

## What helps the achievement of economic well-being

School	Students	Families	Schools
Silverdale and Crowmoor Primary Schools	<ul style="list-style-type: none"> <li>• Until tertiary education aged 16 all education is paid for (even meals for low income).</li> <li>• Getting involved in real life projects (Enterprise Club. Eco-Schools)</li> <li>• Choice of courses and options much broader, more people encouraged to take degrees</li> </ul>	<ul style="list-style-type: none"> <li>• Benefit systems pays for families with no income or low income or those in need.</li> <li>• If parents have high expectations and are good role models this helps.</li> <li>• Opportunities for career changes and returning to education in later life (eg parents returning to college) provide inspiration for pupils</li> <li>• Pre-school support, parenting support and after school provision being developed</li> </ul>	<ul style="list-style-type: none"> <li>• Schools have sufficient budget and control of how it is spent. Some headteachers are better at bidding into additional funds for practical activities.</li> <li>• There are opportunities and time in the curriculum to teach the students. National curriculum so national expectations.</li> <li>• Positive role models can compensate for negative role models in family e.g. mature students who have succeeded</li> <li>• Practical experiences enhance student's learning e.g. Enterprise Club, Eco School, Fair-Trade</li> <li>• Knowledge of the wider community (visitors from industry or university students etc.</li> <li>• Development of global awareness</li> </ul>
Haupt- und Realschule Steimbke	<ul style="list-style-type: none"> <li>• do more practical courses</li> <li>• get involved in more real life projects (workshops, after school activities, additional courses, ...)</li> <li>• learn at school that they have to be more flexible (leaving their families to start a job somewhere else)</li> <li>• be willing to start working harder to achieve better results →</li> </ul>	<ul style="list-style-type: none"> <li>• make school lunch affordable (€2,55)</li> <li>• parents do not have to pay full prize for books (they can hire them for 1/3 of usuall prize)</li> </ul>	<ul style="list-style-type: none"> <li>• make new and useful equipment available for all students</li> <li>• make school book hiring as cheap as possible</li> <li>• low-priced but healthy lunch must be organised parents have to be credited by schools so they can use their money to invest in their children differently</li> <li>• partnerships with different</li> </ul>

	<p>experience that schools is laying the foundations for <u>their</u> future life not for their teachers</p>		<p>organisations (firebrigade, red cross, police)</p> <ul style="list-style-type: none"> <li>• start a special programme to make sure that “Hauptschueler” will pass the final exam at the end of their school time (sent them to training courses two days a week and use the rest of the week to teach them at school)</li> </ul>
<p>Alexander-von-Humboldt Gymnasium</p>	<ul style="list-style-type: none"> <li>• Good results in final exams</li> <li>• Finding themselves in specific (heterogen) groups and being able to interact.</li> <li>• Taking on responsibility and carrying out what goes with it</li> </ul>	<ul style="list-style-type: none"> <li>• Support at home <ul style="list-style-type: none"> <li>➢ Presence of responsible persons during the day</li> <li>➢ Parents present positive attitudes</li> </ul> </li> <li>• Encouragement <ul style="list-style-type: none"> <li>➢ value of education</li> <li>➢ discovering the world around them together with their children</li> <li>➢ Arousing and sustaining curiosity</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Practical experiences enhance students’ learning <ul style="list-style-type: none"> <li>➢ Work experience</li> <li>➢ Social experience</li> <li>➢ Project work</li> </ul> </li> <li>• Knowledge of the wider world <ul style="list-style-type: none"> <li>➢ External partners</li> <li>➢ Advice from professionals</li> <li>➢ Historical and cultural background</li> </ul> </li> <li>• Development of global awareness <ul style="list-style-type: none"> <li>➢ foreign exchanges</li> <li>➢ school partnerships</li> </ul> </li> </ul>
<p>L.S. Archimede</p>	<ul style="list-style-type: none"> <li>• seriousness, continuity and method in study</li> <li>• development of the awareness of their personality, skills, interests and natural qualities</li> <li>• development of self-confidence and self-esteem</li> <li>• take advantage of all the opportunities offered by their schools (ex. extracurricular activities to deepen their specific studies and courses orienting to university choices)</li> </ul>	<ul style="list-style-type: none"> <li>• cooperation with teachers in the difficult educational process</li> <li>• support of their children both psychologically and economically (according to their financial possibilities) and help them to overcome study difficulties</li> </ul>	<ul style="list-style-type: none"> <li>• In addition to the official curriculum and single subject programmes schools consider the interests of students and their age groups (ex. music, sports, drama, cinema, newspapers, art)</li> </ul>

<p>Seinäjoen lyseo</p>	<ul style="list-style-type: none"> <li>• good self-esteem</li> <li>• having goals</li> <li>• healthy ambitions</li> <li>• cooperative skills</li> <li>• knowing their strong points</li> <li>• respecting other people</li> <li>• critical attitude to the media and subcultures</li> <li>• social benefits</li> </ul>	<ul style="list-style-type: none"> <li>• sufficient education, employment</li> <li>• tools to handle problems and obstacles</li> <li>• parents' active citizenship</li> <li>• social benefits</li> </ul>	<ul style="list-style-type: none"> <li>• professional skills</li> <li>• sufficient financial and other resources</li> <li>• good cooperation with families and authorities</li> <li>• a positive and respecting attitude towards the students</li> <li>• professional network: the student welfare group consisting of special education teachers, student counsellors, school nurses, school social workers)</li> <li>• good atmosphere and cooperation inside the school</li> <li>• a consistent curriculum&gt;&gt;&gt; equality</li> </ul>
<p>Hietaniemi friskola</p>	<ul style="list-style-type: none"> <li>- learning to take responsibility</li> <li>- be entrepreneurial</li> <li>- good self esteem</li> <li>- good results in school</li> </ul>	<ul style="list-style-type: none"> <li>- high expatiations from home</li> <li>- a good dialog with school</li> <li>- employment</li> </ul>	<ul style="list-style-type: none"> <li>- professional teachers</li> <li>- support from school</li> <li>- professional network: the student welfare group consisting of special education teachers, student counsellors, school nurses, school social workers)</li> </ul>

## What hinders the achievement of economic well-being

School	Students	Families	Schools
Silverdale and Crowmoor Primary Schools	<ul style="list-style-type: none"> <li>• Low aspirations</li> <li>• Media coverage sets unrealistic expectations (e.g. want to be professional footballer or singer)</li> <li>• Greater number of degrees can be devalued and not recognised by employers</li> <li>• The average student leaving university has a debt of 18000Euros</li> <li>• Peer pressure regarding material goods and lifestyle choices may have a negative affect on aspirations and motivation</li> </ul>	<ul style="list-style-type: none"> <li>• Sometimes families are over-reliant on financial benefits can lead to low aspirations.</li> <li>• Many low-income families only use cash for living expenses, so no opportunity for pupils to see budgeting and financial planning</li> <li>• Most needy families do not often get involved in these schemes.</li> </ul>	<ul style="list-style-type: none"> <li>• School with falling numbers may get their budget cut and therefore less able to participate.</li> <li>• Of all 5 areas Economic Well-Being is the most difficult to teach and develop.</li> <li>• Government view of success is very narrow and academic.</li> <li>• Academic-based curriculum so few vocational options currently available.</li> <li>• Outside agencies are often over-stretched so cannot meet demand for services.</li> <li>• Financial constraints limit the use of Fairtrade and 'green' products</li> </ul>
Haupt- und Realschule Steimbke	<ul style="list-style-type: none"> <li>• many students do not have realistic idols → they aren't motivated to prepare themselves for their future (only see what happens within their own families)</li> <li>• media coverage sets unrealistic expectations (some of our students leave school without having passed their final exams → without that exam they won't find a job)</li> <li>• some students are not able to cope with future situations</li> </ul>	<ul style="list-style-type: none"> <li>• no benefit system which pays for families with no/ low income</li> <li>• high unemployment rate in our area</li> <li>• home parents are not able or willing to get involved into school affairs</li> </ul>	<ul style="list-style-type: none"> <li>• officials don't give schools enough money to buy new equipment and to support especially the worst students</li> <li>• finding sponsors needs a lot of time and work</li> </ul>
Alexander-von-	<ul style="list-style-type: none"> <li>• Neglect of schoolwork (other interests)</li> </ul>	<ul style="list-style-type: none"> <li>• Problems within the family which cause</li> </ul>	<ul style="list-style-type: none"> <li>• Schools need more professionals who are not teachers</li> </ul>

<p>Humboldt Gymnasium</p>	<ul style="list-style-type: none"> <li>• Inability to organize routines</li> <li>• Inability to organize their own learning</li> <li>• Uncontrolled consumption of narcotics and computer games</li> </ul>	<ul style="list-style-type: none"> <li>➤ economic stress</li> <li>➤ emotional stress</li> </ul>	<ul style="list-style-type: none"> <li>➤ Nurses</li> <li>➤ Social workers</li> <li>➤ Psychological support</li> <li>• Curriculum needs to be <ul style="list-style-type: none"> <li>➤ less constricting in academic knowledge</li> <li>➤ and more open to the development of skills and competencies</li> </ul> </li> <li>• We need fewer sudden and nonreflected changes in stipulations</li> </ul>
<p>L.S. Archimede</p>	<ul style="list-style-type: none"> <li>• The awareness of the difficulty to find a position connected with university curricular studies (the only exception is represented by degrees such as engineering and informatics)</li> </ul>	<ul style="list-style-type: none"> <li>• lack of positive atmosphere in family life and excessively</li> <li>• excessively demanding parents</li> </ul>	<ul style="list-style-type: none"> <li>• Lack of a training linking the educational process with a suitable preparation to a practical working life</li> </ul>
<p>Seinäjoen lyseo</p>	<ul style="list-style-type: none"> <li>• peer pressure</li> <li>• hangaround culture</li> <li>• learning difficulties</li> <li>• the unrealistic world of the media</li> </ul>	<ul style="list-style-type: none"> <li>• Unemployment</li> <li>• poor health</li> <li>• a negative or passive attitude towards society</li> <li>• inability to use the social benefits (e.g. parents don't know where to find help)</li> </ul>	<ul style="list-style-type: none"> <li>• cooperation with homes and authorities doesn't wor</li> <li>• families don't take as much responsibility as they should</li> <li>• families blame school for their own difficulties</li> </ul>
<p>Hietaniemi friskola</p>	<ul style="list-style-type: none"> <li>- bad self-esteem</li> <li>- learning difficulties</li> <li>- unrealistic expectation that society will take care of me</li> </ul>	<ul style="list-style-type: none"> <li>- unemployment</li> <li>- a negative attitude towards the society</li> <li>- Broken families</li> </ul>	<ul style="list-style-type: none"> <li>- the time for students with learning difficulties is limited</li> <li>- families do not cooperate with the school</li> <li>- It is not our fault, attitude</li> </ul>