

Children's access to play in school

National Adaption Plans

Desk & field research

Summary from all Partner Countries

Document Details:	
Reference	Children's access to play in school (CAPS)
IO1 / Activity	IO1 – National Adaption Plans / desk research
Author(s)	Paul Schober (ed.)
Character	Summary from All Countries
Date	31.05.2018



Table of content

1.	Aim of the Summary Report.....	3
2.	Research methodology.....	3
3.	Key findings from Field Research.....	4
4.	National school systems in Partner Countries.....	7
5.	Current /planned school labelling	10
6.	strategies / institutions / resources for Play	11
7.	Role / importance of play in National school systems	13
8.	Fit of playwork into school day / curricula.....	15
9.	relevant stakeholders in your National school system.....	19
10.	Other relevant topics for the National Adaption Plans	19
11.	Sources	20
12.	Annexes	22

National Adaption Plan – Desk & Field Research

1. The aim of the Summary Report

This Summary report combines the main results from Desk Research and Field Research from all partner Countries (Austria, Czech Republic, Hungary, Poland and Slovakia). Results from Desk Research contains Information about the National school systems, current / planned school labelling, strategies, institutions, and resources for play, relevant stakeholders and other relevant topics in all countries.

Results from Field Research contain the Core value of play, challenges for play friendly schools, fields for intervention, Need for support and other relevant topics.

This Summary Report shows main results, all details can be found in the respective National Reports on Desk research and Field research. These documents can be found annex to the Summary report.

The expected impact is the basis for the Quality Criteria and Training Plan to be developed. These criteria and plans will only be partially transferable, so that we have to develop a knowledge-base on how to tailor these to the specific countries.

2. Research methodology

Desk and field research for the National Adaption plans were informed by different sources of information:

- The starting point was a desk research in all partner Countries (Austria, Czech Republic, Hungary, Poland, Slovakia) to understand the national school system, stakeholders, and relevant influence factors.
- In February 2018, there was a study visit to the UK, to learn from the OPAL (Outdoor Play and Learning)-Programme, which is a mentor supported school improvement programme and to visit Playwork-Projects in the South of England.
- Following to that, we carried out some field research in each partner country. This contained around 10 interviews with a semi-structured questionnaire or some focus groups to discuss the issue and possible implementation of play friendly schools in partner countries.
- Finally, all partner Countries developed National Adaption Plans to specify their respective strategy to reach the aim of the project.

3. Key findings from Field Research

Austria

Main Value of play – based on the Value Triangle proposed by Holden 2006 – is seen in the Instrumental Value of Play. To support the mental and physical development of the child, the improvement in communication and social learning and other related items are seen as most beneficial for children when playing. Some responded also to the Institutional Value, as play supports children concentrate while their lessons. The Intrinsic value was not mentioned directly.

Challenges for a play friendly schools can be seen in structural and personal factors, while the first mentioned seems to be more difficult to overcome. The play does not always fit into the school curricula, Health and Safety Regulations are strict and School authorities are skeptical if play fits into schools.

Personal factors can be seen within different groups, as parents, teachers and school staff and Children. Especially parents see good marks as the most important outcome of their children's school time and play for them seems to be a waste of time. There are also some legal concerns on liability issues to overcome if children get hurt. Teacher and school staff may also not see play as a form of serious learning, what they are committed to. Not all children are eager to play, especially if they are addicted to Computer games, they might not like to stay outside.

Various fields of intervention are seen, at the level of the Children, school management, school staff, parents, and environment. Children need time and permission to play, which has to be provided and self-organized assemblies are seen as helpful to create and agree on common rules. School Management is important, as play needs a strong commitment Top-down. This can be shown by written commitment letters, suitable principles in-house rules and via PR-activities. The whole school staff (including canteen personnel and caretaker) has to be involved in a playful school, especially teachers should be trained to facilitate self-directed play. Parents have to be informed and convinced and ideally volunteer in supporting play. The first step to improve the environment is to reduce dangers from facilities, building, and environment.

Need for support is mainly seen in the assessment of the status quo, the formulation of an action plan and guidance and consultation in the change process to improve play. A special interest was formulated into the OPAL Programme.

Czech Republic

Application of CAPS in schools:

- There is **no the legal barrier of an application**
- The potential of application is in the field of the **After-school-clubs** (probably specifics of the Czech educational system), **which are of 80% of children regularly attended**
- There is a potential of **sharing an adapted space for children's free play with preschool** (the connection of primary school with preschool is common in the Czech Republic)
- There is an emphasis on safety
- **The only problem could be hygiene inspector** (in case of implementation animals in the project)
- Generally, most teachers and all head teachers we met are open-minded to the idea of CAPS

- With regard to climatic conditions in the Czech Republic, **there will be a need to adapt not only outdoor space but also indoor space** for children's free play
- Long-term work with teachers and parents to maintain the sustainability of the project.

The certificate:

- The importance of a key person at a school to take care of it (to get the certificate) and be immersed in this idea (playwork)
- **Getting a certificate must be an administratively easy process**
- The need for material sources for the children's free play
- The enhancement of the prestige of the school.

Hungary

Professionals agreed that playtime is important and schools have to make time for it. Playing is a natural process, and it's fun, but we must highlight why it's necessary to let children play freely, and why it is beneficial to become a play-friendly labeled school. Many ideas came up about it: it helps in gender equality, it's cheap and it's also good to develop the abilities and skills of students.

There were lots of challenges, but what is important is that the focus group members and interviewees always came up with a solution to how we can handle the obstacles. We divided them into four groups: objects and environment, children factors, adult factors, structural-institutional factors.

There were different thoughts about implementation and intervention. The most important thing is that we should do it step by step and not rush it. Interventions in different fields should happen together, such as negotiate with authorities and make changes in the schoolyard.

Participants collected loads of materials, training activities, scientific studies, videos and many other things which can help schools in becoming play-friendly.

One of the main ideas which came up is how to deal with the lack of the human resources (playworkers). The focus group suggested asking help from high school students and university students.

For last but not least: if we talk about the freely chosen “playing” of adults, it can be helpful to understand the whole concept of playwork.

Poland

The most crucial finding from the interviews is that the natural curiosity, empathy, collaboration and open-mindedness of youth are treasures in perceiving our reality from new vantage points. To cherish and retain these traits by learning through play -- with patience, perseverance, and inquiry will be rewarded with an array of wondrous questions and innovative insights. 21st-century skills will play a crucial role in future kids' success and well-being. Therefore, if we want to improve the quality of life, introduce programmes for maintaining mental health, work on communication – free play is crucial here.

Slovakia

All the experts agreed on the fact that introducing free play into schools is a necessary and highly beneficial thing, and at the same time warned us that it might be too difficult in such a short time frame. Play and understanding of the importance of play are still very much not discussed in education or school management or on a national level.

Experts also agreed that one of the most important things is that there are no barriers in the national educational program so that free play could be introduced, however, there are major factors that make it quite difficult. Just the three most important:

- fear and mental barriers in school management or parents' minds
- free interpretation of the law / it is dependent on school inspectors whether they consider something dangerous, legal, acceptable
- every single loose part would have to be certified as there is a rule about not letting children touch or use any material that hasn't got a certificate

A common trait was also that experts emphasized the need for education and information about free play and play is a whole, later going further with informing the public about the project CAPS, as it is such an innovative method, that many people have to familiarize themselves with the concept of free play.

One more very important element was the educational and training part that would enable the teachers or playworkers to perform their task properly. Their common understanding is that it would be easier to introduce free play in religious schools rather than state schools.

4. National school systems in Partner Countries

Here we described briefly the National school systems in our countries, especially in the age group from 6-15.

The following points are covered (Details to be found in respective National Reports):

- General education
- Private / Public schools
- Length of schooldays (half day / full day schools)
- School authorities / legal framework (autonomy of schools to decide)
- Debate on reform
- Teacher Training programmes for “in service teacher”
- Other important issues

Austria

In Austria, children aged three and over can attend a nursery school (Kindergarten) [ISCED 0] voluntarily. As soon as they are five years old they must attend nursery school in a half-day form. Kindergarten is not part of the school system, however.

In Austria, compulsory schooling starts at the age of six and lasts for nine years. One nursery or school year lasts for ten months (from September to June). There are private and state schools; in state schools, no tuition fees are charged. The Austrian school system provides for a variety of education and training options which are designed to meet the needs and interests of children and their parents.

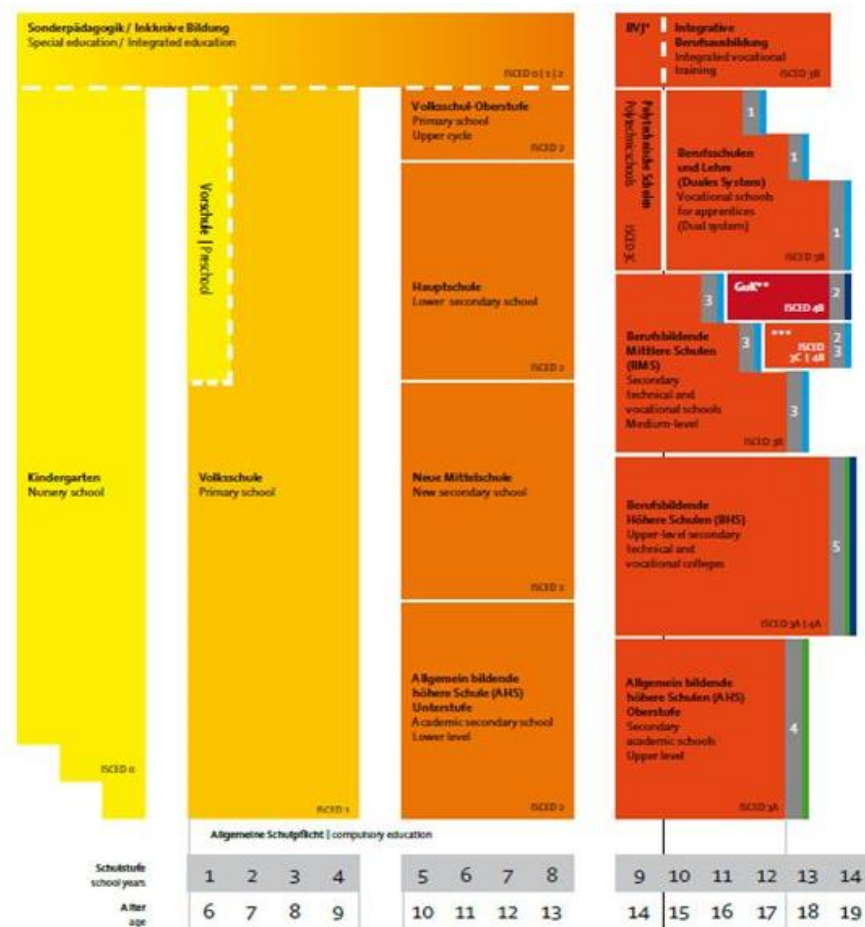


Figure 1: Austrian Education System (source: www.oead.at/bildungssystem)

Czech Republic

General education

- Compulsory full-time schooling is 9 years in CR with 1-year compulsory attendance at pre-school. A significant part of primary school education represents after-school care. It is not mandatory but used by roughly 90% parents in first grade and 85% at second due to the school hours from 8 to 12. Few Czech parents work till earlier than 3:30, with many working till no earlier than 4. The attendance declines with age. In fifth grade, it is recently only used by about 20%. It is facilitated by teachers or after school educators. In the first and second year, children spend about 4 hours in class and 3 to 4 hours in after-school care.
- The Czech after-school care centers have significant potential for utilization of playwork. They are a mandatory part of every elementary school under the same head teacher.
- Besides standard school education, an option to educate children in compliance with an individual educational plan exists in CR. The individual plan is outlined by a given local school for instance for children with health issues complicating their school attendance, children who are high-performance athletes, or for children whose parents simply choose to educate their children on their own through so-called homeschooling.
- Private / Public Schools

Hungary

The Hungarian public education system is divided into three parts:

- 3-6 years: kindergarten
- 6-14 years: primary/elementary school (which usually contains the lower (1-4 grade) and upper (5-8 grade) section)
- 14-18 years: secondary/high school (9-12 grade) or vocational school.

Since the “Act CXC of 2011 on National Public Education” education is compulsory until the age of 16.

Public schools are free of charge, and it’s not obligatory to choose them. The parents can decide on homeschooling and private schools as well.

Most of the public schools are run by the centralized system KLIK (Klebensberg Institution Maintenance Centre) which is renamed since 2017 to KK (Kelbelsberg Centre). It's still centralized, but now there are several school district centers in the country which run the local schools.

The Hungarian National Core Curriculum provides National Curriculum Framework. The schools create a local curriculum based on one of the Framework Curriculums of the ministry. The centralized Framework Curriculum covers almost every part of education: what are the aims of education, the system of the subjects, the topics and the content of the subjects, the requirements of the subjects, the tasks of the development of the knowledge and competence areas and also the timeframe of the fulfilment of the requirements. Schools have 10% in the local curriculum where they have the autonomy to manage the timeframe of compulsory and optional subjects and activities.

Poland

National School System in Poland is managed by two institutions: Ministry of National Education (general and vocational education) and Ministry of Science and Higher Education (higher education). (see sources 1, p.5) National education policy is developed centrally while administration and running of schools are decentralized. Full-time compulsory education is for people aged 6-16. It includes the final year of pre-primary education and 8 years of primary education (after the reform in September

2017). Reform in 2017 brought also the necessity of plans made by foreign language teachers. These were the main controversial points during the debate on changes in September 2017.

Public primary education is free of charge for all pupils. Regional authorities in Poland are located at province level. The educational superintendent and provincial government are responsible for education at the provincial level. The educational superintendent is responsible for pedagogical supervision officers at the regional level and provincial government is responsible for teacher training and colleges of social work. The head of the school as appointed by the school managing body through an opened competition for a five-year term.
(see sources 1, p.12)

The typical school day at public primary school begins at 8 a.m. and finishes around 12:45 (for kids 0-3 class, aged 6-9) and about 2:45 (for kids 4-8, aged 10-15). Breaks at schools typically last 5 minutes every 45 minutes class and the dinner break lasts usually 45 minutes. Some schools shorten the time to 15 minutes to save more time for learning.

Slovakia

In Slovakia, the law on education deals with one part of the school system, which includes kindergarten, primary and secondary schools. A separate law deals with the issues of universities.

There are two important expressions used in the law:

National educational program (NEP)

- includes: a frame model for absolvents, a frame learning plan, a frame curriculum
- it states: general goals, key competencies of students, frame content of an educational plan
- It is the base for creating the school educational program (SEP), which allows taking into consideration local needs and possibilities

School Educational Program (SEP)

- The first level of participatory model of directing schools
- It gives schools an opportunity to specialize through adding freely chosen lessons into the educational program
- Options for freely chosen lessons:
 - educational lessons, where content is prepared by the school itself
 - approved pilot lessons (still in the phase of experimentation) or innovative programs, where schools use a newly developed content in their own environment

The structure of the Slovak school system:

- kindergarten
- **primary school**
- grammar school
- vocational secondary school
- conservatory
- school for students with special educational needs
- primary art school
- language school

5. Current /planned school labeling

Here we describe if there are existing school labels (e.g. play related, or also other areas, as eco-friendly school, etc.) in your country, especially in the age group from 6-15.

The following points are covered (details will be found in the annex – National Desk Researches):

- Short description of the various labels
- Ways of accreditation, re-accreditation
- Certification / Accreditation requirements from relevant professional bodies (e.g. legal bodies)
- Quality standards, training programs, requirements
- Business models (costs for schools)
- Funding opportunities for school labels
- Other important issues

Austria

A huge number of different certificates and self-evaluation labels are available for Austrian Schools. A short selection of some popular ones can be found below:

- The Austrian Ecolabel for Schools (Umweltzeichen Schulen)
- ÖKOLOG
- Moving School Austria (Bewegte Schule Österreich)
- eEducation Austria
- MINT-Schools (Mathematik, Informatik, Naturwissenschaft und Technik Schulen)
- “Our school cafeteria”

Czech Republic

There is a variety of certificates which can be divided into 3 clusters:

- Healthy lifestyle (with a particular focus on nutrition and motor activity)
- Environmental studies
- Humanity and ethics

Hungary

Currently there are the following labelling systems available in Hungary for 6-15 age group:

- Eco-school label
- “Copper Plate” label
- Forest school label
- Accredited forestry forest school label
- Talent point accreditation
- E-safety label

There are also some self-evaluating methods available, such as

- E-lemér
- Real World Learning Quality Grid

Poland

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

- a) Montessori
- b) Waldorf Schools
- c) Democratic Schools
- d) Giraffe Settlement (Zyrafia osada)
- e) CreoGedania:

Slovakia

Currently there is only one labelling system available in Slovakia for the 6-15 age group:

Green school label

6. strategies / institutions / resources for Play

Here we describe if there are existing strategies, institutions or other relevant resources for play in our countries in general. This should describe the role of play in society, in public institutions and in public awareness. Play strategies at the local and regional level are covered.

Austria

There is no explicitly defined education strategy in the Austrian education system. The play is perceived as an essential element for the development of children, especially in preschool care ("kindergarten").

However, there are numerous schools (especially private schools) that explicitly support the promotion of the game. Among others, the network of free schools, an association of meanwhile over forty parent initiatives in Austria, which promote a self-determined learning of children, can be mentioned here.

But many public elementary schools have also included the promotion of free play in their school profile.

Some cities and municipalities in Austria, but also private associations, promote mobile play support, which takes place via mobile homes or the care of children's playgrounds.

Czech Republic

In the Czech Republic law of public education, there is nothing like a "play strategy" on the government level.

Alternative schools, such as Montessori or Waldorf pay more attention to personality-development and soft skills development but playwork methodology is not generally used in them either.

Hungary

In the Hungarian law of public education, there is nothing like a "play strategy". Actually, the word "play" appears only 3 times in the text of the law. As for some other expressions it varies in the following way:

- "religion": 25 times
- "learn": 41 times
- "obligation": 91 times.

When we measure these numbers of appearances in the National Base Curriculum we can find different results:

- "religion": 38 times
- "learn": 225 times
- "obligation": 9 times.
- "play": 157 times!

When we take a deeper look into these numbers, we can find that play and games have one main aim in the curriculum: to develop something. In the 157 there are only one or two examples when it is used in the context of the joy of play activities (the word "joy" is present 7 times). Free play/playwork is not mentioned at all.

In Hungary, there is nothing like a "play strategy" on the government level. Also, as all public schools are run by the semi-centralized maintainers, there are no distinct strategies on the regional level either.

Poland

Polish Society for Game Research (PTBG) (Games Association of Poland) - Polish non-governmental organization that brings together researchers and students involved in the field of games. Membership areas (RPG) and computer games are special areas of interest for members.

PTBG is interdisciplinary and brings together representatives of various scientific fields, including linguists, glottodidactics, literary scholars, sociologists, psychologists, cultural experts, media experts, philosophers, historians, economists and IT specialists.

The aim of PTBG is to popularize and develop knowledge about games, both in theoretical terms (interdisciplinary and from the specific sciences), as well as practical (creation and dissemination of games, didactic applications). The organization aims to promote games interest as a medium and to shape education policy using forms of virtual entertainment.

The organization conducts research on games, meetings, panels and scientific conferences as well as cooperation with scientific societies and related institutions in the country and abroad.

Since 2009, the Polish Association of Game Studies publishes an official scientific journal - the "Homo Ludens" yearbook.

The Ambassador of School Inventiveness

The Ambassador of School Inventiveness is a competition under the patronage of the Minister of National Education organized by the Patent Office, the Polish Children's Academy and the Museum of Technology and Industry NOT addressed to school inventors and constructors.

Children under the age of 13 can take part in the competition. The competition jury will select the laureates in two age categories: 7-10 years and 11-13 years. You can submit projects to the competition in the following categories:

- inventions or other technical solutions,
- board or computer games.

Slovakia

This is virtually non-existent in Slovakia. The education of primary school teachers includes some lessons on the play in education, but there is no literature available in Slovak that could be a useful resource.

Resources are more available in Czech language, e.g. Radek Hanuš - Lenka Chytilová: Zážitkově pedagogické učení.

7. Role/importance of play in National school systems

Here we describe the role /importance of play in our National School systems.

The following points are covered:

- Relevant pedagogical approaches on the play in your country
- implementation of “training in play” in teacher education
- implementation of play in school curricula
- resources for play in the school system
- other important issues

Austria

There is no standardized curriculum for preschool education (Kindergarten) in Austria, but a federal education plan exists. Individual education areas are defined, that have to be implemented (eg: emotions and social relationships, ethics and society, language and communication). In all these areas, the main focus is on the play,

In the elementary school curriculum, learning in play is the first of the recommended forms of learning (see BGBl Nr. 134/1963; curriculum for primary schools in Austria). Playing is thus an important building block for the connectivity of educational processes in the transition to the school system. Based on the more play-oriented forms of learning of pre-school time, the children should be led to conscious, independent, goal-oriented learning. In lesson planning, an appropriate time frame should already be provided for free learning and play during the annual planning phase.

The principles of learning and teaching in elementary school provide for a phase of free play for preschool children, especially during the first months of the year.

Among the forms of learning, learning in play is the first to be mentioned.

In social learning, role-playing is called a method, the class and school should be designed and experienced as a common help-, discussion-, work-, play- and celebration-community.

Each lesson day should be balanced in content and time so that work and play, exertion and relaxation complement and permeate each other.

The Performing Game as non-binding exercise can be offered in all four years of elementary school.

In the curriculum of the New Middle School (Lower Secondary School), the Performing Game also plays a role as an optional item. Otherwise, it is called here in the field of physical education, the understanding of play here only refers to the sport.

Czech Republic

This topic is not mentioned in official school documents. There is a great deal of pressure on safety and prevention of injuries, so dominantly "safe" activity is supported - especially art, music production, science rings ... sports activities almost always involve collective games under the supervision of a teacher or educator.

Children's free play can (to some extent) only be mentioned in preschool, not in elementary school or in a kindergarten. Even in after school care where children spend a good deal of time, regarding play there are almost exclusively organized activities run by the educator.

Hungary

Whereas free play in many cases is really important in the kindergarten, in most schools playing is only a secondary activity, it is not in the focus. Of course, there are a lot of playful activities, especially in the first classes, but there's always some kind of developmental aim behind these actions – to play just for the fun is really rare, mostly it happens in the breaks (10-15 min) or after lunch. Unfortunately, teachers looking out for the students often are not conscious about / trained how to support children's and youngsters free play. Sometimes they are not aware of really risky situations, but on the other hand, they can easily ban fun games because they consider them as "very dangerous".

The approach of play pedagogy is usually applied in kindergartens for young children, the training of kindergarten teachers usually includes this subject. However, in schools, or in the training of general teachers, it is not taught. One positive example though is the ELTE University Faculty of Primary and Preschool Education, which offers a play-mentor further training course for not only kindergarten teachers but general teachers, conductors or psychologists as well. This course aims to develop knowledge and methodical experience of learners about play and games, promoting implementing it in their practice with children aged 6-18. Free play is not specifically mentioned on the programme though.

The approach of leisure-time pedagogy is also present in Hungary. But again, even though some schools put great effort into finding ways to have their students spend their leisure-time in a meaningful way, free play and spontaneity are not often present in this context either. Leisure-time is usually organized in this case, with pre-planned programs (school trips, cultural programs, complex programs) or activities with specific developmental goals.

Next, to these, game-based learning and gamification are getting more and more popular/well-known among schools with a more progressive approach.

Rogers Foundation promotes free play and offers regular pieces of training for teachers about free play through a non-accredited course. This is the only playwork course in Hungary.

Poland

There are no formal strategies for free-play in Polish Educational System. The play is mentioned only twice in Ministries of National Education documents as far as early primary education is concerned; once to mention sports activities and another to define play with the use of musical instruments (see sources 6, p.17 and 19)

Nevertheless, there are alternative schools and preschools, where the play is important. At our creGedania every day from 12:30 till 13:00 we have a fixed time in the schedule for so-called „free-play". Then teachers do not act until there is violence among pupils. There are also democratic schools, where the schedule is not fixed and kids are enhanced to play during the day. There are also no institutions in Poland responsible for play.

Slovakia

STATE EDUCATION PROGRAM PRIMARY EDUCATION - 1st STAGE OF BASIC SCHOOL (ISCED 1)

The word "game" and its forms appear in three cases:

"In primary education, the goal is to continually develop the natural and natural assumptions of pupils and to positively stimulate the tendencies towards playfulness and spontaneity." (S. 9)

"Through movement - motion exercises, games and competitions positively affect the motor development of pupils." (S. 10)

"At the first level, physical and sports education, primary education, natural science, native science, art education, as well as independent organizational forms of teaching - didactic games are realized through the subjects. Didactic games that take place at any one grade of the first grade, once a year, last for 4 hours, serve as practical learning." (S. 14)

STATE EDUCATION PROGRAM LOWER MIDDLE EDUCATION - 2nd STAGE OF BASIC SCHOOL (ISCED 2)

- In this document the word "game" is not found, nor its forms

8. The fit of playwork into school day/curricula

Here we describe the concrete implementation of play and play environment in the actual school system (age-group 6-15).

The following points are covered:

- Environmental requirements (e.g. availability of play spaces/playgrounds in school)
- Organisational requirements (e.g. responsibility for the provision of play in schools, resources)
- Training requirements (e.g. existing further education for "in service" teacher, teacher training, etc.)
- Legal aspects (e.g. health and safety regulations, liability)

Austria

Play fits into Austrian school day, especially in Primary schools it is a fixed part of the curriculum. Especially in "All-Day-Schools", there is a need to organize leisure time. This relates mainly to Primary schools but is also applicable on the Lower Secondary Schools.

Training courses

Further education for teachers in Austria is mainly organized by the Universities for teacher training. They always have a wide range of training for "In service" teachers. While for some of them the further education is compulsory (up to 16h per year), most of the teachers develop themselves on a voluntary base. There are some related training offers to play and leisure time pedagogy, but no clear curriculum to train teachers for facilitating play. In most schools, this is provided by social pedagogues, who are specialized in this area.

Organizational findings:

In the educational concepts of many schools, there are concepts for the promotion of self-determined and free play. In the private sector, the school focuses and framework conditions can be defined by the individual institutions of the schools themselves, as long as the attainment of the learning objectives for the respective school levels is generally ensured.

As far as school autonomy is concerned, school administrators also have the opportunity in the public sector to create good framework conditions for the game.

In the private sector, as a rule, there is a very high level of parental involvement, which is often used to provide support in the school organization. In public areas, there is usually also a good exchange of information between parents and school.

Legal aspect:

Promoting the freely chosen play is already quite easy within the curriculum for elementary schools, especially in preschool. In the lower secondary school, in particular, afternoon leisure times can be used for this purpose. The currently planned increase in school autonomy creates even more scope for the design of everyday school life.

Infrastructure

In general, Austrian schools are rarely prepared for freely chosen play in terms of infrastructure.

In Austria, however, the expansion of all-day school types is currently taking place. These make an important contribution to improving the quality of education and equal opportunity and make it easier for parents with school-age children to reconcile work and family life. Therefore, from 2014 to 2018, the ministry will allocate up to 800 million euros for staff and infrastructure. In addition to the quantitative expansion, the qualitative improvement of all-day school forms with a comprehensive education and training, which relates to the entire daily routine, is important. All-day school forms are part of an overall pedagogical concept of the respective school location, which all employees of the school support and further develop in the sense of a learning organization. Education, upbringing, and care must be a holistic offer in school and involve new forms of learning as well as extracurricular cooperation partners. With these means, i.e. the creation and adaptation of playgrounds and similar outdoor facilities are financed.

Czech Republic

For the implementation of the program, it seems to be key to identify school with sufficient outdoor space. This is an insurmountable barrier that we have to take into account, especially in schools in larger cities. The closer the school is to the center of the city, the less space is typically available. Rural schools generally have larger outdoor spaces.

Another necessary condition is motivated head teacher, who is the main motivator and can significantly affect the course and run of a school.

In terms of time, we see the use of so-called "long breaks" (between the 2nd and 3rd class), which the director has the power to extend to 20 minutes. We see the main play potential in the after-school care which begins after 4th or 5th class.

Children's safety is the responsibility of teachers and educators for the duration of their stay at school, which is in line with the concept of our project. The legal aspect is included in the school education act, so we cannot see significant obstacles in this respect.

Hungary

Playwork could be fit into the school's daily life as part of the so-called leisure-time pedagogy. As mentioned earlier in Hungary in the primary school level (6-14 age group) there is a so-called "whole-day education", so children are required to be in the school between 8am-4pm, there could be available time and space.

The following findings are based on a research run by Rogers Foundation in 2015 (with 255 questionnaires, interviews and focus groups from all around Hungary).

Training courses

In most schools, there are some teachers, educators who are ready and open for innovation. There are also available training courses: on value-based leisure-time pedagogy, on animation and games, outdoor education, etc. Rogers Foundation also provides playwork workshops.

Organizational findings:

However, being trained is not yet an indicator of cultural change within the school. The upkeeping motivation of the teachers is a much more important factor.

In most schools teachers have a relatively high level of autonomy of what they are going to do with the children during the afternoon (especially in the 1-4 grades, but also in the 5-8 grades). This time could include playwork / freely chosen play opportunity as well. What they do with the children is mostly depends on what they are interested in.

Institutional motivation – especially the support of headmasters – is equally, or even more important.

Support of school leadership is crucial also because there is a negative culture regarding pupil's free time. We asked teachers how much they agree with this statement: "The development of pupils is mostly ensured if we organize their time with relevant programmes". 29% of teachers agreed (or very much agreed), 27% hesitated, while 44% was against – even in our non-representative sample which was only filled in by interested teachers.

Finding the right timeslot for play can be also very problematic. Most schools delegate time for leisure activities during the afternoon, however, a high number of parents take their child away at that time either for extra classes, or home. Pupils themselves don't like to spend their time in the school either (this is an issue which could be targeted by Playwork).

Legal aspect:

Actually, Hungarian National Curriculum is not at all against leisure time pedagogy (which includes playwork), but rather supportive. So, regulations are most probably not against.

Infrastructure

There is also a problem with infrastructure. Many schools struggle with not having access to space and equipment for leisure time programmes. In some schools even having access to a courtyard is a problem (about 3% of our respondents did not indicate having a courtyard). While sports court is

available for 80% of the schools (responding), little more than half (57% of responding primary schools) has a playground (although we talk about pupils from age 6). In about half of the schools, there is a part of the classroom that can also be used for play.

Only one in five teachers responded that they have a playing room/club room within the school (20,8%).

Poland

Environmental requirements

Each school needs either a football pitch (natural or artificial) or green field not smaller than 200 square meters. Therefore, it is possible to be introduced into almost every school. We also need funding for the steel container, minimum 15 square meters.

Training requirements

The training idea should be introduced fully (min. 10 hours) for the principle and coordinator of „school free play program”, shorter for teachers and headteachers (about 5 hours) and minimal for the parents and students (min. 2,5 hours).

Organisational requirements

The easiest way to introduce „school free play program” is to use 1 of 4 hours (45 min/week) P-E classes. Due to the local government educational decision making it is possible to discuss the profits of free-play for kids.

Legal aspects

As far as health and safety regulations are concerned, it could be introduced during teacher and parent „school free play program” training. There needs to be introduced some form of examination the ground prepared for play-pods (including the area used) and first-aid program introduced/ repeated for school free-play coordinator or/and school teachers.

Slovakia

Playwork could be fit into the school's daily life as part of the so-called leisure-time pedagogy. As mentioned previously, schools are allowed to include specialized lessons besides the compulsory lessons on any given school day.

Training courses

In most schools, there are innovative headmasters and some teachers, educators who are ready and open to new methods and innovation. There is accredited training, which motivates teachers more to take part in them as based on the scoring system, they can be put into a higher salary category based on their expertise. Non-accredited training is also available mainly provided by training courses: TANDEM provides such training.

However, if the new approach is not adopted on a systematic school level, there is no real long-time change. It depends on the teachers' motivation and can be only introduced on some lessons within some exercises. Motivation from all the stakeholders within the school is extremely important.

Finding the right timeslot for play can be also very problematic. Most schools delegate time for leisure activities during the afternoon, however, a high number of parents take their child away at that time either for extra classes, or home. Pupils themselves don't like to spend their time in the school either (this is an issue which could be targeted by Playwork).

Legal aspect:

Slovak law is not against leisure time pedagogy (which includes playwork).

Infrastructure

Only in some cases do we detect a problem with infrastructure. Many schools have access to space, but equipment can be quite problematic for leisure time programmes.

9. relevant stakeholders in your National school system

Here we describe briefly the relevant stakeholders and their roles in your National school system and how they are organized:

The following points have been covered:

- teacher and teacher associations
- parents and parent's associations
- play associations
- children's rights organizations
- policymakers
- school bureaucracy
- other relevant stakeholders and their organizations

A full list of relevant stakeholders can be found in the respective National Reports on Desk Research.

10. Other relevant topics for the National Adaption Plans

Here we describe any other topic, that could be relevant for the implementation of the "Play friendly schools" in our countries.

Austria

The current conversion of the Austrian compulsory school system to the system of the full-time school offers the possibility to integrate the free play better in the school everyday life.

Due to changed social conditions, the challenges faced by our schools have steadily increased in recent years. In addition to conventional teaching, other aspects such as Social and emotional learning, individual learning support and a meaningful recreational offer significantly gained in importance. In an increasingly heterogeneous society and in times when both parents are often employed, both the half-day school and the traditional afternoon care are outdated.

Classical afternoon care is usually extended by having some students spend part of the afternoon under the supervision of a teacher or supervisor in the classroom and having different quality of homework and learning. The focus of the afternoon school care is, therefore, more under the supervision of the students, from optimal pedagogical care cannot always be assumed.

In an entangled all-day school lesson, learning, rest and leisure phases alternate meaningfully between 08.00 and 16.00. In doing so, the non-legal portions, e.g. Educational and social tasks, the learning of

manners, more exercise (daily gymnastics lesson), and freely chosen play are given sufficient time and space.

Hungary

Regarding the national adaptation of free play in Hungary, there is an opportunity to connect this topic with some already existing programmes and initiatives.

There are several mentoring programs for gifted children, and this term is also more or less well-known among the general population. One option is to look at and point out that play could be a way of talent-mentoring.

There are also several programs that focus on certain specific issues, such as bullying or early school leaving. Play can also be combined with these programs, as these issues are very relevant to the schools and often don't know how to handle them successfully. Therefore, we can present how we think play can be beneficial regarding these problems and therefore create demand for play-programs.

Finally, the play could be also combined with certain existing private / corporation entities. IKEA currently puts great attention on the play and has developed its own play strategy. They have carried out a research on play and playfulness, both from the child's and the adult's perspective, looking into the motivation behind playing. They offer many tools and materials that can be used for play in their businesses. Reaching out to IKEA could be a useful way to create more interest within the general population for play and play-friendly education.

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12. Annexes

Desk-Research-Report Austria

Field-Research-Report Austria

Desk-Research-Report Czech Republic

Field-Research-Report Czech Republic

Desk-Research-Report Hungary

Field-Research-Report Hungary

Desk-Research-Report Poland

Field-Research-Report Poland

Desk-Research-Report Slovakia

Field-Research-Report Slovakia