

Children's access to play in school

National Adaption Plans

Desk research

Poland

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1. Aim of the Report

National adaption plans – how to adapt playwork in school practice - will contain information on the national education system, where playwork can be fitted into the school day/ curricula and how playwork can be incorporated in school life level. The expected impact is that it will be 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

The National Adaption plans will be informed by different sources of information:

- Starting point is this desk research to understand the national school system, stakeholders and relevant influence factors.
- In February 2018, there will be a study visit to 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, there will be some field research carried out in each partner country. This could be 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 will develop National Adaption Plans to specify their respective strategy to reach the aim of the project.

3. National school system

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 final year of pre-primary education and 8 years of primary education (after the reform in September 2017). Reform in 2017 brought also 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. Educational superintendent and provincial government are responsible for education at provincial level. Educational superintendent is responsible for pedagogical supervision officers at 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)

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.

Primary education: (see sources 1, p.31)

Primary education is compulsory – children between the ages of 6/7 and 13 attend primary schools for a period of six years.

Public primary education is free of charge for all pupils.

General education in the primary school is divided into two stages:

1. Stage I, including grades 1 to 3 of the primary school and covering early school education,
2. Stage II, including grades 4 to 8 of the primary school.

In 2013/2014 there were 13 443 primary schools for children, attended by approximately 2.15 million pupils.

4.1. ADMISSION

Children are admitted to primary schools at the age of 6 or 7 (they must reach the age of 6 or 7 during the calendar year in which they start compulsory education).

Before 2014 admission of 6-year-olds to grade 1 of primary school was left to the parents' discretion. In 2014 education in primary schools is compulsory for 6-year-old children born in the first half of 2008, i.e. children born before the end of June 2008. Starting in 2015 all 6-year-olds will commence compulsory schooling.

The decision on admission or its postponement is taken by the school head upon consultation with a counselling and guidance centre. Communes are divided into school catchment areas in order to provide even access to schools. Children are admitted easily to a school in their catchment area. If there are places in a relevant class, children from another catchment area may be

admitted to a school on their parents' request.

ORGANISATION OF SCHOOL TIME

The organisation of the school year is defined by the Ministry of National Education in a separate regulation. The Ministry of National Education issues the calendar for the school year on an annual basis, specifying the dates of the start and the end of the school year and of school holidays. The school year (for primary and secondary schools) is divided into two semesters, the first semester lasting from the first day of classes (the first working day of September) until the last Saturday preceding the winter holidays; and the second semester from the Monday directly after the winter holidays until the last day of classes (the last Friday in June). The dates of the winter break vary among the provinces in Poland. The winter holidays should, in principle, be scheduled between mid-January and the end of February and last for two weeks. The exact timing of the winter break is determined by the head of the regional education authorities (education superintendent) in agreement with the head of the province. Primary and secondary schools in Poland also have Christmas and Easter breaks.

In most public schools lessons start at 8 a.m. and finish at 2 or 3 p.m. if a school works in one shift. Each lesson usually lasts 45 minutes. Breaks are considered sufficient if they last at least 5–10 minutes, but no longer than 25 minutes.

Pupils usually attend school five days a week, from Monday to Friday. Specific organisation of classes in a given school is defined in the school's statutes. Classes are organised by age which is the first level of division. PE classes

can be conducted in separate groups for boys and girls. Grouping of pupils is obligatory in the following cases:

- for compulsory computer classes, if groups have more than 24 pupils; the number of pupils in a group cannot exceed the number of computers in the computer laboratory;
- for compulsory foreign language classes, with pupils grouped according to the level of their language skills; classes are taught in cross-grade groups of up to 24 pupils;
- for a maximum of 50% of compulsory general education which, in accordance with curricular content, should comprise practical classes (including laboratory classes), in classes of more than 30 pupils.

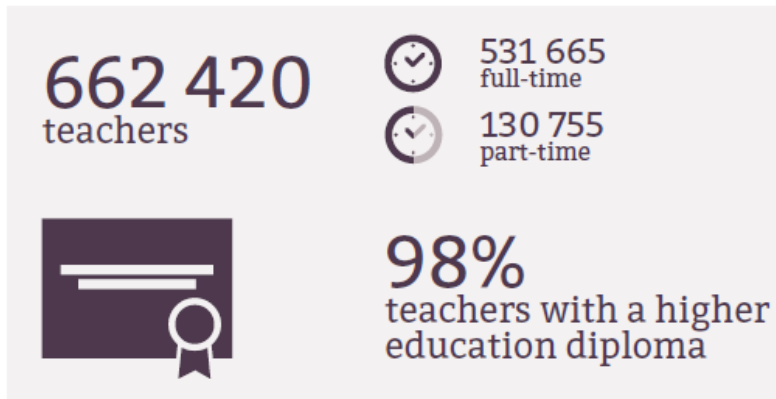
Education in primary school is based on the core curriculum which defines the learning outcomes and some general requirements for the organisation of teaching at this level of education.

Core curricula have to be respected by each school, but school curricula are determined at the school level. Teachers are free to follow curricula chosen or developed by them independently and approved by the school head. The curriculum proposed by the teacher should be based on the core curriculum and adjusted to the needs and abilities of the pupils concerned. Teachers may also use textbooks selected from the list approved by the Minister of National Education.

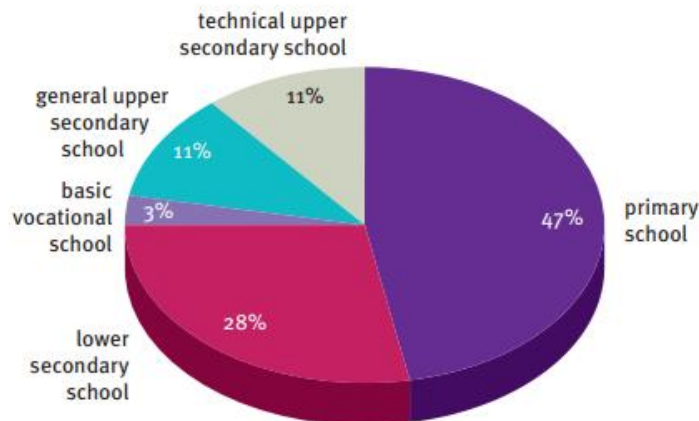
The new Core Curriculum of 2008, introduced gradually since 2009/2010, has been defined in terms of general and detailed learning outcomes regarding knowledge and skills that have to be acquired by each pupil by the end of a given educational stage. In this way the Core Curriculum determines the scope of knowledge and skills to be tested at the end of grade

Teacher Training (see sources 1, p. 83)

Teachers, as a rule, are required to have an HE degree, but the type of training is subject to the educational stage at which they teach. The relevant regulations indicate that for pre-school institutions and primary schools, teachers have to hold at least a first-cycle degree diploma, whereas for secondary schools, they need to hold a second-cycle degree diploma. In the course of the initial teacher training, a teacher-to-be is supposed to follow compulsory modules including subject-related training, training in psychology, and pedagogical/ methodological training.



Percentage of teachers according to the school type



Career stages

The Teachers' Charter specifies four categories in the teaching career:

- 1) trainee teacher,
- 2) contract teacher,
- 3) appointed teacher,
- 4) chartered teacher.

According to the Teachers' Charter, trainee and contract teachers have the status of contractual employees (trainee teachers – for a fixed term, contract teachers – for an unlimited term), whereas appointed and chartered teachers enjoy the status of career civil servants. Chartered teachers with an outstanding record may also be awarded the title of honorary school education professor. Academic teachers are subject to separate legislation.

Private primary and secondary education is relatively new in Poland, having only been introduced in the late 1980s. Private or non-state schools are partly funded by the government and partly by fees and donations by parents and other organisations, such as religious orders. Many private schools in Poland are run by religious or social organisations (e.g. Montessori schools). The language of instruction at these schools is generally Polish, or a minority language. They are partly independent

of the government but mostly restricted to following the national curriculum. Fees at private schools in Poland can be quite high (e.g. 1 500 pln).

Typical school day at private primary school begins also at 8 a.m but lasts till 16:00 or even 18:00. It is different though at alternative schools, they usually begin at 9 am but also last till 16:00 or 17:00. These alternative schools have much more time for play and rest for pupils.

4. Current /planned school labelling

4.1 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:

-These programs have a child-centred approach: kids have lots of freedom to choose their own tasks and activities (with teacher guidance). They also focus a lot on concrete learning.

- Many Montessori schools in Poland, such as those in Warsaw, are accredited by a certifying institute, such as the Association Montessori Internationale (AMI). And some have teachers with specialized Montessori training, acquired at the Polish Montessori Institute (PMI).

b) Waldorf Schools

-Waldorf schools in Poland don't have a standard curriculum, one for all students. Learning is customized to the special needs of each child. These schools also focus a great deal on art and creativity, and this is infused through the whole curriculum. The goal is to promote creativity, curiosity, and imaginative learning. Moreover, most Poland Waldorf schools delay core academics until at least grade 1, when students are developmentally ready.

c)Democratic Schools

-There is no one definition of democratic schools or democratic education. Democratic schools in Poland take many forms. They tend, though, to involve self-directed learning and a strong and equal involvement from students, teachers, and parents in the education process. As the Alternative Education Resource Organization (AERO) puts it, democratic schools involve "... education in which young people have the freedom to organize their daily activities, and in which there is equality and democratic decision-making among young people and adults." ¹

d) Giraffe Settlement (Żyrafia osada)

- Żyrafia Osada- is a statutory project of the Gdańsk Non Violent Foundation.

Giraffe Settlement is a place created from the need to bring the Idea of Non-Violent Communication into the world. The school staff are properly trained to communicate in the language of empathy with children, parents and with each other. The right tools that the NVC gives you, such as mediation or repair circles, give teachers a good space to establish relationships and resolve conflicts.

In its assumptions, the school indicates an individual approach to each student - treating children with a subjective approach both in terms of education and on the emotional level. For us, as the creators of the school, every area of life is important: with the same passion they show children the elements of art, technology, mathematics or the Polish language. The individual treatment of each child gives them trust to the school. The educational system of Giraffe Settlement is based on the

¹ <http://www.educationrevolution.org/store/findaschool/democraticschools/> 30.01.2018

Project Method, which has been operating in Europe since the second half of the 20th century. The methodology used by us has been introduced as a system solution at all levels of education in Finland.

The third pillar is the interest of creators in free play. In the minds of the creators of the school, the common fun, which takes place especially in the open air, is the quintessence of preparing children for adult life. Prepares them for the awareness of their natural predispositions in group work, improves cooperation skills and builds a sense of value.

e) Creogedania:

The vast majority of private schools in Poland are based on home teaching. Home teaching is included in the law on the education system and, as a consequence, in the draft educational law. In order to qualify a child for home schooling, a parent must submit a request for permission to fulfill pre-school education, school compulsory or out-of-school obligation, respectively to the public or non-public kindergarten, primary and secondary school situated in the province where the child resides. The application should be accompanied by the required documentation, including the opinion of a public psychological and pedagogical counseling center.

The basic legal act defining the location, technical and technological requirements for school buildings and rooms is the ordinance of April 12, 2002 on technical conditions that should be met by buildings and their location (Journal of Laws No. 75, item 690 with later amendments). d.). The requirements for safety and hygiene in schools are set out in the Regulation of December 31, 2002 (Journal of Laws of 2003, No. 6, item 69) on safety and hygiene in public and private schools and facilities. In practice, most schools built in the 1970s, even after renovation and modernization, meet only the basic standards set out in the indicated regulations. However, new and newly built buildings must meet the standards and standards described below.

The school building should be designed and made of such materials and products and in such a way that it does not pose a threat to the hygiene and health of users, in particular as a result of:

- 1) the emission of toxic gases,
- 2) the presence of harmful dust or gases in the air,
- 3) dangerous radiation,
- 4) pollution or poisoning of water or soil,
- 5) incorrect removal of smoke and exhaust as well as waste and waste in solid or liquid form,
- 6) the presence of moisture in building elements or on their surfaces,
- 7) uncontrolled infiltration of outside air,
- 8) rodents get inside,
- 9) limitations of insolation and natural lighting.

As a rule, school buildings belong to the low and medium-high category, in which at least one above-ground storey with rooms is located above 12 m above ground level. School classes and workshops are defined as rooms intended for permanent stay of people, in which the presence of the same persons within a day lasts longer than 4 hours.

1. The area around the school

The area around the school should be fenced and secured against unauthorized access. The fence must not pose a threat to the safety of people and animals. It must not be placed on the height of less than 1.8 m, sharp-edged elements, barbed wire, broken glass and other similar products and materials. Gates and wickets in the fence can not open outside the plot and have thresholds to impede entry of disabled people in wheelchairs. The width of the gate should be at least 2.4 m in light and in the case of a wicket, its width should not be less than 0.9 m (fire widths are regulated by separate regulations regarding fire protection) on building plots designated for education buildings. At least 25 percent of the plot area should be arranged as a biologically active area (covered with greenery). A significant part of the plot should be a playground suitable for conducting sports activities.

On the premises of the school and facility, the following are provided:

- 1) proper lighting;
- 2) an even surface of roads, passages and pitches;
- 3) installation for drainage of sewage and rainwater

Sewer openings, wells and other hollows in a school or institution are covered with suitable covers or permanently protected in a different way. Communication routes going beyond the school and the facility are protected in a way that prevents direct exit to the road. Whenever possible, communication routes are directed to the street with the least traffic. In the event of snowfall, the passage in the school and the facility is cleaned of snow and ice and sprinkled with sand.

2. General requirements for the school building

School building, its functional and spatial layout, structural structure as well as technical and material solutions of building elements should be designed and constructed in a manner that meets the requirements resulting from its location and destination. It should be provided at least with water for human consumption and for fire-fighting purposes. In the absence of a water supply network, another source of water shall be provided at school and facility to meet the requirements for potable water. If some rooms are equipped with shower or washbasins, they should have an individual or central hot water system.

The middle-high school building should be equipped with passenger lifts, for which disabled people would have access from the ground level and access to all utility floors. A ramp should also be built, on which persons using wheelchairs could easily reach the building. The cabin of a passenger lift accessible for the disabled should have a width of at least 1.1 m and a length of 1.4 m, handrails at a height of 0.9 m and a call table at a height of 0.8 m to 1.2 m at a distance of not less than 0,5 m from the corner of the cabin with additional signs for blind people and voice information. The difference in the floor level of the crane's cabin, stopping on the usable floor, and the floor of this floor at the exit from the lift should not be greater than 0.02 m. This order, it must be said, is only met in schools built in recent years. In a newly erected low-rise school building, technical devices must be installed to ensure access to storeys with functional rooms that disabled students must use.

The stairs are equipped with balustrades with handrails secured against possible sliding on them. The steps of the stairs can not be slippery. The open space between the flights of the stairs is secured by a net or in another effective way.

The school building should be equipped with a plumbing system, as well as provide domestic sewage disposal. The waste and solid waste arising during the school's operation should have places adapted for temporary collection of this waste and impurities, located in the building itself or in its surroundings.

The school building should be equipped with installations (devices) for space heating in the period of low temperatures, enabling the indoor air temperature to be maintained suitable for their intended use (18 ° C) and adequate supply and exhaust ventilation. If the school prepares meals for pupils, it must be supplied with gas from the gas network, cylinder batteries or solid gas tanks.

According to the needs resulting from the destination, the building should be equipped with an internal electrical installation and a installation protecting from atmospheric discharges.

3. Lighting and insolation

Schoolrooms should be provided with daylight lighting, adapted to their purpose, shape and size. It is allowed to illuminate the room only with artificial light, if it is justified by functional purpose, e.g. a studio - photographic darkroom. Illumination of rooms with artificial light only, even if it concerns only a few labs, requires the notification of a sanitary inspector who gives consent to such a solution in agreement with the competent regional labor inspector. It is taken into account that in such a room a teacher or instructor conducting classes will work for a few hours a day. It is obvious that the building must be equipped with artificial light. It should meet the needs of use and meet the requirements of the Polish Standard for interior lighting with electric light and provide appropriate conditions for the use of its entire surface.

Lighting with artificial light of interconnected rooms (classes) intended for people's stay and general traffic (communication) should not show differences in intensity, causing dazzle when passing between these rooms.

School rooms, with the exception of the chemical, physical and plastic lab, should be provided with an insolation time of at least 3 hours on the equinoxes (March 21 and September 21) between 8 o'clock and 16 o'clock.

4. Entrances to the building and classes

The location of the entrance door to the school building and the shape and dimensions of the entrance rooms should enable convenient traffic conditions, including for the disabled.

The entrance door to the building and public utility rooms and to the classrooms should be at least 0.9 m wide and 2 m high in the light of the frame. In the case of double leaf doors, the width of the main wing can not be less than 0.9 m. generally accessible utility rooms may be used with revolving or swinging doors, provided that there are hinged or extendable doors adapted to the movement of the disabled. The door height can not exceed 20 mm. External inputs should be protected against excessive inflow of cool air by using a vestibule, air curtain or other non-hindering solutions. These requirements do not apply to additional inputs not provided for permanent use.

5. Strategies / institutions / resources for Play in each country

5.1 Polish Society for Game Research (PTBG) (Games 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.

The Society was established in 2004 at the initiative of a group of researchers, lecturers, doctoral students and students. It is the first in Poland organization undertaking scientific research in the field of ludology. Jerzy Szeja, PhD, is the chairman of the General Board of PTBG.

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.

5.2 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.

From the applications sent, the jury will select 8 projects (2 inventions, 2 technical solutions, 2 board games and 2 computer games) in each of the age categories that will be qualified for the second stage of the competition. From among the authors of these competition entries, the winners will be selected - School Inventorship Ambassadors 2017. Diplomas, material and financial awards await the winners.

6. Role / importance of play in National school system

Strategies:

There are no formal strategies for free-play in Polish Educational System. Play is mentioned only twice in Ministry's of National Education documents as far as early primary education is concerned; once to mention sport 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 play is important. At our crecGedania everyday from 12:30 till 13:00 we have a fixed time in schedule for so called „free-play”. Then teachers do not act until there is violence among pupils. There are also democratic schools, where schedule is not fixed and kids are enhanced to play during the day.

Institutions:

There are no institutions in Poland responsible for play.

Resources:

<https://pedagogicznawadowice.wordpress.com/zabawa-i-zabawka-w-rozwoju-dziecka-bibliografia-za-lata-2000-2015/>

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Nerło M., Czemu służy zabawa?, Edukacja i Dialog, grudzień 2002

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Buczek G., Aktywność ruchowa głównym stymulatorem fizycznego i psychomotorycznego rozwoju dziecka. W: Rozwój dziecka i jego stymulacja w instytucjach wychowania przedszkolnego. Red.: Helena Danel- Bobrzyk i Aniela Winiarska. Wyd. UŚ Katowice 1995,

Gniewkowski W., Ruch a bystrość umysłu i inteligencja, Wychowanie w Przedszkolu, 1986, nr 1.

Adamiec A., Zabawy tropiące, Wychowanie w Przedszkolu, czerwiec 1996

7. Fit of playwork into school day / curricula

1. 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.

2. Training requirements

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

3. Organisational requirements

The easiest way to introduce „school free play programme” 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.

4. Legal aspects

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

8. Relevant stakeholders in your National school system

Teacher and teacher associations:

1) Polish Teachers' Union is a trade union of education and training staff, higher education and science in Poland. It is a part of the All-Poland Alliance of Trade Unions.

ZNP creates the following organizational links:

- districts - at the provincial level,
- branches - within poviats or communes,
- outbreaks - in individual outlets or group of outlets.

The supreme authority of the ZNP is the National Congress of Delegates, while the highest executive body is the Main Board, headed by the president (since 1998, Sławomir Broniarz, his predecessor was Jan Zaciura).

The authorities of individual ZNP links are:

- district conference of delegates, district management,
- branch conference of delegates (meeting of branch members), branch management,
- gathering a bonfire, bonfire board.

As part of management, the union sections operate in the section: administration and service staff, as well as the section of pensioners. Young teachers, up to the age of 35, focus in the Young Teacher Clubs. A Antimobbing Club was also established, thanks to the efforts of trade unionists from the Silesian District.

To improve the work and to adapt the activity to the specifics of different levels of education, professional sections were set up: pre-school education, general education, child care, counseling and psychological and pedagogical assistance, special education, vocational and continuing education, agricultural education, librarianship, teacher education and improvement .

2) Creative Pedagogy <https://kreatywnapedagogika.wordpress.com>

Creative Pedagogy is based on constant cooperation of teachers in groups of professional self-improvement. Inter-school teams support each other in everyday work, improve their skills, discuss their practice. These are two types of groups: objective - for those interested in modern teaching methods, and problematic - for those who want to deepen their psychological and pedagogical knowledge. Each group is led by a prepared and previously trained leader - a teacher chosen from the Gdansk pedagogical staff. CP have created places for exchange of experience and lifelong education. The effects of our activities are published on the website of CP on Facebook.

In CP believes that social development is always based on the individual's personal development. That is why CP start from a school that can teach how to live creatively and beautifully. The task of CP is the bottom-up renewal of the methodology and student-teacher relations in the contemporary school. CP is all about learn from each other, using the knowledge of experienced experts and wise practitioners, how to teach better and more effectively.

3) Super Belfrzy Group <http://www.superbelfrzy.edu.pl>

Superbelfrzy organizes training and workshops improving skills related to educational technologies. Superbelfrzy is a group of teachers of all subjects organized on the facebook (see page), in all types of schools, at all levels of education, using their computers, tablets or smartphones to teach more interesting, more modern, involving students outside the school, using all their senses and skills not yet used.

The most important feature of Superbuffers is practical knowledge. All the solutions we talk about at conferences and which we present at the workshops are practiced in teaching, tested by us and our students during lessons and extra-curricular activities. All ideas are proprietary ideas constantly developed and discussed in the group and described on the blog.

The purpose of the training:

- Improving teachers' competences in the field of practical use of educational technologies.
- Exchange of knowledge and experience related to the use of ICT in Polish school conditions

4) The Children's Rights Ombudsman

The Children's Rights Ombudsman safeguards the rights of the child, in particular:

- the right to life and health protection,
- the right to education in the family,
- rights to decent social conditions,
- right to education.

The Defender takes actions to ensure full and harmonious development of the child, respecting his dignity and subjectivity (Article 3 of the Act on the Ombudsman for Children). The fulfillment of these tasks requires protection of the child against all forms of violence, cruelty, exploitation, as well as against demoralization, neglect and other forms of ill-treatment.

The Ombudsman's concern is all children; special attention is given to children with disabilities who have a difficult start in life.

When exercising his powers, the Defender is guided by the principles contained in the Constitution of the Republic of Poland, the Convention on the Rights of the Child and the Act on the Commissioner for Children's Rights, in particular:

- the principle of the good of the child,
- all actions are taken in the best interests of the child,
- the principle of equality,
- concern for the protection of the rights of every child,
- the principle of respecting the responsibilities, rights and obligations of both parents for the development and upbringing of the child.

The Defender takes actions provided for in the Act on his own initiative, taking into account the information coming to him, indicating the violation of the rights or the good of the child. He deals with individual cases, if they have not been solved in the right way, even though the available legal possibilities have been used. The Ombudsman does not replace specialized services, institutions and associations dealing with the protection of a child, but intervenes in a situation where the previous procedures have been ineffective or have been discontinued.

Addressee of the Ombudsman's activities are all public authorities (including the Sejm, the President of the Republic of Poland, the Council of Ministers, courts), local governments, government institutions and non-governmental organizations to which the Ombudsman may request:

- providing explanations and providing necessary information as well as providing access to files and documents, including personal data,
- taking actions for the benefit of the child, according to the scope of their competences, presenting the assessments and conclusions aimed at ensuring effective protection of the rights and the good of the child,
- making a legislative initiative or issuing or amending other legal acts.

There are a number of institutions dealing with children's rights in our country. Often, however, they only work in a specific social environment or in a specific area, sometimes the child's situation is not the main goal of their activity. The establishment of the Ombudsman for Children meant the establishment of an independent institution, equipped with powers of control, warning and initiating nature, supporting efforts aimed at the maximum protection of children's rights.

It is the Ombudsman's duty to annually present to the Sejm and the Senate information about his actions and comments on the state of observance of children's rights in Poland. Because this information is made public, it is an excellent opportunity to take a nationwide discussion on the state of observance of children's rights in Poland.

other relevant stakeholders and their organisations

5) Child in Center Foundation

The aim of the "Child in Center" Foundation is to initiate, run and promote all activities aimed at building a child-friendly world in which all children receive the best possible starting conditions in which their safety and welfare are the most important and where they can develop in health, peace and respect for one's dignity.

The Foundation's activity is primarily focused on:

- supporting the proper mental, physical, cognitive, social and cultural development of children,

- protection of children's rights and interests, dissemination of knowledge about them and shaping awareness and understanding of children's rights,
- strengthening the family and non-family environment in creating optimal conditions for the comprehensive development of children,
- active participation in all forms of assistance and initiatives aimed at preventing and counteracting the phenomenon of child abuse and its consequences,
- supporting children and families who require special care and help from high-risk groups, as well as those from disadvantaged backgrounds,
- undertaking preventive and educational activities to prevent social exclusion of children and their families.

6) Polska Akademia Dzieci- Polish Academy of Kids

Polish Academy of Kids is the first in the world University run by kids. In the Polish Academy of Kids (PAK) children and scientists work together. PAK encourages all willing Universities to open their doors every month for a reunion of Young Scientists. A monthly reunion consists of two lectures: a lecture given by Young Scientists, aged 6-12, and a lecture given by an academic lecturer. Children are given a set of ICT tools, based on scientific researches, to help them prepare their lectures. They also have an adult mentor to consult, and a Young Scientist (a child who already prepared a lecture in the past) to help.

PAK cooperates with 24 educational and science centres and Universities in ten cities in Poland, the Czech Republic and the Netherlands. PAK organises lectures for over 6000 children every month. The PAK project is run as a non-profit organisation, the Polish Academy of Kids Association, under the patronage of the Patent Office, the Ministry of National Education, the Ministry of Science and Higher Education, the Foundation for the Development of the Education System, the European Year of Creativity and Innovation 2009, and Rectors of cooperating universities (for details see: akademiadzieci.edu.pl).

9. Sources

Please add all sources for the report her, possibly also other relevant documents you came along while doing the desk research

1. [http://www.fss.org.pl/sites/fss.org.pl/files/the-system_2014_www_0.pdf], 26.01.2018, School System in Poland
2. [<http://www.ourkids.net/pl-en/montessori-schools.php>], 26.01.2018, Montessori School System in Poland
3. [<https://www.freunde-waldorf.de/en/waldorf-worldwide/organisations-worldwide/poland/>], 26.01.2018, Waldorf School System in Poland
4. [https://web.facebook.com/EUDECE/posts/10151460578562761?_rdc=1&_rdr!], 26.01.2018, Democratic Schools in Poland
5. [<http://zyrafiaosada.pl/szkola-2/>], Giraff Settlement in Gdańsk, Poland
6. [<https://men.gov.pl/wp-content/uploads/2016/11/edukacja-wczesnoszkolna.pdf>], play strategies in national education programme

10. Annex

Based on your desk research, please go again through your “National Case” and make it more concrete, based on all information you collected during the base study

Terms of Reference – National Case “Implementation of “Play friendly school”-label in my country

- Client (target group – beneficiaries)
- Other stakeholders (stakeholders)
- main aims/needs of the client in my country?
- Understanding of our “product” (how do we respond to these needs?) in concrete terms
 - a. Ideas for training programme
 - b. Ideas for quality criteria
 - c. Ideas for accreditation / labelling (re-accreditation)
 - d. Ideas for funding / covering costs
- Project planning
 - a. Main activities for implementation
 - b. Milestones for implementation and time schedule
 - c. Resources needed (personnel, materials, communication, implementation costs, etc.)
- What else is relevant?