



**ACTIVITIES
REPORT
FOR 2020**

WARSAW, JUNE 2021

TABLE OF CONTENTS

I.	4	
1.	4	
2.	4	
3.	4	
II.	5	
1.	7	
	SCHOOL WITH CLASS 2.0	8
	EDUCATION INSPIRATION	10
	HORIZONS	11
	BE INTERNET AWESOME	12
	LET'S TALK WITH CLASS!	14
	OPEN P-TECH	15
2.	15	
	ADDED VALUE	16
	LET'S PLAY THE FRATERNITY CARD	18
	The Young Explorers' Clubs (YEC) in Eastern Europe	20
3.	23	
	ACTIVE IN THE CITY (Polish: AKTYWNI W MIEŚCIE)	24
III.	25	
IV.	25	
V.	26	
VI.	26	
VII.	27	
	CENTRAL AND LOCAL GOVERNMENT INSTITUTIONS	26
VIII.	27	
IX.	27	

Dear reader,

it seemed in the beginning of 2020 that the difficulties of the education reform had been the greatest ordeal for the Polish schools. Today we already know that the most trying times were only to begin. 2020 was one of the most difficult, if not the most difficult year for education in Poland and worldwide. Teachers, students and parents alike had to learn to cope with the remote teaching situation.

It was the first time education came into forefront of public debate to this extent, school entered almost every home. Lockdown not only affected the course of family life, but it also transformed the daily operation of companies and institutions. It was widely discussed how we would all be impacted by the lockdown, we have been witnessing ever new difficulties and challenges resulting from the pandemic, especially in the area of mental and physical health. And yet, we find an opportunity for education in this difficult experience – a chance of change, getting a fresh perspective on old, habitual ways, a potential for development of new competences and working methods.

For years, we have focused on supporting teachers in the process of change. We help introduce new, engaging forms of teaching, and above all to build a positive atmosphere in schools, open communication between students and teachers, collaboration and good relationships based on mutual respect and trust. This was of particular importance in the time of the pandemic. As we worked with headmasters and teachers on a day-to-day basis, we saw the effort they put into ensuring valuable and positive school experiences to the students, and last year pitted them against new obstacles and challenges. We appreciate this immensely.

In 2020, we supported schools as they implemented remote teaching: we observed needs, responded to them in our programmes and through additional activities. At the same time, as we do every year, we tried not to forget that school – even when done from home – should reinforce students' sense of responsibility for each other and for the world around them, develop their scientific interests and help them understand the practical applicability of the knowledge they acquire.

As an institution, we also nourished relationships, shared experiences and resources with other institutions of its kind, both domestically and internationally, we also strengthened collaboration with foreign and Polish partners. In Poland, we were active in the community of education organisations, as we conducted education studies and engaged in the work of numerous coalitions.

All this would be impossible if not for our friends, partners and sponsors who approached the changes we proposed in the functioning of our programs in a supportive, understanding and open way, so that we could better respond to needs of schools during the pandemic. We give special thanks to the Polish-American Freedom foundation, which launched a special crisis response fund. This enabled us to begin research on the role of school in caring for mental health. We hope to develop the project in the years to come.

Most of all, however, we thank you, teachers and headmasters, for giving it your all in this extremely demanding time. We are proud to be able to work with you. The world has turned upside down, but we are still there for you.

*Agata Łuczyńska and Marta Puciłowska
Management Board of the School with Class
Foundation*

I. KEY INFORMATION ON THE SCHOOL WITH CLASS FOUNDATION

1. Foundation details

Name: The School with Class Foundation (*Polish name:* Fundacja Szkoła z Klasą)

Registered office: ul. Śniadeckich 19, 00-654 Warszawa

Registration no. (KRS): 0000578705

Commercial Department XII of the National Court Register for the City of Warsaw

Date of register entry: October 6th, 2015

REGON statistical number: 362666690

2. Governing bodies of the Foundation according to the current KRS register entry

Members of the Foundation's Management Board:

1. Agata Łuczyńska President, School with Class Foundation
2. Marta Puciłowska Vice-President, School with Class Foundation

Members of the Foundation Board (supervisory body):

1. Alicja Pacewicz Chairwoman of the Foundation Board
2. Piotr Pacewicz Member of the Foundation Board
3. Andrzej Szeniawski Member of the Foundation Board

3. Statutory Objects of the Foundation

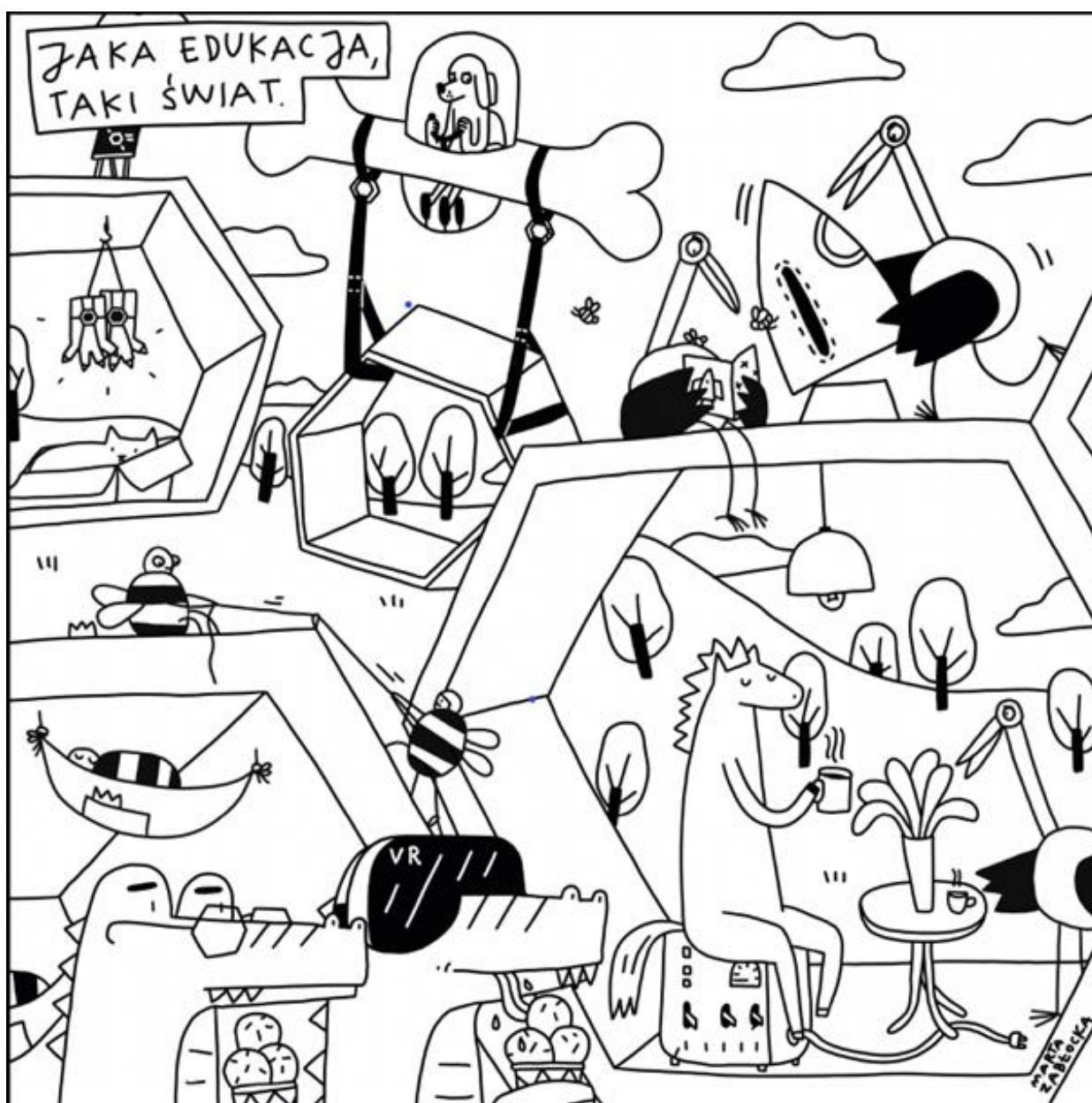
Statutory Objects of the Foundation are:

- a) developing education befitting the challenges of the modern world, strengthening competences necessary for building a society of the 21st century.
- b) building a working culture of a friendly, open school, engaging in solving social problems on a local, national, European and global scale, operating transparently, supporting diversity, and based on mutual trust and respect,
- c) ensuring children, youth and adults equal access to high quality education, whether formal, informal or non-formal,
- d) supporting teachers, headmasters and educators in developing education which develops critical thinking, teamworking skills, strengthens the learning ability and responsibility for one's own learning,
- e) enhancing the quality of education, professional training and development of teachers and educators, and supporting further professionalisation of their work,
- f) building up the prestige of the teaching profession, presentation and promotion of activities of headmasters, teachers and other persons acting for the benefit of of good education in Poland and abroad,
- g) equalisation of educational opportunities of children and young people,
- h) reinforcing the civic mission of the school, creating bonds between schools and local communities.

II. SUBSTANTIAL ACTIVITIES OF THE SCHOOL WITH CLASS FOUNDATION IN 2020

In the School with Class Foundation, we are convinced that better education is needed in the world nowadays. One which teaches empathy and attentiveness, caring for oneself, others and one's surroundings. It is at school, among other places, that future citizens develop their sense of agency, undertake challenges and learn courage, so as to take responsibility for the world around them. We want them to be able to work in teams and to trust each other.

The past year has proven school to be so much more than just the brick-and-mortar building and its classrooms. For this very reason, we were supporting teachers in coping with the challenges of remote education.



In 2020, all our educational programmes continued in their online versions.

In March 2020, we focus on providing support in the crisis of the first, particularly challenging moments of remote teaching. We presented organisational solutions, trained on specific tools, offered ideas of interesting remote lessons. As the time passed, we devoted more and more time to introducing innovative methods to support learning (including the asynchronous approach), digital hygiene, as well as inspecting the relationships in a form, having an eye on how students feel and sensitising to the need to react in a crisis situation.

The pandemic notwithstanding, our long-term programmes consistently implemented the mission and goals adopted from the start. They supported schools in responding to changes in a flexible way (School with Class 2.0, Horizons), taught how to use the Web wisely (Be Internet Awesome), reinforced students' sense of responsibility for each other and for the world around them (Let's Play the Fraternity Card, Education Inspiration, R-EU-Connected), nourished their scientific interests and helped them understand the practical applicability of the knowledge they acquire (Added Value, Young Explorer Clubs in the East). Furthermore, as a reaction to the pandemic, we tackled the subject of students' mental health (Let's talk with class!).

1. Polish programmes

SCHOOL WITH CLASS 2.0

About the programme

The school is created by people, who learn and work in it day by day. This is why it is worthwhile to research and care for the needs of students, parents, teachers and other school staff, plan together and introduce solutions.



The national School with Class programme is based on the design thinking methodology, which allows building solutions based on needs. We offer support for schools in going through the difficult process of change, starting from team building, through researching the needs and expectations of the school's community, to developing, improving and evaluation of the solutions planned. To the participants we offer teaching materials and aids, training, as well as mentor support. We find value not only in the end result of a full year's work, but also in each component of the process, which the institution has managed to run in a creative, wise way, with openness to new ideas and methods.

Time and scope of implementation

In 2020, the 2019/2020 (second semester) edition took place. 464 participants from 74 schools applied for the 2019/2020 edition, including 73 headmasters, 74 school coordinators and 318 teachers and other school staff.

Time	Activity	Speaker(s)
10:00-10:30	OTWARCIE	
10:30-11:30	W ONLAINIE, CZYLI CO DZIECI I MŁODZIEŻ ROBIĄ W INTERNECIE	Karol Jachymek
11:45-13:00	WIRTUALNA LEKCJA W APLIKACJI NEARPOD	Marta Florakiewicz-Borkowska
	ROZMAWIJ Z KLASĄ O ZDROWIU PSYCHICZNYM W SZKOLE	Marta Pućłowska Angelika Friedrich
	DESIGN THINKING W EDUKACJI	Joanna Stempel
13:30-14:30	STEAM ZDALNIE	Zbigniew Bujak Centralny Dom Technologii
	UCZMY SIĘ Z KLASĄ!	Alicja Pacewicz
	LEKCJE Z PANDEMII, CZYLI O EDUKACJI PRZY KAWIE	Anna Wójcik-Jachowicz Michał Szeląg
14:45-15:45	PIERWSZE KROKI Z GENIALLY	Agnieszka Halicka - EduTriki
	DATA STORYTELING, CZYLI JAK CIEKAWIE MÓWIĆ O LICZBACH?	Rafał Szymczak
	OCIEPLAMY NASZE LEKCJE - PRZYKŁADY AKTYWNOŚCI	Greta Drożdździł-Papuga
15:45-16:00	PODSUMOWANIE	

How did we operate in 2020?

Due to the coronavirus pandemic, some activities in the School With Class 2.0 had to be cancelled. Some of the activities were conducted online, some were suspended or postponed, and some were modified.

We ran the following events and activities within the modified edition:

1. **The Online School With Class Festival** – an annual event in which we summarise each programme edition. The festival in 2020 was exceptional not only because of the time of year – winter (it was previously always organised in June) – but also because, for the first time, the entire event was held online. Participants exchanged experiences and learned practical ways to activate the class in the situation of remote teaching.
2. **Webinars for programme participants** – online meetings were organised regarding needs analysis, planning and implementing changes in the school, as well as evaluation. In addition, on the basis of conclusions drawn from the needs diagnosis performed, we prepared webinars supporting our participants in remote teaching, such as: *Remote education (not only) in times of the plague; Online/offline marking; Lessons from the pandemic.*

Co-organisers, partners and sponsors

The programme is run by the School With Class Foundation with support from the Polish-American Freedom Foundation.

Programme funding

The programme is financed from funds of the Polish-American Freedom Foundation.

EDUCATION INSPIRATION

About the programme

In every child, there is potential and a talent, and a wise, attentive and inspiring teacher can have a special role in discovering it. Such are the assumptions on which the Education Inspiration programme is based.



In the programme, we award grants for implementation of self-prepared education programmes to primary school teachers in small towns. We want to encourage teachers to get out of the box of standard classes, but also to appreciate them, help them bring their ideas into life and to develop professionally. We care for building communities on the basis of exchange of knowledge and good practices. We show how to discover the potential of the students who jointly create the project and we encourage social involvement in the spirit of values such as tolerance, solidarity and equality.

Time and scope of implementation

In 2020, activities were conducted as part of two programme editions: the third (2nd semester of the 2019/2020 school year and the 1st semester of the 2020/2021 school year – this edition was extended due to the pandemic) and fourth edition (1st semester of 2020/2021). The third edition of the programme was participated by 40 teachers, who worked with ca. 900 students. In the fourth edition, grants were provided to around 40 teachers, working with ca. 750 students.

How did we operate in 2020?

Apart from providing grants, we support teachers through:

1. **Local Education Inspiration Meetings** – workshops supporting participants in the implementation of third edition projects. Their subject was motivation, cooperation and communication in working with the educational programme method.
2. **Opening meetings for participants of the fourth programme edition** – i.e. for the teachers awarded grants for their projects. Its purpose was to get to know the participants of the programme's fourth edition, talk to them about the assumptions and principles of the programme and to develop their competence in working with the education programme method. Due to the pandemic, the meeting was held online this year.

Co-organisers, partners and sponsors

Education Inspiration is a programme run by the EFC Foundation in collaboration with the School with Class Foundation.

Programme funding

The programme is funded by the EFC Education Foundation.

HORIZONS

About the programme

How can we tell if a school is really good? We think it is about more than just its ranking. A school is all about its students, and its role is to keep changing and learning, so as to best support their development and social competences.

In the Horizons programme, we have worked with a group of outstanding secondary schools attended by winners of scholarships of the Horizons scholarship programme run by the EFC Foundation. Most of all, the point of our support was to strengthen the social profile of schools. To this end, we have developed a proprietary tool – the Individual Roadmap.

A school with a social profile is characterised by: 1. caring for good relationships at school, 2. teaching dialogue and joint decision-making (internal democracy), 3. emphasis on teamwork and collaboration between all members of the school community, 4. openness to the environment: external partners, local community, 5. shaping an attitude of social sensitivity, solidarity, 6. readiness to take on challenges and persisting in the face of failure.

How did we operate in 2020?

Work with Horizon schools was based on coaching methods. We also employed some components of the design thinking methodology. Due to the pandemic, we undertook the following activities to support teachers and headmasters in their remote teaching efforts:

1. We prepared educational materials for schools – we published them on the Foundation website and emailed them to headmasters (an infographic with a widely applicable set of guidelines for deepening the social profile in the time of remote education and a material on using design thinking in remote work);
2. We organised an online meeting for schools in the Horizons Programme – it was participated by 22 people. The meeting was divided into two parts:
 - a) an expert discussion on: “How to take care of the wellbeing of teachers and students during the pandemic, how to keep a balance?”
 - b) exchange of good practices between headmasters and teachers, sharing experiences and challenges related to the school’s functioning during the pandemic.

All other activities related to building the Individual Roadmap for each of the Schools were suspended until the students return to on-site learning.

Co-organisers, partners and sponsors

The Horizons programme is organised and funded by the EFC Foundation. The School with Class Foundation is responsible for content-related and coaching support for the schools.

Programme funding

The programme is funded by the EFC Foundation.

BE INTERNET AWESOME

About the programme

Common sense, attention, assertiveness, good will/respect and courage are the keystones of the Be Internet Awesome educational program for primary schools. Within this programme, we teach children how to explore the Internet safely and responsibly, how to be good citizens of the Internet and why it is so important to know this.



The main goals of the programme are to strengthen the teachers' competence in teaching cybersecurity and digital citizenship, change the way cybersecurity is taught (by focusing on positive communication and values, without making a distinction between the world online and offline), encouraging teachers and parents to cooperate on developing conscious, safe use of the Internet among the children and reinforcing favourable Web behaviours among students.

Time and scope of implementation

We work with primary schools. More than 1000 teachers all over Poland enrolled for the programme. The programme began in autumn of 2018 and it has enjoyed a strong growth since then.

How did we operate in 2020?

1. Workshops:

- a) Between January and March 2020, 169 people took part in two 5-hour workshops delivered on-site in more than a dozen cities in Poland. Groups guided by experienced trainers explored different Internet phenomena, generated and developed their lesson ideas, tested tools, worked on social campaigns related to cybersecurity. The workshops were designed on the basis of the design thinking methodology. The participants declared that they conducted more than 500 lessons for nearly 17.5 thousand students on the basis of the Be Internet Awesome scripts.
- b) Due to the pandemic, the format of the Be Internet Awesome workshops was changed to online meetings. Between October and December 2020, 307 persons from all over Poland took part in the workshops, and then proceeded to conduct Be Internet Awesome lessons for 6.5 thousand students.

2. The Be Internet Awesome **Handbook reached** 1300 teachers and schools in Poland. The following online publications were also prepared:

- a) *Be Internet Awesome and Tournament. Five stories of values, emotions and safety on the Internet* – a collection of stories introducing students to the world online and to the programme's values,
- b) *Be Internet Awesome – principles of cooperation in remote education* – a set of rules for working together in the times of learning from home,

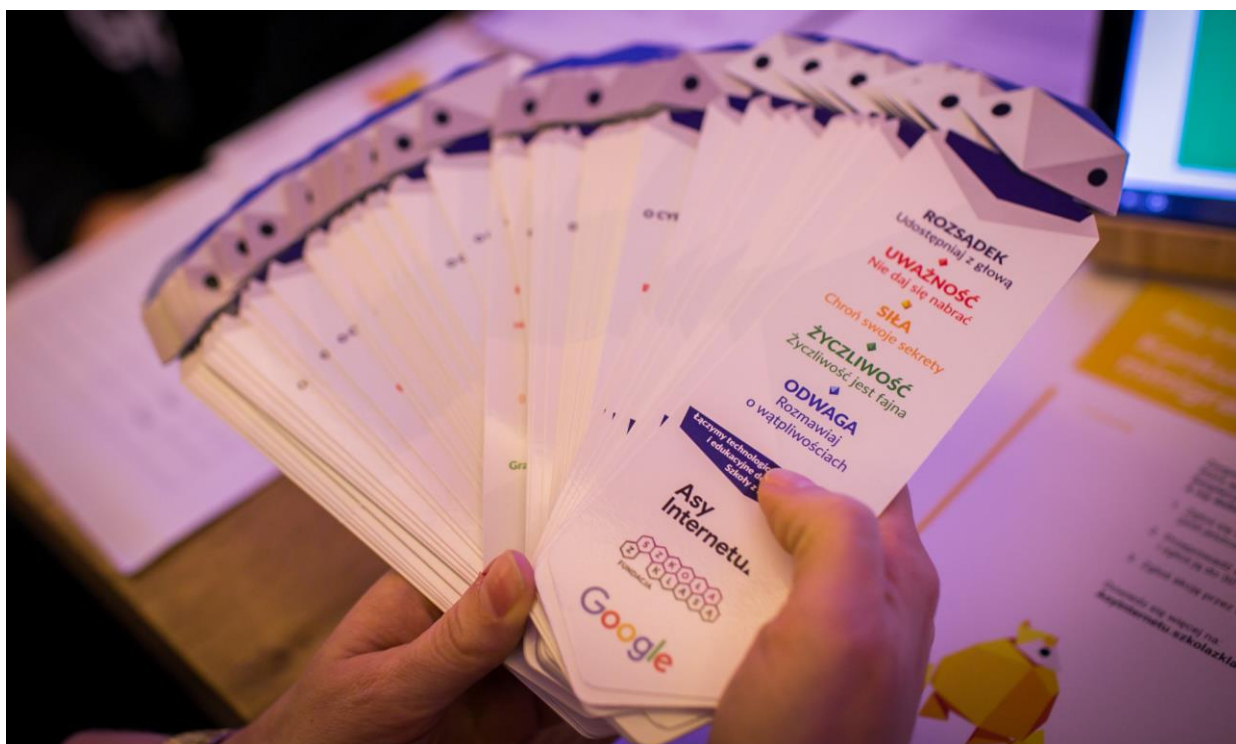
- c) *Be Internet Awesome – conduct lessons remotely* – a collection of lesson scripts with interactive work cards for students, prepared on the basis of the *Be Internet Awesome* handbook with remote teaching in mind,
 - d) *Be Internet Awesome – Digital Wellbeing. A guidebook For Families* – a guidebook on how to talk to children about things like: playing online games, buying a smartphone, using social media and keeping a balance between online and offline life,
 - e) *Be Internet Awesome – Digital Wellbeing. Lesson scripts* – scripts for lessons on digital wellbeing for children in grades 1-3 and 4-6, which will help teachers tackle the subject during classes
3. **Webinars** – a series of publicly available webinars for teachers and parents, with the participation of experts and parents renowned on the Internet. In 2020, we tackled the following subjects: a) Everyday cybersecurity: tools and myths, b) Digital wellbeing, c) How to plan and run social campaigns with students on safety on the Web, d) Tools for online and offline work at school, e) Lessons on values and safety on the Internet on the basis of the *Be Internet Awesome and Tournament* stories.
 4. **A mini-grant competition of social campaigns around the programme’s values and safety on the Internet** – 23 social campaigns were subsidised, which were submitted by teacher and student teams from all of Poland.

Co-organisers, partners and sponsors

The programme is run by the School with Class Foundation in collaboration with Google Polska.

Programme funding

The programme is financed from funds of Google and Google.org.



LET'S TALK WITH CLASS!

About the programme

What is the role of school in caring for mental health? We research the subject, prepare materials for schools, initiate talks, take part in the public debate.



In the *Let's talk with class!* programme, we develop the teachers' sensitivity and we amplify their alertness to the occurrence of mental crises in class, we show how to react to them and how to talk about them. We also demonstrate to the school community that the wellbeing of all those who learn work at school should be a goal in and of itself, but that it is also the prerequisite for learning effectively, which makes it worth taking care of on a daily basis. In the project, we started with research which helped us get an insight into the schools and ask teachers how they assess the mental condition of the young people and their own role in reacting to crisis situations in class.

Time and scope of implementation

The programme began in August of 2020 and it has enjoyed a strong growth since then.

How did we operate in 2020?

In 2020, within the framework of the *Let's talk with class!* programme we prepared the ***Let's talk with class report. The mental health of students in the view of teachers.*** It collects data from an anonymous survey conducted among teachers from all over Poland, at all teaching levels (more than 1,500 responses), as well as conclusions from two focus meetings with experts. The survey was available between 7-30 October 2020, and the focus meetings with experts were held on 27 November and 4 December 2020. Our intention in the report was to find out if teachers feel competent and ready to react in a situation of a mental crisis in class.

Co-organisers, partners and sponsors

The programme is run by the School With Class Foundation with support from the Polish-American Freedom Foundation.

Programme funding

The Project is funded within the framework of the "Aid fund for non-governmental organisations and citizen initiatives 2020" Programme, created by by the Polish-American Freedom Foundation and implemented by the Education for Democracy Foundation.

OPEN P-TECH

About the programme

The pandemic has contributed to a faster development of digital skills. When the whole world had to suddenly move to the online reality, we saw even more clearly than before that the school cannot exist separately from the modern world and from the challenges posed by new technologies and the potential they hold.

Our cooperation with IBM Poland is a response to those needs. We launched a free-of-charge education platform in Poland together, named Open P-TECH, which allows students to acquire professional competences of tomorrow. Its outstanding features are training courses focused on issues such as: artificial intelligence, blockchain, quantum computers, but also project management skills workshops, including design thinking and agile methodologies. The platform is aimed at teachers and 13-19 year-old students. Apart from the courses, we offer the enrolled participants an opportunity to win grants for educational projects and participation in online classes with experts from IBM.

Time and scope of implementation

In October 2020, we established cooperation with IBM Poland, which resulted in numerous activities conducted in 2021 for schools throughout Poland. At the end of 2020, 1493 individual users enrolled on the OPEN P-TECH platform.

How did we operate in 2020?

In 2020, we began activities promoting the OPEN P-TECH platform among teachers and headmasters. To this end, we prepared: a description of training paths and courses in Polish, available on the platform, a registration form for schools, promotional notes and recordings of interviews with IBM experts, intended to familiarise with the issues and subjects of the Open P-TECH courses. We also managed to plan a mini-grant competition to be run the following year.

Funding

The Open P-TECH programme is funded by IBM Poland.

2. International programmes

ADDED VALUE

About the programme

Math is present in everyone's daily life, whatever it is we do.

In the Added Value programme, we helped teaching maths in an interesting, out-of-the-ordinary way, showing students its practical dimension.



Together with our international partners, we have developed a set of tried and true ideas for classes combining maths with other subjects, based on the design thinking methodology, helping develop not only mathematical skills, but also critical thinking, creativity and collaboration. Schools may also avail themselves of a set of interactive maths posters. Research shows that the aids are effective in helping change the students' negative attitudes towards maths. They provide students with the ability to make decisions, they teach independent planning and creativity. They support interdisciplinary learning and cooperation from the teachers.

Time and scope of implementation

The Added Value programme began in December 2017 and continued until the end of January 2020.

In 2020, the programme's international workshop conference was held, in which we presented the results of our work – a total of 195 teachers and 5296 students were involved in testing the programme materials, and lessons based on them were delivered 442 times in total.



How did we operate in 2020?

1. International conference and training sessions – the conference and popularisation training sessions were attended by more than 180 people from Poland and 10 from abroad (the Netherlands, Italy, Finland, Turkey, Greece). Keynote speaker Raymond in het Velda spoke about the role of the headmaster in building a school's working culture, and the organisers talked about the programme and the design thinking methodology. Then, the participants took part in workshops on design thinking and ways to teach maths. We also invited them to follow panel discussions (with the participation of students, teachers, experts).
2. **An online course** for teachers, supporting implementation of the design thinking methodology in day-to-day work in maths lessons – it was a culmination of all the work in the programme. It helps using the programme's materials and prepares teachers to developing their own lesson ideas based on this methodology.

Co-organisers, partners and sponsors

The School with Class Foundation is the leader of the Added Value programme, and its partners are Universal Learning Systems (Ireland), NHL Stenden (Netherlands) and Asociación Smilemundo (Spain).

Programme funding

The programme is funded by the European Commission as part of the Erasmus+ programme.

LET'S PLAY THE FRATERNITY CARD

About the programme

The programme inspires reflection upon diversity and different forms of discrimination, arouses interest in others and understanding for being different, develops critical thinking and imagination.

Every year, on the 21st of March, the International Day of Fight Against Discrimination and Racism, young people write and send postcards with a message of solidarity to random strangers. Each postcard carries a twofold message: one being photographs made by famous photographers from different countries and the other – a personal message written by the children and youth.



The photographs we choose for the programme tackle socially important issues: exclusion, discrimination by gender, age, skin colour or wealth. The young people look at the photographs and discover meanings communicated in situations in the photographs. In writing workshops, they also learn to express their thoughts. Writing teaches sharing one's thoughts, helps understand and tame prejudices, as well as oppose them.

Time and scope of implementation

The programme is based on a campaign continued in France since 2002. Since 2016, it has been conducted simultaneously in Croatia, France, Spain and in Poland, and since December 2019 also in Italy and Slovenia. In 2019, it was participated by 60 schools, 96 teachers and more than 2400 students from all over Poland. The programme was officially completed in November 2019. In December 2019 we obtained funding for 3 more years (until November 2023).

How did we operate in 2020?

- 1. Training for teachers and workshops for students** – 184 teachers from 75 schools were enrolled in the programme in the 2020/21 school year and invited more than 4300 students to act with them. Due to the pandemic, in November we ran online training courses for teachers. Each comprised exercises in image analysis and writing workshops. 106 people participated in Zoom meetings. Teachers were provided with educational materials, including a handbook, in which there are scripts for workshops with students and questions for analysing the pictures, among other things. In addition, we prepared scripts for writing and image analysis workshops, adapted for online use. The materials are available for free on the programme's website. The teachers trained delivered workshops for students in their schools.
- 2. Involvement of students in developing the programme** – this year was the first time we have ever asked young people in all the partnering countries about what subjects we should deal with in this year's edition. The subjects with the largest number of votes were: the environment and climate change, mental health, migration, international solidarity and gender equality. We presented 6 photographs for the subjects selected by the young people and put them on postcards.

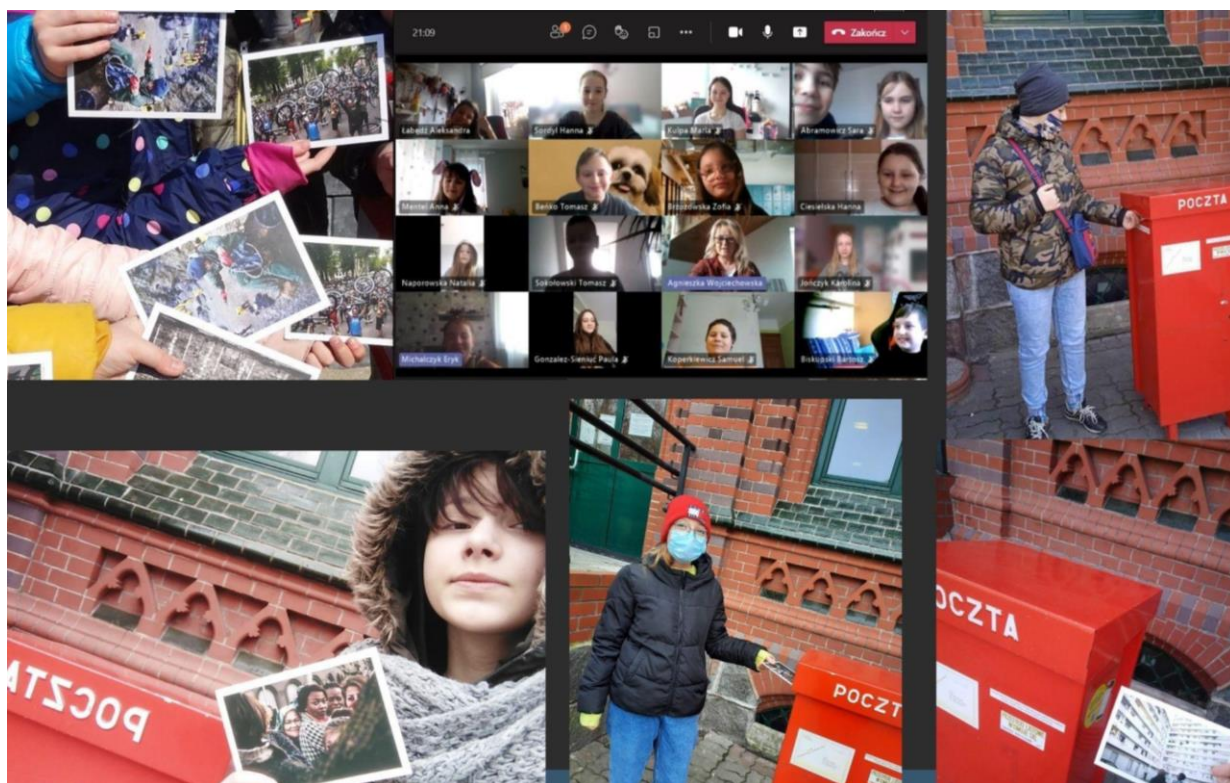
3. **A platform for building an international community of teachers participating in the programme** – in October 2020, we launched an online space for all programme participants to exchange thoughts, opinions and experiences. We build it using the Slack messaging service, which allows creation of international groups, as well as communication channels for teachers in one country. Programme coordinators in partner countries initiate discussion and facilitate it in a spirit of mutual respect and openness.
4. **Online meeting with partners (22-23.09)** – the meeting was to be held in Warsaw, but it proved impossible due to the pandemic. During several hours long sessions, we discussed the action plan for the months to come – in particular the issue of remote education and adaptation to working online. As part of raising the competence of members of the international team of the *Build European Solidarity Today – BEST – Let's play the Fraternity Card again!* programme, we delivered training in the design thinking methodology.

Co-organisers, partners and sponsors

In 2016-2019, the program's leader was La Ligue de l'enseignement (France), and its partners were the School With Class Foundation (Poland), Fundación Cives (Spain) and Centar Za Mirovne Studije (Croatia). In 2019, we obtained funding for 2019-2022, leadership was taken over by Centar Za Mirovne Studije, and the group of partners was joined by Humanitas (Slovenia) and ARCI (Italy).

Programme funding

The Let's Play The Fraternity Card programme is funded by the European Commission as part of the Erasmus+ programme.



The Young Explorers' Clubs (YEC) in Eastern Europe

About the programme

Curiosity for the world, ability to ask questions, patience and thoroughness in seeking solutions are necessary prerequisites for changing the world. These are the competences we develop among young researchers as part of the Young Explorers' Clubs (YEC) in Eastern Europe.



The concept behind the YEC is to provide the children and youth with a space for experimenting, so as to give them a chance of having agency in discovering the world and opportunities to find out that making mistakes is an intrinsic part of the learning process, as well as to discern a relationship between science and their surroundings.

Meetings of the Clubs are held after classes, usually led by a teacher, which allows the experiment method to filter through to schools.

The purpose of the programme is to grow the clubs model in Eastern Partnership countries. We target our activities at school staff, educators and local leaders. We conduct training courses, meetings and webinars aimed at exchanging experiences, and we prepare content materials.

Time and scope of implementation

Cooperation and transferring YEC experiences in Ukraine began in October 2019. Our partners were Open Lviv Lab i Science Center Ternopil. At the same time, we further developed the YEC network in Georgia, where we have been cooperating with Illia State University since 2018.

We have also signed a preliminary agreement on developing the YEC in Armenia, where we will begin operating in 2021.



How did we operate in 2020?

1. **Partner organisations** – substantive support for partners in Ukraine and Georgia, integration and building an international YEC community. 42 networking and coordination meetings were held in 2020 for our partners in Ukraine and Georgia.
2. **YEC clubs in Georgia and Ukraine** – there are 193 clubs in Georgia already, and 32 Young Explorer’s Clubs have been established in Ukraine.
3. **Support** – webinars and online training sessions (12 meetings) for YEC caretakers in Ukraine, delivered by experts from Poland, in which a total of 172 persons from Ukraine participated; translation and adaptation of subject matter materials to Ukrainian. A meeting was organised in which experienced Georgian YEC trainers shared their experiences with new trainers in Ukraine. Four online workshops on the Zoom platform were also held, discussing establishing and running Young Explorer’s Clubs – conducted for potential YEC caretakers in Ukraine.
4. **Events** – the international online YEC forum in Poland took place in November 2020. (130 participants from abroad). The meeting was provided with simultaneous interpretation into three languages: Georgian, English and Ukrainian.
5. **Online** – a YEC website in Ukrainian was set up: www.kmo.com.ua, as well as a fan page and group on Facebook for Ukrainian participants. Four videos were made as part of YEC promotion in Ukraine and Georgia, promoting the operation of the clubs in those countries.

Co-organisers, partners and sponsors

The YEC Programme in Georgia and Ukraine is led by the School with Class Foundation. The substantive partner is the Copernicus Science Centre – a YEC Coordinator, and the strategic partner is the Polish-American Freedom Foundation. The Georgian leader is Ilia State University, and leaders in Ukraine are the Lviv Open Lab and Science Centre Ternopil, which formed a Consortium.

Programme funding

The Project is co-funded by the Polish-American Freedom Foundation under the “Equalise Opportunities” programme.

R-EU-CONNECTED

About the programme

In the R-EU-Connected programme, we develop European values, such as equality, freedom, tolerance, respect for dignity and solidarity.



The programme allows students to better understand the modern world, it opens a debate on the values and principles which are the root of functioning of modern societies. It helps in understanding how EU membership affects our day-to-day life, what it brings in terms of both benefits and challenges. It develops conviction in the young people that, as EU citizens, they get a chance to have some say on matters of importance for them and that it is worth exercising it.

In the programme, we offer free-of-charge materials and scripts – different ones for younger and older students. The younger pupils work on their version of the *Ode to Joy* worthy of the 21st century – one with which they identify, in which they speak about how they understand European citizenship. Older students, on the other hand, will focus on the decision-making process in the EU. They prepare for debates on selected global problems (such as e.g. food waste), they debunk myths around the EU.

Time and scope of implementation

The R-EU-Connected programme began in September 2018 and continues until May 2021. It is a program simultaneously run in five countries: France, Croatia, Poland, Greece and Italy. In 2020, the programme was participated by ten schools in Poland, with ca. 350 students involved in the activities.

How did we operate in 2020?

We ended a pilot of the materials prepared and we invited the most active teachers to participate in a five-day training in Paris, where they had an opportunity to meet 24 other involved teachers from the other partner countries, as well as deepen their knowledge and skills of supporting students' debates on subjects of importance for the EU. Due to the pandemic, the last meeting of the partners was postponed, and eventually cancelled, and the deadline for project completion was extended.

Co-organisers, partners and sponsors

The programme's leader is La Ligue de l'enseignement (France), and its partners are the School with Class Foundation (Poland), GONG (Croatia), Associazione Del Tempo Scelto (Italy), The Music School of Heraklion (Greece), The European Civic Forum (France).

Programme funding

The R-EU-Connected programme is funded by the European Commission as part of the Erasmus+ programme.

3. Local programmes - Warsaw

ACTIVE IN THE CITY (Polish: AKTYWNI W MIEŚCIE)

About the programme

The programme stemmed from the need to support physical education teachers in remote teaching. 2020 convinced us about the importance of physical activity and recreation in the open for wellbeing and staying healthy.

A publication titled *Active in the City* was prepared as part of the programme for Warsaw's children and youth. It not only contains exercise descriptions, but also ideas for spending time actively at home and in the open, featuring in particular the infrastructure available in the Śródmieście district.

Our goal was to improve the fitness of children, youth and adults by using a physical activity journal, and to strengthen collaboration with schools as local sports centres.

Time and scope of implementation

The Active in the City programme began in October 2020 and continued until the end of December 2020. We received 40 submissions from 30 institutions throughout Warsaw, and the activity journal, one of our materials, was used by 40 teachers and more than 2400 students at all levels of education (from first grade to colleges).

How did we operate in 2020?

1. **The Active in the City publication** – we prepared online educational material consisting of a physical activity journal and a sports guidebook. The publication contained suggestions of joint activities for children, youth and their parents.
2. **The Active in the City campaign** – we conducted a three-week campaign to promote our publication and encourage physical activity in 30 schools in Warsaw. As a result of competition between schools, we selected 3 most active institutions in the city centre, which were awarded certificates and gifts.
3. **Support for teachers** – we provided individual care to the schools. Every week, teachers who coordinated the campaign received hints and tables to collect the results of individual results of individual tasks from their students.
4. **Webinar** – we organised a webinar titled *PE in the pandemic – good practices from the Active in the City*, in which 167 people participated (the estimated reach of the post with the recording was 4.5 thousand). During the meeting, we shared our experiences from the campaign, presented selected exercises and good practices, talked about how to use the activity journal in everyday life: at home, in school, in the city.

Programme funding

The Active in the City programme was funded by the Śródmieście District Hall of the City of Warsaw.

III. ECONOMIC ACTIVITIES

From the beginning of its existence, according to its entry on the national court register of 6 October 2015, the Foundation may conduct economic activities in Poland and abroad, proceeds therefrom to be fully utilised for its statutory purposes. They constitute auxiliary activities accompanying the public utility activities of the Foundation.

In accordance with the nomenclature of the Polish Classification of Activities, the main object of the Foundation's business activities is **education support activities (PKD 85.60.Z)**

In 2020, the School with Class Foundation conducted economic activities, achieving a profit of PLN **27,127.16**.

IV. REVENUE AND ITS SOURCES

No.	Source of revenue	Amount (PLN)	Share (%)
1.	Subsidies and donations for statutory activities	1,491,289.78	90.37%
2.	Public sources		
	from state budget	6,925.00	0.42%
	other	0.00	0.00%
3.	Revenue from economic activities	105,839.93	6.41%
4.	Other sources	46,201.37	2.80%
TOTAL		1,650,256.08	100%

No.	Cost	Amount (PLN)
a)	Realisation of statutory objectives	1,494,415.13
b)	Administration	20,049.48
c)	Economic activities	78,712.77
d)	Other costs	3,182.03
TOTAL		1,596,359.41

3.

V. FOUNDATION STAFF

1. Number of persons employed and their positions

In 2020, the Foundation employed 7 permanent staff in the following positions:

- a. Project coordinator (4 persons)
- b. Programme director (3 person)

2. Persons employed in the economic activities

In 2020, the Foundation did not employ any staff working for the economic activities.

3. Total amount of wages paid

The total amount of wages paid by the Foundation in 2020 was: PLN 768,068.66 (incl. VAT).

Total benefits for employees, including social security contributions, was PLN 393,921.56.

4. Remuneration of members of the Management Board and members of the supervisory body

The average monthly remuneration paid to members of the management board in 2020 was PLN 5,659.86.

Members of the Management Board are also permanent employees of the Foundation or receive remuneration under a civil law contract. Members of the Management Board receive remuneration for performing work on program in the positions they hold. No members of the Foundation Board, which is the Foundation's supervisory body, have received any remuneration for their work on the Board.

5. The total amount of remuneration paid under civil law contracts

The expenses for remuneration under contracts of mandate and works contracts in 2020 reached PLN 374,174.10 including taxes.

VI. FOUNDATION ASSETS

- a) The Foundation provided to loans in 2020.
- b) The Foundation holds no bonds, shares or stock in any corporations.
- c) The Foundation has not acquired any real property.
- d) The Foundation held bank accounts in the BGŻ BNP Paribas S.A. bank. Funds in account as of December 31st, 2020: PLN 1,834,278.69.
- e) Assets and liabilities of the Foundation recognised in financial statements in 2020:
 - Assets: PLN 1,905,045.80.
 - Liabilities: PLN 203,433.86 (including PLN 180,000.00 of PFR subsidy)

VII. STATUTORY ACTIVITIES COMMISSIONED BY 4. CENTRAL AND LOCAL GOVERNMENT INSTITUTIONS

No	Name of task	Name of institution granting subsidy	Revenue (PLN)	Costs (PLN)
1.	Active in the city	Śródmieście District Government of the City of Warsaw	6925.00	6925.00

VIII. TAX CHARGES AND RETURN FORMS

- a) The Foundation is a payer of:
- PIT-4 personal income tax
 - CIT-8 corporate income tax
 - VAT-7 value added tax
- b) Tax liabilities are paid without default.
- c) Annual tax charges (VAT, PIT) on the Foundation's activities amounted to: PLN 19,320.00
- d) The Foundation files the following tax returns:
- VAT statements - monthly
 - PIT4 statements - monthly

IX. AUDITS AND THEIR RESULTS

In 2020, the FRSE performed a financial audit of the Added Value programme funded by the European Commission as part of the Erasmus+ programme. The audit ended with a favourable result, with no irregularities found.

Warsaw, 10.06.2021

Agata Łuczyńska

President

Marta Puciłowska

Vice-President

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