



Lopfjølín

Assessment Report





- About me and my role

- The approach

 - Background

 - Statistics

 - Interviews

 - Conclusion

 - Recommendation

Background





- ▶ The story

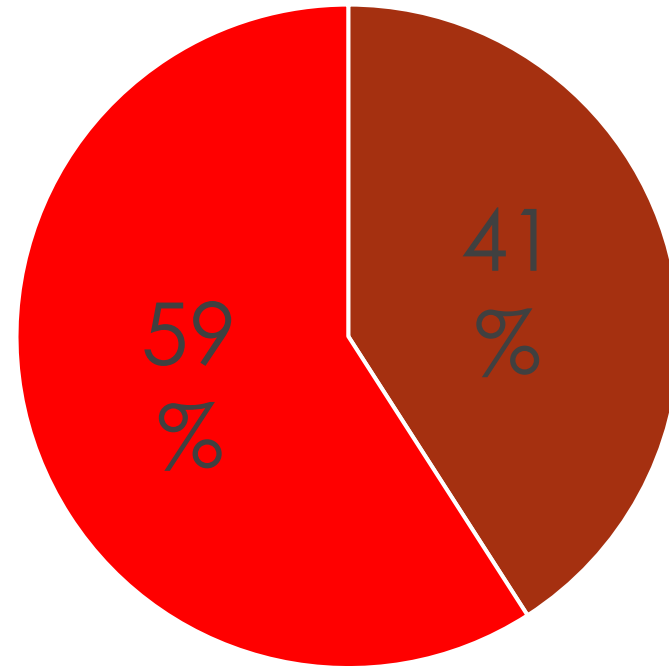
- ▶ The purpose of Lopfjølín is:

- ▶ Giving young people with serious, social and/or psychological challenges the opportunity to develop personally, professionally and socially
- ▶ Encouraging young people to take 9. class exam
- ▶ To help the youth to stay connected with their original class in order to possibly come back, fully or partially

Statistics



Gender distribution

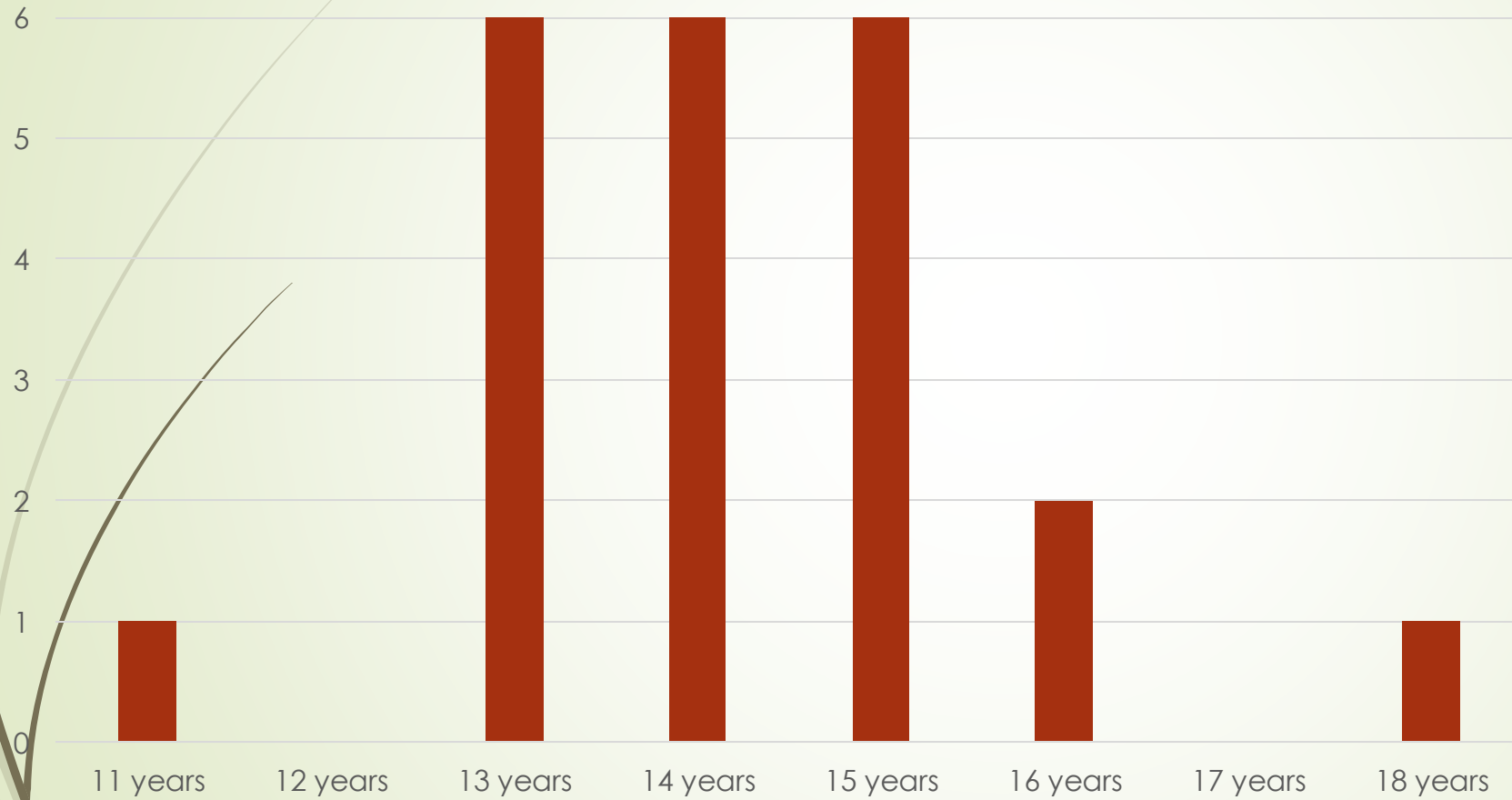


■ Boys

■ Girls

Starting age

7

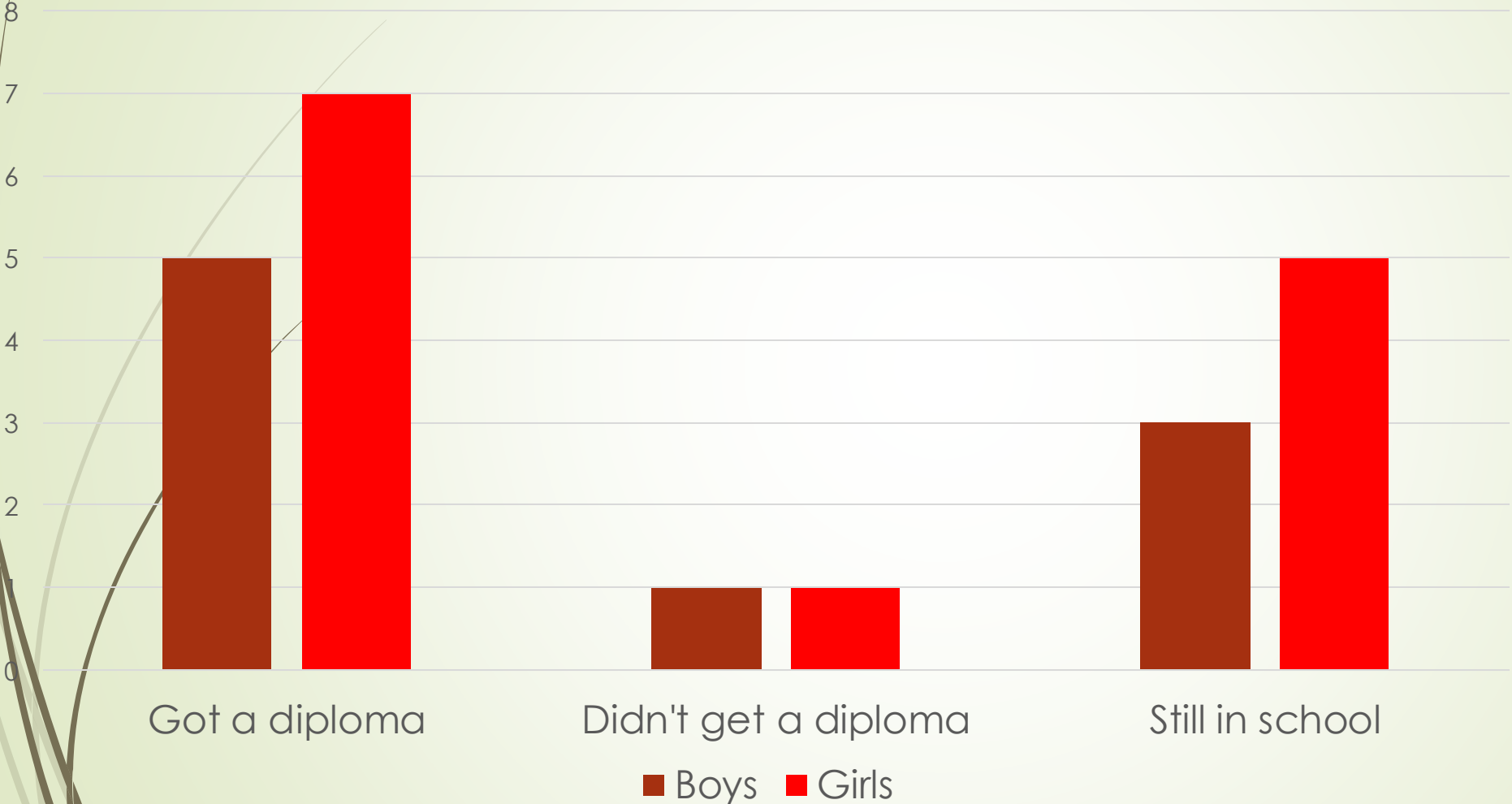


Average age: 14,2
years

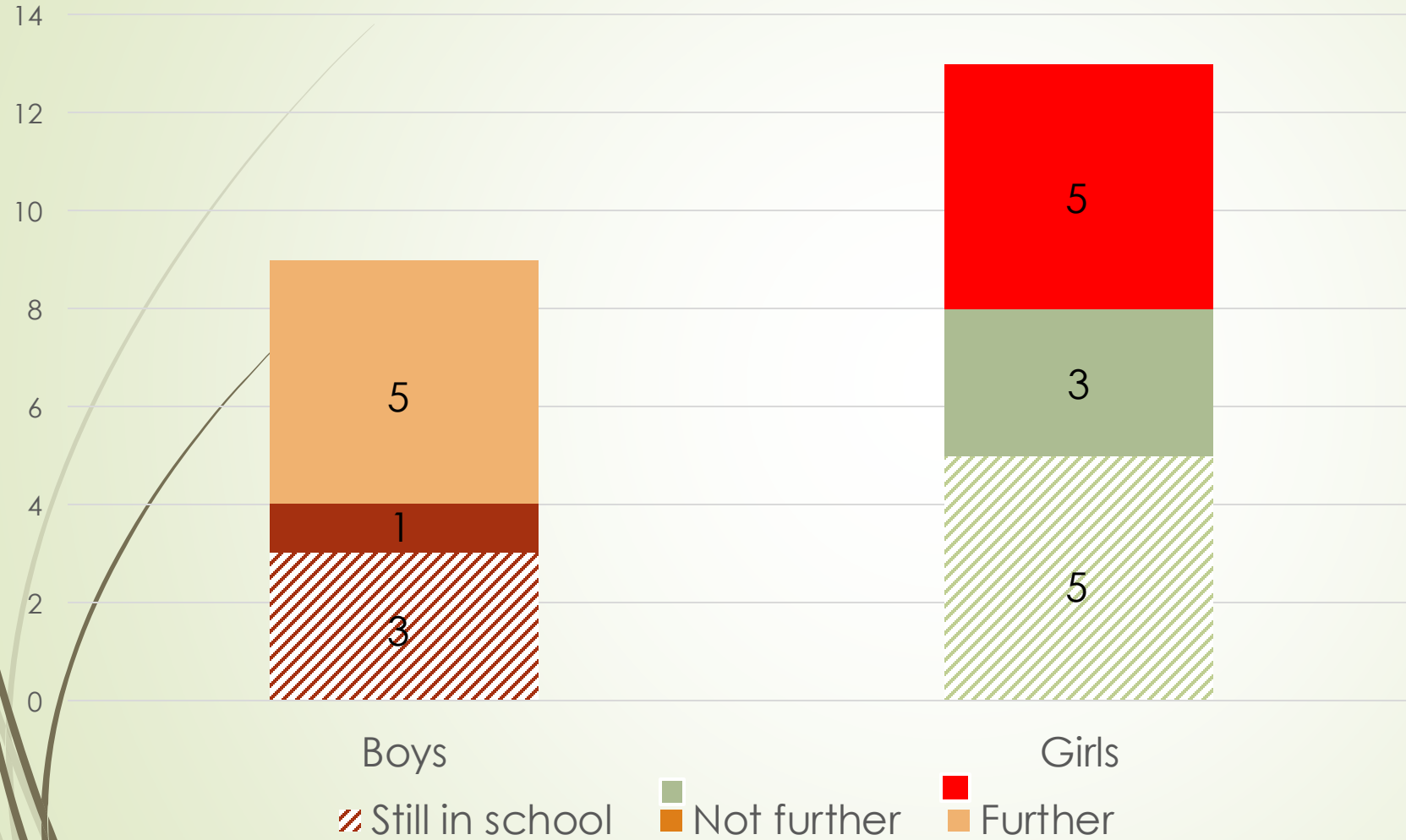
Back to the original class



Diploma




Further education or working





Interviews

- 
- ▶ 5 groups
 - ▶ The objective


Group of
Pupils

Group of
Parents

Staff
group

Reference
group


Group of
leaders

- 
- ▶ 5 groups
 - ▶ The objective
 - ▶ Pupils

"It became easier for me to talk."

"Lopfjølín gives you the opportunity to get an education, even if you find it difficult to be in a social environment"

"I dropped out of 9. class, of course without a diploma. It was probably a teenage depression. Immediately I felt welcome and comfortable in Lopfjølín"

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- ▶ 5 groups
 - ▶ The objective
 - ▶ Pupils
 - ▶ Parents

“They have been incredibly good at meeting her on the right level of development.”

“As a parent, you feel completely useless and frustrated to go to work while your child is at home.”

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- ▶ 5 groups
 - ▶ The objective
 - ▶ Pupils
 - ▶ Parents
 - ▶ Staff group

"It was difficult for us to uphold any kind of teamwork when we were only four teachers, each of us with only a few working hours."

" For the pupil, it can be humiliating to go back to the old class, because it never worked in the first place."

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- ▶ 5 groups
 - ▶ The objective
 - ▶ Pupils
 - ▶ Parents
 - ▶ Staff group
 - ▶ Reference group

“From our point of view, it is a question about trying to pick up some children who neither the social administration, educational theory counselling, the primary school nor the parents have been able to help..”

- Tina, social administration

“We can imagine Lopfjølín like a concept – not without an address, but with the principle, arrangement and the mindset around it as the most important factors.”

- Frida, Ministry of Education

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- ▶ 5 groups
 - ▶ The objective
 - ▶ Pupils
 - ▶ Parents
 - ▶ Staff group
 - ▶ Reference group
 - ▶ School leaders' group

"How is the co-operation, what responsibilities lie with the origin school? Because normally there is no communication. But his name still appears on our list of students."

- Hans Jón, principal, Hoyvíkar skúli

I also think it is very important to have in mind at which point the pupil is ready to go back to his original class."

- Marjun, principal, Argjahamar

"I see an increasing number of younger pupils who suffer with school refusal behaviour"

- Regin, principal, SáF



Conclusion


All pupils and parents who have been interviewed are talking about personal, social and professional development

- ▶ 86% of all pupils above school age have received a diploma
- ▶ It has not succeeded particularly well for the pupils to get back into the original class. Only 9% have managed that
- ▶ Co-operation and communication inside the house is very good. The team consists of four people and there are clear system/structure agreements
- ▶ Cross-disciplinary teamwork is working well – it is easy to connect with the other parties. However, it is argued that case handling at the Social department, educational counselling and child psychiatric department takes too long
- ▶ It has been confirmed among the professionals in the Faroe Islands (according to figures we know from Denmark) that the number of children with school refusal behaviour is growing and that children with these challenges are younger than the original target group (7th – 9th Class)



Recommendation



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- ▶ Lopfjølín continues at the Margarínfabrikkin
 - ▶ The description of Lopfjølín must be reviewed
 - ▶ The working hours must be increased – the staff needs to be modified to consist of two full-time educators and two full-time teachers
 - ▶ The target group should be expanded by students down to 5. class – without the condition that the child is in child protection in order to enter Lopfjølín
 - ▶ The pupil remains enrolled in the original school and the co-operation between the original school and Lopfjølín needs to be strengthened
 - ▶ Information about the offer with a leaflet and a website are to be made. Furthermore visitations to major municipalities should be made in order to inform about Lopfjølín