

# How to build on citizenship?

- cross over reflections on formal and informal public education

U C

S Y D



Grundtvigsk Forum

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Gustavelund, Finland  
19.11.24 - NVL

Where do I talk from:  
Teacher Education  
Grundtvigsk Forum

The common good  
Humanity & practical life  
- What has that to do  
with the challenges?

Cultivating systems and  
culture (K. E. Løgstrup)  
*Reflection*

Grundtvig – society of  
transition – culture and  
social imaginary

NVL – NLL: Lifelong  
learning



# University College South Denmark



# International Class 2023

Welcome to Haderslev!

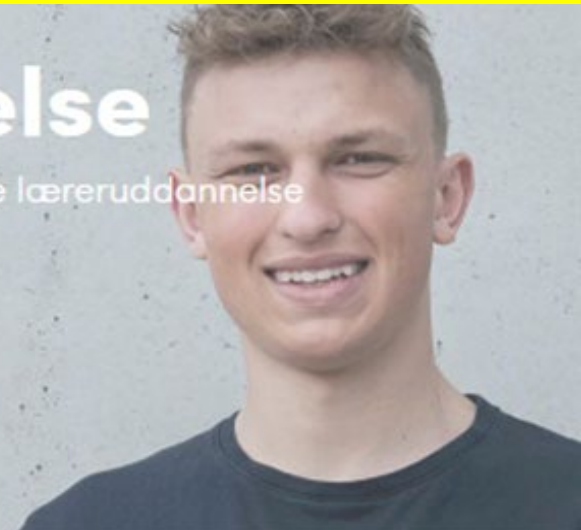
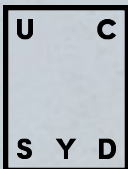


DELVIS DIGITAL TEACHER EDUCATION: SEMINARS & GROUP WORK

EDUCATION BASED ON CAMPUS Haderslev

## Den digitale læreruddannelse

Vil du have frihed til at studere, hvor og når det passer dig? Så er den digitale læreruddannelse måske noget for dig.



A close-up photograph of four red apples with some yellow-green highlights, resting on a dark, textured surface. The apples are arranged in a cluster, with one in the foreground and three behind it. The background is dark and out of focus.

## AIM OF EDUCATION

- SCHOOL IS FOR INDIVIDUAL
- FOLK SCHOOL IS FOR THE COMMON GOOD



- Association since 1898
- 14.000 members – personal or local membership
- AIM: Promoting liberal rights in institutions (church, School) and civic society (Public Education)

# N.F.S. Grundtvig

## 1783-1872

Poet

Educator

Historian

Priest

Editor of journals

Philosopher of politics  
and education

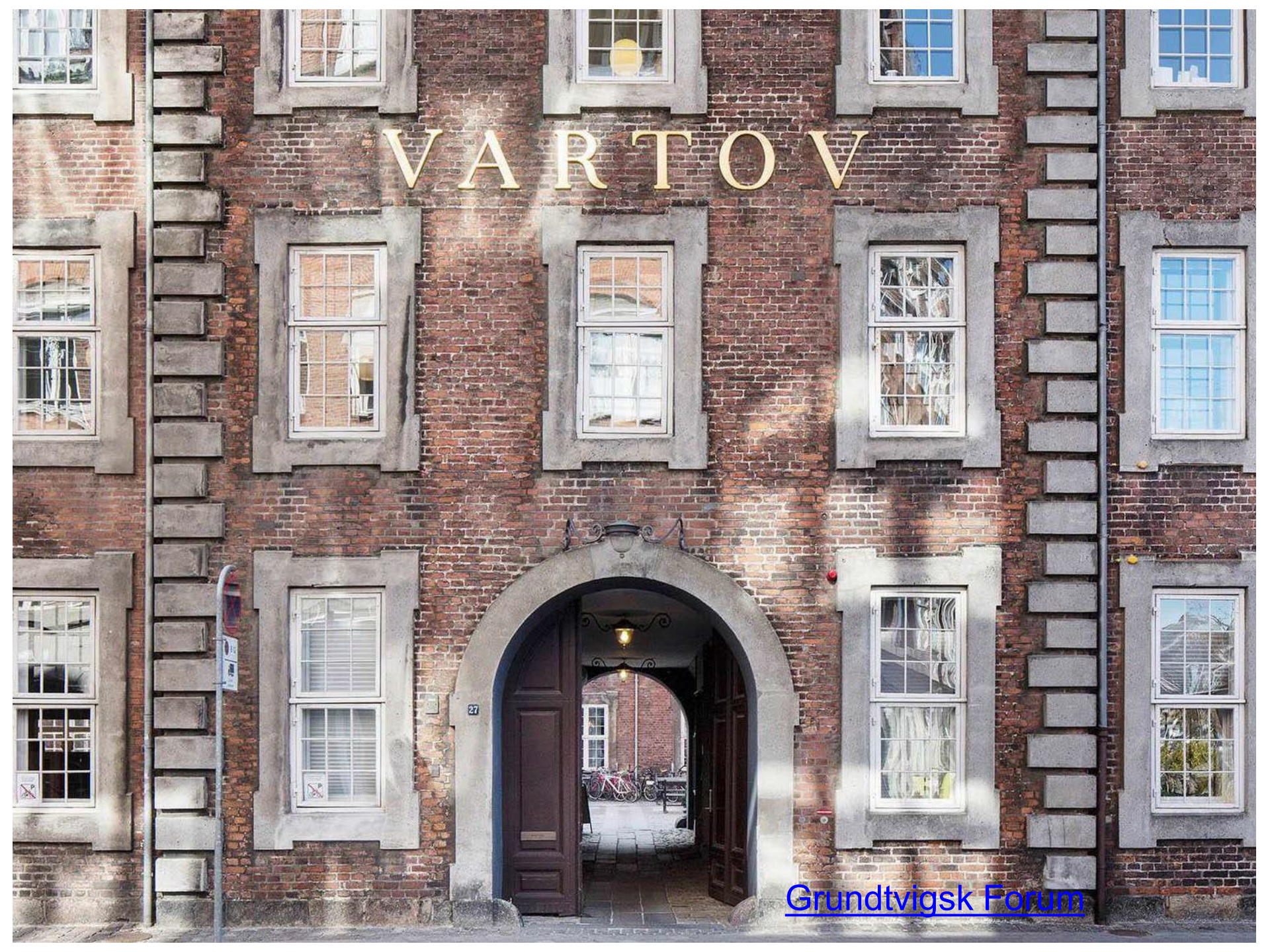
Politician



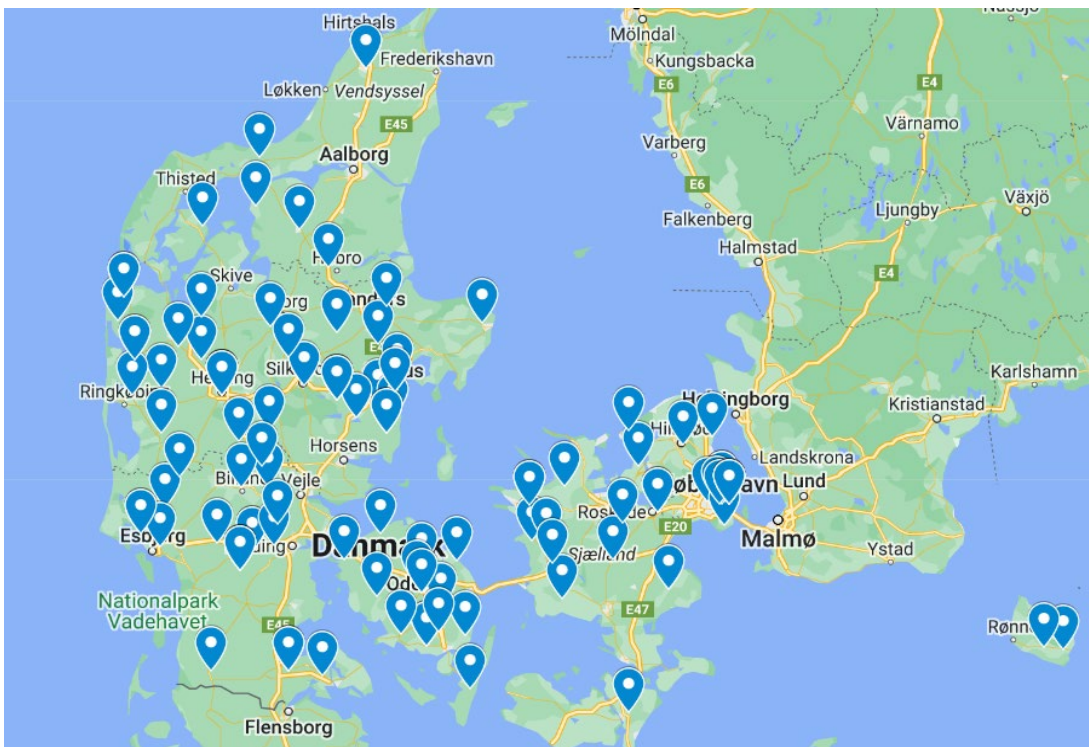
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[Grundtvigsk Forum](#)



# Local committees



2024



# Development since 2022

# Benchmarks 2022-2024

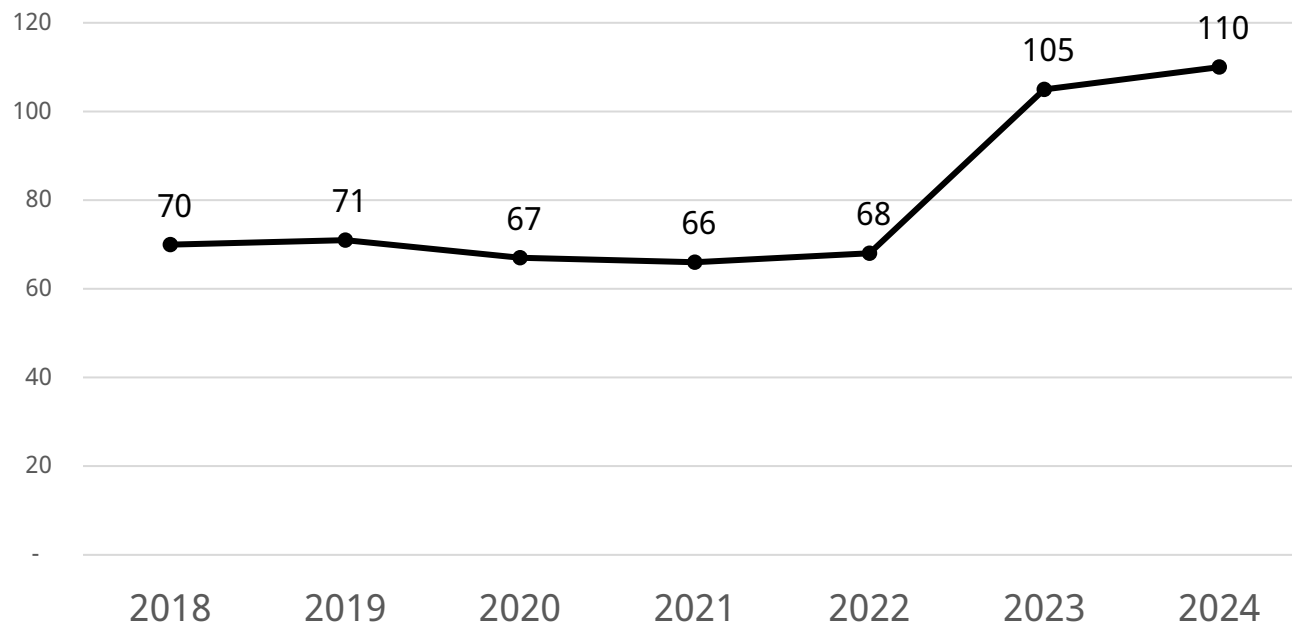
Grundtvigsk Forum will challenge the individualistic view on humanity of the time by emphasizing the sustainability of community. The individual has a responsibility for the community, and the community has a responsibility for the freedom of the individual.

Grundtvigsk Forum will challenge the current tendency to instrumentalize people and communities. Every human is a spiritual being characterized by imagination and hope.



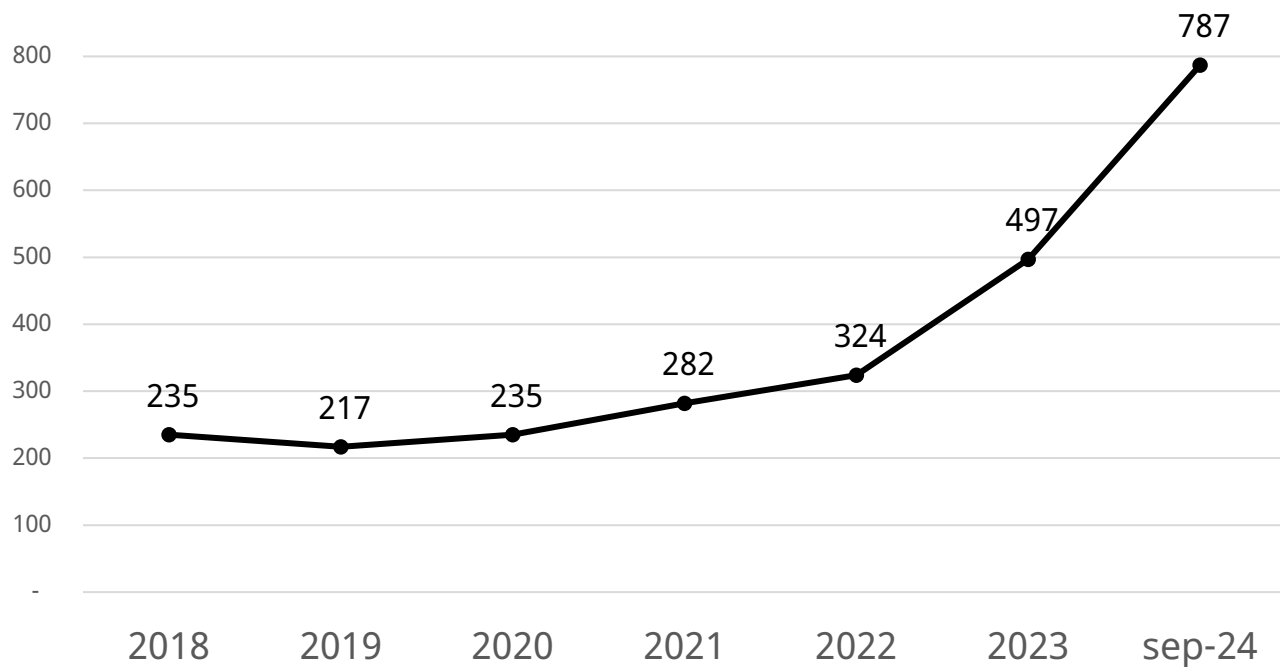
# Lokale fællesskaber

↑ 62%  
siden 2022



# Personlige medlemmer

↑ 143%  
siden 2022





# Experimenting with education

Maraton singing 21/6

Dialogue cards

Mands Minde foredrag  
(Lecture of a Lifetime)

Political battle at a piano

Københavns forsamlingshus

Dans

Silent reading

Dialogue Lunch

Folkemøde

Himmelblå festival

# Teacher education and Grundtvigsk Forum

## How to compare? Is there a common interest?

Formal and nonformal education – aiming at the common good

The one is my paid work  
The other an elected position of trust and without pay.

Heritage of basic civil rights: Schools free of admission for all

Right of assembly, freedom of expression, freedom of religion

### IN COMMON:

The common space  
Institutions serving the lived practical life conveying between individual and state

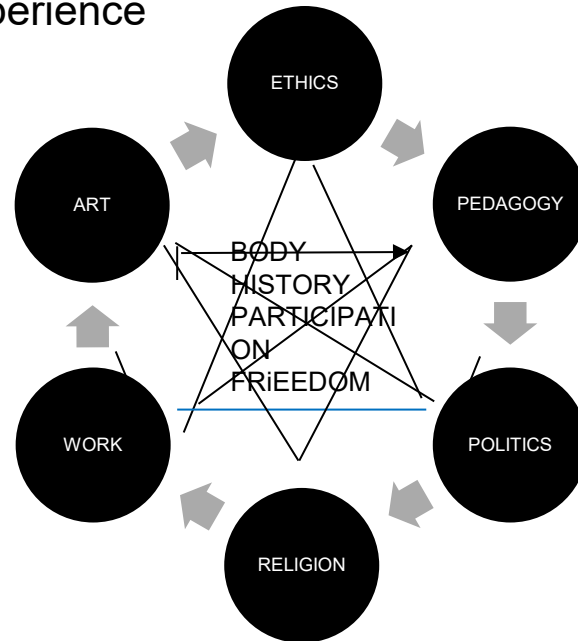
Not restricted to family, nor to the need of work

Key to a sustainable society

Key to a society of transition

Dietrich Benner:

Cooperation in praxis  
Acting – thinking - experience

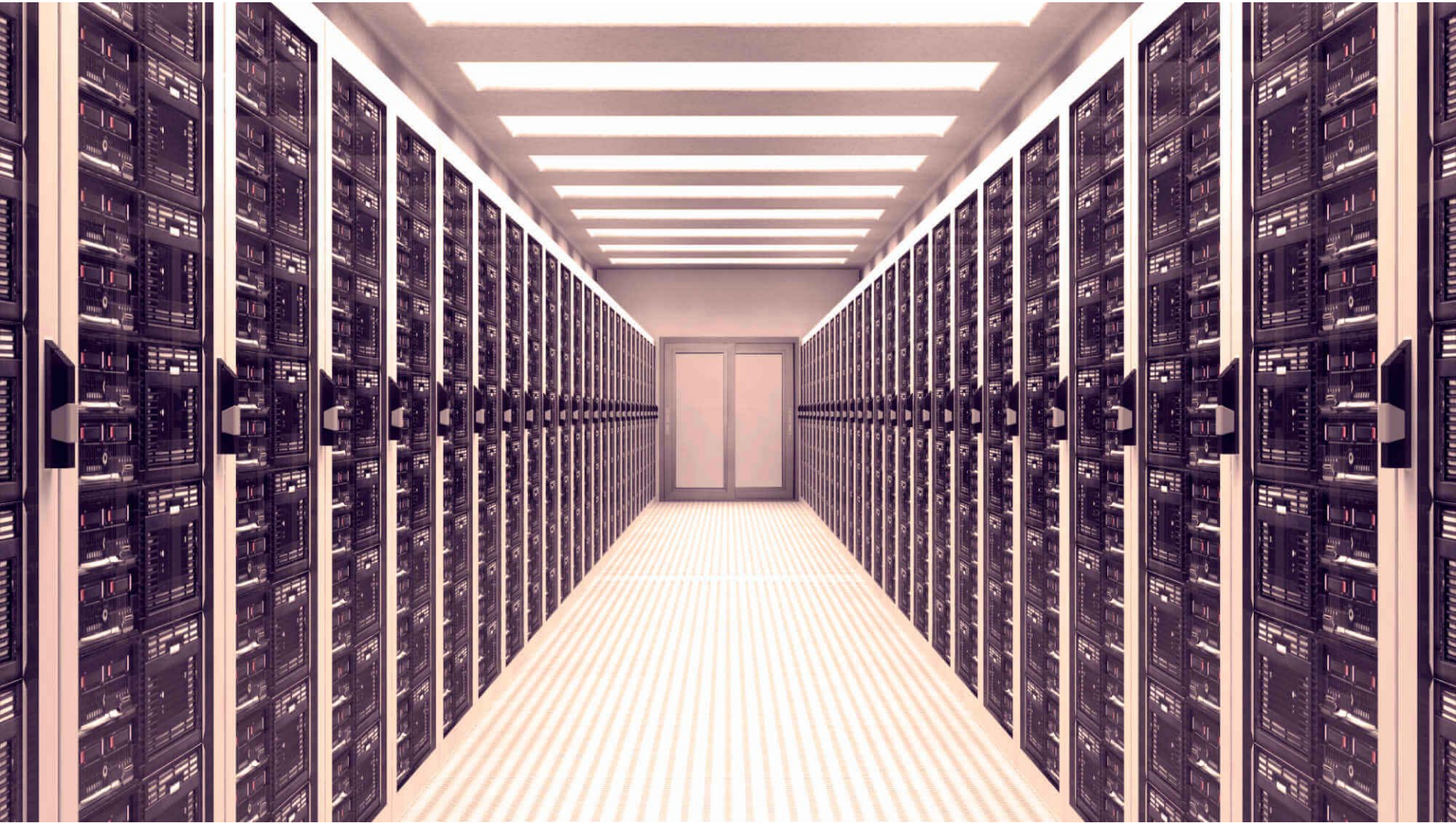


# **CHALLENGES: tipping point, polarisation, inequality, marketization...**

How to imagine transition to a better life?

How to combine knowledge, entrepreneurship and civic life?

# Freedom of speech ...



**The cloud – digital platforms as business model ...**

# Fake news ...

## Is fact checking the solution?



Facts  
Truths  
Issues

# Accessible knowledge and communication? weapons of mass distraction?

**How to solve this challenge?  
Will more research have the solutions?**

We need to cultivate:

The third space

Institutions serving the  
lived practical life  
conveying between  
individual and state

Not restricted to family,  
nor to the need of work

We need to  
cultivate the  
social imaginary

# Aware of the phenomenon of 'Unifying and separating opposites'

K.E. Løgstrup

Citizenship and community

- matters for the practical life
- phenomena that conditions one another:

State and individual:

- Securing the rights
- Making the laws
- ideas and ideologies

Open-minded without prejudice



Uncompromising

When is it change of mind on good reasons and when an appeasement without principle?

# K. E. Løgstrup:

”Kompromisløsheden er at stå fast på sin overbevisning og ikke sky de ulemper der kan følge med. Kompromisløsheden er derfor også forbundet med en hvis frygtløshed. Fordomsfriheden, der er beredt til at bøje sig, holdes altså i live af kompromisløsheden, der ikke bøjer sig. Fordomsfriheden bevares fra at forvandle sig til sin egen karikatur, til eftergivenhed, af kompromisløsheden. Betinget af kompromisløsheden bøjer fordomsfriheden sig kun for gode grunde, ikke for pression eller udvortes autoriteter.”

The uncompromising is to stand firm on your convictions and not shy away from the disadvantages that can come with it.

The uncompromising is therefore also associated with a certain fearlessness. The open-mindedness that is prepared to let go is thus kept alive by the uncompromising that does not give in. The open-mindedness is preserved from transforming itself into its own caricature, into indulgence, by uncompromising. Conditioned by uncompromisingness, open-mindedness gives in only to good reasons, not to pressure or external authorities.

# REFLECTION

Not opposites but 'Unifying and separating opposites'

Life - systems

Individual – collective society

Nature – culture

Heaven - Earth

# N.F.S. Grundtvig

## 1783-1872

The significance of an individual like N.F.S. Grundtvig must be seen in terms of the building of a modern Danish nation, which was, in turn, critical to the success of the modern Danish state.

Nation building is critical to the success of state building. The state consists of tangible institutions like armies, police, bureaucracies, and the like, while the nation has to do with shared traditions, symbols, historical memories, language, and other cultural points of reference. The reason that nation building is key to state building reaches to the core meaning of the state: as the organizer of legitimate violence, the state periodically calls upon its citizens to risk their lives on its behalf. (Fukuyama, 2015, s. 29)



# Grundtvig – why?

Man of the enlightenment, criticising rationalism


=> Put life in front of enlightenment.

Promoting the practical life for its poetical force

Secularising the Danish society without being anticlerical or antireligious



# To know is to care

An aerial photograph of a vast, bright yellow field, likely a rapeseed field, with a winding asphalt road cutting through it. In the upper left, a small cluster of houses and trees is visible. The field is marked with dark, winding lines, possibly from a tractor or irrigation system.

”Og han har aldrig levet som klog på det er blevet, han først ej havde kær”

“And he has never lived as wise as he has become, if he did not love at first”

# Does Light shine only from the Books

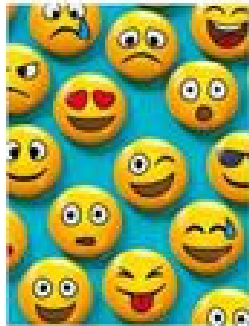
Grundtvig

1. Does light shine only from the books  
Of those who write and read them?  
No, light's a gift for all who've looked  
To know the world since Eden.  
The farmer sees the sun come up,  
While bookmen still sleep soundly.  
The sun pours light from toe to top  
On lives lived rich and roundly.
2. Are stars the only things that shine –  
A blind and silent choir?  
No, words can make a light divine  
To spark the spirit's fire.  
They show us shapes and shades of love  
As sunlight sends us rainbows.  
They flash their lightning bolts above,  
And ring our heads with haloes.
3. What doubting, then, that light's our guide –  
A gift beyond misgiving?  
The sun spreads goodness far and wide,  
And light's the source of living.  
But some would rather force our gaze  
To dwell where light is buried,  
To see the shadows not the rays  
Of light that lift the spirit.
4. No northern hand would shade our sight  
Or dim this gift we're given.  
Our living words, like northern lights,  
Will sparkle in the heavens.  
Midsummer at the northern pole  
Will never bow to midnight.  
The word illuminates the soul  
As leaves make life in sunlight.
5. Enlightenment is meant for all  
And knowledge gains through giving.  
To understand both great and small  
But mostly life and living.  
Enlightenment's a quest we share,  
It weaves us in a rainbow.  
It shines more clear the more we care  
Till starlight sinks in shadow.

**Olivier Roy**

# L'APLATISSEMENT DU MONDE

La crise de la culture  
et l'empire des normes



LA COULEUR DES IDÉES

SEUIL

# THE HANDOVER

'One of the great  
modern writers of democracy'  
Anne Applebaum



## How We Gave Control of Our Lives to Corporations, States and AIs

**David  
Runciman**

'David Runciman  
is always fascinating'  
Adam Tooze

## Vores vision 2030

NATURE:  
basis

Et **grønt** Norden  
Sammen vil vi fremme en grøn omstilling af vores samfund og arbejde for kuldiioxidneutralitet og en bæredygtig cirkulær og biobaseret økonomi.

Norden skal blive verdens mest bæredygtige og integrerede region

Et **konkurrencedygtigt** Norden  
Sammen vil vi fremme grøn vækst i Norden baseret på viden, innovation, mobilitet og digital integration.

WORK:  
ressource

Et **socialt bæredygtigt** Norden  
Sammen vil vi fremme en inkluderende, ligestillet og sammenhængende region med fælles værdier og styrket kulturudveksling og velfærd.

CULTURE:  
poetics

# Declaration on Nordic Language Policy

The language or languages we use have a huge impact on how we understand ourselves, how other people understand us, and how we understand them. Language as well as culture conveys our history and constitutes our most important piece of shared social infrastructure. Language fosters a sense of community, builds trust, strengthens democracy, and facilitates participation in society. All of these aspects make the Nordic language community important for the continued development of a shared Nordic identity and for promoting the Nordic Region as the most integrated region in the world.

# The sweetness of cultivating for a sustainable society



TAK



Civic society: the common space

Unifying and separating opposites

Leviathan: the human machinery

# J. Brunner

En af de vigtigste kulturpsykologiske teser om uddannelse er selvsagt, at skolen aldrig kan anskues som kulturelt »fritstående«. Hvad den underviser i, hvilke tankesæt og hvilke »taleregistre«, den faktisk opdyrker hos sine elever, kan ikke isoleres fra, hvordan skolen er situeret i sine elevers liv og kultur. For en skoles læreplan handler ikke kun om »fag«. Det vigtigste fag i skolen, kulturelt set, er skolen selv. Sådan oplever de fleste elever det, og det bestemmer, hvilken betydning de tillægger den.