

Innovative Best Practices Collection of After School Programmes



PACT: Partnership Achieving Communities Tackling early school leaving
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NORWAY

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INTRODUCTION

Community-based efforts make up the scope of the Erasmus+ project PACT: Partnership Achieving Communities Tackling early school leaving (below – project) as a way to create inclusive models for schools and communities. This is in the context of the EU2020 headline target to reduce early school leaving in 18-24 year olds to 10 % across the EU. This target ultimately led to an EU Council Recommendation (2011) on early school leaving. The Council Recommendation, together with the Council Conclusions (2015) and a number of related EU Commission documents on early school leaving, child poverty and social inclusion (2011, 2011a, 2013, 2013a, 2015), form the basic overarching framework for early school leaving prevention in general, and also led to particular attention on inclusive systems in and around education.

European cities share a focus on neighbourhoods which are characterized by unstable demographic development, social tensions among ethnic groups and a challenged public service due to limited economic funds and fast changing public needs. These factors influence everyday well-being for families, and this has a proven impact on the learning situations for children and increases the risk of early school leaving.

The activities and outputs of this project will concern itself with three factors: 1. The development of a student – to – student mentorship method to support talented students in at-risk conditions 2. Promoting active participation of parents and communities, as well as after –school activities, as the resources needed to promote well-being conditions in and around the educational institutions and 3. reports and video material to describe methods for community–based home-work programs with parents for students.

The complexities of the contexts concerning factors for ESL are larger than what the traditional mandate of educational institutions alone can do something about. EU policy documents describe ten key principles for inclusive education which is a main thematic context for this project.

In Latvia, there are targeted efforts to meet the children's emotional and cognitive needs early within the primary schools. The models for support aim to empower students through targeted municipal resources within the schools easily accessible for the teachers and a renewal of how the arts, crafts and ethics in after-school activities can play a part in implementing policies for what is called virtue education.

Therefore, the Latvian partner was responsible for researching after school education in each partner country and collecting examples of good practice in Latvia, Norway, and the Netherlands.

1.1. The role of after school education in the development of a student's personality in Latvia. Value education and virtues

Value education is put forward as a useful contribution to the education system in several normative enactment of the Republic of Latvia by emphasising virtues and goals. The overall aim of education development policy is inclusive quality education with a view to developing one's personality, human welfare and sustainable national growth.

Basic guidelines for education development for years 2014 - 2020 aim for individual development of a person's skills and determine goals and tools to foster the development by means of educational methods. The guidelines also define value education as cultivation of such basic virtues of a person as spirituality, morality, culture, spirit and physical posture; family values awareness and national identity; cultivation of person's self-awareness, self-esteem, self-reflection, language ability and creativity; development of tolerance, settlement skills, compassion and other universal abilities; as well as orientation, motivation and preparation for a successful professional career.

One of the guidelines goals is to develop individual skills namely to promote the development of a person's professional and social skills that are rooted in value education and are meant for success in life and competitiveness in the work environment.

Professional and social skills are developed purposefully by providing the possibility to choose appropriate professional development path; establishing support mechanisms for dropouts and uneducated, thus increasing the general level of education of the Latvian society and promoting employment; providing for non-formal education activities to encourage civic co-responsibility and social activity of students, as well as to strengthen the application of the principle of lifelong learning.

One of the sub-goals to the guidelines goal of developing individual skills is to reduce the number of dropouts and uneducated persons. For those at risk of leaving education system, at risk of poverty, for needy and low-income children and youth. Several support mechanisms are established in the fulfilment of the sub-goal and in the framework of preventive and compensatory measures so that children and youth do not drop their studies in general or vocational educational institutions for as long as possible, acquire a diploma or a qualification suitable for labour market. There are also support measures that increase quality and accessibility of interest and extracurricular activities including the creation and operation of training companies and support for local government cooperation with a view to provide professional support of the involved local and national governmental institutions for children and youth who are at risk of poverty and social exclusion, as well as those who already acquired an official status of a needy or low-income person.

Simultaneously the Youth Guarantee is intended for youth, as well as those who are not in the employment, education or training, involvement in the creation and development of youth initiative projects and in non-formal learning activities. Moreover, youth is provided with the possibility to pursue vocational education in short-term professional education programmes (1 and 1,5 year) so that young people can enter the labour market as quickly and efficiently as possible. It is also true for the involvement of those young people who are at risk of social exclusion (those who are in day care centres, group apartments, places of detention, orphanages etc., addicted young people, youth with mental retardation, those who are not studying, working or learning a trade) in non-formal education programmes.

One of the special support measures (4.2.3. SAM) envisaged in Operational Programme for Latvia 2021-2027 is to foster equal access to quality inclusive education and learning starting from early preschool education and care to general, vocational and higher education stressing the necessity for youth not to drop their education specifically targeting disadvantaged groups (..).

In year 2019 in Latvia 8.7% of young people aged 18-24 dropped their education. The findings of OECD PISA survey show that one of the factors that contribute most to unequal access to quality education is socio-economic situation of the family and parents' education level which in turn affects the risk of mobbing and further career choice.

To reduce socio-economic inequality including impact of COVID-19 crisis on the accessibility of education it is being planned in Latvia to extend access to interest-related education especially to children and youth with limited abilities including those with special needs, low-income, chronically ill, re-emigrants, immigrants etc. thus reducing dropping out of education and NEET (Not at Education, Employment or Training) risk.

Low level of education is an important factor for youth to find themselves in NEET situation. In year 2018 in Latvia 12.7% of youth aged 15-34 (11.6% of aged 15-29) were in NEET situation and did not contribute to the national economy. In Latvia the percentage of young people that have insufficient level of education and do not continue their education is quite high.

To provide inclusive education, accessibility to quality education and to reduce the impact of COVID-19 crisis in Latvia it is envisaged to continue developing preventive measures with a view to decrease the risk of dropping out of education, to extend the accessibility of education, leisure and child care services, to foster social inclusion providing special support to NEET youth and persons with disabilities. Simultaneously the support measures of the Youth Guarantee are being taken to promote the acquisition of non-formal education. The measures above will reduce dropouts of education, encourage participation in education by creating preconditions to acquisition of education and development of career. They will also contribute to the common good of young people by reducing the risk of poverty and social exclusion in future.

Latvian normative enactments provide that the acquisition of basic education (grades 1 to 9, years 7-16) is compulsory (General Education Law, Section 32). That is why students cannot voluntarily terminate their studies. They can terminate education by their own wish only upon reaching the age of majority (18 years) when the law entitles a person to be able to make decisions on their actions (Cabinet of Ministers Regulation No.591 clause 52.3).

School is the place where students' interest in the learning process can and should be promoted. School can support students at risk of dropping out of education with multiple measures like:

- participation in projects that provide individual support, for example ESF projects Support for Reducing Early School Leaving, Support for the Development of Learners' Individual Competencies and Career Guidance in General and Vocational Educational Institutions;
- supportive activities of school support staff in cooperation with child care institutions;
- Meaningful leisure time activities within a school, that is interest-related education clubs;
- thematical lectures and upbringing lessons about current issues or problems;
- Implementation of value education;
- etc.

Often the measures above are being combined to achieve the best possible result and to reduce to minimum the risk of dropping out.

Values – socially relevant and generally accepted opinions of the community about:

- Human mission, aims, ideals and purpose (fundamental values);
- Social system and the importance of its key elements (patriotism, democracy, private property);
- The need for moral and ideological principles and rules.

Creation of virtues



How do in Latvia understand value education

According to *Inārs Beļickis* „value education is the development of the basic values of a person within the educational process – spirituality, morals, culture, spirit and physical posture” (Beļickis I., *Vērtīborientēta mācību stunda*, 2000:187).

Skaidrīte Lasmane points out that „value education is “a system of cultivation and exercise of reasonable desires in schools.” (Lasmane S., 2012).

According to *Ausma Špona* „Values are usefulness of things or phenomena, significance in human life or the source of self-development” (Špona A., 2006:60).

Sandra Sebre distinguishes the following priorities in value education:

- 1) individual values of every student: initiative, achievements, creativity;
- 2) social values that promote positive relationships: mutual respect, tolerance, mutual honesty, trust, compassion, empathy, cooperation, kindness;
- 3) state values: democracy (freedom of speech, equality etc.), civic consciousness, environment protection (Sebre S., 2013).

Compulsory curriculum framework

Fields of study	Transversal skills	Virtues
<ul style="list-style-type: none"> • Languages • Social and civic studies • Cultural awareness and self-expression in art • Natural sciences • Mathematics • Design and technology • Health and physical activity 	<ul style="list-style-type: none"> • Critical thinking and problem solving • Creativity and entrepreneurship • Self-directed learning • Cooperation • Civic participation • Digital literacy 	<ul style="list-style-type: none"> • Responsibility • Diligence • Courage • Honesty • Wisdom • Politeness • Compassion • Abstinence • Composure • Solidarity • Justice • Tolerance

Latvian normative enactments provide that value education is included into class lessons curriculum.

According to clause 3.1 of the Cabinet of Ministers Regulation No. 468 “Regulations Regarding the State Standard in Basic Education, the Subjects of Study Standards in Basic Education and Model Basic Educational Programmes” one of the primary goals of basic educational programmes is:

“to form a conception and understanding of the main natural and social processes, sustainable development processes, moral and ethical values.”

While optimising Modal class lesson programme increased attention was paid to civic education issues in the broadest sense including among others aspects of public education and the acquisition of moral values. Civic education is implemented through a learner-oriented pedagogical process:

- civic knowledge of fundamental democratic values, political participation, human rights, responsibilities, the history and cultural traditions of one's country in the context of the world history through critical and analytical thinking;
- civic skills in decision making, teamwork, communication, civil participation skills, the ability to see themselves as members of the community at local, regional, national and international level;

- civic values based on respect, tolerance, intercultural dialog, listening to and accepting other views, building one's own position. Civic values are an affirmation of the values needed in the individual's personal life: education, respect, personal identity, self-confidence, ability to maintain one's aims, six family values and common values in the society related to the compliance with the law, honesty, creation of common good, mutual help and mitigation of conflicts for the sake of common goals. (Glossary of pedagogical terms, Riga, Zvaigzne ABC, 2000).

The question of which values should be regarded as fundamental always leads to a widespread debate because of the diversity of views. That is why universal human and Christian values should be emphasised as defined in the Preamble to the Constitution of the Republic of Latvia approved on 19 June 2014.

“Latvia as democratic, socially responsible and national state is based on the rule of law and on respect for human dignity and freedom; it recognises and protects fundamental human rights and respects ethnic minorities. (...) Loyalty to Latvia, the Latvian language as the only official language, freedom, equality, solidarity, justice, honesty, work ethic and family are the foundations of a cohesive society. Each individual takes care of oneself, one's relatives and the common good of society by acting responsibly toward other people, future generations, the environment and nature.”

At the same time while planning and performing educational work it is advisable to take into account and implement Latvian cultural values included in the Latvian Cultural Canon.

Value education

Goal component	Subjective component	Content component	Procedural component	Diagnostic component
Goals and objectives Priorities in upbringing Development of personal traits	Class teacher Students Parents Teachers Support staff Society	Upbringing programmes Dynamics of student's growth Interaction among subjects	Forms and methods of work Collaboration within and outside of the school	Criteria for evaluating results Methods and forms of evaluation and analysis

In basic school value education has been implemented within several school subjects

Senior rapporteur of the National Centre of Education of the Republic of Latvia (NCERL) *Spodra Austruma* points out that value education is a set of educational advancements that outline the fundamental principles of value choice that students first learn in the family and later in school in compliance with educational standards. Contemporary research defines value education and values as part of philosophy and as a component of moral education that forms the child's personality. Value education bears pedagogical significance and is implemented not only in ethics, social studies, Christian studies, literature, philosophy, history and cultural studies, but also during upbringing lessons.

Discussions on value education were initiated by NCERL in 2011 and it has worked out Methodological Recommendations for Improvement of Upbringing Work in General and Vocational Education Institutions. The Recommendations foresee that within the educational process students should develop awareness and positive attitude of the following values:

- men and their personality,
- life, health and safety,
- spirituality and morality,
- respectful, responsible and tolerant interpersonal relationships,
- knowledge and work,
- promotion of one's own and society's well-being,
- patriotism and civic participation,
- family,
- traditions and culture,
- nature and environment in sustainable development.

Spodra Austruma points out that in the normative enactments related to education including Regulations Regarding the State Standard in Basic Education, the Subjects of Study Standards in Basic Education and Model Basic Educational Programmes value education is a transversal skill which implies the development of a virtuous personality based on moral values and promotes the ability to create and maintain responsible relationships with other people, family, state and society as a whole.

Value education as a nationwide programme

Spodra Austruma highlights that future challenges could be the development of a curriculum for each school as well as a national curriculum. Moreover, she emphasises that values are learned and accepted by students in their family, in their social groups, in the classroom. Although, school leaders should be entitled to update them.

UNESCO vision of value education

Education Programme Director of Latvian National Commission for UNESCO *Ilze Dalbiņa* points out that UNESCO vision is that value education is a complex concept and it is learning about values - how to create and pass them on, appreciate and understand what makes a thing/place/event/practice a value in a given historical or social context. Thus, it can be said that value education applies to both the content and methods of education.

Ilze Dalbiņa emphasises that value education is significant in the development of each individual's personality (strengthening self-confidence, intelligence, empathy) and of such 21st century skills as critical thinking, creativity, collaboration and communication as well as in building a society based on an awareness of shared values and understanding of what behaviour and ideas are good or bad, right or wrong. UNESCO highlights that likewise value based upbringing is the basis for sustainable development and growth of society.

Importance of interest-related education in the development of a student's personality

It is important for students to be able alongside their curriculum studies to take part in after-school activities - one or several interest clubs. The importance of interest-related education in the upbringing of the new generation is growing. Often, an interest-related education teacher plays an important role in a student's value education and upbringing. Students have the opportunity to build their self-esteem, express themselves, live a meaningful life, meet like-minded people, experience the feeling of belonging.

Interest-related education has the following benefits:

1. Students develop their self-esteem, learn to understand themselves, evaluate their abilities, experience, achievements, personal traits, strengths and weaknesses, create responsible attitude towards life, career choice, future plans and their implementation.

2. Students acquire and develop such social skills as team-working, public speaking and presentation of their achievements, ability to assess one's own success and failure, express and substantiate their thoughts and opinions, follow the etiquette of behaviour, communicate and collaborate with peers. Their civic engagement and responsibility is growing.
3. When coming to a different environment, students not only gain new information, and knowledge, but also try it out in practice, gain experience, share their findings with others, make friends and like-minded people, learn to be tolerant, responsive, helpful, demonstrate their attitude to ethical needs.

Riga Pļavnieku Basic School experience in interest-related education

Riga Pļavnieku basic school has developed and offers to its students different interest-related activities and programmes. Each student can choose the activity that suits them best and to develop their skills and talents. It is not seldom that students with poor academic performance are those who actively participate and achieve results in their interest-related field, for example in sport.

Interest-related fields (culture education)

Interest-related field	Interest-related activity at Riga Pļavnieku Basic School
Dance	Folk dances
Music	Choir
Visual and visual plastic art	Floristics
	Ceramics
	Non-traditional handicraft
Theatre	Theatre
Technical creativity	LEGO
	Website creation
Environment	Nature researchers

Interest-related education programmes provided in Riga Pļavnieku Basic School and their description:

Cultural education, folk dance

Students have the possibility to express themselves creatively and develop their skills in the field of movement, dance and stage culture. This club develops physically, mentally and emotionally whole personalities. Likewise, students develop their social communication skills. They also develop their understanding about preservation and maintenance of Latvian cultural values and traditions, protecting Latvian culture phenomenon - Latvian Song and Dance Festival based on Students Song and Dance Festival.

Cultural education, music

Choir

- contributes to the mental development of a student through the development of a spiritually strong, free, responsible and creative personality;
- broadens the understanding of Latvian and world cultural heritage;
- integrates children into the culture activities of modern society;
- develops one's sense of cultural identity and respect for other cultures;
- develops abilities not only to perform but also to hear, perceive and appreciate music;
- children gain creative experience;
- children develop communication and cooperation skills;
- contributes to the emotional and intellectual development of the personality;
- unleashes individual and collective creativity;
- ensures continuity of the Latvian choir movement by preparing singers for participation in culture activities, creation of cultural environment and continuation of song festival tradition.

Cultural education, visual and visually plastic art

Floristics

It is a way to stimulate students' interest in nature. Each member of the club senses the cyclicity of nature processes, promotes creativity and openness in the perception of the world. Working during the lessons encourages participants to think independently and put their ideas into practice using seasonal natural materials. The sub-program develops skills in creative work, matching appropriate means of expression, technique, logical and imaginative thinking.

Ceramics

During the work students acquire practical experience of proportions and different forms. Creation stimulates fantasy, develops a sense of spatiality and aesthetic sense. Shaping and turning develops

hand-to-finger coordination. By creating things students get a first-hand idea of how clay is used in construction and the production of various household items.

Non-traditional handicrafts

By attending club activities students broaden their horizons and make life richer for their loved ones and friends and for themselves. They make various products and handicrafts for Latvian traditional holidays - Teacher's Day, Christmas, Easter, also participate in various competitions and exhibitions. Participation in events of different scales helps students develop and improve their communication and collaboration abilities, as well as learn how to organise events for their family and friends. By making charity gifts, students become more sincere, learn to empathise and make other people joyful.

Pupils who attend a handicraft club develop aesthetic taste, fantasy and craftsmanship. They master a variety of applied art techniques: appliqué, origami, beading, embroidery, sewing, knitting, crochet, decoupage, scrapbooking, quilling, collage chic, ganutell (making handicrafts from wire, threads and beads).

Cultural education, theatre

For a student, acting in a drama club gives a comprehensive knowledge of the basic principles of acting and dramatic material, trains attention, thinking, perception and memory. Develops skills in body release and speech giving techniques. A child has a possibility of comprehensive development in a group.

Technical creativity, construction and technical modelling

LEGO

The LEGO constructor develops the tiny muscles of your hands and fingers that children use to write, draw, eat and do numerous other things they need in everyday life. LEGO develops logical thinking, understanding of mathematics, colour and other artistic perception. Unlike other constructors, LEGO especially develops imagination and creativity, because the variety of tiles, themes, colours, sizes gives the possibility to realise any idea.

Technical creativity, computer studies

Creation of a website

Students develop creative thinking, apply theoretical knowledge to practically design their own website.

Sport games - basketball, floorball.

Basketball and floorball provide students with opportunities to develop into a comprehensively developed personalities who are aware of the role of sport and physical activity, the importance of a healthy lifestyle, and the value of athletic achievement. These games deepen students' knowledge of sport, provide opportunities to develop their sportsmanship and prepare them for high achievements in sport.

Environmental education

The Natural Science Researchers Club programme is aimed at the children in their first year of school. During the classes students learn about the environment and nature processes, environmental impact on humankind as well as humans impact on the environment.

Students' gains while attending a club activities:

1. Development of research skills.
2. Promotion of interest in research and learning about science.
3. Familiarisation with the nature processes.
4. Understanding of environmental impact on human and human impact on the environment.
5. Promotion of positive attitude towards nature preservation, sustainable development and environmental improvement.
6. Facilitation of students' informed career choice through a competence-based child-centred learning process for sustainable education.

Interest-related education teachers raise awareness among students not only about the values that the school is putting forward, but also about the common human values. Students represent the school in different extracurricular activities, promote the image of the school, learn to teamwork for a common purpose, are creative, respect other people's interests, are focused on self-growth in their striving to achieve ever greater results.

1.2. The role of after school education in the development of a student's personality in Norway

Norway differs from Latvia in that large parts of sports and free time interests are led by volunteers and private actors.

In addition, all municipalities in Norway are obliged to have an after-school time offer for the students and in the following we will describe the legislation and the purpose of the various parts of the Activity School / SFO (School leisure program).

The Education Act, section 13-7 states the following:

The municipality shall have an offer of a school leisure program before and after school hours from the 1st to the 4th grade, and for children with special needs from the 1st to the 7th grade.

The after-school care program shall facilitate play, cultural and free time activities based on the age, level of function and interests of the children. The after-school care program shall provide children with care and supervision. Disabled children must be given good developmental conditions. The areas used for the program, both outside and inside, must be suitable for the purpose.

In Oslo, the after-school program has given the name “Aktivitetsskolen” (Activity School).

In section 1 of the regulations regarding the activity school, we find its purpose which states:

The activity schools (hereinafter referred to as AKS) shall, in close collaboration with parents, make arrangements to provide children covered by the scheme with a safe care and leisure offer before and after the school's teaching time. Based on the children's age, level of function and interests, the offer shall be characterized by children's needs for care, play, activities and social learning. AKS shall be a learning support arena and contribute to strengthening the children's academic development. Children shall be given the opportunity of working with homework. AKS shall include both outdoor and indoor activities.

The activity school (AKS) shall contribute to strengthening the children's motivation, feeling of accomplishment and learning. Inspiring and play-based activities in an inclusive community will be the mainstay of AKS. The activities and the pedagogical plan will contribute to creating a good context and wholeness in the children's school day.

In collaboration with volunteer groups, sports clubs and cultural actors, AKS develops offers that will stimulate and contribute to a sense of accomplishment and positive experiences for all children. Through a varied offer based on student activity, AKS will help to promote the children's mental and physical health, as well as contribute to their social and academic development. Going to AKS should both contribute to the child's development and be fun! All children shall have the opportunity to belong to the AKS community. The AKS offer in Oslo must also have a socially equalizing effect. At AKS, friendship and a sense belonging and unity, are developed. AKS must be a learning support arena that contributes to students' learning in a broad sense. AKS shall facilitate the students' life skills and contribute to professional and social development. The work with language and basic skills is central to AKS. The framework plan emphasizes obligations in the collaboration between AKS and the school. The content of the activities is developed in collaboration between teachers and AKS employees. They must also work in line with common values and student views. In this way, there is coherence in the students' school day. To ensure a good start to school, the school cooperates with the kindergartens. AKS has an important role in this. The students at AKS will be offered a wide range of cultural activities, outdoor life, physical activity and other measures that contribute to professional, social and physical development.

Pedagogical principles and basic skills

Play and social competence: At AKS, students will, through daily play and activities together with others, develop social skills. Play and learning are closely linked and should characterize AKS' everyday life.

The students should experience that they belong, and that AKS supports and guides them, so that everyone is well and participates in play and activities. AKS will also ensure that play and activities in everyday life take place across age and classes.

Practical and varied everyday life: AKS will contribute to the students being able to use their creative abilities in practical and varied activities. Students will gain knowledge of and experience with different professions. Students will be strengthened in their ability to create and explore. The students will work practically, concretely and diversely during the AKS time. AKS has a unique opportunity to implement projects and activities that support practical work. Students will have the opportunity to make products, where they can use different techniques and materials.

Motivation and sense of accomplishment in learning support activities: AKS is a learning arena that supports the school's work with subject training, basic skills and students' social development. Through learning support activities, students gain experiences that contribute to professional and social development. The learning support activities at AKS will emphasize accomplishment experiences and motivation and in addition, strengthen the basic skills: Reading, writing, arithmetic, oral and digital skills. This should be planned in close collaboration with the school's teachers. A learning support activity is characterized by reinforcing the school's learning work. The activity is well planned, has clear objectives and should contribute to the students' motivation and sense of accomplishment.

Language - reading, writing and oral skills: Good Norwegian language skills are a prerequisite for active participation in everyday life at school and AKS, and a prerequisite for progression in learning subjects and skills. To ensure good Norwegian language skills for the entire student group, all of Oslo's AKS work with the development of language skills during the children's time at AKS. AKS will facilitate activities that stimulate students' language development. Students will have opportunities to explore and use the Norwegian language actively. Good language contributes to the student's ability to think critically, reflect, understand and learn. Good development of students' language skills also helps to promote social inclusion.

Arithmetic and mathematics: By letting students explore, solve problems and use arithmetic in different situations, AKS helps to increase students' understanding of numbers and skills in mathematics.

Digital skills: AKS uses learning technology in play and learning to develop students' creativity and digital skills. Digital activities contribute to students' creativity and support students' learning. When using digital tools, the staff must be active together with the students. The work in this field includes awareness of exercising digital judgment and helping students to develop ethical understanding related to digital media.

The activity school shall contribute to the students completing and passing upper secondary education and with the pedagogical principles and basic skills at the bottom, AKS shall offer activities within these four main areas:

I. Nature, environment and sustainable development: Students must be given varied opportunities to become happy in nature and the local environment. They must learn to take care of nature and contribute to conscious actions for a better environment.

II. Art, culture and creativity: Activities and work with art and culture at AKS inspire students to use their imagination and contribute to curiosity and creative joy.

III. Physical activity: Students get to participate in various forms of physical activity to achieve a sense of accomplishment, positive shared experiences and body control.

IV. Food and health: AKS facilitates that the students gain experience in preparing meals, gain knowledge about nutrition and ensure good shared experiences through the meals.

1.3. The role of after school education in the development of a student's personality in The Netherlands

Netherlands differs from Latvia in that large parts of sports and free time interests are led by volunteers and private actors.

Sport

In the Netherlands in 2019, 63,2% of the youth of 4-11 years sports weekly and 71,3% of the youth with the age of 12-17. In the Netherlands we mainly sport at a sport association. For instance, in 2019 66,6 % of youth with the age of 4-11 and 61,5% of the youth of 12-17 years old sports weekly at a sport association.

One of the key features of the Dutch education system, guaranteed under article 23 of the Constitution, is freedom of education, intended as the freedom to found schools (freedom of establishment), to organize the teaching in schools (freedom of organization of teaching) and to determine the principles on which they are based (freedom of conviction). People have the right to found schools and to provide teaching based on religious, ideological or educational beliefs. The Constitution places public and private schools on an equal financial footing. This means that government expenditure on public education must be matched by spending on private education. The conditions which private schools must satisfy in order to qualify for funding are laid down by law.

Learning extension Rotterdam

In the city of Rotterdam, we have Learning Extension. But we are not an exception also the city of Utrecht had in the past learning extension, but not as big as in Rotterdam. The city of Rotterdam works together with the schools and National Program Rotterdam South. The entire program reaches 7,500 children per year; these are all children who are enrolled in primary education in the target area; the seven worst neighbourhoods in South Rotterdam. The program involves the extension of the regular school program by 400 hours per year (from 940 to 1340). Approximately 150,000 extra hours are offered annually on a group basis. The school children are therefore in school a lot of the time, or busy with activities organized by the school. It is not just about extra language and arithmetic, but also about “enrichment hours”. It is about the activities and experiences that middle-class children are offered from home – activities that make them more successful in (professional) life. These are activities that children in South are currently missing out on.

The schools in question are all located in the worst neighbourhoods of Rotterdam. There are seven neighbourhoods, comprising of 30 primary schools. All of these schools participate in the program. The program is offered by, and tailored to, each individual school. They can implement part of it themselves or invite external organizations, for example in the field of sport, culture, professional orientation, ICT, food nature and technology. It is important that the schools, and especially the group teachers who are already overloaded and struggling with a deficit, are used as little as possible. It is also important that the external parties possess good pedagogical and didactic skills and can maintain order in the classes.

There are several private actors who are helping the schools with the programming of the extended learning time.

2. A TOOLKIT OF AFTER SCHOOL EDUCATION - Latvian examples

Rīga Pļavnieku basic school has created a daily routine of different work methods to foster and develop value education. The methods are used taking into consideration different factors:

- setting lessons goals and tasks;
- envisaging results to be achieved;
- acquiring feedback;
- meaningful efficiency in obtaining the result;
- appropriateness of the teaching forms;
- creation and development of positive emotional environment;
- etc.

We have compiled several practical tools to be used in the process of learning as a part of the lesson with a view to promote students' involvement in different activities and create the understanding of value education and its usage in everyday life. Some tools are focused on students' emotional development and improvement thus fostering their emotional durability.

2.1. High emotional intelligence methods

HOW TO HELP STUDENTS TO MANAGE STRESS, BETTER CONCENTRATE AND LEARN and HOW IT ALSO HELPS TEACHERS AT WORK

TEACHER: ELĪNA OSMANOVA

BODY MOVEMENTS

- **Electricity transfer** – students stand side by side at the length of an outstretched arm. The first student in line starts to act the movement of the electricity and to transfer it to the other by touching him/her with a hand. Students act one by one pretending that the electrical current passes through them. Finally, the last student touches the first and this is the end of the game.
- **The game of thumbs** – students stand side by side with their arms outstretched at their sides and with their thumbs up. When a manager of the game says, for example, the number divisible by three, the students have to seize the left hand thumb of a student to his right. At the same time he/she is not to allow a student to the left to seize his/her left hand thumb. Those who fail has to do a squat three times.

- **Crooked mirrors** – students stand in pairs face to face. A student tries to identically reproduce the movements of a student in front of him/her.
- **Back massage** – students stand in a line looking at the other student's back of the head and massage the back (shoulder part) of a student who is in front of him/her. After some time all the students turn 180 degrees and again massage the other student's shoulders. Attention! It may happen that some students will not like such a close contact.
- **A silent task** – students take a sit on the tables. The task is to jump off them simultaneously and silently. Students should chose a leader among themselves and he/she should make everybody follow him/her. The task should be done in a complete silence.
- **Acting water grass** - students stretch to all sides pretending they are water grass in water stream.
- **Snake** – students are walking in a line one after another. If somebody stops, the others also stop and put their hand on the shoulder of a student in front of him/her.
- **Warm-up** – students start rubbing their hands, then elbows, arms, shoulders and necks. Then they rub their ears and head, then sides and backs (by hugging themselves). Then legs and knees till they return to hands.
- **Stretching on one toes** – students stretch on their toes for some time by stretching their arms up with their heads turned up the ceiling as if they are stretching towards the sun.
- **Stress relief** – students stand with their upper part of the body relaxed. Their arms hang naturally down the sides of the body. Then they start to move their arms fast - the right arm moves in the direction of the left side and the left arm moves in the direction of the right side like marionettes.
- **Opposite movements** – students massage their stomachs clockwise with their left hands. At the same time they massage their heads with their right hands in the opposite direction - counter clockwise.

WHY TO DO THAT:

- To be able to perceive information
- To feel safe and be confident in oneself
- To be able to control one's emotions and feelings, so that you can see further than one's own nose.

OBSERVATIONS:

- Students are calmer and there is positive atmosphere during lessons
- Students memory and/or ability to perceive information/comprehend is better
- At the beginning students wondered why do they have to do it. However, after a week they stopped wondering and were eager to do different activities.

TEACHER: ARITA LĪPENĪTE

BREATHING

- **Inhalation and exhalation** – students stand straight and steady. They close their eyes, hands on stomachs. Everyone does inhalation & exhalations activities 9 times at his/her own pace, all together.
- **Fast breathing** – students inhale and exhale fast and as deeply as they can till there is a signal to stop. Repeat the activity three times or when it is necessary.
- **Self-scanning** – students should feel comfortable while inhaling and exhaling till they feel that every part of their body breathe (legs, feet, knees, stomachs, head, arms and so on). Teacher can help students by saying which part of body is now breathing, play calm music.
- **Breathing in rhythm** – students inhale and count to three to themselves, then stop breathing and again count to three, then exhale counting to three.

BODY MOVEMENTS

- **Let's act simultaneously** – students stand in pairs back to back. One student makes a movement with one's arm or leg, the other tries to move simultaneously without looking back. Students have to feel each other and try to simultaneously raise the right hand, for example, or to bend the knee, to do a squat etc.
- **Electricity** – students stand in pairs face to face. They raise hands shoulder-height in front of them and move their bodies pretending that they pass electricity through themselves one to another back and forth.
- **Disco** – students close their eyes, put their hands on their ears and imagine that they hear their favourite song and they dance or move in rhythm.
- **Elbows-palms** – students sit on the table and put their hands down. They alternatively touch the surface of the tables with their palms and elbows.
- **Elbow turning** – students are sitting with their arms raised shoulder-height and bended in elbows. They turn left, then right.
- **Up and down** – students stand up and inhale-exhale fast, then sit down. The activity should be repeated several times. p
- **Shaking** – one by one students shake their body parts.
- **Warming** – students rub their palms till they are warm and then touch the other parts of their bodies with warm hands (head, legs, shoulders etc.) as if trying to warm themselves.

- **Stretching** – students raise their arms up as if trying to reach something on the ceiling (or some object on the wall, on the board, etc.). The activity can be done either from a standing or sitting position.
- **Straight back** – students alternatively straighten and bend their backs trying to feel what it is like to have a straight back. The activity can be done either from a standing or sitting position.
- **Self-Caress** – students hug and massage or tickle themselves slightly.
- **Hugs, applause, caress** - on a daily basis students praise and cheer up themselves. When a student or students all together succeed in something or did something well, they applaud, hug themselves or pat on their shoulder. In case of the contrary - shake one's finger. To encourage themselves they close their eyes, hug themselves and imagine that they caress the person they love most.

WHY TO DO THAT:

- We can encourage student to perform better by saying - if we do our work well during the first part of the lesson, we will play and move later.
- While moving, doing different physical activities and breathing properly we trigger our brains.
- By doing these activities the level of students' performance rises.

OBSERVATIONS:

- All students are able to concentrate and are calm.
- They are given the possibility to switch from physically active time period (a break) to less active time period (a lesson). Active students who have concentration difficulties during classwork now can collect themselves and learn consciously.
- During the lesson teacher spends less time to make students concentrate before work, to attract their attention and organise a common work.

TEACHER: GITA İÜLE

BREATHING

- **Energy charging** - Students sit at their desks with their palms down on the desk. They bend their backs and put their heads onto the desks while stretching the upper part of their necks. They consciously exhale relieving themselves from any straining. Then they inhale while raising their heads and straightening their necks as if pushing a ball with their noses.

Then they straighten their backs slowly with their shoulders relaxed. The activity should be repeated several times.

- **Loosening up tension in shoulder-neck part** - Students bend their heads at the most to their left shoulders. They put the right hand behind the back inhaling deeply and stay at this position for 30 seconds. They repeat the activity bending the head to the right shoulder. Then they bend their heads to the chest loosening up neck muscles. Then they sway the head from one side to the other.
- **“Owls”** - Students grab the left shoulder with the right palm, turn the head left, inhale and exhale deeply producing a hooting sound of an owl. Repeat the activity with the right shoulder and the left palm.
- **“Locking”** - Students can do this activity either while sitting or standing. A student puts his/her left leg across the right leg. Hands are down and locked in internal rotation. Students raise their hands to the chest with their palms up. Eyes are closed, breathing is deep. The activity should last for 1-2 minutes. Relax. Then students lock their hand at the front with their left hand finger pads touching right hand finger pads. Continue deep breathing for 0.5 - 1 minute.

BODY MOVEMENTS

- **Walking on the spot** - Classical walking on the spot simultaneously slowly raising arms and legs. First, students raise their opposite legs and arms at the same time - the left leg together with the right arm, then the right leg with the left arm. The highest point of raising one's leg bended in a knee is up to the waist level. Students walk slowly. The left knee touches the right elbow, the right knee - the left elbow. Afterwards, students raise the same side legs and arms - the left arm together with the left leg, the right arm with the right leg. The style of walking should be changed 4 or 5 times. In the end students walk in a classical way. The activity can also be done from a sitting position.
- **Elephant** - Students stand with their knees slightly bent. They press their left ear to the left shoulder. The students extend their right arms out in front of them and write number eight in the air with their index fingers. Only the upper part of the body is involved. The movement should be started in the upper left direction. Students follow their index fingers with their eyes and look beyond it. The activity should be repeated three times. Students can start writing number eight from different sides.
- **Ears-nose** - Students hold the tip of their nose with the left hand and the left ear with the right hand. They simultaneously release the tip of the nose and the ear, then clap hands and change the position of the arms. Now they hold the tip of the nose with the right hand and the right ear with the left hand. The activity should be repeated several times.

- **Circles** - Students stand up. They make clockwise circles in the air with their right arm and counter clockwise circles with their left leg. Now they change arms and legs.
- **Crane** - Students put their left foot behind the right leg's knee. They fold their fingers roof-like and raise their arms. Eyes are closed. They stand in this position for 15-20 minutes and then change the legs.
- **Cross** - Students alternately make cross movements. They touch their knee with the opposite arm's elbow. The activity can be made either in a standing or sitting position accompanied by music or not.
- **Copying** - Students simultaneously draw the same picture with both - left and right - hands in the air or on a sheet of paper.
- **Active arm** - Students raise the right arm straight up. They cover it with their left hand at the elbow. Their right arm is strained as if trying to push it sideways away from his head. At the same time they hold it with their left hand. The activity should be done for 20 seconds, then students change arms. After every activity students release both arms by shaking them down.
- **Thinking hat** - Students cover their ears lightly with two fingers, pull them slightly back as if unrolling them a bit. They massage their ears with light circular movements down the outer edge of the ear to the earlobe.
- **Energy yawn** - Students place their hands on the cheeks and perform a wide yawning movement.

WHY TO DO THAT:

With the help of simple physical activities every student is able to enhance their learning and working capacity. Special movement exercises have affect the functioning of brain giving it new impulses and creating new “pathways” between the hemispheres of the brain. The appeal of movement and breathing exercises lies in their simplicity and practicality. Anyone can execute them anytime and anywhere. Exercises help both children and adults. Exercise is not a miracle cure. It is all about work, regularity and accuracy.

CONCLUSIONS:

Exercise stirs to activity the body and mind and helps to manage one's emotions, physical and mental life. With the help of movement exercises students are able to function properly, they learn about themselves, the surrounding world and how to apply this knowledge to their own benefit. Every day we take care of our bodies doing different routine things: washing, brushing our teeth, exercising. Similarly, we all strive to find time to take care of our minds health.

2.2. Nature researchers

WHO developed the good practice?	Rīga Pļavnieku Basic School
WHY have they done it? What does it hope to achieve? (purpose of the good practice)	<p>Justification / Aim To develop students' inquisitiveness by providing the possibility to see how science works in everyday situations.</p> <p>Achievable result To foster students' comprehension of static electricity and its production. Students discern and find places of static electricity production in the environment and the requirements for its production.</p>
WHAT does it consist of? Who are the target groups? (max 2500 characters)	<p>Target groups Students of grades 1 to 4 (5-15 students in a group)</p> <p>Classes are planned and delivered by two teachers and take place in school premises, outside of school territory, during outings.</p> <p>The purpose of the classes is to encourage students to recognise and appreciate such values as Latvian nature and its biodiversity, as well as the importance of hard work and effort in pursue of results.</p> <p>Teachers tell and explain basic things about nature processes. Students ascertain the processes by doing different practical things.</p> <p>Students suggest the following topics of study and interest and themes they want to understand and be explained. Lessons are successive, topics are understood in depth. Students have more time and possibilities during these lessons as they are delivered by two teachers and students work in smaller groups.</p> <p>Students research is the main method. Students make preparations for conducting a study, plan it and predict the outcome, then verify the result. Sometimes games are used as a method to develop students' logical thinking and dexterity. Sometimes students read and analyse literature and watch thematic video materials.</p>

<p>HOW is it delivered? Please highlight: Selection, preparation, training, supervision, management</p>	<p>Methods Teacher's clarification and students practical work</p> <p>Content / Plan (how a lesson is delivered) Students make experiments with different objects checking their ability to produce electricity. 1 static electricity with a balloon and hair 2 a balloon rubbed against the wool which is being placed close to a cut out human silhouette stuck to a table 3 charged balloon and water jet 4 students' independent experiments</p>
<p>EFFECT/ASSESSMENT What has happened & how do you know this?</p>	<p>Students become more interested in science (teachers' observation from everyday learning). The classes have been attended, so students show interest and desire to work also after the classes. Students enjoy indoor activities, explore nature at school premises as well as outdoor activities such as exploring nature in the woods.</p>
<p>WHEN is the project/practice applied?</p>	<p>Since a school year 2017/2018 (October to May), duration 2 years A lesson lasts for 40 minutes.</p>
<p>TAGS/Keywords: e.g. genders, social inclusion, participation, democratic dialogue, etc.</p>	<p>static electricity experiments explore theory to practice</p>
<p>RESOURCES human resources, materials, tools etc</p>	<p>teachers, students, premises, water, paper, balloons, scissors</p>
<p>LINKS</p>	
<p>DATE, NAME AND CONTACT INFORMATION (email address) when and who filled in the template</p>	

2.3. Outside school lesson

WHO developed the good practice?	Riga Pļavnieku Basic School
WHY have they done it? What does it hope to achieve? (purpose of the good practice)	<p>Justification / Aim</p> <ul style="list-style-type: none"> • to promote students 'interest in the history and culture of one's own state by exploring its architecture and to explore traditional heritage of the state capital • to improve cooperation among students in performance of tasks • to use information technologies <p>Achievable result to foster the understanding of Art Nouveau (Jugendstil) architecture, to explore Art Nouveau buildings and architectural elements.</p>

<p>WHAT does it consist of? Who are the target groups? (max 2500 characters)</p>	<p>Target groups Students of year 8</p> <p>The lesson is designed to make students aware of Latvian cultural and national value.</p> <p>The teacher has prepared a worksheet that students should complete as they walk around the city and look for the information they need. Students has to be aware of the architectural features of a particular historical period or the features of an architectural style. This information has to be documented by taking a photo to ensure that a student himself/herself were looking for and found the information.</p> <p>Students can work in groups, thus developing their collaborative skills. Students learn time management (work needs to be done on time). Students also learn how to navigate around the city or use technology to help them navigate around it.</p> <p>Students are taken way to the part of the city where they should look for the answers (three streets). Further they should make the assignment themselves.</p> <p>After completing the assignment, student work is discussed and evaluated by a teacher. Students' possibility to learn outside of school and to recognise the importance of everyday things is also raised (students often ask where school knowledge will be useful).</p> <p>Further actions Lessons can be organised by other topics - architecture, culture, history, geography while teaching students how to cooperate, how to look for information and take actions independently in open air, how to usefully and meaningfully use IT at the same time learning and enriching one's everyday life with such values as history, culture, state.</p>
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<p>HOW is it delivered? Please highlight: Selection, preparation, training, supervision, management</p>	<p>Content / Aim</p> <ul style="list-style-type: none"> • The lesson takes place in the historical centre of Riga, students perform tasks • Students look for architectural elements, indicated houses, addresses etc. • Students take photos and process the information • Students analyse the information acquired and perform tasks <p>Methods</p> <ul style="list-style-type: none"> • clarification of the topic • team work • orientation (use of IT) • work with information and worksheets • mutual evaluation, self-evaluation
<p>EFFECT/ASSESSMENT What has happened & how do you know this?</p>	<p>Every student has completed the work and recognised its necessity (all works are graded).</p>
<p>WHEN is the project/practice applied?</p>	<p>18 April 2019 Lesson in the city, duration 1 hour = 60 minutes</p>
<p>TAGS/Keywords: e.g. genders, social inclusion, participation, democratic dialogue, etc.</p>	<ul style="list-style-type: none"> • research, orientation, cooperation, IT-phone, information, activities
<p>RESOURCES human resources, materials, tools etc</p>	<p>a teacher, a bus, students, worksheets for students, students' phones</p>
<p>LINKS</p>	
<p>DATE, NAME AND CONTACT INFORMATION (email address) when and who filled in the template</p>	

2.4. Students behavioural correction lessons

WHO developed the good practice?	Riga Pļavnieku Basic School
WHY have they done it? What does it hope to achieve? (purpose of the good practice)	to ensure that every student can function successfully within the learning process, that is, to encourage shy students and to help hyperactive students to restrain their own behaviour, to ensure every students a possibility to be a part of the team.
WHAT does it consist of? Who are the target groups? (max 2500 characters)	<p>Lessons are confidential. Teachers do not disclose all the information to ensure that students feel safe. A school social teacher and a school psychologist deliver a lesson together. They identify a target student group and plan lessons so that the students can develop the skills that need.</p> <p>Target groups Students of years 2 to 6</p> <p>The following activities take place: interactive classes, role-plays, discussions, acting and analysis of difficult situations</p> <p>Students learn to understand their personality, they gain knowledge and develop skills to deal with particular life situations. Students are able to control their emotions and understand their behaviour.</p> <p>It is student emotional upbringing that results in improved interpersonal relationships.</p>
HOW is it delivered? Please highlight: Selection, preparation, training, supervision, management	<ul style="list-style-type: none"> • individual conversations with students • students 'works (drawings, collage) on a topic. • student group work (conversations, role-plays, situation modelling)
EFFECT/ASSESSMENT What has happened & how do you know this?	<p>Students are better at learning. There is no conflicts within the learning process.</p> <p>Shy students are getting more active, more self-confident.</p>
WHEN is the project/practice applied?	<p>Since a school year 2017/2018 (October to May), duration 2 years</p> <p>A lesson lasts for 40 minutes.</p>

TAGS/Keywords: e.g. genders, social inclusion, participation, democratic dialogue, etc.	<ul style="list-style-type: none"> • research, • cooperation, • activities • individual work • personality development • behavioural self-restrain • psychology • communication
RESOURCES human resources, materials, tools etc.	psychologist teacher premises students stationary and sheets of paper for students in accordance with a lesson plan
LINKS	
DATE, NAME AND CONTACT INFORMATION (email address) when and who filled in the template	

2.5. Cadet Force

WHO developed the good practice?	The movement of the Latvian Cadet Force has been organised by the Ministry for Defence of the Republic of Latvia in cooperation with different Latvian city schools in which premises the movement has been created.
WHY have they done it? What does it hope to achieve? (purpose of the good practice)	The Latvian Cadet Force is youth interest form of education organised and administered by the Ministry for Defence. Its objective is to educate youth in the field of national defence, as well as fostering patriotism, civic awareness, companionship, courage, physical ability and discipline. Another objective is to promote young people's interest in military service, thus widening the possibilities of motivated professional service personnel selection.
WHAT does it consist of? Who are the target groups? (max 2500 characters)	There are several stages of training. Different skills are gained - safety on and near water, cyber security, first aid, survival outdoors and in the woods, etc. All forms of education include civic education, military education and life education. At different stages of training a variety of skills are acquired which toughen and strengthen young people both mentally and physically. The acquired skills and knowledge will be useful during one's life.
HOW is it delivered? Please highlight: Selection, preparation, training, supervision, management	Different learning forms are used during the lessons and there are different levels of training. Theoretical knowledge is strengthened by practical and outdoor trainings: hiking in the woods with survival elements, spending several days in the forest with minimal resources. When necessary knowledge and skills are acquired, various training and sports events are organised among the members of the Cadet Force of different cities and regions. All junior cadets are trained by senior cadets and professional army personnel.
EFFECT/ASSESSMENT What has happened & how do you know this?	The following values are fostered among the youth: <ul style="list-style-type: none"> • patriotism • Latvian state • Mutual respect • Nature • Latvian culture
WHEN is the project/practice applied?	The project has been intermittently running since 2014. The trainings are now taking place for the second consecutive year.

TAGS/Keywords: e.g. genders, social inclusion, participation, democratic dialogue, etc.	cadet force, safety, national defence, patriotism, patriotic education
RESOURCES human resources, materials, tools etc	students of school years 4 to 9
LINKS	https://www.jic.gov.lv/lv
DATE, NAME AND CONTACT INFORMATION (email address) when and who filled in the template	

2.6. The class do sport

WHO developed the good practice?	Primary Year 3 of Riga Pļavnieku Basic School with the support of the school staff, the class teacher, the sport teacher and parents take part in the project of Latvian Olympic Committee – “The class do sport”.
WHY have they done it? What does it hope to achieve? (purpose of the good practice)	<p>Sport is a beloved and respected activity in Riga Pļavnieku Basic School. A new school sport centre was opened in school year 2017/2018. The new sport facilities offer wide range of options to practice sports in a high-quality, safe and modern environment, as well as the opportunity to take part in a Latvian scale prestigious project – “The class do sport”.</p> <p>Physical activity is particularly important for children. It is needed both to preserve and strengthen health and to maintain well-being. Sport is one of the most loved school subjects for students of Primary Year 3 which according to them always ends too soon. That’s why they are really happy to take part in the project.</p>
WHAT does it consist of? Who are the target groups? (max 2500 characters)	“The class do sport” is a Latvian scale project implemented by Latvian Olympic Committee in accordance with the mission of the Committee to strengthen the role of sport in society and to encourage students to engage in regular physical activity.
HOW is it delivered? Please highlight: Selection, preparation, training, supervision, management	<p>In the framework of the project students do sport five times a week, that is every school day. They have two sport lessons according to the school timetable and three optional sport lessons:</p> <ul style="list-style-type: none"> • 1 lesson - football elements training; • 1 lesson - posture and general fitness training; • 1 lesson - open air sport lesson. <p>Apart from attending the sport lessons students have to prepare for competitions with other classes involved in the same project, to study hard and to do at least one good job during the school year. As a good job our class have chosen to run active time-spending activities during breaks at school with the objective to involve other students of Riga Pļavnieku Basic School into regular physical activities during school time.</p>

EFFECT/ASSESSMENT What has happened & how do you know this?	<p>Accomplishments during the project:</p> <ul style="list-style-type: none"> • running of active time-spending activities during school breaks; • participation in school sport competitions; • better individual learning performance; • health improvement, • Motivation to do sport and learn; • Class cohesion, respect and solidarity.
WHEN is the project/practice applied?	Students do sport every school day. Sport competitions with other classes take place once in a school year. Students run active time-spending activities during breaks several times a school year.
TAGS/Keywords: e.g. genders, social inclusion, participation, democratic dialogue, etc.	Sport, physical activities, healthy life style, individual learning performance, motivation, respect
RESOURCES human resources, materials, tools etc	Support of the school staff, parents, the class teacher, the sport teachers, sport facilities and equipment, sport uniform (T-shirts and shorts) for every student.
LINKS	https://sportovisaklase.olimpiade.lv/lv/sakums
DATE, NAME AND CONTACT INFORMATION (email address) when and who filled in the template	

3. A TOOLKIT OF AFTER SCHOOL EDUCATION - The Netherland examples

3.1. Ieder Kind Een Instrument (Each Child an Instrument)

WHO developed the good practice? (name organization)	Stichting Kunstzinnige Vorming Rotterdam (SKVR) (Foundation for Artistic Education Rotterdam)
WHY have they done it? What does it hope to achieve? (purpose of the good practice)	SKVR stimulates talent development among children in a broad sense: “Education in the arts and through the arts” is the motto in their activities at school. Children develop both artistic skills and competences with which they move forward in society. Music lessons stimulate general skills in addition to emotional and musical intelligence; making music together requires a lot from them, including concentration and perseverance, and teaches children to listen and work together in different ways. Their coarse and fine motor skills are also improved.
WHAT does it consist of? Who are the target groups? (max 2500 characters)	<p>SKVR makes programs based on the needs of a specific school. Below is an example. In groups 1 to 4, singing is central. Children learn to use their voice properly. Basic musical principles such as “high-low”, “hard-soft”, “fast-slow” come up in a playful way. In group 4, the students will work with concepts such as rhythm and melody in preparation for the instrumental lessons in groups 5 and 6. The students play on percussion instruments and start rhythmically reading notes.</p> <p>In group 5, the students choose an instrument. Different instrument combinations are possible per class such as: the string class (violin, cello, and double bass), the wind band (clarinet, cornet and baritone), and heterogeneous classes (keyboards, accordion, percussion, guitar). All music lessons are headed by two SKVR music teachers.</p> <p>At the end of group 6, the students form a large orchestra together with professional musicians and play in one of the large concert halls in the city. To prepare for the concerts, the conductor and musicians visit all the classes to inform them of the upcoming activities. The concerts are an unforgettable experience for many students.</p>

HOW is it delivered? Please highlight: Selection, preparation, training, supervision, management	Weekly music lessons for groups 1 to 6, the municipality of Rotterdam finances the program and SKVR offers it in schools where the expected educational disadvantage is greatest.
EFFECT/ASSESSMENT What has happened & how do you know this?	Scientific research increasingly shows that music education not only contributes to cultural development but also to the development of skills in the cognitive, social and personal field.
WHEN is the project/practice applied?	Since 2006, in 45 schools in Rotterdam
TAGS/Keywords: e.g. Critical thinking and problem solving, Creativity and entrepreneurship, Self-directed learning, Cooperation, Civic participation, Digital literacy, etc.	Creative capacities, presenting and social competences
RESOURCES human resources, materials, tools etc	Different musical instruments, teachers of musical studies.
LINKS	https://www.skvr.nl/onderwijs/primair-onderwijs/structurele-cultuureducatie/ieder-kind-een-instrument
DATE, NAME AND CONTACT INFORMATION (email address)	Iris de Boer, projectleider Ieder Kind een Instrument, onderwijs@skvr.nl

3.2. Leertijduitbreiding (Learning Extension)

WHO developed the good practice? (name organization)	The city of Rotterdam, working together with the schools and National Program Rotterdam South.
WHY have they done it? What does it hope to achieve? (purpose of the good practice)	Improving the learning performance and socio-emotional development of primary school children. The home situation of the children is generally poor; street safety is not great. In summary: "Children from Zuid (South Rotterdam) would rather be at school than at home or on the street".
WHAT does it consist of? Who are the target groups? (max 2500 characters)	The entire program reaches 7,500 children per year; these are all children who are enrolled in primary education in the target area; the seven worst neighbourhoods in South Rotterdam. The program involves the extension of the regular school program by 400 hours per year (from 940 to 1340). Approximately 150,000 extra hours are offered annually on a group basis. The school children are therefore in school a lot of the time, or busy with activities organized by the school. It is not just about extra language and arithmetic, but also about "enrichment hours". It is about the activities and experiences that middle-class children are offered from home – activities that make them more successful in (professional) life. These are activities that children in South are currently missing out on.
HOW is it delivered? Please highlight: Selection, preparation, training, supervision, management	The schools in question are all located in the worst neighbourhoods of Rotterdam. There are seven neighbourhoods, comprising of 30 primary schools. All of these schools participate in the program. The program is offered by, and tailored to, each individual school. They can implement part of it themselves or invite external organizations, for example in the field of sport, culture, professional orientation, ICT, food nature and technology. It is important that the schools, and especially the group teachers who are already overloaded and struggling with a deficit, are used as little as possible. It is also important that the external parties possess good pedagogical and didactic skills and can maintain order in the classes.

EFFECT/ASSESSMENT What has happened & how do you know this?	The city of Rotterdam is currently conducting an output-measurement and is investigating the design and implementation of all 30 programs in the schools. In addition, a substantive evaluation is ongoing. The outcome measurement is carried out by a scientific committee and is based on figures from existing, often national, measurements, such as the national CITO score.
WHEN is the project/practice applied?	2 September 2019
TAGS/Keywords: e.g. Critical thinking and problem solving, Creativity and entrepreneurship, Self-directed learning, Cooperation, Civic participation, Digital literacy, etc.	Critical thinking and problem solving, Cooperation, Civic participation
RESOURCES human resources, materials, tools etc	For the entire program, the central government, together with the municipality of Rotterdam, makes approximately 11million euros available per year.
LINKS	https://onderwijs010.nl/dagprogrammering
DATE, NAME AND CONTACT INFORMATION (email address)	Gerard Spierings Colina Amaro, Opgave-manager Dagprogrammering, gap.spieringscolinaamaro@rotterdam.nl

3.3. Programma Doen-Denken (Do-Think program)

WHO developed the good practice? (name organization)	Stichting Vakmanstad (Skillcity)
WHY have they done it? What does it hope to achieve? (purpose of the good practice)	The Do-think program comprises of five learning tracks: Healthy, Green, Philosophy, Technology and Judo. During the lessons, children learn to reflect on themselves and each other. They become more self-aware, and they become more aware of others and the world around them. They discover where their talents lie, what makes them proud and who and what they need for that
WHAT does it consist of? Who are the target groups? (max 2500 characters)	<p>Five weekly courses, in Grades 1-8:</p> <ul style="list-style-type: none"> • Sports: judo / aikido • Health: cooking • Green: Gardening and nature • Technology: from arts & crafts to open source hardware • Philosophy: philosophy with children <p>In coordination with the research bureau Kohnstamm (University of Amsterdam), Skillcity have selected seven specific social-emotional skills in pupils in Skillcity's teaching population that could benefit from more attention. Within the interpersonal domain these are: respect, communication, conflict resolution, collaboration. In the Social Emotional Learning circle, these fall under the 'you' and 'we' parts of social awareness, relationship skills and responsible decision making. Intrapersonal skills, self-esteem, self-achievement and motivation are also of import. In the SEL circle, these fall under the 'I' parts self-awareness and self-management.</p>

<p>HOW is it delivered? Please highlight: Selection, preparation, training, supervision, management</p>	<p>The Elisabeth School has integrated the learning lines of “Doen-Denken” (Made to Think) into the curriculum of all of it’s classes. The school sets high goals in order to help students achieve to their highest potential. A great mission. By being actively involved with children, the Elisabeth School wants to accomplish this mission and improve learning performance. The learning extension (LTU) that Rotterdam Vakmanstad fills in contributes to the broad development of pupils at the school.</p>
<p>EFFECT/ASSESSMENT What has happened & how do you know this?</p>	<p>The city of Rotterdam is currently conducting an output-measurement and is investigating the design and implementation in the schools. In addition, a substantive evaluation is ongoing. The outcome measurement is carried out by a scientific committee and is based on figures from existing, often national, measurements, such as the national CITO score.</p>
<p>WHEN is the project/practice applied?</p>	<p>Since 2015/2016 in the Elisabethschool.</p>
<p>TAGS/Keywords: e.g. Critical thinking and problem solving, Creativity and entrepreneurship, Self-directed learning, Cooperation, Civic participation, Digital literacy, etc.</p>	<p>Critical thinking and problem solving, Creativity, Self-directed learning, Cooperation, Civic participation, Digital literacy</p>
<p>RESOURCES human resources, materials, tools, etc.</p>	<p>Hiring specialist teachers and assistants.</p> <p>Garden and nature lessons: Rotterdam Skillcity has placed special garden trays in the gardens of the nursing homes close to the Elisabethschool for optimal green pleasure. There are enough garden tools and material available for students to get started.</p> <p>Cooking and tasting lessons: There is a small kitchen where students display their cooking skills. Cooking and kitchen utensils, such as pots, pans and cutlery, are available in abundance for students to utilize.</p> <p>Judo / Aikido Lessons: There are special mats in the gym to enable to practice judo and fall safely. Judo suits are arranged by the school.</p> <p>Philosophy lessons: A special philosophy room is available for Rotterdam Skillcity.</p>

	Technology lesson: a special nature and technology room is available for Rotterdam Skillcity. Technical materials and tools are available for students.
LINKS	https://www.vakmanstad.nl/scholen/elisabethschool
DATE, NAME AND CONTACT INFORMATION (email address) when and who filled in the template	Aetzel Griffioen, research & development, info@vakmanstad.nl

4. A TOOLKIT OF AFTER SCHOOL EDUCATION - Norway examples

Program Nordpolen Aktivitetsskole (AKS)

WHO developed the good practice? (name organization)	Nordpolen Activity school, from now on AKS.
WHY have they done it? What does it hope to achieve? (purpose of the good practice)	<p>AKS is a before- and after school leisure program available for students between first and fourth grade. AKS aims to facilitate a safe and caring environment in close cooperation with school and parents. On this foundation, AKSs purpose is to support and develop students` social and professional skills, motivation, sense of achievement and learning.</p> <p>An important principal of AKS is to contribute to social equalization. The program should therefore be available for all students, regardless of parental financial and social resources.</p>
WHAT does it consist of? Who are the target groups? (max 2500 characters)	<p>AKS offers a variety of voluntary activities and courses. Some are carefully prepared and implemented by employees, others are organized to encourage students to play more freely.</p> <p>The activities at AKS cover a range of different subjects that are categorized in 4 groups:</p> <ul style="list-style-type: none"> - Art, culture and creativity: The students are given the opportunity to use their creative skills in practice. They are strengthened in their ability to create and explore their own curiosity. They get to know and trust themselves in new ways that can influence personal development. - Nature, environment and sustainable: The program encourage engagement for nature and actions for a better environment. Extended knowledge around consequences of our living will prepare students to make the right choices later in life. - Physical activity: An increasingly sedentary population in the western world clarifies the importance of physical activity. By taking students through daily courses with exercises, both outside and inside school, AKS

	<p>hopes to contribute to an early stage of attitude- creating work.</p> <ul style="list-style-type: none"> - Food and health: This thematic area focuses on developing practical skills on preparing healthy food. It also helps to develop an increased awareness on nutrition. Our students represents all part of society and through courses at AKS develop a broader awareness and interest around food related issues. <p>The holistic thought of AKS is to be including and support the idea of learning through playing. Most employees at AKS also work as assistants in the classroom during the school day and contribute to the continuity between school and AKS. As does, the weekly meetings between schoolteachers and AKS employees aimed to discuss academic arrangements and social conditions conserving the students.</p>
<p>HOW is it delivered? Please highlight: Selection, preparation, training, supervision, management</p>	<p>The department manager of AKS is a part of the schools management team. Each grade also has its own AKS manager in a full- time position. All activities and courses are planned carefully according to guidelines and curriculum. The content of all activities is distributed to parents through a digital platform together with a registration form for some of the courses. All students are given a hot meal twice a week. Three days a week, AKS serves vegetables or fruit. Meals, outdoor time and school related group work is compulsory, all other activities and courses are voluntary for the students. Working at AKS requires no formal qualifications. However, internal training is given and all employees are continuously offered a variety of educational competence measures.</p>
<p>EFFECT/ASSESSMENT What has happened & how do you know this?</p>	<p>Nordpolen School has recently conducted a survey to investigate, amongst others, to what extend students feel safe and satisfied at AKS. Every other year parents are also invited to evaluate the program. The results are overall satisfactory. It gives us useful information on where we succeed and where we need to intensify the focus in order to reach our goals.</p>
<p>WHEN is the project/practice applied?</p>	<p>Since 2012 when Nordpolen School opened</p>

TAGS/Keywords: e.g. Critical thinking and problem solving, Creativity and entrepreneurship, Self-directed learning, Cooperation, Civic participation, Digital literacy, etc.	Cooperation, Civic participation
RESOURCES human resources, materials, tools, etc.	The activities at AKS are conducted both by employees and external actors from the community. At some occasions AKS frequent outside the school, but our main base is the school and the its surrounding facilities. Classrooms and customized areas such as the gym, dance room, music room, kitchen, arts and crafts room etc are all in daily use.
LINKS	https://nordpolen.osloskolen.no/
DATE, NAME AND CONTACT INFORMATION (email address) when and who filled in the template	March 24. 2020 Silje Nilsen, principal of Nordpolen School silje.nilsen@ude.oslo.kommune.no

5. Afterword and conclusions

Erasmus+ project PACT: Partnership Achieving Communities Tackling early school leaving (below – project) starting from 2018 till 2020 has explored how the public services, schools, NGOs, parents and children experience how to act as the “village” for children. The project has assessed what structures for collaborations must be in place to allow successful outcomes for the well-being of families and improved learning results for children in fast changing European communities.

The development of Best Practices Collection are methods to the implementation inclusive systems in and around schools, concentrates on supportive, quality learning environments, on welcoming and caring schools and classrooms, and on preventing discrimination. It addresses the needs of students in a holistic way (their emotional, physical, cognitive and social needs), and recognizes their individual talents. It is open to the voices and active participation of parents, and also wider multidisciplinary teams and agencies. Inclusive systems in and around schools particularly focus on the differentiated needs of marginalized and vulnerable groups, including those at risk of early school leaving and alienation from society.

The methods developed within the project have transnational transferrable knowledge. The collection of innovative best practices views the involvement of the after school education in the fostering positive behaviour and to reduce early school leaving. The collection is meant for both at partners’ and teachers’/educators’ level because it will foster the knowledge of methodologies and approaches that could be implemented in the teaching process. In Riga Pļavnieku Basic School share with their experience in after school education and has been involved in the elaboration of the best practice collection.

The collection describes how the after-school education can be used in daily activities in teaching process, it indicates some topics around which activities can be built. Latvia, Norway, and the Netherlands partners have worked on the description of its local context and cultural aspects that will be taken into consideration to be able to adapt the work locally.

The objectives of the Best Practices Collection are to support teachers about how to motivate school leaders for introducing the after-school education programmes, how to design a after school education programme; how to start it; tips for sustainability and evaluation. Innovative approach how to integrate of different partners experiences and expertise in the design and implementation of support programs for teachers in the field of pupils’ personality development has been carried out. This toolkit will help to promote of common understanding of the hobby-based education among partners and to help schools to implement after school education in the learning process.

Based on values of democracy and pupils' participation, concrete principles and examples have been described that can be tried out in different contexts and cultures. The Best Practice Collection you can find also at project website <https://www.pactesl.eu/> and it is available for internal and external users.