



Republika Hrvatska

XV. gimnazija

Ib World School

Zagreb, Jordanovac 8



Report (*School and community 2024/2025*)

Introduction

As part of the course *School and Community*, students decided to explore and promote the topic of cultural enrichment among youth. Motivated by increasingly frequent comments about how young people are spending more and more time on digital platforms like TikTok, Instagram, YouTube, and Netflix, the students expressed concern over the declining presence of cultural activities in the everyday lives of their generation.

The project aimed to encourage young people to reflect on the importance of culture and to guide them toward more active and meaningful use of their free time.

Reflection

Through conversation and initial discussion, the students identified a problem: the decreasing interest of young people in cultural content. They noticed that most of their peers rarely go to the theater, visit museums, or read books, while at the same time spending many hours on social media and entertainment content online.

With this topic, they aimed not only to highlight the importance of cultural literacy and habits but also to inspire their own generation to reflect on how much culture contributes to personal development, creativity, and social awareness. The students clearly expressed their desire for the project to help raise cultural awareness among youth and encourage more productive use of free time.

Research

As part of the research segment of the project, the students analyzed how other countries encourage cultural development among youth. They highlighted several good practices:

- In **Germany**, young people who turn 18 receive a so-called *KulturPass* worth 200 euros, which can be used to visit theaters, museums, concerts, or to buy books.
- In **France**, young people have access to the *Pass Culture* app, through which they can receive up to 300 euros for various cultural content and activities.

- **Sweden** fosters cooperation between schools and theaters, museums, and artists through regular visits, workshops, and joint projects.

Additionally, the students conducted a survey among high school students in Zagreb to examine their cultural habits. The results showed that most students rarely go to the theater or museums. Contrary to expectations, students from science-focused high schools attend the theater more often than those from general or language-focused high schools. They also asked how much students would be willing to spend on the theater, cinema, exhibitions, concerts, etc. The findings revealed that students are more willing to spend money on more popular forms of entertainment—such as concerts and movies—while for the theater, which was the focus of the project, they are unwilling to spend more than 7–10 euros.

They also gathered teachers' opinions on the idea of rewarding students who independently participate in cultural activities—most teachers expressed support for such incentives. Students shared their concern over the lack of understanding from teachers who reward such efforts only with a small plus mark, believing that encouraging grades and verbal praise can help develop cultural habits. From their own experience, they noted that they initially went to the theater to earn a high grade, but over time developed a genuine habit and love for theater, which enriches them as individuals and teaches them about life.

Experience

To directly experience cultural content, the students organized and participated in several activities. They visited the *Kerempuh*, where they had a chance to speak with the actors after the performance of *Pljuska*. They also visited the *HaHa House*, and one of the key activities was a tour of the *Croatian National Theater*, where they spoke with artists and staff. From them, they learned about the behind-the-scenes roles and the presence of young people in the theater.

These experiences showed the students how accessible, engaging, and fulfilling culture can be when approached with openness and interest.

Action and Proposals

Based on their research and personal experiences, the students created proposals to encourage a wider population of youth to engage with culture. They suggested the following activities and initiatives:

- Introducing awards and recognition for students who independently attend cultural events.
- Organizing school visits to theaters, museums, and exhibitions at the class, grade, or whole-school level.
- Introducing a cultural card for high school students and youth (to provide discounts for cultural events, thereby increasing interest and accessibility).

They also organized the following activities:

- A school theater performance (which was also presented at the national *LiDraNo* showcase), with accompanying workshops and discussions after the performances.
- A school-wide culture quiz (via *Kahoot*) for all students.

They believe that such incentives would help foster a habit of regularly visiting cultural and educational institutions.

Conclusion

The project sparked interest, critical thinking, and personal engagement with the topic of culture among students. Through participating in surveys, cultural visits, and discussions, students developed collaboration, communication, and active citizenship skills. Particularly valuable was their proactivity and ability to recognize a broader social issue and offer concrete solutions.

Kerempuh- predstava i susret s glumcima



Posjet Muzeju smijeha HaHa House





Razgled HNK-a i razgovor s umjetnicima



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