

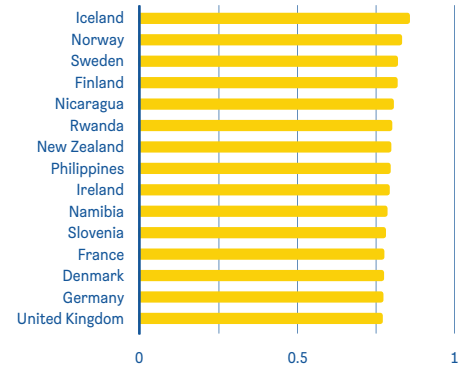
# Iceland ranks first for gender equality worldwide



The past nine years Iceland has ranked first for gender equality worldwide regarding women's economic participation, educational attainment, health and political empowerment according to The Global Gender Gap Report published by The World Economic Forum. This global report ranks all countries

on a 0-to-1 scale, and Iceland is "the frontrunner" for the tenth year in a row. Ranking at the top is a confirmation of Iceland's successes achieved in recent decades and should inspire the world to continue to work towards complete equality of status, influence and power of men and women.

The Global Gender Gap Index



The Global Gender Gap Index examines the gap between men and women across four fundamental categories: Economic Participation and Opportunity, Educational Attainment, Health and Survival and Political Empowerment.

## Positive research outcomes

With nearly 3 decades of operation the Hjalli Model has grown and strengthened its environment to create the best possible conditions for children and their families based on the ideology to accept each child as they are, and respect and acknowledge individual needs while maintaining the highest of standards to foster success for everyone. Emphasis on satisfaction surveys within the schools are given to children, parents and teachers, this has been an instrumental tool for internal evaluation and to foster positive development of the Hjalli Model. In our long history we've welcomed questions and research regarding the capabilities and success of our

children once they have left nurseries and schools. In all these years several Icelandic studies have been conducted on the Hjalli Model, far more than on other nurseries and primary schools in Iceland. To some extent, they have indicated similar results with students from external control groups, but in many areas there have been significant differences, and always to the benefit of the children from Hjalli Model nurseries and schools as the following data will show.

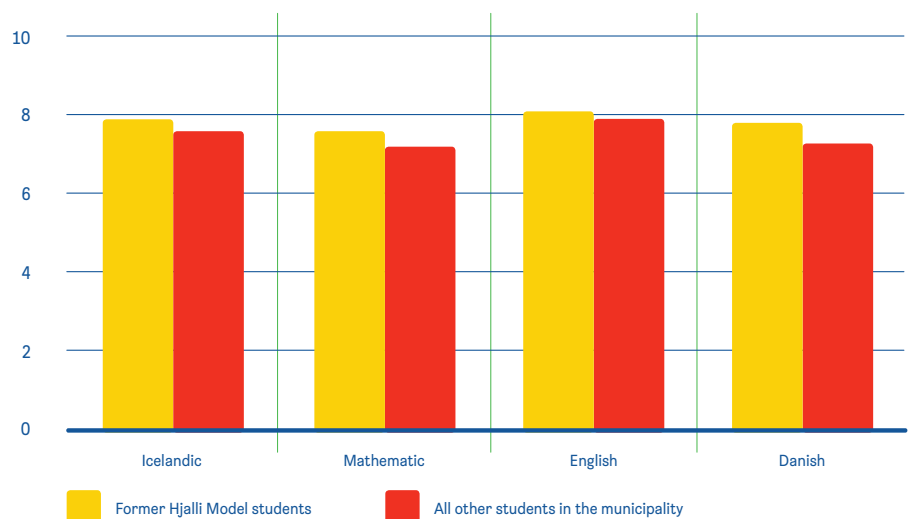
The biggest and most quoted researches are from the University of Reykjavik and M.Ed. research conducted by Margrét Pála Ólafsdóttir



## Academic achievement

The University of Reykjavik conducted a study in Iceland from 2014-2016, finding that the performance of high school students who were previously in Hjalli Model nurseries and primary schools have higher grades compared to students coming from other schools in the same municipality. The former Hjalli students considered themselves as equally well prepared for studying in high school as their peers.

Average grades of Hjalli Model students compared to average grades in the municipality. Coordinated tests in seventh grade

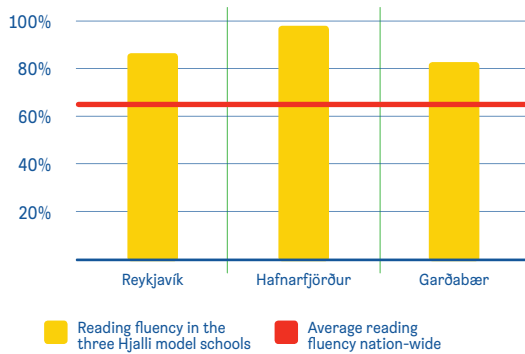


## Reading fluency

The love of reading starts young and in Iceland coordinated tests for early reading fluency start in second grade. These coordinated tests indicate that the children in the Hjalli Model schools are showing notably better results than the averages nationwide.

It is important to note here that 90% of all children in Hjalli Model schools are coming directly from Hjalli Model nurseries.

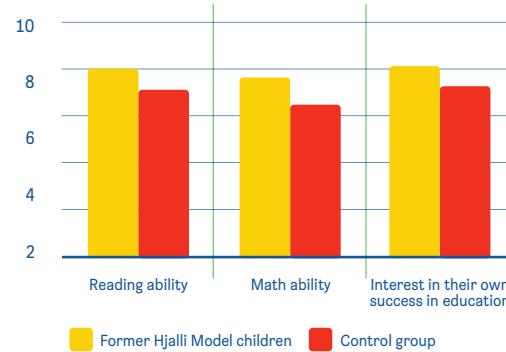
Reading fluency in the second grade in Iceland



## Better achievement years after leaving the Hjalli Model nursery

Higher academic achievement in grades 2 til 7 on former Hjalli Model children showed that even children that only went to Hjalli Model nursery showed better academic achievement later in conventional schooling.

General learning abilities



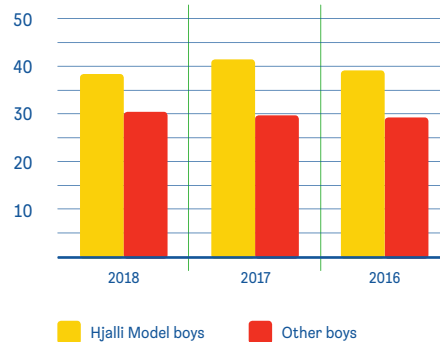
A study of academic abilities of former Hjalli Model children as compared to a control group

## Boys from the Hjalli Model education

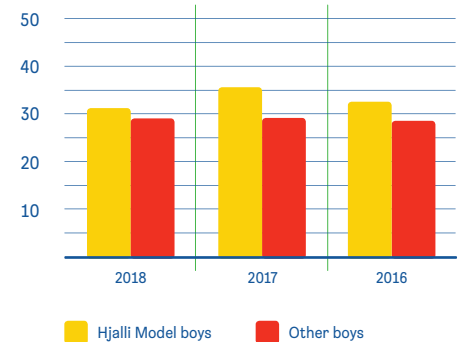
There is a higher porportion of Hjalli boys who are more confident in their learning abilities and they are doing better in the Icelandic coordinated tests in fourth grade.

Boys in the Hjalli Model schools compared to all other boys in the greater capital area in the coordinated tests in Iceland

Mathematic



Icelandic and reading

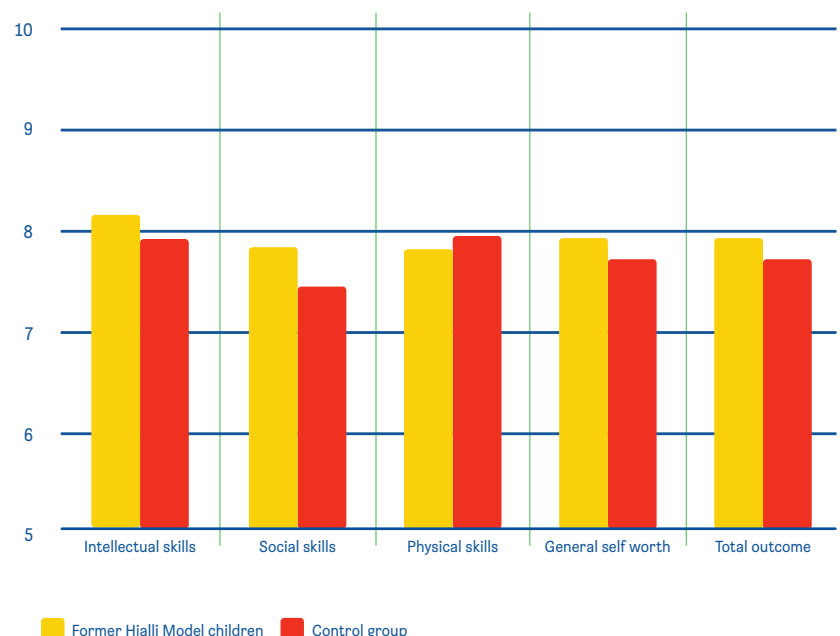


## Inner motivation and self esteem

Looking at former Hjalli Model students there was no statistically discernible difference between their attitudes to learning compared to their peers, while measurements related to internal motivation of students, procedures, and approaches to project work, showed that former Hjalli Model students were better off than their peers in the capital area.

Children from Hjalli Model nurseries have been showing a stronger self-image later on in schools according to Margrét Pála's research and the difference related to general self-worth is significant.

Self-Image



## Communication between boys and girls and attitudes toward the gender roles

The University of Reykjavík 2014-16 study concluded that students who attended Hjalli Model primary schools had an “increased gender equality awareness” than those in Icelandic public schools. The beliefs of former Hjalli Model children were more positive and open-minded towards gender roles and equality, and they were stronger on social-related factors. The study also found that a higher percentage of Hjalli students thought parents should bear equal responsibility for family and home related duties.

Hjalli children are more confident in communicating with children of the opposite sex according to Margrét Pála Ólafsdóttir’s research on former Hjalli Model nursery students.



A qualitative study with interviews from three former Hjalli Model girls now young women discovered they have great self-esteem and faith in their own abilities. Their attitudes toward young men were also positive and they seemed unafraid to take on traditional “male roles”.

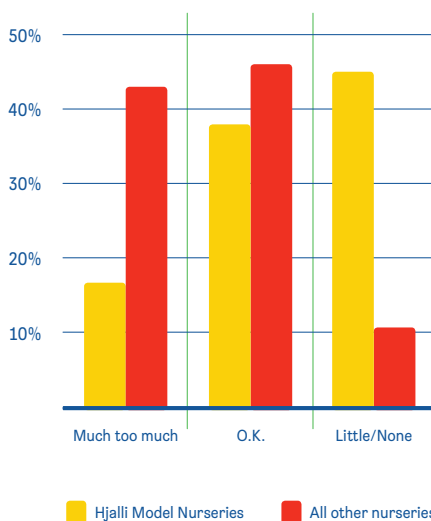
## Noise level; stress and success

It is well researched that noise level can have negative effects on children, not only potential harm to hearing, but is considered to be linked to child and adult stress. As we now know, stress reduces children’s well-being and adversely affects their development and learning outcomes.

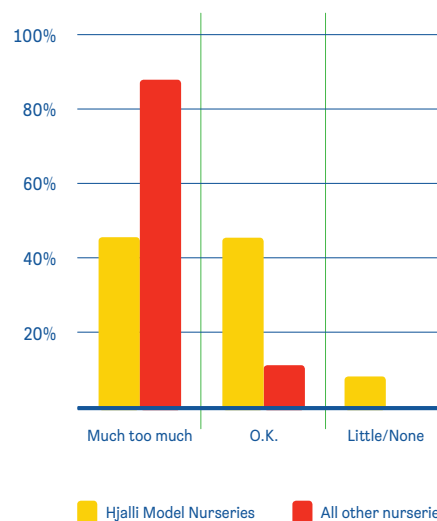
Studies conducted at the University of Reykjavík by Valdís Ingibjörg Jónsdóttir Ph.D. on comparing noise in nurseries within the same municipality and on the well-being of teachers regarding noise and stress found the noise experienced by individuals was much lower in the Hjalli Model environment than other nurseries.

According to this study and the assessment of teachers, we could conclude that the well thought-out and structured daily practices and plan of Hjalli Model nurseries and schools contribute toward the reduction of measured classroom noise compared to other school environments in Iceland.

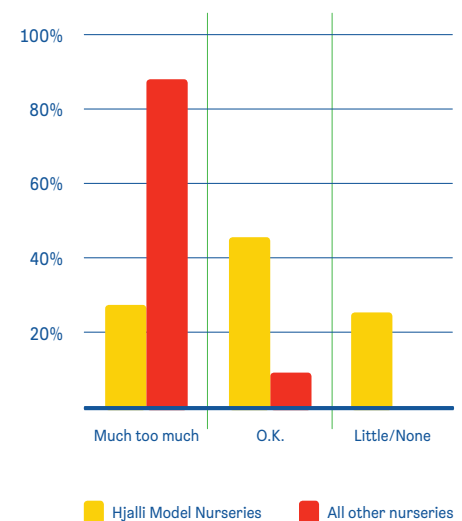
Noise in the mornings



Noise in free play



Noise at lunchtime





## Open-ended play material

Kristín Karlsdóttir, an associate professor in education at the University of Iceland who conducted part of her Ph.D. research at a Hjalli Model nursery, said that what struck her at the Hjalli nursery was the children's ability to find solutions to complex problems.

"They were always imaginative and were good at working together and using their different strengths," she said, adding that she thought this came from having time to play with little interference from the supervising adults."



## Parent satisfaction

Former Hjalli Model students were found to have greater family support and relationships than students from the control group according to the study by the University of Reykjavík. The satisfaction of parents with the Hjalli Model was much higher than in other schools in the same research. Other researches has also shown more parents satisfaction with the Hjalli Model nurseries as in Margrét Pála's research and in parents surveys, made by the city councils. This satisfaction and the popularity of enrollment within Hjalli Model nurseries leads to long wait list for new students.

We value the feedback and powerful connection Hjalli Model nurseries have with families in our communities – here are a few quotes from them.

"To know that my daughter is surrounded by love, warmth, and care from all the staff and especially by the group leader, gives me, as a mother, a lot of security. By having a group leader for each group, creates such a closeness and knowledge for every child and I know that my little daughter is in such a good hands."

a mother

"My son is unafraid of complimenting people in his life, of talking about other children and say that they have a beautiful heart or shining eyes."

a father

"It is lovely to hear him tell about when a conflict happens in school, and he says: "ah, dad, I just got a little bit lost. I got confused with my behavior". That is for sure a more beautiful and mature way to solve conflict than what I learned in my school. Indeed the tools at Hjalli Model are better and more beautiful."

a father

"The Hjalli Model has high vocabulary and language which is especially well suited to be the seed for love. When a child is met in the morning and is told "good day, dear friend" and even with a hug, it is a good provision for the day that promotes good and beautiful communication."

a father

"My son found himself at the Hjalli Model nursery. It is incredible to say it, he just found himself. He felt like he could be himself and was met as the boy that he is. By that, he got confirmed from someone else than his closest family that he is amazing. He was listened to and shown respect."

a mother

