


# Welcome to Aarhus

Visit from  
Groningen

Department  
of Children  
and Youth

Henrik Vinther  
Communications  
director

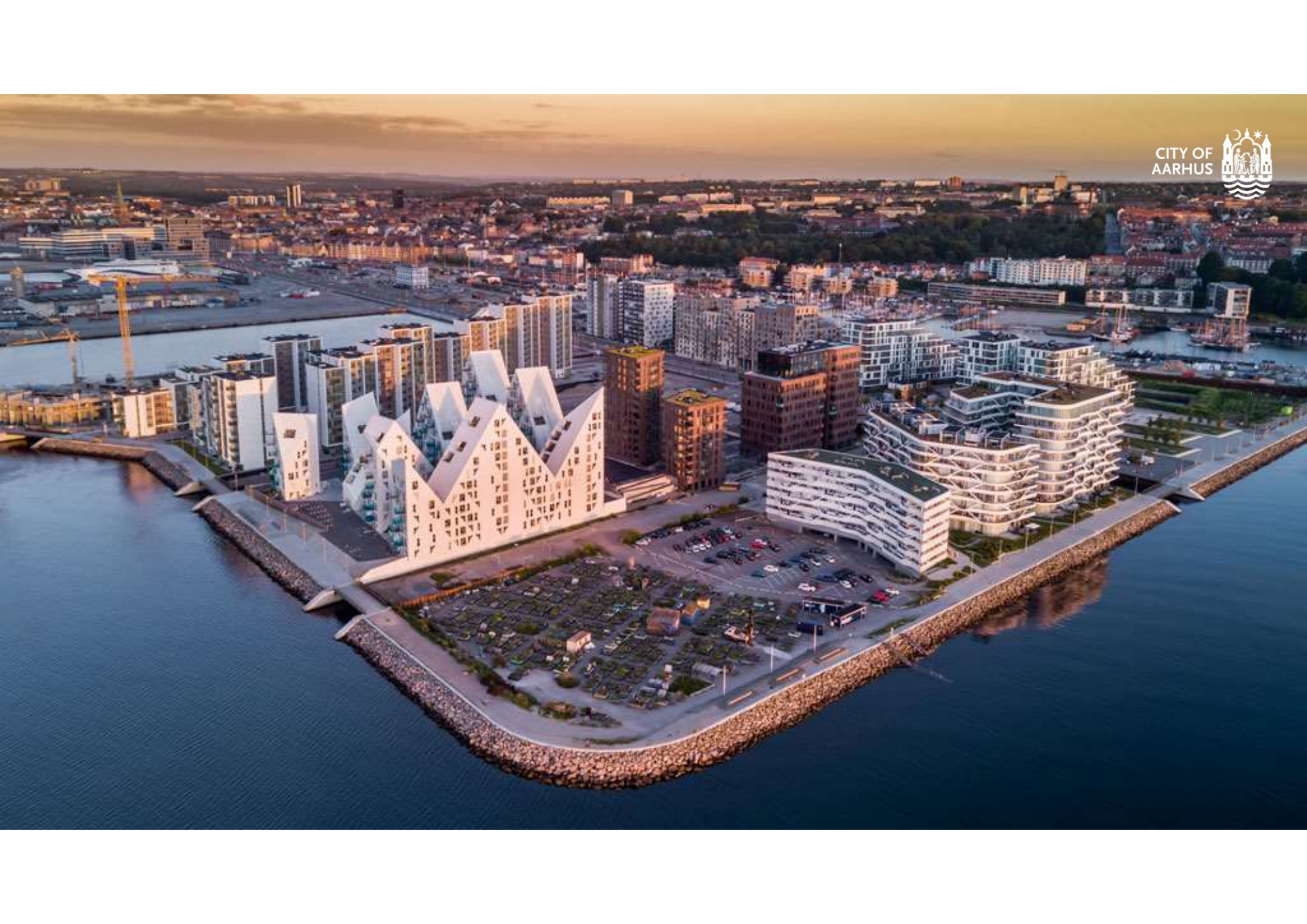


- 
- A photograph of children playing in a public water fountain. The scene is filled with splashing water, creating a dynamic and lively atmosphere. In the background, a large, modern building with a blue and white facade is visible under a clear sky. The children are in various poses, some running and others standing, enjoying the water.
1. City of Aarhus
  2. Departement of Children and Youth
  3. The future













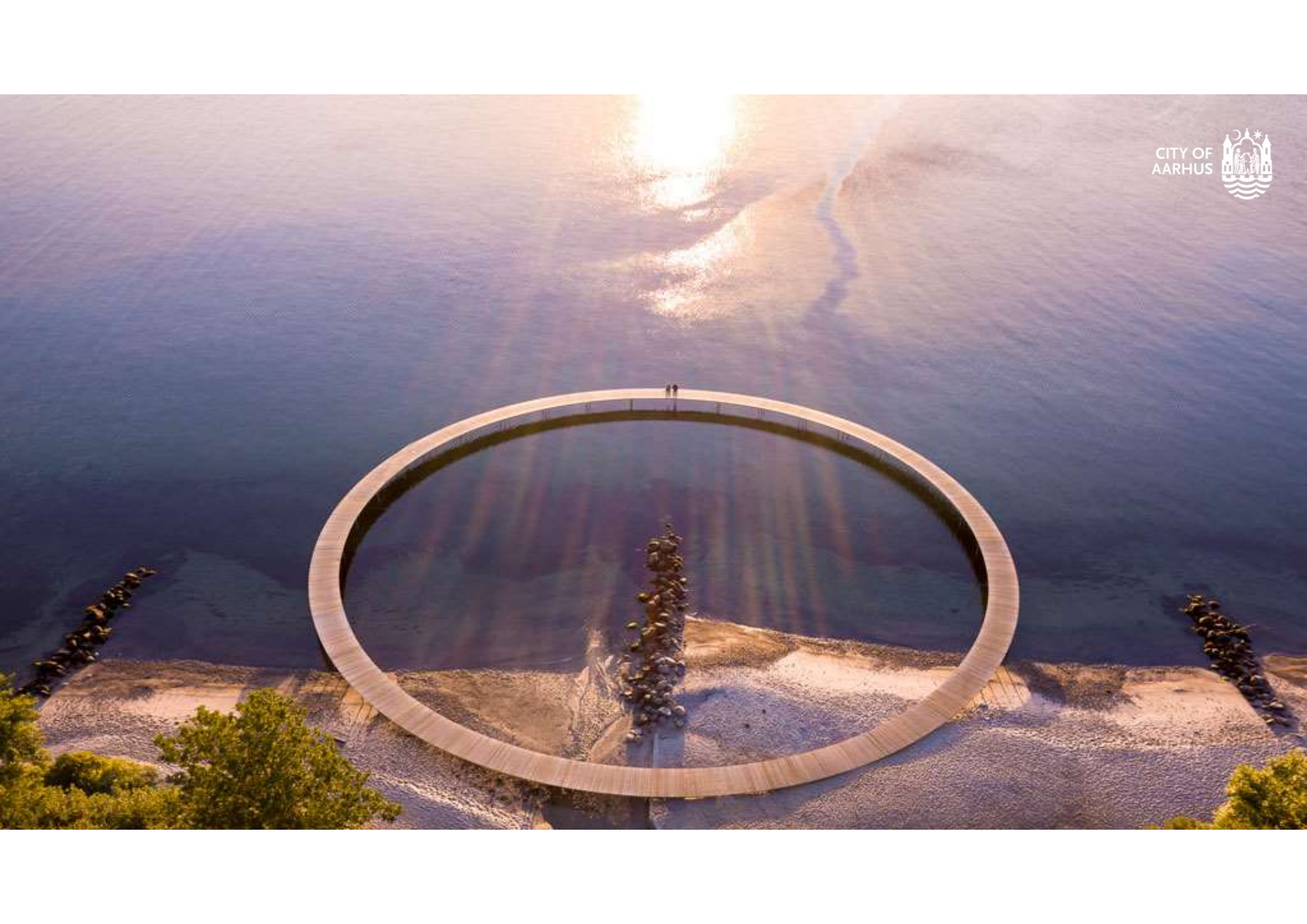
























## Aarhus

### Citizens

Q3 2019: 350.003

Q3 2013: 319.646

21.777



### Workplaces

Q1 2018: 190.911

Q1 2013: 169.882

21.029

City Hall



## Aarhus



### Citizens

45% under 30  
12% not born i Denmark  
(+4% desendents)



### School children

2017-18: 26.993  
2023-24: 28.368  
1.375

City Hall





**Aarhus**  
City Council  
31 members

							N
12	3	2	2	6	2	1	2



Mayor Jacob Bundgaard



City Hall











## Aarhus

### The Magistrat

9 members:

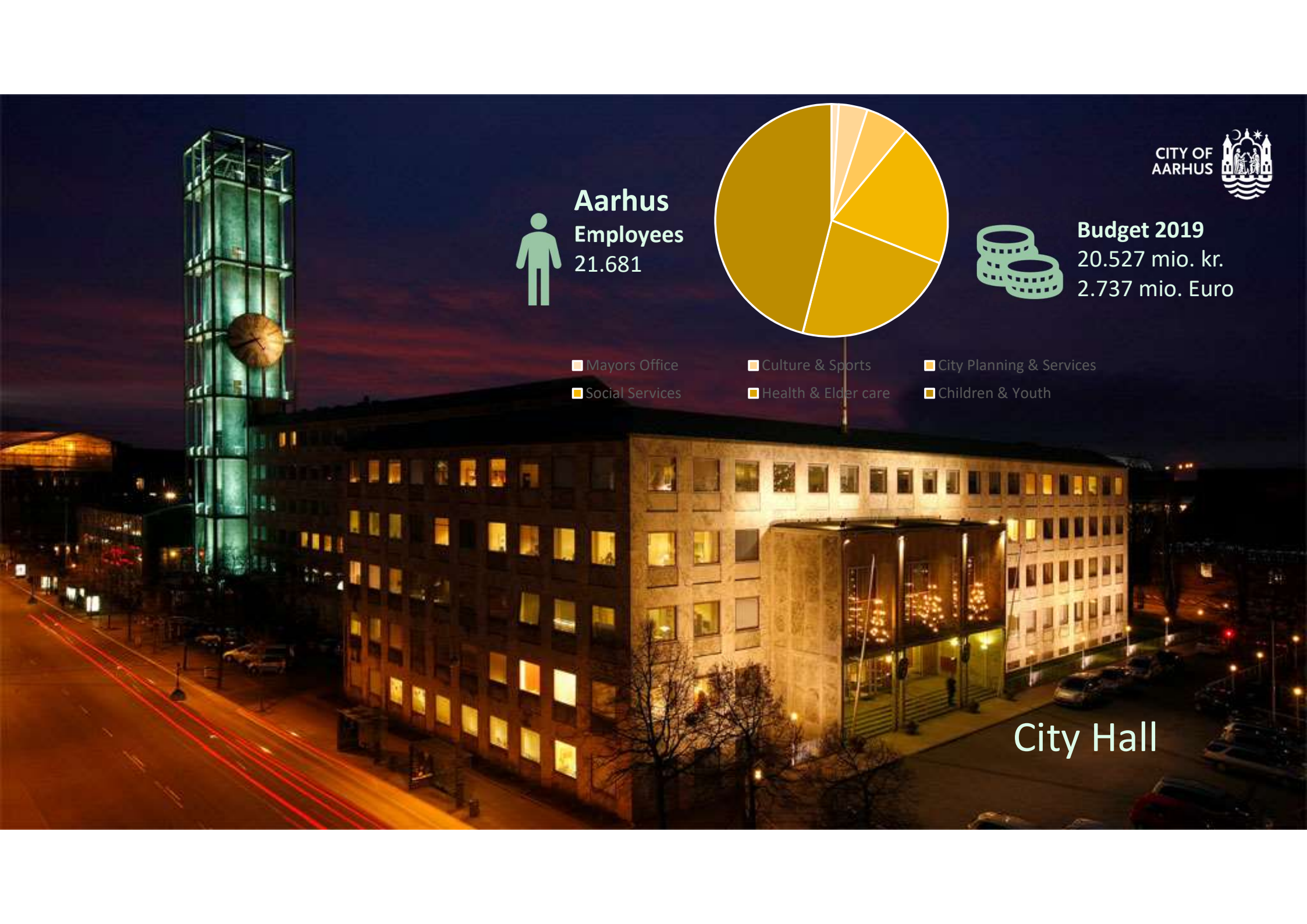
- The Mayor
- 5 aldermen
- 3 members

### Departments

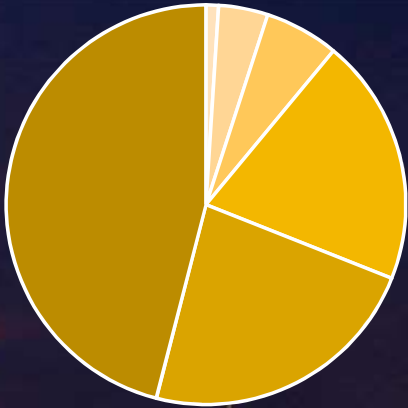
-  Mayors Office
-  Social Services
-  City Planning an Services
-  Health and Eldercare
-  Culture and Sports
-  Children and Youth

City Hall





**Aarhus**  
**Employees**  
21.681

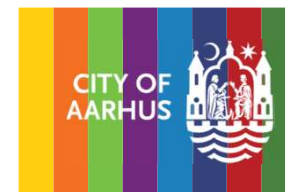


**Budget 2019**  
20.527 mio. kr.  
2.737 mio. Euro

- |                 |                     |                          |
|-----------------|---------------------|--------------------------|
| Mayors Office   | Culture & Sports    | City Planning & Services |
| Social Services | Health & Elder care | Children & Youth         |

City Hall





### IN TOTAL

- 13.500 employees (10.000 full time jobs)
- 67.000 children in day care, schools, after school activities and education, special schools, home nurses and dental care.
- Net budget: 4,9 billion. kroner (650 mio. Euro)

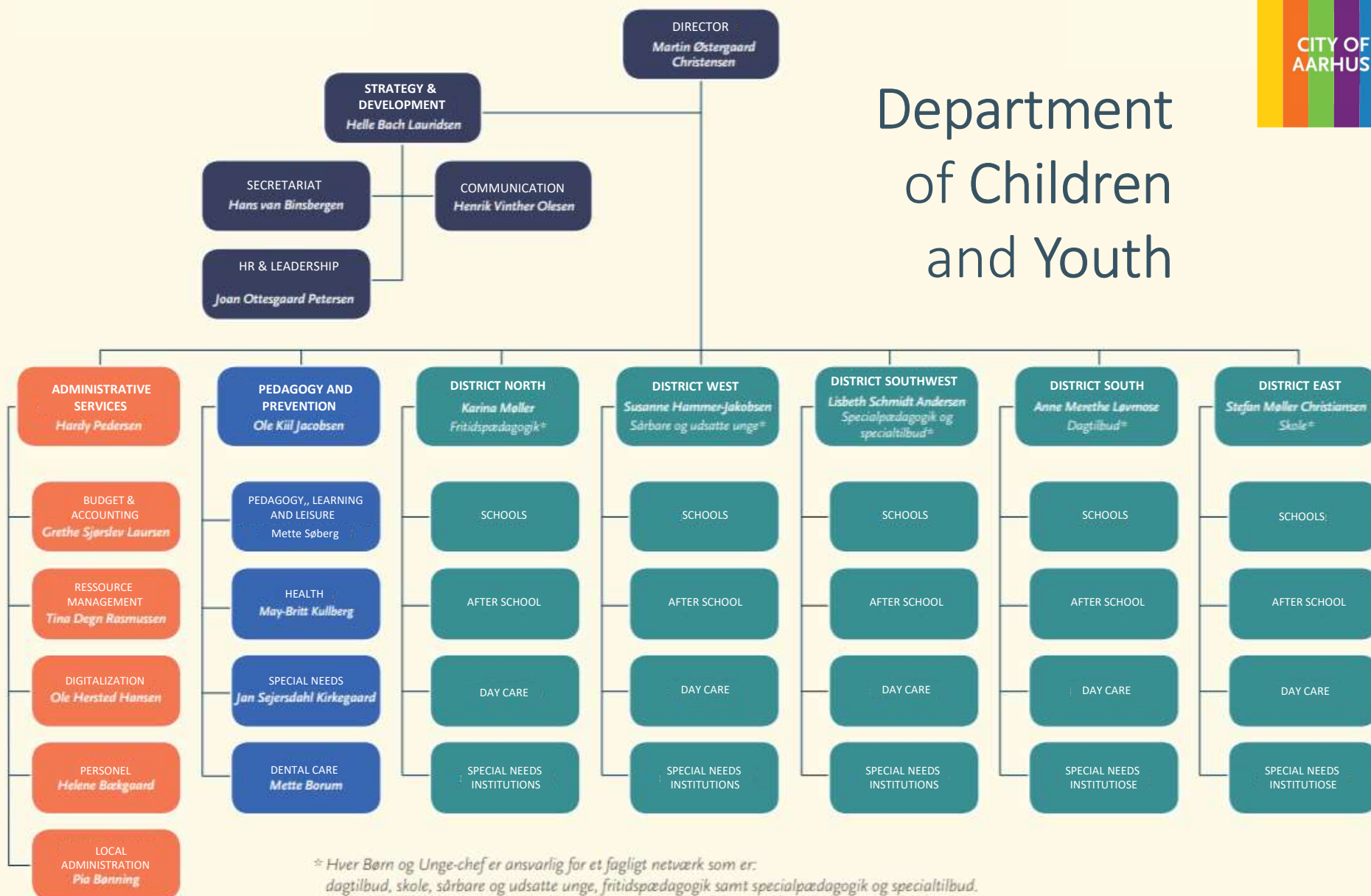
### DCY AREAS

- 5 dicstrict; daycare, schools, and special services
- Budget: 400-600 mio. kr. per area (53-80 mio. Euro)
- After school activities and after school education; 4 areas

Department  
of Children  
and Youth



# Department of Children and Youth





## DAYCARE

- **20.000** children age 0,5 to 5
- **92** percent coverage
- **72** day care centers (43 City of Aarhus, 29 private with operating agreement)
- **72** nurseries, **71** kindergardens, **183** integrated (0-6 years)  
4 special institutions
- **4.750** pedagogues, assistants, managers
- **6** of **10** hold a degree in pedagogy
- Gros budget: ca. **1,8 billion kr.** (240 mio. Euro)
- Average cost pr child: **100.000 kr./year** (13.333 Euro)



## SCHOOLS (TEACHING AND AFTER SCHOOL)

- **33.000** children and young people
- **28.500** pupils in public schools. 4.500 in private schools
- **91 %** in grade 0.-3. attend after school activities
- **45** public schools - **2** schools for children with special needs
- **4.700** teachers, pedagogues, managers
- Gros budget, teaching: 1,7 billion kr. (227 million Euro)
- Gros budget after school activities 514 million kr. (68,5 million Euro)





## LEISURE CLUBS, YOUTH CLUBS, YOUTH SCHOOL, ETC.

- 53 youth and leisure clubs
- 17 manned playgrounds
- youth school
- Main focus; socially vulnerable children and young people
- 6.200 young people
- Ca. 470 pedagogues
- Gross budget - 232 million kr. (31 million Euro)





A photograph of several children playing in a public water fountain. The children are running and jumping through the water jets, creating a large splash of water in the foreground. The background is slightly blurred, showing a city street with buildings and a rainbow flag on a building.

# The Big Why! (and a little bit about 'how')

Department  
of Children  
and Youth



# FORTÆLLINGEN OM AARHUS



## The Story of Aarhus

The Vision for Aarhus is clear; Aarhus is to be a city for all, a city that never stands still, a city of action and community

Aarhus is an open city, of social cohesion, diversity and an international outlook.

Aarhus is a city where there is a place for all and where everybody can feel at home.

*Visionen for Aarhus er: Aarhus – en god by for alle, Aarhus – en by i bevægelse og Aarhus – en by med handlekraft og fællesskab. Byrådet har skabt en fortælling om Aarhus, der sætter et fælles billede på byen. Sammen med visionen udtrykker den, hvad vi sætter pris på, hvad vi gerne vil bevare og hvad vi gerne vil udvikle.*

*Aarhus er en by, hvor der skal være åbenhed, social sammenhængskraft, plads til forskellighed og et internationalt udsyn. En by, hvor der skal være plads til alle og brug for alle, og hvor man kan føle sig hjemme. Den fortælling bliver nu også fortalt i et børne- og ungeperspektiv.*



### The Aarhus Goals

- 2.000 new jobs before 2030
- Growth in BNP above national average
- CO2 neutral in 2030
- 95% should have secondary education
- More should be self-supporting
- An active citizenship for all
- Aarhus – a good city for all people

# Aarhus-målene

- Der skal i Aarhus skabes 2.000 flere arbejdspladser årligt frem til 2030
- BNP-vækst i Business Region Aarhus / Østjylland skal ligge over landsgennemsnittet
- Aarhus skal være CO2-neutral i 2030
- 95% af en ungdomsårgang skal have en ungdomsuddannelse
- Andelen af selvforsørgende borgere skal op på landsgennemsnittet
- I Aarhus har vi en høj grad af medborgerskab
- Aarhus er en god by for alle



Global outlook  
Local insight

Active  
citizenship  
for children  
and young  
people

Happy, healthy  
children and young  
people with self worth

Robust, 'life capable',  
creative children that  
reach their full potential  
so they can handle the  
challenges of the future

Children and  
young people  
that participate  
and include  
each other in  
communities

CITY OF  
AARHUS



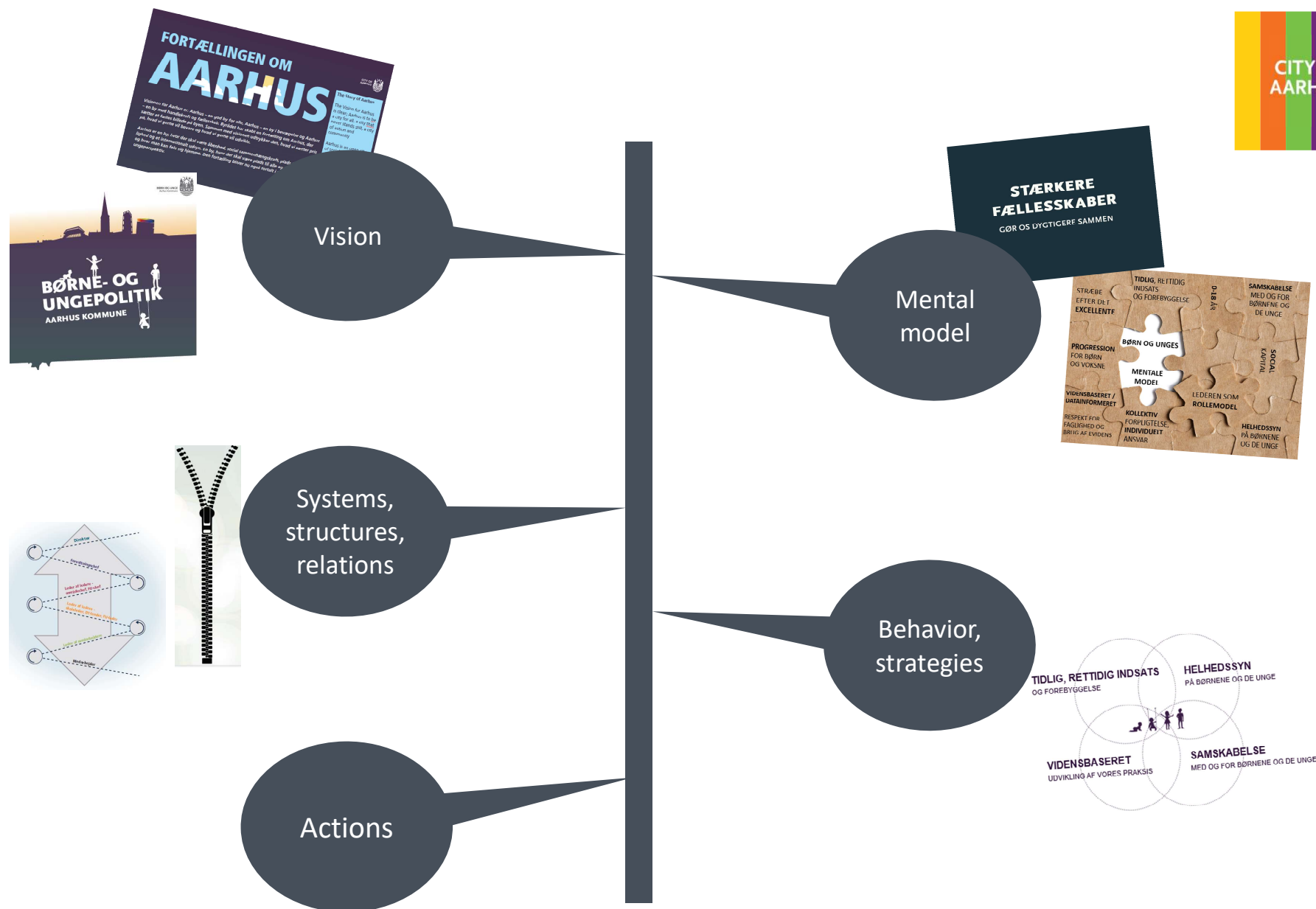


# N.F.S. Grundtvig (1783-1872)

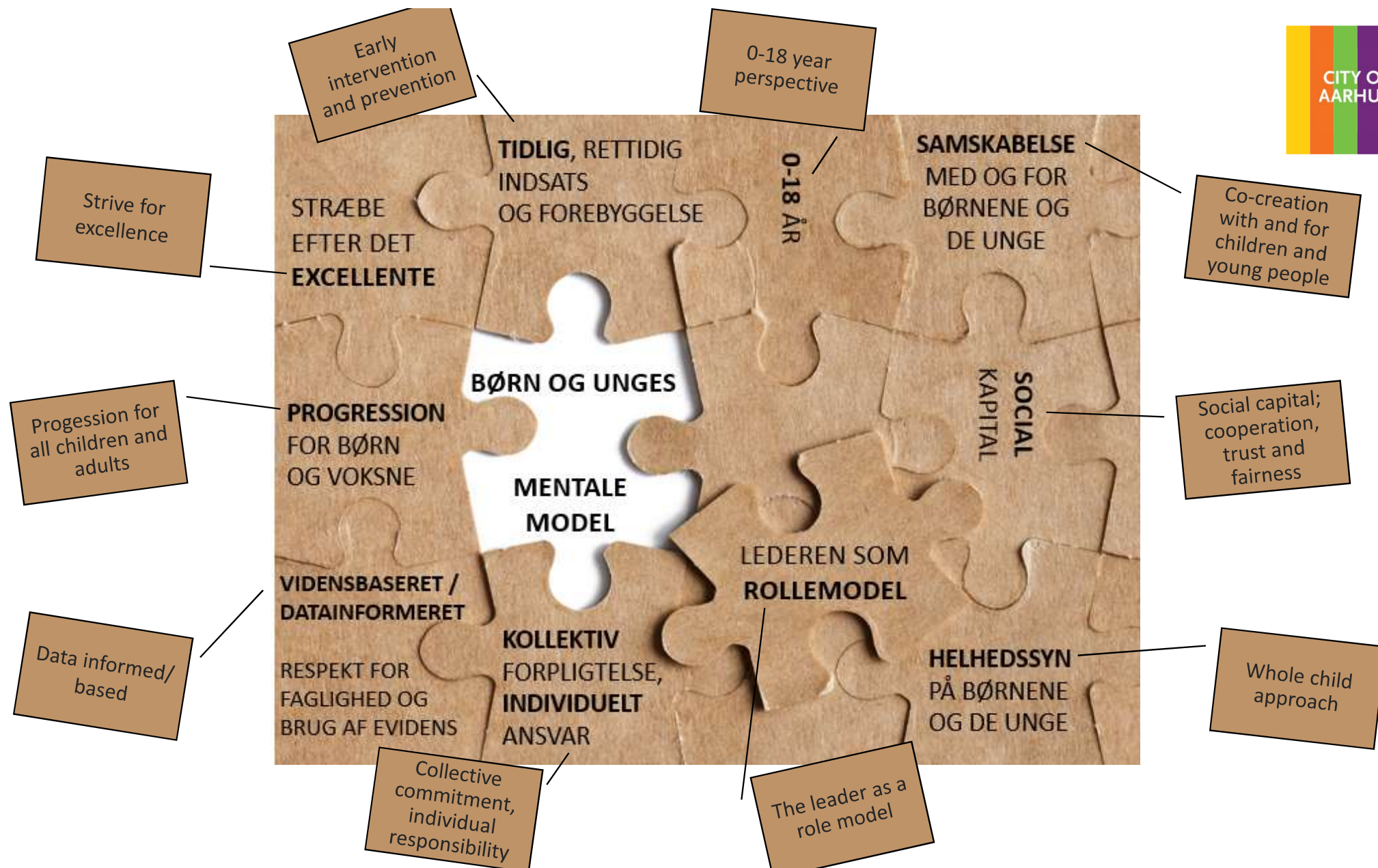
- Theologian, scholar, member of the first danish parliament
- Grundtvig saw it as the main task to help **shed light on life here and now**. Life will be **illuminated through school and education** so that man individually and as a human being gets more and more insight into human life - and may perceive the meaning of it.
- Grundtvig called this goal for '**life education**', and the information about life must be done equally **about the life close to us and the global and future life that we can only imagine**.
- In an educational context, he spoke of a living interaction between people characterized by the fact that all people in a relationship make their own efforts and develop and change. Thus also between teacher and student. **Both parties can and must learn from each other in an equal relationship and consequently develop and change**. All science, education and school, therefore, ultimately - regardless of subject or profession - this one goal: **life education**.
- In this context, the concept of formation is closely linked to the notion of **what makes man human**. What it is that makes us different from all other creatures on earth? In this connection, Grundtvig emphasizes human ability to self-consciousness. That is, our ability to have a picture of or an idea about and an answer to: Who am I? - and you could add: right now! For formation is always a process and not a finished product. Throughout life, our perception of who we are is changing. The school is a very important part of a people's formation process. It is that it knows the child's knowledge, educates the child in certain skills, and **helps the child to act in a community**.
- In modern pedagogical terminology one would say that **one creates a learning room for the child**. Anything that can give the child self-awareness and which it needs to live the life it is put in. Grundtvig denoted this process of formation and skill for life here and now.













Prevention  
and  
intervention

**TIDLIG, RETTIDIG INDSATS**  
OG FOREBYGGELSE

Whole child  
approach

**HELHEDSSYN**  
PÅ BØRNENE OG DE UNGE

Strategy for  
an attractive  
and  
sustainable  
workplace

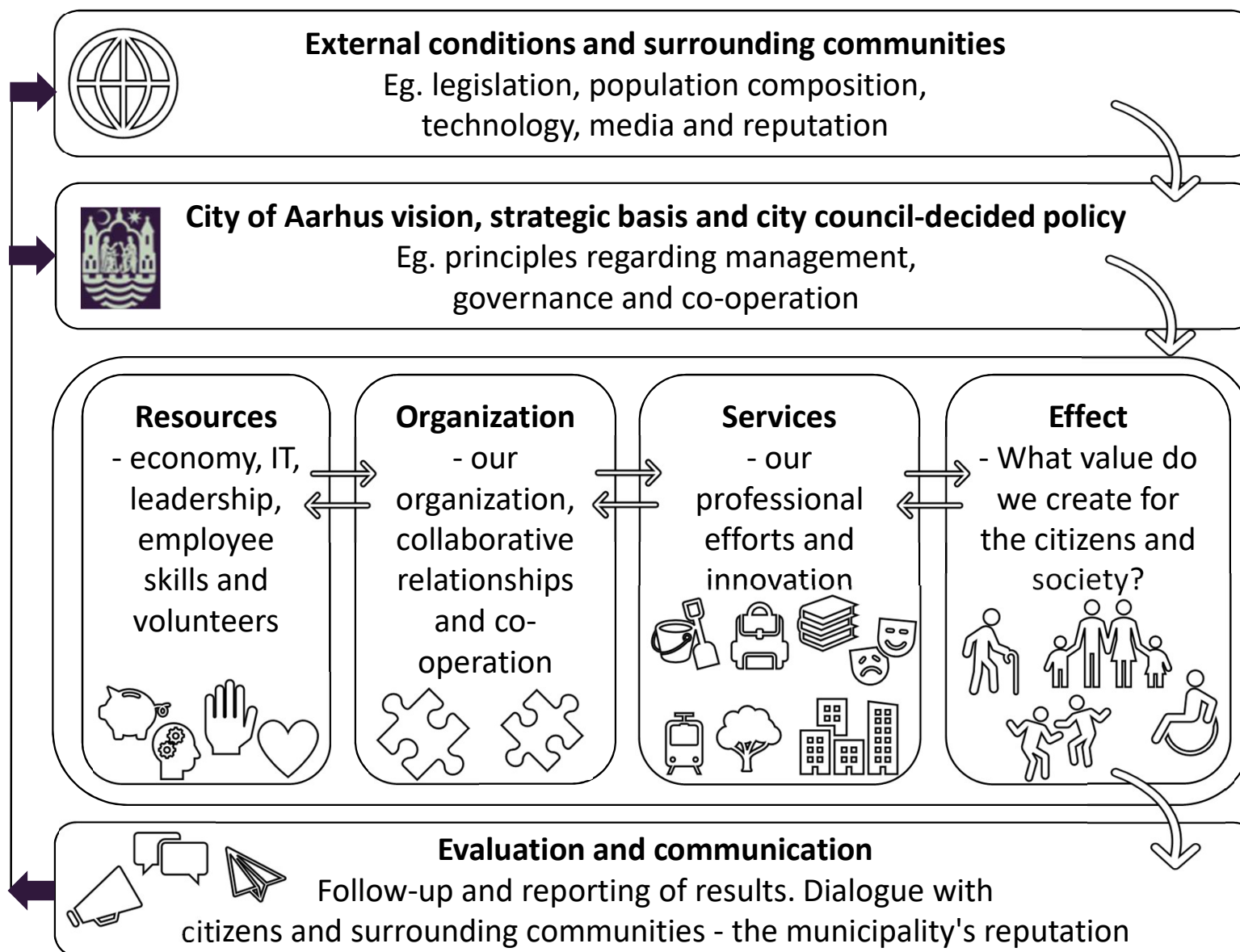
**VIDENSBASERET**  
UDVIKLING AF VORES PRAKSIS

Developing  
practice  
based on  
knowledge

**SAMSKABELSE**  
MED OG FOR BØRNENE OG DE UNGE

Co-creation  
with and for  
the children









### **A city that grows and has a strong business community**

- BNP in Business Region Aarhus
- New jobs

### **A city where all is healthy and thrives**

- Life expectancy (incl. inequality)
- Wellbeing

### **A city with use for all**

- Secondary education
- Self-support (incl. inequality)

### **A city with community and citizenship**

- Loneliness (incl. inequality)
- Citizenship
- Security

### **A sustainable city with good local environments**

- Climate
- Mobility



### DCY GOAL: HEALTH AND WELL BEING

- Percentage of overweight students (all students in the 0, 6th and 9th grade as a whole)
- Students' total average absence

### A city that grows and has a strong business community

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### DCY GOAL: LEARNING AND DEVELOPING

- Proportion with age-equivalent language (grade 3)
- Proportion inrolled in secondary education 15 months after primary school

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- Life expectancy (incl. inequality)
- Wellbeing

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### DCY GOAL: COMMUNITY

- Proportion of children and young people experiencing loneliness (4th-9th grade)

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Target: 15%  
Actual: 14,8%

### DCY GOAL: HEALTH AND WELL BEING

- Percentage of overweight students (all students in the 0, 6th and 9th grade as a whole)
- Students' total average absence

Target: 6%  
Actual: 5,3%

### A city where all is healthy and thrives

- Life expectancy (incl. inequality)
- Wellbeing

### A city that grows and has a strong business community

- BNP in Business Region Aarhus
- New jobs

Target: 85%  
Actual: na

### DCY GOAL: LEARNING AND DEVELOPING

- Proportion with age-equivalent language (grade 3)
- Proportion inrolled in secondary education 15 months after primary school

Target: 95%  
Actual: 89,9%

### A city with use for all

- Secondary education
- Self-support (incl. inequality)

### DCY GOAL: COMMUNITY

- Proportion of children and young people experiencing loneliness (4th-9th grade)

Target: 95%  
Actual: 91,6%

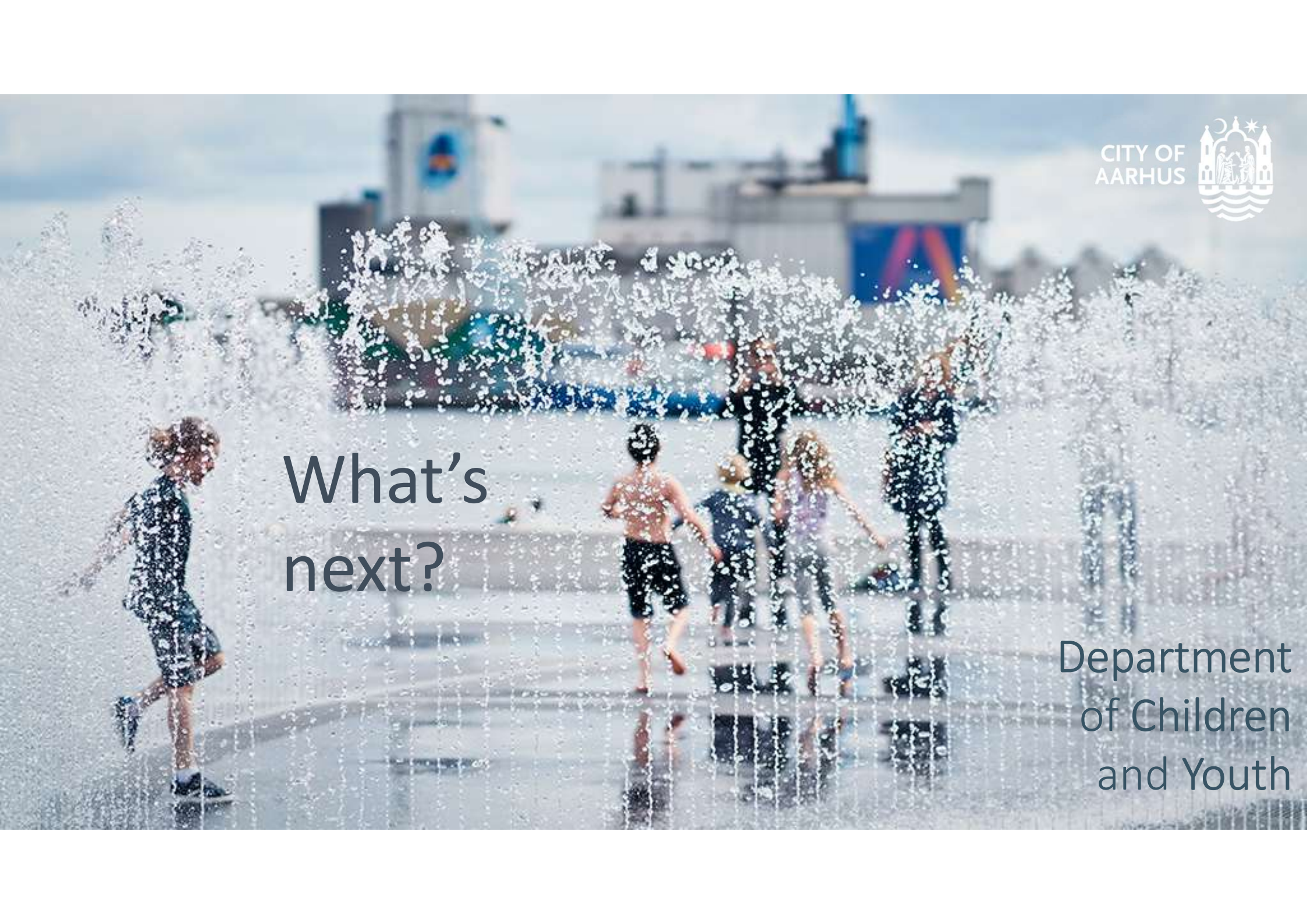
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- Loneliness (incl. inequality)
- Citizenship
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What's  
next?

Department  
of Children  
and Youth



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# Professional Learning Communities (PLC)

- Strengthen learning, well-being and development in children and young people
- Develop a culture of cooperation that can strengthen Children and Youth as a organization



Why?



- In DCY we strive to build strong learning communities among professionals in teams and continuously evaluate and adjust practices based on professional knowledge and personal data (PLC)
- Strong learning communities make a collective effort to improve the learning and well-being of children and young people through joint studies, reflections and trials in practice. We want because there is a positive correlation between the children and the young people's learning outcomes and organization in professional learning communities

The children  
are our focus

### Børnene og de unge i centrum

Vi skal have en fælles forståelse af, hvordan vi arbejder med tilbuddene til de 65.000 aarhusianske børn og unge, som hver dag skal have de bedste muligheder for at udleve deres fulde potentiale. Deres fortsatte læring, udvikling og trivsel er vores kerneopgave og fælles motivation. Hvad end vi gør – sammen eller hver for sig – er det for at skabe progression for børn og unge.

Vi forpligter hinanden på til enhver tid at have sigtet på læring – på både at danne og uddanne børn og unge, så de bliver så dygtige, de kan.

We set the  
course  
together

### Vi sætter retningen sammen

Med børne- og ungepolitikken, Stærkere Fællesskaber og de fem strategier har vi i fællesskab sat den fælles værdimæssige ramme for vores arbejde, som også er politisk besluttet. Med Stærkere Læringsfællesskaber skaber vi en ny samarbejdskultur, hvor vi gennem fælles refleksiv praksis udvikler vores faglighed og kollektivt tager ansvar for den enkeltes læring og sammen bliver dygtigere til at vælge de bedste løsninger.

The course is a  
common/joint  
commitment

### Den fælles retning forpligter

Alle medarbejdere forpligter sig på den fælles retning med en samarbejdskultur med tydelige rammer, samtidig med at vi alle skal blive dygtigere. Det er lederens ansvar, at alle medarbejdere forpligter sig på en samarbejdskultur med tydelige rammer om nye samarbejdsformer og lokale mål, som er meningsfulde, specifikke og målbare. Derfor har vi i ledelseslinjen en forventning til hinanden om, at prioriteringer og ressourcer er afstemt de fælles mål, og at vi følger op på dem.

We use data  
to inform our  
practice

### Datainformeret praksis

I vores arbejde skal vi være nysgerrige og undrende. Vi viser, at vi kan rykke os gennem ny viden, fælles dialog og refleksion. Vi vil fortsat styrke den sociale kapital. Det giver den enkelte leder afsæt for at udfordre den eksisterende praksis og engagere og inddrage medarbejderne i at indsamle og analysere data. Data skal forstås i den bredeste forstand fra børnenes egne produktioner til personalets erfaringer og den nyeste viden. Vi indsamler og analyserer data for sammen at blive klogere og opnå et fælles billede af, hvad der virker. Vi evaluerer og følger op i fællesskab.

We are one  
organization!

### Én fælles organisation

Vi insisterer på at ville lære sammen. Vi tror på, at vi er stærkest i et forpligtende fællesskab med fælles mål, hvor vi sammen udvikler vores praksis. Vi hjælper hinanden og målretter vores ressourcer i forhold til vores fælles kerneopgaver. Ingen niveauer i organisationen må være frakoblet de fælles mål. Derfor skal vi til stadighed turde udfordre hinanden på prioriteringer og handlinger, men altid inden for rammerne af de fælles beslutninger.





# The excellent culture for cooperation and communication is...

## **...personal and in dialogue    ...trusting**

We insist on getting to know each other better. "The personal relationship goes ahead of a safe dialogue, where vulnerable topics can also be brought to the field

We fundamentally trust each other and that we all want what's best for the child. Trust allows us to act in the situations that require it

## **...professional**

We are professional, trustworthy and constructive in our cooperation and dialogue with others

## **...structured and organized**

We organize and organize ourselves so it is clear who, what, where, and how we communicate

## **...clear and simple**

We communicate so that it does not leave any doubt as to what we are talking about. We prefer simplicity to complexity

## **...secure**

We communicate via secure and stable channels and platforms