

JPB'S 4 PILLARS OF COMPETENCY

TEACHING & GUIDANCE



TEACHER
INSTRUCTOR
CONSULTANT
DIDACTIC ORGANISER



COMMUNICATION & GRAPHIC DESIGN



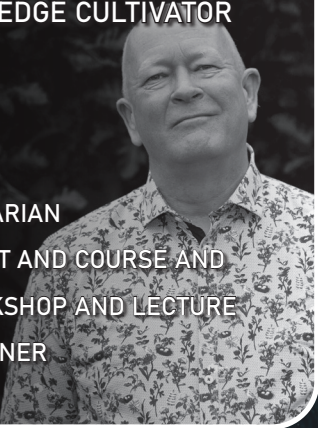
JOURNALISTIC WRITER
GRAPHIC DESIGNER
SOCIAL MEDIA PLANNER
WEBSITE EDITOR



CULTURE DISSEMINATION & KNOWLEDGE CULTIVATOR



LIBRARIAN
EVENT AND COURSE AND
WORKSHOP AND LECTURE
PLANNER

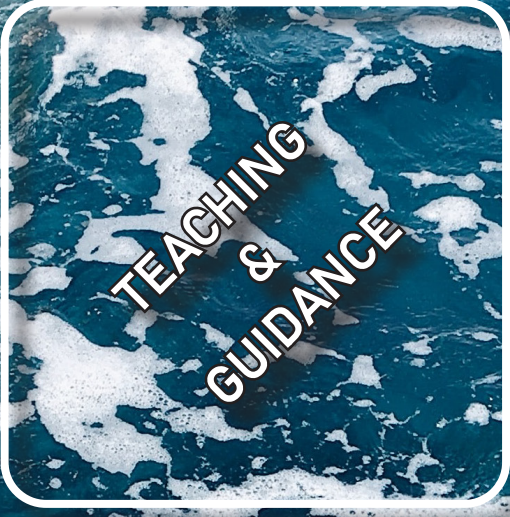


DESIGN OF NGO DEVELOPMENT PROJECTS



PROJECT DESIGNER
SUPERVISOR / CONSULTANT
CULTURAL SUPERVISOR
STAKEHOLDER ORGANISER



A graphic with the text "TEACHING & GUIDANCE" in white, bold, sans-serif font, slanted upwards. The background is a close-up of blue water with white foam, creating a textured, bubbly effect.

TEACHING & GUIDANCE

I got the role as a teacher and consultant as early as 1992/1993 during my deployment to Bolivia, where I worked with "The pedagogy of the oppressed". The Danish anti-authoritarian playful pedagogical approach to learning: Putting theater into practice for role re-learning was introduced to the peasant population in the Andes who needed literacy on more than one level. The planning and organising of education for health promoters, agricultural promoters and organisational promoters became a dynamic didactic pedagogical development of concretely useful learning tools. I have invested Intercultural-pedagogical work in the projects which have been conducted in the years leading up to today.

The integration of teaching in the library space became part of my experience at a later date. An inter-institutional collaboration between an institution for teacher education, a centre for teaching aids and the Danish School of Education provided pedagogical experience in finding material and disseminating them to users with three different focuses: knowledge acquisition, putting the material to use and research.

The double perspective of providing material for pedagogical activity and finding teachers for teaching in the "Nordic deafblind field" was a great learning experience where I learned as much as I solved tasks.

With a teacher education completed my pedagogical and didactic planning and organising of teaching was applied to children. And my differentiating approach to all the children and the individual recognition of each one as human confirmed to me that recognition of humanity must be a part of all learning lest the learning be lost.

The many years of work teaching young people in the age group 18 to 25 years in "Danish as a non-native language" has taught me what makes Danish difficult and how you can also learn Danish through the lenses of different language cultures. Through my interest and respect for the students' culture and language they got the motivation to absorb Danish culture and learn the Danish language.

As a teacher I like to be a figure that instills trust and a feeling of safety combining clear demands with positive expectations and a great deal of patience and empathy.

"The meaning of life is to find your gift. The purpose of life is to give it away." - Pablo Picasso [1881-1973]

A graphic with the text "COMMUNICATION & GRAPHIC DESIGN" in white, bold, sans-serif font, slanted upwards. The background is a close-up of blue water with white foam, creating a textured, bubbly effect.

COMMUNICATION & GRAPHIC DESIGN

I speak (and write in) English and Spanish in addition to my native language Danish.

I have routinely handled the external and internal communication of organisations. I have exchanged knowledge and experience with management about ongoing communication strategies, and implemented them in concrete initiatives.

I have maintained and renewed graphic identity elements, logos, styles, letterheads, press releases, business cards and other standards and templates in design manuals and clarified these values, methodological principles, and guidelines for everyone involved. For many years I have been responsible for editing, layout, illustrations and photos for course catalogs, and newsletters.

I have written useful journalistic articles and advertisements with incorporated proof-reading routines that clearly signal the values and strategic goals of organisations. I have photographed key activities at events. Product and portrait photography have been part of my daily routine. I have used and expanded my personal network of press editors and advertising departments. I have developed, drawn and graphically organized teaching material for projects and teaching.

I have worked on the active presence of organisations on social media (Specifically Facebook, Instagram and LinkedIn) through ongoing social media campaigns and Direct Mail rooted in what the organizations wanted to achieve.

I have maintained and developed the current CMS platform on the websites of several institutions and organizations and sport associations. Most recently I have worked with Wordpress - but I have worked with other systems. I have built many websites and I have an in-depth knowledge of The World Wide Web Consortium (W3C) guidelines.

In my creative process content has always been carefully tailored to the form, possibilities and limitations of the media as well as the needs of the target group. Adobe InDesign, Photoshop and Illustrator and several other Adobe programs have been in my toolbox for many years making me experienced in delivering print-ready material for printing and press.

"Do not seek praise, seek criticism." - Paul Arden [1940-2008]



CULTURE & KNOWLEDGE DISSEMINATION & CULTIVATOR

I have (always) felt a special obligation associated with the librarian trade: The need to have and expand insights and to pass this knowledge on. My retrieval of materials only took place because a systematic archiving of materials was done on the basis of knowledge-based workflows.

Through my work in the field, I have systematically archived and delivered professionally reliable and relevant research, information and data for use in knowledge-based areas. This research, knowledge sharing and information management and dissemination has become an integral part of my other disciplines.

Accession, cataloging, searching and retrieval in national and international databases and specialist internet searches are among my areas of expertise. Making myself redundant by teaching my core competencies to users of my services has been important throughout my career.

In the course planning area I have used “sufficient knowledge acquisition”, as a central part of course coverage with regard to purpose, benefits, participant selection, teaching staff, facilities, and follow-up evaluation.

In the course planning itself I have experience in preparing literature which course participants are expected to read before the start of the course. Another important skill I have acquired is writing down expectation alignment between teachers and students of the course .

With dual responsibility for course content and layout and communication, I have been able to design course catalogs better in terms of form and utilize modular content elements in small flyers. I have had experience with a detailed distribution and communication plan for household distribution, stakeholder publicity and distribution, press releases, advertisements and notices in the local printed newspapers, presence in national and local course portals on the Internet and posts and advertising campaigns on social media.

“I have always imagined that Paradise will be a kind of library.” - Jorge Luis Borges [1899-1986]

DESIGN OF NGO DEVELOPMENT PROJECTS

Since 1992, I have had a strong commitment to development work. In parallel with a regular job, I have constantly had this commitment as an extra job. It all started with a posting in Bolivia in 1992/1993. The work here involved a health literacy of the rural population on several levels. The main focus has been on increasing primary health.

I have been active for more than 25 years in an NGO organization’s project group / steering group in Denmark with extensive developing country experience, and with great professional depth within health, communication and pedagogy. [<https://diálogos.dk/>]

The work has typically been in project periods of 3-4 years at a time. Preliminary research and collaborative project design has taken place with a locally based partner in the recipient country and the Danish project group. The execution work has been in the hands of a partner, and we in Denmark have had the supervision responsibility with ongoing correspondence and specific project visits.

Over the years, I have formulated / evaluated / supervised / monitored / reported projects, all of which have primarily had CISU / DANIDA as a donor and the resulting administrative management guidelines, procedures and requirements for applications and projects.

The work has primarily taken place in remote rural areas, where those who have benefited from the development work are ethnic Native American population groups and cultures. There has been civil society capacity building advocacy and organizational development with the goal of developing intercultural health, reviving and maintaining the old knowledge of Native American culture, and making Western medicine accessible to the poorest rural population. The desire has been sustainable development based on integration and the complementarity of cultures in relation to the introduced education programs, where all local stakeholders have been involved.

“In order to truly be able to help another, I must understand more than he - but first and foremost I must understand what he understands. When I do not, my More-Understanding does not help him at all.” - Søren Kierkegaard [1813-1855]

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