



Children's access to play in school

# National Adaption Plans

Desk research

*Slovakia*

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## National Adaption Plan – Desk Research

### 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

#### 3.1 General education

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 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)

- 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

#### Primary schools

There are two types of primary schools in Slovakia:

- primary school with all classes – fully organized school
- primary school without all the classes – not fully organized school

9 classes and the possibility of adding preparatory class (one year before)

1<sup>st</sup> level: (ISCED1) – (preparatory class) 1<sup>st</sup> class – 4<sup>th</sup> class

2<sup>nd</sup> level (ISCED2) – 5<sup>th</sup> class – 9<sup>th</sup> class

Preparatory class is for those who have reached the age of 6, but didn't reach the development for attending school, or they come from socially difficult background

Individual education does exist as a form of attending compulsory education.

### 3.2 Private / Public schools

Besides public schools there are religious and private schools. In these schools the students take part in education which is equal to those in public schools, and they can do so for a tuition fee. The goal of such schools is to provide new and alternative forms and contents of education, new methods and forms. Their existence ensures the right of parents to choose freely from the existing schools. The goal is to create a competitive environment, which strengthens schools' motivation to develop their educational program.

Private schools fall under the same law as public schools (having a school education program in line with the national educational plan, having qualified teachers, providing adequate materials and technology for the educational process).

From all of the primary schools in Slovakia the percentage of private primary schools is 1,9%.

From all the primary and secondary schools in Europe there is an average of 14% private schools. In Slovakia this number is 12,1%.

### 3.3 Length of schooldays

Based on the school law:

- education in schools is either day form or external form of study
- The day form can be organized into half-day, whole day, weekly or continuous
- Half-day study has to be either before noon or after noon during 5 days of the week
- Whole day study is both before noon and in the afternoon hours during 5 days of the week
- Weekly study has to involve accommodation and food

There is no stipulation on the length of each school day, how long it should be.

### 3.4 School authorities / legal framework

State Administration in Education is directed by: headmaster, municipality, self-governing region, district office at the headquarters of the state, state school inspection, Ministry of Education, Science, Research and Sports SR and other organs.

School self-government is carried out by: a school or school council, a general school council, a territorial school council, and a pupil school board.

The municipality establishes and abolishes according to a generally binding regulation according to the network:

- primary art schools,
- kindergartens,
- children's school clubs,
- leisure centres,
- school catering facilities for pupils of elementary schools and for children of kindergartens,
- language schools at elementary schools,
- school service centres,
- school college.

The municipality performs state administration at first instance in cases of threatening the education and training of a minor or neglect of the care of a pupil's compulsory education.

The municipality as a school authority performs state administration at second instance in cases where at the first-level the headmaster of the school has made the decision, which was established by the municipality. If the municipality is not the founder of the school, the state administration of the second level is provided for it by the district office at the seat of the region.

The self-governing region establishes and abolishes by a generally binding regulation according to the network

- primary art schools,
- Language schools in addition to language schools at elementary schools,
- school colleges,
- School catering facilities,
- School economies and centers of professional practice,
- school service centers,
- schools in nature,
- leisure centers with territorial self-governing region,

The self-governing region performs state administration at second instance in cases where the schools headmaster has decided at first instance.

### **3.5 Debate on reform**

The Ministry of Education, Science, Research and Sports of the Slovak Republic, on the basis of the program statement of the Government, started drafting a National Program for Development of Education and Training in 2016 to cover the strategic objectives of the Slovak Republic in the area of education and training in a 10-year perspective. It invited a group of experts to work together to prepare a separate proposal for the first stage. For regional education, the aims of the objectives were presented for consultation with the specialists in October 2016 and for the field of higher education in November 2016. Subsequently, several round tables and expert consultations were held as well as several meetings in the regions. The Ministry received 379 comments on these proposals, the opinions of the representations of universities and other entities. With all the remarks, the authors of the National Program have dealt with, many have been taken into account and incorporated into the document "Learning Slovakia" in 2017.

Following the replacement of the Minister of Education, the new minister postponed the act and did not continue in the reform efforts of his predecessor. Since then, the fate of the reform is uncertain (state: February 2018).

### **3.6. Teacher Training programmes for „in service teacher“**

On the basis of Act no. 568/2009 Coll. on Lifelong Learning was established for the purposes of accreditation of further education programs an Information System for Further Education. Accreditation is a state verification of the competence of an educational institution to carry out an accredited training program on the basis of compliance with the conditions laid down by Act No. 568/2009 Coll. on lifelong learning and on the amendment of certain laws. The Ministry of Education, Science, Research and Sports of the Slovak Republic decides on the granting of accreditation based on the opinion of the Accreditation Commission for Further Education.

In the list of accredited educational programs on the site of the Methodological and Pedagogical Center for the school year 2017/2018, we have found only 3 which are at least in part similar to the free play. These are the following:

1. Free time in the theory and practice of out-of-school education (1602/2015-KV)
2. Games in German Language Teaching at Primary and Secondary Schools (1205/2013-KV)
3. Developing pupils' creativity in primary education (1232/2013-KV)

Important Institutions:

Metodicko-pedagogické centrum: <https://mpc-edu.sk/>

Association of Adult Education Institutions in the Slovak Republic: <http://www.aivd.sk/>

## 4. Current /planned school labelling

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

Green School Program Rules for the school year 2017/2018

We recommend that you carefully read this policy for anyone who is considering joining the program or starting to work with it. This will avoid unnecessary misunderstandings or complications in the future.

The Green School is an educational and training program designed for mother, primary and secondary schools who want to change themselves and their surroundings. The aim of the program is to support school communities in which their members try their charm and the bait of cooperation. Pupils with the help of teachers and parents address the real needs of their school and their surroundings, helping to make a positive change.

The program in Slovakia is coordinated by the Center for Environmental and Ethics Education Živica. The Green School's National Guarantor is the network of Environmental and Educational Organizations SPIRAL. The international guarantor is the FEE Foundation - Foundation for Environmental Education.

### VISIT OF THE GREEN SCHOOL PROGRAM

We want to create school communities where their members can experience charm and lure of cooperation and try their strengths against practical challenges. The school should create a space where young people, together with teachers and parents, develop creative and critical thinking through experience, and implement inspirational solutions to environmental and social challenges. Students should be co-workers of values and activities at school. Because if we can change the school, we can change the world around us.

### BASIC RULES

#### A. Sign up for Green School

Every parent, primary and secondary school in Slovakia can enroll in the program.

Registration procedure:

The school will appoint a person, the teacher responsible for coordinating the program at the school - the coordinator

The school management and the program coordinator at the school will be familiar with the program rules and methodology below

The coordinator will complete the registration form (in electronic form) by 15 September 2017 at the latest. After this date, it is not possible to register for the given school year.

By filling in this form, the automatic confirmation of the program's receipt will be sent to the coordinator's email address. A confirmation message can also be included in the SPAM folder, so check this folder as well.

Subsequently, an electronic invoice will be sent within 7 business days, which is the basis for payment of the registration fee. The invoice must be paid at maturity. Within 21 days, the original invoice will be sent to the address of the school.

The school is considered to be registered in the program after payment of the registration fee (at the time of invoice payment) in the amount of:

The deadline for school registration and payment of the fee

The school that was in school. 2016/2017 involved in the program

School that was not in school. 2016/2017 involved in the program

Registration until 30.6., Payment of the fee till 21.7. 2017

50 € + 0.1 € x number of school pupils on the day of registration

70 € + 0.1 € x number of school pupils on the day of registration

Registration until 31.8., Payment of the fee until 21.9.2017

60 € + 0.1 € x number of school pupils on the day of registration

80 € + 0.1 € x number of school pupils on the day of registration

Registration until 15.9., Payment of the fee until 7.10.2017

70 € + 0.1 € x number of school pupils on the day of registration



90 € + 0.1 € x number of school pupils on the day of registration

The registration fee is levied in order to secure the basic costs of program coordination, international license fees, and flag purchases. For more details on the reasons for paying the registration fee, please read TU.

Registration for the program is valid for 1 school year. Any school interested in the program to continue the following school year must register each year.

#### B. The course of the program at school

The school enrolled in the Green School program carries out activities within the certification period. The certification period starts on September 1 st. the year in which the school begins to implement the 7-step methodology and ends no later than 30 June of the year in which the school applies for the Green School certificate.

The recommended length of the certification period is 2 school years. It is also possible to choose a one-year, three-year or longer certification period. During one certification period, the school focuses on one of the priority themes (Green and Nature Conservation, Waste, Water, Energy, Transport and Air, Green Procurement and Administration, Food).

In the given certification period, the school proceeds according to the methodology of 7 steps:

Green School College - Action group and organizational guarantor of the program at school;

Environmental Audit - An analysis of the current state of the school on a selected topic that is the basis for systematic planning (see Environmental Action Plan);

The Environmental Action Plan (EAP) - the long-term vision of the school in the environmental field, elaborated on partial objectives and specific activities;

Monitoring and ongoing evaluation of the implementation of the Action Plan - continuous monitoring of the course of the program at school and the success of the measures implemented within the planned EAP;

Pro-environmental education - incorporating environmental education into teaching .;

Information and co-operation - overlapping environmental activities into the life of the school and its surroundings;

Eco-code - pupils of artistic value and school profile.

After completing all 7 steps of the school's methodology, the school can apply for a Green School certificate and participate in the final evaluation. After obtaining the certificate, the school begins a new certification period, adopts a new priority theme and re-implements the 7 steps of the methodology. At the same time, the school maintains the level of environmental measures it reached in the previous certification period.

### C. Participation

The core of the Green School program is participation, which is realized through environmental education. Equal participation of all the parties concerned, especially pupils, is considered to be equivalent (in the case of maternity and special schools and primary schools, it is mainly the participation of parents or old parents). Each of the 7 steps of the methodology should be implemented in a participatory manner to the fullest extent possible.

The participation process also includes:

Identifying members of the school community and incorporating them into activities

Creating opportunities for pupils and other members of the school community to engage in planning activities

Engaging in decision-making and co-responsibility for implementing activities

Informing school members about the activities, decisions and plans of the school

The participation rate is an important indicator that is also monitored at school during the final evaluation. Achieving a sufficient degree of pupil participation and autonomy at school is a longer process, with some schools lasting two or more years.

### F. Getting a Green School certificate

The Green School program is a certification and participating schools can receive 2 types of awards:

On the way to Green School, the school can get a partial implementation of the international "7 steps" methodology and the development of environmental education related to the practical activities of the school community.

ie. at least: has a functional College set up, has carried out a school audit, has developed a school action plan, has informed the school community about its environmental activities and has been actively involved in activities.

The Diploma "On the Road to Green School" is the next one school year during which the school should meet the other criteria for an international award. If the school fails to meet all the criteria this year, then it will not get any further. The school can only receive this diploma once in a certification period. It is not possible to apply for a diploma for two school years consecutively.

International Certificate and Flag Green School - can get a school to increase student engagement, develop their independence, implement quality environmental activities, and achieve 7 success steps.

The validity of the international certificate is 24 months from its award. The Green Flag School and Green School certificate have the right to display the Green School logo on all school papers, letterhead papers, school's website, and promotional materials of the school.

Final evaluation process and conditions:

A school wishing to apply for an award in a given school year will fill in an electronic application for a final evaluation.

The evaluation is conducted once a year, the application must be completed by 10.4. of the year concerned. Within 30 days of completing the application, the school will be contacted to agree on the deadline for the evaluator's visit.

The final evaluation can only be attended by schools that have an EAP approved for a given certification period. EAP should be approved by 30.6. the first year of the certification period. EAP approval details are available here.

Evaluation is not compulsory for schools. The school asks for an evaluation in the year it considers appropriate and meets the criteria set out in the on-line questionnaire. A school that does not require a rating in the current school year can continue the program by registering for a new year and continuing with the updated action plan.

On the day of the evaluation visit, the Green School College must have prepared all required documents listed in the Valuation Check List.

Assessors should be allowed to enter all areas of the school, ask for supplementary documents, and ask relevant questions for school representatives and pupils.

Criteria for evaluating the quality of the 7 steps that evaluators follow during the evaluation visit are reflected in the questionnaire questions.

On the basis of the results of the evaluation visit, the Green School Council decides on the award, respectively. not awarding awards. The decision will be delivered to each school participating in the evaluation by the end of the relevant school year.

The award will be given to the school during the ceremonial certification, which will take place in October of the next school year. If a school does not take part in a festive certification, the award will be sent by post.

In the event of loss or damage to the International Flag, the school may order a new flag, which will be sent to the buyer at the purchase price and delivery service.

Extension, termination or termination of international valuation

Extending the validity of the certificate obtained can only be continued as soon as it is obtained. This means that the school must also be registered in the school year of the school year in which it was awarded the certificate.

The continuation of the school's international awards is a prerequisite for the maintenance or re-improvement of already established environmental measures. Also, the selection of another priority topic for development in the Environmental Action Plan for a new certification period. For the quality development of the new priority topic in depth and the implementation of the necessary measures, it is again recommended to work in a two-year certification period - 2 school years. Every two years and a new environmental management system is introduced at the school.

During the new certification period, a methodological control visit can be carried out at the award-winning school.

The international prize ends 24 months after the decision of the Green School Council to grant it if: the holder does not register for the next school year or fails to pay the registration fee,

the holder does not request a final assessment in the next certification period,  
the holder fails to meet the required criteria for awarding an international award in the next certification period.

The school receives a written notice of the end of the award and is obliged to return the international flag to the program office. At the same time, the school loses the right to use the logo in accordance with Part C of this Rule. In case the Eco-Schools flag school does not return within 2 months after the miss

Label design:



## **5. strategies / institutions / resources for Play in Slovakia**

This is virtually non-existent in Slovakia. The education of primary school teachers includes some lessons on 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: Zážitkové pedagogické učení.

## 6. Role / importance of play in National school system - Peti

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

## 7. Fit of playwork into school day / curricula

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 specialised lessons besides the compulsory lessons on any given schoolday.

### Training courses

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

However, if the new approach is not adapted 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 of the stakeholders within 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.

## 8. relevant stakeholders in your National school system

### EDUCATION

Indícia, n.o.: <http://www.indicia.sk/kontakt/>

- a nonprofit organization dedicated to educating and inspiring teachers and managers at Slovak schools.

- Objectives: to provide them with the opportunity to share experiences and networking, to show examples of good practice, to educate them and to provide them with motivation and inspiration.

- Organize various trainings, seminars, as well as conferences like Roadshow Modern Teacher or Teach for Life.

- They run web portals [ucimeprezivot.sk](http://ucimeprezivot.sk) and [ucmeradi.sk](http://ucmeradi.sk)

Comenius Institute: <http://www.komenskehoinstitut.sk/>

- The Comenius Institute is the inspirational space of the pre-school leaders of Slovakia. The aim of the Comenius Institute is to point out important problems in Slovak education and through practical solutions realized directly by teachers to show possible ways of their gradual overcoming.

- Realizes Zivica

Socrates Institute: <http://www.sokratovinstitut.sk/>

- The Socrates Institute complements closely specialized university studies. Various topics will be discussed with classmates who come from different parts of Slovakia and from different study or work environments.

- Realizes Zivica

Association of private schools and educational institutions SR: only Facebook

Peter Drál: one of the initiators and campaigners We want to know more

Martin Kríž: a member of the team of Indícia, n.o., who runs the Roadshow and every year the Learning for Life conference

Juraj Hipš: Founder of Živica and Comenius Institute

Zuzana Zimenová: <http://zimenova.sk/>

- deputy of the National Council of the Slovak Republic, expert on education (and inclusive apology)

Vladimir Burjan: school expert, publisher of the Good School magazine

### Kids and teenagers

Iuventa - Slovak Youth Institute: <https://www.iuventa.sk/en/IUVENTA-home.alej>

- State institution, directly managed by the Ministry of Education, Science, Research and Sport of the Slovak Republic. The subject of its activity is work with youth outside of schools and families and youth policy in Slovakia and beyond. The aim of the activities is to implement state policy towards children and youth

Coalition for Children of Slovakia: <http://www.koaliciapredeti.sk/>

- Associates non-governmental non-profit organizations with the intention to promote the rights and needs of children under the Convention on the Rights of the Child in Slovakia and abroad

ZIPCeM - <http://icm.sk/index.php/zipcem/ozipcem/>

- Association of Information and Counseling Centers for Young People in Slovakia

- ICM Network in Slovakia

Youth Council of Slovakia - <http://strukturovanydialog.sk/clenovia/rada-mladeze-slovenska/>

- brings together non-governmental organizations dedicated to children and youth. At present, they cover 22, each of which is formally registered as a civic association or non-profit organization. All together, more than 55,000 children and young people join together.

AKRAM - <http://www.akram.sk/>

- The Association of Regional Youth Councils: Roads of Youth Councils with Regional Competence

#### MINORITY CONTEXT

SZMPSZ: Szlovákiai Magyar Pedagógusok Szövetsége - <http://szmpsz.sk/>

SZMSZSZ: Szlovákiai Magyar Szülők Szövetsége - <http://www.szmszsz.sk/>

Comenius Intézet: Fodor Attila

Prékop Mária - Director of the Department of Education and Training of National Minorities and Inclusive Education MŠVŠ SR

## 9. Other relevant topics for the National Adaption Plans in your Country

## 10. Sources

included previously

## 11. 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?