



## NEWSLETTER FEBRUARY 2023, international edition

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### Editor's corner

#### E\_d\_i\_t\_o\_r\_s\_c\_o\_r\_n\_e\_r\_Anders Gustavsson

**Educator and Chairman of the Board Åsa Morberg** informs about current events in Strömstad Academy. She reports on the preparation of a code of ethics for Strömstad Academy. She reviews a newly published book about the struggle to help unaccompanied immigrants in Sandviken. She also criticizes the situation in Sweden for foreign doctoral students and post-doctoral researchers and the difficulty of obtaining a residence permit in Sweden after completed studies.

Based on Agenda 30, **Teacher educator and education scientist Carl E. Olivestam** discusses the importance of good education to achieve a stable society.

**Pediatrician Gudmund Bergqvist** marks the first anniversary of Russia's war of aggression against Ukraine.

**Linguistics Jens Allwood** presents a short analysis of the meaning potential of the Swedish word "lyhörd" (roughly perceptive, responsive).

**Vice-Chancellor and Information System Scientist Per Flensburg** informs about current events in Strömstad Academy. He also informs about the next Science Festival in Strömstad on 22-25 May.

I want to urge a previous call for all members to verify and complete their personal information on the Academy website. Also try to recruit new members to the Academy, not least

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young scholars. Please, send suggestions to Vice-Chancellor Per Flensburg [per.flensburg@stromstadakademi.se](mailto:per.flensburg@stromstadakademi.se)

I wish new contributions to the March issue of the Newsletter sent to my e-mail address with deadline on 27 March 2023: anders.gustavsson@ikos.uio.no. Send short articles, opinion articles and/or reviews of new scientific literature. Swedish contributions should have an English translation. Texts should be in Word- or Open Office format!

Please, also send contributions to the Academy's publication series Acta Academia Strömstadensis, AAS, to [peter@wahrborg.se](mailto:peter@wahrborg.se), the video series SAV to: [gudmundbergqvist@hotmail.com](mailto:gudmundbergqvist@hotmail.com) and the Free Series to: [per.flensburg@stromstadakademi.se](mailto:per.flensburg@stromstadakademi.se)

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## Åsa Morberg: Chairman's report

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### **February monthly report: About representing Strömstad Academy, about a deputy secretary, code of ethics and local chapters, and e-mail.....**

*By Åsa Morberg, Chairman of the Strömstad Academy Board*

#### **Thanks to Elisabeth and Marylou**

I am extremely happy that we got a deputy secretary in Elisabeth Ahlsén. It's absolutely amazingly good. Thank you dear Elisabeth for standing up as deputy secretary. Thank you also dear Marylou Wadenberg for taking on the task of updating our website. It will be fantastic and will relieve our Vice-Chancellor. Two problems are solved. Relief for our Secretary and relief for our Vice-Chancellor's heavy task with the website.

#### **To sign with Strömstad Academy**

We have discussed whether you can sign with your name and Strömstad Academy in all situations. What you have to do is go to the statutes. I have the statutes lying on my work table. There is nothing directly indicated there as an answer. We don't have an ethical code to rely on, but hopefully we will get an ethical code that also says something about this. I want to emphasize that we need a code of ethics. Otherwise, the Vice-Chancellor and I as Chairman must create a special document. No individual member can speak on behalf of the Academy today. Those who can speak on behalf of the Academy are the Vice-Chancellor and the Chairman. Where texts are published does not change this relationship. If you write something that goes against the Academy's regulatory documents and sign with your name and Strömstad Academy, that means you are a member of the Academy. Nothing else. You are a member of Strömstad Academy even if you write something inappropriate. This also applies if you are employed at a university as a teacher. You cannot speak on behalf of the university. This is quite clear. But you are employed at the university and that is what you are stating. We have to take this into consideration when we engage in debates, so that we don't damage our name, our reputation and our brand. I assume that no member wants that.

#### **The local chapters**

We have the local chapters to think about too. We have the following active Local Chapters: Southern chapter with Bodil Frisdal, Gothenburg chapter with Jens Allwood, Strömstad chapter with Sveza Dacheva. Falu local chapter with John Fletcher, Stockholm/Uppsala chapter under formation and we are waiting for word on who will shoulder the responsibility. We also include the international local chapter, of course with Angelika Basch. The local chapters are important for Strömstad Academy. This is where members can become more familiar with each other. The local chapters work differently and that is perfectly fine. Active local chapters can also, with their ongoing activities, give a boost to the recruitment of new members. The coordinator for the local chapters is appointed from among the responsible members.

I care about the contact between the members of Strömstad Academy. My request is that the local chapters organize web-based member meetings for the entire Academy, based on what is actually being worked on in each local chapter. The local chapters themselves decide what they want to present to the rest of the Academy. The local chapters' function, purpose, goals, content and working methods need to be discussed and perhaps updated. If the local chapters are to be the hub of Strömstad Academy, then a review is needed. An exchange of experiences between the local chapters is also needed. The international chapter must also be made visible and highlighted. We need to think about how we can make things easier for international colleagues. How many members are there in the local chapters? What do the chapters work on? The chapters can work on different things, but need to inspire each other.

### **Why being a member of Strömstad Academy?**

It is, of course, also about what members want to get out of their membership in the Academy. Should it be that activists are the norm, and non-activists violate the expectations of behavior that apply within a social community in academia? For my part, you can use Strömstad Academy in any way you want and think you can use it. That's how it's been from the very beginning, right? It's nice to have activists for the activities in Strömstad Academy, but if you don't feel like getting active, this must also be possible! If the local chapters develop into the hub around which the business will revolve, then they need to have a spot on the website where they can present themselves and their activities. As a member, you need to know what is going on in the local chapter and be able to participate if desired. Every little helps, and when we work together in the Academy there are no limits to how much we can achieve.

### **How should we communicate with each other within Strömstad Academy about developing projects?**

What kind of forum do we have for discussions when we are not sitting in various meetings? We have had a long discussion with Bodil Frisdal at the helm. She wants to start a project on "Responsiveness", based on her thesis that was published in the early 2000s. We have had a long email discussion with all board members as recipients. Per Flensburg had an idea about discussion forums and I'm sorry I didn't get involved in that matter. I have received comments that it is not a good approach to send emails to all board members about possible developments of projects. When Lars Broman was Vice-Chancellor, he did not want us to have access to all our email addresses, because then they could be misused. It is not a good approach to use the Board for all kinds of discussions about upcoming developments of projects. We have to find another way to discuss with each other? The discussions between members are very important. How should we best conduct the important discussions?

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## **Per Flensburg: Vice-Chancellor's report**

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There is a lot going on in Strömstad Academy these days. Bodil Frisdal started a big discussion about responsiveness, which was at times anything but responsive, but all the more "louder" if I may use that term. We had a long debate about sanctions against Iran and not only against Russia, based on a debate article that Rune Wigblad participated in. Link is found in this newsletter. There have also been a number of interesting webinars on, among other things, the Nyans Party and Islamist infiltration in Swedish politics and on the legalization of cannabis use. Plus a lot of other things that I have been advised about. As a Vice-Chancellor, I usually get cc'd on almost everything that is written. It's good, because it gives me an overview of the Academy activities, but takes a couple of hours a day to read through and react to. But that is the Vice-Chancellor's task assignment, so I am not complaining, but instead think that all

members of the Academy should have access to information about these ongoing discussions. Now it's only those who happen to be on the emailing list of the person who started the thread.

In these cases a discussion forum is excellent and shows its strength. Anyone who is registered as a user can enter and follow the discussion and make contributions. It is also much clearer than in the e-mail. I tried to introduce discussion forums as you know, but the results have been meager. If nobody uses discussion forums, there is no use for them. And at the start there are no users. A perfect catch 22! So if I put on the big Authority hat and try to force our members to use discussion forums, how do I go about it? Ethically, the issue is questionable, but as someone said in the 15th century: "the end justifies the means" so one can imagine that important information from the Vice-Chancellor and Chairman is only conveyed via discussion forums. An example could be information about the Science Festival! But should this happen? I suspect that my days as Vice-Chancellor would be numbered! A little further on in this report there is a link to both the forum and instructions on how to register and how to use it

A problem that many experience at the beginning is that you are not alerted when something is happening. You must regularly visit the forum and if there is nothing new, you don't visit it. On the other hand, if there was a flasher for every post in the forum to everyone registered there, the emailboxes would be jammed and the participants very annoyed! There are forums where you can decide that you want to receive an e-mail notification every time someone writes in the current discussion thread. Even this, however, can become annoying. But what if we could get rid of these almost endless email threads and instead have it collected in one place and without filling up our emailboxes! It is possible with a discussion forum.

Speaking of IT, I have suggested that we change our web hosting. We currently do not have full access to our web server but have to ask our hotel to do certain things, eg create email addresses. I would like to transfer our website to another hotel where we have better control. This is associated with a lot of work, which falls on me and it has to be when I have time. Right now, I will receive a larger evaluation assignment from Högskolan Väst, so the conversion will take a while. Our website may be down for a few days during the transition. By the way, I would need the help of a good programmer with knowledge of server configuration. Registration is gratefully received!

By the time you are reading this, I have probably introduced a new way of socializing: Spånarium, where you speculate together about a phenomenon that someone briefly introduces. I will speculate on the question of all the contradictions in the world and argue that AI can have a big hand in the game! The hopefully subsequent discussion I will only conduct in our discussion forum! How to create a user and how it works will be described on the internal pages: <http://stromstadakademi.se/wp2/organisation/internwebb/diskussionsforum/>

The internal pages have a password and this is "AaduOtt" in memory of one of the Academy's founders. There will be instructions on how to do it. I have chosen this solution to keep the forum reasonably isolated to ourselves. There are a couple of security measures at registration and having the link there is another one.

We have also received a number of new members whom we welcome to the Academy:

1. Christian Pleijel, research assistant in geography with an emphasis on islands
2. Ingrid Hedström, who is a fil dr but just wants to be called a member
3. Michael Moon, Research Assistant in Human Ecology
4. Dag Lindgren, Professor in Forest Genetics
5. Marie Öhman, Professor in Sports Science

6. Charlotte Flensburg, support member

Yes that is correct! Charlotte is my second oldest daughter and a university lecturer in drama pedagogy at the University of Gothenburg. Thought we need a director in the company 😊

Strömstad Academy would also like to express our warm thanks for the generous donation from Dag Lindgren. We are very grateful.

Just as I was writing this, I was told that Anders Steene died on January 8. He was an Associate Professor of Tourism Science at Strömstad Academy since February 6, 2010 and Ph.D. in sociology and an Associate Professor of Tourism Studies at Södertörn University since January 2, 2006. He was Sweden's first Ass. Professor in Tourism Studies. He was born in 1944 in Norrköping and after finishing school became an officer in the Air Force, 1962-1967. After his military career, he tried many different professions before he was engaged to help build the University of Kalmar, which was established on July 1, 1977. He was then developing a new and unique education at the university, which resulted in Sweden's first Tourism education. We remember him fondly and send our condolences to his family. Following a board decision and discussion with his daughter, the Academy has planted some trees in the Vi-forest.

*Per Flensburg*

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## Åsa Morberg: Code of ethics

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### Code of Ethics for Strömstad Academy

*by Åsa Morberg, Chairman*

I suggested a long time ago that we in the Strömstad Academy association should develop a code of ethics. The reason for this was that in my work in Brussels I learned that many financiers require, from those who may be granted money following an application, that there is a code of ethics in the applicant's organization. What then is a code of ethics? It is a way of translating our value base into more concrete approaches. An ethical code summarizes how our members should act and relate to each other and to our partners.

When I proposed the development of a code of ethics, it had nothing to do with ethical review of research. There are other bodies that handle this and we do not need to acquire such an ethics review unit. In my view, the purpose of ethical codes is to support the members in their daily work, inspire conversation and facilitate doing the right thing. It was very important to me as chairman of the educational and research organization where I served.

The ethical codes that exist are based on a common value base and on internal regulatory documents, such as statutes/by-laws. I see it as important that we behave in a way that contributes to the benefit of society and to building and maintaining trust in us as an association and academy.

If you want to study existing ethical codes, you can conveniently browse online. Virtually all colleges and universities have codes of ethics and it is probably these organizations that we are most familiar with. But all government agencies also have ethical codes online. It is very interesting to study these. You can of course also study codes of professional ethics if you wish. Some associations also have codes of ethics.

I have great confidence in our working group, which consists of Sten Philipson, Peter Währborg, Peter Borenstein and Marylou Wadenberg, and which has the task of developing a code of ethics, and I am convinced that we will get a code of ethics that we can all accept and en-



dorse. Sten Philipson participates in the Working Committee and informs about the work of the working group. We have given the working group, in the annual meeting records, the task to propose who should be in the group, i.e. how they are to be appointed. It should really have been an assignment for the Nominating Committee, but now, as an assignment is stated in the record of the Annual Meeting, we will act accordingly.

The working group's proposal will be discussed at a board meeting before it goes to a decision at the annual meeting. I have extended the group's mandate to the annual meeting by delegation decision. I need to find a new documentation routine for delegation decisions because there is none developed and used. But I have informed the group of my decision. I hope that after the annual meeting we will have a code of ethics.

The group has tried to capture critical views on this work in a meritorious way.

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## Åsa Morberg: Against all odds

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### "Against all odds: the fight for unaccompanied minors in Sandviken"

by Åsa Morberg, Ass Professor

In the spring of 2017, the so-called 'The crisis group for unaccompanied minors in Sandviken' was established, as an spin-off from the Voluntary network in Sandviken. The book is a thoroughly collective work. The Editorial Committee consists of Elisabet Cramer, Sig-Brit Nordvall and Elisabet Wikberg. Fariba Ghaffari is the photographer behind the nice pictures in the book. Text editor is Anita Grunbaum. The authors of the chapters are listed at the end of each chapter. "All good forces need to help each other to find solutions for children and young people who have been brought here by an unforgivable fate". It becomes a kind of mantra in the book.

The book is largely about how a Crisis Group consisting of nine women of mature age representing Amnesty, the Church of Sweden, the Red Cross and the Promotion of Outdoors worked purposefully to help the unaccompanied students in an extremely difficult situation. The crisis group saw it as necessary to let the unaccompanied minors stay and continue their schooling in Sandviken. The group's goal with the work was to arrange accommodation so that they could stay and continue their studies. They helped them out in the asylum process and arranged for legal assistance with applications for impediments to enforcement. They supported them to counteract depression, suicide attempts and aimless escape. They helped them with meaningful leisure activities that distracted them from anxious thoughts. The book testifies to strength and courage and the reader feels the energy with which the texts are filled.

The book is around 100 pages in total and divided into roughly 20 chapters. The book has an easy-to-read text that engages the reader. The texts are mixed with fine color images that illustrate the written word. The pictures are in small format, which is somewhat problematic. The book is somewhat characterized by "good and mixed", because there are many authors. How did they actually manage to succeed in their great and important task for the unaccompanied minors? Should a situation like this arise again, those interested can actually use the book as a tutorial. The book tells about an impressive work for unaccompanied minors! The crisis group consists of heroes and the reader is filled with admiration for the members.

The book is well received and talked about by everyone already. An article has been presented in DN where the book "Mot alla odds" is reviewed and put into context. The book is worth reading whatever perspective the reader has on the problem of unaccompanied minors.

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## Åsa Morberg: Sweden "throws out" researchers

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### Sweden "throws out" researchers from other countries - is it really wise?

By Åsa Morberg, Ass Professor

Sweden has a strange set of regulations that mean that researchers are actually "thrown out" after the thesis defense or after a postdoctoral period. Sweden has a regulatory system that is bad for society. Sweden finances research studies and postdoctoral periods for foreign guests, but when it comes to staying in Sweden and looking for work here, the Migration Agency literally throws them out. If Sweden is to try to maintain its position as a leader in research and innovation, then we must protect the competence that has come to Sweden in a completely different way.

International researchers opt out of Sweden because they do not know for sure if they can stay. The Migration Agency thus throws out researchers who could stay and have a very good career in Sweden and also contribute to a fantastic development of their discipline. Minister of Education Mats Persson participated in a round table discussion on 2023-02-13 in Lund and the theme was how Sweden could attract and retain global talent and competence. It really is about time that such conversations were held.

Today's regulations make it difficult to recruit and retain competence from other countries. There have been several cases where researchers, or other people with important skills, have been expelled from Sweden. This risks putting obstacles in the way of Sweden's competitiveness in a number of disciplines.

During the talks, representatives from business, the research facilities ESS and MAX IV, Lund University and SULF came to discuss how Sweden could reverse the unfortunate trend and create better opportunities to recruit and retain key competence. The conversations concerned the Aliens Act, the Migration Act, tax issues and processing times at the relevant authorities, all according to a newsletter from the Ministry of Education.

As a consequence, an academic career path, combined with the length of the PhD program and the norm of short-term contracts, will result in almost no recent PhD graduates being able to get their residency application approved. The new financial requirements in the Aliens Act further increase the insecurity of an academic career, and it becomes increasingly difficult for doctoral students and other researchers to obtain a permanent residence permit. This compares to if they chose virtually any other career path. This is not really wise!

International students like to come to Sweden to develop their cutting-edge skills. As many as 40 percent of those with research training today have a foreign background (Ekonomifakta, 2023). Of the doctoral students, roughly 1,300 had a foreign background (UKÄ, 2022) and they form an important part of the academy. In addition to doing research, these doctoral students are also responsible for a large part of the teaching and supervision at the universities' undergraduate courses.

Impairing their opportunities for residence permits makes it more difficult to attract them here, and actually leads to the erosion of the quality of bachelor's and master's programs in both the short and long term. If Sweden is to maintain its position as a leader in research and innovation, we actually have to protect the competence that has nevertheless found its way here.

The doctoral students are also important for companies in a more direct way. Not all doctoral candidates remain in academia after completing their doctorate. Many seek to move on to the private sector and then contribute to the development of companies and to innovation. For

some, that step will not be possible either, as many companies require a permanent residence permit for employment. No residence permit, no work. No work, no residence permit. It becomes a dead end.

In summary, this leads to important investments in business being moved to other countries instead. It will make the future even more uncertain for international researchers, risk the quality of undergraduate education and make it more difficult to supply Swedish industry with the skills and expertise needed in the future. It is also a big waste of the billions of SEK invested annually in postgraduate education. The result will be a big loss for Sweden.

There is a consensus between industry and academia on the importance of finding a solution that allows Sweden to continue to be a world-class scientific nation. For this, adapted requirements for residence permits for doctoral students and other researchers in the new migration legislation are required immediately.

Don't throw out researchers from other countries! We need the skills!

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## Carl Olivestam: Education and goals of the Agenda30

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### Education and goals of the Agenda30

*Carl E. Olivestam*

Goal 4 on Education was adopted at the UN Summit, the world's heads of state and government, on 25 September 2015. They oblige themselves to lead the world towards a sustainable and equitable future, beginning on 1 January 2016 and continuing until 2030.

The UN summit stated as a fact that education is a fundamental human right and one of the most important cornerstones of prosperity, health and gender equality in every society.

The 2030 Agenda clearly includes the qualitative content of education, including access to qualified teachers and education for girls. Educational issues must be based on the need for lifelong knowledge and learning. All education must promote values, knowledge and skills that contribute to sustainable development.

**Half the time had now passed** since then, between goal formulation and the deadline for implementation, when on Nobel Day 10 December 2022 we gathered for Science Saturday in Falun with this theme. And this good education for all people would include lifelong learning and basic criteria that provide sustainable lifestyles, equality and diversity. In this way, education would provide both understanding and action skills in the various situations of life both individually and collectively.

**In my talk**, I was initially able to state that most in the educational field remained the same and has not come closer to the goal when in halftime. I then showed, with various examples from my own research with education in the Central African Republic, the difficulties that always exist and the obstacles that seem impossible to overcome in time. These obstacles exist in different areas and can be categorized as: political, ideological, cultural, economic, structural, linguistic, personal, and gender-related.

**In the field** study that I carried out together with Christina Thornell, Associate Professor of Linguistics, we examined teaching in different forms as well as the degree of achievement of understanding and application skills in two "lingua franca" language groupings, Sango and French with the Gbaya as the mother tongue of the majority.



In all areas of obstacles, we found reasons why the achievement of teaching goals was difficult and, moreover, impossible to achieve, especially in view of the lifelong learning perspective. For example, is same-sex education an unwavering democratic requirement? Should the requirements for joint childcare be included in a democratic education?

Is the design, implementation and application of education in society something that should be mastered by men only, where the space for women is traditionally limited and should be so?

Could the choice of didactics/pedagogy mean that traditional authoritarian and one-sided forms of communication may be replaced by dialogue, questioning and application-oriented education?

**As a result**, our study showed:

- The results showed that the students' and teachers' language competence is an important factor in the learning process
- In particular, knowledge of the subject-specific vocabulary and the appropriate use of neuroscientific perspectives on teaching were crucial for success in learning
- Authenticity positively affected the learning situation. Of decisive importance for the learning process is that the specific vocabulary of the taught subject is linked to familiar objects and concepts for the students
- The mother tongue or lingua franca as a basis for optimal learning. A lot of research has been and is being conducted on the importance of using the mother tongue versus the lingua franca as the most effective for learning
- Mother tongue-based education is not feasible in highly multilingual contexts for financial and practical reasons. Instead, the choice of a national lingua franca or a larger regional language, depending on the sociolinguistic contexts, indicates more realistic and economically feasible educational strategies
- Split vision is usually a result when different cultures meet in an educational situation with deficiencies in degree of internalization

On a **surface level**, willingness to change and results are good. At a **deeper level**, educational outcomes are uncertain and difficult to assess. And I can state that these various obstacles exist in most educational contexts where Agenda 30 is the basis of the activities.

Of course, obstacles should not prevent you from seeing opportunities. At the individual level, we were given many examples of where education has led to goals in accordance with those set out in Agenda 30. And such examples inspire, after all, to continue to have faith in Agenda 30 even if it will be both 40 and 50 before more extensive consequences can be deduced.

Carl E. Olivestam

Professor of Education  
Strömstad Academy

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## Gudmund Bergqvist: The war in Ukraine 1 year

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### The war in Ukraine 1 year

*Gudmund Bergqvist*

It has now been 1 year since Russian President Putin and his entourage of kleptocrats, war-mongers and revanchistic militants started a bloody, illegal war against a democratic neighbor. Militarily, Russia's success has been limited with heavy losses in manpower and materiel while Ukraine has managed to hold on despite the numerical superiority of the opposing side and its many rough war crimes involving executions, rapes, bombing of hospitals, torture of prisoners and systematic destruction of civilian infrastructure.

Ukraine's strength has been the competence of its defence, the courage and perseverance of its people. The West has given large support to Ukraine without coming in direct military conflict with Russia.

Ukraine fights for all our freedom, democracy and the rule of law. It needs all the support! Their fight is our fight. Hold on! Hold on!

Anyone who wants to donate can look to United24 for opportunities to support in different ways.

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## Jens Allwood: Lyhörd, a summary

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### Lyhörd - English Summary

*Jens Allwood*

This article gives a short analysis of the meaning potential of the Swedish word "lyhörd" (roughly perceptive, responsive) by presenting (A) **the etymology** of the word, a loan word from Danish (meaning sharp hearing of sounds), (B) **three principal meanings** of the word:

- (i) good hearing
- (ii) sensitive, perceptive, responsive
- (iii) thin-walled, noisy

The second and third meanings have probably developed out of the first by a combination of metonymy and metaphor (meaning 2) and mainly metonymy (meaning 3).

(C) The beginnings of an analysis of the **meaning potential** of the word "lyhörd" through its (i) ontological possibilities - property (perceptive), reified property (perceptive-ness) and relation (being perceptive to). (ii) An initial analysis of **property bearers** (what entities can have the property of being "lyhörd" (perceptive) and **roles in processes** (agents, objects and results of certain processes) can all be perceptive. The final step is an initial sketch of a (conceptual) model based on this analysis.

## Per Flensburg: Science festival 2023, draft

### Draft for the Science Festival May 22-25 program

Here is a draft for the Science Festival May 22-25 program. It's a draft and it's not complete and not all presenters have said their OKs. There are a few slots available. On Monday and Tuesday we will be in Fars Sal, Strömstad City Hall. There we concentrate on conditions for the Academy such as project descriptions, annual meetings and scientific presentations less interesting for the general public.

This year we have also managed to engage Gunnar Eriksson and one of his choirs, this time the Rilkeensemble. It's an absolutely fantastic choir. I had the privilege of listening to them in Fristad church a few years ago. And so, Tuesday evening we hope will be a fantastic experience for all of us.

The municipality and the church will sponsor us, but I will return later on the amount of the conference fee.

**The presentations must be accessible to an international audience. This means that overhead slides must be in English and the talk should preferably also be in English.**

Time	Activity	Place, participant
<b>Monday 22<sup>[1]</sup></b>		<b>Fars sal</b>
1:30PM – 2 PM	Inauguration	Fars sal, Per m fl
2 PM – 2:30 PM	A responsiveness project	Bodil
2:30 PM – 3 PM	Methods anthology	Per
3 PM – 3 :30PM	Presentation	Jens
3 :30PM – 4PM	Coffee	Guldtuppen
4PM – 4:30PM	The pychiatry/drug project	Ulf Berg
4:30PM – 5PM	The pychiatry/drug project	Gudmund Bergqvist
5PM – 5:30PM	The pychiatry/drug project	Elaine Bearer (video)
5:30PM – 6PM	Panel discussion The pychiatry/drug project	
<b>Tuesday 23</b>		<b>Fars sal</b>
9AM – 9:30AM	The roles we play in the theater of life	Gudrun Olsson
9:30AM – 10AM	Presentation	Jens Allwood
10AM – 10:30AM	Sanctions against Iran	Rune Wigblad
10:30AM – 11AM	Coffee	Guldtuppen
11AM – 11:30AM	Research communication	Bengt Johannisson
11:30AM – 12AM	Presentation	Cenab
12AM – 12:30AM	Rune's and Per Staffan's project	Per Staffan, Rune
12:30AM – 2 PM	Lunch	
2 PM – 2:30 PM	Board meeting	
2:30 PM – 3 PM	Board meeting	
3 PM – 3:30PM	Coffee	Guldtuppen
3:30PM – 4PM	Annual meeting	Fars sal
4PM – 4:30PM	Annual meeting	Fars sal
4:30PM – 5PM	Development of the Academy	Fars sal
7PM - 9PM	Concert with the Rilke Ensemble	Kyrkan

<b>Wednesday 24</b>		<b>Skagerack</b>
9AM – 9:30AM	School matters	Åsa
9:30AM – 10AM	School matters	Carl
10AM – 10:30AM	Sports history	Bode
10:30AM – 11AM	Coffee	Skagerack
11AM – 11:30AM	The population issue	Dag Lindgren
11:30AM – 12AM	The population issue	<b>Lucia Tamburino</b>
12AM – 12:30AM	The population issue	Anders Wijkman
12:30AM – 2 PM	Lunch	
2 PM – 2:30 PM	Panel debate population	Lasse, Gudmund m fl
2:30 PM – 3 PM	Covid-19	Anders Gustavsson
3 PM – 3:30PM	The first mathematics textbooks	Alfred Holl
3:30PM – 4PM	Coffee	
4PM – 4:30PM	Installation	Per, Anders m fl
4:30PM – 5PM	Installation	
5PM – 18:30	Mingle	
7:30PM -	Dinner	???
<b>Thursday 25</b>		<b>Skagerack</b>
9AM – 9:30AM	Immigration and culture	
9:30AM – 10AM	Immigration and culture	
10AM – 10:30AM	Immigration and culture, gang crime	
10:30AM – 11AM	Coffee	
11AM – 11:30AM	Panel debate immigration and culture	
11:30AM – 12AM	Physical contact - a pedagogical dilemma in the school subject Physical Education teaching practice	Marie Öhman
12AM – 1 PM	Lunch	
1 PM – 1:30PM	Brainstorming, new projects	
1:30PM – 2 PM	Brainstorming, new projects	
2 PM – 2:30 PM	Evaluation	

☐ On Monday and Tuesday, we have presentations mainly oriented towards the Academy

