

# DGS' work plan for the school year 22/23

*Discussed at DGS' National Assembly April 2022*

The work plan is the National Assembly's opportunity to decide what DGS should work with during the school year of 22/23. DGS works for many other things than what is stated in the work plan. This doesn't mean that it's not important, but just that the National Assembly has chosen to prioritize its resources on certain agendas.

The chapter on the political and organizational situation provides some context on DGS' work in the years to come. The campaigns are political agendas which will involve the entire organization in a few months. The efforts are primarily organizational and extend over half a year each.

## **The political situation**

In 21/22 we finally had a physical school year, where we were able to meet at our schools, focus on our education and be with our friends. That has been amazing! It has shown us how important intimacy, class discussions and boardgame nights are, to ensure that we grow and thrive in our education system. However, it has also shown us that our education system is still bleeding, after many years of cuts. There STILL is not enough time and focus on each individual student. As a result, students receive a happy or sad smiley, instead of real formative feedback. There isn't enough time for formed class discussions and the students that need extra

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Although our classrooms once again are full, the unhappiness that we experienced during the corona crisis is far from gone. Students fight against lonesomeness, depression and performance anxiety and our generation of young has the responsibility to fight so no students will buckle under because of an education.

In the school year 22/23 we must inform about unhappiness not only existing because of the corona-crisis, but because of the pandemic we are facing a real well-being-crisis among young people now. We must demand political action and dare to go in front with our own solution proposals. Especially minority groups experience dissatisfaction because of discrimination in their education. We must put an end to this. No one should be prevented from taking an education – regardless of prerequisites and background. Thus, DGS must be at the forefront of the fight against discrimination in the high schools.

We are facing many essential fights but we, the students, must stand together about the belief that it can be done. In this school year we have experienced that when enough people stand together and shout, we can make a change. We have fought for sexual education and gotten the Minister for Children and Education to support our demands on making it obligatorily in the high schools. Together we succeeded in getting the politicians to acknowledge that we were not ready for the summer exams, and we managed to get some of them canceled. We have also shown that students have a voice and a rightful place in the public debate. The high schools are created for students, and we know how you can create the best everyday life in our schools. As students, we must continue to demand our right to influence our everyday life and our community.

Corona is finally a done chapter but many of the problems have resurrected. With support from strong student councils and political victories, DGS must by next year ensure bigger influence for students and fight for the best everyday life for all students – both in our schools, on the streets and on Christiansborg

### **The organizational situation**

The school year 21/22 has offered fewer corona restrictions than the year before. This has meant that DGS has had the opportunity to visit more schools and hold more events in a lot of places in the country which has meant a great deal for the engagement in DGS. However, a lot of student councils haven't started their work again after corona. DGS must support schools getting their student councils started so that the students can get the influence that they have the right to have on our schools.

Regions are the cornerstones of DGS; thus, it is essential that the regions are strengthened so that DGS can continue to represent broadly. On top of corona, we must kickstart the regions so that active student members in the regions can hold great events for high school students and help student councils create improvement in everyday life. Therefore, the regions must be social meeting places for high school students, and we must hold events that appeal to more students. We must work to break down the barriers that the regions experience to activate students: We must strengthen the story of DGS as a movement and ensure that more students can mirror themselves in DGS. In addition, we must strengthen the regions autonomy, so the regions get freedom and ownership over the work of DGS. Upgrading the regions is crucial and we must create better opportunities for collaboration and experience exchange between the regions.

In the latest year the engagement from HF- and IB-students has gone up. We have held HF-network meetings and IB-executive Committee meetings as well as network-meetings which has made a lot of excitement and activity and meant that DGS now has better conditions to represent and fight for HF and IB-students. In the future we must continue to hold events for HF-and IB-students and there must be a focus on visiting more HF-and IB-schools in terms of keeping them involved in the fight to improve everyday life for all students.

## Campaigns

### School start campaign

A new school year is upon us – hopefully without corona. Thus, we must kick-start the student councils at the high schools. It is important that DGS gets out to as many high schools in the entire country as possible so that the student councils and the students know that DGS is ready to support them in their work. It should not only be the student roots who know us, but DGS must also focus on the general students and other committee members.

That is why DGS must focus on being visible on social media, getting out to morning gatherings and strengthening the awareness of “Gymnasieelevernes Klagehjælp”. The regions must be front runners in the campaign, so that we can start the region work with a lot of new energy.

Propose:

- Boost the awareness of DGS and our work through school visits and SoMe
- This campaign will continue throughout the school year to maintain our focus on mental health for high school students.
- Strengthen the relation between DGS and the student councils and make it clear how the student council can be used in everyday life.
- Upgrading the student councils so that they can handle the students’ interests better and get more influence.
- Strengthen the region work and create a bigger engagement out in the regions.

Political focus:

- Strengthen the well-being among high school students
- Set specific proposals will improve the well-being both locally and politically.

Organizational focus:

- Spreading the knowledge of what DGS can do for the students including the course catalogue
- Getting other committees than the student council to use of DGS
- School visits that equip the student councils to be able to influence and win victories
- Focus on further developing and spreading the knowledge of Gymnasieelevernes Klagehjælp
- Contact and inform the climate committees.

## **High schools for everyone!**

At DGS we fight for education for everyone, and for everyone to be able to get an education regardless of prerequisites. Unfortunately, certain groups experience discrimination or barriers to complete youth education. For some, this means that it isn't possible to take an education at all, and this creates a biased society. Therefore, we must fight to ensure that our education can accommodate everyone and that high schools become a place where students meet across backgrounds and living conditions.

In this campaign we focus on two problems: Racism and discrimination against students with disabilities. DGS must work through this information from students and political focus on the areas.

### Purpose

- Improve minorities' conditions in high schools.
- Creating high schools with room for everyone

### Political focus

- Raise awareness about "ASF Classes" (classes for special needs, primarily for people with Autism Spectrum Disorder): Propagate the ASF-classes and similar offers and work towards more money being granted for SPS-arrangements to further support students in completing a youth education.
- Disability supplement for SU, must be made possible for students on high schools' education.
- Have discrimination written into anti-bullying strategies that must be written in collaboration with students.
- Mapping proposed solutions to racism and discrimination of students with a disability on high schools in collaboration with relevant actors and put these on the political agenda.

## **Parliamentary elections: Young people must vote and 1000 more teachers**

The general election is just around the corner. It can be announced at any time, and when it does,

DGS must be ready. The many billions that the last decade's 2% savings have created, has still not been returned to the high schools. For high school students out in the classes, this means that there is not enough time for inclusion nor exciting teaching, and we do not get sufficient feedback on assignments.

One of the reasons for this, is that high school teachers have more tasks to do in the same amount of time, thus they do not have enough time for the individual student. Therefore, the high school students' demands for a new government is that funds must be set aside for 1000 new teachers at high schools to ensure the framework conditions for a proper teacher-student relation.

### Purpose:

- Education policy must be put in focus for the general election

Political focus:

- Funds must be invested for 1,000 new teachers at high schools

Organizational focus:

- Engage more young people in the general election
- Focus on DGS's policy for the general election
- Hold general election-related events regionally that attract more young people to vote
- Cooperation with other educational organizations

## **Stakes**

### **Political efforts**

In addition to the political campaigns, DGS must work politically in the following areas:

- Change in the recalculation of grades for high school educations, so that recalculation can affect the grade both positively and negatively.
- Schools must comply with rules for pedagogy, and pedagogy must be optimized
- Guidance in elementary school and high school

This can be done, for example, through lobbying and participation in the public debate.

### **Democratic influence on your own everyday life**

DGS' purpose is to democratize our high schools. This work must be completed through a strengthening of our student council, but also through a democratization of the teaching. Students must have an influence on the institution that sets the framework, the teaching, but also the teaching itself and its content.

Focus area:

- Support student councils through courses and presentations with a focus on (local) change
- Spread awareness of and develop "Gymnasieelevernes Klagehjælp"
- Spread awareness of the DGS fund and DUF's local association pool
- Hold student council management courses with a focus on gaining local influence
- Focus on student-involved teaching vis-a-vis politicians and interest organizations
- Work politically to improve the student council order to strengthen student councils' rights
- We must work for increased democratic influence in the election of the principal as well as the possibility of an external complaint system.

## **HF, IB and EB**

HF, IB and EB are educations that DGS has long had difficulty representing. It has improved in the past year, where both the HF-network and the IB-network have started. However, there is still a need to work more with HF, IB and EB, so that DGS - to a greater extent - can represent these educations and that their students feel welcome to DGS.

HF focus:

- Work for greater HF and HF individual subject representation
- Hold more HF-network meetings
- Strengthen the HF-committee
- Visit several HF-schools
- A further development of DGS's policy in the HF-area in collaboration with the HF- network.
- Encourages regions to hold HF-relevant events

IB and EB focus:

- Hold more IB-network meetings
- Hold several Executive Committee meetings
- Work more politically with IB and EB
- Continue to develop DGS policy on IB and EB
- Visit several IB and EB schools

## **Climate action**

Climate committees at high schools are important for promoting the green agenda and make a green everyday life more natural for young people. These committees must strengthen through, among other things, exchange of experience and joint climate council meetings. We want to create a network between the climate committee at high schools, to make it easier for young people to get involved in the green agenda.

Focus areas:

- Create and coordinate climate councils at all high schools
- Upgrade DGS to be able to advise climate councils
- Encourage the regions to hold joint climate council meetings
- Continuous to keep focus on climate both internally in the organization and on the high schools
- To hold at least one climate summit with a focus on structural change as well as exchange of experience among climate councils

## **Regions**

The regions are DGS' backbone and prerequisite for all our work. In the regions we can activate high school students and support the student councils in making a difference in their high school. In addition, the regions provide the opportunity to create a student democratic community across schools. Therefore, more effort must be expended to strengthen the regions. The regions must do more activities and to a greater extent also be social meeting places for high school students.

Focus area:

- The regions must appeal widely and function as a social space for high school students – also through non-political activities.
- Efforts must be made to increase regional activity, especially in smaller regions.
- School visits and student council contact must function as part of regional work as a whole vein.

## **Follow-up on sex education**

DGS won by getting a promise of requirements for sex education. Among the campaign was also the requirement that sex education must be proper and representative.

DGS will follow through, thus ensuring an inclusive, up-to-date, and consent-based sex education for alle high school students.

Focus area:

- Follow up on the promise of sex education
- Set requirements for pupil influence in sex education
- Set requirements for inclusive, up-to-date, and consent-based sex education.

## **Preparation of a long-term plan for optimizing representation in DGS**

DGS must be representative of all high school students. That is why, in the association year 22/23, a long-term plan is to be developed to strengthen representation in DGS. The plan must contain specific structural measures for how DGS improves representation in the organization. The plan must be a multi-year plan and must be processed in the National Assembly.