

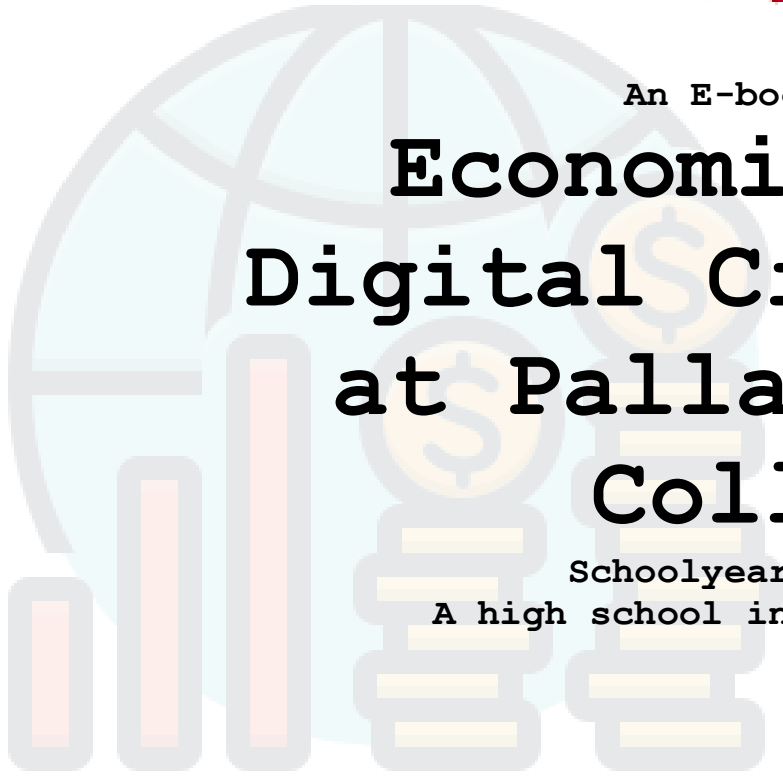


An E-book about

Economical and Digital Citizenship at Pallas Athene College

Schoolyear 2025-2026

A high school in The Netherlands





This document outlines how Pallas Athene College prepares students for active participation in a complex, globalized, and digital society. The school's educational vision is centered on student autonomy, personal development, and the integration of academic knowledge with real-world skills. Through flexible learning pathways, talent development, and project-based education, students are encouraged to take ownership of their learning while developing critical thinking, collaboration, and problem-solving competencies.

A key example of this approach is the International Business College (IBC) program, which bridges the gap between education and professional practice. By engaging in authentic business activities, such as running their own companies, collaborating with external partners, and participating in internships, students gain practical insights into economic systems and entrepreneurial processes.

The integration of The Upcycling Projects further strengthens this concept by embedding sustainability into economic education. These interdisciplinary projects connect economics and geography, encouraging students to analyze production chains, reflect on environmental challenges, and create innovative products from waste materials. In doing so, they develop an understanding of circular economy principles, value creation, and ethical consumption.

In addition, the document highlights the importance of media literacy as defined by the Dutch government and demonstrates how it is embedded within the school curriculum. Through structured attention in both lessons and mentorprogrammes, students learn to critically engage with digital media, evaluate information, and act responsibly in online environments. Together, these elements illustrate how Pallas Athene College integrates economic, digital, and social competencies into a coherent educational approach aimed at developing wellrounded, responsible citizens.

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About Pallas Athene College

Pallas Athene College, shortly Pallas, is a secondary school located in Ede, the Netherlands, offering education at mavo, havo, and vwo levels. The school is known for its student-centered approach, in which both academic achievement and personal development are considered equally important.

A defining characteristic of Pallas is its focus on student autonomy. Learners are encouraged to take responsibility for their own learning process by making choices within their curriculum. This includes selecting talent programs, participating in masterclasses, and engaging in projects that match their interests and abilities.

In addition to academic knowledge, our school emphasizes the development of students as responsible members of society. The school explicitly aims to prepare students for participation in a complex and globalizing world. This means that attention is given not only to cognitive skills, but also to social, economic, and digital competencies.

The structure of education at our school reflects this vision. Lessons are often combined with project-based learning, collaboration, and real-world applications. As a result, students are not only learning facts, but also developing skills such as critical thinking, communication, and problem-solving.



Educational Vision

1. Personal Attention and Student Voice

At our school, we place the student at the center of the learning process. We believe that personal attention is essential: every student should feel seen, heard, and supported. Through regular conversations, we gain insight into students' needs, interests, and abilities, allowing us to provide both guidance and challenge where needed. At the same time, we encourage students to take an active role in school life and decision-making, fostering responsibility and citizenship.

2. Talent Development and Choice

We offer a flexible and student-centered curriculum in which choice plays an important role. While some subjects are mandatory, students have the opportunity to shape their own learning path. Through Masterclasses and optional Talent Classes, they can develop their interests in areas such as sports, arts, science, technology, and entrepreneurship. We also broaden their perspective through excursions, international trips, and exchange programs, helping them become globally aware individuals.

3. Challenging and Innovative Education

Our education is designed to be both challenging and innovative. Students are encouraged to work at their own level and pace. Those who progress quickly can deepen or expand their learning through additional subjects or projects. Lessons combine

traditional methods with digital tools and real-world contexts, helping students develop critical thinking and practical skills. Modern facilities and specialized learning environments support this approach.

4. Maximizing Student Potential

Finally, we are committed to helping every student reach their full potential. We provide flexible pathways, such as taking exams earlier or at a higher level, and offer guidance through talent coaching. Together, we create a personalized program that fits each student's ambitions.

In this way, we aim to educate students who are independent, responsible, and well prepared for their future in a global society.

How we integrate Economical Citizenship at Pallas: IBC and The Upcycling Project

IBC

The International Business College (IBC) is a specialized educational program offered within the upper years of havo and vwo at Pallas Athene College. It is designed for students who are interested in business, entrepreneurship, and international economic processes.

IBC distinguishes itself from traditional subjects by its strong practical orientation. Instead of focusing mainly on textbooks and theoretical knowledge, the program combines theory with real-life experiences. Students participate in IBC activities for one full day per week, allowing them to fully immerse themselves in the subject.

The program includes a variety of learning activities, such as:

- Attending lessons in a dedicated IBC learning environment
- Visiting companies and educational institutions
- Participating in excursions and field trips
- Following guest lectures given by professionals from the business world
- Completing internships
- Setting up and managing their own company

Through these activities, students gain insight into how businesses operate in practice. They learn about key concepts such as marketing, finance, production processes, and organizational

structures. Additionally, there is a strong focus on international trade, which helps students understand how economies are interconnected on a global scale. Because of its structure, IBC can be seen as a bridge between school and the professional world. It gives students an early introduction to business environments and helps them develop a realistic understanding of future career possibilities.

Project examples of the students

EcoWrite Pen

Sustainability and innovation come together in the EcoWrite pen. These students show that small changes can make a big difference!

“For only €2.49, this EcoWrite pen can be yours! Our pens are inkless, as they have a tip made from a metal alloy. This allows them to write like a pencil, so you can even erase what you write. The best part about our pen is that it lasts an incredibly long time! EcoWrite pens are good for you and for our planet!”

Want to learn more or order an EcoWrite pen? Follow @ecowrite_1 on Instagram, TikTok, and Facebook.



Journey Brand

Journey shirts are not just T-shirts – they are a statement!

“We can’t get enough of this super cool shirt! Would you like to have a Journey shirt too? You still can! Order the last items now before they sell out! (Size L is no longer available).”

And there’s more good news! Use the code ‘JOURNEY404’ in the order form and receive 12.5% discount on your purchase.

You can order via the link in the bio: @journeybrand. Don’t wait too long, because once it’s gone, it’s gone!



Refresh Water Bottle

The students of Refresh turn drinking water into something fun. With a recycled design and handy time markers, their water bottle is both a smart and sustainable choice.

"Water bottle with timeline – Now on sale!

Make hydration easier with our timeline water bottle. Thanks to the convenient time markings, you'll always know how much water you've drunk throughout the day! From €10 now for only €7.50 – on sale this week only!"

And for nature lovers: discover the Limited Edition Ecosystem Bottle

"Bring nature closer with our Limited Edition Ecosystem inside our bottle. This unique bottle contains a mini ecosystem, so you always carry a piece of nature with you. "

*Limited edition, so don't miss out!
Buy your bottle via @refreshbodynature.*



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The upcycling project is a creative challenge where students from the schoolyear 3 have taken leftover materials or items that are no longer in use and transformed them into something valuable, functional, or beautiful. Instead of throwing things away, students give these items a second life, learning how small actions can make a difference for the environment.

Students begin by looking for materials that would normally be discarded. These can come from their own homes or from local businesses. By choosing these items carefully, they reflect on the current culture of waste and think about how different types of discarded materials are handled. The goal is to turn these potential waste products into something they would genuinely like to use or display at home, giving them a new purpose.

Creativity and problem-solving are at the heart of the upcycling project. Students experiment with different materials and tools, get inspired by ideas from classmates, and explore ways to address aspects of throwaway culture. This hands-on approach encourages innovation, resourcefulness, and a deeper awareness of sustainability.

An important part of the project is sharing the results. Students create a short video to show the process and the final product. The video explains what the upcycling project is, why it matters, and how students approached the challenge. It also encourages others to think about sustainable solutions and offers ideas for future upcycling projects.

Through the upcycling project, students learn that waste can become a resource, creativity can turn into tangible results, and everyday items can gain a new life. The project not only reduces environmental impact but also inspires young people to think more consciously about the things they use and throw away.



The Relationship between IBC and The Upcycling Project with Economical and Digital Citizenship

Economic citizenship refers to the knowledge, skills, and attitudes required to participate responsibly and effectively in economic life. It includes financial literacy, ethical decision-making, entrepreneurial thinking, and an understanding of both local and global economic systems. Increasingly, this concept is closely connected to **digital citizenship**, as economic

participation often takes place in digital environments (e.g., online marketing, platform economies, and digital collaboration).

At Pallas Athene College, the International Business College (IBC) program contributes significantly to fostering economic and digital citizenship. A key example of this is the integration of **The Upcycling Project**, which connects sustainability, entrepreneurship, and real world economic thinking.

Experiential learning, sustainability, and responsibility

Within IBC, learners do not only simulate economic activity but actively engage in it by setting up and managing their own enterprises. The addition of **The Upcycling Project** strengthens this approach by embedding sustainability into economic decision-making.

Upcycling is understood here as a form of recycling in which discarded materials are transformed into new products of equal or higher value. This principle challenges linear consumption patterns and encourages circular economic thinking. By working with waste streams and reusing materials, learners are required to reflect on issues such as resource scarcity, environmental impact, and the “throwaway culture.”

From an educational design perspective, this creates a powerful learning environment in which responsibility is not abstract but tangible: economic choices directly relate to environmental consequences.

Interdisciplinary real-world engagement

The upcycling project is deliberately positioned at the classes of **Economics and Geography**, reinforcing interdisciplinary learning. Educational professionals guide learners to:

- Analyze product life cycles (from raw material to end product)
- Investigate global production chains and resource origins
- Evaluate environmental challenges such as CO₂ emissions, energy transition, and waste management
- And connect these insights to business operations and decision-making.

This approach ensures that economic citizenship is not taught in isolation but in relation to broader societal and ecological systems.

Development of entrepreneurial and digital competencies

The upcycling project requires learners to design, produce, and market a tangible product derived from waste materials. In doing so, they develop key competencies such as:

- Value creation (transforming low-value waste into higher-value products)
- Creative problem-solving and innovation
- Financial planning and cost-awareness
- Marketing and target audience analysis
- And digital communication skills (e.g., producing a video commercial)

The inclusion of a **videocommercial** as a final product explicitly links economic citizenship to digital citizenship. Students must communicate their ideas persuasively, reflect on their target audience, and use digital tools to promote sustainable consumption practices.

Understanding value, markets, and ethical consumption

A central element of the project is the concept of **added value**. Students must demonstrate that their upcycled product is either more useful, more attractive, or economically more valuable than the original material. This introduces key economic principles such as pricing, branding, and market positioning.

At the same time, the ethical dimension is emphasized:

Why is upcycling important?

How can businesses reduce environmental impact?

What role do consumers play in promoting sustainability?

By addressing these questions, learners develop a more critical and responsible approach to consumption and production.

Structure and pedagogical approach

For education professionals, the strength of this approach lies in its **project-based and competency-oriented design**.

The integration of IBC and The Upcycling Project emphasizes:

- Project-based learning with a real-world focus,
- Collaboration across subject domains,
- Inquiry-based and problem-oriented tasks,
- Interaction with external stakeholders (e.g., local businesses for materials),
- And the use of digital media for presentation and communication.

Assessment is also interdisciplinary, combining both economic and geographical perspectives. Learners are evaluated not only on the final product and its marketability but also on their understanding of sustainability, production chains, and environmental impact.

Contribution to economic and digital citizenship

By integrating upcycling into the IBC framework, education professionals create a learning environment in which economic, environmental, and digital dimensions are interconnected. Learners are prepared to:

- Participate in a circular and sustainable economy,
- Make informed and ethical economic decisions,
- Understand the global implications of local actions,
- And communicate effectively within digital and economic contexts.

In this way, IBC, enriched with upcycling projects, serves as a comprehensive model for developing **economic and digital citizenship in a modern educational context**.



How we integrate Digital
Citizenship at Pallas: Media
Literacy according to the
guidelines of the Dutch
Government

What does Media Literacy entail?

Media literacy is considered an essential component of modern citizenship. According to the Dutch government, it involves the ability to use media in a conscious, critical, and active manner.

In today's digital society, individuals are constantly exposed to large amounts of information through social media, news platforms, and other online sources. Media literacy helps students navigate this environment effectively and responsibly.

Key aspects of media literacy include:

- Critically evaluating the reliability of information and recognizing misinformation or fake news
- Understanding how algorithms and media platforms influence what users see
- Protecting personal data and maintaining online privacy
- Communicating respectfully and responsibly in digital environments
- Being aware of the impact of media on opinions, behavior, and identity

Media literacy therefore goes beyond technical skills. It also includes ethical awareness and critical thinking, making it a fundamental part of citizenship education.

Media Literacy at Pallas Athene College

Pallas Athene College integrates media literacy into its educational program in a structured and continuous way. Rather than treating it as a separate subject, it is embedded within different parts of the curriculum.

First year (bridge class)

In the first year, students are introduced to digital tools and learn how to use them responsibly. Since the school makes use of digital devices such as laptops, students are expected to develop basic digital competencies early on.

During this phase, attention is given to topics such as:

- Safe internet use
- Responsible use of social media
- Basic digital skills

- Awareness of online risks



Mentor lessons

Media literacy is also addressed during mentor lessons throughout the school years. These lessons provide a space for reflection and discussion, allowing students to explore topics in more depth.

Subjects that may be discussed include:

- Online behavior and digital etiquette
- Cyberbullying and its consequences
- The influence of social media on self-image and well-being
- Privacy and data protection
- Critical evaluation of online content

By revisiting these topics regularly, the school ensures that media literacy remains relevant and connected to students' daily experiences.



Conclusion

Pallas Athene College demonstrates how contemporary education can effectively respond to the demands of a rapidly changing world. By combining student-centered learning with real-world applications, the school creates a meaningful and relevant learning environment in which students actively develop the competencies needed for the future.

The IBC program, enriched with upcycling projects, serves as a strong example of how economic education can be made both practical and socially relevant. It enables students to experience entrepreneurship firsthand while simultaneously addressing sustainability challenges and ethical considerations. This integrated approach not only enhances economic understanding but also fosters a sense of responsibility towards society and the environment.

Furthermore, the continuous integration of media literacy ensures that students are equipped to navigate the digital landscape in a critical and responsible manner. As economic participation increasingly takes place in digital contexts, the combination of economic and digital citizenship becomes essential.

Overall, Pallas Athene College offers a comprehensive and forward-looking model of education in which knowledge, skills, and attitudes are developed in balance. By connecting learning to real-life contexts and global challenges, the school successfully prepares students to become active, responsible, and adaptable citizens in this modern century.

