Engaging Students' Voice

Through Commissions

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Abstract

Students' participation in the school community is a topic that has always been of a great interest in the education field. We find that schools label themselves as democratic and encouraging students' voice when some of them do not have democratic practices. A number of researchers have highlighted the importance of students' involvement in the school community but few researchers have been studying the impact of student-teacher commissions as a tool to increase students' participation. The purpose of the current study is to analyse commissions as an effective tool to increase students' involvement in Primary Schools. This paper will address the questions about the commissions' effectiveness in promoting participation and the students and teachers' experiences towards it. This is accomplished via a qualitative analysis of commissions in a real school context at Escola Projecte and interviews with different agents participating in those commissions. The article goes on to look of the commissions' development and the impact that this has in the school community. The analysis showed that commissions build a place where students create their initiatives and that those have a real impact on school life. The results are especially relevant because they set a path towards considering commissions' use in other schools involved in promoting students' participation.

Keywords: democracy, participation, school, commissions, Primary Education.

Paraules clau: democràcia, participació, escola, comissions, Educació Primària.

1. Introduction

"Our State is based on freedom; but when preparing the state of tomorrow we are not prepared to allow any freedom."

(Dewey, 1916, p.92)

As Dewey (1916) states children will become the "governing body" of our future society and on them the future of our democratic society will rely. The school is the setting where students develop themselves and learn about their society and its values. They are supposedly prepared to become a part of the society and understand their rights as well as their duties. However, do schools really prepare students to be part of a democratic society? Dewey (1916) argues that school teach us to obey commands and remain silent. Commonly, decisions are made by teachers or directive teams and the students aren't given spaces to find their own voice. This type of conventional education is based on doing imposed tasks, which do not give children the chance to form their own opinion. As Dewey (1916) proclaims, this is characteristic of an autocratic society where someone rules and controls. Then, a disconnect is created among the values of democracy that students are asked to learn and their experiences in school. This phenomenon cause children to lack the confidence enough to act, think for themselves, develop critical reasoning and establish the freedom of democratic ideas. That is because they never had a real opportunity to practice, to experiment and be aware that their voice must be listened. Then, what type of tomorrow's governing body are we educating?

Throughout this dissertation, we are going to analyse the importance of participation in order to educate the future generations in the values of democracy. Does the students' voice have a real impact on school? How we can find spaces for children's voice to be heard? Could student-teacher commissions be a reliable strategy to promote students' participation in school decisions?

2. Background

The importance of participation is sometimes undermined when is referred to children. Normally, schools create rigid organisation structures where there is not a real and tangible space where children's voice can be heard. However, in order to promote this participation, we need to understand where relies its importance. When we are involved in a processes of participation, we are more likely to construct meaning: "Formal processes of participation deliberately create structures for children's engagement in constructing meaning and sharing decision making." (Chawla, 2001, p.1). When children participate actively, they construct a real meaning about any experience because they find and raise their own voice about issues that concern them. They are developing their own understanding and constructing meaning, in order to, then, building their own opinion. Thanks to this process, children are able to verbalise their thinking and see that their opinion is taken into account. Therefore, they become agents of change because they are empowered to decide. Furthermore, when participating they are playing a role in our community. But also, in their own lives as they are able to have a voice on the matters that affect their life conditions.

In order to understand in depth what concerns participation, it is important to observe how children themselves conceive participation. Sheridan and Pramling (2001) made a research about the conception that children had towards participation. Then, they came up with the following idea: for some children to have a democratic participation is understood as something they only do with peers. That is because, according to children, democratic participation is primarily related to the teachers, who are seen as an adult figure of authority. Our conceptualisation relies about the fact that being able to raise your voice and participate is an empowering tool for children's development and understanding.

But, are all the ways of participating the same? When it comes to school participation, Fielding (2012) divides the types of students' participation in school through six categories:

1. The student has a passive role and teachers and the school centre are focused only on analysing academical results.

2. Students have a more active role but without a real capacity to decide, their act as a consultative function.

3. We can start to see a more active participating role of the student in subjects as the planification of the classes but, under the leading and constant supervision of a teacher. Related to the school centre, the student starts to participate in matters related to management of the school, such as matters that concern family-school communication.

4. At this stage, the student abandons the leading of the teacher who turns out to have a more supportive role towards the initiatives carried out by students themselves.

5. The management of the school is done in a collaborative way with students and all the members of the school. The relationships built in this category are totally equal with mixed teams of teachers and students.

6. At the final stage, the participation is equally carried out by all of the students and teachers through assemblies or similar bodies where all the students and all the teachers participate.

Now that we have described what is participation and what types of participation can occur in a school setting, it is important to understand why we, as teachers, must foster and promote this students' participation. In articles 12 and 13, the UN Convention (1989) gathered the rights of the child with the following concerns: "give children the right to express their own perspectives and views on issues that concern them and affect their daily lives, moreover, this views have to be listened to and respected". Furthermore, the UN Convention argues in article 5 that "decisions are to be made in a democratic way, and parents (as well as teachers) should give suitable guidance and support when children assume their rights". Nonetheless, Emilson and Folkesson (2007) uphold that democratic participation should be a pedagogical right in school as a base that helps students to develop a sense of belonging, authonomy, critical spirit and dialogue among others.

It is important to bear in mind (Gutman and Ben-Porath, 2014) that in order to have a free society we need a democratic education and that is where school has a fundamental role. But what is a democratic education? As Gutmann and Ben-Porath (2014) argue, a democratic education is based on learning the abilities and capacities of citizens, which some of them are

related to the participation and decision-making in society. As a matter of fact, the methodologies that pursue the ideal of democracy pay more attention to the needs and interests of students, increase their interactions and are able to foster a better learning environment as Carbonell (2000) upholds. Connected to this idea and as Hart (1993) defends, preschool and primary settings are a good frame to initiate this process of participation.

Regarding participation as an indispensable element in order to educate in democracy we have to bear in mind what Dewey (1916) defended. A society is democratic when it facilitates the participation of all the members in equal conditions and reassures the flexible adjusting of their institutions through the interactions of different human associations. This society must have a type of education that gives individuals a personal interest in relations that allows social changes to happen. According to Dewey (1916) education is the basis to develop democracy because it is the means how children become part of the humanity's social development. It is only through children's experience of participation, mutual understanding and shared interests that a prospere society can develop.

However when referring to build a more prosperous society, it is often forgotten that children had value and that their voice should be heard. Referring to children's voice, as Altimir (2010, p.33) stated "children have a voice and they have always been speaking even though their words haven't been listened or taken into account". It is fundamental that we give value to children's aportations related to the matters that affect their lives, respecting their particular view which they grow and develop. As Gaitán (1998) proclaims it is important to make effective the vision of children as a social collective with rights which leads it to a redefinition of their role in the school context but as well in society.

Although if we want to promote this participation, (Castro et al., 2016) it is important to overcome some adult attitudes that reject children's voice because they undervalue their capacities. Related to this topic Ortiz (2014) argues that teachers need to trust the capacities of students and that giving them a voice does not take theirs away or remove them from their functions as teachers. This leads us to the thought that listening to children's voice and giving them spaces to participate entails recognising their capacity and their rights, as we have stated previously, which need to be cared for. Furthermore, the UNICEF (2011) gathered some

principles that expose the importance of taking into account children's voice. It its through participation that children acquire several interpersonal skills, extend aspirations and gain self-confidence. Moreover, the more children participate, the more effective their contributions and the greater impact on their development. Nonetheless, children have their personal knowledge about their lives, needs and concern from their direct experience. Moreover, the involvement of children in several forms of organisation gives them opportunities to learn how to contribute towards community development and recognising their ability to make a difference.

Nonetheless, that means that as teachers we need to promote the participation of children but as well which is more important, being prepared to listen to what they need to say, share points of view and respect and build shared agreements. As Ortiz (2014) comments the relation teacher-student has to be multidirectional and we have to bear in mind that students need to be able to raise their own opinion and not seek for the teacher's approval. Furthermore, teachers have to guarantee that the students are protagonists in the context of participation and that they have a real impact on the school daily life as Guerra (1996) defends.

When fostering children's participation, there is an important challenge that schools face and it is the concept of democracy. What is democratic participation? Democratic participation is a concept that we use on our societies, that it is everywhere and that nobody would proclaim to be against it. Nonetheless, on the school settings we see some conflicts between students or students and teachers that are solved with methods that are more authoritarian rather than to a thinking based on equal participation and decision-making as Bonafé et al. (2003) uphold. That is when the concepts of authority, order and participation may be built in a dissociative way as Bonafé et al. (2003) argue: between what it is politically correct and what it is done to solve certain issues. This double discourse might favour that students learn that democracy is something on a discourse and other different when we speak of a practical situation. Why this may happen? One of the problems of democracy is that we can't delimit it on a very close definition which makes it difficult to put into practice.

Dewey (1916) shows a particular view towards democracy. He argues that we associate democracy to freedom of action but that freedom without capacity of thought behind, becomes chaotic. Moreover, he states that "if external authority in action is given up, it must be because internal authority of truth, discovered and known to reason, is substituted" (Dewey, 1916, p. 193). So when giving up the authority of the teacher we need to build a strong internal authority of the students, giving them tools, so they are able to build their own authority and known to reason. Furthermore, Dewey (1916) upholds that school has a limited recognition of the principle of freedom of intelligence. Moreover, Dewey (1916) deffends that this limitation affects the students and teachers. That is because, the relatively undemocratic organization of schools has an impact on the mind of students and teachers and the extension of the democratic principle in life beyond school doors. If the schools doesn't have a democratic structure on their organisation it is impossible to pretend that the democratic principle will be ensured in school life. It is fundamental that importance is given to the democratic structures in school in order to be sure that they foment a real participation. Bonafé et al. (2003) reflected about the question of democracy in schools and observed that there is a partial formulation of participation which is based on school boards, electing delegates and, in the best cases, assemblies formed by teachers and students. Then, what do schools need in order to foster this participation? According to a study done by Knight and Pearl (2000), there are six elements that a school needs to promote:

1. The importance of a content that contributes to teaching and learning about democratic participation.
2. The role of the authority understood by a democratic authority that stands up for a school project based on democracy and encourages students to the learning of this value.
3. Inclusion of the school diversity as a must and basic starting point.
4. Be proactive in politics and social movements rather than just a consumer.
5. Creating a good learning atmosphere, the opposite of an oppressing environment.
6. Equality, understood as giving voice and opportunities to all the students no matter their culture, ethnics, social condition or gender.

We have already defined participation and have reflected about the importance of promoting it on a school setting. But, how can we favour this participation? We have to understand that

as Habermas (quoted by Berdalet et. al, 2018) states, participation needs to be built up around dialogue that leads us to agree on a principles. In this dialogue, Ortiz (2014) argues that it is fundamental to create an atmosphere where there is the right to express differents points of view that need to be considered when taking decisions or arriving to a consensus. Moreover, the school has to allow the students to experiment what is a social institution, a community where each one has a responsibility and a compromise as Dewey stated (quoted by Berdalet et. al, 2018).

One form of promoting this participation is through commissions where students and teachers are gathered together. In this dissertation, we are going to study the commissions as a form of participation in a specific school context. The context will be "Escola Projecte" which is a one line and charter school, and located at Sarrià-Sant Gervasi neighborhood in Barcelona.

What is a Primary School Commission? First of all, it is important to state that, in a commission, every member has to participate in a equal form. In commissions, the work is done in order to evaluate and reorientate the decisions that are made in the school setting. Following this idea, Sarto and Venegas (2009) organised the commissions' development through a process that we have adapted in order adjust to the school reality in the centre "Escola Projecte". Commissions are commonly started with a planification stage where the heterogeneous action groups are designed in order carry out an action plan according to an specific need of the school. This planification is followed up by the commission's development of priorities and exploring of the possibilities. Then, it is time for the realisation of the consensus established in order to solve the need by which the commission was created. Finally, it is recommended a continuing evaluation of the process in order to make decisions that improve the functioning of the commission. This has to be done with the participation of all the members involved in the commission.

But what are the benefits promoting participation through commissions? As we had conceptualised before, this type of participation is based on the management of the school through mixed teams between students and teachers were relations are equally built. Moreover, if the relations are equally built through this teams, we can guarantee that we overcome some adult attitudes that undermine children's capacities. Furthermore, we need to

conceptualise that commissions are created in order to respond to daily life necessities of the school and give the students a voice regarding those aspects. That is where it relies the importance of commissions because it ensures accomplishing what the UN Convention (1989) states in article 12 and 13 previously referred.

However, in order to understand how participation is promoted through commissions, we need to know how they are structured in the particular setting of "Escola Projecte". All the commissions respond to a need at school, which can be: temporal (in case of special occasions as Christmas commission, for example) or annual (in case of long-term necessities, as, for example, the mediation commission). Those commissions have the participation of students from fifth grade to fourth of ESO together with teachers of both stages. Students are encouraged to enrol to one of those commissions based on their personal interests. But, how is the real functioning of those commissions? Does the students' participation have a real impact on the school? Those questions would be researched during my field research.

2.2 Objectives

1. To analyze the functioning of teacher-student commissions in a Primary School.

1.1 To attend to a commission meeting.

1.2 To observe the students' participation.

1.3 To understand the organisation of the commissions.

2. To identify the perceptions of teacher-students commissions in Primary School.

2.1 To interview the director/coordinator.

2.2 To interview 2 teachers about their participations in the commissions.

2.3 To do a focus group of 4 students about their experience in the commissions.

2.4 To observe the repercussion of the decisions taken in the commissions.

2.3 Ethical implications

I strongly believe on the importance of creating spaces where students can find their own voice and learn about the democratic values of our society by putting them into practice in their school contexts. However, the reality in most schools is that students follow the

decisions that are taken by teachers or, in the best cases, vote for options that are preestablished by their teachers. That is where my dissertation can set a path to value the importance of children's participation and to promote the use of student-teacher commissions. I consider that this research may be an eyeopener in order to improve the school community with students as an active value that participate in the school decisions. These commissions create an space for equal footing between teachers and students from upper cycle primary and secondary education. That constitutes a very important aspect because it promotes students to have an active role on their more immediate community. Then, this will encourage them to be active citizens of our society. Moreover, we must remember that the ethics of a Primary Teacher's daily practice should include a coherence between what is been said and what is been done. That is why if we are defending a democratic conception of school, it has to be fostered with our methodologies.

Finally, it is important to mention that this dissertation follows the deontological research code of the University of Ramon Llull (Reglament del Comitè d'Ètica de la Recerca de la URL, 2012).[1]

2.4 Methodology

The research will be done through a qualitative study. We will analyze a complex reality through its diverse dimensions. We are interested on the complexity of the educational phenomena and the unpredictable dimension of the experience, rather than in a quantified pattern. Our field work will be based on analyzing student-teacher commissions, giving the focus to the students interaction and participation. Then, we will observe the impact of commissions in the school "Escola Projecte" in different terms. From the experience of teachers and students in commissions to verify if the agreements have a real impact in the school setting. The results extracted from this field work will not be extended to other realities. However, it may become a paradigmatic experience in order to take into account in other schools adapting it to their precise needs.

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[1] Reglament del Comitè d'Ètica de la Recerca de la URL, 2012. Extracted from:
https://docs.google.com/document/d/1aqeWHY57u2BDpqUKWWD-FFq58dV5f4alZyScVAxYB68/edit

2.5 Participants and data gathering

This fieldwork was thought to be structured through three different instruments: observation, focus group and interview. During our research we will observe two commission meetings. The observation will be non systematic and carried out by a field diary. The field diary is a unique research tool that allow us to write down relevant situations and our reflections towards them. This particular instrument will be used when observing the development to the commission meeting, in order to reflect about: the students' participation, which were the different roles of the members and the attitudes during this experience. In addition to the field diary, our research will be followed by a focus group with four students that belong to different commissions. This instrument will allow us to look for their personal experiences and opinions towards this participation system. Finally, our fieldwork will also consist on two semi-structured interviews with five questions. The interviews will be done to one teacher belonging to a commission and to one member of the directive team. These interviews follow the aim of recollecting different points of view regarding to the impact of the commissions at the school.

The combination of these instruments will give us a broad and diverse experience in order to analyze the commissions phenomena in this particular school setting. Therefore, the compilation of these results will provided us with significant evidence and data for a better understanding of this matter.

The access to all of the participants is not a complex issue as the field work will be developed in my school placement. Below it can be found a clear grid in order observe the participants and data gathering.

However, due to the COVID-19 and confinement situation it was only possible to observe the commissions and not to carry out the planned interviews. The following section of findings and outcomes will be based on a field journal providing a diachronic educative ethnography that will allow a profound reflection through this non systematic material.

3. Findings and outcomes

The first part of this section explores the objective: To analyze the functioning of teacher-student commissions in Escola Projecte. In order to do so, it is important to understand the organisation of commissions. To accomplish this objective, a commission meeting has been analysed through an observation pattern *(see Annex 1)* that is integrated into the field journal.

a) Which commissions exist and how are they distributed

The commissions are created to respond to a need and, as we stated previously, this need can be temporal or annual. Escola Projecte's commissions for this year are the following ones: Board of delegates, Spaces and playground, Lunchtime commission, Mediation, "Castanyada", Christmas, Carnival, Sant jordi, End of the school year celebration, Greenteam, Library, Coexistence, School diary team, School board, Godparents and godchildren organisation.

b) How do commissions work in terms of schedule

When it comes to the meeting's schedule, the temporal commissions, for example "Castanyada" or Christmas, have their meetings concentrated in a short and intense period of time, once a week or, in some cases, even twice. On the contrary, the annual commissions, for example Mediation or Library, have meetings once a month as they deal with long term issues.

c) The importance of peer relationships in commissions

After having attended to the meeting, we can state that secondary students participated and established a peer relationship with the teachers. That may be because it is not their first year participating, which makes them feel more comfortable as they already know how things work. Furthermore, they have a relationship between the secondary teachers but also with the primary ones. This peer relationship between students and teachers is fundamental as it breaks with the preestablished roles among students-teachers. Teachers stop leading and taking all the decision in order to build an equal relationship with students where decisions

are taken collaboratively. In order to participate, as we have argued before, it is important to feel connected and in a safe environment. When students feel comfortable and in an environment where they feel that their ideas will not be negatively judged, they are more likely to participate.

On the contrary, when it comes to Primary Students participation, they find some difficulties encouraging their participation. The fact that they are surrounded by secondary students and teachers makes them feel overwhelmed. In addition, they are still learning the commissions' mechanisms and they need to feel in more control of the situation before raising their voice.

However, teachers came up with an idea that increased the participation during the meeting. They created a shared document previously to the meeting so students could write down their ideas without having the meeting's pressure. This idea was a really good starting point as they initiated the meeting by speaking about what was written.

Considered participation issue for primary students, it could be suggested that they start the meeting in small groups with two students from primary, two from secondary and one teacher from each stage. This disposition could be an icebreaker for the younger ones as they will have a classmate and a teacher they know in a small circle which could reduce the pressure. Then, the second part of the meeting could be sharing the ideas of each group.

In accordance with the objective: To identify the perceptions of teacher-students commissions in Primary School. For this concrete objective, I had planned to perform several interviews and focus group. However, due to the confinement situation I had to base the fieldwork on my field journal to answer the topics gathered in this objective.

d) Commissions as a Thermometer

When it comes to teachers and the directive team, they give a great value to commissions. They consider it as a "thermometer" in order to know and discover the different perceptions that students have about different topics. For example, how different spaces and playground should be organised. They are the ones that play and use the different spaces so they have a

more accurate opinion about their use. Moreover, children are an excellent source of imagination and help breaking preestablished patterns that adults sometimes ignore. For instance: *"After the Sant Jordi's commission it has been decided to change the legend's roles in order to empower the princess and give a kinder look to the dragon" (field journal 09.03.2020).* Furthermore, it is a method to give less pressure to the teachers because they do not have to decide and plan everything, instead, they can work cooperatively with the students.

However, they sometimes find difficult to arrange meetings where it is suitable for secondary and primary students as their timetables are completely different. That is why, in most cases, they end up doing meetings on playground or right after lunchtime, when this time is thought for students to relax. Moreover, related to this time issue, teachers often find difficult to give an space so children can share with their classmates what their commission has decide. In order to fix this issue, it could be suitable to arrange a particular hour per week where secondary and primary students are supposed to have a meeting with their commission. Twenty minutes of this hour could be used to do a really quick sharing among their classmates from other commissions. In the case of temporal commissions, these students could attend as observers to other meetings or start writing ideas for their future meetings. Another issue that teachers find is participation from the younger ones because, when they are at the meetings, secondary students are always leading and sometimes they have to ask direct questions to primary students in order to promote their participation. As we have already revised, primary students' participation could be improved by creating first a shared document where students can write down some ideas so they do not have to speak up directly. In addition, meetings could start in small groups where the younger ones do not feel so exposed.

e) A new experience and its real impact

Referring to the students, they are very enthusiastic towards the commissions, especially primary students as for them it is a new experience. They value positively being able to choose the commision where they will participate as they have several ideas to contribute with. Moreover, they like being able to see that some of their ideas have a real impact on the

school. Furthermore, they really enjoy sharing the agreements they have decided in the commission with their other classmates. It constitutes a moment where all their classmates are listening and they are the focus of attention which indirectly makes them feel valuable. When they come back from their commission, they always ask to the teacher when they will be able to share the decisions. These moments are extremely important as help increasing students' self-esteem and their abilities to communicate.

On the contrary, as we have reflected before, they do not like being bereft from their playground or lunchtime that is why it is important to remark the importance of finding a common time. Furthermore, in the case of the primary students they sometimes find themselves lost in a new dynamic that they are not used to it. In order to facilitate this process, it could be used the strategy of "godparent and godchildren" which it is really worked in this school. This strategy could be adapted into the commission dynamic through the following way: each secondary student could guide and help one of the primary students. They could explain the dynamics to them and even become a source of comfort to help them participate.

To conclude with the objective previously stated, it was fundamental to observe the repercussion of the decisions taken in the commissions. As we have previously reflected, it is essential that commissions end up being a part and parcel of the school community with a real impact on it. The decisions agreed on the commissions need to be taken into account by the directive team. It is crucial that children are able to see the commissions' usefulness as from this it depends their future. If children do not see their agreements reflected on the school they will stop being engaged by this proposal.

In the particular case of Escola Projecte, this aspect is highly considered. For instance, the Library commission had a new budget they could spend on buying new books. On of the students had a proposal: *"The library commission has decided to prepare some greeds and ask every class which books would they like to have on the library."* (field journal, 12.11.2019). The students prepared the greed themselves and divided themselves into couples from different grades. At the end, the directive team used a part of the budget to buy the books that children from each class decided. Another example could be found on the

Christmas commission, "*As diversity has been the main topic during this year in school, students have proposed to include diversity at the Christmas celebration*" (field journal, 09.12.2019). Related to this idea, the common spaces would be decorated with different snowmens: ones with no arms, other without a nose, etc. in order to represent diversity as a metaphor. This idea was agreed on the commission and they end up recreating it.

4. Conclusions

This dissertation provides a deeper insight into democracy at the school community through a concrete and experienced practise which are commissions in a real school setting. The findings reported here shed new light on how to engage students' voice and real participation at school involving primary and secondary students.

It is important to consider that this dissertation has added to the research on commissions as a tool for promoting participation which is a ground that has not been explored that much. The study contributes to our understanding of commissions in terms of structure; planification; relationships established between teachers-students and between students themselves and the impact of this participation onto the school community. As we have stated before, it is important that commissions are born from a school's need as they become meaningful for students and teachers. Commissions need to be spaces where students can share their opinions, suggestions and ideas in order to reach a common agreement, supported by a majority, that will end up having a real impact on the school community. Those spaces have to be based on periodic meetings, according to the established needs. However, they have to be consistent in time as they constitute a tool for students integration in the school community.

Moreover, the findings of this dissertation have a number of important implications for teachers as they give us an insight about the perceptions of students and teachers that have already been part of a commission. However, as the interviews and focus group could not be performed, this insights are based on an observation and self perception through a field journal. This constitutes of a great importance because it shows the strengths and weakness perceived by the members of the commissions and sets a path for the application of

commissions. Furthermore, it states how children are engaged by taking an actively part among the school community.

To conclude, as we have already discussed, the information gathered in this dissertation can be used to develop actions aimed at promoting students' participation. As we have stated, commissions constitute and effective tool that can be developed and adapted into different school settings. This tool can be used, for example, as an starting point in developing actions towards students' involvement in a particular school.

4.1 Limitations and prospective

First of all, it is crucial to state that this dissertation has been carried out during the COVID-19 situation. This fact has conditioned the fieldwork and the achievement of the objectives that were planned beforehand.

Due to the situation I have not been able to observe more than one type of commission which would have highly enriched the research's quality. This would have allowed me to discover different approaches from other teachers and different ways of structuring commissions. Furthermore, I was not able to perform the interviews I had prepared so I had to base my fieldwork on a diachronic educative ethnography through my field journal. Moreover, I could not do a focus group with children in order to collect their enriching experiences in the commissions. Nonetheless, I had been able to gather those through my field journal in an indirect way. Another factor is that the scope of this study was limited in terms of being only focused to one school which did not allow comparisons among other schools.

When it comes to this dissertation prospective, I would want to expand my fieldwork by doing the interviews and focus group I could not carry out. In addition, I would contemplate the possibility of performing a comparative study among other schools that do commissions in order to integrate different approaches and understand their strengths and weakness.

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