

ABSTRACTS

VARGA, ATTILA – KÖNCZEY, RÉKA – SALY, ERIKA: Evaluation of the operation of the Hungarian Eco-school Network, monitoring approach

The Eco-school program is the realization of the so called “whole institute” approach of education for sustainable development in Hungary. The operation of this project is built on the innovation of the network of 40 experimental schools that was established on 2000. Since 2005 the success of these schools are acknowledged by the educational and environmental ministries by awarding the official ‘Eco-school’ title. The schools are able to gain this title in a formal and systematic way in open tenders. More than 900 schools have joined the network voluntarily up till 2016, which is about a quarter of the Hungarian schools. This paper summarizes the success and difficulties of operating the Hungarian Eco-school network based on a monitoring questionnaire study in 2016,

school visits and interviews between 2014 and 2016, comparing the main results with results from similar studies in 2006. It attempts to identify the most important factors supporting the work of the most successful Eco-schools, and also to identify the needs of the Eco-school network for further operation and development. The results suggest that the commitment of the school management, and shared leadership have been the key factors to run a successful eco-school for more than a decade. Therefore the continuous professional support of school leaders and decreasing the collaborating teachers’ workload in order to prevent their burn-out, are the most important factors for the further development of the network.

Keywords: *education for sustainable development, whole-institute approach, monitoring.*

BODÓ, MÁRTON – MARKOS, VALÉRIA – MÉZES, JÓZSEF – SÁROSI, TÜNDE – SZALÓKI, MIHÁLY: The School Community Service in light of the 9th and 12 th grade students thinking

The school community service program (IKSZ) shows a mixed picture on the nationally realization level. At the beginning of the secondary school most of the Hungarian students has a positive attitude towards school community service program. The program then does not meet the expectations of the majority of them as they are not always conform to the actual possibilities, but it also results from the deficit of students' sensitization, preparation, and of the processing of their impressions. Community service in Hungary generally seeks more preparation before and after the service itself takes place, which is even more regrettable as the community service is a pedagogical tool. On the positive side, the hosting institutions put usually much effort in the preparation of the students and also deal with their experiences. Students are not aware of the program objectives and tools, so their expectations and understanding is based on their personal impressions instead of reflecting the original educational goals of the program. By the students used metaphors and concepts are building

their personal impressions, although some elements of the new type of volunteering can be displayed in him. Most of them like to operate in the field of recreation and culture, while they feel less motivated in other areas (such as in the social one). When giving assistance, they prefer fields they cherish anyway. Students of religious schools have a more positive opinion about community service than public school students, and they are also more eager to continue volunteering after high-school graduation. Generally 18,75% of the students consider continuing voluntary service after finishing secondary school, out of which female students prefer more to perform these tasks than male students. All in all, the most important goal is that within a framework of trainings and briefings all the participants of the School Community Service (student, teacher, parent, host organisation) become well informed and more engaged for the task. After generally kindling the interest, the program can finally fully reach its goals and experiential education can be realized.

Keywords: *school community service, preparation, reflection, experiential education, host organization*
