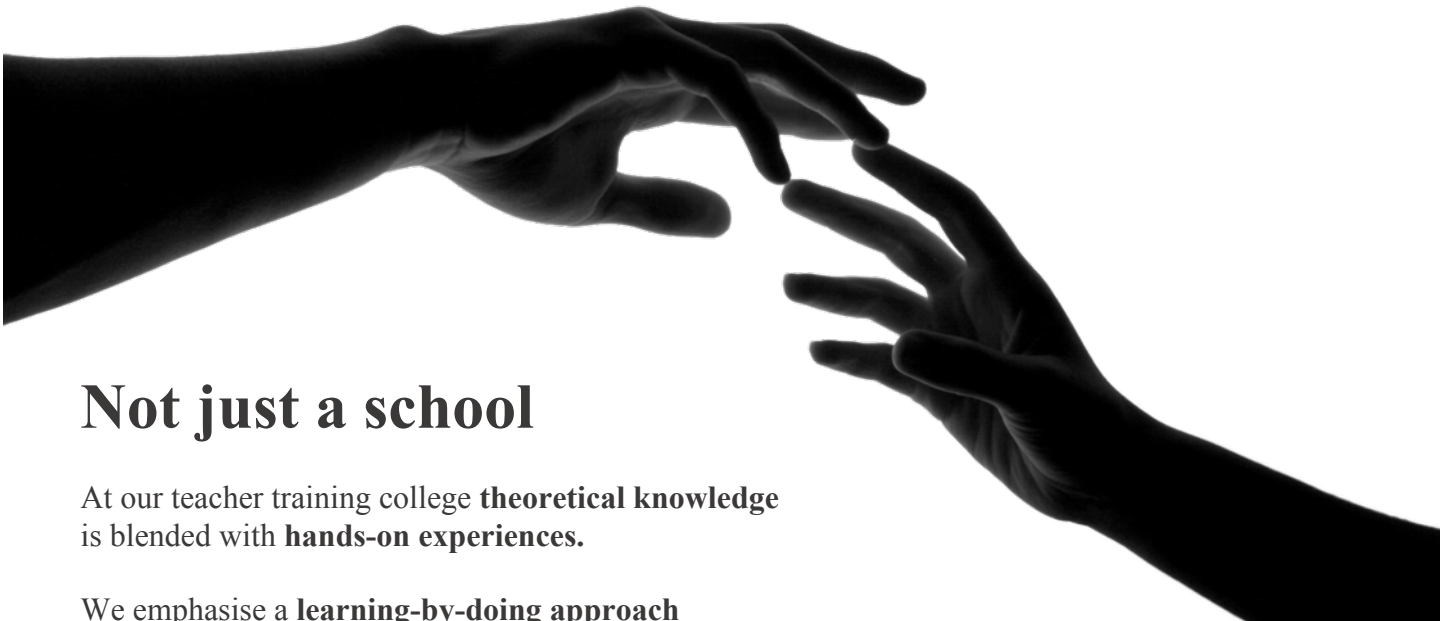




# The Necessary Teacher Training College



## Not just a school

At our teacher training college **theoretical knowledge** is blended with **hands-on experiences**.

We emphasise a **learning-by-doing approach** and practice **community living**.

Our aim is to train **progressive teachers** who can **respond to the challenges of our time**.

**On your own, the world changes you.**

**Together, we change the world.**

## A. PARTNER ORGANISATION

PIC	946830193
Full legal name (National Language)	
Full legal name (Latin characters)	Det Nødvendige Seminarium
Acronym	DNS
National ID (if applicable)	CVR 41821310
Department (if applicable)	
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Region	
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## B. PROFILE

Type of Organisation	higher education institution (tertiary level)
Is the partner organisation a public body?	no
Is the partner organisation a non-profit?	yes

## C. ACCREDITATION

Has the organisation received any type of accreditation before submitting this application?	no
Has the organisation received/applied for any EU grants?	yes

## D. BACKGROUND AND EXPERIENCE

Please briefly present the partner organisation.

DNS is a private teacher training college founded in 1972 in Denmark. DNS educates teachers who wish to achieve something extraordinary as educators. A strong focus of the education lies in community involvement and teamwork, since the students live together in a boarding school.

The school was founded as a part of progressive youth movements that wanted to increase citizens' participation in the governance and development of the country, to stop wars (especially risk of nuclear warfare), to grant and uphold gender equality, protect the rights of LGBTQIA community, protect the environment, develop renewable sources of energy and more. The teachers who invented the programme were also inspired by the first-hand experience of overwhelming poverty that dominated the globe and which was unknown to the general public in Europe. The creation of the college was regarded as necessary in face of these changes and that's why the school is called The Necessary Teacher Training College (Danish: Det Nødvendige Seminarium - DNS).

Nowadays, constantly adapting to the changing world, the college sticks to its principals and cooperates in a national and a worldwide network of schools and developmental projects.

Amongst many elements, DNS-programme includes:

-a four-month travel by own bus to Western Africa where DNS-students conduct field investigations and join developmental projects in order to learn more about the world.

-a six months of animating and investigating a European city in order to learn more about Europe and the background of their future students.

-an eight-month teaching practice, where DNS-students receive a lot of responsibilities.

-deciding on the programme and running the school centre together: students and teachers.

-taking care of a windmill - once the biggest windmill in the world.

-sharing life and co-creating the programme together with youth with special needs\*.

-organising big events promoting: sport, Peace Justice, Climate Justice, theatre, music and more.

-study tours and volunteering project, including the work with refugees.

-being active in the local community, especially in the field of children education and building cross-cultural bridges.

-taking care of school's own ecological farming.



\* youth with special needs – here means:

- youth with special needs – mentally challenged (ADHD, Tourette, etc.)
- youth with difficult background – difficult family situation, drugs, crime etc.
- youth with cultural challenges
- other disadvantaged and marginalised youth



## **What are the activities and experience of the organisation in the areas relevant for this application?**

The students and teachers at the college together with a high school and four care homes for youth and adults with special needs form an international community. Daily, DNS students work with inclusion, integration, differentiation, conflict resolution and building consensus. Working with people above the social and cultural division is something obvious for us: we study it in theory and practice every day.

Gender studies are an important part of it. There are no boy's tasks and girl's tasks. We also care about the use of right language in order to prevent prejudices.

Overall, we create an inclusive environment, especially important for the youth with special needs who so often have a complicated background and lack role models and developmental assets.

Our college has created a Climate Centre that includes our own wind power plant, solar panels, solar heaters, ecological farming, free-air chickens, ecological orchards, second-hand shop, nature park and facilities where visitors can learn about all these projects or i.e. construct their own stand-alone system. Our centre supports a project in Malawi that makes solar lamps available for people in rural areas.

We participated in and contributed to youth exchanges and other events connected to COP21 in Paris and COP22 in Marrakech and COP23 in Bonn.

In the spring of 2016, DNS students participated in a study trip to Khíos, where they volunteered in a refugee camp, providing food and care for people who just arrived to Europe on the boats over the sea. The tour had another pedagogical dimension, as some students with special needs from our school centre were part of the project. Being helpful and important for other people in need was a life-changing experience for them.

In autumn 2016, another group of students was working in a refugee camp in Athína, this time aside from practical help, creating educational programmes for children and youth was the main focus of the participants.

Both tours included investigations – prepared theoretically and practically at home. They also included dissemination of the results around Denmark after the travel.

Yearly, the first-year DNS-students travel to Western Africa by own bus for a four-month study trip in order to investigate: culture, social justice, poverty, Climate Change, migrations and other topics. Students also join some developmental project and organise actions. Again: theoretical and practical preparations, as well as the dissemination of the findings are important parts of the programme.

In 2015, 2016, 2017 and 2018 Peace Justice Conference gathered 180-280 people that joined in order to learn, teach and debate peace in different contexts – not necessarily as an opposite of war but as a social construct. Use of different media and forms of expressions promoting peace building as well as practical actions on the street were part of the project. Its fifth edition is planned for May 2019.

Many other big events at DNS are focused around the integration of youth with special needs. Whether it is about sport, music, theatre or art, we include over 200 children and youth with special needs in each event. Naturally, accompanying adults, students, volunteers, teachers and friends are part of these arrangements. For example, in a two-day multi-sport event in September 2017, we gathered over 600 people from at least 70 countries competing in 74 sports adjusted to the capabilities of participants. This event also has a special point system that emphasises participation (in contrast to competition).

These events are a valuable programme for the participants but also for the organisers who practice inclusion pedagogy, event organising, team work and more. In the preparations, we usually include some refugees and asylum seekers.

Many smaller actions, as initiatives of the students target the topics as above. In all the projects, we consider our environmental impact and actively promote sustainability. As the school centre, we are thriving to be CO<sub>2</sub> neutral.

## **What are the skills and expertise of key staff/persons involved in this application?**

The young teachers and students at DNS have a lot of experience with:

- organising and conducting study tours and field investigations also in several countries outside Europe (up to four months).
- inclusion of youth coming from different cultural and social backgrounds, including refugees, youth with special needs, and persons with difficulties in speaking Danish and/or English.
- working with people of very different age, skills, knowledge and capacities
- cultural, sporting, political and other big events (300-800 participants)
- topics related to sustainability, ecology, Climate Change in theory and practice
- social science and development
- group dynamics
- problem solving
- conflict resolution
- different pedagogical and didactic tools in theory and practice.
- planning and budgeting
- creating teaching-and-learning programmes
- promotion and use of media
- working with volunteers

The DNS-folks are good role models, good-hearted, humble, flexible, multilingual, global citizens open for differences and new challenges.

### Steen Conradsen

- 38 years of work with teenagers and youth with special needs.
- in 1980's, for three years, working on a sailing ship as a teacher for 20 youngsters with special needs (from Europe to Africa to Caribbean ending in the Pacific Ocean).
- for three years was a project leader at "Richmond Vale Academy" in St. Vincent, Caribbean - a school for 35 disadvantaged youngsters from Scandinavia and England together with 70 youngsters from St. Vincent.
- later, a founder and, for nine years, a headmaster of an institution with approximately 60 teenagers and youth with extremely difficult background.
- since 2008, a leader at "Botilbuddet på DNS", a care home for disadvantaged adults.

### Annika Mårtensson

- 21 years of work as a teacher and pedagogue with teenagers and youth with special needs. Nine out of these years in various leading positions.
- coordinated over 40 cultural and sporting events for between 300 and 600 youngsters with special needs participating in each event.
- organised over 30 study travels in over 15 different countries for youngsters with special needs.
- now, the headmaster at DNS.

## Piotr Działak

-creates teaching-and-learning programmes for teacher education at DNS and for our partner schools in Southern Africa under the cooperation with One World University in Mozambique.

-teaches cross-curricular subjects within the fields of social science, geography and history - all in pedagogical context.

-conducted field investigations concerning social justice, education, development and Climate Change in India, Bangladesh, China, Morocco, Mauritania, Senegal and Europe.

-had been in charge of several international events; ten times a chief referee in sporting pedagogical events for 600 people.

## **E. LEGAL REPRESENTATIVE**

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