

# 1 WELL-BEING POLICY PAPER

*Adopted at DSF's Policy Conference 17 April 2021*

2 Too many students experience the consequences of the increasing dissatisfaction at our  
3 educational institutions. Stress, anxiety, depression, loneliness, negative performance  
4 culture and generally a reduced quality of life are for far too many a part of everyday life.  
5 There are 5 broad problems, and we must work in a structured, systematic and holistic way  
6 to solve the problems. Therefore, there is not a single initiative that will solve all the problems  
7 of 7 students who are frustrated.

8 DSF believes that student well - being has an independent value. Therefore, it is deeply  
9 problematic that many students are frustrated, as well as get symptoms of illness during  
10 education. At the same time, well-being is a necessary starting point for having a good  
11 educational courses at all. DSF believes that students are basically entitled to conditions  
12 where 12 thrive

## 13 A safe living situation

Financial dissatisfaction debt and

14 15 Students are among the groups in society that have the worst material living conditions,  
16 and these conditions often affect their studies. DSF therefore believes that the economic  
17 well-being among students should be promoted. Good well-being requires financial stability.  
18 Therefore, 18 it is central that we have a SU that is at a level so that students can not just  
19 survive, but 19 live off it. The SU is not regulated according to wage and price developments,  
20 which contributes to 20 students' poor financial conditions. Rents and transport prices have  
21 risen massively 21 over the last many years around the major study cities, and cuts have  
22 promoted 22 user fees on materials, books and more. This has been a contributing factor to  
23 the fact that there has been a massive increase in the amount of student debt that is being  
24 taken up today. DSF basically believes that students should have freedom from compulsory  
25 debt - taking debt under 25 study should be a real voluntary supplement. At the same time,  
26 DSF believes that it is necessary 26 to act on the debt that has already been raised, both in  
27 the form of guidance and 27 debt reduction measures, such as improving options for debt restructuring.

In housing situation that provides the framework for well-being

28 29 One can not distinguish how students feel at study from how students feel 30 in other  
31 aspects of our lives. Therefore, it is also important that you as a student have one  
32 safe and proper place to stay. This means both that it must be possible to settle 32 in a way that  
33 has a permanent character for the study period, that it does not give rise to 33 financial worries and  
34 that one must be able to easily and cheaply transport oneself to and from 34 one's home.  
Unfortunately, this is often not the case today in many places. Therefore, DSF believes that there  
should be enough housing in and around our study cities that is actually affordable for students.

36 at a SU, at a distance that enables participation in the academic and social environment around the 37 study

### 38 Study environment

Correct proper study environment

39 40 DSF basically believes that as a student you have the right to a good study environment, on an equal footing with the fact that you as an employee have the right to a proper working environment. This means that 42 one looks broadly and sustainably at a proper psychosocial study environment and a good environment 43 adapted to the needs of the students, which is inspiring to be a part of. The study environment at 44 of our educational institutions must be properly funded, as we have seen that it is one of the 45 places where cuts first hit - both directly in the form of smaller grants and fewer new 46 initiatives but also indirectly in the form of cuts on premises, shorter time and poorer 47 opportunity to engage. Therefore, DSF believes that funding for the study environment 48 and student-driven initiatives must be strengthened.

49 DSF believes that it is important that the educational structure ensures that students have the same 50 frameworks and opportunities as other population groups, for example in relation to leisure time. 51 DSF therefore opposes the narrative that students must be able to achieve everything, and that it is 52 formative to have bad conditions as a young adult. It is never an unreasonable requirement that you 53 as a student also have an expectation of having a life outside the study. DSF also believes that the negative performance culture, which forces students to perform at 55 top level and be in competition with their fellow students, is helping to destroy the well-being of the university and is unreasonably pressuring the individual student. It should therefore be 57 such that it is not necessary to put in more than one ordinary working week during study time, 58 in order to make an everyday life coherent. At the same time, it is important that all offered 59 study activities must take place within normal working hours, unless there is an extraordinary 60 academic considerations.

61 Unfortunately, far too many students experience dissatisfaction and problems in everyday life. 62 Our education system must be able to prevent, address and manage this. Therefore, it is important that there is good guidance that you as a student can go to, both before, during and after the 64 problems arise. More funds and initiatives must be secured to prevent 65 dissatisfaction among students, just as a greater focus must be created on the tools and 66 resources available. DSF also believes that there must be free psychological help for 67 students and proper funding for the Student Counseling so that they can be present 68 locally.

69 It is fundamentally a problem that structures and frameworks around education have created 70 a system that requires dissatisfaction among students and in some cases ends in illness. Therefore 71 DSF believes that a holistic effort is needed to take a stand 72 with the values and goals on which reforms and decisions about the education sector 73 depend . With the political direction of recent years, a tendency has been created to prioritize quantity 74 and efficiency, and this has had unintended, but major, consequences for the students' well-being. A showdown with this trend will, among other things, require that elements of 76 momentum incentives in the education and SU system must be removed.

## 77 Special educational support

78 DSF believes that special educational support (SPS) is central to ensuring the well-being of students 79 with disabilities. Therefore, DSF also believes that the tender scheme in this area 80 should be abolished and that the individual educational institution instead decides who delivers their SPS solution, and necessary funds must be secured so that SPS students have 81 82 the same time, it is important that the SPS students have the 83 necessary and insight into the 84 care support for educational institutions. At the same time help the 85 students to seek help for eg SU and dispensation applications to the study board.

86 DSF still believes it is crucial that help and support follow the student and not 87 the educational institution. In addition, the local allocation must not become an additional 88 cost for the universities. We must therefore ensure that the extra costs are covered 89 as needed, so that it does not become a financial penalty for the universities to have more SPS 90 students.

## 91 And inclusive study environment

92 A good study environment must be open and inclusive for all students, from the time they start 93 , as well as throughout their studies. The study environment must create a framework, 94 which provides space for and respects the individual student, and it must provide space for all 95 to participate in the social and academic study environment as far as possible. To ensure this, the 96 study environment must be able to accommodate all students, regardless of their personal and individual 97 situation, including their gender identity. Therefore, incentives must be worked on that reduce the number of students who are outside the norm's dilemmas in everyday life.

99 International students generally feel less included, and often 100 social aspects end up affecting their academic performance. It is crucial that the 101 educational institutions prioritize the inclusion of international students. It is 102 also relevant that the study environment ensures that students with disabilities can 103 participate in the study environment, the academic as well as the social. This must be ensured through greater 104 physical accessibility and generally broad framework which can embrace all. DSF believes in particular that 105 it is important that newly started students, both in bachelor, side subjects and master's, regardless of 106 background, are met by a study environment that helps to crack the codes for the 107 higher education programs.

108 The start of studies forms the foundation for the study period, and is thus also an important tool in 109 matters to ensure well-being continuously throughout the study. Furthermore, as a new 110 students, you are particularly vulnerable due to all the new impressions, and that is precisely why it is important that the 111 start of studies is prioritized and invested in.

112 It is crucial that the start of studies has conditions that ensure good academic and social integration at 113 studies, which a good and inclusive study environment helps to ensure. It is essential that 114 organizers of the study start and others who help to plan and carry out the 115 introductory course are ensured proper and respectable conditions so that they can create a 116 study start with a good framework, which ensures new bachelor and master students a good 117 academic and social integration on the study. DSF believes that it is crucial that the students have 118 co-determination in the planning and execution of the study start, because the students have

119 important expertise in the field. Supervisors at eye level have time and again proved to be 120 essential for the feeling of security and hence the social as well as academic integration of 121 new students during the start-up period. DSF believes that the inclusion of students in the 122 planning of the study start is crucial for the overall unity and is 123 co-reason why the study start is in itself a tool that brings together the student body.

#### 124 Settle on violations

125 A crucial element in an inclusive environment is the absence of abuse, this includes 126 including, but not limited to, sexual abuse, racism, and homophobia. A showdown 127 with this kind of behavior requires action locally as well as nationally, with the involvement of 128 of the students. There must be clear and distinct systems for reporting 129 offensive behaviors, these systems must be known and easily accessible. The process from 130 reporting to solution must be clear and clarify expectations for the time perspective and who is informed about the situation. Efforts to combat student-staff relations 131 must be the primary objective of high conditions, relationships are possible between staff, 134 limits must not be exceeded, as well as how violation is sanctioned. Furthermore, 135 it is crucial that it feels safe for the student to approach the university when 136 of them have been subjected to abuse, and they must meet with understanding and be taken 137 seriously.

#### 138 In better teaching environment legislation

139 DSF believes that the teaching environment legislation is very deficient, as it among other things 140 neglects important elements, such as sexual abuse, and there is otherwise no economy to follow 142 is the same teaching environment legislation on all levels. DSF through its school 143 and the 141 education system, as needs and opportunities change markedly from primary school to 144 higher education. As the teaching environment is our working environment, we want as good a framework as the Working Environment Act. To ensure that the law is complied with, there should be a 146 body that controls and follows up and a student ombudsman function that one can impartially 147 go to. This needs to be followed up with some real sanction options. Likewise, the 148 students must be guaranteed the same legal security when they are in other study activities as 149 relate to their education.

150 The teaching environment assessment (UMV) should be prioritized as the workplace assessments 151 (APV) and should be followed up by the educational institutions. Finally, we students 152 must be guaranteed rights when it comes to our study environment. In addition, it is important that the 153 students are guaranteed an influence on the treatment and decision-making processes that pertain to 154 teaching and study environments.

155 DSF believes that the statutory right to have study environment assessments at least every 3 years 156 must be preserved. Students must be more involved in both the preparation of the 157 study environment assessments but also in the key processes afterwards. Likewise, 158 fears of bad media stories about the conditions at one's educational institution must never be

159 reasons for not asking questions about, or downplaying, key issues, including not least 160 assaults, violations, sexism, and stress levels.

Co-determination own everyday life in

161 162 As students, we are everyday experts, and know best our own everyday life and 163 student life. Students must not just be heard, but have an influence and co-determination on 164 our own everyday lives. DSF considers the anchoring and involvement of students at all levels, 165 from the teaching situation to the ministry's and the Folketing's processes, as a necessary 166 condition for a good study environment. DSF believes that higher education institutions 167 must have councils / committees with sufficient student representation, where 168 well-being is worked on. Likewise, the DSF finds it problematic that the possibility of participating in democratic 169 processes, and putting a piece of work on behalf of one's fellow students, is pressured by the 170 reforms and incentive structures adopted by politicians, including in particular the 171 remaining elements of the propulsion reform.

172 A teaching situation that supports well-being 173 Good well-being can not be isolated to deal only with the life situation around the study, or 174 the study environment at the study around the teaching - good well-being is also connected with 175 a good teaching situation and good learning. In a well-being perspective, the teaching situation is about much more than learning, it can also be a tool to create contact and sparring between fellow students. DSF believes that all 178 educational institutions must work for a culture where you can get help and support from 179 of your fellow students. Continuous contact with professors and continuous feedback are 180 central to students' well-being and for them to feel confident that they are learning what is required of the education. DSF believes that students have the right to continuous feedback and that 181 182 institutions should always strive to general feedback these conditions. Furthermore, the institutions 183 accept DSF's responsibility for creating educational institutions should work actively to create a 185 culture where all students can get help and support from their fellow students as well as 186 professors. Continuous feedback and Peer-to-Peer setups are also essential in 187 online teaching. There is a sharp increase in the number of online 188 courses offered nationally as well as internationally. There is a risk that this will 189 challenge our core values in terms of inclusive learning environments and feedback. Therefore, 190 it is crucial that DSF continues to work for these core values both in the offline and online 191

learning environments.

192 It is important to emphasize that the study environment is not only relevant on campus, but follows the 193 students, also to the online teaching environment. During the year 2020, 194 teaching gained a great deal online, this created both new opportunities but also new 195 challenges. DSF does not believe that online teaching can replace teaching with 196 physical attendance, and online teaching should only be used when it has didactic relevance, 197 and not as a saving exercise.

198 That students are adults, independent people with responsibility for their own learning, 199 does not change the fact that the teacher is the didactic in the teaching situation, and that well-being and learning

200 go hand in hand. Therefore, the well-being didactic competencies of our teachers must be strengthened.

201 DSF believes that we must have forms of assessment that also take into account students' well-being  
202 as a central parameter when it is organized, without this meaning that the 203 academic requirements  
for students are relaxed.

204 The good teaching situation also allows you as a student to 205 meet across your teachers, and other  
scholars in your field, including 206 relevant performers and the relevant cultural environments, if you go on  
a 207 cultural education.

208 The organization of one's own training course should be more flexible, with less need 209 for  
dispensations as well as better dispensation options that are locally based. It should be 210 easy for students  
to get an overview of the dispensation options available to them 211 .

212 The dispensation application process must be easy and simple for students.