In these countries, unschooling as a teaching strategy is not rooted in the legislation. However, if learners educated in this way succeeded in the half-year and end-of-year examinations at the school they were enrolled in, it was not a problem for any party involved. These parents and pedagogues admitted that it was not possible to formulate any set of “best practices” for learning. Rather, they learnt with their children, and they also considered it as positive if they did not know how to explain something to the children immediately.

Conclusions

The findings of this research have important implications for the parents of homeschooled children as well as for professionals dealing with the issue of homeschooling. It has been found that the criteria for school selection was not related to problems in the compulsory examination of the children. It has also been found that the pedagogical education of the respondents (parents) did not influence the selection of didactic methods and forms.

However, a limitation of the research is the awareness that the research sample is non-representative. This is due to the fact that researchers usually have limited opportunities to require homeschooling families to participate in the research.

According to the research results, the parents were experimenting with unschooling. However, they understood the term unschooling in highly variable ways. The results of the research encourage us to continue to study this issue and to extend the research also to qualitative investigation of the practice of unschooling in families with homeschooled children in Poland, the Czech Republic and Slovakia, and the problems they encountered in the compulsory examination.

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References

The Issue of Homeschooling in Poland, the Czech Republic and Slovakia


