://www.facebook.com/diwandinan/ http://dinan.diwan.bzh
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.</p> <p>It consists of five classes with a hundred students.</p> <p>The lessons of the subjects of national education are practiced in Breton.</p> <p>Classes consist of 20 students with working hours from 8:30 to 16:30. The children are aged from 2 to</p>


		12 years old. A sponsorship system is being implemented between younger and older students as part of a student autonomy project.
11	Photo that illustrates the idea (if possible):	<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> 

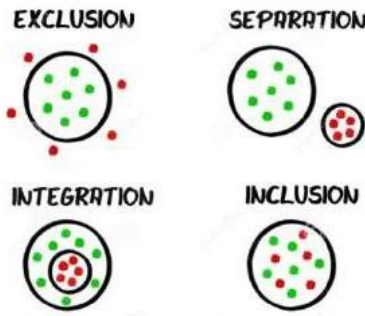
4.2 Programs for children with handicap

1.	Country:	FRANCE
2.	Name of the initiative:	Existing programs for children with handicap
3.	Location <ul style="list-style-type: none"> - (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.)	<p>The Ministry of National Education</p> <p>All collective schooling schemes /programs are called localized units for inclusive education (ULIS): ULIS-school, ULIS-middle school, ULIS-high school.</p> <p>They allow schooling in the first and second grade of a small group of students with compatible disorders.</p> <p>In schools, it is, in primary, RASED and ULIS School.</p> <p>RASED specialized teachers and psychologists (specialist support networks for students in difficulty) provide specialized help to pupils in kindergarten and elementary schools in difficulty.</p> <p>In secondary education school, these are SEGPA middle school and ULIS College and High School.</p> <p>EREA-LEA are the only institutions that are both purely academic and purely specialized.</p>
5.	Start date of the initiative:	<p>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.</p> <p>Since 2006, the number of students with disabilities attending mainstream schools has more than</p>



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		<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

		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
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 diagrams illustrate four concepts: EXCLUSION (green dots outside a circle), SEPARATION (green dots in a circle, red dots in a separate circle), INTEGRATION (green dots in a circle, red dots in a smaller circle inside), and INCLUSION (green and red dots mixed in a single circle).</p>

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 <ul style="list-style-type: none"> - (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:



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		<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 <ul style="list-style-type: none"> - (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 Noüel 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




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		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 .
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/</p> <p>https://www.facebook.com/holiskolRennes/</p>



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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.



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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-font-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




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		cooperate as we learn to read.
11	Photo that illustrates the idea (if possible):	<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 Cottenceau 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</p> <p>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.



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	<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>
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		<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):	

5.2 Scholé

1.	Country:	Portugal
2.	Name of the initiative:	Scholé
3.	Location <ul style="list-style-type: none"> - (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>



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		<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):	

5.3 Bio gardens

1.	Country:	Portugal
2.	Name of the initiative:	Bio gardens
3.	Location <ul style="list-style-type: none"> - (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



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		<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

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):	



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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



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	<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>
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		<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):	



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.



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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):	

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



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		<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.	Description of the initiative, rules, any other useful information:	<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.	Web page. E-mail / other contact:	https://www.facebook.com/groups/zirve.turgutlu
10.	Specify the age range of the children / young people concerned:	Students from different primary schools aged between 6-9. There are some older children too, but they are there to help the organisers
11.	Photo that illustrates the idea (if possible):	

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,



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		<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



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		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.
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		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 <ul style="list-style-type: none"> - (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



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		<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</p> <p>info@ssf.org.es</p> <p>ssf@ssf.org.es</p> <p>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):	
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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 <ul style="list-style-type: none"> - (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



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	information:	<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.	Web page. E-mail / other contact:	<p>http://www.ceipreinasofia.es/</p> <p>https://www.facebook.com/AMPA-Reina-Sof%C3%ADa-395313190654721/</p> <p>http://www.ceapa.es/content/sin-formaci%C3%B3n-no-hay-transformaci%C3%B3n</p>
10.	Specify the age range of the children / young people concerned:	<p>Youngsters-pupils from the School, from 5 to 12 years old.</p> <p>Parents of these pupils.</p>

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



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		<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>

		<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):	

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 <ul style="list-style-type: none">- (big city with over 500 000 citizens, smaller city, village)- description of the location	<p>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.</p> <p>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).</p>
4.	Who runs the initiative (a person/parents, an organization, an informal group, etc.)	<p>FAST was developed by Dr. Lynn McDonald, who is a Social Work Research Professor at Middlesex University (London).</p> <p>The FAST project is carried out by Save the Childrens and Middlesex University of London.</p>
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?	<p>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.</p> <p>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.</p>




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		<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.	Description of the initiative, rules, any other useful information:	<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>



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		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



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