

Lauder e-Learning School

The Lauder e-Learning School was established to provide an education in the culture and practices of Judaism to children in Eastern European countries.



The e-school is a project of the Ronald E. Lauder foundation, a philanthropic organisation dedicated to revitalizing Jewish life and identity in Eastern Europe. The foundation supports traditional schools in multiple countries, but the e-school opened so the foundation could reach wider numbers of students based in smaller communities. The provision started with a single school in Poland – the Lauder-Morasha school – and expanded to provide support in the Czech language and German, with physical branches in multiple cities.

Students of the Lauder e-Learning School learn Jewish studies, Jewish history, Hebrew, English, French and German. Assigned teachers, often connected to other Lauder schools, provide guidance and answer questions online. The schools use tablets and video links as the main technologies, using students' existing hardware and software where possible for ease and cost. While many of the pedagogies are typical of distance learning, the particular culture and body of knowledge that links students, parents and teachers creates an engaging and authentic situation for learning.

Students who are part of the e-learning community also participate in site-based special school ceremonies, trips and Shabatons. These activities are a vital part of the school's mission to create a sense of belonging for Jewish children, especially for those students who reside in places that lack Jewish communities.

PROTIC



PROTIC (*Programme de formation au secondaire axe sur les technologies de l'information et de la communication*) is a parallel program offered within Collège des Compagnons, a school in Quebec City, Canada.

PROTIC originated 16 years ago from a belief, now a commonplace, that ICT should not be taught as a separate subject but should pervade every discipline, just as it would in the students' future work lives. The school began using PROTIC as an experimental program to integrate new technologies into the teaching of other subjects. One of the early 'innovations' was to provide all students with their own laptops. Teachers in the school, seeing an opportunity to reinvent their curriculum, began designing comprehensive projects that students could carry out, sharing their work through a central online platform.

The projects soon grew in scale, as did the central platform. Students in PROTIC now contribute to a web TV channel, a film festival and respond to requests from businesses for digital media production. The evolution of the program has also led to an evolution of goals: from learning IT skills, now PROTIC projects are consciously organized around the development of social and meta-cognitive competences, and students learn to work in a self-directed way and exchange ideas with the adult world.

For some years PROTIC students have taken part in the Knowledge Building International Project (KBIP), extending their project groups to include students around the world. Linked up by video (in their case, primarily to students and faculty in Paris), they are prompted to consider their work from a different perspective, and have the opportunity to present to an international audience.

Kuopio Cultural Paths



The Kuopio Culture Path Program originated in a three-year project funded by the City of Kuopio and the Finnish National Board of Education (FNBE). The formal project ended in 2009, but the paths had become an integral part of the schools' and cultural institutions' everyday operations, and so continued with costs accounted for in their annual budgets.

The Culture Path Program was designed to better familiarize young people with the cultural life of Kuopio, and to help schools and the city provide for their physical, social and spiritual wellbeing. It is primarily aimed at students aged 7-16, covering the years of basic education.

The program created nine 'paths' covering art, music and other cultural fields, with each path designed for the needs and curriculum objectives of a particular grade level, within and across different subjects. A path involves local institutions such as libraries or galleries, and includes at least one cultural visit such as to the theatre or an exhibition, with options for many more. Each year, students in a year group 'trek' along a cultural path together. In the final year, students trek a personally-chosen path. After eight years on the Culture Path, 9th graders can use the city's cultural services for free with a K9-card.

In initial years of the program, specialized training familiarized a core body of teachers with the paths, and an ever growing body of practical tools continue to support the activities structured around the paths.

Youth Enterprise Hull



Hull is a city in the north of England, which was badly hit by declining local industries in the 1980s and 90s. In 2003, to stimulate youth enterprise, Hull City Council brought together a range of partners including education providers, community groups, private companies, entrepreneurs, public sector agencies and umbrella bodies including Hull Youth Council.

Over the years, the partnership has worked to support business education for young people both inside and out of school. Youth enterprise conferences offer a venue for introduction and sharing work; a Youth Enterprise Bank offers seed funding for student ideas, and a 'whole school enterprise program' has been designed and piloted to redesign part of the school curriculum in terms of business practice and projects. Through the partnership, dedicated support is now available on all stages of the entrepreneurial process, from first steps, to business generation, incubation and financial support.

As well as providing support when called for, the partnership works actively to encourage enterprising young people in deprived areas, working with over 100 community workers to reach these groups. In its fifth year of activity, 55 businesses owned and run by local residents were set up in Hull, 25 of which were in deprived areas and owned by young people who had been previously on benefits.

The partnership has sustained its work by tapping into a variety of local and city government strategies, such as a 'Local Area Agreement' around enterprise, economic development and children and young people's wellbeing. Seeing the benefits of the partnership, the City Council has employed a youth enterprise strategy manager to work closely with the group on strategy and activities.