Denmark

FINAL REPORT: IDA

Partner 4

By Niels Vestergaard
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Overall Conclusion

Our learning and experience gain from our participation in the ELEF project.

The summary of our participation in the ELEF project is, that it has been one of the best-timed projects we have been involved in as well as one of the most experiential projects we have been involved in.

The rationale behind our involvement in the ELEF project was partly

- that the participation of young people at a 2013 election for municipality and regional authorities and later in 2015 for parliament dropped to a quite surprising low level.
- that we had recognized and were determined that we had to work much more systematically for better inclusion of a fairly large number of our students. Not only inclusion into a social fellowship with others, but also inclusion into life as such.

It was our recognition, we already knew that we recruit and have many students and especially young students and students with other ethnic and cultural background who felt a little outside most of the time. Who felt it was a bit difficult to see, feel and get a grip of society. Who felt a bit strange and put off from the society in which they live.

We knew that too many young people travelling around the Danish youth education system were often the last station before they were included in the statistics showing that about 8% of young people aged 25 to 29 years old have neither education nor employment. Up to 25 years, young people are legal obliged to be either in education or having a job, due to the youth policy.

We were aware that many of the especially young men who did not succeed with us and by not graduating successfully from us, were not given access to the Danish labor market and

- the social opportunities and connection with the Danish communities it provides
- the basis of life, a contract of employment and a monthly salary slip provides
- the opportunity to build and strengthen their self-esteem and identity

We later saw some of them appear in other communities who have the community as declared opponent. Either directly in the center of these fellowships, or as loosely affiliated.

However, ELEF has helped to give us a good start to meet and respond the change that was suddenly adopted by the Danish parliament in the overall objectives of Danish vocational education. The Danish vocational education programmes are generally governed by 6 main
objectives, which apply to more than 100 vocational education programmes in Denmark. In the published new legislative text, the main purpose was suddenly 3:

1) contribute to the development of the educator's interest in and ability to actively participate in a democratic society and contribute to their personal development.

The Law on Vocational Training LBK No. 271 or 24/03/2017 and again further clarified in the legislative amendment LBK No. 282 of 18/04/2018

Historically, it was quite interesting and a surprise, because when Denmark founded and started our social and health educational programmes in 1990, the educations was presented on the basis of the following diagrams.

It was also written in the law, that the balance of the educational effort should be 50:50 between developing the professional competences and developing the personal competences, defined as Competences for learning and development & social and civic competences.

During reforms the following year, particularly the reform of 2001 and after, there came more and more focus on the professional skills on behalf of the personal competences. After 2010, the personal part was more or less eliminated as an independent focus area for education and development. If something was stated in the law or the executive order, it was part of the aims for the different subjects.

Therefore, of course, it is interesting that a text like overall aim 3 in the newly reform, suddenly appears as one of the 6 overall objectives for what a vocational education shall bring a student at a vocational education in Denmark in 2017. No matter whether you are becoming an electrician, a bricklayer, a social and health worker or something completely different out of the more than 100 options for a vocational profession.
CONCLUSION

IDA

The IDA party of ELEF has given the school the chance, in close cooperation between management and employees, to discuss the challenge with

• strengthening efforts to develop our students' competencies and motivation to exercise active citizenship and
• how we can handle the challenge of focusing more on the value-creating debate about being a citizen in a democracy.

ELEF has enabled us to compel this debate and clarifying pedagogical conversations, but has also brought us new thoughts and inspiration from our partner's ideas and initiatives. For now we know that we will currently follow up on our Hungarian partner's GPS activity and we have already had plans for making camps for graduates in primary school who want to move on to an education at a vocational school. Our intention is to invite young people, from last departing class at primary school, for a stay at a camp. A camp stay where we will try to do the non-entrepreneurs, we primarily recruit from primary school to community and democracy entrepreneurs at their upcoming business school. However, there are more partner ideas and experiences we will take into consideration.

Talking about and focusing on the concepts of entrepreneur - no entrepreneur is a framework of understanding and an approach that has become more clear to us during the talks in the ELEF working group and the process initiated by our participants in the ELEF project. The concepts have crystallized through a number of clearing discussions in the group about how much the difference really is:

- Recruiting among young people who are already in primary develop and contain the gene of entrepreneurship and, to a large extent, are among the more than 72% who goes to the upper secondary colleges and
- Recruiting among the primary school pupils who do not have the entrepreneur gene and who rarely ever had the position to take the lead in any occasions.

The many talks during the ELEF project have made it clear, that we might as a school sit and wait for a response from our students they are unable to deliver and by that indirectly imposes a responsibility on our students;

- to take responsibility to be an active citizen,
- to take action
- to be interested in the surrounding society
Things they are not able to because they have not learned that they are expected to do so, not learned how to do it, not learned how they can do it.

We have implemented 2 seminars involving most of our teachers – all together 1 x 36 and 1 x 33 teachers.

We have implemented 3 x 2 small creative workshops involving 9 teachers.

- We have started at process on behalf of the IDA part of ELEF including developing the first generation of an Idea catalogue for pedagogical work and efforts to enhance the mind for active citizenship and the mind-set regarding living in a democracy.

- Some of the ideas, initiatives and new approaches have been implemented and tested quite successfully according to our students.

- We will continue to implement systematically more of the ideas, when we are able to take budget 2019 and 2020 into account and as new starts take place year after year.

We have established cooperation with VIA University for their support to continue the implementation of an active approach to bringing Democracy and active citizenship into the daily school life of our students and particularly our young students.

- We have tested some learning suggestions of this cooperation in daily teaching and of these initiatives quite successfully according to our students.

**FINAL CONCLUSION**

Overall, ELEF has been an important journey for the school to come to a position where we have not only been clarified that we have a great educational task of introducing and stimulating our student’s abilities and motivation to be an active citizens in a democracy - because they appreciate being a citizen in a democracy.

Our participation in ELEF has also enabled us to develop and test a number of educational initiatives, so looking forward we feel we are well-equipped to follow the purpose of the ELEF project and to fulfill the new main aim 3 of the new Law on Vocational Education i Denmark.

**All together**

- We have participated in all partner meetings
- We have been inspired by ideas adventured by our partnerships and colleagues and been inspired by talking with our colleagues from partner institutions during the project
- The final international seminar took place at our address
- We have spent all our budget + a little more
IMPLEMENTING ELEF

AT SOSU-ØSTJYLLAND.

Immediately after the meeting in Bremen in late January 2017, a Focus/Steering group, with relevant staff members was established. The intention and the task of the group was

- To meet every second month during the project period – with the intention that the group will continue after the end of ELEF project.

- To understand and discuss the issues, challenges and opportunities – raised and provided by the ELEF project.
  - to discuss and come to a deeper understanding of; why do young people in Denmark lose interest in Democratic process and the model of democracy.
  - To discuss and understand how we can increase our pedagogical efforts at our school to influence young people’s mindset and approach to democracy and to engage them in matters, tasks, challenges and opportunities in a democratic society.

- To come up with ideas and plans for Street events, we can and will initiate and test during the ELEF project internally and externally.

- To plan the initiated implementation of the IDA part of ELEF in 2018.

- To discuss and ensure the exploitation of the experiences gained during the ELEF project. How these different initiatives should be handled, according to the result and outcome can and will be exploited and be a sustainable part of the daily educational methodologies and overall initiatives at SOSU Østjylland.

The group members:

- Teachers
  - Ditte Liv Rasmussen  Teacher  (Young students 15 – 20 years)
  - Arne Tanneberg  Teacher  (Students 18+)

- Ped. Media staff
  - Thøger Johansen  (developer of interactive educational material)
  - Jan Ramlow

- Marketing/info
  - Lenn Worm Nielsen  (operating communication with our students.)

- Heads of Educational departments
  - Kim Fallentin.  Head of Educational department
  - Rene Klitbjerg Andersen

- Responsible
  - Niels Vestergaard

Later, when planning the IDA initiatives the group extended with;

- Head of Educational department
  - Lisbeth Andreasen.  Head of Educational department
The group continuously met during the ELEF project period. They met and discussed and developed:

- Ideas within the framework of ELEF and according to the tasks to be solved during the ELEF project.
- Mutual reflections about the focus of the ELEF project.

The focus & steering group has met regularly as planned during the project every second month. Starting February 2017.

Except from the February 2017 meeting, where all attention and time was used to present the project and the intentions and objectives of the ELEF project, it was agreed that the meetings would operate on behalf of a fixed agenda.

Having 3 main items at the agenda.

1. What is the next task in terms of the street educational events and what ideas do we have?
2. What was the outcome of the implemented street events and what is the learning outcome of these initiatives?
3. What do we think, what is our reflections about the overall issue of ELEF on behalf of the articles distributed by the project responsible person?

From the meeting in December 2017 IDA became a part of the agenda. At this meeting, a plan for implementation of IDA from the beginning of 2018 at SOSU Østjylland was developed.

**The working group was and are planned to be carried out by:**

1. A set chord of 3,5 hours every other month for
   - Reading material regarding different aspects of the challenges and issues raised by the ELEF project and distributed front up the regular agreed meetings by responsible Niels Vestergaard.
     - Extra time spend will not be reported – but have to be paid by SOSU Østjylland
   - To look up supportive relevant material by themselves
2. A set meeting time of 2,5 hours every other month
   - Extra time spend will not be reported – but have to be paid by SOSU Østjylland

The overall outcomes of these meeting can be seen as a part of the presentation of the 9 implementations of Street Educational events and our implementation of the IDA part of ELEF.

It became very clear already at the first meeting that we had to put much attention to the target group.
Who is the target group in Denmark?
and
where is the target group in Denmark?

In the pre-summer we made a short report regarding these questions to our partners and it was uploaded on the ELEF platform. The report stretched out, as we did previously in this final report that young people between age 15 and 25 can only be reached at educational places or at a job, due to the Youth Guarantee

We will make a short resume in this final report regarding the identification of the target groups we have been aiming for.

The IDA part of ELEF started at a steering & focus workgroup meeting in December 2017.

The participants organizing and taking part in ELEF-IDA were identical to the people taking part in developing and implementing the Street Education Events.

- Kim Fallentin Overgaard, Head of Pedagogical educational programs
- Rene Lindbjerg Andersen, Head of Health educational programs
- Lisbeth Andreasen, Head of Health educational programs
- Teacher Arne Tannebek
- Teacher Ditte Liv Rasmussen.

Part of the agenda for the first meeting in December was to decide how, when and where we can teach, educate and train our students in order to strengthen their mindset and approach to being or becoming an active citizen living in a society based on democracy.

The background for the meeting and the agenda was of course the continuous implementation of the ELEF project, but it was also with a background in the reform of the “Law on vocational educations” agreed upon by the Danish parliament.

A law that underlines that the focus and overall aim of The ELEF project also had become an important issue for national educational politics in Denmark.
In the new reformed “Law on vocational education” (LBK No. 271 of 24/03/2017) the overall aim of vocational education is explained in 6 overall objectives for the more than 100 sub vocational educational programs in Denmark.

**Translation.**

Chapter 1
Objectives etc.

Section 1. The Minister of Education shall organize a coordinated system of vocational education for the private and public sector’s various areas of employment.

Subsection 2. This education system shall be organized to, in the greatest extent possible, be suitable for:

2) motivating for education and ensure that all those who want a vocational education have real opportunities for this and for choosing within a wider range of education,

3) Providing students with an education which provides a basis for their future working life, including the establishment of their own business and self-employment,

4) contributing to the development of the student’s interest in and ability to actively participate in a democratic society and contribute to their personal development,

5) meeting the labour market needs for vocational and general qualifications assessed in terms of business and social development, including the development of business structure, labour relations, workplace organization and technology, as well as for an innovative and creative workforce,

6) Providing the students with knowledge about international affairs and knowledge that will allow them to work and study abroad and

7) Providing the students with a basis for further education.

Subsection 3. The Minister of Education approves the establishment of new programs and may shut down programs. The Board of Basic Business Education provides recommendations regarding this.

In this new reformed law as in the old law there is only 6 overall objectives but suddenly this was stated in objective 3

3) Contribute to the development of the student’s
interest for and ability to take active part
in a society based on democracy
and
contribute to their personal development.

This was not in any way an objective or part of an objective in the previous law.

For general information to readers of this report, the juridical part and guideline of vocational education in Denmark is set and controlled at 3 levels:

- The law on Vocational education.
- The Notices for vocational educations.
  (for more than 100 vocational educations within the technical area, business and mercantile, agriculture, more areas and also for Social and Health Vocational education)

With these overall objectives and intentions, all schools are obliged to make the LUP. Den Lokale Uddannelses Plan (The Local Educational Plan)

It became clear during this first discussion in the steering group at the December 2017 meeting, that we as a school and educational provider don’t have any special focus or attention on the subjects promoted by the ELEF project and now described as overall objective 3 in the Law on Vocational Education in Denmark.

The members of the steering and focus workgroup knew about teachers who did “something” on their own initiative. Pedagogical initiatives that could be categorized as educational content and activities that support the fulfilment of the intentions of objective 3 and the overall aim of the ELEF project.
However, the conclusion was that we don’t do anything planned and systematical to strengthen the democratic mindset of our students or to develop their skills and abilities to act as active citizens. There was not one line about these issues in our Local Educational Plan.

It was moreover shortly discussed and agreed that our approach to working with the IDA-ELEF part would continue be:

It was decided at the meeting that the IDA part of ELEF should go through several phases.

SESSION 1: Establish an awareness seminar for our teachers.

SESSION 2: Establish a seminar focusing on our obligation (objective 3) and how to work with this in daily pedagogical work

SESSION 3: Establishing 3 small work and idea groups, with a few teachers working separately, to have as many ideas as possible.

SESSION 4: Develop a pedagogical catalogue “How to work with and honor overall objective 3”

SESSION 5: Trial and error. Implementing and testing some of the ideas

SESSION 6: Integrating the catalogue as a part of the daily life at SOSU Østjylland and the budget.
To introduce the two seminars Session 1 and Session 2, a paper-based invitation to all teachers were produced and handed personally to everyone at their desk. Teachers and other staff were also invited by email and all had the time blocked in their educational calendar.

We invested quite a lot of energy in making an invitation for the seminars to underline, that the school takes this issue and the tasks to be solved ahead very serious. It ended up in an eight pages folded A3 invitation, presenting the figures, reflections, quotes and preliminary thoughts and reflections about these challenges from the management of our school.

See appendix with translation.
AWARENESS SEMINAR.

On the 22nd of January 2018 a seminar was planned and arranged with a speaker from the NGO named Ventilen. (The Valve)

What is Ventilen

Ventilen prevents and relieves loneliness among young people, spreads knowledge about the problem and breaks taboos.

In our 20 local offers, young volunteers create safe spaces where young people who feel lonely, can have a good time with peers and train their social skills.

In Ventilen Talks, young volunteers visit amongst others folk high schools and social education schools, and in Network we teach the youth education teachers to create safe and inclusive class communities.

Ventilen Denmark is based on the five basic values; trust, presence, accountability, development and volunteering. We are independent of religious and party-political interests.

Ventilen consists to a great extent of our nearly 300 volunteers who play different roles in the organization.

On the 22nd of January 2019. Anne Thomsen anne@ventilen.dk visited SOSU Østjylland and spoke for 2 hours.

Anne Thomsen began by giving an overview of loneliness among the age groups of our students. Who are they – what characterize them?
Then she took the teachers on a personal journey from,

- being slowly excluded,
- being more and more isolated,
- to an increasing feeling of loneliness and
- an increasing feeling of being wrong
- and the stupid ideas it might create in the head of a young person

based on and supported by personal video interviews with Mia and Signe.

There were plenty of time for questions for Anne Thomsen and discussions with her and their colleagues as well.

All the slides are on appendix page
WHAT TO DO SEMINAR

14 days later Elisabeth Halse (ELHA) Master of Pedagogical sociology, VIA University College visited SOSU Østjylland.

It was agreed with Elisabeth Halse that she was to do a presentation with a duration of 2 hours on

- a theoretical background and approach on how to operate a school and how to plan education that supports and stimulates an ongoing development of awareness about democracy among our students and how to support the development of knowledge, understanding, skills and competences to become an active citizen in a society based on democratic values.

As at the first seminar there were plenty of time for questions for Elisabeth Halse and discussions with her and their colleagues as well.

We educate students and young people who are already contracted by employers. And the lack of teachers who consider these issues important and of interest for their jobs as teachers probably reflect to a great extent something which is a general challenge – bringing more focus to democracy and active citizenship.

Our teachers feel that they themselves are evaluated and judged by our cooperative partners at care institutions and hospitals, based on what our teachers manage to teach our students and young people about care and treatment of patients and citizens in need of care. What do our students know about anatomy, physiology, medicine, communication, laws and regulations regarding care issues, psychology, and rehabilitation and so on?

Our teachers don’t feel they are evaluated by our practice partners according to how much focus they have on developing our young people to be active citizens in a democracy.

Many, if not all teachers feel that they already have too few lessons to teach the professional aims of their subject – part of the students’ final professionalism.
WORK GROUPS

After the seminars, 3 quick working idea-creating groups were established and met with the project coordinator twice during Marts, April and May.

Every meeting was set for 2 hours. Before and between these meetings took place, articles and information about ideas and results regarding the ELEF issues were handed over to the participants in these 3 workgroups.

All teachers and staff of interest was already informed when they were invited to the 2 seminars about the intention of establishing these 3 quick working idea-groups after the 2 seminars and had the opportunity to sign up for one of these 3 working groups.

The idea of having 3 groups of 3 instead of one group of more people, was to support ideas in more directions, as some people in a bigger group easily set the agenda. We hoped by having 3 small groups, that all would contribute more and feel responsible for contributing more.

Idea generating Workgroup 1: Teachers Annie Smedegaard & Arne Tannebek and Jan Ramlow

Idea generating workgroup 2: Teachers Eva Buss, Nille Meyer and Sara Ditte L & Simon


The project coordinator had formulated 3 x 2 questions for the participants at the 3 meetings to reflect on and provide ideas and suggestions on how to solve.

The groups were not informed about what kind of discussion or which ideas the other 2 groups came up with after the 1st meet of all the groups.

Before meeting 1, all members of the 3 small groups received some short articles about the issue of ELEF for reading and they received 3 documents containing some questions for reflections to be prepared for the meetings in the idea-groups.

QUESTION 1:

- If the goal of the first 5 weeks of a new class of students are “enhanced learning about democracy and active influence” - what is the best method, effort and activities.
- What initiatives and activities should take place to maintain the effect of a good start?
QUESTION 2:

- If the goal of the first 5 weeks of a new class of students are "enhanced inclusion of all" - what is the best method, effort and activities?
- What initiatives and activities should take place to maintain the effect of a good start?

QUESTION 3:

- If the goal of the first 5 weeks of a new class of students are "an experience of it is fun here" - what is the best method, effort and activities.
- What initiatives and activities should take place to maintain the effect of a good start?

In the same way, they were all informed that all the ideas that would be produced and generated during these 6 meets would be described and collected in a catalogue.

A lot of discussions, talks and mutual reflections took place and many ideas were generated at these 6 meetings. Based on the ideas and suggestions from the participants, the project coordinator, developed the first versions of

The pedagogical catalogue of ideas
"How to work with and honor the overall objective 3" in
*The Law on Vocational Education*
*(LBK No. 271 of 24/03/2017) & again LBK No. 282 of 18/04/2018)*
*(session 4)*

The developed text for the catalogue was sent back and forth between the 9 participating staff and the project coordinator until they decided on the final content, for now.

It is clear to SOSU Østjylland that the intention is that the catalogue never will be finished. It will be an ongoing process to develop the catalogue content. Partly by generating new ideas in house. Described and shared, and partly by collecting, and including a description of best practices from other vocational educational and youth educational providers in Denmark.
It is now expected that more than 110 different vocational educational programs in Denmark have to take action to meet this new overall objective no 3 in the law on Vocational education in Denmark

3) Contribute to the development of the student’s interest for and ability to take active part in a society based on democracy and contribute to their personal development.

That many new pedagogical ideas and pedagogical methodological processes all around vocational schools in Denmark will be developed to meet the requirement and expectation of overall objective 3. And it will of course also inspire SOSU Østjylland.
DEMOKRATI

Pedagogical catalogue of ideas
“How to work with and honor the overall objective 3 in The Law on Vocational Education”
(LBK No. 271 of 24/03/2017 & LBK No. 282 of 18/04/2018)

At
SOSU Østjylland

The catalogue contains pedagogical suggestions on how we at SOSU Østjylland can further strengthen our learning environment and our teaching efforts to enable our students to develop a stronger motivation, will and skills to exercise active citizenship in a democratic society.

The layout of the catalogue is primarily caused by the recently adopted reform of The Law on Vocational Training LBK No. 271 or 24/03/2017 and again further clarified in the legislative amendment LBK No. 282 of 18/04/2018 (see box next page)
The catalogue has become a reality through participation in the ELEF project and financial support from the 2-year ELEF project, which started November 1, 2017 and ended 31st October 2018.

Going through the different schools’ Local Educational Plans shows that there is no description of how SOSU Østjylland will work systematically in our different vocational education programs to fulfil overall aim 3 in The Law on Vocational Training LBK No. 271 or 24/03/2017 and again further clarified in the legislative amendment LBK No. 282 of 18/04/2018 (see box)

Subsection 3. The Minister of Education approves the establishment of new programs and may shut down programs. The Board of Basic Business Education provides recommendations regarding this.
In this new reformed law as in the old law there is only 6 overall objectives but suddenly this was stated in objective 3

Objective 3)

*Contribute to the development of the student’s interest for and ability to take active part in a society based on democracy and contribute to their personal development.*

will be met and fulfilled.

To achieve the overall objective 3 in all ongoing educational programs at the same time seems to be an insurmountable task and inappropriate ambition to have. The proposal is therefore, that the school starts to focus on and develop methods and activities targeting the classes starting GF1 team and 10th grade from the new budget year of 2019.

Then develop and adapt the efforts and the pedagogical initiatives as these classes and youngsters move on to higher levels of our educational programs.

The catalogue does not indicate in any way, that there are not already educational initiatives and activities taking place regarding this issue at our school which are contributing to the fulfilment of main objective 3.

However, these efforts and activities are not described and coordinated as to provide a comprehensive and coherent description of how SOSU Østjylland work pedagogically and support the development of the

*student’s interest in and ability to participate actively in a democratic society and contribute to their personal development.*

The task to follow is, when we know, what to do, how to do it and what works, to describe it as quickly as possible in various local education plans. The catalogue will be an overall presentation of what we do to fulfil main objective 3, from the very beginning of the students’ time with us at the intro courses until they leave us up to 4 years later.
In some of our educational programs, students have a class on social studies. In these programs, these lessons seem to secure a more direct way to meet and honor objective 3.

At most of our educational programs, there is no specific subject which we can designate to be the subject responsible for the fulfillment of main objective 3.

Not having this specific subject in most of our educational programs, means that we are all responsible for contributing to the learning outcomes of our students, according to what is written in main objective 3 and what is the intention of main objective 3.

The catalogue therefore assumes that all areas, all subjects and all levels of the school will contribute to the fulfillment of main objective 3.

So far 4 different areas / levels are identified, and the catalogue will provide ideas for these 4 levels. There might be more and in case you have a suggestion for a 5th area, let us know.

1. Individual level
2. The class/ the classroom
3. The ongoing daily teaching in all different subjects and themes.
4. At school level.

In the same way, the forthcoming description of ideas and suggestions are not final. We know some of you do something in practice that needs to be described and included in the catalogue so it can be spread and serve as inspiration for colleagues.

So, come and tell us what you already do so we can describe it. Bring your good ideas and experiences. The intention and aim are to have all we do, all existing initiatives contributing to the achievement of overall objective 3, described and visualized.

Suggestions for initiatives that strengthen the individual's personal and social skills, thus strengthening the individual's ability to develop the desire and ability to become an active citizen in a democratic society.
Part 1 of Catalogue: Individual level.
ASSOCIATION TRAINING
& assertive communication
To be included - to become included and to belong to a social group/community it is necessary;

1. That I think and believe that I am good enough and you are good enough.

2. I mean what I’m saying - and I dare to say it.

3. That one’s self-esteem is in +

4. That you do not base your approach to establishing and building new social relations at the SOSU school on the bad experiences you may have from earlier in your young life.

Many of our students come with a weak social anchor. All research shows that the social anchor and social position the student receives and has, when the student leaves elementary school after 9 years, have a significant influence on the student’s learning outcomes and position when the student is to choose their next step after primary school.

Many with a poor learning outcome and final academic standpoint finishing primary school at an age of 15 or 16, can be expected to be identical to the approx. 6% of 15-year-old boys and 10% of 15-year-old girls who indicate in the latest survey (2015) that they feel lonely and isolated.

Due to the differentiation and separation of the young people when they leave the Danish primary school and that approximately 72% of them in 2018 went on to one of the 5 types of upper secondary high school while 13.2% continued to vocational educational schools. An expected consequence of this dividing process is that it maximizes the number of boys and girls feeling isolated and lonely at the vocational educational schools, due to the impact loneliness and exclusion have on these pupils’ learning outcomes.
The prevalence of this group (lonely and isolated) in vocational social and health education is caused by the profile of our students; 90% girls and 10% boys. It may also be a reinforcing factor that the SOSU schools offer vocational education in the social and health field itself. From previous research we know that people who have social and psychological challenges seem to think that it might be a solution to go for these types of education.

This calculated assumption of the number of vulnerable people at our school is supported by the daily observations of the teachers and estimates which show that in every basic course (starting class) there are at least 2 to 4 (10 to 20%) young people with very weak social anchoring who are strongly challenged on their self-esteem.

In order to strengthen their personal ability and motivation, and to make them more strong personally when they enter our school and start building up new social relations, the working group proposes developing a special offer for these young people.

It may not be the concept of association training which should be launched. It may be a little old fashioned. But an offer which, through its headline, makes it interesting to strengthen your personal potential, your self-esteem, your personal appearance in a fun way.

We have previously, years back, offered association training to those of our students who would like to work with and strengthen their personal confidence and appearance. An activity the students had the opportunity to choose after school. The number of students who took part at that time was quite high and the effect on many of them was very good.

We still have many students for whom the old sentences "I'm okay - you're ok" are relevant.

We propose that SOSU Østjylland, based on the ELEF project, should work on establishing such an offer for students starting in the fall of 2018 and especially from the new budget in 2019.
A brochure is prepared describing the offer.

1. The offer is presented during the first week - as part of the introduction.
2. The offer starts in the 3rd week from 14:00 to 16:00. At the beginning a 10 lesson program will be offered with the possibility of an extension.
3. It is will quickly be clarified if we have the relevant competences in house, otherwise we will identify a person outside the house.
4. The number of participants per team is 12 to 16

The working group believes that such an initiative will not only strengthen individual students at the very basic personal level, they will become less vulnerable and become better at engaging and building up the new social relationships which a new start at school provides options for.

It will enhance their opportunity to become more included in the class – in new groups, in school and at the community level, with an increasing effect on the student's desire to participate and act in a democratic society as an active citizen.

Research shows that the most significant single reason for dropouts is lack of social inclusion and well-being. It is expected that the initiative will have a direct effect on retention in education, which in addition to the human aspect of the individual student also has an economic perspective for the school.

**Economy:**

- Completion of the offer via an internal person
  - 5 x 2 hours = 10 hours = 5,800 kr.
  - At 16 students = with 360 kr.
- Cover by external person with the relevant skills and experience. As a teacher
  - 1 team: 10 lessons a ` 400 kr. = 4,000 kr.
  - At 16 students = 250 kr. Per student for 5 times
Where are you heading?

Some might remember this little young guy, who regularly asked in Danish TV 

"where do you want to go"?

He was called Hugo and he is long gone.

But the question he asked by knocking on the TV screen from the inside is still relevant and a question many young people don’t know how to answer or feel insecure about.

There are many reasons why young people can feel alone - different - outside. There are many reasons why young people do not feel as a part of either the big community or small social communities.

Having a democratic mindset. Having the desire to exercise active citizenship requires you are able to see what you can influence and how. It can be difficult to get onto this track as a part of life, if you are overwhelmed and feel suffocated by other nearby issues and challenges in daily life as a young person.

- **122,000** children and adolescents grow up in families with alcohol or drug problems.
- **4,000** children and young people lose a parent each year in Denmark
- **3,000** children and young people have a parent who suffers from dementia.
- A recently published (March 2018) study by the Danish Health Board based on responses from 180,000 Danes shows that 18.9% of young people between the ages of 16 and 24 are very lonely or often feel lonely. Significantly more than the previously-referenced survey of the situation among 15-year olds.

Is it possible that the SOSU schools have quite many of these young people.?
The working group proposes that students at the school should be offered participation in a networking group where we speak without a set agenda, about life, life challenges, what to do and where to go, together with an adult. (Teacher).

- Motivation in life?
- Motivation for education?
- What is difficult / challenging without being a problem yet?
- How do you become part of what you want to be a part of?
- What is on the mind of the participants?

Step 1:
Identifying "the good adults to talk to"
Undoubtedly, a teaching group consisting of psychologists, social workers, nurses and therapists, teachers who, both professionally and from work experience, fully has the prerequisites for joining such conversation groups

Step 2:
1. A brochure describing the offer is prepared.
2. The offer is presented during the first week - as part of the introduction.
3. The offer will start from the 3rd week. Duration 14:00 - 15:00 once a week. If there is a need for continuation, the group continues.
4. The groups are established across classes.
5. The groups are covered by internal staff - and without preparation.
6. Alternatively, search for a relevant "adult" among our volunteer mentors?
   a. It could be an offer built around a volunteer. We may have people with the professional skills in our existing mentor group. If not then it must be possible to find. In Denmark, more than 10,000 people leave the labor market each year with the professional skills necessary to be the "talking adult" in such networks.
7. A topic manual will be prepared for the participants.
8. The number of students per group is expected to be 6 to 8

Economy:

- Completion of the offer via an internal person
  o 2 hours per week a’ 560 kr = 1,120 kr.
  o At 6 students = 186 kr per student per time.
- Cover by external person with the relevant skills and experience. As a teacher
  o 2 hours per week a’ 400 kr = 800 kr.
  o At 6 students = 134 kr per student per time.
Personal economy?

Many of our students come with a background which have not automatically and necessarily provided them with a comprehensive economic understanding.

After friendly people drew members of the working groups’ attention to a program running on Danish television called The Luxury trap.

A quick review of a number of programs shows a quite high number of participants in the program who are social and healthcare assistants. Our former students.

It is certainly not representative of anything. There may be many reasons, both positive and negative reasons why people, our former students, appear to be slightly overrepresented in these broadcasts. For those who do not know what the "The luxury Trap" is about - it can be said quite shortly. It is about people, often people between the ages of 20 to 30, who have gotten themselves into complete financial chaos. People for whom it seems, that there is no correlation between their consumption and their income.

In the program, 2 financial experts support them in solving their challenges. Often with a severe slowdown in consumption, but also with very troubled and harsh repayment schemes over 8 - 10 and 12 years, which are, if not life-threatening to many of these young people, then it at least has a huge impact on their life options for many years.

The fact that previous students from our schools in Denmark seems to be overrepresented in a random TV broadcast might be caused by many different reasons as mentioned. But we cannot ignore the fact that many youngsters - and thus our students, at the start of their adult life end up in Ribers (registration of bad payers in Denmark).
Looking at the statistic table and reading how many young people are registered in “Ribers” it might be the case that our young people, having the background and profile they have, is overrepresented in this statistic.

You slowly slip out of various social contexts when you are caught or going to be caught in financial chaos. It is difficult to participate in different contexts in the future if you are caught with a debt of 400,000 or 600,000 kr. before you are 25 years old. A built-up debt that will suddenly have to be repaid for 8 or 10 years. It is tough to repay a debt of this size when you earn 20,000 DKK a month and get paid 13,000 after tax.

It affects their ability to start doing what you usually do at age 21 to 30 and the following years. Establish a family, settle, have children and so on. Economic chaos slides slowly into hopelessness and increasing isolation from the social relationships we are parts of. You slowly withdraw from the surrounding communities, often with very strong negative self-esteem, feeling guilty, bad mood, etc. having brought yourself into a total financially disadvantaged position. Caught in this situation, it is difficult to have the surplus energy to pursue active citizenship - on the contrary it is hard to relate to what the government is doing now, or that the municipality is introducing austerity measures. You don’t care.

Line up. One could well imagine and argue that among our young students with the profile they have overall,

- Are young people, who are at high risk of ending in financial disability and in the Ribers debtor's register in the near future?
- Are young people coming from homes where they are not automatically taught to set up a budget?
- Are many young people who do not understand the consequences of the first Quick loan before taking the next Quick Loan in order to repay the first Quick loan and so on.
- Are some young people who might benefit from talking about next month’s payroll not necessarily being identical to next month’s spending?
- Are some young people who need to have the perspective of saving up for what they otherwise loan money to buy.
- Etc.

- It could also be an approach to talking a little about community and society - including why we pay taxes.
- Etc.
• Is it beneficial for a social and health care worker to pay taxes, to be a part of the joint insurance in Denmark named; TAX
• Will you, as a social and health worker, benefit from lowering the tax in Denmark - to a flat tax of, for example, 40% as some of our politicians say is good for low income people
• Are all our students able to go to “DANISH TAX” digital website at all? If not, they are at risk of suddenly facing a heavy post-pay.
• What is the life value of getting an education, a job and monthly pay contra a life based on social benefits.

The working group proposes that students are offered to join for 2 x 1.5 hours talks about how to manage their finances, why it is important. What and how much can you really do with a salary income.

Step 1:
• Person for carrying out the task will be identified.
  o There are probably internal people that could offer such a course.
  o It could happen in cooperation with banks. They have a service they offer high schools. It is a disadvantage that they just do not know our student group - but themselves have a secondary education.
  o It could also be an offer that could be built around a volunteer. We may have people with the professional skills in our existing mentor group. If not then it must be possible to find. In Denmark, many people leave the labor market every year with professional economic skills.

• A brochure describing the offer in a fun way is prepared.
• The offer is presented during the first week - as a part of the introduction.
• The offer is offered after week 5 from 14:00 to 15:30. If there is a basis for continuation, the group continues as needed, desired and agreed.

• The groups are established across the classes.
• Covered by internal staff - with preparation. And search for a relevant "adult" among our volunteer mentors.
• A topic manual will be prepared for the participants.
• Number per team 12 to 16. (Those who report regardless of number.)
Economy:

- Completion of the offer via an internal person
  - 2 hours per week a’ 560 kr = 1,120 kr.
  - 12 students = 95 kr per student per time.
- Coverage by external person with the relevant skills and experience. As a teacher
  - 2 hours per week a’ 400 kr = 800 kr.
  12 students = DKK 72 per student per time.

Suggestions for class-level initiatives to support the development of

- the individual student's understanding of being an active citizen in a democratic society and
- the individual's desire and ability to continue being an active citizen in a democratic society
Part 2 of Catalogue: The Class
CLASS BUDGET:
If one is to take an interest in exercising co-determination and taking responsibility, then it may be a prerequisite that

- You know it is expected
- You know what you can decide on –
- You know what you can influence?
- You have something to do it with?

Having influence and exercising democracy requires that there is something "at stake".
That you can see the concrete effects of 'your participation and decisions.

The working group proposes that this process of enhancing the students’ competence in acting democratic and taking responsibility as active citizens should be supported by establishing a class budget.

That all classes receive a budget they should discuss and agree on how to use. It is the working group's opinion that the students' desire to do something often is hampered by the fact that everything starts and ends with the discussion of; where do the money come from.

At upper secondary high schools, classes can look forward to 3 years at the same place, with the same fellow students every day. It might be easier to see the meaning in beginning to gather money.

In an educational program like ours, the perspective is somewhat different, because our students are more separated by being in internship for 2/3 of their educational program and only 1/3 together at school.

The working group therefore proposes that the budget for 2019 allocate a sum for the establishment of a class budget for each class at GF1 and 10th level, starting at the school as of 1 January 2019. It proposed that it could be a sum of 3,000 DKK per class as a test.

Having a sum of money might motivate the class to consider how they together could earn more money for common benefit and fun. This would cause more student innovative initiatives and activities at school.
It is proposed that the class budget should be granted with the following clauses.

- 1/3 part must be used to take ownership of the room they are in?
- 1/3 that the class does something together.
- 1/3 must be used for, along with the other classes that start simultaneously and deliver a corresponding amount, realizing a common wish across the classes.

The criteria is formulated based on:

- that it is natural to begin to exercise active citizenship in relation to the physical environment you live and stay in every day.
- A wish that our students take more ownership of their classrooms.
- Talks and discussion on the use of the money will force them to focus on several aspects of the democratic process and dialogue.
- The 1/3 to be used together with the other classes will turn their focus towards shared responsibility and active exercise of responsibility in the school environment.

Initially, the 3,000 could be given if the students make sure that

- The board is wiped clean when leaving daily or during the day (can be done during school hours)
- The tables are cleared and wiped when they leave / leave their classroom (5 minutes after school time)
- That the chairs are set up (no time)
- The floor is swept daily (during school hours)
- The trash is emptied and carried out (can be done during free periods)
- And so on

**ECONOMY:**

Giving 3,000 kr to each team and starting 12 new teams in 2019, the expense for the budget for 2019 will be 36,000 kr.

By 2020, the budget will increase to 72,000 and in 2021 108,000 kr.

Of course, the expenses can be minimized as students' increasing responsibility for cleaning their own classroom can be included in new agreements with an external cleaning provider.

There will also be costs to ensure that all classes have easy access to the necessary materials: broom, cloth, cleaning material, bucket, etc.
Possibility of expanded class budget

The working group also proposes that the schools continue developing a model that will allow students to increase their shared responsibility for their classrooms and later also take responsibility for parts of areas outside the classroom.

It is thoughtful that we, among many goals for our education, include training for practical assistance. We educate our students to take responsibility for the physical environment they themselves will be a part of together with the citizen(s), with all that entails.

They must join a working community with colleagues, which include, among other things, a shared responsibility for the situations and premises they will be in with their colleagues. In these contexts, they should also be able to see and take responsibility for the ongoing practical tasks that occur. They must be able to see and feel responsible for the crumbs and the coffee spilled on the table in the staff room, and think "I can clean up", even though it is not me who spilled it.

You might well wonder a bit and polemically ask . Can you even "learn to take responsibility" by reading?

In the long term, it could solve some of the economic issues that often block outgoing class activities, such as study visits in Denmark and abroad, etc.

The working group fully agrees that it will take time to phase-in and test this proposal due to contracts with external cleaning providers. Perhaps we could have a more fun school if we worked on making each student contribute 5 minutes each day / week in this area and each class contribute 1 hour each day / week.

There is a lot of money in the budget for cleaning – it would be good to transfer them to student activities and more fun and more learning.
Talk about loneliness, exclusion & social control.

Using on school-developed material / statistics as inspiration, conversations and talks in classrooms are initiated regarding

- Loneliness,
- What is the challenge of building up new strong social relationships?
- What causes bullying, etc.
- Shame
- Why is there someone you do not like?
- When is there too much diversity and why?
- Do you practice social control – why?

AT THE VERY BEGINNING

- The classes formulate, as a part of the introduction, a social constitution for the class.
- The classes design and draw in groups their suggestions for posters (60 x 100 cm) that express what the students think is important
  - "Communication and taking responsibility for the community".
  - "What is the value of living in a democratic community".
  - "What does it mean to exercise active citizenship".

1. The class aggress about the best poster in the class. The best poster is printed professionally to be pinned up in the class.

2. All classes elect the best of the best posters of all classes. The best of the posters is printed professionally to be pinned up in the common school area.

3. The class who made the most beautiful poster is awarded with shared breakfast.
Ongoing:

The classes continuously and systematically discuss the topics listed at the beginning of this proposal. We suggest that 1 hour every second week is allocated to this kind of class conversation.

Economy.

- Printing of 4 posters (VistaPrint) -300 - 500 kr pr. = 1,200 - 2,000 kr
- 26 x bread and butter = 390 kr
- Coffee/ Juice = 130 kr.

Per admission, the total cost will amount to about 1,700 - 2,500 kr. Completing the assignment 3 times a year will be an expense of 5,100 - 7,500 kr.
Make a difference together

Active citizenship in a democratic society requires action:

*That we do something.*

*That we build up some experiences about;*

_I can make an effort and make a difference._

*When we are more people, we can make a bigger effort and an even greater difference._

All classes are required to come up with an idea and to plan and carry out an activity at the school aiming to make a minimum of 1,000 kr.

There are many challenges in doing so.

- From identifying ideas - agreeing on the idea. Agreeing on what tasks to work on and ensure everyone contributes to solving the tasks.

The classes will also have to discuss, agree upon and decide what the raised money should go for?

**It could be anything such as**

- Inviting 5 homeless to the pizzeria
- Buying toys for the children at the cancer department
- Supporting the children at Potters Village in Ghana.
- Invest them as a class investment in the construction of the first Danish-inspired Care Home in Ghana. Becoming joint co-owners of a nursing home in Africa. There are not many young people who owns a care home in Africa.
- Or something completely different.

What activities the students will plan and implement, the classes must find out themselves. It could be anything such as
- Garage sale or Bake 100 bags of healthy cookies in the school kitchen and sell them for 10 kr a bag.
- Lottery or Mail-based bank games - with all employees obliged to buy a playing board for 10 kr. apiece. We are about 150 employees so it will soon give a minimum of 1,500 kr.
- Etc.

**Economics:** In principle, no cost. The students should incorporate any expenses in their efforts to earn the 1,000 kr.
Internal sports & play tournament for the starting classes.

Experience from, among others, Roskilde Technical School, shows that some extremely strong inclusion tools are sport, gaming and play.

The working group proposes starting school at 12.00 a few times a year, planning and holding afternoons with internal sports, gaming and play events between school classes and ending with joint eating. (No lessons will be given for hours after 14:00)

The classes are divided into 4 to 6 teams - competing against teams from the other classes in 2 to 4 fun disciplines, chosen based on the criteria that everyone can perform them –and that they do not favor anyone's experience or sport skills in advance.

The school plans the competitions at first and prepares the relevant competitions. In the end, classes may take over planning and completing the day.

Proposals:
- Horse racing.
- Ring Games
- Boccia (indoor)
- Boot Toss.
- Eggs hiking
- What we find out

Economy:
It can be discussed and assessed whether the students themselves should contribute to the final joint dining with a fixed amount of money.

It will mostly be teacher hours which have already been paid for.

The competitions will cost something, but not more than are already budgeted for creative activities.
Highland Games.

Purpose:

At the start our students will have the opportunity to talk within their teams.

- What is a social community
- How do we ensure that all students are included in the new fellowships, at their new education at their new school.
- How do we get everyone included from now,
- How do we better ensure that all students want to contribute - actively participate in making their and everyone’s stay at school, both good, exciting, educational and fun

Students should work with direct questions that focus on:

- What is the individual responsible for, contra what is a shared responsibility.
- How do we ensure that the bad experiences some of you have from previous school stays and perhaps especially from primary school, are not attached to the new start of this education?

The serious topics are encompassed by the fact that students interact and do something together. Perform something together. Have fun together. Have something to talk about after Highland Games.

The arrangement will be named: HIGHLAND GAMES.

The name is caused by Mr. Andy McDonald who is a very important person in Highland Games, due to the fact; he owns a bagpipe Mr. Andy McDonald delivers the musical background to Highland Games when he thinks the event participants need to sharpen their attention to what is the reason? of the day.

Mr. McDonald does what he thinks the situation requires.

All new students in GP1 or 10th grade are informed about the day, program and told to meet at the outdoor area. Students are advised in advance to wear outdoor clothes for outdoor activities.
All students are split into teams of 12 to 15 students. The first task is that the group turns into a clan, sits down and agrees on:

- What is the name of our clan
- What is the history of our clan.
- Design and create clan symbols
- Agree on how decisions are made in the clan.
- Role allocation agreement.

To experience and perform these activities and tasks, all groups will be given a material box + opportunity to go and see if there is anything they can use at the central warehouse.

Clans must undergo 5 challenges.

Some of them will have to be solved by the team themselves. Other challenges will be in direct fight with one of the other clans.

What these challenges are, of course, the current teacher group decides, but as a starting point, it could be:

1. Paint Clan shield and banner
2. Battle cry
3. Throwing boots.
4. Long spitting with chewing gum
5. As many as possible standing on a milk box for 1 minute
6. Tug of war

Best effort in every competition, is awarded with points and at the end of day we have a clan winner.
Part 3 of Catalogue: 
Teaching

Education
Actions that convey
Citizenship competencies in connection with teaching.
The individual teacher can, through his or her approach and dissemination of his subject and the academic content, contribute continuously to the fulfillment of the main objectives. 3.

SOSU Østjylland is, in addition to participating in the ELEF project led by Bremen Educational University, also active in collaboration with VIA University College.

In the beginning of implementing the IDA part of ELEF, we were inspired by Elisabeth Halse (ELHA) Master in Pedagogical sociology, VIA University College. This has later developed into a cooperation with VIA University College on how teachers through their subjects and daily performance can help to achieve main objective 3.

This pedagogical approach or pedagogical effort has been named

*CITIZENSHIP DIDACTIC*

As a result of this collaboration, this preliminary suggestion has been developed on how:

- Teachers through a systematic approach / review / evaluation of their own forms of communication and methods can contribute to the development of this competence in a relatively easy and uncomplicated manner. (The following model shows how.)

- A number of small exercises can be integrated in the already planned educational content and performances by the teachers.
Citizenship Didactics – How to Prepare

In the didactic work of planning, adjusting and evaluating once teaching, it is important to consider how citizenship forms a dimension among other things, in order to fulfill the intentions of the Law on Vocational Education. The law which states that education must "contribute to the development of the student’s interest in and ability to actively participate in a democratic society and contribute to their personal development ... "(LBK No. 271 of 24/03/2017).

When you prepare for your teaching on citizenship didactics, you can work systematically using the table below. The main themes of citizenship didactics are

- "democracy and citizenship",
- "critical thinking" and
- "dialogue on controversial subjects".

The purpose of this planning tool is that teachers receives inspiration and a system that makes it possible to incorporate citizenship as a dimension in their teaching no matter the area of subject.

<table>
<thead>
<tr>
<th>Question</th>
<th>Examples of solutions</th>
<th>Links to tools - sources</th>
</tr>
</thead>
<tbody>
<tr>
<td>What can I do to make sure that all students have the opportunity to participate in this teaching?</td>
<td>Use working methods from cooperative learning that help everyone contribute to a teaching activity</td>
<td>Democracy under development: <a href="http://www.duu.dk/filere-materialer">http://www.duu.dk/filere-materialer</a></td>
</tr>
<tr>
<td>What kind of learning community does this teaching bring about?</td>
<td>Make sure all the students join a group</td>
<td></td>
</tr>
<tr>
<td>How can I support the students’ ability to learn together - in the whole class or in teams or groups?</td>
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<tr>
<td>Are there any other social gatherings or interactions between the students associated with this teaching? (eg, relations to do homework or to do projects)</td>
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<tr>
<td>What can I do to make sure that all students have the opportunity to join these social communities?</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>How can teaching encourage cooperation?</strong></td>
<td><strong>Quiet tasks that assume that the students work together</strong></td>
<td></td>
</tr>
<tr>
<td>- How can I support students’ development of collaborative skills?</td>
<td>- Apply collaborative exercises</td>
<td></td>
</tr>
<tr>
<td><strong>Is there any kind of stereotyped perception of (some of) the students that could lead me to discriminate against these students in this teaching?</strong></td>
<td><strong>Talk to the students and colleagues about experiences of discrimination</strong></td>
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**Critical thinking**

| **How does this teaching give students the opportunity to ask relevant questions about the academic topics?** | **Asking critical questions by asking students what they wonder about - or what they think different about.** |

**DIALOGUE ON CONTROVERSIAL SUBJECTS**

<p>| <strong>Which topics could be addressed in this teaching that has a political, social or personal meaning which awakens feelings and / or deals with value issues?</strong> | <strong>Practice using dialogue tools</strong> |
| - How do I want to address dialogue on these topics in this course? | Dialogue tools: <a href="https://www.emu.dk/modul/dialogredskaber">https://www.emu.dk/modul/dialogredskaber</a> |
| Teaching Controversial Issues: <a href="https://www.oxfam.org.uk/education/resources/teaching-controversial-issues">https://www.oxfam.org.uk/education/resources/teaching-controversial-issues</a> |</p>
<table>
<thead>
<tr>
<th>Question</th>
<th>Action</th>
<th>Link</th>
</tr>
</thead>
<tbody>
<tr>
<td>What opportunities do the students have for expressing and testing their own attitudes in this teaching?</td>
<td>Encourage students to exchange positions with each other</td>
<td>Room for differences <a href="https://uvm.dk/publikationer/folkeskolen/">https://uvm.dk/publikationer/folkeskolen/</a></td>
</tr>
<tr>
<td>How can I ensure that students do not experience exclusion / marginalization because of their attitudes?</td>
<td>Train students in dealing with divergent attitudes</td>
<td></td>
</tr>
<tr>
<td>Will it be relevant in this teaching to introduce the idea of 'disagreements' as a framework for meaningful breakdowns?</td>
<td>Make exercises with the students who experience that their different opinions can be productive.</td>
<td></td>
</tr>
<tr>
<td>How can I support the teaching that pupils develop skills in exchanging opinions and dealing with conflicts so that they are able to act together?</td>
<td>Quiet assignments requiring students to find common solutions</td>
<td></td>
</tr>
<tr>
<td>How can I handle conflicts that arise from differences in attitudes and opinions if necessary?</td>
<td>Practice conflict resolution</td>
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Part 3 of Catalogue:
ENHANCE DEMOCRACY & CITIZENSHP AT SCHOOL LEVEL
Democracy and active citizenship SEMINAR:

That we plan and conduct:

* a community-democracy and active citizenship seminar

with the present classes at school twice a year.

The fact that we propose 2 seminars per year is to ensure that all students are included in these biannual seminars. It turns out that the seminar at first has to be offered three times.

The model of content determination, program and course of the seminar will take into account the very good experiences we had with the national project *Internationalization of students not going abroad* in December 2016, where we conducted 2 seminars with around 200 students the first day and almost 150 students the second day.

The day is set up like how a typical seminar usually takes place. As an all-day event with programs from 8:15 to 14:00 with breakfast, lunch and anything else.

Students will receive a personal invitation to attend the seminar.

The experience of the experiment in December 2016 was that it means something to our students:

- "to be invited to a seminar" –
- "that they will get full boarding."

It simply raises their interest in the seminar. It becomes a bit more "serious" that we as a school now ask for their contribution.

If they do not wish to accept the invitation, they participate in the other specially planned and offered lessons of the day.
Exit program for seminar:

- 8.15 Arrival and registration. Handing out nameplates.
- 8.45 Welcome and short presentation.
- 9.00 The groups go to a designated workroom with their Democracy Box.
- 12.00 Breakfast
- 12.45 Work in the groups continues.
- 14.00 Work in the groups completed and their solution proposals are considered
- 14.00 Final coffee and cake.

During the day, groups can pick up refreshments.

The democracy box consists of:

- The democracy box
- 10 grouped tasks
- 2 single tasks the students should relate to
- 3 tasks in a task set from which students must choose a minimum of 1 they solve.
- 5 tasks in a task set from which students must choose a minimum of 1 they solve.
- A joke
- Something sweet and salty to the palate.

Calculated Economy:

- Breakfast per student 10 d.kr.
- Breakfast per pupil 25 d.kr.
- Coffee and cake for completion 15 d.kr.
- Continuous catering of coffee and tea. 10 d.kr.

**Total** 60 d.kr. Per student

- 1 class with 24 students = 1,440 d.kr.
- 4 classes 100 students = 6,000 d.kr.

In the attempt and test in December 2016, we connected a young university student to each group, with an obligation to participate on equal terms with our students contributing with ideas and proposals and solutions to the different tasks.

In addition, the university student had four special tasks.

1. You read the tasks loud and ensure everyone understands the task. What the task is about. (It can be a challenge for some of our students to read and understand a written task. A prerequisite for everyone to contribute.)

2. You ensure everyone contributes and are heard in the solution of the tasks. (not all our students believe they can contribute)
3. You are responsible for ensuring that the competence for problem solving is present in the group. How can we get from A to B and on to C. (All our students might not now where to start and how to end.)

4. You are the group's secretary and ensure that the group's written bits of the individual tasks are read out loud and approved by at least a majority of the group's members. (Ensure that the group has adequate writing competence so that the written answer is complete and not limited by a lack of written formulation skills. It is a challenge to many of our students to write all they would like to answer.)

5. Stay concentrated – stay focused – clear agreements about breaks and so on.

The purpose of bringing in university students (almost bachelors) on equal terms with our students was to ensure that the groups had all the working skills that is required “to attack” the tasks and to be able to deliver an output. The purpose was not to bring in particular knowledge about the tasks to be solved.

Our students were not informed in advance about the presence of the university students and the experience was that our students in a very short period, related to the university student as with the others in the group. Among other things, the university student carried out his 4 special tasks.

**Economy:**

- **Day supplies per student** 60 kr.
- **A class of 24 students** 1,440 DKK

**Bringing in university students at an hourly pay of 125 DKK**

- Each class is divided in 4 groups of 6 students.
- 4 university students per class a` 6 hours = 24 hours
  - 24 hours at 125 DKK per hour = 3,000 kr.
- Traditional daily cost of teaching is 6 lessons of 580 DKK = 3,480 kr.

A democracy and citizenship seminar can be implemented for an additional cost per class of approx. 1,000 kr.

Aim: That it will be a standard event all our students will participate in.
The STUDENT COUNCIL:

Youth education institutions in Denmark are legally obliged to ensure that students influence the everyday life, function and purpose of the school.

Traditionally, it has been executed through the establishment of a Student Council. A council to which all classes select a representative.

It is the most formal level and way of working with student influence, but has been a challenge at our school for many years.

It has been difficult:

- To make students think it is relevant. At least relevant enough that they will sign up as a possible class candidate.
- To create continuity in student council work in educational programs where students are more away from school at practical training than they are at school during their educational time.
- To ensure they have real influence. To ensure students experience that they have real influence through the Student Council, in addition to being heard and informed.
- To ensure, when the student council has been involved in something, that all other students actually come to know; “this is happening now” and it is a result of the student council’s desire and influence.
- Getting the students to take their student council seriously.

Perhaps it has also been difficult because our school might not have taken the student council seriously enough. Because it has been difficult for our school to find out how to get the student council to work.

At times, the student council has not been active because no representatives would represent the classes.

The Student Council works when, once a while, we have young entrepreneurs among our students who like to get involved and make a difference.

Often these young people are not experienced or recognized by other students as “their representatives”.

Student council may only attract the few, very politically engaged of our students. As such, the Student Council is very remote for 97% of the students.
NEW RECOGNITION

The ELEF project and the discussions and conversations the project has created, has led to a new recognition and a new view of the student council.

We may have been affected by the facts that:

- We have been able to see and watch successful active student councils in primary schools - before the students come to us.
- We have been able to see active student councils at upper secondary schools around us and may have been blind to the fact,
- That we did not recruit the pupils from primary school which allowed the student council in primary school to function successfully.

Those who were active in the primary school's student council, more or less all go to upper secondary high schools after primary school and make the student councils at upper secondary schools successful.

For a number of years we may have thought that it was the students’ council and by that, it was the responsibility of the students. If they didn’t want to choose someone or nobody wants to be the representative. It was their problem. They must decide. Perhaps we have even been thinking in a quiet moment, that it is also easier without. That it does not matter.

We may have been very pleased when we delivered on the formal obligations we have as a school to a statutory student council and we have fulfilled this obligation.

We might have to face and accept that we don’t receive many of these young entrepreneurs from primary school.

We receive mostly those

- Who never run for students’ council at primary school?
- Those nobody in the classes at primary school, would vote for to become the class representative.

It is quite thought-provoking:

- if we believe that the quiet girls from primary schools suddenly want to undertake the student council work
- if we believe those who come with the weakest social strength suddenly appear as representatives of a class" -
- if we are waiting for an energy and power from our students that will never come by itself. It will come if we build it up.
Another factor is that a budget always shows the priority of an area of action. The 2018 budget shows, as a continuation of what became the case under the previous management, an allocation for the Student Council of 200 DKK per month.

It hardly covers the coffee if the student council should have more than 10 members in a given period having one meeting a month. 200 DKK per month is a signal.

Obviously, if you have no budget as student council, it is hard to contribute. It is difficult to make a difference. It becomes difficult to believe in and to experience a feeling of influence. To believe that one can make a difference.

To this point of view some will say, that it is always possible for the Student Council to present their wishes. To come to the management and explain and express what they would like to do or would like to have.

Everyone who knows about budget settings knows that when a budget is set for next year it is set.

There is a sky high difference between whether 50,000 kr is allocated in a budget up front or showing up after the budget is set with wishes and suggestions for initiatives for 50,000 kr.

You can discuss and agree on many wishes and initiatives in Student Council and then be rejected even by a well-meaning management. “sorry but we don’t have this much money in the budget”.

If the Student council have this money in the budget, it will only be denied by management if it violates other school policies and values. Never because of a lack of money.

The working group proposes:

That SOSU Østjylland start to look at the student council as a learning forum, a learning area and a learning tool to:

- Introduce and teach all our students, with the profile they have and the history they bring, to act in a democratic forum
- Teach and train all our students how a democracy works
- Teach all our young people the importance of living in a democratic society.
- Teach all our students how to influence citizens as a democracy - from the lowest level in our societies to the highest level of democracy

The working group proposes that:

- In the 2019 budget, an amount equal to 50,000 kr. has been set aside for the student council.
- 2 employees using 100 hours are allocated to
- Be the driving force behind the school's student council work, in order to counteract that there are few entrepreneurs among the group of young people which the youth educations are recruiting. Make sure it is fun to be part of the student council work.
- Ensure that the necessary learning about the work of democracy takes place both among the elected to the student council and among those who must choose their class representative.
- Ensure that the student council is active and also works when student council representatives are in practical training and away from school.

The working group proposes:
That we in addition to the Student Council start the build up of a **Youth council** targeting the youngest of our students, many of whom might only stay here for 20 or 40 weeks.

Having the same approach the Youth Council as to the Student Council as a place for learning democracy processes and developing manners regarding democracy and active citizenship.

The reason we suggest going for a Youth Council, is that it might be difficult for a young person at age 16, who don't know if he will be here for more than 20 weeks, to interact in long term decisions regarding the school, daily life of our school and our educational programs.

However, they might have an interest in being able to influence when it comes to

- Establishing a party while they are here
- Making a movie evening at school while they are here
- One more billiard table
- A sport activity while they are here.
- And so on.

The youth council is believed to be a first step in trying to have influence and take part in decisions.

The working group proposes:
That SosuØstjylland establishes a youth council covering GP1 and 10th grade. That the 2019 budget will provide the Youth Council with 15,000 DKK for a start.
To understand and take active part in the society you are a part of, requires that you know something about what happens in this society.

Exercising your democratic influence and active citizenship requires that you feel close to the different levels of the society in which you live.

Many young people and maybe especially many of our young people

- 40% with another ethnic and cultural background.
- Many bad readers and those who didn’t manage primary school in the best way
- Many with the profile of loneliness and feeling isolated as described earlier

do not actively seek ongoing or systematic knowledge - information about the large and medium-sized society they are a part of and are expected to exert influence on,

- in the nearby daily social relations
- at the physical environments they are a part of

but also at years intervals, are expected to take part in elections of who they want to represent them, at different levels in our society or even better, become motivated to run for a position at a responsible public council in this society.

When young people do not have an immediate need or the time to look up the news and the ongoing information about the society in which they live, news and current information must come to the young people.
Passive communication.
The advertising market in Denmark in 2017 rounded 15.5 billion. Those who spend all this money must believe

- That they are able to communicate their message through advertisements, ads, pin pens and more.
- That it has an impact and an effect on the people they are targeting.

We know that many companies have a great interest in sponsoring teaching materials for primary and secondary education. We assume it is because they know; they can get an additional message through to children and our young students.

The working group proposes:
That we, as a school to meet main purpose 3, learn from the previously mentioned experience of communication from the private sector and strengthen the "passive communication" around our students. With passive communication, we believe the connection that takes place by using the schools' walls, pillars and flexible bulletin boards in the classroom and common rooms are much more conscious and targeted

It could be:

- Setting up value presenting posters in the classrooms and at open areas of the schools. Either directly on walls or alternatively on fixed or mobile bulletin boards.
- Relevant value-based quotes are emphasized (painted) directly on the school walls
That we systematically start to make small notes with information for setting up in menu holders on the canteen tables – with small texts such as

- Copies of small newspaper articles about society.
- Statistical information
- Why do we pay taxes?
- Why does low income people so easily accept tax cuts?
- Texts like:

  Annette working in the grocery store was annoyed, that she did not receive 400 kroner in tax cuts per month. Was that good thinking of her to be annoyed?

The text refer to a newspaper advertisement, paid by a political party. It is close to Fake News.
Active communication.

The workgroup suggests that we start to build up a tradition surrounding the following initiatives:

**Suggestion 1:**
To increase the value of the school's investment of buying the big TV screen, by placing it somewhere where the students come by daily and then use it for:

- Conveying news on a regular basis. That it basically shows a news channel.
- Displaying selected relevant broadcasts through the radio archive of Denmark.
- Displaying the screen's actual learning programs
- Showing student productions. It may be student productions with self-chosen topics. It may also be with set themed productions relevant for main purposes 3.

**Suggestion 2:**
All teachers bring once a week a piece of political / non-political news about society into the class for 5 to 7 minutes talk. It is not the intention that the teacher shall educate, just systematically stimulate students' interest in what is happening in the large and medium-sized society around us.

- have you heard ..... 
- Did you know ........
- What do you think about ........

**Suggestion 3:**
That the students in turn are required to go out and read the newspaper in the common area and bring the most interesting news in today's newspapers back to the class and explain in 2 minutes why they chose this particularly article? The article is pinned up in the class.

**Suggestion 4:**
That the school uses the students' competition for something more. At the appropriate intervals, we make both individual and class oriented knowledge and understanding competitions that support goal 3.
**Model 1:**
That the teacher at a given date (2 or 3 times a year) plays the school's electronically developed game *Who wants to be a millionaire*

via the internet and projector and get the class to jointly give bids, answers and solutions to the asked questions.
The class wins a common lunch.

**Model 2:**
That the teacher on a given date (2 or 3 times a year) hands out the paper-based questionnaires and gives the class 10 minutes to start completing the questionnaire with their personal bid for answers to the asked questions.
The class wins a common lunch.
The individual winner wins 2 cinema tickets.

The experience from the ELEF project is that for this kind of learning activity to be successful, in relation to our average pupil profile, requires that teachers actively participate in the activity in order for the students to meet the challenge.
Fake news

Many young people and more people in general no longer get their information about the world they live in via traditional media. We can all be victims of FAKE NEWS, the incredible stories, demagogues and quick and easy solutions to difficult problems. But the risk of being a victim is bigger if we don’t have a basic feeling of what is going on in the society around us.

For many reasons we could argue that our students might be at a high risk and represents a significant part of the people not spending much time on traditional media.

In contrast to at least 72% of their peers who goes to upper secondary high school, a majority our youngsters do not get another 3 years of general education which includes education on different aspects of society and training to become a critical citizen. After these 3 years, many of the 72% will continue 4 to 6 years of long-term education.

They get their stories through social media - where the most amazing stories are spread and shared rapidly without regard for whether or not they are true. That we seek professional assistance in how to systematically work with this challenge.

Economy

We suggest 2 teachers is booked with 125 hours a year each to work on these initiatives, so they will be executed systematically in a progressive and coordinated manner during the different levels of educational programs.

The teacher is paid to keep an eye out for news which are relevant for the youngsters or which are important for the society that the youngsters are aware of and are “pushed/encouraged to take a position on”
Trial and error.
Implementing and testing some of the ideas

TESTING CITIZENSHIP DIDACTICS – cooperation with VIA University

Teacher Annette Lock Hansen became the teacher who was to test 3 exercises quickly developed in cooperation with pedagogical consultant Barbara Noel Day from the pedagogical faculty, VIA University.

The elected test-class became A.3.17 who at this time returned from their 2nd practical training at psychiatric hospitals or institutions. Both practical trainings lasted 3 to 4 months, this means that all the students had experience from at least 2 workplaces and the opportunity to compare at least 2 different workplaces/ work environments.

During may and the beginning of June 2018 the class was introduced to the test and presented for the 3 exercises (appendix ).

After doing the 3 exercises focusing on the workplaces they had been doing practical training at, the students found it so interesting and important to talk about the key issues and the elements of being a part of a democracy, that they would like to do the same exercises focusing on their class environment.

When they did so, using the exercises on their own class, it became very visible and a surprise to all - including the teacher Annette Lock Hansen, that there were many challenge in the class. It was not something they were aware of – “it has become normal to them” – “that's how it is”.

They identified many challenge but a huge majority especially pointed out big problems with:

- Respect and Tolerance.

The teacher Annette Lock Hansen commented

- "My experience was that it was a good class – an ok class – I didn’t know that so many felt disrespected and didn’t allow themselves to be themselves because they were afraid of not being tolerated”.
- “Perhaps my limits also have been pushed slowly, when it comes to what is a good work environment in a class”

Furthermore Annette Lock Hansen says:
“If I was asked to go into a class and pay more attention to “Democracy and Active Citizenship” I would not know where to start and what to do.”

“But having only these 3 pre-developed exercises – it was very easy to go to the class and present the exercises and to create a fruitful dialogue with the students about these issues and the importance of Democracy and Active Citizenship.

“it became very clear what it is about – having these tools “exercises” and she mentions that the students expressed the same “that it made it better and more easy to talk about – when it became so concrete”

Final comment:

Annette Bloch said after the testing that she herself was very surprised because of the students' lacking or very diverse opinions on what democracy is about.

- To the majority it is a matter of voting once in a while mostly every 4th year in Denmark.
- Most of them did not connect the word – with work environment – class environment – how we are raised and how we all will raise our children.

It was the experience of Annette Lock Hansen that many of our students seem to have a lack of vocabulary, when it comes to talk about democracy and active citizenship. To many it is very easy in the beginning to say:

- “I think it is bullshit”
- “I don’t know anything about it – so I don’t take part”
- “It is not of my interest”
- And so on

But it changed working only with these 3 exercises. The students became a little more “respectful” of the words and became a little more open-minded, when they realized that democracy is much more than voting once in a while.

IMPLEMENTING HIGHLAND GAMES

Highland games was planned and took place for the first time the 17th of august 2018 and became quite successful.

The day went off as planned and described in the presentation of Highland games in the Idea Catalogue

5 classes was involved

- 4 classes starting at GF 1 (basis course 1) (79 students)
- 1 class starting at 10th grade (22 students)
Altogether, it involved more than 101 students.

The purpose of the day was of course a general introduction and presentation to the students in the other classes, but the teachers had prepared themselves to mingle with the different groups and to ask “the right questions” guiding the young students to focus, talk about and become more aware of:

- “how do we make decisions in a group.
- “what does it mean to belong to a group”
- “what does it mean to someone not to be included into a group”
- “how can we avoid that someone ends up feeling excluded”
- “what can everyone do – if we think we recognize that one is not included”

The Highland Game Day was considered very good by all, both the students and the teachers.

- The students were quite exited about the day and both very engaged in the competition part but also in having these small talks and reflections established by these questions.

It is clear that a day like this one does not change the world, but it established a small common consciousness and awareness of these issues and that it is something we have to talk about ongoing in the class room after a day like Highland games.

It had quite a large impact – that all the teachers had dressed themselves in Scottish style.

Starting up youth Council August 2018

The responsible people for starting up the youth council was and still are Educational manager Pernille Mortensen and Teacher Ditte Liv Lauridsen.

The target group is the youngest of our students – starting at GF1 and those who comes here to finish and graduate 10th grade (primary school level)

The principle is that all students can join the youth council – so there is no election for the youth council as there is for the obligatory Student Council
The first meeting took place shortly after these classes started in the beginning of August and afterwards Educational manager Pernille Mortensen and Teacher Ditte Liv Lauridsen have met with a group of 8 young students every 6th week.

**The youth council have so far met:**

- 14th of August
- 25th of September
- 6th of November
- 11th of December (only 5 week break – due to Christmas.)

All the new classes were introduced to the “Youth council” by teachers during the first week they were here in the beginning of August and everyone was encouraged to join the youth council.

Educational manager Pernille Mortensen and Teacher Ditte Liv Lauridsen was prepared for a “council” of quite many – more or less to run it like a plenum.

- There were 8 students who signed up and showed up for the first meeting on the 14th of August.

This surprisingly small number of new students who reacted positively, reflect perhaps very much a survey that was presented in a quite well respected newspaper in Denmark in May 2018. Their survey showed and concluded that 80% more or less, out of the approximately 17% of youngsters leaving primary schools heading for and starting at vocational educational programs in Denmark, do not connect to democracy – a huge part reject democracy and it is clear due to the article, that having 17% of the youth leaving primary schools for vocational education and more than 75% heading for upper secondary high school – a selection has already taken place.

- The first meeting was a very general talk about our reason for establishing a youth council and to have the eight youngsters present their expectations. None of the eight students have ever been elected as class representative at primary school.
  - Do we need an agenda – and to collect suggestions for the agenda.?
    - No – the students didn’t think they would bring in subjects for the agenda in time – they would like to come and present what they would like and had on their minds.
    - That’s how it will be. (for a start)

- At the second meeting the youngsters presented their interest in having some kind of late Friday arrangement to end school. (Basically an
opportunity to arrange a café and have beer) The rest of the meeting was focusing on how it could be arranged and what has to be done? It was planned and took place 31st of August 2018.

- The third meeting evaluated the café and it was clear that it was a good offer to some of the students – but also clear that many of our students (50% having another cultural background) can’t use a café with alcohol as a social opportunity.
  - Conclusion: The café will continue – but it was clear that other things need to be done – to become relevant to more.

- 4th meeting – Educational manager Pernille Mortensen and Teacher Ditte Liv Lauridsen presented some of the ideas from the catalogue – but also a number of other ideas to meet and do something together to inspire the youngsters. Using the sports facilities at the school after end of school day, using the school kitchen, watching movies together, dancing and so on.
Integrating the catalogue as a part of the daily life at SOSU Østjylland and the budget.

It is clear that some of the ideas is easier to implement as a daily part of our students’ stay at our college while some ideas, will take a little more time because they need

- To be budgeted in the years to come.
- To find room/hours in teachers annual settings - plans
- Prepared properly to become sustainable.
- To match in to the start of new classes

PART 1: INDIVIDUAL

Suggestion 1: Personal development.

The intention of offering (association training) or similar methods to strengthen the self-confidence of many of our young people is a part of the 2019 budget and will be offered to different classes at first. New students start several times a year.

Suggestion 2: Where are you heading

The intention of offering network talks about life ambition – challenges of being young is a part of budget 2019 and will be offered to different classes at first. New students start several times a year.

Suggestion 3 Personal Economy

The intention of offering education in private economy to our young people is a part of the agreed 2019 budget and will be offered as an ongoing option during 2019. It is expected that every session will be 4 lessons and in small groups of max 8 students.

PART 2: CLASS

Suggestion 1: Class budget.

- It has been included in the budget that new classes GF 1s and 10th grade as test classes will be offered to have a class budget starting from May 2019. The final amount has still not been decided but it's expected to be around 3,000 to 5,000 dkk
Suggestion 2: Speak about loneliness.

- It will be a focus area of the student council in 2019 how we together, teachers, students and the school as one, can deal with this issue.

Suggestion 3: Make a difference to others.

- A contact to Potters Village (http://thepottersvillage.org/) in Ghana is established and we will visit the village in April to agree on how our students will be able to support the aim and work of Jane Adu and Potters Village.

Suggestion 4: Internal sport.

- It is the intention that it will be a focus area of the Youth council to come up with the ideas and implement the first sports activities/competitions in spring 2019.

Suggestion 5: Highland games

- It has already been decided that Highland games – will be a model of how we start up new students. It is not because it is new to us to do something to welcome and introduce our new students, we have always done so. However, it is new to be so clear about and focused on the terms and content of “Democracy and active citizenship” and to work this single initiative into a concept that will go on and be supplemented with new initiatives in the presence of our students.
- The next will be held for the classes starting in January 2019

PART 3: TEACHING

Suggestion 1: ACTIVE CITIZENSHIP DIDACTICS.

- Right now VIA University is developing more exercises and methodologies to have a whole concept of Citizenship Didactics reflecting the overall aim and goal of the Concept.

- It is our ambition as a school that these different exercises will be implemented at the different levels of educational programs as they are meant to in 2019 and the years to come.

PART 4 SCHOOL

1. Democracy and active citizenship seminar.
   a. It has been decided to have 2 seminars a year from 2019. We need to have more to make sure all our students will be involved, as they are in external practical training for 2/3 of their study time.
2. Student council.
   a. It has been decided that from 2019 the work of our Student council is a school task and not only a responsibility of our students. It is budgeted from 2019, that 2 staff members will be central figures in strengthening the work and the influence of the student council at SOSU Østjylland.

3. Youth council.
   a. The Youth Council has been established, started and will hopefully slowly become more and more relevant to more and more of our youngest students, as they experience that it is possible to influence their daily life at school.

4. To understand and take active part in the society you are a part of, requires that you know something about what happens in this society.

5. Passive communication.

6. Active communication

7. Fake news
   It has been agreed and budgeted for 2019 that a person will be the “responsible person” for 4, 5, 6 and 7. Meaning that we will intensively inform our students about different “societal and political” issues. We have set up a big TV screen – set all the time on “News” and it will be followed by many of the ideas presented in the catalogue.

What guarantee can we give to ensure, that it will take place after the end date of the ELEF project.

We can say that we as a school are annually evaluated by the Ministry of Education. We are obliged to explain and show on our homepage how we work with and how we achieve the 6 overall objectives in the Law on Vocational Education in Denmark and by that also the new objective no 3

Objective no 3)
Contribute to the development of the education applicant’s interest for and
ability to take active part, in a society based on democracy and contribute to their personal development.

After the final International Seminar of ELEF in which Satnam Singh, (consultant at the department of vocational education in the Ministry of Education) participated, SOSU Østjylland has been asked by the Ministry of Education to take part in a number of seminars and local workshops at different vocational educational providers. The purpose of our involvement in these ministerial initiatives is to present our experiences from being involved in the ELEF project and to present the initiatives we will implement in the months and years ahead, to support other vocational schools to implement initiatives to meet the intention of overall objective no 3.
APPENDIX
The brochure handed out to all teachers and relevant staff members primo January 2018

**L O N E L I N E S S**
210,000
Danes more than 16 years old

We must do better -
It requires some innovative thinking in terms of concepts such as
• better inclusion

We start working on our part:
• January 23, 2018
• February 6, 2018

Recent surveys among 13-15 year-olds show that loneliness among our children and young people is markedly increasing.

Loneliness among children and young people is something we regularly investigate in Denmark.

The study in 1988 showed that:
• ca. 1% of the boys were lonely and that
• ca. 4% of the girls were lonely.

There have been many studies in the interim years - but the latest from 2015 showed that
• ca. 6% of all 13-15 year old boys were now lonely and that
• ca. 10% of the girls indicated that they were lonely.
Loneliness, the feeling of being excluded, being outside goes beyond what children and young people are taught in primary school.

A logical consequence of this recognition could be assuming that the number of young lonely 15/16/17 year-olds at vocational institutions - at the production schools is higher than the 6% for boys and 10% of girls, the most recent survey in 2015 documented. Because high school is technically unreachable - is unreachable for these young people.

It means:
• There is an accumulation of lonely young people at these places of education - probably a good deal over the 6% and 10% in the 2015 survey.
• There are probably between 2 and 3 youngsters of 15, 16 and 17 years of age in each class who feel lonely, for example, starting at SOSU Østjylland.
• A lot of young people leave the Danish primary school - lonely.

One thing is statistics - something else is reality.

But from teachers here at school - more and more people are told about young students who have a weak social foundation.

There are several reasons why, as a school, we focus on the loneliness of young people, but 3 reasons in particular are central:

1. We are a publicly funded company who sees it as a natural task to help solve this task - which is extremely costly for the individual youth.

2. Having a good social life and feeling included in class, at school and in life - is an important factor for good and stable learning.

3. To reduce our dropout.

acc. Lecturer Mathias Lasgaard University of Southern Denmark "loneliness is the single most important factor / reason for why young people drop out of youth education."

To start at a vocational school is to start at a production school is to start with us could be a new start for many of these young people.

A new start - of a new and stronger social life for these young people.

A new start, where these young people get a new chance to present themselves in new surroundings and to face new surroundings that do not know their history - where they do not drag their history.

A new start to a life that includes getting friends again - to be socially included
Loneliness and communities among young people

Ventilen

You can find all Ventilen's offers on ventilen.dk

Program
- Hvad er ensomhed?
- Konsekvenser og adfærd
  Pause
- Omfang og årsager
- Hvad kan man gøre?
- Ventilens arbejde

Pause
Consequences and behavior

What can we do?
The work of Ventilen

Ventilen's offers for young people between 15 – 30 years.
Loneliness is a feeling that occurs, when one's social needs are not met.

What is loneliness?

Loneliness is a reaction like hunger

Short term loneliness

Hvad er ensomhed?

Ensomhed er en følelse, der opstår, når ens sociale behov ikke bliver dækket.

Hvorfør føler vi os ensomme?

Why do we feel lonely?

- Kortvarig ensomhed
- Langvarig ensomhed

Ensomhed er en reaktion ligesom sult

Loneness is a reaction like hunger

Short term loneliness
How are Mia and Signe affected by their loneliness?

Mia and Signe tell

Hvad gør langvarig ensomhed ved os?

What does long lasting loneliness do to us?

Du handler anderledes, når du føler dig ensom

You act differently, when you feel lonely.

• Du kan være afvisende
• Du kan trække dig tilbage
• Du kan få negative tanker

You may be dismissive
You may/can retreat
You may have negative thoughts

How are Mia and Signe affected by their loneliness?
Insecurity can lead to bullying

**Omfanget af ensomhed**
- 6,4 % - 64.000 unge ml. 16 og 29 år
- 1-2 elever i hver klasse
- Unge og meget gamle
- Alle typer unge (på tværs af køn, etnicitet og sociale forhold)
- 26 % af EUD elever har svært ved at sige det til nogen på holdet, hvis de ikke har det godt*

Kilde: Juulsgaard & Firs, 2015
Plantilles tilrødsbeholdningsætten af Network på EU, 2017

**Extent of loneliness.**
6,4% - 64,000 youngsters between 16 and 19 years.
1 – 2 students in every class.
Youngsters and very old
All types of youngsters (across sex, ethnicity & socio-economic status.)
26% of students at vocational education, find it difficult to tell someone in the class if they don’t feel good.

**Eksklusion fra fællesskaber**
**Exclusion from social communities**

**Longing for belonging**
Når utrygheden ekskluderer
(Utvendige og verbaal mobning)

**Longing for belonging.**
When insecurity excludes
(both physical and verbal bullying)

**Utryghed kan føre til mob**
Insecurity can lead to bullying

*Kilde: eftiss; Søndergaard og Bjørk, 2011 *
For the community
Professional hesitation
Use your authority

For the individual
Break the social isolation
Support the youngster

A new understanding of bullying.

**Individual oriented**
Bullying happens deliberately / on purpose
The personality is crucial for whether you bully or are bullied
The family as focus and background for explanation

**Group oriented**
Complex interplay (between school, family, media, etc.)
It can happen in any group and between anyone
The positions as fluid - it impacts the entire community

Focus on community

**For fællesskabet**
Professionel tøven
Brug din autoritet

**For individet**
Bryd den sociale isolation
Støt den unge

What can you do to prevent and provide relief?
Case-work
Case: A youngster has confided in you that they feel lonely – what now?
You teach a class at SOSU Østjylland and you have a student who have come back to the class after a longer period of illness. The youngster has lost contact with all their friends and has pulled back from the community in general. Now, the youngster has told you that they feel lonely. The youngster generally seems dismissive and negative and doesn't seem to believe that the situation can change.
(Brainstorm for 5-7 minutes. How can you support the youngster to take the first step out of loneliness and reenter life?)

Ventilen's 3 advices
- Reach out
- Be patient
- It is you who are the adult
How does Ventilen work?
- Youth-to-youth approach
- Activities as method
- The youngsters become part of a safe community
- Recognition
- Space for social practice

("I basically didn't believe that people wanted to be together with me, but after coming to Ventilen I now believe they do." – a youngster from one of Ventilen's offers.)

- Lecture course –
- Partnerships
- Community-building activities –
- support for students who feel lonely
What are the most important points about loneliness and community you take home with you?

Questions?
Thank you for today!
Democratic learning environment

Presentation at the SOSU school 06/02-18

Presentation
- Elisabeth Halse
- Teacher at VIA Teacher Education in Aarhus
- Subject: Pedagogy and didactics
- Master's in educational Sociology
- Primary school teacher

Why am I here?

ELEF – European Learning environment Formats for Citizenship and Democracy

- Goal: democratic learning environments (DLE) which promote democratic values, basic rights, intercultural understanding and active citizenship
  - Learning- and teaching processes which observe and promote democratic and participatory principles
- Local: activities in category 2 – which will have as their focus to strengthen the school's understanding of how we, in both the daily teaching and every day at school, can contribute constructively to the strengthening of the students' democratic approach and understanding of the value of living in a democracy.
Understanding of democracy at SOSU Østjylland
- What does the concept democracy mean to you?
- How do you understand, work with, see ... democracy in the school culture at SOSU Østjylland?
- How do you understand, work with, see ... democracy in your classes?
- How do you see the necessity of including democracy in the school culture and the classes?

Democracy – different understandings
Benevolence – equality before the law – freedom of speech – respect for the individual
Representative government - choice – election- participation and voluntariness - rationality and sense – the right and responsibility to shape your own life
Equality – common values – education – freedom of religion and intellectual liberty
Majority decides or agreement – cooperation
Citizenship and democratic education – human rights – the relationship between the people and the government
Freedom – individual and community – anything can be discussed – open conversation

What is democracy?
Form of government
Way of life
What does democracy mean?

- **Aggregative** – a process which aggregates the interests of the participants. All the preferences of the individuals should be taken as they are given, politics are collection and distribution of preferences.

- **Deliberative** – democratic decision-making is seen as a process which involves "decision-making by means of arguments from and to participants" – arguments about the goal and means of the collective action.” It thus points out the importance of transformation of individual wishes to collective needs.

- **What is best** – always open for debate – the premise of a democracy

Understanding of democracy

Public sphere – civic spirit, reason and helpfulness. The interests of the common good and producing public goods. Defined through battle, discussion, debate and negotiation. It must be taught to conduct oneself constructively when it comes to the conflict between self-interest and the interests of the collective.

Do we have a public sphere – can anything be defined as public goods, disconnected from private interests? Neoliberalists would say no – only the individual and the market. Society has become more individualized – participation is done on your own, politics focus on individual cases – maybe there is a lack of possibilities for participating in collective actions.

Atomized citizens.

Public sphere – private sphere – market sphere
Democracy and youngsters
- Democracy is a way of agreeing to politically handle the differences and conflicts of modern society.
- Democratic education: must be introduced to the ground rules and let them be open for debate. Conversation and compromise. This must be taught – where?
- Transformation – the conflict between individual wishes and collective needs
- Youngsters: despite a need for security and social recognition, must practice handling this conflict and the risk associated with meaning and doing something.

And what does understanding of democracy have to do with education?
Discuss the statement:
It is our task as a school and my task as a teacher to ensure that all students have the
opportunity to participate democratically in the daily life at the school?

The values of the school and the classes
- All education is full of values
- A place of education and its culture are full of values
- Which values do you have at SOSU Østjylland?
- Do you have several? Individuel?
Reasons for working democratically
- Ethically
- Philosophically – pedagogical paradox
- Sociologically – hidden teaching plan

Hidden teaching plan – the significance of the values
- Open teaching plan
- Hidden teaching plan – concerns everything the students also learn at school through "the way things are done" at this school
- The values of the school and the classes – both the explicit and the implicit – teach the students about life and themselves – for good and bad
- They are taught about what it means to be an individual in a community and which options you have for participating, expressing oneself, acting, understanding – which amongst other things is important for the democratic way of life. What is possible and what is impossible to do at school?
Hidden teaching plan

- Society affects the school – requirements you can’t change
- But to know that a school is always more than just education, that a teacher is always more than just a teacher and that students are always more than just students and what you do together create possibilities and limits for participation – including democratic participation.

Group discussion

“Investigate and find out” what the students also learn at this school – which option and limits are there for democratic participation in the school culture and in the classes?
A perspective of a perspective of working with democracy in the classes.

Wolfgang Klafki
German professor in pedagogics, didactics and education 1927-2016
Klaflki: Democratic education

- The ability to self-determinate – your individual living conditions and human, occupational, ethical and religious opinions.
- The ability to co-determinate – the shaping of our collective cultural, societal and political conditions.
- The ability to show solidarity – not just to others in the society but also to those who do not live in a democratic society.

Klaflki – critical constructive pedagogy

- Critical – because you should always look at your practice in a critical manner, exactly because society changes and its conditions are constantly evolving
- Constructive – because you are obligated to make suggestions for pedagogical development for the purpose of increasing self- and co-determination or the breaking down of barriers which prevent this.
Klafki and education
- Education becomes a question of how a human meaningfully relates to its surroundings.
- The goal is education for everyone.

Klafki and education for everyone
- The educational thinking must fundamentally orient itself towards a democratic, consistently free and social society. A human which should be brought up in such a society must be able to manage their civic right – both individually and shared.
- Education for everyone – fight for a content-related and organizational democratization of the school.
- Self-determination, co-determination, solidarity
General education through epochal key problems
- "Within a facilitating element of the general public – that is to say, through the acquisition of and confrontation with what jointly concern all humans”
  o I.e. the epochal key problems.
If you cannot argue for the content of your education on the basis of the epochal key problems, it is not relevant to teach.
The content should be meaningful, and the teacher’s task is to pave the way for this meaningfulness.

Epochal key problems
- The question of peace
- The relationship between the national and the international
- Nature vs nurture
- The population growth
- Inequality in the world
- The relationship between developed and developing countries
- Dangers and possibilities of technological development
- Sexuality and the relationship between sexes
- Individual identity formation and value pluralism
Didactic analysis 5 basic questions

1. Which significance does the relevant content have for the students’ spiritual life at this point and which significance should it – seen from a pedagogical point of view – have in the students’ consciousness? (Significance here and now)

2. In which manner could the theme become important for the students’ futures? (Significance in the future)

3. How is the structure of the content (which has become clear through question 1 and 2) from a pedagogical perspective? (The structure of the content)

4. Which general conditions and general problems does the relevant content open up for? (Exemplary significance)

5. Which specific cases, phenomena, situations, experiments can make the structure of the relevant content interesting, accessible, comprehensible for the students at the given stage of development, in the given class? (Accessibility)

Democratic education is not only based in considerations of content but also in ways of working in class.
Working on epochal key problems
- The students’ **awareness of problems** must be awakened – in the long term a task they must handle themselves
- **Testing** of solutions and **critical** thinking in regard to the problems and possible solutions
- **Understanding** the **roots** of the problems and being able to illuminate them broadly in a knowledge-based manner
- **Argumentation competences**

The school’s work on the students’ key qualifications
- Willingness and ability to critique
- Willingness and ability to argue
- Empathy
- Willingness and ability to think in connections
Klafki’s suggestion for how to live in a democracy
- Self-determination
- Co-determination
- Solidarity

Planning of the classes – with Klafki in mind
UVM: Democracy campaign – as inspiration
Democracy in development
Participant analysis

Summary
- Making people aware of the concept of democracy
- More happens in class than just teaching – it is also a space for participation
- Klafki: Democracy can be understood as self-determination, co-determination and solidarity
- Klafki: The content should be relevant for the individual and society; development of qualifications
- Democracy can be incorporated in all aspects of education

Thank you for your attention

Literature

EXERCISE 1

WHAT CREATES A DEMOCRATIC WORKPLACE?

TEACHER GUIDELINE

Since the industrialization of society, the labor movement has fought for better and more democratic conditions in the workplace. In this way, it can be said that the workplace culture is a product of the history and society around the workplace. With the increased democratization of society, the workplace has also become more democratized - some jobs more than others.

The democratic workplace is not only defined by the way decisions are made. The democratic workplace is also characterized by its way of taking into account the needs of different employees, the way in which conflicts are handled and how subjects, titles and positions are used in co-operation between colleagues. The democratic workplace is therefore about the interaction between people and the organization of daily work.

In this context, "democratic" refers to the fact that power is exercised in consultation and dialogue rather than through single-stranded one-way communication. It also means that all employees, regardless of background, title or position, are taken seriously and treated with respect and dignity.

Such democratic interpersonal relationships and communication do not, however, rule out that those who have decision-making power make decisions that may go in a different direction than what others would like. The difference must be found in the process towards the decision: Has the process been acknowledging and inclusive - or was certain employees / colleagues questioned or excluded from contributing to the process?

The democratic place of work thus takes shape from the way in which one interacts when decisions are to be taken and when dealing with conflicts. But the democratic workplace is also shaped from the way we physically embrace, pause or make fun together. In other words, the democratic workplace is created in everyday life, where different settings, organization and behavior either include or exclude employees.

This teaching material is specifically aimed at Business 2 - Workplace Culture on Basic Course 1 in VET, which is intended precisely to enable students to "analyze, understand and participate actively in the creation of productive workplace cultures" (Executive Order on Basic Studies, Business Studies and Business-Oriented Second Language) in vocational education, Appendix 20.

Moreover, it is true that when you are seen and heard at work, you tend to be more constructive and productive when it comes to the work processes. The purpose of this teaching material is thus to train students’ ability to spot inclusionary and exclusionary devices, organization and behavior at the workplace.
Students are also trained to ask inquisitively and listen actively to each other, which are important competencies in order to participate in and contribute to a democratic workplace.

Time: 90 minutes

**EXERCISE**

Step 1: (15 min)

The students are paired together and interview each other about the culture of their present or previous workplace. If the students have no experience of working conditions, they can talk about the culture at the school (class, school workshop) instead.

Interview Guide:

- How is the workplace organized? Who's sitting where? Are there any open or closed doors? Who is driving with who when going to the customer? What things are on the wall? Are there gender-divided or unisex toilets?
- How do you talk with one another? Are people being asked about other people's views? Is there room for both high-ranking people and quiet people? Is there room for asking questions if there is something you do not understand?
- When and how do you have your breaks? Does all take their break at the same time - or do you divide it into specific groups? How do you sit together - are there fixed seats? Should you ask permission to pause or take a break when you need it?
- What do you do for fun? Do you make fun of certain people? Should you be cheeky to be able to have fun? Is it always fun at the expense of some people in particular?
- How do you give criticism? How do you give praise? How are you mistaken? How to find a good solution?
- How do you get dressed at work? Does everyone have a uniform - or are there only some employees who need uniform? Is there room for all kinds of attire?
- What written rules for conduct and cooperation are there in the workplace? Do you do what you say you should do?
- Find more questions yourself ...

The interviewer takes notes during the interview. Use interview schedule Appendix 1, if necessary.

Step 2: (15 min)

The other student interviews the first student based on the above interview guide and remembers to take notes along the way.
Step 3: (15 min)
Both students read their interview notes through, in preparation for answering the following questions:

- How do you think a new employee will experience the workplace?
- What will he / she say when he / she comes home after the first working day?
- What things should you learn as a new employee to fit into the workplace culture?

Step 4: (20 min)
The two students present their perceptions of each other’s workplace cultures.
Then they will jointly find out which parts of the interior design, organization and behavior of the two workplaces that contribute to the inclusion or exclusion of certain employees. For example, students may have found that most jokes are about foreigners and women. How much does it affect the two employees with foreign backgrounds and the three women in the workplace?

Step 5: (25 min)
Collection in the class:

- What did the students notice? Did something surprise them? Have they seen something that they want to change?
Exercise 2

How is co-operation in your workplace?

Make a diagnosis and discuss using two simple instruments

TEACHER'S GUIDELINE

Conflicts are a basic condition of human interaction - even when it takes place in the workplace. Often, we tend to place the blame for the conflict on the individual. I.e. we select a particularly difficult person because of his / her characteristics and let this be the explanation for the conflict. This way of explaining conflicts undermines a democratic workplace culture and harms the constructive and collaborative conflict resolution. In other words, the individual-oriented explanation of conflicts makes us blind to the circumstances in the workplace that are contributing to the conflict. On the other hand, one cannot ignore the individual responsibility for the occurrence of a conflict.

At a democratic workplace, it is therefore about finding explanations for the conflict in the interaction between individuals as well as in the context in which these individuals are located.

A democratic workplace is characterized by conflict resolution through dialogue, including respectful handling of human differences.

Thus, the material has two functions:

1. The material creates a space for the students to take a concrete position on the jobs they are or have been a part of - and investigate whether these jobs have developed a democratic workplace culture that supports inclusive, dialogue-based and constructive conflict resolution. In this way, the material works as a professional reflection tool that can contribute to the student's responsibility and critical sense in concrete situations in the workplace.

2. The material is designed in such a way that the students can actually take part in their future working life and use it actively in the workplace and thus, as responsible employees, be partakers in a democratic workplace culture.

The material itself was originally developed by Thomas Jordan (2003) at Gothenburg University in the course of a research project concerning dealing with conflicts in the workplace. It is disseminated here in a Danish translation with certain adaptations to the target group of students in Danish vocational education under the auspices of Thomas Jordan.

The student material assumes that the students base their answers on the workplace they are or have been a part of. If students find it hard to relate to a workplace, they may be advised to relate to the culture of co-operation in vocational education (in class or at school).
Conflicts are a basic condition of human interaction - even when it takes place in the workplace. Often, we tend to place the blame for the conflict on the individual. I.e. we select a particularly difficult person because of his / her characteristics and let this be the explanation for the conflict. This way of explaining conflicts is undermines a democratic workplace culture and harms the constructive and collaborative conflict resolution. In other words, the individual-oriented explanation of conflicts makes us blind to the circumstances in the workplace that are contributing to the conflict. On the other hand, one cannot ignore the individual responsibility for the occurrence of a conflict.

At a democratic workplace, it is therefore about finding explanations for the conflict in the interaction between individuals as well as in the context in which these individuals are located.

A democratic workplace is characterized by conflict resolution through dialogue, including respectful handling of human differences.

On the following pages you will find two instruments that you and your coworkers can use to get a clearer picture of how the collaboration works in your workplace. With one instrument you can compare the conditions in your workplace with the ideal of good cooperation, here called "a democratic workplace culture". The other instrument aims to visualize obstacles to cooperation by assessing the extent to which different types of collaborative obstacles occur in your workplace. The result of both instruments is produced in two graphical figures, the "collaboration flower" and "cooperation levels".

Such instruments do not, as such, provide a "true" picture of how it is at work because different individuals differ on what they consider as a problem and what is not. The content of the instruments is based on research on cooperation and dealing with disagreement and cooperation difficulties. However, this does not mean that your results should be seen as scientific. Initially, your results should be used to make you and your colleagues aware of relationships that are important for how the collaboration works.

It works best if you use the instruments at a staff meeting or the like.

One can fill out the questionnaire individually, hang it up on the wall and then discuss similarities and differences between the different results.

If you are a smaller staff group, you can also fill in the questionnaire together. This requires that you make room for a preceding discussion, which addresses the assessment of the statement.

The most important thing is to focus on the conversations about how it works in the workplace and what to do to improve the prerequisites for a good and democratic workplace culture.

When filling in the questionnaire, many will find that it is not easy to assess the workplace culture. Often it seems that the description fits most, but when considering more specific situations, it may be that it is not that simple after all. There may be major collaborative
problems in relation to a particular person (e.g., master). When in doubt, it is a good idea to describe in more detail how to experience cooperation at the workplace.

### Does your workplace have a democratic work culture?

Circle the answer that you think fits your workplace the best. Consider how it is most of the time at your workplace and ignore the exceptions. If you need to comment or nuance your answers, you can write your reflections on the blank lines after the questionnaire.

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<td><strong>1. Problem solving</strong></td>
<td>When problems or irritations occur in the collaboration, I can count on finding a good solution by conducting a constructive conversation.</td>
<td>Does not fit at all</td>
<td>It fits to some extent</td>
<td>Fits partly</td>
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<td><strong>2. Respect</strong></td>
<td>At my workplace you can count on being met with respect and interest when expressing your opinion and wishes.</td>
<td>Does not fit at all</td>
<td>It fits to some extent</td>
<td>Fits partly</td>
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<td><strong>3. Learning</strong></td>
<td>At my workplace there is a strong will to achieve good quality at work. You are looking forward to disagreements and critical views because it can help the company to improve its work and learn something new.</td>
<td>Does not fit at all</td>
<td>It fits to some extent</td>
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<td><strong>4. Consideration</strong></td>
<td>I can count on my colleagues and the boss being willing to take into account that someone may have special wishes and needs due to individual differences in living conditions and personality.</td>
<td>Does not fit at all</td>
<td>It fits to some extent</td>
<td>Fits partly</td>
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<td><strong>5. Human first</strong></td>
<td>At my workplace we deal with each other as equal people, regardless of the subject group we belong to, or what position we have.</td>
<td>Does not fit at all</td>
<td>It fits to some extent</td>
<td>Fits partly</td>
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<td><strong>6. Ask first</strong></td>
<td>At my workplace, we do not make hasty conclusions about each other. If someone says / does something that seems stupid or strange, we ask for the background of what has been said / done.</td>
<td>Does not fit at all</td>
<td>It fits to some extent</td>
<td>Fits partly</td>
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<td><strong>7. Tolerance</strong></td>
<td>There is a high degree of tolerance for errors. Therefore, you can easily admit your mistakes and talk about your mistakes without risking being stamped as something which is untrue.</td>
<td>Does not fit at all</td>
<td>It fits to some extent</td>
<td>Fits partly</td>
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8. **Flexibility**

The company is characterized by the fact that we are together to ensure good quality in what we are doing and worry about what the outside world needs. At the workplace, therefore, there is a positive attitude towards changes in working methods and priorities.

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<td>1</td>
<td>Does not fit at all</td>
<td>It fits to some extent</td>
<td>Fits partly</td>
<td>It fits very much</td>
<td>It fits totally</td>
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**Comments**

If you find it difficult to evaluate some of the statements, you now have the opportunity to elaborate on your considerations. Enter the number of the statement that you need to comment on and then describe which exceptions make it difficult to assess how the statement fits your workplace.

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

**How does the flower of cooperation look at your workplace?**

Now you have assessed the collaborative culture at your workplace, and you can proceed to fill in the "collaboration flower". On the next page you will find a figure shaped like a flower with eight petals. Each petal corresponds to one of the eight statements that you have answered in the questionnaire. Color each petal to match your reviews.

If you have answered "1" (Does not fit at all), do not color the petal.
- If you have answered "2" (It fits to some extent), you should color the smallest part of the petal.
- If you have answered "3" (Fits Partly), you must color the two smallest parts of the petal.
- If you have answered "4" (It fits very much), you must color the three smallest parts of the petal.
- If you have answered "5" (It fits totally), you must color the entire petal.

If you and your colleagues are willing to work to improve the workplace culture, you can complete each flower and hang them up on the wall. By comparing your flowers and talking about differences and similarities, you can get a good starting point to find out where attention and effort are needed.
Flower of cooperation

Exercise 3

Obstacles for collaboration: Make a diagnosis for your workplace

This instrument should be used carefully. In a workplace where there are significant collaborative difficulties, work with the instrument may exacerbate the conflict. However, the instrument can clarify what the collaborative problem in your workplace is.

Below are sixteen claims that describe how it may be in a workplace. They describe four types of poor cooperation. By filling in the questionnaire and adding the "points" together, you get a picture of what prevents good cooperation in your workplace.

For each claim, you must circle the number / point that you think is most appropriate for your workplace.

The figures represent the following:

1. This never happens
2. This happens rarely and with some individuals
3. This happens sometimes, one must expect it to happen
4. This happens often in everyday life, but not every day. It's quite normal, everyone expects it to happen.

If you find it difficult to assess the claims in your own workplace, you can use the blank lines at the end of the questionnaire to describe your reflections. Once you have completed the questionnaire, you are ready to add the "points" together.

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<th>Hierarchy</th>
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<tr>
<td>a. You are too busy to maintain differences in rank and rank status of staff.</td>
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<td>b. Those who have a higher position in the hierarchy expect that their wishes and needs are ahead of others.</td>
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<td>c. Those who have a higher position underestimates the other's competences and knowledge. They are not interested in other's point of view and knowledge.</td>
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<td>d. There is a large distance between employees belonging to different professional groups. Personal conversations and contact are avoided.</td>
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<th>Power struggle</th>
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<td>e. Power struggles between people and groups on division of labor and roles create irritation and make cooperation unseen.</td>
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<td>f. Individuals and groups are more committed to protecting their own interests than contributing to a well-functioning business.</td>
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<td>g. There are people who must constantly show who is competent and who makes decisions.</td>
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<td>h. You must be careful about what you say and do in order not to get stamped as something which is untrue or not to let the others win the battle for benefits and positions.</td>
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<th>Unprofessional attitude</th>
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<td>i. Some people think badly about others and show it in a way that goes beyond the business. For example, in the form of spreading bad mood or gossip.</td>
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<td>j. There are prejudices about each other and/or talking back to each other without examining the background for the actions of the other.</td>
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<td>k. Strong outbreaks of negative feelings occur. For example, in the form of scolding, abusive speech, unjustified criticism, accusations, reproaches etc.</td>
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I. People who feel angry let it impact others who have nothing to do with the matter.

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**Self defense**

m. Because some people appear apologetically, it is difficult to conduct an open conversation.

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n. Conversations about things that work badly develop rapidly to trying to blame others instead of dealing with why the error occurred and what to do to make it work better in the future.

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o. People get easily offended. Therefore, you must be very careful when expressing critical views. This leads to long-lasting or unpleasant situations, verbal attacks or blank rejections.

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p. In conversations about how a question should be handled, it seems that it is more important to be the one who is right and can do the most than to illuminate the problem from different angles, so that you can come up with a good solution.

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If you find it difficult to evaluate some of the statements, you now have the opportunity to elaborate on your considerations. Enter the letter of the claim that you need to comment and then describe which exceptions make it difficult to assess how the claim fits your workplace.

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__Result__

Add all your points in the different types of obstacles for cooperation.

- Hierarchy (a+b+c+d) _______
- Power struggle (e+f+g+h) _______
- Unprofessional attitude (i+j+k+l) _______
• Self-defense \((m+n+o+p)\) ____

The 4 cooperation nettles

Draw a column ("collapse trap") that corresponds to the number of "points" that you have received for each type of cooperation.

Based on the height of the "collaboration columns" you and your colleagues can now see where it will be most meaningful to make extra effort to improve cooperation. The highest "collaboration" bases require the greatest attention and focused effort.