

CHARTER FOR THE DANISH PRODUCTION SCHOOLS

The Association of Danish Production Schools hereby proclaims the below text to be the charter of the Danish Production Schools on the basic principles of the production school as type of school.



CHARTER FOR DANISH PRODUCTION SCHOOLS

Foreword

The overall political objective for Denmark in terms of education is to give all young people the possibility of obtaining a qualifying education. With this charter the Danish production schools recognize and work along the lines of the national strategies of “Education and Skills Upgrading for All” and “Lifelong Learning”.

As production schools, we intend to serve as a different start of a youth education to the young people who need to learn in a different way as the traditional education system is often academically based and better accommodate project-oriented and individualistic tuition. The production schools constitute an offer with clear and manageable goals and frameworks for young people who need – or want – learning and practice to be closely connected.

The crux of the learning environment and pedagogy of production schools is learning through practical work and the solving of tasks in a working community aimed at real production and marketing of goods and services. It is learning connected to and originating from practical experiences having as a goal to clarify and to train the young person’s professional, social and personal competencies.

This charter complies with the provisions described in the legislation on the Danish production schools, and it also confirms the views formulated earlier in publications issued by the Danish Association of Production Schools.

The charter is intended to serve as a proclamation of the common values and philosophy of the Danish production schools with a view to subsequently working towards a proclamation of similar common principles for the European production schools in a European charter.

With this charter we, the Danish production schools, wish to highlight what we share and have in common and what we at the same time wish to specify and uphold. The Danish Association of Production Schools thus recognizes the below principles as the hallmark of the Danish production schools.

April 2010

THE ASSOCIATION OF DANISH PRODUCTION SCHOOLS

PRINCIPLES FOR THE DANISH PRODUCTION SCHOOLS

1

The fundamental characteristics of the production schools are practical work and production.

2

Learning takes place in a binding working community. The aim is the young person's personal, social and professional development.

3

The theoretical instruction is integrated in practical work and production.

4

The participants are attached to one workshop and one teacher, involving participants in the production as well as in other school activities.

5

The schools offer workshops with a professional diversity and quality reflecting the current labour market.

6

The participants are offered training in general subjects, as well as in culture and society..

7

Production schools admit and discharge the participants individually. It takes place currently, taking into account each participant's needs.

8

The participants will get a pay in the form of a school allowance for their active participation.

9

The production school supports each participant in setting realistic goals and in reaching these goals during their stay at the school.

10

The young people's development of competencies is documented in a production school certificate.

11

The schools are self-governing and independent institutions.

PRINCIPLES FOR THE DANISH PRODUCTION SCHOOLS

1

The fundamental characteristics of the production schools are practical work and production.

The crux of the learning environment at the production schools is practical work and production.

The goods and services produced by the participants are sold at market terms enabling the teachers at each workshop to offer the participants tasks, which in specific situations have immediate value and function for the participant himself as well as for the school and the customers.

The participants discover and will get well-acquainted with all important processes, which form part of the work and the production – from idea via decision, planning, execution and valuation to delivery.

The production schools' conception of own activities includes an understanding that work and production give common experiences and recognition. The participants will hereby be bound to common objectives and will have defined their personal status and identity, which requires their active participation and helps giving them time structure.

2

Learning takes place in a binding working community. The aim is the young person's personal, social and professional development.

At a production school, the production itself is not an end but a pedagogical tool forming the basis of a different way of learning. Therefore, it is i. a. important to maintain the production as an end in order for it to function as a means.

When the participants face a workshop practice where things must be done because it is necessary, they will be challenged on their responsibility and ability to cooperate to finish a task. The work must therefore be organized to include the participant in a workingcommunity

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founded on genuine cooperation and joint responsibility, which at the same time makes sense to the individual participant.

Learning thus takes place in a social practice involving and developing the young people both professionally, socially and personally, for instance by means of peer tutoring by more experienced participants which is a valuable way of promoting social, personal and professional goals.

3

The theoretical instruction is integrated in practical work and production.

The theoretical instruction must be extensive and as far as possible be integrated in practical work and the production at each individual workshop.

When participants face situations where practical task solving is linked together with the theory to match, the young people's interest in the theoretical part is awakened, and their knowledge in the subject area in question will thus be strengthened.

4

The participants are attached to one workshop and one teacher, involving the participants in the production as well as in other school activities.

The production schools are founded on the idea of creating an educational framework for young people who need to learn in a different way than characterizes the ordinary education system.

The participants have widely different experiences from the traditional school system, but what many of them have in common is that they have often encountered difficulties and defeat, which has confirmed their need for a different way of learning.

In order to keep the participants in a continuous development process the production schools must comply with a number of needs for care and attachment which each of them may have.

Creating an inclusive environment for the participants requires presence and commitment of the adults who act both as masters and mentors. An essential prerequisite for this is that the number of participants per workshop teacher should never be so elevated that individual consideration cannot be taken.

5

The schools offer workshops with a professional diversity and quality reflecting the current labour market.

The production schools include several workshops representing different subject areas within trade, service, health and care, media and creativity, etc.

However, the subject areas must mainly relate to qualifying youth educations enabling the participants to find their bearings among several occupational fields.

6

The participants are offered training in general subjects as well as in culture and society.

The production schools must provide training for participants who need to improve their basic skills within general subjects, for instance Danish, Mathematics and IT.

The production schools should strive for teaching methods ensuring individual learning taking into account the participants' qualifications and potential. The training should wherever possible be in direct connection with or in continuation of the practical work at the workshops.

It could for instance be minor tasks such as registrations, calculations and bookkeeping in the workshops, which relate to orders and consumption of materials, expenditure and sales and also reporting of hours and wages. These are tasks, which the participants immediately understand the meaning of and which require no major proficiency in reading and arithmetic as they may be executed jointly with other participants in the workshop.

The schools organize a number of other training activities within society, history, psychology, nature, sports, etc.

7

Production schools admit and discharge the participants individually. It takes place currently, taking into account each participant's needs.

Young people may be admitted and discharged individually when they each need it, that is all year round.

No limits are set in advance in respect of the length of the stay for each participant.

8

The participants will get paid in the form of a school allowance for their active participation.

The participants get a school allowance, which is taxable.

The school allowance is reduced proportionally for participants, who are late, who do not participate actively or who fail to turn up for the training.

9

The production school supports each participant in setting realistic goals and in reaching these goals during their stay at the school.

The production schools provide guidance enabling each participant to clarify, develop and to put into perspective their personal, social and professional qualifications.

The guidance should support the participants in setting goals holding realistic challenges and in reaching these goals during the participants' stay at the school.

The responsibility for the day-to-day guidance and counselling, which are integrated in the social and professional processes, lies with the individual teacher.

Guidance and counselling conversations will be held frequently with a view to evaluating the individual participant's stay at the school.

By now, many schools have engaged actual guides, especially dealing with the more formally organized educational and vocational guidance, including the guidance on social and labour market legislation.

10

The young people's development of competencies is documented in a production school certificate.

It is of great importance that the competencies that the participants obtain at the production school are recognized in order to give the young people the possibility of feeling appreciated.

At discharge, the production schools issue a certificate proving the participants' level of competence within selected areas of competence and supporting the participants' future search and selection in relation to further education and employment.

11

The schools are self-governing and independent institutions.

The production schools are organized as independent institutions, which must meet a series of demands following the applicable Danish legislation on production schools.

It is about guidelines for i. a. the foundation of the production school and its potential closing, the wording of bylaws, the composition and tasks of the board, the pedagogical and administrative management, school finance, account and audit of the school plus supervision from the relevant national ministry.

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