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The fight against exclusion

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Nordisk
ministerråd

Anne-Berit Kavli
Project Coordinator

«All the Nordic countries share similar challenges; too many pupils drop out of school. By working together can we help each other to find better ways to give children and young people a better start in life»

*Paula Lehtomäki,
Secretary General, Nordic Council of Ministers*



Many and complex reasons why children and young people are excluded:

HEALTH

FAMILY ISSUES

School fatigue/learning difficulties

INTEGRATION

POVERTY

DRUGS and ABUSE

BULLYING

VIOLENCE



Some facts about the Nordic Situation



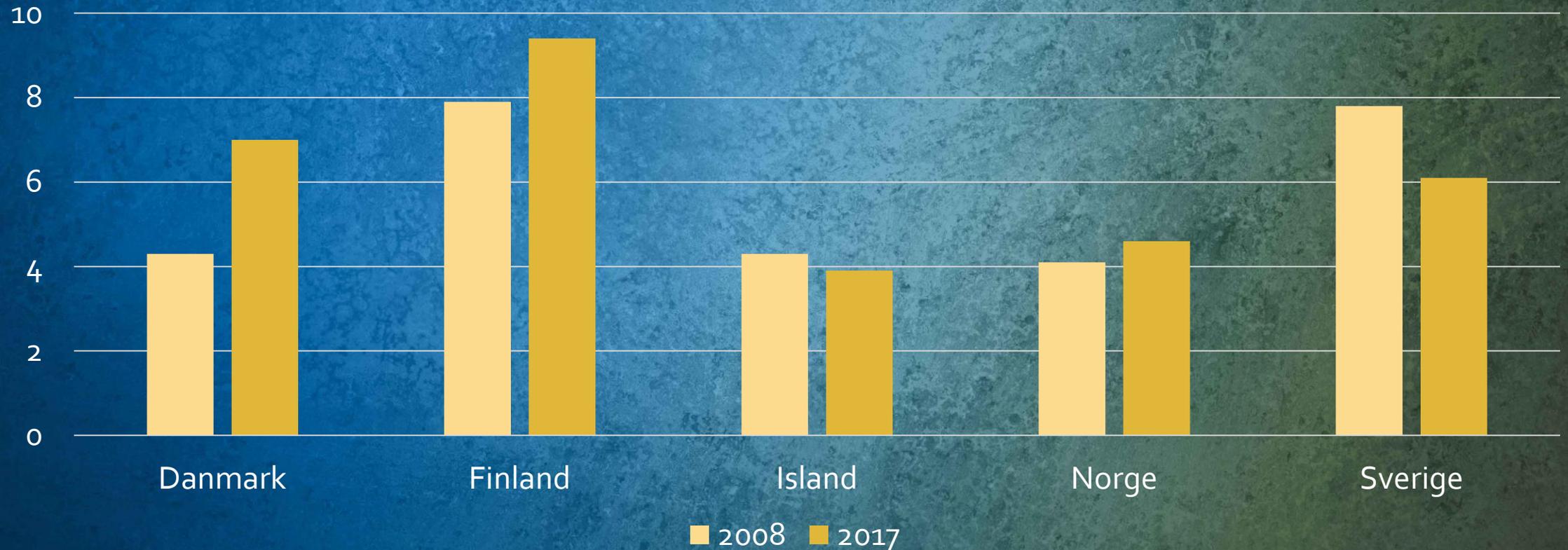
Early school leavers



The chart shows the percentage of young people (%) in the 18-24 age group who are not in education and who have not completed upper secondary education in 2007 and 2017 (Source: Eurostat 2018)



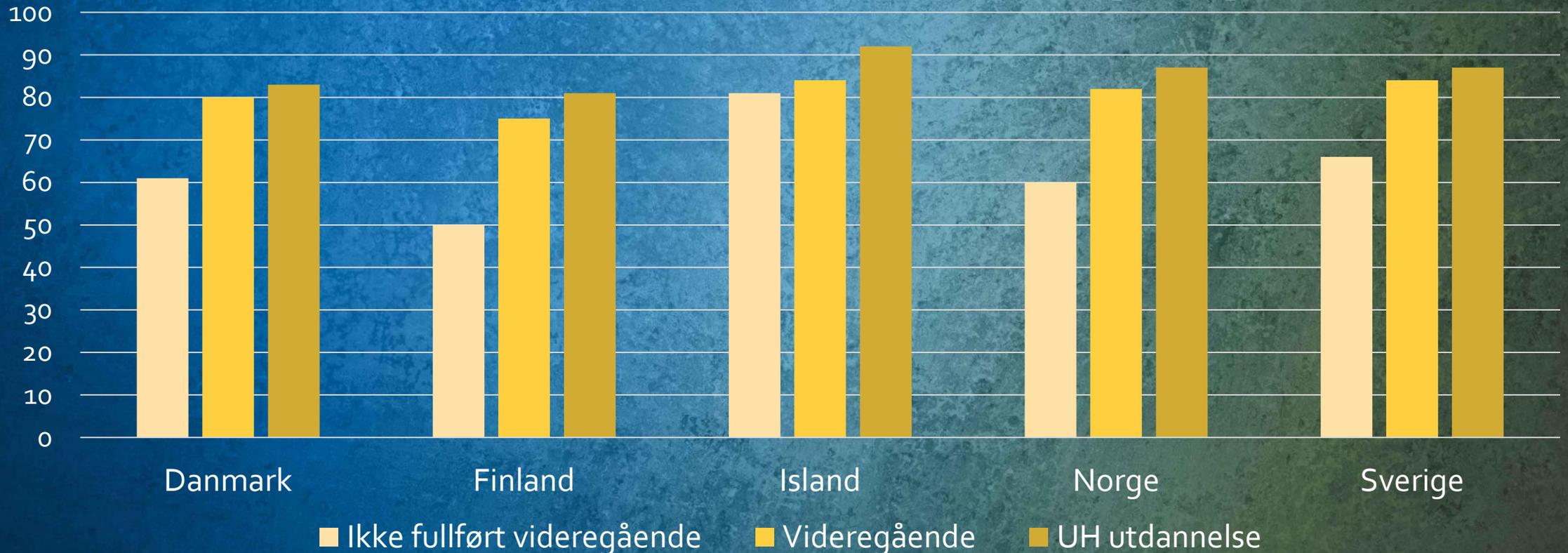
NEETs: Young people, 15 - 24, neither in education nor in employment



The chart shows the proportion of young people in the age group 15-24, who are neither in employment nor in education (Eurostat, 2018)



Young people without upper secondary education are more often unemployed



The chart shows the proportion of adults in employment in the 25-34 age group in 2016 (Source OECD Education At a Glance, 2017).



Families at risk of poverty

| | Households with dependent children(%) | Children below 18 (%) |
|-----------------|---------------------------------------|-----------------------|
| Sweden | 16,1 | 18,7 |
| Norway | 10,1 | 12.8 |
| Finland | 8,0 | 9,3 |
| Denmark | 7,9 | 9,4 |
| Iceland* | 9,4 | - |

Poverty is defined as households with less than 60% average national income

Source: Fafo 2018

*Statistics for Iceland 2015



«Every young person who is unemployed for a prolonged period of time is a failure for society.

We therefore need to increase the opportunities for all young people to move on to education or work. It is especially important that all young people get the opportunity to pass a high school diploma.»

*Anna Ekström,
Minister of education in Sweden*



What do children and young people say?

"We wish to be seen and heard"



Nordic o – 24

- *The Nordic countries work together to find good solutions*
- *Cross-sectoral efforts*
- *Project period 2017 – 2019*



Aims for the project

- Development and sharing of experience
- Cooperation between state and municipality
- Documented experience



Need for unified and targeted support

- **Early intervention**
- **Cross-sectoral measures**
- **Less drop-out**



“ We need to expand the way we think and approach these difficult issues – by working together across services to provide better and more comprehensive help for children and young people. In Norway, we see that this approach produces better results.

We will learn from each other's experiences and achieve a coordination of services - and thus offer measures that are more comprehensive toward vulnerable children and adolescents under the age of 24 and their families. This way we can counteract exclusion and ensure a sustainable welfare society..”

Jan Tore Sanner, Kunnskaps- og integreringsminister i Norge



How to succeed?

- Provide help in life management
- Give support to complete education
- Provide assistance for integration in work and community life
- Create inclusive meeting places



How do we learn from each other?

- National cases
- Nordic project group
- Sharing our experiences on Facebook
- Regular conferences and study visits
- Reporting and evaluation
- Final conference spring 2020



Forskningsbasert prosjektevaluering



Research based project evaluation (Fafo)

«How does the Nordic 0 - 24 cooperation and the cross-sectoral efforts aimed at vulnerable children and young people contribute to an improved coordinated effort for the target group?»

Spring 2018: Baseline report describing the Nordic countries' school-and welfare systems

Spring 2019: Further analysers of the national cases

Spring 2020: Final report



In the Nordic countries we have advanced and well-developed welfare states.

The systems are in place, but there is a need for better cooperation and new models for service and support..

(Fafo 2018)



Inger Lise Skog Hansen,
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Anne Hege Strand,
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**Nordic 0 – 24 collaboration
on improved services
to vulnerable children
and young people**

First interim report



Fafo-report
2018:22



What are the challenges?

- Geografy
- Different professions –traditions - culture
- Leadership
- Funding and incentives
- Time and resources
- Laws and regulations – transfer of information

Fafo 2018



*The Nordic countries have a
common goal
– but their projects and
approaches differ*



What does Norway do?

Seven municipalities have established a learning network, coordinated by KS. During the project period, they will develop and test new forms of cooperation models to improve services aimed at vulnerable children and young people.



What does Sweden do?

- The Project Plug-In 2.0 aims to reduce drop-out from school. Four municipalities and one region take part in the work led by Sveriges Kommuner och Landsting (SKL).
- The focus is mainly on transitions within and between schools and school levels.
- During the project participants share knowledge and experiences, and receive development support for their own activities.



Success factors



Cooperation

Flexibility

Focus on the individual

Checks and follow-up

Reception
Positive relations



“ But just when I realised I coped with school, after dropping out ... she showed me different ways to study. She saw when I felt low and she helped me, it was also mental support, and someone who supported me all the way through. She helped all the time.”



What about Denmark?

Denmark has established a new network of five municipalities. The network exchanges knowledge and experience while focusing on

- early intervention
- inclusive learning environments
- cooperation across sectors

The network cooperates with a team of national consultants who provide guidance and advise.



"Instead of teachers deducing, what a child who receives special-educational assistance needs, you should ask the child yourself"

In the "Children's Voice" in Copenhagen, both the child and the parents actively participate in meetings with the child's teachers and the school's support staff.

Together they discover what the child's resources and challenges are, and together they make a common plan to support the child's well-being and development.

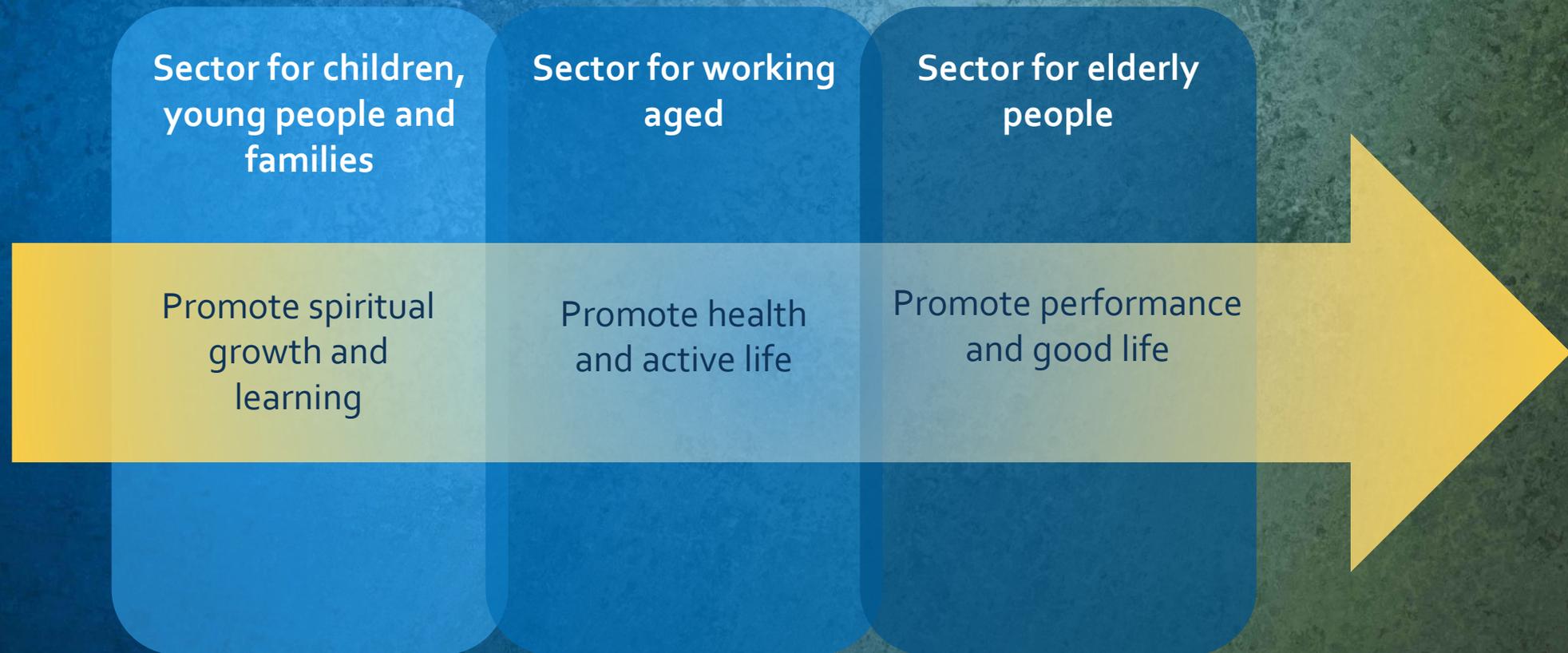


What does Finland do?

The Finnish project targets municipalities wishing to develop and share experiences of good practice within the framework of the life cycle model.



The life cycle model in the municipality of Lohja



What about Iceland?

Iceland will develop and share experiences from the Breidholt model – where social and educational support services are collected in one service centre. The centre offers support and guidance to schools through a multidisciplinary support team.



Why do we succeed in Breidholt?

- We are easily accessible
- We respond quickly
- We cooperate well across the different professions in our team
- We are good at planning and have good routines
- We have good cooperation with our schools



How do the Faroe Islands work?



Lopfjølín (The Springboard) is a cooperation to help children with long lasting school refusal



Aims for Lopfjølín

- Completion of compulsory schooling
- Personal, social and professional development
- Prevent marginalisation
- Avoid institutionalisation



How can Lopfjølín make a difference?

The strength is that all resources are put together



Tina Lyager, socialrådgiver
Sosialforvaltningen

A model to work with children and young people



Frida Poulsen
Undervisningsministeriet

Organise the day according to individual needs



Salua Manai, daglig leder i Lopfjølín

Focus on safety, professionalism and a social pedagogic approach.



Jógvan Dahl, evalueringsleder

See the challenges through different "glasses"



Marilyn Danielsen, skoleleder

Enable quick and flexible solutions

Harriet Hansen, souschef PPR



What does Greenland do?

Greenland's case is linked to the small and remote city of Tasiilaq in East Greenland.

Tasiilaq has major challenges related to the low level of education, language and cultural differences.

Too many children grow up in a daily life characterized by substance abuse, violence and sexual abuse.



The children of Tasiilaq face numerous hardships

It is hard to find qualified staff who will work in Tasiilaq.

“After Easter we started a new structure, a reorganization where we collect all information so that they are being treated by social workers in Nuuk in collaboration with the case managers, who are in the different places”.

Martha Lund Olsen, Sermersooq kommune



Emilie is homesick.

Emilie Madsen had to move more than a thousand kilometres to complete primary school—just as every seventh Greenland need to do.





**Nordisk
ministerråd**

Together we are strong