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# EKCO WORKSHOP

19–21 of November  
2024  
Viborg, Denmark

REPORT

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# Workshop in Viborg, Denmark



Date: 19th of November–21st of November 2024  
Location: VIA University College, Campus  
Viborg  
Address: Prinsens Alle 2, 8800 Viborg

## Participants

Norway: Erlend Aano, Gunn Helen Ofstad, Kari Stamland Gusfre, Kirsti Thisland, Silje Eikanger Kvalø, Synnøve Eikeland, Tim Levang, Susanna Maria Salanto, Morten Skogen

Denmark: Lea Ringskou, Louise Krobak Jensen, David Thore Gravesen, Thomas Andersen, Peter Holm Buur, Kristian Vehl Dahlgaard

Sweden: Helene Elvstrand, Marie Karlsson, Therese Wennerberg, Andreas Bergström

Switzerland: Andrea Scholian, Seraina Vils, Anjur Hürsever, Juliana Silvaletra, Jörg Schuhmacher

Austria: Jasmin Abdel Azim, Martina Rentenberger, James Loparics



# DAY 1

**09.00–09.30 Coffee + Welcome by Lone Majbritt Broch Hansen, vice head of the department of education and social studies at Campus Viborg. Hang up your poster!**



The hosts, Lea Ringskou, Louise Krobak Jensen and David Thore Gravesen welcome us and introduce themselves to the group. Everyone are asked to hang up their posters in the room.

Lone Majbritt Broch Hansen (vice head of the department of education and social studies at Campus Viborg) welcomes us to Campus Viborg. Introduces the Via University College and Campus Viborg. She hands out drinking bottles to everyone and reminds us of sustainability. Fill up your bottle instead of buying water.

David, Louise and Lea run through the program for the day. Today is about getting everyone on board. Practitioners from each country are on different places in the project, some have been working together on this for a long time, some are more recently involved in the project.

**09.30 quick break**





**09.30–09.40 Presentation of program and purpose of workshop days**

**09.40–10.30 Presentation round with fun get-together activity**

Lea and David introduce a get to know each other activity. Creates a good atmosphere for the group, and makes sure we all find some common ground for further conversations.





## 10.30–11.00 Presentation of the project by Gunn Helen Ofstad, project manager



SFO has many names across the world. Full name of this project: *Extended education facilitating key competences through cooperative learning*. EKCO for short.

Norway was influenced and helped by Sweden in having an education for extended education (EE). We need help to secure good quality in EE. Status for EE is very varied from place to place. We want to be able to say “We know what we are doing, this is good quality”. We want to link researchers and practitioners. There is little research on the field. We know a lot about children and schools, but not about EE. Please let us in so we can cooperate! The practitioners are the most important people here!

Outcomes: The main goal is to enhance quality of activities in EE and hereby facilitate the pupils development of key competences. In EKCO we want to A: develop material for observation of core activities in EE, B: develop best practices, and C: share knowledge and best practices across countries.

- Introduction of the Norwegian project team.
- Introduction of the work packages.
- We will focus mostly on wp 3 in this workshop.
- Recap from the workshop in Austria. We will talk about core values.
- Timeline: Each country will try to keep the timeline, but it must be open for local adjustments. The timeline is advisory. We are all in different places in the project, and we know the practitioners are pressured for time.
- For the people who are new in the group: important to understand that we do not expect you to feel like you grasp it all at this point – there is a lot of information to take in!

## 11.00–11.15 Break with coffee



## 11:15–12:00: Switzerland present their experiences with the observation form (Andrea)

Interaction and communication are central focus points in EE. Observation form could be a tool for the practitioners. It could be used to reflect on your work, and seeing why and how you interact with the children. Baseline for identifying good practices.

After the observation, we went to the practitioner and asked “what was your intention” – interesting!

James: We need to discuss what the observation form is and the intention of it. It should not be necessary to interpret anything, we won't use it to get empirical data. Afterwards we will elaborate the best practices out of it. We want to link the key competences to best practice. After one has been identified we can elaborate it. We can ask “Is it about sustainability?” Important to make the decision to see “does this lead to something”.

## 11:35 Sweden (Helene) introducing their experiences with the Swiss observation form

Before we do the observation, we have questions to answer:

- Should the researcher or practitioner do the observation? Collaboration was in the center when we did it.
- Should you have it as a protocol for practitioners? If so, it must be shorter.
- For practitioners it is difficult to see the areas, and who should interpret it?
- And what is the children's part in it?





We did field notes, made a coding of the notes and then categorized the different happenings in the form.

As practice-based material it must be easier. As a practitioner it should feel useful and easy to use.

## **Discussion:**

- The Austrian one was never meant as a tool for the practitioners. It is not clear for everyone what sort of tool it should be and how it can be used.
- The Austrian form is the first step to identify ideas we can elaborate to best practices. We can develop one later for the practitioners.
- Researchers should do the observations, and then develop something for the practitioners.
- Doing the observations as a researcher to get a base for what to discuss with practitioners. A tool to get us started with best practices.
- Each country should identify their own topics to develop to best practices.
- We need some sort of direction to work with this.
- One of the main ideas of the project is to find some best practices.
- Collaboration is a big part of the project.
- How can we prepare children for the future?
- Communication is challenging. We need to find a way to proceed that is practical and doable for all of us. The field is so big that we do need some kind of direction. We will need an observation form to identify what EE is in the different countries. We need focus because we have limited time. We have all grabbed the cooperation aspect. Is that what identifies EE? How do we go into this big field of EE? We do not disagree, we just see it from different standing points. My end goal for this would be to have a way to observe EE for both researchers and practitioners. It is hard to advocate for your field when we cannot describe it properly.
- We use the same words, but we have different meanings behind the words.
- How narrow or wide should we be?

Discussion will continue this afternoon.

## 12.00–12.15 Workshop: Work package 2 (mapping and observation form) by James Loparics

How important is the discussion about the evaluation form? The idea was to learn something from the field, to have a lot of topics – this was the outcome of the workshop in Austria. Bring some of the broadness we discovered there into the form, have lots of topics.

The 21st. century skills, we have that so many times in our application, so we need to include this.

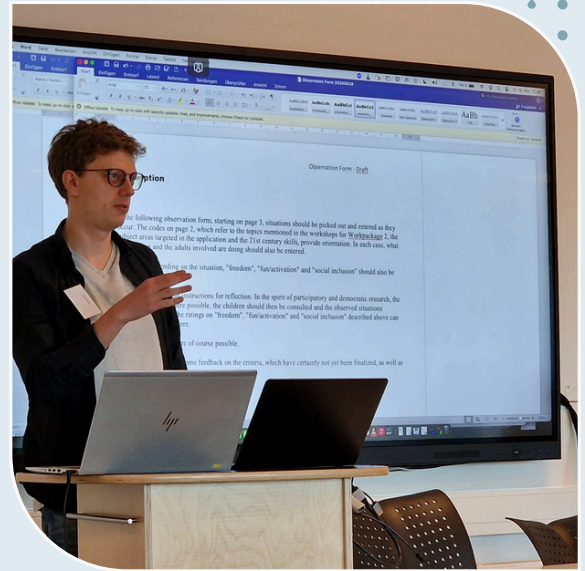
Go into the field and write down what you are seeing. Talk to the practitioner and the children: what were you doing, and why, please explain it to me. The idea was not to go in with different ideas and concepts.

Very important to go into the field quickly, we are pressed on time. It is not important to define democratic learning. In EKCO we have two very different ideas. Scandinavia has the democratic learning, we do not have the same in middle Europe.

When I see children in free play, I have to ask them “was this a free situation or not”.

### Discussion:

- How would you go into the field and say “This is the situation”. You have to choose one to start somewhere. You are not meant to do an empirical study.
- You have 8 hours, how do you determine what situation is meaningful?
- What do we mean by best practice? We must respect our different perspectives as practitioners and researchers. We have seen a lot of really good practice, and then we can develop BEST practice together with practitioners. Research is a resource in this project that can be used to develop best practices. We do not only see best practices.
- We still have things to decide and things to agree on. These 3 days we will work in that direction.





- The way I see it, we need to use the form nationally and then make it meaningful in cross-national context. Use observations in discussions between researchers and practitioners and come up with meaningful concepts on what we want to do in the next stage. Nationally bring about some ideas about best practices. Interesting to see how far we can go to harmonize our ideas. We need to be pragmatic and have things work nationally and then see what we can make work between us.
- The form is just one of the things we need to agree on the next few days.
- The most important part we need to agree on: the documentation form. If we are going to exchange best practices, we need to align this.

### **12.15–13.15 Lunch**

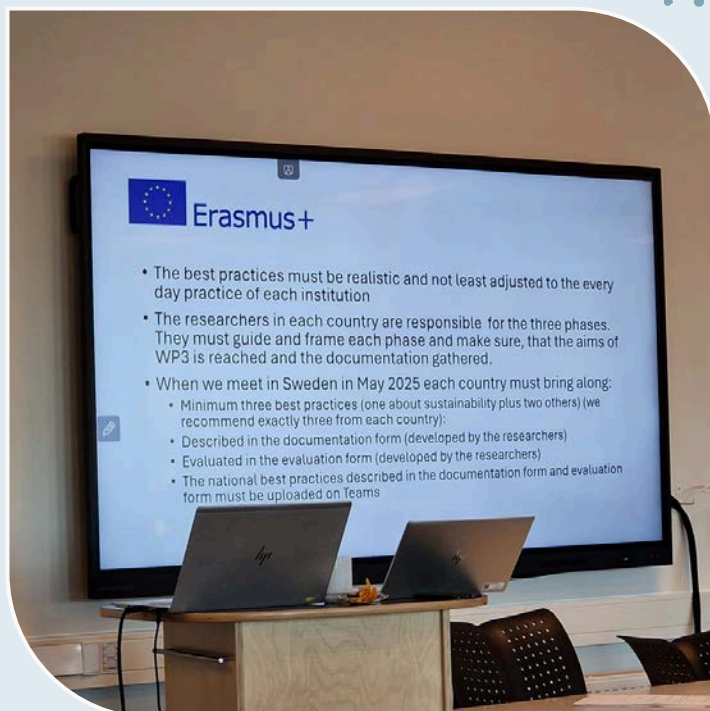
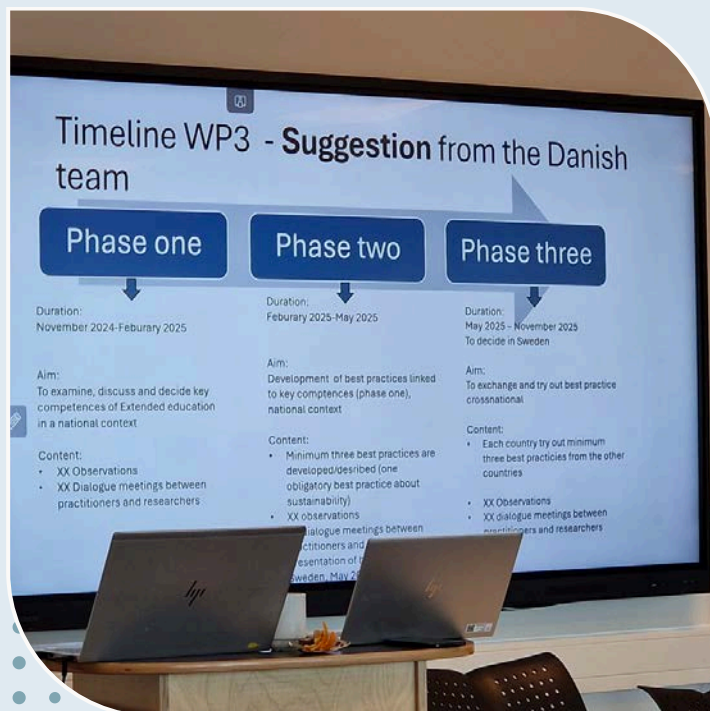
### **13.15–15.15 Workshop: Work package 3**

**Discussion and coordination of development and best practices in partner countries by Lea Ringskou, Louise Krobak Jensen and David Thore Gravesen**



- Observation form discussion will be continued this afternoon.
- The goal before we leave Thursday: more certainty about how we are going to approach the next months before we see each other again in Sweden. We must get ready for the next 5 or 6 months.
- Sustainability is key – everyone must have that as a focus. Can also be social sustainability.

- We look at the Danish teams suggested timeline.
- Phase 1: Key competences must be settled before February 2025.
- Phase 2: Development of best practices linked to key competences by May 2025. Develop and try out. Minimum 3. Bring to Sweden.
- Phase 3: Exchange and try out best practices cross-national before November 25.



- Comment: Practice takes time to develop and settle. How finished must the best practices linked to key competences be in May 25?
- Timeline is a suggestion, and is meant to be adapted to each country. After November 25 there is only 6 months left to try out everything cross-national, so we need to be on the timeline by November 25.
- We could also do phase 1+2 until November 25, but then we only have 6 months to do phase 3 plus everything else.
- We need to have time to evaluate the cross-national testing as well.
- Keep it realistic, do not aim for a revolution.

## Discussion in national groups

*How do we understand/define best practice? Activities, interventions, course of actions, philosophical or pedagogical approaches, communication or conceptual approaches, anything else?*

*Reflections about the timeline? Adjustments? Challenges?*



## Bullets from Norwegian group discussion:

- Timeline: Researchers need to start in Desember-February. We will set the dates before we leave Denmark. Everyone needs to have done an observation in that time span.
- Important to pin down what class you want to observe, if there are certain activities we should facilitated and how much we should facilitate.
- The timeline is fine, we only need to decide the dates.
- The observation form is more of a screening than an observation. We need to know enough about what you are doing for us to develop something.
- Våland have 4 classes and 4 different routines.
- Do we want to look at the professional content in SFO, the activities or the practitioners practice? We need to focus on something universal. The quality of the interaction between adult and child is universal. Sustainability. Belonging.
- It is difficult to connect it to one certain activity. We can connect it to time outside, hiking, things that happen naturally at SFO.
- We all come from different professional backgrounds, but in practice we can link it together nicely – we have many things in common.



- Social competence is difficult to measure.
- Sustainability has a different definition in various language. It doesn't have to be about the environment.
- The phrase "to catch the children" is used actively by Våland. It is about not letting the children be left to fend for themselves. This phrase is a sign of quality in your practice. With this phrase there is an understanding of the importance of going to work and focusing on the children.
- We need a conceptual framework tailored for SFO. How do you proceed when you catch the children? Can you catch 40 or only 5 – varies from person to person. But this can be trained – a pedagogical way of conduct and adult role.
- The people who work with us must have an interest in the human and be willing to invest in the relations. You need to build a team.



- Parental contact: Almost more important to give the parents certainty that we will care for their children.
- Schoolyard with no parents: Make the kids say bye to their parents at the gate and have them carry their own backpack. Teach them independence.



- It is about a good practice founded in the way you behave as a good adult role model. The organizing of it – how can you facilitate it? Cultural aspects – do we even talk about that? What is your previous experiences – so many things affect it.
- In Våland every ward leader has an apprentice that we shape. We show them our personal experiences and ways of doing things and teach them the common ways of doing things and what we expect from them.
- Children need predictability. The apprentices are to work in every department and learn how everyone does it, so they can be shaped by all of us.
- A common involvement and responsibility for everything to run smoothly.
- If everyone knows all the tasks in SFO, it is sustainable in relation to illness etc. We can all jump into any task. “This is what we want to be really good at!” is a good practice. Transfer of knowledge and competence. We need to agree on what is important to achieve, not necessarily strive for everyone to do every task in exactly the same way.
- Give the adults confidence that they can master any role.
- A good SFO is not defined by the school, but by the adults who work there.

### **A few minutes to comment from each country**

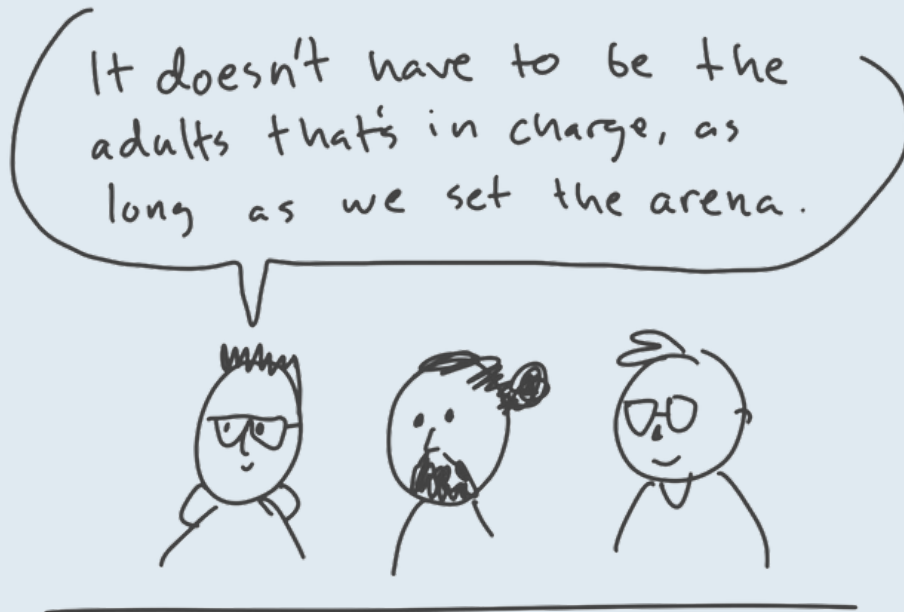


## Denmark:

Activities don't have to be adult controlled, but we can make the arena for it.

Best practices can take different forms and shapes.

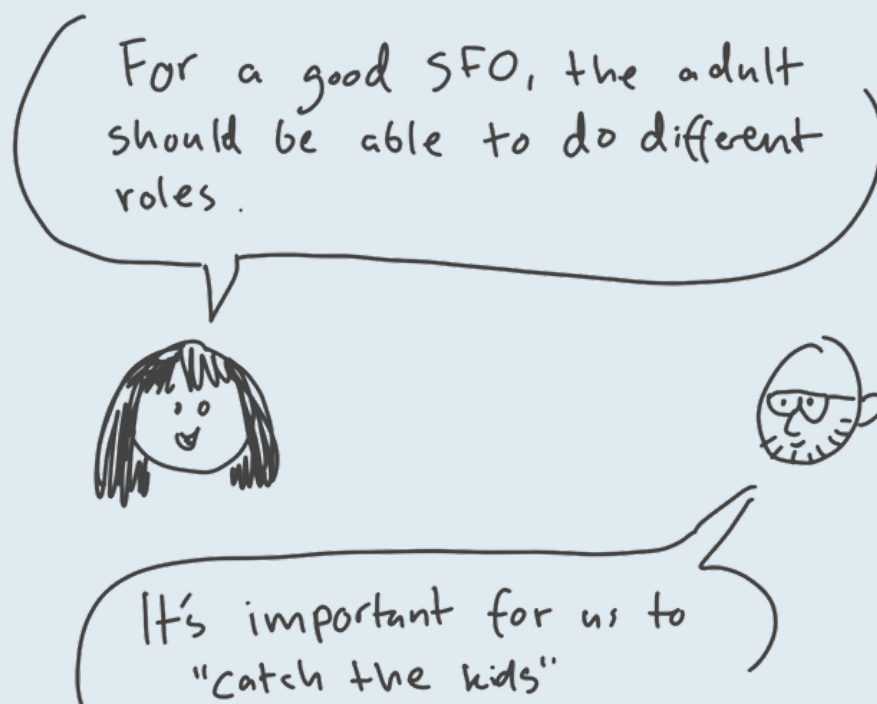
OK:



## Norway:

We realized that we have started a discussion that will continue throughout the project. We talked about the adult's role in this. If you want good quality the adult must be able to go into different roles and have a common understanding of what you can do. The concept of "catching the kids" – that has an aim. No kid will go uninvolved. Timeline: glad you put it up, it disciplines us.

NO





## **Austria:**

intentions and goals for best practices, what is the idea behind it, why do we need it, what do we want to achieve. Criteria for best practice. It is about processes, self-determination, 21st. century skills, self-realization, recognizing needs (do I want to play now?), self-regulation – learning ways to regulate, learn empathy, equality, equal opportunities. Talked shortly about where would we find that, and we found some.

Timeline: fine +/- some weeks.

Austria

We talked about intentions and goals.  
self-determinations, 21th century skills,  
self realisation etc.



## Switzerland:

The professionals work in EE is that the teacher as professional allow child driven activities. Teacher: intervention to the child's self-efficacy. Easy to find situations with best practice if you think about worst practice. The teachers' professional actions and attitudes; you can learn it, you are not born with it. How to enhance child driven activities.

Switzerland

It's an informal learning environment.

It's easy to find best practices by thinking about the worst practises.

How to enhance childrens activities.



## Sweden:

Timeline is fine.

Best practice is about the feeling in the leisure home and we talked about what's the purpose of our work and how to approach the work, we had a good discussion. Best practice must be concretized and workable for the practitioners, we will come back to this later. It must be specific, but not narrowed down to one certain activity.

Could be problematic when we test it out cross national.

Demographics are so different cross countries.

Sweden

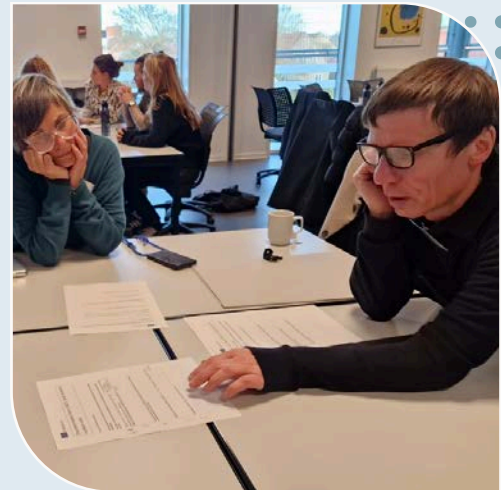
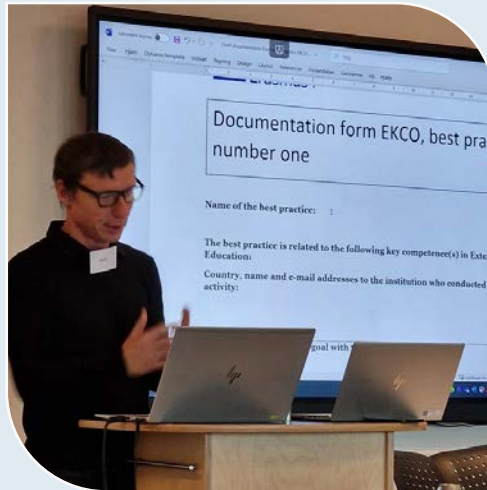
It's not about the activities,  
but the feeling of  
the leisure centre.  
It has to be concretised for  
us to work with it.





## 14.35 Denmark introduce their draft for a documentation form and the evaluation form of best practices

A documentation form could be like this to make everything visible for the other countries, we need something written. We are divided in groups to work on the forms.



*This report follows the discussion of Group 4: Susanna, Patricia, James, Juliana, Helene, David, Kirsti*

### **Documentation form:**

- Miss a description of the activity, and the processes inbetween. Short descriptions of the situation? Add Facilities, tools, group size, more concrete details. How many adults are in charge of the activity. Materials? Is it a long term or short term activity? Course of actions.
- Add "In relation to the goal" on "What is the outcome of the activity".
- Distinction between children and adults in the outcome?

- If the goal is “the teacher should be more supportive” then this is defined.
- If you have more than one goal, you need to describe both in the outcome.
- Change the order of the questions in the form.
- Logical to point out all 3 (critical thinking, 21st. century skills and topics – like democracy).



### Evaluation form:

- Change to: How did you evaluate the feedback from the children. How did you collect it and what was it?
- At the end of an activity, you can get the feedback in a game – make it a part of the activity. Feedback: sometimes the kids will give a thumbs up, but what does that mean? Do it in a playful way so they can express what they feel and have fun while they do it.

- Pedagogical reflections – how do they give that? Some of them will focus on practical things. Must make sure that they focus on pedagogical issues here, not “must remember an extra table next time”. Maybe we should write “We don’t want practical reflections” and then we do not need the word “pedagogical” at all?
- These forms should be used both when we develop best practices nationally and when we try them out cross national.
- The two forms could be less overlapping. “What was the outcome” should be in the evaluation form.
- Goal on top of the documentation form.
- Everyone should use the documentation form to develop best practices, then the evaluation form when we try out each other’s activities. We can also use both forms in each country on our own activities. Do we need to sort out who is using what form?



**15.15–15.30 Break with coffee**



**15.30–17.30**

**Practitioner meeting: cross-national reflection and discussion of core values in extended education.**

Core values in extended education.



**15.30–17.30 Researcher meeting: Work Package 3, coordination, etc.**

*This report follows the researcher meeting.*

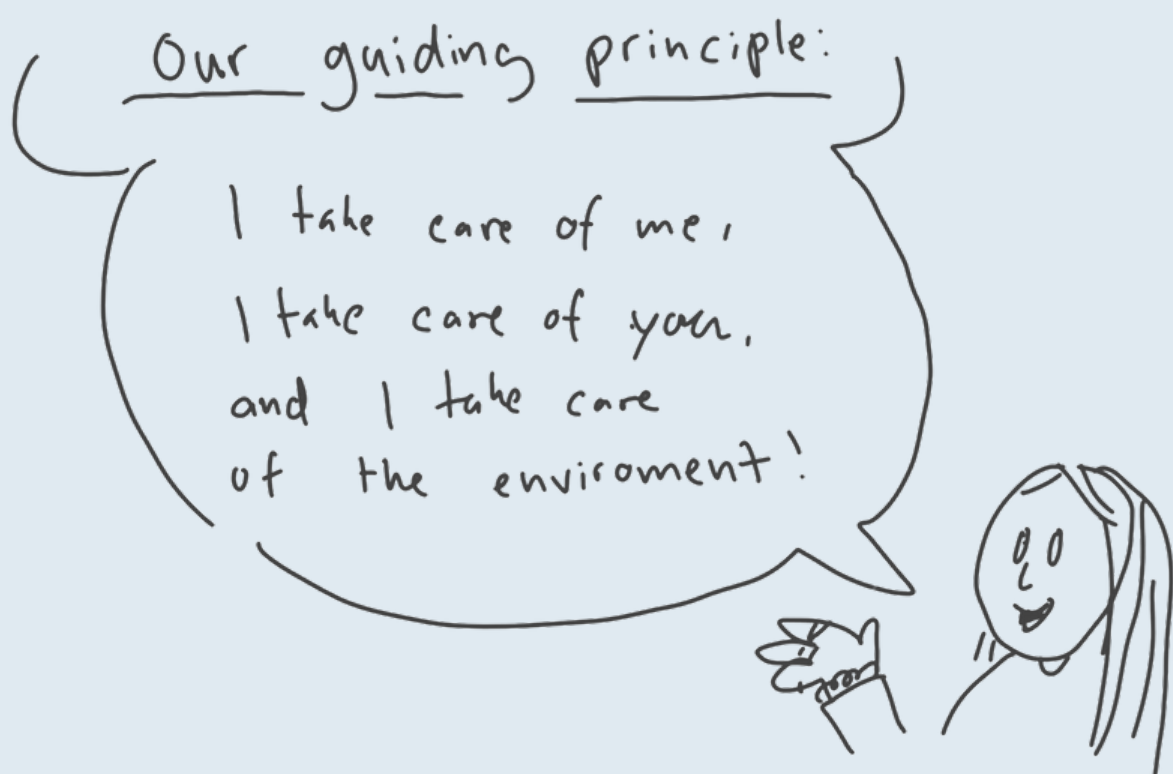
Documentation and evaluation form review. Then group work with 2 cross-national groups that will make a final form based on all the notes from last group work.

Do we need both forms? What are their function?

### **Discussion:**

- Observation form: How to proceed with the observation form?
- Suggestion from DK to use this in the national context as it is meaningful. Sweden made field notes and can easily adjust it. Adapt or change it to make it meaningful in the relation we need to build with the practitioners. Meant as an opening door to practice. No need to harmonize it further. Nobody asked for lots of changes, so we suggest that we leave it as it is and use it as a tool within the observations with the practitioners before we start developing best practices.

- The intention is to do a screening and find out what is going on. This is not a traditional observation form. The aim is to open the door to start a conversation; what did I see and what can we do to develop it further. This is a hard form to use in a traditional way, but a good conversation basis with the practitioners. At a later point it will be easier to make a traditional form. Now we have to get the job done, even though all the discussions are very interesting.
- The practitioners should not be concerned with these discussions. We want them to focus on the best practice.
- We suggest keeping it as it is, and come to a point where we realize what we actually see. When we have the discussions with practitioners, we can relate those insides with key competences, 21st. century skills and topics. Then we can move on to the best practices.
- You can see the form as all the fruitful discussions we have had before.



- We need to be clear about the practitioner's role in the project. They expect us to develop something together. They do many good things, but they can also be developed. It must be clear – we want to tell them they are the experts, it's not that we know better, but they are also interested in development.
- We are looking for potential for best practices.
- Do we want the form as a kind of research material if we want to write something?
- Maybe we want to write some articles later, we might use the observations to write on. Say something about how we used it, and what information did you get, was it enough? Almost like a protocol note?
- In Sweden we will document and transcribe. This is a good opportunity to collect research material.
- In the Danish group we would probably make regular observations and then see how it complies with the observation form. If we do observations with field notes we can transcribe it and use it later.
- Norway will do the same as Denmark. We just have to check if we need to apply for something, very strict rules. Consent.
- Is there value in doing this?
- Switzerland was asked by a school to do this after a project. It is a great opportunity and we would like to do it.
- 6 observation pr. country would be a good basis for research.
- If we commit to this as a group, we also commit to translating it to English.
- We will conclude this tomorrow.
- In the project we do not need to document this – we only have to document that we made a form.
- We all have preconceptions and different ideas about EE. Our ideas will be visible when we do field notes. Of course, I construct my data and they will be different according to our backgrounds etc. If we just use the form as a material for the schools to develop together with us, I feel it is a little pity that we have spent so much time discussing it.
- Is the form handy for an observation? I can use it afterwards, both the Austrian and the Swiss. Not during the observation.



- If you could use it, and I would use the same, would that be the data collection for the comparative article? You can use only the field notes for a comparative article.
- You have to analyze what happens in the situation.
- We observe sustainability even if the practitioners say there is none. I will make field notes and interpret them and then use the form. That will give us a map. It is a valuable thing to compare. I want to keep it and I want us to collect data.
- We stay with the observation form and each country decide to adapt it.
- Agreement: All countries make 5-6 observations in James's form.
- When we talk with the practitioners we will show them more of our field notes.
- Either each group determines the way to do it, or someone writes up a proposal that we discuss. We need to end this discussion now.
- Gunn will write up a suggestion for tomorrow and we will have a 5 minute discussion about it.



### **16.35 we split in cross-national groups.**

*This report follows the evaluation form group*



Bullets from group discussion and work with notes from previous group sessions:

- If we merge the two documents, we can skip some of the overlapping questions.
- Intention vs goal – should the word be changed? “Goal” is more limiting. Best practices are not end goals.
- We do not have to mention the goal again, it is in the documentation form.
- Outcome – what were the changes (for the children). Practitioners wanted us to describe the change.
- Important to be clear about the purpose of these forms.
- In our application we promised to document and evaluate, they must be used.
- Each country can fill in the evaluation form of each activity in the documentation form.
- What outcome was expected, what outcome was not expected?
- Outcome could be unintentional.
- Outcome and intention/goal doesn't have to be the same.
- Feedback from the children – do we need some guidance on how the practitioners get it? Add “please tell us how you collected it”.
- Change the order of the questions.
- When should they use the different forms?
- First, we do the observation form. We see something interesting, choose the activity, then we use the documentation form.

Tomorrow morning all groups will present the result from this group work.

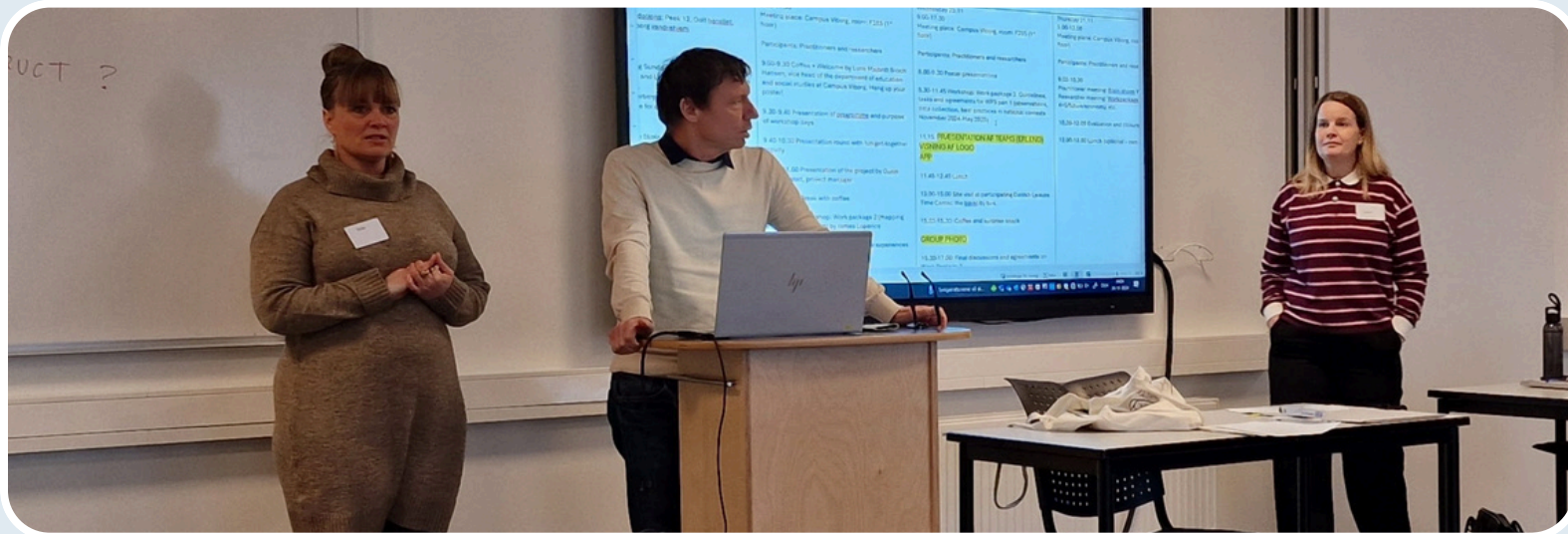
**18.15 Welcome dinner**





# DAY 2

09.00 Denmark opens the workshop and takes us through the program for the day.



## 09.10–10.05 Poster presentations

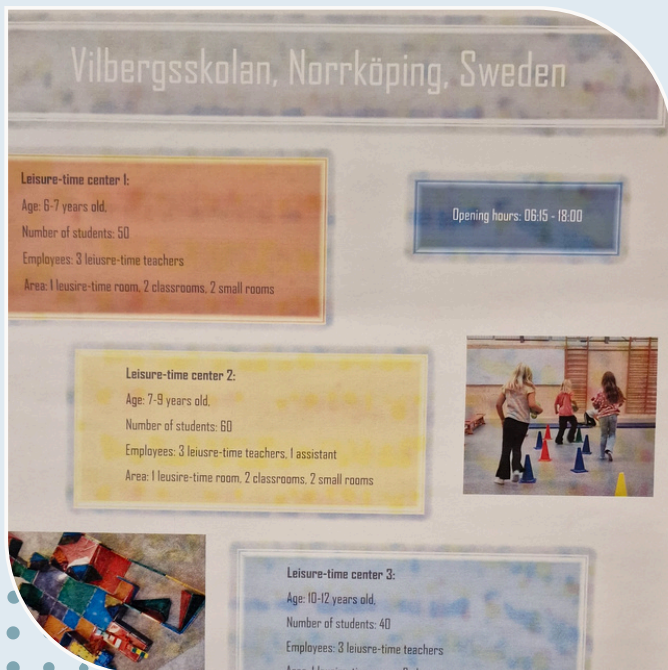
The practitioners present their posters











Full versions of all posters are included at the end of this report.

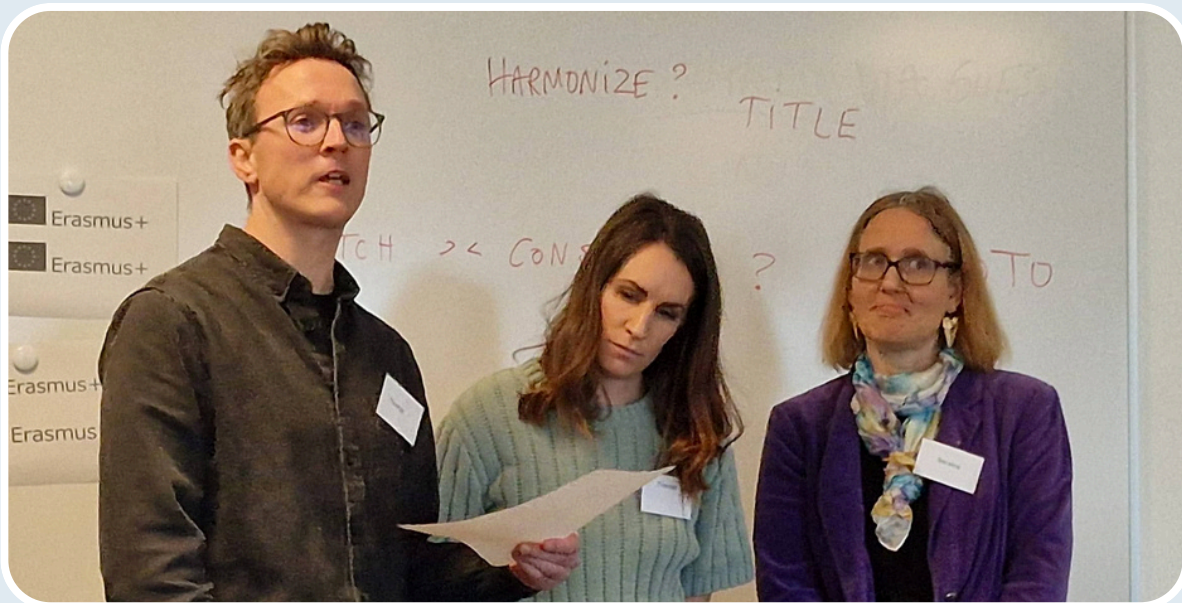
## 10.10 Break



## 10.15 Groupwise presentation from the practitioners group work yesterday

**Group 1:** we talked about similarities between us, how to “catch” the kids, what do they like to do? You need to see the child and their needs. We want inclusion for every kid. All of us have a few adult organized activities and the kids can always choose an activity. The main thing is to have happy kids and that they like to interact with the possibilities we have.

As for the differences between us: personnel. It varies between 8/15/20 kids pr. adult. In some countries they also work in classes, in Switzerland they normally don't work in a class. In Sweden they work in the classrooms and support kids that need extra help.



**Group 2:** We talked a lot about the school systems.

Similarities: inclusion, diversity and focus on the child.

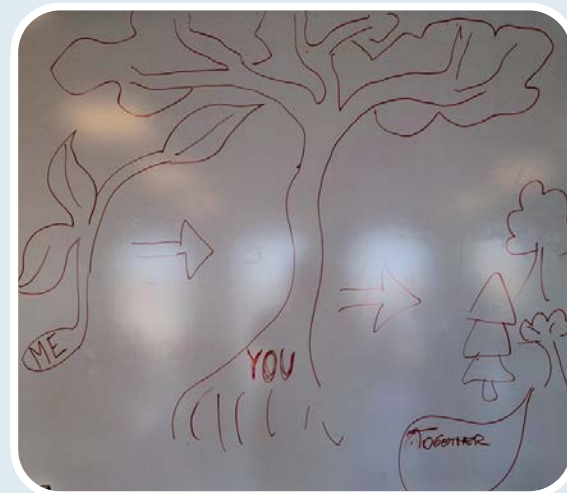
Differences: in Switzerland and Austria the special needs students attend regular class. In Denmark and Norway only a few.





**Group 3:** Core values in common: we made a list, and we need to draw it for you. We focused on me/you/environment – and turned in into the big tree, or the tree of life. Work with yourself, water the seed and watch me grow, now I am strong enough to help others, together we make a forest.

The main goal is to live together in the forest.



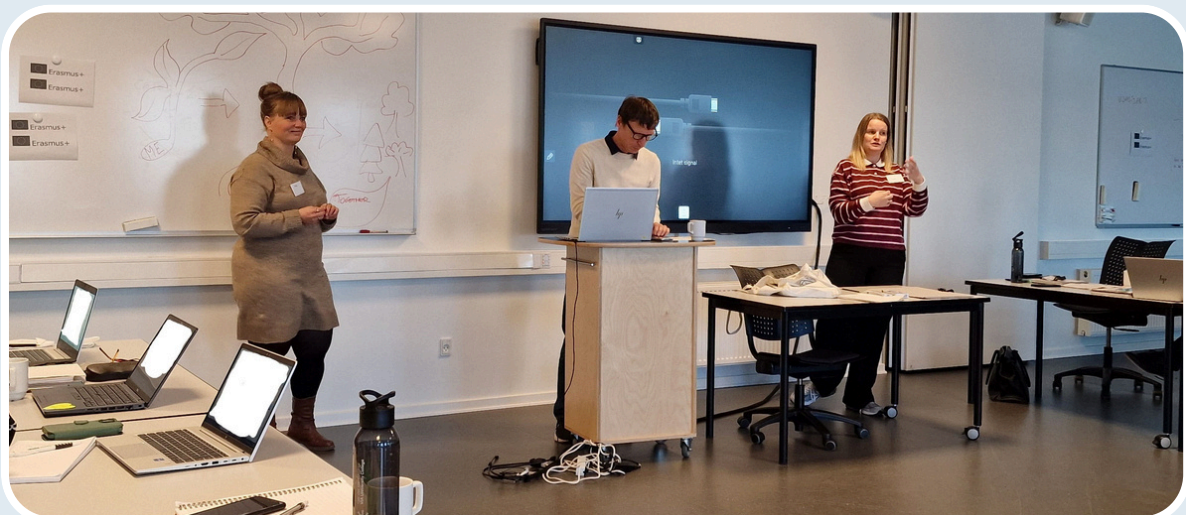
**Group 4:** We had a great discussion and found a lot of similarities, like inclusion, children's participation, free play, professional care, desire to make the children happy and in a safe environment, fair play.

Differences: the number of children pr. adult, lunch, lunch culture. Switzerland uses the word "respect" for each other, in Sweden that is perceived as something old fashioned or negative. We don't ask the kids to respect us, we talk about respecting other people's values and human rights. Their own meaning of the word is different.



## Discussion:

- One thing in common across all presentations are childrens childhood, and the child centerness, the desire to protect their childhood.
- How do children feel about it? The children might not always feel the activities are as voluntary as you professionals describe it.
- Children want EE to be different from school and have fun activities to choose from.
- Freedom: A child can't do whatever they want to, but what are the rules, are they hidden or spoken? What can you get away with as a child, when does the adult get upset and scold them?
- If you have to care for 20-40 kids how can you even allow for personal choice within that group? Really interesting discussion. We can all agree on a philosophy of free choice and inclusion, but where does it end, where do children in a group get excluded or even promoted by the adults? Many interesting discussions if we cut a little deeper.
- Some children are happy with free choice, but for others the freedom is a pressure. What am I going to do, who can I play with etc. We need a balance between structured activities and freedom to make safe frames for the children.
- Freedom comes with responsibility, especially with the youngest children, it's complex.
- There is an understanding of the school as adult oriented, led, and compulsory. EE is more of a free space with voluntariness. This is too simple and without important nuances that should be highlighted. There will be constraints and some level of freedom in both school and EE, of course there are differences. But it might not be black and white.





## 10.40 Sum up of researchers group work on documentation forms and evaluation forms

### Documentation form: Run through on screen by Helene of the groups revision of the documentation form and sum up of group discussion

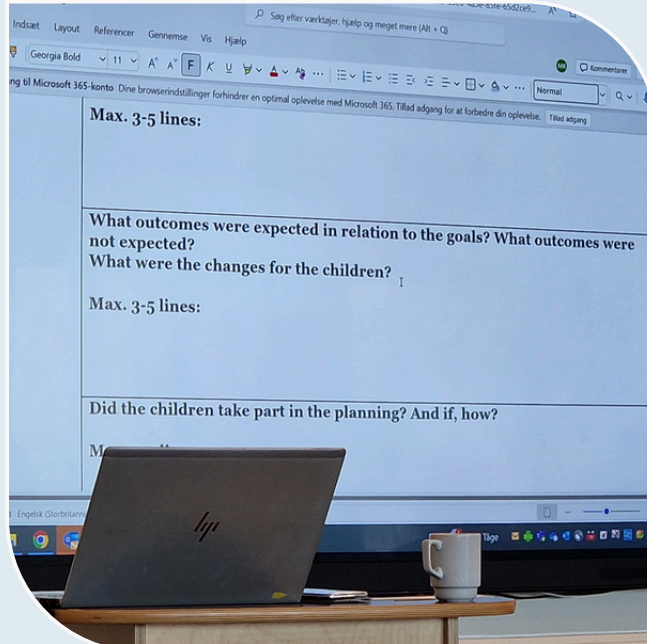
- Pedagogical core values are so important, we need to start with them, not the practical details. Why, what and how.
- Practitioners must fill it out and give it to another country for them to try it out. When we get to Sweden everybody bring their examples of best practices.
- We show each other our good practices and turn them into a best practice with a quality stamp.
- Researchers are there to support the practitioners – if you have any questions when using the form, please ask your local team of researchers, we are there to help and support.
- This is an end product of something we develop together (researchers and practitioners).
- Practitioners should NOT worry about the observation form.



### 11.00 Evaluation form by Patricia

#### Presentation of group work with evaluation form

- We should change it from “best” to “good” practices in both forms. We will turn it into best practice after cross country testing. A few more changes made on screen.
- Both forms are now ready to be used the next few months.
- Should childrens participation be included in the documentation form?



- Should these two forms come with an instruction? How do we ensure that all countries do more or less the same thing + that we do the same processes? There are many questions in the group. A simple bullet list?
- Maybe it should be in a national context. Would it be difficult to hand these over to someone who are not in the project?
- How/when/how many observations should be handled in the national groups. As long as everybody comes to Sweden with 3 good practices, we are fine. If there are many questions, we need to communicate.
- If anyone wants to make the bullet points list, please do and hand it over to the group.
- If we get to a point in our respective countries where it's difficult and we get confused, we should solve it in the online meeting with researchers. Then they need to make some guide lines.

## **Break (5 min)**

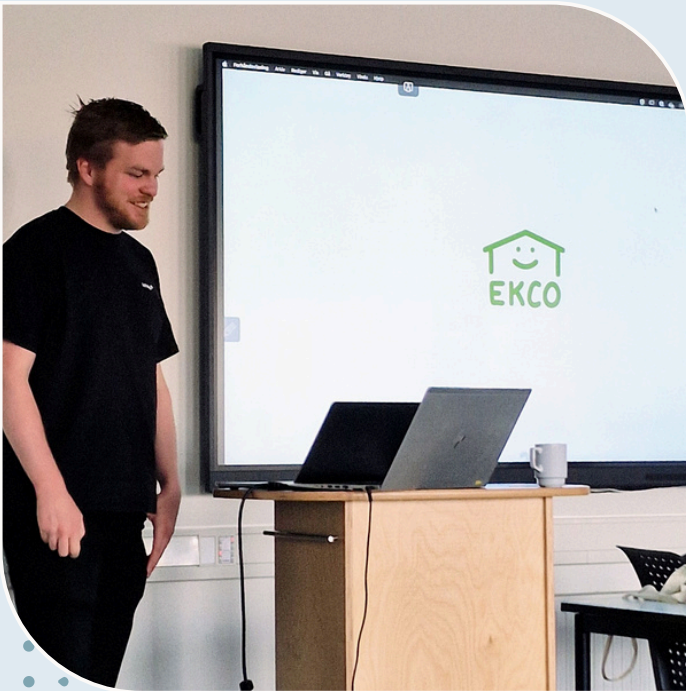
### **11.15 Teams by Erlend – Erlends gives the group an introduction to Teams.**

- Practitioners are asked to upload their posters in our team.
- The documentation and evaluation forms should also be uploaded later (after they are filled in).
- Researchers in your respective countries will let you know if you need to upload anything.
- WP3 is the most relevant for practitioners. The structure is ready for practitioners to upload their items and documents.





- A lot of our meetings are digital. Practitioners might have to participate in meetings here, you will get invitations (a link).
- Some countries have problems with Teams. If you are unable to upload the documentation, please send it by e-mail to the Norwegian team (Erlend and Kirsti) for them to upload it for you.



### 11.30 – Tim presents the logo

Logos need to be functional in big and smaller formats, and this one should also communicate the concept of “fun”.

Logo presented on screen.

Will be uploaded on Teams.

**11.35 information about and preparation for school visit at Houlkærskolen after lunch**

**11.45–12.45 Lunch**



## **12.50 Bus ride to school visit / Houlkærskolen**

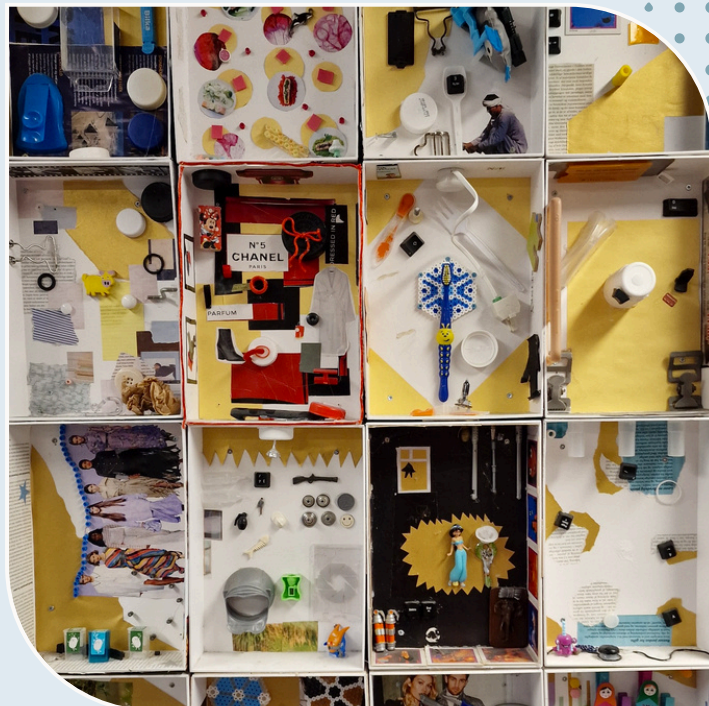
**13.00–15.00 Site visit at  
participating Danish Leisure  
Time Center/Houlkærskolen.  
We travel by bus.**

### **Notes from school visit:**

- This school has 750 pupils.
- EE is divided in two groups of children outdoors 120/140. (Grade 0–3) There are 5 adults on each group.
- High level of absence among staff on day of visit – to make everything function, the kids are allowed to have cinema and pop corn in groups. On average they have cinema day 5 times a year (usually in connection with holidays or staff shortage).
- No fences – yellow dots on trees show children where they are allowed to go.
- Digital check in and check out of children, performed by the children themselves.
- We see various activities: sometimes they play in the dark in the gymnastics room.
- There is a viking village in the forest where they can play and have arena battles.
- Access to a sports arena on school grounds.
- Spire choir – many children are part of this.
- Several arts and crafts options.
- Playstation room where the children can play for 20 minutes each.
- Woodwork room available with adult supervision.
- Cykling track available on school grounds.
- Small kiosk.
- Library.
- Large outdoor areas.
- In Denmark EE is not a government priority. No extra resources for children with special needs.
- Entire school decorated with childrens arts and crafts – very colorful.













## 15.10 Break with Danish speciality æbleskiver + group photo



## 15.30–17.30 Final discussions and agreements on Work Package 3

- Gunn opens by introducing a Norwegian ongoing project “Tid for lesing i SFO” and the monstertheme for November, to show the group what is going on within EE on a national level in Norway.
- After the introduction of the monster project, we focus on The observation form again. This is what researchers are using when they go out and observe EE – what are the frames?
- The observation form aims to provide enough information for others to use your data:

A: 4 observations from each country: Observation form + observation notes (of your choosing, fieldnotes etc.)

B: Context information: Describe context, place, children (age and number of children), adults, indoor, outdoor, setting, meal, etc.

C: Length: from 20 minutes to 120 minutes.

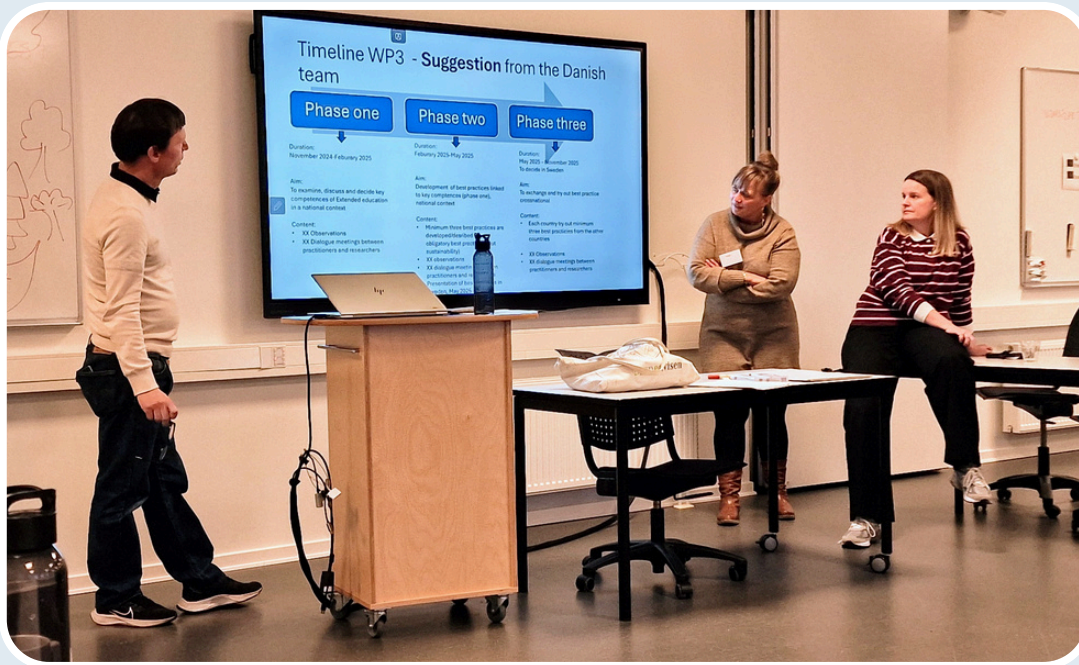
D: Clear data: Transcribe in English, fill out the form.



## Discussion

- 2nd page of the observation form; the scale is really subjective. Should be used by each country like they want.
- You need to translate your notes to English, and then the cross-country researcher can determine if they agree or not.
- Field notes and this form are linked together – you do not understand the form completely without the notes. This is a mapping.
- 20 observations all together.
- The details will be uploaded in Teams.
- Each country must provide 4 forms with notes.
- Must be done by February according to the timeline – before we meet in Sweden.
- We need to do this and then start developing best practices with practitioners from this.
- Should the entire observation be transcribed? The value is the data – you can choose a shorter observation, you might do notes for 20 minutes, then take a break, and do another 20 minutes observation. Do what you can. If the activity is 20 or 40 minutes, then that is enough. You do not need 120 minutes.
- If you work with observations and you do field notes, you can't use it as raw data, you do some kind of selection of what is important. EE is a difficult place to do observations, more complicated than school, so much is happening all the time. You can't observe 100 children going everywhere. Important to have a focus. 120 minutes transcribed is a pile of paper. If you go for a hike it is natural to follow the entire hike.
- We should transcribe it all, I don't agree that it would be a pile of papers. 4 observations of 4 hours might take a day to transcribe. In my field notes you can't grasp what everybody says.
- Transcription is based on your field notes (observations).
- No interviews.
- "Clear data" means that you have to make it usable and understandable for other partners.
- We should all read each other's transcriptions before we meet in Sweden. It should be uploaded in Teams 2 weeks before Sweden. Swedish team will tell us how to do it and where to find it in Teams.
- **Deadline for submission in Teams 21st of April.**





## 16.05 Danish team: sum up of what else to agree on.

3 best practices from each country.

Timeline – we are in phase 1 now until February, is the timeline OK? Group agrees.

Researchers as a group should prepare a 20 minutes.

presentation of the observations before Sweden – or of EE research relevant for the topics in the project.

Norway will prepare something based on Lave and Wenger.

We go through where the minutes and reports are to be found in Teams.

**Homework: Everyone should read the previous reports before we meet in Sweden.**

Everyone are asked to hand in their name tags to Sweden tomorrow so we can reuse them in Sweden.

## 16.20 Sit in national groups and plan the road ahead in your respective countries.



*Task for the national groups: We all need to decide within our national rules if the data we gather are under some sort of GDPR-legislation. We could agree on doing it anonymous, but it is an ethical question. If you want to anonymize it, make sure to not mention anything in your observations that can identify any of the children.*

## Discussion

*This report follows the discussion in the Norwegian group.*

- No sound recordings, no video, no photos – easiest to get permission and easy to store. All details will be settled shortly.
- Data collection through SIKT.
- Need to agree on observation dates with Våland. Researchers will suggest dates, and Våland will adapt once coordinated with holidays and activities. The winter holiday is f.ex. one of our investment weeks in the children. Wednesdays are library days.
- What we observe will be colored by each researcher's background. We need to come and have a look, and then agree on what to develop from everything we saw.
- Våland starts their day with a meeting at 1300h, then they enter classrooms.
- Researchers will write up a short note on what they are most interested in seeing, and Våland will suggest dates (after 1300h). Researchers will coordinate to make sure everyone are not looking at the same activities.
- Våland-UiS-channel made in Teams for this group.
- Våland will send their annual plan to UiS.
- Morten and Susanna are the contact persons for this team at Våland.
- Gunn and Erlend will send an application to SIKT.
- Information to the parents will be sorted out by Gunn and Erlend. This needs to be sent out before any of us enter the school. After practitioners have looked at it, we will send it to the principal in Våland for signing. No obligation for Våland to make sure everyone actually reads it. But it must be available to everyone.
- We will get so much interesting data from this, it would be a pity if we cannot use it for future research.
- All meetings with Våland will take place in the school or in Teams. A meeting agenda will be set up and distributed. We will limit the meetings to the absolute minimum. If you need to put something on the agenda for a meeting, please let us know before the meeting. The meeting time will be upheld.

**17.30–19.00 Joint walk in old part of Viborg**

**19.00 Joint dinner (own cost) – Kehlet, Nytorv 12, 8800 Viborg**



Viborg evening walk – Photo by Tim Levang





## THE 3 OF LIFE



"start as a seed,  
then become  
a tree  
then a forest."



# DAY 3

09.00–12.00

Participants: Practitioners and researchers

09.00–10.30

Practitioner meeting: Brain-storm Work Package 3 in 2 groups cross-national

Researcher meeting: Workpackage 4+5/future/economy, etc.



*Denmark opens the meeting – everyone are asked to hand in their name tags to the Swedish team.*

*Peter and Kristian give the practitioners a guided tour on Campus, especially the pedagogs department. Afterwards they will go to a different room to discuss a few questions provided by the Danish team.*

*Researchers will discuss wp 4 and 5, about economy and other things on our agenda.*

*At 10.30 we will all meet up again for closure.*



## 09.15 Researchers meeting

Around the table – what do you want to discuss with the group?  
Group agrees on the following:

- Economy
- Dissemination – especially the work connected to Tim – practitioners need to know about this too
- WP4
- WP5
- WERA
- Publication strategy – ownership
- How to make a closer connection between practitioners and researchers
- Meeting in Sweden – details
- Ethics (observations)
- Anonymity (observations)

### Discussion:

#### 1. Ethics

Danish group: when we make the observation form available to others, we recommend full anonymity, names, school names etc. Can Peter and Kristian talk in their community about the fact that they are part of this project? The posters here are not anonymous, can they be used in a conference? In our research we don't name any of the institutions. It is easy to find out what school it is, pictures on social media etc. Colleagues are proud and see it like a school development project, of course they want to brag about it. We should ask practitioners what they want.



Observations can be used as a tool to develop practices, when we talk about the project, the schools must be open, publications also. But if we do an article about the observations, we must anonymise it. We have a responsibility in ethics as researchers.

It is a quality mark for schools to participate and their name should be visible.

Posters are OK, it is not an analysis or about specific children.

If someone here does not want to participate in the research part of it, that is OK. This is an enormous opportunity in the research field, but it is an add on.

Scientific articles are mentioned in the application.

Ethical consent for observation? We have to comply with the rules in our respective countries.

We will find a way to ensure that we can publish from country to country.

Practitioners and we are allowed to spread the word, but within research everyone must keep ethical standards.

## **2. WERA**

Conference September 24th–27th 2025 in Linköping, Sweden.

Preconference for doctorate students on Tuesday, If you participate for at least 2 days, you can apply for Erasmus funding.

Wednesday we will start to do site visits (also doctorates), part of the WERA conference. Both site visits will be arranged on EE + teenagers in leisure clubs.

Tuesday–Friday–Saturday: conference in Nordköping.

Abstracts from 2nd December–2nd February.

Cost is not decided yet, but around 5000 SEK.

We will also try to involve children in some part of the conference.

Group agrees to do a symposium from EKCO for WERA.

Can all 5 countries participate? WERA will not put any limitations on participants, but there will be a time limit.

Introduce two of the workpackages (2 + 3)+ a more general introduction, different challenges and possibilities.

We need to set up a meeting to discuss this in detail. James suggests that Gunn does the chair and then write up a draft.

We will leave this for now and see what we can do before 10.30.

We will be at WERA and we will have a symposium.

Mostly Swedish practitioners will participate. Hybrid solution for practitioners from other countries who cannot be there physically.

### **3. Economy**

Delivered a periodic report.

This time the budget for workshop was more challenging.

The budget for hosting is only 1500 Euros.

Some of the management package can perhaps be distributed.

To get the next lump sum, we need to give an interim report to show that we have spent 70% of the 40% we received by now.

In Austria we had too much money, but in Denmark and Sweden there is not enough money, we will try to fix it.

Everyone must expect to cover more of their own expenses. Fewer people in Austria, and cheaper to arrange.

In stead of the host paying the dinner, maybe the travel cost can cover it.

Maybe there won't be a free dinner in Sweden.

There is a common understanding that we might have to pay our own food and drinks.

### **4. WP4 and 5**

WP4 is the the platform. Working on it. We need everyones pictures. Also the practitioners. There is an English version and a Norwegian version. Later on the good/best practice examples will be published there.

WP5 is Dissemination: Big thing in the EU. An article will be published soon. They count the publications in the end. We need to do instagram, facebook, linked in and a hashtag.

The dissemination point is high, if you do not do it, they will reduce the money.

Start social media accounts now.

Shared linked in + fb for the project, then we can reshare it and it will provide more hits.

Photos in teams made available.

Every practitioner could do posts on FB.

Send out reminder to group every 6 months to report on posts in social media.

Gunn will send out a message and ask people to publish in social media.

WE should make a fb-page that every practitioner have access to. Postings from private accounts also counts.



## **5. Certification of attendance**

Switzerland (and some other countries) need certificates of attendance.

David/James will upload their form in Teams.

## **6. Dates for Sweden – May 5th–8th 2025**

Monday 5th of May and Thursday afternoon is travel time. Workshop will happen from the morning of the 4th until lunch Thursday the 8th. Is 2.5 days enough? Will check the application.

## **7. Closer connection between practitioners and researchers**

If we are to do the best practice, we should present research next time. The good/best practices must be related to research. Our practitioners really want to know more about the research. It is highlighted that everything you do should be based on scientific knowledge and experience. It is important to emphasize that they are the experts, but it is also important that we share our knowledge. We need to find a common language.

Practitioners are eager to get our input. Lave and Wenger is very in tune with EE attitudes. When I meet EE practitioners, they usually lack the language to discuss in a more objective way. Give them some tool for a common discussion.

Having these new platforms (fb/instagram) we can also put up articles etc for the practitioners to look at.

## **8. Publication strategy**

If we want to go out with data from the project, we need a strategy. It is important that we publish articles.

We can do national things + cross national things. Many opportunities to cooperate. But everyone cannot cooperate on everything.

If you propose an article/a theme, you can ask who is interested in joining in, say where you want to publish it etc. This is a point we should take in our next online meeting.

Special issue about fields of development in EE in 26. We should try to submit something there.

This must be on the agenda for the meeting in Sweden + digital meetings.

A plan is needed, it cannot be too voluntary, then we risk nothing happening.

## **9. Extra:**

Norwegian team will do something about Lave and Wenger – presented in short in the meeting in Sweden. We will also write a short text before we get there.

## **10.25 Break**

## **10.30–12.00 Evaluation and closure**

We need to make an evaluation of this seminar in padlet.

Write whatever comes to mind, experiences from this workshop, no cooperation or talking, silence. Will be part of the final report.

## **Sum up in group**

Really good to have the practitioners on board.

Organization has been really good. First time everyone meet, good atmosphere thanks to our hosts.

Excited to work further on the project, and to meet in 6 months in Sweden.

We will put out a theoretical writing for everyone to read before we meet again to have a common ground for further discussions and work.

Sweden will suggest hotels and give travel suggestions.

Meeting will be in Norrköping, please make sure you go there, not to Linköping.

## **12.00–13.00 Lunch (optional – own cost)**

## **Departure**







spend 10 minutes with yourself. Write, write, write: - what do you take home with you? reflections about extended education, the project, inspiration from colleagues. Write, write, write!!!

spend 10 minutes with yourself. Write, write, write: - what do you take home with you? reflections about extended education, the project, inspiration from colleagues. Write, write, write!!!

**Eager Deer** Nov 21, 2024  
 Silgunn  
 Inspiring  
 2 likes

**Joerg** Nov 21, 2024  
 interesting insights into schools  
 0 likes

**Valiant Toad** Nov 21, 2024  
 Lovely hosts  
 The Danish team were lovely hosts! Well organized. Really cosy social gathering on campus first evening.  
 2 likes

**dmBVIOvISu in4...** Nov 21, 2024  
 Evaluation  
 The practitioners have brought a lot of good energy into the project  
 0 likes

**Pinapple** Nov 21, 2024  
 It was a productive meeting  
 0 likes

**Pinapple** Nov 21, 2024  
 Thanks to the practitioners from Denmark for showing us your school!!  
 0 likes

**Eager Deer** Nov 21, 2024  
 More specific task to work with before next meeting in Sweden.  
 0 likes

**Valiant Toad** Nov 21, 2024  
 Practitioners!  
 Very interesting to hear from all the practitioners and hear about the different ways EE works in our respective countries.  
 0 likes

**Ajnur** Nov 21, 2024  
 great team  
 Great team to have worked with!  
 0 likes

**sweden** Nov 21, 2024  
 I see my participation i this project as an opportunity to get me and also my school in general and my schoollage educare in specific, in a resarch environment. In the reflections with the reasrchers in the team our communication and therefor our work will be linked to resarch and academic thoughts and literature. Our everyday practice will be more based on resarsch.  
 0 likes

**Eager Deer** Nov 21, 2024  
 Very interesting to meet up with practitioners and researchers together.  
 0 likes

**Pinapple** Nov 21, 2024  
 the organisation was great. thank you very much  
 1 like

**Swedish team** Nov 21, 2024  
 Satisfied  
 I feel very satisfied with the process with did in the project. That we have a clear deadlines and moving forward  
 0 likes

**Joerg** Nov 21, 2024  
 Many important inputs for work in Zurich  
 0 likes

**Valiant Toad** Nov 21, 2024  
 Interesting  
 Many interesting and fruitful discussions! Productive workshop!  
 0 likes

**Polite Finch** Nov 21, 2024  
 Nice to have everyone on board both practitioners and researchers  
 0 likes

**brown Capricorn** Nov 21, 2024  
 I'm still thinking of what kind of activities could be tried out in other countries....  
 0 likes

**Joerg** Nov 21, 2024  
 Viborg is really nice place  
 0 likes

**brown Capricorn** Nov 21, 2024  
 In the Danish school it could be observed less is sometimes more and we are often too bound to rules and control..  
 0 likes

**brown Capricorn** Nov 21, 2024  
 I liked the atmosphere..  
 0 likes

**Swedish team** Nov 21, 2024  
 It was a good mix  
 It was a good mix in the program.  
 0 likes

**Woods** Nov 21, 2024  
 Feeling important  
 During these days I really feel that our contributions really matter.  
 0 likes

**me** Nov 21, 2024  
 Thank you  
 These last days has been great and it feels like the ECKO-project is really setting of now. Thank you to all practitioners for the insights, knowledge and good energy. I look forward to meeting you all again in Sweden and to talk about best/good practices and to put Lave & Wenger in perspective of that.  
 0 likes

**Woods** Nov 21, 2024  
 Im going home motivated to working on this project!  
 0 likes

**Dude** Nov 21, 2024  
 To all Pædagogor/Social Educators-workers/ Pedagoques  
 You are doing great! I can only imagine, that each one of you are   
 0 likes

**Sweden** Nov 21, 2024  
 I'm looking forward to develop the schoollage- educare with my colleagues and hopefully see some difference in our approach to the mission, the children and also in my teacher-identity.  
 0 likes

**brown Capricorn** Nov 21, 2024  
 We learned a lot of each other. It was great to have so much time to discuss.  
 1 like

**brown Capricorn** Nov 21, 2024  
 It was just a good experience to meet you all and I see forward to our next meeting.  
 0 likes

**Ajnur** Nov 21, 2024  
 not only say "kids you should drink"  
  
 not only say "kids you should drink" but also make it visible :-)) was a great thing to see  
 2 likes

**Pinapple** Nov 21, 2024  
 The food in the canteen was delicious.  
 0 likes

**Just me** Nov 21, 2024  
 It was inspiring to listen to the poster presentations!  
 0 likes

**Dude** Nov 21, 2024  
 Also.. We need to discuss the documentation and evaluation forms once more..Please.. The excitement is overwhelming.  
 0 likes

**Wholesome Deer** Nov 21, 2024  
 It has been three productive days, which the Danish team moderated the program in an exemplary manner. We have made several decisions on how to proceed with the project and how the practitioners should continue their work. Additionally, we now have a clear and effective plan for how time will be utilized and what tasks will be completed until the next meeting. It has been fascinating to learn about the different schools and observe the variations between countries, allowing us to reflect on how we can leverage these differences as strengths in the project. We are looking forward to officially launching the project on a national level.  
 0 likes

**Mysterious Macaw** Nov 21, 2024  
 It has been a great time! Well organised. Fun and interesting to meet people and learn and get new experiences.  
 0 likes

**Affectionate Jelly...** Nov 21, 2024  
 Viborg experience  
 Apart from that, I really liked the inspiring conversations and meeting amazing practitioners. During the school visit and the poster presentations I thought that it is more or less the same everywhere and that we have  
 0 likes

**Studios Kiwi** Nov 21, 2024  
 The Danish team had a very good balance between moving forward in the agenda and the project, and taking time listening to the input of the participants, especially the voices of the pratitionners.  
 0 likes

**dmBVIOvISu in4...** Nov 21, 2024  
 Evaluation  
 It has been so great, as a researcher, to meet all the practitioners  
 0 likes

**Ju** Nov 21, 2024  
 The schools here in Dänemark are very open for technology and the children have a lot of freedom. I'm very inspired to bring that knowledge to our school so wie, an provide more freedom and trust in our children  
 1 like

**Just me** Nov 21, 2024  
 I think the different countries have a lot in common when it comes to Extended Education, and they are all very keen to put children at the centre.  
 0 likes

**Woods** Nov 21, 2024  
 Inspiring  
 It has been ispirng days in Viborg. The combination between work and social meeting has been good.  
 0 likes

**brown Capricorn** Nov 21, 2024  
 Thanks for the organization and the visit of the schools around Viborg.  
 0 likes

**Swedish team** Nov 21, 2024  
 Such a warm hospitality from Denmark!  
 0 likes

**Eager Deer** Nov 21, 2024  
 Rema1000  
 It was long and quite exhausting days, but time has passed quickly and I will go home with more inspiration to work with observation in SFO. Hope to come back and explore more of Viborg  
 0 likes

**Swedish team** Nov 21, 2024  
 Good that the researchers have agreed  
 I think it was good that the researchers has agreed on aspects that have been debated for a long time  
 0 likes

**Brilliant Peacock** Nov 21, 2024  
 More discussions about the forms please 🙏🏻 - just kidding - we should get clear about some stuff and reached some milestones  
 In my view, it is very important to be clear that we are doing a practice-project and so our instruments don't have to reach empirical gold-standard. For example, it was never the idea to have non-subjective data. After leaving this tiring discussion, we got quickly to some common understandings and to some good and pragmatic ideas.  
 0 likes

**Blushing Cricket** Nov 21, 2024  
 Viborg is a really beautiful place and the hosts were so welcoming, they took care of us like we were friends. everybody seemed to be really engaged and into it. I also appreciated the working rhythm, the splitting in groups, the getting together in different groups. I felt that we really moved on with the project and are ready for the next step. I especially liked the talks on the core of extended education: how is the vision of a principal visible? what characterizes the core of extended educational settings and what are the professionals' actions in these settings? what do we share and have in common? what are our beliefs and how do we put that in action? where is our focus?  
 0 likes

**Eager Deer** Nov 21, 2024  
 The organization was super great  
 0 likes

**Joerg** Nov 21, 2024  
 Great experience  
 0 likes

**Joerg** Nov 21, 2024  
 exciting people  
 0 likes

**Eager Deer** Nov 21, 2024  
 engaging to be with so many talented and knowledgeable people. I have a clearer picture of what the project will be about after this meeting.  
 0 likes

**NORGE** Nov 21, 2024  
 Viborg  
 The workshop was inspiring and motivating. It provided valuable insights and practical knowledge about the project. Is was interesting to see how other countries work, and to learn that even though we come from different places we share the same core values.  
 1 like

**Studios Kiwi** Nov 21, 2024  
 The atmosphere was especially good in this workshop, triggered by a great mix of people, background and nationalities combined with openmindedness and curiosity for each others input and competencies.  
 0 likes

**Ju** Nov 21, 2024  
 I think the discussions we had were very interesting. Seeing how other pedagogs work and hearing about their different ways of making activities was really interesting for me. I have new ideas and projects that I want our school to have so we can turn our school into a even greater place  
 0 likes



## Evaluation

The practitioners have brought a lot of good energy into the project

0 0

**Pinapple** Nov 21, 2024  
It was a productive meeting

0 0

**Pinapple** Nov 21, 2024  
Thanks to the practitioners from Denmark for showing us your school!]

0 0

**Eager Deer** Nov 21, 2024  
More specific task to work with before next meeting in Sweden.

0 0

**Valiant Toad** Nov 21, 2024  
**Practitioners!**  
Very interesting to hear from all the practitioners and hear about the different ways EE works in our respective countries.

0 0

**Ajnur** Nov 21, 2024  
**great team**  
Great team to have worked with!

0 0

**sweden** Nov 21, 2024  
**sweden**  
I see my participation i this project as an opportunity to get me and also my school in general and my schoolage educare in specific, in a resarch envorinment. In the reflections with the reaserchers in the team our communication and therefor our work will be linked to resarch and academic thoghts and literature. Our everyday practice will be more based on resarch.

0 0

**Ajnur** Nov 21, 2024  
I will tell our team in the extended education that here you are not as many pedagogues as in Switzerland who has to take care of so many children...maybe we will be able to appreciate what we have in Switzerland

0 0

**sweden** Nov 21, 2024  
!  
It has been very exciting and interesting to hear the other practitioners and to get a grip of the differences we have. But also to see that the work with the kids is almost the same everywhere and we all do a great job every day in the extended education.

0 0

**Andreas Bergström** Nov 21, 2024  
These three days has been so worful for my ongoing studies and work. To be in a context where future is created or going to be created, has given me enormously energy to continuing walking this path. The engagement of all practioners for their/our work although our conditions and opinions sometimes seems so different, feels so good. The researchers work to provide the best theoretic possibilities for all of us practioners with purpose of creating the best extended education in aim of giving the children, both a meaningful leisure-time and a brighter future, is what i'm going to bring back home. Thank you all

0 0

**Joerg** Nov 21, 2024  
Many important inputs for work in Zurich

0 0

**Valiant Toad** Nov 21, 2024  
**Interesting**  
Many interesting and fruitful discussions! Productive workshop!

0 0

**Polite Finch** Nov 21, 2024  
**Nice to have everyone on board both practitioners and researchers**

0 0

**brown Capricorn** Nov 21, 2024  
I'm still thinking of what kind of activities could be tried out in other countries....

0 0

**Joerg** Nov 21, 2024  
Viborg is really nice place

0 0

**brown Capricorn** Nov 21, 2024  
In the Danish school it could be observed less is sometimes more and we are often too bound to rules and control..

0 0

**brown Capricorn** Nov 21, 2024  
I liked the atmosphere..

0 0

**Swedish team** Nov 21, 2024  
**It was a good mix**  
It was a good mix in the program.

0 0

**Woods** Nov 21, 2024  
**Feeling important**  
During these days I really feel that our contributions really matter.

0 0

**me** Nov 21, 2024  
**Thank you**  
These last days has been great and it feels like the ECKO-project is really setting of now. Thank you to all practitioners for the insights, knowledge and good energy. I look forward to meeting you all again in Sweden and to talk about best/good practices and to put Lave & Wenger in perspective of that.

0 0

**Woods** Nov 21, 2024  
Im going home motivated to working on this project!

0 0

**Dude** Nov 21, 2024  
**To all Pædagoger/Social Educators-workers/ Pedagoques**

You are doing great! I can only imagine, that each one of you are kicking ass on a daily basis. The kids are lucky, to have you guys in their lives 🙌 Keep up the good work

0 0

**Ajnur** Nov 21, 2024  
**not only say "kids you should drink"**



not only say "kids you should drink" but also make it visible :-)) was a great thing to see

2 0

**Pinapple** Nov 21, 2024  
The food in the canteen was delicious.

0 0

**Just me** Nov 21, 2024  
It was inspiring to listen to the poster presentations!

0 0

**Dude** Nov 21, 2024  
It has been great. The organisation was on point, and it was interesting to share practice and experiences with everyone involved. I am still amazed about the different resources available for each country, for goals that in a lot of aspects are identical. Looking forward to see you guys again in sweden.

Also.. We need to discuss the documentation and evaluation forms once more..Please.. The excitement is overwhelming.

0 0

**Wholesome Deer** Nov 21, 2024  
It has been three productive days, which the Danish team moderated the program in an exemplary manner. We have made several decisions on how to proceed with the project and how the practitioners should continue their work. Additionally, we now have a clear and effective plan for how time will be utilized and what tasks will be completed until the next meeting. It has been fascinating to learn about the different schools and observe the variations between countries, allowing us to reflect on how we can leverage these differences as strengths in the project. We are looking forward to officially launching the project on a national level.

0 0

**Mysterious Macaw** Nov 21, 2024  
It has been a great time! Well organised. Fun and interesting to meet people and learn and get new experiences.

0 0

**Affectionate Jelly...** Nov 21, 2024  
**Viborg experience**  
It was a great experience to be here with so many exited and enthusiastic people who have the wellbeing of our kids as their main goal. I learned a lot about extended education from all of you and can take home many new ideal to develop extended education even further. I look forward to the sharing of Best practices and Nnew Ideas in the near future.

0 0

**Ju** Nov 21, 2024  
The schools here in Dänemark are very open for technology and the children have a lot of freedom. I'm very inspired to bring that knowledge to our school so wie, an provide more freedom and trust in our children

1 0

**Just me** Nov 21, 2024  
I think the different countries have a lot in common when it comes to Extended Education, and they are all very keen to put children at the centre.

0 0

**Woods** Nov 21, 2024  
**Inspiring**  
It has been ispirng days in Viborg. The combination between work and social meeting has been good.

0 0

**brown Capricorn** Nov 21, 2024  
Thanks for the organization and the visit of the schools around Viborg.

0 0

**Swedish team** Nov 21, 2024  
**Such a warm hospitality from Denmark!**

0 0

**Eager Deer** Nov 21, 2024  
**Rema1000**  
It was long and quite exhausting days, but time has passed quickly and I will go home with more inspiration to work with observation in SFO. Hope to come back and explore more of Viborg

0 0

**Swedish team** Nov 21, 2024  
**Good that the researchers have agreed**  
I think it was good that the researchers has agreed on aspects that have been debated for a long time

0 0

**Brilliant Peacock** Nov 21, 2024  
**More discussions about the forms please 🙌👉 - just kidding - we should get clear about some stuff and reached some milestones**

In my view, it is very important to be clear that we are doing a practice-project and so our instruments don't have to reach empirical gold-standard. For example, it was never the idea to have non-subjective data. After leaving this tiring discussion, we got quickly to some common understandings and to some good and pragmatic ideas.

Apart from that, I really liked the inspiring conversations and meeting amazing practitioners. During the school visit and the poster presentations I thought that it is more or less the same everywhere and that we have more similartys than we often think.

In my view, the working days were a little bit to long - in the last project we had some facultative activities so it was possible to have a pause especially during day light. I think it would be possible to shorten the sessions so there would be less possibilities for inefficant discussions.

Big thanks to the danish team for the lovely preperations and all the nice guiding ❤️

0 0

**NORGE** Nov 21, 2024  
**Viborg**  
The workshop was inspiring and motivating. It provided valuable insights and practical knowledge about the project. It was interesting to see how other countries work, and to learn that even though we come from different places we share the same core values.

1 0

**Studios Kiwi** Nov 21, 2024  
**The atmosphere was especially good in this workshop, triggered by a great mix of people, background and nationalities combined with openmindedness and curiosity for each others input and competencies.**

0 0

**Ju** Nov 21, 2024  
I think the discussions we had were very interesting. Seeing how other pedagogs work and hearing about their different ways of making activities was really interesting for me. I have new ideas and projects that I want our school to have so we can turn our school into a even greater place

0 0

**Just me** Nov 21, 2024  
It was very interesting to visit Houkkærskolen!

0 0

**Ju** Nov 21, 2024  
This group was amazing. Everyone is chill and the vibes in our conference room was really nice. Even though I'm young and I have a lot to learn, I've felt very safe and heard. Thank you for organizing this amazing experience. I'm looking forward in seeing you all very soon :)

0 0

**Eager Deer** Nov 21, 2024  
Interesting to gain knowledge about similarities and differences between SFO across countries in Europe

0 0

**Blushing Cricket** Nov 21, 2024  
Viborg is a really beautiful place and the hosts were so welcoming, they took care of us like we were friends. everybody seemed to be really engaged and into it. I also appreciated the working rythm, the splitting in groups, the getting together in different groups. I felt that we really moved on with the project and are ready for the next step. I especially liked the talks on the core of extended education: how is the vision of a principal visible? what characterizes the core of extended educational settings and what are the professionals' actions in these settings? what do we share and have in common? what are our beliefs and how do we put that in action? where is our focus?

0 0

**Ju** Nov 21, 2024  
**Music**  
Some of you wished for me to put my music links here on the padlet. Thank you for everything! It was amazing with you all. I loved it! -Juliana  
Music platforms: <https://share.amuse.io/vVYNodurUf6j>

Insta: <https://www.instagram.com/juofficialmusic/profilecard/?igsh=d3ozanFmem80aGpx>

0 0

in other countries was very inspiring

0 0

**Polite Finch** Nov 21, 2024  
Nice to get challenged on your own perspectives through discussions with the group

0 0

**brown Capricorn** Nov 21, 2024  
I learned that there aren't big activities they are the basis of a good quality of extended education. More important are the values behind, the attitudes towards the kids and the interaction skills of the personnel.

0 0

**Joerg** Nov 21, 2024  
The attitude of the Danish teachers, the security and sovereignty were inspiring

0 0

**Ajnur** Nov 21, 2024  
**Children in the centre**  
the biggest inspiration was to see how you literally give space to children and let them be in the midpoint (center)

0 0

**Woods** Nov 21, 2024  
Talking to and discussing different topics with the other practitioners has been interesting and meaningful.

0 0

**Joerg** Nov 21, 2024  
The discourse about good and best practice and what this looks like is important and I would like to communicate this to my school and the city of Zurich

0 0

**Polite Finch** Nov 21, 2024  
Raised awareness about important topics within the extended education

0 0

**Joerg** Nov 21, 2024  
Promoting children's participation and self-efficacy and placing these at the centre of our work is crucial

0 0

**david** Nov 21, 2024  
i would say that this seminar has been great. cooperating with som many inspiring people is really joyful. i think the area around extended education is so important to highlight and being with practitioners and researchers has been very stimulating. it has been inspiring to get to know people and learn from their contries, the poster presentations were great and it was nice that there was questions raised after the presentations. we did use a bit more time than scheduled, but it proved that everyone is eager to share their stories and tell about their work. i think also the site visit was great and peter and kristian and thomas did a great job, both showing around and talking about their duties.

i think the similarities between the countries regarding childrens perspective, inclusion and freedom/voluntariness are really important, but it is also very inspiring to hear about the differences: the all-day schools and the scandinavian style school age educare are different ways of organizing extended education. i think it is funny that although we might agree on the philosophies, the structures, constraints and organization really have a huge impact on the pedagogy. i think that is important to highlight in the project, for others to learn about! thank you every colleague for sharing your visions and thoughts during these inspiring days, we really got a hold on something important here. i cant wait to see you all in sweden in may, and i think there we will take it all a step further! collaboration between researchers and pedagogues is alot of fun

0 0

**sweden** Nov 21, 2024  
of course we can arrange some surströmming. I will not be able to participate!!!

**Dude** Nov 21, 2024

**Peter Holm Buur** Nov 21, 2024  
GO team sweden. It Will make My trip so Munch better :)

0 0

**dmBV1GvISu in4...** Nov 21, 2024

I think that these last few days have shown that when extended education is debated, both from a research point of view and from a practice perspective, many similarities but also differences appear

0 0

**Polite Finch** Nov 21, 2024  
**Good structure on the workshop, balance between input and discussions**

0 0

**Pinapple** Nov 21, 2024  
Thanks for making coffee early in the morning for the rest of the group.

0 0

**dmBV1GvISu in4...** Nov 21, 2024  
As researchers we haven't agreed on everything but that is just how it should be when meeting up across so many countries, debating extended education. We alle need to be patient with each other and learn that we have different perspectives and opinions. It is exactly the differences and discussions containing disagreement and different perspectives we can learn from.

0 0

**Reliable Eagle** Nov 21, 2024  
It has been three packed days that have given a lot. The danish team has organized it in a way that has been both disciplined and flexible. Although the days has been long it hasn't felt long, which is strange, because it has made us pretty tired. The organization has been really good.

As a researcher I am impressed and appreciated the contributions from the practitioners and they have given substance to the project. The practitioners are inspiring and I'm looking forward to working together, learning from each other and developing good and best practices together. I feel that we have taken some major steps forward during this workshop and the project feels clearer now.

0 0

**Charming Raven** Nov 21, 2024

## Evaluation

As a practitioner it has been an honor for me being a part of this project. It has been a great experience being a part of something (for me) so big. I have the feeling that my opinions were heard and are worth it.

It was great working with every single participant. The workpakeges were great to work on, but for me and my daily work the chats inbetween the lectures with the other members actually working with the kids where the most important ones. And of course getting the chance to actually get to visit a school here has been so great. Also a big thank you to the Danish team! I had a wonderful time and you organized everything so well for us! Thank you! Very excited keep working on it

0 0



**Poster presentations from the workshop  
are included on the following pages**





# ZURLINDEN - DAY SCHOOL SINCE SUMMER 24

## Our guiding principles

### Big three:

- I take care of myself
- I take care of you.
- I care about the environment
- We pay attention



## Statistics

### 15 classes:

(3 kindergarden – 12 primary classes)

### 3 care units:

(Kindergarden Fritschi,  
Kindergarden till 2.class KW,  
3. -6. Class Zu)

3 buildings: (KW, ZU, F)

250 children

## Our team

- 40 teachers for subjects, classes or special needs
- 14 Care specialists (FaBe)
- 3 Social educator (HL)
- 1 cook
- 14 Class and Care assistance (BA, KlaAss)
- 5 House keeping staff

## Special at our school



**Denkoase (Thinking oasis):** Room, open every morning, to go for silent learning or to solve a problem

**Konfliktlotsen (conflict pilots):** Kids with training in conflict resolution. They solve conflicts during school and care time.

**No marks:** The assesement takes place only at the end of the semester

**Befrei (care and leisure):** The last 2 years we were a pilot and now it is introduced as a standard

**Kinderrestaurant (Restaurant for kids):** lunch catering concept





# Tagesschule

08:00

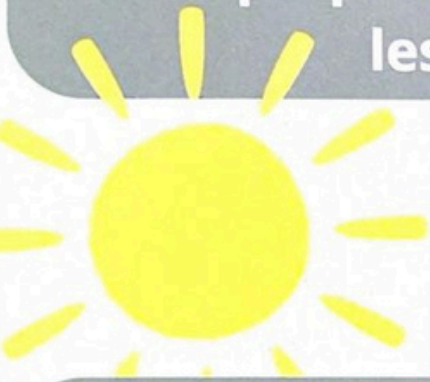
Catch-up time in the class room  
kids prepare freely for the  
lessons



08:20 - 12:00  
lessons

12:00 - 13:30

Lunch and Lunch activities



13:30 - 15:05  
lessons

15:05 - 15:15  
little break



15:15 - 16:00

OBA: Open care options  
ILZ: personalized learning time



16:00 - 18:00

care time and sport / musical  
courses

Schule Freizeit  
Betreuung  
**ZURLINDEN**





# ZURICH UNIVERSITY OF APPLIED SCIENCES

15'000 STUDENTS, 3'000 STAFF

## SCHOOL OF SOCIAL WORK

1'000 STUDENTS, 150 STAFF

- BA IN SOCIAL WORK:
- STREET WORK
  - CHILDREN'S HOME
  - SOCIAL WELFARE
  - ALCOHOL ADDICTION
  - ALL-DAY SCHOOLS
  - .....
- NO SPECIAL TRAINING TO WORK  
IN ALL-DAY SCHOOLS





# JOHANNES KEPLER UNIVERSITY LINZ AUSTRIA



The Johannes Kepler University (JKU) Linz, established in 1966, is a leading Austrian university with approximately 24.000 students and 173 professors. Moreover, through collaborations with over 150 universities in 50 countries, the University has an extensive network.



Image: Johannes Kepler University Linz

The Johannes Kepler University provides diverse programs within the four faculties

- Social Sciences, Economics & Business
- Law
- Engineering & Natural Sciences
- Medicine



Image: Johannes Kepler University Linz

The heart of the university is the beautiful and vibrant campus, which spans around 90 hectares, offering state-of-the-art facilities. In addition to the four main faculties, the JKU also has 140 different institutes, making it a place of diversity.

In this context, the Institute Linz School of Education addresses specific issues in educational research, with a current focus on the digitalisation of the Austrian education system and teacher training.



Image: Johannes Kepler University Linz



# CAMPUS GFS

Gertrude- Fröhlich- Sandner

1020 VIENNA

AUSTRIA



## OUR CORE VALUES:

- INDEPENDENCE
- AUTONOMY
- DIVERSITY
- INCLUSIVE SETTINGS
- COMMUNITY

Let's  
CELEBRATE  
together

HALLOWEEN- PARTY

ADVENT

RAMADAN

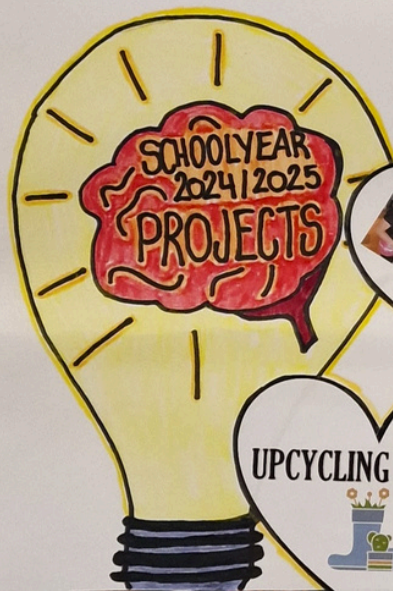
EASTER

CHARITY RUN

FAMILY PINIC

SOCCER TOURNAMENT

GRADUATION PARTY/ BEACH PARTY



COOKING CLASSES

PSYCHOMOTOR EDUCATION

THE KNOTWORK TECHNIQUE PROJECT

UPCYCLING PROJECT

INDIA PROJECT



SCHOOL GARDEN



LAVENDER PROJECT



YARD



GATEWAY



CONSTRUCTION ROOM



„PHANTASY“ ROOM



PSYCHOMOTOR ROOM



LIBRARY



CRAFT ROOM



BOARDGAMES ROOM  
(COORDINATION ROOM)



„CALM DOWN“ ROOM

FI FACTS

OPENING HOURS:

6.30am- 5.30pm

KINDERGARTEN TEAM

WE  
ARE  
CAMPUS

TEACHERS+

EXTENDED EDUCATION

(= 72 EMPLOYEES)

405 STUDENTS

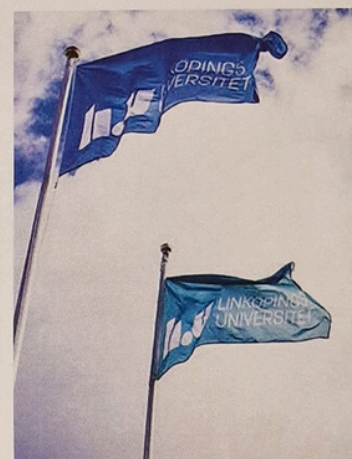
6- 10/11 YEARS ( 1st GRADE to 4th GRADE)



# li.u LINKÖPING UNIVERSITY

Linköping University is a Swedish public university **founded in 1975**. In 1997, a campus was established in Norrköping. The university consists of **four faculties**: the Faculty of Arts and Sciences, the Faculty of Medicine and Health Sciences, the Faculty of Science and Engineering, and the Faculty of Educational Sciences.

The Faculty of Educational Sciences is Sweden's **most comprehensive environment for teacher education**, ranging from preschool teachers to folk high school teachers, as well as special education teachers and special educators. Since 2019, we have also been **offering decentralized education** to various locations in Sweden. We have a **broad research environment** with a focus on school- age educare, attracting around 130 students annually across three different programs.



With approximately **40,400 students** and 4,000 employees (2023), LiU is one of Sweden's larger universities. Campus Norrköping is located in the city center next to the Motala River and has about 4,700 students in fields such as healthcare, communication, education, media technology, electronics, and AI. facilities.





# Vilbergsskolan, Norrköping, Sweden

## Leisure-time center 1:

Age: 6-7 years old,

Number of students: 50

Employees: 3 leisure-time teachers

Area: 1 leisure-time room, 2 classrooms, 2 small rooms

Opening hours: 06:15 - 18:00

## Leisure-time center 2:

Age: 7-9 years old,

Number of students: 60

Employees: 3 leisure-time teachers, 1 assistant

Area: 1 leisure-time room, 2 classrooms, 2 small rooms



## Leisure-time center 3:

Age: 10-12 years old,

Number of students: 40

Employees: 3 leisure-time teachers

Area: 1 leisure-time room, 2 classrooms

## Core-activities

Outdoor-play

Free play

Creativity

Building activities



## Core-values

Meaningful leisure time

Social skills

Solidarity

Recreation



# Söderporten-Norrköping, Sweden



School-age educare in an exposed area

Age: 6-12 years old (multiethnic & multicultural background)

- Number of students: ca 200 (about 50% of all students)
- divided in 5 school-age educare (grade 4-6 one group)
- Employees: 3 school-age educare teachers/group
- Area: Corridor outside classrooms with kitchen + 2 rooms and 1 smaller/group (grade 4-6, 1 larger room)

Opening hours: 06:15 - 18:15

Core activities school-age educare teachers during schoolday:

- Activities for children during their break
- Leisure education lessons 4 days/week

(Compulsory activities/lessons for pupils between the age of 6-9)

Lessons planned and performed by school-age educare teachers in some consultation with classroom teachers)

Learning  
throw  
playing



Core values:

Cooperation  
"We"  
Learning is fun

school-age educare

Core-activities

Outdoor-play/meeting with the forest  
Free play/free choice  
Creativity  
Building activities  
Sponsorship activities  
Meeting with associations in the nearby area  
Joy of movement  
Snack

Social relations

Core-values

Meaningful leisure time  
Inclusion  
Recreation  
Participation





# VIA UNIVERSITY COLLEGE

Denmark's second largest university of applied sciences

Eight campuses geographically dispersed in the Central Denmark Region

Number of students: approx. 18,500 full-time + 20,000 in continuing education

Staff: approx. 2100 – academic and non-academic

Main fields: **Education and Social Studies**, Health, Business, Design, Film and Animation, Technology and Construction

Seven Research Centres with more than 200 researchers

## **After-school programs in Denmark**

In Denmark, approximately 305.000 children are enrolled in after-school programs.

220.000 in SFO's (Skole-Fritids-Ordninger) for 0.-3. grade students

70.000 in leisure clubs (fritidsklubber) for 4.-6. grade students

15.000 in youth clubs (ungdomsklubber) for 7.-9. grade students.

Almost half of all primary and lower secondary students in Denmark are enrolled in after-school services.

## Bachelor's degree as a pedagogue

The majority of staff working in the after-school services are pedagogues (in Danish: pædagoger). After completing a 3½-year professional bachelor's degree as a pedagogue at a University College, you become authorized to the job title *pedagogue*. The title gives access to a variety of very diverse job functions within the educational field, such as day care and kindergartens, **schools and SFO's, youth clubs** and also arenas and institutions for people with reduced physical and mental functioning.





## Students Age

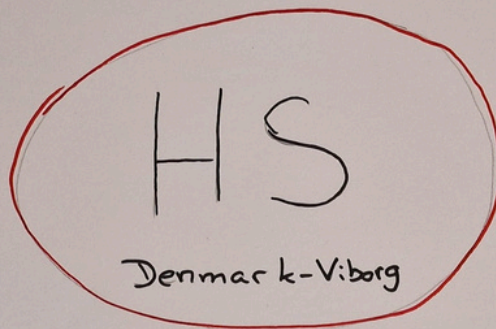
Entry school: 5-9y  
Middle school: 10-12y  
Junior high school: 13-16y

760  
Students

conduct, contact  
and well-being

Police

70 Employees (SSP, Akt)  
12 Social workers



SFO students  
Attending

287 0-3 grade

3 classrooms  
for each grade

## Opening hours

SFO	6.15 - 8.00
School	8.00 - 12.45 - 13.30
SFO	12.45 - 17.00 (1600)



# Uis

## UNIVERSITY OF STAVANGER

12 383 STUDENTS AND 2454 EMPLOYEES

(ACCORDING TO WWW.UIS.NO,  
WE HAVEN'T COUNTED THEM OURSELVES)!

TEACHER  
EDUCATION!

PRESCHOOL  
TEACHER EDUCATION!

BACHELOR'S  
DEGREE  
IN SFO!

... AND SO MUCH MORE!

CENTRE FOR  
LEARNING  
ENVIRONMENT

DEPARTMENT OF EARLY  
CHILDHOOD EDUCATION (IBU)

DEPARTMENT OF EDUCATION  
AND SPORTS SCIENCE (IGIS)

NORWEGIAN  
READING  
CENTRE

(NORWEGIAN  
TROLLS)



KARI



SILJE



SYNNØVE



TUULA



GUNN



INGA  
KJERSTIN



KIRSTI



ERLEND



TIM





**Name:** Wenche Sjølleevik  
**Worked at Våland:** 19  
**Groupleader 1st grade**  
**Apprentice mentor**  
**Education:**  
Diploma in child and youth work  
ART-Coach

**Name:** Morten Skogen  
**Worked at Våland:** 12  
**Groupleader 2nd grade, SFO leader**  
**Apprentice mentor**  
**Education:**  
Diploma in child and youth work  
Degree in special pedagogy  
University credits in sports science & child welfare

**Name:** Susanna M. Salanto  
**Worked at Våland:** 3  
**Groupleader 3rd grade**  
**Apprentice mentor**  
**Education:**  
Bachelor in social work  
Bachelor in sport science  
and outdoor education

**Name:** Ståle B. Særaas  
**Worked at Våland:** 13  
**Groupleader 4th grade**  
**Apprentice mentor**  
**Education:**  
Diploma in child and youth work  
Degree in mental health among children and youth

JESUS CHRIST



VÅLAND SCHOOL



WOMEN CAN VOTE



VÅLAND IN VIDEO



STAVANGER



1125

1911

1912

1913

1914



2023  
LEARNING  
ESTABLISHMENT  
AWARD

2024

2026

OPEN

SCHOOLDAYS  
0730-0815  
1315-1630

SCHOOL VACATIONS  
0730-1630

SCHOOL  
VACATIONS

WINTER

SLEEPOVER



MUSEUMS



ICE SKATING



CINEMA



HIKING



EASTER



SUMMER



AUTUMN



CHRISTMAS



CITY CENTRE 400M

FOREST 400M

MUSEUM 150M

PARK 1500M

TODAY AT SFO

- ☐ RECESS
- ☐ GYM
- ☐ COLORING
- ☐ BEADS
- ☐ DRAWING
- ☐ PLAYROOM
- ☐ OUTDOORS
- ☐ LIBRARY
- ☐ JUST DANCE
- ☐ FOOTBALL

EMPLOYEES

1st grade: 7

2nd grade: 9

3rd grade: 6

4th grade: 4

Apprentices: 4



STUDENT NUMBERS

Total: 258, 94%

1st: 52, 100%

2nd: 74, 100 %

3rd: 67, 94%

4th: 65, 79%

ATTENDANCE

100% = 5 DAYS

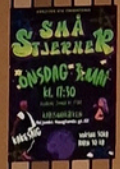
60% = 3 DAYS

CORE VALUES



WHAT DOES THE PARENTS THINK?

Foreldreundersøkelsen SFO 2024





**Next EKCO meeting will take place in Linköping, Sweden,  
May 5th – May 8th 2025**

