



## Agenda ESCPH Board Meeting

Date: Monday 18 December 2023  
Time: 16:30-18:00  
Venue: Staff Lounge, 2<sup>nd</sup> Floor, European School Copenhagen  
Members: Kira Peter-Hansen (MEP and External Member), Tinne Hoff Kjeldsen (External Member), Andreas Manville (EEA), Margo Rachat Nielsen (ESCPH Parent), Stéphanie Horion (ESCPH Parent), Rasmus Hornecker (ESCPH Staff), Blanka Erös (ESCPH Student), Dakshayini Manoghna Potluri (ESCPH Student), Laura Rosenvinge (Copenhagen City Council), Laure Conte (ESCPH Parent), Johan Lindell (ESCPH Staff), Julie Rørdam Thom (Director ESCPH)  
Guests: Hella Helvig Jensen (Head of Administration), Helle Bjerre Degn (Head of Primary), Caroline Warner (ESCPH Parent)  
Apologies: Christen Bagger (ESCPH Parent)  
Minutes: Helene Kristensen

### ESCPH Board Meeting

#### Agenda:

- 1. Approval of the agenda (decision) - 1 min.**  
Annex 1.1 - Agenda ESCPH Board Meeting 20231218
- 2. Approval of the minutes of the ESCPH board meeting 21 September 2023 (decision) - 1 min.**  
Annex 2.1 - Draft ESCPH Board Meeting Minutes 20230921
- 3. 2024 budget for Upper Secondary (decision) - 15 mins.**  
Annex 3.1 - 2024 budget for Upper Secondary  
Purpose: The board needs to review and approve the 2024 budget for Upper Secondary (Hella Helvig Jensen presents)
- 4. Revision of holiday plan 2024/2025 (decision) - 5 mins.**  
Annex 4.1 - Revised ESCPH Holiday Plan 2024-2025  
Purpose: The board needs to approve the revised holiday plan for the school year 2024/2025.



**5. Strategic Focus Points 2023/2024 – Focus point 1: ESCPH aims for continuous progression for all students’ learning (discussion) – 30 mins.**

Annex 5.1 – Strategic Focus Points 2023-2024

Purpose: To discuss strategic focus point 1: ESCPH aims for continuous progression in all students’ learning.

**6. L2 (discussion) – 20 mins.**

Annex 6.1 – L2

Purpose: The development in choice of L2 following the possibility of L2 Danish.

**7. Various updates and information**

- Information from students
- Information from staff
- Information from management
  - Follow-up on survey on working culture in terms of sexist culture and behaviour (Annex 7.1 - Resultatrapport\_2023\_-\_European\_School\_Copenhagen\_-\_2023\_(22-11-23))

**8. AOB – 5 mins.**



## **DRAFT Minutes** **ESCPH Board Meeting**

Date: Thursday 21 September 2023  
Time: 16:30-18:00  
Venue: Canteen, European School Copenhagen  
Members: Kira Peter-Hansen (MEP and External Member), Tinne Hoff Kjeldsen (External Member), Andreas Manville (EEA), Margo Rachat Nielsen (ESCPH Parent), Stéphanie Horion (ESCPH Parent), Christen Bagger (ESCPH Parent), Rasmus Hornecker (ESCPH Staff), Blanka Erös (ESCPH Student), Dakshayini Manogha Potluri (ESCPH Student), Julie Rørdam Thom (Director ESCPH)  
Guests: Helle Bjerre Degn (Head of Primary)  
Apologies: Laura Rosenvinge (Copenhagen City Council), Laure Conte (ESCPH Parent), Johan Lindell (ESCPH Staff)  
Minutes: Helene Kristensen

### **ESCPH Board Meeting**

#### **Agenda:**

**1. Approval of the agenda (decision) - 1 min.**

Annex 1.1 - Agenda ESCPH Board Meeting 20230921

Kira Peter-Hansen welcomed the board to the first meeting after separating from Sankt Annæ Gymnasium as of 1 August 2023.

#### **Decision:**

- The agenda was presented and approved.

**2. Approval of the minutes of the ESCPH board meeting 8 June 2023 (decision) - 1 min.**

Annex 2.1 - Draft ESCPH Board Meeting Minutes 20230608

#### **Decision:**

- The minutes were approved.

**3. Code of Conduct - Upper Secondary (decision) - 5 mins.**

Annex 3.1 - Code of Conduct - Upper Secondary

Purpose: Approval by the board of the updated Upper Secondary Code of Conduct.

Julie Rørdam Thom presented the updated Code of Conduct for the Upper Secondary to the board. The Code of Conduct was originally written in 2020 and it has now been

*Annex 2.1. Minutes ESCPH Board meeting 20230921*

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revised as it was heavy and inaccessible to students.

Julie Rørdam Thom explained that the part highlighted in yellow on the use of ChatGPT/AI is to be developed further, and that inputs from the board are very welcomed on this matter.

The board agreed that it is a pedagogical obligation to teach students how to navigate AI and similar technological developments.

**Decision:**

- The Code of Conduct was approved with the condition that the section on AI is further developed and taken up with the board again.

**4. Strategic focus points and actions 2023-2024 (presentation) - 20 mins.**

Annex 4.1 - Strategic Focus Points ESCPH 2023\_2024

Julie Rørdam Thom presented the strategic focus points 2023-2024. She explained that inputs from the board from the strategy meeting in June have been incorporated. The strategic focus points have been divided into departments where it makes sense, and it has also been a focus to have fewer actions in order to make it more concise.

Focus point 1: ESCPH aims for continuous progression in all students' learning

- Continuous progression in all students' learning encompasses both academic and social wellbeing while learning. The focus point goes across all departments covering different areas of aims and actions relevant to all groups.

Focus point 2: ESCPH whole school environment is a continuous focus point

- It is important to reach a definition of 'whole school' to align expectations across departments, and because the definition of this has been unclear to staff.

Focus point 3: ESCPH should be an environmentally sustainable school with green initiatives

- ESCPH wants to be an environmental school with green initiatives, and we want the students to work with sustainability. Our sustainability theme week and sustainability day are important in this regard.
- The European Environment Agency want to collaborate more.
- Involvement of student councils to write a Green School Policy.
- 'Grøn Folkeskole' (green school) is also a municipality focus area that we can use as a framework.

Focus point 4: European School Copenhagen is a European School in its own right

- This focus point highlights the European dimension across ESCPH.
- Helle Bjerre Degn added that Primary work with the European Dimension a great deal, and that they will have a full European Week this year.
- It was suggested that European Hours should be added as well as European celebrations, such as language day, and the European Parliament voting



campaign for the students in Upper Secondary.

#### Focus point 5: Continuous development of the Upper Secondary

- For the other departments this involves spreading knowledge of Upper Secondary and recruitment of students from Lower Secondary.
- Upper Secondary is continuously working on developments to the physical environment, the website, motivational teaching, student recruitment, and staff workload, among other things.

#### **5. Annual School Meeting programme 2023 (discussion) - 30 mins.**

Annex 5.1 - Annual School Meeting programme 2023

Purpose: To give board members an opportunity to discuss the programme for the Annual School Meeting on 2 November 2023.

Julie Rørdam Thom presented the programme for the Annual School Meeting on 2 November. It has been discussed previously that the meeting in 2022 was too monotonous, and the board's input for this year's programme will be appreciated. It has already been decided to put music in the programme, both the Primary choir and the Upper Secondary school band.

Christen Bagger commented that the schedule seems compact and that it might be good to include time for parents to network and talk.

Christen Bagger suggested that physical invitations and posters for the Annual School Meeting might be effective.

Stéphanie Horion suggested a celebratory aspect for the meeting now that the school is at full capacity after the first S7 students graduated in June.

#### **6. Various updates and information - 20 mins.**

##### **Information from the students**

##### Upper Secondary:

- The students in Upper Secondary have recently held a successful committee café. Now, a system for the approximately 13 committees has been made. Students can sign up via QR codes on posters.
- The students are active and have representatives in CoSEEA - the Student Union of Accredited European Schools.

##### Lower Secondary:

- In Lower Secondary, the students have had their first democratic election with a proper election system which worked really well.



- The students are currently discussing doing sports and other extracurricular activities with other international schools.

### **Information from the staff**

#### Primary and Lower Secondary:

- Primary have had a quiet start of the school year and everything has been running smoothly. A lot of the staff attended a first aid course for adults with responsibility for children, which was really important.
- Lower Secondary have had a slightly bumpy start of the school year due to management change. It has already become better, and everything is going in the right direction.

#### KKFO/After School Care:

- Helle Bjerre Degn is in more close collaboration with the KKFO now that the KKFO management position is not filled. The recruitment process is ongoing.

### **Information from management**

#### School start:

- In Primary, there are really great routines around school start which makes it run smoothly.
- Upper Secondary had a great school start. There is a new work agreement that works well. There is also positive feedback from students that the overall framework is clearer this year.
- We had a reception and a staff party to mark the school's separation from SAG on 15 September and to mark that Julie Rørdam Thom is now the Director of the school. It was very successful and well-attended.

#### Audit 3 -5 October:

- The audit visit is approaching, and we look forward to hearing from the inspectors.

#### Other:

- There is a survey out on sexual harassment with deadline 6 October.
- Next week, we have the 'skoleudviklingssamtale' (school development conversation) for Primary and Lower Secondary with the municipality. We will be talking about 'Grøn Folkeskole' (green school), data, student councils, and well-being.
- There have been inquiries regarding the hole in the playground. It is, however, the responsibility of the municipality so the school cannot do any further.



## **7. AOB - 5 mins.**

Annex 7.1 - Final\_Klage over usikre trafikforhold

- Traffic safety around the school

Stéphanie Horion presented ESCPH parents' coordinated efforts to complain to the municipality regarding traffic safety around the school. The parents are asking for constructive dialogue on this matter.

Stéphanie Horion expressed that there has been progress in the contact with both Carlsberg Byen and the municipality, and that some solutions are therefore currently being discussed.

The board agreed to sign the letter.



# Budget 2024 for Europaskolen

## Upper Secondary





## Indholdsfortegnelse

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## Budgetforudsætninger og budgetprincipper

### Generelt

Nedenfor er beskrevet de væsentligste forudsætninger, som er lagt til grund for budgettet.

Budgettet er udarbejdet på baggrund af ledelsens forventninger til den fremtidige drift.

Budgettet har karakter af en fremtidsvurdering, hvorfor det ikke kan forventes, at alle forudsætninger kan opfyldes, ligesom der kan indtræffe uforudsete begivenheder og hændelser. Tilskuddet fra Børne- og Undervisningsministeriet afhænger i øvrigt af aktiviteten. De ved budgetteringen anvendte principper følger i størst muligt omfang de principper, som skal anvendes ved udarbejdelsen af årsregnskabet.

Opstillingen af resultatbudgettet følger Børne- og Undervisningsministeriets krav til regnskabslinjer og opstilling i Europaskolen i årsrapport.

### Taxametertilskud mm.

Finansloven for 2024 er vedtaget, men af orienteringsbrev fra Børne- og Undervisningsministeriet af 31. august 2023 fremgår det, at taksterne er opregnet til det forventede pris- og lønniveau for 2024. Undervisnings- og fællesudgifts samt særlige takster er opregnet med udgangspunkt i det generelle pris- og lønindeks svarende til 4,4 pct. Bygningstakster er opregnet med udgangspunkt i anlægsindekset svarende til 12,4 pct.

Der er forsat en dispositionsbegrænsning, denne er dog ikke udmeldt. Tidligere har den ligget på 0,1%, derfor er der en reduktion på svarende til 19.247 kr. af det beregnede tilskud.

Det forventes, at Upper Secondary optager 70 elever i de 3 nye S5 klasser i august 2024. Dermed forventes at samlet antal årselever at udgøre 187 i 2023. Oversigt over forventninger til aktivitet og de udmeldte takster fremgår af bilag 1.

### Omkostninger

I budgetoverblikket er vist en samlet oversigt over udgifter fordelt på den kontodetaljering som er stillet til rådighed af kommunen, bilag 2.

I bilag 3 ses et mere detaljeret budget. Der vil ikke være budgetopfølgning på dette niveau, men kun på kontiene som fremgår af budgetoverblikket.

Lønbudgettet er lagt på baggrund af de faktiske lønudgifter til de enkelte medarbejdere samt en vurdering af behovet for yderligere lærere fra august 2024. Der er indlagt midler til lokalløn og merarbejde mm. Der er overenskomstforhandlinger i 2024, så der usikkerhed om resultat, derfor er taget højde for det.



For driftsomkostninger og øvrige omkostninger til undervisning, efteruddannelse, IT, administration, drift og ledelse, er der foretaget mindre justeringer.

### Overslagsår

Der er i budgettet udarbejdet et overslag over 2025, der bygger på det forventede årselevtal i 2025, svarende til 200. Der er foretaget en nedskrivning af taksterne på 2 % pga. af aftale mellem regeringen S, RV, SF, EL og ALT om finansloven for 2020 hvor der årligt var et særtilskud til almengymnasiale uddannelser på 21 mio. kr. Der er ikke foretaget en opskrivning af omkostninger.

### Egenkapital

Europaskolen Upper Secondary har en egenkapital ligesom de statslige selvejende institutioner. Europaskolen Upper Secondary er ikke omfattet af kommunens regler om begrænset overførelsesadgang af driftsresultatet mellem finansårene. Ved udgangen af 2022 havde Europaskolen Upper Secondary en egenkapital på 1.82 mio. kr.

### Nøgletalsfordeling af fællesudgifter.

Fællesudgifter for Primary, Lower Secondary og Upper Secondary er fordelt efter nøgletal beregnet på grundlag af elevtal.

Fordelingsnøglen for

- Primary, Lower Secondary er 80 %
- Upper Secondary er 20 %



## Appendix 1 Grant overview 2024

### Budget 2024

| Grant calculation 2023                                       | STÅ I alt | takst   | i alt             |
|--------------------------------------------------------------|-----------|---------|-------------------|
| <b>2992</b>                                                  |           |         |                   |
| Undervisningstakst                                           | 187,8     | 59.710  | 11.212.941        |
| Færdigørelsestakst                                           | 45,0      | 14.090  | 634.050           |
| Fælles-takst                                                 | 176,2     | 6.970   | 1.228.114         |
| Bygnings- takst                                              | 176,2     | 9.280   | 1.635.136         |
| <b>Andre tilskud</b>                                         |           |         |                   |
| Grant UVM                                                    |           |         | 2.700.000         |
| EB Basic subsidy                                             |           |         | 737.890           |
| Grants from the Municipality                                 |           |         | 3.800.832         |
| Pædagogikum                                                  | 1,0       | 320.410 | 320.410           |
| <b>Total Revenue from the municipality and the state mm.</b> |           |         | <b>22.269.373</b> |
| Expected Outline Limitation (Dispositionsbegrænsning)        |           |         | 18.469            |
|                                                              |           |         | 22.250.904        |



## Appendix 2 Budget overview

### Budget for European School Upper 2024

| Upper                                                      |                                                      | Budget<br>2023    | Budget<br>2024    | Budget<br>2025    |
|------------------------------------------------------------|------------------------------------------------------|-------------------|-------------------|-------------------|
| Teaching costs<br>(undervisningens gennemførelse)          |                                                      |                   |                   |                   |
|                                                            | Salaries teaching (incl. cleaning, tech)             | 16.391.040        | 18.195.042        | 18.275.042        |
|                                                            | Teaching related staff expenses                      | 200.000           | 200.000           | 200.000           |
|                                                            | Teaching materials                                   | 831.250           | 901.250           | 1.001.250         |
|                                                            | Student Activities                                   | 100.000           | 200.000           | 200.000           |
|                                                            | Study trip (Studieture)                              | 100.000           | 100.000           | 100.000           |
|                                                            | SPS                                                  | 25.000            | 20.000            | 20.000            |
| <b>Undervisningens gennemførelse total</b>                 | <b>Undervisningens gennemførelse total</b>           | <b>17.647.290</b> | <b>19.616.292</b> | <b>19.796.292</b> |
| Building costs<br>(byggningsdrift)                         |                                                      |                   |                   |                   |
|                                                            | Building - energy costs (forsyning, el, varme, etc.) | 240.000           | 300.000           | 300.000           |
|                                                            | Cleaning items                                       |                   | 50.000            | 50.000            |
|                                                            | Inventory                                            |                   | 65.000            | 300.000           |
|                                                            | Building - school costs                              | 560.000           | 210.000           | 210.000           |
| <b>Building total</b>                                      | <b>Building total</b>                                | <b>800.000</b>    | <b>625.000</b>    | <b>860.000</b>    |
| Management and admin. costs<br>(ledelse og administration) |                                                      |                   |                   |                   |
|                                                            | Salaries management and admin.                       | 1.739.333         | 1.647.137         | 1.647.137         |
|                                                            | Management and administration                        | 430.000           | 360.000           | 360.000           |
| <b>Management and adm. total</b>                           | <b>Management and adm. total</b>                     | <b>2.169.333</b>  | <b>2.007.137</b>  | <b>2.007.137</b>  |
| <b>Total</b>                                               | <b>Total</b>                                         | <b>20.616.623</b> | <b>22.248.429</b> | <b>22.663.429</b> |
| Total Revenue from the municipality and the state mm.      |                                                      | 20.736.979        | 22.250.904        | 22.706.693        |
| <b>Result</b>                                              | <b>Surplus / deficit</b>                             | <b>120.356</b>    | <b>2.476</b>      | <b>43.264</b>     |

## Appendix 3 Detailed budget

|                                                             | Budget 2023       | Budget 2024       | Budget 2025       |
|-------------------------------------------------------------|-------------------|-------------------|-------------------|
| <b>Salaries teaching (incl. cleaning, tech)</b>             |                   |                   |                   |
| Education                                                   | 15.447.067        | 17.317.529        | 17.397.529        |
| Technical and cleaning staff                                | 943.973           | 877.513           | 877.513           |
| <b>Salary in total</b>                                      | <b>16.391.040</b> | <b>18.195.042</b> | <b>18.275.042</b> |
| <b>Staff costs</b>                                          |                   |                   |                   |
| Teaching related staff expenses                             | <b>200.000</b>    | <b>200.000</b>    | <b>200.000</b>    |
| <b>Operating expenses for teaching</b>                      |                   |                   |                   |
| Teaching materials                                          | 600.000           | 700.000           | 800.000           |
| Copydan Koda DR, kopi, toner mv.                            | 161.250           | 161.250           | 161.250           |
| It                                                          | 70.000            | 40.000            | 40.000            |
| SPS                                                         | 25.000            | 20.000            | 20.000            |
| Student Activities                                          | 100.000           | 200.000           | 200.000           |
| Study trip (Studieture)                                     | 100.000           | 100.000           | 100.000           |
| Operating costs for teaching in total                       | 1.056.250         | 1.221.250         | 1.321.250         |
| <b>Total teaching completion</b>                            | <b>17.647.290</b> | <b>19.616.292</b> | <b>19.796.292</b> |
| <b>Building - energy costs (forsyning, el, varme, etc.)</b> |                   |                   |                   |
| Staff costs                                                 | 10.000            | 10.000            | 10.000            |
| Energy costs                                                | 240.000           | 300.000           | 300.000           |
| Building - school costs                                     | 200.000           | 200.000           | 200.000           |
| Cleaning items                                              | 50.000            | 50.000            | 50.000            |
| Inventory                                                   | 300.000           | 65.000            | 300.000           |
| <b>Building - energy costs total</b>                        | <b>800.000</b>    | <b>625.000</b>    | <b>860.000</b>    |
| <b>Management and admin.</b>                                |                   |                   |                   |
| <b>Salaries management and admin.</b>                       | <b>1.739.333</b>  | <b>1.647.137</b>  | <b>1.647.137</b>  |
| <b>Management and admin. - drift</b>                        |                   |                   |                   |
| Office supplies, etc.                                       | 90.000            | 90.000            | 90.000            |
| Staff costs                                                 | 250.000           | 200.000           | 200.000           |
| Board fees                                                  | 90.000            | 70.000            | 70.000            |
| <b>Management and admin. - operation in total</b>           | <b>430.000</b>    | <b>360.000</b>    | <b>360.000</b>    |
| <b>Management and adm. total</b>                            | <b>2.169.333</b>  | <b>2.007.137</b>  | <b>2.007.137</b>  |
| <b>Total cost</b>                                           | <b>20.616.623</b> | <b>22.248.429</b> | <b>22.663.429</b> |
| <b>Income</b>                                               | <b>20.736.979</b> | <b>22.250.904</b> | <b>22.706.693</b> |
| <b>Surplus / deficit</b>                                    | <b>120.356</b>    | <b>2.476</b>      | <b>43.264</b>     |



## **REVISED SCHOOL & AFTER SCHOOL CARE HOLIDAY DATES 2024-25**

| Holidays                        | School closed (both days included) |                   | After School Care opening hours during the school holidays   |
|---------------------------------|------------------------------------|-------------------|--------------------------------------------------------------|
|                                 | From                               | To                |                                                              |
| Summer holiday 2024             | Mon July 1 2024                    | Fri Aug 16 2024   | Open 7-17                                                    |
| Autumn                          | Mon Oct 14 2024                    | Fri Oct 18 2024   | Open 7-17                                                    |
| Free Day                        | Fri Nov 15 2024                    | Fri Nov 15 2024   | Closed                                                       |
| Christmas                       | Mon Dec 23 2024                    | Thu Jan 2 2025    | Closed from 23 December until 1 January (both days included) |
| Winter                          | Mon Feb 10 2025                    | Fri Feb 14 2025   | Open 7-17                                                    |
| Easter                          | Mon April 14 2025                  | Fri April 25 2025 | Closed on the public holidays                                |
| 1 May                           | Thu May 1 2025                     | Thu May 1 2025    | Closed                                                       |
| Ascension Day/Kristi Himmelfart | Thu May 29 2025                    | Fri May 30 2025   | Closed                                                       |
| Grundlovsdag/Constitution Day   | Thu June 5 2025                    | Thu June 5 2025   | Closed                                                       |
| Pentecost / Whitsunday          | Mon June 9 2025                    | Mon June 9 2025   | Closed                                                       |
| Summer holiday 2025             | Mon June 30 2025                   | Fri Aug 15 2025   | Open 7-17                                                    |

## **The overall objectives 2022-2025**

### **1. ESCPH is committed to high academic standards for all students**

ESCPH cultivates students' personal, social and academic development and prepares them for their next stage of education. All students can develop to the best of their abilities and excel academically and socially as a member of a global community. Student wellbeing is prioritised as the foundation of academic progression ensuring students are 'ready to learn'. Staff collaborate with management across departments of the school to develop an engaging learning community for all students at ESCPH.

### **2. ESCPH aims for sustainable growth in an organisation with high professional standards**

A sustainable organisation is the foundation for optimal learning conditions for all students. This includes both economical, environmental and well-being sustainability for all members of the organisation. The continuous development and growth of the school requires our pioneering spirit, ingenuity and energy but also structures and processes to ensure the growth is sustainable and that high professional standards are maintained. Staff involvement when making sustainable solutions is key in this process.

### **3. ESCPH is focused on strengthening its European specificity, local anchoring and global responsibility**

ESCPH is first and foremost a European School with a strong focus on learning European languages, history, and culture. The European specificity is therefore an ongoing focus of the school. However, our students are not just citizens in Europe, they are also citizens of the world living in Denmark. All these aspects are important in our thinking and identity as a school and are strengthened by building relationships with other European and international schools, ESCPH parents and local partners.



**WORKING DOCUMENT 2023/2024**

| <b>Focus Point 1:</b><br>ESCPH aims for continuous progression in all students' learning                |                                                                                                                                                                                                                                                           |
|---------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Purpose:</b><br>All students (P0-S7) should experience academic and social well-being while learning |                                                                                                                                                                                                                                                           |
| Aims                                                                                                    | Actions                                                                                                                                                                                                                                                   |
| Primary & KKFO                                                                                          |                                                                                                                                                                                                                                                           |
| <i>Strong collaboration between teachers and pedagogues</i>                                             | <ul style="list-style-type: none"> <li>• Continuous focus on collaboration and knowledge sharing/TUS between teachers and pedagogues</li> <li>• Teachers' collaboration in year level teams</li> <li>• Co-teaching for teachers and pedagogues</li> </ul> |
| <i>More transparency for professional development</i>                                                   | <ul style="list-style-type: none"> <li>• Ensure that the professional development policy is activated and known by everyone</li> </ul>                                                                                                                    |
| <i>Lowering students' absence and lateness</i>                                                          | <ul style="list-style-type: none"> <li>• Guideline for systematic follow-up and action plans</li> </ul>                                                                                                                                                   |
| Lower Secondary                                                                                         |                                                                                                                                                                                                                                                           |
| <i>PLC as a learning area</i>                                                                           | <ul style="list-style-type: none"> <li>• Development areas for the year to be described</li> </ul>                                                                                                                                                        |
| <i>Strong collaboration between teachers</i>                                                            | <ul style="list-style-type: none"> <li>• Continuous focus on collaboration and knowledge sharing among teachers</li> <li>• Staff meetings to be used for collaboration and working</li> <li>• Implementation of year level coordinators</li> </ul>        |
| <i>UU</i>                                                                                               | <ul style="list-style-type: none"> <li>• Development of UU network for students who do not speak Danish</li> </ul>                                                                                                                                        |

Strategic Focus Points 2023/2024

|                                                                  |                                                                                                                                                                                                                                                                              |
|------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <i>B-tests</i>                                                   | <ul style="list-style-type: none"> <li>• Implement new S4 B-test frames with B-tests twice a year in teachers' own teaching</li> </ul>                                                                                                                                       |
| <i>Learning Conversations</i>                                    | <ul style="list-style-type: none"> <li>• Exploring frames for students to work with the goals they set in Learning Conversations</li> </ul>                                                                                                                                  |
| <i>More transparency for professional development</i>            | <ul style="list-style-type: none"> <li>• Ensure that the professional development policy is activated and known by everyone</li> </ul>                                                                                                                                       |
| <i>Lowering students' absence and lateness</i>                   | <ul style="list-style-type: none"> <li>• Guideline for systematic follow-up and action plans</li> </ul>                                                                                                                                                                      |
| <b>Upper Secondary</b>                                           |                                                                                                                                                                                                                                                                              |
| <i>Teachers' collaboration</i>                                   | <ul style="list-style-type: none"> <li>• Continuous focus on collaboration and knowledge sharing among teachers</li> <li>• Send out materials and surveys, and ask questions in advance of meetings so meetings can be used for collaboration and working</li> </ul>         |
| <i>Feedback on students' work and students' learning process</i> | <ul style="list-style-type: none"> <li>• Feedback should be varied, and students must be active in working with feedback and their own learning process</li> <li>• Give students time to prepare and no new information or hand-ins two weeks before B-test/exams</li> </ul> |
| <i>Teaching evaluation</i>                                       | <ul style="list-style-type: none"> <li>• Teachers evaluate teaching once orally and once written per year</li> </ul>                                                                                                                                                         |
| <i>More transparency for professional development</i>            | <ul style="list-style-type: none"> <li>• Ensure that the professional development policy is activated and known by everyone</li> </ul>                                                                                                                                       |
| <i>Lowering students' absence and lateness</i>                   | <ul style="list-style-type: none"> <li>• Guideline for systematic follow-up and action plans</li> </ul>                                                                                                                                                                      |

|                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
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| <b>Focus Point 2:</b><br>ESCPH whole school environment is a continuous focus point                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| <b>Purpose:</b><br>All students and staff feel as an important part of the whole school environment |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| <b>Aims</b>                                                                                         | <b>Actions</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| <b>All departments</b>                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| <i>Collaborations across departments</i>                                                            | <ul style="list-style-type: none"> <li>• Teacher to teacher lesson observation across departments and/or teachers try to teach in another department</li> <li>• Cross-departmental activities such as Christmas Craft Day</li> <li>• Common social events for staff</li> <li>• Upper students teaching Lower/Primary students or Lower/Primary students visiting Upper teaching</li> <li>• Transition from P5 to S1 should be given continuous focus and activities should continue such as buddies from S3 for S1 students and visits from P5 class teachers in S1</li> <li>• Transition from S4 to S5 should be given continuous focus throughout the year with visits and social events between the students and through teachers' collaboration around subjects</li> </ul> |
| <i>Definition of whole school</i>                                                                   | <ul style="list-style-type: none"> <li>• New definition of whole school is decided by all staff (or representatives) in order to align expectations across departments</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |

Strategic Focus Points 2023/2024

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|---------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <i>Social arrangements for the whole school</i>                                 | <ul style="list-style-type: none"> <li>• Assemblies for whole school with songs in English, Danish, and French</li> </ul>                                                                                                                              |
| <i>European School Copenhagen song</i>                                          | <ul style="list-style-type: none"> <li>• Collaboration across the school as to write a verse for an ESCPH song in one of the section languages and with at least one verse representing one department (Primary, Lower, Upper)</li> </ul>              |
| <i>Communication and sharing space</i>                                          | <ul style="list-style-type: none"> <li>• Shared space e.g., the canteen</li> <li>• Tidying up after oneself in common areas</li> <li>• Work on common rules in shared spaces</li> <li>• Respect for students and staff from all departments</li> </ul> |
| <i>School website</i>                                                           | <ul style="list-style-type: none"> <li>• Updated with information and calendars</li> <li>• Teachers describe themselves as profiles for the website</li> </ul>                                                                                         |
| <i>Write / visualize school history</i>                                         | <ul style="list-style-type: none"> <li>• Student councils (Primary, Lower and Upper) write school history</li> </ul>                                                                                                                                   |
| <i>Academic Honesty</i>                                                         | <ul style="list-style-type: none"> <li>• Policy developed including guidelines for ChatGPT/AI</li> </ul>                                                                                                                                               |
| <i>SoMe</i>                                                                     | <ul style="list-style-type: none"> <li>• One coordinator from each department to continue the good work from 2022/2023</li> </ul>                                                                                                                      |
| <i>Welcome new staff</i>                                                        | <ul style="list-style-type: none"> <li>• Onboarding handbook</li> <li>• Management visit teaching within the first month</li> </ul>                                                                                                                    |
| <i>School policies</i>                                                          | <ul style="list-style-type: none"> <li>• Revisit school policies</li> </ul>                                                                                                                                                                            |
| <i>Common pedagogical and academic approach amongst teachers and pedagogues</i> | <ul style="list-style-type: none"> <li>• Lower/Primary afternoon meetings</li> </ul>                                                                                                                                                                   |

| <b>Focus Point 3:</b><br>ESCPH should be an environmentally sustainable school with green initiatives                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
|------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Purpose:</b><br>Students at ESCPH experience that environmental sustainability is part of their education as life-long learners |                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| Aims                                                                                                                               | Actions                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| All departments                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| <i>Students and staff identify themselves as part of a green school</i>                                                            | <ul style="list-style-type: none"> <li>• Management and pedagogical development group describe what ESCPH already does</li> <li>• Lower and Upper student councils write a Green School Policy</li> <li>• A green activity plan will be presented beginning of the school year and followed throughout the year</li> <li>• S5 students participate in the Climate Action Day in September (Klimahandledag) organised by Danske Gymnasier</li> </ul> |
| <i>ESCPH as a green school</i>                                                                                                     | <ul style="list-style-type: none"> <li>• An increased focus on and use of green areas in the neighbourhood and on the school premises</li> <li>• Consultants from the Municipality will contribute to the activity plan and inspire staff throughout the year</li> <li>• Focus on consumption on ESCPH: food waste, electricity, water and heating.</li> </ul>                                                                                      |
| <i>Collaboration with EEA</i>                                                                                                      | <ul style="list-style-type: none"> <li>• Sustainability Day: EEA presents cases to be solved by students</li> </ul>                                                                                                                                                                                                                                                                                                                                 |
| <i>Use real data pedagogically for students to work with</i>                                                                       | <ul style="list-style-type: none"> <li>• In theme weeks and on Sustainability Day use CPH Municipality for data on energy use at ESCPH etc.</li> </ul>                                                                                                                                                                                                                                                                                              |

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| <b>Focus Point 4:</b><br>European School Copenhagen is a European School in its own right                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| <b>Purpose:</b><br>All staff members, students, and parents feel that ESCPH is <i>their</i> European School with their European Dimension |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| <b>Aims</b>                                                                                                                               | <b>Actions</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
| <b>All departments</b>                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| <i>Collaboration with the community</i>                                                                                                   | <ul style="list-style-type: none"> <li>• Halloween parade in collaboration with Carlsberg</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| <i>European Dimension</i>                                                                                                                 | <ul style="list-style-type: none"> <li>• Europe Day on May 9<sup>th</sup> followed by MUN in the Upper Secondary</li> <li>• MUN in Malmö for Upper Secondary students</li> <li>• Involve EEA staff in different school activities over the year</li> <li>• Show your country/colours day as part of language week in Lower and Upper Secondary</li> <li>• Theme speakers invited</li> <li>• Participate in EU competitions on learning-corner.learning.europa.en</li> <li>• Visit European institutions in CPH</li> <li>• Have lots of ESCPH European visual communication to show the inspectors at the Audit in October 2023</li> </ul> |

| <b>Focus Point 5:</b><br>Continuous development of the Upper Secondary        |                                                                                                                                                                                                                                                                                   |
|-------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Purpose:</b><br>To ensure a quality ES baccalaureate exam for all students |                                                                                                                                                                                                                                                                                   |
| Aims                                                                          | Actions                                                                                                                                                                                                                                                                           |
| Primary & KKFO                                                                |                                                                                                                                                                                                                                                                                   |
| <i>Knowledge of Upper Secondary</i>                                           | <ul style="list-style-type: none"> <li>• Primary students invited into Upper Secondary teaching activities</li> <li>• Upper Secondary students teach Primary and Lower Secondary students</li> </ul>                                                                              |
| Lower Secondary                                                               |                                                                                                                                                                                                                                                                                   |
| <i>Recruitment of students for S5</i>                                         | <ul style="list-style-type: none"> <li>• Upper Secondary students visits classes in S2+S3+S4 and tell about student and academic life in the Upper Secondary</li> <li>• S4 joins café with Upper Secondary in the spring of 2024</li> </ul>                                       |
| <i>Knowledge of Upper Secondary</i>                                           | <ul style="list-style-type: none"> <li>• S5 and S6 students visit S3 and S4 classes to explain what it is like to be a student in the Upper Secondary</li> <li>• Gather statistics about which Universities Upper Secondary students choose nationally/internationally</li> </ul> |
| Upper Secondary                                                               |                                                                                                                                                                                                                                                                                   |
| <i>Website</i>                                                                | <ul style="list-style-type: none"> <li>• Bac sub site on the website with all relevant information on the Bac and the grading conversion from EB GPA to STX</li> </ul>                                                                                                            |

Strategic Focus Points 2023/2024

|                                                                                  |                                                                                                                                                                                                                                                                                                                                                   |
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| <p><i>Physical environment</i></p>                                               | <ul style="list-style-type: none"> <li>• Use values to make physical environment more accessible. Make it clearer where and when students can work</li> <li>• All teachers support that students tidy up after themselves</li> <li>• Decorations of the halls on the 3<sup>rd</sup> and 4<sup>th</sup> floor in the Secondary building</li> </ul> |
| <p><i>Motivational teaching</i></p>                                              | <ul style="list-style-type: none"> <li>• Excursions</li> <li>• Involve students in wishes for different ways of teaching</li> <li>• Being part of CPH:DOX and other initiatives for gymnasiums in Copenhagen</li> </ul>                                                                                                                           |
| <p><i>Students' participation in competitions</i></p>                            | <ul style="list-style-type: none"> <li>• All subject groups try to engage in at least one competition and one excursion/guest speaker per half year</li> </ul>                                                                                                                                                                                    |
| <p><i>Students not knowing/not following Upper Secondary Code of Conduct</i></p> | <ul style="list-style-type: none"> <li>• Clear communication with students about consequences of physical and written absence</li> <li>• Clear communication with students about consequences of the use of ChatGPT or other means of plagiarism</li> </ul>                                                                                       |
| <p><i>Supporting class environment in the Upper Secondary</i></p>                | <ul style="list-style-type: none"> <li>• Following class teacher programme</li> <li>• Class teacher time in S6, S6, and S7. Weekly in S5, monthly in S6, and quarterly in S7.</li> </ul>                                                                                                                                                          |
| <p><i>Staff workload</i></p>                                                     | <ul style="list-style-type: none"> <li>• Besides the three to four individual MUS, have two short (10-15 minutes) meetings with focus on staff knowledge sharing on ideas to save time</li> </ul>                                                                                                                                                 |



Strategic Focus Points 2023/2024

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|--------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <i>Values</i>                                    | <ul style="list-style-type: none"><li>• Value work from Upper Secondary assembly and SC seminar need to be implemented</li></ul>                                                           |
| <i>Students joining ESCPH later in S5 and S6</i> | <ul style="list-style-type: none"><li>• Set up students with a buddy from the same class from the beginning</li><li>• Check-in talk with teacher the first week and after a week</li></ul> |

# Undersøgelse af sexistisk kultur og adfærd på Københavns Kommunes arbejdspladser **2023**

## Indhold

### Resultater for spørgsmål 1 til 11

Side 2 - Hvor mange, der i løbet af de seneste 12 måneder har været udsat for uønsket adfærd

Side 3 - Hvor ofte opleves de forskellige former for uønsket adfærd?

Side 4 - Hvem kommer de forskellige former for uønsket adfærd fra?

Side 6 - Er der talt med nogen om - og er der fulgt op på den uønskede adfærd?

Side 7 - Resultater spørgsmål 10 og 11

### Baggrundsplysninger

Side 8 - Alder

Side 9 - Anciennitet

Side 10 - Køn

Side 11 - Fast / Løst ansat

Side 12 - Faggruppe

## Undersøgelse af sexistisk kultur og adfærd på Københavns Kommunes arbejdspladser 2023

Københavns Kommune har i perioden 12. september - 3. oktober 2023 gennemført en undersøgelse, som skal være med til at afdække omfanget af sexistisk kultur og adfærd på Københavns Kommunes arbejdspladser, herunder seksuel chikane og uønsket seksuel opmærksomhed i forbindelse med arbejdet.

Der skal være mindst 25 respondenter for, at der kan genereres en rapport. Der skal være mindst 100 respondenter for, at en rapport kan indeholde baggrundsplysninger. Rapporten giver et indblik i omfanget af sexistisk kultur og adfærd, og opfølgningen på resultaterne skal ske i form af brede arbejdspladsrettede initiativer, der hvor der er behov.

Det er vigtigt at understrege, at besvarelsener ikke kan tilbageføres til enkeltpersoner, og at man derfor ikke alene på baggrund af undersøgelsens resultater kan handle på en konkret sag.

### Hvis man oplever krænkende adfærd

Hvis man har oplevet eller været vidne til seksuel chikane eller andre former for krænkende adfærd i forbindelse med arbejdet, skal man derfor kontakte nærmeste leder, en anden leder i organisationen, en arbejdsmiljørepræsentant eller tillidsrepræsentant for at få hjælp.

Man kan også kontakte Enhed for anonym håndtering af seksuel chikane og sexisme i Arbejdsmiljø København <https://amk.kk.dk/chikane> (tlf. 7370 8540). Enhedens rådgivere kan guide og rådgive. Enheden hjælper både i enkeltsager og i situationer omkring generel kultur på arbejdspladsen. Enheden har også mulighed for at rådgive ledere, som ønsker eller har behov for at følge op på resultater fra undersøgelsen. Enheden kan hjælpe med råd og vejledning til, hvordan man på arbejdspladsen kan arbejde med problemstillingen samt være behjælpelig med at pege på relevante procesværktøjer.

### Opfølgning på undersøgelsen

Det er vigtigt at inddrage medarbejderne i opfølgningen på undersøgelsens resultater, fx i MED-udvalget, arbejdsmiljøgruppen/TRIO eller på personalemøder. Når medarbejderne involveres i arbejdet med at vurdere og prioritere resultaterne, kan det skabe ejerskab og ansvarlighed i forhold til de indsatser, som iværksættes. Inspiration til opfølgningen kan findes på forvaltningens intranet, på [www.medarbejder.kk.dk](http://www.medarbejder.kk.dk) eller på Arbejdsmiljø Københavns side <https://amk.kk.dk/sexisme> som indeholder relevant viden om sexisme og seksuel chikane. Endvidere kan man finde redskaber til det forebyggende arbejde på arbejdspladsen samt til håndtering af vanskelige undersøgelsesresultater.

Brug af konsulenttydelser fra Arbejdsmiljø København i forbindelse med opfølgningen kan finansieres med brug af timebankstimer, og skal aftales nærmere i din forvaltning.

I alt har 22 personer oplevet ét eller flere tilfælde af uønsket adfærd, svarende til 29% af respondenterne.

'Pct.' under 'Total' angiver, hvor stor en andel af deltagerne i denne rapport, som har oplevet en given type uønsket adfærd én eller flere gange. 'Antal' angiver, hvor mange personer det svarer til. Hvis muligt sammenlignes der med resultaterne for 2022. Resultaterne er desuden opdelt på 'intern' og 'ekstern'. Intern omfatter kolleger, ledere og underordnede. Ekstern omfatter borgere/brugere/pårørende samt eksterne samarbejdspartnere. Bemærk, at det har været muligt at afkrydse flere kategorier, hvorfor antallet i de enkelte kategorier ikke altid summer til antallet, der har oplevet en given type uønsket adfærd. Ligeledes vil procenterne ikke altid summere til 100.

|                                                                                                                          | Total      |           | Intern     |           | Ekstern    |           | Total 2022 |           |
|--------------------------------------------------------------------------------------------------------------------------|------------|-----------|------------|-----------|------------|-----------|------------|-----------|
|                                                                                                                          | Antal 2023 | Pct. 2023 | Antal 2023 | Pct. 2023 | Antal 2023 | Pct. 2023 | Antal 2022 | Pct. 2022 |
| 1. Uønskede seksuelle kommentarer om din krop, tøj eller livsstil?                                                       | 8          | 11%       | 7          | 88%       | 0          | 0%        | 6          | 17%       |
| 2. Uønskede seksuelle kommentarer om dig eller andre, i en større gruppe/forsamling?                                     | 7          | 9%        | 7          | 100%      | 0          | 0%        | 6          | 17%       |
| 3. Uønskede e-mails eller beskeder på sociale medier med seksuelt indhold?                                               | 0          | 0%        | 0          | 0%        | 0          | 0%        | 1          | 3%        |
| 4. Uønsket fysisk kontakt med seksuelle undertoner, f.eks. klap, kys eller omfavnelser?                                  | 5          | 7%        | 5          | 100%      | 0          | 0%        | 7          | 19%       |
| 5. At nogen har vist dig uønskede pornografiske billeder eller andre materialer med seksuelt indhold?                    | 0          | 0%        | 0          | 0%        | 0          | 0%        | 1          | 3%        |
| 6. At nogen har fortalt historier med seksuelt indhold, som var uønskede eller ubehagelige for dig?                      | 7          | 9%        | 7          | 100%      | 0          | 0%        | 5          | 14%       |
| 7. At nogen har talt nedsættende om køn eller seksuel orientering på en måde, som var uønsket eller ubehageligt for dig? | 13         | 17%       | 13         | 100%      | 0          | 0%        | 5          | 14%       |
| 8. At nogen har nedgjort dig på grund af dit køn eller din seksuelle orientering?                                        | 5          | 7%        | 5          | 100%      | 0          | 0%        | 3          | 8%        |
| 9. At nogen har bedt om seksuelle tjenester til gengæld for, at du fik en belønning?                                     | 0          | 0%        | 0          | 0%        | 0          | 0%        | 0          | 0%        |

Nedenfor ser du en detaljeret oversigt over hyppigheden af de forskellige former for uønsket adfærd.

'Pct.' angiver, hvor stor en andel af deltagerne i denne rapport, som har oplevet en given type uønsket adfærd og hvor ofte; 'Aldrig', 'En gang', '2-5 gange', 'Mere end 5 gange'. 'Antal' angiver, hvor mange personer det svarer til. Kolonnen 'Total Ja' angiver, hvor mange der har oplevet en given type uønsket adfærd én eller flere gange.

|                                                                                                                          | Total Ja |      | Aldrig |      | En gang |      | 2-5 gange |      | Mere end 5 gange |      |
|--------------------------------------------------------------------------------------------------------------------------|----------|------|--------|------|---------|------|-----------|------|------------------|------|
|                                                                                                                          | Antal    | Pct. | Antal  | Pct. | Antal   | Pct. | Antal     | Pct. | Antal            | Pct. |
| 1. Uønskede seksuelle kommentarer om din krop, tøj eller livsstil?                                                       | 8        | 11%  | 68     | 89%  | 3       | 4%   | 4         | 5%   | 1                | 1%   |
| 2. Uønskede seksuelle kommentarer om dig eller andre i en større gruppe eller forsamling?                                | 7        | 9%   | 69     | 91%  | 3       | 4%   | 4         | 5%   | 0                | 0%   |
| 3. Uønskede e-mails eller beskeder på sociale medier med seksuelt indhold?                                               | 0        | 0%   | 76     | 100% | 0       | 0%   | 0         | 0%   | 0                | 0%   |
| 4. Uønsket fysisk kontakt med seksuelle undertoner, f.eks. klap, kys eller omfavelse?                                    | 5        | 7%   | 71     | 93%  | 3       | 4%   | 2         | 3%   | 0                | 0%   |
| 5. At nogen har vist dig uønskede pornografiske billeder eller andre materialer med seksuelt indhold?                    | 0        | 0%   | 76     | 100% | 0       | 0%   | 0         | 0%   | 0                | 0%   |
| 6. At nogen har fortalt historier med seksuelt indhold, som var uønskede eller ubehagelige for dig?                      | 7        | 9%   | 69     | 91%  | 4       | 5%   | 3         | 4%   | 0                | 0%   |
| 7. At nogen har talt nedsættende om køn eller seksuel orientering på en måde, som var uønsket eller ubehageligt for dig? | 13       | 17%  | 63     | 83%  | 7       | 9%   | 5         | 7%   | 1                | 1%   |
| 8. At nogen har nedgjort dig på grund af dit køn eller din seksuelle orientering?                                        | 5        | 7%   | 71     | 93%  | 3       | 4%   | 2         | 3%   | 0                | 0%   |
| 9. At nogen har bedt om seksuelle tjenester til gengæld for, at du fik en belønning?                                     | 0        | 0%   | 76     | 100% | 0       | 0%   | 0         | 0%   | 0                | 0%   |

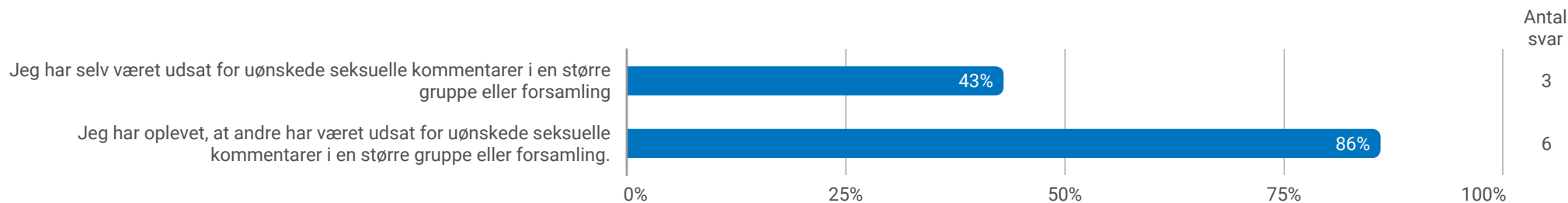
Nedenfor ser du en detaljeret oversigt over, hvem de forskellige former for uønsket adfærd kommer fra.

'Pct.' angiver, hvor stor en andel af de deltagere, som har oplevet en given type uønsket adfærd, der har angivet, at den kommer fra 'Kollegaer', 'En leder' osv. 'Antal' angiver, hvor mange personer det svarer til. Bemærk, at det har været muligt at afkrydse flere kategorier ('Kollegaer', 'En leder' osv.), hvorfor antallet i de enkelte kategorier ikke nødvendigvis summer til antal personer, som har oplevet en given type uønsket adfærd (kolonnen 'Antal svar'). Det betyder ligeledes, at procenterne ikke altid summerer til 100.

|                                                                                                                          | Interne  |          |      |          |      |              |      | Eksterne                   |      |                                        |      |                       |      |
|--------------------------------------------------------------------------------------------------------------------------|----------|----------|------|----------|------|--------------|------|----------------------------|------|----------------------------------------|------|-----------------------|------|
|                                                                                                                          | Total Ja | Kolleger |      | En leder |      | Underordnede |      | Borgere/Brugere /Pårørende |      | Eksterne samarbejdspartnere/politikere |      | Ønsker ikke at uddybe |      |
|                                                                                                                          |          | Antal    | Pct. | Antal    | Pct. | Antal        | Pct. | Antal                      | Pct. | Antal                                  | Pct. | Antal                 | Pct. |
| 1. Uønskede seksuelle kommentarer om din krop, tøj eller livsstil?                                                       | 8        | 7        | 88%  | 0        | 0%   | 0            | 0%   | 0                          | 0%   | 0                                      | 0%   | 1                     | 13%  |
| 2. Uønskede seksuelle kommentarer om dig eller andre, i en større gruppe/forsamling?                                     | 7        | 6        | 86%  | 1        | 14%  | 0            | 0%   | 0                          | 0%   | 0                                      | 0%   | 0                     | 0%   |
| 3. Uønskede e-mails eller beskeder på sociale medier med seksuelt indhold?                                               | 0        | 0        | 0%   | 0        | 0%   | 0            | 0%   | 0                          | 0%   | 0                                      | 0%   | 0                     | 0%   |
| 4. Uønsket fysisk kontakt med seksuelle undertoner, f.eks. klap, kys eller omfavnelser?                                  | 5        | 5        | 100% | 0        | 0%   | 0            | 0%   | 0                          | 0%   | 0                                      | 0%   | 0                     | 0%   |
| 5. At nogen har vist dig uønskede pornografiske billeder eller andre materialer med seksuelt indhold?                    | 0        | 0        | 0%   | 0        | 0%   | 0            | 0%   | 0                          | 0%   | 0                                      | 0%   | 0                     | 0%   |
| 6. At nogen har fortalt historier med seksuelt indhold, som var uønskede eller ubehagelige for dig?                      | 7        | 6        | 86%  | 0        | 0%   | 1            | 14%  | 0                          | 0%   | 0                                      | 0%   | 0                     | 0%   |
| 7. At nogen har talt nedsættende om køn eller seksuel orientering på en måde, som var uønsket eller ubehageligt for dig? | 13       | 13       | 100% | 0        | 0%   | 0            | 0%   | 0                          | 0%   | 0                                      | 0%   | 0                     | 0%   |
| 8. At nogen har nedgjort dig på grund af dit køn eller din seksuelle orientering?                                        | 5        | 5        | 100% | 1        | 20%  | 0            | 0%   | 0                          | 0%   | 0                                      | 0%   | 0                     | 0%   |
| 9. At nogen har bedt om seksuelle tjenester til gengæld for, at du fik en belønning?                                     | 0        | 0        | 0%   | 0        | 0%   | 0            | 0%   | 0                          | 0%   | 0                                      | 0%   | 0                     | 0%   |

Nedenstående er et nyt underspørgsmål til spørgsmål 2, som ikke var med i undersøgelsen i 2022. Formålet er at kunne skelne imellem, om man selv har været udsat for en krænkelse, eller om man har oplevet, at andre har været udsat for en krænkelse.

## 2a. Var de uønskede seksuelle kommentarer om dig eller andre?



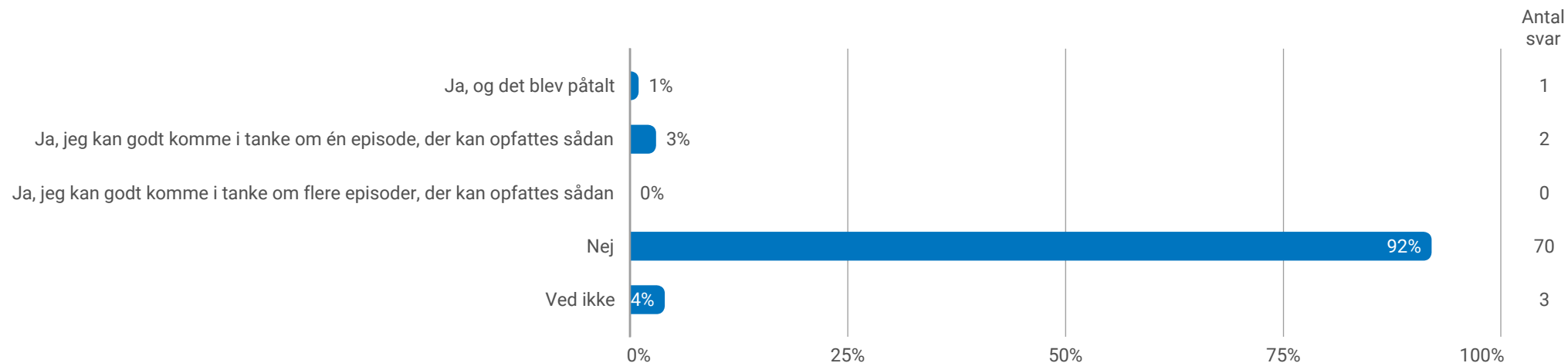
Nedenfor ser du en oversigt over, hvorvidt der er talt med nogen og om der er fulgt op på den uønskede adfærd.

'Pct.' angiver, hvor stor en andel af de deltagere, som har oplevet en given type uønsket adfærd, der har svaret 'Ja' til de tre spørgsmål vedrørende opfølgning; om der er talt med nogen, om der er taget hånd om hændelsen, og om den stadig finder sted. 'Antal' angiver, hvor mange personer det svarer til.

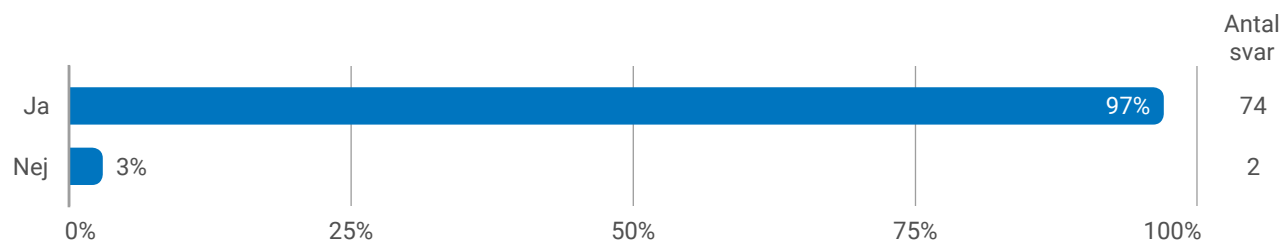
|                                                                                                                          | Har fortalt en leder, tillids- eller arbejdsmiljørep. om problemet |       | Er der gjort en indsats for, at der tages hånd om det |       | Finder det stadig sted |       |      |
|--------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------|-------|-------------------------------------------------------|-------|------------------------|-------|------|
|                                                                                                                          | Ja                                                                 |       | Ja                                                    |       | Ja                     |       |      |
|                                                                                                                          | Total Ja                                                           | Antal | Pct.                                                  | Antal | Pct.                   | Antal | Pct. |
| 1. Uønskede seksuelle kommentarer om din krop, tøj eller livsstil?                                                       | 8                                                                  | 4     | 50%                                                   | 4     | 50%                    | 4     | 50%  |
| 2. Uønskede seksuelle kommentarer om dig eller andre, i en større gruppe/forsamling?                                     | 7                                                                  | 4     | 57%                                                   | 4     | 57%                    | 3     | 43%  |
| 3. Uønskede e-mails eller beskeder på sociale medier med seksuelt indhold?                                               | 0                                                                  | 0     | 0%                                                    | 0     | 0%                     | 0     | 0%   |
| 4. Uønsket fysisk kontakt med seksuelle undertoner, f.eks. klap, kys eller omfavnelser?                                  | 5                                                                  | 0     | 0%                                                    | 0     | 0%                     | 3     | 60%  |
| 5. At nogen har vist dig uønskede pornografiske billeder eller andre materialer med seksuelt indhold?                    | 0                                                                  | 0     | 0%                                                    | 0     | 0%                     | 0     | 0%   |
| 6. At nogen har fortalt historier med seksuelt indhold, som var uønskede eller ubehagelige for dig?                      | 7                                                                  | 4     | 57%                                                   | 5     | 71%                    | 3     | 43%  |
| 7. At nogen har talt nedsættende om køn eller seksuel orientering på en måde, som var uønsket eller ubehageligt for dig? | 13                                                                 | 5     | 38%                                                   | 7     | 54%                    | 6     | 46%  |
| 8. At nogen har nedgjort dig på grund af dit køn eller din seksuelle orientering?                                        | 5                                                                  | 3     | 60%                                                   | 1     | 20%                    | 3     | 60%  |
| 9. At nogen har bedt om seksuelle tjenester til gengæld for, at du fik en belønning?                                     | 0                                                                  | 0     | 0%                                                    | 0     | 0%                     | 0     | 0%   |



10. Har du inden for de seneste 12 måneder selv opført dig på en måde, hvor du efterfølgende har tænkt, at det kunne blive opfattet som uønsket seksuel opmærksomhed hos modparten?



11. Ved du, hvor du kan henvende dig på din arbejdsplads, hvis du overværer eller udsættes for uønsket seksuel opmærksomhed eller seksuelt krænkende handlinger?



I undersøgelsen fra 2022 svarede 75% 'Ja' til spørgsmål 11.