



CURRICULUM

LUNGA-SCHOOL

SCHOOL YEAR 2025/6

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1. Introduction

LungA School is a folk high school governed by the Act on Folk High Schools No. 65/2019 and the Regulation on the Recognition of Folk High Schools No. 430/2020, based on the current National Curriculum Guide for Upper Secondary Schools and the drafting of curricula in secondary education. The curriculum is a living document, and this curriculum is valid as from the Fall semester of 2025, until replaced by an updated version.

The LungA School curriculum outlines the educational framework, objectives, and structure, and the content of the school's two core programs: ART and LAND. LungA School operates as an arts and ecological education institution located in Seyðisfjörður, Iceland. LungA School's curriculum aligns with principles of inclusive, lifelong education.

The school curriculum is published on the school's website and is reviewed annually and updated as and when necessary.

Seyðisfjörður, updated June 2025,

Mark Rohtmaa-Jackson PhD
Director

2. A Brief History of LungA School

LungA School was founded in 2013 in Seyðisfjörður as an offshoot of the LungA Art Festival (2000-24), 'LungA' being a contraction of 'Listahátíð ungs fólks á Austurlandi' (Art festival of young people in the East). The festival was founded to provide education and cultural events for East Iceland. Following this, the school was founded to be an independent, artist-led institution through which to understand artistic practice as a way of doing, thinking and being in order to cultivate, discuss, expand and transform notions of aesthetics, learning, perception and informed judgement.

The school ran its first program in 2014, called '84' after the number of days of its duration. Inspired by the Scandinavian folk highschool approach to education as well as the rich history of alternative art schools throughout the world, LungA School became a residential school with a rotation of visiting artists teaching a diverse range of subjects.

In 2023 '84' was renamed as the ART Program and the school launched its LAND Program, seeking to benefit from the range of local knowledge of the East, and urgent questions around ecology and community often neglected, compromised or simply unaddressed by formal education. This expansion was funded by an ERASMUS grant as well as with support from the Ministry of Education and Uppbyggingarsjóður.

Since its inception the school has operated in Seyðisfjörður, benefiting from and supporting facilities and local business outside of the summer season.

Applications for admission to the school have steadily increased since 2014, and since 2023 applications have been consistently high. On average we are currently receiving more than twice the number of students than we are able to accept on each program, limited by housing to 18 for ART and 16 for LAND.

Since 2023 the position of School Director has been held by Dr Mark Rohtmaa-Jackson, succeeding Co-Directors Björt Sigfinnsdóttir and Celia Harrison.

3. Role, objectives and vision

3.1 Role

LungA School is a non-profit organisation that operates in accordance with Lög um sjálfseignarstofnanir sem stunda atvinnurekstur, 1999 nr. 33 19. March. According to the Article of Association the purpose of the institution is to support creative and artistic education with an emphasis on personal development and learning derived from everyday life. This is carried out through the operation of a school offering courses in accordance with the school's curriculum, solely for the public benefit. Any profit or assets of the foundation may only be used to further its purpose. The founders are not permitted to extract profit or any other assets from the foundation.

3.2 Objectives

LungA School is an art school run by practicing artists, providing education to students from the ages of 18 and above.

LungA School's pedagogical objectives are to:

- Provide student-centered learning
- Provide an environment for creative experimentation and reflection
- Develop ecological awareness and land-based knowledge
- Develop social and communal responsibility
- Pursue inclusivity and diversity
- Engage in non-hierarchical decision-making
- Develop key competencies of critical thinking, self-directed learning and collaborative problem-solving

These objectives are to prepare students for participation in life and democratic society, as aligned with the six fundamental pillars on which the National Curriculum Guide is based (see **8. Program Offerings**).

3.3 Vision

Vision for the Future

LungA School is in a period of significant growth. In recent years, it has demonstrated that folk school education—when rooted in creativity, sustainability, and community engagement—has a meaningful role to play in both the Icelandic education system and rural development. The school aims to strengthen its national presence and resonance and to further establish itself as a cultural and educational hub in East Iceland.

The school's vision is anchored in the following core areas:

Student Experience

Students completing a program at LungA School will go out into the world with a unique experience and skill set. The programs improve their (inter)cultural understanding, professional skills, independence, resilience and critical thinking, and their ability to contribute to the society of the future. Adaptability, creativity and emotional intelligence will be important skills in a fast changing and complex world.

Teaching, Management, and Internal Relations

LungA School is both a supplement to and an alternative for traditional upper secondary and university-level education. This gives the school a unique position as a space for learning that emphasizes critical thinking, independence, and creativity, and allows a strong focus on community building, self-knowledge, intercultural and interdisciplinary knowledge, innovation, sustainability and independent critical thinking. The curriculum is designed with interdisciplinary collaboration in mind, combining artistic practice with ecological approaches. Teaching is carried out through a variety of creative methods, including workshops, one-on-one sessions, and student-led initiatives. LungA recognizes the importance of learning beyond the conventional classroom and empowers participants as co-creators of their own learning journey. This ongoing process drives the school forward.

Leadership and Workplace Culture

At LungA School, we place great importance on maintaining a healthy, creative, and sustainable work environment built on trust, collaboration, and mutual respect. Our staff is experienced and deeply engaged. All team members are practicing artists or professionals in creative fields, active both locally and internationally. Staff and guest teachers bring their own artistic methods and experiences directly into the school, providing students with access to living and evolving creative practices.

Connection to Local Knowledge and International Collaboration

LungA School is firmly embedded in the Seyðisfjörður community, and all decisions about its development are made with that connection in mind. The school's vision includes active engagement with the local community while also opening the school to the community in return. The LAND program in particular emphasizes local knowledge (such as eider farming, net-making and fermentation) and the preservation of cultural traditions in East Iceland. The school enjoys strong collaborations with local businesses and institutions, as well as national and international partners. LungA has built a strong reputation as an artist-led folk school and is an active member of international networks of independent schools and radio initiatives, including the International Community Radio Network.

Diversity and Accessibility

LungA School strives to reach a broader and more diverse group of participants and to promote equity in access to education. We are developing a digital resource archive and expanding the use of radio as both a learning tool and platform. There is a strong focus on reaching communities that may not be familiar with the folk school model and establishing funding and scholarship pathways for participants who may otherwise be unable to attend due to financial barriers.

Program Expansion: Two LAND and Two ART Programs per Year by 2026

By 2026, LungA aims to offer both the LAND and ART programs in both the fall and spring semesters, with a total of 68 participants annually. This expansion requires strengthened infrastructure and increased operational capacity to maintain the quality and sustainability of the school.

New and Multifunctional Facilities for Learning and Living

The school is working toward acquiring a new facility that combines classrooms, student housing, and shared social space. This solution will ensure safety, professional conditions, and space for up to 80 students per year. It will also enable the development of shorter courses and open workshops during the summer months. This will maximize the use of school facilities, expand educational offerings for a wider age range, and support long-term financial sustainability.

4. LungA School Staff and Organization

The School Board

The School Board supports and monitors the governance and direction of the school, and guides the school through bigger financial and structural decisions. The board consists of five individuals and two reserves as well as one or more student representatives. Each board member serves for three years with the possibility of renewal once, or a total of six years.

The board consists of:

Ásrún Mjöll Stefánsdóttir (chair)

Ra Tack (secretary)

Logi Pedro

Julia Martin

Mark Wilson

Reserves:

Kristjana Björk Brynjarsdóttir

Hlynur Hallsson

The Board appoints the Director, who then appoints other staff. An up-to-date list of staff members can be found on the school's website. The core staff includes the Director, Project Manager, Program Directors, and Facility Director.

The Director

The Director is the head of the school's management team and ultimately responsible for the team's decisions. Their work includes:

Overseeing the school's operations and finances, and communicate with the board, external authorities, and other partners and stakeholders

Staff management

Developing school policy and the curriculum in consultation with the board, and ensure that the school curriculum is followed
Overseeing timetable creation
International Relations.
Overseeing school promotional materials
Managing quality assurance, including overseeing teaching and teacher evaluation 1-2-1s with all students by the half-way point of each program
Assign the LungA Safety and Support Group (LSS)

The Project Manager

The Project Manager is responsible for the daily organisation of school activities and development projects. Their tasks include:
Office management and collecting tuition fees
Liaison with funding bodies
Document management, including student records
Collaboration and communication with bookkeeper and auditors, including salary, daily finances and budget planning
Compilation and processing of statistical data
Overseeing school development projects and collaborative projects.
Other tasks in consultation with the Director

Program Directors

Program Directors organise, supervise and deliver the programs. Two Program Directors are appointed at any one time to each active program. They:

Identify workshops, workshop leaders and guests artists relevant to their program
Coordinate teaching in line with the school's curriculum and ensure professional delivery
Professional responsibility for subjects within the program
Program budget management in consultation with the Project Manager
Reception and support for new teachers (guests and workshop leaders)
Management of Morning Gatherings
Monitor the progress of students through the program
Regular 1-2-1s with students, interns, guests and workshop leaders throughout the program
Meet weekly with the Director and Project Manager on issues relevant to the school and individual programs
Recruitment and interview of prospective students

The Facility Director

Manages and is aware of all facilities
Identifies wear-and-tear, maintenance, upkeep and safety concerns at facilities
Negotiates access to external facilities in the town

Temporary Staff and Contractors

Workshop Leaders

Workshop Leaders are temporary, paid employees of the school

The role of the Workshop Leaders is varied according to their practices. They will:
Make study plans in collaboration with Program Leaders and Students.
Manage and deliver their workshop according to their practice and expertise
Monitor the development of student through their workshop
Participate in the development of learning and teaching at the school
Attend meetings with the Director, Project Manager and Program Directors as necessary

Guests (Artists & Researchers)

This role is understood as comparable to the concept of artist-in-residence, but also refers to practitioners who don't class themselves as artists. They;
Temporarily stay at the school and share their practice
Engage through talks, workshops, exhibitions
Receive financial support but are not classified as staff
Enrich the school's learning and cultural environment
Work on their own practice or research

Interns and Nemendaráð (Student council) representatives are not employees but contribute to the work of the school in an organised and structured manner:

Interns

Act as liaison between students and staff in relation to matters concerning the boarding house
Monitor breakfast and weekend budgets
Arrange and chair House Meetings
Communicate regarding other issues to Program Directors, the Director, or the LSS as necessary

Nemendaráð (Student Council)

The Nemendaráð is a student representation elected from the students by the students, and contains no fewer than two members from each program. The role of the Nemendaráð is to support the work of the school, consider the interests and welfare of participants, and strengthen cooperation between participants, the school and the local community of Seyðisfjörður. Amongst the roles of any Nemendaráð convened at the time of a board meeting, is to nominate a member of the board for participation in that meeting. The Nemendaráð shall be provided with any necessary facilities for its activities.

All staff and non-staff roles are expected to be aware of and perform their duties in accordance with the Code of Conduct.

The school's bookkeeping is managed by Skrifstofuþjónusta Austurlands (Skrifa). Annual financial audits are carried out by KPMG.

5. Annual Work Plan

5.1 School opening hours

Each LungA School program runs for 84 days, during either the Fall/Winter or Winter/Spring semester. The academic year begins in the fall and follows two semesters: one before Christmas and one after New Year's. There are no mid-term breaks.

When both the ART and LAND programs run in the same semester, their start and end dates are staggered. This allows for better use of resources and gives LAND participants more access to seasonal changes and the natural environment, starting six weeks earlier in the fall and six weeks later in the spring.

Semester dates Winter 2025/6:

ART Fall 2025: September 22 – December 14, 2025

ART Winter/Spring 2026: January 5 – March 29, 2026

LAND Program will not run in the Spring of 2026. The next iteration of LAND is planned to be run Fall 2026.

5.2 Enrollment and Admissions

Open calls for student applications begin six months in advance of each program.

The admission process consists of two elements:

- Submission of application based on application document.
- Individual conversations with applicants.

In order to ensure the most valuable learning experience for the students, the admission process is designed so that the students will explore their motivation for attending the school. The level of ambition of each program requires commitment and openness.

The application document is designed so that the students reflect on their own motivation for attending a program. The individual conversations are designed to get a deeper understanding of the applicant and to serve as an addition to the basis for selecting program participants.

In addition to each applicant's interest in the program applied for, the application procedure responds to the following considerations:

- Applicants need to be 18 years of age or older by the commencement of the program they are applying for
- Priority is given to Icelandic applicants

- Programs at the school are subject to a national obligation to prioritise participants aged 18 to 25, as the role of Icelandic folk high schools is primarily to prepare students for life. However individual circumstances often mean you might have or need different life experiences at different times. We are also aware of the importance of life-long learning, and the benefits of an age-diverse school. To help us ensure this, if you are applying to the school and will be over 25 at the point of enrolment, please include any exception and justification in your application.
- In common with the principles of the school, there are no restrictions to acceptance based on previous education or experience, although these may play a role in selection
- Subject to the above conditions, selection strives to create a group with diversity in gender, age, background and experience. Diversity contributes to the overall learning experience in many ways such as group work, the sharing of perspectives, in peer-to-peer learning situations

The selection and admission of the students is the responsibility of the Program Directors running the specified program, in consultation with the Director if necessary. Other than the age limitation, and Icelandic priority, there are no other admission requirements for attending the school.

5.3 School Fees

Participants pay a fixed fee to attend a program at the LungA School. The fee is inclusive of tuition, workshops, lunch and dinner from the local restaurant on weekdays, accommodation for 12 weeks, workshop material and other supplies, equipment and tools related to the programs.

There are no additional fees charged by the school.

The current fees for programs are published on the website.

5.4 Staff Meetings

General staff meetings are held at the beginning of each semester. All school employees have the right to attend these meetings. Meetings are called by the Director who presents an agenda.

Additional meeting times are scheduled regularly through each program. This includes regular morning meetings prior to the Morning Gatherings of each program (for Morning Gatherings see **8. Program Offerings**). Two internal review meetings are held in the last week of or in the week following each program. The first internal review meeting is attended by both Program Directors, the Director and the Project Manager. The second internal review meeting is attended by student representatives (the Nemendaráð), the Director and the Project Manager. Depending upon the program the Director may also meet with Interns, guests and workshop leaders, if there is sufficient cause, or the Program Directors are unable to do so. This helps provide ongoing quality control through peer review (see **7. Quality Management and School Development**).

These reviews act as assessments of the school, workflow and internal parameters of each program to align the tasks and obligations for which each faculty member is responsible, whether they have been met and how these may be improved upon or changed.

Every member of the team is involved in relevant work with other organisations, institutions and practices in Iceland and around the world. This experience is essential in giving LungA School a broad perspective on schooling, and practices of ART and LAND.

6. The Spirit of the School and its Programs

The LungA School is a school in a small town in the East of Iceland, with facilities and relationships spread throughout the town. The town is an influential part of the condition of the school. It is a residential school and so students who come to be part of LungA School for either ART or LAND programs will live with other students. This is an important part of being at the school and creating a community for the time that they are here.

The LungA School engenders a climate in which all participants matter and impact on the program. At the LungA School, education is acknowledged to be a lifelong process. The school promotes free and spontaneous learning across the entire School community including temporary participants and permanent employees of the school alike. The School values kinship, cooperation, equality, and the development of a keen sense of social justice and solidarity, and the act of schooling arises directly from these values.

LungA School supports and enhances cultural and artistic growth and helps establish beneficial relationships to learning practices. In short, the school offers an education that develops a sense of self, an understanding of and relationship to the world, and capacity and the capacity and skills to work independently and collectively in creative ways.

During each program, students develop their ability to engage in society through their engagement and productions in ART or LAND as a creative, social practice. Ultimately this will enable them to question, transform and challenge society to consider and actualise alternative ways of functioning and being. Each program brings different students with different skills, life experiences and personalities that manifest new situations and opportunities, which in turn inflects the capacity of what the school is and can be.

7. Quality Management and School Development

The quality framework of LungA School is grounded in ongoing reflection, regular analysis of school activities, and active dialogue between participants, staff, and other stakeholders. The goal in our quality assurance is to ensure that the school community and its learning programs are in continuous development, as aligned with the school's vision, the legal framework for folk schools, the National Curriculum Guide for Upper Secondary Schools, and the Ministry of Education's internal evaluation guidelines.

Evaluation at LungA has a dual purpose: to strengthen what works well and to support improvements where needed.

7.1 Structure and Implementation of Internal Evaluation

Internal evaluation is embedded into the daily life of the school and includes:

- Ongoing conversations between participants and staff
- Regular meetings among teaching and administrative staff
- Individual check-ins with participants and staff
- Mid-program and end-of-program review discussions
- Both formal and informal personal feedback

At the end of each semester, two key review meetings are held:

1. **Professional review meeting** with the school director and program leads to evaluating curriculum, planning, finances, and pedagogical development.
2. **Consultation meeting with participants**, where the student council, school director, and project manager reflect on the educational experience, community engagement, and well-being.

Evaluation draws on a wide range of methods, including:

- Self-evaluation by participants and staff
- Focus groups and peer review among the staff
- Feedback from guest teachers and collaborators

- Input from local residents and partners
- Quantitative data (e.g. number of applicants, participation, withdrawals)

7.1.1. School Report and Annual Internal Review

At the end of each semester, a formal **School Report** is written by the director in collaboration with the program leads. This report is based on a defined framework and incorporates results from the mid-program participant report. The School Report forms part of the **annual self-evaluation** of the school, which also includes financial overviews, housing issues, and long-term development goals.

The School Report includes:

- Alignment with LungA's values: To what extent did the program meet the school's goals?
- Participant learning and well-being: What went well and where were the challenges?
- In the interests of the continual evolution of the School, what is new and may usefully be incorporated for the following program?
- Interventions: What measures were taken and how were they implemented?
- Guests and collaboration: Guest educators' and partners' experiences
- Peer review: Outstanding contributions and areas for staff development
- Use of budget and facilities: How resources were allocated and by whom
- Day-to-day issues: Minor matters requiring future attention
- Other factors: Systems, processes, projects, or partnerships that require review or continuation
- **Follow-up on the previous year's improvement plan:** What actions were implemented, what succeeded, and what still needs attention?

7.1.2 Improvement Plan

Each School Report concludes with a targeted **Improvement Plan**, including:

- Area for improvement
- Purpose and goals
- Actions to be taken

- Timeline
- Responsible person(s)
- Success indicators and a plan for re-evaluation

The Improvement Plan is based on both the current evaluation and a review of the previous year's plan. This ensures the school builds on its own practices and evolves through lived experience. The plan is confirmed by the school leadership and reviewed with staff at the beginning of the following semester.

7.1.3 Transparency, Documentation and Dissemination

- Reports and evaluation materials are stored securely and in accordance with data protection and public record laws.
- Key findings are shared with staff and participants.
- Non-sensitive summaries may be published publicly on the LungA School website.

7.1.4 Collaboration and External Evaluation

The school participates in external evaluations when applicable, for instance in connection with Erasmus+ projects or by request from national authorities. These evaluations supplement the internal process and contribute to the school's professional development. LungA School maintains active partnerships with other folk schools and educational institutions in Iceland and abroad.

8. Program Offerings

LungA School offers two programs: ART and LAND. Both programs are based on folk school principles and emphasize creative, experiential, and community-engaged learning. The learning is non-graded, with no formal exams or assessments, and is instead based on participation, self-assessment, and guidance. The school aligns with the objectives of the National Curriculum Guide for Upper Secondary Schools and the Laws on Folk Schools, aiming for the personal development, independence, and social awareness of participants.

The first program took place in 2014 and was called "84." In 2023, this program was renamed ART, and a new program, LAND, was launched following pilot semesters (BETA) in 2021 and 2022.

Each program track is shaped by two Program Directors and is structured around an integrated curriculum that supports connections between diverse fields, including the arts, sciences, ecology, humanities, social studies, sustainability, and communal living.

Program Overview

- **ART:** A 12-week artistic program with a focus on creative expression and diverse media
- **LAND:** A 12-week nature- and community-oriented program emphasizing connection to land, body, and society

Shared Focus Areas

- Creativity, independence, and democratic participation
- A holistic approach combining arts, community, sustainability, nature, and self-awareness and (environmental/social) situatedness
- The program consists of workshop weeks with guest teachers and praxis / “being” weeks where participants work independently or in groups on their own projects

8.1 ART - Artistic Program for Expression and Collaboration

Purpose: ART is designed for those who want to develop their artistic practice, strengthen their personal artistic vision, and/or explore new techniques and media. The program's emphasis on the teaching of self-guided and research-led artistic practice provides highly sought after development of innovative thinking and analytical skills as well as leadership skills, self-directed time-management, visual and verbal presentation skills, multimedia forms of expression and creative application of artistic and other technologies.

Goals: To strengthen participants' skills and awareness in:

- Creative and artistic processes, both individually and collaboratively
- Expression through diverse media and techniques
- Understanding the role and impact of art in culture and society

Structure:

- 5-6 workshop weeks led by guest teachers
- Praxis weeks where participants develop their own projects
- Guidance provided by Program Directors, guest teachers, and artists-in-residence

Workshop Weeks:

Each workshop week offers two parallel workshops, and participants choose one to attend. The workshops are led by guest teachers who are practicing artists, scholars, or specialists. Each workshop is grounded in the teacher's professional practice and aligned with the ART program's goals. The workshops create a safe space for experimentation, collaboration, and personal expression and associated discourse.

Examples of topics:

- Sound art, visual art, installation, creative writing, performance, filmmaking, and interdisciplinary collaboration.
- The content varies each semester but is always organized within the school's curriculum and supports participant development in creativity, sustainability, social engagement, and personal agency.

Praxis Weeks:

Praxis weeks are central to self-directed and creative learning. They offer time and space for deeper development, reflection, and project work. Participants set personal goals and work on projects based on their interests and experiences. These may include concept development, research, creation, experimentation, exhibitions, journaling, or collaborative dialogue.

- Work on personal artistic projects, collaborations, or research
- Reflection, experimentation, exhibitions, or journaling

- Self-assessment and regular feedback are part of the process

Guidance and Support:

While participants are primarily responsible for their own learning during praxis weeks, they receive regular support from Program Directors, interns, and guests. Guidance is offered through dialogue and feedback, helping participants clarify and shape their ideas. Emphasis is placed on making learning meaningful in relation to students' social / cultural / environmental context or situation.

These weeks support deeper integration of learning and skill development in line with the core elements of the national curriculum:

- Self-direction and responsibility
- Sustainable thinking and lifestyle
- Expression and creativity
- Awareness of society, nature, and time

Number of Participants: Maximum 18

Semester Structure:

- **Week 1:** Introduction week
- **Weeks 2-11:** Workshop weeks and praxis weeks
- **Week 12:** Final week with summary, self-evaluation, and preparation for departure

Daily Schedule:

- School day: 09:00-16:00
- Lunch served at 12:30
- Dinner served at 18:00
- 24/7 access to school facilities
- Morning gatherings every weekday at 09:00

8.2 LAND - Program on Nature and Society

LAND is intended for those who wish to deepen their connection with nature, community, and themselves, cultivating awareness of sustainability and ways of living in harmony with the environment. The program is based on practical and experience-based learning, with an emphasis on togetherness, perception, experimentation, and participation. Participants gain valuable skills in collaboration, observation and reflection, creative thinking, sustainable and practical methods, and a conscious relationship with nature and their surroundings.

Goals: To strengthen participants' skills and awareness in:

- Eco-philosophy, sustainable living, and nature-related disciplines
- Connection to land, materiality, and the body through perception, movement, and contemplation
- Social awareness, collective experience, and individual roles within ecosystems and society

Structure:

- 6-10 workshop weeks led by guest teachers
- "Being" weeks where participants explore connections to nature, community, and self
- Guidance provided by Program Directors, interns, and guest mentors

Workshop Weeks:

Weeks where guest teachers invite participants into their research, experimentation, or creative processes. Topics are nature- and society-oriented and aim to deepen ecological consciousness and creativity in relation to the environment.

Examples of workshop topics:

- Sustainable cooking and preservation
- Eco-philosophy and nature-based theory
- Material work with natural materials
- Hiking, field trips, outdoor life, and landscape observation

To Be Weeks:

"To Be" weeks are dedicated to grounding, reflection, and embodied presence. Participants explore their own being in relation to place, body, and community. Activities include hiking, reflection, journaling, working with materials, shared time, and sensory-based practices.

- Self-directed learning with guided support
- Reflection, perception, and creative expression
- Journaling, observation, material work, and communal practices

Guidance and Support:

Participants direct their own learning during these weeks, with support from Program Directors, researchers, and guest teachers as needed. Goals are defined by participants

with input from guides. Regular dialogue and feedback, both 1-2-1 and in groups, are integral to the learning process.

These weeks provide a space for integration and deeper learning and support skill development in line with the core areas of the national curriculum:

- Self-direction and responsibility
- Sustainable thinking and lifestyles
- Expression and creativity
- Awareness of society, nature, and time

Number of Participants: Maximum 16

Semester Structure:

- **Week 1:** Introduction week
- **Weeks 2-11:** Workshop weeks and being weeks
- **Week 12:** Final week with summary, self-assessment, and departure preparation

Daily Schedule:

- School day: 09:00-16:00
- Lunch at 12:30
- Dinner at 18:00
- 24/7 access to school facilities
- Morning gatherings every weekday

Within this basic timetable there are one or more field trips / hikes, weather permitting, into which are programmed more intense opportunities for reading and hands-on learning. Depending upon the student cohort and the time of year there may also be programmed particular celebrations of cultural significance.

8.3 Activities and Aims Common to both Programs

The School Day

- School hours: 09:00–16:00, beginning with a morning gathering
- Lunch at 12:30
- Dinner at 18:00
- Access to school facilities 24/7

Participants have round-the-clock access to the school's facilities to work on their own projects.

Morning Gatherings

Each program also involves a daily (Monday-Friday) Morning Gathering of all participants of that program, including the Program Directors, Guests and present Workshop Leaders. Where possible the Director and/or Project Manager will also be present at these events. These gatherings are assemblies steered at first by staff but then passed to interns and students in which concepts, actions or happenings are presented giving each day a particular context. Each Morning Gathering also ends with notices for the day, as well as the possibility of raising discussions with the program. They are also used as introductions to incoming guests and workshop leaders.

Collaboration Between Programs

The programs are, for the most part, delivered separately as serious and coherent study pathways, although joint activity might be made available if relevant to both programs. Students do however eat together during weekdays and might collaborate outside of core program delivery.

Individual Conversations

Regular one-on-one conversations with participants are part of the program structure and are used to provide support and discuss progress.

8.4 Learning Objectives

Through each program we aim to create a situation in which participants can pursue the seven objectives aligned with the six fundamental pillars on which the National Curriculum Guide is based:

- Literacy
- Sustainability
- Health & Welfare
- Democracy & Human Rights
- Equality
- Creativity

These fundamental pillars are an intrinsic part of the School's activities, and the planning and organisation of the School's semesters reflects this importance.

Literacy:

Contemporary understanding of literacy, and the manner in which it is addressed at LungA School, is defined not just as reading and writing, but also encompassing social, cultural, environmental, and ecological literacy. All programs at the school include an important emphasis on reading, discussion and peer teaching and learning, however each program also explores particular emphasis on other forms of literacy, whether visual or media-based in the case of the ART Program, for example, or a literacy of place and localisation of knowledge, in LAND.

The main objective of identifying and delivering ways in which we work with literacy in our programs is for students to become active participants in their creativity and meaning-making. The intimate size of the school, and our ability to focus on individual needs and competencies puts the school in a unique position to enable and encourage critical thinking, interpretive skills, the ability to interact meaningfully with diverse forms of information and to direct this communication to others.

Sustainability:

Sustainability is a school-wide concern, yet also a central part of the LAND Program's seasonal, ecological pedagogy. The LAND Program aims to foster environmental awareness, prepare students to handle ecological challenges, and encourage the preservation of ecosystems for future generations in a manner that resonates with UNESCO's sustainable development goals. However we are also aware of sustainability on a local scale, and the school's aims at reflecting a society of collective responsibility. Therefore, the School's work with sustainability explicitly encompasses a social sustainability in which individuals develop their learning, embedded within the community of Seyðisfjörður. Learning and contributing to knowledge around sustainability connects the past and the (low-carbon) future and is therefore worth transmitting to a new generation of land specialists.

Health & Welfare:

The residential and social commitments of the School focuses on mental health, physical well-being, and overall welfare. Morning gatherings, regular check-ins, and community-based learning have been designed to help students thrive—mentally and physically—at the school and subsequently within society. Learning how to care for each other by taking part in all aspects of care (from dinner duties to house meetings) has always been a core part of the Scandinavian folk high school experience. The school is supported through defined LSS and well-being structures (see, for example, **17. The LungA Safety and Support group (LSS)**)

Democracy & Human Rights:

LungA School's insistence on participant-led learning, schooling and governance, and our constitution of the Nemendaráð (see **4. LungA School Staff and Organization**) explicitly presents a school of democratic values, active citizenship, and the promotion of human rights. Our code of conduct and the manner in which the school is situated as part of the community of Seyðisfjörður, and not as a separate adjunct to it, is a key part of centering values and rights in the school programs. LungA School's programs foster active community building, diversity awareness, intercultural and interdisciplinary communication, which are top soft skills to develop for people who choose a career in the arts, in teaching, in the humanities and in the creative industries. They are also vital for democratic societies and for peace keeping diplomacy and they need to be taught and learned.

Equality:

The school has a clear anti-discrimination approach, and operates inclusive admission and accommodations those 18 and above. The school, and those we work with, are committed to supporting equal rights and opportunities regardless of gender, background, or other factors.

Creativity:

As an artist-run art school our founding principles and day-to-day operations are centered on creativity in learning and the expression of that learning. We have a core focus across workshops in both programs of self-directed and creative practice. LungA School encourages artistic expression, innovation, and creative problem-solving, and expresses this through art-based—and land-based—practices that integrate art, life, and self-directed learning.

8.5 Language at LungA School

LungA School accepts students and educators from multiple countries around the world, contributing to the diversity of each program and sharing knowledge between students, staff and guests. For this reason, school materials are available in both Icelandic and English.

The school views language as a living part of the educational and creative process, where both Icelandic and English are used as tools for expression, reflection, and community building. It is highly likely that students will need English arts terminology and discourse in their professional lives. Teaching an art school program in English as well as Icelandic helps students make sense of the ubiquity and utility of English terminology in many arts and cultural studies and professional contexts worldwide. Much of art theoretical literature is not translated into Icelandic, so the curriculum will by default have to contain modules and contents that are studied in English.

LungA is also committed to the use of Icelandic in teaching where appropriate, based on participant ability and content relevance. The school ensures inclusive access to creative education, particularly in workshop-based learning environments and interdisciplinary collaboration.

This choice also reflects both the school's artistic and educational diversity and that of its staff and guest lecturers. However, the school recognizes the broad linguistic needs of participants and provides support when necessary—through translation in conversation, written materials, or individual guidance.

9. Cooperation and Connections

LungA School collaborates with various parties and organisations in Seyðisfjörður and beyond. The aim of this collaboration is to strengthen the connection between education and the community, professional life, and the arts and culture sector. These partnerships support participant development in creativity, community engagement, independence, and collaboration.

Within the East we often collaborate with Skaftfell Art Center, Menningarfélagið HEIMA, Airconditions, Síldarvinnslan, Sláturhúsið, Herðubreið Community and Culture Center, Skálanes Nature and Heritage Center and Ferðafélag Fljótsdalshéraðs. These relationships grant students access to learning in active professional environments, and negotiating with outside institutions and varied publics. Within the school we host Seyðisfjörður Community Radio, which provides an opportunity for students to make their work public to both local and international audiences and design events that can work together between programs.

International collaboration includes funding from Erasmus+, through which we have had the opportunity to develop our work with the support of USN, Norway; Brandbjerg Højskole and Hyper Island, Denmark. It also includes our membership of the International Community Radio Network.

The school also has considerable reach due to the connections of current staff, past students and our guests and workshop leaders. This often takes the form of working with alumni on collaborative national and international projects.

10. Services and Facilities

Herðubreið - Austurvegur 4

LungA School's premises are located at Austurvegur 4 (The Herðubreið Community and Culture House) where the school has the entirety of the second floor, and partial, occasional use of the ground floor. On the second floor is located the school office, studios and workshop space, the radio station, a student lounge and materials storage. The Herðubreið offers regular use of the cinema for Morning Gatherings, and occasional use of other facilities when needed. Although the ground floor is wheelchair accessible, the second floor is not accessible.

Hafaldan - Suðurgata 8

Where the LungA School participants stay and live at the school for the duration of the program. Like many folk high school situations, this close social interaction and relation is a big part of the experience of being at the school. For this we have full occupancy of the Hafaldan Hostel for both semesters. During the summer season when the school is closed the Hafaldan returns to its role as a youth hostel. The Hafaldan is not wheelchair accessible.

Both Austurvegur 4 and Suðurgata 8 are accessible for the students 24/7.

In addition to the school's buildings, the town also facilitates alternative spaces where workshops and making and doing can take place. These include the Skaffell Art Center, Prentverk Seyðisfjörður and Skálanes Nature and Heritage Centre.

Students are welcome to bring their own computers if they feel they'll need them for their projects. In practice, we don't use computers very much, and no workshop depends on having one. There is wireless internet at the school, and printers and AV equipment are also available when needed.

Students have access to academic support, who are also available to support them with personal problems. Where appropriate the school collaborates with external professionals and students can be referred to other sources of help.

Where participants need special help with any differences, disabilities or conditions, we are well-placed to identify necessary accommodations for each participant to be as fully involved in the program as possible (see **13. Specific Learning Differences and Needs**).

11. Policies and Plans

In accordance with the values, vision and practices of the school, the wellbeing of students and staff, the teaching and learning processes of the school, and outcomes of the school's work is reviewed in depth at the end of every program. Included in this process are responses from external education professionals both for Iceland and overseas. The Director is responsible for conducting surveys and processing the results.

This process is to ensure the quality of the educational experience of the school, and that it operates in accordance with the LungA School Curriculum as well as Icelandic laws, regulations, and National Curriculum Guide.

This evaluation is shared annually with all employees and the board, and submitted as an external evaluation to the Ministry for consideration. This procedure works in accordance with the Act on Upper Secondary Schools No. 92/2008, Section VII on Quality Assessment and Supervision, Regulation No. 700/2010 on Assessment and Supervision in Upper Secondary Schools.

11.1 Equality Policy

The school maintains an equality policy that ensures all staff are paid equally regardless of position, variable only in terms of hours worked. Our annual financial report is always available online, under About the School. The LungA School's plans for equality are in continuous development.

New hires and hiring of guest teachers are based on qualifications and the need to maintain equal gender ratios. This is the responsibility of the Board and Director. It is the responsibility of the Director to ensure that job advertisements do not discriminate based on gender.

Care is taken for a balance of diversity amongst applicants and successful students. The Director and Project Manager are responsible for identifying opportunities for reaching new applicants to address this, whilst Program Directors are responsible for monitoring the diversity of successful applicants.

LungA School has been steadily and actively increasing the proportion of Icelandic temporary and permanent staff. As of June 2025, the school has now attained 50% permanent Icelandic staff, and 64% paid temporary Icelandic staff.

In February 2025 the school also began developing a part-time distance BETA Program called the RADIO School, funded by ERASMUS+.

11.2 Environmental Policy

LungA School has environmental issues and sustainability as a guiding principle in all its work, both professionally, in daily activities and in future strategy planning. The work of the LAND Program has contributed to the wider school's awareness of its responsibilities and practices through operating as an environmental committee of students and staff who work together to formulate and implement the school's environmental practices:

- Foster an environmentally friendly culture within the school reflected across its programs and activities
- Increase opportunities for education and awareness on environmental issues for students and staff, including both local and global impacts
- Raise awareness of the importance of reducing consumption and recycling/reuse
- Encourage use of environmentally friendly transportation, especially the use of bikes within the fjord
- Examine and address the local and global impact of local and non-local produce

11.3 Workplace Culture Policy

At LungA School, we place strong emphasis on cultivating and maintaining a healthy, creative, and sustainable workplace built on trust, collaboration, and mutual respect. We see our staff not only as teachers, but as artists and community builders: active participants in the educational process who share their experiences, questions, doubts, and knowledge.

We maintain this culture through:

- **Regular collaborative meetings** where decisions are made together and responsibility is shared equally among the team. We emphasize transparency and active listening in all aspects of school operations.
- **Access to space for personal artistic practice.** Artistic work is not seen as separate from the job but integrated into it. The school ensures that staff have time and space to pursue their own creative work, strengthening the link between teaching and living artistic practice.
- **Flexibility in work schedules**, built on trust, allowing staff to organize their work in a way that supports creativity, well-being, and work-life balance.
- **Collaborative teaching and program development**, where new programs and courses are shaped collectively through dialogue within the team. This ensures continuous growth and depth in our educational offerings.
- **A deliberate focus on equality and diversity**, where we regularly examine how to reduce systemic barriers in our working environment and ensure that different perspectives and lived experiences are valued and included.
- **Closeness and shared presence in everyday work**, with respect for the emotional and social dimensions of our roles which is especially important in a small community where boundaries between work, creativity, and togetherness are more fluid.

We view workplace culture not as something fixed, but as an ongoing conversation between people working toward a shared goal: to create a space where learning, art, and community meet in a meaningful way. By caring for the people within the school, we ensure that LungA continues to be a living and transformative institution.

11.4 Food Policy

The school should have good access to healthy and nutritious food to make it easier for students and staff to make healthier choices and promote healthy eating habits.

The LungA School provides bespoke, vegan food for all staff, students and guests for 2 meals every week day, with a budget for breakfasts and weekend meals. Students are given means to increase awareness of the value of nutrition. All students, staff and guests are asked for allergies, intolerances and preferences before joining the school and the school maintains a database to ensure adherence to these needs. Courses frequently include gathering and processing practices native to the area, including fermentation and preservation and optional non-vegan food gathering and preparation.

Functions:

- Only healthy and nutritious food is available in the school cafeteria
- Educational overlap between programs and food preparation and consumption
- Educational presentations on healthy nutrition and social and cultural attitudes to sharing meals

11.5 Confidentiality, Privacy and Personal Information

The purpose of this policy tells you how we treat your data. It describes how we aim to treat personal data with the utmost care, respect, and transparency, to protect the personal information of all participants and any other partners of the school, and to ensure data is handled in compliance with the General Data Protection Regulation (GDPR) and in accordance with current provisions of the Icelandic Act on Data Protection the Processing of Personal Data. This policy reflects the school's position that people should have the right to autonomy in managing their own personal information. This policy applies to all personal information collected, used, stored, and shared by LungA School.

Contact Information

If you have any questions about Our Company's privacy policy, the data we hold on you, or you would like to exercise one of your data protection rights, please do not hesitate to contact us. The Director of LungA School, Mark Rohtmaa-Jackson, is the school's data manager and we ensure that your personal data is processed in accordance with the law.

Contact person: Dr Mark Rohtmaa-Jackson

Address: LungA School, Austurvegur 4, 710 Seyðisfjörður, Iceland

Phone number: (+354) 547 5477

Mail: mark@lunga.is

Website: lungaschool.is

Media authorization

We do not share videos or photos of clearly identifiable participants without their consent. This includes posting on social media, the school's website or in any printed marketing or press materials. Consent is assumed where the participant(s) is delivering a public performance or where videos or photos are already public. However, participants can at any time withdraw their consent by writing to Mark Rohtmaa-Jackson.

We are not involved in targeted marketing on the basis of the data LungA School might hold about you. When LungA School markets our work, it is through external companies with their own privacy policy, and the school does not share your data with these companies.

Collecting Data and Usage of Data

We collect, process and store only the personal data that is relevant to an individual's involvement in the school. We verify that the personal data we deal with about you is not incorrect or misleading. We also make sure to update your personal data where this is the case. LungA School is responsible for, and must be able to demonstrate, compliance with these principles.

- Any personal information will be processed lawfully, fairly, and in a transparent manner.
- Data will be collected for specified, explicit, and legitimate purposes and not further processed in a manner that is incompatible with those purposes. Personal information will be used solely for the purposes for which it was collected unless further consent is obtained. We hold only that personal information required to run a mailing list, process applications for the school programs and run these programs, and provide school services such as participant access to transcripts of academic achievement.
- Only the minimum amount of personal data necessary for the intended purpose will be collected. The purposes for data collection, data subject rights, and data retention periods will be clearly communicated.
- Personal data will be accurate and kept up to date.
- Data will be kept in a form which permits identification of data subjects for no longer than necessary.
- Personal information will be collected only with explicit, informed consent from the individual. We do not share any data or information held on participants, guests or members of staff with any individuals or companies without the clear and specific permission of those it pertains to. If for any reason we feel it would be useful to pass any of this information to a third party, you will be contacted first.
- Our website uses Google Analytics which allows anonymous statistics to help us understand web usage of the lungaschool.is website and can help to improve the website for future visitors. Statistics can include the country from where you are visiting, the webpage or search term you used to find the website, which pages you

visited, which device and browser you used to access the website. Beyond Google Analytics we do not use cookies and other tools to automatically collect information about you when you use our web channels, however third party service providers may do so when acting on our behalf. These include: Google Drive and Gmail, Podio and Meta (via Instagram and Facebook).

- Our website contains links to other sites. Please be aware that we are responsible for neither the content or privacy practices of other websites. We encourage all visitors to be aware when they leave lungaschool.is and to read the privacy statements of linked website as they may collect and process personally identifiable information differently.

Security Measures

Personal data will be processed in a manner that ensures appropriate security. We have adopted internal rules on information security that contain instructions and actions that protect your personal data against being destroyed, lost or modified, from unauthorised disclosure, and against unauthorised access or knowledge of them.

- Appropriate technical and organisational measures will be implemented to protect personal data against unauthorised or unlawful processing, accidental loss, destruction, or damage.
- These measures include encryption, secure storage solutions, and regular security audits.

Processing, Retention and Disposal of Data

- We obtain your consent before processing any of your personal data or the purposes described above unless we have a legal basis for obtaining them. We inform you of such a basis and our legitimate interest in processing your personal data.
- Your consent is voluntary and you can withdraw it at any time by contacting us. Use the contact information above for more information.
- We will delete your personal data when it is no longer necessary for the purpose of the school, in accordance with GDPR guidelines.
- Data will be securely disposed of when no longer needed.

Collective Responsibility and Oversight

- We will regularly review and update this policy to ensure ongoing compliance with the GDPR.
- LungA School participants are encouraged to actively participate in the governance and oversight of data protection practices.
-

Awareness, Reporting and Redress

- We will provide regular training and resources to school staff about GDPR requirements and the importance of data protection.
- Employees of the school will be encouraged to stay informed about their rights and responsibilities regarding personal data.
- Any data breaches or concerns about data handling will be reported to the data manager.
- The school will address all reports promptly and take appropriate action to mitigate any issues.

What are your data protection rights?

LungA School would like to make sure you are fully aware of all of your data protection rights. LungA School will respond to requests from individuals to exercise their data rights promptly and within the timeframes set out in the GDPR. Every user is entitled to the following:

- Individuals have the right to access their personal information, rectify inaccuracies, and request erasure (the "right to be forgotten").
- Individuals can object to, or restrict, the processing of your personal data, under certain conditions, and have the right to data portability: the right to request that we transfer the data that we have collected to another organisation, or directly to you, under certain conditions.

If you make a request, we have one month to respond to you. If you would like to exercise any of these rights, please contact us (see Contact Information).

Changes to our privacy policy

LungA School keeps its privacy policy and handling of personal data under regular review and any updates will be included in subsequent versions of this document. This privacy policy was last updated on 13 June 2024.

How to contact the appropriate authority

Should you wish to report a complaint or if you feel that LungA School has not addressed your concern in a satisfactory manner, and the processing of your personal data infringes the Regulation or the provisions of the Data Protection Act in Iceland. You have the right to lodge a complaint with the [Data Protection Authority](#).

12. School Rules, Rights and Responsibilities

(This section of the Curriculum is a more thorough version of the **Code of Conduct**, which you can find on our website under **About**.)

The maintenance of the school as both an idea and a physical practice is a shared activity, and so learning and participation in the school comes through voluntary cooperation and communal living. All participants are expected to participate in working towards the social harmony of the school community. Though the realisation of this expectation the school has developed the following conventions on reciprocal hospitality, social harmony and school behaviour:

- LungA School holds a responsibility to the structure and power structures that lie within any institution. We insist on a school in which all participants including staff, co-residents, interns, workshop leaders and visiting artists and other guests, recognise the power dynamics that might appear in hierarchies of a school situation and that no one abuses their position and privilege of power.
- At LungA School we use each person's preferred name, pronunciation and pronouns. We do not assume a person's gender, intentions, likes or dislikes.
- We are expected to fluently and gently embrace a non-judgmental approach to gender, race, sexual orientation, colour, age, disability, nationality and religion, and to recognise that all participants have the right to participate in all areas and activities of the school free from such discrimination. Accordingly harassment, including sexual harassment, bullying, and any other form of discriminatory language or behaviour, including racism, sexism, homophobia, transphobia, ableism, classism, ageism, xenophobia, and similarly problematic, violent or abusive language, cannot be tolerated. If incidents of this nature come to light, and individuals intentionally inflict these forms of hostility upon or against others, they must expect and be prepared to be disassociated from the school program (see **19.6 Disassociation**).
- We all have the responsibility to respect the rights and property of each other. We respect personal space. We do not assume a person's consent. Consent needs to be a willing and freely made decision and can change. If someone is incapacitated, they cannot give consent. Where we are unsure if someone is too impaired to give consent, we should assume that they cannot give consent.
- We consider that all participants should have the autonomy to manage their own personal information and make decisions about its dissemination. All participants should assume each other's right to this autonomy and neither expect access to personal information nor be active in sharing this information inside or outside of the school without their clear consent. This includes documenting others or making others visible (including posting on social media) without the consent of those involved (see also **14. Confidentiality, Privacy and Personal Information**).
- We are expected to respectfully and thoughtfully insert ourselves in the surroundings and community that permanently resides in Seyðisfjörður. Keep your surroundings tidy and safe for others; acquaint yourselves with the different recycling bins; be mindful of where private gardens begin and end; what might look like a junkyard may be someone's collection. We are expected to treat all buildings, materials, tools, devices and the environment around us with utmost respect for the ability for all of this to outlast our lifetime.

- We are expected to show curiosity towards our own praxis or way of being at the school and those of our fellows. We are expected to ask questions and open our praxis or way of being to others in the school to allow these interactions to expand or transform our praxis or way of being.
- We are expected to show curiosity towards morning gatherings and workshops, and bring learnings from workshops into our own praxis or ways of being at the school.
- We are expected to be present. This doesn't *necessarily* mean pure attendance, as we value each participant's reasoning for non-attendance, or alternative forms of attendance, and their ability to communicate so. However, our presence is important in such a close environment of shared living and learning as it nurtures the community and the presence of others. Therefore there might be cases in which non-attendance creates situations that harm the community of the school. In the rare case that individual conversations with the participant cannot find an agreement in which it is beneficial for the participant to continue, or if it becomes clear that the school cannot hold the situation, the participant may be asked to leave the school program, and must be prepared to do so. This commitment is not affected by illness or other unavoidable absences (for which, see **16. Support for Those in Need - the Whole School Approach**).
- We are expected to maintain habits that support our own health, acknowledging that health needs can be cultural and may differ between individuals. We do this by taking responsibility for taking care of ourselves and being aware of the needs of others. Participants who have support in place to help manage their mental or physical health, should make sure, before joining the school, that this support can be maintained for the duration of their presence at the school. If this ever comes into doubt, then they should let a member of the LungA Safety and Support group know at the earliest opportunity (see **15. Safety at the School**).
- LungA School expects staff, students and guests to follow the law regarding the use and misuse of substances such as drugs and alcohol.

13. Specific Learning Differences and Needs

Student learning differences or disabilities will vary. The school places value on the diversity of abilities and approaches to learning. LungA School is keen to adapt to the diverse needs of those participating.

Where participants need special help with any difference(s), disability(s) or condition(s), we are well-placed to identify necessary accommodations for each participant to be as fully involved in the program as possible.

Neurodiverse participants are supported alongside participants by participants. Involvement in the school program isn't coded by general limits to achievement, and participants have the comfortability to work at a pace they can set themselves across the duration of the program.

Being at the school involves living in shared accommodation with other participants. However where participants require the presence of special living circumstances, or living with the support of non-participants, this can be communicated to the school before the beginning of the program so that solutions and/or alternative living accommodation can be identified.

If a participant feels that they will require any specific support they can make an agreed Accessibility Plan with the school. This can be made prior to or at any point after joining the program, and can include, but is not limited to, any of the following:

- Notifying other participants of your disability
- Recommending workshop adjustments
- School readers and other materials delivered in alternative formats
- Alternative arrangements to workshops such as extra time or space for tasks, rest breaks or use of a computer or other tool for assistance

The school endeavours to be able to make other adaptations where possible.

If, at any time during the program, participants feel they are unable to keep up with the program, or are unable to accomplish what the program might appear to require, or your accessibility needs change and you wish to review the details of an Accessibility Plan, you can discuss this with the Program Directors, Director or Project Manager.

If a participant needs extra support because of a disability or personal matters, the school assesses the specific situation and asks for the participant to be in contact with their chosen expert practitioners, or together find a solution that meets the individuals need to be able to attend the school. The participant is supported with extra conversations and attention, and if needed make changes to fit the individual situation. As there are limits to services available in Seyðisfjörður, participants are given clear advice that they will need to put in place support for any pre-existing conditions that might affect their mental or physical wellbeing.

15. Safety at the School

The fjord and its landscape and weather is prone to unpredictable changes and can be a dangerous place. The school operates a policy of requiring students inform someone if they plan to go somewhere or work somewhere alone, and make sure they are visible when walking along the roads at night. The school uses safetravel.is for information and asks students to download the Safetravel App: [HERE](#). The app connects to local information and updates but also can provide your GPS location in an emergency.

In orientation week the students are familiarised with the school's health and safety procedures before using equipment or buildings. These include:

- Know the hazards, safeguards and protective equipment requirements of any materials you are working with, especially when using chemicals, or materials you are unfamiliar with.
- Always follow guidance to wear protective gear, especially eye protection.
- Use exhaust fans where available and advised for your process.
- Check for sources of ignition before working with any flammable materials. Be mindful of the reach of spills or vapour.
- Know the location and proper use of emergency equipment.
- Know the appropriate procedures for emergencies, including evacuation routes, and procedures for spills and waste disposal.
- Keep your work area clean and uncluttered.
- Keep all exits and corridors free from materials. Do not store materials on staircases or in the access to emergency equipment.
- Visitors to your studios are your responsibility. Make sure they are safe.
- Waste should be properly labelled and kept in their proper containers.
- Promptly clean up all spills. Pay special attention to common areas.
- Some buildings may have limitations on use. You will be introduced to these limitations at the start of the program, but if in doubt, ask.
- The LungA School Fire Rep makes periodic checks of the studio buildings during each program and will need to access all studio spaces. They are mindful of your personal property and working processes, but they might need to move or access personal property if it presents an imminent safety risk and they can't reach you.

When working with chemicals and machinery:

- Avoid working alone when working with chemicals or machinery.
- Know how and where to properly transport and store any chemicals.
- Never leave unlabelled containers out! All chemicals should be secured in utility areas at the end of the day or when you leave, clearly labelled with chemical name, your initials, date, and special hazards associated with that chemical.

- When using machinery, tie up any long hair, and remove or secure jewellery and loose clothing.
- Avoid distracting or startling others who are using machinery or chemicals.
- Avoid inhalation of chemicals and wash promptly with soap and water whenever a chemical has contacted the skin. Always contact the LungA Safety and Support group where any accident has occurred.

In the event of any accidents or incidents, participants should complete an Incident Report Form available from the LSS or at the office, and hand it to staff.

15.1 Evacuation Plan

Evacuation Plan

The evacuation plan for all school buildings will be made know to new students and staff in the first week of each semester. Maps showing the nearest escape routes are displayed in every space. When going over the evacuation plan, escape routes, assembly points, the location of fire safety equipment, and evacuation procedures are explained.

In Case of alarm:

Staff stationed in the relevant housing:

- puts everyone on alert
- examines escape routes
- provides students with information about the shortest routes and collection areas

Location duty

Monitors and responds to the control panel

Evacuation points:

- **Hafaldan, Suðurgata 8:** The lot north of the building, between Suðurgata and Garðarsvegur
- **Herðubreið, Austurvegur 4:** The parking area by the flagpoles
-

In the case that the alarm goes silent, a short period of standby is observed.

In the case of an evacuation:

All students, workshop leaders and guests:

- Exits the building quickly but calmly and in an orderly manner
- Leave all personal belongings behind, but take coats
- Leave doors open when exiting
- Gather together at a designated evacuation area
- Wait for instructions from the Director or alternatively a present member of the LSS (see: **17. The LungA Safety and Support group (LSS)**)

Permanent staff:

- Go over your area and check if everyone has come out and lock the rooms
- If someone is unable to exit on their own (e.g. due to injury, disability, or other conditions), the nearest staff member or other person present must assist and notify the designated evacuation leader
- Leave the school building and go directly to the designated evacuation area and relay information to the Director or alternatively a present member of the LSS
- Report if you suspect that someone is still in the danger zone
- Program Directors are responsible for taking a headcount and confirming that everyone is out
- The Director must call **112** (emergency services) in the case of fire or injury

After each evacuation:

- A brief staff meeting is held to review the evacuation. Observations are documented, including what went well and what could be improved.

15.2 Emergency Response Plan

If the Department of Civil Protection and Emergency Management issues an evacuation order due to a pandemic, natural disaster, or other serious event, the school will follow its specific evacuation plan. In all other cases, the school adheres to the official instructions and guidelines issued by Civil Protection.

The school also follows general directives from Civil Protection and the fire brigade, such as cancelling classes due to severe weather or other hazardous conditions.

The school office is responsible for informing participants about any active warnings in Seyðisfjörður and the surrounding area. Information is shared during morning gatherings and through the school's communication group. In cases of serious warnings where participants cannot be reached electronically, phone calls will be made to ensure communication.

16. Support for Those in Need - the Whole School Approach

LungA School takes a whole school approach towards mental health, wellbeing and social harmony of all participants. This means that we acknowledge the role and responsibility of everyone at the school in supporting each other and contributing to a supportive and trustful culture.

Cohabiting in studio and living spaces calls for empathetic and generous communication within others. In living spaces this is initially facilitated and guided by staff. In the school programs staff achieve this by initiating thematic activities with a focus of discussing how communities might be created and maintained.

The school operates a general focus on developing healthy mental practices both in the participants' praxis or way of being, as well as in their life in general. There are a range of support structures implemented in the school for any student or participant in any need:

- **Morning gatherings:** It is generally encouraged that potential challenges or conflicts are addressed early so they can be dealt with in a constructive manner, and the morning gatherings offer a way to bring issues to the whole school.
- **House meetings:** Organised house meetings in which participants talk through ongoing practical and emotional challenges and, if needed, these subjects can be brought to staff who will then help support the house.
- **One-to-one conversations:** As well as being part of the program, one-on-one conversations are a confidential space for participants to share concerns or difficulties. The School Director and Program Directors arrange one-to-one guidance meetings with all participants at key points during each program.
- **Reading and discussion groups:** Where useful for the current community of the school, reading and discussion groups can be proposed with specific themes.

LungA School ensures that all participants are aware of the support that's available at the school and in the community and how to access this support, both inside and outside of school hours.

Illness and other absences

Illness and unavoidable absences, such as family bereavement or cultural obligations, are not governed by the school rules and as such formal proof of circumstances is not required by the school but is understood according to each student's right to self-determination.

School attendance is high, despite, or because of students being granted autonomy over their learning and reacting to this responsibility with dedication.

If a student needs to leave the program due to illness, family bereavement or cultural obligations, they are free to rejoin the program at a later time.

17. The LungA Safety and Support group (LSS)

At the start of each program the school forms a LungA Safety and Support Group (LSS). This group is a group of participants appointed and announced at the start of each program and includes the Director (LSS chair) and Project Manager, and both Program Directors specific to the program. The Program Directors have a specific role in the process as they are both facilitating the programs and are in daily contact with all other participants.

If any participant is concerned about their own physical or mental health and wellbeing or that of another participant, they can talk to a member or members of the LSS. A list of the current members of the committee, and their contact details, is available at the school accommodation and on the office door at the Herðubreið. The Director and Project Manager are permanent members of this committee and can always be contacted if in doubt. If this concern occurs outside of normal hours, over weekends, or during self-directed activities, Program Directors, the Director and the Project Manager can be reached via Telegram or via the Interns.

It is the responsibility of the LSS to establish direct contact to relevant support structures.

When a participant is suffering from health issues, it can be a difficult time for the community. In response to this, the LSS will consider, on a case by case basis, any individuals that may need additional support.

Anyone in the school who feels that they have experienced victimisation, sexual harassment, gender-based harassment or violence during their time on the program, or that they have a reasonable suspicion, or knowledge, of such conduct should inform a member of the LSS at the earliest opportunity.

Within normal hours, participants should contact available staff (Program Directors, Director or Project Manager) but, in the case of emergencies, access to staff is possible at any time of day or night during the program. Each program is supported by Intern participants who live with the group, and are a direct and first point of contact outside of normal hours (weekdays 8.30am - 4pm, and at weekends). Interns have direct contact details for all staff, the LSS and Emergency Contact information. All participants can also directly access specific members of staff.

If a participant presents a medical emergency then relevant procedures will be followed, including involving the emergency services (112).

17.1 Disaster Response

Response plan for traumatic or bereavement events: The LSS is responsible for coordinating the response to serious events that affect students and/or school staff. The LSS may consult with clergy, doctors, and others as needed. As the chair of the LSS, the Director is usually the first person within the school to be contacted regarding a serious event. They can make decisions immediately and are usually responsible for media relations if necessary. It is imperative that the school speaks with one voice in the case of serious events.

The immediate role of the LSS in the case of a serious event is to identify and organize psychological first aid for any person or persons traumatized. It is important that this planning is such that the person who is traumatized immediately receives the necessary assistance and care. It is important to establish contact with a health center. It is imperative that messages are sent immediately to all employees and the Director will take responsibility for this or identify an individual on the LSS to take on this responsibility if needed.

If a telephone request is made to the school phone to contact a student about a serious event, it is very important that the member of staff receiving the call has a list of questions on hand to prevent a student from being informed of the event directly over the phone. The phone is put through to the Director's mobile, so in most cases this will be the Director. The student will be taken out of class, informed of the event in person, and cared for as best as possible.

The school must be prepared to offer the assistance necessary to ensure that the student does not leave town in a condition that could harm themselves or others. It is important that staff do not comment on or respond to dangerous events without consulting the trauma council.

If a student dies or is seriously injured, the Director will contact the teacher in question and then contact next of kin through the school's Podio resource so that they can be reached as soon as possible. It is essential that close friends receive assistance, as well as that their families are informed of the event so that students can receive support when they return home.

17.2 Trauma care

It is very important that teachers or workers who provide trauma care are calm and give themselves enough time.

It is important that the person who is traumatized feels safe and can trust those who are with them and that they are taken to a safe and private place so that they are not disturbed. The person who is traumatized needs to feel warmth, kindness and physical closeness. The situation needs to be explained and an attempt made to get the victim to face the situation and given time to express themselves in order to organize their feelings and thoughts.

If an accident has occurred at school, it is of course a priority to provide physical first aid, call for medical personnel, and also to ensure, as far as possible, that unfounded news about the incident does not circulate.

17.3 LungA School's response:

1. The first person to receive information about a death or serious accident shall report it to the Director or if unavailable another member of the LSS. Information shall not be passed on until the Director has given instructions to do so.
2. The Director obtains confirmed information from the police/guardians or relevant others concerned.
3. The Director calls the LSS together for a meeting where tasks are divided and initial actions are determined. The first meeting should be short, where tasks are divided and the school's initial actions are determined.
4. The Director will have the student summoned (if such a case is involved) and inform them of the incident. The student will be cared for, as far as possible, and assistance will be sought as appropriate at each time.
5. The Director calls teachers and other school staff together to report what has happened and how the school intends to address the matter.
6. The Director ensures that information is distributed to all school staff. It is important that the supervising teacher(s) of the student(s) concerned receive information as soon as possible. Those who are not present must be called.
7. It is necessary to check whether any student/students/staff/staff are specifically connected to the event/accident/death and need to be informed about the event privately before the student body is informed of what has happened. Students can be informed of the event in two ways:

- a. Supervising teachers or others report the event simultaneously to the school if possible
- b. Students are called to a common space where the Director or the Project Manager will report on the event

It is desirable that students are allowed to discuss the event and how they are feeling, and therefore it is generally more appropriate to report the event in the group setting. Students must be reminded not to text about the event.

In such an event, students, staff and guests are to be cared for and given the opportunity to work through their feelings. Individual interviews are offered. It may be necessary to obtain external assistance to avoid placing too much strain on school staff.

18. Seeking Help Outside the School

- **Emergencies:** in case of a life threatening situation students are advised to contact 112, the Icelandic emergency number before contacting a member of the staff. 112 is for accidents, fire, crime, child protection, search, rescue and natural disasters on land, at sea, or in the air, and they handle all emergency services. There is also an online chat for these services at 112.is/en and a list of other accident and emergency service numbers can be found at island.is/en/accidents-and-emergencies

The following can be accessed independently by participants:

- Medical and psychiatric support from the Hospital in Seyðisfjörður tel. +354 470 3060
- Some medical advice from the Lyfja Pharmacy in Seyðisfjörður
- Stígamót is an Icelandic center for survivors of sexual violence that provide free and confidential counselling: tel. +354 562 6868; web: stigamot.is/languages/english/
- Spiritual and/or counselling support from the local priest and trained counsellor. This can be in relation to bereavement or a general request for this form of spiritual support and conversation.

19. Handling Disagreements

The school favours negotiation and mediation, via direct communication and group discussion, as means of handling disagreements and maintaining a safe and peaceable community. As such the focus of all disputes is on repairing harm and restoring relationships rather than punitive measures. The aim of these means is learning, understanding and social harmony. All attempts to handle disagreements have this goal, and involve promoting dialogue and reconciliation between parties, allowing them to address the impact of the conflict and work towards resolution collaboratively.

When a conflict arises between individuals it can initially, and usually, be resolved privately by discussion between those individuals. This might not always be an available or final course of action. This could be, for example, that:

- An individual feels that their safety is at risk

- There is a clearly impactful inequality between disputants (personality, status, popularity amongst the group, etc.)
- Individual discussion seems to result in a lack of agreement

Where disagreements arise that cannot be resolved in this way, participants should consider either a mediated discussion or calling a school meeting, both of which involve direct communication:

19.1 Discussion through mediation

Where individual discussion is not available or appropriate, and the disagreement involves only a small number of individuals, those involved should identify a suitable mediator for discussion.

- Mediators should be appointed with whom both parties are comfortable.
- Mediators should understand that their role is *mediation* (helping people to decide for themselves), not *arbitration* or *adjudication* (the use of coercive power to make decisions or judgements on behalf of individuals).
- If in doubt, members of the LungA Safety and Support Group are available as mediators, however it is understood that parties might prefer other individuals within the school.

19.2 School meeting

It may be that the disagreement is complex and has broader implications for the social harmony of the community. It may also be appropriate to engage the broader community in addressing disputes and conflicts in the recognition that collective responsibility fosters a sense of ownership and solidarity. In any such case, a school meeting should be called at the earliest opportunity.

- Any student or staff may call a school meeting to address a dispute. However, it is understood that not all individuals might have the capacity or confidence to call a school meeting, and where this is the case may defer to another individual to do so on their behalf.
- Students or staff call the meeting in any way appropriate that involves communication to the whole program. The most effective means of communication is usually via the program's Telegram group, or announcement at morning gathering.
- Involvement in the meeting is voluntary, and community members that attend are encouraged to support both parties involved and participate in finding resolutions that uphold shared values and principles and build a consensus.
- School meetings called to resolve disputes are minuted.

19.3 Anti-violence response

Violent or abusive language or behaviour is not tolerated at the school. The school confronts, as a community, all forms of violence, harassment, bullying, and other discriminatory behaviour and are sensitive towards the struggles faced by students or staff.

LungA School has an active, preventative attitude towards violence. The school encourages behaviours and attitudes that support non-violence, respect, and cooperation.

Students receive a list of Emergency Contacts upon arrival and are able to access the contact details of the LungA Safety and Support group. Incidents of targeted violence within school and small communities are rarely sudden, impulsive acts. Therefore, students, staff and guests who recognize concerning behaviour, or situations should communicate this concern to the LSS.

LungA School staff are sympathetic to a range of behaviour and physical changes, that might indicate concerning behaviour including: physical signs of harm; changes in eating and sleeping habits; increased isolation and social withdrawal; changes in mood; talking and/or joking about self-harm and/or suicide; drug and alcohol abuse; feelings of failure, uselessness, and loss of hope; secretive behaviour; negative behaviour patterns, such as disruption; fixation on another person. This means that they will be able to offer help and support to students who need it, when they need it.

As most participants, including interns, cohabit as part of the program, they may notice such signs that others are struggling or unwell more readily than staff, particularly if they start occurring or become more focused at evening or weekends. If this is the case, they should, where possible, ask for consent to share their concerns, and then should express their concerns to the LSS who will then be well placed to identify additional needs that individuals may require.

Staff should be alerted where appropriate of any additional needs arising from difficulties that may impact a student's mental health and wellbeing, such as bereavement.

Following any such communication, the LSS will assess the incidents, joined, if appropriate, by a representative of the School Board, to discern a level of concern. The committee will make an incident-specific Risk Assessment to determine nature and urgency, and if this indicates that the health and safety of those involved are at risk, the school shall take necessary preventive measures in order to prevent the risk, or, where this is not possible, to reduce it as far as possible. At all points, any responses to perceived risks shall be done with clear communication with and consent of those concerned, with focus on placing the individual at the centre of their needs.

There is no universal response to such threats and so the Safety and Support Group will manage the threat using case-specific, evidence-based solutions predicated upon communication, partnerships, and leveraging of resources.

19.4 Discrimination, Harassment, Sexual Harassment, Victimisation or Violence

When subjected to or witness to violence, discrimination, harassment, sexual harassment or victimisation every situation will be different.

The following guidance is here for the purpose of participants feeling prepared to respond if they were to find themselves in such a situation.

Whilst prioritising the safety of yourself and others:

- **Direct communication:** Clearly say to the individual that the behaviour is unwelcome, discriminatory, or offensive and that you want it to stop. Direct the situation by confronting the ill-intentioned person, naming what they are doing. In the case of aggressive behaviour, try to remain calm, and where possible seek assistance from others nearby. In some circumstances it might also be more appropriate to ask someone you trust to talk to the individual on your behalf.
- **Provide solidarity:** If you are witness to the behaviour you feel amounts to discrimination, harassment, sexual harassment, victimisation or violence, make actions to intervene. Intervention benefits everyone, but intervene only to help others. If you are not sure whether the behaviour, amounts to discrimination, harassment, sexual harassment, victimisation or violence, ask “Is everything alright?”
- **Document:** Make a clear and concise record of the situation. Make sure to note the time, place and individuals present, and what occurred, by whom and how you experienced it. Be sure to make and save any text messages or other records (photographs, sound recordings, videos) that are relevant to the occurrence. If you are witness to the occurrence, give this material only to the victim.
- **Report:** Talk to someone in the school about what has happened, and seek support. All incidents of violence should be reported to a member of the LungA Safety and Support group. The committee can then help support those in need and work towards a resolution in which all feel both safe and heard.

It is the responsibility of the school to also ensure that those involved are given the opportunity to express their points of view and that the parties to the case are interviewed separately.

Where incidents come to light in which individuals intentionally inflict any form of hostility upon or against others, they must expect and be prepared to be disassociated from the school programme (see: **19.6 Disassociation**). This is the case regardless of what their role at the school might be.

If the assessment of the situation reveals a reasonable suspicion that the incident involves individuals who are employed by the school (such as staff members, guests or workshop leaders) then the school will comply fully with the steps detailed in Regulation 1009/2015, including assessment in collaboration with the LungA Safety and Support Group (as the safety representatives of the school as a workplace), and external persons where necessary.

If the alleged victim of an offence wishes to report the matter to the police at any stage or at a later date, the board and school staff shall assist the person as far as possible.

19.5 Seeking Outside Help in the Case of Disputes

Although the school is committed to community-driven responses to disputes, the school also recognises that this might not always be the solution with which those at the receiving end of severe violations are willing or able to engage. Therefore, irrespective of the above, if an individual within the LungA School community believes they have been violated physically, mentally or emotionally, or has well-founded suspicions or knowledge of violations

against another individual by any student or staff member and is not able to seek support within the school from a party they trust, they can turn to the Board member of the LungA Safety and Support Group or, alternatively, the Chair of the Board of Directors.

If deemed necessary and agreed with the person(s) involved, the Chair will discuss the case with the rest of the board as soon as possible. The views of the victim and other interested party or parties need to be presented in an organised fashion. The board collects the necessary data, for example by interviewing the involved parties and others, if needed, to cast a light on the case. All data and work of the board is strictly confidential. The board shall keep minutes from these meetings.

Further processing of the case depends on the wishes of the person(s) in question. In case of a violation which falls under the provisions of the Public Penal Code, the victim is advised to refer the case to the police authorities. However, the decision always lies with the victim and the board supports them in whatever they decide. If the case is referred to the police, the board takes no further action.

School board and management can, if agreed with the victim, seek other specialist assistance from outside the school, including with the police or community health services.

Comments, concerns and complaints can also be delivered directly to the Director, anonymously or not, in a mailbox located outside of the main office. This mailbox is accessible 24/7.

19.6 Disassociation

In the extreme event that a student or staff member has behaved in a manner in which their continued presence is harmful for the social harmony of the school or that there is a clear safety risk from a student or staff member's continued involvement in the school, the individual(s) in question must expect and be prepared to be disassociated from the school programme.

Disassociation is where the school, as a community, reserves the right to withdraw any non-essential labour and resources from individuals who reject or refuse to participate in the social harmony of the school community. This includes involvement in school activities, communal living, access to social media groups (such as the program's Telegram group), materials and school managed spaces.

The school is limited by what we are able to promise to students, staff and guests who have left the school program, however we will make every reasonable effort to make sure those who may have left are safe. This might include the following:

- Provide temporary accommodation for a reasonable amount of time until the individual is able to return home or make alternative arrangements (not exceeding the remaining time the individual was expected to be at the school).
- Return to the individual any personal, unspent food budget covering the remainder of what was to be their involvement in the program.
- Consider additional measures designed to avoid further disruption or conflict with students, staff and /or guests.

The school also recognises that such disassociation can be a stressful and difficult experience for both the individual and those remaining in the school, and will make every effort to support both parties in response to any unique circumstances.

If, after enacting the above procedures in full, the discrimination, harassment, victimisation or other violence does not cease, any student, guest or member of staff still affected in any way is recommended to make a formal complaint to the School Board.

If a situation at the LungA School calls for a presence of more than what the school community can offer, a team of individuals from Seyðisfjorður is activated to take action and resolve the situation. This team holds a variety of expertise within social competences and trauma treatment.

20. Policy and School Review

This policy is reviewed annually so that it remains up to date, useful, and relevant. It is also regularly reviewed in response to local and national policy changes.

20.1 Previous versions

This Curriculum is a living document, last updated 24/06/2025 (by MRJ and HHG). It is a modification of the following previously published documentation:

- The *LUNGA SCHOOL CURRICULUM* (2025)
- The *LUNGA SCHOOL CURRICULUM* (2024)
- The *LUNGA SCHOOL CURRICULUM* (2023)
- *LUNGA SCHOOL Policy on promoting mental and physical wellbeing and creating a non-violent and non-discriminatory culture and environment* (2023)
- *LUNGA CODE OF CONDUCT* (2023)
- *LUNGA SCHOOL MANIFESTO / Curriculum* (2016)
- The *LUNGA SCHOOL CURRICULUM* (2015)

Although some of these documents remain in circulation (especially the Manifesto), the most recent update of the Curriculum, available on the LungA School website, should be considered the current document as of 01/07/2025.