VOL. 1 ISSUE 1

MAY 2021

# DIGITAL LEARNING OUTSIDE

POP-UP LEARNING 2020-1-LT01-KA226-SCH-094825

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April 2021 Erasmus + international project “Pop-up Learning” started in Rokiškis nursery-kindergarten “Varpelis”

Project coordinator - Rokiškis nursery-kindergarten "Varpelis" (Lithuania).

Project partners: TURKEY, ITALY, GREECE, CROATIA, LATVIA

The intellectual products of this project:
training for teachers
and digital Tool-kit

Erasmus+

# PROJECT PARTNERS



## TURKEY

European Innovative Society Association - EISA) is a NGO from Turkey.
ISA promotes training and implementation of systems relevant to the support of the VET, adult and young people. It cooperates with social sector organizations to promote policy changes and improvements to services. The scope of the association is to provide flexible environment, non-formal education programs in various fields within the framework of lifelong learning.



## ITALY

Progeu is a social-promotion association which aims to promote cooperation between public and private entities from the non-profit and profit sector. The association is actively involved in the promotion of culture, technological development, education, sustainable development, environmental protection, integration of marginalized groups and knowledge exchange.



## CROATIA

Association for Human Resources Development (Polymath) is non-governmental organization working at regional, national and European level in the field of human rights, education and science. It is based in Makarska, Croatia.
The Polymath works on management and innovation of training together with employment programs for different sectors of activities. It focuses and develops its activities in education - training.



## GREECE

Our school is a private school called 'Synchroni Paideia' located in Mykonos island, Greece. We have 300 students, separated in kindergarten, primary school, secondary school and high school. Our school is located in a suburban area called Marathi, 4,1 km from Mykonos airport and 5,1 km from Mykonos main town and port. We have 300 students and 38 teachers. In our school are taught Greek, English and French as second language, maths, IT, science, arts and history.



## LATVIA

Baloži Secondary school history stretches back to the year 1948. When after the world war 2 were established first primary school classes in the newly built village Balozi. The school old part as it is today was built in 1958, when 8-year education was introduced. Baloži secondary school was established in the year 2009, by Kekava Municipality Council 's decision with aim to implement general education in primary and secondary levels.



## LITHUANIA

Rokiskis nursery-kindergarten „Varpelis“ vision is to create a streamlined, open to vicissitude and innovations, a modern, open to positive change, cooperating educational institution, which recognizes the child culture, provide quality educational services according to the curriculum of primary education. Strategic priorities include: the quality of the pre-school education and assurance of continuity, community mobilization into a learning organization, the creation of safe, modern, quality childcare environment.



# "Natural World - Unlimited Space for Child Fantasy Spread"

## Innovation in an Outdoor Pedagogy

Innovation is an innovation aimed at improving the specific situation, "implementation", or "conscious introduction and adaptation". Training can be perceived as the implementation of methods and pedagogy theories, training programs and content.

Outdoor pedagogy is understood as teaching children in outdoor conditions. Outdoor pedagogy helps children better develop social, physical, academic and psychological abilities. Learning positively affects children's health, interesting activities raise motivation, children are experiencing the joy of creation, acquiring new social competences, revealed and / or revealing skills, talents, children knows more good qualities, revealing their abilities, learn to recognize your ability Feelings and behaviour in various situations, children feel liability for their actions and acquire more self-confidence, learn new games, tasks and other activities.



# LITHUANIAN EDUCATION SYSTEM



## EDUCATION

It is an activity aimed at forming a person's full-fledged life and help him to improve its ability to improve their skills. Learning is considered to be the right of every human being, and education is a priority area of society, supported by the state. More pre-school, pre-primary and formal education levels and their interconnections are illustrated by the scheme in the Lithuanian education system.

## The Lithuanian education system includes:

- formal education (primary, basic, secondary education, formal vocational training, higher education studies);
- non-formal education (preschool, pre-primary, other non-formal education (including formal education) and adult education);
- self-education;
- educational assistance (professional guidance, educational information, psychological, social pedagogical, special pedagogical and special assistance, health care, consulting, teacher qualification improvement and other assistance).

# Early childhood education

## PRESCHOOL EDUCATION

Pre-school education is part of non-formal education. Pre-school education is not mandatory, except when it is found that the child grows in the family. Pre-school education is to help children develop independence, positive communication with peers and adult primers, start learning creativity and payment.
Parents (guardians) themselves develop a child in the family or, if the parents (guardians) want, the child is educated according to the pre-school education program. The child can be educated under this program from birth to he / she starts pre-primary education. Usually this is the school year that the child is 6 years old. The child may start from 5 years, but not earlier at the request of the parental preference. The pre-school program is carried out by pre-school and general education, free teacher or other educational provider. This may be the state / municipal provider and non-state.

The pre-school program is prepared by the preschool provider. When preparing the program, the provider is based on the criteria approved by the Minister of Education and Science.
For all children, whether or not to attend a private pre-school institution or the state is the so-called "student basket". The state allocates funds for each child for 4 hours per day (20 hours per week). If the education lasts longer, the founder of the institution is appointed missing funds, the parents are paid by the sponsors. The child with large or very high special educational needs is a higher education.



# PRE-PRIMARY EDUCATION

Pre-primary education is part of non-formal education. Pre-primary education is binding since 2016. September 1 The purpose of pre-school education is to help prepare for successful learning.
Pre-primary education is starting to provide a child when he / she is in the calendar year of 6 years. Pre-primary education may be provided at the request of the parental at the request, but not earlier than he / she is 5 years.
The pre-primary education program is carried out by pre-school and general education, free teacher or other educational provider. This may be the state / municipal provider and non-state. Pre-primary education is based on the Framework Program approved by the Minister of Education and Science.

The minimum duration of the pre-primary education program is 640 hours. The pre-school provider chooses the duration of the day - or minimum, or 6, 8, 10 hours per day.
For all children, whether or not to attend a private pre-school institution or the state is the so-called "student basket". The state allocates funds for each child for 4 hours per day (20 hours per week). If the education lasts longer, the lack of funds is borne by the founder of the institution, the parents are paid by the sponsors. The child with large or very high special educational needs is a higher education. Children dying under the pre-primary education program in national minority language, training funds are increased by 5 percent.



# Inclusive education

*The main idea of the constantly changing concept of inclusive education is always the main idea - in the education system to achieve the quality of learning, which would allow each individual to develop at optimal level*

Since Lithuania has become an independent state, up to this day, has substantially changed the approach to education and its entire system. Not only the future vision of the education system has changed, the principles of education, but also the essential educational tasks that have opened the development of inclusive education. Inclusive school is a modern school. The most important features of such an institution are openness, tolerance, harmonization of different interests and needs of the entire community of educational institutions, the modern school of general education is inseparable from the children of children, each of them have their own exclusions. However, only the independence of Lithuania has acquired the children with different skills, powers and needs gained the opportunity to learn and educate with peers. The transformation of the latter has fundamentally changed the visions of the education system, the principles of education, challenges that have opened the way to the creation and development of modern school. Over the last five years, inclusive education in Europe has become essentially an aspiring policy and for the most important goal.

Lithuania, without abreast of Europe, as well as improving the education system, which is focused on the development and purposeful and purposeful implementation of inclusive education. The development of inclusive education is carried out different activities for different academic capacity pupils. This is the result of the formation of heterogeneous groups that highlight individual differences, needs and opportunities for diversity and special education. Such groups create situations where the teacher within a limited time lesson must meet the different individual needs of the learners. Such situations become a real test of excellence for teachers because they must ensure the best of gifted but also children with special educational needs. The success of the inclusion depends on the teacher's activities in the classroom, educational strategies, experience, beliefs, competences and cooperation.

