



## Students' participation in European schools

### Chapter 1: Introduction

Student participation means that students are able to affect learning, well-being and also school environment in schools. Additionally, schools cooperate with a numerous associations, organizations, external specialists and decision makers, and thus, student participation in these activities can be seen as abilities and knowledge to affect common issues in local communes and society through school activities. From this point of view, the schools have an important role in promotion student participation from the school level to whole society but also promotion of active citizenship.

From students' perspective, participation has at least four meaningful dimensions. First, the students have the right to affect issues which affect their lives. This is included in the United Nations Convention on the Rights of the Child (UNCRC). Almost all of the countries have signed this agreement up and the European schools have widely implemented actions to create and increase students' opportunities to affect common issues in school. Second, students' ability to affect in school is directly related to their well-being – students feel their role more important when they are feeling being heard and they feel being respected. Third, students are the best experts when considering issues helping their learning and every day school going. Fourth, when the principles of participation have been learned in school, the students will have a bigger change to become active citizens – this is apt to prevent social marginalization.

We know that European schools work actively with student participation. Depending on the school, variety of the methods are being used. However, differences among the schools and countries seem to be big or unclear - there is not much research-based information on the differences among schools and countries. In addition, promotion of student participation has become more challenging due to the social and global situations: Schools have become multicultural because of the high immigration rate and refugees. Thus, we ask: how to promote social cohesion, participation and active citizenship in heterogenous student groups? What kind of skills students should learn to become active citizens? How students should be taught?

This report is part of ERASMUS + project, in which the partner school from six European schools combine forces trying to find new ways to promote students' participation and active citizenship at schools and their



networks. In the report, we compare how our schools take into account student participation and active citizenship in national and local curricula in different countries. In addition, we also describe examples how we promote associational activities in the partner schools. This is to share ideas how to develop schools to the wider audience.

## **Chapter 2: National curricula and participation (How participation has been taken into account in different countries)**

### **FINLAND**

Curriculum accommodates a holistic view on education and gives strong pedagogical and practical guidelines for education providers and schools. The curriculum includes two parts: 1) national core curriculum and 2) local curricula. The national curriculum gives general guidelines and basis for basic education in all comprehensive schools in Finland and the schools must follow that. However, the national curriculum is quite flexible letting power of decision for local schools. Thus, the local curricula describe how the national curriculum is applied in each school, typically, letting a lot of freedom for teachers to decide on how they teach and what issues they emphasize in practice.

The National Core Curriculum and local curricula for basic education were recently reformed and introduced 2016. The reformation was an interactive and cooperative process – actually all of the Finnish basic education organizations participated in the process. One of the most important outcomes was the rethinking the competences and national goals for transversal competences which were then included in the national core curriculum.

One of the most important goals of the new curricula is to promote activity of the students, their participation and to increase the importance of learning experienced by the students. Students are guided to take responsibility of their learning and for all students are supported by the school in their studies. The student sets goals for learning, solves problems and evaluates his/her learning based on the goals set. Student's experiences, emotions and interests and interactions with others creates the base for learning. Teachers are responsible for guiding students to learn and they promote students to become life-long learners – all of this is based on students' individual characteristics of learning.



Seven cross-curricular topics, in other words, transversal competence areas are included in the core curriculum. These competencies are shared with subjects and they include all the competences needed in all spheres of life. The transversal competences are:

- thinking and learning- to- learn
- cultural competence
- taking care of oneself, managing daily life
- multiliteracy
- ICT competence
- working life competence and entrepreneurship
- participation, involvement and building a sustainable future

### **Participation, involvement and building a sustainable future**

One of seven transversal competences “participation, involvement and building a sustainable future” emphasizes participation, responsibility for future and skills related to affect common issues at the society. These skills are learned only by training and active learning at schools. Schools provide a safe framework for this. At the same time, the students can learn active citizenship and they become aware of their democratic rights and freedoms. The school’s task is to strengthen all students’ participation at the school and in the society.

The basic education creates preconditions for the students’ interests to civics and social issues. The school must respect students’ right to participate in decision making independent from the age of level of development. They learn to work together, and they get experiences of negotiation, problem solving, conciliation and critical thinking. These are the basic elements for participation. Thus, students are encouraged to think of their proposals from the point of view of other parties in terms of equality, fairness and sustainable development. Students learn skills related to evaluating of both their own and society’s way of working.

The new core curriculum includes also **multidisciplinary learning modules**. They are intended for integrating learning and for increasing cooperation between different subjects. The curriculum states that it is compulsory for the schools to organize one such module at least once every school year. However, schools have a freedom to plan and implement modules in the light of local strengths, skills and circumstances. In many cases, these modules include activities outside of the schools, such as cooperation with associations and decision makers (see Chapter 4 for examples).



# Erasmus+

See for the new core curriculum in brief:

[New national core curriculum for basic education: focus on school culture and integrative approach | Finnish National Agency for Education \(oph.fi\)](#)

## **ESTONIA**

The history of formal education in [Estonia](#) dates to the 13–14th centuries when the first [monastic](#) and [cathedral schools](#) were founded. The first primer in the Estonian language was published in 1575. The oldest university is the [University of Tartu](#) which was established by the Swedish king [Gustav II Adolf](#) in 1632. In 1919, university courses were first taught in the Estonian language. (1)

Today's education in Estonia is divided into general, vocational and hobby education. The education system is based on four levels which include the pre-school, basic, secondary and higher education. The basic compulsory educational system in Estonia is the nine-year comprehensive school ("basic school"), for which school attendance is mandatory. Basic education is made available through national curriculum of basic school or simplified curriculum for basic school. Graduating the basic school requires that the student learns the curriculum at least a satisfactory level. (1)

The national curricula establish the standard for basic and general secondary education. The curricula designed for basic and upper secondary schools are structured around subject groups. Subject specific curricula make provisions for opportunities for combining subject-specific and inter-disciplinary approaches through employing cross-curriculum topics and unified approaches to evaluation. (2)

The cross-curricular topics treated in study and educational activity are the following: (2)

- 1) lifelong learning and career planning
- 2) environment and sustainable development
- 3) civic initiative and entrepreneurship
- 4) cultural identity
- 5) information environment
- 6) technology and innovation
- 7) health and safety
- 8) values and morals

The aim of the cross-curricular topic “civic initiative and entrepreneurship” is for the pupil to become an active and responsible member of the community and society who understands the principles and



mechanisms of the functioning of society and the importance of civic initiative, feels like a member of society and draws on the country's cultural traditions and development directions in his or her activities. (2)

## **Participation and active citizenship in subject groups**

### **Language and literature**

The development of entrepreneurial initiative and responsibility is supported by discussion of age-appropriate problems identified in media and literary texts, as well as in daily life, adopting a position with regard to them and trying to find solutions both in language and literature lessons and in creative assignments. The formation of entrepreneurship competences is promoted through the students' participation in projects which require their own initiative and activeness as well as applying their linguistic and literary knowledge and enhancing it by using different sources. (2)

Discussion of texts of different types guides students to notice social problems and to try and find solutions for them. Participation in projects promotes an active mindset towards life.

The use of work in pairs and group work in language and literature lessons contributes to the development of cooperation skills, courage to express one's opinions, ability to recognize the ideas of peers and consider other people, to seek shared positions. Different types of assignments are used to form the skill of ethical oral and written communication, taking into account the circumstances, both in direct contact and online environments. (2)

### **Foreign languages**

In order to cope in different every-day communication situations, it is essential to know and use appropriate linguistic forms; it is also vital to know the cultural background, rules of conduct and social practices of the countries where the foreign language, being studied, is spoken. Thus, social and citizenship competence is closely related to value competence. The formation of social and citizenship competence is facilitated by using different forms of study (e.g. group work, project-based teaching) and active participation in cultural programs related to the language learned. (2)

In planning study activities, basic didactic principles are followed (from near to far, from familiar to unfamiliar, from simple to complex, from concrete to abstract) and needs of language use are taken into account (starting from more common words and forms). Pair and group work are essential at all stages of study. Students are guided to work more independently by performing tasks appropriate to their age (read, find information, participate in projects, etc.). (2)



### **Mathematics**

Practical assignments, group work tasks and participation in projects improve cooperation, mutual support and respect for each other. Responsibility towards society and fellow citizens is raised by solving tasks with relevant content. Paired and group work tasks enable students to develop their cooperation and mutual assistance skills and to increase tolerance towards students with different mathematical abilities. (2)

### **Natural science**

The skill of formulating problems and active participation in discussions and expressing and giving reasons for one's opinion are evaluated. Students learn to evaluate the impact of human activities to the natural environment, acknowledge local and global environmental issues and find solutions for them. Importance is given to solving dilemma problems, where decisions have to be made considering science perspectives as well as aspects related to human society – legislative, economical and ethical and moral perspectives. Social competencies are also developed in active learning methods used in natural sciences: group work in problem based learning and solving dilemma problems, analysis of observation and test results and oral presentation of outcomes. (2)

### **Social studies**

In civics and citizenship education, students master social literacy: the knowledge, skills, values and attitudes necessary for fully functioning in society and for making responsible decisions. The general aim of the subject is to create the preconditions for stronger cohesion between individual identity as a citizen and society and for creating active citizens. The objective of learning civics and citizenship in basic school is that by the end of basic school the student would: 1) take an interest in social problems, are able to observe and investigate them and explain their positions and choices; 2) can function in present-day society by embracing humane values; 3) know how to participate in policy development and implementation at both the local and national levels; 4) value human rights and principles of democracy such as legitimacy and the connection between liberties and responsibility; 5) are considerate to others; value diversity; contribute to the sustainable development and coherence of society; are opposed to the violation of central norms and abide by the law; and 6) define themselves as members of society and as Estonian, European and world citizens 7) initiate and support cooperation for establishment and achievement of shared goals; and 8) use the knowledge, skills and attitudes acquired in civics and citizenship education for planning future education and professional career and for making informed decisions, prepare a preliminary career plan. (2)

Public participation in social administration is explained as follows: diversity of opinion and freedom of speech, participation in discussions and decision-making, the right to vote and be elected, students' self-



government, their participation in organizing school life and on the student board, internal rules of a school, the nature and main characteristics of civil society, non-governmental organizations and NPOs, church and religious associations, civil participation and civic initiative, public journalism, volunteering and involvement in associations and organizations, participation opportunities for young people, student self-government and student organizations, youth projects, behaviour in crises. (2)

Students and teacher cooperate to assess learning outcomes also in informal education outside school if the respective attainment (e.g., participation in projects, work in student bodies or civic associations) conforms to required learning outcomes. (2)

### **Art Subjects**

Investigative assignments, practical group works, creative works, discussions, presentations, joint music making and collaborative art projects, and participation in field specific and inter-field study projects are the components of the art subjects that develop students' readiness for cooperation and high regard for mutual support. Participation in cultural events facilitates the formation of a feeling of cultural togetherness. By discussing works of art the students practice defending their points of view and learn to respect the opinions of others. The art subjects acknowledge the role of the human being as a maker and a user of the environment, and direct the students to act with awareness and sustainability both in nature and in real and virtual man-made environments. (2)

### **Technology**

Different forms of cooperation in technology subjects guide students towards cooperation, facilitating development of tolerance and readiness for accepting the diversity of human beings and for considering it in communication. Students are guided to analyse their behaviour and its impact on their peers and solution of problems. (2)

### **Physical education**

Cooperation while exercising/practising sports teaches students to accept differences between people, to take these into account when communicating, and also to assert themselves. Physical education promote polite, attentive, helpful and tolerant attitude towards fellow students. (2)

### **Informatics**

Students learn a lot about digital education and group work through the learning content of informatics: participation in a virtual practice community; planning, conducting and documenting an online meeting; organising a group discussion and problem-based learning in an online environment; group time



management; managing different versions of digital documents and cooperating during compilation of one common document. (2)

### **Entrepreneurship studies**

The subject can be taught as a practical activity through participation in the operation of the mini company. The methods of exploratory and active learning are implemented - data search, solution of problems, incl. dilemmas, processing and presentation of results; role play, group work, participation in projects, fieldwork; educational visits to companies, meetings with entrepreneurs, and monitoring them at their workplace. Participation in group work and mini companies are assessed during the learning process. (2)

### **Used materials**

1. Ministry of Education and Research of Estonia. <https://www.hm.ee/en> (6.09.2019)
2. National Curricula 2014. Republic of Estonia Ministry of Education and Research <https://www.hm.ee/en/national-curricula-2014> (6.09.2018)

### **HUNGARY**

In Hungary, the National Core Curriculum is an educational framework which regulates the content of the Hungarian public education policies. The last version was presented in 2020 and has taken into account most of the recommendations made by the European Union with respect to lifelong learning and subject-specific knowledge.

The NCC attributes an important role to Hungarian national tradition, but it also lays emphasis on those European and humanistic values and contents that strengthen our sense of belonging to Europe. The NCC pays attention to global and comprehensive issues, emphasizing our shared responsibility for sustainability. In the Hungarian system both the government and local school regulations play important role. Between the levels of the National Core Curriculum and the local curricula, there is another level the so called framework curricula. These framework curriculum fixes the teaching and learning contents in a more detailed way than NCC does for lower primary schools (1-4 grades), upper primary schools (5-8 grades), secondary schools for general training (secondary grammar school, 9-12 or 9-13 grades), secondary schools with general and vocational programs (9-12 grades), vocational secondary schools (9- 11 grades).





Key competences:

1. Learning to learn
2. Communication competencies (mother tongue and foreign language)
3. Digital competencies
4. Mathematical and thinking competencies
5. Personal and social relationship competencies
6. Competences of creativity, self-expression and cultural awareness
7. Working life competence and entrepreneurship

There are several areas of development which form part of all competences, such as critical thinking, creativity, initiative, problem solving, risk assessment, decision-making, and constructive management of feelings.

### **Participation and active citizenship in subject groups:**

#### **Hungarian language and literature (1-4 grades)**

The priority of the 1-4 grades is to develop basic skills (reading, writing, speaking and listening). The beginning term finishes at the end of the 2nd year. This is a kind of delay, so we have more time to practice everyday communication forms and to develop vocabulary and speaking.

There are two main aims of social participation. On the one hand students form their standpoints and opinions. They take part in situations (conversations, debates, etc.) with their contemporaries and adults and use the known communication rules according to the situations. Their critical thinking evolves too. On the other hand, pupils receive experiences by reading varied literary texts connected to cultural remembrance and national traditions.

#### **Man, and nature**

##### **Environment (1-4 grades)**

This education phase is based on the natural curiosity and desire for learning of a child entering school. They learn about the laws of living and inanimate nature, the impact of man on the environment, and local and global problems arising from the transformation of nature. The knowledge to be acquired must help students understand their natural and technological environment and encourage them to act in a manner that contributes to finding harmony with nature and to maintaining it in the long run. Competence in science and technology creates a critical and curious attitude. Individuals who have acquired this attitude are keen to



learn about and understand natural phenomena, technological achievements and solutions, are open towards related ethical issues and respect safety and sustainability.

### **Man, and society**

#### **Teaching of ethics and moral values**

Personal and social well-being demands that one possess knowledge of his/her own physical and mental health. Being conscious of the norms and understanding the generally accepted rules of behaviour and codes are essential for successful relationships and social participation.

Moral education and the development of ethical behaviour are taught in separate subjects during grades, one to eight grade 1 lesson per week in primary school.

The teaching of moral subjects -which are ethics or ethics and religious education -is compulsory.

#### **Main topics in grades 1-8:**

- self-awareness and self-control
- emotional well-being and family life
- social awareness, social relationships
- cultural roots of social coexistence
- preserving nature and a sustainable future
- the human image and ethical teachings of religions
- choice and decision making

The number of the lesson- one to eight grade - is 1 lesson per week.

#### **History and Citizenship**

The subject area gives an insight into the history, principles and main institutions of social co-existence and into the process of civilization and culture. Its principal fields include: history, ethics, homeland and peoples, social, civic and financial knowledge, philosophy.

In grades 1-4, students study the contents of this subject area through reading and activities. In this phase of education, students may acquire the basic elements of a historical point of view and the basics of ethical thinking through learning about personal and family stories and the major events and persons of Hungarian history. In grades 5-8, the students have two lessons a week. During the years they learn the basics of citizenship and social attitudes and those skills that they need to be a member of society. They develop their social empathy, try to create an open-minded attitude to other people, to meet different situations that form their social skills and it reduces prejudice.

**The main aims:**

- strengthen the national identity, help students become responsible and active citizens of Hungary,
- to form European citizenship,
- commitment to democracy,
- active role in the protection of human and minority rights
- to feel empathy, solidarity, active role in social duties,
- taking responsibility in community, be able to stand for their own choices,
- gain adequate self-knowledge and reliable ethical judgement,
- get to know and understand natural, social, and cultural phenomena and processes.

**Physical education and sports**

Physical education and sports in schools is an especially important part of the comprehensive health development aimed at promoting students' physical, psychological, intellectual, emotional and social development as well as the comprehensive physical exercise programme of schools, personal development and talent support. Knowledge, skills and competences acquired during the learning and teaching of the subject of physical education in the field of study well-formed attitudes also appear in other general competencies. An example is social participation and responsibility, where the school helps the learner to become tolerant for people with disabilities.

Schools organize daily physical education within the framework of the five physical education classes per week.

**The main goals:**

- to get acquainted with the terms of physical education and health promotion, the beneficial effects of exercise
- to develop self-knowledge, social-community relationships, emotional-volitional skills, abilities, stress-tolerance and coping skills
- get to know the values of fair play
- be able to consciously influence their fitness level
- learn to be tolerant of the physically and other handicapped people.

**Used materials:**

[https://www.oktatas2030.hu/wp-content/uploads/2018/08/a-nemzeti-alaptanterv-tervezete\\_2018.08.31.pdf](https://www.oktatas2030.hu/wp-content/uploads/2018/08/a-nemzeti-alaptanterv-tervezete_2018.08.31.pdf)

[https://www.oktatas.hu/kozneveles/kerettantervek/2020\\_nat/kerettanterv\\_alt\\_isk\\_1\\_4\\_evf](https://www.oktatas.hu/kozneveles/kerettantervek/2020_nat/kerettanterv_alt_isk_1_4_evf)

[https://www.oktatas.hu/kozneveles/kerettantervek/2020\\_nat/kerettanterv\\_alt\\_isk\\_5\\_8](https://www.oktatas.hu/kozneveles/kerettantervek/2020_nat/kerettanterv_alt_isk_5_8)



## **THE CZECH REPUBLIC**

Czech Ministry of Education passed new principles in education for pupils at the ages from 3 to 19 in 2004.

There are two types of Curriculum - state level, school level.

National programme of education defines education in general, general programmes define preschool education, primary education, secondary education. Each school introduces its own school educational programmes.

School educational programme is curriculum created by pedagogical staff of each school in the Czech Republic. School curriculum is based on general programme.

New strategy of education was introduced. This strategy includes key competences which are important for practical life.

- learning competence
- problem solving competence
- communication competence
- social and personal competence
- citizenly competence
- working competence

There are defined nine fields of education:

Language and communication -Czech language and literature, Foreign language

Mathematics and its application

ICT

Human and his/her world

Human and society - History, Citizenship

Human and nature - Physics, Chemistry, Biology, Geography

Arts - Music, Art

Human and health – Health education, Physical education

Human and work

There are also included topics concerning all the fields of education representing current problems of our world which mould values and attitudes of pupils.

**Topics of our project in Curriculum of Secondary Medical School in Hradec Králové, The Czech Republic**



## **Human rights**

- Basic values and principles of democracy
- Human rights, their protection, public defender of rights children's rights
- Free access to information, mass media and their function, critical attitude to media, maximal use of media potential
- State, states at the beginning of 21st century, Czech state, citizenship in the CR
- Politics, political philosophies
- Political parties, election systems, election
- Political radicalism, extremism, contemporary Czech extremism and its symbolism, young people and extremism, terror, terrorism

### **Pupils**

- explains democracy, how it works, its problems (criminality, corruption)
- explain meaning of rights and liberty confirmed in the Czech laws, they describe how to defend these laws
- are able to think critically of mass media content and positively use the media offer
- describe contemporary Czech political system, they explain the function of political parties and independent election
- describe political radicalism and extremism and their demonstration

## **Equality**

- Contemporary Czech society, social classes, elite, their roles, they explain the danger of sects and fundamentalism
- Races, ethnic groups, nations, nationalities, majority and minorities in society, multicultural coexistence, migration, migrants, asylum seekers
- Female and male roles, gender problems
- Belief and atheism, religion, churches, religion movements, sects, fundamentalism

### **Pupils**

- describe contemporary Czech society, its ethnic and social structure
- explain the ways of the influence of the public
- explain the meaning of solidarity and good relationships in community
- discuss the positives and problems of multicultural coexistence, they explain the reasons of migration
- judge gender inequality in society, describes the role of churches in the CR



### **Law making**

- Czech constitution, political system, state administration structure

Pupils

-explain the legislation process of law making

### **Environmental protection**

The topic Human and Environment is implemented via various fields of education (biology, chemistry, health education, social sciences), multidisciplinary projects.

There are three benefit levels:

- 1) Informative- getting knowledge and skills, their understanding and evaluating,
- 2) Formative - focused on development of values and attitudes in relation to the environment,
- 3) Social-communicative – focused on ability to express one's opinion, to offer and defend problem solution in the questions of environmental protection,

Pupils

- understand regional and local environmental problems
- understand the environment and its effect on healthy lifestyle
- understand environmental, economic, social aspects in relation to sustainable development
- get general knowledge of environmental protection
- respect principles of sustainable development
- get information of environment via different sources
- learn to be responsible for themselves and search actively for solutions of environmental problems
- learn to be able to take a responsible attitude to the environment in both personal and professional life
- learn to be responsible for their health
- perceive the environment aesthetically and emotionally

### **Active citizenship**

- Self- governing -municipalities, regions
- Civic participation, society
- Civic virtue necessary for democracy and multicultural coexistence

Pupils



- describe examples of municipality and region self- governing
- give example of civic activity in their regions, explain the term society, discuss the qualities of a citizen of a democratic state

### **Cultural heritage**

- Material and spiritual values, UNESCO

Pupils

- explain why it is important to take care of cultural heritage, science and art

### **SLOVENIA**

The elements of homeland and citizenship education and active citizenship in Slovene primary school curricula.

In Europe, following the establishment of the European Union, citizenship education became one of the more crucial topics of focus. Consequently, important studies were conducted on both formal schooling and non-formal education. (Özbek, 2014)

Some of researchers argue that citizenship education must train thought and judgment connected to actual life-situations; it has the function of training every citizen, not for knowledge about citizenship, but for proficiency in citizenship. (Özbek, 2014)

However, it is very difficult to develop citizenship education in the school setting alone, because it should be more like a way of living and has to be a part of everyday life experience, included in real life.

From this perspective, to create balance between school life and social life, educational sectors or schools should work together with the non-formal sector and NGOs.

(Özbek, 2014)

The present article tries to analyse the Slovenian primary school from the aspects of including topics from citizenship education and homeland education. Conclusions from an ESS project in Slovenia will be presented. It was completed in 2014 and the name of the project was "Elements of homeland education and citizenship education and active citizenship in the curriculum of Slovene's elementary and secondary schools." (Kukovič & Haček, 2014) In this research the method of qualitative and quantitative presence of elements from citizenship education was used to study the Slovenian school curricula, whereas the method of comparative analyses of the content was used.

## Analysis of curricula

The school program in Slovenia has compulsory subjects (about 20 subjects), optional school subjects (almost 90 subjects), school activity days and class meeting hours. The meaning of these hours is that pupils can discuss different interesting and current topics with their class teacher.

Elements of citizenship education can be found at the following subjects:

- **Compulsory subject Society** (4<sup>th</sup> grade 70 hours, 5<sup>th</sup> grade 105 hours).

Topics: People in the society (Me and the community, Family and Children's rights), People through space and time (Ljudje v času in prostoru) – 4<sup>th</sup> grade; Cooperation in society and Social issues (družbena vprašanja) – 5<sup>th</sup> grade.

- **Compulsory subject Citizenship education, homeland education and ethics** (7<sup>th</sup> grade 35 hours, 8<sup>th</sup> grade 35 hours)

**Topics for the 7<sup>th</sup> grade:** Individual, Communities, Country (identity, belonging to community, relationship with other people), Community of citizenship of The Republic of Slovenia (The establishment of a country, political community, democracy, national belonging, constitution, European Union etc.), Slovenia and Human Rights (main documents that provide the respect of human rights, ethics principles, violation of human rights etc.) and Religion, types of religions and states (religion across the world, the right of people to choose the religion, religious communities in Slovenia etc.)

**Topic for the 8<sup>th</sup> grade:** Democracy (democratic authority in the local communities, the government, citizens and political parties, the right of people to vote, the process of election in Slovenia, referendum etc.), Finance, work and economy (economical rights of Slovene's residents, capitalism, economy, the relationship between employers and employees etc.), Slovenia, European Union and World (Slovenia – member of EU, Slovenia – member of different international organizations etc.) and World's community (globalisation, world's labour market etc.).

The subject includes topics in a larger extent, that are connected to civic literacy. It can be seen from the curriculum that the topics from the 7<sup>th</sup> grade are more connected to general themes about community, state, human rights and religion, whereas in the 8<sup>th</sup> grade, the topics are much more precise and focus on democracy, the financial aspect, the involvement of Slovenia in the European union and international organisations, and globalisation.

- **Compulsory subject Geography**





From the 6<sup>th</sup> to the 9<sup>th</sup> grade, all together 221,5 hours.

In this subject, pupils gain the knowledge, skills and abilities that help them to understand the environment where they live and the life abroad, and also raise their awareness for different natural and geographic units of Slovenia, which positively influences the awareness of the uniqueness of the Slovenian landscape.

Goals: students learn about the geographic characteristics of Slovenia, compare and analyse the position, role and meaning of Slovenia in the European union, develop special perception of Slovenia, Europe and the world, make evaluations based on examples and develop a positive relationship towards nature and cultural heritage of their homeland, connect natural geographic condition to the possibilities of economic development and compare them to the possibilities of neighbouring countries.

Geography encourages positive evaluation (love and respect) of the loyalty and belonging to Slovenia. This is especially stressed in learning topics in the 9th grade, which are almost entirely based on themes connected to the homeland Slovenia.

### ***Compulsory subject Slovenian language***

From the 1<sup>st</sup> to the 9<sup>th</sup> grade, all together 1631,5 hours.

Besides the operative goals of the subject Slovenian language that can be placed into the content of homeland education and citizenship education, one also has to notice the knowledge the role and position of the subject which help at:

- forming and developing the awareness about the language;
- getting to know the role and importance of the official language in the Republic of Slovenia;
- learning about the basic information about the beginnings of the Slovenian language;
- getting to know the role of known Slovenians in maintaining the independence of the Slovenian language (npr. Trubar, Bohorič, Dalmatin, Vodnik, Prešeren, Cankar).

The curriculum of the Slovenian language in the nine-year primary school is empowered with various elements of homeland education and citizenship education. These elements are equally distributed amongst all the grades, in the field of grammar, as well as in the field of literature.

- ***Compulsory subject Environment education***

From the 1<sup>st</sup> to the 3<sup>th</sup> grade, all together 315 hours.

Amongst the most important general goals of the subject Environment education which are especially important from the viewpoint of homeland education and citizenship education is raising the awareness



about the importance of the human's deliberate actions concerning interpersonal relationships and society; their own micro- and macro environment (family, grade, school, place, state). Furthermore, the subject develops a respectful relationship towards the natural, cultural and social environment. One of the goals is also to acknowledge the existence of and to comprehend the importance of the rules of social life, human rights and duties.

### **Compulsory subject History**

From the 6th to the 9th grade, all together 239 hours

The most important chapters in terms of homeland education and citizenship education at history are:

- 6<sup>th</sup> grade: Cultural heritage (an optional topic)
- 7<sup>th</sup> grade: Prehistoric time in Slovenia (an optional topic); Roman empire (Romans on the ground of today's Slovenia), Middle ages – the forming of a new cultural on political image of Europe (Carinthia, Carniola and Lower Panonia; forming of new European states; Slovenian space within the Holy Roman Empire)
- 8<sup>th</sup> grade: The changed political and religious picture of Europe (Slovenian protestants and the development of the Slovenian culture); From the feudal partition to the end of the Old Age (the importance of Slovenian national awakers; Slovenian lands in the time of Maria Theresia and Joseph II.); The rise of [bourgeoisie](#) (Political changes in Europe in the second half of the 19th century; spreading of democratic rights in the second half of the 19th century; Slovenian national movement from culture activity to forming of political parties)
- 9<sup>th</sup> grade: Political characteristics of the 20th century (World War I and peace treaties after the war, the crisis of democracy and the rise of dictatorships and totalitarianism; World War II): Slovenian people in the 20th and the 21st century (the last years of the Austro-Hungarian Empire and the forming of Kingdom Yugoslavia: Slovenian people between autonomous and centralistic tendencies; the economic and cultural development in Slovenia; Slovenian people during World War II; the Communist party takes charge of Yugoslavia; the life of Slovenian people in socialist Yugoslavia; independent Slovenia and international connections of Slovenia)

History lessons encourage pupils to take interest in the history of the Slovenian nation and space, and in the whole human society. Pupils get to know and analyse the most important events from history, occurrences and processes from the local, regional, Slovenian, European and global history. Besides raising the pupils' interest for exploring the history, the subject also encourages pupils to think about new things. There are tendencies to include more content, especially from the field of the journey to Slovenia's independence and the forming of our state.



## **SCHOOL RESEARCH**

The teachers at school studied the school curricula, enlisted all the topics that are connected to developing active citizenship with pupils. This was carried out at all the subjects in all the grades. The findings at our school give similar results to the research, which is summarized on previous pages.

### **Conclusion**

The analyses of the curricula of individual primary school cycles (the 1<sup>st</sup> cycle, the 2<sup>nd</sup> cycle and the 3<sup>rd</sup> three-year-cycle) show that there are great differences between different levels of primary schooling, for the contents from the field of homeland education and citizenship education and active citizenship are mostly present in the second and especially in the third cycle, whereas there is only a small number of these contents included in the first cycle curricula. The contents from the field of the research are thus presented to pupils mostly in the last grade of their primary schooling.

Based on the comparative analyses of primary school curricula we found out, that the most contents from the field of homeland education, citizenship education and active citizenship are included in the subject homeland and citizenship culture and ethics, which can be labelled as the basic subject where pupils gain various knowledge about the functioning of the state, homeland, about patriotism and active citizenship.

Amongst the elements of homeland education, citizenship education and active citizenship the most importance is given to learning about and preserving the natural and cultural heritage, developing the thought of belonging to a country and the thought of the national identity, as well as developing the knowledge about the history of Slovenia and its culture. It would be of great advantage to spend more time developing the knowledge about the functioning of the country and getting to know the ways, how one can participate and function in the social-political environment. As has already been said in the theoretical part, the goal of a curriculum is to prepare the pupils for challenges and activities which they will meet in their lives, as grown-up and responsible (active) citizens.

To sum up, comparative analyses of the contents of individual units of the analyses of primary school curricula shows, that there is a lack of a strategy which would develop homeland and citizenship education and active citizenship, and would enable school and other educational institutions to incorporate these contents into the daily life of institutions.



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## SPAIN

- Spanish Education System has gone a long way until it has reached the necessary quality standards and has granted **participation** and equal rights to all members of the Education Community.
- **In April 1900, the Ministry of Public Instruction and Fine Arts was created.** The numerous problems of the 19th century had created outrage and brought claims of Spain's decline. Intellectual groups, called the Regenerationists, headed by Joaquín Costa, demanded improvements in education.
- **The first law of Public Instruction, the Moyano Law, named after the Minister of Public Instruction, was passed in 1857.** The first two education ministers belonged to the Conservative and Liberal party, however, they guaranteed that their ideological differences would not interfere with their decisions. This is something that present day politicians in Spain should learn about.

**In this period, two legislative orders marked the beginning of a new era for women participation in education**

The first one, passed in 1910, freed women from having to “consult Superiors” when they wished to enroll for University. The other order enabled women “ to undertake all professions related to the Ministry of Public Instruction”.

- **An ambitious educational reform was initiated in 1931, during the Second Spanish Republic.** It combined principles of Spanish liberalism, new pedagogical theories of the Free Teaching Institution (under which Lorca, for example, was educated), and the program of public instruction promoted by the Socialist Party. This educational programme was regarded essential to create social change, to eliminate adult illiteracy and children non-attendance to school.

The basic idea behind the programme was to make people aware that everyone had the **right to participate in cultural life, regardless of their social status.**

**After General Franco's victory in the Spanish Civil War**, education came to be conceived as a tool to create “the New man”, featured by certain religious and political characteristics every student had to comply with.

**Participation**, therefore, as we understand it today, was non-existent.

Moreover, women lost all the rights they had gained at the beginning of the 20th century, and under the Government of the Second Republic (1931-1936).



Under Franco's regime, women were taught to be wives and mothers, under the influence of the "Feminin Section" of the Spanish Phalanx.

It was not until 1970, when Spain had changed a lot since the Post-War years, economy was booming due to tourism and society was completely different, that a new Education Law was passed still under Franco's dictatorship: **the General Education Law**. New times opened for women again, and girls started to study like boys again.

After Franco's death in 1975, and the approval of the Spanish Constitution, education laws were revised. The authorities drew up measures to ensure that democratic procedures were carried out as stated in the Constitution.

The first step was to break with the centralist nature of the Educational system and give their due to Autonomous Communities.

Twenty years after the General Education Law, **in 1990, a new Education law, LOGSE, was passed by Felipe González's ruling Socialist Government**. Among its main principles, content and methodology are adapted to students with special learning needs; the school curricula are adapted to the geographical surrounding of the school; **UNDERSTANDING and RESPECT** become priorities in the learning processes of the students.

Subsequent Education Laws have been passed by Governments. **Present day Education Law, LOMCE, Law for the improvement of education quality, was passed in 2013** and it situates students as the centre and reason of education but it also tries to foster the culture of effort, hard work and excellence. Authorities try to make education as personalised as possible and **participation of students in their own learning process become ESSENTIAL**.

The present Spanish Education Law provides some general principles that must be complied with in all Spanish territory. However, since Spanish territorial organisation is based on the existence of 17 Autonomous Regions, it corresponds to each of them to develop those general principles and add some others according to the characteristics and peculiarities of each region.

So, in Extremadura, our Autonomous Region, we have a curriculum of our own, which in turn provides general principles later developed and completed by each Educational Institution.

The General purpose for Secondary Education teaching is, and I rephrase, to promote, not only the academic success of students but to include a series of **basic competences** that contribute to the thorough development of students so that they acquire the tools they need as European citizens to exert an active citizenship and **participate** in a democratic society based on equal rights for everyone.



**Basic Competences** that students should have acquired at the end of Compulsory Secondary Education:

1) **Linguistic Communication Competence:** it involves, for example, to **participate** in informal communication in English and manage to interpret information. Of course, the first aim is to achieve that participation to express themselves correctly and accurately in their mother tongue.

2) **Competence in Knowing the world around us:** it includes the knowledge about Physics, Chemistry, Biology, Health, Consumption, Ethics, Environment that allows us to **participate** actively in our everyday world, make decisions and face challenges. Active participation and decision-making in essential fields for the students' lives such as responsible consumption, adequate nourishing, concern with the environment, not only at a theoretical level, but especially related to their surroundings; and of course, to be owners of a strong basis of ethical and democratic principles.

3) **Digital Competence:** it embodies, among other ideas, the unavoidable digital abilities that our students need to know to understand, summarize, adequately interpret and produce information and communicate, therefore, to **take part** in the digital world.

Our students have been born in this Digital world, and it is easy for them to make use of it, but it is very important to teach them to use Social networks in a responsible way, being aware, not only of their advantages, but also of their potential dangers.

4) **Mathematical Competence:** it refers to the use of elements and mathematical reasoning to face everyday situations, to solve problems related to the labour market and therefore, **participate** and make decisions based on all the available information.

5) **Social and Civic Competence:** it includes, among other ideas, "to know the basic organisation of a democratic society, the exercise of freedom and civic duties and **participation**". Of course, prior to participating, students should know a core of democratic principles as well as their duties as citizens.

6) **Cultural and Artistic Competence:** to develop a series of aesthetic tools like perception, imagination, creativity, to allow our students to have access and **participate** in cultural expressions.

It seems clear, as a conclusion, that Spanish and Extremenian Curricula are concerned with student participation in their own education.

This concern, basic as it may seem, has not always been considered relevant by old educational authorities in Spain, especially in times when we went through political regimes which considered education as a tool to make people into the human beings they wanted to promote, far away from being worried about fostering an integral education of full human beings.



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## **Chapter 3: How schools' activities support students' participation - examples from each country**

### **FINLAND**

In general – practically almost all school subjects provide opportunities for students to participate and affect to common issues at school or activities with external associations/experts/. Teachers are encouraged to integrate activities with decision makers and associations into different school subjects.

In each school, there are active students' associations whose opinion are asked in certain general issues related teaching and school. For example, our students' associations have commented traffic plans to town of the Kitee and they have affected several common issues at the school. The members of the associations also plan and organize different activities for the students and even for the whole school.

A new core includes a multidisciplinary project from 1<sup>st</sup> to 9<sup>th</sup> grades once a year. In practice this means that teachers plan approximately 30 lessons project including aspects of different school subjects and activities with enterprises, associations and external experts. When planning the learning contexts of the projects, students are asked for their opinions and what they would like to learn. Thus, students participate the planning of the projects.

Another thing worth mentioning is the business village for schoolchildren and students. The business village is a Finnish educational innovation. It is an inspiring way for municipalities and schools to implement economic, social, and entrepreneurship education in the sixth and ninth grades of elementary school. The business village is based on the school curriculum. For example, the primary school learning environment is the schoolchildren's own society, a small town where the student works in his or her own profession, getting paid for the work he or she does. In addition, the student acts as a consumer and citizen as part of Finnish society. In the learning environment of the upper secondary school, students lead a competitive company in the international market. In student-competing leadership teams, each student has their own area of



responsibility. During the game, the teams will manufacture and sell their product to customers and lead the company for four quarters. The winning team is the one that has gained the most reputation in addition to a good operating result.

In Arppe school, there is also an optional parliament club for students. They learn about the fundamentals of democracy at national and EU-level. They cooperate with politicians and once a year they visit Finnish parliament and they meet politicians and ministers. Students have a chance to ask them current issues and they learn how parliament function.

In Kitee, there is once a year “a hobby day”, when most of the local associations are introduced for the students. The aim is to help students find a suitable hobby for themselves which support their growth to young adults and become active citizens.

## **ESTONIA**

In Tartu Kesklinna School all the subjects and cooperation with associations and organizations provide opportunities for students to participate and affect school life.

**Language and literature:** In Tartu Kesklinna School, we deal with societal issues in language and literature classes, for example by reading and discussing current newspaper articles, historical novels and stories. The school is visited by journalists and politicians, with whom students can discuss social issues and write essays later. Through various texts on fiction, people from different sectors of society and worldviews are introduced. Students shape their opinion on the basis of what is read and group discussions. Patriotic speeches and poems are created and performed. From time to time students take part in workshops organized by ERM (Estonian National Museum).

**Foreign languages:** Every year, Tartu Kesklinna School organizes a week dedicated to foreign languages and the promotion of foreign cultures. Teachers and students participate in various international projects that require communication and activities in a foreign language. Almost every year we exchange students from Russian schools. Teachers organize study trips to Russia and language camps to England.

**Mathematics:** In our school students are participating in an Enterprise Village study project that requires teamwork to keep the company budget balanced and possibly increase revenue.

**Natural science:** There are many environmental study visits and World Cleanup Day activities. Energy efficiency and the Estonian economy are discussed (the Estonian energy industry is largely based on coal) in





lessons and workshops. Students attend workshops and lessons held by different associations like Lodjaselts, Tartu Loodusmaja and Home Daughters` Society.

**Social studies:** For many years, there has been an active student body in Tartu Kesklinna School, whose members are involved in organizing school life and events, and in mediating communication between students and management. Tartu Kesklinna Kool is part of a group of schools that encourage students to be more active, and here too, students themselves are active contributors organizing active breaks and events. The school's students and teachers participated in a vote on an inclusive budget in Tartu in cooperation with the school's parents' council, and as a result of active propaganda, the school received 100,000 euros in funding to make the area better (to equip the school yard with certain sports equipment). In Civic education classes students can actively discuss current issues in social life. They create new groups through project work and go through the entire democratic process from the creation of a party to the formation of a government based on parliamentary elections and election results. Traditionally, the 9th grades visit the Riigikogu (the Parliament of Estonia) and our 8th and 9th graders have volunteer in local district days in cooperation with Supilinna Selts. Social studies lessons include guest speakers like NGO representatives, politicians, journalists, policemen, writers, actors, etc.

**Art Subjects:** Visiting museums and exhibitions discusses art trends from different eras and social times (e. g. communist art vs. revival romanticism). Social cartoons and patriotic works are created. Patriotic songs are sung. Environmental garbage sculptures are being made.

**Physical education:** Tartu Kesklinna School is an active sports school. Our students participate in a wide variety of competitions, both individually and collectively. Our school`s trophy cabinet is really full of different prizes.

**Informatics:** Estonia is an IT country. In the case of national referendums, more than half of eligible citizens vote in the elections by e-voting. E-elections, the opportunities and dangers associated with the Internet, rules and good behavior are addressed at every level of school and in different subject classes.

**Entrepreneurship studies:** Twice a year, there are community events at school: a Christmas Fair to mark the beginning of the advent and a Community Day in cooperation with the local district society (Supilinna Selts)



in spring. On both days, students are actively involved as organizers and spectators as students' crafts and pastries are sold, quizzes, plays, concerts are organized.

**Other:** In addition to subject-related activities, the school board, which includes a student representative, also promotes civic engagement. Besides, the school has an exceptionally active parents' council. Students can see that their parents, who are tired from their day-to-day work, are still eager to contribute to school life through the parents' council. In addition to the different days, like Community Day, the school also organizes intra-class family days. Parents take part in field trips and invite classes to take a tour at their workplace.

## **HUNGARY**

### **EQUALITY AT SCHOOL**

SAINT PIROSKA GREEK CATHOLIC PRIMARY SCHOOL – ERASMUS+ - 2019 HUNGARY, NYÍRACSÁD

The mission of our school is: *'The kingdom of God is in the midst of you.'* (Lk 17,21) We are sent to advertise this kingdom to everybody.

#### **Statistics**

Population of Nyíracsd: 3842 people (2017)

Students: :310

Disadvantaged students: 34 %

Multiply disadvantaged students: 26 %

Roma students: 33 %

State-grown students: 15 %

Getting to secondary school: 100 %

Drop-out: 13 %

Tendency (in the last 5 years): decreasing the number of the students: 16 %

In summary we can't ignore these data. Our tasks is to help with integration, showing good example, reducing the chance of getting to the periphery of society, preparing students for the steadfastness of the adult life.



### **Students' participation in school activities**

We consider it important to share our teaching and educational work with the community. We want to raise the children as useful and active members of their communities - family, parish, school, settlement community and our Hungarian homeland.

There are many social problems in our students' life, there are a lot of students with learning and behaviour problems and there are not enough cultural programs here, but our school tries to compensate it in different ways.

- We have good connections between the school and the partners (dioceses, parish, council, kindergarten, doctors', child protection organizations, NGOs) and having new partners.
- We make many school programs to satisfy students' needs: free time activities, sport and holiday programs.
- Christians can give a following example of life: behaviour, honesty, humanity, charity activities.
- We have got specialists at the school: special education teachers, a psychologist, a speech therapist.

The main tasks:

Making stronger connection with parents to be active in the school life (evolving cooperation and conversation, common decision-making).

Motivating the students to learn better and to have purposes (getting into a good secondary school, getting a job, having a family).

Strengthening the connection between the school and the partners and be an active member of the community.

We have a lot of programs during every school year in Saint Piroška Greek Catholic Primary School. Here are some of them.

### **In education:**

- **School education integration**, where students are educated together (socially disadvantaged children, students with special educational needs and minority). Students, teachers, parents, specialists work together to help socialization, reducing the drop-out, and ensure successful forward progress.
- **Lessons for talented students**. It means fulfilment and development of talent, participation in competitions in art, sport, playing musical instruments, choir, preparing for English language exam, performances, races, exams.
- **Non formal lessons**, subject concentration, using experimental educational methods, among irregular circumstances with unusual equipment. It gives experiences, helping with complex perspective, getting recapitulative knowledge.
- **Lessons in the afternoon** with free time activities (games, visiting the library, using the Internet), doing homework together. It is important to teach and feel how they can spend their free time useful. It helps with socialization, students get social experiences, personal fulfilment and it reduces the drop-out.



- **Speech therapy, psychological counselling:** it is an individual treatment and development reaching the level of the students' own abilities it helps to explore causes of the problems, looking for solutions, compensation of disadvantages - with professionals.

#### **Free time activities:**

- **Sport:** organization of competitions and trainings (netball, football, games, cycling, ballgames)
- **Competitions:** participation in school subjects, art and music competitions, organization of competitions (singing folk and liturgical songs) it helps to find strength of the person and make them more confident. The students usually work together with the local choir or sing during the liturgies.
- **Commemorations of national and religious feasts** (revolution days, Christmas) it usually means a resuscitation of the national, cultural and religious traditions. Strengthening the identity, deeper knowledge of traditions and transmission of them as these values are in our national and school curriculum, attribute an important role to Hungarian national tradition and the development of the sense of national identity, including the cultivation of the sense of identity of national minorities in Hungary.
- **Summer holiday programs**, daytime camps at our school and in its neighbourhood (art, sport, traditions, music), travelling to the campsite (Balaton), special project– supported by partners During these activities students learn how they can spend free time useful, socialization, give experiences and varied general knowledge.
- **School programs** during the year. For the 1st class students (Chick Inauguration), 'Coloured Days': blue – World Day of Water, green – World Day of Earth, we have different programs where student can know and do for the environment. Saint Piroska's Week (English Morning) building and strengthening the community, invite parents for our programs, diversifying the school life. It creates a teachers-students-partners active life, getting experiences and experiential knowledge.
- **School trips:** 1-day trip for classes - destinations and preparations in connection with studies discovering Hungary, giving experiences and varied general knowledge, shaping community once in a school year.
- **Student Government forums:** it shows how a democratic system works, representation of the classes, forums are held for exploring opinions evolving cooperation and conversation, common decision-making, which strengthens the community of students, active presence of the students, strengthens the conversation between the school and the students.

#### **Religious life:** based on Christian values: thinking, behaviour, activity, showing example

- **Divine Liturgies** for the whole school or for classes, begging and thanksgiving ceremonies (at opening and closing the school year, traditional church feasts) – in the church, students learn about our liturgical system, traditions and melodies.
- **Ministration in the church** at school Divine Liturgies (assistance and singing service)
- **Programs of parish:** family days, fiesta, exhibitions, performances, charity events, organization of trips. It means the students active involvement to the church life, being formative member of the community.



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Some examples:

	Activity	Characteristic	Purpose	Partners	Time	Expected result
EDUCATION	<b>School education integration</b>	students are educated together (socially disadvantaged children, students with special educational needs and minority)	helping with integration, representing good example, reduce the chance of getting to the periphery of society, preparing for the steadfastness of the adult life	students, teachers, parents, specialists	throughout the school year	fulfilment of the person, socialization, reducing the drop-out, successful forward progress
	<b>Professional lessons</b>	using ICT equipment, methodological diversity, innovation	giving experiences, helping with self-study, learning online, orientation in flood of information	students, teachers		getting modern knowledge, self-knowledge, self-study
	<b>Differentiated learning organization</b>	child-centred, individual treatment and development	evolution of talent, compensation of disadvantages, personal helping, positive feedback			successful forward progress, reducing the drop-out, experiences of success
	<b>Group resolution in English language</b>	based on learning results and individual abilities (class 5-8 – levels: beginner and advanced)				



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<b>Developer lessons</b>	special lessons – based on occasionally tests and analysis, individual developing plan	reaching the level of the students’ own abilities	students, special educational teacher	weekly (as needed)	
<b>Tutoring lessons</b>	subjects orientated, for underperformer students	compensation of disadvantages, positive feedback, catching up	students, teachers		
<b>Lessons for talented students</b>	art, sport, playing musical instruments, choir, preparing for English language exam performances, races, exams	fulfilment and development of talent, participation in competitions			personal fulfilment, self-knowledge, experiences of success
<b>Non formal lessons</b>	subject concentration, using experimental educational methods, among irregular circumstances with unusual equipment	giving experiences, helping with complex perspective, getting recapitulative knowledge	students, teachers, performers	occasionally	modern knowledge, self-knowledge, experiences of success, positive feedback
<b>Trainings for teachers</b>	individual or for the whole teaching staff	reformation of methodology, interchange of experiences	teachers, trainers		lessons with experiences, success, motivation
<b>Lessons in the afternoon</b>	free time activities (games, visiting the library, using the	spending free time useful, helping with self-study,	students, teachers	throughout the school year	socialization, social experiences, personal fulfilment,



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	Internet), doing homework	personal helping,			reducing the drop-out
<b>Speech therapy</b>	test, individual treatment and development	reaching the level of the students' own abilities	students, speech therapist	weekly (as needed)	personal fulfilment, reducing the drop-out, experiences of success
<b>Psychological counselling</b>	based on indications students get in the system; they take part individual or group events	exploring causes of the problems, looking for solutions, compensation of disadvantages - with a psychologist	students, psychologist (sometimes: parents, teachers)		overcoming social disadvantages, personal fulfilment, reducing the drop-out, experiences of success
<b>Individual counselling, conversation</b>	based on indications, solving problems, seeking solutions, making compromises	exploring causes of the problems, looking for solutions, compensation of disadvantages	students, teachers, head teachers, parents, specialists	occasionally	
<b>Helping transition between the kindergarten and the school</b>	children in preschool groups getting to know the life of the school (visits, joint programs, parents' meetings)	meeting with the school life, helping and supporting 1st class students with disadvantages (social and ability)	kindergarten teachers, school teachers, children, parents	based on annual plan	starting school smoothly
<b>Helping transition between lower</b>	group resolution in several subjects (Maths,	compensation of disadvantage	teachers, students	throughout the school year	successful forward progress,



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	<b>and upper section of the school</b>	Hungarian, English) – class 5 – levels: beginner and advanced	s, catching up, positive feedback			reducing the drop-out, experiences of success
	<b>Tests, investigations</b>	the results give the base of the developer occupations	exploring capacity gaps as early as possible	specialists	class 1 – in September; other cases - expertise dates	catching in the years of the foundation al lower section, successful forward progress
	<b>Opening day</b>	school can be visited, lessons can be viewed	representing the school life, popularization of the school	teachers, students, parents	once in a school year	strengthening the fame of the school
<b>FREE TIME</b>	<b>Cultural programs</b>	visiting the library, going to the cinema and theatre, concerts	giving experiences and varied general knowledge	teachers, students, performers	occasionally	getting experiences and experiential knowledge
	<b>Competitions</b>	participation in school subjects, art and music competitions, organization of competitions (singing folk and liturgical songs, writing beautifully)	searching and finding strength of the person	teachers, students		self-knowledge, self-confidence, experience of success
	<b>Sport</b>	organization of competitions and trainings (netball, football, games, transport by bike)				





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<b>Summer holiday programs</b>	daytime camps at our school and in its neighbourhood (art, sport, traditions, music), travelling to the campsite (Balaton), special project (Cop Camp) – supported by partners	spending free time useful, socialization, giving experiences and varied general knowledge			
<b>Commemorations</b>	national and religious feasts (revolution days, Christmas)	resuscitation of the national, cultural and religious traditions			strengthening the identity, deeper knowledge of traditions and transmission of them
<b>School programs</b>	for the 1st class students (Chick Inauguration), 'Coloured Days': blue – World Day of Water, green – World Day of Earth, red – Day of Fire fighters, Saint Piroska's Week (English Morning)	building and strengthening the community, diversifying the school life, creation of traditions	teachers, students, partners		active student life, getting experiences and experiential knowledge
<b>School trips</b>	1-day trip for classes - destinations and preparations in connection with studies	discovering Hungary, giving experiences and varied general knowledge, shaping community		once in a school year	getting experiences and experiential knowledge, intensifying the community



# Erasmus+

	<b>Charity School Ball</b>	specified purpose (equipment, supporting school programs)	popularization of the school, building and strengthening the community of parents, supportive presence	teachers, students, aluminises, parents, partners		strengthening the fame of the school, strengthening the community of parents, active presence of the parents, realization of investments
<b>CHILD PROTECTION</b>	<b>Visiting families</b>	relationship building, based on indications, reaction for problems, looking for solutions, counselling	cognition of the students' family circumstances (class 1), exploring the social status	head teachers child protection teacher, parents, students	occasionally	social helping, solutions of the problems, improving trend
	<b>Parents meetings</b>	forums for parents of the classes	public information, discussion of the questions, events, plans of the class	head teachers, parents	3-4 times a school year	strengthening the community of parents, active presence of the parents, strengthening the conversation between the head teacher and the parents
	<b>Consultations</b>	teachers and parents can meet and dispute	personal information, discussion of the questions, events, plans of students	teachers, parents	occasionally	strengthening the conversation between the teachers



					and the parents, strengthening the effects of the parents to impress the students' school work
<b>Professional and incident discussions</b>	forums are based on indications	conversation to solve the problems	head teachers, teachers, specialists		improving trend, progress in solving the problems
<b>Protection of compromised students</b>	based on indications, underperformed and problematic students (socially distressed, abused) get in the system; realization by plans (recommendations of the school, promises of the family)	exploring causes of the problems, giving indications to specialists of the Child Protection Organization, reduce the drop-out	students, teachers, parents, specialists	throughout the school year	successful forward progress, reducing the drop-out, experiences of success
<b>Community of parents</b>	representation of the classes' parents; forums are held for exploring opinions	evolving cooperation and conversation, common decision-making	school-management, parents	throughout the school year – forums are occasionally	strengthening the community of parents, active presence of the parents, strengthening the conversation between the school and the parents



# Erasmus+

	<b>Student Government</b>	democratic system, representation of the classes, forums are held for exploring opinions		school-management, students		strengthening the community of students, active presence of the students, strengthening the conversation between the school and the students
<b>RELI-GIOUS LIFE</b>	<b>School chaplain service</b>	spiritual minutes, counselling, conversation	education of religion and morality, update and concretize the Christ's lore	school chaplains, students, teachers	throughout the school year	life based on Christian values: thinking, behaviour, activity, showing example
	<b>Divine Liturgies</b>	for the whole school or for classes, begging and thanksgiving ceremonies (at opening and closing the school year, traditional church feasts) – in the church	students learn about our liturgical system, traditions and melodies	school chaplains, students, teachers, families		
	<b>Preparing for feasts</b>	40 days preparing (twice in a year): Advent (before Christmas), Lent (before Easter)	spiritual preparing and activity of love – identifying opportunities and possibilities; actions			



# Erasmus+

	<b>Ministration in the church</b>	in the church – at school Divine Liturgies (assistance and singing service)	students learn about our liturgical system, traditions and melodies			
	<b>Programs of parish</b>	family days, fiesta, exhibitions, performances, charity events, trips	students active involvement to the church life, being formative member of the community		occasionally	
<b>SUPP ORT ED PRO GRA MS</b>	<b>Study hall</b>	ecclesiastic supporting – school for disadvantaged students in the afternoon	spending free time useful, helping self-study, personal helping	students, teachers, partners	limited time (about 2 years)- several times a week	socialization, successful forward progress, reducing the drop-out, experiences of success
	<b>Creating opportunities</b>	governmental supporting – exploring weaknesses, making plans, realization	strengthening the weaknesses, realizing the plans by month		limited time - throughout the school year	improving trends: motivation, active presence of the parents, strengthening the conversation between the school and the partners



# Erasmus+

<b>Scholarship program: Getting to secondary school;</b>	governmental supporting – individual help for disadvantaged students – special lessons and events by developing plans	helping students to achieve their secondary school plans		limited time (2 years)- twice a week	successful forward progress, self-knowledge, self-confidence, experience of success, personal fulfilment
<b>IT development</b>	governmental supporting – school gets SMART boards and PCs to use them on lessons	professional work by using technology on the lessons	students, teachers	throughout the school year	modern knowledge, working and learning online
<b>Erasmus+</b>	EU supporting – making projects by getting partner schools from foreign countries, using English language	realizing the project: travelling, meetings, building partnership, interchange of experiences	students, teachers, partners	limited time (2 years)	getting experiences , professional development, personal fulfilment, modern knowledge, working and learning online

## THE CZECH REPUBLIC

### Selected activities developing pupils in the field of civic skills, active citizenship and environmental issues implemented at our school.

In addition to the inclusion of monitored topics in teaching in individual subjects (for example, the topic of ecology in biology) or in student projects (for ex.: Place in the area - suggestions for improvement or solutions to ensure the sustainability of the selected locality for future generations) we try to create an optimal educational environment. We strive to improve the overall climate of the school. We implement other forms of education - courses, excursions, discussions, students' days, students' projects, conferences, lectures, after school clubs and other extracurricular events... We name some events:



**Adaptation course** - introductory course for first-year students with environmental and sports content. The course introduces students to the school rules, strengthens their civic competencies, responsibility and active behaviour, etc. The whole event takes place in the mountains for three days.

**Tourist course** - a sports course in nature that develops pupils' movement skills, strengthens sensitivity to nature and strengthens the social cohesion of the class.

**Ecological course** – is designed for the third year students. It is focused on solving environmental issues. Students get acquainted with basic ecological topics in the field of selected localities, often in protected landscape areas or national parks, they get acquainted with the possibilities of protecting natural resources and learn to be responsible active citizens.

**Student Day** - a project day to celebrate November 17 – International Students' Day. It supports awareness of democratic values and strengthens the democratic climate of the school.

**Student Conference** –“minimaturity” - presentations and defences of student long-term projects on selected topics (socially important topics, science topics, topics in relation to human health)

**Lectures** - current topics, scientific or socially important topics.

**Discussions** - discussions with witnesses of the communist regime and people whose family members were imprisoned for political reasons.

**Projects** (at national level) – for example: UBUNTU - a project supporting the development of democratic culture at school.

**Erasmus +** - international projects enabling the sharing of different experiences, methods and approaches.

**Teacher training** - strengthening the competencies of the teachers in various areas - teaching methods, informal approach, professional topics, participation in conferences, etc.

## **SLOVENIA**

Non-government organizations play an important role in today's society. With their activities, they contribute to society development, especially in the modern societies, which face big challenges (individualism, technological changes, climate changes, discrimination, social exclusion etc.). To face those challenges, it is not enough to rely on formal knowledge and skills from the formal education but to obtain informal knowledge and competences provided by NGOs.

Laval (2017) states that students have increasing difficulties in following the curriculum and lessons and become more and more passive. Due to that, a share of youth does not feel connected to the mutual community; they feel only existence without the right spot. Educational processes also face significant



changes, including increased liberation, new technology inclusion in all areas of the life and a decreased impact of the social state. The modern school has to give its students' knowledge, skills and competences for active participation in the globalised world. However, what are those key skills and competences?

Among crucial competences, there are critical thinking, analytical thinking, financial skills, learning of learning, digital competences, citizenship, global learning, participation in the community, informal learning, a good mental state, non-violent communication, global learning with focus on active citizenship development, volunteering and similar. To develop mentioned skills, we need an updated educational system and adaptation to the changes that surround us. Here, NGOs can be of crucial importance and support. They are non-profit, independent and have their set of rules to follow and of organization – they build an important pillar with volunteers and their members. They are present in all fields: culture, sports, education, health care, social care, animal and environment protection, local community development etc. NGOs collaborate with schools in terms of lesson process enrichment, and are complementary in areas that school subjects and the school system does not fully cover.

Bergmüller (2016) describes positive impacts of NGOs' participation in the school process. Students show increased interest in participation at such activities, they are more involved in the curricular activities, such activities are complementary to their existing knowledge and strengthen obtaining of new knowledge and skills, thus such activities are developing critical thinking, new skills, open new opportunities in light of future occupations and careers. School become more open and involved in local and thus global issues due to a continued cooperation with external partners. Such cooperation enables school staff to meet people, organizations and institutions with exchange of experience, new partners in the schoolwork and the parents and the students, etc. To obtain positive impacts of such cooperation, schools and NGOs shall plan their activities in accordance, in mutual interest and critically determine the possible content, material and information reliability, objectivity, methods and professional competences of involved partners.

Špela Šimenc (2019) explored in her master paper the cooperation of Slovenian primary schools and NGOs. Her findings showed that most of the primary schools in Slovenia do have some kind of cooperation with NGOs, mostly in the fields of volunteering, violence, abuse, non-violent communication and drug abuse and addiction. With those NGOs, mostly schools from urban areas cooperate. Rural schools connect mostly with NGOs in the fields of sports, art, culture and cultural heritage. Most of the school have a rather seldom cooperation, a few times in the year, whereas only a ten percentage of schools cooperates with NGOs on monthly or weekly basis. Content from cooperation with NGOs is being included in regular lessons and





activities days, additional curricular lessons and/or optional subjects. Cooperation is in form of workshops, also as presentation of NGO at schools, within projects, visitations of institutions, several events, and activities for parents etc.

There are certain limitations from viewpoints of the schools. They include coverage of NGO contents in the curriculum; cooperation with the school depends on responsivity and willingness of teachers or school workers, sometimes even parents' opposition to certain content (sexual orientation etc.). Findings show also that cooperation with NGOs enrich and diverse the school's program and children's inclusion into schools' activities. Students gain new informal knowledge and skills, which are very important for a successful confrontation with daily challenges that the modern society carries with it. NGOs can offer aid to teachers when it comes to solving problems of students and even problems within the school grades. The greatest opportunities for cooperation with NGOs is on the side of urban schools, since there is the majority of NGOs from different areas. Cooperation between NGOs and schools is also determined by the willingness for cooperation at the side of teachers/school counsellors and the opinion of the headmaster.

#### **Resources:**

Bergmuller, C. (2016). Global education and the cooperation of NGOs and schools: A German case study. *International Journal of Development Education and Global Learning*, 7(3), str. 27-62. Pridobljeno 20. 2. 2020, s <https://files.eric.ed.gov/fulltext/EJ1167815.pdf>

Laval, C. (2017). Dve krizi edukacije. V S. Gaber in V. Tašner (ur.), *Prihodnost šole v družbah dela brez dela* (str. 83-108). Ljubljana: Pedagoška fakulteta.

Šimenc, Š. (2019). *Možnosti za sodelovanje nevladnih organizacij s šolo*. Magistrsko delo. Univerza v Ljubljani, Pedagoška fakulteta, socialna pedagogika.

## **Chapter 4: Examples of associational cooperation developed in PaCo**

### **FINLAND**

In Arppe school, we especially concentrated on environmental education in the project. First, we developed cooperation with experts and associations in this framework and we involved new organizations into our school activities. Additionally, we wanted to find new ways for students to express their opinions. Two major issues were taken – we started research institution a) University of Eastern Finland and b) Natural resources institute Finland (Luke). First one concentrates on promoting youth participation in the society and the second one nature preservation and environmental issues.

We created an entity including several activities related to environmental protection. First, we planned activities with a local nature preservation association Keski-Karjalan luonto. Our students participated a



mushroom course led by the mushroom experts from the nature preservation association. The students spent a day in a forest picking up and identifying mushroom species. They collected as many mushroom species as possible for a next day mushroom exhibition. The exhibition was set up in a local supermarket. In the exhibition, our students were “mushroom experts” helping local people to identify mushroom species. As a result, our students learned about the nature and its products and how the products can be used. They also learned about the local nature preservation and the association which has a central role local nature protection.

We continued our cooperation with the local nature preservation association in terms of multidisciplinary project. We organized special activities in which students’ learned about environmental change – pollution and protection of endangered animal species. We visited a bird feeding place which is meant to help certain rare bird species to survive in winter conditions in Finland. In this context, an expert from the association gave lessons about the nature preservation.

Further, we also started cooperation with Natural resources institute Finland (Luke). We have participated a project which aims to return Salmon trout to local rivers where it once became extinct. First year, a researcher from LUKE gave lessons about the biology of trouts and the project. Then we introduced trout eggs to one local river. After half a year we went to the river to do electric fishing to find out how the introduction of fish eggs was succeeded. We returned again to the same river after one year to do second test fishing. Thus, students learned how the river is returned to natural condition. They also learned and this kind of nature protection is possible and it gives positive results.

We started also cooperation with All Youth- project, coordinated by University of Eastern Finland. First, we organized an international workshop for teachers in 2018, The project researchers in UEF leaded discussions in which teachers discussed students’ opportunities to participate in environmental issues in societies. In addition, we planned an open round table discussion with politicians. The discussion was meant to be held in our school and idea was that students can ask from the politicians about the environmental issues they are mostly concerned. We invited members of parliament and the minister of the environment to participate the discussion and they confirmed the participations. However, this political activity had to be canceled due to the pandemic just couple of weeks before the date set for the discussions.

Based on our experiences, it seems that also academic institutions can be beneficial partners for comprehensive schools also in student activities. In future, we’ll continue cooperation with Natural resources institute Finland (Luke), UEF and also nature preservation associations. Activities with these agents seem to



be a good way to motivate students to learn about the nature and increase participation in environmental issues.

## **ESTONIA**

### **- Examples of associational cooperation developed in PaCo**

In Tartu Kesklinna School we concentrated on environmental and cultural education. We developed cooperation with Lodjakoda, Home Daughters` Society, Estonian National Museum (ERM), Tartu Loodusmaja and the local district society Supilinna Selts.

First, we tried to concentrate on long lasting cooperation. That is why we decided to continue our good cooperation with Lodjakoda, Tartu Loodusmaja and the Estonian National Museum from the past. The priorities of Lodjaselts are: the preservation of cultural heritage, nature protection, the promotion of nature-sustainable life and the history of inland waters. So, some of our classes have had the possibility to take part in barge sailing trips and workshops to learn more about all those things during the last two or even ten years at least. Tartu Loodusmaja offers a number of study programs and ways of cooperation for schools connected to nature. So, all of our students have participated in at least one of their study programs or workshops. The Estonian National Museum is a place that offers permanent and temporary exhibitions, several museum lessons, workshops, web tours and lectures connected to Estonian culture and history. So, our students have visited different exhibitions, taken part in museum lessons and workshops every year.

Home Daughters` Society is the girls' voluntary patriotic scout Defense League youth organization. Their representative visited the fifth and sixth graders in our school and introduced her organization and also carried out various practical activities that the children liked very much.

The local district society Supilinna Selts is a very active local society and we have expanded our cooperation during the last two or even three years through local district days and school community days. Also, they have given us the possibility to share our experience and talk about our project in their publication.

## **HUNGARY**

Cooperation in volunteering actions

### **72 hours without compromise**

This project is a social volunteering action in Europe. It was funded by Germany and years later other countries joined to the program. The project aims to bring together students and young workers, displaying



how working together can help people and transform the environment in which we live. In Hungary, the three-day collaboration took place for the first time in 2006 organized by two Catholic dioceses. In 2007 it was held ecumenically and it has been holding since then on the weekend of October 2<sup>nd</sup>.

**Goals:**

Entrepreneurial volunteers, school groups, communities will be given tasks such as renovation of institutions, playgrounds, forest clearing, social assistance, organization of cultural programs for different communities such as the disabled, the elderly. Draw society's attention to the strength, commitment, enthusiasm, and helpfulness of young people.

This year's biblical motto was: "Serve one another with love" Gal 5:13

**Our school:**

Although our school has participated in this program since 2012, in this year our task was to make our students aware of the importance of participating, being the member of the community, help and work together with the community. We made plans, how we can join the program and what connection can be built with others and organized groups for different tasks. Our goal is for participating young people to experience that they can do great things together with the community, feel that volunteering and working together have great gifts. True to the spirit of the school our students are often involved in volunteering and community work, so it was not difficult to encourage them to take part in the program.

- The students of the junior section cleaned the yard, classrooms of the school and planted flowers all over the village.
- The students of the senior section cleaned the streets of the village, the cemetery yard, the church yards.
- Clean and arrange the yard of the kindergarten.
- Collect and pack papers, cartons, to recycle.
- Our zither group and choir of the village sang and spent some hours together with the elderly in the old people's home.

**THE CZECH REPUBLIC**

We have strengthened and we have been developing cooperation with non-profit organisations.

During our project we cooperated with (SEVER – The Rýchory Centre of Environmental Education and Ethics, <https://sever.ekologickavychova.cz/sever-the-rychory-centre-of-environmental-education-and-ethics/>)



Various methods used by this organization were introduced to project participants. SEVER uses these methods during its educational programmes. We took part in School for sustainable life programme which includes local learning, project activities – creating new concepts for improvement of own region and environment, researcher activities. We tried these methods during our afternoon programme in Plachta Nature Reserve Hradec Králové.

Our school has been cooperating with non-profit organization Regional Charity Hradec Králové. Our pupils take part in fund-raising campaigns. During our project pupils took part in stone painting. The stones are traditionally sold at auction during Theatre Festival in Hradec Králové.

## **SLOVENIA**

Our school also cooperates with NGOs, since we started the Erasmus+ project "Participation in Society through Classroom Activity and Cooperation" in the year 2018/19. During the project, we carried out several activities related to active citizenship, domestic education, with the objective to prepare students for a life in a heterogeneous, multicultural society and active citizenship development. We learned about human rights, opportunities provided by the European Union, developed social skills of students and encourages active usage of English language as the lingua franca. We learned also about cultural heritage and ecology, we connected with the local community, the majority of content was covered in cooperation with various NGOs. Actually, the cooperation with NGOs was and is the value added of the project, since we were able to enrich various activities that take place at our school. Activities were part of regular lessons, grade lessons, activities' days, extended-day care and part of extra-curricular activities. We covered different areas; following is only a short list of implemented activities:

- Workshop and lecture in all grades at grade lessons (Animal protection association DZZŽ Pomurje and HEP – association for healthy life-style), during regular lessons
- Workshop "Happy Snout" in all extended-day-care groups (DZZŽ Pomurje) – workshops with dogs, teaching about correct relationship towards animals, during class lessons and regular lessons
- Cooperation with DZZŽ Pomurje – art exhibition by students.
- Creating toys for kittens – extended-day-care group for DZZŽ Pomurje
- Collection of food for animals in cooperation with the School students' community, collection of food for people in need in cooperation with the humanitarian association Up-ornik Maribor
- Visiting the head of the humanitarian association Up-ornik, getting to know the association
- Learning about cultural heritage in activities day form – grades 1 to 5 (workshops in association Društvo DUO Veržej)



- Cooperation with MKC Maribor – living library, visit from a migrant from Liberia at our school, workshops in MKC headquarters
- Cooperation with association Društvo kmečkih žena (making flowers of paper) and cultural association Bistrica, during extended-day-care
- Cooperation with association GardenSpot Črenšovci – lecture and research about food, that is being thrown away
- Cooperation at workshops with folk dance association Črenšovci, dance workshops for parents and teachers in extended-day-care
- Learning about humanitarian organisations Red Cross and Karitas for all students of the school, presentation and participation at a competition (all students), and discussing the content during regular hours

Both, students and teachers, evaluate cooperation of the school with NGOs as good practice example. Students gain a lot with a new and different approach. Our experience confirms research findings and results from international projects, as for instance our Erasmus+ project, where we see that cooperation with NGOs contributes to an enriched school curriculum and brings other positive impacts. With innovative approaches, we contribute to facing educational issues of the modern society, especially with content that schools consider as important for a comprehensive development of a students' personality, but we do not have time enough and satisfying resources for developing it.

## **SPAIN**

society, and have to participate and cooperate to create a fairer, more tolerant world.

- We won't have a future to live if students do not care for their environment, it is our ancestors' and theirs' heritage. And, of course, taking part in making the world a better place implies communication among countries: the knowledge of international languages become a key factor.
- Going more down to Earth, our High School can be proud to favour a participation atmosphere among students and with their teachers.
- Now, I will name but a selection of activities which are carried out every year in Bárbara de Braganza High, and in which it is easy to perceive the participation philosophy:
  1. Halloween festival: in it, a group of student performs "The Legend of Jack O'Lantern" in English, some others take care of all technical issues, others present, etc. There is also a poster contest, where students decorate the doors of their classes and the winning class gets usually books or school material.
  2. Christmas festival: usually the Music teacher rehearses with a group of students and they sing Christmas carols in Spanish, English, German or French. Then other language teachers choose some students and they prepare Christmas songs in French, English and Portuguese.



3. Spanish Language book Contest: in this case, three students ask a teacher to join them, and teams are formed. All teams have to read a book in Spanish and prepare questions for the other teams to answer. There is a very nice competition shown to all students, and teachers and students work together.

4. The Day of our School: this is a very happy occasion, in which a complete programme is devised, including songs, contests, sports, a party, breakfast, music and every department and subject participates and students love to take part.

5. Of course, in all activities included in our Erasmus Project Paco, students are the protagonists: they draw and write stories, they attend speeches about the different countries, they play typical Finnish sports or learn curiosities about Slovenia like Jan Oblak, Atlético de Madrid goalkeeper being Slovenian, or play a gymkana trying to find their teacher Alberto through the beautiful streets of Budapest.

6. Bárbara de Braganza High School is proud to foster both everyday use of New technologies and the learning of Foreign Languages.

In both cases, participation is key element. You cannot conceive a lesson in English, French or Portuguese, the languages taught in our high, without students active participation and, by means of songs, films, smartboard, etc foreign language teachers do favour student participation.

Students have been born in a technological society and us, teachers have to be ready to offer them an educational response in accordance with their everyday technology environment: kahoot, lyric training, online games related to subjects, etc.

So, to end with this short essay, I strongly believe that this approach by all of us really make the difference with our students.

## Chapter 5: **Conclusions**

It seems that student participation at school and in the society is an important way to affect school motivation and promote an active citizenship in the youth. Indeed, United Nations Convention on the Rights of the Child (UNCRC) includes a statement that the students have the right to affect issues which affect their lives. Even only from this point of view, the schools are responsible for quite much. Thus, European schools have widely implemented actions to create and increase students' opportunities to affect common issues in schools, local communes and societies. However, depending on the school, variety of the methods are being used. Differences among the schools and countries exists and there is also a lack of research-based information on the differences among schools and countries.

To identify and the differences among European schools, we tried to compare our schools in terms of student participation. We evaluated the strengths and weaknesses of our schools and collected the results in the table below. Finally, we developed new ideas how to promote student participation in European schools.

## Student participation in European schools

School- Country	Weaknesses	Strengths
<b>Arppe School FINLAND</b>	<ul style="list-style-type: none"> <li>• Some students lacks motivation</li> <li>• Marginalized students are not reachable</li> <li>• Lack of time and other resources</li> <li>• Lack of cooperation among school staff and lack of information</li> <li>• Changing of school working culture, habits and project is challenging</li> </ul>	<ul style="list-style-type: none"> <li>• Flexible curriculum allowing support for participation</li> <li>• Active student association – participants from all age groups (ages 7-16)</li> <li>• Activities promoting student participation are visible at school</li> <li>• Student centered activities</li> <li>• Willingness to hear students' opinions</li> <li>• Diverse international activities increased</li> </ul>
<b>ESTONIA</b>	<ul style="list-style-type: none"> <li>• Finding suitable time for students from different classes to take part in after school activities.</li> <li>• Motivation to volunteer and contribute to school life could be higher.</li> <li>• Promoting our school activities in media.</li> </ul>	<ul style="list-style-type: none"> <li>• Improving cooperation skills both within the school (pair work, group work, organizing events) and with extracurricular organizations;</li> <li>• Encouraging student` initiative – student originated activities;</li> <li>• Broadening students` mind by addressing various topics and visiting foreign countries;</li> <li>• Developing performance and digital skills.</li> </ul>
<b>CZECH REP.</b>	<ul style="list-style-type: none"> <li>• Many students are not willing to participate in activities because they see it as extra work.</li> <li>• Some students are not able to participate in hosting foreign friends due to long travelling distances to and from school.</li> <li>• Some teachers are demotivated to participate in the project because they are not confident to speak English or they are not willing to do extra work.</li> <li>• Small percentage of students take active part.</li> </ul>	<ul style="list-style-type: none"> <li>• Motivated students participating in project improve greatly in social, digital, language skills.</li> <li>• We have a strong project team and it is gradually extending.</li> <li>• Participating teachers improve their language skills, methodology skills, they share good practices.</li> <li>• Support by school management.</li> </ul>





# Erasmus+

<b>HUNGARY</b>	<ul style="list-style-type: none"><li>• We don't have strong support by colleagues who don't participate in projects.</li><li>• Only few grades (11-13 years), small group of students reachable.</li><li>• Parental disinterest, high proportion of unmotivated children.</li></ul>	<ul style="list-style-type: none"><li>• Strong religious values which encourage our students to cooperate and help others.</li><li>• Participation in projects make students more active, improve their social and language skills.</li><li>• Working together with associations strengthen community, form our students' personality.</li></ul>
<b>SLOVENIA</b>	<ul style="list-style-type: none"><li>• Finding time for students to take part in after school activities.</li><li>• Students are not motivated to participate in activities.</li><li>• Lack of time for teachers, students – this is extra work.</li><li>• Lack of income for schools.</li><li>• Some teachers do not want to participate because of foreign language.</li></ul>	<p>Students participating in project actively improve their social, digital and language skills. They get to know habits and culture in other countries. Participating teachers also improve their language and social skills, they can get to know the methodology in teaching abroad.</p> <p><b>Strengthen cooperation with various organizations and institutions.</b></p>
<b>SPAIN</b>	<ul style="list-style-type: none"><li>• Some students don't feel like taking part in the project because of the difficulty of the language.</li><li>• Some teachers don't want to spend their class time or extra time to do different activities, so it's very difficult to do good ones.</li><li>• Lack of resources.</li></ul>	<ul style="list-style-type: none"><li>• The increased intercultural awareness of the participants and ensured increased motivation and involvement of teachers and students alike.</li><li>• The enrichment of teachers' pedagogical skills, making teaching more attractive.</li><li>• All children, underprivileged, non-native speakers, migrant population and also the inclusion pupils have been fully covered.</li></ul>

Each school planned future activities based on experiences in this ERASMUS project. Each partner school named 1-3 major line to follow in future to promote student participation. These lines are:

## FINLAND

1. Developing cooperation with associations /organizations based on students' opinions and ideas. Cooperation with academic institutions (universities, research institutions)
2. Promotion of student-centered learning
3. When planning multidisciplinary learning modules, focusing on promotion of student participation.



## **SPAIN**

1. Step-by-step guides: a handbook with assignments to reinforce pupils' personal, social and IT competence that guarantee the inclusion of all pupils.
2. The development of a website with pictures, plans, movies of the activities, and games made by our students.

## **ESTONIA**

1. Use different sources like the school web page, radio, posters etc. to motivate students to be more active and take part in different activities.
2. The student association itself can be a really good motivator for all the other students.
3. Strengthen cooperation with various organizations and institutions.

## **CZECH REPUBLIC**

1. Cooperating with class teachers and other teachers and supporting pupils' extra class activities.
2. Sharing the experience from realized projects with pupils, parents - both teachers' and schoolmates' experience.

## **HUNGARY**

1. Making many school programs during the school year and in summer too, supported by partners, involve them in our programs. (summer daytime camps, sport programs, celebrating national and religious holidays together with our partners, NGO's)
2. Use different platforms to share our activities and experience and involve more students to take part in these programs.

## **SLOVENIA**

1. Creating school activities during the whole school year with active involvement of all included associations from the project PACO and introducing new ones (extra curricular days, extended day care activities with younger children, project days...)
2. The usage of digital tools to actively involve associations into regular school lessons.