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SURVEY BY DANISH PARTNER

TRAINING NEEDS ANALYZIS

Getting Young People and Young Adults
Included and Engaged
in the Cultural and Creative Sectors

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PREFACE

This project is about to inspire and to develop competence of existing and establishing new learning networks. The overall aim is to develop a resource platform for CCS facilitators which will provide them with tools for a continued creative development of the cultural and creative sectors – with a special emphasis on involving and including young people in this revitalization and innovation of the CCS.

The Erasmus+ project aims to enhance skills development and competences that reinforce creativity, as well as to boost quality, innovation and recognition of youth work. There is a need to build accessible tools and practice examples for facilitators to address the question: “How can Culture and Creative Sectors (CCS) help people and places to better address the new challenges brought about pandemia, climate change, globalisation, demographic change and technological breakthroughs?”

The COVID-19 crisis has hit the cultural and creative sectors particularly hard, and many young people fell off in the "society shutdown" or before. Social and cultural isolation is one of the challenges, we as a European societies must tackle in the years to come.

This survey is made to uncover Danish focus points in how the Culture and Creative Sectors (CCS) can help young people in particular to better address the new challenges brought about pandemia, climate change, globalisation, demographic change and technological breakthroughs? Therefore, the target groups are people in formal and unformal education, who work with these young people and the CCS.

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1. INTRODUCTION

The overall aim of this survey is to map and target CCS educators and facilitators in Denmark in order to improve their online tools and methodologies, when it comes to support active learning and participation of young talented people and adults in the CCS. Thus, the target group of the mapping is the educators and facilitators. The secondary target group is young talented people and adults to be engaged and integrated in the Cultural and Creative sector.

According to the project application, “The direct target group is adults working with facilitation of post Covid-19 CCS development: educators and other personnel, who support adult learners and young people. It can be a very diversified target group - ranging from youth education teachers, NGO leaders, creative and cultural communicators to public administration consultants: Teachers and trainers in non-formal education in the field of entrepreneurship and cultural and creative activities, Members/leaders of CSOs, SMEs, Public authorities (e.g., local, and regional government bodies).

In this context, it is important to look at the well-being of the youth. The well-being of young people in the education system and the connection between well-being and learning is a topic on which there has been increasing political focus in recent years. The background for the increased focus on student well-being is partly related to a slightly broader trend regarding young people's well-being. Because even though the majority of young people in Denmark thrive and feel good, we also see an increase in the proportion of young people who experience dissatisfaction, performance anxiety, stress, loneliness and vulnerabilityⁱ. If we look, for example, at the well-being of young people in general, 24% of 16-24-year-old women and approx. 13% of 16-24-year-old men experience mental dissatisfaction, while 40% of young women and 23% of young men experience a high level of stressⁱⁱ

The image that the majority of young people thrive, while some struggle with various challenges, is also reflected in the well-being surveys conducted in the youth educations. At the same time, the annual well-being surveys carried out on vocational education (hereinafter referred to as VET) do not show any improvement in students' general well-being, despite the fact that enhanced student well-being is a key goal of the vocational education reform. There has even been a slight decrease in well-being from 2018 to 2019 (Ministry of Children and Education, 2019a, 2019b). This lack of positive development in students' well-being shows that enhanced student well-being is still an important focus area to work with at VET.



1.1 Relevant CCS educators and facilitators

To target relevant CCS educators and facilitators we present the following overview of the Danish youth educations:

a) Teachers and trainers in Preparatory basic education and training (FGU)

Preparatory basic education and training (FGU) is a programme for young people under the age of 25 who need additional help in order to be able to enter upper secondary education or to enter the labour market. The purpose of FGU is to develop and improve the academic, vocational, personal, and social competencies of students. The goal is for students to quickly reach a stage where they are able to either get a job or begin upper secondary education.

b) Leaders of informal learning activities for young people with low formal education success.

These informal leaders constitute a strong growth layer for innovation and cross-sector activities in the cultural and creative sector.

c) VET teachers. The teachers of vocational educations

The vocational educations are basically youth educations, where the students come directly from the 9th or 10th grade. In practice, however, many students are older when they start a vocational education. In continuation of the vocational education reform, it is a political goal that far more people choose a vocational education as their first youth education immediately after primary school. There are 107 vocational educations, all of which consist of basic courses and main courses, where the main course is an internship either in a company or in an internship center with hospitalized periods along the way. The main course has different lengths depending on the education.

d) Teachers and trainers in non-formal education in the field of entrepreneurship and cultural and creative activities (Members/leaders of NGOs, CSOs, SMEs, Public authorities (e.g., local, and regional government bodies)

e) Political and economic stakeholders of the local and regional community, who are planning and securing a sustainable context for innovation and growth in the cultural and creative sector.

e) Business academy teachers

A business academy education usually has a duration of two years including internship. The programs have a scope of 120 ECTS points (high school level). A business academy education combines theory with practice and is most often aimed at a specific profession. There are today approx. 27 business academy educations within health, media and communication, pedagogy, engineering, design, social sciences, economics and the bio- and laboratory technical area. In some educations, some of the subjects are offered as single subjects.

f) Profession bachelor educators/trainers

A professional bachelor's education is a profession-oriented, qualifying medium-term higher education. The professional bachelor programs usually have a duration of three and a half years, including a minimum of six months' internship and usually have a scope of 210 ECT

g) University educators/trainers

The university candidate programs usually have a duration of 5-6 years, including a minimum of six months' internship.

1.2 The choice of target groups for this survey

ETCC has focused as target groups especially on c) and e): vocational training and business academy training related to media and business development. These would be educational training lines most relevant for commercialized cultural and creative sectors. In addition, also target group g), university education, will be included as an important part of a CCS talent attraction potential.

Also, to mobilize young people as an important CCS asset, ETCC will focus on possible couplings between formal and non-formal education also including a), b) and d).

In addition, the Danish mentoring – peer system is seen as a relevant method for bridging formal and informal education lines.

Finally, a focus on including vulnerable young people and adults is important in accessing CCS talent attraction potentials.

1.3 The survey methodology

As more evaluations in this field have been carried out in Denmark by the Ministry of Education, The Danish Evaluation Institute and others, this survey has been done as a desk study supplemented by focus interviews with 11 representatives from the target groups.

As an example of the data sources and analyzes included in the report "Student well-being in vocational education"ⁱⁱⁱ. The study was conducted by the Danish Evaluation Institute (EVA) in the

period August 2020 - April 2021. The study is based on a number of different data sources, which together have aimed to shed light on the study questions (see section 2.3). The study contains the following data sources:

- Quantitative feasibility study of the development of the score at the ETU from 2015-2018 divided into institutions, main areas and educations
- Qualitative feasibility study in the form of a screening telephone interview with 12 vocational schools selected on the basis of the quantitative feasibility study
- Register analyzes of the relationship between student well-being and dropout as well as quantitative description of students who score lowest on the ETU
- Qualitative case analysis with case visits to selected business schools as well as supplementary telephone interviews, including qualitative interviews with managers, well-being employees, teachers and students in technical, mercantile and social and health educations.

1.3.1 Quantitative feasibility study

Prior to the register survey and case visits, a quantitative feasibility study was conducted with a view to imparting knowledge about the overall well-being picture of vocational education by identifying key developments over time and differences in well-being between institutions, educations, and main areas. This feasibility study also aimed to support the selection of institutions for case visits.

The feasibility study is based on an extract from the Ministry of Children and Education's statements of the aggregated results from the ETU on vocational education from 2015-2018. Data is available at educelsesstatistik.dk. All analyzes are thus also calculated at an aggregate level, i.e., average across all individual responses within resp. regions, institutions, educations, main areas and courses.

- ✚ Development in well-being
- ✚ Well-being by region
- ✚ Well-being distributed by institutions
- ✚ Well-being in the 20 largest educations (defined by most students)
- ✚ Well-being on basic course 1 vs. basic course 2.

In addition, all well-being distributions have been distributed further over the years to clarify the development in well-being. Finally, significance tests have been performed on selected contexts.

1.3.2 Qualitative feasibility study

The qualitative feasibility study consisted of 12 screening interviews with management representatives and well-being staff at selected schools. The purpose of the screening interviews was to identify cases with interesting efforts, strategies, activities, etc. in the area of well-being to be included in the further case study in connection with the project. The 12 schools included in the screening were selected on the basis of the school's score on the ETU from 2015-2018 as well as on

the basis of recommendations from the expert group and considerations on the spread by geography and type of institution (primarily educational offer).

The screening interviews were conducted via Skype and lasted between 30 and 45 minutes.

Participants in the screening interviews were selected in collaboration between the schools' management and EVA based on considerations of representation of persons with insight into both overall strategic considerations in connection with the well-being efforts in the schools and in the more concrete initiatives in the schools. The level of management varied from school to school, eg director, head of education, quality manager, head of education. Well-being employees also varied from SPS coordinators to internship consultants, well-being consultants, supervisors, etc.

Based on the 12 screening interviews, six case schools were selected.

1.3.3 Registry analyzes

The survey's register analyzes help to answer the survey question about which patterns can be identified in relation to students' well-being at VET, by looking at the connections that can be found between well-being and drop-out, and partly what characterizes the students who thrive worst. EUD. The register analysis is thus divided into two sub-analyses:

1. A regression analysis of correlations between well-being and dropout survey
2. A descriptive mapping of what characterizes the students who thrive worst on VET, by looking at sociodemographic and distribution on selected issues in the ETU.

1.3.4 Data sources and population

The survey is based on information from the Student Well-being Survey at VET (ETU) from the Danish Agency for IT and Learning, linked to extracts from the Population Register (BEF), the Student Register (KOTRE), the Family Income Register (FAIK), the Education Register (UDDA) and the Primary School Grade Register (UDFK) in Statistics Denmark (DST).

In the first sub-analysis of the connection between well-being and drop-out, the population is limited to only students who have all background information registered, so that the analysis committee is fixed through this analysis.

In the second sub-analysis, the population is divided into resp. the 5% of students who thrive worst on VET and the remaining 95% of students who thrive best on VET. In this analysis, the population is not conditional on the student having registered all the background information included in this analysis. Therefore, n varies in this sub-analysis.

1.3.5 Student Well-Being Survey (ETU)

The Student Well-Being Survey at the VET (ETU) is a national questionnaire survey among students in the country's vocational education. The survey is conducted on all vocational educations annually and was first conducted in the autumn of 2015.

The ETU consists of 34 questions for all students (both students in the basic course, in the main course with an internship agreement and in the main course that is in school internship). On the basis of these questions, five underlying factors have been extracted by means of a factor analysis (principal component analysis with promax rotation), which constitute the so-called well-being indicators. The five indicators are:

1. Own abilities and motivation
2. Learning environment
3. Well-being
4. Own abilities
5. Physical framework.

All indicators are measured on a scale of 1-5, where 1 is the lowest level of well-being and 5 is the highest level. Based on these five indicators, an overall indicator with the same scale (1-5) is also calculated. In addition to the five well-being indicators, the ETU contains eight questions about internships / school internships for students in the main course. These questions form the basis for an additional indicator, namely the internship indicator:

6. Practice

This indicator is not included in the calculation of the total indicator, as only main course students have answered questions regarding Internships.

1.3.6 Calculation of indicators

The indicators are calculated as a sum index, taking an average of the questions that belong to each indicator. An overall indicator of general well-being is calculated on the basis of the 28 questions included in indicator 1-5. Respondents who answered less than half of the questions within each indicator are excluded. For respondents who answered more than half of the questions within each indicator - but not all - the average of the questions answered is calculated.

All questions are assumed to be equally important, which is why all questions weigh equally in the individual as well as the overall indicator. Because individual well-being indicators are calculated for all respondents who have answered at least 50% of the questions that form the basis of each of the indicators, there are cases of respondents in the analysis committee who have not answered individual questions in the ETU but are still included. in analyzes with well-being indicators.

1.3.7 Operationalization of variables

Well-being	Well-being is defined in the quantitative part of the analysis solely on the basis of the ETU's definition. See the description section of the ETU for more information.
Dropout	Dropout is defined as dropout without shift, ie. that an interruption of a course of study that continues at another institution or other education shortly after is also counted as dropout. Dropouts are calculated after one year. Students who have not attended an education for a year are thus excluded from this part of the analysis.
Origin	<p>Information about origin comes from the population register in Statistics Denmark. Origin is constructed based on the variables "OPR_LAND" and "IE_TYPE" and has the following results in the analysis:</p> <ul style="list-style-type: none"> • Students of Danish descent and Western descent (including both immigrants and descendants) • Students of non-Western descent (including both immigrants and descendants).
Elementary school grades	Information about primary school grades comes from the register "Primary school grades" (UDFK) from DST. A weighted average has been generated based on grades from the final exam in Danish and mathematics for 9th grade.
Parental education	Information about resp. mother's and father's highest completed education comes from the register "Highest completed education (course)" in DST. Against this background, an overall educational variable has been formed for the parents.
Parental employment	Information about the resp. mother's and father's situation
Education part	Information about the course of study, including the part of the education, comes from the student register (KOTRE). By educational part is meant what course of vocational education students were on when they answered the ETU.
Time from start of education to answer at the ETU	Preliminary analyzes show that the students' answers in the ETU become more critical the longer they have been in the education. To consider the time between the start of education and the answer to the ETU, a variable has been generated consisting of the start date of education subtracted from the date of answering the ETU. This variable is used as a control variable in the dropout analyzes.

1.4 Analysis

As described, the register analysis is divided into two sub-analyzes.

Relationship between well-being and dropout

For the analysis of the relationship between well-being and dropout, a logistic probability model (logistic regression with binary output between 0 and 1) has been used. Based on this model, average probabilities of dropout for scores 1-5 have been calculated on the overall well-being indicator.

The drop-out analysis among the students who answered the ETU shows that the proportion of students who dropped out of a course at VET after 12 months is 7%.

Descriptive mapping: Who thrives the worst?

In the descriptive study of which students thrive worst, the analysis committee is divided into 20 quantiles based on their score on the overall well-being indicator. On this basis, the 5% of the students who scored the lowest on the overall well-being indicator were selected for further analysis in comparison with the remaining student group, which thus constitutes 95% of the total student group.

In the mapping descriptive analyzes, data are analyzed with tables as well as t-tests when tested for whether there are significant differences in pupil shares between the group of the 5% of the pupils with the lowest well-being score and the remaining 95%.

Due to a relatively small sample of analyzes among the 5% of students who score the lowest on the ETU, we have allowed n to vary in the analyzes divided into background characteristics, depending on which background characteristics are divided into. Below is an overview of the total for all characteristics for resp. the 5% students who thrive the worst and the remaining student group:

Totals for resp. 5% and 95% student group on different characteristics

	<i>5% students who thrive worst</i>	<i>Remaining 95% student group</i>
ETU	10.453	198.785
Sex	9.465	172.197
Parental education	9.122	162.528
Father's employment status	6.653	112.889
Grades	7.413	121.665
Ethnicity	9.465	172.197
Age	9.465	172.197

Source: Statistics Denmark (BEF, UDD, UDFK, RAS) and student well-being survey among vocational educations by the Ministry of Children and Education

1.4.1 Findings In the ETUs

Relationship between well-being and dropout

The study shows that there is a statistical correlation between dropout and student well-being. That is, the higher a student scores on the National Student Well-Being Survey (ETU), the less likely that student is to drop out of their vocational education.

The study describe, in continuation of this result, that a systematic work with well-being and absenteeism can be read in the schools' drop-out rate, and that it is possible to reverse a negative development with high drop-out rates. This can be done, for example, through systematic action plans, flexible solutions for the individual student and development projects.

Professional and social well-being are linked

In the organization of well-being work, it is important to be aware that there is a mutual influence between the students' academic and social well-being, and that well-being and learning are connected: The students thrive better when they believe that they can move professionally and can master the academic demands that are made by the school and the students learn better when they thrive. It shows both the present study and other studies.

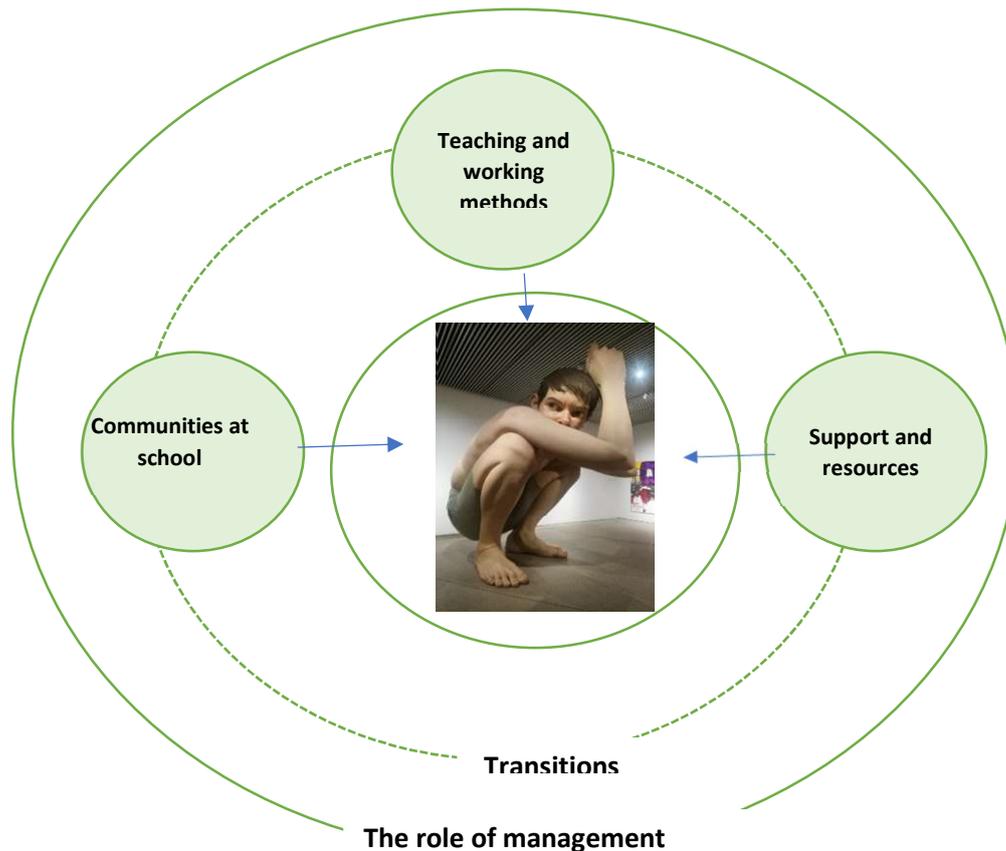
In addition, there is often a mutual influence between students' academic and social well-being: If a student does not thrive in the social community in the classroom, it can affect the student's ability to engage in group work, ask questions in class or receive academic support from other students. Conversely, it can lead to better academic well-being and learning when students thrive socially and experience a strong class community^{iv}.

1.4.2 Three important arenas in the well-being work

There are three important arenas that you as a school can work with if you want to improve the academic and social well-being of students: teaching and working methods, communities at school and support and resources. These arenas emerge both in the literature study on which the study is based and in the data collection. A systematic work within these three arenas can both promote well-being for all students and detect signs of whether individual students are doing poorly.

It is crucial for the schools' well-being work that the school's management and the organizational framework support the work with well-being within the three arenas. In addition, it is important for vocational education to have a special focus on students' well-being in all arenas in connection with all the shifts from school to internship, which can be vulnerable periods for students.

The three arenas are shown in the model below:



The three arenas can be seen as part of the school's overall school and learning environment and are closely linked, so that in practice they can slide over each other.

Arena 1: Teaching and working methods

The study shows that the way in which the teaching is organized and implemented is of great importance for the students' academic well-being, and therefore it is particularly important to put a spotlight on the well-being work.

Two of the most important themes are good classroom management and the teacher's abilities to create a safe learning environment with a clear framework and equal opportunities for participation, the study shows.

In addition, the teacher-student relationship is significant, and here two sub-results from the study in particular are worth noting:

Respect and trust in the teacher-student relationship are central to academic well-being

A trusting and respectful relationship between teachers and students is absolutely central to the students' well-being in teaching. The students say that it is important for them that the teacher-student relationship is based on mutual respect - for many it is about them having negative experiences of going to school with them in the baggage from primary school. In general, the

students at the six schools experience that the teachers are good at building a learning environment where they feel safe and met with respect.

The students who thrive the worst are challenged on the teacher-student relationship

The study shows that the 5% of students who thrive worst in vocational education at national level are precisely challenged in the teacher-student relationship. Thus, about half of the students who thrive worst according to the national student well-being survey state that they rarely or never experience that the teachers respect them and provide professional help when they need it. In addition, about 60% of these students experience that teachers rarely or never explain things so that they understand them. By comparison, this applies to between 7% and 13% of the remaining student group.

Arena 2: Communities at school

The school's communities are also of great importance for the well-being of the students. Feeling part of the social and professional communities of your education and experiencing that you can contribute something both academically and socially, is of great importance for the students' well-being. If you as a student experience that you have a connection with the other students, you can get an experience of belonging to the school, which is very important for the experience of thriving.

The academic communities create cohesion among different types of students

The study shows that diverse communities are of great importance, but especially the academic communities can create cohesion across students' differences.

The schools have a wide range of initiatives that support many types of communities, both social and professional. The different efforts are important because the students are very different in terms of age and interests, and for example it can be a challenge that especially the oldest age groups do not necessarily value social activities after school. Therefore, the class communities and academic communities are the communities that can best bind students together across both age and interests. The academic communities can also create some forums where students can support each other academically and build a professional identity and professional pride together. At all six schools in the study, it is a central element in the well-being work to support the formation of professional communities. The academic communities create cohesion among the students at the school and are not only seen as important for the students' well-being, but also for an academic formation process, where the students are dressed to be able to perform in the labour market.

Arena 3: support and resources

A third arena of importance to students' well-being is the support and resources that the school makes available to students. This help is important for whether the students feel that they have options for action if they experience challenges during the education and is therefore important for their well-being and opportunities to complete their education. It is an important point in the study that all students may experience a need for extra support for a shorter or longer period of time, and that the support may have a very different nature.

It is important that the school's support offerings are broad, flexible and easily accessible

The schools' offer of support and resources embraces many different types of students and needs of both an academic and personal nature. The study shows that it is particularly important that schools have a flexible and hand-held approach to the most vulnerable students at the school, as quick and flexible action is particularly crucial for this group. It is also important that the offers of support are broad enough to also target those students who only need support for a shorter period. For example, to find an apprenticeship or solve some acute challenges.

Resource persons with special responsibility for the students' well-being, such as supervisors, well-being consultants and contact teachers, play an important role in whether the school's support offer is perceived as accessible to the students. The contact teacher in particular is perceived by the students as someone who is easy to approach, and therefore the contact teacher is often the entrance to the school's support offer. Some of the schools in the interview survey also have good experiences with internship supervisors and well-being consultants having offices in a central location at the school to increase their accessibility and visibility. It meets the needs of those students who would rather seek support without involving their teacher. In both this and other studies, it appears that students may find it stigmatizing to use the school's support offer. Therefore, it is important that the entrances are different and easily accessible.

Transitions require special attention in the work of well-being

The many transitions for the students during the education (e.g. from basic course to main course or from school to internship) can constitute critical periods where the students may experience that they lack support. Therefore, it is important to pay extra attention to the transitions in the well-being work within all three arenas. I.e., both in terms of the teaching, the communities at the school as well as the support and resources that the school offers

The study shows that there are three areas in particular where it is beneficial to take action to support students' transitions. These three areas are described in the box below.

1. Focus on cross-cutting context in the education:

When students switch from one course to another, they are often overwhelmed by academic demands and expectations, and some students may have difficulty transferring what they have learned from one course to another. Therefore, it is important to work purposefully to prepare the students for academic requirements, content and structure of the entire course of the education. Some schools have good experiences with explaining in the teaching of the basic course what the students can expect later in the course and inviting main course teachers and study counselors to visit the teaching of the basic course.

2. Focus on the connection between internship and schooling:

The transition from school to internship or teaching position is particularly important to support, and this can be done both in teaching and through other types of efforts:

- Regarding teaching, it is important to integrate an ongoing focus on before, during and after internships. The students in the study especially appreciate how they write their CV and clarifying activities.
- Regarding support and resources, it can especially support the students if they are associated with an internship manager at the school, who can both help find an internship and can help along the way if there are challenges. It is an advantage if the responsibility is concentrated in one person so that the students know who they can go to.
- Regarding the organizational framework, it is important to facilitate a dialogue between students and companies. Some schools in the study have good experiences with arranging academic debate events, lectures, and academic days where companies visit the school and gain knowledge of what students are learning.

3. Focus on introductory activities on basic courses 1 and 2:

In both basic courses 1 and 2, it is important to have activities that shake the students together in the new classes. In basic course 2, some schools find it difficult to reach, but the study shows that it is important for the students' well-being, because the classes are a mixture of new students and students who know each other from basic course 1. This composition of students can challenge the dynamics in the class if no focus is placed on building strong communities. The introductory activities can be both professional and social.

1.4.3 Management and organization of well-being work

The management and the organizational framework have a great influence on how the work with student well-being is approached at the individual school. In this connection, the study shows that there are three factors that it is particularly important to focus on:

Clear structures and clear roles must be supported by flexible options for action

Organizational frameworks, which create structure and support a clear division of roles in the work with well-being, are crucial for schools to be able to spot students who do not thrive. It is a common experience that the schools have made, and they have prepared handbooks, procedures and routines in various ways that support this work. However, it is also important that the procedures leave room for manoeuvre and flexibility, where resource persons can make quick decisions and take action if they see a need for it.

An important structure that the schools work with is regular class meetings, where class teams and resource persons participate. Teachers highlight these forums as particularly important because they provide space for both the individual student and the whole class to discuss. At the same time, it provides an opportunity to coordinate efforts between teachers and resource persons. It is an important point of attention that resource persons and well-being efforts are not decoupled from the well-being work that takes place in teaching and at school in general.

It is valuable to actively involve the students in the well-being work

The study shows that there is a great potential in giving high priority to student involvement in well-being work as a school. The value lies in the fact that the students feel involved and heard, while at the same time being able to contribute important perspectives. Successful involvement, however, requires schools to support students in learning how to engage in democratic processes.

The framework conditions for involving students are not good because students are only in schools for short courses. Nevertheless, the study shows that some of the schools succeed well in involving the students in different contexts, and there seems to be a particular potential in involving the students through both temporary committees and student councils. It seems to promote the involvement of students in schools in particular when there is great diversity in the forums where student involvement takes place. This can be achieved by the students having the opportunity to participate in school environment councils, pedagogical committees, local committees, well-being committees, etc. in addition to the student councils. There are also examples of schools that involve students in the organization of theme days / theme weeks, well-being activities and the design of the school.

It is important that the teaching of basic subjects and vocational subjects is coordinated and meaningful

The students in the study greatly appreciate the form of teaching they encounter in the vocational educations, and they are particularly positive towards the practice-oriented teaching when the connection between theory and practice appears meaningful and coordinated. However, the study points also on the fact that there may be a potential in screwing up the meaningful and well-coordinated teaching even more so that it becomes more holistic.

Two points of attention that management can focus on

The study shows that there are some points of attention that you as management can have special focus on in the well-being work. There are two issues in particular:

Complexity in the role of teacher can create dilemmas and disagreements

The study shows that the teacher plays a central role in the students' social and academic well-being, but also that the teacher's role is complex. Thus, the teacher must facilitate a safe and respectful learning culture, coordinate and differentiate teaching and establish trusting relationships with students. At the same time, teachers can have a number of different functions such as contact teacher, mentor, SPS coordinator, etc. Because the complexity of the task to be solved, dilemmas, disagreements and resource pressures can arise in connection with the role of the teacher, which it may be important to state in the teaching staff.

Targeted well-being work requires versatile competence development of teachers

The targeted work with well-being places demands on both the teachers' pedagogical and didactic competencies, as good classroom management is absolutely central to the well-being work. In some

cases, teachers may also experience a need for knowledge about how to teach students with special needs such as anxiety or autism.

The study shows that teachers find it difficult to find time for the competence development they need, even though the management allocates resources to courses. Therefore, school leaders have an important responsibility to focus on the fact that competence development takes place on an ongoing basis, and that it is versatile.

Some of the schools in the study have good experiences of creating competence development through development projects in collaboration with external partners. Other schools prioritize collegial supervision so that either teachers or well-being consultants are given a training role vis-à-vis colleagues. Both of these solutions have the advantage that they are close to practice, and therefore they can supplement and maintain the competencies that the teachers have acquired through their vocational pedagogical education.



2. Mapping the target groups: Vocational training and University education

The ETCC target groups are specifically teachers/trainers of vocational training and university education – helping specifically vulnerable students to recover crisis periods. One of the EVA reports addresses specifically vulnerable students of vocational training.

2.1 Vocational training

Further to the mentioned summary of assessments of the situation for young people during the COVID-period, vocational training met special challenges as they involve a lot of practical learning and work (especially the technical educations).

The more the vocational educations involved practical training, the less virtual education (substituting physical meetings) was relevant. At the same time, the schools were not able to implement the prescribed practical training as they meant physical meetings. Thus, a large part of the practical teaching was postponed in the closure period, and the reopening period was mainly used to strengthen the students' practical competencies.

This lack of practical training under Corona led to a situation where 45% of the students assessed that they received less feedback than before from the teachers, despite the fact that the most teachers for their part assess that they have been able to give more systematic and clear feedback than before Corona.

Despite this experience of less feedback, an increased variation in the virtual teaching during Corona, has at the same time been emphasized as important for the students' motivation. The teachers did develop their teaching to become more varied and, thereby both reducing the need of coherent time in front of the screen and further developing e-learning modules as more relevant and integrated tools for the students.

In conclusion, one can say that the emphasis on interaction between classroom teaching (substituted by virtual training) and practical training – per se leaves vocational training with a particular vulnerable learning situation under and after Corona.

Therefore, after Corona vocational training has a great need for new and integrated mentoring and peer-to-peer systems to help especially vulnerable students get on with their 2nd part learning system and to secure adaption of student potentials to the demands and opportunities in the social-economic environment. New and integrated on-line tools should play a strong supplementary role in such mentoring systems.

2.2 University educations

For university students, a good start has great significance for the students' social and academic connection to the study and for the drop-out rate. According to EVA, especially the social connection

or affiliation to the study dropped markedly under Corona. For example, the proportion of students who had an easy time getting to know their fellow students fell from 73 per cent in 2017 to 43 per cent in 2020. Likewise, the number of new students who have experienced loneliness increased, for example, from 56 per cent in 2017 to 63 percent in 2020.

Thus, the need to come up with recommendations and new tools to empower social affiliation - is central in order to revitalize students' university-related social life after Corona. In this connection, according to EVA, the risk of dropout (lack-of affiliation) depends on both the students' personality and conditions as well as the teachers' capacity to be involved and present in the learning situation.

Likewise, EVA points out that engagement and motivation are key concepts in relation to the social affiliation and academic commitment of both students' and teachers.

At the same time, the EVA study of academic commitment and social affiliation^v, points out that the concept of academic commitment^{vi} can be measured more precisely - compared to the concept of social affiliation^{vii}. Social affiliation also depends on a number of varying local, organizational, social-economic, and cultural patterns and conditions, which influence the engagement, motivation and "presence" of both students and teachers in the learning situation. Therefore, especially regarding the concept of social affiliation, additional local studies and actions must be made.

2.3 The Common Covid-19 Picture

Lack of social connectedness (isolation) has been the central issue for young people and adults in education under Corona. As an example, 45 percent of the students at AU (Aarhus University) answer that they have felt an increased degree of loneliness, and when it comes to increased stress, the proportion is up to 47 percent. This includes the group of vulnerable students, who already before Corona had a hard time and struggled with anxiety stress and depression, for example. For this group the isolation made them even more vulnerable.

2.3.1 Mentally Vulnerable Students

One of the reports specifically address mentally vulnerable students in youth educations.

Mentally vulnerable students are defined in a report (EVA) as students who for a shorter or longer period of time experience a mental vulnerability such as anxiety, stress, or depression, and who have mental vulnerabilities that affect their ability to follow the teaching and complete a youth education.

Half of the leaders in the secondary Danish education (50%) including vocational training, state that more than 10% of students have mental vulnerabilities that affect their learning and opportunities to complete their education. In one in six schools (16%), more than one in five students has mental vulnerabilities. The challenge with mentally vulnerable students is greatest in business vocational education and at the higher preparatory examination (HF). Here, every fourth of the leaders in

business vocational education (26%) and every third of the leaders in HF (35%) state that more than every fifth student has mental vulnerabilities that affect the student's schooling, while the same applies to only 4% of the leaders in the three-year upper secondary educations (high school). The survey thus supports the trends that other Danish studies have found. For example, a cohort study from the Danish Institute of Social Research (SFI) has shown that 22% of a youth population have mental vulnerabilities, including depressive symptoms, and that a small group of them (4%) had had depressive symptoms for a longer period^{viii}.

Almost half of the leaders in the schools (48%) at the same time state that more than every other of their mentally vulnerable students is not in contact with any of the efforts the schools have initiated towards mentally vulnerable students.

2.4 Tools and Methods Supporting Students

The Covid-19 situation has called for more support methods and tools to include especially the students who's well-being is low. Among these were:

2.4.1 Mentor and peer-to-peer systems in Denmark

Mentor and peer-to-peer systems in Denmark have a renaissance in the post-Corona period. Based on the vulnerability of students especially during and after Corona, new mentor and peer support systems and networks are evolving in the educational system. The mentor or peer system supports vulnerable students in periods of mental set-backs or crisis. Mentors or peers support the educational institutions across academic sections and professional groups and are available for conversation and interaction with the students.

The mentors or peers can have a mentor education and have often themselves recovered from a time of mental crisis. (The peer is thus characterized by meeting the student as equal (peer means equal) in the sense that they are themselves mental vulnerable, have gone through difficult times and are most often part of peer networks.)

A mentor or peer can have many different tasks, the primary ones being:

- individual conversations with students
- group courses for students with a focus on recovery and everyday life
- bridge building where the mentor or peer follows the students in transition phases in their recovery work.

In addition, the mentor or peer participates as a student support in conversations with contact persons of the educational institution. Online peer mentors are experienced online students. Their duties include:

Facilitating discussions

Tracking participation

Training on classroom technologies

Answering questions about the course

2.4.2 The recovery efforts

Supporting young people remains a top priority

It can be difficult to measure the effect of the mentor or recovery work because it is always a very individual process. Nevertheless, one can operate with five values or elements, all of which help to promote recovery in the individual. The 5 elements are based on an English model called CHIME described by the UK National Board of Health and Welfare in the following way:

- Connectedness - achieved by entering into social relationships and communities as well as by receiving social support from like-minded people, professionals, and networks.
- Hope - positive thinking with a focus on hope, dreams, and future optimism.
- Identity - Opportunity to (re) build and redefine a positive identity and overcome stigma.
- Meaning - implying the possibility of rediscovering positive social roles and finding meaning in what has been marked as mental difficulties.
- Empowerment - regaining power and control over one's own life, based on one's own resources and support from peers.



3. CONCLUSIONS

The well-being of young people has taken a big dive during COVID-19. It shows the new figures from the Ministry of Education and Research^x. This has led to a number of ideas, which shall strengthen well-being among young people during corona. 70 percent of students believe that the corona situation has removed some of the joy of educating themselves, and almost half of the students, namely 43 percent, have experienced feeling lonely at study in the fall of 2020.

Well-being companies, corona buddies and platforms for communities are some of the ideas that are now presented in a new catalog with ideas from educational institutions, companies, cultural life, and students themselves on how to strengthen young people's well-being under corona.

In November, the Minister of Education and Research and the Minister of Culture invited to a summit on the well-being of young people under COVID-19. Together with educational institutions, cultural institutions, companies, students and civil society organizations, a large number of ideas were developed for how young people can have a more meaningful everyday life during COVID-19 and in the time afterwards.

The idea catalog consists of initiatives that span a wide range. These are ideas such as "the big digital party", which will form the framework for an alternative to the forbidden pirate parties, and an education in communities with the title "well-being company". But there are also ideas of a more structural nature as a "platform for knowledge sharing" to give educational institutions, cultural institutions, companies, and civil society organizations the opportunity to share experiences and knowledge on how to best meet the challenges posed by the COVID-19 pandemic.

3.1 Key messages from the youth

Our social life means something to all of us. Not least when you are young. It means something to be together, about what you are passionate about, and that there is someone to talk to about everyday life and when life is hot. The COVID-19 pandemic presents our social lives with challenges - not least among the 250,000 young people in our higher education. The shutdown and restrictions affect the ability to participate in normal everyday communities. Leisure activities, study groups and physical education classes are put on hold. By far most of everyday life is taking place right now from home^x.

*- When communities cannot be done in their normal way,
there is a need to find activities that can take their place.
The good ideas must be brought to the table. And shared.*

Ane Halsboe-Jørgensen, Minister of Education and Research

3.1.1 General points

- ✚ Use the pandemic as an opportunity to "calm down" and to try something new. It can be an opportunity for a respite and an experience of less pressure and stress and fear of missing something.

- ✚ We have a shared responsibility, and we can make a difference. Nice and good with advice and offers to the individual, but the structural framework is also important, and organizers and resource persons have an important role to play. Involve them young people themselves in the solutions.
- ✚ There is a lack of knowledge about how to promote mental and physical health, about how to make and promote good education, and about how to promote well-being and good, inclusive communities, then we not only get those who are particularly committed, and outreach involved.
- ✚ The current situation is an opportunity to learn and develop something new. But we need to strengthen the cross-cutting collaborations on the basis of the foundations that already exist
- ✚ There is a need for knowledge sharing and an overview - both of the good examples for inspiration and of what offers, and resources are available.

3.1.2 Ideas for efforts to promote young people's well-being

1. *Well-being Captains*

A course in communities must be developed, which is about how to, as a teacher, football coach or otherwise, can be the captain of good meetings between young people so that they can develop in inclusive communities. The Community course must include knowledge of the mechanisms of human loneliness and isolation and provide inspiration for how good and strong communities can be facilitated, how to create security and good relationships, and how the bar for participation can be lowered so that more people can be invited into the community.

The course can with advantage be thought broadly, so that it can be used as inspiration to support people with many different roles both in the educations, in the cultural and leisure life or other local communities. It can be anything from those responsible in the students' party associations to football coaches or study leaders. However, it is important that the course includes a special module aimed at teachers, which provides tools for integrating a community work in teaching.

The work may be broken up into phases, so that good advice is published in the short term, and in the slightly longer term an actual course is developed. The course can advantageously be developed with input from one larger group of stakeholders with knowledge in the field. The course will also be relevant after the COVID-19 pandemic.

2. *Corona buddies*

To support that everyone has someone to be with and some communities to participate, "corona buddies" can be established. The concept is that educational institutions, sports and voluntary associations, cultural institutions or individual youth groups can establish groups of three to four young people who arrange activities for each other.

The groups can meet and create a community together either physically or virtually, and in relevant contexts, the groups can be encouraged to meet across. It can motivate the individual young people to join larger communities over time.

The target group for the concept is young people who have just started an education, are working on one education or otherwise is part of an arena where communities are central, and which can be difficult to form in a time with COVID-19.

The concept can in particular help to lift and include some of the young people who may have more difficult to join the communities. It will also be relevant after COVID-19, e.g. for new students in the programs.

3. The big digital party

We cannot hold parties as we usually do. Some young people meet for forbidden pirate parties. Therefore, there may be a need to support young people's opportunities to party - also across - without contributing to increased spread of infection. Therefore, the party must be moved online.

With relatively simple means, an online forum or a server can be set up with a communication tool such as Discord available for young people. So can party-loving young people with one creative urge even stack a small party on the legs e.g. in the small dormitory kitchen, but at the same time connect to the server, so you can party with a whole lot of other young people at the same time. By using a tool like Discord, the young people can meet in large and small groups and switch between the different groups - so some are in a large common group and others in small ones' space separately. A dedicated server also means that it makes fewer demands on the individual students' PC to be able to attend the meetings.

One point of attention is that the party must not "run away" but must stay inside applicable guidelines. So, the message is not that many young people have to party together. But by hooking up virtually, many may get the feeling of partying together.

4. Platform for knowledge sharing

COVID-19 has been a reality for many months now and we have all done it many experiences with the restrictions and the opportunities and limitations that the restrictions provide in relation to holding activities and concepts. And we have gained new experiences with, how we can meet and develop new communities virtually and in small groups.

It can be difficult to have an overview of what other organizations, institutions and companies have experience with. Therefore, one can create a national, municipal, or regional online platform for knowledge sharing and experience exchange. The platform must be dynamic, and it should be possible to add more new organizations and institutions on an ongoing basis.

Both good and bad experiences are shared on the platform. And subgroups are created with different purposes (knowledge sharing, advertising, opportunities for collaboration, online events, physical events, etc.)

The platform must have a rope holder / administrator.

The platform can be supplemented by a news email for the ongoing dissemination of good examples and ideas.

Many can learn from and be inspired by each other. But it is important that the platform is well designed, because otherwise one can lose track and maybe some of the relevance if it becomes too difficult to find your way around the many pieces of information.

5. Think of the social community in learning situations

Break down the silo coverage between the professional and the social. The social and well-being is not something that should only take place outside the teaching of e.g., the study guide. It must not only be an ad-on, but instead also be something that is thought into both the planning and execution of the teaching situation.

It must be prioritized by the individual teacher and educational institution. It is important, that it does not become the teacher's own choice whether he or she thinks it is also important.

It can be important "just" with 10 informal minutes in connection with online teaching, for example at the beginning of an hour.

Educators need to be equipped to support communities and well-being.

It may make sense to involve all employee groups (educators, administrative staff, etc.)

6. You're not alone

Focus must be placed on mental vulnerability and mental health in a way that can normalize it to have challenges. Then young people can see examples of others who might also have it hard, but which at the same time are quite common.

At the same time, it must be said that the help is still out there and that there are good ones offer to those who need it.

It might also make good sense for some young people who are having a hard time staying coupled with other young people who are also having a hard time. It can e.g., be mentoring schemes or the like.

7. Use your city

For many, it can be difficult to find local offers, such as events, lectures, sports facilities, associations, conversation lines, guides, etc., for young people in the individual cities. Therefore, websites can be created that bring together the local offerings for young people who support their mental well-being and health in general. The offers that are disseminated must be free of charge for users and professionally qualified. The website must be accessible to everyone - both young people, parents, professionals in education, etc., so they can get an overview of what the opportunities are, exactly where they live. The individual cities' offers may be assembled into a single platform. Either way, the websites need to be launched with a message that there are good opportunities within the current guidelines in all parts of Denmark. The concept will also be important after COVID-19.

8. Involve the youth

- ✓ Make a listening or development day for the young people themselves
By bringing young people's knowledge, resources, and networks into play, it is easier to develop and arrange offers that young people will find interesting and relevant. That's why you can benefit from arranging a listening or development day for young people, where they can meet and develop offers themselves or throw their ideas on the field. Actual youth committees can also be set up. It can e.g., take place in educational institutions.
- ✓ Digital competencies for all young people
A pandemic like the current one is pushing a lot of activities and communities online. It places demands on competencies and infrastructure. If one's internet is not good enough, one may have difficulty attending classes or social activities in the club. Some may not have access to a computer. Make groups of friends so young, there e.g., do not have access to their own computer, can be part of a small group where someone has access. A telephone line can also be set up for young people, where they can get advice for this digital.
- ✓ Graduation Groups
A large number of young people have completed their education during the pandemic. Educational institutions or trade unions can advantageously set up professional groups for graduates, where they can meet, exchange experiences, get to know new people and possibly get new professional and personal inspiration.

9. Digital or corona friendly events

- ✓ Make virtual spaces available
With relatively simple means, e.g., make a discord server available to a youth group (e.g., at a higher education institution). Then young people can take it for themselves ownership of the platform subsequently and use it for what makes sense to them. There can be many things one can meet about in the virtual space. It can e.g., be movie clubs, online training, knitting clubs or a forum where you can discuss the latest TV series. One can set up some of the existing activities in the new virtual format, e.g., homework cafes.

- ✓ Meet-up Mondays
Recurring activities can be arranged at fixed times, e.g., determined days that bring people together on different things (like. It may e.g., be morning meditation, yoga on Mondays, calculation café every Saturday, professional seminars, presentations from study boards, etc.
- ✓ National exercise events and competitions
Physical activity can be made fun, motivating and possible within the framework of COVID-19-restrictions. E.g., you can be inspired by Stage Copenhagen (marathon race over a week), We cycle to work and DHL, but under corona-friendly conditions:
 - Educational DHL, where students run the relay individually, tracks the trip digitally and celebrates and competes online.
 - The study stage, where students walk or run with a fellow student half marathon over a week. It ends with a joint online celebration
- ✓ Online presentations, courses or courses for young people
Presentations, courses and courses can be arranged for young people, which is about how to live healthy during the pandemic. It can be about both mental and physical health.
- ✓ Joint walk (in groups or individually)
It can provide a lot of physical and mental well-being to get out. Both in the city and in nature. Perhaps plan a walk with meaning either in small groups or individually for a common cause. It may be that you want to go for a walk for a common future or maybe you would rather plan "wine and hiking".
- ✓ Garbage-run
Plan a garbage run at educational institutions or schools, in class, in the youth club or leisure association. There is rubbish everywhere in Denmark, and nature will set appreciate that you are helping to clean up. All it takes is some big bags to go the waste. Put some cool routes in the local area and maybe arrange a prize for the group who get most garbage together. The prize giving can take place virtually.
- ✓ Event suitcases
Make small suitcases with material that can be used for online events. The material can be sent out to the participants so that they have physical material to work with. Alternatively, there can event suitcases are made for the volunteers involved in the development and running of one event.
- ✓ Online food clubs
Create online food clubs where young people either alone or in small groups cook over Zoom, Teams or similar. Cooking can be fun and a good social activity, though we cannot be together physically. It's a fun way to get into each other's homes. The recipe can be shared online so everyone in the virtual food club makes the same dish. Have one the means for it, one can e.g., also act in advance and give the young people the opportunity to pick up a bag of raw materials e.g., in the clubhouse or at the institution. It can also be a way to support young people's healthy and varied diet.

- ✓ Exhibit or showcase the things made online
If possible, one can make physical exhibits of the material being worked on included in the teaching, or which is the result of creative processes online. It can e.g., be at the educational institution. It makes things more vivid if you can "touch" by them after an event. Get everyone to prepare something, take pictures and share with each other.
- ✓ Competence profiles and "what's in it for me?"
Some online activities rely on young people volunteering. Other times participation may require a special commitment with preparation etc. It might be difficult to get young people to spend the time and resources on the activity as required before the activity becomes really successful. Maybe then you can consider whether you can do descriptions of the competencies that one acquires by either planning or participating in the online activities. Maybe you can boost your CV? Maybe that's a good way to create a network? Or maybe you can help make a difference for the vulnerable young people in one's local area?
- ✓ Something fun to meet about
Hold online comedy shows where you will be able to meet friends or family in small groups and watch the same stand-up show or similar.

10. Mental health

- ✓ Good advice for good communities
Good advice must be developed to support good communities, including what to do can do to lower the threshold for participation, how to invite more people in, how to get lonely and isolated with, and how to make the communities more confident and meaningful to the individual. The councils must target people who are responsible for youth meetings. It can e.g., be educators on trainings, coaches and team leaders in civil society, or responsible for events and communities, who then get one greater insight into the dynamics that can deter and motivate young people from participating, and how they can actively contribute to creating good, inclusive communities.
- ✓ Create your own community
Young people must be inspired to invent activities that you can meet about. E.g., teachers or associations can come up with concrete suggestions for ideas to meet about, e.g., with people from the studio, or the local gym.
- ✓ "Bring a friend"
Young people should be encouraged to take a friend or acquaintance to virtual activities or just to reach out especially to those who may be less likely to participate on their own
- ✓ Website with national and local [free] offers for physical and mental health promotion
A website must be set up where young people can find offers they can participate in. It can be everything from sports facilities, hiking trails and book clubs to guidance and support offers.
- ✓ Outreach efforts
There must be an outreach effort to systematically identify and offer help to the vulnerable

11. Education

✓ Course in mental health

Educational institutions, educators, supervisors and other resource persons must be taught mental health, including how it can be promoted on an equal footing with physical health, and how the framework can support this. There may be. also be an element on "how to spot a victim?".

✓ Online homework and study cafes

By having students meet online at set times, they get a place to meet questions, wonder, worries, joys, sparring and knowledge sharing. The cafés can advantageously be arranged on a platform where the students can move between different digital spaces and possibly can combine a physical and a digital dimension in periods where it is possible to assemble physically. That way you can both be many and get along at a time, and you can have several different activities going on at once - if that is the case task, board game or something third.

✓ Digital facilitated conversations between students

Digital conversations between students can be facilitated, which e.g., can be used to support shifts, transitions, and new terms. By creating digital groups where students meet and write or talk to each other about targeted issues and themes, e.g., their worries, what they are looking forward to, etc., a better connection can be created between students, and it can support that concerns and challenges are felt more normal. It can also be used to bring out ideas and experiences that the institutions can use in their guidance and organization of education.

✓ Put teaching and digitization on the agenda

There may be more focus on digital teaching and how it works well, e.g., in the research groups, study boards, etc. It may. done via facilitated conversations or presentations

✓ Digital assistants for educators

Educational institutions may employ or appoint permanent e-moderators and digital helpers so that teachers can get help and sparring for the digital teaching.

✓ Invite students to participate in planning and development

To get the most out of digital teaching, you can invite students involved in the planning and development of teaching, just as there must be on an ongoing basis evaluations, where students are given the opportunity to give teachers feedback.

✓ Starter package for online teaching

Make a fixed equipment package (camera, microphone, internet connection) for online educators, so that the teaching online can take place in a way so that everyone can get something out of it.

✓ Make simple, good advice for online teaching aimed at educators

It can e.g., be inspiration to create interaction and support to all students comes with, and it can be technical and didactic advice on how to live teaching and tape teaching can be combined.

- ✓ Reading groups
In order to support that all students have a community to be a part of in the education, the higher education institutions can ensure that all students participate in a reading group.
- ✓ “Dress” the tutors extra
Tutors have never been more important to new students than they are at the moment with such a special start of studies and transition to being students. Maybe there is a need to dress the tutors a little extra on to handle the important task at this time?
- ✓ Non-professional events at the institutions
Maybe the students (and teachers) need to meet about things that not only is about the academic content of the education. Create the framework to also other types of events are planned - maybe a virtual pub quiz or bingo arranged by the party association, maybe an exciting presentation by a famous person, or maybe a walk in nature.
- ✓ Availability
Institutions need to set up online booking systems so that students can easily book meet and contact study counselors, process counselors and SPS counselors. All actors must have their own virtual meeting rooms.
- ✓ Onboarding program for new students
For new students, there must be an onboarding program, which consists of both a practical, social and informative part, and a part that is guided by teachers and researchers. The initiative is inspired by the study start initiative "How to Uni" at the University of Southern Denmark.
- ✓ Make small challenges for students and teachers
It can e.g., be a micro-challenge about who can run the most kilometers in the month in question, or who gets to read the most fiction books etc.
- ✓ Focus on teacher and employee well-being
The current crisis demands a great deal from all of us. Teachers and educators have also become available in a new way, reorganizing teaching and working with new forms of teaching. It is therefore important to also take care of teachers and other employees to avoid stress.
- ✓ Social activities at the institution
Recognize that students need to be seen and plan activities at the institution. In relation to the spread of infection, it is preferable to be seen with the same few rather than to meet a whole lot in the city.

These practice ideas are meant as inspiration to preparing the online training modules for the target group of the project: Teacher, facilitators, coaches, educators, supervisors, etc. They build on the situation analysis presented as well as suggestions from young people and target group representatives.

NOTES

ⁱ Sundhedsstyrelsen, 2018; Statens Institut for Folkesundhed, 2014; EVA, 2019d SFI, 2016

ⁱⁱ National Board of Health, 2018.

ⁱⁱⁱ Elevtrivsel på erhvervsuddannelserne © 2021 Danmarks Evalueringsinstitut, ISBN (www) 978-87-7182-550-3

^{iv} (Lasgaard, 2010; Krane, 2010; Beck & Paulsen, 2011

^v background report p. 18-19

^{vi} in the study rated by "interest/usability/elaboration/effort regulation"

^{vii} in the study rated by degree of consent to statements such as: "The other students are general accommodating", "I feel welcome at the University" and "I can get help and support from my fellow students when I need it"

^{viii} SFI, 2016

^{ix} <https://ufm.dk/publikationer/2021/trivsel-og-faellesskab>

^x *ibid*, p 5