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Management of Activities "School after School"

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Abstract: *The Romanian teacher is in a permanent change, which is why education is required to go beyond this context. Therefore, the school, in addition to the educational preparation of the student, must consider its education in non-formal and informal environments. In order to be able to carry out and implement such activities, the Ministry of National Education has elaborated the Methodology for organizing the "School after School" Program, through OMECTS no. 5349 / 07.09.2011, an official document, which presents the legislative framework in order to be successful. With the help of local authorities, these programs are much more flexible. They are carried out under the guise of educational projects and help the student both in the preparation of the subjects, as well as in various recreational activities, depending on his skills. An efficient partnership between the three factors involved in the educational process, the school and local authorities on the one hand, and the family on the other, implies mutual respect and trust, but also efficient communication and collaboration. All these concerns have as main objective to find the methods by which the students acquire the necessary knowledge to be able to cope with the daily changes of the society. As the learning must be carried out permanently, not only within the formal framework of the school, the local authority comes to support the family and the school so that the learning environment does not suffer and offers the student comfort.*

Keywords: *"School after School" Program; local authority; educational projects; education; school; family; students; community.*

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1. Introduction

"Since the beginning of the 21st century, at the level of the international educational discourse, a turning point is identified in the evolution of many concepts, including the concepts of formal and non-formal education, which are more and more frequently in the center of the specialists' field" [2]. All these concerns have as a priority objective "the identification of the ways in which a person acquires the skills that allow him to face the challenges that society offers, a society that is constantly changing" [1]. The basic competencies associated with citizenship in a democratic society are those determined by the formation of a free and autonomous personality [6] who knows and defends his rights but at the same time assumes his responsibilities in society. In this sense, it is almost unanimously recognized that "learning must take place permanently, throughout life and that it does not take place only in a certain space or a rigorously defined period. Learning goes beyond the formal framework of the school and extends significantly as a process and amount of procurement, to other spheres, non-formal or informal; learning sources and environments undergo significant changes and the success of learning depends to a large extent on understanding this" [2].

2. Theoretical Background

As mentioned in the strategy for the development of school and extracurricular educational activity developed by MEC 2006 "at European level, the initiative to challenge school and extracurricular educational activity belongs to the Council of Europe through the committee of ministers member" [5]. The most relevant document is the recommendation of 30 April 2003 mentioning the directions of action regarding the recognition of the equivalent state of school and extracurricular educational activity with that of formal education from the perspective of equal contribution to the development of the child's personality and social integration.

"Thus, it was emphasized:

- the status of school and extracurricular activity as a dimension of the lifelong learning process
- the need to recognize school and extracurricular educational activity as an essential part of compulsory education
- the importance of school and extracurricular educational activity for the development of related knowledge systems of skills and competences

- the opportunity offered by school and extracurricular educational activity to create a level playing field for access to education for the full development of personal potential and the reduction of inequality and social exclusion
- stimulating the involvement of young people in promoting ethical values and principles, justice, tolerance, peace, active citizenship, respect for human rights
- the use of the potential of school and extracurricular educational activities as a complementary means of social integration and the active participation of young people in the community
- promoting cooperation in order to use the various didactic approaches necessary to raise the quality standards of the educational process
- ensuring human and financial resources for the implementation and recognition of the value of school and extracurricular educational programs in terms of learning outcomes
- the recognition of school and extracurricular educational activity as a significant dimension of national and European policies in this field" [2].

Consequently, school and extracurricular educational activity is the application space that allows the transfer and applicability of knowledge, skills, competencies acquired in the education system. Through its specific forms, school and extracurricular educational activity develops critical thinking and stimulates the involvement of the young generation in decision-making in the context of "respect for human rights and social responsibility, thus achieving a lucrative symbiosis between the cognitive and behavioral component" [1].

3. Argument of the paper

In the Romanian education system, the framework of school and extracurricular educational activity is the space capable of responding to the challenges of today's society in the sense that "its flexible design allows a continuous updating of learning content and student-centered teaching methods, as well as monitoring and a quality assessment of learning outcomes. At the same time, the specific particularities facilitate the implementation of the new didactic approach through which the student becomes a resource, producer, opinion leader, therefore an active participant" [2].

In order to stimulate cognitive, spiritual, interpersonal and social development, school and extracurricular educational activity always pays

attention to the need to adapt to the individual, diverse requirements of all children, to the interests of knowledge and to their potential. The contexts created by the various ways of materializing this type of education: projects, specific events, thematic applications, offer the possibility of interdisciplinary, cross-curricular and transdisciplinary approaches, exercising skills and abilities of life between an integrated way, holistic personality development.

In order to efficiently organize the learning-development process (skills, competences) in a context outside the formal system (formal education), the concept of non-formal education with nuances or related concepts has become increasingly popular. or non-formal learning).

This concept is recognized especially for the great value it brings to the personal, professional, social development of students, completing the educational area formed by formal and informal learning. Non-formal education programs do not necessarily follow a step-by-step system and can have various durations.

The number of initiatives that promote and develop learning projects in a non-formal context has increased greatly in Romania and Europe in recent years, given that it provides, to some extent, practical learning contexts that are closer to the needs of students who complete the formal education system to meet the needs of the labor market. In conclusion, non-formal learning involves a structured process, with learning objectives, which develops skills, but takes place outside the framework of formal education; it does not replace the formal framework, but complements it. Recently, in our country, forms of activities characteristic of non-formal education have developed in our country. These are the programs known under the phrases school after school, the language borrowed from Western education systems, afterschool.

4. Arguments to support the thesis

The management of school-by-school activities is "a disciplinary branch of educational management and the management of new formal education, which scientifically substantiates the management of school-by-school educational activities.

The management of non-formal educational activities is a component disciplinary branch of educational management, which scientifically substantiates the management of non-formal educational activities School after school new formal educational program as an alternative to formal education" [1].

It is well known that, in the current context of the challenges posed by the contemporary world in the 3rd millennium, education needs to go beyond formal contexts, not just what the child receives at school, because the knowledge, skills and abilities acquired and practiced here are no longer enough for a good socio-professional integration, for a good relationship, in order to successfully cope with the rapid and unpredictable changes that characterize postmodern societies. Therefore, in addition to the training offered at school, the student's development must be based on an education received from new formal or informal environments.

5. Arguments to argue the thesis

The School after School program is designed by the educational units in the form of a "project" following a needs analysis, by consulting students, law representatives, teachers, local communities and other partner institutions and organizations. Based on these approaches, the educational units establish the target group of the SDS program. At the level of school inspectorates or elaborated operational procedures regarding the organization and development of the school after school program. The procedure developed for this purpose at the School Inspectorate contains details regarding: the purpose of the procedure, the scope of the procedure, the reference documents, the organization of the school program after school, spaces that can be used to carry out the program, program schedule, human resources involved in the program, funding program, program documentation and responsibilities" [4].

These programs are more flexible than the school ones and provide that, after the compulsory study hours, respectively after serving lunch, the children have been allocated a few extra hours for various activities: recreation, play, activities on centers of interest, depending on skills. Some SDS programs "dedicate their entire activity to homework preparation and individual study at home. In other words, what the child should do at home after returning from school, alone or under the tutelage of family members, in the case of these programs, he does under the direct supervision of the class teacher or an authorized person, with training in the field. [4].

5.1. Structure

Over time, or outlined a number of advantages brought by the establishment of such forms / study programs after class:

- the individual study of the child's home is monitored directly by qualified staff

- the learning process is much easier, taking place as a voluntary activity, in a playful form and not as an imposed activity
- increases the ability to interact with other colleagues and teachers
- the teacher is seen in other positions than those in the class with other roles: counselor, advisor, monitor
- decrease the direction and rigor of the program
- the playful dimension of the activity is highlighted
- the voluntary aspect of optional and optional voluntary participation is noted
- the rigid character and often the stress of evaluations disappear
- activities are diverse, on various topics, often treated interdisciplinary
- the energies, the interests of the students are directed from a pedagogical, educational point of view in a positive sense
- increases the possibility of their relationships between colleagues
- the cooperative and collaborative aspect is dimensioned
- increases independence, autonomy and solving tasks, problems, homework
- learning is much easier, because the dirigisme, fear, stress disappears, everything takes place in a pleasant, tonic atmosphere
- there are also recreational sports activities and movement games
- the risk of students spending unsupervised time at home, on the street or in other places where their safety may be endangered after school hours disappears
- parents can carry out their professional activities without worrying about taking their children from school at a certain time and entrusting them to another good person, grandparents until the end of the service
- tendencies to form an entourage, gangs, groups that generate undesirable behaviors (smoking, alcohol and drugs) in the hours after school are avoided
- the temptations that a single child at home, unsupervised, could fall prey to (TV, computer games, surfing the internet, eating inappropriate foods) are reduced
- develops social interrelationship skills and a social sense of responsibility.

In recent years, more and more parents are turning to the services offered by school after school programs. Their satisfaction is justified considering that the children are here and solve the homework under the guidance of a qualified staff. On the other hand, it is about the protection

and safety offered to children by the staff working in the program. Moreover, the basic material function existing in the spaces where the activity takes place, the parents can benefit from the advantages offered by the progress due to the communication through the Internet and can follow, step by step, the daily activities in which their child is involved. Through the same way of communication, discussions can be initiated with the child's parent / guardian; they can express their agreement or disagreement with what is happening in the school, they can make proposals, they can take initiatives. Some programs also have babysitting services, especially in the case of privately provided services, so that children from 3 to 14 years old can stay here with their younger siblings, who are cared for by qualified staff.

An advantage for some of the programs organized after school is that children can come here even after officially taking a vacation. In other words, here the activities can take place continuously, even if the school closes during the holidays. In this case, the morning activities are carried out in school-by-school regime and are not formal activities, strictly and rigorously directed and organized. Children can have breakfast, play, do themed activities, have lunch, sleep or relax, then resume their activities until around 18:00, when parents can take home. Despite these definite advantages, some authors in the literature also have arguments against these programs. They consider that family deprivation for a long period of time (during a day / week), can lead to possible emotional deficiencies, feelings of frustration, negativity, especially at a young age. On the other hand, it is about the additional costs involved (specialized staff, lunch, teaching materials). The second problem can be solved by costs from local government, sponsorships, NGOs or parents. Another problem arises from the question if it is not too much and too tiring for a child to stay 8-10 hours at school, even if the activities carried out here are in a regime of relaxation, play, rest. Last but not least, there is the issue of training qualified staff, if the children are not monitored by the teacher in the classroom. In Romania, significant steps have been taken to establish school-by-school programs, organized in the state or private education system. These programs seem, at first sight, advantageous for busy parents, who no longer have time to take care of their children, especially young children.

But beyond this argument, they are proposed, rather, for a harmonious development of children's personality, as much knowledge and skills can be more easily assimilated here. Themed circles of music, dance, literature, sports competitions are organized, which can stimulate the spirit of competition. It is not mandatory for all children to go to school to participate in such programs. As we have already pointed out, these activities

are based on volunteering, an optional character, they are relaxing and they cause relaxation, pleasure.

A variant of the SDS programs is also represented by the summer schools, in which children can participate on vacation; and here, everything is basic volunteering, with fun activities, thematic circles, a well-established program, organized and carried out during the summer by trained staff.

6. Conclusions

In order to stimulate cognitive, spiritual, interpersonal and social development, the school and extracurricular educational activity always pays attention to the need to adapt to the individual, diverse requirements of all children, to the interests of knowledge and to their potential.

In the last period, forms of activities characteristic of non-formal education have developed in our country as well. These are programs known as "School after School" (SDS) or, in language borrowed from Western "after school" education systems.

In order to regulate such activities, the Ministry of Education elaborated the Methodology for organizing the "School after school" Program, through OMECTS no. 5349 / 07.09.2011.

At the level of the School Inspectorates, operational procedures were elaborated regarding the organization and development of the SDS program. At the school level, SDS extracurricular activities take place in the form of educational projects, with different sources of funding. These programs are much more flexible than the school ones and provide that, after the obligatory study hours, respectively after serving lunch, the students will be allocated in plsu a few hours for various activities: recreation, play, activities on centers of interest, depending on skills, etc. Some SDS programs dedicate their entire activity to homework preparation and independent-individual study at home. In other words, what the child should do at home (after returning from school), alone or under the tutelage of family members, in the case of these programs, he does under the direct supervision of the class teacher or an approved person, with training in the field.

In recent years, more and more parents are turning to the services offered by the SDS program. Their multitude is justified, considering that here the children solve their homework under the guidance of a qualified staff. On the other hand, it is about the protection and safety offered to children by the staff working in the program.

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