

*Non-formal  
and Informal  
Education  
in Europe*

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# *Non-formal and Informal Education in Europe*

René Clarijs (ed.)

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# Table of Contents

Introduction .....	7
Comparative Analysis of the System of Nonschool Education in Belarus .....	10
Non-formal and Informal Education in the Flemish Community of Belgium .....	18
Out-of-school Pedagogical Institutions – a Successful Formula for Making Use of Bulgarian Children’s and Students’ Leisure .....	26
Non-formal and Informal Education in Czech Republic .....	36
Informal and Non-formal Education in France .....	44
Non-Formal and Informal Education in Germany .....	50
Non-formal Education in Lithuania .....	56
Out-of-School (Extra-curricular) Education of Children in the Republic of Moldova .....	64
Non-formal and Informal Education in the Netherlands .....	72
The Institutions of Extracurricular Education .....	80
The System of Non-formal Education of Children in Russian Federation .....	88

Non-formal Education in Slovakia .....	96
Non-formal Education in Spain .....	102
The Modern System of Out-of-school Upbringing and Education of Ukraine .....	110

# Introduction

*René Clarijs*

It took years before Philips could accept that the Dutch refrigerator was not a success in Indonesia. A refrigerator is not used there to preserve food. For the people in Indonesia dry their food: the gravies with the special spices are like a preservative. When these gravies are put in the refrigerator, they curdle.

Even the white colour of the refrigerator worked out badly. Not white, but green – the colour of trees and shadow – counts as a fresh and cold colour; outside the shade, it is yellow, hot, white. Philips had forgotten to “transsign” this product, to “translate” this product to another culture. Products but also services have to be connected with the culture of the target group; otherwise, your product or service is rather useless. Special counselling organisations are – worldwide – busy with this transsignation process.

Sometimes it is very hard to cooperate in Europe, not only because of the linguistic differences, but also especially because of the different historical and cultural background of the people in Europe. Even when you use a simple word like “leisure time”, youngsters and parents, pedagogues and politicians, artists and police officers will often interpret this word in a completely different way. One can imagine what will happen when a social worker from Estonia would like to understand the Portuguese leisure time policy, or when the director of an out-of-school organisation from Kazakhstan tries to understand what will happen in the Belgian non-formal educational system.

To contribute to a solution, the European association for non-formal and informal education EAICY presents with this book its first try to get more clari-

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FRANCE	SLOVAKIA
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BULGARIA	POLAND
BELGIUM	NETHERLANDS
BELARUS	MOLDOVA

ty in the field of leisure time, non-formal and informal education, out-of-school education, after school education, out-of-class education, extra school education, et cetera.

What do these words mean, in which countries are they used, when (why) how are these conceptions implemented, what is the concerned policy in the different European countries?

Because we want to know what is happening in several European countries, EAICY asked some authors to write an article about the non-formal and informal education in their country.

This is a first effort, and we know this book is not complete yet. EAICY resolves to publish every two years a topical book about this subject, and every time the book has to be more complete, which means: more countries have to be represented by articles. In this way, we hope to gather the most relevant information about non-formal and informal education in Europe within a few years. 2005 is a starting year, and we will improve the content of this publication the coming years.

Businesspersons have a lot of experience with miscalculations, which mainly have its origins in dysfunctional communication. The marketing theory teaches us that, after the period of desk research and field research, at first an adapted policy has to be chosen before one can start with the implementation. Nevertheless, there are many examples of miscalculations in international business life.

We all know the well-known washing powder manufacturer who could not sell his products in Japan – despite after spending millions of euros for advertisements about the perfect washing powders for 30, 60 and 90 degrees – because the manufacturer did not know that the Japanese always do their laundry with cold water (by the way, it is also impossible to sell spin-driers in Japan because of the paper-thin walls of the houses).

We know – after the great successes in Germany e.g. – the unsuccessful introduction of 1-2-3 Oven Chips in France, because the French prefer the richer taste of deep-fried chips.

We know the financial disaster of selling DAF trucks in the Middle East. The people in the Middle East could not consider a truck as good when this truck does not have a large nose like American trucks. Now, for the Middle East, the DAF trucks are adapted with a large but empty nose and are sold very well.

Without the right information, it seems to be useless to work on the international level.

EAICY, as a European association representing thousands of organisations in the field of non-formal and informal education, tries to collect relevant information to inform everyone who is interested in European cooperation.

In 2007 we will present a new, more extensive, topical book about the same subject, in 2009 again, and so on and so forth. Until we all know what is happening in Ukraine, Germany, Moldova, Ireland and all the other interesting countries collected in the idea of Europe.

## NON-FORMAL AND INFORMAL EDUCATION IN EUROPE

The Roman author Seneca wrote about 2000 years ago: The skipper who does not orientate himself, is always complaining he never has the wind behind him.

*René Clarijs,  
president of EAICY*

Prague, November 2005.

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BULGARIA

BELGIUM

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UKRAINE

SPAIN

SLOVAKIA

RUSSIA

POLAND

NETHERLANDS

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# BELARUS



# Comparative Analysis of the System of Nonschool Education in Belarus

*Galyna Shklyar*  
*Natalya Shappo*

The history and development of the system of nonschool education in Belarus is closely connected with the one in pre-revolutionary Russia and the former USSR.

Nonschool activity during the pre-revolutionary period gained its pedagogical status due to the diversification of forms of democratic organization of children and grown-ups based on popular pedagogy progressive traditions. After the October revolution nonschool education along with preschool education was included into the general system of popular education. A department of nonschool education was founded in November, 1917 within the People's Commissariat for education. Its main objective consisted in the development of cultural education.

“Encyclopedia of Nonschool Education” by Professor E. N. Medynsky published in 1923 constitutes a special value for the development of the nonschool education theory. It's one of the fundamental investigations of the theoretical and methodological character. Professor Medynsky defines the goals and contents of the nonschool education, which he considers to be an integral part of the ongoing development and building up of the human personality.

The nonschool education development in the 20–30s of the XX century represents a bright scene of different events. The scores of magazines were published covering the questions of theoretical pedagogy and methodology of nonschool education; different systems were created aimed at including children and grown

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GERMANY

SPAIN

FRANCE

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CZECH REPUBLIC

RUSSIA

BULGARIA

POLAND

BELGIUM

NETHERLANDS

BELARUS

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ups into various activities helpful for acquiring some professional basics together with efficient pastime. The abundance of forms itself is amazing: children rest camps, club schools, pilot stations, village reading rooms, labour communes, children theatres and libraries, scientific and excursion stations, tourist centers, sport clubs.

The 70–80s turned to be the period of utmost development of the nonschool institutions. That was the time of determination of their main lines of activity, moulding the unique unanalogous system of work with well-defined tasks and forms of educational work. The contents of the main kinds of activities were orientated on taking into account children age-related and individual characteristics. An original “industry” of the institutions of leisure pastime for children and youth was formed. Nonschool establishments were becoming one of the main social educational centers, their part in spreading methodological knowledge and experience, popularization of the most active forms of pedagogical influence and correction was intensifying. Moreover such institutions had a vital part in coordination of all educational work in society.

### Present day situation

As Belarus gained its independence education system along with keeping the best traditions of longstanding Soviet education system got a new impulse for its development.

At present children and youth education is a part of state policy. Institutions of nonschool education and training are the constituent part of the national education system.

General directives of the state policy in education are secured in the Constitution of the Republic of Belarus, in the Law “On Education”. The institutions of nonschool education and training form a part of the general state education system as institutions of extracurricular education.

The system of extracurricular education is based upon scientific approach:

- The main goals and tasks of nonschool institutions are:
- Development of moral and civil foundations;
- Development of creative potentials;
- Cooperation and interaction with family;
- Formation of health standards;
- Social support to the childhood.

At present 359 institutions of nonschool education and training function in Belarus:

177 of them are centers of children’s creative work;

51 – tourist and regional studies centers,

28 – technical work centers,

## NON-FORMAL AND INFORMAL EDUCATION IN EUROPE

- 24 – ecological centers,
- 15 – nonchool activities for children associations,
- 64 – other institutions of nonschool education and training (parks and stadiums, young sailors' clubs, young firemen clubs, physical training clubs, etc.).

The number of members of different nonschool institutions has come to 362,227 in 2005.

- 144,840 of them (40%) took up decorative art,
- 49,853 (13.8%) attended sport clubs,
- 42,331 (11.7%) attended technical centers,
- 35,868 (9.9%) – tourist and regional studies centers,
- 28,853 (7.9%) – biology stations,
- 60,482 (16.7%) – other groups.

Total amount of the groups in 2005 has come to 27,287.

The main condition of the optimization of nonschool education system is constant work with senior and pedagogic staff. 14,557 pedagogues, methodologists and administrators work within the nonschool education system. 88.3% are university graduates, 10.3% are college graduates, 1.4% – other high education.

### Financing

Nonschool education system has a stable state financing. Material and financing supplying has a deciding part in the system of nonschool education.

In the recent years the financing was carried out from the state budget. Budgetary financing however permits mainly just to pay salary to the staff and to maintain the facilities in the acceptable condition. In 2003 the regions of Belarus got the following amount of financial support from the budget for the development of the material and technical basis:

- Brest – 227,300,000 rubles (100,000 \$)
- Vitebsk – 321,100,000 rubles (150,000 \$)
- Minsk State Palace of Children and Youth – 460,200,000 rubles (230,000 \$)
- Mogilev – 65,300,000 rubles (23,000 \$)

The changes in social and economic situation have led to the necessity of off-budget funds retrieval. With the acquisition of the experience of off-budget activity the institutions of nonschool education expand the list of the provided services: the rent of spaces, concert tours, selling seedlings, arts and crafts goods, organization of paid groups on the most popular courses, etc. Sponsored funds and voluntary contributions from parents are actively obtained. This activity is supported by the tutorial board of the institutions. However the level of the off-budget funds remains low if compared to the one of the budget funds.

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FRANCE	SLOVAKIA
CZECH REPUBLIC	RUSSIA
BULGARIA	POLAND
BELGIUM	NETHERLANDS
BELARUS	MOLDOVA



## Contents

In recent years the forms of activities of the nonschool institutions have undergone considerable multiplicity due to the expanding of the age range of their members, and also due to the purposeful position of such institutions as open social ground. The consolidation of the contacts with families, orientation toward the needs and requirements have led to the organization of the schools of pre-school development, family clubs, discussion and personal growth clubs for the young people. On the basis of nonschool institutions a great amount of cultural and sport events, ecological projects and informational actions, profile camps are being organized. Most of the actions are organized together with other departments and organizations. The most active partners of the nonschool education organizations are the Ministry of natural resources and environment protection, Belarusian society of the inventors and rationalizers, Representative of the UN children fund (UNICEF), different public youth organizations. Belarusian nonschool institutions take an active part in international contests, festivals and forums. Traditional as they have become, the tournaments of the young chess players, festivals of folk dance, plain airs of the young artists, international photo exhibitions, and even knight tournaments could state a good example. The use of information and internet technologies, an active participation in the project work are the new and available lines of activity.

The work of Minsk State Palace of Children and Youth can be the bright example of extending the functions of the nonschool institutions. In 2005 the Palace celebrated its 40th anniversary. The uniqueness of its experience consists in diversification of its activities, and also in the concord and humaneness of its aims and priorities along with the certainty of the basic set of values. The main conceptual mark is the pedagogical field development program “The Development of the Creative Personality”, which was worked out by practical pedagogues together with scientists. This document presents the integral model of the whole collective’s activity based on the principal dominant – formation of humanely oriented creative person. The pride of the Palace of Children and Youth...

The aims of the international activity of the Palace are inseparable with the main objectives of the nonschool institutions, namely

- Education in the spirit of world culture;
- Popularization of national traditions and Belarusian culture;
- Making the democratic traditions.

The principles of international activity are the following:

- openness,
- feedback,
- activity,
- tolerance.

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The work in the field of international relations incorporates different aspects of organization's functioning:

Firstly, this is an effective cooperation with the representatives of the main international organizations as the UN Representation in Belarus, French embassy, international public organization "Hope Express", "Children of Chernobyl" Fund, etc. The examples of such cooperation are the UN-sponsored international photo exhibitions and plain airs as well as participation of art groups in the festivals and seminars in Poland, England, Italy, Czech Republic, Slovakia, Austria, Lithuania, Latvia and other countries.

Secondly, MSPCY is a full right member of European Association of Institutions for Children and Youth (EAICY).

Among the most important recent events which enjoyed an active participation of children and pedagogues of the Palace of Children and Youth the following could be mentioned:

- Youth seminar "Ethnical and Race Discrimination in the Eyes of Today's Youth" (Prague, April, 1999);
- International conference "European Future. Life in the Diversity of the XXI Century" (Kiev, September, 1999);
- International pedagogic conference and International meeting (Krakow, 2000);
- Open project "Children on the Verge of the XXI Century" (Moscow, 2000);
- International conference and Youth seminar "We Are Different But Equal" (France, 2003);
- International Youth Conference (S.-Petersburg, 2003);
- International Youth Conference (Kiev, 2004);
- Youth seminar "The Common Language of Eastern and Western Europe" (Prague, 2004).

The results of such events are the joint investigations and projects.

Thirdly, Belarusian pedagogues are actively included into project work and virtual creative activities together with their foreign colleagues. Participation in the UNESCO programs, IEARN and TakingItGlobal projects, ENO-SCHOOL network could be named as examples.

The dataware is one of the main objects of concern in the work of the Palace. The Palace closely cooperates with mass media and efficiently informs children, parents, and community about the actions held and their results. Since 2002 the Palace has its site in the Internet ([www.mddm.org](http://www.mddm.org)) which allows expanding the site reach among students and pedagogues. Moreover The Palace is developing special informative resources among which magazine "Pedagogical Thought", children newspaper "Fairy" and TV anthology "Our Home" could be named. The definition of the priorities in the development of the Palace a significant role belongs to analytical and project work. For more than 10 years sociology department carries out an effective work in the Palace. The results of the sociological



# BELGIUM

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MOLDOVA	NETHERLANDS	POLAND	RUSSIA	SLOVAKIA	SPAIN	UKRAINE





## The past

The origin of the educational organisation of activities for children had the preventive objective: to keep the children away from the street during their leisure time. The street was perceived being the source of many disasters during the process of growing up. So more protective environments had to be created. These initiatives were really patronising the children; they were even called patronages. Most of them were church related, others were related to a political movement. We talk about the period between the two world wars.

During the sixties and the seventies new organisational approaches were developed. Besides the youth movements also “open youth work” was created. Children were not obliged to become a member, they were allowed to participate at the activities: the group as such was no longer the most important objective, the activities as artistic activities, sports, informal encounters were stressed.

During the nineties, the after school child care started. More mothers were working outside the house, informal networks used for child care dissociated, so provisions had to be created for children after school time.

## The current situation

In Flanders we have no Ministry of leisure time, but we have the Ministry of Culture, Youth and Sports and also the Ministry of Wellbeing who are developing a policy which influences the leisure time of children.

1. The Ministry of Wellbeing latter is supporting several after school child care initiatives. In fact child care is strongly related to the work situation of the parents, child care has a strong link to the economy, as it is within the EU policy. So there is a strong impact of the viewpoint of the parents looking for childcare. Within this context the Ministry looks for the quality of the initiatives (space, amount of children, health, organisation of training sessions etc.) and determines the contributions of the parents.

About 56% of the children of 3 months to 3 years old are regular guests of child care initiatives. At 3 year, they go to school. 55% of children between 3 and 6 years old and 40% of the children between 6 and 12 are passing at least ones a week with other adults or child care initiatives, mostly with the grandparents or in child care organised by the school.<sup>1)</sup>

2. The Ministry of Culture, Youth and Sports works on a more differentiated way. First of all there is the **youth work**. Youth work organises social-cultural work on a non-commercial base for or by the youth, during their leisure time,

<sup>1)</sup> X, (2005), *Het kind in Vlaanderen*. Brussel, Kind en Gezin.

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GERMANY	SPAIN
FRANCE	SLOVAKIA
CZECH REPUBLIC	RUSSIA
BULGARIA	POLAND
BELGIUM	NETHERLANDS
BELARUS	MOLDOVA



learning. This splendid isolation causes the disadvantage of an unworldly and weak social position. But as almost every adult has enjoyed the advantages of youth work, there is a lot of sympathy for it. Adults know youth work is a place where life is explored, where things can happen that are not possible in an ordinary education situation for example playing in mud, passing the night while talking and discussing (and drinking), organising the campfire etc. etc.

Sports clubs are also popular as youth work for both children and parents. They have a better relation to the community as sport for children take place in the same clubs as sport for adults. The accessibility is also very good, maybe even better than for youth work as youth work is more oriented to the middle class while sports clubs are also popular in the lower social classes.

As far as it concerns childfriendlyness the sports clubs have not the same good reputation especially where it concerns group sports. As they are focussing on competition, they are focussing on the best athletes, and the weaker children have less possibilities to be in the team. Too often also the trainers have no specific qualification for working with children. As they are volunteering they do a lot of efforts for transport of the children, washing the sports cloths and other practical things, but not really on sports as such. Recently new initiatives are started to stimulate the sports clubs to work on this point.

There are many different child care initiatives, so also the quality can be very different. Some have problems with the infrastructure, others with the staff members. The professionalization (in both senses: more professionals and more qualified people) goes slowly and has not the highest priority for the authorities.



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BELGIUM	NETHERLANDS
BULGARIA	POLAND
CZECH REPUBLIC	RUSSIA
FRANCE	SLOVAKIA
GERMANY	SPAIN
LITHUANIA	UKRAINE

## NON-FORMAL AND INFORMAL EDUCATION IN EUROPE

Most important for them is to answer the first concern of the parents, so they are still trying to expand the amount of initiatives. There is a lot of money available for child care, and the amount of it grows constantly since many years both on the national and the local level, but still the needs of the parents are growing.

In fact child care initiatives are balancing between two concerns: the concern to be at disposal of the parents, and the concern to be at disposal of the children. They are not always compatible. Some child care initiatives are really play paradises for children, others are first of all clean and well organised. This paradox is inherent in the initiative. Children definitely prefer to be with their parents, so from this viewpoint a child care initiative can't be childfriendly. This problem can only be solved by a re-organisation of the organisation of work – school – child care – youth work – leisure activities. This discussion has not yet started.

Looking at the culture centres and the libraries, the attention for children is growing. Almost every library has a “youth library” with a specific collection of books and comics and with a special support for their young clients. They are created to stimulate children to read. Within this branch there is a growing interest to involve children in the process of steering the “youth library”. It has remarkable effects.

### The future

Beside the formal educational system, there is also an informal and non-formal educational system. There is a tendency to integrate them all in one co-ordinated system. Under the umbrella of the “broad school” several concerns are coming together to work on a better coordination of

- schools and child welfare work (revalidation, remedial teaching etc.),
- schools and sports,
- schools and child care.

But as most of the concerns are concentrated on integrating other activities within the school, this tendency can be a threat for the informal and non-formal activities. Some experts are warning for a schoolish character, and thus for a formalization of the non-formal and informal education. It can be a deterioration of learning by children. But this process is still going on.

The leisure time of the children is still filled up with “useful” activities, useful for their future life. Even while children often are involved in choosing and while these activities are organised in a quite informal ambiance, the educational objectives of the adults are dominating the “leisure-concerns” of the children. The pedagogization<sup>3)</sup> of children's leisure time is a step into the formalization of it.

<sup>3)</sup> Giesecke H., (1987), *Das Ende der Erziehung*. Neue Chancen für Familie und Schule. Stuttgart, Klett-Cotta.

	LITHUANIA	UKRAINE
	GERMANY	SPAIN
	FRANCE	SLOVAKIA
	CZECH REPUBLIC	RUSSIA
	BULGARIA	POLAND
BELGIUM	NETHERLANDS	
BELARUS	MOLDOVA	

But there are other concerns about the future. On the one hand there is a lot of stimulation for leisure time activities for children, but at the same time they create a lot of stress for children. Maybe the lives of children are over-organised. To use some witticism: children need a diary to mark their appointments and they need their parents as taxi-drivers to bring them from the one activity to the next. Children's leisure time can create leisure stress.

Overall you can hear pleas for more real free time for children, time they can assign to the activities they like at that moment, with the people they like, on the place they like, with the material they like, as long as they like it. Those pleas are based on the idea that beside all educational activities initiated by adults, children are learning many and many things during this kind of free time. And therefore children need enough time, enough space and enough tolerance. Those activities can be called self education, or to really touch the core of it: learning. Looking at children's life and development from a learning viewpoint should stimulate to offer more time and space and tolerance for them as looking at them through educational glasses<sup>4</sup>). Also in the UN Convention on the Rights of the Child there is a strong plea for more respect for the actorship of the children<sup>5</sup>).

Within the global educational system, the most attention and finances are going to the formal education. Referring to the non-formal and the informal education, the informal education becomes more and more marginal and comparing to the informal education the learning processes initiated by children have less attention. So there are a lot of disproportions between those.

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<sup>4</sup>) Declaration of the 16<sup>th</sup> IPA World Conference (2005), Berlin.

<sup>5</sup>) Jans M., (2004), *Children as citizens: towards a contemporary notion of child participation*. In: *Childhood*, Vol. 11, 1.



# BULGARIA

BELARUS	BELGIUM	BULGARIA	CZECH REPUBLIC	FRANCE	GERMANY	LITHUANIA
MOLDOVA	NETHERLANDS	POLAND	RUSSIA	SLOVAKIA	SPAIN	UKRAINE



# Out-of-school Pedagogical Institutions – a Successful Formula for Making Use of Bulgarian Children’s and Students’ Leisure

*Tatyana Doseva*  
*Tanya Zhelyazkova*

Bulgaria has a rich experience in the informal education area.

The terminology implemented last years in the area of informal education corresponds to the manner of organizing the education process and the occupations. By actual moment, the following terminology is mainly used in Bulgaria:

- **Leisure activities** – all activities developed in the school-free time. They include the out-of-class and the out-of-school activities, holiday and vacation programs, students’ camps, educational excursions, expeditions, cultural education;
- **Out-of-class activity** – activity that represent an extension of the education process. It is organized and carried out at the schools mostly by teachers’ teams and is intended to complete the knowledge in the subject studied in correspondence to students’ interests; The attendants may be of various classes and groups;
- **Out-of-school activities** – activities that are not always coinciding with the subjects taught at school and are intended to satisfy children’s and students’ specific interests and needs. They also provide education other than that covered by the cultural and education areas provided for in the Law on the Education Degree, the General Education Minimum and the Curriculum out of the obligatory education time, according to their interests. They are carried out in specialized out-of-school servicing units to Ministry of Edu-

LITHUANIA

UKRAINE

GERMANY

SPAIN

FRANCE

SLOVAKIA

CZECH REPUBLIC

RUSSIA

BULGARIA

POLAND

BELGIUM

NETHERLANDS

BELARUS

MOLDOVA

LITHUANIA	UKRAINE
GERMANY	SPAIN
FRANCE	SLOVAKIA
CZECH REPUBLIC	RUSSIA
BULGARIA	POLAND
BELGIUM	NETHERLANDS
BELARUS	MOLDOVA

education and Science – extra-scholastic pedagogical institutions (EPI). They are attended by children and students from various schools on the region or municipality territory.

- **Additional extra-scholastic education** – provides an additional, complementing education in the preferred areas of science and technical engineering, arts and culture, sports and tourism. It is mostly carried out at the EPI as well as by organizing and carrying out specialized activities by universities, high school and general education schools, municipalities, agencies, companies, etc.
- **Informal education** – activities organized in a number of exceptionally varied manners intended to form competencies and to support the development of successful people through their leisure – interests-based education.

Leading are the out-of-class and out-of-school activities.

In the most recent history of Bulgaria, making full-value and useful sense of children's and students' leisure was regulated in the late 40's and the early 50's of 20<sup>th</sup> century by establishing specialized out-of-school units – Centers for working with the children, Children's Complexes, Stations of Young Technicians and Agrobiologists, Sports and Tourism Stations, National Observatories of Astronomy with a Planetarium. National Palace of Children was also created at that time with a decree of Minister of national education dated 11 Sept. 1950 under the name of Septemvriyche Central Palace. During the 70's, a national movement for youth's technical and scientific work was created, later resulting in the creation of the Centers of students' technical and scientific work. Students' school of sports, National Complexes of Children, United and Municipal Children's Complexes were created.

Bulgarian state pays a special attention to education in all of its forms. The educational reform is successfully carried out during last years, through which our country gets prepared to become a full member of European Union (EU). The necessary conditions are created for the young people's most completed preparation as informed, competent and fully committed persons who will be active participants in the public processes and esteemed citizens of Bulgaria, Europe and of the world.

State's policy in the area of out-of-class and the out-of-school activities is carried out through MES, the regional education inspectorates, National Palace of Children and the municipal extra-scholastic pedagogical institutions.

The extra-scholastic pedagogical institutions are especially suitable for this purpose. Under the skilled supervision of competent and friendly pedagogues, children's talents are revealed and encouraged there, their skills and competencies are developed, their knowledge and skills are further developed, and further competences are formed. Children are prepared for the future.

## NON-FORMAL AND INFORMAL EDUCATION IN EUROPE

The MES structures and the media provide the citizens information regarding the opportunities to make use of the free time that the schools and the EPI provide as well as regarding the many municipal, regional, national and international initiatives in the area of science and technical engineering, the ecology and the environmental management, civil education, all types of arts, traffic safety, sports and tourism – competitions, festivals, open-air exhibitions, exhibitions, round tables, forums and many other. Other means and forms are used for activities and achievements popularization.

The schools in which the out-of-class and the out-of-school activities are developed are financed by municipal budgets mostly. If possible, they earn their own income from fees for pedagogical services, charity concerts, bazaars, exhibitions, etc. that are also used for financing the activities. Many of them develop additional financing projects.

The extra-scholastic pedagogical institutions are a decisive social environment factor for the full-value use of children's and students' leisure, for additional education in a preferred area, creative development and formation of useful skills and competences for a successful personal realization. They are a foyer of social contacts, for cultural, educational, sportive and tourist activity.

Extra-scholastic pedagogical institutions, according to Art. 33, a, para. 1, item 2 and 4 of National Education Act are: Centers for working with children, Centers for students' technical and scientific creation, United and Municipal Children's complexes, Children's Complexes, National Observatories of Astronomy with a Planetarium, Student's Schools o Complexes of Children. With respect to the functions they do, we can define them as:

- multi-layer and multifunctional education providers with integral nature;
- inter-disciplinary education centers;
- centers creating the cultural image of the relevant town or village;
- a unifying center enabling all children of the municipality to participate in various activities with respect to organization, form and contents, as well as in national and international events;
- centers working with children belonging to all social groups – from children having specific education needs to talented children with expressed capacities;
- centers for preventive actions against the negative acts within society.

About 140 EPI are active at present in Bulgaria.

Bulgarian Association of the Institutions for Children and Youth (BAICY) was constituted on 30. 03. 2005, which wants to become an associated member of European Association of Institutions for Children's and Youth's Leisure (EAICY). EPI and other educational institutions having similar activities are members of EAICY.

The various and attractive activities that are developed in the out-of-school

LITHUANIA	UKRAINE
GERMANY	SPAIN
FRANCE	SLOVAKIA
CZECH REPUBLIC	RUSSIA
BULGARIA	POLAND
BELGIUM	NETHERLANDS
BELARUS	MOLDOVA

units correspond to the public order and conform to the priorities of national and regional policies in the education area. Through them, the specific children's and students' interests and needs are satisfied in a preferred cultural and educational area by providing the children and the students freedom and independency at choosing their occupations and forms out of the obligatory school time. Young people's creative, spiritual, cultural, moral, professional, and personal development is encouraged.

The occupations offered at EPI in a non-standard environment, differing from the school environment contribute to the development of creative thinking and capacities, the development of competences, the work skills and habits, the early professional orientation and the formation of professional interests. Every aspect of the various out-of-school activity preconditions the formation of education readiness for the rest of life.

The main characteristics of the out-of-school activity to support such a statement, are relating to the incredible opportunities it offers, to wit:

- It is varied with respect to type, contents and organization;
- It enables attendant's free choice of type and form of realization;
- It is flexible at using various organizational workingforms and methods;
- Mobile and variative, corresponding to children's and students' changing interests;
- Alternative with respect to traditional forms and methods;
- Preventive with respect to any adverse influences;



## NON-FORMAL AND INFORMAL EDUCATION IN EUROPE

- It enables personal development, creative expression and emotional satisfaction;
- Competitive;
- Based on the principles of voluntary participation, accessibility, openness, activity, consciousness, publicity, tolerance and humanity;
- It forms dispositions for continuous education all the life.

Upon organizing the children's and students' free time at the out-of-school units, the principles of voluntary participation, of free choice of activities directions and forms, the priorities of national and regional policies in the area of education are complied with.

The environment of carrying out the activities is significantly different from the school environment. Opportunities are created for a kind of a different communication based on mutual esteem and respect for all attendants' rights. The creative approach is encouraged, the teamwork, the application of modern methods and means in the education process.

The relevant disciplines courses are attended by children and students of various ages, social status, religion and nationality, special and specific education needs.

The education process is based on:

- Satisfaction of children's and students' specific interests and needs in all areas of knowledge;
- Preventive activities;
- Integration of children of various nationalities and religions;
- Providing the opportunity for talented children's expression;
- Socialization of children having specific needs;
- Risky groups children preventive activities;
- Assisting the professional orientation;
- Interaction and collaboration with schools, state's and public institutions.

The various disciplines programs are open, mobile and variable and comply with the auditorium they are oriented to, and the organizational forms of work correspond to the specificity of the given activity and attendants' preferences. They may be individual, group-based, collective, and public. The permanent all-year occupation are carried out at schools, clubs, ensembles, choirs, orchestras, workshops, studios, sport teams, expeditions and other groups of interests. Forms of such amass and public expressions are: competitions, olympiads, festivals, exhibitions, open-air exhibitions, festivities, concerts, round tables, conferences, defiles, show-rooms, exchanges, etc.

Many EPI achieve significant results in the integration of children having special needs. If necessary and in the event that special interests are expressed, they open specialized offices for children having specific educational needs, interests clubs, confidence phones, etc.

	LITHUANIA	UKRAINE
	GERMANY	SPAIN
	FRANCE	SLOVAKIA
	CZECH REPUBLIC	RUSSIA
BULGARIA		POLAND
BELGIUM		NETHERLANDS
BELARUS		MOLDOVA

LITHUANIA	UKRAINE
GERMANY	SPAIN
FRANCE	SLOVAKIA
CZECH REPUBLIC	RUSSIA
BULGARIA	POLAND
BELGIUM	NETHERLANDS
BELARUS	MOLDOVA

The occupations are carried out all the day within the school-free time, by complying with the preferences and the abilities of both children and their parents.

The educational process is carried out by friendly and children-prepossessing pedagogues and specialists having a professional qualification complying with the specific activity, with proved achievements in the relevant cultural and educational area and also having the skills required for working with the children.

The EPI directors, pedagogical teams and the trainees themselves try to maintain in a good order, to refurbish and to enrich the material base available and to create increasingly better conditions for a full-value and progressive development. By importing warmth and cosiness into the rooms and halls, they make the workplace beautiful, pleasant, interesting and predisposing to creativity. The modern equipment and qualified teachers-provided EPI become a preferred place for the youth.

An ancient Bulgarian proverb states: One learns while living. This piece of wisdom is proved throughout the centuries by practice and life itself.

The informal education in Bulgaria has its own history and traditions. Bulgarian society, for which education has always been and is of exceptional importance, shows a great interest and accepts positively the increasingly various forms and manifestation of informal education as appearing and finding their favourable environment along with the development of democratic processes in Bulgaria.

The practice shows that the children, students and adults that have already “tasted” the informal education have not only a better realization but are still “tasting” its fruits throughout their lives, by sharing the impressions, the pleasure and the profit from the results achieved in their work, family and friends environments.

The informal education has its certain future in Bulgaria. We hope that by Bulgaria’s accession to EU, new opportunities will be opened for financing the education sector in general and the informal education in particular. The state carries out a consistent policy with respect to the overall education support (finance, resources, materials and equipment, methodology), to increasing the qualification of all citizens and the information about the possibilities of further financing. In this sense, we expect that financing will be increased as a part of the GDP.

We are sure and certain that the successful implementation of the National Program of Information and Communication Technologies that we are about to finalize and with the mass application and use of the Internet possibilities, the information flows will be significantly speeded-up and optimized between countries, structures and people. The modern technologies have already changed the world.

## NON-FORMAL AND INFORMAL EDUCATION IN EUROPE

Our country traditionally has and maintains international contacts and develops international activities in the area of education and culture.

Bulgaria is represented in the European Association of Institutions of Children's and Youth's Leisure (EAICY) by National Palace of Children, the Director of which is a member of the Presidium of the organization and by the United Complex of Children in the city of Plovdiv. We anticipate that Bulgarian Association of Children and Youth (BAICY) will become an associated member of EAICY as soon as possible.

Bulgaria has a number of things to borrow from the experience of the other countries in working with the children and the youth. The steps are clear:

- To intensify the work in pedagogical forms primarily developing youth's competences for civil behaviour.
- To make a change to the National Education Act in compliance with European documents for informal education.

We, adults, owe this to our children. Our society is able to and ready to. Only the will remain to have it to happen.

National Palace of Children takes a central place in the informal education system in Bulgaria. It is the largest and most prestigious institution in Bulgaria for additional education, full-value and useful engagement of children's and youth's leisure and for preventive work with young people. The palace is the only and unique unit of MES of national importance that offers all-year various and attractive activities in all cultural and educational areas by providing suitable conditions for obtaining the necessary skills and competences for youth people's successful realization and the adoption of European standards of education, work and life.

In more than 40 unique pedagogical forms in four main directions (science, technics and technologies; arts; sports and tourism; Lyuboznayko Pedagogical School) are developed entertainment and useful activities for children, students and their parents, by complying with their desires, interests, preferences and free time.

National Palace of Children methodically assists and coordinates the activities of the extra-scholastic pedagogical institutions across the country – Centers for working with children, Centers for students' technical and scientific creation, United and Municipal Children's complexes, National Observatories of Astronomy with a Planetarium.

It is the main coordinator of the National Calendar initiatives for out-of-school activities of Ministry of Education and Science according which about 60 complex national and international events are carried out in the area of science, technical engineering and technologies, ecology and environmental management, civil education, all types of arts, traffic safety, sports and tourism – competitions, festivals, forums, round tables, exhibitions, open-air exhibitions and many others. It is the main organizer and host of a significant number of them.

LITHUANIA	UKRAINE
GERMANY	SPAIN
FRANCE	SLOVAKIA
CZECH REPUBLIC	RUSSIA
<b>BULGARIA</b>	POLAND
BELGIUM	NETHERLANDS
BELARUS	MOLDOVA

During last years the National Palace of Children trainees, teachers and employees successfully implement a number of projects assisting the activities and the initiatives in the area of science and technics, ecology and environmental management, the arts and sports.

The most significant amongst them are dedicated to the National Palace of Children 55th anniversary. Such are:

- **I WOULD DO ANYTHING FOR CHILDREN** – under the patronage of Mr. Georgi Parvanov, President of Republic of Bulgaria – joint initiatives of the NPC trainees with the children from the houses for parent-less children bringing-up and education, for every child's talent development;
- **55 YEARS OF A DREAM PALACE** – under the patronage of Minister of Education and Science – National Palace of Children meets its 55<sup>th</sup> anniversary with a palette of events by children and for children;
- **I-LEISURE / INTERNET-LEISURE** – A NPC network collaboration with the municipal extra-scholastic pedagogical institutions for children's and youth's leisure;
- **BAICY – BULGARIAN ASSOCIATION OF INSTITUTIONS FOR CHILDREN AND YOUTH** – establishment of a national network of Bulgarian institutions for children and youth, an associated member of European Association of Children's and Youth's Leisure (EAICY);
- **UNOC – UNITED NATIONS ORGANIZATION OF CHILDREN;**
- **LET'S SUPPORT BULGARIAN CHILDREN'S TALENTS** – a national campaign for finding and developing non-standard skills manifested by children at calamities, disasters and catastrophes.

Our country has a unique experience in the informal education area. We are able to use, popularize and share this experience, to create and develop successful young people and to introduce an elegant way the child into adults' world in.

*Tatyana Doseva*  
– Methodology Specialist at  
National Palace of Children

*Tanya Zhelyazkova*  
– director of National Palace of Children  
and member of presidium EAICY

LITHUANIA	UKRAINE
GERMANY	SPAIN
FRANCE	SLOVAKIA
CZECH REPUBLIC	RUSSIA
BULGARIA	POLAND
BELGIUM	NETHERLANDS
BELARUS	MOLDOVA



# CZECH REPUBLIC

BELARUS	BELGIUM	BULGARIA	CZECH REPUBLIC	FRANCE	GERMANY	LITHUANIA
MOLDOVA	NETHERLANDS	POLAND	RUSSIA	SLOVAKIA	SPAIN	UKRAINE



# Non-formal and Informal Education in Czech Republic

*Otakar Jira*

## Terminology

Nowadays the following terms are used in the pedagogic: formal, non-formal and informal education. The first term – formal education – is the term for activities which are hold at schools and specialized educational institutions provided and supported by government. Formal education is ranged from primary to higher education and is confirmed by the certificate. Non-formal education means that the knowledge and skills were gained not in the educational institution but on the base of everyday contacts and experience with family, working and educational environment, friends, groups of fellows of the same age, mass media and so on. Informal education is the purposeful and structured activity out of formal education and is performed with the voluntarily chosen activities in amateur art clubs, sport teams etc. with the groups of other children and young people.

In the legislative acts of the Czech Republic formal and in some way non-formal education are protected on one hand by the Law of Education which is valid from the 1 January this year and on the other hand by Resolution of Ministry of Education, Youth and Sports, about the education of interest, which as a legislative act clarify some decisions of abovementioned law.

The essential point of the discussed question is the fact that participants of the education of interest are children, pupils and students of the mentioned schools and educational institutions as well as teachers, legal representatives of non-

LITHUANIA

UKRAINE

GERMANY

SPAIN

FRANCE

SLOVAKIA

CZECH REPUBLIC

RUSSIA

BULGARIA

POLAND

BELGIUM

NETHERLANDS

BELARUS

MOLDOVA

adults and other individuals, in short, all those who take part in organised activities in their free time.

First of all education of interest is possible to realize in the following forms:

- irregular educational, teaching, thematic activities (in free time) in the place where the juridical person is working and which is referred to the activities of the institutions of the informal education,
- regular pedagogical and teaching activities as well as activities of interest (which is the constituent part of this or that juridical person's destination),
- organisation of camps and other activities of interest are held not in the place of regular ones,
- educative activities,
- work with individuals and first of all the creating of conditions for the development of children's and youth's talents,
- using of offers for spontaneous activities.

According to the education of interest the 3 types of educational institutions were set up:

- the centre of the free time activities orientated on different fields of the education of interest including methodical, qualified and, in the case of necessity, financial support for the members,
- the club, offering the education for pupils of one or several schools (mostly for the higher forms),
- extended-day group which is organising the education of interest and first of all for the members who are registered for the daily attending (mostly for the juniors).

### The past

The Czech system of education took up the questions of free time of the children and young people in the second part of the XX century. Before the World War II the activities of volunteer subdivisions of children and youth (e.g. the scout movement) or adults and youths (e.g. "Falcon") were under the focus. In the beginning of the 50s of the last century this situation was developed on the base of monopolized approach to the unitary unification of children and youth according to the state-political regulation.

At the same time the specific institutions were appearing (based on the educational institutions) which showed preference to the voluntariness and interests of their members (in comparison with the abovementioned tendency of political and educational actions of the united children and youth organization). But even these institutions were subordinated to the state-political regulation. Social changes in the end of the 90s have changed the point of view about the pedagogical practice, for example, the official point of view about the pedagogic of free

time, that led to the pluralism of ways of activities. At the same time the Czech pedagogic theory has started to take up the question of differentiation of some subjects and then the terminology questions.

While solving the abovementioned questions the institutions of free time activities (according to the standards of the educational institution and the others), volunteer organizations and other institutions concerning about free time activities if children and youth (including the profit organizations) try to influence more clients, to raise their interest in this field and therefore pedagogic efficiency of their own activities. All these efforts are based first of all on the principles of social pedagogic, pedagogical psychology, pedagogic of free time and pedagogic of emotional experience or adventuretherapy.

### Current situation

The problems of children and young people on the state level are solved in the document “Conception of the state policy about children and youth till 2007”. We are speaking about the document of continuous performance on the base of which the state politics about children and young people is carried out. The main principles and starting points of the state policy are the responsibility of the government for the creating of the proper environment for development of the new generation (young people up to 26 years old) and the performance of tasks, which the government must perform as well as the responsibility of the family and the individuals according to their age. The influence of the government on the youth mostly concerns support and protection. Moreover the conception of state policy about children and youth is based on the materials of European youth form (Brussel, 2001).

According to this materials the abovementioned conception responds to the following criterion:

- support of education and teaching out of formal (official) educational system,
- support of the development of teaching animated cartoon artists to work with children and youth in non-profitable institutions,
- providing with legislation,
- providing with budget to support youth’s initiatives and organizations of children and young people,
- informational strategy towards children and youth,
- introduction of the conception on all levels of state administration,
- analysis of status of the children and youth,
- support of children’s participation in social life,
- cooperation of central state institutions and advising on the partnership on all levels of public administration,
- support of innovation and creative work.

LITHUANIA	UKRAINE
GERMANY	SPAIN
FRANCE	SLOVAKIA
CZECH REPUBLIC	RUSSIA
BULGARIA	POLAND
BELGIUM	NETHERLANDS
BELARUS	MOLDOVA

At the same time with these tendencies free time activities are also controlled (including the after-school education). The Ministry of Education, Youth and Sports is one of the main guarantor of education in free time. Nevertheless the other departments of state administration and their ministries take part in the organization of free time of children and youth. But it is worth to note that these problems are out of policy interests and is often used only for election campaign of regional political subject. Even civil community does not take these problems as basic and it results out of reserches and monitoring which arer mentioned below. The policy of mass media just starts and does not influence sufficiently on this area.

Financial situation is connected with the structure of the state budget where this area is quite marginal. And first of all regional and municipal administration influence on the organization of free time on the level of public administration (except The Ministry of Education, Youth and Sports). Centralized report on the subsidy of regional and municipal administration is not worked out. The Ministry of Education, Youth and Sports regular announces different programmes of state support for non-profit organizations working with children. 365 not nationalized and non-profit organizations working with children and youth with 510 investment and non-investment projects declared their participation. These projects are divided into state, regional and local depending on the sphere of activity.

Therefore we can state that financing is carried out mostly by so called “state branch” where few amounts of donation are granted by sponsors from different spheres of society. And certain amount of finance is received from economic activities of some organizations.

It is difficult to say how many institutions exactly deal with so called educational activities in out-of-school hours in the Czech Republic. Except official educational institutions there are a lot of them which are not officially registered. Speaking about formal educational institutions we can list the following figures according to the information of the year 2004:

In the sphere of education of interest (see above) there are 294 centres of free time activities, 398 school clubs and 3,709 extended-day groups at schools. The following amount of children visit these institutions: 224,065 children regular visit centres of free time activites and 322,000 children took part in disposable events in 2004. 33,005 children regular visit school clubs and 204,317 children are in extended-day groups. The amount of members in not nationalized organizations of the whole country is not registered.

In general 9,915 employees work with children (there are 7,040 teachers in groups of extended-day, 1,140 teachers at the school clubs and 1,735 employees in the centres of free time activites; notes: only professional employees are indicated here, that is  $\frac{1}{3}$  of all adults, except them there are paid members of part time staff and volunteers).

LITHUANIA	UKRAINE
GERMANY	SPAIN
FRANCE	SLOVAKIA
CZECH REPUBLIC	RUSSIA
BULGARIA	POLAND
BELGIUM	NETHERLANDS
BELARUS	MOLDOVA



LITHUANIA	UKRAINE
GERMANY	SPAIN
FRANCE	SLOVAKIA
CZECH REPUBLIC	RUSSIA
BULGARIA	POLAND
BELGIUM	NETHERLANDS
BELARUS	MOLDOVA

the finance support from the government that allows children and young people to take part in paid activities or free time activities that do not depend on the social status of clients.

According to the orientation of the organization the adequate methods are used. All organizations use traditional methods (and here we speak about herbat methods about organizing of free time activities) and at the same time they aim at the latest or experimental methods (especially in the field of non-formal education). As it is impossible to generalize the ways of usage so the educational institutions are having freedom in this field.

Children's preference of one of the activities is the way to express their interests and demands (see figures above). The decision of children is always limited with the decision of parents (which is connected with their own understanding of the situation, taking into account the wishes of children and the economical status of parents). Currently organizations are mainly orientated on demand. Supply is defined by means of the institutions or by the use of mentioned above researches.

For the effectiveness of the whole process that we are talking about is international partnership which supplies the usage of the European projects and the participation in their realization as well as activity within EAICY.

### The future

Speaking about the future we have to mention what was said before. Educational activities in out-of-school hours will be controlled by the state bodies in the future and its place in the state policy will correspond not only to the needs of content but the economical possibilities of the government. By the way it is very difficult to predict these possibilities. In the nearest future they will be limited with the possibilities and plans of the European Union as well. Taking into consideration current problems in approving the budget of the European Union, it is impossible to identify exactly the financial criterias and possibilities of the educational activities in out-of-school hours.

The situation of children in the society and the satisfaction of their needs influence the state policy in this field and in our opinion the importance of that problem will be limited in the future and mostly because of the economical situation in the country. The government keeps up with the needs of the children and young people which are the subject for studies of both individuals and state institutions as NIDM (National Institute of Children and Youth).



LITHUANIA

GERMANY

FRANCE

CZECH REPUBLIC

BULGARIA

BELGIUM

BELARUS

UKRAINE

SPAIN

SLOVAKIA

RUSSIA

POLAND

NETHERLANDS

MOLDOVA

# FRANCE



# Informal and Non-formal Education in France

*Gérard A. Castellani*

## The law and its application

Following the tradition of education in this country, the French law states that the family (and initially the father of the family) is the sole body responsible for the education of children<sup>1)</sup>. It hence distinguishes between informal education (within the family) and formal education (within the school system). It is for this reason that Jules Ferry, who was responsible for the modern French primary school system, wrote to teachers on 17 November 1886: *You are the assistant, and in some ways, replace the father of the family*. Why an assistant? The answer is that nothing prevents families educating their children themselves, and that the public school system is only one of three possible choices (even if this choice is predominant), and the role of the teacher is indeed, in this case, to replace the parents in the formal teaching part of education.

Formal education, which is carried out mostly in public schools, and for one child in five at a private school, is thus neither in spirit nor according to the law the essential element of education. This was confirmed a century after Jules Ferry's letter, by the first paragraph of a inter-ministerial paper dated 9 July

<sup>1)</sup> *The spouses together assume the moral and material aspects of the family, they are also responsible for the education of their children, and prepare their future* (Article 213 of the civil code).

LITHUANIA	GERMANY	FRANCE	CZECH REPUBLIC	BULGARIA	BELGIUM	BELARUS
UKRAINE	SPAIN	SLOVAKIA	RUSSIA	POLAND	NETHERLANDS	MOLDOVA

1998<sup>2)</sup>, on the organisation of the timetable and the child's different activities which states that: *The way which a child uses his time outside the classroom is important for his success at school, for the development of his character and to learn how to be an active member of society.* The text continues: *It is therefore important to organise his time, so as to promote a rounded development, particularly for those children who have less access to cultural activities.*

### Against being scolocentrique, or too focused on the educational system

This term (and the text which follows it) encourages all those who tend to give the school system an almost exclusive role in overall education – and the vast majority of public opinion believes this – to question whether this “scolocentrique” focus is really legitimate. In fact, this focus means that too many adults only see the pupil, and not the child, and that the different educational institutions often only consider parents in the role of parents of students. Indeed, parents often end up by adopting this role themselves and mistakenly say such things as one mother did as she addressed a teacher: “Sir, I’ve come to see you because I have a *pupil* in your class” ... An Education Minister also committed this same error when he said on the radio in May 2005, that parents should send their students to school on Pentecost Monday. Finally, in France the different non-formal and informal activities are defined in relation to school, since we talk of *périscolaires*, or within school, and *extrascolaires*, or outside the official school timetable. This clearly shows that we are talking about second-rate activities, and that the really important activities are the educational activities. At the very most the extra-curriculum activities can be complementary to the school system.

What do the terms “*périscolaire*” and “*extrascolaire*” mean in France? The official text issued in 1998, which was earlier referred to, tried to define them as follows:

- “*périscolaire*”, is the time just before or after school, i.e.: the time during the journey to school, or whilst waiting for lessons to begin, the dinner break, between lessons, supervised homework, school tutorship, sports and cultural activities, Wednesday afternoons;
- “*extrascolaire*” means the evenings, Wednesdays if there is no school, weekends and holidays.

2) Official text n°98–144 concerning the establishment of the local education contract and *périscolaires* activities, which was signed by four Ministers: the Schools Minister, the Youth and Sports Minister, the Culture and Communications Minister, and the Minister in charge of towns. This text was sent to the *préfets*, or administrators of the different regions, to the Rectors and educational inspectors of the Educational Academies, and to the directors of the regional offices of the Education Ministry.

LITHUANIA	UKRAINE
GERMANY	SPAIN
FRANCE	SLOVAKIA
CZECH REPUBLIC	RUSSIA
BULGARIA	POLAND
BELGIUM	NETHERLANDS
BELARUS	MOLDOVA



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The “périscolaire” and the “extrascolaire” activities cannot be included respectively in the fields of non-formal and informal education, and so in the following section the two fields are equally included.

### A wide-range of activities outside school hours

There are many different types of activities available to children outside school hours, organised by different bodies and funded in different ways:

- **Different timings:** pre-school reception in the mornings, during the lunch break, after school, on Wednesdays, on Saturdays, during weekends, and half-term breaks and the long holidays. In fact there are different formulas available to look after children and young people just about all the time.
- **Different lengths:** ranging from one-hour workshops to three week trips during the summer holidays, or weekend activities or day clubs.
- **Different activities:** after-school clubs, help with homework, sports, cultural activities, scientific work...
- **Different organisers:** State bodies (Education Ministry, Youth and Sports Ministry, social welfare groups, local towns) various regional bodies (regions, departments, local communes, and groups of different towns and villages), public institutions (family allowance organisations...), clubs, community and youth groups. Some of these structures are permanent, such as a youth club, or a cultural group, or social welfare organisation and others are temporary (holiday centre based in a school).
- **Different possibilities to enrol in activities:** ranging from those which are free to others which are expensive, and thus are a dissuasive element for some families, to those with varying prices based on family income and symbolic subscriptions. For some activities you pay for each session, for others it may be free (such as for social centres) or you may have to go through a selection procedure (for the Music Conservatory, or arts and crafts), or else you may have to be actively involved, such as for youth groups.
- **Different bodies behind the initiative to set something up:** this could come from the State, through local educational contracts, or schools (Ecole ouverte<sup>3)</sup>, or Open School), or a public organisation (with special contracts), from a (profit-making) club, from a local community project, from

<sup>3)</sup> The “école ouverte”, or open school, involves a school head teacher and teachers deciding to open a “collège” or secondary school, or a technical school during the holidays to offer students not just educational activities such as make-up classes in certain subjects, but also more “fun” activities such as computers, gym, videos, theatre, or different workshops, depending on the school facilities. The teachers or other partners involved in the project organise the activities.

## NON-FORMAL AND INFORMAL EDUCATION IN EUROPE

young people themselves, but rarely from parents (whereas for young children, they are sometimes involved in creches run by the parents).

- **Different partners:** in some places, activities are organised around the school, elsewhere, the families are very involved, and in other places things are done independently of both the school and parents.

### What place is there for non-formal and informal education?

Nowadays both psychologists and educators agree on the importance in allowing children and young people to have time to dream, and to have time to do nothing, and everything is available so that a child or young person can be integrated into an educational structure. There is a particular effort made to help prevent children no longer achieving in secondary school (d crochage scolaire<sup>4</sup>), or to help those young people who dropped out of school early reintegrate the educational system<sup>5</sup>. One can see here both the fears of society facing youth which it has not managed to channel in the right direction, and the fears of a school system, where formal education is meant to be complementary to the family, which instead of building on the family (as it wishes), offers young people another project which is so different from the family's project that it is difficult to avoid a rupture.

Nevertheless, the different possibilities available for outside school activities are extremely rich and there is a real willingness from the various organising bodies and families to link up all these activities. Unfortunately, the wide-scale reductions in budgets for the different bodies involved and the uncertainty they face over whether funds exist to pay their staff, and provide allowances for volunteers, as well as funding the different training organisations, all limit their programme plans and their official positions.

*G rard A. Castellani*  
CEMEA Administrator

<sup>4</sup>) In particular the "dispositifs relais" or follow-up system, which education movements such as CEMEA are involved in, and the educators working in the field of legal protection of young people.

<sup>5</sup>) This is true for some experimental bodies "for a Second Chance" with which CEMEA is sometimes involved.

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# GERMANY



# Non-Formal and Informal Education in Germany

*Klaus Winkler*

## Terminology

As distinguished from education provided in schools, we speak about informal or non-formal education when skills, abilities, knowledge and competencies are acquired outside school. The notion “outside-school education” can also be used here.

The school can be defined as an institution that provides formal education.

The explanation may seem too simple considering the variety of school types in Germany, but the definition can be used as a basic understanding and operating tool in discussion about informal education.

## Informal Education History

Formal education already exists with the institution of school only a few hundreds years in Germany unlike informal education. In German federal states, schools were set up for all segments of population only some 200–250 years ago. The need for them arose with growing industrialization that required a larger part of population to be educated; and they appeared after the introduction of compulsory education.

It was necessary to make basic cultural techniques such as reading, writing and calculating available for all segments of population.

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This shows that informal education has long been an essential tool of acquiring knowledge and skills. At all times, people had to learn how to produce goods, get food, build housing and make clothes in order just to exist. Family, relatives, as well as social environment, were the main providers of informal education.

In addition, social competencies, cultural abilities and values were developed in these social structures.

Increasing mobility and expanding communications opportunities have been contributing to the steady and continuous development of informal education.

Organizations and institutions have developed in the field of informal education, which have committed themselves to providing informal education as outside-school education.

In Germany, those are unions, youth organizations and associations.

The institutions devote themselves to tasks such as prevention, integration and social orientation. Another top priority of the institutions is providing young people with leisure time opportunities, which have become an important part of informal education.

### The current situation with informal education

The current situation can be revealed with the help of two issues discussed by Germany's public.

The public discussion focuses on the declared reforms that concern basically the Germany's economic policy and social policy in particular.

All main political parties that enter now a "grand coalition" emphasize the need for radical changes in the social policy. The trimming of Germany's social state and cuts in social services are already underway and it seems to be a foregone conclusion that the policy aimed against social welfare will continue.

Another key focus of Germany's open discussion is education.

The education policy in federal states was largely shaped after the publication of a report on the Program for International Student Assessment (PISA), an international student achievement survey.

In Germany, where school assessment techniques were poor, the survey sparked a vigorous discussion about the need for an education reform and causes of such a notable deficit in school education.

Both issues are of a great importance for children and youth leisure time activities and hence informal education.

The declared big and painful cuts in social spending may have a particularly strong impact on children and youth support in the long run. Under Germany's law on children and youth welfare services, local youth affairs offices in federal states, districts and cities are in charge of children and youth activities. It is these local agencies that have been complaining for years over an increasing shortage of funds. Cuts in spending on children and youth support in the field of leisure time activities is a very topical issue.

## NON-FORMAL AND INFORMAL EDUCATION IN EUROPE

The fact that the law on children and youth welfare says about the objectives of children and youth support in a very general manner aggravates the situation.

It mentions in particular the education of young people in the political and cultural aspect and opportunities in the area of science and technology, and international youth work. Regulations governing financial assistance or the support of these opportunities are missing altogether. Under the law, local agencies are responsible for this, which decide the matter in accordance with their possibilities. The scope of such decision-making is too large and naturally, spending on children and youth activities is very often cut because of the mentioned financial problems in cities and districts.

In the Free State of Saxony, the support of children and youth activities is regulated by the federal state's authorities, in particular, through youth allowances.

This financial support of the federal state authorities means however that the city or district youth affairs offices should provide additional funds.

The additional funding normally accounts for 50 percent of a total amount earmarked for children and youth activities.

When the cities or districts have no opportunity to find finances for the purpose, this support never comes.

There is another problem closely related to youth allowances.

Since the youth allowance support is about the support of a certain number of young people in the city or the district, the population reduction caused by falling birth rates has apparent fatal consequences for children and youth activities.

As labor-related costs for social workers at leisure institutions and youth clubs remain the same at large, while the rent, materials cost, power and other support charges increase, the associations that are not able any more to settle balances run into financial difficulties.

Here it is necessary to look at the PISA survey.

With a great interest, institutions involved in children and youth activities follow the discussion about the outcome of the PISA survey.

The survey revealed that student achievements in Germany depend on social and economic factors. Children from socially disadvantaged families show a notably poorer performance at school.

A very heated discussion began in the entire Germany over what conclusions should be drawn from the survey. A noteworthy thing was above all the "discovery of leisure" as an important education tool by the German school and education policy.

As a result of this debate, all-day schools were set up across Germany. In our opinion, the move testifies one again to a very narrow vision of the education policy and also upbringing methods.

There is a great risk that leisure time will turn into a school-sort activity and the school will become a "storage place" for children and youth following classes.

The youth work opportunities supplied by associations that already worked as independent youth support institutions played little or no role in shaping the official school policy.

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Moreover, education is becoming a formal thing and the sole concern of schools. Naturally, we welcome increased learning opportunities after classes. But we must be impartial over the general and social nature of education. School is not the not the only place where knowledge is provided and where skills and abilities are developed.

Comprehensive education implies school learning, namely, formal education, as well as informal learning in leisure time.

If we neglect just one of the two education forms, we will “program” education shortage.

That’s why associations and organizations that actively work in the sphere of youth support should be given more attention and support as the case was before.

The children and youth activities offered by these independent youth support institutions have a great potential for informal education, which, in particular, includes the development of social competencies, creative skills or certain practical skills. Informal education complements formal education in a comprehensive way.

In this regard, the School Youth Work project, which is currently carried out in various schools in Saxony by way of experiment, should be seen as a positive sign.

The project envisages the cooperation between schools and independent youth work institutions in developing leisure time opportunities for children and young people.

### Informal Education

Because of a big number of independent organizations involved in youth work it is very difficult to give a complete overview of various opportunities they offer. Some associations are highly specialized and offer informal education opportunities for a limited number of interest circles.

They offer young people the opportunity to be involved either in art- and culture-related facilities or the science and technology sphere.

The leisure time centers and youth clubs of my organizations, Kindervereinigung, address a much wider range of interests. These institutions are designed as a place for open meetings and offer a free room for leisure time. It means that they meet the interests of all children and young people, providing an opportunity to go in for sports or play games in leisure time. At the same time, our institutions offer various activities of a more profound nature, including those in the cultural, and science and technology spheres.

Our key priority is to create conditions for the development of social competencies. We offer a free room for leisure time, targeting initially at very plain interests. At the same time, we encourage more profound activities in which we want to arouse interest. In particular, we have advisory councils or club councils that represent the interests of children and young people in leisure time centers.

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CZECH REPUBLIC	RUSSIA
BULGARIA	POLAND
BELGIUM	NETHERLANDS
BELARUS	MOLDOVA

## NON-FORMAL AND INFORMAL EDUCATION IN EUROPE

On the initiative of these advisory councils, specific projects are implemented in cooperation with youth workers, which also meet children's interests.

We concentrate main efforts into the development of social competencies and the integration of children and young people and only then into the development of additional informal education opportunities.

### Informal Education Future

In the context of big changes that are taking place across the world because of globalization, informal education is apparently becoming increasingly important.

Modernization requires solid knowledge base already today and schools have the task of preparing children and young people not only for life-long learning after and outside schools but also in the area of informal education.

People need to be flexible, have good knowledge and good learning abilities to cope with constantly changing activities during their professional career.

In this regard, children and youth support should address completely new tasks. Demand in informal education is increasing and should be reflected in leisure time opportunities for children and young people. In short, youth work institutions should realize deeper that they are performing an educational function and develop new ways, new informal education and learning opportunities.

Cooperation between schools and independent youth work institutions is needed. There is some between particular organizations already today but the practice is very occasional and uncommon. Both schools and leisure time centers can profit from such cooperation, but they should not question the operation and methods of the other partner. Socially oriented work with youths that offers special informal education opportunities will always differ from school learning. Schools and leisure time centers both can contribute to the development of children and young people.

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BELGIUM	NETHERLANDS
BELARUS	MOLDOVA

# LITHUANIA



# Non-formal Education in Lithuania

*Neringa Zautraite*  
*Dalia Navikiene*

## Terminology

The main concept of non-formal education was approved by the law on education of the Republic of Lithuania in 2003. Non-formal education is an integral part of formal and informal education ensuring that children, young people and adults acquire and maintain skills, abilities and dispositions needed to adapt to the continuously changing environment. According to this concept, non-formal education provides various programs: activities of music, art, sports, dance, work and summer camps, different meetings, recruit volunteers, cultural festivals, national and international projects, etc. The purpose of these programs is to fulfill children and youth's educational needs, improve qualification and acquire additional competences.

It is important to mention that in 1996 the Seimas (Parliament) of the Republic of Lithuania adopted the State Youth Policy Concept. In this concept we could find another description of non-formal education. The purpose of non-formal education for youth is to educate intelligent persons, capable of responsible and creative resolution of their problems and active participation in public life, as well as to develop social competencies of young people. Non-formal education for youth is carried out by youth organizations, other legal and natural persons. Youth non-formal education programs and projects must conform to the principles of the implementation of youth policy.

## The past

Before the new education enactment in 2003 the concept of extra-school education was used. It was more oriented to thoughtful leisure time and occupying children after school. From the state point of view the biggest attention was paid to the amount of children taking up extra-school education rather than to the contents of activities.

Nowadays there is no concept left of extra-school education concept in the law on education. The law on education defines the concept of non-formal education; the programs and contents of non-formal education are chosen by non-formal education institutions.

The use of new concept made the institutions, organizing extra-school education, review the activities content orienting to the training of competences.

## The current situation

Both politicians and society speak about the importance of non-formal education in Lithuania with difficulties because this concept is new. Even the institutions, organizing non-formal education, do not perfectly realize what the result of non-formal education is, what the pedagogue's aims are in training of children's competencies, and what the use of these competencies will be for children in the future.

The reform of non-formal education realization has still been running because it is important to prepare the documents, regulating the realization of non-formal education, financial support, system of competences recognition gained in non-formal education.

It should be noted that at the present moment the conception of non-formal education is being prepared. The conception consists of the review of situation, general guidelines, non-formal education concept, purposes, tasks, non-formal education object, principles, gained competences, the influence of non-formal education on a person, on society, its result, non-formal education system, non-formal education organization for children, non-formal education teacher, financial support, realization of the conception of non-formal education.

When speaking about the influence of separate institutions on politicians, the implementation of non-formal education mostly depends on the activity and determination of these institutions. Lithuanian Youth and Children Center and Association of Lithuanian Youth Leisure Time Organizers successfully organize various conferences, seminars both for politicians and persons taking decisions in the Ministry of Education and Science of the Republic of Lithuania and in municipalities in order to educate as well as to reveal the importance of non-formal education, its use for the person and society.



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FRANCE	SLOVAKIA
CZECH REPUBLIC	RUSSIA
BULGARIA	POLAND
BELGIUM	NETHERLANDS
BELARUS	MOLDOVA

For example Lithuanian children and youth center and Lithuanian association of youth leisure time organizers resort to initiate changes in educational policy in non-formal education field. In December of 2004 and May of 2005 they organized two national conferences with the purpose to invite all responsible departments and offices of non-formal education from various Lithuanian districts and municipalities, for the reason to set up the main problems in non-formal educational system and to find the solutions of the resolving problems.

**Research.** There was no research of non-formal education carried out in Lithuania at the national level. Two years ago Lithuanian children and youth center did research in the city of Vilnius in order to clarify, what activities are interesting for children, what the parents' position regarding the children's occupation is.

One should say that the concept of non-formal education was not mentioned in the research. It is difficult to foresee how the society will understand this concept, because even the people directly working with non-formal education have not found out what it is. According to the results of this research Lithuanian children and youth center give more various and attractive activities of non-formal education to children.

It is indicated in the strategic plans that Lithuanian children and youth center, cooperating with Association of Lithuanian Youth Leisure Time Organizers, is planning to carry out the research of non-formal education at the national level.

**Media.** Non-formal education institutions, understanding great media influence on the society, try to involve media which could help people understand what non-formal education is. Also, media representatives are invited to various public events, conferences, which are dedicated to solve the problems and issues concerning non-formal education. Media provides the society with the facts on the activities and results of non-education institutions that are interesting only for representatives of daily newspapers, television, radio.

Every week Lithuanian children and youth center prepares report about activities, events, projects, trainings, seminars for the media. Nowadays these reports get much more attention than the ones a year ago. There are more reports on the internet, on TV, radio, etc.

**Finance.** These days non-formal education institutions are financed in two ways. Those institutions, which belong to the Ministry of Education and Science of the Republic of Lithuania, get a part of the budget directly from the Ministry of Education and Science of the Republic of Lithuania. The institutions, which belong to municipalities, get financing from them. In order to realize special programs there are some competitions announced (programs of children and youth socialization, programs of focused occupation of children, programs of prevention from drug addiction, summer recreation programs, etc.).

Usually the initiator of these programs is the Ministry of Education and Science of the Republic of Lithuania, which collaborates with other social partners

## NON-FORMAL AND INFORMAL EDUCATION IN EUROPE

(the municipalities of civic area, the Ministry of Social Security and Labour, non-formal education institutions).

Although non-formal education is an equivalent part of education, parents have to pay for leisure time activities. The Ministry of Education and Science finances only a half of this education. Hopefully the financial situation of non-formal education is going to be improved in the future as soon as the conception of non-formal education is approved. This conception declares that financing is implemented according to the principle “Money after schoolchild”. It means that the institutions organizing non-formal education get financing from the state and municipalities budget.

**Structure.** When we talk about institutions, which provide non-formal education in Lithuania, we could notice that there are two types of institutions: governmental institutions (Youth centers, secondary schools and others) and non-governmental institutions (Youth organizations, associations, public organizations and others).

During the school year of 2003–2004 there were:

- 19 – governmental non-formal education institutions in Lithuania,
- 43 – non-governmental non-formal education institutions,
- 271 – non-formal education institutions in municipalities.

During the school year of 2003/2004 over 110,000 children and youth attended the institutions mentioned.

Participants of non-formal education programs during the school year of 2003/2004:

<b>Program direction</b>	<b>Number of participants</b>
Music	28,873
Art	11,541
Choreography	6,334
Theatre	1,429
Sport	2,375
Technical	3,219
Tourism	1,868
Ecology, nature	19,634
Road safety	20,463
Informative technology	974
Saturday (Sunday) schools	127
Other activities	16,026
	<b>112,863</b>

During the school year of 2003–2004 5,358 pedagogues were working according to non-formal education programs. Non-formal education is designed with expectation to improve a range of skills and competencies such as communication, team work, self-confidence, responsibility, problem solution, planning organization.

Also, there is Association of Lithuanian Youth leisure time organizers (LVJLOA) in Lithuania. Today Association unites the individuals working in the different areas of children free time activities organizing culture and creation, sports, tourism, scouts' centers, information and communication technologies, recreation activities, etc. The members belong to the network of governmental and/or private institutions in every administrative region of Lithuania.

As the association is a member of the international organizations like European association for leisure time institution of children and youth (EAICY) and International Federation of CEMEA, it initiates and produces different projects, related to the occupation in their free time, increasing motivation to be active in the community life, bringing out the individual strengths for the future self-dependence.

What is more, Association “Youth academy” organizes seminars and discussions for the managers working in non-formal education institutions, initiative youth workers and pedagogues designed to increase non-formal education service, cooperate in new methods promulgation for the youth education area.



## Content

All non-formal organizations are more or less interested in the development of the potentials of children and one of the main tasks is to offer social support for children with disabilities, orphans, etc. Also, these organizations use more and more non-traditional methods, means, games how to create good collaboration teams, how to prepare and participate in international project's, etc.

Through the involvement in non-formal education, children and youth get a chance to experiment and take on challenging responsibilities. They are able to develop their curiosity and enthusiasm, learn to work together and practice democratic decision-making and negotiation, which is an important step towards an active democratic citizenship.

Children usually can decide what kind of activity they want to choose but many parents choose some activities for their children themselves because they think that children can not decide on their own. The institutions, organizing non-formal education, do not have any methods how to reeducate these parents and explain that it is not useful for children.

## Future

In the future the model of “schoolchild basket” of non-formal education will give all institutions a possibility to compete for “clients”, which will stimulate a quality increase, perfection of non-formal education contents.

As Lithuania belongs to the European Union, the main aims and principals of education will have to meet the requirements of the legislation valid within the European Union like the Lisbon strategy, Resolution on lifelong learning, etc.

Later in the future, we expect that children gained some special competences and having a certificate of non-formal education excepted in Europe, will be able to enter the University, find a job and adapt in every country of Europe.

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MOLDOVA

# MOLDOVA



# Out-of-School (Extra-curricular) Education of Children in the Republic of Moldova

*Anatolie Carnauhov*

The main goal of the system of out-of-school (extra-curricular) education of children in the Republic of Moldova is to let children freely chose the area, type and place for their learning. The diversity of activities satisfying children's interests, learner-centred type of education aimed at increasing the students' motivation to learn and be creative, chance to choose a career early, their self-fulfilment are the factors that make this system effective and attractive.

Special role in the system of education in Moldova belongs to the out-of-school educational establishments. The first institution of this kind – Young Technicians Centre – was open in 1930s. It marked the creation of the state system of out-of-school education.

More Palaces and Houses of Pioneers, Young Technicians Centres, Young Lovers of Nature (Naturalists), Young Tourists Clubs (Scouts), and Community Clubs were open in 1940s and in after-war period.

Beginning from 1992 Moldova has started the process of re-organisation of the out-of school educational institutions. Under the difficult socio-economic conditions the system of extra-curricular education turned out to be very flexible – it has adapted itself to the market economy and now offers a vast range of educational services that create favourable conditions for the personal, professional and creative development of children. The system has different functions-educational, creative, socio-pedagogical, rehabilitating, compensating and preventive .

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BELARUS

MOLDOVA

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BELGIUM	NETHERLANDS
BELARUS	MOLDOVA

There are 546,000 students in the Republic of Moldova. More than 50,000 are actively engaged in out-of-school activities. They attend Art and Design, Ecology and Biology, Sport and Fitness, Scout and Ethnography clubs.

The out-of school educational establishments are Children's Palaces and Houses, Centres of Creativity for Children and Youngsters and different Sports Clubs. They carry out on multi-educational extracurricular programmes. Ecology and Biology, Scouting and Ethnography clubs, as well as Centres for Creativity in Science and Technology have the same goals.

In general the system of out-of-school education of children is very attractive not only for children of different age groups – preschool pupils through school leavers but for their parents and educators as well.

At present the system of out-of-school education of children works in the following areas:

- Art/design
- Science/engineering/technology
- Ecology/biology
- Sport/fitness
- Tourism/ethnography
- Civics/pedagogy

The republican Centre of Young Tourists (Scouts) opened in 1944 from the first days of its work has become the main organiser of walking tours and hikes throughout the country. More than 700 participants take part in “Winter Cup”, “Vertical”, “Relay race”, and other in hiking, mountaineering, and aquatic competitions.

Usually not less than 28 teams participate in Republican competitions on hiking and other public events.

In hard conditions of camp life with lack of most comfortable things children learn to respect their own and the other's labour, they learn to disrespect laziness and idleness.

Somehow some people view the children's hiking as leisure activity only. Many do not refer it to as a kind of labour education whereas it is a wonderful means of teaching children industry. The very preparation for the hike bears a great educational potential – children learn how to be organised, acquire life and job skills. Much attention is paid by leaders to teach children patriotism and honesty.

National Palace of Creativity for Children and Youngsters was open for young people in Moldova on September 25, 1940. Up to this day it is the most popular among children and parents out-of-school educational establishment in Moldova.

Because the artistic-aesthetic education is most popular. Under the present day ideological vacuum it is mainly through Art and its creative works that the

## NON-FORMAL AND INFORMAL EDUCATION IN EUROPE

older generation passes down its spiritual experience and bridges the gap. Out-of-school education teaches students real cross-cultural cooperation among all nations and nationalities living in Moldova. This feature of the out-of-school system of education makes it an important sector in the general system of education on the regional/city/republican level. Favourable conditions for studying Art created in schools, gymnasiums, lyceums and especially in schools specialising in Art, contributed to this. Forty-six out-of-school institutions (national craft centre, art workshops and studios, art schools) have excellent facilities for art education. They develop children's creativity, assist them in choosing the career, help children discover their identity and train them some job skills.

"Young Poets Contest", "Dance Competition", "Folklore Festival", "Choir Competition", etc have become a regular event in Moldova.

In 1976 the Republican Centre of Young Naturalists was open. Later, 32 more regional centres were set up. Children with great interest study nature and ecology there. The latter is very important for Moldova.

That is why the future of Moldova depends on the level of education of its children, their spiritual and physical development, and civic culture.

The Programme for the Development of Moldova till 2010, approved by the Ministry of education, Youth, and Sport has set goals, objectives and directions for the development, improvement and organisation of the system of education on a long term basis. The Programme is aimed at practical implementation of the strategic goals defined in the Constitution of the Republic of Moldova, "Law on Education" #547-XIII dd 21. 07. 1995, "Out-Of-School Education Concept", "Law on Youth" #279-XIV dd 11. 02. 1999, "Strategy for Youth".

The Government of the Republic of Moldova (May 7, 2005) approved the "Gifted Children" Programme. It envisages creation of distant-learning centres, holding of "Best Pupil" contest, different Olympiads and other competitions, publication of a special magazine dedicated to disseminating knowledge of students' projects and research.

Concrete measures undertaken by Moldova during the last years prove that it has laid foundations for the future development of out-of-school activities in the framework of general system of Education:

- Out-of-school education is equipped with scientific and methodological documentation according to its profile. More than 10 seminars and workshops were conducted on disseminating best practice activities and creating data and research bank.
- New curricula and guidelines on modern trend in education were designed and published.
- Out-of-school educational establishment staff took refreshment courses at In-Service Institute.
- New syllabi were designed.

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BELGIUM

NETHERLANDS

BELARUS

MOLDOVA

All the above mentioned has produced a positive effect on the out-of-school system of education of children.

During the last few years the system of out-of-school education has changed for the better: non-functional institutions have been closed, different types of establishments were united in big ones, the status of the out-of-school organisations has risen, many scientific and pedagogical researchers, parents and public were involved. The work in out-of-school institutions is based on learner-centred approach now.

Despite the success the system has it is just the beginning of the process. Real effective work is possible only when the requirements for the staff working with children are high, the participation of the public on one part and state on the other is large.

At present changing socio-economic conditions, collapsing of the past reality, only the system of out-of-school education remains a free social institute which can effectively solve the problems of children's development, general system of education, management of children's leisure time and help them in choosing the career.

The cooperation of the Centre for Creativity in Science-Engineering/Technology with other centres, local clubs and other public organisations in towns and villages in Moldova is based on research/engineering and leisure activities, which carry socio-forming and socio-pedagogical functions.

As a result of such activity students enrich their knowledge, acquire new skills and habits, get idea of what a progress in science and technology means and learn to lead healthy life. In order to have as many students as possible engaged in extra-curricular activities educators from Creativity Centres work at schools, lyceums and colleges.

The Centre has close ties with internats (special institutions) and specialized schools for children with disabilities. Specially designed programmes help such children successfully adapt themselves in society in future. They get job skills in technical design clubs and have possibilities to fully develop the potential they have.

The Centre for Creativity in Science Engineering and technology as other out-of-school educational establishments suffer the lack of funds as the funds allotted by the Government cannot cover all needs they have. That is why the other source of financing comes from its former students that head companies and businesses nowadays. There is another source where money comes from- students' works that have been sold to companies and help improve the technological process in their businesses. The problem of charging students fees was a matter of discussion at meetings of top management of such centres not once. No decision was made and it is up to centres themselves to decide whether they charge for their services or not.



Alongside with Ministry of Education, Youth and Sport out-of-school educational establishments there are local clubs and centres that are under local authorities jurisdiction. The names of such clubs often reflect their location. There are 54 community clubs in Chisinau Municipality. Children and parents are happy – children do not have to take a ride, as such clubs are usually only a walking distance from home. There are different hobby and study groups there – sports, tourism, art etc. Doors are open to every child but most welcomed are children with disabilities, single parent, those under police supervision and socially unprotected.

Changes in society have had their effect on the system on out-of-school education in Moldova. Public organisations and sport organisations that have appeared in the country lately have set up their own clubs. Sometimes they are private and membership in them is not free. Aero model club “Icar” in the city of Ghindesti has been open for 5 years. Children take up aircraft modelling and design. Members of the club are winners of different national air vehicle model competitions. Members of the club-children and parents who love this activity – have to pay fee.

In the future it is evident that out-of-school educational establishments no matter under whose jurisdiction they are should have one Centre that will coordinate and organize their work. All centres in the republic are interested in this.

There is a large and well-functioning system of creativity centres in Moldova. It is very effective, multi dimensional and growing in quality and quantity.

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UKRAINE	SPAIN	SLOVAKIA	RUSSIA	POLAND	NETHERLANDS	MOLDOVA

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GERMANY	SPAIN
FRANCE	SLOVAKIA
CZECH REPUBLIC	RUSSIA
BULGARIA	POLAND
BELGIUM	NETHERLANDS
BELARUS	MOLDOVA

Areas of interest of the students' creativity reflect the achievements in science and Technology and serve the interests of the national economy of Moldova: industrialisation of the country, introduction of new technologies in its agriculture, development of railroad and automotive transport, aviation, space exploration, etc. All this is the subject of students' research and projects. They are busy with design and improvement of different models, devices, air vehicles, robots, micro lathes, small-size agricultural machines and tools.

The main organisational and methodological centres of out-of-school science and technology activities are the Centres of Creativity in Science/Engineering and Technology for Students. There are 10 such centres in the republic. 2,670 students study and work in 178 groups there.

The history of the development of technical creativity in students dates back to 1937 when young technicians from Moldova for the first time took part in the exhibition of Technical creative works in Moscow. Children from Moldova presented glider and shil models, radios, seeding machines, movers, and tractor models.

Future engineer designers and inventors from Moldova at different "Young Technician for School" competitions in 1940s demonstrated a lot of interesting projects. Radio design has become very popular among children at that time.

Young boys and girls of that time dreamt of peaceful life with electricity and machines. They were implementing their dreams in their simple design products. Amateur radios helped Moldova in establishing its first system of communication at that time. Members of radio design and communication clubs were interested in studying Morse code and communication techniques. It was not long after that first automotive, sea and aero vehicle model clubs were open in Moldova. Soon the first glider/aeroplane model – R/C – competitions were held in Chisinau.

The first Republican Centre of Young Technicians (Centre for Creativity in Science/Engineering and Technology of Students of Moldova) was open in 1975. The centre coordinates and unites the work of all centres and clubs of this type in the republic.

Much attention in the system of extra-curricular activities is paid to the development of students' creativity in science and technology. With respect to other sectors in out-of-school activities it is evident that the advancement in Science and technology that determines the welfare of the state.

Creative activities in science and technology are very popular among the students. There are two aspects in the phenomenon – pedagogical and psychological. From the pedagogical point of view creative activities in science, engineering, and technology are meant to familiarise students with different kinds of technology and develop their capabilities and job skills in polytechnical education. From

## NON-FORMAL AND INFORMAL EDUCATION IN EUROPE

the psychological point of view children who take up technical modelling and design activities develop their creative abilities they may use in whatever job area they choose in the future. A child that comes to the creativity centre is free in his/her choice. Under the “parents + children” programme parents are encouraged to participate in the activities together with their children. In 93 out of 100 cases the children choose the activities, and only 7 follow their parents’ choice.

It has already become a tradition to held A National Spartakiad (Olympiad) in technical sports by the Centre For Creativity in Science, Engineering and Technology for Students of Moldova. Participants compete in aero/radio/rocket modelling, kite flying, carting and other competitions. In 2005 more than 1,500 children took part in them. Top places our students usually take is the result of the hard work of well-qualified, creative and talented staff of the Centre.

In 2005 the Centre celebrates its 30th anniversary. It has become the key education establishment in out-of-school creativity in science and technology sector. At present there are 1,140 students there who are actively engaged in 76 hobby groups.

The Centre helped lots of boys and girls to chose their life path. Many engineers, technicians, designers, inventors, and highly qualified workers, and professionals have started their career here.

The centre holds a National conference every year. More than 200 students with interesting projects took part in it in 2005. Our students have showed high results in National Spartakiad (Olympiad) On technical sports, at conferences, contests and video festivals. In 2004 the “Viitorul” video studio film “Always With Us” took the first place at “Crystal Stork” International Film festival In Minsk. Films of this studio were qualified for the finals of the 14th International Film Festival “INNE KINO” in Poland. In 2005 our students presented two projects in Moscow. Our success is the result of everyday work of our highly qualified teachers and facilitators and because our centre has been member of EAICY since 2000. No matter what high results we have now, we know that there are no limits to the creativity of our students and their teachers.

For any success the students gain they are grateful for it to their teachers – open hearted people and true professionals with high potential in creativity. They help students choose the right path in their career and life.

The Centre for Creativity in Science, Engineering and Technology for the Students of Moldova entered the XXI century with lots of teaching experience and will be able to discover talents and gifts in young students in Moldova in future.

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LITHUANIA

UKRAINE

GERMANY

SPAIN

FRANCE

SLOVAKIA

CZECH REPUBLIC

RUSSIA

BULGARIA

POLAND

BELGIUM

NETHERLANDS

BELARUS

MOLDOVA

BELARUS	BELGIUM	BULGARIA	CZECH REPUBLIC	FRANCE	GERMANY	LITHUANIA
MOLDOVA	<b>NETHERLANDS</b>	POLAND	RUSSIA	SLOVAKIA	SPAIN	UKRAINE

# NETHERLANDS





will face in adult life. This has led to changes in for example the school system. However, in this debate the role and contribution of the non formal education institutions in the field of youth work have not been visible in the Dutch national youth policy.

Forms of education and the kind of learning they provide:

	Formal	Non-formal	Informal
<b>Intentional</b>	Yes	Yes	Yes
<b>Structured</b>	Yes	Yes	No
<b>Certificate</b>	Yes	No	No

### The Past

The Netherlands had a long tradition in organised free-time activities for children and young people. These activities would fit in the definition of non-formal education. There were many clubs, centres and organisations that provide non-formal educational activities for children and young people after school or during the weekends. These activities were run by adults (professionals and volunteers) or youngsters themselves.

During the sixties and seventies new organisational approaches were developed. Besides the youth movements also “open youth work” was created. Youngsters were not obliged to become a member, they were allowed to participate in the activities: the group was no longer the most important objective, the activities as artistic activities, sports, informal encounters were stressed. Welfare institutions and youth work-organisations are focused on young people (12 and older) and on children from 4–12 years old.

During the nineties the after-school childcare started. More mothers are working outside the house, informal networks used for childcare dissociated, so provisions had to be created for children after school time.

Also high on the political agenda the last few years has been: involving young people in decision-making processes. This has led to the creation of many new local youth councils, youth parliaments etc. However, discussions on the recognition of learning outcomes of all these activities are more recent.

In the nineties more activities in the youth work sector are organised in cooperation with the formal school system, especially in deprived neighbourhood. After 1996 the development of Community Schools started in the Netherlands. The cooperation of the formal school system with other organisations in after school hours and leisure time (‘partners of the school’). Also activities are sometimes taken place during the school-time-hours, and there is made a bridge

## NON-FORMAL AND INFORMAL EDUCATION IN EUROPE

between the formal system and the non-formal activities. Beside this special programmes a lot of activities in the field of non-formal education is organised by local NGO's and national organised youth work like the Scouts, YMCA etc.

### The current situation

In general, youth policy in the Netherlands is highly decentralised and there is a clear division of governmental responsibility among the national, provincial and local governments. Most of the non-formal education activities are provided by organisations at the local level and therefore fall under the responsibility of the local governments. The local government is also responsible for the funding of these organisations.

For years the national government has financially supported the national organisations of youth work. This support has ended in 2004, when the expenses has been cut down., except for a few granted projects. Since then youth work is no longer an issue in national youth policy, while on a local level it is present in many different forms. A youth work that has been cut into bits has a weak position in national policy. Organisations have to organise their own support, financed by the contribution of their members.

The national government further stimulates activities in the field of sports. The programs which are focusing on non formal learning and common youth work got no special attention at national policy level. At the same time this kind of programmes are important to create better options for schoolcareers and to prevent social dropouts. So, there is a gap in the interest at the youth work in common at national level. At local level a lot of activities are organised, but there is not a "voice" at national level.

A lot of the programs and projects are temporarily, therefore a structural pedagogical infrastructure on a local level is not self-evident anymore. To fill this gap the national youth organisations and the bigger local child and welfare organisations have joined together and founded the Youth-alliance in 2005. Main reason is the creation of a point of mutual interest for the youth work sector.

The Youth-alliance wants to create a stronger position for the child-, teenager-, and youth work. They want to carry out the value, the chances and the challenges of their work. They want to show that their work has a clear characteristic position with regard to other sectors such as education, day-care, sports and childcare. All organisations that work in the field of youth work, national and local, can join the Youth-alliance.

The national government has initiated a national operation in youth policy ("Operatie Jong" 2003–2006). This operation has the goal to improve the cooperation of youth policy fields of the different ministries. Within this project, youth policy at all levels is to be implemented at local and regional level by a vari-

LITHUANIA

UKRAINE

GERMANY

SPAIN

FRANCE

SLOVAKIA

CZECH REPUBLIC

RUSSIA

BULGARIA

POLAND

BELGIUM

NETHERLANDS

BELARUS

MOLDOVA

ety of organisations, but there is no attention given at the importance role of non formal learning in youth work. To date, the priorities identified for Operation Young include:

- a common, sound approach for children under 6;
- school dropouts;
- the Community School and leisure activities in school age childcare (central focus: to stimulate women to be active at the labour market);
- coordination of and with youth welfare services and preventive policy at local level;
- prevention of juvenile delinquency, with attention for after-care and supervision;
- prevention of child abuse.

This national operation is not specially focused on non-formal-education in common for all children; the focus is more on youth care, specially at the children and young people at risk.

### The content

#### *Developing potentials of children*

Concerning the recognition of learning in out-of-school programmes there is still a lot of debate necessary. This would also need more research in what kind of learning takes place in non-formal education. It also requires more discussion between the various actors involved. For example, in the Netherlands within the structures for vocational training there is a lot of discussion on the recognition of skills acquired in other settings, but this discussion hardly involves non-formal educational institutions.

#### *Participation*

The social background of children is a determining factor regarding the participation in youthwork. Better situated children (middle class background) more often participate in activities such as sports, scouting, creation, and music. These children have to pay for these activities, for example as they become member of a club.

The activities organised by child- and youth work, that often take place in the neighbourhood-community centres, are easier accessible. Children can participate free of charge or at very minimal costs.

Children from migrant families often do not use the value of youth work. They participate in their own cultural unions, but those unions hardly correspond the idea of a multicultural society.

Regarding the involvement of young people in voluntary work, the government launched a three-year innovation programme. Special programs have the

## NON-FORMAL AND INFORMAL EDUCATION IN EUROPE

objective to increase the number of young people involved in voluntary work, to enhance the quality of projects and to look at the recognition of the learning outcomes of voluntary work. Other projects develop ways in how to involve young people from different ethnic backgrounds in volunteer work. Also there is a focus at the recognition of the learning outcomes (keyskills) of voluntary work by young people and the certification of the experiences.

### *Community School*

Within the school system there have also been many debates about the need for the acquisition of skills and competencies. The pedagogical task of schools has been a prominent discussion, which has led to school reforms. An example of such a reformation is the creation of Community Schools. The Community School provides an integrated approach for the improvement of children's and young people's chances for development within their own environment, i.e. school, the family and at leisure-time.

A network is created which involves formal education, welfare and care, and is provided within the living environment (neighbourhood, village and district). The Community School promotes active participation in society through education, recreation and work. The school is accessible to children of all ages from pre-school through primary and up to secondary education. Non-formal learning is an important part of this programmes.

The Community School is not a school in the traditional sense. It is a concrete approach resulting from integrated youth policy in which the school plays the core role. A special method (learning in a lifelike way) is developed to make a connection between the formal school system and the non-formal activities in youth work.

Special attention is needed for children at risk. Youth work and play work are specialists in creating possibilities to children with too less success-experiences in playing and learning, children with too less self-esteem, social skills, etc. Amongst other reasons, this is why youth work has to be an important partner in this network on neighbourhood level.

## The future

### *Need for research*

In the future more research is necessary on the learning outcomes of non-formal education; what kind of learning takes place in non-formal education and how does it relate to the formal education structures? How to break down barriers between these different institutions? How to recognise and value the learning outcomes of non-formal education? How to increase the recognition of non-formal education without side effects (without formalising non-formal education)?

LITHUANIA

UKRAINE

GERMANY

SPAIN

FRANCE

SLOVAKIA

CZECH REPUBLIC

RUSSIA

BULGARIA

POLAND

BELGIUM

NETHERLANDS

BELARUS

MOLDOVA

More research needs to be done into what would be the benefits of recognising non-formal learning. The importance of play is a important part of this research. And also the skills of volunteers and professional staff too improve play and play possibilities in the field of non formal learning is a point of attention in this research.

### *Cooperation*

Besides the need for more research there is also a need for more discussion between the various actors involved. The national, regional and local governments have to cooperate more. Youth work has to show what its strength is, only then they become an important partner.

The pedagogical role of youth work has to become more visible. Youth work needs to cooperate with parents, the neighbourhood and schools. More organisations should join the Youth-alliance, so they can put child and youth work to the permanent attention of politicians and policymakers. On European level national youth-alliances could cooperate and bring the importance of their work to the attention of European policymakers. Another goal of cooperation with other countries is the exchange of experience and research results.

### **Two examples**

The Extended School day programmes are educationally arranged over a longer period of time, usually about two months. As a rule, there are two cycles a year. Young people participate on a voluntary basis, but commit themselves for the duration of a programme. At most schools in the Extended School day in Secondary Education experiment a great many youngsters joined. They happily describe the activities as “not like school-learning, you get to do things”. Examples of activities are: playing in a rock band, play-acting, circus, cookery, poetry, street soccer, basketball, volleyball, survival, darts, skating, the arts, drawing, self defence, photography. Launched in April 2005 by Jantje Beton in the Nokiaprogram “make a connection”, the Youth Press Agency (YPA) offers disadvantaged youth in the Netherlands the chance to build journalism skills, while nurturing their positive development. YPA targets young people, ages 12 to 16, who lack productive leisure opportunities and who may have experienced challenges at home or school. Its approach is based on the Children’s Press Agency model, a media project created in the Netherlands in the mid-1990s that engaged children in promoting safety among their peers. The number of activities amounts to as many as 25 per cycle at some schools.

Extended School day programmes are set up from the latitude that hours of leisure provide, without the pressure of exam requirements and initially outside the outlines of regular education. But this is not where things should end. The aim is not to merely start immediately after the end of class, but also to connect

LITHUANIA	UKRAINE
GERMANY	SPAIN
FRANCE	SLOVAKIA
CZECH REPUBLIC	RUSSIA
BULGARIA	POLAND
BELGIUM	<b>NETHERLANDS</b>
BELARUS	MOLDOVA

## NON-FORMAL AND INFORMAL EDUCATION IN EUROPE

to the regular curriculum. This can be done through matching of subject matter, which the Extended School day in Secondary Education approaches from a different angle. It can also be done through exchanging schoolteachers and supervisors from elsewhere. Connections can also be achieved by focusing the policy of schools, institutions involved and municipalities on co-operation.

In the earlier experiment Extended School day in Primary Education the Extended School day appeared to be a breeding ground for new educational developments at the crossroads of education and out-of-school development. This is also the case in the experiment in secondary education.

### Jantje Beton

Established in 1968, Jantje Beton (Stichting Nationaal Jeugd Fonds, NJF) is a non profit, grant making foundation supporting children and youngsters in the Netherlands. The name “Jantje Beton” (Johnny Concrete) comes from the idea of “little John” trying to find a place to play in urban areas with lots of concrete and no playgrounds. NJF is dedicated to helping children achieve a satisfactory position in Dutch society. To achieve its mission, NJF supports existing programs and initiates new projects in response to emerging needs. In addition to grant making to proven youth programs, NJF works to influence policies beneficial to children, advocates on their behalf (getting more recognition for the work of youth related NGOs in the Netherlands), and promotes the interests of children through the dissemination of vital information. One of the program-lines is “Jon-gleren” to support activities in the field of non formal education in youth work with children and young people. The active participation of youth is a central theme in NJF’s activities. A substantial part of its income is generated through a nationwide collection of money made by young members of various youth organizations.

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*of Jantje Beton in the Netherlands*

LITHUANIA	UKRAINE
GERMANY	SPAIN
FRANCE	SLOVAKIA
CZECH REPUBLIC	RUSSIA
BULGARIA	POLAND
BELGIUM	NETHERLANDS
BELARUS	MOLDOVA

BELARUS	BELGIUM	BULGARIA	CZECH REPUBLIC	FRANCE	GERMANY	LITHUANIA
MOLDOVA	NETHERLANDS	<b>POLAND</b>	RUSSIA	SLOVAKIA	SPAIN	UKRAINE

# POLAND



# The Institutions of Extracurricular Education

*Krystyna Grzesiak*  
*Antoni Weysenhoff*

## Traditions and Initial State

Children and teenagers' timetable free time is an important issue of social life. Productive organization of their free time prevents boredom, pointlessness and social pathologies. Due to that fact, a necessity of providing the maximum number of children and teenagers with a wide range of various educational and cultural activities becomes an important social objective in creating Polish youth policy. This responsibility is not only taken by schools, but also by irregular educational institutions, among which the institutions of extracurricular education play a significant role.

Multiplicity of the institutions of extracurricular education in Poland in 80s – in 1980 there were 598 functioning – was reduced to one third within the space of several years. The reduction resulted from financial problems and organizational hardships which were caused partially by political transformations, but also by the conviction that some community centres were relics of a bygone age. A rejection of the stiff ideological straightjacket and a gradual democratization and liberalization of life brought a new critical look at the role of the institutions of extracurricular education in upbringing of children and teenagers. Among many similar institutions, there were also ones which focused on pretended and propaganda actions. Looking from the perspective, it seems that none of the extremes was beneficial, neither complete negation or liquidation of posts or its

defence at all costs. Fortunately, this way of thinking is behind us. The posts which survived have become a part of contemporary reality. Nowadays, in Poland there are 251 posts. Most of them are specialized institutions carrying out original programmes for children and teenagers, co-operating with parents, schools, local governments and non-governmental organizations.

The number of extracurricular education institutions in the space of 25 years (1980–2005)<sup>1)</sup>

A type of institution	1980	1985	1990	1995	1997	2000	2002	2005
Pałace Młodzieży [youth's palaces]	7	7	7	8	9	10	10	12
Młodzieżowe Domy Kultury [youth cultural establishments]	133	126	146	141	151	126	123	128
Ogniska Pracy Pozaszkolnej [extracurricular work's centres]	350	356	272	83	77	53	51	70
Ogrody Jordanowskie	108	73	51	7	8	8	10	14
Inne <sup>*)</sup> [others]	–	–	–	12	4	17	22	27
<b>Altogether</b>	<b>598</b>	<b>562</b>	<b>476</b>	<b>251</b>	<b>249</b>	<b>214</b>	<b>216</b>	<b>251</b>

<sup>\*)</sup> Zespoły Placówek [Other establishments], Centra Edukacyjne [Educational Centres], Młodzieżowe Obserwatoria Astronomiczne [Youth Astronomical Observatories].

Sports centres are not included in the chart.

### The current situation

The youth policy in Poland is expressed in many legal regulations referring to young people, and is included in The Constitution, as well as in regulations concerning educational system, welfare, employment and unemployment eradication, prevention of alcoholism and drug addiction and many others.

<sup>1)</sup> The researches were conducted by Sekretariat Krajowej Rady Placówek (The Secretariat of The National Council of Institutions), with the support of the Ministry of National Education and Sports.



LITHUANIA	UKRAINE
GERMANY	SPAIN
FRANCE	SLOVAKIA
CZECH REPUBLIC	RUSSIA
BULGARIA	<b>POLAND</b>
BELGIUM	NETHERLANDS
BELARUS	MOLDOVA

and Rada, we managed to prevent many posts in Poland from liquidation. The participants of our meetings point out that the activities carried out by the institutions of extracurricular education are described as educational, preventive and therapeutic, as well as rising cultural awareness. It depends on the needs of the local environment, which of these functions is developed in greater detail.

Nowadays, as mentioned above, there are 251 pałaców młodzieży [youth's palaces], młodzieżowych domów kultury [youth cultural establishments], ognisk pracy pozaszkolnej [extracurricular work's centres], ogrodów jordanowskich [children's playgrounds] and zespołów placówek edukacji kulturalnej [other establishments]. On the whole, the following number of participants took part in the activities organized by the institutions mentioned above in 2004:

- in regular forms: 335,460 participants;
- in periodic forms: 625,898.

Altogether 961,358 children and teenagers (without participants of meetings)<sup>4</sup>).

The essential matter is to reach potential participants, who will not come oneself, as a consequence it is very important to co-operate with class tutors, school teachers and teachers from institutions which provide care for children.

That is why teachers – instructors (employed according to regular rules of hiring staff and subjected to regular assessment and promotion principles) are considered as a hard core of the institutions. The majority of them are not only well-prepared pedagogically but also enthusiastic about their field, ready to develop their professional skills. There are also volunteers, who work for many posts without pay, and their work is crucial for our institutions because of curricular, educational and social reasons.

Apart from regularly organized activities for children and teenagers, the institutions of extracurricular education in Poland make efforts to introduce new specialties and even to change significantly their style of working. What is more, they are open for co-operation with other institutions and frequently organize and co-ordinate initiatives promoting districts, regions or provinces. The activity of the institutions contributes to promotion and individual development of artistically gifted and “sporty” children and teenagers. By taking part in classes, contests, reviews or festivals, young people are given an opportunity of presenting their achievements. At present there is a necessity of expansion of the current offer and directing our educational aspirations towards difficult children and adolescents, towards those who are not eager to come to our institution, who are lost and difficult to deal with, offering them interesting and positive forms of cultural activeness in their free time. The success of our instructors, both with gifted teenagers and those with limited abilities, makes up the success of the entire institution. The positive image of our posts, which is created in this way, confirms the rightness of the existence of institutions of extracurricular education.

<sup>4</sup>) The data provided by The Central Statistical Office (for 2004).



LITHUANIA	UKRAINE
GERMANY	SPAIN
FRANCE	SLOVAKIA
CZECH REPUBLIC	RUSSIA
BULGARIA	<b>POLAND</b>
BELGIUM	NETHERLANDS
BELARUS	MOLDOVA

ployed. Providing them with information, helping with overcoming hardships, facilitating participation in a social life. Taking appropriate preventive measures, which supplement actions taken by schools, non-governmental organizations and local authorities

- co-operation with schools in realizing various cultural undertakings and events; enriching forms of cultural education
- Involving adolescents in various voluntary actions, which is considered as an important part of educational processes
- Development of autonomy within institutions and supporting student governments
- Organizing summer and winter camps for children and teenagers in their places or away-from-home (both abroad and in Poland)
- Using European Council funds, taking part in youth European programmes (i.e. international exchanges, actions aimed at integration of disabled, etc.)

### The Future of Institutions of Extracurricular Education

Political changes connected with European integration have brought many economic, political and cultural changes but they also brought changes in educational plane. Taking into consideration that non-regular education is gradually becoming one of the most important parts of a public life, the appropriate institutions of education are necessary since they face up to new targets, described in this article. These institutions run by the government and a self-government body should focus not only on offering its programmes to those who want to come themselves but also on employing such directions of work, which will help children to find their place in the new situation and to be knowledgeable about new issues. Consequently, even a liberal will understand that it is more beneficial to subsidize institutions than increase subsidies for the police, rehabilitation, clearing up the damage, etc.

### The activity of Youth cultural establishment (named after Dr. H. Jordan) in Kraków. Short Characteristic

The Youth Centre in Kraków is an institution of extracurricular education for Kraków. It has offered to children and teenagers favorable conditions to develop interests and aptitudes for over 50 years. The mission undertaken by our youth cultural establishment is to inspire and support intellectual, physical and emotional development of children and adolescents.

The Institution:

- organizes regular activities (with divisions according to interests) for about 3,600 participants aged between 5–21



BELARUS	BELGIUM	BULGARIA	CZECH REPUBLIC	FRANCE	GERMANY	LITHUANIA
MOLDOVA	NETHERLANDS	POLAND	<b>RUSSIA</b>	SLOVAKIA	SPAIN	UKRAINE

# RUSSIA



# The System of Non-formal Education of Children in Russian Federation

*Vladimir Kiselev*

*Maria Basina*

*Oxana Shubina*

There is a wide range of governmental and non-governmental organizations in Russian Federation where each child can spend his time making the most of the time gaining important experience either in one or another field of education. These are foreign languages courses and pre-school development of children, dance and vocal groups in the culture houses and palaces, sports grounds and small clubs for children in the micro-districts and settlements or villages, school centers attached to the big museums (the Hermitage or the Russian museum, for example), creative children's unions attached to theatres et cetera. Among all these possibilities the system of non-formal education has a significant position. It unites governmental and municipal institutions of non-formal (additional) education of children and youth running certain educational programs supervised by the Ministry of Education and Science of the Russian Federation. Moreover, other departments are engaged in the non-formal education. For example, the Ministry of Culture has musical and art schools, Federal Agency on Physical Training and Sport of Russian Federation is the founder of some sports schools. The children are directly educated by pedagogues who can be both leaders of the hobby groups (clubs) and authors of educational programs and teachers of certain subjects. Methodologists who generalize and popularize the best pedagogical experience play a significant role in the work of the institutions of non-formal education.

Houses and palaces of youth creativity; centers (of technical creative work, aesthetic training, eco-biological etc.); sports schools, clubs, stations (of young

LITHUANIA

UKRAINE

GERMANY

SPAIN

FRANCE

SLOVAKIA

CZECH REPUBLIC

RUSSIA

BULGARIA

POLAND

BELGIUM

NETHERLANDS

BELARUS

MOLDOVA

LITHUANIA	UKRAINE
GERMANY	SPAIN
FRANCE	SLOVAKIA
CZECH REPUBLIC	<b>RUSSIA</b>
BULGARIA	POLAND
BELGIUM	NETHERLANDS
BELARUS	MOLDOVA

tourists, for example), health camps and many other organizations are among the institutions of non-formal education of children and youth.

In order to function as an institution of additional education an organization should have:

- a) professionally trained pedagogues;
- b) long-term educational programs aimed at certain results which should be reached by children;
- c) material and technical basis and financial assistance.

The first experience of the organizing the non-formal education of children in Russia dates back to the end of XIX century and connected with voluntary work of intelligentsia. In 1905 it was decided to open a study group for young people from working class. The program contained manual labour, reading, music, singing, drawing, theatre, natural sciences such as botany and astronomy. Later on it was transformed into the voluntary association (society) "Children's labour and rest". It had its own building with individual classrooms for each club. The first institutions of non-formal education were organized in the beginning of XX century. First of all their work was mainly based on the cultural and enlightening work such as visits to museums, libraries, theatres, out-of-town walks, singing in a chorus and so on.

Since 1918 the system of out-of-school education of children (the former name of the system of additional education) was actively supported by the government. The development of the system of non-formal education in the 20–30s of the XX century represents a bright scene of various activities. Interesting pedagogical investigations were introduced, the scientific and methodological basis for out-of-school and extracurricular work appeared. There were a lot of scientific researches on the development of children initiative, their creative abilities, interests and needs.

The new turn of the development of out-of-school work fell on the 60's. A large role in the maintaining and development of the native system of non-formal education was played by the Law of Russian Federation "On education" (1992). For the first time it proclaimed humanistic nature of education and priorities of common to all mankind values, the necessity of free (natural, easy) development of a human being, his life and health.

Nowadays, additional education in Russia is an integral part of the general education and is acknowledged both by the authorities and the society as the requisite component of the personal development of a child, his or her civil formation and professional choice. At present time the state government is running the Conception on the modernization of Russian education up to 2010.

The governmental policy in this field contains the following aspects:

- budget financing on different levels (federal, regional, municipal);
- forming and strengthening of the standards and legal safeguard to regulate the activity such institutions;
- organizing all-Russian competitions and contests in various fields of non-formal education. An annual calendar is published to introduce all these activities;

## NON-FORMAL AND INFORMAL EDUCATION IN EUROPE

- scientific research and methodological support. Research centers, laboratories, institutes, universities departments have been created to focus their activity on the problems of additional education;
- efficient system of work;
- achievements of pedagogues and leaders are always marked by governmental decorations and honorary titles.

Obviously, the government and society are much more interested in the non-formal education than it used to be several years ago. But, in spite of the results of the activity of such institutions and achievements of their pupils until now it's not protected so much as general education. To solve the problems which do not allow to develop effectively, many institutions collaborate with authorities. Very often a palace (house) of youth creativity is a coordination, information and methodological center which works cooperates with parents and representatives of other educational institutions. Understanding the positive influence of institutions of additional education on the atmosphere of the society, far-sighted politicians rely on them in their work involving different creative groups and pedagogues to interact with the population (concerts, exhibitions, street parties, etc.) Thus, providing various activities with financial support municipal deputies, deputies of legislative bodies and sometimes even the State Duma maintains institutions of additional education rather well. However, it should be noted, that the activities of such organization is connected rather with civic education than with politics.

All-Russian Committee of directors of the institutions of additional education of children and youth was established to support their interests in the ministries, government and in the State Duma. The work of such committees in other cities of Russian federation is based on the same principles. They organize research-and-practice conferences for researches and employees. In 2004 the Ministry on Education organized a big conference devoted to the 85<sup>th</sup> anniversary of the system of additional education in Russia and invited researchers, experts and honoured pedagogues. Moreover, every expert or a pedagogue working in the field of additional education has possibility to publish his analytical articles in such journals as "Vneshkol'nik" ("Out-of-school expert"), "Dopolnitel'noe obrazovanie" ("Additional education") and in the bulletins of the Ministry of Education and Science.

In addition, institutions of additional education closely cooperate with regional and all-Russian mass media. The most interesting events happening in the life of our children are widely covered on radio and television, in the newspapers and magazines addressed to children. Many institutions of additional education have their own mass media such as youth press-centers, newspapers, TV studios, radio-stations and websites.

Nowadays, the institutions of additional education are mainly financed by the regional and municipal budgets. Some activities are supported by the Ministry of Education and Science. Usually there are about 100 events are run on the federal level.

LITHUANIA	UKRAINE
GERMANY	SPAIN
FRANCE	SLOVAKIA
CZECH REPUBLIC	RUSSIA
BULGARIA	POLAND
BELGIUM	NETHERLANDS
BELARUS	MOLDOVA

LITHUANIA	UKRAINE
GERMANY	SPAIN
FRANCE	SLOVAKIA
CZECH REPUBLIC	RUSSIA
BULGARIA	POLAND
BELGIUM	NETHERLANDS
BELARUS	MOLDOVA

Among the most important recent events in 2004–2005 the following could be mentioned:

- All-Russian action “I am the citizen of Russia”;
- All-Russian meeting of young patriots, dedicated to the 60s anniversary of the WWII;
- All-Russian competition “My house. My city. My country.”;
- X international meeting of young tourists;
- Meeting of the scholars of the federal program “Gifted children”.

The financial support of the institutions of additional education of children from different budgets covers expenses mainly on salary and public utilities expenses (electricity, water, central heating and phone calls). At the same time there is a lack of financial support for the enlargement of the activity, strengthening the material resources, gaining the needed materials, travel expenses, admission fee for the participation in the competitions, festivals. As a result parents have to pay for the education of their children that in its turn leads to the problems of accessibility of education and it means that human potential of Russian is under the threat.

During the last years the Russian society has faced with the problems of juvenile drug addiction and criminal cases among teenagers. In this situation institutions of additional education of children can be of real help to solve these problems. Understanding all this, the city administration finances projects connected with propaganda of healthy life-style and preventive measures of torts. Very often the institutions of additional educations are the coordinators of these projects in their regions that allow them to organize different activities not only with their students but also with all young citizens of the region, settlement or town. Nowadays, the houses and palaces of youth creativity learn how to earn money themselves and effectively manage them by setting up tutorial boards, charitable organizations and attracting sponsors.

There are 18,000 institutions of additional education of children and young in Russia. By far they have been subordinated by the city and regional committees of education but some institutions change their founders and pass under the jurisdiction of municipal authorities. Together with regional and municipal institutions of additional education there are organizations of the city and republican subordination. As a rule they are leaders either in one or another direction. For example, centers of youth technical creativity, stations of young tourists, centers of aesthetic training, etc.

About 40% of the general number of the school-age children of Russia attend institutions of additional education. There are about 500,000 pedagogues, coaches and methodologists work with them.

Among the students and alumni of the institutions of additional education there are quite a lot of winners, champions, prize-winners of all-Russian and international competitions, contests, exhibitions and festivals. And these achievements are worth being appreciated. The high quality of the additional education helps children even to choose their future profession.



LITHUANIA	UKRAINE
GERMANY	SPAIN
FRANCE	SLOVAKIA
CZECH REPUBLIC	RUSSIA
BULGARIA	POLAND
BELGIUM	NETHERLANDS
BELARUS	MOLDOVA

The main aim of the non-school institutions is to develop the creative potential of children, their creative abilities, to introduce them to the world of art, sport, science and technology. Thanks to the talented and professional pedagogues it became possible. This very fact often attracts children to come to a palace or a centre where he can make his own choice in favour of one or another kind of activity.

The activities of non-formal institutions are carried out in accordance with following directions:

- natural-science;
- culture;
- socio-pedagogic;
- sport;
- art;
- tourism and study of local lore;
- ecology and biology;
- patriotism and civic education;
- technical creativity.

The distinctive feature of Russian non-formal education is that there are no fixed standards in the education that gives pedagogues full freedom to use imagination and creativity while working with children.

Along with the educational activity a considerable place is featured to different holidays, contests, festivals, exhibitions, concerts and competitions. Frequently, the best concert halls and cultural centers are given to children to show their achievements.

Besides, institutions of non-formal education support activities of different children and youth NGO's of various types where children become experienced in social and team work.

Many of the institutions of non-formal education in different regions of Russia are actively involved in various international projects such as sport competitions, exhibitions, youth meeting etc. Many artistic groups of children go on tours abroad and receive their coevals here.

It is very difficult to make long-range forecast in the dynamically developing Russia. In this situation the federal law "On non-formal education" must become a serious support to all institutions of non-formal education. One can assume that the government will go on with financing those items of expenses that it supports nowadays. As for the financial support of the educational activities themselves, the government will, most likely, finance the certain priority programs and projects in which the institutions of non-formal education can take part. The target group will of course increase and the age of the children will broaden. Nowadays there is a big demand for the educational programs for pre-school children aged 4 or 5 that is why most institutions of non-formal education found groups for early development of such children. The same tendency is with senior pupils who can not only choose their future profession and seriously learn this or

## NON-FORMAL AND INFORMAL EDUCATION IN EUROPE

that subject but also start to prepare to enter the institute of higher education. It may well be that institutions of non-formal education of children will organize groups for parents. We have already had such an experience. It is also possible that the number of students will not increase when the number of target groups becomes larger because of the consequences of the demographic crisis in Russia in 90's.

During the last years special departments of non-formal education have been opened in schools and colleges.

Nevertheless, the centers of youth creativity can propose modern, interesting programs without cutting down the number of their children. St. Petersburg City Palace of Youth Creativity is such an institution. It's the biggest institution of non-formal education of children and youth in Russian Federation. There are about 1,000 creative groups and clubs in the palace, 350 educational programs and more that 16,000 children. The Palace is almost 70 years old and during all these years it's the centre where children spend their life and where pedagogues meet their colleagues from different regions and countries. For many years St. Petersburg City Palace of Youth Creativity has been organizing the all-Russian contest among pedagogues "My heart is for children".

St. Petersburg City Palace of Youth Creativity is also the center of scientific research and methodological work which helps to improve the level of the skills of pedagogues working the field of non-formal education of children and youth (there are about 5,500 in St. Petersburg). The Palace also houses the headquarters of the biggest youth non-governmental organizations such as the Union of Young Citizens of St. Petersburg, Ecological Shield etc. Partnership relations with other institutions of non-formal education demand active innovative activity.

St. Petersburg City Palace of Youth Creativity actively participates in the activities of EAICY, organizes international youth meetings under the motto "We are all different but we are all equal", various international sport tournaments (for example, fencing and box tournaments) and contests on programming and other school subjects, international tours of artistic groups. All this allows considering the St. Petersburg City Palace of Youth Creativity the leading institution of leisure time activities for children and youth in Europe.

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Director General of the St. Petersburg City Palace of Youth Creativity,  
Honored worker of Culture of Russian Federation,  
Vice-president of EAICY*

*Maria Basina,  
Head of the public relations service*

*Oxana Shubina,  
Head of the international department*

LITHUANIA

UKRAINE

GERMANY

SPAIN

FRANCE

SLOVAKIA

CZECH REPUBLIC

RUSSIA

BULGARIA

POLAND

BELGIUM

NETHERLANDS

BELARUS

MOLDOVA

LITHUANIA

GERMANY

FRANCE

CZECH REPUBLIC

BULGARIA

BELGIUM

BELARUS

UKRAINE

SPAIN

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RUSSIA

POLAND

NETHERLANDS

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# SLOVAKIA



# Non-formal Education in Slovakia

*Frantisek Rozhnik*

## Terminology

The term “non-formal education” is not well known in Slovakia, despite that this kind of education without no doubt exists. There are institutions in the country that offer young people such situations which are impossible to carry out at schools or within the family. The following terminology as free time, education out-of-school hours, leisure activities and so on is more common.

All terms that are mentioned above could be called just with one term – non-formal education.

## History of youth policy in Slovakia in brief

In the period 1948–1989 years the characteristic sign of the youth policy was strong non-democratic centralization and focusing on the ideology. The care of government about the youth was shared between state administration and separate child and youth organizations. The last worked on the base of communism ideas, ideology and organized at least free time activities for children.

The government allocated enough means to support united youth organization and actually allowed premises, material and financial support from junior to higher positions. In spite of that the work of youth organizations had mainly formal character.

LITHUANIA

UKRAINE

GERMANY

SPAIN

FRANCE

SLOVAKIA

CZECH REPUBLIC

RUSSIA

BULGARIA

POLAND

BELGIUM

NETHERLANDS

BELARUS

MOLDOVA

After disintegration of united organization of children and youth care in Slovakia was noted fast forming of broad network of associations and organizations which work was built on the base of recent or remote past (such as scout movement, Feniks, salesians, YMCA and so on).

Internal differentiation of youth led to the necessity of establishing official “patron” body. In promotion of state youth policy priorities was eventually offered the Council of Youth in Slovakia which in the beginning of 2000 became the partner-organization of the Ministry of Education in Slovakia and was internationally recognized in European youth movement.

Except that the government established organizations “out-of-school” which work with children and youth in their free time, e.g. centres of free time activities, centres of interests for primary and secondary schools, school clubs, Arts schools and so on. All these organizations are on the balance of local authorities from 2002.

From 2004 when Slovakia joined the European Union the necessity to coordinate its youth policy with other countries of EU has appeared. In this case we hope that youth organizations including EAICY could render us assistance.

### The current situation

The care of government about non-formal education includes the conception of youth policy of Slovakia. In 2001 Cabinet of Ministers of Slovakia confirmed the Conception of the state policy concerning the youth.

This conception the government realizes by means of state bodies and self-government institutions, non-governmental organizations, funds as well as profit organizations and privately owned enterprisers.

The structure of the institutions working with children and youth looks in the following way:

- Council of Slovakian Youth (RMS) has 36 large child and youth organizations with the amount of members 90,000. These organizations have the opportunity to receive 2% from income-taxes of physical or juridical person in Slovakia or the grant for realizing of concrete projects. Children and youth have to pay fee to be a member of these organizations.
- The network of public school organizations of teaching in free time, which were mainly established in cities with the population over 5,000 people.
- The centres of free time activities, the founders of which are the institutions of local government, has 66,608 members (total amount of 128 centres all over Slovakia):
  - 5 church centres of free time activities – 3,040 members,
  - 2 private centres of free time activities – 859 members,
  - 18 school centres of interest – 7,150 members,
  - 2 099 clubs at state schools – 124,420 members,
  - 100 clubs at church schools – 5,962 members,

## NON-FORMAL AND INFORMAL EDUCATION IN EUROPE

- 14 clubs at private schools – 619 members,
  - 221 primary arts schools – 102,319 members,
  - 200 youth centres – 26,468 members.
- Cultural institutions in Slovakia – arts groups and clubs – 54,320 members.

The founders of all abovementioned institutions offer premises, pay salary the employees. Children and youth must partly help by investing these organizations as well.

For the second year all children and youth which are studying at primary and secondary schools can use so called “educational coupon” which costs 720 SKK for the whole school year for the activities of non-formal education. These coupons are financed with the Ministry of Education while you can use these coupons only for the activities of interests at schools (out-of-school hours) and in the centres of free time activities, all the others institutions which are working with children and young people are not in this list. Because of school influence on children and their parents they get practically all “coupons” for their out-of-school hour’s activities.

There are 481,765 of children and young people in Slovakia who are involve in free time activities. On the face of this fact, the figure is impressing but it is necessary to realize that Slovakia is first of all an agricultural country.

In the town with population over 2000, except school clubs, no institutions for free time activities exist; there are even no premises for that.

Most part of youth’s population spends their free time out of state institutions and local authorities’ influence.

### The content

The structure of some associations for children and youth is represented with local, regional and state institutions under the patronage of Council of Youth in Slovakia which influences the state policy in favor of non-formal education of youth. On RMS (Union of Slovakian Youth) initiative the Ministry of Education offered the programme of children and youth’s support.

The aim of this programme is to support the youth’s participation in state educational activities and social life. The projects get financial support on the base of accepted criteria. From formal to real participation of children and youth in social activities is a long way. We must say that even the popularization of this opportunity among young people is not common. But young people have something to say us. Just let them to do it and let’s listen to them carefully and take it seriously.

The centres of free time activities are mostly united into the Association of free time activities centres of employees, but nowadays this organization is just formal. Out centre of free time activites which is situated in administrative district Bratislava IV decided to iniciate about establishing of Association of free

LITHUANIA	UKRAINE
GERMANY	SPAIN
FRANCE	SLOVAKIA
CZECH REPUBLIC	RUSSIA
BULGARIA	POLAND
BELGIUM	NETHERLANDS
BELARUS	MOLDOVA

LITHUANIA	UKRAINE
GERMANY	SPAIN
FRANCE	SLOVAKIA
CZECH REPUBLIC	RUSSIA
BULGARIA	POLAND
BELGIUM	NETHERLANDS
BELARUS	MOLDOVA

time activities in Bratislava; we also observed EAICY (European association of institutions of free time activities for children and youth), the Association we wish to join.

The same way, on the initiative of smaller organizations the Child Parliament of Bratislava appeared which will take participation in Municipal Council of Bratislava decisions about children and youth activities in the city.

The State provides enough opportunities for democratic forming of civil children and youth organizations. But it is necessary to learn how to use these opportunities that not only the centres of free time activities and state organizations have known about that but informal youth groups as well. Because of poor popularization we lose the opportunities that European Union can offer our youth.

In 2005 Slovakia is leading Central-European Initiatives (CEI) and the 5th youth conference Youth Forum was held in November here. We have apprehension that the results of this conference will not reach children and youth in clear and interesting forms.

### The future

What will be the situation with non-formal education in Slovakia in ten years? We hope that better than now. We can suppose we will have more means for its realization. But it is not enough. We have to change our thinking and approaches to work with children and youth. Money is not everything. What is more important for solution of problems is motivation and ideas. That can also appear in informal groups.

The improving of the situation supposes European Union's help or it is better to say its institutions of free time activities. The example of that could be the methods of approach of EAICY.

Our centre of free time activities which is situated in administrative district Bratislava IV cannot represent the whole Slovakia but we can be the members of that Association (EAICY). We are happy to hear about this "European approach" that we are sure will master the whole Slovakia.

### An example

Our centre of free time activities "Klokan" (Kangaroo) is under the management of the Municipal Council of Bratislava which became its founder instead of the State in 2002.

The non-formal education of children and youth is carried out in 35 groups of interest which gather for regular activities at least once a week. We go in for sports (dance groups, the dance group "M.A.G" is the champion of Europe in hip-hop style in 2004), the arts, nature study groups are working as well as different courses and clubs.

## NON-FORMAL AND INFORMAL EDUCATION IN EUROPE

Except regular classes we organize different events, excursions, camps, takings for children's homes. In 1997 the Child Parliament was established with the representative of children and youth from our region. The Parliament is the partner of local authorities in guiding free time activities of children and youth in our district. On the Parliament's initiative the administration of Dubravka built the play-ground "Peknička" with public garden.

In the centre of free time activities "Klokan" (Kangaroo) the informal youth groups gather as well as in the clubs of the Child Parliament, Clubs of children's camps instructors and in the youth club "Labyrint" (Labyrinth).

We cooperate with civil institutions "TATA" and "A.K.O" especially in summer time and in time of project realization. The last project, that "ARS Bratislavensis" helped us with, was wonderful dance programme devoted to Bratislava "Kloki dance show Bratislava" which we will present to the European Union countries.

**Note:** The article was written on the base of information of the Report about Youth that was presented to European Union by Slovakia.

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LITHUANIA

UKRAINE

GERMANY

SPAIN

FRANCE

SLOVAKIA

CZECH REPUBLIC

RUSSIA

BULGARIA

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BELGIUM

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BELARUS

MOLDOVA

LITHUANIA

GERMANY

FRANCE

CZECH REPUBLIC

BULGARIA

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SLOVAKIA

RUSSIA

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MOLDOVA

# SPAIN



# Non-formal Education in Spain

*Ariadna Cañameras Vall*  
*Yolanda Giménez Froiz*

## Background and terminology

Spain is a diverse country, constituted by 17 Communities under autonomous governance. The Autonomous Governments hold authority over a number of issues, the educational among them.

For this reason, **non formal education**, defined as “structured activity with an educational aim, outside the official established system, setting specific learning goals for a specific target groups”<sup>1)</sup>, is approached differently, according to the geographical area and its educational tradition.

Three main traditions may be identified, which have resulted into different approaches to the provision of educational services. Firstly, **popular education**, aware of the needs of the most disadvantaged classes and initially promoted by the socio-civil movements and by the Catholic church in the first third of the 20<sup>th</sup> century. Secondly, **local governments**, to fulfil demands raised by social changes. Thirdly, **private services**, that have filled a market niche, often to cover gaps left by social and public services.

In such a diversified context, there is not a single solution to non formal education needs. Therefore, an overview of non formal education in the whole of Spain would only be complex and vague at the same time, and would give but

<sup>1)</sup> *The Education of Young People: a Statement at the Dawn of the 21<sup>st</sup> Century.*

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UKRAINE	SPAIN	SLOVAKIA	RUSSIA	POLAND	NETHERLANDS	MOLDOVA

LITHUANIA	UKRAINE
GERMANY	SPAIN
FRANCE	SLOVAKIA
CZECH REPUBLIC	RUSSIA
BULGARIA	POLAND
BELGIUM	NETHERLANDS
BELARUS	MOLDOVA

a diffuse idea of reality. This is why this article is going to focus on **non formal education in the Community of Catalunya** and, most precisely, on non formal education for children and youth. Non formal education for adults is gaining momentum and deserves to be considered on its own.

Non formal education, that takes place in the out-of-school time, has been mainly undertaken by schools, associations, cultural and sports clubs, and private entrepreneurship. It is becoming increasingly obvious that this kind of education is not only giving complementary elements to official education (language, arts, sports...), but that it is also transmitting values critical to the personal development of children and youth. **Leisure time education** – where educators participate in the leisure activity of children and youth – is the most favourable educational form for this holistic approach to thrive.

The two main kinds<sup>2)</sup> of activities within leisure time education are the following:

**Socioeducational services** linked to schools or other sociocultural provisions, such as playing centres (centres that offer free play resources and spaces), after-school activities (activities that take place in schools after school time, often complementary to school curriculum), holiday *casals* (structured activity offered to children during school holidays), libraries, etc.

**Educational associations**, where educators commit their time and volunteer from their awareness of citizenship, such as *esplais* (non-profit educational organizations deeply rooted in the community, where children and young people participate freely and acquire life skills), scouts and youth clubs.

### Brief history

Leisure time education in Catalunya started at the **beginning of the 20<sup>th</sup> century**, fostered by social movements – religious and non-religious – and inspired by the modern educational trends that the Republican government adopted. Leisure time education centres were soon to be distinguished by the use of these pedagogic methods in their task. During the **Franco dictatorship** (1939–1975), these kind of centres played a significant role in preserving national identity and liberal learning methods, as opposed to the rigid and centralist official educational system. With **the establishment of democracy**, this heritage allowed the leisure time education model to be relaunched, and to evolve according to the needs of the changing contemporary society.

<sup>2)</sup> *Un compromís per l'educació a Catalunya* [Commitment to Education in Catalunya] (MUCE).

## Current situation

In the last years, several social factors (full incorporation of women to the job market, NICT, diverse family models, diverse working times, etc.) have created needs that have been fulfilled, to a certain extent, by the initiatives stemmed from the education in the leisure time sector. For this reason, the sector is obtaining an **increasing positive acknowledgement** of its role, both from the governments and from the public opinion.

Notwithstanding this, the intensified demand for out-of-school educational services has produced a huge growth of **for-profit offer**, that **endangers the leisure time education model**, based on principles of equity, quality and shared responsibility. The situation is worrying and political actions should be taken to tackle it.

Leisure time education organizations, on their part, have made a serious **effort to raise public awareness** concerning their educational task and to obtain deserved acknowledgement if their role as educational actors, through wider media covering. This has been achieved through a number of actions, among them: participating in the educational debate with the rest of actors, empowering practitioners in the sector, systematizing expertise; signing agreements with government agencies, writing and disseminating models of quality, and establishing transectorial and sectorial alliances.

However, today in Catalunya, **there is no such thing as a law framework** for the whole sector. In its absence, some local governments have started to define policies that may regulate non formal education offer to guarantee that every child and youth can have access to it. Even though the Autonomous and the Central governments have started to consider the issue<sup>3)</sup>, it is not yet part of the political agenda.

The critical question to solve is **the cost of the activities and how it is funded**. Still today, and despite the existence of some granting programmes, the viability of leisure time education depends on families, on the one hand, and on the personal involvement of the practitioners, many of them volunteering in the centres.

Such a complex situation – lack of laws, diversity of offers, increase in social demand – is leading to the **creation of devices that may contribute to guarantee educational quality** in out-of-school activity, as well as the working conditions of the workers, as can be seen by the late signature of the collective agreement for leisure activity in Catalunya<sup>4)</sup>.

<sup>3)</sup> A good example of this issue is the mention included in the document, by the Educational Department of the Autonomous Government of Catalunya *Pacte Nacional per a l'Educació, oportunitat i compromís* [National agreement on education, opportunities and commitment] (pp. 41–55).

<sup>4)</sup> *1r Conveni Col·lectiu del sector del Lleure Educatiu i Sociocultural de Catalunya 2005–2007* [1<sup>st</sup> collective agreement for the sector of leisure-time education and culture], AEISC.

LITHUANIA	UKRAINE
GERMANY	SPAIN
FRANCE	SLOVAKIA
CZECH REPUBLIC	RUSSIA
BULGARIA	POLAND
BELGIUM	NETHERLANDS
BELARUS	MOLDOVA

LITHUANIA	UKRAINE
GERMANY	SPAIN
FRANCE	SLOVAKIA
CZECH REPUBLIC	RUSSIA
BULGARIA	POLAND
BELGIUM	NETHERLANDS
BELARUS	MOLDOVA

At this point, it may be useful to have an overview of the non formal education structures available to children and young people in Catalunya. We have seen tradition has favoured a great number and variety of grassroots organizations throughout the nation. In some cases, the centres have clustered in platforms, movements or federations for lobbying, advocacy and quality purposes, and to be better positioned when dealing with government agencies.

Gradually, the organizations have focused and specialized their intervention. Roughly, two different styles can be identified, both sharing common principles: on the one hand, there is intervention with young people and children during the weekends and school holidays, often carried out by volunteers, on the other hand, there are services and activities offered in out-of-school time from Monday to Friday, carried out by volunteering as well as paid professionals.

The major activities in leisure time education centres are the following.

Out-of-school activities: care of children before and after school time, school canteen (meals and activities in lunch time), after-school workshops (sports, crafts, languages, playing, theatre, reading, homework, etc.).

Holiday and weekend activities: workshops, visits, trips, games, and group games, *col nies* (a long period of group activity – between two and 15 days – staying in a venue to the purpose) and camps, *casals* (all-day activity for a long period – between 7 and 42 days – within the centre), etc.

Involvement with the community: taking part in celebrations, citizenship manifestations, popular traditions, etc.

## Contents

In Catalunya, leisure time education has two major focuses: social work and education. These organizations that work for an enhanced leisure time for children and youth are rooted in a geographical area –neighbourhood or town. These not-for-profits are part of the community and have a decided will to work for the welfare of all, which allows them to undertake some social functions.

Mainly<sup>5)</sup>: promoting involvement, tolerance and cultural identity; improving welfare and life standards; helping fit working times with school times; supporting teachers from outside the schools; promoting health; preventing social exclusion; integrating disabled people; innovating in cultural, social and educational questions; supporting young people in their transit to adulthood; creating new jobs.

Having said this, leisure time education does not forget that its main aim is educational: pursuing a holistic education of children and young people in their

<sup>5)</sup> From *Eduquem més enllà de l'horari lectiu*. [Educating beyond school time] Fundació Catalana de l'Esplai i FAPAC, Barcelona: 2002.

## NON-FORMAL AND INFORMAL EDUCATION IN EUROPE

free time, through each activity proposed, by favouring group work as a way to learn social skills and to better understand their environment.

We could well point, without excluding others, at the centre of interest and the project pedagogy as the leisure time education's major methodologies. Stemmed from the educational theories by Decroly and Kilpatrick, both methodologies share an holistic approach very suitable to educate in human values.

The centre of interest is a theme that helps cross and relate contents and activities from several subjects, chosen to answer to children and young people's main interests.

The project pedagogy structures the educational process of children and youth through group projects of interest to the group itself or to a wider community, freely chosen and well planned.

Today, the model of education in leisure time needs to take a step forward, giving a new more profound sense to these methodologies through the intervention in the communities. Service Learning projects are the most adequate vehicle to do this, since they unite educational and social components in a single methodology.

The aim of these methodologies is, none the less, educating children and young people to become free, self-sufficient and responsible citizens, with critical capacity and initiative. To do this, leisure time education also takes into account the needs of the families, as well as the request from children and young people themselves, but without disregarding a sound educational programme, with well defined objectives and evaluation tools, that favour the development of the groups and of the individuals.

Another distinguishing trait of leisure time education is the will to cooperate, within the centres and with external actors. It is a common use to promote international and national exchange, hosting meetings of practitioners, and taking part in transnational or development projects.

### Future challenges

All this proves the current importance of non formal education, and its future growth. Its significance, next to the formal system, in a holistic understanding of education is undeniable, as is its role in favour of social cohesion and the personal development of citizens.

Nevertheless, for its full potential to become a reality and to guarantee an equal access to non formal education to all the population, there is a financial challenge to overcome. In the short term, having non formal education services and activities for free (like formal education) is not viable and, therefore, realistic co funding policies should be designed.

Governments should also support not-for-profit educational initiatives be them by paid or volunteering practitioners, and work for integrated educational projects in the communities, fostering coherence and coordination among the different educational actors.

LITHUANIA	UKRAINE
GERMANY	SPAIN
FRANCE	SLOVAKIA
CZECH REPUBLIC	RUSSIA
BULGARIA	POLAND
BELGIUM	NETHERLANDS
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The European Union, since it is clearly working to establish an integrated concept of education should increase communitarian resources to enhance quality and the extension of non formal education in its member states, be it as recommendations granting programmes, research, etc.

Finally, another urgent challenge is to make the right of all children to participate a reality, as expressed in the Convention fo Children's Rights (1989). To respect the interests and suggestions of children and young people is a responsibility of society as a whole and, in so far es education is concerned, they are the main subjects. It should be no longer possible to design policies for the children without the children.

### An example

The Federació Catalana de l'Esplai (Catalan Feederation of Leisure Time Education) was created in 1996, with the aim to reinforce and amplify the educational work carried out by its adhered out-of-school centres, as well as its involvement in the community. Federated centres have a number of advantages: resources, sharing experiences, cooperation among centres, mainstreaming actions of individual centres. This kind of cooperative work ahs made it possible to strengthen associations in many neighbourhoods, and to open new ways of participating. Thus, networking has become the backbone of the task done by the Federació Catalana de l'Esplai, to gain wider acknowledgement for the centres and to focus in a shared single objective: the leisure time education of children and young people.

All the centres adhered to Federació Catalana de l'Esplai share four values that guide their educational action: utopia, solidarity, initiative and happiness. Currently, the Federation is composed by 104 centres, some of them with an experience over 30 years, 11,000 children and young people and 1,400 educators.

The Federació Catalana de l'Esplai is part of the Fundació Catalana de l'Esplai, a second-level organization with the aim to educate children and young people in leisure time, and to build the capacity of associations, with a social inclusion purpose.

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# UKRAINE



# The Modern System of Out-of-school Upbringing and Education of Ukraine

*Tatjana Svriska*

## Terminology

**Out-of-school education:** aggregate of knowledge, abilities and skills, which are got by pupils, students and listeners in out-of-school educational institution during their free from studying in general or other educational institution time.

**Out-of-school educational institution:** component part of out-of-school educational system which gives knowledge, forming abilities and skills on interests; provides necessities in creative self-realization and intellectual, spiritual and physical development, preparation to active professional and public activity, creates terms for social defense and organization the content spare time according to capabilities, talents and health of pupils, students and listeners.

**System of out-of-school education:** educational subsystem, which includes state, common, private out-of-school educational institutions, other educational institutions, as the centers of out-of-school education in out-of-school time.

Educational activity of out-of-school educational institution: **process of giving** knowledge, forming the abilities and skills in different directions of out-of-school education, development of intellectual and creative capabilities according to talents and queries of personality.

The modern system of out-of-school upbringing and education of Ukraine was founded on the basis of history experience and it passed the definite stages of the

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development, associated with history events in the country. After the revolution in 1917 active development of the out-of-school educational system in cities and villages was expressed through the “Prosvita” organization as a structure of out-of-school education. Under its patronage children’s playgrounds and clubs were opened. At the beginning the out-of-school educational institutions have had different organizational forms of activity, directed on mental, aesthetic development of children and teenagers. The exemplary list of out-of-school institutions types during the initial period was the next: Children’s station, Children’s club, House of artistic maintenance of children, Children’s university, Children’s reading hall, Children’s park of culture and rest, Museum of children’s works, Children’s excursion base, Children’s playground, and Children’s library.

In the next period of time the formal and informal out-of-school upbringing and educational systems were founded in Ukraine. The types of out-of-school institutions were marked as complex (Houses and Palaces of pioneers, children’s houses and recreation centers, children’s areas, parks) and specialized (the stations of young naturalists, technicians, tourists, musical, artistic, sport schools, children’s libraries, theaters and cinemas, theaters of dolls and etc.).

Presently great attention in Ukraine is spared to forming the network of out-of-school education as a component part of the continuous education system. The network structure includes state, common, private out-of-school educational institutions, which organize formal and informal out-of-school education in the country.

Development strategy of out-of-school educational institutions network is directed on the settlement of relations between public authorities and educational institutions, institutions and organizations, which determine contents, forms and methods of out-of-school education for pupils and students; on creation of conclusions for satisfaction of educational-cultural necessities, necessities in professional self-determination and creative self-realization, which can not be provided with other elements of the educational system in the country. State policy in the field of out-of-school education, its legal, social-economic, and also organizational, educational, upbringing measures are determined by “Law of Ukraine about out-of-school education”.

Modern out-of-school education in Ukraine is based on principles of humanization, unity of national and mankind values, democratization, scientific character and systematic, continuousness, sequence and integration, variety, voluntarily and availability, practical orientation of out-of-school upbringing and education.

1,497 out-of-school educational institutions of the educational system of Ukraine work to basic directions: tourist-regional, ecological-naturalistic, scientific-technical, artistic-aesthetic etc, including 1.2 million children and teenagers. Very popular now are such kind of creative unions as computer communication schools, natural sciences, journalism, centers of diplomacy, information technologies, and scientific sections of the Small academy of sciences of Ukraine, which are founded on the base of out-of-school educational institutions. The list of out-of-school institutions is rather wide and mobile. It provides the opportu-





## NON-FORMAL AND INFORMAL EDUCATION IN EUROPE

The specially authorized central executive organ of education takes part in determination and realization of state policy in the field of out-of-school education, forms the program of development of out-of-school education, develops Statute about out-of-school institution, develops normative-legal acts about the social guarantees for workers of out-of-school institutions, carries out studying-methodical guidance, control and inspection the out-of-school institution of different types and forms of property.

Out-of-school institution of informal education works taking into account the features of social-economic development of region, interests of pupils, necessities of family, queries of other educational institutions, youth and children's public organizations. Pedagogical staff in out-of-school institutions gets the special education in pedagogical and other higher educational institutions with the specialized faculties in accordance to the "Conception of out-of-school upbringing and education", and also in the system of training teachers. Studying programs and plans are developed by the creative collectives of institutions on the basis of progressive pedagogical experience in area of formal and informal out-of-school education. Project activity being one of the bases of informal out-of-school education is wide-spread. It is carried out in close creative collaboration with the ministries, national and international funds, international structures and public organizations.

Main goal for the out-of-school institutions of formal and informal education in Ukraine in modern terms of development – is creation of terms for realization the children's and youth's capabilities, forming the high level of legal culture, abilities to defend the rights, development the capacity for creative activity, tolerance, readiness to collaboration, providing the substantial spare time, forming the mental world of children and youth on the basis of European values, spirituality as basic quality of personality.

All these goals with success are carried out today by incorporated in association out-of-school educational institutions of Ukraine with a coordinating center in Kyiv Palace of children and youth.

Kirovograd regional children and youth center can be named a small university. An upbringing and educational process in it supposes wide variety choice of maintenance, forms, methods of teaching and education, alternative in satisfaction of personality's queries, its cognitive and intellectual possibilities.

Sevastopol Palace of children and youth successfully works on problem "Pedagogical triangle: student – teacher – parents".

The experience of Rivne Palace of children and youth is well-known both in Ukraine and abroad. In 1997 Palace got status of pedagogical experimental area by Department of education and science of Ukraine, processing the innovative model of out-of-school educational institution as a center of pre-professional education.

"To children with love" – this is the motto of teachers of Kyiv Palace of children and youth. Today the Palace is the concord of teachers, children and their parents. Every teacher has a special purpose: personal development of creative

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personality perceiving a world as an integral system and comprehends itself in it.

Almost 10 thousand students of Palace in age from 5 to 21 have an opportunity to choose their personal educational route from 200 educational work assignments which are offered by Palace. And not only usual for everybody types of artistic creation, like choreography, singing, painting, music, theater are, but also new and very attractive for children directions, like journalism, economy, psychology, medicine, computer communication, informatics, aviation, youth diplomacy, genetics, microbiology, speleology etc.

Educational process in Palace – it is the exclusive process of development and socialization of child's personality. Freedom in choice of the programs, teacher, level of education, form of union (club, studio, school, agency, creative workshop, section, laboratory etc.), transition from one union in other; creation of terms for mastering the program in the independent mode; consideration to child's creative feature; differentiation the maintenance of education in accordance to chosen educational routes. Students have the opportunity to show their capabilities in mass work: olympics, competitions, festivals, exhibitions of children's creation, playing programs, social actions, international projects. The collective of Palace looks forward and develops and carries out the long-term programs: "Creatively gifted children", "Kiev – my city", "Step to nature", "Informative culture", "Pedagogical school", "Sources of folk creation", "Art-prospect", "Game", "Leader", "School students of Kiev for the healthy way of life", program of the international cooperation "Unity in a variety", "Parliament of children", "Yun-press". These programs and projects are oriented to development of creative potential, intellect, social adaptation and activity of children and youth, modernization of educational process, raises the professional level of teachers.

Kyiv Palace of children and youth, being inalienable part of the out-of-school upbringing and educational system of Ukraine, lives in indissoluble communication with modern development of society and experiences all difficulties of developing material world, carrying out the main teacher's goal – to form moral personality.

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The *Jantje Beton* Foundation (*Jantje Beton* means literally “Little John Concrete”) stands up for children and their right to play. By offering children the space and means to play in their leisure time, we not only offer children the fun of the moment, but particularly also the prospect of being able to participate in the society. Experiences and impressions they gain in playing are extremely important for their development as human beings.

*Jantje Beton* pays extra attention to children and young people who have fewer chances by certain circumstances. It is exactly these children who run the risk of getting into a tight corner and are vulnerable. *Jantje Beton* wishes to offer them a future too, in which they will know no deprivation as compared to the rest of the society.

The device of *Jantje Beton* is: playing together is learning to live together.

## Colophon

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