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## Homeschooling – the idea and one of its forms of realization on the example of the activities of the ParoKrok Foundation

### Edukacja domowa – idea i jedna z form jej realizacji na przykładzie działalności Fundacji ParoKrok

#### Abstract

**Introduction.** Homeschooling is an alternative to school education. Its fundamental assumption is that children do not attend classes at school and they are taught by their parents at home. However, currently, there is a wide range of possibilities for carrying out homeschooling.

**Aim.** The purpose of this article is to draw attention to the various forms that homeschooling for children can take today and to describe the educational activities of one of the foundations in Poznan, which within the framework of the created “microclasses” conducts classes for children fulfilling compulsory schooling outside school.

**Methods and materials.** The paper uses the method of analysis and synthesis of subject literature sources.

**Results.** The idea of homeschooling is gaining popularity among parents, and technological advances and social changes allow for various forms of its achievement. An excellent example is the activity of the ParoKrok Foundation, which conducts classes for children in homeschooling at the elementary school level in accordance with the Mini-

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stry of Education and Science's core curriculum. The organization implements education that prepares children for annual classification exams using the project method of combining elements of various subjects. It also focuses on relationships and the development of pupils' interests.

**Conclusion.** Homeschooling, which parents are increasingly opting for, can bring many benefits, especially for children and their achievements. Therefore, it is worth expanding the social and political discourse on homeschooling. Non-governmental organizations and their relevant activities can be a support for families in homeschooling. The Paro-Krok Foundation's educational project targeting homeschoolers is a valuable example of this.

**Keywords:** homeschooling, family, alternative education, pupil, out-of-school education, NGO.

### **Abstrakt**

**Wprowadzenie.** Edukacja domowa stanowi alternatywę dla kształcenia szkolnego. Jej fundamentalnym założeniem jest nieuczęszczanie dzieci na lekcje w szkole i nauczanie ich przez rodziców w domu. Obecnie można wskazać na szeroki wachlarz możliwości realizowania edukacji domowej.

**Cel.** Celem artykułu jest zwrócenie uwagi na różnorodne formy, jakie dzisiaj może przybierać edukacja domowa dzieci, i opisanie działalności edukacyjnej jednej z poznańskich fundacji, która w ramach tworzonych „mikroklas” prowadzi zajęcia dla dzieci realizujących obowiązek szkolny poza szkołą.

**Metody i materiały.** W pracy wykorzystano metodę analizy oraz syntezy źródeł literaturowych.

**Wyniki.** Idea edukacji poza szkołą zyskuje wśród rodziców na popularności, a postęp technologiczny oraz zmiany społeczne pozwalają na różnorodne formy jej realizowania. Doskonałym przykładem jest działalność Fundacji ParoKrok, która prowadzi zajęcia dla dzieci w edukacji domowej na poziomie szkoły podstawowej zgodnie z podstawą programową Ministerstwa Edukacji i Nauki. Organizacja ta realizuje edukację przygotowującą dzieci do rocznych egzaminów klasyfikacyjnych, wykorzystując metodę projektową, polegającą na łączeniu elementów różnych przedmiotów. Stawia także na relacje i rozwój zainteresowań uczniów.

**Wnioski.** Edukacja domowa, na którą coraz częściej decydują się rodzice, może przynieść wiele korzyści, szczególnie dla dzieci i ich osiągnięć. Dlatego też warto poszerzać społeczny i polityczny dyskurs o edukacji domowej. Organizacje pozarządowe i ich odpowiednie działania mogą być wsparciem dla rodzin w edukacji domowej. Projekt edukacyjny Fundacji ParoKrok, skierowany do uczniów w edukacji domowej, stanowi tego ciekawy i wartościowy przykład.

**Słowa kluczowe:** edukacja w domu, rodzina, alternatywna forma kształcenia, uczeń, kształcenie poza szkołą, organizacja pozarządowa.

In recent years, there has been an increase in interest in homeschooling among parents. Contributing to this was undoubtedly the COVID-19 pandemic, which erupted in 2020 and covered the entire world (Balkhair, 2020). It caused children previously educated at school to switch to remote education and, as Marta Poruszek rightly points

out, “this was also the beginning of a process of multifaceted revision of the role of school in the lives of Polish families” (Poruszek, 2020, p. 29).

In the most general meaning, home education refers to a situation in which the responsibility for the educational process of children is fully assumed by their parents and the education itself takes place outside the school walls. It can also be understood in terms of parents’ right to decide on their children’s lives, since, as Elizabeth Bartholet states, “home education is a sphere of almost absolute parental authority” (Bartholet, 2019, p. 3). The most common public consciousness is that children in this form of education spend time (usually alone with a parent or a teacher/co-teacher contracted by the parents) on the material they need to learn in the privacy of the home (Brewer, 2021). However, it is now possible to identify a wide range of educational opportunities for children operating outside the institutionalised education system.

Technological advances have created new education opportunities, including homeschooling, as Deani Neven Van Pelt (2015, p. 2) indicates when she writes that “in the last decade, education has been less and less limited by time and place.” The modern development of technology and social media has allowed parents to network, through which they can organise or provide activities for a larger group of children in home education. They also can enrol their child in a virtual space, a so-called “cloud school.” Another way of implementing home education is for parents to establish cooperative relationships with institutions/organisations that support, or to a large extent “replace” the planning of this form of education and the function of educator. At the same time, it appears that with the aforementioned increase in parental interest in home education, there is a need for more non-governmental organisations (e.g., foundations) to carry out educational activities directed towards students in home education. Some parents may not have the knowledge, aptitude, or time to become their child’s “full-time” teacher and educate them at home. In this situation, they could choose to enrol their home-educated child in educational activities provided for such students by some local non-governmental organisation.

This research paper aims to draw attention to the various forms that home education for children can take today, and to describe the educational activities of one of the Poznań foundations – the ParoKrok Foundation, which offers classes for children fulfilling their compulsory schooling out of school within the form of “microclasses.” The nature of education at ParoKrok is excellently described by the following words on the Foundation’s Facebook profile:

We don’t require [students – A.S.] to be perfect, to always get everything right. Everyone needs to be aware that they have the right, that it’s natural, to be non-ideal. We encourage the children to work, to be involved in what they do. However, we need to remember that each of them has different predispositions,

skills, and sensitivities. It is important to recognise this and help develop these strengths. We don't want to equate everyone to one line (ParoKrok Foundation, 2023a).

However, before going into a more detailed description of the activities of the ParoKrok Foundation, I will introduce the essence of home education, as well as its formal and legal aspects.

Home education is seen as an alternative form of education for children (Abuzandah, 2020). It is described in terms of giving children the opportunity to, as Sameer Abuzandah (2020, p. 85) describes it, "unleash" their interests, engage in a variety of activities, gain a variety of learning experiences, and spend time with their parents.

Many definitions of home education can be found in the literature. Marek Budajczak (2004) emphasises that it is an activity that takes place entirely outside of school, as a rule in the home environment, in which it is the parents who select and/or create the learning tools that meet the individual needs of the child. This author also points out that home education is "a very dynamic [...] social movement, based on the independent ventures of individual families," ventures to take over from the state the responsibility for the upbringing, socialisation and education of their children for the care of their, as he described it, "educational destiny" (Budajczak, 2004, p. 12). Magdalena Giercarz-Borkowska, meanwhile, proposes the following explanation of the term home education:

[...] children's learning without the school's significant participation in the child development process, which takes place in conformity with familiarly shared values, significantly involves the whole family and leads to the creation of a family-specific lifestyle (Giercarz-Borkowska, 2022, p. 23).

Similarly, William Heuer and William Donovan (2021) comment on home education, pointing out that it is a conscious decision by parents regarding a certain lifestyle, resulting from a variety of factors.

In the past, homeschooling was mainly associated with families with strong religious associations, who wanted to raise their children in the spirit of religion, passing on beliefs and values appropriate to it. Today, however, an increasing number of parents are opting for this form of education for reasons that can be described as didactic – they believe that home education will positively influence their children's educational and consequently life achievements (Van Pelt, 2015). The improved academic performance of homeschooled children is confirmed by a large number of research studies, including those on Canadian students. They show that Canadian students who

are home-schooled are more likely to obtain doctoral or professional degrees needed for leadership positions (Van Pelt, 2015).

Home education, similarly to institutional education at school, is defined by relevant legal regulations. In Poland, it is regulated by the Education Act. According to it, home education is the fulfilment of compulsory annual preschool preparation outside kindergarten and compulsory schooling outside school (*Obwieszczenie* [Announcement], 2023). It is worth noting at this point, following Anna Szafrńska and Justyna Pawlak (2020), that the first legal provision that regulated home education in Poland in detail appeared in the *Ustawa z dnia 7 września 1991 r. o systemie oświaty* [Act of September 7, 1991 on the educational system]. Since then, the regulations concerning the functioning of home education have changed many times. According to the current legal provisions treating home education, a child may be included in it after a positive decision has been issued by the head of a kindergarten or school in response to an application for permission for home education submitted by parents. Importantly, parents are now exempt from obtaining and attaching to the application an opinion from a psychological-educational counselling centre. This requirement, as Kornelia Orwat (2021) indicates, was abolished by the *Ustawa z dnia 17 marca 2021 r. o zmianie ustawy – Prawo Oświatowe* [Act of March 17, 2021, amending the Education Law], which became effective on July 1, 2021. The document, which was the opinion of the psychological-educational counselling centre for the application for a home education permit, included, among other things, information indicating the child's general level of development – his/her strengths and weaknesses. In addition, parents were interviewed by counselling centre staff to find out their material status, their form of work and how they spend their free time with their children (Sielska, 2016).

It should be mentioned here that parents of children in home education do not need to have pedagogical training or any teaching experience. However, for home education to be successful and for the child to pass the annual grading examinations, it needs to be carried out by parents who (if not assisted by other qualified persons) have the necessary competence and attitude to meet the challenge of independent home education. Therefore, it can be indicated, referring to Pierre Bourdieu's theory of cultural reproduction, that the so-called "cultural capital" of the parents, which consists, among other things, of knowledge, competencies, and professional qualifications, is of considerable importance (Bourdieu, Passeron, 1990). In this view, home education may not be a good solution for children whose parents do not have adequate cultural capital. Furthermore, it should be emphasised that, following the theory of cultural reproduction, the cultural capital of the upper classes is "rewarded" in schools. It also involves symbolic violence, which refers to the imposition of the values of these social classes on all children. Above all, linguistic capital is important, meaning the

relationship between the pupils' social background and the level of language proficiency that is used at school, among other things during examinations (Gmerek, 2011). Thus, it should be concluded that social background has a significant role in the success of children in home education, in which the function of educators is taken over entirely by the parents. In this context, it is also worth referring to the research of Małgorzata Rękosiewicz et al. which proves that it is mainly parents with the superior intellect, willpower and ability to find solutions who opt for home education. The researchers' analysis of the collected research material on the psychological determinants of undertaking home education shows that the parents of children complying with compulsory schooling in the form of home education are distinguished by these characteristics (Rękosiewicz et al., 2022).

According to the provisions of the aforementioned Act, the obligation of so-called "zoning," i.e., the necessity to enrol a home-educated child in a school located in the voivodeship in which the child's family resides, was also abolished (Orwat, 2021). Henceforth, parents can choose a school in Poland, even hundreds of kilometres away from their place of residence, but which is perceived as being home-education friendly and/or has experience in working with parents and home-educated pupils. These changes in the legal provisions on home education are beneficial to parents who want their child to fulfil their compulsory schooling obligations in this way.

The role of the school during home education remains significant. Even though the child does not attend the school on a day-to-day basis, officially he/she remains a pupil of the school and his/her education is to a certain extent under the control of the school – in the sense that it is the head of the institution that gives (and also under certain conditions withdraws) permission for home education. Furthermore, the school is responsible for verifying that the home-educated pupil has successfully learned the core curriculum. It is worth emphasising at this point that the child may participate in extra-curricular activities provided at school (*Uzyskaj zgodę...* [Get consent...], 2023). However, the principal and teachers are not obliged to provide any assistance to the home education family in the implementation of the core curriculum, e.g., through consultations or the provision of additional teaching materials.

A child being educated out of school is obliged to take classification examinations each school year. The extent of these is determined by the principal, by whose decision the pupil has been allowed to switch to home education (*Obwieszczenie*, 2023). In homeschooling, the child is not assessed for behaviour. In addition, there is no obligation to take examinations in music, visual arts, technology, or physical education.

The regulations do not specify how they are to be organised, how they are to be conducted and what the scope of the annual classification examinations should be. They allow a great amount of freedom for schools in this respect, which consequently leads to differences in terms of how the examinations are conducted and their level of

content (Giercasz-Borkowska, 2022). Other factors also come into account here, such as teachers' familiarity with the idea of home education, who controls the student's progress, their level of pedagogical competence and their individual approach to the phenomenon of home education. The unpleasant experiences of parents and children in terms of annual grading examinations most often take place in district schools and therefore they decide to change to a school where the teachers understand the specifics of home education and conduct the examinations both fairly and in a student-friendly atmosphere (Giercasz-Borkowska, 2022). It is also worth mentioning that public schools are currently marketing themselves by declaring their willingness to accept home-educated children into their establishment and offering favourable terms of cooperation (Budajczak, 2021). Undoubtedly, some parents, with a view to their child's psychological well-being and educational achievement, choose to enrol their child in a public school other than the local one or a private institution. In this context, one can speak of *parentocracy*, which Corinne E. Barrett DeWiele and Jason D. Edgerton (2016, p. 192) define as "parental choice, preference, empowerment, entitlement, or power." At the same time, it should be noted, following Piotr Mikiewicz (2008), that what makes choices possible is the possession of cultural competence. Thus, according to the concept of parentocracy, parents with greater awareness, decision-making skills and financial resources have more opportunities to influence their child's education, including home education, and thus their child's educational and life success (*cf.* Conway, 1997).

Although the idea of homeschooling is becoming known to an increasing population, mainly due to social media (Giercasz-Borkowska, 2022), it is still, to a fairly large extent, a source of some controversy or concern among parts of society. It still raises many questions in the public discourse. One of the most commonly passed ones concerns the socialisation of children and, more specifically, whether the child is experiencing adequate social, emotional and psychological development. Brian Ray (2017) emphasises that such a question mainly arises in societies where an institutional form of child-rearing and education has been the norm for several successive generations. In doing so, this researcher points out that multiple studies show that children who are educated at home develop at least as well, and often better, than those who are educated in schools.

A study conducted by Emilia Frasunkiewicz (2022) in the school year 2020/2021 using a diagnostic survey (the sample consisted of 130 parents) found that parents of home-educated children attributed more positive aspects to this form of education (they indicated three times as many) than disadvantages. In particular, they noted that it enables an individualised approach to the pupil, the adjustment of the timetable, and the strengthening of family relationships. They also appreciate that they have some control over the content and form of education. In this context, parents, through home

education, can place their child at the centre, taking into account their child's needs and potential (Neuman, Guterman, 2017). This is in line with the pedagogy of Janusz Korczak, who emphasised the importance of each child's individuality and the need to provide conditions for their development according to their needs and potential (Skibaska, 2013). This in turn, as highlighted by Joanna Skibska (2013, p. 340), corresponds to the contemporary view of "educational humanism."

Homeschooling allows for a greater focus on children's interests and abilities (Jeynes, 2016), so it is important to conclude that it can be a good option for children who have some passion or specific interests and are gifted/talented in a particular area. Through homeschooling, the potential of children who, for example, play sports or develop artistically, can be maximised (Icni, Suryono, 2019). Moreover, home education facilitates the discovery of children's interests, as Kornelia Orwat writes as follows:

[...] school and learning everything bit by bit [...] doesn't even give us time to discover what interests us most! During home education [...] we discover our element earlier [...] we have more time to excel in it. Consequently, we have a better chance of [...] earning money doing what we love to do (Orwat, 2021, pp. 12–13).

What is also worth noting in the context of the positive aspects of home education is the provision of security and self-esteem for the child (Anulak, Anulak, 2009). It should be noted that the acquisition of self-esteem and getting rid of feelings of inferiority are major developmental tasks for individuals in Erik Erikson's fourth stage of late childhood, the first years of primary school. A sense of inferiority can be born in a child as a result of too much criticism, underestimation, and ridicule (Jankowska, 2017), which not infrequently happens at school from peers or teachers. It is indisputable that the comfort of the home or the small groups in which children complete their home education fosters a friendly and stress-free atmosphere. This form of education also helps to foster high self-esteem in children, in contrast to the school system with its so-called "hidden curriculum." The term comes from the sociology of education and refers to all that students acquire during their time at school outside the formal curriculum (Meighan, 1993). As Ronald Meighan (1993) points out, the hidden curriculum refers to what children learn while they are at school, but not during the teaching process led by the teacher. Under this term are the unofficial rules and regulations of the school, largely referring to the many injunctions and prohibitions directed at pupils, which they need to obey to survive in the school classroom (Meighan, 1993). Elements of the hidden curriculum can be found, for example, in the architecture of the school and the classroom, in the content and methods of education, in textbooks



or the organisation of school life. Referring, for example, to the school space, it can be seen that the pupil is most often not provided with a place for his or her privacy, e.g., individual lockers and comfortable conditions for resting during the break (which the pupil usually hears about as being for the teacher) – very often there are not enough desks or chairs in the place where children spend their time between lessons. Separate bathrooms for pupils and teachers (those for the latter are usually in better condition and better equipped) are also part of the school's hidden curriculum. These are just a few examples of a hidden curriculum that teaches children obedience, a kind of passivity and a belief that their needs and comfort are less important than other people in the school, such as teachers. As Dorota Pankowska (2008, p. 31) indicates, “every student gets hidden messages every day at school that tell them ‘you are not important, you do not count at school’.” Thus, it should be concluded that the advantage of home education is that the children involved do not encounter hidden messages that affect their self-esteem negatively.

On the other hand, however, in the public consciousness, as mentioned earlier, there is concern and question about the proper socialisation of children (Medlin, 2000), as well as about contact with peers. The limitation of social contact was also most frequently indicated by parents of homeschooled children who participated in a study conducted by Emilia Frasunkiewicz (2022). Even so, only 16% of them responded in this way. This result may be evidence that the rather common social accusation about the lack of adequate socialisation of children in home education is wrong and has little to do with reality. Further on, the parents participating in the study indicated such negative aspects of home education as parental fatigue and a sense of responsibility (15%), difficulties with the pupil's motivation and independence (14%), and the need to follow the core curriculum and pass annual examinations (8%) (Frasunkiewicz, 2022). A negative aspect of home education, in which one parent assumes the role of educator, is that the parent usually has to reduce his or her professional activity or give up work altogether. This, in turn, leads to less income and consequently savings may have to be made. It is also related to the fact that books and other educational materials families in home education have to purchase from their own financial resources (Anulak, Anulak 2009).

Considering the above, it is reasonable to conclude that home education requires adequate involvement of both parents and children, in the words of Ari Neuman and Oz Guterman (2017, p. 160), who note that it is “the ultimate form of parental involvement in their children's education.” Notwithstanding this, a significant group of parents who participated in the survey (27%) do not perceive any disadvantages of home education, and almost all of them declare that if they were faced with the choice of their children's form of compulsory schooling a second time, they would again decide on home education (Frasunkiewicz, 2022).

Some of the mentioned negative aspects of home education can be overcome by parents taking advantage of other parents-educators or the offer of institutions/organizations that educate home-schooled children. One of these is the ParoKrok Foundation, already cited above, which conducts teaching in so-called “microclasses” as part of its educational project aimed precisely at children doing their compulsory education out of school. The children who study at ParoKrok have the status of home-education students. At the Foundation, they take part in educational activities that aim, among other things, to prepare them to pass their annual classification examinations. In one of the posts on the Foundation’s profile on facebook.com, we can read that Parokrok is “a community of children and educators implementing a friendly and interesting education by the MEiN [Ministry of National Education] core curriculum” (ParoKrok Foundation, 2023b). It should be noted that educational activities are conducted at the primary school level. The Foundation’s activities in the field of educating children who remain in home education started quite recently, as the first intake for the microclasses being created was in the 2022/2023 school year. The ParoKrok Foundation announced its offer on social media on March 22, 2022, with the following words:

We are creating a space for children and young people in Home Education in Poznań. A place where we will care about relationships, where kids will have time to develop their interests, and where they will feel safe and noticed. Where grades and tests do not determine a student’s worth and the fantastic staff have time and want to work together (ParoKrok Foundation, 2022).

As indicated, the project is aimed at families already doing home education, those still considering it and parents who are not yet familiar with the idea of home education, but who are looking for a better alternative for their child than a traditional school (ParoKrok Foundation, 2022).

As the Foundation assures, the aim is to use and develop the student’s strengths. One of its main goals is to involve the children in deciding the educational process, so every week there is a so-called “big meeting,” during which the children, together with the educators, set the plan of action for the coming days. Educators, broadly speaking, are the counterparts of teachers in a traditional school, but with a completely different approach and teaching methods. They include, among others, a Polish language teacher with many years of professional experience, a physicist who is also a computer scientist and ethics teacher, and a circus acrobatics trainer (ParoKrok Foundation, 2023b).

At ParoKrok, children learn in smaller groups than is the case in a traditional school – the premise is classes of a maximum of 10–12 pupils. In the 2022/2023 school year, the Foundation taught 10 children (at grade levels 1 to 4) who worked

together, each according to the guidelines of their programme (ParoKrok Foundation, 2023b). One of the distinguishing features of education at ParoKrok is that there is no division into subjects. At the Foundation, educators work using the project method, combining many elements of different subjects, e.g., nature classes include elements of mathematics, Polish, and history. A teacher teaches English classes. An important part of education at ParoKrok is working on soft competencies (ParoKrok Foundation, 2023b). In this, the following objectives are listed, which guide the education provided at ParoKrok and which at the same time are a perfect description of its essence: “I learn to learn! I learn about myself, I am responsible, I am curious about the world, I know my own learning pace, I rely on myself, I act and think independently, I look for methods that are good for me, I look for solutions, I am part of a team” (Parokrok Foundation, 2023b).

The day at ParoKroku starts at 9.00 a.m. and lasts until 4.00 p.m., although it should be stressed that children can leave the Foundation earlier. The schedule includes the following elements: welcome, work planning, educational activities, outdoor recreation, lunch, and time for individual work/extra activities. The educators use working methods based, among others, on the Dalton Plan (ParoKrok Foundation, 2023b), in which freedom (responsibility), independence and cooperation are important. According to the Dalton Plan, the primary aim of every teacher (in this case an educator) is to prepare and implement a learning process that responds to the diverse needs and expectations of children (Moraczewska, 2013).

The teaching process at the ParoKrok Foundation, although it takes place in groups, is nothing like that in a classical school. The appearance of the rooms where the children stay and learn differs from traditional school corridors and the often “drab” school classrooms. Therefore, the hidden curriculum of school and classroom architecture is eliminated and the space is child-friendly and interesting for the children. The children work together at tables and can also sit on comfortable pouffes rather than in desks arranged in rows, as is the school case. In addition, the Foundation provides the children with a large variety of teaching materials, as well as a wide range of activities and classes, such as calligraphy, acrobatics, or numerous educational outings and meetings with interesting people. It is worth mentioning here, for example, the interesting way in which Polish grammar was taught. The children’s idea of organising a quiz game was put into practice. The pupils themselves prepared questions about the parts of speech and then answered them in a tele-tournament (ParoKrok Foundation, 2023c). It isn’t easy to imagine that, in a traditional school, children could choose how they would work in the lesson. It is also very likely that this type of activity within lessons in schools is rare.

Another noteworthy example of the Foundation’s interesting way of teaching is the idea of combining elements corresponding to history lessons with robot program-

ming. What deserves to be highlighted here is the interdisciplinary, creative approach to the methods of imparting knowledge and developing children's skills. As part of teamwork in short projects, pupils at the fifth-grade level listened to information about ancient Egypt and built a chariot from a LEGO Spike Prime robot. In addition, they also learnt about the Code of Hammurabi, making some changes to it, as written on the Foundation's profile as follows: "We invariably boast and show that school education that follows the core curriculum can be interesting" (ParoKrok Foundation, 2023d).

The idea of micro-classroom education created by the ParoKrok Foundation undoubtedly has many advantages and is worthy of attention and emulation by other institutions. Although the microclasses are run by the Foundation – a non-governmental organisation – education in them is paid for. The monthly fee can be compared to the average tuition fee in a public school. Therefore, not every parent can afford to have their child home-educated in this way to fulfil compulsory schooling. Unfortunately, it has to be said that home education is a platform where social inequalities that affect the quality of education and educational outcomes of children become apparent. According to Samuel Bowls' and Herbert Gintis' theory of economic reproduction, it is the parents from the higher social classes with adequate financial capital who have greater access to better schools and teaching materials (Gmerek, 2003) and, in the case described here, to greater choice in how to implement their child's home education.

In conclusion, home education is one way of fulfilling compulsory schooling. The idea of home education is becoming more widely known, and modernity and its achievements allow for various forms of its implementation. This is rightly written about by Deani Neven Van Pelt, who notes that

[...] Home learning is no longer the preserve of a few radical parents and researchers. It is about taking advantage of new educational opportunities and adapting to new educational opportunities. [The idea of home education – A.S.] is adapting to changing lifestyles and taking advantage of the opportunities presented by technology (Van Pelt, pp. 30–31)

Non-governmental organisations, including foundations, can also play a major role in setting certain trends in home education. As described in the example of the ParoKrok Foundation, the educational activities of such an organisation can be a good solution for parents who do not want to hand over their educational and – thus often – life destiny into the hands of the school system, but at the same time do not feel able or do not have enough time to teach their child at home.

Undoubtedly, home education is an important area of education that has changed significantly in recent years and continues to evolve, as Robert Kunzman and Milton

Gaither made clear 10 years ago when they wrote that “home education will almost certainly continue to evolve, with nations and communities grappling with the question of how best to balance the interests of children, parents and society in the sphere of education and schooling” (Kunzman, Gaither, 2013, p. 37). Therefore, it is worth broadening the social and political discourse on home education and, I believe, increasing systemic as well as non-governmental support for families in home education (especially those for whom, for various reasons, e.g., the need to move frequently, children’s participation in training, competitions, etc., this form of compulsory schooling for children is a necessity).

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